



State: Nevada

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



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Plan Approved: August 9, 2017; find the link to the full text [here](#).

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> The state of Nevada set long-term goals at six years; 2022 will become the new baseline and goals will be reset in 2030. Nevada expects a 5% annual reduction in non-proficiency for all subgroups; by 2022 K-5 schools have 63% proficient in ELA and 56% proficient in math, 61% proficient in ELA and 46% proficient in math with an 84% graduation rate. The state chose eight School Quality and Student Success (SQSS) indicators: Chronic Absenteeism, Science Proficiency, High School Readiness, Percent with Academic Learning Plans, End of Course College and Career Readiness (CCR) Cut, 9th and 10th Credits, ACT Performance, and end-of-course (EOC) Level 3 and 4 Achievement. The state should discuss more clearly how these indicators align to its chosen long-term goal, in addition to, developing a clearer definition for the Growth to Target indicator. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> Nevada’s definition of consistently underperforming triggers targeted intervention when any subgroup misses its goal for academic achievement, or two or more other indicators, for two consecutive years. The state is using an n-size of 10 for classification in the school rating system, but an n-size of 25 for “comprehensive support and improvement” (CSI) and “targeted support and improvement” (TSI) identification. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The Nevada Department of Education (NDE) developed a tiered system of support consisting of four tiers: Self-support and replication, coordinated support, priority support, and accelerated tier. The state defines “targeted support and improvement” (TSI) as a subgroup failing to meet target performance two years in a row on the same measure and “additional targeted support and improvement” (ATSI) as any school in which the performance of any subgroup of students, on its own, would lead to the identification of comprehensive support and improvement. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> The state outlined a plan to collect and report data on resource inequities like low-income and minority students being taught by inexperienced, ineffective teachers, access to Advanced Placement (AP), International Baccalaureate (IB) and other advanced courses, career and technical education (CTE) programs, etc., but will implement in the coming years. The state could incorporate its resource equity data collection into its accountability system. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> NDE developed clear definitions of ineffective, out of field, and inexperienced teachers and intends to create an Educator Equity Report website to display rates at which low-income and minority students are taught by these teachers. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



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<ul style="list-style-type: none"> The NDE uses its Title II flexibility, but for improving evaluation systems. It argues that improving the likely causes of inequitable access to effective teachers and leaders will improve access indirectly. The state should include a stronger focus on cultural competence training as well as teacher/principal pipeline diversity. 	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> The state led a robust engagement process in the development of the state plan and briefly outlines a plan for continuous improvement, including requiring LEAs to demonstrate engagement across a broad range of stakeholder categories. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> The NDE will employ a Climate Survey Participation measure that awards bonus points to their accountability system. The state already collects and reports data on bullying on and offline and is enforcing a 75% participation threshold in the survey. The state intends to use Title I, Part A funds to improve school conditions by reducing bullying and harassment, overuse of discipline practices that remove students from the classroom, and the use of aversive behavioral interventions that compromise student health and safety. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> The NDE commits to using Title I funds to expanding access to early childhood programs. The state will be using Title II funds to support effective early childhood instruction. The state aligns its early childhood standards across Title I schools, but not to Head Start standards 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> Nevada will be using the Smarter Balanced Criterion Referenced Tests in ELA and math for elementary and middle school and includes both an Academic Learning Plan, and ACT Composite Score, indicators in their accountability system. NDE will be reporting on rates of access to AP, IB and other advanced courses. The state includes a robust incentive to achieve 95% participation on assessments. The SQSS indicator for high schools includes 2 college and career readiness (CCR) measures: (1) average ACT composite score and (2) percentage of students meeting the CCR cut score on end-of-course exams. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> The state outlines its use of Title IV funds for 21st Century Community Learning Centers (CCLCs) to expand out of school time learning opportunities. NDE could take advantage of ESSA's flexible use of Title I funds to leverage out of school time initiatives more broadly for a school improvement strategy. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> Nevada intends to expand CTE and science, technology, engineering, and math (STEM) opportunities through increased formula funding and competitive grants in addition to their 21st CCLCs. The state should strive to include stronger indicators of college and career readiness in 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



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their accountability system.	
12. Clear Reporting and Transparent Data Systems That Are Easy to Understand <ul style="list-style-type: none">• NDE is employing a 0-100 index score accompanied by a five-star rating system.• The state has also identified a number of dashboards to report student, school, district and state level data including the Silver Stars Quality Rating Improvement System, the Educator Equity Website, and the Nevada State Report Card.	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
Overall Rating	Sufficient