



2022 Annual Report

Submitted by the Department of Education

January 31, 2023

This report to the Governor and 2023 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 2022 only. It provides direct links to activities and information from 2022 and applicable school years. For the most recent accountability and assessment data—including enrollment, student performance by population, school improvement ratings, or reports of incidents of discipline—please visit [The Nevada Report Card](#). 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 [Statewide Plan for the Improvement of Pupils \(STIP\)](#).

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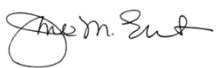
Dear Reader:

Pursuant to [NRS 385.230](#), the Nevada Department of Education (NDE) prepares an annual appraisal of its efforts that year to lead, guide, and support the educational welfare of the P-12 system of public education in Nevada. At the close of each calendar year, the NDE prepares and provides a report describing the successes and challenges for NDE. The term “challenges” refers to areas of emerging or needed improvement for NDE. This yearly appraisal relies on NDE’s State Plan for the Improvement of Pupils (STIP) as a frame of reference. Broadly stated, the intent of this report is to inform state legislative efforts to promote academic excellence and educational equity in public schools. In recent years, this report has aimed to shed light on how -- and how well -- state efforts to implement the Pupil-Centered Funding Plan are contributing to improved services and support for student educational progress. Because everything is understood in context, some preliminary remarks will provide useful and necessary backdrop for the report that is enclosed.

As the 82nd Legislative Session gets underway in the Silver State, Nevadans are emerging from three years spent combating a public health challenge of unprecedented proportions. Despite that, one clear lesson has emerged. Success in overcoming this challenge required a whole of society effort. Looking back on the last three years reveals that Nevadans— once again – demonstrated that by pulling together Nevadans can rise to any occasion.

Looking ahead, citizens throughout the state are encouraged by the open and enthusiastic support for public education displayed by Governor Joe Lombardo. While there are many areas that might benefit from efforts by the Governor’s Office, early indications suggest that the Governor’s Office may focus especially on workforce development, school choice, student and staff safety, and funding for essential programs. The staff of the Nevada Department of Education welcome and appreciate the interest, leadership, support, and guidance that elected officials provide for public education in Nevada.

Respectfully submitted,



Jhone M. Ebert
State Superintendent for Public Instruction
Nevada Department of Education

Annual Reports of Accountability

The Nevada Department of Education (also referred to as the Department and NDE) prepares and makes available three primary sources of demographic and performance accountability data:

- [The Nevada Report Card](#) serves as Nevada's annual report of accountability and complies with state and federal law with the collection and reporting of data and accountability. The Nevada Report Card provides State, district, and school level reporting data to the public in a user-friendly format in both English and Spanish. Information found with the Nevada Report Card includes student achievement data, school rating information, high school graduation rates, student-teacher ratios, educator qualifications, school discipline data, student enrollment data, and much more. [Information manuals](#), [FAQs](#), and [Accountability Terminology](#) are extra resources provided to data consumers through the Nevada Report Card.
- The [Nevada School Performance Framework \(NSPF\)](#) is an annual summary of school performance data. The NSPF meets State and Federal policy requirements and provides each school level a unique rating system. School performance ratings can be found through the Nevada Report Card website.
- The [Nevada Growth Model](#) compares schools within the state and within a specified Nevada district using the Median Growth Percentile (MGP), percentage of students that are proficient, and percent of students meeting their Adequate Growth Percentiles (AGPs) on the state's mathematics, English Language Arts (ELA), and English Language Proficiency assessments. MGPs are determined by identifying the median Student Growth Percentiles (SGPs) for the students at a school. The MGP for each school is the measure used for school accountability.

Status of P-12 Public Education

There are currently several successes and challenges to examine when considering the status of P-12 public education in Nevada.

Successes

Public-Private Partnerships: ConnectingKids NV represents the successful creation and implementation of a public-private partnership that made Nevada the first state in the nation to provide all students with access to a device and internet connectivity. Extending this support to all 17 school districts in Nevada and the State Public Charter School Authority (SPCSA) put distance learning within the reach of every public-school student in Nevada. This support was vital to students and their families because Nevada schools were called upon to shift from in-person instruction to remote learning during the onset and height of the COVID-19 outbreak. This work was chaired by Jim Murren, former CEO of MGM and Elaine Wynn, former President of the Nevada State Board of Education (SBE).

Additionally, the Department is engaged in a multi-year partnership with Nevada Gold Mines, operated by Barrick Gold Corporation (NYSE: GOLD) (TSX: ABX), and Discovery Education, the worldwide edtech leader whose state-of-the-art digital platform supports both remote and in-person learning. This partnership, which includes a \$2.2 million investment from Nevada Gold Mines, ensures the state's teachers and students continued access to high-quality digital resources through the Discovery Education's

K-12 platform. Connecting educators to a vast collection of high-quality, standards-aligned content, ready-to-use digital lessons, intuitive quiz and activity creation tools, and professional learning resources, Discovery Education's K-12 platform provides educators an enhanced learning platform that facilitates engaging, daily instruction in any learning environment.

Pupil-Centered Funding Plan: The legislature overhauled the state's 52+ year-old public-school finance system and replaced it with a pupil-centered funding formula in 2019. This modernization made the distribution of existing state education funds more transparent and equitable between school districts and charter schools in Nevada. The new formula provides greater flexibility to each school district and charter school to invest funding with greater autonomy that allows them to meet the needs of every student. The Department worked with subject matter experts to produce a working model, facilitated the review of the legislation and development of recommendations by the Commission on School Funding, and successfully distributed \$4.8 billion dollars in consolidated funding to school districts and charter schools.

Teacher Recruitment and Retention: The Nevada Department of Education is proud to have improved teacher recruitment and retention by incentivizing teacher pathways, forging effective public-private partnerships, and improving student outcomes. The Department is drafting a bill to update the [Teach Nevada Scholarship](#) language allowing pre-service teachers additional pathways to qualify for this scholarship and providing more flexible ways to pay for tuition and student teaching stipends. In addition, the Department continues to grow Nevada's educator workforce with the Incentivizing Pathways to Teaching (IPT) Grant Program that provides stipends to support pre-service educators as they complete coursework or student teaching. The grant program has the funding to support 3,840 pre-service educators in two different forms. There are 2,000 student teaching stipends of \$8,400 and 1,840 tuition assistance stipends of \$2,000. As of January 2023, 2,057 students have received student teaching stipends and 1,382 tuition reimbursements have been awarded.

Graduation Rates: Despite challenges posted by the COVID-19 pandemic, the statewide graduation rate increased for the Class of 2022. The graduation rate for the Class of 2022 rose to 81.7%, up from 81.3% the year before. The latest numbers add evidence that the hard work and investments the Nevada Department of Education are implementing are having an impact, and education in Nevada is overcoming pandemic challenges. The Nevada Department of Education has made several investments using state and federal funds that have been particularly impactful. Nevada's Coronavirus State and Local Fiscal Recovery Funds appropriated \$200 million dollars to the Nevada Department of Education to administer as grants to school districts. These funds are specifically meant to accelerate learning following the COVID-19 Pandemic and include, but are not limited to, tutoring, summer school, afterschool programs, and other extended learning and enrichment programs. NDE is investing \$20 million of ARP ESSER state-level funds to further learning acceleration with evidence-based summer learning opportunities and comprehensive after-school programs. The Department is also investing more than \$11 million dollars for College and Career Readiness (CCR) Support Programs that engage students in opportunities that prepare them for their future success. The Department presented a [comprehensive report on graduation data for the 2021-22 school year](#) to the State Board of Education on January 12, 2023.

Challenges

Teacher Licensure Timeline: Between April and September of each year, the number of applications for teacher licensure increases significantly. Most of these applications require a background check, which increases the workload on the Department of Safety (DPS). Background checks can take anywhere from four to eight weeks or longer during this very busy season. The Department's processing time usually runs

about three to six weeks. This means that there can be hundreds of applications that have been approved by the NDE but are pending the completion of the background checks. The 2021 Legislature allocated funds to modernize the background check process. Phase one will be completed in October 2023, but additional support is still needed for future success.

System of Accountability: The existing system of educational accountability for P-12 (pre-kindergarten through 12th grade) schools and school districts needs revamping so that it is more credible and useful to staff, families, and the public. The current system relies largely on data that school districts are required to provide under existing State and Federal laws. Public reports on the performance of schools are found in [The Nevada Report Card](#), the [Nevada School Performance Framework \(NSPF\)](#), and in the results from the [Nevada Growth Model](#). As prescribed by State law, the evaluation of licensed staff takes place within the confines of a Nevada Educator Performance Framework. In part, staff-level results on the Framework are tied to student performance.

Funding: The funding of Nevada's schools continues to be sub-optimal. According to the [2022 Making the Grade](#) report, Nevada is the only state to receive an "F" in all three areas: funding level, funding distribution, and funding effort. The Commission on School Funding released their recommendations in November 2022. According to their [Final Report](#), Nevada's per pupil spending for the 2020 fiscal year was \$9,548. The national average was \$13,489. The final recommendation from the Commission is \$14,337 per pupil.

Statewide Plan for the Improvement of Pupils

The [Statewide Plan for the Improvement of Pupils \(STIP\)](#) was developed in 2020 and outlines the Department's 5-year strategic plan to improve the achievement of students enrolled in public schools across Nevada. While developing the plan, the Department visited all of Nevada's 17 school districts, reviewed accountability and achievement data, and analyzed common issues facing schools, districts, educators, students, and families. Long-term strategies were developed to include evidence-based approaches to improve academic achievement and address topics such as literacy, English language skills, school discipline, attendance, curriculum, assessments, instructional practices, professional learning, access to technology, graduation, and allocation of resources. The State Board of Education must update and submit the plan by March 31, of each year.

- The [2021 STIP Addendum](#) provides updated data and analysis for the Equity Strategy associated with each of the six STIP goals.
- The [2022 STIP Addendum](#), presented to the State Board of Education on March 17, 2022, provides updated data and analysis for the Equity Strategy associated with each of the six STIP goals.
- A report on the [most recent progress made toward achieving the Success Strategies of the STIP](#) was presented to the State Board of Education on January 12, 2023.

Vision and Mission

The Department of Education and the State Board of Education work together to support education in Nevada. The relationship between the purpose, expectations, and goals of each group, as illustrated in Figure 1 on page 7.

The Department's vision and mission statements reflect not only the goal of college and career readiness for all students but also the agency's role as a support institution for students, educators, families, and other constituents in the educational field.

Vision Statement: All Nevadans are ready for success in a global 21st century.

Mission Statement: Improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

The Nevada State Board of Education acts as the North Star of the Nevada education system, developing the vision and policy goals for student achievement. The Board sets policy standards to ensure that all students receive equal and equitable access to a high-quality education in a safe, respectful, and culturally responsive environment. They review and approve program outcomes, achievement data, assessments, opportunity gaps, and more to ensure students have the tools they need to graduate career-ready and globally prepared.

The State Board of Education is composed of eleven members; four members are elected from the four congressional districts in Nevada, and seven members are appointed. The Board is authorized under Nevada Revised Statute ([NRS 385.021](#)).

State Board of Education Vision: All Nevada students are equipped and feel empowered to attain their vision of success.

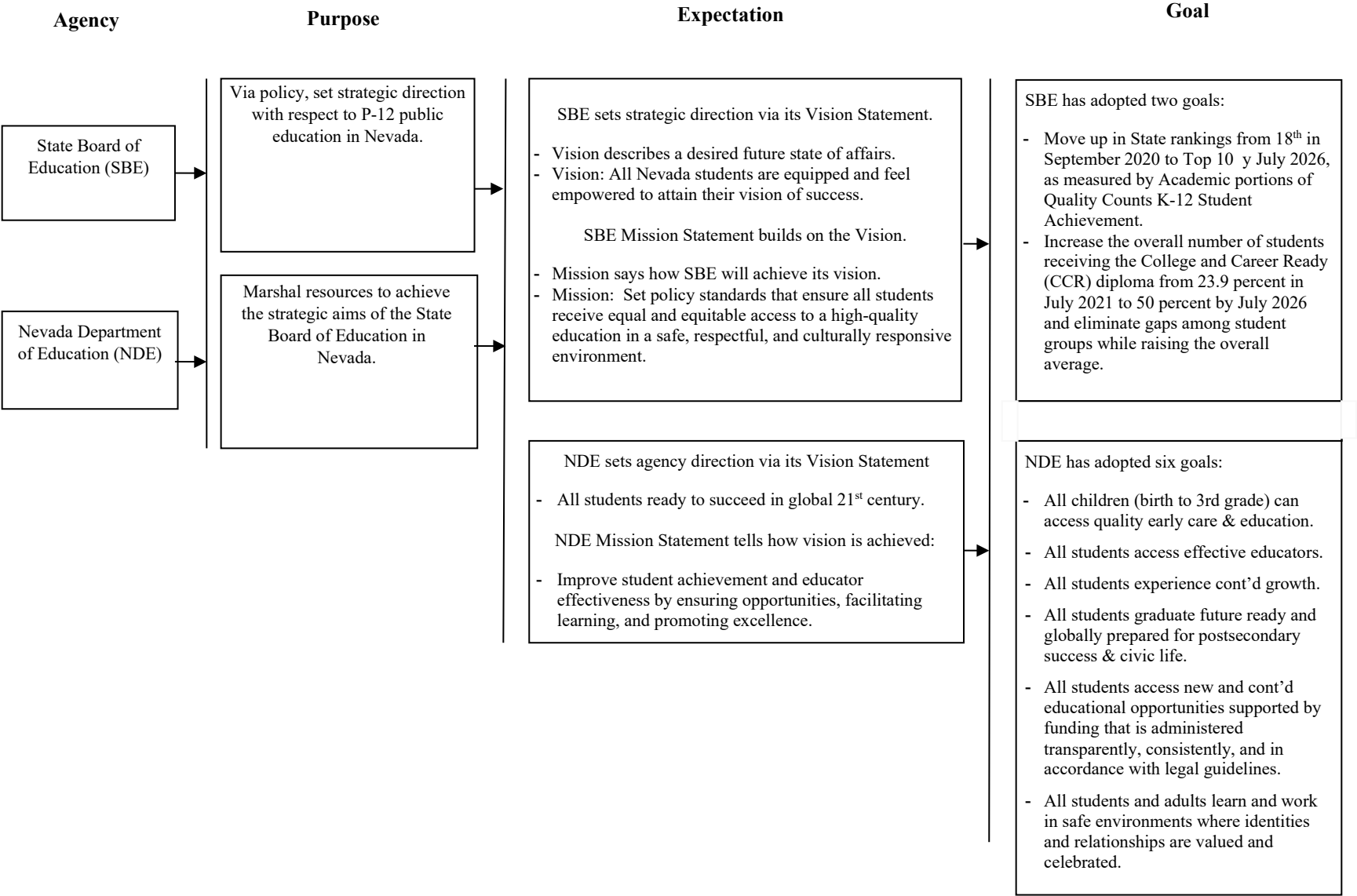
State Board of Education Mission: Set policy standards that ensure all students receive equal and equitable access to a high-quality education in a safe, respectful, and culturally responsive environment.

The STIP document 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.

Values:

- **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 their zip code, district, or setting.
- **Success:** Lead the nation in the excellence and rigor of our standards, assessments, and outcomes for students and educators
- **Inclusivity:** Learners are served in their least restrictive environment in culturally responsive and sustaining 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, schools, and communities are served through efficient and effective use of public funds and fulfillment of statutory responsibilities.

Figure 1: How the State Board of Education and the Nevada Department of Education Work in Tandem to Lead, Guide, and Support P-12



Goals and Benchmarks

The Nevada Department of Education set out to achieve six goals in 2020 to achieve by 2025. The goals focus on Nevada's children and students. The word "all" is in every Goal. "All" means regardless of age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status. The Goals express our commitment to the well-being of every student. No matter who you are or where you go to school, the Nevada Department of Education supports your success.

- 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.

These six goals of the Department align closely with the goals set by the State Board of Education:

SBE Goal 1

From Top 20 to Top 10: Move up in State rankings from 18th in September of 2020 to Top 10 by July 2026, as measured by the Academic portions of Quality Counts K-12 Student Achievement.

SBE Goal 2

50% of Students Achieve CCR Diploma: Increase the overall number of students receiving the College and Career Ready (CCR) diploma from 23.9% in July 2021 to 50% by July 2026 and eliminate gaps of student groups while raising the overall average.

The Nevada Department of Education works closely with the State Board of Education to gather resources and develop policy to best meet the educational needs of all students in the state of Nevada.

Career and Technical Education

Career and Technical Education (CTE) is an integral part of Nevada's education system so that all Nevada students are equipped and feel empowered to attain their vision of success. During the 2022-2023 school year, 77,049 students enrolled in secondary CTE Programs of Study, and 15,555 students enrolled in completer level courses. Over 50 CTE Program of Study standards were revised to improve access and opportunities for students to participate in CTE and increase alignment with Nevada's workforce needs. Eighteen teachers participated in externships with business and industry partners.

The Office of Career Readiness, Adult Learning, and Education Options (CRALEO) submitted the [Consolidated Annual Report for CTE for 2020-21](#) to the US Department of Education. This report provides detailed up to date information on CTE programs in Nevada. Additionally, the office submitted a report on [Work-based Learning and Industry-Recognized Credential Earners](#) to the State Board of Education on December 15, 2022. This report includes data around student participation in Work-based Learning (WBL) programs and student completion of industry credentials.

Standards and Examination

In 2010, the Council to Establish Academic Standards and the State Board of Education adopted the Nevada Academic Content Standards (NVACS) in English Language Arts and mathematics, based on the Common Core State Standards. The complete implementation of these standards, for both ELA and mathematics, was completed in the 2014-15 school year. In 2014 the Council to Establish Academic Standards and the State Board of Education adopted the NVACS in Science, based on the Next Generation Science Standards, and in World Languages.

More recently, Nevada education stakeholders collaborated on revising the NVACS in Social Studies in 2018 and in Health in 2020. In 2019 Nevada adopted the first set of NVACS in Computer Science and Integrated Technology. As local districts complete the alignment of their curriculum and increase opportunities for training to deliver instruction in the new standards, the Department will partner with districts and professional learning program providers to continue to provide technical support and additional services and resources for our new blended learning opportunities.

Nevada has continued to demonstrate significant leadership in embracing an innovative agenda to adopt and implement college and career readiness standards, with an aligned strategy that will transition public schools to a more complete and integrated approach for instruction and successful pathways for our students. The Nevada Academic Content Standards serve as expectations for what students should know and be able to do by the end of each school year. The standards serve as a model for effective teaching and learning by informing educators what the foundational outcomes of a course of study should be. Setting high standards ensures all students will be college and career ready upon graduation from high school.

The Department's goal is a fully aligned program of internationally benchmarked standards and high-quality assessments that will help ensure that Nevada students are receiving an education that is appropriate to the 21st century and will help guarantee their ultimate success in college and/or careers.

There have certainly been significant challenges and changes to standards and assessments in Nevada in the past several years. After the pause of accountability and assessments provided by the US Department of Education during the COVID-19 pandemic, there were changes reported in student performance and proficiency, but the Department remains steadfast in the belief that we are establishing a new and more relevant baseline of accountability data and levels of student achievement.

The Department is working hard to reimagine the future of assessments in Nevada. A [current assessment schedule](#) is available on the Department's website. Currently, students currently take several P-12 assessments:

- Smarter Balanced Assessment (SBAC) in English Language Arts and Mathematics in grades 3-8 and a science examination in grades 5, 8, and during one year of high school
- The ACT serves as the College & Career Readiness Assessment in English, Mathematics, Reading, Science, & Writing

- The BRIGANCE Early Childhood Screen III functions as an intake and diagnostic screener for Read by Grade 3 and Literacy Readiness
- Measures of Academic Progress (MAP) Growth Reading in grades K-3 for early literacy and Read by Grade 3 progress monitoring
- End of Course Exams in several high school courses serve to measure skills and content from aligned courses. The Department is working to phase these out with [SB9](#).

The [Nevada P-20 to Workforce Research Data System](#) (NPWR) is a powerful research tool that is helping to provide data-driven policy solutions to build Nevada's future. [NPWR's Reports](#) include Career and Technical Education: Concentrator Graduates Report and College Readiness by Diploma Type.

Effective Teachers and Leaders

The Office of Educator Development, Licensure, and Family Engagement (EDLiFE) within the Department of Education sustains several efforts for the recruitment and retention of the teachers within Nevada.

Recruitment and Retention

The Department recognizes the critical role a teacher plays in a student's education and offers several recruitment and retention initiatives including the [Teach Nevada Scholarship](#), the [Incentivizing Pathways to Teaching Grant](#), and other federal and state teacher recruitment grants. The Nevada Department of Education, in partnership with Governor Sisolak and the Nevada Legislature, allocated \$8 million in federal relief funding to champion the efforts of educators as they work to support the social, emotional, and mental well-being of students and find creative ways to address the impacts of interrupted learning through the [DonorsChoose Partnership](#). Nevada was the first state in the U.S. to directly invest in educator requests on DonorsChoose using federal relief funding. The Department also implemented a student-teacher pathway for paraprofessionals to complete while remaining employed. Furthermore, the Nevada Department of Education published a statewide Family Engagement Framework and played a critical role in the Teacher Recruitment and Retention Advisory Task Force's recommendations to the Joint Interim Standing Committee on Education.

During the 2022 calendar year, the Office of Educator Development, Licensure, and Family Engagement gave several presentations to the State Board of Education and the Joint Interim Standing Committee on Education to provide important updates around teacher recruitment and retention.

- A [presentation](#) on current funding regarding the [Teach Nevada Scholarship Award](#) was presented to the State Board of Education on November 3, 2022.
- [Information and discussion](#) about the work of the [Commission on Professional Standards](#) was presented to the State Board of Education on September 1, 2022.
- [Information and discussion](#) regarding Nevada's educator recruitment needs and efforts was shared with the State Board of Education on April 21, 2022.
- [Supports for the recruitment and retention of Nevada educators](#) was also shared with the State Board of Education on April 21, 2022.
- A [presentation on educational staff recruitment and retention](#) programs and initiative was shared with the Joint Interim Standing Committee on Education on May 18, 2022.

Nevada Educator Performance Framework

In 2011, Nevada's legislators passed [AB222](#), which created the Teachers and Leaders Council (TLC) and required the State Board of Education to establish a statewide performance evaluation system for teachers and building level administrators based upon recommendations from the TLC. It also mandated that the evaluation system rate educators as highly effective, effective, minimally effective, or ineffective, and that student achievement data from statewide assessments is used to determine educator effectiveness ratings. This system is now known as the [Nevada Educator Performance Framework \(NEPF\)](#).

The passage of [SB407](#) during the 2013 legislative session made additional changes to the NEPF including, but not limited to, providing for a validation study of the system and revising policies for educator evaluations during the transition to the statewide performance evaluation system.

During the 2015 legislative session, the passage of [AB447](#) made changes to NRS 391. Revisions included adjustments to the timeline for implementation and the required percentage of student achievement data for the Student Outcomes portion of the NEPF. Changes were also made to the number of required evaluations and observations of probationary and post-probationary educators; and the SBE and TLC were given additional tasks regarding recommendations for educational personnel to be evaluated using the NEPF.

During the 2017 legislative session, the passage of [AB320](#) impacted NRS 391 regarding the evaluation of teachers and school administrators. Those revisions include changes to the student performance measures/Student Learning Goals (SLGs), specifically removing statewide performance measures. In alignment with this change, the Department worked with districts, the TLC, and other subject matter experts to provide a list of assessments to schools and districts to measure progress towards SLGs. The State Board of Education and the Department were given additional tasks concerning annual review and monitoring of NEPF data and implementation efforts statewide.

During the 2019 legislative session, the passage of [SB475](#) revised Chapter 391 of the NRS. These changes include, but are not limited to, the evaluation of other licensed educational personnel, the reduction of the Student Outcomes Domain weight from 40 to 15 percent, and revisions regarding the impact of the rating of Developing for probationary and post-probationary employees.

During the 2021 legislative session, the passage of [AB57](#) and [AB266](#) changed Chapter 391 of NRS. These changes include the reduction of the Student Performance Domain (SLG) weight from 15% to 0% for the 2021-22 school year (returns to 15% for the 2022-23 school year) and a class size adjustment on select indicators for non-probationary, effective or highly effective teachers who teach classes with per pupil counts above those recommended by the State Board of Education.

A [presentation on current data regarding the Nevada Educator Performance Framework](#) was given to the State Board of Education on November 3, 2022. The presentation provided information about summative teacher evaluation ratings and teacher survey data from the 2021-22 school year regarding the NSPF.

Automated System of Accountability

The Student Accountability Information Network (SAIN) is used by the Department to collect, store and report information relating to students and schools in Nevada. Without this information, the Department would be unable to meet State and Federal reporting requirements, publish the Nevada Report Card, the Nevada Growth Model, and the Nevada School Performance Framework.

Infinite Campus is a student information system (SIS) used to manage student information from pre-K to graduation. Nevada moved to a single statewide SIS in 2015. The statewide system consists of 63 District Editions in use by each district and charter school and a State Edition used by the Department of Education. Each district version serves as a student information management system which sends a subset of data to the state for federal and State reporting requirements. Districts pay for and maintain their own systems. The State maintains and supports the state system, statewide custom development, and statewide add on products.

Infinite Campus is the foundation of the Student Accountability of Information Network and includes data such as school information, student name, address, contact information, household, demographics, special populations, enrollment (school and courses), calendars, attendance, grades, assessments, behavior, program eligibility, immunizations, at risk indicators and other school/student information required to report.

During the COVID-19 pandemic, the Department purchased four statewide add-on products to improve remote learning, add additional data elements to better identify student's performance, provide tools to schools and teachers to improve instruction, and to support the new Pupil-Centered Funding Model.

- Campus Learning is essential for improving remote instruction, tracking student's on-line performance, and communicating with students outside the classroom. Campus Learning integrates third party Learning Management Systems (LMS), also purchased during the pandemic. Teachers can assign digital lessons, monitor student's on-line activities, pass graded assignments back from LMSs directly into the Campus Grade Book and track student progress. Students can see their assignments, request on-line help, submit completed assignments, monitor their grades, and interact with their peers.
- Campus Analytics was purchased to serve as an early warning indicator for students falling behind due to multiple factors that are analyzed and re-calculated daily for each student. Campus Analytics uses over 60 data points to analyze students and assign a Grad Score. The Grad Score indicates how likely the student is to graduate on time with their 12-year cohort. Campus Analytics is used to identify the "at-risk" population of students to receive special funding through the Pupil-Centered Funding Model.
- Campus Workflow was provided to help districts and schools automate routine process in Campus to reduce administration time and improve data quality.
- Campus On-Line Registration Prime was purchased to improve and automate the registration process and to collect additional customized information from parents during the registration process.

Infinite Campus in Nevada is governed by the Infinite Campus Governance Board. The board consists of representatives from the Department and each school district in Nevada. The Board has developed certain data standards necessary to collect and report data consistently across the state. The Board receives and approves recommendations for statewide customizations within Campus, works with Campus support to ensure product continuity and to establish requirements and processes for new data collections and features necessary to accommodate changes in education policies and laws.

Lowest Performing Schools

The Every Student Succeeds Act (ESSA) allows states the authority and flexibility to set policies, create timelines for progress, and develop school improvement plans that meet the needs of its students. ESSA offers a favorable change from the “one size fits all” approach to school improvement by providing more flexibility in designating and the reporting school performance. Schools can be designated as in need of support. One designation is Comprehensive Support and Improvement (CSI) schools, which in Nevada are:

- The lowest performing five percent of schools based on an adjusted Nevada School Performance Framework index score
- All one-star schools on the Rising Stars List
- High schools with a four-year adjusted cohort graduation rate below 67%

During their designation year, a school must work with their Local Education Agency (LEA) to create a CSI plan or School Improvement Plan (SPP) to improve student performance. They then have three years to implement this plan. Schools designated as CSI are eligible to receive federal funds to assist in implementing their improvement plans. At the end of this period, the school is evaluated for exit. To exit CSI, a school must achieve a rating of three stars or greater and improve their index score in each of the most recent three years. Additionally, a high school must have a 4-year graduation rate of at least 67% for the most recent two years.

A [list of schools](#) who have met the designation criteria is available online. To best support these schools, the Department provides a number of supports:

- From Fiscal Year (FY) 2018 through FY 2022, Federal Title I, Sec. 1003(a) funds allocated to the State of Nevada public schools totaled just under \$49.5 Million (\$9.1 million/year). These funds derive from Every Student Succeeds Act and are geared at improving student achievement instruction using evidence-based strategies. At the NDE level, these funds are geared at reducing barriers and providing operational flexibility for schools to implement CSI activities in addition to other lower-performing schools.
- Eleven vendors vetted for supplying evidence-based supports, are providing targeted support to CSI schools and/or LEAs throughout the state. There are three areas of focus in assisting CSI-designated schools and districts: 1) School Leadership, 2) Data-Driven/Informed Decision-Making, 3) Both – School Leadership and Data-Driven/Informed Decision-Making.
- UPD Consulting provided Continuous Improvement Process supports to NDE, school leaders and LEAs geared at improving annual School Performance Plans and District Performance Plans (DPPs).
- WestEd provided the following programs to NDE to enhance supports to lower-performing schools and LEAs:
 - More Rigorous Options – NDE supports for CSI-designated schools that would be going into their fifth year as a CSI school starting in SY 2023-24. The ESSA mandates these options.
 - School Transformation Series – Targets lower performing schools—especially those with a CSI designation—by offering monthly webinars that started in September 2022 and run through 2022-23. The series also offers expert, and peer supports geared at schools similar in demographics, geographic location, etc.
 - Resource Allocation Reviews – Addresses school level resource inequities that may be impacted by district and school-level budgeting.

The following figures depict CSI-designated schools' Index Scores from SY 2018-19 through SY 2021-22, excluding SY 2019-20 and SY 2020-21. The index scores are part of the [Nevada Report Card](#). The latter two school years are when NDE had a waiver from the U.S. Department of Education due to COVID-19's impact on student assessments.

Figure 2:

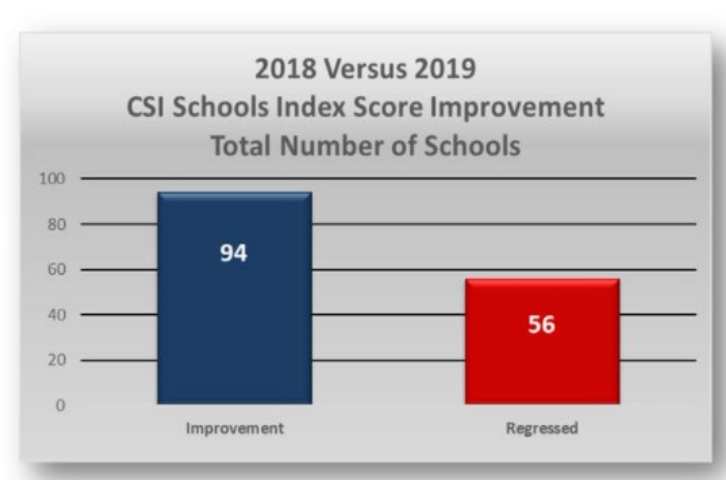


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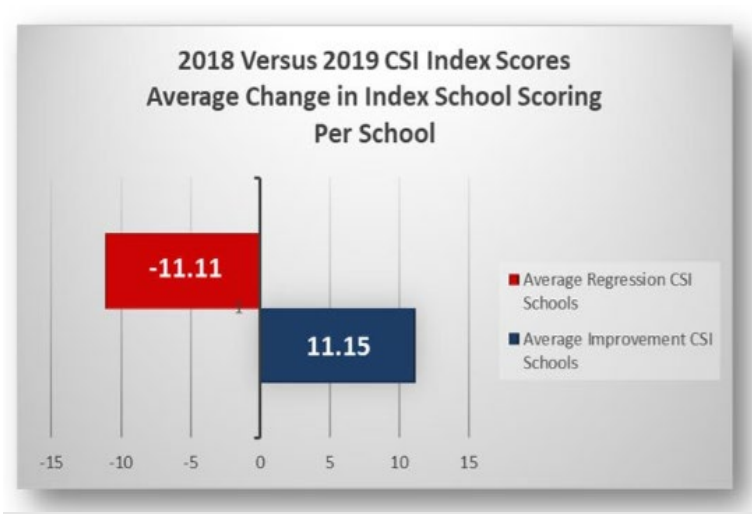


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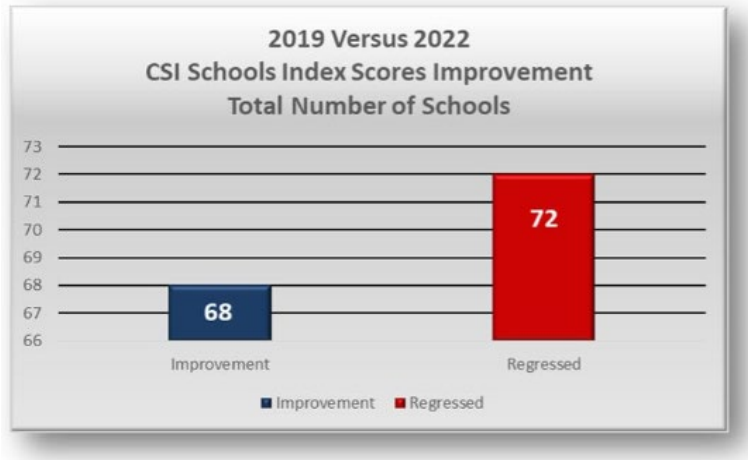
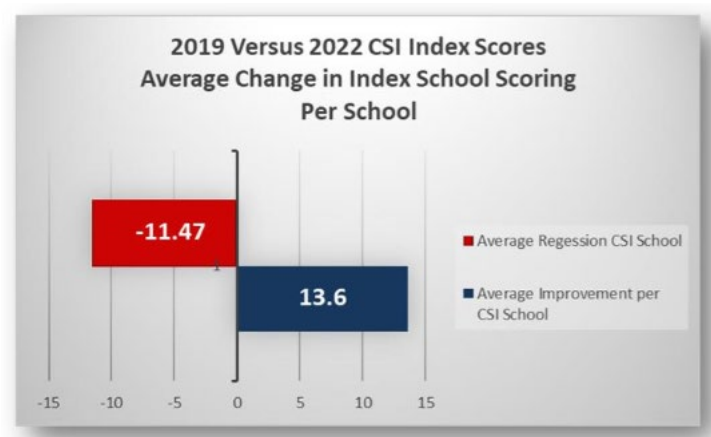


Figure 5:



Innovative Educational Programs

The Department oversees several innovative programs targeting the improvement of Nevada's diverse student population.

Title I Supports

The Department of Education provides direct support to schools and LEAs who receive Federal Title I and/or Title 1 Sec. 1003(a) funds. The supports listed below are geared at reducing barriers, providing operational flexibility, and enhancing student achievement:

- Monthly Title I Newsletter
- Monthly Title I office hours
- Biweekly CSI Team collaboration with District CSI leads
- Semi-annual Federal Titles Directors Meeting: NDE presentations and updates to Local Education Agencies

- Annual desktop monitoring to ensure districts and states are being good stewards of federal funds
- NDE's UNLV-vetted ESSA Evidence-Based Practices website for districts and schools to select providers of programs, strategies, and interventions that can enhance student achievement: [NDE's 2022 Evidence-Based Interventions Transformation List](#)

Project Achieve

Project Achieve is supported through a 2020 State Personnel Development Grant from the United States Department of Education's Office of Special Education Programs. Project Achieve is a collaborative effort between the Nevada Department of Education and the Carson City and Lyon County School Districts. Project Achieve seeks to improve the educational achievement of students with significant cognitive disabilities and increase their access to the general curriculum by supporting inclusive instructional practices.

Project Achieve provides professional learning opportunities in evidence-based instructional practices and curriculum for students with significant cognitive disabilities to teachers, support staff, instructional interventionists, and district administrators. This includes embedded instructional practices and other interventions to increase the inclusion of students with significant cognitive disabilities in general education settings. Project Achieve is developing data and progress monitoring systems and evaluative tools for use by participating schools. Project Achieve seeks to increase the performance of students with significant cognitive disabilities on the Nevada Alternate Assessment and show academic growth through the students' individualized education program (IEP) goals.

Career and Technical Education Paraprofessional Project

Nevada received \$1.65 million in American Rescue Plan Elementary and Secondary School Emergency Relief III (ARP ESSER III) funds to support districts and schools in ensuring equitable access to and successful outcomes from Career and Technical Education (CTE) for students in the most severely impacted special populations in the ongoing response to and recovery from COVID-19. The bulk of the funds are being used to scale the existing CTE Paraprofessional Special Project statewide, allowing local education agencies to hire 30 9-month paraprofessional positions (15 each year) for the 2022-2023 and 2023-2024 school years. The remaining funds have been used to develop professional learning modules for the paraprofessionals highlighting the lessons learned from the original rural and urban pilot project participants including CTE teachers, paraprofessionals, and special educators. The CTE paraprofessionals are currently collaborating with and supporting CTE teachers, providing direct support and interventions during CTE program instructional times for students in the most severely impacted subpopulations to increase successful outcomes. In addition, CTE paraprofessionals are communicating and collaborating between CTE and special population teachers/case managers/counselors (Special Education, English Language Learners, etc.) to ensure and that students are receiving necessary modifications, accommodations, supports, and interventions required for intentional and meaningful access to the CTE curriculum.

Assess, Plan, Teach

Finally, Assess, Plan, Teach (APT) is supported through a 2020 State Personnel Development Grant from the United States Department of Education's Office of Special Education Programs. APT is a partnership with CCSD, NVPEP and Nevada Department of Education with a goal of increasing the percentage of

Nevada's third grade students with disabilities who score proficient on the statewide reading assessment as well as to promote movement from self-contained classrooms to more inclusive settings. APT provides special and general education teachers opportunities to engage in professional learning that increase their capacity to teach literacy and gives them access to high quality coaching to help them feel confident and to demonstrate consistency in the use of the intervention

The APT framework provides professional learning opportunities in evidence-based instructional practices and curriculum for students in emerging literacy skills. This includes the assessment of literacy skills and use of curriculum designed to accelerate learning. Guided by a Leadership team of both LEA, State Education Association (SEA), and NV Pep representatives APT uses evaluative tools to measure the consistency of implementation as well as student progress and growth on statewide assessments.

The APT project started in 31 schools in the CCSD and has added an additional 8 schools in the past school year. It has an annual impact over 150 teachers and 1800 students. The implementation of APT schools promotes the idea that all students can learn and has changed the perception of what students with disabilities are able to achieve.

English Learner Support

From 2013-2021, the State Legislature provided approximately \$50 Million per year to support local education agencies with funding to provide services to support the English language development and academic achievement of English learners.

In 2021, the State Legislature shifted funding from the Zoom School program to the Pupil-Centered Funding Plan - English learner weighting formula. The approximately \$85 Million per year which are designed to provide approved Zoom activities to English learners across the state.

NDE committed approximately \$900,000 of ARP-ESSER Statewide Project Funds to support the English Learner Team to further develop and implement training related to Nevada's English Language Development Standards Framework. The goal of this initiative is to build capacity of classroom teachers to design and deliver quality instruction that ensures that English learners have equitable access to rigorous content that prepares them to be college and career ready.

Federal Title III funding (approximately \$7.5 Million per year) is used primarily to provide professional learning opportunities, supplement language instruction educational programs, and enhance parent and family engagement.

Migratory Children Support

Migrant Education is a federal program that receives approximately \$75,000 per year for supplemental statewide supports to students whose families move for purposes of agricultural employment who may or may not be English learners. Currently, Nevada has fewer than 100 migrant students which has decreased over the last several years. NDE continues to assist local education agencies in conducting recruitment and eligibility efforts to identify migratory students. Migrant Education helps to ensure that students have equitable access to services which address their educational needs. During the COVID-19 pandemic, many migratory students benefitted from receiving educational technology devices to use supplemental online language arts and math programs that address potential learning losses.

Corrective Actions

The Department of Education oversees Corrective Action Plans (CAPs) for both special education and the achievement of English Learner (EL) pupils.

Special Education Corrective Action

A Corrective Action Plan (CAP) is required to address noncompliance with federal and state special education laws found through the Department's facilitated review of records and policies/procedures/forms. CAPs are designed collaboratively between Local Education Agencies (LEA) and 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.

In the 2020-2021 SY, the Office of Inclusive Education (OIE) monitored five LEAs, initiating five CAPs. All five CAPs were completed and closed by December 2022. LEAs have one year from issuance of their district noncompliance report to correct to 100% compliance.

In the 2021-2022 SY, OIE monitored three different LEAs, initiating three CAPs. The LEAs have until July 2023 to provide evidence correcting all noncompliance.

Measures taken to ensure compliance:

- The Department requires a written CAP plans 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 within one year.
- The Department approves CAP in writing.
- The written CAP requires specific documents to be submitted for review of compliance.
- The Department provides follow up with districts when timelines and deadlines are not met.
- The Department 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

A CAP is required to address noncompliance found through an investigation of allegations of an LEA's noncompliance with federal and state special education laws and/or regulations in a filed State Complaint. The Nevada Department of Education 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. 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. Following a state complaint, LEAs have one year to complete a CAP and provide evidence of compliance.

2020-2021 SY CAPs Initiated and Active: 3
2020-2021 SY CAPs Completed and Closed: 4

2021-2022 SY CAPs Initiative and Active: 1
2021-2022 SY CAPs Completed and Closed: 4

Measures taken to ensure compliance:

- The Department requires a written CAP plans 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 within one year.
- The Department approves CAP in writing.
- The written CAP requires specific documents to be submitted for review of compliance.
- The Department provides follow up with districts when timelines and deadlines are not met.
- The Department 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

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 Constituent Concern Inspection (CCI) request. The CCI is not part of the federal requirements under the Individuals with Disabilities Education Act (IDEA), but it is part of Nevada statutes. Upon finding noncompliance, the Department 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.

2021-2022 SY Total CAPs: 0
2021-2022 SY Total CAPs: 0

Measures taken to ensure compliance:

- The Department 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.

Low Academic Achievement of English Learner CAPs

[NRS 388.408](#), Section 1 requires principals of public schools which demonstrate low academic achievement of English learner pupils to establish a corrective action plan. Specifically, the law states that based on the most recent annual report of the statewide system of accountability for public schools, schools rated in the lowest 30 percent of academic achievement for English learners are to fulfill the CAP requirement. Information about the process for determining schools, a list of CAP schools by district, and the CAP required components can be found on [Guidance Memorandum #22-07](#), which is available on the Department of Education's website.

Discipline

The Office of a Safe and Respectful Learning Environment's (OSRLE) is currently providing support to districts and schools for creating optimal conditions for learning and addressing trends in discipline data. [A presentation on discipline data](#) disaggregated by student groups for the 2021-22 school year and an update on the implementation of Multi-Tiered System of Support (MTSS), Restorative Justice Practices (RJP) across districts, and strategies to reduce discipline disparities and exclusion practices for all students was given to the State Board of Education on November 3, 2022.

The Department supports a district and statewide systematic approach to student behavior. This kind of approach best supports students and staff to improve school climate and decrease discipline disparities. A systematic approach includes the following elements:

- Review and analyze School Climate and Discipline Data
- Multi-Tiered Systems of Support (MTSS)
- Restorative Justice Practices (RJP)
- Social and Emotional Learning (SEL) and Social and Emotional Academic Development (SEAD)
- Consistent Discipline Definitions and Sanctions

School Climate

The Department collects School Climate data using the NV-SCSEL Survey, which measures students' perceptions in two domains of school climate—engagement and safety—and selected topics within those domains: Cultural and Linguistic Competence, Relationships, Emotional Safety, and Physical Safety.

Emotional safety refers to the range of experiences in which an individual feels open to express emotions, trusts those around him, exhibits confidence, and feels excited to try something new. A student who feels emotionally safe does not dread humiliation, embarrassment, or shame. A sense of emotional safety stems from consistent attention to each student's emotional needs.

Emotionally safe learning environments can be achieved when individuals in the school building balance authenticity and care without sacrificing the boundaries and hierarchy that keep students safe. Students need to feel freedom from harsh consequences, bullying, and mistreatment from adults and peers. Positive behavioral interventions and supports help engender emotionally safe environments, where respect is encouraged, and students are intentionally taught pro-social skills.

Schools that demonstrate an emotionally safe environment may have students who report strong feelings of acceptance and belonging. Students also may feel that they get along well with other students. Staff members should continue to ensure strategies that promote emotional safety are consistently implemented schoolwide. The chart on the next page displays the annual statewide scores for Emotional Safety measures.

Emotional Safety	Most Favorable	Favorable	Least Favorable	Total # of Schools
2019-20	150	540	2	692
2020-21	165	504	3	672
2021-22	132	584	2	718

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. In order to establish a secure learning environment, physical safety is paramount.

For students to learn, they need to feel safe. It is essential that all students attend schools that provide a physically safe environment where they can thrive and fully engage in their studies with neither distraction nor worry about safety concerns. Students who are not fearful or worried feel more connected to their school and care more about their educational experience. Physical safety is related to higher academic performance, fewer risky behaviors, and lower dropout rates. Schools and communities can implement policies that promote student safety and prevent violence. School-based approaches such as conflict resolution and peer mediation are common. Connecting at-risk youth with local community organizations working to stop violence is another evidence-based strategy.

In schools with a high degree of physical safety, students may report feeling safe within the school building as well as while traveling between school and home. Students do not report experiencing threats or theft, and report that their peers respect school property. They trust that adults will take threats and bullying seriously and will work to protect students. The chart below displays the annual statewide scores for Physical Safety measures.

Physical Safety	Most Favorable	Favorable	Least Favorable	Total # of Schools
2019-20	271	420	0	691
2020-21	444	225	0	669
2021-22	273	439	5	717

Multi-Tiered Systems of Support

A Multi-Tiered System of Support includes three tiers for students. Tier 1 is universal supports for all students and includes instructional practices to support school-wide outcomes. Features of Tier 1 include delivery of high-quality core curriculum, universal prevention programming, universal screening, data-

based decision making, teaming, and progress monitoring. Tier 2 is targeted interventions for students at risk and involves specialized group interventions to supplement the Tier 1 supports these students already receive. Interventions include targeted and explicit instruction of skills, opportunities to practice new skills, and frequent feedback to the student. Tier 3 is individualized supports for few students and are for students who demonstrate the highest need, based on lack of responsiveness to Tier 1 and 2 supports. These interventions are evidence-based, informed by individualized assessment, and person-centered. Interventions are tailored to address the specific skill deficits as indicated within the individualized assessments.

Restorative Justice Practices

Restorative Justice Practices (RJP) is a framework through which to approach school conduct and discipline. RJ practices can be used in tandem with existing disciplinary consequences to restore relationships and repair harm when a standard of conduct is violated.

- RJP sets expectations to *hold students and staff accountable* for their actions, including consequences to repair the harm and restore relationships.
- RJP *teaches* expected behavior, rather than just *punishing* negative behavior.
- RJP gives schools *more* tools and approaches to respond to student behavior and *does not prevent schools from using exclusionary discipline*.

There are several highlights as the Department builds RJP capacity in Nevada's educators:

- The Office of a Safe and Respectful Learning Environment hosted seven Restorative Practice Awareness workshops with 492 total attendees.
- There were 15 International Institute of Restorative Practices (IIRP) Trainings with 161 total attendees consisting of Fundamental theory and practices for engaging with students, staff, and parents in school settings. The topics included how to set high expectations while being supportive, how to provide direct feedback and ask questions that foster accountability, and the most effective methods to resolve conflicts. In addition to the facilitation of circles. This is an essential operation for creating a positive learning environment and school climate.
- Additionally, there were four Training of Trainers Workshops with a total of 27 attendees: The experienced restorative practitioners received instruction and guidance on how to teach key concepts of Restorative Practices for Educators to others. The practitioners can become Restorative Practices Trainers to assist in the implementation of restorative practices in schools, school organizations, and the state.
- Clark County School District Plan to have IIRP - trained personnel in every school.
- The Department's Planning Strategy includes Restorative Discipline Plan Collection. The Compliance Rate last year was 93%. The plans are reviewed by state experts to give districts feedback on 100% of the submitted plans.

Social and Emotional Learning and Social and Emotional Academic Development

Social and Emotional Learning (SEL) is a lifelong process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to:

- Identify, understand and manage emotions
- set and achieve positive goals

- the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts (CASEL, 2020).
- establish/maintain positive relationships
- make responsible decisions across diverse cultural contexts

Social and Emotional Academic Development (SEAD) is the interconnected relationship between academics and social-emotional skills that reinforce equitable and human-centered educational environments. When these skills are taught and practiced, they can:

- Lead to positive Academic Outcomes and Improved Behaviors
- Sustain Long-Term and Global Impacts
- Demonstrate a 11:1 Return on Investment
- Help Reduce Poverty, Improve Economic Mobility
- Improve Lifetime Outcomes

The Nevada SEAD Center provides Asynchronous Professional Development that is open to all educators. The SEAD Center is a free virtual support system and state-wide community of educators developing social, emotional, and academic development skills that reinforce equitable environments and student success.

Consistent Discipline Definitions and Sanctions

[AB490](#) (2019) amended Chapter 385 of NRS on Collecting and Reporting Student Discipline Data. One of the requirements of section 2 of NRS 385.840 was to establish standard definitions for offenses and sanctions. The AB 490 Workgroup consolidated the original bank of 97 discipline offense types to a combined list of 34 offenses across nine general categories:

1. Attendance Related Behaviors
2. Violations of School Rules
3. Disruptions of Class/School Activities
4. Prohibited Behaviors—General
5. Bullying Behaviors
6. Substance Use Behaviors
7. Threat Behaviors
8. Violent Behaviors
9. Weapons Involved Behaviors

To support standardized reporting and analysis, the behavior event types defined in [this document](#) will be incorporated into the student discipline tab of the student information system that is used by all public schools in the state.

Appendix A

AGP: Adequate Growth Percentile

APT: Assess, Plan, Teach

ARP ESSER: American Rescue Plan Elementary and Secondary School Emergency Relief

CAP: Corrective Action Plan

CCI: Constituent Concern Inspection

CCR: College and Career Readiness

CRALEO: Office of Career Readiness, Adult Learning, and Education Options

CSI: Comprehensive Support Schools

CTE: Career and Technical Education

DPP: District Performance Plans

DPS: Department of Safety

EDLiFE: Office of Educator Development, Licensure, and Family Engagement

EL: English Learners

ELA: English Language Arts

ESSA: Every Student Succeeds Act

FY: Fiscal Year

IDEA: Individuals with Disabilities Act

IEP: Individualized Education Plan

IIRP: International Institute of Restorative Practices

IPT: Incentivizing Pathways to Teaching

LEA: Local Education Agency

LMS: Learning Management System

MAP: Measures of Academic Progress

MGP: Median Growth Percentile

MTSS: Multi-Tiered Systems of Support

NDE: Nevada Department of Education

NEPF: Nevada Educator Performance Framework

NPWR: Nevada to Workforce Research Data System

NSPF: Nevada School Performance Framework
OIE: Office of Inclusive Education
OSRLE: Office of Safe and Respectful Learning Environment
P-12: Pre-Kindergarten through 12th Grade
PCFP: Pupil-Centered Funding Plan
RJP: Restorative Justice Practices
SAIN: Student Accountability of Information Network
SBAC: Smarter balanced assessment consortium
SBE: State Board of Education
SEA: State Education Association
SEAD: Social and Emotional Academic Development
SEL: Social and Emotional Learning
SGP: Student Growth Percentile
SIS: Student Information System
SLG: Student Learning Goals
SPCSA: State Public Charter School Authority
SPP: School Improvement Plan
STIP: Statewide Plan for the Improvement of Pupils
TLC: Teachers and Leaders Council
WBL: Work-based Learning