

APR Attachment 2
NEVADA PART B STATE PERFORMANCE PLAN
IMPROVEMENT INITIATIVES
ACTIVITIES/TIMELINES/RESOURCES
 (November 2005; Revised February 2007)

Improvement Initiative: <i>Access to General Education Curriculum in Regular Education Environments</i>		
<p>As a result of this initiative, schools will support learning models in which students have access to the general education curriculum from teachers who have the requisite competencies to help them attain academic and behavioral success. Without access to the general education curriculum, students with disabilities cannot be expected to demonstrate the knowledge and skills that are taught and learned in that curriculum. Therefore, this initiative supports the analysis of data and the provision of training and technical assistance to realize such curricular access.</p>		
<p>This improvement initiative is referenced in the following performance indicators: #1, #2, #3, #4, #5, #6</p>		
Improvement Activities	Timelines	Resources
<p>1. Analyze district level placement data against statewide averages, focusing in particular on most inclusive placement settings (early childhood settings for ages 3-5; 80-100% inclusion in regular education environments for ages 6-21). Identify districts whose percentages of most inclusive placement settings fall below the statewide average, and use protocol (item 2) for in-depth analysis of practices in those districts.</p>	<p>Annually in August, 8/05 – 8/10</p>	<p>NDE Staff Special Education Data Management System Special Education Administrators (SEDA) NDE Website</p>
<p>2. Design protocol for data analysis at district level to evaluate students' access to general education curriculum in regular education environments. Protocol will include inquiry regarding:</p> <ul style="list-style-type: none"> • IEP justifications for removal from regular education environments • IEP components establishing foundation for access to general education curriculum, e.g., present levels of performance, goals/objectives, special education services, supplementary aids and services • Extent to which accommodations for participation in general education curriculum are individually determined and precise • Extent to which general education teachers are aware of and fulfill IEP implementation responsibilities • Extent to which general and regular education teachers use methods for collaboration that maximize students' access to general education curriculum • Any disproportionality in placement of race/ethnic groups in less inclusive settings • Teacher competency in core academic subjects 	<p>6/06</p>	<p>NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEDA) The Access Center (IDEAs that Work) National Center for Culturally Responsive Educational Systems (NCCRESt) Nevada Special Education Focused Monitoring and Program Improvement System Least Restrictive Environment (LRE) Assessment and Planning Tool, New Mexico Department of Education Teach-4-Success</p>

<p>3. Based on information derived through use of the protocol, collaborate with school districts to identify barriers to increasing students' access to general education curriculum in regular education environments</p>	<p>Annually in September 9/06 – 9/10</p>	<p>NDE Staff Special Education Administrators (SEDA)</p>
<p>4. Assist school districts to design school- and district-improvement plans to address any needs to increase students' access to general education curriculum</p>	<p>Annually 7/06 – 7/10</p>	<p>NDE Staff, including School Improvement consultants Regional Professional Development Programs (RPDPs) Special Education Administrators (SEDA)</p>
<p>5. Provide IDEA funds to support projects outlined in district improvement plans</p>	<p>7/05 – 7/10</p>	<p>IDEA Part B Funds</p>
<p>6. Based on inquiry at district level, synthesize needs for training and technical assistance at the statewide level</p>	<p>7/05 – 7/10</p>	<p>NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC)</p>
<p>7. Develop and provide training opportunities and other forms of technical assistance to school district staff, administrators, and parents; evaluate training efforts.</p> <p>Training and technical assistance will generally focus on:</p> <ul style="list-style-type: none"> • Building and supporting a shared vision among faculty, particularly among general education teachers • Administrative practices (including access to facilities, flexibility in scheduling, and use of other resources) • Models for collaboration/consultation in regular education environments, including models for co-teaching • High quality instructional techniques including active learning and differentiated instruction • IEP decision making leading to more inclusive placements: <ul style="list-style-type: none"> ○ present levels of performance ○ goals and objectives ○ special education services, related services, supplementary aids and services ○ justification for removal from regular education environments 	<p>7/05 – 7/10</p>	<p>IDEA Part B Funds NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) The Access Center (IDEAs that Work) National Center for Culturally Responsive Educational Systems (NCCRESt) Nevada Special Education Focused Monitoring and Program Improvement System Least Restrictive Environment (LRE) Assessment and Planning Tool, New Mexico Department of Education International Center for Leadership in Education NV Institutions of Higher Education Nevada PEP and other parent training/support groups Teach-4-Success Center for Teacher Quality (CTQ) RPDPs</p>
<p>8. Use evaluation data from school- and district-planning efforts to develop future activities</p>	<p>7/05 – 7/10</p>	<p>NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC)</p>
<p>9. Support legislative efforts to reduce general education class sizes (particularly at upper grades) and provide other opportunities and enhancements for the education of students with disabilities</p>	<p>7/05 – 7/10</p>	<p>NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) Nevada State Legislature</p>
<p>10. Assist school districts to identify opportunities for expanding community-based placement options, particularly for early childhood special education programs</p>	<p>7/05 – 7/10</p>	<p>NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) Community Businesses and Organizations National Early Childhood Technical Assistance Center (NECTAC)</p>

Improvement Activities Implemented During 2005-2006

The following activities were implemented during 2005-2006:

- District placement data were analyzed for ages 3-5 and 6-21 and presented to special education directors during August 2005.
- A protocol including guiding questions ("probes") for use in analyzing these placement data was provided to special education directors and training was provided on how to use these questions in concert with the data, to determine areas of strength and concern from which to plan improvement efforts.
- Additional probes were designed and disseminate to evaluate:
 - IEP justifications for removal from regular education environments
 - IEP components establishing a foundation for access to general education curriculum, e.g., present levels of performance, goals/objectives, special education services, and supplementary aids and services
 - Extent to which accommodations for participation in general education curriculum are individually determined and precise
 - Extent to which general education teachers are aware of and fulfill IEP implementation responsibilities
 - Extent to which general and special education teachers use methods for collaboration that maximize students' access to general education curriculum
 - Any disproportionality in placement of race/ethnic groups in less inclusive settings
 - Teacher competency in core academic subjects
- IDEA state set-aside funds were used to support improvement initiatives at the district level, when those initiatives were reflected in district- or school-improvement plans and designed to support improved results for students with disabilities as described in the December 2005 State Performance Plan
- In August 2005, and throughout the school year, district administrators and other stakeholders identified needs for training and technical assistance at the statewide level; NDE staff used these recommendations to set priorities and allocate limited resources
- Training was provided to Special Education District Administrators (SEDA) to increase their knowledge and understanding of how a quality intervention system supports the provision of inclusive placements for students with disabilities; technical assistance resources including materials/models from other states were provided
- Special education directors received training on how to address considerations for least restrictive environments within school and district improvement planning efforts, including information on explaining data to district and site-based leaders
- Evaluation data from all trainings (site-level, district administrators, statewide training) was analyzed to redesign and improve future training
- The Nevada State Legislature did not meet during 2005-2006; the NDE will provide necessary information and other support requested by the 2007 Legislature to enhance educational opportunities for students with disabilities
- Data analyses were conducted for use by special education directors to support inclusive placements for students ages 6-21—these data demonstrated that high rates of inclusion in general education classes were correlated with high rates of achievement on statewide assessments
- NDE staff provided technical assistance to four school districts (Churchill, Elko, Mineral, White Pine) regarding specific activities that these districts could undertake to increase the number of students participating in inclusive settings and to improve the quality of services provided to students with disabilities in inclusive settings
- Information and resource materials were provided to special education directors to facilitate the effective inclusion of preschoolers with disabilities and to support developmentally appropriate practices within those settings
- Collaboration occurred at a state level to ensure that students with disabilities are considered in district and school improvement plans and activities.

Improvement Initiative: Assessment and Accountability		
<p>As a result of this initiative, Nevada will implement an assessment and accountability system that is accessible to all students with disabilities and that will measure individual student abilities in core content areas against alternate or modified achievement standards. These assessments will meet the technical quality prescribed in NCLB, but will also provide data that will be used to demonstrate individual student growth against the core content standards.</p>		
<p>This improvement initiative is referenced in the following performance indicators: #1, #3</p>		
Improvement Activities	Timelines	Resources
<p>REDESIGN OF ALTERNATE ASSESSMENT FOR STUDENTS WITH MOST SIGNIFICANT COGNITIVE DISABILITIES</p>		
1. Plan alternate assessment system (Nevada Alternate Scales of Academic Achievement [NASAA]) and identify tasks to be completed to validate system	7/04 – 7/05	NDE staff Special education parents, teachers, and administrators participating in workgroups Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) UNLV Center for Evaluation and Assessment (CEA) Special Education Technical Advisory Committee (TAC) Vanderbilt University (technical assistance provided by Dr. Steven Elliott)
2. Match skills at each of the benchmarks to prioritized standards	7/05	
3. Develop a rubric for content indicators to ELA and Mathematics; develop training manual	7/05	
4. Establish cut scores for proficiency levels through panel of stakeholders	7/05	
5. Create step-by-step manual for using rubric to assess performance	8/05	
6. Train experts to use assessment system reliably; evaluate training efforts	8/05 – 1/06	
7. Experts make field-based assessments, which are videotaped and scored by other experts	1/06 – 5/06	
8. Collect triangulation data that indicates instruction is related positively to functional skills and attitudes	2/06 – 5/06	
9. Examine intended and unintended consequences among different stakeholders	2/06 – 6/06	
10. Provide internal and external evidence that NASAA is valid	6/05 – 6/06	
11. Document data and findings of Tasks 1-10	6/06	
12. Convene writing team to develop science component to go through steps 1-11 regarding science	1/06 – 7/07	

DEVELOPMENT OF ALTERNATE ASSESSMENT FOR STUDENTS WITH PERSISTENT ACADEMIC DISABILITIES, ASSESSED AGAINST MODIFIED ACADEMIC ACHIEVEMENT STANDARDS		
1. Review content standards with stakeholder groups in order to adopt modified academic achievement standards	7/05 – 5/07	NDE staff Special education parents, teachers, and administrators Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) UNLV Center for Evaluation and Assessment (CEA) Special Education Technical Advisory Committee (TAC) Vanderbilt University (technical assistance provided by Dr. Steven Elliott)
2. Clearly articulate eligibility for participation in this assessment		
3. Develop assessment blueprints, testing matrix, and item/task specifications		
4. Review progress with TAC committee and present recommendations to State Board for adoption		
5. Develop assessment items/tasks using a built-in process for evaluating alignment of item/tasks to blueprint		
6. Conduct qualitative bias review of items/tasks/passages		
7. Produce field test materials and administration guidelines		
8. Administer pilot test to all eligible students	5/07	
9. Conduct DIF analysis to the extent practicable		
10. Plan second development cycle based on pilot yield and blueprint needs	6/07 – 5/08	
11. Conduct qualitative bias review of items/tasks/passages		
12. Produce field test materials and administration guidelines		
13. Conduct full field test	3/08	
14. Continue test development and refinement, using data from field test	6/08 – 5/09	
15. Conduct first “live” administration of test	3/09	
16. Convene stakeholder groups to conduct standard setting for assessment	6/09	
DEVELOPMENT OF GUIDELINES FOR TESTING ACCOMMODATIONS		
1. Develop technical assistance document in collaboration with NDE Assessments, Program Accountability, and Curriculum team	7/05	NDE Staff
2. Collect input on technical assistance document from stakeholder groups	8/05 – 9/05	Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) Nevada PEP and other parent training/support groups
3. Disseminate technical assistance document to stakeholders	12/05	NDE Staff
4. Post technical assistance document on NDE website	12/05	NDE Staff NDE Website
<i>Improvement Activities Implemented During 2005-2006</i>		
<p>The following activities were implemented during 2005-2006:</p> <p><u>Redesign of Alternate Assessment for Students with the Most Significant Cognitive Disabilities</u></p> <ul style="list-style-type: none"> • Planned alternate assessment system, Nevada Alternate Scales of Academic Achievement (NASAA): <ul style="list-style-type: none"> ○ conducted ongoing evaluation of the Field Test of the assessment for the 2005-2006 school year, including publication of assessment procedures for teachers of students with the most significant cognitive disabilities ○ published information for parents and public officials regarding the NASAA on the Nevada Department of Education website ○ trained 34 teacher-trainers (August, 2005) and district administrators (October, December 2005) ○ piloted a verification system (December, 2005) ○ developed teacher support and technical-support networks for teacher-trainers and teachers administering the alternate assessment (August, 		

- 2005-June, 2006),
 - developed inventory tracking for digital-video recordings submitted as evidence (March, 2006)
 - developed Score Center procedures for validation scoring by teachers (“second scoring”) of video evidence under standardized procedures (April, 2006)
 - developed specific scoring protocols including a standardized “daily warm-up” of practice procedures to assure rater consistency,
 - conducted validation scoring of video evidence (April-May, 2006)
 - made proficiency determinations for English Language Arts (ELA) and Math and including achievement scores of students participating in the NASAA into School, District, and State profiles for Adequate Yearly Progress (AYP)
- Planned activities in coordination with activities of the assessment system’s technical contractor, who conducted an independent alignment study comparing benchmark skills to alternate performance standards (July, 2005), conducted a training of teacher-trainers (August, 2005), a reliability study (January, 2005), a vertical benchmarking study (February, 2006), a standards setting study (February, 2006), endorsement of scoring procedures prior to implementation (April, 2006), and an annual report of 2006-2006 activities.
- Matched skills at each of the benchmarks to prioritized standards:
 - reviewed Essential Strands and alignment of skills for each extended benchmark with NASAA teacher-trainers (August, 2005)
 - updated based on comments from NASAA teacher-trainers during input meetings (January, June 2006)
- Developed a rubric for content indicators:
 - designed with endorsement of technical contractor for NASAA field test (July, 2005)
 - develop training manual describing rubric and supporting methods for Controlled Assistance (Prompting Schedule) (August, 2005; revision September, 2005)
 - provided materials online in electronic format (February, 2006)
- Established cut scores for ELA and Math via a panel of stakeholders (February, 2006).
- Created step-by-step manual for using rubric to assess performance:
 - published NASAA Procedural Guide and Training Manual, August, 2005 (revised September, 2005);
 - published step-by-step procedures for validation scoring (April, 2006; additions May, 2006).
- Trained experts to use the assessment system:
 - trained teacher-trainers conducted in two-day intensive training (August, 2005)
 - follow-up one-day training conducted (January, 2006)
 - created online training materials for teacher-trainers and initiated training and communication website (February, 2006):
 - conducted evaluation of training program through advisory committee of teacher-trainers at daylong conference (June, 2006)
 - formal independent evaluation conducted by technical contractor (report released after July 1, 2006A)
- Conducted field-based assessments, which are videotaped and scored by other experts:
 - 430 teachers of students assessed with the NASAA conducted event recordings (October, 2005-March, 2006) of 12 skills per student for 1505 students
 - video-digital recordings were conducted for each skill and compiled along with supporting “on-paper” documentation as a student achievement “portfolio”
 - validation of a random sample of approximately 52% of all evidences was conducted according to endorsed standardization procedures by a second scoring conducted by another NASAA teacher in one of six all-day scoring sessions in April-May, 2006 (these results were stipulated to include validation scoring in a minimum of 50% of “portfolios” form each school district and all portfolios in the state’s three most-restrictive settings)
- Collected triangulation data indicating that instruction is related positively to functional skills and attitudes:
 - a plan for conducting criterion-related validity study was prepared by the technical contractor and included in the justification documentation for a *Alternate Assessment Planning Grant* application prepared by the NDE (April, 2005);
 - a survey of a representative sample of teacher-trainers and teachers administering the NASAA was conducted by the technical contractor in June, 2006 (results not published prior to July 1, 2006).
- Examined intended and unintended consequences among different stakeholders:

- evaluation of consequences to teachers conducted in March, 2006 with teacher-trainers (i.e. time away from instruction required for administration, computer/video recording skills required of the teacher; to what extent the Extended Benchmarks result in focused IEP goals, etc.)
- an independent study of consequential validity with a representative sample of teacher-trainers and teachers administering the NASAA was conducted by the technical contractor in June, 2006 (results not published prior to July 1, 2006)
- Provided internal and external evidence that NASAA is valid:
 - report to teacher-trainers of preliminary findings presented by technical contractor in June, 2006, and included in the *Development and Validation Report of the Nevada Scales of Academic Achievement*, published after July 1, 2006
- Documented findings of above in the *Development* report
- Convened writing team to develop Science as a third academic subject area to be included in the alternate assessment:
 - a statewide writing team of teachers, content experts, and a university expert in curricula for students with the most significant cognitive disabilities was convened for daylong planning sessions in November, 2005; February, April, and June, 2006
 - publication of the proposed Extended Benchmarks for Science was completed in May, 2006
 - procedures for conducting a field test of the Science component of the NASAA were prepared and published in June, 2006

Development of Alternate Assessment for Students with Persistent Academic Disabilities, Assessed Against Modified Academic Achievement Standards

- Conducted needs assessment for expanded assessment system that would include an alternate assessment for student with persistent academic difficulties (modified standards):
 - prepared narrative for participation in a consortium of seven states, *Consortium for Alternate Assessment and Validity and Experimental Studies (CAAVES)*, affiliated with Vanderbilt University, to investigate item modification strategies to increase accessibility on multiple-choice tests to students with disabilities (March-May, 2006)
 - participated in planning for experimental study (January, 2006).
- Developed comprehensive plan for CAAVES project, including Nevada participation, published June, 2006
- Developed assessment blueprints, testing matrix, and item/task specifications:
 - rationale and scaffold for this assessment incorporated into the seven-state design of CAAVES, June, 2006
- Developed assessment items/tasks aligned to blueprint: plan included in CAAVES design, June, 2006.

Development of Guidelines for Testing Accommodations

- Developed a draft on "Instructional and Assessment Accommodations for Students with Disabilities"
- Draft document was presented to stakeholders for input
- Draft document was finalized and sent to printing for dissemination during 2006-2007

Improvement Initiative: Data-Based Decision Making		
<p>As a result of this initiative, stakeholders will have access to comprehensive sets of data related to an array of considerations for students with disabilities. Training and technical assistance will ensure that necessary individuals possess the requisite knowledge and skills to make decisions based on these data, in order to improve educational and post-secondary outcomes for students with disabilities.</p>		
<p>This improvement initiative is referenced in the following performance indicators: #20</p>		
Improvement Activities	Timelines	Resources
1. Establish planning design team to include external contractor for website development and programming; internal data managers for special education and general education data systems; and external experts on data management	12/06	NDE Staff (including Assessment and Accountability) Learning Options External Data System Experts
2. Convene planning design team to: identify the data elements that need to be included in a web-based system; ensure compatibility with district data systems; establish how this system can be used to improve results for students with disabilities; determine ways in which existing databases like the System of Accountability Information for Nevada (SAIN) can be expanded in order to satisfy desired outcomes for this initiative; negotiate system alignment to support auto-population of data from multiple district sources; and others as realized through the discussion	12/06 – 6/08	NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) IDEA Part B Funds State Improvement Grant (SIG) Funds
3. Provide technical assistance to districts to help them incorporate the analysis of special education data and decision-making within school and district improvement planning efforts	12/06 – 6/11	NDE Staff Special Education Administrators (SEDA) Mega Conference Annual Summer Workshop
4. Collaborate with NDE staff to impact revisions to the SAGE school improvement system so that school and district improvement teams consistently use special education data to make decisions about improvement strategies for increasing student performance	5/06 – 6/11	NDE Staff SAGE External Facilitators SAGE Website
5. Provide technical assistance to and collaborate with other NDE staff who have responsibilities for improving the performance of such student subpopulations such as those with Limited English Proficiency and conditions of poverty to help districts understand how to address the needs of student subpopulations through strategies that are helpful for multiple subpopulations	12/06 – 6/11	NDE Staff National Research Successful Practices Network What Works Clearinghouse SAGE Website
6. Participate on Nevada State Improvement Plan committee to provide data on special education students and impact decision-making about statewide goals and action steps to increase student performance and post-secondary success	Annually, August – November 8/06 – 11/10	NDE Staff
7. Design the web-based system in response to considerations resolved by planning team	2/07-6/08	NDE Staff IDEA Part B Funds SIG Funds Learning Options

8. Provide professional development and technical assistance for users of the system, including training for district data managers, administrators, and site level personnel to enter data and to use system to produce aggregated and disaggregated data sets as needed; evaluate training efforts	8/07 – 6/11	NDE Staff Special Education Administrators (SEDA) and Data Managers Special Education Advisory Committee (SEAC) Regional Professional Development Programs (RPDPs) IDEA Part B Funds SIG Funds
9. Launch input of data into the system	8/07	NDE Staff Special Education Administrators (SEDA) and Data Managers Learning Options
10. Generate comprehensive data reports and provide training at annual special education directors’ summer workshop on using data to improve results for students with disabilities through school and district improvement planning; evaluate training efforts	Annually in September, 8/06 – 8/11	NDE Staff Special Education Administrators (SEDA) IDEA Part B Funds
11. Conduct quality assurance and ongoing monitoring to ensure integrity of the data system, focusing also on timely and accurate submissions of annual federal data collections	6/09 – 6/11	NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) IDEA Part B Funds
12. Develop annual reports of district performance against state targets established in the State Performance Plan; disseminate on NDE website	Annually in April 6/06 – 6/11	NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) NDE Website

Improvement Activities Implemented During 2005-2006

The following activities were implemented during 2005-2006:

Special Education Electronic Data System

- Meetings were held with NDE staff responsible for the collection and analysis of data for students with and without disabilities to determine what data already exist in electronic format, how they can be accessed, by whom, when, and for what purposes, in keeping with the activities above.
- From the results of this meeting, contact was made with an external consultant to assist the NDE in developing a data system that would work in concert with existing systems and would allow the NDE to more easily collect and report data required under section 618 of IDEA and the SPP/APR.
- Several meetings were held with the external consultant to share information and outline desired outcomes to begin the design of the system, which resulted in the determination that the consultant was not best suited to the required task. In turn, efforts were undertaken to find a different consultant better able to meet the NDE’s needs.

School Improvement Efforts

- Subpopulation profiles were developed for the Nevada 18 schools designated as “In Need of Improvement” (i.e., experienced AYP failure for their 3rd and 4th consecutive years).
- Training and technical assistance were provided to district staff as well as improvement teams at these schools, as well as the School Support Team members (NDE staff members and other individuals) to increase understanding of AYP groups test performance and growth relative to district and state

performance.

- NDE special education staff members consulted with other NDE staff members responsible for leading the state's school improvement efforts to help them understand the types of data available for use in analyzing the performance of students with disabilities and how to interpret and use these data for improvement efforts.
- NDE special education staff members participated in efforts to revise the state's system for school improvement — SAGE (Student Achievement Gap Elimination) to include content regarding the use of intervention systems as part of data-based improvement processes.
- NDE special education staff members provided data to the State Improvement Plan team and contributed information to guide the development of action steps under the plan's five established goals.
- Approximately once per quarter, "Issues Forum" meetings were held with NDE and Clark CSD special education leaders to share strategies and concerns relative to the performance of students with disabilities, and to engage in collaborative problem solving with regard to policies, procedures, and practices designed to increase improvement outcomes. School and district improvement planning has been an ongoing item for discussion in these meetings.

Training for Special Education Directors

- Training was provided during the 2005 Annual Summer Workshop to support directors' development of skills to use data to improve results for students with disabilities. A comprehensive data profile was provided to each director, with local data articulated for Identification, Least Restrictive Environment, Disproportionality, Participation and Performance in Statewide Assessments, Graduation Rates, Dropout Rates, and Suspension/Expulsion.
- Guiding questions ("probes") for use in analyzing these sets of data were included in the profiles and training was provided on how to use these questions in concert with the data, to determine areas of strength and concern from which to plan improvement efforts.
- The first annual "Data School" was held in June 2006 during which training was provided to district data managers and special education directors to support the collection and submission of accurate, valid data under the requirements of IDEA §618. The NDE conducted quality assurance and ongoing monitoring, and efforts to ensure the integrity of the data were implemented through individualized technical assistance.

Improvement Initiative: Dispute Resolution System		
<p>As a result of this initiative, parents, students, and school districts will have options for effective and timely resolution of disagreements concerning the education of students with disabilities. By enhancing the State's mediation system as well as focusing on IEP facilitation and adding newly required resolution sessions, more opportunities than ever will be available for no-cost settlements to address disagreements. Through these efforts, tools will exist to help nurture and sustain positive relationships among school districts and parents of students with disabilities.</p>		
<p>This improvement initiative is referenced in the following performance indicators: #8, #15, #16, #17, #18, #19</p>		
Improvement Activities	Timelines	Resources
COMPLAINT INVESTIGATION SYSTEM		
1. Continue to ensure that complaint investigation reports are issued within 60 days of receipt of complaint, or within an extended timeline for extenuating circumstances	Ongoing	NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC)
2. Continue to monitor timely completion of complaint corrective actions to ensure that noncompliance is corrected within one year		
3. Ensure that evidence from record review is provided when corrective actions address systemic issues, to ensure that any revised policies and procedures have been implemented		
4. Continue to analyze complaint investigation data to determine whether systemic issues have emerged that require training and/or technical assistance at statewide levels		
5. Continue training complaint investigators to ensure that reports contain accurate findings of fact and proper analyses of conclusions against legal standards		
6. Continue to report to Special Education Advisory Committee on issues of noncompliance and resolution.		
DUE PROCESS HEARING SYSTEM		
1. Continue to ensure that hearing officer decisions are issued within 45 days or within a timeline extended at the request of either party	Ongoing	NDE Staff Hearing and Review Officers Hearing System Consultant Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC)
2. Train hearing/review officers to make specific orders to correct noncompliance within one year; collect data from districts to verify that orders from hearing/review officers are implemented when noncompliance has been found	1/06 and ongoing	
3. Continue to analyze due process hearing data to determine whether systemic issues have emerged that require training and/or technical assistance at statewide levels	Ongoing	
4. Continue to improve quality of hearing system, including use of participant evaluation data and review of decisions to reveal areas that need to be addressed in quarterly and annual training		

5. Establish forms and procedures and data collection system for Resolution Sessions; provide training to administrators, Nevada PEP, hearing/review officers, and other interested groups; disseminate information including via website	7/05	NDE Staff Hearing and Review Officers Hearing System Consultant NDE Website
MEDIATION SYSTEM		
1. Continue to make mediation available to parties on a voluntary basis	Ongoing	NDE Staff
2. Enhance system through training and evaluation of training efforts: <ul style="list-style-type: none"> • Using participant evaluation data to target training needs • Semi-annual training focused on improving process skills for mediators • Annual training on special education legal requirements • Training for mediation system participants/advisors (e.g., special education administrators; Nevada PEP and other parent training/support groups) to assist in using the system for resolving disputes; training to focus on: <ul style="list-style-type: none"> a. having clear expectations for the mediation process (its strengths and limitations) b. preparing for mediation sessions c. clearly presenting points of view and proposals for resolution d. working productively through mediation sessions e. coming to agreement when appropriate f. implementing agreements 	Ongoing	Mediators Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) Nevada PEP and other parent training/support groups Outside Consultants Consortium for Appropriate Dispute Resolution in Special Education (CADRE)
3. Update mediation brochure and publicize through NDE website and elsewhere	3/06	NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) NDE Website
4. Continue to provide mediation survey data to Special Education Administrators, Special Education Advisory Committee, and report data as part of annual APR submission.	Annually in February	NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) NDE Website
IEP FACILITATION SYSTEM		
1. Provide initial training to cadre of IEP facilitators; evaluate training efforts	12/05	NDE Staff IEP Facilitators Consortium for Appropriate Dispute Resolution in Special Education (CADRE)
2. Establish policies and procedures for IEP facilitation system and develop a manual (including necessary forms) to address the following items: <ul style="list-style-type: none"> ▪ criteria for accessing system (e.g., documentation of previous unsuccessful attempts to complete an IEP) ▪ procedures for convening sessions, including scheduling, determining participants, etc., clarifying areas of concern/disagreement ▪ procedures for conducting sessions, including establishing parameters for interaction among participants, recording/documenting decisions made, etc. 	4/06	NDE Staff IEP Facilitators Consortium for Appropriate Dispute Resolution in Special Education (CADRE)

<ul style="list-style-type: none"> ▪ participant evaluation; ▪ data collection to identify instances where within one year a due process hearing is requested on issues addressed through IEP facilitation 		
3. Collaborate with parent training/support groups and school districts to advertise availability of IEP facilitation, including development of brochure	5/06	NDE Staff Nevada PEP and other parent training/support groups Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC)
4. Pilot-test system in Clark County, Douglas County, and Washoe County School Districts; report results to stakeholders; evaluate and refine	7/06 – 6/07	NDE Staff IEP Facilitators Nevada PEP and other parent training/support groups Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC)
5. Implement system throughout state; expand cadre of IEP facilitators to meet emerging needs	7/07 – 6/08 Ongoing	NDE Staff IEP Facilitators

Improvement Activities Implemented During 2005-2006

The following activities were implemented during 2005-2006:

General

- The NDE model procedural safeguards (“rights”) document was revised, disseminated, and posted on the NDE website in July 2005 to align with the 2004 IDEA reauthorization.
- Training modules were developed and disseminated at the 2005 Annual Summer Workshop to explain changes to procedural safeguards as a result of the 2004 IDEA reauthorization.

Complaint Investigation System

- The NDE ensured that all complaint investigation reports were issued within 60 days of receipt of the complaint, or within an extended timeline for extenuating circumstances.
- Corrective actions were monitored to ensure that noncompliance was corrected within one year, including the implementation of revised policies and procedures as necessary.
- Complaint investigation data were analyzed for evidence of systemic issues, and none were identified.
- Ongoing training and technical assistance was provided to complaint investigators to ensure accurate findings and proper conclusions against legal standards.
- Complaint investigation reports were provided to the Special Education Advisory Committee.

Due Process Hearing System

- The NDE ensured that hearing decisions were issued within 45 days or within a timeline extended at the request of either party.
- Hearing/review officers were trained to make specific orders to correct noncompliance within one year; no findings of noncompliance in due process hearing/review decisions were made during 2005-2006, so no verification of correction was necessary.
- Two hearings were held during 2005-2006, so no systemic issues emerged which required training or technical assistance at the statewide level.
- Ongoing training was provided to hearing/review officers based on evaluation data and review of procedural matters and hearing decisions.
- A data collection system for resolution sessions was developed and used to establish 2005-2006 baseline data for Indicator 18. This system will be revised during 2006-2007 in response to additional clarifications provided to the NDE by OSEP.

- Training materials were developed, disseminated, and posted on the NDE website and training was provided in September 2005 to special education administrators, Nevada PEP, the Special Education Advisory Committee, and other interested parties concerning changes to the special education due process hearing system as a result of the 2004 IDEA reauthorization.

Mediation System

- Mediation was made available to parties on a voluntary basis when a due process hearing was requested, and when no hearing was requested.
- Individual training and technical assistance was provided to mediators as a result of monitoring evaluation data from mediation sessions.
- Work was conducted to identify expertise in meeting training needs on skills development for mediators, in preparation for future trainings.
- Updating of the mediation brochure was delayed pending issuance of the 2006 IDEA regulations, as well training on legal issues.
- Training was provided for NV PEP leadership regarding expectations for the mediation process, including strengths and limitations, and in turn this information was made available to parents who might benefit from the mediation system.
- Mediation survey data (satisfaction data) were presented to school district special education administrators and the Special Education Advisory Committee.

IEP Facilitation System

- Training of IEP Facilitators took place in September and October, 2005; evaluation results indicated that training was considered extremely useful.
- In Spring 2006, a working group of special education administrators provided feedback about perceived district needs in conjunction with IEP facilitation.
- A draft IEP Facilitation technical assistance manual was developed in spring 2006 for completion in fall 2007, and an outline was formed to describe the content for inclusion in a draft brochure that will be created in the next fiscal year.

Improvement Initiative: Early Childhood Services and Outcomes		
<p>As a result of this initiative, data will be collected, analyzed, and used to make decisions to improve outcomes for young children with disabilities. Training will be provided to ensure that teachers know and teach to the Nevada Pre-Kindergarten Standards and collaboration will occur with Part C infant and toddler programs to support seamless transitions for children with disabilities as they enter Part B services.</p>		
<p>This improvement initiative is referenced in the following performance indicators: #5, #6</p>		
Improvement Activities	Timelines	Resources
1. Convene a statewide Task Force to solicit recommendations on the development of an Early Childhood Outcomes Evaluation System	3/06 – 5/06	NDE Staff Nevada Early Intervention Services (NEIS) (Part C) Special education parents, teachers, administrators participating in task force General Supervision Enhancement Grant (GSEG) (if funded) IDEA Part B Funds
2. Analyze unique state dynamics and glean evidence from national research regarding considerations for developing an Early Childhood Outcomes Evaluation System	1/06 – 2/06	NDE Staff Nevada Early Intervention Services (NEIS) (Part C) Early Childhood Outcome Center (ECO) Western Regional Resource Center (WRRC)
3. Participate in quarterly meetings with administrators from the state’s Part C Lead Agency to communicate concerns, share successes, and determine and implement action steps to improve successful outcomes for toddlers who transition to Part B services	1/06 – 6/11	NDE Staff Nevada Early Intervention Services (NEIS) (Part C)
4. Negotiate arrangements and engage an external consultant to design the evaluation system, to include a computerized data management system	5/06 – 9/06	NDE Staff Pacific Research Associates GSEG (if funded) IDEA Part B Funds
5. Provide training to those individuals who will administer assessments to gather designated data from preschoolers with disabilities	9/06 – 12/06	NDE Staff State Early Childhood Education (ECE) Programs Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) Pacific Research Associates Nevada PEP and other parent training/support groups
6. Conduct baseline data collection	12/06 – 1/07	NDE Staff Pacific Research Associates Special Education Administrators (SEDA)
7. Establish quality assurance and monitoring procedures to provide training, monitoring, and technical assistance to ensure the correlation of the data to the EC outcomes/standards as well as to ensure accuracy of data input into the computerized database and maintenance of data entry, data analysis and reporting function	9/07– 2/11	NDE Staff Pacific Research Associates Nevada Early Intervention Services (NEIS) (Part C) ECO Center OSEP Community of Practice
8. Provide training to early childhood special education teachers on Nevada’s	4/06 – 6/11	NDE Staff

<p>pre-Kindergarten Content Standards; evaluate training efforts</p>		<p>State Early Childhood Education (ECE) Programs Statewide Early Childhood Conference NV Institutions of Higher Education Nevada PEP and other parent training/support groups GSEG (If funded) IDEA Part B Funds</p>
<p>9. Provide training to school district leaders, site level administrators, and teachers on how to use the early childhood outcomes data to improve results for young children with disabilities; evaluate training efforts</p>	<p>8/08 – 6/11</p>	<p>NDE Staff State Early Childhood Education (ECE) Programs Statewide Early Childhood Conference NV Institutions of Higher Education Nevada PEP and other parent training/support groups GSEG (If funded) IDEA Part B Funds</p>
<p>10. Provide training for parents, early childhood special education teachers, preschool teachers, and paraprofessionals on strategies for positive behavioral supports, early literacy, and social-emotional considerations; evaluate training efforts</p>	<p>9/06 – 6/11</p>	<p>NDE Staff NV Institutions of Higher Education Children’s Cabinet State Early Childhood Education (ECE) Programs Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) Nevada PEP and other parent training/support groups Statewide Early Childhood Conference PBS-Nevada IDEA Part B Funds</p>
<p>11. Evaluate baseline data collection process to determine ways in which the system should be refined so as to ensure better data collection, and as appropriate, make necessary changes to the system</p>	<p>6/07 – 4/07</p>	<p>NDE Staff Nevada Early Intervention Services (NEIS) (Part C) Pacific Research Associates ECO Center GSEG (If funded) IDEA Part B Funds</p>
<p>12. Conduct follow-up assessments in keeping with the system design</p>	<p>2/07 – 6/11</p>	<p>NDE Staff Nevada Early Intervention Services (NEIS) (Part C) Pacific Research Associates Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) IDEA Part B Funds</p>

<p>13. Continue to analyze the assessment process, data results and trends from subsequent implementation to ensure an effective and efficient evaluation system</p>	<p>2/07 – 6/11</p>	<p>NDE Staff Nevada Early Intervention Services (NEIS) (Part C) Pacific Research Associates Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) ECO Center OSEP Community of Practice IDEA Part B Funds</p>
<p>14. Prepare and post reports and provide technical assistance to help necessary stakeholders understand the data and use it for systems improvement for young children with disabilities</p>	<p>6/08 – 6/11</p>	<p>NDE Staff Pacific Research Associates ECO Center Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC)</p>
<p>15. Provide training for parents, teachers, and administrators to develop and support the implementation of inclusive placements for preschool age children with disabilities; evaluate training efforts</p>	<p>2/06 – 6/08</p>	<p>NDE Staff State Early Childhood Education (ECE) Programs Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) Nevada PEP and other parent training/support groups IDEA Part B Funds</p>
<p>16. Set six-year targets for improving outcomes for preschool-age children with disabilities based on baseline data collected in 2006-2007.</p>	<p>2/08</p>	<p>NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC)</p>

Improvement Activities Implemented During 2005-2006

The following activities were implemented during 2005-2006:

Early Childhood Outcomes System

- A statewide Task Force was convened in March-April to provide recommendations regarding the development of Nevada’s Early Childhood Outcomes System, including recommendations on assessments to be used to collect data on the SPP indicators, methods for collecting and reporting the data, and training efforts to support the roll-out and ongoing implementation of the system.
- NDE staff and Part C staff analyzed NV dynamics and national research (ECO Center work) in considering components of NV EC Outcomes System.
- Arrangements were made for an external consultant to assist in the design of the EC Outcomes System to provide support for the development of a computerized data management system for the submission of data to the NDE.
- Plans were created for training necessary staff and rolling out the data collection and reporting system to begin in 2006-07 school year.
- NDE staff & Part C staff met frequently to coordinate in the development of the EC Outcomes System to support an integrated longitudinal system to the extent possible.

Supporting Successful Transitions from Part C to Part B

- NDE staff met with Part C lead administrators 6 times in the 2005-06 school year to collaboratively address the following issues:
 - The transition of children who were identified as eligible for Part C services at greater than 2 years, 9 months and the coordination that needed to occur to successfully transition those children to Part B services (when eligible), such that services begin no later than their third birthdays. This

issue required the determination of policy guidelines for districts to follow in addressing the “transition” of children who in fact received no Part C services and/or were not determined as eligible for Part C services.

- Transition planning at 120 days before the child’s third birthday in accordance with proposed IDEA regulations
- Part C requirements to provide IFSP for consideration in the development of the student’s first IEP at age 3
- Logistics regarding the invitation of Part C staff members to attend a child’s initial IEP meeting at parent request
- NDE staff collaborated with Part C staff to develop 2 training modules — one addressing the transition of children at age 3 and the other regarding the identification and provision of services for infants and toddlers suspected of having an Autism Spectrum Disorder (ASD).
- An NDE staff member served as a member of the standing ICC sub-committee to address child find issues, particularly bringing expertise with regard to focusing on the coordination of child find activities among Part C programs and local school districts.
- Technical assistance was provided to special education directors and Part C local program administrators to support the development and implementation of memorandums of understanding to support successful early childhood transitions.

Inclusive Preschool Settings

- NDE staff provided training at the NV Autism Summit regarding inclusive settings for preschoolers with IEPs.
- NDE staff provided training to pre-service teachers during education classes in Spring 2006, regarding inclusive settings for preschoolers with IEPs.
- NDE staff participated in meetings to support the implementation of a Health and Human Services (HHS) project (Early Childhood Comprehensive System—ECCS), designed to engage in resource mapping across the state to determine what agencies were addressing which functions, to determine gaps in services and resources, and to facilitate the inclusion of children with disabilities (birth to five).
- NDE staff provided technical assistance to four school districts (Churchill, Elko, Mineral, White Pine) regarding specific activities that these districts could undertake to increase the number of students participating in inclusive settings and to improve the quality of services provided to students with disabilities in inclusive settings.
- Information and resource materials were provided to special education directors to facilitate the effective inclusion of preschoolers with disabilities and to support developmentally appropriate practices within those settings.

Improvement Initiative: Intervention Systems for Academic and Behavior Supports		
<p>As a result of this initiative, each school in Nevada will develop and sustain an intervention system in which all students receive timely academic and positive behavioral supports to improve learning. Interventions systems will focus on both teaching and learning and will provide a continuum of interventions depending upon each student's needs. This system will also provide the foundation for the identification process for students with learning disabilities.</p>		
<p>This improvement initiative is referenced in the following performance indicators: #1, #2, #3, #4, #5, #6, #9, #10</p>		
Improvement Activities	Timelines	Resources
1. Establish and convene an Advisory Group to make recommendations on the essential components that must be included in intervention systems in Nevada in order to address effectively students' academic and behavioral needs	6/05-9/05	NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) State Improvement Grant (SIG) Funds Nevada PEP and other parent training/support groups Peer-Reviewed Research; National Models
2. Based on the recommendations of the Advisory Group, determine the final list of essential components	10/05 – 11/05	NDE Staff Peer-Reviewed Research Advisory Group Recommendations
3. Develop a technical assistance document that describes Nevada's essential components as well as strategies for supporting the establishment and maintenance of those essential components in comprehensive intervention systems	11/05	NDE Staff Peer-Reviewed Research Advisory Group Recommendations NASDSE Technical Assistance Document "Response to Intervention"
4. Disseminate technical assistance document to stakeholders across the state	12/05 – 6/06	NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) NDE Website Regional Professional Development Programs (RPDPs) SIG-Supported Regional Trainers
5. Collaborate with leaders of the SAGE school improvement system to ensure that those individuals who provide support to schools designated "In Need of Improvement" are knowledgeable about the research regarding intervention systems, Nevada's essential components, and state and local resources for establishing and sustaining intervention systems	1/06 – 1/07	NDE Staff State Title I Director Assistant Director for School Improvement External Facilitators Network PBS-Nevada
6. Develop model sites/programs within each school district: <ul style="list-style-type: none"> • Select schools based upon district applications • Provide training and resources to establish/enhance school-wide systems for problem-solving (e.g., professional learning communities, instructional support teams) • Pilot-test programs, review evaluation data, refine, replicate within districts 	3/06 – 6/11 Phase-in model sites over 2 years; phase-in replication (50-100 schools per year) beginning year 3	NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) PBS-Nevada IDEA Part B Funds SIG Funds Nevada Senate Bill 404 Funds Foundation and Government Grants

<p>7. Provide subgrants to school districts to support the establishment and/or maintenance of intervention systems that include Nevada's essential components</p>	<p>12/05 – 6/11</p>	<p>NDE Staff IDEA Part B Funds SIG Funds Nevada Senate Bill 404 Funds Foundation and Government Grants</p>
<p>8. Identify funding opportunities to assist schools in establishing and/or maintaining intervention systems that include Nevada's essential components and submit competitive grant proposals in response to those funding opportunities</p>	<p>3/06-6/11</p>	<p>NDE Staff NDE Grant Writer Nevada Higher Education Faculty University Center for Excellence in Disabilities (UCED) PBS-Nevada</p>
<p>9. In collaboration with school districts that are implementing intervention systems that include Nevada's essential components, collect data to determine efficacy of the system and ascertain ways in which intervention systems can be strengthened</p>	<p>3/06 – 6/11</p>	<p>NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) SAGE Schools Nevada Higher Education Faculty SIG Schools</p>
<p>10. Convene a work group to revise the Nevada Administrative Code (NAC) to regulate the use of data derived from interventions as a method to identify students and determine eligibility for services under the category specific learning disabilities</p>	<p>1/07 – 4/07</p>	<p>NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) IDEA Part B Funds Statewide Professional Associations Nevada PEP and other parent training/support groups Nevada State Board of Education</p>
<p>11. Provide training and technical assistance to state, school district, and site level leaders as well as SAGE school improvement facilitators on how to establish and/or sustain the implementation of effective intervention systems (i.e., those that include Nevada's designated essential components); evaluate training efforts</p>	<p>4/06 – 6/11</p>	<p>NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) Professional Development Website SAGE Website NDE Website RPDPs SAGE External Facilitator Trainings SIG Funds Nevada Association of School Administrators (NASA) Nevada Association of School Superintendents (NASS) Nevada Association of School Psychologists (NASP) University of Nevada, Las Vegas (UNLV) Faculty PBS-Nevada</p>
<p>12. Provide training for eligibility teams regarding the identification of students with specific learning disabilities using an intervention system model; evaluate training efforts</p>	<p>9/07 – 6/09</p>	<p>NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) RPDPs IDEA Part B Funds NDE Website SIG Funds</p>

Improvement Activities Implemented During 2005-2006

The following activities were implemented during 2005-2006:

Foundational Work to Establish Intervention Systems in Nevada

- During the spring, summer, and fall of 2005, a statewide Advisory Group was established and convened by the NDE 4 times to review intervention systems models and literature, and to formulate recommendations on essential components to be included in an effective intervention system.
- Based on the Advisory Group's recommendation, a technical assistance document on Essential Components for Academic and Behavioral Supports was developed, to include component descriptions and strategies for realizing these components within a school system.
- The NDE developed an "Innovation Configuration" (a technical assistance evaluation tool) for schools and districts to use in assessing current levels of implementation with regard to each of Nevada's four essential components.
- The Essential Components and Innovation Configuration technical assistance documents were disseminated and training was provided to stakeholders across the state through various trainings conducted by NDE (see trainings below).
- The Data Analysis Guide (DAG), a component of the State's School Improvement (SAGE) manual, was revised to include probing questions on the development and implementation of intervention systems as part of the school improvement planning process, and training was provided to school facilitators responsible for assisting schools to develop and implement school improvement activities.
- Twelve (12) school sites, representing 12 of the state's 17 school districts in Nevada, were established as pilot sites for the development and implementation of intervention systems that adhere to the four essential components.
- The NDE assisted 12 school districts to form agreements with Dr. Todd Gravois and the Laboratory for Instructional Consultation Teams, University of Maryland to provide training to the 12 school sites on the implementation of the Instructional Consultation Team model.
- Technical assistance was provided to school districts relative to the development of subgrant applications to access Nevada Senate Bill 404 funds (a state resource for school improvement initiatives) to acquire resources for the development and implementation of intervention systems.
- Technical assistance was provided to 12 school districts in the development of subgrant applications to be awarded July 1, 2006.

NDE Trainings on Intervention Systems

- February 8, 2006: Training provided to Special Education District Administrators (SEDA) on the alignment and integration of intervention systems with District Improvement Plans and planning for the development of school pilot sites
- February 28, March 1, March 2, 2006: Statewide training offered to all districts on intervention systems constructs, models, and planning in preparation for development and identification of school pilot sites
- March 29, 2006: Follow-up training to Feb./Mar. provided to SEDA on qualities and process of identification and recommendation of specific school sites for inclusion in pilot project
- May 5-7, 2006: Nevada Department of Education Mega Conference – *Successful Schools in Action* offered sessions with schools presenting successful intervention practices and the state intervention systems initiative and planned pilot program
- May 11, 2006: Statewide training provided to identified school pilot sites on the structure and requirements of pilot sites
- May 18, 2006: Training provided to Special Education Advisory Committee (SEAC) on the state intervention systems initiative and current activities
- June 13-14, 2006: Training provided in collaboration with the SAGE school improvement system to the External Facilitators Network on the Essential Components, use of the Innovation Configuration and local models of effective intervention systems

State Regulations on Identification of Students with Disabilities

- Plans to convene a work group to revise the Nevada Administrative Code (NAC) to regulate the identification of students using data from intervention systems, as well as to provide related training, were delayed pending the issuance of the 2006 IDEA regulations.

Improvement Initiative: Professional Development		
<p>As a result of this initiative, training and technical assistance will be provided for paraprofessionals, teachers, administrators, parents, policy makers, university faculty and others. Professional development efforts will support increased instructional quality for students with disabilities, meaningful parent involvement in decision-making, and compliance with legal requirements established through state and federal statutes and regulations. Efforts will be made to support the recruitment and retention of an adequate supply of highly qualified personnel to serve students with disabilities.</p>		
<p>This improvement initiative is referenced in the following performance indicators: #3, #4, #5, #6, #8</p>		
Improvement Activities	Timelines	Resources
1. Maintain the Professional Development Website to provide administrators, teachers, and others with opportunities to engage in online discussions about improvement strategies for schools and districts, including threaded discussions on Professional Learning Communities, Assessment For Learning, and others	11/05 – 6/11	NDE Staff (including Assessment and Accountability) State Improvement Grant (SIG) Title II
2. Facilitate participation of “guest speakers” on the professional development website to provide expert technical assistance on strategies for school improvement	11/05 – 6/11	
3. Participate in Related Services Coalition to identify ways in which the state can leverage existing resources and/or create policy reform to support the recruitment and retention of related service personnel to ease shortages	10/05 – 6/08	NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) Statewide Professional Affiliations and Licensing Boards Nevada Legislature NV Institutions of Higher Education
4. Convene Teacher Quality Task Force to conduct comprehensive needs assessment, identify solutions, and create a statewide action plan to resolve special education teacher shortages and to support the goal that all special education students receive instruction from teachers who possess the necessary skills and competencies to meet their diverse learning needs	10/05 – 6/07	NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) Center for Teacher Quality (CTQ) SIG funds Titles I, II and III RPDPs
5. Provide leadership for the development of an online calendar of professional development events to inform interested participants of training opportunities and to reduce conflicting scheduling of training events by various Nevada organizations, agencies, and programs	12/05 – 2/06	NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) Learning Options Title II RPDPs Nevada Association of School Administrators (NASA)

6. Implement statewide action plan created by Teacher Quality Task Force, including evaluating and monitoring implementation efforts so as to revise plan as needed	7/07 – 6/08	NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) Center for Teacher Quality (CTQ) SIG Titles I, II, and III
7. Offer an annual Mega Conference to showcase national and Nevada-based model schools so that school and district leaders can replicate successful strategies in their own settings	Annually in May, 2006 - 2011	NDE Staff (including Assessment and Accountability) Title II RPDPs IDEA Part B Funds International Center for Leadership in Education (ICLE)
8. Provide technical assistance to school districts to support the attainment of full certification by teachers participating in alternative routes to certification (ARC) (e.g. "Options Program")	10/06 – 6/11	NDE Staff Special Education Administrators (SEDA) IDEA Part B Funds NV Institutions of Higher Education
9. Collaborate with NV Institutions of Higher Education to support the development of online coursework for ARC teachers and teachers seeking in-service credit and ongoing training	9/05 – 6/07	NDE Staff Special Education Administrators (SEDA) SIG Funds IDEA Part B Funds Title II NV Institutions of Higher Education
10. Provide training and technical assistance to stakeholders regarding the Highly Qualified teacher requirements stipulated in IDEA-04	12/05 – 6/11	NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) Title II NV Institutions of Higher Education RPDPs NDE Website IDEA Part B Funds SIG Funds
11. Collaborate with Title II personnel to ensure accurate reporting of Highly Qualified teacher requirements	12/05 – 6/11	NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) Title II
12. Develop, disseminate, and provide training through technical assistance documents on legal requirements established through state and federal statutes and regulations regarding the education of students with disabilities; evaluate training efforts	12/05 – 6/11	NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) IDEA Part B Funds SIG Funds

13. Provide training and technical assistance on the use of accommodations and modifications in assessment to ensure appropriate decision-making by Individualized Educational Program (IEP) Committees; evaluate training efforts	12/05 – 6/11	NDE Staff (including Assessment and Accountability) Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) RPDPs IDEA Part B Funds SIG Funds
14. Develop technical assistance materials and provide training in response to data gathered through dispute resolution processes (e.g., state complaints, due process, mediation); evaluate training efforts	12/05 – 6/11	NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) IDEA Part B Funds
15. Provide funding and technical assistance for the Regional Professional Development Program (RPDP) trainers to assist schools receiving SIG subgrants to develop, refine, and implement school improvement plans to increase achievement of student subpopulations; evaluate training efforts	8/05 – 7/06	NDE Staff RPDPs SIG Funds IDEA Part B Funds Universities of Nevada, Las Vegas and Reno
16. Provide funds to 19 selected SIG schools to coordinate and receive professional development that results in improved performance for students with disabilities and other students who are struggling to meet targeted goals; evaluate training efforts	8/05 – 7/06	NDE Staff SIG Funds
17. Provide training and technical assistance for state-sponsored charter schools to meet state and federal requirements for providing services to students with disabilities; evaluate training efforts	8/05 – 6/11	NDE Staff IDEA Part B Funds NDE Website
<i>Improvement Activities Implemented During 2005-2006</i>		
<p>The following activities were implemented during 2005-2006:</p> <p><u>Online Initiatives</u></p> <ul style="list-style-type: none"> • Administrators, teachers, and others continued to contribute to and learn through the Professional Development Website, with support from a designated facilitator who identified topics for discussion, referred participants to online and text-based resources, and asked probing questions to extend learning. • Dr. Rick Stiggins, of the Assessment Training Institute, led a discussion on assessment for learning, a key principle in progress monitoring and responsive instruction, on the Professional Development Website • After soliciting input regarding the development of an online calendar, the NDE concluded that this was a resource that already existed in alternate forms through other programs in the state, such as the Regional Professional Development Programs. <p><u>Related Services Coalition</u></p> <ul style="list-style-type: none"> • Quarterly meetings of the Related Services Coalition were attended by an NDE staff member, who also facilitated communication and information dissemination with school district leaders. • An initial action plan was developed by the Coalition in spring 2006, to help the state recruit and retain personnel to serve students with disabilities with efforts to realize the steps articulated in that plan beginning in the next fiscal year. • Participation by a member of the Special Education Advisory Committee (SEAC) was solicited for the Coalition to help ensure communication with parents of students with disabilities. 		

Teacher Quality Task Force

- A statewide task force was convened by the NDE and two meetings were held in Spring 2006 to conduct the comprehensive needs assessment process.
- A subcommittee of the task force (TQTF Work Group) was created by the NDE in fall 2005, who attended the Annual Forum of NASDSE's Center for Teacher Quality, and then met 7 times in this fiscal year to coordinate task force meetings, gather those data identified by task force, and communicate the work of the task force to state and national stakeholders. The action plan is anticipated for completion in summer 2007.

Training and Technical Assistance

- The 2006 Mega Conference was offered for 560 participants who learned strategies for increasing student achievement from leaders of nationally recognized model schools, as well as schools in Nevada that have demonstrated growth in student performance.
- Ongoing technical assistance was offered to school district leaders and alternative route teachers, to inform them of requirements and resources available to become fully certified within prescribed timelines.
- Letters of support were provided to the University of Nevada, Reno to assist in competing for 2 grants to provide online coursework to teachers in special education content areas.
- Special education administrators were made aware of an available local program of professional development leading to licensure, and discussed collaboration across districts to support the extension of online coursework for teachers seeking full certification.
- Large-scale training and individualized technical assistance was offered to more than 300 individuals with regard to the requirements to be Highly Qualified.
- A technical assistance document was developed and made available to individuals across the state to help them understand the requirements to be considered Highly Qualified.
- Technical assistance was provided both internal to the NDE with licensure and Title II staff, as well as with school district personnel (Human Resources and Special Education Administrators) to ensure accurate reporting of special education teachers with regard to their status as being Highly Qualified.
- Ongoing technical assistance was provided to stakeholders, including educators, policy makers, and parents of students with disabilities, on the reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA-04).
- Training was provided and technical assistance materials, including sample letters, outlines, and flow charts, were developed and disseminated to stakeholders on changes in the due process system.
- The state model document on procedural safeguards (the "Rights" Document) was revised and made available to stakeholders.
- The state's model Individualized Educational Program (IEP) document and the annual accommodations and modifications form were revised and made available to stakeholders.
- A model document for district reporting of student Summary of Performance was created and made available to special education administrators.
- A technical assistance document on the requirements of school districts and the rights of parents with regard to the provision of special education services for private school students was developed and training was provided.
- Master training modules on changes to the IDEA as a result of reauthorization were created and given to Nevada's 17 school districts, for use in training their staff members and stakeholders, and training was provided on the effective use of the modules. Modules included: (1) Evaluation, Reevaluation, and Eligibility, (2) Highly Qualified Teachers, (3) IEP Content, (4) IEP Development, (5) IEP Form Changes, (6) Procedural Safeguards including Discipline, and (7) Transfer Students. Sample forms were also created and distributed for districts to use as they saw appropriate, to include Prior Written Notice; IEP Meeting Notice; Agreement and Consent for IEP Meeting Excusal, Attendance Not Necessary, and Revisions without an IEP Meeting; and Manifestation Determination.
- The technical assistance document "IEP Guidelines"—an instructive version of the state mandated IEP form—was updated and disseminated to stakeholders.
- Technical assistance was provided to special education administrators regarding legal considerations in diploma language, per a ruling by the Office for Civil Rights (OCR).

State Improvement Grant (SIG) Efforts with Schools

- Subgrants were provided to support trainers to facilitate school improvement initiatives with the 19 designated SIG schools, and subgrants were also provided to districts to support the professional development efforts of those schools in accordance with details specified in the State Improvement Grant.

Charter Schools

- NDE staff conducted training for state-sponsored charter schools and provided technical assistance regarding the changes in state and federal special education requirements.
- On-site evaluations of each school were conducted to determine strengths and weaknesses in implementation of requirements; reports were prepared and presented to the State Board of Education.

Improvement Initiative: Secondary Transition Planning and Post-School Outcomes		
<p>As a result of this initiative, a series of transition activities will be implemented to assist school districts to develop and sustain educational programs that support the national transition standards. Transition and post-school outcome data will provide ongoing information on which to improve transition planning, reform school-based programs, and expand and strengthen community, business, and higher education partnerships.</p>		
<p>This improvement initiative is referenced in the following performance indicators: #1, #2, #5, #13</p>		
Improvement Activities	Timelines	Resources
1. Review Life Tracks, Inc. database of field-tested questions and select final questions to be included in Nevada’s survey for seniors as they exit high school and survey for students one year following exit from high school; all categories of exiters will be surveyed, including students who drop out of school	12/05	NDE Staff State Work Group Recommendations
2. Maintain membership on the Governor’s Council for the Employment of People with Disabilities and Nevada’s Division of Vocational Rehabilitation (VR) Transition Forum to ensure that the needs of students with disabilities are considered in programming decisions	12/05 – 6/11	NDE Staff IDEA Part B Governor’s Council on the Employment of People with Disabilities Nevada Interagency Advisory Board on Transition Services Nevada Department of Employment, Training, and Rehabilitation
3. Develop and implement a statewide plan to assist school districts to implement the National Standards and Quality Indicators for Transition, including replicating models from other states that have been proven effective	1/06 – 6/11	NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) National Alliance for Secondary Education and Transition (NASSET) NDE Office of Career and Technical Education
4. Strengthen relationships with VR to determine ways in which school districts and VR can work collaboratively to support the transition and post-schools needs of students with disabilities	1/06 – 5/06	NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) Business Leaders Network (BLN) Post-School Outcomes Center
5. Seek grant funds to support the implementation of the statewide plan for implementing the National Standards and Quality Indicators for Transition	6/06 – 6/11	NDE Staff NV Institutions of Higher Education University Center for Excellence in Disabilities (UCED)
6. Collaborate with school districts to solicit addresses and telephone numbers of graduating students and provide those addresses to Life Tracks, Inc. for use in mailing surveys and annual letters	Annually February – April – 2006 – 2011	NDE Staff Special Education Administrators (SEDA) Student Information Data Systems

<p>7. Host an annual Summit to provide training for students and parents as well as other school, district, and state leaders in which current students with disabilities and recent special education graduates share information regarding their experiences and recommendations to help schools meet students' programming needs; evaluate training efforts</p>	<p>Annually beginning in 4/07-6/11</p>	<p>NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) UCED People 1st of Nevada BLN</p>
<p>8. Provide technical assistance to school districts in the development and implementation of cooperative agreements with VR</p>	<p>12/05 – 6/11</p>	<p>NDE Staff Special Education Administrators (SEDA) Nevada Department of Employment, Training, and Rehabilitation Nevada Interagency Advisory Board on Transition Services</p>
<p>9. Receive summary reports of the data from Life Tracks, Inc. and share this information with Nevada school districts and other stakeholders within the context of other available data (e.g., concerning students who do not have disabilities; community college data; employment and census data, etc.)</p>	<p>Annually in August, 2007-2011</p>	<p>NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) Nevada Interagency Advisory Board on Transition Services Life Tracks, Inc. IDEA Part B Funds NDE Website</p>
<p>10. Provide technical assistance for school districts to analyze data from exit and post-exit surveys and when necessary, to make decisions about system reform and/or programming changes to increase results for secondary and post-secondary students with disabilities</p>	<p>9/06 – 6/11</p>	<p>NDE Staff Post-School Outcomes Center Nevada Interagency Advisory Board on Transition Services NDE Website OSEP Communities of Practice</p>

Improvement Activities Implemented During 2005-2006

The following activities were implemented during 2005-2006:

Exit Survey for Seniors

- Final questions were selected for Nevada's high school senior exit survey based on recommendations made by a State Work Group and coordination occurred with Life Tracks, Inc. to develop the final survey.
- The NDE coordinated efforts with Nevada's 17 school districts to obtain addresses and telephone numbers of exiting students for use by Life Tracks, Inc. to produce and distribute surveys and accompanying letters to students.
- Exit surveys were administered to all students exiting from high school in spring, 2006.

Nevada State Rehabilitation Council

- The Governor's Council for the Employment of People with Disabilities and the Vocational Rehabilitation (VR) Transition Forum were reorganized and in their place, the Nevada State Rehabilitation Council was created. One NDE staff person was appointed to serve as a member of this committee, and did attend all meetings from July, 2005 through June, 2006 to provide input regarding the needs of students with disabilities in the Pre-K-12 educational system.

Plan to Implement National Standards and Quality Indicators

- Nevada's Summit Leadership Team was previously formed at an annual conference and meeting of the National Secondary Transition Technical Assistance Center. This team created an initial plan regarding implementation of National Standards and Quality Indicators for Transition in Nevada. The Team met by phone to refine the action plan and to take steps to implement that plan.
- Action steps that have been implemented to date include:
 - Douglas CSD and Washoe CSD reviewed and trained administrators and teachers on the National Transition Standards as well as student assessments for student transition, IEP transition planning, and reviewed their Cooperative Agreements with Vocational Rehabilitation.
 - Clark CSD provided transition specialists with handouts of the National Transition Standards to share with teachers.
 - Humboldt CSD provided teachers with copies of the National Transition Standards.

Collaboration with Vocational Rehabilitation

- NDE staff attended a retreat and training with Vocational Rehabilitation (VR) staff and administration to insure a continued professional relationship and to further discuss ways in which VR can collaboratively work with school districts to support the transition of students with disabilities to meet their post-school needs.
- VR provided funding to several districts, who with guidance from the NDE, purchased career assessment instruments for use in determining appropriate present levels of performance and developing goals and objectives, including post-secondary goals.
- Based on information shared through collaborative meetings such as the Nevada State Rehabilitation Council, VR provided funding to add several transition specialists to work with students and parents who were eligible for VR services.
- Technical assistance was provided to districts through meetings and phone calls to help them refine (as necessary), and implement their unique cooperative agreements with VR. Each district has and is implementing a signed cooperative agreement, effective through June, 2008.

Grant Funding

- The NDE was considered to participate as a pilot transition site through a grant from the National Alliance for Secondary Education and Transition, but the NDE determined that the goals of the grant did not align to the action steps determined appropriate for Nevada to implement the National Standards and Quality Indicators for Transition. Additional grant opportunities are being investigated to assist the state in implementing our plan.

Additional Related Activities

- NDE staff attended Southern Nevada Workforce Investment Board Sub-committee meetings to provide information about transition issues and to help determine how SNWIB can assist students in Clark CSD.
- NDE staff attended CCSD's Students Talking About Real World Situations (STARS) to provide input and support to CCSD's creative efforts to assist students, families, and teachers to learn more about community resources.
- NDE staff attended open houses for Opportunity Village, Goodwill and Easter Seals of Southern Nevada to support these community resources who help students in transition receiving training.
- NDE staff attended the national Division of Career Development and Transition (DCDT) conference in New Mexico to learn about best practices that could help the state in transition efforts.
- NDE staff attended the Disability Summit to provide input to other agencies regarding transition issues for students.
- NDE staff provided training to special education district administrators regarding requirements for Summary of Performance Reports to assist with student transition into adult life.
- NDE staff participated in a statewide Interagency Transition Advisory Board (ITAB) to facilitate agency coordination and collaboration of transition services for students with disabilities.

Improvement Initiative: <i>Special Education Focused Monitoring and Program Improvement System</i>		
<p>As a result of this initiative, Nevada will implement a focused monitoring process that integrates specific compliance data elements into the school and district improvement planning process. Districts and schools will use compliance data along with student performance data in the planning process in order to improve achievement rates for all students with disabilities.</p>		
<p>This improvement initiative is referenced in the following performance indicators: #1, #2, #3, #4, #5, #6, #8, #9, #10, #11, #12, #13, #15</p>		
Improvement Activities	Timelines	Resources
<p>1. Continue to implement four-year cycle with following steps for each district:</p> <ul style="list-style-type: none"> • Needs assessment <ul style="list-style-type: none"> a. Data analysis b. Review of policies/procedures/forms c. Facilitated comprehensive record review d. Corrective action planning to ensure correction of noncompliance within one year • Inquiry • Plan design • Plan implementation and evaluation 	Ongoing	NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) Nevada PEP and other parent training/support groups National Center for Special Education Accountability Monitoring (NCSEAM) Community-Based Service Providers
<p>2. Implement procedures to require NDE presence and facilitation of record review in each district, each year (1 year of comprehensive record review; 3 years of record review focused on noncompliance identified in comprehensive record review)</p>	3/06	
<p>3. Continue to develop school- and district-improvement plans based on review/analysis of performance data against SPP Performance Indicator targets</p>	Ongoing	
<p>4. Continue to ensure correction of noncompliance within one year; enhance documentation requirements to provide additional verification</p>	Ongoing	
<p>5. Continue to maintain focus on procedural compliance through agendas of bi-monthly meetings special education administrators, and bi-monthly meetings with administrators from Clark County and Washoe County School Districts</p>	Ongoing	
<p>6. Modify record review protocol to comply with IDEA-04 and to collect additional information required under SPP</p>	2/06	
<p>7. Develop and implement system for evaluating parent involvement through NCSEAM survey (Performance Indicator 8)</p>	1/06 – 6/07	
<p>8. Assist school districts to develop Memoranda of Understanding and Cooperative Agreements with early intervention service providers, Head Start grantees, and other community-based service providers</p>	Ongoing	
<p>9. Contract with outside consultant to strengthen statewide policies and procedures regarding disproportionality, in order to:</p> <ul style="list-style-type: none"> o more closely examine data at the district level to determine if significant disproportionality is the result of inappropriate identification 	12/06 – 7/11	

<ul style="list-style-type: none"> o provide for the revision of policies, procedures and practices used in identification or placement if necessary to comply with IDEA 		
<p>Improvement Activities Implemented During 2005-2006</p> <p>The following activities were implemented during 2005-2006:</p> <ul style="list-style-type: none"> • Comprehensive on-site monitoring was conducted in four school districts (Churchill, Lyon, Storey, and Washoe) and the state-sponsored charter schools • Focused on-site monitoring was conducted in four school districts (Carson City, Douglas, Mineral, Nye) <ul style="list-style-type: none"> o the NDE facilitated this focused on-site monitoring as a tool in increasing verification that noncompliance is corrected within one year o the focused on-site monitoring also revealed persistent noncompliance that was addressed at the statewide level through provision of additional technical assistance and the development of more specific guidelines for compliant practice in the following areas: <ul style="list-style-type: none"> ▪ Initial evaluation procedural requirements ▪ Reevaluation procedural requirements ▪ Present levels of academic achievement and functional performance ▪ Justification for placement involving removal from regular education environments ▪ Transition planning, services, and post-secondary goals • Training was provided to special education directors regarding how to analyze special education data and how to write district- and school-improvement plans specifically focused on improving results for students with disabilities; sample goals/strategies were shared and discussed at the annual summer workshop for special education directors; plans were examined for specificity with regard to data/activities targeted toward students with disabilities • Training modules including materials and power-point presentations were developed and disseminated to special education directors in August 2005, for the following topics addressed in the IDEA-04 reauthorization: <ul style="list-style-type: none"> o Evaluation, Reevaluation, and Eligibility o Highly Qualified Teacher Requirements o IEP Content o IEP Development o IEP Form Changes o Procedural Safeguards, including Discipline o Transfer Students • Model forms for prior written notice, notice to attend an IEP meeting, and written agreements for IEP flexibility were developed to align with IDEA-2004 and disseminated to special education directors • The state-mandated IEP and corresponding IEP Guidelines, as well as the state's model "Rights" document were revised to align with IDEA-2004 and disseminated statewide on the NDE website in June 2005 • The record review protocol used in comprehensive and focused monitoring was revised to align with IDEA-2004 and to collect data in a format required to report performance under the SPP • The NCSEAM survey for evaluating parent involvement was disseminated for five districts (Churchill, Clark, Lyon, Storey, and Washoe) and results were used to establish baseline data and set targets for future years in the February 2007 State Performance Plan (SPP) • Assistance was provided to school districts to develop Memoranda of Understanding with early childhood service providers and with secondary transition service providers 		

Improvement Initiative: STARS: Nevada’s Blueprint for High School Improvement		
As a result of this initiative, Nevada will improve the rigor and relevance of current course offerings, expand the availability of non-traditional high school structures and programs, and enhance Nevada’s collection system of relevant student performance data that provides critical information to improvement planning, implementation, and program evaluation. STARS will strengthen statewide communication by creating a forum for consistent and ongoing dialogue of key collaborative partners and policy leaders.		
This improvement initiative is referenced in the following performance indicators: #1, #2, #3, #4		
Improvement Activities	Timelines	Resources
TURN AROUND LOW-PERFORMING SCHOOLS		
1. Create “The Successful Practices Network (SPN)” to provide focused technical assistance, resources and support to a number of identified Nevada schools, focused on curriculum content, instructional strategies, and the day-to-day challenges of teaching and learning	12/05	NDE Staff Nevada School Districts National Governors’ Association Grant International Center for Leadership in Education (ICLE) Title II Title V
2. Select the first set of 10 Nevada schools to participate in the SPN and provide orientation (a new set of schools will be added to the SPN each year in October; all SPN schools will access the supports outlined below)	1/06 – 3/06	
3. Identify and support SPN liaisons to facilitate school requests and connect schools to other member schools, advisors, and subject-matter experts	1/06-2/06	
4. Guide SPN schools through a process of ongoing self-assessment using Learning Criteria developed by the International Center for Leadership in Education (ICLE)	4/06 – 6/08	
5. Share information through newsletters, technical assistance documents, bulletins, and a password-protected, members-only interactive website;	4/06 – 6/11	
6. Provide access to a national repository of innovative best practices, including practices for addressing the unique needs of students with disabilities	4/06 – 6/11	
7. Conduct focused research in areas consistent with SPN objectives and member schools’ needs	8/06 – 6/11	
8. Collaborate with ICLE to provide SPN schools with resources and training in the areas of rigorous and relevant curriculum, instruction, and assessment to meet the needs of all learners	4/06 – 6/11	
9. Assist SPN schools to make data-based decisions to implement rigorous and relevant education programs for all students	4/06 – 6/11	
10. Provide SPN schools with access to ICLE’s Student Learning Criteria and Site Visit Protocol so that they have additional tools to help assess the implementation of improvement goals	5/06-6/11	
11. Facilitate a series of two-day study tours so that teams of school leaders from SPN schools, in cooperation with a cross-section of model schools, can investigate the organizational structure, learning environment, curriculum, instructional practices, and assessment programs of successful high schools.	5/06-6/11	

12. Provide technical assistance to SPN schools to help them replicate the components they have come to understand through their participation in the study tours	6/06-6/11	(same as above)
DEVELOP A STATEWIDE LONGITUDINAL K-16 DATA SYSTEM		
1. Conduct a study of best practices in longitudinal data systems to ensure that the most effective enhancements are being built into the statewide data system so that Nevada has the ability to track individual students over time, and incorporate graduation/cohort rate or dropout/cohort rate calculation methods as endorsed by Nevada’s and other state’s Governors	12/05 – 6/06	NDE Staff (including Assessment and Accountability) National Governors’ Association Grant Title II Title V Otis Ed
2. Build the capacity of teachers, principals, counselors, and district personnel to evaluate program effectiveness and the impacts of improvement efforts on student performance	7/06 – 6/11	
3. Provide training for “District Data Stewards” to empower key district staff to develop key district reports, manage user profiles, and train others	11/06 – 3/07 11/08 – 3/09 11/10 – 3/11	
4. Provide training for “Power Users” to ensure that essential leaders are fully enabled in areas of report development, ad-hoc analysis, data export, and advanced query concepts	11/06 – 3/07 11/08 – 3/09 11/10 – 3/11	
5. Provide training for “End Users” to support the ongoing efficient and effective use of the data system	11/06 – 3/07 11/08 – 3/09 11/10 – 3/11	
Improvement Activities Implemented During 2005-2006		
The following activities were implemented during 2005-2006:		
<u>Turn Around Low-Performing Schools</u>		
<ul style="list-style-type: none"> • Nevada has developed “The Successful Practices Network (SPN)” and 10 schools have been selected and begun to participate in SPN efforts. • SPN schools have received professional development on the best practices used in ICLE’s nationally recognized model schools, to include ICLE’s Successful Practices Network Orientation and the Rigor and Relevance Framework. Trainings focus on how to replicate strategies from other schools. • Teams from each of the 10 SPN Schools attended the 2006 Nevada Mega Conference, including a pre-conference devoted to training and networking. • Teams from each of the 10 SPN Schools attended the ICLE 2006 Models Schools Conference to learn from nationally recognized model schools in other states. • The SPN schools have had technical assistance to engage in data-based decision making, conduct ongoing self-assessments using ICLE’s Learning Criteria, and have each written an Action Plan based on those Criteria. • A selected group of SPN high schools have partnered with a feeder middle school to implement best practices. • SPN schools have access to a national repository of innovative best practices. • NDE staff have begun planning efforts to facilitate a series of two-day study tours for SPN school teams. 		
<u>Longitudinal Data System</u>		
<ul style="list-style-type: none"> • Nevada has received a grant from the National Governors’ Association to study the most effective longitudinal data systems being used in other states and planning efforts have begun to conduct this study. • Efforts to build capacity among teachers, principals, counselors, and district personnel to evaluate program effectiveness and the impacts of improvement efforts on student performance have begun through the conduct of a series of High School Summits. 		