

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Expanding Opportunity Through Quality Charter Schools Program Grants to State Entities**

**CFDA # 84.282A**

**PR/Award # S282A200009**

**Grants.gov Tracking#: GRANT13105399**

OMB No. , Expiration Date:

Closing Date: May 15, 2020

PR/Award # S282A200009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

05/14/2020

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

N/A

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

\* a. Legal Name:

Opportunity 180

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

██████████

\* c. Organizational DUNS:

██████████

d. Address:

\* Street1:

900 N. Lamb Blvd

Street2:

Suite 140

\* City:

Las Vegas

County/Parish:

Clark

\* State:

NV: Nevada

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

89110-5803

e. Organizational Unit:

Department Name:

N/A

Division Name:

N/A

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

\* First Name:

Jana

Middle Name:

\* Last Name:

Wilcox Lavin

Suffix:

Title:

Executive Director

Organizational Affiliation:

\* Telephone Number:

██████████

Fax Number:

\* Email:

██████████

PR/Award # S282A200009

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

### \* 12. Funding Opportunity Number:

ED-GRANTS-012720-001

\* Title:

Office of Elementary and Secondary Education (OESE): Expanding Opportunity Through Quality Charter Schools Program (CSP): Grants to State Entities CFDA Number 84.282A

### 13. Competition Identification Number:

84-282A2020-2

Title:

Expanding Opportunity Through Quality Charter Schools Program Grants to State Entities

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

GREAT SCHOOLS FOR NEVADA CSP GRANT AND PROGRAM

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments



**Application for Federal Assistance SF-424****16. Congressional Districts Of:**

\* a. Applicant

NV-1

\* b. Program/Project

NV-ALL

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

10/01/2020

\* b. End Date:

09/30/2025

**18. Estimated Funding (\$):**

* a. Federal	22,755,555.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	22,755,555.00

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☒ c. Program is not covered by E.O. 12372.**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:

Ms.

\* First Name:

Jana

Middle Name:

\* Last Name:

Wilcox Lavin

Suffix:

\* Title:

Executive Director

\* Telephone Number:

Fax Number:

\* Email:

jana@opportunity180.org

\* Signature of Authorized Representative:

Michael Makkonen

\* Date Signed:

05/14/2020

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Opportunity 180

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits	42,821.00	56,198.00	58,157.00	60,186.00	48,232.00	265,594.00
3. Travel	18,245.00	18,245.00	18,245.00	18,245.00	18,245.00	91,225.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	21,406.00	20,971.00	20,971.00	20,971.00	20,971.00	105,290.00
6. Contractual	82,900.00	84,100.00	84,100.00	85,300.00	85,300.00	421,700.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	3,016,571.00	5,271,391.00	4,599,492.00	5,330,671.00	3,187,841.00	21,405,966.00
9. Total Direct Costs (lines 1-8)	3,244,443.00	5,560,001.00	4,893,333.00	5,631,112.00	3,426,666.00	22,755,555.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	3,244,443.00	5,560,001.00	4,893,333.00	5,631,112.00	3,426,666.00	22,755,555.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is  %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

PR/Award # S282A200009

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Opportunity 180		

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013

Expiration Date: 02/28/2022

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Opportunity 180 * Street 1: 900 N. Lamb Blvd Street 2: Suite 140 * City: Las Vegas State: NV: Nevada Zip: 89110-5803 Congressional District, if known: NV 1		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Charter Schools CFDA Number, if applicable: 84.282	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix: * First Name: 0180 does no Federal Lobbying Middle Name: * Last Name: 0180 does no Federal Lobbying Suffix: * Street 1: 0180 does no Federal Lobbying Street 2: * City: 0180 does no Federal Lobbying State: Zip:		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix: * First Name: 0180 does no Federal Lobbying Middle Name: * Last Name: 0180 does no Federal Lobbying Suffix: * Street 1: 0180 does no Federal Lobbying Street 2: * City: 0180 does no Federal Lobbying State: Zip:		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Michael Makkonen * Name: Prefix: * First Name: Jana Middle Name: * Last Name: Wilcox Lavin Suffix: Title: Executive Director Telephone No.: Date: 05/14/2020		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S282A200009

Page e8

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

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. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [REDACTED] and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1246-NV CSP GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

## GEPA 427 Equitable Access and Participation

Since its inception, Opportunity 180 has been equity-focused and is committed to ensure equal access to, and participation in, its federally assisted program for students, teachers, and other beneficiaries with special needs. O180 does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability. O180 will make reasonable accommodations for qualified individuals with disabilities upon request, including having a sign language interpreter at events and ensuring ADA-compliant event facilities.

The statewide Hispanic or Latino population is 42% of Nevada's total population, and in the Clark County School District alone, Hispanic or Latino students make up over 46% of the student population. That is why event materials, surveys, and online information for families, including Nevada school performance data on our online portal and in-person engagements, are offered in English and Spanish.

Further, Nevada charter school law stipulates that all charter schools must comply with all laws related to discrimination and civil rights (NRS 388A.366). Discriminatory enrollment practices are prohibited, per NRS 388A.453:

- 1. An application for enrollment in a charter school may be submitted annually to the governing body of the charter school by the parent or legal guardian of any child who resides in this State.*
- 2. Except as otherwise provided in subsections 1 to 5, inclusive, NRS 388A.336, subsections 1 and 2 of NRS 388A.456, and any applicable federal law, including, without limitation, 42 U.S.C. §§ 11301 et seq., a charter school shall enroll pupils who are eligible for enrollment in the order in which the applications are received.*

3. *If the board of trustees of the school district in which the charter school is located has established zones of attendance pursuant to NRS 388.040, the charter school shall, if practicable, ensure that the racial composition of pupils enrolled in the charter school does not differ by more than 10 percent from the racial composition of pupils who attend public schools in the zone in which the charter school is located.*
4. *If a charter school is sponsored by the board of trustees of a school district located in a county whose population is 100,000 or more, except for a program of distance education provided by the charter school, the charter school shall enroll pupils who are eligible for enrollment who reside in the school district in which the charter school is located before enrolling pupils who reside outside the school district.*
5. *Except as otherwise provided in subsections 1 and 2 of NRS 388A.456, if more pupils who are eligible for enrollment apply for enrollment in the charter school than the number of spaces which are available, the charter school shall determine which applicants to enroll pursuant to subsections 1 to 4, inclusive, on the basis of a lottery system.*
6. *Except as otherwise provided in subsection 8, a charter school shall not accept applications for enrollment in the charter school or otherwise discriminate based on the Race; Gender; Religion; Ethnicity; Disability; Sexual orientation; or Gender identity or expression of a pupil.*
7. *A lottery held pursuant to subsection 5 must be held not sooner than 45 days after the date on which a charter school begins accepting applications for enrollment unless the sponsor of the charter school determines there is good cause to hold it sooner.*

8. *This section does not preclude the formation of a charter school that is dedicated to provide educational services exclusively to pupils: (a) With disabilities; (b) Who pose such severe disciplinary problems that they warrant a specific educational program, including, without limitation, a charter school specifically designed to serve a single gender that emphasizes personal responsibility and rehabilitation; or (c) Who are at risk or, for a charter school that is eligible to be rated using the alternative performance framework pursuant to subsection 4 of NRS 385A.740, who are described in subparagraphs (1) to (6), inclusive, of paragraph (a) of subsection 3 of NRS 385A.740.*
9. *If more eligible pupils apply for enrollment in such a charter school than the number of spaces which are available, the charter school shall determine which applicants to enroll pursuant to this subsection on the basis of a lottery system.*

All schools that conduct project activities funded under this grant program must adhere to these legal requirements. In addition, O180's NV CSP grant program will also give priority preference points and additional funding to charter schools that will serve at-risk students, including English Language Learners.



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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Opportunity 180

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms.

\* First Name: Jana

Middle Name:

\* Last Name: Wilcox Lavin

Suffix:

\* Title: Executive Director

\* SIGNATURE: Michael Makkonen

\* DATE: 05/14/2020

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Jana"/>	<input type="text"/>	<input type="text" value="Wilcox Lavin"/>	<input type="text"/>

Address:

Street1:	<input type="text" value="900 N. Lamb Blvd"/>
Street2:	<input type="text" value="Suite 140"/>
City:	<input type="text" value="Las Vegas"/>
County:	<input type="text" value="Clark"/>
State:	<input type="text" value="NV: Nevada"/>
Zip Code:	<input type="text" value="89110-5803"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

Email Address:

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment: 1234-Abstract Narrative NV CSP.pdf

Add Attachment

Delete Attachment

View Attachment

## Great Schools For Nevada CSP Grant & Program – Abstract Narrative

Nevada consistently ranks at the bottom for overall K-12 public education, most recently placing 50th in the nation on the National Assessment for Educational Progress (NAEP), with an overall score of a D+ in 2019. The systemic underperformance and overcrowding of public schools across Nevada disproportionately affect students of color and students who live in poverty.

In response to school quality and growing equity issues, during the 2015 legislative session, the state of Nevada adopted a series of education reforms as part of a comprehensive school improvement strategy. These reforms included a competitive grant for a “harbormaster,” to utilize \$5 million over two years in state match funds to grow and launch high quality charter schools that meet the academic needs of Nevada’s most disadvantaged students (Senate Bill 491, 2015). Opportunity 180 (O180) is a Charter Support Organization (CSO) that launched in 2015 with a similar goal to expand the number of quality public schools in Nevada. In O180’s launch year, the organization won the bid to serve as the state’s harbormaster. Harbormaster funds, in conjunction with private funds raised by Opportunity 180, were used to accelerate the growth of high-quality charter schools serving at-risk students, complementing the work of the state’s original CSP managed by the Nevada Department of Education (NDE).

O180 is leading a long-term journey towards a north star where *every kid in Nevada graduates from high school college and career ready*. To accelerate its existing work to increase the number of quality seats accessible to students in neighborhoods of greatest need, O180 is requesting \$ [REDACTED] in CSP funds to meet the following Nevada CSP program objectives:

- Increase the number of quality public charter schools (new, replicated, and expanded) serving the most at-risk student populations by at least 24 over the next five years.

- Position Nevada's charter sector as a leader in authorizing quality and academic performance

Nevada's diverse student population closely reflects the United States' predicted future demographic. Plus, the National Alliance for Public Charter Schools' latest [annual review](#) ranked Nevada's charter school law as 11th best in the country. These conditions uniquely position Nevada's charter school sector to serve as a national test case to establish and prove effective practices for addressing our nation's future educational needs.

The proposed *Great Schools for Nevada* Charter School Program (or "NV CSP") will meet its stated objectives through activities under the following major streams of work:

- Running subgrant competitions.
- Providing technical assistance to quality subgrant applicants.
- Monitoring subgrantees for fiscal, operational, and academic performance.
- Providing technical assistance to authorizers to ensure quality oversight and accountability practices.
- Providing TA to charter schools to improve performance of low performing schools and capture best practices of high-performing schools.
- Conducting a charter sector performance analysis and assessment of the NV CSP program.
- Disseminating best practices across charter and district sectors.

The following Project Narrative demonstrates how we utilize local expertise, nationally researched best practices, and collaboration with the State Public Charter School Authority (SPCSA) and other key partners to achieve these objectives.

## Project Narrative File(s)

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## Competitive Preference Priorities (CPP)

### CPP1: Spurring Investment in Qualified Opportunity Zones

This application meets Competitive Preference Priority 1 (CPP1) concerning spurring investment in Qualified Opportunity Zones (QOZs). Under its proposed Charter Schools Program, *Great Schools for Nevada*, Opportunity 180 (O180) intends to identify, incentivize, and prioritize charter school founding teams and high-quality charter replication partners that propose a location within one of the QOZs listed in the table below.

**Table 1: Qualified Opportunity Zone Census Tracts in Nevada by County.**

Clark County QOZ Census Tracts				Washoe County	County	QOZ Tract
32003000103	32003000523	32003000522	32003000600	32031000101	Churchill	32003005438
32003000105	32003005421	32003005422	32003000700	32031000102	Elko	32007951500
32003000106	32003002847	32003002603	32003000800	32031000201	Lyon	32019960103
32003000201	32003002905	32003005200	32003001100	32031000202	Lyon	32019960201
32003000203	32003002962	32003007800	32003001300	32031000900	Nye	32023960401
32003000301	32003003006	32003006800	32003001501	32031001009	Storey	32029970200
32003000401	32003003616	32003002405	32003001607	32031001502	Carson City	32510000600
32003000402	32003003700	32003002506	32003001801	32031003101		
32003000403	32003003800	32003000521	32003001901	32031940200		
32003000510	32003004000	32003005005	32003002201			
32003000520	32003004302	32003002404	32003002403			

These census tracts will be presented throughout the subgrant RFA process to encourage schools to consider in making location decisions. To display this, we will leverage the [Interactive School Quality Map](#) on the O180 website, which includes an overlay of the poverty rate by census tract with the locations of the lowest performing (1- and 2-star) district and charter schools. This map



is updated annually with new data and features. The next update will include an expansion of the geographical area to display more QOZ census tracts, as well as rural areas statewide.

O180 will use QOZ, in addition to poverty and school performance rates, to inform where quality schools are needed the most. Potential subgrantees will be encouraged to launch within these high-poverty geographical areas that significantly overlap with the QOZ census tracts. As further outlined under CPP6, a school whose proposed location falls within a QOZ and plans to serve a representative student demographic will be prioritized through additional application points. Priority points will be assessed on a graduated scale that awards points based on the QOZs concentration of low-performing schools. QOZs will also help O180 geographically target activities under CPP5 to improve struggling schools within these areas.

Through state harbormaster match funds (described in the Abstract Narrative) and private philanthropy dollars, O180 has developed an active partnership with Building Hope, a national nonprofit lender and real estate developer, that shares a commitment to launching schools within QOZs (see CPP4).

## **CPP2: LEA / Appeals Process**

This application meets CPP2 as Nevada law provides for statewide authorizers in addition to LEAs, as well as an appeals process for the denial of charter applicants. Nevada's charter school law (NRS 388A.159) stipulates that multiple entities are allowed to authorize public charter schools in Nevada:

- A college or university within the Nevada System of Higher Education
- A local school board (within the boundaries of the school system under its jurisdiction)
- The State Public Charter School Authority (SPCSA)

Nevada charter school authorizers serve as the Local Educational Agency (LEA) for every school it sponsors (NRS 388A.159).

Entity	Campuses	Students Served
State Public Charter School Authority	60	49,420
Clark County School District	7	5,205
Washoe County School District	7	2,944
Carson City School District	1	284

The State’s largest and only authorizer receiving applications, the SPCSA, is an independent state entity whose mission is to *“sponsor, support, and oversee dynamic and responsive public charter schools that prepare all students for academic, social, and economic success.”*

An appeals process for the denial of charter applicants is provided under NRS 388A.252; NRS 388A.255. If the SPCSA denies a charter applicant, the applicant may correct and resubmit the application for additional consideration. If the SPCSA denies an application after it has been resubmitted, the applicant may, within 30-days of receiving written notice from the authorizer, *“appeal the final determination to the district court of the county in which the proposed charter school will be located.”* If other authorizers, such as a school board or higher education institution, deny a charter application, the applicant may also correct and resubmit the application. If a charter applicant is denied a second time by another authorizer, the applicant can submit a request to be authorized by the SPCSA.

### **CPP3: Timely, Equitable Financing**

This application meets CPP3 concerning timely and equitable financing for charter schools. Nevada Revised Statutes (NRS) and the Nevada Administrative Code (NAC) sections that

concern charter school and education funding provides that “*each pupil who is enrolled in a charter school must be included in the pupil count for purposes of apportionments and allowances from the State Distributive School Account (DSA).*” The DSA is the state’s base per-pupil revenue source. The law also provides that a charter school is entitled to receive its proportionate share of any additional money available from federal, state or local sources that the school or pupils enrolled in the school are eligible to receive (NRS 388A.411). In accordance, the NDE, in collaboration with the SPCSA, ensures that a charter school receives its proportionate share of any additional money available from federal, state or local sources that the school or pupils enrolled in the school are eligible to receive. This includes charter school access to federal Title I, Title II, Title III/ELL, and IDEA funding. SPCSA charter schools receive funds in quarterly payments. However, in its first year of operation, a public charter school may request any quarterly payment 30 days earlier (NRS 388A.417).

O180 helps maximize charter school participation in state and federal program resources by including a school funding seminar in our annual Future Schools Summit (described on pg. 8) and other technical assistance (TA) webinars and trainings.

The state base per pupil amount is updated every two years, most recently \$6,138. To supplement this, the law also allows for state categorical aid to public charter schools serving eligible students, which includes funding for students who qualify for Free or Reduced-Price Lunch (FRL), students on Individualized Education Plans (IEP), students who are English Language Learners (ELL), and Gifted and Talented Education (GATE) students (NRS 388A.159). Further, the state funded two pilot programs, Zoom Schools and Victory Schools, to determine the kinds of support and costs associated with meeting the needs of English Language Learners (ELL, Zoom) and economically disadvantaged students (FRL, Victory) who attend

underperforming schools. While most of the qualifying schools in the Zoom and Victory pilot programs are district schools, charter schools were considered equally, resulting in ten Zoom charters and one Victory charter.

#### **CPP4: Facilities**

This application meets CPP4 concerning funding for facilities, assistance with facilities acquisition, access to public facilities, and low- or no-cost leasing privileges.

##### *(i) Funding for facilities*

Subject to legislative appropriation, charter schools may apply to the NDE for available facilities funding if the school has been operating in this state for at least five consecutive years and is in good financial standing (NRS 388A.405). In addition, NRS 387.3335 allows for the creation of a Fund to Assist School Districts in Financing Capital Improvements. However, there has not yet been a budget appropriation to finance this Fund.

##### *(ii) Assistance with facilities acquisition*

Nevada law provides charter schools with access to the State-sponsored Account for Charter Schools, a revolving loan fund. This program was first funded in 2013 with a one-time State appropriation of \$750,000, and funds must be used to make loans at or below market rate to charter schools for costs incurred in preparing a charter school to commence its first year of operations or to improve a charter school that has been in operation, of which facility costs can be a part. There have been seven awards to charter schools since 2014. The maximum loan amount is the lesser of \$500 per pupil or \$200,000. Repayment must be completed in three years (NRS 388A.432 to 388A.438). Two of the schools that Opportunity 180 has supported the

launch of since 2017 have received funds under this program, Futuro Academy and Girls Athletic Leadership Academy (GALS).

Nevada law authorizes charter schools meeting certain performance qualifications to access tax-exempt financing through the Nevada Department of Business and Industry for the acquisition, construction, improvement, restoration, or rehabilitation of property, buildings, and facilities (NRS 388A.550 to 388A.640).

Alongside expert partners, O180 offers charter schools comprehensive assistance with facilities identification, acquisition, and financing. For example, our working partner, Building Hope, provides up to 25% of the equity needed to secure bank or bond financing by providing non-recourse, low-interest (6.5%), 5-year loans. This helps fill the gaps by giving charter schools adequate time to reduce their loan balances and build up cash reserves. After five years, schools can obtain replacement financing to pay off their initial Building Hope loans.

In partnership with Building Hope, O180 has also launched a Facility Loan fund that will provide facility identification support and project management services to complete feasibility and readiness assessments for launch and long-term facility acquisition support. Building Hope has four current projects in development or acquisition in Nevada as of April 2020.

Other organizations O180 has relationships with, such as the Charter School Development Corporation (CSDC) and Turner Agassi Impact Fund, have also successfully supported charter schools in Nevada with facility development.

As part of its support to schools with facility location identification, O180 launched a Facilities Survey Tool. The purpose of the tool is to make it easier to identify “high demand” areas with high concentrations of low-performing and overcrowded schools where charter operators should

consider opening new school(s). The tool provides charter operators with an actionable list of facility options to expedite their facilities search and launch timeline. The persistent overcrowding and underperformance of schools across Nevada presents a valuable opportunity for charter operators to open high-quality schools where they are needed the most.

*(iii) Access to public facilities and (vi) Low- or no-cost leasing privileges*

Alongside partners, O180 actively works to assist charter schools in identifying and securing access to public facilities. Nevada law allows charter schools to contract with school districts for the use of facilities at low cost (a cost no more than the amount of per pupil dollars the district would otherwise spend on the building), but there is no requirement to offer right of first refusal (NRS 388A.378). An example of this is Lomie G. Heard Elementary School, a former district school located on Nellis Air Force Base. The Air Force Base issued a long-term lease to Coral Academy of Science, a state-authorized charter school, after choosing not to extend the lease of the Clark County School District.

**CPP5: Best Practices to Improve Struggling Schools**

This application meets CPP5 concerning the dissemination of best practices to improve struggling schools.

*1.) In-Person Dissemination Strategies*

O180 and other local and national organizations are already deploying strategies in Nevada to collect and disseminate best practices in an effort to improve struggling district and charter schools and to continue to strengthen and learn from schools that perform well. For example, the Nevada Department of Education's Office of Parental Involvement and Family Engagement (PIFE) and the Advisory Council for Family Engagement publish [\*Promising Practices\*](#), a

document made up of responses from schools, districts, and community organizations highlighting promising practices for engaging families. Second, the NDE also offers a [Leadership Network](#) to provide professional development to leaders of struggling school.

*“Participants use an equity lens when making decisions, implement capacity-building strategies to support improved instruction, recognize and highlight inequities within their schools, and increase their trust to value using data/evidence to inform decisions.”* Third, the NDE website includes [Underperforming Schools Support Resources](#), which O180 will use as another online platform to share promising practices uncovered through reviews conducted under this program.

Two major in-person events O180 will continue to leverage as opportunities to partner and engage in best practice sharing to the charter school sector are the annual conferences already held by the Charter School Association of Nevada (CSAN) and the National Alliance for Public Charter Schools (NAPCS)— where *“more than 85% of attendees say what they learn at the conference will lead to implementation or positive changes at their schools and organizations.”* O180 will collect best practices throughout each school year through the subgrantee monitoring cycle, then plan opportunities at conferences to share these practices.

Further, O180’s annual **Future Schools Summit**, which has been held for four consecutive years to date, convenes a targeted group of current and prospective charter schools, as well as families and local and national community partners ranging in service offerings from facilities acquisition to food programs and talent recruitment and development. Participants hear highlights of best practices and lessons learned from successful Nevada charter schools, as well as presentations about the charter authorization process, state and private funding, policy conditions, engaging families and community leaders, and building a network of service providers that help schools

succeed– including food service, wraparound service, teacher professional development programs, and others.

In addition, O180 also facilitates monthly consortium meetings with current and upcoming charter school leaders. These meetings create the space for collective problem solving, exchanging best practices, and sharing resources. The consortium will also hold an annual event at the end of the school year for charter leaders to present their best practices and lessons learned. District school leaders have also participated in consortium meetings, and under this program, O180 will seek increased district involvement in these discussions to encourage more cross-sector best practice sharing.

## *2.) Electronic Dissemination Strategies*

[The NDE website](#) houses a repository of best practices, including several reports and resources to encourage district and charter collaboration. O180 also captures best practices on our website, specifically through the [“Great Classrooms” video series](#) that features a live look at instructional practices that show evidence of success for students in high-poverty and high-performing district and charter schools. The series was advertised to Nevada families and educators through email and social media, as well as shared through the communications platforms of the district and charter schools featured in the series.

## *3.) Selection of Best Practices and the use of charter schools to improve or turn around struggling schools*

Part of O180’s strategic approach includes investing in and “match-making” partnerships with quality service providers to improve educator practice or build the conditions for success within low-performing district and charter schools. For example, to improve policy conditions statewide, we partnered with Teach Plus to expand their Policy Fellowship to Nevada district and



charter educators. Teach Plus Nevada is currently in their second cohort year to collaborate on policy work that will improve conditions for great schools to thrive. Another example is the Lead Nevada Academy Fellowship that O180 funded and designed in partnership with TNTP to establish cohorts of educators across district and charter schools that receive coaching to become instructional leaders and improve student achievement. Building Excellent Schools, the Accelerate Institute's Ryan Fellowship, and the Transcend Fellowship are examples of the types of quality service providers we match district and charter school leaders with to develop plans and receive coaching to improve struggling schools. Service providers O180 selects to match with leaders and low-performing schools must demonstrate that their approach is supported by evidence of success and rooted in nationally recognized best practices.

When selecting strategies that are deemed best practices, O180 requires measurable evidence and data, and focuses on strategies that lead to success for underserved populations. We will also focus on innovations that are producing overall results in the areas of student engagement, parent and community involvement, and college and career readiness.

A similar strategic, evidenced-based "match-making" approach rooted in the needs of the community guided the turnaround partnership O180 leadership facilitated between the chronically low-performing (1- and 2-star) Andre Agassi College Prep Academy (AACPA) and the Democracy Prep CMO. Democracy Prep at the Agassi Campus (DPAC) was established as the CMO expanded to Nevada to take over AACPA's building operations to improve student academic outcomes. DPAC's middle school is currently the only middle school within a 5-mile radius that received a top NSPF ranking of 5-stars (Nevada Report Card, 2018-19).

In Nevada, charter authorizers serve as LEAs. For details about how O180 will support quality authorizing efforts and utilize best practices to help improve struggling LEAs and authorizers, see CPP7).

### **CPP6: Serving At-Risk Students**

This application meets CPP6 concerning support for charter schools serving at-risk students through a combination of both the organizational mission and work of O180, as well as state efforts to ensure equitable access. In Nevada, the majority of students meet the definition of at-risk, and there are significant achievement gaps among those population, as shown in Table 3 below. This is why O180 is committed to focusing on schools serving at-risk students.

***Table 3: Nevada Average Math & Reading Proficiency by Student Subgroup***

<b>Student Population</b>	<b>% Math Proficient</b>	<b>% Reading Proficient</b>
<b>Statewide - All Students</b>	37.5%	48.5%
<b>IEP</b>	10.8%	13.4%
<b>ELL</b>	14.6%	15.8%
<b>FRL</b>	28.4%	39.2%
<b>Hispanic</b>	28.9%	40.6%
<b>Black</b>	18.7%	30%
<b>White</b>	50.7%	61%

*Source: Nevada Report Card, 2018-19*

#### *1.) State Support for At-Risk Students*

Several legislative initiatives around charter schools were put in place specifically to address the widening opportunity gap and to enable innovative solutions for charter schools to improve

academic outcomes for at-risk students. Nevada law, under NRS. 388A.045, adopts the following definition for at-risk students:

*A pupil is “at risk” if the pupil has an economic or academic disadvantage such that he or she requires special services and assistance to enable him or her to succeed in educational programs. The term includes, without limitation, pupils who are members of economically disadvantaged families, pupils who are English learners, pupils who are at risk of dropping out of high school and pupils who do not meet minimum standards of academic proficiency.*

To underscore the state’s focus on serving at-risk students and closing opportunity gaps, the SPCSA prioritizes applications that are focused on serving at-risk students and requires every charter school to articulate its plan for recruiting and serving at-risk students. As required by NRS 388A.220, and in collaboration with the NDE and local school districts, the SPCSA has conducted and incorporated the findings of an [Academic and Demographic Needs Assessment](#) into its charter school authorizing decisions.

The SPCSA has defined demographic and academic needs as follows:

1. Demographic Needs:
  - a. Student populations that underperform according to graduation rate, the ACT Assessment, and the Smarter Balanced Assessment (both Math and ELA) for the last three years present a demographic need.
  - b. Students qualifying for free or reduced-price lunch, English Learners, and students who have Individualized Education Programs (IEPs) also present a demographic need.

## 2. Academic Needs:

- a. Geographies with low performing (1 and 2 star) schools, where the addition of a 3, 4, or 5-Star school would provide an alternative for students.
- b. Students at risk of dropping out also present an academic need. Despite a rapidly improving graduation rate, nearly one in five students does not graduate high school in four years, with certain subpopulations persistently graduating at lower rates than their peers.

### *State Public Charter School Authority Academic & Demographic Needs Rubric:*

<p>Applicant <b>does not meet either an academic need or a demographic need.</b></p> <p>Applicant may need to revise their academic plan or pick a new location in order to qualify for a recommendation - even if their application otherwise meets the standards set forth by the SPCSA in its application rubric.</p>	<p>Applicant meets one or more academic needs <b>OR</b> one or more demographic needs.</p> <p>In that instance, an applicant <b>may be recommended for approval</b> contingent upon the details of their application and may be subject to additional contract conditions, so long as their application otherwise meets the standard set forth by the SPCSA in its application rubric.</p>	<p>Applicant meets one or more academic needs <b>AND</b> one or more demographic needs.</p> <p>Applicant <b>will be recommended for approval</b> so long as their application otherwise meets the standards set forth by the SPCSA in its application rubric.</p>
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→ Likelihood applicant is approved

NRS 388A.255 requires that approval of any charter application must include a determination that the proposed school meets one or more of the needs outlined above. Meeting these needs increases the likelihood of charter application approval by the SPCSA. In requiring an Academic and Demographic Needs assessment, the state encourages charter schools to develop meaningful supports for serving at-risk students such as dropout prevention, dropout recovery, and comprehensive career counseling services.

The Needs Assessment is also a key driver in the development of the SPCSA Growth Management Plan, as mandated by NRS 388A.167. While the Academic and Demographic

Needs Assessment provides a snapshot of the needs of students, the Growth Management Plan outlines a strategy for how new charter schools will address those needs. Together, the Needs Assessment and the Growth Management Plan, guide the SPCSA's authorizing responsibilities. The SPCSA will serve in an advisory capacity to the *Great Schools for Nevada* CSP program to ensure charter school recruitment and support efforts are in alignment with the SPCSA's Needs Assessment and Growth Management Plan. The student demographics outlined in the Needs Assessment are consistent with both O180's [Priority Footprint](#) (targeted geographies based on overcrowding and underperformance of neighborhood schools), as well as O180's focus on serving at-risk students. The Footprint Map is updated annually. The next update will include an expansion beyond Clark County to show statewide priority areas.

Another critical statewide strategy to support at-risk students is providing categorical funding for at-risk populations on a per pupil basis for all district and charter schools (see pg. 4 for more details on state categorical funding).

To ensure alignment of efforts and avoid duplication of work for maximum impact, O180 will consult with an Advisory Committee including the NDE, the Charter School Association of Nevada (CSAN), and the SPCSA (more details on pg. 44).

*2.) Support for charter schools that serve at-risk students through activities such as dropout prevention, dropout recovery, or comprehensive career counseling services.*

Nevada has twenty-eight active alternative schools serving high-needs populations of students. For example, Beacon Academy Charter School offers a blended learning model for credit deficient students.

The academic performance of alternative schools is measured using the state's Alternative Performance Framework (APF) (NRS 385A.730 and NRS 385A.740, Regulation No. R126-15, 2016). These schools typically fall into one of four categories:

- Schools offering credit recovery programs
- Schools offering behavioral/continuation programs
- Juvenile Detention Facilities serving adjudicated youth
- Special Education schools serving students with identified disabilities

Nevada supports community social emotional needs through its social worker program, managed by the NDE's Office of Safe and Respectful Learning (NRS 388.1323), established by recent amendments to the state's anti-bullying laws to highlight the importance of safe and respectful learning environments and support the health and wellbeing of all students. Additionally, in accordance with SB 544 (2017), the Governor's budget appropriated \$22 million for the Social Workers in Schools Grant, which included 10 professional licenses or degrees that could be utilized for the purposes of hiring school social workers.

Lastly, the state's Multi-Tiered System of Supports (MTSS) also helps prepare schools to effectively serve at-risk students. In accordance with the Every Student Succeeds Act (ESSA), the Nevada Legislature formed Nevada Integrated Student Supports (NISS) (NRS 388.885). The NISS is an MTSS framework that helps the state and districts allocate resources and structure academic interventions to ensure the academic, behavioral, social emotional success of students.

### *3.) Recruitment and enrollment practices to promote inclusion of all students*

Nevada law permits charter schools to deploy enrollment preferences or a weighted lottery to provide mission-centric enrollment preference to at-risk students, economically disadvantaged

students, and students zoned to attend underperforming and overcrowded schools (NRS 388A 459). For example, Futuro Academy Charter School launched in a neighborhood with a high concentration of overcrowded and low-performing (1 and 2 star) schools. In its first year of launch, Futuro was paired with the lowest-performing nearby zoned school, Cambeiro Elementary. In the first year of the pairing, students zoned to Cambeiro were guaranteed a seat at Futuro Academy as a way to ensure the school served families with the greatest need for an alternative and high-quality school option. As part of TA offerings, O180 will also provide strategic consulting to subgrantees related to geo-targeted marketing and outreach to families to promote enrollment.

#### *4.) Recruitment of Charter Schools Serving At-Risk Students*

O180 will continue recruiting high-quality charter operators that have a track record of success or strong plans to serve the academic needs of at-risk students– including those with learning disabilities, those who live in poverty, and those who are learning the English Language– while also ensuring all students have the support they need to promote retention and reduce disciplinary action.

O180 will provide preference points and additional funding to CSP subgrant applicants that either 1.) demonstrates success or evidence-based plans to successfully serve an at-risk student population that is greater than or equal to the average at-risk student population served by the district the school is located in (see Appendix F, demographic report on all Nevada districts), or 2.) demonstrates school turnaround success or evidence-based plans to engage in a transformational partnership to improve struggling charter schools (R-131 16A Section 11). Charter operators awarded a subgrant that fit one or both of these criteria will receive an additional \$500,000.

All charter schools that are currently supported by O180 serve greater than the state average of economically and educationally disadvantaged students, and their models are designed to be responsive to the needs of those students.

**Table 2: Current or Projected Student Populations at Charters Currently Supported by O180**

School:	GALS	LV Collegiate	Explore Academy	DPAC	NV Prep	NV Rise	Futuro
<b>FRL</b>	80%	99%	75%	100%	91%	89%	87%
<b>ELL</b>	35%	23%	20%	11%	18%	19%	38%
<b>Black</b>	15%	44%	40%	62%	18%	32%	9%
<b>Hispanic</b>	60%	43%	36%	31%	69%	44%	82%
<b>IEP</b>	12%	11%	10%	9%	13%	11%	5%

\*4 more O180-supported schools that are in the planning phase are not reflected in Table 2.

Explore Academy is a high school O180 recruited that is prepared to launch in a high-poverty neighborhood in Fall 2020. The school's innovative educational model allows students to choose their own unique educational pathway in preparation for college. Explore's flagship school in New Mexico was ranked as the number one school for growth in both reading and math (NM Public Education Department, 2018-19). Two additional schools in O180's recruitment pipeline that are expanding their reach by replicating their successful models in Nevada serve 61-90% students of color and 78-85% FRL-eligible students.

Though O180's target communities for growth are predominantly urban, O180 has been actively working to expand its charter school investment portfolio to serve the entire state, including Nevada's rural communities. The approach is to identify schools that most effectively serve at-risk students, and to support their ability to replicate and serve more students. A high-performing Career and Technical Education charter school located in Reno, Nevada, is an example of a



replication investment already in the strategic planning phase to identify the most effective way to serve more students.

### **CPP7: Authorizing Best Practices**

This application meets CPP7 concerning authorizing best practices.

#### *1.) Authorizer Accountability*

The Nevada State Board of Education (SBOE) is the ultimate oversight agency responsible for ensuring quality practices are deployed by authorizers (NRS 388A.220). To become a local authorizer, an eligible agency must submit an application detailing plans for practicing quality authorizing and holding charter schools accountable to performance. For ongoing state-level accountability, upon approval by the State Board, the authorizer must develop an annual report that evaluates the academic, financial and organizational performance of each charter school that it sponsors (NRS 388A.351). *“After completing the comprehensive review, the Department shall determine whether to continue or revoke the authorization of a sponsor to sponsor charter schools”* (NRS 388A.230). Authorizers are subject to sanctions, including revocation of authority to grant new charters, if they fail to adhere to authorizing standards. To date, no Nevada authorizers have been issued infractions by the SBOE.

#### *2.) Assessing and Enhancing Authorizing Practices*

To complement the state’s efforts to monitor the quality of authorizer practices, O180 will partner with NACSA, or another nationally recognized authorizing expert, to evaluate the quality of authorizing practice and policy in Nevada, plus make recommendations for improvement. One resource already leveraged to assess a foundation of quality practice is NACSA’s Index of Essential Practices Report. In 2016, the SPCSA met 11 out of 12 of NACSA’s essential practices for quality authorizing. The Clark County School District, which oversees eight district-run

charter schools, met 7 out of 12 essential practices. NACSA's assessment of essential practices reflects five domains of effective authorizing:

- Agency commitment and capacity
- Application process and decision making
- Performance contracting
- Ongoing oversight and evaluation
- Revocation and renewal decision making

Authorizer training and other TA offerings provided through this CSP project will include information about best practices for school oversight and accountability to ensure authorizers have the tools they need to intervene when necessary.

As another way to ensure authorizers implement recommendations for improved practice, O180 will dedicate a portion of CSP technical assistance funds to provide development opportunities to authorizers that have active schools, including one in-person convening with a nationally-recognized authorizing expert to review, discuss, and consider strategies to better align authorizer procedures to nationally recognized standards for quality charter authorizing. Additionally, in partnership with a quality service provider, O180 will offer **governance training** to all newly appointed authorizer board members and to SBOE board members to ensure quality oversight practices at the authority board level. For monitoring purposes, O180 will leverage the state's system of accountability (NSPF) and existing authorizer reporting requirements to assess authorizer Charter Portfolio Performance Reports year-over-year (per ESSA 4303 (f)(1)(A)(xii)(II)). The results of these assessments can inform authorizer TA and supports to improve authorizing practices and ensure shortcomings are addressed.

### *3.) Charter School Monitoring: Assessing Annual Performance Data*

Nevada law requires a performance framework be incorporated into a charter contract, pursuant to NRS 388A.270. The framework must include academic proficiency and results of state standardized tests, academic growth, achievement gaps, graduation rates, college-readiness, and attendance rates. Additionally, authorizers are responsible for monitoring the performance and compliance of each charter school it sponsors (NRS 388A.223).

The state ensured alignment of the Nevada School Performance Framework (NSPF), its public school accountability system (see Appendix F), across both traditional and charter schools. Authorizers are also responsible for collecting, reporting, and assessing all data related to the NSPF results of charter schools, and creating an annual report that is publicly available and shared with the NDE. This data is used to inform school intervention decisions. The SPCSA has three levels of intervention when schools do not meet academic standards (i.e. a NSPF rating of 3-stars or below). These levels of intervention are as follows: Notice of Concern, Notice of Breach, and Notice of Intent to Terminate. Notices are delivered to the school's board with detailed information, required actions with due dates to remedy the concern, and how to access additional resources.

NRS 388A.223 stipulates that authorizers must *“conduct site evaluations of each campus of a charter school it sponsors during the first, third and fifth years after entering into or renewing a charter contract.”*

Authorizers use NSPF results and site visit findings to make decisions about intervention, renewal, and closure. State law outlines protocols an authorizer must follow during the closure of low-performing charters, including notifying and soliciting input from parents of students who attend the school (NRS 388A.303). Ensuring these laws are appropriately implemented by

authorizers (per ESSA 4303 (f)(1)(A)(iv)), an assessment of authorizer’s closure procedures will be included in the annual authorizer evaluation conducted by NACSA or another authorizer expert (described on pg. 18). In the event of school closure, Opportunity 180 will maximize the authorizer’s work with affected families by helping them find alternative, high-quality options nearby. We will do this work under philanthropically funded activities such as:

- Helping disseminate access to information every step of the way in the decision making process through the [Nevada Ed-Watch](#) series, which summarizes discussion and action taken at every public body meeting, including all SPCSA board meetings.
- Collaborating with high-quality charter schools in the area to help affected families apply. Affected families will also be prioritized in all O180 hosted family engagement events and school choice resource sharing.
- Sharing O180’s [Data Portal](#) to help parents access and understand school performance.
- Sharing contact information and application information for other local school options.

O180 will seek the input of the NDE and authorizers to ensure charter schools have access to all applicable state and federal funding sources, as outlined on pg. 4 (per ESSA 4303 (f)(1)(A)(v)). More details about school choice resource offerings can be found under Parent Input (pg. 48) later in the application.

## Selection Criteria

### **a (1) & (3) Quality of Program Design & Ambitiousness of Objectives**

#### *1.) Rationale and Logic Model*

Opportunity 180 is a Nevada charter school support organization that aligns work closely with the state’s main authorizer and some of the most engaged organizations that offer services to charter schools and their students and families. Charter schools that are committed to launch in

the most in-demand neighborhoods across Nevada (or are referred by the SPCSA) seek O180's support of their application from the beginning of their school planning process.

Alongside quality service partners, the Theory of Action for the *Great Schools for Nevada* CSP program is to grow the number of high-quality charter schools in neighborhoods of greatest need and support each school throughout the process. This will ultimately increase the number of high-quality public school options available in Nevada's neighborhoods that need them most.

Nevada's lowest-performing schools— the public district and charter schools performing in the bottom 5% in the state— serve 82% students living in poverty and 60% Black or Hispanic students (Nevada Report Card data, 2018-19). Plus, many urban district schools are exceeding their planned capacity, with elementary schools operating at 120-135% capacity.

Charter schools in Nevada offer families what they need: more and higher-quality school options in their neighborhoods. Of all Nevada charter schools with an NSPF rating, 72% received a 3-star rating or higher. In comparison, 58% of all non-charter schools in Nevada rated under the NSPF were ranked 3-stars or higher (Nevada Report Card, 2018-19).

The rationale behind this CSP project is to significantly increase access to high-quality public schools for Nevada's most educationally disadvantaged students by selectively recruiting, launching and providing technical assistance to charters that will serve those students.

Additionally, the rationale is to create a strong system of quality public schools through various TA offerings to ensure subgrant schools are quality, to improve struggling schools, and to advance quality authorizing practice and oversight.

## Logic Model for Great Schools For Nevada CSP

Objective 1: Increase the number of quality new, replicated, or expanded public charter schools serving the most at-risk student populations by at least 24 over the next five years				
Inputs & Resources	Activities	Outputs	Short Term Goals	Long Term Goals
O180 team, Advisory Committee, SPCSA, Building Hope, NACSA, and other external experts  New Launch, Replication, and Expansion Charter Schools  CSP Subgrant Distributions, Philanthropic funds  Admin Funds	<b>Activity 1:1</b> Run subgrant competition.  <b>Activity 1:2</b> Provide technical assistance to quality subgrant applicants.  <b>Activity 1:3</b> Monitor subgrantees for fiscal, operational, and academic performance.	Subgrants are awarded to the highest quality applicants to launch, replicate, and expand high-quality charter schools while improving the Nevada charter sector overall through best operating and instructional practices.	Increase the number of high-quality educational options accessible to at-risk students.	By 2025, there will be at least 24 new or expanded high-quality charter schools accessible for the most at-risk students.  The average at-risk student populations served by charter schools will be greater than or equal to statewide averages.  Provide models for high-quality education of at-risk students (national best practice)
Objective 2: Position Nevada's charter sector as a leader in authorizing quality and academic performance				
Inputs & Resources	Activities	Outputs	Short Term Goals	Long Term Goals
O180 team, Advisory Committee, Nevada Authorizers with active schools, NACSA, and other external experts.  CSP TA Funds, Philanthropic funds	<b>Activity 2:1</b> Provide technical assistance to authorizers to ensure quality oversight and accountability practices.  <b>Activity 2:2</b> Provide TA to charter schools to improve performance of low performing schools and capture best practices of high-performing schools.  <b>Activity 2:3</b> Conduct charter sector performance analysis and assessment of NV CSP program.  <b>Activity 2:4</b> Disseminate best practices across charter and district sectors.	O180 hosts 3-4 workshops and webinar trainings, plus 2-3 in-person opportunities to provide technical assistance and share best practices.	Active authorizers achieve a greater index score on NACSA evaluation  Subgrantees meet or exceed state academic achievement and growth targets aligned to their charter contracts with their authorizer.	Decreased achievement gaps by offering more and higher-quality schools that outperform state averages, specifically for at-risk students.  Nevada public education sector (district and charter) will improve through demonstration of best practice.  Increased awareness about quality charters and their performance in Nevada.

## 2.) *Estimated Yearly Awards*

Opportunity 180 is already engaged in work to recruit and support the development of charter schools to serve at-risk students, aligned towards a North Star where *every kid graduates from high school ready for college and career*. O180's organizational Theory of Action centers around the following five strategies (or "simple truths") for supporting charter schools to help create a strong system of quality public schools:

1. ***Quality Schools:*** *High-quality schools are accessible to students and families in every neighborhood.*
2. ***Great Ideas in Action:*** *Investments are made in innovative ideas to respond to the needs of the community and improve student outcomes.*
3. ***Engaged Community:*** *Community stakeholders are empowered and aligned to a shared vision for student success.*
4. ***Accessible Data:*** *Data is accurate, accessible, and used to drive discussion, policy, and action that impacts students.*
5. ***Good Governance:*** *Governing bodies are accountable to putting students first*

Opportunity 180 is requesting a total of \$ [REDACTED] over five-years to award subgrants to an ambitious yet attainable goal of 24 new, replicated, or expanded high-quality charter schools.

This amount includes slightly over 7% technical assistance activities (2% for authorizer and 5% for subgrantees), as well as less than 3% administrative activities. For more details and a breakdown of expenses, please refer to the budget (Part 2) and Budget Narrative (Part 5).

[REDACTED] of the overall CSP project budget will be utilized for subgrant distributions to new, replicating, or expanding charter schools. Subgrantees may receive up to \$1,500,000 total over up to 3 years, based on a maximum base award of \$1,000,000 and a supplement of \$500,000 for schools that either 1.) demonstrate success or evidence-based plans to serve an at-risk student population that is greater than or equal to the average at-risk student population served by the district the school is located in or 2.) demonstrate school turnaround success or evidence-based plans to engage in a transformational partnership to improve struggling charter schools (R-131 16A Section 11). This approach is meant not only to align to O180's recruitment strategy, which gives preference to charters serving educationally disadvantaged students, but also serves to offset added costs of effectively serving those students.

Over the course of the *Great Schools for Nevada* CSP program, O180 anticipates at least 52 subgrant applicants for expansion, replication, or new school launch. This number was informed by the average number of charter schools that historically apply for authorization each year and is aligned to the SPCSA's charter school growth plan and current pipeline of charters. Of the 52 applicants, the goal of 24 subgrantees is reflective of the percentage of the highest quality applicants that will 1.) launch in a geographical area of greatest need (a QOZ or a high-poverty neighborhood with high concentrations of overcrowded and underperforming schools) and 2.) have a track record of success or strong plans to serve a high percentage of at-risk students.

***Table 4: Projected number of CSP subgrant applicants and targeted number of CSP Subgrant Awards over requested 5-year 2020-25 CSP Award***

Project Year	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Project Total
	2020-21	2021-22	2022-23	2023-24	2024-25	2020-25



<b>Projected # of expected new school applicants</b>	4	8	8	10	10	40
<b>Projected # of new school CSP subgrant awards</b>	1	3	4	4	4	16
<b>Projected # of expected replications/expansions</b>	0	3	3	5	5	16
<b>Projected # of replication/expansion CSP subgrant awards</b>	3	3	2	0	0	8

**Table 5: Total Estimated Number of Subgrantee Schools Awarded per Year**

Type of Subgrant	FY2021	FY2022	FY2023	FY2024	FY2025	24 schools Total
3-Year Planning & Implementation combined Subgrants	0 schools	5 schools	4 schools	4 schools	4 schools	17 schools
2-Year Implementation-Only Subgrants	4 schools	1 school	2 schools	0 schools	0 schools	7 schools

**Table 6: Total Estimated Number of Active Subgrants per Year**

Type of Subgrant	FY2021	FY2022	FY2023	FY2024	FY2025
Post-charter Planning Grant (average award of \$388,000)	0 schools*	5 schools	4 schools	4 schools	4 schools
Year 1 Implementation Grant (average award of \$386,000)	4 schools	1 schools	7 schools	4 schools	4 schools
Year 2 Implementation Grant (average award of \$385,000)	0 schools	4 schools	1 schools	7 schools	4 schools

\*No planning grants will be awarded in FY2021.

FY2021 awards will be implementation-only for schools that already received CSP planning funds by the NDE.

### 3.) Objectives, Activities, and Outcomes

**Activities to Achieve Objective 1: Increase the number of quality public charter schools serving the most at-risk student populations by at least 24 over the next five years.**

### **Activity 1:1 Implement subgrant competition**

O180 will award through a competitive RFP process 24 subgrants over five years to high quality charter schools for start-up, replication, or expansion, with an emphasis on charters that serve at-risk student populations.

Activity 1:1.1 At the start of the competition, and at least quarterly thereafter, O180 will consult with the Advisory Committee (described on pg. 44) to avoid duplicative efforts and ensure a coherent statewide strategy for supporting charter schools.

Activity 1:1.2 If awarded, O180 will hire a *Great Schools Project Manager* who will manage and oversee the NV CSP project. 100% of this new hire's time will be dedicated to this CSP project. For years 2-4 of this project, O180 will also hire a *Great Schools Project Coordinator* to support with TA activity logistics and project tracking and monitoring.

Table 8 below outlines the timeline of additional subgrant competition, application TA training, and review activities. Prior to submitting an application for a subgrant, charter schools must provide 1.) a letter of intent to submit an application for CSP funds and 2.) documentation assuring that they meet federal requirements as outlined on pg. 38. Collecting letters of intent to submit an application will be helpful in ensuring an appropriate amount of reviewers are secured and trained. More information about the process for selecting and training a Review Committee is on pg. 39. Selected subgrantees will be notified through an award letter and at that time, an initial grants fiscal review will be conducted with each subgrantee.

***Table 8: Tentative Review Timeline***

CYCLE 1		CYCLE 2	
January	-Promote RFA for NV CSP subgrants -Call for reviewers -Intent to Submit and Eligibility	August	-Promote RFA for NV CSP subgrants -Call for reviewers -Intent to Submit and Eligibility

	Forms due		Forms due
February	-Select and train reviewers -Application TA Training	September	-Select and train reviewers -Application TA Training
March	-Subgrant applications due -Review begins	October	-Subgrant applications due -Review begins
April	Notification of awards	November	Notification of awards

### **Activity 1:2 Provide Technical Assistance to Subgrant Applicants**

To guide schools towards high-quality from the start, subgrantees participate in both programmatic and fiscal grant-related TA to help navigate the complexities of all statutory requirements, as well as receive training on best practices. Subgrantees also receive access to ongoing professional development TA that is tailored to the needs of each school's community and team. Additional subgrant TA activities include:

- Facilitating Charter Board Governance training (pg. 47)
- Offering consultancy on geo-targeted enrollment marketing (pg. 46)
- Developing a NV CSP Guidebook resource document
- Conducting budget workshops, trainings, and webinars (pg. 45)

### **Activity 1:3 Subgrantee Monitoring**

#### Activity 1:3.1 Conduct risk assessments of new NV CSP Grant recipients

In partnership with a quality third-party service provider, O180 will conduct rigorous monitoring of each subgrantee for the purposes of risk assessment, compliance, and identification of areas for improvement to support subgrantees to progress toward becoming high-quality charter schools (see Table 10).

Additional fiscal and programmatic monitoring activities include:

- Tracking subgrantee reports on completion of technical assistance activities
- Reviewing and approving NV CSP grant budgets of each subgrantee
- Conducting a mid-year fiscal desk review of each subgrantee

- Reviewing Request for Funds submissions prior to reimbursement, ensuring timely draw-down of funds
- Conducting site visits for schools in years one or two of implementation
- Collecting final grant reports for schools exiting the program

**Activities to Achieve Objective 2: *Position Nevada's charter sector as a leader in authorizing quality and academic performance***

**Activity 2:1 Authorizer Technical Assistance**

Ensuring that charter schools are high-quality from the start begins with quality authorization practices. O180 will work collaboratively with active authorizers, NACSA (or another nationally recognized authorizing expert), and other quality service providers and partners to build capacity and to continually evaluate and improve authorizing quality in Nevada. Authorizer TA activities under this program include quarterly authorizer technical assistance events, with at least one as an in-person convening per year that provides 1) a resource sharing and networking environment, 2) training and discussion on quality standards, the charter application process, contracting, charter renewal, monitoring, oversight, replication, charter turnaround models, changes in statute and education initiatives, and examples of best practice, and 3) opportunity to review, discuss, and update key authorizer tools and resources for the state. Additional authorizer TA activities, including board governance training for newly appointed authorizer board members and SBOE members to ensure quality oversight and accountability practices, are articulated on pg. 19.

**Activity 2:2 Charter School Sector Technical Assistance**

*Activity 2:2.1 Identify and Recruit High-Quality CMOs and High-Potential Leaders*

Through its “Great Ideas in Action” strategy, O180 recruits and partners with the most effective professional development networks to provide coaching to educator leaders who want to increase their impact on students in the classroom or launch a fresh-start charter school. Talent partnerships include groups like Teach For America, TNTP, Transcend Education, Building

Excellent Schools, Teach Plus, and more. This work is ongoing and has already resulted in 8,167 more high-quality seats accessible to Nevada students. On an ongoing basis, O180 also actively recruits high quality CMOs from around the country. CMOs identified as quality based on their academic track records serving at-risk student populations are invited to participate in O180's annual Future Schools Summit, which is described more on pg. 8. To be considered for a CSP subgrant, CMO expansion or replication schools must include in their application a demonstration of the school's ability to adapt their model to meet the localized needs of students and families in Nevada, as well as meet other subgrant selection criteria.

#### Activity 2:2.2 TA for charter schools that receive a Notice of Concern

Each year, the SPCSA issues Notices of Concern to schools that are not meeting their annual performance targets (described more on pg. 20). O180 will offer technical assistance grants to support these charter schools as they finalize and implement an improvement plan aligned to the discrepancies specified in the school's Notice of Concern (as described on pg. 20).

Additional charter sector TA activities include:

- Facilitating charter board fundamental trainings (detailed on pg. 47)
- Holding 3-4 topic-based TA webinars (detailed on pg. 45)
- Convening a Charter School Consortium (detailed on pg. 46)
- Hosting the annual Future Schools Summit (detailed on pg. 8)
- Attending the annual CSAN Conference (detailed on pg. 8)

#### **Activity 2:3 Charter Sector and CSP Program Performance Evaluation**

The impact and results of the *Great Schools for NV CSP* program will not only be measured against short-term and 5-year goals and performance measures, but also against a long-term vision for creating a quality system of great schools for all Nevada students. Activities related to charter sector performance are intended to collect sector-wide data and measure the impact over

time of the NV CSP program. This also includes partnering with a quality service partner with expertise in data analysis to conduct a parent survey to assess subgrantee school's utilization of evidence-based practices for effectively engaging parents. This service provider will also evaluate the impact of the NV CSP program. Additional data collection to measure the impact of the NV CSP and the quality of the overall charter sector include:

- The use of weighted lotteries and its effect on ensuring charters serve more educationally disadvantaged students
- Student count data to assess how closely district and charter school student populations are reflective of their surrounding communities
- Information on the NV CSP program progress against goals, including number of subgrantees, number of schools launched or closed, and the results at subgrantee schools (more in Management Plan and under section a(2)).
- Statewide charter school performance over time
- Monitoring at the federal level, including NV CSP program fiscal reports and ensuring adequate stewardship in compliance with federal grant terms

#### **Activity 2:4 Dissemination of Best and Promising Practice**

Throughout this program, close attention will be placed on identifying and disseminating best practices backed by data at subgrantee charter schools. The Top Schools report (described on pg. 33) is one example of how these best practices will be collected from and accessible to all district and charter public schools, regardless of if they have received a subgrant or other support from O180. Activities related to best practices also include participation in conferences such as the CSAN and NAPCS annual conference mentioned previously, as well as data collection on the number of schools by district to assess the results of best practice sharing statewide. As mentioned under TA (pg. 45), webinars will also be grounded in best practices.

The NDE's vision is *"all Nevadans ready for success in a global 21st Century."* To achieve this vision, the mission of the NDE is to *"improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence."* This vision and mission is rooted in the following strategic priorities set by the NDE:

- Implement standards, programs, and assessments that prepare all students for college and careers.
- Facilitate high-impact instruction and leadership through measurement and support of educator effectiveness and family engagement.
- Evaluate and publicize school, district, and state performance and assign rewards, technical assistance, and interventions.
- Continually improve Departmental leadership and collaboration with all stakeholders.

Since 2015, O180's work has complemented and accelerated the state's strategic vision and mission. To date, the quality charter schools component of O180's work has led to the launch of seven new schools, as well as school improvement and technical assistance investments in four more schools – creating access to high-quality public school seats for over 8,000 students. This work, as well as the state's strategic vision, will be complemented and accelerated through O180's proposed CSP project.

For example, Nevada Prep Middle School, one of Opportunity 180's fresh-start school investments, achieved the highest math growth data of any middle school in Nevada, according to 2019 Smarter Balanced Assessment Consortium (SBAC) assessment data. The school serves a majority Hispanic student population and exceeds statewide averages in serving at-risk student populations – with 22% English Language Learners; 89% economically disadvantaged, and 15% special education students (Nevada Report Card, 2018-19).

Table 9 below shows more early success already taking place at O180’s investment schools to-date. O180’s work and the impact and results of these schools will be further accelerated through this proposed CSP project, *Great Schools for Nevada* and leveraged as proof-points for what’s possible for all students at all public schools.

**Table 9: Historically underserved student subgroups at O180 supported charters grow academically faster than state averages** (Source: Nevada Report Card 2018-19)

	All Charter Students		Economically Disadvantaged (FRL)		Black & Hispanic	
	O180	All	O180	All	O180	All
<b>ELA Growth</b>	62%	56%	61%	53%	Black: 62% Hispanic: 62%	Black: 49% Hispanic: 55%
<b>Math Growth</b>	72%	58%	72%	58%	Black: 62.5% Hispanic: 71%	Black: 55% Hispanic: 57%

In the spirit of identifying and disseminating best practices across district and charter schools, O180 will continue the annual production of its [Top Schools Report](#) to recognize the highest-performing, high-poverty (as defined by serving at least 75% FRL) district and charter schools across Nevada. To be recognized as a Top School, a school must have at least 75% of students proficient or on track to be proficient (based on growth data) in both reading and math, as evidenced by assessment data. In 2019, Nevada Prep Middle School was one of three recognized as a Top School, in addition to one more charter school in O180’s investment portfolio (Mater Academy Mountain Vista Middle School) and one district zoned school under the Clark County School District (Diaz Elementary). The Report also includes “schools to watch” that are coming close to meeting all the academic and student population criteria to be recognized as a Top School. Each year, O180 will host an event with a broad group of education stakeholders, including business, nonprofit, and policy leaders to unveil the Top Schools report.



## a (2) Method of Evaluation / Data & Performance Measurement

### 1.) Objectives and Performance Measures

O180, in alignment with the goals of the NDE, CSAN, and SPCSA, has set ambitious objectives and targets to improve the charter sector and increase the number of quality charter schools serving the students who need them most. The continued presence of CSP grant funds in Nevada will undoubtedly make these goals and targets attainable. The table below summarizes the objectives, key activities, and aligned performance measures (PM) of this project. O180 will collect data annually against these objectives and report it to the U.S. Department of Education in compliance with grant terms. Results will also be publicly available on the O180 website.

<b>Performance Plan</b>		
<b>Objective 1: Increase the number of quality public charter schools serving the most at-risk student populations by at least 24 over the next five years.</b>		
<b>Activity 1:1</b> Run Subgrant Competition <b>Activity 1:2</b> Subgrantee TA <b>Activity 1:3</b> Subgrantee Monitoring		
<b>Performance Measures</b>	<b>Baseline</b>	<b>Targets</b>
<b>PM1 (a)</b> (PROJECT, output) Award subgrants to at least 24 new, replicating, or expanding high-quality charter schools.	O180 has not yet hosted a CSP subgrant competition. (For context, the FY2020 NDE CSP subgrant competition resulted in 15 awards. O180's FY2020 State Harbormaster grant program awarded 11 grants to new/replicating charter schools).	24 subgrants over FY2021-2025  Benchmarks: 4 subgrants for FY2021 6 subgrants for FY2022 6 subgrants for FY2023 4 subgrants for FY2024 4 subgrants for FY2025
<b>PM1 (b)</b> (PROJECT, output) Number of subgrants awarded to schools that serve a student population that is greater than or equal to the average at-risk population served by the geographic district the school is located in.	Baseline will be established during the first program year based on student populations served by subgrantees.	75% each program year
<b>PM1 (c)</b> (PROJECT, outcome) Increase in the number of students who have access to high quality (4- or 5-star) charter schools.*	24,736 (based on 2018-19 Nevada Report Card, NSPF)	10,800 quality charter seats added under this project by 2025 ( <i>assumption of 600 students</i> )

		<i>per new school, and 100-300 students per replication/expansion school).</i>  0 for FY2020 2,100 for FY2021 2,100 for FY2022 3,300 for FY2023 3,300 for FY2024
<b>PM1 (d)</b> (PROJECT, output) Subgrantee participation in Technical Assistance activities	Baseline will be established based on subgrantee participation in TA activities during the first program year.	Subgrantees participate in 90% of TA activities each program year
<b>PM1 (e)</b> (GPRA, output): # of charter schools in Nevada.	75 for 2018-19	79 for FY2020 85 for FY2021 91 for FY2022 95 for FY2023 99 total increase by 2025
<b>Objective 2: Position Nevada's charter sector as a leader in authorizing quality and academic performance.</b>		
<b>Activity 2:1</b> Authorizer TA <b>Activity 2:2</b> Charter Schools TA <b>Activity 2:3</b> Charter sector and CSP program performance evaluation <b>Activity 2:4</b> Dissemination of Best & Promising Practices		
<b>Performance Measures</b>	<b>Baseline</b>	<b>Targets</b>
<b>PM2 (a)1</b> (PROJECT, outcome) Authorizer TA support will result in Nevada authorizers actively authorizing charters maintaining or exceeding their rankings on the NACSA Index of Essential Practices Report.  <b>PM2 (a)2</b> (PROJECT, output) 100% of newly appointed SPCSA board members receive board governance training each appointment cycle.	Two of four authorizers have existing scores: 11 out of 12 (SPCSA, 2016); 7 out of 12 (Clark County, 2016).  Baselines for the other authorizers, Washoe County and Carson City School Districts, will be established during the first grant year (FY2021).	All active authorizers meet or exceed NACSA rankings each review cycle.
<b>PM2 (b)</b> (PROJECT, outcome) Nevada's charter sector will continue to outperform statewide district school performance based on the # of schools receiving a 4- or 5-star rating on the NSPF.	Percentage of schools receiving a 4- or 5-star rating in 2018-19: 27% of district schools 53% of charter schools (26% greater)	Maintain 26 percentile points or more above district ratings.

<b>PM2 (c)1</b> (PROJECT, outcome) Percentile change in the median growth percentiles (MGP) in English Language Arts for educationally disadvantaged students in charter schools.	2019 MGP scores for charter schools: FRL ELA: 47 ELL ELA: 29 IEP ELA: 24	Increase the MGP in ELA by 1 percentile point annually.
<b>PM2 (c)2</b> (PROJECT, outcome) Percentile change in the median growth percentiles (MGP) in Math for educationally disadvantaged students in charter schools.	2019 MGP scores for charter schools: FRL Math:33 ELL Math: 20 IEP Math: 17	Increase the MGP in Math by 0.5 percentile point annually.
<b>PM2 (d)1</b> (GPRA, outcome): % proficient or advanced for 4th grade ELA  <b>PM2 (d)2</b> (GPRA, outcome): % proficient or advanced for 4 <sup>th</sup> grade Math  <b>PM2 (d)3</b> (GPRA, outcome): % proficient or advanced for 8th grade ELA  <b>PM2 (d)4</b> (GPRA, outcome): % proficient or advanced for 8th grade Math	2019 Smarter Balance Proficiency scores statewide:  4th ELA: 31% 4th Math: 35% 8th ELA: 29% 8th Math: 26%  (all NV district and charter schools)	Increase by 1 percentage point annually  4th ELA: 36% by 2025 4th Math: 40% by 2025 8th ELA: 34% by 2025 8th Math: 31% by 2025  *These targets will be aligned to NV ESSA targets (see Appendix F).

*\*Aligned to Nevada's ESSA plan, for a school to be considered adequate, it must meet expectations for academic achievement or growth across all student population subgroups. No group can be far below standard. High quality schools are those ranked 4- or 5-stars on the NSPF.*

**PM1(a–c)** O180 will award competitive subgrants to at least 24 high quality charter schools, 75% of which will serve student populations that are greater than or equal to the average at-risk student population served by the district the school is located in. Having these measures enables O180 to deliver on the number of subgrant distribution, specifically where more access to quality options is needed the most, increasing the number of high-quality charter school options in Nevada and the number of students served by them.

**PM1(d)** To ensure the quality of schools that receive subgrants, it is important to ensure that subgrantees are fully informed and equipped with the tools and resources to 1.) write a strong application that meets program requirements and 2.) design and implement an effective school

model. Technical assistance is available to charters in the areas of facilities acquisition and finance; state, federal, and philanthropic funding; and both the authorizer and the NV CSP application processes. TA activities offered under this program are described on pg. 45.

**PM1(e)** Measuring the total number of Nevada charter school students ensures, in addition to awarding subgrants, that the schools successfully launch and contribute to the overall quality of Nevada public education. This PM is also a GPRA requirement for this project.

**PM2(a)** This PM tracks the continued growth and success of active charter authorizers in Nevada. To support this growth and success, O180 will offer authorizer TA activities, which are described on pg. 48 and under CPP7.

**PM2(b)** Having a measure to assess the overall quality of the Nevada charter sector as compared to district averages ensures the NV CSP program has an impact charter schools beyond those that receive subgrants. To strengthen the overall charter sector, O180 will also offer TA activities to struggling charter schools to support improved practice, as detailed on pg. 46.

**PM2(c)** Having a measure to assess academic growth among subgroups of students ensures that across the state, with added capacity available through the NV CSP program and grants, opportunity gaps will be narrowed among at-risk students.

**PM2(d)** Including a measure for academic proficiency ensures that, in addition to tracking progress towards proficiency through PM2 (c), that the state is also making long-term strides towards absolute proficiency. This PM is also a GPRA requirement for this project.

## **(b) Quality of Subgrant Applicants**

### *i. Applying for a Subgrant*

O180 will publicly announce the availability of Nevada CSP funds through our website, newsletter, and Facebook and Twitter channels (see table 8 for timeline). The RFA for that

competition will be provided at the time of its announcement. Subgrants awarded under this project are only accessible to nonprofit, brick-and-mortar charter schools. We will collaborate with the NDE, the SPCSA, CSAN, the National Alliance for Public Charter Schools, and other organizations to announce the competition with their networks through their platforms. O180 will also purchase advertising that is strategically targeted to share the opportunity and application process. O180 and topic-base experts and partners will hold virtual NV CSP webinars biannually, at least 3-weeks prior to the application deadline, to offer application technical assistance, including how to apply and where to find relevant tools and information related to the competition and application process.

Through their subgrant application, charter schools must:

- Demonstrate that proper quality controls are in place, such as charter contract, data management, internal accountability mechanisms
- Demonstrate maximization of flexibility afforded to them in shaping their school design.
- Have planned goals, activities, and expenditures for the subgrant (per ESEA § 4303. (f)(1)(C)(i)(V)). This includes a description of how the budget supports the activities described in 4303 (b)(1).
- Have an enrollment policy allowable by the federal program (i.e. use of lottery and assurance of non-discrimination).
- Meet the federal definition of an eligible charter school and developer under this program (per ESEA § 4310(2), (5), and (6), and for expansion/replication applicants also ESEA § 4310(7) or (9) and (8)).

Selection criteria for subgrants will be reviewed annually to ensure it reflects community need and parent input collected through O180's PLC (more info on O180'S PLC on pg. 49).

## *ii. Installing a Rigorous Peer Review Process*

Each subgrant application will be reviewed by an external Peer Review Committee composed of members identified through an application process. We expect a diverse set of charter school peer professionals to make up the Peer Review Committee – including individuals with charter school operations experience, charter leaders, charter founders, educators with experience serving at-risk populations, and public policy experts. Each selected member of the Peer Review Committee will receive expert training on reviewing subgrants, as well as general knowledge-building around public education policy and charter school operations. Additionally, each Peer Review Committee member will be asked to participate in at least one school monitoring visit. To eliminate any potential biases, all reviewers will be required to confirm they have no perceived or real conflicts of interest – either to the program or to any individual subgrantee applicant being reviewed – by way of signing an assurance.

To guide the review process, reviewers will assess applications against a finalized subgrant rubric that will include measures such as:

- Demonstrated evidence (for expansion or replication) or strong plans and capacity (for new schools) to serve the needs of students, specifically at-risk students, as defined under CPP6.
- Quality of the school's leader and governing board makeup
- Plans to attract, hire, and retain quality educators
- Policy, standards, and expectations for both students and staff are based on research and/or best practices.
- Quality of learning model that addresses the needs of all student population subgroups, plus measures of impact.
- Plans to secure facilities and sustain other business operations
- Approach to ensure accessibility (i.e. offer transportation and school food service)

- Plans to consult and communicate with parents to shape school offerings and at an ongoing basis based on evidence-based best practices for engaging parents.
- Detailed, long-term budget demonstrating sustainability beyond the subgrant fund terms.

*1.) Supporting quality and diverse subgrant applicants*

As described under CPP6, on an ongoing basis, O180 actively recruits various successful school models from across the country to explore replication or launch to serve students in Nevada.

Examples of models that will be encouraged to apply for subgrants include CTE, project-based or blended learning, STEM, and STEAM. Ongoing recruitment also includes leadership development for in-state new school launch, also detailed under CPP5.

**(c) State Plan**

*1.) Monitoring Subgrantees*

In alignment with existing state performance frameworks for measuring the academic and operational quality of charter schools, O180 is committed to conducting ongoing evaluation and data analysis to steward accountability and promote the continued improvement of subgrantees and the Nevada charter sector at large.

In compliance with NRS 388A.273 and to ensure charter schools meet the educational needs of all students, the SPCSA issues charter contracts that outline a performance framework by which each school is held accountable. Each performance framework includes measures from the following three categories:

- An **academic framework** that includes both data from the statewide system of accountability under ESSA requirements, the Nevada School Performance Framework (NSPF), which tracks the academic performance of every public district and charter school in the state. The NSPF includes annual results of nationally-normed assessment data to demonstrate student proficiency, growth, and college and career readiness (as

measured by ACT assessment results)– each of which is disaggregated by student race and ethnicity subgroups. This information is required by law to be made available to the public annually, and is made more accessible to the public through O180’s [data portal](#).

- A **financial framework** including quarterly financial reports and the quantitative and qualitative results from annual independent audits of each school.
- An **organizational framework** aligned to both state and federal compliance expectations in key areas such as governance, student recruitment and enrollment, and meeting the needs of English Language Learners and Students with Disabilities.

Schools that meet the academic, financial, and organizational objectives in their performance frameworks remain “in good standing” with the authorizer. The SPCSA holds schools accountable to their performance by exercising its discretion to not renew, intervene, or close schools that persistently perform at the lowest academic level. In compliance with NRS 388A.330, an authorizer may terminate a charter contract prior to its term expiration in cases of financial mismanagement, bankruptcy or insolvency.

O180 will maintain a performance contract with all subgrantees that is separate from, but aligned to, the school’s contract and performance expectations with their authorizer. At a minimum, each school is expected to meet applicable federal, state, and authorizer targets and standards for student achievement. Subgrantee schools will be expected to have a performance benchmark report in their contract, which is already assessed at the state level through the NSPF and showcased on the O180 data portal annually. The synchronization of monitoring tools and approaches already underway by the NDE and SPCSA helps avoid duplicative efforts across agencies and reduce burden on charter schools (per ESEA 4303 (f)(1)(A)(xii)(II)).



O180 will partner with a quality service provider selected through a competitive RFA process to perform subgrantee monitoring services, including data collection, compliance tracking, budget review, assessing academic data by student population, and monitoring subgrants for compliance. Aligned to the academic performance expectations of the authorizer per each charter contract, annual data collection will include assessing student growth and proficiency data of each subgrantee, disaggregated by student population to ensure all students are being served. This service provider will also support O180 with subgrantee school site evaluations, which includes an evaluation of instructional and operational practices in action. Each Review Committee member will also be asked to join at least one school monitoring visit.

In addition to regular desktop monitoring of academic data and fiscal solvency and appropriate implementation of practices, the frequency of site evaluations and intensity of monitoring practices will be determined by a risk rubric designed to track the overall standing of subgrantees based on signals that indicate likelihood of success— such as having an existing track record of success serving students, especially those who are economically disadvantaged, on IEPs, or English Language Learners. If any concerns arise regarding a subgrantee’s academic, operational, or fiscal practice— they will be moved to higher risk on the rubric drafted below.

***Table 10: Risk Rubric to Inform Frequency and Intensity of Subgrantee Monitoring Activities***

Low-Risk	Moderate Risk	High Risk
Conditions for Risk Assignment		
<p>Has an existing track record of success, particularly in serving at-risk student populations.</p> <p>Is in good academic, and operational standing with the authorizer.</p>	<p>First year subgrantee</p> <p>No existing track record of success but has strong plans and evidence-based strategies in place to lead a quality school.</p> <p>Is in good academic and</p>	<p>No existing track record of success.</p> <p>Not in good academic, financial, or operational standing with the authorizer.</p> <p>Receives a Notice of Concern from the authorizer.</p>

Financial plan demonstrates long term, sustainable plan for delivering full program; After year 1 audits with no findings and no concerns identified by authorizer on financial standards.	operational standing with the authorizer. Financial plan that shows narrow cash flow margins; After year 1 audit with no findings and either or non-material changes to financial practices noted in management letter or a concern identified by authorizer on financial standards.	Financial plan that shows narrow cash flow margins; After year 1 audit with findings and or multiple concerns identified by authorizer on financial standards.
<b>Frequency of Monitoring Activities</b>		
Annual Site Visits and Data Assessment to ensure continued success.	Biannual Site Visits Annual Data Assessment with mid-year check-in.	Quarterly site visits and progress reports  Schools that receive a Notice of Concern from the authorizer will receive intervention TA to improve academic achievement. If the school fails to improve within 3-years, all remaining CSP funds will be revoked as the school enters the closure process with its authorizer.

Subgrantees under this program that receive a Notice of Concern from their authorizer will be moved to “red” (or high risk) status and will receive more rigorous and frequent oversight.

Details about technical assistance available for the improvement of schools that received a Notice of Concern are on pg. 46-47. Subgrantees that receive a Notice of Breach or a Notice of Intent to Terminate will be subject to corrective action, including revocation of the school’s remaining grant dollars.

More information about monitoring activities to assess the academic, fiscal, and operational success of subgrantees and authorizers, as well as the fiscal and operational success of the NV CSP project in compliance with federal grant terms, can be found in the Management Plan.

## *2.) Avoiding Duplicative Efforts*

To avoid duplication of work across state agencies and to ensure a cohesive statewide system for charter school support, O180 is forming an Advisory Committee to ensure strategic alignment between state agencies and other CSOs such as the NDE, the Charter School Association of Nevada (CSAN) and the SPCSA. Engagement with an Advisory Committee also ensures that TA and monitoring activities are not duplicated. Further, O180 will collaborate with the NDE to ensure that no efforts under this project are duplicative with previous CSP subgrant activities awarded under the previous program overseen by the NDE. For example, charter schools that have already received planning subgrants by the NDE will be eligible only for implementation year subgrants from O180. To further reduce burden on both state entities and charter schools, activities under this program leverage existing strategies and frameworks deployed by state agencies (like those listed above) for measuring and improving the academic success of students attending charter schools and for sharing best practices.

### **(c) 3 Provide technical assistance**

#### *3i) Providing Technical Assistance for Charter Schools*

O180 will offer subgrantees technical assistance before, during, and after the charter application process to ensure success in startup years. Technical assistance will be offered to support schools with 501c3 application development, charter application review and development, grassroots community engagement with parents and policymakers, and facilities acquisition and finance. As a charter school support organization, O180 also provides ongoing one-on-one consultation with charter schools and charter school applicants to help with strategic growth and with unforeseen challenges as they arise.

For additional NV CSP application technical assistance, O180 will also partner with **grant writing consultants** to offer guidance and review application drafts for CSP subgrant applicants. Grant Writing Consultants receive up to 60 minutes of direct training and can attend subgrantee training to build context.

O180 will host a series of **topic-based webinars** and workshops for subgrant applicants, as well as selected subgrantees, designed to 1.) offer guidance in both early and late stage planning, 2.) provide a clear picture of what it takes to successfully launch a school, and 3.) share emerging innovations and best practices school's may want to consider as they design their model and develop their applications for both authorization and NV CSP subgrants. Webinar and workshop topics include federal grant budgeting and grant application and renewal process overviews, as well as a post-award webinar to review mechanics of the subgrant (i.e. reimbursement procedures, reporting requirements, and program participation and compliance), and a continuation award webinar, when applicable.

For ongoing TA and professional development access, O180 will deploy its strategic approach to “match-making” partnerships with quality service providers to shape practice and improve results. For example, part of O180's annual **Future Schools Summit** is dedicated to sharing expertise and helping charter leaders build a network that will assist them in successfully opening and operating a quality school. The summit programming includes workshops and presentations on facilities acquisition and financing, assessing school performance data based on the NSPF, educator recruitment and development, writing a successful charter application, and engaging policymakers and parents.

O180 will also provide strategic consultancy to subgrantees around **geo-targeted marketing** and grassroots outreach to families to promote enrollment of a student population that is reflective of the community the school is located in and is consistent with ESEA 4303 (f)(1)(A)(viii)(I) in eliminating barriers to enrollment for educationally disadvantaged students.

Because charter school leaders are both instructional and business leaders, O180 convenes a cohort of charter leader peers under a **Charter Schools Consortium**. The consortium is open to any charter or district school leader to participate, though it has been predominantly attended by leaders of schools under the O180 portfolio. The consortium meets monthly to collectively problem solve and share promising practices across topics like managing facilities and finances, overseeing instructional and operational staff, school safety, meeting the learning needs of all students, elevating school culture and morale, and engaging parents and policymakers. Topic-based experts also present to the Consortium when shared concerns arise among charter leaders. For example, a facilities service provider may attend one of the monthly meetings to share expertise and resources related to facilities financing. The consortium has led to a coordinated charter school transportation project to increase access for students to each school campus.

O180 will offer **technical assistance for struggling schools** that receive an annual Notice of Concern from the SPCSA (more info on pg. 20). as well as schools overseen by authorizers that are not actively authorizing new schools, such as the Clark County School District charter schools division. These TA grants will be piloted in FY 2021 with a smaller number of grants. Technical Assistance grants will range from \$25,000 to a maximum of \$50,000. The average TA grant amount per school is \$35,000. Struggling schools may apply for TA funds to implement an identified school improvement strategy. Schools may also request an additional \$10,000 to partner with an O180-approved service provider to conduct an academic and operational

performance evaluation of the school to inform their school improvement strategies. If schools that receive a Notice of Concern are also designated as Comprehensive Support Intervention (CSI) or Targeted Support Intervention (TSI) under the State’s ESSA plan, they will be eligible to apply for school improvement funds through the NDE’s Title 1 1003a grant process. To complement this state-led technical assistance, O180 will also consult with the NDE’s Division of Student Achievement during their annual deployment of technical assistance funds to 1) provide competitive school improvement funds to those schools that were noticed by SPCSA but not designated as CSI or TSI by the State or supplement State funds and 2) connect with the evidenced-based providers that are annually selected by NDE through a request for qualification process to create synergy among the school improvement service providers and expand access to TA to improve practices at non-charter schools.

Lastly, O180, in partnership with a quality service provider with expertise in nonprofit charter board governance, will offer subgrantees **Board Fundamentals** training twice a year to provide school board members with an introduction to best board practices and responsibilities to effectively develop and promote the school’s vision and mission, plan for the future, policy development, oversight of finances and academic performance, management of school leadership, etc.

The goal of all TA activities is to support subgrantees in developing the skills, knowledge, and capacity necessary to maintain high-quality schools and to remain responsive to changing conditions and students' needs. In addition to offering TA to authorizers and charters, ongoing professional development and technical training will be provided for **O180 team members** aligned to best practices for federal fiscal and grant management.

3.ii) *Provide Technical Assistance to Support Quality Authorizing Efforts in the State*

O180 will dedicate a portion of TA funds for authorizer support, including partnering with a service provider with expertise in board governance to train newly appointed SPCSA board members, as well as SBOE members, as described on pg. 19. Also detailed under CPP7 is the NDE’s oversight and regular reporting requirements to hold authorizers accountable to the financial, operational, and academic success of each school it authorizes– including protocols for engaging families in the event of school closure. Finally, as also detailed under CPP7, O180 will partner with NACSA or another comparable service provider to conduct authorizer reviews and facilitate direct and quarterly group authorizer TA based on the needs identified (see Management Plan).

#### **(c)(4) Parent Input**

Nevada law requires parent and community involvement and support in order to apply to open and operate a charter school. NRS 388A.246 stipulates that charter schools include in their application *“the proposed location of, or the geographic area to be served by, the charter school and evidence of a need and community support for the charter school in that area.”* It also stipulates that charter authorizing entities consider input from members of the community to inform decision-making. In compliance with this stipulation, the SPCSA makes public comment available both online and in-person for parents and members of the community to share their support or opposition of individual charter schools.

To maximize parent voice in the subgrant decision-making process, member(s) of the subgrant Review Committee will attend authorizer public hearings to collect input and request additional feedback from parents and community members testifying about the charter schools applying for subgrants. A school’s demonstration of seeking parent input to inform its implementation and

operation will be included within the subgrant Selection Criteria (per ESEA § 4303(f)(1)(c)(i)(IV)).

To assist quality charter planning teams, O180 offers planning grants to high-potential applicants, through private philanthropy dollars, prior to schools being eligible for NV CSP subgrants, specifically to support their grassroots community engagement efforts as they prepare their charter application.

Once a school, after being approved by an authorizer, applies for and receives an NV CSP subgrant, O180 will work with a quality service partner to administer an annual survey to capture parent satisfaction and to measure the effectiveness of ongoing parent engagement strategies at each school. The survey will ask questions that are grounded in evidence-based practices for effectively engaging parents. Survey findings will be shared with school leadership, along with guidance for areas of improvement, which can be addressed through subgrantee technical assistance offerings (per ESEA § 4303(f)(1)(c)(i)(VI)).

For grassroots community engagement work, O180 works closely with a base of representative parent advocates from the district and charter sectors, the Parent Leadership Council (PLC). The PLC spreads information to more parents about school performance and quality choice options, as well as ways to participate in their child's education and advocate for their child's needs. O180 will continue to utilize the PLC to solicit parent-centric insight that can shape the NV CSP program as it grows and evolves.

In addition to having a voice in informing the decision-making process of approving new charters, parents need access to data and information about public school performance in their neighborhood and about school choice options that are available to them. O180 will continue to



maintain a “For Families” hub on its website where parents can access resources like school enrollment applications, suggested questions to ask schools surrounding student performance, and more. Parents can also use O180’s online data portal, [www.greatschoolsallkids.org](http://www.greatschoolsallkids.org), to access public school performance data profiles for every district and charter school in Nevada, including annual results of the Nevada School Performance Framework (NSPF). The portal is accessible on desktop and mobile devices in Spanish and English. Additional features of the portal include:

- A School Finder Tool that lists all public schools located near a specified address, including sorting by district school, 5-star school, charter school, or magnet school.
- Equity data, disaggregated student performance data by subgroup.
- Year-over-year comparison displaying the change in academic results over time.
- Side-by-side comparisons of up to three schools of the same grade configuration (elementary, middle, or high).

Further, O180 will ensure through its subgrant monitoring that each NV CSP subgrantee makes available to parents via its website information about their educational program, student support services, parent responsibilities, enrollment process, and annual performance and enrollment data for all ESSA-required student subgroups (per ESEA § 4303(f)(2)(G)).

#### **(c)(5) Degree of Flexibility Afforded**

Consistent with ESEA § 4310 (2), charter schools in Nevada operate with substantial flexibility and autonomy under the governance of independent charter school boards. They are free from all district policies and regulations, except those required by state or federal law (NRS 388A.366), such as compliance with discrimination and civil rights and refraining from charging tuition. Charter schools determine the resource allocations (i.e. length of school day, staffing, and budget structure) that best meet the needs of students. To meet the definition of a charter school, however, schools must comply with federal regulations such as the Age Discrimination Act, title

VI of the Civil Rights Act, and the Individuals with Disabilities Education Act (per ESEA § 4310 (2)(g)).

The law also stipulates that charter authorizers must “*preserve autonomy and safeguard the interests of pupils and the community*” (NRS 388A.150), and that SPCSA must “*ensure that the autonomy provided to charter schools in this State pursuant to state law and regulations is preserved*” (NRS 388A.196). Further, every two years, the SPCSA must, in consultation with other authorizers and the NDE, “*review all statutes and regulations from which charter schools are not exempt,*” to determine whether those policies assist or impede charter schools, and recommend additional statute exemptions to the legislature and State Board of Education (NRS 388A.171). CMOs may request waivers to statute specifications for governing board composition (NRS 388A.243).

To maximize flexibility afforded to charter schools, O180 will continue its work to recruit and support charter schools that leverage flexibility to offer innovative instructional practices while adhering to the highest of accountability requirements and standards. Additionally, through technical assistance activities and ongoing one-on-one consultation, O180 will work with charter schools to ensure they are prepared to quickly make adjustments to existing practices to respond to student needs or changing conditions.

#### **(d) Quality of Management Plan**

##### *1.) Adequacy of the Management Plan*

The table below outlines the Management Plan for the NV CSP project, including activities, personnel and partners, and timelines. Articulation of how the management plan will be delivered within budget is described in the Budget Narrative.

Management Plan			
Activity Category	Implementation Benchmarks (Person(s)/Partners responsible)	Anticipated Timeline	Narrative Section
<b>Activity 1:1 Subgrant Competition</b>	<b>1:1.1</b> Consult with Advisory Committee to avoid duplicate efforts and ensure statewide strategic alignment (Project Manager, Project Executive)	Quarterly, Beginning Oct 2020, Ongoing	pg. 44
	<b>1:1.2</b> Recruit/Train a <i>Great Schools Project Manager and a Great Schools Project Coordinator</i> (Project Executive)	Dec 2020 (Manager) Oct 2021 (Coordinator)	Logic Model
	<b>1:1.3</b> Announce and promote NV CSP Grant RFA (Project Manager, Communications (Comms) Director, Project Coordinator)	Annually Feb, Aug	pg. 37
	<b>1:1.4</b> Schedule/organize/conduct/record NV CSP Grant training (Project Manager, Operations Manager, Project Coordinator)	Annually Feb, Aug	pg. 45
	<b>1:1.5</b> Recruit/announce applications for experienced pool of NV CSP Grant peer reviewers (Project Manager, Comms Director, Project Coordinator)	Annually Feb	pg. 37, 29
	<b>1:1.6</b> Collect/review NV CSP Intent to Submit and Eligibility Forms (Project Manager, Project Coordinator)	Biannually Mar, Sept	Logic Model
	<b>1:1.7</b> Recruit/train/and oversee NV CSP Grant Writing Consultants. Grant Writing Consultants receive up to 60 minutes of direct training and can attend subgrantee trainings to build context. (Project Manager).	Biannually Feb, Aug	pg. 45
	<b>1:1.8</b> Schedule/organize/conduct/record NV CSP Grant Reviewer Training (Project Manager, Project Coordinator, service provider with expertise in grant administration)	Biannually Feb, Sept	pg. 37, 39
	<b>1:1.9</b> Receive NV CSP Grant Applications, and distribute to reviewers (Project Manager, Project Coordinator)	Biannually Mar, Oct	Logic Model
	<b>1:1.10</b> Schedule/organize/conduct NV CSP Grant Review (Project Manager, Project Coordinator, selected members of the Review Committee)	Biannually Mar, Oct	Logic Model
	<b>1:1.11</b> Provide notification of NV CSP Grant Results (Project Manager, Project Coordinator)	Biannually Apr, Nov	Logic Model
	<b>1:1.12</b> Collect/process/approve required application revisions. Issue Grant Award Letters. Perform Grants Fiscal review. (Project Manager, Project Executive, Operations Manager)	Biannually May, Dec	Logic Model
<b>Activity 1:2 Subgrantee TA</b>	<b>1:2.1</b> Train/provide ongoing professional development for O180 team members aligned to best practices. This includes technical training around federal fiscal and grant management (such as a training on 2 CFR 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards). (Project Executive, service providers with expertise in grant administration).	Annually, ongoing	pg. 45
	<b>1:2.2</b> Provide strategic consultancy related to geo-targeted marketing and outreach to families to promote enrollment. (Project Manager, Project Coordinator, Comms Director).	Annually, April	pg. 46

	<b>1:2.3</b> Develop NV CSP Guidebook resource document and update annually (Project Manager, Project Coordinator, Comms Director)	Dec 2020, Annual updates	pg. 28
	<b>1:2.4</b> Schedule/organize/conduct/record 2 Budget Workshops (Project Manager, Project Coordinator, Operations Manager)	Annually (Mar, Sept)	pg. 45
	<b>1:2.5</b> Schedule/organize/conduct/record NV CSP Grant Post-Award Webinar (Project Manager, Project Coordinator, Operations Manager) to review the mechanics of the program (i.e. budget revision, fiscal documentation for receiving reimbursement, any outstanding documents needed, fiscal monitoring processes, best practices for participating in the program, grant reporting requirements, etc.)	Biannually Apr, Nov	pg. 45
	<b>1:2.6</b> Schedule/organize/conduct/record NV CSP Continuation Award training (Project Manager, Project Coordinator, Operations Manager)	Annually, beginning 2022	pg. 45
<b>Activity 1:3 Subgrantee Monitoring</b>	<b>1:3.1</b> Conduct risk assessments of new NV CSP Grant recipients (Project Manager, Project Executive)	Annually Mar, Sept	pg. 42
	<b>1:3.2</b> Explore monitoring alignment with Advisory Committee (Project Manager, Project Executive)	Annually	pg. 44
	<b>1:3.3</b> Track/provide reports to subgrantees on CSP TA completion. Track on O180 grant management system (Project Manager, Project Coordinator, Operations Manager)	Annually	pg. 29
	<b>1:3.4</b> Require Board-related governance training for all subgrantees	Annually	pg. 47
	<b>1:3.5</b> Fiscal Monitoring: Collect/review/approve NV CSP Grant Budgets (Project Manager, Project Coordinator, service provider, Operations Manager, Project Executive)	Annually & as revisions are requested	Logic Model
	<b>1:3.5</b> Fiscal Monitoring: Mid-year fiscal desk review (Project Manager, Project Coordinator, Operations Manager)	Annually, Mar	Logic Model
	<b>1:3.6</b> Fiscal Monitoring: Review Request for Funds submissions prior to reimbursement, and ensure timely draw-down of funds (at least quarterly) by subgrantees (Operations Manager, Project Manager)	Monthly	Logic Model
	<b>1:3.7</b> Programmatic Monitoring: Schedule and conduct Year 1 implementation site visits. (Project Manager, Project Coordinator, Project Executive)	Annually, May	Logic Model
	<b>1:3.8</b> Programmatic Monitoring: Schedule/conduct site visit review of Year 2 Implementation schools; Report results to each school & DOE (Project Manager, Project Coordinator, Project Executive)	Annually, beginning May FY2022	Logic Model
	<b>1:3.9</b> Programmatic Monitoring: Annual Performance Evaluation through submission of a Renewal Proposal (update/release/collect/review/ approve) (Project Manager, Project Coordinator, Project Executive)	Annually, beginning September FY2022	Logic Model
<b>Activity 2:1 Authorizer TA</b>	<b>2:1.1</b> Schedule/organize/conduct quarterly Authorizer Meetings, including one in-person convening with NACSA (or another nationally recognized authorizing expert) to promote continued growth and share best practices. (Project Manager, Project Executive, SPCSA, service provider(s))	Quarterly	CPP7

	<b>2:1.2</b> Authorizer Monitoring: Assess quality of authorizer practices and policy (Project Manager, NACSA or another nationally recognized authorizing expert)	Annually	CPP7
	<b>2:1.3</b> Authorizer Monitoring: Collect and analyze Charter Portfolio Performance Report (Project Manager, Project Coordinator, SPCSA)	Annually, September	CPP7
	<b>2:1.4</b> Schedule/organize/conduct newly appointed SPCSA board member governance training, and offer biannual training to State Board of Education members on quality authorizing oversight and accountability practices (Project Manager, Project Coordinator, service provider with expertise in public body board governance)	Annually, June	CPP7
<b>Activity 2:2 Charter School TA</b>	<b>2:2.1</b> Release TA Subgrant announcement for schools that were provided a Notice of Concern by the SPCSA (Project Manager, Project Coordinator)	Annually, November	pg. 46-47
	<b>2:2.2</b> Discuss with Advisory Committee alignment of O180-provided TA to compliment state-led TA opportunities (i.e. with federal Title I 1003a) (Project Manager, Project Executive)	Quarterly	Logic Model
	<b>2:2.3</b> Schedule/organize/conduct Charter Board Fundamentals trainings (Project Manager, Project Coordinator, service provider with expertise in charter board governance)	Annually	pg. 47
	<b>2:2.4</b> Schedule/organize/conduct/record 3-4 Topic-based TA Webinars (Project Manager, Project Coordinator, Operations Manager, topic-based subject area experts as applicable)	Annually, approx. once each quarter	pg. 45
	<b>2:2.5</b> Convene Charter School Consortium made up of portfolio charter leaders to collective problem-solve and share best practices (Project Manager, Project Coordinator School Leaders)	Monthly	pg. 46
	<b>2:2.6</b> Plan/Host Future School Summit to recruit and provide TA to high-quality CMOs and high-potential future leaders. (Project Manager, Project Coordinator, Operations Manager, Comms Director)	Annually, February	pg. 8, 30
	<b>2:2.7</b> Attend the Charter School Association of Nevada (CSAN) conference (Project Manager)	Annually	CPP5
<b>Activity 2:3 Charter sector and CSP program performance evaluation</b>	<b>2:3.1</b> Collect/review data on use of weighted lotteries for educationally disadvantaged students and educationally disadvantaged student representation in high-quality charters. (Project Manager, Project Coordinator, Project Executive)	Annually, April	Logic Model
	<b>2:3.2</b> Pull/analyze student count data by aggregate charter/non-charter, by individual charter for educationally disadvantaged & geographic representation (Project Manager, Project Executive, Project Coordinator, Operations Manager)	Annually, Fall	Logic Model
	<b>2:3.3</b> Review/collect data on number of NV CSP subgrantees (Project Manager, Project Coordinator)	Annually, Fall	Logic Model
	<b>2:3.4</b> Pull number of charter schools opening/closing/operating (Project Manager, Project Coordinator)	Annually, Fall	Logic Model
	<b>2:3.5</b> Analyze results for charters meeting "high-quality" & "poor-performing" definitions, rating aggregate charter/noncharter, Charter Portfolio Performance Reports (Project Manager, Project Coordinator)	Annually, Fall	Logic Model
	<b>2:3.6</b> Analyze data, establish key findings/draft report, including achievement/growth/grad rate/postsecondary by disaggregated group	Annually, Fall	Logic Model

	& school type, teacher performance, demographics, authorizer portfolio management. (Project Manager, Project Coordinator)		
	<b>2:3.7</b> Conduct an annual survey at each subgrantee school to capture parent satisfaction and to measure the effectiveness of ongoing parent engagement strategies at each school. The survey will ask questions that are grounded in evidence-based practices for effectively engaging parents. Survey findings will be shared with school leadership, along with guidance for areas of improvement, which can be addressed through subgrantee technical assistance offerings (Project Manager, Project Coordinator, Service Provider with expertise in research).	Annually	Logic Model
	<b>2:3.8</b> Project Self-Monitoring: Conduct evaluation of progress toward NV CSP Logic model outcomes and performance measures/targets; determine and annually adjust evaluation plan to inform, guide, and measure programmatic improvements. (Project Manager, Project Coordinator, service provider with expertise in research/surveying).	Annually, Fall	Logic Model
	<b>2:3.9</b> Project Self-Monitoring: Establish systems that routinely collect documentation to ensure ongoing preparation for the federal CSP Monitoring Visit, in alignment with the Monitoring Visit protocol/rubric. (Project Manager, Operations Manager)	Beginning October 2020. Review quarterly.	Logic Model
	<b>2:3.10</b> Federal Monitoring: Prepare/attend quarterly monitoring calls from the federal CSP program manager (Project Manager, Project Coordinator, Project Executive)	Quarterly, as scheduled by federal CSP team	Logic Model
	<b>2:3.11</b> Federal Monitoring: Prepare/submit federal CSP programmatic and fiscal performance reports (Project Manager, Project Coordinator, Operations Manager)	Annually, as scheduled by federal CSP team	Logic Model
	<b>2:3.12</b> Federal Monitoring: Host federal CSP Monitoring Visit, in alignment with the Monitoring Visit protocol/rubric. (Project Manager, Operations Manager)	One-time visit, timing TBD as scheduled by federal CSP team	Logic Model
<b>Activity 2:4 Dissemination of Best &amp; Promising Practices</b>	<b>2:4.1</b> Collect/report data on number of schools/districts accessing resources about practices in charter schools (Project Manager, Project Coordinator)	Annually	Logic Model
	<b>2:4.2</b> Attend National Charter School Conference to further develop expertise in charter school best practice, and share about best practice in Nevada. (Project Manager, Project Executive)	Annually, June	CPP5
	<b>2:4.3</b> Host TA webinars on emerging best practices from charter school sector to a broader audience including districts (Project Manager, Project Coordinator, Operations Manager)	Annually	pg. 45
	<b>2:4.4</b> Host an event to share the Top Schools Report and best practices at the schools recognized as high performing high-poverty district and charter schools (Project Manager, Project Coordinator, Comms Director, Operations Manager).	Annually	pg. 33

### *2.) Feedback and Continuous Improvement of the Great Schools for Nevada CSP*

To ensure the quality and track the success of the NV CSP program, O180 will work with a quality service provider with expertise in research to conduct an annual evaluation of progress towards performance measures and target outcomes outlined in the logic model. Evaluation deliverables include surveying subgrantees and TA activity participants. Results will inform programmatic improvements.

### *3.) Adequate Time Commitment to Meet Objectives*

The Project Manager will commit 100% of their time to carrying out the activities of this grant (split 60% on Administrative activities, and 40% on TA activities). O180's Executive Director will devote a substantial portion of her time to the execution of this grant, which will be covered under philanthropic funding and thus is not included in the proposed CSP project budget. Additionally, O180 team capacity will be dedicated to providing support to the NV CSP program, including a 20% time commitment from O180's Director of Communications and Development (split evenly between Administrative and TA activities), and 25% time from O180's Director of Operations (split 15% admin and 10% TA). A full-time Project Coordinator role will be added for years 2-4 of the project to assist with tracking project activities and managing logistics for all TA offerings (split 60% on Administrative activities, and 40% on TA activities). Similar activities already implemented elsewhere by O180 or other partners and service providers will complement and accelerate the work of the NV CSP project, as many systems are already in place for project management, grant management, and technical assistance logistics. These existing activities and systems will help maximize the use of federal funds.

## Additional Application Requirements

The specified remaining application requirements are listed below:

**(I)(A)(5)(a) State Entity works with SEA to maximize federal/state program participation**

How O180 works with the SEA and other state actors to maximize charter school participation in Federal and State programs (including equitable funding) for which charter schools are eligible is addressed under *CPP3: Equitable Financing*, as well as elements under *CPP6: At-Risk Students* and *SC:(c)3 Technical Assistance* provision.

**(I)(A)(5)(b) State Entity works with SEA in operating its CSP program**

A description of how O180 works with the SEA to achieve elements of its CSP program is addressed under *SC:(a)1 Rationale*.

**(I)(A)(12) -- (b) State Entity collaboration with state agencies on authorizer technical assistance and oversight.** A description of how O180, as a state entity and charter school support organization, will assist the state's system of technical assistance and oversight of charter school authorizers is addressed on pages 20 and 31.

**(I)(B)(1) Extent to which the State entity is able to meet and carry out CPP2-7.**

The extent to which O180 is able to ensure and assist with each competitive preference priority (CPP) is outlined under each respective CPP section earlier in the application.

**(I)(F) A description of how the State in which the State entity is located addresses charter schools in the State's open meetings and open records laws.**

All public charter schools and authorizing boards must comply with Nevada Open Meeting and Open Records Law. NRS 241.010 declares that "*all public bodies exist to aid in the conduct of the people's business. It is the intent of the law that their actions be taken openly and that their deliberations be conducted openly.*" Additionally, any information provided to a charter school



authorizer by a charter management company is a public record, unless a school requests such information to be confidential and the authorizer agrees.

### **3 (i)5: Waivers to Statutory or Regulatory Provisions**

#### **Waiver Request: Implementation Only Eligibility for previous NDE Subgrants**

O180 requests a general waiver to section 4303(e)(2) of the ESEA to enable schools that previously received a planning-only CSP subgrant from the former NDE-administered CSP project to receive within a 5 year period a second CSP subgrant under O180's CSP Project without having to demonstrate that the school has three years of improved educational results for students enrolled with respect to the elements described in section 4310(8)(A) & (D). A second CSP subgrant issued by O180 would exclusively be for implementation-only activities to carry out implementation of the new school, expansion, or replication project funded by a planning-only CSP subgrant from the NDE.

*Relevant context and rationale:* NDE has decided not to continue its CSP program in Nevada, and as a result there are some charter school developers that will have received a partial CSP subgrant award only for the Planning phase of their new school, expansion, or replication project. O180 is applying to re-establish and run a CSP project in Nevada through this application to ensure continuity of CSP subgrant availability and technical assistance support to Nevada's growing charter school sector, and would like to enable these developers to be eligible to apply for a CSP Implementation-Only subgrant award to support the implementation phase of their new school, expansion, or replication project. The rationale for requesting this waiver is that these implementation-only applicants to O180's CSP subgrant have not yet begun implementation or are in the very early stages of implementation and thus do not yet have any educational performance data. Similarly, these applicants would be less likely to be able to

establish as strong a foundation to ensure high-quality educational results without the support of remaining in a CSP subgrant program during the initial years of their implementation, and thus their potential success could be undermined without the opportunity to continue participation in a CSP program through a second CSP subgrant. Eligibility for this category of applicant would be reviewed in partnership with NDE to ensure that there is no overlap with the scope and funded activities of any previous NDE-awarded CSP subgrant and any O180-awarded CSP subgrant.

**Waiver Request: Weighted Lottery for Enrolling Educationally Disadvantaged students**

O180 would like to request approval of a Weighted Lottery Policy for Educationally Disadvantaged students to allow CSP-funded charter schools to use weighted lotteries to be utilized for educationally disadvantaged students, if pre-approved by O180 in accordance with the federally approved policy. Historically educationally disadvantaged students include those who live in poverty (as indicated by eligibility for Free or Reduced-price Lunch), those who are English Language Learners, and those on Individualized Education Plans (IEPs). O180 plans to utilize a weighted lottery policy (per Nevada law R-131 16A Section 12) similar to that used by the Colorado Department of Education, as developed under the CSP management of Gina Schlieman (see Appendix, CO Weighted Lottery Policy Factsheet).

*Relevant Context and Rationale:* Under the *Great Schools for Nevada* CSP grant program, Opportunity 180 seeks to prioritize and incentivize charter schools that will serve a population of educationally disadvantaged students that is equal to or greater than the average disadvantaged populations served by the local district the school is located in. O180 prioritizes and incentivizes these schools by 1.) providing additional priority points under the NV CSP grant Selection Criteria to schools that employ a weighted lottery or other effective recruitment tools, and 2.) awarding additional subgrant funds to support schools in effectively serving those students. A

Weighted Lottery Policy will accelerate these efforts to prioritize access to high quality charter schools for educationally disadvantaged students and will help ensure schools meet or exceed a locally representative population of educationally disadvantaged students.

## Other Attachment File(s)

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*Appendix A - Expanding Opportunity Through Quality Charter Schools Program (CSP)*  
*Grants to State Entities*  
*Charter Schools Program Assurances*

Pursuant to section 4303(f)(2) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), recipients of CSP grants to State Entities must provide the assurances described below.

As the duly authorized representative of the grantee, I certify to the following:

- (A) Each charter school receiving funds through the State entity's program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions;
- (B) The State entity will support charter schools in meeting the educational needs of their students, including children with disabilities and English learners;
- (C) The State entity will ensure that the authorized public chartering agency of any charter school that receives funds under the State entity's program adequately monitors each charter school under the authority of such agency in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners;
- (D) The State entity will provide adequate technical assistance to eligible applicants to meet the objectives described in section 4303(f)(1)(A)(viii) and (f)(2)(B) of the ESEA;
- (E) The State entity will promote quality authorizing, consistent with State law, such as through providing technical assistance to support each authorized public chartering agency in the State to improve such agency's ability to monitor the charter schools authorized by the agency, including by--
  - 1) Assessing annual performance data of the schools, including, as appropriate, graduation rates, student academic growth, and rates of student attrition;
  - 2) Reviewing the schools' independent, annual audits of financial statements prepared in accordance with generally accepted accounting principles, and ensuring that any such audits are publically reported; and
  - 3) Holding charter schools accountable to the academic, financial, and operational quality controls agreed to between the charter school and the authorized public chartering agency involved, such as through renewal, non-renewal, or revocation of the school's charter;
- (F) The State entity will work to ensure that charter schools are included with the traditional public schools in decisionmaking about the public school system in the State; and
- (G) The State entity will ensure that each charter school receiving funds under the State entity's program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including--

- 1) Information on the educational program;
  - 2) Student support services;
  - 3) Parent contract requirements (as applicable), including any financial obligations or fees;
  - 4) Enrollment criteria (as applicable); and
  - 5) Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
- (H) For a State entity that is a State educational agency, State charter school board or Governor of a State, the State entity will expend and account for the Federal award in accordance with State laws and procedures for expending and accounting for the State's own funds. In addition, for all State entities, the State entity's and other non-Federal entity's financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.
- (I) The State entity will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

Jana Wilcox Lavin  
NAME OF AUTHORIZED OFFICIAL

[REDACTED]  
SIGNATURE

Opportunity 180  
APPLICANT ORGANIZATION

Executive Director  
TITLE

05/11/20  
DATE

05/11/20  
DATE SUBMITTED

## EXPERIENCE

### **Executive Director, Opportunity 180, (July 2017-present)**

*Lead a non-profit education champion organization that seeks to ensure every kid graduates from high school college and career ready. The organization invests time, money and resources to provide more kids with access to a high-quality public school in neighborhoods of greatest need; invest high potential individuals and ensuring the conditions that will provide more kids a high-quality education; provide resources and data to community stakeholders.*

- ▶ Develop and implement the organization's strategic plan to ensure the organization can successfully fulfill its ambitious mission into the future;
- ▶ Hire, retain and manage a qualified team to deliver on the work to execute the organization's north star—every kid graduates college and career ready
- ▶ Work cooperatively and communicate effectively with the Board of Directors, including providing, in a timely and accurate manner, all information necessary for the Board of Directors to function properly and to make informed decisions
- ▶ Serve as a strong financial steward of philanthropic and public grant funds including rigorous monitoring of invested funds
- ▶ Oversee fiscal management in a manner that generally anticipates operating within the approved budget and maintaining a positive financial position, including providing a proposed annual budget and monthly financial statements, which accurately reflect the financial condition of the organization
- ▶ Developing and oversee fundraising, marketing, and community outreach efforts, as well as developing other resources necessary to support the organization's mission
- ▶ Enhance the organization's image by being active and visible in the community and by working closely with other professional, civic and private organizations.

### **Founding Superintendent-in-residence, Nevada State Achievement School District (NV ASD) (May 2016 – July 2017)**

*The Nevada State Achievement School District was created by the legislature in 2015 and intended to identify the state's most chronically underperforming schools and convert them to high-performing, vibrant community schools that live up to, and deliver on the promise of excellent public education. In this role, under the general direction of the Superintendent of Public Instruction, execute the responsibilities associated with launching the work of the NV ASD and establishing a foundation for its long-term success, including, but not limited to:*

- ▶ Serve on the Nevada Department of Education Executive Team to help define and achieve the vision, mission, goals, and objectives of the Department that are performance driven, results oriented and cohesive; including serving as supporting author for Nevada's Every Student Succeeds Act Plan, submitted April 2017.
- ▶ Create conditions needed to attract the most promising school leaders, faculty, staff, and support organizations from across the state and nation and lead the efforts of the NV ASD to recruit, retain, and support high-quality school management organizations with a proven track record of shepherding underperforming schools from failure to excellence;
- ▶ Revise the legal framework governing the NV ASD to evolve from its original concept to one that is responsive to lessons learned from the community at large, including formal elevation of parent voice to drive school improvement
- ▶ Establish and oversee an annual cycle of portfolio planning and analysis to determine progress, intervention, and monitoring of schools currently in the portfolio, including, identifying criteria for the selection of schools in Nevada to enter and/or exit the NV ASD;
- ▶ Develop and implement the policy and regulatory frameworks necessary to support the operations and success of the NV ASD.
- ▶ Build and sustain a diverse statewide coalition of community support for the NV ASD including community leaders and parents, elected officials, business leaders, foundations.
- ▶ Represent the Department publicly, including media and public appearances, participating in conferences, councils, associations, committees, and workgroups, testifying before the Nevada Legislature, and coordinating and participating in public information campaigns.



- ▶ Identify and secure additional funding sources for the NV ASD.
- ▶ Participate as a Department representative in administrative hearings and rulemaking proceedings and presentation of agency budgets and future legislative proposals.

## **Scholar Academies (May 2009-May 2016)**

*Scholar Academies is a non-profit school management organization that exists to ensure that all children have access to a high quality public education with a specific focus on the transformation of low-performing, urban schools; currently, the organization six schools in four metropolitan markets, Philadelphia, PA; Washington, DC; Trenton, NJ; and Memphis, TN.*

### **Chief Program Officer (CPO)**

*July 2015-May 2016*

- ▶ Managed cross-discipline (operations, instruction, talent, teacher development, data) team of experts to establish a vision for, articulate and codify the required elements of Scholar Academies' school model and complement with best practices.
- ▶ Established the bar for school turnaround at Scholar Academies and design, develop and deploy artifacts for implementation at the school level that ensure regions and schools are able to drive results for the students they directly serve.
- ▶ Built the capacity of regional and school leaders through both an annual scope and sequence of professional training and comprehensive school review protocol.
- ▶ Provided ongoing and targeted consultation (short and long-term) on improving performance, challenges with program implementation, scaling bright spots and identifying and leveraging opportunities for innovation.
- ▶ Served as member of organizational Senior Management team, including Accountable Leader for central office team budget tracking.
- ▶ Participated in short and long-term planning to shift organizational model from a multi-region, centralized structure to a decentralized network.

### **Executive Director, Scholar Academies: Memphis**

*November 2013-May 2016*

- ▶ Managed, developed and coached current School Director (Principal) of first Scholar Academies Memphis campus to reach annual targets; and, managed two Incubated School Directors in preparation for regional expansion; 49% of students met individual growth goals on NWEA MAP in year 1 one of operation.
- ▶ Spearheaded regional expansion and strategic plan of Scholar Academies to Memphis, TN including building, leading and managing regional team, fundraising for regional operating funds and school start-up costs, and oversight of school matching and opening for a seven (7) school region; successful match with first school for SY15-16 at Memphis-Scholars Florida-Kansas and second and third schools Memphis-Scholars Caldwell Guthrie & Memphis-Scholars Raleigh Egypt Middle School for SY16-17.
- ▶ Served as member of organizational Senior Management team, including Accountable Leader for regional team budget tracking and strategic planning.

### **Chief Operating Officer**

*July 2010- July 2015*

*Formerly Director of Strategy & Development (promoted)*

*May 2009-July 2010*

- ▶ Served as deputy to the CEO to drive the strategic direction of the organization, define and craft expansion strategy as well as execute organizational effectiveness strategies to execute expansion plans.
- ▶ Led the opening and initiated transformation of five (5) Scholar Academies' schools increasing the student population ten- fold from 250 students to 2,750 across three geographies.
- ▶ Crafted and implemented a Framework for Operational Excellence (in schools), which outlines top tier school operations and clearly delineates the roles of the central office and the school-based team, including a cycle of professional development to ensure effective and impactful deployment.
- ▶ Initiated, planned and partnered with CFO to manage a \$17million building renovation in Washington, DC via the RFO process.
- ▶ Managed five (5) work streams (Operations, Talent, Data & Strategy, Memphis Region, External Relations) comprised of a team of 25 people who provide services to each of the schools within the Scholar Academies network.



# Jana Wilcox Lavin

## *Scholar Academies, cont.*

- ▶ Oversaw the full talent evaluation and recruitment strategy, most recently the FY14 hiring of more than 130 new staff members network-wide achieving a hiring selection percentage of only 4.25%.
- ▶ Designed, developed and oversaw execution of an annual human capital data cycle to inform process improvement both at the central office and school-based talent practice leading to an increase in “very satisfied” employees from 17% to 56%.
- ▶ Managed the roll-out and implementation of an enterprise-wide strategic plan and organizational performance cycle designed to articulate and publish a common set of outcomes on an annual cycle and ensure rich, productive dialogue on performance at every level (individual, team, enterprise).
- ▶ Raised, in partnership with CEO and Board, over \$10 million in philanthropic dollars to support the organization’s strategic goals and school start-up initiatives.
- ▶ Coordinate Board Recruitment, Development and Management for three regional Boards of Trustees (Washington, DC, Trenton, NJ and Philadelphia, PA).

## **GSX, Corp., Alexandria, VA, *Founding Member Board of Directors*, (July 2003-Present)**

*GSX is the link between the worlds of work and education. GSX designs strategies and processes for the application of skill and work standards in the private, public, and federal sectors by continuing to expand on the comprehensive research originally performed by the former Department of Labor agency, the National Skill Standards Board (NSSB).*

- ▶ Oversee annual planning cycle and organizational effectiveness to support increased revenue from \$250K to \$3.5M in 14 years.
- ▶ Consult on education related business development activities aligned to improving the education system through the lens of workforce education.
- ▶ Guide the messaging and processes for marketing and sales strategies in the education market.

## **Director & Team Lead, *Vizion Group, Inc.*, Berwyn, PA, (May 2007-May 2009)**

*Served as team member in a boutique social-enterprise consulting agency whose primary focus is the non-profit sector, including building and strengthening programming and fundraising efforts to create diversity and sustainability.*

## **Marketing Communication Director, *GSX, Corp.*, Alexandria, VA, (July 2003-May 2007)**

## **Marketing Coordinator, *Fitness Resource Associates (FRA)*, Needham, MA, (2001-2003)**

## **Research Analyst, *National Skill Standards Board (NSSB)*, Washington DC, (1999-2003)**

## **Assistant Assignment Editor, *WGNO-TV ABC 26 News*, New Orleans, LA, (1999-2000)**

## **EDUCATION**

**M.A., Emerson College, Boston, MA**

**B.A., Tulane University New Orleans, LA**

## **EDUCATION REFORM ACTIVITIES**

**Participant, *Founding Cohort Kick Start Restart*, Dell Foundation, Public Impact & EdPlex Collaborative (June 2016-May 2017)**

**Secretary, *Board of Trustees, Memphis Scholars Charter Schools (LLC)*, (May 2016-July 2019)**

**Founding Member, *Tennessee Achievement School District’s Operator Advisory Council*, (November 2013-May 2016)**

**Participant, *Achievement First’s Charter Network Accelerator Expert Review Team* (November 2015)**

**Member, *NewSchools Venture Fund Learn to Teach Community of Practice*, (February 2013-May 2015)**

**Working Group Member, *Mayor’s Office of Education Customer Service Team*, Philadelphia, PA, (Dec. 2012-Dec. 2014)**

**Working Group Member, *Great Schools Compact Universal Enrollment*, Philadelphia, PA, (December 2012- August 2014)**

# Jana Wilcox Lavin

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## VOLUNTEER ACTIVITIES

**Co-Chair**, *Women United (formerly Women's Leadership Council)*, United Way of Southern Nevada (June 2019-present)

**Animal Care Support Volunteer**, *The Animal Foundation*, Las Vegas, NC (2017-2018)

**Animal Care Support Volunteer**, *PSPCA*, Philadelphia, PA (2015)

**Intake Coordinator**, *hsVMA RAVS*, Pine Ridge Reservation, (summers of 2009, 2010, 2011)

**Member Board of Governors & Lead Class Agent**, *The Hotchkiss School*, (March 2006-June 2009)

**Pro Bono Strategic Planning Consultant**, *The Forum Theatre*, Washington, DC, (Winter 2008)

**Pro Bono Marketing Consultant**, *Washington Animal Rescue League (WARL)*, Washington, DC, (2005-2007)

**Small Animal Adoptions Counselor**, *Washington Animal Rescue League (WARL)*, Washington, DC, (2004-2007)

**Philanthropy Chair**, *Tulane University DC Alumni Chapter*, Washington, DC, (Sept. 2005-May 2007)

# Michael Makkonen

## Enrollment, Sales, & Operations Director

### Contact



### Objective

Seeking a position that will benefit from and continue to develop my leadership style, experience in management, sales, industry contacts and positive interaction skills. Looking for an organization where I can help improve sales/admissions results, employee retention, operations, and training.

### Education

Southern New Hampshire University  
Bachelor of Science, Marketing  
2016

### Key Skills

Admissions & Enrollment  
Sales  
Management  
Operations Management  
Staff Development  
Employee Satisfaction & Retention  
Salesforce  
MS Office

### Experience

*02/2020 – Present*

**Director of Operations • Las Vegas, NV • Opportunity 180**

*11/2018 – 02/2020*

**Director, Partnership Operations • Atlanta, GA • Orbis Education**

*11/2017 – 11/2018*

**Director, Partnership Operations • Las Vegas, NV • Orbis Education**

*08/2016 – 11/2017*

**Advisor III & Site Director • Las Vegas, NV • Orbis Education**

*08/2012 – 08/2016*

**Admissions Advisor III • Las Vegas, NV • Orbis Education**

### Leadership

- Launched new partnership in new market from scratch. Developed policies, processes, and procedures.
- Grew enrollment 33% in first year of leading the Salt Lake campus.
- Responsible for developing and promoting eight staffers within first two-years of leadership.
- Hold a 90% employee retention rate in my time as a leader.

### References

[Available upon request.]

# LISA CORUZZI



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## EXPERIENCE

### **Director, Communications & Development**

Opportunity 180 (Sept 2016–Present)

- Develops, executes and collaborates with the ED on a flexible, multi-year strategic communications plan to drive key high-stakes messages across all functional areas of work, aligned to organizations priorities.
- Serves as steward of all messaging, internal and external, to ensure consistency in delivery and presentation
- Serves as gatekeeper of all team member's messaging and liaises with external partners on joint messaging to ensure consistency in delivery and presentation.
- Develops and executes a multi-tiered, comprehensive social media strategy including an overall approach to the organization's voice, aligned to targeted objectives or events.
- Identifies and leverages key partners with whom to collaborate and key messages to strategically leverage in support of O180's organizational goals.
- Develops an annual approach to public relations aligned to both the organization's goals and targeted campaigns and events.
- Maintains relationships with key media contacts in an effort to disseminate the organization's key messages.
- Leads the development of pitch architecture and the proposal development process, and designs corresponding collateral and resources, resulting in donations and increased investment from local and national leaders and organizations.
- Co-leads the fundraising strategy to enrich and engage the organization's prospect pool.
- Plans and implements marketing campaigns and special events to maximize prospect/donor engagement
- Executes work with a strong working knowledge of the national school/seal improvement funding landscape and speak to how Opportunity 180 priorities align in various contexts.

### **Project Manager**

Paper & Home – Graphic Design Studio (Mar 2015–Sept 2016)

- Led creative planning and budgeting meetings with clients for website, logo, corporate collateral, and couture wedding invitation design projects.
- Managed a team of graphic designers and communicated with clients throughout the entire design and production process while tracking the progress of each project in a Contact Management System.
- Earned and maintained 5-star client satisfaction reviews for the organization.
- Wrote blogs to tell client stories and showcase high-quality design products.

*Continued >*

## Traffic Coordinator

MassMedia Corporate Communications (Mar 2015–Sept 2016)

- Managed the creative team's projects and established timelines– taking prompt action on any delays in the agency's workflow.
  - Liaised between internal departments and external media partners to ensure all creative met brand guidelines and production specifications.
  - Copyedited and quality-assured all creative projects prior to production.
- 

## ADDITIONAL EXPERIENCE

- Digital Engagement Intern | R&R Partners (Oct 2013–Jan 2014)
  - Marketing Intern | Gaia Flowers (May 2013–Nov 2013)
  - Creative Director | National Student Advertising Competition | Awarded 1st Place
- 

## SKILLS

- ✓ Communicating complex topics in a simple way that can move communities to action
- ✓ Staying organized and producing quality work while managing several priorities in a fast-paced environment
- ✓ Solving problems creatively with a willingness to test new ways of approaching work

## PROGRAMS

- ✓ Adobe Photoshop & Illustrator
- ✓ Microsoft Word, Excel, PowerPoint
- ✓ MailChimp
- ✓ Salesforce

## EDUCATION

BA Integrated Marketing – 2013  
University of Nevada, Las Vegas

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## SERVICE

**Court-Appointed Special Advocate (CASA)** (Oct 2015–Present)  
2017 Service Excellence Award recipient

**State Board Member | Nevada CASA Association** (July 2019–Present)  
Co-Chair of the Resource Development Committee



## BASIC INFORMATION

**Title:** Great Schools Program (GSP) Coordinator

**Travel Requirements:** Up to 20%

**Place of Performance:** Las Vegas, Nevada

**Salary Range:** \$30,000-39,000

**Supervisor:** Great Schools Program Director

## WHO WE ARE

Opportunity 180 is a nonprofit organization that is leading the charge for every kid in Nevada to graduate college and career ready. We do this by:

- Working with the Nevada community to add more high-quality public school seats in neighborhoods of greatest need.
- Investing in great schools, organizations, and education leaders that will provide more kids a high-quality education.
- Providing resources and data to community stakeholders. As a part of our ongoing commitment to ensure

As a part of Opportunity 180's commitment to ensuring great schools existing in every neighborhood, we have partnered with the US DOE to implement a Charter School Program Grant, called Great Schools for Nevada. The Theory of Action for the Great Schools for Nevada CSP program is to grow the number of high-quality charter schools in neighborhoods of greatest need and support each school throughout the process. This will ultimately increase the number of high-quality public-school options available in Nevada's neighborhoods that need them most.

Opportunity 180 knows that communities of color, immigrant communities, low-income communities, and individuals living with disabilities disproportionately are impacted of inequitable access to high-quality public schools. We have and through this grant effort will continue to focus our efforts on reaching the communities with the least access to educational opportunities. By doing so, we believe charter public schools will be a lever to improve educational outcomes across charter and traditional schools for all kids.

## THE NEED

In service of this goal, Opportunity 180 seeks a Great Schools Program Coordinator for the Great Schools for Nevada CSP Grant and Program. This \$22M program supports new charter school planning and implementation and expansion grants for the State of Nevada.

## THE OPPORTUNITY

### PROGRAM ACTIVITIES OVERVIEW

**Subgrant Competition and Award Coordination** Support the GSP team with coordination of all activities pertaining to CSP subgrant competition, solicitation of applications, application review, and subgrant awards. Such activities include:

- Work with O180 team, charter schools, district partners, community-based organizations, and state entities to publicize all subgrant opportunities to eligible applicants, including through the development of digital communications, tabling or speaking at events, 1:1 meetings, phone calls, and other means as appropriate
- Develop a process for CSP expansion grants aligned to national best practices and the details of the grant proposal (including solicitation, application, application review, and award activities)
- Work in close partnership with state authorizing and oversight entities to align systems and processes and maintain operational efficiencies for charter schools
- Provide technical guidance to subgrant applicants throughout the application, award, and monitoring process, including interpretation and communication of often complex federal regulatory requirements
- Work in close partnership with Grants Fiscal Team to ensure compliance of reimbursement requests and spend-down of subgrant
- Oversee and coordinate timely and comprehensive monitoring activities for subgrantees, including desk reviews and site visits
- Provide proactive technical assistance to subgrantees to ensure they stay on-track and in compliance with subgrant objectives

- Coordinate organization's efforts in reviewing grant proposals, rating grants, distributing grant monies, and tracking the use of grant funds
- Respond to applicant questions about grants

## CORE RESPONSIBILITIES

### Program Activities Tracking & Data Collection

The Great Schools Program Coordinator assumes various administrative and technical support responsibilities, including:

- Collaborate with the GSP Manager and O180 team to ensure alignment across school support activities, track budget items of grant sub-recipients, and keep record of the budget amendment approval and denial process
- Collect, summarize, and analyze grant information for records management and for use in annual reports
- Ensure data are collected from project and subgrantee activities in timely, reliable, valid, and precise manner
- Assist efforts to ensure that all grant projects and their related activities are compliant with federal and state requirements
- Supports community relations efforts and event coordination across program activities
- Maintain applicant listings for current subgrants and non-awarded subgrants
- Support outreach to attract subgrant applicants

## WHO YOU ARE

- Deep believer that every kid can learn
- Prior experience administering Federal Grants programs
- Proficiency in Microsoft Office and Excel with an eye for detail
- Proven ability to prioritize, balance, and complete complex projects across multiple sites simultaneously in the face of competing deadlines
- Interest in and excitement for working in a fast-paced, highly collaborative, mission centric organization
- Growth mindset
- Minimum 2 years of experience working in public education, preferred

## WHAT WE OFFER

- A chance to transform public education in Nevada
- A passionate, fun, and fast-moving, collaborative team
- Competitive salary
- Medical, dental, vision, and Rx benefits; long- and short-term disability; and life insurance (details provided upon request)
- 401(k) plan or similar retirement benefit with an employer match
- Generous PTO days and paid federal holidays

## HIRING PROCESS

- To apply, please submit a cover letter and resume [here](#) (link to our online portal)

## EQUAL OPPORTUNITY EMPLOYER

O180 is an equal opportunity employer. We will not discriminate and will take affirmative action measures to ensure against discrimination in employment, recruitment, advertisements for employment, compensation, termination, upgrading, promotions, and other conditions of employment against any employee or job applicant on the bases of race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

## BASIC INFORMATION

**Title:** Great Schools Program Manager

**Travel Requirements:** Up to 20%

**Place of Performance:** Las Vegas, Nevada

**Salary Range:** \$55,000-\$70,000

**Supervisor:** Director

**Direct Reports:** Not Applicable

## WHO WE ARE

Opportunity 180 is a nonprofit organization that is leading the charge for every kid in Nevada to graduate college and career ready. We do this by:

- Working with the Nevada community to add more high-quality public school seats in neighborhoods of greatest need.
- Investing in great schools, organizations, and education leaders that will provide more kids a high-quality education.
- Providing resources and data to community stakeholders. As a part of our ongoing commitment to ensure

As a part of Opportunity 180's commitment to ensuring great schools existing in every neighborhood, we have partnered with the US DOE to implement a Charter School Program Grant, call Great Schools for Nevada. The Theory of Action for the Great Schools for Nevada CSP program is to grow the number of high-quality charter schools in neighborhoods of greatest need and support each school throughout the process. This will ultimately increase the number of high-quality public-school options available in Nevada's neighborhoods that need them most.

Opportunity 180 knows that communities of color, immigrant communities, low-income communities, and individuals living with disabilities disproportionately are impacted of inequitable access to high-quality public schools. We have and through this grant effort will continue to focus our efforts on reaching the communities with the least access to educational opportunities. By doing so, we believe charter public schools will be a lever to improve educational outcomes across charter and traditional schools for all kids.

## THE NEED

In service of this goal, Opportunity 180 seeks a Great Schools Program Manager for the Great Schools for Nevada CSP Grant and Program. This five year, \$22M program supports new charter school planning and implementation and expansion grants for the State of Nevada.

## THE OPPORTUNITY

### CORE RESPONSIBILITIES

**Subgrant Competition and Award Management** Coordinate all activities pertaining to CSP subgrant competition, solicitation of applications, application review, and subgrant awards

- Work with O180 team, charter schools, district partners, community-based organizations, and state entities to publicize all subgrant opportunities to eligible applicants, including through the development of digital communications, tabling or speaking at events, 1:1 meetings, phone calls, and other means as appropriate
- Develop a process for CSP expansion grants aligned to national best practices and the details of the grant proposal (including solicitation, application, application review, and award activities)
- Work in close partnership with state authorizing and oversight entities to align systems and processes and maintain operational efficiencies for charter schools
- Provide technical guidance to subgrant applicants throughout the application, award, and monitoring process, including interpretation and communication of often complex federal regulatory requirements
- Work in close partnership with Grants Fiscal Team to ensure compliance of reimbursement requests and spend-down of subgrant
- Oversee and coordinate timely and comprehensive monitoring activities for subgrantees, including desk reviews and site visits



- Provide proactive technical assistance to subgrantees to ensure they stay on-track and in compliance with subgrant objectives

### **Research on Best Practices**

- Work with state authorizers to identify and research best practices in CSP expansion granting nationally
- Attend relevant conferences and convenings to stay up-to-date on national and regional best practices and research; apply these learnings to the work and partnership activities
- Collaborate with ED, and state entity partners to coordinate contract with national technical assistance provider to support governance and authorizer accountability trainings
- Work with O180, charter schools, district partners, research partners, community-based organizations, and state entities to disseminate best practices identified throughout the course of the grant

### **Additional School Program Supports**

- Collaborate with the School Programs team to ensure alignment across school support
- Deliver governance trainings to charter boards, as needed
- Support organizational special projects and strategy development, as needed

## **WHO YOU ARE**

- Deep believer that every kid can learn
- Prior experience administering Federal Grants programs
- Proficiency in Microsoft Office and Excel with an eye for detail
- Proven ability to prioritize, balance, and complete complex projects across multiple sites simultaneously in the face of competing deadlines
- Interest in and excitement for working in a fast-paced, highly collaborative, mission centric organization
- Growth mindset
- Bachelor's Degree, preferred
- Minimum 3-5 years of experience working in public education, preferred

## **WHAT WE OFFER**

- A chance to transform public education in Nevada
- A passionate, fun, and fast-moving, collaborative team
- Competitive salary
- Medical, dental, vision, and Rx benefits; long- and short-term disability; and life insurance (details provided upon request)
- 401(k) plan or similar retirement benefit with an employer match
- Generous PTO days and paid federal holidays

## **HIRING PROCESS**

- To apply, please submit a cover letter and resume here ([link to our online portal](#))

## **EQUAL OPPORTUNITY EMPLOYER**

O180 is an equal opportunity employer. We will not discriminate and will take affirmative action measures to ensure against discrimination in employment, recruitment, advertisements for employment, compensation, termination, upgrading, promotions, and other conditions of employment against any employee or job applicant on the bases of race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.



**CITY OF HENDERSON**  
240 Water Street  
P.O. Box 95050  
Henderson, NV 89009

April 8, 2020

Secretary Betsy DeVos  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

**Subject: Support for Opportunity 180, Charter School Program for State Entities Grant**

Dear Secretary DeVos:

I would like to express my support for Opportunity 180's application for the Charter School Program for State Entities Grant. The City of Henderson has long been a supporter of public charter schools and our residents strongly feel that the City should take on a stronger role in education. In response, the City has established Quality Education as one of the five priorities identified in our 2019-2023 Strategic Plan. The goals set forth in this plan seek to support schools in their mission to improve student outcomes in the areas of early childhood education, academic achievement, and college and career readiness.

Opportunity 180 is a non-profit organization working towards the goal of ensuring that every student in Nevada graduates from high school prepared for college and career. If awarded this grant, Opportunity 180 will accelerate its existing efforts to expand opportunities for all students, particularly traditionally underserved students.

Over the last 10 years, 14 charter schools have opened within the city to offer additional high-quality education options for our residents; however, more are needed to serve our growing population. The efforts of Opportunity 180 to expand opportunities for all students are aligned with the City's Quality Education priority.

These critical resources can help transform public education statewide in Nevada. Opportunity 180 will steward these resources with the highest impact in mind, given its unwavering focus on serving students in poverty, students with Individualized Education Plans, and students who are learning the English language.

Thank you for your favorable consideration of Opportunity 180's application.

Sincerely,

Debra March  
Mayor

## United States Senate

April 6, 2020

Sec. Betsy DeVos  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Secretary DeVos:

I am writing to express my support for Opportunity 180's application for the Charter School Program for State Entities Grant.

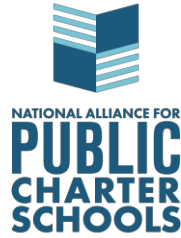
Opportunity 180 is a non-profit organization working towards a goal of ensuring that every student in Nevada graduates from high school college and career ready. If awarded this grant, Opportunity 180 will accelerate its existing efforts to expand opportunities for all students, particularly traditionally underserved students.

These useful resources can help provide additional opportunities within the statewide educational system in Nevada. Opportunity 180 intends to make the best use of these funds, given its unwavering focus on serving students in poverty, students with Individualized Education Plans, and students who are learning the English language.

Please give their application full and fair consideration and if you have any questions, please do not hesitate to contact my Grants Director at [REDACTED]

Sincerely,

[REDACTED]



April 21, 2020

The Honorable Betsy DeVos, Secretary  
United States Department of Education  
400 Maryland Ave SW  
Washington, DC 20202

Dear Secretary DeVos:

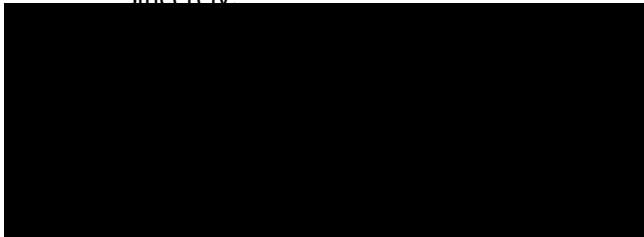
I am writing to express my support for Opportunity 180's application for the Charter School Program for State Entities Grant. The National Alliance for Public Charter Schools is the leading national nonprofit organization committed to advancing the public charter school movement. The National Alliance occupies a critical role in the charter school movement as a leader in federal education policy and as a prominent voice, determined to improve state charter policy and advocacy.

Opportunity 180 is a non-profit organization working towards a goal of ensuring that every student in Nevada graduates from high school college and career ready. If awarded this grant, Opportunity 180 will accelerate its existing efforts to expand opportunities for all students, particularly traditionally underserved students.

These critical resources can help transform public education statewide in Nevada. Opportunity 180 will steward these resources with the highest impact in mind, given its unwavering focus on serving students in poverty, students with Individualized Education Plans, and students who are learning the English language.

Thank you for your time and consideration of Opportunity 180's application.

Sincerely,





**workforce CONNECTIONS**  
PEOPLE. PARTNERSHIPS. POSSIBILITIES.

*Connecting Employers to a Ready Workforce*

March 19, 2020

Sec. Betsy DeVos  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos:

I am writing to express my support for Opportunity 180's application for the Charter School Program for State Entities Grant.

Workforce Connections is Southern Nevada's Local Workforce Development Board (LWDB). We are responsible for the operation of the One-Stop Delivery System in the Southern Nevada Local Workforce Development Area. Our geographical jurisdiction includes the Southern Nevada counties of Clark, Nye, Lincoln and Esmeralda.

Opportunity 180 is a non-profit organization working towards a goal of ensuring that every student in Nevada graduates from high school college and career ready. If awarded this grant, Opportunity 180 will accelerate its existing efforts to expand opportunities for all students, particularly traditionally underserved students.

These critical resources can help transform public education statewide in Nevada. Opportunity 180 will steward these resources with the highest impact in mind, given its unwavering focus on serving students in poverty, students with Individualized Education Plans, and students who are learning the English language.

Thank you for your time and consideration of Opportunity 180's application.

Sincerely,

[Redacted signature block]

6330 W. Charleston Blvd, Suite 150, Las Vegas, NV 89146 [Redacted]



# DEMOCRACY PREP

## AT THE AGASSI CAMPUS

*Work Hard. Go to College. Change the World!*

The Honorable Betsy DeVos  
Secretary, US Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

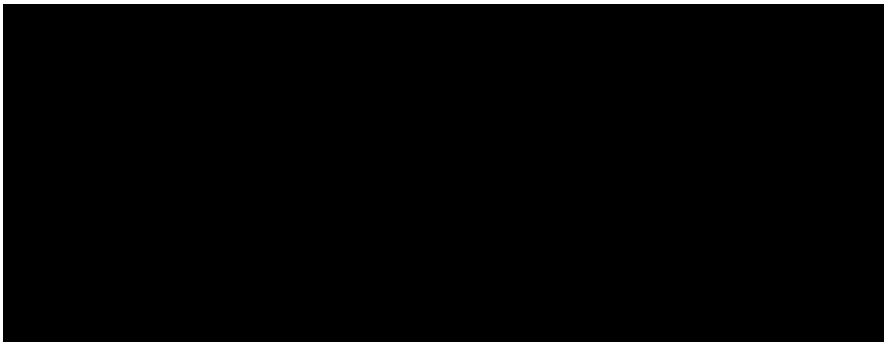
April 6, 2020

Dear Secretary DeVos:

Please accept this letter of support from Democracy Prep at the Agassi Campus concerning Opportunity 180's application for federal Charter School Program funds. We believe public charter schools must play a significant role in the effort to improve educational outcomes for Nevada's public school students, especially among those who have historically been disadvantaged.

As a CSP grant recipient in 2012 and 2016, Democracy Prep knows firsthand the impact CSP grant resources provide for high-quality charter school applicants. A CSP grant for Opportunity 180 would ensure ample financial support is available to those who have demonstrated success in improving outcomes for our most underserved students. In the absence of this grant, charter school growth in Nevada has been slow, in large part due to the lack of startup funding available. Because we believe these funds will rapidly increase the number of high-quality public charter schools available to our students, we offer our enthusiastic support for this application.

In Partnership,



April 10, 2020

The Honorable Betsy DeVos  
Secretary of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

*RE: Letter of Support for Opportunity 180's Application for Nevada Federal Charter School Program Funding*

Dear Secretary DeVos:

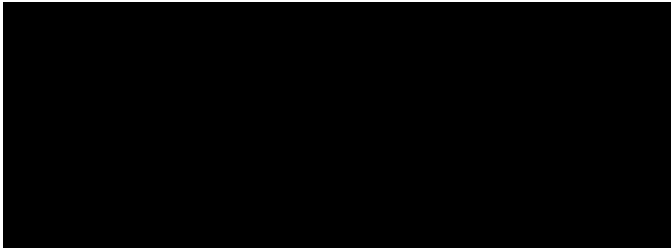
I am writing to express my support for Opportunity 180's (Nevada) application to the U.S. Department of Education for the federal Charter Schools Program (CSP) State Entities Program.

I am the Executive Director of Futuro Academy, a college preparatory K-8 public charter school in East Las Vegas, Nevada. Our students are thriving, 100% of which are eligible for Free or Reduced-price Lunch and 47% in which are learning the English Language. In the 2018-19 school year, 70% of Futuro students met their individual growth targets, based on NWEA MAP Growth assessment results. Futuro achieved 126% of expected growth school wide, the equivalent of students getting two additional months of learning.

CSP funds are critical to the continued growth of the Nevada charter school sector, and to the success of charter schools like Futuro Academy. Our school launched three years ago with both private philanthropy dollars championed through Opportunity 180, and federal start-up grant support. Absent these funds, we would not be serving students and families today within a neighborhood that has historically lacked access to the quality school options they deserve. If awarded, Opportunity 180's accelerated impact under this proposed program would encourage great charter schools and leaders to offer more quality choices to more students and families in need across Nevada.

Opportunity 180 is an experienced champion of Nevada charter schools, and has the resources, technical expertise, and connections on the ground that are necessary to maximize the impact of CSP federal resources.

Thank you for your consideration of Opportunity 180's grant application.



# Senator Scott Hammond

## Nevada Senate District 18

April 21, 2020

The Honorable Betsy DeVos  
Secretary of Education  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos:

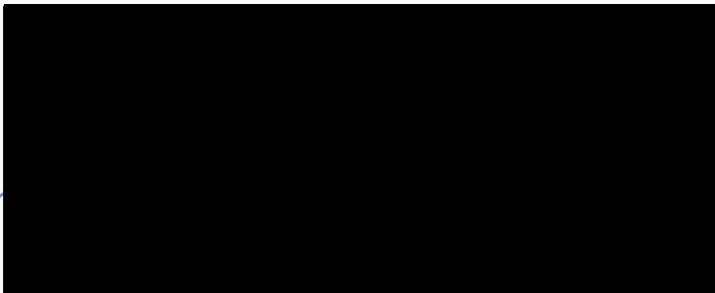
Congratulations on your leadership for our nation's students and families. Throughout my tenure as an elected Nevada lawmaker over the past decade, and as a 16-year public educator, I have worked to champion meaningful opportunities in schools of choice for our families in every zip code across our state, especially those families most in need of better options.

Which is why I am writing to express my support for the current application for the federal Charter School Program for State Entities Grant submitted by Opportunity 180. Their plan represents an opportunity to advance more high-quality educational opportunities here.

When I was organizing and preparing to lead one of Nevada's first charter schools, I gained a strong appreciation for the challenges associated with maintaining an uncompromising commitment to offering every student a high-quality opportunity.

Opportunity 180 has proven to me and to our Nevada education community this same commitment, and the consistent talent to realize its potential. I believe that if your Department awards this grant to their impressive team to implement the plans they have proposed, Nevadans will be rewarded by an expansion of opportunities for all students, particularly traditionally underserved students, to thrive academically in ways that will serve our broader community here.

Thank you for your time and consideration of Opportunity 180's application. If you have any questions, please contact me at 702-523-9055 or [Scott.Hammond@sen.state.nv.us](mailto:Scott.Hammond@sen.state.nv.us).







April 6, 2020

The Honorable Betsy DeVos  
Secretary of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

RE: Support for Opportunity 180's Application for Federal Charter School Program Funding

Dear Secretary DeVos:

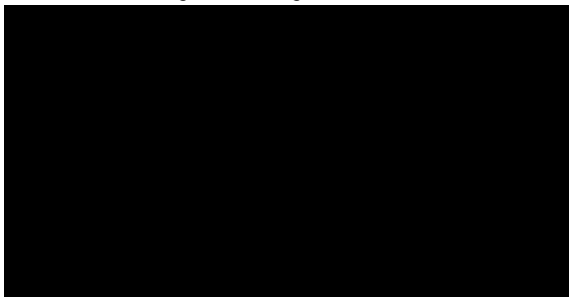
I am writing to express my support for Opportunity 180's (Nevada) application to the U.S. Dept. of Education for the federal Charter Schools Program (CSP) State Entities Program.

Nevada Prep is a 4-7th grade public charter school that prepares students for high school, college, and life. Our school serves an amazing, diverse, and high-needs group of students (100% are eligible for Free or Reduced-price Lunch; 34% are English Language Learners; 18% are students with special needs). Nevada Prep is a 5-star middle school (Nevada's highest school rating), with the greatest academic growth (Median Growth Percentile) in math in the state of Nevada and the greatest academic growth in ELA in Southern Nevada.

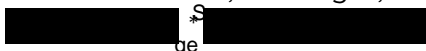
CSP funds are critical to the continued growth of the Nevada charter school sector, and to the success of charter schools like Nevada Prep. Our school launched two years ago with both private philanthropy dollars championed through Opportunity 180, and federal start-up grant support. Absent these funds, we would not be serving students and families today within a neighborhood that has historically lacked access to the quality school options they deserve. If awarded, Opportunity 180's accelerated impact under this proposed program would encourage great charter schools and leaders to offer more quality choices to more students and families in need across Nevada. **To reiterate, our results have been best-in-class in some areas, and we have drastically outperformed the traditional public schools our students are zoned to attend, but without a CSP grant over the past two years, we likely would not have had the resources to launch and operate a successful school.**

Opportunity 180 is an experienced champion of Nevada charter schools, including Nevada Prep, and has the resources, technical expertise, and connections on the ground that are necessary to maximize the impact of CSP federal resources.

Thank you for your consideration of Opportunity 180's grant application.



Nevada Prep Charter School  
2525 Emerson Avenue, Las Vegas, NV 89121



**SUSIE LEE**

3RD DISTRICT, NEVADA

**WASHINGTON OFFICE**

522 CANNON HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515

**DISTRICT OFFICE**

8872 EASTERN AVENUE, SUITE 220  
LAS VEGAS, NV 89123



COMMITTEE ON  
EDUCATION & LABOR

COMMITTEE ON  
VETERANS' AFFAIRS

**Congress of the United States**  
**House of Representatives**  
**Washington, DC 20515-2803**

April 8, 2020

The Honorable Betsy DeVos  
Secretary  
U.S. Department of Education  
Lyndon Baines Johnson (LBJ)  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary DeVos:

I write you today in support for Opportunity 180's application for the Charter School Program for State Entities Grant. If awarded this grant, Opportunity 180 will leverage public and private resources to increase access to high-quality public schools for students, particularly students living in poverty, students with Individualized Education Plans, and students who are learning the English language.

Opportunity 180 is a non-profit organization working towards a goal of ensuring that every student in Nevada graduates from high school college and career ready. If awarded this grant, Opportunity 180 will accelerate its existing efforts to expand opportunities for all students, particularly traditionally underserved students.

These critical resources can help transform public education statewide in Nevada. Opportunity 180 will steward these resources with the highest impact in mind, given its unwavering focus on serving students in poverty, students with Individualized Education Plans, and students who are learning the English language.

Thank you for your time and consideration of Opportunity 180's application. If you have any questions, please feel free to reach out to Ashanti McGee, the Grants Coordinator in my District Office at [REDACTED]

Sincerely,

[REDACTED]  
Susie Lee  
Member of Congress

KEITH F. PICKARD

SENATOR  
District No. 20



COMMITTEES:

**Member**

Education  
Judiciary

Legislative Operations and Elections

**State of Nevada**  
**Senate**  
**Eightieth Session**

**DISTRICT OFFICE:**

10120 South Eastern Avenue, Suite 140  
Henderson, Nevada 89052-3953

[REDACTED] Office  
[REDACTED] Fax  
E-mail: keith@pickard4nevada.com

**LEGISLATIVE BUILDING:**

401 S. Carson Street  
Carson City, Nevada 89701-4747

Office: (775) [REDACTED] or

Fax No.: (775) [REDACTED]

Email: [REDACTED]  
[www.leg.state.nv.us](http://www.leg.state.nv.us)

April 7, 2020

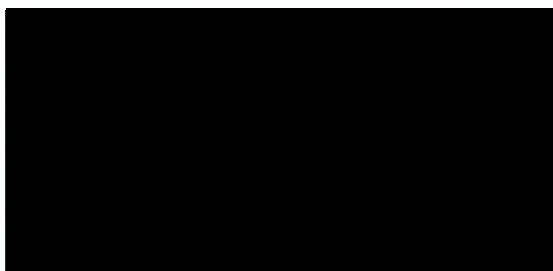
Sec. Betsy DeVos  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos:

I am writing to express my support for Opportunity 180's application for the Charter School Program for State Entities Grant. I have worked with Opportunity 180 on several levels, both as experts and as consultants, and they have an amazing breadth and depth of understanding in the charter school arena. There are several operators out there, many of whom are stellar. Opportunity 180 is among them.

Opportunity 180 is a non-profit organization working towards a goal of ensuring that every student in Nevada graduates from high school college and career ready. If awarded this grant, Opportunity 180 will accelerate its existing efforts to expand opportunities for all students, particularly traditionally underserved students.

These critical resources can help transform public education statewide in Nevada. Thank you for your time and consideration of Opportunity 180's application. As always, please feel



April 3, 2020

U.S. Department of Education  
Office of Elementary and Secondary Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Re: Opportunity 180's Application for the Charter Schools Program State Entity Grant

To Whom It May Concern:

On behalf of the National Association of Charter School Authorizers (NACSA), I am pleased to submit this letter of support for Opportunity 180's application for funding through the Expanding Opportunities Through Quality Charter Schools Program (CSP) Grants to State Entities. Through its Great Schools for Nevada Program, Opportunity 180 is well positioned to use such funding to expand access to high quality charter schools across the state, especially for its most at-risk students in need of life changing schools.

As an organization committed to increasing and improving quality educational opportunities for children by strengthening charter school authorizing, NACSA is pleased to support the promotion of an accountability-focused, high-quality authorizing environment in Nevada. Opportunity 180 has laid out ambitious objectives, which we believe will not only lead to expanding great options for students in Nevada, but also help foster an environment focused on innovation and improvement in authorizing.

Opportunity 180's heightened focus on supportive practices, relationships, and procedures of quality authorizing will help increase charter quality and enable new options for previously underserved students. This grant will have an important impact on the state's ongoing work and commitment to strengthening the charter sector in Nevada through many innovative approaches. By approaching this work through trainings and expanded resources, Opportunity 180 will be best served to meet its goal of implementing bold, transparent, and best-practice driven authorizing environments. We look forward to continued collaboration with Opportunity 180 and authorizers in Nevada, utilizing lessons learned in our work with authorizers across the nation.

**Congress of the United States**  
**House of Representatives**  
Washington, DC 20515-2804

April 1, 2020

Honorable Secretary Betsy DeVos  
U.S. Department of Education  
400 Maryland Ave. SW  
Washington, DC 20202

Dear Secretary DeVos:

I am writing to express my support for Opportunity 180's application for the Charter School Program for State (CSP) Entities Grant. These critical resources can help transform public education statewide in Nevada. Opportunity 180 will steward these resources with the highest impact in mind, given its unwavering focus on serving students in poverty, students with Individualized Education Plans, and students who are learning the English language.

Opportunity 180 is a non-profit organization working towards a goal of ensuring that every high school student in Nevada can graduate college and career ready. According to the 2018-2019 Nevada School Performance Framework results, there are over 70,000 kids in our state attending schools where only 2 in 10 of them are on grade level in reading and math. We know there is tremendous room for improvement here, but also understand the financial constraints that exist within our state as it relates to education funding.

The primary objective of the CSP grant is to increase access to high-quality public schools for students, particularly students living in poverty, students with Individualized Education Plans, and students who are learning the English language. If awarded this grant, Opportunity 180 will accelerate its existing efforts to expand opportunities for all students to succeed. Therefore, I am fully supportive of this application.

I ask that you give fair and full consideration of Opportunity 180's application. If you have any questions, please feel free to reach out to LaVontae Brooks at [REDACTED] in my office or by phone at [REDACTED]

Sincerely,

[REDACTED]  
District

United States Senate  
WASHINGTON, DC 20510

March 26, 2020

Sec. Betsy DeVos  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos:

I am writing in regards to Opportunity 180's application for the Charter School Program for State Entities Grant.

Opportunity 180 is a non-profit organization working to make sure that every student in Nevada graduates from their high school prepared for college or a career. If awarded this grant, Opportunity 180 will accelerate its existing efforts to expand opportunities for all Nevada students, particularly traditionally underserved students.

These resources can help transform public education statewide in Nevada. Opportunity 180 will steward these resources with the highest impact in mind, with a focus on serving students in poverty, students with Individualized Education Plans, and students who are learning the English language.

I humbly request that you give your full and fair consideration to Opportunity 180's application and I thank you for your time. If you have any questions about this application, please reach out to my Special Projects and Grants Director Dane Hudson at [REDACTED]

Sincerely,

Jacky Rosen  
United States Senator

Steve Sisolak  
Governor

Jhone M. Ebert  
Superintendent of Public  
Instruction



Southern Nevada Office  
2080 East Flamingo Rd,  
Suite 210  
Las Vegas, Nevada 89119-0811  
Fax: (702) [REDACTED]

**STATE OF NEVADA**  
**DEPARTMENT OF EDUCATION**

700 E. Fifth Street | Carson City, Nevada 89701-5096  
Phone: (775) [REDACTED] | www.doe.nv.gov | Fax: (775) [REDACTED]

April 9, 2020

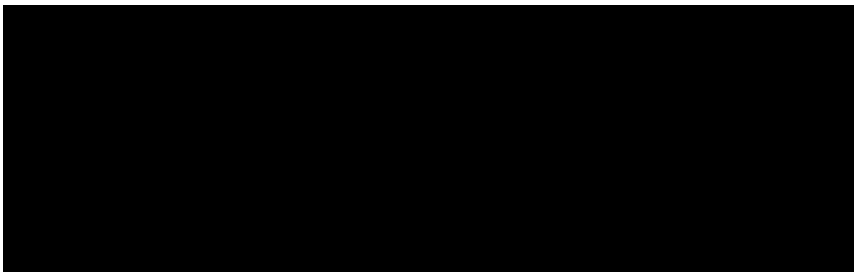
The Honorable Betsy DeVos  
Secretary, US Department of Education  
400 Maryland Ave., SW  
Washington DC 20202

Dear Secretary DeVos:

Please accept this letter expressing the Nevada Department of Education's support of Opportunity 180's application for the federal Charter Schools Program State Entities grant (CFDA84.282A). Public charter schools play an important role in Nevada in closing academic opportunity gaps for students and offering families much needed choice for schools of high-quality.

This grant would ensure that Opportunity 180 can accelerate its commitment to increase the number of quality charter schools serving the most at-risk student populations across Nevada. These federal resources will be critical in advancing and growing Nevada's landscape of high-quality charter schools.

Activities under the prior Nevada CSP will conclude by September 30, 2020. If granted, we are committed to collaborating closely with Opportunity 180 in an advisory capacity to ensure we are maximizing efforts and avoiding duplication or overlap of CSP activities previously led by our state department. Given our current circumstances, aid and support to grow and develop high-quality charter schools is essential. This grant, administered by Opportunity 180, will help to ensure Nevada's education landscape continues to meet the needs of all students.







March 19, 2020

Sec. Betsy DeVos  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos:

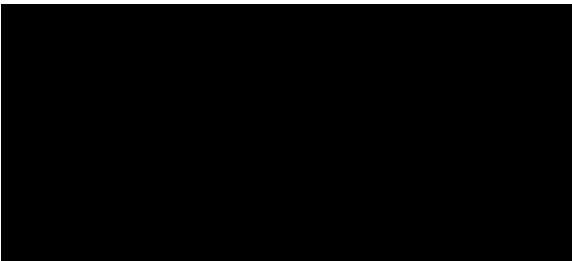
I am writing to express my support for Opportunity 180's application for the Charter School Program for State Entities Grant. Opportunity 180 is a non-profit organization working towards a goal of ensuring that every student in Nevada graduates from high school college and career ready.

As a nonprofit organization itself, Building Hope builds the capacities of charter schools nationwide by providing unparalleled facilities, financial, and operational services, so that schools can devote their attention and resources to educating students.


For the past year, we have partnered with Opportunity 180 as a mission-aligned organization to provide facilities expertise in further support of their work creating high-quality seats in Nevada. If awarded this grant, Opportunity 180 will accelerate its existing efforts to expand opportunities for all students, particularly traditionally underserved students.

These critical resources can help transform public education statewide in Nevada. Opportunity 180 will steward these resources with the highest impact in mind, given its unwavering focus on serving students in poverty, students with Individualized Education Plans, and students who are learning the English language.

Thank you for your time and consideration of Opportunity 180's application.



Building Hope



910 17<sup>th</sup> St NW Suite 1100  
Washington, D.C. 20006





## Nevada Senate

LEGISLATIVE BUILDING:  
401 S. Carson Street  
Carson City, Nevada 89701-4747  
Office: (775) [REDACTED] or  
[REDACTED]  
Fax No.: (775) [REDACTED]  
Email: [REDACTED]  
[www.leg.state.nv.us](http://www.leg.state.nv.us)

March 31, 2020

Sec. Betsy DeVos  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

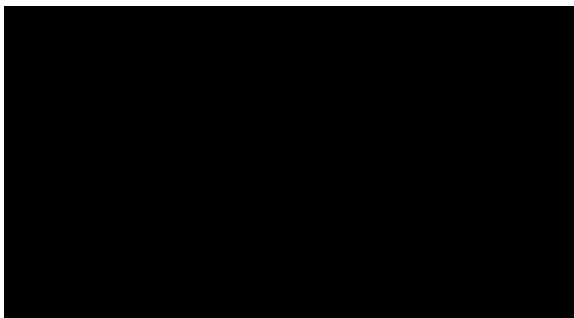
Dear Secretary DeVos:

I am writing to express my support for Opportunity 180's application for the Charter School Program for State Entities Grant. As a State Senator, I have seen first-hand how the work Opportunity 180 has done has improved the lives of Nevada students.

Opportunity 180 is a non-profit organization working towards a goal of ensuring that every student in Nevada graduates from high school and eventually college career ready. If awarded this grant, Opportunity 180 will accelerate its existing efforts to expand opportunities for all students, particularly traditionally underserved students.

These critical resources can help transform public education statewide in Nevada. Opportunity 180 will steward these resources with the highest impact in mind, given its unwavering focus on serving students in poverty, students with Individualized Education Plans, and students who are learning the English language.

Thank you for your time and consideration of Opportunity 180's application.





**LATIN CHAMBER  
OF COMMERCE NEVADA, INC.**

300 North 13th Street  
Las Vegas, NV 89101

T [REDACTED]

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

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March 23, 2020

Secretary Betsy DeVos  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

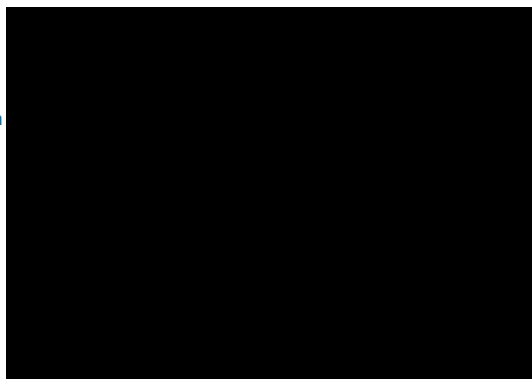
Dear Secretary DeVos:

I am writing to express my support for Opportunity 180's application for the Charter School Program for State Entities Grant.

Opportunity 180 is a non-profit organization working towards a goal of ensuring that every student in Nevada graduates from high school college and career ready. If awarded this grant, Opportunity 180 will accelerate its existing efforts to expand opportunities for all students, particularly traditionally underserved students.

These critical resources can help transform public education statewide in Nevada. Opportunity 180 will steward these resources with the highest impact in mind, given its unwavering focus on serving students in poverty, students with Individualized Education Plans, and students who are learning the English language.

Thank you for your time and consideration of Opportunity 180's application.



**Steve Sisolak**  
*Governor*

**STATE OF NEVADA**

**Rebecca Feiden**  
*Executive Director*



**STATE PUBLIC CHARTER SCHOOL AUTHORITY**

**1749 North Stewart Street Suite 40  
Carson City, Nevada 89706-2543**

• Fax

**2080 East Flamingo Road Suite 230  
Las Vegas, Nevada 89119-5164**

• Fax

April 9, 2020

Sec. Betsy DeVos  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos:

I am writing to express my support for Opportunity 180's application for the Charter School Program for State Entities Grant. The Nevada State Public Charter School Authority (SPCSA) serves as a statewide charter school authorizer focused on the vision of equitable access to diverse, innovative, and high-quality public schools for every Nevada student. We currently oversee 60 school campuses that combine to serve approximately 49,000 students.

Opportunity 180 is a non-profit organization working towards a goal of ensuring that every student in Nevada graduates from high school college and career ready. If awarded this grant, Opportunity 180 will accelerate its existing efforts to expand opportunities for all students, particularly traditionally underserved students. This aligns closely with our agency's goals to 1) provide families with access to high quality schools, 2) ensure that every SPCSA student succeeds – including those from historically underserved student groups, and 3) Increase the diversity of students served by SPCSA schools.

These critical resources can help transform public education statewide in Nevada. Opportunity 180 will steward these resources with the highest impact in mind, given its unwavering focus on serving students in poverty, students with Individualized Education Plans, and students who are learning the English language.

Thank you for your time and consideration of Opportunity 180's application.



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*College of Southern Nevada*

President Emeritus

Hannah Brown

March 19, 2020

Sec. Betsy DeVos

U.S. Department of Education

400 Maryland Ave., SW

Washington, DC 20202

Dear Secretary DeVos:

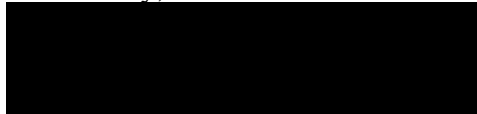
I am writing to express my support for Opportunity 180's application for the Charter School Program (CSP) for State Entities Grant. The Urban Chamber of Commerce views education as a vital factor in our ability to further our economic development agenda for the Southern Nevada region and the overall State of Nevada. To that end, we have traditionally supported and will continue to support equitable, innovative approaches that ensure all students, especially historically underserved and socioeconomically challenged students, are researched, developed and implemented. Charter schools represent an equitable, innovative approach to education in Nevada that we want to see supported. Therefore, we support Opportunity 180's approach and want to see it funded for this CSP grant.

Opportunity 180 is a non-profit organization working towards a goal of ensuring that every student in Nevada graduates from high school college and career ready. If awarded this grant, Opportunity 180 will accelerate its existing efforts to expand opportunities for all students, particularly traditionally underserved students.

These critical resources can help transform public education statewide in Nevada. Opportunity 180 will steward these resources with the highest impact in mind, given its unwavering focus on serving students in poverty, students with Individualized Education Plans, and students who are learning the English language.

Thank you for your time and consideration of Opportunity 180's application.

Sincerely,



President



March 30, 2020

Secretary Betsy DeVos  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, D.C. 20202

RE: Charter School Program Grants

Dear Secretary DeVos:

As the largest and broadest-based business organization in Nevada, the Vegas Chamber is supporting efforts by Opportunity 180 for its Charter School Program (CSP) for State Entities grant application with the U.S. Department of Education. The Vegas Chamber has been a longtime advocate of improving K-12 education in Nevada. Many of our members are engaged on a variety of K-12 education reform efforts, student success initiatives, and supporting groups such as 180 Opportunity.

Opportunity 180 is a non-profit organization working towards a goal of ensuring that every student in Nevada graduates from high school and college and is ultimately career ready. If awarded this grant, Opportunity 180 will accelerate its existing efforts to expand opportunities for all students, particularly traditionally underserved pupils. Opportunity 180 is well-respected within our community and has proven to be an organization that is committed to convening and working with other education stakeholders.

These critical resources can help transform public education statewide in Nevada. Opportunity 180 will steward these resources with the highest impact in mind, given its unwavering focus on serving students in poverty, students with Individualized Education Plans, and students who are learning the English language.

Thank you for considering Opportunity 180's application for this grant program. If I can be of any assistance or provide you with additional information, please do not hesitate to contact me at [REDACTED]

Sincerely,

[REDACTED]  
Mary Beth Sewald  
President and CEO

575 Symphony Park Ave., Ste. 100  
Las Vegas, NV 89106  
• VegasChamber.com

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:

MAR 12 2015

OPPORTUNITY 180  
C/O ALLISON SERAFIN  
11035 LAVENDER HILL DR STE 160-180  
LAS VEGAS, NV 89135-2903

Employer Identification Number:

DLN:

Contact Person:

JOAN C KISER

ID# 31217

Contact Telephone Number:

Accounting Period Ending:

December 31

Public Charity Status:

170(b)(1)(A)(vi)

Form 990 Required:

Yes

Effective Date of Exemption:

August 26, 2014

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Letter 947

**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.





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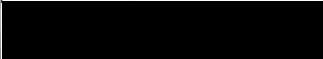

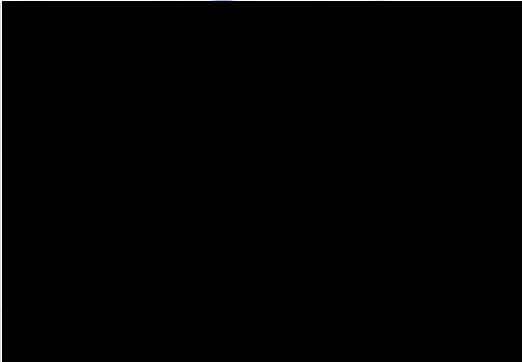


## Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position): Dr. Steve Canavero, State Superintendent	Telephone: [REDACTED]
Mailing Address: 700 E. 5 <sup>th</sup> Street, Carson City, NV 89701	Email Address: [REDACTED]
<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>	
Authorized SEA Representative (Printed Name)  Dr. Steve Canavero	Telephone:  [REDACTED]
Signature of Authorized SEA Representative  [REDACTED]	Date: 8/4/2017
Governor (Printed Name)	Date SEA provided plan to the Governor under ESEA section 8540:  February 10, 2017
Signature of Governor	Date:

Contact Information and Signatures	
<b>SEA Contact (Name and Position):</b> Dr. Steve Canavero, State Superintendent	<b>Telephone:</b> 
<b>Mailing Address:</b> 700 E. 5 <sup>th</sup> Street Carson City, NV 89701	<b>Email Address:</b> 
<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> 
<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	<b>Telephone</b> 
<b>Mailing Address:</b> 700 E. 5 <sup>th</sup> Street Carson City, NV 89701	<b>Email Address:</b> 
<b>Authorized SEA Representative (Printed Name)</b> Dr. Steve Canavero	<b>Telephone:</b> 
<b>Signature of Authorized SEA Representative</b> 	<b>Date:</b> <i>Apr. 13, 2017</i>
	<b>Date:</b> <i>April 3, 2017</i>

<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.

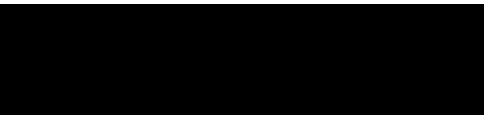
Nevada's plan strives to leverage ESSA as a catalyst for improvement and an opportunity to rally the state behind a singular goal: becoming the **fastest improving state in the nation**. The Department recognizes its limitations and will therefore focus on a few key strategies that it has the expertise 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>
<b>All students</b>	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

Nevada	Expected	Time to	English	Language	Proficiency		
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
		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> .
iii. Graduation Rate	4-year cohort graduation rate (HS), 5-year cohort graduation rate (HS)	<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>
iv. Progress in Achieving English Language Proficiency	WIDA ACCESS Adequate Growth Percentile (ES, MS, HS)	<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 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>
Insufficient 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.

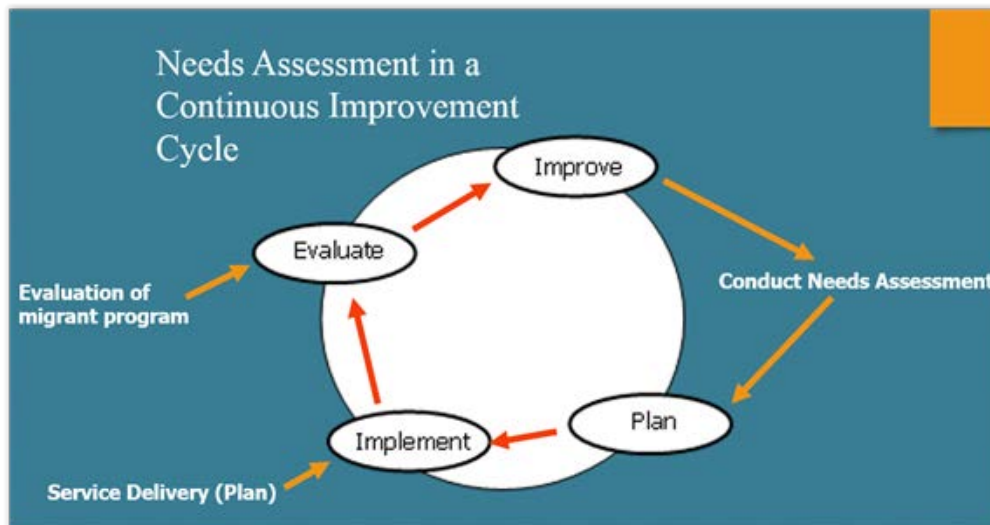
To identify the unique educational needs of migratory children, the Nevada Comprehensive Needs Assessment (CNA) committee consisting of all migrant funded district coordinators has been formed to work together on this important foundation task and other issues related to migrant programs. The CNA committee 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 measureable 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

APPENDIX LETTER	PAGE NUMBER	DOCUMENT TITLE
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 <b>ineffective</b> teacher	Differences between rates	Rate at which students are taught by an <b>out-of-field</b> teacher	Differences between rates	Rate at which students are taught by an <b>inexperienced</b> 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*

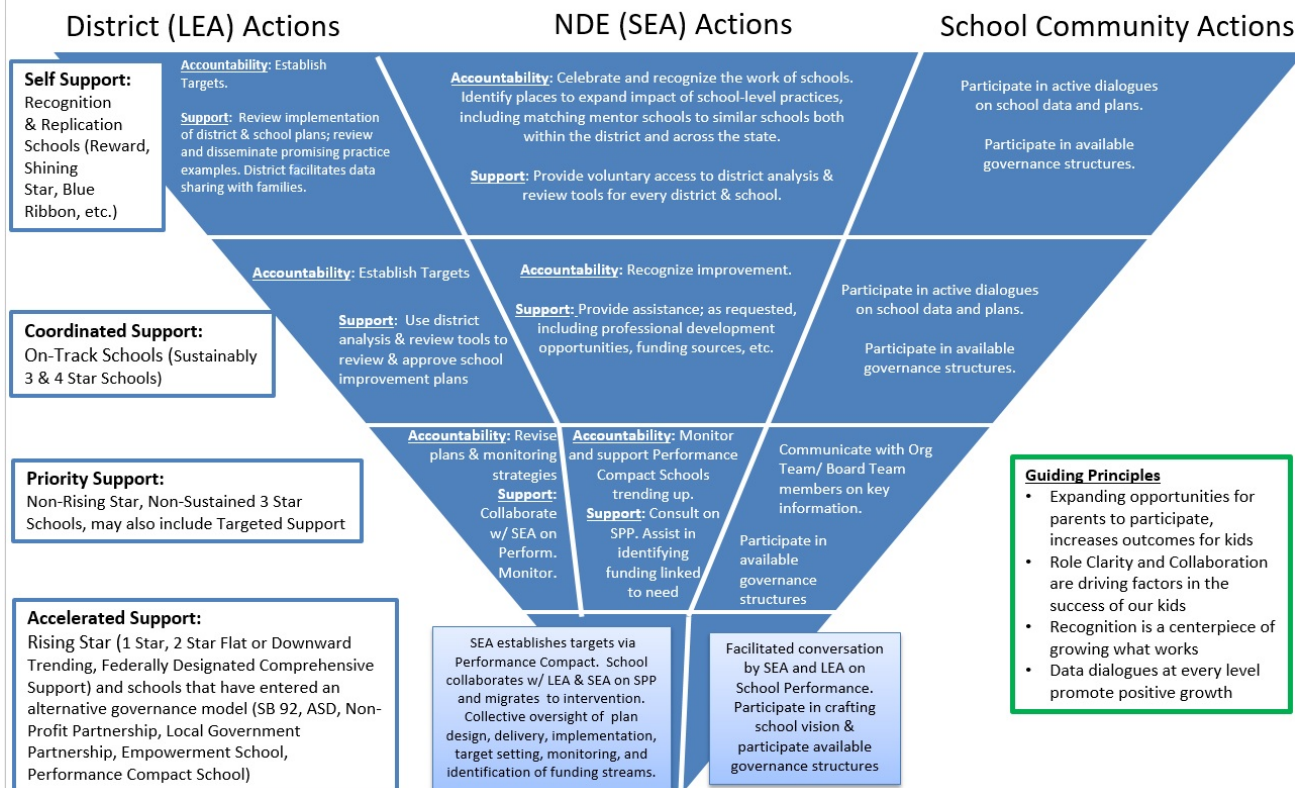
#	Recommendation	ESSA Advisory Group Decision
1	Create a process by which the Department solicits, reviews, and establishes a list of evidence-based programs. In this work, the Department will include learnings from the field (teachers, existing NV providers, etc.)	Approved
2	In an effort to create efficiency, 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 state'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><b>Definition of Inexperienced/Experienced Teachers</b></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><b>Not Fully Licensed/Out of Field Teachers: Grades/Subjects/Areas of Licensure</b></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><b>Not Fully Licensed/Out of Field Teachers: Types of Licensure</b></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><b>Requirements Permitted for Provisional Licensure</b></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><b>Other Areas of Data Collection/Reporting</b></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

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



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

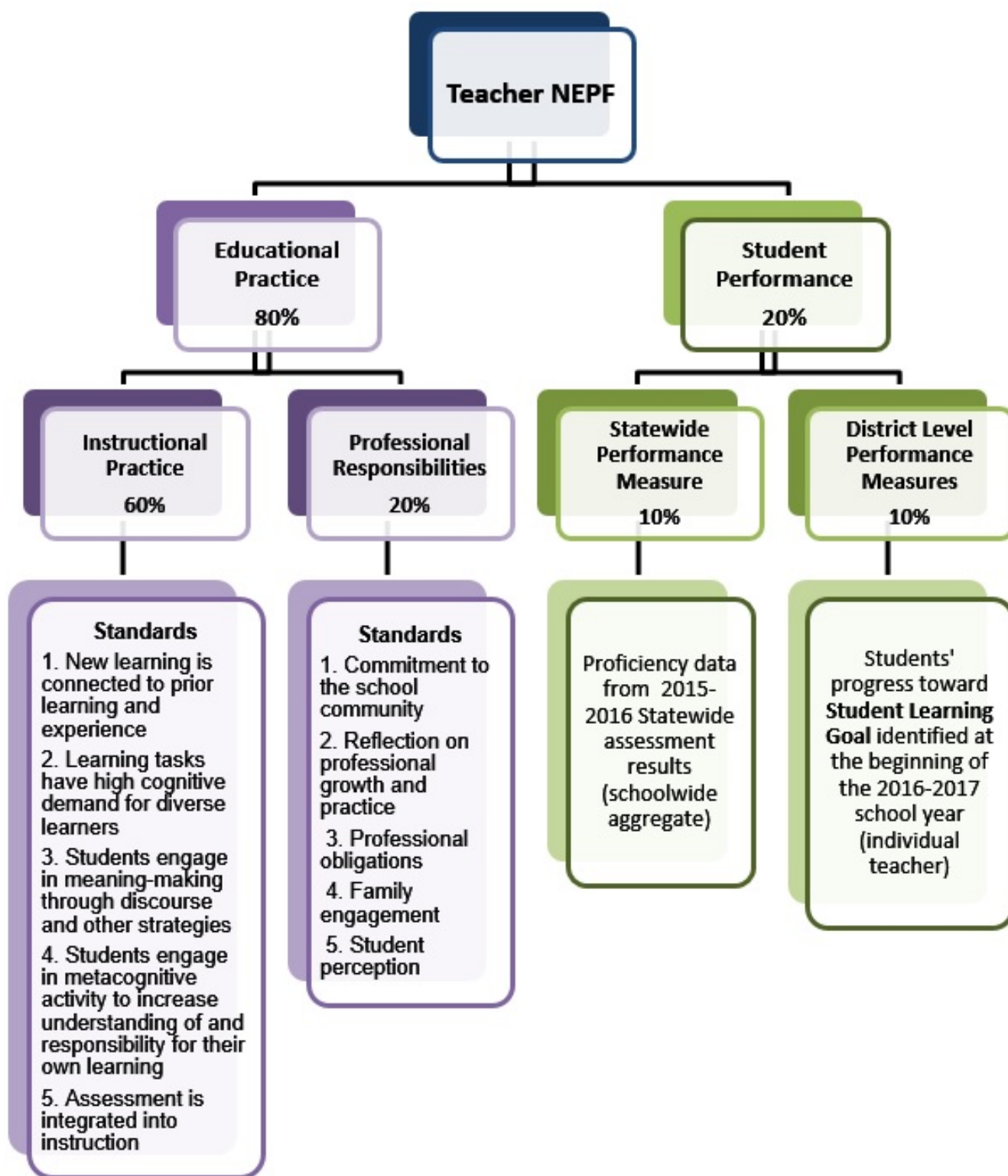
Title	Program	Funds Available to Nevada*
<b>Title I, Part A*</b>	Improving Basic Programs Operated By State and Local Educational Agencies	Estimated 2017–18 funding: \$123.1 million <ul style="list-style-type: none"> <li>• 99% to LEAs=</li> <li>• \$121,869,000</li> <li>• 1% for state administration= \$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>



<b>Title</b>	<b>Program</b>	<b>Funds Available to Nevada*</b>
		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:

Title	Program	Funds Available to Nevada*
9212		\$40,993,152

\*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 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

SY 1617 Elementary School Point Attribution Table					
Academic Achievement (25 Points Possible)					
Points	20	15	10	5	0
<u>Pooled Proficiency Rate</u>	>= 67	< 67 and >= 58	< 58 and >= 50	< 50 and >= 39	< 39
Points	5	4	3	2	0
<u>Read by Grade 3</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	10		5	0	
<u>Chronic Absenteeism</u>	<=5		>5 and <=10	>10	
Bonus Points					
<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 then2 points, If not, 0 points				
Points	5	2	0		
<u>Chronic Absenteeism</u>	<=5	>5 and <=10	>10		
Bonus Points					
<u>Climate Survey</u>	If Participation is >= 55%, then 2 point. If not, 0 point bonus.				

SY 1617 High School Point Attribution Table					
Academic Achievement (25 Points Possible)					
Points	25	20	15	10	0
<u>Pooled Proficiency Rate</u>	>= 78	< 78 and >= 66	< 66 and >= 58	< 58 and >= 45	< 45
English Language Proficiency (10 Points Possible)					
Points	10	7	5	2	0
<u>WIDA AGP</u>	>= 43	< 43 and >= 33	< 33 and >= 25	< 25 and >= 17	< 17
Graduation Rates (30 Points Possible)					
Points	20	15	10	5	0
<u>4-year ACGR</u>	>= 84	< 84 and >= 78	< 78 and >= 72	< 72 and >= 67	< 67
Points	10	7	5	2	0
<u>5-year ACGR</u>	>= 86	< 86 and >= 80	< 80 and >= 73	< 73 and >= 67	< 67
College and Career Readiness (25 Points Possible)					
Points	10	7	5	2	0
<u>ACT Composite Score</u>	>= 21	< 21 and >= 19	< 19 and >= 17	< 17 and >= 15	< 15
Points	5	4	3	2	0
<u>9<sup>th</sup> &amp; 10<sup>th</sup> Grade Credit Sufficiency</u>	>= 95	95< and >= 90	< 90 and >= 80	< 80 and >= 67	< 67
Points	10	7	5	2	0
<u>End Of Course CCR Level</u>	>= 67	< 67 and >= 58	< 58 and >= 50	< 50 and >= 39	< 39
Student Engagement					
Points	8	4	0		

<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.		



## Demographic Profile

Year 2018-2019

Name	Accountability Year	Organization Code	Special Populations		
			Individual Education Program	English Learners	Free or Reduced Priced Lunch Eligible
			%	%	%
Carson City	2018-2019	13	14.38	13.76	60.08
Churchill	2018-2019	01	15.49	6.98	46.82
Clark	2018-2019	02	12.09	16.95	69.2
Correctional	2018-2019	20	28.33	-	0
Douglas	2018-2019	03	13.4	5.21	35.46
Elko	2018-2019	04	12.57	9.92	33.96
Esmeralda	2018-2019	05	-	13.54	62.5
Eureka	2018-2019	06	13.08	-	26.79
Humboldt	2018-2019	07	14.43	10.27	51.14
Lander	2018-2019	08	13.27	7.39	44.21
Lincoln	2018-2019	09	15.21	1.31	51.56
Lyon	2018-2019	10	13.8	5.45	59.68
Mineral	2018-2019	11	15.98	11.86	56.87
Nye	2018-2019	12	13.99	8.53	80.88
Pershing	2018-2019	14	17.02	6.84	60.79
State Charters	2018-2019	18	8.96	6.5	33.55
Storey	2018-2019	15	13.91	0	28.91
University	2018-2019	19	0	0	0

Name	Accountability Year	Organization Code	Special Populations		
			Individual Education Program	English Learners	Free or Reduced Priced Lunch Eligible
			%	%	%
Washoe	2018-2019	16	13.83	15.33	47.35
White Pine	2018-2019	17	16.37	2.18	49.31

 Show Footers

# Weighted Lottery Policy

## Concerning Colorado Charter Schools Program (CCSP) Grant applicants



**COLORADO**  
Department of Education

## Audience for this Policy

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Colorado has secured approval from the federal Charter Schools Program (CSP) to allow for the use of weighted lotteries by CCSP grant applicants according to the parameters outlined below.

This policy seeks to enable high quality charter schools to enroll and serve more educationally disadvantaged students in an effort to ensure all students in the state are ensured the opportunity to achieve state content standards, graduate from high school, and enter college or a career with the requisite knowledge and skills to succeed.

## Weighted Lottery Policy requirements for applicant schools

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Colorado charter schools applying for a CSP subgrant through a CCSP application may thus utilize a weighted lottery – defined as an individual school-based lottery or centralized lottery for multiple public schools that gives additional weight (eg. two or more chances to win the lottery) to students identified as part of a specified set of students, but that does not reserve or set aside seats for individual students or sets of students. For example, a charter school might provide each student in an identified category or set of students with two or more chances to win the lottery, while all other students would have only one chance to win. The weighted lottery proposed by the school must only utilize one or more of the approved categories below, and must be pre-approved by the grant applicant's authorizer and the CDE Schools of Choice Process.

### Category A

Weighted lotteries for schools within geographic school district with desegregation or federal/court orders issued to comply with title VI of the Civil Rights Act of 1964; title IX of the Education Amendments of 1972; section 504 of the Rehabilitation Act of 1973; title II of the Americans with Disabilities Act of 1990, as applicable; the equal protection clause of the Constitution; or applicable State law. Weighted lotteries under this case would be allowed to be used only to address the specific deficiency and category of students outlined in the desegregation or federal/court order issued to them and/or their authorizer.

### Category B

Provide additional weights within the lottery for students within one or more of the following sets or subsets of students:

- Students seeking to change schools under the public school choice provisions of title I, part A of the ESEA for the limited purpose of providing greater choice to students covered by those provisions.
- To all or a subset of educational disadvantaged students that are described under section 1115(b)(2) of the ESEA, which include economically disadvantaged students (eg. free or reduced priced lunch eligible students), students with disabilities (eg. identified with an IEP), migrant students, English Language Learners, neglected or delinquent students, and homeless students.

Lottery policies where weights are used for student sets or subsets under Category B must identify the weight to be assigned to each set or subset of students and justify the use of such weight(s) in one of the following ways:

- When aligned to the school's specific vision and mission to meet the needs of an allowable set or subset of students not currently served by existing high-quality schools in the area.



- When addressing specific targets to meet or exceed the geographic district's or geographic area's percentage of students in a set or subset of educationally disadvantaged students, or in the case of multi-district school meet or exceed state averages of such students.

<b>Educationally Disadvantaged Student Subsets</b>	<b>2014-15 Statewide population</b>	<b>2014-15 Charter population</b>
Economically Disadvantaged PK-12 (FRL Eligible)	<b>41.59%</b>	35.10%
Students with Disabilities (with IEP) PK-12	<b>10.08%</b>	6.12%
English Language Learners PK-12	14.27%	<b>15.90%</b>
Migrant Students PK-12	<b>0.27%</b>	0.11%
Homeless Students PK-12	<b>1.81%</b>	0.79%

Figures are official October pupil count figures for 2014-15.

Weighted lotteries may not be used for the purpose of creating schools exclusively to serve a particular subset of students. Utilizing a weighted lottery does not relieve a school from its existing responsibility under the Colorado CSP program to ensure a broad strategy of outreach, recruitment, and retention for all students, including educationally disadvantaged students.

## Weighted Lottery approval process

Weighted lottery proposals should be included within the Lottery and Enrollment policy submitted by the school with their Eligibility Form and their subsequent CCSP Grant Application where they will be subject to review and approval on the basis of alignment to this policy and applicable federal CSP non-regulatory guidance, statute, and regulation.

Before any potential CCSP grant funds could be released, the school must demonstrate a signed and executed charter contract that includes the approved lottery and enrollment policy, and any subsequent amendment to the policy would require authorizer and CDE Schools of Choice approval.

If a CCSP grant recipient chooses to subsequently add a weighted lottery, they must submit the policy to their CCSP grant manager for pre-approval before being implemented.

## What to include for review of a Weighted Lottery policy

- A copy of any district or school desegregation or federal/court orders regarding which they are seeking to utilize a weighted lottery (if applicable).
- When seeking to utilize a weighted lottery, the Lottery and Enrollment Policy must include and address the following:
  - Categories and Sets/Subsets of students to receive weights in lottery
  - Amount of weights to be applied to each category/set/subset
  - Rationale/justification for amount of weight to be applied to each category/set/subset (the amount of weight proposed needs to be based on actual circumstances of the school/district and include an explanation and justification of how that particular weight is decided/justified).
  - Description of mechanism(s) and/or processes that will be utilized to carry out weighted lottery, including district oversight of process.
  - Sign-off from district and school certifying description provided adequately captures mechanisms that will be used to carry out the weighted lottery.



## Formula to assist in determining a mathematical rationale for weights utilized

Calculating Mathematical Justification:

x= # of educationally disadvantaged students estimated

y= # of expected total applicants

z= % chance in lottery

a= # of additional chances

(weight minus one)

b= revised % chance in lottery

$$\frac{x+(ax)}{y+(ax)} = b$$

Example: 22% educationally disadvantaged applied, seeking target of 50% enrollment. Consider weight of 3.

22

\_\_\_\_\_ = 22% chance

100

**3 chances would mean an additional 2 chances, so ax = (2)(22) = 44**

22 + (44)      66

\_\_\_\_\_ = \_\_\_\_\_ = 45.8%

100 + (44)      144

## Examples of potentially-allowable policies and rationales

As a key basis for our desire to allow weighted lotteries stems from wanting to ensure charter schools are enabled to be better able to work with educationally disadvantaged students currently underrepresented in their schools, the amount and circumstances of weights must be closely aligned to a strong rationale on why the school needs to add such weights. As part of the proposed Weighted Lottery Policy for CSP subgrantees outlined above, the School's rationale for amount of weights must meet one or more of the following for each set/subset of students ascribed with a weight within the lottery (examples are provided based on real scenarios we expect to see in weighted lottery requests):

- Demonstrate alignment to the school's specific vision and mission to meet the needs of an allowable set or subset of students not currently served by existing high-quality schools in the area.

*Example of type of response we anticipate potentially seeing & approving under this type of rationale:*

*The four surrounding zip codes adjacent to the neighborhood in which our middle school plans to locate currently have a combined free or reduced lunch eligible student population of 77%, but these students are mostly able to attend local schools that at best have a Priority Improvement status on the state's School Performance Framework (the second to lowest ranking) and often enter high school significantly behind proficiency. The mission of this particular middle school replication is specifically to serve this group of underserved students within this particular area of the city. Because of our organization's strong reputation in other areas of the city which may cause students from other geographic areas and backgrounds who do have access to quality options to apply to our school, we want to institute a weighted lottery favoring FRL-eligible students to ensure this particular group of students are not marginalized out of the school during the school's lottery process. We thus request to provide FRL-eligible students with a weight of 3 within our lottery process by ensuring these students have three times the chance to be selected than other applicants so that the make-up of our school more closely resembles the make-up of the surrounding neighborhood.*

- Demonstrate the addressing of specific targets to meet or exceed the geographic district's or geographic area's percentage of students in a set or subset of educationally disadvantaged students, or in the case of multi-district school meet or exceed state averages of such students.



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*Examples of the types of responses we anticipate potentially seeing & approving under this type of rationale:*

*While our school is authorized by the state's Charter School Institute, we are located within the geographic boundary of Adams-Arapahoe 28J district (Aurora Public Schools) where 10.29% of students district-wide have an IEP. In an effort to meet the needs of students with disabilities within the community in which we operate, we request to provide students with IEPs two times the chance to be selected in our lottery than other applicants. The current population of students with IEPs at our school is 6.8%, which we would like to see be at or above the local district's average. We also know that more students with IEPs apply to our school than are selected in through our current lottery policy, and would use the additional weight to provide these students with an additional chance to be selected through the lottery draw. In an effort to attain a position closer to the district average of students with IEPs, we thus request to provide students with IEPs a weight of 2 within our lottery process, which we believe will help us to meet or exceed the district average.*

*Our charter school has made it a priority to ensure that English Language Learners (ELL) are provided with the same high-quality education that our other students receive, and as a result we have developed a program that is very effective. However, because we are located in the relatively affluent mountain community of Aspen, Colorado, we often have more ELL students apply than are able to gain entry through our lottery process. As a result our ELL population only makes up 6% of our student body when our local school district has nearly 10% ELL students and collective surrounding school districts in the Mountain BOCES see an average of 23.75% ELL students at their respective schools. While we intend to employ additional recruitment and outreach to this segment of our local population, we do not believe this alone will be able to significantly reduce this gap as we expect to continue to have our more affluent applicants outnumber those applying with ELL needs. We thus would like to employ a weighted lottery where ELL students are provided with a weight of 3 within the lottery process, which we believe combined with additional outreach will enable us to provide significantly more ELL students the opportunity to achieve educational success through our already demonstrated, successful ELL program.*



# **Nevada State Public Charter School Authority**

## **2020 Growth Management Plan**

*December 13, 2019*

# Executive Summary

Created in 2011, Nevada's State Public Charter School Authority (SPCSA) is a governmental agency of the State of Nevada and a statewide charter school sponsor. The SPCSA authorizes public charter schools across the state and is responsible for the oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars. Data published by the Nevada Department of Education demonstrates that, on average, SPCSA-sponsored schools outperform public schools statewide. Recent statewide 3rd-8th grade assessment results published by the Nevada Department of Education shows that across every student group, students attending SPCSA-sponsored public charter schools outperformed their peers. At the same time, compared to public schools statewide, the SPCSA serves a lower percentage of students who qualify for Free or Reduced-Price Lunch, students who are English Learners and students who receive Special Education services.

Over the next five years, the SPCSA will build upon the strong academic performance across its schools while evolving to serve a higher percentage of students who qualify for Free or Reduced-Price Lunch, students who are English Learners, and students who receive Special Education services. Specifically, the SPCSA has established three goals:

- 1. Provide families with access to high quality schools;**
- 2. Ensure that every SPCSA student succeeds - including those from historically underserved student groups; and**
- 3. Increase the diversity of students served by SPCSA schools.**

This Growth Management Plan outlines the current performance of SPCSA-Sponsored schools, goals and plans for growth over the next five years, and proposed initiatives and actions to achieve the stated goals. The SPCSA will review and revise the Growth Management Plan at least every two years to reflect changes in the state's educational landscape. An outline of the plan is below:

## Section One: Growth Management Plan Context

- A. History of Public Charter Schools in Nevada
- B. History of the SPCSA
- C. SPCSA Transition to Strategic Growth

## Section Two: The Nevada State Public Charter School Authority Today

- A. Current Educational Models within the State Public Charter School Authority
- B. State Public Charter School Authority School Performance
- C. Demographics of Students Attending State Public Charter School Authority Schools

## Section Three: The Academic and Demographic Needs Assessment

## Section Four: The Future of State Public Charter School-Authority Sponsored Schools

- A. Five-year Strategic Goals
- B. Planning for Future Growth
  - I. Stakeholder Engagement in Planning
  - II. Potential Renewal of Existing Schools
  - III. Approved Expansions of Existing Schools
  - IV. Potential Future Expansions of Existing Schools
  - V. New Schools Approved to Open
  - VI. Potential Future New Schools

## Section Five: The Future of State Public Charter School Authority Operations & Practices



# Section One: Growth Management Plan Context

## History of Public Charter Schools in Nevada

During the 1997 Nevada Legislative Session, the first Nevada public charter school laws were ratified. The statute allowed for several types of entities to sponsor public charter schools, which are schools that exist outside of the typical school district construct. Public charter schools are open to all students and are governed by volunteer Boards of Directors. In addition, public charter schools are prohibited from operating for profit in the state of Nevada.<sup>1</sup> Each Public Charter School is subject to a contract with a sponsor, which is responsible for providing oversight and monitoring to ensure positive academic outcomes for students and strong stewardship of public dollars.

Following the initial charter school legislation in 1997, charter schools were sponsored by entities such as a local school districts, the Nevada State Board of Education, or state institutions of higher education. This sponsorship format continued through 2010.

## History of the SPCSA

The State Public Charter School Authority (SPCSA) was created during the 2011 Nevada Legislative Session in order to:

- a) Authorize charter schools of high-quality throughout this State with the goal of expanding the opportunities for pupils in this State, including, without limitation, pupils who are at risk;
- b) Provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain high educational and operational standards, preserve autonomy and safeguard the interests of pupils and the community; and
- c) Serve as a model of the best practices in sponsoring charter schools and foster a climate in this State in which all high-quality charter schools, regardless of sponsor, can flourish.<sup>2</sup>

In addition, the SPCSA inherited the public charter schools that had previously been sponsored by the Nevada State Board of Education. At that time, the SPCSA inherited 16 school campuses and since that time has grown to sponsor 60 schools campuses. The Clark, Washoe, Carson City school districts continue to sponsor a small number of charter school directly.

Annually, the Nevada Department of Education rates all public schools statewide on the Nevada School Performance Framework (NSPF). Under the NSPF, 1-star is the lowest rating, 5-stars is the highest rating and 3-stars is considered to be 'adequate.' The most recent star ratings show that a higher proportion of public charter schools sponsored by the State Public Charter School Authority are achieving 4- and 5-Star ratings than public schools statewide. Recent data from the Nevada Department of Education shows that across every racial and demographic student group, students attending SPCSA-sponsored public charter schools outperform their peers on the statewide 3rd-8th grade Math and English Language Arts assessment. At the same time, compared to public schools statewide, the SPCSA serves a lower percentage of students who qualify for Free or Reduced-Price Lunch, students who are English Learners and students who receive Special Education services. Over the next five years, the SPCSA aims to build upon its current academic success while providing greater access to these student groups.

## SPCSA Transition to Strategic Growth

In July of this year, the Board of the State Public Charter School Authority approved its first Academic and Demographic Needs Assessment. In accordance with Assembly Bill 462 from the 2019 Legislative Session, this Needs Assessment evaluates the demographics, academic needs and needs of students at risk of dropping out of school across the state. The Needs Assessment has been incorporated into the SPCSA's process for reviewing and approving new public charter school applications. While the Needs Assessment provides a snapshot in time of the needs of students in Nevada, the Growth

<sup>1</sup> NRS 388A.095

<sup>2</sup> NRS 388A.150

Management Plan will provide a preview of how new public charter schools will address the identified needs of students in Nevada.

Through this Growth Management Plan<sup>3</sup>, the SPCSA outlines projected growth, including new charter schools, additional campuses for existing schools, grade level expansion, and anticipated charter renewals. In addition, we consider statewide pupil performance, including data for specific student groups, and the academic needs of students in geographic areas of the state. Finally, the SPCSA has chosen to include an assessment of policies, procedures, capacity and resources along with potential initiatives and actions to enable the agency to both facilitate and manage the planned growth. All of this will support the SPCSA in maintaining strong academic performance across its schools while evolving to serve a higher percentage of students who qualify for Free or Reduced-Price Lunch, students who are English Learners and students who receive Special Education services.

<sup>3</sup> This Growth Management Plan fulfills the requirements outlined in Assembly Bill 462 from the 2019 legislative session.

## Section Two: The Nevada State Public Charter School Authority Today

Today, the SPCSA serves 49,420 students in 60 public charter school campuses that span five counties across the state. This makes the SPCSA a fraction of the enrollment size of the Clark County School District and about two-thirds that of the Washoe County School District. The SPCSA performs its statewide oversight, support and sponsorship role with a staff of twenty full time employees which are split between the Carson City and Las Vegas offices.

### A. Current Educational Models within the State Public Charter School Authority

As stated in NRS 388A.150, the purpose of the SPCSA is to “Authorize charter schools of high-quality throughout this State with the goal of expanding the opportunities for pupils in this State, including, without limitation, pupils who are at risk.” By offering a variety of school models, the SPCSA enables Nevada families to choose schools that best align with the needs and interests of their children. Today, SPCSA schools include, but are not limited to, the following models:

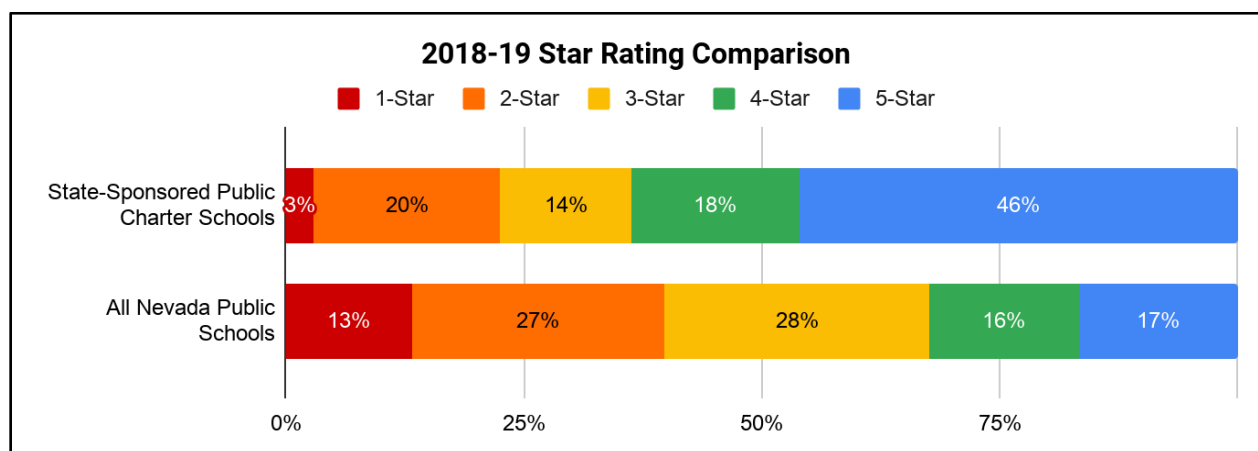
- Alternative High Schools Serving Under-Credited Students
- Arts Integration Schools
- A Montessori School
- A Sports Leadership and Management School
- Dual Enrollment High Schools
- Online or Blended Learning Schools
- Classical Education Schools
- STEM/STEAM Schools

#### Spotlight: Beacon Academy

Beacon Academy of Nevada is the only alternative public charter school sponsored by the SPCSA. The school operates as a blended learning school for secondary students. Specifically, the school offers flexible schedule options designed to support under-credited high school students. It provides a self-paced learning environment that gives students the dual option of online courses and in-person, individualized support from highly qualified teachers. Beacon Academy is just one example of a unique school model offered within the SPCSA portfolio.

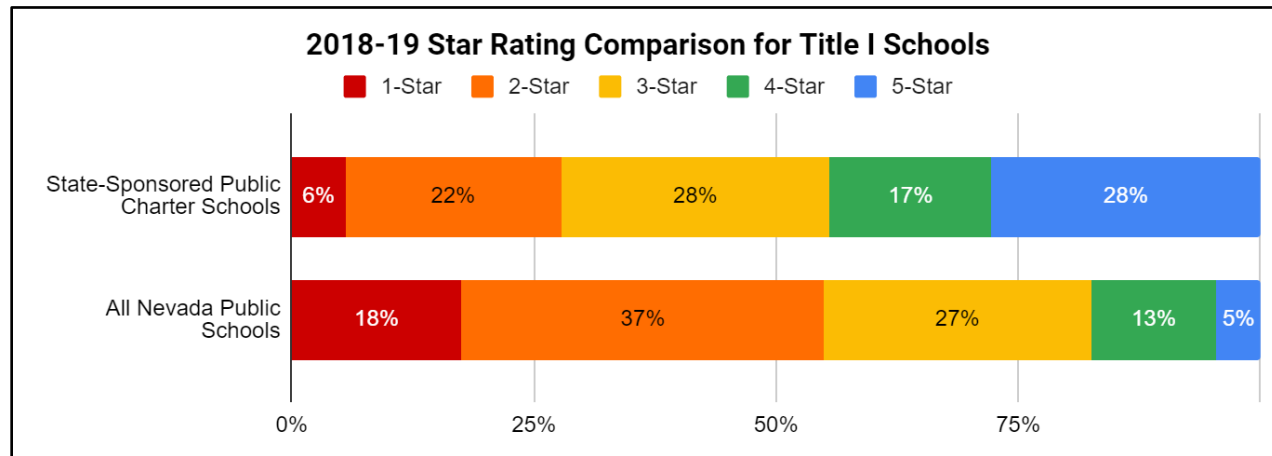
### B. State Public Charter School Authority School Performance

The majority of schools sponsored by the SPCSA are rated as meeting or exceeding expectations. In the 2018-19 school year, over 45% of SPCSA-sponsored schools earned the highest possible rating of 5-stars according to the Nevada School Performance Framework (NSPF) and more than 60% of schools earned at least a 4-star rating. The Nevada Department of Education defines a 3-star rating as ‘adequate,’ or meeting expectations. More than 75% of schools sponsored by the SPCSA have achieved a rating of adequate or higher. The SPCSA has achieved this level of performance through setting clear expectations and implementing rigorous accountability systems.



*In this graph and all subsequent graphs and data, former Achievement Charter Schools are included in the data for “State-Sponsored Public Charter Schools” beginning with the 2018-19 school year; 9 schools sponsored by the SPCSA and 93 schools statewide did not receive a star rating for the 2018-19 school year; those schools are not included in this graph.*

When considering Title I schools, those schools that serve a high percentage of students in poverty, the SPCSA continues to see a higher rate of schools performing at or above the 3-star performance level. Among Title I schools sponsored by the SPCSA, 28% earned a 5-star rating, 45% earned a rating of 4-stars or better and 73% earned a rating of at least 3-stars.



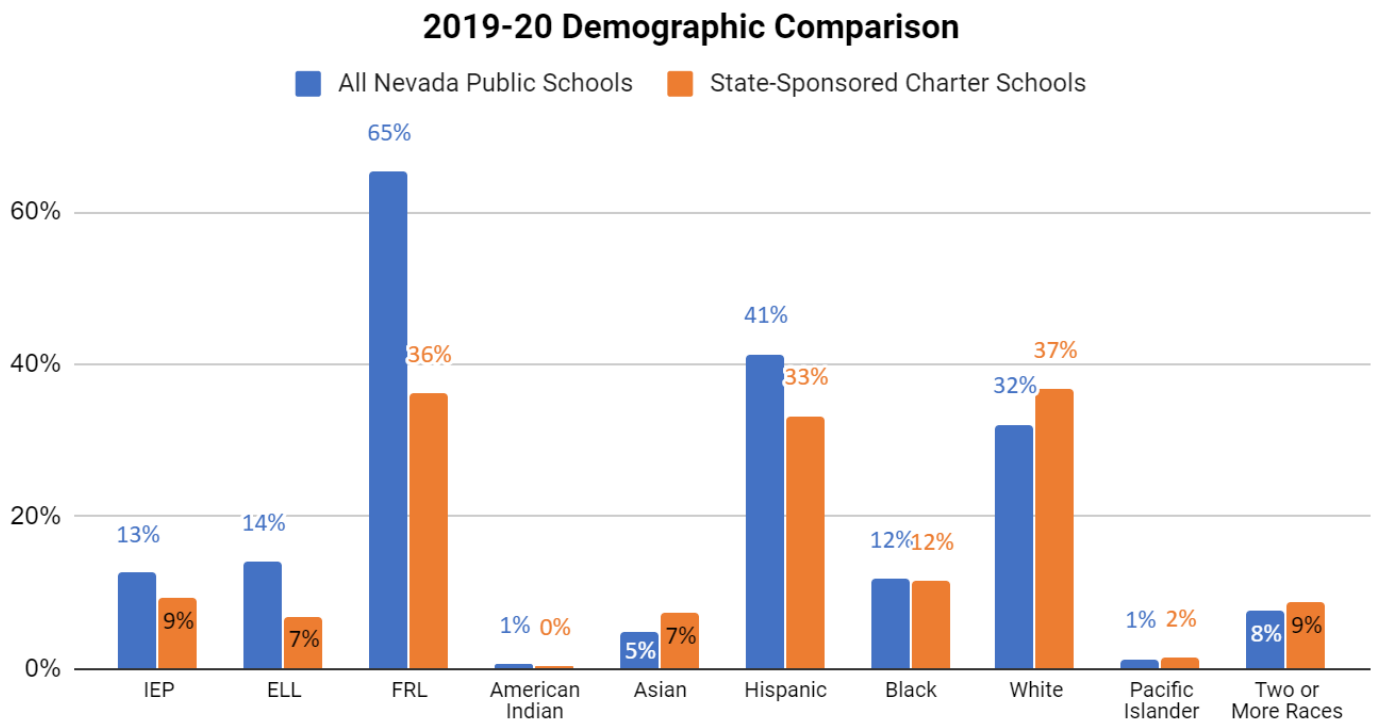
While the vast majority of SPCSA-sponsored schools are meeting or exceeding performance expectations, there are still schools that fall short. According to the NSPF ratings for the 2018-19 school year, approximately 23% of SPCSA-sponsored schools earned a 1 or 2-star rating, indicating that they partially met or did not meet expectations. In instances in which an SPCSA-sponsored school is not meeting academic expectations, the SPCSA responds with appropriate intervention in alignment with Nevada’s ESSA Plan. This may include issuing a notice to a school, requiring a school improvement plan, or, in instances of persistent low performance and/or circumstances that undermine the health and safety of students, closing a school. At its October 4, 2019 board meeting for example, the SPCSA board voted to issue notices to SPCSA schools with a 1 or 2-star rating for the 2018-2019 school year<sup>4</sup> (links to materials for this board meeting can be found in Appendix G).

The Authority will continue to be transparent about performance expectations for all current and future schools. By utilizing the findings of the Academic and Demographic Needs Assessment and implementing strategic oversight measures, the Authority firmly believes it can fulfill its statutory purpose by cultivating more high-quality public charter schools throughout Nevada and enable equitable access to students of all backgrounds.

<sup>4</sup> In certain extenuating circumstances the SPCSA Board will vote not to issue a notice to a 1- or 2-star school. Details as to why a notice was not issued can be found in board minutes as well as recommendation memos.

### C. Demographics of Students Attending State Public Charter School Authority Schools

As of the October 1, 2019 student count, 49,420 students are enrolled in SPCSA-sponsored schools. Overall, among students enrolled in State-Sponsored charter schools, 36.3% of students qualify for Free or Reduced Lunch, 6.9% of students are English Learners and 9.4% are Students with Disabilities. As shown in the graph to the right, the SPCSA serves a lower percentage of students in these three student groups, all of which have been historically underserved. In addition, while the SPCSA has made significant progress in recent years toward serving a population that is representative of the state with regard to race and ethnicity, now serving a comparable percentage of students identifying as Black, Pacific Islander and Two or More Races, SPCSA-sponsored schools, continue to serve a lower percentage of students that identify as Hispanic compared to overall statewide student demographics.



## Section Three: The Academic and Demographic Needs Assessment

In 2019, the Nevada State Legislature voted to pass Assembly Bill 462. This legislation requires that the State Public Charter School Authority (SPCSA) conduct and incorporate the findings of “an evaluation of demographic information of pupils, the academic needs of pupils and the needs of any pupils who are at risk of dropping out of school in this State” into its charter school authorizing decisions. The deadline for the first evaluation was established in AB 462 as July 30, 2019, with a requirement that the evaluation be updated annually by January 31. To this end, the SPCSA conducted an Academic and Demographic Needs Assessment in collaboration with the Nevada Department of Education (NDE) as well as local school districts and the Authority board approved the first Academic and Demographic Needs Assessment on July 26, 2019. During the fall of 2019, the Nevada Department of Education released updated school performance and demographic data. The most recent version of the full Academic and Demographic Needs Assessment is included in Appendix H. This updated version includes start ratings from the 2018-19 school year and demographic data from the October 1, 2019 student count.

The SPCSA worked in conjunction with local school districts and the Nevada Department of Education to establish definitions for demographic and academic needs that are transparent, grounded in student and school performance, and aligned to the Department’s accountability system. These needs reflect the current state of education in Nevada and will evolve over time in response to changes in our state’s educational context. The SPCSA has defined demographic and academic needs as follows:

### 1. Demographic Needs

- A. Student groups that underperform according to graduation rate, the ACT Assessment, and the Smarter Balanced Assessment (both Math and ELA) for the last three years present a demographic need; these student groups may benefit from the creation of high-quality school options focused on meeting their needs;

### 2. Academic Needs

- A. Geographies with 1- and 2-star schools: In zip codes with a 1- or 2-Star school, students are enrolling in schools that are, based on definitions from the Nevada Department of Education’s Nevada School Performance Framework (NSPF), inadequate and the addition of a 3, 4 or 5-Star school would provide an alternative for these students;
- B. Students at risk of dropping out: Despite a rapidly improving graduation rate, nearly one in five students does not graduate high school in four years, with certain student groups persistently graduating at lower rates than their peers;

Section 6.3 of AB 462 requires that approval of any charter application must include a determination that the proposed school meets one or more of the needs defined in the Academic and Demographic Needs Assessment. The SPCSA will evaluate charter applications based upon both the public charter school application rubric and the proposed school’s plans to meet statewide academic and demographic needs found by the SPCSA’s Needs Assessment, as shown below.

<p>Applicant <b>does not meet either an academic need or a demographic need.</b></p> <p>Applicant may need to revise their academic plan or pick a new location in order to qualify for a recommendation - even if their application otherwise meets the standards set forth by the SPCSA in its application rubric.</p>	<p>Applicant meets one or more academic needs <b>OR</b> one or more demographic needs.</p> <p>Applicant <b>may be recommended for approval</b> contingent upon the details of their application and may be subject to additional contract conditions, so long as their application otherwise meets the standard set forth by the SPCSA in its application rubric.</p>	<p>Applicant meets one or more academic needs <b>AND</b> one or more demographic needs.</p> <p>Applicant <b>will be recommended for approval</b> so long as their application otherwise meets the standards set forth by the SPCSA in its application rubric.</p>
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→ Likelihood applicant is approved

The Needs Assessment will be updated each fall, in collaboration with the Nevada Department of Education and local school districts, to ensure that each charter application process is reflective of the state's current academic and demographic needs. Moving forward, the SPCSA will approve high quality applications that address the needs identified in the Needs Assessment. In reviewing and approving charter applications, the SPCSA will solicit input and feedback from local school districts, municipalities, other key stakeholders, and the public at large.

## Section Four: The Future of State Public Charter School-Authority Sponsored Schools

### A. Five-year Strategic Goals

Aligned to the SPCSA five-year strategic plan, the SPCSA is focused on three primary goals to further the SPCSA vision of equitable access to diverse, innovative, and high-quality public schools for every Nevada student.

#### **Goal 1: Provide Families with Access to High-Quality Schools**

The SPCSA aims for all sponsored schools to meet academic, organizational and financial performance standards. Five-year goals:

- a. Improve upon existing strong performance on star ratings by achieving 70% four-star or better, 83% three-star or better, no more than 17% two-star, and less than 4% one star.\*
- b. Schools demonstrate strong organizational and financial performance with 95% rated as meeting standards on the SPCSA Organizational and Financial Performance Frameworks.

#### **Goal 2: Ensure that every SPCSA student succeeds - including those from historically underserved student groups**

The SPCSA aims for all sponsored schools to demonstrate strong academic growth, high levels of proficiency and on-time graduation across all student groups, including historically underserved student groups. Five-year goals:

- a. Increase the percent of schools that demonstrate, for each student group, a median student growth percentile on the 3<sup>rd</sup>-8<sup>th</sup> grade state Math and English Language Arts (ELA) assessments that exceeds the respective group's Nevada median student growth percentile.
- b. For each student group, surpass respective Nevada proficiency rates on the state Math and ELA assessments.
- c. For each student group, surpass respective Nevada 4-year graduation rates.

#### **Goal 3: Increase the diversity of students served by SPCSA schools**

The SPCSA aims for sponsored schools to serve a population of students that is representative of the State with regard to race/ethnicity and additional student groups. Five-year goals:

- a. By the 2021-22 school year and thereafter, in *newly created SPCSA-sponsored public charter school seats* (new schools, new campuses, and expansion of existing schools), enroll English Learners, Students Eligible for Free or Reduced-Price Lunch, and Students with Disabilities at a rate that is greater than or equal to the respective Nevada enrollment rates.^
- b. While continuing to serve currently enrolled students, in *vacant seats* at existing SPCSA-sponsored schools, enroll English Learners, Students Eligible for Free or Reduced-Price Lunch, and Students with Disabilities at a rate that is greater than or equal to the respective Nevada enrollment rates.^

*\*This goal excludes alternative framework schools*

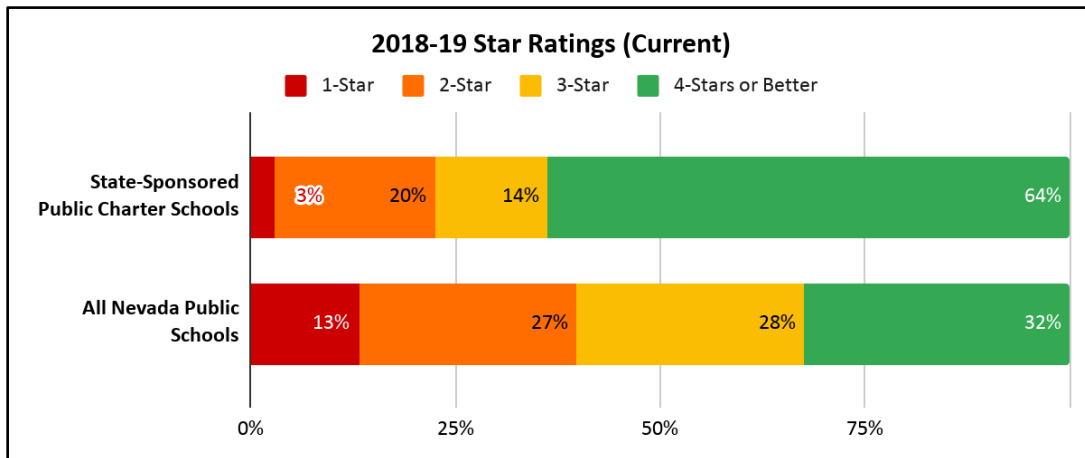
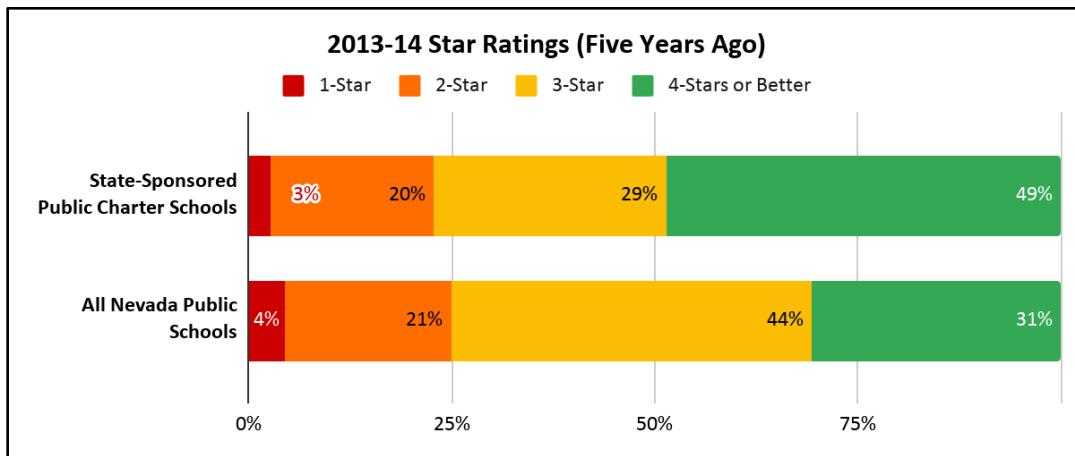
*^Applies to SPCSA-sponsored schools on the aggregate level, and not on the individual school level*

Annual benchmarks that will be used to track progress toward achieving these goals are included in Appendix C.



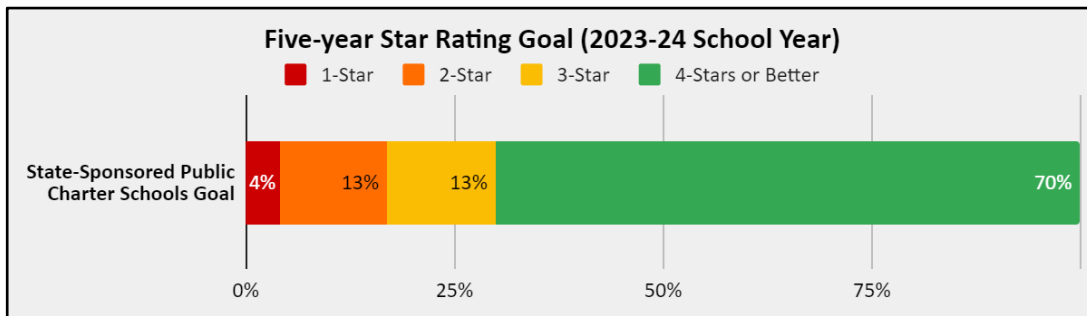
### Goal 1: Provide Families with Access to High Quality Schools

Today, SPCSA-sponsored schools significantly outperform Nevada public schools statewide. The graphs below provide current and historical context regarding school performance. See Appendix D for a breakdown of enrollment by Star Rating.



While overall performance has been strong, areas for improvement remain. The SPCSA has set star rating targets for its schools that will reduce the number of 1 and 2-star schools and increase the concentration of SPCSA sponsored schools with a star rating of 3 or higher. The SPCSA aims to reach these targets while simultaneously diversifying the population of its students to more closely reflect statewide student demographics. The table below establishes five-year goals for the performance of schools sponsored by the State Public Charter School Authority.

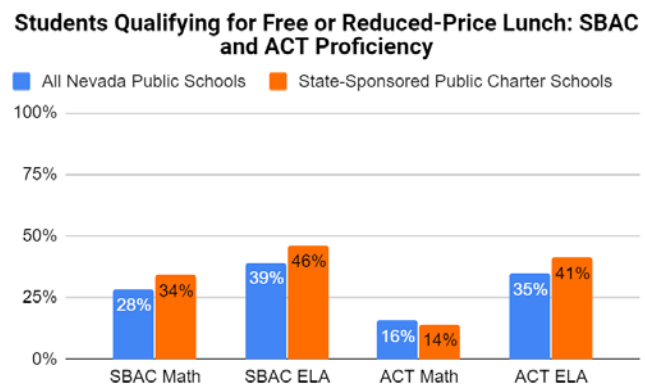
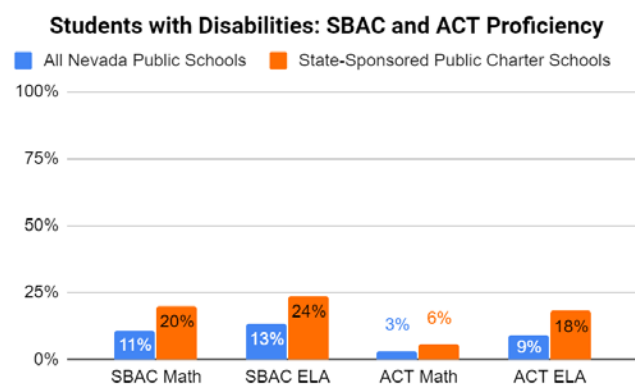
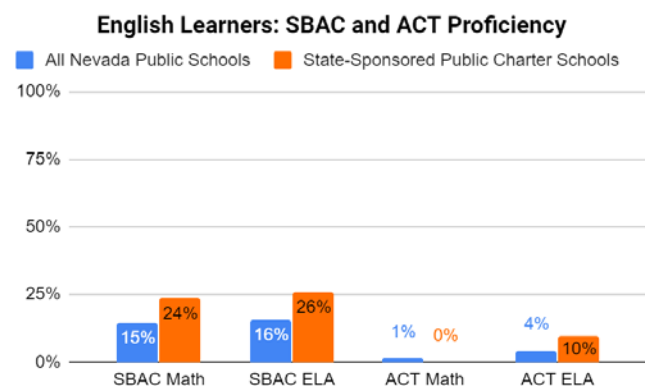
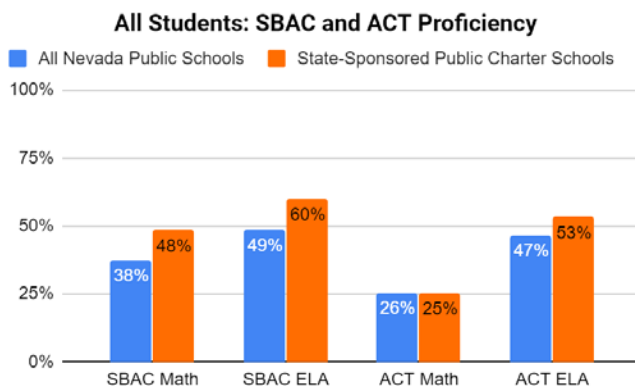
	Percent of schools rated as <b>1-star</b> on the NSPF indicating they 'do not meet standards'	Percent of schools rated as <b>2-star or lower</b> on the NSPF indicating they have 'partially met' standards	Percent of schools are rated <b>3+ stars</b> on the NSPF indicating 'adequate' or better performance	Percent of schools rated <b>4+ stars</b> on the NSPF indicating 'commendable' or 'superior' schools
<b>Five-year targets (2023-24 school year)</b>	Less than 4%	No more than 17%	83% or more	70% or more



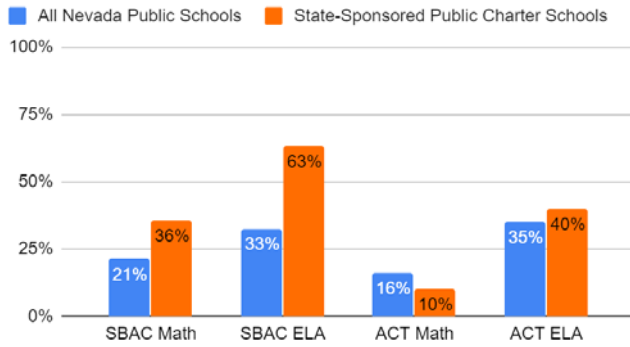
In line with the responsibility to ensure strong stewardship of public funds, the State Public Charter School Authority annually evaluates the organizational and financial performance of schools. These evaluations are based on organizational and financial performance frameworks which are grounded in statutory and regulatory requirements and incorporate data from each charter holder's annual financial audit. The SPCSA has set a goal that 95% of schools will be rated as meeting standards on both the organization and financial performance frameworks.

*Goal 2: Ensure that every SPCSA student succeeds - including those from historically underserved student groups*

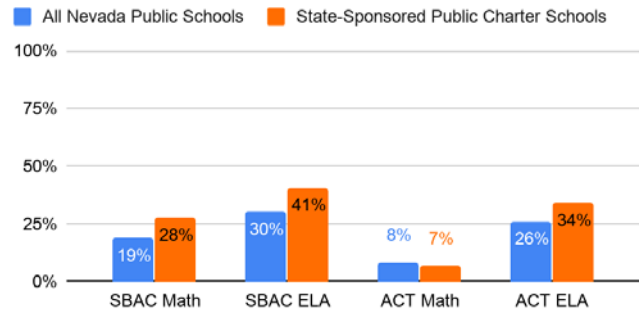
Statewide data shows that some student groups have historically underperformed relative to their peers on key academic indicators. Those student groups include students qualifying for Free or Reduced Lunch, English Language Learners, and Students with Disabilities, along with student identifying as Native American, Black or African American and Hispanic. While these opportunity gaps exist within SPCSA-sponsored schools, the graphs below show that on the students attending SPCSA-sponsored schools have mostly outperformed their peers on statewide assessments. The graphs below show the 2018-19 performance of 3rd to 8th grade students on the Smarter Balanced (SBAC) Assessment and of 11th grade students on the ACT.



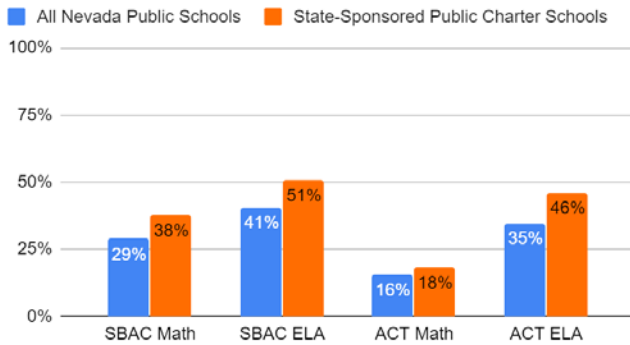
### Native American Students: SBAC and ACT Proficiency



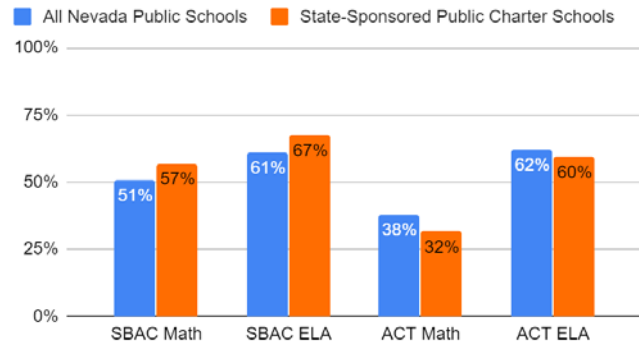
### Black or African American Students: SBAC and ACT Proficiency



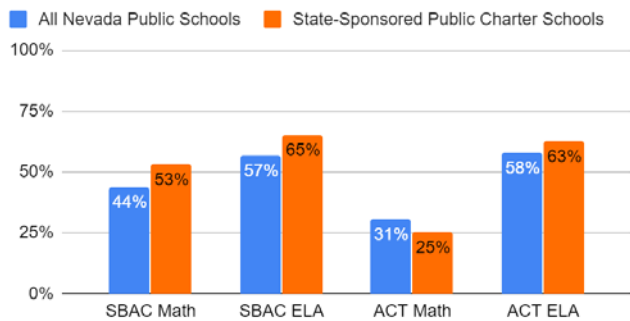
### Hispanic Students: SBAC and ACT Proficiency



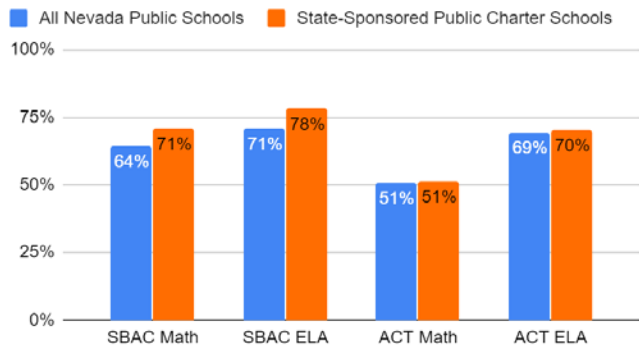
### White Students: SBAC and ACT Proficiency



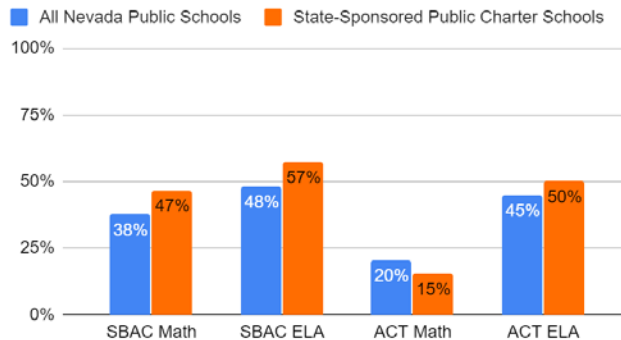
### Students that are Two or More Races: SBAC and ACT Proficiency



### Asian Students: SBAC and ACT Proficiency



### Pacific Islander Students: SBAC and ACT Proficiency

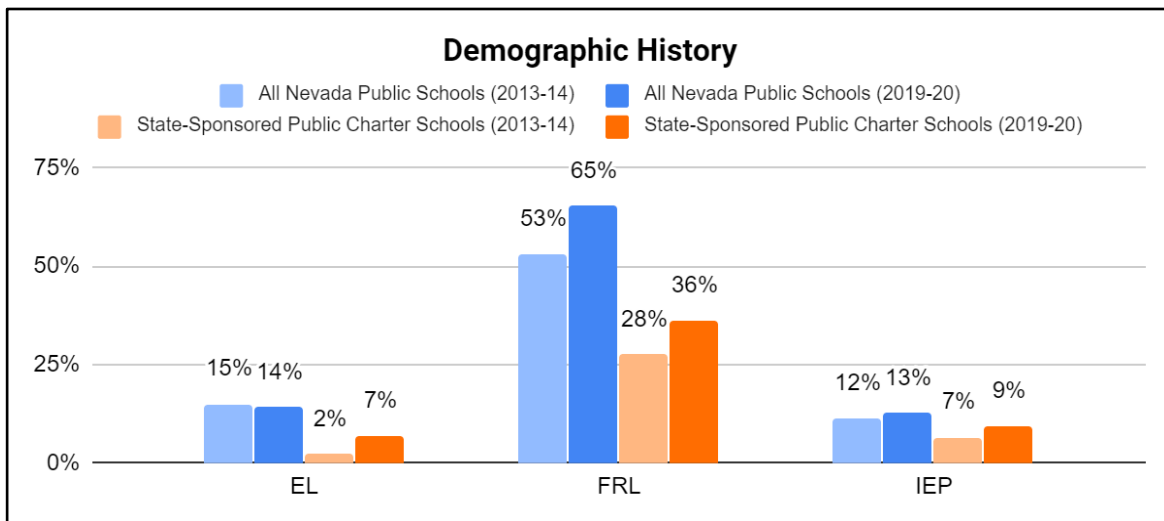


Ultimately, the SPCSA aims to increase proficiency rates across all student groups while narrowing any achievement gaps that currently exist. In addition to establishing goals to outpace state proficiency across each student group, growth in early grade levels is critical to putting students on track for high school. To that end, the SPCSA has set the following performance targets:

- Increase the percent of schools that demonstrate, for each student group, a median student growth percentile on the 3<sup>rd</sup>-8<sup>th</sup> grade state Math and English Language Arts (ELA) assessments that exceeds the respective group's Nevada median student growth percentile.
- For each student group, surpass respective Nevada proficiency rates on the state Math and ELA assessments.
- For each student group, surpass respective Nevada 4-year graduation rates.

*Goal 3: Increase the diversity of students served by SPCSA schools*

As shown in the graph below, over the last five years, the SPCSA has increased enrollment in three, historically underserved student groups: students eligible for Free or Reduced Lunch, English Learners, and Students with Disabilities. However, there is still significant work to be done to ensure that SPCSA-sponsored schools are serving a population that is representative of the state.



The SPCSA aims to serve a population of students that is representative of the state in terms of all student groups. To evolve the demographics of the students served by SPCSA-sponsored public charter schools, the SPCSA and schools will focus on enrolling new students that are representative of the state's demographics as a whole.

Specifically, by the 2023-2024 school year, the SPCSA aims to enroll FRL, EL and IEP students at a rate that is greater than or equal to the statewide average. First, when considering all new seats created through the opening of new schools, new campuses in school networks, and expanded schools, the SPCSA's goal is for the rate of enrollment of these student groups to be equal to or higher than the statewide average beginning in the 2020-2021 school year. Second, by the 2023-2024 school year, the SPCSA aims to enroll FRL, EL and IEP students at a rate that is equal to or higher than the statewide average in vacant seats at existing schools while enabling current students to continue to attend.

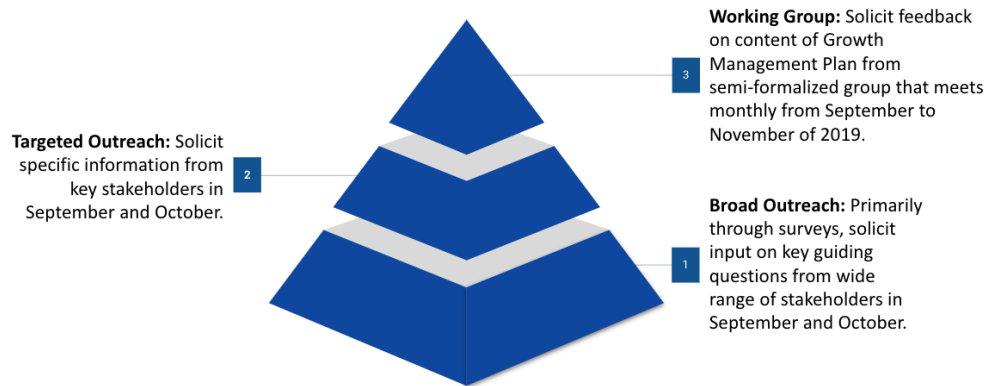
## **B. Planning for Future Growth**

In building a plan to realize these goals, the SPCSA considered the current needs of students throughout Nevada, both through the lens of the Academic and Demographic Needs Assessment and through gathering input from community stakeholders. Specifically, this section will provide projections regarding:

- The charter schools whose charter contracts will expire;
- Additional campuses of charter schools;
- Charter schools that will expand their grade configuration or otherwise increase enrollment;
- Additional campuses of charter schools; and
- New charter schools.

## I. Stakeholder Engagement in Planning

To engage stakeholders on Growth Management Planning, the SPCSA engaged in a multi-pronged outreach process during the fall of 2019. The purpose of these outreach efforts is to gather input from stakeholders on the needs of Nevada students, and the implications of both for SPCSA growth management planning. An overview of this outreach effort is shown below:



Information collected through stakeholder feedback has informed the SPCSA's approach to this Growth Management Plan and the projections outlined below.

## II. Potential Renewal of Existing Schools

Each public charter school operates under a charter contract. The initial term for all charter contracts is six years while subsequent terms can range from three to ten years. In the final year of a charter contract term, the SPCSA evaluates the academic performance, financial solvency and organizational compliance of schools to determine whether to renew the contract. This includes reviewing data and information going back to the inception of the school, including but not limited to: academic, financial and organizational performance ratings; site evaluation reports; and regular compliance submissions. The factor most heavily weighted in determining whether to renew a school is academic performance. Specifically, the Authority board holds schools accountable for consistent performance that is 'adequate,' or is 3 star-rated or higher, during the renewal process. Below is a summary of charter contracts that will expire over the next five years and performance of the schools under those contracts. Additional detail is available in Appendix E.

	Contract Ending June 2020 <sup>5</sup>	Contract Ending June 2021	Contract Ending June 2022	Contract Ending June 2023	Contract Ending June 2024
<b># of Charter Contracts Up for Renewal</b>	7	4	6	6	2
<b>% 3+ Star-Ratings for campuses of Contracts Up for Renewal<sup>6</sup></b>	61%	85%	67%	80%	100%

<sup>5</sup> SPCSA Board will be making renewal decisions for contracts ending in June 2020 in late 2019 or early 2020

<sup>6</sup> Based upon current school performance data; note that charter holders may have multiple star ratings

### III. *Approved Expansions of Existing Schools*

In order to expand, public charter schools must submit an application to amend their charter contract to the State Public Charter School Authority. There are a variety of ways that a school can expand such as adding a new campus that was not approved in the original application, adding new grade levels to an existing campus, or increasing the number of students served at their current campus. Regardless of the type of expansion sought, the SPCSA conducts a rigorous review of the current academic, financial and organizational performance along with vetting the proposed plan for expansion outlined in the amendment application. The amendment application process culminates with a recommendation to the SPCSA Board which ultimately decides whether to grant the expansion amendment. The following charter holders have already been approved by the Authority Board for expansion:

Charter Holder	Location	Type of Expansion	Year of Expansion Approval	Number of Seats Added
<b>American Preparatory Academy</b>	Clark County	Will add a second campus in Southwest Las Vegas to serve grades K-6 beginning in the 2020-21 school year	2018	640
<b>Nevada State High School</b>	Clark County	Will add two new campuses beginning in the 2020-21 school year, one in Northwest Las Vegas and one in Henderson. Each campus will serve grades 11 and 12.	2019	425
<b>Oasis Academy</b>	Churchill County	Will add 25 students, or one classroom, in each of grades K-8 through a slow growth approach, reaching full scale in 2026-27 school year.	2019	225

New public charter schools frequently choose to gradually expand, often times, adding one grade-level at a time until they reach the intended grade configuration for the school. For those schools, there is gradual enrollment growth in the initial years of operation until they have reached their final configuration.

Below is a list of schools that were authorized as slow growth schools that will continue to grow over the coming years.

- Futuro Academy is currently K-3 and will add a grade per year until they reach a full K-8 configuration
- Nevada Prep is currently 4-7 and next year will add an 8th grade
- Nevada Rise is currently K-2 and will add a grade per year until they reach a full K-8 configuration
- Mater Academy of Northern Nevada is currently K-7 and next year will add an 8th grade

### IV. *Potential Future Expansions of Existing Schools*

The SPCSA surveyed all charter holders currently sponsored by the SPCSA regarding their plans to request an amendment to expand within the next five years. Below are details regarding the types of expansion that charter holders are considering. Unless otherwise noted, these schools have not submitted formal requests to amend their contracts and the SPCSA board has not taken any action to approve or deny these potential expansions.

In considering approval of expansions, the SPCSA will be focused on achieving the five-year strategic goals and therefore will consider the degree to which expansion of existing schools will bring the agency closer to its goals.

	Charter holders* responding that they are <b>planning to request an amendment</b> to expand within the next five years	Charter holders* responding that they <b>may request an amendment</b> to expand within the next five years
<b># of Charter Holders considering request for New Campus</b>	11 <sup>7</sup>	6
<b># of Charter Holders considering request for Additional Grade Levels</b>	2 <sup>8</sup>	3
<b># of Charter Holders considering request for Additional Seats</b>	5	5
<i># of Charter Holders considering request to Reduce Seats</i>	0	2

*\*Some charter holders are represented multiple times in the table above.*

#### V. New Schools Approved to Open

In order to open a public charter school, an applicant must go through a rigorous application process. First, the applicant must submit a notice of intent, followed by a completed charter school application. The application is then vetted by a review team using the established rubric criteria. As part of the application process, the SPCSA conducts a capacity interview with the applicant team to elicit any necessary clarifications or additional information about the proposed charter school and determine the ability of the applicants to establish a high-quality charter school. As described below, with the implementation of the SPCSA Needs Assessment, this process now also includes soliciting input from the local school district, assessing the alignment of the application of the identified needs within the Needs Assessment, and considering any public input. The following school has already been approved to open:

School	Location	Year Opening	First Year Enrollment	First Year Grade Configuration	Enrollment at Full Scale	Grade Configuration at Full Scale
<b>Explore Academy<sup>9</sup></b>	Clark County	2020-21	330	6, 7, 9	700	6-12

*Any schools approved at the December 2019 board meeting will be added to this table prior to submission to the Legislative Counsel Bureau.*

<sup>7</sup> The SPCSA received one amendment application on Oct. 15, 2019 that included a request to add a new campus

<sup>8</sup> The SPCSA received one amendment application on Oct. 15, 2019 that included a request to add new grade levels at an existing campus

<sup>9</sup> Explore Academy was originally approved by the Nevada Achievement School District. However, under Assembly Bill 78 (2019), existing approvals were transferred to the SPCSA.

## VI. Potential Future New Schools

Over the last four years, the SPCSA has approved six new schools across two counties.

	2016	2017	2018	2019
<b>Letters of Intent Received</b>	18	12	37	32
<b>Applications Received</b>	11	6	4	10
<b>Approvals by Authority Board</b>	5	1	0	0 <sup>10</sup>

*Note that some applicants have submitted letters of intent and may have applied in multiple years.*

Over the next five years, the focus will be on realizing the five-year strategic goals and thereby providing equitable access to high quality, public school options for students across Nevada. To achieve these goals, the SPCSA expects to add new schools when they demonstrate a strong plan and capacity to effectively serve students, align with the needs assessment and promote the strategic priorities. Over the last three years, the SPCSA has received 21 applications and approved five of those applications, approximately 30%. Going forward the SPCSA anticipates a similar rate of approximately 1 out of 3 applications receiving SPCSA approval. Ultimately, however, approval will be based on the quality of the application and alignment to identified needs as outlined below.

To realize our goal of equitable access to high quality school options, the SPCSA will be focused on approving new schools that are responsive to an identified geographic, academic, or demographic need. On an annual basis, the SPCSA will assess these needs by conducting the Academic and Demographic Needs Assessment and engaging with local stakeholders, particularly those that have contributed to the development of this Plan through the working group. The information gathered will be used to evaluate whether proposed school models meet the needs and demands of the community they propose to serve. In addition, as the SPCSA continues to learn from community stakeholders, this information may lead to changes in our application process in order to more proactively solicit proposals aligned to needs. In this year's working group, for example, stakeholders articulated the following needs:

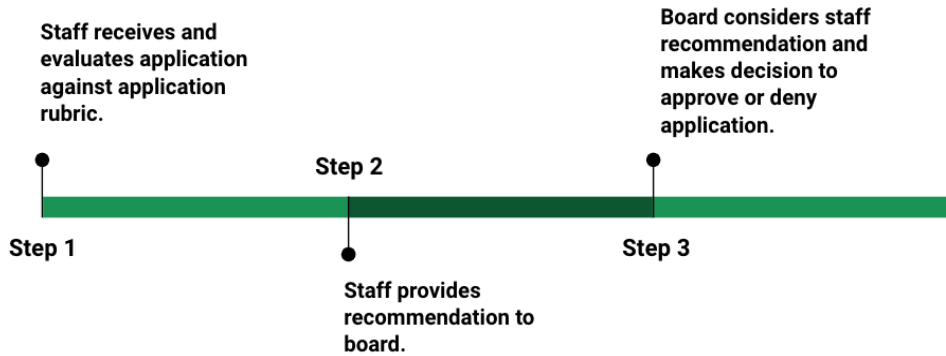
- Schools that will help to diversify the school models and programs available to students and families
- Schools that are expressly designed to support the needs of historically underserved students
- Schools that are culturally responsive (ex. grounded in local community, intentional about school climate and culture, thoughtful about the demographic makeup of the teaching staff and professional development provided to teaching staff)
- Schools that are creating relief from extreme overcrowding

Going forward, the SPCSA will seek opportunities to collaborate with local stakeholders to identify and address specific, localized educational needs. To accomplish these aims the SPCSA has amended the charter application process as shown below:

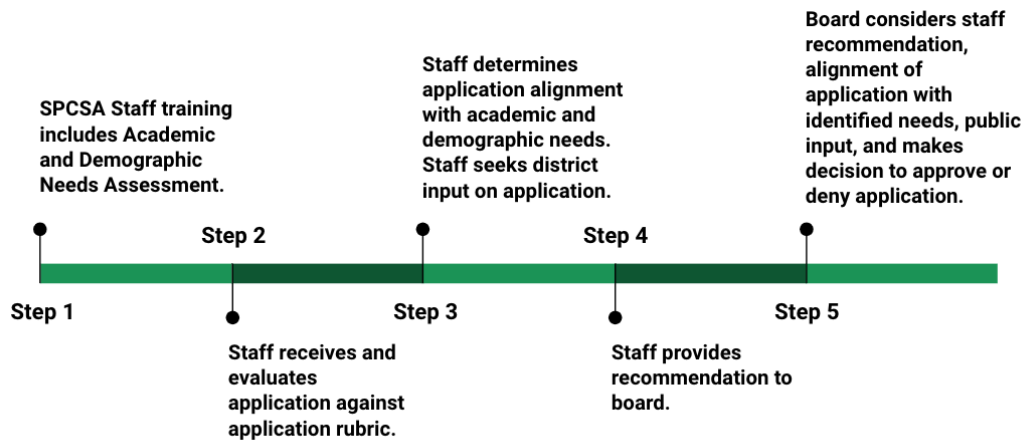
<sup>10</sup> As of the drafting of this document, no applications have been approved in 2019. Any applications approved by the board at the December 2019 meeting will be included in the final version of the Growth Management Plan submitted to the Legislative Counsel Bureau by January 1, 2020.



## Former Process



## Updated Process



The SPCSA staff review of charter applications and board approval of charter applications will consider the quality of applications. Moving forward, both stages will additionally consider (1) an application's alignment with the findings of the Academic and Demographic Needs Assessment, (2) district input on an application's alignment with the Needs Assessment, and (3) public input on demand for new schools.

## Section Five: The Future of State Public Charter School Authority Operations & Practices

To achieve our goals and provide equitable access to high quality public charter schools for students across our state, the SPCSA will evolve its authorizing practices and be responsive to the needs and characteristics of sponsored schools. Below, we provide an overview of the SPCSA's current policies, procedures, capacity, and financial resources that can support our agency in reaching the goals we have outlined in this plan. In addition, we lay out proposed changes we feel could support our agency in facilitating and managing the growth we have planned.

		<b>Goal 1: Provide Families with Access to High Quality Schools</b>	<b>Goal 2: Ensure that every SPCSA student succeeds - including those from historically underserved student groups</b>	<b>Goal 3: Increase the diversity of students served by SPCSA schools</b>
Policies	Existing	<ul style="list-style-type: none"> <li>• Statutes that enable the Authority to close persistently low-performing schools<sup>11</sup></li> <li>• Annual School Performance Plan required of all schools<sup>12</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Data required to be disaggregated by race/ethnicity and FRL, EL and IEP status<sup>13</sup></li> <li>• NDE identification of schools in which any group of students is consistently underserved as Targeted Support and Improvement<sup>14</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Optional preferential enrollment (weighted lottery<sup>15</sup> and priority enrollment<sup>16</sup>)</li> <li>• Sponsor may require student recruitment materials to be published in multiple languages<sup>17</sup></li> <li>• Sponsor may require schools to develop a plan to recruit and enroll population similar to local district school<sup>18</sup></li> <li>• Annual Academic and Demographic Needs Assessment<sup>19</sup> incorporated into authorizing process</li> </ul>
	Proposals	<ul style="list-style-type: none"> <li>• Formalize policies on academic, organizational and financial eligibility standards for school expansion. (Differentiated by expansion type: opening additional campuses, expanding enrollment in existing schools, or adding grade levels in existing schools)</li> <li>• Formalize policies academic, organizational and financial eligibility standards for renewal and for varying term lengths.</li> </ul>		

<sup>11</sup> NRS 388A.300; NRS 388A.330

<sup>12</sup> NRS 385A.650

<sup>13</sup> ESSA, Section 1111(c)(2)

<sup>14</sup> ESSA, Section 1111(c)(4)

<sup>15</sup> R131-16, Section 12

<sup>16</sup> NRS 388A.456

<sup>17</sup> R131-16, Section 8

<sup>18</sup> R131-16, Section 6

<sup>19</sup> Assembly Bill 462, Section 5

		<b>Goal 1: Provide Families with Access to High Quality Schools</b>	<b>Goal 2: Ensure that every SPCSA student succeeds - including those from historically underserved student groups</b>	<b>Goal 3: Increase the diversity of students served by SPCSA schools</b>
Procedures	Existing	<ul style="list-style-type: none"> <li>● Rigorous New School Application process</li> <li>● Fully codified Site Evaluation Process</li> <li>● SPCSA Performance Framework (Academic, Financial and Organizational)</li> <li>● Issuing notices, including additional oversight for schools on notice</li> </ul>	<ul style="list-style-type: none"> <li>● New School Applications questions regarding support for at-risk students</li> </ul>	<ul style="list-style-type: none"> <li>● New School Application questions regarding intended community and population to be served</li> <li>● New School Application questions regarding relationships with community applicants propose to serve</li> <li>● Academic Framework contains Diversity Component</li> </ul>
	Proposals	<ul style="list-style-type: none"> <li>● Apply intentional approach to school expansion that aligns to strategic plan goals</li> <li>● Encourage the expansion of National School Lunch Program participation, use of enrollment preferences for historically underserved student groups, transportation options, participation in publicly funded pre-Kindergarten programming.</li> <li>● Increase access to statistics about student groups such as enrollment, performance, and academic growth (ex. Equity Reports)</li> <li>● Proactive monitoring of recruitment and enrollment practices for IEP and EL students</li> <li>● Leverage existing policies to follow up with schools on efforts to ensure representative demographics</li> <li>● Formalize School Support and Finance &amp; Operations school visits to include federal program monitoring and technical assistance related to serving student groups that have historically been underserved (aligned with increased LEA responsibilities)</li> <li>● Establish and implement proactive training calendar aligned to federal program requirements and serving student groups that have historically been underserved (in line with increased LEA responsibilities)</li> <li>● Build and use internal protocols and infrastructure associated with serving as a Local Education Agency (monitoring and support)</li> </ul>		

		<b>Goal 1: Provide Families with Access to High Quality Schools</b>	<b>Goal 2: Ensure that every SPCSA student succeeds - including those from historically underserved student groups</b>	<b>Goal 3: Increase the diversity of students served by SPCSA schools</b>
Capacity	Existing	<ul style="list-style-type: none"> <li>7-Member Authorizing team has diverse areas of expertise from finance and auditing to data analysis to school improvement</li> <li>Cyclical nature of oversight responsibilities, including site evaluations and review of new school applications creates periodic strain on authorizing team capacity</li> </ul>	<ul style="list-style-type: none"> <li>School Support team members have range of school-based experiences, including working with Students with Disabilities</li> <li>1:30 ratio of school support team member to campus, limiting individualized school support</li> <li>Finance &amp; Operations Team has expertise in state budgeting and managing subgrants</li> <li>4 Team members tasked with grant administration for 11 grants totaling \$15 Million annually</li> <li>Nevada Department of Education support with federal and state programs</li> </ul>	<ul style="list-style-type: none"> <li>Nevada Department of Agriculture support with National School Lunch Program</li> </ul>
	Proposals	<ul style="list-style-type: none"> <li>Build internal expertise and capacity associated with meeting responsibilities of a Local Education Agency</li> <li>Build internal capacity to collaborate with school districts on school improvement levers such as professional development</li> <li>Increase the ratio of school support team member to campus</li> <li>Implement new Grant Management System and Risk based monitoring approach within Finance &amp; Operations team in order to streamline end-to-end grant administration</li> <li>Continue to hone expertise across authorizing and school support teams related to high quality instruction, particularly for student groups that have historically been underserved</li> <li>Add team member(s) to authorizing team or use contractors to reduce strain across staff due to supporting major annual initiatives including Site Evaluations and New School Applications</li> <li>Continue to scale human capital in alignment with increases in numbers of schools and students</li> </ul>		
Financial Resources	Existing	<ul style="list-style-type: none"> <li>Charter School Program grant available to high quality new school applicants (grant is currently winding down)</li> </ul>		<ul style="list-style-type: none"> <li>Federal Funding Support (IDEA, Title I, Title III, Title IV)</li> <li>State Grants (SB 178)</li> </ul>
	Proposals	<ul style="list-style-type: none"> <li>Explore options for future Charter School Program grant to Nevada</li> <li>Engage in work related to New Nevada Funding Plan to enable equitable funding for charter schools</li> </ul>		

**Sec. 3. 1. The State Public Charter School Authority shall establish a plan to manage the growth of charter schools in this State. The plan must set forth the status of existing charter schools and a 5-year projection of anticipated growth in the number of charter schools.**

**2. To develop the plan pursuant to subsection 1, the Authority shall determine the projected number of:**

- (a) New charter schools that the Authority will approve;**
- (b) Additional campuses of charter schools that the Authority will approve;**
- (c) Charter schools that will expand the grade levels offered at the charter schools or will otherwise increase enrollment of pupils at the charter schools; and**
- (d) Charter schools whose charter contracts will expire and the likelihood that the charter contracts will be renewed;**

**3. In addition to the information described in subsection 2, to develop the plan pursuant to subsection 1, the Authority shall consider:**

- (a) Information relating to pupils included in the statewide system of accountability for public schools, including, without limitation, information relating to specific groups and subgroups of pupils;**
- (b) Information relating to the academic needs of pupils in the various geographic areas of the State; and**
- (c) Any other information the Authority deems necessary to determine whether increasing the number of charter schools or expanding the campuses of existing charter schools will best serve the pupils of this State.**

**4. The Authority, the Department and each board of trustees of a school district in this State shall collaborate in developing the plan pursuant to subsection 1.**

## Appendix B: Definitions of Star Ratings

### Elementary and Middle School

Category	Policy Descriptors
★★★★★	Recognizes a <b>superior</b> 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 <b>commendable</b> 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. A school identified for targeted support and improvement is not eligible to be classified as a four-star school or higher.
★★★	Identifies an <b>adequate</b> 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. A school identified for comprehensive support and improvement is 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 <b>partially met</b> 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 two-star school in consecutive years is subject to state intervention. A school identified for targeted support and improvement or comprehensive support and improvement is eligible to be classified as a two-star school.
★	Identifies a school that has <b>not met</b> 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.



## High School

Category	Policy Descriptors
★★★★★	Recognizes a <b>superior</b> 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 <b>commendable</b> 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. A school identified for targeted support and improvement is not eligible to be classified as four-star school or higher.
★★★	Identifies an <b>adequate</b> 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. A school identified for comprehensive support and improvement is not eligible to be classified as a three-star school or higher. A school identified for targeted support and improvement is eligible to be classified as a three-star school.
★★	Identifies a school that has <b>partially met</b> 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 two-star school in consecutive years is subject to state intervention. A school identified for targeted support and improvement or comprehensive support and improvement is eligible to be classified as a two-star school.
★	Identifies a school that has <b>not met</b> 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.

## Appendix C: Annual Benchmarks for 5-Year Goals

### Goal 1: Provide Families with Access to High-Quality Schools

The SPCSA aims for all sponsored schools to meet academic, organizational and financial performance standards. Five-year goals:

- a. Improve upon existing strong performance on the Nevada School Performance Framework (NSPF) by achieving 70% four-star or better, 83% three-star or better, no more than 17% two-star, and less than 4% one star (excluding Alternative Performance Framework Schools). *The benchmarks in the table below will enable the SPCSA to gauge whether its schools are on track to meet 2023-2024 SY goals.*

Benchmarks for 1a <sup>20</sup>						
Star Rating	Current (2018-19)	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
4+ Star	64%	65%	66%	67%	68%	70%
3+ Star	78%	79%	80%	81%	82%	83%
2 Star	20%	<20%	<19%	<18%	<17%	<17%
1 Star	2%	<4%	<4%	<4%	<4%	<4%

- b. Schools demonstrate strong organizational and financial performance with 95% rated as meeting standards on the SPCSA Organizational and Financial Performance Frameworks. *The benchmarks in the table below will enable the SPCSA to gauge whether its schools are on track to meet 2023-2024 SY goals.*

Benchmarks for 1b <sup>21</sup>					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Org. Framework	90%	90%	92%	94%	95%
Fin. Framework	90%	90%	92%	94%	95%

<sup>20</sup> Excludes schools on the Alternative Performance Framework

<sup>21</sup> The Organizational and Financial Frameworks were recently updated by the SPCSA. Thus, baseline data is not available.



**Goal 2: Ensure that every SPCSA student succeeds - including those from historically underserved student groups**

The SPCSA aims for all sponsored schools to demonstrate strong academic growth, high levels of proficiency and on-time graduation across all student groups, including historically underserved student groups. Five-year goals:

- a. Increase the percent of schools that demonstrate, for each student group, a median student growth percentile on the 3<sup>rd</sup>-8<sup>th</sup> grade state Math and English Language Arts (ELA) assessments that exceeds the respective group's Nevada median student growth percentile. *The benchmarks in the table below will enable the SPCSA to gauge whether its schools are on track to meet 2023-2024 SY goals.*

Benchmarks for 2a (Math Growth)								
	Statewide ES Math MGP	Statewide MS Math MGP	Current % at or above state MGP (2018-19)	% at or above state MGP 2019-2020	% at or above state MGP 2020-2021	% at or above state MGP 2021-2022	% at or above state MGP 2022-2023	% at or above state MGP 2023-2024
American Indian/Alaska Native	50	48	N/A (no schools above N=10)	50.0%	51.5%	53.0%	54.5%	56.0%
Asian	60	60	51.3%	52.8%	54.3%	55.8%	57.3%	58.8%
Black/African American	44	45	73.7%	74.7%	75.7%	76.7%	78.7%	79.7%
Hispanic/Latino	49	48	67.9%	68.9%	69.9%	70.9%	71.9%	72.9%
Pacific Islander	52	53	57.1%	58.6%	60.1%	61.6%	63.1%	64.6%
Two or More Races	51	49	64.8%	66.3%	67.8%	69.3%	70.8%	72.3%
White/Caucasian	54	50	67.9%	68.9%	69.9%	70.9%	71.9%	72.9%
Special Education	44	45	73.2%	74.2%	75.2%	76.2%	77.2%	78.2%
English Learners	48	47	66.7%	67.7%	68.7%	69.7%	70.7%	71.7%
Free/Reduced-Price Lunch	49	47	72.5%	73.5%	74.5%	75.5%	76.5%	77.5%

Benchmarks for 2a (ELA Growth)								
	Statewide ES ELA MGP	Statewide MS ELA MGP	Current % at or above state MGP (2018-19)	% at or above state MGP 2019-2020	% at or above state MGP 2020-2021	% at or above state MGP 2021-2022	% at or above state MGP 2022-2023	% at or above state MGP 2023-2024
American Indian/Alaska Native	47	47	N/A (no schools above N=10)	50.0%	51.5%	53.0%	54.5%	56.0%
Asian	59	57	64.1%	65.6%	67.1%	68.6%	70.1%	71.6%
Black/African American	45	46	54.5%	55.9%	57.4%	58.9%	60.4%	61.9%
Hispanic/Latino	51	48	64.2%	65.7%	67.2%	68.7%	70.2%	71.7%
Pacific Islander	49	50	71.4%	72.4%	73.4%	74.4%	75.4%	76.4%
Two or More Races	51	50	56.4%	57.9%	59.4%	60.9%	62.4%	63.9%
White/Caucasian	53	50	64.1%	65.6%	67.1%	68.6%	70.1%	71.6%
Special Education	43	46	58.9%	60.4%	61.9%	63.4%	64.9%	66.4%
English Learners	48	48	63.3%	64.8%	66.3%	67.8%	69.3%	70.8%
Free/Reduced-Price Lunch	49	48	62.5%	64.0%	65.5%	67.0%	68.5%	70.0%

- b. For each student group, surpass respective Nevada proficiency rates on the state Math and ELA assessments. *The benchmarks in the table below will enable the SPCSA to gauge whether its schools are on track to meet 2023-2024 SY goals.*

Benchmarks for 2b (Smarter Balanced, Grades 3-8) <sup>22</sup>								
		Current SPCSA Proficiency (2018-19)	Current Statewide Proficiency (2018-19)	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023-2024
American Indian/Alaska Native	Math	35.6%	21.3%	Greater than or equal to Statewide %				Greater than or equal to Statewide %
	ELA	63.3%	32.5%	Greater than or equal to Statewide %				
Asian	Math	70.9%	64.4%	Greater than or equal to Statewide %				Greater than or equal to Statewide %
	ELA	78.2%	70.8%	Greater than or equal to Statewide %				
Black/African American	Math	27.5%	18.7%	Greater than or equal to Statewide %				Greater than or equal to Statewide %
	ELA	40.6%	30.1%	Greater than or equal to Statewide %				
Hispanic/Latino	Math	37.8%	28.9%	Greater than or equal to Statewide %				Greater than or equal to Statewide %
	ELA	50.8%	40.6%	Greater than or equal to Statewide %				
Pacific Islander	Math	46.7%	37.6%	Greater than or equal to Statewide %				Greater than or equal to Statewide %
	ELA	57.2%	47.9%	Greater than or equal to Statewide %				
Two or More Races	Math	53.2%	44.0%	Greater than or equal to Statewide %				Greater than or equal to Statewide %
	ELA	65.2%	56.6%	Greater than or equal to Statewide %				
White/Caucasian	Math	56.9%	50.7%	Greater than or equal to Statewide %				Greater than or equal to Statewide %
	ELA	67.4%	61.0%	Greater than or equal to Statewide %				
Special Education	Math	19.8%	10.8%	Greater than or equal to Statewide %				Greater than or equal to Statewide %
	ELA	23.6%	13.4%	Greater than or equal to Statewide %				
English Learners	Math	23.6%	14.6%	Greater than or equal to Statewide %				Greater than or equal to Statewide %
	ELA	26.1%	15.8%	Greater than or equal to Statewide %				
Free/Reduced-Price Lunch	Math	34.0%	28.4%	Greater than or equal to Statewide %				Greater than or equal to Statewide %
	ELA	46.1%	39.2%	Greater than or equal to Statewide %				

<sup>22</sup> Benchmarks are based on the current statewide proficiency numbers for each student group.

Benchmarks for 2b (ACT, Grade 11) <sup>23</sup>								
		Current SPCSA Proficiency (2018-19)	Current Statewide Proficiency (2018-19)	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023-2024
American Indian/Alaska Native	Math	10.0%	16.1%	11.3%	12.6%	13.9%	15.2%	Greater than or equal to Statewide %
	ELA	40.0%	35.1%	Greater than or equal to Statewide %				
Asian	Math	51.4%	50.7%	Greater than or equal to Statewide %				Greater than or equal to Statewide %
	ELA	70.1%	69.4%	Greater than or equal to Statewide %				
Black/African American	Math	6.6%	8.0%	6.9%	7.2%	7.5%	7.8%	Greater than or equal to Statewide %
	ELA	33.9%	26.1%	Greater than or equal to Statewide %				
Hispanic/Latino	Math	18.2%	15.6%	Greater than or equal to Statewide %				Greater than or equal to Statewide %
	ELA	46.1%	34.8%	Greater than or equal to Statewide %				
Pacific Islander	Math	15.4%	20.4%	16.4%	17.4%	18.4%	19.4%	Greater than or equal to Statewide %
	ELA	50.0%	44.7%	Greater than or equal to Statewide %				
Two or More Races	Math	25.2%	30.8%	26.3%	27.4%	28.5%	29.6%	Greater than or equal to Statewide %
	ELA	62.6%	57.8%	Greater than or equal to Statewide %				
White/Caucasian	Math	31.6%	37.9%	32.9%	34.2%	35.5%	36.8%	Greater than or equal to Statewide %
	ELA	59.5%	62.1%	60.0%	60.5%	61.0%	61.5%	
Special Education	Math	5.6%	3.1%	Greater than or equal to Statewide %				Greater than or equal to Statewide %
	ELA	18.1%	8.9%	Greater than or equal to Statewide %				
English Learners	Math	0.0%	1.3%	0.5%	1.0%	1.3%	1.3%	Greater than or equal to Statewide %
	ELA	9.5%	4.3%	Greater than or equal to Statewide %				
Free/Reduced-Price Lunch	Math	14.0%	15.6%	14.5%	15.0%	15.5%	15.6%	Greater than or equal to Statewide %
	ELA	41.1%	34.6%	Greater than or equal to Statewide %				

<sup>23</sup> Benchmarks are based on the current statewide proficiency numbers for each student group.

- c. For each student group, surpass respective Nevada 4-year graduation rates. *The benchmarks in the table below will enable the SPCSA to gauge whether its schools are on track to meet 2023-2024 SY goals.*

Benchmarks for 2c (Graduation Rate) <sup>24</sup>							
	Current SPCSA Graduation Rate (Class of 2018)	Current Statewide Graduation Rate (Class of 2018) <sup>25</sup>	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
<b>American Indian/Alaska Native</b>	63.6%	79.8%	66.8%	70.1%	73.3%	76.6%	Greater than or equal to Statewide %
<b>Asian</b>	82.9%	94.1%	85.1%	87.4%	89.6%	91.9%	Greater than or equal to Statewide %
<b>Black/African American</b>	59.6%	71.5%	62.0%	64.4%	66.7%	69.1%	Greater than or equal to Statewide %
<b>Hispanic/Latino</b>	69.0%	82.3%	71.7%	74.3%	77.0%	79.6%	Greater than or equal to Statewide %
<b>Pacific Islander</b>	63.3%	84.3%	67.5%	71.7%	75.9%	80.1%	Greater than or equal to Statewide %
<b>Two or More Races</b>	68.9%	83.2%	71.8%	74.6%	77.5%	80.3%	Greater than or equal to Statewide %
<b>White/Caucasian</b>	71.9%	86.0%	74.7%	77.5%	80.4%	83.2%	Greater than or equal to Statewide %
<b>Special Education</b>	61.8%	66.0%	62.6%	63.5%	64.3%	65.2%	Greater than or equal to Statewide %
<b>English Learners</b>	68.4%	76.0%	69.9%	71.4%	73.0%	74.5%	Greater than or equal to Statewide %
<b>Free/Reduced-Price Lunch</b>	65.1%	80.5%	68.2%	71.3%	74.3%	77.4%	Greater than or equal to Statewide %

<sup>24</sup> Benchmarks are based on the current statewide proficiency numbers for each student group.

<sup>25</sup> Table will be updated to reflect Class of 2019 Graduation Rates prior to submission to the Legislative Council Bureau.

### Goal 3: Increase the diversity of students served by SPCSA schools

The SPCSA aims for sponsored schools to serve a population of students that is representative of the State with regard to race/ethnicity and additional student groups. Five-year goals:

- a. By the 2021-22 school year and thereafter, in *newly created SPCSA-sponsored public charter school seats* (new schools, new campuses, and expansion of existing schools), enroll English Learners, Students Eligible for Free or Reduced-Price Lunch, and Students with Disabilities at a rate that is greater than or equal to the respective Nevada enrollment rates (applies to SPCSA-sponsored schools on the aggregate level, and not on the individual school level). *The benchmarks in the table below will enable the SPCSA to gauge whether its schools are on track to meet 2023-2024 SY goals.*

Benchmarks for 3a (enrollment in newly created seats) <sup>26</sup>						
	Current SPCSA Enrollment (2019-20)	Current Statewide Enrollment (2019-20)	2020-2021	2021-2022	2022-2023	2023-2024
FRL	36.3%	65.3%	50.8%	65.3%	65.3%	Enrollment in new seats is at a rate that is greater than or equal to Statewide %
EL	6.9%	14.1%	10.5%	14.82%	14.82%	Enrollment in new seats is at a rate that is greater than or equal to Statewide %
IEP	9.4%	12.6%	11%	12.19%	12.19%	Enrollment in new seats is at a rate that is greater than or equal to Statewide %

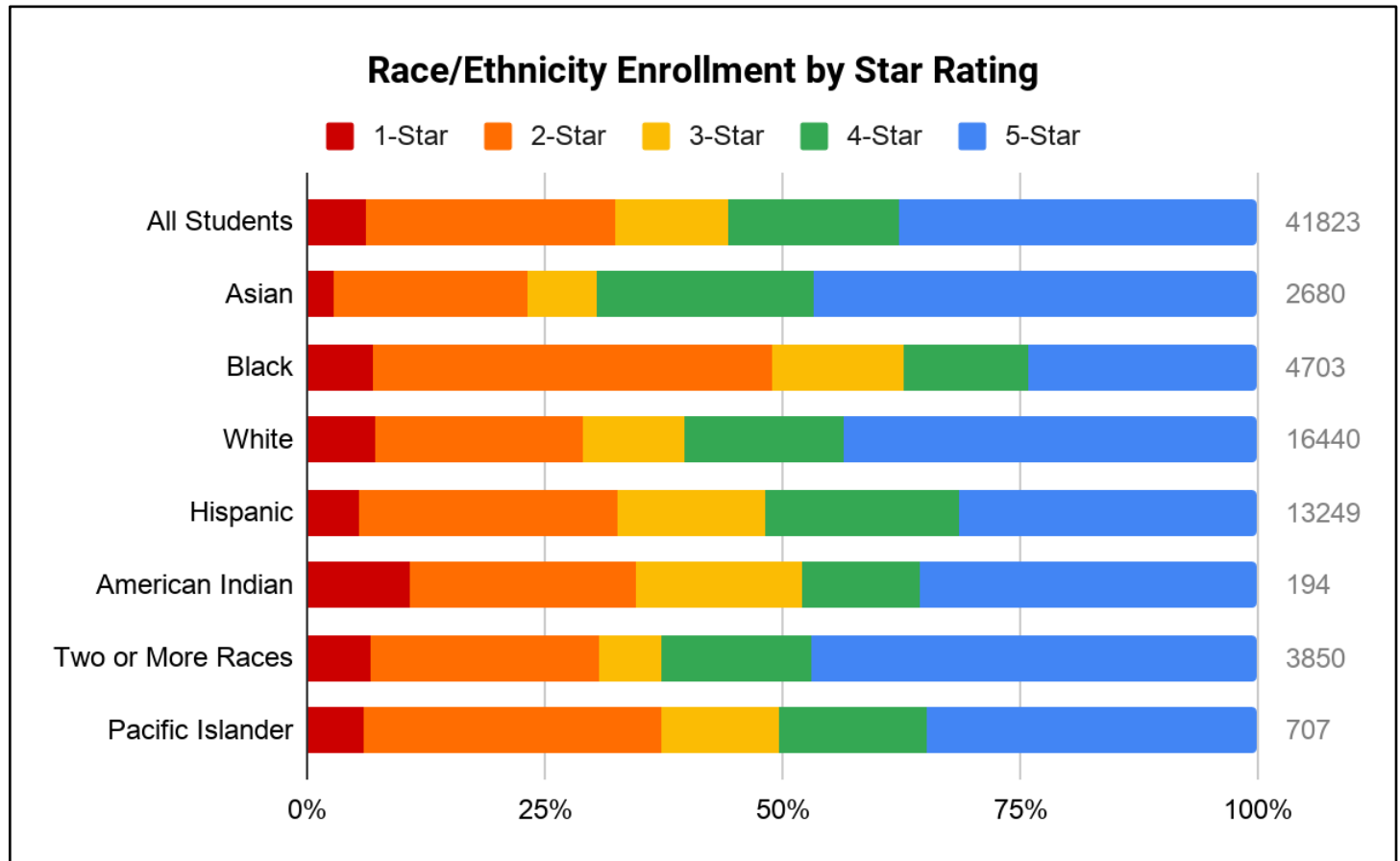
<sup>26</sup> Benchmarks are based on the current statewide enrollment numbers.

- b. While continuing to serve currently enrolled students, in *vacant seats* at existing SPCSA-sponsored schools, enroll English Learners, Students Eligible for Free or Reduced-Price Lunch, and Students with Disabilities at a rate that is greater than or equal to the respective Nevada enrollment rates (applies to SPCSA-sponsored schools on the aggregate level, and not on the individual school level). *The benchmarks in the table below will enable the SPCSA to gauge whether its schools are on track to meet 2023-2024 SY goals.*

Benchmarks for 3b (enrollment in vacant seats) <sup>27</sup>						
	Current SPCSA Enrollment (2019-20)	Current Statewide Enrollment (2019-20)	2020-2021	2021-2022	2022-2023	2023-2024
<b>FRL</b>	36.3%	65.3%	42%	48%	54%	Enrollment in vacant seats is at a rate that is greater than or equal to Statewide %
<b>EL</b>	6.9%	14.1%	8.4%	9.9%	11.4%	Enrollment in vacant seats is at a rate that is greater than or equal to Statewide %
<b>IEP</b>	9.4%	12.6%	10%	10.6%	11.2%	Enrollment in vacant seats is at a rate that is greater than or equal to Statewide %

<sup>27</sup> Benchmarks are based on the current statewide enrollment numbers.

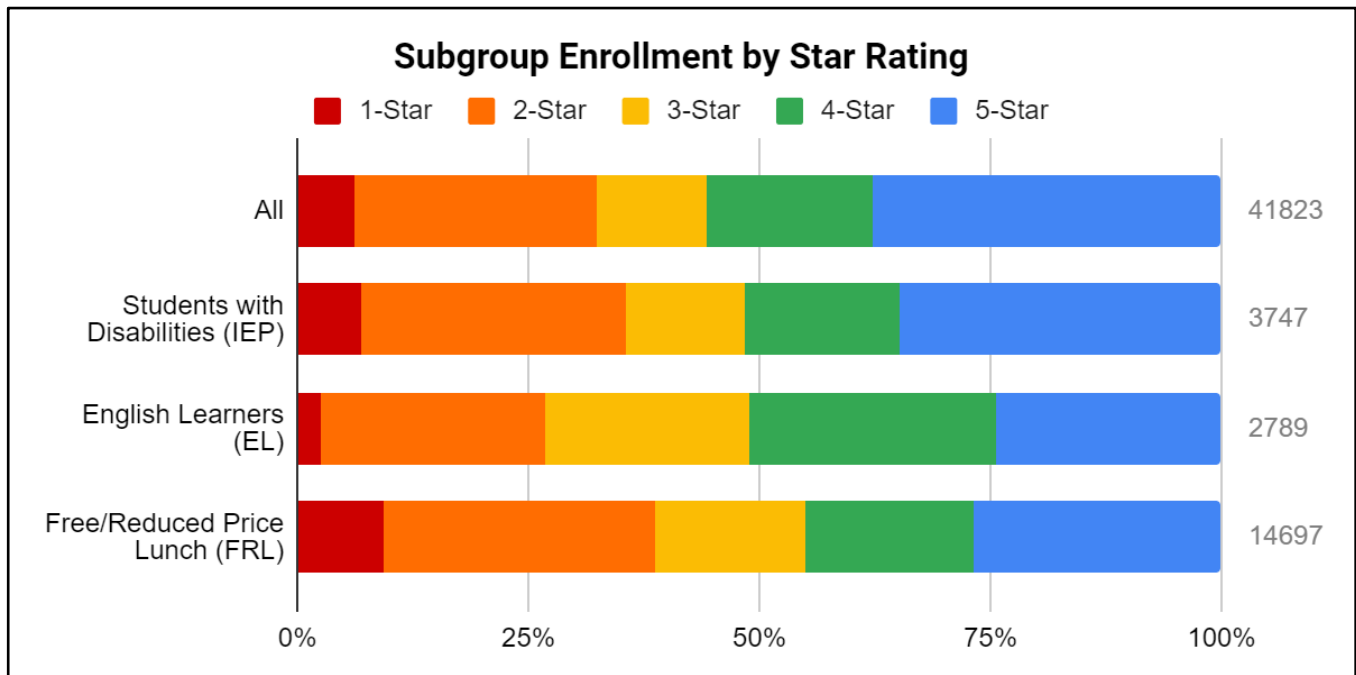
## Appendix D: Enrollment by Star Ratings



Star Rating	All	Asian	Black	White	Hispanic	American Indian	Two or More Races	Pacific Islander
1-Star	2585	75			715	21	253	42
2-Star	10947			3607	3613	46	932	221
3-Star	5007				2057	34	247	87
4-Star	7465				2706	24	607	110
5-Star	15819	1250	1133	7151	4158	69	1811	247
<b>Total Students<sup>28</sup></b>	41823	2680	4703	16440	13249			707

<sup>28</sup> All student counts are based on the October 1, 2018 student count. Students who attend a school that was not rated during the 2018-19 school year are not included in this data.





Star Rating	All	Students with Disabilities (IEP)	English Learners (EL)	Free/Reduced Price Lunch (FRL)
1-Star	2585	261	72	1355
2-Star	10947	1067		
3-Star	5007			
4-Star	7465			
5-Star	15819	1309		
Total Students <sup>29</sup>	41823	3747	2789	14697

<sup>29</sup> All student counts are based on the October 1, 2018 student count. Students who attend a school that was not rated during the 2018-19 school year are not included in this data.

## Appendix E: Charter Contract Expirations

<b>Contract Expiration</b>	<b>Charter Holder</b>	<b>School Name</b>	<b>2018-19 Star Rating<sup>30</sup></b>
2020	American Preparatory Academy	American PrepACAD ES	2
2020	American Preparatory Academy	American PrepACAD HS	2
2020	American Preparatory Academy	American PrepACAD MS	5
2020	Beacon Academy	Beacon ACAD HS (Alternative Framework School)	1
2020	Founders Academy	Founders ACAD ES	4
2020	Founders Academy	Founders ACAD HS	3
2020	Founders Academy	Founders ACAD MS	5
2020	Leadership Academy	Leadership ACAD HS	3
2020	Leadership Academy	Leadership ACAD MS	3
2020	Mater Academy	Mater Bonanza ACAD ES	3
2020	Mater Academy	Mater Bonanza ACAD MS	4
2020	Mater Academy	Mater MT Vista ACAD ES	4
2020	Mater Academy	Mater MT Vista ACAD MS	5
2020	Nevada Connections Academy	NV Connections ACAD ES	1
2020	Nevada Connections Academy	NV Connections ACAD HS	1
2020	Nevada Connections Academy	NV Connections ACAD MS	2
2020	Quest Academy	Quest Northwest ES	2
2020	Quest Academy	Quest Northwest MS	3
2021	Alpine Academy	Alpine ACAD HS	3
2021	Elko Institute for Academic Achievement	EIAA ES	2
2021	Elko Institute for Academic Achievement	EIAA MS	5
2021	Equipo Academy	Equipo ACAD HS	4
2021	Equipo Academy	Equipo ACAD MS	5
2021	Silver Sands Montessori	Silver Sands ES	3
2021	Silver Sands Montessori	Silver Sands MS	5
2022	Legacy Traditional	Legacy Cadence ES	2
2022	Legacy Traditional	Legacy Cadence MS	5
2022	Legacy Traditional	Legacy N. Valley ES	2
2022	Legacy Traditional	Legacy N. Valley MS	3
2022	Nevada State High School	NSHS Downtown HS	5

<sup>30</sup> Schools may not be rated if they do not yet have a graduation rate or do not yet have students taking the Smarter Balanced Assessment

<b>Contract Expiration</b>	<b>Charter Holder</b>	<b>School Name</b>	<b>2018-19 Star Rating<sup>30</sup></b>
2022	Nevada State High School	NSHS Henderson HS	5
2022	Nevada State High School	NSHS Summerlin HS	5
2022	Nevada State High School - Meadowood	NSHS Meadowood HS	Not Rated
2022	Nevada State High School - Sunrise	NSHS Sunrise HS	Not Rated
2022	Somerset Academy	Somerset Aliante ES	2
2022	Somerset Academy	Somerset Aliante MS	5
2022	Somerset Academy	Somerset LoneMtn ES	5
2022	Somerset Academy	Somerset LoneMtn MS	5
2022	Somerset Academy	Somerset Losee ES	2
2022	Somerset Academy	Somerset Losee HS	2
2022	Somerset Academy	Somerset Losee MS	2
2022	Somerset Academy	Somerset NLV ACAD ES	2
2022	Somerset Academy	Somerset NLV ACAD MS	4
2022	Somerset Academy	Somerset Skye ES	5
2022	Somerset Academy	Somerset Skye MS	5
2022	Somerset Academy	Somerset SkyPt ES	5
2022	Somerset Academy	Somerset SkyPt HS	2
2022	Somerset Academy	Somerset SkyPt MS	5
2022	Somerset Academy	Somerset Steph ES	5
2022	Somerset Academy	Somerset Steph MS	5
2022	Sports Leadership and Management Academy	SLAM ACAD HS	Not Rated
2022	Sports Leadership and Management Academy	SLAM ACAD MS	3
2023	Discovery Charter School	Discovery HillPt ES	4
2023	Discovery Charter School	Discovery HillPt MS	4
2023	Discovery Charter School	Discovery Mesa ES	2
2023	Discovery Charter School	Discovery Mesa MS	2
2023	Doral Academy of Northern Nevada	Doral North NV ES	5
2023	Doral Academy of Northern Nevada	Doral North NV MS	5
2023	Freedom Classical Academy	Freedom Classical Academy ES	2
2023	Freedom Classical Academy	Freedom Classical Academy MS	4
2023	Imagine at Mountain View	Imagine Mtn View ES	3
2023	Imagine at Mountain View	Imagine Mtn View MS	4

<b>Contract Expiration</b>	<b>Charter Holder</b>	<b>School Name</b>	<b>2018-19 Star Rating<sup>30</sup></b>
2023	Mater Academy of Northern Nevada	Mater North NV ES	3
2023	Mater Academy of Northern Nevada	Mater North NV MS	5
2023	Oasis Academy	Oasis ACAD ES	5
2023	Oasis Academy	Oasis ACAD HS	5
2023	Oasis Academy	Oasis ACAD MS	5
2024	Honors Academy of Literature	Honors ACAD ES	3
2024	Honors Academy of Literature	Honors ACAD MS	5
2024	Pinecrest Academy	PAN Cadence ES	4
2024	Pinecrest Academy	PAN Cadence HS	Not Rated
2024	Pinecrest Academy	PAN Cadence MS	5
2024	Pinecrest Academy	PAN Horizon ES	4
2024	Pinecrest Academy	PAN Inspirada ES	5
2024	Pinecrest Academy	PAN Inspirada MS	5
2024	Pinecrest Academy	PAN St. Rose ES	4
2024	Pinecrest Academy	PAN St. Rose MS	5

## Appendix F - Stakeholders

The SPCSA appreciates the contributions of many stakeholders who provided information, input and feedback in the development of the Growth Management Plan. Thank you to the following organizations and individuals for their time and efforts:

- Clark County School District
- Washoe County School District
- Elko County School District
- Churchill County School District
- White Pine County School District
- Nevada Department of Education
- City of North Las Vegas
- City of Henderson
- City of Las Vegas
- City of Sparks
- City of Reno
- Beacon Academy
- Charter School Association of Nevada
- Dr. Greta Peay
- EDAWN
- Las Vegas Black Caucus
- Latin Chamber of Commerce
- Opportunity 180

## Appendix G: October 4, 2019 Board Materials

- Agenda: <http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/191004-Agenda-2019-10-04-v3.pdf>
- Materials: [http://charterschools.nv.gov/News/2019/October\\_4\\_2019\\_SPCSA\\_Board\\_Meeting\\_Support\\_Documents/](http://charterschools.nv.gov/News/2019/October_4_2019_SPCSA_Board_Meeting_Support_Documents/)
- Minutes: <http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/191004-FINALMinutes.pdf>

# ***Appendix H: Academic and Demographic Needs Assessment***

Reference	Language / Source
Senate Bill 491, 2015	<p>2--2.A nonprofit organization that submits a proposal in response to a request for proposals pursuant to subsection 1 must include in the proposal, without limitation: (a) Evidence of the ability of the nonprofit organization to accomplish the objectives set forth in subsection 1; and (b) Evidence that the nonprofit organization has sufficient money to match a grant of up to \$5,000,000 per year for Fiscal Years 2015-2016 and 2016-2017 from money appropriated by the 78th Session of the Legislature to the Department of Education for this purpose. 3. The Department of Administration shall appoint a committee to evaluate responses to the request for proposals. The committee must include, without limitation, one representative from the Department of Education and one representative from the State Public Charter School Authority. The committee shall review and evaluate responses and recommend an applicant to the State Board of Examiners. The State Board of Examiners shall make the final decision on whether to award to the applicant a grant of the money appropriated by the 78th Session of the Legislature to the Department of Education for this purpose. 4. The nonprofit organization to which a grant is awarded pursuant to this section must match the money awarded and use such money for the purposes described in subsection 1. 5. The nonprofit organization to which a grant is awarded pursuant to this section shall: (a) Prepare and transmit a report to the Budget Division of the Department of Administration and the Interim Finance Committee on or before December 15, 2016, that describes each expenditure made from the grant of money from the date on which the money was received by the nonprofit organization through December 1, 2016; (b) Prepare and transmit a report to the Budget Division of the Department of Administration and the Interim Finance Committee on or before September 15, 2017, that describes each expenditure made from the grant of money from the date on which the money was received by the nonprofit organization through June 30, 2017; and (c) Upon request of the Legislative Commission, make available to the Legislative Auditor any of the books, accounts, claims, reports, vouchers or other records of information, confidential or otherwise, of the nonprofit organization, regardless of their form or location, that the Legislative Auditor deems necessary to conduct an audit of the use of the grant of money.</p> <p>--3--Sec. 2. This act becomes effective on July 1, 2015, and expires by limitation on June 30, 2017</p>
388A.159	<p>NRS 388A.159 Authority deemed local educational agency for all purposes.</p> <p>1. The State Public Charter School Authority is hereby deemed a local educational agency for all purposes, including, without limitation:</p> <p>(a) The provision of a free and appropriate public education to each pupil enrolled in a charter school sponsored by the State Public Charter School Authority;</p> <p>(b) The provision of special education and related services provided by a charter school sponsored by the State Public Charter School Authority; and</p> <p>(c) Directing the proportionate share of any money available from federal and state categorical grant programs to charter schools which are sponsored by the State Public Charter School Authority or a college or university within the Nevada System of Higher Education that are eligible to receive such money.</p>
388A.252	<p>NRS 388A.252 Review of application received by board of trustees of school district or college or university within Nevada System of Higher Education; written notice of approval or denial; opportunity to correct deficiencies; written request for sponsorship by State Public Charter School Authority if resubmitted application denied.</p> <p>1. If the board of trustees of a school district or a college or a university within the Nevada System of Higher Education, as applicable, receives an application to form a charter school, the board of trustees or the institution, as applicable, shall consider the application at a meeting that must be held not later than 60 days after the receipt of the application, or a later period mutually agreed upon by the committee to form the charter school and the board of trustees of the school district or the institution, as applicable, and ensure that notice of the meeting has been provided pursuant to chapter 241 of NRS. The board of trustees, the college or the university, as applicable, shall review an application in accordance with the requirements for review set forth in subsections 2 and 3 of NRS 388A.249.</p> <p>2. The board of trustees, the college or the university, as applicable, may approve an application if the requirements of subsection 3 of NRS 388A.249 are satisfied.</p>



	<p>3. The board of trustees, the college or the university, as applicable, shall provide written notice to the applicant of its approval or denial of the application. If the board of trustees, the college or the university, as applicable, denies an application, it shall include in the written notice the reasons for the denial and the deficiencies. The applicant must be granted 30 days after receipt of the written notice to correct any deficiencies identified in the written notice and resubmit the application.</p> <p>4. If the board of trustees, the college or the university, as applicable, denies an application after it has been resubmitted pursuant to subsection 3, the applicant may submit a written request for sponsorship by the State Public Charter School Authority not more than 30 days after receipt of the written notice of denial. Any request that is submitted pursuant to this subsection must be accompanied by the application to form the charter school.</p> <p>(Added to NRS by 1997, 1846; A 1999, 3295; 2001, 3127; 2005, 1098, 2399, 2537; 2007, 2569; 2011, 2361, 3047; 2013, 1665, 2913; 2015, 3271, 3799; 2019, 2305) — (Substituted in revision for part of NRS 386.525)</p>
388A.255	<p>NRS 388A.255 Review of application received by State Public Charter School Authority; written notice of approval or denial; opportunity to correct deficiencies; appeal of denial.</p> <p>1. If the State Public Charter School Authority receives an application pursuant to subsection 1 of NRS 388A.249 or subsection 4 of NRS 388A.252, it shall consider the application at a meeting which must be held not later than 60 days after receipt of the application or a later period mutually agreed upon by the committee to form the charter school and the State Public Charter School Authority. Notice of the meeting must be posted in accordance with chapter 241 of NRS. The State Public Charter School Authority shall review the application in accordance with the requirements for review set forth in subsections 2 and 3 of NRS 388A.249. The State Public Charter School Authority may approve an application only if the requirements of subsection 3 of NRS 388A.249 are satisfied. Not more than 30 days after the meeting, the State Public Charter School Authority shall provide written notice of its determination to the applicant.</p> <p>2. If the State Public Charter School Authority denies or fails to act upon an application, the denial or failure to act must be based upon a finding that the requirements of subsection 3 of NRS 388A.249 have not been satisfied. The State Public Charter School Authority shall include in the written notice the reasons for the denial or the failure to act and the deficiencies. The staff designated by the State Public Charter School Authority shall meet with the applicant to confer on the method to correct the identified deficiencies. The applicant must be granted 30 days after receipt of the written notice to correct any deficiencies identified in the written notice and resubmit the application.</p> <p>3. If the State Public Charter School Authority denies an application after it has been resubmitted pursuant to subsection 2, the applicant may, not more than 30 days after the receipt of the written notice from the State Public Charter School Authority, appeal the final determination to the district court of the county in which the proposed charter school will be located.</p> <p>(Added to NRS by 1997, 1846; A 1999, 3295; 2001, 3127; 2005, 1098, 2399, 2537; 2007, 2569; 2011, 2361, 3047; 2013, 1665, 2913; 2015, 3271, 3799; 2019, 2305) — (Substituted in revision for part of NRS 386.525)</p>
388A.411	<p>NRS 388A.411 Count of pupils for apportionment; deposit of money; solicitation and acceptance of donations and grants. [Effective through June 30, 2021.]</p> <p>1. Each pupil who is enrolled in a charter school, including, without limitation, a pupil who is enrolled in a program of special education in a charter school, must be included in the count of pupils in the school district for the purposes of apportionments and allowances from the State Distributive School Account pursuant to NRS 387.121 to 387.1245, inclusive, unless the pupil is exempt from compulsory attendance pursuant to NRS 392.070. A charter school is entitled to receive its proportionate share of any other money available from federal, state or local sources that the school or the pupils who are enrolled in the school are eligible to receive.</p> <p>2. The State Board shall prescribe a process which ensures that all charter schools, regardless of the sponsor, have information about all sources of funding for the public schools provided through the Department, including local funds pursuant to NRS 387.163.</p> <p>3. All money received by the charter school from this State or from the board of trustees of a school district must be deposited in an account with a bank, credit union or other financial institution in this State. The governing body of a charter school may negotiate with the board of trustees of the</p>

	<p>school district and the State Board for additional money to pay for services which the governing body wishes to offer.</p> <p>4. The governing body of a charter school may solicit and accept donations, money, grants, property, loans, personal services or other assistance for purposes relating to education from members of the general public, corporations or agencies. The governing body may comply with applicable federal laws and regulations governing the provision of federal grants for charter schools. The State Public Charter School Authority may assist a charter school that operates exclusively for the enrollment of pupils who receive special education in identifying sources of money that may be available from the Federal Government or this State for the provision of educational programs and services to such pupils.</p> <p>(Added to NRS by 1997, 1852; A 1999, 3300; 2001, 3134; 2005, 2403; 2007, 2576; 2009, 935; 2011, 765, 2368, 3056; 2013, 1600; 2015, 3703, 3705) — (Substituted in revision for part of NRS 386.570)</p>
388A.159	<p>NRS 388A.159 Authority deemed local educational agency for all purposes.</p> <p>1. The State Public Charter School Authority is hereby deemed a local educational agency for all purposes, including, without limitation:</p> <p>(a) The provision of a free and appropriate public education to each pupil enrolled in a charter school sponsored by the State Public Charter School Authority;</p> <p>(b) The provision of special education and related services provided by a charter school sponsored by the State Public Charter School Authority; and</p> <p>(c) Directing the proportionate share of any money available from federal and state categorical grant programs to charter schools which are sponsored by the State Public Charter School Authority or a college or university within the Nevada System of Higher Education that are eligible to receive such money.</p>
388A.405	<p>NRS 388A.405 Eligibility for available money from Department for facilities for charter schools that meet certain conditions; requirements for performance audit; exemption from annual performance audit; quarterly financial report.</p> <p>1. To the extent money is available from legislative appropriation or otherwise, a charter school may apply to the Department for money for facilities if:</p> <p>(a) The charter school has been operating in this State for at least 5 consecutive years and is in good financial standing;</p> <p>(b) Each financial audit and each performance audit of the charter school required by the Department pursuant to NRS 388A.105 or 388A.110 contains no major notations, corrections or errors concerning the charter school for at least 5 consecutive years;</p> <p>(c) The charter school has met or exceeded the school achievement targets and performance targets established pursuant to the statewide system of accountability for public schools or has demonstrated improvement in the achievement of pupils enrolled in the charter school, as indicated by those school achievement targets and performance targets, for the majority of the years of its operation; and</p> <p>(d) At least 75 percent of the pupils enrolled in grade 12 in the charter school in the immediately preceding school year have satisfied the requirements of subsection 3 or 4 of NRS 390.600 or the criteria prescribed by the State Board pursuant to subsection 1 of NRS 390.600, if the charter school enrolls pupils at a high school grade level.</p>
387.3335	<p>NRS 387.3335 Application for grant; proof of emergency conditions; determinations by Department of Taxation and State Public Works Division; approval by State Board of Examiners; awards of grants.</p> <p>1. The board of trustees of a school district may apply to the Director of the Office of Finance for a grant of money from the Fund created pursuant to NRS 387.333 on a form provided by the Director of the Office of Finance. The application must be accompanied by proof that the following emergency conditions exist within the school district:</p> <p>(a) The combined ad valorem tax rate of the county is at the limit imposed by NRS 361.453; and</p> <p>(b) At least:</p> <p>(1) One building that is located on the grounds of a school within the school district has been condemned;</p> <p>(2) One of the facilities that is located on the grounds of a school within the school district is</p>

	<p>unsuitable for use as a result of:</p> <p>(I) Structural defects;</p> <p>(II) Barriers to accessibility; or</p> <p>(III) Hazards to life, health or safety, including, without limitation, environmental hazards and the operation of the facility in an unsafe manner; or</p> <p>(3) One of the facilities that is located on the grounds of a school within the school district is in such a condition that the cost of renovating the facility would exceed 40 percent of the cost of constructing a new facility.</p>
388A.432 to 388A.438	<p>NRS 388A.432 Creation; investment; credit of interest and income; deposit of money; payment of claims; acceptance of gifts and grants.</p> <p>1. The Account for Charter Schools is hereby created in the State General Fund as a revolving loan account, to be administered by the State Public Charter School Authority.</p> <p>2. The money in the Account must be invested as money in other state accounts is invested. All interest and income earned on the money in the Account must be credited to the Account. Any money remaining in the Account at the end of a fiscal year does not revert to the State General Fund, and the balance in the Account must be carried forward.</p> <p>3. All payments of principal and interest on all the loans made to a charter school from the Account must be deposited with the State Treasurer for credit to the Account.</p> <p>4. Claims against the Account must be paid as other claims against the State are paid.</p> <p>5. The State Public Charter School Authority may accept gifts, grants, bequests and donations from any source for deposit in the Account.</p> <p>(Added to NRS by 2001, 3124; A 2011, 446; 2013, 27th Special Session, 4) — (Substituted in revision for NRS 386.576)</p> <p>NRS 388A.435 Authorized uses of money in Account; limitation on amount of loans.</p> <p>1. Money in the Account for Charter Schools may be expended for the purposes set forth in subsection 2 or for any other purpose authorized by the Legislature.</p> <p>2. After deducting the costs directly related to administering the Account for Charter Schools, the State Public Charter School Authority may use the money available in the Account for Charter Schools, including repayments of principal and interest on loans made from the Account, and interest and income earned on money in the Account, to make loans at or below market rate to charter schools for the costs identified in the loan application for use:</p> <p>(a) In preparing a charter school to commence its first year of operation;</p> <p>(b) To improve a charter school that has been in operation; and</p> <p>(c) To fund recruitment of teachers and pupils to new charter school facilities and enrollment of pupils in such facilities.</p> <p>3. The total amount of a loan that may be made to a charter school pursuant to subsection 2 must not exceed the lesser of an amount equal to \$500 per pupil enrolled or to be enrolled at the charter school or \$200,000.</p> <p>(Added to NRS by 2001, 3124; A 2013, 27th Special Session, 5; 2015, 2207, 3298) — (Substituted in revision for NRS 386.577)</p> <p>NRS 388A.438 Application for loan; requirements of contract for loan; regulations. [Effective through December 31, 2019.]</p> <p>1. If the governing body of a charter school has a written charter issued or a charter contract executed pursuant to NRS 388A.270, the governing body may submit an application to the State Public Charter School Authority for a loan from the Account for Charter Schools. An application must include a written description of the manner in which the loan will be used to prepare the charter school for its first year of operation or to improve a charter school that has been in operation.</p> <p>2. The State Public Charter School Authority shall, within the limits of money available for use in the Account, make loans to charter schools whose applications have been approved. If the State Public Charter School Authority makes a loan from the Account, the State Public Charter School Authority shall ensure that the contract for the loan includes all terms and conditions for repayment of the loan.</p> <p>3. The State Public Charter School Authority:</p> <p>(a) Shall adopt regulations that prescribe the:</p>

	<p>(1) Annual deadline for submission of an application to the State Public Charter School Authority by a charter school that desires to receive a loan from the Account; and</p> <p>(2) Period for repayment and the rate of interest for loans made from the Account.</p> <p>(b) May adopt such other regulations as it deems necessary to carry out the provisions of this section and NRS 388A.432 and 388A.435.</p> <p>(Added to NRS by 2001, 3124; A 2013, 2929; 2013, 27th Special Session, 5; 2015, 3298) — (Substituted in revision for NRS 386.578)</p>
388A.550 to 388A.640	<p>NRS 388A.550 Short title. NRS 388A.550 to 388A.695, inclusive, may be cited as the Charter School Financing Law.</p> <p>(Added to NRS by 2013, 1588) — (Substituted in revision for NRS 386.612)</p> <p>NRS 388A.555 Definitions. As used in NRS 388A.550 to 388A.695, inclusive, unless the context otherwise requires, the words and terms defined in NRS 388A.560 to 388A.605, inclusive, have the meanings ascribed to them in those sections.</p> <p>(Added to NRS by 2013, 1588) — (Substituted in revision for NRS 386.613)</p> <p>NRS 388A.560 “Bond” and “revenue bond” defined. “Bond” or “revenue bond” means any bond, note, security or other evidence of indebtedness issued pursuant to NRS 388A.550 to 388A.695, inclusive.</p> <p>(Added to NRS by 2013, 1588) — (Substituted in revision for NRS 386.614)</p> <p>NRS 388A.565 “Cost of the project” defined. “Cost of the project” means all or a designated part of the cost of any project, including any incidental cost pertaining to the project. The cost of a project may include, without limitation, the costs of:</p> <ol style="list-style-type: none"> <li>1. Surveys, audits, preliminary plans, other plans, specifications, estimates and other costs of preparations;</li> <li>2. Appraising, printing, estimating, advice and services of engineers, architects, financial consultants, attorneys, clerical personnel and other agents and employees;</li> <li>3. Publishing, posting, mailing and otherwise giving notice, filing or recording instruments, taking options and fees to banks;</li> <li>4. Establishment of a reserve for contingencies;</li> <li>5. Interest on bonds for any time which does not exceed the estimated period of construction plus 1 year, discounts on bonds, reserves for the payment of the principal of and interest on bonds, replacement expenses and other costs of issuing bonds;</li> <li>6. Amending any resolution or other instrument authorizing the issuance of, or otherwise relating to, bonds for the project; and</li> <li>7. Short-term financing and the expense of operation and maintenance of the project.</li> </ol> <p>(Added to NRS by 2013, 1588) — (Substituted in revision for NRS 386.615)</p> <p>NRS 388A.570 “Director of the Department of Business and Industry” defined. “Director of the Department of Business and Industry” means the Director of the Department of Business and Industry or any person within the Department of Business and Industry designated by the Director of the Department of Business and Industry to perform duties in connection with a project or the issuance of bonds pursuant to NRS 388A.550 to 388A.695, inclusive.</p> <p>(Added to NRS by 2013, 1589; A 2015, 2387) — (Substituted in revision for NRS 386.616)</p> <p>NRS 388A.575 “Expense of operation and maintenance” defined. “Expense of operation and maintenance” means any reasonable and necessary expense of the State for the operation, maintenance and administration of a project or of the collection and administration of revenues from a project and includes, without limitation:</p> <ol style="list-style-type: none"> <li>1. Expenses for engineering, auditing, reporting, legal services and other expenses of the Director of the Department of Business and Industry which are directly related to the administration of projects.</li> <li>2. Premiums for fidelity bonds and policies of property and liability insurance pertaining to projects, and shares of the premiums of blanket bonds and policies which may be reasonably allocated to the State.</li> <li>3. Payments to pension, retirement, health insurance and other insurance funds.</li> <li>4. Reasonable charges made by any paying agent, commercial bank, credit union, trust company or other depository bank pertaining to bonds issued pursuant to NRS 388A.550 to 388A.695, inclusive.</li> </ol>

	<p>5. Services rendered under the terms of a contract, services of professionally qualified persons, salaries, administrative expenses and the cost of materials, supplies and labor pertaining to the issuance of any bonds pursuant to NRS 388A.550 to 388A.695, inclusive, including the expenses of any trustee, receiver or other fiduciary.</p> <p>6. Costs incurred in the collection and any refund of revenues from a project, including the amount of the refund.</p> <p>7. Fees and costs incurred by the Director of the Department of Business and Industry for ensuring compliance with the provisions of NRS 388A.550 to 388A.695, inclusive. (Added to NRS by 2013, 1589) — (Substituted in revision for NRS 386.617)</p> <p>NRS 388A.580 “Finance” and “financing” defined. “Finance” or “financing” includes, without limitation, the issuance of bonds by the Director of the Department of Business and Industry for the purpose of using all or any part of the proceeds to pay for or to reimburse a user or the designee of a user for the cost of acquiring, improving or equipping the facilities of a project, or to provide money for the project itself, where appropriate, whether these costs are incurred by the obligor or a designee of the obligor. (Added to NRS by 2013, 1589) — (Substituted in revision for NRS 386.618)</p> <p>NRS 388A.585 “Financing agreement” defined. “Financing agreement” means an agreement by which the Director of the Department of Business and Industry agrees to issue bonds pursuant to NRS 388A.550 to 388A.695, inclusive, to finance one or more projects and the obligor agrees to:</p> <ol style="list-style-type: none"> <li>1. Make payments directly or through notes, debentures, bonds or other secured or unsecured debt obligations of the obligor executed and delivered by the obligor to the Director of the Department of Business and Industry or his or her designee or assignee, including a trustee, sufficient to pay the principal of, premium, if any, and interest on the bonds;</li> <li>2. Pay other amounts required by NRS 388A.550 to 388A.695, inclusive; and</li> <li>3. Comply with all the applicable provisions of NRS 388A.550 to 388A.695, inclusive.</li> </ol> <p>(Added to NRS by 2013, 1590; A 2015, 2387) — (Substituted in revision for NRS 386.619)</p> <p>NRS 388A.590 “Mortgage” defined. “Mortgage” means a mortgage, trust deed or other security device. (Added to NRS by 2013, 1590) — (Substituted in revision for NRS 386.620)</p> <p>NRS 388A.595 “Obligor” defined. “Obligor” means a charter school, natural person, partnership, firm, company, corporation, association, trust, estate, political subdivision, state agency or any other legal entity, or its legal representative, agent or assigns, who agrees to make the payments required by a financing agreement. (Added to NRS by 2013, 1590) — (Substituted in revision for NRS 386.621)</p> <p>NRS 388A.600 “Project” defined. “Project” means:</p> <ol style="list-style-type: none"> <li>1. Any building, structure or real property owned, to be acquired or used by a charter school for any of its educational purposes and all related appurtenances, easements, rights-of-way, improvements, paving, utilities, landscaping and parking facilities, together with all the personal property necessary, convenient or appurtenant thereto; or</li> <li>2. Any capital equipment owned, to be acquired or used by a charter school for any of its educational purposes.</li> </ol> <p>(Added to NRS by 2013, 1590) — (Substituted in revision for NRS 386.622)</p> <p>NRS 388A.605 “Revenues” defined. “Revenues” includes, with respect to a project, payments under a lease, agreement of sale or financing agreement, or under notes, debentures, bonds and other secured or unsecured debt obligations of an obligor executed and delivered by the obligor to the Director of the Department of Business and Industry or his or her designee or assignee, including a trustee, pursuant to a lease, agreement of sale or financing agreement, or under any guarantee of or insurance with respect to any such lease, agreement of sale or financing agreement. (Added to NRS by 2013, 1590) — (Substituted in revision for NRS 386.624)</p> <p>NRS 388A.620 Declaration of legislative intent.</p> <ol style="list-style-type: none"> <li>1. It is the intent of the Legislature to authorize the Director of the Department of Business and Industry to finance facilities or other improvements to be owned, acquired and used by a charter school for any of its educational purposes.</li> <li>2. The Director of the Department of Business and Industry has all the powers necessary to accomplish the purposes set forth in NRS 388A.550 to 388A.695, inclusive, but these powers must be exercised for the health, safety, convenience, prosperity and welfare of the inhabitants of this</li> </ol>
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	<p>State.</p> <p>3. NRS 388A.550 to 388A.695, inclusive, must be liberally construed in conformity with the purposes set forth in this section. (Added to NRS by 2013, 1590) — (Substituted in revision for NRS 386.628)</p> <p>NRS 388A.625 Limitation of actions. No action may be brought questioning the legality of any contract, lease, agreement, indenture, mortgage, order or bonds executed, adopted or taken in connection with any project or improvements authorized by NRS 388A.550 to 388A.695, inclusive, more than 30 days after the effective date of the order of the Director of the Department of Business and Industry authorizing the issuance of those bonds. (Added to NRS by 2013, 1595) — (Substituted in revision for NRS 386.644)</p> <p>NRS 388A.630 Faith of State pledged against repeal, amendment or modification of NRS 388A.550 to 388A.695, inclusive.</p> <p>1. Except as otherwise provided in subsection 2, the faith of the State is hereby pledged that NRS 388A.550 to 388A.695, inclusive, will not be repealed, amended or modified to impair any outstanding bonds or any revenues pledged to their payment, or to impair, limit or alter the rights or powers vested in a charter school to acquire, finance, improve and equip a project in any way that would jeopardize the interest of any lessee, purchaser or other obligor, or to limit or alter the rights or powers vested in the Director of the Department of Business and Industry to perform any agreement made with any lessee, purchaser or other obligor, until all bonds have been discharged in full or provisions for their payment and redemption have been fully made.</p> <p>2. The provisions of subsection 1 must not be construed so as to bind the State, the Legislature or any agency of the foregoing to continue to apportion funds to charter schools or to maintain such apportionments at any existing levels. (Added to NRS by 2013, 1595; A 2015, 2391) — (Substituted in revision for NRS 386.646)</p> <p>NRS 388A.635 Sufficiency of NRS 388A.550 to 388A.695, inclusive; construction.</p> <p>1. NRS 388A.550 to 388A.695, inclusive, without reference to other statutes of this State, constitute full authority for the exercise of powers granted in those sections, including, without limitation, the authorization and issuance of bonds.</p> <p>2. No other act or law with regard to the authorization or issuance of bonds that provides for an election, requires an approval, or in any way impedes or restricts the carrying out of the acts authorized by NRS 388A.550 to 388A.695, inclusive, to be done, applies to any proceedings taken or acts done pursuant to those sections, except for laws to which reference is expressly made in those sections or by necessary implication of those sections.</p> <p>3. The provisions of no other law, either general or local, except as provided in NRS 388A.550 to 388A.695, inclusive, apply to the doing of the things authorized in those sections to be done, and no board, agency, bureau, commission or official not designated in those sections has any authority or jurisdiction over the doing of any of the acts authorized in those sections to be done, except as otherwise provided in those sections.</p> <p>4. A project is not subject to any requirements relating to public buildings, structures, ground works or improvements imposed by the statutes of this State or any other similar requirements which may be lawfully waived by this section, and any requirement of competitive bidding or other restriction imposed on the procedure for award of contracts for such purpose or the lease, sale or other disposition of property is not applicable to any action taken pursuant to NRS 388A.550 to 388A.695, inclusive, except that the provisions of NRS 338.013 to 338.090, inclusive, apply to any contract for new construction, repair or reconstruction for which tentative approval for financing is granted on or after July 1, 2019, by the Director of the Department of Business and Industry. The Director, the lessee, purchaser or other obligor, any contractor who is awarded a contract or enters into an agreement to perform the construction, repair or reconstruction for the project, and any subcontractor who performs any portion of such construction, repair or reconstruction shall comply with the provisions of NRS 338.013 to 338.090, inclusive, in the same manner as if a public body had undertaken the project or had awarded the contract.</p> <p>5. Any bank or trust company located within or without this State may be appointed and act as a trustee with respect to bonds issued and projects financed pursuant to NRS 388A.550 to 388A.695, inclusive, without the necessity of associating with any other person or entity as cofiduciary, but such an association is not prohibited.</p> <p>6. The powers conferred by NRS 388A.550 to 388A.695, inclusive, are in addition and</p>
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	<p>supplemental to, and not in substitution for, and the limitations imposed by those sections do not affect, the powers conferred by any other law.</p> <p>7. No part of NRS 388A.550 to 388A.695, inclusive, repeals or affects any other law or part thereof, except to the extent that those sections are inconsistent with any other law, it being intended that those sections provide a separate method of accomplishing its objectives, and not an exclusive one.</p> <p>8. The Director of the Department of Business and Industry or a person designated by the Director of the Department of Business and Industry may take any actions and execute and deliver any instruments, contracts, certificates and other documents, including the bonds, necessary or appropriate for the sale and issuance of the bonds or accomplishing the purposes of NRS 388A.550 to 388A.695, inclusive, without the assistance or intervention of any other officer. (Added to NRS by 2013, 1595; A 2015, 2391; 2019, 714) — (Substituted in revision for NRS 386.647)</p> <p>NRS 388A.640 Regulations. The Director of the Department of Business and Industry shall adopt regulations to carry out the provisions of NRS 388A.550 to 388A.695, inclusive, including, without limitation, regulations for:</p> <p>1. Investment and reinvestment of the proceeds from the sale of the bonds, including, without limitation:</p> <ul style="list-style-type: none"> <li>(a) Bonds or other obligations of the United States of America.</li> <li>(b) Bonds or other obligations, the payment of the principal and interest of which is unconditionally guaranteed by the United States of America.</li> <li>(c) Obligations issued or guaranteed as to principal and interest by any agency or person controlled or supervised by and acting as an instrumentality of the United States of America pursuant to authority granted by the Congress of the United States of America.</li> <li>(d) Obligations issued or guaranteed by any state of the United States of America, or any political subdivision of any state.</li> <li>(e) Prime commercial paper.</li> <li>(f) Prime finance company paper.</li> <li>(g) Bankers' acceptances drawn on and accepted by commercial banks.</li> <li>(h) Repurchase agreements fully secured by obligations issued or guaranteed as to principal and interest by the United States of America or by any person controlled or supervised by and acting as an instrumentality of the United States of America pursuant to authority granted by the Congress of the United States of America.</li> <li>(i) Certificates of deposit issued by credit unions or commercial banks, including banks domiciled outside of the United States of America.</li> <li>(j) Money market mutual funds that: <ul style="list-style-type: none"> <li>(1) Are registered with the Securities and Exchange Commission;</li> <li>(2) Are rated by a nationally recognized rating service as "AAA" or its equivalent; and</li> <li>(3) Invest only in securities issued or guaranteed as to payment of principal and interest by the Federal Government, or its agencies or instrumentalities, or in repurchase agreements that are fully collateralized by such securities.</li> </ul> </li> </ul> <p>2. Receiving, holding and disbursing of proceeds of the sale of bonds by one or more banks, credit unions or trust companies located within or without this State. (Added to NRS by 2013, 1593) — (Substituted in revision for NRS 386.649)</p>
388A.378	<p>NRS 388A.378 Authorization to contract with school district for services and facilities; limitation on amount charged by school district for provision of services; donation of surplus property of school district; authorization to acquire or purchase buildings, structures or property and engage in certain financial transactions.</p> <p>1. The governing body of a charter school may contract with the board of trustees of the school district in which the charter school is located or in which a pupil enrolled in the charter school resides or with the Nevada System of Higher Education for the provision of facilities to operate the charter school or to perform any service relating to the operation of the charter school, including, without limitation, transportation, the provision of health services for the pupils who are enrolled in the charter school and the provision of school police officers. If the board of trustees of a school district or a college or university within the Nevada System of Higher Education is the sponsor of</p>

	<p>the charter school, the governing body and the sponsor must enter into a service agreement pursuant to NRS 388A.381 before the provision of such services other than for the provision of school police officers when the provisions of NRS 388A.384 apply. If the board of trustees of a school district provides services to a charter school pursuant to this section or NRS 388A.474, it shall not charge more than its cost for providing such services determined on a cost per pupil basis.</p> <p>2. A charter school may use any public facility located within the school district in which the charter school is located. A charter school may use school buildings owned by the school district only upon approval of the board of trustees of the school district.</p> <p>3. The board of trustees of a school district may donate surplus personal property of the school district to a charter school that is located within the school district.</p> <p>4. A charter school may:</p> <p>(a) Acquire by construction, purchase, devise, gift, exchange or lease, or any combination of those methods, and construct, reconstruct, improve, maintain, equip and furnish any building, structure or property to be used for any of its educational purposes and the related appurtenances, easements, rights-of-way, improvements, paving, utilities, landscaping, parking facilities and lands;</p> <p>(b) Mortgage, pledge or otherwise encumber all or any part of its property or assets;</p> <p>(c) Borrow money and otherwise incur indebtedness; and</p> <p>(d) Use public money to purchase real property or buildings with the approval of the sponsor.</p> <p>(Added to NRS by 1997, 1850; A 1999, 3299; 2001, 3133; 2007, 2575; 2009, 934; 2011, 2366, 3055; 2013, 1598; 2015, 1735, 3293, 3802) — (Substituted in revision for part of NRS 386.560)</p>
388A.045	<p>NRS 388A.045 “Pupil ‘at risk’ ” defined. A pupil is “at risk” if the pupil has an economic or academic disadvantage such that he or she requires special services and assistance to enable him or her to succeed in educational programs. The term includes, without limitation, pupils who are members of economically disadvantaged families, pupils who are English learners, pupils who are at risk of dropping out of high school and pupils who do not meet minimum standards of academic proficiency. The term does not include a pupil with a disability.</p> <p>(Added to NRS by 1997, 1843; A 2001, 3125; 2003, 19th Special Session, 44; 2005, 1656, 1662, 2398; 2007, 1256, 2567; 2011, 2358; 2017, 3237) — (Substituted in revision for NRS 386.500)</p>
388A.220	<p>NRS 388A.220 Application to sponsor charter schools; preparation of evaluation of academic needs of pupils in geographic area served by sponsor.</p> <p>6. On or before January 31 of each year, the State Public Charter School Authority shall prepare, in collaboration with the Department and, to the extent practicable, the board of trustees of each school district in this State and any other sponsor of a charter school in this State, an evaluation of demographic information of pupils, the academic needs of pupils and the needs of any pupils who are at risk of dropping out of school in this State.</p>
388A.167	<p>NRS 388A.167 Plan to manage growth of charter schools.</p> <p>1. The State Public Charter School Authority shall establish a plan to manage the growth of charter schools in this State. The plan must set forth the status of existing charter schools and a 5-year projection of anticipated growth in the number of charter schools.</p> <p>2. To develop the plan pursuant to subsection 1, the Authority shall determine the projected number of:</p> <p>(a) New charter schools that the Authority will approve;</p> <p>(b) Additional campuses of charter schools that the Authority will approve;</p> <p>(c) Charter schools that will expand the grade levels offered at the charter schools or will otherwise increase enrollment of pupils at the charter schools; and</p> <p>(d) Charter schools whose charter contracts will expire and the likelihood that the charter contracts will be renewed.</p> <p>3. In addition to the information described in subsection 2, to develop the plan pursuant to subsection 1, the Authority shall consider:</p> <p>(a) Information relating to pupils included in the statewide system of accountability for public schools, including, without limitation, information relating to specific groups and subgroups of pupils;</p> <p>(b) Information relating to the academic needs of pupils in the various geographic areas of the State; and</p> <p>(c) Any other information the Authority deems necessary to determine whether increasing the</p>




	<p>number of charter schools or expanding the campuses of existing charter schools will best serve the pupils of this State.</p> <p>4. The Authority, the Department and each board of trustees of a school district in this State shall collaborate in developing the plan pursuant to subsection 1.</p> <p>5. The Authority shall review the plan at least biennially and revise the plan as necessary.</p> <p>(Added to NRS by 2019, 2300)</p>
385A.730	<p>NRS 385A.730 Regulations governing alternative performance framework.</p> <p>1. The State Board shall adopt regulations that prescribe an alternative performance framework to evaluate public schools that are approved pursuant to NRS 385A.740. Such regulations must include, without limitation, an alternative manner in which to evaluate such a school and the manner in which the school will be included within the statewide system of accountability set forth in this chapter.</p> <p>2. The regulations adopted pursuant to subsection 1 must also set forth the manner in which:</p> <p>(a) The progress of pupils enrolled in a public school for which an alternative performance framework has been approved pursuant to NRS 385A.740 will be accounted for within the statewide system of accountability; and</p> <p>(b) To report the results of pupils enrolled in such a public school on the examinations administered pursuant to NRS 390.105 and, if applicable for the grade levels of the pupils enrolled, the college and career readiness assessment administered pursuant to NRS 390.610.</p> <p>(Added to NRS by 2015, 2458; A 2017, 3230)</p>
385A.740	<p>NRS 385A.740 Application for approval to be rated using alternative performance framework; eligibility. [Effective through December 31, 2019.]</p> <p>1. A public school, including, without limitation, a charter school, that wishes to be rated using the alternative performance framework prescribed by the State Board pursuant to NRS 385A.730 must request the board of trustees of the school district or sponsor of the charter school, as applicable, to apply to the State Board on behalf of the school for approval to be rated using the alternative performance framework.</p> <p>2. The board of trustees of a school district or the sponsor of a charter school, as applicable, may apply to the State Board on behalf of a school for the school to be rated using the alternative performance framework by submitting a form prescribed by the Department.</p> <p>3. A public school is eligible to be rated using the alternative performance framework if:</p> <p>(a) The school specifies that the mission of the school is to serve pupils who:</p> <p>(1) Have been expelled or suspended from a public school, including, without limitation, a charter school;</p> <p>(2) Have been deemed to be a habitual disciplinary problem pursuant to NRS 392.4655;</p> <p>(3) Are academically disadvantaged;</p> <p>(4) Have been adjudicated delinquent;</p> <p>(5) Have been adjudicated to be in need of supervision for a reason set forth in NRS 62B.320; or</p> <p>(6) Have an individualized education program; and</p> <p>(b) At least 75 percent of the pupils enrolled at the school fall within one or more of the categories listed in paragraph (a).</p> <p>4. In addition to the provisions of subsection 3, a charter school is eligible to be rated using the alternative performance framework if the charter school:</p> <p>(a) Specifies in its written charter or charter contract that:</p> <p>(1) The mission of the charter school is to serve primarily pupils who are described in subparagraphs (1) to (6), inclusive, of paragraph (a) of subsection 3; and</p> <p>(2) The admissions policy of the charter school only allows the pupils identified in its mission statement to newly enroll in the charter school;</p> <p>(b) At the time of its application to be rated using the alternative performance framework, has an enrollment of at least 75 percent of pupils who are pupils identified in its mission statement; and</p> <p>(c) Completes any requirements to transition to the alternative performance framework required by the proposed sponsor of the charter school pursuant to NRS 388A.274.</p> <p>5. As used in this section, “academically disadvantaged” includes, without limitation, being retained in the same grade level two or more times or having a deficiency in the credits required to</p>

	graduate on time. (Added to NRS by 2015, 2458; A 2017, 3373)
R-126-15	<p>As used in section 3 of Senate Bill No. 460, chapter 429, Statutes of Nevada 2015, at page 2458 (NRS 385A.740), the Department will interpret the term “deficiency in the credits required to graduate on time” to mean a pupil who, upon completion of:</p> <ol style="list-style-type: none"> <li><b>1.</b> Ninth grade or two semesters of high school, has zero credits.</li> <li><b>2.</b> Tenth grade or four semesters of high school, has five or fewer credits.</li> <li><b>3.</b> Eleventh grade or six semesters of high school, has 11 or fewer credits.</li> <li><b>4.</b> Twelfth grade or eight semesters of high school, has 17 or fewer credits.</li> </ol> <p>Sec. 3. 1. The board of trustees of a school district or the sponsor of a charter school that applies to have a school within the district or the charter school, as applicable, rated by the State Board using an alternative performance framework must submit with its application a record of:</p> <ol style="list-style-type: none"> <li><b>(a)</b> The total number of pupils enrolled in the school; and</li> <li><b>(b)</b> The total number of pupils enrolled in the school who fall within one or more of the categories set forth in paragraph (a) of subsection 3 of section 3 of Senate Bill No. 460, chapter 429, Statutes of Nevada 2015, at page 2458 (NRS 385A.740).</li> </ol> <p>2. In determining the total number of pupils for purposes of paragraph (b) of subsection 1, a school may only count a pupil one time even if the pupil falls within more than one category.</p> <p>Sec. 4. 1. The board of trustees of a school district in which a public school has been approved by the State Board to be rated using an alternative performance framework or the sponsor of a charter school that has been approved to be rated using an alternative performance framework, as applicable, must notify the State Board if:</p> <ol style="list-style-type: none"> <li><b>(a)</b> The school no longer meets the requirements for eligibility to be rated using the alternative performance framework set forth in subsection 3 of section 3 of Senate Bill No. 460, chapter 429, Statutes of Nevada 2015, at page 2458 (NRS 385A.740); or</li> <li><b>(b)</b> The school no longer wishes to be rated using an alternative performance framework.</li> </ol> <p>2. The State Board will continue to use the alternative performance framework to rate a school for which notice is received pursuant to subsection 1, or for which the State Board determines no longer meets the requirements to be rated using the alternative performance framework set forth in subsection 3 of section 3 of Senate Bill No. 460, chapter 429, Statutes of Nevada 2015, at page 2458 (NRS 385A.740), until the next school year.</p> <p><b>3.</b> After a school has been rated using the alternative performance framework for 4 years, the State Board may require the board of trustees of the school district or the sponsor of the charter school, as applicable, to update the information that was included on the application that was submitted to be rated using the alternative performance framework pursuant to subsection 1 of section 3 of this regulation to verify whether the school continues to meet the requirements for eligibility to be rated using the alternative performance framework.</p> <p><b>4.</b> A school that no longer qualifies or no longer wishes to be rated using the alternative performance framework must be rated during the next school year using the performance framework for the school that was used before it was rated using the alternative performance framework.</p> <p>Sec. 5. 1. For each school that is approved by the State Board to be rated using an alternative performance framework pursuant to section 3 of Senate Bill No. 460, chapter 429, Statutes of Nevada 2015, at page 2458 (NRS 385A.740), the Department will:</p> <ol style="list-style-type: none"> <li><b>(a)</b> As soon as sufficient data is available, establish a baseline level of achievement in categories selected by the Department against which pupil achievement and school performance will be rated each year for the school. Such categories may include, without limitation: <ol style="list-style-type: none"> <li><b>(1)</b> Results of pupils enrolled at the school on the examinations administered pursuant to NRS 389.550, as amended by section 13 of Senate Bill No. 25, chapter 371, Statutes of Nevada 2015 at page 2098, and section 1 of Senate Bill No. 75, chapter 228, Statutes of Nevada 2015, at page 1083, and NRS 389.805 and the college and career readiness assessment administered pursuant to NRS 389.807;</li> </ol> </li> </ol>

	<p>(2) The rate of attendance of pupils;</p> <p>(3) The number of credits completed by each pupil each year;</p> <p>(4) Graduation rates;</p> <p>(5) Results from a survey concerning the culture of the school;</p> <p>(6) Information on the discipline of pupils at the school, including, without limitation, records of suspensions or expulsions of pupils; and</p> <p>(7) The progress in meeting the objectives and goals described in the individualized education program of pupils at the school.</p> <p>(b) As soon as practicable, measure the pupil achievement and school performance for the school by comparing the results in the categories selected pursuant to subparagraphs (1) to (7), inclusive, of paragraph (a) for the current school year with those of the immediately preceding school year.</p> <p>(c) Determine whether the school is making reasonable improvement toward meeting performance targets established pursuant to the statewide system of accountability for public schools.</p> <p>2. Results of pupils on the examinations administered pursuant to NRS 389.550, as amended by section 13 of Senate Bill No. 25, chapter 371, Statutes of Nevada 2015, at page 2098, and section 1 of Senate Bill No. 75, chapter 228, Statutes of Nevada 2015, at page 1083, and NRS 389.805 and the college and career readiness assessment administered pursuant to NRS 389.807 must be reported as a percentage of the performance targets established pursuant to the statewide system of accountability.</p>
388.1323	<p>NRS 388.1323 Office for a Safe and Respectful Learning Environment: Creation; appointment and duties of Director.</p> <p>1. The Office for a Safe and Respectful Learning Environment is hereby created within the Department.</p> <p>2. The Superintendent of Public Instruction shall appoint a Director of the Office, who shall serve at the pleasure of the Superintendent.</p> <p>3. The Director of the Office shall ensure that the Office:</p> <p>(a) Maintains a 24-hour, toll-free statewide hotline and Internet website by which any person can report a violation of the provisions of NRS 388.121 to 388.1395, inclusive, and obtain information about anti-bullying efforts and organizations; and</p> <p>(b) Provides outreach and anti-bullying education and training for pupils, parents and guardians, teachers, administrators, coaches and other staff members and the members of a governing body. The outreach and training must include, without limitation:</p> <p>(1) Training regarding methods, procedures and practice for recognizing bullying and cyber-bullying behaviors;</p> <p>(2) Training regarding effective intervention and remediation strategies regarding bullying and cyber-bullying;</p> <p>(3) Training regarding methods for reporting violations of NRS 388.135; and</p> <p>(4) Information on and referral to available resources regarding suicide prevention and the relationship between bullying or cyber-bullying and suicide, including, without limitation, resources for pupils who are members of groups at a high risk of suicide. Such groups include, without limitation, the groups described in subsection 3 of NRS 388.256.</p> <p>4. The Director of the Office shall establish procedures by which the Office may receive reports of bullying and cyber-bullying and complaints regarding violations of the provisions of NRS 388.121 to 388.1395, inclusive.</p> <p>5. The Director of the Office or his or her designee shall investigate any complaint that a teacher, administrator, coach or other staff member or member of a governing body has violated a provision of NRS 388.121 to 388.1395, inclusive. If a complaint alleges criminal conduct or an investigation leads the Director of the Office or his or her designee to suspect criminal conduct, the Director of the Office may request assistance from the Investigation Division of the Department of Public Safety.</p> <p>(Added to NRS by 2015, 410; A 2017, 4155; 2019, 1762)</p>

SB 515 (2015)	<p>Sec. 23. 1. The Department of Education shall transfer from the Other State Education Programs Account for the social worker or other licensed mental health worker grant program, the sum of \$5,594,400 for the Fiscal Year 2015-2016. 2. The money transferred by subsection 1 must be used by the Department of Education for a block grant program to school districts and charter schools to provide for contract social workers or other licensed mental health workers in schools with identified needs. 3. For purposes of the allocations of sums for the block grant program described in subsection 2, eligible licensed social or other mental health workers are defined as the following: (a) Licensed Clinical Social Worker; (b) Social Worker; (c) Social Worker Intern with Supervision; (d) Clinical Psychologist; (e) Psychologist Intern with Supervision; (f) Marriage and Family Therapist; (g) Mental Health Counselor; (h) Community Health Worker; (i) School-Based Health Centers; and (j) Licensed Nurse. 4. In addition to the transfer made by subsection 1, there is hereby appropriated from the State General Fund to the Interim Finance Committee the sum of \$11,188,800 for the Fiscal Year</p>
388.885	<p>NRS 388.885 Establishment of statewide framework for integrated student supports; requirements for framework; board of trustees and governing body of charter school required to take certain actions; requirements for requests for proposals for integrated student supports.</p> <p>1. The Department shall, to the extent money is available, establish a statewide framework for providing and coordinating integrated student supports for pupils enrolled in public schools and the families of such pupils. The statewide framework must:</p> <p>(a) Establish minimum standards for the provision of integrated student supports by school districts and charter schools. Such standards must be designed to allow a school district or charter school the flexibility to address the unique needs of the pupils enrolled in the school district or charter school.</p> <p>(b) Establish a protocol for providing and coordinating integrated student supports. Such a protocol must be designed to:</p> <p>(1) Support a school-based approach to promoting the success of all pupils by establishing a means to identify barriers to academic achievement and educational attainment of all pupils and methods for intervening and providing integrated student supports which are coordinated to reduce those barriers, including, without limitation, methods for:</p> <p>(I) Engaging the parents and guardians of pupils;</p> <p>(II) Assessing the social, emotional and academic development of pupils;</p> <p>(III) Attaining appropriate behavior from pupils; and</p> <p>(IV) Screening, intervening and monitoring the social, emotional and academic progress of pupils;</p> <p>(2) Encourage the provision of education in a manner that is centered around pupils and their families and is culturally and linguistically appropriate;</p> <p>(3) Encourage providers of integrated student supports to collaborate to improve academic achievement and educational attainment, including, without limitation, by:</p> <p>(I) Engaging in shared decision-making;</p> <p>(II) Establishing a referral process that reduces duplication of services and increases efficiencies in the manner in which barriers to academic achievement and educational attainment are addressed by such providers; and</p> <p>(III) Establishing productive working relationships between such providers;</p> <p>(4) Encourage collaboration between the Department and local educational agencies to develop training regarding:</p> <p>(I) Best practices for providing integrated student supports;</p> <p>(II) Establishing effective integrated student support teams comprised of persons or governmental entities providing integrated student supports;</p> <p>(III) Effective communication between providers of integrated student supports; and</p> <p>(IV) Compliance with applicable state and federal law; and</p> <p>(5) Support statewide and local organizations in their efforts to provide leadership, coordination, technical assistance, professional development and advocacy to improve access to integrated student supports and expand upon existing integrated student supports that address the physical, emotional and educational needs of pupils.</p> <p>(c) Include integration and coordination across school- and community-based providers of integrated student support services through the establishment of partnerships and systems that support this framework.</p>

	<p>(d) Establish accountability standards for each administrator of a school to ensure the provision and coordination of integrated student supports.</p> <p>2. The board of trustees of each school district and the governing body of each charter school shall:</p> <p>(a) Annually conduct a needs assessment for pupils enrolled in the school district or charter school, as applicable, to identify the academic and nonacademic supports needed within the district or charter school. The board of trustees of a school district or the governing body of a charter school shall be deemed to have satisfied this requirement if the board of trustees or the governing body has conducted such a needs assessment for the purpose of complying with any provision of federal law or any other provision of state law that requires the board of trustees or governing body to conduct such a needs assessment.</p> <p>(b) Ensure that mechanisms for data-driven decision-making are in place and the academic progress of pupils for whom integrated student supports have been provided is tracked.</p> <p>(c) Ensure integration and coordination between providers of integrated student supports.</p> <p>(d) To the extent money is available, ensure that pupils have access to social workers, mental health workers, counselors, psychologists, nurses, speech-language pathologists, audiologists and other school-based specialized instructional support personnel or community-based medical or behavioral providers of health care.</p> <p>3. Any request for proposals issued by a local educational agency for integrated student supports must include provisions requiring a provider of integrated student supports to comply with the protocol established by the Department pursuant to subsection 1.</p> <p>4. As used in this section, “integrated student support” means any measure designed to assist a pupil in:</p> <p>(a) Improving his or her academic achievement and educational attainment and maintaining stability and positivity in his or her life; and</p> <p>(b) His or her social, emotional and academic development.</p> <p>(Added to NRS by 2017, 1156; A 2019, 3246)</p>
R-131 16A Section 11	<p>Sec. 11. 1. If the sponsor of a charter school revokes the written charter or terminates the charter contract of the charter school, as applicable, the sponsor may restart the charter school pursuant to NRS 388A.300 by soliciting:</p> <p>(a) Requests to amend the written charter or charter contract, as applicable, for expansion from operating charter schools; and</p> <p>(b) Applications for a charter contract from committees to form a charter school and charter management organizations.</p> <p>--8--</p> <p>Approved Regulation R131-16</p> <p> The sponsor of the charter school shall review and evaluate such requests or applications on an expedited basis outside of its normal timeline for amendments or applications. The sponsor may select one or more such persons or entities to restart the charter school.</p> <p>2. The sponsor of a charter school shall grant the person or persons selected by the sponsor to restart a charter school the right of first refusal to acquire any assets of the previous charter school, including, without limitation, any facility owned by the previous charter school. Such person or persons may enter into negotiations to assume a lease of the previous charter school or secure a new facility in close proximity to the previous charter school.</p> <p>3. If a new charter school selected pursuant to this section will serve the same grade level as the previous charter school, the new charter school must ensure that any pupil who was enrolled in the previous charter school who wishes to enroll in the new charter school is enrolled in the new charter school before any new pupil may be enrolled. If more pupils who were enrolled in the previous charter school request enrollment in the new charter school at a grade level than the new charter school can accommodate, the new charter school shall hold an enrollment lottery for that grade level.</p>
388A.459	<p>NRS 388A.459 Weighted lottery for enrollment authorized in certain counties to improve diversity; certain counties with high enrollment in charter schools to establish uniform enrollment calendar and process for enrolling pupils.</p> <p>1. In a county in which more than five charter schools are located and the total number of pupils</p>

	<p>enrolled in the charter schools exceeds 25 percent of the combined enrollment of all public schools, including, without limitation, charter schools, the Department shall, in consultation with all sponsors of charter schools in the county, determine whether holding a weighted lottery for admission to charter schools would improve diversity in charter schools that do not have a preference for at-risk pupils. If the Department determines that a weighted lottery for admission to charter schools would improve diversity in such charter schools, the Department shall, to the extent authorized by federal law, adopt regulations authorizing charter schools to establish a weighted lottery.</p> <p>2. In a county in which more than ten charter schools are located and the total number of pupils enrolled in charter schools exceeds 50 percent of the combined enrollment of all public schools, including, without limitation, charter schools, the Department shall, in consultation with all sponsors of charter schools in the county:</p> <p>(a) Adopt regulations establishing a uniform enrollment calendar and process for enrolling pupils applicable to all charter schools in the county. The regulations must establish a lottery for admission to each charter school in the county. If a charter school does not have a preference for at-risk pupils, the lottery must, to the extent authorized by federal law, be a weighted lottery.</p> <p>(b) Allow the board of trustees of the school district to provide input regarding the enrollment calendar, processes for enrolling pupils and lotteries established pursuant to paragraph (a).</p> <p>3. As used in this section, “weighted lottery” means a lottery that gives additional weight to pupils who are identified as being part of a specified group of pupils. The term does not include the reservation of seats in the charter school for specified pupils or groups of pupils.</p> <p>(Added to NRS by 2015, 3256)</p>
388A.351	<p>NRS 388A.351 Annual report by sponsor of charter school. [Effective January 1, 2020.]</p> <p>1. On or before February 15 of each year, the sponsor of a charter school shall submit a written report to the Department on a form prescribed by the Department. The written report must include:</p> <p>(a) A summary evaluating the academic, financial and organizational performance of the charter school, as measured by the performance indicators, measures and metrics set forth in the performance framework for the charter school.</p> <p>(b) An identification of each charter school approved by the sponsor:</p> <p>(1) Which has not opened and the scheduled time for opening, if any;</p> <p>(2) Which is open and in operation;</p> <p>(3) Which has transferred sponsorship;</p> <p>(4) Whose charter contract has been terminated by the sponsor;</p> <p>(5) Whose charter contract has not been renewed by the sponsor; and</p> <p>(6) Which has voluntarily ceased operation.</p> <p>(c) A description of the strategic vision of the sponsor for the charter schools that it sponsors and the progress of the sponsor in achieving that vision.</p> <p>(d) A description of the services provided by the sponsor pursuant to a service agreement entered into with the governing body of the charter school pursuant to NRS 388A.381, including an itemized accounting of the actual costs of those services.</p> <p>(e) The amount of any money from the Federal Government that was distributed to the charter school, any concerns regarding the equity of such distributions and any recommendations on how to improve access to and distribution of money from the Federal Government.</p> <p>2. On or before April 1 of each year, the Department shall submit to the State Board the report required pursuant to this section, to be reviewed by the State Board.</p> <p>(Added to NRS by 1997, 1847; A 2001, 3141; 2005, 2410, 2546; 2007, 2577; 2009, 916, 938; 2011, 2371; 2013, 1670, 2936, 2937; 2019, 2069, effective January 1, 2020) — (Substituted in revision for NRS 386.610)</p>
388A.230	<p>NRS 388A.230 Review of sponsor; determination regarding continuation or revocation of authorization to sponsor charter school.</p> <p>1. At least once every 3 years, the Department shall conduct a comprehensive review of each sponsor of a charter school that the Department has approved for sponsorship pursuant to NRS 388A.220.</p> <p>4. After completing the comprehensive review, the Department shall determine whether to continue or revoke the authorization of a sponsor to sponsor charter schools.</p>

ESEA 4303 (f) (1) (a) (xii) (II)	<p>APPLICATIONS.—A State entity desiring to receive a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may require. The application shall include the following:</p> <p>DESCRIPTION OF PROGRAM.—A description of the State entity's objectives in running a quality charter school program under this section and how the objectives of the program will be carried out, including—</p> <p>a description of how the State entity will—</p> <p>support the opening of charter schools through the startup of new charter schools and, if applicable, the replication of high-quality charter schools, and the expansion of high-quality charter schools (including the proposed number of new charter schools to be opened, high-quality charter schools to be opened as a result of the replication of a high-quality charter school, or high-quality charter schools to be expanded under the State entity's program);</p> <p>inform eligible charter schools, developers, and authorized public chartering agencies of the availability of funds under the program;</p> <p>work with eligible applicants to ensure that the eligible applicants access all Federal funds that such applicants are eligible to receive, and help the charter schools supported by the applicants and the students attending those charter schools—</p> <p>participate in the Federal programs in which the schools and students are eligible to participate; receive the commensurate share of Federal funds the schools and students are eligible to receive under such programs; and meet the needs of students served under such programs, including students with disabilities and English learners;</p>
388A.270	<p>NRS 388A.270 Written charter or charter contract upon approval of application; notice to Department; determination of sponsor. [Effective through December 31, 2019.]</p> <p>1. If the proposed sponsor of a charter school approves an application to form a charter school, it shall, before June 11, 2013, grant a written charter to the governing body of the charter school or, on or after June 11, 2013, negotiate, develop and execute a charter contract with the governing body of the charter school. A charter contract must be executed not later than 60 days before the charter school commences operation. The charter contract must be in writing and incorporate, without limitation:</p> <p>(a) The performance framework for the charter school;</p> <p>(b) A description of the administrative relationship between the sponsor of the charter school and the governing body of the charter school, including, without limitation, the rights and duties of the sponsor and the governing body; and</p> <p>(c) Any pre-opening conditions which the sponsor has determined are necessary for the charter school to satisfy before the commencement of operation to ensure that the charter school meets all building, health, safety, insurance and other legal requirements.</p>
388A.223	<p>NRS 388A.223 Duties and powers; development of policies and practices; grounds for revocation of sponsorship; no private right of action against sponsor. [Effective through December 31, 2019.]</p> <p>1. Each sponsor of a charter school shall carry out the following duties and powers:</p> <p>(e) Monitoring, in accordance with this chapter and in accordance with the terms and conditions of the applicable charter contract, the performance and compliance of each charter school sponsored by the entity;</p> <p>(f) Determining whether the charter contract of a charter school that the entity sponsors merits renewal or whether the renewal of the charter contract should be denied or whether the written charter should be revoked or the charter contract terminated or restarted, as applicable, in accordance with NRS 388A.285, 388A.300 or 388A.330, as applicable;</p>
388A.303	<p>NRS 388A.303 Sponsor authorized to take certain action upon termination of charter contract; sponsor to make certain considerations before selecting governing body to operate additional campus of existing charter school. [Effective January 1, 2020.]</p> <p>1. If the sponsor of a charter school terminates a charter contract pursuant to NRS 388A.300 or 388A.330, the sponsor may:</p> <p>(a) Petition the district court to appoint a receiver, to be paid from the funds of the charter school, to oversee and manage the charter school until other arrangements are made for pupils who attend</p>

	<p>the school.</p> <p>(b) Issue a request for proposals inviting the governing body of another charter school to negotiate with the owner, mortgagor or lienholder of the facilities in which the charter school operated for the purpose of operating an additional campus of the other charter school under the sponsorship of either the sponsor of the charter school for which the charter contract has been terminated or the sponsor of the charter school that intends to operate an additional campus. If the governing body proposes to operate an additional campus of the other charter school under the sponsorship of:</p> <p>(1) The sponsor of the charter school for which the charter contract has been terminated and the sponsor is not the sponsor of the charter school currently operated by the governing body, the governing body must, before the additional campus begins operating, also submit to the sponsor of the charter school for which the charter contract has been terminated and receive approval for an application to form a charter school pursuant to NRS 388A.243 and 388A.246.</p> <p>(2) The sponsor of the charter school currently operated by the governing body, the governing body must, before the additional campus begins operating, also submit a request for and receive approval of an amendment to its charter contract to consolidate charter schools pursuant to NRS 388A.270, 388A.279 and 388A.282.</p> <p>2. Before selecting a governing body to operate another campus of an existing charter school to replace a charter school whose charter contract has been terminated pursuant to subsection 1, the sponsor must consider:</p> <p>(a) The performance record of the charter school in this State and other states;</p> <p>(b) The plan of the governing body for improving pupil achievement and school performance;</p> <p>(c) The suitability of the proposed academic program for pupils who were enrolled in the charter school before the termination of the charter contract; and</p> <p>(d) Input from members of the community in which the charter school is located and parents who were enrolled in the charter school before the termination of the charter contract, including, without limitation, the input described in subsection 1 of NRS 388A.336.</p>
ESEA 4303 (f) (1)(a)(iv)	<p>APPLICATIONS.—A State entity desiring to receive a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may require. The application shall include the following:</p> <p>DESCRIPTION OF PROGRAM.—A description of the State entity's objectives in running a quality charter school program under this section and how the objectives of the program will be carried out, including—</p> <p>a description of how the State entity will—</p> <p>support the opening of charter schools through the startup of new charter schools and, if applicable, the replication of high-quality charter schools, and the expansion of high-quality charter schools (including the proposed number of new charter schools to be opened, high-quality charter schools to be opened as a result of the replication of a high-quality charter school, or high-quality charter schools to be expanded under the State entity's program);</p> <p>inform eligible charter schools, developers, and authorized public chartering agencies of the availability of funds under the program;</p> <p>work with eligible applicants to ensure that the eligible applicants access all Federal funds that such applicants are eligible to receive, and help the charter schools supported by the applicants and the students attending those charter schools—</p> <p>participate in the Federal programs in which the schools and students are eligible to participate;</p> <p>receive the commensurate share of Federal funds the schools and students are eligible to receive under such programs; and</p> <p>meet the needs of students served under such programs, including students with disabilities and English learners;</p> <p>ensure that authorized public chartering agencies, in collaboration with surrounding local educational agencies where applicable, establish clear plans and procedures to assist students enrolled in a charter school that closes or loses its charter to attend other high-quality schools;</p>
ESEA 4303 (f) (1) (a) (v)	<p>in the case of a State entity that is not a State educational agency—</p> <p>work with the State educational agency and charter schools in the State to maximize charter school participation in Federal and State programs for which charter schools are eligible; and</p>



	work with the State educational agency to operate the State entity's program under this section, if applicable;
388A.246	<p>NRS 388A.246 Contents of application. An application to form a charter school must include all information prescribed by the Department by regulation and:</p> <ol style="list-style-type: none"> <li>1. A summary of the plan for the proposed charter school.</li> <li>2. A clear written description of the mission of the charter school and the goals for the charter school. A charter school must have as its stated purpose at least one of the following goals: <ol style="list-style-type: none"> <li>(a) Improving the academic achievement of pupils;</li> <li>(b) Encouraging the use of effective and innovative methods of teaching;</li> <li>(c) Providing an accurate measurement of the educational achievement of pupils;</li> <li>(d) Establishing accountability and transparency of public schools;</li> <li>(e) Providing a method for public schools to measure achievement based upon the performance of the schools; or</li> <li>(f) Creating new professional opportunities for teachers.</li> </ol> </li> <li>3. A clear description of the indicators, measures and metrics for the categories of academics, finances and organization that the charter school proposes to use, the external assessments that will be used to assess performance in those categories and the objectives that the committee to form a charter school plans to achieve in those categories, which must be expressed in terms of the objectives, measures and metrics. The objectives and the indicators, measures and metrics used by the charter school must be consistent with the performance framework adopted by the sponsor pursuant to NRS 388A.270.</li> <li>4. A resume and background information for each person who serves on the board of the charter management organization or the committee to form a charter school, as applicable, which must include the name, telephone number, electronic mail address, background, qualifications, any past or current affiliation with any charter school in this State or any other state, any potential conflicts of interest and any other information required by the sponsor.</li> <li>5. The proposed location of, or the geographic area to be served by, the charter school and evidence of a need and community support for the charter school in that area.</li> <li>6. The minimum, planned and maximum projected enrollment of pupils in each grade in the charter school for each year that the charter school would operate under the proposed charter contract.</li> <li>7. The procedure for applying for enrollment in the proposed charter school, which must include, without limitation, the proposed dates for accepting applications for enrollment in each year of operation under the proposed charter contract and a statement of whether the charter school will enroll pupils who are in a particular category of at-risk pupils before enrolling other children who are eligible to attend the charter school pursuant to NRS 388A.456 and the method for determining eligibility for enrollment in each such category of at-risk pupils served by the charter school.</li> <li>8. The academic program that the charter school proposes to use, a description of how the academic program complies with the requirements of NRS 388A.366, the proposed academic calendar for the first year of operation and a sample daily schedule for a pupil in each grade served by the charter school.</li> <li>9. A description of the proposed instructional design of the charter school and the type of learning environment the charter school will provide, including, without limitation, whether the charter school will provide a program of distance education, the planned class size and structure, the proposed curriculum for the charter school and the teaching methods that will be used at the charter school.</li> <li>10. The manner in which the charter school plans to identify and serve the needs of pupils with disabilities, pupils who are English learners, pupils who are academically behind their peers and gifted pupils.</li> <li>11. A description of any co-curricular or extracurricular activities that the charter school plans to offer and the manner in which these programs will be funded.</li> <li>12. Any uniform or dress code policy that the charter school plans to use.</li> <li>13. Plans and timelines for recruiting and enrolling students, including procedures for any lottery for admission that the charter school plans to conduct.</li> <li>14. The rules of behavior and punishments that the charter school plans to adopt pursuant to NRS 388A.495, including, without limitation, any unique discipline policies for pupils enrolled in a</li> </ol>

	<p>program of special education.</p> <p>15. A chart that clearly presents the proposed organizational structure of the charter school and a clear description of the roles and responsibilities of the governing body, administrators and any other persons included on the chart and a table summarizing the decision-making responsibilities of the staff and governing body of the charter school and, if applicable, the charter management organization that operates the charter school. The table must also identify the person responsible for each activity conducted by the charter school, including, without limitation, the person responsible for establishing curriculum and culture, providing professional development to employees of the charter school and making determinations concerning the staff of the charter school.</p> <p>16. The names of any external organizations that will play a role in operating the charter school and the role each such organization will play.</p> <p>17. The manner in which the governing body of the charter school will be chosen.</p> <p>18. A staffing chart for the first year in which the charter school plans to operate and a projected staffing plan for the term of the charter contract.</p> <p>19. Plans for recruiting administrators, teachers and other staff, providing professional development to such staff.</p> <p>20. Proposed bylaws for the governing body, a description of the manner in which the charter school will be governed, including, without limitation, any governance training that will be provided to the governing body, and a code of ethics for members and employees of the governing body. The code of ethics must be prepared with guidance from the Nevada Commission on Ethics and must not conflict with any policy adopted by the sponsor.</p> <p>21. Explanations of any partnerships or contracts central to the operations or mission of the charter school.</p> <p>22. A statement of whether the charter school will provide for the transportation of pupils to and from the charter school. If the charter school will provide transportation, the application must include the proposed plan for the transportation of pupils. If the charter school will not provide transportation, the application must include a statement that the charter school will work with the parents and guardians of pupils enrolled in the charter school to develop a plan for transportation to ensure that pupils have access to transportation to and from the charter school.</p> <p>23. The procedure for the evaluation of teachers of the charter school, if different from the procedure prescribed in NRS 391.680 and 391.725. If the procedure is different from the procedure prescribed in NRS 391.680 and 391.725, the procedure for the evaluation of teachers of the charter school must provide the same level of protection and otherwise comply with the standards for evaluation set forth in NRS 391.680 and 391.725.</p> <p>24. A statement of the charter school's plans for food service and other significant operational services, including a statement of whether the charter school will provide food service or participate in the National School Lunch Program, 42 U.S.C. §§ 1751 et seq. If the charter school will not provide food service or participate in the National School Lunch Program, the application must include an explanation of the manner in which the charter school will ensure that the lack of such food service or participation does not prevent pupils from attending the charter school.</p> <p>25. Opportunities and expectations for involving the parents of pupils enrolled in the charter school in instruction at the charter school and the operation of the charter school, including, without limitation, the manner in which the charter school will solicit input concerning the governance of the charter school from such parents.</p> <p>26. A detailed plan for starting operation of the charter school that identifies necessary tasks, the persons responsible for performing them and the dates by which such tasks will be accomplished.</p> <p>27. A description of the financial plan and policies to be used by the charter school.</p> <p>28. A description of the insurance coverage the charter school will obtain.</p> <p>29. Budgets for starting operation at the charter school, the first year of operation of the charter school and the first 5 years of operation of the charter school, with any assumptions inherent in the budgets clearly stated.</p> <p>30. Evidence of any money pledged or contributed to the budget of the charter school.</p> <p>31. A statement of the facilities that will be used to operate the charter school and a plan for operating such facilities, including, without limitation, any backup plan to be used if the charter school cannot be operated out of the planned facilities.</p> <p>32. If the charter school operates a vocational school, a description of the career and technical</p>
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	<p>education program that will be used by the charter school.</p> <p>33. If the charter school will provide a program of distance education, a description of the system of course credits that the charter school will use and the manner in which the charter school will:</p> <ul style="list-style-type: none"> <li>(a) Monitor and verify the participation in and completion of courses by pupils;</li> <li>(b) Require pupils to participate in assessments and submit coursework;</li> <li>(c) Conduct parent-teacher conferences; and</li> <li>(d) Administer any test, examination or assessment required by state or federal law in a proctored setting.</li> </ul> <p>34. If the charter school will provide a program where a student may earn college credit for courses taken in high school, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet, which must set forth:</p> <ul style="list-style-type: none"> <li>(a) The proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship;</li> <li>(b) The roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university;</li> <li>(c) The scope of the services and resources that will be provided by the college or university;</li> <li>(d) The manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university;</li> <li>(e) The manner in which the college or university will ensure that the charter school effectively monitors pupil enrollment and attendance and the acquisition of college credits; and</li> <li>(f) Any employees of the college or university who will serve on the governing body of the charter school.</li> </ul> <p>35. If the applicant currently operates a charter school in another state, evidence of the performance of such charter schools and the capacity of the applicant to operate the proposed charter school.</p> <p>36. If the applicant proposes to contract with an educational management organization or any other person to provide educational or management services:</p> <ul style="list-style-type: none"> <li>(a) Evidence of the performance of the educational management organization or other person when providing such services to a population of pupils similar to the population that will be served by the proposed charter school;</li> <li>(b) A term sheet that sets forth: <ul style="list-style-type: none"> <li>(1) The proposed duration of the proposed contract between the governing body of the charter school and the educational management organization;</li> <li>(2) A description of the responsibilities of the governing body of the charter school, employees of the charter school and the educational management organization or other person;</li> <li>(3) All fees that will be paid to the educational management organization or other person;</li> <li>(4) The manner in which the governing body of the charter school will oversee the services provided by the educational management organization or other person and enforce the terms of the contract;</li> <li>(5) A disclosure of the investments made by the educational management organization or other person in the proposed charter school; and</li> <li>(6) The conditions for renewal and termination of the contract; and</li> </ul> </li> <li>(c) A disclosure of any conflicts of interest concerning the applicant and the educational management organization or other person, including, without limitation, any past or current employment, business or familial relationship between any prospective employee of the charter school and a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.</li> </ul> <p>37. Any additional information that the sponsor determines is necessary to evaluate the ability of the proposed charter school to serve pupils in the school district in which the proposed charter school will be located.</p> <p>(Added to NRS by 1997, 1844; A 1999, 3292; 2001, 3125; 2007, 2568; 2009, 257; 2011, 2279, 2359, 3044; 2013, 1663, 2911; 2015, 3265; 2017, 3386) — (Substituted in revision for part of NRS 386.520)</p>
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ESEA 4303 (f) (1) (c) (iv)	<p>a description of how the State entity will award subgrants, on a competitive basis, including—</p> <p>a description of the application each eligible applicant desiring to receive a subgrant will be required to submit, which application shall include—</p> <p>a description of the roles and responsibilities of eligible applicants, partner organizations, and charter management organizations, including the administrative and contractual roles and responsibilities of such partners;</p> <p>a description of the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the State's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how the State entity and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school;</p> <p>a description of how the autonomy and flexibility granted to a charter school is consistent with the definition of a charter school in section 4310;</p> <p>a description of how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school that will receive funds under the State entity's program;</p>
ESEA 4303 (B) (1)	<p>a description of the extent to which the State entity—</p> <p>is able to meet and carry out the priorities described in subsection (g)(2);</p>
ESEA 4310 (2)	<p>CHARTER SCHOOL.—The term "charter school" means a public school that—</p> <p>in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;</p> <p>is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;</p> <p>operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;</p> <p>provides a program of elementary or secondary education, or both;</p> <p>is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;</p> <p>does not charge tuition;</p> <p>complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and part B of the Individuals with Disabilities Education Act;</p> <p>is a school to which parents choose to send their children, and that—</p> <p>admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or</p> <p>in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);</p> <p>(I) agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State;</p> <p>meets all applicable Federal, State, and local health and safety requirements;</p> <p>operates in accordance with State law;</p> <p>has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and</p> <p>may serve students in early childhood education programs or postsecondary students.</p>

ESEA 4310 (5)	DEVELOPER.—The term "developer" means an individual or group of individuals (including a public or private nonprofit organization), which may include teachers, administrators and other school staff, parents, or other members of the local community in which a charter school project will be carried out.
388A.273	<p>SNRS 388A.273 Adoption of performance framework and incorporation into charter contract; establishment of annual performance goals; revision upon renewal of charter contract.</p> <p>1. Each sponsor of a charter school shall adopt a performance framework and incorporate the performance framework into the charter contract pursuant to paragraph (a) of subsection 1 of NRS 388A.270. The performance framework must include, without limitation, performance indicators, measures and metrics for the categories of academics, finances and organization as follows:</p> <p>(a) The category of academics addresses:</p> <p>(1) The academic achievement and proficiency of pupils enrolled in the charter school, including, without limitation, the progress of pupils from year-to-year based upon the model to measure the achievement of pupils adopted by the Department pursuant to NRS 390.125;</p> <p>(2) Disparities in the academic achievement and proficiency of pupils enrolled in the charter school; and</p> <p>(3) If the charter school enrolls pupils at the high school grade level, the rate of graduation of those pupils and the preparation of those pupils for success in postsecondary educational institutions and in career and workforce readiness.</p> <p>(b) The category of finances addresses the financial condition and sustainability of the charter school.</p> <p>(c) The category of organization addresses:</p> <p>(1) The percentage of pupils who reenroll in the charter school from year-to-year;</p> <p>(2) The rate of attendance of pupils enrolled in the charter school; and</p> <p>(3) The performance of the governing body of the charter school, including, without limitation, compliance with the terms and conditions of the charter contract and the applicable statutes and regulations.</p> <p>2. In addition to the requirements for the performance framework set forth in subsection 1, the sponsor of the charter school may, upon request of the governing body of the charter school, include additional rigorous, valid and reliable performance indicators, measures and metrics in the performance framework that are specific to the mission of the charter school and that are consistent with this chapter.</p> <p>3. The governing body of a charter school shall, in consultation with the sponsor of the charter school, establish annual performance goals to ensure that the charter school is meeting the performance indicators, measures and metrics set forth in the performance framework in the charter contract.</p> <p>4. If an application for renewal of a charter contract is approved, the sponsor of the charter school may review and, if necessary, revise the performance framework. Such a revised performance framework must be incorporated into the renewed charter contract.</p> <p>(Added to NRS by 2013, 2907; A 2015, 3278) — (Substituted in revision for part of NRS 386.528)</p>
388A.330	<p>"NRS 388A.330 Reconstitution of governing body of charter school or termination of charter contract by sponsor: Grounds; written notice; opportunity to correct deficiencies; public hearing; notice to Department; limitation on reconstitution; continued operation and limited enrollment under certain circumstances. [Effective January 1, 2020.] Except as otherwise provided in NRS 388A.300:</p> <p>1. Except as otherwise provided in subsection 6, the sponsor of a charter school may reconstitute the governing body of a charter school or terminate a charter contract before the expiration of the charter if the sponsor determines that:</p> <p>(a) The charter school, its officers or its employees:</p> <p>(1) Committed a material breach of the terms and conditions of the charter contract;</p> <p>(2) Failed to comply with generally accepted standards of fiscal management;</p> <p>(3) Failed to comply with the provisions of this chapter or any other statute or regulation applicable to charter schools; or</p> <p>(4) Has persistently underperformed, as measured by the performance indicators, measures and metrics set forth in the performance framework for the charter school;</p>

	<p>(b) The charter school has filed for a voluntary petition of bankruptcy, is adjudicated bankrupt or insolvent, or is otherwise financially impaired such that the charter school cannot continue to operate;</p> <p>(c) There is reasonable cause to believe that reconstitution or termination is necessary to protect the health and safety of the pupils who are enrolled in the charter school or persons who are employed by the charter school from jeopardy, or to prevent damage to or loss of the property of the school district or the community in which the charter school is located;</p> <p>(d) The committee to form the charter school or charter management organization, as applicable, or any member of the committee to form the charter school or charter management organization, as applicable, or the governing body of the charter school has at any time made a material misrepresentation or omission concerning any information disclosed to the sponsor;</p> <p>(e) The charter school operates a high school that has a graduation rate for the immediately preceding school year that is less than 60 percent;</p> <p>(f) The charter school operates an elementary or middle school or junior high school that is rated in the lowest 5 percent of elementary schools, middle schools or junior high schools in the State in pupil achievement and school performance, as determined by the Department pursuant to the statewide system of accountability for public schools; or</p> <p>(g) Pupil achievement and school performance at the charter school is unsatisfactory as determined by the Department pursuant to criteria prescribed by regulation by the Department to measure the performance of any public school pursuant to the statewide system of accountability for public schools.</p> <p>2. Before the sponsor reconstitutes a governing body or terminates a charter contract, the sponsor shall provide written notice of its intention to the governing body of the charter school. The written notice must:</p> <p>(a) Include a statement of the deficiencies or reasons upon which the action of the sponsor is based;</p> <p>(b) Except as otherwise provided in subsection 4, prescribe a period, not less than 30 days, during which the charter school may correct the deficiencies, including, without limitation, the date on which the period to correct the deficiencies begins and the date on which that period ends;</p> <p>(c) Prescribe the date on which the sponsor will make a determination regarding whether the charter school has corrected the deficiencies, which determination may be made during the public hearing held pursuant to subsection 3; and</p> <p>(d) Prescribe the date on which the sponsor will hold a public hearing to consider whether to reconstitute the governing body or terminate the charter contract.</p> <p>3. Except as otherwise provided in subsection 4, not more than 90 days after the notice is provided pursuant to subsection 2, the sponsor shall hold a public hearing to make a determination regarding whether to reconstitute the governing body or terminate the charter contract. If the charter school corrects the deficiencies to the satisfaction of the sponsor within the time prescribed in paragraph (b) of subsection 2, the sponsor shall not reconstitute the governing body or terminate the charter contract of the charter school. The sponsor may not include in a written notice pursuant to subsection 2 any deficiency which was included in a previous written notice and which was corrected by the charter school, unless the deficiency recurred after being corrected or the sponsor determines that the deficiency is evidence of an ongoing pattern of deficiencies in a particular area.</p> <p>4. The sponsor of a charter school and the governing body of the charter school may enter into a written agreement that prescribes different time periods than those set forth in subsections 2 and 3.</p> <p>5. If the governing body of a charter school is reconstituted or the charter contract is terminated, the sponsor of the charter school shall submit a written report to the Department and the governing body of the charter school setting forth the reasons for the reconstitution or termination, as applicable, not later than 10 days after reconstituting the governing body or terminating the charter contract.</p> <p>6. The governing body of a charter school may not be reconstituted if it has been previously reconstituted.</p> <p>7. If the sponsor of a charter school determines that not all of the grade levels in the charter school meet the criteria described in paragraphs (a) to (g), inclusive, of subsection 1 and that the charter school can remain financially viable if the charter school continues to operate and serve only the grade levels which do not meet the criteria described in those paragraphs, the sponsor may amend</p>
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	the charter contract to eliminate the grade levels that meet the criteria described in paragraphs (a) to (g), inclusive, of subsection 1 and limit the enrollment in all other grade levels in the charter school.
ESEA 4303 (f)(1) (c ) (vi)	<p>APPLICATIONS.—A State entity desiring to receive a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may require. The application shall include the following:</p> <p>DESCRIPTION OF PROGRAM.—A description of the State entity's objectives in running a quality charter school program under this section and how the objectives of the program will be carried out, including—</p> <ul style="list-style-type: none"> <li>a description of how the State entity will—</li> <li>support the opening of charter schools through the startup of new charter schools and, if applicable, the replication of high-quality charter schools, and the expansion of high-quality charter schools (including the proposed number of new charter schools to be opened, high-quality charter schools to be opened as a result of the replication of a high-quality charter school, or high-quality charter schools to be expanded under the State entity's program);</li> <li>inform eligible charter schools, developers, and authorized public chartering agencies of the availability of funds under the program;</li> <li>work with eligible applicants to ensure that the eligible applicants access all Federal funds that such applicants are eligible to receive, and help the charter schools supported by the applicants and the students attending those charter schools—</li> <li>participate in the Federal programs in which the schools and students are eligible to participate;</li> <li>receive the commensurate share of Federal funds the schools and students are eligible to receive under such programs; and</li> <li>meet the needs of students served under such programs, including students with disabilities and English learners;</li> <li>ensure that authorized public chartering agencies, in collaboration with surrounding local educational agencies where applicable, establish clear plans and procedures to assist students enrolled in a charter school that closes or loses its charter to attend other high-quality schools;</li> <li>in the case of a State entity that is not a State educational agency—</li> <li>work with the State educational agency and charter schools in the State to maximize charter school participation in Federal and State programs for which charter schools are eligible; and</li> <li>work with the State educational agency to operate the State entity's program under this section, if applicable;</li> <li>ensure that each eligible applicant that receives a subgrant under the State entity's program—</li> <li>is using funds provided under this section for one of the activities described in subsection (b)(1);</li> <li>and</li> <li>is prepared to continue to operate charter schools funded under this section in a manner consistent with the eligible applicant's application for such subgrant once the subgrant funds under this section are no longer available;</li> </ul>
ESEA 4303 (f) (2) (g)	<p>ASSURANCES.—Assurances that—</p> <ul style="list-style-type: none"> <li>each charter school receiving funds through the State entity's program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions;</li> <li>the State entity will support charter schools in meeting the educational needs of their students, as described in paragraph (1)(A)(x);</li> <li>the State entity will ensure that the authorized public chartering agency of any charter school that receives funds under the State entity's program adequately monitors each charter school under the authority of such agency in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners;</li> <li>the State entity will provide adequate technical assistance to eligible applicants to meet the objectives described in clause (viii) of paragraph (1)(A) and subparagraph (B) of this paragraph;</li> <li>the State entity will promote quality authorizing, consistent with State law, such as through</li> </ul>

	<p>providing technical assistance to support each authorized public chartering agency in the State to improve such agency's ability to monitor the charter schools authorized by the agency, including by—</p> <p>assessing annual performance data of the schools, including, as appropriate, graduation rates, student academic growth, and rates of student attrition;</p> <p>reviewing the schools' independent, annual audits of financial statements prepared in accordance with generally accepted accounting principles, and ensuring that any such audits are publicly reported; and</p> <p>holding charter schools accountable to the academic, financial, and operational quality controls agreed to between the charter school and the authorized public chartering agency involved, such as through renewal, non-renewal, or revocation of the school's charter;</p> <p>the State entity will work to ensure that charter schools are included with the traditional public schools in decision-making about the public school system in the State; and</p> <p>the State entity will ensure that each charter school receiving funds under the State entity's program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h), including on the website of the school, information to help parents make informed decisions about the education options available to their children, including—</p> <p>information on the educational program;</p> <p>student support services;</p> <p>parent contract requirements (as applicable), including any financial obligations or fees;</p> <p>enrollment criteria (as applicable); and</p> <p>annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2), except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statically reliable information or the results would reveal personally identifiable information about an individual student.</p>
388A.366	<p>NRS 388A.366 Requirement to comply with certain laws; prohibited tuition and fees; days of instruction; administration of examinations; use of public money; indemnification of sponsor; notice of accreditation; adoption of budget; programs of distance education.</p> <p>1. A charter school shall:</p> <p>(a) Comply with all laws and regulations relating to discrimination and civil rights.</p> <p>(b) Remain nonsectarian, including, without limitation, in its educational programs, policies for admission and employment practices.</p> <p>(c) Refrain from charging tuition or fees, except for tuition or fees that the board of trustees of a school district is authorized to charge, levying taxes or issuing bonds.</p> <p>(d) Comply with any plan for desegregation ordered by a court that is in effect in the school district in which the charter school is located.</p> <p>(e) Comply with the provisions of chapter 241 of NRS.</p> <p>(f) Except as otherwise provided in this paragraph, schedule and provide annually at least as many days of instruction as are required of other public schools located in the same school district as the charter school is located. The governing body of a charter school may submit a written request to the Superintendent of Public Instruction for a waiver from providing the days of instruction required by this paragraph. The Superintendent of Public Instruction may grant such a request if the governing body demonstrates to the satisfaction of the Superintendent that:</p> <p>(1) Extenuating circumstances exist to justify the waiver; and</p>



	<p>(2) The charter school will provide at least as many hours or minutes of instruction as would be provided under a program consisting of 180 days.</p> <p>(g) Cooperate with the board of trustees of the school district in the administration of the examinations administered pursuant to NRS 390.105 and, if the charter school enrolls pupils at a high school grade level, the college and career readiness assessment administered pursuant to NRS 390.610 to the pupils who are enrolled in the charter school.</p> <p>(h) Comply with applicable statutes and regulations governing the achievement and proficiency of pupils in this State.</p> <p>(i) Provide instruction in the core academic subjects set forth in subsection 1 of NRS 389.018, as applicable for the grade levels of pupils who are enrolled in the charter school, and provide at least the courses of study that are required of pupils by statute or regulation for promotion to the next grade or graduation from a public high school and require the pupils who are enrolled in the charter school to take those courses of study. This paragraph does not preclude a charter school from offering, or requiring the pupils who are enrolled in the charter school to take, other courses of study that are required by statute or regulation.</p> <p>(j) If the parent or legal guardian of a child submits an application to enroll in kindergarten, first grade or second grade at the charter school, comply with NRS 392.040 regarding the ages for enrollment in those grades.</p> <p>(k) Refrain from using public money to purchase real property or buildings without the approval of the sponsor.</p> <p>(l) Hold harmless, indemnify and defend the sponsor of the charter school against any claim or liability arising from an act or omission by the governing body of the charter school or an employee or officer of the charter school. An action at law may not be maintained against the sponsor of a charter school for any cause of action for which the charter school has obtained liability insurance.</p> <p>(m) Provide written notice to the parents or legal guardians of pupils in grades 9 to 12, inclusive, who are enrolled in the charter school of whether the charter school is accredited by the Northwest Accreditation Commission.</p> <p>(n) Adopt a final budget in accordance with the regulations adopted by the Department. A charter school is not required to adopt a final budget pursuant to NRS 354.598 or otherwise comply with the provisions of chapter 354 of NRS.</p> <p>(o) If the charter school provides a program of distance education pursuant to NRS 388.820 to 388.874, inclusive, comply with all statutes and regulations that are applicable to a program of distance education for purposes of the operation of the program.</p> <p>2. A charter school shall not provide instruction through a program of distance education to children who are exempt from compulsory attendance pursuant to NRS 392.070. As used in this subsection, "distance education" has the meaning ascribed to it in NRS 388.826.</p>
per ESEA § 4310 (2)(g)	<p>CHARTER SCHOOL.—The term "charter school" means a public school that—</p> <p>in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;</p> <p>is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;</p> <p>operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;</p> <p>provides a program of elementary or secondary education, or both;</p> <p>is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;</p> <p>does not charge tuition; complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and part B of the Individuals with Disabilities Education Act;</p>
388A.150	<p>NRS 388A.150 Creation; purpose.</p> <p>1. The State Public Charter School Authority is hereby created. The purpose of the State Public</p>

	<p>Charter School Authority is to:</p> <p>(a) Authorize charter schools of high-quality throughout this State with the goal of expanding the opportunities for pupils in this State, including, without limitation, pupils who are at risk.</p> <p>(b) Provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain high educational and operational standards, preserve autonomy and safeguard the interests of pupils and the community.</p> <p>(c) Serve as a model of the best practices in sponsoring charter schools and foster a climate in this State in which all high-quality charter schools, regardless of sponsor, can flourish.</p> <p>2. The provisions of this section shall not be construed to create a duty for the State Public Charter School Authority to provide any assistance, support or services to a charter school other than to carry out its purpose as described in subsection 1.</p> <p>(Added to NRS by 2011, 2353; A 2017, 3382) — (Substituted in revision for NRS 386.509)</p>
388A.196	<p>NRS 388A.196 Executive Director: Duties. The Executive Director shall:</p> <p>1. Execute, direct and supervise all administrative, technical and procedural activities of the State Public Charter School Authority in accordance with the policies prescribed by the State Public Charter School Authority;</p> <p>2. Organize the State Public Charter School Authority in a manner which will ensure the efficient operation and service of the State Public Charter School Authority;</p> <p>3. Serve as the Executive Secretary of the State Public Charter School Authority;</p> <p>4. Ensure that the autonomy provided to charter schools in this State pursuant to state law and regulations is preserved; and</p> <p>5. Perform such other duties as are prescribed by law or the State Public Charter School Authority.</p> <p>(Added to NRS by 2011, 2355; A 2015, 3259) — (Substituted in revision for NRS 386.512)</p>
388A.171	<p>NRS 388A.171 Review of statutes and regulations; recommendations concerning legislation and changes to regulations; duty to make certain information concerning charter schools available. The State Public Charter School Authority shall:</p> <p>1. Before March 1 of each even-numbered year:</p> <p>(a) In consultation with the Department and each board of trustees of a school district and college or university within the Nevada System of Higher Education that sponsors a charter school, review all statutes and regulations from which charter schools are not exempt and determine whether such statutes and regulations assisted or impeded the charter schools in achieving their academic, fiscal and organizational goals and objectives;</p> <p>(b) Make recommendations to the Legislative Committee on Education concerning any legislation that would assist charter schools in achieving their academic, fiscal and organizational goals; and</p> <p>(c) Make recommendations to the State Board and the Department concerning any changes to regulations that would assist charter schools in achieving their academic, fiscal and organizational goals.</p> <p>2. Make available information concerning the formation and operation of charter schools in this State and the academic, fiscal and organizational performance of each charter school in this State to pupils, parents and legal guardians of pupils, teachers and other educational personnel and members of the general public. The State Public Charter School Authority shall update such information annually.</p> <p>(Added to NRS by 1997, 1856; A 2015, 3289) — (Substituted in revision for NRS 386.547)</p>
388A.243	<p>NRS 388A.243 Duties of applicant to ensure application meets certain requirements; charter management organization authorized to request waiver of requirements concerning membership of governing body.</p> <p>1. The applicant shall ensure that the completed application:</p> <p>(a) Presents a clear, measurable and high-quality academic, financial and organizational vision and plans for the proposed charter school; and</p> <p>(b) Provides the proposed sponsor of the charter school with a clear basis for assessing the capacity of the applicant to carry out the vision and plans.</p> <p>2. A charter management organization may, as part of an application to form a charter school, request a waiver of the requirements of subsection 1 or 2 of NRS 388A.320 concerning the membership of the governing body. A sponsor shall not grant such a waiver unless the charter management organization provides a compelling reason for the waiver. If approved, the waiver may</p>

	<p>provide, without limitation, for multiple governing bodies that have the authority to make decisions concerning the governance of the charter school or a facility operated by the charter school. A majority of the members of each such governing body must reside in this State. A request for a waiver to allow for multiple such governing bodies must describe the role, responsibilities and composition of each such proposed governing body.</p> <p>(Added to NRS by 1997, 1844; A 1999, 3292; 2001, 3125; 2007, 2568; 2009, 257; 2011, 2279, 2359, 3044; 2013, 1663, 2911; 2015, 3265) — (Substituted in revision for part of NRS 386.520)</p>
NRS 241.010	<p>NRS 241.010 Legislative declaration and intent. In enacting this chapter, the Legislature finds and declares that all public bodies exist to aid in the conduct of the people's business. It is the intent of the law that their actions be taken openly and that their deliberations be conducted openly.</p>
R-131 16A Section 12	<p>Sec. 12. 1. A charter school may develop and use a policy for a weighted lottery for admission that gives preference to one or more categories of pupils over others if the weighting is:</p> <p>(a) Necessary to comply with Title VI of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d et seq.; Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681 et seq.; section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794; the Equal Protection Clause of the United</p> <p>--9--</p> <p>Approved Regulation R131-16</p> <p>States Constitution or any applicable federal or state law or to address the specific deficiency and category of pupils outlined in a court order issued to the charter school or its sponsor; or</p> <p>(b) In favor of one of the following subgroups of educationally disadvantaged pupils:</p> <p>(1) Pupils who are economically disadvantaged;</p> <p>(2) Pupils with disabilities;</p> <p>(3) Migrant pupils;</p> <p>(4) Pupils with limited English proficiency;</p> <p>(5) Pupils who are neglected or delinquent;</p> <p>(6) Pupils who are homeless; and</p> <p>(7) Pupils whose most recent enrollment was in a public school which received an annual rating established as one of the two lowest ratings possible indicating underperformance at the elementary, middle or high school level pursuant to the statewide system of accountability for public schools.</p> <p>2. A policy for a weighted lottery for admission developed pursuant to paragraph (b) of subsection 1 must identify the weight to be assigned to each category of pupils and justify the use of weights to:</p> <p>(a) Align to the specific vision and mission of the charter school to meet the needs of a category of pupils described in paragraph (b) of subsection 1; or</p> <p>(b) Address specific targets to meet or exceed the percentage of pupils in a category of pupils described in paragraph (b) of subsection 1 for the school district or geographic area in which the charter school is located or, if the charter school accepts pupils from multiple school districts, for this State as a whole.</p> <p>--10--</p> <p>Approved Regulation R131-16</p> <p>3. A charter school shall not use a weighted lottery for the purpose of creating a charter school exclusively to serve a particular subset of pupils. A charter school that uses a weighted lottery shall continue to implement a broad strategy of outreach, recruitment and retention for all pupils, including, without limitation, educationally disadvantaged pupils as described in paragraph (b) of subsection 1.</p> <p>4. The adoption and use of a weighted lottery which is consistent with federal and state laws and regulations and any federal guidelines relating to charter schools shall not be construed as discrimination in violation of NRS 388A.453 or any other law or regulation relating to charter schools.</p>
ESEA 4303 (e) (2)	<p>LIMITATIONS.—</p> <p>GRANTS.—No State entity may receive a grant under this section for use in a State in which a State entity is currently using a grant received under this section.</p> <p>SUBGRANTS.—An eligible applicant may not receive more than 1 subgrant under this section for</p>

	each individual charter school for a 5-year period, unless the eligible applicant demonstrates to the State entity that such individual charter school has at least 3 years of improved educational results for students enrolled in such charter school with respect to the elements described in subparagraphs (A) and (D) of section 4310(8).
ESEA 4310 (8) (A) & (D)	<p><b>HIGH-QUALITY CHARTER SCHOOL.</b>—The term "high-quality charter school" means a charter school that—</p> <ul style="list-style-type: none"> <li>shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;</li> <li>has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;</li> <li>has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and</li> <li>has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.</li> </ul>
388A.453	<p><b>NRS 388A.453</b> Application for admission; determination of enrollment; timeline for lottery; discrimination prohibited; exception for charter school that provides education for certain pupils.</p> <ol style="list-style-type: none"> <li>1. An application for enrollment in a charter school may be submitted annually to the governing body of the charter school by the parent or legal guardian of any child who resides in this State.</li> <li>2. Except as otherwise provided in subsections 1 to 5, inclusive, NRS 388A.336, subsections 1 and 2 of NRS 388A.456, and any applicable federal law, including, without limitation, 42 U.S.C. §§ 11301 et seq., a charter school shall enroll pupils who are eligible for enrollment in the order in which the applications are received.</li> <li>3. If the board of trustees of the school district in which the charter school is located has established zones of attendance pursuant to NRS 388.040, the charter school shall, if practicable, ensure that the racial composition of pupils enrolled in the charter school does not differ by more than 10 percent from the racial composition of pupils who attend public schools in the zone in which the charter school is located.</li> <li>4. If a charter school is sponsored by the board of trustees of a school district located in a county whose population is 100,000 or more, except for a program of distance education provided by the charter school, the charter school shall enroll pupils who are eligible for enrollment who reside in the school district in which the charter school is located before enrolling pupils who reside outside the school district.</li> <li>5. Except as otherwise provided in subsections 1 and 2 of NRS 388A.456, if more pupils who are eligible for enrollment apply for enrollment in the charter school than the number of spaces which are available, the charter school shall determine which applicants to enroll pursuant to subsections 1 to 4, inclusive, on the basis of a lottery system.</li> <li>6. Except as otherwise provided in subsection 8, a charter school shall not accept applications for enrollment in the charter school or otherwise discriminate based on the: <ul style="list-style-type: none"> <li>(a) Race;</li> <li>(b) Gender;</li> <li>(c) Religion;</li> <li>(d) Ethnicity;</li> <li>(e) Disability;</li> <li>(f) Sexual orientation; or</li> <li>(g) Gender identity or expression,</li> </ul> </li> </ol> <p>È of a pupil</p> <ol style="list-style-type: none"> <li>7. A lottery held pursuant to subsection 5 must be held not sooner than 45 days after the date on which a charter school begins accepting applications for enrollment unless the sponsor of the charter school determines there is good cause to hold it sooner.</li> <li>8. This section does not preclude the formation of a charter school that is dedicated to provide educational services exclusively to pupils: <ul style="list-style-type: none"> <li>(a) With disabilities;</li> </ul> </li> </ol>

	<p>(b) Who pose such severe disciplinary problems that they warrant a specific educational program, including, without limitation, a charter school specifically designed to serve a single gender that emphasizes personal responsibility and rehabilitation; or</p> <p>(c) Who are at risk or, for a charter school that is eligible to be rated using the alternative performance framework pursuant to subsection 4 of NRS 385A.740, who are described in subparagraphs (1) to (6), inclusive, of paragraph (a) of subsection 3 of NRS 385A.740.</p>
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## F.5: URLs to Reports and Other Online References

Reference Item	Source	URL	Pg #
Interactive School Quality Map	O180	<a href="https://opportunity180.org/school-map.html">https://opportunity180.org/school-map.html</a>	1
Promising Practices	NDE	<a href="http://www.doe.nv.gov/Family_Engagement/Promising-Practices/">http://www.doe.nv.gov/Family_Engagement/Promising-Practices/</a>	7
Leadership Network	NDE	<a href="http://www.doe.nv.gov/SchoolImprovement/Leadership_Network/">http://www.doe.nv.gov/SchoolImprovement/Leadership_Network/</a>	8
Underperforming Schools Support Resources	NDE	<a href="http://www.doe.nv.gov/SchoolImprovement/Underperforming_Schools_Support_Resources/">http://www.doe.nv.gov/SchoolImprovement/Underperforming_Schools_Support_Resources/</a>	8
Depository of Best Practices	NDE	<a href="http://www.doe.nv.gov/Charter_Schools/Best_Practices/">http://www.doe.nv.gov/Charter_Schools/Best_Practices/</a>	9
Great Classrooms Video Series	O180	<a href="https://opportunity180.org/great-classrooms-series/">https://opportunity180.org/great-classrooms-series/</a>	9
Academic and Demographic Needs Assessment	SPCSA	<a href="http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/OpenASchool/190812-2019-Academic-and-Demographic-Needs-Assessment-2019-07-26.pdf">http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/OpenASchool/190812-2019-Academic-and-Demographic-Needs-Assessment-2019-07-26.pdf</a>	12
Priority Footprint Map	O180	<a href="https://opportunity180.org/data-research/">https://opportunity180.org/data-research/</a>	14
Nevada Ed Watch	O180	<a href="https://opportunity180.org/nevada-edwatch/">https://opportunity180.org/nevada-edwatch/</a>	21
Great Schools All Kids Data Portal	O180	<a href="http://www.greatschoolsallkids.org">www.greatschoolsallkids.org</a>	21, 41, 50
Top Schools Report	O180	<a href="https://o180.org/files/Top.Schools.Report.2019.pdf">https://o180.org/files/Top.Schools.Report.2019.pdf</a>	33

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

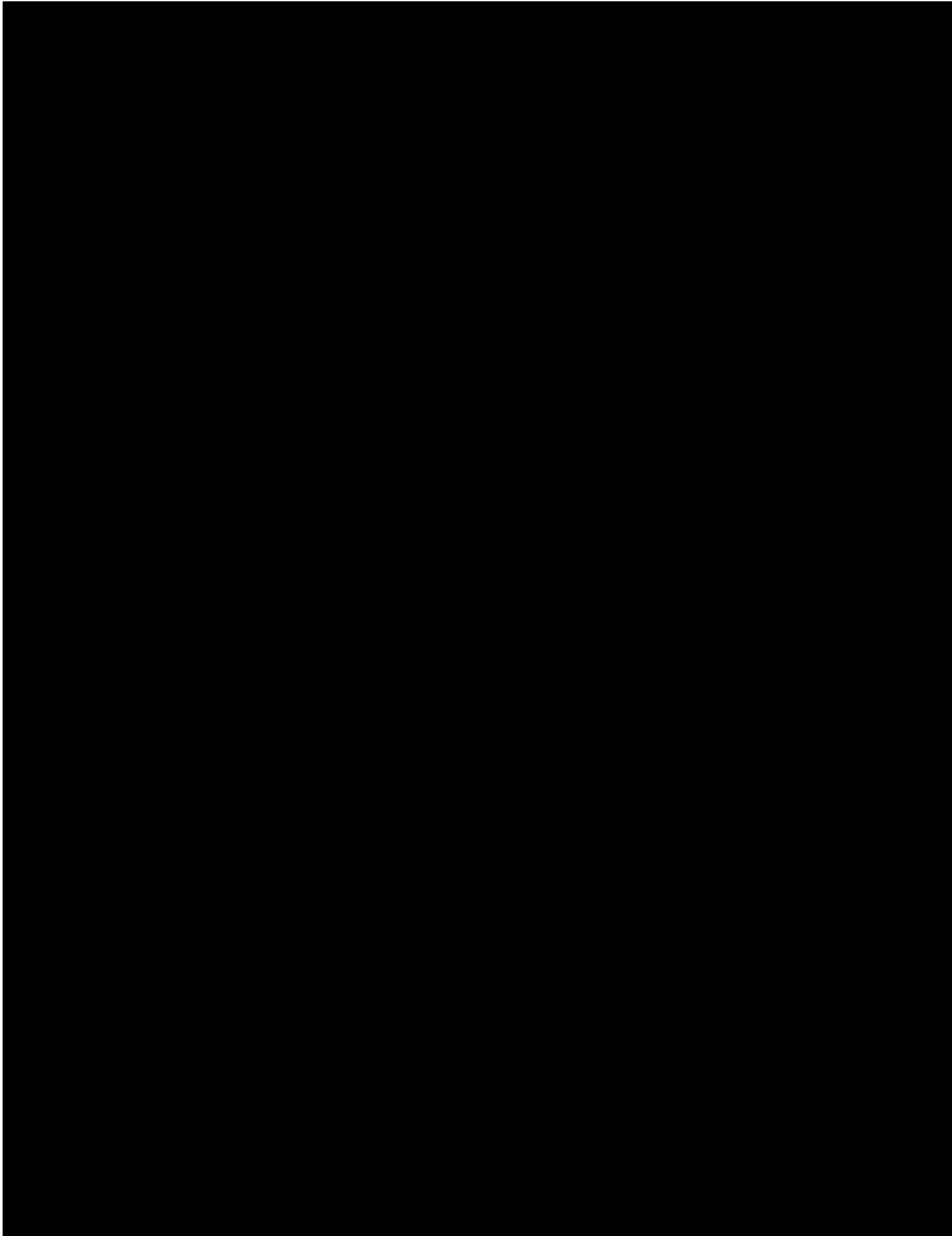
View Optional Budget Narrative













**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**  
See Instructions.

OMB Number: 1894-0017  
Expiration Date: 06/30/2020

**Applicant Information**

**Legal Name:**

Opportunity 180

**1. Project Objective:**

Increase the number of quality public charter schools (new, replicated, and expanded) serving the most at-risk student populations by at least 24 over the next five years.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
(output) Award subgrants to at least 24 new, replicating, or expanding high-quality charter schools.	PROJECT	24		/	

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
(output) Number of subgrants awarded to schools that serve a student population that is greater than or equal to the average at-risk population served by the geographic district the school is located in.	PROJECT		75	/	100
					75.00

1.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
(outcome) Increase in the number of students who have access to high quality (4- or 5-star) charter schools.	PROJECT	10,800		/	

1.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
(output) Subgrantee participation in Technical Assistance activities	PROJECT		90	/	100
					90.00

**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**

1.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
(output): # of charter schools in Nevada.	GPRA	99		/	

**2. Project Objective:**

Position Nevada's charter sector as a leader in authorizing quality and academic performance

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
(outcome) Authorizer TA support will result in Nevada authorizers actively authorizing charters maintaining or exceeding their rankings on the NACSA Index of Essential Practices Report.	PROJECT		10	/	10
					100.00

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
(output) 100% of newly appointed SPCSA board members receive board governance training each appointment cycle.	PROJECT		10	/	10
					100.00

2.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Nevada's charter sector will continue to outperform statewide district school performance based on the # of schools receiving a 4- or 5-star rating on the NSPF.	PROJECT		26	/	100
					26.00

2.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
(outcome) Percentile change in the median growth percentiles (MGP) in English Language Arts for educationally disadvantaged students in charter schools.	PROJECT	1		/	

2.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
(outcome) Percentile change in the median growth percentiles (MGP) in Math for educationally disadvantaged students in charter schools.	PROJECT	1		/	

**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**

<b>2.f. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>
(outcome): % proficient or advanced for 4th grade ELA	GPRA		36 /	100	36.00

<b>2.g. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>
(outcome): % proficient or advanced for 4th grade Math	GPRA		40 /	100	40.00

<b>2.h. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>
(outcome): % proficient or advanced for 8th grade ELA	GPRA		34 /	100	34.00

<b>2.i. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>
(outcome): % proficient or advanced for 8th grade Math	GPRA		31 /	100	31.00

## INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

### PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

### GENERAL INSTRUCTIONS

#### Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting [www.Grants.gov](http://www.Grants.gov).

#### Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
  1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
  2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and
2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).