

**APR Attachment 1**  
**NEVADA PART B STATE PERFORMANCE PLAN**  
**IMPROVEMENT INITIATIVES**  
**ACTIVITIES/TIMELINES/RESOURCES**  
 (November 2005; Revised April 2008)

<b>Improvement Initiative:</b> <b><i>Access to General Education Curriculum in Regular Education Environments</i></b>		
<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><b>This improvement initiative is referenced in the following performance indicators:</b>  <b>#1, #2, #3, #4, #5, #6</b></p>		
Improvement Activities	Timelines	Resources
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.	Annually in August, 8/05 – 8/10	NDE Staff Special Education Data Management System Special Education Administrators (SEDA) NDE Website
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: <ul style="list-style-type: none"> <li>• IEP justifications for removal from regular education environments</li> <li>• 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</li> <li>• Extent to which accommodations for participation in general education curriculum are individually determined and precise</li> <li>• Extent to which general education teachers are aware of and fulfill IEP implementation responsibilities</li> <li>• Extent to which general and regular education teachers use methods for collaboration that maximize students' access to general education curriculum</li> <li>• Any disproportionality in placement of race/ethnic groups in less inclusive settings</li> <li>• Teacher competency in core academic subjects</li> </ul>	6/06	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>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"> <li>• Building and supporting a shared vision among faculty, particularly among general education teachers</li> <li>• Administrative practices (including access to facilities, flexibility in scheduling, and use of other resources)</li> <li>• Models for collaboration/consultation in regular education environments, including models for co-teaching</li> <li>• High quality instructional techniques including active learning and differentiated instruction</li> <li>• IEP decision making leading to more inclusive placements:             <ul style="list-style-type: none"> <li>○ present levels of performance</li> <li>○ goals and objectives</li> <li>○ special education services, related services, supplementary aids and services</li> <li>○ justification for removal from regular education environments</li> </ul> </li> </ul>	<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 2006-2007***

The following activities were implemented during 2006-2007:

- The NDE contracted with an expert in data analysis who provided trend data across the state in order to reinforce the linkages among lower identification rates, access to general education curriculum through higher rates of inclusive placements, and higher performance on statewide achievement tests.
- District identification rates and placement data were analyzed for ages 3-5 and 6-21 and presented to special education directors during August 2006.
- Guiding questions ("probes") for use in analyzing these placement data were used with the 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 (previously developed) probes were revisited with districts to assist them in evaluating:
  - 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 February 2007 State Performance Plan. Several school districts applied for and received these District Improvement Grants (DIGs) to support inclusive school practices.
- In August 2006, 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.
- Significant training was provided in the instructional consultation model, which serves as a platform for collaboration/consultation in regular education environments (described in detail under the improvement initiative "*Intervention Systems for Academic and Behavior Supports*").
- Evaluation data from all trainings (site-level, district administrators, statewide training) were analyzed to redesign and improve future training.
- Necessary information and other support, as requested, was provided to the 2007 session of the Nevada State 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.
- 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.
- Title I and non-Title I school support team leaders for schools in need of improvement for three years and beyond were trained on how to analyze proficiency data for students with disabilities, and how to interpret that data in light of other special education data.

<b>Improvement Initiative: Assessment and Accountability</b>		
<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><b>This improvement initiative is referenced in the following performance indicators: #1, #3</b></p>		
<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>
<p><b>REDESIGN OF ALTERNATE ASSESSMENT FOR STUDENTS WITH MOST SIGNIFICANT COGNITIVE DISABILITIES</b></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	

<b>DEVELOPMENT OF ALTERNATE ASSESSMENT FOR STUDENTS WITH PERSISTENT ACADEMIC DISABILITIES, ASSESSED AGAINST MODIFIED ACADEMIC ACHIEVEMENT STANDARDS</b>		
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	6/07 – 5/08	
10. Plan second development cycle based on pilot yield and blueprint needs		
11. Conduct qualitative bias review of items/tasks/passages		
12. Produce field test materials and administration guidelines	3/08	
13. Conduct full field test		
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	
<b>DEVELOPMENT OF GUIDELINES FOR TESTING ACCOMMODATIONS</b>		
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
<b><i>Improvement Activities Implemented During 2006-2007</i></b>		
<p>The following activities were implemented during 2006-2007:</p> <p><u>Student Performance on Regular Assessments</u></p> <ul style="list-style-type: none"> <li>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 February 2007 State Performance Plan. Several school districts applied for and received these District Improvement Grants (DIGs). For example, one project was funded to develop a system for progress monitoring and data collection, so that school staff could adjust interventions quickly when students were not making academic progress. This enhanced progress monitoring facilitates learning, which leads to improves the performance of students with disabilities on statewide assessments.</li> </ul>		

### Redesign of Alternate Assessment for Students with the Most Significant Cognitive Disabilities

- The NDE reallocated its staff resources in FFY 2006, so there are now two consultant positions who work primarily on the development and improvement of Nevada's alternate assessment system.
- Planned alternate assessment system, Nevada Alternate Scales of Academic Achievement (NASAA):
  - published information for parents and public officials regarding the NASAA on the Nevada Department of Education website
  - trained 34 teacher-trainers (August 2006)
  - trained 40 teacher-trainers regarding procedural changes for the 2007-2008 administration (May 2007)
  - provided training and ongoing technical support for the use of the state wide NASAA Trainers website network (May 2007)
  - enhanced teacher support and technical-support networks for teacher-trainers via the NASAA Network Website (May 2007)
  - updated Score Center procedures for validation scoring by teachers ("second scoring") of video evidence under standardized procedures (April 2007)
  - created scannable answer documents to be used during the validation scoring process (January 2007)
  - developed specific scoring protocols including a standardized "daily warm-up" of practice procedures to assure rater consistency
  - conducted validation scoring of video evidence (March — April 2007)
  - 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) (March 2007)
- Planned activities in coordination with activities of the assessment system's technical contractor, who conducted a standards setting study (March 2007), endorsement of scoring procedures prior to implementation (April 2006), and an annual report of 2006-2007 activities.
- Developed a rubric for content indicators:
  - began revision to training manual, describing rubric and supporting methods for Controlled Assistance (Prompting Schedule) (Spring 2007)
  - created via the test vendor a universal answer document for use during validation scoring (January 2007)
  - created via the test vendor student Pre ID labels for universal answer documents (January 2007)
- Established cut scores for ELA and Math via a panel of stakeholders (February 2007).
- Created step-by-step manual for using rubric to assess performance:
  - drafted NASAA Procedural Guide and Training Manual, (to be published August 2007)
  - collaborated with Measured Progress to create NASAA software updates for the 2007-2008 administration (June, 2007)
- Trained experts to use the assessment system:
  - trained teacher-trainers via in two-day intensive training (August 2006)
  - enhanced the capacity of the teacher-trainer communication website (May 2007)
  - conducted trainer survey via the NASAA network regarding communication needs & problematic areas of NASAA Administration (May 2007)
  - developed master calendar for the 17 districts' NASAA Training Schedules (June 2007)
- Conducted field-based assessments, which are videotaped and scored by other experts:
  - all NASAA eligible students in grades 5, 8 and 11 participated in the NASAA Science Field test (October 2006 – January 2007)
  - live NASAA administration assessed 1630 students on 12 skills (October 2006 – January 2007)
  - used assessment data for the purpose of AYP designations for district and school reporting (June 2007)
  - 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 2007 (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)
  - created a NASAA Irregularities Report by district for each of the 17 Special Education Directors to improve testing procedures in the future

(June 2007)

- Collected triangulation data indicating that instruction is related positively to functional skills and attitudes:
  - a survey of a representative sample of teacher-trainers and teachers administering the NASAA was conducted by the technical contractor in June, 2006 with results published 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 July 2006
  - participated in the CAAVES consortium to gather concurrent validity data for the NASAA (February – June 2007)
- 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:
  - field tested the Science benchmarks (October 2006 – January 2007)

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

- Developed assessment blueprints, testing matrix, and item/task specifications:
  - developed item modification strategy for test items to be used in an experimental study of modified items (May – June 2007)
  - developed the criteria for student participation in an Alternate Assessment based on Modified Academic Achievement Standards (June 2007)
- Began development of assessment items/tasks aligned to blueprint; plan included in CAAVES design (May-June 2007)

Development of Guidelines for Testing Accommodations

- Finalized and disseminated a technical assistance document, "Instructional and Assessment Accommodations for Students with Disabilities" (November 2006) and posted it to the NDE website.

<b>Improvement Initiative: Data-Based Decision Making</b>		
<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><b>This improvement initiative is referenced in the following performance indicators: #20</b></p>		
<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>
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

<p>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</p>	<p>8/07 – 6/11</p>	<p>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</p>
<p>9. Launch input of data into the system</p>	<p>8/07</p>	<p>NDE Staff Special Education Administrators (SEDA) and Data Managers Learning Options</p>
<p>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</p>	<p>Annually in September, 8/06 – 8/11</p>	<p>NDE Staff Special Education Administrators (SEDA) IDEA Part B Funds</p>
<p>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</p>	<p>6/09 – 6/11</p>	<p>NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) IDEA Part B Funds</p>
<p>12. Develop annual reports of district performance against state targets established in the State Performance Plan; disseminate on NDE website</p>	<p>Annually in April 6/06 – 6/11</p>	<p>NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) NDE Website</p>

***Improvement Activities Implemented During 2006-2007***

The following activities were implemented during 2006-2007:

Special Education Electronic Data System

- An independent expert provided consultation to the NDE to help determine what the components of a data system should be, in order to best collect, analyze, and report data under Section 618 of IDEA as well as SPP/APR data. These considerations included what data already exist in electronic format, how they can be accessed, by whom, when, and for what purposes, to achieve the activities above.
- From the results of this meeting, NDE staff began the Nevada Department of Purchasing (State) process to hire an outside contractor to develop the system beginning in 2007-08, to enable the NDE to more easily collect, analyze, and report data required under section 618 of IDEA and the SPP/APR. This data system will enhance the NDE capacity to conduct quality assurance with school districts to ensure timely and accurate data submissions.

School Improvement Efforts

- Subpopulation profiles were developed for those Nevada schools designated as “In Need of Improvement” (i.e., experienced AYP failure for their 3<sup>rd</sup> and 4<sup>th</sup> consecutive years).
- Training and technical assistance were provided to district staff and 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 incorporating probes focused on development and implementation of general education 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 County School District 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 and Technical Assistance for Special Education Directors and Other District Leaders

- The NDE expanded its capacity to provide timely and accurate data to OSEP through the assistance of two independent contractors who were hired to enhance data collection, verification, analysis, and reporting activities.
- Training was provided during the 2006 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.
- Training was provided to administrators of Title III (LEP), special education, and Indian education programs at the summer 2007 SAGE training, which focused on effective interventions for student subpopulations.
- 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 second annual "Data School" was held in May 2007 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 activities and ongoing monitoring of data submissions. Efforts to ensure the integrity of the data were implemented through individualized technical assistance.
- District level report cards were produced for each school district, reporting their performance against the targets established in Nevada's SPP. Training was offered to help district leaders interpret these data and make determinations about those areas in which improvement should be targeted. Efforts were also made to collaborate with Nevada PEP (the statewide PTI) to help them explain the data to parents and brainstorm ways in which parents can assist districts to realize improved results.
- Technical assistance was provided to special education administrators to help them prepare and submit District Improvement Grants (DIGs) from the NDE to access discretionary funds to implement promising or proven practices to assist in the attainment of established SPP targets. This technical assistance included statewide teleconferences as well as individual calls, emails, and meetings, and focused largely on helping administrators access and analyze district and site level data in order to reach conclusions about those indicators that should be targeted for improvement. Technical assistance was also provided to help them evaluate their district level data systems to determine ways in which those systems could be refined to yield support the submission of accurate and timely data.
- The NDE began to use the "ePage" system for district submission of DIG applications, which enables districts to share school and district improvement plan data and to determine what strategies are in place that might be extended to support increased results across schools and districts, and/or what new strategies could be implemented in a school or district through collaboration with other schools or districts.

<b>Improvement Initiative: Dispute Resolution System</b>		
<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><b>This improvement initiative is referenced in the following performance indicators: #8, #15, #16, #17, #18, #19</b></p>		
<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>
<b>COMPLAINT INVESTIGATION SYSTEM</b>		
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.		
<b>DUE PROCESS HEARING SYSTEM</b>		
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		

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

<ul style="list-style-type: none"> <li>▪ participant evaluation;</li> <li>▪ data collection to identify instances where within one year a due process hearing is requested on issues addressed through IEP facilitation</li> </ul>		
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 2006-2007***

The following activities were implemented during 2006-2007:

Information Dissemination

- The state model document on procedural safeguards (the "Rights" Document) was revised and made available to stakeholders.
- Draft brochures were developed to explain the uses and processes among Nevada's three primary dispute resolution systems: complaint investigations, due process hearings, and mediations.

Complaint Investigation System

- The NDE contracted with an independent consultant to expand the capacity of the NDE to conduct complaint investigations. This assistance will ensure that the NDE can maintain its ability to ensure that all complaint investigations are timely conducted, that reports are timely issued, and that conclusions are based on the proper application of law to the facts.
- 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 continued to contract with an independent consultant to assist the NDE in the administration of the 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.
- Two hearings were held during 2006-2007, 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.
- Specific training was provided to hearing/review officers to ensure understanding of the 2006 IDEA regulations.

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.
- A group training of mediators was conducted to review applicable provisions of the 2006 IDEA regulations.
- 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.
- Mediation survey data (satisfaction data) were presented to school district special education administrators and the Special Education Advisory Committee.

IEP Facilitation System

- Work on the IEP facilitation system was delayed due to NDE staff shortages, but has resumed during FFY 2007.

<b>Improvement Initiative: Early Childhood Services and Outcomes</b>		
<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><b>This improvement initiative is referenced in the following performance indicators: #5, #6, #7</b></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

<p>8. Provide training to early childhood special education teachers on Nevada’s pre-Kindergarten Content Standards; evaluate training efforts</p>	<p>4/06 – 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>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>

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	6/08 – 6/11	NDE Staff Pacific Research Associates ECO Center Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC)
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	2/06 – 6/08	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
16. Set six-year targets for improving outcomes for preschool-age children with disabilities based on baseline data collected in 2006-2007.	2/08	NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC)

***Improvement Activities Implemented During 2006-2007***

The following activities were implemented during 2006-2007:

Early Childhood Outcomes System

- An Assessment Vendor Fair was coordinated by the NDE to offer school districts the opportunity to learn about the five state-approved assessments available for them to use to collect EC Outcomes data.
- Fiscal support was provided through District Improvement Grants (DIGs) to enable school districts to purchase selected assessments and provide training to staff on how to use the assessment tools.
- Technical assistance was provided to school districts to help them negotiate and implement arrangements with assessment vendors.
- An external consultant was engaged to help develop and implement technical considerations for the EC Outcomes System, to include the development of a computerized data management system for the submission of data to the NDE.
- Policies, procedures, and practices (P/P/P) were established for the collection, cleansing, analysis, and reporting of data, including quality assurance considerations. These P/P/Ps were implemented such that: spreadsheets were provided to each school district; entry level data were collected by all appropriate school districts (one district had no ECSE students); data were reported to NDE; and data were cleaned in collaboration with NDE and school districts.
- A Frequently Asked Questions (FAQs) document was created and updated to help stakeholders understand the purpose and procedures for implementing Nevada EC Outcomes system.
- Meetings were held with the external consultant and NDE staff to resolve technical glitches that emerged as the system was implemented, and to make mid-course corrections as lessons were learned and as indicator criteria evolved at the federal level.
- A training cadre was established with a designated trainer from each school district and training was provided over the course of the year (through multiple regional and statewide on-site events as well as teleconference calls and webinars), so that those trainers were able to provide training to site level personnel on how to implement the EC Outcomes System.
- District trainers provided training to site level personnel using master modules and materials provided by the NDE.

#### Supporting Successful Transitions from Part C to Part B

- NDE and Part C staff met to discuss common issues and engage in joint problem solving and data sharing to support quality transitions from Part C to Part B for children turning three.
- NDE staff collaborated with Part C staff to support the use of 2 previously developed 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 to pre-service teachers during education classes in Spring 2007, 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 training and technical assistance to school districts regarding strategies 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.
- NDE staff participated on the Head Start State Collaboration Leadership Team.
- NDE provided technical assistance to school districts to analyze and revise Memorandums of Understanding with local Head Start programs.
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#### Training and Technical Assistance on Evidence-Based Practices

- NDE staff assisted in statewide efforts to develop Nevada Standards for children ages 0-4.
- NDE staff provided training to parents and advocates through the Nevada Partners in Policymaking project as part of their Leadership Training series.
- NDE staff participated in information sharing and strategic planning efforts with regard to the provision of services for young children with Autism.
- NDE staff participated in the leadership committee to plan the annual conference of the Nevada Association for the Education of Young Children (NAEYC) and provided training at that event.
- NDE supported school district personnel to participate in a training on Building Positive Pathways for Young Children with Significant Behaviors.

<b>Improvement Initiative: Intervention Systems for Academic and Behavior Supports</b>		
<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><b>This improvement initiative is referenced in the following performance indicators: #1, #2, #3, #4, #5, #6, #7, #9, #10</b></p>		
<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>
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"> <li>• Select schools based upon district applications</li> <li>• Provide training and resources to establish/enhance school-wide systems for problem-solving (e.g., professional learning communities, instructional support teams)</li> <li>• Pilot-test programs, review evaluation data, refine, replicate within districts</li> </ul>	3/06 – 6/11 Phase-in model sites and replication sites (minimally 75-100 schools by end of 2/11)	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 – 1/08</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>

<p>13. Provide subgrant to and collaborate with Nevada PEP to create and use training materials to help parents understand the components of a quality intervention system, and to understand parental rights with regard to the identification of students with learning disabilities under an RTI approach to identification</p>	<p>Fall 2008- Spring 2012</p>	<p>State Personnel Development Grant (SPDG)</p>
<p style="text-align: center;"><b><i>Improvement Activities Implemented During 2006-2007</i></b></p> <p>The following activities were implemented during 2006-2007:</p> <p><u>Foundational Work to Establish Intervention Systems in Nevada</u></p> <ul style="list-style-type: none"> <li>• The NDE has reallocated its staffing resources so that one consultant position is assigned to work on this project full time. In addition, the NDE hired a full-time consultant to support the work of schools and districts regarding implementation of the Instructional Consultation model.</li> <li>• State-level Title I, Title III and other federal programs collaborated with the special education program regarding implementation of intervention systems to improve instruction for and performance of all students, including students with disabilities.</li> <li>• The NDE established 28 identified facilitators and buddies at the 12 school pilot sites (Cohort 1) and facilitated their enrollment in the on-line coaching course on Instructional Consultation (IC) through University of Maryland (UMD) (July 2006).</li> <li>• The NDE awarded subgrant funds as District Improvement Grants (DIGs) to support intervention systems in the 12 pilot schools participating in Cohort 1 of the IC Team Pilot Project.</li> <li>• The NDE provided technical assistance to the 12 pilot schools in Cohort 1 relative to training participation, materials, accessing subgrant funds and networking with other pilot sites (July 2006 – June 2007).</li> <li>• NDE collaborated with the UMD to facilitate the delivery of training, materials and data collection to the 12 pilot school in Cohort 1 (July 2006 – June 2007).</li> <li>• NDE revised the State’s School Improvement (Student Achievement Gap Elimination (SAGE)) manual and website to include guiding probes and resources for the development and implementation of intervention systems as an integral part of the school improvement process (January – April 2007).</li> <li>• The NDE established 34 identified facilitators and buddies at the 16 school pilot sites (Cohort 2) and facilitated their enrollment in the on-line coaching course on IC through UMD (Feb. – June 2007).</li> <li>• The NDE assisted 8 school districts to form agreements with Dr. Todd Gravois and the Laboratory for Instructional Consultation Teams, UMD, to provide training to the 16 school sites (Cohort 2) on the implementation of the IC Team model.</li> <li>• Technical assistance was provided to school districts relative to the development of subgrant applications to access Nevada Senate Bill 385 funds (a state resource for school improvement initiatives) to acquire resources for the development and implementation of intervention systems.</li> <li>• Technical assistance was provided to 17 school districts in the development of subgrant applications to be awarded July 1, 2007.</li> <li>• NDE staff provided technical assistance as members of School Support Teams (for schools In Need of Improvement-Years 3 &amp; 4) on development and implementation of intervention systems.</li> <li>• NDE provided informational sessions with model schools demonstrating successful intervention systems at the state sponsored Mega Conference (April 2007).</li> <li>• NDE collaborative staff (Special Education, Title 1, Title 3 and Cultural Diversity) provided training for district and school administrators on intervention systems, strategies and integration in district and school improvement planning (June 2007).</li> <li>• NDE developed and submitted a State Professional Development Grant (SPDG) to OSEP with goal focused upon the expansion of intervention systems in Nevada (March – June 2007).</li> </ul>		

### NDE Trainings on Intervention Systems

#### IC Teams: Cohort 1 Training:

- Introductory IC Team Training provided by UMD in coordination with NDE to 12 project school principals, facilitators and district representatives (July 2006)
- Session 1 Training on instructional assessment in reading and the problem solving contracting process provided by UMD with support from NDE to all 12 project school principals, facilitators, buddies and district representatives (September 2006)
- Session 2 Training on instructional assessment in reading, reading strategies, problem solving problem identification process, and introduction to the student documentation form provided by UMD to all 12 project school principals, facilitators, buddies and district representatives (October 2006)
- Session 3 Training on student documentation form, case reviews/problem solving, small group reading assessment, and problem solving intervention design and evaluation process provided by UMD with support from NDE to all 12 project school principals, facilitators, buddies and district representatives (October 2006)
- IC Team Facilitator Training provided by UMD with support from NDE to all 12 project school principals, facilitators, buddies and district representatives (November 2006)
- Session 4 Training on team facilitation, problem solving process for writing concerns, writing assessment, and the student documentation form provided by UMD with support from NDE to all 12 project school principals, facilitators, buddies and district representatives (December 2006)
- 3-Day Introductory IC Team Training provided by UMD with support from NDE to all team members at each of the 12 school pilot sites (112 participants) (January/February 2007)
- Session 5 Training on case reviews, problem solving process for math concerns, math assessment and student documentation form provided by UMD to all 12 project school principals, facilitators, buddies and district representatives (February 2007)
- Session 6 Training on case reviews, problem solving process for behavioral concerns, behavioral assessment and student documentation form provided by UMD to all 12 project school principals, facilitators, buddies and district representatives (April 2007)
- Training to establish network, evaluation completion, and end of year planning provided by UMD with support from NDE to all 12 project school principals, facilitators, buddies and district representatives (May 2007)

#### IC Teams: Cohort 2 Training:

- Introductory IC Team Training provided by UMD in coordination with NDE to 26 potential (Cohort 2) pilot project school principals, facilitators and district representatives (June 2007)

### Trainings and Technical Assistance for District Special Education Administrators

- Developed NDE policy statement on Response to Intervention, research-based intervention (March 2007)
- Developed NDE sample form for Learning Disabilities Eligibility Statement (March 2007)
- Technical assistance was provided during each bi-monthly special education administrators meeting to help them develop plans to roll-out and scale-up RTI across their districts
- Training was provided on the change process to help districts plan to effectively implement this new innovation

### State Regulations on Identification of Students with Disabilities

- Convened work group to revise the Nevada Administrative Code (NAC) in accordance with the 2006 IDEA regulations (January – March 2007).

<b>Improvement Initiative: Professional Development</b>		
<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><b>This improvement initiative is referenced in the following performance indicators: #3, #4, #5, #6, #8</b></p>		
<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>
1. 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
2. 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
3. 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
4. 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 Spring, 2006 – 2011	NDE Staff (including Assessment and Accountability) Title II RPDPs IDEA Part B Funds International Center for Leadership in Education (ICLE)
5. 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
6. Collaborate with NV Institutions of Higher Education to support the	9/05 – 6/07	NDE Staff

development of online coursework for ARC teachers and teachers seeking in-service credit and ongoing training		Special Education Administrators (SEDA) SIG Funds IDEA Part B Funds Title II NV Institutions of Higher Education
7. 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
8. 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
9. 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
10. 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
11. 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
12. 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
13. 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
14. Provide training and technical assistance for state-sponsored charter schools to meet state and federal requirements for providing services to	8/05 – 6/11	NDE Staff IDEA Part B Funds

students with disabilities; evaluate training efforts		NDE Website
<b>NEW IMPROVEMENT ACTIVITIES ADDED FOR FFY 2007:</b>		
15. Create the State Improvement Grant (SIG2) Management Team to provide guidance and oversight for the effective implementation of the goals and objectives articulated in the grant	Fall 2007	State Personnel Development Grant (SPDG)
16. Complete required procedures to arrange and implement necessary contracts for implementation of SIG2	Fall 2007-Spring 2012	SPDG
17. Develop a cadre of mentors to provide coaching to district special education administrators and site level principals. Provide training and support to mentors to ensure their effective coaching with regard to: data analysis and use; data systems development and data collection and reporting; the concerns-based adoption model; and the adoption and implementation of evidence based practices to ensure fidelity in implementation	Spring 2008	SPDG
18. Via mentor cadre, provide coaching to administrators to enhance their capacity to: (a) effectively analyze and use data for improved results, (b) create and sustain the use of data systems that ensure the collection and reporting of timely and accurate data, (c) understand the principles of the concerns-based adoption model (i.e., change theory), and (d) implement evidence based innovations to realize improved outcomes for students, families, and educators	Fall 2008-Spring 2012	SPDG
19. Provide training to special education administrators on concerns-based adoption model via regularly scheduled bi-monthly meetings	Fall 2007-Spring 2012	SPDG
20. Provide subgrant to the Nevada Association of School Administrators (NASA) and collaborate with NASA to provide training and technical assistance to district and site administrators with regard to legal requirements and evidence based practices for increasing outcomes for special education students	Fall 2008-Spring 2012	SPDG
21. Provide subgrants for Washoe and Clark County School Districts to enhance their mentoring and induction programs, specifically targeting support to increase the retention of 1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> year special education teachers	Spring 2008-Spring 2012	SPDG
<b>Improvement Activities Implemented During 2006-2007</b>		
The following activities were implemented during 2006-2007:		
<u>Online Initiatives</u>		
<ul style="list-style-type: none"> <li>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. However, the Professional Development Website has had limited access and utility, and the Improvement Activities previously described under Items 1, 2, and 5 have been eliminated.</li> </ul>		
<u>Related Services Coalition</u>		
<ul style="list-style-type: none"> <li>Quarterly meetings of the Related Services Coalition were attended by an NDE staff member, who also facilitated communication and information</li> </ul>		

dissemination with school district leaders.

- The Coalition action plan was implemented to help the state recruit and retain personnel to serve students with disabilities, including participation in college job fairs and the draft development of materials to be disseminated in FFY07 to high school students, to try to get them to consider careers in special education.

#### Teacher Quality Task Force

- A statewide task force was convened by the NDE and meetings were held in Fall 2006 and Spring 2007 to analyze data, identify solutions, and create an action plan.
- Members of the subcommittee of the task force (TQTF Work Group) attended the Annual Forum of NASDSE's Center for Teacher Quality, and then met 10 times in 2006-2007 to coordinate task force meetings, gather data identified by the task force, and communicate the work of the task force to state and national stakeholders. The action plan was completed summer 2007 and will be implemented in FFY07.

#### Training and Technical Assistance

- The 2007 Mega Conference was offered for 350 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 grants to provide online coursework to teachers in special education content areas.
- Large-scale training and individualized technical assistance was offered to more than 100 individuals with regard to the requirements to be 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) and the 2006 IDEA regulations.
- 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, IPE Guidelines document, and the annual accommodations and modifications form were revised and made available to stakeholders.
- Training was provided on district reporting of student Summary of Performance and a model document was again 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 redistributed, and training was provided.
- Master training modules on changes to the IDEA as a result of reauthorization were updated to reflect content established in the 2006 regulations, and training was provided to stakeholders.
- The technical assistance document "IEP Guidelines"—an instructive version of the state mandated IEP form—was updated in response to the 2006 regulations, and disseminated to stakeholders.
- Training was provided to special education administrators and parent advocates on the 2006 IDEA regulations for dispute resolution processes.
- Training was provided to the special education directors on the 2006 IDEA regulations.

#### State Improvement Grant (SIG)

- An application was developed for a State Personnel Development Grant (SPDG) and submitted to OSEP in March 2007.

Charter Schools

- NDE staff conducted training at three quarterly training meetings for state sponsored charter schools.
- NDE staff conducted three phone technical assistance sessions to the state sponsored charter schools.
- Two on-site visits were held to assist the schools in developing a Correction Action Plan for their non-compliance areas found during the 2007 Monitoring.

<b>Improvement Initiative: Secondary Transition Planning and Post-School Outcomes</b>		
<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><b>This improvement initiative is referenced in the following performance indicators: #1, #2, #5, #13</b></p>		
<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>
<p>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; modify questions to provide higher quality data in order to evaluate the representativeness of the survey respondents; gather more data elements related to students who are surveyed (i.e., gender, dropout status, ESL status) to provide more data points where representativeness can be measured.</p>	<p>12/05</p> <p>7/08 for modification activities</p>	<p>NDE Staff State Work Group Recommendations</p>
<p>2. Maintain active role on the Interagency Transition Advisory Board (ITAB), to share data, collaboratively analyze statewide needs, enhance effective existing practices, and strategize solutions to identified challenges.</p>	<p>12/05 – 6/11</p>	<p>NDE Staff IDEA Part B Nevada Department of Employment, Training, and Rehabilitation Special Education Administrators (SEDA) Nevada PEP NV Institutions of Higher Education</p>
<p>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</p>	<p>1/06 – 6/11</p>	<p>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</p>
<p>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</p>	<p>1/06 – 5/06</p>	<p>NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) Business Leaders Network (BLN) Post-School Outcomes Center</p>
<p>5. Seek grant funds to support the implementation of the statewide plan for implementing the National Standards and Quality Indicators for Transition</p>	<p>6/06 – 6/11</p>	<p>NDE Staff NV Institutions of Higher Education University Center for Excellence in Disabilities (UCED)</p>
<p>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</p>	<p>Annually February – April – 2006 – 2011</p>	<p>NDE Staff Special Education Administrators (SEDA) Student Information Data Systems</p>

<p>7. Host an annual Student Leadership 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) Interagency Transition Advisory Board on Transition Services</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>
<p><b>NEW IMPROVEMENT ACTIVITIES ADDED FOR FFY 2007:</b></p>		
<p>11. Conduct focus groups with secondary school students with disabilities to gather data to be used in determining what changes need to be made to assist students in meeting postsecondary goals, including a focus on staying in school and earning a regular high school diploma</p>	<p>9/07 – 6/11</p>	<p>NDE Staff Special Education Administrators (SEDA) Nevada PEP Nevada Interagency Advisory Board on Transition Services IDEA Part B Funds</p>
<p>12. Provide data to districts regarding the participation of students with disabilities in Career and Technical Education programs—the data demonstrate that these students have high graduation rates, and the data can be used by school district administrators to increase the level of participation in these programs for students with disabilities</p>	<p>9/07 – 6/11</p>	<p>NDE Staff Special Education Administrators (SEDA) Nevada PEP IDEA Part B Funds NDE Office for Career and Technical Education</p>
<p>13. Develop interventions at the secondary school level that are used to support students academically, as opposed to interventions used in the identification process</p>	<p>9/07 – 6/11</p>	<p>NDE Staff Special Education Administrators (SEDA) IDEA Part B Funds</p>

<p>14. Provide training and technical assistance to ensure that students are counseled to take the courses they will need to earn regular high school diplomas and to meet college or trade school entrance requirements</p>	<p>9/07 – 6/11</p>	<p>NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) Nevada PEP IDEA Part B Funds</p>
<p>15. Provide training and technical assistance for school districts based on the principles articulated in the "creating a college-going culture" movement. These principles and strategies are designed to prepare every student as if he or she is going to go to a college setting, whether the students decide to go on to a two-year college, a four-year college, or a trade school, or to enter the workforce.</p>	<p>9/07 – 6/11</p>	<p>NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) Nevada PEP Nevada Department of Employment, Training, and Rehabilitation Nevada Interagency Advisory Board on Transition Services IDEA Part B Funds NV Institutions of Higher Education</p>
<p>16. Collaborate with colleges and universities to standardize and streamline the process by which a student is determined to be a student with a disability, so that eligibility documentation from Nevada's secondary schools is sufficient to document the existence of a disability and to facilitate provision of appropriate accommodations.</p>	<p>9/07 – 6/11</p>	<p>NDE Staff Special Education Administrators (SEDA) Special Education Advisory Committee (SEAC) Nevada PEP Nevada Interagency Advisory Board on Transition Services IDEA Part B Funds NV Institutions of Higher Education University Center for Excellence in Disabilities (UCED)</p>

***Improvement Activities Implemented During 2006-2007***

The following activities were implemented during 2006-2007:

Exit Survey for Seniors

- Data from the 2006 exiting student survey were shared with school districts and with the Special Education Advisory Committee, and discussions were held about how to use the data for program improvement purposes.
- Data were collected from school districts in order to facilitate the implementation of the 2007 exiting students survey. Those students who exited school in the spring of 2007 were surveyed prior to leaving school, to gather information on their expectations for the future, as well as their perspectives with regard to how they were involved in their transition processes, the conversations that were held at their IEP meetings in order to prepare to transition from high school, and their beliefs about how well they were prepared to succeed after high school.
- Final questions were selected for Nevada's post-school survey, and coordination occurred with Life Tracks, Inc. to develop the final survey for use in the summer of 2007.
- Efforts to implement the post-school survey began in early summer 2007, with results to be finalized in FFY07.
- The NDE coordinated efforts with Nevada's 17 school districts to obtain addresses and telephone numbers of 2007 exiting students for use by Life Tracks, Inc. to produce and distribute surveys and accompanying letters to students for next year's administration of the post-school survey.

Plan to Implement National Standards and Quality Indicators

- Nevada's Summit—Student Leadership Team attended an annual conference and meeting of the National Secondary Transition Technical Assistance Center, and revised the state plan regarding implementation of National Standards and Quality Indicators for Transition in Nevada. The Team met by

phone to update the action plan and to take steps to implement that plan. Efforts in 2006-07 included:

- development of draft materials to provide training for site level personnel designed to increase the number of students whose IEPs included goals and objectives that were based on transition-related assessments; and
  - training for site level personnel in Washoe, Douglas, and Clark CSDs to increase meaningful student participation in IEPs;
  - training district-wide in Clark CSD on IEPs and transition planning
  - sharing of information about the NSTTAC website with five districts to leverage access to resources
  - training with special education directors on the standards and discussion of how the districts could begin to address the standards in daily practice
- NDE's grant writer continued to try to find resources to support the implementation of the action plan; no opportunities were found in 2006-07.

#### Collaboration with Vocational Rehabilitation

- 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.
- Requested child count data were shared with VR to help them effectively plan resource distribution to try to assist schools with transition needs.

#### Summit—Student Leadership Team

- A draft agenda was created and input was sought from stakeholders on the Summit—Student Leadership Team concept and the agenda. Plans are underway to hold the Summit in FFY07.

#### Additional Related Activities

- Assisted NDE's office of Career and Technical Education (CTE) to offer a student leadership inclusion alumni day at Las Vegas Academy, including the participation of students with disabilities.
- Collaborated with CTE to try to develop strategies for recruiting students with disabilities to participate in CTE courses, including participation on the CTE Advisory Committee.
- Assisted six districts to implement the Nevada Career Information System (NCIS) Jr. High School pilot testing program to assess how lower level reading assessments can help middle school students and students with lower reading levels.
- Provided information to help four districts in considerations to use the NSTTAC Indicator 13 checklist to assess the quality of goals designed to help students achieve quality post-school outcomes.
- Provided training to special education district administrators regarding requirements for Summary of Performance Reports.
- Participated in all meetings of the statewide Interagency Transition Advisory Board (ITAB) to facilitate agency coordination and collaboration of transition services for students with disabilities.
- Gathered data from state agencies that provide transition services to students with disabilities to determine status and opportunities for improvement.

<b>Improvement Initiative:</b> <b><i>Special Education Focused Monitoring and Program Improvement System</i></b>		
<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><b>This improvement initiative is referenced in the following performance indicators:</b> <b>#1, #2, #3, #4, #5, #6, #8, #9, #10, #11, #12, #13, #15</b></p>		
<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>
<p>1. Continue to implement four-year cycle with following steps for each district:</p> <ul style="list-style-type: none"> <li>• Needs assessment                             <ul style="list-style-type: none"> <li>a. Data analysis</li> <li>b. Review of policies/procedures/forms</li> <li>c. Facilitated comprehensive record review</li> <li>d. Corrective action planning to ensure correction of noncompliance within one year</li> </ul> </li> <li>• Inquiry</li> <li>• Plan design</li> <li>• Plan implementation and evaluation</li> </ul>	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 to identify noncompliance; subsequent record review to verify correction of noncompliance within one year; subsequent random record review to evaluate training efforts)</p>	Ongoing	
<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); modify survey to ensure that a race/ethnic category is selected to ensure representativeness</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"> <li>○ more closely examine data at the district level to determine if disproportionate representation is the result of inappropriate identification practices</li> <li>○ provide for the revision of policies, procedures and practices used in identification, placement, and discipline if necessary to comply with IDEA</li> </ul>	<p>12/06 – 7/11</p>	
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***Improvement Activities Implemented During 2006-2007***

The following activities were implemented during 2006-2007:

- Comprehensive on-site monitoring was conducted in eight school districts (Elko, Esmeralda, Eureka, Humboldt, Lander, Lincoln, Pershing, and White Pine) and the state-sponsored charter schools.
- Focused on-site monitoring was conducted in nine school districts (Carson City, Churchill, Clark, Douglas, Lyon, Mineral, Nye, Storey, and Washoe)
  - the NDE facilitated this focused on-site monitoring as a tool in increasing verification that noncompliance is corrected within one year through review of records that were previously noncompliant; facilitation was provided by an independent contractor who is an expert in special education law
  - the focused on-site monitoring also revealed training needs that were 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:
    - 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
- IDEA state set-aside funds were used to support correction of identified noncompliance at the student and district level. Several school districts applied for and received these District Improvement Grants (DIGs) to support data analysis, training, and resources to address noncompliance.
- 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.
- The state-mandated IEP and corresponding IEP Guidelines, as well as the state's model "Rights" document were revised to align with the IDEA regulations, and were disseminated statewide on the NDE website.
- A model form for notice to attend an IEP meeting was developed to align with the 2006 IDEA regulations, and disseminated to special education directors.
- The record review protocol used in comprehensive and focused monitoring was revised to align with the 2006 IDEA regulations and to collect data in a format required to report performance under the SPP.
- The NCSEAM survey for evaluating parent involvement was disseminated for 10 districts (Clark, Elko, Esmeralda, Eureka, Humboldt, Lander, Lincoln, Pershing, White Pine, and Washoe).
- Assistance was provided to school districts to develop Memoranda of Understanding with early childhood service providers and with secondary transition service providers.

- Training was provided via the 1<sup>st</sup> Annual “Relationships and Regulations” Conference, which targeted the joint participation of district and site level administrators along with parents and advocates, to learn the requirements resulting from the 2006 IDEA regulations and strategies for supporting effective relationships.
- Training was provided to special education administrators and parent advocates on the 2006 IDEA regulations for dispute resolution processes.
- Training was provided to the special education directors on the 2006 IDEA regulations.
- Staff participated in the OSEP Regional Implementation Meetings to learn requirements for compliance with IDEA regulations.
- With the support of a multidisciplinary stakeholder group, the Nevada Administrative Code (NAC) was revised to align with 2006 IDEA regulations
- Training was provided to special education district administrators on the requirements for Maintenance of Effort, Early Intervening Services, Private School Students.
- Technical assistance was obtained from a national expert to help the state develop strategies and tools to determine both significant disproportionality and disproportionate representation of students with disabilities, and to assist districts to analyze their data and consider appropriate strategies, if needed.
- Training was provided for special education administrators and the Special Education Advisory Committee to understand the State and Local School District Determinations, and these determinations were shared with stakeholders.
- Articles were written by NDE staff and included in Nevada PEP newsletters to help parents of students with disabilities understand the SPP and the APR.
- Technical assistance was provided to school districts to help them adhere to the NIMAS criteria for textbook accessibility; this information was also posted on the NDE website.