

2024 Addendum to the State Plan for the Improvement of Pupils



NEVADA
Department of
Education

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An Open Letter to the Nevada Community:

We at the Nevada Department of Education (NDE or Department) use the 2020 *Statewide Plan for the Improvement of Pupils (STIP)* as our guide for improving Nevada's system of public education. I am pleased to introduce this 2024 STIP Addendum. This document summarizes the accomplishments of students, families, educators, and staff during the 2023 calendar year.

While NDE leads our public education system, ensuring student success is a collaborative effort. The Department is proud to partner with Nevada's 17 school districts and the State Public Charter School Authority to support students, staff, and educators. In addition, our accomplishments would not be possible without the support of Governor Joe Lombardo, the State Legislature, and the State Board of Education. We also value stakeholders who tirelessly advocate for Nevada's most valuable asset: our children.

Improvement across Nevada's system of Pre-K-12 public education **accelerated this year** in a number of areas:

- A. **Reimagining** the statewide public education system.
- B. **Enhanced funding** for both K-12 and early childhood education.
- C. District-level **accountability** for effective use of federal relief funds.
- D. **Committing to delivering a return on investment** by demonstrating improved performance.
- E. Expanding student and staff access to improved social-emotional support and **mental health services**.
- F. Computer science competencies as a component of **workforce development** and high school graduation.
- G. Innovative projects designed to improve outcomes for **students with disabilities**.

I invite you to explore this document to learn more about these accomplishments. I look forward to working with you to create a more prosperous future for all of Nevada's children.

The following provides details associated with each of these accomplishments.

A. REIMAGINING THE STATEWIDE SYSTEM OF PUBLIC EDUCATION

Momentum grew this year on two fronts designed to reimagine and transform public education in Nevada.

The first is "Portrait of a Nevada Learner ". Its expressed purpose is to articulate a revitalized vision for education. That vision is rooted in a personalized, competency-based system of learning. In this context, the term "competency-based system of learning" is one characterized by flexible pathways and personalized learning support. Learners apply academic knowledge and skill in practical situations. And they advance to higher levels of learning once they demonstrate mastery of a concept or skill. This vision describes not only traditional academic knowledge and skills for learners but a set of student-centered learning practices for educators.

The second is "Nevada Future of Learning Network." In pursuit of better ways to gauge the preparedness of Nevada students, its goal is to shift system emphasis from seat time requirements to student mastery. It envisions flexible learning environments that provide a range of new and different learning experiences for students. Coupled with competency-based assessments, these enable students to demonstrate what they know and know how to do. Underlying this redesign work is a single theory of action.

- If we change the conversation, we change mindsets.
- If we change mindsets, we change actions.
- If we change actions, we can change outcomes.

In support of this work, a series of town hall meetings assembled Nevada educators, community members, students, as well as families and caregivers to gather perspective on the adequacy of the current Pre-Kindergarten-12 system as well as viewpoints on the ideal purpose and effect of public education. Insights from the conversations have provided the foundation for a redesigned system of public education in the state. In tandem, the projects are refocusing our view of -- and approach to -- schooling and school improvement. As of this date, four Nevada school districts have signed on to pilot the "Nevada Future of Learning Network."

B. FUNDING K-12 EDUCATION IN GENERAL AND FOR EARLY CHILDHOOD EDUCATION IN PARTICULAR

Acting on recommendations prepared by the *Nevada Commission on School Funding*, Governor Joe Lombardo and the Nevada legislature combined to authorize an unprecedented \$2.6 billion increase (over the 2023-25 biennium) in state-level funding for public education in Nevada. This increased per-pupil funding by more than \$2,500 over the biennium (a 25% increase). This investment also allowed the weighted categories of the Pupil-Centered Funding Plan (PCFP) to be fully funded, which increased per pupil funding for English learners to \$4,035, for at-risk students to \$3,137, and for gifted and talented students to \$1,075. An additional \$23 million in special education funding over the next biennium was also allocated. And over the biennium, Assembly Bill (AB) 400 marked an infusion of \$140 million for early childhood. This opportunity encourages innovative approaches to early childhood education and prioritizes projects that show success in improving literacy and readiness for children under six years of age, as well as those that serve areas with a higher proportion of children in need.

C. DISTRICT-LEVEL ACCOUNTABILITY FOR RESPONSIBLE SPENDING OF FEDERAL FUNDS

When it comes to educational accountability, efforts were undertaken this year. A new website (NevadaESSER.org) allows the public to see how federal relief funds are being deployed by school districts and charter schools in Nevada. The website draws its name from the federal funding source. From March 2020 through March 2021, the U.S. Government allocated billions of dollars to K-12 education through the *Elementary and Secondary School Emergency Relief Fund (ESSER)*. There were

three allocations in that period, *ESSER I*, *ESSER II*, and *American Rescue Plan (ARP) ESSER*. (See [Nevada ESSER Dashboard](#).)

D. RETURN ON INVESTMENT, i.e., SHOWING THAT ADDED FUNDS NOTICEABLY IMPROVE PERFORMANCE

Assembly Bill (AB) 400 and Senate Bill (SB) 98 call for an analysis of the return on the historic investment into Nevada's K-12 education system. AB 400 further emphasizes the importance of students demonstrating proficient literacy skills by third grade. Pursuant to AB 400 (2023), the State Superintendent for Public Instruction proposed metrics for the Governor that were designed to gauge three aspects of school district performance:

- The growth and proficiency of pupils in literacy and mathematics.
- The engagement and proficiency of pupils in courses leading to college and career readiness.
- The retention and recruitment of teachers and education support professionals.

Within "Acing Accountability", each school district, the *SPCSA*, and its charter holders will be assessed based on six dimensions. To what degree:

- Are school districts and the *SPCSA* effectively implementing reading and mathematics resources?
- Are kindergarten through grade 3 students demonstrating progress toward mastery in literacy?
- Are grades 4 through 8 students demonstrating growth and proficiency in mathematics?
- Are high school graduates prepared for success in college or a career?
 - Do school districts and the *SPCSA* have the workforce to meet the needs of every student?
 - Are school districts and the *SPCSA* using innovative solutions to meet the unique needs of their students?
- Are districts using innovative solutions to meet the unique needs of their students?

E. IMPROVED ACCESS TO SOCIAL-EMOTIONAL SUPPORT AND MENTAL HEALTH SERVICES FOR STUDENTS AND STAFF

A pilot program expanded this year by NDE now provides schools and parents with new tools to support student mental health. The *Nevada Project AWARE (Advancing Wellness and Resiliency in Education)* includes the use of a technology-based system that allows schools taking part in the pilot to confidentially screen students for behavioral and mental health needs and offers parents the ability to connect with services and resources for their children.

In addition, NDE was pleased this year to announce that it is one of the first state education agencies in the country to distribute the *Bipartisan Safer Communities Act (BSCA) Stronger Connections* grant funds to school districts and district-sponsored charter schools. This increases statewide provision for social, emotional, and relational school safety and health strategies (including placement of more

F. COMPUTER SCIENCE COMPETENCIES AS A COMPONENT OF WORKFORCE DEVELOPMENT AND HIGH SCHOOL GRADUATION

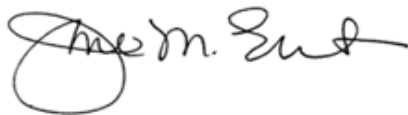
Nevada is one of just a handful of states in the nation that includes computer science as an approved core element of the high school graduation requirements. Computer Science provides students with vital skills for a global digital society. “These skills strengthen local community, national innovation, and opportunities for youth. Computer Science - not computer literacy - underlies most innovation today, from biotechnology to cinematography to national security. Yet, the majority of U.S. schools require only that students use computers. Seldom do schools prepare students to innovate and create the new technologies that drive local and national economies. This ability to innovate with technology is also important for students’ future success and ability to make a difference in a global society.”¹

G. INNOVATIVE PROJECTS DESIGNED TO IMPROVE OUTCOMES FOR STUDENTS WITH DISABILITIES

For the first time, NDE has received and is managing a \$10 million grant from the U.S. Department of Education's Office of Special Education and Rehabilitative Services for a project to help young people with disabilities as they transition into adulthood. NDE is working in partnership with the Nevada Department of Employment, Training and Rehabilitation's (DETR) Bureau of Vocational Rehabilitation (VR), centers for independent living, and other organizations to support the Disability Innovation Fund (DIF) - Pathways to Partnerships Innovative Model Demonstration Project, known as the Nevada Transitions Roadmap through Innovative Partnerships (Nevada TRIP) initiative.

As we embark on this journey of continuous improvement, we remain steadfast in our commitment to educational excellence, equity, and innovation. Together, with the collective efforts of educators, families, policymakers, and community members, we will strive to create a brighter future for all students in Nevada. Through collaborative action and a shared commitment to our core values, we are confident that we can make a meaningful difference in the lives of our students and communities.

Respectfully,



Jhone M. Ebert
Superintendent of Public Instruction
State of Nevada

¹ National Center for Women and Information Technology at NCWIT.org

2024 Statewide Plan for the Improvement of Pupils Addendum

Fostering Excellence Together: The Collaborative Effort of the Nevada Department of Education and the State Board of Education in Nevada

In Nevada, the Department of Education (NDE or the Department) and the State Board of Education (the Board) collaborate to uphold and enhance the state's educational standards. United by a shared vision, purpose, and objectives, these entities harmonize their efforts to guarantee every student in Nevada receives a top-tier education.

The Department embodies a multifaceted commitment, not only aiming for college and career readiness but also serving as a cornerstone support system for students, educators, families, and all stakeholders in the education sector. With a vision geared towards preparing all Nevadans for success in the dynamic 21st-century landscape, and a mission focused on enhancing student achievement and educator effectiveness through inclusive opportunities and fostering excellence, the Department stands as a beacon of educational advancement.

Comprising eleven members, including elected representatives from congressional districts and appointed individuals, the Board operates under the purview of Nevada Revised Statute (NRS) 385.021.

At the heart of the Board's mandate lies a vision where every Nevada student is not only equipped but also empowered to realize their unique vision of success. Anchored by a mission to establish policy benchmarks that guarantee equitable access to excellence in education, within an environment characterized by safety, respect, and cultural responsiveness.

The State Board of Education has set two five-year goals:

- Move up in the ranking for the 18th in September of 2020 to Top 10 by July 2026, as measured by the academic portions of Quality Counts K-12 Student Achievement.
- 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 among student groups while raising the overall average.

Together, the Nevada Department of Education and the State Board of Education utilize the Statewide Plan for the Improvement of Pupils as a roadmap to enhance student outcomes.

The Statewide Plan for the Improvement of Pupils

The Statewide Plan for the Improvement of Pupils (STIP) is a foundational document crafted by the Board and the NDE to guide strategic efforts towards enhancing educational outcomes across the state. Rooted in a commitment to educational excellence and equity, this plan serves as a comprehensive roadmap for addressing key challenges and fostering positive change within Nevada's education system. Developed collaboratively in 2019 and 2020 with input from various stakeholders, including educators, parents, community members, and policymakers, the plan reflects a collective vision for the future of education in Nevada.

Aligned with state and federal education goals, the STIP outlines actionable strategies aimed at improving student achievement, enhancing teacher effectiveness, and promoting equitable access to educational opportunities. By identifying priority areas for intervention and setting clear objectives, the plan provides a framework for targeted initiatives and resource allocation to support student success.

As a living document, the STIP underscores Nevada's ongoing commitment to advancing educational equity, excellence, and innovation, ensuring that all students have the opportunity to thrive and succeed in school and beyond. The 2024 STIP Addendum underscores the realization of our six values within our six goals, emphasizing the dedication to supporting educators and students.

Values

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

Equity

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

Access to Quality

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

Success

Lead the nation in the excellence and rigor of our standards, assessments, and outcomes for students and educators.

Inclusivity

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

Community

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

Transparency

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

Goals

Our goals for 2025 focus on Nevada's children and students. The word "all" is in every goal. "All" means regardless of age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status. The goals express our commitment to the well-being of every student. No matter who you are or where you go to school, NDE supports your success.

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

Goal 1 emphasizes efforts to increase enrollment in Pre-K, especially of children from families experiencing poverty, multilingual families, and inclusion of differently-abled students; support early childhood education providers; and accelerate the *Read by Grade 3* initiative.

Goal 2: All students have access to effective educators.

Goal 2 prioritizes equitable educator distribution, quality professional learning, reducing vacancies, enhancing the educator pipeline, ensuring Least Restrictive Environment (LRE) for students, and effective communication on NDE initiatives.

Goal 3: All students experience continued academic growth.

Goal 3 aims to boost science, technology, engineering, and math (STEM) access, support schools exiting Comprehensive School Improvement (CSI) and Targeted School Improvement (TSI) status, close opportunity gaps for PreK-3 and 3-8 grade students, increase attendance in highly rated schools, integrate civic engagement, streamline reporting, and ensure data usefulness for districts.

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

Goal 4 focuses on increasing college and Career and Technical Education (CTE) participation, closing graduation rate gaps, improving English Learner student outcomes, boosting post-graduation college enrollment, and collaboratively creating and implementing policies with stakeholders.

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.

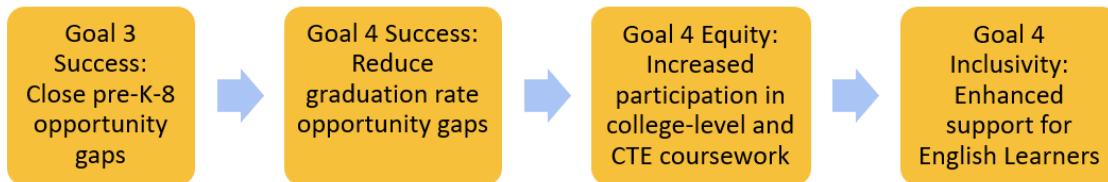
Goal 5 prioritizes implementing the Pupil-Centered Funding Plan (PCFP), ensuring equitable allocation of funds designated for public education, offering technical support for fiscal management, engaging stakeholders, and communicating fiscal effectiveness for informed decision-making.

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

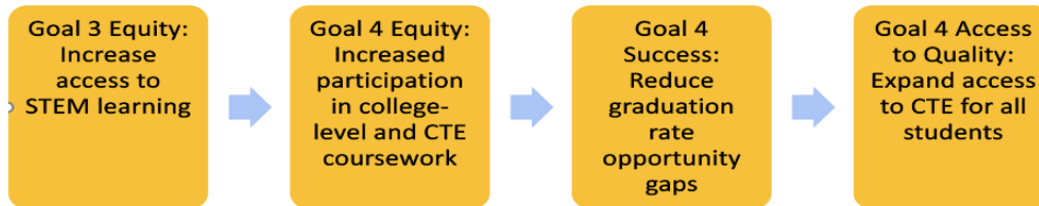
Goal 6 involves addressing structural racism in student discipline, implementing, and sustaining Multi-Tiered Systems of Supports (MTSS), creating safe environments, improving wellness, providing support, and training for stakeholders, and enhancing accessibility and user-friendliness of public materials.

State Board of Education Goal Alignment.

SBE Goal #1: From Top 20 to Top 10



SBE Goal #2: 50% of Students Achieve College and Career Ready (CCR) Diploma



It's critical to emphasize how the strategies outlined in the STIP document align with the objectives set by the State Board of Education.

The primary goal of the State Board is to improve Nevada's educational ranking, aiming to move up from the 18th position in September 2020 to the Top 10 by July 2026, as assessed by the Academic aspects of Quality Counts K-12 Student Achievement metrics. Several strategies within the STIP directly support this goal:

To begin with, Goal 3 Success strategy addresses opportunity gaps from Pre-K through 8th grade. Secondly, the Goal 4 Success strategy targets narrowing graduation rate disparities. Thirdly, the

Goal 4 Equity strategy focuses on increasing participation in both college-level and Career and Technical Education (CTE) coursework. Lastly, the Goal 4 Inclusivity strategy aims to provide enhanced support for English Learners. These strategies collectively contribute to improving student achievement metrics, thus advancing Nevada towards a Top 10 ranking.

The second goal of the State Board is to ensure that 50% of students earn the College and Career Ready (CCR) diploma by 2026, up from 23.9% recorded in July 2021. This objective also involves reducing disparities among student groups while raising the overall average. Correspondingly, four STIP strategies closely align with this objective:

Firstly, Goal 3 Equity strategy focuses on expanding access to STEM education. Secondly, the Goal 4 Equity strategy emphasizes increasing participation in both college-level and CTE coursework. Thirdly, the Goal 4 Success strategy targets mitigating graduation rate gaps. Lastly, the Goal 4 Access to Quality strategy aims to broaden CTE opportunities for all students. These strategies collectively aim to enhance student engagement in meeting CCR diploma requirements, thus facilitating progress towards the set target.

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

Overview

In pursuit of Goal 1, we aim to increase enrollment of children from impoverished families in State Pre-K programs, support early childhood education providers through resources and training, and accelerate literacy skills development with the Read by Grade 3 initiative. Additionally, we prioritize inclusivity by enhancing Pre-K settings for differently-abled students and conducting multilingual public outreach campaigns to engage diverse communities. Through improved data analysis and reporting, we strive for transparency, enabling informed decision-making and accountability. These concerted efforts align with our overarching mission to provide all children, from birth to third grade, with the necessary foundation for academic success and lifelong learning.

Department Highlights: Equity

The Office of Early Learning and Development supported an increase in the number of seats available to support young learners in state-funded programs. Nevada Pre-k program seats have continually increased each year from 2,385 seats in 2021-22, to 2,481 seats in 2022-23, to 2,807 seats in 2023-24. Additionally, the Early Childhood Innovative Literacy Program (ECILP) projected 570 4-year-old and 660 3-year-old seats for the 2023-24 school year.

Department Highlights: Access to Quality

The Quality Rating and Improvement System (QRIS) was used to evaluate and support 278 participating early childhood programs in 2022-23. Of those programs, 63 percent, or 176 programs, were rated as high quality receiving three to five stars. In the first semester of the 2023-24 school year, 195 of 291 programs, or 67 percent, were highly rated. In-person coaching and training sessions provided over the two years contributed to this four percent growth

Department Highlights: Community

Through Quality Rating and Improvement System (QRIS), three training sessions were provided in Spanish in Washoe County, focusing on positive interactions and personal care routines as monitored through the Environment Rating Scale (ERS) assessments. Four more half-day training sessions have already been scheduled for the remainder of the 2023-24 school year. Additionally, 17 ERS assessments have been conducted during the 2022-23 and 2023-24 school years, with detailed reports available in English and Spanish.

Department Highlights: Transparency

In May 2023, a family engagement data dashboard was launched with three years of information about Nevada Ready!Pre-K program. The dashboard was created to improve transparency and enhance data analysis and reporting mechanisms for decision making.

Goal 2: All students have access to effective educators.

Overview

Goal 2 is aimed at ensuring all students have access to effective educators. Key components include ensuring equitable access to effective educators in low-performing schools, providing quality professional learning opportunities, reducing vacancies in licensed educational personnel, serving students in the Least Restrictive Environment, increasing candidates in the educator pipeline, and promoting transparency through effective communication. These goals collectively aim to enhance the quality of education and support inclusivity within the educational system.

Department Highlights: Access to Quality

The Office of Teaching and Learning provided multiple professional learning opportunities to support educators with the Read by Grade 3 (RBG3) initiative. These opportunities include:

- Two RBG3 Statewide Literacy Summits serving 873 educators
- RBG3 Meetings with program leads in all counties.
 - Technical Assistance Opportunities: Multiple meetings and trainings offered to the Local RBG3 Program Leads and the Read by Grade 3 Advisory Council: Approximately 900 Contacts.
- RBG3 Literacy Lifeline cohorts: These experiences included two 6-month Professional Learning Courses offered for Nevada Literacy Specialists. There were thirty-six accepted applicants in the 2021-2022 cohort and twenty-four accepted applicants in the 2022-2023 cohort. Thus, a total of 60 Literacy Specialists participated in the Lit Lifeline Cohorts. This training was conducted across three different formats. The combined total for each of these formats included:
 - 12 monthly whole-group training sessions
 - 25 small group training sessions
 - 360 hours of one-on-one mentoring sessions
 - Post-surveys were collected at the end of each cohort. (60 total surveys)
 - Each participant submitted a Self-Reflective Video of the experience at the end of each cohort. (60 Self-Reflective Videos)

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- RGB3 Nevada Literacy Camp Pilot has been implemented across three campuses at the Mater Academy in Las Vegas. This summer school project included training by NDE's RGB3 team. This training included both technical assistance and professional learning. This project team implemented a national research-based summer school intervention system across grades K-5. Approximately 20 teachers were impacted each year. The number of students served during the 2021-2022 school year was 222. The goal of the 2023-2024 year is to create a handbook and a set of teaching videos to utilize as a model of a literacy-based summer school for all Nevada elementary educators.
- Nevada PRESS Project: RGB3 partnership with the University of Minnesota, The Nevada PRESS Project was implemented during the 2022-2023 school year. This professional learning opportunity was offered by expert literacy instructors of the University of Minnesota's Center for Reading Research program titled PRESS (Path to Reading Excellence at School Sites). 300 Nevada educators participated across six different PRESS cohorts throughout the year. (It's important to note that PRESS has been re-established in Nevada during the 2024 calendar year.)

The Office of Inclusive Education provided multiple professional learning opportunities to support districts, charter schools, administrators and educators improve outcomes for students with disabilities. These opportunities included:

- Project Achieve Pilot Project: The Office of Inclusive Education in partnership with the Carson City Schools and the Lyon County School district have implemented Project Achieve to promote access to the general education curriculum for students with the most complex needs. The goal of the project is to increase the percentage of students with low incidence disabilities who score proficient on the reading, math, and science sections of the Nevada Alternate Assessment (NAA) by providing high quality instruction in both self-contained and inclusive settings.

Seventy-two paraprofessionals, and 21 teachers in 15 elementary schools across two LEAs (Carson City and Lyon County Schools) participated in Project Achieve professional learning opportunities this past year impacting 146 students.

- Assess-Plan-Teach (APT): The Office of Inclusive Education in Partnership with the Clark County School District (CCSD) implements APT with the goal to increase the percentage of Nevada's third grade students with disabilities who score proficient on the statewide reading assessment to move students to the least restrictive environment.

A total of 29 schools in CCSD currently participate in APT. Of the 29 schools, 27 received ongoing coaching. The remaining schools are known as referrals schools, who receive support as needed. Additionally, 181 teachers and 158 paraprofessionals from the 29 schools participated in APT professional learning. This project impacts approximately 1,852 students grade 1-4 in the CCSD.

Department Highlights: Inclusivity

The Office of Inclusive Education provided monthly professional learning and technical assistance to special education directors in school districts to ensure timely information was provided regarding legislation, compliance, and accountability measures for student placements in the least restrictive environment.

The Office of Inclusive Education provides monthly technical assistance to the 17 schools districts and the SPCSA Special Education Administrators through the Special Education Directors Association (SEDA). The purpose of these meetings is to assist school districts and charter schools with the knowledge and tools to promote access to the general education curriculum, create inclusive environments for students, and increase student achievement. These monthly meetings provide a standing agenda to inform the school districts and charter schools on federal and state programs as well as legislative and policy updates as it relates to special education.

Each meeting also includes a focused State Indicator, data report or topic area such as transition, significant disproportionality, early childhood, or anything related to the State Performance Plan, Annual Report (SPP/APR) or compliance monitoring activities. Lastly, each agenda includes resource sharing and share out time for the districts to talk about successes and problems of practice. In addition to the monthly meetings, there is a two and a half day in person retreat in December and a 4-day retreat in June. Partnerships included:

- 17 School Districts
- The State Public Charter School Authority
- 35 school district/SPCSA administrators

The Career and Technical Education (CTE) Paraprofessional Project by the Office of Inclusive Education was designed to maximize access and success for special populations and underrepresented learners in career and technical education. NDE provides specialized professional learning to paraprofessionals to support these special populations in the classroom to provide more inclusive opportunities for all to have access to CTE courses, and to promote completion of all courses needed to complete the series. Providing this additional support provides students with the opportunity to not only stay in school and graduate, but to graduate with certificates and skills ready to enter the workforce. This program is currently in five school districts and the SPCSA, making up 12 schools, and supports 21 paraprofessional positions across 42 CTE Programs of Study.

Department Highlights: Community

The Office of Educator Development, Licensure, and Family Engagement (EDLiFE) added pathways to licensure and awarded multiple scholarship programs thanks to state and federal funding. These different teaching pathways and scholarships have accomplished the following:

- Over the last four years, the Commission on Professional Standards worked with EDLiFE, and has added fast track pathways for qualified people to become educators.

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- EDLiFE worked with the University of Nevada Las Vegas for Nevada’s first registered apprenticeship in teaching, helping 500 paraprofessionals to move toward their dream of becoming a teacher.
- An increase of new candidates from 7,900 in 2019, to 9536 in 2021, 9876 in 2022.

The Teach Nevada Scholarship (TNS) is state funded per NRS 391A.575 and helped 307 people earn their teaching credential. In partnership with Great Basin College, Nevada State University, The New Teacher Corps, University of Nevada, Las Vegas (UNLV), University of Nevada, Reno (UNR), Western Governors University, Clark County School District, and Washoe County School District, this scholarship assisted:

- 2022-23: 281 participants
- 2023-24: 192 participants as of February 2024; awaiting UNLV cohort numbers. 1,396 scholarships were approved at the November 2023 State Board of Education meeting.

Incentivizing Pathways to Teaching (IPT) was federally funded using ESSER II money for the 2022-23 school year and state funded per AB515 (2023) for the 2023-24 school year.

In Partnership with Great Basin College, Nevada State University, University of Nevada, Las Vegas (UNLV), and the University of Nevada, Reno (UNR), IPT has assisted:

- 2022-23: 1,339 participants
- 2023-24: 49 participants as of February 2024; awaiting UNLV cohort numbers. 719 scholarships were approved at the November 2023 State Board of Education meeting.

The Nevada Teacher Advancement Scholarship is state funded per AB400 (2023) and has assisted:

- 2023-24: 54 participants as of February; awaiting UNLV cohort numbers. 294 scholarships were approved at the November 2023 State Board of Education meeting.

Goal 2: Access to Effective Educators

Building Educator Workforce in Nevada

Year	Teach Nevada Scholarship (NRS 391A.575)	Incentivizing Pathways to Teaching (ESSER II & AB515)	Nevada Teacher Advancement Scholarship (AB400)
2022-23	281 participants	1,339 participants	N/A
2023-24*	192 participants** 1,396 scholarships	49 participants 719 scholarships	54 participants 294 scholarships

*2023-24 scholarships were approved at the November 2023 State Board of Education meeting and do not reflect UNLV’s Cohort

**Participation numbers are from February 2024

Goal 3: All students experience continued academic growth.

Overview

Goal 3 focuses on ensuring continuous academic growth for all students. We aim to increase access to STEM learning, supporting equity in education. Additionally, we strive to assist schools in exiting Comprehensive School Improvement (CSI) and Additional Targeted School Improvement (ATSI) designation status by providing quality support. Closing opportunity gaps from Pre-K through 8th grade is another priority, ensuring equal chances for success. We seek to increase the number of schools rated 3-, 4-, or 5-stars, promoting inclusivity and excellence. Community engagement is vital, fostering collaboration among schools, families, and local stakeholders. Streamlining reporting requirements enhances transparency, improving accountability and accessibility of information. Through these targeted efforts, we work towards our goal of fostering academic growth while promoting equity, inclusivity, and community engagement.

Department Highlights: Access to Quality

The Office of Student and School Supports provides ongoing professional learning and technical assistance to support all federally designated schools with an emphasis on CSI and ATSI designated schools. The Office facilitated an update to how federal designations for Nevada's public schools are completed and acquired U.S. Department of Education approval of the Every Student Succeeds Act (ESSA) Plan. In 2023:

- 103 public schools were removed from the CSI designation due to updates in entrance criteria.
- 20 out of 174 CSI designated public schools qualified for status exit due to site improvements in accountability measures.
- 197 schools are currently ATSI designated schools.
- TSI entrance and exit designation responsibilities shifted from the State Education Agency (SEA) to the Local Education Agency (LEA) as part of the federal ESSA law.

The Office also released the new Plan4Learning platform to house School and District Performance Plans. This platform provides an automated, efficient location for collection, collaboration, and monitoring of school improvement initiatives and goals between NDE, LEAs, and schools. Beyond housing the improvement plans, schools and districts will be able to upload other reporting requirements such as Literacy Plans, Family Engagement Plans, English Learner Plans, etc. The platform was designed to mimic the paper template for the Continuous Improvement Cycle.

The Office's Federal Interventions Team, in partnership with WestEd, provided professional development around the *6 Essentials*. The *6 Essentials* outlines evidence-based practices for rapid school improvement and includes a menu of options at three support tiers to best meet schools where they are in their Continuous Improvement Process.

Department Highlights: Community

The Office of Teaching and Learning has been instrumental in delivering professional development aimed at cultivating civic engagement among students. Notably, there has been a marked rise in participation during the ongoing 2023-24 school year. Recognizing the pivotal role of civic teaching and learning, it is imperative to understand its multifaceted benefits. By instilling the values of democracy, promoting social cohesion, empowering individuals, nurturing problem-solving skills, and fostering civil discourse, civic engagement lays the groundwork for a well-rounded education. Ultimately, this holistic approach ensures that Nevada's students are not just prepared for the future but are actively shaping it. The professional learning opportunities included:

- The Office of Teaching and Learning spearheaded professional development sessions on the Civic Seal in both 2022 and 2023. This innovative program promises wide-ranging benefits for every Nevada district and charter school. Looking ahead, NDE is gearing up to deliver comprehensive professional development for the Schools of Civic Excellence throughout the upcoming 2024-2025 academic year. NDE's commitment extends to providing tailored training sessions for administrators and educators, alongside informative virtual office hours, ensuring robust support across the educational landscape.
 - In 2022-23, 45 educators participated in professional learning.
 - In 2023-24, 82 educators participated in professional learning.
- Civic Action Projects offer engaging, project-based learning opportunities for K-12 students across all counties and educational institutions. In a collaborative effort, NDE teamed up with United Way of Southern Nevada to craft these impactful projects tailored for educators statewide. The initiative commenced in the 2021-2022 academic year with the development of K-5 project-based learning modules, followed by the creation of grades 6-8 modules in 2022-2023, and culminating with the development of 9-12 modules in 2023-2024. All these meticulously designed project-based learning experiences, along with the Civic Action Projects, will be readily accessible through Canvas, our state's comprehensive learning management system. Moreover, NDE has been proactive in offering professional development opportunities for educators, focusing on effective civic teaching and learning strategies, leveraging these project-based learning modules as invaluable resources.
 - In 2022-23, 180 educators participated in the provided professional learning.
 - In 2023-24, 280 educators participated in the provided professional learning.
- KidsVention serves as a dynamic platform, actively involving students and educators from every county in Nevada in the democratic process. This annual virtual civic field trip, jointly organized by NDE and Voices in Voting, caters to students ranging from grade 5 to grade 12. During KidsVention, participants have the unique opportunity to witness a thought-provoking debate between a state elected official and a high school student. Following the debate, students engage in the democratic process themselves by casting their votes for the debater they believe presented the most compelling position and argument. Thanks to its virtual format, KidsVention ensures accessibility to every

- district and charter school, allowing attendance during regular school hours. Furthermore, the event is recorded for future reference, enabling educators to incorporate it into their curriculum throughout the academic year.
 - In 2022-23, 45 educators participated in the provided professional learning and over 8,000 students were part of the KidsVention experience.
 - In 2023-24, 55 educators participated in the provided professional learning and over 12,000 students were part of the KidsVention experience.

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

Overview

In alignment with goal 4, our primary objective is to ensure that all students are adequately prepared for future endeavors, including postsecondary success and civic engagement. To achieve equity, we aim to boost participation in both college-level and career CTE coursework, thereby providing diverse pathways to postsecondary readiness. Expanding access to CTE programs for all students are vital in promoting inclusivity and addressing the varied learning needs within our community.

Our goal is to reduce graduation rate disparities by providing targeted support and resources, particularly for English learners, thereby fostering a more equitable educational landscape. Additionally, by actively involving stakeholders in policy formulation, we aim to enhance transparency and accountability, ensuring that our initiatives align with the collective vision and needs of our community. Ultimately, our aspiration is to increase college enrollment and prepare students for a future characterized by global competence and civic engagement.

Department Highlights: Equity

The Office of Career Readiness, Adult Learning, and Education Opportunities provided professional learning CTE programs. Over 1,500 participants engaged in learning topics such as:

- Recruiting, Preparing, and/or Retraining Teachers, Faculty, and Staff
- Reducing Performance Gaps and Meeting Performance Goals
- Technical Assistance for Eligible Recipients

Department Highlights: Access to Quality

The Office of Assessment, Data, and Accountability Management reported an increase in College and Career Ready (CCR) diploma recipients. One of the Nevada State Board of Education's goals is to increase the number of graduating students receiving the CCR diploma.

Progress towards this goal included:

- During the 2021-22 accountability year, 7,092 CCR diplomas were issued out of 30,479 earned diplomas. This is a CCR diploma issuance rate of 23.27%.
- During the 2022-23 accountability year, 7,877 CCR diplomas were issued out of 30,171 earned diplomas. This is a CCR diploma issuance rate of 26.11%.

Goal 4: Graduate Future-Ready and Globally Prepared

College and Career Ready (CCR) Diploma Rate Increase

Year	Total # Diplomas	# CCR Diplomas	% CCR Diploma
2021-22	30,479	7,092	23.27%
2022-23	30,171	7,877	26.11%

Department Highlights: Inclusivity

The Office of Student and School Supports reported 7,753 English learner students were enrolled in a CTE course for the 2022-23 school year. Additionally, professional learning and technical assistance were provided in topics areas such as:

- Introduction to the Nevada English Language Development Frameworks
- Foundations for Teaching Multilingual Learners
- Advancing Academic English Language Development for Nevada’s Multilingual Learners
- Facilitators Course for Multilingual Learner Coursework

Since the enactment of the 2017 legislation, enrollment in dual credit courses has surged by an impressive 346%, climbing from 4,229 to 14,861 students. This momentum continued with the implementation of the Nevada System of Higher Education (NSHE) uniform price policy in 2021, further increasing enrollment by 78% from 11,608 to 14,861 students. Presently, 25% of our graduating seniors are participating in concurrent or dual enrollment programs, with each student typically undertaking an average of three courses throughout their high school tenure. We have drastically improved the equity and access gaps in Nevada. Since 2014-2015, to date Black enrollment increased by 477%, Hispanic enrollment increased by 563%, and two or more races increased by 839%. For detailed insights into enrollment trends across various subpopulations, the [NSHE Dual Enrollment Dashboard](#) provides comprehensive historical data.

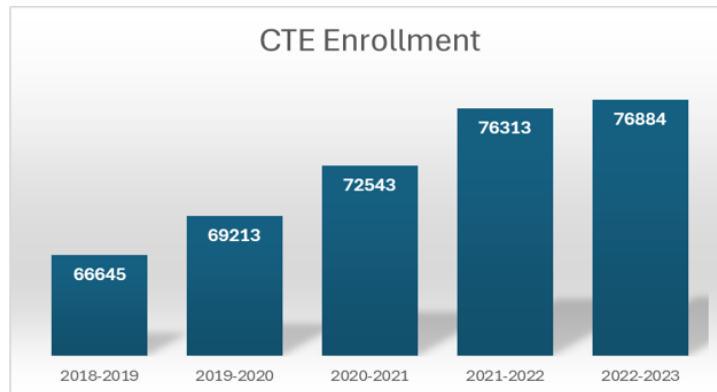
According to the Nevada Report Card for 2024, half of all high school students are currently enrolled in Career and Technical Education (CTE) courses. These courses provide students with essential workplace skills and the opportunity to earn industry-recognized credentials. Additionally, completing CTE credits helps fulfill state graduation requirements and may even earn students college credit.

Goal 4: Graduate Future-Ready and Globally Prepared

Professional Learning for Career and Technical Education (CTE)

- Recruiting, Preparing, and/or Retraining Teachers, Faculty, and Staff
- Reducing Performance Gaps and Meeting Performance Goals
- Technical Assistance for Eligible Recipients

Enrollment in Career and Technical Education (CTE) Courses of Study



Recognizing the importance of making CTE courses accessible in rural areas, recent efforts have focused on using distance learning methods. The Nevada Department of Education (NDE) has created online course materials to support both asynchronous and synchronous learning. Teachers are also being encouraged to teach students in other districts through distance education, expanding access to quality CTE instruction.

In addition to CTE pathways, and Dual Credit options, Advanced Placement (AP) courses are another opportunity for students preparing for college and careers. Nevada students have access to over 30 AP courses and exams statewide. Successfully completing AP courses not only helps students earn a College and Career Ready Diploma but may also fulfill college credit requirements, which is especially beneficial for those planning to attend Nevada's higher education institutions.

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.

Overview

Our primary focus with goal 5 is to facilitate equitable access to a diverse array of educational opportunities bolstered by funding that is transparent, consistent, and compliant with legislative or grant guidelines. To achieve equity, the Pupil-Centered Funding Plan (PCFP) ensures that resources are allocated based on student needs. Comprehensive funding for education is essential to guarantee access to quality educational experiences for all students. Through targeted assistance, we assess and manage financial risks to safeguard the continuity of educational initiatives. This improves customer service and enhances community engagement and satisfaction with educational services. Through equitable funding and proactively managing funds with inclusivity in mind, the activities allow us to address the diverse needs of our student body.

Department Highlights: Equity

The Office of Pupil-Centered Funding implements Nevada's State Education Fund budgets. The PCFP Account and Education Stabilization Account support public education in Nevada by combining designated revenues into a single account to support public education in Nevada. This ensures a more stable stream of funding that can be allocated equitably. The 2022-23 school year marked the second year of implementation for the PCFP. NDE has continued to work with school districts and charter schools to understand the full benefits of the new plan, which includes increased flexibility to allocate funding to where students need the support most. NDE has developed business rules to provide a clear understanding of each mechanism within the model and continues to work with school districts and charter schools to refine implementation.

Department Highlights: Success

The Office of Compliance strategically assesses and manages financial risks to ensure programs are effective. This support ensures awarded funding is invested effectively and transparently. The goal of financial risk assessment and monitoring is to support all subrecipients so that with time all subrecipient represent a low financial risk. Based on school year 2022-23 monitoring, the following information was reported:

- 136 organizations assessed for financial risk.
- 102 organizations received grant funding.
- 100 organizations were financially and administratively monitored.

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

Overview

Within the framework of goal 6, our aim is to cultivate safe and inclusive learning and working environments where individuals' identities and relationships are honored and celebrated. To achieve equity, we are committed to addressing instances of disproportionate discipline, ensuring fair treatment for all members of our community. Implementing a Multi-Tiered System of Supports (MTSS) is crucial to providing access to quality resources and interventions tailored to individual needs, fostering a more supportive environment for all. Success in this endeavor hinges on our ability to enhance overall school safety measures, creating environments where students and staff feel secure and empowered to thrive.

Improving school climate is central to promoting inclusivity, creating spaces where diversity is embraced and respected. Expanding access to behavioral health professionals further supports our commitment to nurturing the well-being of our community members. Additionally, we endeavor to cultivate a public-friendly department through transparent communication and engagement practices, ensuring that the community feels informed and involved in our efforts to create safe and inclusive environments for learning and collaboration.

Department Highlights: Equity

The Office for Safe and Respectful Learning Environments provided numerous professional learning and technical assistance opportunities focused on Restorative Practices (RP) and Social Emotional Learning (SEL) in the 2022-23 and 2023-24 school years to date. Topics for professional learning have included:

- Restorative Practices (RP) for Educators
- Verbal De-Escalation
- Experiential Restorative Events
- Adult Social Emotional Learning (SEL) and Restorative Practices (RP)
- RP 101/Awareness
- Restorative Justice Conferencing
- Restorative Community of Practice
- SEL 101 Through a Restorative Lens

In addition to the professional learning, \$5 Million in ESSER III funding was dedicated to professional learning related to trauma informed restorative practices and decreasing discipline disparities.

Department Highlights: Access to Quality

The Office for Safe and Respectful Learning Environments (OSRLE) funded the University Nevada, Reno to assist districts with implementing MTSS. In 2022–23, this MTSS project was implemented in eight school districts. Collectively, participating schools served 145,239 students, ranging from 126 students at Pyramid Lake Schools to 106,876 students in Clark County School District. When looking at student outcomes, results show that schools across the board are struggling to reach pre-pandemic levels on most dimensions of student success; yet higher implementing schools outperformed lower-implementing sites in almost all instances in the following: average daily attendance; chronic absenteeism; and incidents related to weapons, violence, use/possession of controlled substances, bullying, cyberbullying, and race discrimination. These promising results suggest that the initiative’s efforts to assist schools in implementing MTSS with fidelity are leading to improved outcomes for higher-implementing sites.

OSRLE also assisted with professional learning and have included:

- Tier 1, 2, and 3 Workshops
- Team Technical Assistance Training
- MTSS Coaching Support (Team and Individual)
- Positive Behavior Systems
- Specialty Coaching for Substance Abuse, Mental Health Integration, and Systems and Screenings

In addition, professional learning for anti-bullying and school safety measures included:

- School Transportation Summit
- School Safety Conference
- Western Pupil Transportation Community of Practice Group
- SafeVoice Training
- Bullying Laws and Mandates
- Threat Assessment Forum
- NRS Requirements of School Boards

Department Highlights: Inclusivity

The Office for Safe and Respectful Learning Environments conducted the annual NDE on inclusive and supportive school climates. According to the 2022-23 student climate surveys:

- In the area of Cultural and Linguistic Competence, 73% of schools had favorable conditions and 27% of schools had most favorable conditions.
- In the area of Relationships, 87% of schools had favorable conditions and 13% of schools had most favorable conditions.
- In the area of Emotional Safety, 84% of schools had favorable conditions and 16% of schools had most favorable conditions.
- In the area of Physical Safety, 62% of schools had favorable conditions and 38% of schools had most favorable conditions.

According to the 2022-23 staff climate surveys:

- In the area of Cultural and Linguistic Competence, 55% of schools had favorable conditions and 45% of schools had the most favorable conditions.
- In the area of Relationships, 73% of schools had favorable conditions and 27% of schools had most favorable conditions.
- In the area of Emotional Safety, 56% of schools had favorable conditions and 44% of schools had most favorable conditions.
- In the area of Physical Safety, 67% of schools had favorable conditions, 30% of schools had most favorable conditions, and 3% of schools had least favorable conditions.
- In the area of Bullying, 42% of schools had favorable conditions and 58% had the most favorable conditions.

Department Highlights: Transparency

NDE released a redesigned website interface focused on providing a user-friendly mobile and desktop experience. The update went live in 2023 and aims to increase engagement with the Nevada community as well as current and prospective educators, students, and families.

Conclusion

In conclusion, the Statewide Plan for the Improvement of Pupils serves as a foundational roadmap for advancing educational excellence and equity in Nevada. As we reflect on the challenges and successes of the past, we recognize the need for ongoing refinement and adaptation to meet the evolving needs of our students and communities. Looking ahead, we acknowledge that the landscape of public education is continually changing, shaped by factors such as emerging technologies, shifting demographics, and societal trends. Therefore, NDE is prepared to learn and adapt as necessary to ensure our practices remain collaborative, relevant, and responsive.

Throughout 2024 and into 2025, the NDE will continue and monitor the Department's impact on public education through measurable items in the STIP (2020). Additionally, the following enhancements and adjustments will be pursued to improve transparency and ensure that the values and goals are monitored and at the forefront of the Department's work:

- Develop a public-facing dashboard to provide quarterly updates on NDE efforts
- Align legislative initiatives to the goals, values, and strategies of NDE
- Produce a new 5-year strategic plan (2025-2030), building upon the success of the current plan and leveraging available opportunities and initiatives in public education and the State of Nevada
- Conduct workshops to allow input from the community for future efforts and focus

The Department is committed to revising and updating the STIP to ensure its relevance and effectiveness in driving positive change. This process will involve robust stakeholder engagement, data analysis, and strategic planning to identify priority areas for intervention and set measurable goals for improvement. By focusing on actionable strategies and measurable outcomes, we aim to enhance the impact of the Department's initiatives on public education in Nevada.