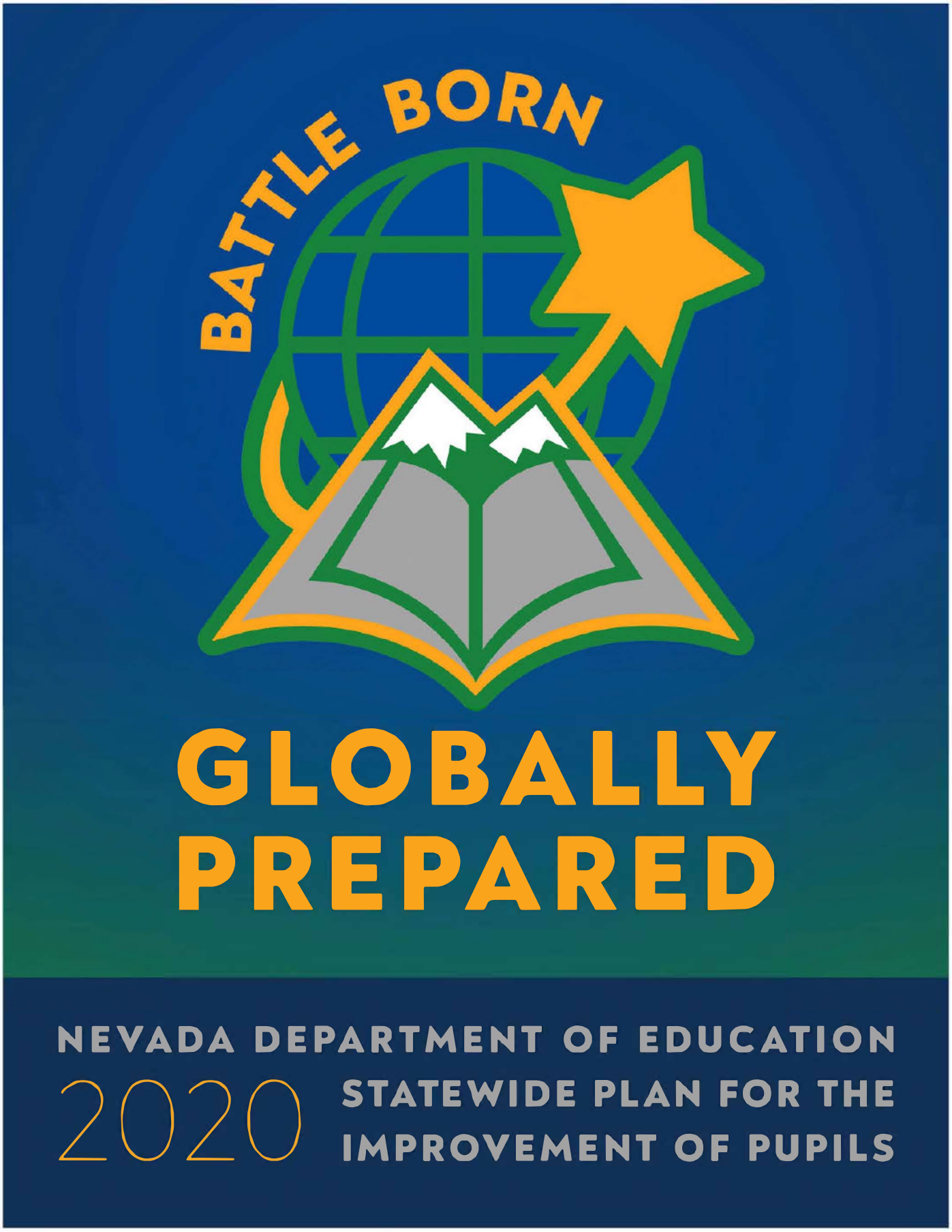



Assembly Committee: Education
Exhibit: E Page 1 of 76 Date: 02/11/2021
Submitted by: Jhone Ebert

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

# A LETTER FROM SUPERINTENDENT EBERT

July 2020

An Open Letter to the Citizens of Nevada:

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

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

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




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

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

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

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

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

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

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

SINCERELY,

**JHONE M. EBERT**

# ABOUT THE NEVADA DEPARTMENT OF EDUCATION

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

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

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

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

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

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

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

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

# SILVER STATE PARTNERSHIPS

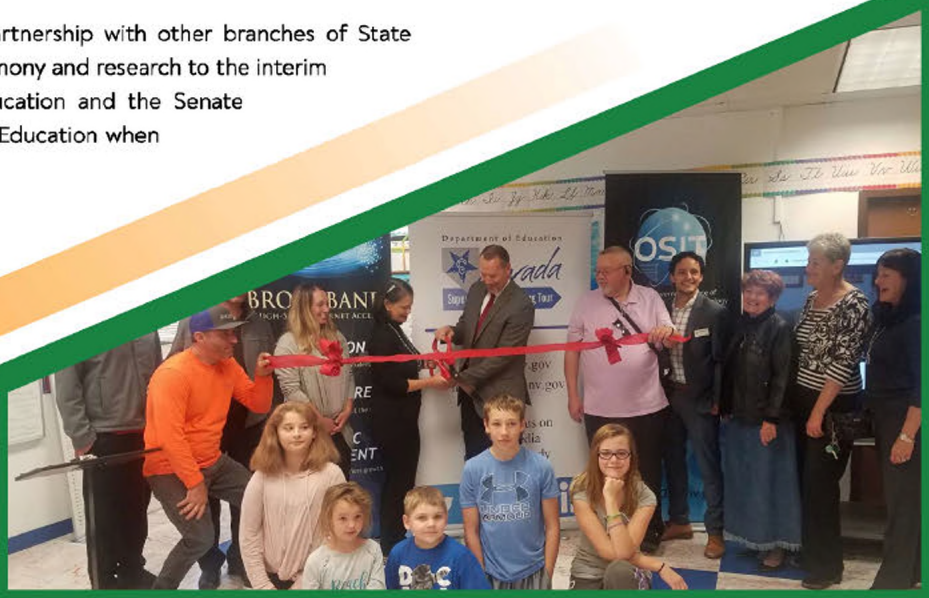
Improving Nevada's education system is Governor Steve Sisolak's top priority. He believes every child deserves the opportunity to succeed. The Governor supports investing in schools so they have the resources needed to provide a safe and effective learning environment.

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

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

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

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



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

# INTRODUCTION & FRAMEWORK

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

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




## THE *2020 STIP* FRAMEWORK

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

### 2025 Goals

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

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

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

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

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

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

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

## All Means All

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

## NDE Values

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

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

## Inputs, Outputs, and Outcomes

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

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

# UNPRECEDENTED COLLABORATION: THE *2020 STIP* DEVELOPMENT PROCESS

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

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

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

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

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

## District and School Input on the *2020 STIP*

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

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



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

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

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

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

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

# SUPERINTENDENT'S LISTENING TOUR

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

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

**Storey County School District**
September 26, 2019
*"Singapore, San Francisco, and Storey County will all be world-class education centers."*
*- Todd Hess, Superintendent*

**State Public Charter School Authority**
October 2, 2019

**Clark County School District**
October 4 & 7, 2019



**Carson City School District**
September 24, 2019

**Douglas County School District**
September 23, 2019

**Pershing County School District**
January 28, 2020

**Lyon County School District**
January 6, 2020

**Nye County School District**
Dec. 4 & Dec. 10, 2019

**Lincoln County School District**
December 11, 2019



**Esmeralda County School District**
December 4, 2019
*"Our STEM resources are a game changer for our students."*
*- Dyer Elementary educator*

**Mineral County School District**
December 3, 2019
*"I teach my students how to advocate for themselves."*
*- Kellie Harry, Educator*

**Churchill County School District**
November 20, 2019

**Eureka County School District**
November 19, 2019

**Lander County School District**
Oct. 23 & Nov. 18, 2019
*"Our most important job is to invest in our kids."*
*- Doug Staton, Trustee*

**Elko County School District**
October 22-23, 2019

**Humboldt County School District**
October 21, 2019

**Washoe County School District**
October 28, 2019



**White Pine County School District**
November 18-19, 2019




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

# SUPERINTENDENT'S LISTENING TOUR

## Listening Tour Themes Reflected in the *2020 STIP*




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




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




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




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



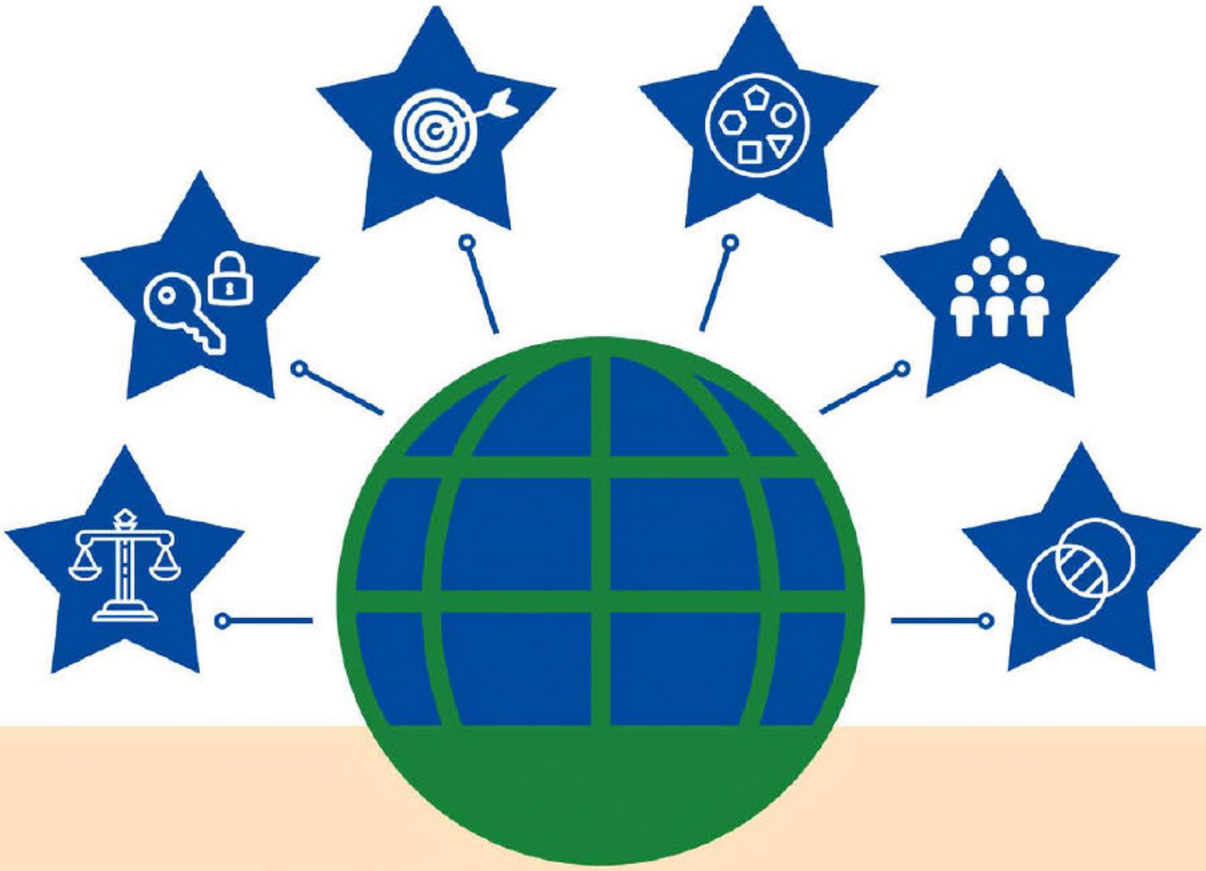

**Interest in the Pupil-Centered Funding Plan created dialogue around what equity and access mean for students, classrooms, facilities, and wraparound services in different settings.**




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

# NDE VALUES IN THE *2020 STIP*

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



## EQUITY



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



## ACCESS TO QUALITY

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



## SUCCESS

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



## INCLUSIVITY

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



## COMMUNITY

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



## TRANSPARENCY

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

# EQUITY



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

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

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

## Equity in the Classroom

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

## Equity at NDE

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

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

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

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



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

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

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

[3] Stanford Center for Opportunity Policy in Education and the National Education Policy Center (2013). How to Close the Opportunity Gap: Key Policy Recommendations

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

# ACCESS TO QUALITY



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

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

## Access to Quality in the Classroom

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

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

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

## Access to Quality at NDE

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




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

# SUCCESS



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

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

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



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

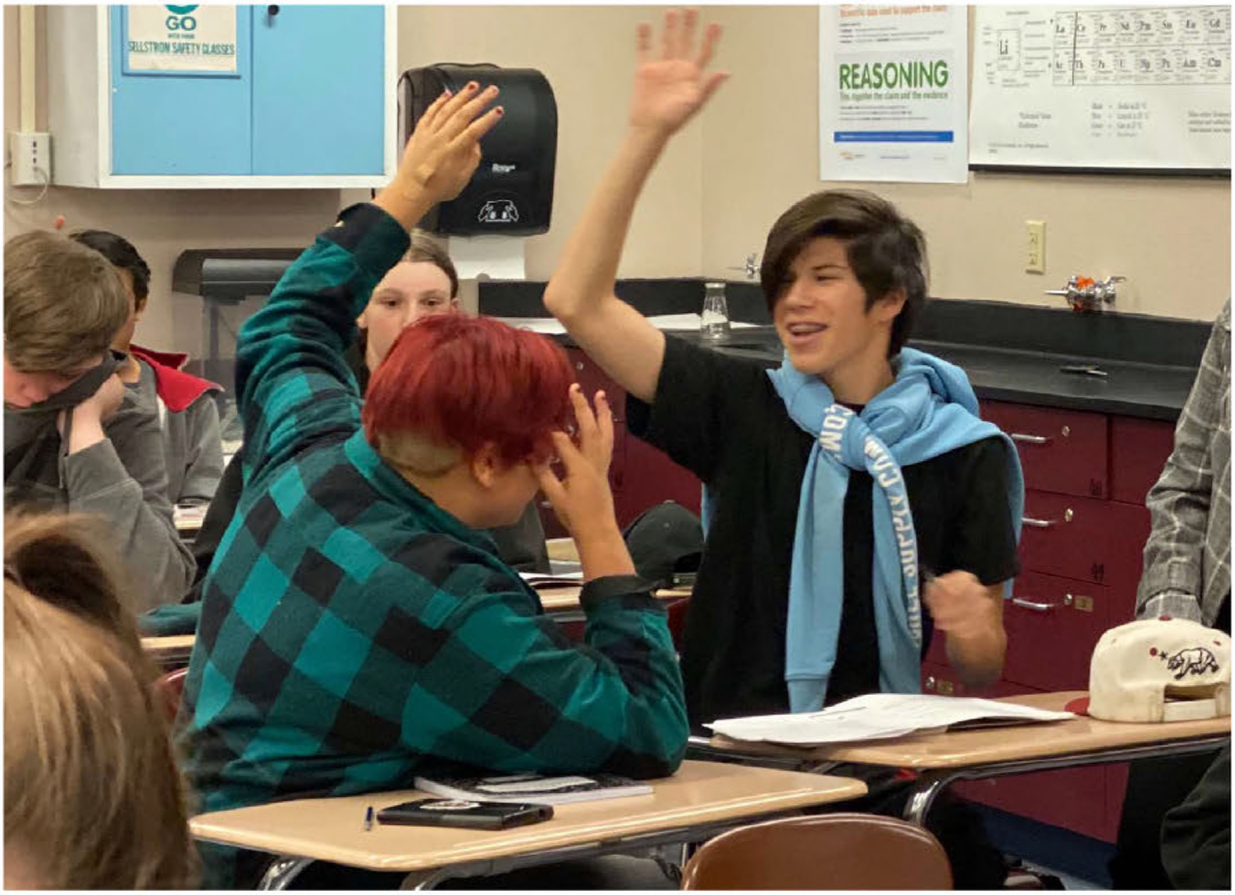
## Success in the Classroom

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

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

## Success at NDE

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




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

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

# INCLUSIVITY



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

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

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

## Inclusivity in the Classroom

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

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

## Inclusivity at NDE

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

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

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



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

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

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

# COMMUNITY

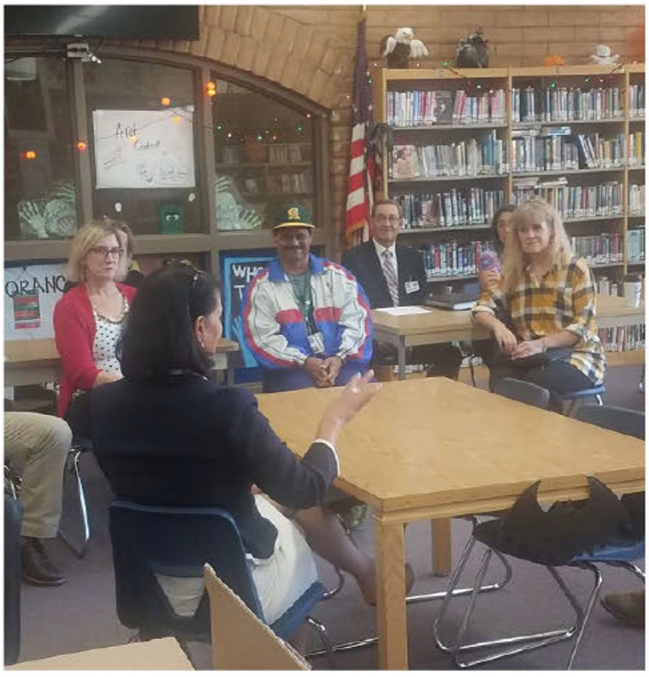


**DEFINITION:**
***NDE collaborates with educators, districts, families, stakeholders, and partner agencies to lead a high-performing and responsive system of education for all Nevadans***

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

## Community in Schools

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



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

## Community at NDE

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

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

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




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

[8] The National Bureau of Economic Research (July, 2006). "The Effects on Education and Health."

# TRANSPARENCY



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

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




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

## Transparency in Districts

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

## Transparency at NDE

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

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

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



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

# STRATEGIES

| GOALS | 1<br>All children, birth through third grade, have access to quality early care and education | 2<br>All students have access to effective educators | 3<br>All students experience continued academic growth |
|---|---|---|---|
| EQUITY | **Increase enrollment of children from families experiencing poverty in State pre-K**<br>NDE will collaborate with partners and will advocate to increase enrollment of students from families with income at or below 200% of the federal poverty level in State pre-K by 500 students per year (2,500 students through 2025) | **Ensure effective educators in low-performing schools**<br>NDE will lead and collaborate with public schools and districts to ensure the percentage of effective and experienced educators is proportional across low- and high- performing schools by 2025 | **Increase access to STEM learning**<br>NDE will collaborate with public schools and districts to integrate Science, Technology, Engineering, and Math (STEM) content across all grade levels; success will be demonstrated by an increase in female students and students from under-represented groups earning STEM and STEAM (STEM + Arts) seals on their diplomas |
| ACCESS TO QUALITY | **Support quality early childhood education providers**<br>NDE will provide technical assistance and support to increase the percentage of early childhood education programs rated high-quality (3, 4, and 5 stars) on the Silver State Stars Quality Rating and Improvement System (QRIS) from 44.5% to 60% across all program types by 2025 | **Provide quality professional learning**<br>NDE will collaborate with public schools, districts, and Regional Professional Development Programs to ensure that teachers are prepared to deliver effective, standards-aligned instruction and are supported by a system of leaders, mentors, and administrators; success will be measured by an increase in teacher retention of 5% year over year | **Support schools to exit designation status**<br>NDE will collaborate with public schools and districts to engage students, families, and communities in developing and implementing school and district performance plans that result in 50% of Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) Schools that were identified in 2017 exiting designation status by 2022 |
| SUCCESS | **Accelerate *Read by Grade 3***<br>NDE will lead and collaborate with public schools and districts to ensure all pre-K-3 students experience growth toward proficiency as measured by an increase in English Language Arts (ELA) proficiency rates for 3rd grade students of 5% year over year from (59.2% in 2020 to 68% by 2025) | **Decrease licensed educational personnel vacancies**<br>NDE will lead and collaborate with public schools and districts to establish and maintain a system of recruitment, induction, recognition, professional learning, and support; success will be demonstrated by a decrease in the number of licensed educational personnel vacancies by 50% by 2023 | **Close pre-K-8 opportunity gaps**<br>NDE will lead and collaborate with early childhood education providers, public schools, and districts to close opportunity gaps between and among students on assessment results (Brigance and Measures of Academic Progress (MAP) for grades pre-K-3 and Smarter Balanced for grades 3-8)* |
| INCLUSIVITY | **Increase pre-K inclusion for differently abled students**<br>NDE will implement policies and practices to increase the percentage of differently abled students in pre-K receiving services in general education classes by 3 percentage points each year (from 39% to 54% by 2025) | **Serve students in the Least Restrictive Environment**<br>NDE will provide educators and staff with professional learning and technical assistance in evidence-based inclusive practices to achieve a long-term goal of 80% of differently abled students educated in their Least Restrictive Environment (LRE) | **Increase percentage of students attending 3-, 4-, or 5-star schools**<br>NDE will support school improvement by assisting public schools and districts in making data-driven and evidence-based decisions, regularly measuring student progress, and evaluating program effectiveness to increase the percentage of students attending 3-, 4-, and 5-star rated schools from 65% to 75% by 2025 |
| COMMUNITY | **Conduct multilingual early childhood education public outreach campaign**<br>NDE will conduct outreach to families, community members, and policy makers regarding the importance of quality early learning; success will be demonstrated by an increase in State-funded high-quality pre-K seats by 2025 | **Increase candidates in educator pipeline**<br>NDE will lead and collaborate with districts, institutions of higher education, and other educator preparation partners to increase access, options, and enrollment of candidates across the educator pipeline continuum by adding programs, identifying resources, supporting recruitment efforts, increasing options for licensure reciprocity, and removing barriers; success will be measured by an annual increase of 5% in the number of employment-eligible licensed educational personnel | **Promote civic engagement**<br>NDE will lead and collaborate with public schools, districts, and community-based organizations to integrate civic engagement and provide service learning opportunities across elementary, middle, and high schools; success will be measured by civics assessment results and student service learning participation* |
| TRANS-PARENCY | **Improve data analysis and reporting**<br>NDE will provide timely and accurate reports that incorporate currently excluded data sets (e.g., childcare and private schools) to ensure accessibility of information to the public and programmatic staff by 2022 | **Engage in effective communication**<br>NDE will effectively communicate regarding programs, initiatives, and the work of its boards, commissions, and councils through additions to the NDE website, public-facing data dashboards, and visualization tools | **Streamline reporting requirements**<br>NDE will lead and collaborate with public schools and districts to streamline reporting requirements, consolidate reporting platforms, and ensure the usefulness of collected information to promote efficiency for staff, school leaders, and educators by 2023 |

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

# MATRIX

| GOALS | 4<br>All students graduate future-ready and globally prepared for postsecondary success and civic life | 5<br>All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines | 6<br>All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated |
|---|---|---|---|
| EQUITY | **Increase participation in college-level and CTE coursework**<br>NDE will collaborate with public schools and districts to increase the percentage of historically underserved students participating in and successfully completing dual credit, concurrent enrollment, Advanced Placement (AP) and International Baccalaureate (IB) courses, and Career and Technical Education (CTE) programs of study by at least 5% year over year | **Implement pupil-centered funding**<br>NDE will implement the Pupil-Centered Funding Plan to equitably and transparently fund educational and support services for all students | **Address disproportionate discipline**<br>NDE will collaborate with public schools and districts to address structural racism in Nevada's student discipline system; success will be demonstrated by a 10 percentage point reduction in disproportionate disciplinary practices each year |
| ACCESS TO QUALITY | **Expand access to CTE for all students**<br>NDE will lead and collaborate with public schools and districts to ensure that every high school student has access to high-quality career and technical education (CTE) offerings by 2023 | **Fully expend education funding**<br>NDE will support public schools and districts to ensure that all authorized funding is spent each fiscal year | **Implement Multi-Tiered System of Supports**<br>NDE will collaborate with public schools and districts to implement and sustain an integrated Multi-Tiered System of Supports (MTSS) model; success will be measured by the Tier Fidelity Inventory Tool (an evidence-based instrument that tracks MTSS implementation progress) by 2025 |
| SUCCESS | **Reduce graduation rate opportunity gaps**<br>NDE will collaborate with public schools and districts to close opportunity gaps in graduation rates by 75% across all student groups by 2025 | **Assess and manage risk**<br>NDE will assess State and federal funding recipients with a level of programmatic or fiscal management risk annually, and will provide technical assistance to support the improvement of fiscal management and program implementation so that all recipients are rated "low risk" by 2025 | **Increase school safety**<br>NDE will support public schools and districts in creating environments where students and adults report feeling emotionally and physically safe as demonstrated by all schools meeting the benchmark of "Favorable" in safety on the school climate survey by 2023 |
| INCLUSIVITY | **Enhance support for English Learners (ELs)**<br>NDE will collaborate with public schools and districts to ensure that all English Learners (ELs) have the practices, knowledge, and skills to demonstrate proficiency through assessments and graduation rates on par with or better than that of their non-EL peers by 2025 | **Manage funds proactively**<br>NDE will support subrecipients with technical assistance and monitoring to effectively invest funding to serve all students throughout the State and reduce funding reversions by 50% by 2022 and eliminate reversions by 2025 | **Improve school climate**<br>NDE will support and train key stakeholders, Regional Professional Development Programs, and public school and district staff in social-emotional and academic development to ensure that 75% of schools meet the benchmark of "Most Favorable" for at least 3 out of 5 of the school climate survey indicators by 2025 |
| COMMUNITY | **Increase college enrollment**<br>NDE will lead and collaborate with public schools and districts, institutions of higher education, employers, and community-based organizations to increase the number of students graduating from high school with college credits and the number of students enrolling in college coursework within six months of graduating* | **Improve customer service**<br>NDE will authentically engage and leverage the expertise, voice, and diversity of stakeholders as demonstrated by responses to NDE stakeholder surveys to be launched in 2021 | **Expand access to behavioral health professionals**<br>NDE will lead and collaborate with public schools and districts to support and improve student and staff wellness as demonstrated by a 10% year-over-year improvement in student-to-behavioral health professional ratios |
| TRANS-PARENCY | **Co-create policy with stakeholders**<br>NDE will create policies and initiatives and implement legislation in collaboration with the stakeholders who are most affected by such policies, initiatives, and legislation by 2021 | **Communicate programmatic impact**<br>NDE will use educator and student outcomes to communicate the effectiveness of programs and other investments, and to inform data-driven decision making by 2023 | **Cultivate a public-friendly Department**<br>NDE will increase the accessibility of public-facing materials by publishing materials for families and students in multiple languages by 2023, as well as updating its website to be more user-friendly and informative on an annual basis |

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

# 2025 GOALS AND STRATEGIES

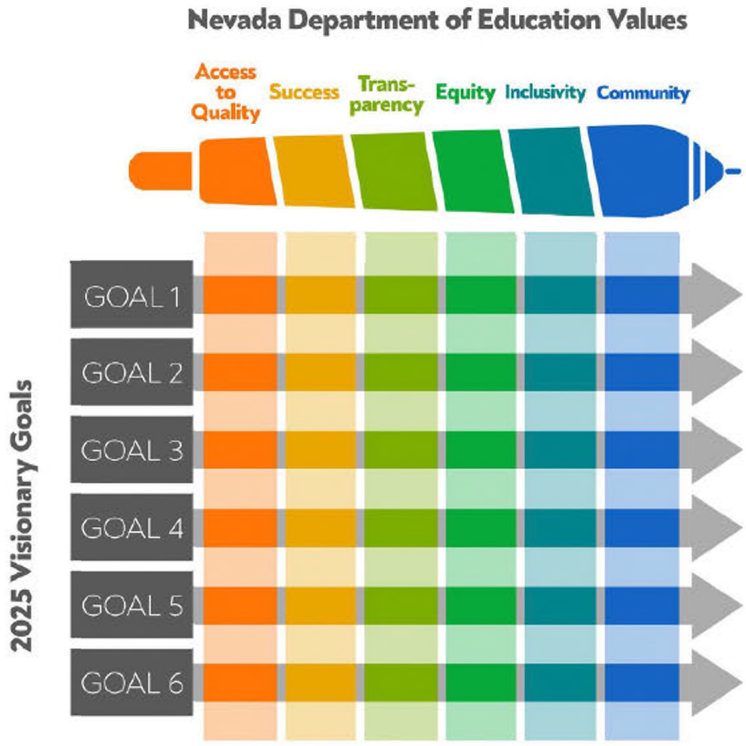
## GUIDE TO THE 2025 GOALS AND STRATEGIES

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

- Under each Goal there are six Strategies; each Strategy aligns to one of the NDE Values described in the previous section. Together, the Strategies will help accomplish each Goal by 2025.

- Under each Strategy there are Inputs, Outputs, and Outcomes. Including these specific Inputs, Outputs, and Outcomes ensures that the *2020 STIP* can be put into action. The Inputs, Outputs, and Outcomes are examples of NDE's immediate next steps to accomplish the Goals of the *2020 STIP*.

- While only a few Inputs, Outputs, and Outcomes may be listed underneath each Strategy, that is not meant to limit the actions of NDE, public schools and districts, and educational partners. Indeed, it is expected that accomplishing our ambitious 2025 Goals will take a collective effort that goes far beyond what we could contain within a single document.



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

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

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

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

## Nevada Ready! Pre-Kindergarten

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

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

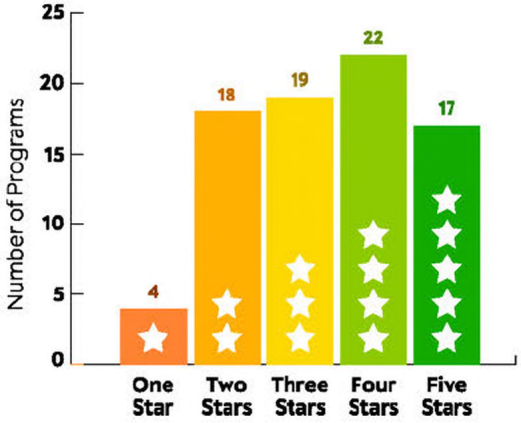
[9] 1,000 Days (2020). Why 1,000 Days. Retrieved from https://thousanddays.org/why-1000-days/

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

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

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

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




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

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

### DIFFERENTLY ABLED STUDENTS

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

## Special Populations Enrollment

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

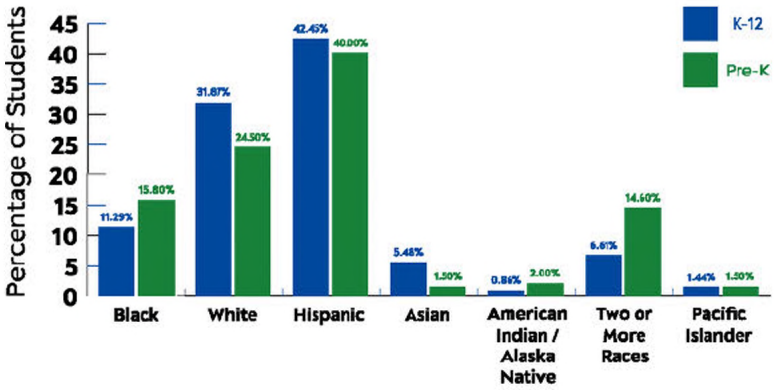
To support our efforts around equity and accountability, and in accordance with the federal Every Student Succeeds Act, Nevada reports student data broken down, or disaggregated, by race and ethnicity, as well as special population status, which includes students with disabilities (SWD) or differently abled students, students who are English Learners (ELs), and students eligible for Free-or-Reduced-Price Lunch (FRL). As of 2018-19, we also track data for homeless, foster, and military-connected students. One way to analyze equity in access to educational opportunity is by comparing the proportion of students from a racial/ethnic group or special population in K-12 classrooms with the proportion of that population in certain programs, like pre-K. *Figure 2* shows a comparison in the percentage of students from different racial/ethnic groups enrolled in K-12 and pre-K classrooms.

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

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

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

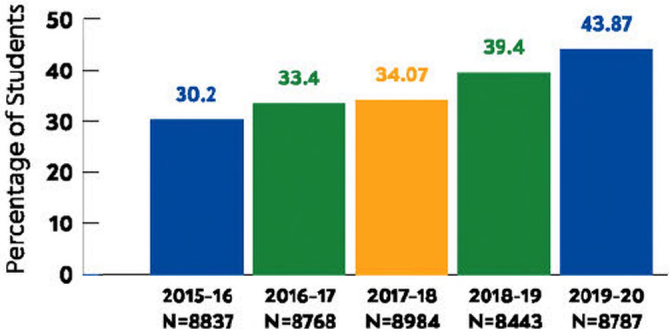
*This chart shows the comparison in the percentage of students from different racial/ethnic groups enrolled in K-12 and pre-K classrooms.*




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

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

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




## Read by Grade 3

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

The original Read by Grade 3 law required every elementary school in Nevada to designate a reading learning strategist to provide literacy-based professional learning, coaching, and guidance for all teachers of kindergarten through 4th grade. To assess the effectiveness of literacy instruction, educators draw on the results of three different early learning assessments. One is the Brigance, which is a Kindergarten Entry Assessment. Another is the Measures of Academic Progress (MAP) Growth Assessment for K-3. The third is the Smarter Balanced English Language Arts Assessment for grades three through eight. RBG3 aims to develop cultures of literacy across and within multiple areas of elementary education, including in students' homes. RBG3 is committed to supporting all students, because literacy is an essential building block of student growth and achievement. Assembly Bill 289 (2019) expanded the RBG3 program by replacing learning strategists with literacy specialists. It further strengthened the RGB3 program describing the support provided for elementary students who are not proficient in reading. Finally, it removed the requirement to retain 3rd graders who do not demonstrate reading proficiency.

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

## EQUITY

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

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

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

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

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

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

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

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

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

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

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

## ACCESS TO QUALITY

### Support quality early childhood education providers

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

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

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

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

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

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

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

## SUCCESS

### Accelerate *Read by Grade 3*

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

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

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

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

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

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

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

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

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

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

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



## INCLUSIVITY

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

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

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

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

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

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

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

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



## COMMUNITY

### Conduct multilingual early childhood education public outreach campaign

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

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

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

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

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

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

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



## TRANSPARENCY

### Improve data analysis and reporting

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

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

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

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

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

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

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

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

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

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

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

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

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

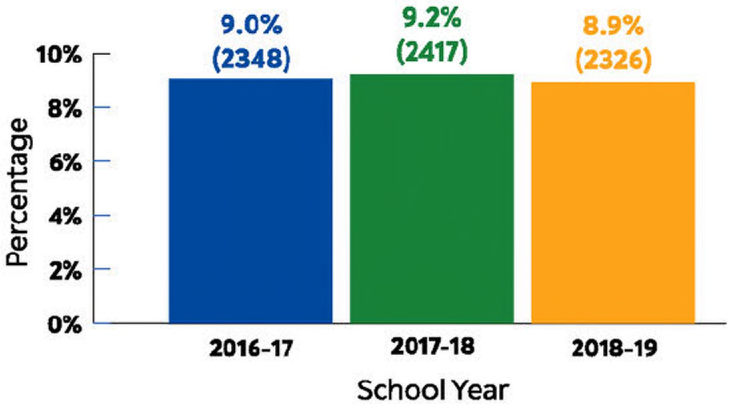
*"We can't innovate, improve, or redesign our education system without cracking the code on recruiting and retaining great educators."*

*- Superintendent Ebert*

## Educator Recruitment & Retention

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

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




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

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

[13] Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London, UK: Routledge

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

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

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

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

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

[14] American School Counselor Association (May 7, 2019). ASCA Releases Updated Student-to-School-Counselor Ratio Data.

[15] National Association of School Psychologists (2015). Model for Comprehensive and Integrated School Psychological Services: NASP National Practice Model Overview.

[16] School Social Work Association of America (2013). School Social Workers Helping Students Succeed: Recommended School Social Worker to Student Ratios.

[17] National Association of School Nurses. (2015). School nurse workload: Staffing for safe care (Position Statement).

[18] National Education Association (2016). Library/Media Centers in U.S. Public Schools. Growth, Staffing, and Resources.

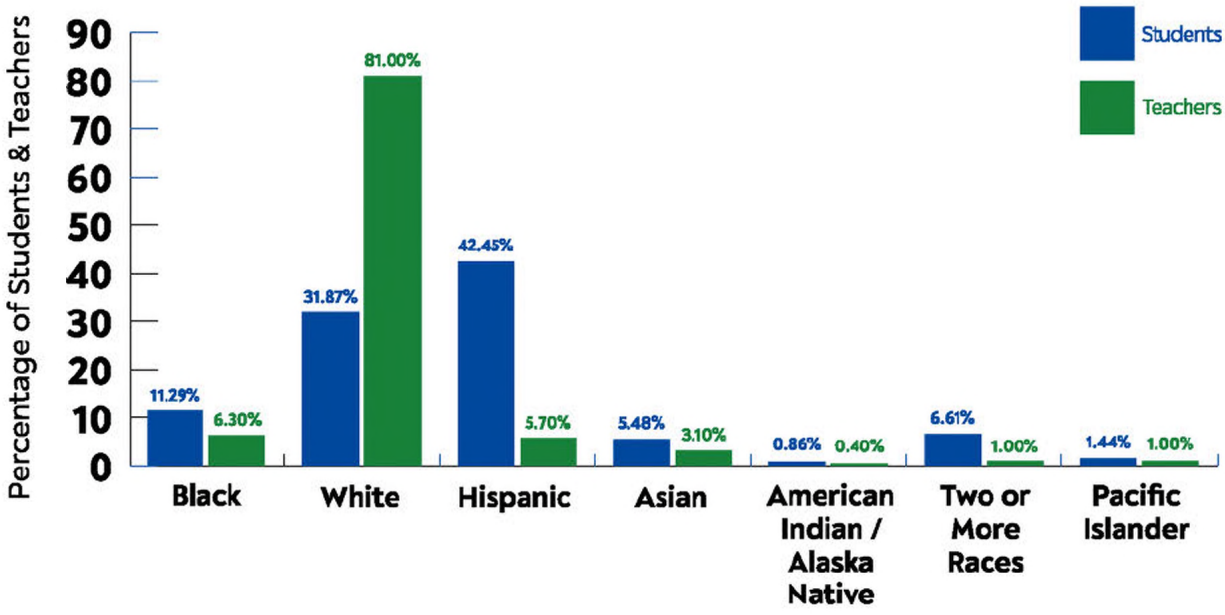
[19] Mental Health Association in New York State, Inc. (Oct. 2017). Mental Health Education in New York Schools: A Review of the Legislative History, Intent and Vision for Implementation. Retrieved from https://mhanys.org/wp-content/uploads/2019/04/MHANYS-2017-Mental-Health-Education-in-Schools-White-Paper-FINAL-3.pdf

## Educator Diversity

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

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

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




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

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

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

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

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

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

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

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

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

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

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

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

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

## Current Educator Recruitment and Retention Efforts

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

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

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

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

## Nevada Educator Performance Framework

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

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




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

# GOAL 2 : All students have access to effective educators

## EQUITY

### Ensure effective educators in low-performing schools

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

**Input:** Use Equitable Distribution of Teachers plan and other data to identify and recognize schools that implement equity practices proven to have a positive impact on students

**Output:** A State Tool Kit of equity practices proven to have a positive impact on students

**Outcome:** Increase in successful equity practices implemented in schools as evidenced by school and district performance plans and NDE monitoring

**Input:** Revise the Nevada Educator Equity Plan in the State Every Student Succeeds Act Plan

**Output:** State Equitable Distribution of Teachers and resources plan that provides support and guidance to districts to develop local plans for the Equitable Distribution of Teachers

**Outcome:** Increase in the number of effective and experienced educators teaching students from families experiencing poverty and historically underserved populations by 10% annually as measured on the Equitable Distribution of Teachers plan

**Input:** Support the establishment of high-skill, high-wage, in-demand CTE programs of study in low-performing schools

**Output:** Increase in access to CTE programs that lead to high-skill, high-wage, in-demand industries

**Outcome:** CTE programs will help attract and retain effective and experienced business and industry educators in low-performing schools

## ACCESS TO QUALITY

### Provide quality professional learning

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

**Input:** Increase professional learning opportunities for school and district administrators

**Output:** Public school and district adoption of best practices in evidence-based teacher retention practices, including mentorship and teacher support

**Outcome:** Year-over-year decrease in teacher attrition

**Input:** Develop professional learning modules that prepare teachers at all grade levels to deliver high-quality online learning using e-learning and digital platforms

**Output:** All educators have access to professional learning modules to enhance their skills for delivering effective online instruction

**Outcome:** All teachers will have the skills necessary to deliver high-quality online instruction by 2022

**Input:** Support and develop professional learning events and resources including: Statewide family engagement summit, framework, and toolkit; social emotional academic development summit; and community of practice webinars

**Output:** Consultation with stakeholders, families, and public schools and districts to implement and develop professional learning and resources for educational partners and stakeholders

**Outcome:** Increase of 10% from baseline of families reporting they are welcomed as equal partners in their child's education and students reporting that they feel their educator is able to meet their needs as measured on the school climate survey

## SUCCESS

### Decrease licensed educational personnel vacancies

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

**Input:** Collaborate with educational and community partners to recruit qualified pre-K-12 grade educators to employment across the State

**Output:** System of recruitment across multiple licensure areas and diverse sets of candidates

**Outcome:** Increased number of educators applying for initial licensure in Nevada by 5% annually

**Input:** Establishment of baseline educator turnover data by 2021, as informed by educator exit survey data and creation of a percent goal to increase in educator retention

**Output:** Develop and maintain a plan and resources to retain qualified pre-K-12 educators

**Outcome:** A system to collect retention data to enable NDE, public schools, and districts to provide targeted support to educators

**Input:** Expanded efforts to recognize a diverse group of teachers, including through elevating State Teacher of the Year (STOY), Superintendent's Teacher Advisory Cabinet (STAC), and educational personnel awards

**Output:** Increase in application submission rates for STOY, STAC, and educational personnel awards by 10% annually

**Outcome:** Increase in educator preparation program enrollees and qualified mentors identified through recognition programs

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

## INCLUSIVITY

### Serve students in the Least Restrictive Environment

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

**Input:** Digital professional learning curriculum for Individualized Education Program (IEP) development that highlights the benefits to students, schools, and communities of inclusive education

**Output:** IEP teams better equipped to fully consider Federal LRE requirements

**Outcome:** Rates of inclusion across grade levels will increase, and fewer teachers for specialized programs will be necessary, thus freeing up additional staff to address current educator shortages

**Input:** Develop and provide access to professional learning and technical assistance to educators and staff for best practices in co-teaching and inclusive practices

**Output:** Educators increase knowledge, skills, and abilities in inclusive instructional practices and become more effective in teaching in LRE

**Outcome:** A reduction in the number of special education staff teaching in segregated settings

## COMMUNITY

### Increase candidates in educator pipeline

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

**Input:** Identify regulatory requirements that present barriers to entry into licensed education professions

**Output:** Bring regulations before the Committee on Professional Standards for amendment or repeal

**Outcome:** Increase in the percentage of applicants who are able to achieve initial licensure by 6% (currently 91%) by 2025 and increase in the number of applications submitted by 2% per year

**Input:** Recruit qualified candidates for Nevada-approved educator preparation programs through strategic advocacy and allocation of funds

**Output:** Investment in a Statewide marketing campaign, growth and Expansion Plan of Teach Nevada Scholarship, and collaboration with educational partners to create and sustain pathways for candidates

**Outcome:** Increase the number of students enrolling in educator preparation programs by 5% annually

**Input:** Establish and enhance pathways for qualified candidates who hold licenses in other countries

**Output:** Establish formalized reciprocal agreements with eligible foreign governments or licensure boards

**Outcome:** Increase by at least 10% per year in number of applicants with licenses from qualifying foreign countries

## TRANSPARENCY

### Engage in effective communication

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

**Input:** Maintain a list of all topic-specific listservs, their intended audiences, and goals

**Output:** Establish a policy to streamline listserv communications and ensure accuracy, reliability, and usefulness of resources to the recipients

**Outcome:** Increase subscriptions to listservs by 5% annually

**Input:** Publish per pupil expenditure data in accordance with the Every Student Succeeds Act (ESSA) on the Nevada Report Card

**Output:** Enhanced per pupil expenditure data include actual personnel expenditures and actual non-personnel expenditures disaggregated by source of funds

**Outcome:** Actionable and transparent financial data to inform more equitable and accountable decision-making regarding per pupil expenditures

**Input:** Collaborate with adult education providers to promote family literacy

**Output:** The number of adult education programs providing family literacy activities will increase by 10% by 2022

**Outcome:** More parents and families will have the literacy skills they need to be active participants in school communities and their child's education

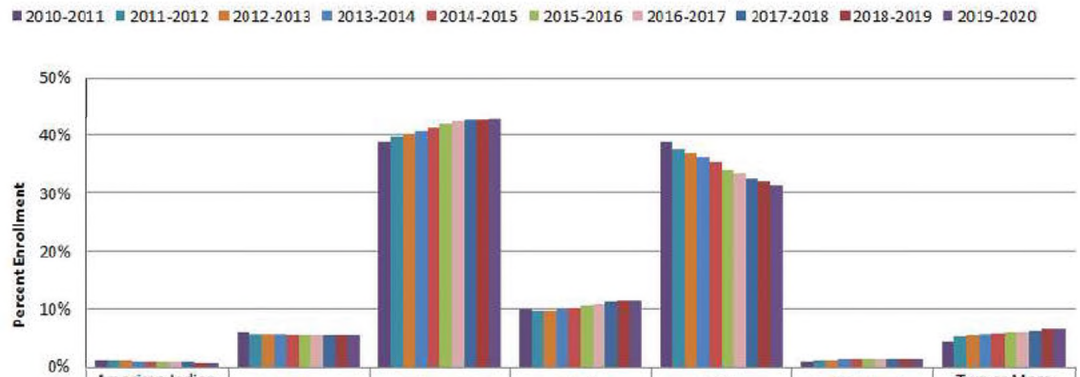
# GOAL 3. ALL STUDENTS EXPERIENCE CONTINUED ACADEMIC GROWTH.

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

## Student Enrollment

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

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




| | American Indian / Alaskan Native | Asian | Hispanic | Black | White | Pacific Islander | Two or More Races |
|---|---|---|---|---|---|---|---|
| 2010-2011 | 1.23% | 6.02% | 38.78% | 9.86% | 38.70% | 1.07% | 4.34% |
| 2011-2012 | 1.14% | 5.64% | 39.62% | 9.64% | 37.42% | 1.26% | 5.28% |
| 2012-2013 | 1.11% | 5.67% | 39.98% | 9.73% | 36.76% | 1.29% | 5.45% |
| 2013-2014 | 1.06% | 5.59% | 40.56% | 9.92% | 35.98% | 1.33% | 5.57% |
| 2014-2015 | 1.01% | 5.51% | 41.10% | 10.16% | 35.07% | 1.35% | 5.79% |
| 2015-2016 | 0.95% | 5.48% | 41.69% | 10.47% | 33.98% | 1.39% | 6.03% |
| 2016-2017 | 0.92% | 5.50% | 42.09% | 10.81% | 33.20% | 1.39% | 6.09% |
| 2017-2018 | 0.88% | 5.49% | 42.41% | 11.09% | 32.47% | 1.41% | 6.24% |
| 2018-2019 | 0.86% | 5.48% | 42.45% | 11.29% | 31.87% | 1.44% | 6.61% |
| 2019-2020 | 0.82% | 5.44% | 42.69% | 11.45% | 31.36% | 1.46% | 6.78% |

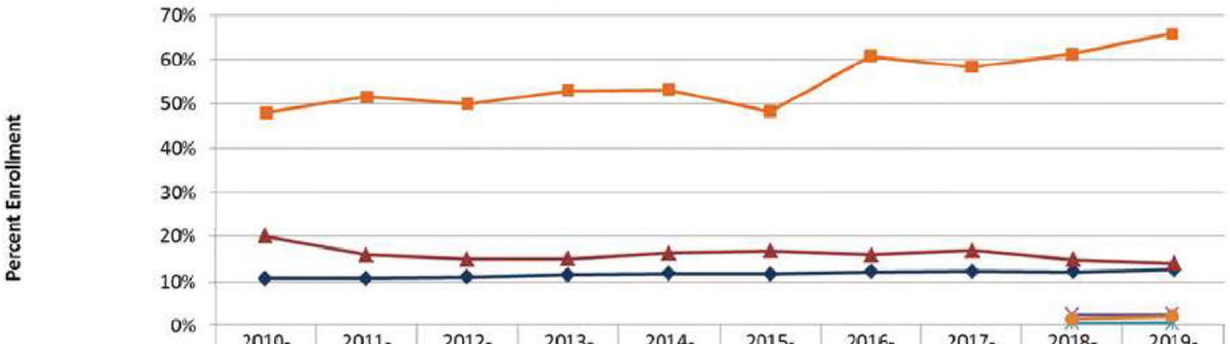
*This chart shows K-12 student enrollment disaggregated by race/ethnicity beginning in the 2010-11 school year and concluding in the 2019-20 school year.*

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

[30] Lee Business School, UNLV (2020). Population webpage. https://cber.unlv.edu/SNBDI/population.html

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

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




| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---|---|---|---|---|---|---|---|---|---|---|
| IEP | 10.80% | 10.76% | 11.02% | 11.50% | 11.83% | 11.75% | 12.20% | 12.26% | 12.19% | 12.68% |
| EL | 19.96% | 15.89% | 14.91% | 15.02% | 16.31% | 16.78% | 15.93% | 16.81% | 14.82% | 14.13% |
| FRL | 47.93% | 51.60% | 49.92% | 52.95% | 53.17% | 48.26% | 60.72% | 58.26% | 61.22% | 65.80% |
| Homeless | | | | | | | | | 2.55% | 2.49% |
| Foster | | | | | | | | | 0.47% | 0.51% |
| Military Connected | | | | | | | | | 1.46% | 2.16% |

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

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

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

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

## Smarter Balanced Assessments

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



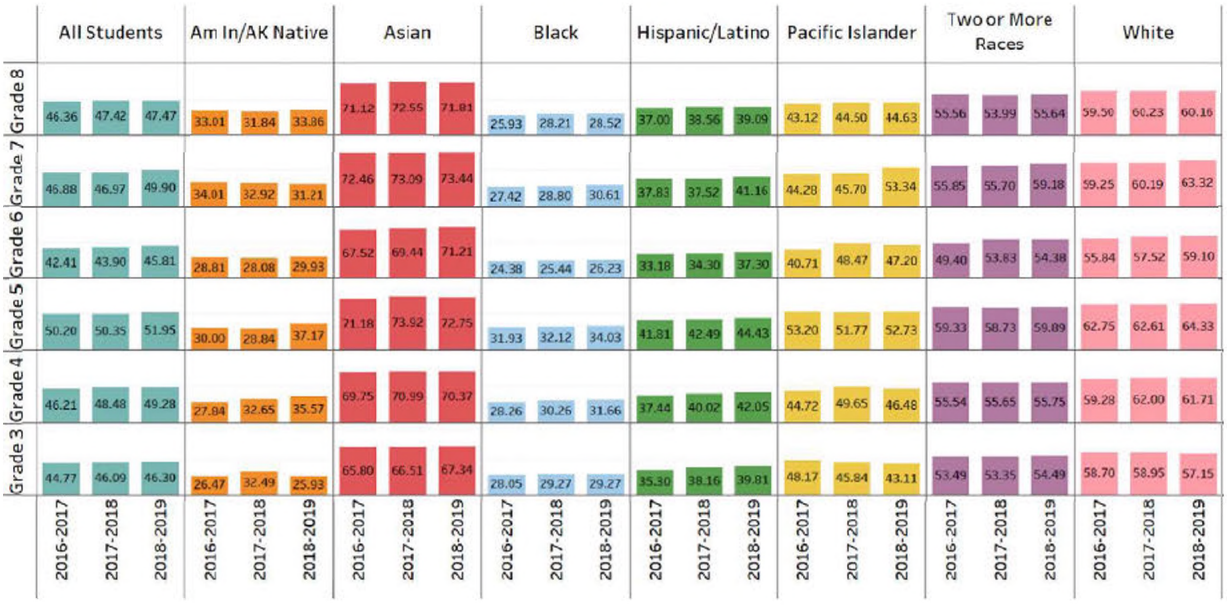

Smarter Balanced exams are taken each Spring by all students in grades 3-8 to assess their acquisition of skills and knowledge in English Language Arts (ELA) and mathematics.[32] All Nevada 3rd through 8th graders improved on their 2018-2019 Smarter Balanced ELA results when compared to 2017-18. Also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

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

*- Superintendent Ebert*

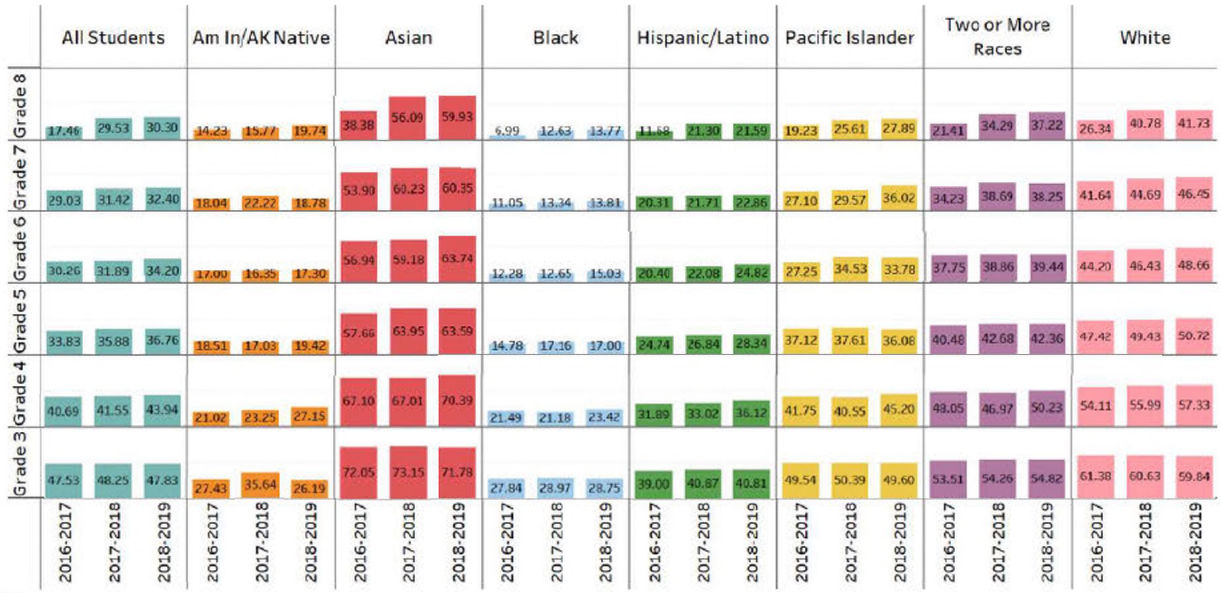
[43] Due to the COVID-19-related school building closures from March-June 2020, the Nevada Department of Education took advantage of flexibility offered by the U.S. Department of Education and the Governor's Emergency Directives to suspend federal and State assessment requirements for the 2019-20 school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

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




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

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

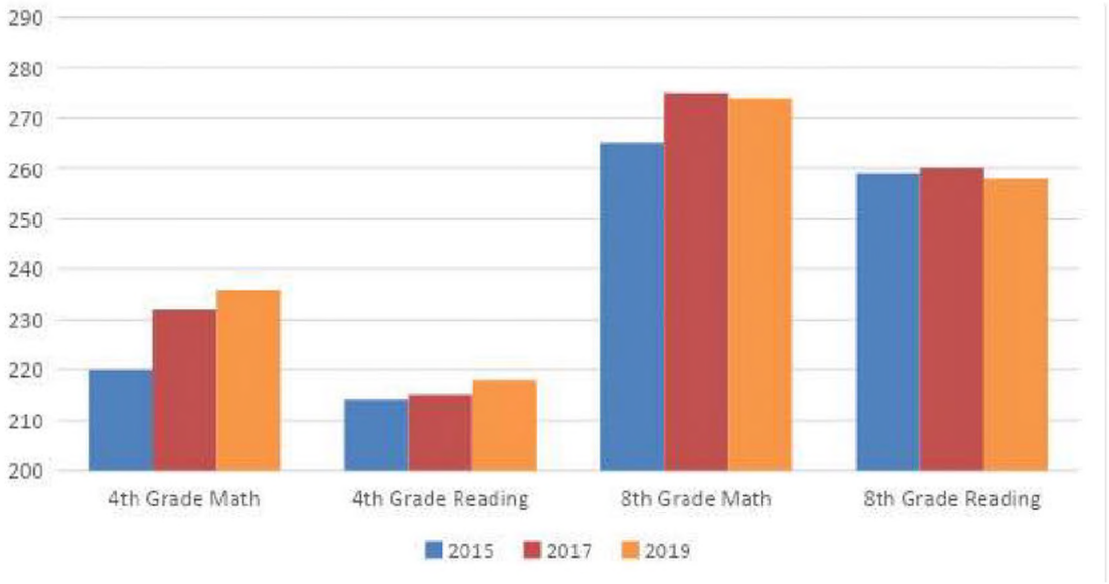


## National Assessment of Educational Progress

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

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

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




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

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

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

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

## Family Engagement

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

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

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

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

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

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

## Nevada's School Rating System

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



**One ★ - Identifies a school that has not met the State's standard for performance**

**Two ★ - Identifies a school that has partially met the State's standard for performance**

**Three ★ - Identifies an adequate school that has met the State's standard for performance**

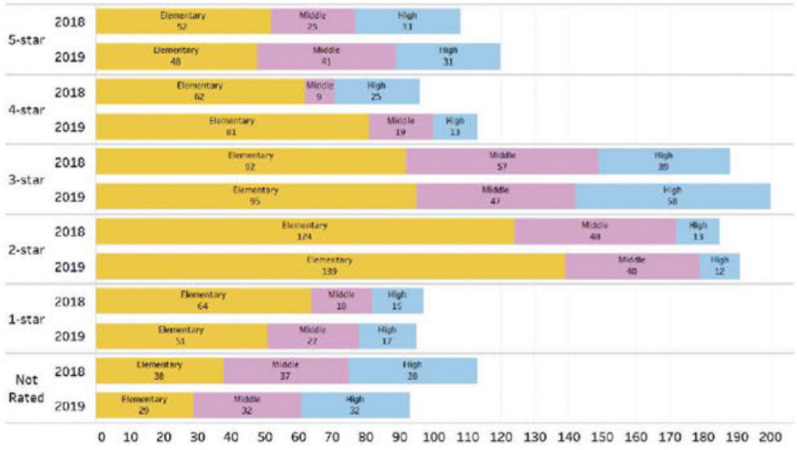
**Four ★ - Recognizes a commendable school that has performed well for all students and student groups**

**Five ★ - Recognizes a superior school that exceeds expectations for all students and student groups**

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

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

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




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

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

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

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

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

## Every Student Succeeds Act School Designations

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

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

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

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

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

[35] M. Fullan and J. Quinn (2010). "Capacity-building for whole system reform." Retrieved from https://michaelfullan.ca/wp-content/uploads/2016/06/Untitled_Document_8.pdf

# GOAL 3 : All students experience continued academic growth

## EQUITY

### Increase access to STEM learning

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

**Input:** Provide technical assistance and resources to K-12 educators for implementing standards-aligned computer science (CS) education progressing across all grade levels and for all students

**Output:** Expansion of high school offerings of computer science coursework with emphasis on strategies for increasing enrollment of female and underrepresented groups in computer science

**Outcome:** Enrollment in high school CS coursework by female students and students from underrepresented groups increases by 50% by 2025

**Input:** Review District Performance Plans (DPPs) and School Performance Plans (SPPs) for emphasis on STEM, including computer science

**Output:** DPPs and SPPs reflect the implementation of STEM content across curricula for all students and grade levels

**Outcome:** Instructional shift that emphasizes the integration of STEM content and increases student proficiency in STEM content areas

**Input:** Provide technical assistance and other support for educators to promote high-quality instruction in STEM and CTE programs

**Output:** Expansion of STEM programming through the addition of resources and materials and the expansion of strategic partnerships

**Outcome:** The number of STEM and CTE-related activities provided through afterschool programs increase by 10% by 2025

## ACCESS TO QUALITY

### Support schools to exit designation status

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

**Input:** Develop capacity within, advocate for, and create systems of support for licensed educational personnel to serve all learners

**Output:** Strategic allocation and/or leveraging of financial and human capital resources to support historically underserved student populations

**Outcome:** Increase the percent of educators reporting on the educator climate survey that they have necessary resources and supports to meet the needs of historically underserved student populations

**Input:** Technical assistance for public schools and districts to select evidence-based interventions, strategies, and activities aligned to needs as indicated in their needs assessments

**Output:** Coherent and aligned School Performance Plans (SPPs) and District Performance Plan (DPPs) that support evidence-based and aligned improvement efforts

**Outcome:** Public schools and districts will meet measures of interim progress (MIPs) and long-term State achievement goals identified in the Every Student Succeeds Act plan

## SUCCESS

### Close pre-K-8 opportunity gaps

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

**Input:** Collaborate with stakeholders to adopt core content instructional materials

**Output:** Evidence-based, standards-aligned, culturally relevant instructional materials

**Outcome:** 100% of Nevada's students have access to high-quality, standards-aligned, culturally relevant instruction

**Input:** Partner with early childhood, Specialized instructional Support Personnel, and stakeholders to align social, emotional, and academic devleopment (SEAD) competencies with standards building from pre-K through middle school

**Output:** SEAD competencies crosswalked with all pre-K to 8th grade academic content standards

**Outcome:** Improved academic indicators for pre-K-8 students as a result of improved support for SEAD

**Input:** Train childcare providers in the use of the Brigance Screener and the Brigance Online Management System

**Output:** Increased availability of Brigance and MAP results, which can then be used to analyze student progress from pre-K to 3rd grade

**Outcome:** Increase in age equivalency data showing a pre- to post-test growth at grade level and beyond

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

## INCLUSIVITY

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

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

**Input:** Identify public schools and districts for targeted technical assistance and support based on risk assessments and monitoring

**Output:** Provide technical assistance and support to subrecipients to ensure effective implementation of programs and services in alignment with federal and State compliance requirements

**Outcome:** Increase the number 3-, 4-, and 5-star schools

**Input:** Collaborate with stakeholders to ensure all public schools and districts meet the goals of the State Perkins Plan

**Output:** Aligned Statewide vision for success for CTE under the State Perkins Plan

**Outcome:** Public schools and districts meet 90% of target levels in the State Perkins Plan

## COMMUNITY

### Promote civic engagement

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

**Input:** Professional learning for educators on integrating civic engagement in curricula

**Output:** Once benchmarked, a demonstrated increase in the percent of schools offering service learning opportunities

**Outcome:** Throughout their educational journey and after graduation, students actively engage in civic life

**Input:** Update list of partner organizations and conduct community forums to obtain information on available services, resources, and programs in communities

**Output:** Collaborate with community- and faith-based organizations to reduce redundancies and close gaps in availability of services for students and families

**Outcome:** Enhanced capacity of the education system to provide services to students and families

## TRANSPARENCY

### Streamline reporting requirements

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

**Input:** Review of Nevada Revised Statutes and Nevada Administrative Code for reporting requirements

**Output:** Comprehensive list of reporting requirements on schools and districts to inform consolidation and streamlining

**Outcome:** Increased awareness of reporting requirements to enable cross-office collaboration at NDE to improve support for public schools and districts

**Input:** Work with stakeholders to identify duplicative or inefficient reporting requirements that do not enhance accountability

**Output:** Legislative proposal to remove duplicative or inefficient reporting requirements

**Outcome:** Streamlined reporting that allows administrators, educators, and staff to invest more time in students

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

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

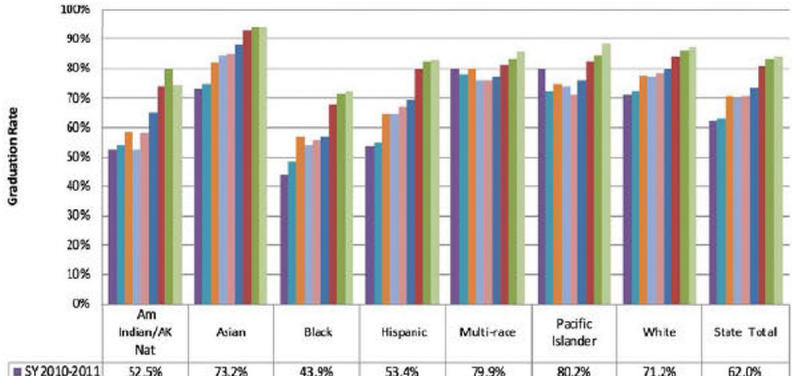
# GOAL 4. ALL STUDENTS GRADUATE FUTURE-READY AND GLOBALLY PREPARED FOR POSTSECONDARY SUCCESS AND CIVIC LIFE.

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

## High School Graduation Rates

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

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




| | Am Indian/AK Nat | Asian | Black | Hispanic | Multi-race | Pacific Islander | White | State Total |
|---|---|---|---|---|---|---|---|---|
| SY 2010-2011 | 52.5% | 73.2% | 43.9% | 53.4% | 79.9% | 80.2% | 71.2% | 62.0% |
| SY 2011-2012 | 53.9% | 74.8% | 48.3% | 54.9% | 77.7% | 72.2% | 72.4% | 63.1% |
| SY 2012-2013 | 58.7% | 82.0% | 56.7% | 64.4% | 80.1% | 74.8% | 77.2% | 70.7% |
| SY 2013-2014 | 52.3% | 84.3% | 53.9% | 64.6% | 75.7% | 73.9% | 76.9% | 70.0% |
| SY 2014-2015 | 58.4% | 84.7% | 55.5% | 66.7% | 75.6% | 71.0% | 78.0% | 70.8% |
| SY 2015-2016 | 64.7% | 87.9% | 56.5% | 69.7% | 76.8% | 75.9% | 79.9% | 73.6% |
| SY 2016-2017 | 73.9% | 93.1% | 67.7% | 79.7% | 81.3% | 82.3% | 84.2% | 80.9% |
| SY 2017-2018 | 79.8% | 94.1% | 71.5% | 82.3% | 83.2% | 84.3% | 86.0% | 83.2% |
| SY 2018-2019 | 74.4% | 94.2% | 72.2% | 83.0% | 85.7% | 88.5% | 87.3% | 84.1% |

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

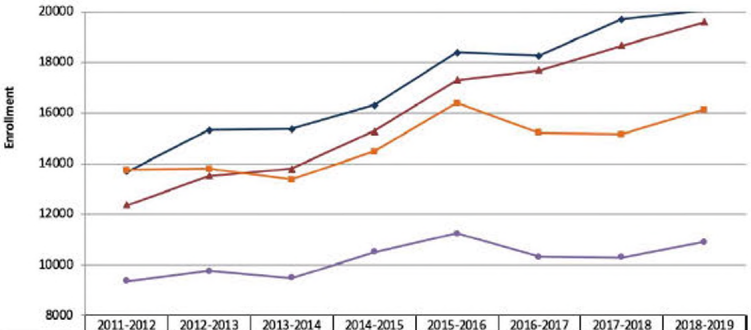
### Statewide Graduation Rates by Race / Ethnicity

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

## Career and Technical Education

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

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



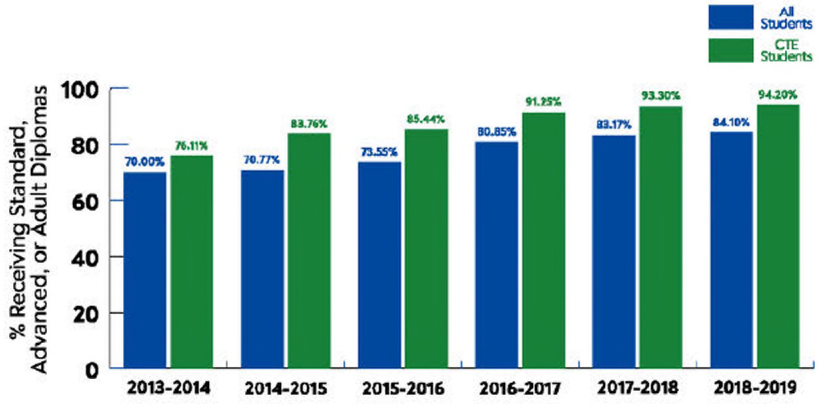

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|---|---|---|---|---|---|---|---|---|
| Grade 9 | 13692 | 15323 | 15352 | 16302 | 18373 | 18247 | 19693 | 20044 |
| Grade 10 | 12369 | 13514 | 13797 | 15274 | 17290 | 17672 | 18663 | 19589 |
| Grade 11 | 13739 | 13790 | 13373 | 14470 | 16384 | 15217 | 15155 | 16120 |
| Grade 12 | 9347 | 9750 | 9482 | 10498 | 11247 | 10312 | 10276 | 10892 |

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

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

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

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




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

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

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

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

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

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

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

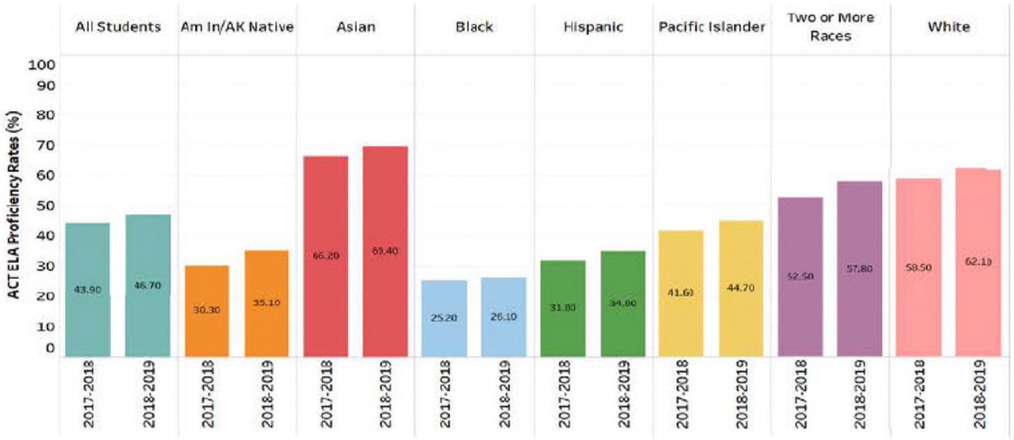
## College Readiness

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

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

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

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




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

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

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

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

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

## EQUITY

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

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

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

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

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

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

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

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

## ACCESS TO QUALITY

### Expand access to CTE for all students

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

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

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

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

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

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

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

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

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

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

## SUCCESS

### Reduce graduation rate opportunity gaps

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

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

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

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

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

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

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

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

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

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

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

## INCLUSIVITY

### Enhance support for English Learners (ELs)

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

**Input:** Review content, model support, and provide technical assistance to public schools and districts on inclusion frameworks

**Output:** Educator-friendly frameworks on working with English Learners and other special populations

**Outcome:** ELs receive standards-based instruction in their least restrictive environment by 2022

**Input:** Embed required English Language Acquisition and Development (ELAD) coursework in all State-approved educator preparation programs (EPPs) by 2022

**Output:** Graduates from Nevada EPPs graduate licensure- and ELAD-endorsement-ready

**Outcome:** Increase in the number of in-service teachers holding an ELAD endorsement

**Input:** Provide guidance and support for ELs to participate in advanced coursework

**Output:** EL enrollment as a percentage of student enrollment in advanced coursework (e.g., CTE, AP, IB, dual credit) is at least proportional to the percent of ELs in the school population

**Outcome:** ELs demonstrate an increase in average ACT composite scores of one point per year

## COMMUNITY

### Increase College Enrollment

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

**Input:** Collaborate with the Nevada System of Higher Education to strengthen the pipeline from high school to college

**Output:** Families' knowledge of postsecondary options, requirements, and financial aid will increase year over year as evidenced by an increase in completion of Free Applications for Federal Student Aid

**Outcome:** Development of a college-going culture and postsecondary education expectations in schools, communities, and families

**Input:** Establish a work group to coordinate early college credit activities and examine existing regulations/policy around dual credit coursework

**Output:** Establish a common understanding of definitions for all types of early college credit with the Nevada System of Higher Education

**Outcome:** Decrease barriers for students to access early college credit

**Input:** Financial Literacy Advisory Council (FLAC) coordinates Statewide efforts to support students and families, including annual summit

**Output:** FLAC creates repository of resources and opportunities to support college affordability and financial preparedness

**Outcome:** Students and families understand the costs of college and have access to financial resources

## TRANSPARENCY

### Co-create policy with stakeholders

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

**Input:** Facilitation of professional learning and strategic leveraging of financial and human capital resources for family engagement

**Output:** Develop capacity within, advocate for, and create systems of support for licensed educational personnel and school families

**Outcome:** Increase in the percent of families indicating that they feel valued as an equal partner in the education of their child on the climate survey for families

**Input:** Create and implement policies, initiatives, and legislation related to neglected and/or delinquent students

**Output:** Targeted professional learning and increased investment in policies, initiatives, and legislative implementation

**Outcome:** Neglected and delinquent' students demonstrate increased academic proficiency and graduation rates by 5% year over year

**Input:** Conduct focus groups to develop best practices for community engagement frameworks

**Output:** Create best practices community engagement guide for NDE

**Outcome:** Infrastructure of support to maintain engagement of relevant stakeholders in policy making

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

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

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

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

## Pupil-Centered Funding

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

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

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

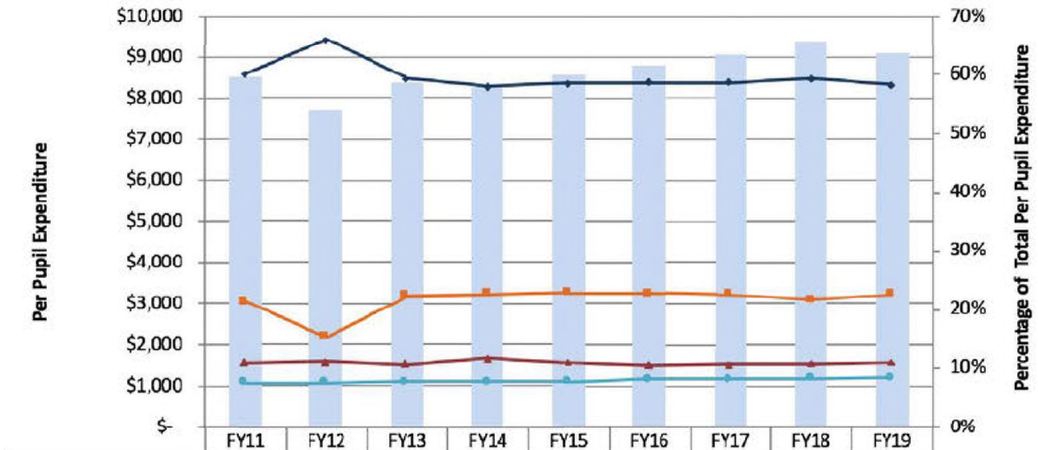
## Per Pupil Spending

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

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

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

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




| | FY11 | FY12 | FY13 | FY14 | FY15 | FY16 | FY17 | FY18 | FY19 |
|---|---|---|---|---|---|---|---|---|---|
| Total Expenditures | $8,515 | $7,716 | $8,353 | $8,274 | $8,576 | $8,785 | $9,079 | $9,389 | $9,109 |
| Instruction | 60.1% | 66.1% | 59.4% | 58.0% | 58.6% | 58.7% | 58.7% | 59.4% | 58.2% |
| Instruction Support | 10.9% | 11.1% | 10.7% | 11.7% | 10.9% | 10.4% | 10.5% | 10.7% | 10.9% |
| Operations | 21.4% | 15.3% | 22.3% | 22.6% | 22.8% | 22.7% | 22.6% | 21.6% | 22.5% |
| Leadership | 7.5% | 7.5% | 7.6% | 7.6% | 7.7% | 8.2% | 8.2% | 8.3% | 8.4% |

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

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

## Fiscal Transparency

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

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

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

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

## EQUITY

### Implement Pupil-Centered Funding

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

**Input:** Incorporate recommendations from the Commission on School Funding into the Pupil-Centered Funding Plan (PCFP) to be presented to the 81st Legislature and Governor for consideration

**Output:** Finalize the Pupil-Centered Funding Plan

**Outcome:** Beginning July 1, 2021, implement the Pupil-Centered Funding Plan, which will replace the existing formula to fund schools (the "Nevada Plan," in effect for the past 52 years)

**Input:** Release a Request for Information (RFI), followed by a Request for Proposals (RFP) to procure a financial management system

**Output:** The financial management system will integrate the distribution of funding from NDE to school districts and other funding recipients

**Outcome:** Accurate and timely distribution of funding to school districts and other funding recipients

**Input:** Use financial management system to collect annual expenditure data from public schools and districts

**Output:** Timely, accurate, and consistent data regarding annual expenditures by public schools and districts

**Outcome:** Consistent and transparent reporting to support the implementation and evaluation of the PCFP and identification of expenditure trends

## ACCESS TO QUALITY

### Fully expend education funding

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

**Input:** Conduct desktop and on-site programmatic and fiscal monitoring for subrecipients

**Output:** Provide subrecipients with customized technical assistance and support to ensure implementation of programs and services are effective and aligned with State and federal program requirements

**Outcome:** Maximize federal and State funding to improve student outcomes and school climate

**Input:** Provide guidance that details ways in which public schools and districts can combine State and federal funding to expand access to pre-K

**Output:** Public schools and districts braid funding to increase the availability of high-quality pre-K seats

**Outcome:** Increased number of pre-K seats for students in foster care, experiencing housing insecurity, or from families experiencing poverty

**Input:** Communicate the federal equitable services provisions of Every Student Succeeds Act grants with districts

**Output:** Public schools and districts will provide timely and meaningful consultation to private schools and develop a plan to obligate funds

**Outcome:** Public schools and districts spend down all equitable services funds with no carryover

## SUCCESS

### Assess and manage risk

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

**Input:** Develop, pilot, and implement a comprehensive Risk Assessment Tool

**Output:** Train and provide technical assistance to both internal and external stakeholders on mitigating risk

**Outcome:** Audits results in fewer findings for NDE and grant subrecipients

**Input:** Provide continuous guidance and technical assistance to ensure programs are effective and awarded funding is spent

**Output:** Program assessment scores improve and funds are expended and reported consistently and in accordance with the terms of the contract / agreement

**Outcome:** Timely and transparent financial reports that indicate that program design is yielding measurable results

**Input:** Provide subgrantees with guidance and technical assistance to ensure that funds are being used for allowable expenses, in compliance with federal statutes, regulations, and the terms and conditions of the subaward

**Output:** Review and revise monitoring systems to ensure that all subgrantees have multiple access points to monitoring and review to provide NDE a transparent view of activity and promote timely technical assistance

**Outcome:** Subgrantees will be more accountable and transparent in their uses of funds

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







## INCLUSIVITY

### Manage funds proactively

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

**Input:** Enhance NDE's grant management system

**Output:** Updated/accurate grant obligations and spending records and documentation of grant management processes

**Outcome:** Reduced compliance and audit findings

**Input:** Communicate at least quarterly regarding grant subaward approval, Requests for Reimbursement (RFRs), and grant performance

**Output:** Work with public schools and districts to review and determine whether grant implementation and/or reporting changes are needed

**Outcome:** Programs use real-time information to better manage the implementation of grants

## COMMUNITY

### Improve Customer Service

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

**Input:** Engage in ongoing consultation and collaboration with peer states, parents / families, and educational partners to plan and develop initiatives and resources

**Output:** Development of NDE customer feedback surveys, such as: post-work group survey, professional learning impact surveys, topic-specific focus groups, fiscal/program planning teams, and event planning teams

**Outcome:** Increase of 10% annually from baseline of survey responses of stakeholders indicating their voice has been heard

**Input:** Meet with grant recipients to identify best practices and opportunities for improvements in implementation

**Output:** Share best practices with other grant recipients

**Outcome:** Continuous improvement in programmatic and grant performance

**Input:** Assess areas of need and identify opportunities for NDE staff training and professional learning

**Output:** A training or informational session will be conducted at least monthly to support NDE professional learning

**Outcome:** Increased inter-departmental collaboration and understanding, decreased errors and attrition, improved customer service

## TRANSPARENCY

### Communicate programmatic impact

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

**Input:** With the Nevada P-20 Workforce Research Data System (NPWR), coordinate a system to synchronize student data to ensure accurate tracking of student enrollment from K-12 to post-secondary and subsequent employment

**Output:** Improved connections between K-12 and postsecondary data systems through NPWR to provide accurate student enrollment in dual and concurrent enrollment, CTE programs, and postsecondary institutions

**Outcome:** NDE is able to serve public schools and districts by providing accurate and timely information regarding postsecondary enrollment and outcomes for their high school graduates

**Input:** Use risk assessment levels as a proactive approach to detecting administrative, fiscal, and programmatic strengths and opportunities for improvement

**Output:** Targeted subrecipient training and technical assistance and differentiated monitoring with accompanied guidance to promote transparency in grant reporting, and ensure compliance with programmatic requirements

**Outcome:** Increase subrecipient compliance with programmatic requirements and successful programmatic outcomes

**Input:** Collaborate with the Gifted Education Directors Association to refine current practices for the identification, programming, funding, and service to Gifted students

**Output:** Develop a transparent and robust system of monitoring each public school and district that receives Gifted and Talented Education (GATE) funding

**Outcome:** Each public school and district and NDE will be fully transparent regarding eligibility and funding criteria for GATE

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

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

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



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

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

[38] Gerwertz, C. Education Week (Sept. 25, 2019). Hiring Teachers of Color Is Just the First Step. Here's How to Keep Them. Retrieved from http://blogs.edweek.org/teachers/teaching_now/2019/09/hiring_teachers_of_color_is_just_the_first_step_heres_how_to_keep_them.html

## School Climate

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

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

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

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

## SafeVoice

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

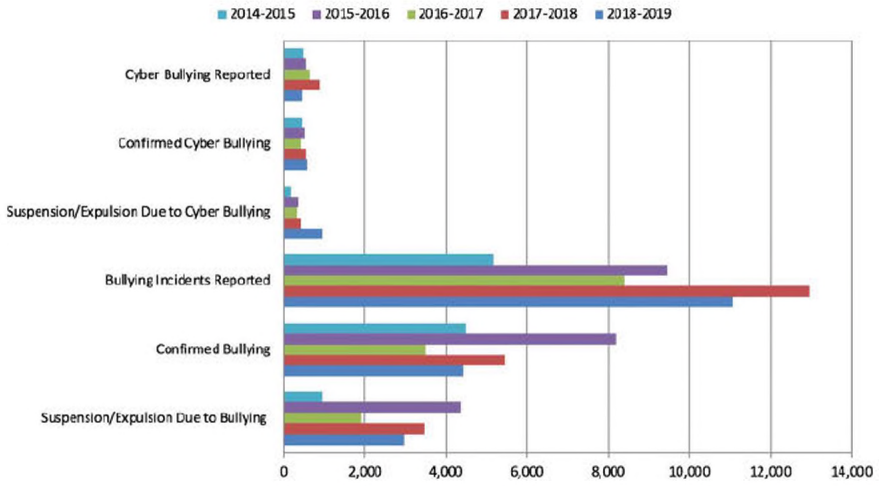
As reported by SafeVoice tips, the number of bullying and cyberbullying incidents have increased since 2014-15. Bullying is a significant safety concern in Nevada and one that NDE joins public schools and districts in taking seriously. Research shows that taking preventative measures, such as interventions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

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




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

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




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

## Multi-Tiered System of Supports

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

## School Safety Task Force

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

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

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

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

## EQUITY

### Address disproportionate discipline

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

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

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

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

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

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

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

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

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

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

## ACCESS TO QUALITY

### Implement Multi-Tiered System of Supports

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

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

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

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

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

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

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

## SUCCESS

### Increase School Safety

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

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

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

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

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

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

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

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

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

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

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

## INCLUSIVITY

### Improve School Climate

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

**Input:** Develop staff and parent/ guardian climate surveys

**Output:** Comprehensive school climate data that reflects multiple perspectives

**Outcome:** School climate challenges can be better understood and responded to with evidence-based practices selected based on actual needs

**Input:** Develop a continuum of resources for licensed educational professionals that build cultural competencies for working with Native American Indian students

**Output:** Native American Indian students will have access to educators who are prepared to provide culturally responsive instruction

**Outcome:** Native American Indian students experience growth in proficiency rates and report positive school climates

**Input:** Expand awareness of Multi-Tiered System of Supports (MTSS) and social, emotional, and academic development (SEAD) among non-instructional personnel, including bus drivers, paraprofessionals, etc.

**Output:** Non-instructional personnel are able to address MTSS and SEAD

**Outcome:** Increased awareness of the importance of student mental health and SEAD across all school personnel

## COMMUNITY

### Expand access to behavioral health professionals

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

**Input:** Continued expansion and use of Medicaid reimbursement for mental health services provided in schools

**Output:** Expand the delivery of Telehealth services in schools to include mental health

**Output:** Barriers to accessing mental health supports in schools and communities are reduced

**Input:** Regular and ongoing communication regarding resources available to support mental health

**Output:** Increased alignment of school-based services with those offered by other local agencies and community providers

**Outcome:** Creation of a no-wrong-door true "System of Care" that bridges all contexts of student / family life

**Input:** Collaborate with the Department of Child and Family Services to integrate Mobile Crisis Response Teams into the SafeVoice platform

**Output:** Mobile Crisis Response Teams work with law enforcement to respond 24/7 to threats to student life safety as identified by SafeVoice tips

**Outcome:** Students and their families will be connected to crisis intervention services, stabilized at the scene, and connected to available, accessible, and affordable professional mental health care

## TRANSPARENCY

### Cultivate a public-friendly Department

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

**Input:** Initiate ongoing, recurring review calendar for NDE webpages

**Output:** Programmatic webpages reflect the most up-to-date and accurate information available

**Outcome:** Public schools and districts, stakeholders, and families are able to rely on the NDE website as a go-to source for information

**Input:** Professional learning for NDE staff to increase Americans with Disabilities Act (ADA) document competencies

**Output:** NDE publishes documents with enhanced ADA compatibility

**Outcome:** Increased accessibility of NDE-published documents to community members

# GLOSSARY

## A

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

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

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

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

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

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

## B

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

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

## C

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

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

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

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

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

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

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

## D

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

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

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

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

## E

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

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

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

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

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

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

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

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

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

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

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

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

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

## F

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

## G

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

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

## H

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

## I

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

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

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

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

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

## K

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

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

## L

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

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

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

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

## M

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

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

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

## N

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

**NDE** - Nevada Department of Education

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

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

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

## O

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

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

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

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

## P

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

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

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

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

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

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

## Q

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

## R

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

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

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

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

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

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

## S

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## T

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

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

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

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

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

## U

**Underrepresented/underserved** - See historically underrepresented

## V

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

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

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

## W

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

## Z

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