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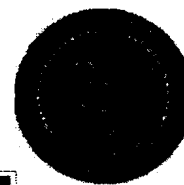
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NO CHILD LEFT BEHIND ACT SCHOOL LEVEL PERFORMANCE AND STATE IMPROVEMENT PLAN

- 2003-2004 School Year Adequate Yearly Progress Results
- 2003-2004 School Designations
- Executive Summary State Improvement Plan

2003-2004 AYP Results

AYP Summary Results	Elementary	Middle	High	State
Number of Schools	331	117	119	567
AYP School Classification				
Made AYP	240	60	57	357
Did Not Make AYP	91	57	62	210
Reason For Not Making AYP				
Missed ELA Only	42	11	10	63
Missed Math Only	12	12	4	28
Missed Other Indicator Only	0	0	2	2
Missed ELA & Math	37	30	42	109
Missed ELA & OI	0	1	1	2
Missed Math & OI	0	0	1	1
Missed ELA, Math, & OI	0	3	3	6
Reason Not Meeting ELA Criteria				
Missed ELA Participation Only	5	21	19	45
Missed ELA Status Only	68	6	8	82
Missed ELA Participation & Status	6	18	29	53
Reason For Not Meeting Math Criteria				
Missed Math Participation Only	5	8	6	19
Missed Math Status Only	40	20	31	91
Missed Math Participation & Status	4	17	13	34
AYP School Designation				
Exemplary	1	7	4	12
High Achieving - Status	27	7	14	48
High Achieving - Growth	1	18	3	22
Adequate	200	28	36	264
Watch List	49	19	31	99
In Need of Improvement (Year 1 - Hold)	6	0	0	6
In Need of Improvement (Year 1)	31	35	31	97
In Need of Improvement (Year 2 - Hold)	5	0	0	5
In Need of Improvement (Year 2)	9	3	0	12
In Need of Improvement (Year 3)	2	0	0	2

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2004 School Designations

[Exemplary Schools](#) - [High Achieving Schools](#)

[Schools In Need of Improvement - Year 3](#) - [Schools In Need of Improvement - Year 2](#)

[Schools In Need of Improvement - Year 1](#) - [Schools Designated as on the Watch List](#)

2004 Exemplary Schools

Clark County School District

Middle

Garrett Middle School

Lyon Middle School

High

Advanced Technologies Academy

Eureka County School District

High

Eureka High School

Lyon County School District

Elementary

Smith Valley Elementary School

Middle

Fernley Intermediate

High

Smith Valley High School

Nye County School District

Middle

Round Mountain Middle School

Tonopah Middle School

Persing County School District

Middle

Pershing Middle School

Washoe County School District

Middle

Incline Middle School

High

Incline High School

2004 High Achieving Schools

Churchill County School District

Middle

Churchill County Junior High School

Clark County School District

Elementary

Hoggard Elementary School

Lamping Elementary School

Marion Earl Elementary School

McDoniel Elementary School

Twitchell Elementary School

Vanderburg Elementary School

Middle

Bob Miller Middle School

Burkholder Middle School

Fertitta Middle School

Guinn Middle School

Hyde Park Middle School

Rogich Middle School

Schofield Middle School

High

Community College East

Community College West

Coronado High School

Las Vegas Academy

SNVTC

Charter Schools

Explore Knowledge Charter School (Elementary)

Douglas County School District

Elementary

Kingsbury Middle School

Zephyr Cove Elementary School

Middle

Pau Wa Lu Middle School

Douglas County School District

High

Whittell High School

Elko County School District

Elementary

Wells Elementary School

Middle

Carlin Junior High School

High

Spring Creek High School

Eureka County School District

Elementary

Eureka Elementary School

Humboldt County School District

Middle

Winnemucca Junior High School

Lander County School District

Elementary

Austin Elementary School

Middle

Battle Mountain Junior High School

Lincoln County School District

Elementary

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Pahranagat Valley Elementary School
Panaca Elementary School
Pioche Elementary School

Middle

Meadow Valley Middle School
Pahranagat Valley Middle School

High

Lincoln County High School
Pahranagat Valley High School

Lyon County School District

High

Yerington High School

Nye County School District

Elementary

Beatty Elementary School
Johnson Elementary School

High

Round Mountain High School
Tonopah High School

Persing County School District

High

Pershing County High School

Storey County School District

Elementary

Gallagher Elementary School

Middle

Virginia City Middle School

High

Virginia City High School

Washoe County School District

Elementary

Anderson Elementary School
Beck Elementary School
Caughlin Ranch Elementary School
Gomm Elementary School

Hidden Valley Elementary School
Huffaker Elementary School
Hunter Lake Elementary School
Moss Elementary School
Pleasant Valley Elementary School
Verdi Elementary School

Middle

Billinghurst Middle School
Clayton Middle School
Dilworth Middle School
Mendive Middle School
O'Brien Middle School
Pine Middle School
Sparks Middle School

High

TMCC Magnet High School

Charter Schools

Coral Academy of Science

White Pine County School District

Middle

Lund Jr/Sr High School
White Pine Middle School

High

Lund High School
White Pine High School

**Schools Designated in 2004 as
In Need of Improvement - Year 3**

Nye County School District

Elementary

Amargosa Valley Elementary School
Manse Elementary School

**Schools Designated in 2004 as
In Need of Improvement - Year 2**

Carson City School District

Elementary

Empire Elementary School

Clark County School District

Elementary

Cambeiro Elementary School

Carson Elementary School (Hold - Made AYP)

Herron Elementary School

Lunt Elementary School

Lynch Elementary School (Hold - Made AYP)

McCall Elementary School

Park Elementary School

Ronnow Elementary School (Hold - Made AYP)

Tate Elementary School (Hold - Made AYP)

Wendell Williams Elementary School

Middle

Bridger Middle School

Von Tobel Middle School

West Middle School

Elko County School District

Elementary

West Wendover Elementary School

Lyon County School District

Elementary

Yerington Elementary School

White Pine County School District

Elementary

Norman Elementary School (Hold - Made AYP)

**Schools Designated in 2004 as
In Need of Improvement - Year 1**

Carson City School District

Elementary

Fremont Elementary School

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Middle

Carson Middle School
Eagle Valley Middle School

High

Carson High School

Churchill County School District

High

Churchill High School

Charter Schools

Gateways to Success

Clark County School District

Elementary

Booker Elementary School
Bracken Elementary School (Hold - Made AYP)
Craig Elementary School (Hold - Made AYP)
Cunningham Elementary School
Dailey Elementary School
Fitzgerald Elementary School
Fyfe Elementary School
Galloway Elementary School
Harmon Elementary School
Kelly Elementary School (Hold - Made AYP)
Lincoln Elementary School
Manch Elementary School
McWilliams Elementary School
Moore Elementary School
Pittman Elementary School
Reed Elementary School
Robert Taylor Elementary School
Rundle Elementary School
Sunrise Acres Elementary School (Hold - Made AYP)
Thomas Elementary School
Tom Williams Elementary School (Hold - Made AYP)
Twin Lakes Elementary School
Ullom Elementary School
Warren Elementary School

Middle

Becker Middle School
Brinley Middle School
Brown Middle School
Cannon Middle School
Cashman Middle School
Cortney Middle School

Cowan Academic
Cram Middle School
Fremont Middle School
Garside Middle School
Gibson Middle School
Johnson Middle School
Keller Middle School
Knudson Middle School
Leavitt Middle School
Lied Middle School
Monaco Middle School
Morris Behavior
O'Callaghan Middle School
Orr Middle School
Robison Middle School
Sawyer Middle School
Sedway Middle School
Silvestri Middle School
Smith Middle School
Swainston Middle School
White Middle School
Woodbury Middle School

High

Basic High School
Bonanza High School
Chaparral High School
Clark High School
Cowan Credit
Desert Pines High School
Desert Willow Secondary
Durango High School
Eldorado High School
Foothill High School
Las Vegas High School
Mojave High School
Palo Verde High School
Rancho High School
Silverado High School
Valley High School
Western High School

Charter Schools

Odyssey Elementary School
Keystone Charter High School
Odyssey Charter Secondary

Douglas County School District

High

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Douglas High School

Elko County School District

Elementary

Owyhee Elementary School

Middle

Owyhee Junior High School

West Wendover Junior High School

High

West Wendover High School

Lyon County School District

Middle

Dayton Intermediate

Silver Stage Middle School

Nye County School District

Elementary

Hafen Elementary School

Middle

Clarke Middle School

Washoe County School District

Elementary

Allen Elementary School

Booth Elementary School

Cannan Elementary School

Desert Heights Elementary School (Hold - Made AYP)

Loder Elementary School

Mathews Elementary School

Palmer Elementary School

Sun Valley Elementary School

Veterans Memorial Elementary School

High

Hug High School

North Valleys High School

Spanish Springs High School

Sparks High School

Washoe High School

Wooster High School

Non-District Affiliated Schools

//

Independence High School

Schools Designated in 2004 as on the Watch List

Carson City School District

Elementary

Fritsch Elementary School

Churchill County School District

Elementary

Best Elementary School

Numa Elementary School

West End Elementary School

Clark County School District

Elementary

Adams Elementary School

Adcock Elementary School

Alamo Elementary School

Bennett Elementary School

Child Haven

Cozine Elementary School

Derfelt Elementary School

Deskin Elementary School

Guy Elementary School

Harris Elementary School

Helen Smith Elementary School

Hinman Elementary School

Independent Study

Indian Springs Elementary School

Iverson Elementary School

Kim Elementary School

McCaw Elementary School

Miley Achievement Elementary School

Neal Elementary School

Parson Elementary School

Peterson Elementary School

Stanford Elementary School

Tobler Elementary School

Vegas Verdes Elementary School

Walker Elementary School

Watson Elementary School

Wengert Elementary School

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Middle

Burk Credit
Harney Middle School
Laughlin Jr/Sr High School
Miley Achievement Sec
Peterson Behavior
Sandy Valley Middle School
South Continuation
Variety School
Washington Continuation

High

Biltmore Continuation
Boulder City High School
Burk Credit
Centennial High School
Cheyenne High School
Cimarron Memorial High School
Cowan Academic
Green Valley High School
Independent Study
Jeffrey Behavior
Jeffrey Credit
Juvenile Court Clark
Laughlin High School
Miley Achievement
Morris Credit
Morris Sunset
Peterson Credit
Sierra Vista High School
South Continuation
Spring Mountain
Variety School

Charter Schools

Clark County Team Academy (High School Level)

Elko County School District

Elementary

Sage Elementary School
Southside Elementary School

Middle

Elko Junior High School
Wells Junior High School

High

Elko High School

Esmeralda County School District

Elementary

Goldfield Elementary School

Humboldt County School District

Elementary

Denio Elementary School

High

Lowry High School

Lyon County School District

Elementary

Dayton Elementary School

Sutro Elementary School

Middle

Yerington Intermediate

High

Fernley High School

Silver Stage High School

Mineral County School District

Middle

Hawthorne Junior High School

Nye County School District

Elementary

Mt Charleston Elementary School

Middle

Pathways High School

High

Beatty High School

Pahrump Valley High School

Persing County School District

Elementary

Lovelock Elementary School

Washoe County School District

Elementary

Bennett Elementary School
 Diedrichsen Elementary School
 Drake Elementary School
 Elmcrest Elementary School
 Gomes Elementary School
 Greenbrae Elementary School
 Lemmon Valley Elementary School
 Mount Rose Elementary School
 Natchez Elementary School
 Van Gorder Elementary School

Middle

Damonte Ranch Middle School
 Swope Middle School
 Traner Middle School
 Vaughn Middle School
 Washoe Middle School

High

Reed High School
 Reno High School

Charter Schools

I Can Do Anything Charter School (High School Level)



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Last reviewed/updated: August 11, 2004

Direct Licensing questions to Teacher Licensure at license@nsn.k12.nv.us or 702-486-6458

Direct technical questions or comments to Office of Technology and Innovative Programs clittle@doe.nv.gov

Nevada Department of Education Locations

Nevada Department of Education
 Carson City Main Location
 700 E. Fifth Street
 Carson City, NV 89701
 Phone: (775) 687-9200 Fax: (775) 687-9101

Map to Carson City Main Location



Directions from Reno Tahoe Airport

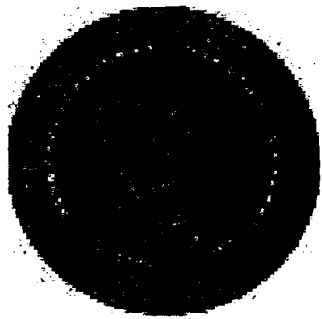
Nevada Department of Education
 Carson City Satellite Location
 1749 Moody Street, Suite 40
 Carson City, NV 89706
 Phone: (775) 687-9154
 Fax: Child Nutrition & School Health (775) 687-9119
 Fiscal Accountability (775) 687-9113
Map to Carson City Satellite Location



Directions from Reno Tahoe Airport

Nevada Department of Education
 Las Vegas Location
 1820 East Sahara Avenue, Suite 205
 Las Vegas, Nevada 89104
 Phone: (702) 486-6458 (8am-5pm) Fax: (702) 486-6450
 Voice Mail: (702) 486-6457
Map to Las Vegas Location

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State Improvement Plan

December, 2004

EXECUTIVE SUMMARY

STATE IMPROVEMENT PLAN

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 University of Nevada, 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 state improvement plan (as required by NRS) were as follows:

- Employees of the Nevada Department of Education
 - Gloria Dopf, Deputy Superintendent
 - Paul LaMarca, Assistant Deputy Superintendent
 - Frankie McCabe, Director, Office of Special Education, Elementary and Secondary Education, and School Improvement Programs
- 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
 - Lynn Sawyer, Director of Northwest Regional Professional Development Program

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

- Representatives of higher education
 - Tom Pierce, Interim Dean, College of Education, University of Nevada, Las Vegas
- Nevada Legislative Counsel Bureau
 - Mindy Braun, Education Program Analyst, Nevada Legislative Counsel Bureau
- Other persons whom the State Board determines appropriate:
 - Charlotte Petersen, Superintendent, Humboldt County School District, President, Nevada Association of School Superintendents
 - Karleen McCormick-Lee, Assistant Superintendent, Clark County School District
 - D.J. Stutz, President, Nevada Parent Teacher Association
 - Nancy Hollinger, Trustee, Washoe School Board
 - Julie Whitacre, Representative, Nevada State Education Association
 - Craig Butz, Administrator, Odyssey Charter School
 - Linda Young, Director, Equity and Diversity Programs, Clark County School District
 - Wayne Tanaka, Previous Charter School Administrator and previous Clark County School District Administrator, Honorary Consul General of Japan in Las Vegas
 - Laura Freed, Program Analyst, Nevada Legislative Counsel Bureau

- Kathy St. Clair, Jacquie Moore, Kirsten Gleissner, Leslie James, Cindy Orr, Aldo Aguirre, Fawn Lewis, Peter Reynolds, and Syna Erb, Nevada Department of Education staff support

The Student Achievement Gap Elimination (SAGE) process:

The Nevada Department of Education developed a Student Achievement Gap Elimination (SAGE) process which has been utilized in working with Title I schools identified as In Need of Improvement. When the Nevada Department of Education Improvement Planning Team began meeting to develop a draft of a state improvement plan, it used this same process to investigate the improvement needs of the Nevada education system. The Nevada Department of Education Improvement Planning Team undertook the following steps: (a) comprehensive needs assessment, (b) inquiry process, (c) master plan design, and (d) implementation and evaluation. Once the initial plan has been developed and implemented, the four steps are repeated and become part of 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 charters 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: During the past decade, the State of Nevada has built an infrastructure supporting standards-based reform. The state organizational system and culture support professional development through resource allocation and improvement planning. Putting effort toward planning for and providing a safe environment is a fundamental feature of Nevada's educational process. Through various state initiatives, the state has made information about Nevada's schools and their performance much more readily available to parents and the public. Attendance rates of students are relatively high and there are some successes in English Language Arts (ELA) and math performance at the school level among all student groups. There is also a trend of greater participation on the college entrance examinations and higher rates of college attendance of graduating seniors.

Areas of Concern: There is not a specific process in place to ensure that district curricula are fully aligned to the state content and performance standards. At this time, professional development can be planned at the school, district, Regional Professional Development Program (RPDP), and state levels without a specific requirement for alignment to improvement goals identified through improvement planning processes. In addition, consistent definitions for behavioral violations have not been established for Nevada's school districts, and the need for increased parental involvement in education remains an ongoing concern across the state. Disparities between ethnic groups in test performance and graduation rate are significant and longstanding. Similar disparities are exhibited when special populations (low socioeconomic status, students with disabilities, and Limited English Proficient students) are compared with the state as a whole. Additional resources are needed for training in proper interpretation and use of data. 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 flexible resources to assist these schools becomes increasingly apparent.

From the data analysis, it was concluded that across grades and with respect to ELA and math, there is a consistent pattern of achievement gaps. A coordinated effort by all education partners will be 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 for improved teaching and student learning.

The following goals were identified to fulfill the requirements of NRS:

- To engage the full community in a cohesive and collaborative statewide improvement planning process that drives all levels (school, district, and state) and that supports improved student performance by maintaining a focus on teaching, student learning, and parental involvement.
- To use consistent and relevant data at all levels (school, district, and state) to drive the improvement planning process and to evaluate the effectiveness of planned programs and activities in order to provide feedback for plan revisions.
- To identify research-based strategies in order to set performance expectations to improve instruction in core academic subjects, to reduce achievement gaps, and to improve the performance of all students.
- To implement a statewide approach to research-based professional development and educator pre-service preparation primarily focused on data-driven needs as identified in school, district, and state improvement plans.
- To implement a statewide initiative to focus 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.

An action plan has been developed to accomplish these goals. The plan will take several years to implement and to demonstrate improvement in the targeted areas. The goals and action steps will be prioritized, evaluated, and reviewed on a continuous improvement schedule.

ACTION PLAN

Goal #1:

To engage the community in a cohesive and collaborative statewide improvement planning process that drives all levels (school, district, and state) and that supports improved student performance by maintaining a focus on teaching, student learning, and parental involvement.

Measurable Objective Components:

Outcome Indicator – The submission and monitoring of improvement plans.

Baseline –Plans are not yet due.

Timeline – As required by statutory timeline.

Standard or performance level – All schools, districts, and the state will submit improvement plans that contain measurable goals for improved student learning.

1. Identify the components of and the partners in a comprehensive statewide educational system.
2. Work with collaborative partners to bring together a uniform statewide vision for educational improvement and foster a supporting culture.
3. Expand collaborative relationship with parent groups throughout the state.
4. Create a multilevel planning framework in which school plans are explicitly based on needs identified to improve teaching, student learning, and parental involvement; district plans are driven by school needs; and the state plan is driven by district needs.
5. Refine the existing improvement planning process at all levels and identify the components of the state educational system that support learning.
6. Establish/expand methods to communicate new initiatives clearly and regularly to parents and all the collaborative partners.
7. Define the specific roles and structures at the state, district, and school levels to support actions related to the statewide improvement planning process.
8. Review allocated fiscal resources as part of the improvement planning process to determine the need for the reallocation of these resources and the need for additional resources.
9. Review statutes and seek statutory change, if necessary, to provide more flexibility in the following areas: <ul style="list-style-type: none"> • Expand allowable use of state remediation funds beyond program purchase • Allow for the use of state funds targeted toward school sites to be aggregated to the district or school cluster level as appropriate. • Revise eligibility for and method of allocating state tutoring funds
10. Set an expectation that improvement plans contain strategies to implement policies in the area of parental involvement.

Goal #2:

To use consistent and relevant data at all levels (school, district, and state) to drive the improvement planning process and to evaluate the effectiveness of planned programs and activities in order to provide feedback for plan revisions.

Measurable Objective Components:

Outcome Indicator – The data found in improvement plans.

Baseline – Since this is the first year of plan submission, these plans will be used to establish a baseline for reviewing and evaluating future improvement plans.

Timeline – As required by statutory timelines.

Standard or performance level – Through random sampling, the Department will ensure that all plans reviewed demonstrate the use of consistent and relevant data.

1. Expand methods for data collection and the tracking of academic student progress, including verification that consistent and relevant data is maintained at all levels.
2. Interface other data systems with student performance data systems.
3. Expand and sustain student performance data delivery at all levels (school, district, state).
4. Provide consistent systemic professional development for data analysis and interpretation in order to support improvement planning.
5. Support development of the comprehensive state assessment system to include classroom-based assessments and other forms of local assessment to meet the needs of schools and districts.

Goal #3:

To identify research-based strategies in order to set performance expectations to improve instruction in core academic subjects, to reduce achievement gaps, and to improve the performance of all students.

Measurable Objective Components:

Outcome Indicator – Improved performance on statewide assessments.

Baseline data – Current data show that a large number of students statewide are not meeting proficiency levels on statewide assessments of English/language arts and math. Baseline data also indicate that many disaggregated groups of students are performing significantly below the performance of the general student population.

Timeline – As reported by results of the statewide assessments in 2005.

Standard or performance level – At minimum, each disaggregated group of students will demonstrate the growth needed to make Safe Harbor as calculated by NCLB.

1. Identify and disseminate information about effective strategies that improve the performance of students in English language arts, math, and science, using research-based solutions.
2. Identify and disseminate information about effective strategies that improve the performance of students with disabilities, Limited English Proficient students, culturally diverse students, economically disadvantaged students, and other at-risk student populations, such as migrant and/or transient students.
3. Using established criteria, identify the factors that specifically impact results in high achieving and exemplary schools that are showing extraordinary growth.
4. Create a mechanism that uses these high performing schools as a resource to other schools and districts to help replicate successful practices.
5. Coordinate with nationally recognized successful schools and districts in order to replicate successful practices.
6. Provide strategies to increase the attendance rate, decrease the drop-out rate, and manage discipline effectively.
7. Provide strategies to integrate technology into instructional planning and delivery in coordination with the Commission on Educational Technology.
8. Work in conjunction with the Council to Establish Academic Standards in Public Schools in its review of academic standards as prescribed in statute.

Goal #4:

To implement a statewide approach to research-based professional development and educator pre-service preparation primarily focused on data-driven needs as identified in school, district, and state improvement plans.

Measurable Objective Components:

Outcome Indicator – Increase the number of professional development activities that are driven by the data included in improvement plans at all levels. Of those, further increase the professional development activities that result in an increase in student performance.

Baseline – Using the data collected this year from the Department of Education, WestEd Regional Laboratories RPDP evaluation, and other sources, a baseline will be established to reflect the number of professional development activities that are based upon improvement plans at all levels. The baseline will identify professional development that has resulted in an increase in student performance.

Timeline – To be completed within three years of establishment of baseline.

Standard or performance level – A system will be created that ties professional development activities to improvement planning and when compared to baseline will demonstrate the increase in student performance.

1. Conduct a comprehensive, data-driven assessment of the professional development needs of Nevada's educators.
2. Design research-based, technologically-delivered professional development as a supplement to current options. This web-based professional development will be multi-modality, available through a variety of providers, and will generate tracking and evaluation data that will lead to enhanced teacher practices.
3. Design professional development processes that follow standards of quality in accordance with 20 USC 7801(34), that reflect the Nevada Professional Development Standards, and that explicitly address each stage of improvement plan implementation (Appendix D).
4. Coordinate with institutions of higher education to ensure that pre-service teachers receive coursework that focuses on improved student performance in a standards-based system, with attention to special population and diversity students.
5. Develop a plan that coordinates the teacher preparation and professional development efforts of all entities – state, RPDP, district, schools, and institutions of higher education – in order to improve efficiency and effectiveness.
6. Work in conjunction with the Commission on Professional Standards in Education to ensure that the setting or revising of regulations pertaining to educator licensure aligns with identified needs.
7. Collect and analyze data concerning teacher qualifications at high poverty and high diversity schools.
8. Monitor the effect of comprehensive and varied professional development activities on student performance, then revise improvement plans and realign or reallocate resources accordingly.

Goal #5:

To implement a statewide initiative to focus 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.

Measurable Objective Components:

Outcome Indicator – Increased academic achievement, increased graduation and post-secondary enrollment and success rates, decreased dropout rates, and improved distribution of information to the public.

Baseline – Determine how issues and information related to secondary education are currently collected and/or disseminated.

Timeline – To be completed within two years of establishment of baseline and development of system.

Standard or performance level – Establish an informational, data collection, and analysis system for secondary education.

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|--|
| 1. Expand the statewide informational system to provide information to secondary schools that will inform students, teachers and administrators, counselors and parents in the state concerning: <ul style="list-style-type: none">a) the requirements for college admission and opportunities for financial aid,b) the availability of the millennium scholarship, andc) the need for students to make informed decisions regarding course and curriculum choices while attending high school in preparation for post-school success. |
| 2. Coordinate web-based information dissemination systems among collaborative partners (e.g., IHE, RPDP, school districts, NDE) in order to provide secondary education information. |
| 3. Systematically collect and analyze data concerning achievement levels, graduation rate, dropout rate, and post-secondary enrollment patterns. |
| 4. Implement program improvement activities in secondary education, which are driven by data, increase student outcomes, respond to the needs of special population and diversity students, and reflect best practices. |