

**Consortium for Policy Research in Education (CPRE)  
Assessment and Accountability in the Fifty States: 1999-2000**

**NEVADA**

*This profile was verified by staff of the Nevada Department of Education in July 2000.  
All information was current as of that date.*

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**State Assessment System (1999-2000 school year)**

1. *Provide a brief overview and history of the assessment system as the context.*

Nevada is using the Terra Nova examination to assess students in grades 4, 8, and 10. However, Nevada's new assessment system, which is to be aligned with the state's new standards, will begin in the spring of 2001 for grades 3 and 5 in math and reading after being piloted in the spring of 2000. Science will be phased into the assessment the following year. The high school proficiency exam, which students must pass in order to graduate, tests students in reading, math and writing. The test must be realigned with the standards, will add a science assessment and be given in 2001-02.

2. *What are the characteristics of the state assessment system, including:*

- *Name of Assessment Instrument(s) or Program(s)*
  1. TerraNova
  2. Criterion-Referenced Assessment (pilot)
  3. High School Proficiency Test
  4. Writing Proficiency Test
  
- *Grade Levels and Subjects Tested*

The state currently tests students in grades 4, 8 and 10 using the **TerraNova** examination in

- reading,
- language arts
- science, and
- math.

The state is also piloting the new **criterion-referenced assessment** in reading and math for grades 3 and 5 in May of 2000, using a sample of students and schools from across the state.

The **Nevada High School Proficiency Examination (HSPE)** is given in grade 11 and is a requirement for graduation, covering reading, writing and math. The new high school exam required in statute will first be administered to 11<sup>th</sup> grade students in 2001-2002. Reading, and math, as well as **science**, will be tested in October 2001; writing will be assessment in the spring of 2002 to the same class. Students will be required to pass the exam before the end of grade 12 in order to graduate in the 2002-03 school year. The graduating class of 2003 will be the first class to pass the newly aligned HSPE. Students not passing the HSPE will receive a certificate of attendance.

Nevada also has a **Writing Proficiency Test** for grades 4, 8 and adults. The grade 11 version of the assessment is a part of the high school proficiency examination, while the assessments given in grades 4 and 8 are diagnostic and not for accountability.

- *Norm or Criterion Referenced:*

TerraNova:	Norm referenced
Criterion-referenced Assessment:	Criterion-referenced
High School Proficiency Examination:	Criterion-referenced
Writing Assessment:	Criterion-referenced

- *Matrix or Census Testing*

All of the assessments are census except for the criterion-referenced assessment being piloted this year, which is using a purposive sample of 3<sup>rd</sup> and 5<sup>th</sup> grade students to represent the varying background of students in the state.

- *Item Types (including proportions if available via Internet or interview) such as: traditional or enhanced multiple choice, performance tasks, open-ended questions, portfolios, essays, etc.*

TerraNova:	multiple choice
Criterion-referenced Assessment:	multiple choice (75-80%) constructed response (20-25%)
High School Proficiency Examination:	math and reading is all multiple choice, the science response will have constructed response
Writing Assessment:	direct prompt

It is the intent of the state for all of the sections of the criterion-referenced test to eventually have constructed response questions.

- *Time of Testing (specific month(s) or testing window)*

TerraNova: October 1999  
Results available by January or February

Criterion-referenced Assessment: May 2000

High School Proficiency Examination: October 1999, February 2000, April 2000, Summer 2000  
Results are available one month after administration

For the 1999-2000 school year the writing proficiency assessment will be administered at the following times:

- September 22<sup>nd</sup> - 23<sup>rd</sup>: Grade 8 Writing
- October 7<sup>th</sup>: Grade 12 Writing
- October 11<sup>th</sup> - November 5<sup>th</sup>: Grade 4 Writing
- February 9<sup>th</sup>: Grade 11 and Grade 12/Adult Writing
- April 20<sup>th</sup>: Grade 12 Writing
- June 15<sup>th</sup>: Grade 12/Adult Writing

- *High School Exit Exam (date of implementation and/or phase-in timeline)*

A new high school exit exam has been designed and will be realigned with the state standards in reading, writing, math and eventually science. The passing scale score on the current high school exit exam is:

- 64 in math
- 71 in reading.

The Writing Assessment is scored with the following levels 6-1:

SCORE 6: Superior

SCORE 5: Distinctly above average

SCORE 4: Adequate

SCORE 3: Inadequate.

SCORE 2: Very weak.

SCORE 1: Extremely weak.

Students complete two essays each scored on the scale above; a combined score of 7 is required to pass.

- *Other Assessments:* None
- *Transitional or Final Assessment System:* Transitional for 1999-2000

3. *Who designed and produced the assessment(s) used by the state? If a commercial test was used by the state, were modifications or additions made to the assessment to address state requirements or standards? If so, what did they include?*

The TerraNova was not altered and is given as a norm-referenced assessment. The HSPE and the criterion-referenced pilot test were written by people from inside the state educational community along with the assistance of contractors and a national technical advisory committee. In addition, there are citizen and client review panels. Members of these panels read the assessments and offer their comments on the substance of what is being assessed. CTB-McGraw Hill and WestEd also work for the state under contract and subcontract respectively in the production, distribution and scoring of the assessments.

4. *What are the state requirements for local assessment, including the types of assessments and their use in areas such as reporting and accountability, as well as Title I adequate yearly progress? What grade levels and subjects are tested?*

There are no such requirements, although NAEP is administered in the state.

5. *Is the state assessment system aligned with the state standards? Are there plans for alignment, and if so, how will the assessment and standards become aligned?*

As the standards have been changed in the state, the assessments have been changed to meet the new standards. The HSPE, writing assessment and piloted criterion-referenced exam are all in alignment with the state standards that were in place when these assessment were last designed. The assessments are being changed (HSPE) or piloted (criterion-referenced assessment) to address the new state standards.

6. *What is the state's approach for ensuring alignment and what evidence of that alignment is provided?*

Every item is carefully matched to the standards as they are written and reviewed. The respondent stressed that alignment is taken very seriously in the state.

7. *How is the data included in the state assessment system used?*

The TerraNova results are used for the school accountability system and the HSPE is used for student accountability to determine if students will receive a diploma.

8. *Are there changes planned for the state assessment system (proposed or enacted and to be implemented)? If so, what do these plans include? Why are these changes being made and what is the timeline? Are there implications for the state reporting or accountability systems (Title I or in general)?*

Nevada's new assessment system, which will be aligned with the state's new standards, will begin in the spring of 2001 for grades 3 and 5 in math and English. Science will be phased in the following year. The high school proficiency exam, which students must pass in order to graduate, tests students in reading and math. The test must be realigned with the standards and the new test will be given in 2001-02.

9. *What have been the major issues and challenges in the area of state assessment? Explain.*

The state has been adjusting the rigor and passing scores for the high school proficiency math test due to the number of students unable to pass. Past versions of the assessment were competency tests with a low level of rigor and so the state made the tests more difficult, only to find unacceptable numbers of students failing. For this reason, the performance standard for passing has been changed to address student performance (currently, a scale score of 64 is the passing score). The state has also moved from 2 to 3 years of math classes as the state requirement for graduation.

## **Inclusion Policies for Assessment**

1. *What exclusions are made in the current state assessment for students with disabilities? LEP? Who makes the decision about exclusion of a particular child? Does the state collect data or in other ways monitor the number and types of students excluded? Does that vary by test?*

If a student's IEP specifies that s/he should not be included in the state assessments, they are then excused; the determination is made by the IEP Team. Students with limited proficiency in English must pass the Language Acquisition Skills (LAS) assessment to qualify for inclusion in the state assessment system. There are no exclusions, however, from the HSPE for students seeking a standard high school diploma.

2. *What accommodations and/or modifications are made on the current state assessment for students with disabilities? LEP?*

Students with disabilities may use the following accommodations:

For the HSPE:

- Oral reading of questions and directions
- Braille and Large-print editions
- Magnifying glasses
- Explanation of directions
- Signing of directions or responses
- Audio taped directions or questions
- Repeating the directions
- Templates to reduce visual field
- Read questions aloud to self
- Mark responses in booklet
- Point to response
- Use of Braille writer, scribe, typewriter, computer and word processor
- Verbal answers or answers indicated in alternative manner
- Complete the assessment in a study carrel
- Have individual administration
- Take the test in a small group, in special education class or a separate room

- Extended testing time and sessions over multiple days, additional breaks and altered time of day.

For the TerraNova:

- Use magnifying glasses
- Large-print editions
- Oral reading of directions
- Audio taped directions or questions
- Repeating the directions
- Mark responses in book
- Complete the assessment in a study carrel
- Have individual administration
- Take the test in a small group, at home with appropriate supervision or in special education class
- Altered time of day for administration.

For the direct writing assessment at grade 8:

- Oral reading of questions and directions
- Braille and Large-print editions
- Magnifying glasses
- Signing of directions
- Repeating the directions
- Templates to reduce visual field
- Lined paper for large-print script
- Use of Braille writer, typewriter, computer and word processor
- Complete the assessment in a study carrel
- Have individual administration
- Take the test in a small group, at home with appropriate supervision, in special education class or a separate room
- Use special lighting
- Extended testing time, additional breaks and altered time of day.

LEP Students may use the following accommodations:

For the Direct Writing Assessment at Grade 8:

- Explanation of directions
- Oral reading in English
- Person familiar to student administers test
- Students may take the test in a study carrel, have it administered in a separate room or with a small group
- Extended testing time
- More breaks in testing.

For the HSPE:

- Explanation of directions
- Person familiar to student administers test

- Students may take the test in a study carrel, have it administered in a separate room or with a small group
- Extended testing time
- Extended session over multiple days.

For the TerraNova:

- Explanation of directions
- Person familiar to student administers test
- Students may take the test in a study carrel, have it administered in a separate room or with a small group
- Extended testing time.

**Source: Council of Chief State School Officers**  
*Data from the Annual Survey: State Student Assessment Program (Fall 1999)*

3. *Does the state provide assessments in languages other than English? If so, describe. In what grades and subjects?*

No such assessments are offered.

4. *Does the state provide alternative assessments for students with disabilities? If so, describe. For which students and in which subjects and at what ages?*

The state has developed and implemented as of July 1, 2000 an alternate assessment for students with severe disabilities.

5. *Does the state have a goal for the inclusion of students with disabilities and/or LEP students on the statewide tests? Does the state use any strategies to encourage the inclusion of students with disabilities? LEP students?*

The department designates a public school as demonstrating exemplary achievement if, along with other indicators, the number of pupils who took the examinations administered is at least equal to 95 percent of the pupils who were required to take the examinations and were not exempt pursuant to the regulations of the department. The state is considering adding linguistic accommodations for LEP students.

6. *Are changes planned in the for the inclusion of SWD and LEP students in the state assessment system (proposed or enacted and to be implemented)? If so, what do these plans include? Why are these changes being made and what is the timeline? Are there implications for the state reporting or accountability systems (Title I or in general)?*

The changes such as the new alternate assessment system and possibly new accommodations for LEP students have been promoted, in part, by the IDEA and Title I

## Performance Standards

1. *How many and what performance levels has the state established for its assessments?*

The Nevada legislature passed major education reform legislation during its 1997 and 1999 sessions. An emphasis of this legislation was to create standards to help improve the academic achievement of Nevada's students. To accomplish this goal the Nevada Council to Establish Academic Standards for Public Schools was established. This Council was charged with establishing high, measurable standards in English, language arts, mathematics, and science. They were similarly charged with establishing standards in social studies, computer and technology education, health and physical education, and the arts.

The performance level descriptors for all of these areas describe the skills that students are expected to have at each grade, and set the following levels:

- Exceeds Standard
- Meets Standard
- Approached Standard
- Below Standard.

The **Writing Assessment** is scored with the following levels 6-1:

SCORE 6: Superior  
SCORE 5: Distinctly above average  
SCORE 4: Adequate  
SCORE 3: Inadequate.  
SCORE 2: Very weak.  
SCORE 1: Extremely weak.

Students complete two essays each scored on the scale above; a combined score of 7 is required to pass.

2. *Has the state set acceptable levels or targets for schools, districts or the state on tests, drop-out rates or other measures (e.g. 70% of students in Maryland pass the MSPAP)?*

Yes, schools are categorized by their performance on the TerraNova (see the state accountability section) including:

- Demonstrating **exemplary** achievement;
- Demonstrating **high** achievement;
- Demonstrating **adequate** achievement; or
- Demonstrating **need for improvement**.

However, a deadline by which a school must meet these performance standards has not been assigned.

3. *How are these performance standards calculated? What data are included in the calculations, and at what proportions (e.g. assessment results 60%, dropout and attendance*

rates 40%). How are the calculations made? What is the final unit of analysis for reporting school and district achievement levels (e.g. performance index, grade, category)?

This designation is based on three factors:

- 1) assessment participation rates,
- 2) student performance on the examination administered (TerraNova for 1999-2000), and
- 3) student attendance.

4. *Are all students, schools and districts included in these performance calculations? If not, who is excluded?*

Any student not eliminated either due to an IEP or a low score on the LAS is included in the calculations.

5. *Are changes planned for the state performance standards (proposed or enacted and to be implemented)? If so, what do these plans include? Why are these changes being made and what is the timeline? Are there implications for the state reporting or accountability systems (Title I or in general)?*

Once the state has fully implemented the new criterion-referenced assessment, it has been proposed that the results be included in the state performance standards and accountability system.

6. *What proportion of schools and/or districts fail to meet acceptable levels on performance targets?*

For 1999-2000, two schools have been listed as exemplary, eight schools as demonstrating high achievement, and ten as in need of improvement. The remaining schools have been listed as adequate.

## **Reporting Performance Data**

1. *Describe the characteristics of the state performance data reporting system (by whom, what data, who is the audience) for each of the following levels:*

- *Student reports*

Students receive their overall score and national percentile ranking on the TerraNova, as well as a breakdown of how they scored in each of the subject areas. The report is generated by the company (CTB) and does not include state categories or definitions.

Local districts provide reports to students on how they performed on the high school proficiency exam and the writing assessment. For the HSPE, students are notified as to whether or not they passed the exam in the three areas (math, reading and writing). Parents are also informed by the district as to whether or not their child has passed the HSPE. The districts are responsible for the distribution of writing assessment scores and students are notified as to how well they performed using the six scoring levels.

- *School reports*

Typically, a separate **Individual School Accountability Report** is required for each school, including charter schools, in a district. There are, however, *some exceptions from the requirement of providing an Individual School Report*. Schools with an *average enrollment of less than eight students per grade in the previous year* are not required to produce an Individual School Accountability Report. If there is more than one such school in a district, the district will be required to combine the information from those schools into a Small Schools Accountability Report containing all of the information in this section. If there is only one such school in a district, that school is exempt from the individual school reporting requirement. However, the information for all such schools must be included in district statistics used in the Individual School Accountability Reports and in the District-Wide School Accountability Report.

Also, special education schools are exempt from providing Individual School Accountability Reports at this time. However, the information for all such schools must be included in district statistics used in the Individual School Accountability Reports and in the District-Wide School Accountability Report.

The indicators included in the report will include the following:

**Principal's Highlights:** a brief review/list of indicators of a school's performance for the previous school year other than those indicators featured elsewhere in the school's report.

**Progress Toward Goals:** a brief listing of the school's major (e.g., top 4-5) goals for the previous year and a brief summary of progress toward achieving objectives reflected in each goal. The indicators of progress toward achieving objectives must be stated in measurable/objectively identifiable terms.

**Technology Use at the School:** a brief description of the technology available for student use at the school in the previous year. The discussion can feature any aspect of technology for student use at the school, but must cover the following:

1. Access to Internet
2. (FOR ELEMENTARY SCHOOLS) Percentage of students at the school that have at least one half hour per week of direct use of computers that is tied to instruction/curriculum. Report this percentage to the nearest full percent.
3. Student to computer ratio.

### **School Statistics**

1. **Enrollment**
2. **Annual Change in Enrollment for School and District** -- the percentage increases or decreases in total student enrollment from the year prior to the previous school year.
3. **Transiency Rate for School & District** -- the percentage of students who are not enrolled in the school for the entire (previous) school year.
4. **Average Daily Student Attendance Rate for School and District** -- defined as the percent of enrollment in attendance on an "average school day" in the previous school year.

5. **Truancy Rates for School and District** -- percentage of students in each school and in the district that had 10 full days of unexcused absence in a school year.
6. **Retention by Grade for School and District** -- percentage of fall enrollment by grade for grades K-8 that were retained at the end of the 1998-1999 school year (prior to the beginning of the 1999-2000 school year). (For the 1999-2000 school year reports in March 2001, ninth grade students who are credit deficient will be reported.
7. **Dropout Rates for School and District** -- percentage of students in each of grades 9-12 at a school that dropped out of school during the previous school year. These dropout statistics apply to schools with any of grades 9-12.
8. **Counselor/Student Ratio for School and for District** -- defined as the number of students per FTE counselor.
9. **Student Suspension/Expulsion/Referral to Alternative Education/Referral to Homebound at School and District for School Violence, Weapons, or Distribution of Controlled Substances, Possession/Use of Alcohol or Controlled Substance** -- during the school year, the number of suspensions/expulsions/referrals at a school for reasons of school violence, weapons, alcohol, or controlled substances.

#### Teachers

1. **Percentage of Teachers by Degree Type for School and District** -- defined as the percentage of classroom teachers in a school (or district) that hold a Baccalaureate, Master's, or Doctorate.
2. **Years of Teaching Experience** -- defined as percentage of classroom teachers in a school (or district) that fall within one of five categories of full-time teaching experience: New, 1-3 yrs, 4-6 yrs, 7-9 yrs, 10 yrs or more. The full-time teaching experience should be in a public school system, but need not be in Nevada.
3. **Percentage of Teachers Teaching Completely Within Their Area of License & Endorsement in School and District**
4. **Average Daily Teacher Attendance Rate for School and District** -- defined as the percent of teaching staff in classrooms on an "average school day" in the previous school year

#### Classrooms

1. **Teacher/Student Ratios by Grades K-6 in School and District** -- for each of grades 1-6, defined as the number of students per FTE licensed classroom teachers in the previous school year.
2. **Average Class Size for English, Mathematics, Science, and Social Studies Classes by Grades 7-12 in the School and the District** -- defined as the average class size for each of grades 7-12 in each of the core curriculum areas listed.
3. **Percentage of Classes in English, Mathematics, Science, Social Studies and Occupational Education in Grades 7-12 Taught by Teachers Outside Their Area of License & Endorsement in School and District** -- For secondary (any of grades 7-12) curriculum areas listed, percentages should be reported separately for each curriculum area.

## **Student Achievement**

**TerraNova:** The Nevada Proficiency Examination Program is not reporting results for mandated TerraNova testing grades at schools with less than 10 students tested in that grade.

Information on TerraNova test results is required as follows:

1. **Percentage of Eligible Students Tested and Number of Students in Various Testing Categories and Exempt from TerraNova Testing** in School and District at Each Grade Level Reported
2. **Average Percentile Rank in Each Grade Tested in School and District for Each Section of TerraNova (Reading Composite, Language Composite, Mathematics Composite, & Science)** -- defined as the national percentile rank of the mean NCE for each section of the TerraNova in each grade in which the TerraNova is administered in a school and the national percentile rank of district-wide mean NCE for the same sections and grades reported for the school.
3. **Percentages of Students in the School and District Scoring in the Top and Bottom Quarter Nationally in Each Grade for Each Section of the TerraNova (Reading Composite, Language Composite, Mathematics Composite, & Science)** -- defined as the percentages of students in the school and district scoring at or above the 75th percentile and at or below the 25th percentile nationally for each section of the TerraNova in each grade in which the TerraNova is administered in the school.

**Statewide Writing Examination:** Information on Statewide Writing Examination results is required only for schools containing grade levels where the Examination is administered.

4. **Percentage of Students Proficient for Each Writing Trait in School and District** -- defined for each writing trait reported separately as the percentage of students taking the Statewide Writing Examination in **the 4<sup>th</sup> and 8<sup>th</sup> grade** who score at or above a score of three on that trait. Round the reported percentage figures for each writing trait to the nearest one-tenth of one percent.

**Nevada High School Proficiency Examination:** Information on the High School Proficiency Examination results are required only for schools containing grade levels where the Examination is administered.

5. **Percentage of Students Passing Each Section of the Nevada Proficiency Examination in the School and District** -- defined as the percentage of students taking the Nevada High School Proficiency Examination that pass each section of the examination by the end of the twelfth grade.

**Proficiency Failures** – For the school and for the district, report the number and percentage of regular education students who did not receive their standard high school diploma simply because they failed the high school proficiency examinations

**College Entrance Examination Results:** Information on college entrance examination results is required only for schools containing grade levels where the examinations are administered.

6. **Percentage of Previous Year's Fall Enrollment of Seniors that Took the ACT and Each (Math & Verbal) Section of the SAT** -- For ACT, defined as the number of students from the previous year's graduating class that took the ACT College Entrance Examination divided by the official fall number of seniors in the previous year's graduating class. For SAT, defined as the number of students from the previous year's graduating class that took the SAT College Entrance Examination divided by the official fall number of seniors in the previous year's class. Round reported percentages to the nearest percent.
7. **Average Scores on the ACT Composite and SAT Math and Verbal Sections for the Previous Year's Graduating Class** -- Average scores should include all test takers from the previous year's class, whether the tests were taken the previous year as seniors or the year before as juniors. According to both ACT and SAT, the results provided each year include results for students from the same graduating class who took the test as seniors or as juniors the year before.

**District-wide NRT's, CRT's, or Other Standardized Student Achievement Indicators:** For any grade in which any of the TerraNova, the Statewide Writing Examination, or the Nevada Proficiency Examination was **not** administered in the previous school year, either Norm Referenced Tests or Criterion Referenced Tests that were administered to students *district-wide* in those grades are reported.

**Percent of High School Graduates Enrolled in Remedial UCCSN Classes** – for each high school, defined as the percentage of students who graduated from that high school in the preceding year and enrolled in remedial classes in the University and Community College System of Nevada during the summer session after that year or the following fall.

**Percentage of Total Enrollment Participating in Special or Highlighted Programs in School and District** -- calculated at the school level as the number of students participating in each of several programs (reported separately) divided by the total fall count day school enrollment and then multiplied by 100.

#### **Parental Involvement**

1. **Percentage of Students Whose Parents Attended Formally Scheduled Parent-Teacher Conferences in the School and District** -- defined as the number of students whose parents/guardians attended the first parent-teacher conference of the

previous school year divided by the fall count day enrollment for that year and then multiplied by 100.

2. **Other Indicators** -- Schools will also report information about any of the following activities or categories of parental participation in existence at the school:
  - attendance at open houses, special school functions, parent orientations, and workshops;
  - parent membership in autonomous parent organizations which are membered by their organization, such as PTO, PTA, Booster Clubs;
  - parent membership in advisory groups, committees, or other organized parent groups, such as Title I or Shared Governance/Site-Based Decision Making groups;
  - parent participation as classroom aides;
  - parental satisfaction indicators/survey results; and/or
  - school newsletters sent to parents.

Fiscal information is also provided, including the amount and sources of remedial education funds for schools and districts.

- *District reports*

The District-wide Accountability Report includes the following indicators:

**Superintendent's Review:** This section of the District-Wide Accountability Report provides district superintendents with an opportunity to review the findings of the district's accountability effort and highlight areas of strength and weakness in the district's overall performance. The Superintendent's Review is a brief review based upon the data contained in the district-wide report.

**District Highlights:** a brief review or list of indicators of a school district's performance for the previous school year other than those indicators featured elsewhere in the report. The Highlights section provides an opportunity to highlight other indicators of district-wide achievement that are missing in the required information indicated below.

**Progress Toward Goals:** a brief listing of the school district's major goals for the previous year and progress toward achieving objectives reflected in each goal. The indicators of progress toward achieving objectives must be stated in measurable/objectively identifiable terms.

**Secondary Curriculum:** list of all required and elective subjects in Grades 7-12 that were offered in the district during the previous school year, noting with an asterisk and footnote those classes that were not offered in all schools.

**General Statistics**

1. **Enrollment** -- Unweighted student enrollment using the official fall count day for the previous school year.
2. **Annual Change in Enrollment** -- percentage increases or decreases in total student enrollment from the year prior to the previous school year.
3. **Transiency Rate**
4. **Average Daily Student Attendance Rate** -- percent of enrollment in attendance on an "average school day" in the previous school year.

5. **Truancy Rates** -- percentage of students with 10 full days of unexcused absence in a school year.
6. **Retention by Grade** -- percentage of fall enrollment by grade for grades K-8 that were retained at the end of the 1998-99 school year for each applicable school and the district.
7. **Dropout Rates** -- for each of grades 9-12 and overall in schools and district.
8. **Counselor/Student Ratio** -- number of students per FTE counselor.
9. **Student Suspension/Expulsion/Referral to Alternative Education /Referral to Homebound for School Violence, Weapons, Distribution of Controlled Substances, Possession/Use of Controlled Substances or Alcoholic Beverages**
10. **Technology Use** -- please see the discussion in Part 1 for definitions and formulas appropriate for reporting technology use in the school and district.

### Teachers

1. **Percentage of Teachers by Degree Type** -- percentage of teachers assigned to one or more classes that hold a Baccalaureate, Master's, or Doctorate.
2. **Years of Teaching Experience** -- percentage of teachers assigned to one or more classes that fall within one of five categories of full-time teaching.
3. **Percentage of Teachers Teaching Completely Within Their Area of License & Endorsement.**
4. **Average Daily Teacher Attendance Rate** -- percent of teaching staff in classrooms on an "average school day" in the previous school year. Please see Part 1 for definitions and formulas for this new element.

### Classrooms

1. **Teacher/Student Ratios for Grades K-6** -- per FTE teacher by grades 1-6. For kindergarten, the fall kindergarten enrollment is divided by the number of kindergarten classes (see Part 1).
2. **Average Class Size for English, Mathematics, Science, and Social Studies Classes by Grades 7-12** -- in each area for each grade 7-12.
3. **Percentage of Classes in English, Mathematics, Science, Social Studies, and Occupational Education in Grades 7-12 Taught by Teachers Outside Their Area of License & Endorsement** -- in each area for secondary classes (combine any of grades 7-12).

### Student Achievement

1. **Percentage of Eligible Students Tested for TerraNova and Number of Students in Various Testing Categories and Exempt from Testing** -- each grade in which the TerraNova was administered in the *current year*. Since there were significant changes here last year, please see Part 1 for definitions, formulas, and other discussions.
2. **Average Percentile Rank for Each Section of TerraNova (Reading, Language, Mathematics, & Science) in Each Grade** -- national percentile rank of the *mean NCE* in each grade in which the TerraNova was administered in the *current year*.
3. **Percentages of Students Scoring in the Top and Bottom Quarter Nationally in Each Grade for Each Section of the TerraNova** -- percentage scoring at or above the 75th and at or below the 25th percentile nationally for each grade in which the TerraNova was administered in the *current year*.

4. **Percentage of Students Proficient for Each Writing Trait on the Statewide Writing Examinations** -- for each trait, percentage of students that score at or above a score of three in each grade (4<sup>th</sup> and 8<sup>th</sup>) in which the writing examination was administered in the *current year*.
5. **Percentage of Students Passing Each Section of the Nevada High School Proficiency Examination** -- by the end of the twelfth grade in the previous year. Students who score 400 and above on the Reading and Mathematics section and seven and above on the Writing section are considered to have passed the section.
6. **Proficiency Failures** – for each applicable school and the district, the number and percentage of regular education students who did not receive their standard diploma simply because they failed the high school proficiency examinations. There is a formula given in Part I that may be necessary to calculate this number for the 1998-99 school year.
7. **Percentage of Previous Year's Senior Class that Took the ACT and Each (Math & Verbal) Section of the SAT.**
8. **Average Scores on the ACT Composite and SAT Math and Verbal Sections for the Previous Year's Graduating Class.**
9. **District-Wide Norm Referenced Test Results (Average Percentile Rank on Each Section) or District-Wide Criterion Referenced Test Results (Percentage Meeting Criterion)** -- (ELECTIVE) for any grade in which the TerraNova, the Statewide Writing Examination, or the Nevada Proficiency Examination was not administered in the previous school year.
10. **Percentage of High School Graduates Enrolled in Remedial UCCSN Classes** -- during the summer session after the preceding year or during the following fall

**Percentage of Total Enrollment Participating in Special and Highlighted Programs** -- programs indicated in Part 1 for elementary and secondary schools.

**Parental Involvement:** Percentage of Students Whose Parent/Guardian Attended the First Formally Scheduled Parent-Teacher Conference in the Previous Year.

**Fiscal Information:** Expenditures Per Student in the Areas of Instruction, Administration, Building Operation, Staff Support, and Student Support.

1. **Sources of Revenues or Resources** -- (for district only) percentages of four categories (Local, State, Federal, and Opening Balances) of funding sources received by the district for all funds included in the Expenditure Per Student calculation.
2. **Amount and Sources of Remedial Education Funds** – for school and district.

The **Nevada Education Reform Act** also requires that the Board of Trustees of school districts provide a separate report covering: (1) the effectiveness of the district's program of accountability and (2) a plan for improving achievement of pupils in district schools, including a description of the efforts the district has made to correct deficiencies identified in the reports specified above. A copy of the Evaluation Report should be submitted to: Governor, State Board of Education, Nevada Department of Education, Legislative Committee on Education and the Legislative Bureau of Educational Accountability and Program Evaluation on or before June 15 of each year.

**Source: Handbook for Implementation of NRS 385.347 School Accountability Legislation (October 1999)**

- *State reports*

Multiple state reports are provided to the public on the TerraNova results, as well as an accountability report on school and district indicators. There is not, however, an annual report by the state superintendent outlining trends across the state.

2. *How are the data distributed? When during the year (month or time period after assessment)? To whom (students, teachers, parents, the media, the community)?*

An **Individual School Accountability Report** for a school must be distributed in March of each year to all parents or guardians of students enrolled at that school. To reduce costs, it is suggested that schools distribute copies of the school's report for all students to take home to their parents. However, this distribution procedure may work better in some districts than in others, and it also may work better at the elementary level than at the secondary level, where there may be less assurance that the report will reach parents. If this method of distribution is selected for certain schools or for all schools in a district, every effort should be taken, through local media and newsletters, to notify parents in advance of the date that the reports will be sent home. Extra copies of the report should be maintained at the school and at the school district office for distribution upon request.

School officials should take steps to assure that the information contained in the Individual School Accountability Reports is accessible to parents who speak primarily in Spanish. This may be accomplished by holding a meeting with translation for such parents.

The Board of Trustees of school districts must submit a copy of each school's report to the Governor, State Board of Education, Nevada Department of Education, Legislative Committee on Education, and Legislative Bureau of Educational Accountability and Program Evaluation by April 15 of each year.

The **District-Wide School Accountability Report** must be distributed to all local media (newspapers, radio, and television) and all public libraries serving the local area. If there are no libraries in an area served by the school district, other public access locations must have copies of the district-wide report.

The Board of Trustees of the district must submit a copy of the District-Wide School Accountability Report to the: Governor, State Board of Education, Nevada Department of Education, Legislative Committee on Education and the Legislative Bureau of Educational Accountability and Program Evaluation by April 15 of each year.

3. *At what level(s) are data disaggregated (state, district and school levels)? For what groups are disaggregated data reported (see Internet sites for state, district and school level report cards)?*

The state disaggregates and reports data from the state assessments by gender, race/ethnicity, migrant status, special education students (with exception of those exempted) and socioeconomic status. Although those limited English proficiency students not able to pass the Language Acquisition Skills (LAS) assessment are not included in the assessment system and are therefore not included in the calculations, the number of students excluded due to their performance on the LAS is reported.

4. *Does trend data exist from the state assessments (example: Texas State Assessment data is available from “1996-97 on”)?*

1999-2000 is the fourth year that the TerraNova has been administered. The HSPE has changed over time and so scores are not comparable.

5. *How are the results of students with disabilities and limited English proficiency reported? Are they included in the aggregate scores reported to the public, or disaggregated by group?*

Special education and limited English proficiency student scores are included in reporting unless they are excluded due to specifications in the IEP or disqualification due to a low score on the LAS.

6. *What are the state’s requirements for the use of data in school and district improvement planning?*

Schools and districts are required to create improvement plans and revise those plans if they are low performing. These reports must, according to the state, be based on student and school performance data.

7. *Are changes planned for performance reporting (proposed or enacted and to be implemented)? If so, what do these plans include? Why are these changes being made and what is the timeline? Are there implications for the accountability system (Title I or in general)?*

No changes are planned at this time except for the inclusion of the criterion-referenced assessment results once they have been administered formally.

8. *What have been the major issues and challenges in the area of performance standards and reporting? Explain.*

The implementation of the reporting requirements and accountability designations included in Senate Bill 70 has been the largest issue recently (see accountability system below).

## **State Accountability System (1999-2000 school year)**

1. *Provide a brief overview and history of the accountability system as the context.*

In 1993 the Nevada State Legislature passed the **Nevada School Accountability Law**, which provided the legislative framework under which all school districts in Nevada have informed the public about their performance and that of public schools throughout the state. School information is provided to the public via a set of reports; individual schools provided reports to their parents, and districts reported information about all schools in the district to news media sources and other interested parties.

However, a recent reform act in the state has created a system in which schools are labeled in four achievement categories according to their performance. Those scoring low will be listed as “demonstrating need for improvement.”

2. *What are the characteristics of the state accountability system?*

***Student Accountability/Rewards and Sanctions***

If a pupil fails to demonstrate at least adequate achievement on the examination administered before the completion of grade 4, 8 or 10, s/he may be promoted to the next higher grade, but the results of the examination must be evaluated to determine what remedial study is appropriate. If a pupil is enrolled at a school that has been designated as demonstrating need for improvement the pupil must complete remedial study that is determined to be appropriate for the pupil. If a pupil fails to pass the proficiency examination administered before the completion of grade 11, he may not graduate until he is able, through remedial study, to pass the proficiency examination, but he may be given a certificate of attendance, in place of a diploma, if he has reached the age of 17 years.

***School Accountability/Rewards and Sanctions***

Source: Senate Bill 70 (1999): The state department of education, on or before April 1 of each year, will designate each public school within each school district as:

- Demonstrating **exemplary** achievement;
- Demonstrating **high** achievement;
- Demonstrating **adequate** achievement; or
- Demonstrating **need for improvement**.

This designation will be based on three factors:

1. assessment participation rates
2. student performance on the examination administered (TerraNova for 1999-2000)
3. student attendance.

The department designates a public school as demonstrating **exemplary** achievement if:

- The number of pupils who took the examinations administered is at least equal to 95 percent of the pupils who were required to take the examinations and were not exempt pursuant to the regulations of the department;
- At least 50 percent of the pupils enrolled in that school who took the examinations administered received an average score on those examinations that is at least equal to the 76th percentile of the national reference group of pupils to which the examinations were compared; and

- The average daily attendance of pupils who are enrolled in the school is at least 95 percent.

The department shall designate a public school as demonstrating **high** achievement if:

- The number of pupils who took the examinations administered is at least equal to 93 percent of the pupils who were required to take the examinations and were not exempt pursuant to the regulations of the department;
- At least 40 percent of the pupils enrolled in that school who took the examinations received an average score on those examinations that is at least equal to the 76th percentile of the national reference group of pupils to which the examinations were compared; and
- The average daily attendance of pupils who are enrolled in the school is at least 93 percent.

The department shall designate a public school as demonstrating **adequate** achievement if:

- The number of pupils who took the examinations administered is at least equal to 90 percent of the pupils who were required to take the examinations and were not exempt pursuant to the regulations of the department;
- At least 60 percent of the pupils enrolled in that school who took the examinations administered received an average score on those examinations that is at least equal to the 26th percentile of the national reference group of pupils to which the examinations were compared; and
- The average daily attendance of pupils who are enrolled in the school is at least 90 percent.

The department shall designate a public school as demonstrating **need for improvement** if:

- Less than 60 percent of the pupils enrolled in that school who took the examinations administered received an average score on those examinations that is at least equal to the 26th percentile of the national reference group of pupils to which the examinations were compared; or
- The average daily attendance of pupils who are enrolled in the school is less than 90 percent for 3 or more consecutive years based upon the yearly profile of information for the school maintained by the department.

The only reward for high performing schools is the publicity and public recognition. No monetary rewards are made available.

#### ***District Accountability/Rewards and Sanctions***

The accountability system is based on the school level and district are only held accountable through their affiliation with the schools within the district and how they perform.

3. *What methods of measuring progress are used in the state accountability system?*
  - *Relative growth*
  - *Absolute target*
  - *Narrowing the Gap between high and low achievers*

Schools must meet absolute targets to be listed as high performing, which is in contrast to the Title I system in the state which includes a growth model for AYP (see Title I section).

4. *Are all students included in calculating the measures of progress? If not, who is excluded (probe on inclusion of SWD and LEP students)?*

Any student not eliminated either due to an IEP or a low score on the LAS is included in the calculations.

5. *How do the general state accountability system and the system of accountability for Title I schools compare? Are they the same, or different? How?*

There are two separate systems in place at this time (1999-2000). The state system lists schools in four performance categories based on performance on the TerraNova, rate of attendance and rate of participation in the assessment. Title I schools and districts make AYP based on TerraNova and or district assessment and the writing assessment (see Title I section).

6. *Are subgroup performance results used as an indicator in the calculation of state accountability measures? If so, how? To identify schools or districts in need of improvement? For recognition and rewards?*

Only the general student population is counted, and students are not calculated by subgroup for the accountability system.

7. *Are charter and/or non-public schools included in the accountability system? If so, how?*

Charter schools must follow all of the guidelines of the state for reporting and accountability. Non-public schools are in no way connected to the state and do not have to comply with any SDE regulations.

8. *Are changes planned for the state accountability system (proposed or enacted and to be implemented)? If so, what do these plans include? Why are these changes being made and what is the timeline?*

The state has just implemented a new accountability system as specified to SB 70 and so further substantial changes are not being planned at this time.

9. *What have been the major issues and challenges in the area of accountability? Explain.*

The state is still working through the full implementation of SB 70.

## **Identifying and Assisting Low Performing Schools and Districts**

1. *How are schools and districts identified as low performing? Using what criteria? Do the identification processes and/or criteria differ for Title I and non-Title I schools?*

The state department shall designate a public school as demonstrating **need for improvement** if:

- Less than 60 percent of the pupils enrolled in that school who took the examinations administered received an average score on those examinations that is at least equal to the 26th percentile of the national reference group of pupils to which the examinations were compared; or
- The average daily attendance of pupils who are enrolled in the school is less than 90 percent for 3 or more consecutive years based upon the yearly profile of information for the school maintained by the department.

If the department designates a school as demonstrating need for improvement, the board of trustees of the school district must prepare for that school a plan to improve the achievement of the school's pupils as measured by the examinations on or before May 1 of the year in which the designation was made, and submit the plan to the state.

If the department designates a school as demonstrating need for improvement for 2 consecutive years or as having fewer than 90% of eligible students participating in the statewide assessments for 1 year, the department will:

1. Place the school on academic probation.
2. Prepare for that **school a plan** to:
  - (a) Improve the achievement of the pupils who are enrolled in the school as measured by the examinations required
  - (b) Increase the number of pupils who take the examinations required and ensure that all eligible pupils who are in attendance on the day that the examinations are administered are given an opportunity to take the examinations on or before May 1 of the year.

If the department designates a school as demonstrating need for improvement for 3 or more consecutive years or as having fewer than 90% of eligible students participating in the statewide assessments for 2 or more consecutive years the department will:

1. Continue the academic probation of the school;
2. Prepare for that school a plan to:
  - (a) Improve the achievement of the school's pupils as measured by the examinations required; and
  - (b) Increase the number of pupils who take the examinations required and ensure that all eligible pupils who are in attendance on the day that the examinations are administered are given an opportunity to take the examinations on or before May 1 of the year.

A **plan** prepared and submitted by the department must contain specific information about the school, including, but not limited to, information concerning the administrative operation of the school, the curriculum of the school and the financial and other resources of the school. The board of trustees of the school district must, until such time as the school is designated as demonstrating exemplary achievement, high achievement or adequate achievement make two reports per year to the state, one at the end of each semester concerning the progress of the school.

If a school receives two or more consecutive designations as demonstrating need for Improvement, the department will, on or before August 1, establish a panel to supervise the academic probation of the school. A panel established pursuant to this section consists of nine members appointed by the superintendent of public instruction as follows:

- (a) Two instructors or professors who provide instruction within the University and Community College System of Nevada;
- (b) One representative of the private sector;
- (c) Two parents or legal guardians of pupils who are enrolled in the school;
- (d) One person who is a member of the board of trustees of a school district; and
- (e) Three persons who are licensed educational personnel at public schools within this state.

One person appointed pursuant to this paragraph must be a classroom teacher who provides instruction at a school that is not located within the same school district as the school which is the subject of the evaluation. One person appointed pursuant to this paragraph must be an administrator at a school that is not located within the same school district as the school which is the subject of the evaluation.

If a school receives two or more consecutive designations as demonstrating need for improvement the school may submit to the department a request for a waiver of the requirement for the establishment of a panel to supervise the academic probation of the school. The department may grant such a waiver if the yearly profile of information for the school maintained by the department demonstrates to the satisfaction of the department that the school has significantly improved in each of the immediately preceding 3 years covered by the profile.

A panel established will:

- (a) Review the most recent plan prepared by the department for the school or the plan prepared by the board of trustees of the school district
- (b) Identify and investigate the problems and factors at the school that contributed to the designation of the school as demonstrating need for improvement;
- (c) Hold a public meeting to discuss the actions that the school will need to take to warrant receiving a designation of demonstrating exemplary achievement, high achievement or adequate achievement;

(d) on or before December 1, prepare a written report that includes an analysis of the problems and factors at the school which contributed to the designation of the school as demonstrating need for improvement, including, without limitation, issues relating to:

- (1) The financial resources of the school;
- (2) The administrative and educational personnel of the school;
- (3) The curriculum of the school;
- (4) The facilities available at the school, including the availability and accessibility of educational technology; and
- (5) Any other factors that the panel believes contributed to the designation of the school as demonstrating need for improvement.

A copy of the written report will be submitted to the (1) principal of the school; (2) board of trustees of the school district in which the school is located; (3) superintendent of schools of the school district in which the school is located; (4) and the state. The written report will be available, upon request, to each parent or legal guardian of a pupil who is enrolled in the school.

If a panel established determines that a school has not earned a designation as demonstrating exemplary achievement, high achievement or adequate achievement for the school year immediately succeeding the establishment of the panel, the panel shall:

1. Hold an additional public meeting to discuss the actions which must be taken to improve the achievement of pupils at the school on or before December 1, and
2. Determine whether the superintendent of public instruction should appoint an administrator to oversee the operation of the school.

If a panel established determines that an administrator must be appointed to oversee the operation of a school, the superintendent of public instruction will, on or before January 15, appoint a licensed administrator to do so. If a school for which an administrator is appointed receives a designation of demonstrating exemplary achievement, high achievement or adequate achievement, the superintendent of public instruction will then terminate the oversight of the school by the administrator. Afterwards, the board of trustees of the school district will, until such time as the school receives two consecutive designations of demonstrating exemplary achievement, high achievement or adequate achievement, make two reports, one at the end of each semester, to the state.

2. *Does the district or the state decide whether a school is low performing? If the district is involved in the process, how much discretion do they have?*

This is a state determination and the district is only involved in supporting schools in the school improvement planning process.

3. *What types of assistance are provided to these schools and districts by the state?*

The department has adopted programs of remedial study for each subject tested on the examinations administered. A school that receives a designation as demonstrating need for improvement must adopt a program of remedial study that has been adopted by the department. A school district that includes a school, which receives a designation of demonstrating need for improvement, must ensure that each of the pupils enrolled in the school who failed to demonstrate at least adequate achievement on the examinations administered completes remedial study that is determined to be appropriate for the pupil.

The state provides schools and districts comprehensive lists of whole school reform models and other improvement packages that are “research-based” for which they can choose a plan that fits their needs. The state also works with school and district to reviews plans for improvement. Funding to initiate and operate the school improvement and reform models is provided by the state based on the improvement plans submitted by the schools needing improvement.

4. *Who provides the state assistance?*

State staff primarily provides the assistance available.

5. *Does support to Title I and all low performing schools and districts differ? Is support generally provided for all schools and districts, or are services specifically designed to help those that are low performing?*

Yes, the system of support differs between the two. Title I schools have school support teams (ONE Program) that work with low performing schools, but non-Title I schools do not have this type of assistance available except through the monitoring and review panel outlined above.

6. *Has the state established a set of criteria and/or a process for getting schools and districts out of low performing status? If so, what do they include?*

See above.

7. *Once a school or district is identified as low performing, what types of plans must it prepare? Who are they submitted to once completed? How do they differ from other planning documents?*

If the department designates a school as demonstrating need for improvement for 3 or more consecutive years or as having fewer than 90% of eligible students participating in the statewide assessments for 2 or more consecutive years the department will:

1. Continue the academic probation of the school;
2. Prepare for that school a plan to:
  - (a) Improve the achievement of the school's pupils as measured by the examinations required;
  - (b) Increase the number of pupils who take the examinations required; andon or before May 1 of the year.

A **plan** prepared and submitted by the department must contain specific information about the school, including, but not limited to, information concerning the administrative operation of the school, the curriculum of the school and the financial and other resources of the school. The board of trustees of the school district must, until such time as the school is designated as demonstrating exemplary achievement, high achievement or adequate achievement make two reports per year to the state, one at the end of each semester concerning the progress of the school.

8. *Are changes planned for the state system of identifying and assisting low performing schools or districts (proposed or enacted and to be implemented)? If so, what do these plans include? Why are these changes being made and what is the timeline?*

No changes are planned at this time, due to the recently implemented SB 70.

## **Title I and Adequate Yearly Progress**

1. *What criteria are included in the definition of adequate yearly progress for schools and districts under Title I?*

The TerraNova results from grades 4, 8, and 10 and the grade 4 and 8 writing assessment results are the basis for determining AYP. Scores on the reading, language arts and math subjects areas have been broken down into four performance levels:

- Below the Standard: 0-25%
- Approached the Standard: 26-50%
- Meets the Standard: 51-75%
- Exceeds the Standard: 76-99%

The writing assessment is scored similarly, with the following definitions referring to scoring levels 1-6 (6 as superior and 1 as extremely weak):

- Below the Standard (levels 1 and 2): Grade 4 and 8: score of 1 or 2 on all traits
- Approached the Standard (level 3): Grade 4: score of 3 or higher on 1 trait,  
Grade 8: score of 3 or higher on 1-3 traits
- Meets the Standard (level 4) : Grade 4: score of 3 or higher on 2 traits  
Grade 8: score of 3 or higher on all traits
- Exceeds the Standard (levels 5 and 6): Grade 4: score of 3 or higher on all traits  
Grade 8: score of 4 or higher on all traits

Only cognitive data is used in the determination of AYP, and subgroup performance is not included. Currently, locally determined and administered assessments may also be used, but are not required; in the future, the state will not allow the inclusion of results from locally developed assessments. We will report AYP using only statewide assessment results. The formula for determining AYP outlined in question/answer #3 can incorporate locally administered end-of-course or end-of-unit assessment scores from grades pre-K through 12 in the same way that the Terra Nova scores are included for the current year. However, the TerraNova and writing assessment scores are required and must be included by the district.

2. *What are the definitions of adequate yearly progress? Are these transitional or final definitions? If transitional, when will the final definitions be in place and what criteria and processes will they include?*

Adequate yearly progress is for the 1999-2000 school year is defined for schools as scoring above the 1997-98 baseline on the norm-referenced assessment administered and the writing assessment created by the state (see following question/answer for process). Districts are not making adequate yearly progress if 50% of the schools in the district are not making AYP. No districts have to this point been so identified.

This definition is transitional as the new criterion-referenced tests for the 3<sup>rd</sup> and 5<sup>th</sup> grades should be incorporated once implemented in 2001-02.

3. *What is the process for identifying those schools and districts that are not making adequate yearly progress under Title I? Does the district or the state make this determination for schools? If the districts plays a role, does the state provide guidance on local criteria?*

Each district Title I coordinator receives an adequate yearly progress calculations sheet from the state used to determine whether or not adequate yearly progress has been reached. The process is as follows:

**Part I:** Determine the percentage of students that scored:  
Below the Standard (Novice)  
Approached the Standard (Basic)  
Meets the Standard (Proficient)  
Exceeds the Standard (Advanced)

for the 1997 and 1998 school years combined. Once that is determined, multiply:

- The percentage of students in novice by 0.0
- The percentage of students in basic by 0.96
- The percentage of students in proficient by 1.0
- The percentage of students in advanced by 1.37.

to determine what will be called the **weighted percentages**. Then, subtract the sum of the weighted percentages from 100 and multiply that number by .05 (5% growth index). Adding this number with the sum of the weighted percentages will determine the **baseline** for years 1997 and 1998.

**Part II:** Determine the percentage of students that are at the novice, basic, proficient and advanced levels for the 1999 school year. Once that is determined, multiply:

- The percentage of students in novice by 0.0
- The percentage of students in basic by 0.96
- The percentage of students in proficient by 1.0
- The percentage of students in advanced by 1.37.

and find the sum of these calculations.

**Part III:** To determine if adequate yearly progress has been made, districts compare the baseline from 1997 and 1998 with 1999 scores. If the sum from 1999 is larger than the baseline, AYP has been met. If not, AYP has not been met.

The district reports the information to the state but then is also responsible for notifying the schools not making AYP once notified by the state.

4. *What are the criteria and processes for identifying schools and districts in need of improvement under Title I? What plans must be prepared? How can a school or district get out of Program Improvement? Does the district or the state make this determination for schools?*

Schools and districts not making AYP for two consecutive years are then identified as in need of improvement under Title I. Although all schools and districts must create

improvement plans, a school identified as not making adequate yearly progress must revise the plan to address the areas of need of identified by the data. Schools and districts identified as in need of improvement must continue to revise the plan to improve student performance. A school can get out of program improvement by making AYP for two consecutive years; a district with fewer than 50% of the schools in AYP is out of program improvement. This determination, however, is made by the state once a school is identified as in need of improvement.

5. *What types of assistance are provided to those in need of improvement under Title I?*

Title I consultants from the SDE are assigned to specific districts in the state so that one person from the SDE is the single point of contact for the district and the schools in the district. This applies for all federal programs (Title I, Goals, CSRD, etc.) Consultants work with schools as they modify their school improvement plan. The state may also contract with outside consultants to work with districts and schools on school improvement planning at four points during the year.

School Support Teams are also available to provide assistance to low performing Title I schools. These personnel are in the ONE Program (Outstanding Nevada Educators) and have expertise in content areas or school planning. Schools and districts may request that these people come and work with them.

Regional centers are available for professional development services, but they are not involved in school improvement planning specifically.

6. *Who provides the assistance?*

The following personnel provide assistance (see previous question):

- school support teams (ONE Program)
- staff consultants from the SDE
- outside consultants under contract.

7. *Have waivers played a role in this process?*

The state has not been on waivers as part of this process.

8. *Are there future plans for the state system for schools or districts receiving Title I funding (proposed or enacted and to be implemented) or for the definition of adequate yearly progress? If so, what do these plans include? Why are these changes being made and what is the timeline?*

The Title I staff are looking to use the criterion-referenced test as part of AYP once it is established.

9. *Is there alignment between Title I and non-Title I systems for adequate yearly progress?*

No, the general state system and the Title I system are not in alignment. Title I schools that are identified as in need of improvement by the state system are, however, automatically identified as schools in need of improvement for Title I purposes.

*10. What have been the major issues and challenges in the area of Title I? Explain.*

It would be impossible for students to continue to improve on a norm-referenced test by the 5% growth target, and so the Title I staff are looking to use the criterion-referenced test as part of AYP once it is established. The lack of inclusion of LEP and special education students at the present time was also identified as an issue.

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