

ESEA Waiver Nevada Application Overview



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EXHIBIT D - EDUCATION
Document consists of 27 pages.
Entire document provided.
Meeting Date 03-21-12

Contents of this Powerpoint

NV ESEA Flexibility Request — application as submitted 2/28/12

- + Application Development
 - + Stakeholder Engagement
- + Application Content
 - + College and Career Readiness
 - + School Classifications
 - + School Supports and Interventions
 - + School Recognition and Rewards
 - + Teacher and Principal Evaluation

Nevada Application Development — Stakeholder Engagement by NDE —

- + Specialized Committees Formed
 - + Accountability Redesign Committee (47 members; 17 districts invited; higher education; Charter Authority)
 - + Waiver Core Group (large, medium & small districts, charter authority, higher education)
- + Feedback and Input
 - + Teachers, administrators, parents, advocates, community members, higher education, policy makers
- + Face-to-face and phone meetings with organizations & entities
- + Presentations at established meetings and conferences
- + Phone conversations and email exchange of documents and ideas
- + Statewide Survey with more than 1500 responses

Nevada Application Development — Formal Organizations Engaged —

- + Nevada Association of School Boards (NASB)
- + Nevada Association of School Administrators (NASA)
- + Latin Chambers of Commerce
- + Nevada Association for the Advancement of Colored People (NAACP)
- + Parent Teacher Association (PTA)
- + Nevada Teachers and Leaders Council
- + Nevada Governor's Office
- + Special Education Advisory Committee (SEAC)
- + State Board of Education
- + Nevada State Education Association
- + Nevada Association of School Superintendent (NASS)
- + Title III & Special Education District Administrators
- + Native American Tribal Leaders
- + Title I Committee of Practitioners
- + State Public Charter School Authority

Nevada Application Development — Calendar of Targeted Engagement —

October 2011

10/26/11 Waiver Accountability Redesign Committee

November 2011

11/3/11 NV Association of School Superintendents

11/10/11 Waiver Core Group

11/14/11 Special Education Advisory Committee

11/16/11 Waiver Accountability Redesign Committee

11/28/11 Waiver Core Group

December 2011

12/1/11 NV Association of School Superintendents

12/4/11 English Language Learner Coordinators

12/6/11 Nevada Teachers and Leaders Council

12/6/11 Office of the Governor

12/8/11 Waiver Core Group

12/8/11 State Board of Education

12/22/11 Rural School District Superintendents

January 2012

1/5/12 Waiver Core Group

1/6/12 Nevada Association of School Superintendents

1/7/12 Nevada Association of School Administrators

1/10/12 Waiver Core Group

1/11/12 Accountability Technical Advisory Committee

1/18/12 Legislative Committee on Education

1/19/12 Special Education Advisory Committee

1/20/12 Nevada Teachers and Leaders Council

1/26/12 State Board of Education

1/26/12 Nevada State Education Association

1/28/12 Nevada Association of School Boards

1/31/12 Career and Technical Ed Advisory Committee

February 2012

2/1/12 Nevada Parent Teachers Association

2/2/12 Nevada Association of School Superintendents

2/2/12 Waiver Core Group

2/8/12 Nevada Teachers and Leaders Council

2/13/12 Title I Committee of Practitioners

2/21/12 Waiver Accountability Redesign Committee

2/24/12 State Board of Education

Cornerstone Values for Nevada's Next Generation Accountability System

- + Underlying Values upon which system is built:
 - + credibility, defensibility, fairness, accuracy, feasibility, and transparency
- + And so -- Nevada's next generation accountability system is:
 - + coherent, with systems alignment to ensure interdependent functionality;
 - + actionable, providing feedback to support effective instruction;
 - + focused on narrowing achievement gaps;
 - + built with growth as a priority measure;
 - + supportive of college- and career- readiness;
 - + differentiated for school supports and rewards following a "loose-tight" paradigm for empowerment and management of school performance; and
 - + purposeful in engaging and reinforcing stakeholders in system design and implementation

Theory of Action

Guiding Nevada's Accountability System Design

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

Principle 1

College & Career Readiness

- + Adoption and rollout of:
 - + Common Core State Standards
 - + World-Class Instructional Design & Assessment Standards for ELL
 - + National Center and State Collaborative (NCSC) GSEG for Students with Significant Cognitive Disabilities
 - + SMARTER Balanced Assessment Consortium (SBAC)
- + College Readiness defined; CTE Advisory Group informing Career Readiness definition
- + Science, Technology, Engineering, and Mathematics (STEM) Stakeholder Committee & Subgroups operationalized
- + Striving Readers Grant to support Literacy efforts

Principle 2

Indicator Selection Process

Indicators are selected for inclusion in the model based on:

- + Adherence to values**
- + Reliability**
- + Feasibility**
- + Incremental validity (triangulation)**

Principle 2

School Classifications

Nevada School Performance Framework (NSPF)

- + Final methodology values Growth **and** Proficiency
- + Weighted formula to assign schools a point-based rating
 - + 100 point index = basis of accountability reporting for all schools
- + Elementary and middle school analysis primarily on growth, status, and gap indicators
- + High school analysis primarily on status, gap, growth proxies, graduation, and career and college readiness indicators

Nevada School Performance Framework

Elementary and middle school indicators emphasize Growth to proficiency

- + 40% Nevada Growth Model
- + 30% Proficiency
- + 20% Subpopulation Gaps
- + 10% Other Indicators

High school indicators emphasize proficiency and other college and career readiness indicators

- + 30% Proficiency
- + 10% Subpopulation Gaps
- + 30% Graduation Rate including Subpopulations
- + 16% College- and Career-Readiness
- + 14% Other Indicators

Nevada School Performance Framework

— Point-Based Index —

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

Implementing Nevada's School Performance Framework

Timing

- + Schools grouped from highest to lowest in terms of index values
- + Priority & focus schools 1st identified in fall 2012, using 2010-2011 data
- + Turnaround & focus school principles implemented 2013-2014 school year

Assignment of Classifications

- + Five-Star Schools: overall index values for school(s) at 90% percentile
- + Four-Star Schools: 75th to 89th percentile range
- + Three-Star Schools: 25th to 74th percentiles
- + Two Star-Schools: 5th to 24th percentiles
- + One Star-Schools: lowest 5% of schools
- + To mitigate misclassification of schools due to measurement variations, NSPF provides for conservative identification of Five-Star and One-Star schools

Principle 2

Annual Measurable Objectives (AMOs)

+ AMOs Built into Performance Ranges in NSPF Index

- + Ranges of performance determine point values for each indicator within the NSPF**
- + Range of values related to highest and lowest ends mitigate misclassification of points**
- + Rigorous but attainable targets for each indicator are set based on Statewide descriptive statistics**
 - + Unlike NCLB, evidence exists that schools can meet these targets**

Principle 2

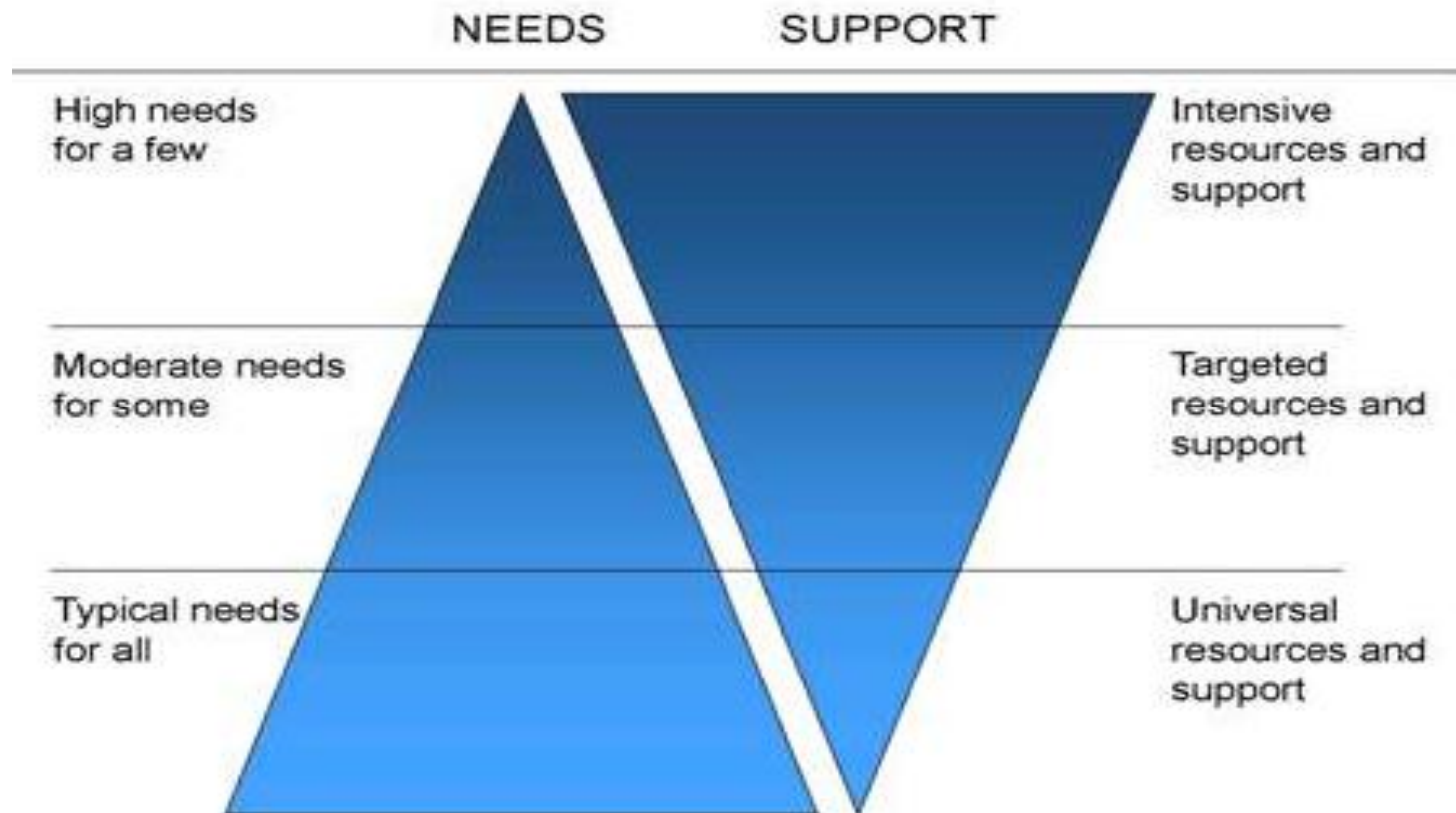
Subpopulation Considerations

- + **Focused Attention on Subpopulations**
 - + Minimum N-Size changed from 25 to 10
 - + Statistical reviews to ensure reliable classification (e.g., confidence intervals)
 - + When N-size not met for FRL, LEP or IEP subgroups, analysis is made using “super subgroup”

Principle 2

Differentiated School Supports & Rewards

+ Response to Intervention Orientation – Needs Drive Support



Principle 2

School Supports

- + Understanding of policies and practices influencing performance, via research-based needs assessment
 - + NV Comprehensive Curriculum Audit Tool for Schools (NCCAT-S) or other
- + Implementation of a uniform school improvement planning process for schools (SAGE)
 - + Tiered support from districts to help schools with planning
- + Sanctioned interventions for schools based on need
 - + Existing state regulations (NAC 385)
 - + Fiscal Title I resources where applicable

Principle 2

School Supports

- + Leadership development for turnaround principals and district and state administrators
- + Comprehensive monitoring of school improvement through diagnostic school reviews
 - + eNOTE electronic documentation & progress monitoring system
- + Program quality indicators to assess system success

Principle 2

School Rewards

- + Public recognition
- + Pay for performance
- + Financial incentives
- + Flexibility in decision making on budgeting and use of allocations and implementation of core instructional efforts
- + Highly effective professional development to transform instructional and leadership practices

Principle 2 — Managed Performance Empowerment Continuum

School Perf Framework (SPF) Level	Recognition, Supports, and Interventions within Nevada's Managed Performance Empowerment (MPE) Continuum
Five-Star Schools	<ul style="list-style-type: none">• Autonomy in school improvement planning, creating a Level 1 Performance Plan• Flexible use of allocations within parameters of school board policies• Site based decision making on use of core instructional materials• Pay for performance/financial incentives• Public recognition

Principle 2 — Managed Performance Empowerment Continuum

School Perf Framework (SPF) Level	Recognition, Supports, and Interventions within Nevada's Managed Performance Empowerment (MPE) Continuum
Four-Star Schools	<ul style="list-style-type: none">• Autonomy in school improvement planning with school district review, creating a Level 2 Performance Plan• Negotiated flexibility between school district and school in use of allocations• Site based decision making on use of core instructional materials• Pay for performance/financial incentives• Public recognition

Principle 2 — Managed Performance Empowerment Continuum

School Perf Framework (SPF) Level	Recognition, Supports, and Interventions within Nevada's Managed Performance Empowerment (MPE) Continuum
Three-Star Schools	<ul style="list-style-type: none">• Participation in statewide SAGE school improvement planning process, creating a Level 3 Improvement Plan• Negotiated flexibility in use of allocations• Negotiated flexibility between school district and school with core instructional materials• Optional visits to model sites• Public recognition

Principle 2 — Managed Performance Empowerment Continuum

School Perf Framework (SPF) Level	Recognition, Supports, and Interventions within Nevada's Managed Performance Empowerment (MPE) Continuum
Two-Star Schools	<ul style="list-style-type: none">• Participation in statewide SAGE school improvement planning process, creating a Level 4 Improvement or Level 4 Focus School Improvement Plan• Required engagement of district leaders to support school in uniform school improvement planning and monitoring of implementation through the NDE's established eNOTE system (i.e., WestEd Tracker platform)• Prescribed use of core instructional materials• Prescribed scheduling• Required visits to model sites and provision of embedded professional development that aligns with strategies, including coaching and mentoring if determined necessary through data analysis• Differentiated supports negotiated by the NDE and the LEA, with a focus on capacity building of school and LEA educational leaders

Principle 2 — Managed Performance Empowerment Continuum

School Perf Framework (SPF) Level	Recognition, Supports, and Interventions within Nevada's Managed Performance Empowerment (MPE) Continuum
One-Star Schools	<ul style="list-style-type: none">• Participation in statewide SAGE school improvement planning process, creating a Level 4 Improvement or Level 4 Focus School Improvement Plan• Required engagement of district leaders to support school in uniform school improvement planning and monitoring of implementation through the NDE's established eNOTE system (i.e., WestEd Tracker platform)• Prescribed use of core instructional materials• Prescribed scheduling• Required visits to model sites and provision of embedded professional development that aligns with strategies, including coaching and mentoring if determined necessary through data analysis• Differentiated supports negotiated by the NDE and the LEA, with a focus on capacity building of school and LEA educational leaders

Principle 2

Turnaround Principles

- + Provide strong leadership
 - + Review performance of principal
 - + Determine if leadership change is needed & respond accordingly
 - + Grant operational flexibility for scheduling, staff, curriculum, & budget
- + Foster strong instruction
 - + Review performance of teaching faculty & retain (only) effective teachers
 - + Prevent transfer of ineffective teachers to the school
 - + Provide job-embedded, ongoing PD based on evaluation data
- + Redesign the school schedule for extended learning time
- + Strengthen the instructional program based on research & student need
- + Use data to inform instruction; provide collab. time for data-driven planning
- + Establish school environment for safety, discipline, non-academic factors

Principle 3

Evaluating & Supporting Instruction

Assembly Bill 222

- + Created 15-member Teachers and Leaders Council
- + Establishes basis for effectiveness
- + Sets forth guidelines for rigorous evaluation of educators
- + Requires use of multiple measures
- + Demands a 4-tier performance framework
- + Encourages alignment of professional support systems
- + Mandates at least 50 percent educator evaluation based on student achievement data

Principle 3

Evaluating & Supporting Instruction

- + Teachers and Leaders Council believes that system must:
 - + include clear expectations for professional practice and student growth
 - + include fair, meaningful and accurate feedback
 - + engage stakeholders in a collaborative process that informs practice and positively influences school climate
 - + include student, teacher, and administrator achievement and performance using multiple measures and measured over time
 - + be consistent with and supported by State-, district-, and school-level systems
 - + include continuous and measurable feedback to improve student, teacher, administrator, and the system itself
 - + be part of a larger professional growth system continually evolving and improving to support the educators it serves