

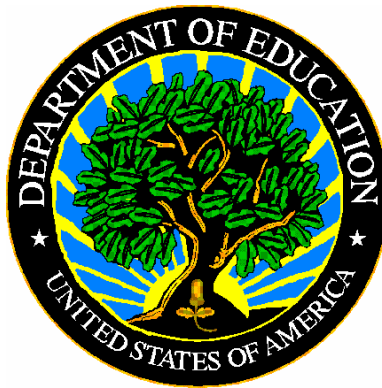
NEVADA (revised)

Consolidated State Application Accountability Workbook

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**

Submitted May 22, 2007

**Requested change pertains to section 5.3 and 5.4
(pages 34 and 36)**



**U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202**

Instructions for Completing Consolidated State Application Accountability Workbook

By January 31, 2003, States must complete and submit to the Department this Consolidated State Application Accountability Workbook. We understand that some of the critical elements for the key principles may still be under consideration and may not yet be final State policy by the January 31 due date. States that do not have final approval for some of these elements or that have not finalized a decision on these elements by January 31 should, when completing the Workbook, indicate the status of each element which is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

Transmittal Instructions

To expedite the receipt of this Consolidated State Application Accountability Workbook, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims
U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
(202) 401-0113

PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.
- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).
- W:** State is still working on formulating a policy to implement this element in its accountability system.

**Summary of Implementation Status for Required Elements of
State Accountability Systems**

Status	State Accountability System Element	
Principle 1: All Schools		
F	1.1	Accountability system includes <i>all schools and districts in the state</i> .
P	1.2	Accountability system holds <i>all schools to the same criteria</i> .
P	1.3	Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4	Accountability system provides <i>information in a timely manner</i> .
F	1.5	Accountability system includes <i>report cards</i> .
F	1.6	Accountability system includes <i>rewards and sanctions</i> .
Principle 2: All Students		
F	2.1	The accountability system includes <i>all students</i>
P	2.2	The accountability system has a consistent definition of <i>full academic year</i> .
P	2.3	The accountability system properly includes <i>mobile students</i> .
Principle 3: Method of AYP Determinations		
P	3.1	Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
P	3.2	Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F	3.2a	Accountability system establishes a <i>starting point</i> .
P	3.2b	Accountability system establishes <i>statewide annual measurable objectives</i> .
P	3.2c	Accountability system establishes <i>intermediate goals</i> .
Principle 4: Annual Decisions		
P	4.1	The accountability system <i>determines annually the progress</i> of schools and districts.

STATUS Legend:

F – Final state policy

P – Proposed policy, awaiting State approval

W – Working to formulate policy

Principle 5: Subgroup Accountability

F	5.1	The accountability system <i>includes all the required student subgroups</i> .
P	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .
F	5.3	The accountability system includes <i>students with disabilities</i> .
F	5.4	The accountability system includes <i>limited English proficient students</i> .
P	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
P	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
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Principle 7: Additional Indicators

P	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
P	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

P	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
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Principle 9: System Validity and Reliability

P	9.1	Accountability system produces <i>reliable decisions</i> .
P	9.2	Accountability system produces <i>valid decisions</i> .
P	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

P	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
P	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

STATUS Legend:

- F – Final policy
- P – Proposed Policy, awaiting State approval
- W– Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

IMPORTANT STATE NOTE

The Nevada Department of Education, acting on behalf of the State of Nevada, is making every effort to revise its current accountability system to bring it into compliance with the No Child Left Behind Act. To accomplish this, the state must modify current statute, current regulation and current policy with respect to accountability and other aspects of education in Nevada. The Nevada Legislature entered into a special session on June 3rd which is expected to last through Sunday June 8th. During that session, Senate Bill 1 (formally Senate Bill 191) was heard and passed and will be introduced into law. The passage of that groundbreaking legislation enables the Department of Education and the State Board of Education to fully implement the NCLB Act

The Nevada Department of Education received a peer review of its tentative consolidated state accountability plan on March 18th, 2003. At the peer review meeting, the state submitted a binder including a comprehensive set of evidence to support its planned system. In the tentative and final workbook plan the state refers throughout to evidence that supports its current and planned efforts. The evidence binder provides an organizational structure classifying evidence by principle and key element. That binder is not being re-submitted at this time. However, peer reviewers commented on the possible inclusion of several pieces of ancillary material. Based on the outcome of the peer review, the Department of Education attached ancillary materials augmenting the evidence submission on April 30, 2003. The Department of Education anticipates that this submission (electronic submission on June 9th, 2003 with follow-up mail submission) it is final plan submission.

Finally, the Nevada Department of Education entered into a waiver agreement with the United States Department of Education following the federal review of its final assessment system to comply with IASA. Nevada has and will continue to fully comply with the requirements of the agreement as it transitions to the new assessment and accountability systems required by NCLB.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.1 How does the State Accountability System include every public school and LEA in the State?</p>	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of “public school” and “LEA” for AYP accountability purposes.</p> <ul style="list-style-type: none"> • The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2). 	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

The state accountability system and AYP designation process will be applied to every public school and school district in the state without exception. There are approximately **608** schools including programs within schools and there are 17 school districts in the state. The AYP determination process must be modified in order to apply it to non-traditional schools.

A handful of Nevada public schools (**6 schools**) only serve students in kindergarten through 2nd grade. There are no state mandated large scale assessments covering this grade range. These schools are located within very close proximity to a sister elementary school serving grades 3 through 6. Students attending the K-2 schools matriculate to the sister schools. As a consequence, AYP test performance of the sister schools will be used, along with K-2 other indicator performance (i.e. attendance rate), to determine AYP for the K-2 schools.

Because state law was originally in conflict with federal statute in terms of how performance was reported for alternative and charter schools, the Nevada Department of Education, by virtue of Nevada law, could not hold the districts accountable for the results of alternative schools located within their boundaries. Since the accountability workbook was first submitted, there has been a change in state law which now requires results for alternative schools to be included in the district AYP results for the district where those schools are located. This applies to juvenile detention facilities, schools for abused/neglected children, and special education magnet schools who educate those students with the most severe cognitive disabilities. Results for all these students are now included in the calculation of district AYP, as long as those students meet the criteria of having attended those districts for the full academic year.

Additionally, NDE sought clarification during the 2005 legislative session on how results for charter schools should be reported. Because of a new law that was passed during the 2005 session, results for district-sponsored charter schools are now included in AYP calculations for the sponsoring districts, as long as those students meet the criteria of having attended those schools for the full academic year.

The only exceptions for special schools that are now made are for state-sponsored charter schools and for state-sponsored youth detention facilities. These schools are not LEAs, nor are they part of another district. Therefore, the school's AYP results, which are reported publicly as would be the case for any public school, are included only in state AYP calculations.

Evidence: LCE Concept paper, BDR, Existing statute, SMART documentation

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
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<p>1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?</p>	<p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>If applicable, the AYP definition is integrated into the State Accountability System.</p>	<p>Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.</p>
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STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Indicators to be used in judging AYP include state large scale English language arts assessments and math assessments, an alternative assessment for qualifying IEP students in language arts and math, the possibility of district modified assessments for LEP students in English language arts and math, graduation rates and attendance rates.

For all schools and districts, those AYP indicators that are applicable for the grade levels served are included and combined in the AYP determination. For example, for K-5 schools all AYP relevant large-scale assessments (grade 3, 4, and 5 assessments), any use of alternative assessments, the other academic indicators, and participation rates will be combined in making judgments.

Evidence: Pre-technical bulletin for accountability, AYP Steps PPT

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.3 Does the State have, at a minimum, a definition of <i>basic</i>, <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?</p>	<p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.¹</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State's academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p>	<p>Standards do not meet the legislated requirements.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

¹ System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

During the 1999-2000 school year, the Nevada State Board of Education adopted academic standards in English Language Arts, Mathematics, and Science. The adoption included both content standards and achievement standards (previously termed performance standards). The state adopted four achievement levels including “Exceeds Standard”, “Meets Standard”, “Approaches Standard”, and “Below Standard”. Content and Performance standards can be obtained at the Nevada Department of Education website (www.nde.state.nv.us).

The state tests being used for AYP, and those planned for AYP use, have been designed to produce achievement level scores that are aligned to the state’s achievement standards. In its transitional assessment system under IASA, department Title I staff determined NRT scores that were indicative of proficiency, advanced, and basic relative to the state standards. Until the NRT tests are phased out as AYP measures (2003-04 school year), the previously defined achievement levels used during the transition period will continue.

In the summer of 2002, the department conducted a standard setting using a bookmarking procedure in which performance on the grade 3 and 5 CRTs was aligned to the state’s achievement standards (i.e. approaching, meets, & exceeds) by determining 3 separate cut scores. The State Board of Education adopted these scores with some adjustment and in so doing replaced the “Below Standard” label with “Developing/Emergent”.

In the summer of 2002, the department conducted a standard setting on the 8th grade writing test using a modified bookmarking procedure. The exercise culminated in a slight adjustment to the then current definition of “meets” standard and added to it definitions of “approaches” and “exceeds” standard. There is strong consideration to use the 4th grade writing test as part of AYP, but not before the 2003-04 school year. If an affirmative decision is made, a standard setting procedure will be used to review the current definition of proficiency for that test and to set other achievement level scores in the fall of 2003.

In fall of 2002, the department, using a bookmarking procedure, conducted a standard setting on its high school proficiency examinations. This exercise resulted in definitions of proficiency or “meets” standard. Using a statistical smoothing procedure, the department will define achievement scores for the high school proficiency examinations that are indicative of advanced and approaching performance. This will be completed during the summer of 2003.

The department anticipates conducting a standard setting on the 8th grade CRT test during the fall of 2003. Using census pilot data gathered in spring 2003, the judgmental procedure will be augmented with approximated impact data. Because this test will be a critical accountability measure beginning in the 2003-04 school year and because of the reporting/AYP cycles, it is not practical to wait until after the first “live” administration to set standards.

The achievement levels used in Nevada are designed to align to and connote the same meaning implied by the achievement levels described in NCLB. A crosswalk is provided below.

NCLB	Below Basic	Basic	Proficient	Advanced
Nevada	Developing/Emergent	Approaches	Meets	Exceeds

Evidence: Board document and Board action report, Standard setting technical manuals

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?</p>	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	<p>Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

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The requirement for reporting assessment results and accountability information prior to the beginning of the following school year prompts change in Nevada. In addition to current state statute that requires accountability reporting in the spring of each school year, the state has many schools that have multi-track and year-round schedules. The current administration schedule for the 3, 5, and 8 CRT program is based on instructional days and, hence, allows some schools to take the “spring” tests after the beginning of the subsequent school year for others (2nd week in July).

The state’s plan is to move the testing window back in the “spring” semester and to narrow the current testing window. Currently the window is two weeks either side of the 165th day of instruction. The administration schedule will be narrowed and targeted to the 130th to 140th day of instruction. (Because of contractual obligations, the change in administration schedule could not occur before the 2003-2004 school year.)

The inability to make the contractual change prior to the 2003-04 school year means that designations for the 2002-03 school year will come later in the summer and into the fall than planned for the 2003-04 designations. There are 35 schools in Nevada that potentially could be identified as in need of improvement based on 2002-03 performance. For approximately 10 of these schools, the CRT administration will not be completed until the first week of August (multi-track 165th day of instruction). The timing of the designations for these schools can not occur until late September. If any of these schools are identified as in need of improvement, choice and, if appropriate, supplemental service provisions will occur at the semester break. For the remaining approximated 25 schools the timing of the AYP designations should occur allowing time for choice to be implemented prior to the beginning of the school year.

The state intends to make final AYP decisions, disseminate “choice” letters, and disseminate the state report card prior to the beginning of each school year. The target for final AYP decisions and the dissemination of “choice” letters is no later than two weeks prior to the beginning of the school year, on a school-by-school basis. The target for dissemination of the state report card is August 15th. Local report cards are expected to have the same dissemination date.

Outlined below is a general estimate of the time sequence involved from test administration through the school/school district improvement process.

March 15 – April 28	Test window and answer documents to test vendor
May 31	Vendor completes all assessment reporting
June 15	Department/LEAS make preliminary designations
July 21	Appeal window is completed
August 1	Districts issue “choice” letters
August 15	Department formally disseminates final determinations and releases report cards
October 31	End date for schools/school districts to submit improvement plans
December 15	Review of improvement plans is completed School/school district improvement plans implemented

Given the general timeline, the greatest concern is the issuance of choice letters to parents of students enrolled in schools beginning instruction prior to the August 1st “choice” letter dissemination date. For these 16 schools, 7 of which are Title I served, an attempt will be made to conduct AYP analyses early in the process to enable issuance of choice letters at least two full weeks prior to the beginning of school.

Evidence: BDR, Current regulation, Multi-Track/Year-round schedules

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.5 Does the State Accountability System produce an annual State Report Card?</p>	<p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The state produces a State Report Card. The State Report Card issued in the 2002-2003 school year (12/14/02) contains all NCLB required elements available on that date. The report card will be revised to include the remaining NCLB required elements for the 2002-2003 dissemination expected to occur in August of 2003.

The Department of Education is in receipt of a legislative letter of intent directing the development of uniform reporting at the state, school district, and school levels. The Department will be meeting with its accountability technical advisory committee, comprised of state and local accountability staff as well as national experts, in spring of 2003 to begin the process of designing uniform report formats and report contents for all report cards. Uniform reports may not be possible until the 2003-04 dissemination (August 2004).

State Report Cards are produced in the Spanish language in addition to the English language. Report cards are disseminated in multiple ways including ground mail, newspaper excerpts, and web-delivery. State, school district, and school report cards should also be available in school buildings and school district and state administrative offices. The initial dissemination of these reports is expected to occur on August 15 of each year.

Evidence: State Report Card, template for following year, letter of intent

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?²</p>	<p>State uses one or more types of rewards and sanctions, where the criteria are:</p> <ul style="list-style-type: none"> • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs. 	<p>State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.</p>

² The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

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As allowed by federal statute, certain sanctions required by NCLB will apply only to Title I served schools and Title I served LEAs. Nevada includes 17 school districts, all of whom receive Title I assistance, so all school districts (LEAs) are subject to the sanction/corrective action schedule outlined in the NCLB Act. Within the school districts, only those schools receiving Title I assistance must have sanctions applied following continued AYP failure.

Continued AYP failure is predicated on continuous failure relative to a specific subject area. For example, a school that fails to meet the status and relative growth thresholds in language arts in year 1 and repeats this failure in language arts in year 2 would be classified as needing improvement. If in year 1 a school fails relative to language arts but meets the math requirements and in year 2 meets the language arts requirements, the school would not be classified as needing improvement irrespective of math performance in year 2. Likewise, for a school to be identified as needing improvement based on “other indicator” performance, failure with respect to the other indicator must occur in two consecutive years. If the deciding factor in moving a school into improvement is the other indicator, the classification for improvement is not tied to a specific subject area but is considered as a more general failure.

All schools and school districts, regardless of receipt of Title I funding, that fail to make AYP for two consecutive years will be identified as “needing improvement” and will be required to develop a school (district) improvement plan.³ The critical elements to be included in the plan will be determined through statute and by the SEA and will comply with NCLB requirements. All schools and school districts that fail to make AYP for two consecutive years will also be provided technical assistance. Technical assistance providers include school districts, the SEA, and other statutorily authorized entities.

Schools receiving Title I assistance, identified as “needing improvement”, will be required to offer school choice. After a third consecutive year of school failure to make AYP, school districts, on behalf of Title I served schools, will have to provide supplemental services in addition to school choice. For subsequent years of school failure among Title I served schools, the corrective action schedule outlined in NCLB will be followed. The corrective action schedule outlined in NCLB will also be followed for identified school districts.

Although not required by state statute, state statute will permit the SEA to take progressive corrective actions, similar to those outlined within NCLB, for non-Title I served schools.

State statute will outline a reward schedule to be followed based on AYP performance and performance on other accountability indicators. All schools and school districts will be eligible for recognition as exemplary or high achieving schools/school districts. Consistent with current state statute and the state’s current process of recognizing high achieving schools, schools and school districts receiving such honors will be publicly recognized through formal ceremony. A similar recognition process will be established to recognize high achieving school districts.

Evidence: Current statute (NERA) and the BDR, Board recommendation and action report, AYP Steps PPT

³ State Note: All schools, school districts, and the state, regardless of AYP performance, are required to

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.1 How does the State Accountability System include all students in the State?</p>	<p>All students in the State are included in the State Accountability System.</p> <p>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.</p>	<p>Public school students exist in the State for whom the State Accountability System makes no provision.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>As specified in state statute, all students in the state enrolled in public schools are included in the accountability system. This includes all students served in special programs such as court-ordered detention programs, special education magnet programs and alternative school sites.</p> <p>All students in the state must be included in the state assessment process. No exemptions from participation are allowed. Students will participate in the state large-scale assessments and/or state sponsored alternate testing programs (i.e. SCAANS assessment for the severely cognitively impaired). Note that this is a shift from past Nevada policy. Nevada in past years allowed exemptions for special education students based on IEP requirements and for some LEP students. Bills being considered by the 2003 Legislature will disallow any exemptions. Changes to state regulation to support the new statute will follow suit in the summer of 2003.</p> <p>Although AYP calculations for schools will be based on those students having been enrolled for a full academic year (this would also apply to the district for district level AYP decisions), the scores for all students tested will be reported in accountability tables along with documentation of participation rates.</p> <p>Evidence: Current statute and regulation, BDR</p>		

develop/revise improvement plans annually.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.2 How does the State define “full academic year” for identifying students in AYP decisions?</p>	<p>The State has a definition of “full academic year” for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p>	<p>LEAs have varying definitions of “full academic year.”</p> <p>The State’s definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Assuming a spring test window, students enrolled in a school on the state’s official enrollment count day (approximately October 1st) and who remain continuously enrolled in the same school up to and during the spring testing window are considered to have been in school for a full academic year. The same rule applies to enrollment within the school district. Therefore, a student that is continuously enrolled in a school district from count day through the test window, regardless of movement between multiple schools within the district, is considered to have been in the district for a full academic year.</p> <p>Evidence: Statute</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>State policy requires that test answer documents be completed for every student enrolled in a school/program during the testing window. Included on the score sheet are two elements to be completed by authorized school/school district personnel. School/school district personnel must code the extent of time a student has been enrolled in the school and school district (see example score sheet and administration manual).</p> <p>Coding of these elements should be based on information contained in the SIS/SMART system. The SEA will compare enrollment numbers based on score sheets to enrollment numbers from count day. In those instances in which a discrepancy between counts exists of 4% or greater, schools and school districts will be asked to formally explain the difference. The SEA may conduct formal audits if significant discrepancies between coded responses and count day figures cannot be accounted for by schools/school districts.</p> <p>Evidence: Example answer documents, SMART dictionary.</p>		

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?</p>	<p>The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts⁴ and mathematics, not later than 2013-2014.</p>	<p>State definition does not require all students to achieve proficiency by 2013-2014.</p> <p>State extends the timeline past the 2013-2014 academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Based on reading, language, and math performance among 3rd, 4th, 5th, 8th, and high school students in the 2001-2002 school year, baseline proficiency levels were determined separately for elementary, middle, and high schools. For each school level, baseline performance was established separately for English language arts and math using the school percentile method outlined as one of two options in the NCLB Act. The school percentile method resulted in greater percentages of proficiency than did the subpopulation method.</p> <p>The baseline levels of percent proficient were subtracted from 100% and then divided by 12 to determine the necessary annual increases in percent proficient in order to move all students to proficiency in the twelve year time period.</p> <p>Evidence: Board PPT, Excel spreadsheets</p>		

⁴ If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p>	<p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p>	<p>State uses different method for calculating how public schools and LEAs make AYP.</p>

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>A four step sequence is followed in determining AYP for the school or school district, with the four step sequence being repeated by subject area and by each identifiable subgroup within the school or school district.</p> <p>The general four step sequence is described below. To illustrate, we consider <u>English Language Arts</u> performance among economically disadvantaged (Low SES) 4th grade students within an elementary school:</p> <p>Step 1 → Compare Low SES test participation rate to the 95% participation rate criterion. If subpopulation rate is less than 95%, school is identified as having failed AYP in English Language Arts. If subpopulation rate is 95% or more, move to step 2.</p> <p>Step 2 → Compare Low SES percentage of proficient students against the annual threshold target. If subpopulation scores at or above this level, begin application of AYP sequence to the next subpopulation. If subpopulation scores below the standard, move to step 3.</p> <p>Step 3 → Compare Low SES current percentage of proficient students to the Low SES percentage of proficient students from the previous school year. If the change is equivalent to or greater than a 10% reduction in the percentage of non-proficient students for the subpopulation, move to step 4. If subpopulation’s percentage is reduced by less than 10%, the school is categorized as failing AYP in English Language Arts.</p> <p>Step 4 → Compare Low SES average daily attendance rate to the annual threshold target. If the subpopulation’s rate is at or above the target or below the target but has increased in comparison to the previous school year, begin application of the 4 step sequence to the next subpopulation. If subpopulation rate is below target with no improvement, the school can be categorized as having failed AYP. (Special Note: Step four must be taken for the school as a whole regardless of step 2 and/or step 3 performance).</p> <p>Note: The same sequence is followed for each subject area and for each subpopulation. This means that a successful school with 8 identifiable subpopulations must successfully make it through a minimum of 37 comparisons but may require as many as 63. By contrast, a school can fail as a result of a single comparison.</p> <p>Although a school can fail with any negative comparison, all 63 comparisons will have to be made on an annual basis to provide complete profile information for schools and school districts. This must be done in part to meet the state’s obligation to provide technical assistance relative to the school/school district improvement process.</p> <p>Language added about LEA AYP in March, 2005: The same analysis sequence is carried out for each Nevada school district with AYP classifications being made separately for English/language arts and mathematics. There is one other difference between school and school district classifications. A district will be identified for improvement status only if it fails to make AYP for two consecutive years in the same subject area or the other indicator and in all grade spans which it serves—elementary (grades 3-5); middle(grades 6-8); and high school (grades 9-12). If the district makes AYP in at least one of the grade spans, the district will not be identified for improvement.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2a What is the State's starting point for calculating Adequate Yearly Progress?</p>	<p>Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p>	<p>The State Accountability System uses a different method for calculating the starting point (or baseline data).</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS												
	<p>Performance data from the 2001-02 school year were used to establish the baseline for all schools. As stated previously, both methods for establishing baselines were explored but the school percentile method resulted in the higher proficiency levels. (See critical element 9.3 for how state handles baseline and changes to state assessment system.)</p> <p>Test scores for tests administered in grades 3, 4, 5, 8, and at the high school level were used to establish baseline. The information gained from tests administered in grades 3, 4, and 5 was combined to establish the elementary state baseline. When multiple tests within a single domain were administered in the same grade (i.e. 8th grade reading, language, and writing), information was combined across tests to set the state baseline. For high school, cumulative performance up to and including spring assessments were considered.</p> <p>The following is a breakdown of the baseline proficiency rates by grade levels and subject area.</p> <table border="1" data-bbox="186 865 1144 976"> <thead> <tr> <th></th> <th>Elementary</th> <th>Middle</th> <th>High School</th> </tr> </thead> <tbody> <tr> <td>English Language Arts</td> <td>32.4%</td> <td>37.0%</td> <td>91.0%</td> </tr> <tr> <td>Mathematics</td> <td>37.3%</td> <td>38.0%</td> <td>58.0%</td> </tr> </tbody> </table> <p>The state baselines are used to set the trajectory for the 12 year timeline and to establish the annual “status” targets.</p> <p>Evidence: State Board PPT</p>		Elementary	Middle	High School	English Language Arts	32.4%	37.0%	91.0%	Mathematics	37.3%	38.0%	58.0%	
	Elementary	Middle	High School											
English Language Arts	32.4%	37.0%	91.0%											
Mathematics	37.3%	38.0%	58.0%											

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2b What are the State’s annual measurable objectives for determining adequate yearly progress?</p>	<p>State has annual measurable objectives that are consistent with a state’s intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State’s academic assessments.</p> <p>The State’s annual measurable objectives ensure that all students meet or exceed the State’s proficient level of academic achievement within the timeline.</p> <p>The State’s annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>As indicated above, using the baseline proficiency levels and the 12 year time limit, measurable annual objectives have been established statewide at the elementary, middle, and high school levels. Proficiency levels are established separately for English Language Arts and Mathematics. See intermediate goals for a fuller explanation.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2c What are the State's intermediate goals for determining adequate yearly progress?</p>	<p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> • The first incremental increase takes effect not later than the 2004-2005 academic year. • Each following incremental increase occurs within three years. 	<p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
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The state has chosen to use intermediate proficiency goals with 6 equal distant increases. The baseline estimates will be used as annual targets for two years with the first increase occurring in the 2004-2005 school year. The subsequent increases will occur in the 2007-2008, 2009-2010, 2011-2012, 2012-2013, and 2013-2014 school years. Using baseline figures as the starting point, a schedule of increases by school type and subject area was developed.

It should be noted that NCLB does not require the final assessment system to be fully implemented until the 2005-06 school year. The state anticipates including one or two new assessments in 2003-04 with the full implementation occurring in 2005-06 in compliance with NCLB. Although the state expects that all students will be proficient by the 2013-2014 school year irrespective of when the final assessment system is implemented, it intends to adjust the annual performance targets after any substantive changes to the set of assessments being used to determine AYP. Therefore, adjustments to the trajectory are expected to occur during the 2003-04 school year and after the 2005-06 school year. The table of annual targets reflects changes prompted in the 2003-04 school year. Only changes at the elementary level were required. This was a function of exclusion of the NRT instruments and inclusion of the 4th grade writing test.

School year	Elementary School		Middle School		High School	
	ELA	Math	ELA	Math	ELA	Math
2003-04	27.5%	34.5%	37%	32%	73.5	42.8
2004-05, 2005-06, 2006-07	39.6%	45.4%	47.5%	43.3%	77.9%	52.3%
2007-08, 2008-09	51.7%	56.3%	58%	54.6%	82.3%	61.8%
2009-10, 2010-11	63.8%	67.2%	68.5%	65.9%	86.7%	71.3%
2011-12	75.9%	78.1%	79%	77.2%	91.1%	80.8%
2012-13	88%	89%	89.5%	88.5%	95.5%	90.3%
2013-14	100%	100%	100%	100%	100%	100%

Nevada State Board of Education adoption of cut scores for the grade 4, 6, and 7 reading and math tests is slated to occur on August 5th, 2006. Discussions with USED in May and June of 2006 resulted in the requirement for NDE to use data from grades 4, 6, and 7, prior to the formal Board adoption of cut scores, in making 2005-06 AYP classifications and school and district achievement designations. After the formal Board adoption of cut scores, adjustments to AMOs, including the 2005-06 AMOs, may occur. This may result in the re-analysis of 2005-06 assessment results and re-issuing of AYP classifications and school/district designations.

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually. ⁵	AYP decisions for public schools and LEAs are not made annually.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Currently, annual school accountability designations are made for every public school in the state. Although designations will continue to be made on an annual basis, the timing of designations from the state’s current structure will change, and the designations will be applied to all schools within the state as well as local school districts and the state as a whole.</p> <p>State statute will define in broad terms the timeframe within which designations must occur including the release of the State Report Card. The Department and school districts intend to make designations prior to the beginning of each school year, based upon performance in the previous school year.</p> <p>Evidence: See current statute and BDR.</p>		

⁵ Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>5.1 How does the definition of adequate yearly progress include all the required student subgroups?</p>	<p>Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.</p> <p>Provides definition and data source of subgroups for adequate yearly progress.</p>	<p>State does not disaggregate data by each required student subgroup.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The sequence of comparisons to determine AYP status is applied at the total school or school district level and at the subpopulation level. Subpopulation comparisons will be made for five ethnicities (American Indian, Asian/Pacific Islander, Hispanic, African American, and White), economically disadvantaged students, students with limited English proficiency, and students with disabilities.</p> <p>For any school or school district, too few students in any of the above identified categories would eliminate that subgroup from comparisons.</p> <p>Evidence: Board PPT, AYP Steps PPT</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?</p>	<p>Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.</p>	<p>State does not include student subgroups in its State Accountability System.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Student subgroups, including the school/school district as a whole, are held to status and relative growth requirements as outlined in NCLB. For those subpopulations not making the status threshold, a comparison will be made of the percentage of proficient students in the current year to the percentage of proficient students in the prior year. If the change reflects a 10% or greater reduction in the percentage of non-proficient students, the school/subpopulation will have made the relative growth requirement (safe harbor).</p> <p>In addition to considering participation rates and the language arts and math performance, the school or school district as a whole, and each subpopulation for which relative growth comparisons are required, performance relative to the other indicator will be considered.</p> <p>For a fuller explanation of the AYP determination process, the reader is referred to the accountability pre-technical bulletin.</p> <p>Evidence: Board PPT and other documents, AYP Steps PPT, Accountability plan pre-technical bulletin</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>5.3 How are students with disabilities included in the State’s definition of adequate yearly progress?</p>	<p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p>	<p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

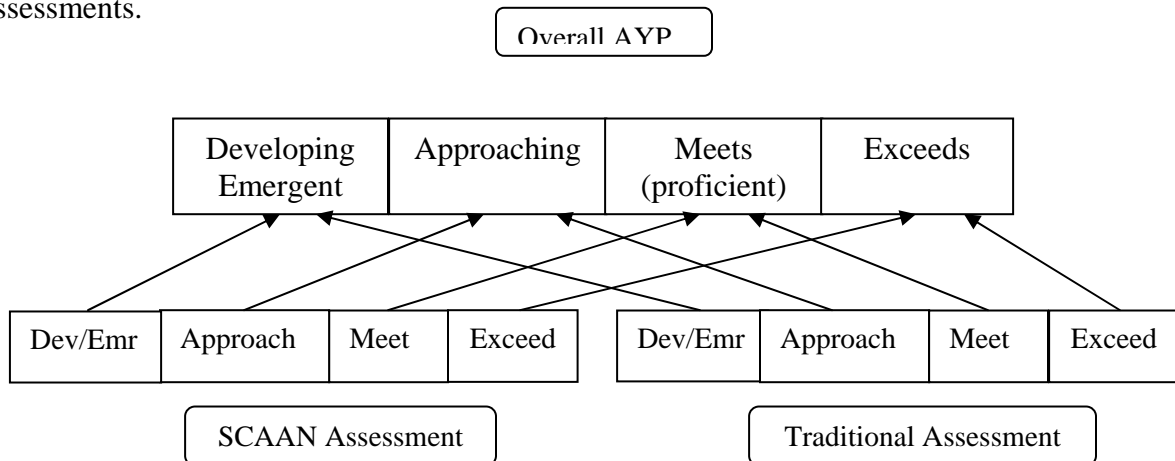
CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
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All students enrolled in public schools are included in the state accountability and assessment system. Students with disabilities can be included in various ways. First, students with disabilities can be included in the same manner as non-disabled students. Second, students with disabilities can be included in the assessment system using accommodations. Testing accommodations used on the state tests must be consistent with accommodations typically used by the student in regular classroom activities and can only be considered permissible if they do not invalidate the interpretation of test performance. Third, students with severe cognitive disabilities are eligible to participate in the state’s alternate assessment (SCAAN). The SCAAN assessment is linked to the state’s content standards but also includes functional standards. The assessment does allow for achievement designations paralleling those used on traditional state large-scale assessments.

Nevada estimates/approximates that 2% of its special education population is eligible to participate on the SCAAN assessment. This is well below the federal *interim regulatory process* requirement of 1% of the total student population. If it is determined that a student is not eligible to take SCAAN and that the accommodations needed to participate on the large-scale assessments invalidate score interpretation, students testing using non-permissible accommodations will receive a developing/emergent achievement level score. Due to changes to federal regulations, these students cannot be counted as having participated.

Determining the route through which students with disabilities participate in the state assessment system is handled in large part by the student’s IEP committee. The process is facilitated by use of an IEP “decision-maker” that forces the committee to address critical questions that must be answered before testing decisions can be made.

Students with disabilities participating in SCAAN or on the traditional programs with standard or accommodated conditions that do not violate the validity of score interpretations are counted as having participated in the state testing system. As illustrated below, for AYP, student achievement levels (i.e. exceeds standard, meets standard, approaches standard, etc...) earned on SCAAN are counted just as are achievement levels for student results on the state large-scale assessments.



Evidence: SCAAN documentation and participation rates, statute and regulation, IEP decision maker, lists of testing accommodations (test manual: appendix).

For the calculation of AYP for the 2004-2005 school year, NDE took advantage of the flexibility that the U.S. Department of Education established in this area by establishing a “proxy” number for the performance of special education students. In Nevada, that proxy number was 16.67% which NDE rounded to 17%. That number was added to the actual percent of students with disabilities who were proficient or better on the statewide tests used to calculate AYP. This proxy number was applied only to those schools that missed AYP only in the Students with Disabilities subgroup, and the number was not used in conjunction with the confidence interval. NDE requested to continue with this option for the 2005-06 school level classifications and has received federal approval to do so. Because of changing demographics, the proxy number was over 17.5% and so it has been rounded to a value of 18%. The Department plans to continue use of the “2% Flexibility” provision for the 2006-07 school year. As was true in 2005-06, the rounded value equals 18% based on the percentage of students with disabilities.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.4 How are students with limited English proficiency included in the State’s definition of adequate yearly progress?	All LEP student participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards. State demonstrates that LEP students are fully included in the State Accountability System.	LEP students are not fully included in the State Accountability System.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Students are classified as having limited English proficiency (LEP) based on a home language survey and the results of annual assessment in English proficiency. The home language test used for this purpose is designed to meet the Title III testing requirements and is distinct from the content area assessments being used in the AYP determination process.

With the exception of students eligible for the SCAAN assessment, all students are expected to participate on the state large-scale assessments regardless of LEP status. *However, based on recently granted flexibility from the United States Government, the test performance of LEP students that are in their first year of enrollment in a U.S. school (newly arrived immigrants) at the time of content area testing will be excluded from the analysis of test data that is used in the AYP classification process.*

The Department has eliminated the option for school districts to use alternate content based assessments. This option, which existed until the 2006-07 school year was never used by local school districts and no school districts indicated an intent to use the option this school year or into the future.

For students participating in the traditional state assessments, a series of accommodations, including those linguistic in nature, are provided. The use of accommodations should make access to the state testing program more available and the testing experience more meaningful. As is the case with special education students, the choice of accommodations is predicated on typical classroom experience and the interaction between the accommodation and the validity of the test score interpretations.

Evidence: Test manuals: accommodation appendices

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?</p>	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.⁶</p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

⁶ The minimum number is not required to be the same for reporting and accountability.

For reporting purposes, the state will continue to use existing policy which sets the minimum at 10 students. State regulation sets a lower limit of 5 students but test reporting and accountability reporting policy has been 10 students. Regulations will be revised to reflect the reporting N (n = 10) during the summer of 2003.

In making AYP calculations, for any group of 25 or more students, a statistical test will be conducted to determine if a threshold level of performance (Status) has been met. The statistical test will be a one-tailed comparison to determine if the upper-boundary of observed performance meets or exceeds the predetermined status threshold. The level of confidence for these comparisons will be controlled at .95. The production and use of “look-up” tables will aid in the transparency of these comparisons. For annual “status” comparisons (step 2 in the AYP comparison sequence), the standard error of the proportion with a z-score transformation will be used in defining the controlled one-tailed 95% confidence limit rate. For relative growth comparisons (step 3 in the sequence), the standard error of the difference between proportions will be used. In making these comparisons, a z-score transformation controlling the one-tailed 75% confidence limit will be used. (a Note that accounting for sampling error for safe harbor is critical. “Gain” scores or “difference” scores are known to be less reliable than static observations. Reliable interpretation of gain must take into account error). It is understood that the impact on 2002-03 classifications of using the confidence interval for the relative growth comparisons will be studied jointly by USED and the Nevada Department of Education.

For schools/school districts falling below the n = 25 threshold in a given school year, performance data will be collapsed across adjacent school years until the n = 25 threshold is met, but for no more than three consecutive years. Once the threshold is met, the same series of statistical tests applied to larger schools will be conducted to evaluate AYP performance. For the school year in which the school n-size does not meet the n = 25 threshold, additional criteria will be considered in the AYP review. Additional criteria include ancillary standards based performance data. Performance data directly aligned with the state’s content and achievement standards and that yields reliable achievement level information will be considered.

Small schools will be allowed to submit aggregate performance data from local assessments/observations that are established to be tied directly to the state content and achievement standards that produce reliable scores. Guidance for this process cannot be developed and issued to schools until the beginning of the 2003-04 school year. Because of this, for 2002-03 AYP judgments, the review of ancillary materials will not occur. Small schools will be judged based on large-scale performance (including participation rate and other indicator performance) only. If schools receive a negative classification, the classification will be asterisked in formal reports indicating that the judgment was based on “unstable” performance data. For schools subsequently identified as in need of improvement, they will have an opportunity to refute the first year analysis by presenting ancillary performance information.

For 2003-04 and years after, the small school review will occur during the Spring of the school year just previous to or during the review period for other schools.

The n = 25 threshold will create an impact on the state. The table below illustrates the impact at the total school level based on school size.

	Less than 25	25 or more
Elementary School	26 (8.3%)	287
Middle School	32 (26.7%)	88
High School	36 (34.0%)	70

NCLB sanctions are only being applied to Title I schools. Therefore, impact is mitigated. No stand alone high schools are Title I served and 12 stand alone middle schools are served. Of the 12 middle schools, all have more than 25 students per grade level. There are a handful of combined schools that are served and several of these schools have fewer than 25 students when we collapse the enrollment by grade levels (i.e. elementary, middle, high school). It appears that less than 2% of schools statewide are both Title I served and have fewer than 25 students.

Evidence: Regulation, test contract (reporting), Board recommendation/ action, AYP Steps PPT

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information. ⁷	Definition reveals personally identifiable information.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The minimum reporting N (n = 10) should, in almost all instances, protect the privacy of individual students. However, regulation will be established that will allow the masking of released scores for any size subpopulation if all students score within the same achievement level. For example, if all students in a school were to score in the proficient range, released results may be masked by indicating that all students scored at or above the proficient achievement level. Regulation supporting this reporting contingency is expected to be adopted in summer of 2003.</p>		

⁷ The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student’s parents, any personally identifiable information contained in a student’s education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State’s academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>6.1 How is the State’s definition of adequate yearly progress based primarily on academic assessments?</p>	<p>Formula for AYP shows that decisions are based primarily on assessments.⁸</p> <p>Plan clearly identifies which assessments are included in accountability.</p>	<p>Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

⁸ State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

NEVADA—CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
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Nevada’s final assessment system will not be implemented until the 2005-2006. General specifications for the final assessment system are expected to emerge from the 2003 Legislative session ending June 2nd, 2003. Currently and after full implementation, assessment in English language arts and math will be the primary AYP indicators. The following is a breakdown of the assessments to be used for AYP determinations in 1) the 2002-03 school year, 2) the 2003-04 & 2004-05 school years, and 3) the 2005-06 school year and beyond.

Grade	2002-03	2003-04 & 2004-05	2005-06 +
3	CRT—R & M	CRT—R & M	CRT—R & M
4	NRT ^a —R, L, & M	Writing (analytic)	CRT—R & M Writing (analytic)
5	CRT—R & M	CRT—R & M	CRT—R & M
6			CRT—R & M
7	NRT ^a —R, L, & M		CRT—R & M
8	Writing (analytic)	Writing (analytic) CRT—R & M	Writing (analytic) CRT—R & M
High School	HSPE ^b —R, W, & M	HSPE ^b —R, W, & M	HSPE ^b —R, W, & M

CRT = Criterion-referenced test; NRT = Norm-referenced test; HSPE = High School Proficiency Exam
R = Reading; L = Language; W = Writing (holistic); M = Math

^a During the 2002-03 school year, a nationally norm-referenced test (ITBS) is being used in the AYP determination process. This is being done for several reasons. First, until state legislation is passed (currently in session) formally removing the NRT as the primary indicator for school designation, the department does not have authority to ignore the state mandate. Second, current statute and the Title I transition plan for assessment under IASA provided achievement level definitions aligning NRT scores to state performance standards. Third, schools and school districts have relied on NRTs as the primary school accountability measure since the 1997-98 school year. Given the timing of the passage of NCLB and the issuance of supporting regulation, too little time was available to notice schools and school districts with the change in assessment requirements. The final and related reason, NCLB requires states to develop baseline estimates using data from the 2001-02 school year. As a result, the state of Nevada has had to rely heavily on NRT performance for these initial estimates. The state does not anticipate using NRT performance in the AYP determination process after the 2002-03 school year.

^b The state of Nevada has a long history of using high school examinations for student accountability. Students must pass a series of rigorous standards-based assessments in reading, writing, and math to earn a standard high school diploma. Assessments target 12th grade benchmarks. In administering “exit” examinations, Nevada adheres closely to the Standards for Educational and Psychological Measurement. This includes providing students with multiple opportunities to pass the individual tests. Although tied to 12th grade benchmarks, students are provided opportunities for reading and math tests beginning in grade 10 and the writing test in grade 11. There is no guarantee, however, that all students have had the opportunity to learn all prerequisite material until the Spring of their 12th grade year. State regulation requires a certain number of credits to be earned to classify students by grade in high school but it does not specify what courses must be taken and in what sequence. It does require 3 full years of math and 4 years of ELA and as a result, the great majority of students are still learning the material covered on the high school exit examinations throughout the 12th grade school year. Supporting this is the fact that the majority of students do not pass all sections of the high school tests until Spring of their 12th grade year. Nevada is opting to use the “exit” examinations to fulfill the NCLB school accountability requirements at the high school level. Based on USED review of its system, Nevada agrees to use cumulative pass rates up to and including the 11th grade April administration for a given graduating class. A cohort’s numerator for the performance estimate would include the sum of those students having passed the examinations on each state administration leading up and including the April administration and the denominator would include all students counted in the numerator and all students participating in the 11th grade April administration. There is no intent to choose a students “best” performance for accountability designations (Note: The number of students who have dropped out of school is controlled through the Graduation Rate other indicator). Nevada understands that once it has an efficient cohort tracking mechanism in place, the extension of the cohort analysis through grade 12 will be considered.

Evidence: Pre-technical bulletin for accountability, Board PPT, HSPE test calendar

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>7.1 What is the State definition for the public high school graduation rate?</p>	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> • Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state’s academic standards) in the standard number of years; or, • Uses another more accurate definition that has been approved by the Secretary; and • Must avoid counting a dropout as a transfer. <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause⁹ to make AYP.</p>	<p>State definition of public high school graduation rate does not meet these criteria.</p>

⁹ See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

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To determine graduation rate in Nevada, the NCES definition of completion rate which incorporates completers and dropouts will be adapted. “Completers” include standard and advanced diploma recipients, adjusted diploma recipients, and certificate of attendance recipients. Graduation rate only counts diploma recipient completers in the numerator excluding adjusted diploma recipients. The denominator includes all diploma recipients, certificate of attendance recipients, dropouts (9th, 10th, 11th, and 12th), and GED recipients.

For the 2001-2002 school year, graduation rate is equal to^a:

$$\frac{\text{\# of Diploma recipients (01-02) (excluding adjusted diploma recipients)}}{\text{\# of diploma recipients (01-02) (all recipients) + certificate of attendance recipients (01-02) + GED recipients (01-02) + 9th grade dropouts (98-99) + 10th grade dropouts (99-00) + 11th grade dropouts (00-01) + 12th grade dropouts (01-02)}}$$

Graduation rate for a school year can only be established several months after the completion of the school year. This means that for the 2002-2003 AYP designations, graduation rates from the 2001-2002 school year are used.

Based on complete information from the 2001-2002 school year, the state, through the State Board of Education, established a graduation rate baseline and annual targets. To develop the baseline, the Department of Education used the rules specified in NCLB for creating test score baselines (e.g. 20th percentile school). For AYP comparisons, schools have to demonstrate that they have met the annual target (**the target rate is 50%**) or improved toward the threshold in comparison to the previous school year.

The state department will be able to calculate graduation rate for the school as a whole and for each of the five race/ethnicity subpopulations to be used in the 2002-03 AYP determination process. For all remaining subpopulations, graduation rate will be available for use in the AYP determination process during the 2006-07 school year. Until the 2006-07 school year, average daily attendance will be used as a substitute for graduation rate for economically disadvantaged, Limited English proficient, and special education students.

^a Based on formal discussions with the United States Department of Education, Nevada has agreed to revise the formula in two ways. First, IEP students who earn an adjusted diploma will not be recognized, through this formula as having earned a standard diploma. Second, IEP students, if consistent with their IEP, will be given 7 years to earn the standard diploma, as opposed to the 4 years provided to all other students. Third, GED recipients will be added to the denominator of the formula.

Evidence: 2002-2003 State Report Card

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.2 What is the State’s additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?</p>	<p>State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.¹⁰</p> <p>An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p>	<p>State has not defined an additional academic indicator for elementary and middle schools.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

¹⁰ NCLB only lists these indicators as examples.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>For elementary and middle schools, the state plans to use average daily attendance rate as the single “other” indicator included in making AYP determinations. Attendance rate is currently used in Nevada as a school accountability indicator, and its use will be continued.</p> <p>Note that both graduation rate and attendance rate are used in calculating AYP in two ways. Based on final regulation, an overall comparison of school or school district performance relative to the other indicator must be made (i.e. did the school have 90% ADA or did it improve in ADA based on previous year’s ADA rate). Second, if relative growth (safe harbor) comparisons must be made for any subpopulation, the subpopulation in question must also be judged relative to the other indicator. To fulfill the attendance rate criterion, a school/school district or subpopulation within must maintain status at or above the annual threshold or demonstrate progress toward the goal in comparison to performance in the preceding school year.</p> <p>Current statute requires an average daily attendance of 90% for purposes of school classifications. The State Board of Education acted during the summer of 2003 to maintain 90% as the annual target for average daily attendance.</p> <p>For the 2002-03 school year and beyond, average daily attendance can be calculated for all identified subpopulations.</p> <p>Evidence: Current statute, Board recommendation and action report</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>7.3 Are the State’s academic indicators valid and reliable?</p>	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The state’s minor adaptation of the formula established by NCES gives confidence that the graduation rate indicator is reliable.</p> <p>For both graduation rate and average daily attendance, data for these comparisons is based upon information collected in the state and school district student information systems. Auditing and quality assurance procedures will be established to better ensure the accuracy of collected data.</p>		

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?</p>	<p>State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.¹¹</p> <p>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.</p>	<p>State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>As indicated previously, AYP calculations are based on a sequence of comparisons by school/school district, subpopulation within school/school district, and by language arts and mathematics separately.</p> <p>See accountability pre-technical bulletin for a fuller explanation.</p> <p>Evidence: Board PPT, AYP Steps PPT, Pre-technical bulletin for accountability</p>		

¹¹ If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.1 How do AYP determinations meet the State's standard for acceptable reliability?</p>	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State's evidence regarding accountability reliability (decision consistency) is not updated.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>The state’s choice to use confidence intervals and to conduct statistical tests for “status” and “growth” comparisons is predicated on the need to make reliable AYP determinations. It is predicated on the understanding that measurement error to include sampling error must be considered when making high stakes decisions for schools. The alternative of selecting a single minimum N for the purpose of making AYP determinations is problematic. The necessary n-size, to ensure that all comparisons are reliable, would have to be very large and, hence, would rule out the majority of comparisons, even at the school district level. This would clearly call into question the validity of the classification system. Again, the reliability of accountability decisions is largely driven by sampling error. Conjunctive models are less reliable than compensatory models. Models with many conjunctive decisions, like NCLB, will accumulate larger amounts of misclassification error. For NCLB, school performance, depending on other indicators, can be judged as satisfactory if it meets a status requirement or a growth requirement. Both are equally important and determinations with respect to them must meet educational standards for measurement.</p> <p>Safe harbor "improvement" decisions are more vulnerable to error than status. As stated previously, using confidence intervals is a superior alternative to increasing n-size. It better ensures that more low performing schools will be identified and not “escape” simply because of n-size. It also allows confidence that the identification of a school is done reliably. Reliability in safe harbor decisions is important, not because it will under-identify schools at any one point in time but because, if left uncontrolled, the "bounce" from year to year will cause schools to move in and out of identification ("one year you're good, the next year you're bad").</p> <p>In making statistical comparisons, the state will control the error rate for status with a one-tailed 95% confidence limit. The state has chosen to use a less stringent test for safe harbor (75% controlled rate) but by defining significant in its plan diminishes the plausibility of statistical challenges at a later date. This allows the state to appropriately control misclassifications for the independent statistical comparisons providing a minimum degree of confidence in the classification process. The credibility of an accountability system hinges on consistency in classification and on being able to assist schools after identification. Both depend on reliable classification.</p> <p>Moreover, the state’s decision to combine performance across grade levels and, when applicable, across years, is predicated on reliability considerations. The combination of data across grades and years contributes to the stability of performance estimates.</p> <p>Evidence: AYP Steps PPT, CCSSO Guidance, Linn—CRESST article</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.2 What is the State's process for making valid AYP determinations?</p>	<p>State has established a process for public schools and LEAs to appeal an accountability decision.</p>	<p>State does not have a system for handling appeals of accountability decisions.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
	<p>Reliable decisions and valid interpretations are inextricably linked. Reliability is a necessary, but not sufficient, condition for valid interpretations. Therefore, enhancing the reliability of our decisions through the use of statistical tests lends itself to valid AYP interpretations. Additionally, by combining data across grades and school years, the state better ensures that all schools/school districts will be held to the same accountability standards irrespective of school/school district size. It is only through the statistical control of classification decisions that the state will be able to consistently provide technical assistance and school support.</p> <p>Controlling for unreliability is an important step but there remains a high level of concern with the number of comparisons that must be made to determine satisfactory AYP performance and the ability to cogently interpret findings. The conjunctive nature of the NCLB-AYP model and the dependence among the individual comparisons strains the validity of AYP interpretations.</p> <p>To support AYP interpretations, schools/school districts are provided a 30-day appeal period following preliminary designations. Appeals are designed to allow schools and school districts to replicate the AYP calculations and to address differences in state and local findings. Moreover, through the appeal process, schools and school districts can present information, not used directly in the calculation of AYP, that is relevant to school success and that may refute the AYP decision. Appeals will be reviewed using predetermined evaluation criteria. The Nevada Department of Education will work collaboratively with local education agencies to establish acceptable appeal review criteria.</p> <p>Because of the consequences associated with negative AYP decisions, it is critical that a state be able to support the AYP determination process. The foundation for this process is the state assessments. State tests have been carefully designed to measure Nevada state standards and achievement standards. They are built to balance content coverage and test difficulty. Ongoing validity studies are conducted to support the various programs. These efforts provide a strong foundation for deriving support for AYP interpretations.</p> <p>As a secondary support, the state will engage in an annual evaluation of the AYP determination process. This program of study will involve 4 basic steps. 1) Profiles of high achieving and low achieving schools will be developed. The goal is to discern patterns related to sustained success and failure. 2) Decision consistency will be studied to estimate the degree and types of errors being made in the classification process. 3) Discriminant studies will be conducted in an attempt to validate, through the use of external factors, the AYP classification of schools as satisfactory or failing. 4) Studies of “growth” will be conducted to approximate the degree of sensitivity within the NCLB—AYP determination process.</p> <p>The state has for many years used a national technical advisory committee (TAC) to assist it with its testing programs. The TAC typically meets 3 times a year and in the past year and a half has dedicated 1/3 of its time specifically to school accountability issues. The state will continue these efforts using the TAC to plan refinements to its assessment and accountability system.</p> <p>Evidence: AYP Steps PPT and Pre-technical accountability bulletin</p>	

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?</p>	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.¹²</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State’s transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>As noted previously, the state anticipates three major shifts in the assessment profile being used in the AYP determination process. This will lead to a recalculation of the annual thresholds for achievement after the 2002-03 school year and again after the 2005-06 school year. These adjustments correspond respectively to the elimination of the NRT as an AYP indicator and the full implementation of the final assessment system. The recalculation of annual thresholds will not in any way change the 100% proficiency requirement for the 2013-2014 school year. It can, however, change the intermediate goals in years prior to the 2013-2014 school year.</p>		

¹² Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?</p>	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>For all state tests the state will employ a methodology whereby, for every student enrolled during the testing window, a test answer document must be submitted on the student’s behalf. This is true for all students whether they actually test with or without accommodations, test in the state alternate or district modified assessment, refuse to participate, or are absent during the test window ^a.</p> <p>The score sheet methodology is being used in part because of student transience and the substantive difference in time between the state’s official enrollment count date and the dates for testing. Although there is an official count day, unofficial counts are taken at least two times during the school year. Based on information stored on the state and local SIS systems and official count day records, auditing of submitted score sheets will take place. In those cases in which significant differences exist between count day information and submitted score sheets, schools/school districts will be required to provide formal explanations.</p> <p>Students are counted as having participated so long as they attempt to take the test. An attempt is defined as a returned score sheet which includes valid responses. For example, if a student’s score sheet is invalidated by school personnel because of inappropriate student behavior, that student would not be counted as having participated.</p> <p>^a Student participation on the High School Proficiency Examination (HSPE) will be determined using first time administration participation rates for the 2002-03 school year only. Students are given their first opportunity to take the HSPE in April of their sophomore year. Therefore, participation rates will be calculated using the ratio of sophomores participating in the April HSPE administration divided by the enrollment number for tenth graders of that same year. This method is considered the most parsimonious and is not plagued by problems associated with attrition, second-time test takers, and/or population growth. Beginning in 2003-04 a more efficient process will be used that tracks a cohort from the fall of the 10th grade year through the April 11th grade administration. Tracking the cohort will allow for an accurate accounting of students that arrive new to the cohort between enrollment date in grade 10 and the 11th grade April administration. Moreover, it will allow students that first take the test after the 10th grade administration to be counted as having participated. It is anticipated that in 2003-04 school districts will be given an opportunity to “resolve” changes in the cohort population observed by the state. Beginning in 2004-05 it is expected that this process will be fully automated. At that time, extension through grade 12 will be considered.</p> <p>Evidence: Statute, SMART dictionary, Answer documents</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?</p>	<p>State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.</p>	<p>State does not have a procedure for making this determination.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>For subpopulations within schools/school districts, or for schools/school districts as a whole, with fewer than 20 students, all students would be required to participate to meet the 95% NCLB participation threshold. The state recognizes that in practice there are extenuating circumstances that can arise preventing a student from participating.</p> <p>For these small schools/school districts and/or subpopulations, the state intends to calculate the participation rate but will allow a participation rate of “N” – 1 (N being the number of students in the group). For groups with 20 or more students, exact participation rate percentages will be compared against the 95% threshold.</p> <p>The state provides extended testing windows. The state encourages school districts and schools to use “make-up” test days within the windows to ensure that all students can participate.</p> <p>As required by the NCLB Act, the operational definition for determining participation rate will come into effect during the 2002-03 school year. Current Nevada statute and supporting regulation requires only a 90% participation rate. Participation rates have been a part of Nevada’s accountability system since the inception of the Nevada Education Reform Act (NERA) of 1997. NERA has depended solely upon the use of norm-referenced testing performance in grades 4, 8, and 10. Schools otherwise qualifying as “exemplary” had to test at least 95% of their eligible population of students, “high achieving” schools had to test at least 93% of their eligible students, and schools receiving a designation as “adequate” had to test at least 90% of their eligible students. Any school that tested less than 90% of their eligible students for two consecutive years was required to re-test their students at the expense of the district and under the supervision of NDE staff. By Nevada law, the only students not required to participate in testing were special education students whose IEPs exempted them from participation in large-scale assessments, and LEP students whose Language Assessment Scale (LAS) results were below designated levels of performance. Students exempt from testing under these two conditions have historically been removed from the formula in the calculation of the percentage of students tested. All other students within a school comprise the “eligible population of students”. Although Nevada law has allowed the exemptions described in this paragraph, training for the administration of the NRT testing for the fall of 2002 included strong recommendations for the testing of all students in order to comply with NCLB expectations. It is also important to note that no students have been removed from AYP calculations under NCLB. Although Nevada has not previously broken out participation rates by subject area, two years of historical data, collapsing participation rate across grade levels, under the NERA accountability system suggests that this NCLB requirement can be met at the state level:</p> <p style="padding-left: 40px;">Fall 2001 NRT: 96.7% participation rate Fall 2002 NRT: 97.2% participation rate</p> <p>Because of statutory inconsistencies, the state will use the 95% criterion outlined in the NCLB Act in making designations. The state will consider on appeal participation rate and student inclusion issues because of the inconsistency.</p> <p>Evidence: Test Calendar, Regulation</p>		

