

[www.CCBlackCaucus.com](http://www.CCBlackCaucus.com)

## PRESENTATION

*Interim Legislative Education Committee*

*Presented By: Yvette Williams, Caucus Chair*

*8/26/2020*

### Advancing Racial Justice Through Public Policy

*"I have to make you conscious of the things you don't see." James Baldwin*

#### EDUCATION JUSTICE

The development of Nevada's Academic Achievement goals was a thoughtful and inclusive process that incorporates Nevada's vision for being the fastest improving state in the nation. The NDE began the goal setting process with a review of historical student performance, baseline data and literature review of goal setting practices around the country. This was a painful process, but one that was necessary if Nevada wanted to provide education equity and justice to every child. As a result, Nevada launched the most progressive education reforms in Nevada history with Nevada's Plan for the federally mandated Every Student Succeeds Act. The Nevada ESSA Plan directly attacks gaps in education access and opportunity and provides a roadmap to lift those students up with the greatest needs. (See attached Nevada ESSA Plan)

#### Equity in Accessing Literacy:

In 2017, NRS was adopted that provides **least proficient students** with equitable access to literacy. This included 208 schools in CCSD. Recent federal court ruling protects Black students constitutional right to literacy, as a result of several states' lawsuits. ESSA mandates that least proficient student groups must be given a priority in every State Education Plan. The New Nevada Education Funding Plan (**SB178**) is Nevada's first weighted funding plan where dollars follow the student based on need, and directly aligns to our ESSA State

goals. This specific student group must be included in any new weighted funding formula policies adopted in NRS, if Nevada is to live up to its commitment that every student shall receive an equitable education and fulfill the promises made by Governor Sisolak that his government will dismantle systems of racism.

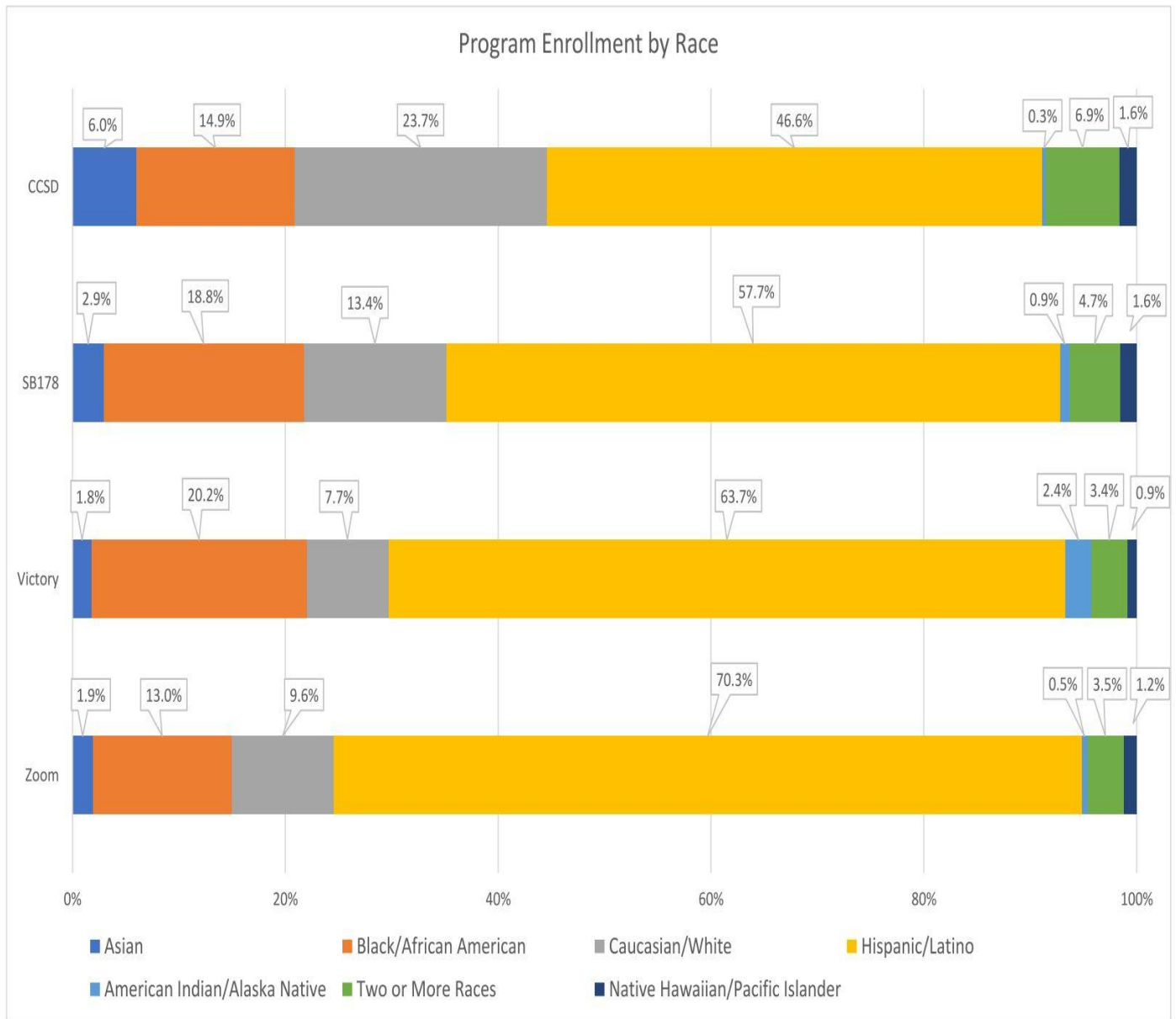
SB178 provides the most equitable distribution of funds distributed to more diverse student populations reflective of Nevada's diverse population, with the lowest proficiency rates and rises overall student's achievement from the bottom up. We are seeing trends that demonstrate students receiving SB178 interventions outperform in average growth percentile than their peers in the same school, achieving the intended goal of SB178 and Nevada's ESSA Plan of reducing the proficiency gap.

State student enrollment in SB178, Victory, and ZOOM programs, by race/ethnicity is as follows:

SB178: Asian-2.9% Black-18.8% Caucasian-13.4% Hispanic-57.78% Amer Indian/Alaska Native-.9% Two or more races-4.7% Native Hawaiian/Pacific Islander-1.6%

Victory: Asian-1.8% Black-20.2% Caucasian-7.7% Hispanic-63.7% Amer Indian/Alaska Native-2.4% Two or more races-3.4% Native Hawaiian/Pacific Islander-.9%

ZOOM: Asian-1.9% Black-13% Caucasian-9.8% Hispanic-70.36% Amer Indian/Alaska Native-.5% Two or more races-3.5% Native Hawaiian/Pacific Islander-1.2%



Data provided by Nevada Report Card/Graduation Rates/Data Requests Assessment, Data and Accountability Management (ADAM) and NV DOE <http://www.doe.nv.gov/DataCenter/Enrollment/>  
 Analysis by Alyse Esquivel MBA, Business Analyst



[ccblackcaucus.com](http://ccblackcaucus.com)

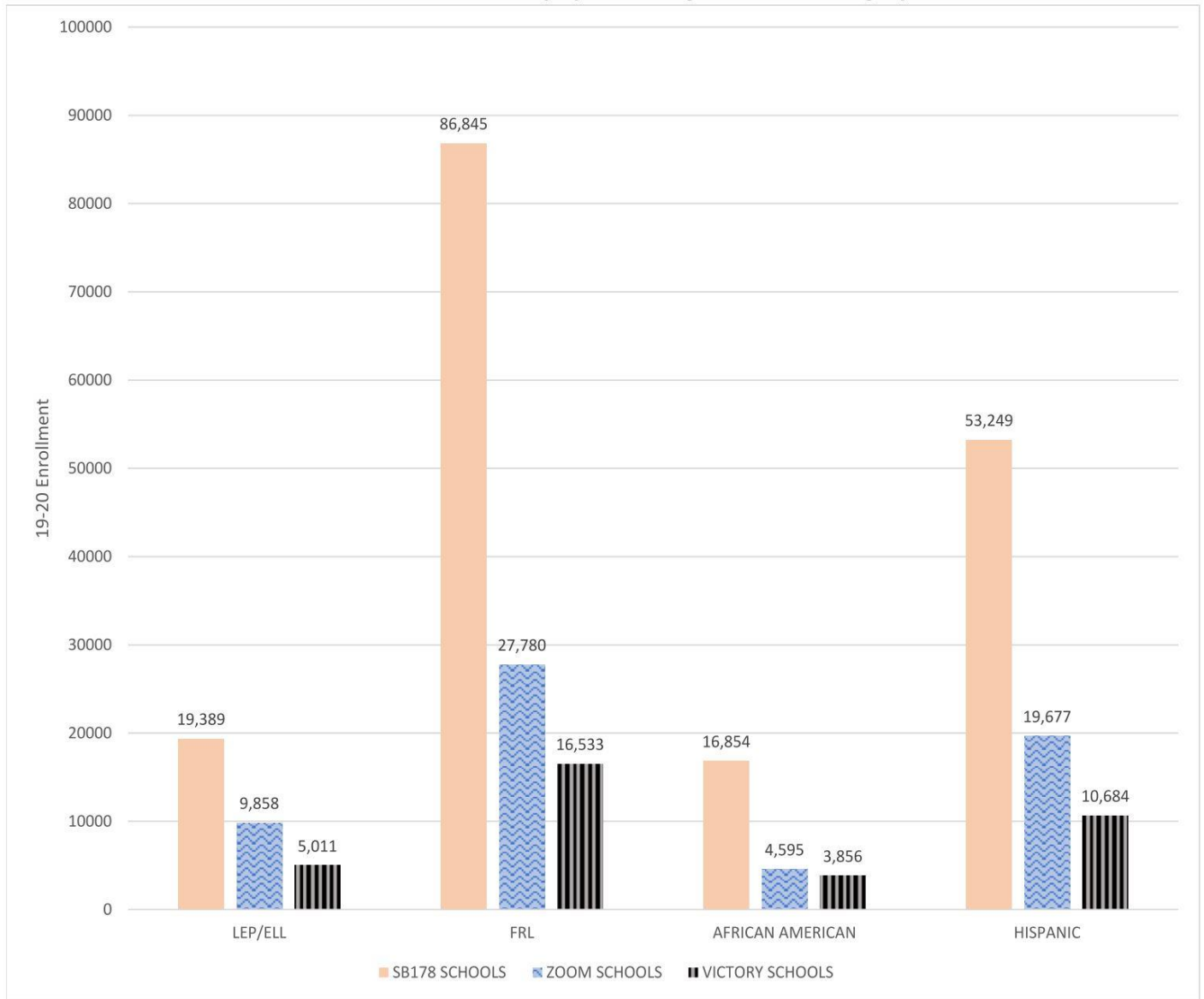
For CCSD’s 2019-2020 school year SB178 served 23% more ELL students with more diverse languages than Victory and ZOOM, and from a wider and more diverse geographic, with students represented in every legislative district and helping students least proficient across the State regardless of zip code.

SB178 served twice the number of students receiving free and reduced lunch than in ZOOM and Victory Schools combined.

SB178 served more than double the number of Black students in Victory and ZOOM schools combined. Although it was the intention when Victory schools was established to serve a large number of Black students on FRL in our most economically challenged neighborhoods, that has changed since 2015. SB178 served 4 times the number of Black students served in Victory schools.

SB178 serves approximately 44% more Hispanic students than ZOOM schools in 2019-20 CCSD schools, in addition to a wider geographic area, and serving students in most EVERY legislative district.

### CCSD 19-20 Enrollment by Special Program and Demographic



Data provided by CCSD Assessment, Accountability, Research and School Improvement, Accountability and Data Analysis by Alyse Esquivel MBA, Business Analyst



BLACK CAUCUS

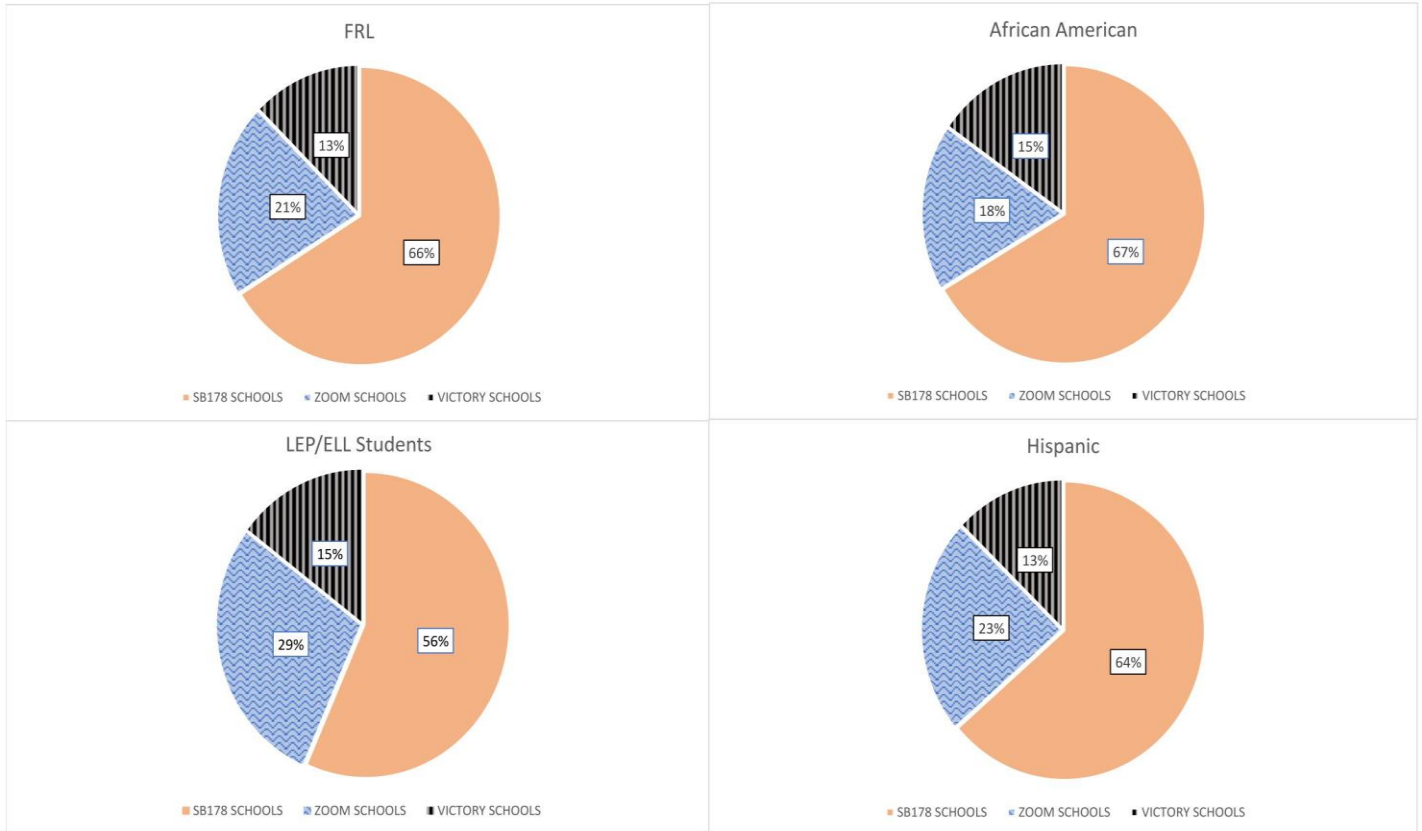
[ccblackcaucus.com](http://ccblackcaucus.com)

Overwhelmingly, more students are served through SB178 providing a more equitable funding formula for students with the greatest needs. Additionally, NDE data shows that providing resources/tool kit directly to students with widest proficiency gap is best accomplished when the dollars follow the student and not school based.

Analysis shows that out of the 20,054 students enrolled in Victory schools only 5,194 of those students are actually students in the least proficient (lowest 25%) subgroup, and ZOOM schools shows only 8,846 students of the 40,682 students enrolled are in the lowest percentile, and 13,969 students are ELL students. While 100% of the students served in SB178 are those with the greatest needs. In considering future policy, legislators must be mindful and not assume that by funding total school populations in targeted neighborhoods will result in meeting those targets. It should be student driven and based on individual student needs.

It is also important to note that 100% of students in Victory are FRL as targeted, however in ZOOM not all students receiving funds are the targeted students as designated in NRS as ELL students. For example, out of the 40,682 ZOOM students in Nevada only 13,969 are ELL students, and of those students only 8,846 students fall in the lowest 25% percentile. However, if dollars follow the student, 100% of the funds intended to provide EQUITY will serve 100% of the targeted students.

**CCSD 19-20 STUDENTS IN SPECIALIZED PROGRAMS BY DEMOGRAPHIC**

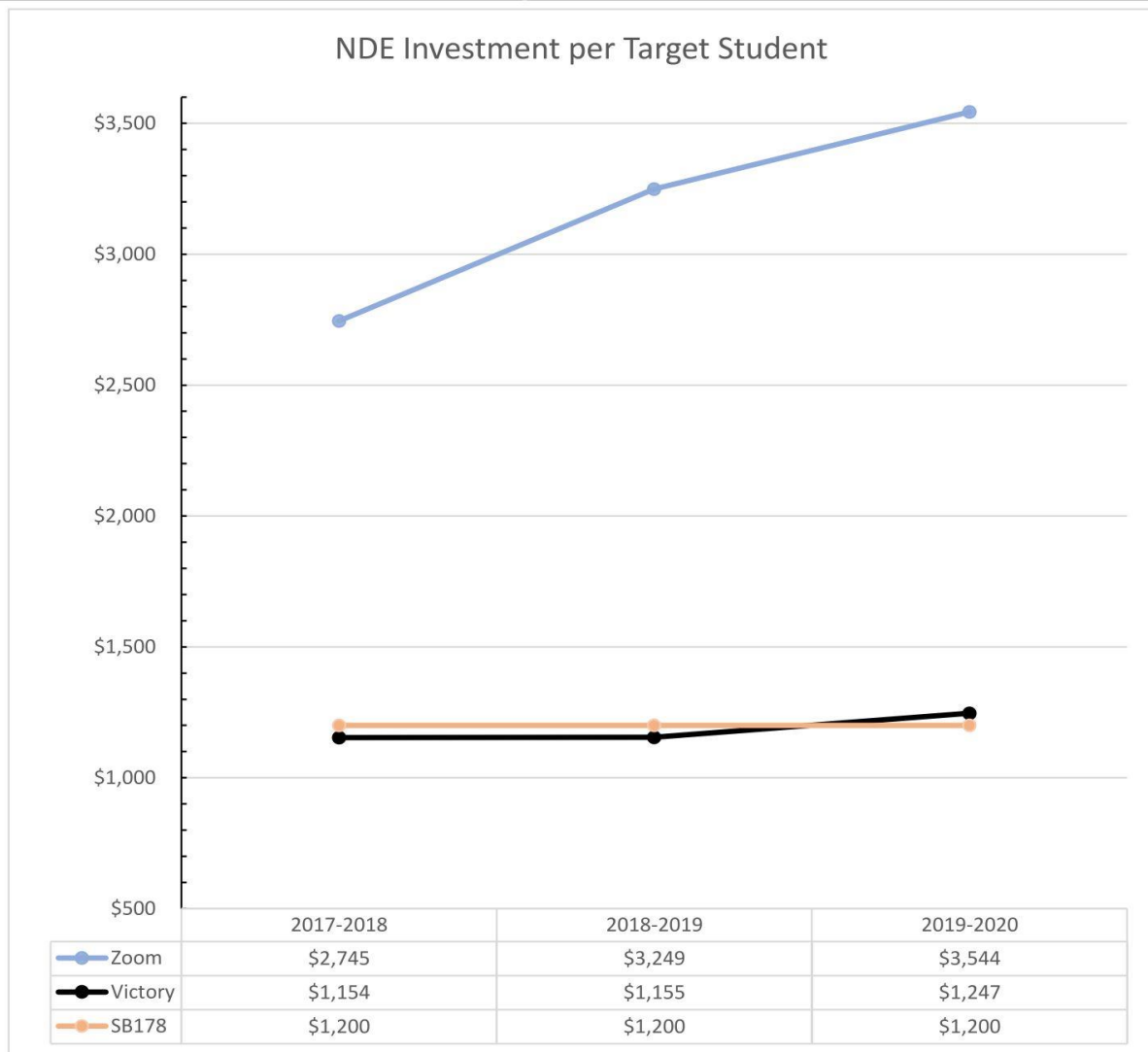


Percentage is based on enrollment in specialized programs. Only students enrolled in SB178, Zoom or Victory programs are counted.  
 Data provided by CCSD Assessment, Accountability, Research and School Improvement  
 Accountability and Data Department  
 Analysis by Alyse Esquivel MBA, Business Analyst



Return on investment and funding equity is an important consideration when deciding on education policy. Funding equity is a focus area for the U.S. Department of Education currently and have issued Dear Colleague letters in this regard, informing how the Department of Civil Rights may rule in that regard.

In 2018-2019 school year, ELL students received \$3,249 per student designated as ZOOM, \$1155 designated as Victory, and \$1200 designated as SB178. In 2019-2020 school year, ELL students received \$3,544 per student designated as ZOOM, \$1247 designated as Victory, and \$1200 designated as SB178. Considering all the data in this presentation, CCBC is of the opinion that the funding formula is not equitable.



Target Students for Zoom Schools are ELL students; for Victory Schools are FRL; for SB178 are Lowest 25th Percentile Proficient

Data provided by Nevada Report Card/Graduation Rates/Data Requests Assessment, Data and Accountability Management (ADAM)

Analysis by Alyse Esquivel MBA, Business Analyst



[ccblackcaucus.com](http://ccblackcaucus.com)

Please note that when our analyst dug into the data from CCSD and NDE we realized the numbers just did not match up. After further investigation, CCSD noted that the variance is due to them identifying early learners in grade K-2 that demonstrate lowest proficiency rates, and benefit from school tools that have been purchased with SB178 funds. SB178 uses SBAC scores to identify recipients for SB178 and therefore K-2 students that may ordinarily qualify are not tested until the 3<sup>rd</sup> grade. CCSD has informed us that their indicators show that these early learners are trending up (AGP) and reducing proficiency gaps at an earlier age. This has been one of our biggest struggles – how to improve

proficiency at an earlier age and maintain through graduation so they are college and career ready. Reducing proficiency gaps is the intended GOAL of SB178, and all indications demonstrate students are moving the scale towards education equity.

## **Opportunity & Access Gap:**

### **High School Diplomas**

Of all African American CCSD graduates in 2019 only 4.7% earned an Advanced Diploma. This number reflects students completing advanced learning opportunities at the honors and AP level throughout 4 years of high school. Advanced Diploma is slightly higher at 6.1%, and College and Career Ready Diplomas at 8.8%. A whopping 80% of all African American students graduating in 2019 from CCSD received a Standard Diploma. This reflects the widest gap of 36.5% compared to Asian students followed by Caucasian students of 52.4% receiving a Standard Diploma. This is a huge red flag in participation rates at the higher learning levels, and when analyzing data to determine levels of discrimination in equity and access, consider that the National Alliance of Partners in Equity (NAPE) recommendation is no more than a 10% participation gap. As you can see, Nevada reflects chronically excessive levels of discrimination in equity and access based on their recommendations.

Considering the existing opportunity and lack of access to higher level diplomas, concerns of another layer of inequity are realized in recent statistics of Black students earning a College and Career Ready (CCR) Diploma. Out of 4,195 CCR diplomas earned in 2019, only 224 went to Black students in CCSD, 15 in Washoe County, zero in Carson City, 14 in State public charter schools, zero in Elko County, 1 in White Pine County, Lander, Nye, and Churchill, and zero in Humboldt. A total of 6,236 CCR diplomas were awarded in Nevada schools in 2019.

### **Career Technical Programs**

The disproportionate Black graduates earning a CCR diploma is another reflection of the access gap Black students experience in participating in CTE programs. Data reflects Black students still have difficulty accessing high skilled/high demand CTE programs in Nevada schools. They are chronically under enrolled in advanced manufacturing and STEM programs due to the limited programs available at their schools.

The lack of opportunities to attend a Magnet School or Career Tech Academy where robust CTE programs are available, make attaining a CCR diploma difficult and for many students impossible. Statistics show that a higher percentage of students graduating from one of these schools earn a higher learning diploma (Advanced, Advanced Honor, CCR).

### **Magnet Schools and Career Technical Academy**

The selection process to attend a Magnet School or Career Tech Academy makes accessing one of these schools more difficult for Black students. And although there have been some recent changes to CCSD preference/criteria, at CCBC urging, statistics define that more must be done, if these schools are to provide an opportunity for these students. The Black student group is underrepresented in the middle school and high school levels. In the 2020-21 CCSD school year Black students are enrolled in high school at 9%, Hispanics 46%, Caucasian 24%, Asian 13%, American Indian/Alaska Native .3%, Multi-Racial 6%, Native Hawaiian or Pacific Islander 1%. (See CCSD Magnet/CTA Selection Process and Magnet/CTA Enrollment Ethnicity Report attached)

Some states and school districts use a weighted lottery to reduce the opportunity gap for Black students. A more equitable system can be achieved by utilizing a weighted lottery in Nevada to reduce the opportunity gap currently disenfranchising AfAm students. After 13 years of working with CCSD, trying many different solutions and painfully drilling down on the data to better understand why Black students are under-represented and racially isolated on these elite campuses, it is obvious that the only other resolution is to require legislative intervention and ensure that all student groups have the same advantage and equitable opportunity to access magnet and CTA's. If a choice school has a subgroup underrepresented, the lottery would provide an

additional weight to that student subgroup during the application process in a effort to reduce the opportunity gap, until the student population at that choice school reflects an inclusive student body that also reduces racial isolation of minority student populations and issues of segregation within choice schools in CCSD.

## **Zone Variance**

Last session, the Legislature recognized the challenges ELL students have that are stuck in schools that are not meeting their academic needs. These ELL students deserve access to literacy and the opportunity to master English.

Recent federal district courts ruled in favor of the constitutional rights to literacy for African American students in several states. Providing African American students, who are in the lowest 25% quartile proficiency rate and/or have experienced documented racial discrimination or harassment at their current school, the same opportunity to an equitable opportunity to access literacy and quality education.

A NO tolerance policy for racism/bias in our schools must be enforceable with an appropriate solution to take that child out of the hostile environment, as you would for sexual harassment and bullying. If a child can be banned from school for his/her behavior, certainly they should have that same right to remove themselves from a school as expressed above for the bad behavior of others at their school.

## **Disparities:**

### **Proficiency Gap**

Every Student Succeeds Act requires every state education department to prioritize reducing proficiency gaps of specific student groups in their state ESSA Plan, where it can be demonstrated that a proficiency gap exists. Historically, the needs of Black students has gone unmet in Nevada and historically reflect the highest percentage of students testing in the lowest 25% quartile by race, along with ELL students and IEP.

While ELL students and IEP students receive additional funding to support their efforts for achievement, Black student needs have gone unmet.

### **Distance Learning**

Access to distance learning must be a priority of CCSD's reopening plan. Anything less is inequitable and unequal giving rise to education injustice.

67% of all students in CCSD are on free or reduced lunch.

An estimated 40% of households were in need of access in CCSD in preparation for the start of the school year, the widest gap was again, Black students. Recognizing that our learning model will remain changed forever, we need to be prepared to ensure our future model is built on education equality. As students come and go, this system will need to be supported with adequate annual funding from our State Legislature to meet the technology demands of schools and students. Making distance learning BETTER for those that already have access cannot be the priority UNTIL ALL students have access to the same opportunities as those that have. Otherwise, you create a learning environment where some have and others don't have. A reflection of what we currently have and a replica of status quo unacceptable and intolerable for future generations of Black students we refuse to lose in another systemic institution of racism.

### **Racism, Bias, and Isolation**

It is no secret that CCSD has struggled for many years in addressing the racism, implicit and explicit bias on school campuses that often create a hostile environment for students of color. With the diversity of students attending Nevada schools it's important that they get the same protections against racial harassment as other forms of bullying. Many students deal with adverse childhood experiences away from school, and schools should provide a safe and welcoming climate where all students can learn, free from racial hostility.

Nevada legislature can support Governor Sisolak's commitment to address racism head on and help create a healthier and safer school climate by amending NRS to include racial harassment in bullying laws. This amendment will send a clear message of how districts/schools should address harassment

and hostile environments of **racism** with the same expectation passed as the bullying laws and create a NO TOLERANCE ZONE in Nevada schools.

## **Discipline**

Disproportionate discipline of Black students remains an issue in Nevada with small progress being made through various programs in CCSD. Recent data continues to reflect a wide gap. Although incidents overall have reflected improve, there remains a disproportionately expulsion of Black students, and although reports were due that provides data to inform about specific incidents vs discipline by race, statistics are still not available. Therefore, we cannot provide an analysis of incidents of racism/bias and how adults contribute to this education crisis. We hope to do so during the upcoming legislative session.

Additionally, with recent police reforms underway at the Legislature, we recommend the banning of pepper spray within our school systems. Data shows pepper spray was used 25 times in CCSD schools last year. This is very alarming to parents and community.

We want to close with the following recommendations for the Committee's consideration but want to first remind you of a quote by an unknown author. "A river cuts through rock, not because of its power, but because of it's persistence." We hope you will be persistent and courageous to tackle the inequity and education injustices in our current school system, and bring forth, not just progressive, but aggressive legislation next year. We are available to answer any questions, provide perspective, or inform on the issues we are very much engaged in.

## **RECOMMENDATIONS:**

- Maintain student designation for least proficient students (SB178) in any weighted funding formula adopted by the Nevada legislature, as a fully funded student group comparably funded to the weight of the ELL subgroup. Both are seeking English mastery.

- Fully restore SB178 funding and expand to ALL schools (1-5 stars) fully funded and expand the weighted funding formula to include FRL, ELL, IEP, etc. subgroups to this New Nevada Education Funding Plan
- Fully restore funding Read By3 which worked in conjunction with SB173 to get our early learners on track.
- Pass Weighted Lottery legislation that provides a more equitable access to Magnet/CTA's choice schools for racially underrepresented students.
- Zone Variance for African American students in lowest 25% proficiency rate and/or experience racial discrimination and harassment.
- Amend current Bully NRS to include mandatory protocols that address racial hostility/harassment on campus and should also address protocols for educators engaged in racial bullying/harassment.
- Mandate equal access to distance learning in NRS for every student if instruction is provided via the Internet. Distance learning should not create another system of inequality when the opportunity exists without geographic barriers to realize a truly equal education online system.
- Redirect appropriate funds from school police to social emotional supports, that address adverse childhood experiences of high-risk students with professional mental health interventions. Addressing root causes, while reducing school police presence on campus.

### 3 Year Magnet Enrollment Ethnicity Report

	2018-19	2019-20	2020-21	District
<b>MAGNET OVERALL TOTALS</b>				
Asian	11%	11%	10%	6%
Black/African American	10%	10%	11%	14%
Caucasian	23%	23%	23%	24%
Hispanic	47%	47%	48%	46%
American Indian or Alaska Native	0.3%	0.3%	0.3%	0.4%
Multi Racial	7%	7%	7%	7%
Native Hawaiian or Other Pacific Islander	1%	1%	1%	2%

### Magnet Elementary Schools

	2018-19	2019-20	2020-21
<b>OVERALL TOTALS</b>			
Asian	6%	6%	6%
Black/African American	16%	16%	17%
Caucasian	22%	22%	22%
Hispanic	47%	48%	47%
American Indian or Alaska Native	0.2%	0.2%	0.3%
Multi Racial	7%	7%	7%
Native Hawaiian or Other Pacific Islander	1%	1%	1%

	2018-19	2019-20	2020-21
<b>Bracken, Walter ES</b>			
Asian	5%	4%	4%
Black/African American	9%	10%	11%
Caucasian	16%	16%	13%
Hispanic	63%	64%	67%
American Indian or Alaska Native	0%	0%	0%
Multi Racial	6%	7%	6%
Native Hawaiian or Other Pacific Islander	0.4%	1%	0.2%
<b>Carson, Kit ES</b>			
Asian	2%	1%	1%
Black/African American	44%	43%	46%
Caucasian	5%	4%	7%
Hispanic	45%	47%	42%
American Indian or Alaska Native	0%	0.3%	0.3%
Multi Racial	3%	5%	3%
Native Hawaiian or Other Pacific Islander	1%	1%	0.3%

\*Data for 20-21 is preliminary until after August 2020

1 of 10

**3 Year Magnet Enrollment  
Ethnicity Report**

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Gehring, Roger D ES</b>			
Asian	15%	15%	15%
Black/African American	11%	13%	15%
Caucasian	27%	27%	24%
Hispanic	33%	32%	33%
American Indian or Alaska Native	1%	0.5%	0.3%
Multi Racial	9%	9%	9%
Native Hawaiian or Other Pacific Islander	4%	4%	3%
<b>Gilbert, CVT ES</b>			
Asian	4%	3%	2%
Black/African American	24%	25%	23%
Caucasian	21%	20%	19%
Hispanic	40%	45%	49%
American Indian or Alaska Native	0%	0%	0.2%
Multi Racial	10%	7%	5%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>Heard, Lomie G ES</b>			
Asian	3%	3%	2%
Black/African American	12%	12%	11%
Caucasian	7%	8%	9%
Hispanic	72%	73%	71%
American Indian or Alaska Native	0.3%	0.3%	0.3%
Multi Racial	5%	4%	5%
Native Hawaiian or Other Pacific Islander	0.4%	0.4%	0.4%
<b>Hoggard, Mabel ES</b>			
Asian	8%	7%	5%
Black/African American	20%	21%	22%
Caucasian	11%	11%	11%
Hispanic	56%	54%	54%
American Indian or Alaska Native	0%	0.3%	0.3%
Multi Racial	5%	5%	7%
Native Hawaiian or Other Pacific Islander	1%	0.3%	0.3%
<b>Mackey, Jo ES</b>			
Asian	3%	3%	3%
Black/African American	36%	35%	35%
Caucasian	7%	8%	10%
Hispanic	45%	47%	46%
American Indian or Alaska Native	0.2%	0%	0.2%
Multi Racial	7%	6%	5%
Native Hawaiian or Other Pacific Islander	2%	1%	1%

\*Data for 20-21 is preliminary until after August 2020

2 of 10

**3 Year Magnet Enrollment  
Ethnicity Report**

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>McCaw, Gordon ES</b>			
Asian	5%	6%	5%
Black/African American	11%	10%	11%
Caucasian	44%	45%	48%
Hispanic	31%	30%	28%
American Indian or Alaska Native	0%	0.2%	0.3%
Multi Racial	7%	7%	6%
Native Hawaiian or Other Pacific Islander	2%	1%	1%
<b>Miller, Sandy Searles ES</b>			
Asian	2%	2%	3%
Black/African American	8%	9%	9%
Caucasian	11%	12%	12%
Hispanic	73%	72%	71%
American Indian or Alaska Native	0.2%	0%	0%
Multi Racial	5%	4%	4%
Native Hawaiian or Other Pacific Islander	0.5%	0.5%	1%
<b>Piggott Academy ES</b>			
Asian	13%	14%	14%
Black/African American	11%	13%	12%
Caucasian	38%	37%	38%
Hispanic	25%	25%	24%
American Indian or Alaska Native	1%	1%	1%
Multi Racial	11%	10%	11%
Native Hawaiian or Other Pacific Islander	2%	1%	1%
<b>Tarr, Sheila R ES</b>			
Asian	4%	6%	6%
Black/African American	10%	10%	10%
Caucasian	40%	38%	40%
Hispanic	33%	35%	32%
American Indian or Alaska Native	0.2%	0%	0.3%
Multi Racial	11%	11%	10%
Native Hawaiian or Other Pacific Islander	1%	1%	1%

\*Data for 20-21 is preliminary until after August 2020

3 of 10

**3 Year Magnet Enrollment  
Ethnicity Report**

**Magnet Middle Schools**

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>OVERALL TOTALS</b>			
Asian	8%	7%	7%
Black/African American	10%	10%	11%
Caucasian	21%	21%	21%
Hispanic	53%	53%	52%
American Indian or Alaska Native	0.3%	0.3%	0.3%
Multi Racial	7%	7%	7%
Native Hawaiian or Other Pacific Islander	1%	1%	1%

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Bridger, Jim MS</b>			
Asian	3%	3%	3%
Black/African American	10%	11%	11%
Caucasian	8%	5%	5%
Hispanic	74%	77%	78%
American Indian or Alaska Native	0%	0%	0.3%
Multi Racial	3%	3%	3%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>Brown, B Mahlon JHS</b>			
Asian	5%	5%	5%
Black/African American	10%	10%	14%
Caucasian	43%	40%	38%
Hispanic	29%	31%	33%
American Indian or Alaska Native	1%	0%	0%
Multi Racial	10%	12%	9%
Native Hawaiian or Other Pacific Islander	1%	2%	1%
<b>Cashman, James MS</b>			
Asian	11%	12%	12%
Black/African American	10%	12%	12%
Caucasian	19%	19%	18%
Hispanic	51%	51%	50%
American Indian or Alaska Native	1%	0.4%	1%
Multi Racial	6%	5%	5%
Native Hawaiian or Other Pacific Islander	1%	2%	2%

\*Data for 20-21 is preliminary until after August 2020

4 of 10

**3 Year Magnet Enrollment  
Ethnicity Report**

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Gibson, Robert O MS</b>			
Asian	3%	3%	3%
Black/African American	8%	10%	13%
Caucasian	6%	6%	6%
Hispanic	80%	77%	74%
American Indian or Alaska Native	0.2%	0.2%	0%
Multi Racial	3%	2%	2%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>Guinn, Kenny C MS</b>			
Asian	22%	19%	17%
Black/African American	16%	16%	20%
Caucasian	25%	26%	24%
Hispanic	30%	34%	34%
American Indian or Alaska Native	0%	0%	0%
Multi Racial	6%	5%	4%
Native Hawaiian or Other Pacific Islander	1%	0.5%	1%
<b>Hyde Park MS</b>			
Asian	27%	24%	25%
Black/African American	9%	11%	12%
Caucasian	21%	18%	17%
Hispanic	34%	37%	36%
American Indian or Alaska Native	0.4%	1%	0.4%
Multi Racial	7%	8%	9%
Native Hawaiian or Other Pacific Islander	2%	1%	1%
<b>Johnson, Walter JHS</b>			
Asian	10%	9%	8%
Black/African American	9%	8%	9%
Caucasian	28%	29%	30%
Hispanic	45%	45%	42%
American Indian or Alaska Native	0%	0.3%	0.3%
Multi Racial	7%	9%	10%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>Knudson, K O MS</b>			
Asian	3%	3%	3%
Black/African American	13%	12%	14%
Caucasian	16%	15%	13%
Hispanic	59%	61%	61%
American Indian or Alaska Native	0.4%	0.5%	0.4%
Multi Racial	8%	7%	6%
Native Hawaiian or Other Pacific Islander	1%	1%	1%

\*Data for 20-21 is preliminary until after August 2020

5 of 10

**3 Year Magnet Enrollment  
Ethnicity Report**

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Lied STEM Academy MS</b>			
Asian	6%	5%	5%
Black/African American	14%	13%	13%
Caucasian	33%	36%	37%
Hispanic	34%	33%	33%
American Indian or Alaska Native	0.5%	0.3%	0.1%
Multi Racial	11%	11%	11%
Native Hawaiian or Other Pacific Islander	2%	2%	1%
<b>Mackey, Jo MS</b>			
Asian			0%
Black/African American			36%
Caucasian			18%
Hispanic			27%
American Indian or Alaska Native			0%
Multi Racial			18%
Native Hawaiian or Other Pacific Islander			0%
<b>Martin, Roy W MS</b>			
Asian	4%	3%	3%
Black/African American	8%	9%	8%
Caucasian	9%	7%	6%
Hispanic	74%	77%	80%
American Indian or Alaska Native	0%	0%	0.2%
Multi Racial	4%	3%	2%
Native Hawaiian or Other Pacific Islander	1%	0.2%	0.3%
<b>O'Callaghan, Mike MS i3 Learn Academy</b>			
Asian	3%	3%	4%
Black/African American	8%	6%	6%
Caucasian	12%	12%	12%
Hispanic	73%	74%	74%
American Indian or Alaska Native	0.1%	0.3%	0.3%
Multi Racial	3%	3%	3%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>White, Thurman Academy of the Performing Arts</b>			
Asian	6%	6%	4%
Black/African American	10%	11%	10%
Caucasian	29%	28%	30%
Hispanic	43%	44%	45%
American Indian or Alaska Native	0.3%	0.4%	0.5%
Multi Racial	10%	10%	9%
Native Hawaiian or Other Pacific Islander	1%	1%	1%

\*Data for 20-21 is preliminary until after August 2020

6 of 10

**3 Year Magnet Enrollment  
Ethnicity Report**

**Magnet High Schools and CTA's**

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>OVERALL TOTALS</b>			
Asian	15%	14%	13%
Black/African American	8%	8%	9%
Caucasian	25%	25%	24%
Hispanic	44%	45%	46%
American Indian or Alaska Native	0.3%	0.3%	0.3%
Multi Racial	6%	6%	6%
Native Hawaiian or Other Pacific Islander	1%	1%	1%

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Advanced Technologies Academy</b>			
Asian	17%	16%	15%
Black/African American	9%	8%	8%
Caucasian	24%	25%	24%
Hispanic	42%	43%	44%
American Indian or Alaska Native	0.1%	0.1%	0.3%
Multi Racial	7%	7%	8%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>Basic Academy of International Studies</b>			
Asian	10%	6%	4%
Black/African American	7%	6%	7%
Caucasian	41%	48%	49%
Hispanic	31%	29%	29%
American Indian or Alaska Native	1%	1%	1%
Multi Racial	6%	7%	9%
Native Hawaiian or Other Pacific Islander	4%	3%	1%
<b>Canyon Springs HS</b>			
Asian	6%	4%	3%
Black/African American	29%	32%	28%
Caucasian	6%	7%	8%
Hispanic	51%	50%	54%
American Indian or Alaska Native	0.2%	0%	0%
Multi Racial	7%	7%	7%
Native Hawaiian or Other Pacific Islander	1%	2%	1%

\*Data for 20-21 is preliminary until after August 2020

**3 Year Magnet Enrollment  
Ethnicity Report**

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Clark, Ed W HS</b>			
Asian	45%	45%	43%
Black/African American	7%	8%	9%
Caucasian	21%	18%	17%
Hispanic	20%	19%	22%
American Indian or Alaska Native	0.2%	0.5%	0.5%
Multi Racial	6%	7%	8%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>Del Sol Academy of the Performing Arts</b>			
Asian	4%	4%	4%
Black/African American	11%	12%	12%
Caucasian	23%	23%	22%
Hispanic	53%	53%	56%
American Indian or Alaska Native	1%	0.4%	0.2%
Multi Racial	7%	6%	6%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>Desert Pines HS</b>			
Asian	3%	2%	2%
Black/African American	20%	22%	22%
Caucasian	8%	10%	8%
Hispanic	60%	58%	58%
American Indian or Alaska Native	0.2%	0.4%	0.2%
Multi Racial	7%	7%	6%
Native Hawaiian or Other Pacific Islander	2%	2%	3%
<b>East Career and Technical Academy</b>			
Asian	8%	9%	8%
Black/African American	4%	3%	3%
Caucasian	9%	8%	8%
Hispanic	75%	77%	78%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Multi Racial	3%	3%	2%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>Eldorado HS</b>			
Asian	4%	3%	3%
Black/African American	9%	9%	10%
Caucasian	16%	17%	18%
Hispanic	65%	65%	66%
American Indian or Alaska Native	1%	1%	1%
Multi Racial	5%	5%	3%
Native Hawaiian or Other Pacific Islander	1%	1%	0%

\*Data for 20-21 is preliminary until after August 2020

8 of 10

**3 Year Magnet Enrollment  
Ethnicity Report**

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Las Vegas Academy of the Arts</b>			
Asian	10%	9%	8%
Black/African American	8%	7%	7%
Caucasian	43%	44%	43%
Hispanic	29%	30%	31%
American Indian or Alaska Native	0.4%	0.4%	0.5%
Multi Racial	9%	9%	9%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>Northwest Career and Technical Academy</b>			
Asian	12%	12%	10%
Black/African American	9%	9%	9%
Caucasian	32%	32%	33%
Hispanic	38%	38%	39%
American Indian or Alaska Native	0.4%	0.3%	0.3%
Multi Racial	7%	8%	8%
Native Hawaiian or Other Pacific Islander	2%	2%	2%
<b>Rancho HS</b>			
Asian	10%	10%	10%
Black/African American	10%	11%	11%
Caucasian	21%	19%	17%
Hispanic	53%	53%	55%
American Indian or Alaska Native	1%	1%	1%
Multi Racial	4%	5%	5%
Native Hawaiian or Other Pacific Islander	2%	2%	1%
<b>Southeast Career and Technical Academy</b>			
Asian	9%	10%	9%
Black/African American	5%	4%	5%
Caucasian	22%	23%	25%
Hispanic	58%	58%	56%
American Indian or Alaska Native	0.2%	0.2%	0.1%
Multi Racial	5%	5%	5%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>Southwest Career and Technical Academy</b>			
Asian	37%	36%	35%
Black/African American	7%	7%	7%
Caucasian	25%	25%	25%
Hispanic	21%	20%	21%
American Indian or Alaska Native	0.4%	0.3%	0.1%
Multi Racial	8%	8%	9%
Native Hawaiian or Other Pacific Islander	3%	3%	3%

\*Data for 20-21 is preliminary until after August 2020

**3 Year Magnet Enrollment  
Ethnicity Report**

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Spring Valley HS</b>			
Asian	21%	20%	18%
Black/African American	15%	16%	20%
Caucasian	30%	28%	26%
Hispanic	26%	25%	26%
American Indian or Alaska Native	0%	0%	0%
Multi Racial	8%	9%	8%
Native Hawaiian or Other Pacific Islander	1%	2%	2%
<b>Valley HS</b>			
Asian	11%	8%	6%
Black/African American	11%	12%	11%
Caucasian	12%	13%	12%
Hispanic	62%	62%	65%
American Indian or Alaska Native	0.2%	0.3%	0.3%
Multi Racial	3%	4%	4%
Native Hawaiian or Other Pacific Islander	0%	1%	1%
<b>Veterans Tribute Career and Technical Academy</b>			
Asian	3%	3%	3%
Black/African American	6%	6%	6%
Caucasian	18%	18%	17%
Hispanic	68%	67%	67%
American Indian or Alaska Native	0.4%	1%	0.5%
Multi Racial	4%	5%	5%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>West Career and Technical Academy</b>			
Asian	25%	25%	24%
Black/African American	5%	5%	5%
Caucasian	45%	45%	43%
Hispanic	16%	17%	19%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Multi Racial	8%	7%	7%
Native Hawaiian or Other Pacific Islander	1%	1%	1%

\*Data for 20-21 is preliminary until after August 2020

10 of 10

## Class of 2019 Graduation Statistics by Ethnicity

Legend: A - Asian, B - African American, C - Caucasian, H - Hispanic, I - Native American, M - Multiethnic/Multicultural, P - Native Hawaiian or Other Pacific Islander

Total Students Diploma Type	Ethnicity						Grand Total	
	A	B	C	H	I	M		P
Advanced Diploma (B19)	225	156	516	613	9	119	26	1,664
Advanced Honors Diploma (B19)	388	122	681	676	9	130	31	2,037
Alternative Diploma (B26)		5	5	2				12
College and Career Ready (B27)	632	224	1,467	1,499	10	304	59	4,195
Standard Diploma (B18)	716	2,035	2,949	6,650	62	703	238	13,353
<b>Grand Total</b>	<b>1,961</b>	<b>2,542</b>	<b>5,618</b>	<b>9,440</b>	<b>90</b>	<b>1,256</b>	<b>354</b>	<b>21,261</b>

**Nevada Department of Education**  
**Consolidated State Plan**  
**Under the Every Student Succeeds Act**



**U.S. Department of Education**


OMB Number: 1810-0576  
Expiration Date: November 30, 2019


**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 1810-0576. The time required to complete this information collection is estimated to average 2181 hour per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

# Contents



Cover Page .....	3
Programs Included in the Consolidated State Plan.....	9
Letter from the State Superintendent .....	10
Section 1: Long-term Goals.....	11
Section 2: Consultation and Performance Management.....	32
2.1 Consultation. ....	32
2.2 System of Performance Management. ....	35
Section 3: Academic Assessments .....	39
Section 4: Accountability, Support, and Improvement for Schools.....	41
4.1 Accountability System. ....	41
4.2 Identification of Schools. ....	63
4.3 State Support and Improvement for Low-performing Schools.....	67
Section 5: Supporting Excellent Educators .....	71
5.1 Educator Development, Retention, and Advancement. ....	71
5.2 Support for Educators. ....	74
5.3 Educator Equity. ....	77
Section 6: Supporting All Students.....	80
6.1 Well-Rounded and Supportive Education for Students. ....	80
6.2 Program-Specific Requirements. ....	87
Consolidated State Plan Assurances .....	106
APPENDICES .....	107

**Cover Page**

<b>Contact Information and Signatures</b>	
<b>SEA Contact (Name and Position):</b> Dr. Steve Canavero, State Superintendent	Telephone: 775.687.9217
Mailing Address: 700 E. 5 <sup>th</sup> Street, Carson City, NV 89701	Email Address: scanavero@doe.nv.gov
<p>By signing this document, I assure that:            To the best of my knowledge and belief, all information and data included in this plan are true and correct            The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.            Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
<b>Authorized SEA Representative (Printed Name)</b>  Dr. Steve Canavero	Telephone:  775.687.9217
<b>Signature of Authorized SEA Representative</b>  	Date: 8/4/2017
<b>Governor (Printed Name)</b>	Date SEA provided plan to the Governor under ESEA section 8540:  February 10, 2017
<b>Signature of Governor</b>	Date:

Contact Information and Signatures	
<b>SEA Contact (Name and Position):</b> Dr. Steve Canavero, State Superintendent	<b>Telephone:</b> 775.687.9200
<b>Mailing Address:</b> 700 E. 5 <sup>th</sup> Street Carson City, NV 89701	<b>Email Address:</b> <a href="mailto:scanavero@doe.nv.gov">scanavero@doe.nv.gov</a>
<p>By signing this document, I assure that:            To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.            Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
<b>Authorized SEA Representative (Printed Name)</b> Dr. Steve Canavero	<b>Telephone:</b> 775.687.9200
<b>Signature of Authorized SEA Representative</b> 	<b>Date:</b> 4.12.17
<b>Governor (Printed Name)</b>	<b>Date SEA provided plan to the Governor under ESEA section 8540:</b>  February 10, 2017
<b>Signature of Governor</b>	<b>Date:</b>

\*See Next Page for the Governor's Signature

Contact Information and Signatures	
<b>SEA Contact (Name and Position)</b> Dr. Steve Canavero, State Superintendent	Telephone 775.687.9200
Mailing Address: 700 E. 5 <sup>th</sup> Street Carson City, NV 89701	Email Address: <a href="mailto:scanavero@doe.nv.gov">scanavero@doe.nv.gov</a>
<b>Authorized SEA Representative (Printed Name)</b> Dr. Steve Canavero	Telephone: 775.687.9200
<b>Signature of Authorized SEA Representative</b> 	Date: April 3, 2017
<b>Signature of Governor (If Applicable)</b> 	Date: April 3, 2017

<b>State Plan Requirements by Program</b>	<b>Statutory and Regulatory Requirements</b>	<b>Item(s) from Revised Template</b>	<b>Item(s) from Original Template</b>	<b>First Page Number</b>
<b>Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)</b>	<b>Citation to ESEA, as amended by the ESSA, and Part 200 regulations</b>			
Eighth Grade Math Exception	1111(b)(2)(C); 34 CFR 200.5(b)	A.2.i-iii	3.A	p. 34
Native Language Assessments	1111(b)(2)(F); 34 CFR 200.6(f)(2)(ii) and (f)(4)	A.3.i-iv	3.B	p. 34
Statewide Accountability System and School Support and Improvement Activities (1111(c) and (d))				
Subgroups	1111(c)(2)	A.4.i.a-d	4.1.B	p. 50
Minimum N-Size	1111(c)(3)	A.4.ii.a-e	4.1.C	p. 51
Establishment of Long-Term Goals	1111(c)(4)(A)	A.4.iii.a-c	1.A-C	p. 10
Indicators	1111(c)(4)(B)	A.4.iv.a-e	4.1.A	p. 36
Annual Meaningful Differentiation	1111(c)(4)(C)	A.4.v.a-c	4.1.D; 4.1.G	p. 53
Identification of Schools	1111(c)(4)(C)(iii) and (D); 1111(d)(2)(C)-(D)	A.4.vi.a-g	4.2.A-B	p. 62
Annual Measurement of Achievement	1111(c)(4)(E)(iii)	A.4.vii	4.1.E	p. 59
Continued Support for School and LEA Improvement	1111(d)(3)	A.4.viii.a-f	4.2.A.ii; 4.2.B.iii; 4.3.B-D	p. 62; p.64; p. 67
Disproportionate Rates of Access to Educators	1111(g)(1) (B)	A.5	5.3.B-C	p. 75
School Conditions	1111(g)(1)(C)	A.6	6.1.C	p. 84
School Transitions	1111(g)(1)(D)	A.7	6.1.A-B	p. 79
<b>Title I, Part C: Education of Migratory Children</b>				

<b>State Plan Requirements by Program</b>	<b>Statutory and Regulatory Requirements</b>	<b>Item(s) from Revised Template</b>	<b>Item(s) from Original Template</b>	<b>First Page Number</b>
Supporting Needs of Migratory Children	1304(b)(1)	B.1.i-iv	6.2.B.ii –iii and vi	p. 86; p. 88
Promote Coordination of Services	1304(b)(3)	B.2	6.2.B.iv	p. 87
Use of Funds	1304(b)(4)	B.3	6.2.B.viii	p. 92
<b>Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk</b>				
Transitions Between Correctional Facilities and Local Programs	1414(a)(1)(B)	C.1	6.2.C.i	p. 94
Program Objectives and Outcomes	1414(a)(2)(A)	C.2	6.2.C.ii	p. 95
<b>Title II, Part A: Supporting Effective Instruction</b>				
Use of Funds	2101(d)(2)(A) and (D)	D.1	5.2.A	p. 74
Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools	2101(d)(2)(E)	D.2	5.2.A; 5.3.E	p. 74; p. 76
System of Certification and Licensing	2101(d)(2)(B)	D.3	5.1.A	p. 71
Improving Skills of Educators	2101(d)(2)(J)	D.4	5.2.B	p. 74
Data and Consultation	2101(d)(2)(K)	D.5	2.C-D	p. 31
Teacher Preparation	2101(d)(2)(M)	D.6	5.1.B	p. 72
<b>Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement</b>				
Entrance and Exit Procedures	3113(b)(2)	E.1	6.2.D.i	p. 96
SEA Support for English Learner Progress	3113(b)(6)	E.2.i-ii	--	p. 17
Monitoring and Technical Assistance	3113(b)(8)	E.3.i-ii	2.2.B and D	p. 29; p. 31
<b>Title IV, Part A: Student Support and Academic Enrichment Grants</b>				
Use of Funds	4103(c)(2)(A)	F.1	6.1.A-E	p. 79

<b>State Plan Requirements by Program</b>	<b>Statutory and Regulatory Requirements</b>	<b>Item(s) from Revised Template</b>	<b>Item(s) from Original Template</b>	<b>First Page Number</b>
Awarding Subgrants	4103(c)(2)(B)	F.2	--	p. 81
<b>Title IV, Part B: 21st Century Community Learning Centers</b>				
Use of Funds	4203(a)(2)	G.1	6.2.E.i	p. 99
Awarding Subgrants	4203(a)(4)	G.2	6.2.E.ii	p. 100
<b>Title V, Part B, Subpart 2: Rural and Low-Income School Program</b>				
Outcomes and Objectives	5223(b)(1)	H.1	6.2.F.i	p. 101
Technical Assistance	5223(b)(3)	H.2	2.2.D	p. 31
<b>Education for Homeless Children and Youth Program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B</b>	<b>McKinney-Vento Citation</b>			
Student Identification	722(g)(1)(B)	I.1	6.2.G.i	p. 101
Dispute Resolution	722(g)(1)(C)	I.2	6.2.G.iii	p. 102
Support for School Personnel	722(g)(1)(D)	I.3	6.2.G.ii	p. 101
Access to Services	722(g)(1)(F)(i)	I.4	6.2.G.v.1 and 2; 6.2.G.iv	p. 103
Strategies to Address Other Problems	722(g)(1)(H)	I.5.i-v	6.2.G.vi	p. 105
Policies to Remove Barriers	722(g)(1)(I)	I.6	6.2.G.vi	p. 105
Assistance from Counselors	722(g)(1)(K)	I.7	--	p. 105

## Programs Included in the Consolidated State Plan

*Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.*

Check this box if the SEA has included all of the following programs in its consolidated State plan.

**or**

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Check this box if the State has developed an alternative template, consistent with the March 13 letter from Secretary DeVos to chief state school officers.

Check this box if the SEA has included a Cover Sheet with its Consolidated State Plan.

Check this box if the SEA has included a table of contents or guide that indicates where the SEA addressed each requirement within the U.S. Department of Education's Revised State Template for the Consolidated Plan, issued March 2017.

Check this box if the SEA has worked through the Council of Chief State School Officers in developing its own template.

Check this box if the SEA has included the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act.

## Letter from the State Superintendent

Dear Nevadans,

Last May we began a statewide conversation about developing Nevada's Every Student Succeeds Act (ESSA) plan. ESSA replaces the No Child Left Behind Act and reauthorizes the Elementary and Secondary Education Act of 1965, returning much of the state's authority and flexibility to set policies, create timelines for progress, and develop school improvement plans that meet the needs of its students. From the start, the Nevada Department of Education (NDE) committed to writing a plan that puts ESSA and the new federal law in service to Nevada's priorities. After dozens of meetings with teachers, parents, principals, school district leaders, civil rights organizations, the business community, and other engaged Nevadans we believe we have created a plan that does just that.

Our plan offers an honest evaluation of the state of education in Nevada. According to the January 2017 *Quality Counts* report, Nevada ranks **last** among the 50 states and the District of Columbia. Nevada also has the **lowest** average score among states that require all 11<sup>th</sup> graders to take the ACT. Yet bright spots exist. Nevada's graduation rate is among the fastest improving in the nation, up from 62% in 2011 to 73.55% in 2016. Nevada was recognized as one of the top states for improvement on eighth grade reading and in science proficiency as measured by the National Assessment of Educational Progress. Nevada has also seen the fastest improvement on score of three or higher on Advanced Placement assessments both last year and the previous three years combined.

Still, the disparate impact on our state's most historically underserved students cannot be ignored, and bold action must be taken to ensure that all students have access to a great education. Our education system's chronic underperformance and persistent achievement gaps requires a fundamental change. In fact, change is already underway with the passage of close to two dozen new education programs and initiatives during the 2015 Legislative Session.

Nevada's plan strives to leverage ESSA as a catalyst for improvement and an opportunity to rally the state behind a singular goal: becoming the **fastest improving state in the nation**. The Department recognizes its limitations and will therefore focus on a few key strategies that it has the expertise to implement effectively and will drive the change we need to see.

1. **Developing great school leaders**
2. **Using data to inform decisions impacting our schools**
3. **Identifying and improving our lowest-performing schools**

To secure our place as the fastest improving state in the nation, we must continue to implement recently passed programs, hold ourselves accountable for improving student achievement, reinvest where we are having success, and redirect funds where outcomes are lagging.

I would like to thank the stakeholders who participated in developing Nevada's ESSA plan. It will require all of us, working together, to achieve the goals outlined within this plan.

Sincerely,



Steve Canavero, Ph.D.  
Superintendent of Public Instruction

## Section 1: Long-term Goals

*Instructions:* Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.

*In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.*

### A. Academic Achievement.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.

Many indices rank Nevada at or near the bottom of all states in student achievement. Nevada is committed to be the fastest growing state in the nation in student achievement. Nevada is well-positioned to achieve that goal thanks to the passage of dozens of new laws and policies. There is also emerging evidence that Nevada is trending in the right direction. Our graduation rate, English learner performance in early grades, and eighth grade reading and science scores are some of the fastest improving in the country.

Nevada's leadership team and data department looked at other states' progress on nationally comparative measures of student success and set targets to match the highest rates of growth. NDE staff took current performance, projected annual growth to match the fastest growth demonstrated elsewhere, and created targets with that trajectory in mind. Most goals are set with a six-year time horizon to allow the existing investments and proposed changes to take hold, so measures are set with outcomes from 2022 in mind. These goals were recommended by the state superintendent, adopted by the State Board of Education, and communicated to education partners and LEAs throughout the state.

The development of Nevada's Academic Achievement goals was a thoughtful and inclusive process that incorporates Nevada's vision for being the fastest improving state in the nation. The NDE began the goal setting process with a review of historical student performance, baseline data and literature review of goal setting practices around the country. This information was shared with several stakeholder groups including the NDE's ESSA Advisory Group, the Accountability Work Group, and a Technical Advisory Group. Additionally, subject matter experts from NDE consulted with other states and considered the impact of the Academic Achievement goals on their program areas.

The following guidelines drove the goal-setting process for Nevada's academic achievement goals:

1. Set academic achievement goals separately for
  - Elementary school ELA and Math
  - Middle school ELA and Math
  - High School ELA and Math II/Integrated Math II End of Course
2. Long-term for Nevada will be six years. After six years, Nevada will re-establish the baseline and set a common long-term goal for all subgroups by the year 2030.

3. Nevada’s long-term goals will be based on a 5% annual reduction in non-proficiency for all subgroups. Based on research, this trajectory puts Nevada on track to being the fastest improving state in the nation.
4. Nevada believes that all students can achieve and that beyond 2022, the next long-term goal will be that all students achieve at the same high rates.
5. Nevada will set annual measures of interim progress.
6. Nevada will begin with baseline data disaggregated by subgroup because in order for student achievement to occur, Nevada must first acknowledge where Nevada students are.
7. Lower achieving subgroups must improve at greater rates than higher achieving subgroups
8. All subgroups will achieve the same, high proficiency rate by 2030.
9. By 2022, long-term goals will result in goals that are differentiated by subgroup, but the gaps between subgroups will have closed and next goal setting exercise will establish one common achievement goal for all of Nevada students.

ii. Provide the baseline and long-term goals in the table below.

**Academic Achievement – Grades 3-5**

<b>Subgroups</b>	<b>Reading/ Language Arts: Baseline Data and Year</b>	<b>Reading/ Language Arts: Long- term Goal</b>	<b>Mathematics: Baseline Data and Year</b>	<b>Mathematics: Long-term Goal</b>
<b>All students</b>	49.9% (2016)	63.1% (2022)	39.9% (2016)	55.8% (2022)
<b>Economically disadvantaged students</b>	37.9% (2016)	54.4% (2022)	28.8% (2016)	47.7% (2022)
<b>Children with disabilities</b>	18.3% (2016)	39.9% (2022)	16.7% (2016)	38.8% (2022)
<b>English learners</b>	31.7% (2016)	49.8% (2022)	25.1% (2016)	44.9% (2022)
Hispanic	39.6% (2016)	55.6% (2022)	29.6% (2016)	48.2% (2022)
Asian	71.4% (2016)	78.9% (2022)	63.6% (2016)	73.3% (2022)
African- American	33.0% (2016)	50.8% (2022)	21.1% (2016)	42.0% (2022)
Native American	32.9% (2016)	50.7% (2022)	23.4% (2016)	43.7% (2022)
Pacific Islander	50.9% (2016)	63.9% (2022)	39.7% (2016)	55.7% (2022)
Caucasian	62.0% (2016)	72.1% (2022)	52.5% (2016)	65.1% (2022)
Multi-Race	58.5% (2016)	69.5% (2022)	47.8% (2016)	61.6% (2022)

**Academic Achievement – Middle School**

<b>Subgroups</b>	<b>Reading/ Language Arts: Baseline Data and Year</b>	<b>Reading/ Language Arts: Long- term Goal</b>	<b>Mathematics: Baseline Data and Year</b>	<b>Mathematics: Long-term Goal</b>
<b>All students</b>	46.4% (2016)	60.6% (2022)	26.0% (2016)	45.6% (2022)
<b>Economically disadvantaged students</b>	35.1% (2016)	52.3% (2022)	17.4% (2016)	39.3% (2022)
<b>Children with disabilities</b>	9.0% (2016)	33.1% (2022)	5.1% (2016)	30.2% (2022)
<b>English learners</b>	11.7% (2016)	35.1% (2022)	6.9% (2016)	31.6% (2022)
Hispanic	36.0% (2016)	53.0% (2022)	17.5% (2016)	39.4% (2022)
Asian	71.9% (2016)	79.3% (2022)	51.7% (2016)	64.5% (2022)
African American	27.5% (2016)	46.7% (2022)	10.8% (2016)	34.4% (2022)
Native American	34.0% (2016)	51.5% (2022)	16.4% (2016)	38.6% (2022)
Pacific Islander	45.4% (2016)	59.9% (2022)	26.4% (2016)	45.9% (2022)
Caucasian	60.7% (2016)	71.1% (2022)	38.3% (2016)	54.7% (2022)
Multi-race	54.8% (2016)	66.8% (2022)	30.8% (2016)	49.1% (2022)

**Academic Achievement – High Schools**

<b>Subgroups</b>	<b>Reading/ Language Arts II: Baseline Data and Year</b>	<b>Reading/ Language Arts II: Long-term Goal</b>	<b>Mathematics II: Baseline Data and Year</b>	<b>Mathematics II: Long-term Goal</b>
<b>All students</b>	68.6% (2016)	76.9% (2022)	34.0% (2016)	51.5% (2022)
<b>Economically disadvantaged students</b>	58.7% (2016)	69.6% (2022)	23.5% (2016)	43.8% (2022)
<b>Children with disabilities</b>	33.4% (2016)	51.0% (2022)	8.9% (2016)	33.0% (2022)
<b>English learners</b>	29.4% (2016)	48.1% (2022)	8.6% (2016)	32.8% (2022)
Hispanic	63.1% (2016)	72.9% (2022)	24.6% (2016)	44.6% (2022)
Asian	83.2% (2016)	87.7% (2022)	57.2% (2016)	68.5% (2022)
African American	45.0% (2016)	59.6% (2022)	15.3% (2016)	37.8% (2022)
Native American	70.5% (2016)	78.3% (2022)	25.6% (2016)	45.3% (2022)
Pacific Islander	65.9% (2016)	74.9% (2022)	32.0% (2016)	50.0% (2022)
Caucasian	77.2% (2016)	83.2% (2022)	43.4% (2016)	58.4% (2022)
Multi-race	73.9% (2016)	80.8% (2022)	38.5% (2016)	54.8% (2022)

<b>Subgroups</b>	<b>Reading/ Language Arts I: Baseline Data and Year</b>	<b>Reading/ Language Arts I: Long-term Goal</b>	<b>Mathematics I: Baseline Data and Year</b>	<b>Mathematics I: Long-term Goal</b>
<b>All students</b>	68.5% (2016)	76.8% (2022)	74.5% (2016)	81.3% (2022)
<b>Economically disadvantaged students</b>	60.7% (2016)	71.1% (2022)	67.7% (2016)	76.2% (2022)
<b>Children with disabilities</b>	32.7% (2016)	50.5% (2022)	53.9% (2016)	66.1% (2022)
<b>English learners</b>	36.9% (2016)	53.6% (2022)	59.5% (2016)	70.2% (2022)
Hispanic	63.1% (2016)	72.9% (2022)	69.7% (2016)	77.7% (2022)
Asian	83.4% (2016)	87.8% (2022)	86.8% (2016)	90.3% (2022)
African American	48.8% (2016)	62.4% (2022)	61.6% (2016)	71.8% (2022)
Native American	69.3% (2016)	77.4% (2022)	68.9% (2016)	77.1% (2022)
Pacific Islander	65.2% (2016)	74.4% (2022)	77.9% (2016)	83.8% (2022)
Caucasian	77.5% (2016)	83.5% (2022)	81.0% (2016)	86.0% (2022)
Multi-race	73.8% (2016)	80.7% (2022)	78.5% (2016)	84.2% (2022)

Nevada also set annual measures of interim progress for academic achievement toward our long-term goals.

**Long Term Goals and Measures of Interim Progress: Elementary School ELA/Math (Smarter Balance Assessments)**

ELA		2016	2017	2018	2019	2020	2021	2022
<b>Elementary School</b>	All	49.9%	52.4%	54.7%	57.0%	59.2%	61.2%	63.1%
	Hispanic	39.6%	42.6%	45.5%	48.2%	50.8%	53.2%	55.6%
	Asian	71.4%	72.8%	74.1%	75.4%	76.7%	77.8%	78.9%
	African-American	33.0%	36.4%	39.6%	42.6%	45.4%	48.2%	50.8%
	Native American	32.9%	36.3%	39.5%	42.5%	45.4%	48.1%	50.7%
	Pacific Islander	50.9%	53.3%	55.7%	57.9%	60.0%	62.0%	63.9%
	Caucasian	62.0%	63.9%	65.7%	67.4%	69.0%	70.6%	72.1%
	Multi-race	58.5%	60.6%	62.6%	64.4%	66.2%	67.9%	69.5%
	Children with Disabilities	18.3%	22.4%	26.3%	30.0%	33.5%	36.8%	39.9%
	Economically Disadvantaged	37.9%	41.0%	44.0%	46.8%	49.4%	51.9%	54.4%
	EL (Current + Former)	31.7%	35.1%	38.4%	41.4%	44.4%	47.2%	49.8%

Math		2016	2017	2018	2019	2020	2021	2022
<b>Elementary School</b>	All	39.9%	42.9%	45.8%	48.5%	51.1%	53.5%	55.8%
	Hispanic	29.6%	33.1%	36.5%	39.6%	42.7%	45.5%	48.2%
	Asian	63.6%	65.4%	67.2%	68.8%	70.4%	71.9%	73.3%
	African-American	21.1%	25.0%	28.8%	32.3%	35.7%	38.9%	42.0%
	Native American	23.4%	27.2%	30.9%	34.3%	37.6%	40.7%	43.7%
	Pacific Islander	39.7%	42.7%	45.6%	48.3%	50.9%	53.4%	55.7%
	Caucasian	52.5%	54.9%	57.2%	59.3%	61.3%	63.3%	65.1%
	Multi-race	47.8%	50.4%	52.9%	55.3%	57.5%	59.6%	61.6%
	Children with Disabilities	16.7%	20.9%	24.8%	28.6%	32.1%	35.5%	38.8%
	Economically Disadvantaged	28.8%	32.4%	35.7%	39.0%	42.0%	44.9%	47.7%
	EL (Current + Former)	25.1%	28.8%	32.4%	35.8%	39.0%	42.0%	44.9%

**Long Term Goals and Measures of Interim Progress: Middle School ELA/Math (Smarter Balance Assessments)**

ELA		2016	2017	2018	2019	2020	2021	2022
<b>Middle School</b>	All	46.4%	49.1%	51.7%	54.1%	56.4%	58.6%	60.6%
	Hispanic	36.0%	39.2%	42.2%	45.1%	47.9%	50.5%	53.0%
	Asian	71.9%	73.3%	74.6%	75.9%	77.1%	78.2%	79.3%
	African-American	27.5%	31.1%	34.5%	37.8%	40.9%	43.9%	46.7%
	Native American	34.0%	37.3%	40.5%	43.4%	46.3%	49.0%	51.5%
	Pacific Islander	45.4%	48.1%	50.7%	53.2%	55.5%	57.8%	59.9%
	Caucasian	60.7%	62.7%	64.6%	66.3%	68.0%	69.6%	71.1%
	Multi-race	54.8%	57.1%	59.2%	61.3%	63.2%	65.0%	66.8%
	Children with Disabilities	9.0%	13.5%	17.8%	21.9%	25.8%	29.6%	33.1%
	Economically Disadvantaged	35.1%	38.3%	41.4%	44.4%	47.1%	49.8%	52.3%
	EL (Current + Former)	11.7%	16.1%	20.3%	24.3%	28.1%	31.7%	35.1%

Math		2016	2017	2018	2019	2020	2021	2022
<b>Middle School</b>	All	26.0%	29.7%	33.2%	36.5%	39.7%	42.7%	45.6%
	Hispanic	17.5%	21.6%	25.5%	29.3%	32.8%	36.2%	39.4%
	Asian	51.7%	54.1%	56.4%	58.6%	60.6%	62.6%	64.5%
	African-American	10.8%	15.2%	19.5%	23.5%	27.3%	31.0%	34.4%
	Native American	16.4%	20.6%	24.6%	28.4%	31.9%	35.3%	38.6%
	Pacific Islander	26.4%	30.1%	33.6%	36.9%	40.1%	43.1%	45.9%
	Caucasian	38.3%	41.4%	44.4%	47.1%	49.8%	52.3%	54.7%
	Multi-race	30.8%	34.2%	37.5%	40.6%	43.6%	46.4%	49.1%
	Children with Disabilities	5.1%	9.8%	14.3%	18.6%	22.7%	26.5%	30.2%
	Economically Disadvantaged	17.4%	21.5%	25.5%	29.2%	32.7%	36.1%	39.3%
	EL (Current + Former)	6.9%	11.6%	16.0%	20.2%	24.2%	28.0%	31.6%

**Long Term Goals and Measures of Interim Progress: High School ELA 1, Math 1/Int 1 (End of Course Assessments) Note: For EdFacts reporting, Nevada reports on ELA 1 and Math 1 Performance.**

ELA 1		2016	2017	2018	2019	2020	2021	2022
<b>High School</b>	All	68.5%	70.1%	71.6%	73.0%	74.3%	75.6%	76.8%
	Hispanic	63.1%	64.9%	66.7%	68.4%	69.9%	71.4%	72.9%
	Asian	83.4%	84.2%	85.0%	85.8%	86.5%	87.2%	87.8%
	African-American	48.8%	51.4%	53.8%	56.1%	58.3%	60.4%	62.4%
	Native American	69.3%	70.8%	72.3%	73.7%	75.0%	76.2%	77.4%
	Pacific Islander	65.2%	66.9%	68.6%	70.2%	71.7%	73.1%	74.4%
	Caucasian	77.5%	78.6%	79.7%	80.7%	81.7%	82.6%	83.5%
	Multi-race	73.8%	75.1%	76.4%	77.5%	78.7%	79.7%	80.7%
	Children with Disabilities	32.7%	36.1%	39.3%	42.3%	45.2%	47.9%	50.5%
	Economically Disadvantaged	60.7%	62.7%	64.5%	66.3%	68.0%	69.6%	71.1%
	EL (Current + Former)	36.9%	40.1%	43.1%	45.9%	48.6%	51.2%	53.6%

Math1/Int 1		2016	2017	2018	2019	2020	2021	2022
<b>High School</b>	All	74.5%	75.8%	77.0%	78.1%	79.2%	80.3%	81.3%
	Hispanic	69.7%	71.2%	72.7%	74.0%	75.3%	76.6%	77.7%
	Asian	86.8%	87.5%	88.1%	88.7%	89.2%	89.8%	90.3%
	African-American	61.6%	63.5%	65.3%	67.1%	68.7%	70.3%	71.8%
	Native American	68.9%	70.5%	71.9%	73.3%	74.7%	75.9%	77.1%
	Pacific Islander	77.9%	79.0%	80.1%	81.1%	82.0%	82.9%	83.8%
	Caucasian	81.0%	82.0%	82.9%	83.7%	84.5%	85.3%	86.0%
	Multi-race	78.5%	79.5%	80.6%	81.5%	82.4%	83.3%	84.2%
	Children with Disabilities	53.9%	56.2%	58.4%	60.5%	62.5%	64.3%	66.1%
	Economically Disadvantaged	67.7%	69.3%	70.8%	72.3%	73.7%	75.0%	76.2%
	EL (Current + Former)	59.5%	61.5%	63.4%	65.2%	67.0%	68.6%	70.2%

**Long Term Goals and Measures of Interim Progress: High School ELA 2, Math 2/Int 2 (End of Course Assessments)**

ELA 2		2016	2017	2018	2019	2020	2021	2022
<b>High School</b>	All	68.6%	70.2%	71.7%	73.1%	74.4%	75.7%	76.9%
	Hispanic	63.1%	64.9%	66.7%	68.4%	69.9%	71.4%	72.9%
	Asian	83.2%	84.0%	84.8%	85.6%	86.3%	87.0%	87.7%
	African-American	45.0%	47.8%	50.4%	52.8%	55.2%	57.4%	59.6%
	Native American	70.5%	72.0%	73.4%	74.7%	76.0%	77.2%	78.3%
	Pacific Islander	65.9%	67.6%	69.2%	70.8%	72.2%	73.6%	74.9%
	Caucasian	77.2%	78.3%	79.4%	80.5%	81.4%	82.4%	83.2%
	Multi-race	73.9%	75.2%	76.4%	77.6%	78.7%	79.8%	80.8%
	Children with Disabilities	33.4%	36.7%	39.9%	42.9%	45.8%	48.5%	51.0%
	Economically Disadvantaged	58.7%	60.8%	62.7%	64.6%	66.4%	68.0%	69.6%
	EL (Current + Former)	29.4%	32.9%	36.3%	39.5%	42.5%	45.4%	48.1%

Math 2/Int 2		2016	2017	2018	2019	2020	2021	2022
<b>High School</b>	All	34.0%	37.3%	40.4%	43.4%	46.2%	48.9%	51.5%
	Hispanic	24.6%	28.4%	32.0%	35.4%	38.6%	41.7%	44.6%
	Asian	57.2%	59.3%	61.4%	63.3%	65.1%	66.9%	68.5%
	African-American	15.3%	19.6%	23.6%	27.4%	31.0%	34.5%	37.8%
	Native American	25.6%	29.3%	32.9%	36.2%	39.4%	42.4%	45.3%
	Pacific Islander	32.0%	35.4%	38.6%	41.7%	44.6%	47.3%	50.0%
	Caucasian	43.4%	46.2%	48.9%	51.5%	53.9%	56.2%	58.4%
	Multi-race	38.5%	41.6%	44.5%	47.3%	49.9%	52.4%	54.8%
	Children with Disabilities	8.9%	13.4%	17.8%	21.9%	25.8%	29.5%	33.0%
	Economically Disadvantaged	23.5%	27.3%	31.0%	34.4%	37.7%	40.8%	43.8%
	EL (Current + Former)	8.6%	13.2%	17.5%	21.6%	25.6%	29.3%	32.8%

**B. Graduation Rate.**

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.

Nevada’s leadership team looked at other states’ progress on graduation rate improvement and set targets to match the best rates of growth. The graduation rate has grown significantly over the last five years, from 62% in 2010-11 to 73.55% in 2016.

The proposed six-year time horizon, with 2022 as the target year, allows time for investments and changes to demonstrate results. These goals were recommended by the state superintendent, adopted by the State Board of Education, and communicated to education partners and LEAs throughout the state.

The development of Nevada’s graduation rate goals followed the same process described in the Academic Achievement section above. Through this considered process, the NDE’s graduation goals are driven by the following guidelines:

1. Long-term for Nevada will be 5 years
  - a. After 5 years, Nevada will re-establish the baseline and set a common long-term goal for all subgroups by the year 2030
2. Nevada will set annual measures of interim progress.
3. Nevada will begin with baseline data disaggregated by subgroup because in order for Nevada to improve its graduation rate, Nevada must first acknowledge where its students are.
4. Lower achieving subgroups must improve at greater rates than higher achieving subgroups.
5. All subgroups will achieve the same, high graduation rate by 2030.
6. By 2022, long-term goals will result in goals that are differentiated by subgroup, but the gaps between subgroups will have closed and next goal setting exercise will establish one common graduation rate goal for all of Nevada students.

ii. Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.

Nevada uses the 4-year graduation rate as well as the 5-year graduation rate in the accountability system.

<b>Subgroup</b>	<b>Baseline (Data and Year)</b>	<b>Long-term Goal (Data and Year)</b>
<b>All students</b>	73.6% (2016)	84% (2022)
<b>Economically disadvantaged students</b>	66.7% (2016)	81.0% (2022)
<b>Children with disabilities</b>	29.3% (2016)	60.0% (2022)
<b>English learners</b>	42.6% (2016)	70.0% (2022)
Hispanic	69.7% (2016)	82.0% (2022)
Asian	87.9% (2016)	90.0% (2022)
African American	56.5% (2016)	75.0% (2022)
Native American	64.7% (2016)	80.0% (2022)
Pacific Islander	75.9% (2016)	86.0% (2022)
Caucasian	79.9% (2016)	89.0% (2022)
Multi-Race	76.8% (2016)	87.0% (2022)

4-Year ACGR	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
Asian	87.9%	88.3%	88.6%	89.0%	89.3%	89.7%	90.0%
Caucasian	79.9%	81.4%	82.9%	84.4%	86.0%	87.5%	89.0%
Multi-race	76.8%	78.5%	80.2%	81.9%	83.6%	85.3%	87.0%
Pacific Islander	75.9%	77.6%	79.3%	81.0%	82.6%	84.3%	86.0%
All	73.6%	75.3%	77.0%	78.8%	80.5%	82.3%	84.0%
Hispanic	69.7%	71.8%	73.8%	75.9%	77.9%	80.0%	82.0%
Economically Disadvantaged	66.7%	69.1%	71.5%	73.9%	76.2%	78.6%	81.0%
Native American	64.7%	67.3%	69.8%	72.4%	74.9%	77.5%	80.0%
African-American	56.5%	59.6%	62.7%	65.8%	68.8%	71.9%	75.0%
EL (Current + Former)	42.6%	47.2%	51.7%	56.3%	60.9%	65.4%	70.0%
Children with Disabilities	29.3%	34.4%	39.5%	44.6%	49.8%	54.9%	60.0%

- iii. If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.

The five-year graduation rate is reported on the 2014 cohort, for whom the 4-year graduation rate was 70%. In the 4-year graduation rate reported above, the 2016 cohort is referenced.

**5-year Adjusted Cohort Graduation Rate (note, dates reflect original year class of)**

<b>Subgroup</b>	<b>Baseline (Data and Year)</b>	<b>Long-term Goal (Data and Year)</b>
All students	72.0% (2015)	86% (2022)
<b>Economically disadvantaged students</b>	65.9% (2015)	83.0% (2022)
<b>Children with disabilities</b>	29.1% (2015)	62.0% (2022)
<b>English learners</b>	31.7% (2015)	72.0% (2022)
Hispanic	64.2% (2015)	84.0% (2022)
Asian	85.5% (2015)	92.0% (2022)
African American	56.5% (2015)	77.0% (2022)
Native American	52.9% (2015)	82.0% (2022)
Pacific Islander	76.1% (2015)	88.0% (2022)
Caucasian	78.3% (2015)	91.0% (2022)
Multi-race	77.6% (2015)	89.0% (2022)

5-Year ACGR		Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
High School	Asian	85.5%	86.4%	87.4%	88.3%	89.2%	90.1%	91.1%	92.0%
	Caucasian	78.3%	80.1%	82.0%	83.8%	85.6%	87.4%	89.2%	91.0%
	Multi-race	77.6%	79.2%	80.9%	82.5%	84.1%	85.7%	87.4%	89.0%
	Pacific Islander	76.1%	77.8%	79.5%	81.2%	82.9%	84.6%	86.3%	88.0%
	All	72.0%	74.0%	76.0%	78.0%	80.0%	82.0%	84.0%	86.0%
	Hispanic	64.2%	67.1%	69.9%	72.7%	75.5%	78.4%	81.2%	84.0%
	Economically Disadvantaged	65.9%	68.3%	70.8%	73.2%	75.7%	78.1%	80.6%	83.0%
	Native American	52.9%	57.1%	61.2%	65.4%	69.5%	73.7%	77.8%	82.0%
	African-American	56.5%	59.4%	62.3%	65.3%	68.2%	71.1%	74.1%	77.0%
	EL (Current + Former)	31.7%	37.4%	43.2%	48.9%	54.7%	60.5%	66.2%	72.0%
	Children with Disabilities	29.1%	33.8%	38.5%	43.2%	47.9%	52.6%	57.3%	62.0%

**C. English Language Proficiency.**

i. **Description.** Describe the State’s uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:

1. How the State considers a student’s English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (*i.e.*, time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).

The state of Nevada considers the student’s initial English proficiency level and the amount of time the student has spent in language instruction programs in establishing the expected timeline for English language acquisition.

The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.

**Nevada Expected Time to English Language Proficiency**

Initial ELP Level in Year 1	Years to Achieve EL Proficiency
1 - Entering	4-6 years
2 - Emerging	3-5 years
3- Developing	2-4 years
4 - Expanding	1-3 years
5 - Bridging	Considered EL Proficient
6 - Reaching	Considered EL Proficient

<b>Nevada</b>	<b>Expected</b>	<b>Time to</b>	<b>English</b>	<b>Language</b>	<b>Proficiency</b>		
Initial ELP Level	Expected Target	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 - Entering	Expected Proficiency Level	Level 1	Level 2	Level 3	Level 4	Level 4	Level 5
	Expected Progress	1.5-1.9	2.0-2.9	3.0-3.9	4.0-4.5	4.6-4.9	5.0+
2 - Emerging	Expected Proficiency Level	Level 2	Level 3	Level 4	Level 4	Level 5	
	Expected Progress	2.0-2.9	3.0-3.9	4.0-4.5	4.6-4.9	5.0+	
3- Developing	Expected Proficiency Level	Level 3	Level 4	Level 4	Level 5		
	Expected Progress	3.0-3.9	4.0-4.5	4.6-4.9	5.0+		
4 - Expanding	Expected Proficiency Level	Level 4	Level 4	Level 5			
	Expected Progress	4.0-4.5	4.6-4.9	5.0+			
5 - Bridging		Considered	English	Language	Proficient	in	Nevada
6 - Reaching		Considered	English	Language	Proficient	in	Nevada

Rationale: The NDE and the ESSA English Learner Work Group reviewed research regarding English language acquisition in the development of the expected timeline for English language development. The research indicated that the average time for English learners to achieve academic English language proficiency was 4-7 years. The studies included:

Hakuta, K., Butler, Y.G., and Witt, D., 2000, *How Long Does It Take English Learners to Attain Proficiency?* Berkeley: University of California, Linguistic Minority Research Institute.

Haas, Huang, Tran, Yu, 2016, *The achievement progress of English learner students in Nevada*, Washington: U.S. Department of Education, Regional Educational Lab at WestEd.

Kieffer, M., Parker, C., 2016, *Patterns of English Learner Student Reclassification in New York City Public Schools*, Washington: U.S. Department of Education, Regional Educational Laboratory Northeast & Islands

2. How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.

The NDE assesses every English learner upon enrollment to understand the level of English proficiency. Based on initial English proficiency level, Nevada gives English learners up to six years to become proficient in English.

To set targets for that goal, Nevada's leadership team and data department looked at other states' progress and outlined a path to match the best rates of growth in those states. For English learners, Nevada compared its WIDA Access assessment performance to other states that use the same assessment.

The proposed six-year time horizon, with 2022 as the target year, allows time for state investments and systems changes in EL serves to demonstrate results. These goals were recommended by the state superintendent, adopted by the State Board of Education, and communicated to education partners and LEAs throughout the state.

- ii. Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.

Nevada annually assesses English learners with the WIDA assessment, a summative assessment that meets U. S. federal requirements. Nevada is one of thirty-nine states in the WIDA Consortium, which develops standards and assessments that promote educational equity for ELs. As a member of the WIDA Consortium, Nevada can compare its results with other states and set growth goals.

The long-term goal for English language proficiency, currently measured by the WIDA ACCESS assessment, is 90%. This would be a significant change from the current state of 24.9%. The NDE goal is that 90% of English learners will exit EL status within six years of initial EL identification and 90% of Long-term English learners will exit EL status by 2022\*.

\* This will be measured by aggregating the number of English learners who achieve Nevada's EL exit criteria over a six year period.

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
<b>EL Proficiency: English learners meeting Nevada’s EL exit criteria over a 6-year period</b>	24.9% (2016)	90% (2022)
<b>EL Progress: English learners achieving adequate growth toward English proficiency</b>	46.8% (2016)	80% (2022)

EL Proficiency		2016	2017	2018	2019	2020	2021	2022
<b>All English Learners</b>	% English learners achieving Proficiency	Baseline 24.9%	25.0%	38.0%	51.0%	64.0%	77.0%	90.0%
EL Progress toward Proficiency		2016	2017	2018	2019	2020	2021	2022
<b>All English Learners</b>	% English learners achieving AGP toward ELP	Baseline 46.8%	46%	53%	60%	67%	74%	80%

In order to assist eligible entities in meeting State-designed long-term goal for progress in achieving English language proficiency and meeting challenging academic standards, NDE identifies eligible entities to provide technical support through data analysis of the State’s English Language Proficiency Assessment (ELPA). Districts that have schools in the lowest quartile and/or fail to meet the Adequate Growth Percentile (AGP) on the ELPA - an outcome measure of 50% of English learners at or above the 50<sup>th</sup> percentile - are targeted for support. Technical Assistance will be provided in one or more of the following areas:

- NDE will develop a system to track annually the LEAs progress in meeting interim and long-term English language proficiency and academic achievement goals.
- NDE will inform eligible entities in August of each school year of their status in meeting the interim and long-term English language proficiency and academic achievement goals. NDE will schedule on-site or virtual consultation.
- On-site district and school visitations that include classroom observations will be conducted to provide feedback to the district and school on the implementation of evidence-based NDE approved Language Instruction Educational Program (LIEP) models.
- Title III eligible entities will be provided technical support from a NDE cross-functional, collaborative team (subrecipient monitoring) in areas identified through the needs assessment of Title I schools identified for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).
- LEAs will have opportunities to participate in professional development (supporting ELD instruction) conducted by NDE staff or contracted with WIDA for workshops and supports based on the identified need.
- A new model for Nevada EL Professional Development Plan will be implemented in 2017-18. The comprehensive professional State learning plan will build and sustain a system of learning for practitioners leading or teaching English learners. The 2-year plan supported by the WIDA professional

development staff will provide facilitation training to a selected cohort from across the state to provide professional development and support within districts. The intended outcome is to build teacher and administrator capacity to address the academic language and content demands for English learners.

- The Nevada EL Professional Development Plan will be coordinated with the State's four (4) Regional Professional Development Programs and Nevada System of Higher Education programs providing TESL (Teaching English as a Second Language) and ELAD (English Language Acquisition Development) endorsements.
  - The trained facilitators will be a high leverage strategy to build a State's vision for English learners and the English language development and content instructional capacity of educators.
- The State will conduct a correlation study to ensure that English learners who pass the ELPA also meet the state content assessments.
- NDE will assist eligible entities in helping to ensure that English learners meet challenging State Academic standards by implementing the monitoring process of English learners who are reclassified up to 4 years.
- NDE is in the process of developing a protocol to provide additional supports and or program services to English learners not meeting state academic standards.

## Section 2: Consultation and Performance Management

### 2.1 Consultation.

*Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:*

- *The Governor or appropriate officials from the Governor’s office;*
- *Members of the State legislature;*
- *Members of the State board of education, if applicable;*
- *LEAs, including LEAs in rural areas;*
- *Representatives of Indian tribes located in the State;*
- *Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;*
- *Charter school leaders, if applicable;*
- *Parents and families;*
- *Community-based organizations;*
- *Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;*
- *Institutions of higher education (IHEs);*
- *Employers;*
- *Representatives of private school students;*
- *Early childhood educators and leaders; and*
- *The public.*

*Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:*

1. *Be in an understandable and uniform format;*
2. *Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
3. *Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.*

- A. Public Notice.** Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA’s processes and procedures for developing and adopting its consolidated State plan.

To align ESSA to Nevada’s State Plan, the Nevada Department of Education (NDE) created an Advisory Group and six Focus Area Work Groups to develop and recommend strategies to ensure that all students are college, career, and community ready.

Work began in May 2016, and the six work groups that were convened included:

- Accountability
- Assessments
- English Language Learners
- Funding Streams
- School Improvement
- Teaching and Leading

Based on responses to the survey that was posted on the NDE website, various stakeholders, including teachers/other licensed personnel, school leaders, district-level administrators, business members, representatives from higher education, parents/family members, and other community representatives, who

were specifically assigned as members of each group. All meeting dates/times were open for members of the public to attend.

Over two hundred Nevada citizens and advocates signed up to participate in the Work Groups and Advisory Group. Each Work Group met a minimum of three times and others met as many as five times. Each meeting were a minimum of two hours long. The Advisory Group met thirteen times between May 2016 and March 2017. Each of their meetings was at least two hours long. These work groups, as well as work groups initiated before ESSA and those continuing after this planning process, are composed of trusted advisors to the state department as the voices of schools and communities.

These work groups are critical and routine in how NDE serves its district and charter partners. With a commitment to grassroots engagement and just 18 LEAs across the state, the state department ensures federal compliance, provides guidance and technical assistance, and cultivates self-advocacy at the LEA level. Nevada's unique geography and population distribution is reflected in the fact that one of the county-wide districts enrolls approximately 70% of Nevada students, and schools are classified as urban, suburban, rural, and frontier. LEAs collaborate on common interests. Professional development is provided within the district or via one of three Regional Professional Development Programs, which are opt-in cooperative organizations. LEA leaders serve on the boards of RPDPs and align service offerings with identified development needs.

- B. Outreach and Input.** For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:
- i. Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b), during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.

More than thirty participants were a part of the Accountability work group. This group's four meetings were facilitated by the Assistant Director of the Assessment, Data, and Accountability Management Office at NDE. The participants reacted to NDE questions around school and district accountability models and ways to incorporate equity into the systems, provided feedback, and finalized a set of recommendations, which was presented to the ESSA Advisory Group and submitted to the State Board of Education in January 2017.

The NDE designed and conducted an Assessments work group. Twelve participants from districts, advocacy organizations, professional associations, and an education non-profit were facilitated by the Administrator for the Assessment, Data, and Accountability Management Office. Through four meetings from August to October 2016, participants reacted to NDE concepts, provided feedback, and finalized a set of recommendations, which was presented to the ESSA Advisory Group, which approved it and submitted it to the State Board of Education in January 2017.

The English Learners work group was led by the Education Programs Supervisor for English Learners in the Office of Student & School Supports. Over four meetings from June to October 2016, participants reacted to NDE questions about accountability, funding, identification and reclassification of ELs. The group members, representing superintendents, district EL directors, and non-profit partners, provided feedback, and finalized a set of recommendations to the ESSA Advisory Group, which was submitted to the State Board of Education in January 2017.

One of the groups convened focused on understanding and advising on Federal Funding Streams in the ESEA recertification. Led by the State Superintendent, this group met four times between

September and December 2016 and made recommendations to the ESSA Advisory Council. Key areas of interest were the creation of consolidated application for LEAs, NDE guidance memos to LEAs on federal funding flexibility, and district federal funding audits. The Funding Streams Work Group presented its recommendations to the ESSA Advisory Group, which approved it and submitted it to the State Board of Education in January 2017.

Forty-eight participants from districts, higher education, policy centers, advocacy organizations, professional associations, and an education non-profit participated in the School Improvement work group and were facilitated by NDE's Office of Student and School Support leaders. Through four meetings from June to October 2016, participants reacted to NDE concepts, provided feedback, and finalized a set of recommendations, which was presented to the ESSA Advisory Group and submitted to the State Board of Education in January 2017.

The Supporting Excellent Educators work group included forty participants from districts, higher education, business, advocacy organizations, professional associations, and an education non-profit. The Deputy Superintendent, Educator Effectiveness and Family Engagement facilitated the group and was assisted by NDE staff members. Through four meetings from June to November 2016, participants reacted to NDE concepts, provided feedback, and finalized a set of recommendations, which was presented to the ESSA Advisory Group, which presented the recommendations to the State Board of Education in January 2017.

Specific recommendations from the ESSA work groups are available in Appendix D.

The New Nevada Plan was made public in January 2017, and the draft Consolidated Plan was made available in February. Public comment was solicited from the State Board of Education and citizens for the 30-day public comment period. NDE staff adjusted the plans for the submission of this document.

- ii. Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.

The six work groups analyzed data, researched options, and made recommendations to the Advisory Group, which was convened by the state superintendent and facilitated by NDE staff. Through presentations to the ESSA Advisory Group, NDE leadership monitored the progress of the work groups and created opportunities to collaborate. As the work groups were composed of representative groups, so too is the work of this plan coordinated across groups inside and outside the Department.

Through regular meetings with NDE Cabinet and staff, discussions of this plan with the Nevada Department of Higher Education, Nevada Workforce Development, Nevada Early Childhood Advisory Council, other state agencies, non-profit and corporate partners throughout the state, the State Superintendent and his team are planning for the administration of successful P-12 programs and alignment with other initiatives throughout the state.

The NDE team made this plan available to the public for 30 days to provide perspective and feedback for a period ending March 10, 2017. Through this process, the NDE team incorporated feedback to make the plan complete, clear and inclusive. Following the end of the public comment period for the New Nevada Plan and the Consolidated Plan, NDE convened the Advisory Group to review the public comment and made adjustments were necessary.

**C. Governor’s consultation.** Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor’s office met during the development of this plan and prior to the submission of this plan.

The State Superintendent kept the Governor apprised of work on the ESSA plans through conversations. When the New Nevada Plan became available for public comment on January 19<sup>th</sup>, the State Superintendent submitted the plan to the Governor. The Consolidated Plan was also shared with the Governor on February 10, the day it was made available for public comment.

Date SEA provided the plan to the Governor: 2/10/2017

Check one:

- The Governor signed this consolidated State plan.
- The Governor did not sign this consolidated State plan.

## 2.2 System of Performance Management.

*Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA’s system of performance management must include information on the SEA’s review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.*

- A. Review and Approval of LEA Plans.** Describe the SEA’s process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA’s consolidated State plan.

NDE is creating a consolidated planning system that will encompass a needs assessment, school and district performance plan (SPP and DPP), monitoring, and funding streams aligned to state goals and prioritized strategies. The needs assessment will specifically guide LEAs in the determination of needs, examine gaps and root causes to set priorities for focused planning. The NDE will conduct strategic consultations between cross-functional teams and district leadership to discuss and examine whether the goals were met or not met in the previous year. This reflection and feedback will guide LEAs in the development of actionable, evidence-based plans. Plans will be due no later than 60 days after State Accountability Framework results are released and will be reviewed to ensure LEA goals are aligned and attainable and resources are available to ensure a high probability of success to meet the needs of all learners.

- B. Monitoring.** Describe the SEA’s plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

The NDE is developing a comprehensive and evidence-based monitoring system that provides a primary focus on indicators that leverage increased student achievement and ensure compliance with federal requirements and the appropriate use of federal funds. Instead of multiple NDE teams independently monitoring their own respective program several times a year within a district and its schools, NDE cross-departmental and –functional teams will operate in a coherent and highly coordinated fashion in a redesigned and evolving monitoring system. These cross-departmental and –functional NDE teams will conduct risk analyses of LEA plans, school plans, and data in order to guide the Department’s monitoring priorities. They will use desktop, fiscal, and on-site monitoring to ensure compliance, support effective implementation of interventions, and identify evidence of impact on student

achievement. In addition to setting clear and high expectations, the Department will provide high-quality training and guidance to the cross-departmental and –functional NDE teams so that monitoring processes and tools are evidence-based, aligned across the Department, and deeply integrated across multiple programs to facilitate synergies and coherency for district and school improvement. The Department is currently redesigning monitoring rubrics, tools, and processes to be evidence-based and aligned with redesigned needs assessment tools, school performance plans, and district performance plans. In addition, NDE is building out a list of evidence-based service providers who can conduct high-quality needs assessments and support school improvement initiatives. Through the outcomes of the comprehensive monitoring process, schools and districts will be able to identify gaps in implementation of interventions and evidence of impact on student achievement. These gaps will inform what schools and districts needs to keep doing or do differently in order to reach their goals.

Collectively, these redesigns aim to create a more holistic and less intrusive monitoring system that leverages and coordinates high-impact work across NDE, LEAs, and schools, so as to amplify strong outcomes and prioritize needs across the state, while addressing financial and human resource constraints.

The NDE will monitor effective use of funds and the quality of the implementation of the evidence-based strategies by utilizing one or more of the following differentiated steps:

- Regularly scheduled problem-solving meetings with district personnel and/or external partner
- Calls between NDE and district personnel and/or external partner following the problem-solving meeting
- 90-day status update meetings between district personnel and/or external partner focusing on goals and action steps written in the School Performance Plan or District Performance Plan
- NDE may conduct district visits if deemed necessary

To support LEAs in spending federal funds strategically and effectively, the NDE will:

- Annually collect data on local grant spending
- Design local-to-state application for federal grant funds to drive alignment between local needs, activities, and spending
- Have cross-functional NDE teams review and approve LEA applications
- Assist LEAs in developing an innovative plan to strategically use funds.
- Assist LEAs and schools in identifying and selecting ESSA evidence-based interventions, strategies and activities
- Create pre-approved evidence based lists to streamline district identification, review, and approval processes.

NDE will expand the performance management tools used to assist the LEAs and schools in the evaluation of programs. The state, LEA and school will reflect on whether a site is effectively implementing the Language Instruction Educational Program models resulting in the desired outcomes. Through NDE’s identification process - identifying LEAs that have schools in the lowest quartile and/or fail to meet the Adequate Growth Percentile (AGP) on the ELPA, including other available data and indicators - will receive additional Technical Assistance.

The Nevada’s English Learners Program Part I and II Monitoring Instrument along with on-site district and school visitations will serve as the means to address program deficiencies, i.e., leadership support, EL program staffing, root cause data analysis, and LIEP model(s) implementation.

Through ePage, an electronic grant management system, the State will ensure that the use of the Title III, Part A subgrant is allocated to ESSA evidence-based instructional practices, professional development, supplemental curriculum, and materials that support high quality English Language Development instruction for all English learners.

- C. Continuous Improvement.** Describe the SEA’s plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of

strategies and progress toward meeting the desired program outcomes.

Effective continuous improvement processes require transparency, strategic collaboration, skill in employing data-based decision-making, reflection, and expertise in providing successful interventions for struggling schools and students.

- NDE will annually gather comprehensive data related to student, school, educator, and LEA achievement/performance through the student information system and other contracted sources, including external evaluations.
- NDE will annually review data that is collected at the school and district levels to determine whether LEAs and schools are achieving state goals and interim benchmarks.

The NDE will periodically gather stakeholder input regarding program effectiveness and recommendations for continuous improvement. This will be collected through external councils that include but are not limited to:

- English Mastery Council (EL)
- Teachers and Leaders Council
- Special Education Advisory Council
- School Improvement Advisory Committee

Based on data gathered and stakeholder input received, the NDE will evaluate the effectiveness of SEA plan and implementation to determine next steps in the continuous improvement process. The NDE will consider the development/continuation of state advisory groups to review state progress in implementing state goals and strategies and to make recommendations for continuous improvement.

**D. Differentiated Technical Assistance.** Describe the SEA’s plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies. NDE has discretion to decide which LEAs have a sufficient plan and sufficient capacity and commitment to improve, and which LEAs will need additional support in order to improve. The SEA will create a prioritized list of LEAs that have the highest percentage of Comprehensive Support & Improvement (CSI) and Targeted Support & Improvement (TSI) schools and demonstrate the greatest commitment to school improvement (e.g., voluntarily joining a Performance Compact). These LEAs and their schools will be given prioritized technical assistance from the SEA to specifically address the overall performance and the achievement gaps of sub-group populations (e.g. students with disabilities, English learners, economically disadvantaged, and race/ethnicity).

For example, NDE will take further steps to assist eligible entities if the strategies funded under Title III, Part A are not effective:

- Step 1: In year 1, provide on-site Technical Assistance with an NDE cross-functioning collaborative team using information generated from the required needs assessment (CSI and TSI schools) and the English Learners Program, Part I and II a Monitoring Instrument. Monitor LEAs progress quarterly, to monitor the progress of the school. Document progress reports in the State’s monitoring system.
- Step 2: In year 2, require a review of EL evidence-based strategies and evaluation of implementation and effectiveness. Document in the State’s monitoring system the data-driven decision making of the LEAs findings and next steps to support the schools.
- Step 3: At the end of year 3, the LEA must develop an EL Corrective Action Plan with the school. NDE will determine if the key strategies and LIEP model used in the school should continue or restrict the LEAs use of the key strategies/LIEP model in the school.

At least annually, a determination will be made whether to continue forward with the LEAs plan, make adjustments to the approach, or discontinue supports.

In addition, NDE will provide technical assistance for eligible Rural and Low-income School (RLIS) districts through targeted onsite and in-person support; phone and email communications; and the issuance of documents such as guidance memos to connect RLIS school districts to appropriate resources. As such, NDE will identify

and address LEA needs through multi-channeled technical assistance and engage in open, inclusive, two-way discussion. These communications will be results-driven and focused on achieving measurable objectives ensuring alignment of NDE, LEA and Title V, Part B program objectives.

NDE's technical assistance will assist RLIS-eligible LEAs' implementation of RLIS activities by ensuring compliance with statutes, regulations, State Plan and SEA application; grant application management; implementation of program activities; fiscal control and fund accounting procedures; and state and subgrantee reporting requirements, including REAP grant performance metrics. In addition, NDE will provide technical assistance to ensure RLIS eligible LEAs are aware of expanded opportunities allowed under ESSA in Title 1, Part A; Title II, Part A; Title III; and Title IV, Part A ensuring academic achievement for all students. NDE will also ensure that RLIS districts and school know that REAP funds can be used for:

- Teacher recruitment and retention, including the use of signing bonuses and other financial incentives
- Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers
- Educational technology, including software and hardware
- Parental involvement activities
- Activities authorized under the Safe and Drug-Free Schools Activities authorized under Title I, Part A
- Activities authorized under Title III

The NDE wants district leaders, school principals, and instructional teams to take responsibility for improving their schools. The NDE will give consideration to other evidence based indicators of commitment provided by the district to improve lowest-performing schools. NDE may also decide to partner with LEAs where they are already providing support to ensure their schools are making sufficient improvement.

Once a district has been notified that it is designated as a priority and is therefore eligible for increased support, there is a range of steps that NDE may take with that district.

**No further action by the NDE needs to be taken in the district at this point.**

The NDE may conclude that the district has a sufficient plan for improvement in place, which is rigorous and credible, and that the leadership has the capacity to implement this plan; or, the district plan includes bringing in external support to meet a challenge the district has identified – and so the district will be allowed time to complete the plan.

**The district needs additional support**

The NDE may determine that additional support is necessary to enable the district to make sufficient improvement. The NDE will work with the LEA to identify where this support may come from and may recommend that the district enter into an arrangement to access this support. For example, working with an external vendor, working with internal training opportunities, or developing a partnership with high performing LEAs.

**Differentiated School Support**

The Department's multi-tiered approach to differentiated school improvement identifies the roles and responsibilities for NDE, districts, and charter schools for each tier, in addition to community actions, to facilitate system level alignment and coherence on accountability and supports. Nevada will use this approach to prioritize its work and more effectively target resources, supports, and interventions. This will ensure that NDE, districts, and charter schools are aligned and responsive to specific school needs.

Additional information about differentiated school support is in Section 4 of this plan.

### Section 3: Academic Assessments

*Instructions: As applicable, provide the information regarding a State's academic assessments in the text boxes below.*

- A. Advanced Mathematics Coursework.** Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?
- Yes. If yes, describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).
- No.

The state of Nevada administers end-of-course assessments in mathematics to students who have passed or are enrolled in aligned courses of study to the adopted mathematics standards. These mathematics course(s) may be offered in both middle and high school settings. Mathematics course work may take either of two pathways; a traditional route of Algebra I, Geometry and Algebra II, or an Integrated route of Integrated I, Integrated II and Integrated III. Either pathway will result in a student being exposed to the necessary standards of mathematics through Algebra II upon the completion of either pathway. Due to these two pathways, NDE offers both an EOC Math I and Math II and/or EOC Integrated I and Integrated II examinations. Thus students will have the opportunity to take the proper examination based on their pathway of study. Per ESSA regulations, only grade 8 students who take the EOC mathematics assessments are exempt from taking the Smarter Balanced grade 8 math assessments. An 8<sup>th</sup> grade student's performance on the high school end of course assessment is only used in the year in which the student takes the assessment for purposes of measuring academic achievement under ESEA section 1111(c)(4)(B)(i) and section 1111(c)(4)(E). In high school a student who took the end of course math assessment in 8<sup>th</sup> grade would take more advanced math coursework and the aligned end-of-course assessment, which is often Math II, for their math score.

Nevada struggles with math performance in middle school. As a strategy to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school, such as algebra that is taught in all Nevada districts, the state will develop a support for upper elementary and middle school math teachers on effective standards-based instruction with a focus on closing the instructional gap for our struggling students so they are prepared for middle and high school mathematics instruction and assessments. The Nevada Ready Network will lead this initiative by connecting the data from both summative, interim and formative assessments to instruction and standards to support our teachers and students. The Nevada Ready Network will consist of the three Regional Professional Development Program directors, the seventeen District Curriculum Directors, the State Charter School Authority director and the staff from the NDE Office of Standards and Instructional Support.

- B. Languages other than English.** Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.
- Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. §200.6(f)(4), and identify the specific languages that meet that definition.  
  
Of the 15% of Nevada's K12 students who are English language learners, the predominant native language is Spanish (91.5%). Tagalog speakers are 1.9%, Chinese speakers are 1.0%, Vietnamese speakers are 0.6%, and Korean speakers are 0.5%. For purposes of identifying the "languages present to a significant extent in the participating student population," Spanish meets that definition.
  - Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

Nevada administers required assessments in English. Smarter Balanced Assessments in English Language

Arts and Mathematics, grades 3-8, have been implemented throughout the state. Smarter Balanced Assessments support the following accessibility features: Braille, stacked Spanish translations, videos in American Sign Language, glossaries provided in 10 languages and several dialects, as well as translated test directions in 19 languages, side-by-side bilingual test version, directions translated into native language, and bilingual glossary.

- iii. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.

Not applicable. No languages other than English and Spanish are present to a significant extent in the student population.

- iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:
  - 1. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);

After Nevada has administered consecutive years of successful testing under our new assessment system, Nevada will examine this system and its effects on English Language Learners. Nevada will quantify its populations of students who may require assessments in languages other than English in partnership with LEAs. Nevada will then meet with stakeholders and LEA representatives to define languages other than English that are present to a significant extent in the participating student population and make decisions at that point.

- 2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

To be determined, based on outcomes of analysis and stakeholder engagement.

- 3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Not applicable.

## Section 4: Accountability, Support, and Improvement for Schools

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

### 4.1 Accountability System.

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

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

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

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

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

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

Indicator	Measure(s)	Description
ii. Other Academic Indicator	Math and ELA SBAC Median Growth Percentile and Adequate Growth Percentile and closing opportunity gaps in ELA and Math (ES, MS)	<p>Based on stakeholder input, in the elementary and middle school models, the other academic indicator will contribute 55% to the total index score and consists of growth, growth to target and opportunity gap measures. Therefore, by weight, this measure carries the most influence in the overall index score for a school. Based on the historical inclusion of growth in our previous school rating system, Nevada has evidence that growth is one of the most influential factors in a school's rating.</p> <p>Student growth in ELA contributes 10%. Student growth in math contributes 10%. ELA growth to target contributes 7.5%. Math growth to target contributes 7.5%. ELA opportunity gap measure contributes 10%. Math opportunity gap measure contributes 10%.</p> <p><b>Student Growth and Growth to Target</b>  The Nevada Growth Model was designed in response to the Nevada Legislature's 2009 call for improving the measurement of student achievement through Assembly Bill 14.</p> <p>The Growth Model is a result of collaboration between Nevada district and state education leaders who worked with other states such as Colorado and with Dr. Damian Betebenner of the Center for Assessment. Nevada has a long history of using student growth as an effective measure in determining student progress. It has proven to be a highly reliable measure for Nevada and has proven to be a good measure of increased student learning.</p> <p>Student growth is a measure of student achievement over time. Nevada has adopted the Nevada Growth Model of Achievement (NGMA) to measure student progress. The NGMA yields two measures of student progress, a Student Growth Percentile (SGP) and an Adequate Growth Percentile (AGP). These measures require at least one score on a prior assessment and so are determined for grades four through eight using the SBAC ELA and Mathematics content assessments. Student Growth Percentiles are a norm-referenced measure which compares individual student achievement against the achievement of students with a similar score history. Adequate Growth Percentile is a criterion-referenced measure, which compares the student's SGP against the percentile needed to become proficient or stay proficient on the state assessment in the next three years or by the end of the eighth grade.</p> <p>SGPs will not vary by grade span and is calculated for all schools in the same manner. SGPs contribute 20% to a school's total index score. (Student growth in ELA contributes 10%. Student growth in math contributes 10%). AGPs contribute 15% of a school's total index score (ELA growth to target contributes 7.5%. Math growth to target contributes 7.5%). AGPs will leverage SGPs in the same manner as described above.</p>

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

Indicator	Measure(s)	Description
		<p>systems. A technical overview of the SGP model can be found at <a href="http://www.nj.gov/education/njsmart/performance/SGP_Technical_Overview.pdf">http://www.nj.gov/education/njsmart/performance/SGP_Technical_Overview.pdf</a>.</p>
<p>iii. Graduation Rate</p>	<p>4-year cohort graduation rate (HS), 5-year cohort graduation rate (HS)</p>	<p>The graduation rate indicator will contribute 30% to the high school model. It will consist of the 4-year and 5-year adjusted cohort graduation rates. The 4-year and 5-year rates will be evaluated separately and will contribute 20% and 10% respectively.</p> <p>The graduation rate indicator is included in the high school model. The measures for this indicator consist of the 4-year cohort graduation rate and the 5-year cohort graduation rate. The cohort graduation rate is determined through the cohort validation process and follows federal guidelines for reporting an adjusted cohort graduation rate. This process results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required state school accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability indicators in the school rating system.</p> <p>Additionally the 4-year and 5-year cohort graduation rate will be disaggregated by subgroups. This Graduation analysis will be computed using the 4-year cohort graduation rate from the previous school year. Since the 4-year cohort graduation rate reported in the NSPF lags by one year, the graduation analysis must also lag by one year. The graduation analysis will not be a point earning measure but will be used for school designations like Targeted Support and to meet federal reporting requirements.</p> <p>Students with disabilities are able to earn a standard diploma through passing end-of-course exams or by proving proficiency by submitting a portfolio of work. An alternative diploma is available to students who are identified as cognitively unable to pass traditional school work, even with accommodations. These options are available to students who are 22 and younger. Both the standard and alternative diplomas count in the state's graduation statistics. These diplomas are state defined and meet all of the statutory requirements under ESSA.</p>
<p>iv. Progress in Achieving English Language Proficiency</p>	<p>WIDA ACCESS Adequate Growth Percentile (ES, MS, HS)</p>	<p>The English language proficiency indicator in the elementary, middle, and high school models will contribute 10% to the total index score.</p> <p>Nevada has computed student growth percentiles (SGP) and adequate growth percentiles (AGP) for the past two years under the consultation of Dr. Damian Betebenner from the Center on Assessment. The methodology is analogous to the methodology</p>

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

Indicator	Measure(s)	Description
	the end of 9 <sup>th</sup> and 10 <sup>th</sup> grade (HS).	<p>10% or more instructional days during the school year, divided by the total number of students enrolled for 30 days or more at the school at the end of the school year.</p> <p>Chronic absenteeism will measure all students and be reported separately for each subgroup of students. Chronic absenteeism is understood to be a leading indicator of student success. Each year, this rate will be collected directly from LEAs using a common set of data collection rules. This approach to data collection and analysis ensures the measure will be valid and reliable.</p> <p><b>High School Readiness</b></p> <p>High School Readiness is determined through district submitted data consisting of the number of students at the end of grade 8 of the current school year meeting the requirements in NAC 389.445 (1) a-d. <b>NAC 389.445 Required units of credit; pupils with disabilities; pupils who transfer between schools; recognition of certain programs of homeschool study.</b> (<a href="#">NRS 385.080, 392.033</a>)</p> <p>1. Except as otherwise provided in subsection 4, a pupil must earn at least the following units of credit during the seventh and eighth grades for promotion to high school:</p> <ul style="list-style-type: none"> <li>(a) One and one-half units of credit in English with a passing grade;</li> <li>(b) One and one-half units of credit in mathematics with a passing grade;</li> <li>(c) One unit of credit in science with a passing grade; and</li> <li>(d) One unit of credit in social studies with a passing grade.</li> </ul> <p><b>Academic Learning Plans</b></p> <p>Academic Learning plans are required for middle school students per NRS 388.165 and NRS 388.205 for high school. At the middle/junior high school and high school levels, academic learning plans are to be developed for each student on initial enrollment. At this high school level, academic learning plans are developed for all 9<sup>th</sup> graders, or by the first grade level offered at the high school. An academic learning plan rate is determined through district submitted data consisting of the number of all students at the school by the end of the school year and the</p>

Indicator	Measure(s)	Description
		<p>number of all students with a signed academic learning plan. This measure is in support of state initiatives in which K-12, higher education and workforce development efforts are being aligned in order to improve outcomes for all Nevadans. The inclusion of this measure will bolster the importance of these plans and lay the groundwork for future improvements to them. The SEA has evidence to suggest that the rates at which these plans are in place are not 100% for all of Nevada schools, and so the collection of this information will provide some degree of differentiation in school ratings. If in the future, academic learning plans are discovered to be in place for all Nevada middle school and high school students, this measure will be considered for removal from the system. Since these data will be collected from all LEAs for all middle and high schools, this measure will be both valid and reliable.</p> <p><b>ACT Composite Score</b></p> <p>The average composite score only for the 11<sup>th</sup> grade census takers during the state testing window will be used for this measure.</p> <p><b>Ninth and Tenth Grade Credit Sufficiency</b></p> <p>This rate will be determined by the number of ninth grade students who earned at least five credits by the end of their first year of high school and the number of tenth grade students who have earned at least eleven credits by the end of their second year of high school. This will be a pooled average in which the numerator will consist of the number of ninth grade and tenth grade students with at least five and eleven credits respectively and the denominator will be the total number of ninth and tenth grade students. This measure will consider ninth grade credits earned during the regular school year (i.e. not during summer school after the end of the ninth grader’s school year) and tenth grade credits accumulated by the end of the regular 10<sup>th</sup> grade school year. This rate will include only tenth grade credit sufficiency for schools that do not serve ninth grade students.</p> <p><b>EOC Achievement Level 3 and 4 Percentage</b></p> <p>Achieving a level 3 or above on an EOC exam has been determined by the NV State Board of Education the level needed to be considered college and career ready. This rate will be calculated by the total number of students achieving a level 3 or higher divided by the total number of exams given in ELA and in Math. Points will be awarded based on a pooled average.</p> <p><b>Science Proficiency</b></p>

Indicator	Measure(s)	Description
		<p>Pursuant to section 1111(b)(2)(B)(v)(II) of ESSA, the science CRT is administered to students in grades 5, 8, and 10. This will be a measure of student proficiency. In making annual determinations of school performance, science will be incorporated with all measures. As part of our calculation process, NDE will pool the ELA, math and science proficiency scores.</p> <p>The pooled averaging methodology will result in an overall test proficiency rate by which the numerator is the total number of ELA, Math and Science assessments passed and the denominator is the total number of ELA, Math and Science assessments administered. This approach enables the SEA to rate more schools because the n-size requirement will be met by sufficiency in the denominator. Small schools that are still unable to achieve the minimum n-size after pooling will be rated by combining multiple years of data.</p>
Other	Climate Survey Bonus Points (ES, MS, HS)	<p>The Climate Survey Participation measure is included in the Nevada Accountability System as a bonus of 2%. Schools meeting or exceeding the state participation threshold can receive up to two bonus points. Although most districts have opted to administer the State Climate Survey, there are some districts administering a district climate survey closely aligned to the State Climate Survey. Grade levels included in the administration of a climate survey vary by district. For the 2016-2017 school year, the participation threshold is 55%. For SY1718 and beyond, the participation threshold will be 75%. Due to the statewide business rules for school climate indicator this is a valid, reliable, and comparable measure that allows for meaningful differentiation in school performance, NDE will measure all students and report separately for each subgroup of students.</p>

**B. Subgroups.**

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

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

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

200.16(b), including the number of years the State includes the results of former children with disabilities.

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

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

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

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

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

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

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

### C. Minimum Number of Students.

- i. Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a). In order for the SEA to determine any of the measures in the school accountability system, there must be at least ten student records. For reported elements, if the number is less than ten, results will be suppressed. For point-earning measures with fewer than ten student records, measures will not be determined.
- ii. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).  
Not applicable.
- iii. Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);

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

The N size of ten will apply to all school classification where a school classification refers to the school's

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

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

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

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

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

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

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

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

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

**E.**

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

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

Student performance on the statewide ELA and mathematic assessments, ELPA, and graduation rates will be measured against the state’s defined long-term goals and measures of interim progress. Schools identified for targeted supports and improvements will be identified using the status and graduation rate reporting elements that will be associated with the respective indicators. Each of these reporting elements will be disaggregated to take into consideration the performance of each subgroup. Additionally, the school quality indicators described in section 4.1 (a) is designed to further call attention to the performance of low achieving students and subgroups. The system is designed to identify schools for both comprehensive and targeted supports.

*Describe the following information with respect to the State’s system of annual meaningful differentiation:*

- i. The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;

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

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

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

The following graphs demonstrate the weights of the system indicators.

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

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

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

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

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

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

These are the Five Score Ranges by school level:

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

Performance Level Descriptions for each Star Level:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

All charter schools not otherwise excluded will receive accountability ratings.

## 4.2 Identification of Schools.

### A. Comprehensive Support and Improvement Schools. Describe:

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

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

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

#### **Elementary and Middle School Designation Criteria**

Elementary and middle schools will be designated for CSI using the following criteria:

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

#### **High School Designation Criteria**

Designated CSI high schools will be designated using the following criteria:

1. Title I schools will be rank ordered from lowest to highest index score by school level.
  - a. The 5<sup>th</sup> percentile of index score will be identified from this rank order
2. All schools performing at or below the index score identified in step one will be identified for CSI
3. The school is classified as a 1-star school
4. Beginning in the 2018-2019 school year, schools previously identified as 2-star schools that have a current year index score that is less than the index score earned in the prior year (i.e. “downward trending”) will also be identified as CSI

OR

1. The school has a 4-year adjusted cohort graduation rate (ACGR) less than 67%

OR

1. Any school designated for Targeted Support and Improvement (TSI) for three years and has not shown an improvement in subgroup student performance over the three years
- ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).

Nevada acknowledges that increased student performance at our most challenged schools is an ongoing concern.

Each year, CSI schools will be reviewed for performance against annual benchmarks toward the exit criteria. After implementing a three year improvement plan, CSI schools will be evaluated for exit from this designation. Exit criteria are distinct by school level. Schools failing to meet exit criteria after their first three years of designation will be evaluated annually for exit and subject to state-determined, more rigorous interventions (see below). Additionally, CSI schools must meet both the CSI and TSI exit criteria in order to exit from the CSI designation.

#### **Elementary and Middle School Exit Criteria**

CSI designated elementary and middle schools will exit this designation when they achieve a rating of 3-stars and have sustained improvements in total index score. Sustained improvements in total index score will be demonstrated by an increase in total index score during the most recent three years of designation. As such, these schools must move from 1-star or 2-star status in order to exit, which corresponds with an increase in student achievement in critical academic indicators.

For schools identified in CSI due to chronically low-performing subgroups (schools that were previously in TSI status), schools should maintain or reach at least 3-star status and reduce the number of students in low-performing subgroups by 10% or greater.

#### **High School Exit Criteria**

CSI designated high schools will exit this designation when they achieve a rating of 3-stars, have a 4-year ACGR of at least 67% for two consecutive years, and show sustained improvements. Sustained improvements in total index score will be demonstrated by an increase in total index score during the most recent three years of designation. These exit criteria ensure that schools not only no longer meet the criteria for identification as a CSI school, but also have improved student outcomes.

For schools identified in CSI due to chronically low-performing subgroups (schools that were previously in TSI status), schools should maintain or reach at least 3-star status and reduce the number of students in low-performing subgroups by 10% or greater.

- **Targeted Support and Improvement Schools.** Describe:
  - i. The State’s methodology for identifying any school with a “consistently underperforming” subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).

All measures in the NSPF for each school level will be disaggregated by race/ethnicity and special population membership. This is a total of ten subgroups of students. The n-size required for TSI consideration is 25. Designated CSI schools will be removed from TSI consideration.

Subgroup student performance will be measured against the state’s measures of interim progress (for measures with related long-term goals and measures of interim process) or the established point attribution tables for the NSPF (for measures without long-term goals and measures of interim progress). The point attribution tables define the points that each school earns for each measure in the NSPF. The continuum of student performance for each measure is partitioned into ranges against which a school earns points based on where along the continuum the school achieves. The sum of the points earned across all indicators is the school’s index score, and the index score is then associated with a star rating. For measures not associated with long-term goals and measures of interim progress, subgroups performing in the lowest point ranges on the point attribution tables will be identified. The point attribution tables can be found in APPENDIX I. Some Nevada schools will be unable to meet the n-size requirement in the first year of the rating system. For these schools, the SEA will pool the measures over a number of years until the minimum n-size has been met.

Measures are combined into indicators (Academic Achievement, Other Academic Achievement, English Language Proficiency, Graduation Rates, and Student Success) and subgroup performance among all the measures within all indicators over two consecutive years will be considered when making TSI determinations and identifying schools with consistently underperforming subgroups. Consistently underperforming subgroup is a subgroup that fails to meet target performance two years in a row on the same measure. If the same Subgroup fails to meet target on the same measure for two years in a row, then the Indicator gets flagged. If a school has consistently underperforming subgroups within the Academic Achievement Indicator (indicator flagged two years in a row) then the school will be designated a TSI school, or if two or more of the same remaining indicators are flagged for two years in a row, then a school gets identified as TSI.

#### Subgroup Identification Methodology by Indicator

##### Academic Achievement Indicator

Subgroup performance in ELA and mathematics in the Academic Achievement indicator will be measured against the subgroup’s unique associated year’s measure of interim progress. Any subgroup failing to meet their measure of interim progress or failing to reduce the number of non-proficient students within the subgroup by at least 10% will be flagged for not having met these goals.

##### Other Academic Achievement (Growth)

The progress measures of ELA median student growth percentile, math median student growth percentile, the percentage of ELA students meeting adequate growth targets, and the percentage of math students meeting adequate growth targets will be measured against the established point attribution table. Any subgroup achieving in the lowest point earning category on the point attribution table will be flagged.

#### English language Proficiency

The percentage of English Learners meeting their adequate growth percentile targets on the WIDA assessment is the ELPA measure in the NSPF. The federal law does not require this measure to be disaggregated; however, schools achieving in the lowest point earning category on the point attribution table for this indicator will be flagged for the EL subgroup only.

#### Graduation Rates

The disaggregated 4- and 5-year adjusted cohort graduation rates for high schools will be measured against the subgroups unique associated year's measure of interim progress. Any subgroup failing to meet their measures of interim progress will be flagged.

#### Student Success

Opportunity Gap, Chronic Absenteeism, NAC 389.445 (1) a-d, ACT Composite, Credit Sufficiency, End Of Course CCR Level, and Academic Learning Plans will be measured against the point attribution tables. Any subgroup achieving in the lowest point earning category on the point attribution table will be flagged.

The state assessments in Science are undergoing a standard setting and so goals have not been set for this assessment. These goals will be set during the fall of 2017 and these goals will be used to flag low subgroup performance beginning in 2018.

- ii. The State's methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.

Schools identified for Additional Targeted Support and Improvement (Additional TSI) are any school in which the performance of any subgroup of students, on its own, would lead to identification for comprehensive support and improvement under ESEA section 1111 (c)(4)(D)(i)(I). Additional TSI schools will be designated annually starting with 2018-2019 school year (based on 2017-2018 school year data), and will be designated for three years. Schools will be designated separately as Additional TSI by school level. The designation methodology will be the same for each school level. Schools can have only one designation at a time (CSI, TSI, or Additional TSI).

1. The "all student" group performance on all measures of the highest (top of the 5<sup>th</sup> percentile) CSI Elementary, Middle and High School identified in the designation year will be identified.
2. This "all student" group performance level will be used as the cut to determine performance level expectations for each subgroup of student, for each measure, for all school levels.
3. If the performance of any one subgroup on any one measure is at or below the cut performance level, then the school is identified for Additional TSI.

This methodology ensures that any school in which the performance of any subgroup of students, on its own, would lead to identification for comprehensive support and improvement(CSI) and would be identified for additional targeted support and improvement (TSI).

- iii. The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).

After completing a three year improvement plan, TSI schools (this includes Additional TSI, and TSI schools) may exit this designation if they do not meet any of the designation criteria for which they have been identified for two consecutive years. TSI schools that do not improve after implementing a three year improvement plan and continue to have subgroup performance less than the lowest “all students” group performance from the current designation year CSI schools will be identified as a CSI school.

#### 4.3 State Support and Improvement for Low-performing Schools.

- A. **School Improvement Resources.** Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.

The SEA will create a prioritized list of LEAs that have the highest percentage of CSI and TSI schools. The LEA is required to choose the schools with the greatest needs. SEAs will then accept or deny these schools based on the LEA’s strength of commitment to school improvement. The SEA may prioritize those LEAs for funding that demonstrate the strongest commitment to school improvement (e.g. schools that voluntarily join Performance Compacts, schools and district that join consortia).

The 1003(a) funds will be offered as a competitive grant for all CSI and TSI schools. Additionally, schools that choose a multi-year, NDE-approved school improvement strategy can expect to be prioritized for continued funding until the strategy is complete, subject to availability of federal funds. Each spring the schools will have an opportunity to propose their school improvement evidence-based strategies.

These funds will be prioritized within the three priority areas of the SEA: 1) strong school leadership team development; 2) analysis of data for decision-making, and 3) turning around the lowest-performing schools. Schools that agree to enter into a voluntary performance contract with the SEA that establishes year-over-year achievement targets for three years will be prioritized due to their demonstration of strong commitment to student achievement.

The 1003(a) plans will be reviewed and evaluated annually by cross-functional NDE teams to ensure funds are being effectively implemented to meet the needs of all learners. Monitoring will be on-going as needed.

Additionally, identified CSI schools, at the time of designation, may be considered for inclusion in the statewide Nevada Achievement School District (NV ASD). The NV ASD may accept up to six schools per year for transformation and pair those schools with high quality school operators or transformation teams. The NV ASD will seek to match operators or transformation teams with school profiles that match their experience and host community meetings to learn about families’ and communities’ vision for the school. The NV ASD has its own superintendent to lead the intensive, collaborative effort of transforming schools to achieve successful outcomes for students. Schools not selected for the ASD, will have the opportunity to be designated as Turnaround Schools per Nevada’s NRS 388G.400. This intervention grants the SEA the authority to review and recommend a Principal and provides that Principal with greater autonomy to execute a school improvement plan.

All CSI schools will be offered a performance compact with the Department that establishes year over year achievement targets for three years. Schools that are not receiving a state intervention will pair the achievement targets with a locally identified intervention. For schools that enter the ASD, the compact will be equivalent to a charter contract. These schools will be prioritized for state and federal school improvement funds due to demonstration of strong commitment to student achievement.

Charter schools that have been identified as CSI and TSI will also be eligible to access 1003(a) resources in accordance with the prioritized categories above. The SEA is one layer removed from the oversight of the plan's implementation, due to its oversight role with the charter school sponsor. Therefore, the SEA provides direct accountability to charter school sponsors, and charter school sponsors provide direct oversight and accountability to the schools in their portfolio, in accordance with both Nevada law and individual charter contracts, including student performance targets. In the instance that a charter school does not improve, the sponsor may take action to close or restart the school. The SEA reserves the right to intervene if the charter school sponsor does not meet its obligation.

**B. Technical Assistance Regarding Evidence-Based Interventions.** Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

1) NDE will define evidence-based practice (including early learning opportunities) and determine a list of state-approved, evidence-based service providers, programs, materials, curriculum, and other resources. NDE will assist schools in identifying the appropriate evidence based intervention to meet their school site needs.

2) NDE will coordinate professional development activities to disseminate information and build local capacity around evidence-based practices.

3) NDE will provide differentiated support to low-performing schools, depending on the level of performance and the diagnosis of services needed. The state approach to differentiated school improvement consists of four tiers:

- Self Support and Replication (highest achieving schools)
- Coordinated Support,
- Priority Support, and
- Accelerated Support (highest need schools)

The Self Support tier comprises schools that are sustainably 4- and 5-star schools. These schools are recognized and considered for replication for their demonstration of promising practices. They will be models and mentors to the low-performing schools.

The Coordinated Support tier is comprised of schools that have sustained 3- and 4-star ratings, yet are not defined as Self Support schools.

The Priority Support tier comprises schools that are non-sustained 3-star schools and may also include Targeted Support Schools. These schools have the option to voluntarily agree to a Performance Compact.

The Accelerated tier comprises schools that have may have been designated as State Turnaround Schools (aligned with SB 92), those schools that have entered Performance Compacts, those schools that are receiving a whole school local intervention such as Reinvent Schools, Empowerment or engagement with non-profit partners, and schools in the Nevada Achievement School District.

This multi-tiered approach to differentiated school improvement identifies the roles and responsibilities for NDE and districts for each tier, in addition to school community actions, in order to facilitate system level alignment

and coherence on accountability and supports.

- C. More Rigorous Interventions.** Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).

All schools with a history of underperformance (in the bottom 5% on the three previous administrations of the statewide assessment or failing to meet the state determined comprehensive support exit criteria in three years) will be identified for at least one of the more rigorous interventions contained within this section.

A subset of CSI schools are eligible for entry to the Achievement School District immediately upon meeting the statutory eligibility criteria. The ASD remains an option for schools entering the “more rigorous intervention” designation. The NV ASD may accept up to six schools per year for transformation and pair those schools with high quality school operators or transformation teams. The NV ASD will seek to match operators or transformation teams with school profiles that match their experience and host community meetings to learn about families’ and communities’ vision for the school. State Turnaround designation remains an option for schools entering the “more rigorous intervention” designation.

All CSI schools will be offered a performance compact with the Department that establishes year over year achievement targets for three years. Schools that are not receiving a state intervention will pair the achievement targets with a locally identified intervention. For schools that enter the ASD, the compact will be equivalent to a charter contract. These schools will be prioritized for state and federal school improvement funds due to demonstration of strong commitment to student achievement.

NDE will partner with local districts to identify effective collaborative interventions for their CSI schools. These interventions are built on two central principles: autonomy and accountability. The autonomy will come in the form of alternative governance models that provide greater flexibility for a school and school community from local district policies. The accountability will be anchored on shared student achievement goals aligned to the performance compact.

If a school misses their improvement target the first year the Department may offer training for missed targets on evidence based interventions, recommend evidence-based interventions, recommend revisions to the SPP, and establish interim measures of progress for the school and regular support meetings. If a school misses its target for a second year the Department shall offer training for missed targets on evidence based interventions, recommend evidence-based interventions, recommend revisions to the SPP, and establish interim measures of progress for the school and regular support meetings. If a school misses their improvement target for a third straight year the school enters “more rigorous” support.

For schools that not only miss their target but see student academic achievement decrease those schools are immediately moved to “more rigorous intervention.”

When a school is designated for “more rigorous intervention the LEA and the school site forfeit the ability to conduct their school level Needs Assessment and write their School Site Plan. The Department will select an evidence based support provider to review the school, conduct the needs assessment, and develop the school site plan. The Department can approve or amend the plan and the school and the LEA will be directed on the use of funds and other necessary policy decisions to implement the plan. School improvement options available for the evidence based provider to recommend include but are not limited to:

1. Closure
2. Redesign (led by an evidence based support provider)
3. Restart/Reconstitution (led by a high quality principal)
4. The establishment of a 100% school where an individual school remains under the local control of the LEA yet receives 100% of the funding and the ability to waive district policies that inhibit their ability to execute their transformation plan;
5. Activation of NRS 388G empowerment schools and turnaround schools as intended by the legislation;
6. Charter conversion
7. Partnership with evidence based non-profit
8. Required evidence based professional development
9. Transition to only “strong” or “moderate” evidence based interventions with implementation support from “strong” or “moderate” evidence based provider
10. Or other more rigorous improvement strategies

NDE and the evidence based support provider will work with the school community to implement an improvement strategy that is best suited to create the improvement aligned to student needs. Through the development of the transformation plan, the team may request a waiver of local policy or state regulation necessary to implement the school improvement plan. All schools that go through “more rigorous” process will sign a new performance compact aligned to improving the school to a three star level in three years.

For LEAs with more than 10 percent of their schools, or 3 schools, whichever is greater, that are designated as CSI, the NDE will select an evidence based support provider to conduct an in-depth needs assessment of the LEA to include but not limited to monitoring and support for CSI schools, and implementation of the school and district performance plans. The Department will share these findings with the CSI schools, local education agency, families, and communities to help determine additional needs and gaps in implementation of interventions and strategies. This will also help to identify whether these schools and local education agencies are implementing interventions and strategies with fidelity, the effectiveness and urgency of interventions, and any inequities in resource allocation. The Department may then outline specific actions and practices for the LEA to execute to reduce the percentage of CSI schools identified. It will also provide increased support, technical assistance, and monitoring to those CSI schools and local education agencies. These interventions may include directed use of resources and funds, required or assigned targeted professional learning, increased coaching and on-site monitoring, and required participation in collaborative problem solving sessions, among other interventions. The Department may also establish an alternate governing board comprised of state and local leaders to oversee transformation plans at three or more CSI schools within the same district.

These more rigorous interventions will directly align with and be integrated into the Department’s redesigned school and district performance plans, needs assessments, and monitoring tools and processes.

- D. Periodic Resource Review.** Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).

Equity is an overarching theme throughout all of the SEA and LEA work with underperforming schools. Beginning with the LEA needs assessment, equity of resources will be determined to ensure all students have the resources needed to reach their full potential. The SEA annually collects data around effective and ineffective, new and veteran teachers who are teaching at each of the Comprehensive and Targeted Support and Intervention

Schools. The comprehensive consolidated planning tool that is being developed will track schools funding allocations of both federal and state monies. During the annual SEA consultation during the LEA planning sessions, any inequities will be discussed and strategies to remove these inequities will be implemented.

## Section 5: Supporting Excellent Educators

### 5.1 Educator Development, Retention, and Advancement.

*Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.*

**A. Certification and Licensure Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?

Yes. If yes, provide a description of the systems for certification and licensure below.

No.

The NDE certifies and licenses educators who are U. S. citizens or lawful permanent residents and meet all requirements for academic preparation, student teaching, and competency testing for the specific area of licensure for which they are applying. Prior to issuance of licensure, passing a criminal background check is required of all applicants. The public body responsible for adopting regulatory requirements for licensure is the Commission on Professional Standards, which is comprised of nine appointed members whose roles are outlined in statute. ([NRS 391.011](#))

Nevada issues the following **educator licenses**:

- Standard licenses for educators who are qualified and who do not have a Master's degree. It is valid for five years.
- Professional licenses are issued to educators who have master's or more advanced degrees, have three years' teaching experience, and have met all other requirements. Professional licenses are valid for 6-10 years, depending on education.
- Non-renewable/provisional licenses are issued to educators who have certain deficiencies in coursework, testing, or student teaching but are otherwise qualified. The deficiencies must be satisfied before the expiration of the license (within 1-3 years) prior to applying for a Professional or Standard license.
- Conditional licenses are issued to those who have met the initial licensure requirements of a state-approved alternative route to licensure (ARL) program, as well as preliminary qualifications. Those who are issued this license must meet all remaining ARL program requirements within 2-3 years prior to applying for a standard or professional license.
- Retiree licenses are available for ten years to educators who have retired with at least 15 years of service in Nevada public or private schools.

Nevada issues licenses in early childhood, elementary, middle, and high school, and several areas of special education. Additionally, those who meet prior employment and/or certification requirements in an area outside of education may apply for one of several Business and Industry licenses. To receive a school (or program) administrator endorsement, an applicant must hold a master's degree, with at least 24 credit hours in school administration, have a valid renewable teaching license, and have taught for at least 3 years.

As a result of the past few Legislative sessions, Nevada licensure requirements have been modified to ensure that educators have the necessary knowledge and skills to work with 21<sup>st</sup> century students and families. This includes, but is not limited to the following:

- Based on recommendations from the English Mastery Council created by the 2013 Legislature, the Commission recently transitioned from offering an additional endorsement in TESL to ELAD (English Language Acquisition and Development) to better prepare educators working with second language learners. Those who hold a standard

license and have not yet added this additional endorsement are required to take one 3-credit ELAD course prior to each licensure renewal.

- Following the 2013 session legislative requirements, Nevada now requires that all licensees meet a family engagement coursework requirement. All state-approved traditional and alternative route programs are required to have this as part of their completion programs. Licensees who move to Nevada from another state have three years to meet this requirement.

- Assembly Bill 234 passed during the 2015 Legislative session requires that all new license holders have three years to complete a course in multicultural education prior to application for renewal.

To ensure that the existing requirements for licensure are in alignment with 21<sup>st</sup> century college and career coursework that is offered in schools and districts, NDE intends to use Title II, Part A funds to update the existing [Correlation Directory](#) that outlines areas of licensure for statewide teaching assignments. Modernization of this 2011 resource, which was previously used to identify Highly-Qualified Teacher status designations, will ensure that “full state certification” in each area is reflective of the content and pedagogical requirements necessary to demonstrate competency.

Another area of focus related to licensure is the renewal requirements and processes that need to be updated and modernized to truly reflect meaningful professional growth and/or effectiveness. NDE will be utilizing Title II-A funds to engage in a rigorous stakeholder review of existing requirements and to develop recommendations for possible regulation adoption by the Commission.

**B. Educator Preparation Program Strategies.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State’s strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?

Yes. If yes, provide a description of the strategies to improve educator preparation programs below.

No.

For Nevada to achieve our goals of all students being proficient in reading by the end of 3rd grade, all students entering high school with the skills necessary to succeed, all students graduating college, career, and community ready, and all students learning in an environment that is physically, emotionally, and intellectually safe, it is essential that all students are served by effective educators. While NDE continues to support districts/charter schools with strategic implementation of LEA Title II-A funds, it is essential that NDE maximize the impact of SEA Title II-A funds in alignment with other programs to ensure the maximum return on investment.

Based on an internal needs assessment, an honest evaluation of existing resources, a 2015 root cause analysis, and feedback from the ESSA Teaching & Leading Work Group (See Appendix D), NDE will use the 4% of Title II, Part A funds allowable for statewide activities to improve the preparation, recruitment, evaluation, development, and retention of effective educators. Funds will be prioritized to focus on strategies in the following areas:

- Educator Preparation Program Approval/Accountability Systems;
- Licensure Requirements Modernization/Reform;
- Recruitment for Hard to Staff/Shortage Areas;
- Teacher Induction/Mentoring/Coaching;
- Teacher Leadership; and
- Implementation of the Statewide NEPF System.

As a result of these findings, NDE is committed to ensuring that Educator Provider Programs (EPPs) are adequately preparing pre-service candidates to meet the needs of Nevada’s 21<sup>st</sup> century classrooms, including teachers qualified for the increasing numbers of early childhood classrooms, and that programs are aligned with the NEPF and Nevada’s Academic Content Standards. Developing a system in which an EPP is approved, reviewed, and evaluated based in part on the performance of their program completers allows the EPP to reflect and improve programs.

Nevada has both traditional and alternative routes to licensure (ARL) [educator preparation programs](#). Pursuant to NRS 391.038, traditional programs are approved by the State Board of Education through the NAC 391.557 and 391.558 regulatory process, and pursuant to NRS 391.019, ARL programs are approved by the Commission on Professional Standards through the NAC 391.461 regulatory process. NDE is currently holding stakeholder workgroups to make statutory, regulatory, and/or policy recommendations for these approval processes. Additionally, Title II-A funds will be used in concert with a partnership grant from the National Governor's Association to develop and implement a coherent and rigorous review, approval, evaluation, and accountability system for in-state Educator Preparation Programs. This will ensure alignment with the statewide educator evaluation system Standards and Indicators and the NVACS, and will also reflect inclusion of the new licensure requirements indicated above to improve the skills of teachers and school leaders in identifying and providing high-quality instruction and supports to students and families with specific learning needs, particularly those with disabilities, English learners, students who are gifted and talented, and students with low literacy levels.

**C. Educator Growth and Development Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?

Yes. If yes, provide a description of the educator growth and development systems below.

No.

The first year of full statewide implementation of the [Nevada Educator Performance Framework \(NEPF\)](#) was 2015-16. The goals of the NEPF system are to foster student learning and growth, improve educators' instructional practice, inform human capital decisions based on a professional growth system, and engage stakeholders in the continuous improvement and monitoring of a professional growth system. Both principals and teachers are evaluated using this system, which is comprised of three domains: Instructional Practice for Teachers/Instructional Leadership Practice for School Administrators, Professional Responsibilities, and Student Performance. The Instructional Practice for Teachers domain includes standards for measuring teacher and student behavior during instruction in the classroom that is aligned with rigorous content area standards, and the Instructional Leadership Practice for Administrators domain measures an administrator's behavior as an instructional leader, while also monitoring teacher performance. The Professional Responsibilities domain includes Standards for what occurs outside of instruction to influence and prepare for student learning at each student's highest ability level in the classroom (Teachers) and Standards that support improvements in teachers' practice as well as providing the structural supports to ensure teacher success (Administrators).

See Appendix G for Standards and current domain weights. Pursuant to Assembly Bill 320 (AB320) passed by the 2017 Legislature, beginning with the 2017-2018 school year, the weights change to:

- 45% Instructional/Instructional Leadership Practice
- 15% Professional Responsibilities
- 20% Student Performance (2017-2018) and 40% Student Performance (2018-2019 and beyond), as measured by district-level "Student Learning Goals" performance measures described in Appendix A of the [NEPF Tools and Protocols](#).

Based on scores received on various indicators within each standard, educators receive one of four ratings: highly effective, effective, developing, or ineffective. In November 2016, the NDE was granted regulatory approval to request educator evaluation data from districts in aggregate by school, and is currently working with districts to collect and report the 2015-2016 ratings and set up processes for annual collection. Additionally, AB320 includes statutory language that will enhance the data collection, storage, and reporting processes. Because NDE has not

previously collected educator evaluation data, Appendix B, which displays Educator Equity Differences in Rates, reflects incomplete data.

NDE collected educator effectiveness data for the first time following the initial 2015-2016 NEPF implementation year, which included no student performance measures, but only Instructional Practice and Professional Responsibilities as rated by the evaluator. As reported by districts, less than 2% of teachers and administrators received an Ineffective (changed to “Developing” per AB320) or Minimally Effective Rating. In contrast, more than 90% of administrators and 80% of teachers received an Effective rating, with over 13% and 5% of teachers and administrators receiving a Highly Effective rating, respectively. Given the abnormal distribution of effectiveness ratings, NDE will be using a portion of the allowable 4% Statewide Title II-A funds to continue to make improvements in the statewide NEPF evaluation system to ensure reliability, validity, fairness, consistency, and objectivity.

NDE also intends to use a portion of the additional 3% set-aside allowable for professional development for principals/other school leaders for work related to NEPF implementation. Planning is underway to build capacity of school leaders through a statewide NEPF professional development implementation network that will improve inter-rater reliability and accurately reflect a meaningful distribution of effectiveness ratings.

## 5.2 Support for Educators.

*Instructions: Consistent with sections 2101 and 2102 of the ESEA, provide a description with the necessary information.*

- A. Resources to Support State-level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:
- i. Increase student achievement consistent with the challenging State academic standards;
  - ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;
  - iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- B.** Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).
- C. Skills to Address Specific Learning Needs.** Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

### A. – C.

NDE will engage in the State-level strategies below to increase the quality and quantity of teachers, principals, and other school leaders who (1) increase student achievement consistent with challenging State academic standards; (2) identify and provide high-quality instruction to students with specific learning needs (with disabilities, English learners, gifted and talented, and students with low literacy levels); and (3) ensure that these students are not taught at higher rates by inexperienced, not-fully-certified, or ineffective teachers at greater rates than their peers.

- Revise the Nevada Educator Equity Plan to identify and address equity gaps and monitor district-level equity plans,
- Develop and implement a coherent and rigorous review, approval, evaluation, and accountability system for in-state Educator Preparation Programs (traditional and alternative) that is aligned with NEPF and NVACS,

- Modernize the educator licensure application, management, and reporting system; and ensure that licensure requirements support reciprocity, reflect meaningful readiness measures, meet 21st century educator workforce needs, and promote professional growth in NEPF identified areas,
- Build capacity of school leaders through a statewide NEPF implementation monitoring system that improves inter-rater reliability and accurately reflects a meaningful distribution of effectiveness ratings, and
- Recognize and support effective educators and enhance statewide teacher leadership opportunities.

NEPF Standards (New Learning is Connected to Prior Learning and Experience, Learning Tasks Have High Cognitive Demand for Diverse Learners, Students Engage in Meaning-Making Through Discourse and Other Strategies, Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning, and Assessment is Integrated into Instruction) and corresponding Indicators reflect and measure the extent to which educators are proficient (Levels 1-4) in each of these areas. Therefore, Nevada's Theory of Action for Educator Effectiveness and Equity is based on the premise that effective implementation of the statewide educator evaluation and professional growth system will allow for the identification of teacher and principal areas of need, and provide a vehicle through which common patterns of non-proficiency in specific areas may emerge statewide, by district, and/or by school. NDE intends to use Title II, Part A funds (basic 4% formula award and additional 3% set-aside) to support ongoing NEPF professional development, with a focus on school administrators, to ensure that the system is implemented with fidelity.

NEPF for teachers places a strong emphasis on high quality instructional practices. The Framework requires teachers to meet the academic needs of all students. For example, NEPF Instructional Standard 2, Learning Tasks have High Cognitive Demand for Diverse Learners, provides explicit expectations for meeting the needs of all students by requiring teachers to differentiate learning in order to provide the appropriate level of instruction for all students. This includes meeting the academic needs of children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels.

Additionally, research shows a direct and positive correlation between the retention of effective educators and systems which are designed with meaningful feedback structures, personalized support, and increasing levels of opportunities and growth throughout the career continuum. While working to improve the quality of Nevada's educators overall, it is essential that those who exhibit passionate levels of commitment to the profession, utilize highly effective instructional and family/community engagement strategies that address the needs of all learners, and demonstrate ongoing growth in student achievement outcomes be supported and encouraged to share best practices with colleagues. Therefore, Title II-A funds will be used to recognize and support effective educators and enhance statewide teacher leadership opportunities.

Other NDE initiatives Strategic Plan focus areas are designed to improve the skills and instructional effectiveness of teachers, principals and other school leaders, with the goal of improving student achievement for all students, and specifically, children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels. As reflected in sections throughout the Plan, the bulleted focus strategies/activities below, and in the Table 5.3 (E), NDE will continue "braid" allowable federal grant funds (particularly Title I, II, and III) with State-funded categorical programs to ensure that our students most typically at-risk of not having access to effective (as well as fully certified and experienced) educators have increased opportunities for success in each of these areas. Prioritization of formula, categorical, and competitive funds will focus on supporting school leaders, transformation/turnaround of lowest performing schools, and data-informed instructional decision making.

- Literacy Focus: NRS 388.157 and 388.159 requires that elementary school personnel identify and provide interventions for early grades students who are at risk of not reading at grade level by the completion of third grade. Along with national literacy experts and statewide stakeholders, NDE developed the Nevada State Literacy Plan (NSLP), a literacy guide for all Nevada educators. The NSLP includes a mini-plan for every developmental age-band (Birth – Pre-K, Elementary, Middle School, High

School, and Adult Literacy), with each designed to stand alone. NRS 388.159 mandates that each elementary school in Nevada designate a reading "learning strategist" to provide literacy-based professional learning, coaching, and guidance for all K-3 teachers at the site. All Nevada K-3 programs were required to compose their own local literacy plan and submit it to NDE. Each of these local literacy plans has been aligned to the Nevada State Literacy Plan, which has been nationally recognized as a model state literacy plan. State General Funding of \$22.25 million in FY 2018 and FY 2019, representing an increase of over \$17 million from the 2015-2017 biennium, will continue to support effective activities in improving the academic achievement of students in reading across Kindergarten through third grade (e.g., literacy coaches, grants, contracts, etc.). The Department's grant program will continue to augment reading proficiency programs in district and charter schools not served with Zoom or Victory programs.

- English Language Learners: The EL/Immigrant program is purposely designed to enhance district and school capacity to provide high-quality education to ELL and immigrant students. To achieve this purpose, NDE supports school districts by providing professional development opportunities and technical assistance to increase their capacity to serve these minority students to succeed academically, coordinating ELL initiatives and ELL policy development, providing programmatic leadership to share the knowledge base of issues related to ELL programs, and supporting local institutions of higher education to develop creative professional development programs for teachers, principals, and other school-based educators. Districts have provided intensive services to more than 17,000 of Nevada's ELs in early grades through the Zoom Schools initiatives. Non-Zoom school districts have served more than 1,500 ELs in the more rural areas of the state.
- Victory Schools: SB 447 (2017) maintains the current \$50 million in support of existing Victory schools over the 2017-2019 biennium. The funding will be allocated by the Department to underperforming schools (lowest student achievement levels) in the twenty highest poverty zip codes in the state. Specific services will be required, especially in the areas of wrap-around services and family engagement. The October Victory Schools Symposium will allow Victory School personnel to come together and share, listen, and gather ideas of what is working at Victory Schools. Mini-sessions on programs, services, and interventions that Victory Schools can implement will be provided and Victory School teams will plan the action steps necessary to move forward with Victory strategies.
- School Leadership Network: NDE is offering professional development opportunities to leaders of Nevada's most underperforming schools designed to strengthen the essential skills and competencies of leaders in our neediest schools. In partnership with external stakeholders, the Department developed Nevada's Theory of Action in an effort to improve and support underperforming schools with a structured diagnostic and planning process. The Theory of Action focuses on three priority areas: School Leadership, Tier 1 instruction that is aligned to state standards, and developing a system of Professional Learning Communities that will encourage administrators and teachers to analyze and use data to strengthen instruction.
- Children with Disabilities: The NDE Office of Special Education is committed to ensuring that ALL students in Nevada are college- and career-ready upon exit from the public school system. To accomplish this, the NDE Office of Special Education strives to build and improve on collaborative efforts with state partners and education stakeholders statewide. It is our goal to promote educational success for Nevada's students through increased academic rigor; use of evidenced-based practices; providing sustained professional development for administrators, teachers, and staff; providing technical assistance in data-based decision making; and building meaningful partnerships with districts, schools, and parents. NDE does this in many ways, including but not limited to the following initiatives or programs:
  - The Nevada Center for Excellence in Disabilities, in collaboration with the Department, coordinates the annual statewide Mega Conference, which focuses on research-based school improvement efforts as well as current issues and trends in the education of children. The Mega Conference provides an opportunity for participants to learn about and discuss issues around school improvement, while providing examples of model schools and programs to showcase successful and promising best practices.

- Assess Plan Teach (APT) is a program designed to provide teachers of students with IEPs high-quality professional development in reading and writing strategies. The model incorporates a structured, data-based consultation model, combined with training on research-based, explicit, systematic instruction and lesson plan development. Trained teachers are then continuously supported through an assigned an instructional facilitator that provides coaching and mentoring to ensure successful implementation.
- Instructional Consultation Teams provide one-on-one support for teachers who are struggling to design instruction that meets the needs of individual students, small groups, and/or whole classes. IC Team members are trained to conduct assessment in reading, writing, math, and behavior, as well as collaborative communication and systematic problem solving. Schools that implement IC Teams develop the internal capacity to sustain ongoing professional development, increased student achievement, and efficient use of resources.
- NDE staff work closely with district personnel to plan Early Childhood Inclusion Programs, including finding sources of funds to braid for such programs. Additionally, the Department hosts an annual meeting to bring district teams together to discuss best practices for inclusion of special education students, and help them work on their inclusion plans.

### 5.3 Educator Equity.

**A. Definitions.** Provide the SEA’s different definitions, using distinct criteria, for the following key terms:

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	An ineffective teacher is defined as one who receives either an “developing” or “minimally effective” rating on the Nevada Educator Performance Framework during the prior academic year. (Note the change in language due to passage of AB320 by 2017 Legislature.)
Out-of-field teacher*+	An out of field teacher is defined as one who holds licensure in an area other than the grade level or subject area of a t current teaching assignment. This may include, but is not limited to, one who is issued a conditional or provisional license or one who is teaching Special Education via the Nevada Alternative Route to Certification (ARC)/Option Program.
Inexperienced teacher*+	An inexperienced teacher is defined as one who has less than three full years of contracted teaching experience.
Low-income student	Low-income is defined as student who is eligible for the free or reduced-price lunch program.
Minority student	A minority student is defined as one who is identified as a member of a minority race or ethnicity, e.g., African American, Hispanic, Asian, American Indian, Pacific Islander.
Vacancy	NDE’s Offices of Assessment, Data, and Accountability Management and Educator Development and Support are working with the Commission on Professional Standards to adopt this statewide definition.
Provisional Licensee	One who is issued a license, but is missing one or more requirements identified in NAC regulations and has one year to meet the requirement. (i.e. basic skills, subject area content knowledge, or pedagogy competency exams; up to 6 remaining credit hours; student teaching)
Conditional License	One who is issued either an Alternative Route to Licensure (ARL) or Special Qualifications License (SQL) and has up to three years to meet additional requirements to apply f or non-

Key Term	Statewide Definition (or Statewide Guidelines)
	conditional licensure.
ARC/Option Program Teacher	One who currently holds a license in Early Childhood, Elementary, Secondary, or Special Education, but whose current assignment is in a special education setting for which they do not hold the appropriate license/endorsement.

\*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

**B. Rates and Differences in Rates.** In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.

**C. Public Reporting.** Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):

- i. The rates and differences in rates calculated in 5.3.B;
- ii. The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;
- iii. The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and
- iv. The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.

The web addresses for the SEA equity plans are on the [NDE site](#) and the [Nevada Report Card site](#).

**D. Likely Causes of Most Significant Differences.** If there is one or more difference in rates in 5.3.B, describe the likely causes (*e.g.*, teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.

Based upon the NDE’s root cause analysis conducted in 2015 in collaboration with various stakeholder groups, it was determined that the following were the most likely reasons for Nevada’s equity gaps:

- Inadequate Teacher Preparation for 21<sup>st</sup> Century Classrooms,
- District Recruitment/Hiring/Retention Practices,
- Insufficient Quantity of Teachers Prepared via In-State Providers,
- Inadequate Resources for Mentoring/Coaching/Induction, and
- Skills Gaps Due to Unaligned Initiatives and Infrastructure.

Although gaps between districts and within districts exist (data not analyzed for within-school gaps), the extent to which each of these occurs may vary. Each district in which a data analysis of in-district gaps existed was required to submit a separate plan. These plans required stakeholder engagement to further identify specific root causes and district-specific strategies for equity gap reduction in areas identified.

**E. Identification of Strategies.** If there is one or more difference in rates in 5.3.B, provide the SEA’s strategies, including timelines and Federal or non-Federal funding sources, that are:

- i. Designed to address the likely causes of the most significant differences identified in 5.3.D and
- ii. Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
Inadequate Teacher Preparation for 21 <sup>st</sup> Century Classrooms	<ul style="list-style-type: none"> <li>National Governor’s Association Project; Preparation Project and Title II-A statewide activities for development of a rigorous EPP review, approval, evaluation, and accountability system</li> <li><a href="#">Great Teaching and Leading Fund</a> to address the quantity and quality of new educators prepared by in-state EPPs</li> </ul>
District Recruitment/Hiring/Retention Practices	<ul style="list-style-type: none"> <li><a href="#">Teach NV Scholarships</a> (NV general funds via 2015 SB511)</li> <li><a href="#">New Teacher Incentives</a> (NV general funds via 2015 SB511)</li> <li>T.E.A.C.H. Early Childhood© Nevada</li> <li>Zoom School Initiatives (as described in sections above)</li> <li>Victory Schools Initiatives (as described in sections above)</li> <li>Implementation of NRS 391A.450 Enhanced Performance Pay and Compensation Plans</li> <li>National Board Certification partnership and supports</li> <li>Teacher Recognition and Leadership via CCSSO’s Teacher of the Year Program, Milken Educator Awards, and other statewide leadership initiatives</li> </ul>
Inadequate Quantity of Teachers Prepared via In-State Providers	<ul style="list-style-type: none"> <li>Teach NV Scholarships</li> <li>New Teacher Incentives (NV general funds via 2015 SB511);</li> <li>Great Teaching &amp; Leading Fund</li> </ul>
Inadequate Resources for Mentoring/Coaching/Induction	<ul style="list-style-type: none"> <li>Great Teaching &amp; Leading Fund;</li> <li>NEPF Professional Development</li> </ul>
Skills Gaps Due to Unaligned Initiatives and Infrastructure	<ul style="list-style-type: none"> <li>NEPF Professional Development</li> </ul>

**F. Timelines and Interim Targets.** If there is one or more difference in rates in 5.3.B, describe the SEA’s timelines and interim targets for eliminating **all** differences in rates.

Difference in Rates	Date by which differences in rates will be eliminated	Interim targets, including date by which target will be reached
To Be Determined using updated 2017 baseline data collection	To Be Determined using updated 2017 baseline data collection	To Be Determined using updated 2017 baseline data collection

Throughout the 2015 Educator Equity Plan process, an analysis of data by the Department and various stakeholder groups resulted in evidence that there were statewide (and district-to-district) differences in the rates at which low-income and minority (and special education) students are served by teachers who were inexperienced, out-of-field, and not Highly-Qualified. Additional information about the specific differences are documented in Table 1 and Appendix D of the [June 2015 Nevada Educator Equity Report](#). Prior the 2016-2017 school year, NDE did not collect educator effectiveness ratings, therefore no identification of a difference in rates was possible. In collaboration with the Department’s Assessment, Data, and Accountability Management Office, the Office of Educator Development has developed new business rules for “out-of-field,” “ineffective,” and “inexperienced” as outlined in Table A above.

Additionally, collection of 2015-2016 and 2016-2017 data from districts and schools has begun, reconvening of Equity Plan Stakeholder Groups are scheduled for Fall 2017, and revisions/updates to the Equity Plan will be completed in Spring 2018. An additional level of data analysis that was not done for the 2015 Plan will be conducted to disaggregate and compare schools assisted under Title I, Part A to those which are not identified as such. Once the new rates are calculated, the Department and stakeholder groups will require districts with identified gaps in any areas to submit updated plans with strategies for how, and timelines by when, the gaps will be addressed. Not only will this information be publicly reported on the Educator Equity Report website, the data will be available (by district and school) in the new Educator Equity data portal section of the [Nevada Report Card](#).

**G. Consultation.** How will the SEA use ongoing consultation for all required stakeholders consistent with ESEA section 2101 (d)(3) which includes teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a

State that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II.

In preparation for submission of Nevada's ESSA Plan, the Division of Educator Effectiveness and Family Engagement Deputy Superintendent convened the [Nevada ESSA Teaching and Leading Workgroup](#) to provide input from various stakeholders. This Workgroup provided guidance on the Department's use of Title II-A State Activities funds that are formula-driven 4% as well as the additional allowable 3% set-aside for school leader development. The Office of Educator Development and Support has scheduled a follow up meeting with this Workgroup for Fall 2017 to share new data collected, provide implementation status updates, and request stakeholder consultation on implementation of Title II-A State Activities. NDE has also requested that the Commission on Professional Standards, the Teachers and Leaders Council, and the Special Education Advisory Council (which all provided feedback during the development of the 2017 ESSA Plan) add recurring ESSA Educator Equity/Teachers and Leaders agenda items to future meeting dates. Each of these stakeholder consultation efforts will occur at least bi-annually, with additional meetings scheduled as needed.

## Section 6: Supporting All Students

### 6.1 Well-Rounded and Supportive Education for Students.

*Instructions: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.*

*The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:*

- *Low-income students;*
- *Lowest-achieving students;*
- *English learners;*
- *Children with disabilities;*
- *Children and youth in foster care;*
- *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
- *Homeless children and youths;*
- *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
- *Immigrant children and youth;*

- *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
  - *American Indian and Alaska Native students.*
- A. The State’s strategies and how it will support LEAs to support the continuum of a student’s education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and

The Nevada Department of Education, in collaboration with Governor Brian Sandoval and the state legislature, has led a dramatic increase in the focus and investment in public education. An additional \$340M was allocated in the 2015 legislative session. Program expansions and new program launches are planned in the 2017 legislative session. These programs and strategies, led by the state and administered by LEAs, affect students from cradle to career and are focused on driving equitable outcomes for all students in alignment with the goal of preparing students for success in the 21<sup>st</sup> Century economy. The strategy may be best understood through descriptions of the relevant programs.

## **EARLY CHILDHOOD TO ELEMENTARY SCHOOL**

### **B-3 Plan**

As part of the Preschool Development Grant goal of building state infrastructure, NDE is working to cultivate practices and policies to develop a comprehensive birth to 3<sup>rd</sup> grade (B-3) system. This project uses data to support the implementation of developmentally appropriate, research-based, rigorous practices for all teachers and administrators across the B-3 continuum, and aims to connect policy with practice. In partnership with many of Nevada’s experts and stakeholders, this team will facilitate deep and lasting cultural shifts in B-3 schools, communities, and programs that are essential to meaningful changes in practice.

Scale: FY17: Implementing pilot sites in three communities to build school-community partnerships which are a core value of the B-3 continuum and aims to bridge the two different systems 0-5 and K-3<sup>rd</sup> grade.

### **Early Childhood Leadership Series**

The Leadership Series provides professional development designed specifically for the leaders of early childhood centers and schools across Nevada. The purpose of the series is to build the capacity of leaders in developing their teachers’ instructional practice and to dramatically increase learning outcomes for our youngest learners. The series is offered in six sessions over a period of six months. Part 1 of the series is focused on language and literacy with plans to develop additional content in math, science, and social-emotional development.

Scale: FY17: Two cohorts of 35 total participants have completed part 1 of the leadership academy. A third cohort of 27 participants is currently taking place with an expected completion date of June 2017.

### **Full-Day Kindergarten (FDK)**

Economically disadvantaged, historically underserved students, and English learners who attend full-day kindergarten have significantly higher long-term math and reading scores in 3<sup>rd</sup> and 5<sup>th</sup> grades compared to half-day kindergarten students

Scale: Statewide FDK access at all schools without tuition

### **Preschool Development Grant**

The purpose of the Preschool Development Grant (PDG) is to support states to build, develop, and expand voluntary high-quality preschool programs for children from low- and moderate-income families. In January 2015 Nevada was awarded the four year grant. The \$66.5 million budget includes \$43.7 million in Federal funds and \$22.7 million in State matching funds. Funds are being used to: 1) Expand existing State Pre-K seats from half day to full day seats, 2) Develop new full day seats in school districts as well as community child care

programs 3) Build state infrastructure to implement high quality classrooms to ensure kindergarten readiness and support the goal of all children are proficient in reading by the end of 3<sup>rd</sup> grade

Scale: NDE is working with seven sub-grantees in five high-need communities to expand the number of children participating in high-quality Pre-K programs. Year 1 (2015/16) of the grant 782 four year olds were enrolled in 27 sites. Year 2 (2016/17) of the grant 1,665 four year olds are currently enrolled in 57 sites

## **QRIS**

Studies have shown that high-quality early education can result in children building a solid foundation for achieving desired academic, health, and social outcomes. Children who attend high-quality education programs are more likely to do well in school, find good jobs, and succeed in their careers than those who don't. To improve the quality of its early childhood education programs, Nevada has instituted the [Silver State Stars Quality Rating Improvement System \(QRIS\)](#). The QRIS is a method to assess, improve and communicate the level of quality in early childhood programs. Programs that participate are assessed by trained and experienced assessors. After a program has been assessed, they work with a coach to draft and implement a plan to help them improve their quality. Programs may work with their coach for up to 18 months prior to receiving their star rating. The Silver State Stars QRIS assigns a rating, from 1 to 5 stars to each program which can help families find high quality early education programs that fit their needs and the needs of their child. Nevada has sought to not only expand the availability of early childhood education but ensure its quality as well.

Scale: There are currently 206 programs participating in the QRIS with an additional 93 centers participating in coaching, but not rated and 61 centers on the waiting list.

## **ELEMENTARY SCHOOL TO MIDDLE SCHOOL**

### **Read by Grade 3 (RBG3)**

This program is designed to dramatically improve student achievement by ensuring that all students will be able to read proficiently by the end of the 3<sup>rd</sup> grade. This program requires all school districts and charter schools to develop locally-based literacy plans, aimed at improving the literacy of all K-3 students. Within thirty days of enrollment, all K-3 students are screened using state board-approved assessments. Parents of students identified as struggling readers will receive written notification of the deficiency. Teachers, in collaboration with the learning strategist, are responsible for designing a plan of intervention and progress monitoring tailored to the individual student. The classroom teacher, learning strategist, principal, and parents must approve this plan. It also requires every elementary site to have a Reading Learning Strategist to oversee professional learning.

Scale: 307 school sites currently being served through RBG3 grants and all elementary schools are required to follow the law.

## **MIDDLE SCHOOL TO HIGH SCHOOL**

### **Climate Survey**

NDE is collaborating with AIR to design & administer a statewide School Climate / Social and Emotional Learning Survey that serves as the needs assessment for the social worker in school block grants.

Scale: The survey is web-based for all students in grades 5-12 statewide.

### **Nevada Ready 21**

Nevada Ready 21 engages select middle school students in a personalized, learner-centered education. The program's teachers provide students with a 21<sup>st</sup> Century education that builds a vibrant, diverse economy by infusing technology into students' daily experience. Nevada Ready 21 is a multi-year plan with middle schools as the initial focus and high schools in following years.

Scale: 23 middle schools awarded grants including over 19,000 student devices and 1,000 teacher devices

## **HIGH SCHOOL TO POST-SECONDARY**

### **Career & Technical Education**

Students who concentrate in CTE perform higher than state assessment averages, graduate at higher rates, drop

out of school less, and transition to postsecondary education and training with a focus on the future. Nevada is expanding its career & technical education programs identified by workforce councils through both increased formula funding and competitive grants, open to districts and charter schools.

Scale: 9,000 students enrollment increase in CTE programs between 2013-2014 school year and 2015-2016 school year

### **College & Career Readiness**

NDE is supporting college & career readiness through a competitive grant process focused on science, technology, engineering, and math (STEM) for middle and high school students, an increase in AP enrollment and support for AP success, and an increase and expansion of dual enrollment for students enrolled simultaneously in high school and college courses.

Scale: FY 2015 17,243 students enrolled in AP courses FY 2016 18,094 students enrolled in AP courses (4% increase)

### **Jobs for America's Graduates**

The Jobs for Nevada's Graduates is a program that raises graduation rates, prepares participants with work readiness skills, and helps them enroll in post-secondary education or the military.

Scale: Currently serves over 2,500 students across the state in 53 programs in 43 high schools.

## **SYSTEM-WIDE APPROACH**

### **Great Teaching & Leading Fund**

Through a competitive grant process, GTL funds are awarded to districts, charter schools, institutions of higher education, non-profit organizations, and RPDPs to prepare/recruit teachers, focus on leadership, and provide professional development for science standards implementation.

Scale: FY 2016 \$4.2 million to 13 entities to support leaders, teachers, and pre-service teacher candidates

### **New Teacher Incentives**

Funded at \$10 million annually, districts may provide salary incentives up to \$5,000 per teacher to recruit and/or retain first and second year teachers at Title I and 1- and 2-star schools.

Scale: FY16 1,753 teachers received funding, FY17 3,003 expected.

### **Safe & Respectful Learning Environment Initiative**

The Office for a Safe and Respectful Learning Environment was created within NDE in 2015 with a goal to empower schools to grow safe and respectful school climates, provide multiple tiers of support, social emotional learning, and coping skills for students and families—acknowledging that not all students come to school ready to learn.

Scale: 10 counties have published their district-wide bullying prevention policies and programs. 212 positions through the Nevada School Social Work Grant have been awarded to 143 schools. 40 positions through Project Aware, Safe Schools Healthy Students, and School Climate Transformation grants.

### **Social Workers**

NDE is supporting school districts and charter schools with funds to contract with social workers or other mental health workers to support social emotional learning, a caring school climate, and intervention and treatment services to students and families who are struggling with food and shelter insecurity, behavioral health concerns, or overcoming trauma.

Scale: 194.5 social worker and other mental health professional positions filled serving 149 school sites statewide.

### **Teach Nevada Scholarships**

Up to \$2.5 million per year is distributed to state-approved traditional and alternative route teacher preparation providers to award scholarships to preservice candidates wanting to enter the profession. Candidates may receive 75% of up to \$24,000 for tuition assistance, with the remaining 25% given upon completion of 5 successful years of teaching, three of which must be at identified high-need Nevada public schools.

Scale: FY 2016 - 142 candidates awarded funding; 110 completed program and hired for the current school year. FY 2017 - 112 awarded and are pending completion/ hire; 2<sup>nd</sup> round of applications in Feb. 2017

### **T.E.A.C.H. Early Childhood® Nevada Scholarships**

T.E.A.C.H. Early Childhood® is a nationally licensed scholarship and compensation program operating in 23 states and the District of Columbia. The mission of T.E.A.C.H. Early Childhood® Nevada is to provide professional development opportunities to early care providers and teachers through scholarships designed to increase education, compensation, retention, and professional recognition. T.E.A.C.H. is designed to provide a variety of scholarship and compensation models to meet the needs of program participants. The purpose of the program is to build the workforce of highly qualified early childhood teachers, to provide advanced educational opportunities, encourage attainment of educational goals, increase individual compensation, and reduce turnover. Scale: FY17: 60 recipients working towards an Associate's degree 25 teachers on the waiting list 25 recipients working towards a Bachelor's degree 16 teachers on the waiting list.

### **Victory Schools**

SB 432 invested \$50M over the biennium to Victory Schools identified as the lowest performing schools (receiving a one or two-star rating) in the highest poverty zip codes in Nevada. The focus is to provide programs and services supporting the improvement of student achievement through the implementation of specific strategies as outlined in the bill. The allowable uses of Victory funds include: pre-Kindergarten programs free of charge, full-day kindergarten classes, summer academy or other instruction for pupils free of charge at times during the year when school is not in session, additional instruction or other learning opportunities free of charge at times of day when school is not in session, professional development for teachers and other educational personnel, employment of paraprofessionals, other educational personnel and other persons who provide any of the programs or services, provision of Reading Skills Centers, provide evidence-based social, psychological or health care services to pupils and their families, including, without limitation, wrap-around services, provide programs and services designed to engage parents and families, provide programs to improve school climate and culture, and provide evidence-based programs and services specifically designed to meet the needs of pupils who attend the school.

Scale: 35 Victory schools across the highest poverty areas of Nevada

### **Special Education Weighted Funding**

Pupils with disabilities are now funded in accordance with a funding multiplier calculated by the Department. The Department calculates the multiplier by dividing the total enrollment of students with disabilities by the money appropriated for such pupils and that enrollment must not exceed 13% of total student enrollment for a school district or charter school.

Scale: 2016-2017 54,114 special education students enrolled in public schools Average per pupil is \$3,034 (ranging from \$2,968 - \$9,090), which can be expressed as multiplier of 0.53 of the basic state guarantee

### **Well-Rounded Education**

Nevada values equitable access to a well-rounded education including rigorous academic and other programs and options, such as CTE programs, health and wellness programs, advanced and accelerated learning options such as AP and gifted education programs, IB, and dual credit, music and arts programs, culturally-relevant experiences, athletics and physical education programs, and educational technology options. A dashboard will be created to determine the extent to which LEAs are providing students with a well-rounded education. The dashboard will serve as a springboard to attending to the needs of all of Nevada's students where deficiencies may be evident.

### **Zoom Schools**

Senate Bill 405 and 515 invested \$100M over the biennium to expand Zoom Schools. The Zoom Schools Program supports schools with the highest percentage of ELs and lowest academic performance. Services such as providing pre-Kindergarten programs free of charge, full-day kindergarten, summer academies, professional development, recruitment and retention incentives, extended school day and reading skills centers are all a part of the Zoom Schools Program.

Scale: 2014-2015 16 Clark County School District Zoom schools 8 Washoe County School District Zoom

schools. 2015-2016 38 CCSD Zoom schools & 23 Zoom schools in WCSD. In districts other than CCSD and WCSD that receive Zoom grants, 6,089 English Learner students are being served.

## **USE OF FUNDS**

The Department may use funds from Title IV, Part A and other programs for state-level activities to support, in whole or in part, identified state priorities that align with several programs described above, subject to availability of funding and as permitted by the requirements of ESEA section 4103(c)(2)(A). These priorities include:

- Identifying approved evidence-based strategies, activities, and interventions for programs that directly align to local needs and context;
- Supporting schools and districts to implement these evidence-based strategies, activities, and interventions with fidelity and use data informed decision-making to drive rapid and significant school improvement;
- Expanding access to advanced coursework and career and technical education (CTE) courses, particularly for local educational agencies with the greatest need and with consideration for underrepresented subgroups. Access will also include building a strong pipeline for college and career readiness starting in elementary and middle school;
- Using technology to improve academic achievement, digital literacy, and access to advanced and CTE courses; and
- Building a comprehensive, integrated, and differentiated plan for improving school conditions, climate, and culture.

The state will use the five percent of Title IV, Part A set-aside funds for administrative costs and developing the resources, tools, professional learning, and outcome evaluations in the following areas (though not limited to):

- Strengthening capacity and coordinating collaboration within districts and across the state with programs funded by Title IV, Part A; and
- Monitoring progress and adjusting strategies and implementation across local education agencies receiving Title IV, Part A funds.

- B.** The State's strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

Nevada will strive to provide equitable access to a well-rounded education to all students including rigorous academic and other programs and options, such as CTE programs, health and wellness programs, advanced and accelerated learning options such as AP and gifted education programs, IB, and dual credit, music and arts programs to include culturally-relevant experiences, athletics and physical education programs, and educational technology options. A dashboard will be created to determine the extent to which LEAs are meeting this recommendation. The dashboard will serve as a springboard to attending to the needs of all of Nevada's students where deficiencies may be evident. Strategically using permissible federal and state funding mechanisms, the NDE will prioritize and incentivize expanding access to advanced coursework (i.e., Advanced Placement, International Baccalaureate, and dual credit) and Career and Technical Education (CTE) courses across the state. In particular, the strategies will target rural districts that typically struggle to provide a wide variety of advanced course offerings and CTE courses to students, as well as urban schools with low participation rates of underrepresented subgroups. Currently, seven districts offer AP courses to less than 20 students district-wide, and four districts have no approved AP courses this year. These strategies will help to widely spread and deeply embed into the state's educational systems the strong instructional practices and high levels of critical thinking associated with advanced courses and innovative CTE courses. Furthermore, it will ensure that all students in Nevada, regardless of where they live, have access to rigorous advanced coursework that prepares them for success in college and career.

Moreover, the Department of Education, in collaboration with the Governor and the state legislature, has dramatically increased the focus on and investment in public education. Recently created programs and strategies, led by the state and administered by LEAs, allow for meaningful and impactful learning opportunities for underrepresented student populations, in addition to providing students with a more well-rounded education. For example, students may have access to rigorous academic courses through the College and Career Readiness grant. English Language Learners may have access to small-group instruction in literacy through the Zoom grant. LEAs and schools may cultivate safe and respectful school climates, provide multiple tiers of support, and offer social emotional learning opportunities and coping skills to students and families through the Safe and Respectful Schools Initiative.

*If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.*

- C. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:
- i. Incidents of bullying and harassment;
  - ii. The overuse of discipline practices that remove students from the classroom; and
  - iii. The use of aversive behavioral interventions that compromise student health and safety?

Yes. If yes, provide a description below.

No.

The State will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety through several strategies. Currently, 17 out of 18 districts receive Title I, Part A funds. This allows an eligible LEA to develop an aligned plan using Title IV, Part A funds. The funds will assist districts to braid other State and Federal funding into a comprehensive, integrated and differentiated plan for improving school conditions. Nevada has implemented many local programs that can be incorporated with Title IV, Part A funds to deepen the impact of the interventions.

- Climate Survey - NDE is collaborating with AIR to design and administer a statewide School Climate / Social and Emotional Learning Survey that serves as the needs assessment for the social worker in school block grants. Scale: The survey is web-based for all students in grades 5-12 statewide.
- Safe & Respectful Learning Environment Initiative - The Office for a Safe and Respectful Learning Environment was created within NDE in 2015 with a goal to empower schools to grow safe and respectful school climates, provide multiple tiers of support, expand social emotional learning, and provide coping skills for students and families—acknowledging that not all students come to school ready to learn. Scale: 10 counties have published their district-wide bullying prevention policies and programs. Currently, 212 positions through the Nevada School Social Work Grant have been awarded to 143 schools. Also, 40 positions have been created through Project Aware, Safe Schools Healthy Students, and School Climate Transformation grants.
- Social Workers in Schools Initiative - NDE is supporting school districts and charter schools with funds to contract with social workers or other mental health workers to support social emotional learning, a caring school climate, and intervention and treatment services to students and families who are struggling with food and shelter insecurity, behavioral health concerns, or overcoming trauma. Scale: 194.5 social workers and other mental health professional positions filled serving 149 school sites statewide.

- D. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all

students?

Yes. If yes, provide a description below.

No.

In addition to other funding mechanisms, the SEA intends to use these funds to support strategies for the purposes of expanding access to rigorous academic courses and curricula for rural and underserved students, with a focus on Advanced Placement courses, International Baccalaureate, dual enrollment, and Career and Technical Education. This strategy requires the SEA to support LEAs so they may effectively use technology to improve access and student achievement, as well as cultivating strong digital literacy skills among students and educators.

**E.** Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?

Yes. If yes, provide a description below.

No.

The Department of Education will support districts to engage parents, families, and communities to facilitate deeper understanding of the importance of a well-rounded education, including enrolling and succeeding in advanced coursework and Career and Technical Education courses. This may include collaborative meetings between the SEA, LEAs, parent organizations, and community leaders to identify areas of opportunities to move this work forward, or training to build and sustain strong networks of different stakeholder groups focused on holistic development of students and preparing them to succeed in college and career within a competitive global economy.

## 6.2 Program-Specific Requirements.

### **A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies**

Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

Criteria:

Under section 1114(a)(1)(B) of the ESEA as amended by ESSA, Nevada's Title I poverty threshold flexibility waiver allows for underperforming schools with less than 40% of students in poverty to qualify as Title I schoolwide programs if all required components are in place.

Schools / LEAs considering applying for this waiver must factor into its planning the work that may have already begun with school improvement planning.

Criteria for waiver application:

- Schools serving less than 40% of enrolled students in poverty; AND
- Schools Identified as underperforming by the Nevada Department of Education; AND
- Schools agree to implement evidence-based interventions aligned with school, district, and state achievement targets

Process:

- Submit waiver request directly to NDE

- Provide agreement assurance to submit and implement the school wide requirements below:

1 - A comprehensive needs assessment that is based on academic achievement information about all students in the school.

A - The needs assessment helps the school faculty and families understand the subjects and skills for which teaching and learning need to be improved and identifies specific academic needs of students and groups of students who are not yet achieving the State's academic standards;

B - The comprehensive needs assessment must be developed with the participation of individuals who will carry

- out the schoolwide program plan and must document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results and assess the needs of the school and students it serves;
- 2 - A comprehensive school performance plan that describes how the school will improve academic achievement throughout the school but particularly for those students furthest away from demonstrating proficiency, so that all students demonstrate at least proficiency on the State's academic standards, and;
  - 3 - An annual evaluation on the implementation of and the results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement, determine whether the program has been effective and revise the plan as necessary; and
  - 4 - The plan must also include a detailed budget summary that coordinates and integrates all available federal, state, and local funds.

**B. Title I, Part C: Education of Migratory Children.**

- i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.

The SEA trains recruiters of the district migrant programs to use the national Certificate of Eligibility (COE) template when recruiting migratory children. The training topics include identification and recruitment of eligibility migratory children (including preschool migratory children and migratory youth who have dropped out of school). The recruiters will receive the notification of potential migratory children based on the school enrollment form regarding the parents' occupation. Then, the recruiters will conduct a home visit to interview the family to verify the eligibility of the migratory children. The recruiter will complete, verify, and submit the COE to the district migrant coordinator. The district migrant coordinator approves and submits the COE to the state migrant data system. Finally, the state migrant coordinator and/or state migrant data coordinator will verify and approve each COE within the state migrant data system called "MAPS."

To verify and document the number of eligible migratory children aged 3 through 21, Nevada's Migrant database is used to verify that only those children who are ages 3-21. For example, for the performance period for SY2015-16, this includes those who were born after September 1, 1995 and before September 1, 2013. The same system verifies that children who have turned three years of age have resided in Nevada for at least one day to be included in the system.

The eligibility of migratory children also includes:

- Only children who were within 36 months of a qualified arrival date (QAD). This means that the State Migrant Program personnel (including recruiters, district program directors/coordinators, state data coordinator, and the state director) ensure that the eligibility of each child is valid and has an active status until September 1, 2015 (for SY2015-16).
- Only children who were resident in the State for at least 1 day during the performance period (September 1 through August 31) were eligible. The recruiters conduct a home visit to interview the family to verify that children who have recently turned three years of age have resided in Nevada at least one day during the performance period between September 1 and August 31. This information is then entered into the Nevada Migrant database. The State Migrant Data Coordinator generates a report from this database for the two year olds to recheck when they turn three and whether or not they have resided at least one day in Nevada. She then informs the district Migrant Program to include these children as eligible migrant students in the system.

- ii. Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to

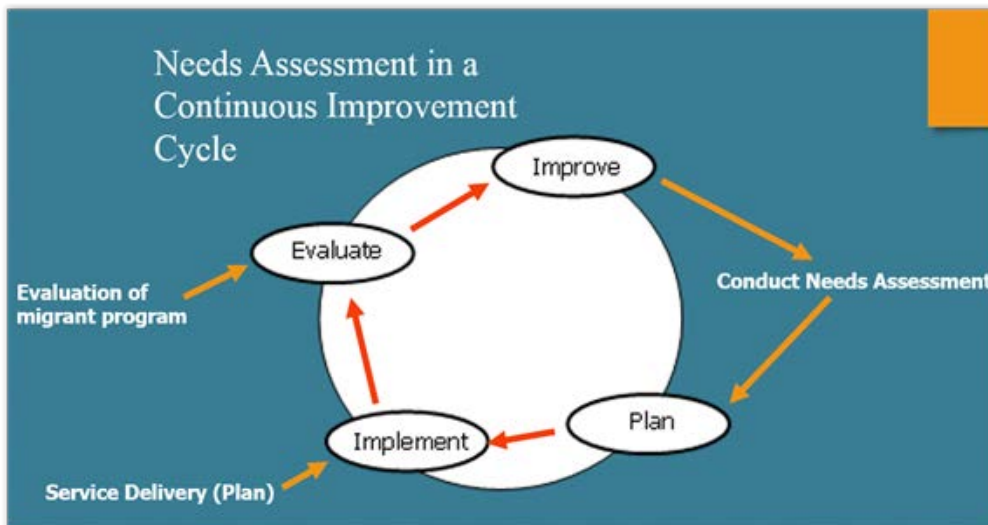
participate effectively in school.

To identify the unique educational needs of migratory children, the Nevada Comprehensive Needs Assessment (CNA) committee consisting of all migrant funded district coordinators has been formed to work together on this important foundation task and other issues related to migrant programs. The CNA committee meets semi-annually to discuss migrant issues. To pinpoint the unique educational needs of migratory children has been one of the crucial topics on the meeting agenda. The meeting migrant program discussion and migrant students' needs assessment process were facilitated by the State Educational Research & Training Corporation (ERTC), an external migrant program contractor. In addition to the input from the CNA committee, five different evaluation surveys are used to assess the needs of migratory children: 1) Language Arts Needs Assessments rated by teachers; 2) Mathematics evaluation rated by teachers; 3) Nevada Migrant Program Needs Assessment responded by administrators and teachers; 4) Nevada Migrant Program Needs Assessments responded Parent Survey (available in both English and Spanish versions) responded by migrant parents, 5) Nevada Migrant Program: Pre-school Needs Assessment responded by administrators. The specific questions to identify the needs of pre-school migratory children are included in the pre-school needs assessment survey. The specific questions to identify the needs of migratory children who have dropped out of school were discussed by the CNA committee. For the future CNA meetings, Nevada will develop a set of survey questions to assess the needs of migratory children who have dropped out of school in a similar fashion to the pre-school migratory children. The input and feedback data collected from four different groups (district/program administrators, teachers who have migrant students, migrant parents, and migrant students) were used to analyze to identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school.

Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

To ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, the state completes a CNA in migrant education and uses the results of needs assessment to guide service delivery plan in the state. According to the results of the CNA, the CNA committee identifies and finalizes major concerns of the unique educational needs of migratory children, including preschoolers and dropped-out students. The current identified concerns include the needs being proficient in reading, writing, Math, and English. These concerns are identified and addressed in the State Migrant Service Delivery Plan for program implementation (see 6.2 B.vi below). The state plan for service delivery describes the strategies the state will pursue on a statewide basis to help migrant children achieve a set of performance targets/objectives and measurable program outcomes based on student needs data. This service delivery plan is considered the basic for the use of all MEP funds for local programs.

This is continuous improvement model that incorporates an assessment of students, establishing performance targets and measurable program outcomes to meet needs, targeting services based on those needs and to meet the performance targets and measurable program outcomes, and then evaluating the impact of services to measure the impact.



As members of the overall student population, migrant students are affected by a number of local, state, and federal programs (e.g., Title III-EL, Title I, state PreK Zoom program, etc.). Therefore, local program must ensure that migrant students receive full access to all available program services they are eligible for. However, to ensure that these identified needs must be met, the state plan for service delivery will have a joint planning, integrate of services available under Title I, part C with services provided by other programs, and evaluate the full range of services provided by those services to achieve a set of performance targets and measurable program outcomes based on student needs data. Roughly at least 50% of migrant students are EL students; migrant services will work with Title III programs at the state and local levels to ensure the second language instruction is implemented effectively.

On August 15, 2017, the state will hold the first statewide professional development workshop for migrant program personnel addressing how they can support EL students and work with content teachers more effectively. The agenda workshop will also address working with migratory children who have dropped out of school. In Nevada, being a migrant PreK student is a privilege to be admitted to a PreK program. It is considered as one of the criteria of the selection process when there are limited seats of a program.

Every other year, Nevada holds a statewide Family Engagement Summit where the state migrant program coordinator works with the summit committee in order to have Spanish interpreters available for all migrant parents who attend the sessions. At the end of the event, the migrant parents then meet with the state migrant coordinator and the local migrant program coordinators to provide their input regarding the migrant services and student needs. The state migrant coordinator will follow with their requests and prioritize the needs. Currently, migrant parents would like to learn more about higher education admission. The CNA committee will coordinate with a higher education institute and have migrant parent visit a campus in the fall of 2017 or early spring 2018.

Also, one of the important strategies is develop individual academic plans for all migrant students including preschool migratory children and migratory children who have dropped out of school (Recommendation #3, 6.2 B. vi). This plan is an electronic Success plan embedded in the Migrant Literacy NET web site that is available to all district migrant programs. The plan identifies specific educational needs of individual migrant students based on student needs assessment. The local migrant program personnel will share the evaluation of this plan with content teachers and administrators. At the state semi-annual meetings, each local program will share best practices with others.

- iii. Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children,

including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (*i.e.*, through use of the Migrant Student Information Exchange (MSIX), among other vehicles).

To promote interstate and intrastate coordination of services for migratory children when they move from one school to another during the regular school year or summer/intersession, the state currently is using both the Migrant Student Information Exchange (MSIX) and Nevada Migrant Assessment Performance System (MAPS) as reliable and consistent resources to obtain migrant students' school and health information records. To support intrastate coordination, moving notification to inform other states is completed through the moving notification feature of the MSIX. If a move occurs between districts in Nevada, the moving process is done through the Nevada MAPS. The Nevada MAPS contains up-to-date information of migrant students, including health information, and they are being uploaded in the MSIX database system weekly. When a move occurs between schools within a district in Nevada, the district can easily transfer those required information records from one school to another because each district migrant coordinator has authority to manage all migrant student information in his/her own district. This coordination process is consistent and remains the same throughout the school year. Moreover, to ensure migratory children receive educational continuity, the receiving school/district can require any missing school and health information from either State Migrant Program Coordinator or State Migrant Data Coordinator. Finally, for each move notification, state Migrant Program Coordinator and/or Migrant Data Coordinator will follow and review the records of each individual migrant student to verify all school/health information transferred correctly.

Furthermore, on August 15, 2017, a statewide Migrant Data Training will be held in Reno, Nevada. In addition to the Identification and Recruitment, the new COE, the use of the Migrant Literacy Net web site and other issues related to migrant data, the training agenda will also include the process of moving notification, as well as interstate and intrastate coordination regarding migratory children mobility.

- iv. Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.

The unique needs of migratory in Nevada identified by the CNA Committee are as follows:

- a. Migrant students have a wide variety of needs in terms of English language proficiency;
- b. The academic needs of migrant students are not being effectively identified in reading and writing; and
- c. The academic needs of migrant students are not being effectively identified in mathematics.

However, with the small number of migrant preschoolers, all of them are in the Pre-K programs provided by other state Pre-K programs.

- v. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.

Below are the current performance targets/objectives and measurable program outcomes (MPOs) included in the existing Nevada Service Delivery Plan:

The performance targets were revised to match the statewide performance goals set for students in the EL subgroup, which most closely matches migrant student needs based on the CNA.

***Performance Target #1 English Language Acquisition:*** Eighty-four percent of all returning migrant students enrolled in Nevada migrant programs will increase .5 rubric point each year from an initial baseline on the ELPA to English language fluency to a minimum of 2.50.

***Performance Target #2 Language Arts Achievement:*** Eighty-four percent of all returning migrant students enrolled in Nevada migrant programs will increase .5 rubric point each year from an initial baseline on the Nevada State CRT toward a minimum language arts proficiency of 3.00 (4 = Advanced, 3 = Proficient, 2 = Basic, and 1 = Below Basic).

***Performance Target #3 Math Achievement:*** Eighty-four percent of all returning migrant students enrolled in Nevada migrant programs will increase .5 rubric point each year from an initial baseline on the Nevada State CRT toward minimum math proficiency of 3.00 (4 = Advanced, 3 = Proficient, 2 = Basic, and 1 = Below Basic).

### **Measureable Program Outcomes**

Measurable program outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets." The following measurable program outcomes were developed based on the results and analysis of the comprehensive needs assessment:

***Measurable Outcome #1 English Language Acquisition:*** One hundred percent of all migrant students identified as limited English proficient, preschool migratory children and migratory children who have dropped out of school will have an IAP (Individual Academic Plan) in place (e.g. the Success Plan on the Migrant Literacy NET). All IAPs will be implemented and evaluated at least annually.

***Measurable Outcome #2 ELL Writing Achievement:*** Eighty-four percent of ELL students will demonstrate an a .50 rubric point increase from baseline in proficiency in specific writing skills as identified in Nevada State Content Standards based on teacher ratings and/or other assessments of student performance and/or available state assessment scores.

***Measurable Outcome #3 Reading Comprehension:*** Eighty-four percent of priority for service students targeted for reading instruction will demonstrate a .50 rubric point increase from baseline in proficiency in specific reading comprehension skills based on teacher ratings and/or other assessments of student performance in relation to state content standards in reading in order to facilitate reading achievement and progress towards high school graduation.

***Measurable Outcome #4 Writing:*** Eighty-four percent of priority for service students targeted for writing instruction will demonstrate a .50 rubric point increase from baseline in proficiency in specific writing skills based on teacher ratings and/or other assessments of student performance in relation to state content standards in writing.

***Measurable Outcome #5 Language Arts Achievement:*** One hundred percent of all migrant students identified as priority for service will have an IAP (Individual Academic Plan) in place (e.g. the Success Plan on the Migrant Literacy NET) which targets reading and writing needs. All IAPs will be implemented and evaluated at least annually.

***Measurable Outcome #6 Problem Solving in Math:*** Eighty-four percent of priority for service students targeted for math instruction will demonstrate a .50 rubric point increase from baseline in proficiency in problem solving based on teacher ratings and/or other assessments of student performance in relation to state content standards in math in order to facilitate math achievement and progress towards high school

graduation.

**Measurable Outcome #7 Communicate Mathematically:** Eighty-four percent priority for service students targeted for math instruction will demonstrate a .50 rubric point increase from baseline proficiency in communicating mathematically based on teacher ratings and/or other assessments of student performance in relation to state content standards in math in order to facilitate math achievement and progress towards high school graduation.

The CNA/Service Delivery committee reviewed the data analysis and results for the needs assessment process and provides the following recommendations to local program for service delivery. These recommendations are considered as parts of the strategies the state will pursue on a statewide basis to achieve these objectives and measurable outcomes:

**Recommendation 1:** Incorporate tutoring and small group instruction in reading and math for migrant students into regular academic year classrooms, summer programs, after-school or before-school programs, or in services provided to Out of School Youth.

**Recommendation 2:** Recommend local program to utilize instructional materials and online tutorials specifically designed for migrant students (e.g. materials from the Migrant Literacy NET) as a required supplemental support afterschool and/or in the home.

**Recommendation 3:** Continue to create and enhance individual academic plans for each of all migrant students including all priority for service migrant students, EL migrant students, preschool migratory children, and migratory children who have dropped out of school based on student needs (e.g. assigned online tutorials from the electronic Success Plans on the Migrant Literacy NET).

**Recommendation 4:** Utilize bilingual and bicultural staff whenever possible for instruction and communication with migrant parents to enhance effective communication and instruction.

**Recommendation 5:** Target writing and reading comprehension for migrant students in all local migrant education plans.

**Recommendation 6:** Target problem-solving and mathematical communication in all local migrant education plans.

**Recommendation 7:** Create programs and opportunities for parents to become directly involved in supporting the academic achievement of their children (e.g. State Migrant Parent Advisory Committee, Nevada Family Engagement Summit, Parent Literacy Nights, Take Home Book Bags, utilizing the parent resources in English & Spanish form the Migrant Literacy NET etc.).

**Recommendation 8:** Implement ESL and cultural awareness training for all teachers and staff working with migrant students. This topic will be included in the statewide migrant professional development/data training agenda on August 15, 2017.

**Recommendation 9:** Continue working and having a strong relationship with other programs such as PreK, Title III programs, and office of Parent Involvement and Family Engagement.

**Recommendation 10:** Share best practices among local migrant programs and include investigation the strategies that higher proficiency districts are using to facilitate student success as part of the ongoing evaluation process.

- vi. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.

Nevada Migrant Parent Advisory Committee (NV-PAC) was created formally in 2014. The committees originally were migrant parents from five districts: Churchill, Esmeralda, Humboldt, Lyon, and Nye. For the 2016-17 school year, the committee members are from four districts since Esmeralda does not have any migrant students. The statewide PAC meets annually to discuss needs and concerns. In addition, the two districts (Humboldt and Nye) where there are high incidences of migrant students conduct migrant parents' meetings and home visits to meet with families in order to address concerns and their needs. The frequency depending on the population of the districts.

- vii. Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:
  1. The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and
  2. When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.

A. Nevada adopted the definition of "priority for services" (PFS) defined by the Office of Migrant Education, U.S Department of Education. This term is described in Section 1304(d) of the statute as "migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year." The State includes this definition in the state Migrant Directors' Meeting/Training agenda to ensure the district migrant program coordinators and recruiters to understand the definition.

B. The migratory students who are eligible as a PFS are indicated on their COEs and then recorded in the state migrant database system. The districts are required to create an educational plan for these PFS students. The plan needs to address their assessment results, areas of concerns both academic and non-academic issues, and goals/plan to assist them in those areas of concerns.

C. When a migratory child qualified as a PFS, he or she will receive priority migrant services based on their unique needs for the first year of their eligibility. The timeline can be discussed individually with the district/school team regarding the continuation of priority services supported by other supplemental funding sources. The PFS students should have their individual education plan so the districts are aware of the timeline and determination.

**C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk**

- i. Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

With NDE's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs, the focus related to transition for neglected, delinquent, or at-risk youth encompasses four areas: independent living, employment, education, and community participation. All Title I, Part D, Subpart 1 programs (State agency programs) will annually identify transition activities that take place at their respective programs and meet the 15 to 30 percent reservation of funds for re-entry or transition services as required by law. To assist in the transition of youth between locally operated

programs to correctional facilities and correctional facilities back to locally operated programs, a Student Transition Planning Tool (STPT) will be utilized. The STPT will need to be completed within the first 30 days of a student's placement in a facility in collaboration with the student, his/her family, program personnel, and representatives from other involved entities, as appropriate. It is created to support students, their families, and other involved entities by outlining specific action steps to assist in academic and program decisions concerning the student's transition process and timelines. Once the STPT is completed, program personnel will be responsible for implementing the plan, monitoring the student's progress, and revising it accordingly to align with any change in circumstances. NDE will conduct annual monitoring of the STPTs. Once a student is ready to be transitioned out of a facility to a locally operate program, a new STPT will be created, 30 to 60 days prior to the completion of the long term stay, that will outline clear transition action steps, goals and strategies relating to independent living, employment, education, and community participation for the student. In addition, a list of programs and supports that the student can access for more assistance will also be included in the STPT. This process will help to ensure a smooth and successful transition to Title I, Part D programs and from Title I, Part D programs back to locally operated educational programs.

In addition, Subpart 2 programs (local agencies programs) will also be required to provide transitional services (although no specific funding percentage is outlined in the law) to assist students in both the transition to a Title I-Part D program and returning to locally operated schools and to promote positive academic and vocational outcomes for youth who are neglected and/or delinquent.

- ii. Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

Title I, Part D programs are critical in maintaining student' academic progress in both short and long term neglected and delinquent situations. The importance of these programs to engage and work collaboratively with families and student's "school of origin" (when appropriate and applicable) cannot be overlooked. The following program objectives and outcomes have been established to assess the effectiveness in improving the academic, career, and technical skills of youth who are served through Title I, Part D state agencies/local education agencies:

**Objective 1:** Title I, Part D programs will provide for individualization of instructional experience beginning with an intake process that includes an identification of each student's academic strengths and weaknesses in reading and math.

*Outcome:* Each Title I, Part D program will provide tailored educational services and supports for children and youth who are neglected or delinquent to ensure that they have the opportunity to meet challenging State academic content and achievement standards. The state will ensure that these services and supports are effective through periodic program review and ongoing collaboration with each Title I, Part D entity. Additionally, through annual data collection each program will be required to report on the following:

- Long-term students with negative grade level change from the pre- to post-test exams
- Long-term students with no change in grade level from the pre-to post-test exams
- Long-term students with improvement up to one full grade level from the pre- to posttest exams for reading and math

**Objective 2:** Title I, Part D programs will ensure that all neglected and delinquent students accrue school credits that meet state requirements for grade promotion and secondary school graduation.

*Outcome:* Each Title I, Part D program will post-test each student using a standards-based test to determine academic growth during the student's placement in the academic program. Success will be determined by calculating the percentage of students that improved from the pre- to post-test exams after the annual collection of data has occurred for Neglected and Delinquent programs.

**Objective 3:** Title I, Part D programs will use a Student Transition Planning Tool (STPT) to ensure that all long term neglected and delinquent students are prepared to transition to a regular community school or other education program operated by an LEA, complete secondary school (or secondary school equivalency requirements), and/or obtain employment after leaving the facility. The STPT (completed 30 to 60 days prior to the completion of the long term stay) will summarize the student's academic progress as well as short and long term goals related to graduation requirements, post-secondary education and/or career technical education, or employment goals.

*Outcome:* Title I, Part D programs will annually report on the types of transitional services and the number of students that have transitioned from the facilities to the regular community schools or other education programs, completed secondary school (or secondary school equivalency requirements), and/or obtained employment after leaving the facility. To this end the following will be collected during the annual data collection for Neglected and Delinquent students:

- Students that enrolled in their Local District School
- Students that earned high school course credits
- Students that enrolled in a GED program
- Students that earned a GED
- Students that obtained a High School Diploma
- Students that accepted and or enrolled into Post-Secondary Education
- Students that enrolled in job training course/programs
- Students that obtained employment

**Objective 4:** Title I, Part D programs will ensure (particularly for long term students) that neglected and delinquent students have the resources and completed Student Transition Planning Document related to their participation in post-secondary education and/or job training programs.

*Outcome:* Title I, Part D programs will annually report on the number of neglected and delinquent students who participated in postsecondary education and job training programs. Data analysis of student participation and achievement outcomes will be used to determine the effectiveness of the program in improving career and technical skills of children in the program.

**D. Title III, Part A: Language Instruction for English Learners and Immigrant Students.**

- i. Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:
  1. Include a score of proficient on the State's annual English language proficiency assessment;
  2. Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and
  3. Not include performance on an academic content assessment.

In Nevada, the entrance and exit criteria and procedures are standardized and are implemented consistently, and with timely and meaningful consultation with LEAs representing the geographic diversity of the State. Each school administers the home language survey (HLS) to all students enrolling for the first time in preschool, kindergarten, or any of grades 1 through 12. Three (3) HLS questions in the HLS are used across all LEAs to screen students who have a language background other than English. For those students who have a positive response to questions on the HLS and are potential English

learners, schools will administer the WIDA Screener to assess English language proficiency. Based on the statewide entrance criteria, each student whose score on the screening instrument is “not English proficient” shall be considered an English Learner and eligible for an appropriate language assistance program.

Nevada’s standardized entrance and exit procedures will include the use of WIDA assessments:

The WIDA Screener (grades 1-12) and the W-APT (kindergarten), the current prescribed screening instruments, will be used for identification (levels below English proficient) within 30 days of the student’s enrollment.

The WIDA ACCESS and Alternate ACCESS will be administered annually for all English learners to determine English proficiency levels. The performance levels for both the Composite (minimum score of 5.0) and Literacy sub-score (minimum score of 5.0) are the exit criteria. The state will establish protocols to consider individual circumstances in eligibility determination for which an exception may be warranted. The English learner subgroup for Title I reporting and the ELP indicator in the accountability system is the same English learners subgroup under Title III funded program. Therefore, the exit criteria will be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability on the Progress in Achieving ELP indicator.

In 2012 when NDE joined the WIDA consortium, a common entrance and exit criteria were established for the state of Nevada. The statewide entrance and exit criteria was reviewed in 2015 and 2016, by three established work groups - the English Mastery Council, the ESSA EL Work Group, and the Title III district (LEA) directors. These groups represented the geographically diverse LEAs in Nevada. The recommendations derived from the three work groups regarding the ESSA and EL District Policy and Plans (inclusive of the Entrance and Exit Criteria) were presented to the State Board of Education. As required by statute, the opportunity for public comments from stakeholders and others was provided. Written comments from stakeholders and others were also submitted to NDE.

NDE will assist eligible entities in meeting the State-designated long-term goal for progress in achieving English language proficiency and ensuring that English learners meet challenging academic standards in a variety of ways. In addressing the State and LEAs’ legal obligations under Title III, Title IV of the Civil Rights Act of 1964, and EEOA, the Nevada Revised Statute (NRS 388.409) established one of the work groups, the English Mastery Council, to provide recommendations to the Superintendent of Public Instruction, State Board of Education, Commission on Professional Standards, Board of Regents, and school districts. The recommendations were to help ensure that English learners in Nevada’s public schools (Pre-Kindergarten through grade 12) have access to quality education programs (NRS 388.405). NDE works with the sixteen-member English Mastery Council from differing backgrounds and responsibilities to fulfill this charge. Individuals are nominated by statutorily defined representative organizations and are appointed by the Governor, the Chancellor of the Nevada System of Higher Education, or the Superintendent of Public Instruction.

Through a facilitation process with the support of NDE, the English Mastery Council established a recommendation for EL District Policy and Plans that include the entrance and exit indicators.

NDE meets with Title III district (LEA) directors in the annual fall and spring meetings, and additionally with small focus work groups of members from districts with expertise in a specific topic addressed. The entrance and exit criteria was reviewed, and the opportunity to consider a recommendation for an

adjustment to the entrance and exit criteria. The entrance and exit criteria review was discussed in the annual meeting and small work groups of district and school experts in the development of the EL District Policy and Plan criteria and the State ESSA Plan.

The ESSA EL Work Group (2016) was established to address the Title III requirements and Title I accountability and reporting requirements within the ESSA Consolidated Plan for Nevada. The ESSA EL Work Group met four (4) times: June 30, 2016; August 12, 2016; September 19, 2016; and October 18, 2016.

At various times the three work groups (Title III district directors, English Mastery Council, and ESSA EL Work Group) met during a period beginning in 2014 through 2017. The entrance and exit criteria, along with other specified program indicators and expectations were addressed.

The statewide District EL Policy recommendation - that included the entrance and exit indicators - was approved in regulatory workshop by the State Board of Education on 9/15/15. The Legislative Counsel Bureau drafted the proposed regulation (R106-15) on December 21, 2015.

In providing meaningful consultation with the LEAs to establish and implement entrance and exit criteria, the established approach included the following:

- Title III district directors meetings (fall and spring annually);
- Onsite or virtual consultation with the NDE EL Team;
- NDE webinars to provide guidance on the implementation of the entrance and exit criteria; and NDE is currently developing an EL program guidance document to be available on the website (released in fall 2017).

- ii. Awarding Subgrants: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

NDE will award funding to local education agencies for Title IV, Part A, through a competitive grant application and review process to eligible entities in accordance to the Consolidated Appropriations Act 2017. The subgrants will be at least \$10,000 and for a term of one year. In the competitive grant application and review process, the Department will prioritize those local education agencies that demonstrate the greatest commitment to school improvement and use evidence-based support providers and interventions. To facilitate this process, the Department will create approved lists of evidence-based support providers. In addition, the Department will prioritize “local educational agencies that have the greatest need based on the number or percentage of children counted under section 1124(c)” to ensure that subgrant recipients represent geographic diversity across the state (i.e., rural, urban, and suburban areas). This may include the creation of priority points and consortia opportunities for those local education agencies with the greatest need in the competitive grant application process, as well as prioritizing targeted support and technical assistance to these local education agencies throughout the application process and implementation efforts.

Furthermore, Title IV, part A, will prioritize its awards according to those applications that align with Nevada’s State Goals.

#### **E. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers.**

- i. Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.

The NDE will administer and supervise funds and programs under Title IV, Part B and ensure that evidence-based community learning centers will help participating students meet challenging state and local academic standards. NDE will use these funds to award subgrants, through a competitive grant process, to eligible evidence-based entities that propose to serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities under 1111(d) and schools that are in need of intervention and additional support. All eligible entities and interventions must be evidence-based. Title IV, part B, will provide subgrants to eligible entities to establish evidence-based centers that provide academic enrichment activities for students during non-school hours in an effort to increase academic performance and educational outcomes. In addition, the 21st Century Community Learning Centers program activities connect with Nevada's Academic Content Standards in order to complement the regular academic program and help students succeed in Math and ELA, as well as, in alignment to the Nevada State Goals and 21<sup>st</sup> CCLC Performance Indicators. Based on lessons learned, and in alignment with state-level strategies, the SEA will provide support and technical assistance to districts and schools in order to facilitate strategic blending and braiding of these funds to leverage their resources with other Federal and State funds and programs (e.g., ZOOM, Victory, and Read by Grade 3, to name a few).

- ii. Describe the SEA's processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.

NDE will award funding for Title IV, Part B, through a competitive grant application and will implement a rigorous review process for eligible entities in accordance to Section 4204. The priorities used to award sub-grants are based on those outlined in in Sec. 4203(a)(3), which states that "State educational agencies will make awards under this part to eligible entities that serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvements activities under section 1111(d); and other schools determined by the local educational agency to be in need of intervention and support; and the families of such students." In addition, the Department will prioritize those local education agencies that demonstrate the greatest commitment to school improvement. Only evidence-based interventions will be funded. Non-profit support providers and districts can apply independently, or in partnership, but these eligible entities must demonstrate they are evidence-based and meet the evidence requirements. The Department will create a list of evidence-based non-profits to help facilitate the matching of evidence-based interventions with the local needs of districts and schools, in alignment with Title IV, Part B. NDE will also prioritize funds to applications that align with Nevada's state goals, as well as those with the greatest needs (e.g., as shown through school performance plans (Sec. 1111(d)); or having students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models (Sec. 4204(i)(1)(A)(II)).

The competitive grant applications will be reviewed and scored by an external Peer Review Committee comprised of specialists from public and private schools, local organizations, and agencies as selected from the state grant team reviewers list. The reviewers must submit a reviewer application and resume to the state's grant office to determine the appropriate skill level and qualifications necessary for eligible reviewers. The Department will provide required training for reviewers to ensure they understand evidence-based requirements for interventions and non-profit support providers, review grant applications consistently, and only grant funding for those applications that meet all requirements (e.g., evidence requirements). The committee will have up to 5 days to preview the applications and 2 days to meet as a group to discuss and determine scores. The Peer Review Committee will determine quality and score of proposals according to the rubric. In order for the application to be recommended for funding, it must receive at least 126 points out of the 180 possible points and all required elements must be addressed. An application receiving a score of 0 on any required/section of the rubric will not be funded. Applications must use funds for evidence-based non-profit support providers and interventions; if applications do not, they will not be funded. Applicants may receive up to an additional 15 points under competitive priorities. These points

(if applicable) will be added to the overall application total. Only those grants receiving a base score of 126 points or higher will be considered for funding. Funding will be allocated based upon the final scores with equitable geographical distribution of programs and continue until funding is exhausted or all eligible programs receive funding. After the selection process, applicants will receive the readers' comments and feedback from the review process, as well as information on the state appeal process.

The Nevada Department of Education (NDE) requires applicants to consult extensively within their communities to ensure that parents, community organizations (public or private), faith-based organizations, colleges/universities, businesses, arts and cultural organizations and other youth development agencies can work in meaningful collaboration with schools in order to become 21st Century Community Learning Centers. The application process includes providing details and additional information to support this process. As well as, requires the applicant to provide details on the alignment of the center's activities to the student academic needs. This includes identifying and use of research-based curriculum aligning with the school's Performance Plans and/or Nevada Common Core Standards to guide the programming and activities delivered through the center. All approved grantees are monitored monthly (desktop) and evaluated annually to determine if the center has met the stated annual performance goals.

The state performance goals for Nevada's 21<sup>st</sup> CCLC program are listed below. They are a part of the state Performance Indicator report and have corresponding clearly defined benchmarks, which are utilized for monitoring the progress of programs. All activities provided at the site level must align with one of the performance indicators categories.

- Regular attendees who need to improve will demonstrate improvement in math grades.
- Regular attendees who need to improve will demonstrate improvement in math on state assessments.
- Regular attendees who need to improve will demonstrate improvement in reading grades.
- Regular attendees who need to improve will demonstrate improvement in reading on state assessments.
- Regular attendees who need to improve will demonstrate improvement in behavior.
- Regular attendees who need to improve will demonstrate improvement in completion of homework.
- Regular attendees who need to improve will demonstrate improvement in class participation.
- Programs will offer enrichment and support activities.
- Programs will offer enrichment and support activities in Science, Technology, Engineering, and Math (STEM)
- Programs will offer enrichment activities in Civics Education.
- Programs will offer enrichment activities in Physical Fitness.
- Programs will offer enrichment activities in drug and Alcohol Prevention, Violence Prevention, and/or Character Education.
- Programs will provide support for literacy and related educational service to families of program youth.

**F. Title V, Part B, Subpart 2: Rural and Low-Income School Program.**

- i. Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

Currently Nevada has one county that is eligible for these funds. Nevada uses a narrative application, with needs assessment information on specific measurable goals. The desired outcomes are: increased student academic achievement and decreased student dropout rates. The county uses benchmark tests,

writing assessments, classroom observations and parent/community surveys to determine growth towards goals. Nevada does not have a school district that meets 3 year qualification for continued participation.

#### **G. McKinney-Vento Act.**

- i. Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

Nevada Revised Statutes mandate that each school district appoint a liaison for the homeless to coordinate with local social service agencies, homeless service providers, and other programs to assist homeless children and their families, and ensure that each school within the school district has identified an on-site advocate for the homeless to assist any homeless children and their families and to serve as a contact for the liaison.

Nevada's school district liaisons visit locations where homeless children and runaway youth are most likely to be living (shelters, motels, campgrounds) in order to identify homeless children and youth. Additionally, they build relationships with people who administer these locations to alert the district liaison when students who have run away or are experiencing homelessness move into the location.

In these locations, as well as in schools, posters/flyers have been posted that inform families experiencing homelessness of their rights. Additionally, contact information is listed for professionals who are available to assist families experiencing homelessness (state coordinator and district liaison).

Nevada schools provide brochures produced by the National Center for Homeless Education that describe the rights of children and youth experiencing homelessness and provide contact information for professionals available to assist families experiencing homelessness.

Nevada's State Coordinator of Education for Homeless Children and Youth (EHCY) provides training to school district liaisons focused on recognizing students experiencing homelessness or who have run away, how liaisons can meet the needs of these students and their families, and requirements of the McKinney-Vento Act, as well as school registration practices that can be useful in identifying families experiencing homelessness and runaway and/or unaccompanied youth, and common student behavior that might indicate homelessness or runaway situations. Additionally, district liaisons are encouraged to attend the NAEHCY national conference for professional development opportunities.

School district liaisons and site advocates assist families in acquiring immunization records, birth certificates, health records, residency requirements, uniform and dress code requirements, and guardianship issues, and other school records as needed and refer them to appropriate resources in the community. In all cases, students are immediately enrolled in school as liaisons and advocates assist families in gathering required documentation and supplies. The LEAs processes for identifying homeless, runaway, and unaccompanied children and youth will be reviewed during regular monitoring of the LEAs.

- ii. Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

Each year, the Nevada Department of Education hosts Title I Director meetings in which all eighteen of the Title I LEA Directors or their designees attend. The Nevada State Coordinator of Education for Homeless Children and Youth presents new materials, reviews old materials, and distributes information from NCHE and NAEHCY. The Title I Coordinators then distribute these materials to the district liaisons and advocates. This information is regularly used for district level trainings.

The State Coordinator of EHCY sponsors an annual conference with school district liaisons. During this conference, national experts on homeless education, LEA practitioners, and others present information designed to provide professional development, guidance on the McKinney-Vento Act, and best practices for identifying students experiencing homelessness or living as runaway or unaccompanied youth.

Funds from the state-level activity account are provided to new and existing homeless liaisons to attend the NAEHCY National conference and state trainings.

District Liaisons are required to provide training to school personnel about the requirements of the McKinney-Vento Act and best practices in identifying and meeting the needs of students experiencing homelessness or living as runaway or unaccompanied youths, as well as maintaining records of attendance. School registrars are trained to identify potentially homeless or runaway youths when they register or change addresses by noting certain zip codes that indicate areas of high density motels that house homeless families/students. Homeless children school advocates have established relationships with people in the community who will notify them of homeless youth.

The State Coordinator of EHCY provides trainings and technical assistance meetings to districts and schools. These trainings can be requested by the LEA or initiated by the state coordinator when a need is evident in monitoring. Additionally, the state coordinator collaborates with community organizations working with homelessness to bring visibility to the issues facing families experiencing homelessness and strengthen available services.

- iii. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

The school must immediately admit the child or youth to the school selected by the parent/guardian or youth pending resolution of the dispute. The District Liaison must ensure that the student is immediately enrolled, and that the decision was made promptly and based on the best interest of the child or youth. The school must provide the parent/guardian or youth a written explanation of the decision, including a statement of the parent/guardian or youth's rights.

Where disagreements or disputes continue, the site administrator, the family or its representative should contact the Title I Director of the LEA to settle the matter. If the disagreement or dispute is not settled to the satisfaction of all concerned, the family or its representative should contact the State Coordinator of EHCY to appeal the decision. This appeal must include an explanation of the dispute and a record of the steps taken thus far. The State Coordinator of EHCY will contact the LEA for its explanation of the dispute and record of the steps taken thus far. A meeting with both the LEA representative and the family or its representative will be scheduled to offer help in facilitating a resolution. The State Coordinator of EHCY will make a ruling on the dispute based on the best interests of the child or youth.

Records will be kept at the Nevada Department of Education regarding all paperwork and the resolution of the dispute.

- iv. Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

Training is provided to school staff members and community organizations working with families experiencing homelessness on identifying children and youth who are not enrolled in school. Once

identified, these students are immediately enrolled in school, provided with free lunch and school supplies, and the family or youth is assisted in acquiring needed documents for school enrollment.

Further, the State Coordinator of EHCY is working with school districts in Nevada to revise current board policies, and where appropriate, assist in establishing new policies and procedures to provide appropriate credit for partial coursework satisfactorily completed while attending a school, in accordance with state, local, and school policies. Additionally, during a state-wide training on April 26, 2017 school districts were instructed that federal law now requires schools to award homeless, runaway, or unaccompanied youth partial credit for successfully completed course work. The State Coordinator of EHCY will ensure districts are in compliance with this provision of the law during desktop and onsite monitoring of the McKinney-Vento Program. School districts found to be out of compliance will face corrective action from the state, which could impact the district's ability to apply for McKinney-Vento Subgrants or receive Title I funds. Finally, during the 2019 state legislative session a bill draft request will be created by NDE to ensure homeless, runaway, and unaccompanied youth receive partial credit for successfully completed course work.

- v. Describe the SEA's procedures to ensure that homeless children and youths:
  1. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
  2. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and
  3. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.

Nevada's Administrative Code 392.205 states the following:

"Within 7 working days after receiving the name and location of a child who is homeless and who meets the age requirements of NRS 392.040, a school district shall provide the homeless child with education and services that are provided to the other pupils within the school district."

In listing their priority of needs for possible preschool students, applicants for state early childhood funding will be required to include homeless students as one of their priorities. In listing their locations for recruitment of preschool students, applicants will be required to coordinate with homeless liaisons for those districts and to include homeless shelters, motels where homeless children may be found, and any other places suggested by the homeless liaisons. The State Coordinator of EHCY will collaborate with the Nevada Director of Early Childhood to create training materials for day care providers and preschool settings and review enrollment data to ensure children experiencing homelessness are being enrolled.

NDE has policies in place that prohibit schools from using outstanding fines or school attendance issues as factors in or barriers to the students being immediately enrolled in school and fully participating in school activities. NDE will monitor district enrollment practices during annual desktop monitoring, as well as on site monitoring to ensure these policies are being followed. NDE will periodically review these policies to removing barriers and revise, as necessary.

After-school tutoring is offered in most school districts, through the use of Title I and McKinney-Vento funds, for those elementary students who are homeless. By virtue of their enrollment in a public school, students in schools which have before- and after-school programs are eligible for those programs. If the funds to establish and run those programs are from Title I, districts are mandated to give priority to homeless students. These tutoring services are offered at schools with a large population of homeless students, with transportation from other schools being offered by bus for the young students. These tutoring services are not labeled as "homeless classes," and, where capacity is available, other students do participate. School districts are required to waive fees for academic or extracurricular programs for students experiencing homelessness. In situations where fees cannot be waived, the school district will explore using donation accounts, McKinney-Vento or Title I set aside funds. Additionally, homeless,

runaway, or unaccompanied youth meeting the relevant eligibility criteria are able to participate fully in magnet schools, summer schools, career and technical education, advanced placement, JUMP Start College Participation, online learning, and charter school programs when and where available. District staff and school staff are required to work with students and their families in accessing application materials, learning about enrollment procedures and opportunities, and removing barriers that interfere with the students attending and participating fully in the selected program/programs. The state coordinator will monitor student access to academic and extracurricular activities annually in desktop or on-site monitoring.

All of Nevada's students who meet the relevant eligibility criteria for federal, state, or local food programs are served under the Child and Adult Care Food Program, the National School Lunch Program, and the National School Breakfast Program. In addition, those elementary schools offering after-school tutoring programs usually offer after-school snacks for those participating in the tutoring programs. It is the responsibility of the district liaison and school advocate to ensure that the name of the child or youth and their status as homeless is communicated to the nutrition director so that free meals are provided immediately.

The Nevada Department of Education Child and Adult Care Food Program Coordinator ensures that shelters with children residing there are receiving reimbursement for nutritious meals served by the shelter. Finally, those homeless students who are not currently attending school because they are on a track break or summer break may receive meals free of charge through the Summer Food Service Program.

Organizations involved in this program distribute information through the press and neighborhood flyers to notify the community of these free meals. The State Coordinator of EHCY meets with the individuals providing these services to determine if all needs are being met and will provide and coordinate support as necessary. In addition, each District Homeless Liaison will be provided with relevant information, when available, to share with shelters in his or her district.

- vi. Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.

The State Coordinator of EHCY and district liaisons provide trainings on best practices for school staff members and service providers. These practices are designed to meet the unique needs of students and youth experiencing homelessness and ensuring that these students attend school regularly, are immediately enrolled, and are able to fully participate in school. Schools are prohibited from using outstanding fines or school attendance issues as factors in or barriers to the students being immediately enrolled in school and fully participating in school activities. NDE will monitor district enrollment practices during annual desk top monitoring, as well as on site monitoring.

The district liaison, site advocate, and classroom teacher will coordinate efforts to identify needs of the student or youth and plan enrichment or remediation strategies as needed.  
Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

All McKinney-Vento youth will receive individualized counseling from school counselors to prepare and improve their readiness for college, including college selection, application processes and supports available during application processes, financial aid, and other on-campus supports available. School districts will be required to maintain records ensuring that McKinney-Vento youth have received this

counseling. Additionally, the district must also verify that all unaccompanied youth were informed of their status as independent students and have obtained verification of that status. The NDE will review records verifying counseling focused on college readiness for homeless youth and information provided to unaccompanied youth informing them of their status as an independent student. Districts unable to produce such records or who do not demonstrate that all of these youths are receiving appropriate counseling services will receive technical assistance from NDE. This assistance will be targeted toward putting the necessary student supports in place and revising and updating school policies to better meet the needs of students.. Districts unwilling to put better supports in place or revise or update these policies may face corrective action from NDE.

Additionally, homeless children and youth are provided access to educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. Nevada works with the National Association for the Education of Homeless Children and Youth (NAEHCY) to provide access to the NAEHCY Higher Education Helpline. This service offers assistance to:

1. Unaccompanied Homeless Youth who want to attend college but aren't sure what options are available to them to assist in paying for it.
2. Financial Aid Administrators seeking to assist students experiencing homelessness with accessing financial aid.
3. Higher Education Professionals seeking to link homeless students with the supports they need to succeed in college.
4. High School Counselors seeking to assist homeless students with applying to and finding resources to pay for college.
5. State Coordinators for Homeless Education and Local Homeless Education Liaisons seeking to understand what educational rights students experiencing homelessness have in regards to college access and what support options may be available to them.
6. Parents of students experiencing homelessness who wish to understand what supports may be available to their students to help them attend college.

## Consolidated State Plan Assurances

*Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.*

- Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.
- Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.
- State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).
- Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.
- Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.
- Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

The Nevada Department of Education will create and distribute an informational flyer regarding access to educational programs and opportunities. The flyer will be developed in collaboration with Nevada's PTI and Special Education Advisory Committee. These organizations will also be leveraged to allow for widespread distribution.

## APPENDICES

<b>APPENDIX LETTER</b>	<b>PAGE NUMBER</b>	<b>DOCUMENT TITLE</b>
A	109	Measurements of Interim Progress
B	111	Educator Equity Differences in Rates Tables
C	112	Educator Equity Extension Plan and Differences in Rates Tables
D	114	ESSA Work Group Recommendations
E	122	Nevada's Approach to Differentiated School Support & Improvement
F	123	Overview of ESSA Programs and Budgets
G	126	Nevada Educator Performance Framework for Teachers
H	127	Staffing / Vacancy Data Comparisons (2015-16 to 2016-17)

## APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

*Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.*

### A. Academic Achievement

#### Smarter Balanced

Nevada Goal Description	Current Percent Proficient	Annual ELA Targets	Annual Math Targets	Interim Proficient Goal: 2020	Long-Term Proficient Goal: 2022
The fastest improving state on Smarter Balanced	2015-16 ELA 48%  Math 34%	2016-17 51% 2017-18 54% 2018-19 57%	2016-17 36% 2017-18 37% 2018-19 38%	ELA 59%  Math 39%	ELA 61%  Math 41%

#### ACT

Nevada Goal Description	Baseline Composite Score	Annual Targets	Interim Score Goal: 2020	Long-Term Score Goal: 2022
The fastest improving state on the ACT composite score.	2015-16 17.7	2016-17 17.9 2017-18 18.1 2018-19 18.3	18.5	20

### B. Graduation Rates

#### Four-year adjusted cohort graduation rate

Nevada Goal Description	Class of 2015 Rate	Annual Targets	Interim Graduation Rate Goal: 2020	Long-Term Graduation Rate Goal: 2022
The fastest improving state on graduation rate	70.77%	2016-17 73% 2017-18 75% 2018-19 77%	80%	84%

#### 5-year adjusted cohort graduation rate

Nevada Goal Description	Class of 2015 Rate	Annual Targets	Interim Graduation Rate Goal: 2020	Long-Term Graduation Rate Goal: 2022
The fastest improving state on graduation rate	72%%	2016-17 74% 2017-18	82%	86%

<b>Nevada Goal Description</b>	<b>Class of 2015 Rate</b>	<b>Annual Targets</b>	<b>Interim Graduation Rate Goal: 2020</b>	<b>Long-Term Graduation Rate Goal: 2022</b>
		76% 2018-19 78%		

**C. English Language Proficiency**

<b>Nevada Goal Description</b>	<b>ELP Baseline Score</b>	<b>Annual Targets</b>	<b>Interim Score Goal: 2020</b>	<b>Long-Term Score Goal: 2022</b>
The fastest improving state on the English language proficiency assessment	24.9%	2016-17 25% 2017-18 38% 2018-19 51%	64%	90%

**APPENDIX B: EDUCATOR EQUITY DIFFERENCES IN RATES**

*Instructions: Each SEA must complete the appropriate table(s) below. Each SEA calculating and reporting student-level data must complete, at a minimum, the table under the header “Differences in Rates Calculated Using Student-Level Data”.*

Nevada Department of Education does not currently have a system in place to calculate educator equity rates using student-level data.

**DIFFERENCES IN RATES CALCULATED USING STUDENT-LEVEL DATA**

STUDENT GROUPS	Rate at which students are taught by an ineffective teacher	Differences between rates	Rate at which students are taught by an out-of-field teacher	Differences between rates	Rate at which students are taught by an inexperienced teacher	Differences between rates
<b>Low-income students</b> enrolled in schools receiving funds under Title I, Part A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Non-low-income students</b> enrolled in schools not receiving funds under Title I, Part A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Minority students</b> enrolled in schools receiving funds under Title I, Part A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Non-minority students</b> enrolled in schools not receiving funds under Title I, Part A	N/A	N/A	N/A	N/A	N/A	N/A

**APPENDIX C: EDUCATOR EQUITY EXTENSION**

*Instructions: If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.*

**DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA**

NDE does not currently have a system in place to calculate educator equity rates using student-level data. The most recent analysis and reporting of Nevada educator equity data is outlined in the Nevada Plan for Equitable Access to Excellent Educators that was submitted to US ED in June 2015 and approved on September 10, 2015. This information is reflected in the table below and reflects 2013-14 educator data. Regarding this data, it is important to note the following:

- Two of the three measures (out-of-field and inexperienced) were included.
- “Inexperienced was defined as teachers who are in their first year of practice (Due to limitations with data collection / reporting processes, this data reflects those who are in their first year of practice in the state of Nevada only). Future plans will reflect overall total years of experience.
- “Out of field” was defined as one who has licensure in an areas other than the subject of a teacher’s current assignment.
- The ineffective measure is not included, as the NEPF was not yet implemented statewide. (Educator evaluation data was collected by NDE for the first time in 2017, using 2015-16 school year ratings.)
- Rates for “Non-Highly Qualified” teachers (pursuant to the NCLB definition) are included, since these data were collected and used to develop the 2015 Plan. “Full-state certification” will be used in future plans.

[The Plan](#) in its entirety is available on the NDE website.

STUDENT GROUPS	Rate at which students are taught by an ineffective teacher	Differences between rates	Rate at which students are taught by an out-of-field teacher	Differences between rates	Rate at which students are taught by an inexperienced teacher	Differences between rates
Low-income students	N/A	N/A	0.23%	-0.65%	14.18%	8.89%
Non-low-income students	N/A	N/A	0.88%	-0.65%	5.29%	8.89%
Minority students	N/A	N/A	0.26%	-0.86%	14.83%	8.27%
Non-minority students	N/A	N/A	1.12%	-0.86%	6.56%	8.27%

If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by Non-Highly Qualified Teacher	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Differences between rates
<b>Low-income students</b>	7.86%	3.30%	N/A	N/A	N/A	N/A
<b>Non-low-income students</b>	4.56%	3.30%	N/A	N/A	N/A	N/A
<b>Minority students</b>	7.57%	3.98%	N/A	N/A	N/A	N/A
<b>Non-minority students</b>	3.59%	3.98%	N/A	N/A	N/A	N/A

**APPENDIX D: ESSA WORK GROUP RECOMMENDATIONS**

*Accountability Work Group*

#	Recommendation	ESSA Advisory Group Decision
1	Accountability measures of workforce/college and career (CCR) readiness should only apply to high schools.	Approved
2	Use the ACT and ACT Work Keys Assessment as a measure of CCR.	Approved
3	Indicate the percentage of students taking the ACT and/or ACT Work Keys and the average score earned on the ACT and ACT Work Keys in the NSPF school rating.	Approved
4	Clarify/communicate the NSPF measures and meaning.	Approved
5	Revise the NSPF to include trends in accountability measures including reporting on subgroup measurements (EL, FRPC, etc.).	Approved
6	Ensure the rating system addresses the progress that all student groups make in order to provide an equitable picture and demonstrate school achievement.	Approved
7	Measure school offerings of courses with supports and accommodations to all students.	Review feasibility
8	Track the growth of students as individual learners.	Included in NSPF
9	Promote and track student access and participation in before and after school clubs, sports, enrichment, and/or activities.	Review feasibility
10	Compare percentage of clubs and capacity to the percentage of students enrolled. Schools allocate adequate funding and personnel for before and after school activities.	Review feasibility
11	Track staff attendance.	Recommend for District framework
12	Track staff continuity and transiency.	Recommend for reporting but not Accountability framework
13	Use an N-size of 10 for all accountability determinations.	Convene technical advisory group to review
14	Calculation of 4-year Adjusted Cohort Graduation Rate (ACGR) should also	Study impact

#	Recommendation	ESSA Advisory Group Decision
	include ESSA's Section 1111(c)(4)(F) "Partial Attendance" requirement.	
15	Identify "Comprehensive Intervention" high schools based on more than just the 4-year ACGR graduation rates.	Approved
16	At the District level, measure access to a Well-Rounded Education.	Approved
17	Measure a District's collaborative communication plan.	Reporting and transparency only through link to school or district communications plan, if feasible

*Assessment Work Group*

#	Recommendation	ESSA Advisory Group Decision
1	End of Course Exams (EOCs) should be offered more often than once per year, and extend the testing window to include the last week of the school year for all Nevada school districts.	Approved
2	Implement multiple assessments for the Nevada Alternative Assessments (NAA).	Approved
3	Provide educational institutions with a more accurate measure of EL students' progress over time (i.e. after they have exited EL services).	Approved
4	Create assessment advisory group for communication from Nevada Department of Education (NDE) to Nevada districts.	Approved
5	Assess social and emotional skills (soft skills) development.	Consider for dashboard, if feasible
6	Utilize non-profits, community partners, institutions of higher learning, and others, to build a network of providers to support the Nevada State Assessment System and assessment related services.	Not Approved
7	Leverage Smarter Balanced Digital Library, interim assessments and summative assessments to provide actionable feedback to educators that can be used to adjust ongoing instruction to meet the need of individual	Approved

#	Recommendation	ESSA Advisory Group Decision
	students.	

*English Language Learner Work Group*

#	Recommendation	ESSA Advisory Group Decision
1	Accountability: Use Adequate Growth Percentile (AGP) as English learner accountability measure.	Approved
2	Accountability: Include English Learner performance in reporting annually.	Approved
3	Accountability: Include English Learners performance across all grade levels in accountability system.	Approved
4	Accountability: Ensure that the weighting of English language development in new accountability determinations is meaningful.	Approved
5	Accountability: Include former English Learner performance in accountability for four years	Approved
6	Accountability: Include recently arrived English Learners in assessment in first year; include them in accountability results beginning year three	Approved
7	Statewide Identification and Reclassification: Nevada should adopt the updated Nevada English Learner Program Flowchart as the standardized, statewide procedure to identify and reclassify English learners.	Approved
8	Statewide Identification and Reclassification: Convene multi-specialty expert work groups to establish formal protocols to ensure consistent implementation that ensures appropriate decisions are made and that the rights of English learners are safeguarded.	Approved
9	Statewide Identification and Reclassification: Seek state funding to support districts in the monitoring and support of students reclassified English proficient during the 4- year period following reclassification.	Approved
10	Statewide Identification and Reclassification: Periodically review the proficiency scores on the WIDA ACCESS assessment used to determine English language proficiency for the state of Nevada to ensure that the criteria are appropriately aligned with the academic language needs of students to ensure access to state academic content standards.	Approved

#	Recommendation	ESSA Advisory Group Decision
11	<p>Long-term English Learners:</p> <p>Define Long-term English learner as an English learner who has not achieved English language proficiency within 6 years of initial classification.</p>	Approved
12	<p>Long-term English Learners:</p> <p>Schools/districts should be required to provide language instruction educational program models, which are specifically designed, for long-term English learners.</p>	Approved
13	<p>Long-term English Learners:</p> <p>Ensure that teachers and administrators receive the professional learning necessary to build capacity to provide language instruction educational program models that are designed to meet the unique needs of long-term English learners.</p>	Approved

*School Improvement Work Group*

#	Recommendation	ESSA Advisory Group Decision
1	<p>NDE's role in school improvement should move from compliance to collaboration. This means:</p> <ul style="list-style-type: none"> <li>• providing structure/framework for the consolidated application (needs assessment, school performance plan, grant applications, etc.)</li> <li>• facilitate the sharing of resources and best practices</li> <li>• data collection/monitoring</li> <li>• collaborate and support when completing required documentation throughout the year, i.e., needs assessment to monitoring reports. Emphasis on working collaboratively to set goals when creating the SPP and choosing evidence-based programs for improvement.</li> <li>• technical assistance</li> <li>• identifying funding aligned to needs assessment</li> <li>• articulate course of action for those not meeting goals</li> <li>• identifying schools (designations) ensuring timeliness and quality of data</li> </ul>	Approved
2	<p>NDE should provide districts and schools with the following:</p> <ul style="list-style-type: none"> <li>• assistance with capacity building</li> <li>• a gradual release of support to schools as they improve</li> <li>• hierarchy of supports at state, district, school levels</li> </ul>	Approved

#	Recommendation	ESSA Advisory Group Decision
	<ul style="list-style-type: none"> <li>• regular school support meetings</li> <li>• action plan and aligned timelines</li> <li>• clear and consistent messaging of federal and state requirements</li> <li>• clearly defined expectations</li> <li>• competence</li> </ul>	
3	<p>NDE should help districts and schools create strong improvement plans by:</p> <ul style="list-style-type: none"> <li>• providing examples</li> <li>• building a hierarchy of support with action plan and timeline (MTSS model)</li> <li>• creating flexibility to address unique needs</li> <li>• providing resource lists</li> <li>• providing PD on data-based decision making and evidence-based strategies</li> <li>• Technical assistance</li> <li>• Have clear, consistent, well-defined expectations/requirements for school improvement aligned to Framework for 3-stars and above</li> <li>• Guide/facilitate the SPP process for priority districts/schools based on needs/capacity.</li> </ul>	Approved
4	<p>Expectations for Level 1 and 2 Schools:</p> <p>Level 1 (Accelerated Support includes Comprehensive Schools)</p> <ul style="list-style-type: none"> <li>• SEA and LEA approves School Performance Plan</li> <li>• Complete interim needs assessment every year and full assessment every 3 years;</li> <li>• SEA monitors progress in collaboration with the LEA and school team</li> <li>• Must show rapid improvements (within 3 years) in Conditions for School Effectiveness;</li> <li>• Schools receive priority assistance from NDE, both in strategies, technical assistance and funding;</li> <li>• Schools can be designated Turnaround.</li> </ul> <p>Level 2 (Priority Support includes Targeted Schools)</p> <ul style="list-style-type: none"> <li>▪ LEA approves School Performance Plan</li> <li>▪ Complete interim needs assessment every year and full assessment every 3 years;</li> <li>▪ Schools receive priority assistance from NDE, both in strategies, technical assistance and funding;</li> <li>▪ LEA monitors benchmark progress throughout the year;</li> <li>▪ Schools can be designated Turnaround.</li> </ul>	Approved
5	<p>Expectations for Level 3 and 4 Schools:</p> <p>Level 3 (Coordinated Support)</p> <ul style="list-style-type: none"> <li>▪ LEA reviews and monitors the School Performance Plan</li> </ul>	Approved

#	Recommendation	ESSA Advisory Group Decision
	<p>(SPP);</p> <ul style="list-style-type: none"> <li>▪ Must complete a needs assessment every 3 years;</li> <li>▪ NDE and/or LEA supports schools in area of need.</li> </ul> <p>Level 4 (Self Support)</p> <ul style="list-style-type: none"> <li>▪ Considerable autonomy and flexibility;</li> <li>▪ LEA reviews and monitors the School Performance Plan (SPP);</li> <li>▪ Must complete a needs assessment every 3 years;</li> <li>▪ LEA led support as needed;</li> <li>▪ Has access to NDE tools and resources as needed.</li> </ul>	

*Funding Streams Work Group*

#	Recommendation	ESSA Advisory Group Decision
1	Create a process by which the Department solicits, reviews, and establishes a list of evidence-based programs. In this work, the Department will include learnings from the field (teachers, existing NV providers, etc.)	Approved
2	In an effort to create efficiency, the Department will work with districts to create a consolidated application that better facilitates strategic planning. This work would result in the alignment of the needs assessment, strategy selection, and available funding resources. It would also free up time spent on applications so that school site, district, and NDE staff can spend more time in service to students.	Approved
3	The Department provides written guidance on the allowable uses of federal funds. Guidance must be both relevant and actionable.	Approved
4	<p>The Department identifies and communicates the SEA strategies that will drive the stat's strategic use of federal funds.</p> <p>Leadership: Investment in evidence-based programs to provide sustained support of school leaders (and district teams in certain cases).</p> <p>Professional Development: NEPF</p>	Approved
5	Districts perform an audit of existing use of federal funds and identify short, mid, and long-term goals to align funding and high-impact programming.	Approved

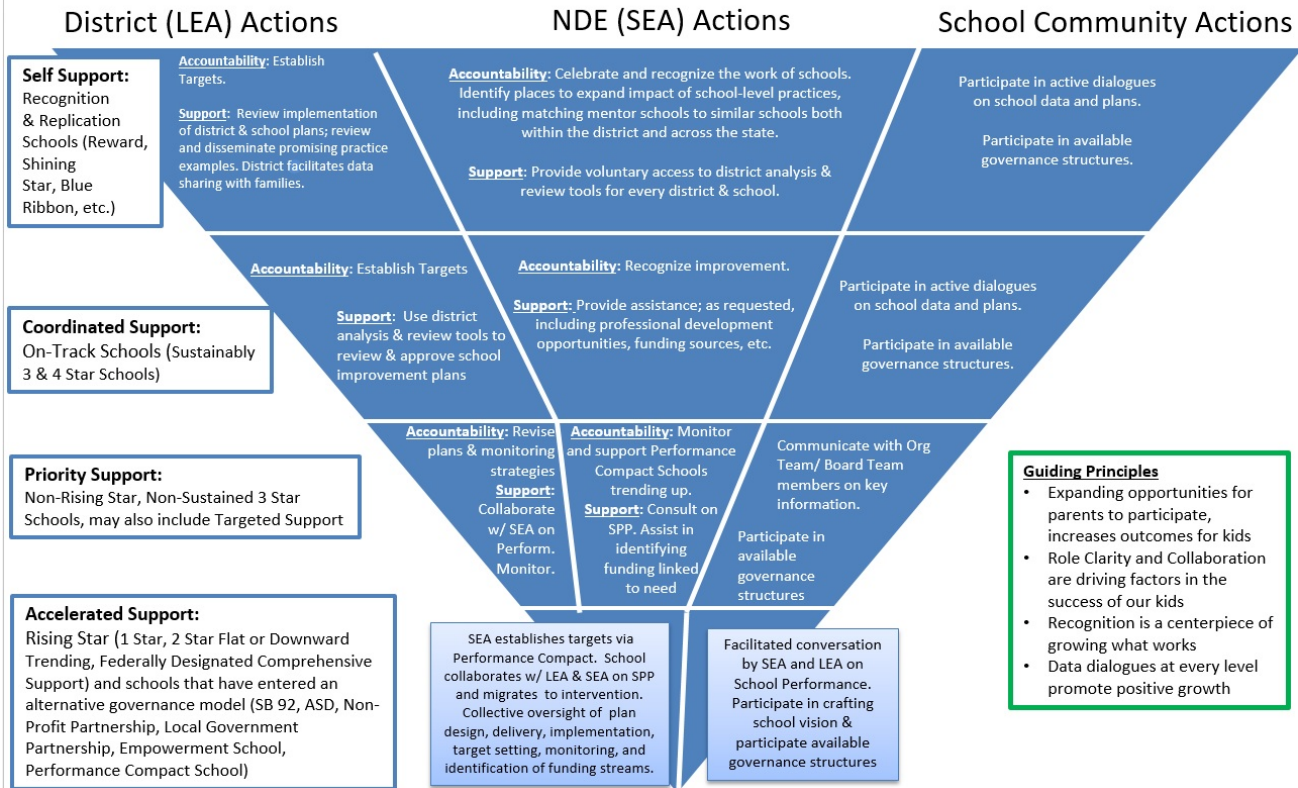
*Teaching and Leading Work Group*

#	Recommendation	ESSA Advisory Group Decision
1	<p>Definition of Inexperienced/Experienced Teachers</p> <ul style="list-style-type: none"> <li>• “Inexperienced” teachers should be defined as those with less than 3 full years of contracted teaching experience in a K-12 public school.</li> <li>• In addition to “inexperienced” teachers being reported, experience levels of teachers at 5-year intervals (i.e. 5-10, 11-15, 16-20, 21-25, 26-30, 31+ years) should be reported for each school.</li> </ul>	Approved (with intervals based on capacity for dashboard reporting)
2	<p>Not Fully Licensed/Out of Field Teachers: Grades/Subjects/Areas of Licensure</p> <ul style="list-style-type: none"> <li>• Nevada should report the number/percentage of teachers at each school who are "teaching out-of-field or are not fully state certified" in the following areas: <ul style="list-style-type: none"> <li>○ Core Content Areas – Math, Language Arts, Science, Social Studies</li> <li>○ Elementary</li> <li>○ Early Childhood</li> <li>○ Special Education</li> </ul> </li> <li>• Possible consideration of other areas to report: <ul style="list-style-type: none"> <li>○ Business and Industry</li> <li>○ Art/Music/PE</li> <li>○ Foreign Languages</li> <li>○ Other Licensed Personnel</li> </ul> </li> </ul>	Approved Areas Under First Bullet (future consideration for second bullet)
3	<p>Not Fully Licensed/Out of Field Teachers: Types of Licensure</p> <ul style="list-style-type: none"> <li>• Nevada should report the number/percentage of teachers at each school who are teaching with the following: <ul style="list-style-type: none"> <li>○ Provisional Licenses</li> <li>○ Conditional/Alternative Route to Licensure</li> <li>○ ARC/Option Special Education Program</li> </ul> </li> </ul>	Approved
4	<p>Requirements Permitted for Provisional Licensure</p> <ul style="list-style-type: none"> <li>• The following requirements should continue to be permitted for provisional licensure: <ul style="list-style-type: none"> <li>○ Basic Skills Proficiency</li> <li>○ Subject Area Proficiency</li> <li>○ Pedagogy Proficiency</li> <li>○ Up to 6 Credits of Coursework</li> </ul> </li> </ul> <p>Provisional licensure should not be permitted if student teaching requirement has not been met.</p>	Approved (including student teaching)
5	<p>Other Areas of Data Collection/Reporting</p> <ul style="list-style-type: none"> <li>• The number/percentage of teachers with the following licensure endorsements should be reported by school: <ul style="list-style-type: none"> <li>○ TESL/ELAD</li> <li>○ Reading Specialist</li> </ul> </li> </ul>	Approved

#	Recommendation	ESSA Advisory Group Decision
	<ul style="list-style-type: none"> <li>○ National Board Certification</li> <li>○ Teacher Leadership*</li> <li>• Numbers/percentages of the following staffing data should be reported by school:               <ul style="list-style-type: none"> <li>○ Teacher Vacancies</li> <li>○ Teacher Absences</li> <li>○ Long Term Substitutes</li> <li>○ Teacher Turnover/Retention Rates</li> </ul> </li> </ul>	
6	<p>Educator Effectiveness: Statewide Educator Evaluation System for Licensed Personnel</p> <ul style="list-style-type: none"> <li>• Nevada should maintain a statewide system for evaluation for licensed personnel.</li> <li>• Current measures and percentages of state and district-determined measures should be maintained.</li> </ul>	Approved
7	<p>Educator Effectiveness: Definition of “Ineffective” Teachers and Reporting (Ratings, Standards, Indicators)</p> <ul style="list-style-type: none"> <li>• Nevada should use NEPF ratings to define ineffective/effectiveness.</li> <li>• Ineffective and Minimally Effective NEPF ratings should be combined for purposes of federal reporting of “Ineffective” teachers.</li> <li>• For state reporting, all ratings (including Effective and Highly Effective) should be reported separately.</li> <li>• Standard and Indicator-level scores should be reported to identify areas of strength/professional growth.</li> </ul>	Approved
8	<p>Data Collection/Reporting for School Administrators/Leaders</p> <ul style="list-style-type: none"> <li>• None of the following should be considered for school-based administrator/leader reporting:               <ul style="list-style-type: none"> <li>○ Inexperienced/Years of Experience</li> <li>○ Effectiveness Ratings</li> <li>○ Areas of Licensure/Endorsements</li> </ul> </li> </ul>	Not Required for ESSA/For Further Consideration (possible dashboard)
9	<p>Title II-A Fund Use: State Activities and Districts/Charters</p> <p>Use of Title II-A funds at state and district/charter levels should be targeted and focused, and aligned with identified state and local human capital needs.</p>	Approved
10	<p>3% of Title II-A for Statewide “Principal and Other School Leader” Development</p> <p>3% of Nevada’s Title II-A allocation should be used for statewide activities related to principal/other school leader development. The funds should be spent on a variety of areas related to leader development, but a portion should focus on NEPF implementation and school turnaround/transformation.</p>	Approved

**APPENDIX E: NEVADA’S APPROACH TO DIFFERENTIATED SCHOOL SUPPORT & IMPROVEMENT**

## Nevada's Approach to Differentiated School Support & Improvement



**APPENDIX F: OVERVIEW OF ESSA PROGRAMS AND BUDGETS**

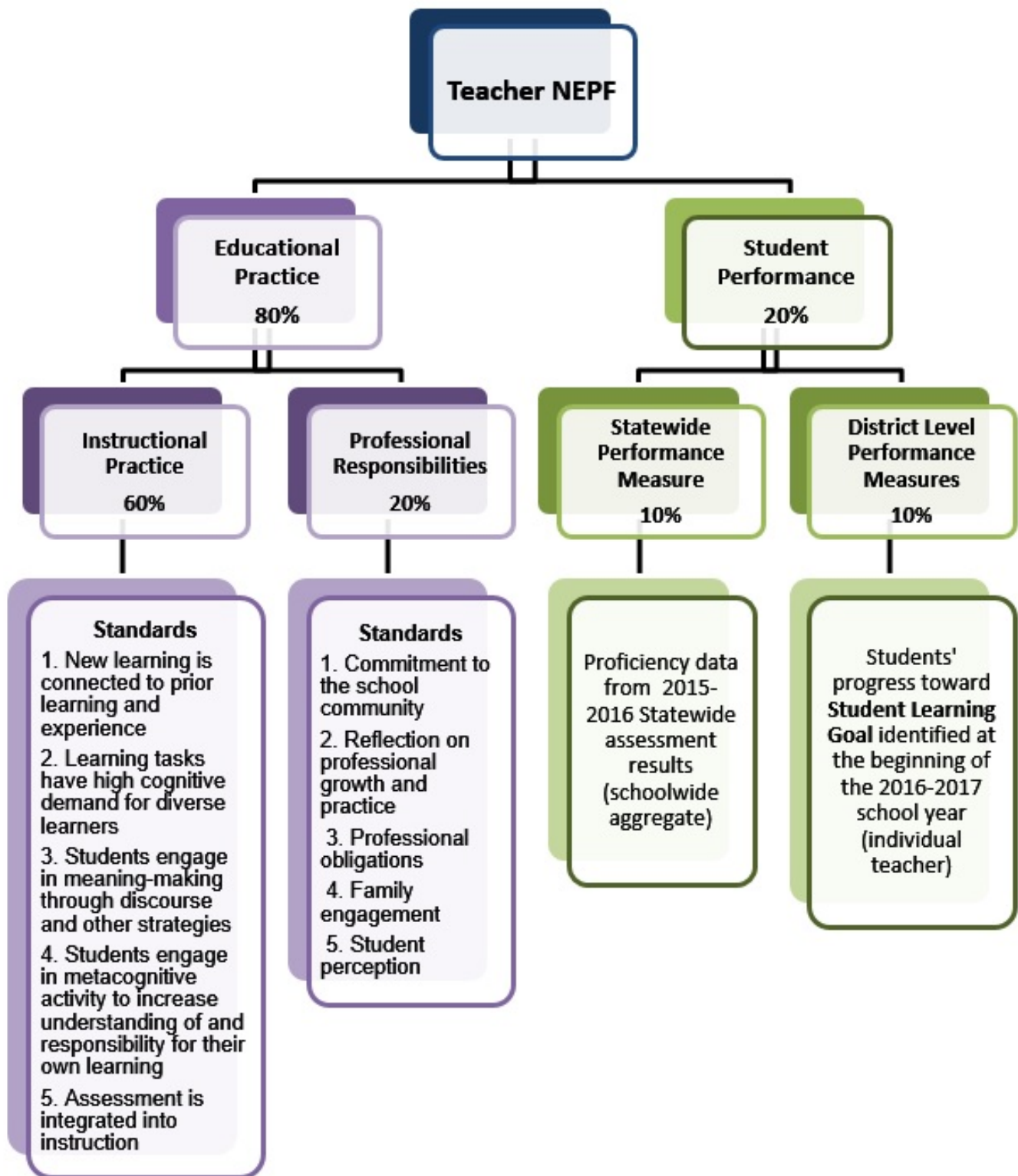
Title	Program	Funds Available to Nevada*
<b>Title I, Part A*</b>	Improving Basic Programs Operated By State and Local Educational Agencies	Estimated 2017–18 funding: \$123.1 million <ul style="list-style-type: none"> <li>• 99% to LEAs=</li> <li>• \$121,869,000</li> <li>• 1% for state administration= \$1,231,000</li> </ul>
<b>Title I, Part B*</b>	State Assessment Grants	Estimated 2017–18 funding: \$4.7 million
<b>Title I, Part C*</b>	Education of Migratory Children	Estimated 2017–18 funding: \$210, 361
<b>Title I, Part D*</b>	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	Estimated 2017–18 funding: \$355, 832
<b>Title II, Part A*</b>	Preparing, Training, and Recruiting High Quality Teachers, Principals, and Other School Leaders	Estimated 2017–18 funding: \$12.2 million <ul style="list-style-type: none"> <li>• 95% to LEAs= \$11,590,000</li> <li>• %4 for administrative and state-level activities= \$488,000</li> <li>• 1% for administrative costs = \$122,000</li> </ul>
<b>Title II, Part B</b>	National Activities: Variety of competitive grant opportunities including: <ul style="list-style-type: none"> <li>• Literacy Education for All, Results for the Nation</li> <li>• Teacher and School Leader Incentive program (Formerly the Teacher Incentive Fund)</li> <li>• School Leader Recruitment and Support</li> <li>• STEM Master Teacher Corps</li> </ul>	National authorized appropriation for 2017–18: \$468,880,575
<b>Title III*</b>	Language Instruction for English Learners and Immigrant Students	Estimated 2017–18 funding: \$7.6 million
<b>Title IV, Part A*</b>	Student Support and Academic Enrichment Grants	Estimated 2017–18 funding: \$4 million <ul style="list-style-type: none"> <li>• 95% to LEAs= \$3,800,000</li> <li>• 5% for administrative and</li> </ul>

Title	Program	Funds Available to Nevada*
		state-level activities= \$200,000
<b>Title IV, Part B*</b>	21 <sup>st</sup> Century Community Learning Centers	Estimated 2017–18 funding: \$7.9 million
<b>Title IV, Part C</b>	Expanding Opportunity Through Quality Charter schools	Information not yet available. The NDE anticipates that Nevada will apply for funds in 2017–18.
<b>Title IV, Part D</b>	Magnet Schools Assistance	SEA not eligible for funding
<b>Title IV, Part E</b>	Family Engagement in Education Programs	SEA not eligible for funding
<b>Title IV, Part F</b>	National Activities <ul style="list-style-type: none"> <li>• Education innovation and research</li> <li>• Community support for school success</li> <li>• Promise neighborhoods and community schools</li> <li>• National activities for school safety</li> </ul> Academic enrichment	SEA not eligible for funding
<b>Title V*</b>	Rural Education Initiative	Estimated 2017–18 funding: \$91,429 million
<b>Title VI</b>	Indian, Native Hawaiian, and Alaska Native Education	SEA not eligible for funding
<b>Title VII</b>	Impact Aid	SEA not eligible for funding
<b>Title VIII</b>	General Provisions and Definitions	SEA not eligible for funding
<b>Title IX, Part A* (Title VII, Subpart B of the McKinney Vento-Homeless Assistance Act)</b>	Education for Homeless Children and Youth	Estimated 2017–18 funding: \$685,268
<b>Title IX, Part B, Section</b>	Preschool Development Grants	National authorized appropriation for 2017–18:

<b>Title</b>	<b>Program</b>	<b>Funds Available to Nevada*</b>
<b>9212</b>		<b>\$40,993,152</b>

\*State allocations are preliminary estimates based on currently available data and subject to change. The estimated amount of funds that may be used for state-level administration in Titles IA, IIA, III, and IV A is provided for planning purposes. However, NDE may use a portion of the funds for administrative purposes across programs.

APPENDIX G: NEVADA EDUCATOR PERFORMANCE FRAMEWORK FOR TEACHERS



**APPENDIX H: STAFFING/VACANCY DATA COMPARISONS (2015-2016 TO 2016-2017)**

	<b>November 2016 Total Staffing</b>	<b>Nov 2016 Total Vacancies</b>	<b>November 2016 % Vacant Positions</b>	<b>December 2015 Total Staffing</b>	<b>December 2015 Total Vacancies</b>	<b>December 2015 % Vacant Positions</b>	<b># Diff from 15-16 to 16- 17</b>	<b>% Diff from 15-16 to 16- 17</b>
Statewide	22,781	578	2.5%	21,972	817	3.7%	-239	-1.18%
Clark	15,808	437	2.8%	15,695	698	4.4%	-261	-1.68%
Washoe	4,004	34	0.8%	3,127	27	0.9%	7	-0.01%
Others/ Rurals	2,969	108	3.6%	3,151	92	2.9%	16	0.72%
Victory	1,168	47	4.0%	1,071	95	8.9%	-48	-4.85%
Zoom	2,638	87	3.3%	1,660	94	5.7%	-7	-2.36%
Focus	1,153	62	5.4%	1,135	74	6.5%	-12	-1.14%
Priority	1,371	59	4.3%	1,328	99	7.5%	-40	-3.15%
1-Star	516	25	4.8%	460	39	8.5%	-14	-3.63%
2-Star	4,811	218	4.5%	4,729	304	6.4%	-86	-1.90%
3-Star	10,071	204	2.0%	9,813	354	3.6%	-150	-1.58%
4-Star	3,672	61	1.7%	3,548	67	1.9%	-6	-0.23%
5-Star	3,076	40	1.3%	3,000	39	1.3%	1	0.00%

APPENDIX I: Point Attribution Tables for the Nevada School Performance Framework

<b>SY 1617 Elementary School Point Attribution Table</b>					
<b>Academic Achievement (25 Points Possible)</b>					
<b>Points</b>	<b>20</b>	<b>15</b>	<b>10</b>	<b>5</b>	<b>0</b>
<u>Pooled Proficiency Rate</u>	>= 67	< 67 and >= 58	< 58 and >= 50	< 50 and >= 39	< 39
<b>Points</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0</b>
<u>Read by Grade 3</u>	>= 67	< 67 and >= 58	< 58 and >= 50	< 50 and >= 39	< 39
<b>Growth (35 Points Possible)</b>					
<b>Points</b>	<b>10</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>0</b>
<u>Math MGP</u>	>= 67	< 67 and >=55	< 55 and >=45	< 45 and >=35	<35
<u>ELA MGP</u>	>= 67	< 67 and >=55	< 55 and >=45	< 45 and >=35	<35
<b>Points</b>	<b>7.5</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>
<u>Math AGP</u>	>= 79	< 79 and >= 66	< 66 and >= 46	< 46 and >= 34	<34
<u>ELA AGP</u>	>= 79	< 79 and >= 68	< 68 and >= 48	< 48 and >= 35	<35
<b>English Language Proficiency (10 Points Possible)</b>					
<b>Points</b>	<b>10</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>0</b>
<u>WIDA AGP</u>	>= 48	< 48 and >=44	< 44 and >=39	< 39 and >=35	<35
<b>Opportunity Gaps (20 Points Possible)</b>					
<b>Points</b>	<b>10</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>0</b>
<u>Math</u>	> = 40	< 40 and >= 35	< 35 and >= 30	< 30 and >=25	< 25
<u>ELA</u>	>= 50	< 50 and >= 45	< 45 and >= 40	< 40 and >= 35	< 35
<b>Student Engagement (10 Points Possible)</b>					
<b>Points</b>	<b>10</b>		<b>5</b>	<b>0</b>	
<u>Chronic Absenteeism</u>	<=5		>5 and <=10	>10	
<b>Bonus Points</b>					
<u>Climate Participation</u>	If Participation is >= 55%, then 2 points. If not, 0 points.				

**SY1617 Middle School Point Attribution Table**

Academic Achievement (25 Points Possible)

Points	25	20	15	10	0
<u>Pooled Proficiency Rate</u>	>= 67	< 67 and >= 58	< 58 and >=50	< 50 and >= 39	< 39

Growth (35 Points Possible)

Points	10	7	5	2	0
<u>Math MGP</u>	>= 67	< 67 and >=55	< 55 and >=45	< 45 and >=35	<35
<u>ELA MGP</u>	>= 67	< 67 and >=55	< 55 and >=45	< 45 and >=35	<35
Points	7.5	6	4	2	0
Math AGP	>= 79	< 79 and >= 66	< 66 and >= 46	< 46 and >= 34	<34
ELA AGP	>= 79	< 79 and >= 68	< 68 and >= 48	< 48 and >= 35	<35

English Language Proficiency (10 Points Possible)

Points	10	7	5	2	0
<u>WIDA AGP</u>	>= 48	< 48 and >=44	< 44 and >=39	< 39 and >=35	<35

Opportunity Gaps (20 Points Possible)

Points	10	7	5	2	0
<u>Math</u>	> = 40	< 40 and >= 35	< 35 and >= 30	< 30 and >=25	< 25
<u>ELA</u>	>= 50	< 50 and >= 45	< 45 and >= 40	< 40 and >= 35	< 35

Student Engagement (10 Points Possible)

Points	3	2	1	0
Meets requirement NAC 389.445 (1) a-d	>=90	<90 and >=75	<75 and >=60	<60

Academic Learning Plan If 95% of students have ALP then 2 points, If not, 0 points

Points	5	2	0
<u>Chronic Absenteeism</u>	<=5	>5 and <=10	>10

Bonus Points

Climate Survey If Participation is >= 55%, then 2 point. If not, 0 point bonus.

**SY 1617 High School Point Attribution Table**

*Academic Achievement (25 Points Possible)*

<b>Points</b>	<b>25</b>	<b>20</b>	<b>15</b>	<b>10</b>	<b>0</b>
<u>Pooled Proficiency Rate</u>	$\geq 78$	$< 78$ and $\geq 66$	$< 66$ and $\geq 58$	$< 58$ and $\geq 45$	$< 45$

*English Language Proficiency (10 Points Possible)*

<b>Points</b>	<b>10</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>0</b>
<u>WIDA AGP</u>	$\geq 43$	$< 43$ and $\geq 33$	$< 33$ and $\geq 25$	$< 25$ and $\geq 17$	$< 17$

*Graduation Rates (30 Points Possible)*

<b>Points</b>	<b>20</b>	<b>15</b>	<b>10</b>	<b>5</b>	<b>0</b>
<u>4-year ACGR</u>	$\geq 84$	$< 84$ and $\geq 78$	$< 78$ and $\geq 72$	$< 72$ and $\geq 67$	$< 67$
<b>Points</b>	<b>10</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>0</b>
<u>5-year ACGR</u>	$\geq 86$	$< 86$ and $\geq 80$	$< 80$ and $\geq 73$	$< 73$ and $\geq 67$	$< 67$

*College and Career Readiness (25 Points Possible)*

<b>Points</b>	<b>10</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>0</b>
<u>ACT Composite Score</u>	$\geq 21$	$< 21$ and $\geq 19$	$< 19$ and $\geq 17$	$< 17$ and $\geq 15$	$< 15$
<b>Points</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0</b>
<u>9<sup>th</sup> &amp; 10<sup>th</sup> Grade Credit Sufficiency</u>	$\geq 95$	$95 <$ and $\geq 90$	$< 90$ and $\geq 80$	$< 80$ and $\geq 67$	$< 67$
<b>Points</b>	<b>10</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>0</b>
<u>End Of Course CCR Level</u>	$\geq 67$	$< 67$ and $\geq 58$	$< 58$ and $\geq 50$	$< 50$ and $\geq 39$	$< 39$

**Student Engagement**

<b>Points</b>	<b>8</b>	<b>4</b>	<b>0</b>

<u>Chronic Absenteeism</u>	<= 5	> 5 and <= 10	> 10
<b>Points</b>	<b>2</b>		<b>0</b>
<u>Academic Learning Plans</u>	>= 95		< 95
<i>Bonus Points</i>			
<u>Climate Participation</u>	If Participation is $\geq 55\%$ , then 2 points. If not, 0 points.		

## Equity Gap Analysis - State

Overview of key points related to the provisions and requirements for states to conduct an equity gap analysis as they implement Perkins V



### ACCOUNTABILITY (Sec. 113)

- Six requirements for the State determined levels of performance that include:
  - State to continually make meaningful progress towards improving the performance of all CTE students, including the subgroups of students described in section 1111(h)(1)(C)(ii) of the ESEA of 1965 (by gender, race and ethnicity, and migrant status), and special populations (see “Data Disaggregation” below)
  - Be higher than the average actual performance of the 2 most recently completed program years

### DATA DISAGGREGATION (Sec. 113)

- Data disaggregation required for race, gender, economically disadvantaged, youth who are in or have aged out of the foster care system, students with disabilities, English learners, migrant students, homeless students, students with a parent in the active military, single parents, out-of-work individuals, and students pursuing nontraditional careers.

### STATE REPORT (Sec. 113)

- State and local report includes
  - The actual levels of performance for all CTE concentrators; for each of the disaggregated subgroups; and by CTE program or career cluster if not practical.
  - Identifying and quantifying any disparities or gaps in performance on the State determined levels of performance between any subgroup and the performance of all CTE concentrators

### STATE PLAN (Sec. 122)

State Plan Contents –

- Improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations
- Description of how the eligible agency will address disparities or gaps in performance in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps.
- Provide assurances that the eligible agency will use the funds to provide technical assistance on how to close gaps in student participation and performance in CTE programs

### IMPROVEMENT PLANS (Sec. 123)

- Requires states and locals to include an analysis of the performance disparities or gaps and actions that will be taken to address such gaps.

### STATE LEADERSHIP ACTIVITIES (Sec. 124)

- Required uses of funds-
  - reporting on the effectiveness of the funds in reducing disparities or performance gaps

**STATE LEADERSHIP ACTIVITIES (Sec. 124)**

- Permissible uses of funds-
  - Supporting the elimination of inequities in student access to high quality programs of study and effective educators
  - Awarding incentive grants for eligible recipient’s progress in closing achievement gaps among subpopulations who participate in programs of study

**How to Conduct an Equity Gap Analysis**

- ✓ **Collect data** for every CTE program and career cluster, disaggregated by race, gender, economically disadvantaged, youth who are in or have aged out of the foster care system, students with disabilities, English learners, migrant students, homeless students, students with a parent in the active military, single parents (including single pregnant women), out-of-work individuals, and students pursuing nontraditional careers.

Data Element	Data Source
Race/Ethnicity – American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, White.	Local administrative data – self-reported
Gender – Male, Female, Other	Local administrative data – self-reported
Economically Disadvantaged	Secondary – Free and Reduced Lunch eligibility Post-Secondary – PELL grant eligibility
Youth who are in or have aged out of the foster care system	Department of Health and Human Services Child Welfare
Students with disabilities	Secondary – Students with IEPs Post-Secondary – Local registration data
English learners	Local administrative data – home language survey, enrollment in bilingual or ELL program
Migrant students	Local administrative data – enrollment in migrant ed
Homeless students	Local administrative data – self or staff reported
Students with a parent in the active military	U.S. Armed Services
Single parents, single pregnant women	Local administrative data – self-reported
Out-of-work individuals	Local administrative data – Department of Labor Unemployment Insurance or self-reported
Students pursuing nontraditional careers	Identify nontraditional programs by gender, identify students in programs nontraditional for their gender

- ✓ **Create data visualization tools** using tables and graphs that compare each of the special population subgroups to its appropriate comparison group disaggregated by program and/or career cluster and by LEA if possible. The identification of the appropriate comparison is critical to ensure the accurate identification of gaps. Here are two examples:
  - When looking at a participation gap analysis for the nontraditional measure, the numerator is *all students in programs nontraditional for their gender* while the denominator is *all students in nontraditional programs*. When these data are disaggregated by gender the appropriate numerator is *females in programs nontraditional for their gender* and the denominator is *all students in programs nontraditional for females* (not all females in nontraditional programs).

- When looking at a participation gap analysis for graduation, the numerator is *CTE concentrators who graduated in the program year* and the denominator is *CTE concentrators who left secondary education in the current year*. When the data is disaggregated by race, for example, the numerator is *African American concentrators who graduated in the program year* and the denominator is *all African American concentrators who left secondary education in the program year*.
  - NAPE provides statewide data dashboards at the cluster level disaggregated by gender for each of the years since Perkins IV was administered. The visualization also includes cluster distribution within gender, which can provide important insight into the clusters where each gender is most concentrated within the state. Visit [www.napequity.org/perkinsv](http://www.napequity.org/perkinsv) for these tools and more.
- ✓ **Identify those subgroups that show a gap from their comparison group.** This gap analysis should be done at the smallest possible disaggregated data point to be the most effective. This means looking at subgroup participation and performance at the program and LEA level. Some subgroup gaps may be program-specific while some subgroup gaps may be geographic or LEA-specific. Understanding the gaps at the lowest disaggregated data analysis level will make the identification of the potential strategies for closing the gaps more effective, and help in focusing interventions where they should be implemented.
- When looking at participation rates the standard civil rights monitoring gap that is a flag for potential access discrimination is a 10% participation gap. For comparison groups with small numbers you may use smaller comparison percentages or even numeric rather than percentage comparisons. These gaps can show subgroups who are over-represented or under-represented, and both should be addressed in the gap analysis.
  - At this point, a decision needs to be made as to the most effective way to address the identified gaps. This may mean focusing on certain programs in the state or even certain programs at certain LEAs. Addressing the identified gaps in participation or performance may not require a statewide intervention but one that is specific to where the gaps exist. Reward those that are meeting or exceeding the appropriate comparison groups participation or performance, thereby keeping the state's performance up as a whole. Focus your improvement efforts where they are needed in as specific a way as possible.
- ✓ **Identify the potential root causes** that could be causing the gaps in participation or performance by reviewing the literature and creating a set of hypotheses for why the gaps exist. This process could be done at the program level across a set of LEAs that are creating the participation or performance gap. It is tempting to want to jump to the implementation of an intervention once a gap is identified, but identifying the reason for the gap is a critical intermediate step to ensure the successful implementation of an intervention.
- ✓ **Conduct root cause action research** at the level of the identified subgroup gap to determine what is causing the gap to exist. These action research strategies may include conducting site visits, interviews, focus groups or surveys to identify the reason for the identified gap. Ideally, stakeholders invested in the success of the process should conduct this research at the LEA level. By providing appropriate technical assistance, states can build LEA capacity to identify the reasons for the identified gaps. It is important to understand that the reasons for the subgroup gaps may not be the same at all LEAs resulting in different interventions to close the gaps. This process will either validate your hypotheses or uncover other root causes that may be affecting student access and success.

- ✓ **Identify those LEAs and programs who don't show gaps** in participation or performance and identify why they have been successful. This research can help you identify effective strategies that can be implemented by those needing to close gaps. These programs are eligible for State Leadership Fund Incentive Grants if the state chooses to implement this funding opportunity.
- ✓ **Select an intervention aligned with the identified root causes.** Once the root causes have been identified, the intervention necessary to close that gap will become obvious. Use as models those programs that have been successful in closing gaps or who don't have subgroup gaps. Highlight the strategies they have used to ensure access for every student in CTE. Use resources, such as NAPE's Root Causes and Strategies tools, to inform LEA's of research-based strategies that have been effective in closing access and achievement gaps in CTE aligned with the root causes they have identified ([www.napequity.org/root](http://www.napequity.org/root)). The challenge is implementing interventions that are appropriate to the resources available and supported by all stakeholders.
- ✓ **Be creative and use Perkins V funding to support these efforts.** Use the 15% Reserve Fund (Sec. 112) and/or State Leadership Fund Incentive Grants (Sec. 124) to support technical assistance and professional development with LEA's. This is an ideal way to support the process of conducting a state performance gap analysis and implementing strategies to close equity gaps in CTE locally.

For more information on How to Conduct an Equity Gap Analysis and to learn more about NAPE's Program Improvement Process for Equity™ contact Janay McClarin at [jmccclarin@napequity.org](mailto:jmccclarin@napequity.org).

Review these resources to learn more about NAPE's Program Improvement Process for Equity™ (PIPE™)

NAPE's PIPE webpage: [www.napequity.org/pipe](http://www.napequity.org/pipe), which includes an article from ACTE Techniques magazine, "Increasing Access, Equity, and Diversity: NAPE's Program Improvement Process for Equity" (2016) by Ben Williams, PhD, NAPE CEO:

NAPE's You Tube Channel – Increase Student Success Utilizing PIPE™  
<https://youtu.be/rZJDIrWd7o>

Check out NAPE's Perkins V Implementation Resources, including statewide data dashboards disaggregated at the cluster level at [www.napequity.org/perkinsv](http://www.napequity.org/perkinsv)

For more information on How to Conduct an Equity Gap Analysis and to learn more about NAPE's Program Improvement Process for Equity™ contact Janay McClarin at [jmccclarin@napequity.org](mailto:jmccclarin@napequity.org).

Created by Mimi Lufkin, NAPE CEO Emerita, October 16, 2018; updated by Ben Williams, PhD, NAPE CEO April 3, 2019

<b>Zoom</b>		<b>Asian</b>	<b>Black/African American</b>	<b>Caucasian/ White</b>	<b>Hispanic/ Latino</b>	<b>American Indian/Alaska Native</b>	<b>Two or More Races</b>
	<b>2017-2018</b>	833	4,554	3,806	30,092	218	1,336
	<b>2018-2019</b>	826	4,955	3,986	29,810	220	1,368
	<b>2019-2020</b>	775	5,303	3,906	28,601	200	1,406

*Note: # Students in the lowest 25th percentile based on SB 178 criteria for year calculated. 2017-2018 used time.*

<b>Victory</b>		<b>Asian</b>	<b>Black/African American</b>	<b>Caucasian/ White</b>	<b>Hispanic/ Latino</b>	<b>American Indian/Alaska Native</b>	<b>Two or More Races</b>
	<b>2017-2018</b>	427	4,054	1,615	14,219	533	648
	<b>2018-2019</b>	416	4,347	1,690	13,821	520	655
	<b>2019-2020</b>	358	4,053	1,538	12,767	480	679

*Note: # Students in the lowest 25th percentile based on SB 178 criteria for year calculated. 2017-2018 used time.*

<b>SB178</b>		<b>Asian</b>	<b>Black/African American</b>	<b>Caucasian/ White</b>	<b>Hispanic/ Latino</b>	<b>American Indian/Alaska Native</b>	<b>Two or More Races</b>
	<b>2017-2018</b>	-	-	-	-	-	-
	<b>2018-2019</b>	1,860	10,940	7,902	33,463	520	2,648
	<b>2019-2020</b>	1,712	10,937	7,823	33,604	532	2,762

*Note: All students in SB 178 are in the lowest 25th percentile of assessment calculations. Disaggregation by r*

<b>Native Hawaiian/Pacific Islander</b>	<b>EL</b>	<b># Students in Lowest 25th Percentile Proficiency</b>	<b>Total Number of Students</b>	<b>Total Funding</b>
457	18,033	2,413	41,296	\$49,500,000
460	15,235	8,995	41,625	\$49,500,000
491	13,969	8,846	40,682	\$49,500,000

*different criteria as high schools were not rated a part of the NSPF at the*

<b>Native Hawaiian/Pacific Islander</b>	<b>EL</b>	<b># Students in Lowest 25th Percentile Proficiency</b>	<b>Total Number of Students</b>	<b>Total Funding</b>
176	7,576	1,163	21,672	\$25,000,000
197	6,539	5,552	21,646	\$25,000,000
179	5,721	5,194	20,054	\$25,000,000

*different criteria as high schools were not rated a part of the NSPF at the*

<b>Native Hawaiian/Pacific Islander</b>	<b>EL</b>	<b># Students in Lowest 25th Percentile Proficiency</b>	<b>Total Number of Students</b>	<b>Total Funding</b>
-	-	30,000	30,000	\$36,000,000
948	28,966	58,281	58,281	\$69,937,200
911	29,759	58,281	58,281	\$69,937,200

*race/ethnicity not available for SB178 for 2017-2018.*



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE FOR CIVIL RIGHTS

THE ASSISTANT SECRETARY

October 1, 2014

Dear Colleague:

Sixty years ago the Supreme Court famously declared in *Brown v. Board of Education* that education “is a right which must be made available to all on equal terms.”<sup>1</sup> Today, I write to call your attention to disparities that persist in access to educational resources, and to help you address those disparities and comply with the legal obligation to provide students with equal access to these resources without regard to race, color, or national origin.<sup>\*</sup> This letter builds on the prior work shared by the U.S. Department of Education on this critical topic.<sup>2</sup>

Across the country, teachers, administrators, and local and State<sup>†</sup> officials are working tirelessly to improve our schools through exciting innovations in teacher recruitment, hiring, assignment, evaluation, support, development, and retention. They are also upgrading school facilities, expanding access to advanced courses, increasing the availability of technology in the classroom, and employing more well-prepared staff to support the work of excellent teachers. The Department applauds these efforts and will make every effort to support them while ensuring that the provision and allocation of educational resources afford equal educational opportunity for all students.<sup>3</sup>

---

<sup>\*</sup> This letter addresses legal obligations under Title VI of the Civil Rights Act of 1964 (Title VI), which prohibits discrimination on the basis of race, color, or national origin, in programs and activities receiving Federal financial assistance. 42 U.S.C. § 2000d, *et seq.* See also 34 C.F.R. Part 100 (implementing regulations). The Office for Civil Rights (OCR) also enforces statutes that prohibit discrimination on the basis of sex and disability, and under which recipients of Federal financial assistance have similar responsibilities regarding the obligation to provide comparable educational resources to all students without regard to their sex or disability. 20 U.S.C. § 1681 *et seq.* (sex), 34 C.F.R. Part 106 (implementing regulations); 29 U.S.C. § 794 (disability), 34 C.F.R. Part 104 (implementing regulations).

<sup>†</sup> Although this letter focuses on the resource equity obligations of school districts, States and individual schools that receive Federal funds must likewise comply with Title VI’s nondiscrimination requirements, including nondiscrimination in their provision and allocation of educational resources. Accordingly, OCR strongly encourages State education officials and school administrators to closely review this letter and to take proactive steps to ensure that the educational resources they provide are distributed in a manner that does not discriminate against students on the basis of race, color, or national origin. In particular, State education officials should examine policies and practices for resource allocation among districts to ensure that differences among districts do not have the unjustified effect of discriminating on the basis of race.

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202-1100  
www.ed.gov

*The mission of the Office for Civil Rights is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights.*

## **I. The Problem of Unequal Access to Educational Resources**

Many States, school districts, and schools across the Nation have faced shrinking budgets that have made it increasingly difficult to provide the resources necessary to ensure a quality education for every student. Chronic and widespread racial disparities in access to rigorous courses, academic programs, and extracurricular activities; stable workforces of effective teachers, leaders, and support staff; safe and appropriate school buildings and facilities; and modern technology and high-quality instructional materials further hinder the education of students of color today.<sup>\*</sup> Below I highlight the negative effects these inequalities can have on student learning and encourage school officials to assess regularly disparities in educational resources in order to identify potential — and where it exists to end — unlawful discrimination, particularly in districts with schools where the racial compositions vary widely.<sup>†</sup>

Research confirms what we know intuitively — high-quality schools can make a dramatic difference in children’s lives, closing achievement gaps and providing students with the opportunity to succeed in college and their chosen careers.<sup>4</sup> The allocation of school resources, however, too often exacerbates rather than remedies achievement and opportunity gaps.

---

<sup>\*</sup>This letter uses the term “students of color” rather than the term “minority students” to refer to students who identify as black, Latino, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races. Using “students of color” to refer to these students reflects the fact that in many school districts white students are in the minority. This letter also typically uses “Latino” to refer to people who identify as Hispanic or Latino and uses “black” to refer to people who identify as African-American or black. In addition, the terms “race” or “racial” includes race, color, and national origin; “policy” or “policies” includes policies, practices, and procedures; and “school” or “schools” includes an elementary or secondary school as well as a charter or “alternative” school that is a recipient of Federal financial assistance.

<sup>†</sup> This letter cites to leading scholarship in the field of education in the endnotes to demonstrate the importance of the resources discussed to the quality of education that students receive and to document the disparities in access to these resources across the Nation. These citations, however, are intended to illustrate the problems we face rather than to provide an exhaustive account of the state of the research. OCR weighed information gleaned from research alongside the experience of decades of OCR enforcement of civil rights protections in our schools to determine which resources to prioritize in this letter. As with all investigations, OCR retains discretion to investigate complaints of discrimination in access to resources not discussed in this letter and will consider the fact-specific contexts of all complaints in evaluating allegations of discrimination, including evidence that in a particular school or district, the relationship between resources, the quality of education, and student outcomes may not follow typical patterns.

Many school districts offer academic and co-curricular\* programs that are differentiated based on academic rigor (*e.g.*, gifted and talented or college preparatory programs) or content (*e.g.*, business, health care, music, art, or career and technical education programs). These programs can improve student achievement and build specialized skills that help students move along a variety of pathways toward college- and career-readiness.<sup>5</sup> For example, participation in high-quality arts programs, including music and visual arts, is valuable to all students.<sup>6</sup> Students in more advanced courses tend to put in significantly more effort, and student effort is in turn correlated with higher achievement, regardless of the student's entering level of achievement and regardless of which courses the student takes.<sup>7</sup> Additionally, extracurricular opportunities such as academic clubs, athletics, and other organizations continue to build students' academic and social skills outside of class. These extracurricular programs have benefits such as increasing physical fitness and building skills in disciplines like music, technology, and debate. And researchers have found that participation in organized, school-based, extracurricular activities is strongly related to improved student achievement.<sup>8</sup>

But schools serving more students of color are less likely to offer advanced courses and gifted and talented programs than schools serving mostly white populations, and students of color are less likely than their white peers to be enrolled in those courses and programs within schools that have those offerings.<sup>9</sup> For example, almost one in five black high school students attend a high school that does not offer Advanced Placement (AP) courses, a higher proportion than any other racial group.<sup>10</sup> Students with limited English proficiency (English language learners) are also underrepresented in AP courses according to data from the 2011-12 school year. In that year, English language learners represented five percent of high school students, but only two percent of the students enrolled in an AP course.<sup>11</sup> Similarly, of the high schools serving the most black and Latino students in the 2011-12 school year, only 74 percent offered Algebra II and only 66 percent offered chemistry. Comparable high-level opportunities were provided much more often in schools serving the fewest black and Latino students, where 83 percent offered Algebra II courses and 78 percent offered chemistry. Moreover, the percentages of black and Latino students enrolled in calculus courses did not closely match the percentages of black and Latino students enrolled in high schools. While black and Latino students represented 16 percent and 21 percent, respectively, of high school enrollment in 2011-12, they were only 8 percent and 12 percent, respectively, of the students enrolled in calculus.<sup>12</sup> Black and Latino students were also

---

\* Co-curricular refers to programs that have components occurring during classroom time as well as outside-of-class requirements such as music courses with required concerts that happen outside of the normal school day. This term is meant to distinguish those out-of-class requirements from extracurricular activities that are not typically tied to a specific course. Many researchers include co-curricular activities in their investigations of the effects of extracurricular involvement on student achievement because the activities happen outside of normal classroom time. However, because these programs are fundamentally part of a student's school day, OCR considers co-curricular programs alongside other academic programs in evaluating the comparable provision of programs across the schools in a school district.

underrepresented in gifted and talented programs during the 2011-12 school year. In particular, schools offering such programs had an aggregate enrollment that was 15 percent black and 25 percent Latino, but their gifted and talented enrollment was only 9 percent black and 17 percent Latino.<sup>13</sup> Further, the percentage of non-English language learners participating in gifted and talented programs was three-and-a-half times greater than the percentage of English language learners participating in these programs.<sup>14</sup>

The teachers, leaders, and support staff in a school are foundational to student learning and development. But disparities in the opportunity for students to benefit from strong teachers, leaders, and support staff — ones who, generally speaking, are qualified, experienced and accomplished — exist among and within districts, as well as among classes in the same school.<sup>15</sup> Schools serving the most black and Latino students are 1.5 times more likely to employ teachers who are newest to the profession (who are on average less effective than their more experienced colleagues<sup>16</sup>) as compared to schools serving the fewest of those students.<sup>17</sup> The unequal provision of strong teachers and stable teacher workforces too often disadvantages the schools with the most at-risk students as well as schools with the highest enrollments of students of color.<sup>18</sup>

The physical spaces where our children are educated are also important resources that influence the learning and development of all students, yet many of our Nation's schools have fallen into disrepair. Too often, school districts with higher enrollments of students of color invest thousands of dollars less per student in their facilities than those districts with predominantly white enrollments.<sup>19</sup> While conditions have improved in some districts, older buildings with inadequate or poorly maintained heating, ventilation, and air conditioning (HVAC) systems still are more likely to house schools attended mostly by students of color, who in many instances are also low-income students.<sup>20</sup> Schools with the most students of color are more likely to have temporary, portable buildings and permanent buildings with poorer building conditions, including poorly maintained exterior features such as lighting and walls.<sup>21</sup> Students of color must not be consigned to dilapidated, overcrowded school buildings that lack essential educational facilities, such as science laboratories, auditoriums, and athletic fields, and that may not be able to support the increasing infrastructure demands of rapidly expanding educational technologies while providing better facilities for other students.

In addition to facilities, access to instructional materials and technology for students and teachers can impact the quality of education as well as students' ability to engage with digital resources outside the classroom.<sup>22</sup> Technology and other instructional tools and materials support teachers in properly delivering, enhancing and personalizing the curriculum. Access to these important instructional resources varies between high-poverty schools that are heavily populated with students of color and more affluent schools serving fewer students of color.<sup>23</sup> While gaps by race and income in student access to technology are narrowing at a national level, disparities persist regarding the number and quality of computers or mobile devices in the classroom, speed of internet access, and the extent to which teachers and staff are adequately prepared to teach

students using these technologies.<sup>24</sup> High-quality instructional materials for students and teachers, including digital learning materials, textbooks, library resources, and other materials, promote rigorous engagement with the curriculum, and so when school districts provide these resources they must ensure that students have comparable access to them without regard to race, color, or national origin.

Adequate funding is necessary to provide the programmatic, human, and physical resources described above.<sup>25</sup> Allocation of funding should be designed to ensure the availability of equal educational opportunities for students, which may require more or less funding depending upon the needs at a particular school. Intradistrict and interdistrict funding disparities often mirror differences in the racial and socioeconomic demographics of schools, particularly when adjusted to take into consideration regional wage variations and extra costs often associated with educating low-income children, English language learners, and students with disabilities. These disparities are often a result of funding systems that allocate less State and local funds to high-poverty schools that frequently have more students of color,<sup>26</sup> which can often be traced to a reliance on property tax revenue for school funding. Federal funds provided through Title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA), are designed to provide additional resources on top of state and local funds.<sup>27</sup> As a result, OCR typically will not consider Title I funds in a resource equity analysis. OCR also notes that even counting Title I funds, many districts still allocate resources among schools inequitably.<sup>28</sup>

Such disparities may be indicative of broader discriminatory policies or practices that, even if facially neutral, disadvantage students of color.<sup>29</sup> For example, teachers in high schools serving the highest percentage of black and Latino students during the 2011-12 school year were paid on average \$1,913 less per year than their colleagues in other schools within the same district that serve the lowest percentage of black and Latino students.<sup>30</sup>

As discussed above, challenging and creative courses, programs, and extracurricular activities; effective and qualified teachers, leaders, and support staff; adequate facilities; updated technology; quality education materials; and sufficient funding — are critical to the success of students.<sup>31</sup> Yet, disparities in the level of access to these resources often reflect the racial demographics of schools, with schools serving the most students of color having lower quality or fewer resources than schools serving largely white populations even within the same district. This letter, therefore, highlights the importance of protecting students from discrimination in the allocation of any of these educational resources. This letter also serves to support and inform education officials by clarifying their legal obligations, and by identifying resources that can guide proactive district and State efforts to assess relevant data and to examine policies and practices on resource allocation to ensure compliance with Title VI.

## II. Legal Framework for Office for Civil Rights Enforcement Efforts

The Department’s Office for Civil Rights (OCR) enforces Title VI of the Civil Rights Act of 1964,<sup>32</sup> which prohibits discrimination on the basis of race, color, or national origin, in programs and activities receiving Federal financial assistance.\* School districts that receive Federal funds must not intentionally discriminate on the basis of race, color, or national origin, and must not implement facially neutral policies that have the unjustified effect of discriminating against students on the basis of race, color, or national origin.<sup>33</sup> In assessing the allocation of educational resources, OCR will investigate and analyze the evidence found under both theories of discrimination — intentional discrimination and disparate impact — to ensure that students are not subjected to unlawful discrimination.<sup>34</sup> Each theory is summarized in turn below.

### A. Intentional Discrimination

Under Title VI, intentional discrimination in allocating educational resources on the basis of race, color, or national origin is unlawful. Such discrimination can include acting on a racially discriminatory motive, providing educational resources only to members of select races, adopting facially neutral policies with an invidious intent to target students of certain races, or applying a facially neutral policy in a discriminatory manner. Evidence of discriminatory intent can be proven through direct evidence or circumstantial evidence. For example, such evidence may include the existence of racial disparities that could not otherwise be explained, a history of discriminatory conduct towards members of a certain race, or the inconsistent application of resource allocation policies to schools with different racial demographics.<sup>35</sup>

OCR applies the following analysis to determine whether a school district intentionally discriminated in the allocation of resources:

- 1) Did the school district treat a student, or group of students, differently with respect to providing access to educational resources as compared to another similarly situated student, or group of students, of a different race, color, or national origin (a *prima facie* case of discrimination)?

---

\* This letter focuses on the comparable allocation and provision of educational resources regardless of students’ race, color, or national origin, but school districts should also be mindful of their obligation to take “affirmative steps” to help English language learners (ELLs) overcome language barriers so they can meaningfully participate in their schools’ educational programs. *See Lau v. Nichols*, 414 U.S. 563, 566 (1974). The obligation to take such affirmative steps does not diminish a district’s obligation to otherwise ensure equitable access to comparable educational resources for ELL students. OCR’s policies governing the treatment of English-language learners are available at [www.ed.gov/ocr/ellresources.html](http://www.ed.gov/ocr/ellresources.html).

2) Can the school district articulate a legitimate, nondiscriminatory, educational reason for the different treatment? If not, OCR could find that the district has intentionally discriminated on the basis of race. If yes, then

3) Is the allegedly nondiscriminatory reason a pretext for discrimination?<sup>36</sup> If so, OCR would find the district has intentionally discriminated on the basis of race.

In the context of a resource comparability investigation, this analysis for intentional discrimination may in practice take the following form, particularly in cases where there is no direct evidence of invidious purpose.

First, OCR would examine evidence regarding the quality, quantity, and availability of critical educational resources (as discussed in more detail below) to determine whether there are disparities among schools serving similarly situated students or among similarly situated students within the same school. Similarity of schools would be primarily judged by the size and grade level of the schools, whereas differences of student needs, programs, and other like factors would be relevant to the second prong of this analysis. Students would typically be considered similar if they are in the same grade and have generally comparable educational or academic needs. A *prima facie* case of intentional discrimination is demonstrated when the school district treats schools that are otherwise similar, but that have demonstrably different student populations with regard to race, color, or national origin, differently in terms of resource allocation, or when the school district gives similarly situated groups of students of different races within schools demonstrably different access to critical resources.

Second, school districts would then be given an opportunity to explain the different treatment, and OCR would assess whether there existed any legitimate, nondiscriminatory, educational explanation from the school district. OCR anticipates that in some school-level resource equity investigations, school districts may be able to explain differing resource allocations as arising from educational strategies such as the operation of themed programs at particular schools that may justify, for example, specialized training, courses, or technology supports at one school versus another. As another example, different resource allocations may also arise from appropriate targeting of capital improvement expenditures at the most dilapidated buildings in a district. A district might also explain that an alleged disparity among schools with regard to the allocation of a particular resource (such as laptops in the classroom) is part of a plan for allocating a broader category of resources (such as classroom-based technology) and present evidence that the broader plan leads to an equitable allocation overall.

However, if the school district cannot articulate a legitimate, nondiscriminatory, educational reason for different treatment, OCR could find that the district has intentionally discriminated based on race. If the school district provides an explanation, OCR would then assess whether the explanation is a pretext for unlawful discrimination — in other words, not the true reason for the different treatment but rather a mere cover for racial discrimination. Evidence that an explanation

is pretextual may include, but is not limited to, that the explanation does not conform to overall district or State policies regarding the provision of resources or that witnesses or documents credibly offer evidence that contradicts the explanation offered. For example, the actual purpose or explanation for the different treatment could be a stereotype about a particular race not opting for or valuing advanced coursework. If OCR finds that the reason for the different treatment is pretextual, then the recipient would be found in violation of Title VI.

## **B. Disparate Impact**

School districts also violate Title VI if they adopt facially neutral policies that are not intended to discriminate based on race, color, or national origin, but do have an unjustified, adverse disparate impact on students based on race, color, or national origin.<sup>37</sup> In determining whether a facially neutral policy or practice has an unjustified, adverse disparate impact in allocating educational resources that violates Title VI, OCR applies the following analysis:

- 1) Does the school district have a facially neutral policy or practice that produces an adverse impact on students of a particular race, color, or national origin when compared to other students?
- 2) Can the school district demonstrate that the policy or practice is necessary to meet an important educational goal?<sup>38</sup> In conducting the second step of this inquiry OCR will consider both the importance of the educational goal and the tightness of the fit between the goal and the policy or practice employed to achieve it. If the policy or practice is not necessary to serve an important educational goal, OCR would find that the school district has engaged in discrimination. If the policy or practice is necessary to serve an important educational goal, then OCR would ask
- 3) Are there comparably effective alternative policies or practices that would meet the school district's stated educational goal with less of a discriminatory effect on the disproportionately affected racial group; or, is the identified justification a pretext for discrimination?<sup>39</sup> If the answer to either question is yes, then OCR would find that the school district had engaged in discrimination. If no, then OCR would likely not find sufficient evidence to determine that the school district had engaged in discrimination.

Applying this disparate impact framework, OCR would not find unlawful discrimination based solely upon the existence of a quantitative or qualitative racial disparity resulting from a facially neutral policy. Nevertheless, OCR will investigate and ascertain whether such disparities are the result of unlawful discrimination under Title VI.

The first prong of this analysis requires OCR to identify a policy or practice that creates racial disparities in access to educational resources that are important to the quality of education a student receives, such that the disparity has an adverse impact on a racially defined group of students. Relying in part on research, OCR generally considers each of the educational resources

discussed in this letter to provide a benefit and that its inequitable allocation tends to be adverse to students who are under-resourced. Additionally, OCR would also consider the school district's decision to provide a particular resource to students, such as technology or a gifted and talented program, as evidence that the district believes the resource is important. OCR would expect these resources to be equitably provided without regard to students' race, color, or national origin. Furthermore, OCR may consider indicia of the quality of education when determining adverse impact including, but not limited to, student achievement outcomes, graduation and retention-in-grade rates, and student and parent surveys. Finally, OCR would consider evidence offered by the school district that, in the specific factual context of its schools, a difference in certain resources does not adversely impact the quality of education.

If OCR identifies a policy or practice that creates adverse racial disparities, OCR looks to the school district for a substantial, legitimate, educational justification for the policy or practice. A district may offer a justification such as a policy of offering a diverse range of educational programs, of targeting resources to underperforming schools, or of piloting programs in one school before expanding them to more schools. As another example, school-based budgeting may allow for different choices at the school level regarding budgeting for resources such as instructional materials and staff positions, so that different combinations of resources at different schools would not necessarily represent resource inequity among those schools; in such a situation, OCR would investigate, among other things, whether the district's overall system for allocating funds to schools was equitable. OCR will assess the explanation identified, giving some deference to the expertise of the educators making those decisions. If OCR accepts the justification, OCR will work with the school district to identify whether the district could implement a workable alternative with a less racially disparate impact.

### **III. Office for Civil Rights Investigations**

Again, Title VI prohibits discrimination in the allocation and provision of educational resources.<sup>40</sup> Therefore, OCR investigates complaints and conducts proactive investigations to determine whether school districts are discriminating against students based on race, color, or national origin in their allocation of educational resources. Such investigations may include, but are not limited to, analyses of any or all of the resources discussed in this letter, depending on the fact-specific context in a particular case. Sound educational judgments made by State and local education officials, as well as budgetary constraints, may lead school districts to prioritize certain resources or the needs of certain schools, but such decisions cannot reflect unlawful race discrimination, in purpose or effect. OCR's legal determinations will necessarily be context-specific and will require a holistic analysis of both quantitative and qualitative factual findings, including an evaluation of evidence presented that the quality of education students receive in a particular school or district is equitable despite apparent resource inequities in some areas. OCR's investigations recognize that States, districts, and schools have a significant amount of flexibility and variation in how they operate and that compliance with Title VI does not require a specific approach to ensuring equitable access to comparable resources.

In its investigations, OCR focuses on the scope and severity of resource disparities, and on a district's processes for allocating resources to determine the extent to which the district is exacerbating or eliminating such disparities. OCR may compare a school's resources against district averages and against district schools serving the most and the fewest students of a particular race or national origin to assess whether alleged resource disparities are, in fact, correlated with the race, color, or national origin of students. OCR also recognizes that resources may appropriately be allocated differently to meet schools' differing needs. For example, an engineering-themed magnet school may invest more in computers than an arts-themed magnet school that invests more in musical instruments. Accordingly, OCR investigations are more likely to find school districts in violation of Title VI when it uncovers significant racial disparities in access to a particular education resource or patterns of racial inequality across a range of different types of resources.

Finally, OCR encourages districts to proactively identify and address racial disparities in resource allocation. School districts that take proactive, concrete, and effective steps to address the root causes of such disparities and to ensure that students are equitably served are more likely to be in compliance with Title VI. Further, the effectiveness of such efforts may reflect favorably on districts and inform any remedies OCR requires so that the district can build upon its efforts.

#### ***Note on School Funding***

Although comparative funding levels are pertinent to the issue of educational resource comparability, they may not be conclusive evidence of compliance or non-compliance. The comparison of resources, including funds, allocated among schools is ultimately designed to measure the relative allocation of equal educational *opportunities* for students. The provision of equal opportunities may require more or less funding depending on the location of the school, the condition of existing facilities, and the particular needs of students such as English language learners and students with disabilities.\* For example, older facilities generally require more money for annual maintenance than do newer facilities. Similarly, greater annual per-pupil library expenditures for one school may reflect an effort to correct years of underfunding of a library collection. Funding disparities that benefit students of a particular race, color, or national origin may also permissibly occur when districts are attempting to remedy past discrimination.

Much of the Federal funding provided to districts and schools comes from sources specified for a particular use such as special education, alternative language, or gifted programs. OCR may exclude these categorical resources from data used to determine comparability of regular education programs if those resources distort the comparisons for such programs.

---

\* For example, students in special education may be served by more teachers and support staff than other students, and therefore districts may spend more on those students, but that does not mean that those students are inequitably receiving a disproportionate share of resources.

Lack of funds does not preclude the duty to act under Title VI. OCR may consider how States, districts, and schools distribute whatever funds and resources are available, as well as how they act to provide additional or sufficient funds, to ensure equal educational opportunities.

OCR generally focuses on funding via its impact on the other categories of educational resources discussed below. Simplistic comparisons of per-pupil expenditure levels are often a poor measure of resource comparability, and there are many factual circumstances that can create varying funding needs that justify differential spending patterns among schools. The ultimate issue is whether funding is provided to each school in the district so as to provide equal educational opportunities for all students.

#### **A. Courses, Academic Programs, and Extracurricular Activities**

Equal educational opportunity requires that all students, regardless of race, color, or national origin, have comparable access to the diverse range of courses, programs, and extracurricular activities offered in our Nation's schools. Students who have access to, and enroll in, rigorous courses are more likely to go on to complete postsecondary education.<sup>41</sup> Further, completing college or other postsecondary education such as a technical certification is increasingly necessary for students to enter careers that will enable them to join the middle class.<sup>42</sup> Therefore, OCR assesses the types, quantity, and quality of programs available to students across a school district to determine whether students of all races have equal access to comparable programs both among schools and among students within the same school. OCR generally considers a range of specialized programs, such as early childhood programs including preschool and Head Start, Advanced Placement and International Baccalaureate courses, gifted and talented programs, career and technical education programs, language immersion programs, online and distance learning opportunities, performing and visual arts, athletics, and extracurricular activities such as college-preparatory programs, clubs, and honor societies. These programs help students distinguish themselves and develop skills that will help them in college and in their careers.

OCR also examines the relative availability of the full panoply of high school courses that prepare students to graduate ready for college and careers, including the range of science, technology, engineering, and mathematics (STEM) courses, as well as middle and elementary school courses that prepare students for college- and career-preparatory high school courses. Further, OCR may consider the overall quality and adequacy of special education programs at the school level, including identification, evaluation, and placement procedures as well as the quality and appropriateness of services and supports provided to students with disabilities to determine whether schools serving more students of color have comparable supports and services in place for students with disabilities.

While differentiation among schools in a district may serve important educational goals, OCR evaluates whether students of different races in a district are able to equally access and

participate in a comparable variety of specialized programs — whether curricular, co-curricular, or extracurricular.\* The selection of schools to offer particular programs and the resources made available for the success of those programs may not disproportionately deny access to students of a particular race or national origin. Also, the policies for recruitment and admission to particular schools or programs, both within and across schools, should not deny students equal access on the basis of their race.<sup>43</sup>

Extracurricular activities, especially those that have been shown to support college and career readiness and high academic rigor, must be offered on a nondiscriminatory basis. OCR considers whether students of different races have equal access to extracurricular programs of similar quality across the district, including activities sponsored by the district but provided by outside organizations since school districts continue to have an obligation to provide equal educational opportunities for their students when working with third parties. OCR considers quantitative and qualitative factors including the number of extracurricular activities as well as their intensity and content; the types and relative quality of academic and co-curricular programs; the expertise of the teachers, coaches, and advisors who are implementing the programs; and the availability of the necessary materials such as books, uniforms, technology, and spaces. Where relevant, OCR also inquires into the district's policies and procedures for allowing students to gain access to programs offered at another school in the district.

## **B. Strong Teaching, Leadership, and Support**

OCR examines a broad range of information sources when assessing whether a district discriminates based on race in providing access to strong teaching and instruction to its students including a variety of data related to the teachers, leaders, and staff in a district's schools. These sources can include data on teacher and leader effectiveness produced by teacher and leader evaluations and data on the relative stability of the teacher workforce across a district, including teacher turnover, absenteeism, use of substitutes, and vacancies. These sources can also include data on the following characteristics and qualifications of teachers: teachers' licensure and certification status, whether teachers have completed appropriate training and professional development, whether teachers are inexperienced, whether they are teaching out of their field, and other indicators of disparities in access to strong teachers.<sup>44</sup> Finally, strong school leadership and support staff play a critical role in recruiting and retaining teachers, as well as in ensuring that teachers are able to be effective in the classroom. These criteria are discussed in more detail below. A particular OCR investigation may focus on a small subset of these criteria where

---

\* OCR recognizes that student or parent demand for specific programs and courses may differ among the schools in a district, so participation rates will reasonably differ. However, OCR considers whether students have been given reasonable notice of the availability of programs and whether districts accommodate interested students in low-demand schools.

appropriate, such as when the complainant's allegations are quite specific or where the adverse impact of the disparity in a particular area is clearly identifiable. But other investigations will rely upon a holistic analysis of these criteria to better gauge the totality of teacher and staff characteristics and the quality of instruction that students receive.

### **1. Teacher Effectiveness Data**

Many States and school districts are in the process of developing evaluation systems that use multiple measures, including student growth, to provide important information about the effectiveness of teachers and principals. The Department considers these systems essential for a number of reasons, such as informing professional development and improving instructional practices, and has made development of these systems a key part of its equity-focused policies, including the principles for granting waivers from provisions of the Elementary and Secondary Education Act (ESEA), also known as ESEA flexibility. While there are many possible sources of information about student access to effective teaching, OCR may consider whether States and districts are developing high-quality evaluation systems. The data from these systems can enable States and districts to proactively help ensure that students of color are not being taught by ineffective teachers at higher rates than other students. For this reason, OCR recognizes that progress in the development and use of these systems may help demonstrate a commitment to the equitable allocation of resources. For example, evidence that States are including data on the allocation of effective teachers and strategies to address any inequitable allocation in their educator equity plans under Title I of the ESEA,<sup>45</sup> or evidence that school districts are implementing those strategies, would reflect favorably on a State or district in an OCR investigation.

### **2. Stability of Teacher Workforce**

OCR may investigate a range of factors to determine whether students of color are more or less likely to attend schools with a stable teacher workforce. OCR may assess relative rates of teacher absenteeism<sup>46</sup> and the number and duration of teacher vacancies as part of investigating discrimination in student access to quality teaching. Because instruction by substitute teachers can disrupt the continuity of the classroom, OCR's Title VI nondiscrimination analysis includes comparisons of the number of school days, classes, and students taught by substitutes as well as assessments of whether schools make use of long-term substitutes where possible for planned teacher absences.\*

---

\* OCR investigations will of course consider a school district's explanations about causes of unusually high teacher absenteeism: for example, whether high teacher absenteeism rates at a school can be explained by a small number of teachers being absent for long periods of time because of pregnancy or long-term illness.

OCR may also consider teacher turnover rates when investigating discrimination in access to strong teaching.\* While some forms of turnover may be desirable, such as incentivizing and encouraging highly effective teachers to move to struggling schools or to become school leaders, the instability for students caused by teachers leaving year after year, particularly when teachers leave mid-year, disrupts student learning and destabilizes school environments. In addition, schools with high turnover rates must repeatedly expend scarce resources for recruitment and professional support for new teachers. Excessive turnover at a specific school may also lead to the overrepresentation of inexperienced teachers, and it may suggest a lack of district oversight of deeper problems with the school environment (*e.g.*, lack of necessary teacher support and development, poor school leadership, school safety issues) that may impair the effectiveness of teachers. OCR also considers whether there are disparities among schools in the speed with which vacancies are filled in assessing student access to a stable teacher workforce.

### **3. Teacher Qualifications and Experience**

The qualifications and credentials of teachers, amount of teacher experience, and frequency of teachers teaching in their area of expertise and certification may, upon further investigation, relate to equitable access to strong teachers.<sup>47</sup> Typically new teachers gain skill and effectiveness each year in their early careers until they become proficient educators. OCR recognizes that teacher experience is neither a direct measure of nor a perfect proxy for teacher effectiveness, and OCR acknowledges that some inexperienced teachers may be more effective than those who have more experience. Furthermore, developing high-quality pipelines of new teachers in high-need and rural schools can be an effective strategy for districts or schools seeking to improve outcomes, and OCR will take that into consideration as part of its investigations. In general, however, inexperienced teachers perform less well on average than their more experienced colleagues.<sup>48</sup> Therefore, OCR may consider the distribution of inexperienced teachers across a district as part of its overall evaluation of potential discrimination in access to strong teaching.

Other relevant qualifications that OCR may consider in investigations include whether teachers with emergency licenses or advanced certifications such as National Board Certification are more or less likely to teach in schools with more students of color. OCR considers whether, in a particular district, disparities in types of teacher certifications augment and reinforce patterns found in the totality of evidence that students are experiencing discrimination in access to strong teaching. Additionally, OCR considers whether teachers are teaching in or outside of their subject matter expertise, particularly in math, science, and foreign languages at the high-school

---

\* OCR considers all relevant contextual factors in analyzing teacher turnover rates, including whether turnover in a particular year or specific position is an anomaly, and all investigations would consider any nondiscriminatory, educational justifications presented by a district for factual circumstances which, if unexplained, might constitute unlawful discrimination.

level.\* Similarly, OCR examines whether teachers of English language learners, or of students who receive special education and related services, have the appropriate training to be effective in delivering language assistance or special education and related services, respectively.

OCR may also examine whether a district provides equitable resources to improve teacher quality and retention. Factors that OCR may evaluate include teacher orientation, mentoring, peer support, opportunities and time for professional collaboration, and professional-development programs, including participation in teacher learning communities, teacher retention programs including incentives for teachers in high-need schools, and any good faith efforts to use student performance data, teacher observation data, or other appropriate assessment data to improve instruction.

#### **4. School Leadership**

OCR recognizes the critical role school principals and other school leaders play in recruiting and retaining teachers and in fostering teacher effectiveness and overall school success. A growing body of research, including surveys of teachers, shows that principals and other school leaders play an important role in attracting strong teachers to a school, helping teachers become more effective, and retaining effective teachers.<sup>49</sup> Effective school leaders can create climates of high expectations and a sense of community.

OCR will consider whether there are racial disparities in student access to effective, well-prepared, and stable school leadership, and this will include both leaders in schools and district-level leaders who support groups of schools. As mentioned previously, OCR will take favorable notice of States and districts that have reliable leader evaluation systems and are implementing strategic plans to improve the allocation of effective leaders. OCR may also consider the stability of principals and other school leaders in schools across a district, including data about turnover, absenteeism, use of substitutes, and vacancies. OCR may also consider the following characteristics and qualifications of principals and other school leaders: their levels of experience, their credentials and certification, whether they have completed appropriate training and professional development, and other relevant characteristics.

#### **5. Support Staff**

In conjunction with its assessment of access to strong teachers and leaders, OCR may analyze access to high-quality non-instructional and other support staff in schools. These support staff strengthen teaching and learning by providing services to students and implementing

---

\* To assess whether teachers are teaching in or outside of their subject matter expertise, OCR will determine whether the teacher has a major or minor in the subject, has demonstrated subject matter mastery by passing a valid test, or has satisfied an applicable State standard. At the elementary level, OCR would also consider whether teachers have certification, training, and/or education in elementary education.

individualized programs based on students' needs. OCR considers the staff-to-student ratios, training, certification, and years of experience of the support staff to determine whether these critical personnel are supporting students across a district on a nondiscriminatory basis.

For example, paraprofessionals\* support teachers and students.† When prepared, deployed, and supervised appropriately, paraprofessionals help teachers to implement effective instructional practices such as smaller group and individualized instruction.<sup>50</sup> Paraprofessionals may also help lessen teachers' administrative burdens, giving teachers more time to plan and to directly educate students. These critical staff may also provide services and supports as part of IEPs for students with disabilities such as serving as readers, aides, or transportation personnel. OCR considers the ratio of pupils to paraprofessionals and the qualifications of those paraprofessionals (*e.g.*, high school or college diploma, paraprofessional certification). OCR also evaluates the amount of training, professional development, and supervision given to paraprofessionals and the roles that they play in the classroom. OCR's investigations then holistically evaluate whether a school district is providing equitable access to comparably qualified paraprofessionals to all students without regard to race.

Other non-instructional employees whom OCR may consider include school guidance counselors, school psychologists, librarians, specialized therapy providers for students with disabilities (*e.g.*, speech, physical, and occupational therapists), and social workers. The services these employees provide in academic development, social and emotional skill development, and college and career planning contribute to positive student outcomes.<sup>51</sup> Yet low-income students and students of color are less likely to have access to counselors, and in turn to the information and tools necessary to make decisions about pursuing college or a career.<sup>52</sup> OCR evaluates staff-to-student ratios for these positions and their training and professional qualifications. In addition, OCR looks at other staff members who help students enter the classroom ready to learn, such as social workers or other health professionals, and those who otherwise support the school environment.

---

\* Paraprofessionals include a variety of instructional support positions that do not require a teaching credential or license. Their titles may vary and could include teacher's aide, assistant teacher, classroom aide, classroom assistant, instructional aide, etc.

† In a district-wide, comprehensive resource comparability investigation, OCR would take into account paraprofessionals and other non-instructional staff used for the support of special student populations, such as students with disabilities, English language learners, or gifted students. These investigations certainly consider relevant contextual factors that may affect quantitative comparisons such as higher salaries because of additional certification requirements or smaller staff-to-student ratios that may be required, for example, to implement individualized education programs (IEPs) of particular students with disabilities under the Individuals with Disabilities Education Act (IDEA). However, in some instances, OCR assessments will consider regular education staff separately from these specialized staff, in order to properly analyze potential discrimination in the provision of non-specialized, regular education programs.

## **C. School Facilities**

OCR's investigations may examine those aspects of facilities that affect student achievement and educational outcomes to determine whether the distribution of facilities resources has the purpose or effect of discriminating on the basis of race, color, or national origin.

### **1. Physical Environment**

Research has shown that the quality and condition of the physical spaces of a school are tied to student achievement and teacher retention.<sup>53</sup> Structurally sound and well-maintained schools can help students feel supported and valued. Students are generally better able to learn and remain engaged in instruction, and teachers are better able to do their jobs, in well-maintained classrooms that are well-lit, clean, spacious, and heated and air-conditioned as needed.<sup>54</sup> In contrast, when classrooms are too hot, too cold, overcrowded, dust-filled, or poorly ventilated, students and teachers suffer.<sup>55</sup> For example, asthma and other chronic health problems, which a facility's poor condition or surrounding environment may exacerbate, have been tied to increased absenteeism among students and teachers. The overall physical condition of the school, including features such as paint, maintenance of carpet and lockers, and the absence of vandalism, has also been linked to improved student achievement.<sup>56</sup>

When investigating whether all students have equal access to comparable facilities, OCR therefore evaluates the overall physical condition of a district's facilities and the availability of sufficient maintenance staff. OCR also considers the location and surrounding environment of school buildings and facilities, as well as the availability and quality of transportation services provided to students.\* OCR generally investigates a range of indicators regarding the general upkeep and quality of buildings to judge whether students of color are disproportionately attending schools that are in inferior physical condition or that are physically inaccessible to students with disabilities. OCR would also investigate whether language acquisition programs for English language learners are disproportionately placed or provided in lesser quality facilities.

### **2. Types and Design of Facilities**

The relative quantity and quality of specialized spaces such as laboratories, auditoriums, and athletic facilities are also key considerations in investigating the equitable provision of facilities.<sup>57</sup> Students need proper laboratory facilities — with sufficient equipment, space, and ventilation — for safe and effective instruction in critical classes such as chemistry and biology.

---

\* Even where transportation is provided to all students, comparable transportation services are not being provided if, for example, students of color, disproportionately, are burdened by unnecessarily longer rides or must ride in older buses that more frequently break down.

Performing-arts programs require practice and performing spaces. Athletic programs, including physical education courses, require proper facilities for practice and competition.

OCR does not mandate that schools have specific types of facilities or that every school in a district have exactly the same type and array of facilities. Instead, OCR investigates whether districts are providing equal access to comparable facilities. Different schools will have different programs and different facility needs, but the diverse needs of a district cannot justify distributing facilities resources in a way that has the purpose or effect of discriminating on the basis of race, color, or national origin.

#### **D. Technology and Instructional Materials**

When investigating resource comparability, OCR may evaluate the availability of digital and other instructional materials that enhance instruction, including library resources, computer programs, mobile applications, and textbooks. As discussed below, OCR considers how instructional materials vary between schools in number, quality, and accessibility and whether they are equally available to students without regard to race, color, or national origin.

##### **1. Technology**

Technology, when aligned with the curriculum and used appropriately, contributes to improved educational outcomes<sup>58</sup> and promotes technological literacy. OCR evaluates whether all students, regardless of race, have comparable access to the technological tools given to teachers and students, along with how those tools are supported and implemented.<sup>59</sup> OCR generally considers the number, type, and age of educational technology devices available in a school, such as laptops, tablets, and audio-visual equipment, among other resources. This assessment includes the availability and speed of internet access.

Additional important factors when considering comparable access to technology include its use to support the school's curriculum, its availability for teachers and students, the use of appropriate technology to support the accessibility of instruction for students with disabilities, and the provision of professional development for teachers on how to use technology to increase student engagement and achievement.<sup>60</sup> OCR may consider the amount and type of professional development available to teachers, in addition to other services for teachers such as technical support. Key considerations in evaluating whether districts provide comparable access to technology include whether the technology is located within the classroom and how many hours a week students have access to the technology during and after school. For those districts or schools where access to the internet or to other technology outside of school hours is a necessary or presumed aspect of what is expected from students, OCR also examines the extent to which students have access to necessary technology outside of school and how school districts support

students who do not have internet access at home, such as through providing wireless access via a Wi-Fi hotspot at school that is available outside of school hours.\*

## **2. Other Instructional Materials**

OCR may also evaluate whether students have comparable access to other materials schools use to instruct students. For example, adequately resourced school libraries (or library media centers) provide teachers and students with up-to-date resource collections and tools to access and navigate those resources.<sup>61</sup> OCR considers the size, content, and age of a school's library collection, including print, video, and digital resources. Student learning from library resources is maximized when the content of the collection is aligned with the curriculum. The availability of information through online databases and internet access is also important in modern school libraries. OCR also considers how often students and teachers have the opportunity to use a library.

A range of other materials can support instruction, such as textbooks, graphing calculators, digital materials and simulations, and hands-on science and math materials. Diverse instructional materials are necessary to deliver certain curricula and can help teachers reach students with different learning needs. OCR may consider the quantity of learning materials available per pupil, the quality of those materials in terms of their age and alignment with the curriculum, and the availability of those materials during and outside of the school day.

## **IV. Steps to Prevent and Remedy Discrimination in the Provision of Educational Resources**

### **A. Self-Assessment and Monitoring of Title VI Compliance**

OCR strongly recommends that school districts proactively assess their policies and practices to ensure that students are receiving educational resources without regard to their race, color, or national origin, including the resources discussed in this letter, as Title VI requires. Periodic self-evaluation enables districts to identify barriers to equal educational opportunity and avoid unnecessary delay in taking corrective action. An effective assessment should incorporate the principles that are outlined in this letter. OCR's Civil Rights Data Collection (CRDC) can help

---

\* Disparities in such support, or inattention to the disparities in internet access at home, may be cause for concern if students need internet access outside of school hours to be successful in the classroom.

inform a district's self-assessment of resource comparability.\* In addition, a district's self-assessment of resource comparability may also be informed by any data and analysis considered or strategies undertaken by a State or district in connection with the statutory obligations under the ESEA to ensure that "poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers."<sup>62</sup>

Self-assessment may include notice to the school community of rights and responsibilities under Title VI and the procedure by which students, parents, and employees may report concerns. Ideally, the district would designate one or more employees to coordinate the district's compliance with Title VI, including self-assessments of resource comparability. Designating one person responsible for overseeing compliance may aid in identifying and addressing any patterns or systemic problems that arise during the assessment and review of any complaints of discrimination. The self-evaluation and monitoring process provides a good opportunity to assess compliance with other aspects of Title VI as well as obligations under other civil rights laws.

School districts that choose to conduct a comprehensive resource equity self-assessment should use reliable methods. (A list of some available materials that school districts may wish to consult in conjunction with such an assessment is available on OCR's website at [www.ed.gov/ocr/resourcecomparability.html](http://www.ed.gov/ocr/resourcecomparability.html).) Districts need to ensure that their methods accurately measure and compare the relevant populations' access to and benefit from educational resources. For example, when examining teacher equity, districts should examine the full range of teacher characteristics using multiple measures. They should also consider barriers to students receiving effective teaching, efforts to improve the quality of teachers, and use and quality of teacher retention programs.

Also, districts conducting such a self-assessment should review the policies that govern how resources are distributed to schools and within schools. As one specific example, many districts have policies for determining when and where to build or renovate facilities. Such policies must be nondiscriminatory, and may also be used to remedy inequalities in existing facilities. One policy that may help districts reach comparability is prioritizing the improvement of resources for the schools that need it most rather than simply ensuring that funding and other resources are equally distributed moving forward. Finally, school districts should look at Title VI compliance

---

\* The CRDC is available at <http://ocrdata.ed.gov>. A sample of nearly 7,000 districts was part of the 2009-10 CRDC, and the 2011-12 collection is a universal collection from all school districts and charter schools. The 2013-14 CRDC will also be a universal collection. Of particular interest with respect to resource comparability, it contains data at the district and school levels on student demographics, enrollment in selected academic programs and courses, the number of teachers in their first and second years of teaching, the number of teachers with State certification, teacher absenteeism, teacher salaries, and both personnel and non-personnel expenditures per student. While thus capturing critical data points, the CRDC is limited in scope by OCR's recognition of the cumulative burden of a recurring, universal data collection, and thus the CRDC cannot purport to cover the full range of information that would potentially be relevant to a district's self-assessment of resource comparability.

not only across schools, but also within schools to ensure that students have comparable access regardless of race to the educational resources available in the school such as rigorous academic programs and innovative technology.

The measures described in this letter should be used to compare how educational benefits and burdens are allotted based on the race, color, or national origin of students. If a district's self-assessment identifies significant inequities, districts should take steps calculated to eliminate the inequities and remedy their effects in accordance with the remedial principles discussed below. Such proactive efforts may help a school district avoid a Title VI violation or give the district an opportunity to remedy a violation on its own.

### **B. Principles Guiding OCR Enforcement and Remedies**

If OCR finds that a school district's allocation of educational resources violates Title VI, OCR, as it does in all of its cases, will work with the school district to attempt to resolve the matter in a cooperative fashion. A range of remedies may resolve non-compliance, depending on the facts of each case. In attempting to reach such resolutions, OCR is guided by the following principles:

- Remedies must effectively end the discrimination and eliminate its effects.
- Remedies must be implemented in a timeframe that is prompt and appropriate given the nature and difficulty of the corrective actions at issue.
- OCR encourages school districts to work cooperatively with leaders, teachers, and support staff (and their unions and associations).

### **C. Courses, Academic Programs, and Extracurricular Activities**

When a school district is not providing comparable access to high-quality programs to all students, a variety of approaches can be used to remedy the discrimination. Those remedies could include:

- Developing additional programs for schools where those programs were previously lacking.
- Providing additional training for teachers so they can teach or lead missing courses or programs, allowing the district to expand offerings without having to hire new staff.
- Locating specialized academic programs so they are centrally located or equitably available.
- Ensuring that financial resources are available to support the success of established programs.

- Simplifying requirements for participation in programs at schools other than the school where a student is primarily enrolled and providing assistance with transportation and scheduling.
- Enhancing, through training, the capacity of school personnel and the school community (*e.g.*, principals or PTAs) to raise funds and other resources from outside sources and ensuring that differences in outside source funding do not result in inequitable allocation of opportunities.
- Pairing or grouping schools for the purpose of raising and distributing outside resources.
- Encouraging all students with strong academic performance, assessed through multiple measures, to enroll in advanced coursework and programs, for example, through a policy change from opt-in to opt-out placement into advanced courses.
- Forming partnerships with universities, community-based organizations, and businesses on behalf of schools with limited access to outside resources.

Also, to prevent discrimination from recurring, a district may need to revise its policies and procedures regarding how new programs are developed and located in order to ensure continued equal access for all students to comparable programs.

#### **D. Strong Teaching, Leadership, and Support**

If the violation relates to ineffective teachers, leaders, or support staff, remedies that help develop, attract, and retain strong teachers, leaders, and support staff may include:

- School districts can increase effective teaching at particular schools by focusing on supporting the teachers already assigned to that school and preventing excessive turnover. Such efforts can include augmenting existing orientation, mentoring, peer support, or professional-development efforts. For example, a school district could develop a special mentoring program that assigns senior teachers from the same school — or master teachers from across the school district — to assist promising teachers at struggling schools. The school district could also provide teachers at those schools with more preparation time or afford those teachers greater participation in teacher learning communities.
- Assigning a principal or other school leader proven to be effective to a school that has fewer effective teachers can lift the performance of the teachers at that school. Strong leadership increases teacher effectiveness through the direct supervision, training, and mentoring of teachers. In addition, the tone and expectations that principals and other school leaders set for the school, and for the teachers who work there, can have a significant impact on teacher morale and performance. An effective principal or other

school leader may attract effective teachers not only from other schools within the district, but also from teaching training programs and from schools outside of the district.

- Improving the entire system of human capital management for a school district can help to ensure the district and all of its schools have valid and reliable data about teacher and principal effectiveness to help them recruit, develop, and retain the educators they need in all schools.
- School environments, physical and cultural, sometimes contribute to a discriminatory allocation of effective teachers. Thus improving working conditions and school climate can be part of remedying inequitable allocations of effective teachers.
- Districts can provide incentives for effective teachers, including those with more experience or quality training, to choose to teach in hard-to-staff schools, such as additional planning time, monetary incentives, or other benefits. Making such incentives available to effective teachers already in these schools as well as those choosing to transfer to such schools could help stabilize their teacher workforce and attract more experienced and effective teachers.
- OCR will work with school districts to identify remedies that do not conflict with staffing policies or vested teacher rights. When a district's adherence to collective bargaining agreements or State law has caused or contributed to discrimination against students on the basis of race, color, or national origin, Federal civil rights obligations may require a school district to renegotiate agreements, revise its personnel policies, or take other steps to remedy the discrimination.<sup>63</sup> OCR will work with school districts to think creatively in remedying discrimination in effective teaching and to develop solutions that increase effective teaching district- and school-wide, rather than merely shifting resources among the schools in the district.
- School districts' and statewide hiring policies that contribute to or fail to address discrimination in the allocation of effective teachers and support staff should be revised. For example, hiring early (*e.g.*, in the spring rather than the summer or fall) for a new school year, even if this in some cases requires hiring before specific school vacancies have been identified, can lead to higher quality personnel.

- Even seemingly minor procedural rules that help hard-to-staff schools and districts fill vacancies earlier can significantly influence the relative allocation of quality staff, and therefore changes in such rules may be required to remedy discrimination.\*

### **E. Technology, Instructional Materials, and School Facilities**

Ensuring the nondiscriminatory allocation of and access to physical resources such as technology, instructional materials, and, particularly, facilities across school districts may require significant financial investment from the district, which may not always be readily available. As a result, OCR generally focuses on forward-looking remedies that target financial resources to the schools, and therefore the students, harmed by discrimination.<sup>†</sup> Where construction or other significant capital expenditures would be required, OCR understands that gaps in resource comparability cannot be remedied immediately. At the same time, lack of funding is not a defense for noncompliance with Federal civil rights obligations. Therefore, if a violation is found, a district will be expected to put in place a clear plan for remedying the inequality in a timely fashion. For example:

- School districts may need to purchase additional textbooks, computers, or other materials for schools that have fallen behind in the quality or quantity of these resources.
- School districts may need to ensure that all schools are properly maintained, which would necessitate employing sufficient custodial staff to adequately care for the facilities.
- Schools that have been neglected or are otherwise in worse condition than other schools may need to allocate additional maintenance dollars to restore a basic level of cleanliness and usability.

In some cases, remedies might include finding ways for schools to share facilities such as athletic fields or auditoriums if that can be done without placing additional burdens in areas such as scheduling and transportation disproportionately on the same students who were being denied the facilities in the first place. Generally, OCR would accept sharing of facilities and other physical resources only as a last resort or as a temporary measure while the district and local officials raised the capital funds to provide additional facilities. However, in some cases, such as disparities existing between two schools already co-located within one larger building, sharing of facilities and other physical resources may be both a necessary and an acceptable solution so

---

\* For example, prioritizing and streamlining the administrative processes for filling a vacancy at hard-to-staff schools may help overcome some of the staffing challenges they face by allowing vacancies to be posted earlier, leading to longer available selection periods and larger and more qualified applicant pools.

<sup>†</sup> OCR may consider, in designing short-term portions of remedies, that some physical resources are not permanent fixtures — computers, books, tables, chairs, etc. Therefore, remedies could include shifting some resources to other locations if it is truly not financially possible to reach comparability through additional investment.

long as it does not perpetuate, or inhibit the expeditious remediation of, the disparities that gave rise to the Title VI violation.

**V. Conclusion**

We appreciate your attention to ensuring that students of all races and national origin backgrounds have equal access to effective teaching, adequate facilities, and quality instructional programs and support, and thus have an equal opportunity to attain the academic success upon which our future depends. We encourage you to share this information with other decision-makers so you can examine together how to best promote the educational excellence of all students.

If you have questions or need technical assistance, please contact the OCR regional office serving your State or territory by visiting [www.ed.gov/ocr](http://www.ed.gov/ocr) or call OCR's Customer Service Team at 1-800-421-3481; TDD: 800-877-8339, or for a list of additional sources of technical assistance visit [www.ed.gov/ocr/resourcecomparability.html](http://www.ed.gov/ocr/resourcecomparability.html). We look forward to continuing our work together to ensure equal access to education for all of America's students.

Yours sincerely,

/s/

Catherine E. Lhamon  
Assistant Secretary for Civil Rights

## Endnotes

<sup>1</sup> *Brown v. Bd. of Educ. of Topeka (No. 1.)*, 347 U.S. 483, 493 (1954).

<sup>2</sup> See generally Dear Colleague Letter from Secretary Riley on Resource Equity (January 19, 2001) (citing evidence that students in school districts with higher percentages of students of color have access to fewer and lower-quality resources than students in districts with fewer students of color and summarizing the obligation under Title VI to allocate resources in a nondiscriminatory manner), available at [www.ed.gov/about/offices/list/ocr/letters/colleague-200101-title-vi.pdf](http://www.ed.gov/about/offices/list/ocr/letters/colleague-200101-title-vi.pdf); U.S. Department of Education, *For Each and Every Child — A Strategy for Education Equity and Excellence*, Washington, D.C. (2013) [hereinafter *Equity Commission Report*] available at <http://www2.ed.gov/about/bdscomm/list/eec/equity-excellence-commission-report.pdf>. The Equity and Excellence Commission was a congressionally mandated convening of 27 leading education experts, researchers, and policymakers representing a wide array of perspectives on education reform. The Equity Commission Report, offered by the Equity and Excellence Commission to the Secretary of Education, details the problems of education inequality and offers unanimous policy recommendations at the local, State, and Federal levels addressing these problems.

<sup>3</sup> The Department has determined that this Dear Colleague Letter is a “significant guidance document” under the Office of Management and Budget’s Final Bulletin for Agency Good Guidance Practices, 72 Fed. Reg. 3432 (Jan. 25, 2007), available at [www.whitehouse.gov/sites/default/files/omb/fedreg/2007/012507\\_good\\_guidance.pdf](http://www.whitehouse.gov/sites/default/files/omb/fedreg/2007/012507_good_guidance.pdf). This and other policy guidance is issued to provide recipients with information to assist them in meeting their obligations, and to provide members of the public with information about their rights, under the civil rights laws and implementing regulations that we enforce. The Department’s legal authority is based on those laws. This guidance does not add requirements to applicable law, but provides information and examples to inform recipients about how the Department evaluates whether covered entities are complying with their legal obligations. If you are interested in commenting on this guidance, please send an e-mail with your comments to [OCR@ed.gov](mailto:OCR@ed.gov), or write to the following address: Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

<sup>4</sup> See Will Dobbie & Roland G. Fryer, *Are High-Quality Schools Enough to Increase Achievement Among the Poor? Evidence from the Harlem Children’s Zone*, AM. ECON. J. APPLIED ECON. (July 2011) at 158-87 (showing that the effect of the quality of the school is distinguishable from the effects of neighborhood poverty and the existence of wrap-around services in explaining the increase in student achievement seen in the Harlem Children’s Zone). See also *Equity Commission Report*, *supra* note 2, at 14:

Our education system, legally desegregated more than a half century ago, is ever more segregated by wealth and income, and often again by race. Ten million students in America’s poorest communities—and millions more African American, Latino, Asian American, Pacific Islander, American Indian and Alaska Native students who are not poor—are having their lives unjustly and irredeemably blighted by a system that consigns them to the lowest-performing teachers, the most run-down facilities, and academic expectations and opportunities considerably lower than what we expect of other students. These vestiges of segregation, discrimination and inequality are unfinished business for our Nation.

Admittedly, many of these disadvantaged students enter school far behind their more advantaged peers. But instead of getting deadly serious about remedying that fact—by making sure such students are in high-quality early childhood and pre-K programs, attend schools staffed with teachers and leaders who have the skills and knowledge to help each student reach high standards, get after-school counseling or tutorial assistance or the eyeglasses they need to see the smart board—the current American system exacerbates the problem by giving these children less of everything that makes a difference in education.

<sup>5</sup> See William C. Symonds, Robert B. Schwartz, and Ronald Ferguson (2011), “Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century” Report issued by the Pathways to Prosperity Project, Harvard Graduate School of Education; C. Adelman, *The Toolbox Revisited: Paths to Degree Completion From High School Through College*, (2006), Washington, D.C.: U.S. Department of Education; Wayne Camera, *College Persistence, Graduation, and Remediation*, (Mar. 2003), <http://research.collegeboard.org/sites/default/files/publications/2012/7/researchnote-2003-19-college-persistence-graduation-remediation.pdf>; David K. Cohen et al., *Resources, Instruction, and Research*, 25 EDUC. EVALUATION & POL’Y ANALYSIS 119 (2003).

Ninety-two percent of the States reported having higher graduation rates for career and technical education students, as compared to the overall State graduation rate of all students in their respective States for program years 2008-09 and 2009-10. See Carl D. Perkins *Career and Technical Education Act of 2006, Report to Congress on State Performance, Program Year 2008–09*, Washington, D.C., 2012, at [http://cte.ed.gov/docs/Rpt\\_to\\_Congress/Perkins\\_RTC\\_2008-09.pdf](http://cte.ed.gov/docs/Rpt_to_Congress/Perkins_RTC_2008-09.pdf), pp. 37–40; Carl D. Perkins *Career and Technical Education Act of 2006, Report to Congress on State Performance, Program Year 2009–10*, Washington, D.C., 2013, at [http://cte.ed.gov/docs/Rpt\\_to\\_Congress/Perkins\\_RTC\\_2009-10.pdf](http://cte.ed.gov/docs/Rpt_to_Congress/Perkins_RTC_2009-10.pdf), p. 34 and pp. 36–39.

The importance of equitable access to comparable educational offerings in both curricular and extracurricular programs is well established in a long line of U.S. Supreme Court decisions in the context of desegregation at the elementary and secondary education level, as well as in higher-education desegregation. See, e.g., *Green v. County School Bd. of New Kent County, Va.*, 391 U.S. 430 (1968) (extracurricular programs identified as one of six factors to evaluate in determining whether a school district has fully eliminated the vestiges of *de jure* segregation); *United States v. Fordice*, 505 U.S. 717 (1992) (reaffirming the legal standards regarding the affirmative duty to dismantle *de jure* segregation at the higher education level, including whether unnecessary duplication of educational programs at formerly segregated postsecondary institutions and failure to provide comparable, though differentiated, specialized programs is a vestige of that discrimination that contributes to any continual racial identifiability of those institutions).

<sup>6</sup> See Christopher M. Johnson & Jenny E. Memmott, *Examination of Relationships between Participation in School Music Programs of Differing Quality and Standardized Tests Results*, 54 J. RES. MUSIC EDUC. 293 (2006); Daryl W. Kinney, *Selected Demographic Variables, School Music Participation, and Achievement Test Scores of Urban Middle School Students*, 56 J. RES. MUSIC EDUC. 145 (2008); Allan G. Richards, *Arts and Academic Achievement in Reading: Functions and Implications*, ART EDUC., Nov. 2003, at 19-23; but see Ellen Winner & Monica Cooper, *Mute Those Claims: No Evidence (Yet) for a Causal Link between Arts Study and Academic Achievement*, J. AESTHETIC EDUC., Autumn – Winter 2000, at 11-75 (finding research support for a positive correlation between arts study and academic achievement in correlational studies, although not in experimental design studies to date).

<sup>7</sup> William Carbonaro, *Tracking, Students’ Effort, and Academic Achievement*, 78 SOC. EDUC. 27 (2005).

<sup>8</sup> See *Equity Commission Report*, supra note 2, at 32 (“After-school, extended-day, summer and other extended-learning experiences can both stem learning loss and accelerate student achievement.”); Jaime L. Del Razo & Michelle Renée, *Expanding Equity through More and Better Learning Time*, *The Next Four Years: Recommendations for Federal Educ. Pol’y*, Winter/Spring 2013, at 29 (“Schools using evidence-based [extended learning time] practices and supporting programs have improved student achievement across several student subgroups”) (citing Susan J. Bodilly & Megan K. Beckett, *Making Out-of-School-Time Matter Evidence for an Action Agenda*, (2005), [www.rand.org/pubs/monographs/MG242.html](http://www.rand.org/pubs/monographs/MG242.html); Ann Duffett et al., *All Work and No Play? Listening to What Kids and Parents Really Want from Out-of-School Time* (2004), [www.wallacefoundation.org/knowledge-center/after-school/key-research/Documents/All-Work-and-No-Play.pdf](http://www.wallacefoundation.org/knowledge-center/after-school/key-research/Documents/All-Work-and-No-Play.pdf); American Youth Policy Forum. (2006). *Helping Youth Succeed Through Out of School Time Programs*. Washington, DC: American Youth Policy Forum) available at <http://vue.annenberginstitute.org/sites/default/files/issuePDF/VUE36.pdf>; Beckett A. Broh, *Linking Extracurricular Programming to Academic Achievement: Who Benefits and Why?*, 75 SOC. EDUC. 69 (2002); Amy F. Feldman & Jennifer L. Matjasko, *The Role of School Based Extracurricular Activities in Adolescent Development: A Comprehensive Review and Future Directions*, 75 REV. EDUC. RES. 159 (2005); James B. Schreiber & Elisha A. Chambers, *After School Pursuits, Ethnicity, and Achievement for 8th- and 10th- Grade Students*, 96 J. EDUC. RES.

90 (2002); Simone Travis O'Bryan et al., *Bringing Parents Back In: African American Parental Involvement, Extracurricular Participation, and Educational Policy*, 75 J. NEGRO EDUC. 401 (2006); Endya B. Stewart, *Individual and School Structural Effects on African American High School Students' Academic Achievement*, HIGH SCH. J., Dec. 2007 – Jan. 2008, at 16-34.

<sup>9</sup> Adelman, *supra* note 5; Grace Kao & Jennifer S. Thompson, *Racial and Ethnic Stratification in Educational Achievement and Attainment*, 29 ANN. REV. SOC. 417 (2003); C. Adelman, *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment*, (1999), Washington, DC: U.S. Department of Education.

<sup>10</sup> Philip Handwerk et al., *Access to Success: Patterns of Advanced Placement Participation in U.S. High Schools*, (July 2008), [www.ets.org/Media/Research/pdf/PIC-ACCESS.pdf](http://www.ets.org/Media/Research/pdf/PIC-ACCESS.pdf) (finding six percent of Asian students, 12 percent of Latino students, and 14 percent of white students attend high schools without any Advanced Placement courses).

<sup>11</sup> U.S. Department of Education, Office for Civil Rights, *Civil Rights Data Collection: 2011-12: Data Snapshot: College and Career Readiness*, (Mar. 21, 2014), [www.ed.gov/ocr/docs/crdc-college-and-career-readiness-snapshot.pdf](http://www.ed.gov/ocr/docs/crdc-college-and-career-readiness-snapshot.pdf).

<sup>12</sup> *Id.* Schools with the highest and lowest combined black and Latino enrollment are in the top and bottom quintiles, respectively, within the district in terms of combined black and Latino enrollment.

<sup>13</sup> *Id.*

<sup>14</sup> *Id.*

<sup>15</sup> Donald Boyd et al., *The Narrowing Gap in New York City Teacher Qualification and Its Implications for Student Achievement in High Poverty Schools*, 27 J. POL'Y ANALYSIS & MGMT. 793, 794 (2008) (“A growing literature finds that teachers ‘sort’ very unequally across schools, with the least-experienced teachers and those with the poorest academic records often found in schools with the highest concentrations of low-income, low-performing, and minority students.”); Charles T. Clotfelter et al., *Teacher Credentials and Student Achievement in High School: A Cross Subject Analysis with Student Fixed Effects*, 45 J. HUM. RESOURCES 655, 656-57 (2010) (“[T]he uneven distribution of teacher credentials by race and socio-economic status of high school students...means that minority students and those with less well-educated parents do not have equal access to a high quality education at the high school level.”); Eric Isenberg et al. (2013), *Access to Effective Teaching for Disadvantaged Students* (NCEE 2014-4001), 41, National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, available at <http://ies.ed.gov/ncee/pubs/20144001/pdf/20144001.pdf> (study of 29 geographically diverse districts found significant disparities in access to effective teachers for students receiving free- and reduced-price lunch (FRL). The study estimated that by providing all students with equal access to effective teachers, “[t]he difference in student achievement between FRL and non-FRL students would decrease from 28 percentile points to 26 percentile points in ELA and from 26 percentile points to 24 percentile points in math.” Similar disparities based on race and national origin were found in the 15 study districts in which at least 15 percent of the students were white and 15 percent of the students identify as the same non-white race or national origin.); Corey Koedel & Julian R. Betts, *Re Examining the Role of Teacher Quality in the Educational Production Function* (Apr. 2007), [http://economics.missouri.edu/working-papers/2007/wp0708\\_koedel.pdf](http://economics.missouri.edu/working-papers/2007/wp0708_koedel.pdf) (concluding that in one district 80% of the variation in teacher quality was within elementary schools rather than between schools); Daniel Aaronson et al., *Teachers and Student Achievement in the Chicago Public High Schools*, 25 J. LAB. ECON. 95 (2007) (another district-level study finding more variation in teacher quality between schools than within schools); Charles T. Clotfelter et al., *Who Teaches Whom? Race and the Distribution of Novice Teachers*, 24 ECON. EDU. REV. 377, 391 (2005) (“Within districts, novice teachers are disproportionately assigned to schools and to the classrooms within schools that disproportionately serve black students.”); Steven G. Rivkin et al., *Teachers, Schools, and Academic Achievement*, 73 ECONOMETRICA 417, 421 (2005) (“[M]uch of the variation in teacher quality exists within rather than between schools.”). Since research is mixed on whether within-school or between-school comparisons are more likely to find disparities in teacher quality, OCR retains discretion to focus on either or both comparisons depending on relevant contextual factors including, but not limited to, the specific allegations of discrimination in a complaint.

<sup>16</sup> Clotfelter (2005), *supra* note 15, at 379 (“It seems reasonable to conclude from this previous research that teachers with no prior experience are undoubtedly on average less effective than other teachers.”). See more discussion in text accompanying note 48, *infra*.

<sup>17</sup> U.S. Department of Education, Office for Civil Rights, *Civil Rights Data Collection: 2011-12: Data Snapshot: Teacher Equity*, (Mar. 21, 2014), [www.ed.gov/ocr/docs/crdc-teacher-equity-snapshot.pdf](http://www.ed.gov/ocr/docs/crdc-teacher-equity-snapshot.pdf). This analysis compares the percentage of teachers in their first or second years of teaching in schools with the highest and lowest combined black and Latino enrollment in the 2011-12 CRDC. Schools with the highest and lowest combined black and Latino enrollment are in the top and bottom quintiles, respectively, within the district in terms of combined black and Latino enrollment. Specifically, six percent of teachers in the top quintile of schools, ranked by percentage of black and Latino enrollment, are in their first or second year of teaching, compared to four percent of teachers in the lowest quintile.

<sup>18</sup> Frank Adamson & Linda Darling-Hammond, *Funding Disparities and the Inequitable Distribution of Teachers: Evaluating Sources and Solutions*, EDUC. POL’Y ANALYSIS ARCHIVES, Nov. 19, 2012, at 30-32, available at <http://epaa.asu.edu/ojs/article/view/1053> (documenting inequalities in the allocation of high-quality teachers and in teacher salaries, as well as finding that teacher qualifications are related to student achievement, even when controlling for demographic variables known to impact student achievement); Charles T. Clotfelter et al., *Teacher Credentials and Student Achievement: Longitudinal Analysis with Student Fixed Effects*, 26 ECON. EDU. REV. 673, 673 (2007) (“Taken together the various teacher credentials exhibit quite large effects on math achievement, whether compared to the effects of changes in class size or to the socio-economic characteristics of students.”); Rivkin *supra* note 15, at 419 (“The results reveal large differences among teachers in their impacts on achievement and show that high quality instruction throughout primary school could substantially offset disadvantages associated with low socioeconomic background.”); see also Erik A. Hanushek, *The Economic Value of Higher Teacher Quality*, 30 ECON. EDU. REV. 466, 467 (2011) (“Some teachers year after year produce bigger gains in student learning than other teachers. The magnitude of the differences is truly large, with some teachers producing 1½ years of gain in achievement in an academic year while others with equivalent students produce only ½ year of gain.”); Daniel Aaronson et al., *Teachers and Student Achievement in the Chicago Public High Schools*, 25 J. LAB. ECON. 95 (2007) (finding that the difference between teachers in the 90th and 10th percentile in quality is nine-tenths of a year of gain in achievement while the difference between teachers in the 75th and 25th percentile is four-tenths of a year).

<sup>19</sup> Mary W. Filardo, *Growth and Disparity: A Decade of U.S. Public School Construction*, (Oct. 2006), [www.ncef.org/pubs/GrowthandDisparity.pdf](http://www.ncef.org/pubs/GrowthandDisparity.pdf).

<sup>20</sup> U.S. Department of Education, National Center for Education Statistics, Issue Brief, *How Old are America’s Public Schools?*, (January 1999), <http://nces.ed.gov/pubs99/1999048.pdf> (finding that older schools enroll more low-income students and are concentrated in the urban fringe); U.S. Department of Education, National Center for Education Statistics, *Condition of America’s Public School Facilities: 1999*, NCES 2000-032, by Laurie Lewis et al. (June 2000), <http://nces.ed.gov/pubs2000/2000032.pdf> (“GAO reported that in 1994, the largest proportion of schools reporting deficient school conditions was in central cities serving more than 50 percent minority students or 70 percent or more poor students.”) (citing United States General Accounting Office, *School Facilities: Condition of America’s Schools*, (Feb. 1995), Report to Congressional Requesters, [www.gao.gov/assets/230/220864.pdf](http://www.gao.gov/assets/230/220864.pdf)).

A recent update to the 2000 study from the National Center for Education Statistics show that racial disparities in access to comparable facilities still exist, though with some disparities actually favoring students of color; the clearest disparities were found between schools that are over 50 percent students of color and schools with 21 to 49 percent students of color. Debbie Alexander & Laurie Lewis (2014). *Condition of America’s Public School Facilities: 2012–13*, NCES 2014-022, U.S. Department of Education, National Center for Education Statistics, <http://nces.ed.gov/pubs2014/2014022.pdf>.

<sup>21</sup> Forty-five percent of schools with over 50 percent students of color have temporary, portable buildings compared with only 13 percent of schools with less than 6 percent students of color and 32 percent of schools with 21 to 49 percent students of color. Twenty percent of schools with over 50 percent of students of color have exterior walls and finishes in fair or poor condition, compared with only 15 percent for schools with 21 to 49 percent students of

color. Similarly, 31 percent of schools with a majority of students of color have fair or poor quality exterior lighting, compared to 26 percent of schools with 21 to 49 percent students of color. See Alexander & Lewis, *supra* note 20.

<sup>22</sup> See, e.g., Larissa Campuzano et al., *Effectiveness of Reading and Mathematics Software Products: Findings From Two Student Cohorts*, (NCEE 2009-4041). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education (Feb. 2009), <http://ies.ed.gov/ncee/pubs/20094041/pdf/20094041.pdf> (an experimental design study with mixed results on the benefits to student achievement tied to specific technology interventions finding statistically significant and positive effects on student achievement from a Grade 4 reading intervention, but no statistically significant effects on student achievement from Grade 1 reading, Grade 6 math, and Algebra 1 software interventions). The research in this area is still developing. There are, however, independent benefits to technological literacy as a skill beyond potential benefits to reading and math outcomes. OCR has concluded that equitable access to technology in the classroom is an educational benefit that school districts should provide to students regardless of their race, color, or national origin.

<sup>23</sup> Linda Darling-Hammond, *The Color Line in American Education: Race, Resources, and Student Achievement*, 1 DUBOIS REV. SOC. SCI. RES. ON RACE 213 (2004); Louis Harris, Report on the Status of Public Education in California, (May 2004), <http://idea.gseis.ucla.edu/publications/files/Harris.pdf>; Jeannie Oakes & Marisa Saunders, *Education's Most Basic Tools: Access to Textbooks and Instructional Materials in California's Public Schools*, 106 TEACHERS C. REC. 1967 (2004).

<sup>24</sup> Lucinda Gray et al., *Educational Technology in U.S. Public Schools: Fall 2008*, (Apr. 2010), (NCES 2010-034), U.S. Department of Education, National Center for Education Statistics. <http://nces.ed.gov/pubs2010/2010034.pdf>; John Wells & Laurie Lewis, *Internet Access in U.S. Public Schools and Classrooms: 1994-2005*, (November 2006), U.S. Department of Education, National Center for Education Statistics, <http://nces.ed.gov/pubs2007/2007020.pdf>; Michael Eskenazi et al., *The Dynamics of Resources, Demographics, and Behavior in the New York City Public Schools*, (October 2003), <http://stage.web.fordham.edu/images/ncsc/equityorexclusion.pdf>.

<sup>25</sup> Dennis J. Condrón & Vincent J. Roscigno, *Disparities Within: Unequal Spending and Achievement in an Urban School District*, 76 SOC. EDUC. 18, 30 (2003) (“[S]chools that spend more exhibit higher levels of academic achievement.... A \$1,000 increase in local instructional spending per student leads to from about 6 percent to about 10 percent more students passing the proficiency tests.... [W]e found that higher spending promotes achievement through particular school resources. Instructional spending from local sources and operations/maintenance spending both promote achievement through the school’s physical condition and the degree of order/consistency in the learning environment.”); Spyros Konstantopoulos & Vicki Chun, *What Are the Long-Term Effects of Small Classes on the Achievement Gap? Evidence from the Lasting Benefits Study*, 116 AM. J. EDUC. 125 (2009) (evaluating class size reduction as a resource allocation strategy by “examin[ing] the long-term effects of small classes on the achievement gap in mathematics, reading, and science scores” and finding that “longer exposure to small classes in early grades increases student achievement in later grades for all students and for low achievers in particular”); Latika Chadhaury, *Education Inputs, Student Performance and School Finance Reform in Michigan*, 28 ECON. EDUC. REV. 98, 98 (2009) (“The findings of this paper suggest that there is a causal relationship between spending and test performance... [A]lthough the results on the beneficial effects of class size are inconclusive, higher teacher salary does appear to positively impact test performance. Overall, the findings suggest that school finance reforms, which increase expenditures, might be more effective if spending increases are targeted toward increasing teacher salaries that are perhaps a crude proxy for teacher quality.”); David N. Figlio, *Can Public Schools Buy Better-Qualified Teachers?*, 55 INDUS. & LAB. RELATIONS REV. 686, 697 (2002) (finding a “positive, statistically significant relationship between changes in a [non-union] school district’s teacher salaries and its likelihood of recruiting higher-qualified teachers, measured in terms of college selectivity as well as subject matter expertise.”); Susanna Loeb & Marianne Page, *Examining the Link Between Teacher Wages and Student Outcomes: The Importance of Alternative Labor Market Opportunities and Non-Pecuniary Variation*, 82 REV. ECON. & STAT. 393, 393 (2000) (“[O]nce we adjust for labor market factors, we estimate that raising teacher wages by 10% reduces high school dropout rates by 3% to 4%. Our findings suggest that previous studies have failed to produce robust estimates because they lack adequate controls for non-wage aspects of teaching and market differences in alternative occupational opportunities.”); Marta Elliott, *School Finance and Opportunities to Learn: Does Money Well Spent Enhance Students’ Achievement?*, 71 SOC. EDUC. 223, 239 (1998) (“The findings of this study ... provide firm

support for the position that money does, in fact, affect students' achievement. Both the math and science analyses confirm that money matters and that teaching practices and classroom resources matter. . . . In the case of science, the results . . . provid[e] strong evidence that how money is spent affects what takes place in the classroom, which, in turn, affects students' learning. In addition to hiring more educated teachers, money can be used to train teachers to emphasize inquiry skills and to purchase an adequate amount of science equipment in relatively good condition.”); Deborah A. Verstegen & Richard A. King, *The Relationship Between School Spending and Student Achievement: A Review and Analysis of 35 Years of Production Function Research*, 24 J. EDUC. FIN. 243, 262 (1998) (“[T]here are clear relationships between funding and achievement emerging from the recent body of production function research. These studies provide further evidence that money matters in producing educational outcomes.”).

<sup>26</sup> Bruce D. Baker, David G. Sciarra, & Danielle Farrie, *Is School Funding Fair?: A National Report Card*, 3d Ed., Education Law Center, January 2014. available at [www.schoolfundingfairness.org](http://www.schoolfundingfairness.org); Robert Bifulco, *District-Level Black-White Funding Disparities in the United States, 1987*, 31 J. EDUC. FIN. 172, 192 (2005) (“The estimates of black-white funding disparities presented here indicate that the average black student’s district has between 3% and 16% less funding than it needs to provide its students an equal expectation of achieving the same standards as students in the average white student’s district.”); Condrón & Roscigno, *supra* note 25, at 32 (“[I]nequality in spending appears to correspond to the racial and class composition of schools. Schools with the highest proportions of poor students are particularly disadvantaged, while race is somewhat less salient. This inequality appears to be a result of an allocation dynamic through which fewer *local* dollars land in high-poverty schools, weakening the intended compensatory effect of federal Title I funds.”); Bruce D. Baker & Preston C. Green III, *Tricks of the Trade: State Legislative Actions in School Finance Policy That Perpetuate Racial Disparities in the Post-Brown Era*, 111 AM. J. EDUC. 372, 406 (2005) (“We have found that racially neutral state aid policies in two formerly de jure segregated states, Alabama and Kansas, have caused racial funding disparities.”).

<sup>27</sup> See 20 U.S.C. § 6321(c). Title I funds must supplement, not supplant, the funds provided from non-Federal sources for the education of Title I participants, and school districts are obligated to support schools equitably in the provision of non-Federal funds.

<sup>28</sup> Condrón & Roscigno, *supra* note 25, at 29 (“Given the unequal distribution of local resources, however, the Federal funds are not able to bring the disadvantaged schools up to the level of total per-student spending found in disproportionately white and higher-SES schools. Title I money, in other words, does not make up for existing local inequality in the allocation of resources.”).

<sup>29</sup> *But see* Joydeep Roy, *Impact of School Finance Reform on Resource Equalization and Academic Performance: Evidence from Michigan*, 6 EDUC. FIN. POL’Y 137, 163, 165 (2011) (finding Michigan’s school finance reform reduced inter-district spending inequalities and was associated with “significant positive improvement in performance in the lowest-spending districts,” but there was “suggestive evidence that the constraints imposed . . . on discretionary increases in spending had a negative effect on student performance in the highest-spending districts.”) (suggesting that remedies focusing only on funding systems may not be sufficient to improve educational outcomes because of unintended adverse consequences).

<sup>30</sup> *Data Snapshot: Teacher Equity*, *supra* note 17 (This analysis compares the average teacher salaries at schools with the highest and lowest combined black and Latino enrollment. Schools with the highest and lowest combined black and Latino enrollment are in the top and bottom quintiles, respectively, within the district in terms of combined black and Latino enrollment.)

Similarly, a 2011 U.S. Department of Education study found that many high-poverty schools do not receive an equitable share of State and local funds from their school districts, based on school-level expenditure data for 2007-08 that States and districts reported in response to a requirement under the *American Recovery and Reinvestment Act*. The study found that more than 40 percent of schools that received Federal Title I funding to serve disadvantaged students spent less State and local funding on teachers and other personnel than non-Title I schools at the same grade level in the same school district, leaving students in these high-poverty Title I schools with a resource disadvantage. Title I of the ESEA includes a “Comparability of Services” provision that requires districts to provide services in Title I schools from State and local funds that are at least comparable to those provided in non-Title I schools. See P.L. 107-110 Section 1120A(c). Federal Title I funds are designed to provide extra funding for the education of disadvantaged children, on top of an equitable State and local funding base.

However, the current Title I comparability provision has loopholes that allow districts to mask spending disparities between schools. For a description of the resulting within-district disparities, see U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Comparability of State and Local Expenditures Among Schools Within Districts: A Report From the Study of School-Level Expenditures*, by Ruth Heuer & Stephanie Stullich, (Nov. 2011), <http://www2.ed.gov/rschstat/eval/title-i/school-level-expenditures/school-level-expenditures.pdf>.

<sup>31</sup> See generally, *Equity Commission Report*, *supra* note 2.

<sup>32</sup> 42 U.S.C. § 2000d *et seq.* See also 34 C.F.R. Part 100 (implementing regulations).

<sup>33</sup> 34 C.F.R. § 100.3(a), (b). Under the regulations implementing Title VI, districts are prohibited from unjustifiably “utiliz[ing] criteria or methods of administration which have the effect of subjecting individuals to discrimination because of their race, color, or national origin, or have the effect of defeating or substantially impairing accomplishment of the objectives of the program as respect individuals of a particular race, color, or national origin.” 34 C.F.R. § 100.3(b)(2). See also Memorandum from Ralph F. Boyd, Jr., Assistant Attorney General, to Heads of Departments and Agencies, General Counsels and Civil Rights Directors (Oct. 26, 2001) ), at 2, available at [www.justice.gov/crt/about/cor/lep/Oct26memorandum.pdf](http://www.justice.gov/crt/about/cor/lep/Oct26memorandum.pdf). Although the Supreme Court in *Alexander v. Sandoval* held that private individuals have no right to sue to enforce the disparate-impact provision of the Title VI regulations, it did not undermine the validity of the regulations or otherwise limit the government’s authority and responsibility to enforce Title VI regulations. See 532 U.S. 275 (2001).

<sup>34</sup> Note that Title VI not only prohibits direct violations by recipients of Federal funds, but also violations “through contractual or other arrangements.” 34 C.F.R. § 100.3(b). Thus, school districts cannot avoid their nondiscrimination obligations by delegating responsibility to third parties.

<sup>35</sup> See, e.g., *Village of Arlington Heights v. Metro. Hous. Dev. Corp.*, 429 U.S. 252, 265-68 (1977) (identifying a non-exhaustive list of factors that may serve as indicia of discriminatory intent). For further discussion of this topic, see Dear Colleague Letter from Assistant Secretary for Civil Rights Catherine E. Lhamon and Acting Assistant Attorney General for Civil Rights Jocelyn Samuels on Nondiscriminatory Administration of School Discipline (Discipline DCL) (Jan. 8, 2014), at 7-10, available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.pdf>.

<sup>36</sup> See generally *Elston v. Talladega County Bd. of Educ.*, 997 F.2d 1394 (11th Cir. 1993); U.S. Department of Justice, *Title VI Legal Manual*, (Jan. 11, 2001), [www.justice.gov/crt/about/cor/coord/vimanual.php](http://www.justice.gov/crt/about/cor/coord/vimanual.php); U.S. Department of Education, *Racial Incidents and Harassment against Students at Educational Institutions*, 59 Fed. Reg. 11,448 (Mar. 10, 1994). See also *McDonnell Douglas Corp. v. Green*, 411 U.S. 792 (1973) (an employment discrimination case setting forth a three-part test that also applies in the context of discrimination in education under Title VI and Title IV of the Civil Rights Act of 1964 in court and administrative litigation to determine whether an institution has engaged in prohibited discrimination). See also Discipline DCL, *supra* note 35, at 8-10.

<sup>37</sup> See Discipline DCL, *supra* note 35, at 11-13.

<sup>38</sup> See *Elston*, 997 F.2d at 1411-12 (explaining that courts have required schools to demonstrate an “educational necessity” for the challenged program, practice, or procedure). In analyzing discrimination under the disparate impact framework, OCR uses “substantial, legitimate educational justification”, “necessary to meet an important educational goal”, and “educational necessity” to convey the same standard regarding the justification for a disparate impact by a recipient that will be acceptable to OCR.

<sup>39</sup> See *Elston*, 997 F.2d at 1413.

<sup>40</sup> Cases interpreting the U.S. Constitution’s Equal Protection Clause and Title VI support the importance of resource allocation among schools within a district in assessing whether the district is in compliance with its Federal civil rights obligations. See, e.g., *Green v. County School Bd. of New Kent County, Va.*, 391 U.S. 430 (1968) (setting forth six factors for evaluating whether districts have achieved “unitary status” by eliminating the vestiges of *de jure* segregation: student assignment, faculty, staff, facilities, extracurricular activities, and transportation); *Swann v. Charlotte-Mecklenburg Bd. of Educ.*, 402 U.S. 1 (1971) (articulating guidelines for courts to help school districts convert racially separate school systems into constitutionally acceptable systems, particularly with respect to new

school construction, faculty assignment, and transportation); *Freeman v. Pitts*, 503 U.S. 467 (1992) (adding relative quality of education to the six *Green* factors used in assessing unitary status); *Bd. of Educ. of Oklahoma City Public Schools v. Dowell*, 498 U.S. 237 (1991) (directing district court to consider student assignments and “every facet of school operations — faculty, staff, transportation, extra-curricular activities and facilities” in considering whether the vestiges of school system’s *de jure* segregation had been eliminated).

Numerous State courts have also deemed inequitable access to these educational resources unlawful under their State constitutions. *See, e.g., Rose v. Council for Better Educ., Inc.*, 790 S.W.2d 186, 198 (Ky. 1989) (teacher pay, student-teacher ratios, school facilities, instructional materials); *Edgewood Indep. Sch. Dist. v. Kirby*, 777 S.W.2d 391, 393 (Tex. 1989) (teacher and school leadership experience, teacher aides, student-teacher ratios, class sizes, school facilities, libraries, broader curriculum, advanced courses, technology, counseling and support services, educational programs, extracurricular activities); *Tenn. Small Sch. Sys. v. McWherter*, 851 S.W. 2d 139, 143-46 (Tenn. 1993) (teacher training and experience, school facilities, equipment and supplies, science labs, libraries, textbooks, AP courses, educational programs, athletic and extracurricular activities); *McDuffy v. Sec’y of Executive Office of Educ.*, 615 N.E.2d 516, 617 (Mass. 1993) (class sizes, teacher quality, retention, and training, quantity of staff and guidance counselors, library quality, updated curriculum, academic programs, student services); *Campbell County Sch. Dist. v. State*, 907 P.2d 1238, 1279 (Wyo. 1995) (class size, school size, student-teacher ratios, textbooks, computers, programs for at-risk and talented students, educational standards); *DeRolph v. State*, 677 N.E.2d 733, 742-45 (Ohio 1997) (teachers, student-teacher ratios, school facilities, computers, software, and technology training instructional materials, AP and honors courses); *Abbott ex rel. Abbott v. Burke*, 710 A.2d 450 (N.J. 1998) (full-day kindergarten, high-quality preschool, school facilities, specialized instructional rooms for art and music, technology, after-school and summer-school programs); *Abbott ex rel. Abbott v. Burke*, 748 A.2d 82, 88-93 (N.J. 2000) (educational standards, qualified and certified teachers, class size, student-teacher ratios, preschool programs); *Campaign for Fiscal Equity, Inc. v. State*, 801 N.E.2d 326, 332-40 (N.Y. 2003) (teaching quality and training, facilities, instrumentalities of learning); *Hoke County Bd. of Educ. v. State*, 599 S.E.2d 365, 390 (N.C. 2004) (teachers, principals, instructional resources, support programs); *Columbia Falls Elementary Sch. Dist. No. 6 v. State*, 109 P.3d 257, 263 (Mont. 2005) (teacher salaries and retention, programs, staff, school facilities).

<sup>41</sup> *See Adelman, supra* note 5, at 26-41 (concluding that among students who attend any postsecondary education, those whose high school curriculum was more academically intense were more likely to complete a bachelor’s degree).

<sup>42</sup> *See Symonds et al., supra* note 5, at 1-3 (“In 2008, median earnings of workers with bachelor’s degrees were 65 percent higher than those of high school graduates (\$55,700 vs. \$33,800). Similarly, workers with associate’s degrees earned 73 percent more than those who had not completed high school (\$42,000 vs. \$24,300).”) (citing Sandy Baum, Jennifer Ma, and Kathleen Payea, *Education Pays 2010: The Benefits of Higher Education for Individuals and Society*, 2010, College Board Advocacy & Policy Center, available at <http://trends.collegeboard.org/sites/default/files/education-pays-2010-full-report.pdf>).

<sup>43</sup> *See* OCR’s Dear Colleague Letter from Assistant Secretary Stephanie J. Monroe regarding Title VI and access to rigorous courses including Advanced Placement (May 22, 2008), available at [www.ed.gov/ocr/letters/colleague-20080522.html](http://www.ed.gov/ocr/letters/colleague-20080522.html). OCR has extensive enforcement experience in assessing access to advanced coursework, including gifted and talented courses, STEM courses, and AP and IB courses. Recent resolutions from some of those investigations may be found on OCR’s website at [www.ed.gov/ocr](http://www.ed.gov/ocr).

<sup>44</sup> Federal courts have repeatedly required equitable allocation of resources such as teacher experience and teacher training in order to achieve equal educational opportunities for students under the Fourteenth Amendment. *See, e.g., Pitts v. Freeman*, 887 F.2d 1438, 1450 (11th Cir. 1989); *United States v. Lawrence County Sch. Dist.*, 799 F.2d 1031, 1041 (5th Cir. 1986); *Morgan v. Kerrigan*, 509 F.2d 599, 600-01 (1st Cir. 1975); *United States v. Board of Sch. Comm’rs*, 332 F. Supp. 655, 680 (S.D. Ind. 1971), *affirmed by* 474 F.2d 81 (7th Cir. 1973); *Hobson v. Hansen*, 327 F. Supp. 844, 855 (D.D.C. 1971); *Spangler v. Pasadena City Board of Educ.*, 311 F. Supp. 501, 524 (C.D. Cal. 1970); *Kelley v. Altheimer, Arkansas Pub. Sch. Dist.*, 378 F.2d 483, 499 (8th Cir. 1967); *Lee v. Macon County Bd. of Educ.*, 267 F. Supp. 458, 489 (M.D. Ala. 1967), *affirmed sub nom Wallace v. United States*, 389 U.S. 215 (1967). Congress has likewise focused on these factors, providing, as part of ESEA, that school districts are required to “ensure, through incentives for voluntary transfers, the provision of professional development, recruitment

programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.” 20 U.S.C. § 1112(c)(1)(L).

<sup>45</sup> On July 7, 2014, Secretary Arne Duncan announced the Excellent Educators for All Initiative, and one key component is the revised comprehensive educator equity plans to be developed by State educational agencies to comply with Title I of ESEA. See Letter from Secretary Duncan to Chief State School Officers at <http://www2.ed.gov/policy/elsec/guid/secletter/140707.html> and announcement of initiative at [www.ed.gov/news/press-releases/new-initiative-provide-all-students-access-great-educators](http://www.ed.gov/news/press-releases/new-initiative-provide-all-students-access-great-educators).

<sup>46</sup> See Nithya Joseph, et al. *Roll Call: The Importance of Teacher Attendance*, The National Council on Teacher Quality, (June 2014), [www.nctq.org/dmsView/RollCall\\_TeacherAttendance](http://www.nctq.org/dmsView/RollCall_TeacherAttendance) (using data from 50 largest school districts on teacher absences, this study found that on average teachers miss 11 school days, which is troubling since prior research regarding the impact of teacher absenteeism on student achievement showed a significant impact on students when teachers were absent for more than 10 days) (citing Reagan T. Miller, et al., *Do Teacher Absences Impact Student Achievement? Longitudinal Evidence from One Urban School District* (2008), EDUC. EVAL. & POL’Y ANAL. 30, 181, available at <http://epa.sagepub.com/content/30/2/181.full.pdf>).

<sup>47</sup> OCR recognizes that the current state of the empirical research has demonstrated only weak support for the importance of teacher qualifications (such as route of certification, experience, subject matter expertise, and other training) to teachers’ effectiveness in the classroom, if the sole criterion taken into account is a student growth, “value added” metric. However, some studies previously highlighted in this letter have shown a relationship between such teacher characteristics and the quality of education students are receiving. See *supra* section I on pages 2-5 and accompanying notes. OCR considers these teacher characteristics in assessing equitable access to effective teaching.

<sup>48</sup> Gary T. Henry et al., *Portal Report: Teacher Preparation and Student Test Scores in North Carolina*, 9, (June 2010), [http://publicpolicy.unc.edu/Research/teacher Portals Teacher Preparation and Student Test Scores in North Carolina 2.pdf](http://publicpolicy.unc.edu/Research/teacher%20Portals%20Teacher%20Preparation%20and%20Student%20Test%20Scores%20in%20North%20Carolina%20.pdf). (“Teachers in their first year of experience produced student test score gains that were significantly worse than those produced by teachers with five or more years of experience.”); Douglas O. Staiger & John E. Rockoff, *Searching for Effective Teachers with Imperfect Information*, 24 J. ECON. PERSP. 97, 102-103 (2010) (“In both Los Angeles and New York, teacher effects on student achievement appear to rise rapidly during the first several years on the job and then flatten out. This finding has been replicated in a number of states and districts.”); Clotfelter (2007), *supra* note 18, at 666 (“Thus we conclude that teachers with some experience are more effective than novice teachers.”); Rivkin, *supra* note 15, at 449 (“There appear to be important gains in teaching quality in the first year of experience and smaller gains over the next few career years. However, there is little evidence that improvements continue after the first three years.”). OCR recognizes that some inexperienced teachers may provide relatively more effective teaching than other inexperienced teachers. See, e.g., Melissa A. Clark, Hanley S. Chiang, Tim Silva, Sheena McConnell, Kathy Sonnenfeld, Anastasia Erbe, and Michael Puma, *The Effectiveness of Secondary Math Teachers from Teach For America and the Teaching Fellows Programs* (NCEE 2013-4015) (2013), National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, available at <http://ies.ed.gov/ncee/pubs/20134015/pdf/20134015.pdf>; Clotfelter et al. (2010), *supra* note 15; Linda Cavaluzzo, *Is National Board Certification an Effective Signal of Teacher Quality?* The CNA Corporation (2004) available at [www.nbpts.org/sites/default/files/documents/research/Cavalluzzo\\_IsNBCAnEffectiveSignalofTeachingQuality.pdf](http://www.nbpts.org/sites/default/files/documents/research/Cavalluzzo_IsNBCAnEffectiveSignalofTeachingQuality.pdf) (finding robust evidence that National Board Certification is a reliable indicator of teacher quality). But see Jill Constantine, et al., *An Evaluation of Teachers Trained Through Different Routes to Certification, Final Report* (NCEE 2009-4043) (2009) National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, available at <http://ies.ed.gov/ncee/pubs/20094043/pdf/20094043.pdf> (report based on a random assignment study found no difference in the performance of traditionally certified teachers and teachers who were alternatively certified with very low coursework requirements).

<sup>49</sup> See, e.g., Jason A. Grissom, *Can Good Principals Keep Teachers in Disadvantaged Schools? Linking Principal Effectiveness to Teacher Satisfaction and Turnover in Hard to Staff Environments*, 113 TCHRS. C. REC. 2552, 2552-

2585 (2011) (“Regression results show that principal effectiveness is associated with greater teacher satisfaction and a lower probability that the teacher leaves the school within a year. Moreover the positive impacts of principal effectiveness on these teacher outcomes are even greater in disadvantaged schools.”); Anthony T. Milanowski, et al., *Recruiting New Teachers to Urban School Districts: What Incentives Will Work?*, INT’L J. EDUC. POL’Y & L., 2009 at 1-13 (Survey data showed that “many working conditions factors, especially principal support, had more influence on simulated job choice than pay level..”); Gregory F. Branch, et al., *Estimating the Effect of Leaders on Public Sector Productivity: The Case of School Principals* (Feb. 2012) (CALDER Working Paper 66) (on file at The American Institutes for Research, Washington, D.C.); Damon Cark, et al., *School Principals and School Performance* (Dec. 2009) (CALDER Working Paper 38) (on file at The Urban Institute. Washington, D.C.)

<sup>50</sup> Samuel D. Miller, *Partners-in-Reading: Using Classroom Assistants to Provide Tutorial Assistance to Struggling First-Grade Readers*, JOURNAL OF EDUCATION FOR STUDENTS PLACED AT RISK (JESPAR), 8:3, 333-349 (2003); Daniel K. Lapsley, et al., *Teacher Aids, Class Size and Academic Achievement: A Preliminary Evaluation of Indiana’s Prime Time* (2002) (unpublished paper presented at American Educational Research Association Annual Meeting); Marie C. Keel, et al., *Using Paraprofessionals to Deliver Direct Instruction Reading Programs*, 18 EFFECTIVE SCH. PRAC. 16, 16-22 (1999).

<sup>51</sup> Susan C. Whiston & Robert F. Quinby, *Review of School Counseling Outcome Research*, 46 PSYCHOL. IN SCH. 267, 267-272 (2009); Gregg Brigman & Chari Campbell, *Helping Students Improve Academic Achievement and School Behavior*, 7 PROF. SCH. COUNSELING 91, 91-98 (2003); C.A. Sink & H.R. Stroh, *Raising Achievement Test Scores of Early Elementary School Students Through Comprehensive School Counseling Programs*, 6 PROF. SCH. COUNSELING 350, 350-364 (2003); R.T. Lapan, et al., *Preparing Rural Adolescents for Post-High School Transitions*, 81 J. COUNSELING & DEV. 329, 329-342 (2003); Greg Goodman & Phillip Young, *The Value of Extracurricular Support in Increased Student Achievement: An Assessment of a Pupil Personnel Model Including School Counselors and School Psychologists Concerning Student Achievement as Measured by an Academic Performance Index*, Educational Research Quarterly, Sept. 2006, at 3-13; Barnett Berry et al., *Teacher Effectiveness: The Conditions that Matter Most and a Look to the Future*, Center for Teaching Quality, Mar. 2012, at 11-12, <http://files.eric.ed.gov/fulltext/ED509720.pdf> (“Many students from high-needs communities come to school with an array of family and personal problems (e.g., abuse, neighborhood violence, food insecurity or actual hunger, lack of proper clothes to wear). These are not excuses for not learning, but they are realities, and teachers need support in connecting the teaching of academic content to the socio-emotional and physical needs of students.”).

By engaging students with a range of high-quality resources, librarians contribute to student achievement. See, e.g., Briana Hovendick Francis, et al., *School Librarians Continue to Help Students Achieve Standards: The Third Colorado Study* (Closer Look Report), Colorado State Library, Library Research Service (2010), available at [www.lrs.org/documents/closer\\_look/CO3\\_2010\\_Closer\\_Look\\_Report.pdf](http://www.lrs.org/documents/closer_look/CO3_2010_Closer_Look_Report.pdf); Ester G. Smith, *Texas School Libraries: Standards, Resources, Services, and Students’ Performance*, EGS Research & Consulting (April 2001), available at [www.tsl.texas.gov/sites/default/files/public/tslac/ld/pubs/schlibsurvey/survey.pdf](http://www.tsl.texas.gov/sites/default/files/public/tslac/ld/pubs/schlibsurvey/survey.pdf); Keith Lance, et al., *The Impact of School Library Media Centers on Academic Achievement* (Hi Willow Research and Publishing) (1993).

<sup>52</sup> Patricia M. McDonough, *Counseling and College Counseling in America’s High Schools*, National Association for College Admissions Counseling (October 17, 2013), <http://inpathways.net/McDonough%20Report.pdf>, (“[R]epeated studies have found that improving counseling would have a significant impact on college access for low income, rural, and urban students as well as students of color. Specifically, if counselors begin actively supporting students and their families in middle school in preparing for college, as opposed to simply disseminating information, this will increase students’ chances of enrolling in a four-year college.”) (citations omitted); John Brittain & Callie Kozlak, *Racial Disparities in Educational Opportunities in the United States*, 6 SEATTLE J. SOC. JUST. 605, 605-608 (2008) (“[S]chools with a high concentration of poor and minority students lack access to guidance counselors who are important to assisting students and parents in making informed decisions about important curricular choices. Therefore, low-income and minority students often find themselves ill-prepared or ineligible for postsecondary education.”) Valerie E. Lee & Ruth B. Ekstrom, *Student Access to Guidance Counseling in High School*, 24 AM. EDUC. RES. J. 287, 287-310 (1987).

<sup>53</sup> Lawrence O. Picus, et al., *Understanding the Relationship Between Student Achievement and the Quality of Educational Facilities: Evidence from Wyoming*, 80 PEABODY J. EDUC. 71, 71-95 (2005); Mary W. Filardo, et al., *Growth and Disparity: A Decade of U.S. Public School Construction, Building Educational Success Together (BEST)* (February 24, 2012) [www.ncef.org/pubs/GrowthandDisparity.pdf](http://www.ncef.org/pubs/GrowthandDisparity.pdf); Grayce Cheng, et al., *Facilities: Fairness & Effects, Evidence and Recommendations Concerning the Impact of School Facilities on Civil Rights and Student Achievement*, Submission to the U.S. Department of Education Excellence & Equity Commission (Feb. 24, 2012), [www.21csf.org/csf-home/publications/ImpactSchoolFacilitiesCivilRightsAug2011.pdf](http://www.21csf.org/csf-home/publications/ImpactSchoolFacilitiesCivilRightsAug2011.pdf); American Federation of Teachers, *Building Minds, Minding Buildings: Turning Crumbling Schools into Environments for Learning*, (Jan. 20, 2014), [www.aft.org/pdfs/psrp/bmmbcrumbling1106.pdf](http://www.aft.org/pdfs/psrp/bmmbcrumbling1106.pdf); Carol Cash & Travis Twiford, *Improving Student Achievement and School Facilities in a Time of Limited Funding*, (Feb. 24, 2012), <http://cnx.org/content/m23100/>; U.S. Department of Education, Policy and Program Studies Service, 2004-06, *A Summary of Scientific Findings on Adverse Effects of Indoor Environments on Students' Health, Academic Performance and Attendance*, (2004); Mark Schneider., *Do School Facilities Affect Academic Outcomes?* National Clearinghouse for Educational Facilities, (Feb. 24, 2012), [www.ncef.org/pubs/outcomes.pdf](http://www.ncef.org/pubs/outcomes.pdf); Glen I. Earthman, *School Facility Conditions and Student Academic Achievement*, wws-RR008-1002 UCLA Inst. For Democracy, Educ., & Access (2002); Sean O'Sullivan, *A Study of the Relationship Between Building Conditions and Student Academic Achievement in Pennsylvania's High Schools* (Aug. 28, 2006) (unpublished Ph.D. in Educational Leadership and Policy Studies dissertation, Virginia Polytechnic Institute & State University) (on file with Virginia Tech library).

<sup>54</sup> Cynthia Uline & Megan Tschannen-Moran, *The Walls Speak: The Interplay of Quality Facilities, School Climate, and Student Achievement*, 46 J. OF EDUC. ADMIN. 55, 55-73 (2008).

<sup>55</sup> Glen I. Earthman, *Prioritization of 31 Criteria for School Building Adequacy*, American Civil Liberties Union Foundation of Maryland (Feb. 25, 2012), [www.schoolfunding.info/policy/facilities/ACLUfacilities\\_report1-04.pdf](http://www.schoolfunding.info/policy/facilities/ACLUfacilities_report1-04.pdf) (expert report prepared based on review of extensive bibliography, own research, and years of experience in the field) (concluding that studies have shown that properly functioning HVAC systems that enable classrooms to be air-conditioned are correlated with improved student achievement); A. N. Myhrvold, et al., *Indoor Environment in Schools — Pupils Health and Performance in Regard to CO2 Concentrations*, The 7<sup>th</sup> Int'l Conf. on Indoor Air Quality & Climate, at 369, 369-371.

<sup>56</sup> Glen I. Earthman, Education Oversight Committee for South Carolina, *The Relationship of School Facilities Conditions to Selected Student Academic Outcomes: A Study of South Carolina Public Schools*, [http://dc.statelibrary.sc.gov/bitstream/handle/10827/5176/EOC\\_Relationship\\_of\\_School\\_Facilities\\_2001.pdf?sequence=1](http://dc.statelibrary.sc.gov/bitstream/handle/10827/5176/EOC_Relationship_of_School_Facilities_2001.pdf?sequence=1) (2001); Glen I. Earthman, *The Effect of the Condition of School Facilities on Student Academic Achievement*, Expert Report prepared for Williams v. California (May 23, 2012), [www.decentschools.org/expert\\_reports/earthman\\_report.pdf](http://www.decentschools.org/expert_reports/earthman_report.pdf).

<sup>57</sup> See, e.g., C. Kenneth Tanner, *The Influence of School Architecture on Academic Achievement*, 38 J. OF EDUC. ADMIN. 309, 309-330 (2000); C. Kenneth Tanner, *Explaining Relationships Among Student Outcomes and the School's Physical Environment*, 19 J. OF ADVANCED ACAD. 444, 444-471 (2008).

<sup>58</sup> Qing Li & Xin Ma, *A Meta-Analysis of the Effects of Computer Technology on School Students' Mathematics Learning*, 22 EDUC. PSYCHOL. REV. 215, 215-244 (2010); James Cengiz Gulek & Hakan Demirtas, *Learning with Technology: The Impact of Laptop Use on Student Achievement*, THE J. OF TECH., LEARNING & ASSESSMENT, January 2005, at 5; James A. Kulik, *Effects of Using Instructional Technology in Elementary and Secondary Schools: What Controlled Evaluation Studies Say*, SRI International (2003), <http://citeseerx.ist.psu.edu/viewdoc/download?rep=rep1&type=pdf&doi=10.1.1.207.3105>.

<sup>59</sup> Although this letter is not intended to address Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act, school districts must ensure that students with disabilities have equal access to the benefits of educational technologies in the classroom. See OCR's Dear Colleague Letter and Frequently Asked Questions from Assistant Secretary Russlynn Ali on the June 2010 DCL (May 16, 2011), available at [www.ed.gov/ocr/letters/colleague-201105-ese.html](http://www.ed.gov/ocr/letters/colleague-201105-ese.html) and [www.ed.gov/ocr/docs/dcl-ebook-faq-201105.html](http://www.ed.gov/ocr/docs/dcl-ebook-faq-201105.html).

<sup>60</sup> See Pamela Cantrell, et al., *The Effects of Differentiated Technology Integration on Student Achievement in Middle School Science Classrooms*, INT'L. J. TECH. IN TEACHING & LEARNING, 36, 36-54 (2007); Gerald Knezek &

Rhoda Christensen, *Effect of Technology-Based Programs on First- and Second-Grade Reading Achievement*, COMPUTERS IN SCH., 23, 23-41 (2007); Lowther, et al., *Freedom to Learn Program: Michigan 2005-2006 Evaluation Report*, Center for Research in Education Policy (2007),

[www.memphis.edu/crep/pdfs/Michigan\\_Freedom\\_to\\_Learn\\_Laptop\\_Program.pdf](http://www.memphis.edu/crep/pdfs/Michigan_Freedom_to_Learn_Laptop_Program.pdf).

<sup>61</sup> Keith Curry Lance, et al., *How Students, Teachers & Principals Benefit from Strong School Libraries: The Indiana Study*, RSL Research Group (2007), [www.ilfonline.org/resource/resmgr/aisle/infinalreportnextsteps.pdf](http://www.ilfonline.org/resource/resmgr/aisle/infinalreportnextsteps.pdf); Robert Burgin & Pauletta Brown Bracy, *An Essential Connection: How Quality School Library Media Programs Improve Student Achievement in North Carolina*, R.B. Software & Consulting (2003), [www.rburgin.com/ncschools2003/NCSchoolStudy.pdf](http://www.rburgin.com/ncschools2003/NCSchoolStudy.pdf); Keith Lance, et al., *The Impact of School Library Media Centers on Academic Achievement* (Hi Willow Research and Publishing) (1993).

<sup>62</sup> See 20 U.S.C. §§ 6311(b)(8)(C), 6312(c)(1)(L).

<sup>63</sup> Note that “contractual or other arrangements” cannot justify a school practice that results in denial of educational benefits on the basis of race, color, or national origin. 34 C.F.R. § 100.3(b).



[www.CCBlackCaucus.com](http://www.CCBlackCaucus.com)

July 13, 2020

Nevada Commission on School Funding  
Dr. McCormick-Lee, Chairwoman & Committee Members  
C/O Jessica Todtman  
[jtodtman@doe.nv.gov](mailto:jtodtman@doe.nv.gov)

Dear Madam Chair and Committee Members,

The CCBC is in support of moving forward with the planned expansion of the New Nevada Education Funding Plan, where funds follow the student. SB178 was Nevada's first step to creating an equitable funding formula for students with unique needs. Categorical funding leaves too many students out that qualify for the program. As we have found with SB178 funds, where dollars follow the student, resources are targeted to help students achieve.

During this pandemic it is more important than ever to ensure each student gets the best opportunity to succeed and provide some kind of stability. Our most vulnerable students have been impacted the most by COVID19 and we know that categorical funding cannot provide the equitable distribution of funds, our students require.

It is important to the future of all students that their needs are addressed in Nevada's new weighted funding formula and includes the unique learning needs of our most vulnerable students. Currently, NRS provides for the EQUITABLE needs of students who are the least proficient in Nevada. The existing New Nevada Education Funding Plan adopted in 2017 addresses this student group. This Plan was put in place to adhere to the U.S. DOE ESSA guidelines, mandating that a priority be given to student subgroups demonstrated to be least proficient.

The Nevada legislature has established that metric as the lowest 25%. It is unconscionable to exclude this student group from Nevada's weighted formula or any recommendation from this Commission. Data shows over the past three years that a funding formula where dollars follow the student is the most effective way to deliver EQUITABLE funding. These students are ALREADY part of the New Nevada Education Funding Plan and any attempt to remove them from any future funding plan is an education INJUSTICE.

With that said, we are in support of moving forward with the New Nevada Education Funding Plan and respectfully ask that you protect these students throughout our State and include them in your recommendations.

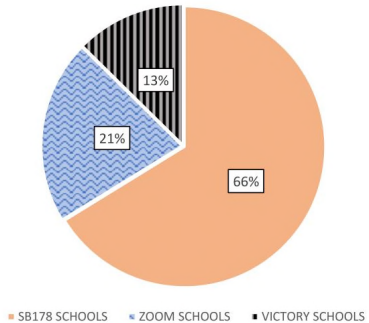
Thank you for your consideration.

*Yvette Williams*  
Yvette Williams  
Caucus Chair

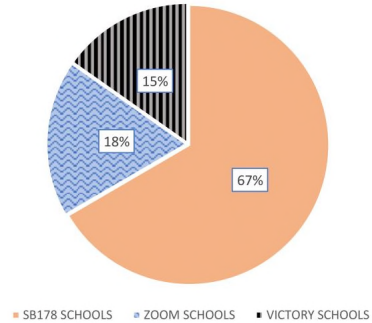
*2960 Redwood St., Las Vegas, NV 89146 / (702)596-2559 / ClarkCountyBlackCaucus@gmail.com*

# CCSD 19-20 STUDENTS IN SPECIALIZED PROGRAMS BY DEMOGRAPHIC

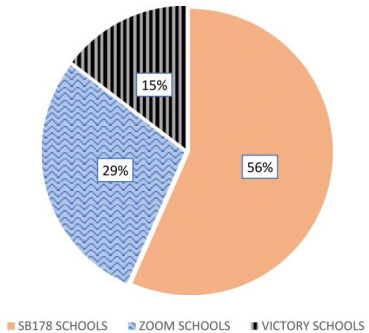
## FRL



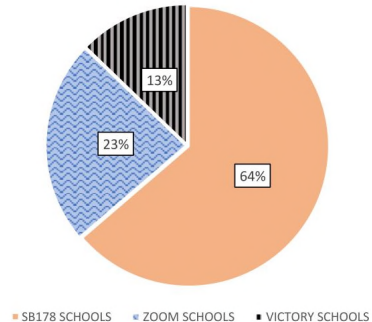
## African American



## LEP/ELL Students



## Hispanic



Percentage is based on enrollment in specialized programs. Only students enrolled in SB178, Zoom or Victory programs are counted.  
 Data provided by CCSD Assessment, Accountability, Research and School Improvement  
 Accountability and Data Department  
 Analysis by Alyse Esquivel MBA, Business Analyst



### 3 Year Magnet Enrollment Ethnicity Report

	2018-19	2019-20	2020-21	District
<b>MAGNET OVERALL TOTALS</b>				
Asian	11%	11%	10%	6%
Black/African American	10%	10%	11%	14%
Caucasian	23%	23%	23%	24%
Hispanic	47%	47%	48%	46%
American Indian or Alaska Native	0.3%	0.3%	0.3%	0.4%
Multi Racial	7%	7%	7%	7%
Native Hawaiian or Other Pacific Islander	1%	1%	1%	2%

### Magnet Elementary Schools

	2018-19	2019-20	2020-21
<b>OVERALL TOTALS</b>			
Asian	6%	6%	6%
Black/African American	16%	16%	17%
Caucasian	22%	22%	22%
Hispanic	47%	48%	47%
American Indian or Alaska Native	0.2%	0.2%	0.3%
Multi Racial	7%	7%	7%
Native Hawaiian or Other Pacific Islander	1%	1%	1%

	2018-19	2019-20	2020-21
<b>Bracken, Walter ES</b>			
Asian	5%	4%	4%
Black/African American	9%	10%	11%
Caucasian	16%	16%	13%
Hispanic	63%	64%	67%
American Indian or Alaska Native	0%	0%	0%
Multi Racial	6%	7%	6%
Native Hawaiian or Other Pacific Islander	0.4%	1%	0.2%
<b>Carson, Kit ES</b>			
Asian	2%	1%	1%
Black/African American	44%	43%	46%
Caucasian	5%	4%	7%
Hispanic	45%	47%	42%
American Indian or Alaska Native	0%	0.3%	0.3%
Multi Racial	3%	5%	3%
Native Hawaiian or Other Pacific Islander	1%	1%	0.3%

\*Data for 20-21 is preliminary until after August 2020

1 of 10

**3 Year Magnet Enrollment  
Ethnicity Report**

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Gehring, Roger D ES</b>			
Asian	15%	15%	15%
Black/African American	11%	13%	15%
Caucasian	27%	27%	24%
Hispanic	33%	32%	33%
American Indian or Alaska Native	1%	0.5%	0.3%
Multi Racial	9%	9%	9%
Native Hawaiian or Other Pacific Islander	4%	4%	3%
<b>Gilbert, CVT ES</b>			
Asian	4%	3%	2%
Black/African American	24%	25%	23%
Caucasian	21%	20%	19%
Hispanic	40%	45%	49%
American Indian or Alaska Native	0%	0%	0.2%
Multi Racial	10%	7%	5%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>Heard, Lomie G ES</b>			
Asian	3%	3%	2%
Black/African American	12%	12%	11%
Caucasian	7%	8%	9%
Hispanic	72%	73%	71%
American Indian or Alaska Native	0.3%	0.3%	0.3%
Multi Racial	5%	4%	5%
Native Hawaiian or Other Pacific Islander	0.4%	0.4%	0.4%
<b>Hoggard, Mabel ES</b>			
Asian	8%	7%	5%
Black/African American	20%	21%	22%
Caucasian	11%	11%	11%
Hispanic	56%	54%	54%
American Indian or Alaska Native	0%	0.3%	0.3%
Multi Racial	5%	5%	7%
Native Hawaiian or Other Pacific Islander	1%	0.3%	0.3%
<b>Mackey, Jo ES</b>			
Asian	3%	3%	3%
Black/African American	36%	35%	35%
Caucasian	7%	8%	10%
Hispanic	45%	47%	46%
American Indian or Alaska Native	0.2%	0%	0.2%
Multi Racial	7%	6%	5%
Native Hawaiian or Other Pacific Islander	2%	1%	1%

\*Data for 20-21 is preliminary until after August 2020

2 of 10

**3 Year Magnet Enrollment  
Ethnicity Report**

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>McCaw, Gordon ES</b>			
Asian	5%	6%	5%
Black/African American	11%	10%	11%
Caucasian	44%	45%	48%
Hispanic	31%	30%	28%
American Indian or Alaska Native	0%	0.2%	0.3%
Multi Racial	7%	7%	6%
Native Hawaiian or Other Pacific Islander	2%	1%	1%
<b>Miller, Sandy Searles ES</b>			
Asian	2%	2%	3%
Black/African American	8%	9%	9%
Caucasian	11%	12%	12%
Hispanic	73%	72%	71%
American Indian or Alaska Native	0.2%	0%	0%
Multi Racial	5%	4%	4%
Native Hawaiian or Other Pacific Islander	0.5%	0.5%	1%
<b>Piggott Academy ES</b>			
Asian	13%	14%	14%
Black/African American	11%	13%	12%
Caucasian	38%	37%	38%
Hispanic	25%	25%	24%
American Indian or Alaska Native	1%	1%	1%
Multi Racial	11%	10%	11%
Native Hawaiian or Other Pacific Islander	2%	1%	1%
<b>Tarr, Sheila R ES</b>			
Asian	4%	6%	6%
Black/African American	10%	10%	10%
Caucasian	40%	38%	40%
Hispanic	33%	35%	32%
American Indian or Alaska Native	0.2%	0%	0.3%
Multi Racial	11%	11%	10%
Native Hawaiian or Other Pacific Islander	1%	1%	1%

\*Data for 20-21 is preliminary until after August 2020

3 of 10

**3 Year Magnet Enrollment  
Ethnicity Report**

**Magnet Middle Schools**

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>OVERALL TOTALS</b>			
Asian	8%	7%	7%
Black/African American	10%	10%	11%
Caucasian	21%	21%	21%
Hispanic	53%	53%	52%
American Indian or Alaska Native	0.3%	0.3%	0.3%
Multi Racial	7%	7%	7%
Native Hawaiian or Other Pacific Islander	1%	1%	1%

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Bridger, Jim MS</b>			
Asian	3%	3%	3%
Black/African American	10%	11%	11%
Caucasian	8%	5%	5%
Hispanic	74%	77%	78%
American Indian or Alaska Native	0%	0%	0.3%
Multi Racial	3%	3%	3%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>Brown, B Mahlon JHS</b>			
Asian	5%	5%	5%
Black/African American	10%	10%	14%
Caucasian	43%	40%	38%
Hispanic	29%	31%	33%
American Indian or Alaska Native	1%	0%	0%
Multi Racial	10%	12%	9%
Native Hawaiian or Other Pacific Islander	1%	2%	1%
<b>Cashman, James MS</b>			
Asian	11%	12%	12%
Black/African American	10%	12%	12%
Caucasian	19%	19%	18%
Hispanic	51%	51%	50%
American Indian or Alaska Native	1%	0.4%	1%
Multi Racial	6%	5%	5%
Native Hawaiian or Other Pacific Islander	1%	2%	2%

\*Data for 20-21 is preliminary until after August 2020

4 of 10

**3 Year Magnet Enrollment  
Ethnicity Report**

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Gibson, Robert O MS</b>			
Asian	3%	3%	3%
Black/African American	8%	10%	13%
Caucasian	6%	6%	6%
Hispanic	80%	77%	74%
American Indian or Alaska Native	0.2%	0.2%	0%
Multi Racial	3%	2%	2%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>Guinn, Kenny C MS</b>			
Asian	22%	19%	17%
Black/African American	16%	16%	20%
Caucasian	25%	26%	24%
Hispanic	30%	34%	34%
American Indian or Alaska Native	0%	0%	0%
Multi Racial	6%	5%	4%
Native Hawaiian or Other Pacific Islander	1%	0.5%	1%
<b>Hyde Park MS</b>			
Asian	27%	24%	25%
Black/African American	9%	11%	12%
Caucasian	21%	18%	17%
Hispanic	34%	37%	36%
American Indian or Alaska Native	0.4%	1%	0.4%
Multi Racial	7%	8%	9%
Native Hawaiian or Other Pacific Islander	2%	1%	1%
<b>Johnson, Walter JHS</b>			
Asian	10%	9%	8%
Black/African American	9%	8%	9%
Caucasian	28%	29%	30%
Hispanic	45%	45%	42%
American Indian or Alaska Native	0%	0.3%	0.3%
Multi Racial	7%	9%	10%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>Knudson, K O MS</b>			
Asian	3%	3%	3%
Black/African American	13%	12%	14%
Caucasian	16%	15%	13%
Hispanic	59%	61%	61%
American Indian or Alaska Native	0.4%	0.5%	0.4%
Multi Racial	8%	7%	6%
Native Hawaiian or Other Pacific Islander	1%	1%	1%

\*Data for 20-21 is preliminary until after August 2020

5 of 10

**3 Year Magnet Enrollment  
Ethnicity Report**

	2018-19	2019-20	2020-21
<b>Lied STEM Academy MS</b>			
Asian	6%	5%	5%
Black/African American	14%	13%	13%
Caucasian	33%	36%	37%
Hispanic	34%	33%	33%
American Indian or Alaska Native	0.5%	0.3%	0.1%
Multi Racial	11%	11%	11%
Native Hawaiian or Other Pacific Islander	2%	2%	1%
<b>Mackey, Jo MS</b>			
Asian			0%
Black/African American			36%
Caucasian			18%
Hispanic			27%
American Indian or Alaska Native			0%
Multi Racial			18%
Native Hawaiian or Other Pacific Islander			0%
<b>Martin, Roy W MS</b>			
Asian	4%	3%	3%
Black/African American	8%	9%	8%
Caucasian	9%	7%	6%
Hispanic	74%	77%	80%
American Indian or Alaska Native	0%	0%	0.2%
Multi Racial	4%	3%	2%
Native Hawaiian or Other Pacific Islander	1%	0.2%	0.3%
<b>O'Callaghan, Mike MS i3 Learn Academy</b>			
Asian	3%	3%	4%
Black/African American	8%	6%	6%
Caucasian	12%	12%	12%
Hispanic	73%	74%	74%
American Indian or Alaska Native	0.1%	0.3%	0.3%
Multi Racial	3%	3%	3%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>White, Thurman Academy of the Performing Arts</b>			
Asian	6%	6%	4%
Black/African American	10%	11%	10%
Caucasian	29%	28%	30%
Hispanic	43%	44%	45%
American Indian or Alaska Native	0.3%	0.4%	0.5%
Multi Racial	10%	10%	9%
Native Hawaiian or Other Pacific Islander	1%	1%	1%

\*Data for 20-21 is preliminary until after August 2020

6 of 10

**3 Year Magnet Enrollment  
Ethnicity Report**

**Magnet High Schools and CTA's**

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>OVERALL TOTALS</b>			
Asian	15%	14%	13%
Black/African American	8%	8%	9%
Caucasian	25%	25%	24%
Hispanic	44%	45%	46%
American Indian or Alaska Native	0.3%	0.3%	0.3%
Multi Racial	6%	6%	6%
Native Hawaiian or Other Pacific Islander	1%	1%	1%

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Advanced Technologies Academy</b>			
Asian	17%	16%	15%
Black/African American	9%	8%	8%
Caucasian	24%	25%	24%
Hispanic	42%	43%	44%
American Indian or Alaska Native	0.1%	0.1%	0.3%
Multi Racial	7%	7%	8%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>Basic Academy of International Studies</b>			
Asian	10%	6%	4%
Black/African American	7%	6%	7%
Caucasian	41%	48%	49%
Hispanic	31%	29%	29%
American Indian or Alaska Native	1%	1%	1%
Multi Racial	6%	7%	9%
Native Hawaiian or Other Pacific Islander	4%	3%	1%
<b>Canyon Springs HS</b>			
Asian	6%	4%	3%
Black/African American	29%	32%	28%
Caucasian	6%	7%	8%
Hispanic	51%	50%	54%
American Indian or Alaska Native	0.2%	0%	0%
Multi Racial	7%	7%	7%
Native Hawaiian or Other Pacific Islander	1%	2%	1%

\*Data for 20-21 is preliminary until after August 2020

**3 Year Magnet Enrollment  
Ethnicity Report**

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Clark, Ed W HS</b>			
Asian	45%	45%	43%
Black/African American	7%	8%	9%
Caucasian	21%	18%	17%
Hispanic	20%	19%	22%
American Indian or Alaska Native	0.2%	0.5%	0.5%
Multi Racial	6%	7%	8%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>Del Sol Academy of the Performing Arts</b>			
Asian	4%	4%	4%
Black/African American	11%	12%	12%
Caucasian	23%	23%	22%
Hispanic	53%	53%	56%
American Indian or Alaska Native	1%	0.4%	0.2%
Multi Racial	7%	6%	6%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>Desert Pines HS</b>			
Asian	3%	2%	2%
Black/African American	20%	22%	22%
Caucasian	8%	10%	8%
Hispanic	60%	58%	58%
American Indian or Alaska Native	0.2%	0.4%	0.2%
Multi Racial	7%	7%	6%
Native Hawaiian or Other Pacific Islander	2%	2%	3%
<b>East Career and Technical Academy</b>			
Asian	8%	9%	8%
Black/African American	4%	3%	3%
Caucasian	9%	8%	8%
Hispanic	75%	77%	78%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Multi Racial	3%	3%	2%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>Eldorado HS</b>			
Asian	4%	3%	3%
Black/African American	9%	9%	10%
Caucasian	16%	17%	18%
Hispanic	65%	65%	66%
American Indian or Alaska Native	1%	1%	1%
Multi Racial	5%	5%	3%
Native Hawaiian or Other Pacific Islander	1%	1%	0%

\*Data for 20-21 is preliminary until after August 2020

8 of 10

**3 Year Magnet Enrollment  
Ethnicity Report**

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Las Vegas Academy of the Arts</b>			
Asian	10%	9%	8%
Black/African American	8%	7%	7%
Caucasian	43%	44%	43%
Hispanic	29%	30%	31%
American Indian or Alaska Native	0.4%	0.4%	0.5%
Multi Racial	9%	9%	9%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>Northwest Career and Technical Academy</b>			
Asian	12%	12%	10%
Black/African American	9%	9%	9%
Caucasian	32%	32%	33%
Hispanic	38%	38%	39%
American Indian or Alaska Native	0.4%	0.3%	0.3%
Multi Racial	7%	8%	8%
Native Hawaiian or Other Pacific Islander	2%	2%	2%
<b>Rancho HS</b>			
Asian	10%	10%	10%
Black/African American	10%	11%	11%
Caucasian	21%	19%	17%
Hispanic	53%	53%	55%
American Indian or Alaska Native	1%	1%	1%
Multi Racial	4%	5%	5%
Native Hawaiian or Other Pacific Islander	2%	2%	1%
<b>Southeast Career and Technical Academy</b>			
Asian	9%	10%	9%
Black/African American	5%	4%	5%
Caucasian	22%	23%	25%
Hispanic	58%	58%	56%
American Indian or Alaska Native	0.2%	0.2%	0.1%
Multi Racial	5%	5%	5%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>Southwest Career and Technical Academy</b>			
Asian	37%	36%	35%
Black/African American	7%	7%	7%
Caucasian	25%	25%	25%
Hispanic	21%	20%	21%
American Indian or Alaska Native	0.4%	0.3%	0.1%
Multi Racial	8%	8%	9%
Native Hawaiian or Other Pacific Islander	3%	3%	3%

\*Data for 20-21 is preliminary until after August 2020

9 of 10

**3 Year Magnet Enrollment  
Ethnicity Report**

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Spring Valley HS</b>			
Asian	21%	20%	18%
Black/African American	15%	16%	20%
Caucasian	30%	28%	26%
Hispanic	26%	25%	26%
American Indian or Alaska Native	0%	0%	0%
Multi Racial	8%	9%	8%
Native Hawaiian or Other Pacific Islander	1%	2%	2%
<b>Valley HS</b>			
Asian	11%	8%	6%
Black/African American	11%	12%	11%
Caucasian	12%	13%	12%
Hispanic	62%	62%	65%
American Indian or Alaska Native	0.2%	0.3%	0.3%
Multi Racial	3%	4%	4%
Native Hawaiian or Other Pacific Islander	0%	1%	1%
<b>Veterans Tribute Career and Technical Academy</b>			
Asian	3%	3%	3%
Black/African American	6%	6%	6%
Caucasian	18%	18%	17%
Hispanic	68%	67%	67%
American Indian or Alaska Native	0.4%	1%	0.5%
Multi Racial	4%	5%	5%
Native Hawaiian or Other Pacific Islander	1%	1%	1%
<b>West Career and Technical Academy</b>			
Asian	25%	25%	24%
Black/African American	5%	5%	5%
Caucasian	45%	45%	43%
Hispanic	16%	17%	19%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Multi Racial	8%	7%	7%
Native Hawaiian or Other Pacific Islander	1%	1%	1%

\*Data for 20-21 is preliminary until after August 2020

10 of 10

# **CCSD Magnet/CTA Selection Process**

Designated seats at any Magnet/CTA are confirmed by the CCSD Demographics and Zoning Department. Each elementary Magnet/CTA submits, by grade level, the number of open seats at the school and the number of students who will continue in the school during the next school year to the Magnet/CTA Department on a designated date. The open Magnet/CTA seats are then assigned to students through a computerized, random selection process (the “lottery”). Any applicants not selected during this initial lottery are placed into an alternate pool.

Should a student choose not to attend after being selected for a Magnet/CTA seat, the vacant seat will be assigned to a student in the alternate pool, through a computerized, random selection prior to the end of the second week of each school year.

## **Sibling Preference**

It is the intent of CCSD to avoid separating siblings when possible. If a sibling is already enrolled in and attending the Magnet/CTA to which his/her sibling applies, and the sibling will continue to be enrolled in the Magnet/CTA for the coming school year, CCSD will give a preference to the sibling to attend the Magnet/CTA, if they are qualified and select the school as their first choice. To be eligible for the sibling preference the parent or guardian must submit an application online or a paper application to their 1st choice Magnet/CTA school by the designated application deadline. Mailed applications are sent to the 1st choice Magnet/CTA school.

The District will reserve 25% of the available seats for qualified siblings. If the qualified siblings who apply comprise more than 25% of the available seats, the District will randomly select students to fill the seats. The names of those qualified siblings who are not selected will be placed in the general lottery.

If applicants are twins/triplets (multiples) and one twin/triplet (multiple) is accepted through the general lottery, the other twin/triplet (multiple) will also be accepted into the program if they also applied to the same school and are qualified.

For purposes of the sibling preference, a sibling is a brother, sister, stepbrother, or stepsister living in the same household. In the case of foster children, this sibling preference applies to related siblings within the household. In a group home situation, only those students chosen through the lottery and their related siblings, if they have applied, will be included in the sibling preference.

## **Geographic Preference**

Each Magnet/CTA’s geographic preference area is an area immediately surrounding a Magnet/CTA that is established by CCSD Demographics and Zoning Department. In order to be considered as a geographic preference area student preference, the parent or guardian must

submit an application online or a paper application to their 1st choice Magnet/CTA school by the designated application deadline. Mailed applications are sent to the 1st choice Magnet/CTA school.

CCSD reserves 25% of the seats for qualified students who live in a geographic preference area and who apply for a Magnet/CTA. If the geographic preference area students who apply comprise more than 25% of the available seats, the District will randomly select students to fill the seats. The names of the students who are not selected will be placed in the general lottery.

Parents/guardians of students within the geographic preference area must be able to verify residence (i.e., a utility bill in their name).

### **Feeder Magnet/CTAs**

CCSD reserves 25% of the available seats in middle and high school programs for qualifying incoming students who attend a Magnet/CTA at the lower level. If the qualified feeder preference students who apply comprise more than 25% of the available seats, the District will randomly select students to fill the seats. The names of those students who are not selected will be placed in the general lottery.

The parent or guardian must submit an application online or a paper application to their 1st choice Magnet/CTA school by the designated application deadline. Mailed applications are sent to the 1st choice Magnet/CTA school.

### **Geographic & Transportation Preference for CTAs**

Different percentages for the CTAs applicable geographic preference than the other Magnet Schools and the inclusion of an additional preference percentage for those students living in the designated transportation zones is utilized in order to facilitate the enrollment in the CTAs across the district.

The geographic preference area is an area immediately surrounding a Magnet/CTA that is established by CCSD Demographics and Zoning Department. In order to be considered as a geographic preference area student, the parent or guardian must submit an application online or a paper application to their 1st choice Magnet/CTA school by the designated application deadline. Mailed applications are sent to the 1st choice Magnet/CTA school.

The preference was established to allow qualified students that live in the area immediately surrounding the school a preference to attend the area school. CCSD reserves 15% of the seats for students who live in a geographic preference area and who apply, as their 1st choice for the CTA, and meet the program qualifications. If the geographic preference area students who apply and meet the qualifications comprise more than 15% of the available seats, the District will randomly select students to fill the seats. The names of the students who are not selected will be placed in the general lottery.

The designated transportation zones were established to provide transportation to those qualified students who live within the designated transportation zones and who are selected to attend the CTA. CCSD reserves 35% of the seats for students who live in the transportation zone of the CTA if they apply to the CTA as their 1st choice and meet the Magnet/CTA program qualifications. If the transportation zone students who apply comprise more than 35% of the available seats, the District will randomly select students to fill the seats. The names of the students who are not selected will be placed in the general lottery.

## Qualification Requirements

Parents of interested students must submit an application online by the designated application deadline. If there are more applications than there are seats available, a computerized random lottery will be used to select students.

**What are the admission requirements for a Magnet/CTA program?**

Elementary Programs  K-5	Middle School Programs  6-8	High School Programs  9-12
Interest-based	Interest-based	Criteria only for STEM-based programs. <i>*See below</i>  Auditions required for the Las Vegas Academy and Del Sol cademy.

### Criteria for STEM-Based Programs

<b>First Semester Grade Point Average (GPA)</b>	
<b>Criteria</b>	<b>Points Assigned</b>
3.50 and above	8
3.00 – 3.49	6
2.50 – 2.99	4
2.00 – 2.49	2
Below 1.99	0

<b>First Semester Science Grade</b>		<b>First Semester Mathematics Grade</b>	
<b>Criteria</b>	<b>Points Assigned</b>	<b>Criteria</b>	<b>Points Assigned</b>
A in Science 8	6	A in Pre-Algebra or above	6
B in Science 8	4	B in Pre-Algebra or above	4
C in Science 8	2	C in Pre-Algebra or above	2
D/F in Science 8	0	D/F in Pre-Algebra or above	0

<b>First Semester English Grade</b>	
<b>Criteria</b>	<b>Points Assigned</b>
A in English 8	6
B in English 8	4
C in English 8	2
D/F in English 8	0

<b>Total Points:</b> 26
<b>Qualification:</b> 16 and Above

#### Programs with Criteria

AMSAT	Computer Science	Engineering & Robotics	Respiratory Therapy
Architectural Design	Cybersecurity	Environmental Management	Sports Medicine
Aerospace Engineering	Dental Assisting	Finance	Veterinary Science
Aviation — Pilot	Digital Game Development	IT	Video Game Technology
Biomedical	Emergency Medical Services	IT — Networking	Web Design
Biotechnology	Engineering	Nursing	
Community Health	Engineering & Design	Pre-Medicine	

## **Blind Review Process**

Every high school Magnet/CTA will utilize the online Blind Review Database (BRDB, which automatically calculates all scores related to 1st trimester/semester report cards. All qualified applicants are then placed in the random computerized lottery.

## Class of 2018 Graduation Statistics by Ethnicity

Legend: A - Asian, B - African American, C - Caucasian, H - Hispanic, I - Native American, M - Multiethnic/Multicultural, P - Native Hawaiian or Other Pacific Islander

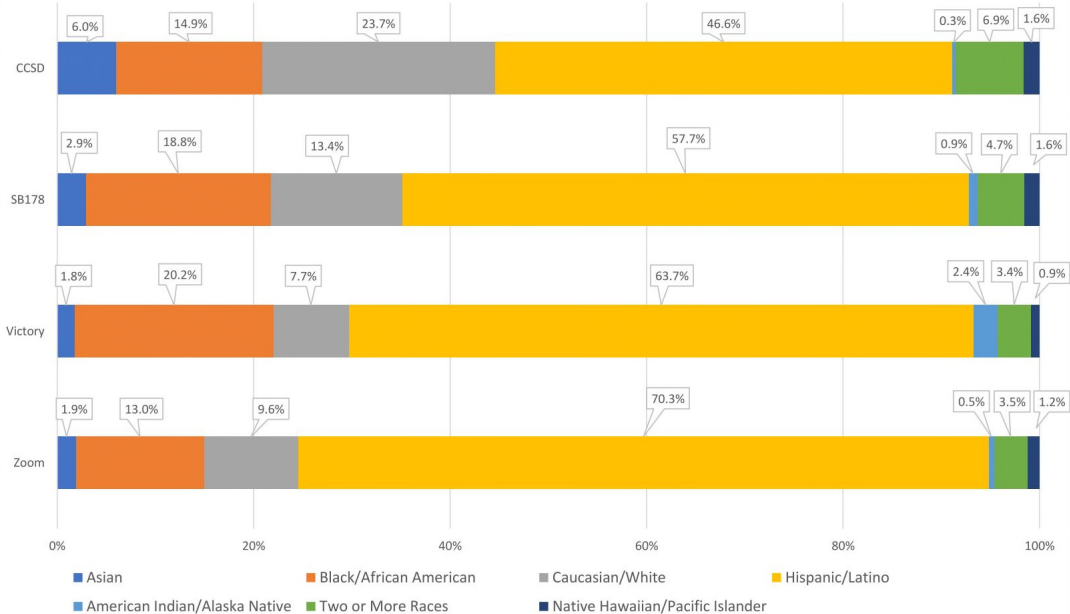
Total Students Diploma Type	Ethnicity							Grand Total
	A	B	C	H	I	M	P	
Advanced Diploma (B19)	279	159	875	799	7	137	38	2,294
Standard Diploma (B18)	1,061	2,782	3,782	8,666	70	892	286	17,539
Advanced Honors Diploma (B19)	636	190	1,380	1,022	9	222	50	3,509
<b>Grand Total</b>	<b>1,976</b>	<b>3,131</b>	<b>6,037</b>	<b>10,487</b>	<b>86</b>	<b>1,251</b>	<b>374</b>	<b>23,342</b>

## Class of 2019 Graduation Statistics by Ethnicity

Legend: A - Asian, B - African American, C - Caucasian, H - Hispanic, I - Native American, M - Multiethnic/Multicultural, P - Native Hawaiian or Other Pacific Islander

Total Students Diploma Type	Ethnicity						Grand Total	
	A	B	C	H	I	M		P
Advanced Diploma (B19)	225	156	516	613	9	119	26	1,664
Advanced Honors Diploma (B19)	388	122	681	676	9	130	31	2,037
Alternative Diploma (B26)		5	5	2				12
College and Career Ready (B27)	632	224	1,467	1,499	10	304	59	4,195
Standard Diploma (B18)	716	2,035	2,949	6,650	62	703	238	13,353
<b>Grand Total</b>	<b>1,961</b>	<b>2,542</b>	<b>5,618</b>	<b>9,440</b>	<b>90</b>	<b>1,256</b>	<b>354</b>	<b>21,261</b>

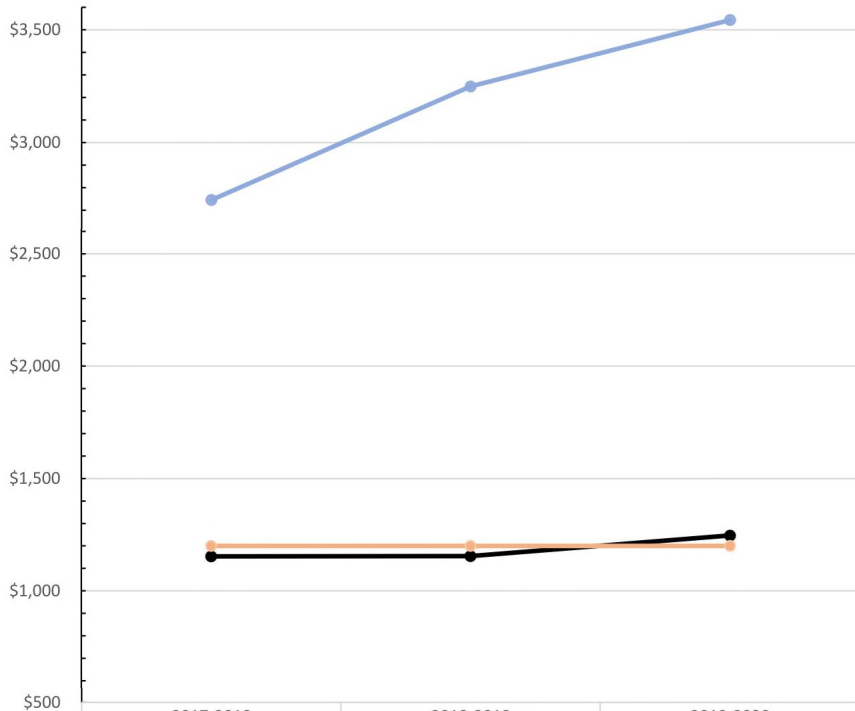
## Program Enrollment by Race



Data provided by Nevada Report Card/Graduation Rates/Data Requests Assessment, Data and Accountability Management (ADAM) and NV DOE <http://www.doe.nv.gov/DataCenter/Enrollment/>  
 Analysis by Alyse Esquivel MBA, Business Analyst



## NDE Investment per Target Student



	2017-2018	2018-2019	2019-2020
Zoom	\$2,745	\$3,249	\$3,544
Victory	\$1,154	\$1,155	\$1,247
SB178	\$1,200	\$1,200	\$1,200

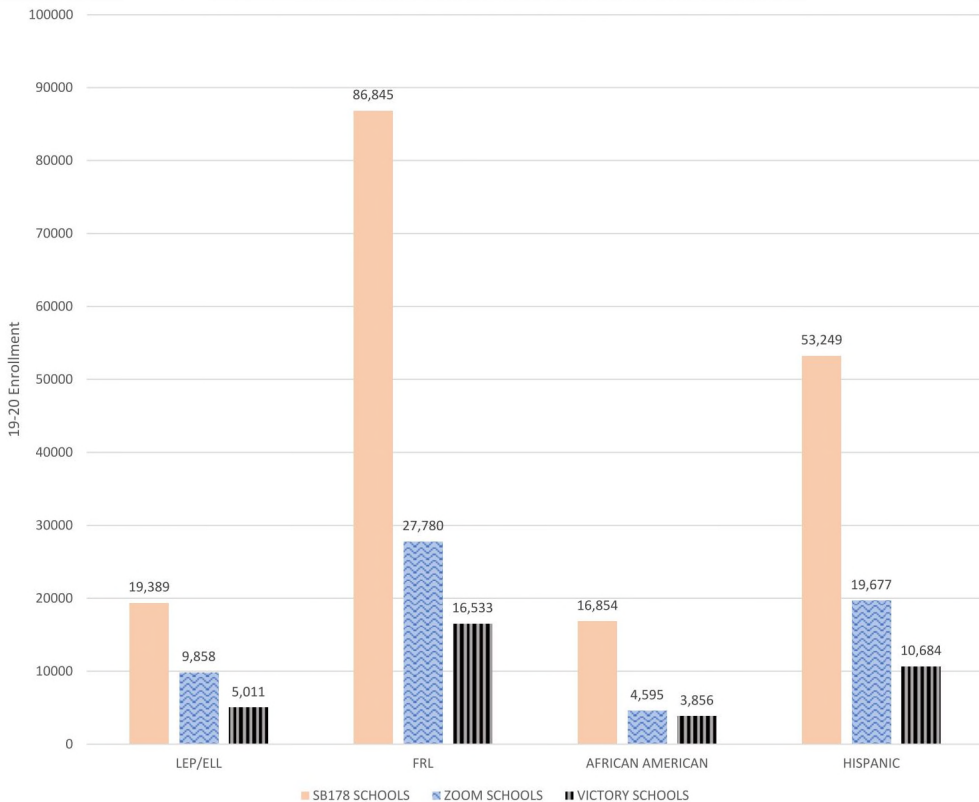
Target Students for Zoom Schools are ELL students; for Victory Schools are FRL; for SB178 are Lowest 25th Percentile Proficient

Data provided by Nevada Report Card/Graduation Rates/Data Requests Assessment, Data and Accountability Management (ADAM)

Analysis by Alyse Esquivel MBA, Business Analyst



## CCSD 19-20 Enrollment by Special Program and Demographic



Data provided by CCSD Assessment, Accountability, Research and School Improvement, Accountability and Data Analysis by Alyse Esquivel MBA, Business Analyst



BLACK CAUCUS

[ccblackcaucus.com](http://ccblackcaucus.com)