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Meeting Date 041206

## NEVADA P-16 COUNCIL

### MISSION STATEMENT

The primary mission of the Nevada P-16 Council is to ensure cooperation and articulation between preschool through grade 12, higher education, business, parents, and the community. The council will bring together the education, business, and political communities to make policy recommendations that will ensure coordination between these systems, with the overarching goal of better preparing all Nevada high school graduates either to begin credit-bearing work in college or to take their place in well-paying positions in Nevada's workforce.

### EDUCATIONAL NEEDS

Nevada's P-16 Council identifies the following important educational needs in this state:

- attainment of higher levels of academic achievement by all students;
- improved academic success rates by African American, Latino, and Native American students as well as by children from families with low socio-economic status, children with limited English proficiency, and children with disabilities;
- increased college-going rate for all high school graduates;
- reduction of the percentage of students placed in remedial course work upon entry to postsecondary education;
- improved percentage of graduates from P-12 and the UCCSN that meet the expectations of employers of the state;
- increased number of research-based reform initiatives predicated by reliable and valid student data which can be shared across educational segments;
- enhanced professional preparation and development of teachers and administrators of the state to support the expectations of increased student achievement; and
- enhanced participation by parents in securing the academic progress of their children.

### PRIMARY OBJECTIVES

The Nevada P-16 Council embraces the following major goals and objectives:

- To better align the standards and examinations for high school graduation with college entrance requirements and placement assessments in order to clarify what every student needs to know and should be able to do at each educational level and to smooth the transition from secondary education to credit-bearing postsecondary education.
- To increase the number and diversity of students attending college by stressing awareness programs that inform parents and students on the need to plan early for advanced education.
- To support teachers through improved preparation and professional development programs.
- To identify and eliminate barriers impeding student transition from preschool through the baccalaureate.

- To develop connections between the P-12 student data systems and the data systems of the UCCSN in order to track student progress and identify key issues related to educational improvement.
- To improve communications regarding expectations for student performance on entry to colleges and universities to P-12 (teachers, counselors, administrators, students, families and school boards).
- To bring together educators from all levels and business, parents, and community representatives to create agreed-upon core learning expectations and goals in English, mathematics, social studies, and science.
- To encourage and support local or regional P-16 Councils.
- To recommend a stronger college preparatory/workforce entry core curriculum in high school.

## IMMEDIATE PRIORITIES

The following initiatives are identified for immediate attention:

- Promote joint initiatives—including diagnostic testing—to identify at least by the junior year students' academic deficiencies in reading, writing, and mathematics and to provide immediate and appropriate intervention strategies for them prior to entering college or the workforce.
- Support statewide conversations among P-12 teachers and postsecondary faculty in mathematics and literacy to foster consistent standards and expectations so as to reduce the need for postsecondary remediation.
- Communicate effectively the most appropriate curricula for secondary students so as to best prepare them for direct entry into college credit-bearing courses or the professional workforce.
- Examine the efficacy of the High School Proficiency Exam for use as a factor in college admissions or placement decisions. Make recommendations for modifications, if necessary.
- Begin to track student achievement data by demographic and relevant socio-economic factors, including performance in college vis-à-vis performance on secondary standards-based tests.
- Develop (1) a system of unique student identification numbers for all K-12 students in Nevada that can be used to link electronically the high school transcript to college admissions, and (2) a standardized student data linkage between Nevada's K-12 and higher education institutions or the capability of the data systems for K-12 and higher education to interact electronically.
- Standardize throughout the UCCSN institutions the criteria for taking remedial English and math classes, the uniform application of the criteria to all entering students, the course objectives of the remedial English and math classes, and the course numbers of those courses.

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