

## **Nevada State Board of Education Vision, Mission, and Goals**

### **VISION**

Quality education for all

### **MISSION**

The Nevada State Board of Education/Nevada State Board for Occupational 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/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.

## **EXECUTIVE SUMMARY**

State legislation requires that the State Board of Education develop a state improvement plan. The Nevada Revised Statute (NRS) 385.34691 (Appendix A) establishes the requirements for this plan. Under state requirements, the Board must submit the plan or revised plan to the Governor, Legislative Committee on Education, Legislative Counsel Bureau, Board of Regents of the State of Nevada System of Higher Education, the Council on Academic Standards, the board of trustees of each school district, and the governing body of each charter school, on or before December 15 of each year.

**Participants in the development of the 2005 state improvement plan (as required by NRS) were as follows:**

- State Board of Education
  - John Gwaltney, President, Nevada State Board of Education
  - Barbara Myers, Member, Nevada State Board of Education
- Employees of the Nevada Department of Education
  - Keith Rheault, Superintendent of Public Instruction
  - Gloria Dopf, Deputy Superintendent
  - Paul LaMarca, Assistant Deputy Superintendent
  - Frankie McCabe, Director, Office of Special Education, Elementary and Secondary Education, and School Improvement Programs
  - Phyllis Dryden, Director, Office of Career, Technical, and Adult Education
- At least one employee of a school district in a county whose population is 100,000 or more, appointed by Nevada Association of School Boards
  - Dotty Merrill, Assistant Superintendent of Assessment, Washoe County School District
- At least one employee of a school district in a county whose population is less than 100,000, appointed by Nevada Association of School Boards
  - Mike Watty, Assistant Superintendent, Carson City School District
- At least one representative of the statewide Council for the Coordination of the Regional Training Programs (NRS 391.516) appointed by the Council
  - Hugh Rossolo, Director, Elko RPDP, Great Basin College

**Additional participants in the development of the state improvement plan were as follows:**

- Representatives of higher education
  - Christine Chairsell, Vice Chancellor for Academic & Student Affairs, University and Community College System
  - William Speer, Interim Associate Dean, College of Education, University of Nevada, Las Vegas
  - William Sparkman, Dean, College of Education, University of Nevada, Reno
- Nevada Legislative Counsel Bureau
  - Mindy Martini, Education Program Analyst, Nevada Legislative Counsel Bureau
  - Laura Freed, Program Analyst, Nevada Legislative Counsel Bureau
- Other persons whom the State Board determines appropriate:
  - Craig Butz, Administrator, Odyssey Charter School
  - Susan Denning, Northwest RPDP Coordinator, Washoe County School District
  - Lisa Foster, Deputy Chief of Staff, Governor's Office
  - Wayne Haugen, Director, Membership and Community Development, Las Vegas Chamber of Commerce
  - Nancy Hollinger, Trustee, Washoe School Board
  - Craig Kadlub, Government Affairs, Clark County School District
  - Karlene McCormick-Lee, Assistant Superintendent, Clark County School District

- Robin Munier, President, Nevada Parent Teacher Association
- Bonnie Parnell, Assemblywoman, Nevada State Legislature
- Charlotte Petersen, Superintendent, Humboldt County School District, President, Nevada Association of School Superintendents
- Wayne Tanaka, Previous Charter School Administrator and previous Clark County School District Administrator, Honorary Consul General of Japan in Las Vegas
- D.J. Stutz, Past President, Nevada Parent Teacher Association
- Julie Whitacre, Director, Government Relations, Nevada State Education Association
- Harry York, CEO, Reno-Sparks Chamber of Commerce
- Linda Young, Director, Equity and Diversity Programs, Clark County School District
- Nevada Department of Education staff support: Kathy St. Clair, Jacquie Moore, Leslie James, Fawn Lewis, Aldo Aguirre, Syna Erb, and Bob Eddy

### **The Student Achievement Gap Elimination (SAGE) process:**

The Nevada Department of Education developed the Student Achievement Gap Elimination (SAGE) process that has been utilized in working with schools identified as In Need of Improvement. The Nevada Department of Education State Improvement Plan Steering Committee followed the SAGE school improvement revision process (using the State Board of Education vision, mission, and goals for guidance, on page 3) to update the 2005 State Improvement Plan (STIP). Each year the revision process is followed to ensure a continuous improvement cycle.

### **The state improvement plan includes the following components outlined in NRS:**

- **Data Analysis:** A review and analysis of the state mandated accountability data and problems or factors common among school districts or charter schools based upon the accountability data.
- **Strategies:** Strategies that strengthen the core academic subjects that are based on scientifically-based research, improve academic instruction, and provide information to students, teachers, administrators, counselors, and parents in the state.

### **Needs Assessment Summary:**

**Successes Found:** Progress has been made in developing, sustaining, and/or enhancing the components of a comprehensive educational system that improves classroom instruction and student achievement. The state organizational system and culture support improvement planning that guides professional development and program evaluation. Extensive resources and time have been utilized to enhance the collection and use of consistent and relevant data at all levels to drive the improvement process. Research-based strategies to improve instruction in core academic subjects and the academic performance of all students have been implemented in schools across the state. A statewide initiative to focus on secondary education has been developed. Planning and resource support continues for successful practices and innovative programs that focus on outcome indicators (such as Career and Technical Education programs where students have a higher graduation rate than the state average and are considerably less likely to dropout of school). Increasing numbers of students are taking advantage of Tech Prep courses in Career and Technical Education (CTE), which provide a seamless transition to college by allowing students to earn college credit for courses taken in high school. Through various state initiatives, the state has made information about Nevada's schools and their performance and safety much more readily available to parents and the public.

**Areas of Concern:** Disparities between ethnic groups in test performance and graduation rates are significant and longstanding. Similar disparities are seen when special populations (low socioeconomic status, students with disabilities, and Limited English Proficient students) are compared with the state as a whole. With the identification of more and more schools In Need of Improvement, as well as the emergence of district and state sponsored charter schools, the lack of

capacity and resources to assist these schools becomes a critical issue. The state must ensure that students have access to challenging and relevant standards-based general education curriculum, materials, and technology. It is imperative that the leadership and support mechanisms (state, regions, districts, schools, parents, and the community) focus on implementation and program evaluation in order to maximize use of limited human and fiscal resources. Additional resources are needed for training in proper interpretation and use of data. Inconsistent definitions for behavioral violations by Nevada's school districts have resulted in potentially unreliable data. The need for increased parental involvement in education remains an ongoing focus across the state.

### **Priority Needs:**

From the comprehensive data analysis, the STIP Steering Committee concluded that across grades and with respect to English Language Arts (ELA) and math, there is a consistent pattern of achievement gaps. A coordinated effort by all education partners is necessary to address the following priority needs: (a) raise student achievement in core content areas and decrease the achievement gap between overall student performance and the ethnic groups and special populations, and (b) establish, support, and sustain student performance in a cohesive system that aligns curriculum, instruction, assessment, and professional development, involving state, regions, districts, and schools in improving teaching and student learning.

The following goals, consistent with the State Board goals on page 3, were identified to fulfill the requirements of NRS:

- To improve student performance through focused and unwavering collaboration with all key partners for a cohesive and aligned implementation of statewide improvement processes that drive all levels (school, district, and state) and increase student learning, effective teaching, and meaningful parental and community involvement.
- To improve teaching and learning through continued use of consistent and relevant data at all levels (school, district, and state) to support the improvement planning process, to evaluate the effectiveness of planned programs, and to drive instructional decisions focused on increased student achievement.
- To improve the performance of all students through the implementation of proven practices that enhance instruction in core academic subjects and reduce achievement gaps.
- To implement effective statewide professional development activities and educator pre-service preparation focused on data-driven needs and proven practices that will increase student achievement as identified in school, district, and state improvement plans.
- To improve student achievement in middle schools and high schools through the implementation of a statewide initiative that focuses on secondary education, including strategies to improve academic achievement, increase graduation rates, decrease dropout rates, improve distribution of information to the public, and increase post-secondary program enrollment and success rates.

The 2004 STIP action plan has been revised to accomplish these updated goals. The plan extends over several years to implement and to demonstrate improvement in the targeted areas. The goals and strategies from the previous year have been evaluated and reviewed, as this year's goals and strategies will be prioritized, evaluated, and reviewed on a continuous improvement schedule.