



2025 Annual Report

Submitted by the Department of Education

January 31, 2026

This report to the Governor and 2026 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 2024-2025. It provides direct links to activities and information from 2025 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 Nevadans:

Pursuant to NRS 385.230, the Nevada Department of Education (NDE or Department) annually appraises its efforts to lead, guide, and support the educational welfare of Nevada’s P–12 public education system. This appraisal, grounded in the goals and strategies outlined in Nevada’s State Plan for the Improvement of Pupils (STIP), highlights both the progress achieved and the opportunities that remain as we continue working to improve outcomes for students across our state.

As we reflect on the 2024–2025 school year, this report underscores the Department’s continued commitment to advancing academic excellence, expanding educational opportunity, and supporting student success. Provided in the context of the 83rd Session of the Nevada Legislature, the appraisal offers a clear and comprehensive overview of the progress made, challenges encountered, and critical needs facing Nevada’s public education system. By situating data, initiatives, and outcomes within the broader framework of statewide educational goals, the report serves as a resource to inform legislative decision-making and support policies that strengthen public education for all Nevada students.

A significant focus of our work ahead is the implementation of Senate Bill 460 (2025). While much of the work outlined in this report occurred prior to the bill’s adoption, it provides important context for the foundational efforts, conditions, and system needs that SB 460 is intended to address. The initiatives described herein both inform and support the Department’s ongoing and future work to improve literacy outcomes, modernize and strengthen the educator workforce, enhance accountability systems, and provide more targeted and meaningful support to Local Education Agencies.

The enclosed report provides an accounting of the initiatives undertaken during this period, the impacts observed to date, and the priorities that will guide future work. Together, these efforts reflect a shared commitment to ensuring that Nevada’s public education system continues to evolve in ways that best serve students, families, educators, and communities.

Thank you for your continued engagement and support of public education in Nevada.

Respectfully submitted,



Dr. Victor Wakefield
State Superintendent of 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 four 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 for district use, as well as 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 other student information. 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.
- 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 PK-12 public education in this State.

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

Successes

Academic Proficiency: Nevada’s third through eighth grade students demonstrated measurable academic progress in the 2024-25 school year, according to Smarter Balanced assessment results released by the Nevada Department of Education. Mathematics proficiency improved for a third consecutive year across all grade levels and student groups, with 35.4 percent of students meeting proficiency — a 2.9 percentage-point increase from the previous year. In English Language Arts (ELA), the statewide proficiency rate was 45.6 percent, an increase of 4.4 percentage points compared with the 2023-24 school year. Gains were observed across all student groups in both subjects. Third graders exhibited the

highest level of mathematics proficiency at 46.4 percent, and seventh graders demonstrated the highest ELA proficiency at 51.1 percent statewide.

Graduation Outcomes: Nevada's high school graduation rate increased for the Class of 2025, rising to 85.4 percent, up from 81.6 percent the prior year, with 34,175 students earning a high school diploma statewide. Gains were observed across multiple student groups, including students with disabilities, English learners, students experiencing poverty, students in foster care, and students experiencing transient housing. Graduation rates also increased across most racial and ethnic groups. At the district level, 12 of Nevada's 17 school districts exceeded the statewide average, and nine districts improved their graduation rates compared with the previous year. Eight districts reported graduation rates above 90 percent, including Pershing County School District, which achieved a 100 percent graduation rate for the Class of 2025.

School Performance and Accountability (NSPF): Nevada saw continued improvement in school performance outcomes under the Nevada School Performance Framework (NSPF) during the 2024–2025 school year. The percentage of schools earning the highest ratings increased compared with the prior year, with 17 percent of schools receiving a five-star rating (up from 11.2 percent in 2023–2024) and 13.5 percent earning a four-star rating (up from 10.7 percent). These gains reflect improved performance across multiple measures included in the NSPF, including English Language Arts and mathematics achievement, graduation rates, and chronic absenteeism.

Career and Technical Education Graduation Rates: Following program adjustments initiated several years ago, CTE programs transitioned to a two-year concentrator model from a three-year concentrator model. According to the Nevada Report Card, total CTE enrollment increased from 70,821 in the 2023-24 school year (despite a decrease from the prior year) to 74,510 in 2024-25. The most recent data shows a 98% graduation rate for the CTE concentrator student group and 98.8% for the CTE completer student group.

Chronic Absenteeism: Nevada's chronic absenteeism rate for the 2024-25 school year is 26.6%, representing a 9.2 percentage point decrease from the previous school year. A total of 511 schools across the state (70 percent) lowered their chronic absenteeism rates and 341 schools (47 percent) lowered their rates by at least 10 percent.

Early Childhood Programs: Nevada expanded eligibility for the Nevada Ready! State Pre-K (NR!PK) program to increase access to high-quality early childhood education. In 2024-2025 the Early Childhood Innovative Literacy Programs (ECILP) adjusted income eligibility to 250% of the Federal Poverty Level (up from 200%), and income requirements were removed for children with Individualized Education Plans (IEPs) or documented behavioral plans. Seats were prioritized for four-year-olds, with additional seats made available for three-year-olds. In the 2024-2025 school year, a total of 5,309 pre-K seats were offered, including 1,989 from the ECILP and 3,320 from NR!PK, with Boys and Girls Club of Truckee Meadows joining the program as a community-based provider. For the 2025-2026 school year, total pre-K seats will increase to 6,437 NR!PK seats. In fall 2024, 92 programs enrolled in NR!PK received Quality Rating & Improvement System (QRIS) star ratings. Of the 92 rated programs 79 (86%) had a quality level of 3, 4, or 5. Additionally, student growth was evident in NR!PK and ECILP programs. Districts and programs select their preferred assessment tool used to track student growth. The following data, reported by subgrantees, shows the outstanding educational outcomes of NR!PK and ECILP students:

- Teaching Strategies Gold: 47% of students meeting or exceeding their developmental goals across all domains in the fall grew to 88% in the spring.

- COR: 20% of students meeting or exceeding their developmental goals across all domains in the fall grew to 65% in the spring.
- BRIGANCE IED-III: An average of 53% of students meeting developmental goals across all domains in the fall grew to 74% in the spring.
- Frog Street/AIM: 7% of students were at a 5-year-old or 6-year-old developmental stage across all domains in the fall. That number grew to 72% in the spring.

Early Childhood Literacy and Readiness Programs: Nevada awarded substantial funding to support early childhood literacy and readiness programs, with \$50,899,875 allocated for FY25 under the Early Childhood Inclusive Learning Program (ECILP) #2 Projects/Programs. FY25 highlights included expanded access to pre-K programs. Community Chest enrolled 125 rural children with their classroom on wheels, mobile pre-K initiative. Of the 125 students 98% of them met developmental milestones at the end of the program. Lander County School District transitioned 22% of pre-K students receiving individualized education plan services into regular instruction. There were also substantial literacy gains across the state. Some examples include:

- Average literacy increase: 23 programs reported an 86.9% improvement in literacy outcomes.
- Clark County: 75% of students met or exceeded literacy benchmarks.
- Lyon County: 95% of at-risk Kindergarteners gained an average of 11 points on Measures of Academic Progress literacy assessments.
- United Way of Northern NV: 99% of students improved in letter and sound recognition.
- Clark County: 96% of families reported a stronger understanding of how to build their child's self-confidence.

The Early Childhood Innovative Literacy Program (ECILP 2) funded 46 literacy-focused projects across Nevada, each identifying a primary area of impact. Together, these programs reached more than 150,000 children, 50,000 families, and 6,800 educators, distributing over 1.1 million books statewide.

Teacher Recruitment: The number of instructional teachers increased from 23,443 in the 2023–2024 school year to 24,758 in the 2024–2025 school year, representing a net increase of 1,315 teachers, or 5.3 percent.

NDE is proud to have improved teacher recruitment by incentivizing teacher pathways and forging effective public-private partnerships. Senate Bill 81 removed eligibility barriers to the Teach Nevada Scholarship (TNS) language, allowing pre-service teachers additional pathways to qualify for this scholarship. 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. Since their inception, the TNS and IPT grants have supported over 6,600 education preparation program students with tuition and stipend awards.

SB81 states that LEAs shall use the results of the statewide educator surveys, as a tool to assess and improve strategies for staff retention and the overall school climate and working conditions within their schools, supporting both educator well-being and student success. With funding allocated in SB471, the Department and its partners implemented and utilize three interrelated statewide surveys (the Exit/Transfer Survey and Working Conditions Survey, and the School Staff Climate Survey) to gather critical feedback from educators and students, ensuring data-driven continuous improvement in staff support, retention, culture, and climate. These surveys provide vital, anonymous, and standardized

statewide data, enabling school leaders, districts, and state policymakers to better understand the factors influencing staff retention and the overall school environment.

The Department partnered with Nevada Gold Mines and Discovery Education to develop and launch a Statewide Educator Recruitment Campaign to promote recruitment and retention of educators and develop a system of support and mentoring during the licensure application process. The Department trained 40 Education Pathways Ambassadors who have provided approximately 190 hours of support to over 320 aspiring educators resulting in 40 substitute licenses, 32 teacher licenses, 2 other licensed education personnel licenses, and 9 future J1 Visa applicants. Education Pathways Ambassadors support has resulted in the hiring of 14 licensed teachers and other licensed education personnel. They are currently supporting an additional 96 aspiring educators in the licensure process.

School Safety: Nevada's SafeVoice program is an anonymous tip line designed to enhance student safety, health, and well-being. To date, the program has demonstrated measurable success in violence reduction, including a 32% decrease in violence against staff and a 32% decrease in weapons possession. Schools reported significant improvements in climate, fostering a more positive environment for learning. Economically, Nevada SafeVoice generated substantial savings, including \$34 million from prevented violence and weapons incidents and a return of \$13.80 in identifiable prevented costs for every \$1 spent, with \$3.45 representing direct cost savings.

Challenges

Student Achievement and Academic Recovery: Despite recent gains, student academic achievement remains a significant challenge for Nevada, with current assessment results showing that most tested grades still have a majority of students performing below grade-level standards. In mathematics, third grade, the highest-performing tested grade, shows 46.4% proficient, meaning 53.6% are not proficient, while fourth and fifth grades show 56.8% and 65.4% not proficient, respectively. In English Language Arts, performance is stronger than mathematics but still uneven across grades. Seventh grade has the highest proficiency rate at 51.1% (48.9% not proficient), while fifth grade is 48.7% proficient (51.3% not proficient) and fourth grade is 46.8% proficient (53.2% not proficient), indicating that in most tested ELA grades, about half or more of students remain below grade-level expectations. Although trends are improving, statewide performance has not yet returned to pre-pandemic levels, underscoring the continued need for sustained focus on high-quality instruction, early literacy, and targeted academic supports.

High School Readiness and Postsecondary Outcomes: Nevada's improving graduation rates are not yet consistently translating into postsecondary success or workforce readiness for all students. Indicators such as disconnected youth data, enrollment in postsecondary remediation or co-requisite coursework, and the relatively low percentage of students earning a college- and career-ready diploma point to ongoing challenges at the high school level. Notably, only 28.5% of graduates (9,746 of 34,175 students) earned a College and Career Ready Diploma, which remains well below the State Board of Education's goal of 50 percent. By comparison, 57.3% (19,591) earned a Standard Diploma, 13.6% (4,665) earned an Advanced Diploma, and 0.5% (173) earned an Alternative Diploma. These results highlight the need to strengthen alignment between high school experiences and post-secondary expectations and to expand supports that help more students meet college- and career-ready criteria.

Enrollment Declines and Operational Impacts: Since 2020, statewide enrollment has decreased more than 28,500 students, averaging approximately one percent per year. Many school districts continue to experience declining enrollment trends, creating significant operational and fiscal challenges. Declining enrollment affects staffing decisions, program offerings, and long-term financial planning, requiring districts to make difficult adjustments while continuing to meet student needs. These conditions add

complexity to district budgeting and staffing strategies and can constrain local capacity to invest in instructional improvement.

Teacher Recruitment and Retention: While Nevada has made gains in growing the educator workforce, staffing challenges persist, with an annual average of 2,103 vacancies compared with approximately 776 new teachers entering the profession each year. To help address recruitment and retention challenges, the 83rd Session of the Nevada Legislature approved Assembly Bill 398 (2025), which provides additional state funding to support increases in educator compensation, including targeted support for hard-to-fill positions. Together, these efforts reflect continued progress alongside the need for sustained, long-term strategies to strengthen Nevada’s educator pipeline.

Rates of Suspension and Expulsion: Exclusionary discipline practices, including suspension and expulsion disrupt learning, lower student engagement, and can lead to long-term academic setbacks, especially for marginalized groups who face these actions more often. High rates of exclusionary discipline also harm overall school performance by creating less inclusive environments. The 2023-2024 and 2024-2025 data reveal persistent disparities in suspension and expulsion rates among racial and ethnic groups. Black students faced disproportionately high rates of both, while Hispanic students, the largest enrollment group (44%), were overrepresented in expulsions along with Pacific Islander students who are overrepresented in expulsions. While Hispanic students, the largest enrollment group (45%), were not overrepresented, their enrollment almost equals the numbers of suspensions and expulsions they experienced.

Chronic Absenteeism: NDE recognizes that chronic absenteeism is the work of everyone involved in educating our students and we are taking a collaborative look at ways to lower our statewide absenteeism rates. 27% 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. At the state level, NDE has partnered with entities to assist school districts and schools with chronic absenteeism. The Southern Nevada Family Engage Center, a community coalition, was created to address Nevada’s challenge with students not attending school. In northern Nevada, community partners such as the United Way of Northern Nevada and the Sierra offers resources to support student attendance. Also, NDE has joined the 50% Challenge with 17 other states through Attendance Works to lower chronic absenteeism rates by 50% over 5 years.” website: [Join the Challenge! Cut Chronic Absence in Half – Attendance Works.](#)

Nevada Department of Education Staffing: Nevada’s Department of Education staffing levels are low in comparison to other state departments of education and as a department, we experience challenges with staff recruitment as well. Limited staffing capacity impacts the department’s capacity to implement programs, provide timely support to schools, and address critical educational priorities across the state.

Federal Policy and Funding Shifts: Annually Nevada receives approximately \$737 million in federal grant funding. The Department continues to adjust to the U.S. Department of Education’s reorganization and evolving funding priorities under the new administration’s vision, which are driving changes across multiple programs and operational areas. These shifts include the need to establish new and strengthened relationships with the U.S. Department of Labor, requiring the development of new pathways, workflows, and cross-agency coordination to better align education and workforce systems. At the same time, the Department is managing reduced or restructured federal funding streams, including less Title III funding to serve an expanding English learner population, while ensuring compliance with new requirements and minimizing disruption to districts, schools, and students. Collectively, these changes require careful realignment of resources, processes, and partnerships to sustain statewide educational and workforce outcomes.

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) developed in 2025, outlines the Department's five-year strategic plan to improve student achievement across Nevada. The plan was informed by a review of accountability and achievement data and consultation with various stakeholder groups, along with an analysis of statewide challenges affecting schools, districts, educators, students, and families. It includes long-term, evidence-based strategies addressing literacy, English language development, school discipline, attendance, curriculum, assessments, instructional practices, professional learning, access to technology, graduation, and resource allocation. As implementation continues the STIP is expected to be refined to reflect emerging priorities and the strategic direction of the current Superintendent of Public Instruction. The Nevada Department of Education collaborates with the State Board of Education to update and submit the plan annually by March 31.

- The 2021 STIP Addendum presented to the State Board of Education on March 11, 2021, 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.
- The 2023 STIP Addendum presented to the State Board of Education on March 16, 2023, provided updated data and analysis for the Success Strategies association with each of the six STIP goals.
- The 2024 STIP Addendum presented to the State Board of Education on March 27, 2024, provided updated data and analysis of the six plan goals.

Vision and Mission

The Nevada Department of Education and the State Board of Education (State Board) work together to support education in Nevada, and maintain distinct but complementary visions, missions, and goals.

The Department's mission and the State Board of Education's vision and mission statements reflect the goal of college and career readiness for all students as well as our role in supporting this goal.

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

The State Board of Education acts as the North Star of the Nevada education system, developing the vision and policy goals for student achievement. The State 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.

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.

Values

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.

- **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.

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.

2030 Statewide Plan for the Improvement of Pupils

The Statewide Plan for the Improvement of Pupils 2030 (STIP:2030) serves as the Nevada Department of Education's ambitious blueprint for the decade ahead, focused on ensuring equitable, high-quality educational opportunities are available for every student across our state. This forward-looking plan centers on three core targets, each supported by actionable initiatives that align with our commitment to excellence and equity, illustrated in figure 2.

1. **Equitable Access to High-Quality PK-12 Learning**
Our first target prioritizes equitable access to instruction, resources, and support systems acknowledging that every student deserves the tools needed to succeed. Key initiatives include ensuring access to high-quality instruction, using data to inform decision-making, and expanding specialized educational services for diverse student needs.
2. **Educator Development, Retention, and Recruitment**
Recognizing that educators are the foundation of student success, the second target emphasizes strengthening the workforce through robust recruitment and retention strategies, professional development, and technical assistance for all educators. These initiatives aim to elevate the profession and create sustainable pathways for educators to thrive.
3. **Strategic Resource Utilization for Student Learning**
The third target focuses on the effective allocation and use of resources to enhance student outcomes. Initiatives include enhancing fiscal stewardship through precise financial planning,

fostering community engagement to support education, and continuously prioritizing the well-being of students and educators alike.

This structured approach underscores our commitment to creating an inclusive, dynamic education system that prepares every Nevada student to achieve their full potential. Through STIP:2030, we will continue to build a brighter future for our students, educators, and communities, ensuring that education remains a cornerstone of opportunity and growth in Nevada.

Figure 2: Statewide Plan for the Improvement of Pupils 2030

Targets		Initiatives	
1	Provide Equitable Access to High-Quality PK-12 Learning	1A	Ensure Access to High-Quality Instruction, Resources, and Systems of Support
		1B	Utilize Data to Drive Systems and Initiatives
		1C	Expand Specialized Educational Experiences and Services
2	Strengthen Educator Development, Retention, and Recruitment Efforts	2A	Expand Educator Retention and Recruitment Efforts
		2B	Leverage Professional Development and Technical Assistance for All Educators
3	Strategically Utilize Available Resources to Support Student Learning	3A	Enhance Fiscal Stewardship through Implementation and Monitoring of Financial Planning
		3B	Engage the Community in Awareness of Strategies to Support the Educational Experience
		3C	Continuously Improve the Well-Being of Students and Educators

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 2024-2025 school year, 74,510 students were enrolled in secondary CTE Programs of Study. Per Nevada Report Card in 2023-2024, there were 20,458 total CTE completers, and 30,828 CTE completers in 2024-25.

Over 50 CTE Program of Study standards were available to students in 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 which became effective July 1, 2024.
- In compliance with AB428, (2023) and AB462 (2025) the Teacher Academy Career Pathway Program offers multiple entry pathways, reducing barriers to entering the teaching profession by enabling students to begin their progression as early as high school. It increases awareness of and eliminates barriers for access to 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.

Nevada continues to strengthen its instructional framework with a focus on high-quality, consistent standards that prepare all students for future success. As part of this work, the Nevada Department of Education completed a review of the Nevada Academic Content Standards for English Language Arts between March and July 2024. The review was conducted by a diverse, statewide committee representing districts, charter organizations, educators, parents, literacy experts, and community members.

Following a structured review process that included statewide input, committee deliberation, and analysis of research and practice, the committee recommended retaining the current ELA standards without revision. Instead, the recommendation focuses on enhancing clarity and implementation through the development of a comprehensive support framework.

Planned enhancements include clearer guidance on what students are expected to learn, stronger alignment with assessments, expanded context on the Science of Reading, access and opportunity, technology and artificial intelligence, and additional instructional supports and examples for educators. Future updates will also improve accessibility and usability through ADA-compliant design, digital navigation tools, grade-level resources, and practical instructional materials. Together, these updates are intended to ensure Nevada’s ELA standards remain rigorous, clear, and supportive of effective classroom implementation statewide.

Transforming Literacy Education

The 2025 PreK–12 Nevada State Literacy Plan was released in Spring of 2025, and reflects a comprehensive update to align with the latest research and priorities:

- A vertically aligned PreK-12 approach ensures seamless support for students across all grade levels, replacing the previous PreK-adult model.
- Integration of Multi-Tiered System of Supports (MTSS) enables schools to address literacy needs in real-time through evidence-based, systemic practices.
- A deeper focus on adolescent literacy across the content areas that align with the Nevada Academic Content Standards will better support students in preparation for college and career pathways. Professional Development around the 2025 PreK–12 Nevada State Literacy Plan for educators and school leaders was delivered live in April of 2025 and Canvas courses are available and ongoing for additional training.

These updates provide clear guidance for educators while positioning Nevada to qualify for additional federal funding through the Comprehensive Literacy State Development grant program.

Supporting Educators in Literacy Implementation

To enhance literacy instruction statewide, NDE has introduced initiatives that provide targeted support for educators:

- The annual [Read by Grade 3 \(RGB3\) School Implementation Guide](#) helps Local Education Agencies (LEAs) interpret and implement legislation effectively.

- Designed targeted professional learning focused on the Science of Reading and strengthening Tier 1 instruction, including book studies and professional learning partnerships with NWEA.
- Monthly meetings with RBG3 Program leads, strengthening communication, alignment, and implementation support statewide
- RBG3 Community Connections meetings with site-based RBG3 Literacy Specialists on how to strengthen Tier 1 instruction in reading.
- Designed and launched Science of Reading professional learning aligned to SB 460, in collaboration with districts, Regional Professional Development Programs (RPDPs), and partners such as ExcelinEd, to strengthen Tier 1 literacy instruction through approved courses, pathways, and statewide guidance.

Additionally, the Nevada Dyslexia Guidance documents offer critical information to support and inform literacy leaders and educators on key topics, such as including early literacy screening and instructional supports for students with or at-risk for dyslexia.

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.

Recruitment and Retention

The Department recognizes the critical role educators play in student success and has implemented the following programs 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) Scholarship, and other state teacher recruitment and retention grants.
- Senate Bill 90, (2025), was enacted in partnership with Governor Joe Lombardo and the Nevada Legislature to support teachers and specialized instructional support personnel in obtaining essential classroom and school supplies. The legislation allocates \$7.5 million in Fiscal Year 2025–2026 and an additional \$7.5 million in Fiscal Year 2026–2027 for this purpose. To administer the program efficiently, the Nevada Department of Education partnered with DonorsChoose, a trusted platform for educator-driven funding requests. Through this initiative, an estimated 11,000 educators will be able to request up to \$500 in classroom supplies, helping to ensure that students across Nevada have access to the resources they need to thrive.
- Assembly Bill 460 (2025) created the Commission on Recruitment and Retention comprised of 17 voting members and five non-voting, ex officio members representing a wide range of expertise, including public education, higher education, human resources, and the private sector. Members also include a parent, administrator, other licensed education personnel, education support professional, and teachers, ensuring a comprehensive view of the issues facing schools today. Using funds allocated in SB460 for its work, the commission is tasked with studying issues pertaining to the recruitment and retention of educators and presenting their findings in annual reports.
- Senate Bill 471 (2025) allocated funding for the Department to contract with a third party for the implementation and expansion of statewide School Staff Exit/Transfer, Working Conditions, and Climate surveys.

- Senate Bill 81 (2025) states that LEAs shall use the results of the statewide educator surveys as a tool to assess and improve strategies for staff retention and the overall school climate and working conditions within their schools, supporting both educator well-being and student success. Each school principal is responsible for working collaboratively with school employees to review and incorporate the results of these surveys into their annual school improvement plan. The data collected from these surveys may not be used to formally evaluate LEAs or school personnel.
- The Department partnered with Nevada Gold Mines and Discovery Education to launch a Statewide Educator Recruitment Campaign for public branding/messaging promoting recruitment and retention of educators via advertisement with social media and news outlets. The campaign included the development of Education Pathways Ambassadors to mentor aspiring educators through every step of the licensure process.

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 on recommendations from the TLC, this system was mandated to rate educators as highly effective, effective, minimally effective, or ineffective, with student achievement data from statewide assessments contributing to these ratings. This system became known as the Nevada Educator Performance Framework (NEPF).

In 2013, the passage of SB407 introduced additional changes to the NEPF, including provisions for a validation study of the system and revised policies for educator evaluations during the transition to the statewide performance evaluation system.

The 2015 legislative session brought further adjustments to the NEPF through AB447. These revisions included changes to the implementation timeline, the required percentage of student achievement data for the Student Outcomes portion of the NEPF, and the number of required evaluations and observations for probationary and post-probationary educators. Additionally, the State Board of Education and the TLC were tasked with providing further recommendations for evaluating educational personnel under the NEPF.

During the 2017 legislative session, AB320 impacted the evaluation of teachers and school administrators under NRS 391 by removing statewide performance measures from the student performance domain. To align with this change, the Department collaborated with districts, the TLC, and subject matter experts to compile a list of assessments for schools and districts to measure progress toward Student Learning Goals (SLGs). Additional responsibilities were assigned to the State Board of Education and the Department for the annual review and monitoring of NEPF data and statewide implementation efforts.

In 2019, SB475 revised Chapter 391 of the NRS, introducing changes to the evaluation of other licensed educational personnel, reducing the Student Outcomes Domain weight from 40% to 15%, and revising the impact of the “Developing” rating on probationary and post-probationary employees.

The 2021 legislative session saw the passage of AB57 and AB266, which made temporary changes to Chapter 391 of NRS. These included reducing the Student Performance Domain (SLG) weight from 15% to 0% for the 2021-2022 school year, with a return to 15% for the 2022-2023 school year and implementing class size adjustments on select indicators for non-probationary, effective, or highly effective teachers instructing classes exceeding recommended per-pupil counts.

During the 2025 Legislative Session, the passage of SB 460 resulted in several updates to NRS 391 that affect components of the Nevada Educator Performance Framework (NEPF). Revisions include the transition from Student Learning Goals (SLGs) to Educational Growth Goals (EGGs) scored on a five-point scale, still comprising 15 percent of the educator’s summative evaluation, and updated requirements for observation cycles for probationary educators. This legislation also establishes a new structure for Performance Improvement Plans (PIPs), including defined timelines, mentoring and coaching expectations, and required quarterly reviews. In addition, the Department is directed to develop and implement a statewide evaluator certification program to ensure evaluators are trained and qualified to conduct NEPF evaluations. SB 460 further requires the Department to conduct an annual review of a representative sample of at least three percent (3%) of educator evaluations statewide. This review is designed to promote consistency, fidelity, and statewide reliability in the application of the NEPF. These provisions will be implemented in phases between July 1, 2025, and July 1, 2027, and will be supported through updated guidance, tools, and professional learning for districts and schools.

Annually the Nevada State Board of Education reviews the Nevada Educator Performance Framework 2024-2025 Summative Evaluation and Monitoring for Continuous Improvement Data. This presentation highlighted NEPF summative ratings with class size adjustments, teacher trends, teacher Student Learning Goals, administrator score distributions, and administrator trend data. It also addressed data limitations and survey trends showing growth and time impacts. The review indicated a slight decrease in teacher administrator effectiveness ratings from the 2023-2024 to the 2024-2025 school year, a positive trend indicative of greater fidelity of implementation. Additionally, survey data indicated improved participation and that NEPF feedback positively impacted instructional and leadership practices.

In June 2025, the State Board of Education approved an expansion of the NEPF Redesign Field Study for the 2024-2025 school year. This initiative expanded participation with ten school districts and the Nevada State Public Charter School Authority to test updated NEPF rubrics and tools for teachers and administrators. Cohort 2 is built on Cohort 1’s pilot of holistic scoring, simplified evidence collection, and rubric refinements. Training and onboarding took place between July to September of 2025. Participating schools will complete three implementation cycles this year, with statewide feedback gathered in winter 2025 and spring 2026. The ongoing field study collects survey data and feedback to inform potential statewide adoption in the 2026-2027 school year.

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 currently 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 edition 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.

In 2021, 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 support the Pupil-Centered Funding Plan (PCFP). The license agreement for these four products expired 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 70 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 additional funding through the Pupil-Centered Funding Plan.

Accountability

As education systems evolve to meet the diverse needs of students, the integration of automated systems provides the foundation for robust accountability measures. These systems enable seamless collection and analysis of data, ensuring transparency and driving continuous improvement. Building on this foundation, district-level accountability emerges as a critical layer, where stakeholders can utilize localized data to make informed decisions. This approach ensures that significant investments in education are translated into measurable results and meaningful outcomes for students and educators alike.

In 2023, the State established additional accountability metrics to ensure the 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, the recruitment and retention of teachers and educational support professionals, and innovative solutions. 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:

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

The data aligned to these metrics will be tracked each year, with the 2024-2025 data available on the Department’s website.

Senate Bill 460 establishes a new accountability requirement directing the Nevada Department of Education (NDE) to develop and implement a District Accountability System that complements Nevada’s existing school accountability framework. In response, NDE has partnered with the Center for Assessment to support the design and technical development of the system and has convened the Metrics Subcommittee for Accountability Redesign to provide structured stakeholder input and ongoing guidance.

The subcommittee is charged with examining accountability measures, system coherence, and alignment between district-level practices and school-level outcomes. This work is continuing throughout the 2025–2026 school year and focuses on developing, testing, and refining core components of the framework, with the goal of launching a preliminary District Accountability Framework by summer 2026.

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.

Under the federal Every Student Succeeds Act (ESSA), states are granted flexibility to establish accountability systems, timelines, and school improvement processes that respond to local needs while meeting federal requirements. ESSA requires states to annually identify schools in need of support based on performance criteria. In Nevada, the lowest-performing schools are designated as Comprehensive Support and Improvement (CSI) schools.

Nevada identifies CSI schools annually, with each identified school entering a three-year improvement cycle as part of a designated cohort. Schools remain in their cohort for the full three-year period before being evaluated for exit. Under Nevada’s approved ESSA plan, a school is identified for CSI if it is a Title I school performing in the bottom fifth percentile statewide based on the adjusted Nevada School Performance Framework (NSPF) index, a Title I school that does not exit Additional Targeted Support and Intervention (ATSI) status after three years, or a high school with a four-year adjusted cohort graduation rate below 67 percent. A current list of schools meeting CSI and MRI designation criteria is maintained on the Nevada Department of Education website to ensure transparency and public access.

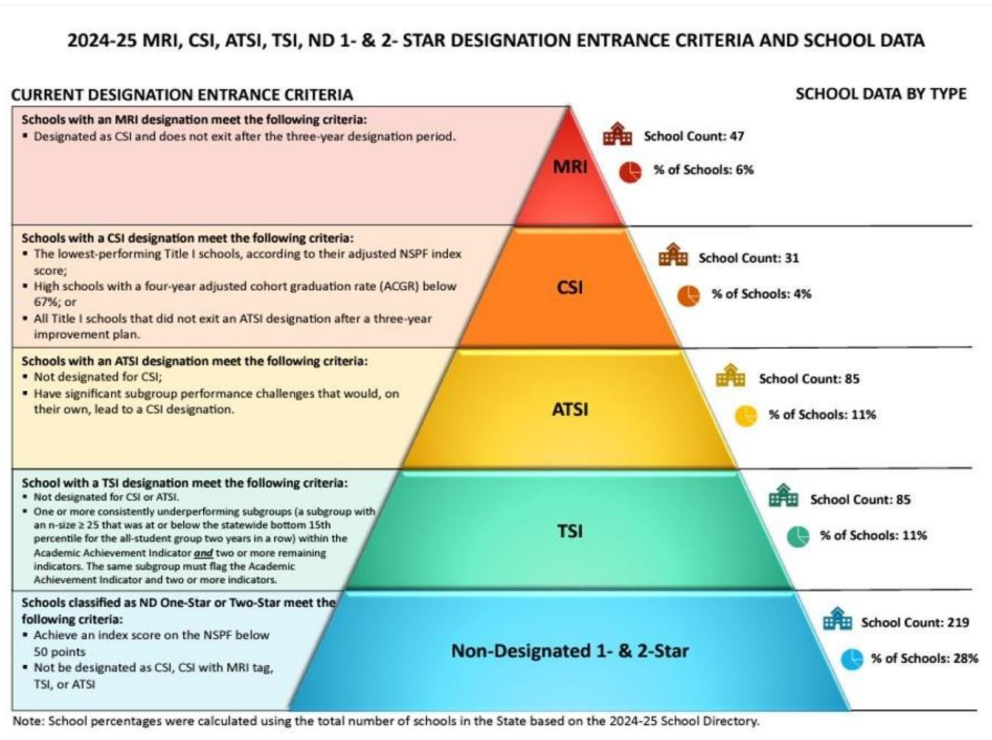
Once identified, CSI schools work in partnership with their Local Education Agencies to develop and implement School Improvement Plans that outline evidence-based strategies to improve student outcomes. Schools have three years to implement these plans before being evaluated for exit. Schools that do not exit after three years are designated for More Rigorous Interventions (MRI) and receive additional oversight and support. In Fiscal Year 2024, the Department transitioned from a competitive grant process to a formula-based distribution of school improvement funds to provide more predictable and equitable support for CSI and MRI schools.

To support effective implementation, NDE directs schools and districts to select interventions aligned to ESSA evidence requirements and maintains guidance linking practitioners to the U.S. Department of Education’s [What Works Clearinghouse](#). This resource supports schools in identifying evidence-based programs and practices that meet federal evidence tiers and align with Nevada’s school improvement priorities. Nevada’s support framework emphasizes strengthening school leadership, advancing data-informed decision-making, and integrating these approaches to support sustained improvement.

To further support schools and districts, NDE partners with external organizations, including UPD Consulting and WestEd, to provide technical assistance, coaching, and resource allocation reviews that assess equitable access to staffing, funding, and instructional supports. From Fiscal Year 2018 through Fiscal Year 2025, Nevada has received more than \$76.3 million in federal Title I, Section 1003(a) funds dedicated to supporting these improvement efforts.

Figure 3. School Data by Federal Designation visually represents Nevada’s low-performing schools, categorized by federal designation, along with the number of schools in each category for the 2024-2025 school year. In 2024, Additional Targeted Support and Improvement (ATSI) reporting rules were revised to better align with federal expectations and state benchmarks. This update ensures that schools are accurately identified and receive tailored support to address the specific needs of student groups. Additionally, it empowers LEAs to develop a more targeted and effective support system.

Figure 3. School Data by Federal Designation



School Year 2024-2025 Highlights:

When comparing School Year 2024–2025 to School Year 2023–2024, Nevada saw meaningful reductions across all federally designated and low-performing school categories:

- CSI–MRI schools decreased from 47 to 36, a reduction of 23.4 percent. Correspondingly, the share of CSI–MRI schools declined from 5.5 percent to 4.2 percent (–1.3 percentage points).
- TSI schools decreased from 85 to 67, a reduction of 21.2 percent. The percentage of TSI schools declined from 9.9 percent to 7.8 percent (–2.1 percentage points).
- Non-Designated 1- and 2-Star schools decreased from 219 to 141, a reduction of 35.6 percent. Their share declined from 25.6 percent to 16.4 percent (–9.2 percentage points).
- Total federally designated and Non-Designated 1- and 2-Star schools decreased from 467 to 418, a reduction of 10.5 percent. As a share of all schools, this group declined from 54.5 percent to 48.6 percent (–5.9 percentage points).

Technical Assistance and School Support:

A key initiative for the School Improvement Team is empowering school and district leaders through sustained coaching and professional learning. This work includes year-round site visits with MRI, CSI, ATSI, TSI, and Non-Designated 1- & 2-Star schools to better understand each school’s context, celebrate successes, identify challenges, and provide school leaders with actionable tools and strategies to strengthen their improvement efforts.

Supporting School Leaders:

To further build supports for Nevada’s schools, the School Improvement Team launched targeted workgroups with correctional and alternative schools, offering tailored guidance and collaboratively developing customized guidance documents designed to support the creation of meaningful school improvement plans. These workgroups also create opportunities for correctional and alternative school and district leaders to share best practices and build a collaborative network of support.

Most recently, the team introduced the School Leadership Forum and the Principal’s Academy, two initiatives designed to create consistent spaces for professional growth, foster community among school leaders, and elevate principal voice in statewide conversations. These efforts strengthen partnerships between LEAs and NDE by emphasizing collaboration over compliance and by building the long-term leadership capacity necessary for sustainable school improvement across all federal designations.

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.

Competency Based Learning

Nevada is advancing a learner-centered, future-ready vision through the Nevada Future of Learning Network, a statewide initiative guided by the Portrait of a Nevada Learner. The Network brings together educators, district leaders, policymakers, and community members to strengthen the relationships, learning experiences, and systems that enable all students to thrive in a rapidly changing world.

Through sustained collaboration, professional learning, and statewide convenings, the Network is driving meaningful transformation across Nevada. School and district teams from Clark, Churchill,

Douglas, Elko, Humboldt, Pershing, and White Pine counties are working collectively to implement personalized, competency-based learning and to establish the conditions necessary for long-term success. This work equips students with the mindsets and skills outlined in the Portrait of a Nevada Learner and aligned with Nevada Academic Content Standards, ensuring learning is relevant, personalized, and responsive to future demands.

Building on this work initiated by the Nevada Department of Education and carried forward by the field, the Commission on Innovation and Excellence in Education has developed recommendations and an implementation roadmap to advance this vision statewide. In partnership with the Network, the Nevada Association of School Superintendents, NDE, and community partners, these efforts are strengthening clarity, coherence, and alignment across the system—shaping a shared vision of engaging, future-ready learning experiences for every Nevada student.

Skills for the Future

Nevada is leading in education innovation through the Skills for the Future (SFF) initiative, a partnership with ETS and the Carnegie Foundation. Launched in 2025, SFF equips schools that teach ninth through twelfth grade with tools to develop and measure durable skills like Communication, Collaboration, and Critical Thinking in real-time. The platform uses AI simulations along with portfolios to help educators assess these skills in authentic ways and to give students clear feedback on their growth.

By piloting this cutting-edge platform, Nevada schools are shaping the future of education, ensuring students are prepared for success in a global economy. This initiative underscores the state's commitment innovation and expanded opportunity, setting a national example for transforming education and empowering learners for a brighter future.

Nevada Transitions Roadmap through Innovative Partnerships

The Nevada Transitions Roadmap through Innovative Partnerships (Nevada TRIP) is a statewide initiative designed to support children and youth with disabilities, ages 10–24, as they transition successfully from elementary to middle school, middle to high school, and from high school into postsecondary education or training, independent living, and competitive, integrated employment. Funded through a \$10 million Disability Innovation Fund grant, the project is led by the Office of Comprehensive Student Services and focuses on strengthening transition planning through expanded outreach, targeted professional development, and practical resources for students, families, and youth service professionals, including educators and counselors.

A key resource, the Nevada TRIP website, publicly launched on April 1, 2025, providing centralized, accessible tools to support transition planning and coordination. To date, nearly 600 children and youth with disabilities across three rural Nevada pilot school districts have accessed Nevada TRIP services. By strengthening guidance, building local capacity, and delivering targeted tools, Nevada TRIP is creating clearer, more coordinated pathways from the classroom to meaningful employment and long-term success.

State Personnel Development Grant

The Nevada Department of Education Office of Comprehensive School Services has been awarded a \$4.8 million State Personnel Development Grant (SPDG) from the federal Office of Special Education Programs to support statewide implementation over the next five years.

Under Goal 1, the Office is partnering with University of Nevada, Las Vegas to strengthen the special education teacher apprenticeship pipeline by recruiting, preparing, and retaining educators through non-

traditional pathways. Goal 2 focuses on replicating and scaling the success of the Assess, Plan, Teach (APT) instructional model. This work expands implementation to an additional 30 schools within the Clark County School District and establishes new partnerships with districts in White Pine, Nye, and Elko counties.

Through expanded implementation of the APT framework, the project aims to increase the percentage of students with disabilities in grades three through five who demonstrate proficiency on statewide reading assessments. Central to both goals is a partnership with the Nevada Parent Training and Information Center, ensuring family-centered supports and statewide expertise are embedded throughout all phases of the project. This work aligns with Senate Bill 460 by strengthening educator workforce capacity, scaling evidence-based literacy practices, and improving accountability for student outcomes, particularly for students with disabilities in grades three through five.

Migratory Children Support

The Migrant Education Program is a federally funded initiative that provides approximately \$60,000 annually to support supplemental, statewide services for students whose families relocate for agricultural employment, regardless of whether they are identified as English learners. Nevada currently serves approximately 60 migratory students, a number that has declined in recent years.

The Nevada Department of Education continues to support local education agencies with recruitment and eligibility efforts to ensure migratory students are appropriately identified and connected to services. Through these efforts, the Migrant Education Program helps ensure equitable access to educational supports that address the unique academic and social needs of this highly mobile student population.

Nevada also participates in the Migrant Parent Empowerment Consortium Plus (MPEC+), and NDE has been awarded the State Fiscal Year 2026 Consortium Incentive Grant, further strengthening statewide coordination, family engagement, and service delivery for migratory students.

Teacher Apprenticeship Program

Nevada's teacher apprenticeship programs are tackling the state's teacher shortages by creating clear pathways into the profession. These programs allow aspiring educators to gain hands-on experience while earning a salary, making it easier for people from diverse backgrounds to become teachers. They've also opened doors for career changers, offering alternative certification routes that bring fresh ideas, real-world experience, and greater diversity to classrooms.

What sets these programs apart is their focus on practical training and mentorship. New teachers are paired with experienced mentors who guide and support them as they develop their skills. This combination of training and mentorship helps teachers feel confident and prepared, making them more likely to stay in the profession.

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. When LEAs are found to be noncompliant with federal or state laws or regulations, the Department is responsible for ensuring that LEAs have met their obligations under the plan and corrected the identified violation(s).

Measures taken by the Department to ensure compliance has been attained:

- The Department requires a written CAP plan with timelines, deadlines for completion, and actions needed that may include, as deemed necessary, review/revision of policies and procedures and the provision of training to ensure that systemic noncompliance is corrected within one year.
- The Department reviews and approves CAP in writing.
- The written CAP requires specific documents to be submitted for review of compliance.
- The Department monitors and communicates with districts when timelines and deadlines are not met.
- The Department requires verification that CAP activities have been implemented as required and reviews documentation to ensure the correction of individual and systemic noncompliance have been addressed.
- A CAP closure letter is sent to once district have met 100% compliance.

Fiscal Compliance

During the 2024–2025 reporting period, the Nevada Department of Education identified fiscal noncompliance within the Clark County School District related to statutory requirements under NRS 387 and NRS 388G governing school precinct fiscal reporting and transparency. The identified noncompliance included failures to update required information and to provide accurate, complete, and timely fiscal data, adversely affecting the ability of local school precincts to exercise authorities provided in statute.

Pursuant to NRS 385.347, the Superintendent of Public Instruction issued a Notice of Non-Compliance and required the district to develop and submit a Corrective Action Plan (CAP). The Department reviewed and approved the district’s CAP, which included required corrective actions, timelines, and documentation to address both individual and systemic compliance issues. The Department monitored implementation of the approved CAP through the review and verification of submitted documentation. Upon confirmation that all required corrective actions have been fully implemented and statutory compliance restored, the Department issued a formal CAP closure determination.

Low Academic Achievement of English Learner Corrective Action Plans

During the 2025 Legislative Session, Assembly Bill 335 (AB 335) was signed into law, repealing NRS 388.408, which had been enacted through AB 219 (2019). Under the repealed statute, schools were required to develop corrective action plans when the academic achievement of English learners ranked in the lowest 30th percentile statewide. These plans included goals, targeted actions, and professional development intended to improve English learner outcomes. As a result of AB 335, schools were no longer required to submit corrective action plans for English learner academic achievement during the current year.

In place of the repealed statute, AB 335 establishes a new set of statewide supports and requirements for English learners. The Nevada Department of Education is currently developing regulations to implement these provisions. Key components of the law include:

- Section 2: Requires schools with an English learner population of 10 percent or more of total enrollment to include a primary goal in their school improvement plans focused on improving English learner academic achievement.
- Section 4: Requires each local education agency to designate a district-level administrator responsible for overseeing English learner programs and services.

- Section 5: Requires English language acquisition training for all licensed teachers.
- Section 6: Requires accountability data to be disaggregated by English learner subgroups and specifies that newcomer data may not negatively impact a school’s rating on the Nevada Report Card.
- Section 10: Allows high school newcomers to remain enrolled in their zoned schools until age 21 to complete their diplomas.
- Section 11: Establishes an English Learner Advisory Council to inform future legislation and policy development.

Together, these provisions shift the focus from corrective compliance toward systemic supports, professional capacity-building, and more nuanced accountability for English learner success statewide.

Ensuring Compliance and Continuous Improvement in Special Education

The Nevada Department of Education continues to strengthen statewide compliance and accountability in special education through timely identification and correction of noncompliance under the Individuals with Disabilities Education Act (IDEA). Through a combination of comprehensive monitoring and dispute resolution, the Department works collaboratively with local education agencies (LEAs) to address both individual and systemic issues and to improve outcomes for students with disabilities.

Corrective Action Plans and Special Education Compliance

The Nevada Department of Education ensures compliance with federal and state special education laws through a structured system of monitoring and dispute resolution. When noncompliance is identified, a Corrective Action Plan (CAP) is required to address both individual and systemic issues and to ensure timely correction, consistent with IDEA and Nevada statutory requirements.

CAPs are developed collaboratively between NDE and local education agencies (LEAs) and are designed to achieve full compliance within one year. Each CAP includes a review and revision of policies and procedures, targeted professional learning to address identified gaps, and documentation verifying implementation and correction of noncompliance. LEAs are required to submit evidence demonstrating completion of all approved CAP activities and sustained compliance.

IDEA Comprehensive Monitoring

Through IDEA Comprehensive Monitoring, NDE conducts reviews of LEA records, policies, procedures, and forms to identify areas of noncompliance and support corrective action.

- School Year 2023–2024: Five CAPs were initiated. All five were completed and formally closed within the required one-year timeline.
- School Year 2024–2025: Five CAPs were initiated and are currently in progress. LEAs must demonstrate 100 percent compliance by August 6, 2026.
 - These results reflect consistent district engagement and system capacity to correct identified issues within federally required timelines.

Special Education Dispute Resolution: State Complaints

CAPs are also required when noncompliance is identified through the investigation of a filed State Complaint alleging violations of federal or state special education laws or regulations. Depending on the findings, CAPs may include systemic corrective actions, student-specific remedies, or both, particularly

in cases involving the denial of appropriate services. LEAs have one year from the issuance of the final investigation report to complete corrective actions and provide evidence of compliance.

- Calendar Year 2024:
 - State complaints investigated: 16
 - Findings of noncompliance requiring CAPs: 10
 - CAPs completed: 6
 - CAPs in progress: 4
- Calendar Year 2025:
 - State complaints investigated: 15
 - Investigations completed: 14
 - Findings of noncompliance requiring CAPs: 8
 - CAPs completed: 4
 - CAPs in progress: 4
 - One investigation remains ongoing

Special Education Dispute Resolution: Constituent Concern Inspections

In addition to federal IDEA requirements, Nevada statute provides for a Constituent Concern Inspection (CCI) process to address allegations of a school's noncompliance with federal or state special education laws or regulations. While CCIs are not part of IDEA's federal dispute resolution framework, they serve as a state-level mechanism for responding to constituent concerns.

When a finding of noncompliance is made through a CCI, NDE works directly with the school to determine the most efficient and expeditious path to compliance and requires the governing board to establish a CAP. The CAP must be submitted to NDE for approval prior to implementation and is monitored through established follow-up procedures.

- Calendar Year 2024: No CCIs were accepted for investigation; no CAPs were required.
- Calendar Year 2025: Two CCIs were investigated; no findings of noncompliance were identified, and no CAPs were required.

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.

Student Discipline and Safety

Detailed information regarding student discipline and safety since 2022 can be found within the [Nevada Report Card](#), including data disaggregated by a number of factors: race/ethnicity, gender, special population status, and type of incident. These data also include information on the number of students and incidents reported, the outcomes of investigations, and the disciplinary measures taken. The figure 4 below shows a very high-level summary of these data, with the number of students involved in disciplinary incidents for the 2021-2022, 2022-2023, 2023-2024 and 2024-2025 school years.

Figure 4. Discipline Data

Students involved in disciplinary incidents, by type of incident								
Accountability Year	Weapons	Violence	Alcoholic Beverages	Controlled substances	Habitual Disciplinary Problems	Bullying	Cyber Bullying	Discrimination Based on Race
2021-2022	1,591	15,770	549	4,515	371	10,588	1,242	1,213
2022-2023	1,618	17,777	562	5,785	422	11,992	1,664	2,571
2023-2024	1,099	18,326	672	5,399	445	11,399	1,493	3,469
2024-2025	835	12,004	461	4,145	319	12,074	1,470	3,632

Note: This number represents the number of students *reported* to be involved in incidents. Further data, including the outcome of investigations and the disciplinary measures taken, can be found in the Nevada Report Card.

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.

The Department delivered a Discipline Data Report and Restorative Practices presentation to the State Board of Education on December 10, 2025.

Throughout the 2024 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), 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 students are provided opportunities to develop and practice relationship 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.

Figure 5 presents statewide averages from the Nevada Student School Climate/Social Emotional Learning Survey, with a focus on Emotional Safety over several years.

The student survey results are broken down by the following standards:

- 100-341 = Needs Improvement
- 342-372 = Adequate
- 373-500 = Excellent

Figure 5. Nevada School Climate/Social Emotional Learning Survey

Nevada School Climate/Social Emotional Learning Survey Statewide Averages

Survey Administration	Emotional Safety
Fall 2024	353 Adequate
Fall 2023	349 Adequate
Fall 2022	351 Adequate
Fall 2021	354 Adequate
Spring 2021*	367 Adequate
Fall 2019	354 Adequate
Spring 2019	354 Adequate

The percentage and number of schools in each school climate standard (needs improvement, adequate, excellent) for emotional safety are reflected in the figure 6 below:

Figure 6. School Climate Responses

Survey Administration	Excellent	Adequate	Needs Improvement	Total # of Schools
Fall 2024	40% (293)	34% (246)	26% (189)	728
Fall 2023	38% (260)	32% (215)	30% (207)	682
Fall 2022	40% (278)	34% (237)	27% (187)	702
Fall 2021	44% (319)	35% (252)	20% (147)	718
Spring 2021*	52% (348)	37% (244)	11% (76)	668
Fall 2019	43% (300)	32% (223)	24% (169)	692
Spring 2019	40% (282)	31% (219)	29% (203)	704

Statewide, students are perceiving “adequate” emotional safety in their schools, however, the score is on the low end of the “adequate” range. Since Spring 2021, the state’s emotional safety score has dropped every school year indicating schools are needing improvement in the emotional safety for students. However, the fall 2024 data show an increase in the emotional safety of students in our schools. In Fall 2024, 40% of schools have “excellent” emotional safety perceptions from students, and the percentage of schools that “need improvement” in emotional safety saw a decrease to 26% from the previous year.

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

Figure 7 presents statewide averages from the Nevada Student School Climate/Social Emotional Learning Survey, with a focus on Physical Safety over several years.

The student survey results are broken down by the following standards:

- **100-375** = Needs Improvement
- **376-418** = Adequate
- **419-500** = Excellent

Figure 7. Survey Data Focused on Physical Safety

Nevada School Climate/Social Emotional Learning Survey Statewide Averages

Survey Administration	Physical Safety
Fall 2024	368 Needs Improvement
Fall 2023	362 Needs Improvement
Fall 2022	364 Needs Improvement
Fall 2021	367 Needs Improvement
Spring 2021*	406 Adequate
Fall 2019	367 Needs Improvement
Spring 2019	367 Needs Improvement

The percentage and number of schools in each school climate standard (needs improvement, adequate, excellent) for physical safety are depicted in figure 8:

Figure 8. Percentage and number of schools for Physical Safety

Physical Safety	Excellent	Adequate	Needs Improvement	Total # of Schools
Fall 2024	21% (152)	33% (242)	46% (334)	728
Fall 2023	20% (137)	32% (219)	48% (326)	682
Fall 2022	23% (148)	35% (220)	42% (267)	635
Fall 2021	25% (179)	36% (258)	39% (280)	717
Spring 2021*	53% (352)	32% (216)	15% (99)	667
Fall 2019	27% (188)	31% (217)	41% (286)	691
Spring 2019	24% (166)	34% (240)	42% (298)	704

Statewide, students are perceiving physical safety needing improvement in their schools. Over time, the state’s physical safety score keeps dropping every school year and a higher percentage of schools need improvement in physical safety. In fall 2024, only 21% of schools have “excellent” physical safety perceptions from students, and the percentage of schools that “need improvement” in physical safety are 46%.

*Please use caution when interpreting school climate survey results from the 2020-21 school year. Due to the COVID-19 pandemic, participation rates were lower than in prior years, raising the potential for bias on survey results. In addition, many students who took the survey were learning through remote or hybrid models.

Multi-Tiered System of Supports

A Multi-Tiered System of Supports (MTSS) includes three tiers of student support. Tier 1 includes universal 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 intervention 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 support for a few students and are for students who demonstrate the highest need, based on lack of responsiveness to Tier 1 and 2 supports.

A longitudinal analysis published by Metis Associates in July 2025 showed increasing State capacity to implement MTSS and demonstrated that higher implementing sites outperformed lower implementing sites in all key measures assessed, including average daily attendance, chronic absenteeism, and Math and ELA performance. These positive outcomes led, for the first time in Nevada history, to the legislature investing State resources into supporting MTSS, with the goal of expanding the number of schools and districts served by the Nevada PBIS Technical Assistance Center housed within the University of Nevada, Reno.

Restorative Justice Practices

Restorative Justice Practices (RJP) is a framework to build community and approach school conduct and discipline through a supportive lens. RJP is 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:

- 9 RJP training sessions across 9 districts and statewide events
- Restorative Practice Office Hours – Hosted monthly on third Tuesday of the month

Social and Emotional Learning

Social Emotional Learning (SEL) is the ongoing process of developing skills to understand and manage emotions, make thoughtful decisions, and sustain meaningful relationships. This includes the competencies of: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making.

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.

Highlights from the past year include:

- The Nevada Pre-K Social Emotional Standards were revised to align with the CASEL framework and the five competencies listed above.
- New asynchronous professional learning was developed and will be available to all Nevada educators beginning in January. Courses include *Foundations of Social Emotional Learning* (a 15-hour introductory course), and five micro-credentials which enable educators to demonstrate competency in utilizing evidence-based strategies to support students' social emotional skill development.
- 13 Local Educational Agencies and 220 schools received support with implementation of Positive Behavior Supports and Interventions (PBIS). This was made possible by the Nevada Department of Education's partnership with the University of Nevada Reno's PBIS Technical Assistance Center.
- 44 SEL training sessions across 9 districts and statewide events.
- Social Emotional Learning Standards were developed to support Pre-K –12 educators in implementing SEL.

Appendix: Glossary of Acronyms and Initialisms

ADA: Americans with Disabilities Act

AGP: Adequate Growth Percentile

APT: Assess, Plan, Teach

ATSI: Additional Targeted Support and Improvement

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

ECILP: Early Childhood Inclusive Learning Program

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

MRI: More Rigorous Intervention

MTSS: Multi-Tiered System of Supports

NDE: Nevada Department of Education

NEPF: Nevada Educator Performance Framework
NRS: Nevada Revised Statute
NSPF: Nevada School Performance Framework
NWEA: Northwest Evaluation Association
PCFP: Pupil-Centered Funding Plan
PRESS: Path to Reading Excellence at School Sites
RBG3: Read by Grade 3
RJP: Restorative Justice Practices
SAIN: Student Accountability Information Network
SEL: Social Emotional Learning
SFF: Skill for the Future
SIS: Student Information System
SPCSA: State Public Charter School Authority
TRIP: Transitions Roadmap through Innovative Partnerships
TSI: Targeted Support and Improvement