

STATE OF NEVADA

# “Fastest Improving State in the Nation”

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## Annual Report of the State of Public Education



**Steve Canavero, Ph.D., Interim Superintendent of Public Instruction**

**January 2018**

This report to the Governor and Legislature fulfills the statutory requirement that the Department provide an overview of the state of public education in Nevada. It summarizes certain activities in 2017 and recent school years, with an acknowledgement that the state remains in the midst of a major reform effort focused on college and career readiness for all students.

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## Introduction

On January 5, 2015 Governor Sandoval delivered his inaugural address on the steps of the capital building, hosting an inaugural program entirely presented by the young people of Nevada. In his address, the Governor dedicated the remaining years of his administration to their ultimate success and laid out a vision for a New Nevada: For Generations to Come. The first step toward building the New Nevada was taken a little over a week later when the Governor delivered his Executive Budget and state of the state address to the Nevada Legislature. The Governor's plan for PreK-12 grade education was clear: make strategic investments, hold the line of accountability, and usher in an era of reform. A vision for the New Nevada was made evident for all to see.

By local and national accounts the 78<sup>th</sup> Session of the Nevada Legislature was historic. Of the 25 initiatives proposed by the Governor for PreK-12<sup>th</sup> grade, 24 passed along with the needed revenues to make the increased investments. These initiatives, as well as others, were extensions of work from the 77<sup>th</sup> Session of the Nevada Legislature (e.g., the expansion of Zoom School and modernizing the Nevada Plan) while others were responsive to clear needs of our state. It is likely that 2015 will be viewed as the year that established the policy and funding framework for a marked transition in Nevada's system of public education. The state's entire education system worked through the 2015-2016 Interim to implement the investments and evaluate the efficacy of programs to enhance student outcomes.

The 79<sup>th</sup> Session of the Nevada Legislature convened February 6, 2017 and spent the remaining 120 days engaged in a number of topics; however, the session's focus was on "stay the course" established in 2015 through enhancing the policy and funding aimed at fulfilling the promise of the Governor's New Nevada. The Nevada Legislature reviewed the performance of the 2015 effort, including a review by a disinterested third party contracted to evaluate 7 of the new programs established in 2015. As a result, many steps were taken:

- Continued modernization of the Nevada Plan through the application of weights (i.e., \$1,200) per pupil in certain schools;
- Codification of categorical programs: Social Workers in Schools, Nevada Ready 21, and improvements to existing Zoom and Victory legislation; and
- Importantly, a reiteration that the policy and funding foundation built in 2015 would remain intact.

The 2017-2018 Interim is a time of alignment, coherence, and long-term planning. The Department and State Board of Education (Board) recognized the need for a coherent vision and plan to align the various "initiatives" under a common and universal plan. Following months of stakeholder engagement and Board action, Nevada's educational system is now guided by a universal strategic plan with the goal to become the nation's fastest improving state.

## Annual Reports of Accountability

The Nevada Department of Education prepares and makes available two primary sources of demographic and performance accountability data:

- The **Nevada Report Card**, a compilation of information prepared by the State Board as required by federal and state law, provides a detailed overview of the data from Nevada’s public schools. The information is available online at [www.nevadareportcard.com](http://www.nevadareportcard.com) and contains customizable reports on topics ranging from cohort graduation rates to personnel status.
- The **Nevada School Performance Framework**, a rating system for most public schools, creates an index score based on several performance indicators. The resulting Star Rating, ranging from one to five stars, replaced the prior Star Rating most recently active for the 2013-2014 school year. The framework and star ratings for each school can be accessed at [www.nevadareportcard.com](http://www.nevadareportcard.com). The notable exception is the “pause” in developing new star rating for the 14-15 and 15-16 school years due to the technical problems in delivering the assessment.

With the ready availability of so much data, it is not necessary to repeat information in this annual report; rather, it is instructive to reflect on certain key points that frame the state of public education in the Silver State as we enter 2018. These key points are discussed in the following section.

## Status of K-12 Public Education

As we enter 2018, Nevada’s public education system is faced with a number of challenges that have persisted for years. However, as the Department strives to identify effective and innovative approaches to diminish or eliminate these challenges, it is also faced with a number of opportunities that offer solutions to old problems or new successes.

### The Challenges . . .

Teacher Shortage: In November 2017, Clark County had 534 open instructional positions with unlicensed substitutes filling the gaps in many schools. Statewide, school districts worked to fill 716 total vacancies, accounting for a 3.2% vacancy rate. Higher vacancy rates existed in Nevada’s poorest performing schools, such as our 1-Star and 2-Star schools, which had 4.7% and 5.2% vacancy rates, respectively.<sup>1</sup> In 2015 the State Board of Education took up this issue to appreciate their role in ensuring our classrooms were led by an effective teacher. To date, the State Board of Education has taken action to direct new resources (e.g., Teach Nevada Scholarship) to those institutions with Alternative Route to Licensure in order to meet the

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<sup>1</sup> (Nevada Department of Education, 2018)

immediate demand. The preparation, recruitment, and retention of teachers must continue to be a priority for the state.

Nevada's Population Remains Incredibly Diverse: Nevada has one of the most diverse student populations in the nation. The fastest growing ethnic group is Hispanic, representing 36.39% of Nevada's students in 2008, and growing to represent 42.09% of students in 2017. This correlates with a corresponding decrease in the percent of White students from 43.06% in 2008 to 33.20% of all Nevada students in 2017. Within this diverse population, Nevada also has one of the highest percentages of English language learner (ELL) students in public schools, accounting for 15.93% of the student population in 2017. Beginning in the 2010-2011 school year a new ethnicity classification, "Two or More Races," was introduced, which accounted for 6.09% of Nevada students in 2017.

Nevada's Population is Affected by Poverty: According to the most recent poverty data from the National Center on Education Statistics, 20.5% of Nevada's school age children live in poverty which is roughly equivalent to the United States average<sup>2</sup>. The Nevada Report Card reports over 60.72% of students qualify for Free or Reduced Price Lunch (FRL) – a measure of poverty that uses self-reported household income and household membership data. However, either approaches to measuring poverty mask the disparate impact poverty has upon different groups of students in the state. According to data pulled from the state's student information system, 77% of Black/African American children and 74% of Hispanic students qualify for FRL. These figures stand in stark contrast to 39% of Asian and 31% of White students that qualify for FRL.

Improving Graduation Rates: Although the statewide graduation rate improved by 7 percentage points to 80.85% for the Class of 2017, the highest in Nevada's history, Nevada's statewide graduation rate must continue on that trajectory to accomplish the Governor's vision for a New Nevada. Despite statewide gains, Hispanic, American Indian, and African American students in Nevada continue to graduate at lower rates than other student subgroups. Further, students with disabilities, and students that qualify for FRL graduate at substantially lower rates. In 2017, English language learners (EL) surpassed the statewide graduation rate by demonstrating an 81.66% graduation rate.

Achievement Gaps Remain: Despite an overall increase in the performance of Nevada's students over the past five years, a performance gap still exists between ethnic groups. In addition, a significant difference exists between nearly all ethnic groups compared to White students.<sup>3</sup>

In the most recent Nevada School Performance Framework (NSPF) rating, Nevada's school accountability system, one-fourth of schools rated received 1-Star or 2-Star ratings on a 5-Star scale. A disproportional number of these low

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<sup>2</sup> U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013. See *Digest of Education Statistics 2014*, [table 102.40](#).

<sup>3</sup> Nevada Department of Education. (2015). Nevada Report Card. Retrieved from <http://nevadareportcard.com/di/main/assessment>

performing schools serve students that qualify for free and reduced lunch or are designated as English learners.

To illustrate this for one of Nevada's special populations, Black students make up 10% of total enrollment, but only 2.5% of Nevada's Advanced Diploma graduates, indicating an equity gap for Black students. The equity gap for Black students begins earlier than high school, with 1 out of every 4 Black students demonstrating proficiency on the 3<sup>rd</sup> Grade Smarter Balanced Mathematics assessment, compared to 1 out of every 2 Nevada students.

We Still Have a Math Problem: Math proficiency rates declined in 2013-14 for Nevada students in grades 3 through 8 (except grade 7, where the rate stayed nearly the same). Student performance in math continues to generally lag behind student performance in reading, which was essentially unchanged from 2013 to 2014.<sup>4</sup> The National Assessment of Educational Progress 2015 results place Nevada as 47<sup>th</sup> nationally in 4<sup>th</sup> grade and 43<sup>rd</sup> nationally in 8<sup>th</sup> grade mathematics performance<sup>5</sup>. According to the Nevada Report Card, only 17.5% of 8<sup>th</sup> grade students and 33.8% of 5<sup>th</sup> grade students were proficient on the Smarter Balanced Mathematics assessment in 2017.

### Opportunities for Success . . .

New Focus on Early Childhood: 2014 was the first full year the Department was responsible for early childhood programs, which are targeted to help many of the approximately 180,000 children in Nevada aged 0-4. All Head Start and "Quality Dollars" are now administered by the Department and Nevada was selected as an award recipient of the U.S. Department of Education and U.S. Department of Health and Human Services Preschool Development Grants program. The first year grant allotment is over \$6.4 million with a potential allotment over the next four years exceeding \$43 million. Four districts and the Charter School Authority received a grant to expand and create high-quality preschool programs. Today, the Office of Early Learning and Development has made targeted growth to keep up with their Fastest Improving State in the Nation Goal with 31 schools and 71 centers receiving a Quality Rating and Improvement System score and 41 centers participating in a Steps to Stars process.

78<sup>th</sup> Session of the Nevada Legislature: Governor Sandoval proposed a plan to modernize Nevada's PreK-12 education system. Saying that "we live in a state that is transforming before our eyes," the Governor recommended significant investments in our schools and an accountability agenda to support sound return on the investment. The Legislature concurred and enacted virtually all the Governor's proposals. The following information represents a partial list of the Governor's key proposals approved by the 2015 Legislature. Some \$340 million in new program investment is reflected below.

### EARLY LEARNERS

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<sup>4</sup> Nevada Department of Education. (2015). "Nevada Ready! Annual Plan to Improve the Achievement of Pupils," p. 6, Figure 3.

<sup>5</sup> U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2009–2015 Reading Assessments.

Fund Preschool Development Grant Match: The recent federal grant to expand quality and access in preschool services in identified high need communities (Churchill, Clark, Lyon, Nye, and Washoe) includes a match requirement. The grant will double the number of students at risk being served and provide access to full-day programs with quality control. For the biennium, the State match equals just over \$10 million. Federal dollars received during the first year of this grant total \$6.4 million (\$43 million over four years). In the third year of grant implementation 2,588 seats were filled and 1,091 State Pre-k seats expanded from half-day to full-day.

Fund Preschool Social Impact Bonds: Social impact bonds, also known as “pay for success” bonds, utilize private investment for public sector program costs, repaying the investor with savings realized through the program’s ultimate success. These funds support an outside vendor to study the feasibility of social impact bonding to continue and expand preschool services.

Expand full day Kindergarten at 21:1 & Portables: Completes the expansion of Full Day Kindergarten, reaching all schools by the second year of the biennium, including class-size reduction funding at 21:1 (\$36.9 million). Also includes \$2 million for portables where space is not available. This represents a total investment of approximately \$39 million over the biennium.

Read by Third Grade: State General Fund of \$4.9 million in FY 2016 and \$22.3 million in FY 2017 to support activities found to be effective in improving the academic achievement in reading of students in grades Kindergarten through third grade (e.g., literacy coaches, grants, contracts, etc.). The Department will establish a grant program to augment reading proficiency programs in schools (district and charter) not served with Zoom or Victory reading centers/programs. Literacy plans with performance measures will be required from elementary schools that apply, with the State Literacy Plan providing a foundation for schools. SB 391

## MODERNIZING THE NEVADA PLAN

Add Special Education Weights and Contingency Account: In the second year of the biennium, special education units will be converted to an equivalent per pupil “weighted” formula. This will begin an increase in weighted formula funding over each year of subsequent biennial budgets until the desired weight (estimated to be twice the basic per pupil guarantee) is achieved, as recommended by the SB 500 Task Force during the recent Interim Study. An additional \$25 million is appropriated to fund this expansion in the second year. A State General Fund appropriation of \$5 million in the second year of the biennium will be placed in a new account to reimburse districts and charter schools for extraordinary expenses related to the education of students with disabilities. In the first year of the biennium, the Department will establish regulations concerning the reimbursement qualifications and procedures; the State Board will review and approve. SB 508

Expand Zoom Schools: Appropriates State General Fund of \$50 million each for 2017-2018 and 2018-2019, for a total of \$100 million each biennium. In the 2017-2018 school year, 38 Clark County School District and 24 Washoe County School District schools received funding. Middle and high schools were included in this biennium’s pilot. The pilot will be evaluated by an external evaluator, contracted for by the NDE, and spending information will be used to modernize the Nevada Plan next biennium by shifting to funding “weights” as recommended by the SB 500 Task Force. As a result of this funding, nine Zoom schools increased their Nevada School Performance Framework (NSPF) school rating. SB 405

Create Victory Schools: Appropriates \$25 million in the State General Fund in each year of the biennium to create a new Victory Schools Program. The funding will be allocated by the Department to underperforming schools (lowest student achievement levels) in the 20 poorest zip codes in the state. Specific services will be required, especially in the areas of wrap-around and family engagement. This program will be implemented in a similar fashion to the Zoom Schools Program. The Department will identify all schools throughout the state; schools will be managed by the local district under the conditions of a submitted plan and grant award. The pilot program will be evaluated by an external evaluator, and spending information will be used to modernize the Nevada Plan with “weights” in future years. In 2018, on-site visits to Victory Schools in both Washoe County and Clark County were completed and nine Victory Schools improved their Nevada School Performance Framework star-ratings in 2017 under the new star-rating system. SB 432

Fund Gifted and Talented Students: Increases the state program by \$10 million over the biennium to assist districts in educating students who qualify for Gifted and Talented Education (GATE) programs. Only students who have been identified through State-approved assessment/processes are eligible. Funds will be distributed on a per pupil basis based on a count day(s) reporting mechanism to be established by the Department. Calculations for future “weights” will be determined through this pilot program. Current State spending on GATE is less than \$200,000/year.

## MIDDLE SCHOOL AND HIGH SCHOOL

Nevada Ready 21 Technology Grants and WAN Grants: State General Fund of \$10 million in each fiscal year to implement Nevada Ready 21 Technology Grant Program. This program is a One-to-One Program whereby Middle School will be the focus for the first three years and High School will follow. Funding will be distributed via the Commission on Educational Technology in order to build whole-school capacity for instructional technology. The Commission’s Nevada Ready 21 plan calls for every student to have access to the two most important educational opportunities available: (1) skilled educators who value connected, personalized, student-centered learning, and (2) continuous access to a personal, portable device that is connected wirelessly to the Internet. There is also funding of \$1 million in each year for Wide Area Network (WAN) incentives and staffing to manage the program. In the 2017-2018 school year, 24,648 middle school students were served by the Nevada Ready 21 Technology Grant in Carson, Churchill, Clark, Elko, Lander, White Pine, Humboldt, Washoe, and state sponsored charter schools. 100% of schools participating in the Nevada Ready 21 Technology Grant showed growth in reported teacher and student technology skills with 96% of schools showing an increase in their overall Classroom, Access, Skills, and Environment (CASE) score. SB 467

Career & Technical Education Expansion: The funding will be utilized to expand programs identified by workforce sector councils. In the 2017-2018 school year, 63,855 Nevada students enrolled in Career and Technical Education with a \$12.5 million annual appropriation supporting seventy-nine Career and Technical Education programs in six career clusters. Students enrolled in Career and Technical Education saw a 91.23% graduation rate for the Class of 2017 which is higher than the graduation rate of 80.85% for the statewide Class of 2017.

College and Career Readiness Grants and Expansion of Advanced Placement: State General Fund of \$3 million in FY 2016 and \$5 million in FY 2017 for College and Career Readiness Grants. The Department will create a new category of school aid for high schools to offer



innovative programs targeted to improve the graduation rate and readiness upon exit. Competitive grants for 12th grade readiness, dual enrollment courses and STEM education will be awarded to the school districts and charter schools. Additionally, \$1.2 million over the biennium to expand student participation in Advanced Placement courses through additional teacher preparation and targeted grants to improve participation and passage rates among key population groups.

Jobs for America's Graduates (JAG) Expansion: State General Fund appropriation of \$4.14 million annually and \$7.17 million biennial appropriation to support expansion of JAG throughout the state. JAG is a dropout prevention and career readiness program with a national track record of success and to date, has supported 3,377 students who received over 120 hours of service with 12 months of follow-up after graduation. JAG has 54 programs in 41 high schools across 12 Nevada school districts and allows for students to master eighty-seven work-readiness and social emotional learning competencies to graduate work-ready. The Class of 2017 experienced a 93% graduation rate and 67% employment rate.

## INVESTING IN CHANGE

Great Teaching and Leading Fund: Creates a new fund in the General Fund for the Department to incentivize professional development and improvements to the educator pipeline. In the first year, the focus will be full implementation of the Nevada Educator Performance Framework (NEPF), new science standards, teacher recruitment and training, and leadership training and development. After the first year, the State Board will coordinate activities by establishing annual criteria for the Fund, to include Regional Professional Development Programs. Entities which can receive the grants include the RPDPs, school districts, higher education institutions, employee associations, and nonprofit organizations. SB 474

Teach Nevada Scholarship and Incentives: Combats the teacher pipeline crisis by establishing a long-term strategy to recruit future teachers through both college and alternate route scholarship programs. Also provides incentive pay for district plans to hire new teachers in our most at-risk schools. To support the program, \$2.5 million in each fiscal year is appropriated for scholarships and \$10 million in each fiscal year is appropriated for incentive pay. SB 511

Support for Teachers: The Legislature established a reimbursement account for up to \$250 per teacher to cover out-of-pocket expenses for classrooms. SB 133 A program of peer assistance and review of teachers was also funded in the Clark County School District. SB 332

Social Worker Grants/Safe and Respectful Learning Environment: Appropriates \$11.1 million annually to create a new grant program for schools to provide a social worker or other licensed mental health worker. In the 2017-2018 school year, over 200,000 students were served and the number of Social Workers in schools professionals increased by 18% and schools served by 26% despite flat funding for a total of 209 schools in 11 school districts with 7 charter academies. This program will operate as a block grant to local districts based on identified needs. SB 504 and SB 515

Underperforming Schools/Turnaround: State General Fund of \$2.5 million in each fiscal year to assist in turning around persistently underperforming schools. These funds will be used for vendor contracts, performance management assessment, staff incentives, and other services targeting student achievement in the lowest performing schools. The funds will provide a path to success before takeover of these schools (and placement in the proposed Achievement District)

becomes necessary. In the 2017-2018 school year, 10,145 students were served across 52 schools in Clark, Washoe, Lincoln, Nye, and White Pine school districts. AB 448 and SB 544 Section 20

Charter School Harbor Master: State General Fund of \$5 million in each fiscal year of the biennium will be utilized to match private philanthropy in establishing a fund to recruit best-in-class national charter management organizations to Nevada and help develop local human capital. Funds could be used to augment basic per pupil guarantee requirements for no more than two years and to provide access to construction capital or facilities. These funds will be a direct distribution to an established 501(c)(3) organization once each year upon proof of the match. SB 491

Test Security/Data Privacy: State General Fund of \$250,000 in each fiscal year of the biennium will be utilized to augment existing staff positions and programs with the availability of contractors. Contracted services would assist the Department in meeting the recommendations of WestEd's review of Nevada's Test Integrity.

## EDUCATION REFORM

Create Achievement School District to manage chronically underperforming schools AB 448

Authorize the designation of certain underperforming schools as turnaround schools SB 92

Provide Opportunity Scholarships for poor students to attend private school AB 165

Create Education Savings Accounts program to support school choice SB 302

Protect student data AB 221 and SB 463

Create an alternative performance framework to evaluate schools serving certain at-risk populations SB 460

Modernize the Nevada Plan for School Finance SB 508

- Move the state toward “weighted formulas” where students with differing needs receive additional dollars based on a percentage of the base amount.
- Adjust when we count student enrollment to account for average daily enrollment
- Increase transparency of the Nevada Plan for School Finance and the Equity Allocation Model.

Collective bargaining reform in our school system SB 168 and SB 241

Fund pay for performance for teachers and administrators AB 483

Expand breakfast in the classroom through Breakfast After the Bell program SB 503

Improve the Nevada Educator Performance Framework (NEPF) AB 447

Create the Spending and Government Efficiency (SAGE) Commission for public education AB 421

Require school districts to report data on students eligible for free or reduced-price breakfasts and lunches AB 107

Revise class-size reduction provisions AB 278

Improve school safety with new Safe-to-Tell Program SB 338 and Office for a Safe and Respectful Learning Environment SB 504

Establish the State Seal of Biliteracy AB 166

Revise and update charter school law and access to facility funding SB 509 and AB 351

## **Vision and Mission**

The focus of the 2018 State Improvement Plan (STIP) did not differ from the 2017 STIP – maintaining a clear focus on college and career readiness of all students in the K-12 public education system, as well as the system’s own state of readiness for fully realizing the kind of change required by education reform initiatives and the realities of Nevada’s student population. Thus, the Department’s vision and mission statements continue to reflect not only the goal of college and career readiness for all students, but also the agency’s role as a support institution for students and educators alike:

### Vision

All Nevadans ready for success in a global 21<sup>st</sup> century.

### Mission

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

### Department Goal

Fastest Improving State in the Nation (FISN)

Our education system’s chronic underperformance and persistent achievement gaps requires a fundamental change. In fact, change is already underway with the passage of close to two dozen new education programs and initiatives during the 2015 Legislative Session and a federally adopted (December 2015) Every Student Succeeds Act (ESSA) plan that received national attention for its commitment to rigorous improvement in student achievement. Still, the disparate impact on our state’s most historically underserved students cannot be ignored and bold action must be taken to ensure that all of our students have access to a great education. To accomplish our Department Goal of becoming the Fastest Improving State in the Nation (FISN), the Department met with national experts to determine how Nevada could assess its progress and the following FISN Goals were created:

- Fastest Improving State in the Nation on Graduation Rate
- Fastest Improving State in the Nation on ACT Average Composite Score
- Fastest Improving State in the Nation on Children with Disabilities in Inclusive Early Childhood Programs
- Fastest Improving State in the Nation on the National Assessment of Educational Progress (NAEP)
- Fastest Improving State in the Nation on the Smarter Balanced Assessment

- Fastest Improving State in the Nation on the English Language Proficiency Exam (ELP)
- Fastest Improving State in the Nation on Quality Rated Early Childhood
- Fastest Improving State in the Nation on CTE Completers

### Levers

The Department recognizes its limitations and will therefore focus on a few key strategies that it has the expertise to implement effectively and will drive the change we need to see:

1. Developing great school leaders
2. Using data to inform decisions impacting our schools
3. Identifying and improving our lowest-performing schools

### College and Career Readiness

In support of the focus on readiness, at its January 2014 meeting, the State Board of Education adopted the following definition for college and career readiness that was developed by a College and Career Readiness Task Force:

*College and career readiness means the pupil who graduates from high school demonstrates the foundational knowledge, skills, and qualities to succeed, without remediation, in workforce training, certification, and degree programs.*

The High School Graduation Committee of the State Board of Education began to build meaningful measures of readiness under the adopted definition. The majority of this work will take place in 2016 with a likely impact on the state's accountability framework.

### STIP (Annual State Improvement Plan)

The chart in Appendix A outlines the Objectives and Strategies identified in the 2018 STIP, as required by NRS 385.3593, as well as an analysis of progress made in achieving these goals and benchmarks.

## **Goals and Benchmarks**

During the last quarter of 2014, the Department redefined its goals with a focus on the development of objectives that provide a clear roadmap to achieve the following goals:

- Goal 1: All students are proficient in reading by the end of 3<sup>rd</sup> grade.
- Goal 2: All students enter high school with the skills necessary to succeed.
- Goal 3: All students graduate college and career ready.
- Goal 4: All students served by effective educators.

Goal 5: Efficient and effective use of public funds to achieve the highest return on educational investment.

Goal 6: All students learn in an environment that is physically, emotionally, and intellectually safe.

These six goals and their associated Objectives and Strategies form the basis of the Department's 2018 STIP and the state's long-term goals required under the Every Student Succeeds Act, or ESSA plan (adopted December 2015).

## **Standards and Examinations**

Nevada has demonstrated significant leadership in embracing a reform agenda to adopt and implement college and career readiness standards, with an aligned strategy that will transition public schools to next generation assessments. In 2010, the Council to Establish Academic Standards and the State Board of Education adopted the new Academic Content Standards in English Language Arts (ELA) and mathematics, based on the Common Core State Standards. The full implementation of these standards, for both ELA and mathematics, was completed in the 2014/2015 school year. As local districts complete the alignment of their curriculum and increase opportunities for training to deliver instruction in the new standards, the Department will partner with districts and professional development providers to provide technical support and additional services.

The transition to the adopted academic content standards was not without its challenges. In addition to those challenges in accessing aligned curriculum and associated professional development, there were political challenges. The 78<sup>th</sup> Session of the Nevada Legislature introduced Senate Bill 209 and Assembly Bill 303 which sought to void the regulations through which the State Board of Education adopted the Common Core State Standards and return the adopted standards to the former version (i.e., those in place in 2010, before the adoption and transition to the standards based on Common Core). Assembly Bill 303 was heard on April 1, 2015, in Assembly Education but received no further action.

The Council to Establish Academic Standards and the State Board of Education has recently adopted new Academic Content Standards in Science, based on the Next Generation Science Standards, and in World Language. Currently, Nevada science education stakeholders are continuing to collaborate on the implementation of our current science standards and implementation teams have been working with their science community to prepare for the 2015-2016 classroom implementation of the newly adopted science standards. In addition, Nevada made changes to Career and Technical Education (CTE). The Agriculture and Natural Resources program area was the focus of a number of changes that include eliminating a number of courses in favor of adding others.

With the new standards comes a comprehensive assessment system that will improve upon traditional assessments so that students' in-depth knowledge can be better measured. Nevada is a governing state with Smarter/UCLA-Crest and replaced Nevada's existing Criterion-Referenced Tests (CRTs) in grades 3-8 with Smarter/UCLA-Crest Assessments. Assessments in science for grades 5 and 8 will also occur. At the same time, Nevada is moving to end-of-course

examinations for high school graduation. Nevada will phase out the High School Proficiency Exam (HSPE) with the graduating class of 2016. In addition to this work, CTE has refined its end-of-program technical assessments. Further enhancements to the overall assessment system are the Employability Skills for Career Readiness Assessment used in CTE and the ACT college and career readiness assessment.

A fully aligned program of internationally-benchmarked standards and high-quality assessments 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 will certainly be changes – possibly even declines – in reported performance and proficiency in these first few years of transition, 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 results of the limited Smarter administration in grades 3-8 for Math and English-language arts are available on the Department’s webpage ([http://www.doe.nv.gov/Assessments/SBAC Smarter Balanced/Smarter Balanced Preliminary Statewide Results/](http://www.doe.nv.gov/Assessments/SBAC_Smarter_Balanced/Smarter_Balanced_Preliminary_Statewide_Results/)). The reader is again cautioned that these results are informational only given the challenges in administration and limited completion rates (approximately 30% of our students statewide) - no inferences should be made.

## **Effective Teachers and Leaders**

In collaboration with the Teachers and Leaders Council (TLC) and State Board of Education (SBE), the Office for Educator Effectiveness plays a vital role in the development and implementation of the Nevada Educator Performance Framework (NEPF). The NEPF is a system designed with the following goals:

- Goal 1: Foster student learning and growth.
- Goal 2: Improve educators’ effective instructional practices.
- Goal 3: Inform human capital decisions based on a professional growth system.
- Goal 4: Engage stakeholders in the continuous improvement and monitoring of a professional growth system.

The overall purpose of Nevada’s Educator Performance Framework is to identify effective instruction and leadership, and to establish criteria to determine:

- The professional development needs of educators (goals 1, 2, 3, & 4);
- Information on which to base human capital decisions including rewards and consequences (goal 3); and
- Whether educators are:
  - using data to inform decision making (goals 1, 2, & 4);
  - helping students meet achievement targets and performance expectations (goals 1 & 4);
  - effectively engaging families (goals 1 & 2); and
  - collaborating effectively (goals 1, 2, & 3).

During the 2015 legislative session, the passage of Assembly Bill 447 made changes to Nevada Revised Statutes (NRS) 391.3123, 391.3125, 391.3127, 391.460, and 391.465. Revisions included adjustments to the timeline for implementation and the required percentage of student achievement data for the Student Outcomes portion of the NEPF. Changes were also made to the number of required evaluations and observations of probationary and post-probationary educators; and the SBE and TLC were given additional tasks regarding recommendations for educational personnel to be evaluated using the NEPF. Specific information about AB447 is outlined in two Fact Sheets that are available on the Department's website: [http://www.doe.nv.gov/Legislative/NEPF\\_Modifications/](http://www.doe.nv.gov/Legislative/NEPF_Modifications/)). In general, Assembly Bill 447 made the following changes:

- Requires that future use of student achievement data (see below) include both state and local data sources.
  - 2015-2016: Includes no student achievement data
  - 2016-2017: Includes 20% student achievement data
    - 10% statewide assessment data
    - 10% district determined data (TLC to recommend to SBE for regulation change)
  - 2017-2018: Includes 40% student achievement data
    - 20% statewide assessment data
    - 20% district determined data
- Gives the SBE the authority to determine the manner in which to measure the performance of librarians, counselors and other licensed educational personnel, including whether to use student achievement data as part of the evaluation.
- Allows school districts to apply to SBE to use a performance evaluation system and tools that are different than NEPF, provided that the proposed district performance evaluation system and tools must apply standards and indicators that are equivalent to those of the NEPF
- Changes the number of required observations and evaluations for teachers and building-level administrators,

Pursuant to [NRS 391.31217](#), a validation study of the NEPF was performed and presented to the Interim Finance Committee. This Year One study showed that Nevada school districts were not prepared “to implement the statewide performance evaluation system for all of its teachers and administrators” for the 2014-2015 school year. A number of changes were made in response to the Year One Validation Study report, many of which codified in Assembly Bill 447 is reflected above. In June 2015 the state received “A Study of the Nevada Educator Performance Framework (NEFF): Year Two Final Report” conducted by the Assessment and Standards Development Services Program at WestEd. While the Year One study focused on determinations of readiness to use the NEPF, the Year Two study centered on three areas: examining the use of the Educational Practice domain; the perception of educators that the Educational Practices domain of the NEPF is valid, reliable, and feasible across districts and school sites; and the reliability and validity of the Instructional Practice component in assessing teachers’ instructional effectiveness. Results of the Year Two study suggest that:

- Nevada educators, in general, believe that the NEPF correctly identifies those practices and duties that represent strong instruction and professionalism in the field.
- Teachers and administrators share a common view of what the NEPF is measuring, and principals believe that their conversations with teachers during pre- and post-observation conferences provide valuable insight into how teachers can improve their instruction and contribute professionally to the school and district.
- The rates of agreement between observers-in-training and an expert panel varied across the indicators within each Practice Standard, with relatively higher rates of agreement emerging when observers viewed behaviors associated with Practice Standards 1–3 (as opposed to those associated with Practice Standards 4 and 5) or behaviors that the expert panel rated as more effective (i.e., performance levels 3 and 4, as opposed to 1 and 2).
- The impact of school size and type on teacher evaluation ratings was unclear.
- Schools report varying levels of readiness to implement the NEPF, and the NEPF tools and protocols are not yet being employed uniformly across districts and school sites.

The SBE, Department, Regional Professional Development Programs, Districts, and the Teachers and Leaders Council continue work in implementing the NEPF in furtherance of its goals.

## **Family Engagement**

Recent research and a national focus emphasize the importance of family engagement practices on student learning and the necessity of capacity building for successful implementation. (U.S. Department of Education, December 2012; Joyce L. Epstein, 2009) The Office of Parental Involvement and Family Engagement (PIFE) has been working to support best practices, develop standards and guidelines for school district family engagement, and collaborates with the Advisory Council on Parental Involvement and Family Engagement to develop school district Advisory Councils on Family Engagement, as well as working with the Nevada System of Higher Education and Regional Professional Development Programs in facilitating the creation of family engagement coursework in teacher education programs as well as professional development opportunities for districts.

New initiatives and a comprehensive reform plan are a great engagement opportunity for families. With information available about new programs, teachers and school leaders will partner with families to identify local programs and how to get access to these new programs. The Department monitors School Performance Plans (SPPs) for the inclusion of Effective Family Engagement Practices and Strategies.

## **Automated System of Accountability Information**

In response to growing concerns related to student data privacy and in an attempt to make clear the active role of the state in protecting student data privacy, the State Board of Education adopted an Information Security and Privacy Policy (January 2015). The state believes it is critical to collect and use student and educator data to continuously improve education services, provide system transparency, and ensure that educators and families have access to high quality



data no matter where they live. The policy governs all Department activity that involves student and/or educator data.

The Department has established and maintains an automated system of accountability information, commonly referred to as the State Accountability Information Network (SAIN). On the whole, the system performs well and meets statutory requirements, with two exceptions as noted in last year's report:

- The capacity to identify which teachers are assigned to individual pupils in order to evaluate educator effectiveness; and
- The capacity to access financial accountability information for each public school, including, without limitation, each charter school, for each school district and for this state as a whole.

Neither of these requirements can be met with the current system. In recent years, the Department and its stakeholders have focused on the need for a statewide longitudinal data system to communicate between agencies - namely, for the Department to partner with the Nevada System of Higher Education (NSHE) and the Department of Employment, Training, and Rehabilitation (DETR). The Department obtained a federal grant in 2012 to begin this work and the Legislature provided additional funding in 2013. The result of this work is the Nevada P-20 to Workforce Research Data System (NPWR) which is designed to help guide and inform education and workforce policy by fostering data-driven decision-making. NPWR provides insight into the trends and forces that are shaping education and employment across Nevada. NPWR is classified as a federated database, meaning each of the entities maintains an autonomous system that stands separate and distinct from NPWR. These separate databases are then mapped, rather than integrated, thereby ensuring the autonomous nature of each entities data. NPWR gives the State of Nevada the ability to extract and analyze education and workforce development data within a secure environment. In 2015, a number of reports became available to the state and these reports are actively being used, see <http://npwr.nv.gov/reports>.

With much work done to ensure the use of data to thoughtfully inform the state, district, and school-based decisions, it is imperative that the Department, as a steward of these data, continues to ensure appropriate protections are in place to secure the privacy and integrity of these data. The Superintendent and the Department will constantly update all policies and procedures to ensure continued compliance with federal and state rules and expand upon those rules as necessary.

## **Lowest Performing Schools**

NDE determines the schools most in need of assistance by reviewing the data that was used to determine their respective designations: Priority, Focus, and 1-Star under the former No Child Left Behind (NCLB) act have been replaced with Comprehensive Support and Improvement (CSI) and Targeted Support and Achievement (TSI). CSI schools include public high schools failing to graduate one third or more of students, the lowest-performing 5% (or more) of all school receiving funds, and schools at the discretion of the state. Upon receiving this

designation, CSI schools that do not meet the exit criteria established by the state within a State-determined number of years (not to exceed four years), shall result in more rigorous State-determined action, such as the implementation of interventions which may include addressing school-level operations. In October 2017, NDE announced its 30 CSI schools which are known as “Shining Stars Schools” in the state:

- Blue Diamond Elementary School (Clark)
- C T Sewell Elementary School (Clark)
- Charlotte Hill Elementary School (Clark)
- Cyril Wengert Elementary School (Clark)
- David M Cox Elementary School (Clark)
- Fay Herron Elementary School (Clark)
- Harvey N Dondero Elementary (Clark)
- Helen M Smith Elementary (Clark)
- Indian Springs Elementary (Clark)
- James Bilbray Elementary School (Clark)
- Jo Mackey Elementary School (Clark)
- John Dooley Elementary School (Clark)
- John R Hummel Elementary School (Clark)
- Joseph E Thiriot Elementary School (Clark)
- Keith C & Karen W Hayes Elementary (Clark)
- Lewis E Rowe Elementary School (Clark)
- Lilly & Wing Fong Elementary School (Clark)
- Marion E Cahlan Elementary School (Clark)
- Ruben P Diaz Elementary School (Clark)
- Sunrise Acres Elementary School (Clark)
- Ute Perkins Elementary School (Clark)
- Vegas Verdes Elementary School (Clark)
- Vincent L Triggs Elementary School (Clark)

- Beatty Elementary School (Nye)
- Manse Elementary School (Nye)
- Indian Springs Middle School (Clark)
- East Career Technical Academy (Clark)
- Southeast Career Technical Academy (Clark)
- Veterans Tribute Career Technical Academy (Clark)

TSI schools are designated by schools in which any subgroup of students is consistently underperforming and principals, teachers, and parents develop and implement school-level targeted support that includes student performance against long-term goals and evidence-based interventions. At this time, NDE has plans to release the list of TSI schools in September.

### Theory of Action

If the NDE provides underperforming schools with a structured diagnostic and planning process focused on three priority areas:

- School leadership;
- Tier 1 instruction aligned to standards;
- Teacher professional learning communities that analyze and use data to strengthen instruction; and

Districts provide schools with the conditions required for successful school turnaround, including freedom from certain all district programs and requirements and the freedom and resources to identify and build programs and capacity to address their specific needs; and

The NDE identifies external organizations that can provide schools with support in diagnostic and planning and the three priority areas; and

The NDE establishes a Leadership Network to support school leaders; and

The NDE, school and district leaderships utilize all available resources to provide schools with that support; and

The NDE works with schools, district and support organizations to monitor implementation and identify and solve problems; and

The NDE, Districts, and Schools build shared social trust among parents, students, teachers, administrators and staff;

Then all underperforming schools will exit their low-performing status within three years.

In order to advance its theory of action, NDE will focus its and districts' underperforming school resources and attention on four areas:

- Robust diagnostic reviews.

- Creation of strong School Turnaround Plans.
- Support for the key improvement areas within schools, including:
  - Placement and development of strong leaders in every underperforming school;
  - Teacher-led processes to continually improve Tier 1 instruction aligned to standards; and
  - Effective PLCs with a focus on data analysis to inform instruction.
- Monitoring progress of school turnaround through adherence to plan implementation with a focus on its impact on student achievement and student outcomes.

Prospectively, the Department's work with underperforming schools has and will continue to evolve. This focus began in March 2014 with a diagnostic review of our work with underperforming schools by MassInsight (State Development Network), a national leader working with states and districts to turnaround the most underperforming schools. Additionally, the Department's collaboration with the West Comprehensive Center at WestEd and our continued work with the University of Virginia, Darden School of Business have clarified our theory of action as an SEA to build the differentiated systems of support and accountability necessary to drive change in the schools. The Department will begin to implement the revised work related to underperforming schools in school year 2015-16.

## **Innovative Educational Programs**

State law requires this report to contain a summary of innovative programs targeting the improvement of our diverse student population. Because the Zoom School initiative has received so much public attention, and because it provides a foundation for future revisions to the way Nevada finances public education, the Department has chosen to profile state and local efforts with English language learners. This information is excerpted from reports compiled for the Nevada Legislature, as required by Senate Bill 405 of the 2015 Session.

Senate Bill 405 (SB 405) of the 78th Regular Session expanded programs and services for English learners across the state. The bill became effective July 1, 2015. Through SB 405, significant increased funding was appropriated for Clark and Washoe County School Districts to expand the programming at Zoom elementary schools and to develop new programs and services to secondary schools during the 2015-17 biennium. SB 405 also authorizes school districts other than Clark and Washoe and the governing body of a charter school to apply to the Department of Education for a grant to provide programs and services to eligible children who are English learners.

Sections 7 and 11 of SB 405 stipulate that Clark County School District and Washoe County School District are to provide a report to the Nevada Department of Education (NDE) by August 1, 2015, and that the NDE provide a report to the State Board of Education and Legislative Counsel Bureau by August 17, 2015, for transmittal to the Interim Finance Committee. This report identifies the Clark and Washoe County School District's Zoom elementary and secondary schools to be served along with the plan of each school for carrying out the Zoom programs and services prescribed by SB 405. Additionally, this report provides similar information regarding the other school districts and the charter schools that receive a grant under SB 405 and the plan of each for carrying out the programs and services allowed by the bill.

The SB 405/Zoom allocation for school year 2015-16 is:

- Clark County: \$39,350,342
- Washoe County: \$6,935,838
- Zoom Grant Districts: \$3,613,820

The information below is excerpted from reports compiled for the Nevada Legislature, as required by Senate Bill 504 of the 2013 Session.

Pre-Kindergarten Program: Pre-K students gain important school readiness skills through high quality programming that incorporates curricula based on the Nevada Pre-K Content Standards. The Pre-K classrooms have learning centers that promote pre-reading and writing skills, math, movement, language, literacy, science, art, music, self-help centers, and socialization. This type of environment and curriculum provides Pre-K students with the skills to be successful in kindergarten.

Participation: 74 classes, 1,265 students

Performance: Nearly every Clark County Zoom Pre-K English learner met or exceeded language and literacy standards for entering Kindergarten.

Full Day Kindergarten Program: uses developmentally appropriate practices based on the Nevada Academic Content Standards aligned with WIDA English proficiency standards. The program enables kindergarten teacher to improve instruction through directed small and whole group activities, one-on-one intervention, and center based explorations. Daily curriculum integrates academic instruction with the creative arts, social, emotional, and physical development in order to support learning for the whole child.

Participation: 140 classes, 2,715 students

Performance: As first graders, ELL students in Clark and Washoe Counties who participated in Zoom kindergarten outperformed all students who were in non-Zoom kindergartens.

Paraprofessional Support: paraprofessionals provide daily small group instruction to struggling English learners in grades K-6. Instruction is tailored to the reading skills each child must master to understand challenging, complex texts, with a focus on guided reading, vocabulary, and word work activities to improve comprehension.

Participation: 22 schools, 3,911 students

Performance: ELL kindergarten students in Washoe County with Reading Centers had greater increases in reading at grade level than similar students in non-Zoom schools and all district students.

Summer Academy: Often student achievement levels slide backwards during the summer break. The Summer Academy supported Zoom school students to maintain or increase their language skills and math content knowledge. Additional days of new instruction were added in the summer for English learners in grades K-5 - special education, meals, and transportation services were provided.

Participation: 24 schools, 9,249 students

Performance: In math and reading, struggling Clark County ELL students who attended the entire Summer Academy increased or maintained their spring achievement level into the fall of the new school year.

## **Corrective Actions**

AB 469 allows for the Nevada Department of Education to joint implement a corrective action plan between the state department and large school districts. In 2018, NDE and Clark County School District began the re-conceptualization of CCSD to include a responsibility for academic success, an incubator for innovation, and setting and enforcing accountability measures. To accomplish this, four pillars are required: People, Accountability and Innovation, Access, and Autonomy. Under the Reorganization plan under AB 469, NDE and CCSD are focusing on six tenets that will accomplish the four pillars and re-conceptionalization previously stated:

1. Authority to select school staff
2. Assignment of central staff to schools
3. Allocation of funds to schools
4. Purchase of equipment, services, and supplies from District by schools
5. School carry forward of year-end balances
6. Weighted per-pupil funding.

## Conclusion: A Look Ahead

The data and narrative reports compiled for this document provide only a glimpse at the breadth and scope of PreK-12 public education in Nevada and the work before us in building the New Nevada: For Generations to Come. The Department presents this information in the hope of establishing a historical record of the state of education.

A bold agenda for continual improvement, investment, and modernization was laid out during the 2015 Legislative Session. This will provide a new baseline of student achievement data and should move educator effectiveness and fiscal responsibility forward as well. The Department is committed to the success of every Nevada student and thanks its many partners in this work. Together, we can make Nevada Ready!

Respectfully submitted,

### THE NEVADA DEPARTMENT OF EDUCATION

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Deputy for Student Achievement

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Deputy for Business & Support Services

Dena Durish

Deputy for Ed. Effectiveness & Family Engagement

## Appendix A

### 2018 OBJECTIVES, STRATEGIES, AND PROGRESS MADE

#### Objective 1 – Strong Start

Quality early childhood (Birth – 3<sup>rd</sup> Grade) environments that include the establishment of an effective system of early literacy instruction and intervention as the key to developing the solid groundwork for learning – one that ensures equal access to future success for all Nevada children.

- **Strategy 1.1: Improve the quality of early childhood (Birth – 3<sup>rd</sup> grade) programs.**
- **Strategy 1.2: Increase access to high-quality early childhood programs.**
- **Strategy 1.3: Establish an aligned system of screening and assessment across early childhood programs (Brigance, MAP, Smarter Balanced 3<sup>rd</sup> Grade, and Read by Grade 3).**
- **Strategy 1.4: Improve effective literacy instruction for both emergent skills and the domains of literacy.**

Metric	Baseline Data (SY 2015-16)	Five-Year Goal (SY 2020-21)	Annual Progress
<ul style="list-style-type: none"> <li>Number of seats in 4 -and 5-star Quality Rating &amp; Improvement System (QRIS) programs</li> <li>Number of 4- and 5-star QRIS programs</li> </ul>	<ul style="list-style-type: none"> <li>1167 seats (3.7% of state total)</li> <li>12 programs (4% of state total)</li> </ul>	<ul style="list-style-type: none"> <li>3500 seats (11% of state total)</li> <li>30 programs (10% of state total)</li> </ul>	<ul style="list-style-type: none"> <li>Exceeded 2017-2018 Annual Benchmark of 20 QRIS centers with 23 4- and 5-star centers</li> <li>Made 2016-2017 goal of 1765 4- and 5-star seats</li> </ul>
<ul style="list-style-type: none"> <li>Number of children who are receiving child care subsidies (at or below 130% Federal poverty level) enrolled in a 4- or 5-star rated program</li> </ul>	<ul style="list-style-type: none"> <li>Four children receiving subsidies in 4- and 5-star rated programs (.04% of total eligible)</li> </ul>	<ul style="list-style-type: none"> <li>875 children receiving subsidies in 4- and 5-star rated programs (12% of total eligible)</li> </ul>	<ul style="list-style-type: none"> <li>Exceeded 2016-2017 Annual Benchmark of 300 students with 307 students receiving subsidies in 4- and 5-star rated programs</li> </ul>
<ul style="list-style-type: none"> <li>Number of children ages 3-5 with IEPs who are attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program</li> </ul>	<ul style="list-style-type: none"> <li>30.2% (2015 Annual Performance Report Indicator 6a data)</li> </ul>	<ul style="list-style-type: none"> <li>Increase to 60%</li> </ul>	<ul style="list-style-type: none"> <li>Exceeded 2016-2017 Annual Benchmark of 33% of Children with Disabilities in Inclusion Early Childhood Programs</li> </ul>
<ul style="list-style-type: none"> <li>Increase the number of students ready based on the Kindergarten Entry Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Baseline data to be collected 2017-2018 school year</li> </ul>	<ul style="list-style-type: none"> <li>5-year goal to be created after 2017-2018 school year</li> </ul>	<ul style="list-style-type: none"> <li>Annual goals to be set after baseline data is collected</li> </ul>



<ul style="list-style-type: none"> <li>• Increase the number of students who are proficient in reading as measured by the Measures of Academic Progress (MAP) reading assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline data to be collected 2017-2018 school year</li> </ul>	<ul style="list-style-type: none"> <li>• All 3rd grade students performing at 60th percentile or higher by 2021.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual goals to be set after baseline data is collected</li> </ul>
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## Objective 2 – High-quality Standards, Curriculum, Instruction, & Support

Standards-based instruction encompasses the critical elements of content, students, and teachers which make up the Instructional Core and is necessary to ensure all students actively engage with and ultimately master the Nevada Academic Content Standards (NVACS). Every school district in Nevada will have a knowledgeable and cohesive leadership team that guides the professional learning and practice in alignment with NEPF standards, indicators, and protocols of all administrators, teachers, and staff so that every student experiences highly effective teaching and instructional leadership, as defined by learning, and assessment practices in every classroom, every day.

- **Strategy 2.1: Maintain high-quality content standards and identify and support instruction of high-yield ELA and Mathematics standards.**
- **Strategy 2.2: Develop and curate state-approved, evidenced-based instructional material database and build capacity of educators to use evidence-based instructional materials.**
- **Strategy 2.3: Build capacity of school leaders to identify and support high-quality instruction aligned to standards and curriculum.**

Metrics	Baseline Data (SY 2017-18)	Five-Year Goal (SY 2020-21)	Annual Progress
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Utilize Smarter Target tool to identify and support high-yield standards instructional efforts.

<ul style="list-style-type: none"> <li>• Annual review to identify high-yield instructional targets</li> <li>• Annual review to determine if targeted instructional support is closing gaps</li> <li>• Smarter Balanced Mathematics FISN targets met</li> <li>• Align Professional Development (PD) organizations to support targeted development efforts (workplans)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify instructional priorities in the 2017-2018 school year and create instructional plan to close gaps and align Professional Development organizations for targeted support for 4-6% increase year over year</li> </ul>	<ul style="list-style-type: none"> <li>• All students demonstrate increased proficiency levels of at least 61% in ELA and 41% in Mathematics by 2021</li> <li>• RPDs and other state PD providers use annual Smarter Balanced analysis to target PD their efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Identified high-yield instructional standards in 5th-8th grade Mathematics to improve Smarter Balanced performance</li> </ul>
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Maintain and Update high-quality NVACS

<ul style="list-style-type: none"> <li>Develop and maintain high-quality content standards through 2021 that accounts for standards in need of updating and new standards proscribed by the legislature</li> </ul>	<ul style="list-style-type: none"> <li>Implemented plan for completing Computer Science, Health, Social Studies, and Fine Arts.</li> </ul>	<ul style="list-style-type: none"> <li>2018-2019 Computer Science and Multi-Cultural</li> <li>2019-2020 Fine Arts, Social Studies &amp; Science</li> <li>2020-2021 Health, Ed Tech, Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Presentations at NASS, RPDP, and Curriculum Directors' Meetings to communicate standards</li> </ul>
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Metrics	Baseline Data (SY 2017-18)	Five-Year Goal (SY 2020-21)	Annual Progress
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Audit School Performance Plans (SPPs) to ensure use of evidence-based, high-quality materials

<ul style="list-style-type: none"> <li>Conduct baseline audit and then annual review of schools to determine if Nevada schools are using high-quality, evidence-based materials (HQEB)</li> <li>Increase number of schools using HQEB materials by 15% year over year</li> <li>Support CSI &amp; TSI schools to identify and increase HQEB materials by 15% year over year</li> </ul>	<ul style="list-style-type: none"> <li>Baseline data to be collected 2017-2018 school year by auditing SPPs for HQEB materials</li> </ul>	<ul style="list-style-type: none"> <li>15% increase year over year will allow Nevada to surpass the fastest improving state with 80% of school with HQEB materials</li> </ul>	<ul style="list-style-type: none"> <li>Used STIP planning sessions to collaborate between offices and create Objective Plan for alignment of SPPs to evidence-based, high-quality materials</li> </ul>
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Support educators, schools, and districts to identify and implement the HQEB instructional materials that will work best in that context

<ul style="list-style-type: none"> <li>Develop annual cycle with Nevada Ready network, RPDPs, etc., to match HQEB materials to high-yield standards</li> <li>Support CSI &amp; TSI schools to identify and increase HQEB materials by 15% year over year</li> </ul>	<ul style="list-style-type: none"> <li>Utilize Nevada Ready Network to begin with resources that will address Middle School Mathematics high-yield standards</li> <li>Through audit, identify how many CSI and TSI schools are not using HQEB materials</li> </ul>	<ul style="list-style-type: none"> <li>All high-yield targets have corresponding HQEB materials and alignment to Instructional Materials Resource Center (IMRC)</li> <li>All CSI and TSI schools are using HQEB materials</li> </ul>	<ul style="list-style-type: none"> <li>Identified Middle School Mathematics high-yield standards and created a committee to supply aligned resources to teachers</li> <li>OSIS supports CSI and TSI schools to select HQEB materials</li> </ul>
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Develop and curate state-approved, HQEB instructional material database

<ul style="list-style-type: none"><li>• ELA and Mathematics Core and Supplemental materials updated in 2018</li><li>• All 8 core standards updated by 2021</li></ul>	<ul style="list-style-type: none"><li>• Instructional material database which only lists core materials and does not include information about evidence of effect size</li></ul>	<ul style="list-style-type: none"><li>• Fully built database with all 8 core content, standards, and information about evidence and effect size</li></ul>	<ul style="list-style-type: none"><li>• By the end of 2018, both ELA and Mathematics Core and Supplemental materials will be updated</li></ul>
<ul style="list-style-type: none"><li>• SLG scores, SBAC/NSPF growth data, and NEPF Implementation Monitoring Data</li></ul>	<ul style="list-style-type: none"><li>• Baseline to be determined using 16-17 SLG scores (10% NEPF overall) in comparison to SBAC growth from 15-16 to 16-17</li></ul>	<ul style="list-style-type: none"><li>• Increase the percentage of schools with SLG scores aligned to SBAC/NSPF growth data</li></ul>	<ul style="list-style-type: none"><li>• Initial baseline data determined May 2018, second data set November 2018 using 18 SLGs and SBAC growth from baseline</li></ul>

**Objective 3 – Annual Administration of Aligned Assessment & Accountability System**

To meet the needs of students and teachers as well as federal requirements, Nevada has created a valid and reliable state assessment system aligned to NVACS. The Nevada Assessment System will inform the trajectory of areas such as with reading proficiency from pre-K through grade three and later in ELA, Mathematics, and Science in middle and in high school. This data reflects progress towards college and career readiness.

- **Strategy 3.1: Administer valid and reliable assessments that are aligned with the academic content standards and/or state priorities: Brigrance, MAP, Smarter Balanced, Science, ACT, NAA, EOC writing, and WIDA.**
- **Strategy 3.2: Publish and communicate assessment and accountability data to all internal and external stakeholders on all matters related to the statewide assessment system including but not limited to: NSPF, NEPF, NAEP, NevadaReportCard.com, graduation rates etc.**
- **Strategy 3.3: Maintain statewide data systems.**

Metrics	Baseline Data (SY 2015-16)	Five-Year Goal (2020-21)	Annual Progress
<ul style="list-style-type: none"> <li>• All assessments submitted for Federal Peer Review by 12/31/2018</li> <li>• Reduce security incidents by 7% per year/24 incidents per year</li> </ul>	<ul style="list-style-type: none"> <li>• Continue test development to meet federal requirements and best practices</li> <li>• In 2017 state administration, there were 369 security incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Continue test development to meet federal requirements</li> <li>• Between now and 2021, reduce security incidents by 123 incidents, or 33%</li> </ul>	<ul style="list-style-type: none"> <li>• All assessments submitted for Federal Peer Review by 12/31/2018 per USDOE</li> <li>• Decreased test administration security incidents</li> </ul>
<ul style="list-style-type: none"> <li>• Complete on-time annual calendar of deliverables</li> <li>• Provide data to LEAs, NDE staff, and PIO in a manner understandable to each audience in advance of “public” release</li> </ul>	<ul style="list-style-type: none"> <li>• Finalize calendar of deliverables by 10/1</li> <li>• Met department communication needs and all reporting requirements as per federal and state law</li> </ul>	<ul style="list-style-type: none"> <li>• Met all scheduled deliverables</li> <li>• Develop communication tools for the widest variety of audiences that facilitate an understanding of Department data; its application by diverse audiences, and best practices in data analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Annual assessment windows and data delivery schedule met and communicated to all stakeholders</li> <li>• Meet delivery data and delivery requirements for Department release of and communication about data</li> </ul>
<ul style="list-style-type: none"> <li>• Increased Department awareness of the Data Collaborative mission and functional group participation in all Data Collaborative meetings</li> <li>• On schedule delivery of Infinite Campus enhancements and maintenance upgrades as determined by Infinite Campus Governance Board</li> <li>• Longitudinal Data System – meet project milestones and goals</li> </ul>	<ul style="list-style-type: none"> <li>• Held 6 data collaborative meetings in 2017-2018 (2/22/18, 1/25/18, 9/14/17, 8/10/17, 7/13/17, 5/11/17)</li> <li>• Held 9 Governing Board meetings establishing goals, priorities, and schedule</li> <li>• Incorporated nPower schedule and deliverables into IT schedule</li> <li>• Create 2018 survey</li> </ul>	<ul style="list-style-type: none"> <li>• Thirty data collaborative meetings (6 annually)</li> <li>• Forty-five Governing Board meetings (9 annually)</li> <li>• Meet all established nPower project goals</li> <li>• Create Annual and 5-year Goal for increasing LEA satisfaction with vendor customer service year over year through 2021</li> </ul>	<ul style="list-style-type: none"> <li>• Hold 6 data collaborative meetings</li> <li>• Hold 6 IC Governing Board meetings</li> <li>• Meet all established nPower project goals</li> <li>• LEA Customer service survey taken annually</li> </ul>

## Objective 4 – Data-informed Continuous Improvement

Data is best utilized when successfully interpreted by stakeholders to make decisions which create continuous improvement for student achievement. Utilizing the Assessment, Data, and Accountability Management (ADAM) office to serve as ADAM Liaisons paired with NDE programs will ensure data is interpreted without error and programming decisions reflect the Levers articulated at the beginning of the STIP: supporting lowest-performing schools, developing and retaining school leaders, and making data-driven decisions.

- **Strategy 4.1: Provide analytic support and actionable data to internal and external stakeholders and assist in the interpretation of the accountability model and data.**
- **Strategy 4.2: Create and disseminate communications designed for the unique needs of stakeholders relating to all statewide assessments and the accountability system.**
- **Strategy 4.3: ADAM Liaisons will support program staff to make data-informed decisions for continuous improvement.**

Metrics	Baseline Data (SY 2016-17)	Five-Year Goal (SY2020-21)	Annual Progress
<ul style="list-style-type: none"> <li>• Activate and fulfill external and internal data analysis requests to support education programming in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>• During the baseline year of 2016-2017, the system was comprised of disconnected reporting sites (NSPF, Nevada Report Card, QRIS, NEPF, Infinite Campus, etc.)</li> <li>• Met delivery dates</li> </ul>	<ul style="list-style-type: none"> <li>• Increased coordination of reporting sites will support education programming explanation to make data-informed decisions to impact student achievement</li> <li>• Meet delivery dates</li> </ul>	<ul style="list-style-type: none"> <li>• Establish schedule for annual releases</li> <li>• Meet all delivery dates</li> </ul>
<ul style="list-style-type: none"> <li>• Create assessment and accountability communications that are easily interpreted by internal and external stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• 5 Assessment Content Reviews in 3 content areas for 7 grade levels</li> <li>• 2 Standard Settings</li> <li>• 10-15 District Test Director meeting</li> <li>• Regional training on assessment platforms</li> <li>• ADAM assessment conference</li> <li>• 14 stakeholder engagements</li> </ul>	<ul style="list-style-type: none"> <li>• Complete stakeholder understanding of every aspect of the Nevada state assessment system.</li> <li>• Complete stakeholder understanding of every aspect of the Nevada state accountability system.</li> </ul>	<ul style="list-style-type: none"> <li>• LEA assessment awareness surveys</li> <li>• LEA accountability awareness surveys</li> </ul>
<ul style="list-style-type: none"> <li>• Use of ADAM Liaisons to Education Programs to increase data-informed decisions across NDE</li> </ul>	<ul style="list-style-type: none"> <li>• Created ADAM Liaison and Education Program expectations and assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Internal stakeholders use data for each programming decision linked to improved student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Assigned ADAM Liaison to each Education Program Spring 2018</li> <li>• Liaisons meet as per program schedule</li> </ul>

## Objective 5 – 3-Stars in 3 Years

Nevada will create systemic improvements in the lowest-performing schools by supporting their implementation of improvement strategies with evidence- and research-based interventions. All schools currently identified as 1- and 2-star schools will be at least 3-stars in three years (on a 1-5 rating scale). Schools that have not yet reached 5-stars, must have a plan to get there. The Department has a moral and statutory obligation to ensure that schools in all zip codes are performing at the highest levels for students across the state.

- **Strategy 5.1: Utilize a framework for an aligned school improvement approach to inform school and LEA needs assessment, planning, evaluation, funding, and interventions.**
- **Strategy 5.2: Implement state strategies to address chronic underperformance through available mechanisms (e.g., NDE Performance Compact, SB 92, and the NV ASD).**
- **Strategy 5.3: Support and develop the capacity of school leaders and utilization of data-informed instruction as two key levers to change schools' outcomes and close opportunity gaps.**
- **Strategy 5.4: Implement SEA-LEA continuous improvement cycle.**

Metrics	Baseline Data (SY 2017-18)	Five-Year Goal ( SY 2020-21)	Annual Progress
<ul style="list-style-type: none"> <li>Statewide usage of post-ESSA needs assessment, SPP, and DPP</li> <li>Strategic alignment across post-ESSA tools to support schools (needs assessment, school site plan, funding application, DPPs)</li> </ul>	<ul style="list-style-type: none"> <li>New needs assessment created for baseline in 2017-2018</li> </ul>	<ul style="list-style-type: none"> <li>In 2021, alignment piece across post-ESSA tools is completed</li> <li>100% of schools using newly redesigned needs assessment in 2019</li> </ul>	<ul style="list-style-type: none"> <li>Created needs assessment and SPPs</li> <li>Launched consolidated application</li> <li>Setup recurring meetings for Tools for Schools and increased collaboration</li> </ul>
<ul style="list-style-type: none"> <li>Increase percentage of schools using evidence-based strategies to address data informed instruction and school leader development with a focus on CSI and TSI schools</li> <li>Effective and efficient use of funds</li> </ul>	<ul style="list-style-type: none"> <li>All CSI schools that won federal 1003A grant are using an evidenced-based strategy in 2018</li> <li>TSI schools will be identified in 2018</li> </ul>	<ul style="list-style-type: none"> <li>All CSI and TSI schools using evidenced-based strategies</li> </ul>	<ul style="list-style-type: none"> <li>100% of 1003A Grant and RBG3 Grant chose evidenced-based interventions and strategies</li> <li>Competitive grant application redesigned for strategic allocation of evidence-based strategies</li> </ul>

<ul style="list-style-type: none"> <li>• Percentage of schools with state strategies that improved with an increasing index scores</li> </ul>	<ul style="list-style-type: none"> <li>• Have an index score for elementary, middle, and high schools (high schools September 2018)</li> <li>• Will be able to calculate growth for elementary and middle in fall 2018</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Stars in 3 Years</li> </ul>	<ul style="list-style-type: none"> <li>• Built out state processes and tools for strategies</li> <li>• More schools opening in high-need neighborhoods</li> <li>• Established Partnership Network</li> </ul>
<ul style="list-style-type: none"> <li>• Number of schools that meet the <i>Rising Stars</i> (previously underperforming schools list) criteria and are 3-star schools</li> </ul>	<ul style="list-style-type: none"> <li>• 157 1- and 2-star schools from the 2013-2014 rating system</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce the number of 1- and 2-star schools by 30%</li> </ul>	<ul style="list-style-type: none"> <li>• NSPF Star Rating increased for 16 Zoom and Victory schools</li> </ul>
<ul style="list-style-type: none"> <li>• Schools that increase by 1-star ranking per year</li> <li>• Schools that persist at a 5-star rating</li> </ul>	<ul style="list-style-type: none"> <li>• 109 schools increased star rating from 2012-2013 to 2013-2014</li> <li>• 99 5-star schools</li> </ul>	<ul style="list-style-type: none"> <li>• 99 5-star schools persist at the rating</li> <li>• 50 schools become 5-stars</li> <li>• 150 schools move at least one rating</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline for schools under new ESSA NSPF released for elementary and middle in September 2017.</li> </ul>

## Objective 6 – College and Career Readiness

By 2020, 65 percent of all jobs—compared to 28 percent in 1973—will require some form of postsecondary education, according to a new report from the Georgetown University Center on Education and the Workforce. At the other end of the education spectrum, the percentage of jobs requiring a high school diploma or less will continue to shrink. According to the report, *Recovery: Job Growth and Education Requirements Through 2020*, 72 percent of jobs were open to high school graduates in 1973; by 2020, that percentage is expected to fall to just 36 percent.

- **Strategy 6.1: Use funding, law, and regulation to increase the number of students that meet post-secondary success.**
- **Strategy 6.2: Ensure equitable access to advanced coursework, dual enrollment, and work-based learning experiences for historically underserved student populations.**

Metrics	Baseline Data (SY 2015-16)	Five-Year Goal (SY 2020-21)	Annual Progress
<ul style="list-style-type: none"> <li>Increase number of CTE completers</li> </ul>	<ul style="list-style-type: none"> <li>7,559 CTE program completers</li> </ul>	<ul style="list-style-type: none"> <li>11,000 CTE program completers</li> </ul>	<ul style="list-style-type: none"> <li>Exceeded annual FISN target of 9,279 CTE Completers by achieving 9,697 successful CTE Completers for 2017-2018</li> </ul>
<ul style="list-style-type: none"> <li>Increase the number of CTE concentrators (students who enroll in level 2 CTE courses)</li> </ul>	<ul style="list-style-type: none"> <li>12,595 CTE concentrators (enrolled in level 2 courses)</li> </ul>	<ul style="list-style-type: none"> <li>18,300 CTE concentrators (enrolled in level 2 courses)</li> </ul>	<ul style="list-style-type: none"> <li>On track to meet goal.</li> </ul>
<ul style="list-style-type: none"> <li>Increase the number of students who enter college with college credit via dual enrollment, AP, or IB</li> </ul>	<ul style="list-style-type: none"> <li>18,094 (May 2016) students who took AP exams</li> <li>2015 Legislature approved \$8 million to expand dual enrollment programs and STEM grants</li> <li>5,140 students who scored three or higher on at least one AP exam</li> </ul>	<ul style="list-style-type: none"> <li>19,487 students who took AP exams (7.7% increase; <i>n=464 additional students, per year</i>)</li> <li>5,536 students who scored three or higher on at least one AP exam (7.7% increase; <i>n=132 additional students per year</i>)</li> </ul>	<ul style="list-style-type: none"> <li>AP class participation up by 14% overall and in 2017 with a 10% increase in Exam scores of 3,4,5</li> <li>36% increase in AP classes taken by Hispanic students &amp; a 16% increase in Exam scores of 3,4,5</li> </ul>



## Objective 7 – Educator Readiness and Equitable Distribution

- Strategy 7.1: Strengthen in-state educator preparation programs.
- Strategy 7.2: Reduce licensure barriers and maintain meaningful measures for full-state certification.
- Strategy 7.3: Identify and address educator equity gaps for all students.
- Strategy 7.4: Build capacity of educator preparation programs and school districts to implement a statewide code of educator ethics and conduct.

Metrics	Baseline Data(SY 2017-18)	Five-Year Goal (SY 2020-21)	Annual Progress
<ul style="list-style-type: none"> <li>Number of program completers and effective teachers hired and retained (particularly in diverse, high-needs schools)</li> <li>Program complete and supervisor survey results</li> <li>Praxis exam scores and other performance assessment pass rates</li> </ul>	<ul style="list-style-type: none"> <li>Baseline data from newly-developed review, approval, evaluation, and accountability system to be collected during 2017-2018 school year</li> </ul>	<ul style="list-style-type: none"> <li>Increase number from the baseline of in-state, high-performing educator preparation programs</li> </ul>	<ul style="list-style-type: none"> <li>Building out data portal and surveys</li> </ul>
<ul style="list-style-type: none"> <li>Number of provisional licenses issued</li> <li>Percentage of provisional licenses (in-state and out-of-state) converted to standard or professional</li> </ul>	<ul style="list-style-type: none"> <li>2017-2018 baseline data to be collected from new OPAL system</li> </ul>	<ul style="list-style-type: none"> <li>Decrease number of provisional licenses issued and increase percentage of provisional licenses (in-state and out-of-state) converted to standard or professional</li> </ul>	<ul style="list-style-type: none"> <li>OPAL back-end launch in February 2018</li> </ul>
<ul style="list-style-type: none"> <li>Educator equity gap analysis (for students identified as high-poverty, minority, and/or EL) of effective, experienced, and fully certified teachers</li> </ul>	<ul style="list-style-type: none"> <li>2017-2018 Educator Equity Plan used as baseline data to be collected using 2016-2017 teacher experience, certification, and effectiveness measures</li> </ul>	<ul style="list-style-type: none"> <li>Improvement targets will be set when baseline data is available</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing data collection and analysis to form 2017-2018 baseline and collaboration between department offices to analyze data</li> </ul>
<ul style="list-style-type: none"> <li>Reduction in incidents of educator misconduct (arrests/convictions/corporal punishment, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Baseline to be collected in 2017-2018</li> </ul>	<ul style="list-style-type: none"> <li>Goal will be set once baseline is collected for 2017-2018</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with department offices to collect baseline and determine annual and 5-year goals</li> </ul>

## Objective 8 – Family Engagement

Students benefit when their parents and family members are engaged in their education. The Department knows families are capable of playing a key role in their children’s education by supporting learning at home, advocating for all children, and making decisions to ensure students’ best interests are being taken into consideration when creating policies. The Department also believes it is the responsibility of the district and school staff to engage their families but equally important for the Department to support in building their capacity to do so.

- **Strategy 8.1: Support district and school use of family engagement best practices.**
- **Strategy 8.2: Building educator capacity.**
- **Strategy 8.3: Empowering families.**

	Baseline Data (SY 2016-17)	Five-Year Goal (SY 2020-21)	Annual Progress
<ul style="list-style-type: none"> <li>Nevada Policy on Parental Involvement and Family Engagement standards included in School Performance Plans (SPPs)</li> </ul>	<ul style="list-style-type: none"> <li>12% of all Rising Stars schools (SY 15-16) are utilizing effective strategies in each of the six standards on the Nevada Policy on Parental Involvement and Family Engagement</li> </ul>	<ul style="list-style-type: none"> <li>By July 2021, 100% of all Rising Stars schools will utilize evidence-based effective strategies in each of the six standards on the Nevada Policy on Parental Involvement and Family Engagement</li> </ul>	<ul style="list-style-type: none"> <li>30.4 percentage point increase from SY2015-2016 to SY 2016-2017</li> </ul>
<ul style="list-style-type: none"> <li>NEPF Professional Responsibilities’ Standard 4 score state average</li> </ul>	<ul style="list-style-type: none"> <li>NEPF Professional Responsibilities Standard 4 score state average: 3.22</li> </ul>	NEPF Professional Responsibilities Standard 4 score <ul style="list-style-type: none"> <li>SY 16-17 → 3.22</li> <li>SY 17-18 → 3.38</li> <li>SY 18-19 → 3.55</li> <li>SY 19-20 → 3.73</li> <li>SY 20-21 → 3.91</li> </ul>	<ul style="list-style-type: none"> <li>SY 16-17 → 3.22 baseline collected</li> </ul>

<ul style="list-style-type: none"> <li>• Chronic absenteeism rate in Nevada</li> </ul>	<ul style="list-style-type: none"> <li>• Chronic absenteeism rate</li> <li>• SY 16-17 → 17.18%</li> </ul>	<ul style="list-style-type: none"> <li>• 10% Reduction in chronic absenteeism year over year <ul style="list-style-type: none"> <li>• SY 17-18 → 15.462%</li> <li>• SY 18-19 → 13.9158%</li> <li>• SY 19-20 → 12.52392%</li> <li>• SY 20-21 → 11.27%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Established Chronic Absenteeism Task Force, a collaboration with NDE offices LEAs, and other stakeholders to implement strategies to reduce chronic absenteeism</li> </ul>
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## Objective 9 – Internal Systems & Effectiveness

Student achievement could not happen without strong internal systems which recognize an effective and efficient distribution of funds. These systems are continuously improved upon by using internal audit findings and defined roles and expectations for the guardians and recipients of awarded funds. To ensure an effective distribution of resources to our education programs, our internal systems have policies and procedures for awarding grants, work programs, contracts, and supporting internal stakeholders to meet expectations.

- **Strategy 9.1: Modernize audit methodologies utilizing technology.**
- **Strategy 9.2: Build internal systems and effectiveness.**
- **Strategy 9.3: Identify and replicate effective practices in braiding and blending funds.**

Metrics	Baseline Data (SY 2016-17)	Five-Year Goal (SY 2020-21)	Annual Progress
<ul style="list-style-type: none"> <li>Percentage of audit work performed at pre-audit stage (including desk audit)</li> </ul>	<ul style="list-style-type: none"> <li>60% with a 2018-2019 goal of 75%</li> </ul>	<ul style="list-style-type: none"> <li>100% of audit work performed at pre-audit stage (including desk audit)</li> </ul>	<ul style="list-style-type: none"> <li>Gathered baseline data</li> </ul>
<ul style="list-style-type: none"> <li>Negotiate all grants into ePage, if possible to do at zero cost</li> </ul>	<ul style="list-style-type: none"> <li>40% for 2016-2017, with the 2018-2019 goal of 80%</li> </ul>	<ul style="list-style-type: none"> <li>100%--as funding available (write into future grants, when possible)</li> </ul>	<ul style="list-style-type: none"> <li>Gathered baseline data and hosted ePage data for all Education Program Professionals</li> </ul>
<ul style="list-style-type: none"> <li>Increase grants providing funding within outlined timeframes</li> </ul>	<ul style="list-style-type: none"> <li>No baseline with an annual goal set of 65% for 2016-2017</li> </ul>	<ul style="list-style-type: none"> <li>100% of grants receiving funding within outlined timelines</li> </ul>	<ul style="list-style-type: none"> <li>Supported annual goal of 65% of grants within outlined timeframes by increasing internal training and creating manuals for policies and procedures</li> </ul>

➤ **Strategy 9.4:**  
Fiscal stewardship  
responsive to internal  
audits.

<ul style="list-style-type: none"> <li>• Percentage of grants providing balanced checkbook each month (including spending status)</li> </ul>	<ul style="list-style-type: none"> <li>• 30% of grants providing balanced checkbook each month</li> </ul>	<ul style="list-style-type: none"> <li>• 98% of grants providing balanced checkbook each month</li> </ul>	<ul style="list-style-type: none"> <li>• Approaching 2018-2019 goal of 85% of balanced checkbooks through training</li> </ul>
<ul style="list-style-type: none"> <li>• Number of audit findings</li> <li>• Increase number of successfully submitted work programs</li> <li>• Increase number of successfully submitted contracts</li> </ul>	<ul style="list-style-type: none"> <li>• 9 audit findings</li> <li>• Rerelease of policies and procedures with supported training in 2018</li> </ul>	<ul style="list-style-type: none"> <li>• 100% compliance with 0 audit findings</li> <li>• 100% of contracts submitted successfully</li> <li>• 100% work programs submitted successfully</li> </ul>	<ul style="list-style-type: none"> <li>• Gathered baseline data and set a goal of 50% reduction in audit findings for 2018-2019</li> <li>• Collaboration with other offices for systems training</li> </ul>

## Objective 10 – Funding & Reporting

The Department's goals for student achievement cannot be accomplished in isolation of outside stakeholders which begets the need for an externally-facing fiscal goal. Objective 10: Funding & Reporting utilizes feedback from audit findings and grant awards to increase compliance by reducing errors and increasing equity by awarding monies competitively.

➤ **Strategy 10.1: External Reporting**

➤ **Strategy 10.2: Funding Methodologies**

Metrics	Baseline Data (SY 2016-17)	Five-Year Goal (SY 2020-21)	Annual Progress
<ul style="list-style-type: none"><li>• Number of substantive school funding errors in final funding or published information/calculations</li></ul>	<ul style="list-style-type: none"><li>• 6 school funding errors, with the 2018-2019 goal of 3 errors</li></ul>	<ul style="list-style-type: none"><li>• 0% errors</li></ul>	<ul style="list-style-type: none"><li>• Gathered baseline data for 2016-2017</li></ul>
<ul style="list-style-type: none"><li>• Support creation of vibrant competitive funding community of informed, capable participants</li></ul>	<ul style="list-style-type: none"><li>• N/A</li></ul>	<ul style="list-style-type: none"><li>• All eligible competitive funding participants are informed, trained, provided reasonable tools for success, and autonomous in preparing competitive funding applications and managing/accounting for awards</li></ul>	<ul style="list-style-type: none"><li>• Competitive funding applicants prepare own submissions in FY19; first draft (manual) of the consolidated application launched</li></ul>

## Objective 11 – Systems Support School Staff and Students to Learn, Work, and Develop Positive Relationships in a Safe, Respectful, and Healthy Environment

Studies have shown that social and emotional learning (SEL) is essential for student success in schools and after graduation. Industry considered “risky behaviors” such as drug use, bullying, and absenteeism are often linked to poor social and emotional skills. SEL has been linked to improved performance within the classroom and on academic assessments.

- **Strategy 11.1: Office for a Safe and Respectful Learning Environment is responsive and proactive to the needs and goals of NRS 388.**
- **Strategy 11.2: Systems promote and nourish safe school environments for all.**
- **Strategy 11.3: Systems actively promote for staff and students equitable social, emotional, and academic development (free from racial, economic, religious, gender, or ability biases).**
- **Strategy 11.4: Systems support and promote district and school implementation of equitable multi-tiered system of supports.**
- **Strategy 11.5: Systems promote healthy staff and students.**

Metrics	Baseline Data (SY 2015-16)	Five-Year Goal (SY 2020-21)	Annual Progress
<ul style="list-style-type: none"> <li>Increase in Social Emotional indicators on Climate Survey</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing baseline</li> </ul>	<ul style="list-style-type: none"> <li>All school districts have adopted SEAD Competencies</li> <li>Increase indicators by 10% year over year</li> </ul>	<ul style="list-style-type: none"> <li>Continued SEAD Competencies training</li> </ul>
<ul style="list-style-type: none"> <li>Increase safety within schools by adding social workers, MTSS, and SEAD</li> </ul>	<ul style="list-style-type: none"> <li>Currently incorporated in several schools</li> </ul>	<ul style="list-style-type: none"> <li>All school districts adopted SEAD Competencies</li> <li>Increase social workers, MTSS, and SEAD adoption in schools by 5% year over year</li> </ul>	<ul style="list-style-type: none"> <li>Increase in social workers by 300% for 2017-2018</li> </ul>

<ul style="list-style-type: none"> <li>• Reduction reported behavioral violence toward staff and students</li> <li>• Decrease in expulsions and suspensions</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing data for baseline</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing school climate and behavioral data for long-term goal if 3% year over year continues</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce negative incidences of behavioral violence reported on Infinite Campus by 3% year over year</li> <li>• Decrease of suspension and expulsion data by 10% year over year</li> </ul>
<ul style="list-style-type: none"> <li>• Decrease in bullying trend data</li> <li>• Decrease of chronic absenteeism</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline being determined after analyzing data</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease trend data by 7% year over year</li> </ul>	<ul style="list-style-type: none"> <li>• Over 800 tips in first month of SafeVoice launch</li> <li>• Decrease of chronic absenteeism by 5% year over year</li> </ul>

## Objective 12 – MTSS & Department Climate Goal

The Department has both external Fastest Improving and internal State Board goals that reflect an urgency to support students and school leaders in achievement. Such a significant change in our LEAs could not be coupled without an inward goal that asks the Department to grow with those they support. Selecting a climate goal improves our internal procedures as the Department takes on the ambitious work of becoming the Fastest Improving State in the Nation. Notably, it also addresses equity and acting upon stakeholder feedback which is thematic throughout the Common Problems and Objectives sections of the STIP.

- **Strategy 12.1: Employ MTSS framework to increase Department collaboration to impact student achievement for all.**
- **Strategy 12.2: Demonstrate equity across all Department members to strengthen programs from increased engagement and a reflection of equity for all students.**
- **Strategy 12.3: Elevate Department climate based on staff feedback.**



Metrics	Baseline Data (2018)	Five-Year Goal (SY 2020-21)	Annual Progress
<ul style="list-style-type: none"> <li>MTSS used across offices to for successful deployment of Department programs</li> </ul>	<ul style="list-style-type: none"> <li>0 offices using MTSS framework to collaborate and deploy programs</li> </ul>	<ul style="list-style-type: none"> <li>All Department offices using MTSS to collaborate and deploy programs</li> </ul>	<ul style="list-style-type: none"> <li>Created MTSS Leadership Team and hosted regular MTSS committee meetings</li> </ul>
<ul style="list-style-type: none"> <li>Increase clear communication across department</li> <li>Increase clarity around work roles</li> </ul>	<ul style="list-style-type: none"> <li>MTSS committee determined clear communication and clear work roles as a priority for 2018</li> </ul>	<ul style="list-style-type: none"> <li>MTSS committee selects 2 indicators annually to improve year over year</li> </ul>	<ul style="list-style-type: none"> <li>Hosted feedback huddles, Coffee with the Chief, and Icebreaker Lunches to create more equitable dialogue</li> </ul>
<ul style="list-style-type: none"> <li>Department survey and huddle data to reflect improved climate year over year (an improvement in the previous year's focus areas)</li> </ul>	<ul style="list-style-type: none"> <li>Baseline data gathered from feedback huddles and surveys to identify areas for climate improvement in 2018-2019</li> </ul>	<ul style="list-style-type: none"> <li>Department survey and huddle data to reflect improved climate year over year (an improvement in the previous year's focus areas)</li> </ul>	<ul style="list-style-type: none"> <li>Created Climate team to host feedback huddles to determine how to elevate department climate</li> </ul>

## Appendix B

# Underperforming Schools

In October 2017, NDE announced its 30 CSI schools which are known as “Shining Stars Schools” in the state:

- Blue Diamond Elementary School (Clark)
- C T Sewell Elementary School (Clark)
- Charlotte Hill Elementary School (Clark)
- Cyril Wengert Elementary School (Clark)
- David M Cox Elementary School (Clark)
- Fay Herron Elementary School (Clark)
- Harvey N Dondero Elementary (Clark)
- Helen M Smith Elementary (Clark)
- Indian Springs Elementary (Clark)
- James Bilbray Elementary School (Clark)
- Jo Mackey Elementary School (Clark)
- John Dooley Elementary School (Clark)
- John R Hummel Elementary School (Clark)
- Joseph E Thiriot Elementary School (Clark)
- Keith C & Karen W Hayes Elementary (Clark)
- Lewis E Rowe Elementary School (Clark)
- Lilly & Wing Fong Elementary School (Clark)
- Marion E Cahlan Elementary School (Clark)
- Ruben P Diaz Elementary School (Clark)
- Sunrise Acres Elementary School (Clark)
- Ute Perkins Elementary School (Clark)
- Vegas Verdes Elementary School (Clark)
- Vincent L Triggs Elementary School (Clark)

- Beatty Elementary School (Nye)
- Manse Elementary School (Nye)
- Indian Springs Middle School (Clark)
- East Career Technical Academy (Clark)
- Southeast Career Technical Academy (Clark)
- Veterans Tribute Career Technical Academy (Clark)

At this time, NDE has plans to release the list of TSI schools in September.