

2022 Addendum to the State Plan for the Improvement of Pupils

Prepared by the Department of Education

March 2022



2022 STIP Addendum

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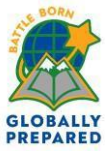
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An Open Letter to the Citizens of Nevada:

This document is an update on progress toward meeting the Goals and Strategies outlined in the [2020 Statewide Plan for the Improvement of Pupils \(STIP\)](#). The 2020 STIP serves as the five-year strategic plan for the Nevada Department of Education (NDE or the Department). This update on progress is titled the *2022 STIP Addendum*.

Our ongoing response to and recovery from the COVID-19 pandemic made this a challenging year. In addition to advancing toward our educational goals, NDE shared the responsibility of providing unprecedented supports for our students, staff, and families. We continued to make meaningful strides, yet significant work remains. While we are continuing to address the impacts of interrupted learning due to COVID-19, this document gives us an opportunity to reflect on how far we have come as an education community in the last 12 months. Rising to face adversity this year, Nevadans proved once again that we are “Battle Born.”

I have been asked how we can improve student outcomes in uncertain times. Each time I say, “We begin by staying grounded in our Values.” Six NDE Values are the foundation of our 2020 STIP: equity, success, access to quality, inclusivity, transparency, and community. Equity is the first because it is the cornerstone of all we do; there is no excellence without equity. This 2022 STIP Addendum describes how our work this year has reaffirmed these Values.

Our NDE Values have served as a necessary foundation, but Values alone are not enough. For improvement to take hold, Values must be coupled with measurable goals, thoughtful plans, clear roles, and effective follow-through. Partnership between the Department, districts, and school communities is vital. This Addendum takes that into account. As I reflect on the past year, I want to express gratitude for the steadfast leadership of district superintendents and school building leaders. I am enormously thankful for the determination and ingenuity of educators and school staff, as well as for the patience and dedication of students and their families.

This Addendum is a point-in-time snapshot that acknowledges the uncertainty we still face as an education system, a State, and a global society. As we navigate a changing landscape, the Goals in the 2020 STIP remain key to delivering a more equitable and vibrant Nevada. I look forward to continuing our collective work to ensure that each student graduates prepared to build a home, a life, and a future.

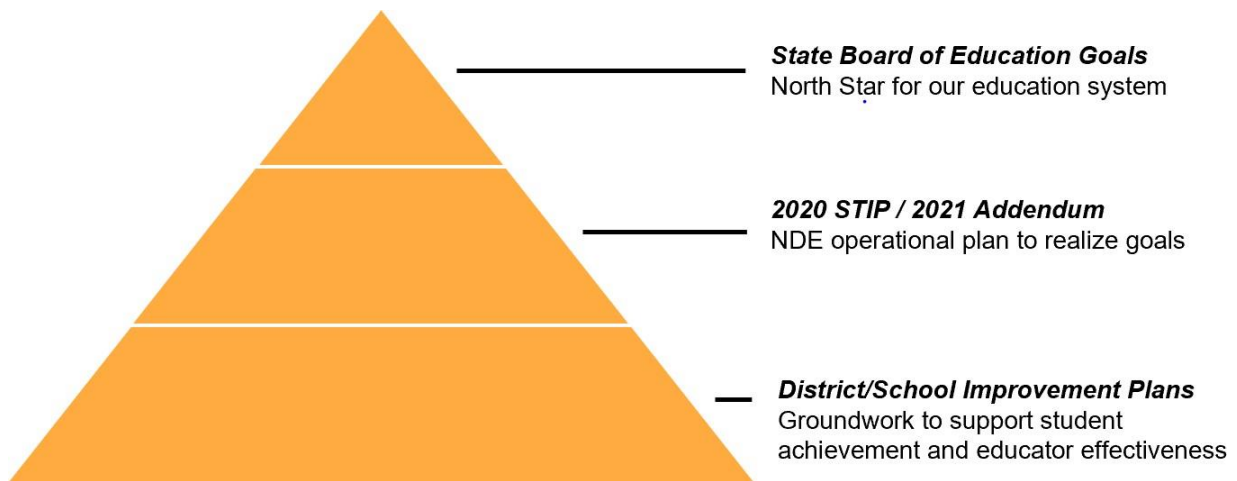
In education,

A handwritten signature in black ink, appearing to read "Joe M. East".

State Board Leadership

The Nevada Department of Education (NDE) with the leadership of the State Board of Education embarked on a listening tour in 2019 to inform the *2020 STIP*, which serves as the operational strategic plan for NDE. After months of collecting the data and testimony from all districts and the State Public Charter School Authority, NDE developed Values, Goals, and Strategies for approval by the State Board. NDE’s *2020 STIP* supports the two State Board of Education Goals. The below visual, Figure 1, represents how the State Board Goals lead our collective actions. The middle of the triangle is the *2020 STIP*, which serves as an operational plan by which the Department will realize its Goals. The foundation of the triangle is the work of our districts and schools to provide direct support to students, staff, and families, including continuous improvement through their district and school performance plans.

Figure 1: Education Improvement Structure



As part of Silver State Governance (SSG), the State Board of Education members joined the Superintendent’s Cabinet for a governance training session in January 2021 and continues to meet regularly with their SSG coaches. This ongoing coaching is designed to build the capacity of education governing teams and educational executives, so they are better equipped to make meaningful progress toward improving student outcomes. The foundation of the training is, “Student outcomes don’t change until adult behaviors change.” The State Board of Education’s participation in SSG arrived at an opportune time. As NDE continues to operate based on the strategic direction provided by the *2020 STIP*, the State Board of Education developed two new, prioritized set of SMART (specific, measurable, attainable, results-focused, time-bound) Goals for Nevada’s education system.



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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.

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.

A Shared Standard of Excellence

Since the passage of the *2020 STIP* by the State Board of Education (State Board, or SBE) in July 2020, NDE has worked with our stakeholders in the spirit of community and transparency to develop six Goals and implement 36 Strategies to track progress toward the 6 Goals.

STIP Goals

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**.

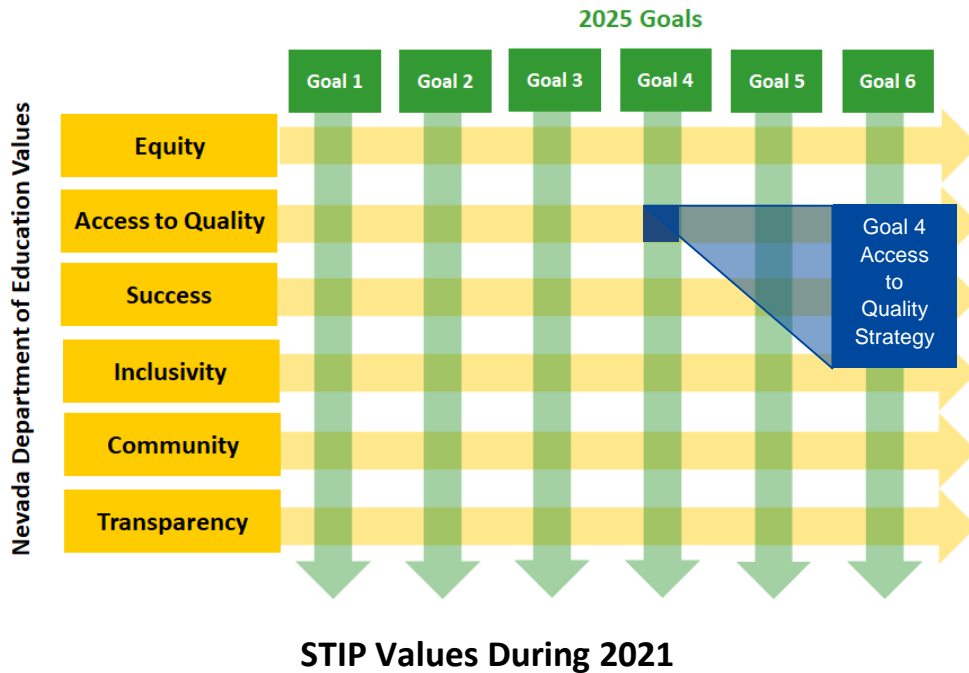
Goal 4: All students **graduate future-ready and globally prepared** for postsecondary success and civic life.

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 schools** where identities and relationships are valued and celebrated.

As a reminder, our Strategies are where our Goals and Values intersect.

Figure 2: STIP Values and Goals Matrix



The 2020 STIP remains relevant, especially during the COVID-19 pandemic, because these aspirations have only become stronger. The pandemic exacerbated existing inequities and created new inequities, bringing opportunity gaps into sharp focus and increasing the urgency to act. Following the Governor’s declaration of emergency in March 2020, NDE was called to lead our education system through situations no one could have imagined. For each guidance document developed, resource provided, and roundtable conversation, NDE relied on our Values to do what was best for students and educators. This section of the *2022 STIP Addendum* provides just one of the many examples of each NDE Value in action since July 2020.

The challenges facing our districts and schools are ongoing. Educators throughout Nevada are working to respond to the impacts of interrupted learning, direct relief funds to support student learning and educator effectiveness, and prioritize the physical and social-emotional health and safety of students and staff. NDE’s information on COVID-19 relief can be found here https://doe.nv.gov/home/COVID_Resources/ and information on federal relief funding is available here https://doe.nv.gov/FedReliefFund/K-12_Education/.



STIP Values in Action During 2021

Similar to the 2021 Addendum, where NDE provided an update on calendar year 2020 NDE will provide an update on the 2020 STIP Values in Action during the 2021 calendar year for the 2022 Addendum.

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

The State Board of Education led early conversations around the urgency of ensuring equitable accesses to devices and the internet for all students and educators. We knew that one device per household was not enough – our students and educators deserved and needed 1:1 capability to learn and teach.

NDE reflected on the lessons learned and triumphs experienced by students and educators on the one-year anniversary of COVID-19 school building closures with a message from the State Superintendent is available at https://www.youtube.com/watch?v=xbgy_orZBYc . The State of Nevada Support of Education: COVID-19 Recovery and Response document available here <https://nvhealthresponse.nv.gov/wp-content/uploads/2021/02/COVID19-Education-Response-Overview.pdf> was released on February 26, 2021, and provided an overview of efforts to ensure continuity of education during the pandemic. In her video remarks, Superintendent Ebert highlighted efforts aligned to the Department’s COVID-19 priority areas at the time:

- Devices & Connectivity,
- High-Quality Professional Development, and
- High-Quality Instructional Materials

Access to Quality – Students, educators, and families have opportunities to take full advantage of Nevada’s education system, regardless of their zip code, district, or setting

In 2021, NDE obligated \$3.2 million for three different Statewide leadership networks to enhance professional learning and deliver evidence-based training. This training will ensure that educators have access to high-quality professional development, and in turn, will create rigorous and safe learning environments for Nevada’s students to access.

The three Statewide leadership networks will focus on supporting: 1) school leaders; 2) school and district leaders for the lowest performing schools; and 3) rising leaders with a focus on increasing the diversity of education administrators in Nevada. The leadership networks will provide Nevada’s education leaders with strong professional learning communities where they



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can share evidence-based practices, discuss problems of practice, and coach one another to strengthen the education system and improve school outcomes for all students.

Success – Leads the nation in the excellence and rigor of our standards, assessments, and outcomes for students and educators

Following the rapid shift to distance learning during the 2019-20 school year, it was apparent that State policy regarding instructional delivery would need to adapt to our current reality as well as be future-proofed. The State Superintendent established the Blue Ribbon Commission for a Globally Prepared Nevada to make recommendations to adjust our current policy framework to meet today's learning conditions, while also leaving room for policies that will support innovation for the next 10 or 20 years. Following the Commission's examination of existing State laws, regulations, and policies, [Senate Bill 215](#) (2021), sponsored by Nevada Senator Mo Denis (a Blue Ribbon Commissioner) was passed. Senate Bill 215 makes advancements in calendar flexibility, competency-based education, and distance learning for the betterment of Nevada's students. The passage of the bill received accolades nationally for its innovative policies and an invitation to present at South by Southwest Festival in 2022.

Inclusivity – Learners are served in their least restrictive environment in culturally responsive and sustaining schools

In response to the feedback collected during NDE's virtual stakeholder sessions to inform Statewide uses of federal relief funds, investments in culturally responsive and sustaining schools were made. The 2021 Interim Finance Committee approved a historic investment in Indian Education with a position at NDE to lead the development of instructional materials and resources about Nevada's Indigenous Tribes as well as culturally affirming educational experiences for Native students and professional development for educators. As a result of this work, NDE will create evaluation and assessment methods for data collection on Indian education, develop culturally-affirming educational experiences for Native American students, provide professional development for educators, and ensure all Nevada schools have the knowledge, tools, and resources necessary to carry this instruction out.

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

NDE received the application for the American Rescue Plan Elementary and Secondary Schools Emergency Relief Funds (ARP ESSER) which required robust stakeholder engagement to inform NDE's spending on statewide projects. A team of NDE staff developed an interview protocol, recruited dozens to stakeholder groups, and solicited their feedback on their greatest needs to recover from COVID-19. The interview protocol was so successful, school districts requested the presentation deck to tailor for their stakeholder engagement requirement for ARP ESSER.



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In addition to the stakeholder feedback protocol, NDE shared a planning guide for school districts as an aid for their ARP ESSER application that is available here <https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/home/Docs/NevadaPathForwardResourceGuide.pdf>. This planning guide references evidence-based interventions in alignment with NDE's COVID-19 priorities and stakeholder feedback to support students and educators.

Transparency – Districts, schools, and communities are served through efficient and effective use of public funds and fulfillment of statutory responsibilities

As Nevada began receiving federal relief funds, NDE and the State Board acted quickly to set clear priorities for a strategic use of funds that would best support student achievement and educator effectiveness. The COVID-19 priority of Efficiencies for Long-Term Success ensured that federal relief funds for administrative purposes would be used strategically. Among the State-legislature approved uses of federal relief funding include \$6.0 million for a uniform financial management system and contractual hires to implement the additional funds received and nearly \$900,000 in developing data dashboards to collect crucial student outcome data for the first time. The investment in development data dashboards will be used for a comprehensive class size analysis, analyzing Nevada's class sizes and establishing ideal class sizes based on national averages and best practices. Further, funding will allow for the creation of workforce dashboards to connect with Nevada businesses and economic needs, ensuring that Career and Technical Education funding priorities are a direct reflection of workforce needs. Finally, Spending Accountability Dashboards will be created to track spending of all ESSER funding to ensure transparency and accountability around federal relief funding dollars.

Progress Monitoring

NDE has streamlined its approach to progress monitoring of the STIP. In previous years, NDE would present a STIP to the State Board of Education each March in accordance with State law and monitor the progress of the STIP internally. This decision was made in alignment to our Values and stakeholder interest in sharing ownership of the STIP's success. In addition, it allows us to honor the robust stakeholder feedback gleaned from the Statewide Listening Tour that informed the *2020 STIP* by continuously building on – rather than replacing – that work.

In alignment with Silver State Governance (SSG), the State Board of Education (SBE) will regularly monitor the two State Board of Education Goals regularly and with the consultation of SSG Coaches and NDE staff, including the State Superintendent's leadership.



Progress Monitoring: Equity Strategies

The Equity Strategies focus on eliminating the opportunity gaps students experience and expanding access to programs and effective educators. Internally, NDE team members select the most relevant data demonstrating progress toward accomplishing the Strategy and provided updates on their Inputs, Outputs, and Outcomes (IOOs) for each Equity Strategy. NDE leadership and supervisors include progress monitoring of STIP Strategies in office routines, such as weekly meetings or aligning projects to accomplish STIP Strategies.

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

Equity Strategy: Increase enrollment of children from families experiencing poverty in 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)

Progress Report

- The Nevada Ready! State Pre-K (NR!PK) program currently serves 2,385 children across 11 districts (including SPCSA) and 29 child care centers. Most notably, when the Lyon County School District was no longer able to offer pre-k in their schools, the United Way of Northern Nevada was able to implement 34 NR!PK seats in across three child care centers in Lyon County to give families access to high quality pre-k.
- NDE’s Office of Early Learning and Development spent 18 months working with Education Counsel to develop a Nevada Kindergarten Transition Guide and is now working with Lyon County and Washoe County School Districts to use this guide to assess, plan, and implement a comprehensive kindergarten transition plan for their districts to strengthen the transition into kindergarten for students and families.



Goal 2 All students have access to effective educators.

Equity Strategy: 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.

Progress Report

- The Nevada Department of Education invested \$20.7M of federal relief funds in the “Incentivizing Pathways to Teaching” Grant Program (IPT Grant Program), which will grow Nevada’s educator workforce by providing stipends to support pre-service educators as they complete coursework or student teaching at a Nevada System of Higher Education (NSHE) institution or other approved educator preparation program. Through the IPT Grant Program, support will be provided to pre-service educators as either stipends for student teaching or tuition assistance for educator preparation programs. Students may receive up to \$2,000 for tuition assistance at any time during the final three semesters of their program, and up to \$8,400 in stipends during their student teaching semester. Priority is given to candidates who have financial need and/or identify as a person of color. The IPT Grant Program provides financial supports to ensure qualified educator candidates complete their educator preparation programs. Too often, educator candidates are unable to complete their programs and graduate licensure-ready due to the financial hardship of giving up part-time work to accommodate a student teaching schedule. With the IPT Grant Program, NDE seeks to address this issue and provide additional resources to bolster the educator pipeline.
- Reimagining Professional Learning: Partnering with Learning Innovation Catalyst (LINC) dedicates \$1.7 million to support educators. The LINCspring personalized coaching and professional development platform will be fully implemented in four Nevada school districts: Clark County, Humboldt County, Elko County, and Lyon County. Through this platform, the LINC team of blended and digital learning specialists will deliver 100 hours of direct coaching support to NDE and Regional Professional Development Program (RPDP) coaches to better support classroom teachers at scale. Additionally, 100 hours of content will be designed and provided to Nevada educators for 24/7 access. Through this full implementation, NDE, RPDP, and district leaders will be able to continue supporting educators in closing opportunity gaps and accelerating learning with a focus on equity.



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- The Nevada Department of Education invested \$3.6 million and partnered with district leaders to redesign and pilot a new School Performance Plan last year. It is currently redesigning District Performance Plans. Last year, the Department provided supports and technical assistance to district and school leaders to leverage teacher recruitment and retention as a goal in their plans to improve school outcomes. Within district performance plans, education leaders will account for how they are ensuring that the percentage of effective and experienced educators is proportional across low- and high-performing schools.

Goal 3 All students experience continued academic growth.

Equity Strategy: 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; successful integration will be demonstrated by an increase in female students and students from underrepresented groups earning STEM and STEAM (STEM + Arts) seals on their diplomas.

Progress Report

- The 2020 STIP allows NDE to follow STEM and STEAM seals for the first time. STEM / STEAM diploma seals are newly established as part of the 2017 Legislative session. Table 1 from the 2020-2021 school year serve as a baseline of STEM and STEAM seals in each district.

Table 1: 2020-2021 STEM and STEAM Diploma Seals in Nevada

	# of STEM Seals	# of STEAM Seals
Total	1004	1488



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

Equity Strategy: 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.

Progress Report

- In the 2021-22 school year, 76,035 high school students and 2,284 middle school students are enrolled in CTE programs of study or middle school course. This is an increase of 4.76% from 2020-21.
- The Office of Inclusive Education (OIE) continues the existing CTE Paraprofessionals Special Project for the 2021-22 school year with Carson City School District, Clark County School District, and Lyon County School District. OIE provides 75% and the school districts provides 25% of the salary and benefits cost of hiring a maximum of two CTE dedicated paraprofessionals whose primary focus is providing access to and successful outcomes from CTE programs for students with disabilities. The school districts commit to ensuring no barriers exist to the full inclusion of all students with disabilities in CTE programs regardless of their needs and abilities.
- In partnership with the Nevada System of Higher Education (NSHE), the Department launched and completed the first phase of work of the Dual Enrollment Task Force. In December 2021, the NSHE Board of Regents adopted policy recommendations from the Task Force related to consistent pricing and instructor qualifications that will result in expanding equitable access to dual enrollment. In addition, NSHE launched a [dual enrollment dashboard](#) that helps track equity in enrollment trends.

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 Strategy: Implement Pupil-Centered Funding

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



Progress Report

- In school year 2021-22, NDE transitioned from the 55-year-old Nevada Plan for education funding to the Pupil-Centered Funding Plan, which increases equity, transparency, accountability, and flexibility in Nevada’s public school funding. NDE is approved to use \$400,000 in federal relief funds to guide NDE, Local Education Agencies (LEAs), and Nevada State Public Charter Schools through change management as all entities adapt to the new Pupil-Centered Funding Plan.
- AB495 (2021) requires the Commission on School Funding to investigate sources of revenue to fund public education and provide a report to the Governor and the Legislative Counsel Bureau by November 15, 2022.

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

Equity Strategy: Address disproportionate discipline

NDE will address systemic bias in Nevada’s student discipline system; success will be demonstrated by a 10% reduction in disproportionate disciplinary practices year over year.

Progress Report

- When looking at trends over the last few years in student outcomes, results show that schools participating in Multi-Tiered Systems of Support —and particularly high-fidelity implementation sites—outperformed non-participating schools in most instances, including average daily attendance, chronic absenteeism, and disciplinary incidents related to violence, possession or use of substances and alcohol, and bullying.
- The Office of Safe and Respectful Learning Environments (OSRLE) collaborated with school districts to provide 14 Restorative Practices trainings.
- NDE disaggregated suspension and expulsion and school climate survey data is available on Nevada Report Card available here <http://nevadareportcard.nv.gov/DI/nv/2021>.



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Conclusion

The *2020 STIP* (and this *2022 Addendum to STIP*) are developed by the Nevada Department of Education in response to the requirements of NRS 385.111.

Looking back on 2021, many considered it a time filled with challenge and uncertainty. As the COVID-19 pandemic persisted, the way forward was marked by directives from the Governor, support from the State Board of Education, and leadership from NDE and the State Superintendent. Education professionals and stakeholders throughout Nevada rose to the occasion and adapted to rapidly changing conditions. Educators throughout our state modified instruction in response to the realities of the situation, all the while demonstrating a relentless commitment to the welfare of the students of our State. For its part, NDE marshaled resources and developed plans, specifically support school districts with their ARP ESSER applications, submitting NDE's ARP ESSER application and receiving approval, and managing \$2 billion in resources. As we did so, the Department aligned its COVID-19 response to the Values and Goals of the *2020 STIP* in ways that supported educational excellence and advanced educational equity throughout Nevada.