

**Nevada ESEA FLEXIBILITY
Amendment Submission Template**

Dear Assistant Secretary:

I am writing on behalf of [(State educational agency) (SEA)] to request approval to amend the State’s approved ESEA flexibility request. The relevant information, outlined in the *ESEA Flexibility Amendment Submission Process* document, is provided in the table below.

Flexibility Element(s) Affected by the Amendment	Brief Description of Element as Originally Approved	Brief Description of Requested Amendment	Rationale	Process for Consulting with Stakeholders, Summary of Comments, and Changes Made as a Result
Principle 1, Element 1B – Transition to and Implement College- and Career-Ready Standards	See page 23 of Redlined ESEA Waiver. Nevada’s Regional Professional Development Programs function as the principle agencies for providing professional learning activities to Nevada educators. Directors of the	Nevada’s updated ESEA Waiver Request describes a significant change in the composition and governance structure of the Statewide Coordinating Council, with the State Superintendent for Public Education heading the Council.	The change of governance structure within the Statewide Coordinating Council will improve systemic alignment of classroom practice to Nevada’s College- and Career-Ready standards. Statewide plans for RPDPs’ professional learning activities will be more consistent across the state, with feedback gathered from educators, especially teachers of students with disabilities and English language learners. This feedback will inform the Statewide Coordinating	Superintendent Dale Erquiaga’s letter inviting stakeholders to review this Amendment document and the redlined version of the ESEA Waiver Request was emailed to an extensive list of Nevada education leaders, community groups, and other stakeholder groups. The letter, Amendment document and redlined waiver were posted on the NDE website on the ESEA Waiver Page and comments were accepted from April 28 through May 13, 2014. Ten respondents replied to this request, all of whom supported the application for the extension of the

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	three RPDPs traditionally headed the Statewide Coordinating Council, which approved the RPDPs' five-year plans and budgets.		Councils guidance of RPDPs' following-year activities.	waiver. (The <i>Summary of Consultation</i> is attached to this application for extension. Names and identities have been masked but can be provided to the U.S. Department of Education upon request.) Corrections of a technical nature were made to the Amendment and redlined documents based on recommendations of the respondents. Some indications of a general nature were provided and will be added to the feedback for improvement for the next anticipated waiver renewal.
Principle 2, Element 2E : Focus Schools	See pages 126-129 of Redlined ESEA Waiver. Originally, we proposed to disseminate and collaborate with LEAs in developing interventions on September 1. We also anticipated aligning funding or up to 20% of	We propose to change the timeline so that it clearly reflects that Cohort 1 Focus Schools are implementing interventions during the 12-13, 13-14, 14-15 school years, and are supported by the District and State during this time. Cohort 1 Focus Schools are	Our proposed timeline provides for a carefully staged and well-supported period of implementation for Focus Schools. Cohort 2 schools will be identified at the end of the third year of implementation for Cohort 1 Schools. This allows for ongoing support of Cohort 1 Schools during the three years of implementation, and provides the opportunity to apply lessons learned from Cohort 1 to schools identified	

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	<p>title I-A allocations to Focus Schools. We originally anticipated identifying Cohort 2 Focus Schools in September of 2012, with dissemination of funding to Cohort 2 Focus Schools in January 2013. We originally had 4 interventions identified (Updating NCCAT-S, Focus Technical Assistance, Focused Professional Development, utilizing</p>	<p>supported during school years 2013-2014 and 2014-2015. Cohort 2 schools will be identified in July 2015.</p> <p>We also propose several changes in the process and protocols for aligning interventions to Focus School needs, including</p> <ul style="list-style-type: none"> • Revised Interventions • Focus School Plan Rubric • Revised on-line Reports • Focus Plan Implementation Rubric 	<p>as Cohort 2.</p> <p>The new procedures and protocols established provide more specific guidelines leading towards better alignment for Focus Schools and for LEAs than originally anticipated.</p> <p>In the ongoing process of working with and monitoring Focus Schools and LEAs, we learned there were challenges in aligning the performance plans, goals, and interventions to the identified need closer oversight of the student populations. With the newly defined interventions, Focus Schools are more able to select interventions that are aligned with the needs identified through the comprehensive needs-analysis. Specific expectations of these aligned</p>	

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	Technology and Various Materials) for Focus Schools to select for implementation.		elements are supported by our new proposed processes and protocols.	
Principle 2: Element 2G Build SEA, LEA, and School Capacity to Improve Student Learning	See page 141 of redlined ESEA Waiver Request. Originally, Graduation rates for all subgroups were not specifically required for high schools in their School Performance Plans.	Beginning with the 2014-2015 school year, for all Title I high schools, graduation rates will be a required element in their School Performance Plan templates.	The inclusion of graduation rates for all subgroups will ensure that high schools attend to the progress of those groups towards improving graduation rates.	
Principle 2, Element 2G: SEA Systems and Processes-Monitoring	See page 143 of Redlined ESEA Waiver Request. Oversight of aligned oversight	Important improvements have been implemented to increase the capacity of the	The noted improvements will increase the NDE's capacity to oversee the entire system and to communicate more effectively among NDE's	

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	<p>has evolved since the 2012 approval of the Waiver. With the transition from a focus on compliance to one of providing support, NDE has refocused on aligning and monitoring system elements for continuous improvement.</p>	<p>Nevada Department of Education for reflection on progress, and to plan and implement system improvements. These include the ongoing collaborative work of a cross-office team, the ESEA Waiver Oversight Committee (EWOC), the implementation of an effective communication plan under the new Public Information Officer, and collaboration and feedback sought from two stakeholder groups,</p>	<p>offices and with stakeholders. A vital and effective performance system monitors, evaluates, and plans and implements improvements on an ongoing basis. Such a complex system benefits from self-knowledge based on a spiraling process of reflection on outcomes and re-alignment of system elements. Stakeholders are the ultimate customers of a performance-focused education system. Just as they need understanding of the education system goals, objectives, and outcomes, those engaged in operationalizing improvements to the system must learn from the experiences of all system users.</p>	

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		the Policy Advisory Group and the Technical Advisory Group.		

Attached to this letter is a redlined version of the pages from our approved ESEA flexibility request that would be impacted with strikeouts and additions to demonstrate how the request would change with approval of the proposed amendment[s]. Please contact Diane Mugford at dmugford@doe.nv.gov or by phone at 775-687-9183 if you have any questions regarding this proposed amendment..

The Nevada Department of Education acknowledges that the U.S. Department of Education may request supplementary information to inform consideration of this request.



5/13/14

Chief State School Officer

Date