

STATE OF NEVADA

# “Generations to Come”

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## Annual Report of the State of Public Education



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**January 2016**

This report to the Governor and Legislature fulfills the statutory requirement that the Department provide an overview of the state of public education in Nevada. It summarizes certain activities in 2015 and School Year 2014-15, with an acknowledgement that the state remains in the midst of a major reform effort focused on college and career readiness for all students.

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## Introduction

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

The 78<sup>th</sup> Session of the Nevada Legislature convened February 2, 2015 and spent the remaining 120 days engaged in a number of topics; however, the session's clear theme regarded the policy and funding aimed at fulfilling the promise of the Governor's New Nevada. By local and national accounts the 78<sup>th</sup> Session of the Nevada Legislature was historic. Of the 25 initiatives proposed by the Governor for PreK-12<sup>th</sup> grade, 24 passed along with the needed revenues to make the increased investments. These initiatives, as well as others, were extensions of work from the 77<sup>th</sup> Session of the Nevada Legislature (e.g., the expansion of Zoom School and modernizing the Nevada Plan) while others were responsive to clear needs of our state.

If 2013 and 2014 were described by "unprecedented change" then 2015 would be characterized as a year where the state consolidated its vision for and expectations of the system of PreK-12 grade education. It is likely that 2015 will be viewed as the year that established the policy and funding framework for a marked transition in Nevada's system of public education. Although the tools and resources have been established, the work to implement and evaluate is the next step in carrying out the vision for the New Nevada.

## A Statewide Testing Irregularity in Administration

The 2014-2015 school year was to be the state's first statewide administration of the Smarter Balanced assessment in grades 3-8. The state was well prepared to deliver the assessment having conducted numerous "tests" of district and school bandwidth and compliant devices. However, the state's preparation was not, apparently, matched by our vendors charged with the delivery of the new assessment. When it became clear that our vendors could not deliver the assessment, then Superintendent of Public Instruction Dale Erquiaga issued guidance to all school districts and charter schools in Nevada declaring a statewide irregularity in test administration. A timeline of events appears below.

### NEVADA'S 2014-15 SMARTER BALANCED ASSESSMENT TIMELINE

**March 12, 2015** The Nevada Department of Education (NDE) is advised by Smarter Balanced to postpone the March 16<sup>th</sup> start of our testing window due to a challenge in providing our vendor, Measured Progress (MP), with the computer code needed to run the computer adaptive nature of the Smarter assessment. NDE advises districts that the test window will open on March 30<sup>th</sup>.

**March 16, 2015** Scheduled opening of Smarter Balanced test window.

**March 30, 2015** Delayed opening of Smarter Balanced test window. Several small districts begin testing without incident.

**April 15, 2015** A high volume of test takers causes MP's system to halt. NDE suspends statewide CRTs for English language arts and math due to MP's computer server problems.

**April 15, 2015** Measured Progress released a statement acknowledging delays in Smarter Balanced testing and announced it is "working around the clock" to deliver the Smarter Balanced assessments.

**April 16, 2015** Limited testing resumes. Approximately 7,000 students participated in Smarter Balanced testing, but problems with the system continued. MP conducted performance testing on a new system code and districts were instructed to conduct limited testing on April 17<sup>th</sup>. Superintendent Erquiaga meets with Attorney General Adam Laxalt and his staff to discuss possible legal remedies.

**April 17, 2015** NDE announces that testing can resume on April 20<sup>th</sup>. District superintendents and the State Public Charter School Authority (SPCSA) are advised that they may request to administer a paper and pencil test. Superintendent Erquiaga declares a statewide irregularity in test administration.

**April 20, 2015** Testing resumes in Nevada and approximately 27,000 students in Nevada test without interruption before the system starts generating error messages. Superintendent Erquiaga issues Guidance Memorandum #15-02 to districts and the SPCSA regarding the irregularity in testing administration.

**April 21, 2015** Superintendent Erquiaga announces that he notified MP and Smarter Balanced they are in breach of contract for failure to deliver Nevada's CRTs in accordance with the provisions of their State contracts.

**May 1, 2015** In an attempt to resume testing at full capacity in Nevada, MP plans to use the test platform maintained by American Institutes for Research (AIR). MP and/or AIR cause an unauthorized communication from AIR to Nevada educators, resulting in confusion. Superintendent Erquiaga and Clark County School District Superintendent Skorkowsky speak with U.S. Department of Education Secretary Arne Duncan about Nevada’s ongoing challenges with MP and Smarter Balanced.

**June 12, 2015** The Smarter Balanced testing window officially closes.

**June 18, 2015** The NDE announces that, at most, approximately 30% of students who were expected to take the Smarter Balanced assessment were able to successfully complete the entire assessment.

**August 11, 2015** The Nevada Board of Examiners approves a contract between the NDE and CTB/McGraw-Hill to deliver the State’s student assessment system, including the Smarter Balanced assessments. The new contract replaces prior testing vendor, MP.

**August 13, 2015** The NDE sends a memorandum to district superintendents and directors to provide an update on status of all statewide assessments. The memo announces that Smarter Balanced test reports were expected by August 31.

**August 24, 2015** Attorney General Laxalt announces settlement of more than \$1.2 million with Measured Progress.

**September 3, 2015** Steve Canavero, Deputy Superintendent of Student Achievement, provides assessment update at State Board of Education meeting and announces that test data has not been received from MP.

**November 18, 2015** The Department released all available data and individual student score reports for the Smarter Balanced Assessment. Interim Superintendent of Public Instruction Steve Canavero advised districts that this year’s CRT results must be considered with caution and not used for accountability purposes.

The state planned for the transition in assessment and establishment of a new baseline of achievement using the Smarter Balanced Consortium’s recommended achievement levels. Indeed, Nevada had requested a “pause” of accountability ratings from the U.S. Department of Education in March 2015. The “pause” was critical given the need for two consecutive years of data in order to derive student achievement gains or growth. The impact of Measured Progress/Smarter Balanced inability to deliver the assessment in 2015 is far reaching, most acutely felt in the state’s inability to measure growth in student achievement for purposes of the school performance framework and educator performance framework. The state will continue to navigate this protracted transition in assessment making the necessary adjustments to programs reliant upon these results.

## Annual Reports of Accountability

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

- The **Nevada Report Card**, a compilation of information prepared by the State Board as required by federal and state law, provides a detailed overview of the data from Nevada’s public schools. The information is available online at [www.nevadareportcard.com](http://www.nevadareportcard.com) and contains customizable reports on topics ranging from cohort graduation rates to personnel status.
- The **Nevada School Performance Framework**, a rating system for most public schools, creates an index score based on several performance indicators. The resulting Star Rating, ranging from one to five stars, replaced the old federal Adequate Yearly Progress labels, pursuant to a waiver granted by the U.S. Department of Education in 2012. The Framework and star ratings for each school can be accessed at <http://nspf.doe.nv.gov>. The notable exception is the “pause” in developing new star rating for the 14-15 school year due to the technical problems in delivering the assessment.

With the ready availability of so much data, it is not necessary to repeat information in this annual report; rather, it is instructive to reflect on certain key points that frame the state of public education in the Silver State as we enter 2016. These key points are discussed in the following section.

## Status of K-12 Public Education

As we enter 2016, Nevada’s public education system is faced with a number of challenges that have persisted for years. However, as the Department strives to identify effective and innovative approaches to diminish or eliminate these challenges, it is also faced with a number of opportunities that offer solutions to old problems or new successes.

### The Challenges . . .

Teacher Shortage: At the start of this school year, Clark County worked to fill nearly 1,000 classroom vacancies. By the end of December, the system still had more than 700 open positions, with unlicensed substitutes filling the gaps in many schools. In 2015 the State Board of Education took up this issue to appreciate their role in ensuring our classrooms were led by an effective teacher. To date, the State Board of Education has taken action to direct new resources (e.g., Teach Nevada Scholarship) to those institutions with Alternative Route to Licensure in order to meet the immediate demand. The preparation, recruitment, and retention of teachers must continue to be a priority for the state.

Nevada’s Population Remains Incredibly Diverse: Nevada has one of the most diverse student populations in the nation. The fastest growing ethnic group is Hispanic, with a corresponding

decrease in the percent of White students. Within this diverse population, Nevada also has one of the highest percentages of English language learner (ELL) students in public schools. In 2012-13, Nevada was one of seven states with the highest percentages of ELL students in their public schools, with 10 percent or more of public school students being English language learners.<sup>1</sup>

Nevada's Population is Affected by Poverty: According to the most recent poverty data from the National Center on Education Statistics, 20.5% of Nevada's school age children live in poverty which is roughly equivalent to the United States average<sup>2</sup>. The Nevada Report Card reports over 53.17% of students qualify for Free or Reduced Price Lunch (FRL) – a measure of poverty that uses self-reported household income and household membership data. However, either approaches to measuring poverty mask the disparate impact poverty has upon different groups of students in the state. According to data pulled from the state's student information system, 77% of Black/African American children and 74% of Hispanic students qualify for FRL. These figures stand in stark contrast to 39% of Asian and 31% of White students that qualify for FRL.

Graduation Rates Remain Low: Although graduation rates are gradually improving in some schools and districts, Nevada's statewide graduation rate remains amongst the lowest in the nation. Despite small gains in some areas, Hispanic, American Indian, and African American students in Nevada continue to graduate at lower rates than other student subgroups. Further, students with disabilities, students that qualify for FRL and ELL graduate at substantially lower rates.

Achievement Gaps Remain: Despite an overall increase in the performance of Nevada's students over the past five years, a performance gap still exists between ethnic groups. In addition, a significant difference exists between nearly all ethnic groups compared to White students.<sup>3</sup> The gap in achievement is reflected in the results of the 2015 National Assessment of Educational Progress.

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

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<sup>1</sup> U.S. Department of Education, National Center for Education Statistics. (2015). *The Condition of Education 2015* (NCES 2015-144), [English Language Learners](#). (accessed January 16, 2016)

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

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

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

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

## Opportunities for Success . . .

Four Schools Exit Focus Status: Four Nevada public schools previously designated as Focus Schools exited from the list of underperforming schools that was released by the Department in January, 2015: Caliente Elementary School in Lincoln County, Corbett Elementary School in Washoe County, Lovelock Elementary School in Pershing County, and Roundy Elementary School in Clark County. These schools worked hard over the last three years to improve outcomes for their students and meet the exit criteria for being removed from the underperforming list. Caliente Elementary employed strategies such as effective Tier I classroom instruction, which employs the best teaching practices to individualize instruction to every student, data-driven professional learning communities, and a weekly book study where staff discussed books on relevant topics. Corbett Elementary also utilized a strong Tier I program that incorporated weekly assessments to determine which students needed additional instruction on certain academic standards. Expectations for all students at Corbett were raised higher than they had ever been and staff was expected to actively engage with parents to offer support and communicate the social and academic needs of students. Data-driven instruction was cited as a key to success at Lovelock Elementary where staff understood that data analysis was necessary to determine the strengths and weaknesses of each grade level, class and individual student in order to appropriately adapt instruction. At Roundy Elementary, a blended learning program, including personal computing devices, is credited as a solution that not only met the needs of a diverse student population, but also closed achievement gaps and accelerated all student learning. The combination of high quality instruction and technology allowed Roundy’s students to achieve their highest potential

New Focus on Early Childhood: 2014 was the first full year the Department was responsible for early childhood programs, which are targeted to help many of the approximately 180,000 children in Nevada aged 0-4. All Head Start and “Quality Dollars” are now administered by the Department and Nevada was selected as an award recipient of the U.S. Department of Education and U.S. Department of Health and Human Services Preschool Development Grants program. The first year grant allotment is over \$6.4 million with a potential allotment over the next four years exceeding \$43 million. Four districts and the Charter School Authority received a grant to expand and create high-quality preschool programs.

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

### EARLY LEARNERS

**Fund Preschool Development Grant Match:** The recent federal grant to expand quality and access in preschool services in identified high need communities (Churchill, Clark, Lyon, Nye, and Washoe) includes a match requirement. The grant will double the number of students at risk being served and provide access to full-day programs with quality control. For the biennium, the



State match equals just over \$10 million. Federal dollars received during the first year of this grant total \$6.4 million (\$43 million over four years).

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

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

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

#### MODERNIZING THE NEVADA PLAN

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

Expand Zoom Schools: Appropriates additional State General Fund of \$25 million, for a total of \$50 million, in each year of the biennium. This will fund up to twice the number of current schools in Clark and Washoe (24 additional) in the first year of the biennium. Middle and high schools will be included in this biennium’s pilot. The pilot will be evaluated by an external evaluator, contracted for by the NDE, and spending information will be used to modernize the Nevada Plan next biennium by shifting to funding “weights” as recommended by the SB 500 Task Force. SB 405

Create Victory Schools: Appropriates \$25 million in the State General Fund in each year of the biennium to create a new Victory Schools Program. The funding will be allocated by the Department to underperforming schools (lowest student achievement levels) in the 20 poorest zip codes in the state. Specific services will be required, especially in the areas of wrap-around and family engagement. This program will be implemented in a similar fashion to the Zoom Schools Program. The Department will identify all schools throughout the state; schools will be managed by the local district under the conditions of a submitted plan and grant award. The pilot program

will be evaluated by an external evaluator, and spending information will be used to modernize the Nevada Plan with “weights” in future years. SB 432

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

## MIDDLE SCHOOL AND HIGH SCHOOL

**Nevada Ready 21 Technology Grants and WAN Grants:** State General Fund of \$10 million in each fiscal year to implement Nevada Ready 21 Technology Grant Program. This program is a One-to-One Program whereby Middle School will be the focus for the first three years and High School will follow. Funding will be distributed via the Commission on Educational Technology in order to build whole-school capacity for instructional technology. The Commission’s Nevada Ready 21 plan calls for every student to have access to the two most important educational opportunities available: (1) skilled educators who value connected, personalized, student-centered learning, and (2) continuous access to a personal, portable device that is connected wirelessly to the Internet. There is also funding of \$1 million in each year for Wide Area Network (WAN) incentives and staffing to manage the program.

**Career & Technical Education Expansion:** The funding will be utilized to expand programs identified by workforce sector councils.

**College and Career Readiness Grants and Expansion of Advanced Placement:** State General Fund of \$3 million in FY 2016 and \$5 million in FY 2017 for College and Career Readiness Grants. The Department will create a new category of school aid for high schools to offer innovative programs targeted to improve the graduation rate and readiness upon exit. Competitive grants for 12th grade readiness, dual enrollment courses and STEM education will be awarded to the school districts and charter schools. Additionally, \$1.2 million over the biennium to expand student participation in Advanced Placement courses through additional teacher preparation and targeted grants to improve participation and passage rates among key population groups.

**Jobs for America’s Graduates (JAG) Expansion:** State General Fund increase of \$1.8 in FY 2016 and \$2.8 million in FY 2017 to support expansion of JAG throughout the state. JAG is a dropout prevention and career readiness program with a national track record of success.

## INVESTING IN CHANGE

**Great Teaching and Leading Fund:** Creates a new fund in the General Fund for the Department to incentivize professional development and improvements to the educator pipeline. In the first year, the focus will be full implementation of the Nevada Educator Performance Framework (NEPF), new science standards, teacher recruitment and training, and leadership training and development. After the first year, the State Board will coordinate activities by establishing annual criteria for the Fund, to include Regional Professional Development Programs. Entities

which can receive the grants include the RPDPs, school districts, higher education institutions, employee associations, and nonprofit organizations. SB 474

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

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

Social Worker Grants/Safe and Respectful Learning Environment: Appropriates \$5.6 million in FY 2016 and \$11.2 million in FY 2017 to create a new grant program for schools to provide a social worker or other licensed mental health worker. Includes a mental health screening survey, to be administered in the first year in order to identify schools in need. This program will operate as a block grant to local districts based on identified needs. It also includes State General Fund of \$300,000 in each fiscal year to create a new Safe and Respectful Learning Environment Office in the Department. The Director will report to the Superintendent of Public Instruction. SB 504

Underperforming Schools/Turnaround: State General Fund of \$2.5 million in each fiscal year to assist in turning around persistently underperforming schools. Currently, the only funding for such schools is provided by the federal government. These funds will be used for vendor contracts, performance management assessment, staff incentives, and other services targeting student achievement in the lowest performing schools. The funds will provide a path to success before takeover of these schools (and placement in the proposed Achievement District) becomes necessary. AB 448

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

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

## EDUCATION REFORM

Create Achievement School District to manage chronically underperforming schools AB 448

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

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

Create Education Savings Accounts program to support school choice SB 302

Protect student data AB 221 and SB 463

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

Modernize the Nevada Plan for School Finance SB 508

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

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

Fund pay for performance for teachers and administrators AB 483

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

Improve the Nevada Educator Performance Framework (NEPF) AB 447

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

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

Revise class-size reduction provisions AB 278

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

Establish the State Seal of Biliteracy AB 166

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

## **Vision and Mission**

The focus of the 2015 State Improvement Plan (STIP) did not differ from the 2014 STIP – maintaining a clear focus on college and career readiness of all students in the K-12 public education system, as well as the system’s own state of readiness for fully realizing the kind of change required by education reform initiatives and the realities of Nevada’s student population. Thus, the Department’s vision and mission statements continue to reflect not only the goal of college and career readiness for all students, but also the agency’s role as a support institution for students and educators alike:

### Vision

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

### Mission

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

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

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

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

For 2015, the Department's work on its goals and benchmarks for improving the academic achievement of pupils was guided by the following four Strategic Priorities (unchanged from 2014):

- Implement standards, programs, and assessments that prepare all students for college and careers.
- Facilitate high-impact instruction and leadership through measurement and support of educator effectiveness and family engagement.
- Evaluate and publicize school, district, and state performance and assign rewards, technical assistance, and interventions.
- Continually improve Departmental leadership and collaboration with all stakeholders.

The chart in Appendix A outlines the goals and benchmarks identified in the 2015 STIP, as required by NRS 385.3593, as well as an analysis of progress made in achieving these goals and benchmarks.

## Goals and Benchmarks

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

Goal 1: All students are proficient in reading by the end of 3<sup>rd</sup> grade.

Goal 2: All students enter high school with the skills necessary to succeed.

Goal 3: All students graduate college and career ready.

Goal 4: Effective educators serving students at all levels.

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

These five goals and their associated objectives will form the basis of the Department's 2016 STIP and the state's long-term goals required under the Every Student Succeeds Act (adopted December 2015).

## **Standards and Examinations**

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

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

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

With the new standards comes a comprehensive assessment system that will improve upon traditional assessments so that students' in-depth knowledge can be better measured. Nevada is a governing state with Smarter/UCLA-Crest and replaced Nevada's existing Criterion-Referenced Tests (CRTs) in grades 3-8 with Smarter/UCLA-Crest Assessments. Assessments in science for grades 5 and 8 will also occur. At the same time, Nevada is moving to end-of-course examinations for high school graduation. Nevada will phase out the High School Proficiency Exam (HSPE) with the graduating class of 2016. In addition to this work, CTE has refined its end-of-program technical assessments. Further enhancements to the overall assessment system

are the Employability Skills for Career Readiness Assessment used in CTE and the ACT college and career readiness assessment.

A fully aligned program of internationally-benchmarked standards and high-quality assessments will help ensure that Nevada students are receiving an education that is appropriate to the 21st century and will help guarantee their ultimate success in college and/or careers. There will certainly be changes – possibly even declines – in reported performance and proficiency in these first few years of transition, but the Department remains steadfast in the belief that we are establishing a new and more relevant baseline of accountability data and levels of student achievement. The results of the limited Smarter administration in grades 3-8 for Math and English-language arts are available on the Department’s webpage ([http://www.doe.nv.gov/Assessments/SBAC\\_Smarter\\_Balanced/Smarter\\_Balanced\\_Preliminary\\_Statewide\\_Results/](http://www.doe.nv.gov/Assessments/SBAC_Smarter_Balanced/Smarter_Balanced_Preliminary_Statewide_Results/)). The reader is again cautioned that these results are informational only given the challenges in administration and limited completion rates (approximately 30% of our students statewide) - no inferences should be made.

## Effective Teachers and Leaders

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

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

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

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

During the 2015 legislative session, the passage of Assembly Bill 447 made changes to Nevada Revised Statutes (NRS) 391.3123, 391.3125, 391.3127, 391.460, and 391.465. Revisions included adjustments to the timeline for implementation and the required percentage of student achievement data for the Student Outcomes portion of the NEPF. Changes were also made to the

number of required evaluations and observations of probationary and post-probationary educators; and the SBE and TLC were given additional tasks regarding recommendations for educational personnel to be evaluated using the NEPF. Specific information about AB447 is outlined in two Fact Sheets that are available on the Department's website: [http://www.doe.nv.gov/Legislative/NEPF\\_Modifications/](http://www.doe.nv.gov/Legislative/NEPF_Modifications/). In general, Assembly Bill 447 made the following changes:

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

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

- Nevada educators, in general, believe that the NEPF correctly identifies those practices and duties that represent strong instruction and professionalism in the field.
- Teachers and administrators share a common view of what the NEPF is measuring, and principals believe that their conversations with teachers during pre- and post-observation



conferences provide valuable insight into how teachers can improve their instruction and contribute professionally to the school and district.

- The rates of agreement between observers-in-training and an expert panel varied across the indicators within each Practice Standard, with relatively higher rates of agreement emerging when observers viewed behaviors associated with Practice Standards 1–3 (as opposed to those associated with Practice Standards 4 and 5) or behaviors that the expert panel rated as more effective (i.e., performance levels 3 and 4, as opposed to 1 and 2).
- The impact of school size and type on teacher evaluation ratings was unclear.
- Schools report varying levels of readiness to implement the NEPF, and the NEPF tools and protocols are not yet being employed uniformly across districts and school sites.

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

## **Family Engagement**

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

## **Automated System of Accountability Information**

In response to growing concerns related to student data privacy and in an attempt to make clear the active role of the state in protecting student data privacy, the State Board of Education adopted an Information Security and Privacy Policy (January 2015). The state believes it is critical to collect and use student and educator data to continuously improve education services, provide system transparency, and ensure that educators and families have access to high quality data no matter where they live. The policy governs all Department activity that involves student and/or educator data.

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

- The capacity to identify which teachers are assigned to individual pupils in order to evaluate educator effectiveness; and

- The capacity to access financial accountability information for each public school, including, without limitation, each charter school, for each school district and for this state as a whole.

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

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

## **Lowest Performing Schools**

NDE determines the schools most in need of assistance by reviewing the data that was used to determine their respective designations: Priority, Focus, and 1-Star. Focus schools are designated based upon gaps between groups of students at the school (IEP, LEP, and FRL) and appropriate interventions are identified to meet the instructional needs of the group(s) of students whose performance leads to the school's designation. Priority and 1-Star schools are generally identified because of low achievement issues at the entire school and therefore these schools must implement more comprehensive and intensive interventions.

In September 2015 the Department updated the list of underperforming schools published in January 2015 to announce the improvement and subsequent exit of four schools. Corbett Elementary School in Washoe County, Caliente Elementary School in Lincoln County, Lovelock Elementary School in Pershing County, and Roundy Elementary School in Clark County School District made significant changes that resulted in increased performance of students sufficient to meet the criteria established to exit their status as a Focus School. These schools are the subject of review by the Department to identify promising practices that may be scaled across the state. The chart in Appendix B lists the 73 underperforming schools in the three designated categories,

as updated by the Department throughout 2015 and initially released in January of 2015. In addition to these schools, there are many 2-Star schools receiving support and interventions.

In order for the state to meet its established goals, the Department worked to develop a comprehensive approach to support underperforming schools. Although the Department's approach is generally provided for within our federally approved ESEA Waiver, much work remained to articulate specific resources and approaches the Department may use to support schools. In 2015, a statewide stakeholder group comprised of school district leaders and organizations, such as the Nevada State Education Association and Nevada Parent Teacher Association, was assembled to provide input on NDE's draft theory and strategies. That work culminated in April 2015 with the Department's first ever guidance document titled "Nevada's Underperforming Schools: Turnaround Strategy and Process". The document provided the Department's Theory of Action and an overview of strategy for turning around underperforming schools.

### Theory of Action

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

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

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

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

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

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

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

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

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

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

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

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

## **Innovative Educational Programs**

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

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

Sections 7 and 11 of SB 405 stipulate that Clark County School District and Washoe County School District are to provide a report to the Nevada Department of Education (NDE) by August 1, 2015, and that the NDE provide a report to the State Board of Education and Legislative Counsel Bureau by August 17, 2015, for transmittal to the Interim Finance Committee. This report identifies the Clark and Washoe County School District's Zoom elementary and secondary

schools to be served along with the plan of each school for carrying out the Zoom programs and services prescribed by SB 405. Additionally, this report provides similar information regarding the other school districts and the charter schools that receive a grant under SB 405 and the plan of each for carrying out the programs and services allowed by the bill.

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

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

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

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

Participation: 74 classes, 1,265 students

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

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

Participation: 140 classes, 2,715 students

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

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

Participation: 22 schools, 3,911 students

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

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

Participation: 24 schools, 9,249 students

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

## **Corrective Actions**

Nevada Revised Statutes 385.17, section 6, empowers the Superintendent of Public Instruction to request a plan of corrective action from the board of trustees of a school district or the governing body of a charter school if the Superintendent determines non-compliance with a requirement of education law. In 2015, Superintendent Erquiaga required three such corrective plans to the following districts:

1. Washoe County School District, for issues related to a complaint of bullying. The district submitted a plan.
2. Humboldt County School District, for issues related to their Adult Education/High School Equivalency program. The district submitted a plan.
3. Washoe County School District, for issues related to Special Education. The district submitted a plan.

## Conclusion: A Look Ahead

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

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

Respectfully submitted,

### THE NEVADA DEPARTMENT OF EDUCATION

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Deputy for Student Achievement

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Dena Durish

Deputy for Ed. Effectiveness & Family Engagement

## Appendix A

### 2015 GOALS, BENCHMARKS, AND PROGRESS MADE

Goals			
<p>All students are proficient in reading by the end of 3rd grade.</p>	<p>Increase the percentage of 3rd graders who are on or above grade level in reading*, as measured by end of year assessment**, from 65.4% in 2013-14 to 82% by 2020. *Students who have been in Nevada since 1st grade will be included in proficiency rates. **End-of-year assessment will change to Smarter Assessment during the 15-16 SY and may have an impact on baseline data.</p>	<ul style="list-style-type: none"> <li>○ Statewide Irregularity only 30% of students received a score.</li> <li>○ Insufficient results exist.</li> </ul>	<ul style="list-style-type: none"> <li>○ Assessments to identify reading deficiencies for Kindergarten to Third Grade have been approved by the State Board of Education.</li> <li>○ SB 391, State Literacy Plan, ELL Literacy Plan all align with this goal.</li> </ul>
	<p>By June 2017, develop and implement an early warning system that predicts whether students are on track to be proficient in reading by the end of 3rd grade, measures progress towards proficiency at the end of Kindergarten, 1st grade, and 2nd grade.</p>		<ul style="list-style-type: none"> <li>○ Assessments to determine proficiency were identified January 2016.</li> <li>○ Read by Third Grade (SB391) from the 2015 Legislative Session enacted July 1, 2015. Legislation requires all students Kindergarten – Grade 3 are assessed and supported in literacy acquisition to ensure all students are proficient in reading by the end of 3rd grade.</li> </ul>



			<ul style="list-style-type: none"> <li>○ All schools that provide Kindergarten – Grade 3 are required to implement Read by Third Grade requirements beginning July 1, 2015. Starting in 2019, any Third Grade student not meeting proficiency requirements in reading will be retained.</li> </ul>
	Increase the percentage of student who enter Kindergarten ready to succeed, as measured by a Kindergarten Entry Assessment (KEA), from X% to Y% by 2020 (to be determined, see progress).		<ul style="list-style-type: none"> <li>○ Kindergarten Entry Assessment identified by January 2016.</li> <li>○ Baseline data and target will be identified by December 2016 using existing data as available based on KEA instrument selected.</li> </ul>
	Improve the quality of early childhood programs* receiving a "quality" rating from X% to Y% by 2020 (to be determined, see progress). *"Early childhood program" refers to licensed child care facilities, Head Start programs, and district pre-k programs (e.g. State-funded, Title 1, Special Education, and SB504 Zoom).		<ul style="list-style-type: none"> <li>○ Definition of a "quality" rating will be defined by March 2015.patti update</li> <li>○ Baseline data and target will be identified by April 2015.</li> </ul>
	By 2018, improve the percentage of preschool students with an Individual Education Plan (IEP) who entered the program below age expectations in each outcome area (PSR, KS, AMN), that substantially increased their rate of growth by the	<p>Positive Social Relationships - 78.55% in 2013-14 to 74% in 2014-15</p> <p>Knowledge and Skills - 75.20% in 2013-14 to 75.20% in 2014-15</p> <p>Appropriate Behaviors to Meet Needs -</p>	

	time they turn 6 years of age or exited the preschool program, as measured by the Federal Early Childhood Outcomes (ECO) requirement in the Annual Performance Report. 80% of Preschool students will meet or exceed the expectations in each outcome area. Below shows the changes from the 2013-14 school year to the 2014-15 school year	72.21% in 2013-14 to 71.20% in 2014-15	
	80% of Focus and Priority elementary schools designated in 2014-2015 (using 2013-2014 NSPF data) will exit this status by September 2018.	4 elementary schools have met exit criteria and are no longer identified as Focus Schools: Caliente ES, Lincoln CSD – 4 star school Corbett ES, Washoe CSD – 3 star school Lovelock ES, Pershing CSD – 3 star school Roundy ES, Clark CSD – 4 star school	
All students enter high school with the skills necessary to succeed.	Increase the percentage of 8th grade students who end the school year at or above proficiency in English Language Arts from 52.6% to 85% by August 2020.	Unable to report 2015 baseline data due to testing irregularity's impact on Smarter Balanced assessment data Grades 3-8th.	○ Baseline data and targets, including targets for subpopulations, will be modified (as necessary) following the first valid administration of the Smarter Balanced assessment in spring 2016.
	Increase the percentage of middle school students who successfully pass the End of Course examination in mathematics.	EOC report results not available until after March, 2016 SBE meeting	○ Baseline data and targets, including targets for subpopulations, will be established following the first administration of the End of Course assessments in spring 2015.

	<p>By October 2015, obtain or develop an aligned assessment and accountability system to provide actionable information to support student achievement and improvement. System should include an aligned assessment system, and updated accountability framework.</p>		<ul style="list-style-type: none"> <li>○ ADAM has been working with a new assessment vendor, Data Recognition Corporation (DRC), to deliver and report High School Proficiency Examination (HSPE) and Smarter CAT assessments; and to develop, deliver, and report Nevada Alternate Assessment (NAA) and End of Course (EOC) assessments. The assessments represent an aligned system designed to provide meaningful feedback and actionable information to ensure students are progressing toward acquiring the knowledge and skills needed to be college and career ready after they leave high school.</li> <li>○ ADAM has been working on developing and vetting a new Nevada Student Performance Framework (NSPF 2.0). The system is designed to accurately classify the performance of schools and districts to inform public and policy makers as well as to provide ratings that promote academic achievement and progress toward post-secondary a readiness.</li> </ul>
	<p>80% of 1-Star, Focus and Priority middle schools designated in 2014-</p>	<p>New rating on Pause pending assessment results.</p>	<p>Actively monitoring</p>

	2015 (using 2013-2014 NSPF data) will exit this status by September 2018.		
All students graduate college and career ready	By December 2017, 100% of schools report full-implementation of the Nevada Academic Content Standards (NACS) in science. By December 2016, 100% of schools report full-implementation of the Nevada Academic Content Standards (NACS) in ELA and Math.		Actively surveying field for alignment
	80% of Focus and Priority high schools designated in 2014-2015 (using 2013-2014 NSPF data) will exit this status by September 2018	New rating on Pause pending assessment results.	Actively monitoring
	80% of 1-Star high schools classified in September 2014 will be three star schools by 2018	New rating on Pause pending assessment results.	Actively monitoring
	By 2020, 11,000 students will complete a CTE program of study and 50% of the completers will earn the Nevada Certificate of Skill Attainment.	2,051, 40% (2013-14) 2,433, 40% (2014-15)	
	Increase the number of adult high school students who earn an adult standard diploma, certificate of high school equivalency, or a vocational certificate from 4,528 to 5,240 by June 2017.	3,867 (2014-15)	Decrease in students served due to restructuring in Lincoln and Humboldt County.
	Increase the statewide cohort graduation rate from 70% to 85% by	63.08 % (2012) 70.68% (2013)	

	2020.	70% (2014) 70.77% (2015)	
	<p>Increase the graduation rate of ELL students from 28.58% (2014) to 85% by 2020.</p> <p>Increase the graduation rate of African-American students from 53.87% (2014) to 85% by 2020.</p> <p>Increase the graduation rate of Latino students from 64.59% (2014) to 85% by 2020.</p> <p>Increase the graduation rate of students with an individual education plan from 27.56% to 85% by 2020.</p>	<p>ELL 28.58% (2014) 32.05% (2015)</p> <p>African-American 53.87% (2014) 55.46% (2015)</p> <p>Hispanic/Latino 64.59% (2014) 66.70% (2015)</p> <p>IEP 27.56% (2014) 28.97% (2015)</p>	
Effective educators serving students at all levels	By June 2017, 100% of teachers and administrators receive a 4-tiered rating based on both the educational practice and student outcomes domains of the Nevada Educator Performance Framework (NEPF).		In process of implementation (AB447)
	By June 2020, increase the percent of educators who are identified as "Highly Effective" from X% to Y% and decrease the number of educators identified as "Ineffective" from X% to Y% (to be determined,		In process of implementation (AB447)

	see below).		
	Align the educator licensure system with educator evaluation system data by June 2020		Educator Licensure Study in process. RFP in competition Winter 15/16
	By June 2016, 90% of licensure customers will indicate they had a positive customer experience as measured by the survey.		In process
	By June 2017, X% of Nevada teachers will be able to collaborate on instructional materials through an open-source platform for all subject areas, Y% indicate that the content is useful and of high-quality, and Z% contribute (to be determined).		State uses Title IIa funds to support the expansion of the Curriculum Engine.  Department created and launched Instructional Resource Center
	Increase the number of schools using all six Nevada Parent Family Engagement Standards from X to Y by 2020 (to be determined) as evidenced by Annual School Performance Plan data. • 2013-2014 baseline data will be used to determine targets by March 2015.		Delayed measurement to obtain baseline.
Ensure efficient and effective use of public funds to achieve the highest return	Increase transparency of school expenditures across the categories of instruction, instructional support, operations, leadership and other commitments in order to inform school improvement plans and		Increased number of grants on ePAGE  Posting grant opportunities and successful grant applications on the website

on educational investment	support increased student achievement.		
	Improve grant program outcomes by reducing the time and effort spent on administrative grant management activities by program staff from 9 hours per week to 2 hours per week by January 2017.		Grant Unit established July 1, 2015 Grant management systems developed
	Reduce the percent of enrollment disallowances from X% to Y% by June 2018 (to be determined).		

## Appendix B

# Underperforming Schools

### Priority Schools

A Priority School is among the lowest 5% of Title I--served schools based on performance. Priority Schools have room for substantial improvement in whole school proficiency and growth. Intensive district and community assistance will provide this school with support necessary for improvement.

District	School Name
Carson	Pioneer HS
Clark	Innovations ES
Clark	One Hundred Academy ES
Clark	Fitzgerald ES
Clark	Lowman ES
Clark	Kelly ES
Clark	Petersen ES
Clark	West Prep Secondary (MS)
Clark	Monaco MS
Clark	Bailey MS
Clark	Innovations HS
Clark	Valley HS
Clark	Eldorado HS
Clark	Mojave HS
Clark	Del Sol HS
Clark	Desert Pines HS
Clark	Odyssey HS
Clark	Delta Charter HS
State Charter	Nevada Virtual Academy HS
State Charter	Nevada Connections Academy HS
Washoe	Desert Heights ES
Washoe	Hug HS
Washoe	Washoe Innovations Academy HS
Nye	Amargosa Valley ES
Clark	Canyon Springs HS
Clark	Chaparral HS
Clark	Western HS



**Focus Schools**

A Focus School is among the lowest 10% of Title I--served schools based on their achievement gaps. Focus Schools have room for substantial improvement in the area of student achievement with specific sub--group populations, such as, students with disabilities, English Language Learners, and/or low--- income students.

District	School Name	District	School Name
Clark	Lunt ES	Churchill	Numa ES
Clark	Treem ES	Clark	Craig ES
Clark	Thorpe ES	Clark	Diaz ES
Clark	Cortez ES	Clark	Paradise ES
Clark	Carl ES	Clark	Reed ES
Clark	Dearing ES	Clark	Squires ES
Clark	Priest ES	Clark	Williams Tom ES
Clark	Galloway ES	Elko	Owyhee MS
Clark	Moore ES	Humboldt	McDermitt ES
Clark	Smith MS	Pershing	Pershing MS
Clark	Gibson MS	Washoe	Mitchell R. ES
Clark	Robison MS	White Pine	McGill ES
Clark	Swainston MS		
Clark	Jerome Mack MS		
Clark	Innovations MS		
Elko	Owyhee ES		
Nye	Hafen ES		
Nye	Floyd ES		
Washoe	Vaughn MS		
White Pine	White Pine MS		
State Charter	Nevada Virtual Academy ES		

*(Based on 2013---2014 School Data)*

**One Star Schools**

A 1--Star School is a school that earned fewer than 32 index points from all the measures in the Nevada School Performance Framework. This means that the school has room for substantial improvement in multiple areas. The required engagement of district leadership will support the school in improvement planning and implementation of specified and effective practices.

<b>District</b>	<b>School</b>
Clark	Cambeiro ES
Clark	Delta Charter MS
Clark	Burk Horizon SW HS
Clark	Global Community HS
Clark	Desert Rose HS
Nye	Round Mountain ES
Nye	Gabbs ES
Nye	Pathways HS
Washoe	I Can Do Anything HS
Washoe	Rainshadow HS
State Charter	Silver State MS
Clark	Reid ES
White Pine	Steptoe Valley HS

*(Based on 2013--2014 School Data)*