2022 Interim Goals Alignment

Prepared by the Nevada Department of Education

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Executive Summary

After reviewing the State Board of Education Goals (SBE Goals), the Department prepared the following crosswalk of *2020 STIP* Strategies that align with achieving SBE Goals.

SBE Goal #1 Quality Counts	SBE Goal #2 CCR Diploma
Goal 3 Success: Close pre-K-8 opportunity gaps	Goal 3 Equity: Increase access to STEM learning
Goal 4 Success: Reduce graduation rate opportunity gaps	Goal 4 Equity: Increased participation in college-level and CTE coursework
Goal 4 Equity: Increased participation in college-level and CTE coursework	Goal 4 Access to Quality: Expand access to CTE for all students.
Goal 4 Inclusivity: Enhanced support for English Learners	Goal 4 Community: Increase college enrollment

The following provides a breakdown of each Goal with proposed Interim Goals to be adopted by the State Board of Education (SBE). Each Interim Goal includes measures for annual progress, which follows the framework of Silver State Governance.

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State Board of Education Goal #1: Move up in State rankings from 18th in September 2020 to Top 10 by July 2026, as measured by Academic portions of Quality Counts K-12 Student Achievement.

Update on our Progress for State Board of Education Goal #1

o   Based on Quality Counts 2021 Academic Rankings, as released in September 2021, Nevada has maintained its position at 18th in the nation.

Interim Goals for Progress Monitoring

- **Goal 3 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)*

Table 1: Yearly Interim Goals for English Language Arts Criterion-referenced Test for Grades 3-8

Population	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY24-25
State	48.5%	Waived	41.4%	45.4%	49.5%	53.5%	57.5%

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Population	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY24-25
American Indian / Alaskan Native	32.5%	Waived	25.8%	29.7%	33.7%	37.6%	41.5%
Black	30.2%	Waived	25.3%	28.8%	32.3%	35.7%	39.2%
Hispanic	40.6%	Waived	31.3%	35.9%	40.5%	45.0%	49.6%
White	61.0%	Waived	53.8%	57.9%	61.9%	66.0%	70.0%
Two or More Races	56.6%	Waived	49.9%	53.8%	57.8%	61.7%	65.6%

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Population	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY24-25
Asian	70.8%	Waived	65.4%	69.0%	72.6%	76.2%	79.8%
Pacific Islander	47.9%	Waived	37.8%	42.6%	47.4%	52.1%	56.9%
Free and/or Reduced Price Lunch	39.3%	Waived	32.5%	36.5%	40.4%	44.4%	48.3%
English Learners	15.8%	Waived	8.3%	12.4%	16.6%	20.7%	24.8%
Students with disabilities	13.4%	Waived	12.9%	15.3%	17.7%	20.0%	22.4%

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Table 2: Yearly Interim Goals for Mathematics Criterion-referenced Test for Grades 3-8

Population	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY24-25
State	37.5%	Waived	26.3%	32.1%	37.9%	43.7%	49.5%
American Indian / Alaskan Native	21.3%	Waived	12.2%	17.5%	22.8%	28.0%	33.3%
Black	18.8%	Waived	10.8%	15.8%	20.8%	25.8%	30.8%
Hispanic	29.0%	Waived	16.7%	22.8%	28.9%	34.9%	41.0%
White	50.8%	Waived	38.2%	44.4%	50.5%	56.7%	62.8%

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Population	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY24-25
Two or More Races	44.1%	Waived	32.8%	38.6%	44.5%	50.3%	56.1%
Asian	64.4%	Waived	51.4%	57.7%	63.9%	70.2%	76.4%
Pacific Islander	37.6%	Waived	22.8%	29.5%	36.2%	42.9%	49.6%
Free and/or Reduced Price Lunch	28.4%	Waived	18.1%	23.7%	29.3%	34.8%	40.4%
English Learners	14.6%	Waived	6.1%	11.2%	16.4%	21.5%	26.6%

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Population	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY24-25
Students with disabilities	10.8%	Waived	8.5%	12.1%	15.7%	19.2%	22.8%

- **Goal 4 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*

Table 3: Yearly Interim Goals for High School Graduation Rate

Population	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY24-25
State	84.1%	82.6%	81.3%	83.0%	84.7%	86.4%	88.10%
American Indian / Alaskan Native	74.4%	74.4%	72.2%	73.8%	75.3%	76.9%	78.4%

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Population	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY24-25
Black	72.2%	69.5%	70.3%	71.8%	73.3%	74.7%	76.2%
Hispanic	83.0%	81.3%	79.6%	81.5%	83.3%	85.2%	87.0%
White	87.3%	86.4%	85.0%	86.6%	88.2%	89.7%	91.3%
Two or More Races	85.6%	85.0%	83.4%	85.0%	86.5%	88.1%	89.6%
Asian	94.2%	93.4%	92.8%	94.2%	95.5%	96.9%	98.2%

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Population	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY24-25
Pacific Islander	88.5%	85.0%	83.7%	**85.9%**	**88.1%**	**90.3%**	**92.5%**
Free and/or Reduced Price Lunch	80.8%	79.1%	79.0%	80.5%	81.9%	83.4%	84.8%
English Learners	76.8%	75.3%	71.1%	**73.5%**	**76.0%**	**78.4%**	**80.8%**
Students with disabilities	67.1%	66.0%	64.5%	**66.2%**	**67.8%**	**69.5%**	**71.1%**

- **Goal 4 Equity: Increased 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*

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Table 4: Yearly Interim Goals for Students Scoring a 3 or Higher on AP Exams

Population	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY24-25
	Percentage of Students Scoring a 3 or Higher on AP Exams	Percentage of Students Scoring a 3 or Higher on AP Exams	Percentage of Students Scoring a 3 or Higher on AP Exams	Percentage of Students Scoring a 3 or Higher on AP Exams	Percentage of Students Scoring a 3 or Higher on AP Exams	Percentage of Students Scoring a 3 or Higher on AP Exams
State	24.0%[1]	**29.0%**	**34.0%**	**39.0%**	**44.0%**	**49.0%**

- The Department of Education is working with the College Board, the reporting agency of AP exams, to disaggregate this data to inform the State Board's Yearly Interim Goals to accomplish State Board of Education Goal #1.

- **Goal 4 Inclusivity: Enhanced 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*

  - At this time, the Department of Education will monitor the yearly interim progress of Goal 4 Inclusivity by including data on English learner success, as well as other federal demographic categories, in the above included tables.

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[1] Quality Counts 2020: Grading the States report from Education Week

State Board of Education Goal #2: Increase the overall number of students receiving the College and Career Ready (CCR) diploma from 23.9% in July 2021 to 50% by July 2026 and eliminate gaps of student groups while raising the overall average.

Update on our Progress for State Board of Education Goal #2

- o In comparing students receiving CCR diplomas, Nevada saw an 0.6% decrease between the graduating classes of 2020 and 2021.

- **Goal 3 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 under-represented groups earning STEM and STEAM (STEM + Arts) seals on their diplomas*
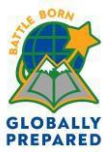
Yearly Interim Goals

- o In comparing students receiving CCR diplomas, Nevada saw an 0.6% decrease between the graduating classes of 2020 and 2021.

- o NDE will collaborate with school districts to report, for the first time, STEM and STEAM diploma seals disaggregated by student group, including gender.

- o The below table from the 2020-2021 school year is a baseline for statewide STEM and STEAM diploma seals.

Table 5: Number of STEM and STEAM Diploma Seals for the Class of 2021

	# of STEM Seals	# of STEAM Seals
Total	1004	1488

- **Goal 4 Equity: Increased 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*

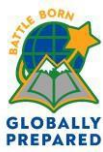**Working Copy for Discussion**

Yearly Interim Goals

o In comparing students receiving CCR diplomas, Nevada saw an 0.6% decrease between the graduating classes of 2020 and 2021.

o NDE is working with districts to disaggregate and publish CTE Completer data by demographic to measure yearly interim progress.

o The following data is a baseline for CTE Completer data for the State:

- School year 2018-19: 10,659 CTE Completers

- School year 2019-20: 12,162 CTE Completers

- School year 2020-21: 13,445 CTE Completers

- **Goal 4 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*

Yearly Interim Goals

o In comparing students receiving CCR diplomas, Nevada saw an 0.6% decrease between the graduating Classes of 2020 and 2021.

o NDE will work with school districts to publish for the first time the number of public high schools and the number of public high schools with available CTE programs.

- **Goal 4 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*

Yearly Interim Goals

o NDE will work with school districts and the Nevada System of Higher Education to publish, for the first time, student success data for college and career readiness including students graduating from high school with college credits.

o   Senate Bill 172 (2021) prescribes the Department of Education, in consultation with the Board of Regents, to adopt regulations for school districts to report on dual credit participation with student data disaggregated by demographic.

Conclusion

NDE recommends the included framework and *2020 STIP* Strategies to be considered by the State Board of Education to follow the annual interim progress of the State Board of Education Goals #1 and #2.

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