

# 2020 Annual Report

**Submitted by the Department of Education**

**January 31, 2021**

This report to the Governor and 2021 Legislature fulfills the statutory requirement per NRS 385.230 that the Department provides an overview of the state of public education in Nevada for the calendar year of 2020 only. It provides links and directions to activities in 2020 and applicable school years, with an acknowledgement that the State remains in the midst of a transformative effort with the passage of the 2020 STIP as well as recovery from the COVID-19 epidemic, focused on creating equitable opportunities for all students. For the most recent accountability and assessment data, including enrollment, student performance by population, school improvement ratings, or reports of incidences of discipline, please visit <http://www.nevadareportcard.com/>. For the most recent analysis of the state of education and goals to improve student and educator outcomes in Nevada, please consult the most recent STIP, finalized July 2020 (Statewide Plan for the Improvement of Pupils) at <http://www.doe.nv.gov/STIP/Nevada/>.

## Table of Contents

Superintendent’s Letter .....	2
Annual Reports of Accountability .....	3
Vision and Mission .....	4
Goals and Benchmarks for Improving Academic Achievement .....	4
Career and Technical Education .....	4
Data Collection and Elements .....	4
Progress for Improving the Academic Achievement of Pupils .....	5
Standards and Examinations .....	6
Recruit and Retain Effective Teachers .....	7
Lowest Performing Public Schools Progress in Academic Achievement .....	8
Innovative Education Programs .....	9
Corrective Action .....	9
Discipline Data .....	13

January 31, 2021

Dear Reader,

At the time of publishing this report in 2021, Nevada is still facing challenges to our public health, our livelihood, and our sense of justice that occurred in 2020. Hardships are affecting every corner of our State and every aspect of our lives. In the opening letter of the 2020 STIP, it was noted, “the way forward is uncertain, but this much is clear: Rising to the occasion takes a whole-society effort.” Nevadans can, and have, pulled together to overcome anything; one event in recent history being the 2008 Great Recession and even more recently, establishing ConnectingKidsNV to ensure every student was connected with internet and a device for digital learning during the Coronavirus pandemic.

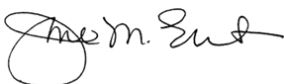
The convening of the 81<sup>st</sup> State Legislative Session on February 1, 2021 is sure to be another event where Nevadans pull together to make decisions for the health and well-being of the Silver State. While many could look at the uncertainty of the present time, the “Battle Born” know this is where we thrive – in creating equitable solutions for all of Nevada’s students using every resource available to that end. While the Department of Education will be implementing and benchmarking progress on the 2020 Statewide Plan for the Improvement of Pupils, or STIP, passed by the State Board of Education in July 2020, our State Legislature will make decisions for the betterment of our students and educators as it relates to the Pupil Centered Funding Plan, equitable student services, and support programs.

While reviewing this report, please keep in mind that the compilation of items pursuant to NRS 385.230 is a historical account of the Department of Education, fulfilling its annual requirements for accountability and policy implementation. For the most recent accountability and assessment data, including enrollment, student performance by population, school improvement ratings, or reports of incidences of discipline, please visit <http://www.nevadareportcard.com/>. For the most recent analysis of the state of education and goals to improve student and educator outcomes in Nevada, please consult the most recent STIP at <http://www.doe.nv.gov/STIP/Nevada/>.

It is also important to note that with the federal waiver approved in March 2020 to temporarily suspend assessments and accountability requirements, the 2020 STIP remains the most comprehensive analysis of the immediately preceding school year. Guidance and additional information regarding the federal waiver can be found at <http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/home/AssessmentAccountabilityGuidance.pdf>.

Finally, with the passage of the 2020 STIP by the State Board of Education in July 2020, the Department of Education begins regularly benchmarking, or progress monitoring for implementation success, to its State Board beginning in March 2021. This process will create heightened levels of community engagement and accountability to the State Board the Department has not experienced in years past. To video stream these meetings or receive more information, please visit <http://www.doe.nv.gov/State Board of Education/>.

In Education,



Jhone M. Ebert  
Superintendent of Public Instruction

The 2020 Annual Report is organized in the same order as NRS 385.230. The reader will find below bolded text with context where necessary and appropriate links to fulfill statute.

NRS 385.230 Annual report of the state of public education; contents of report; presentation and submission of report.

1. The Department shall, in conjunction with the State Board, prepare an annual report of the state of public education in this State. The report must include, without limitation:

(a) An analysis of each annual report of accountability prepared by the State Board pursuant to [NRS 385A.400](#);

**The 2020 STIP, beginning on page 28, provides analysis and reporting for the most recent assessment and accountability data responsive to 1(a) and 1(b) of the Annual Report and can be found at**

**[http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State\\_Board\\_of\\_Education/2020/July/NVSTIP.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/July/NVSTIP.pdf). Information regarding the waiver to temporarily suspend assessment and accountability requirements in the following letter at <http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/home/AssessmentAccountabilityGuidance.pdf> and also referenced on the landing page of <http://nevadareportcard.nv.gov/di/> until further notice.**

**The latest presentation to the State Board of Education regarding 4-year adjusted cohort graduation rates for the class of 2020 was on December 10, 2020 and can be accessed at**

**[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State\\_Board\\_of\\_Education/2020/December/ACGRGraduationRates.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/December/ACGRGraduationRates.pdf).**

**The latest presentation to the State Board of Education regarding 3-year trends in ACT assessment results was on December 10, 2020 and can be accessed at**

**[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State\\_Board\\_of\\_Education/2020/December/ADAMACT%20Presentation2020.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/December/ADAMACT%20Presentation2020.pdf).**

**A conversation regarding the key issues in education facing Nevada took place between the State Board of Education and valued stakeholders including district superintendents took place on December 10, 2020 and the presentation materials can be accessed at**

**[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State\\_Board\\_of\\_Education/2020/December/InteractiveWorkshop.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/December/InteractiveWorkshop.pdf).**

**An overview of the Department's Accountability Portal and the accountability and assessment requirements that were waived by the United States Department of Education (USDOE) for the 2019-2020 school year in response to COVID-19 was presented to the State Board of Education on October 8, 2020 and can be accessed at**

**[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State\\_Board\\_of\\_Education/2020/October/NVPortal%20Update%20for%2020.21\\_FINAL\\_9.14.2020.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/October/NVPortal%20Update%20for%2020.21_FINAL_9.14.2020.pdf).**

(b) An update on the status of K-12 public education in this State; **See above regarding 1(a)**

(c) A description of the most recent vision and mission statements of the State Board and the Department, including, without limitation, the progress made by the State Board and Department in achieving those visions and missions;

The Department's vision and mission are found on page 6 of the 2020 STIP and the Department's Values are on page 14. Progress made in achieving the vision and mission through the six Goals of the STIP are found on pages 28-69. The 2020 STIP is available at [http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards Commissions Councils/State Board of Education/2020/July/NVSTIP.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/July/NVSTIP.pdf).

(d) A description of the goals and benchmarks for improving the academic achievement of pupils which are included in the plan to improve the achievement of pupils required by [NRS 385.111](#);

Page 28 of the 2020 STIP lists the Goals and Strategies to achieve Goals and is available at [http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards Commissions Councils/State Board of Education/2020/July/NVSTIP.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/July/NVSTIP.pdf).

(e) A description of any policies, plans and programs for promoting, extending and improving career and technical education for pupils;

Goal 4 of the 2020 STIP provides the most recent reporting on career and technical education on pages 54-59 is available at [http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards Commissions Councils/State Board of Education/2020/July/NVSTIP.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/July/NVSTIP.pdf).

A presentation on Career and Technical Student Organizations (CTSOs) to the State Board of Education in January 2020 can be accessed at [https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards Commissions Councils/State Board of Education/2020/January/CTEPresentation.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/January/CTEPresentation.pdf).

(f) A description of any significant changes made to the collection, maintenance or transfer of data concerning pupils by the Department, a school district, a sponsor of a charter school or a university school for profoundly gifted pupils;

Readers can review guidance and details regarding the federally approved waiver to temporarily suspend assessment and accountability requirements in 2020 due to the Coronavirus at <http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/home/AssessmentAccountabilityGuidance.pdf>.

(g) Any new data elements, including, without limitation, data about individual pupils and aggregated data about pupils within a defined group, proposed for inclusion in the automated system of accountability information for Nevada established pursuant to [NRS 385A.800](#);

Pages 28-69 of the 2020 STIP covers student data disaggregated by student group for graduation, inclusive education, career and technical education enrollment, among other student achievement identifiers for the latest year data was reported is available at [http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards Commissions Councils/State Board of Education/2020/July/NVSTIP.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/July/NVSTIP.pdf).

Information regarding the waiver to temporarily suspend assessment and accountability requirements is linked in the following letter at <http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/home/AssessmentAccountabilityGuidance.pdf>

[nce.pdf](#) and also referenced on the landing page of <http://nevadareportcard.nv.gov/di/> until further notice.

An overview of the Department's Accountability Portal and the accountability and assessment requirements that were waived by the United States Department of Education (USDOE) for the 2019-2020 school year in response to COVID-19 was presented to the State Board of Education on October 8, 2020 and can be accessed at

[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/October/NVPortal%20Update%20for%2020.21\\_FINAL\\_9.14.2020.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/October/NVPortal%20Update%20for%2020.21_FINAL_9.14.2020.pdf).

Please note that Mathematics and Reading results for NAEP (National Assessment of Educational Progress) 4th and 8th grade students who identify as American Indian students may not be published until at least 62 students in at least 5 schools in order to report per the minimum sample size requirement. Even though American Indian scores are not currently published as a group, their student data are used in overall results and elsewhere the minimum sample size is met.

The most recent presentation regarding American Indian education in Nevada was presented to the State Board of Education's Diversity, Equity, and Inclusion Workgroup on August 20, 2020 and presentation materials can be found at

[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/September/SBE%20DEI%20Restorative%20Practices%2009.17.2020%20ADA%20\(002\)\(1\).pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/September/SBE%20DEI%20Restorative%20Practices%2009.17.2020%20ADA%20(002)(1).pdf),

[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/August/DEIWorkgroup.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/August/DEIWorkgroup.pdf),

[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/August/IndianEducationInfographic2.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/August/IndianEducationInfographic2.pdf), and

[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/August/NativeEducationBarriers.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/August/NativeEducationBarriers.pdf).

(h) An analysis of the progress the public schools have made in the previous year toward achieving the goals and benchmarks for improving the academic achievement of pupils;

Goal 3 (All Students Experience Continued Academic Growth) on pages 44-53 of the 2020 STIP covers school improvement for the latest year data was reported is available at

[http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/July/NVSTIP.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/July/NVSTIP.pdf).

Information regarding the waiver to temporarily suspend assessment and accountability requirements, including the Nevada School Performance Framework, is linked in the following letter at

<http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/home/AssessmentAccountabilityGuidance.pdf> and also referenced on the landing page of <http://nevadareportcard.nv.gov/di/> until further notice.

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[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/October/NVPortal%20Update%20for%2020.21\\_FINAL\\_9.14.2020.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/October/NVPortal%20Update%20for%2020.21_FINAL_9.14.2020.pdf).

(i) An analysis of whether the standards and examinations adopted by the State Board adequately prepare pupils for success in postsecondary educational institutions and in career and workforce readiness;

Pages 28-69 of the 2020 STIP with emphasis on Goal 3 (All Students Experience Continued Academic Growth) beginning on page 44 and Goal 4 (All Students Graduate Future-Ready and Globally Prepared for Postsecondary Success and Civic Life) on page on page 54 covers standards and instructional supports and reporting data on examinations and career and technical education for the latest year data was reported and is available at [http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/July/NVSTIP.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/July/NVSTIP.pdf).

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A presentation on competency-based education was made to the State Board of Education's Diversity, Equity, and Inclusion Workgroup on November 20, 2020 and the presentation materials can be accessed at [https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/November/CBENetworkPilot.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/November/CBENetworkPilot.pdf).

A presentation on computer science to the State Board of Education on January 30, 2020 can be accessed at [https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/January/ComputerSciencePresentation-SBE.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/January/ComputerSciencePresentation-SBE.pdf).

(j) An analysis of the extent to which school districts and charter schools recruit and retain effective teachers and principals;

Pages 28-69 of the 2020 STIP, with emphasis on Goal 2 (All Students have Access to Effective Educators) beginning on page 36 covers recruiting and retaining effective teachers and school leaders for the latest year data was reported is available at [http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/July/NVSTIP.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/July/NVSTIP.pdf).

A presentation to the State Board of Education’s Diversity, Equity, and Inclusion Workgroup regarding the importance of educator diversity was presented on October 15, 2020 and presentation materials can be accessed at

[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/October/DEIPresentationonEducatorDiversity.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/October/DEIPresentationonEducatorDiversity.pdf).

A presentation to the State Board of Education’s Teach Nevada scholarship was presented on April 30, 2020 and presentation can be accessed at

[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/April/SBECohort21TNVSAwards.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/April/SBECohort21TNVSAwards.pdf).

A presentation on Great Teaching and Leading Fund to the State Board of Education on January 30, 2020 can be accessed at

[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/January/Item\\_12\\_GTLF.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/January/Item_12_GTLF.pdf).

(k) An analysis of the ability of the automated system of accountability information for Nevada established pursuant to [NRS 385A.800](#) to link the achievement of pupils to the performance of the individual teachers assigned to those pupils and to the principals of the schools in which the pupils are enrolled;

Pages 28-69 of the 2020 STIP, with emphasis on Goal 2 (All Students have Access to Effective Educators) beginning on page 36 covers recruiting and retaining effective teachers and school leaders for the latest year data was reported is available at

[http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/July/NVSTIP.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/July/NVSTIP.pdf).

Information regarding the waiver to temporarily suspend assessment and accountability requirements, including the Nevada School Performance Framework, is linked in the following letter at

<http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/home/AssessmentAccountabilityGuidance.pdf> and also referenced on the landing page of <http://nevadareportcard.nv.gov/di/> until further notice.

An overview of the Department’s Accountability Portal and the accountability and assessment requirements that were waived by the United States Department of Education (USDOE) for the 2019-2020 school year in response to COVID-19 was presented to the State Board of Education on October 8, 2020 and can be accessed at

[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/October/NVPortal%20Update%20for%2020.21\\_FINAL\\_9.14.2020.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/October/NVPortal%20Update%20for%2020.21_FINAL_9.14.2020.pdf).

A presentation to the State Board of Education regarding federal financial transparency requirements on March 12, 2020 can be accessed at

[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/March/ESSAFinancialTransparency.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/March/ESSAFinancialTransparency.pdf).

(l) An analysis of the extent to which the lowest performing public schools have improved the academic achievement of pupils enrolled in those schools;

Pages 28-69 of the 2020 STIP with emphasis on Goal 3 (All Students Experience Continued Academic Growth) beginning on page 44 covers school improvement for the latest year data was reported is available at

[http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/July/NVSTIP.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/July/NVSTIP.pdf).

Information regarding the waiver to temporarily suspend assessment and accountability requirements, including the Nevada School Performance Framework, and the identification of Comprehensive School Improvement (CSI), Targeted School Improvement (TSI), and Additional School Improvement (ATSI), is linked in the following letter at

<http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/home/AssessmentAccountabilityGuidance.pdf> and also referenced on the landing page of <http://nevadareportcard.nv.gov/di/> until further notice.

An overview of the Department's Accountability Portal and the accountability and assessment requirements that were waived by the United States Department of Education (USDOE) for the 2019-2020 school year in response to COVID-19 was presented to the State Board of Education on October 8, 2020 and can be accessed at

[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/October/NVPortal%20Update%20for%2020.21\\_FINAL\\_9.14.2020.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State Board_of_Education/2020/October/NVPortal%20Update%20for%2020.21_FINAL_9.14.2020.pdf).

A presentation on the Alternative Performance Framework (APF) to the State Board of Education on July 23, 2020 can be accessed at

[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/July/APF\\_SBE\\_7-23-2020%20.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State Board_of_Education/2020/July/APF_SBE_7-23-2020%20.pdf).

(m) A summary of the innovative educational programs implemented by public schools which have demonstrated the ability to improve the academic achievement of pupils, including, without limitation:

- (1) Pupils who are economically disadvantaged, as defined by the State Board;
- (2) Pupils from major racial and ethnic groups, as defined by the State Board;
- (3) Pupils with disabilities;
- (4) Pupils who are English learners; and
- (5) Pupils who are migratory children, as defined by the State Board;

Pages 28-69 of the 2020 STIP which covers innovative educational programs including Read by Grade 3 on page 33, Zoom and Victory on page 19 for the latest year data was reported is available at

[http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/July/NVSTIP.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State Board_of_Education/2020/July/NVSTIP.pdf).

The latest presentation on Ready by Grade 3 and support to educators during COVID-19 to the State Board of Education took place on November 12, 2020 and presentation materials can be accessed at

[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/November/RBG3COVID-19EducatorSupport.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State Board_of_Education/2020/November/RBG3COVID-19EducatorSupport.pdf) and additional

presentation materials regarding Read by Grade 3 assessments at

[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/November/2020-11-12\\_NVDoE\\_Board Presentation.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State Board_of_Education/2020/November/2020-11-12_NVDoE_Board_Presentation.pdf).

A presentation to the State Board of Education regarding the English Language Development Standards Framework can be accessed at [https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/January/ELD Standards Framework BOE Presentation.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/January/ELD_Standards_Framework_BOE_Presentation.pdf).

Copies of the previously provided ACS Ventures reports on innovative school programs are provided as a supplement, especially in consideration of the waiver to temporarily suspend assessment and accountability requirements due to COVID-19.

(n) A description of any plan of corrective action requested by the Superintendent of Public Instruction from the board of trustees of a school district or the governing body of a charter school and the status of that plan;

(o) A summary of any measures taken by the Superintendent of Public Instruction pursuant to [NRS 388.4354](#) to ensure compliance with a plan of corrective action or the order of a hearing officer; and

### **Special Education Compliance Monitoring**

#### **Description:**

A Corrective Action Plan (CAP) is required to address noncompliance found through NDE-facilitated review of records and policies/procedures/forms

CAPs are designed collaboratively between LEAs and the NDE CAPs must include procedures for review and revision, if necessary, of policies and procedures, and the provision of training to ensure that systemic noncompliance is corrected within one year LEAs must submit verification that CAP activities have been implemented as approved, and provide record review of documentation to demonstrate correction of individual and systemic noncompliance

#### **Total Number of CAPS 2020**

**9 Total CAPS**

**CAPS Initiated and in active status 4**

**CAPS completed and in closed status 5**

#### **Measures Taken to ensure compliance**

- NDE requires a written CAP plans required with timelines and deadlines for completions that may include as necessary, review/revision of policies and procedures, and the provision of training to ensure that systemic noncompliance is corrected is corrected within one year.
- NDE approves CAP in writing

- The written CAP requires specific documents to be submitted to for review of compliance
  - NDE provides follow up with districts when timelines and deadlines are not met.
  - NDE requires verification that CAP activities have been implemented as approved, and provides record review of documentation to demonstrate correction of individual and systemic noncompliance
- CAP closure letter is sent to verify 100% compliance

### **Special Education Dispute Resolution State Compliant**

#### **Description:**

A CAP is required to address noncompliance found through an investigation of allegations of a LEA's noncompliance with federal and state special education laws and/or regulations in a filed State Complaint.

The NDE requests the LEA submit the CAP to the NDE within a specific time period for approval prior to implementation.

The ordered CAP may require systemic and/or student specific remedies and, for the denial of appropriate services to a student with a disability, the CAP must address the failure to provide appropriate services, including to address the needs of the student, and the appropriate future provision of services for all students with disabilities.

#### **Total Number of CAPS 2020**

Total CAPS 7

CAPS Initiated and in active status 4

CAPS completed and in closed status 3

#### **Measures Taken to ensure compliance**

- NDE requires a written CAP plans required with timelines and deadlines for completions of actions that are include and described in the written decision. These may include a directed action that the district must do or provide in addition to a plan to address issues of non-compliance. All actions must be completed in the specified time frame or within one year of the written report.

- NDE approves CAP in writing
- The written CAP requires specific documents to be submitted to for review of compliance
- NDE provides follow up with districts when timelines and deadlines are not met.
- NDE requires verification that CAP activities have been implemented as approved, and provides record review of documentation to demonstrate correction of individual and systemic noncompliance
- CAP closure letter is sent to verify 100% compliance

### **Special Education Dispute Resolution Constituent Concern Inspection**

#### **Description:**

A CAP is required to address noncompliance found through an inspection of allegations of a school's noncompliance with federal and state special education laws and/or regulations in a filed CCI request.

Upon finding noncompliance, the NDE will meet with the school to determine the most efficient and expeditious manner to bring the school into compliance; and will request the board of trustees of the school district/governing board of the charter school establish a CAP to ensure compliance with the law or regulation. The CAP must be submitted to the NDE for approval prior to implementation.

#### **Total Number of CAPS 2020**

Total CAPS 0

#### **Measures Taken to ensure compliance**

- NDE works with school(s) to develop a CAP and to determine the most efficient and expeditious manner to bring the school(s) into compliance
- NDE will approve the CAP prior to implementation
- NDE provides follow up with districts to ensure that compliance is met.
- NDE reviews CAP activities have been implemented as approved, and provides record review of documentation to demonstrate correction of individual and systemic noncompliance

Please note there is a distinction between corrective action requested from the board of trustees or governing body and corrective action plans at the school level. A summary of possible corrective action requested at the school level are as follows:

- **AB 219 (state requirement)** requires schools whose English learners' academic performance is in the bottom 30% of the state to develop a CAP to identify and address root causes of English learner performance (see AB 219, Section 1.2). This CAP resembles other school improvement plans. The number of schools that Identified for CAPs under AB 219 is 152.
- **SB 467 Zoom Schools (state requirement)** requires the State Board of Education to prescribe the criteria for identifying Zoom Schools for Corrective Action (see SB 467, Section 1(12)(b)). Based on NDE recommendations, the State Board determined that the criteria would be based on lack of progress toward meeting state goals for English learners (EL) as measured by growth in English language proficiency. The NDE uses a rubric that considers growth in AGP as well as other factors related to EL academic performance in schools. The number of Clark and Washoe County schools that were Identified for CAPs under Zoom is 40. 90% of those schools realized double digit progress in the percentage of English learners achieving adequate growth percentile (AGP) in English language growth.
- **SB 467 Victory Schools (state requirement)** requires the State Board of Education to prescribe the criteria for identifying Victory Schools for Corrective Action (see SB 467, Section 2(15)). Based on NDE recommendations, the State Board determined that the criteria would be based on lack of progress toward meeting state goals for low-income students (FRL) as measured by academic growth and achievement. At this point in time, no Victory Schools have been identified for CAP.
- **Title III (NDE-prescribed strategy based on federal guidelines)** requires states to identify and support schools that do not make student progress. NDE uses a similar rubric and process as defined under Zoom School CAP.

Details on how districts receive support from the Department during corrective action regarding Title III (federal program for English learners and immigrant students) may be found starting on page 20 of this guidance document

[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/English\\_Language\\_Learners\(ELL\)/Guidance\\_Document\\_TitleIII.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/English_Language_Learners(ELL)/Guidance_Document_TitleIII.pdf).

Additionally, details surrounding support from the Department during corrective action regarding Zoom schools (supports for English learners) may be found starting on page 9 of this guidance document

[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/English\\_Language\\_Learners\(ELL\)/Zoom\\_Guidance\\_Document.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/English_Language_Learners(ELL)/Zoom_Guidance_Document.pdf).

(p) An analysis of data on the discipline of pupils collected pursuant to [NRS 385A.840](#), including, without limitation:

Pages 28-69 of the 2020 STIP with emphasis on Goal 6 (All Students and Adults Learn and Work Together in Environments Where Identifies and Relationships are Celebrated and Valued) beginning on page 64 which covers student discipline data for the latest year data was reported is available at

[http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State\\_Board\\_of\\_Education/2020/July/NVSTIP.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/July/NVSTIP.pdf).

**A presentation on restorative justice including suspension and expulsion data and school climate data to the State Board of Education’s Diversity, Equity, and Inclusion Workgroup on September 17, 2020 can be accessed at**

**[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2020/September/SBE%20DEI%20Restorative%20Practices%2009.17.2020%20ADA%20\(002\)\(1\).pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2020/September/SBE%20DEI%20Restorative%20Practices%2009.17.2020%20ADA%20(002)(1).pdf)**

- (1) Trends in the data measuring changes in the discipline of pupils; and **See above**
- (2) Areas identified by the Department where the Department will provide support to a public school to address trends in the data on the discipline of pupils.

**The Nevada School Wellbeing Survey results from the Fall 2020 administration is included with this report as a supplement. The presentation to the State Board of Education at its January 2021 meeting is available at**

**[http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/State Board of Education/2021/January/WellbeingSurveyforSBEFINALADA.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2021/January/WellbeingSurveyforSBEFINALADA.pdf)**

**BATTLE BORN**



**GLOBALLY  
PREPARED**

**NEVADA DEPARTMENT OF EDUCATION**

**2020**

**STATEWIDE PLAN FOR THE  
IMPROVEMENT OF PUPILS**

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# TABLE OF CONTENTS

A LETTER FROM SUPERINTENDENT EBERT	4
ABOUT THE NEVADA DEPARTMENT OF EDUCATION (NDE)	6
INTRODUCTION & FRAMEWORK	8
SUPERINTENDENT'S LISTENING TOUR	12
NDE VALUES	14
GOAL 1: ALL CHILDREN, BIRTH THROUGH THIRD GRADE, HAVE ACCESS TO QUALITY EARLY CARE AND EDUCATION	31
GOAL 2: ALL STUDENTS HAVE ACCESS TO EFFECTIVE EDUCATORS	36
GOAL 3: ALL STUDENTS EXPERIENCE CONTINUED ACADEMIC GROWTH	44
GOAL 4: ALL STUDENTS GRADUATE FUTURE-READY AND GLOBALLY PREPARED FOR POSTSECONDARY SUCCESS AND CIVIC LIFE	54
GOAL 5: ALL STUDENTS HAVE ACCESS TO NEW AND CONTINUED EDUCATIONAL OPPORTUNITIES SUPPORTED BY FUNDING THAT IS ADMINISTERED TRANSPARENTLY, CONSISTENTLY, AND IN ACCORDANCE WITH LEGISLATIVE OR GRANT GUIDELINES	60
GOAL 6: ALL STUDENTS AND ADULTS LEARN AND WORK TOGETHER IN SAFE ENVIRONMENTS WHERE IDENTITIES AND RELATIONSHIPS ARE VALUED AND CELEBRATED	64
GLOSSARY	70

Based on the invaluable feedback gathered during the Superintendent's Statewide Listening Tour, the theme of the 2020 *STIP* is **"BATTLE BORN, GLOBALLY PREPARED"**. Battle Born is our State motto. Globally prepared encapsulates what our students need to be future-ready, whatever the next few decades may hold.

# A LETTER FROM SUPERINTENDENT EBERT

July 2020

An Open Letter to the Citizens of Nevada:

As I write this, we are facing challenges to our public health, our livelihood, and our sense of justice. Hardships are affecting every corner of our State and every aspect of our lives. We are being tested in ways we may not comprehend for months and years to come. The way forward is uncertain, but this much is clear: Rising to the occasion takes a whole-society effort. We must take ownership of the obstacles we are facing and commit to creating lasting change.

In trying moments, it is comforting to recognize we can persevere. Earning our nickname of “Battle Born,” history has shown that when it matters most, Nevadans pull together and can overcome anything. This letter introduces an improvement plan created by the Nevada Department of Education (NDE). The plan promotes equity and opportunity for every single student. Our goal is to equip young people to navigate and succeed in an uncertain world. Before introducing the plan, I want to tell you about how we developed the plan.

The arc of my life reflects the opportunities public school provided when I was young. I grew up in a humble home, and I often went to school hungry. My path would have been very different if not for the supports and open doors provided by public school. Because of my journey, I wake every day committed to every child in Nevada getting the supports they need. This is an equity agenda.



I returned home to Nevada in April 2019 after working for three years in New York. I am honored to serve under a Governor who has made quality education for all children a cornerstone of his platform. Our State must equitably invest in education to ensure every student graduates with the tools they need to build a home, a life, and a future. NDE committed to addressing the needs of students and educators in its *2020 Statewide Plan for the Improvement of Pupils (STIP)*. To do that, I had to listen and understand what those needs are and how they differ from community to community.

Between September 2019 and January 2020, I visited all 17 school districts and the State Public Charter School Authority. At every stop, I met with students, educators, staff, administrators, families, elected officials, and community members. They spoke about what they were most proud of as well as their aspirations to improve. The tour was eye-opening. It was a gift to hear directly from students, educators, and families about their hopes for the future.

As a result of the Listening Tour, I know that if you've visited one rural school district, you've visited *one rural school district*. Our State education system is not Clark County School District, Washoe County School District, and "the rurals." The needs of schools across the State are as diverse as the students they serve. Students' needs vary based on personal experiences, backgrounds, and context. Like educators adapt their strategies to support each student, NDE must adapt our work to support each community.

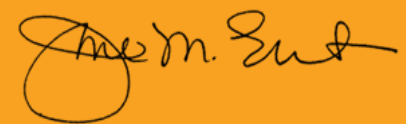
We are proud that Nevada's average high school graduation rate continues to break records. But for too many students, high school graduation is a faint and distant call. We continue to see unacceptable opportunity gaps between students. Opportunity gaps refer to the ways in which certain characteristics lead to lower educational aspirations, achievement, and attainment for students. If you reflect on student outcomes in Nevada, it is clear that systemic inequities and structural racism have for too long negatively impacted our children and families.

NDE upholds that students must be supported, valued, and celebrated no matter who they are or where they attend school. Regardless of your age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status, NDE is dedicated to your success. I hope that after you dig into this document and the data presented, you will join NDE as we strive to transform our work. Now is not a moment too soon to fight for equity, to celebrate our diversity, and to lead with love.

If the 2020 STIP is successful, it sets rigorous expectations and creates a sustainable infrastructure of support that will accelerate every child's improvement. Nevada remains the fastest growing state in the nation. Projections show that the racial/ethnic makeup of Las Vegas's population today is closest to what the nation's population will look like in 2060. That means that we are responding to demographic shifts ahead of the curve. As much as we will learn from what's working in other states, in five years, I know that other states will be learning from us. We can lead the way and be the proving ground for the rest of the country. Rising to the challenges that confront us will show everyone that *this is our moment*.

We hope you see yourself in the 2020 STIP. And we hope you will join us as we create a new narrative for our State. That is, how the "Battle Born" will become "Globally Prepared."

SINCERELY,



**JHONE M. EBERT**

# ABOUT THE NEVADA DEPARTMENT OF EDUCATION

The Nevada Department of Education (NDE) leads and collaborates with Nevada's 17 school districts and the State Public Charter School Authority. This includes regular collaboration to ensure State and federal requirements are met and students and educators are supported. NDE also collaborates with educational partners including childcare providers, the Nevada System of Higher Education, and Regional Professional Development Programs to improve student achievement and educator effectiveness.

The State Board of Education (State Board) sets the vision and mission for Nevada's system of education. The vision describes the ideal future state of education in Nevada: All Nevadans are ready for success in a global 21st century. The mission describes how NDE will lead and collaborate with public schools and districts, educators, staff, and stakeholders to achieve the vision:

***The Nevada Department of Education's mission is to improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.***

The State Board establishes policies and practices that govern public schools in Nevada. NDE is led by the State Superintendent of Public Instruction. The State Superintendent is nominated by the State Board, appointed by the Governor, and serves as a member of the Governor's cabinet. The State Superintendent of Public Instruction is the executive leader of NDE and works in partnership with the State Board on the development of regulations and policies governing P-12 public education.

NDE's approximately 170 employees collaborate with schools, districts, educational partners, and stakeholders to ensure that students and educators have access to high-quality learning opportunities and professional support. NDE's responsibilities as described in State and federal law include licensure of educational personnel, development of academic content standards, monitoring school performance, and administering federal and State appropriations.

Under the State Superintendent's leadership, NDE fulfills its commitment to go beyond mandated responsibilities and extend its partnerships with schools, districts, and stakeholders. NDE is committed to ensuring transparent and timely communication, spearheading inclusive policy making, and providing quality technical assistance to help districts and schools reach their goals. Through this work, NDE impacts the achievement of nearly half a million school-aged children and 30,000 teachers. Pursuant to an Executive Order in 2013, NDE also shares responsibility with the Nevada Department of Health and Human Services for the educational experience of 180,000 children from birth to age four.

**Through its policies, the State Board establishes what students should know and be able to do. Through its decisions, the State Board matches resources to our highest priorities.**

NDE is advised and supported in its work by the members of 25 boards, commissions, and councils established in State law. NDE has ongoing partnerships with national organizations with expertise in education including The Aspen Institute, WestEd, the Education Commission of the States, and the Council of Chief State School Officers.

# SILVER STATE PARTNERSHIPS

Improving Nevada's education system is Governor Steve Sisolak's top priority. He believes every child deserves the opportunity to succeed. The Governor supports investing in schools so they have the resources needed to provide a safe and effective learning environment.

The Governor's commitment to a child- and family-centered approach to government has resulted in new and expanded partnerships between executive agencies. For example, the Governor's Office of Science, Innovation, and Technology works in collaboration with NDE to designate the Governor's Science, Technology, Engineering, and Math (STEM) schools as well as the Governor's STEM Council. The STEM Advisory Council's Subcommittee on Computer Science is integral to our efforts to promote high-quality K-12 computer science instruction.

NDE also partners with the Governor's Office of Workforce Innovation (OWINN) on Lifeworks, a group of initiatives that promote awareness and access to career pathways for high school students. NDE works with OWINN, the Governor's Office of Economic Development, the Department of Employment, Training, and Rehabilitation, and the Nevada System of Higher Education to expand Career and Technical Education programs, increase access to college-level coursework, align to workforce needs, and develop new work-based learning programs to support students in earning College and Career Ready diplomas, among other measures. As members of the Governor's Workforce Board, NDE staff collaborate with other agencies to support adult education and strengthen education-to-workforce career pathways.

In addition, NDE has worked with Nevada Medicaid to expand access to school-based health services, including mental health services. This partnership allows districts to bill for a broader range of services for Medicaid-eligible students. It has been estimated that approximately 51% of Nevada's school-aged children are enrolled in Medicaid, and this increased flexibility could substantially expand school-based services for students and improve ratios of health professionals to students in our schools.

Finally, NDE works in close partnership with other branches of State government by providing testimony and research to the interim Legislative Committee on Education and the Senate and Assembly Committees on Education when the Legislature is in session.



*On November 18, 2019, Superintendent Ebert joined Lander County School District Superintendent Russell Klein in celebrating the expansion of high-speed internet access to Austin. The Governor's Office of Science, Innovation & Technology policy spearheads efforts to promote broadband connectivity in Nevada's rural and remote areas.*

# INTRODUCTION & FRAMEWORK

The *2020 Statewide Plan for the Improvement of Pupils (STIP)* is an operational plan that provides a framework to guide the improvement of Nevada’s P-12 education system over the next five years. The intent of this document is to create a unified system of accountability and support for Nevada’s public schools and districts. The *2020 STIP* is more focused on collaboration than ever before because it is only through collaboration that we can harness our collective impact. Working together as a system, we are smarter, stronger, and more productive than we could be otherwise.

The goals and strategies that are found in the *STIP* are the results of months of collaboration between NDE, the State Board of Education, our school and district colleagues, and community stakeholders. Most importantly, the Values, Goals, and Strategies found in the *STIP* respond to the articulated needs of the students, educators, and families who participated in the Superintendent’s Statewide Listening Tour. The pages that follow describe a few of the ways we incorporated feedback to develop and refine the *2020 STIP*.



## THE 2020 STIP FRAMEWORK

The framework of the *2020 STIP* is distinct from previous STIPs. The shifts described below are intended to catalyze the State’s efforts to improve student outcomes.

### 2025 Goals

The *2020 STIP* is organized around six Goals that describe ambitious visions for the future. These six Goals replace the twelve objectives that were used in previous STIPs and target a more focused set of priorities. The Goals are written so no single Goal is owned by a subset of NDE staff, specific groups of district or school staff, or particular stakeholders. This is important because our children’s seamless progress through the education pipeline is a shared responsibility. Progress on the Goals will be monitored through SMART (Specific, Measurable, Achievable, Realistic, and Time-bound) Strategies to create meaningful accountability over the next five years.

**Goal 1:** All children, birth through third grade, have access to quality early care and education.

**Goal 2:** All students have access to effective educators.

**Goal 3:** All students experience continued academic growth.

**Goal 4:** All students graduate future-ready and globally prepared for postsecondary success and civic life.

**Goal 5:** All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.

**Goal 6:** All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

## All Means All

The Goals for public education in Nevada are meant to speak to all students in our State. “All” means without regard to age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status. The Goals express the commitment of the State to the wellbeing of every student. It means no matter who you are, no matter where you call home, and no matter where you attend school, the Nevada Department of Education is dedicated to your success.

## NDE Values

The 2020 STIP articulates a set of Values that power NDE’s mission. Values are non-negotiable aspects of our work that are essential to everything we do. These values are: equity, access to quality, success, inclusivity, and community.

*For more detailed information on the definition of these values, and examples of the values in action at NDE and in districts and schools, see the section that begins on page 14.*

## Inputs, Outputs, and Outcomes

We retired the term “metric” from prior STIPs; the 2020 STIP uses “Inputs, Outputs, and Outcomes” instead. This will allow us to explicitly track the work we are doing to accomplish our Goals. Creating transparency around inputs as well as Outputs and Outcomes helps NDE and the public understand which activities have the most impact on students and adults.

Input	Output	Outcome
Resources or activities invested in a program or Strategy, usually at the beginning of a cycle.	The result of an input that is usually known in the middle of a cycle and represents the implementation of the program or Strategy.	Outcomes measure the benefits of a program or Strategy for students or adults, usually at the end of a cycle.

# UNPRECEDENTED COLLABORATION: THE 2020 *STIP* DEVELOPMENT PROCESS

## State Board of Education Input on the 2020 *STIP*

As the *STIP* was being developed, NDE provided regular updates to the State Board of Education (State Board). The updates described the progress of the Statewide Listening Tour as well as presentations on draft concepts to ensure that the Values, Goals, and Strategies address the most pressing needs facing Nevada's education system.

During the discussions that followed updates, State Board Members provided feedback and guidance that is reflected in the 2020 *STIP*. The State Board emphasized the need for clear and specific benchmarks to monitor progress, a focus on continuous improvement, and the use of the *STIP* as a "north star" to inform our legislative priorities and to advocate for the support of our students and educators.

## Nevada Department of Education Input on the 2020 *STIP*

All NDE staff, regardless of role or office, were invited to a series of *STIP* workshops where attendees provided feedback on the six Goals and Values. It is critical to the success of the 2020 *STIP* that every NDE staff member is able to see how their daily work contributes to the accomplishment of our Goals. NDE leadership staff served as project managers to develop each of the six Goals. These project managers also collected feedback from staff and used it to enhance the plan. The Inputs, Outputs, and Outcomes were also generated by NDE staff during a series of meetings led by project managers.

## District and School Input on the 2020 STIP

District superintendents laid the foundation for the 2020 STIP through their role in designing the State Superintendent's community visits during the Statewide Listening Tour. During these visits, district and school leaders shared what makes their school communities unique as well as their aspirations for student success. Following the Listening Tour, the district superintendents received progress updates at monthly Nevada Association of School Superintendents (NASS) meetings and were invited to work sessions at the NASS Superintendent's Academy to provide specific feedback on the draft Goals and Values. In addition, NDE designed a "STIP in a Box" presentation for district superintendents to share with their communities and collected additional feedback on the Goals and Values through an online form.

Throughout the Statewide Listening Tour, public school and district leaders, educators, and staff expressed support for NDE setting a clear Statewide vision for excellence while also providing the flexibility needed to adapt to local contexts. NDE leaders also heard from stakeholders about the need to promote school safety and elevate school climates by both expanding social-emotional learning and creating culturally responsive campuses where students and adults learn and work together. Finally, though each stop of the Listening Tour was unique, administrators and educators in every district spoke about the urgent need to increase the State's pipeline of highly effective educators at all school levels and content areas and across all education professions.



*Elko High School's award-winning choir – the Choraliers – was led by Ms. Karen Rogers in a rousing rendition of Home Means Nevada; afterwards, they posed for this photo with Superintendent Ebert and Deputy Superintendent Jonathan Moore.*

## Students, Families, and Community Input on the 2020 STIP

NDE strives to embed community and family engagement throughout its work. This is why the 2020 STIP shifted the emphasis from having a stand-alone family engagement objective to making collaboration with communities one of NDE's non-negotiable Values, which are described in the next section of this document. At every Listening Tour stop, Superintendent Ebert spoke with students in their classrooms or in roundtable conversations and asked, "If you could have what you want, what would you have?" Students are eager for hands-on learning experiences, including work-based learning, that will prepare them for long-term success in college, careers, and civic life. Many shared that school is a safe place for them and even asked for more learning time. This comment drives home the appreciation students have for welcoming environments where they can learn, grow, and be themselves.

Across nearly 20 community engagement forums, the State Superintendent spoke directly with over 1,000 parents, business leaders, and community members about their hopes for the future, including what Nevada's high school graduates should know and be able to do. Echoing the comments of district and school staff, parents expressed universal appreciation for the dedicated and passionate educators in their communities. They also expressed concern about Nevada's educator shortage.

Family and community members who connected with NDE leadership during the Statewide Listening Tour will see their ideas reflected in the 2020 STIP. Suggestions from the tour led to Strategies about improving customer service and enhancing the accessibility of the information on the NDE website for diverse audiences.

# SUPERINTENDENT'S LISTENING TOUR

To ensure that our 2020 STIP is truly reflective of the needs of Nevada's students and educators, Superintendent Ebert embarked on a Statewide Listening Tour.

Between September 2019 and January 2020, NDE leadership visited all 17 school districts and the State Public Charter School Authority. A key goal of the Superintendent's Listening Tour was to interact with district and school leaders, boards of education, educators and staff, students and families, and community members. NDE coordinated closely with district superintendents to ensure that each stop highlighted the unique and innovative aspect of the districts' work and allowed the State Superintendent to personally engage with the school community.

## Storey County School District

September 26, 2019

*"Singapore, San Francisco, and Storey County will all be world-class education centers."*

- Todd Hess, Superintendent

## State Public Charter School Authority

October 2, 2019

## Clark County School District

October 4 & 7, 2019



## Carson City School District

September 24, 2019

## Douglas County School District

September 23, 2019

## Humboldt County School District

October 21, 2019

## Elko County School District

October 22-23, 2019

## Lander County School District

Oct. 23 & Nov. 18, 2019

*"Our most important job is to invest in our kids."*

- Doug Staton, Trustee

## Pershing County School District

January 28, 2020

## Lyon County School District

January 6, 2020

## Nye County School District

Dec. 4 & Dec. 10, 2019

## Washoe County School District

October 28, 2019



## White Pine County School District

November 18-19, 2019

## Lincoln County School District

December 11, 2019



## Esmeralda County School District

December 4, 2019

*"Our STEM resources are a game changer for our students."*

- Dyer Elementary educator

## Mineral County School District

December 3, 2019

*"I teach my students how to advocate for themselves."*

- Kellie Harry, Educator

## Churchill County School District

November 20, 2019

## Eureka County School District

November 19, 2019



**3,238+** miles traveled      **195+** classrooms visited  
**1,000+** students, educators, family, and community members heard on the Listening Tour  
**14+** meals made by community members and students  
**19+** student Junior Reserve Officers Training Corps (JROTC), music, and dance performances

# SUPERINTENDENT'S LISTENING TOUR

## Listening Tour Themes Reflected in the 2020 STIP



Families and educators recognized the importance of early childhood education and advocated for an increase in high-quality pre-Kindergarten seats.



Communities unanimously praised their educators and staff and articulated the need for more support around recruiting and retaining highly effective educators.



Educators, families, and stakeholders want every student to have the support they need to grow from year to year and reach their goals.



Students said they need hands-on learning experiences, social emotional supports, and clear pathways to postsecondary career and education options that give them the tools they need to build a home, a life, and a future.



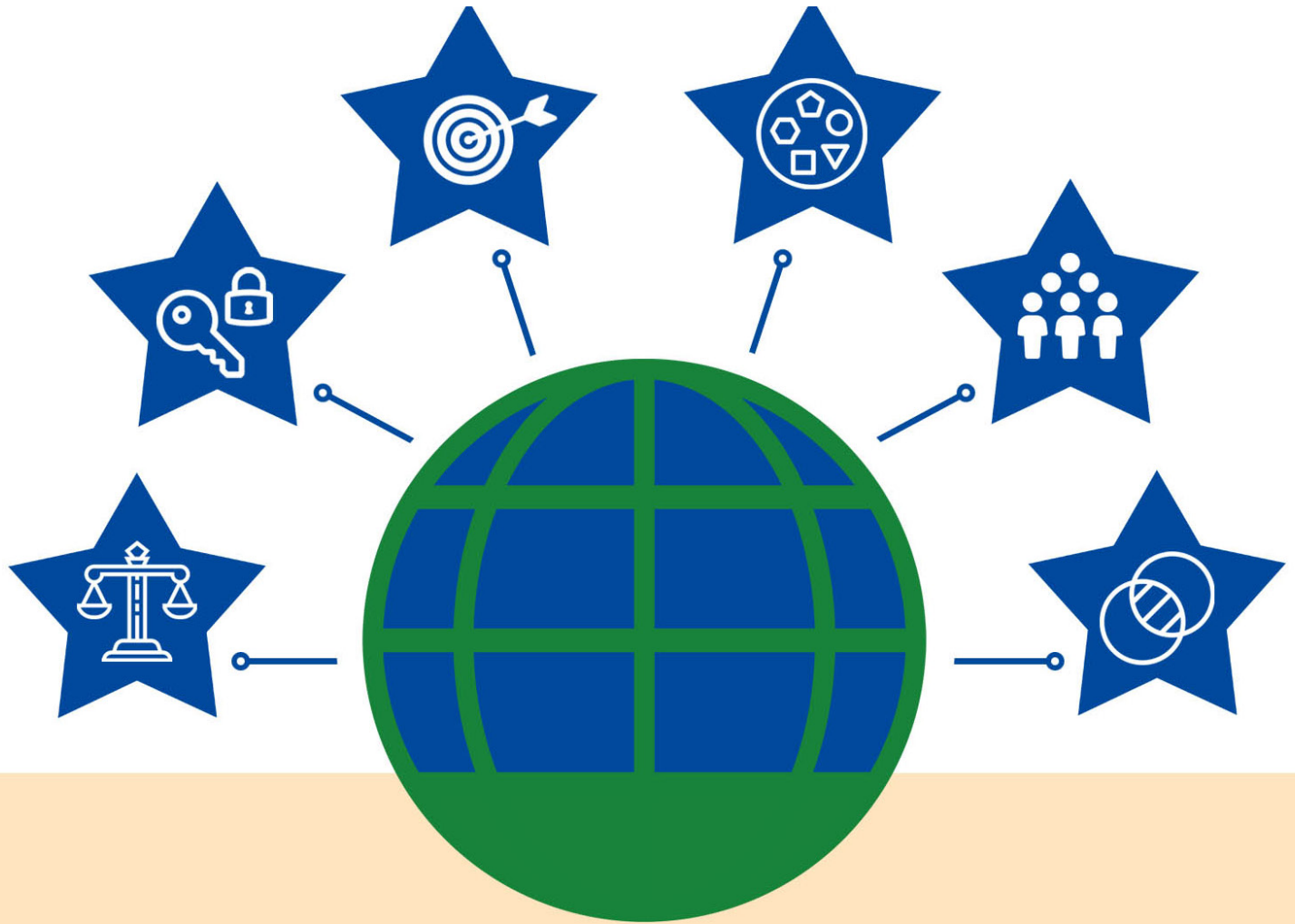
Interest in the Pupil-Centered Funding Plan created dialogue around what equity and access mean for students, classrooms, facilities, and wraparound services in different settings.



Conversations on school safety extended beyond physical infrastructure and included social and emotional wellness and mental health support for students and adults.

# NDE VALUES IN THE 2020 STIP

The Values and Goals in the 2020 STIP reflect the celebrations and points of pride that communities shared on the Listening Tour. The Values and Goals also highlight areas of expected growth and improvement. For the first time, the 2020 STIP articulates a set of Values that power the Nevada Department of Education's mission; these Values are non-negotiable aspects of our work that are essential to everything we do to support educators and students. These Values also honor our stakeholders' priority for a common language when discussing the services our students and educators need and deserve.



## EQUITY



The learning needs of every student are supported in an environment where all students are valued, respected, and see themselves in their curriculum and instructional materials while experiencing academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status



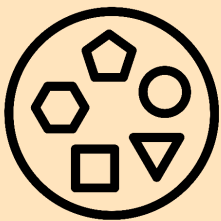
## ACCESS TO QUALITY

Students, educators, and families have opportunities to take full advantage of Nevada's education system, regardless of zip code, district, or setting



## SUCCESS

Lead the nation in the excellence and rigor of our expectations and outcomes for students and educators



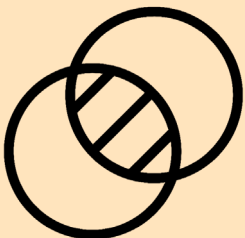
## INCLUSIVITY

Learners are served in the least restrictive environment in culturally responsive schools



## COMMUNITY

NDE collaborates with educators, districts, families, stakeholders, and partner agencies to lead a high-performing and responsive system of education for all Nevadans



## TRANSPARENCY

Districts and communities are served through efficient and effective use of public funds and high-quality customer service

# EQUITY

**DEFINITION:** *The learning needs of every student are supported in an environment where all students are valued, respected, and see themselves in their curriculum and instructional materials while experiencing academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status*



Education is “critically important...for the productivity and well-being of individuals and for the economic and social development of entire societies.”<sup>1</sup> Increased educational attainment results in long-term benefits for individuals in the form of higher personal earnings and better health. Accumulated across a society, the benefits of an educated population translate into higher economic growth, reduced mother and child mortality, and increased civic engagement. Promoting equity in education supports a growth trajectory for Nevada’s economy and communities.

Equality means all students receive the same support, regardless of their individual needs. In contrast, equity means that all students have access to the support they need at the right moment in their education.<sup>2</sup> Equity has a prominent place within the 2020 STIP. In part, this reflects the diversity of the student population in Nevada. At the same time, an emphasis on equity supports the efforts of public schools and districts to equip educators with the tools to understand and address systemic inequities, create culturally relevant instruction, and change attitudes to support the height of what every student can accomplish.<sup>3</sup>

## Equity in the Classroom

Schools like J.G. Johnson Elementary School, Darnell Elementary School, and Las Vegas High School in the Clark County School District are just some examples of schools promoting equity by actively conquering the digital divide. The administrators and educators at these schools recognize that, although equity may start with ensuring students having internet connectivity, it extends to ensuring that all students are technologically literate and are able to navigate learning platforms. This includes helping students who may have not have access to internet and computers at home to be as ready as their peers to show what they know and are able to do.

## Equity at NDE

One critical way that NDE supports educational equity is by reporting and comparing data across different student populations, including disaggregating by race/ethnicity as well as ability, socioeconomic status, and other characteristics

such as homelessness, foster status, or military or migrant families. Reporting such data transparently identifies student groups that may not be reaping the full benefits of education and enables us to intervene before opportunity gaps accumulate.<sup>4</sup>

NDE leads and engages public schools and districts in continuous improvement around equitable practices. One example of NDE's pursuit of equity comes from the Office of Standards and Instructional Support (SIS). The SIS team works with educators to develop relevant academic content standards, identify high-quality instructional materials, and implement equitable instructional practices.

***An example of NDE's pursuit of equity can be found in the 2018 Nevada Academic Content Standards (NVACs) for Social Studies. These standards were developed in collaboration with Nevada educators and community members from across the State. The 2018 NVACs for Social Studies include a multicultural content theme. Content themes encompass the major ideas in each of the key disciplines of social studies, such as social justice, consciousness, and action; respectful engagement with diverse people; and diverse contributions made by men and women from various racial/ethnic backgrounds. The SIS team provides professional learning opportunities and resources for educators as they implement the multicultural content theme in K-12 classrooms.***



*Superintendent Ebert meets with students from McDermitt Combined Schools in Humboldt County School District following a rain dance performance.*

<sup>1</sup>Unesco Institute for Statistics (2018). Handbook on Measuring Equity in Education Retrieved from <http://uis.unesco.org/sites/default/files/documents/handbook-measuring-equity-education-2018-en.pdf>

<sup>2</sup>The Aspen Education & Society Program and the Council of Chief State School Officers (2017). Leading for Equity: Opportunities for State Education Chiefs. Retrieved from [https://ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity\\_011618.pdf](https://ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity_011618.pdf)

<sup>3</sup>Stanford Center for Opportunity Policy in Education and the National Education Policy Center (2013). How to Close the Opportunity Gap: Key Policy Recommendations

<sup>4</sup>Unesco Institute for Statistics (2018). Handbook on Measuring Equity in Education Retrieved from <http://uis.unesco.org/sites/default/files/documents/handbook-measuring-equity-education-2018-en.pdf>

# ACCESS TO QUALITY

**DEFINITION:** *Students, educators, and families have opportunities to take full advantage of Nevada’s education system, regardless of zip code, district, or setting*



Access is essential because it opens doors to education. What does access look like? It looks like a four-year-old entering pre-Kindergarten, a fourth grader picking up a saxophone for the first time, a high school student enrolling in college-level coursework, a college student beginning the field experience that gives them their first taste of classroom teaching, or an adult learner enrolling in a class that will prepare them with the career-connected learning they need to secure a well-paying job. Through conversations with NDE staff and stakeholders, it was made clear that access is meaningless without quality. Quality is defined for different aspects of our education system throughout the *2020 STIP Strategies*.

## Access to Quality in the Classroom

There are many exemplars of “Access to Quality” across our State. One educator in particular represents this value. Ms. Amber Blinco, a pre-Kindergarten (pre-K) teacher at Hawthorne Elementary School in Mineral County School District, is a former mathematics teacher who brings her knowledge of elementary academic standards to her pre-Kindergarten classroom.

While a casual observer may have seen four-year-old students counting from 1 to 10, a closer look revealed this pre-Kindergarten classroom was accomplishing three mathematics standards during a single activity. The lesson was disguised as “play.” Among the choruses of “one, two, three, four...” students could be seen comparing their hordes of plastic animals and then sorting them into groups of four. During Ms. Blinco’s play-based lesson, some students needed multiple attempts to progress from adding groups of four to counting by groups of four. Regardless of the knowledge they brought to class that morning, each student finished the exercise by demonstrating the succession of counting one-by-one, grouping, adding, and counting by group.

Another school district that targeted creating access to quality pre-Kindergarten is Nye County. During the Listening Tour, several pre-Kindergarten classrooms were toured showcasing educators and students who engaged in school routines that could have been replicated in an older classroom. During a pre-Kindergarten roundtable conversation with families, several parents shared that if it were not for the district-provided pre-Kindergarten programs, their families could not afford to provide their children with high-quality early childhood education.

## Access to Quality at NDE

One way NDE supports access to quality is through the process of grants administration. NDE staff provide technical assistance to public schools and districts to ensure that students graduate future-ready and globally prepared. For example, the State Zoom and Victory grant programs serve students who are English Learners and eligible for free-or-reduced-price-lunch, respectively. The Victory program, created by the Nevada Legislature in 2015, funds 35 schools that are identified as the lowest performing schools in the highest poverty zip codes in the State. The goals of the Victory program including reading at grade level by 3rd grade, high school readiness in 8th grade, and graduating high school ready for college and careers. The Zoom program, which was initiated by the Legislature in 2013, targets the lowest performing schools with the highest percentage of English Learners in Nevada. Zoom programs provide high-quality services and instruction designed to help English Learners become English proficient and achieve academic success. These efforts are represented in the 2020 STIP Strategies that focus on closing opportunity gaps among student groups as well as Strategies related to data-driven school improvement.



*Ms. Crowley's preschool class at Mt. Charleston Elementary in Nye County School District learning in a circle.*

# SUCCESS

**DEFINITION:** *Lead the nation in the excellence and rigor of our expectations and outcomes for students and educators*

NDE is committed to building and maintaining a system of education in Nevada that uses success for all students and educators as its “north star.” Standards and assessments demand high expectations and stellar teaching for all students.

Expectations for teachers demand high levels of rigor and quality in professional learning. Using data to make decisions enables us to be responsive to students’ and educators’ needs and to provide support where it will have the most impact. Investing in research-based effective practices and promoting cycles of continuous improvement will help ensure that, each year, more students attend high-performing schools.



## Success in the Classroom

Two Career and Technical Education (CTE) classrooms that demonstrate success include the Skilled and Technical Sciences classes at White Pine High School and the Agriculture and Natural Resources classes at Eureka County High School. On the surface, these classes showcase student independence in safely navigating heavy machinery. However, they also produce graduates who are prepared for the workforce with highly marketable skills and experience in producing final products that are consumer-ready.

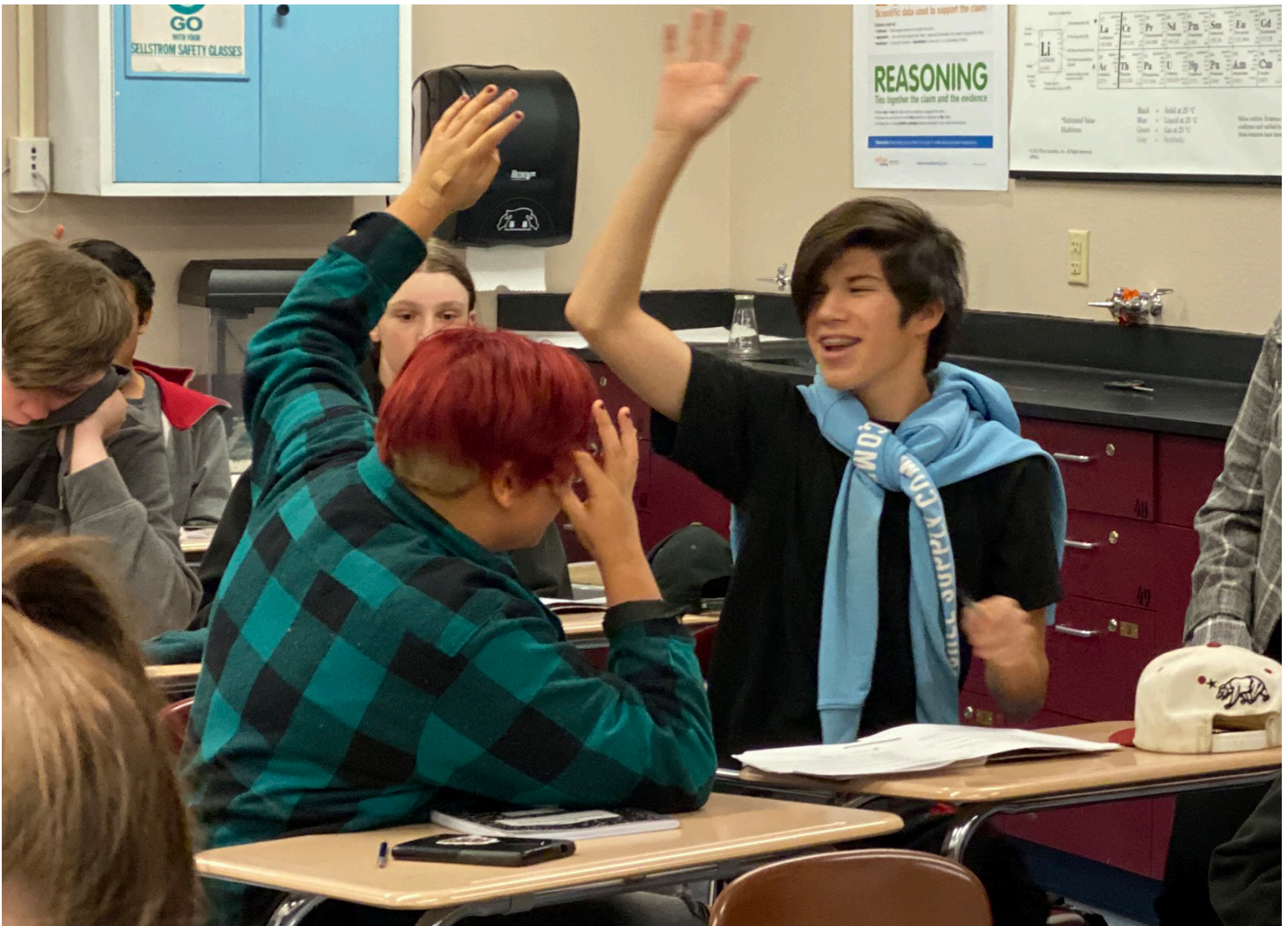
Mr. Jared Hyatt teaches Eureka County High School’s Agricultural Technology and Mechanical Systems class. In his classroom, students engage in career-connected learning, which means they are often hired after graduation in jobs where they use the skills they learned in his class. Student success is represented in unique ways, including the homes bordering the Eureka County High School football field that were built by students. In the Automotive and Diesel Technology class at White Pine High School, students are in the driver’s seat, demonstrating competency-based learning. One aspect of their coursework that stands out is the “You fix it, you keep it,” program, which allows students to keep a salvaged car if they are able to successfully restore it.



*Pahrnagat Valley High School (Lincoln County School District) students practice Skilled and Technical Sciences in this diesel and automotive lab led by Mr. Rob Hansen.*

## Success at NDE

Results for America conducted a comprehensive case study detailing NDE's efforts to seize the opportunities presented by the Every Student Succeeds Act (ESSA). This case study followed NDE's actions to prioritize data and evidence in decisions that matter for students across the State. Our Office of School and Student Supports (OSSS) – which allocates most of Nevada's federal and State education grants – catalyzed a statewide evidence-based movement. "Over the past two years, shifts in policy and practice have positively influenced adult behaviors, improved organizational cultures, and strengthened relationships between NDE and district leaders." OSSS has worked hard to overcome the doubts that usually emerge during a major policy change, which has resulted in districts and schools making evidence-based decision-making the norm.<sup>5</sup>



*White Pine High School students raise their hands on the way to a high five.*

<sup>5</sup>Results for America (2019). Once Evidence Skeptics, Now Evidence Champions. Retrieved from <https://results4america.org/wp-content/uploads/2019/11/RFA-NV-ESSA-case-study.pdf>

# INCLUSIVITY

**DEFINITION:** *Learners are served in the least restrictive environment in culturally responsive schools*

NDE is committed to creating school environments where students feel safe and secure and have their identities acknowledged, valued, and celebrated. That means that students whose native language is not English are seen to have an asset, rather than a deficit, as they chart their path toward becoming bilingual. It also means that differently abled students are in least restrictive learning environments responsive to their unique needs. It means that school leaders and educators take time to understand their students and target instruction to the individuals in front of them.

Culturally responsive-sustaining education is grounded in a view of learning through which multiple expressions of diversity (e.g., age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status) are recognized as assets for teaching and learning.<sup>6</sup> Sustaining means that education encourages cultural pluralism, where differences are seen as strengths and are maintained because they are what make students and families unique.<sup>7</sup>

## Inclusivity in the Classroom

Nevada's students with intellectual disabilities (ID) are separated from their typically developing peers at the highest rate of any state in the nation, with 73.89% of students with ID spending less than 40% of their school day in general education settings. The Lyon County School District has responded to Nevada's emphasis on more inclusion of students with severe disabilities through district-level support to schools. This has resulted in a decrease in the percentage of students with ID in the most restrictive environment year-over-year from 53% (2018-19) to 20% (2019-20), reflecting an inclusive cultural shift for the district.

Schurz Elementary School is located on the Walker River Paiute Tribe where there is a large Native American Indian student population. The Mineral County School District recognizes that there has been a history of community mistrust in the education system and there is a lot of work to do to improve the educational experiences of their traditionally underserved student population. The school district has used Title VII, Impact Aid to improve school facilities, as well as install a marquee to promote current events. . It is customary to use Impact Aid funding for administrative needs; the school made the unique decision to use part of the funding to contract with a Native American Indian teacher, who is a fully licensed music teacher. We applaud Schurz Elementary for this innovative use of funds to invest in culturally relevant education.



## Inclusivity at NDE

NDE staff are in regular communication with the Inter-Tribal Council of Nevada (ITCN). The ITCN Executive Board includes all tribal chairpersons in Nevada. NDE's Indian Education team collaborates with ITCN through monthly meetings and in hosting educational events across the State. NDE also works with the ITCN to support early childhood education and workforce development efforts. In addition, NDE partners with the Nevada Indian Commission (NIC), which coordinates the Indian Education Advisory Committee (IEAC). As of Spring 2020, the IEAC is in the process of revising the Nevada American Indian and Alaska Native Strategic Plan. Together with the STIP, the updated Plan will set goals to ensure equitable access to educational opportunities for Native American Indian students.

NDE also supports students receiving Gifted and Talented Education (GATE). In an effort to fully engage the GATE community, NDE meets with the Gifted Education Directors Association quarterly to provide training on gifted inclusion. GATE monitoring, identification, data analysis, education programming, and resolving the disproportionalities in identifying Gifted and Talented students are all topics that are addressed during these quarterly training sessions.

Carson City School District has developed a Young Scholars program to support elementary school students. Teachers of Young Scholars focus on providing a rigorous, differentiated learning experience for 1st and 2nd grade students to address the specialized needs of potentially Gifted and Talented Education students prior to identification in 3rd grade.



*Students enjoying recess at Hawthorne Elementary School in Mineral County.*

<sup>6</sup> The University of the State of New York. (2020). Culturally Responsive-Sustaining Education Framework. Retrieved from <http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf>

<sup>7</sup> Kirkland, D. (2012). Why I study culture, and why it matters: Humanizing ethnographies in social science research. In D. Paris & M. Winn (Eds.), *Humanizing Research*. Thousand Oaks Publishing.

# COMMUNITY

## DEFINITION:

*NDE collaborates with educators, districts, families, stakeholders, and partner agencies to lead a high-performing and responsive system of education for all Nevadans*



By a variety of measures, education may be the single best investment a community can make.

Those who are better educated are more likely to report better health outcomes,<sup>8</sup> be civically engaged, and earn more over their lifetimes than their less educated peers. Establishing and maintaining a high-performing system of public education is a significant challenge that no single person, agency, or group can accomplish alone. NDE recognizes that leveraging its partnerships is the only way to maximize existing resources and harness our collective capacity for positive change.

## Community in Schools

In Washoe County School District, Sparks Middle School's home visit program exemplifies how families and guardians are welcomed as advocates of and partners in their children's education. Through this program, Sparks Middle School teachers and staff visit students' families in their homes to gain a full understanding of how best to support students' needs in the classroom. Principal Stacey Ting believes the increased communication between family members, students, and their teachers has made a positive difference in the experience of students who may be spending their first academic year away from immediate family members or may be taking classes in English for the first time. In order to establish a successful home visit program, it is important to Sparks Middle School to ensure that the ambitions families have for their students are shared by staff who are also invested in student's short and long-term success.



*Carson City School District educators provided feedback on what they want their high school graduates to know and be able to do.*

## Community at NDE

In our day-to-day work, NDE commits to breaking down silos that prevent serving students, educators, and districts efficiently and effectively. As stated earlier, narrowing from twelve objectives in prior STIPs, to six Goals in the 2020 STIP, is one way we encourage cross-functional work across our offices.

In our day-to-day work, NDE partners with the greater Nevada community to promote a high-performing and responsive system of education. An example of this can be seen in NDE's new partnership with the Washoe Education Alliance (WEA). As this group of community leaders convenes to discuss important issues related to education, NDE serves as an active partner by contributing Statewide data to inform specific topics of discussion. NDE works to ensure the WEA can make data-driven decisions to support students and educators with funding and other resources.

Another example of NDE's commitment to community is our partnership with the United Way of Northern Nevada and the Sierras (UWNNS). NDE staff serve on various boards and committees within the UWNNS. In addition, NDE has partnered with the UWNNS around its early literacy initiative, which seeks to expand the number of available books for students in Kindergarten through grade 3 to increase literacy proficiency.



*Superintendent Ebert, Deputy Superintendent Felicia Gonzales, Deputy Superintendent Jonathan Moore, Mater Academy's Principal Lynn Fairless and Mr. Juan Venegas, State Public Charter School Authority Members Dr. Tonia Holmes-Sutton and Don Soifer, and State Public Charter School Authority Executive Director Rebecca Feiden.*

<sup>8</sup> The National Bureau of Economic Research (July, 2006). "The Effects on Education and Health."

# TRANSPARENCY

**DEFINITION:** *Districts and communities are served through efficient and effective use of public funds and fulfillment of statutory responsibilities*



Transparency is about more than making data available for the public. Communication to stakeholders reflects a commitment to including them in the process of thoughtful decision making and welcoming feedback regarding NDE's work. To be respected as the leader of Nevada's education system, NDE must demonstrate the highest levels of commitment to students and educators. That means being accountable stewards of public funds, responsive to the needs of districts and schools, and faithfully implementing legislative intent.



*These class SMART Goals from a Eureka Elementary School classroom remind students of their goals for success.*

## Transparency in Districts

At the school district level, the Churchill County School Board pursues transparency in the way they conduct their public meetings and make decisions. With each initiative, such as their “Profile of a Learner,” or the revision of their strategic plan, the Churchill County School Board casts a wide net to collect input from family members, community leaders, school leaders, and teachers. Contributors can see their input, including survey feedback, in Churchill’s three goals which reflect priorities for “life ready” learners, whole child development, and collaboration.

## Transparency at NDE

An example of NDE's work to promote transparency is found in the Nevada Report Card, which is available online. The Report Card allows members of the public to review student, educator, academic, and fiscal information in a user-friendly format. In addition, NDE's website hosts pages for each board, council, and commission we support, where the public can find meeting agendas and materials to stay informed on our work.

NDE's Office of Educator Development, Licensure, and Family Engagement (EDLiFE) is responsible for evaluating qualifications, performing background investigations, and awarding licenses for all licensed education personnel, including teachers, substitutes, specialists, and administrators. Licensees can apply, submit necessary documents, and track the progress of their applications through the Online Portal for Applications and Licensure (OPAL). Members of the public can search the status and approved areas of licenses thanks to OPAL's functionality.

The success of the Nevada Report Card and OPAL in bringing essential information and services online for NDE's "customers" has inspired Strategies in the 2020 STIP that will expand the amount of types of information that are readily available to the public.



*Superintendent Ebert being interviewed by Rosemary Clarke Middle School students during Mr. Armando Veloz's class.*

# STRATEGIES



## GOALS

**All children, birth through third grade, have access to quality early care and education**

**All students have access to effective educators**

**All students experience continued academic growth**

<b>EQUITY</b>	<p><b>Increase enrollment of children from families experiencing poverty in State pre-K</b></p> <p>NDE will collaborate with partners and will advocate to increase enrollment of students from families with income at or below 200% of the federal poverty level in State pre-K by 500 students per year (2,500 students through 2025)</p>	<p><b>Ensure effective educators in low-performing schools</b></p> <p>NDE will lead and collaborate with public schools and districts to ensure the percentage of effective and experienced educators is proportional across low- and high-performing schools by 2025</p>	<p><b>Increase access to STEM learning</b></p> <p>NDE will collaborate with public schools and districts to integrate Science, Technology, Engineering, and Math (STEM) content across all grade levels; success will be demonstrated by an increase in female students and students from under-represented groups earning STEM and STEAM (STEM + Arts) seals on their diplomas</p>
<b>ACCESS TO QUALITY</b>	<p><b>Support quality early childhood education providers</b></p> <p>NDE will provide technical assistance and support to increase the percentage of early childhood education programs rated high-quality (3, 4, and 5 stars) on the Silver State Stars Quality Rating and Improvement System (QRIS) from 44.5% to 60% across all program types by 2025</p>	<p><b>Provide quality professional learning</b></p> <p>NDE will collaborate with public schools, districts, and Regional Professional Development Programs to ensure that teachers are prepared to deliver effective, standards-aligned instruction and are supported by a system of leaders, mentors, and administrators; success will be measured by an increase in teacher retention of 5% year over year</p>	<p><b>Support schools to exit designation status</b></p> <p>NDE will collaborate with public schools and districts to engage students, families, and communities in developing and implementing school and district performance plans that result in 50% of Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) Schools that were identified in 2017 exiting designation status by 2022</p>
<b>SUCCESS</b>	<p><b>Accelerate Read by Grade 3</b></p> <p>NDE will lead and collaborate with public schools and districts to ensure all pre-K-3 students experience growth toward proficiency as measured by an increase in English Language Arts (ELA) proficiency rates for 3rd grade students of 5% year over year from (59.2% in 2020 to 68% by 2025)</p>	<p><b>Decrease licensed educational personnel vacancies</b></p> <p>NDE will lead and collaborate with public schools and districts to establish and maintain a system of recruitment, induction, recognition, professional learning, and support; success will be demonstrated by a decrease in the number of licensed educational personnel vacancies by 50% by 2023</p>	<p><b>Close pre-K-8 opportunity gaps</b></p> <p>NDE will lead and collaborate with early childhood education providers, public schools, and districts to close opportunity gaps between and among students on assessment results (Brigance and Measures of Academic Progress (MAP) for grades pre-K-3 and Smarter Balanced for grades 3-8)*</p>
<b>INCLUSIVITY</b>	<p><b>Increase pre-K inclusion for differently abled students</b></p> <p>NDE will implement policies and practices to increase the percentage of differently abled students in pre-K receiving services in general education classes by 3 percentage points each year (from 39% to 54% by 2025)</p>	<p><b>Serve students in the Least Restrictive Environment</b></p> <p>NDE will provide educators and staff with professional learning and technical assistance in evidence-based inclusive practices to achieve a long-term goal of 80% of differently abled students educated in their Least Restrictive Environment (LRE)</p>	<p><b>Increase percentage of students attending 3-, 4-, or 5-star schools</b></p> <p>NDE will support school improvement by assisting public schools and districts in making data-driven and evidence-based decisions, regularly measuring student progress, and evaluating program effectiveness to increase the percentage of students attending 3-, 4-, and 5-star rated schools from 65% to 75% by 2025</p>
<b>COMMUNITY</b>	<p><b>Conduct multilingual early childhood education public outreach campaign</b></p> <p>NDE will conduct outreach to families, community members, and policy makers regarding the importance of quality early learning; success will be demonstrated by an increase in State-funded high-quality pre-K seats by 2025</p>	<p><b>Increase candidates in educator pipeline</b></p> <p>NDE will lead and collaborate with districts, institutions of higher education, and other educator preparation partners to increase access, options, and enrollment of candidates across the educator pipeline continuum by adding programs, identifying resources, supporting recruitment efforts, increasing options for licensure reciprocity, and removing barriers; success will be measured by an annual increase of 5% in the number of employment-eligible licensed educational personnel</p>	<p><b>Promote civic engagement</b></p> <p>NDE will lead and collaborate with public schools, districts, and community-based organizations to integrate civic engagement and provide service learning opportunities across elementary, middle, and high schools; success will be measured by civics assessment results and student service learning participation*</p>
<b>TRANSPARENCY</b>	<p><b>Improve data analysis and reporting</b></p> <p>NDE will provide timely and accurate reports that incorporate currently excluded data sets (e.g., childcare and private schools) to ensure accessibility of information to the public and programmatic staff by 2022</p>	<p><b>Engage in effective communication</b></p> <p>NDE will effectively communicate regarding programs, initiatives, and the work of its boards, commissions, and councils through additions to the NDE website, public-facing data dashboards, and visualization tools</p>	<p><b>Streamline reporting requirements</b></p> <p>NDE will lead and collaborate with public schools and districts to streamline reporting requirements, consolidate reporting platforms, and ensure the usefulness of collected information to promote efficiency for staff, school leaders, and educators by 2023</p>

\*NDE does not currently collect cohort and disaggregated data for Brigance and MAP and is committed to benchmarking for the first time at the close of the 2021-22 school year, after which we will set targets

# MATRIX

4

**All students graduate future-ready and globally prepared for postsecondary success and civic life**

5

**All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines**

6

**All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated**

**GOALS**

<p><b>Increase participation in college-level and CTE coursework</b> NDE will collaborate with public schools and districts to increase the percentage of historically underserved students participating in and successfully completing dual credit, concurrent enrollment, Advanced Placement (AP) and International Baccalaureate (IB) courses, and Career and Technical Education (CTE) programs of study by at least 5% year over year</p>	<p><b>Implement pupil-centered funding</b> NDE will implement the Pupil-Centered Funding Plan to equitably and transparently fund educational and support services for all students</p>	<p><b>Address disproportionate discipline</b> NDE will collaborate with public schools and districts to address structural racism in Nevada's student discipline system; success will be demonstrated by a 10 percentage point reduction in disproportionate disciplinary practices each year</p>	<p><b>EQUITY</b></p>
<p><b>Expand access to CTE for all students</b> NDE will lead and collaborate with public schools and districts to ensure that every high school student has access to high-quality career and technical education (CTE) offerings by 2023</p>	<p><b>Fully expend education funding</b> NDE will support public schools and districts to ensure that all authorized funding is spent each fiscal year</p>	<p><b>Implement Multi-Tiered System of Supports</b> NDE will collaborate with public schools and districts to implement and sustain an integrated Multi-Tiered System of Supports (MTSS) model; success will be measured by the Tier Fidelity Inventory Tool (an evidence-based instrument that tracks MTSS implementation progress) by 2025</p>	<p><b>ACCESS TO QUALITY</b></p>
<p><b>Reduce graduation rate opportunity gaps</b> NDE will collaborate with public schools and districts to close opportunity gaps in graduation rates by 75% across all student groups by 2025</p>	<p><b>Assess and manage risk</b> NDE will assess State and federal funding recipients with a level of programmatic or fiscal management risk annually, and will provide technical assistance to support the improvement of fiscal management and program implementation so that all recipients are rated "low risk" by 2025</p>	<p><b>Increase school safety</b> NDE will support public schools and districts in creating environments where students and adults report feeling emotionally and physically safe as demonstrated by all schools meeting the benchmark of "Favorable" in safety on the school climate survey by 2023</p>	<p><b>SUCCESS</b></p>
<p><b>Enhance support for English Learners (ELs)</b> NDE will collaborate with public schools and districts to ensure that all English Learners (ELs) have the practices, knowledge, and skills to demonstrate proficiency through assessments and graduation rates on par with or better than that of their non-EL peers by 2025</p>	<p><b>Manage funds proactively</b> NDE will support subrecipients with technical assistance and monitoring to effectively invest funding to serve all students throughout the State and reduce funding reversions by 50% by 2022 and eliminate reversions by 2025</p>	<p><b>Improve school climate</b> NDE will support and train key stakeholders, Regional Professional Development Programs, and public school and district staff in social-emotional and academic development to ensure that 75% of schools meet the benchmark of "Most Favorable" for at least 3 out of 5 of the school climate survey indicators by 2025</p>	<p><b>INCLUSIVITY</b></p>
<p><b>Increase college enrollment</b> NDE will lead and collaborate with public schools and districts, institutions of higher education, employers, and community-based organizations to increase the number of students graduating from high school with college credits and the number of students enrolling in college coursework within six months of graduating*</p>	<p><b>Improve customer service</b> NDE will authentically engage and leverage the expertise, voice, and diversity of stakeholders as demonstrated by responses to NDE stakeholder surveys to be launched in 2021</p>	<p><b>Expand access to behavioral health professionals</b> NDE will lead and collaborate with public schools and districts to support and improve student and staff wellness as demonstrated by a 10% year-over-year improvement in student-to-behavioral health professional ratios</p>	<p><b>COMMUNITY</b></p>
<p><b>Co-create policy with stakeholders</b> NDE will create policies and initiatives and implement legislation in collaboration with the stakeholders who are most affected by such policies, initiatives, and legislation by 2021</p>	<p><b>Communicate programmatic impact</b> NDE will use educator and student outcomes to communicate the effectiveness of programs and other investments, and to inform data-driven decision making by 2023</p>	<p><b>Cultivate a public-friendly Department</b> NDE will increase the accessibility of public-facing materials by publishing materials for families and students in multiple languages by 2023, as well as updating its website to be more user-friendly and informative on an annual basis</p>	<p><b>TRANS-PARENCY</b></p>

\*NDE does not currently collect this data and is committed to benchmarking for the first time at the close of the 2020-21 school year, after which we will set targets

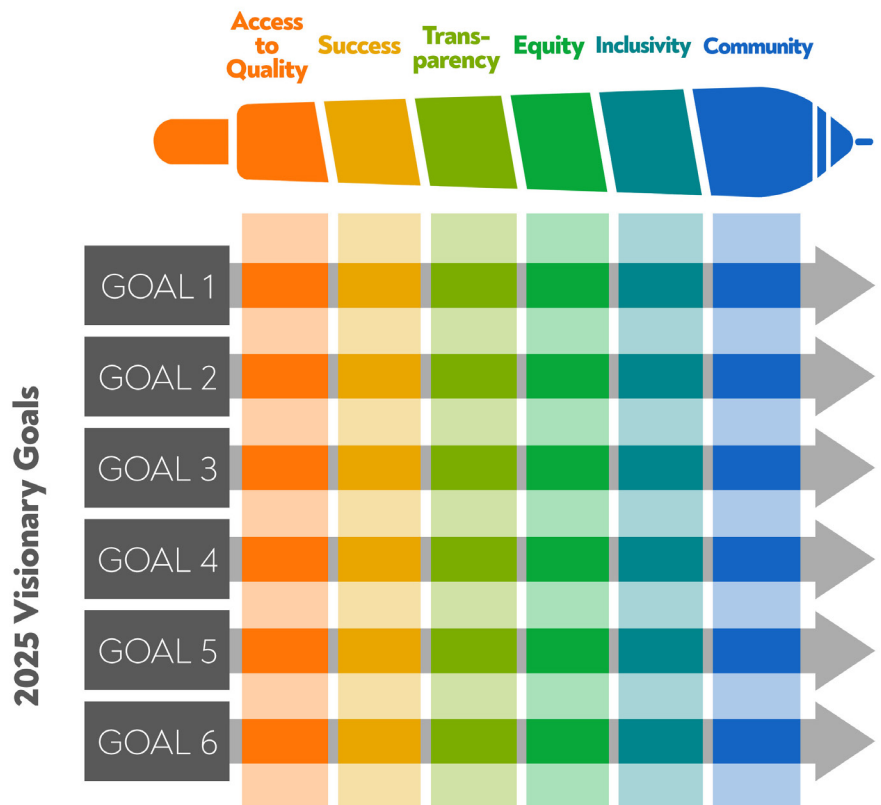
# 2025 GOALS AND STRATEGIES

## GUIDE TO THE 2025 GOALS AND STRATEGIES

As we described above, the 2020 STIP is organized using a framework that includes Goals, Values, and Strategies. The remainder of this document focuses on the Goals and Strategies, and the Inputs, Outputs, and Outcomes that accomplish the Strategies. Each Goal begins with an introduction and a narrative that uses research and evidence to explain why that Goal is important to Nevada. The narratives also reference feedback heard on the Listening Tour or from NDE staff, because research is even more powerful when it's complemented by the aspirations of our communities, stakeholders, and staff experts. Highlights of the Framework include:

- Under each Goal there are six Strategies; each Strategy aligns to one of the NDE Values described in the previous section. Together, the Strategies will help accomplish each Goal by 2025.
- Under each Strategy there are Inputs, Outputs, and Outcomes. Including these specific Inputs, Outputs, and Outcomes ensures that the 2020 STIP can be put into action. The Inputs, Outputs, and Outcomes are examples of NDE's immediate next steps to accomplish the Goals of the 2020 STIP.
- While only a few Inputs, Outputs, and Outcomes may be listed underneath each Strategy, that is not meant to limit the actions of NDE, public schools and districts, and educational partners. Indeed, it is expected that accomplishing our ambitious 2025 Goals will take a collective effort that goes far beyond what we could contain within a single document.

### Nevada Department of Education Values



**“Pre-K impacted my son emotionally, socially, and academically. It opened to me to a new career by volunteering in the classroom and discovering that is something I want to do, so it helped me, too!” - Parent of Nevada Ready! Pre-K Student**

## **GOAL 1. ALL CHILDREN, BIRTH THROUGH THIRD GRADE, HAVE ACCESS TO QUALITY EARLY CARE AND EDUCATION**

A child’s educational journey begins at birth and continues throughout P-12 education and, if we do our job right, Nevadans will graduate high school globally prepared, enter college and careers, and engage in civic life and life-long learning. Our very first goal relates to early childhood learning, where our investment has the highest return. Investing in early care and education is important because the circumstances of the first 1,000 days of a child’s life can change the course of their future.<sup>9</sup>

On many stops of the Listening Tour, we had the opportunity to observe high-quality early education, as well as to hear directly from parents about pre-Kindergarten (pre-K) access as a game-changer in their communities. Expanding access to State-funded pre-K programs for all of Nevada’s four- and five-year-olds will ensure that children enter Kindergarten ready to succeed. Research shows that children who get a strong start through high-quality early childhood education programs are less likely to use special education services or repeat a grade level. They are also more likely to graduate from high school, enroll in college, and succeed in their careers than those who have not had access to high-quality preschool.<sup>10</sup>

### **Nevada Ready! Pre-Kindergarten**

In 2014, Nevada was selected as a recipient of a Preschool Development Grant (PDG) through the U.S. Department of Education and the U.S. Department of Health and Human Services. Through this award, Nevada created full-day pre-Kindergarten (Pre-K) slots in high-quality early learning programs across the State, while providing critical wraparound support for underserved families. High-quality preschool seats are those that are full-day (minimum of five hours) and led by a teacher with at least a bachelor’s degree. As just one example of its impact, the PDG supported the Clark County School District in converting 495 half-day preschool seats into 653 full-day preschool seats.

During the 80<sup>th</sup> Legislative Session (2019), NDE secured funding to maintain the more than 3,000 high-quality Nevada Ready! State Pre-K seats that were created through the Preschool Development Grant. The 2019 session also resulted in the passage of Senate Bill 84, which outlined program requirements for Nevada Ready! State Pre-K. The program quality standards in place today were established in legislation and through best practice and research, and provide guardrails around the components of early childhood education that are necessary for effective outcomes for our children. Quality is indicated by factors including teacher qualifications, appropriate class size and ratio, and use of standards-aligned curricula and assessments.

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<sup>9</sup> 1,000 Days (2020). Why 1,000 Days. Retrieved from <https://thousanddays.org/why-1000-days/>

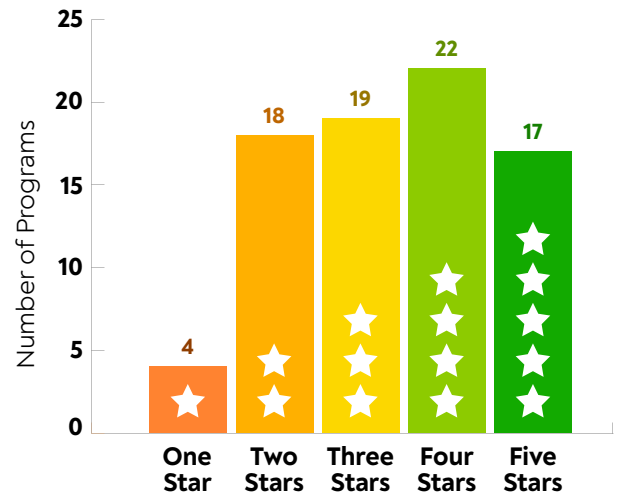
<sup>10</sup> U.S. Department of Education (April, 2015). A Matter of Equity: Preschool in America. Retrieved from <https://www2.ed.gov/documents/early-learning/matter-equity-preschool-america.pdf>

## Silver State Stars Quality Rating and Improvement System (QRIS)

Educational initiatives including full-day Kindergarten, Read by Grade 3, the Preschool Development Grant, Kindergarten Entry Assessment, and Silver State Stars Quality Rating and Improvement System (QRIS) have been instrumental in strengthening and expanding access to and improving quality of early education in Nevada. The Silver State Stars QRIS provides early childhood centers/programs with a comprehensive understanding of what they do well. Silver State Stars QRIS also provides programs with extensive support through individualized coaching, technical assistance, financial incentives, resources, and professional learning opportunities to address areas of improvement and scale best practices.

In addition to supporting child care programs and the professional practitioners within them, the Silver State Stars QRIS informs parents and families regarding child care choices and what high-quality truly means. The public-facing and user-friendly QRIS portal also contributes to community awareness to the critical role that the early years play in preparing children for their academic journey and lifelong successes...valuing the very important work early childhood professionals do every day! High-quality programs are rated as three-, four-, or five-star programs through Silver State Stars QRIS. *Figure 1* shows the QRIS star ratings for programs in 2018-19.

**Figure 1. Nevada Ready! State Pre-K Silver State Stars QRIS Ratings, 2018-19**



*This bar graph shows the number of Nevada Ready! State Pre-K programs that achieved each level of star rating through the Silver State Stars QRIS in 2018-19.*

### DIFFERENTLY ABLED STUDENTS

Federal law refers to “students with some physical or mental impairment that substantially limits one or more major life activities” as students with disabilities. Though that terminology exists in the Nevada Report Card to support our federal reporting requirements, we have begun to refer to such students as “differently abled,” which removes the negative connotation of the “dis-” prefix.

with the proportion of that population in certain programs, like pre-K. *Figure 2* shows a comparison in the percentage of students from different racial/ethnic groups enrolled in K-12 and pre-K classrooms.

*More information on special populations enrollment can be found in the Goal 3 section, beginning on page 44.*

### Special Populations Enrollment

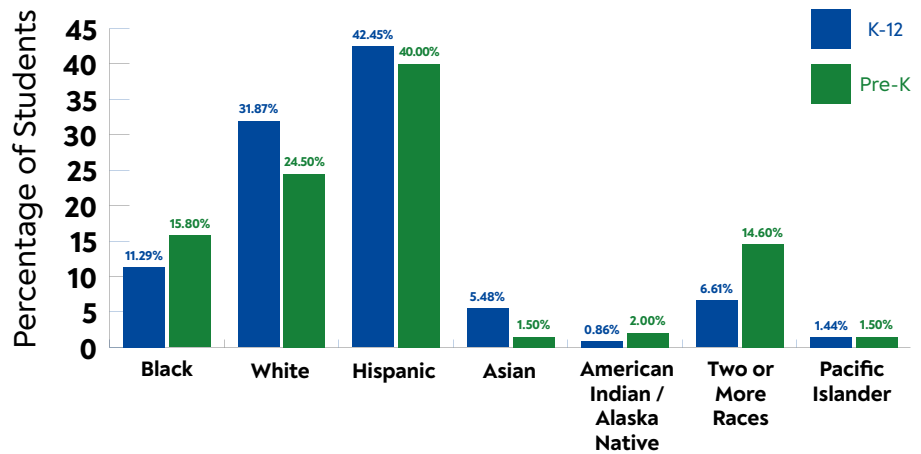
Research shows that access to high-quality pre-K education can be the key to unlocking education equity across races/ethnicities, geography, and income levels. Children who don’t have access to the benefits of preschool may begin Kindergarten at a significant disadvantage in both academic and social-emotional skills; this “can trap them in a cycle of continuous catch-up in their learning.”<sup>11</sup>

To support our efforts around equity and accountability, and in accordance with the federal Every Student Succeeds Act, Nevada reports student data broken down, or disaggregated, by race and ethnicity, as well as special population status, which includes students with disabilities (SWD) or differently abled students, students who are English Learners (ELs), and students eligible for Free-or-Reduced-Price Lunch (FRL). As of 2018-19, we also track data for homeless, foster, and military-connected students. One way to analyze equity in access to educational opportunity is by comparing the proportion of students from a racial/ethnic group or special population in K-12 classrooms

<sup>11</sup> U.S. Department of Education (April, 2015). A Matter of Equity: Preschool in America. Retrieved from <https://www2.ed.gov/documents/early-learning/matter-equity-preschool-america.pdf>

**Figure 2. Student Enrollment by Race/Ethnicity in K-12 and Pre-K Classrooms, 2018-19**

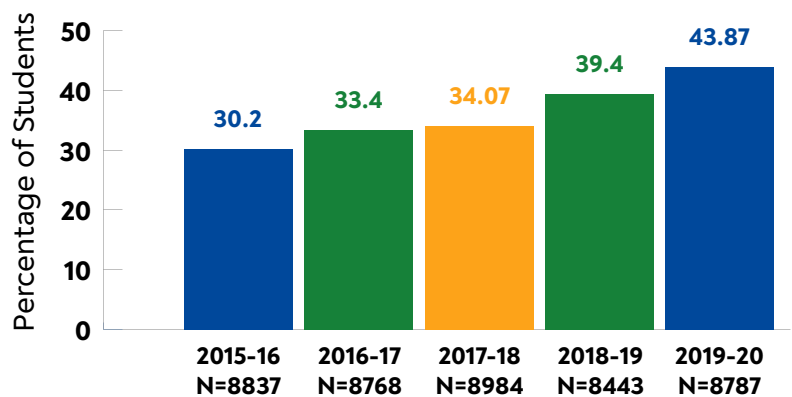
*This chart shows the comparison in the percentage of students from different racial/ethnic groups enrolled in K-12 and pre-K classrooms.*



In the past few years, NDE has made a concerted effort to increase the rates at which differently abled students are included in general education classes. Research shows that expanding access to high-quality pre-K for differently abled students produces benefits for students as they progress to elementary school and beyond.<sup>11</sup> Figure 3 shows a dramatic increase in the percentage of three-to-five-year-old differently abled students receiving services in general education classrooms between 2015-16 and 2019-20.

**Figure 3. Pre-K Inclusion Rates of 3-5-Year-Old Differently Abled Students**

*This bar graph shows the increase in inclusion of 3-to-5-year-old students with disabilities in general education pre-K classrooms from 30.2% in 2015-16 to 43.9% in 2019-20.*



## Read by Grade 3

Goal 1 goes beyond Kindergarten readiness to include the continuum of learning from birth through third grade, making Read by Grade 3 a critical part of achieving this Goal. Nevada’s Read by Grade 3 (RBG3) program was created in 2015 to dramatically improve student achievement by ensuring that all students are able to read proficiently by the end of 3rd grade. RBG3 legislation requires public schools and districts to develop local plans aimed at improving the literacy of all students in Kindergarten through 3rd grade (K-3). RBG3 emphasizes the implementation of early intervention measures in reading achievement for all K-3 students who are struggling in reading.

The original Read by Grade 3 law required every elementary school in Nevada to designate a reading learning strategist to provide literacy-based professional learning, coaching, and guidance for all teachers of kindergarten through 4th grade. To assess the effectiveness of literacy instruction, educators draw on the results of three different early learning assessments. One is the Brigance, which is a Kindergarten Entry Assessment. Another is the Measures of Academic Progress (MAP) Growth Assessment for K-3. The third is the Smarter Balanced English Language Arts Assessment for grades three through eight. RBG3 aims to develop cultures of literacy across and within multiple areas of elementary education, including in students’ homes. RBG3 is committed to supporting all students, because literacy is an essential building block of student growth and achievement. Assembly Bill 289 (2019) expanded the RBG3 program by replacing learning strategists with literacy specialists. It further strengthened the RBG3 program describing the support provided for elementary students who are not proficient in reading. Finally, it removed the requirement to retain 3rd graders who do not demonstrate reading proficiency.

# GOAL 1 • All children, birth through third grade, have access to quality early care and education



## EQUITY

### Increase enrollment of children from families experiencing poverty in State pre-K

NDE will collaborate with partners and will advocate to increase enrollment of students from families with income at or below 200% of the federal poverty level in State pre-K by 500 students per year (2,500 students through 2025)

**Input:** Provide guidance to subgrantees that prioritizes increasing the number of pre-K seats

**Output:** A process to accurately measure number and percentage of seats filled across program types

**Outcomes:** Increase the number and percentage of high-quality pre-K seats filled by children who are disproportionately underserved across a variety of early childhood settings from 23% to 33%, or 300 seats a year, by January 2025

**Input:** Collect and analyze disaggregated pre-K funding data across available indicators (e.g., seat, classroom, county, etc.) to assess the effectiveness of the current pre-K funding allocation model

**Output:** Enhance the existing methodology to support a balanced pre-K funding formula and a streamlined allocation process

**Outcome:** Development of a data-based and equitable pre-K funding model to support high-quality pre-K education for students who are underserved and underrepresented in State pre-K by 2022

**Input:** NDE will conduct Racial Equity Impact Analyses (REIA) of early childhood program policies and procedures

**Output:** Equity-driven revision of Quality Rating and Improvement System (QRIS) policy and procedures and State pre-K enrollment policies and procedures

**Outcome:** Families living at or below 200% of the federal poverty level will have increased knowledge of and access to early childhood education programs



## ACCESS TO QUALITY

### Support quality early childhood education providers

NDE will provide technical assistance and support to increase the percentage of early childhood education programs rated high-quality (3, 4, and 5 stars) on the Silver State Stars Quality Rating and Improvement System (QRIS) from 44.5% to 60% across all program types by 2025

**Input:** Project management plan to support outreach to and coaching for early childhood education providers regarding QRIS

**Output:** Increase in the number of programs participating in QRIS from 283, adding 20 programs per year (or 30% over five years)

**Outcome:** Increase in information available to the public on early childhood education providers, which in turn supports advocacy for increased investment in high-quality early childhood education

**Input:** All early care programs will use a Student Information System (Infinite Campus) to assign unique identifiers and identify funding type

**Output:** Accurate measurement of the percentage of children served across early childhood education program types

**Outcome:** Support in identifying and increasing access for children who are disproportionately underserved by early childhood education



## SUCCESS

### Accelerate Read by Grade 3

NDE will lead and collaborate with public schools and districts to ensure all pre-K-3 students experience growth toward proficiency as measured by an increase in English Language Arts (ELA) proficiency rates for 3rd grade students of 5% year over year from (59.2% in 2020 to 68% by 2025)

**Input:** Develop Early Childhood and Teaching and Training work-based learning experiences that partner CTE program of study concentrators and completers with local elementary schools to assist with Read by Grade 3 proficiency and growth

**Output:** Increase in student assistants in pre-K-3 classrooms

**Outcome:** Pre-K-3 students have additional support to experience growth towards ELA proficiency

**Input:** Provide professional learning in literacy instruction and intervention strategies for differently abled students using the Assess-Plan-Teach framework

**Output:** Continuum of support for teachers to increase their knowledge and skills around literacy interventions for students with disabilities

**Outcome:** Educators more knowledgeable and proficient in literacy instruction and intervention strategies for differently abled students

**Input:** Support an increase in literacy activities in after- and out-of-school programs

**Output:** Students who are not demonstrating reading proficiency receive additional support

**Outcome:** Students attending after- and out-of-school programs demonstrate an increase in reading proficiency

Recognizing the value of education programming for four- and five-year-olds and of early literacy, and in response to the voices of families and stakeholders across Nevada, the following Strategies were developed to support Goal 1



## INCLUSIVITY

### Increase pre-K inclusion for differently abled students

NDE will implement policies and practices to increase the percentage of differently abled students in pre-K receiving services in general education classes by 3 percentage points each year (from 39% to 54% by 2025)

**Input:** Collaborate with districts on strategies for including and providing tiered instruction to meet the needs of diverse students at the Annual Early Childhood Inclusion Summit

**Output:** Participants will learn and understand: how their mindset drives their decisions and actions, accurately collecting and reporting data, the benefits of inclusion for all children, and how to create environments and embed instruction in order to meet the complexities of diverse learners within inclusive classrooms

**Outcome:** Increase the proportionality of differently abled students being served in high-quality inclusive settings as measured by Annual Performance Report indicators 5 and 6

**Input:** Build knowledge and capacity to implement high-quality inclusive practices for State pre-K programs

**Output:** Based on the results of the pilot, share information on effective ways of implementing inclusive practices

**Outcome:** Increase the number of programs that providing special education services in the least restrictive environment, including childcare facilities



## COMMUNITY

### Conduct multilingual early childhood education public outreach campaign

NDE will conduct outreach to families, community members, and policy makers regarding the importance of quality early learning; success will be demonstrated by an increase in State-funded high-quality pre-K seats by 2025

**Input:** Facilitate at least three QRIS parent/family engagement opportunities in each region annually

**Output:** Increase parent/family knowledge of how to search for quality care on QRIS website

**Outcome:** Parents and families are empowered to advocate for high-quality early childhood settings

**Input:** Collaborate with Tribal entities to support, share, and align quality practices in early childhood education

**Output:** Build and sustain trusting and mutually beneficial relationships and communication with Tribal leaders

**Outcome:** Increase in early childhood education providers that serve Tribal communities participating in QRIS



## TRANSPARENCY

### Improve data analysis and reporting

NDE will provide timely and accurate reports that incorporate currently excluded data sets (e.g., childcare and private schools) to ensure accessibility of information to the public and programmatic staff by 2022

**Input:** Implement an aligned system of pre-K-3 screening and assessments. Develop and distribute materials to support reliability, data collection and data entry

**Output:** Ongoing operation of a system to actively track cohorts of pre-K students using unique identifiers

**Outcome:** Results of analysis of longitudinal data measuring the impact of pre-K

**Input:** Design and implement an electronic data collection and analysis system to capture required private school reporting data

**Output:** Meaningful, public-friendly private school data reports

**Outcome:** Accurate actionable data from private school reports is available to the public to inform programmatic and legislative decision-making

**Input:** NDE self-evaluation to inform programmatic decisions

**Output:** Recommend program improvement for grantees based on findings

**Output:** Stakeholders are more informed about the data they send to NDE and how to use it in conjunction with their programmatic decisions/policies

## GOAL 2. ALL STUDENTS HAVE ACCESS TO EFFECTIVE EDUCATORS.

A student’s educational success is the result of many factors external to schools, such as community wealth and their family’s socioeconomic status and educational attainment. However, research shows that the single-most important in-school determinant of student achievement is the quality of teaching.<sup>13</sup> There is no time to lose in creating systemic change to catalyze Nevada’s educator preparation pipeline.

NDE has pushed the education workforce conversation beyond teachers to the broader term “educators.” We don’t just need more teachers; we also need to recruit and retain highly effective school psychologists, social workers, audiologists – all of the professionals who provide the comprehensive support necessary for students to succeed. Goal 2 reflects the importance of all students having access to effective educators, which informs the supply pipeline we need to create with educator preparation programs, as well as our work with public schools and districts and Regional Professional Development Programs to design resources for educators.

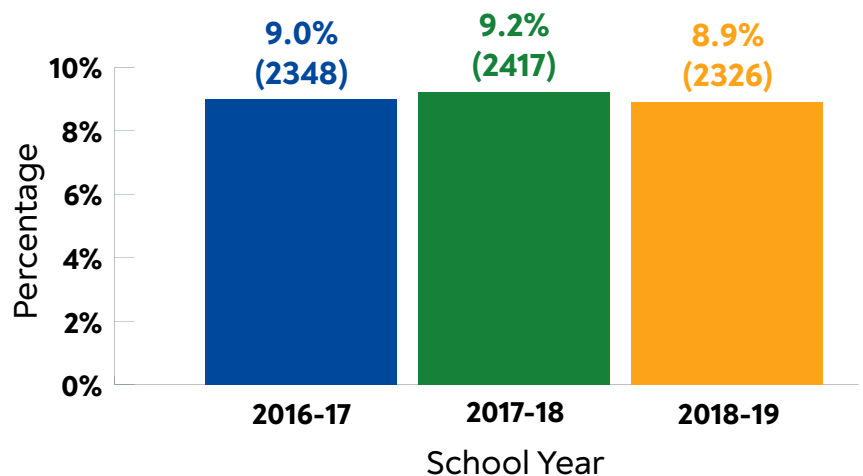
*“We can’t innovate, improve, or redesign our education system without cracking the code on recruiting and retaining great educators.”*

*- Superintendent Ebert*

### Educator Recruitment & Retention

Nevada, like many states, is facing an educator shortage. Districts began the 2019 school year with 1,019 total teacher vacancies, which translates to roughly 30,000 students in classrooms with substitute teachers. One thousand vacancies cannot be filled overnight and, if current trends continue, the gap between the educator demand and supply will only grow. If Nevada does not stem the tide of attrition, teachers will continue cycling out of the classroom at a rate of 2,500 a year, which is an 8.9% annual attrition rate (see *Figure 3*). That means for next Fall, we will need at least 3,500 new teachers, which is well beyond the current capacity of Nevada’s educator preparation programs to produce.

**Figure 4. Three-Year Trend of Teachers Leaving Employment**



*This bar chart shows the three-year trend of teachers leaving employment, either due to retirement or other reasons.*

The educator shortage extends to all licensed educational professions, such as school counselors, school psychologists, school social workers, school nurses, speech-language pathologists, library-media specialists, and other professionals who provide essential student support services. Federally, this group of professionals is referred to as Specialized Instructional Support Personnel (SISP). National organizations such as the American School Counselor Association, the National Association of School Psychologists, and the School Social Work Association of America publish recommendations of the ideal number of students each support professional should be responsible for serving. *Figure 5* includes those best practice recommendations of student-to-SISP ratios. Based on those ratios and staffing data provided to NDE by school districts in April 2020, the final column in *Figure 5* shows the number of additional SISP that are needed Statewide to meet best practice ratios.

<sup>13</sup> Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London, UK: Routledge

**Figure 5. Projected Staffing Needs to Meet Best Practice Specialized Instructional Support Personnel Ratios**

	<b>Best practice ratio of SISP to students</b>	<b>Total number of SISP estimated to meet best practice ratios based on student enrollment (2018-2019 school year)</b>	<b>Current staffing levels (statewide)</b>	<b>Number of SISP needed to meet best practice ratios</b>
<b>Counselors<sup>14</sup></b>	1:250	1,770	951	819
<b>Psychologists<sup>15</sup></b>	1:500-700	888	239	649
<b>Social Workers<sup>16</sup></b>	1:250	1,770	375	1,395
<b>Nurses<sup>17</sup></b>	1:750	595	297	298
<b>Speech-Language Pathologist*</b>	N/A	N/A	482	N/A
<b>Library-Media Specialist<sup>18</sup></b>	1:school	689	269	420

\*There are no best practice recommendations for ratios of Speech-Language Pathologists per student or school population, as those services are provided on an as-needed basis.

*This table shows the April 2020 staffing levels of school counselors, psychologists, social workers, nurses, speech-language pathologists, and library-media specialists in Nevada compared to national best practice staffing ratios.*

Student-to-staff ratios for all categories of SISP are much lower in Nevada than is considered best practice. This is especially troubling because of the extensive research base that demonstrates the impact that social-emotional wellness can have on students in the short and long term. For example, students who have the social-emotional support they need are less likely to be involved with the criminal justice system and more likely to graduate from high school, go to college, and find gainful employment.<sup>19</sup>

<sup>14</sup> American School Counselor Association (May 7, 2019). ASCA Releases Updated Student-to-School-Counselor Ratio Data.

<sup>15</sup> National Association of School Psychologists (2015). Model for Comprehensive and Integrated School Psychological Services: NASP National Practice Model Overview.

<sup>16</sup> School Social Work Association of America (2013). School Social Workers Helping Students Succeed: Recommended School Social Worker to Student Ratios.

<sup>17</sup> National Association of School Nurses. (2015). School nurse workload: Staffing for safe care (Position Statement).

<sup>18</sup> National Education Association (2016). Library/Media Centers in U.S. Public Schools: Growth, Staffing, and Resources.

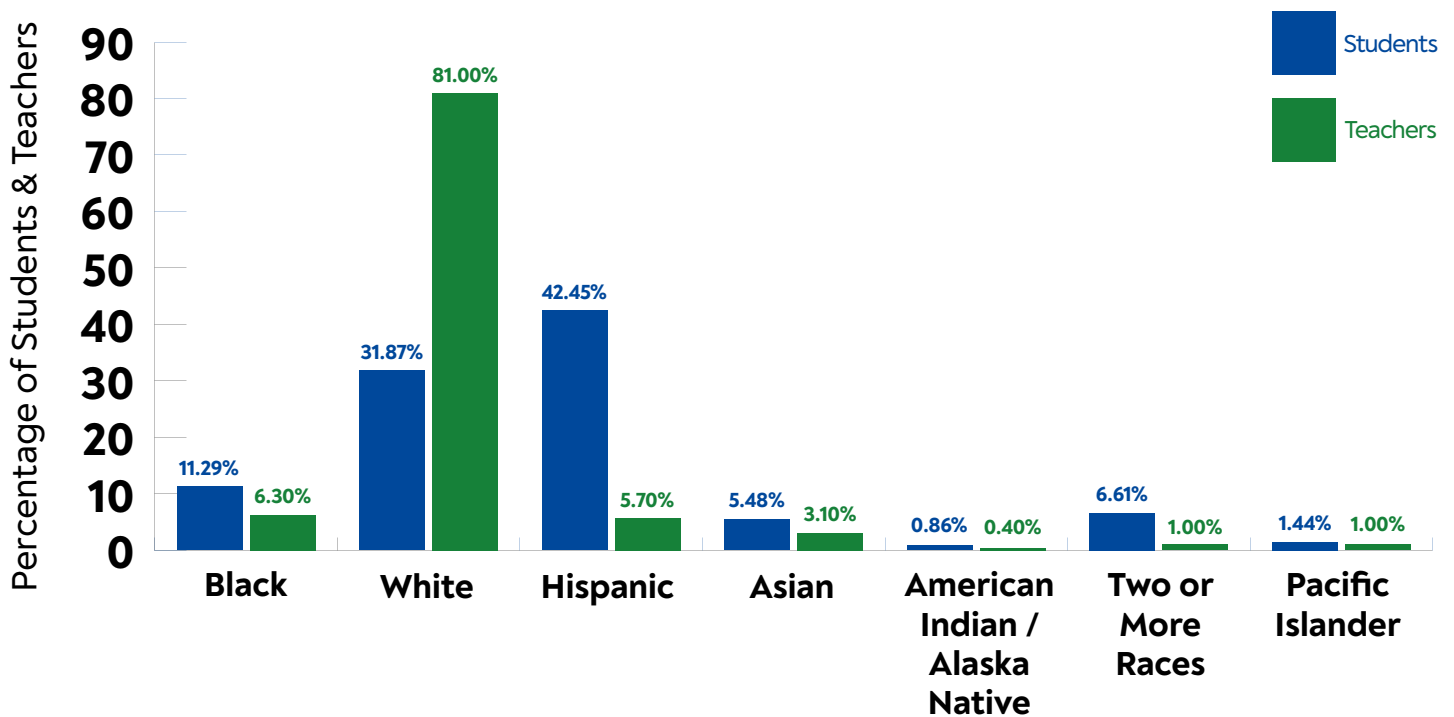
<sup>19</sup> Mental Health Association in New York State, Inc. (Oct. 2017). Mental Health Education in New York Schools: A Review of the Legislative History, Intent and Vision for Implementation. Retrieved from <https://mhany.org/wp-content/uploads/2019/04/MHANY-2017-Mental-Health-Education-in-Schools-White-Paper-FINAL-3.pdf>

## Educator Diversity

For students to succeed, they must have highly effective teachers who are able to adjust instruction to meet the needs of all learners. Unfortunately, research shows that, in many cases, highly effective teachers are least likely to be in classrooms with the students who have the greatest need for support. “On average, disadvantaged students have less access to effective teaching than other students. Students from families experiencing poverty and students of color are disproportionately located in the lowest performing schools, which have half as many highly effective and one-and-a-half times as many ineffective teachers as high-performing schools.”<sup>20</sup> Recruiting and retaining a diverse group of highly effective educators is absolutely essential to our efforts to ensure that all students experience continued academic growth and graduate globally prepared as reflected in Goals 3 and 4, respectively.

Figure 6 below demonstrates that the self-reported race/ethnicity of Nevada’s teachers does not reflect the demographics of our students. For example, while only 28% of Nevada’s students are White, 81% of Nevada’s teachers self-identify as White. This problem is not unique to the Silver State. While approximately 50% of the P-12 students in the U.S. are young people of color, approximately 80% of the current U.S. teacher force is, by societal definitions, White.<sup>21</sup>

**Figure 6. Student and Teacher Race/Ethnicity, 2018-2019**



*This chart shows a comparison of the percentage of students from different racial/ethnic groups enrolled in K-12 schools and the percentage of teachers who self-report to belong to those racial/ethnic groups.*

<sup>20</sup> Reform Support Network (March, 2015). Promoting More Equitable Access to Effective Teachers Problems and Root Causes. Retrieved from <https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/equitableaccessproblemsandrootcause.pdf>

<sup>21</sup> Meckler, L. Rabinowitz, K. The Washington Post (Dec. 27, 2019). America’s Schools are More Diverse than Ever. But the Teachers are Still Mostly White. Retrieved from <https://www.washingtonpost.com/graphics/2019/local/education/teacher-diversity/>

A more diverse educator workforce is not simply an aspiration; it is essential if we are to succeed in breaking what has become a deeply entrenched pattern of educational underperformance, especially among students of color.<sup>22</sup> NDE's partnerships with educator preparation programs, public schools, and districts to recruit and retain diverse educators will provide more role models to all students and demonstrate the value of diversity.

The racial and cultural identity of an educator can make a difference, particularly for students from underrepresented groups.<sup>23 24</sup> For students, having teachers that look like them reinforces their own identity; for the school community, it creates a bridge to increased engagement in schools.<sup>25</sup> In addition, educators of color are more likely than their White peers to remain in the very schools that need them most: the urban schools with high proportions of students of color and from families experiencing poverty.<sup>26 27</sup>

Research-based best practices to address educator diversity include providing incentives via scholarship support, articulation relationships between two-year and four-year postsecondary institutions, and support for local efforts to attract and place effective educators of color.<sup>28</sup> District-level "Grow Your Own" (GYO) programs that recruit diverse candidates and involve educator preparation programs in all stages of program development and implementation have also been successful.<sup>29</sup> In the 2019-20 school year alone, Lyon County School District's GYO program produced nearly 20 new teachers, all of whom were Lyon County graduates. One incentive Lyon County provides is paying for the benefits of student teachers. Nye County School District offers a monetary bonus to any district employee who recruits a colleague to join their team. Nye County School District has seen success in recruiting both across the nation and internationally for new educators...and their teacher friends!

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<sup>22</sup> TeachNY Advisory Council (May, 2016). TeachNY Advisory Council Report of Findings and Recommendations. Retrieved from: [https://www.suny.edu/media/suny/content-assets/documents/teachny/TeachNY-Report\\_20160518\\_Final.pdf](https://www.suny.edu/media/suny/content-assets/documents/teachny/TeachNY-Report_20160518_Final.pdf)

<sup>23 & 24</sup> Dee, T. (2005). American Economic Review, Vol. 95, Issue 2. A teacher like me: Does race, ethnicity, or gender matter? Retrieved from <https://pubs.aeaweb.org/doi/pdf/10.1257/000282805774670446>

<sup>25</sup> National Collaborative on Diversity in the Teaching Force (2004). Assessment of Diversity in America's Teaching Force - A Call to Action. Retrieved from <http://www.nea.org/assets/docs/HE/diversityreport.pdf>

<sup>26</sup> Achinstein, B., Ogawa, R., Sexton, D., Freitas, C. Review of Educational Research, v80 n1 p71-107 (2010). Retaining Teachers of Color: A Pressing Problem and a Potential Strategy for "Hard-to-Staff" Schools. Retrieved from <https://eric.ed.gov/?id=EJ879416>

<sup>27</sup> Villegas, A. M., Irvine, J. J. Urban Review: Issues and Ideas in Public Education, v42 n3 p175-192 (Sep 2010). Diversifying the Teaching Force: An Examination of Major Arguments. Retrieved from <https://eric.ed.gov/?id=EJ891663>

<sup>28</sup> Ahmad, F. Z., & Boser, U. (2014). America's leaky pipeline for teachers of color: Getting more teachers of color into the classroom. Retrieved from <https://cdn>.

<sup>29</sup> Müller, E. (2012). Using Grow Your Own Programs to Promote Recruitment and Retention of Qualified Special Education Personnel: Three State Approaches. Retrieved from <http://personnelcenter.org/documents/Grow%20Your%20Own-Three%20State%20Approaches%20PDF-%20final%20w%20Eve%20edits.pdf>

## Current Educator Recruitment and Retention Efforts

Throughout the Listening Tour, Superintendent Ebert hosted roundtable conversations with educators and professional staff in every district. Local educators who attended were passionate about their students and communities and wanted to make sure that retention remains a key part of the educator shortage conversation. Providing support and recognition to our in-service educators is crucial; if Nevada recruits 1,000 new educators, but 2,000 current educators leave their positions, those recruitment gains will be much less impactful.

The Nevada Legislature created the Teacher Recruitment and Retention Task Force as part of Assembly Bill 276 (2019) for the purpose of addressing the challenges with attracting and retaining teachers throughout Nevada. The Task Force includes teachers from every district who meet quarterly and present their recommendations to the Legislative Committee on Education. The Task Force met for the first time in April 2020. Their future recommendations are expected to address the challenges of recruiting candidates to educator preparation programs and recruiting teachers to employment, as well as incentives to attract and retain teachers.

The Nevada Department of Education facilitates educator recognition programs such as the Nevada State Teacher of the Year, Milken Educator Awards, and several others. Additionally, NDE has encouraged educator engagement in the policy making process through the launch of the Superintendent's Teacher Advisory Cabinet, Teacher Leader in Residence program, and the inclusion of educators on various Statewide councils and commissions. Educators are a vital part of our system and their voice and expertise is invaluable to our continuous improvement.

*“Supportive leaders are more important to me than money. You want to work with good people who are supportive of you and right there with you.” - White Pine Educator*

## Nevada Educator Performance Framework

Educators are able to reflect on their practice and receive targeted professional support thanks to the Nevada Educator Performance Framework (NEPF). In 2011, Nevada legislators created the Teachers and Leaders Council (TLC), a 16-member public body that includes teachers, administrators, other licensed educational personnel, and other stakeholder representatives. The same legislation that created the TLC required the State Board of Education to establish a Statewide performance evaluation system for teachers and building-level administrators based on the TLC's recommendations. This evaluation system, known as the NEPF, has been modified and expanded over the years in legislation, as well as through the feedback of the TLC and educators. The NEPF addresses the following:

- Whether educators are helping students meet achievement targets and performance expectations;
- Whether educators are effectively implementing their role-specific standards and indicators;
- Whether educators are effectively engaging families;
- Whether educators are collaborating effectively;
- Whether professional learning needs of educators are identified and addressed;
- Information on which to base human capital decisions; and
- Whether educators are using data to inform decision making and provide supports.



*Mr. Nicolas Jacques of Carson City Middle School reacting to the announcement that he won the prestigious Milken Educator Award, which celebrates and empowers outstanding educators.*

# GOAL 2 : All students have access to effective educators



## EQUITY

### Ensure effective educators in low-performing schools

NDE will lead and collaborate with public schools and districts to ensure the percentage of effective and experienced educators is proportional across low- and high-performing schools by 2025



## ACCESS TO QUALITY

### Provide quality professional learning

NDE will collaborate with public schools, districts, and Regional Professional Development Programs to ensure that teachers are prepared to deliver effective, standards-aligned instruction and are supported by a system of leaders, mentors, and administrators; success will be measured by an increase in teacher retention of 5% year over year



## SUCCESS

### Decrease licensed educational personnel vacancies

NDE will lead and collaborate with public schools and districts to establish and maintain a system of recruitment, induction, recognition, professional learning, and support; success will be demonstrated by a decrease in the number of licensed educational personnel vacancies by 50% by 2023

<p><b>Input:</b> Use Equitable Distribution of Teachers plan and other data to identify and recognize schools that implement equity practices proven to have a positive impact on students</p> <p><b>Output:</b> A State Tool Kit of equity practices proven to have a positive impact on students</p> <p><b>Outcome:</b> Increase in successful equity practices implemented in schools as evidenced by school and district performance plans and NDE monitoring</p>	<p><b>Input:</b> Increase professional learning opportunities for school and district administrators</p> <p><b>Output:</b> Public school and district adoption of best practices in evidence-based teacher retention practices, including mentorship and teacher support</p> <p><b>Outcome:</b> Year-over-year decrease in teacher attrition</p>	<p><b>Input:</b> Collaborate with educational and community partners to recruit qualified pre-K-12 grade educators to employment across the State</p> <p><b>Output:</b> System of recruitment across multiple licensure areas and diverse sets of candidates</p> <p><b>Outcome:</b> Increased number of educators applying for initial licensure in Nevada by 5% annually</p>
<p><b>Input:</b> Revise the Nevada Educator Equity Plan in the State Every Student Succeeds Act Plan</p> <p><b>Output:</b> State Equitable Distribution of Teachers and resources plan that provides support and guidance to districts to develop local plans for the Equitable Distribution of Teachers</p> <p><b>Outcome:</b> Increase in the number of effective and experienced educators teaching students from families experiencing poverty and historically underserved populations by 10% annually as measured on the Equitable Distribution of Teachers plan</p>	<p><b>Input:</b> Develop professional learning modules that prepare teachers at all grade levels to deliver high-quality online learning using e-learning and digital platforms</p> <p><b>Output:</b> All educators have access to professional learning modules to enhance their skills for delivering effective online instruction</p> <p><b>Outcome:</b> All teachers will have the skills necessary to deliver high-quality online instruction by 2022</p>	<p><b>Input:</b> Establishment of baseline educator turnover data by 2021, as informed by educator exit survey data and creation of a percent goal to increase in educator retention</p> <p><b>Output:</b> Develop and maintain a plan and resources to retain qualified pre-K-12 educators</p> <p><b>Outcome:</b> A system to collect retention data to enable NDE, public schools, and districts to provide targeted support to educators</p>
<p><b>Input:</b> Support the establishment of high-skill, high-wage, in-demand CTE programs of study in low-performing schools</p> <p><b>Output:</b> Increase in access to CTE programs that lead to high-skill, high-wage, in-demand industries</p> <p><b>Outcome:</b> CTE programs will help attract and retain effective and experienced business and industry educators in low-performing schools</p>	<p><b>Input:</b> Support and develop professional learning events and resources including: Statewide family engagement summit, framework, and toolkit; social emotional academic development summit; and community of practice webinars</p> <p><b>Output:</b> Consultation with stakeholders, families, and public schools and districts to implement and develop professional learning and resources for educational partners and stakeholders</p> <p><b>Outcome:</b> Increase of 10% from baseline of families reporting they are welcomed as equal partners in their child's education and students reporting that they feel their educator is able to meet their needs as measured on the school climate survey</p>	<p><b>Input:</b> Expanded efforts to recognize a diverse group of teachers, including through elevating State Teacher of the Year (STOY), Superintendent's Teacher Advisory Cabinet (STAC), and educational personnel awards</p> <p><b>Output:</b> Increase in application submission rates for STOY, STAC, and educational personnel awards by 10% annually</p> <p><b>Outcome:</b> Increase in educator preparation program enrollees and qualified mentors identified through recognition programs</p>

The urgent needs created by our educator shortage led to the development of the Strategies below. Goal 2 Strategies address not only the educator preparation pipeline, but also high-quality professional learning opportunities for the educators currently in our schools. Taken together, these initiatives are designed to achieve Goal 2.



## INCLUSIVITY

### Serve students in the Least Restrictive Environment

NDE will provide educators and staff with professional learning and technical assistance in evidence-based inclusive practices to achieve a long-term goal of 80% of differently abled students educated in their Least Restrictive Environment (LRE)



## COMMUNITY

### Increase candidates in educator pipeline

NDE will lead and collaborate with districts, institutions of higher education, and other educator preparation partners to increase access, options, and enrollment of candidates across the educator pipeline continuum by adding programs, identifying resources, supporting recruitment efforts, increasing options for licensure reciprocity, and removing barriers; success will be measured by an annual increase of 5% in the number of employment-eligible licensed educational personnel



## TRANSPARENCY

### Engage in effective communication

NDE will effectively communicate regarding programs, initiatives, and the work of its boards, commissions, and councils through additions to the NDE website, public-facing data dashboards, and visualization tools

<p><b>Input:</b> Digital professional learning curriculum for Individualized Education Program (IEP) development that highlights the benefits to students, schools, and communities of inclusive education</p> <p><b>Output:</b> IEP teams better equipped to fully consider Federal LRE requirements</p> <p><b>Outcome:</b> Rates of inclusion across grade levels will increase, and fewer teachers for specialized programs will be necessary, thus freeing up additional staff to address current educator shortages</p>	<p><b>Input:</b> Identify regulatory requirements that present barriers to entry into licensed education professions</p> <p><b>Output:</b> Bring regulations before the Committee on Professional Standards for amendment or repeal</p> <p><b>Outcome:</b> Increase in the percentage of applicants who are able to achieve initial licensure by 6% (currently 91%) by 2025 and increase in the number of applications submitted by 2% per year</p>	<p><b>Input:</b> Maintain a list of all topic-specific listservs, their intended audiences, and goals</p> <p><b>Output:</b> Establish a policy to streamline listserv communications and ensure accuracy, reliability, and usefulness of resources to the recipients</p> <p><b>Outcome:</b> Increase subscriptions to listservs by 5% annually</p>
<p><b>Input:</b> Develop and provide access to professional learning and technical assistance to educators and staff for best practices in co-teaching and inclusive practices</p> <p><b>Output:</b> Educators increase knowledge, skills, and abilities in inclusive instructional practices and become more effective in teaching in LRE</p> <p><b>Outcome:</b> A reduction in the number of special education staff teaching in segregated settings</p>	<p><b>Input:</b> Recruit qualified candidates for Nevada-approved educator preparation programs through strategic advocacy and allocation of funds</p> <p><b>Output:</b> Investment in a Statewide marketing campaign, growth and Expansion Plan of Teach Nevada Scholarship, and collaboration with educational partners to create and sustain pathways for candidates</p> <p><b>Outcome:</b> Increase the number of students enrolling in educator preparation programs by 5% annually</p>	<p><b>Input:</b> Publish per pupil expenditure data in accordance with the Every Student Succeeds Act (ESSA) on the Nevada Report Card</p> <p><b>Output:</b> Enhanced per pupil expenditure data include actual personnel expenditures and actual non-personnel expenditures disaggregated by source of funds</p> <p><b>Outcome:</b> Actionable and transparent financial data to inform more equitable and accountable decision-making regarding per pupil expenditures</p>
	<p><b>Input:</b> Establish and enhance pathways for qualified candidates who hold licenses in other countries</p> <p><b>Output:</b> Establish formalized reciprocal agreements with eligible foreign governments or licensure boards</p> <p><b>Outcome:</b> Increase by at least 10% per year in number of applicants with licenses from qualifying foreign countries</p>	<p><b>Input:</b> Collaborate with adult education providers to promote family literacy</p> <p><b>Output:</b> The number of adult education programs providing family literacy activities will increase by 10% by 2022</p> <p><b>Outcome:</b> More parents and families will have the literacy skills they need to be active participants in school communities and their child's education</p>

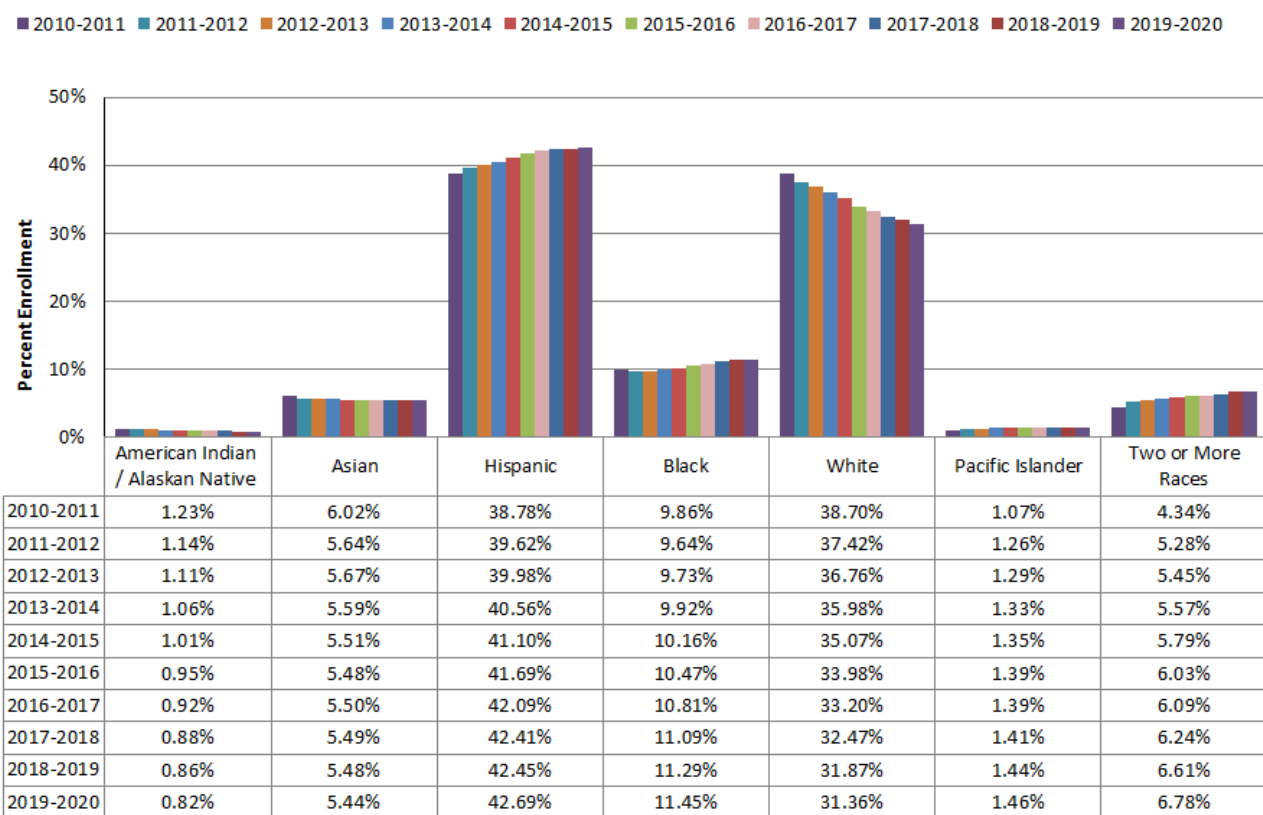
# GOAL 3. ALL STUDENTS EXPERIENCE CONTINUED ACADEMIC GROWTH.

Nevada’s reputation for being at or near the bottom of national rankings provides a lot of room for our education system to grow. Goal 3 articulates our commitment to support student achievement with a focus on growth. We acknowledge that all learners come to school with different assets and opportunities. Our job as educators is to meet students where they are and encourage their growth on the path to becoming life-long learners.

## Student Enrollment

Nevada has been the fastest growing state in the nation for the past five decades. In addition, Nevada is the only state that maintained a growth rate of 25 percent or greater for the last three decades.<sup>30</sup> Accordingly, student enrollment in K-12 public schools has grown from 437,057 in 2010-11 to 500,860 in 2019-20. This represents a nearly 15% increase in students in just ten years!

**Figure 7. K-12 Student Enrollment by Race/Ethnicity, 2010-2020**



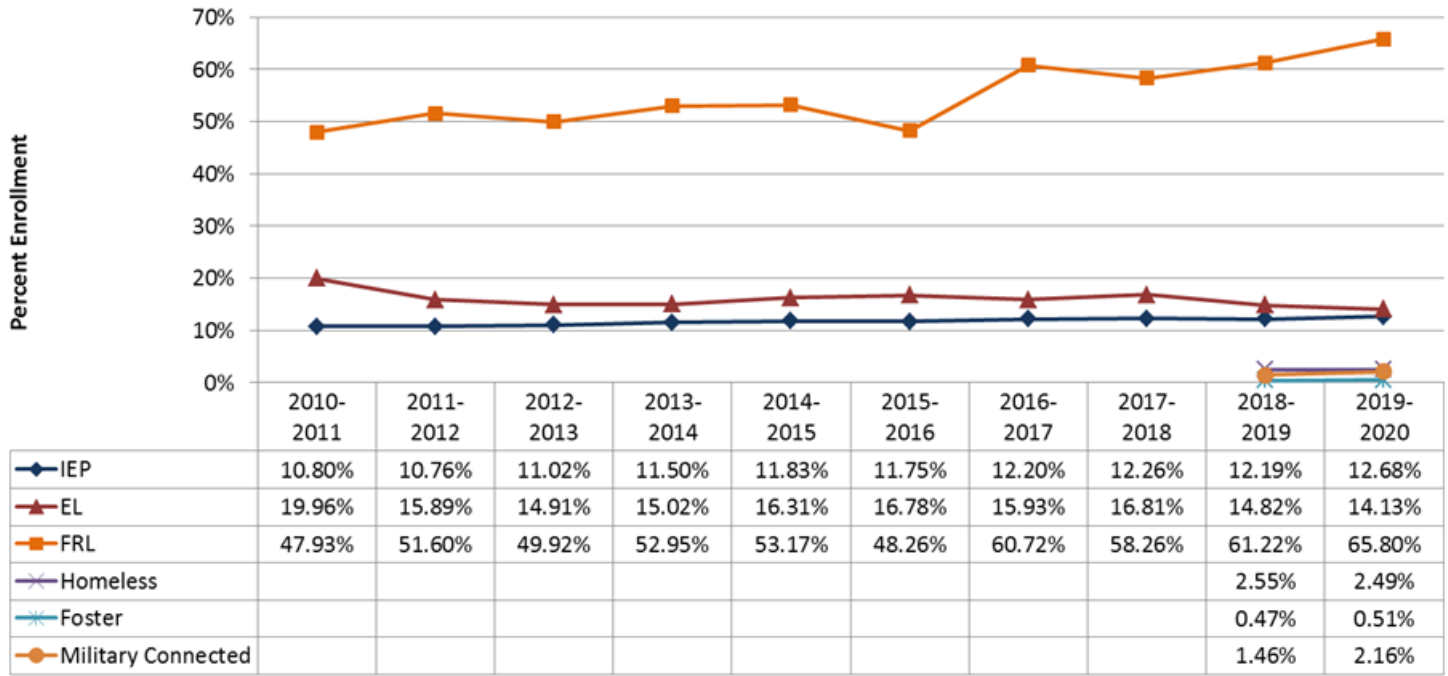
*This chart shows K-12 student enrollment disaggregated by race/ethnicity beginning in the 2010-11 school year and concluding in the 2019-20 school year.*

While enrollment increases, the demographics of our students are changing. Though there were nearly identical percentages of Hispanic and White students in 2010, over the last ten years the percentage of Hispanic students in Nevada has steadily increased, while the percentage of White students has steadily decreased. The percentages of Black students, Pacific Islanders, and students of Two or More Races have also increased, while the percentages of American Indian and Asian students have decreased slightly. Today, over 40% of Nevada students are Hispanic, while White students make up just over 30% of the student population.

<sup>30</sup> Lee Business School, UNLV (2020). Population webpage, <https://cber.unlv.edu/SNBID/population.html>

The Great Recession that began in 2008 hit Nevada's communities especially hard. In fact, between the 2006-7 and 2016-17 school years, 125,000 more students became eligible for free-or-reduced-price lunch (FRL), which is based on family income. NDE implements many State and federal initiatives to support students who qualify for FRL, as well as students who may be experiencing homelessness or in foster care. The McKinney-Vento Act, as part of the Every Student Succeeds Act (ESSA), ensures that each homeless child has equal access to the same free, appropriate public education - including preschool - provided to other children. Senate Bill 147 (2019) requires additional academic support for students experiencing homelessness or in foster care, including awarding course credit based on competency or performance, rather than time in the classroom.

**Figure 8. Special Population Enrollment in Nevada's K-12 Schools by Percentage of Student Population, 2010-2019**



\* Note: Data on students experiencing homelessness, foster youth, and military-connected students was first collected in the 2018-19 school year.

*This chart shows the changes in enrollment for students with disabilities (SWD), English Learners (ELs), students eligible for Free-or-Reduced-Price Lunch (FRL), students experiencing homelessness, foster youth, and military-connected students from 2010-2019.*

NDE also works with the Nevada Department of Corrections, the Division of Child and Family Services, and school districts to serve students who are neglected or delinquent. Support is provided to neglected and delinquent youth in various settings, including juvenile detention facilities, juvenile and adult correctional facilities, facilities for youth who are neglected, and programs directed at preventing school dropout and/or delinquent involvement. Students in these settings face a number of obstacles to success, including the trauma they carry due to the instability of their homes or incarceration. Grant funding supports educational continuity for these students so they can make successful transitions to school or employment once they are released. While these students have historically been among the State's and nation's lowest performing, they show significant progress where targeted funding is available to the districts and facilities that serve them.<sup>31</sup>

<sup>31</sup> The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth. Fast facts accessed at: <https://neglected-delinquent.ed.gov/fast-facts/united-states>.

## Smarter Balanced Assessments

A well-formed education test can provide teachers with clarity regarding specific areas of growth for their students. Test or assessment results also help teachers design targeted instructional activities. NDE has worked with educators and stakeholders to provide assessments that measure how well students are mastering academic content standards and guide classroom instruction. Formative and summative assessments ensure that students are on-track to graduate from high school with the critical thinking, problem solving, and reasoning skills needed to succeed in today's world.



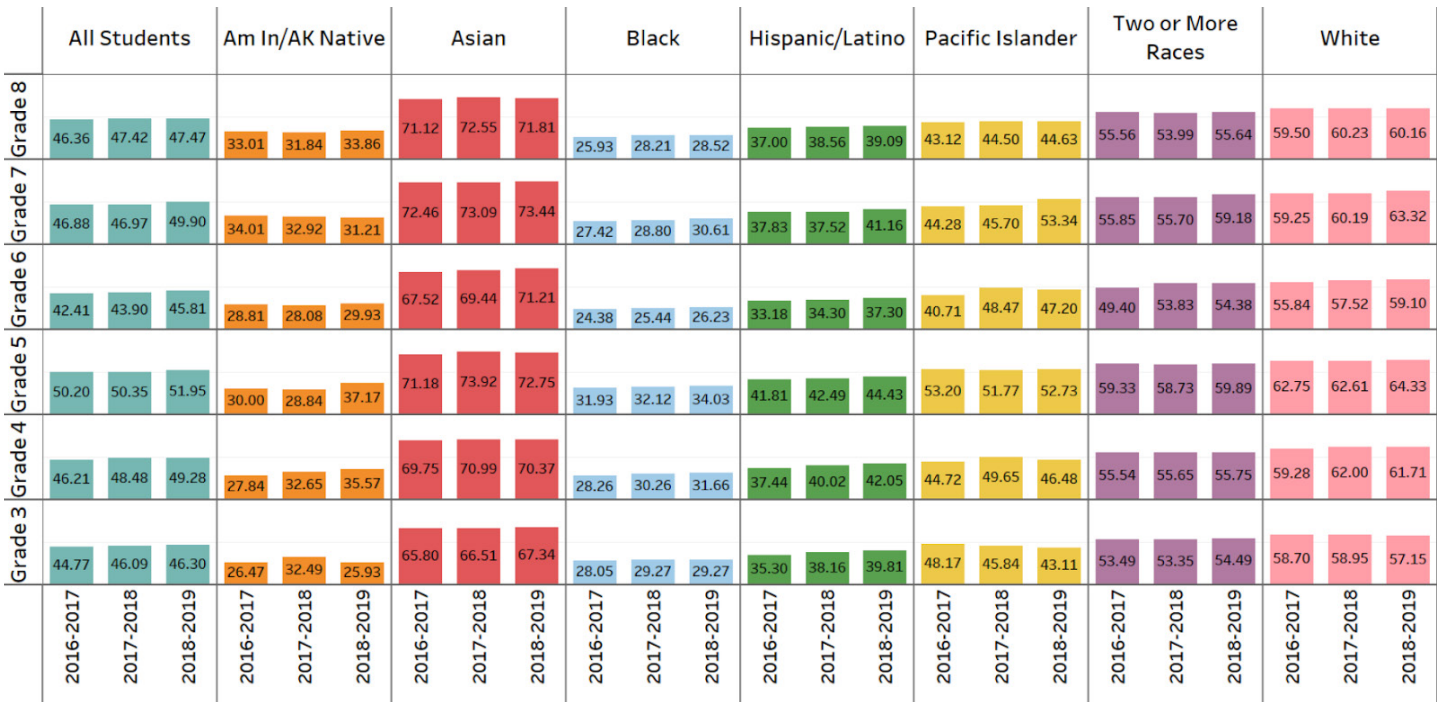
Smarter Balanced exams are taken each Spring by all students in grades 3-8 to assess their acquisition of skills and knowledge in English Language Arts (ELA) and mathematics.<sup>32</sup> All Nevada 3rd through 8th graders improved on their 2018-2019 Smarter Balanced ELA results when compared to 2017-18. Also in 2018-19, 5th grade students demonstrated the highest level of ELA proficiency at 51.9%, followed by 7th grade students, at 49.9%, and 4th grade students, at 49.2%. Humboldt County School District 7th graders made the most dramatic gain of any group in the State since 2017-18 on the Smarter Balanced Assessment, increasing their ELA score 7.18 percentage points, to improve their proficiency rate to 45% for 2018-19.

*"We must recognize that achievement gaps are, in reality, opportunity gaps. We know that some groups of students are perpetually behind others. We have an obligation as the adults in the room to figure out what we can do better for them, rather than how they should be doing better to meet our expectations."*

- Superintendent Ebert

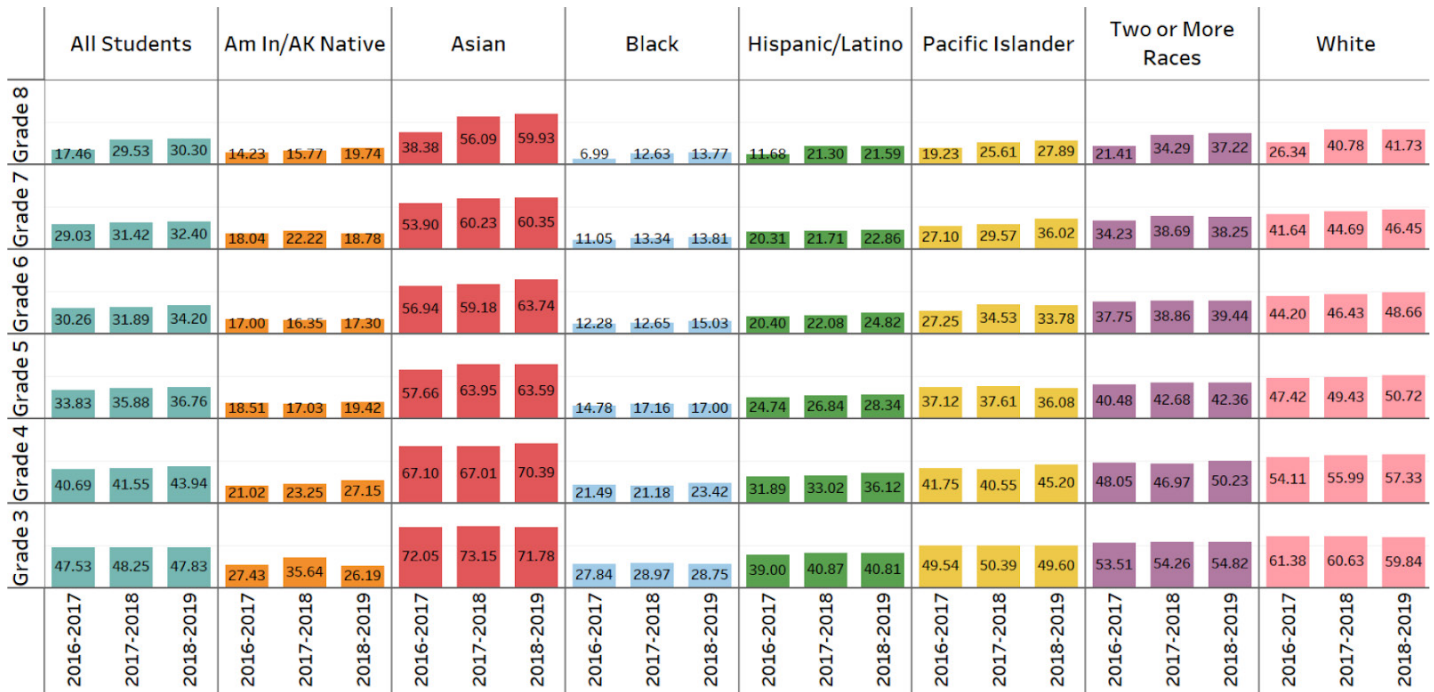
<sup>43</sup> Due to the COVID-19-related school building closures from March-June 2020, the Nevada Department of Education took advantage of flexibility offered by the U.S. Department of Education and the Governor's Emergency Directives to suspend federal and State assessment requirements for the 2019-20 school year.

**Figure 9. Three-Year Trend in Smarter Balanced Proficiency Rates in English Language Arts by Race/Ethnicity**



Statewide, students in all grades improved in mathematics proficiency in 2018-19 over the previous year, with the exception of 3rd grade students, whose demonstrated proficiency decreased 0.44 percentage points. Despite this decrease, 3rd grade students demonstrated the highest level of math proficiency at 47.8%. Grades 4, 6, and 7 made the largest percentage point gains in mathematics proficiency.

**Figure 10. Three-Year Trend in Smarter Balanced Proficiency Rates in Mathematics by Race/Ethnicity**

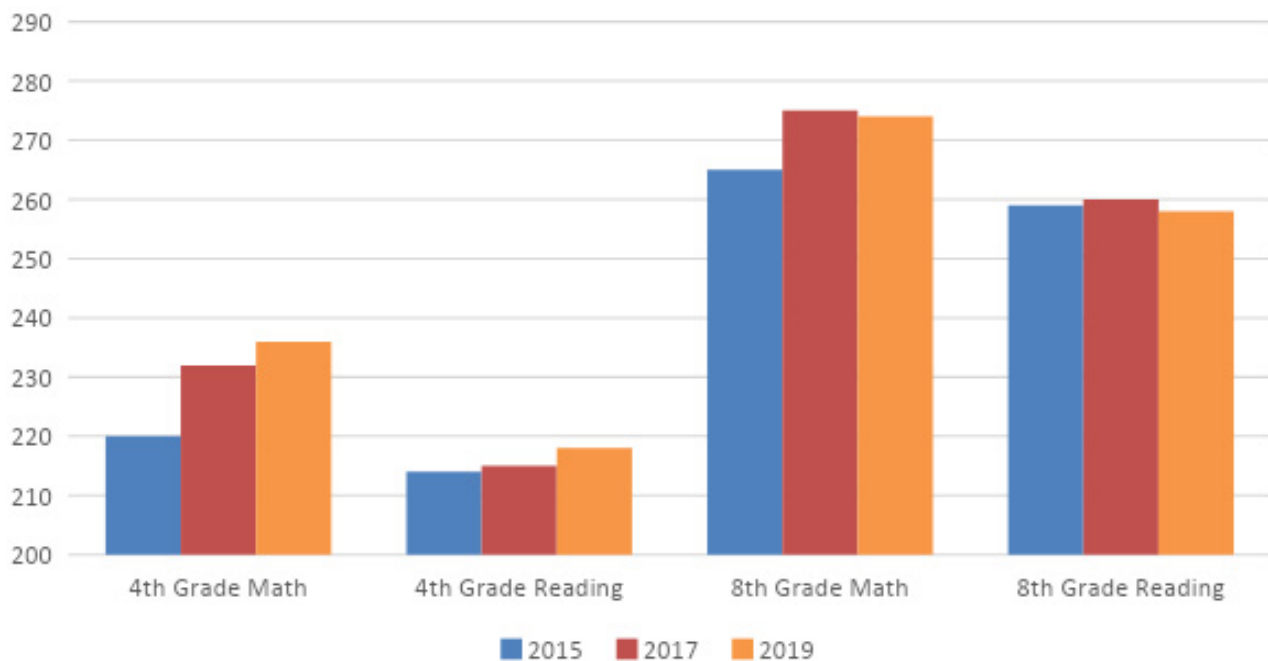


## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card, has provided information about student performance since 1969. The NAEP is taken by a representative sample of students across the country. Results are reported for groups of students with similar characteristics (e.g., gender, race/ethnicity, school setting), not individual students. State results are available for 4th and 8th grade mathematics, reading, and - in some assessment years - science and writing.<sup>33</sup>

NAEP results provide an opportunity to compare Nevada to other education systems nationally based on student performance. Nevada 4th graders and English Learners (EL) both made significant progress according to 2019 NAEP results. The percentage of 4th graders who scored at or above the basic level in mathematics increased by four points to 77%, which is considered statistically significant by NAEP. The percentage of 4th graders who scored at or above the proficient level increased from 31% to 34%. ELs scored 11 points higher than in 2017, and the percentage of EL students at or above the basic level rose from 41% to 58%. Reading scores increased slightly for 4th grade; there was no significant difference in 8th grade performance when compared to previous NAEP administrations.

**Figure 11. National Assessment of Education Progress Scores**



Through many of the Strategies in this *STIP*, NDE is focusing on closing the gaps between student groups. Assessment results demonstrate that non-trivial gaps exist in student outcomes when compared across race/ethnicity and socioeconomic status. For example, 8th grade math results in 2019 show that:

- Black students had an average score that was 20 points lower than the all students group
- Hispanic students had an average score that was 8 points lower than the all students group
- Students who were eligible for free-or-reduced-price-lunch had an average score that was 25 points lower than that for students who were not eligible

<sup>33</sup> National Assessment of Education Progress (2020). About NAEP A Common Measure of Student Achievement. Retrieved from <https://nces.ed.gov/nationsreportcard/about/>

These differences among student groups must be addressed at every level of the educational experience. That includes creating welcoming school environments, developing curricula in which students can see themselves, supporting teachers in adapting instruction to students' unique needs, and providing equitable access to resources and opportunities.

## Family Engagement

When families are engaged in their children's education, student achievement improves. Effective family engagement - regardless of family income or background - leads to higher attendance, grades, and test scores; increased enrollment in higher-level programs; improved social-emotional skills; and higher graduation and postsecondary education persistence rates.<sup>34</sup> The NDE Value of Community reflects this understanding by emphasizing that no one solution or stakeholder is responsible for student and school success.

NDE's Office of Parental Involvement and Family Engagement (PIFE) was established in 2011 to actively promote and support the participation and engagement of families and communities in our children's education. Specifically, PIFE works to:

- Assist districts and schools with incorporating effective family engagement practices and strategies;
- Collaborate with the Advisory Council for Family Engagement to create, develop, and evaluate State and local family engagement policies;
- Collaborate with institutions of higher education and Regional Professional Development Programs to develop and provide family engagement coursework and professional learning to educators;
- Collaborate with internal and external stakeholders to plan and implement a biennial Statewide family engagement summit; and
- Share with districts and schools family engagement best practices and grant information.

In 2019, PIFE published the first annual collection of family engagement promising practices, which can be found on the NDE website. The publication was created to highlight effective family engagement practices and strategies and to serve as a resource for schools and districts that are looking to improve or increase their family engagement efforts. PIFE also consistently searches for available grant opportunities related to family engagement, which are shared with districts and schools during bi-monthly webinars. In addition, PIFE provides links to grant information websites and agencies on its webpage, making it possible for schools and districts to access these resources as they become available during the year.






One of the highlights of each Listening Tour stop was Superintendent Ebert's roundtable conversations with parents and families. Parents expressed gratitude to the State Superintendent and NDE for visiting their communities and listening to their ideas and concerns. Though feedback was at times as diverse as the regions of our State, some consistent themes emerged. For example, parents talked about their appreciation for hands-on career and technical education courses; showed passionate support for the dedicated educators and staff in their communities; and lauded home visit programs and other efforts that have made them feel welcome in schools. Parents and families also expressed a need to understand new student discipline policies; shared their concerns about school safety; and expressed a desire for expanded access and eligibility for pre-K.

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<sup>34</sup> Henderson, A. T., Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family and community connections on student achievement* (Research Synthesis). Austin, TX: National Center for Family & Community Connections with Schools.

# Nevada's School Rating System

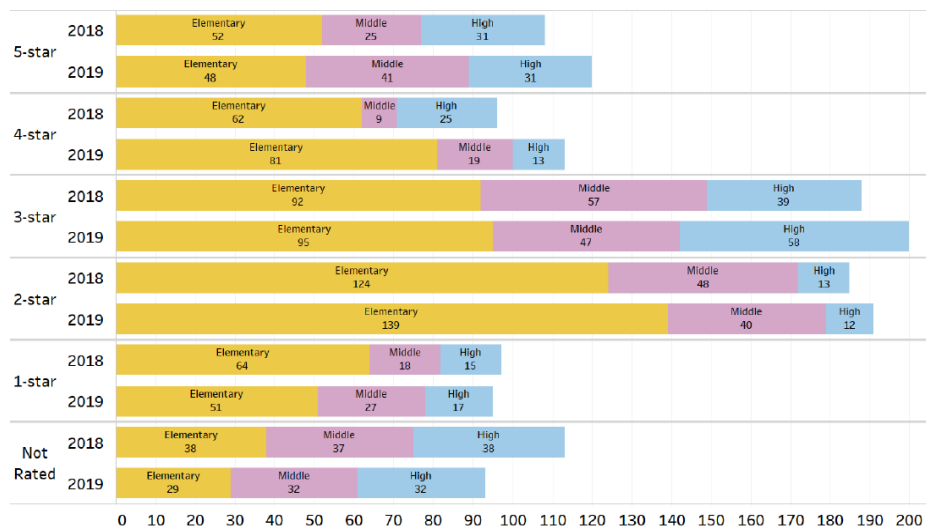
Federal education law requires each state to develop a system to rate school performance. The Nevada School Performance Framework (NSPF) is Nevada's school rating system for our 752 public schools. The NSPF was designed by Nevadans for Nevada schools. Nevada rates elementary, middle, and high schools using a star-rating system, where one star is the lowest rating and five stars is the highest rating. Each school level has different indicators that contribute to the rating. Schools receive points based on academic and non-academic measures, such as student achievement and growth, English language proficiency, and student engagement. Points are then added to produce an overall score for each school, which is converted into a star rating. Star ratings are earned on a scale of one to five stars, as described below:

- 
**One ★ - Identifies a school that has not met the State's standard for performance**
- 
**Two ★ - Identifies a school that has partially met the State's standard for performance**
- 
**Three ★ - Identifies an adequate school that has met the State's standard for performance**
- 
**Four ★ - Recognizes a commendable school that has performed well for all students and student groups**
- 
**Five ★ - Recognizes a superior school that exceeds expectations for all students and student groups**

The NSPF has a number of benefits, including that it helps to highlight successful schools so that proven practices can be scaled and replicated across the State. The transparency of star ratings empowers stakeholders to become decision makers in their school communities. Making more data available increases stakeholder voice and supports their ability to make a difference in school policies and practices. The NSPF also helps stakeholders to identify opportunities to engage in conversations around student outcomes and school improvement.

From 2018 to 2019, 184 schools in the State increased their star rating by one or more stars. This included 34 schools that improved by two stars and three schools that improved by three stars. The 2019 NSPF results also celebrated that 40 more schools were rated three stars or higher than in 2018. In addition, 11 more schools were rated five stars, 17 more schools were rated four stars and 12 more schools were rated three stars in 2019 than in 2018. Overall, 433 (60.2%) of the 719 rated schools received three stars or more.

**Figure 12. Statewide 2018 and 2019 Star Ratings Comparison**



*\*Note on not rated schools: For an elementary or middle school to be rated, it must meet minimum student enrollment requirements and earn points in student achievement and growth indicators.*

This chart shows the number of elementary, middle, and high schools that earned each level of star rating in 2018 and 2019.

As we look ahead to the future, in addition to looking at the number of schools at each rating level, the Strategies in the 2020 STIP include a target around the percentage of students attending three-, four-, or five-star schools. As we look back at star ratings for 2019 we observe:

- 15.91% of Nevada’s K-12 students were enrolled in five-star schools;
- 14.13% were enrolled in four-star schools;
- 34.51% were enrolled in three-star schools;
- 26.18% were enrolled in two-star schools;
- 8.21% were enrolled in one-star schools; and
- 1.06% were enrolled in schools that were not rated.

In 2019, nearly 65% of students were enrolled in schools with three stars or above. NDE plans to use the 2020 STIP to implement a collective effort to support one- and two-star schools until all students are attending a three-, four-, or five-star school.

## Every Student Succeeds Act School Designations

NDE strives to use resources to create a unified, Statewide system of accountability and support. We believe that the foundation of our work as the leader of the State’s K-12 education system is capacity-building with a focus on results.<sup>35</sup> One way that NDE operationalizes this is through the implementation of our Every Student Succeeds Act (ESSA) plan.

NDE called upon a group of stakeholders from across Nevada to serve as an Advisory Group in the development of the ESSA plan. The Advisory Group – composed of parents, educators, principals, superintendents, students, and business leaders – came together to outline a path forward tailored to meeting the unique needs of Nevada’s students. The ESSA plan set long-term goals to improve school and student outcomes, as well as measures of interim progress (MIPs) that help track our advancement towards those goals. The Strategies and Inputs, Outputs, and Outcomes in the 2020 STIP reflect our ongoing efforts to meet the MIPs on our way to achieving and surpassing our Goals for Nevada’s education system.

Based on the ESSA plan, Nevada’s accountability system includes three school-level designations: Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI), which is a subset of TSI-designated schools.

As described in the ESSA plan, CSI schools are schools that meet one or more of the following criteria: 1) in the bottom 5% of performance of all schools; 2) one-star schools, and/or 3) high schools with graduation rates below 67%. Schools identified for TSI are those with student groups who do not meet targets across multiple indicators for two consecutive years. Schools identified for ATSI are schools that meet TSI criteria and also have student groups that do not meet targets.

- The number of newly identified CSI schools decreased to 29 schools in 2019 from 55 schools in 2018.
- There were nine schools newly identified as TSI schools in 2019, which is the same number of schools that were newly identified in 2018.
- There were 45 newly identified ATSI schools in 2019, compared to 104 newly identified in 2018.

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<sup>35</sup> M. Fullan and J. Quinn (2010). “Capacity-building for whole system reform.” Retrieved from [https://michaelfullan.ca/wp-content/uploads/2016/06/Untitled\\_Document\\_8.pdf](https://michaelfullan.ca/wp-content/uploads/2016/06/Untitled_Document_8.pdf)

# GOAL 3 : All students experience continued academic growth



## EQUITY

### Increase access to STEM learning

NDE will collaborate with public schools and districts to integrate Science, Technology, Engineering, and Math (STEM) content across all grade levels; success will be demonstrated by an increase in female students and students from underrepresented groups earning STEM and STEAM (STEM + Arts) seals on their diplomas

- Input:** Provide technical assistance and resources to K-12 educators for implementing standards-aligned computer science (CS) education progressing across all grade levels and for all students
- Output:** Expansion of high school offerings of computer science coursework with emphasis on strategies for increasing enrollment of female and underrepresented groups in computer science
- Outcome:** Enrollment in high school CS coursework by female students and students from underrepresented groups increases by 50% by 2025

- Input:** Review District Performance Plans (DPPs) and School Performance Plans (SPPs) for emphasis on STEM, including computer science
- Output:** DPPs and SPPs reflect the implementation of STEM content across curricula for all students and grade levels
- Outcome:** Instructional shift that emphasizes the integration of STEM content and increases student proficiency in STEM content areas

- Input:** Provide technical assistance and other support for educators to promote high-quality instruction in STEM and CTE programs
- Output:** Expansion of STEM programming through the addition of resources and materials and the expansion of strategic partnerships
- Outcome:** The number of STEM and CTE-related activities provided through afterschool programs increase by 10% by 2025



## ACCESS TO QUALITY

### Support schools to exit designation status

NDE will collaborate with public schools and districts to engage students, families, and communities in developing and implementing school and district performance plans that result in 50% of Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) Schools that were identified in 2017 exiting designation status by 2022

- Input:** Develop capacity within, advocate for, and create systems of support for licensed educational personnel to serve all learners
- Output:** Strategic allocation and/or leveraging of financial and human capital resources to support historically underserved student populations
- Outcome:** Increase the percent of educators reporting on the educator climate survey that they have necessary resources and supports to meet the needs of historically underserved student populations

- Input:** Technical assistance for public schools and districts to select evidence-based interventions, strategies, and activities aligned to needs as indicated in their needs assessments
- Output:** Coherent and aligned School Performance Plans (SPPs) and District Performance Plan (DPPs) that support evidence-based and aligned improvement efforts
- Outcome:** Public schools and districts will meet measures of interim progress (MIPs) and long-term State achievement goals identified in the Every Student Succeeds Act plan



## SUCCESS

### Close pre-K-8 opportunity gaps

NDE will lead and collaborate with early childhood education providers, public schools, and districts to close opportunity gaps between and among students on assessment results (Brigance and Measures of Academic Progress (MAP) for grades pre-K-3 and Smarter Balanced for grades 3-8)\*

- Input:** Collaborate with stakeholders to adopt core content instructional materials
- Output:** Evidence-based, standards-aligned, culturally relevant instructional materials
- Outcome:** 100% of Nevada's students have access to high-quality, standards-aligned, culturally relevant instruction

- Input:** Partner with early childhood, Specialized Instructional Support Personnel, and stakeholders to align social, emotional, and academic development (SEAD) competencies with standards building from pre-K through middle school
- Output:** SEAD competencies crosswalked with all pre-K to 8th grade academic content standards
- Outcome:** Improved academic indicators for pre-K-8 students as a result of improved support for SEAD

- Input:** Train childcare providers in the use of the Brigance Screener and the Brigance Online Management System
- Output:** Increased availability of Brigance and MAP results, which can then be used to analyze student progress from pre-K to 3rd grade
- Outcome:** Increase in age equivalency data showing a pre- to post-test growth at grade level and beyond

Nevada has a robust accountability system that includes both academic and nonacademic indicators of student and school success. The Goal 3 Strategies recognize that meeting the needs of Nevada’s diverse students and communities requires a collective effort across NDE, public school and district colleagues, and stakeholders.



## INCLUSIVITY

### Increase percentage of students attending 3-, 4-, or 5-star schools

NDE will support school improvement by assisting public schools and districts in making data-driven and evidence-based decisions, regularly measuring student progress, and evaluating program effectiveness to increase the percentage of students attending 3-, 4-, and 5-star rated schools from 65% to 75% by 2025



## COMMUNITY

### Promote civic engagement

NDE will lead and collaborate with public schools, districts, and community-based organizations to integrate civic engagement and provide service learning opportunities across elementary, middle, and high schools; success will be measured by civics assessment results and student service learning participation\*



## TRANSPARENCY

### Streamline reporting requirements

NDE will lead and collaborate with public schools and districts to streamline reporting requirements, consolidate reporting platforms, and ensure the usefulness of collected information to promote efficiency for staff, school leaders, and educators by 2023

<p><b>Input:</b> Identify public schools and districts for targeted technical assistance and support based on risk assessments and monitoring</p> <p><b>Output:</b> Provide technical assistance and support to subrecipients to ensure effective implementation of programs and services in alignment with federal and State compliance requirements</p> <p><b>Outcome:</b> Increase the number 3-, 4-, and 5-star schools</p>	<p><b>Input:</b> Professional learning for educators on integrating civic engagement in curricula</p> <p><b>Output:</b> Once benchmarked, a demonstrated increase in the percent of schools offering service learning opportunities</p> <p><b>Outcome:</b> Throughout their educational journey and after graduation, students actively engage in civic life</p>	<p><b>Input:</b> Review of Nevada Revised Statutes and Nevada Administrative Code for reporting requirements</p> <p><b>Output:</b> Comprehensive list of reporting requirements on schools and districts to inform consolidation and streamlining</p> <p><b>Outcome:</b> Increased awareness of reporting requirements to enable cross-office collaboration at NDE to improve support for public schools and districts</p>
<p><b>Input:</b> Collaborate with stakeholders to ensure all public schools and districts meet the goals of the State Perkins Plan</p> <p><b>Output:</b> Aligned Statewide vision for success for CTE under the State Perkins Plan</p> <p><b>Outcome:</b> Public schools and districts meet 90% of target levels in the State Perkins Plan</p>	<p><b>Input:</b> Update list of partner organizations and conduct community forums to obtain information on available services, resources, and programs in communities</p> <p><b>Output:</b> Collaborate with community- and faith-based organizations to reduce redundancies and close gaps in availability of services for students and families</p> <p><b>Outcome:</b> Enhanced capacity of the education system to provide services to students and families</p>	<p><b>Input:</b> Work with stakeholders to identify duplicative or inefficient reporting requirements that do not enhance accountability</p> <p><b>Output:</b> Legislative proposal to remove duplicative or inefficient reporting requirements</p> <p><b>Outcome:</b> Streamlined reporting that allows administrators, educators, and staff to invest more time in students</p>

\*NDE does not currently collect cohort and disaggregated data for Brigrance and MAP and is committed to benchmarking for the first time at the close of the 2021-22 school year, after which we will set targets

\*NDE does not currently collect this data and is committed to benchmarking for the first time at the close of the 2020-21 school year, after which we will set targets

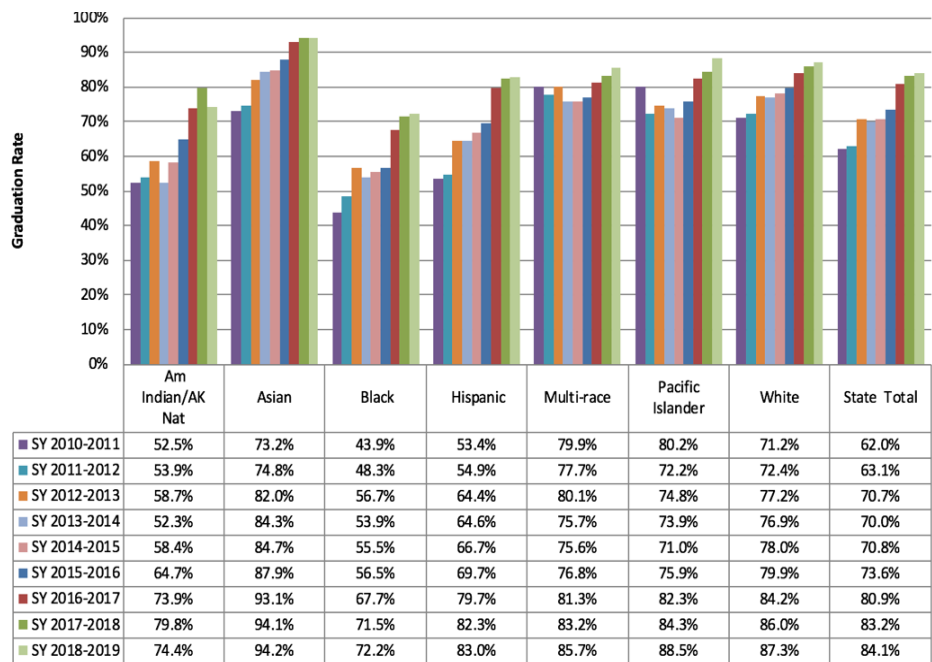
# GOAL 4. ALL STUDENTS GRADUATE FUTURE-READY AND GLOBALLY PREPARED FOR POSTSECONDARY SUCCESS AND CIVIC LIFE.

Based on the invaluable feedback gathered during the Listening Tour, the theme of the 2020 STIP is “Battle Born, Globally Prepared.” Battle Born is our State motto. Globally prepared encapsulates what our students need to be future-ready, whatever the next few decades may hold. To ensure students can compete in our dynamic economy, we need to dramatically expand access to hands-on learning and career and technical education (CTE) – we can’t stop short of CTE for all. Students need access to technology and computer science education that prepares them for digital citizenship and the future of work. Goal 4 continues our journey along the education pipeline that began at birth with Goal 1 and continued through 8th grade with Goal 3. The Strategies in Goal 4 support our students through high school graduation to ensure they have the tools they need to build a home, a life, and a future.

## High School Graduation Rates

For the second year in a row, Nevada’s high school students graduated at the highest rate ever, at 84.11% for the Class of 2019. This represents an increase of 3.26 percentage points since 2017. Nevada’s three largest districts – Clark County School District, Washoe County School District, and the State Public Charter School Authority (SPCSA, which is considered a district for accountability purposes) – all showed increases in graduation rates. Other bright spots include Douglas County School District, which improved by 3.73 percentage points, and Lyon County, Carson City, Clark County, and Washoe County school districts, which achieved increases in graduation rates of more than 2 percentage points. Previously, the Class of 2018 had set a record for the highest graduation rate ever, at 83.17%.

**Figure 13. Statewide Cohort Graduation Rates by Race/Ethnicity, 2011-2019**



*This bar chart shows the high school graduation rates for cohorts beginning with 2010-11 and ending with 2018-19, disaggregated by race/ethnicity.*

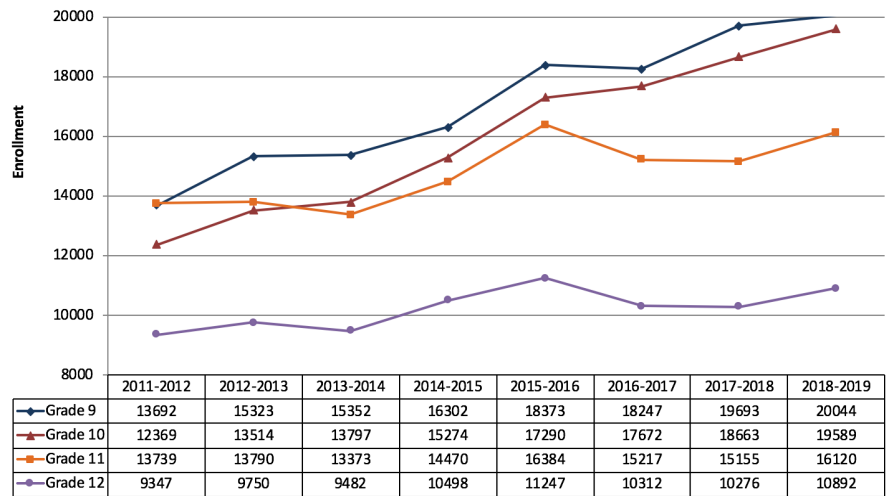
## Statewide Graduation Rates by Race / Ethnicity

As Figure 13 shows, high school graduation rates have increased for students across all races/ethnicities over the last 10 years. While we are proud that all student groups are demonstrating progress, NDE is committed to addressing graduation rate gaps between and among student groups as reflected in our Strategies. Graduation rates for American Indian/Alaska Native, Black, and Hispanic students, as well as students who are differently abled, English Learners, and students who are eligible for free-or-reduced-price lunch must improve. Expanding access to educational opportunities and ensuring equitable access to effective educators will be key to our efforts to put all learners on a path to long-term success.

## Career and Technical Education

Career and Technical Education (CTE) has been growing in popularity among Nevada’s students, educators, and employers. CTE refers to programs and courses that specialize in the skilled trades, applied sciences, modern technologies, and career preparation. Nevada’s CTE programs are organized into the following areas: (1) Agriculture and Natural Resources; (2) Business and Marketing Education; (3) Health Sciences and Public Safety; (4) Hospitality, Human Services and Education; (5) Information and Media Technologies; and (6) Skilled and Technical Sciences.

**Figure 14. Statewide CTE Enrollment by High School Grade Level, 2011-2019**

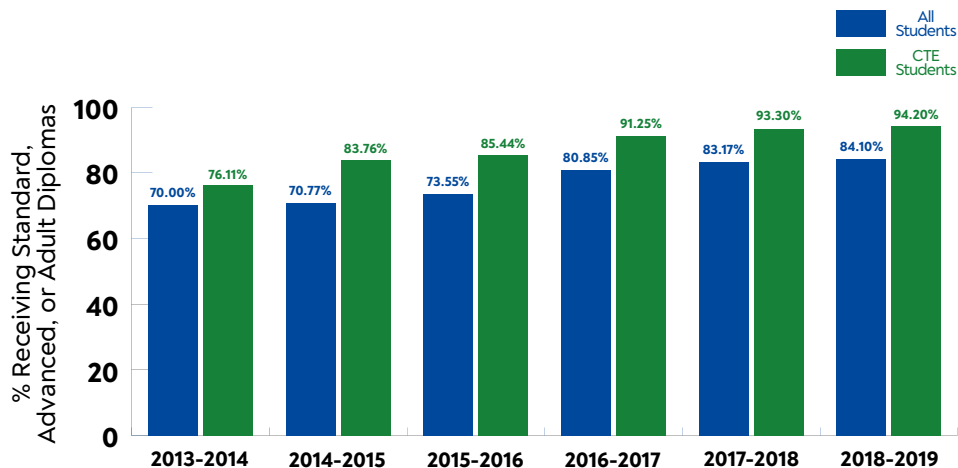


*This line graph shows the number of high school students enrolled in Career and Technical Education at each grade level beginning in 2011-12 and ending in 2018-19.*

As seen in *Figure 14* above, CTE enrollment is increasing in our schools. In the 2018-19 school year, 47% of Nevada’s public high school students were enrolled in CTE courses. CTE students who complete an approved program of study, pass CTE assessments, and earn a 3.0 GPA or higher in their CTE coursework earn a CTE endorsement upon graduation. They are also eligible to apply for free CTE College Credit at one of Nevada’s four community colleges. The number of awarded CTE endorsements has risen steadily over the past three years, and in 2018-19 over 5,400 endorsements were awarded. Spanish Springs High School in Washoe County School District had 195 students earn at least three, and as many as 13, credits for free through the CTE College Credit Program at Truckee Meadows Community College in 2018-19.

From the Listening Tour, it is clear that educators, employers, students, and families see the value of increasing CTE offerings, which is why we have created a Strategy dedicated to expanding CTE opportunities to all students in Nevada. Parents in one district described the CTE programs as a point of pride and noted that as a result of CTE, “professionals in our community are homegrown experts rather than outsiders.” In Clark County School District, the Southeast Career and Technical Academy has a cosmetology program of study that offers students the opportunity to accrue the 1,600 hours of training required for Nevada State Board of Cosmetology licensure. This saves students thousands of dollars in cosmetology school fees and ensures that they graduate career-ready.

**Figure 15. Cohort Graduation Rate Comparison of CTE Students and All Students, 2014-2019**



*This bar graph shows that Career and Technical Education students consistently outperform the all students group in graduation rates.*

*“Our mission is to empower students with the necessary tools to succeed in future education and professional career paths,” Assistant Principal Ryan Cordia, Southeast Career and Technical Academy, Clark County School District*

Figure 15 shows that students enrolled in CTE programs graduate from high school at higher rates than their peers who are not enrolled in CTE. For the class of 2019, CTE students graduated at a rate of 94% - a full 10 percentage points above the State's 84% graduation rate! This demonstrates that the career-connected, hands-on learning experiences provided in CTE pathways are having a significant impact on student achievement. This is another reason that we must expand equitable access to CTE. From the Statewide Listening Tour, we know that in rural communities, CTE courses are seen as an entry to meaningful employment for many students, emphasizing local opportunities and preparing students for high-demand, highly skilled jobs.

## **STRENGTHENING CAREER AND TECHNICAL EDUCATION: NEVADA'S PERKINS PLAN**

On July 31, 2018, the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) became federal law. Perkins V required states to update their plans regarding career and technical education (CTE). NDE's Office of Career Readiness, Adult Learning & Education Options (CRALEO) worked with a variety of stakeholders – including representatives from partner State agencies, postsecondary institutions, business and industry, Indian Tribes, State and local workforce development boards, and agencies serving at-risk youth, as well as students, parents and educators – to draft Nevada's Perkins State Plan. CRALEO also conducted public meetings and solicited comments on the Plan, the final version of which was approved by the State Board of Education in December 2019. The Plan articulates seven CTE strategic goals for Nevada:

- Improve the quality and alignment of CTE programs
- Ensure equity of opportunity and access for all students in career pathways aligned to high-skill, high-wage, or in-demand occupations and industry sectors
- Ensure employers have a pipeline of skilled talent
- Ensure programs have a pipeline of high-quality CTE teachers in aligned programs
- Increase the number of high-quality work-based learning opportunities available for secondary, postsecondary, and adult students Statewide
- Raise awareness of the need and opportunity for strong education-to-workforce pipeline for students, parents, educators, and employers
- Expand opportunities for high school students enrolled in CTE programs to earn early college credit

CRALEO will lead and collaborate with public schools and districts, employers, postsecondary institutions, and other strategic partners to carry out the vision in our Perkins State Plan through June 2023.

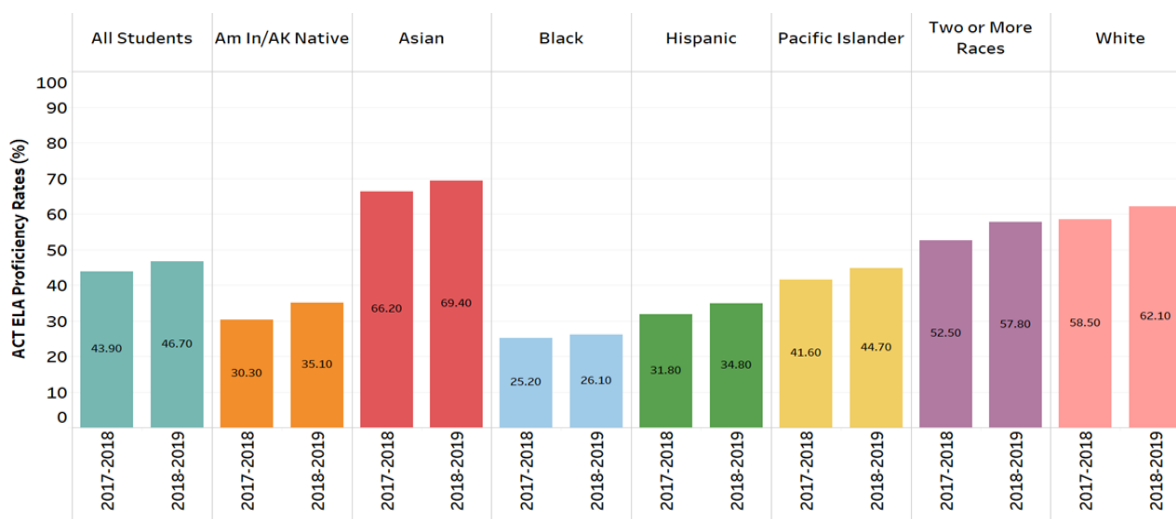
### **College Readiness**

Nevada's College and Career Ready (CCR) Diploma was created by the 2017 Legislature in recognition of our ongoing commitment to ensuring all students graduate future-ready and globally prepared to harness postsecondary success. Students who earn the CCR Diploma have completed certain coursework or obtained certain experience that makes them qualified for, and prepared to succeed in, postsecondary education or job training in high-demand occupations. Since the CCR Diploma was implemented in 2017, 6,292 have been issued.

In addition to issuing more CCR Diplomas, NDE is committed to supporting students who are interested in pursuing postsecondary education at two- or four-year institutions. In the Class of 2018 - the latest year for which data are available - 23% of Nevada's high school graduates enrolled in a Nevada System of Higher Education (NSHE) community college and 20% enrolled in a NSHE four-year college or university. Data are not available to specify whether the remaining 57% of graduates enrolled in a private or out-of-state college, entered careers, joined the military, or chose another path. The 2020 STIP Strategies indicate NDE's plan to work with public schools and districts to better track the postsecondary pathways of our graduates, so we can be assured that we are supporting them to meet their aspirations.

Research has shown that free administration of a college entrance exam, like the ACT, increases postsecondary enrollment among students from low-income families.<sup>36</sup> The ACT was selected as Nevada's statewide College and Career Ready Assessment by the State Board of Education in 2014. The ACT is used as our federally required measure of accountability for secondary English Language Arts and mathematics. As such, the ACT is a primary component of our Nevada School Performance Framework for high schools. ACT results provide educators, students, and families personalized information about students' readiness for postsecondary success.

**Figure 16. Two-Year Trend in ACT Proficiency Rates by Race/Ethnicity**



*This chart shows the two-year trend (2017-18 and 2018-19) in ACT Proficiency Rates for Nevada's 11th graders, disaggregated by race/ethnicity.*

The ACT is administered to all 11th graders, and this universal administration each Spring promotes equity in access for all students. While Nevada's performance is among the lowest of the states that administer the ACT universally, we are proud to be trending upward in our average composite score while, in 2019, the rest of states trended backward. *Figure 16* above shows year-to-year increase in ACT proficiency rates for students across all races/ethnicities. However, there is a persistent opportunity gap based on race/ethnicity, and particularly for American Indian/Alaska Native students, Black students, and Hispanic students. As seen in *Figure 16*, in 2018-19:

- American Indian/Alaska Native students demonstrated a proficiency rate that was 11.6 percentage points lower than the all students group;
- Black students demonstrated a proficiency rate that was 20.6 percentage points lower than the all students group; and
- Hispanic students demonstrated a proficiency rate that was 11.9 percentage points lower than the all students group.

<sup>36</sup> Hyman, J. (2017). ACT for All: The Effect of Mandatory College Entrance Exams on Postsecondary Attainment and Choice. Retrieved from: [https://www.mitpressjournals.org/doi/pdf/10.1162/EDFP\\_a\\_00206](https://www.mitpressjournals.org/doi/pdf/10.1162/EDFP_a_00206)

# GOAL 4 • All students graduate future-ready and globally prepared for postsecondary success and civic life



## EQUITY

### Increase participation in college-level and CTE coursework

NDE will collaborate with public schools and districts to increase the percentage of historically underserved students participating in and successfully completing dual credit, concurrent enrollment, Advanced Placement (AP) and International Baccalaureate (IB) courses, and Career and Technical Education (CTE) programs of study by at least 5% year over year

**Input:** Disaggregate by student demographics and analyze enrollment data for dual credit, concurrent enrollment, AP, and IB courses as well as CTE programs of study

**Output:** Identify best practices and create guidance to support an increase in underrepresented student enrollment in aforementioned coursework and programs

**Outcome:** Public schools and districts have the tools and support they need to increase equitable access to college-level coursework and CTE programs of study

**Input:** Encourage collaboration with the Nevada System of Higher Education to increase opportunities for dual credit and concurrent enrollment in high-skill, high-demand CTE programs of study

**Output:** Increase number of approved dual credit CTE course offerings

**Outcome:** Increase in free CTE college credit earned by students by 5% year over year



## ACCESS TO QUALITY

### Expand access to CTE for all students

NDE will lead and collaborate with public schools and districts to ensure that every high school student has access to high-quality Career and Technical Education (CTE) offerings by 2023

**Input:** Professional learning for school counselors regarding career guidance

**Output:** School counselors, educators, and administrators have access to current and relevant career guidance information to share with students and families

**Outcome:** Students and parents are more informed of, and students participate in higher rates in, viable career pathways and other postsecondary options by 2022

**Input:** Encourage collaboration with the Governor's Office of Workforce Innovation and community partners to expand work-based learning opportunities in high-skill, high-demand industries

**Output:** Increased number of students participating in and earning credit for work-based learning

**Outcome:** Increase in College and Career Diplomas earned through work-based learning by 5% year over year

**Input:** Provide data and ongoing training, support, and technical assistance to promote the effectiveness of CTE for differently abled students and expand access to targeted paraprofessional support for students with disabilities participating in CTE

**Output:** Educators and staff at middle and high schools have access to CTE resources to inform Individualized Education Program (IEP) meetings

**Outcome:** Percentage of differently abled students enrolled in CTE programs of study is proportional to their representation in the student population



## SUCCESS

### Reduce graduation rate opportunity gaps

NDE will collaborate with public schools and districts to close opportunity gaps in graduation rates by 75% across all student groups by 2025

**Input:** Expand youth leadership initiatives that are proven to increase graduation rates and produce positive outcomes for differently abled students

**Output:** Increase the number of differently abled students engaged in student directed IEPs and graduating with regular and alternative diplomas by 5% year over year

**Outcome:** Increased graduation rate for differently abled students

**Input:** Encourage collaboration with the Nevada System of Higher Education and other partners to support college preparatory activities and programs

**Output:** Increase in student mentoring and tutoring, ACT preparation support, and completion of Free Applications for Federal Student Aid (FAFSA)

**Outcome:** Increase the graduation rate and college matriculation of first-generation, underrepresented, and free-or-reduced-price lunch eligible students

**Input:** Cross-office review of graduation requirements, course alignment, diploma options, and correlation directory for educators

**Output:** Comprehensive State catalog published on NDE website to support high school students, parents, and educators

**Outcome:** Clarity for high school educators and students and their families on requirements for graduation and earning each diploma type

Throughout the Listening Tour, educators, students, families and stakeholders answered the question, “What do we want Nevada high school graduates to know and be able to do?” Inspired by our moniker of “Globally Prepared,” the Goal 4 Strategies are aimed at making sure our students – Nevada’s future leaders – are ready to seize opportunities and rise to the challenges that await them.



## INCLUSIVITY

### Enhance support for English Learners (ELs)

NDE will collaborate with public schools and districts to ensure that all English Learners (ELs) have the practices, knowledge, and skills to demonstrate proficiency through assessments and graduation rates on par with or better than that of their non-EL peers by 2025



## COMMUNITY

### Increase College Enrollment

NDE will lead and collaborate with public schools and districts, institutions of higher education, employers, and community-based organizations to increase the number of students graduating from high school with college credits and the number of students enrolling in college coursework within six months of graduating\*



## TRANSPARENCY

### Co-create policy with stakeholders

NDE will create policies and initiatives and implement legislation in collaboration with the stakeholders who are most affected by such policies, initiatives, and legislation by 2021

<p><b>Input:</b> Review content, model support, and provide technical assistance to public schools and districts on inclusion frameworks</p> <p><b>Output:</b> Educator-friendly frameworks on working with English Learners and other special populations</p> <p><b>Outcome:</b> ELs receive standards-based instruction in their least restrictive environment by 2022</p>	<p><b>Input:</b> Collaborate with the Nevada System of Higher Education to strengthen the pipeline from high school to college</p> <p><b>Output:</b> Families' knowledge of postsecondary options, requirements, and financial aid will increase year over year as evidenced by an increase in completion of Free Applications for Federal Student Aid</p> <p><b>Outcome:</b> Development of a college-going culture and postsecondary education expectations in schools, communities, and families</p>	<p><b>Input:</b> Facilitation of professional learning and strategic leveraging of financial and human capital resources for family engagement</p> <p><b>Output:</b> Develop capacity within, advocate for, and create systems of support for licensed educational personnel and school families</p> <p><b>Outcome:</b> Increase in the percent of families indicating that they feel valued as an equal partner in the education of their child on the climate survey for families</p>
<p><b>Input:</b> Embed required English Language Acquisition and Development (ELAD) coursework in all State-approved educator preparation programs (EPPs) by 2022</p> <p><b>Output:</b> Graduates from Nevada EPPs graduate licensure- and ELAD-endorsement-ready</p> <p><b>Outcome:</b> Increase in the number of in-service teachers holding an ELAD endorsement</p>	<p><b>Input:</b> Establish a work group to coordinate early college credit activities and examine existing regulations/policy around dual credit coursework</p> <p><b>Output:</b> Establish a common understanding of definitions for all types of early college credit with the Nevada System of Higher Education</p> <p><b>Outcome:</b> Decrease barriers for students to access early college credit</p>	<p><b>Input:</b> Create and implement policies, initiatives, and legislation related to neglected and/or delinquent students</p> <p><b>Output:</b> Targeted professional learning and increased investment in policies, initiatives, and legislative implementation</p> <p><b>Outcome:</b> Neglected and delinquent* students demonstrate increased academic proficiency and graduation rates by 5% year over year</p>
<p><b>Input:</b> Provide guidance and support for ELs to participate in advanced coursework</p> <p><b>Output:</b> EL enrollment as a percentage of student enrollment in advanced coursework (e.g., CTE, AP, IB, dual credit) is at least proportional to the percent of ELs in the school population</p> <p><b>Outcome:</b> ELs demonstrate an increase in average ACT composite scores of one point per year</p>	<p><b>Input:</b> Financial Literacy Advisory Council (FLAC) coordinates Statewide efforts to support students and families, including annual summit</p> <p><b>Output:</b> FLAC creates repository of resources and opportunities to support college affordability and financial preparedness</p> <p><b>Outcome:</b> Students and families understand the costs of college and have access to financial resources</p>	<p><b>Input:</b> Conduct focus groups to develop best practices for community engagement frameworks</p> <p><b>Output:</b> Create best practices community engagement guide for NDE</p> <p><b>Outcome:</b> Infrastructure of support to maintain engagement of relevant stakeholders in policy making</p>

\*"Neglected and delinquent" is federal terminology. Refer to the glossary for the definition or p. 45 for more information

\*NDE does not currently collect this data and is committed to benchmarking for the first time at the close of the 2020-21 school year, after which we will set targets

## **GOAL 5. ALL STUDENTS HAVE ACCESS TO NEW AND CONTINUED EDUCATIONAL OPPORTUNITIES SUPPORTED BY FUNDING THAT IS ADMINISTERED TRANSPARENTLY, CONSISTENTLY, AND IN ACCORDANCE WITH LEGISLATIVE OR GRANT GUIDELINES.**

In June 2019, Governor Steve Sisolak signed five key bills to fund the largest education budget in State history; enhance funding for school safety; give educators a raise; put more money toward classroom supplies; increase per-pupil expenditures; and – most importantly – overhaul Nevada’s 50-year-old funding formula. The Strategies that support Goal 5 will ensure that the State’s investment in education is efficient and effective and supports student success.

### **Pupil-Centered Funding**

Currently, Nevada’s public schools and districts are funded by a formula that is referred to as the “Nevada Plan.” Given our rapidly changing demographics, this funding model does not recognize the diversity of our students. The Nevada Plan includes weights for gifted and talented students as well as students with disabilities, but it does not adequately account for demographic and socioeconomic differences. Senate Bill 543 (2019) laid the groundwork for the development of a new Pupil-Centered Funding Plan to address the current and future needs of our children.

Senate Bill 543 also created the 11-member Commission on School Funding to guide the work of the Department of Education to revamp Nevada’s K-12 education funding formula for the first time in over a half-century. The Commission’s responsibilities include, but are not limited to:

- Providing guidance to school districts and the Department of Education on the implementation of the Pupil-Centered Funding Plan;
- Reviewing the Statewide base per pupil funding amount, the adjusted per pupil funding for each district, and the multiplier for weighted funding for each category of students and recommend revisions as they determine to be appropriate;
- Reviewing State laws and regulations related to education and making recommendations to improve the efficiency and effectiveness of public education; and
- Reviewing and making recommendations relative to the Pupil-Centered Funding Plan’s equity and cost adjustment factors, which include costs adjustments for each county, small schools, and small districts.

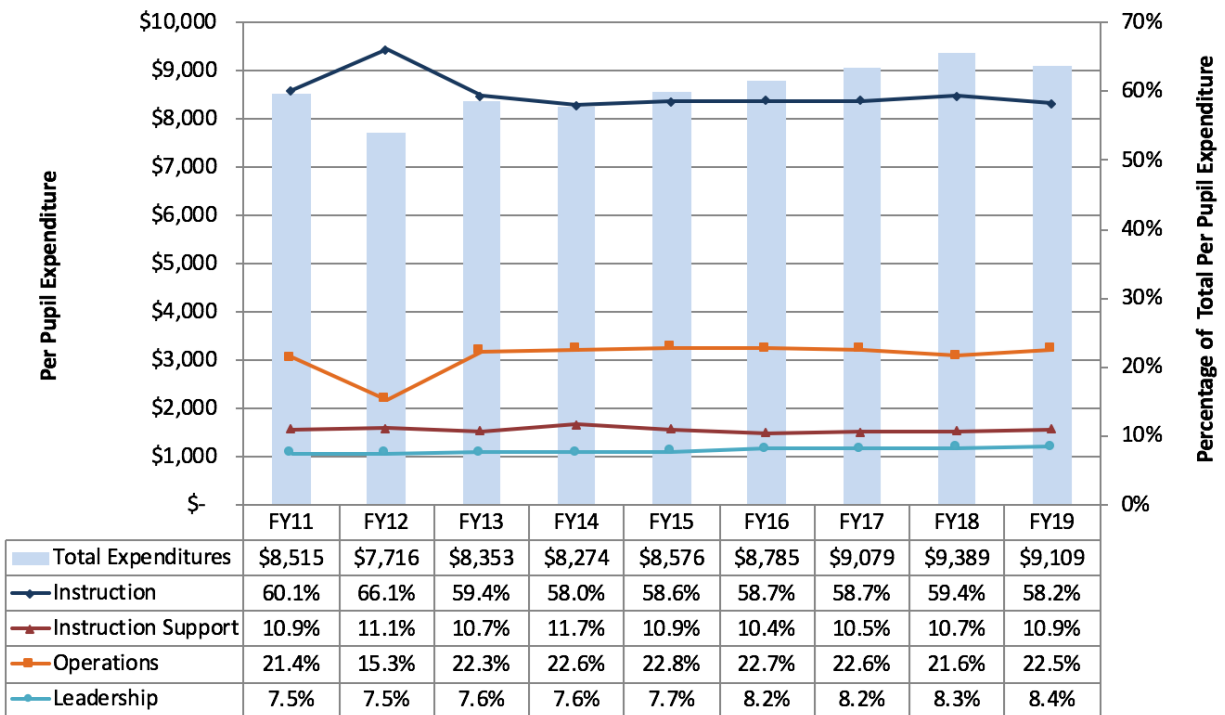
### **Per Pupil Spending**

Disbursing funds to meet the needs of educators and students is a coordinated effort between NDE offices and public schools, districts, and stakeholders responsible for providing resources and services in our communities. NDE staff are committed to every dollar being spent transparently, consistently, and as policy makers intended.

*Figure 17* shows that total per pupil spending varies from year-to-year. Almost 70% of expenditures are for instruction and instructional support (69.1% in fiscal year 2019), with combined operations and leadership costs hovering around 30% (30.98% in fiscal year 2019).

- Instruction and instructional support expenses include salaries and benefits for educators and staff, instructional materials and supplies, and classroom technology.
- Operations costs may refer to maintenance and the operating costs of buses, facilities, food service programs, and safety and security.
- Leadership spending is the smallest share of costs and includes salaries and benefits for school and district leaders, as well as expenses like office supplies, postage, and legal services.

**Figure 17. Per Pupil Spending, Fiscal Year 2011-2019**



*This chart shows the fluctuations in per pupil spending in Nevada, beginning with fiscal year 2011 and ending in fiscal year 2019.*

On the Listening Tour, the State Superintendent heard stories of how NDE staff have collaborated with their colleagues in districts to ensure funding was spent in support of improving student and educator outcomes. In David E. Norman Elementary School in White Pine School District, students participate in afterschool STEAM (science, technology, engineering, art, and mathematics) academies. At these academies, students engage in engineering labs, cooking, coding, and art. “We truly could not provide this level of enrichment without grant funding,” shared White Pine County School District Superintendent Adam Young.

## Fiscal Transparency

The Every Student Succeeds Act (ESSA) requires that state report cards include per pupil spending data no later than June 30, 2020. We are proud that Nevada has been reporting fiscal data on the Nevada Report Card in accordance with State regulations since 2003. The data currently reported include per pupil expenditures, sources of funding, legislative appropriations, professional learning funding, and programs of remedial study. This data is available for the public to access and view for the entire State or for individual districts or schools.

To comply with ESSA requirements, data will be further broken down by personnel and non-personnel expenditures, as well as by funding source, whether federal, State, or local. NDE is committed to working with districts to help them communicate with their stakeholders about what this data does and does not mean. We want to empower districts and schools to use the data as a meaningful part of their narrative. Sharing information about per pupil expenditures in an open, transparent way is critical to supporting district and school leaders in having candid conversations about spending with stakeholders and families. NDE created transparency around this new ESSA requirement by convening legislators, education advocates, and leaders to join an ESSA Financial Transparency Workgroup. This Workgroup reviewed the ESSA requirements and strategized on how to best deliver the new information to stakeholders.

Just as it is important to use student and educator data to inform decision making, there are powerful stories behind how we spend funds and whether we are investing in what we know works to improve outcomes. Ultimately, our expanded Report Card data will support the intent of the Pupil-Centered Funding Plan to allocate resources more equitably among groups of students and geographic regions.

# GOAL 5 :

All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines



## EQUITY

### Implement Pupil-Centered Funding

NDE will implement the Pupil-Centered Funding Plan to equitably and transparently fund educational and support services for all students



## ACCESS TO QUALITY

### Fully expend education funding

NDE will support public schools and districts to ensure that all authorized funding is spent each fiscal year



## SUCCESS

### Assess and manage risk

NDE will assess State and federal funding recipients with a level of programmatic or fiscal management risk annually, and will provide technical assistance to support the improvement of fiscal management and program implementation so that all recipients are rated "low risk" by 2025

<p><b>Input:</b> Incorporate recommendations from the Commission on School Funding into the Pupil-Centered Funding Plan (PCFP) to be presented to the 81st Legislature and Governor for consideration</p> <p><b>Output:</b> Finalize the Pupil-Centered Funding Plan</p> <p><b>Outcome:</b> Beginning July 1, 2021, implement the Pupil-Centered Funding Plan, which will replace the existing formula to fund schools (the "Nevada Plan," in effect for the past 52 years)</p>	<p><b>Input:</b> Conduct desktop and on-site programmatic and fiscal monitoring for subrecipients</p> <p><b>Output:</b> Provide subrecipients with customized technical assistance and support to ensure implementation of programs and services are effective and aligned with State and federal program requirements</p> <p><b>Outcome:</b> Maximize federal and State funding to improve student outcomes and school climate</p>	<p><b>Input:</b> Develop, pilot, and implement a comprehensive Risk Assessment Tool</p> <p><b>Output:</b> Train and provide technical assistance to both internal and external stakeholders on mitigating risk</p> <p><b>Outcome:</b> Audits results in fewer findings for NDE and grant subrecipients</p>
<p><b>Input:</b> Release a Request for Information (RFI), followed by a Request for Proposals (RFP) to procure a financial management system</p> <p><b>Output:</b> The financial management system will integrate the distribution of funding from NDE to school districts and other funding recipients</p> <p><b>Outcome:</b> Accurate and timely distribution of funding to school districts and other funding recipients</p>	<p><b>Input:</b> Provide guidance that details ways in which public schools and districts can combine State and federal funding to expand access to pre-K</p> <p><b>Output:</b> Public schools and districts braid funding to increase the availability of high-quality pre-K seats</p> <p><b>Outcome:</b> Increased number of pre-K seats for students in foster care, experiencing housing insecurity, or from families experiencing poverty</p>	<p><b>Input:</b> Provide continuous guidance and technical assistance to ensure programs are effective and awarded funding is spent</p> <p><b>Output:</b> Program assessment scores improve and funds are expended and reported consistently and in accordance with the terms of the contract / agreement</p> <p><b>Outcome:</b> Timely and transparent financial reports that indicate that program design is yielding measurable results</p>
<p><b>Input:</b> Use financial management system to collect annual expenditure data from public schools and districts</p> <p><b>Output:</b> Timely, accurate, and consistent data regarding annual expenditures by public schools and districts</p> <p><b>Outcome:</b> Consistent and transparent reporting to support the implementation and evaluation of the PCFP and identification of expenditure trends</p>	<p><b>Input:</b> Communicate the federal equitable services provisions of Every Student Succeeds Act grants with districts</p> <p><b>Output:</b> Public schools and districts will provide timely and meaningful consultation to private schools and develop a plan to obligate funds</p> <p><b>Outcome:</b> Public schools and districts spend down all equitable services funds with no carryover</p>	<p><b>Input:</b> Provide subgrantees with guidance and technical assistance to ensure that funds are being used for allowable expenses, in compliance with federal statutes, regulations, and the terms and conditions of the subaward</p> <p><b>Output:</b> Review and revise monitoring systems to ensure that all subgrantees have multiple access points to monitoring and review to provide NDE a transparent view of activity and promote timely technical assistance</p> <p><b>Outcome:</b> Subgrantees will be more accountable and transparent in their uses of funds</p>

Through the 2020 STIP, NDE is committing to work with public schools, districts, and stakeholders to ensure that funding is equitable. The Strategies also identify ways NDE can support a cycle of continuous improvement by helping public schools and districts, as well as school board members and other stakeholders, undertake data-driven decision making.



## INCLUSIVITY

### Manage funds proactively

NDE will support subrecipients with technical assistance and monitoring to effectively invest funding to serve all students throughout the State and reduce funding reversions by 50% by 2022 and eliminate reversions by 2025



## COMMUNITY

### Improve Customer Service

NDE will authentically engage and leverage the expertise, voice, and diversity of stakeholders as demonstrated by responses to NDE stakeholder surveys to be launched in 2021



## TRANSPARENCY

### Communicate programmatic impact

NDE will use educator and student outcomes to communicate the effectiveness of programs and other investments, and to inform data-driven decision making by 2023

<p><b>Input:</b> Enhance NDE's grant management system</p> <p><b>Output:</b> Updated/accurate grant obligations and spending records and documentation of grant management processes</p> <p><b>Outcome:</b> Reduced compliance and audit findings</p>	<p><b>Input:</b> Engage in ongoing consultation and collaboration with peer states, parents / families, and educational partners to plan and develop initiatives and resources</p> <p><b>Output:</b> Development of NDE customer feedback surveys, such as: post-work group survey, professional learning impact surveys, topic-specific focus groups, fiscal/program planning teams, and event planning teams</p> <p><b>Outcome:</b> Increase of 10% annually from baseline of survey responses of stakeholders indicating their voice has been heard</p>	<p><b>Input:</b> With the Nevada P-20 Workforce Research Data System (NPWR), coordinate a system to synchronize student data to ensure accurate tracking of student enrollment from K-12 to post-secondary and subsequent employment</p> <p><b>Output:</b> Improved connections between K-12 and postsecondary data systems through NPWR to provide accurate student enrollment in dual and concurrent enrollment, CTE programs, and postsecondary institutions</p> <p><b>Outcome:</b> NDE is able to serve public schools and districts by providing accurate and timely information regarding postsecondary enrollment and outcomes for their high school graduates</p>
<p><b>Input:</b> Communicate at least quarterly regarding grant subaward approval, Requests for Reimbursement (RFRs), and grant performance</p> <p><b>Output:</b> Work with public schools and districts to review and determine whether grant implementation and/or reporting changes are needed</p> <p><b>Outcome:</b> Programs use real-time information to better manage the implementation of grants</p>	<p><b>Input:</b> Meet with grant recipients to identify best practices and opportunities for improvements in implementation</p> <p><b>Output:</b> Share best practices with other grant recipients</p> <p><b>Outcome:</b> Continuous improvement in programmatic and grant performance</p>	<p><b>Input:</b> Use risk assessment levels as a proactive approach to detecting administrative, fiscal, and programmatic strengths and opportunities for improvement</p> <p><b>Output:</b> Targeted subrecipient training and technical assistance and differentiated monitoring with accompanied guidance to promote transparency in grant reporting, and ensure compliance with programmatic requirements</p> <p><b>Outcome:</b> Increase subrecipient compliance with programmatic requirements and successful programmatic outcomes</p>
	<p><b>Input:</b> Assess areas of need and identify opportunities for NDE staff training and professional learning</p> <p><b>Output:</b> A training or informational session will be conducted at least monthly to support NDE professional learning</p> <p><b>Outcome:</b> Increased inter-departmental collaboration and understanding, decreased errors and attrition, improved customer service</p>	<p><b>Input:</b> Collaborate with the Gifted Education Directors Association to refine current practices for the identification, programming, funding, and service to Gifted students</p> <p><b>Output:</b> Develop a transparent and robust system of monitoring each public school and district that receives Gifted and Talented Education (GATE) funding</p> <p><b>Outcome:</b> Each public school and district and NDE will be fully transparent regarding eligibility and funding criteria for GATE</p>

## GOAL 6. ALL STUDENTS AND ADULTS LEARN AND WORK TOGETHER IN SAFE ENVIRONMENTS WHERE IDENTITIES AND RELATIONSHIPS ARE VALUED AND CELEBRATED.

Schools are microcosms of their communities – they are places where students and adults come together under a shared set of rules and values to work toward a common vision, mission, and goals. In 2015, the Office for a Safe and Respectful Learning Environment (OSRLE) was established at NDE to promote students' social emotional and academic development (SEAD). Creating safe and respectful school environments is integral to accomplishing *all* of our STIP Goals by 2025. While teaching and learning is our focus, the safety and wellbeing of students and adults in our schools is of paramount concern.

Research shows that teaching social and emotional competencies is important for a student's development and can predict outcomes in adulthood.<sup>37</sup> Building social and emotional competencies as identified in the Goal 6 Strategies reinforce Goals 3 and 4, which center on students' academic growth and long-term success. Valuing and celebrating relationships in safe schools is a key factor when it comes to retaining educators, especially teachers of color.<sup>38</sup> Promoting emotional and physical safety for educators means Nevada is more likely to retain them, especially in low-performing schools, which will support our efforts to achieve Goal 2.



*Mr. Richard Knoepfel, 2019 Nevada Teacher of the Year and National Teachers Hall of Fame inductee, with his architecture students at Advanced Technologies Academy in Clark County School District.*

<sup>37</sup> Domitrovich, C.E., et al. Society for Research in Child Development (Feb. 18, 2017). Social Emotional Competence: An Essential Factor for Promoting Positive Adjustment and Reducing Risk in School Children. Retrieved from <https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/cdev.12739>

<sup>38</sup> Gerwertz, C. Education Week (Sept. 25, 2019). Hiring Teachers of Color Is Just the First Step. Here's How to Keep Them. Retrieved from [http://blogs.edweek.org/teachers/teaching\\_now/2019/09/hiring\\_teachers\\_of\\_color\\_is\\_just\\_the\\_first\\_step\\_heres\\_how\\_to\\_keep\\_them.html](http://blogs.edweek.org/teachers/teaching_now/2019/09/hiring_teachers_of_color_is_just_the_first_step_heres_how_to_keep_them.html)

## School Climate

NDE works with public schools and districts, as well as educational partners and other State agencies, to improve school climate. One way to measure success of these efforts is through school climate surveys. NDE was charged with awarding funding for school social work services within a State block grant. Because NDE needed a way to identify public schools and districts that were most in need of grant funding, we worked with the American Institutes for Research to develop the Nevada School Climate/Social Emotional Learning (NV-SCSEL) survey. The survey has been administered annually since 2015, and the results are used by school leaders to benchmark and track school climate improvement. The survey assigns a climate rating of “Least Favorable,” “Favorable,” or “Most Favorable” to a school’s numerical score for two engagement indicators: cultural and linguistic competence and relationships; and two safety indicators: emotional safety and physical safety.

- The **cultural and linguistic competence** scale measures perceptions of how students, their peers, and school staff demonstrate empathy, understanding, and respect for different cultures and ethnic groups.
- **Relationships** are the links and interactions between and among students, adults, and peers in the school setting; relationships foster positive social interaction and establish a nurturing environment of trust and support.
- **Physical safety** refers to the protection of all stakeholders—including families, caregivers, students, school staff, and the community—from fear of or actual exposure to physical violence, theft, intimidation, intruders, harsh punishment, and weapons.
- **Emotional safety** refers to the range of experiences in which an individual feels open to express emotions, trusts the peers and adults around them, exhibits confidence, and feels excited to try something new.

School-level climate reports are publicly available online and are used to inform decisions about how to adjust support services for students. Schools also can consider data such as safety incidents, attendance rates, and other non-academic risk factors to evaluate the kinds of services and supports provided to students.

“Students  
knowing I care about  
them is part of my job” -  
Police Deputy, Eureka County

## SafeVoice

SafeVoice was established by Senate Bill 212 (2017) to protect student wellness, prevent violence, and save lives. Administered in partnership with the Nevada Department of Public Safety, SafeVoice is an anonymous reporting system used by students, parents, and district/school employees to report threats to the safety or well-being of students. A fully trained professional team of experts responds to SafeVoice tips in an appropriate manner 24 hours a day, 365 days a year. Since its launch in 2018, SafeVoice has responded to 17,025 tips (as of April 2020).

As reported by SafeVoice tips, the number of bullying and cyberbullying incidents have increased since 2014-15. Bullying is a significant safety concern in Nevada and one that NDE joins public schools and districts in taking seriously. Research shows that taking preventative measures, such as interventions under the Multi-Tiered System of Supports model (described below), can be extremely effective when organizations are trying to decrease incidences of bullying.<sup>39</sup>

NDE is working with the Nevada Department of Public Safety and the Division of Child and Family Services to create an emergency Memorandum of Agreement to include the Division's Mobile Crisis Response Team in the SafeVoice platform. This has the potential to dramatically reduce the number of children and young adults taken to the emergency room for mental health crises. Instead, the Mobile Crisis Response Team will coordinate with local law enforcement and schools to stabilize students where they live.



Visit [www.safevoicenv.org](http://www.safevoicenv.org) | Call 833-216-SAFE | Download the SafeVoice app

*Speak up about actions that concern you. Anonymously report threats, bullying — and so much more.*

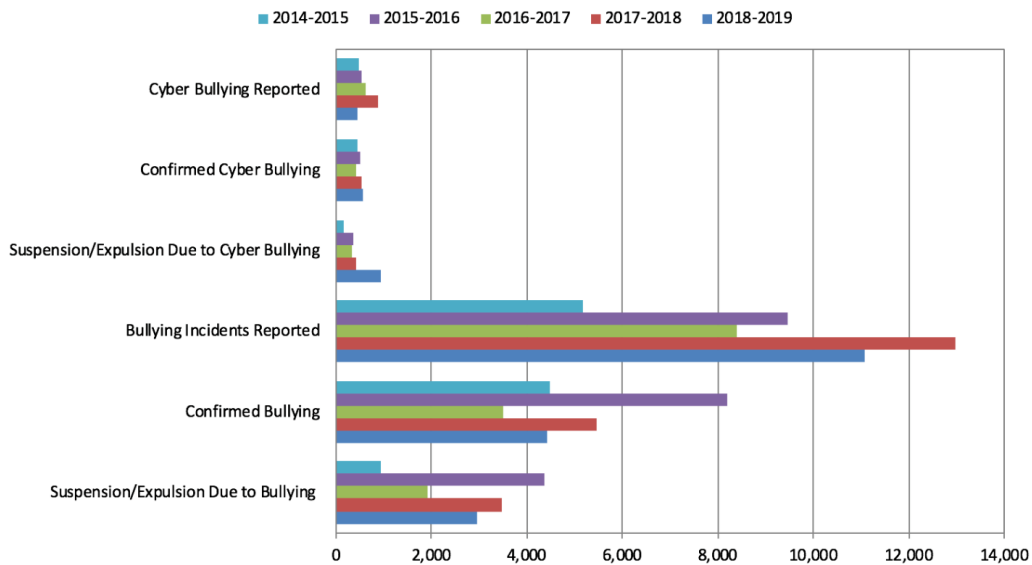
SafeVoice is a trusted source for reporting concerns about:

- Cyber bullying
- Violence or weapons
- Suicidal thoughts
- Sexual Harassment

Use SafeVoice to get help.

<sup>39</sup> Rivara F, Le Menestrel S. National Academies of Science, Engineering, and Medicine (2016). Preventing Bullying Through Science, Policy, and Practice. Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK390407/>

**Figure 18. Bullying and Cyber Bullying Incidents, 2014-2019**



*This bar chart indicates the number of Reported and Confirmed Bullying and Cyber Bullying incidents as well as suspensions or expulsions due to Bullying and Cyber Bullying beginning with the 2014-2015 school year through the 2018-19 school year.*

## Multi-Tiered System of Supports

The Multi-Tiered System of Supports (MTSS) is a framework that builds systems for strong, effective, and sustainable implementation of evidence-based practices. Implementing MTSS in Nevada will ensure that students receive the most impactful services, practices, and resources for effective instruction and intervention. In this system, high-quality instruction, strategic use of data, and collaboration come together to drive student success. Schools provide support and interventions at differing levels of intensity to meet the needs of the whole child. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills. An effective MTSS improvement framework of academic, behavioral, social, and emotional support can provide equitable success for everyone. The Goal 6 Strategies for Access to Quality and Community take our existing practices with SafeVoice and MTSS to ambitious new levels to promote the wellbeing of all students.

## School Safety Task Force

In the Spring of 2018, Nevada launched a Statewide School Safety Task Force following the tragedy at Marjorie Stoneman Douglas High School in Parkland, Florida. Task Force members were charged with examining elements that contribute to safe and respectful learning environments and with making recommendations regarding policy or fiscal improvements to support comprehensive school safety. These policy recommendations informed budgetary enhancements and legislation during the 2019 legislative session. For example, Senate Bill 89 (2019) enhanced the SafeVoice program.

In addition, Assembly Bill 168 (2019) enacted changes to discipline laws to shift from progressive discipline to restorative discipline practices, as well as changes to data collection and reporting methods. Nevada’s shift to restorative discipline recognizes ongoing efforts to create equitable systems where, rather than removing students, the norm is teaching positive behaviors, repairing relationships, and increasing accountability through reversing harm.

The need for expanded access to school-based behavioral health services was included in the Task Force’s Report and was a common theme on the Listening Tour. Both Goal 2 and Goal 6 reinforce the need for improved ratios of students to school-based behavioral health professionals. By increasing access to behavioral health professionals, our education system will be more likely to see positive results along academic and nonacademic indicators.

# GOAL 6 : All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated



## EQUITY

### Address disproportionate discipline

NDE will collaborate with public schools and districts to address structural racism in Nevada's student discipline system; success will be demonstrated by a 10 percentage point reduction in disproportionate disciplinary practices each year



## ACCESS TO QUALITY

### Implement Multi-Tiered System of Supports

NDE will collaborate with public schools and districts to implement and sustain an integrated Multi-Tiered System of Supports (MTSS) model; success will be measured by the Tier Fidelity Inventory Tool (an evidence-based instrument that tracks MTSS implementation progress) by 2025



## SUCCESS

### Increase School Safety

NDE will support public schools and districts in creating environments where students and adults report feeling emotionally and physically safe as demonstrated by all schools meeting the benchmark of "Favorable" in safety on the school climate survey by 2023

**Input:** Implement requirements of Assembly Bill 490 and Senate Bill 89 to disaggregate student discipline and attendance data

**Output:** Discipline and attendance data collection for the Nevada Report Card is standardized across public schools and districts, including standardized definitions of discipline offenses and sanctions

**Outcome:** Disaggregated longitudinal data supports efforts to decrease disproportionate discipline practices and helps identify best practices for potential replication

**Input:** Financial resources for building a Multi-Tiered System of Supports (MTSS) capacity and infrastructure

**Output:** Public schools and districts have access to training materials, a sustainable coaching network, and high-quality, evidence-based practices

**Outcome:** Trainings and practices emphasize core MTSS features and are aligned with other relevant initiatives to support a wide range of student social, emotional, and behavioral needs

**Input:** Work with the Department of Health and Human Services to ensure availability of evidence-based online and person-to-person suicide prevention awareness trainings, train the trainer models, tool kits, and curricula

**Output:** 100% of school staff trained by 2025

**Outcome:** Reduced suicide attempts and completions by 2025

**Input:** Develop guidance and resources for the implementation of Restorative Practices in schools

**Output:** Increased understanding across school and community stakeholders of Restorative Practices in schools

**Outcome:** Discipline practices keep students in class where they can access the content needed to be future-ready and globally prepared

**Input:** Shared data with public school and district leaders to improve use of Multi-Tiered System of Supports (MTSS)

**Output:** Evaluations and data collection plans include improvements in equity and student outcomes

**Outcome:** School improvement in providing a Multi-Tiered System of Supports

**Input:** Maintain and update SafeVoice and support, give technical assistance, and resources for SafeVoice Multi-Disciplinary Teams (MDTs), School Safety Specialists, and School Resource Officers

**Output:** Updated resource documents, trainings, flowcharts and guides for SafeVoice MDTs, School Safety Specialists and School Resource Sources

**Outcome:** Students and adults will report learning and working in schools where they feel emotionally and physically safe

**Input:** Collaborate with local law enforcement agencies to enter Handle with Care tips into SafeVoice platform

**Output:** Public schools and districts are efficiently and confidentially notified of traumatic incidents involving their students

**Outcome:** Public schools and districts are better able to provide academic and emotional support to students who are survivors of traumatic events

**Input:** Partner with key stakeholders to create and maintain free, in-person coaching, open access, and online social, emotional, and academic development (SEAD) training

**Output:** Online modules and on-demand coaching and in-person training opportunities for Nevada educators to access on their schedules

**Outcome:** Educators equipped with culturally responsive and SEAD skills to support safe and respectful learning environments

NDE creates policies and offers support to create learning environments where students, educators, and staff experience both physical and emotional safety. The Strategies in Goal 6 will help establish and sustain the positive school climates that are absolutely essential to accelerating the improvement of Nevada’s education system.



## INCLUSIVITY

### Improve School Climate

NDE will support and train key stakeholders, Regional Professional Development Programs, and public school and district staff in social-emotional and academic development to ensure that 75% of schools meet the benchmark of “Most Favorable” for at least 3 out of 5 of the school climate survey indicators by 2025



## COMMUNITY

### Expand access to behavioral health professionals

NDE will lead and collaborate with public schools and districts to support and improve student and staff wellness as demonstrated by a 10% year-over-year improvement in student-to-behavioral health professional ratios



## TRANSPARENCY

### Cultivate a public-friendly Department

NDE will increase the accessibility of public-facing materials by publishing materials for families and students in multiple languages by 2023, as well as updating its website to be more user-friendly and informative on an annual basis

<p><b>Input:</b> Develop staff and parent/guardian climate surveys</p> <p><b>Output:</b> Comprehensive school climate data that reflects multiple perspectives</p> <p><b>Outcome:</b> School climate challenges can be better understood and responded to with evidence-based practices selected based on actual needs</p>	<p><b>Input:</b> Continued expansion and use of Medicaid reimbursement for mental health services provided in schools</p> <p><b>Output:</b> Expand the delivery of Telehealth services in schools to include mental health</p> <p><b>Output:</b> Barriers to accessing mental health supports in schools and communities are reduced</p>	<p><b>Input:</b> Initiate ongoing, recurring review calendar for NDE webpages</p> <p><b>Output:</b> Programmatic webpages reflect the most up-to-date and accurate information available</p> <p><b>Outcome:</b> Public schools and districts, stakeholders, and families are able to rely on the NDE website as a go-to source for information</p>
<p><b>Input:</b> Develop a continuum of resources for licensed educational professionals that build cultural competencies for working with Native American Indian students</p> <p><b>Output:</b> Native American Indian students will have access to educators who are prepared to provide culturally responsive instruction</p> <p><b>Outcome:</b> Native American Indian students experience growth in proficiency rates and report positive school climates</p>	<p><b>Input:</b> Regular and ongoing communication regarding resources available to support mental health</p> <p><b>Output:</b> Increased alignment of school-based services with those offered by other local agencies and community providers</p> <p><b>Outcome:</b> Creation of a no-wrong-door true “System of Care” that bridges all contexts of student / family life</p>	<p><b>Input:</b> Professional learning for NDE staff to increase Americans with Disabilities Act (ADA) document competencies</p> <p><b>Output:</b> NDE publishes documents with enhanced ADA compatibility</p> <p><b>Outcome:</b> Increased accessibility of NDE-published documents to community members</p>
<p><b>Input:</b> Expand awareness of Multi-Tiered System of Supports (MTSS) and social, emotional, and academic development (SEAD) among non-instructional personnel, including bus drivers, paraprofessionals, etc.</p> <p><b>Output:</b> Non-instructional personnel are able to address MTSS and SEAD</p> <p><b>Outcome:</b> Increased awareness of the importance of student mental health and SEAD across all school personnel</p>	<p><b>Input:</b> Collaborate with the Department of Child and Family Services to integrate Mobile Crisis Response Teams into the SafeVoice platform</p> <p><b>Output:</b> Mobile Crisis Response Teams work with law enforcement to respond 24/7 to threats to student life safety as identified by SafeVoice tips</p> <p><b>Outcome:</b> Students and their families will be connected to crisis intervention services, stabilized at the scene, and connected to available, accessible, and affordable professional mental health care</p>	

# GLOSSARY

## A

**AB - Assembly Bill** - Like the federal government, Nevada's legislature has two houses, called the Assembly and the Senate. A law is changed or created by drafting a bill. Once a bill is drafted, it is read and referred to a committee. If the bill passes out of committee, it is read two additional times to the full house in which it originated, then receives a roll call vote. If a bill originates in the Assembly, after it is passed by the Senate and signed by the Governor, it becomes a law referred to by "Assembly Bill" and an assigned number

**Access [to Quality]** - Students, educators, and families have opportunities to take full advantage of Nevada's education system, regardless of zip code, district, or setting.

**Administrators** - School building and district leaders, including principals.

**Adult Education** - Adult education in Nevada is comprised of three programs dedicated to the academic, civic, cultural, and economic betterment of adults who do not have high school diplomas. The programs are: Adult Basic Education and English as a Second Language, Adult High School Programs, and High School Equivalency preparation.

**AP - Advanced Placement** - A program created by the College Board which offers college-level courses and exams to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations.

**Assessment** - The wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. In alignment with both federal and State education laws, the Nevada State Assessment System ensures all public school students, no matter where they attend public school, receive a quality education.

## B

**Behavioral health** - Describes mental and emotional wellbeing and/or actions that affect wellness. This would include how behaviors like eating habits, substance abuse, or exercising impact physical or mental health. Behavioral health encompasses a continuum of prevention, intervention, treatment, and recovery support services.

## Brigance

- A collection of quick and reliable early childhood education assessments and data-gathering tools that are nationally standardized.

## C

**CCR - College and Career Ready** - Students graduate from high school prepared to succeed in postsecondary education and vocations. Nevada's CCR Diploma was established during the 2017 Legislative Session and includes both a college-ready and career-ready endorsement.

**Community** - NDE collaborates with educators, districts, families, stakeholders, and partner agencies to lead a high-performing and responsive system of education for all Nevadans.

**Concurrent enrollment** - A model of dual enrollment where high school instructors teach college-level courses at K-12 school sites

**CSI - Comprehensive Support and Improvement** - One of three designations of schools required by the federal Every Student Succeeds Act and described in Nevada's State ESSA Plan. Schools designated as CSI are:

- The lowest performing five percent of schools based on an adjusted Nevada School Performance Framework (NSPF) index score,
- All one-star schools, and
- High schools with a four-year adjusted cohort graduation rate below 67 percent.

## Culturally Responsive and Sustaining Environments

- Student-centered learning environments that affirm cultural identities; foster positive academic outcomes; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; empower students as agents of social change; and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking. Sustaining means that education encourages cultural pluralism and not cultural assimilation.

**CTE**  
**- Career**  
**and Technical**  
**Education**

- Refers to programs and courses that specialize in the skilled trades, applied sciences, modern technologies, and career preparation. Nevada's CTE programs are organized into the following areas: (1) Agriculture and Natural Resources; (2) Business and Marketing Education; (3) Health Sciences and Public Safety; (4) Hospitality, Human Services and Education; (5) Information and Media Technologies; and (6) Skilled and Technical Sciences.

**D**

**Differently abled** - Students with a physical or mental impairment that substantially limits one or more major life activity; this student population is also referred to as "students with disabilities" for federal accountability purposes.

**Disproportionate discipline** - Instances when students who belong to specific populations (e.g., race/ethnicity, gender, ability) are subjected to particular disciplinary actions at a greater than than students who belong to other populations due to systemic bias (e.g., Black males are more likely to be suspended or expelled from school than White and Asian males).

**District or Local Education Agency (LEA)** - Entities responsible for operating local, public schools. Nevada has 18 LEAs across the state: 17 school districts and the State Public Charter School Authority.

**Dual credit / dual enrollment** - Refers to programs where students are enrolled and earning credits in two schools simultaneously, such as high school students simultaneously taking college classes, most often at a local community college.

**E**

**Early Childhood**

**Education** - Refers to the learning, development, and care of children from birth to five years old.

**Educators** - All of the licensed professionals who provide the comprehensive support necessary for students to succeed (see licensed educational personnel).

**Educators of color** - Describes an educator who is not considered White based on their race/ethnicity.

**Educational Partners** - Entities and organizations that provide education to children and adults outside of public schools and districts, including childcare providers, the Nevada System of Higher Education, adult education programs, and Regional Professional Development Programs.

**Educator Preparation Program** - Various educator licenses require course completion in specified areas from an accredited provider. NDE maintains a list of Approved Teacher Education Programs, which includes degree completion programs as well as non-degree providers.

**EL - English Learner** - In Nevada, a student is identified as an English Learner if, at the time they first enrolled in a Nevada school they spoke a language other than English either at home, as their first language, and/or with friends, AND that they achieved a score of less than 5.0 (4.5 after 2017) out of 6.0 on the English language screener assessment.

**ELA - English Language Arts** - The study of English language arts classes prepares students to be effective readers, writers, speakers, and listeners, as well as to use language effectively in a variety of content areas. Nevada's K-12 ELA Standards set requirements not only for ELA, but also for literacy in history/social studies, science, and technical subjects.

**Equitable Distribution of Teachers** - Under federal education law, each state must have in place a plan to ensure that students of color or from families experiencing poverty are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other students.

**Equitable Services** - Under federal education law, eligible students attending private schools must be provided with certain educational services that are equitable to those provided to eligible students attending public schools.

**Every Student Succeeds Act (ESSA)** - ESSA was signed into law in 2015. It replaced the No Child Left Behind Act and reauthorized the federal Elementary and Secondary Education Act of 1965. ESSA supports states' authority and flexibility to set policies, create timelines for progress, and develop school improvement plans that meet the needs of students. Like all states, Nevada worked with stakeholders to create a State Plan to respond to ESSA requirements.

**Evidence-based practices** - Effective educational strategies that are supported by evidence and research.

**Evidence** - The available body of facts or information indicating whether a proposition is true or valid.

**Equity** - The learning needs of every student are supported in an environment where all students are valued, respected, and see themselves in their curriculum and instructional materials while experiencing academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status.

## F

**FRL - Free-or-reduced-price lunch** - A federal initiative that provides free or inexpensive lunches to children from families experiencing poverty.

## G

**Goals** - The achievement targets toward which efforts are directed. The 2020 STIP articulates six Goals for Nevada's public education system to achieve by 2025.

**"Grow Your Own" programs** - Teacher programs designed to help address educator shortages, retention issues, and educator diversity by engaging in a variety of strategies that aim to recruit teachers from local communities in hopes that the pool of candidates will be more likely to stay working in the community.

## H

**Historically underserved** - Groups of students who do not have access to an educational environment with opportunities and supports such as highly effective educators, rigorous courses, and high expectations for student growth. This also refers to student groups who have historically underperformed relative to their peers on key academic indicators or who are historically underrepresented in certain programs or courses. Historically underserved student groups in Nevada include American Indian/Alaska Native, Black, and Hispanic students; economically disadvantaged students; English Learners; and differently abled students.

## I

**IB - International Baccalaureate** - IB offers educational programs for students from age 3 to 19 that focus on teaching students to think critically and independently, and how to inquire with care and logic. In the STIP, we are referring to the IB program for students aged 16-19, through which successful participants may earn college credit.

**IEP - Individualized Educational Program** - A program of services and interventions developed by a public agency for a pupil with a disability who was determined to be eligible for special education.

**Induction** - Programs to support novice teachers, which may match new teachers with experienced teachers (mentors), to cultivate a sense of community, belonging, and ongoing support.

**Input** - The STIP Framework includes Inputs, Outputs, and Outcomes as examples of NDE's immediate next steps to accomplish the Goals of the 2020 STIP. Inputs are resources or activities invested in a program or Strategy, usually at the beginning of a cycle. Inputs, Outputs and Outcomes help NDE and the public understand which activities have the most impact on students and adults.

**Inclusivity** - Learners are served in the least restrictive environment in culturally responsive schools.

## K

**K-12** - Kindergarten through 12th grade

**KEA - Kindergarten Entry Assessment** - The Brigance Screen III is used as the Kindergarten Entry Assessment (KEA). This screening also serves as the first assessment requirement of the Read by Grade 3 regulations. Requiring the Brigance Screen III and Northwest Evaluation Association MAP Reading Assessment is part of the Department's strategy to align existing assessments across all early childhood programs (birth – grade 3).

## L

**Least Restrictive Environment** - Part of the Individuals with Disabilities Education Act (IDEA) which says that children who receive special education should spend as much time as possible with peers who do not receive special education.

**Legislature** - Refers to the Nevada State Legislature, including the State Senate and Assembly and their committees.

**Legislative Session** - The period of time in which a legislature is convened for purpose of lawmaking; Nevada's legislature meets in odd-numbered years for 120 consecutive days beginning the first Monday in February.

**Licensed Educational Personnel** - Catch-all term for all of the professionals to which NDE issues licenses: teachers, substitutes, school counselors, psychologists, nurses, social workers, speech and language pathologists, library/media specialists, and reading specialists.

## M

**MAP - Measures of Academic Progress** - A computer-adaptive assessment used to monitor student growth to inform and personalize instruction. MAP was officially adopted by the State Board of Education to assess Nevada students as a part of the Read by Grade 3 program. Kindergarten, 1st, 2nd, and 3rd grade students who demonstrate difficulty with early reading are identified through early assessments and are then provided extra support by highly qualified teachers.

**Mission** - A formal summary of the aims and values of an organization, which provides a clearly stated purpose of the organization, and the goals for succeeding. NDE's mission describes how NDE will lead and collaborate with public schools and districts, educators, staff, and stakeholders: The Nevada Department of Education's mission is to improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

**MTSS - Multi-Tiered Systems of Support** - An instructional framework that emphasizes multiple levels of instruction and support for all learners, including students with advanced skills or struggling students.

## N

**NAEP - National Assessment of Education Progress** - Also referred to as the Nation's Report Card, is an assessment of student performance in several content areas, and compares state results with national student results.

**NDE** - Nevada Department of Education

**Neglected and Delinquent** - This federal terminology refers to students who are living in a residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable State law, due to abandonment, neglect, or death of their parents or guardians, or who have been adjudicated to be delinquent or in need of supervision due to involvement with the criminal justice system.

**NEPF - Nevada Educator Performance Framework** - A statewide performance evaluation system for teachers and building-level administrators.

**NSPF - Nevada School Performance Framework** - An annual summary of school performance developed by Nevada stakeholders. Schools earn points based on their performance on academic and nonacademic indicators and these points are added together to produce an index score that is aligned to a Star Rating of one to five.

## O

**OPAL - Online Portal Application for Licensure** - New and existing educator licensees must register themselves and use OPAL to update contact information, clear provisions, add extensions, apply for additional licenses or endorsements, and start the renewal process.

**Opportunity gap** - Refers to the ways in which race/ethnicity, socioeconomic status, English proficiency, community wealth, familial status, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain students. As used in this STIP, opportunity gap does not refer to the definition in the State's ESSA Plan regarding students in need of improvement.

**Outcome** - The STIP Framework includes Inputs, Outputs, and Outcomes as examples of NDE's immediate next steps to accomplish the Goals of the 2020 STIP. Outcomes measure the benefits for students or adults, usually at the end of a cycle. Inputs, Outputs and Outcomes help NDE and the public understand which activities have the most impact on students and adults.

**Output** - The STIP Framework includes Inputs, Outputs, and Outcomes as examples of NDE's immediate next steps to accomplish the Goals of the 2020 STIP. An Output is the result of an input that is usually known in the middle of a cycle and represents the implementation of the program or Strategy. Inputs, Outputs and Outcomes help NDE and the public understand which activities have the most impact on students and adults.

## P

**P-12** - Preschool through 12th grade

**Parents/families** - A term that includes any and all caregivers who nurture children on a regular and ongoing basis including, but not limited to, parents, grandparents, foster parents, step-parents, etc.

**PIFE - Parental Involvement and Family Engagement** - Family engagement is a shared responsibility between schools, families, and communities where all receive equitable access to tools and supports needed to successfully work together toward the development of children and youth for college, career, and lifelong learning.

**Professional learning** - An integral part of school and district strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the State standards; high-quality professional learning is sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused.

**Public schools** - Refers to State-funded schools that are a part of Nevada's 17 school districts as well as public charter schools sponsored by the State Public Charter School Authority or Washoe or Clark County School Districts.

**Pupil-Centered Funding Plan (PCFP)** - The legislative intent of a PCFP is to combine specific State and local revenue to provide a certain basic level of support to each pupil, adjusted to account for variation in local costs, to provide a reasonably equal educational opportunity. Nevada's Pupil-Centered Funding Plan was initiated through Senate Bill 543 (2019).

## Q

**QRIS - Quality Rating Improvement System** - The QRIS is a systemic approach to improve and assess the level of quality in child care centers. Silver State Stars QRIS is a voluntary program open to all child care centers in Nevada.

## R

**RBG3 - Read by Grade 3** - Nevada's Read by Grade 3 Act became effective on July 1, 2015. This statute was designed to dramatically improve student achievement by ensuring that all students will be able to read proficiently by the end of the 3rd grade.

**Reciprocity (educator licensure)** - Nevada accepts current, valid, non-provisional, and non-conditional licensees coming from other states and continues to work on reciprocity agreements to attract qualified educators from other countries.

**Regulation** - An authoritative rule dealing with details or procedure. To the extent authorized by law, each agency may adopt reasonable regulations to aid it in carrying out the functions assigned to it and shall adopt such regulations necessary to the proper execution of those functions.

**Restorative Practices** - Promotes inclusiveness, relationship-building and problem-solving, through such methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing.

**Reversions (funding)** - Fund account reversion is a process that is run at the end of the fiscal year to take the unused operating balances of certain accounts and move them to other accounts. NDE is focusing on establishing an improved reconciliation process to support a goal of zero reversions of State and federal funding by 2025.

**RPDP - Regional Professional Development Program** - RPDPs were established to support the State's educators and administrators in implementing Nevada's academic content standards through regionally determined professional development activities. The RPDPs' expertise is also called upon to assist with district and statewide educational committees and assist in statewide efforts to improve instruction through the Nevada Educator Performance Framework.

## S

**SafeVoice** - An anonymous reporting system used by students, parents, and district/school employees to report threats to the safety or well-being of students. In partnership with the Nevada Department of Public Safety, the SafeVoice program provides students a safe place to submit tips concerning their own safety or that of others. A fully trained professional team of experts responds in an appropriate manner 24 hours a day, 365 days a year. Call: 1-833-216-SAFE (7233).

**SB - Senate Bill** - Like the federal government, Nevada's legislature has two houses, called the Assembly and the Senate. A law is changed or created by drafting a bill. Once a bill is drafted, it is read and referred to a committee. If the bill passes out of committee, it is read two additional times to the full house in which it originated, then receives a roll call vote. If a bill originates in the Senate, after it is passed by the Assembly and signed by the Governor, it becomes a law referred to by "Senate Bill" and an assigned number.

**SEAD - Social, Emotional and Academic Development** - The interconnected relationship between academics and social-emotional skills that reinforce equitable and human-centered educational environments for youth and adults.

**SISP - Specialized Instructional Support Personnel** - School counselors, school psychologists, school social workers, school nurses, speech-language pathologists, library-media specialists, and other professionals who provide essential student support services.

**SMART** - Specific, Measurable, Achievable, Realistic, and Time-bound

**Smarter Balanced Assessment Consortia (SBAC)** - Computer-adaptive assessments administered in the Spring to Nevada's 3rd through 8th grade classrooms to measure how well students are mastering standards that guide classroom instruction and to ensure that students are on track to graduate from high school with the critical thinking, problem solving, and reasoning skills needed to succeed in today's world.

**Stakeholders** - Anyone who has an interest in the success of a school or school system, including government officials, school board members, administrators, educators, district and school staff, associations, parents and families, and community members.

**Standards / Standards-aligned** - Refers to academic content standards, which are created to help improve the academic achievement of students by setting expectations for what students should know and be able to do at each grade level in each content area. Nevada's Academic Content Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked.

**Star Rating** - The Every Student Succeeds Act requires each state to develop a system to rate school performance. The NSPF star rating system was shaped by stakeholders from across Nevada and is designed to summarize the performance of a school based on multiple indicators and measures. One star is the lowest rating and five stars is the highest rating.

**State Board** - Nevada's State Board of Education is comprised of 11 members. Four members are elected from the four congressional districts in Nevada, and seven members are appointed.

**STEM** - Science, Technology, Engineering, and Math

**STEAM** - Science, Technology, Engineering, Arts, and Math

**Strategy** - A plan of action to achieve progress on the Goals, written as SMART (Specific, Measurable, Achievable, Realistic, and Time-bound) strategies.

**Structural Racism** - A system by which public policies, institutional practices, cultural representations, and other norms perpetuate racial group inequity. It identifies dimensions of U.S. history and culture that have allowed privileges associated with “whiteness” and disadvantages associated with “color” to endure and adapt over time.

**Students** - Children and young adults enrolled in Nevada’s P-12 system of education, beginning in preschool and concluding with high school graduation.

**Students with Disabilities (SWD)** - Students with a physical or mental impairment that substantially limits one or more major life activity; NDE sometimes refers to this population as differently abled students.

**Student of color** - Describes a student who is not considered White based on their race/ethnicity.

**Success** - Lead the nation in the excellence and rigor of our expectations and outcomes for students and educators.

## T

**Tiered Fidelity Inventory Tool** - A tool to lead implementation and monitoring of school-wide behavior supports, define behavioral expectations for a school, establish a plan for teaching behavior and social emotional skills, define a system for handling problem behaviors, develop a professional development plan for staff, and implement an evaluation plan.

**Transparency** - Districts and communities are served through efficient and effective use of public funds and fulfillment of statutory responsibilities.

**TLC - Teacher and Leaders Council** - A 16-member public body tasked to recommend to the State Board of Education details concerning the adoption of regulations for establishing a statewide education performance evaluation system.

**TSI - Targeted Support and Improvement** - One of three designations of schools required by the federal Every Student Succeeds Act and described in Nevada’s State ESSA Plan. Schools designated as TSI are:

- Schools with consistently underperforming student groups across indicators of Academic Achievement: Math and ELA proficiency (for elementary schools, Read by Grade 3 proficiency), Academic Growth, English Learner Growth, and Student Engagement
- Schools with underperforming subgroups in the Academic Achievement indicator AND two other indicators

## U

**Underrepresented/underserved** - See historically underrepresented

## V

**Values** - Non-negotiable aspects of NDE’s work that are essential to everything NDE does and emphasizes what is important in our work to support and lead Nevada’s public education system.

**Victory Grant** - Provides funding and strategies to raise student achievement and school performance levels at the lowest performing schools in the state’s highest poverty zip codes.

**Vision** - Describes the desired future state of an organization or system. NDE’s vision for education in Nevada is: All Nevadans are ready for success in a global 21st century.

## W

**Whole child** - Consideration of the whole child transitions focus from narrowly defined academic achievement to one that promotes long-term development of each child through a healthy lifestyle, physical and emotional safety, connections with school and the broader community, support from adults, as well as academic preparation for success in college and career.

## Z

**Zoom Grant** - Provides Nevada’s English learners (ELs) in early grades with intensive services have resulted in increased academic achievement and improvements in English language proficiency.

# The Nevada School Wellbeing Survey

Fall 2020, Statewide Results

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The Nevada School Wellbeing survey is a “pulse check” survey designed to help schools and districts support their students, staff, and families during the COVID-19 pandemic and beyond.

## About the Survey

The Nevada School Wellbeing survey was developed by the American Institutes for Research (AIR) in collaboration with the Nevada Department of Education’s Office for a Safe and Respectful Learning Environment.

The survey was **developed in response to districts’ feedback** that a brief survey would be beneficial to help schools and districts understand the wellbeing and needs of their students, staff, and families as they face the unique challenges of the 2020-21 school year. Districts identified the following topics as most critical for the survey.

### 1. Support for Mental Health

For example, issues of mental health and suicidal thoughts. Adult surveys also include concerns around job loss, loneliness, burnout, housing, health, and finances.

### 2. Basic Needs

For example, hunger, access to medical services, and job loss or worry about job loss during the COVID-19 pandemic.

### 3. Conditions for Learning in the Current Climate

For example, supports and resources for student learning, access to devices and Internet, challenging schoolwork, and plans to address the recovery of learning for all students.

### 4. Engagement

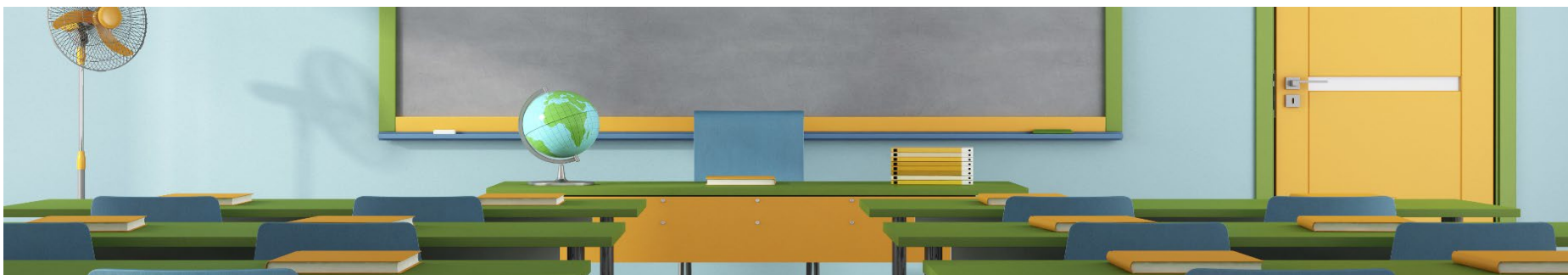
For example, social, cognitive, and behavioral engagement.

### 5. Support for Social and Emotional Learning

For example, sense of belonging, resources and staff availability to support students social and emotional needs.

To view or download the questionnaires for students, staff, and families in English and Spanish, visit the survey website:

<https://www.nvschoolwellbeingsurvey.org>



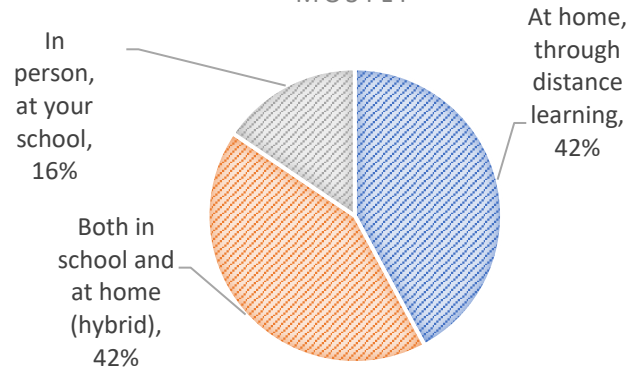
# Nevada Wellbeing Survey, Fall 2020

State-Level Results: **Students**

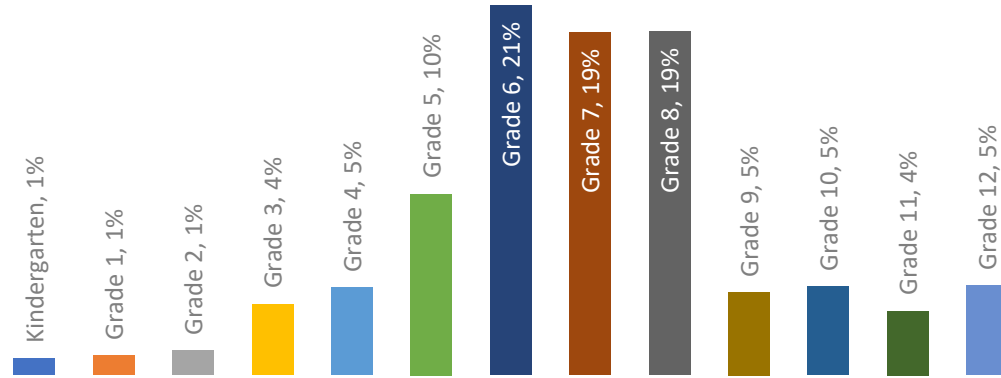
Number of Respondents: 3,002

## Introduction

THIS YEAR ARE YOU LEARNING MOSTLY

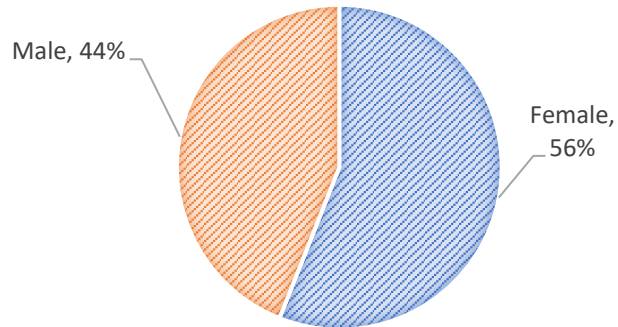


WHAT GRADE ARE YOU CURRENTLY IN?

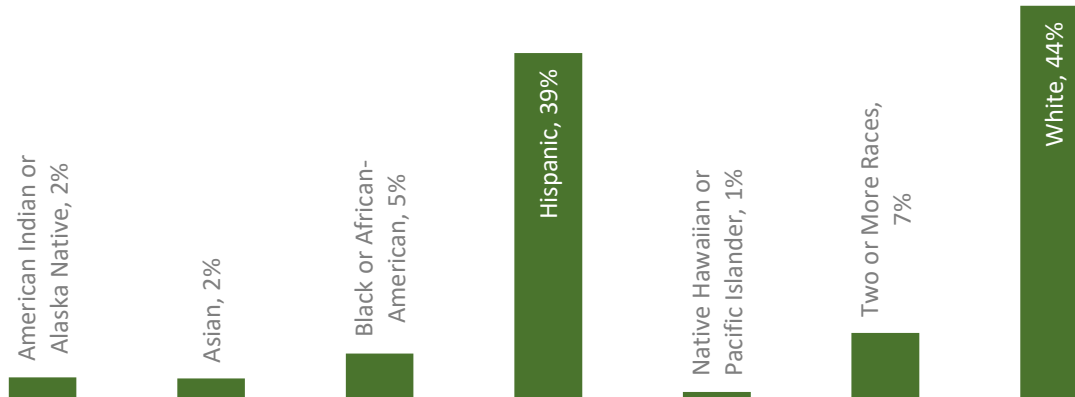


## Respondent Characteristics

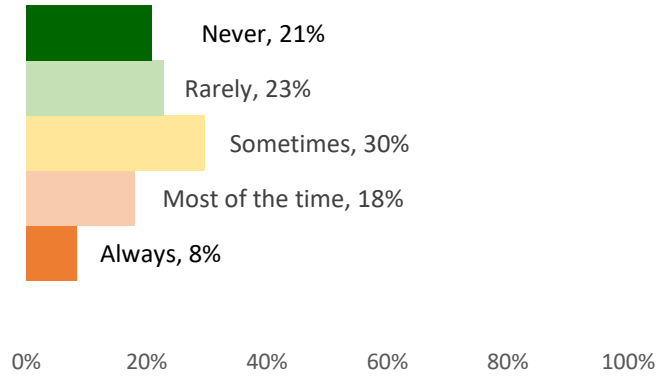
ARE YOU MALE OR FEMALE?



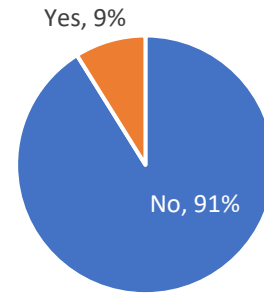
WHAT IS YOUR RACE/ETHNICITY?



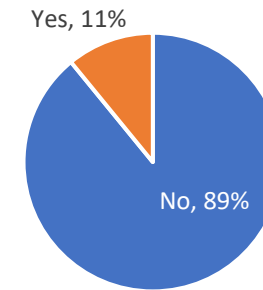
In the past 30 days how often was your mental health not good?



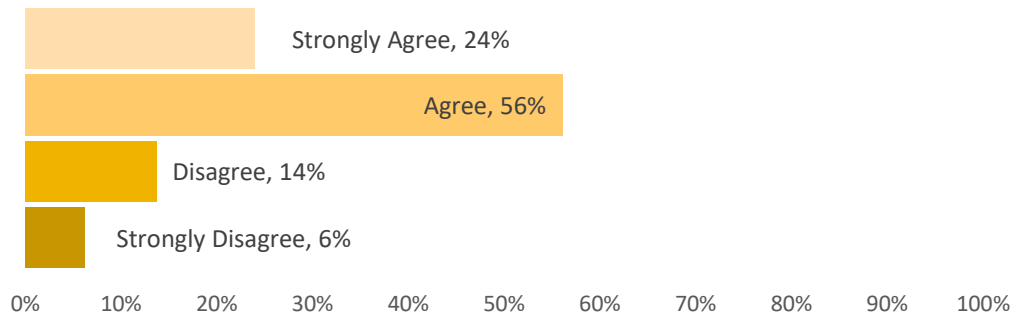
[Grades 6-12] This year, have you been electronically bullied, for example, bullied through email, texting, Instagram, Facebook, or other social media?



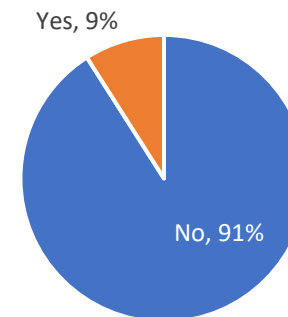
[Grades 6-12] In the past 30 days, have you seriously thought about hurting yourself or taking your own life? Some people talk about this as self harm or suicide.



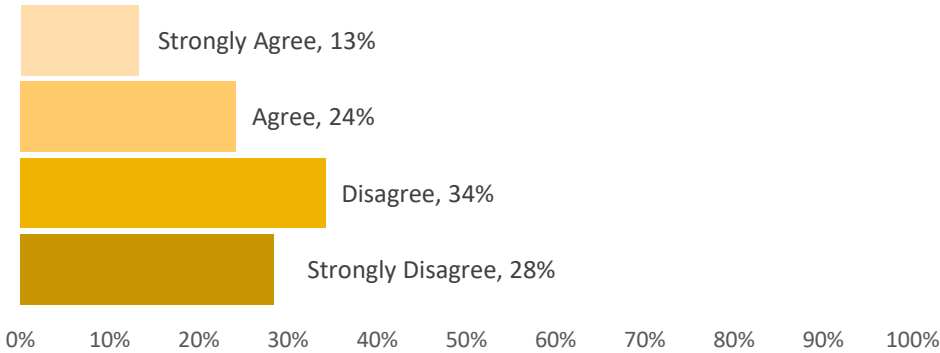
I am attending activities and events or otherwise connecting with people outside my home on a regular basis, for example connecting in person or through video call, phone call, text messaging, email, or social media.



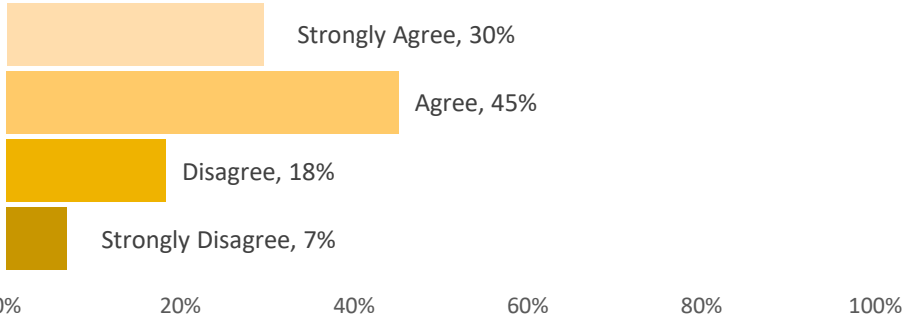
Would you like to talk privately with a teacher, counselor, or other adult about how you are feeling or doing emotionally?



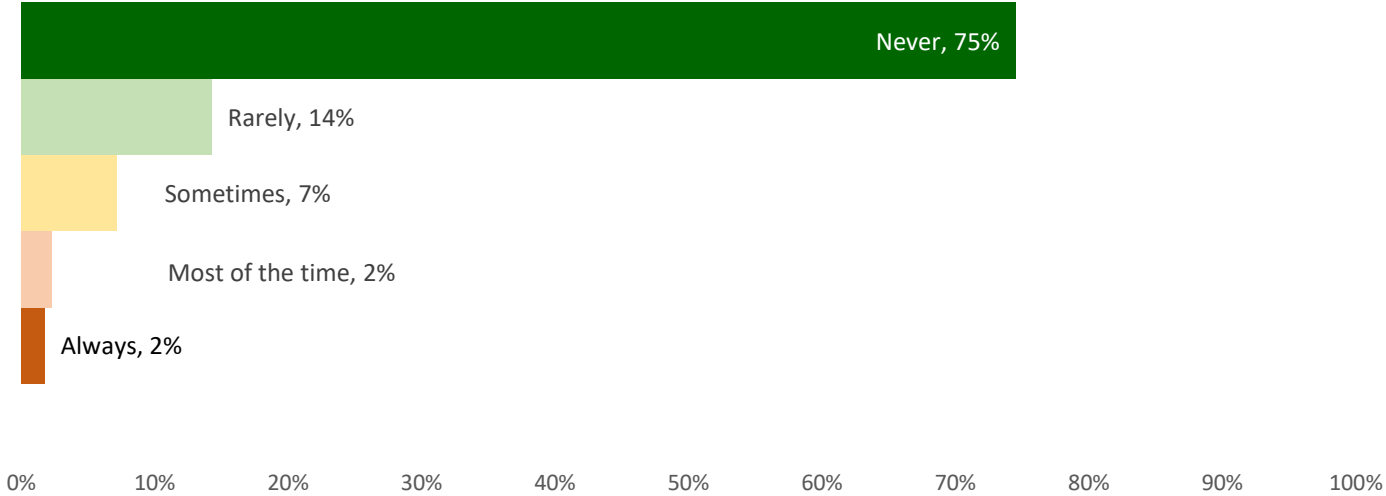
During the COVID 19 pandemic, a parent or other adult in my home lost their job or was worried about losing their job.



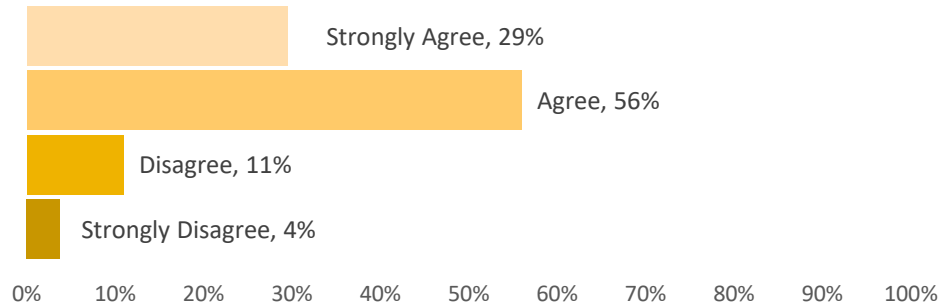
During the COVID 19 pandemic, a parent or other adult in my home was able to take me to a doctor for my regular checkups, or if I wasn't feeling well.



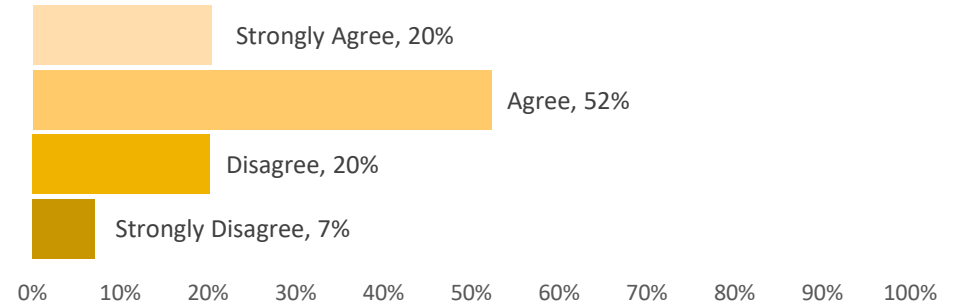
In the past 30 days I didn't eat because there wasn't enough food at my house.



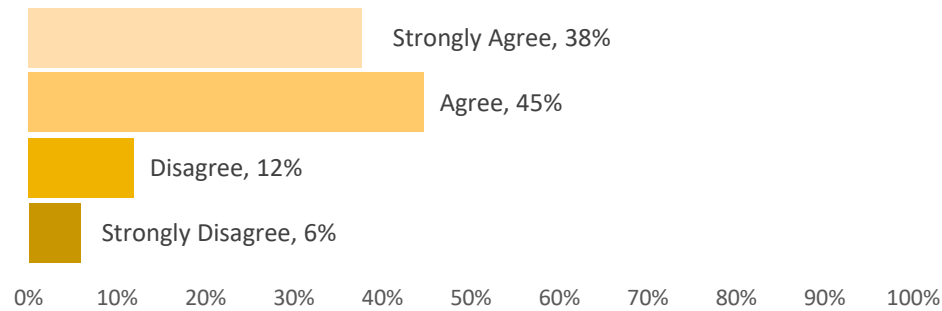
My teachers are available when I need to talk with them.



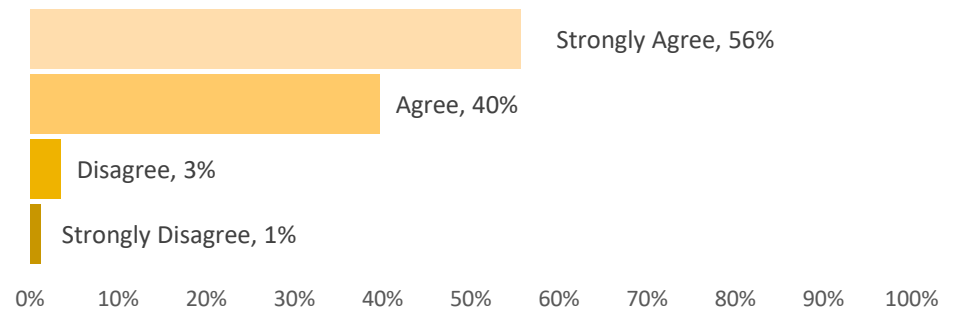
My teachers notice if I have trouble learning something.



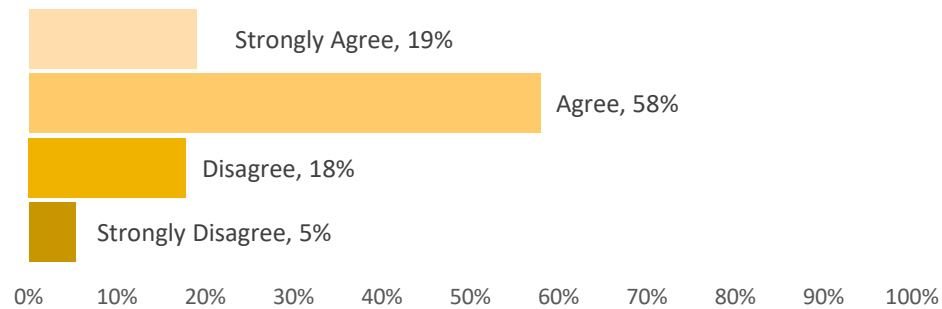
I know an adult outside of school who can help me if I have questions about my schoolwork.



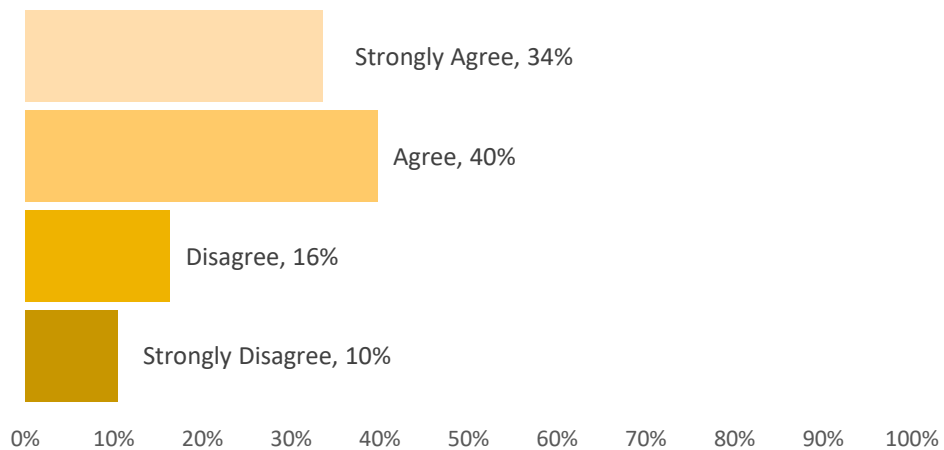
I have access to a digital device, computer, laptop, tablet, and reliable internet connection to do my schoolwork.



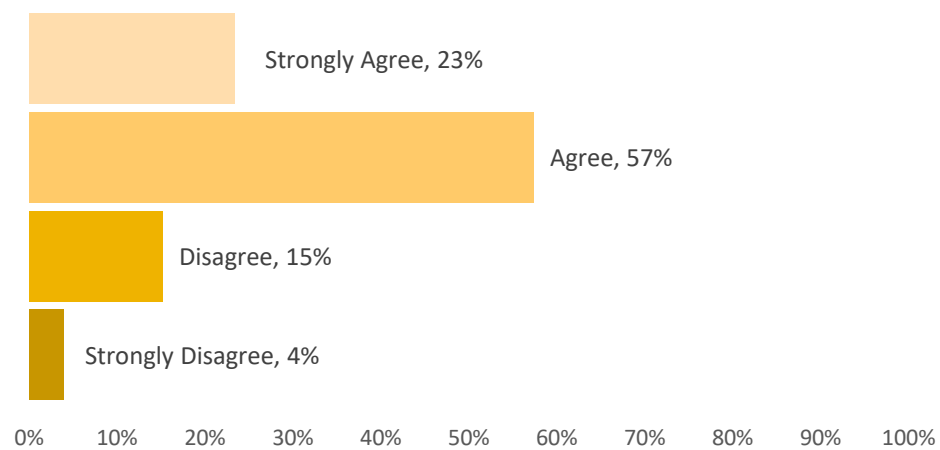
The topics I am studying are interesting and challenging to me.



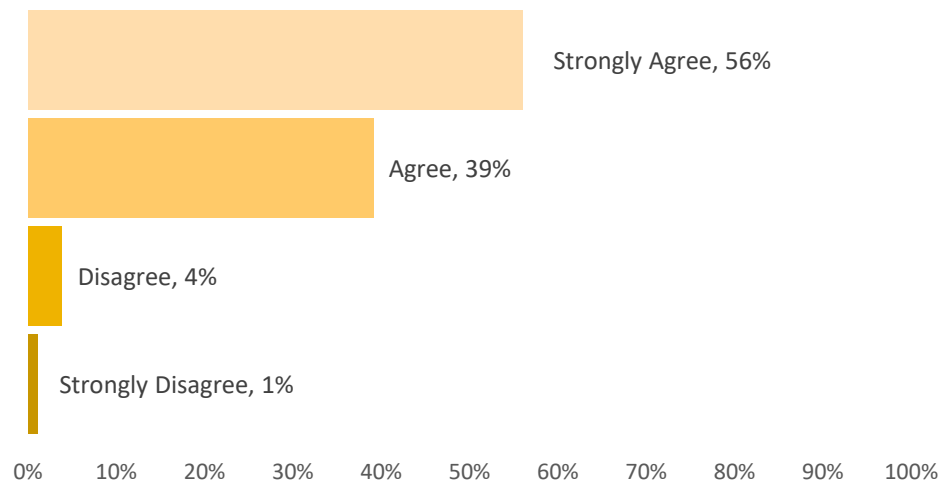
I have friends from school who I talk to or connect with regularly.



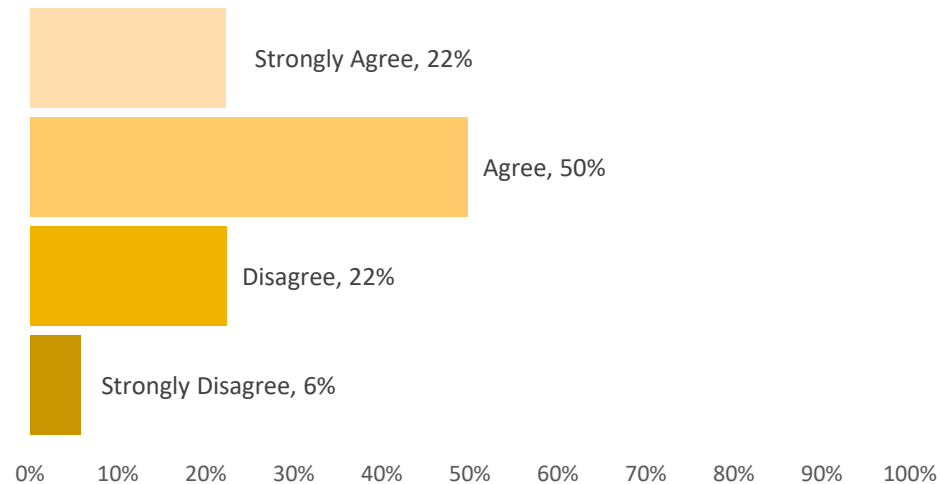
I participate in class discussions or activities when given the chance.



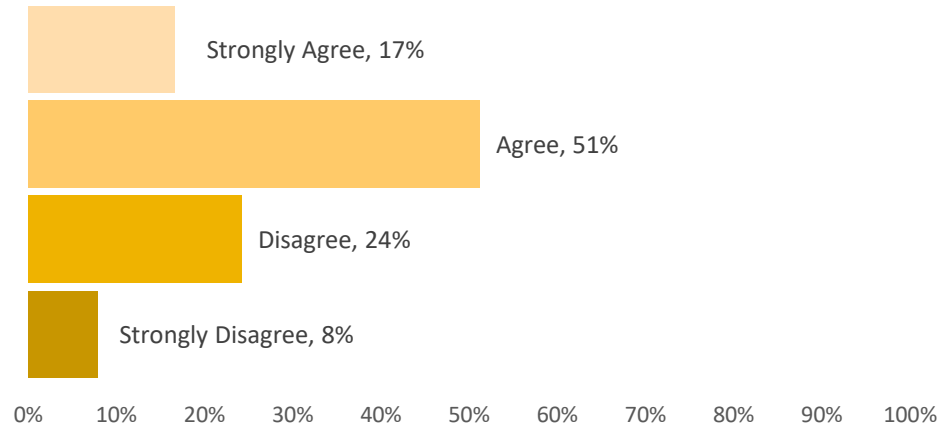
Doing well in school is important to me.



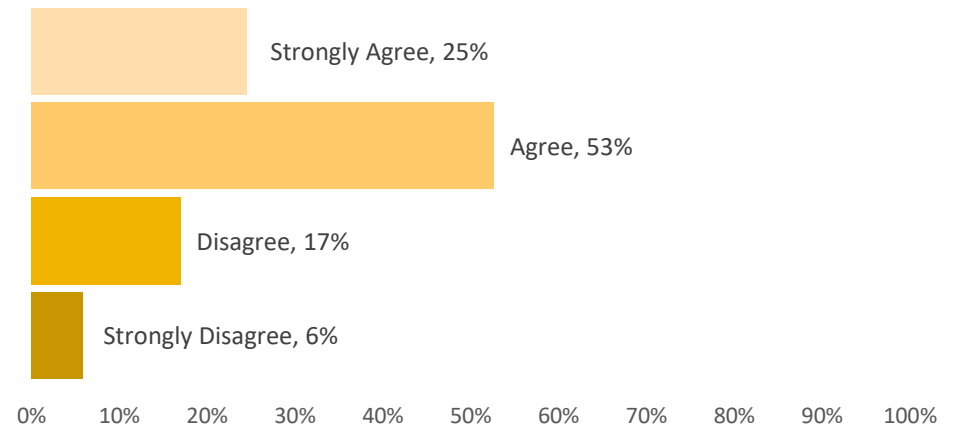
I am able to stay on top of my schoolwork.



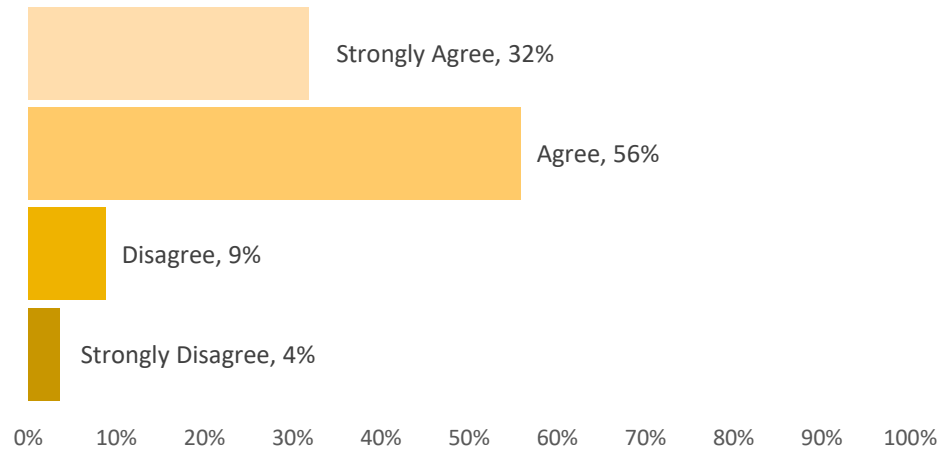
I feel connected to my teachers.



I feel like I belong at my school.



If I am absent there is a teacher or some other adult at school that will notice my absence.



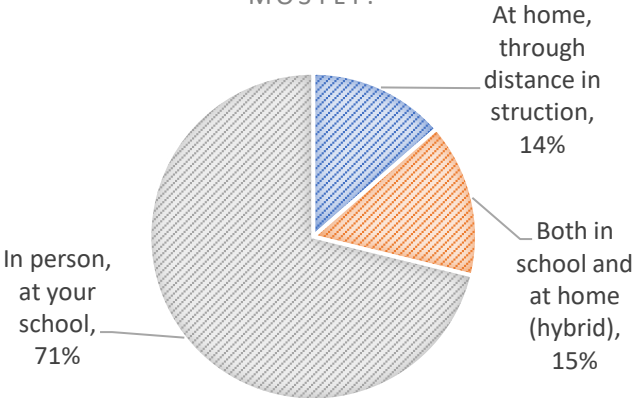
# Nevada Wellbeing Survey, Fall 2020

State-Level Results: **Staff**

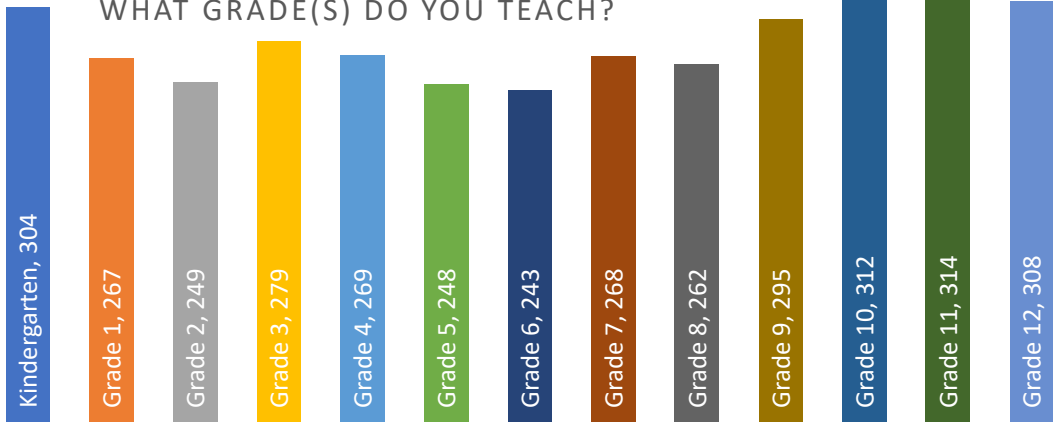
Number of Respondents: 2,370

## Introduction

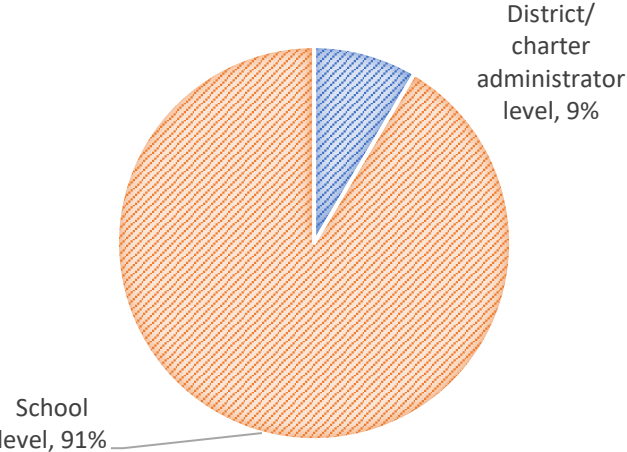
THIS YEAR ARE YOU WORKING MOSTLY:



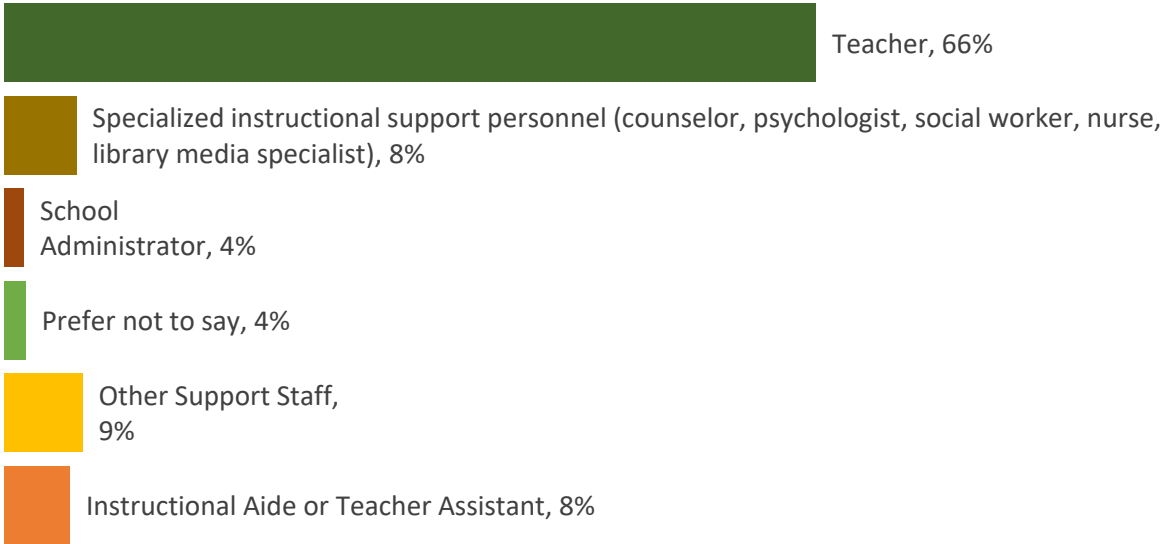
INSTRUCTIONAL STAFF: WHAT GRADE(S) DO YOU TEACH?



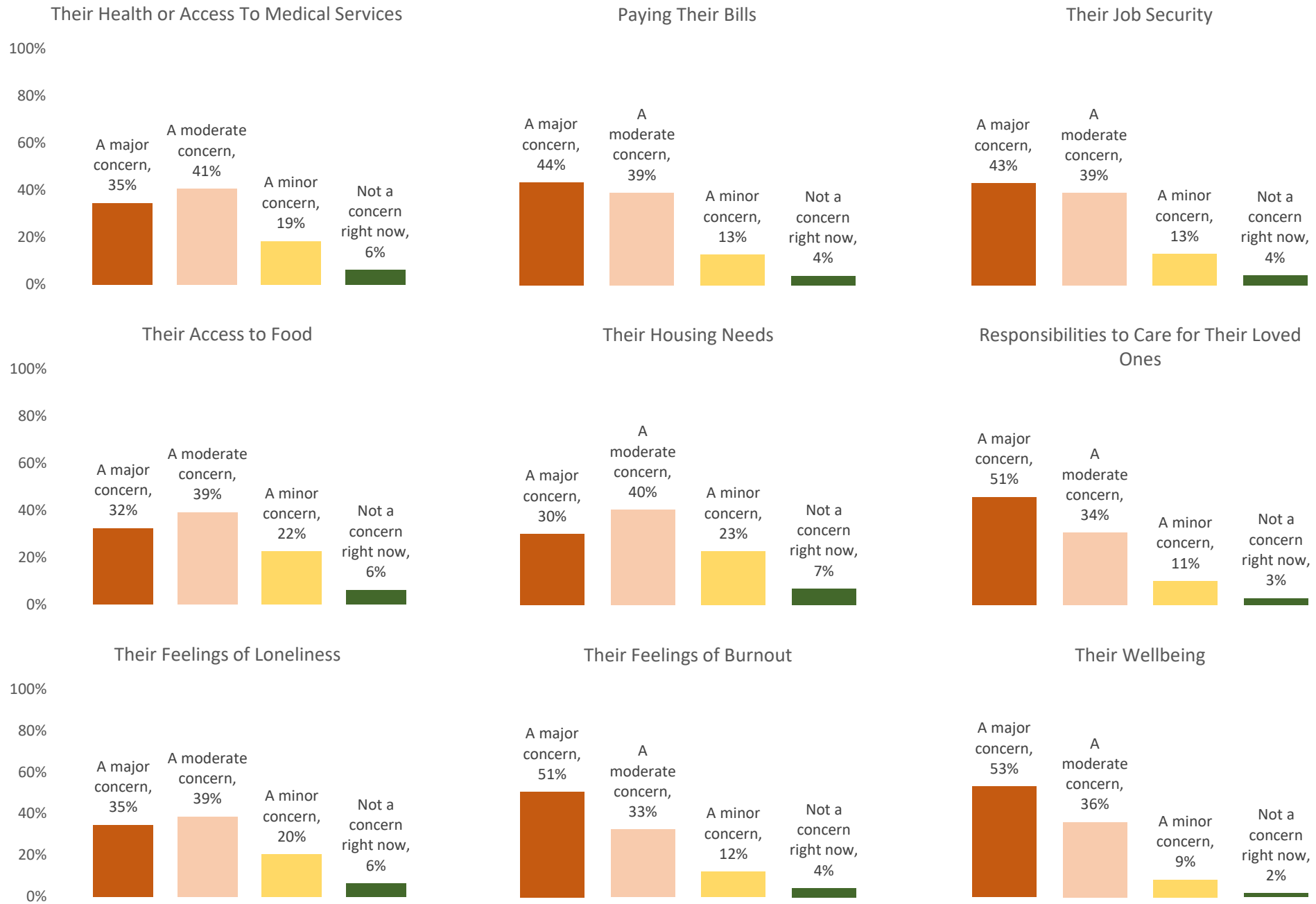
DO YOU WORK AT THE DISTRICT/CHARTER ADMINISTRATOR LEVEL OR SCHOOL LEVEL?



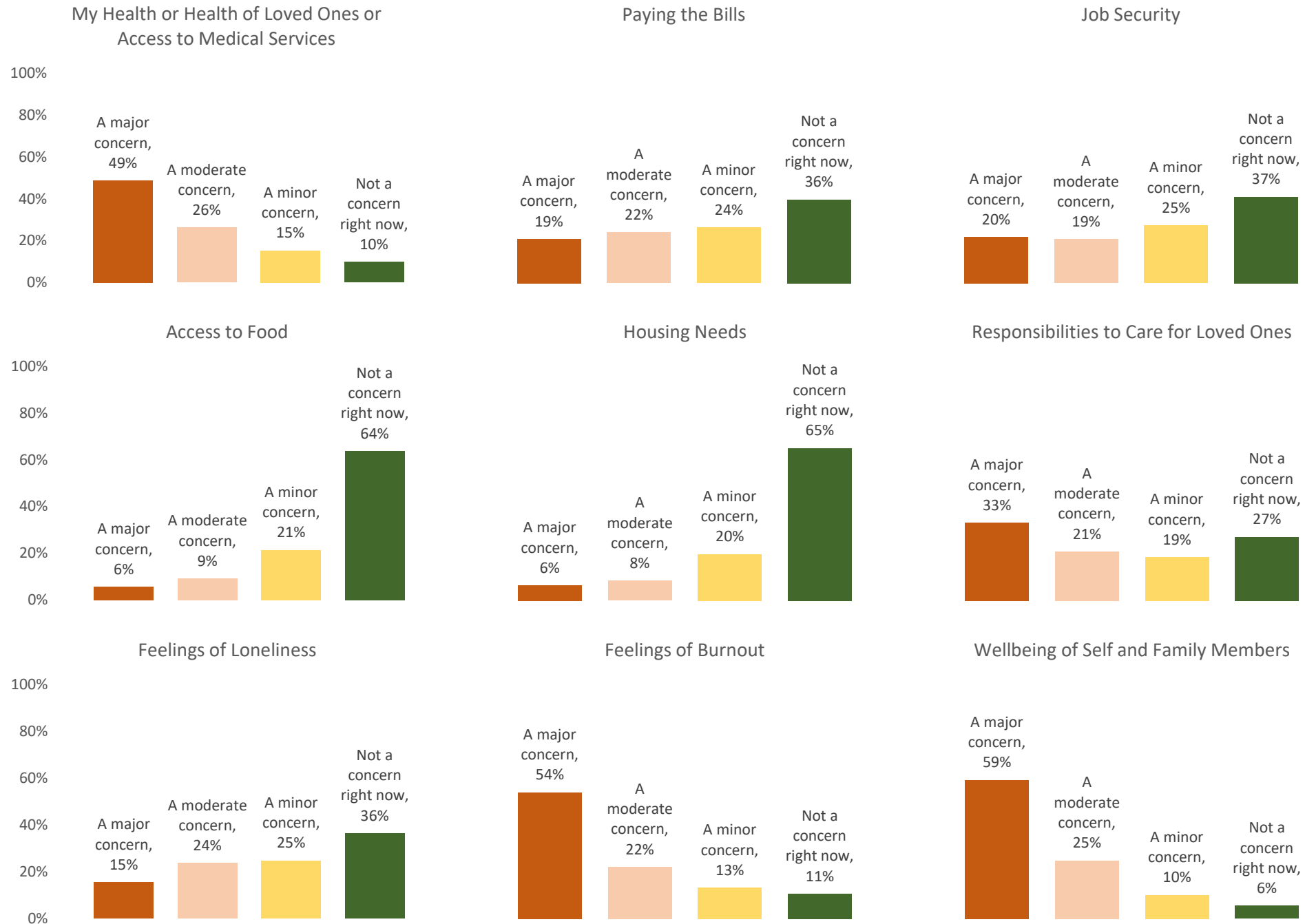
[SCHOOL STAFF] WHAT IS YOUR PRIMARY POSITION AT THIS SCHOOL?



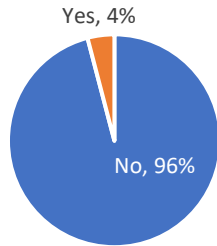
To the best of your knowledge, to what extent is each of the following a concern right now for the **students and families** you serve:



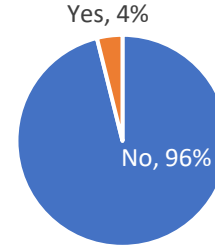
To what extent is each of the following a concern for **you** right now:



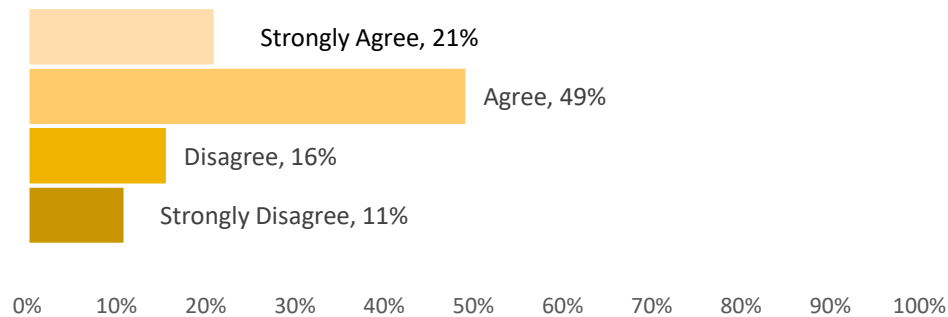
In the past 30 days, have you seriously thought about hurting yourself or taking your own life?



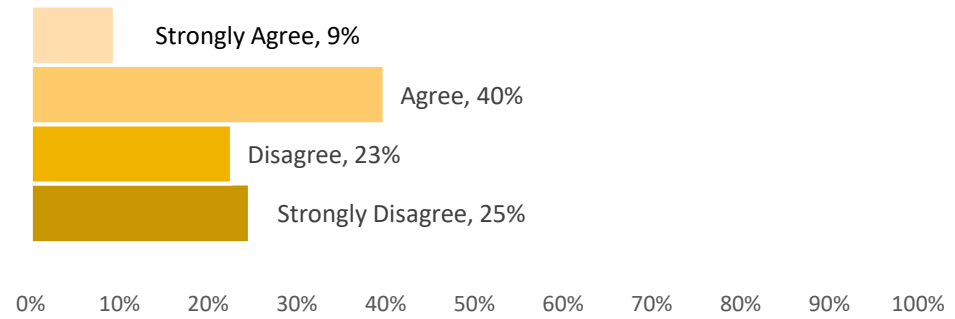
Would you like to talk privately with a counselor or other adult about how you are doing or for extra support?



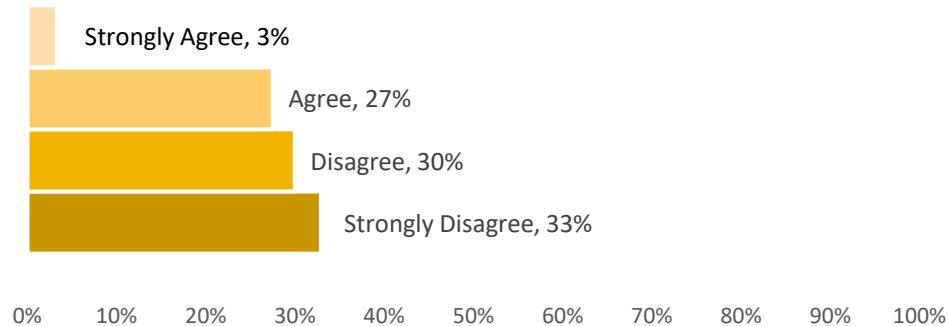
I receive enough support and resources from my school to meet the unique challenges of this school year.



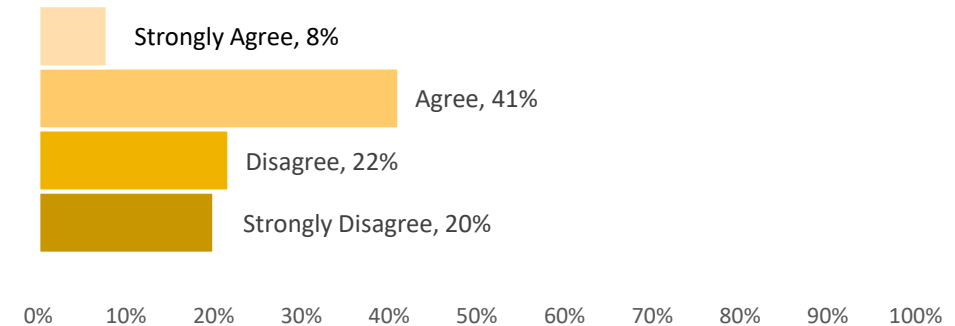
I receive enough support and resources from my district or charter to meet the unique challenges of this school year.



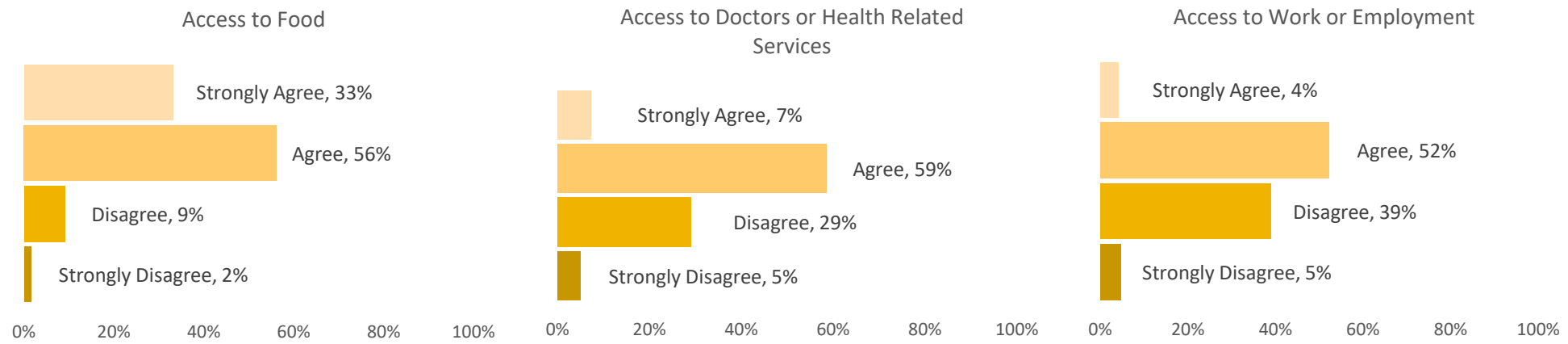
I receive enough support and resources from my state to meet the unique challenges of this school year.



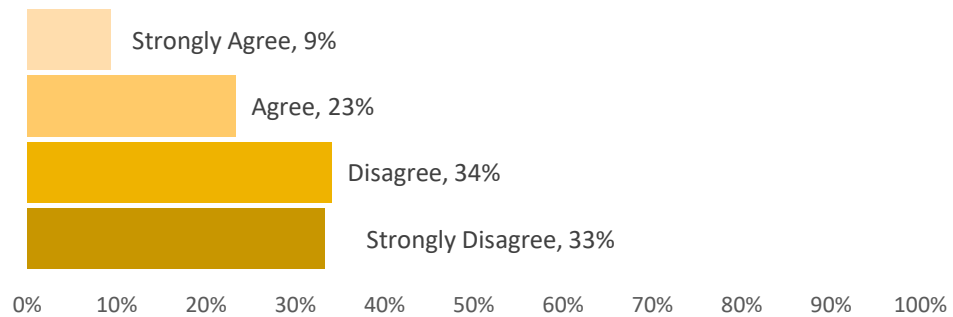
I receive enough support and resources from my community to meet the unique challenges of this school year.



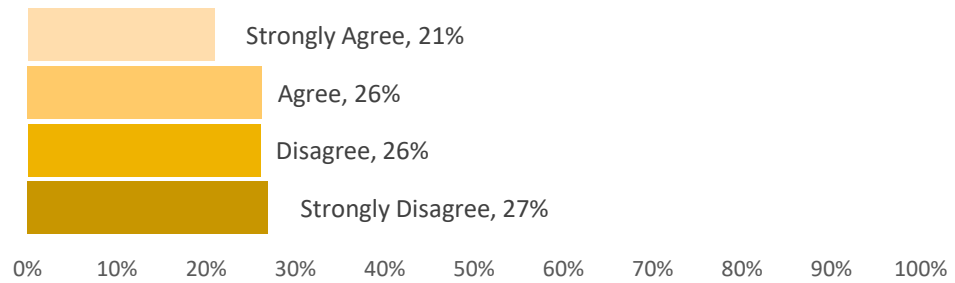
Students at my school and their families have adequate support and resources regarding:



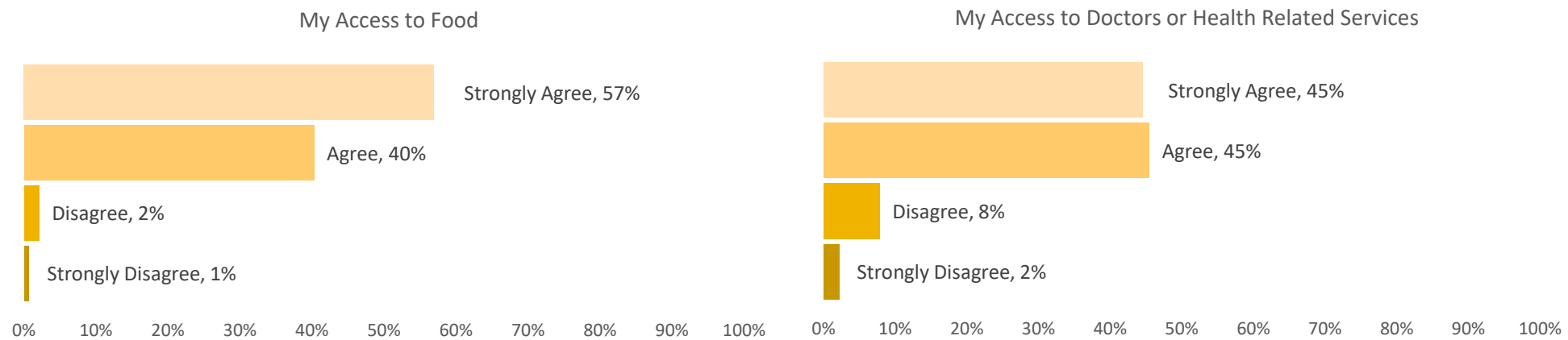
During the COVID 19 pandemic, I lost my job or was worried about losing my job, even for a short amount of time.



During the COVID 19 pandemic, someone in my household lost their job or was worried about losing their job, even for a short amount of time.

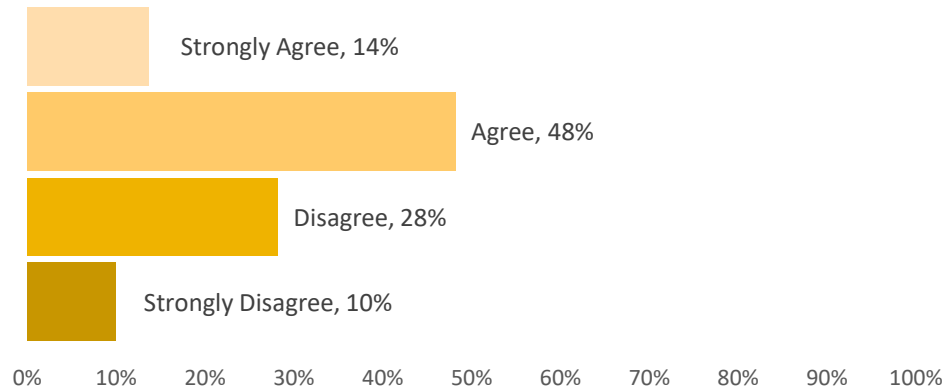


I have adequate support and resources regarding:

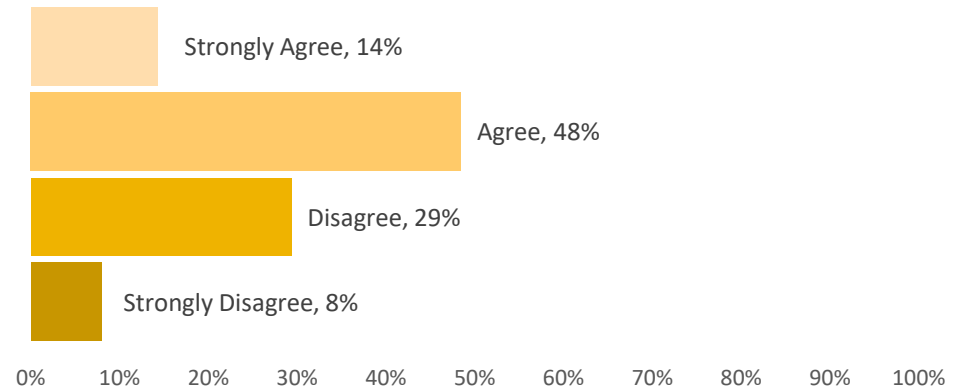


Given the unique challenges of this school year...

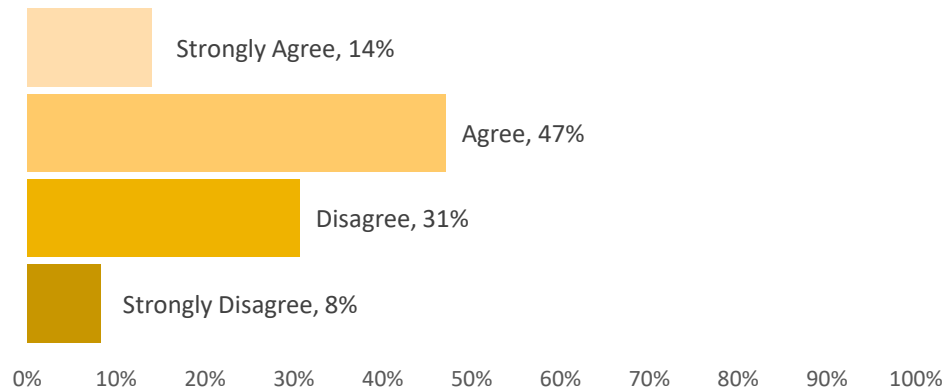
Students at my school have the support and resources they need to be successful with their learning.



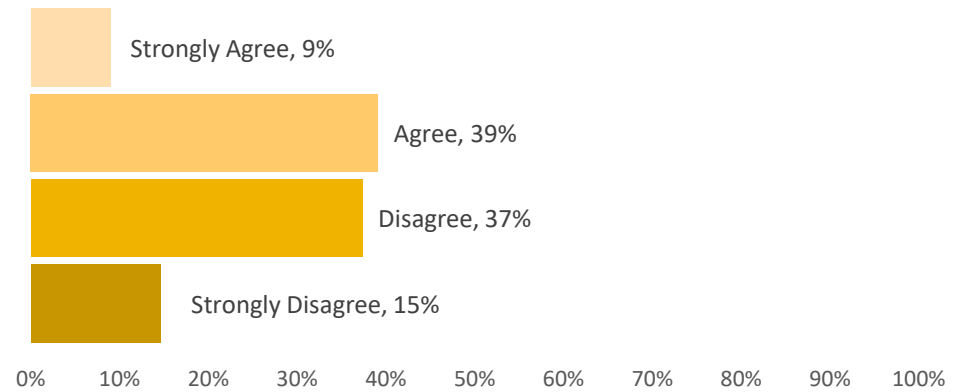
Staff at our school can adequately support the learning needs of our students.



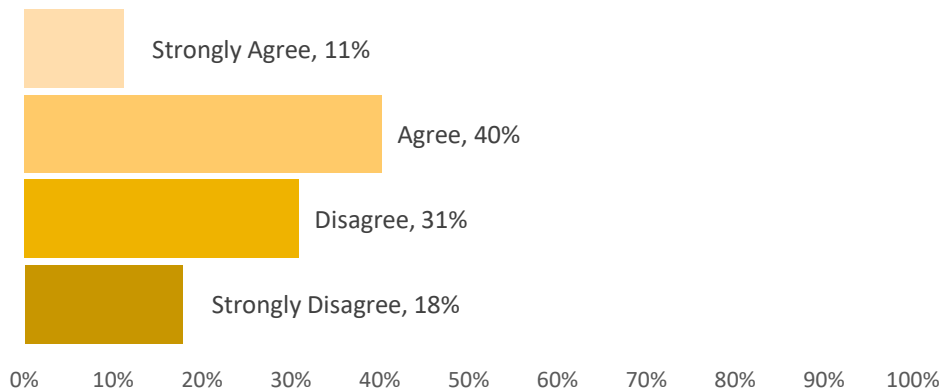
My school can adequately provide students the accommodations they need to learn.



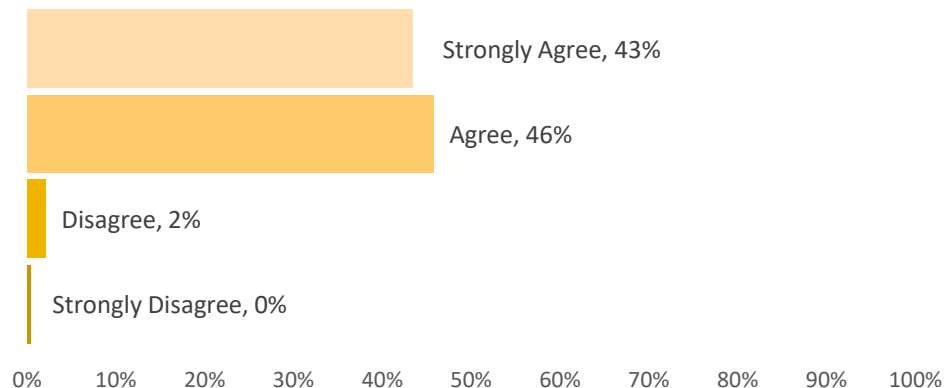
My school or district charter has a plan to address the recovery of learning for all students.



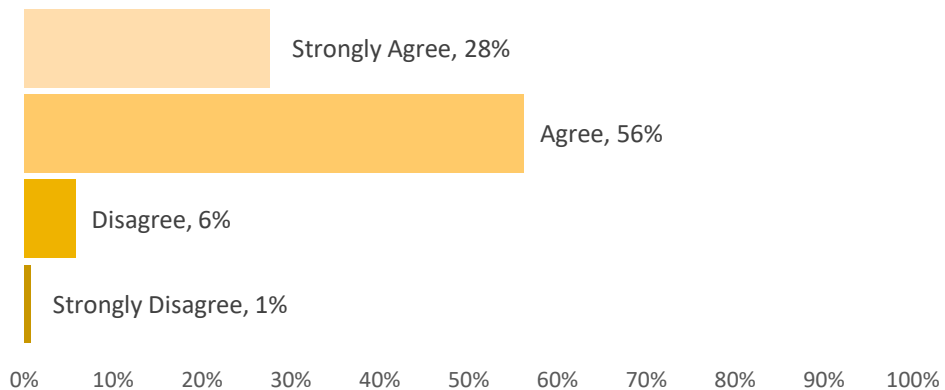
I am satisfied with the level of student engagement during my classroom instruction.



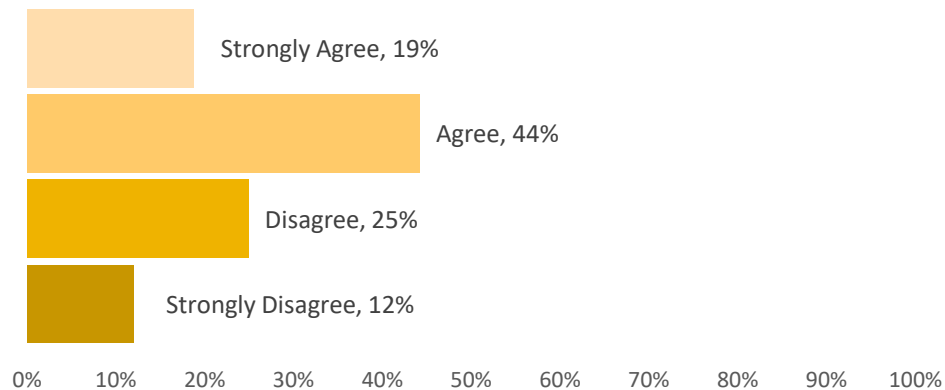
I try to understand why my students are or are not actively participating in class.



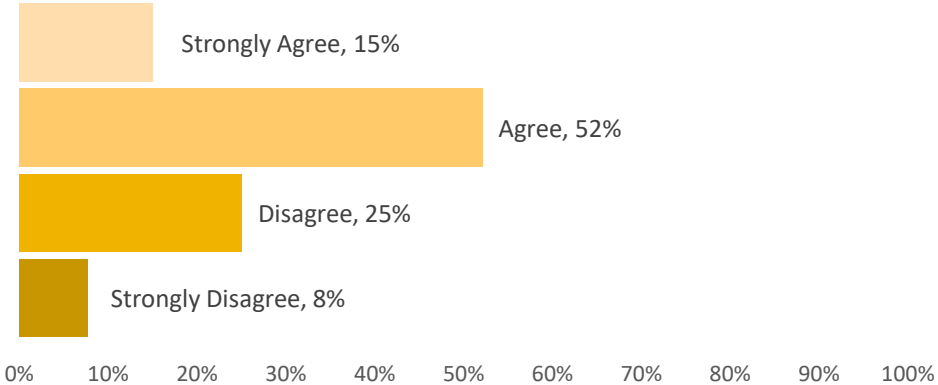
I am usually successful at providing my students the necessary skills to participate in learning activities.



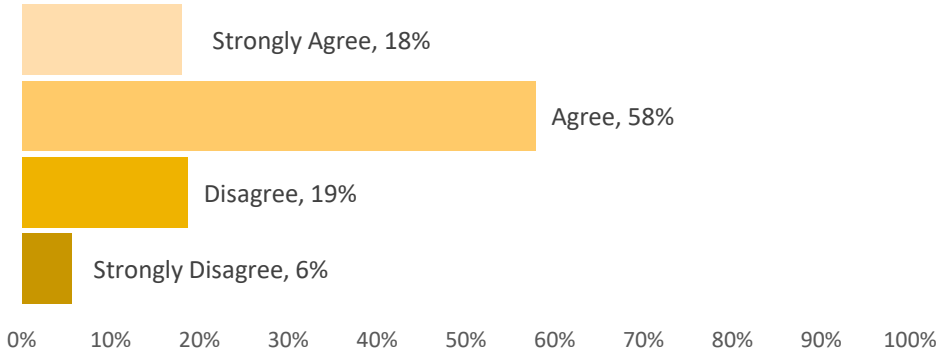
I am able to stay on top of my work and personal responsibilities.



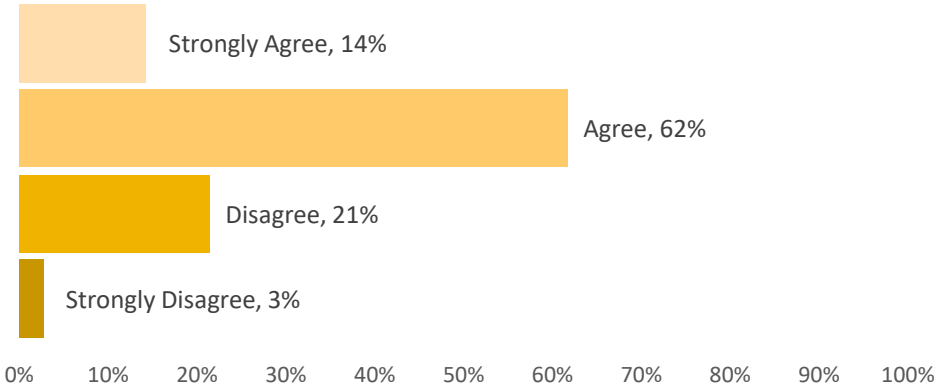
My school has the resources to support students' mental health and social emotional needs.



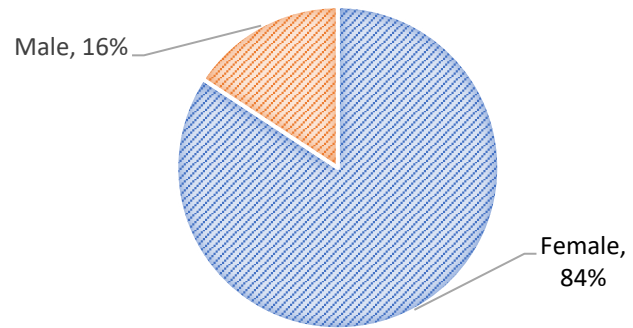
My school or district charter has staff available to students and families who are trained in trauma informed and social emotional care.



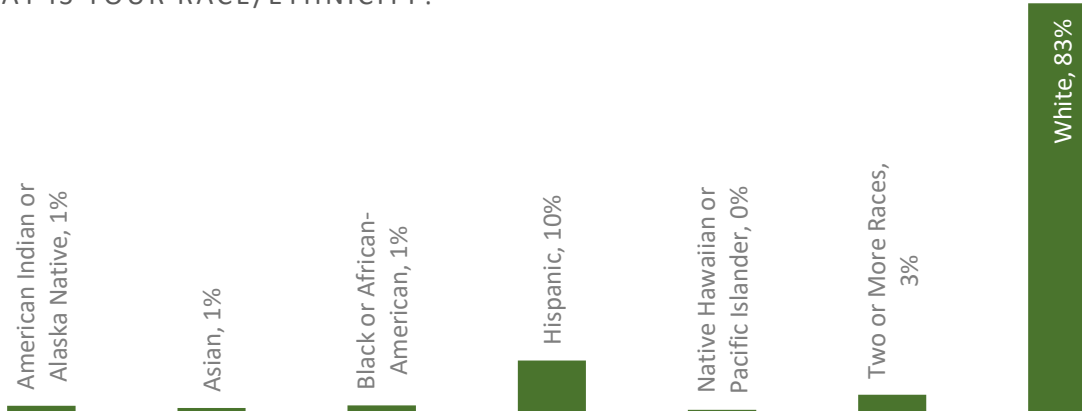
Staff do a good job helping families caregivers understand what their student needs in order to learn social emotional skills.



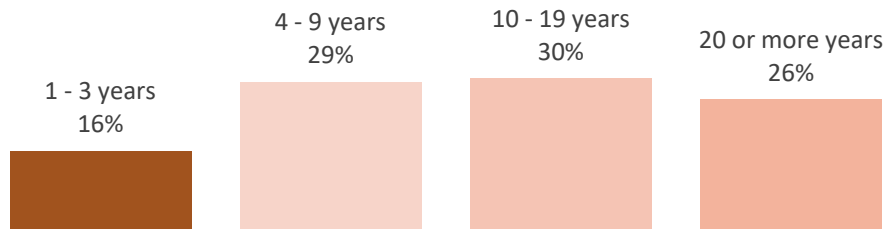
ARE YOU MALE OR FEMALE?



WHAT IS YOUR RACE/ETHNICITY?



HOW MANY YEARS HAVE YOU BEEN WORKING IN A SCHOOL, DISTRICT, OR CHARTER SCHOOL?



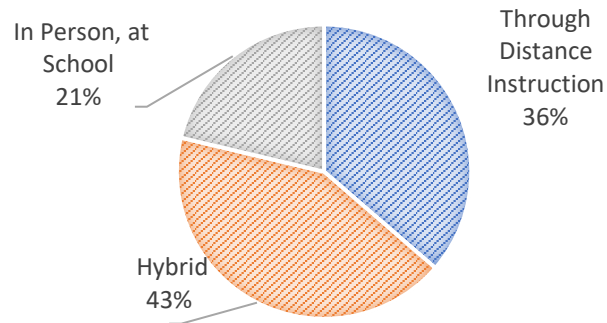
# Nevada Wellbeing Survey, Fall 2020

## State-Level Results: Families/Caregivers

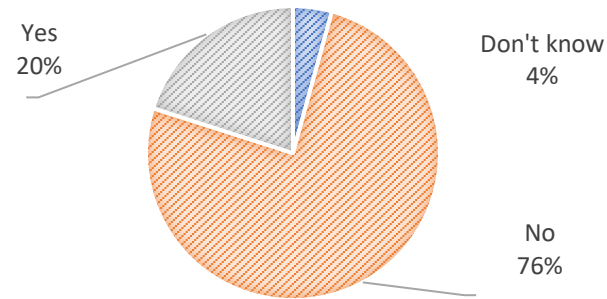
Number of Respondents: 3,518

### Introduction: About Your Student(s)

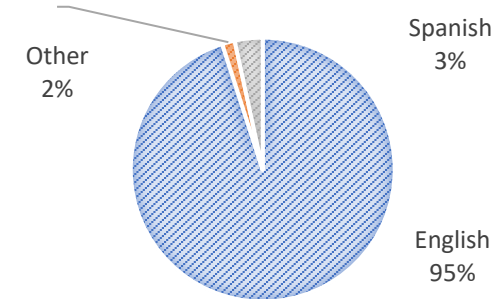
THIS YEAR MY STUDENT(S) IS LEARNING PRIMARILY:



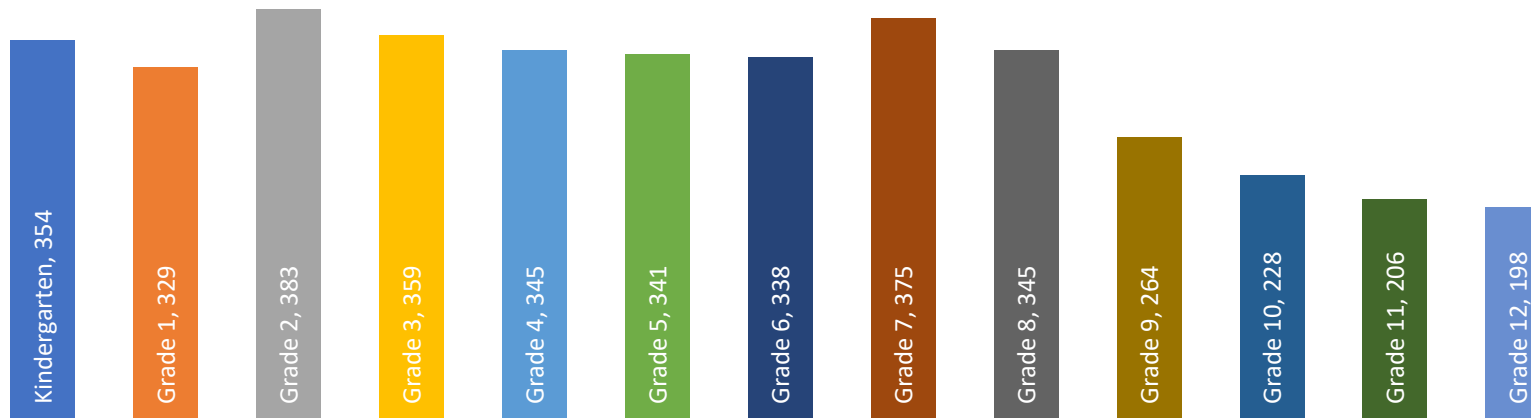
IS YOUR STUDENT RECEIVING SPECIAL EDUCATION SERVICES?



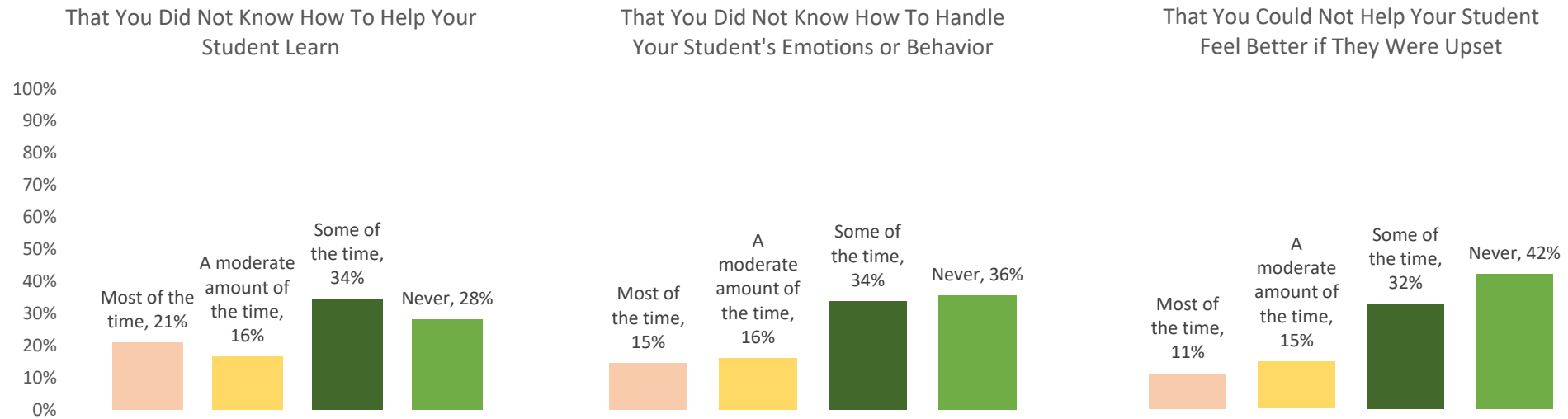
WHAT IS THE PRIMARY LANGUAGE SPOKEN AT YOUR HOME?



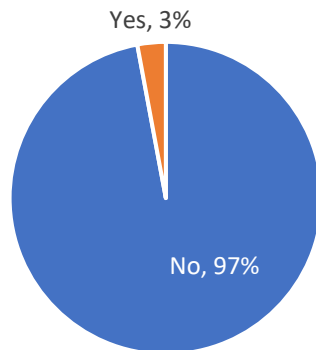
WHAT GRADE(S) IS YOUR STUDENT(S) IN?



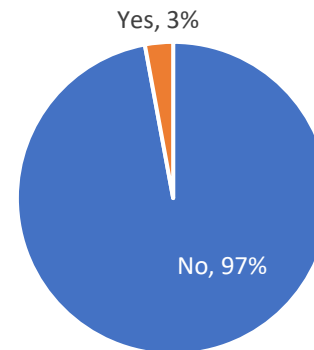
In the past 30 days, how often have you felt...



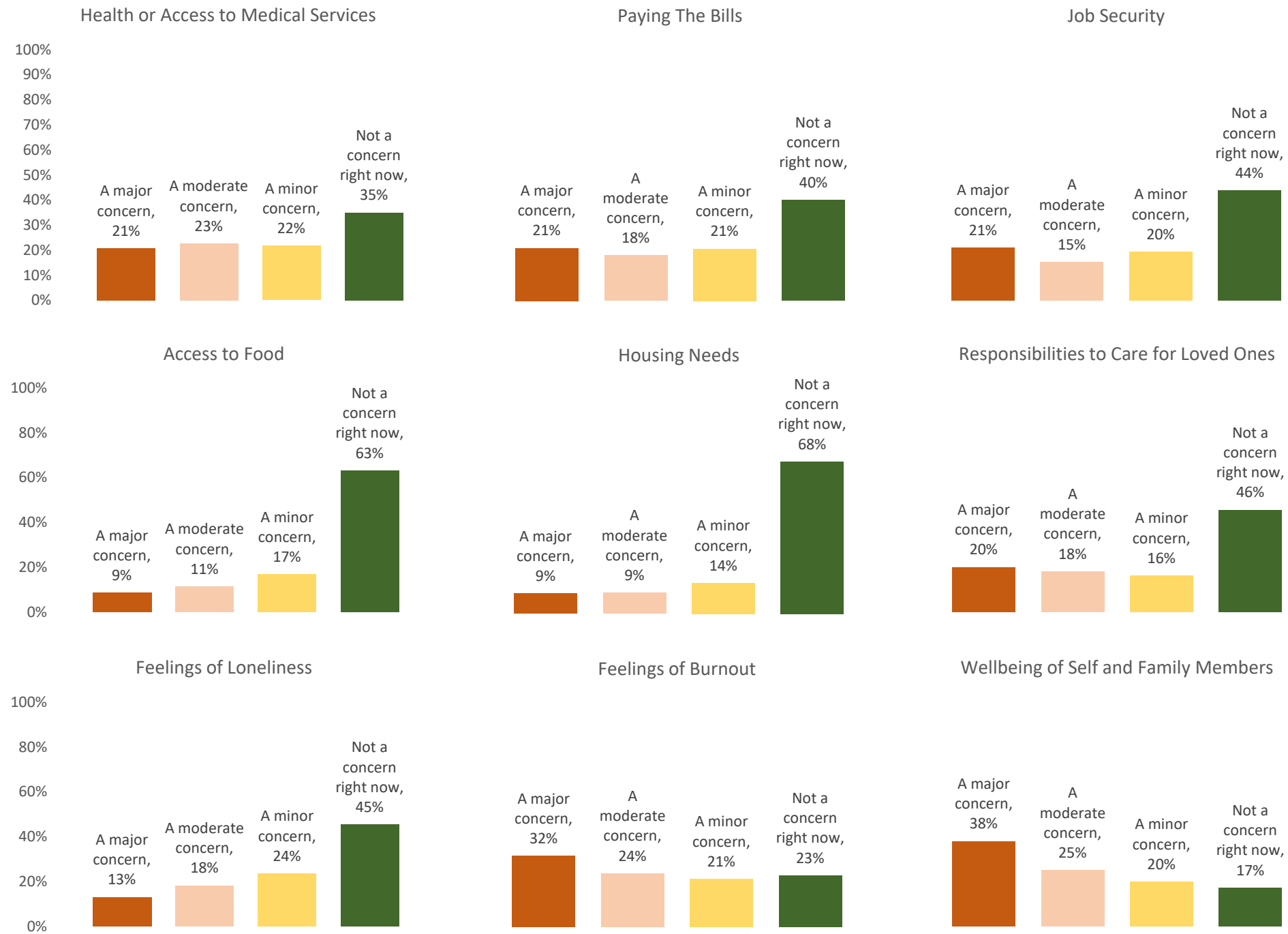
In the past 30 days, have you seriously thought about hurting yourself or taking your own life?



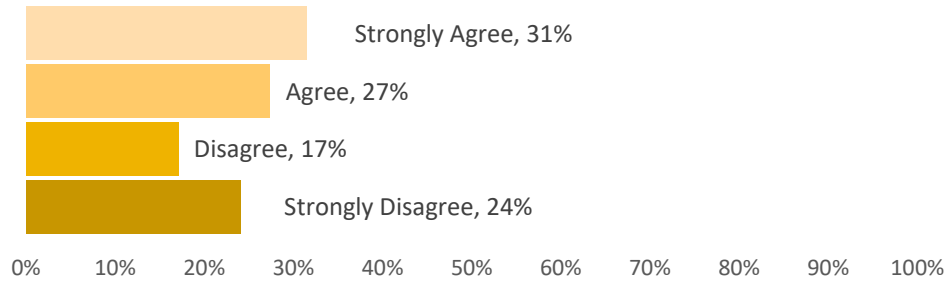
Would you like to talk privately with a counselor or other adult about how you are doing or for extra support?



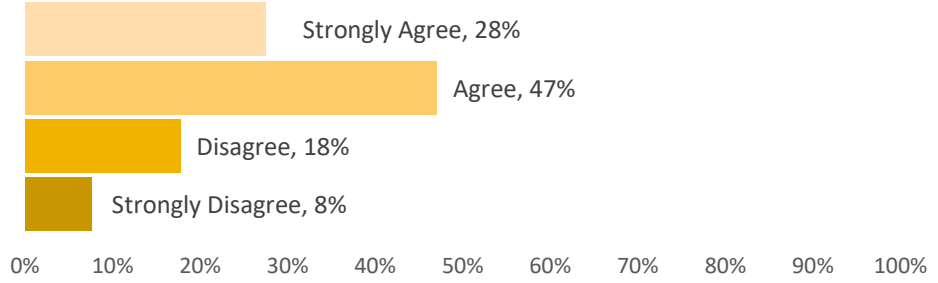
To what extent is each of the following a concern for you right now?



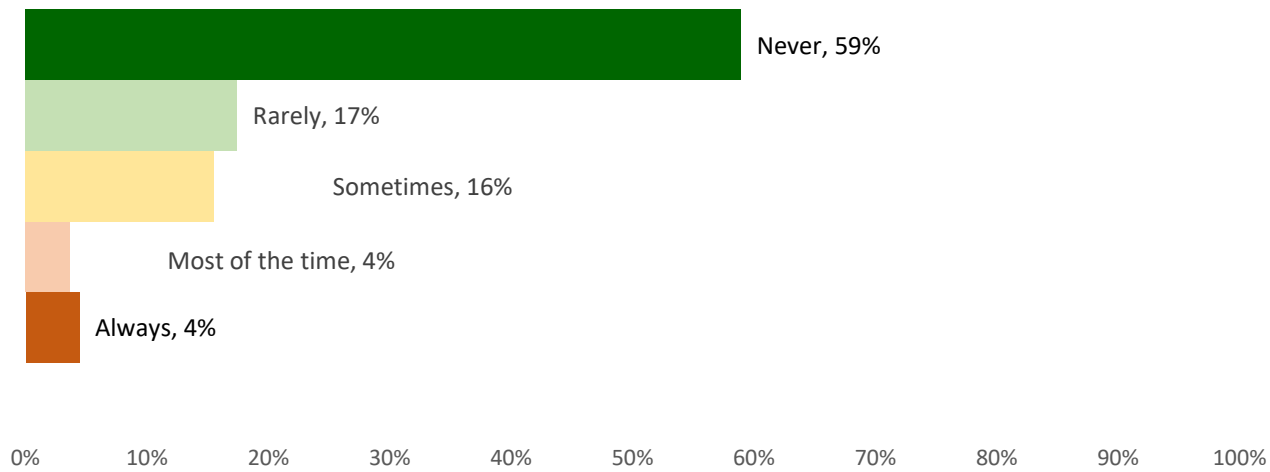
During the COVID 19 pandemic, someone in my household lost their job or was worried about losing their job, even for a short amount of time.



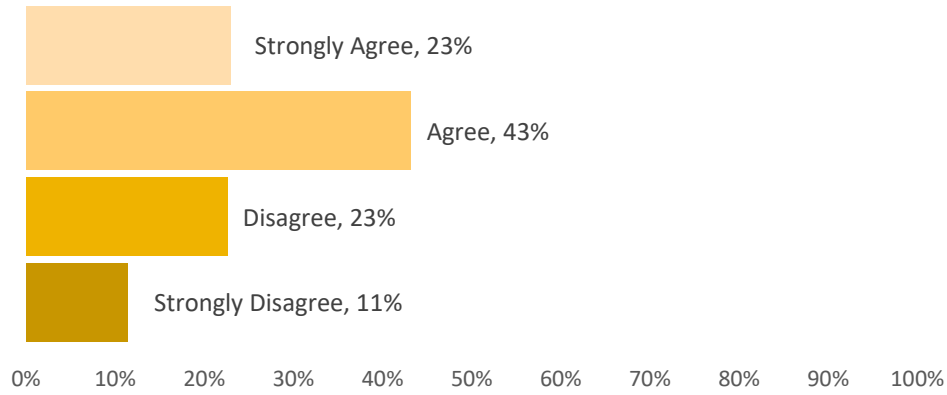
During the COVID 19 pandemic, I was able to take my family members to a doctor for their regular checkups or if they weren't feeling well.



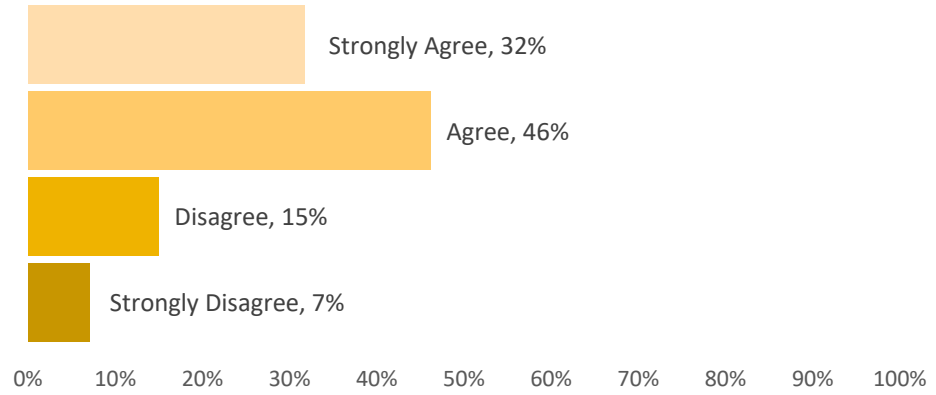
In the past 30 days, I worried about whether food would run out before I had money to buy more.



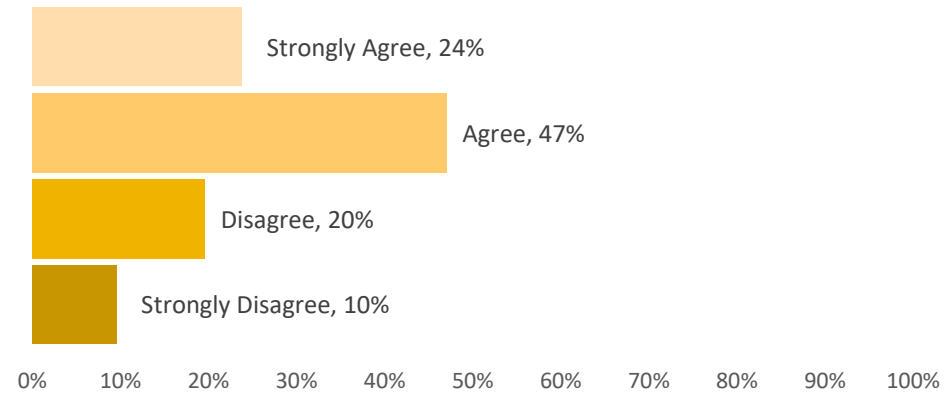
My student is comfortable asking their teachers or other adults at school for help with their schoolwork.



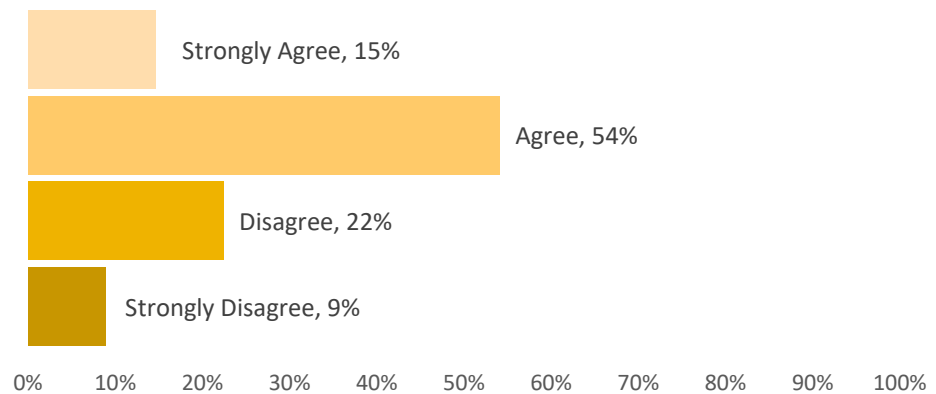
I know who to talk to at the school if I need support or advice about my student's learning.



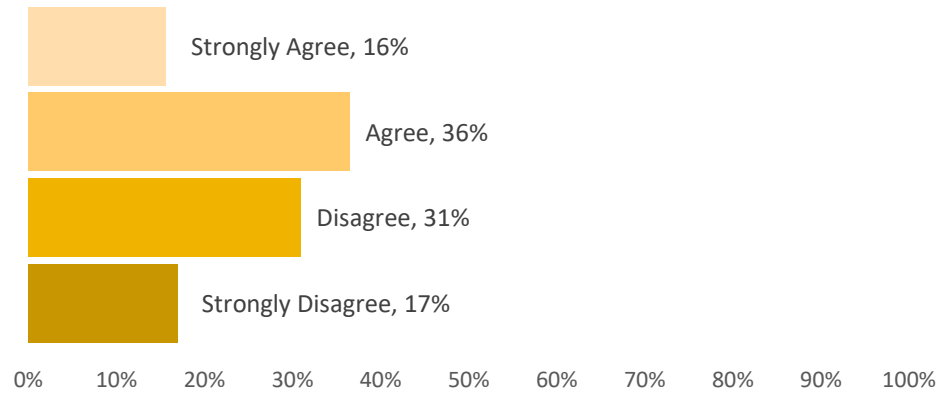
The school provides my student with all the accommodations they need to do well in their classes.



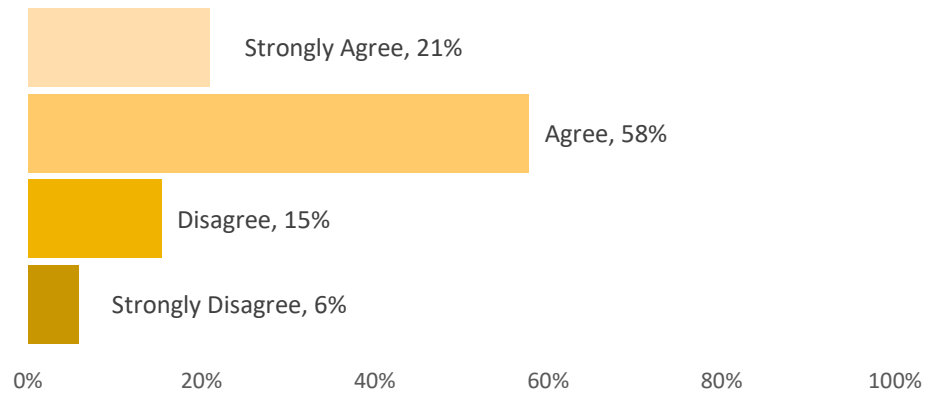
The topics my student is studying are interesting and challenging to them.



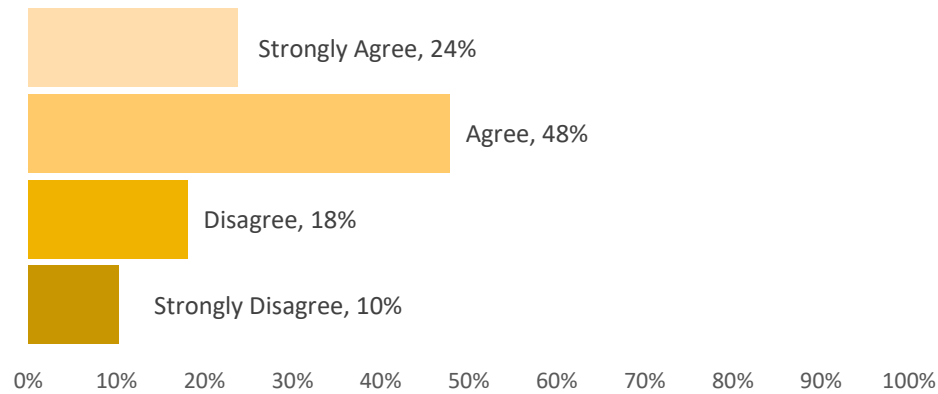
My student has friends from school who they talk to or connect with regularly.



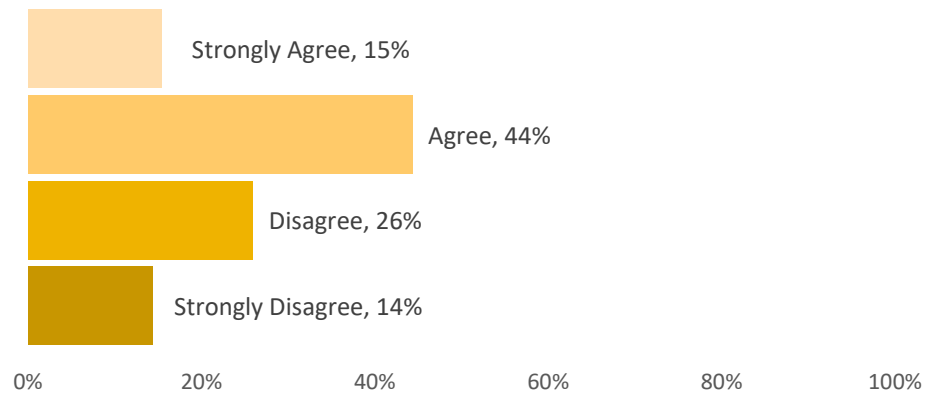
My student participates in class discussions or activities when given the chance.



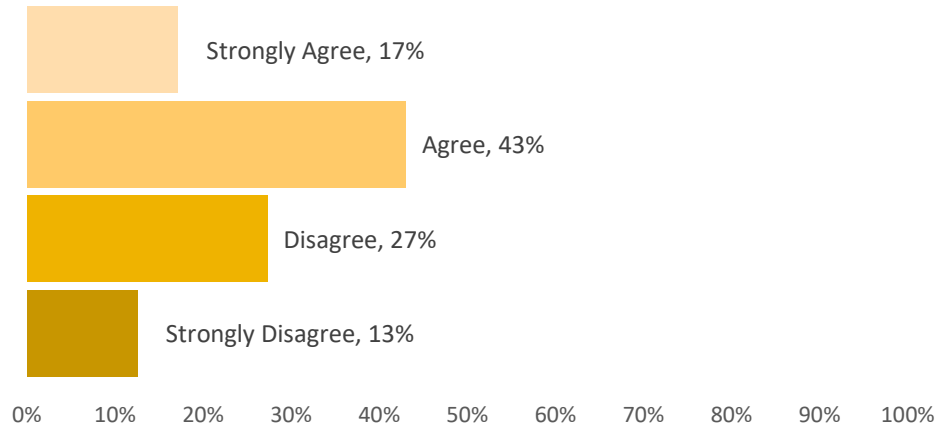
I am satisfied with the amount and quality of communication I receive from my student's school.



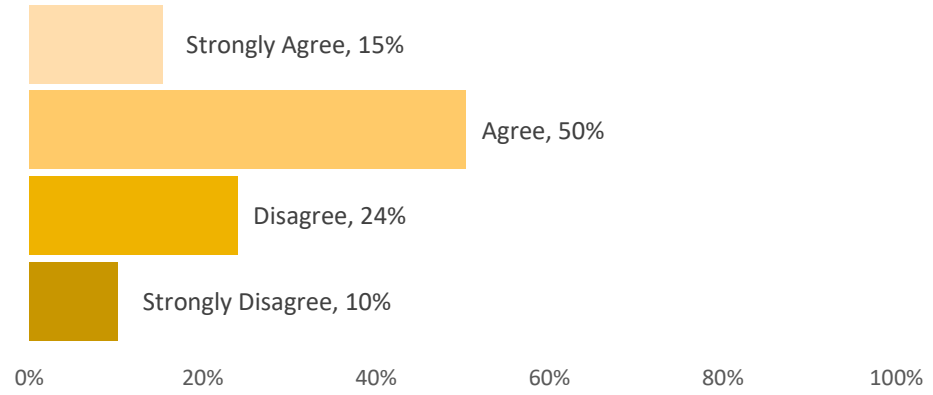
I am able to balance my student's school obligations with my own personal/work responsibilities.



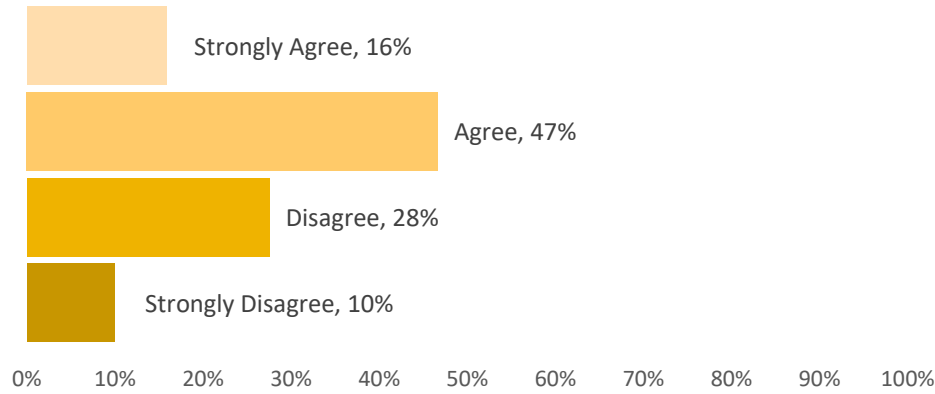
My student feels a strong sense of belonging at their school.



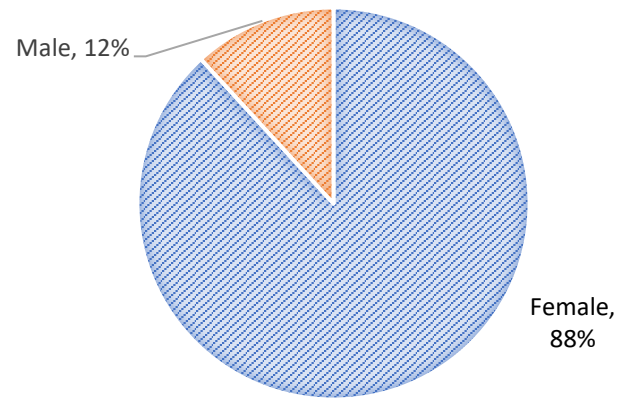
My student's school provides social emotional care and mental health support to its students and families.



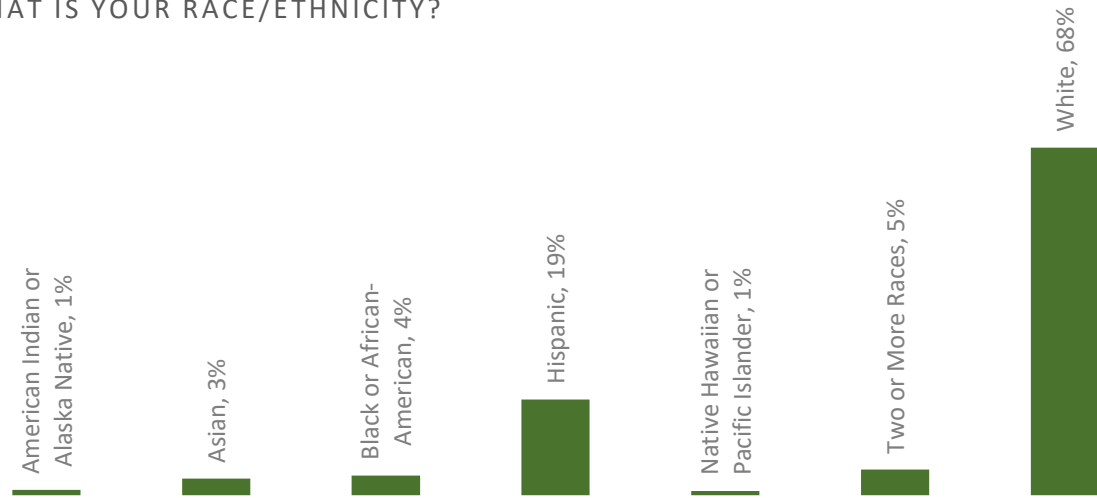
My student's school communicates resources available around social emotional care and mental health support.



ARE YOU MALE OR FEMALE?



WHAT IS YOUR RACE/ETHNICITY?



*Prepared for the Nevada Department of Education*

# Nevada External Outcomes Evaluation

**Zoom Schools, Victory Schools, Social Workers to Schools, Read by Grade 3,  
Underperforming Schools Turnaround, Nevada Ready 21, Great Teaching and Leading  
Fund**

---

## Final Report

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ACS Ventures, LLC



University of Nevada, Las  
Vegas Center for Research,  
Evaluation, and Assessment



MYS Project Management

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**January 7, 2019**

## Table of Contents

---

<i>Figures and Tables</i> .....	<i>ii</i>
<i>Acknowledgements</i> .....	<i>v</i>
<b>Executive Summary</b> .....	<b>1</b>
Methodology .....	1
Program Funding Recommendations.....	2
Next Steps .....	4
<b>Chapter 1: The Context for the Evaluation</b> .....	<b>5</b>
Policy Context .....	5
<b>Chapter 2: Methodology</b> .....	<b>7</b>
Sources of Evidence .....	7
Scope and Levels of Analyses.....	7
Secondary Data .....	7
Interviews .....	7
Survey of Stakeholders .....	7
<b>Chapter 3: Analysis and Findings</b> .....	<b>9</b>
Zoom Schools .....	9
Victory Schools .....	18
Read by Grade Three .....	28
Underperforming Schools Turnaround .....	40
Social Workers Grants to Schools .....	46
Nevada Ready 21 .....	56
Great Teaching and Leading Fund .....	66
<b>Chapter 4: Recommendations and Next Steps</b> .....	<b>75</b>
Zoom Schools .....	75
Victory Schools .....	75
Read by Grade Three .....	77
Underperforming Schools Turnaround .....	78
Social Workers Grants to Schools .....	78
Nevada Ready 21 .....	82
Great Teaching and Leading Fund .....	83
Next Steps.....	84
<b>References</b> .....	<b>86</b>
<b>Appendix A: Project Team</b> .....	<b>87</b>

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## Figures and Tables

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### Figures

Figure 1. SBAC Mathematics Scores, 2015-16 to 2017-18 Comparison .....	13
Figure 2. SBAC ELA Scores, 2015-16 to 2017-18 Comparison .....	18
Figure 3. SBAC ELA Scores, 2015-16 to 2017-18 Comparison . .....	22
Figure 4. SBAC Mathematics Scores, 2015-16 to 2017-18 Comparison . .....	23
Figure 5. Change in the Percent of Students Identified as Reading Deficient in Grade 1 .....	38
Figure 6. Change in the Percent of Students Identified as Reading Deficient in Grade 2 .....	38
Figure 7. Change in the Percent of Students Identified as Reading Deficient in Grade 3 .....	39
Figure 8. Bullying Incidents Reported, Confirmed, and Disciplined Over Time .....	56

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### Tables

Table 1. CCSD Zoom Elementary Linguistic and Academic Growth Indicator .....	14
Table 2. CCSD Zoom Middle School Linguistic and Academic Growth Indicator .....	15
Table 3. CCSD Zoom High School Linguistic and Academic Growth Indicator .....	15
Table 4. WCSD Zoom Elementary Linguistic and Academic Growth Indicator .....	16
Table 5. WCSD Zoom Middle School Linguistic and Academic Growth Indicator .....	16
Table 6. 2018 Survey of Zoom Program Educators .....	17
Table 7. Changes in SBAC Achievement between 2016-17 and 2017-18 .....	20
Table 8. Percentage of Students Performing at Level 3 or 4 of Proficiency on SBAC between 2015-16 and 2017-18 .....	21
Table 9. Graduation Rates for Victory Schools High Schools Compared to State of Nevada .....	24

Table 10. Stakeholder Perceptions of Victory Schools .....	25
Table 11. Average SBAC English Scores for Schools within each Read by Grade 3 Participation Category .....	35
Table 12. Average NWEA MAP Performance for Grade 1 Students across Schools in 2017-18 .....	36
Table 13. Average NWEA MAP Performance for Grade 2 Students across Schools in 2017-18 .....	37
Table 14. Average NWEA MAP Performance for Grade 3 Students across Schools in 2017-18 .....	37
Table 15. Distribution of Students Served by the Underperforming Schools Turnaround Program .....	42
Table 16. Percent of Survey Respondents Who Strongly Agree or Agree on Curriculum and Instructional Adaptation Survey Questions - 2018 .....	43
Table 17. Percent of Survey Respondents Who Strongly Agree or Agree on Student Motivation and Behavior Survey Questions - 2018 .....	43
Table 18. Percent of Survey Respondents Who Strongly Agree or Agree on Teacher Motivation and Stress Survey Questions - 2018 .....	44
Table 19. SLN Support (N=50) .....	45
Table 20. Data-Informed Decisions (N=50) .....	46
Table 21. SWxS Educator Perceptions .....	49
Table 22. Behavioral Outcome Indicators Averaged Across SWxS Schools – Primary Funding Group .....	55
Table 23. Percent of Survey Respondents Who Strongly Agree or Agree on Survey Questions 1 .....	58
Table 24. Percent of Survey Respondents Who Strongly Agree or Agree on Survey Questions 2 .....	59
Table 25. Percent of Survey Respondents Who Strongly Agree or Agree on Survey Questions 3 .....	61
Table 26. Scores from SBAC ELA Test from 2015-2018 when Comparing NR21 and Non-NR21 Schools .....	63
Table 27. Change in Number of Students Falling within Achievement Levels (ELA) .....	63

Table 28. Scores from SBAC Math Test from 2015-2017 Comparing NR21 Schools with Non-NR21 Schools . . . . .	64
Table 29. Change in Number of Students Falling within Achievement Levels (Math) . . . . .	64
Table 30. Percent of Survey Respondents Who Strongly Agree or Agree on Survey Questions 4 . . . . .	65
Table 31. Percent of Survey Respondents Who Strongly Agree or Agree on Curriculum and Instruction Survey Questions . . . . .	68
Table 32. Percent of Survey Respondents Who Strongly Agree or Agree on Motivation and Behavior Survey Questions . . . . .	73

## **Acknowledgements**

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This final report benefitted from the contributions of many people within Nevada. The evaluation team would like to extend its appreciation to these individuals and acknowledge those whose assistance made this final report possible. To that end, we would first like to thank Nevada's legislature for supporting the external evaluation as accountability for public investments in the programs contained in the evaluation.

Next, we would like to thank leadership, program leads, and staff from Nevada Department of Education for their assistance in providing program materials, documentation, and data to support the evaluation. We also appreciate their comments and clarifications about program characteristics that we received to better communicate the findings to policymakers.

Finally, we appreciate the efforts of district and school leadership, educators, and staff including from across Nevada that participated in the survey and interviews.

## Executive Summary

---

The 79th session of Nevada’s Legislature resulted in continued funding to support programs designed to strengthen education in the state. These programs included Zoom Schools (SB 405), Victory Schools (SB 432), Read by Grade 3 (SB 391), Underperforming Schools Turnaround (SB 448), Social Workers in Schools (SB 515), Great Teaching and Leading Fund (SB 474), and Nevada Ready 21 (SB 515). The programs focused on the professional development of educators, factors that influence student achievement and growth, improving school safety and climate, and increased technology and resource availability in education. These programs were granted continued funding with the requirement of a second phase of external evaluation of the progress and outcomes for each program.

The second phase of the external evaluation was designed to independently collect and analyze evidence to inform policymakers of the progress of each program as a result of their continued funding. This report was designed to provide summative recommendations to the legislature regarding continued funding for each of these seven programs. In considering, the data collected was analyzed around the following evaluation questions: <insert questions here>. Therefore, the opportunity to refine goals, processes, and strategies as a result of the second phase of this evaluation has the potential to positively contribute to the long-term outcomes that these programs are intended to produce when given continued funding.

The evaluation was conducted by ACS Ventures, LLC (ACS), MYS Project and Brand Management, LLC (MYS), and the University of Nevada, Las Vegas’s Center for Research, Evaluation, and Assessment (CREA). The evaluation team relied on several sources of evidence including targeted interviews with state program leads, a survey of stakeholders, and measures of school and district demographics, school climate, and student achievement. Findings and recommendations for the programs collectively and for each program are provided in the subsequent sections.

### Methodology

In the second phase of this evaluation, several approaches were utilized to collect and analyze data. A multitude of state-provided datasets enabled evaluators to assess how program goals were being met. These datasets included measures of student achievement via standardized testing, school climate and safety assessments, and school demographic information. These datasets were used by all applicable program evaluation leads to assess their individual programs.

Sources of perception evidence included interviews with program leads, and a survey of stakeholders— both designed to capture their perceptions of program implementation and activities within their school. These data were collected through interviews and a survey of stakeholders and were based on an adaption of Mehrens’ (1998) framework for evaluating the consequences or impact of an education program. The framework was based on five themes: 1) curricular and instructional adaptation, 2) educator motivation and stress, 3) student motivation and behavior, 4) changes in student achievement, and 5) public awareness of the program. Results from the multiple sources were analyzed and synthesized to form the basis for the findings and recommendations that follow.

# PROGRAM FUNDING RECOMMENDATIONS



**YES**

**Zoom Schools Program**

**Victory Schools Program**

**Read by Grade 3**

**Great Teaching and  
Leading Fund**

**Social Workers Grants  
to Schools**

**Nevada Ready 21**

**Underperforming  
Schools Turnaround**

## *Zoom Schools*

**We recommend continued funding for the Zoom Schools program.**

In 2017, CCSD and WCSD each had ten Zoom schools that were at or below the lowest quartile. In 2018, CCSD has 3 elementary schools and 2 middle schools in the lowest quartile while WCSD has 2 elementary schools and 1 middle school in the lowest quartile. CCSD has increased the number of Zoom schools rated as 4-5 stars. Thus, we recommend that Zoom schools in the lowest quartile seek technical assistance from higher quartile schools. From the educator perspective survey, the evaluation generally observed agreement across all survey questions.

## *Victory Schools*

**We recommended continued funding for the Victory Schools program.**

The recommendation for continued funding is based on several critical conclusions drawn from the evaluation of Victory Schools between 2015-16 and 2017-18.

1. There has been an increase in the achievement of students on the SBAC summative assessments in ELA and Mathematics between 2016-17 and 2017-18, with some of these increases being higher than the average overall increase across the state of Nevada.
2. The percentage of students who are proficient at Level 3 and 4 for both ELA and Math has increased between 2015-16 and 2017-18.
3. Regression discontinuity analysis indicates that Victory Schools in Clark and Washoe Counties are outperforming a comparison group of other 1- and 2-star schools with similar demographic profiles.
4. Graduation rates at the three high schools receiving Victory Schools funding have increased between 2015-16 and 2017-18, with Valley High School increasing by almost 15%. For the past two years, graduation rates at the two comprehensive high school campuses are higher than the state of Nevada graduation average.
5. Stakeholders report a positive impact of Victory Schools funding on measures of student achievement and feel that the program should be sustained to maintain school growth over time.

***Read by Grade 3***  
**We recommend continued funding for the Read by Grade 3 program.**

We recommend continuation of this program for several reasons. First, when deployment of RBG3 was reviewed, the schools and districts that received funding successfully managed program implementation. Second, surveys focused on stakeholder perceptions reveal important supportive feedback on program goals. Third, when looking at measures of student achievement, the evaluation also demonstrated some initial results that support the effectiveness of the program. In sum, the program has demonstrated positive impact on student achievement, specifically, identifying struggling students, providing interventions, and improving student literacy.

***Social Workers in Schools***  
**We recommend continued funding for the Social Workers in Schools program.**

The logic model of the SWxS program suggests that through placing social workers/mental health professionals in schools to implement multi-tiered interventions aimed at improving school safety and climate, the program will influence student, educator, and family outcomes. Short term outcomes include changing school climate and immediate health and safety related behaviors, which in turn, should have an impact on longer-term social-emotional and academic outcomes for students, teacher effectiveness, and family engagement.

***Nevada Ready 21***  
**We recommend continued funding for the Nevada Ready 21 program.**

Despite the limited observable impact on the student achievement based on current measures, we encourage Nevada to think about how the state can support schools who are transitioning out of the NR21 program to continue this type of integration and how other schools (including those high schools aligned to the NR21 middle schools) could also work towards integration of these resources. The funding for this type of endeavor is quite extensive but a change in this direction does represent a fundamental shift to align students' learning environment with many aspects of the real world.

***Great Teaching and Leading Fund***  
**We recommend continued funding for the Great Teaching and Leading Fund program.**

We recommend continuation of funding for this program because implementation has improved from the initial launch and been successful based on the intent to provide professional development opportunities for educators across the state and the program has been meeting the goals of the program with respect to teachers and administrators with an extension to secondary and post-secondary students as part of building an educator pipeline.

***Underperforming Turnaround***  
**We recommend continued funding for the Underperforming Schools Turnaround program.**

The school-specific nature of the program means that global conclusions about methods or approaches to reform are not as meaningful. We also recommend that the program continue to seek opportunities to monitor school level implementation of the improvement efforts. Because each school will have its own plan for improvement, it will be important to ensure that the plan aligns with the schools needs.

## Next Steps

Similar to the initial evaluation of these programs, we acknowledge that the evaluation design had limitations including:

- *Access*: Evidence collection and analyses were limited to documentation and data available through the state, districts, schools, and related documents; and
- *Availability of student achievement and behavior data*: Although most programs had statewide data, some programs are implemented more at the district or school level which makes data analysis and interpretation more contextual.

Our evaluation focused on the outcomes of the programs as determined by the logic models designed for each one. In some cases, these data were based on relatively shorter-term data recognizing the more longitudinal expectations for the program that will become more evident over a longer period of time.

Although some indicators are unique to the respective program, some of the indicators that apply across multiple programs include:

- Impact on academic achievement and growth.
- Comparisons of program participants with non-participants.
- Impact on types and rates of documented disciplinary incidents.

Indicators that are common across programs are useful for considering the relative effectiveness of different programs for meeting state objectives. The indicator evaluation activities suggested other possible common outcomes that spanned a range of programs, including school climate.

Designing an evaluation plan that addresses longer-term needs requires consideration of qualitative and quantitative data. Because many of these programs are still in the relatively early phases of implementation, evidence currently available is more preliminary in nature. These qualitative data sources are critical in providing evidence about stakeholder experiences with the programs, identification of factors that may facilitate or inhibit implementation, and describe contextualized implementation that leads to innovation.

The programs in this evaluation represent continuing investment in important educational needs of students in Nevada. The emphasis among these programs on literacy, socioemotional support, and opportunities for innovation suggest reasonable investments in that can positively impact Nevada's education system and economic opportunities.

Next, as evidenced by the observations of the evaluation team and consistent input from stakeholders, there is a need for additional integration of the program characteristics into the academic culture of schools in Nevada. There has been good progress to date and we anticipate that these trends will continue with continued support.

Finally, the emphasis on accountability of public funds is encouraging as evidence of good stewardship. This is commendable and is a positive statement for the leadership and implementation of these programs in the Department of Education.

## Chapter 1: The Context for the Evaluation

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### Policy Context

The 79th session of Nevada’s Legislature resulted in continued funding and resources for several programs designed to strengthen education in the state. These programs included Zoom Schools (SB 405), Victory Schools (SB 432), Read by Grade 3 (SB 391), Underperforming Schools Turnaround (SB 448), Social Workers in Schools (SB 515), Great Teaching and Leading Fund (SB 474), and Nevada Ready 21 (SB 515). These programs were granted continued funding with the requirement of continuing the initial external evaluation of outcomes.

Phase two of the evaluation was designed to collect and analyze evidence that will help policymakers to determine if the programs are meeting their goals and require ongoing support. This report was designed to provide summative recommendations to the legislature regarding continued funding for each of these seven programs. In addition, we provided formative recommendations where we observed opportunities for improvement. These formative aspects include opportunities to refine goals, processes, or strategies and have the potential to positively contribute to the long-term outcomes that these programs are intended to produce.

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*This evaluation was designed to collect and analyze evidence that can inform policymakers in determining the level of ongoing support for each of these programs.*

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The evaluation was conducted by a collaboration among ACS Ventures, LLC (ACS), MYS Project Management (MYS), and the University of Nevada, Las Vegas’s Center for Research, Evaluation, and Assessment (CREA). The evaluation team relied on several sources of evidence including targeted interviews with program leads, a survey of stakeholders, and state provided outcomes data, where appropriate. Findings and recommendations for the programs collectively and for each program are provided in the subsequent sections.

Indicators for several of these programs are similar, and, therefore provided similar outcome indicators. These include, for example, student achievement and student behavior. Student achievement can be interpreted across academic disciplines (e.g., English language arts, mathematics, science), in addition to the respective specific achievement indicators for each program. Furthermore, professional development opportunities and increased access to educator resources is a common theme across programs and can be analyzed as a whole, in addition to individual programs. The intersection of these indicators for these programs allowed us to interpret evidence across programs and then for individual programs in the evaluation.

The second phase evaluation targeted educators, including teachers, administrators, and support staff. Educators were able to comment on student and public perceptions of programs, but

additional information from these stakeholders would be beneficial for continued evaluation of these programs in the future.

With these outcomes and target stakeholders taken into consideration, the second phase of the external evaluation was conducted to assess the impact of funding on program success and goals. In continuation of the first phase of the evaluation, we maintained suggested framework adapted from Mehrens (1998) for evaluating consequences or impact of an education program. The framework was based on five themes: 1) curricular and instructional adaptation, 2) educator motivation and stress, 3) student motivation and behavior, 4) changes in student achievement, and 5) public awareness of the program. Results from the multiple data sources were analyzed and synthesized to form the basis for the findings and recommendations that follow.

## Chapter 2: Methodology

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This section describes qualitative and quantitative methods for the evaluation of these programs. A mixed methods approach was taken for this evaluation, with qualitative methods employed to identify indicators, capture stakeholder perceptions of outcomes, and describe program implementation; quantitative data were gathered to provide baseline levels of outcomes and initial evidence of program effectiveness. The sources of evidence relied on documentation and data primarily from state administrative sources in addition to a survey and interviews with stakeholders.

By taking a mixed methods approach, we were able to provide multiple perspectives that may be missed when using a single methodology. Diverse viewpoints are used to provide a more holistic evaluation of all programs to inform theory and practice. Details on sources of evidence are provided in the following sections.

### **Sources of Evidence**

#### *Scope and Levels of Analyses*

The scope of the evaluation was at the level of the state and in some cases, individual districts or schools for some of the grants. Data were generally aggregated across schools and districts to provide a representation of how each program was implemented and potential programmatic impacts at a broad scale.

#### *Secondary Data*

Selected quantitative data sources included several datasets provided by the state, program leads, school level sources, and open-access online reports. These data sources included student achievement tests (e.g., SBAC, MAP, and WIDA), school-level graduation rates, and school climate data from school safety surveys. Additional data were pulled from the Nevada Report Card website, including student demographics, attendance and truancy rates, and summary disciplinary reports. Data were assembled representing multiple years of program implementation, beginning in the 2014-15 academic year as baseline in some cases and extending through the 2017-18 academic years. Specific data sources are described within each program section.

#### *Interviews*

Telephone interviews were conducted primarily with program leads from NDE and school district stakeholders (e.g., classroom teachers, administrators, staff, social workers, technology specialists). The interviews focused on programmatic changes from the first funding cycle, perceptions of program implementation, and discussion of sources of evidence.

#### *Survey of Stakeholders*

A 25-item questionnaire was designed to gather perceptions about implementation from survey stakeholders across the state (i.e., teachers, support staff, administrators, other school-based

personnel). Of the 25-item questionnaire, 20 Likert-style items assessed the level of educator agreement with statements about the program's implementation and impact within their school. In addition, five open-ended questions were included, and respondents were encouraged to elaborate on their responses in the context of specific framework-driven questions, providing a rich capture of program perceptions could be drawn upon for the evaluation.

The survey was distributed via e-mail to all schools receiving funding for one of the seven identified programs implemented in the state of Nevada education system. In total, 5,944 educators from across Nevada participated in the survey. Teachers represented the majority of survey respondents--comprising nearly 71% of survey participants; whereas administrators comprised approximately 7% of survey participants; School support staff about 12%; and other school-based personnel around 11%. Respondents were asked to indicate any program within their school and were then asked to identify the program with which they were most involved. The survey was then tailored to this response, prompting respondents to answer the remaining questions with their selected program in mind. To offset nonresponses to survey items, survey analyses report on the percent of respondents in a respective program agreeing with specific statements. Content analyses of the open-ended questions provide a set of salient themes that are discussed in the next section.

## Chapter 3: Analysis and Findings

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In this chapter we discuss the analysis and findings for each of the programs in the evaluation. The findings are based on a synthesis of information from the sources of evidence that were prioritized for each program and described earlier.

### **Zoom Schools**

#### *Descriptive Statistics of the Zoom Schools Program*

For 2017-18, the Zoom Schools program expanded across 17 districts and the State Public Charter School Authority and concentrated first on Clark County School District (CCSD) and then Washoe County School District (WCSD). CCSD served 11,296 English Learners (ELs) with an average amount of 305 ELs per school (Ranging between 146 and 485 ELs; Global Community High School and Tom Williams Elementary School). The average funding amount per school was \$1,022,203 and ranging between \$409,577 (Global Community High School) and \$2,354,838 (Robison Middle School). Of the 37 Zoom Schools in CCSD, 30 were elementary schools, 6 middle schools, and 1 was a high school. The SB 390/Zoom allocation to CCSD was \$38,741,220.

WCSD served 4,247 ELs with an average amount of 185 ELs per school (Ranging between 96 and 312 ELs; Mariposa Academy Charter School and Sun Valley Elementary School). The average funding amount per school was \$531,654 and ranging between \$168,245 (Lincoln Park Smithridge Elementary Schools) and \$315,530 (Vaughn Middle School). Excluding Vaughn Middle School, produces an average of \$261,638 per school, which is more representative of what other WCSD schools received. Of the 23 Zoom Schools in WCSD 20 were elementary schools and 3 were middle schools. The SB 390/Zoom allocation to WCSD was \$7,307,685. The other 16 school districts combined served 5,988 ELs (K-12) with the least number of ELs in Storey and Eureka Districts (<10 ELs) and the most ELs served by the State Public Charter School Authority (1,571 ELs). Excluding zero dollars, the Eureka District received the least allocation of funds (\$5,212), while the State Public Charter School Authority received the most (\$1,023,483). The combined total pf SB/Zoom allocation to local education agencies (LEAs) other than CCSD or WCSD was \$3,901,095. The total number of ELs served across all districts was 21,531.

#### *Linguistic and Academic Gains*

Assessing both linguistic and academic gains in relation to one another provides the ideal context for English learner's academic achievement in high-stakes state-wide assessment. The linguistic gain between 2017 and 2018 WIDA ACCESS percentile Average Growth Percentiles (AGP) serves as an indicator for Zoom schools' call to serve English learners. The linguistics gains are observed in relation to academic gains such as the Nevada School Performance Framework (NSPF) and Star Ratings. For Zoom schools to have both linguistic and academic gains is acknowledgement of the successful practices taken to serve Nevada's English learners. Zoom schools generally do well academically when their linguistic gains increase. For instance, the Zoom schools observed with the highest linguistic growth are illustrated below and generally have an upward trend in star rating and in the first or second quartile for NSPF index. Zoom schools with the least linguistic growth will experience minimal to no academic gains. However, by identifying Zoom schools' linguistic and academic gains all schools can benefit by identifying what works. The Zoom schools listed

below are presented so that Zoom Schools can learn from the success of others and adopt successful practices.

### ***Zoom Elementary Schools***

Comparing 2017 WIDA ACCESS percentile AGP with 2018, the **highest growth** among elementary school in CCSD was in the following order:

1. Tate Elementary School (27.1)
2. Squires ES (24.7)
3. Detwiler ES (21.8)
4. Pittman ES (21.7)
5. Diaz ES (20.9)

CCSD elementary schools with the **least growth** from 2017 to 2018 in ACCESS percentile AGP were:

1. Moore ES (-7.2)
2. Paradise ES (-6.8)
3. Martinez ES (-2.5)
4. Dailey ES (-2.4)
5. Edwards ES (0.9)

Also, Squires and Tate ES both **increased their star rating from 2 to 3**. Zoom schools assessed by the 2018 NSPF and have positive gains from 2017-18 ACCESS percentile AGP were:

- Herron ES (NSPF index = 85; 17.5 ACCESS gain)
- Diaz ES (NSPF index = 71; 20.9 ACCESS gain)
- Tate ES (NSPF index = 62.5; 27.1 ACCESS gain)

In relation to linguistic and academic growth (i.e., student outcomes from the Zoom logic model) CCSD Zoom schools to potentially learn from are **Herron, Diaz, Tate, and Squires**. Notable linguistic growth and star increases were Pittman (2-star rating to 3-stars; 21.7 gain ACCESS percentile AGP from 2017-18) and Detwiler (1-star rating to 2-stars; 21.8 gain ACCESS percentile AGP from 2017-18) ES.

It is also important to acknowledge that the longer a school is a Zoom school the more likely they are to illustrate gains in linguistic and academic growth over time (i.e., several successful Zoom schools had their inception in 2013). To see the academic and linguistic gains among CCSD schools please see Table 1A, B, and C (provided by the Nevada Department of Education).

The largest linguistic growth among the Washoe County School District (WCSD) occurred at Lemelson STEM ES (30.75 from a 2017-18 difference of ACCESS percentile AGP). Lemelson STEM also moved from a 1-star rating to a 3-star rating for 2018 with a NSPF index of 62.5, which is an indication of academic growth. Such dramatic change is noteworthy in identifying what works

for increasing the linguistic and academic achievement for English learners, especially since Lemelson STEM's inception of 2013 indicates longer exposure of being a Zoom school is tied to linguistic and academic growth over time. Next, Smithridge ES and Risley ES demonstrated linguistic growth (20.29 and 19.11 2017-18 ACCESS gain) while maintaining their 2017 star rating for 2018 (2-star and 3-star) with a 2018 NSPF index of 46.5 and 56. Allen ES and Duncan ES had the least linguistic growth with a 2017-18 ACCESS gain of -4.12 and -3.48; their 2018 NSPF index were 43 and 17. Among ES in Washoe, Lemelson STEM and Risley should be used as a reference in determining what works for English learners (i.e., See Table 2A-B).

### ***Zoom Middle Schools***

Although CCSD middle schools retained their 2-star rating, there were positive gains in linguistic growth. For example, Fremont middle school (MS) had the largest gain with 30.8 when comparing 2017-18 ACCESS percentile AGP. Next was Robison MS with 20.8 gain followed by Brinley MS (17.2) and Cannon MS (9.2). On the lower spectrum, was Von Tobel MS (-0.8) and Orr MS (-2.1), which also dropped from a 2-star rating to 1-star. Model Zoom schools at the middle school level, which can help inform lower performing schools are **Fremont, Robison, and Brinley**.

Among WCSD Zoom middle schools, Sparks MS had the largest gain between 2017-18 ACCESS percentile AGP (35.95). Spark MS also maintained its 2-star rating with a 2018 NSPF total index score of 37. With a higher NSPF index (44.5), Dilworth MS also displayed linguistic growth with a difference of 29.94 for ACCESS gain. Dilworth and Sparks MS can serve as a reference for helping Traner MS, which increased from its 1-star rating to a 2-star rating with a NSPF index of 27 and linguistic gain of 17.07.

### ***Zoom High Schools***

The high school with the longest exposure as a Zoom school (2015 inception) is Global Community High School (HS). There was a linguistic growth from 2017 ACCESS percentile AGP (5.3) to 2018 ACCESS percentile AGP (17.65), which led to a growth of 12.4. Few high schools are Zoom schools.

### ***Educator Perspective of Zoom School Program***

In surveying 674 educators active in Zoom Schools, educators agreed that **professional development was valuable in improving their practice and the Zoom program was beneficial to students** (this is in line with short- and long-term educator outcomes in the Zoom logic model). Educators agreed there was an improvement on student learning strategies, motivation, improved students' classwork, learning behaviors, and had a positive effect on the school environment. Educators also agreed that they had time, the freedom, resources, and school support to implement the Zoom program (see Table 3).

In observing student performance on statewide and local assessments, educators agreed that **Zoom fostered a positive effect on student academic performance**, helped educators feel motivated by testing, and improved students' skills. As for the impact on educator motivation and stress level, educators agreed that it was positive. The awareness of parents and community members of the

Zoom program and related changes to school practices was informed by the educators, which educators agreed an awareness was taking place. Table 3 illustrates the 2018 educator survey, which corresponds with 2016 findings when educators were first surveyed.

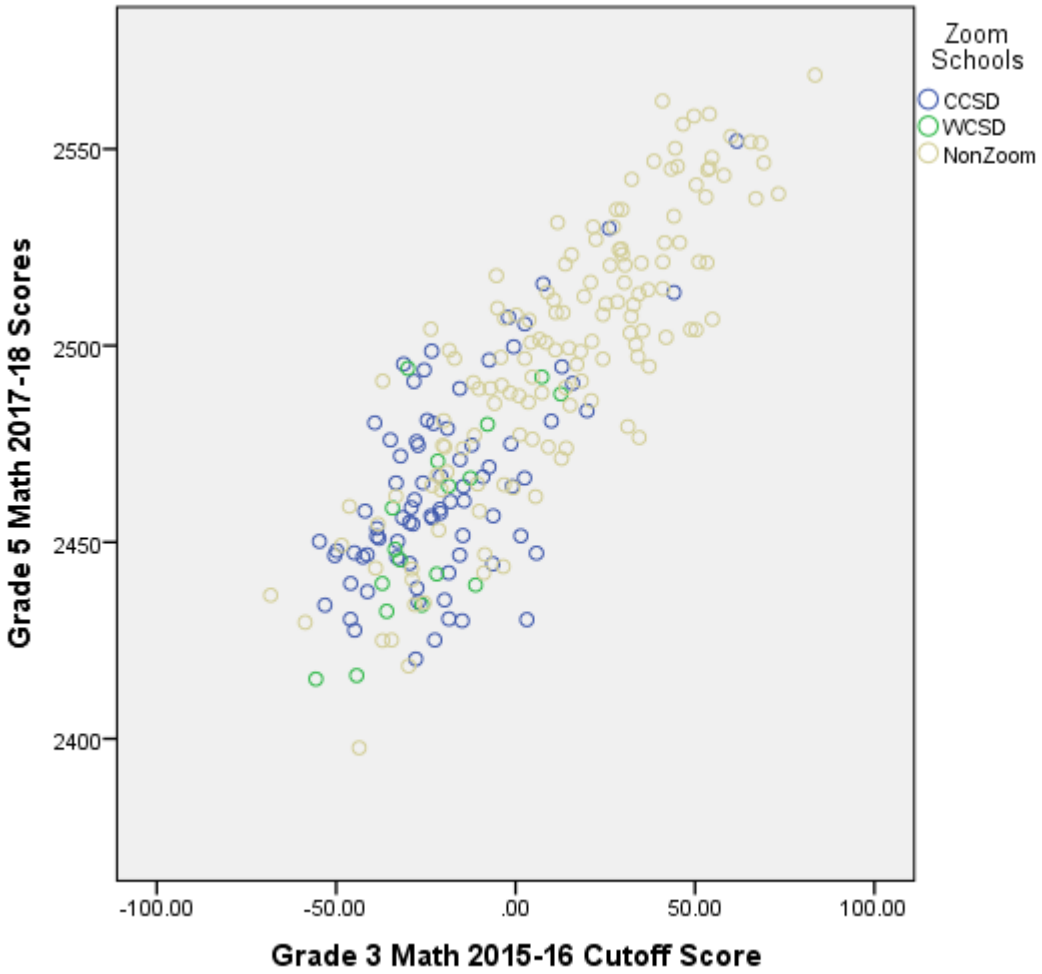
### Comparing Schools

A regression discontinuity analysis that evaluates the potential for differential rates of change between groups was conducted to observe the academic progress of Zoom schools in comparison with other schools. In Figure 1, we assess the Grade 3 students' ELA score from 2015-16 and compare it to their Grade 5 ELA scores in 2017-18. The solid line passing through the centered dashed line (at 0.00 X-axis) is the ELA academic progress of non-Zoom schools. We expect non-Zoom schools to have a higher achievement rate compared to Zoom schools, because for Zoom Schools the efforts are focused on closing the ELA achievement gap for English learners or surpassing the non-Zoom school rate of change in achievement. The right-side of Figure 1 illustrates the ELA academic progress for CCSD and WCSD Zoom schools in comparison to each other and with non-Zoom Schools. From Figure 1, both CCSD and WCSD closely parallel the non-Zoom schools indicating the effort of both districts to meet the educational needs of English learners in SBAC ELA. Both districts have a positive ELA achievement rate and are not far from the non-Zoom school ELA achievement rate, which illustrates the districts' commitment to serving English learners well in SBAC ELA.

Although, the regression lines appear to be observed at the same rate as non-Zoom Schools (slopes for CCSD=0.86, for WCSD=0.77, and non-Zoom=0.87), the indication is that non-Zoom Schools are generally outpacing Zoom Schools marginally. This is no surprise, since Zoom Schools start with lower English language proficiency, which influences academic achievement in SBAC ELA. The notable achievement of Zoom Schools is the proximity to non-Zoom School achievement in SBAC ELA when language proficiency is expected to start at a higher level. The intent at this point in Zoom school ELA progress is to increase the intensity of the program, so that the level of ELA academic achievement for Zoom Schools begins to outpace the non-Zoom school rate for SBAC ELA.

In the area SBAC mathematics, Figure 1 depicts an assessment of grade 3 students' math scores in 2015-16 in comparison to a post score in grade 5 math scores in 2017-18. The results indicate a positive outcome for WCSD in relation to CCSD and non-Zoom schools, which describes WCSD's methods for aiding English learner achievement as surpassing the non-Zoom school rate of achievement in mathematics. *CCSD Zoom schools need to focus on addressing mathematics achievement for English learners more so compared to ELA results because the CCSD rate of achievement in math slightly departs from the non-Zoom school rate of math achievement.*

Figure 1. SBAC Mathematics Scores, 2015-16 to 2017-18 Comparison



## Supplemental – Tables & Figures

**Table 1. CCSD Zoom Elementary Linguistic and Academic Growth Indicator**

Year	Year Inception	ES Name	2017 Star Rating	Trending	2018 Star Rating	2018 NSPF Index Score	2017 ACCESS %tile AGP	2018 ACCESS %tile AGP	Diff.
2018	2013	Herron	5	↔	*5	85.0	55.6%	73.1%	17.5
2018	2014	Diaz	4	↔	*4	71.0	45.4%	66.3%	20.9
2018	2013	Tate	2	↑	3	62.5	37.0%	64.1%	27.1
2018	2015	Rowe	4	↔	*4	79.5	55.0%	60.6%	5.6
2018	2013	Williams Tom	2	↑	3	66.5	54.8%	58.6%	3.8
2018	2015	Squires	2	↑	3	50.5	33.3%	58.0%	24.7
2018	2016	Crestwood	3	↑	*4	71.5	53.0%	57.2%	4.2
2018	2017	Cortez	3	↓	2	30.0	54.8%	57.2%	2.4
2018	2013	Martinez	3	↔	3	65.0	59.6%	57.1%	-2.5
2018	2015	Dailey	3	↔	3	52.5	59.4%	57.0%	-2.4
2018	2015	Pittman	2	↑	3	52.5	34.5%	56.2%	21.7
2018	2016	McWilliams	2	↔	2	34.0	39.6%	55.5%	15.9
2018	2015	Twin Lakes	2	↔	2	42.5	49.6%	53.3%	3.7
2018	2016	Beckley	2	↔	2	32.0	46.3%	52.8%	6.5
2018	2013	Lunt	3	↓	2	35.5	51.1%	52.8%	1.7
2018	2013	Petersen	2	↓	1	23.0	36.4%	52.1%	15.7
2018	2015	Stanford	2	↔	2	31.0	41.5%	51.4%	9.9
2018	2013	Craig ES	3	↓	2	29.5	47.6%	48.6%	1.0
2018	2016	Park ES	2	↔	2	33.5	43.0%	48.5%	5.5
2018	2013	Detwiler	1	↑	2	39.0	27.6%	49.4%	21.8
2018	2013	Warren	2	↔	2	35.0	38.0%	47.2%	9.2
2018	2015	Hewetson	2	↔	2	39.5	44.7%	47.2%	2.5
2018	2013	Cambeiro	1	↑	3	57.5	42.3%	45.3%	3.0
2018	2014	Earl Ira	2	↔	2	42.0	37.3%	45.6%	8.3
2018	2015	Lynch	1	↔	1	22.0	29.0%	45.0%	16.0
2018	2015	Ward Gene	1	↑	2	27.5	33.3%	44.5%	11.2
2018	2015	Edwards	2	↑	3	53.5	41.7%	42.6%	.9
2018	2013	Paradise	3	↓	2	33.5	50.0%	43.2%	-6.8
2018	2016	Thomas	2	↔	2	33.0	31.5%	39.1%	7.6
2018	2017	Ronzone	1	↑	2	32.5	38.2%	39.4%	1.2
2018	2015	Moore	1	↔	1	15.5	44.0%	36.8%	-7.2

Source. Nevada Department of Education and reproduced from Sophia Masewicz. ES = Elementary school, AGP=Adequate growth percentile, Diff.=Difference between 2017 and 2018 ACCESS %tile AGP.

**Table 2. CCSD Zoom Middle School Linguistic and Academic Growth Indicator**

Year	Year Inception	MS Name	2017 Star Rating	Trending	2018 Star Rating	NSPF Index Score	2017 ACCESS %tile AGP	2018 ACCESS %tile AGP	Diff.
2018	2015	Robison MS	2	↔	2	38.0	23.6	44.37	20.8
2018	2016	Fremont MS	2	↔	2	46.0	11.0	41.75	30.8
2018	2016	Cannon MS	2	↔	2	48.5	26.0	35.24	9.2
2018	2016	Brinley MS	1	↔	1	27.5	15.6	32.76	17.2
2018	2017	Von Tobel MS	2	↓	1	18.5	23.3	22.51	-0.8
2018	2015	Orr MS	2	↓	1	21.0	22.6	20.5	-2.1

*Source. Nevada Department of Education and reproduced from Sophia Masewicz. MS = Middle school, AGP=Adequate growth percentile, Diff.=Difference between 2017 and 2018 ACCESS %tile AGP.*

**Table 3. CCSD Zoom High School Linguistic and Academic Growth Indicator**

Year	Year Inception	HS Name	2017 Star Rating	Trending	2018 Star Rating	NSPF Index Score	2017 ACCESS %tile AGP	2018 ACCESS %tile AGP	Diff.
2018	2015	Global Community	NA		1	15.5	5.30	17.65	12.4

*Source. Nevada Department of Education and reproduced from Sophia Masewicz. HS = High school, AGP=Adequate growth percentile, Diff.=Difference between 2017 and 2018 ACCESS %tile AGP.*

**Table 4. WUSD Zoom Elementary Linguistic and Academic Growth Indicator**

Year	Year Inception	ES Name	2017 Star Rating	Trending	2018 Star Rating	2018 NSPF Index Score	2017 ACCESS %tile AGP	2018 ACCESS %tile AGP	Diff.
2018	2016	Smithridge	2 Star	↔	2 Star	46.5	41.81	62.10	20.29
2018	2015	Lincoln Park	2 Star	↔	2 Star	32.5	52.00	60.44	8.44
2018	2016	Palmer	2 Star	↔	2 Star	31	47.42	57.89	10.47
2018	2015	Mitchell	2 Star	↔	2 Star	37.5	49.21	58.70	9.49
2018	2016	Greenbrae	2 Star	↔	2 Star	44	47.62	56.52	8.9
2016	2016	Maxwell	2 Star	↑	3 Star	66.5	26.30	56.10	29.8
2018	2013	Lemelson STEM	1 Star	↑	3 Star	62.5	25.00	55.75	30.75
2018	2016	Risley	3 Star	↔	3 Star	56	36.15	55.26	19.11
2018	2016	Bennett	3 Star	↓	2 Star	47.5	37.35	52.50	15.15
2018	2013	Corbett	2 Star	↔	2 Star	48	36.53	51.61	15.08
2018	2015	Allen	2 Star	↔	2 Star	43	55.92	51.80	-4.12
2018	2013	Loder	1 Star	↔	1 Star	20	36.51	47.66	11.15
2018	2015	Smith Kate	2 Star	↔	2 Star	38.5	35.00	46.67	11.67
2018	2014	Sun Valley	2 Star	↔	2 Star	45.5	32.80	46.90	14.1
2018	2013	Anderson	3 Star	↓	1 Star	21.5	40.31	46.70	6.39
2018	2014	Cannan	2 Star	↓	1 Star	17	30.00	45.39	15.39
2018	2013	Duncan	1 Star	↔	1 Star	17	46.43	42.95	-3.48
2018	2013	Mathews	1 Star	↔	1 Star	22.5	41.26	40.69	-0.57
2018	2013	Veterans Mem	1 Star	↑	2 Star	31.5	26.36	39.69	13.33
2018	2015	Mariposa Acad	1 Star	↑	2 Star	31	34.18	35.37	1.19

Source. Nevada Department of Education and reproduced from Sophia Masewicz. ES = Elementary school, AGP=Adequate growth percentile, Diff.=Difference between 2017 and 2018 ACCESS %tile AGP.

**Table 5. WUSD Zoom Middle School Linguistic and Academic Growth Indicator**

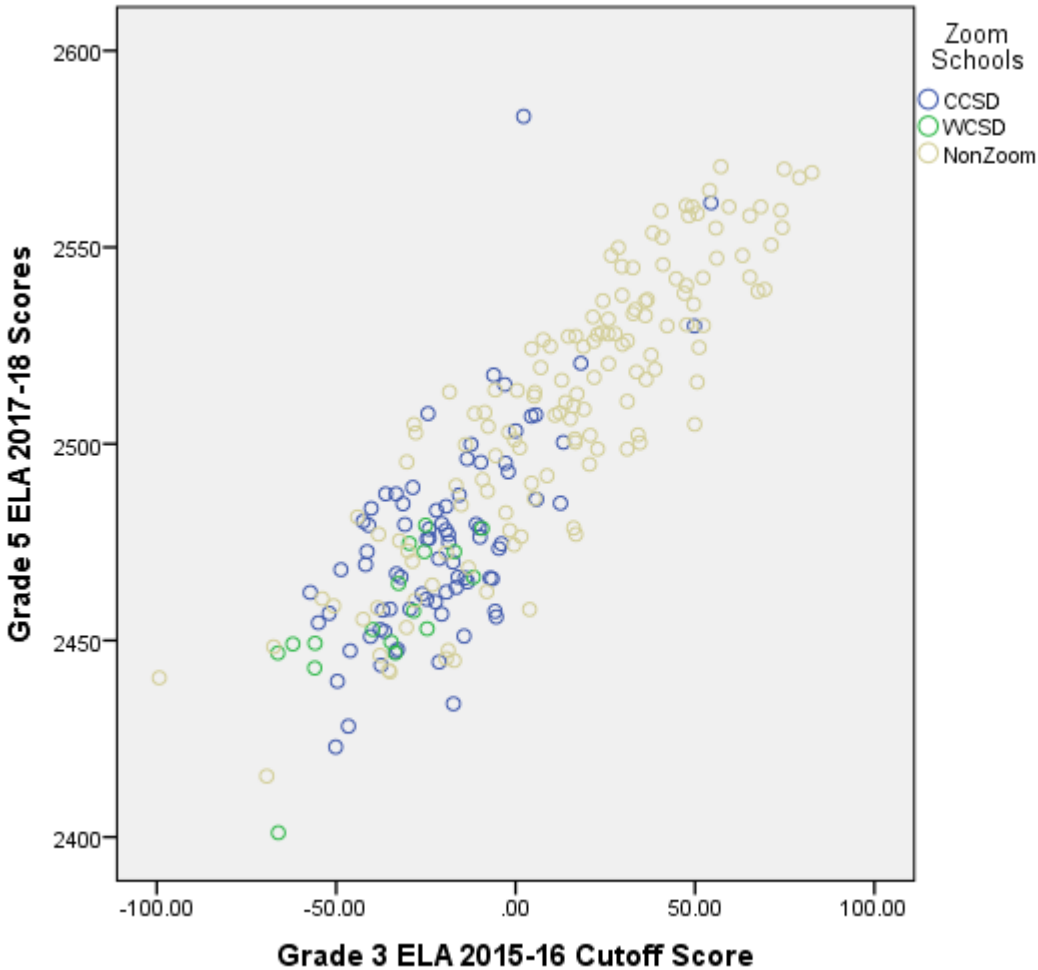
Year	Year Inception	MS Name	2017 Star Rating	Trending	2018 Star Rating	2018 NSPF Index Score	2017 ACCESS %tile AGP	2018 ACCESS %tile AGP	Diff.
2018	2016	Sparks	2 Star	↔	2 Star	37	20.6	56.55	35.95
2018	2016	Dilworth	2 Star	↔	2 Star	44.5	18.9	48.84	29.94
2018	2015	Traner	1 Star	↓	2 Star	27	17.8	34.87	17.07

Source. Nevada Department of Education and reproduced from Sophia Masewicz. MS = Middle school, AGP=Adequate growth percentile, Diff.=Difference between 2017 and 2018 ACCESS %tile AGP.

**Table 6. 2018 Survey of Zoom Program Educators**

<b>Educator Question Stems</b>	<b>Agree* % (No.)</b>	<b>Strongly Agree % (No.)</b>
Provides valuable professional development (PD)	52.7% (355)	20.9% (141)
Changes in instruction from PD	59.5% (367)	20.9% (129)
PD has improved my practice	61.8% (378)	19.6% (120)
The program is beneficial to students	57.1% (351)	33.7% (207)
Improved student learning strategies	62.8% (363)	24.9% (144)
Positive effect on school environment	59.2% (344)	25.6% (149)
Students show better learning behaviors	56.5% (327)	21.6% (125)
Students are motivated	56.8% (329)	18.0% (104)
Student classwork as improved	59.7% (341)	19.6% (112)
There is time to implement Zoom	56.0% (317)	12.4% (70)
Freedom to implement Zoom	61.3% (345)	15.1% (85)
Resources to implement Zoom	61.2% (345)	17.2% (97)
Student performance on statewide assessments motivates me	56.0% (317)	20.7% (117)
Positive impact on my motivation and stress level	50.8% (290)	13.5% (77)
School support to implement Zoom	61.1% (349)	18.7% (107)
Positive effect on student academic performance by statewide assessments	63.6% (357)	13.2% (74)
Positive effect on student academic performance by classroom work and local assessments	66.1% (377)	16.1% (92)
Students' skills have improved	66.4% (376)	18.0% (102)
Parents and community members are aware of Zoom	61.5% (358)	17.9% (104)
Parents and community members are aware of changes to school practices related to Zoom	58.5% (337)	13.0% (75)
<i>Note. 4-point Scale: (1) Strongly agree, (2) Agree, (3) Disagree, (4) Strongly disagree; %=percentage, No.=Number of participants</i>		

Figure 2. SBAC ELA Scores, 2015-16 to 2017-18 Comparison



### Victory Schools

The focus of the Victory Schools initiative is to provide academic, social-emotional, and well-being supports to students attending low-performing, high-poverty schools in the state of Nevada. To qualify, schools need to have high percentages of students qualifying for Free and Reduced Lunch and have a star rating of 1- or 2-stars on the state’s accountability system. The Nevada Department of Education identified three primary goals for Victory Schools: (1) students read at or above third grade level by the end of third grade, (2) students are ready for a rigorous high school curriculum, and (3) students graduate high school with the skills they need to be college- and career-ready.

Each school identified as a Victory School is required to complete a comprehensive needs assessment to identify critical variables to be addressed through their Victory Schools plans. At least 51% of funding must be spent on strategies in one or more of the following areas:

- A prekindergarten program free of charge
- A summer academy

- Additional instruction or learning opportunities
- Professional development for teachers
- Incentives for hiring and retaining teachers
- Employment of paraprofessionals to provide services
- Reading skills centers
- Integrated student supports

The remaining 49% of funding can be spent on: evidence-based social, psychological, or health care services; programs to engage parents and families; programs to improve climate and culture; and funding to support elementary and middle school teachers in professional development aligned to high school expectations. Programs and interventions chosen must meet the federal Every Student Succeeds Act (ESSA) requirements for being evidentiary based.

The Victory Schools initiative was implemented in the 2015-16 academic year. This evaluation is focused on data aligned to the NDE’s three main goals of the Victory Schools program, including a:

- Summary of Victory School performance on statewide assessment metrics,
- Regression discontinuity analysis over time comparing Victory Schools performance to similar schools not receiving funding, and
- Summary of survey results from key stakeholders regarding perceived impact of Victory Schools programming.

*Student Achievement Data on Statewide Assessment Metrics*

Table 7 below displays changes in achievement as measured by the Smarter Balanced Assessment Consortium (SBAC) summative assessments for students in grades 3-8 between 2016-17 and 2017-18. Table 8 displays changes in the percentage of students scoring at a level 3 or 4 of proficiency on the SBAC assessments between 2015-16 and 2017-18. These data relate to the NDE’s goals related to third grade literacy and preparedness for a rigorous college- and career-readiness curriculum in high school. Related to third grade literacy, students at Victory Schools showed a **7-point increase** on the SBAC between 2016-17 and 2017-18, which is **equal to the average change** over time for students in the state of Nevada. Students in third grade at Victory Schools also showed an almost **25% increase** in the number of students displaying ELA proficiency at Levels 3 or 4 between 2015-16 and 2016-17; this is **slightly below the state of Nevada’s average** across the same time period.

For grade-level mastery of rigorous grade-level curricula, students at Victory Schools displayed growth in four out of six assessed grade levels in ELA (i.e., 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 8<sup>th</sup>) and four out of six assessed grade levels in math (i.e., 3<sup>rd</sup>, 4<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>) between the 2016-2017 and 2017-2018 academic year. Three of these grades for ELA showed growth rates higher than the state of Nevada average for ELA; three of these grades for math showed the same or higher rates of growth when compared to the state of Nevada.

**Table 7. Changes in SBAC Achievement between 2016-17 and 2017-18**

	English Language Arts 2016-2017		English Language Arts 2017-2018		
	Mean Score	Standard Deviation	Mean Score	Standard Deviation	Change
<b>State of Nevada</b>					
3rd Grade	2412	76.8	2419	74.5	+7
4th Grade	2455	78.9	2466	76.8	+11
5th Grade	2493	81.5	2497	79.4	+4
6th Grade	2508	79.0	2517	76.1	+9
7th Grade	2526	83.5	2541	83.5	+15
8th Grade	2541	86.8	2552	83.7	+11
<b>Victory Schools</b>					
3rd Grade	2382	72.7	2389	73.3	+7
4th Grade	2420	76.8	2433	74.1	+13
5th Grade	2461	79.8	2462	76.5	+1
6th Grade	2461	65.1	2451	70.1	-10
7th Grade	2491	83.9	2484	76.7	-7
8th Grade	2481	92.5	2504	81.9	+23

	Math 2016-2017		Math 2017-2018		
	Mean Score	Standard Deviation	Mean Score	Standard Deviation	Change
<b>State of Nevada</b>					
3rd Grade	2421	73.3	2426	71.3	+5
4th Grade	2459	72.0	2464	71.3	+5
5th Grade	2483	98.9	2489	78.2	+6
6th Grade	2496	85.3	2506	83.7	+10
7th Grade	2495	88.3	2512	91.4	+17
8th Grade	2498	84.5	2519	95.7	+21
<b>Victory Schools</b>					
3rd Grade	2393	70.8	2402	71.9	+9
4th Grade	2428	69.4	2433	67.3	+5
5th Grade	2452	75.7	2451	73.4	-1
6th Grade	2451	77.1	2444	84.2	-7
7th Grade	2461	93.7	2473	79.9	+12
8th Grade	2451	95.4	2476	94.5	+25

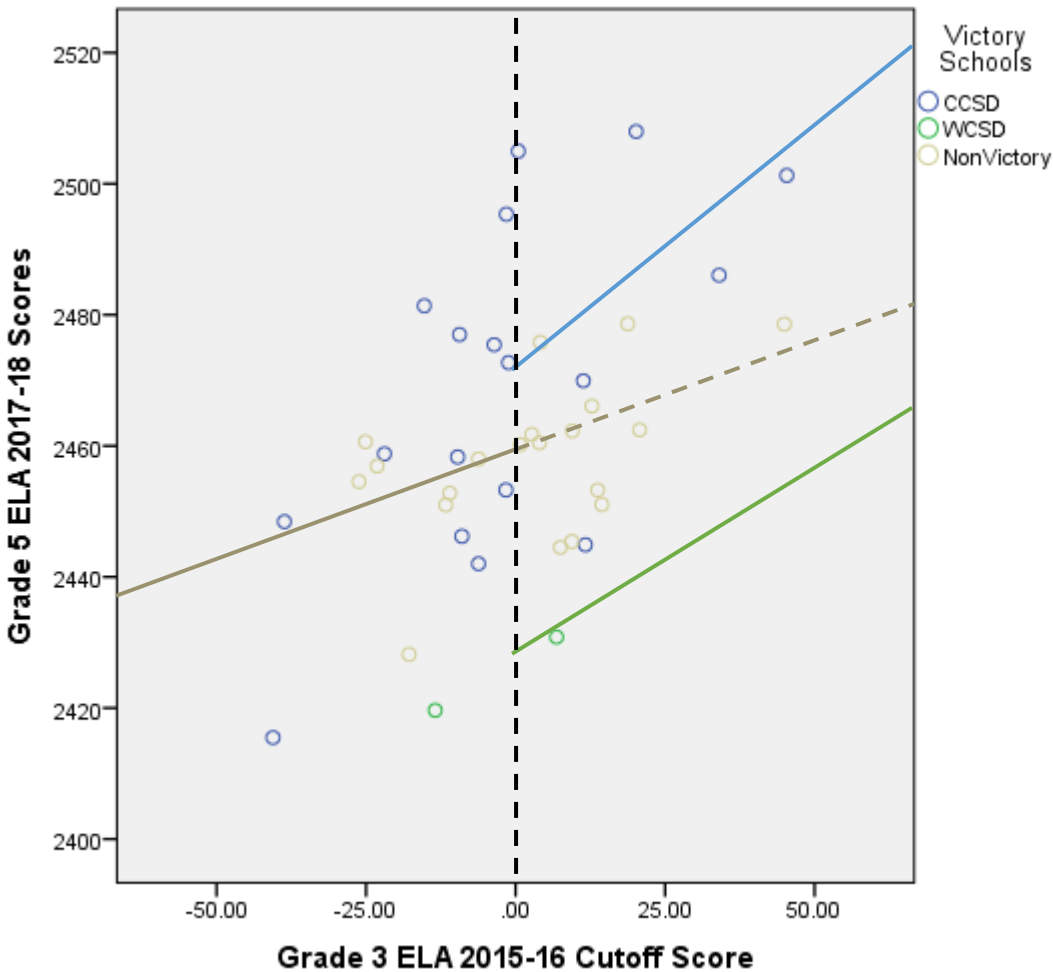
**Table 8. Percentage of Students Performing at Level 3 or 4 of Proficiency on SBAC between 2015-16 and 2017-18**

	2015-2016 SBAC Data		2017-2018 SBAC Data		Change Over Time for ELA	Change Over Time for Math
	Percent Scoring at Level 3 or 4 on SBAC ELA	Percent Scoring at Level 3 or 4 on SBAC Math	Percent Scoring at Level 3 or 4 on SBAC ELA	Percent Scoring at Level 3 or 4 on SBAC Math		
<b>State of Nevada</b>						
3 <sup>rd</sup> Grade	33.6%	32.91%	63%	47%	+29.4%	+14.9%
4 <sup>th</sup> Grade	34.1%	27.8%	66%	41%	+31.95%	+13.2%
5 <sup>th</sup> Grade	35.8%	22.8%	66%	35%	+30.20%	+12.2%
6 <sup>th</sup> Grade	16.5%	12.6%	60%	34%	+43.50%	+21.4%
7 <sup>th</sup> Grade	13.4%	9.02%	63%	32%	+49.6%	+23.0%
8 <sup>th</sup> Grade	13.9%	6.16%	60%	27%	+46.1%	+20.8%
<b>Victory Schools</b>						
3 <sup>rd</sup> Grade	22.1%	24.7%	47%	33.87%	+24.9%	+9.2%
4 <sup>th</sup> Grade	26.0%	21.4%	51%	24.78%	+25.0%	+3.4%
5 <sup>th</sup> Grade	26.2%	13.5%	47%	40.40%	+20.8%	+26.9%
6 <sup>th</sup> Grade	5.5%	3.8%	28%	11.20%	+22.5%	+7.4%
7 <sup>th</sup> Grade	3.0%	1.8%	32%	12.85%	+29.0%	+11.1%
8 <sup>th</sup> Grade	4.0%	1.3%	42%	12.49%	+38.0%	+11.2%

To determine the impact of the Victory Schools initiative over time when compared to similar profile schools not receiving Victory Schools supports, a regression discontinuity design was used. This approach compares the rate of change between two different groups. Comparison schools were chosen by identifying other 1- and 2-star schools in the state of Nevada that were not receiving Victory Schools supports. It should be noted that while every attempt was made to select schools similar in demographic profile to Victory Schools, there is no information available related to the program being implemented on comparison school campuses. Further, schools with the most severe need would be included in the Victory program, so there may be differences in student need not captured in the sampling strategy. *Because additional information is not available regarding the different types of programming and interventions happening on all school campuses, conclusions about the relative impact of programming should be viewed with caution.*

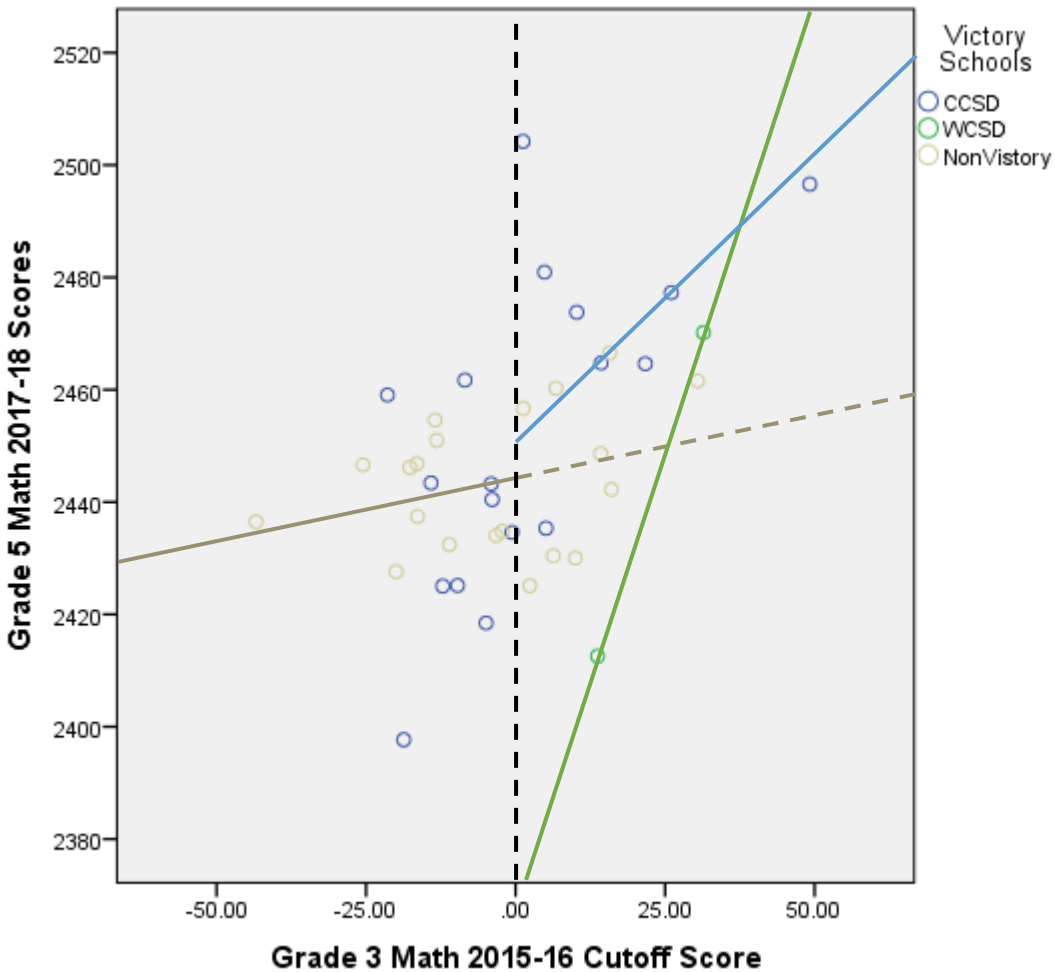
Additionally, the number of schools being supported through the Victory Schools initiative in the Achievement School District, Elko County, Humboldt County, and Nye County is too small to engage a regression discontinuity analysis. The number of schools being supported in Washoe County is high enough to conduct an analysis but should be interpreted with caution. Only Clark County had enough schools in the comparison to draw statistical inference. However, these **analyses indicate that for both ELA and mathematics, Victory Schools are outperforming other 1- and 2-star schools not identified as Victory.** These observations suggest that Victory Schools programming may be having a positive impact on the growth and achievement of students.

**Figure 3. SBAC ELA Scores, 2015-16 to 2017-18 Comparison**



Comparing schools through a regression discontinuity design where differences in the slopes of the regression lines are evaluated for different groups, Victory schools displayed a greater rate of increase in ELA achievement compared to non-Victory schools. Figure 3 illustrates the third grade 2015-16 ELA scores used as a baseline measure and compared longitudinally to fifth grade 2017-18 ELA scores. In Figure 3, Clark County School District (CCSD) Victory schools have a positive effect from the intervention and display an increased rate of ELA achievement compared to non-Victory schools (i.e., the solid and dashed line). The Washoe County School District (WCSD) ELA achievement rate has a greater rate compared to non-Victory schools and comparable to CCSD’s ELA achievement rate. However, the WCSD ELA achievement rate still needs further evaluation because the WCSD sample of Victory schools is small (i.e., consider the number of WCSD school in Figure 3). Thus, ELA achievement is observable for CCSD Victory schools and more sampling or time is needed in observing the impact of Victory on WCSD ELA achievement.

**Figure 4. SBAC Mathematics Scores, 2015-16 to 2017-18 Comparison**



Assessing the longitudinal achievement gains in mathematics starting with third grade 2015-16, the CCSD Victory schools displayed a positive math achievement rate compared to non-Victory schools in fifth grade 2017-18. The math achievement scores for WCSD are above the cutoff point, indicating above average performance in mathematics. The sample is too small to determine the most likely rate of math achievement but there is an indication that the performance is better than the non-Victory schools (i.e., the upward trend). The WCSD performance rate is displayed to provide some insight into WCSD Victory school progress, but with the caveat that more sampling is needed to get a better estimate of math achievement among WCSD Victory schools. **Generally, Victory schools are illustrating positive gains over the non-Victory schools.**

Graduation Rates for Victory Schools High Schools

Three high schools are funded through the Victory Schools initiative. To determine progress related to the third goal of Victory Schools, which is focused on students graduating college- and career-ready, trends in graduation rates over time were analyzed on the three high school campuses. However, it should be noted that Desert Rose High School is an adult-education high school

located in the Clark County School District. In particular, the students served and programming delivered are very different from a comprehensive high school. Therefore, data trends over time should be considered through that context.

Overall, all three high schools supported through Victory Schools displayed graduation rate increases between 2015-16 and 2016-17, with graduation rates at Valley High School improving faster than graduation rates across the state of Nevada during the same time period. It should also be noted that graduation rates at Hug High School and Valley High School in 2017-18 were both higher than the state average.

**Table 9. Graduation Rates for Victory Schools High Schools Compared to State of Nevada**

	2015-2016 Graduation Rate	2016-2017 Graduation Rate	2017-2018 Graduation Rate	Change Over Time
Desert Rose HS	16.88%	14.11%	22.19%	+5.31%
Hug HS	73.41%	73.61%	81.4%	+8%
Valley HS	68.9%	72.76%	83.33%	+14.43%
State of Nevada	67.0%	73.55%	80.85%	+13.85%

*Perception of Stakeholders Regarding Victory Schools Programming*

A total of 244 stakeholders associated with Victory Schools completed Phase 2 of the quantitative survey that assessed opinions about the implementation of NDE initiatives. Participants in the Phase 2 survey represented a variety of stakeholder groups on Victory School campuses (i.e., Teacher  $n = 150$ ; Support staff  $n = 39$ ; Administrator  $n = 16$ ; Other  $n = 39$ ). The majority of respondents worked at the elementary level ( $n = 149$ ), which is reflective of the schools funded by the initiative. A total of 147 respondents indicated that they received other funding from the Nevada Department of Education, with the majority indicating the receipt of funding from the Read by Grade 3 ( $n = 98$ ) or Social Workers Grants to Schools ( $n = 26$ ) programs. However, all respondents indicated that their primary affiliation was with Victory Schools; it is important to note that a variety of initiatives are being implemented on school campuses. Stakeholders were asked a series of questions about their perceptions of the programs implemented on their school campuses. Each statement was rated on a scale of 1 to 4, with a 1 indicating strong agreement and a 4 indicating strong disagreement.

The percentage of respondents who either strongly agreed or agreed for each question of the survey are presented in Table 10. Overall, respondents had a positive opinion about the impact of the Victory Schools initiative on their school campus, with 80% of the respondents indicating that they felt Victory Schools was beneficial for students on their campus. Respondents tended to more strongly agree with statements that asked their perceptions of global learning outcomes and practices on the Victory Schools campuses. The percentage of respondents who strongly agreed or agreed was smaller when asked about specific impacts Victory Schools had on student outcomes and teacher work on the school campuses, although more than 50% of the respondents still strongly agreed or agreed with these statements.

**Table 10. Stakeholder Perceptions of Victory Schools**

Question	% Strongly Agree	% Agree	Total % Strongly Agree or Agree
<b>Changes in Curriculum and Instruction</b>			
In general, this program provides valuable professional growth opportunities.	28.3%	49.6%	77.9%
As a result of the professional development opportunities, changes in classroom instruction have occurred.	24.6%	50.4%	75%
The practices I learned during professional development activities has improved my classroom practice.	24.2%	49.2%	73.4%
The implementation of the program in the school has been beneficial to students.	32.4%	48.4%	80.8%
<b>Student Motivation and Behavior</b>			
The program implementation has resulted in students improving their learning strategies.	22.1%	50.8%	72.9%
The program has had a positive effect on the school environment.	25.8%	45.9%	71.7%
Students are demonstrating better learning behaviors at school as a result of this program.	19.7%	46.3%	66.0%
Students seem more motivated during classroom activities since the implementation of this program.	18.4%	44.3%	62.7%
Student classwork has improved as a result of this program.	18.4%	48.4%	66.8%
<b>Educator Motivation and Stress</b>			
I have the time to implement the program.	11.1%	48.4%	59.5%
I have the freedom to implement the program.	14.8%	51.2%	66.0%
I have the resources to implement the program.	18.9%	45.1%	64.0%
Student performance on statewide assessments impacts my motivation.	17.2%	46.3%	63.5%
Implementation of the program has impacted my motivation and stress level.	15.2%	38.9%	54.1%
The school is providing the necessary support for me to implement the program effectively.	17.6%	49.2%	66.8%
<b>Changes in Student Achievement</b>			
The program has had a positive effect on student academic performance in my school as measured by statewide assessments.	13.1%	49.2%	62.3%

The program has had a positive effect on student academic performance in my school as measured by classroom work and local assessments.	16.4%	50.0%	66.4%
I believe my students' skills have improved as a result of this program.	17.2%	48.4%	65.6%
<b>Public Perceptions of Student Achievement</b>			
Parents and/or community members are aware of this program in our school.	10.7%	50.0%	60.7%
Parents and/or community members are aware of changes to school practices related to the program.	10.2%	47.5%	57.7%

Qualitative questions asked respondents to give feedback on specific changes that have been made to practice based on Victory Schools funds, challenges implementing the program, specific examples in changes to student performance, and any additional information related to the impact of Victory Schools on school campuses. Brief summaries and specific examples of these qualitative responses are provided below.

**Specific changes made to practice.** The majority of the responses focused on specific programs or interventions that have been adopted due to Victory Schools funds (i.e., Tier I curriculum, technology updates to classrooms, attendance at conferences, implementation of small group interventions). The majority of these comments were positive. A few of these are included here:

- “I am so grateful for the extra support in mental health due to Victory support in funding.”
- “The Victory program enables this school to provide support staff that helps both individual students and small groups of students in and out of the classroom. This allows me to teach at a pace that challenges my other students and meet with more students during small group and guided reading.”
- “As a result of Victory funds, we have been able to hire additional faculty and staff, provide extra professional development, and instructional items and school supplies have been purchased. All of these additional resources have directly impacted student achievement and has provided an equitable learning environment.”
- “Victory funding has allowed [our school] to thrive as one of the top schools for teaching students in poverty. The system we have created allows teachers a support system and allows our school to hire master teachers who can support classroom instruction from the student and teacher level.”

One common thread that was noted throughout qualitative responses to this question was that stakeholders did not always know what professional development or programs were purchased through Victory funding, so they were unable to say exactly what practices had changed as a result of this funding. Additionally, a few respondents indicated that there were many programs being

implemented on their school campus, so it was difficult to determine which programs related specifically to Victory.

**Challenges implementing the program.** There were four main challenges identified in the qualitative responses:

1. The timing of the release of money to schools so that they could plan appropriately,
2. The time it takes to professionally develop teachers and ensure that they are integrating targeted skills into their classroom environments,
3. The alignment of school needs and the programming being purchased by Victory (e.g., behavioral and social-emotional supports and academic instruction, percentage of money spent on certain things), and
4. The ability to sustain successful programs after reaching three-star status/losing Victory funds. However, it should be noted that many of the respondents to this question indicating that they did not see challenges with Victory and reiterated that they felt Victory was positive. Some sample responses included:
  - “The biggest challenge is not receiving funding until November. Almost an entire semester is over before we can access funds. It is difficult to implement programs, training, etc. halfway through the school year.”
  - “The monies that will assist us in making the school grow will be taken away as soon as we make the 3-star status. The programs and ideas in place will be gone. I will not be able to sustain our growth or status when the money is taken away.”
  - “Finding the time to integrate techniques while maintaining instruction and not wasting time.”
  - “If funding lacks, sustainability would be a challenge.”
  - “I have lost count of how many new programs I have learned this year and am expected to do them to perfection with hardly any time to do them well.”

**Specific examples of changes to student performance.** Several specific examples were given related to improved student performance, with the vast majority of responses indicating that they felt student performance has improved as a result of Victory Schools funding (a finding that is supported by the improvement in the quantitative score related to this question). A few individuals did indicate that there are still many issues related to poverty faced by students on their campuses, but overall respondents felt that students improved their scores due to Victory.

- “Students have shown more confidence and have increased participation in class.”
- “Student scores have gone up on formative classroom assessments.”
- “[We had an improved graduation rate last year]. This can be directly attributed to all of the supports we were able to offer students and PD we can make available to teachers because of Victory funding.”
- “Students are more aware of where they are and where they need to go. As staff look more closely at data and are more aware themselves, the students’ awareness and desire to improve has increased.”

**Additional information.** Overall, these additional responses demonstrate the positive impact of Victory Schools funding on achievement and student social-emotional variables related to learning at school:

- “The Victory grant has provided us with some financial freedom to invest in things that we know will help our students compete with peers in more affluent neighborhoods.”
- “Human Capital has made a tremendous impact on student achievement. It is essential that schools that are demonstrating progress should have a sustainability plan and/or continue to receive additional funds. The resources, if removed, will only regress the schools’ progress.”
- “I have learned so much from this program and from my peers. This has led to the growth of my personal knowledge and confidence in my skills and abilities to properly and effectively educate our students and families.”

## Read by Grade Three

### Program Overview

The Read by Grade 3 (RBG3) program was designed to prioritize literacy for students in grades K-3. One component of this legislation is a competitive grant program that is designed to support schools in their efforts to ensure that students are proficient in reading by the end of grade three. This intervention is designed to improve the Tier I level of instruction in early reading. It is also designed to improve all Tier II and Tier III levels of instruction (including research-based early reading interventions). A program to provide intensive instruction for students who have been identified as “deficient” in reading is required. This program must include: regularly scheduled reading sessions in small groups, specific instruction on phonological and phonemic awareness, decoding skills, reading fluency, and reading comprehension. Each site is also required to establish a systematic process for the progress monitoring of all K–3 students struggling in reading. The Read by Grade 3 program provides a mandate for all schools in the state of Nevada to focus on literacy to ensure proficiency by the end of grade 3. The program also provides funding to schools through a state-awarded grant process. This evaluation focuses on performance of schools that have received funding through the Read by Grade 3 program.

### Previous Recommendations

The initial evaluation provided a number of recommendations for improvements to the RBG3 program (Buckendahl et al, 2016). Recommendations focused on the procedures followed when implementing the program, the curriculum introduced through the program, the assessments adopted as part of the program, and practices that could be adopted to help maintain the health of the program. The recommendations were:

- *Implementation* – Because the learning strategist is a new position for schools, the initial program evaluation recommended continually monitoring the role of the learning strategist to help ensure that the role adds value for schools as they implement the Read by Grade 3 program.
- *Reading Instruction* – Reading instruction can be enhanced by making comprehension strategies an explicit part of instruction. Comprehension is an integral part of the Nevada

curriculum adopted for grades 3 to 8. As such, the initial evaluation recommended adopting strategies as part of the Read by Grade 3 program.

- *Assessments* – The initial evaluation recommended continued review of the assessments adopted as part of the program. Starting in the 2017-18 academic year, the NWEA Measures of Academic Progress (MAP) assessment program has been adopted by all schools in the program. However, given that the MAP may overlap with the SBAC assessments given at the end of grade 3, there may be unnecessary overlap in the assessments being used.
- *Practices* – The evaluation noted the similarity of the Read by Grade 3 program with programs being introduced in states such as Florida, Mississippi, and Indiana. The evaluation recommended continuous monitoring of these programs to help determine if any experiences in those states could provide direct experience to Nevada as they consider any changes to the program.

It is important to highlight that the implementation of this program is still new having only been in place for two complete years. This includes six months of implementation for Phase I and Phase III.

#### Additional methodology

In addition to reviewing the survey results and SBAC data, additional information for the evaluation of the Read by Grade 3 program was gathered from the program's evaluator to discuss the most recent implementation efforts, findings from their own evaluation work, and their opinions and perspectives. This was accompanied by review of reports prepared by the program leaders and their evaluator of information they had collected.

Beyond the review, the evaluation also included a review of assessment results from the NWEA MAP assessment program. For a number of critical reasons, the use of the NWEA MAP assessment as part of the evaluation was critical for a thorough evaluation of the Read by Grade 3 program. First, the Read by Grade 3 program was designed as an intervention focused on grades K to grade 3. The SBAC assessment is first administered in grade 3 so additional information was needed for the earlier grades. Second, The NWEA MAP assessment has a more direct focus on reading than the SBAC English assessment, which means the NWEA MAP assessment can provide a more appropriate measure of the Read by Grade 3 program.

#### Program Implementation

The Read by Grade 3 program was introduced in three phases, starting with Phase 1 in the 2015-16 academic year. The Phase 1 component was introduced at 64 schools, spread across 8 school districts and 2 charter schools. In Phase 2, introduced in 2016-17, the number of schools increased dramatically, with 315 schools receiving funding, spreading across 15 school districts and 8 charter schools. Phase 3, for 2017-18, also included over 300 schools in the state of Nevada.

When developing a comprehensive evaluation of the program, it is essential that the scope and timing of legislation implementation is considered when evaluating expected outcomes. As with other programs, the key outcome indicator for the program is student achievement; specifically, that students can read proficiently by the end of grade 3. However, there are additional elements of

the legislation that are expected in all Nevada schools that have K-3 classrooms. For example, the following foundational characteristics of the program were included as an expectation within the legislation:

- Development of a local literacy plan:
  - Each school district and governing body of charter schools were responsible for creating a local literacy plan submitted to Nevada Department of Education (NDE) program staff for review and feedback
- Designation of a K-3 learning strategist:
  - Principals of each public elementary school were responsible for designating a licensed teacher employed by the school for the purposes of training and assisting educators in providing instruction to students who have been identified as deficient in reading.

Because there are multiple indicators of success of the Read by Grade 3 program, this evaluation will include multiple measures to obtain a more comprehensive picture of the program. In the evaluation of Read by Grade 3, there are three critical outcome measures that are used to track the effectiveness of the program.

The evaluation uses 1) baseline or foundational measures on how the program has been implemented at schools, 2) stakeholder perceptions about the program, and 3) measures of student achievement. For the first aspect, the evaluation uses information collected directly from program leaders and from reports from the schools and districts. The second measure primarily uses surveys of individuals at the schools and districts that have received funding from the Read by Grade 3 grant program. The measures of student achievement will come directly from scores of statewide assessments administered to all students in the state of Nevada. In the section *Indicators of Success* below, each of these measures are discussed in greater detail, along with the advantages and disadvantages of using each within the evaluation.

### Evaluation Discussion

#### ***Indicators of Success: Baseline, Stakeholder and Student Achievement***

To evaluate the impact of a program, multiple sources of evidence including baseline measures, stakeholders' perception, and student achievement will be used in the evaluation. Each aspect is discussed below.

In most evaluations, baseline measures can provide a valuable aspect of the overall evaluation. Baseline data collected as the program is implemented can be used to help evaluate the initial implementation of the program as well as provide data for the continuous monitoring of progress as the program is implemented. Because the RBG3 program was implemented for many schools in 2015-16, data from that year would generally be considered as a baseline target for the program. However, while 2015-16 does represent the first year of the program, it was only implemented with a limited number of schools where as Phase II and III were implemented with significantly more schools. As such, the baseline measure for the state would not be considered to be consistent across all schools. Instead, for this evaluation, the baseline measure is focused on the fidelity of the

implementation of the program with schools and districts that receive grant funding. This information was collected from the program leaders and from reports produced by the program.

For stakeholder perception, data was collected through surveys sent out to participants in the Read by Grade 3 program. Surveys were sent for the initial evaluation of the program in 2016-17, and the survey was updated and sent out again during the 2017-18 school year. In both cases, the surveys were answered by more than 1,000 participants in the program, which allows for a comprehensive evaluation of how participants feel about the program.

For student achievement data, two measures were used in the evaluation: the SBAC test scores for students in grade 3, and the NWEA MAP assessment administered to students in kindergarten through grade 3 throughout the school year. While both measures provide important information, both also have limitations that should be considered as the results of the evaluation are reviewed.

For the SBAC English assessment, the assessment includes both Reading and Writing, so the measure itself is not a completely appropriate measure for the Read by Grade 3 Reading program. In addition, the SBAC English test is only administered to students in grade 3 and does not provide any information for students at lower grades. Using SBAC assessments, the percentage of students that are considered Proficient (Levels 3 or 4) in ELA can be identified in each school and compared across schools that have and have not participated in the Read by Grade 3 program.

The second measure of student achievement is the NWEA MAP assessment. This assessment is administered three times a year, in the fall, winter, and spring of each year and is administered to students in grades Kindergarten through Grade 3. Using the NWEA MAP assessment, the evaluation reviews the percentage of students determined to be deficient in reading. The evaluation then compares the percentage of students identified as struggling readers in the fall to the percentage of students identified as struggling readers in the spring. *In this comparison, a decrease in the percentage of students identified as struggling readers would be considered a positive result.* One caveat to this analysis plan should be noted here: When students first enter kindergarten, they complete the Brigance screening assessment rather than the NWEA Map Assessment.

Previous reports on the Read by Grade 3 program reported the percentage of students determined to be deficient in reading. However, as noted in these reports, prior to the 2017-18 academic year, an important limitation to this variable needs to be considered. In prior years, the percentage of students determined to be deficient in reading was calculated within each school, but the measurement instrument used to estimate this value in each school was not consistent. Some schools used the NWEA MAP assessment, but others used different measures. Because of this inconsistency, the estimates of Reading Deficient in earlier years should be viewed as preliminary indicators that would be ideal for a higher stakes evaluation.

### Evaluation Results

As noted earlier, two components of the program that apply to all schools in Nevada is the expectation of the development of a local literacy plan and then the school-level designation of a learning strategist. In both instances, evidence of implementation meets the intent of the legislation.

Schools designated local learning strategists and submitted their literacy plans as required. Specifically, almost all local literacy plans (98%) were received by May 2016 with review and feedback regarding the extent to which these plans aligned with the Nevada State Literacy Plan provided by NDE program staff (Nevada Department of Education, 2016). The implementation of these components are the first steps in providing evidence of the program's capacity for success.

### *Stakeholder perceptions about program implementation*

In order to evaluate stakeholders' perceptions of the Read by Grade 3 program, data was gathered from interviews, focus groups, and survey responses. An initial survey was conducted at the conclusion of Phase II. The initial survey was completed by 1,405 educators in Nevada who worked with the program. The survey was followed up during the 2017-18 academic year and was completed by 1,833 educators working directly with the Read by Grade 3 program. These participants included classroom teachers, learning strategists, and school administrators. The key themes covered within both phases of the survey were: 1) curricular and instructional adaptation, 2) educator motivation and stress, 3) student motivation and behavior, 4) changes in student achievement, and 5) public awareness of student achievement.

**Curricular and instructional adaptation** questions focused on changes in curriculum, instruction, and assessment practices since the implementation of the RBG3 program. These changes included time management, classroom assessment, and barriers found when implementing the program. For questions in the 2017-18 survey that measured perceptions about changes to curriculum and instruction, 66% of respondents agreed or strongly agreed that the program provided valuable professional development opportunities. Respondents also agree that changes occurred in the classroom as a result of these professional development opportunities (71%) and that these changes have improved their classroom practice (68%). In addition, 71% of respondents believed that the implementation of the program has been beneficial to students. In general, these percentages are similar to the percentages observed in the 2015-16 academic year

Educators were also asked to describe some of the changes that occurred in their classroom or school as a result of the program. Some of the examples provided included additional intervention resources (e.g., curriculum or instructional materials, staffing), greater focus on small group activities and formative assessment, and the addition of more documentation for these activities. An additional open-ended question focused on challenges that respondents experienced in implementing the program. For this question, responses consistently referenced the need for more time and staffing support, and professional development. The note regarding the challenge of staffing and professional development is interesting because a fairly large percentage of respondents indicated that the professional development was a valuable aspect of the program. However, even with the strong support, some participants still felt that enhancements to the professional development could be useful.

Key findings for this theme were:

- Schools that received grants appreciated that it supported hiring additional staff or bringing in new or better instructional resources.

- Stakeholders generally believe that the program has led to additional professional development and changes in the classroom. However, some respondents raised concerns about the time needed to implement the program along with sufficient staffing and professional development to support the initiative.

Questions about **educator motivation and stress** included discussions of professional development opportunities, expectations and concerns regarding students’ performance and assessments, and the support provided by schools to assist educators. For survey questions related to this theme, educators provide feedback that could highlight their struggles to fulfill all of the requirements of the program. Approximately 47% of respondents indicated that they had sufficient time to implement the program, with 64% indicating that they had the freedom to implement the program, and 58% indicating they had the resources necessary to implement the program. In a similar vein, 69% of survey respondents indicated that their schools were providing sufficient support to implement the program. At the same time, only 40% of respondents indicated that implementing the program has had a positive impact on their motivation or stress level.

Key findings from this theme included:

- Stakeholders report that their schools are supporting implementation, with the majority of respondents indicating that they had the freedom and resources necessary to implement the program.
- Respondents did appear to indicate some issues with the having sufficient time to implement the program, and only 40% indicated that the program had helped reduce their overall stress level.

**Student motivation and behavior responses** focused on the effect of the program on school policies and practices as they related to student motivation and behavior, how students have changed their learning, and observations of changes that occurred. Results from the survey suggest that the program is having some positive impacts, though the perception of positive impacts is not universal among the respondents. On the 2017-18 survey, 70% of educators agree that the program has improved students’ learning strategies while 59% agree that the program has had a positive effect on the school environment. In addition, 58% believe that students are demonstrating better learning behaviors because of the program and 53% agree that students seem more motivated in classroom activities. In terms of student outputs in the classroom, 59% report that student classwork has improved.

Key findings from this theme include:

- A significant number of participants indicate that they observed some positive student impacts from the implementation of the program, including improved learning strategies and learning behaviors.
- Schools that received grants noted that smaller class sizes have helped with student motivation and behavior because they are receiving more focused attention.

**Changes in student achievement** questions assessed the effects of the program on student achievement, the perception of that achievement, and performance in the classroom and on assessments. The survey results suggested that 56% of educators agreed that the program has had a positive impact on students' performance on statewide assessments. Similarly, respondents agreed at a higher level (61%) that the program had a positive on students' performance on classroom work in local assessments. Similarly, 61% of respondents indicated their belief that students' skills have improved as a result of the program.

In addition, responses were collected on an open-ended question regarding perceptions of change in student performance. Respondents indicated a number of notable changes to their instructional activities, including allowing students more individual and partner reading time, more focus on discourse, more explicit teaching of vocabulary, and longer small group differentiated instruction.

Key findings from this theme:

- Some stakeholders suggested that positive gains in student achievement on classroom work and local assessments were being observed.
- Stakeholders reported a number of changes to their instructional activities that they believed helped enhance student performance on statewide and local assessments.

**Public awareness of student achievement** questions included what the public understands about the program and feedback regarding the program. Survey questions focusing on this topic suggested that 80% of educators believed that parents and/or community members were aware of the program. Similarly, 67% of respondents indicated that parents and/or community members were aware of changes in school practices as a result of the program.

Key findings from this theme include:

- Stakeholders indicated that parents had some knowledge of the program, in part, due to the requirement to communicate with parents about their child's reading proficiency early in the school year.
- Some stakeholders commented that parents felt more stress from the program and they did not understand the law, particularly the retention policy.

**A global opportunity for feedback** question asked the participants to suggest any changes that should be considered by the legislature to continue these programs or additional factors for the legislature to consider when discussing these programs. The most prevalent comments are noted here:

- A number of respondents indicated that the program has allowed them to introduce more reading time and practices with their students, which they believed would have significant long-term benefits for the students and the school.
- A number of respondents noted they felt the program's introduction of consistent assessment practices would provide positive long-term impacts but were not positive that the program introduced any new material to their school.

Measures of Student Achievement

**Smarter Balanced Assessment**

Mentioned earlier, the SBAC English assessment for grade 3 represents one measure of student achievement that can be used in this evaluation. For reasons described earlier, it is not necessarily an ideal measure for a Reading program, but still provides some useful information within the overall evaluation. In order to investigate performance on the SBAC English assessment, schools were reviewed and classified based upon their Read by Grade 3 participation. Looking at each academic year between 2015-16 to 2017-18, schools were classified into the following categories:

1. No participation in the Read by Grade 3 program
2. Participation in Phase I only
3. Participation in Phase II only
4. Participation in Phase III only
5. Participation in Phase I and II only
6. Participation in Phase II and III only
7. Participation in Phase I and III only
8. Participation in all three Phases
9. No data available

After the data was compiled, the number of schools falling into category 2, 3, 5, 7, and 9 above were all below five schools. Because of the small sample size, these categories were excluded from further analyses. The average performance of students at each was tabulated within each school. After that, the average performance, across all schools in each category was determined. Table 11 provides the mean score on the SBAC English assessment for all schools in each category. The data does not present any clear indication of significant differences in the trends across the groups. For all categories, a decrease in the overall score is observed between 2015-16 to the 2016-17 academic year. The shift is notably more dramatic for the group who participated in Year 3 only. Looking at the change from 2016-17 to 2017-18, we see a consistent increase across the school categories again. As with the previous year, the change is notably more dramatic for the school without any Read by Grade 3 participation information. It should also be noted that the number of schools in the last category is notably less in 2017-18, which makes the interpretation of any results decidedly more complicated.

**Table 11: Average SBAC English Scores for Schools within each Read by Grade 3 Participation Category**

	2015-16		2016-17		2017-18	
	Schools	Average score	Schools	Average score	Schools	Average score
None	79	2390.39	83	2387.85	105	2398.52
All three years	59	2414.65	57	2406.90	59	2411.99
Last 2 years	207	2431.95	206	2426.06	213	2430.81
Year 3 only	26	2433.98	29	2393.43	4	2437.76

***NWEA MAP Assessment***

The 2017-18 school year represents the first year that all school districts in Nevada used the NWEA MAP assessment, and thus allows for some more appropriate comparisons of performance. In previous reports (Nevada DOE, 2017), a high percentage of school districts reported a decrease in the percent of students identified as a struggling reader when comparing students at the beginning of the year (Fall) to students at the end of the school year (spring). For grade 3, 87% of the school districts reported a decrease in the percentage of students identified as Reading Deficient. Other grades also saw a decrease, with 83% of school districts reporting a decrease in Grade 2, 92% of school districts reporting a decrease in grade 1, and 70% of school districts in Kindergarten reporting a decrease. While these evaluation results are not as rigorous as would be preferred, they do provide some positive evidence for the effectiveness of the Read by Grade 3 program.

As the NWEA MAP Response to Intervention (RTI) assessment was investigated, the same categories for school participation in the Read by Grade 3 program was used. Within each school, the percentage of students identified as reading deficient was calculated for both the fall of 2017 and again in the spring of 2018. All schools were classified by the Read by Grade 3 categories listed above, and within each grade, the average RTI score as well as deficiency rate across all schools was determined. Tables 12 to 14 present this information for grades 1, 2, and 3. As a reminder, kindergarten was not included in this analysis because schools use the Brigance assessments for incoming students at the kindergarten level.

When looking at the mean RTI scores, we would like to see an increase in overall mean scores when moving from the fall of 2017 to the spring of 2018. But when looking at the deficiency rate, which records the percentage of students identified as reading deficient, we would like to see a decrease when moving from fall of 2017 to the spring of 2018. ***A reported decrease indicates that a smaller percentage of students were identified as reading deficient.***

**Table 12: Average NWEA MAP Performance for Grade 1 Students across Schools in 2017-18**

	Schools	Fall17		Spring18		Difference	
		Average RTI	Average Reading Deficient Rate	Average RTI	Average Reading Deficient Rate	Average RTI	Average Reading Deficient Rate
None	87	155.35	58.26	172.03	56.40	16.68	-1.86
All 3 years	50	156.77	52.40	175.11	47.31	18.34	-5.09
Year 2 & 3	200	159.43	45.23	178.10	38.26	18.67	-6.97
Year 3	7	162.44	35.63	183.76	23.60	21.32	-12.03
No data	6	162.03	37.35	178.13	42.45	16.10	5.10

**Table 13: Average NWEA MAP Performance for Grade 2 Students across Schools in 2017-18**

	Schools	Fall17		Spring18		Difference	
		Average RTI	Average Reading Deficient Rate	Average RTI	Average Reading Deficient Rate	Average RTI	Average Reading Deficient Rate
None	87	168.92	42.17	182.17	44.45	13.25	2.29
All 3 years	53	170.81	47.02	185.06	51.33	14.25	4.31
Year 2 & 3	205	174.69	56.87	188.40	61.05	13.72	4.18
Year 3	9	175.46	56.16	191.94	68.34	16.48	12.18
No data	10	172.00	45.39	183.80	43.72	11.80	-1.68

**Table 14: Average NWEA MAP Performance for Grade 3 Students across Schools in 2017-18**

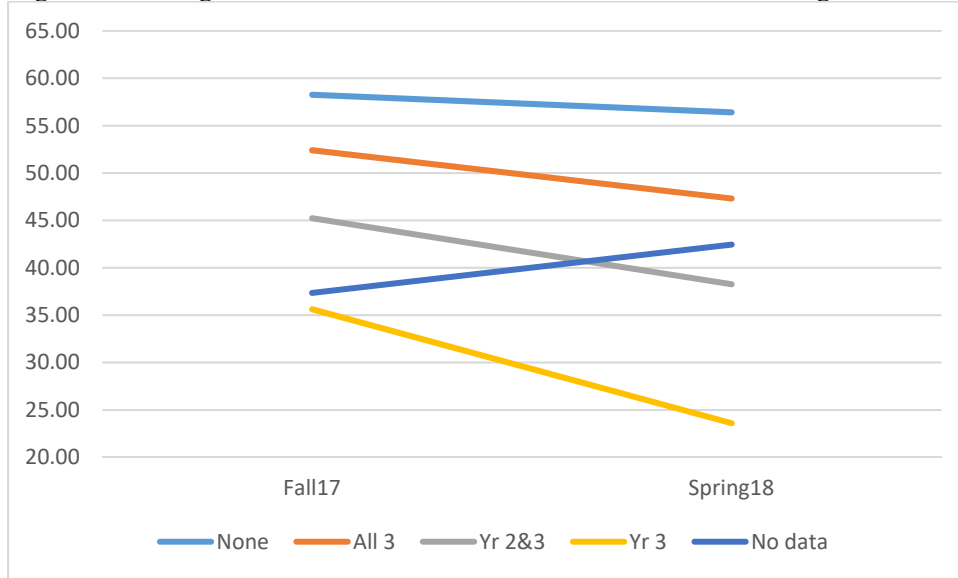
	Schools	Fall17		Spring18		Difference	
		Average RTI	Average Reading Deficient Rate	Average RTI	Average Reading Deficient Rate	Average RTI	Average Reading Deficient Rate
None	88	182.35	52.38	192.41	51.41	10.06	-0.97
All 3 years	51	183.78	48.64	194.65	43.54	10.87	-5.10
Year 2 & 3	200	188.19	38.00	198.28	35.45	10.09	-2.55
Year 3	6	192.74	25.64	202.56	25.00	9.82	-0.64
No data	6	189.28	33.35	196.32	44.39	7.04	11.04

Reviewing these results, there are some noteworthy trends that indicate the effectiveness of the Read by Grade 3 program. Within Table 12 focused on grade 1, we see that schools that have not participated in the Read by Grade 3 program experience an average increase in RTI scores of 16.68 points, as compared to those who have participated all three years, which saw an increase of 18.34 points. While the difference in mean scores is not that large, a number of factors make it noteworthy. First, the same trend is observed when looking at grade 2 and grade 3. In each case, schools that have participated in all three years of the Read by Grade 3 program demonstrate a slightly larger increase in mean scores on the RTI. In most cases, schools that have only participated in Year 2 and 3 (Phase II and III) also experience a larger increase in mean scores.

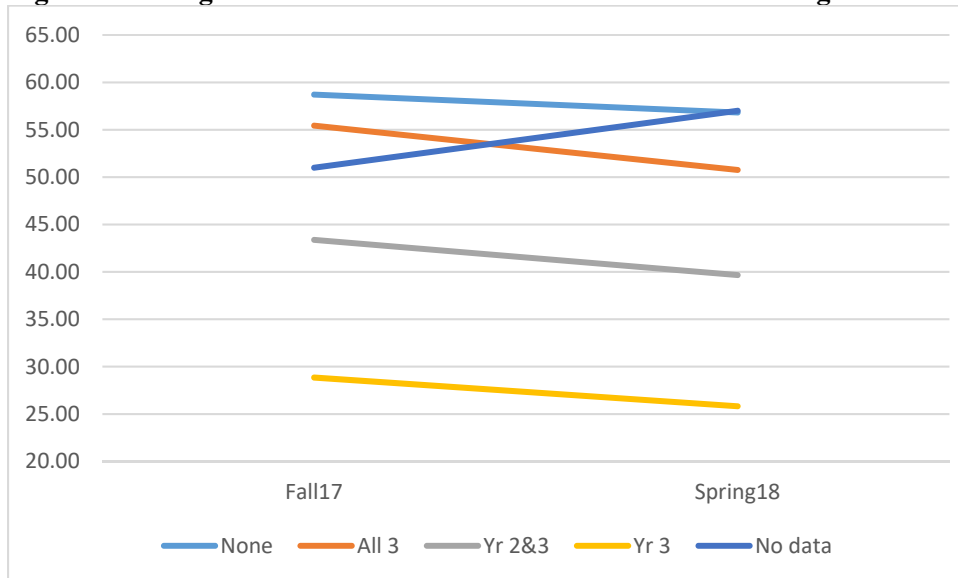
More importantly, the trend is even more noteworthy when we look at the percentage of students identified as reading deficient. When we compare the fall and spring rates, the categories of schools that have participated in the Read by Grade 3 program consistently report a larger decrease in the reading deficient rate. This trend can also be observed in Figures 5 to 7 which show this change. For example, in grade 1, schools that participated in all three years reported an average decrease of 5.09% in comparison to a decrease of 1.86% for those who have not participated in the program.

Again, this trend is consistently observed across grade levels and is also observed when looking at schools that participated in just Year 2 and Year 3 of the study.

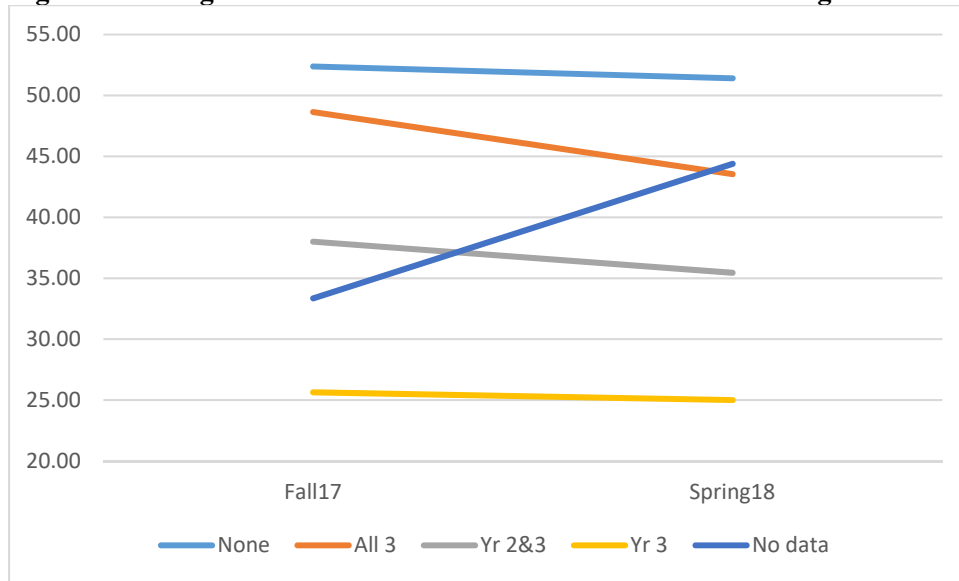
**Figure 5: Change in the Percent of Students Identified as Reading Deficient in Grade 1**



**Figure 6: Change in the Percent of Students Identified as Reading Deficient in Grade 2**



**Figure 7: Change in the Percent of Students Identified as Reading Deficient in Grade 3**



### Data Trends

The Read by Grade 3 program was first introduced in 2015-16, with large scale adoption observed during the 2016-17 and 2017-18 academic years. The program is designed to provide students with instruction and intervention that students need to demonstrate grade-level proficiency in reading by the end of grade 3. The evaluation of this program reviewed information on the implementation of the program, stakeholder perceptions of the program, and initial impacts on student achievement. At this time, a few important points can be observed:

- Initial implementation of the program appears to have been appropriately developed at schools across Nevada.
- Stakeholders perceive the program to be an effective tool, providing critical resources, support, and aid in their professional development activities. There are some concerns raised about how much time and resources people have available to implement the program that could be investigated further.
- Looking at SBAC test results, there is no evidence for differential impacts on student performance from the Read by Grade 3 program.
- Looking at the NWEA MAP assessments, some promising results are observed that indicate schools that have participated in the Read by Grade 3 program see greater decreases in the percent of students identified as deficient readers.
- The collection of evidence suggests that ***students are being identified, receiving necessary interventions, and improving in their literacy abilities.***

### Summary of lessons learned

Since implementation of Read by Grade 3, the program has gone through numerous investigations into the overall efficacy of the program. This evaluation investigated the initial implementation of the program, perceptions of stakeholders, and measures of student achievement. Across all these

components, the evaluation determined some positive aspects, such as changes in student performance on the NWEA MAP assessment, that support the efficacy of the program.

At the same time, the investigation also identified some aspects of the program that could be worthy of further investigation. In surveys of stakeholder perceptions, a fairly high percentage of stakeholders indicated that the program provided valuable resources and professional development activities. On the other hand, a high percentage of respondents indicated they did not have sufficient time and resources available to fully implement the program. This is a consistent theme across programs. These somewhat contradictory results could highlight a need within the program for further support of the educators involved. Further understanding of what resources could be provided, or better targeted to participants could help enhance the overall efficacy of the program.

## **Underperforming Schools Turnaround**

### *Recommendations from External Outcomes December 2016 Report*

The initial evaluation recommended continued funding with monitoring for the Underperforming Schools Turnaround program. In addition, there was a recommendation to acknowledge the challenge in standardizing implementation of the program (e.g., schools determine the most appropriate direction to move forward, thus reducing a common implementation plan). Finally, the evaluators recommended that policymakers consider the time required by educators to implement the respective program (e.g., recognize the effect of potential staffing limitations on implementing funds).

### *Outcomes Highlights*

Schools in the program used the funds for a variety of resources and activities that were aligned with the school's respective needs. For example, in some cases, professional development may have been prioritized, in others, school leadership development and mentorship may have been prioritized. The following list provides a summary for how the funds were used:

- Contracts with vendor services (e.g., TNTP, NYCLA, Pearson)
- Personnel salaries (e.g., paraprofessionals, tutors, coaches)
- Substitutes to allow for collaboration and peer walk-throughs
- Professional Development (e.g., data systems, formative assessments, aligning curriculum)
- Educators to facilitate and attend Leadership Network
- New Autonomy Schools (n=3) with staff trainings, retreats, leadership development and technology

Outcomes from this support resulted in:

- District to school coherence
- Alignment of curriculum
- Determining essential standards
- Capacity building of leaders
- Effective Professional Learning Communities (PLCs)

A critical point to make about the Underperforming Turnaround Schools program in efforts to compare the results of the 2016 evaluation with the 2018 evaluation is that the funding shifted its focus in 2017-18 to supporting downward trending schools. This change in eligibility and prioritization of schools that received funding means that direct comparisons between the prior evaluation and the current one is not meaningful. The idea behind this shift was to support schools before they hit the Comprehensive Support and Intervention level.

The funding was available to over 120 schools. It supported 79 schools in 15 districts. The application was part of our new consolidated application that included multiple grants the districts could apply for at one time. This allowed for applicants to consider how to braid funding to support larger areas of their district with greater depth of supports. For example, Nye County could use 1003(a) funds for schools eligible under that criteria and Turnaround funds for the other eligible schools to contract services with NYCLA under one contract therefore, getting better pricing and support every school in the district.

Communication with district and school leadership has been very positive in the rural areas. They were open with their challenges and in taking technical assistance to ensure positive outcomes. Urban areas still want to utilize internal personnel for monitoring success and it is more difficult to have open and honest conversations around school's root causes and needs. These program participants are still seeing NDE from a compliance frame of mind which may be inevitable when the monitoring does serve as a form of accountability for performance and for the funding that was provided.

#### *Descriptive Statistics*

Underperforming Schools Turnaround funds were provided to 30 schools (which was reduced to 29 schools during the 2017-2018 program year) across all levels of education. Funds from the Underperforming Schools Turnaround program impacted slightly more than 46,000 students across four school years (2014-2015, 2015-2016, 2016-2017, 2017-2018). Average demographic data for these students are presented in Table 15 below.

**Table 15. Distribution of Students Served by the Underperforming Schools Turnaround Program**

Category	2014 - 2015		2015 - 2016		2016 - 2017		2017 - 2018	
	Average N (# schools reporting data in parentheses )	Average % of schools with reporte d data	Average N (# schools reporting data in parentheses )	Average % of schools with reporte d data	Average N (# schools reporting data in parentheses )	Average % of schools with reporte d data	Average N (# schools reporting data in parentheses )	Average % of schools with reporte d data
<b>Total # Students</b>	<b>11,936</b>		<b>12,471</b>		<b>11,794</b>		<b>9,933</b>	
American Indian/Alaska n Native	8 (5)	3.71%	6 (4)	3.41%	6 (3)	3.41%	51 (3)	31.1%
Asian	5 (8)	0.86%	4 (7)	0.66%	6 (7)	0.59%	26 (5)	3.7%
Hispanic	173 (27)	34.35%	184 (28)	35.63%	187 (24)	35.29%	200 (23)	39.6%
Black	74 (15)	15.27%	74 (14)	14.54%	84 (19)	14.17%	103 (13)	24.0%
White	123 (24)	38.30%	117 (25)	37.01%	97 (22)	37.30%	130 (23)	38.2%
Pacific Islander	<1 (2)	0.13%	1 (3)	0.18%	0 (0)	0%	12 (1)	2.2%
Two or More Races	18 (21)	3.53%	18 (19)	3.45%	25 (21)	2.87%	29 (14)	4.9%
Male	211 (29)	51.97%	210 (30)	50.60%	209 (30)	50.98%	210 (24)	50.9%
Female	200 (29)	48.03%	205 (30)	49.40%	194 (29)	49.02%	204 (24)	49.1%
IEP	52 (27)	12.33%	53 (27)	12.84%	52 (24)	13.05%	61 (22)	14.9%
ELL	85 (19)	15.44%	99 (20)	16.59%	95 (19)	14.76%	132 (18)	23.7%
FRL Eligible	279 (27)	60.01%	182 (22)	43.51%	284 (28)	61.63%	288 (24)	64.7%
Migrant	0 (0)	0%	0 (0)	0%	0 (0)	0%	0 (0)	0%

### Evaluation Results

The evaluation focused on the survey of program participants along with focus groups and interviews with individuals. The focus groups, interviews, and survey were designed to collect critical information about the implementation of programs across a wide variety of programs currently in effect in Nevada. Collectively, 226 educators familiar with the Underperforming Schools Turnaround program participated, including 163 teachers, 16 support staff, 15 administrators, and 31 other school-based roles participated.

### Survey Responses

Survey responses indicate that the program experienced appropriate implementation to date and could have a positive impact in schools and on student achievement. Participants were asked a series of questions related to the impact the program has had on their school, and results were consistently positive.

Nearly 200 respondents provided feedback on the Underperforming Schools Turnaround program. Table 16 provides the percentage of participants who Strongly Agree or Agree with questions focused on the positive impact of professional development (PD) activities. Approximately 72% of respondents indicated that PD activities provided valuable growth opportunities and approximately 73% indicated that PD led to some change in classroom activity. In addition, approximately 75% of survey participants indicated that they believed the implementation of the program has been beneficial to students.

**Table 16. Percent of Survey Respondents Who Strongly Agree or Agree on Curriculum and Instructional Adaptation Survey Questions - 2018**

<b>Changes in Curriculum and Instruction</b>	<b>% Strongly Agree or Agree</b>
In general, this program provides valuable professional growth opportunities.	71.8%
As a result of the professional development opportunities, changes in classroom instruction have occurred.	72.5%
The practices I learned during the professional development activities have improved my classroom practice.	70.1%
The implementation of the program in the school has been beneficial to students.	74.6%

In other sections of the survey, respondents provided additional evidence that the program has had a reasonably successful implementation process. Table 17 shows results from a series of questions focused on student motivation and behavior. On 4 of the 5 questions, over 60% of survey respondents indicated that the program had positive impacts on student behavior.

These responses indicate that the program has impacted both student learning strategies and school environment. Note, survey participants had slightly higher agreement on the two items focused on behavior in the classroom and slightly less on indicators focused on student performance. This observation is expected since it takes time before a program can begin to impact student achievement.

**Table 17. Percent of Survey Respondents Who Strongly Agree or Agree on Student Motivation and Behavior Survey Questions – 2018**

<b>Student Motivation and Behavior</b>	<b>% Agree or Strongly Agree</b>
The program implementation has resulted in students improving their learning strategies.	70.9%
The program has had a positive effect on the school environment.	62.3%
Students are demonstrating better learning behaviors at school as a result of the program.	63.1%
Students seem more motivated during classroom activities since the implementation of this program.	55.1%
Student classwork has improved as a result of this program.	60.5%

The survey also provided other indicators that the program has experienced a successful implementation, with some others noting areas that could be monitored more closely. For example, approximately 80% of respondents indicated that community members around their school, including parents of students, were aware of the program and the changes being introduced. Along the same lines, almost 79% of survey participants indicated their belief that the program has already led to some positive changes in student classroom activities.

While the survey did indicate supportive feedback, it did highlight a few areas for future monitoring, including two areas of particular focus: Only 54% of respondents indicated they have the time necessary to implement the program, and almost 50% of survey respondents indicated they

feel implementation of the program has had a positive impact on motivation and stress level. Moving forward, it is critical to pay attention to these areas and make every adjustment possible to aid teachers in program implementation.

**Table 18. Percent of Survey Respondents Who Strongly Agree or Agree on Teacher Motivation and Stress Survey Questions – 2018**

<b>Educator Perception</b>	<b>% Agree or Strongly Agree – 2018</b>
I have the time necessary to implement the program.	53.8%
I have the freedom necessary to implement the program.	64.9%
I have the resources necessary to implement the program.	63.7%
Student performance on statewide assessments impacts my motivation.	68.6%
Implementation of the program has had a positive impact on my motivation and stress level.	49.7%
The school is providing the necessary support for me to implement the program effectively.	65.3%

Trend Data

Because the Underperforming Schools program is implemented at the school level, the aggregate outcomes are not as meaningful as what can be observed for individual schools participating in the program. Some of the program outcomes will be less quantitative in nature relevant to school leadership, professional development, and related infrastructure to support improvement for the school. In the shift of the criteria for which schools were identified for participation in the program, the 2018 data should be interpreted as a new baseline rather than comparing with previous observations by participants.

Analysis

From report observations and interviews with program staff, the program has been responsive to the recommendations of the initial evaluation in terms of infrastructure, monitoring, and documentation. The analysis of some data for the Underperforming Schools program is provided in the aggregate for this report. However, the benefit of the Underperforming Turnaround Schools program is the capacity to align it with the specific needs of an eligible school.

The student data outcome data were mixed this year. This was not surprising given the individualized nature of implementation of the program. There were schools that showed improvements and schools that dropped in achievement as measured by the statewide assessments. There was not a single pattern across schools that was observed. Consistent with research in school improvement and turnaround efforts, the greater the coherence and involvement of the district directly with the school leadership, the greater the overall improvement to the school. In other words, when the district and school leaders are learning and growing side-by-side, there is greater improvement. Also, there were many principals that shifted schools or leave districts. This can

disrupt the improvement cycle or plan. There was a general observation that schools that saw a shift in leadership also saw a decline in student achievement.

Another observation was due to the shift in eligible schools, many schools that were funded this year were first time Turnaround recipients. They are just beginning their improvement plan. When a district/school is trying to align and improve systems (which is our goal) it takes a while for these changes to reach the student level. It is likely that at least 2-3 years after a school begins the turnaround process is needed to begin to see results.

The evaluations submitted by sub-awardees demonstrated how districts were beginning to link or “braid” funds for greater output. Most of Nevada’s State grants are very specific to the uses such as Read by Grade 3 having a focus on early literacy and literacy coaches. These efforts must be focused on grades K-3. Turnaround funds allows the school to create a complete system of student support by using Turnaround funds to serve students in grades 4-6 with the same interventions/support. This is a goal of NDE. Braiding funds to increase the return on the investment. The ability to align the needs of the Turnaround with the priorities of a given school allows this to happen.

Leadership Network is supported by Turnaround funds. This was the first year NDE brought in a vendor to help facilitate and grow the internal capacity of the agency to then do the work independently in the future. The results from the end-of-year survey were very positive. Tables 19 and 20 show the levels of agreement among participants. Here are some highlights:

**Table 19. SLN Support (N=50)**

	<b>% Agree or Strongly Agree – 2018</b>
The SLN provided opportunities for me to discuss issues of equity with my colleagues.	98%
Engaging in the SLN regional sessions has been a valuable experience.	88%
I wouldn’t hesitate to reach out to someone I’ve met through the SLN if I had a question related to school leadership.	88%
Engaging in the SLN statewide convenings has been a valuable experience.	86%
Since engaging in the SLN, I am more likely to discuss issues of equity with colleagues outside of SLN activities.	86%

**Table 20. Data-Informed Decisions (N=50)**

	<b>% Completely or Very Much Like Me – 2018</b>
I frequently use data to help me make decisions.	88%
I am comfortable leading discussions about race, culture, religion, ethnicity, class, gender, and sexual orientation with staff.	84%
I am comfortable confronting inequitable practices in my school(s).	90%
I feel confident that the data I receive from the state is accurate.	58%

Pre vs. Post Survey Results

All questions asked in the EOY survey were asked prior to the first meeting of the SLN. All responses in the tables above had an increase ranging from 0.10% to 0.60% in self-perception. Some of the comments provided by program participants included:

- *I have truly enjoyed working with NDE staff this year in regards to the SLN and am thankful the relationships I have built with them and the knowledge and experience they have shared with me.*
- *I have grown and see equity issues differently as a result of this collaboration.*
- *In the 15 years that I have been an administrator, I have never had the kind of professional development that has had this kind of meaningful impact on me. It has truly made a difference in the way that I think about leading my school.*

**Social Workers Grants to Schools**

Reach of the Social Workers Grants to Schools Program (SWxS)

Two groups of schools are represented in this evaluation: schools that were involved in the program through several grant application periods prior to the 2016-17 academic year (referred to as primary funding group) and a second group of schools that were new to the SWxS program in the 2017-2018 academic year. Through re-allocation of positions and partnership described in the 2018 preliminary report, the Clark County School District added services to 44 new schools in 2017-2018 (referred to as secondary funding group). Most schools in the primary funding group have received at least two years of consistent funding (2016-17; 2017-18) and thus serve as the focus the evaluation. Both funding groups are represented in the stakeholder perception data and the programmatic staffing data.

By the beginning of the 2018-19 academic year, the placement of social workers (SW) had stabilized and no changes in staffing were reported to the evaluators at the beginning of the 2018-19 academic year. As reported in the preliminary report, through the 2017-18 academic year the SWxS program supported 266 positions across 12 districts, including the State Public Charter

School system<sup>1</sup>. Of these 266 positions, 244 (91.7%) were filled. Hires fell within the scope of the State Policy and included individuals with bachelor's degrees (Tier I, 14.75%), master's degrees (Tier II, 53.69%), and clinical licensures (Tier III, 31.56%). Of these SWxS-funded professionals, 68% held degrees or were pursuing degrees in social work. Based on the enrollment totals for the schools represented in the 2017-2018 award cycle the SWxS program has the potential to serve nearly 200,000 of Nevada's school children. The SWxS program reaches students at all levels, with roughly 47% of schools served at the elementary level, 28% middle, 22% high school, and 3% reported as multiple level schools.

#### Stakeholder Perceptions and School Climate

The logic model of the SWxS program suggests that impact on school environment is likely the proximal outcome of the program. School environment influences may range from perceptions of educators that there are systems of support to assist students that extend beyond the classroom teacher, to feelings of preparedness to help students needing assistance with non-curricular challenges, to perceptions that educators and students are more positive about the school setting. These types of perceptions may translate to changes in school climate. Data on stakeholder perceptions were gathered from a survey asking educators to consider the SWxS program and its influence on their daily work. The primary foci of this survey is implementation of the program. A second data source was the state-sponsored climate survey (see below for additional description) that represents students' perceptions of their school environment.

#### Educator Perceptions of SWxS

The evaluation team administered a perceptions survey described previously in this report. The SWxS program was well represented in the responses, with 992 educators reporting on behalf of the SWxS program. Of these 992 educators, 14.7% were employed at the elementary level, 32% at the middle school level, 46.8% at the high school level, and the remainder reported "other". The participants were experienced educators, with only 14.2% of the participants in their first year at their current school and only 4% in their first year as an educator. The highest percentage of respondents were classroom teachers (58.3%), followed by other school-based roles (17.6%), support staff (13.7%), and administrators (10.4%). Over 81% of participants were Caucasian and 71% were female.

Overall, participants held positive perceptions about the SWxS program based on the closed response items (see Table 1). Table 1 includes the percent of participants who strongly agreed or

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<sup>1</sup> Due to changes in 2017-18 in the way that State Funded Charter Schools, comparability over time was limited in behavioral indicators and State Funded Charter Schools are not included in the report beyond basic counts of position allocation.

agreed with each survey item. Between 10-20% of participants did not respond to the items in the table, with variability across the items. The percentages reported include the missing responses. Participants agreed that the SWxS program has positive impacts on classroom practice, stress levels, and student learning. Educators indicated agreement that they had time, support, and resources to implement the SWxS program. The items that educators reacted to in the most positive manner were questions associated with school environment and overall benefits to students. It should be noted that in the open-ended item responses, participants did mention frequently that there were not clear that the SWxS program had a professional development component and were not sure how to respond to some items.

**Table 21. SWxS Educator Perceptions**

<b>Questions</b>	<b>% Agree or Strongly Agree</b>
<b>Changes in Curriculum and Instruction</b>	
In general, this program provides valuable professional growth opportunities.	65.6
As a result of the professional development opportunities, changes in classroom instruction have occurred.	61.4
The practices I learned during professional development activities has improved my classroom practice.	61.4
The implementation of the program in the school has been beneficial to students.	79.8
<b>Student Motivation and Behavior</b>	
The program implementation has resulted in students improving their learning strategies.	65.5
The program has had a positive effect on the school environment.	74.5
Students are demonstrating better learning behaviors at school as a result of this program.	68.6
Students seem more motivated during classroom activities since the implementation of this program.	64.5
Student classwork has improved as a result of this program.	63.1
<b>Educator Motivation and Stress</b>	
I have the time to implement the program.	59.5
I have the freedom to implement the program.	64.0
I have the resources to implement the program.	58.8
Student performance on statewide assessments impacts my motivation.	56.8
Implementation of the program has impacted my motivation and stress level.	62.4
The school is providing the necessary support for me to implement the program effectively.	63.6
<b>Changes in Student Achievement</b>	
The program has had a positive effect on student academic performance in my school as measured by statewide assessments.	59.6
The program has had a positive effect on student academic performance in my school as measured by classroom work and local assessments.	62.6
I believe my students' skills have improved as a result of this program.	64.8
<b>Public Perceptions of Student Achievement</b>	
Parents and/or community members are aware of this program in our school.	63.8
Parents and/or community members are aware of changes to school practices related to the program.	56.0
<i>Note. 4-point Scale: (1) Strongly agree, (2) Agree, (3) Disagree, (4) Strongly disagree. M=mean, SD=standard deviation.</i>	

Open-ended survey items were included to gather feedback about specific changes that have been made to practice based on the SWxS program, challenges implementing the program, specific examples in changes to student outcomes, and any additional information related to the impact of SWxS on school campuses.

The responses were overwhelmingly positive. However, comments were also offered indicating that educators may not have had much contact with social workers beyond knowing that they were available for students. Some educators reported not being aware that their school was involved in the SWxS program or reported uncertainty about whether the professional development received was the result of the SWxS program. Additional detail on the open-ended responses may also be found in the appendices to this report.

### Impact of SWxS

Educator responses included perceptions of how the work of the SWxS professionals impacted school practice and benefitted students.

**Impact on Students and Families.** Educators commented on a variety of ways that they saw the SWxS program benefitting students. Common responses focused on being able to refer students with needs that impacted their classroom learning but were not academic in nature. For example, educators remarked on benefits for students in terms of gaining access to food and clothing, having someone to assist during times of emotional stress, and referring students to the social worker for trauma-related assistance. Further, multiple respondents noted that students were not being referred for disciplinary aspects when the underlying problem could be addressed with help from a social worker. Participants reported that they saw having a social worker available to assist with mental health, physical, and emotional needs benefit students in the classroom by allowing students to focus better in the classroom. One educator captured this common sentiment through the following statement:

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*Students are getting emotional support and are being connected to social services outside of the school so that they can function within the classroom. This was desperately needed at my school.*

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Some participants noted that they had not observed their social worker engaging with students or that they had not noticed any impact on the campus on student behaviors. Educators also noted that sometimes students were not referred to the social worker due to lack of clarity about his/her role.

Educators also noted the benefit to families, including additional family involvement with school. Families are provided referrals and often receive tangible benefits, such as clothing and food, coordinated by the social worker.

**Educator Impacts.** Educators reported direct impact on their practice through using resources provided by social workers. For example, teachers mentioned incorporating information and lessons that the social workers provided into their lessons. Some teachers work with social workers to implement social-emotional curriculum and anti-bullying programs in their classroom. Others have implemented strategies to modify classroom behavior more successfully through the resources provided by social workers. One teacher discussed this idea:

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***I am more aware of adverse childhood experiences and how they impact my students within the classroom. I have been far more successful modifying behaviors this year than in years past, largely due to the partnership I've been able to develop with the Social Worker professional on my campus.***

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Teachers also mentioned increased awareness of their own language use in the classroom, being able to be more culturally and emotionally responsive to student needs and learning how to interact with families more effectively. Further, teachers reported learning how to develop better relationships with students, which has the effect of ameliorating disruptive behaviors and appropriately interpreting student behaviors. Teachers reported learning more about how to motivate students and help engage them with learning. Other teachers mentioned being more aware of students who are chronically absent or who may need assistance and feeling as if they have the ability to help these students now in a way they could not prior to the SWxS implementation.

Educators also reported benefits to their own practice that were more indirect in nature. Specifically, by having a designated, qualified individual on campus to assist students with problems that are not necessarily within their professional scope, teachers and other educators reported being able to concentrate more effectively on doing their jobs. This was a theme that emerged during the previous evaluation as well.

An example of this perspective is illustrated by the following quotation.

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***I am able to send students who otherwise would be disruptive to a caring professional who can listen, and who can actually do something to help the students. I am able to communicate my concerns with the social worker, and the student gets care where they otherwise would get in trouble. Caring social workers should be in every school!***

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Some teachers were less positive, stating that the social workers were not at the school enough to be able to make an impact, that they did not have regular interactions with the social workers on their campus, or that their social worker was too new to have created any meaningful change. Others noted specific benefits for students, but no benefit that they could see for their own professional growth. An example of this feedback is the following quotation:

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***There has been no professional development associated w/ getting a school social worker. She does a great job hooking our students up with needed resources such as Medicaid, housing and therapy.***

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### *Social Worker Activities and Interventions*

A range of services were listed as offered by the social workers at school sites. A partial list is included below to provide an indication of how social workers impact school practice:

- Small Group & Individual Counseling at school for students needing help with severe emotional issues or in crisis
- Peer mediation/conflict resolution programs
- Bullying awareness, prevention
- Mindfulness sessions and training
- Suicide/Homicide Risk Assessments with CCSD Threat & Crisis Response Team
- Drug and Alcohol Referrals
- Homelessness Prevention
- Wellness checks with families
- Assist families with access to resources including food, health care, counseling, housing, child care, food, and clothing
- Wraparound services for students and families in need of counseling/therapy outside of school
- Professional Development with School Staff - CPI Skills to assist with De-escalation of students during physical altercations
- Cultural Awareness Activities
- Creation of lunch bag groups, clubs, and other resources for students to increase feelings of belongingness at school.

### *Implementation Challenges*

Despite considerable progress in many schools, a large number of participants reported on implementation challenges and the newness of the program. Concerns included:

- Social workers still learning their roles and determining services at different Tiers
- Inadequate social workers to meet needs and split social workers between sites
- Role confusion in terms of administrative function and overlap with other educators
- Finding ways to minimize disruptions in class and loss of instructional time when students are receiving services but not in an immediate acute need
- Ensuring that referrals to the social worker when requested by students are actually needed and appropriate.

- Hiring and keeping qualified individuals due to tentative compensation levels and job security.
- Oversight to ensure services are provided and social workers are meeting contractual obligations

Despite these challenges, other participants reported that that program was going smoothly.

#### Climate survey results

A key component of the SWS program is the promotion of positive school climate. Schools across the State provided climate data to the OSRLE through the Nevada School Climate/Social Emotional Learning Survey (NV-SCSEL; [www.nevadaschoolclimate.org](http://www.nevadaschoolclimate.org)), which was developed and administered by the American Institutes of Research (AIR) for the OSRLE2. Washoe County and Clark County do not participate in the NV-SCSEL because they conduct their own surveys. These surveys are not presently aligned with the SV-SCSEL, limiting statewide climate comparisons. As the goal of this evaluation is to assess the SWxS at the State level, only those schools who participated in the NV-SCSEL over time are included. In 2018, data were calibrated across the four years of administration to allow for longitudinal comparisons of climate subscales. Data for this report were drawn from the trend reports. Scale scores could range from 100 to 500, with higher scores indicating a more positive perception of that particular element of the school climate. Scale scores from 100-299 = Least favorable conditions, from 300 - 400 = Favorable conditions, and from 401 - 500 = Most favorable conditions.

The results of the survey are presented for two aspects of school safety that closely align with the goals of the SWxS: emotional and physical safety. Schools in the primary funding group that were in participating districts serve as the basis for analyses of climate trends spanning 3 or more years (beginning in 2015)<sup>3</sup>. It should be noted that these data are likely not representative of the impact of the program statewide, as the majority of schools represented are in rural counties.

Emotional safety indicates that students feel emotionally secure at school, which includes excitement to try new things, confident and trusting of others at school, and free from fear of humiliation ([www.nevadaschoolclimate.org](http://www.nevadaschoolclimate.org)). Emotional security has been associated with deeper levels of school engagement and academic learning (Kaplan & Patrick, 2016). From 2015 through 2018, perceived emotional safety remained fairly stable in the schools included in this report. The mean levels ranged from 335.87 in 2015 to 334.27 in 2018. This range indicates that there were favorable conditions for student to feel confident that there are trusted others available to them at school.

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<sup>2</sup> The Washoe and Clark instruments and timing do not align with the OSRLE survey. There are not presently meaningful comparisons to make across the state outside of the OSRLE survey.

<sup>3</sup> Between 39-44 schools are represented in each year's mean score.

Physical safety is indicative of the extent to which students feel that all stakeholders in a school community are free of threats and actual violence, harsh punishment, and other physical harm. Scores from the schools included in this report over 4 years suggest an average level of favorable conditions over time for physical security. Scores ranged from 365.52 to 353.76, with the lowest point in 2016. There was significant variability over the 4 years of the data collection for this group,  $F(2.48, 91.66) = 3.89, p < .05$ , though the pattern was not consistent, with more similar scores in 2015 and 2017 (higher) and then in 2016 and 2018 (lower).

### Behavioral Indicators

Based on State policy and guidance documents, the logic model, interviews with the State leads for the program, and data availability, the following indicators of behavioral and academic outcomes were selected for this report: average daily attendance, transiency rates, the number of incidents of various categories of disciplinary actions (e.g., violence, weapons possession) associated with suspension or expulsion, the number of bullying and cyber bullying incidents and disciplinary action, and the number of habitual truants. These indicators, rather than academic performance scores, are more proximal to the nature of services offered by the SWxS program and are likely more appropriate indicators for programmatic influence. Program theory also suggests that any potential pervasive academic performance impact is likely to be indirectly influenced by the program, working instead through changes in behavioral indicators and perceptions.

Data are presented for the 2016-2017 academic year as the first full year following the program implementation that was begun during the 2015-2016 fiscal year and through 2017-18. When possible, trend data extending back to 2014-2015 are presented to offer a baseline, though due to partial implementation, 2015-2016 may also be considered a baseline/transition year<sup>4</sup>.

The average (mean) and the standard deviation around the mean of various outcome indicators for the primary funding group receiving SWXS grants are presented in Table 22. These are the most complete data available for schools participating in the program.

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<sup>4</sup> Because the data reported on many of these indicators is raw numbers of students rather than ratios or percentages, a comparison to the overall state of Nevada is not meaningful. Rather change over time, using the schools as their own baseline, provides an indicator of potential impact.

**Table 22. Behavioral Outcome Indicators Averaged Across SWxS Schools – Primary Funding Group**

	14-15		15-16		16-17		17-18	
Outcome Indicator	Mean	SD	Mean	SD	Mean	SD	Mean	SD
<b>Average daily attendance</b>	94.30	1.88	94.26	1.92	94.14	2.23	94.16	2.01
<b>Transiency rate</b>	25.62	13.57	26.89	14.92	24.24	13.67	24.08	13.04
<b>Violence to students<sup>1</sup></b>	23.93	31.81	24.50	27.10	24.63	28.65	30.16	36.14
<b>Violence to staff<sup>1</sup></b>	1.89	3.51	2.51	4.64	2.16	3.39	2.40	3.15
<b>Weapons possession<sup>1</sup></b>	2.20	3.36	2.63	3.75	2.54	3.31	2.77	3.82
<b>Controlled substance use<sup>1</sup></b>	6.82	12.77	6.52	11.51	6.64	12.19	7.77	15.34
<b>Alcohol use<sup>1</sup></b>	1.66	4.73	1.71	4.55	1.55	4.27	1.67	4.08
<b>Bullying incidents reported<sup>2</sup></b>	15.82	21.35	25.08	30.38	22.16	30.91	31.36	42.73
<b>Bullying incidents confirmed<sup>2</sup></b>	13.02	18.88	21.95	30.32	9.71	12.31	14.14	22.54
<b>Bullying leading to suspension/expulsion</b>	2.90	6.67	11.10	17.89	4.58	6.19	8.10	15.12
<b>Cyber bullying reported<sup>2</sup></b>	1.46	284	1.61	2.99	1.61	3.04	2.16	3.90
<b>Cyber bullying confirmed<sup>2</sup></b>	1.37	2.76	1.50	2.92	1.16	2.44	1.37	2.63
<b>Cyber bullying leading to suspension/expulsion</b>	.47	1.18	.96	2.89	.84	1.89	1.04	2.12
<b>Habitual truants<sup>3</sup></b>	9.31	29.20	11.54	34.55	6.98	25.04	2.64	9.96

Note. Some data were not available for all schools. <sup>1</sup> Number of incidents leading to suspension or expulsion. <sup>2</sup> Number of incidents. <sup>3</sup> Number of students.

Trends in outcome data for the primary funding group from the 2014-15 through the 2017-18 academic years were analyzed using a repeated measures procedure with simple contrasts to determine if the annual measures differed from the baseline year.

The average daily attendance (ADA) across the three school years was fairly stable, holding at 94%. However, compared to baseline (2014-2015), schools participating in the SWxS program witnessed a small, but statistically significant decline in the percent of student transiency,  $F(2.11, 322.97) = 8.70, p < .001^5$ . Notably, transiency was statistically significantly lower in 2016-17 and 2017-18 compared to the baseline year. The number of habitual truants at SWxS schools also declined but the change was not statistically significant.

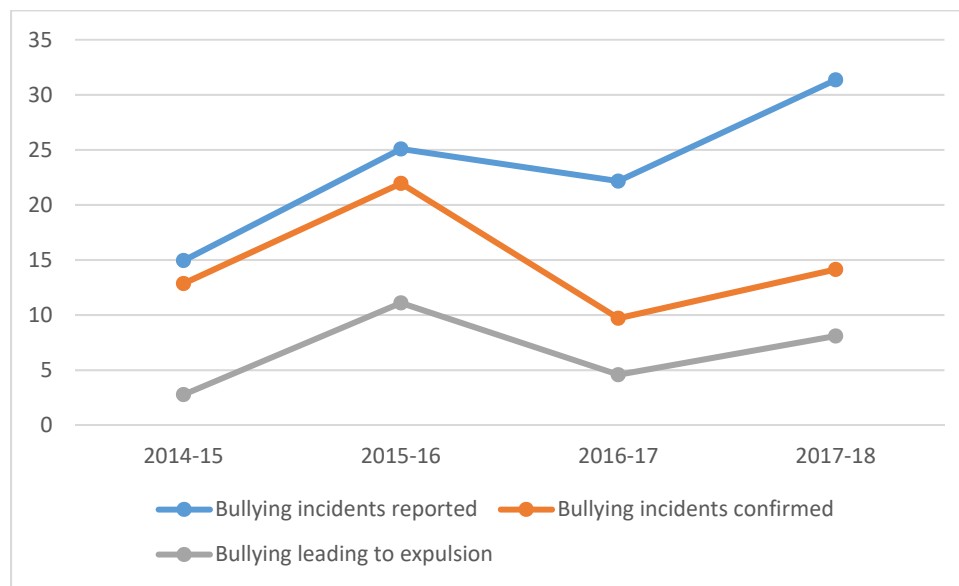
Analyses of trends in other measures of behavioral adjustment showed similar patterns. Trends in the number of incidents related to violence against staff, possession of weapons, possession of a

<sup>5</sup> The Greenhouse-Geisser correction was used when violations of sphericity were detected during within-subjects effects.

controlled substance, or alcohol use remained nearly flat, with no statistically significant change over the 4 years. However, there was a small, but statistically significant increase in violence against students in 2017-18 compared to the 2014-15 baseline,  $F(2.75, 420.33) = 6.52, p < .001$ .

The mean-level trends and repeated measures analyses related to school safety demonstrated some patterns that suggest that schools participating in the SWxS program had changes in how bullying has been reported, investigated, and resolved. There was a significant increase in bullying incidents reported from baseline,  $F(2.07, 317.15) = 18.00, p < .001$ . The increases in reported bullying were found for all years compared to the baseline year. The cases confirmed varied over time,  $F(2.48, 378.99) = 17.46, p < .001$ , with 2017-18 levels not significantly different compared to 2014-15, although there were significant differences at previous time points. However, there was a significant increase the number of disciplinary actions taken in response to bullying,  $F(2.22, 339.60) = 22.01, p < .001$ . Figure 8 provides a visual schematic for the changes.

**Figure 8. Bullying Incidents Reported, Confirmed, and Disciplined Over Time**



Similarly, cyberbullying incidents reported also demonstrated a small, but steady increase from the 2014-15 baseline year,  $F(2.44, 373.02) = 2.94, p < .05$ , with a significant difference between the baseline year and 2017-18. The number of cases confirmed after investigation was nearly flat, although those confirmed were more likely to result in disciplinary action compared to baseline,  $F(2.62, 400.92) = 4.96, p < .01$ .

## Nevada Ready 21

### Program Overview

The purpose of the Nevada Ready 21 (NR21) program is to provide students with a technology-rich education that includes the development of 21st century skills. This includes providing students and teachers access to technology (e.g., computers), learning platforms and resources, and training and support for teachers on how the devices and software could be integrated within their classroom

that ultimately enhances the teaching and learning experience.

The short-term goals of this project included integration of the devices in instruction and assignments, use of the devices by students including self-directed learning, and an understanding from families about how this program is part of their students' experience. Long-term goals include committed support from the schools for this program, differentiated instruction, increased student engagement, increased academic achievement, and support from families for this type of programming. NR21 is based on the theory that schools who apply for such a grant are willing and ready to implement changes in the way that teachers design instruction and students learn. The grant program provides the tools, technology, and support necessary to succeed.

#### *Additional methodology*

In addition to reviewing the survey results and SBAC summative assessment data, information for the evaluation of the NR21 program was gathered from three sources. First, the evaluation team met with the leaders of the NR21 program and the program's external evaluator to discuss the most recent implementation efforts, findings from their evaluation work, and their opinions and perspectives. This was accompanied by a review of reports prepared by the program leaders and their evaluator that included information they had collected. Finally, three school administrators were interviewed to gather feedback on their experience integrating NR21 within their school.

#### *Program Implementation*

As of November 2018, the NR21 team implemented the program with 28 schools across 7 districts (including some state-sponsored charter schools) with 23 schools in the first cohort and 5 in the second cohort. In total, this represents 27% of the middle schools and junior high schools across Nevada. In addition, the team noted that other schools and districts have integrated 1:1 (one device per student) activities but without the support provided by this program.

This evaluation focused on how well the program implementation process was handled and if there were any implementation changes from Cohort 1 to Cohort 2. Overall, no major changes between cohorts were reported or observed.

Approximately 180 educators responded to the evaluation survey about the program. Program participants' responses to the survey indicated that schools experienced a successful implementation of NR21 and that the program could have positive long-term impacts in the schools and on student achievement. Shown in Table 23, survey responses indicated a positive trend over the two phases of implementation with 93% of respondents agreeing that the school provides necessary support to implement the program effectively. In addition, approximately 95% indicated they have the freedom necessary to implement the program and about 96% agreed that they have the resources to implement the program.

**Table 23. Percent of Survey Respondents Who Strongly Agree or Agree on Survey Questions 1**

Survey Prompt	Phase 1		Phase 2	
	% Agree	Mean	% Agree	Mean
<b>I have the time necessary to implement the program.*</b>	65%	2.29	81%	1.98
<b>I have the freedom necessary to implement the program.*</b>			95%	1.67
<b>I have the resources necessary to implement the program.*</b>			96%	1.70
<b>The school is providing the necessary support for me to implement the program effectively.</b>	86%	1.90	93%	1.68

\* In the Phase 1 version of this survey, one question was asked about the time, freedom, and resources for implementation. In the second phase of evaluation, three separate questions were asked to treat each of these potential factors individually.

Interviews with program leaders and external evaluators suggested that Cohort 1 teachers continued the implementation process into the Cohort 2 timeframe as they were able to learn new tools and share tips and tricks as a professional community. Program leads also noted that students used the devices in innovative ways. Finally, partnerships with the technology vendor continue to be successful and the vendor provides helpful support when issues arise, minimizing disruption.

Similar interviews with school administrators highlighted successful implementation outcomes. Coaches were a significant source of support for teachers participating in the program. Some educators were hesitant of integrating the technology at first, but the coaches were able to assist in the transition. Administrators noted that the program encountered a challenge with technology etiquette in the beginning stages but addressed this by putting procedures and rules in place to minimize disruptions in the learning environment.

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***“I know this was supposed to be about the students, but the increase in collaboration among the teachers has really been amazing. Even across subject areas - the technology has provided them a way - and the ability - to plan together.”***

***– NR21 Administrator survey quote***

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Both students and teachers appeared to have the foundational skills necessary to regularly use the tools provided. In addition, students and teachers reported reaching out to colleagues (e.g., other teachers, other students) for assistance when needed, indicating that this program has helped build strong collaborative communities of technology knowledge. Finally, teachers reported integration of technology-related topics within their professional development, departmental meetings, and feeling rewarded for using technology. In general, findings suggest the program helped create a culture that supports technology use in the classroom.

The NR21 leadership team is monitoring the implementation of the program through a measure of fidelity that considers network capacity, professional development, implementation/capacity

building, and program outcomes. According to the Year 2 program report, all NR21 schools had high fidelity with network capacity but fewer met the expectations for professional development, implementation or capacity building, and program outcomes.

Overall, implementation of the NR21 program was viewed in a positive manner and as very successful given the amount of resources (PD, coaches, technology support) that are now available to educators and students. The evaluation found that there is a great wealth of opportunity for integration within the classroom and teachers are continually learning ways to improve their practice, deepening their implementation.

Educator Outcomes and Experience

From the educator perspective, the evaluation focused on teachers’ abilities to integrate available technology features (e.g., device use, collaboration tools, research opportunities) into the instructional plan. Table 24 provides the percent of survey respondents who Agreed or Strongly Agreed with statements focused on professional development activities and their impact on teaching practices. Survey responses indicate that the program could have positive long-term impacts on these domains. Approximately 95% of respondents agree that the program provides professional growth opportunities. In addition, approximately 96% indicated that as a result of professional development opportunities provided by the program, changes in classroom instruction have occurred. Notably, between Phase 1 and Phase 2, a positive upswing was observed in the impact of the program on educator motivation and stress level (60% agreement in Phase 1 compared with 77% in Phase 2).

**Table 24. Percent of Survey Respondents Who Strongly Agree or Agree on Survey Questions 2**

Survey Prompt	Phase 1		Phase 2	
	% Agree	Mean <sup>1</sup>	% Agree	Mean <sup>1</sup>
<b>In general, this program provides valuable professional growth opportunities.</b>	93%	1.74	95%	1.59
<b>As a result of the professional development opportunities, changes in classroom instruction have occurred.</b>	94%	1.67	96%	1.60
<b>The professional development activities I learned have improved my practice.</b>	88%	1.85	92%	1.68
<b>Implementation of the program has had a positive impact on my motivation and stress level.</b>	60%	2.37	77%	1.99
<b>The school is providing the necessary support for me to implement the program effectively.</b>	86%	1.90	93%	1.68

<sup>1</sup> Response scale: 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree

Additionally, teachers provided comments focused on the following themes:

- Assignments are now online.
- There is more assessment of student feedback.
- Students are engaged in more self-directed learning.
- Teachers use differentiation of instruction.
- Students have unprecedented access to resources.

Interviews with program leads and external evaluators indicate that teachers are moving their classroom towards a student-centered learning environment where the teacher becomes the facilitator and students are driving much of their own learning. In addition, teachers are able to provide more frequent assessment and feedback on student learning and some tasks are becoming automated allowing for more time dedicated to personalized learning. 78% of participants reported that the 1:1 environment also allowed for more personalized learning and 78% reported daily use of the devices in their classroom. From Phase 1 to Phase 2, the percentage of teachers posting course materials online increased by 15%.

In interviews with administrators, they agreed that the program presented more opportunities for teacher feedback (such as observing a Google doc while the student is working on it). In addition, teachers are letting go from being “on stage” and allowing students to lead their own learning. Educators are trying new activities such as listening to guest speakers and interacting with them via video conference. Administrators report a sharp learning curve when teachers first engage with the program but note this is offset by the long-term benefits. Finally, teachers are communicating more frequently with students via the provided software.

The evaluation found that teachers seem to be embracing more of the technology options with continued professional development and experience. Teachers are using the technology to allow time (through efficiency) and resources to provide individualized instruction. Educators also use the technology to provide new and different ways to learn and increase student engagement with class material.

#### *Student Outcomes and Experience*

The evaluation studied student engagement with program devices and software, the impact on student motivation and achievement or performance, and opportunities to learn in new and different ways.

Table 25 provides the percent of survey respondents who Agreed or Strongly Agreed with prompts related to student performance and experience. Over 90% of respondents indicated that the program has beneficial to students, resulted in improved learning strategies, and had a positive effect on the school environment. Positive increases were seen from Phase 1 to Phase 2 in learning behaviors, quality of classroom work, and student skill level. However, respondents indicated less support for the idea that the 1:1 experience have an impact on students’ performance on the statewide assessments.

**Table 25. Percent of Survey Respondents Who Strongly Agree or Agree on Survey Questions 3**

Survey Prompt	Phase 1		Phase 2	
	% Agree	Mean <sup>1</sup>	% Agree	Mean <sup>1</sup>
<b>The implementation of the program in the school has been beneficial to students.</b>	94%	1.65	94%	1.58
<b>The program implementation has resulted in improved student learning strategies.</b>	88%	1.86	91%	1.69
<b>The program has had a positive effect on the school environment.</b>	88%	1.84	91%	1.69
<b>Students are demonstrating better learning behaviors at school as a result of this program.</b>	77%	2.03	83%	1.88
<b>Students seem more motivated during classroom activities since the implementation of this program.</b>	89%	1.82	87%	1.76
<b>Student classwork has improved as a result of this program.</b>	79%	2.03	80%	1.91
<b>Student performance on statewide assessments impacts my motivation.</b>	74%	2.13	77%	2.06
<b>The program has had a positive effect on student academic performance in my school as measured by statewide assessments.</b>	13%	3.07	82%	1.98
<b>The program has had a positive effect on student academic performance in my school as measured by classroom work and local assessments.</b>	82%	2.01	85%	1.90
<b>I believe my students' skills have improved as a result of this program.</b>	80%	2.02	88%	1.82

<sup>1</sup> Response scale: 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree

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*“Because the students are so excited to use the devices, many are actively participating in class work. I've seen several students that were previously "trouble makers" that have begun taking their own academic careers more seriously. The students have immediate access to their grades and can be proactive in correcting issues before it is too late. All of this can be tied to our school's emphasis on digital citizenship.”*

*– NR21 Teacher Survey Response*

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Teachers also provided comments on the following themes:

- Students are more motivated to learn and get involved in collaborative tasks.
- Students are more focused when they are given a specific task.
- Students have better research skills.
- Educators are skeptical about the impact of the program on statewide assessments.
- Increased comfort with technology
- Students are more aware of their own academic progress and engaged in learning.
- Student writing skill has improved (less focus on spelling, grammar, handwriting).
- Some students are more distracted by the Chromebook and more frequently off task

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***Students are readily able to research to clarify their understanding on any topic. One example of this is when we were reading about Jane Goodall, my students were able to go into Google Maps and look at the house where she lived when she did her research as well as see what the Gombi National Park looks like. The world is literally at their fingertips!***  
– NR21 Teacher Survey Response

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Overall, program leaders had not defined a specific timeline as to when the impact of the device integration would be evident in performance on statewide assessments. However, the results from the past three years of administration of the SBAC was evaluated comparing students in NR21 schools with other schools. A major confound in this analysis is that there are some schools that are implementing 1:1 with devices but not through NR21 (so these schools do not have the full level of resources and coaching) which means there is not a clear control group.

Tables 26, 27, and 28 below represent the Scaled Scores from the SBAC ELA and Math tests from a baseline year (2015-16), the first year of the program (2016-17), and the second year (2017-18). Overall, there does not seem to be any difference between NR21 schools and the other schools as to how scores changed over time. In addition, those differences that are observable are very small when compared to the typical standard deviation of exam scores.

**Table 26. Scores from SBAC ELA Test from 2015-2018 when Comparing NR21 and Non-NR21 Schools**

<b>Year/Group</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>2015 - 2016</b>			
NR21 Schools	2525	2559	2573
Non-NR21 Schools	2507	2541	2553
<b>2016 - 2017</b>			
NR21 Schools	2526	2553	2563
Non-NR21 Schools	2504	2534	2545
<b>2017 - 2018</b>			
NR21 Schools	2534	2559	2573
Non-NR21 Schools	2510	2542	2558

Table 27 below shows the change in percentage of students falling within each of the four achievement levels, at each grade level (6, 7, 8), for each of the included school years (2015-16, 2016-17, 2017-18) comparing those schools in the NR21 program and all others. Overall these results parallel those from the scale scores – no notable differences in how scores changed with the implementation of the program.

**Table 27. Change in Number of Students Falling within Achievement Levels (ELA)**

<b>Row Labels</b>	<b>Grade 6</b>		<b>Grade 7</b>		<b>Grade 8</b>	
	<b>NR21</b>	<b>Non-NR21</b>	<b>NR21</b>	<b>Non-NR21</b>	<b>NR21</b>	<b>Non-NR21</b>
<b>2015 - 2016</b>						
AL1	21%	29%	18%	24%	18%	25%
AL2	28%	31%	27%	29%	26%	27%
AL3	39%	32%	40%	35%	42%	36%
AL4	12%	9%	15%	11%	14%	11%
<b>2016 - 2017</b>						
AL1	23%	32%	22%	28%	23%	28%
AL2	28%	29%	25%	27%	26%	27%
AL3	32%	29%	37%	34%	36%	34%
AL4	17%	11%	16%	12%	15%	11%
<b>2017 - 2018</b>						
AL1	9%	14%	9%	12%	8%	11%
AL2	21%	25%	20%	23%	20%	23%
AL3	42%	41%	44%	44%	45%	44%
AL4	28%	19%	27%	21%	26%	21%

**Table 28. Scores from SBAC Math Test from 2015-2017 Comparing NR21 Schools with Non-NR21 schools**

<b>Year/Group</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>2015 - 2016</b>			
NR21 Schools	2493	2510	2499
Non-NR21 Schools	2519	2528	2517
<b>2016 - 2017</b>			
NR21 Schools	2488	2501	2494
Non-NR21 Schools	2519	2525	2509
<b>2017 - 2018</b>			
NR21 Schools	2495	2510	2525
Non-NR21 Schools	2527	2536	2551

**Table 29. Change in Number of Students Falling within Achievement Levels (Math)**

<b>Row Labels</b>	<b>Grade 6</b>		<b>Grade 7</b>		<b>Grade 8</b>	
	<b>NR21</b>	<b>Non-NR21</b>	<b>NR21</b>	<b>Non-NR21</b>	<b>NR21</b>	<b>Non-NR21</b>
<b>2015 - 2016</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
AL1	28%	39%	32%	39%	43%	54%
AL2	34%	33%	32%	32%	34%	28%
AL3	22%	18%	22%	18%	16%	13%
AL4	16%	10%	14%	11%	6%	5%
<b>2016 - 2017</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
AL1	28%	41%	33%	43%	48%	55%
AL2	34%	32%	31%	29%	31%	28%
AL3	22%	16%	22%	18%	15%	12%
AL4	16%	10%	14%	10%	6%	5%
<b>2017 - 2018</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
AL1	25%	38%	30%	39%	34%	46%
AL2	32%	32%	29%	30%	27%	27%
AL3	23%	18%	23%	19%	19%	14%
AL4	20%	11%	18%	11%	20%	13%

During interviews with program leads and external evaluators, it was reported that students are engaging in increased online research, completing their work, submitting their assignments, receiving feedback, and tracking their own success. In addition, students are engaged in more project-based learning and there is some anecdotal, but not empirical, evidence of student behavior improving in a 1:1 classroom setting. A frequently cited theme was “opportunity” – for research, use of tools, collaboration, learning from different sources, self-directed learning, and individualized instruction.

Similar interviews with administrators showed that students are getting more in-depth and more frequent feedback on their assignments. Students now have full access to the internet which presented a challenge, but schools implemented usage policies and monitoring software (i.e., Go Guardian) to ensure students were not viewing inappropriate content or engaging in improper behavior.

Overall, the evaluation found that use of the technology allows students to take more control and be an active leader in their own learning, and that students are frequently collaborating online with peers to solve problems and complete projects. In addition, teachers and administrators report an increase in student motivation and engagement as they try new things and focus particular activities on their area of interest.

Family Experience

The evaluation also looked at a limited number of family outcomes and experience, focusing on knowledge of device usage and support for the benefits the devices provide.

90% of survey respondents indicated they agreed that parents and/or community members are aware of the NR21 program. 85% also report that parents and/or community members are aware of changes to school practices related to the program. Table 30 shows slight differences in these responses from Phase 1 to Phase 2.

**Table 30. Percent of Survey Respondents Who Strongly Agree or Agree on Survey Questions 4**

Survey Prompt	Phase 1		Phase 2	
	% Agree	Mean	% Agree	Mean
<b>Parents and/or community members are aware of this program in our school.</b>	96%	1.52	90%	1.66
<b>Parents and/or community members are aware of changes to school practices related to the program.</b>	91%	1.68	85%	1.79

Through interviews with program leaders and external evaluators, the evaluation found that in general families are getting more comfortable with their student having this type of access:

- 81% are comfortable teaching their child about creating an online presence.
- 84% are comfortable teaching their child about the legal use of web content.
- 88% are comfortable teaching their child to recognize and prevent cyberbullying.
- 94% are comfortable teaching their child about online safety.

Administrators reported that some parents were very hesitant at the beginning of NR21, but most have experienced increased comfort over time. Interviewees noted that some schools have a parent/student orientation to the program before school starts to go over the rules and care of the Chromebook. One school reported a requirement of parent involvement in class if a student continually demonstrated improper use of the Chromebook.

The evaluators found that the integration of the devices into everyday learning was likely a huge change for some students and families. Given the potential for harm online, this could be a big threat for parents. However, it seems as if the program and the teachers/administrators have worked hard to involve the parents in this program from the beginning to increase comfort.

### Program Challenges

While many positive impacts were found during the evaluation, the NR21 program has encountered some challenges since implementation:

First, administrators have found it very important to monitor student behavior online. The administrators all mentioned this as a major challenge that they had to face. The GoGuardian software was reported as a valuable resource where administrators could monitor student behavior online and identify those that need closer monitoring and/or intervention. This includes students searching for content that is inappropriate for minors, conducting searches which indicate they are having personal issues at school or at home, or who are thinking about harming themselves or others. Beyond monitoring behavior, challenges existed with punishing students for improper use of the device. For example, if a school takes away a student's Chromebook based on online behavior or inappropriate use, teachers may have to go to great lengths to create a paper-based learning environment that parallels the digital experience.

Second, program leaders and school administrators were concerned with the ability of the program schools to maintain the device use and program resources after the NR21 funding is complete. Programs in Cohort 1 are nearing the end of their grant funding. Teachers and students have now adapted their 1:1 educational experience to include constant integration of the technology including the resources (software, coaches) that are part of the program. The NR21 leadership team is working with the technology vendor to offer continuation of the services for a reasonable price but costs may exceed what some schools or districts can afford.

Finally, and related, students who are now accustomed to the NR21 learning environment (devices, software for collaboration and research, and teachers working online) are moving to high school that is not equipped with technology. Results from the surveys and interviews show a correlation from the technology to the way students learn, interact with other students and their teachers, and increase their motivation. As students from the NR21 program move to high school, program leaders and administrators are unsure how the motivation and learning behaviors will be impacted.

## **Great Teaching and Leading Fund**

### Program Overview

The Great Teaching and Leading Fund (GTLF) was designed to fund grant proposals that improve the quality of educators (teachers and leaders) through professional development across the state. The intended audience for the program may be pre-service or in-service educators. The four primary goals for this fund are adjusted based on identified needs within the educator population and are reflected in the grants awarded during each funding cycle.

### Additional methodology

In addition to reviewing the survey results, for the GTLF evaluation we completed the following steps:

- Interviews with program leads about changes since the previous evaluation.
- Reviews of a sample of program participants' 120-day reports that documented activities for how specific grants were designed and implemented.

### Final Recommendations from External Outcomes December 2016 Report

The previous evaluation recommended continued funding to support opportunities for multiple solutions across schools, districts, and regions. Additionally, there was a recommendation to implement review processes to ensure that professional development activities were evidence based. Also, the evaluators recommended considering multiyear funding options with renewal opportunities as well as standardized processes for the grant programs in general. In response to these recommendations, the program has revised systems and processes to award grants, monitor progress, and evaluate accountability for the funds that are awarded.

### Program Implementation and Outcomes

Since the inception of the program, GTLF has grown in its scope of funding educators and have included schools, foundations, regional support agencies, and higher education institutions – individually and through collaboration. Across all funded school years, the overall goals associated with the program funds fell into the following categories:

- enhancing recruitment efforts
- providing mentoring and coaching to educators
- improving effective teacher retention
- facilitating capacity to support improvements in student achievement scores.

Overall, **program participants reported meeting or exceeding the majority of their goals**, and all proposed continued uses for the program funds. Although an increase in student achievement scores cannot be directly associated with participation in professional development activities, school reports demonstrate confidence in the ability of their teacher professional development programs to enhance student achievement over the long term. On survey questions about changes in curriculum and instruction due to implementing the program, about 95% of survey participants indicated that GTLF provides educators with valuable professional growth opportunities. Almost 94% agreed that implementation of the program has been beneficial to students. In addition, about 94% noted that as a result of the opportunities received, changes in classroom instruction and practice have occurred.

**Table 31. Percentage of Respondents Who Agree or Strongly Agree on Curriculum and Instruction Survey Questions**

In general, this program provides valuable professional growth opportunities.	95.40%
As a result of the professional development opportunities, changes in classroom instruction have occurred.	93.80%
The professional development activities I learned have improved my practice.	92.20%
The implementation of the program in the school has been beneficial to students.	93.80%

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***“The mentors have allowed new teachers the support they need to implement some key features of our school: Power Hour, Standards Based Grading, Infinite Campus, school wide student learning goal, and STEM practices.”***

***“We have mentors and deans that help us with our new teachers. However, as one of them, it is hard to be a mentor and teacher too. I think more funding to be able to do mentoring as a full time [role] to support the needs of our teachers would be better. I have seen some great things within my class as I have gained some wonderful training and have seen some teachers in action and helped them grow and impact others.”***

***“Teachers feel more comfortable and confident when they have support and that in turn helps student performance.”***

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As an improvement from the initial implementation of the program was the development of a more detailed proposal evaluation rubric. Additional changes included the ability for grant applicants to propose multiyear projects and to further encourage collaborative proposals that have the potential to have greater impact on the educators the project is intended to serve. An additional benefit of the program is its ability to adapt to the most pressing needs of the state.

In earlier stages of the program, district level leadership that participated in the study also indicated that there were areas of the program limitations and review process that could be improved. These concerns appear to have been addressed as survey ratings about the program were higher and comments from participants similar to those noted below suggest that the program has been responsive in improving the parts of the program’s infrastructure.

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***“The multiyear grant application was really great.”***  
***“Processing time has been exceptionally fast.”***

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### Implementation of Funded Programs

Overall, programs funded under the GTLF were implemented as planned and within the timeframes specified. Program leads were asked about the process of working with the state and implementing their program under the leadership and oversight of the NDE staff. Several of those who indicated challenges with communication (e.g., getting answers to questions, specifications on reporting requirements) reported improved processes in subsequent years. Survey highlights included positive comments about these improvements such that those noted below.

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***“The application is generally straight forward.”***  
***“[Program staff] are always friendly and quick to respond!”***  
***“Communication with NDE has been excellent. [Since 2016] this has improved.”***

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### Services Provided

The funds allocated under the GTLF were used to support a number of program activities including:

- support for educators seeking National Board of Professional Teaching Standards certification
- online campaigns to recruit teachers to Nevada followed by mentorship for those selected
- full implementation of the NVACS for science in K-5 classroom
- development of a “Teacher Leader Academy”
- orientation of first-year teachers using professional development activities

Most of the projects funded were focused within a district or a region, but some proposals did suggest their work products could be expanded to other schools, districts, or regions in the future. Case studies of four of these programs are highlighted here to illustrate the range of activities supported by the GTLF funds.

#### ***Case Study 1: Carson City School District Nevada Academic Content Standards for Science Elementary Project***

In 2017-18, Carson City School District (CCSD) worked to achieve full implementation of the NVACs for science in K-5 classes. 170 elementary teachers participated in the program, received ongoing professional development and administered the common unit assessments, and entered assessment data into MasteryConnect.

CCSD planned to complete the following objectives during the project period:

- 170 K-5 teachers completing at least 30 hours of intensive science professional development
- 90% of the District’s K-5 teachers demonstrating knowledge of NVACs for science and ability to implement these standards in classrooms
- 3,000 students taking common unit assessments to measure mastery of NVACs for science
- Tracking science assessment data over a two-year project period with data available at the classroom, site, and district level in real time
- At least 70% of K-5 students demonstrating mastery of NVACs for science

By June 2018, 71% of teachers participating in the program scored themselves at a high rate of knowledge and implementation. 100% of STEM coaches and administrators reported that science instruction observed in K-5 classrooms aligned with NVACs. Teachers believe that implementation will lead to improved student academic achievement in science over time. Data were entered into MasteryConnect for 80% of the 3,000 K-5 students.

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***“Now that all 170 K-4 teachers completed at least 30 hours of intensive science professional development, they are demonstrating their knowledge of the NVACs for science and their ability to implement these standards in their classroom.”***

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***Case Study 2: Public Education Foundation Teacher Leader Academy***

The Teacher Leader Academy (TLA) focused on creating a network of teachers in Clark County who can think about teaching in new ways that create lasting change. Select goals of the program were to cultivate good-to-great teacher leadership, aid educator retention, and connect TLA alumni to national education reform experts, ideas, and resources. In 2017-18, 67 K-12 teachers participated in the program, representing 42 different schools. Participants received four primary forms of support which include:

- Nine course modules consisting of face-to-face instruction led by expert faculty members
- Eight community leader sessions with state senators and local policy experts
- Monthly sessions culminating in a group Capstone Project based on site-specific problems of practice
- Monthly mentor sessions with Academy Alumni

Teachers who complete the program show a retention rate ranging from 94-98% across three years of alumni data. 61% of TLA participant schools show a reading median growth percentile above the state median of 50. No TLA school had “low growth,” defined as a median growth percentile below 35. TLA high schools show an average ACT composite score of 18.4 for 11<sup>th</sup> graders, higher than the state average of 17.5. TLA participant schools are associated with higher proficiency rates on the SBAC and higher growth on the SBAC.

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*“The instructional core and development of teachers/students/content was excellent. I’m looking forward to holding on to this pedagogy going forward in working with staff and students.”*

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***Case Study 3: UNLV Professor Quinn’s A Collaborative Pyramid Supporting Professional Development, Teacher Leadership, and Teacher Retention: Phase 2***

In 2017-18, 20 first-year teachers, 47 second-year teachers, 15 teacher leaders, and 9 university supervisors participated in the Collaborative Pyramid program. Teachers were recruited from Alternative Routes to Licensure (ARL) programs and Sierra Nevada College, National University, Clark County School District, and UNLV. Goals of the program included:

- Increase retention rates of teachers in Nevada
- Establish a process for inducting first-year teachers into the profession who will become effective educators and teacher leader of the future
- Create teacher professional learning communities
- Measure the success of the program

Program activities centered on four “Saturday Seminars” that provided mentoring opportunities, small group growth exercises, and best practice presentations. 99% of Collaborative Pyramid program participants indicated that the project helped them improve and grow as an educator.

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*“I have used many of the strategies we discussed and see improvement in my teaching.”*

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***Case Study 4: Northeastern Nevada Regional Professional Development Program (NNRPDP) National Board Certification Cohort***

The National Board Certification (NBC) project had three goals:

1. Support participants while they work through component requirements
2. Assist participants as they change instructional practices according to component requirements
3. Support participant growth as teacher-leaders

Three high school and three elementary teachers fully participated in the program. Interactive Audio Video was used to support distance-based participants. “Jumpstart” days were held to assist participants learn the requirements and expectations for each component and to plan for achievement ahead. Eight support workshops were held to help build community and create accountability, and participants received regular encouraging email communication.

Evaluation data suggested that NBC clearly achieved goals 1 and 2. 79% of participants report refinement of existing practices according to the components and educators indicate ample opportunities for interaction and reflection during training.

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*“Thank you! Working with [a facilitator] and [a peer] was very helpful in gaining an outside perspective about my lessons. It has helped me be more reflective about my teaching.”*

*“This support group is very helpful and revitalizes my excitement and interest in helping my students gain knowledge by continuing to improve and create more engaging lessons, even on days when I feel like a failure.”*

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Achievement of goal 3 is less clear but may be observed over a longer period of time with an increased number of program participants.

#### *Impact on Nevada’s Educational System*

The case studies described above represent a sample of the programs funded by that program. In reviewing summary reports from other fund recipients, similar findings regarding the breadth of participation and the value associated with the professional development support.

A survey of teachers who participated in the program revealed general agreement that the GTLF program has positively impacted student behavior. About 90% of respondents agreed that implementing the program has improved student learning strategies and 90% of teachers believe that their students have improved their skills since the inception of GTLF.

**Table 32. Percent of Survey Respondents Who Strongly Agree or Agree on Motivation and Behavior Survey Questions**

The program implementation has resulted in improved student learning strategies.	90.20%
The program has had a positive effect on the school environment.	88.30%
Students are demonstrating better learning behaviors at school as a result of this program.	81.70%
Students seem more motivated during classroom activities since the implementation of this program.	86.20%
Student classwork has improved as a result of this program.	84.70%
The program has had a positive effect on student academic performance in my school as measured by statewide assessments.	81.70%
The program has had a positive effect on student academic performance in my school as measured by classroom work and local assessments.	89.80%
I believe my students' skills have improved as a result of this program.	90.00%

*Feedback and Perceptions on the Process*

Within this second phase of evaluation, 72 participants provided feedback about the GTLF, including 49 teachers, 5 support staff, 8 administrators, and 10 other school-based roles. All program leads were also asked about their perception of the overall program, the goals, the approach to funding, and perceptions as to how it would impact the Nevada Educational system. Program leaders reinforced the intention of the GTLF and indicated that the funds were having a notable impact on teachers (e.g., recruitment, preparation, effectiveness), administrators (e.g., leadership, effectiveness), schools (e.g., teachers and administrators collaborating), and students (e.g., achievement). When asked about suggested areas of improvement, several key ideas emerged that are noted here.

- Additional support for more educators to participate in professional development in teacher leadership, national board certification, and self-reflection of practice. This is a growing trend and interest has been increasing in the field.
- Expanding content related priorities to include exposure and training for additional academic content standards (e.g., computer/technology literacy, financial literacy).
- Building the teacher pipeline to respond to growing demand along with an emphasis in recruitment and retention for students/teachers of color.

*Trend Data*

Because the Great Teaching and Leading Fund program is implemented based on which awards are funded, the aggregate outcomes are not as meaningful as what can be observed for the individual

schools/districts participating in the program. This diversity was illustrated in our discussion of the case studies noted above. Some of the trends that were observed included an increase in collaboration among program applicants with 23 examples of joint proposals along with an improvement to allow 2-year funding requests. One of the specific themes noted was the activities related to recruitment and retention as having a positive, and potential longer term, impact on the educator population.

### Limitations

It is important to acknowledge that the evaluation design has limitations for each of the programs including:

- Access – Evidence collection and analysis will be primarily limited to documentation and reports available through state sources;
- Availability of student achievement data – Some programs will not have statewide assessment data to inform some of the empirical outcome questions. As a result, this preliminary evidence will provide a starting point for determining trends and for future evaluations; and
- Historical policies – Changes in local, state, or federal educational policies may affect generalization efforts.

Information included in this report describes how to proceed so that the December 2018 final report provides useful information for policymakers in their deliberations of support for these programs in the next biennium. The final report and presentations to the education subcommittees will discuss findings from each program based on the outcomes evidence available at the time and provide recommendations for each with respect to the current phase of implementation.

Designing an evaluation plan that addresses program needs requires consideration of qualitative and quantitative data. Because many of these programs do not necessarily have direct quantitative indicators of outcomes, empirical evidence such as student achievement will be more difficult to interpret regarding the success of the program. Other factors that influence the interpretation and conclusion are the stability of the criteria for eligibility of participants in a program along with the availability and stability of outcomes measures. Another influencing factor is the ability to reasonably compare the effectiveness of a program for intended stakeholders with a similar sample of stakeholders who would be otherwise eligible, but not receive the benefits of the program.

## Chapter 4: Recommendations and Next Steps

### Zoom Schools

**We recommend continued funding for Zoom schools.** In 2017, CCSD and WCSD each had ten Zoom schools that were at or below the lowest quartile. In 2018, CCSD has 3 elementary schools and 2 middle schools in the lowest quartile while WCSD has 2 elementary schools and 1 middle school in the lowest quartile. CCSD has increased the number of Zoom schools rated as 4-5 stars. Thus, we recommend that Zoom schools in the lowest quartile seek technical assistance from higher quartile schools.

From the educator perspective survey, the evaluation generally observed agreement across all survey questions. The lack of more frequent responses toward ‘strongly agree’ indicates room for the Zoom School program to improve. One area of improvement, which is directly tied to survey responses is the continued action for professional development in preparing teachers to meet the educational needs of English learners in the classroom. We recommend that professional development include application of TESOL in the classroom and observable instruction connected to the Common Core State Standards. Instruction that does not illustrate observable or identifiable connection to the Common Core State Standards diminishes the academic achievement on standardized testing outcomes for our English learners.

### Victory Schools

**Based on the evaluation presented above, we recommend that Victory Schools continue to be funded.** The recommendation for continued funding is based on several critical conclusions drawn from the evaluation of Victory Schools between 2015-16 and 2017-18.

1. There has been an increase in the achievement of students on the SBAC summative assessments in ELA and Mathematics between 2016-17 and 2017-18, with some of these increases being higher than the average overall increase across the state of Nevada.
  - a. For ELA, students in 3<sup>rd</sup> grade, 4<sup>th</sup> grade, and 8<sup>th</sup> grade had higher percentages of growth than the overall state average growth.
  - b. For math, students in 3<sup>rd</sup>, 4<sup>th</sup>, and 8<sup>th</sup> grade had the same or higher percentages of growth than the overall state average growth.
  - c. These rates of growth provide indication that programming funded by Victory Schools is having an impact on the 3<sup>rd</sup>-grade literacy rates and student mastery of rigorous curriculum to be prepared for high school.
2. The percentage of students who are proficient at Level 3 and 4 for both ELA and Math has increased between 2015-16 and 2017-18.
3. Regression discontinuity analysis indicates that Victory Schools in Clark and Washoe Counties are outperforming a comparison group of other 1- and 2-star schools with similar demographic profiles.
  - a. For ELA, these positive rates can be found in both Clark and Washoe Counties, although it should be noted that the sample size for Washoe County is small and a larger sample or more time is needed to verify this observation.
  - b. For math, Victory Schools in Clark County are outperforming non-Victory Schools.

- i. In Washoe County, the trend is positive related to math achievement, but due to the small sample size a specific rate of math achievement across time cannot be determined.
  - ii. However, overall achievement in Victory Schools is higher than non-Victory Schools used in this sample.
- 4. Graduation rates at the three high schools receiving Victory Schools funding have increased between 2015-16 and 2017-18, with Valley High School increasing by almost 15%. For the past two years, graduation rates at the two comprehensive high school campuses are higher than the state of Nevada graduation average.
- 5. Stakeholders report a positive impact of Victory Schools funding on measures of student achievement and feel that the program should be sustained to maintain school growth over time.
  - a. While some stakeholders had concerns about logistics related to the receipt and expenditure of funds, the vast majority of respondents felt that Victory Schools were having a positive impact on school climate overall.
  - b. The majority of respondents felt that Victory Schools had an overall positive impact on their schools and students for all questions asked, with 80% indicating that they felt Victory Schools had a positive impact on their school.
    - i. A smaller percentage of respondents agreed on specific questions related to the impact of Victory Schools on specific student and teacher behaviors, although a majority still felt the program had a positive impact.
    - ii. It may be worthwhile to continue to work with schools on pairing the impact of specific Victory Schools programs with specific indicators of student achievement and the work of teachers, and then making those connections clear to all stakeholders.

Along with the recommendation for continued funding, the following next steps are also recommended based on the evaluation delineated above for the implementation of Victory Schools on school campuses.

- 1. If feasible, adjust funding disbursement to ensure that schools can engage in a comprehensive needs assessment process prior to implementation of Victory Schools plans during the academic year. This will ensure that schools have time to fully determine the needs of students and families on their school campuses, explore evidence-based programs to implement and address identified needs, and fully determine assessment metrics that can be used to track progress over time.
- 2. Continue to refine program-specific assessment measures in addition to analysis of summative assessments.
  - a. For example, schools should develop specific assessment plans for targeted professional development related to teacher knowledge and skills to ensure that professional development is having the intended impact on the classroom. Right now, most data related to professional development are student-level. This is an appropriate secondary, indirect variable to monitor, but teacher skills and implementation should be the primary assessment focus of professional development strategies and techniques.

- b. While the example provided was specific to professional development, similar assessment plans should be developed for all programming (e.g., number of students served in after-school programs, impact of integrated student supports on behavior in schools).
3. Explore Victory Schools programming on middle school campuses; analysis of data indicates that scores in 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grades tend to be lower than state average. We recommend that middle schools look critically on how Victory Schools funds are being spent and align funded programming with specific needs of school campuses.
4. Begin to explore differential impacts of Victory Schools programming on levels of school campuses.
  - a. Regression discontinuity analyses indicated that some schools are performing better than others. We recommend that a deeper dive with Victory Schools that are outperforming the average be conducted to determine specific activities occurring there that might benefit other Victory Schools.
  - b. Additionally, specific analyses of interventions or programs that are funded using Victory Schools funds (e.g., professional development, specific literacy programs, integrated student support activities) would support the determination of which programs are having the greatest impact on student outcomes.
  - c. Professional development could then occur across Victory Schools campuses related to effective interventions and programs so that school leaders can learn from each other.
5. Collect data on all programs being implemented on Victory Schools campuses and communicate which programs are designed to address which specific outcomes.

### Read by Grade Three

The Read by Grade 3 (RBG3) program was designed to prioritize literacy for students in grades K-3. One component of this legislation is a competitive grant program that is designed to support schools in their efforts to ensure that students are proficient in reading by the end of grade three. This intervention is designed to improve the Tier I level of instruction in early reading. It is also designed to improve all Tier II and Tier III levels of instruction (including research-based early reading interventions).

**We recommend continuation of this program for several reasons.** First, when deployment of RBG3 was reviewed, the schools and districts that received funding successfully managed program implementation. Schools indicated they have developed a schoolwide learning literacy plan and managed the introduction of learning strategists into their school. Although specific implementation strategies may differ across schools, the overall, positive impact of the program continues to increase.

Second, surveys focused on stakeholder perceptions reveal important supportive feedback on program goals. For example, a number of survey respondents indicated they used funding to support smaller class sizes, more personalized learning with students, and increased focus on literacy with students across all grade levels. The survey also highlighted possible issues: some respondents indicated they did not have the appropriate amount of time and resources necessary to

carry out program tasks. It would be valuable for the program to further investigate these concerns, as it could help build a more effective program for all schools involved.

The surveys also demonstrated that a significant number of program participants felt that the program had a direct positive impact on student performance. Respondents indicated the program was helped increase the students' focus on literacy, increased their motivation, and showed positive increases in students' overall literacy ability.

Third, when looking at measures of student achievement, the evaluation also demonstrated some initial results that support the effectiveness of the program. The program evaluation has been hampered in the past by inconsistent and unreliable measures across the state. However, initial evaluations indicated some positive progress for schools involved with the program. In 2017-18, for the first time, a consistent measure of student achievement (MAP) was implemented within all schools in the state. Using this measure, schools that participated in the program showed some greater decreases in the percentage of students identified as reading deficient. This initial difference demonstrates that the Read by Grade 3 program has the potential to significantly impact the proficiency level of students across the state of Nevada. It is important to note that the use of MAP statewide only has one year of data. Additional trend information will be available with multiple years of data.

In sum, we support continued funding of the Read by Grade 3 program. The program has demonstrated positive impact on student achievement, specifically, identifying struggling students, providing interventions, and improving student literacy. In addition, the evaluation also identified some areas of opportunity where more information could be used to help the program be most effective for schools across the state of Nevada.

### **Underperforming Schools Turnaround**

**We recommend continuing funding for the Underperforming Turnaround Schools program.** The school-specific nature of the program means that global conclusions about methods or approaches to reform are not as meaningful.

We also recommend that the program continue to seek opportunities to monitor school level implementation of the improvement efforts. Because each school will have its own plan for improvement, it will be important to ensure that the plan aligns with the schools needs.

### **Social Workers Grants to Schools**

**Based on the findings from this evaluation the SWxS program is recommended for continued funding.**

The goal of the SWxS program was to place school-based social workers/mental health (SW/MH) professionals in schools with demonstrated need to enact the goals, objectives, and activities outlined by the Nevada Office for Safe and Respectful Learning Environments (OSRLE). The logic model of the SWxS program suggests that through placing social workers/mental health professionals in schools to implement multi-tiered interventions aimed at improving school safety

and climate, the program will influence student, educator, and family outcomes. Short term outcomes include changing school climate and immediate health and safety related behaviors, which in turn, should have an impact on longer-term social-emotional and academic outcomes for students, teacher effectiveness, and family engagement.

#### Rationale for Recommendation of Funding

Stakeholder perceptions factor strongly into the recommendation for continued funding. Qualitative perception data from the evaluation survey of nearly 1,000 educators provides concrete examples of how the SWxS impacts students and provides resources for other staff at schools. Not all perceptions were positive and recommendations are offered related to social worker service delivery and visibility in the recommendations section below.

Findings are inconsistent across quantitative indicators and may mirror overall trends in the State, thus identifying clear impact of the SWxS program is challenging. For example, while there were significant declines in transiency between 2014-15 and 2017-18 at SWxS schools, there were also declines at the State level in transiency. Similarly, increases in violence against students resulting in suspension and expulsion over the reporting period seen at SWxS were also present at the State level, for example. Consistent climate data across the State is not currently available and the slight decreases in one element of climate reported in this document represents a small proportion of the schools receiving funding. The following recommendations section includes a description of emerging data sources (e.g., service utilization) and consistent data sources (e.g., climate) that are more closely aligned with the SWxS program. Further, as described in the recommendations section to follow, due to the nature of the program itself, the variability with how schools are enacting the SWxS, and the differences in need across geographic regions and grade levels, the implementation timeline for this program is likely long. Data concerns, coupled with the unfolding implementation of services, leads the evaluation team to be conservative in drawing strong conclusions from the available State-level indicators. As additional data sources come online and the program has more time to develop, comparisons in outcomes to non-funded schools may be appropriate if a legitimate comparison group can be identified.

Finally, the progress in supporting the program and forming partnerships to expand services and fill positions across the State on the part of staff associated with the State is very positive. The State has made rapid progress in creation of guidance documents for program implementation and service delivery and in forming partnerships to assist students and families. The SWxS program galvanized these products and seems to have created a centralized mechanism stemming from the commonality of education for service provision. Services provided by the social workers are variable, but the OSRLE and specifically the SWxS program staff, offer a unique opportunity to develop services at multiple tiers of intervention that can be monitored and implemented in a systematic way across the State. At present, it is not clear if the program is having impact primarily on the students in most critical need or if the program effects have made their way to improving the environment for all students. This issue is illustrated by many of the open-ended responses. Some educators felt impact in their classroom through supports from the SW to implement socioemotional curriculum or develop strategies to manage behavior. Others only saw impact on the students in most critical need. However, it does appear that systems of support are beginning to

come together to ensure that schools have professionals trained to meet all student needs, and incidentally, support the work of other educators at Nevada schools.

### Overall Recommendations

Based on the findings from the evaluation process, there are several recommendations and next steps for policymakers and program leads to consider as the program develops.

- a) **Consistent Statewide Climate Measures.** Consistent application of a high-quality statewide climate survey is important for determining meaningful change over time in key climate indicators but also for comparing the programmatic impact of SWxS, as well as other climate-oriented programs, to schools not participating in the program or to state averages. The NV- SCSEL was developed, validated, and aligned over time by a reputable survey development group. The NV-SCSEL may be an option for implementing a statewide climate survey.

The influence of the SWxS program is likely not best measured by standard academic outcome indicators, such as performance on standardized exams or even graduation rates. The SWxS program logic model identifies indicators of success that are more closely tied to the activities of the program. However, at present the measurement of these variables is imperfect, absent, or inconsistent. For example, the increase in reported bullying incidents over the past several years may be due to success of the SWxS program in increasing student knowledge of resources for reporting bullying and educator awareness of the signs of bullying (expected short term outcomes of the program). In this case, the actual number of bullying incidents may not have changed or even could have declined, but increases could have come in reporting. Alternatively, the increases in reported bullying incidents may be reflective of increases in actual bullying behavior, which could signify a growing need that can't be met by the current program as enacted, or even the failure of the program. The totality of the findings do not suggest programmatic failure, but more exact data sources that are collected statewide are needed for making responsive programmatic decisions.

- b) **Expand Program Reach.** Expanded funding to increase services to schools that were desirous of SWxS funding is recommended. According to the State Program Office, nearly 200 new schools applied for funding in 2017-18 but were unable to utilize the program due to flat funding levels. Continued attention to school size, student need, and planned services when making allocation decisions will help ensure that the funding is maximized.
- c) **Leverage New Data for Future Program Changes.** The services provided at the school-level by SWxS professionals was beyond the scope of this evaluation. The program is intended to provide services and programming that will benefit all students (Tier 1 services), however, there is some indication through the climate survey data and behavioral data that whole school change may not yet have occurred. However, declines

in transiency and educator perception data suggest positive change. The inconsistent findings are plausibly related to how the SWxS program is being utilized in different locations. Survey data and interviews with program leads suggest that at some schools, SWxS are tasked with assisting students and families that are in crises (Tier III). This level of intervention is helpful to educators by providing resources for assisting students with acute needs, leaving more time for classroom instruction, and are likely helpful for keeping in school students that are facing acute needs. The collection of new data in the form of service utilization, which was recently rolled out by the State Program Leads, should provide insight into the nature of services provided and percent of time spent on different intervention tiers. Further, there is indication from the educator surveys that the nature of the services provided may differ at different schooling levels. This type of insight is important for making programmatic changes and for understanding reasonable levels of change in indicators.

- d) **Continued Strong Levels of State Support.** In the 2018 Preliminary Evaluation Report (Buckendahl et al., 2018), the evaluation team indicated that the State program office had been responsive to the recommendations offered in the previous evaluation cycle. The findings from the preliminary report are worth repeating and are directly restated in the following section: “The state also conducted a survey of SWxS funded professionals at the end of the 2016-17 academic year that yielded similar themes to those identified in the evaluation. Based on this combined set of information, the State took specific actions. The State created a series of documents that are hosted on a Trello site (private document sharing site) and can be accessed by all SWxS involved schools and district support personnel. These include, but are not limited to, (a) a Standard Award Guide, (b) a Standard Practice Guide, (c) a Scope of Practice Chart, (d) Standardized FERPA and HIPAA guidance training, and (e) additional resources, such as list of common school-based acronyms that might assist SW who are new to the school setting, and lists of community resources by district. The State also implemented new data capture systems to help identify service delivery and implemented new data crosswalk sessions to help districts and schools align climate data and academic data sources for school improvement planning. Finally, in response to concerns about workforce, there has been an increase in partnerships to support training of appropriate personnel while also enabling services to expand during a flat funding period. These partnerships included adding 45 Masters of Social Work (MSW) interns in Clark County and 9 practicum students from the University of Nevada Reno to serve counties in the northern portion of the state.”

The responsiveness and continued guidance by the State program office to districts and schools through the provision of guidance documents, practice guides, school safety resources, and formative data on which to base decisions, is a critical aspect of the success potential of the SWxS program. Schools in different regions of the State face distinct challenges in meeting diverse needs of students and families. Further, the specific services of the SWxS program are multi-tiered in nature and significant

variation in the services and roles of the SWxS by school are the expected depending on the school needs. In many cases, SWxS professionals introduce services that were unknown or minimal in schools. In other cases, educators did not see any impact on the school beyond a small group of students. Social workers face the challenge of creating a change in culture and helping the community learn about socioemotional aspects of development and education. If the demand for more critical or acute need is high at school sites, social workers may struggle to work with other educators on more broad initiatives. These challenges and factors provide a reasonable rationale for a long implementation timeline before which reasonable change in indicators may be expected. Continued intensive support for thinking about different possible models and types of service delivery will be important during the extended implementation period.

## **Nevada Ready 21**

The purpose of the NR21 program is to provide students access to a connected portable device and to skilled educators who value personalized student-centered learning. This includes professional development for educators to grow in these areas. The initial focus is on middle school students and their transition to high school. The primary goals were about changing the educational experience for students to include more emphasis on 21<sup>st</sup> century skills, self-directed learning, and engagement.

**We recommend continuation of this program for several reasons.** First, we feel the implementation of the NR21 program followed the proposed model for school selection, technology equipment and supply, and resource allocation to maximize the impact of devices on the learning environment (e.g., software, coaches). The survey findings indicated that as teachers receive more professional development opportunities, they share ideas and grow in their own abilities to integrate technology into instruction, create assignments, monitor student programs, and provide student feedback.

Second, students show increased motivation (based on teacher and administrator reports), more control of their own learning, and increased engagement in 21<sup>st</sup> century skills. One example of this is growth observed in students' information and technology literacy. Students are now comfortable working online, communicating with their teacher online, and researching information online. This enables students to function well in similar environments in high school and beyond. As another example of 21<sup>st</sup> century skill development, students are now engaged in more self-directed learning where they utilize the resources they need for knowledge, while the teacher serves as more of a facilitator.

Although at first glance this could appear that teachers are devalued, the truth is very different. Teachers are now able to focus their time on providing students with individualized instruction by monitoring students' activities and progress, assessing their strengths and where they need to grow, and creating specific assignments that will help the achieve their goal in a way that maximizes their motivation to learn. With increased student motivation and engagement, students also have the opportunity to be more creative in how they approach classroom work and engage in more critical

thinking and problem-solving tasks. Both teachers and administrators reported that the NR21 program (tools and technologies) increased students' ability to collaborate/work in teams.

Third, there is evidence that the program enables teachers to successfully integrate tools and technology in their classroom allowing them to become more effective in reaching students and efficient with their time. Teachers and administrators underscored the importance of the program coaches to the overall success of this integration. The coaches not only provided instruction and guidance, but were available for help during the integration, provided suggestions for improvement of practices, and facilitated the sharing of ideas and collaboration among teachers.

Fourth, families of students are becoming increasingly more comfortable with their students' online presence. This program has included a number of safeguards to ensure students are acting responsibly online. Measures taken by teachers and administrators when students misbehave online often involve parents and guardians so that they are aware of the improper behavior, the consequences, and can be involved in helping to improve their students' behavior.

To date, there is limited empirical evidence of program impact on student achievement (i.e., test scores) – although some teachers indicated they would expect NR21 to have an impact (via the survey ratings), the evidence is not yet there in the statewide assessment data. However, this also may be due to the lack of a clear contrast group (as we don't know which schools are operating in a 1:1 environment, but not NR21 funded).

In sum, we recommend continuation of the NR21 program for the reasons provided above despite the limited observable impact on the student achievement based on current measures. In addition, we encourage Nevada to think about how the state can support schools who are transitioning out of the NR21 program to continue this type of integration and how other schools (including those high schools aligned to the NR21 middle schools) could also work towards integration of these resources. The funding for this type of endeavor is quite extensive but a change in this direction does represent a fundamental shift to align students' learning environment with many aspects of the real world.

## Great Teaching and Leading Fund

The Great Teaching and Leading Fund provides professional development for educators that then increases capacity for positively impacting student outcomes. **We recommend continuation of funding for this program** because:

- Implementation has improved from the initial launch and been successful based on the intent to provide professional development opportunities for educators across the state
- The program has been meeting the goals of the program with respect to teachers and administrators with an extension to secondary and post-secondary students as part of building an educator pipeline
  - o Identifying and recruiting students earlier in the education process has the potential to create longer term success in finding teacher candidates who will be more likely to remain in the profession.

- Supporting in-service educators with maintaining and developing knowledge and skills in areas that are changing for students and classrooms. The need to adapt to these changing environments is a skill set needed for an evolving economy. This is something that benefits educators and students.
- The focus on evidence-based practice has been another improvement in the selection of proposals as well as the implementation of the program. This foundation provides greater opportunities for the program activities to succeed have the intended impact.

Because of the breadth of the direct and residual impact of the program, it is difficult to directly attribute increases in student achievement to the implementation of the program. Similarly, because some of the teacher pipeline development efforts are relatively new, opportunities to see the effects of this support will be a few years away. However, the continued support for building capacity among educators is essential for the related goals of recruitment and retention of educators along with effective classroom performance.

## Next Steps

Similar to the initial evaluation of these programs, we acknowledge that the evaluation design had limitations including:

- *Access*: Evidence collection and analyses were limited to documentation and data available through the state, districts, schools, and related documents; and
- *Availability of student achievement and behavior data*: Although most programs had statewide data, some programs are implemented more at the district or school level which makes data analysis and interpretation more contextual.

Our evaluation focused on the outcomes of the programs as determined by the logic models designed for each one. In some cases, these data were based on relatively shorter-term data recognizing the more longitudinal expectations for the program that will become more evident over a longer period of time.

Although some indicators are unique to the respective program, some of the indicators that apply across multiple programs include:

- Impact on academic achievement and growth.
- Comparisons of program participants with non-participants.
- Impact on types and rates of documented disciplinary incidents.

Indicators that are common across programs are useful for considering the relative effectiveness of different programs for meeting state objectives. The indicator evaluation activities suggested other possible common outcomes that spanned a range of programs, including school climate.

Designing an evaluation plan that addresses longer-term needs requires consideration of qualitative and quantitative data. Because many of these programs are still in the relatively early phases of implementation, evidence currently available is more preliminary in nature. These qualitative data sources are critical in providing evidence about stakeholder experiences with the programs,

identification of factors that may facilitate or inhibit implementation, and describe contextualized implementation that leads to innovation.

The programs in this evaluation represent continuing investment in important educational needs of students in Nevada. The emphasis among these programs on literacy, socioemotional support, and opportunities for innovation suggest reasonable investments in that can positively impact Nevada's education system and economic opportunities.

Next, as evidenced by the observations of the evaluation team and consistent input from stakeholders, there is a need for additional integration of the program characteristics into the academic culture of schools in Nevada. There has been good progress to date and we anticipate that these trends will continue with continued support.

Finally, the emphasis on accountability of public funds is encouraging as evidence of good stewardship. This is commendable and is a positive statement for the leadership and implementation of these programs in the Department of Education.

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## Appendix A: Project Team

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