

Race to the Top Selection Criteria

A. State Success Factors (125 Total Points)

Criteria	Points	Requirements
1. Articulating the State's education reform agenda and LEAs' participation in it.	Total of 65 Points (i) 5 points; (ii) 45 points; and (iii) 15 points	<p>The extent to which —</p> <p>(i) The State has a comprehensive and coherent reform agenda that clearly articulates goals for implementing reforms in the four education areas described in ARRA¹, and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with reform plans the State has proposed throughout its application.</p> <p>(ii) The participating LEAs (school districts) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs)² or other binding agreements between the State and its participating LEAs that include —</p> <p>(a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;</p> <p>(b) Scope-of-work descriptions that require participating LEAs to implement all or significant portions of the State's Race to the Top plans; and</p> <p>(c) Signatures from as many as possible of the LEA superintendents (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs.</p> <p>(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will</p>

¹ The four ARRA core education reform areas are: (a) Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace (Common Standards); (b) Building data systems that measure student success and inform teachers and principals in how they can improve their practices; (c) Increasing teacher effectiveness and achieving equity in teacher distribution; and (d) Turning around our lowest achieving schools.

²Participating LEA Memorandum of Understanding; Participating LEAs in a State's Race to the Top plan are required to enter into a Memorandum of Understanding or other binding agreement with the State that specifies the scope of the work being implemented by the participating LEA. The USDOE has produced a model MOU. States may use this as a template or another similar binding document that includes certain key features. A strong MOU should include the following, each of which is described in detail by regulation: (i) Terms and conditions; (ii) a scope of work; and (iii) signatures. [Those portions are outlined in detail in Appendix D within Part IV of the *Federal Register* (Vol. 74, No. 221) for Wednesday, November 18, 2009.]

EXHIBIT C Education

Document consists of 11 pages.

x **Entire document provided.**

A copy of the complete document is available through the Research Library (775/684-6827) or e-mail library@lcb.state.nv.us).

Meeting Date 111709

Criteria	Points	Requirements
		<p>translate into broad statewide impact, allowing the State to reach its subgroup and overall goals —</p> <ul style="list-style-type: none"> (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics using NAEP and the State assessments required by ESEA; (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, using NAEP and the State assessments required under the ESEA; (c) Increasing high school graduation rates; and (d) Increasing college enrollment and increasing the number of students who complete at least a year's worth of college credit toward a degree within two years of enrollment in an institution of higher education.
<p>2. Building strong statewide capacity to implement, scale up, and sustain proposed plans</p>	<p>Total of 30 Points</p> <ul style="list-style-type: none"> (i) 20 points; and (ii) 10 points 	<p>The extent to which the State has a high-quality overall plan to —</p> <ul style="list-style-type: none"> (i) Ensure that it has the capacity required to implement its proposed plans by: <ul style="list-style-type: none"> (a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed; (b) Supporting participating LEAs in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating their effectiveness, ceasing ineffective practices, disseminating and replicating effective practices statewide, holding participating LEAs accountable for progress and performance, and intervening where necessary; (c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement; (d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including, where feasible, by coordinating, reallocating, or repurposing education funds from other federal, State, and local sources so that they align with the State's Race to the Top goals; and (e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success. (ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of statements or actions of support from — <ul style="list-style-type: none"> (a) The State's teachers and principals, including the State's teachers' unions or state teacher associations; and (b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders

Criteria	Points	Requirements
		(<i>e.g.</i> , business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (<i>e.g.</i> , parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.
3. Demonstrating significant progress in raising achievement and closing gaps	Total of 30 Points (i) 5 points; and (ii) 25 points	<p>The extent to which the State has demonstrated its ability to —</p> <p>(i) Make progress over the past several years in each of the four education reform areas and used its ARRA and other federal and State funding to pursue such reforms.</p> <p>(ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to —</p> <p>(a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;</p> <p>(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and</p> <p>(c) Increasing high school graduation rates.</p>

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B. Standards and Assessments (70 Total Points)

Criteria	Points	Requirements
1. Developing and adopting common standards	Total of 40 points (i) 20 points; and (ii) 20 points	The extent to which the State has demonstrated commitment to adopting a common set of standards, evidenced by (i) Participation in a consortium of states; and (ii) Including in the State's plan progress toward adopting common K-12 standards in 2010, and implementing the standards in a well-planned way.
2. Developing and implementing common assessments	Total of 10 points	The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by participation in a consortium of States that: (i) Is working toward developing and implementing common assessments aligned with common standards; and (ii) Includes a significant number of states.
3. Supporting the transition to enhanced standards and assessments	Total of 20 points	The extent to which the State, in collaboration with its participating LEAs, has a plan for supporting a statewide transition to and implementation of internationally benchmarked standards that build toward college and career readiness and high-quality assessments tied to those standards.

Selected Race to the Top Definitions:

Common set of K-12 standards means a set of content standards that define what students must know and be able to do and that are substantially identical across all States in a consortium. A State may supplement the common standards with additional standards, provided that the additional standards do not exceed 15 percent of the State's total standards for that content area.

Formative assessment means assessment questions, tools, and processes that are embedded in instruction and are used by teachers and students to provide timely feedback for purposes of adjusting instruction to improve learning.

High-quality assessment means an assessment designed to measure a student's knowledge, understanding of, and ability to apply, critical concepts through the use of a variety of item types and formats (*e.g.*, open-ended responses, performance-based tasks). Such assessments should enable measurement of student achievement (as defined in this notice) and student growth (as defined in this notice); be of high technical quality (*e.g.*, be valid, reliable, fair, and aligned to standards); incorporate technology where appropriate; include the assessment of students with disabilities and English language learners; and to the extent feasible, use universal design principles (as defined in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002) in development and administration.

Instructional improvement systems means technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as: instructional planning; gathering information (*e.g.*, through formative assessments (as defined in this notice), interim assessments (as defined in this notice), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in this notice) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

Student achievement means—

- (a) For tested grades and subjects: (1) a student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.
- (b) For non-tested grades and subjects: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Student growth means the change in student achievement (as defined in this notice) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms.

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C. Data Systems to Support Instruction (47 Total Points)

Criteria	Points	Requirements
1. Fully implementing a statewide longitudinal data system	Total of 24 points	The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements ¹ .
2. Accessing and using State data	Total of 5 points	The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (<i>e.g.</i> , parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness ² .

¹ Those elements include:

- (1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system;
- (2) Student-level enrollment, demographic, and program participation information;
- (3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs;
- (4) The capacity to communicate with higher education data systems;
- (5) A State data audit system assessing data quality, validity, and reliability;
- (6) Yearly test records of individual students with respect to assessments under ESEA;
- (7) Information on students not tested by grade and subject;
- (8) A teacher identifier system with the ability to match teachers to students;
- (9) Student-level transcript information, information on courses completed and grades earned;
- (10) Student-level college readiness test scores;
- (11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and
- (12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

² Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

Criteria	Points	Requirements
3. Using data to improve instruction	Total of 18 points	<p>The extent to which the State, in collaboration with its participating LEAs, has a high-quality plan to —</p> <ul style="list-style-type: none"> (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness; (ii) Support participating LEAs and schools that are using instructional improvement systems in providing effective professional development to teachers, principals, and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and (iii) Make the data from instructional improvement systems, together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (<i>e.g.</i>, students with disabilities, English language learners, students whose achievement is well below or above grade level).

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D. Great Teachers and Leaders (138 Total Points)

Criteria	Points	Requirements
1. Providing pathways for aspiring teachers and principals	Total of 21 points	The extent to which the State has — (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education; (ii) Alternative routes to certification that are in use; and (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.
2. Improving teacher and principal effectiveness based on performance	Total of 58 points (i) 5 points; (ii) 15 points; (iii) 10 points; and (iv) 28 points	The extent to which the State, in collaboration with its participating LEAs, has a plan and annual targets to ensure participating LEAs — (i) Establish clear approaches to measuring student growth and measure it for each individual (ii) Design and implement evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account data on student growth and are designed and developed with teacher and principal involvement; (iii) Conduct annual evaluations of teachers and principals that include feedback and provide teachers and principals with data on student growth for their students, classes, and schools; (iv) Use these evaluations to make informed decisions regarding developing teachers and leaders, including providing coaching, induction support, and/or professional development; compensation, promotion and retention of personnel, granting of tenure, and removing of ineffective tenured and untenured teachers and principals.
3. Ensuring equitable distribution of effective teachers and principals	Total of 25 points (i) 15 points; and (ii) 10 points	The extent to which the State in collaboration with its LEAs has a plan and targets to — (i) Ensure equitable distribution of teachers and principals by developing a plan informed by reviews of prior actions and data, to ensure students in high poverty and/or high minority schools have equitable access to highly effective teachers and principals and are not served by ineffective teachers and principals at higher rates than other students; and (ii) Increase the number and percentage of effective teachers teaching in hard-to-staff

Criteria	Points	Requirements
		subjects and special areas including mathematics, science, and special education, teaching in language instruction programs, and teaching in areas as identified by the State or LEA.
4. Improving the effectiveness of teacher and principal preparation programs	Total of 14 points	The extent to which the State has a plan and targets to — (i) Link student achievement and student growth data to the students’ teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals.
5. Providing effective support to teachers and principals	Total of 20 points	The extent to which the State in collaboration with LEAs has a plan for its participating LEAs to — (i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are ongoing and job-embedded; and (ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement.

Selected Race to the Top Definitions:

Alternative routes to certification means pathways to certification that are authorized under the State’s laws or regulations, that allow the establishment and operation of teacher and administrator preparation programs in the State, and that have the following characteristics (in addition to standard features such as demonstration of subject-matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English language learners and student with disabilities): (a) can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education; (b) are selective in accepting candidates; (c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (d) significantly limit the amount of coursework required or have options to test out of courses; and (e) upon completion, award the same level of certification that traditional preparation programs award upon completion.

Effective principal means a principal whose students, overall and for each subgroup, achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that

principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates and college enrollment rates, as well as evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement.

Effective teacher means a teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

Highly effective principal means a principal whose students, overall and for each subgroup, achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates; college enrollment rates; evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement; or evidence of attracting, developing, and retaining high numbers of effective teachers.

Highly effective teacher means a teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

Student achievement means —

- (a) For tested grades and subjects: (1) a student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.
- (b) For non-tested grades and subjects: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Student growth means the change in student achievement (as defined in this notice) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms.

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E. Turning Around the Lowest-Achieving Schools (50 Total Points)

Criteria	Points	Requirements
1. Intervening in the lowest-achieving schools and school districts	Total of 10 points	The extent to which the state has the legal, statutory, or regulatory authority to intervene directly in the state's persistently lowest-achieving schools ¹ and school districts that are in improvement or corrective action status.
2. Turning around the lowest-achieving schools	Total of 40 Points (i) 5 points; and (ii) 35 points	The extent to which the state has a high-quality plan with ambitious yet achievable annual targets to: (i) Identify the persistently lowest-achieving schools ² . (ii) Support school districts in turning around the persistently lowest-achieving schools by implementing one of the four school intervention models: turn around model, restart model, school closure, or transformation model

¹ Persistently lowest-achieving schools means, as determined by the State: (i) Any Title I school in improvement, corrective action, or restructuring that (a) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (ii) Any secondary school that is eligible for, but does not receive, Title I funds that (a) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

² To identify the persistently lowest-achieving schools, a State must take into account both (i) The academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (ii) The school's lack of progress on those assessments over a number of years in the "all students" group.

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F. General – 55 Points

Criteria	Points	Notes
1. Making education funding a priority.	10 points	<ul style="list-style-type: none"> The percentage of total legislatively approved appropriations in support of education for FY 2008-2009 was not equal to or greater than those approved for FY 2007-2008.
2. Ensuring successful conditions for high-performing charter schools and other innovative schools.	40 points	<ul style="list-style-type: none"> Student achievement is not a significant factor in the authorization or renewal of a charter school. Student achievement is not a factor in the revocation of a charter school. Pursuant to NRS 386.570, a charter schools is required to pay administrative expenses to its sponsor (2% in the first year of operation and up to 1.5% in the subsequent years). No money for charter school facilities has been appropriated by the legislature (NRS 386.5515). No money has been deposited in the Fund for Charter Schools (NRS 386.576). State funding for the Empowerment Program was eliminated during the 2007-2009 biennium due to budget reductions. No State funding to support the program was appropriated for the 2009-2011 biennium. The Davidson Academy of Nevada, which serves profoundly gifted students, became operational for the 2006-2007 school year.
3. Demonstrating other significant reform conditions.	5 points	<ul style="list-style-type: none"> The 2007 Legislature continued funding to support Programs for Innovation and the Prevention of Remediation. A portion of the funding was reverted due to budget reductions. Due to budget reductions, the 2009 Legislature did not provide State funding to support Programs for Innovation and the Prevention of Remediation.