



2023 Annual Report

Submitted by the Nevada Department of Education
January 31, 2024

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. It provides direct links to activities and information from 2023 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:

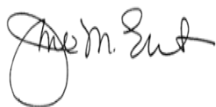
Pursuant to NRS 385.230, the Nevada Department of Education (NDE or Department) prepares an annual appraisal of its efforts each year to lead, guide, and support the success of public pre-K-12 education in Nevada. This yearly appraisal is based upon NDE's State Plan for the Improvement of Pupils (STIP), which identifies the Department's vision and goals for student and educator outcomes. The intent of this report is to inform state policymakers' 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 — the Pupil-Centered Funding Plan is 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.

The 82nd Legislative Session resulted in an unprecedented increase in funding of \$2.6 billion over the biennium. Governor Joe Lombardo's support for the K-12 education budget provides Nevada's education leaders with an opportunity to support meaningful change. A highlight included addressing a critical need to prioritize K-12 teacher recruitment with the passage of Assembly Bill 428, which enacted the Career Pathways Demonstration Program.

Leveraging new investments and policies to transform the Nevada public education system requires strategic partnerships and prioritizing competency-based learning. Every student has unique assets and needs and must be given opportunities to progress toward their goals. To ensure our efforts reflect student, educator, and family voice, my team and I have been visiting school communities across the State to hear from our constituents.

Moving forward toward the 83rd Legislative Session in 2025, the Nevada Department of Education will continue to analyze and synthesize our rich data infrastructure to ensure transparency and accountability in our efforts to meet students where they are and support them to success. 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,

A handwritten signature in black ink, appearing to read "Jhone M. Ebert". The signature is fluid and cursive, with the first name "Jhone" being more prominent.

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

Annual Reports of Accountability

In alignment with NRS 385.230(a): The report must include an analysis of each annual report of accountability prepared by the State Board pursuant to NRS 385A.400.

The Nevada Department of Education (NDE or Department) prepares and makes available three primary sources of demographic and performance accountability data:

- The Nevada Report Card (Report Card) serves as Nevada’s annual report of accountability and complies with State and federal law regarding the collection and reporting of data and accountability. The Report Card provides State-, district-, and school-level in a public-friendly format in both English and Spanish. It includes information on student enrollment and achievement, school ratings, high school graduation rates, student-teacher ratios, educator qualifications, school discipline, and much more. To ensure visitors get the most out the Report Card, we provide resources including Manuals, Frequently Asked Questions, and a Glossary.
- The Nevada School Performance Framework (NSPF) is the foundation for school ratings based on performance data. The NSPF meets State and federal policy requirements and uses a distinct rating system for elementary, middle, and high schools. School performance ratings can be found on 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.
- 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.

Status of P-12 Public Education

In alignment with NRS 385.230(b): The report must include an update on the status of K-12 public education in this State.

This section of the report addresses both successes and challenges in our P-12 public education system. While our work on behalf of students is never completed, it is just as important to recognize successes as it is to identify opportunities for improvement.

Successes

Competency-based learning: Competency-based learning enables students to demonstrate mastery of knowledge at their own pace, rather than simply based on their age or grade level. Expanding access to

competency-based learning is an important aspect of Nevada's efforts to support personalized learning opportunities for every student that enable them to attain their vision of success. Below are examples of how competency-based learning is being supported by the Department:

Portrait of a Nevada Learner: From January to April 2023, more than 600 Nevadans completed surveys, attended in-person sessions, and participated in more than 50 one-on-one interviews to describe what skills and mindsets they believe students need to be successful and thrive. This extensive public feedback effort resulted in identifying the following priorities for skills and mindsets: collaboration, relationships, communication, empowerment, resilience, and empathy. Together, these comprise the Portrait of a Nevada Learner, which is our collective vision of the mindset and skills that bring academic knowledge to life.

Nevada's Future of Learning Network: In 2023, NDE embarked on this groundbreaking interactive initiative based on the data collected from the Portrait of a Nevada Learner. The network connects educators, community partners, parents and students in advancing student-centered learning practices inside and outside of the classroom. Both efforts serve as guideposts in moving forward state policy and decision making.

Pupil-Centered Funding Plan: In 2019, the governor and legislature overhauled the state's 54-year-old public-school finance model and replaced it with the Pupil-Centered Funding Plan. This modernization made the distribution of existing state education funds more transparent and equitable across Nevada. The new formula provides 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: NDE 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 through the Incentivizing Pathways to Teaching (IPT) Grant Program, which provides stipends to support pre-service educators as they complete their final coursework or student teaching requirements. The grant program can support 3,840 pre-service educators through 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.

During the 82nd Legislative Session, Assembly Bill 400 created the Nevada Teacher Advancement Scholarship Program (NTAS), which allows a Nevada Teacher Advancement Scholarship to be used to obtain a master's degree in education or a related field of study. On November 1, 2023, the State Board of Education awarded \$1,997,56.75 in NTAS funding to Nevada State University, the University of Nevada, Las Vegas, and the University of Nevada, Reno.

Graduation Rates: The 81.7% graduation rate for the Class of 2023 was a slight improvement over the 81.3% rate for the Class of 2022. Given that both of these graduating classes were affected by the COVID-19 pandemic, we are proud that the state's investment and student and educator efforts have resulted in improved outcomes. 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 NDE 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 has invested \$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 on the four-year adjusted cohort graduation rates to the State Board of Education on January 12, 2023.

Challenges

Absenteeism: In 2023, chronic absenteeism decreased slightly from 36% in 2022, but it remains a challenge. 35% of Nevada's students missed 10% or more of enrolled schools days per year with or without a valid excuse. When students miss school, they miss opportunities to engage in learning. Students need to be present in the classroom to succeed academically, and for high school students being absent from school is a key warning sign that a student may drop out. The Southern Nevada Family Engage Center, a community coalition, was created to address Nevada's challenge with students not attending school.

Nevada Department of Education Staffing: Nevada's Department of Education staffing levels are low in comparison to other state departments of education. As a department, we experience challenges with staff recruitment as well. Further, competing priorities dilute the impact and effectiveness of planning and programming activities.

Educator Recruitment and Retention: The State, as a whole, experiences challenges with recruiting and retaining licensed teachers and educational support staff.

Statewide Plan for the Improvement of Pupils

In alignment with NRS 385.230(c): The report must include 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 current 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 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 provided 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, provided 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.

The Superintendent of Public Instruction along with the Deputies have traveled across the state for a statewide listening tour. Some highlights include visiting Wells and learning about their meat fabrication CTE program. The state is rich with programming unique to each corner of our state, going into each district and visiting classrooms is the only way leadership can stay connected to and learn from students directly to give them voice and choice.

Vision and Mission

The Department of Education and the State Board of Education work together to support education in Nevada, and maintain distinct but complementary visions, missions, and goals. The relationship between these concepts for NDE and the State Board are illustrated in Figure 1 on page 8.

The Department's vision and mission statements reflect the goal of college and career readiness for all students as well as our role in supporting students, educators and staff, and families and communities.

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.

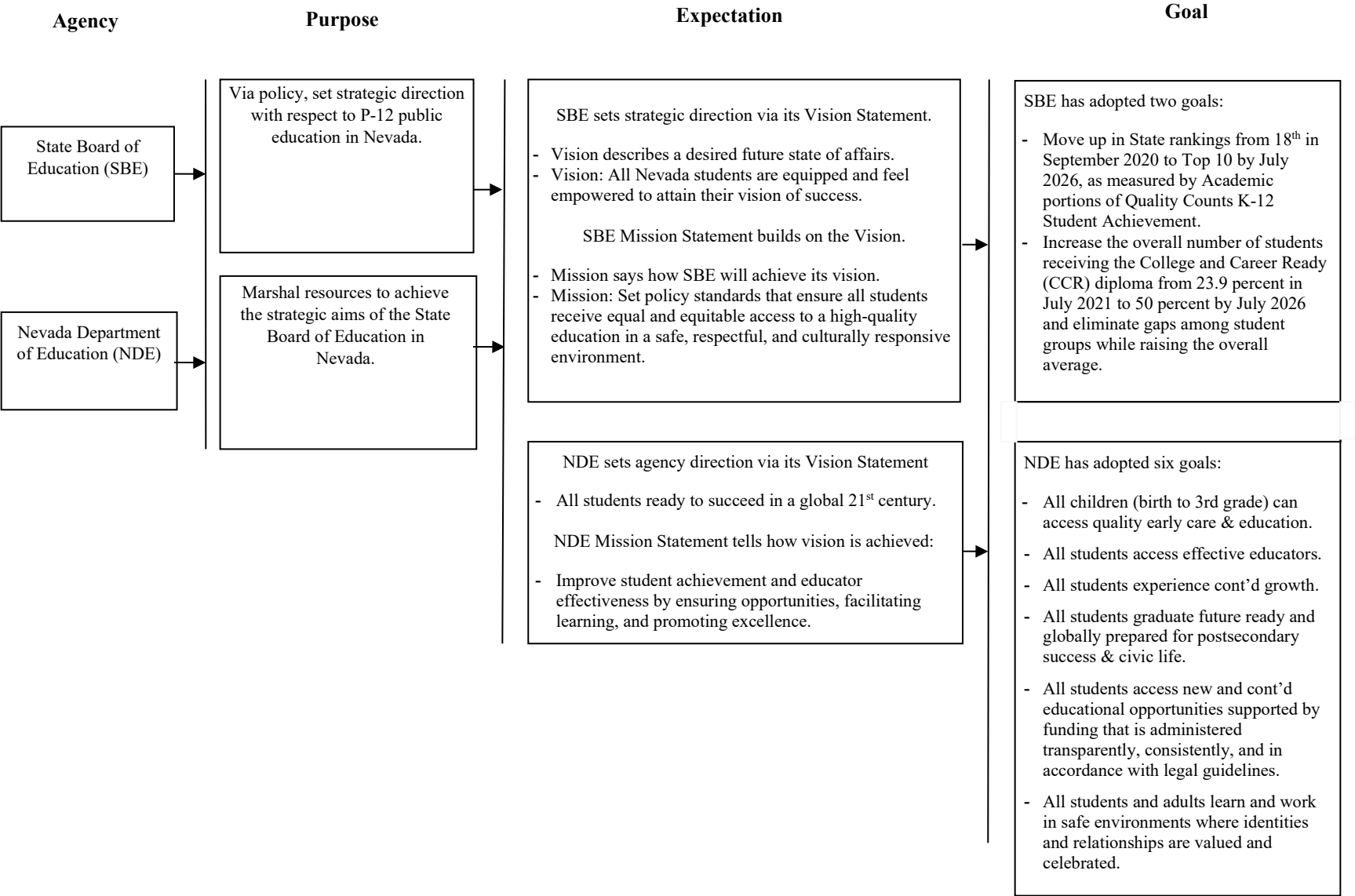
The STIP document articulates a set of Values that power NDE's mission. Values are non-negotiable aspects of our work that are essential to everything we do.

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 Together Lead, Guide, and Support P-12



Goals and Benchmarks

In alignment with NRS 385.230(d): The report must include 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.

In the 2020 STIP, the Nevada Department of Education identified six goals to achieve by 2025. The word “all” is intentional 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 Nevada.

Career and Technical Education

In alignment with NRS 385.230(e): The report must include a description of any policies, plans and programs for promoting, extending and improving career and technical education for pupils.

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 2022-23 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 implemented in 2022-23 and 2023-24 to improve access and opportunities for students to participate in CTE and increase alignment with Nevada's workforce needs.

Recent efforts of NDE's Office of Career Readiness, Adult Learning, and Education Options (CRALEO) include:

- Working with stakeholders across Nevada in the development of a revised Perkins V State Plan to be submitted to the US Department of Education by May 10, 2024.
- In compliance with AB 428, CRALEO creating the Teacher Academy College Pathway Program to expand awareness of and eliminate barriers for access to any scholarship programs that are intended to increase the number of licensed educational personnel.
- Coordinating meetings with the Nevada System of Higher Education, the Clark County School District, and the Governor's Office of Workforce Innovation.

Standards and Examination

In alignment with NRS 385.230(i): The report must include 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.

The Nevada Academic Content Standards set 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 rigorous standards ensures all students will be college and career ready upon graduation from high school. Nevada embraces 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.

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 Regional professional development learning program providers to continue to provide technical support and additional services and resources for our new blended learning opportunities.

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 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 to reimagine the future of assessments in Nevada to align more closely to our work around competency-based education. Our current assessment schedule, aligned to the NVACS, is available on the Department's website. Currently, students 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, and Writing.
- Measures of Academic Progress (MAP) Growth Reading in grades K-3 for early literacy and Read by Grade 3 progress monitoring.

Effective Teachers and Leaders

In alignment with NRS 385.230(j): The report must include an analysis of the extent to which school districts and charter schools recruit and retain effective teachers and principals.

NDE's Office of Educator Development, Licensure, and Family Engagement (EDLiFE) oversees educator licensure and supports schools and districts in their efforts to recruit and retain educators across the State.

Recruitment and Retention

The Department recognizes the critical role educators play in student success and has implemented the following program and policies to support the recruitment and retention of a diverse and qualified cadre of licensed educators:

- The Department administers several recruitment and retention incentives including the Teach Nevada Scholarship (TNS), Incentivizing Pathways to Teaching (IPT), Nevada Teacher Advancement Scholarship (NTAS), and other federal and state teacher recruitment grants.
- In partnership with Governor Joe Lombardo and the Nevada Legislature, NDE allocated \$10 million through the DonorsChoose Partnership to empower Nevada's teachers to improve student learning experiences with up to \$500 per classroom to use toward new and engaging materials and supplies. The State-funded program is based on the incredibly successful investment of \$8 million in federal relief funding, which provided support to over 11,000 Nevada classrooms in 2021. Nevada was the first state in the U.S. to directly invest in educator requests on DonorsChoose using the federal relief funding.
- Senate Bill 71 expanded the Teacher Recruitment and Retention Advisory Task Force to include other licensed educators and paraprofessionals bringing voice to their important roles.

- In collaboration with the Commission on Professional Standards in Education, NDE created a Visiting International Teaching license to facilitate the licensing of visiting teachers who have a J1 VISA. The Department has contracted with the American Institute of Research (AIR) to develop and implement the teacher exit survey and educator working conditions survey.

In 2023, NDE made 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 award recommendations regarding Educator Scholarship opportunities on November 1, 2023.
- A report on the Teach Nevada Scholarship was presented to the State Board of Education and given to the Governor and Director of the Legislative Council Bureau on November 1, 2023.
- A joint presentation by the Department, Clark County Education Association, and Assembly Member Selena Torres regarding the Teacher Licensing Pipeline was presented to the State Board of Education on September 6, 2023.
- A report was sent by the Department on behalf of the Teacher Recruitment and Retention Advisory Task Force to the Legislative Council Bureau on February 1, 2023 regarding teaching recruitment and retention issues.

Nevada Educator Performance Framework

In 2011, Nevada's legislators passed AB 222, 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 State Board of Education 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.

In 2023 a presentation on the Nevada Educator Performance Framework 2022-23 Summative Evaluation and Monitoring for Continuous Improvement Data Review was given to the State Board of Education in November 2023. The overview included NEPF summative ratings with class size adjustment, teacher trends, teacher student learning goals, administrator score distribution, and administrator trend data. The presentation also included data limitations and survey trend data showing growth and impact on time.

In summary, there was a slight increase in teacher effectiveness ratings from the 2021-2022 school year to the 2022-2023 school year, and an increase in administrator effectiveness over the same time period. Additionally, the data also indicates that teachers and administrators believe the NEPF to be supportive and a fair reflection of their practice and their goals for improvement.

Accountability

In 2023, the State established additional accountability metrics to ensure effectiveness of the State's historic investment of over \$2B in K-12 education. The new measures address students' growth and proficiency in reading and math, engagement and proficiency in career and college readiness, and the recruitment and retention of teachers and educational support professionals. These metrics were disseminated in a press release on September 21, 2023, by the Superintendent's office. These measures apply to each local education agency, which refers to Nevada's 17 county school districts and the State Public Charter School Authority.

The implementation expectations that illustrate whether a district is making progress and meeting expectations are:

1. To what degree are school districts and the SPCSA effectively implementing reading and mathematics resources?
2. To what degree are kindergarten through grade 3 (K-3) students demonstrating progress toward mastery in literacy?
3. To what degree are grades 4 through 8 (4-8) students demonstrating growth and proficiency in mathematics.
4. To what degree are high school graduates prepared for success in college or a career?
5. To what degree do school districts and the SPCSA have the workforce to meet the needs of every student?
6. To what degree are school districts and the SPCSA using innovative solutions to meet the unique needs of their students?

Additional metrics of performance are to be developed by each district and charter school and approved by the Superintendent of Public Instruction. Further, a rubric was developed to define the criteria for each metric as well as to specify how designations will be determined. Moving forward, the NDE will monitor and publish annual results for each metric.

Automated System of Accountability

In alignment with NRS 385.230(k): The report must include 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.

The Student Accountability Information Network (SAIN) is used by the Department to collect, store and report information relating to students and schools in Nevada. The Department uses SAIN to comply with State and Federal reporting requirements, and to 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 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, collect additional data elements to better identify student's performance, provide tools to schools and teachers to improve instruction, and to support the Pupil-Centered Funding Plan (PCFP). The license agreement for these four products expires June 30, 2024. The Department received State funding to continue two of the four products through the biennium. Campus Analytics (used for PCFP) and Campus Learning (LMS) will be renewed for all districts, charter schools, and university schools.

- 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 Plan.

Lowest Performing Schools

In alignment with NRS 385.230(l): The report must include an analysis of the extent to which the lowest performing public schools have improved the academic achievement of pupils enrolled in those schools.

The federal 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. Through ESSA designations, schools can be identified as being “in need of support” for various reasons. The designation for the lowest performing schools is “Comprehensive Support and Improvement” (CSI) schools, which in Nevada are:

- The lowest performing Title I schools in the fifth percent based on an adjusted Nevada School Performance Framework (NSPF) index score;
- Title I schools that did not exit “ATSI” (Additional Targeted Support and Intervention – another federal designation to provide support to schools) designation after three years; or
- High schools with a four-year adjusted cohort graduation rate below 67%.

CSI schools must work with their Local Education Agencies (LEAs) to create a School Performance Plan (SPP) to improve student performance. They then have three years to successfully implement this plan. Schools designated as CSI are eligible to receive additional 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 improve their adjusted Nevada School Performance Framework (NSPF) index score above the current year’s bottom fifth percentile, and their adjusted index score must have increased by 10 points or more from the year in which the school was identified for designation. Additionally, a high school must have a 4-year graduation rate of at least 67% for the most recent two years.

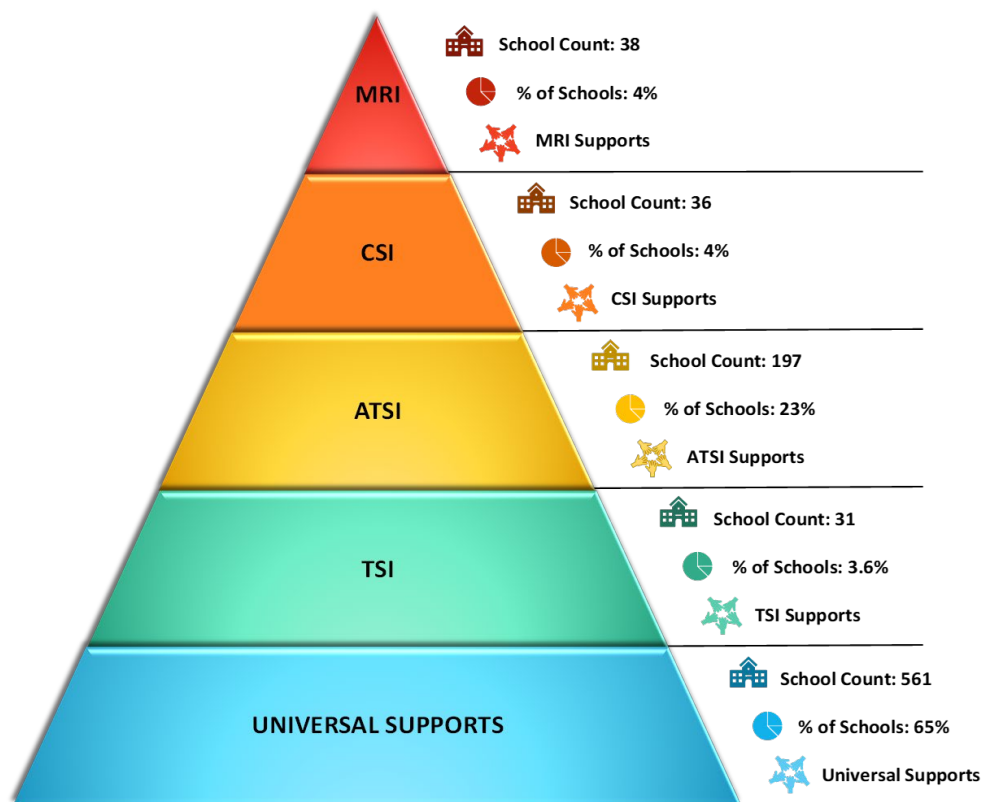
A list of schools who have met the designation criteria is available online. To best serve these schools, the Department provides a number of supports:

- From Fiscal Year (FY) 2018 through FY 2023, Federal Title I, Sec. 1003(a) funds allocated to the State of Nevada public schools totaled just under \$58.6 Million (\$9.1 million/year). These funds derive from the Every Student Succeeds Act (and are a subsection of the Title I Program) and are geared at improving student achievement through instruction using evidence-based strategies. At the State level, these funds are geared at reducing barriers and providing operational flexibility for schools to implement CSI activities.
- Eleven vendors vetted for supplying evidence-based support are providing targeted support to CSI schools and/or LEAs throughout the state. There are three main areas of focus in assisting CSI-designated schools and districts: 1) School Leadership, 2) Data-Driven/Informed Decision-Making, and 3) Both – School Leadership and Data-Driven/Informed Decision-Making.
- UPD Consulting provided Continuous Improvement Process support 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 Intervention (MRI) – NDE supports for CSI-designated schools that entered their fourth year as a CSI school starting in SY 2023-24. The ESSA mandates State-led options for schools that are unable to redesignate within a prescribed timeframe.
- Resource Allocation Reviews – Addresses school level resource inequities that may be impacted by district and school-level budgeting.

The index scores are part of the Nevada Report Card. The diagram below is labeled as **Figure 2. School Data by Federal Designation** and provides a visual representation of Nevada’s low-performing schools and the federal designation categories with the number of schools that are in each category for the 2022-23 school year. In 2023, the CSI reporting rules changed to better align to federal expectations and create alignment with State benchmarks. The shift ensures that funding is applied in a timely manner and is based upon the school’s specific needs. It also gives LEAs the ability to create a focused support system. Through this change, schools can now show growth at the individual student level with a laser-like focus in addition to providing support. These new business rules are best for Nevada’s schools students.

Figure 2. School Data by Federal Designation



Innovative Educational Programs

In alignment with NRS 385.230(m): The report must include a summary of the innovative educational programs implemented by public schools which have demonstrated the ability to improve the academic achievement of pupils.

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

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

The Office of Student and School Support gave a presentation to the State Board of Education in November 2023 on School Improvement.

Project Achieve

Project Achieve is supported through a five-year grant spanning 2020- 2025 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 allocated \$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 in Career and Technical Education (CTE) for students in the most severely impacted special populations. The bulk of the funds are being used to scale the existing CTE Paraprofessional Special Project Statewide, allowing local education agencies to hire 30 nine-month paraprofessional positions (15 each year) for the 2022-23 and 2023-24 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 that students are receiving necessary modifications, accommodations, supports, and interventions required for intentional and meaningful access to the CTE curriculum.

Assess, Plan, Teach

Assess, Plan, Teach (APT) is supported through a 2020-2025 State Personnel Development Grant from the United States Department of Education's Office of Special Education Programs. APT is a partnership with the Clark County School District (CCSD), Nevada PEP 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 CCSD and has added an additional eight schools in the most recent school year. It has an annual impact over 150 teachers and 1,800 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 2013-21, the 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 (EL). In 2021, Zoom School programmatic funding was incorporated into the Pupil-Centered Funding Plan (PCFP) through a weighted formula for English learners. In 2023, funding

for EL students through the PCFP were increased to approximately \$200 million per year to provide approved Zoom services to English learners across the state.

NDE committed approximately \$800,000 of ARP-ESSER Statewide Project Funds 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.

In addition, federal Title III funding (\$8.2 Million in FY23) is used primarily to provide professional learning opportunities, supplement language instruction educational programs, and enhance parent and family engagement.

Migratory Children Support

Nevada receives approximately \$50,000 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 about 50 migrant students. NDE continues to assist local education agencies in efforts to identify and support 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. Nevada is participating in the Migrant Parent Empowerment Consortium Plus (MPEC+) and NDE was awarded the Fiscal Year 2023 Consortium Incentive Grant. The Migratory Parent Empowerment grant is designed to engage parents directly in the education of their children and to build partnerships with schools to help children become proficient in reading and math through 400 different online tutorials. The grant also provides about 300 classroom teaching lessons. Nevada students have completed almost 1,400 online tutorials.

Corrective Actions

In alignment with NRS 385.230(n): The report must include 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.

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 2022-23 school year, NDE initiated five CAPs for LEAs as part of Special Education Individuals with Disabilities Education Act (IDEA) Comprehensive Monitoring. LEAs have one year to meet compliance.

NDE closed out 3 CAPs for districts that were monitored during the 2021-22 school year. Each of the LEAs met 100% compliance within one year.

2022-2023 SY Monitoring CAPs Initiated: 5

2022-2023 SY Monitoring CAPs Completed and Closed: 3

Here are the measures taken by NDE to ensure compliance with CAPs:

- 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 Complaint

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. When noncompliance is confirmed, NDE requests the LEA submit the CAP 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.

2022-2023 SY State Compliant CAPs Initiated: 9

2022-2023 SY State Compliant CAPs Completed and Closed: 3

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.

2022-2023 SY CCI CAPs Initiated: 1

2022-2023 SY CCI CAPs Completed and Closed: 1

Measures taken to ensure compliance with CAPs resulting from CCIs:

- 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 Learners

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 Memo 23-10 AB 219 Corrective Action Plans, which is available on the Department of Education's website.

Discipline and School Climate

In alignment with NRS 385.230(p): The report must include an analysis of data on the discipline of pupils collected pursuant to NRS 385A.840.

NDE's Office for a Safe and Respectful Learning Environment (OSRLE) provides support and training to districts and schools in creating optimal conditions for learning and addressing trends in discipline data. OSRLE gave a Discipline Data Report and Restorative Practices presentation to the State Board of Education on November 1, 2023. NDE also gave a presentation on restorative practices disaggregated by student groups for the 2022-23 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. Throughout the 2023 school year, OSRLE staff also presented updates on Nevada's School Climate Social and Emotional Learning Survey to practitioners.

The Department collects School Climate data using the Nevada School Climate/Social Emotional Learning Surveys (NV- SC SEL) 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 below 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 |
| 2022-23 | 111 | 588 | 3 | 702 |

- 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. 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 |
| 2022-23 | 240 | 395 | | 635 |

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 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:

- Discipline and Restorative Justice Legislative Updates (8/16, 8/23, 9/6, 9/20) - **74 Attendees**
- Universal Supports/School Climate Trainings:
 - Restorative Practices - **915 Attendees**
 - Social and Emotional Learning - **1047 Attendees**
 - LINC Spring School Climate and Equity Learning Modules - **1575 Learners Enrolled State-Wide**
- Restorative Community of Practices Group - **Hosted Monthly**

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.
- Understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts (CASEL, 2020).
- Establish/maintain positive relationships and 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 1:1 return on investment.
- Help reduce poverty and 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. The NDE hosted 3 SEAD workshops with a total of 328 participants.

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: Glossary of Acronyms and Initialisms

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