

# NEVADA VISION STAKEHOLDER GROUP

## TALKING POINTS FOR AUGUST 6, 2010 MEETING

### KEITH RHEAULT, SUPERINTENDENT OF PUBLIC INSTRUCTION

#### K-12 EDUCATION STRATEGIC ISSUES AND INITIATIVES

##### STATE BOARD OF EDUCATION

**Vision** - Quality Education for all.

**Mission** - The Nevada State Board of Education/Nevada State Board for Career and Technical Education is dedicated to fostering excellent educational opportunities provided to all learners by sustaining a coherent, aligned system of instruction and support in partnership with all educational communities.

**Philosophy and Values** - The State Board serves as an advocate for all learners, sets the policy that allows equal access to educational services, and provides a vision for a premiere educational system in collaboration with all communities to foster high levels of success.

##### State Board Goals

**Goal 1** - All learners will have the opportunity to achieve high levels of academic proficiency and career preparedness; achievement gaps between population groups will be closed.

**Goal 2** - Every learner will receive quality instruction and learning experiences.

**Goal 3** - Educational programs, services and activities will continually evolve and improve, measured by reliable and valid criteria.

**Goal 4** - Educational communities will be supported and developed.

**Goal 5** - All learning environments will be healthy, safe and secure.

**Goal 6** - Funding will be sought to adequately support educational achievement for all learners.

EXHIBIT C NevadaStakeholder Document consists of 5 pages.

☒ Entire document provided.

A copy of the complete document is available through the Research Library (775/684-6827) or e-mail [library@lcb.state.nv.us](mailto:library@lcb.state.nv.us). Meeting Date: 8/6/10

## **2009 Nevada State Improvement Plan**

([http://nde.doe.nv.gov/SchoolImprovement/2009\\_STIP\\_STATEBOARDFINAL.pdf](http://nde.doe.nv.gov/SchoolImprovement/2009_STIP_STATEBOARDFINAL.pdf))

The *2009 STIP Action Plan* is a three year plan, with strategies that describe the targeted action that will take place in the next three years to ensure progress in meeting the measurable objectives and accomplishing the key indicators of success. Research indicates that improvement initiatives require a consistent culture and set of beliefs that drives goals, strategies, and resources across all levels in the education system. Nevada's culture of improvement is built upon the foundation of the following beliefs:

- The success of our communities, our state, and the nation hinges on the value we place on academic and intellectual achievement.
- The bottom line of school improvement is increased student learning that prepares students for post secondary college and career readiness.
- All children benefit from learning challenging and relevant curriculum aligned to state standards and college and career readiness expectations.
- Teachers and administrators can be quality educators when provided with collaborative and sustained professional development focused on improving instruction.
- All children benefit from building relationships with school adults and peers in a safe, caring, and healthy environment.
- Effective leadership is critical to improving the quality of teaching and learning.
- Continuous improvement takes place through the implementation of standards-based school, district and state improvement efforts.
- Effective use of data is critical for measuring and supporting the continuous improvement of teaching and learning.
- Quality education must be equitably distributed and adequately funded to ensure that high expectations for all students are met.
- Parent and community involvement are critical to improved student performance.

### **Table 1.** **Value of Education**

#### **Belief Statements**

Academic and intellectual achievements are the cornerstone to a successful future for the Nevada graduate. A quality prekindergarten to twelfth grade (P-12) education provides the tools for college and career readiness. The value placed on education in the school years influences one's pursuit of lifelong learning. It increases one's capacity to be competitive in the social and economic domains, both locally and globally.

### **Student Learning**

The primary purpose for improvement of the Nevada education system is to increase student learning with a rigorous standards-based education that prepares students for post secondary college and career success. Nevada has set its sight on effective practices within schools and classrooms.

### **Challenging and Relevant Standards-based Curriculum**

Nevada has high achievement expectations for its students as indicated through its aligned standards, curriculum, instruction, and assessments. The Nevada Content Standards provide a comprehensive conceptual framework within which specific content is



identified in a P-12 sequence of study. The criterion-referenced testing program is designed to align standards-based assessment with standards-based instruction. Local assessments and classroom-based assessments are also a critical component of the alignment of standards, curriculum, instruction, and assessment.

**Quality Educators** The success of education relies on a vertically and horizontally aligned system of curriculum, instruction, and assessment carried out by high quality educators. Nevada's colleges and universities provide education preparation to ensure that quality educators are available to become part of the education system. Nevada's organizational structure and culture support quality professional development for improving the achievement for all students, with targeted attention to practices that accelerate the progress of low-performing students.

**Relationships in a Safe Environment** Nevada believes that a safe, caring, and healthy learning environment is conducive to academic success. Students need to feel that educators care about them and believe in their ability to reach their maximum potential. Positive academic and social attitudes impact students' engagement and academic success.

**Educational Leadership** Effective leaders devote the majority of their time and energy to improving the quality of teaching/learning. These leaders believe that all students can learn. They have a strong commitment to the success of the teachers and the students. Effective leaders believe in the power of continuous improvement at the school level, at the classroom level, and most importantly at the student level.

**Continuous Improvement** Standards-based school improvement is a key factor for student success. Carefully crafted, implemented, and sustained standards-based improvement planning is arguably the only chance for long-term success, even among those schools that are currently performing at a level that exceeds accountability expectations.

**Effective Use of Data** Effective assessment programs and data systems are critical for measuring and supporting improvements at the school and classroom levels. Local assessments and classroom-based assessments are an essential part to the full alignment of standards, curriculum, instruction, and assessment. The use of a full range of data to monitor progress and to hold all levels of the system accountable is critical to ensure the success of all Nevada students.

**Adequate and Equitable Funding** A quality education is a student's best chance for future success. Adequate and equitable funding is necessary to ensure that the students receive the quality educators, instructional resources, and support systems that they need.

**Parent and Community Involvement** Involving parents and the community is critical to the success of the students. Parents are the first teachers of their children; they set the stage for their children's school experiences. In addition, an essential component is community and business involvement.

**Table 2.****Nevada's Key Indicators of Success**

| <b>Key Indicator(s)</b>  | <b>Research</b>   |
|--|---|
| <b>Academic Achievement in Math, Reading, Writing, and Science</b> | Students who succeed in a rigorous core curriculum are more likely to finish high school, enroll in college or other post secondary training, and earn a degree. Academic achievement leads to post secondary college and career readiness (ACT, 2006).   |
| <b>Developmental/School Readiness (Success in PreK-2nd)</b>        | The strongest predictors of achievement in later grades are entry skills in math and reading, and attention skills. Success in early grades provides students with a strong foundation for success in later grades (Developmental Psychology, 2007).  |
| <b>Student Attendance Rates</b>                                    | A student's interaction with the instruction, instructor, and peers produces essential learning in the classroom setting that cannot be replicated or made up with equal benefit. Student attendance has a direct impact on student performance (Educational Research Quarterly, 2004).   |
| <b>Quality Educators</b>   | The quality of the educators that are leading the schools and instructing the students has a direct impact on the success of reaching the goal of providing a rigorous and relevant standards-based curriculum and instruction (McREL, 2003).   |
| <b>Dropout Rates</b>   | The majority of dropouts occur between eighth and tenth grades. Keeping students in school past tenth grade dramatically increases the likelihood of high school completion (NCES, 2008).   |
| <b>Graduation Rates and High School Completion</b>                 | Completion of high school is a strong predictor of a student's post secondary readiness and future success. In 2006, the average annual income of a person who did not finish high school was \$21,000 (\$1,750/month). For the person who did complete high school, the average annual income was \$31,400 (\$2,617/month) (NCES, 2008). |
| <b>Post P-12 Success</b>   | Colleges and the work force are expecting comparable levels of knowledge and skills. A high school experience of rigor, relevancy, and relationships helps maximize a student's potential for professional and personal success (ACT, 2006).  |
| <b>Transition to High School</b>                                   | A successful transition from middle to high school is a determining factor for student performance in high school and beyond (NHSC, 2007).  |

## **Long Range Goals - 2030**

**Developmental/School Readiness** – Provide Pre-Kindergarten educational services to at least half of the 3 and 4 year olds within the state and the meet the national average in the percentage of children served through Pre-K programs. Provide full day kindergarten programs for all students.

**Academic Achievement of Students** –The academic achievement of students in Nevada at grades 4, 8 and 12 ranks the state among the top quartile of all states when compared on a common assessment in the areas of English, mathematics and science.

**High School Completion and Graduation** – The percentage of students in Nevada who complete all high school graduation requirements to earn a diploma will exceed 90%.

**Quality Educators** – A system is in place that attracts high quality educators into the state's K-12 programs and identifies and rewards effective teachers and school administrators.