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# **Nevada Department of Education**

## **Program Outcomes**

Jhone M. Ebert  
*State Superintendent of Public  
Instruction*

January 5, 2021

# Nevada Department of Education Values



**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 expectations and outcomes for students and educators



**Inclusivity:** Learners are served in their least restrictive environment in culturally responsive schools



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



**Transparency:** Districts, schools, and communities are served through efficient and effective use of public funds and high-quality customer service

# 2020 State Plan for the Improvement of Pupils Goals



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



All students have access to **effective educators**.



All students experience **continued academic growth**.



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



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**.



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



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**Student  
Achievement  
Division**

Dr. Jonathan Moore  
*Deputy Superintendent for Student  
Achievement*

# Presentation Overview



- ✓ Office of Early Learning and Development (OELD)
- ✓ Office of Standards and Instructional Support (SIS)
- ✓ Office of Inclusive Education (OIE)
- ✓ Office of Student and School Supports (OSSS)
- ✓ Office of Assessment, Data, and Accountability Management (ADAM)
- ✓ Legislative Requests
- ✓ Appendix



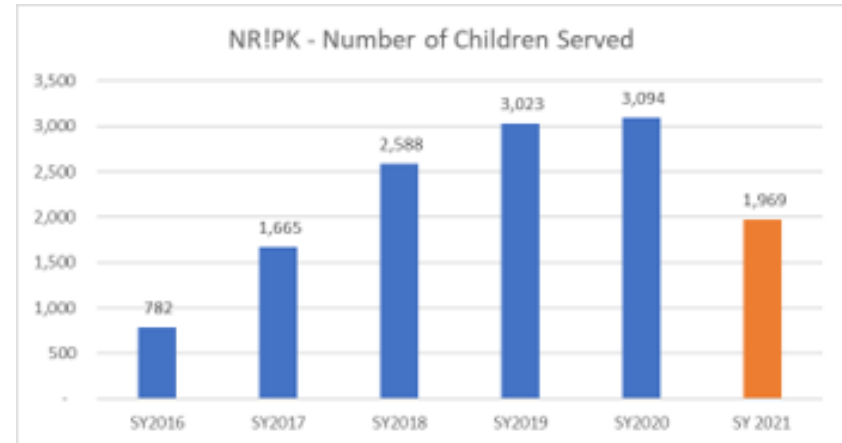
**Office of Early  
Learning and  
Development  
(OELD)**

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# Nevada Ready! State Pre-K Enrollment



- **Targeted Population** – 4-year-old children at 200% of Federal Poverty Level (\$52,400 for a family of 4)
- **In 2019-20 school year**, the Nevada Ready! State Pre-K (NR!PK) program served 3,094 4-year-old children across 13 subgrantees (10 LEAs and 3 community-based programs)
- **In 2020-21 school year**, enrollment for NR!PK was down to 1,969 (36.4%)





- ❖ The Nevada Ready! State Pre-K program strives to meaningfully include children with special needs into our general education settings
- ❖ In the 2020-21 school year, **12% of enrolled children are children with IEPs**. This rate exceeds our goal of 8.15%, which is the number of 4-year-old children with special needs statewide



# Nevada Ready! State Pre-K Screening



The Nevada Ready! State Pre-K program has observed growth from two perspectives. First, the **Brigance Early Childhood Screen III** measures whether a child is below normal delays, within normal limits, or at above gifted cutoff. From the start to finish, an average of 20% or more of students shift from screening below delays to within or above. This shift was observed in school years 2017-18 and 2018-2019

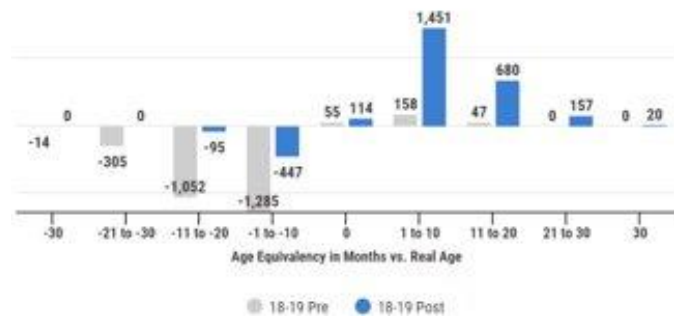
### NR!PK BRIGANCE DATA

Below are the Brigance Screener III results for participating in Nevada Ready! State Pre-K programs from 2017-2019. One of our indicators is that 80% of students exiting Pre-K will demonstrate progress and growth in school readiness as measured by the screener. The past two cycles have illustrated that:

1. When entering NR!PK, nearly 51% of the students are screened at Within or Above Limits.
2. When exiting NR!PK, 74% or more are screened at Within or Above Limits.



This chart shows the difference between a student's age cohort and Age Equivalency (AE) in months. Example: A child's cohort is 4y11m, but their AE might be 3y11m (-12 months lower other students their age). In the Pre, 269 kids screened at or above their real age. In the Post, that number rose to 2,422.



Age equivalency compares a child's chronological age with their age cohort. This method accounts for children receiving different Brigance Screens depending on being 4 or 5 years old. **The data suggests that students in NR!PK are coming into the program are behind students of their chronological age. By the end of the school year, students are making large gains to catch up to their cohort age or screening above it.**



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**Office of Standards  
and Instructional  
Support (SIS)**



# Overview of Standards Development

## STANDARDS

**What** a child needs to know and be able to do at each grade. **Adopted by the Nevada State Board of Education.**

## CURRICULUM

**How** the standards are designed to be taught; including any resources, texts, and specific instructional units or strategies used in the classroom. **Selected by school districts and schools.**

*Curriculum = standards + the means*

## INSTRUCTION

**Action and method** of implementing the curriculum and standards by the educator. This is how the educator facilitates learning to ALL students. **Selected by educators within school districts and schools.**

**Proposal Stage**

- NDE seeks approval from the Council to Establish Academic Standards Approval to review current standards

**Preparatory Stage**

- Select review committee
- Review standards from other states
- Review national frameworks or guidelines

**Committee Stage**

- Review national standards and national initiatives
- Prepare revisions, additions, and or rewrite the standard

**Publish Stage**

- Release approved standards on the NVD OE website
- Communicate new standards to all districts, SPSCA, and Regional Professional Development Programs
- Release standards implementation, model curriculum, instructional materials, and digital learning courses timeline

**Approval Stage**

- Prepare recommended revisions for the Council to Establish Academic Standards
- Prepare approved recommendation to the State Board of Education for final approval

**Public Review Stage**

- Prepare draft standards for public hearing and public comment
- Committee reviews and reconciles all comments
- Committee makes edits that are necessary
- Prepare draft of standards to be recommended for approval

# Nevada Digital Learning Collaborative (NvDLC)



### Goal

To reach every educator, student, and family member in Nevada with the professional learning and curricular resources they need to successfully navigate the online/hybrid learning environment

### Partnership Goal

As of January 4, 2021, ALL students in NV who are engaged in distance learning now have access to a digital device, connectivity, and high-quality learning as educators receive digital resources and supports though the NV Digital Learning Collaborative and devices/connectivity through public/private partnerships: [connectingkidsnv.org](http://connectingkidsnv.org)

### NvDLC Website

[nvdigitallearning.org](http://nvdigitallearning.org)



### Digital Engineer State Representation

Districts / Schools	# of Digital Engineers
Carson City	3
Clark	37
Charter Schools	3
Churchill	1
Douglas	2
Elko	3
Humboldt	1
Lyon	1
Mineral	1
Private Schools	3
Washoe	15
RPDPs	5 (representation from all three regions)



- 24,648 middle school students
- 1,300 middle school teachers



- Carson City School District
- Churchill County School District
- Clark County School District
- Elko County School District
- Humboldt County School District
- Lander County School District
- State Sponsored Charter Schools
- Washoe County School District
- White Pine County School District



## Funding for 1:1 technology, software, networking, and professional development

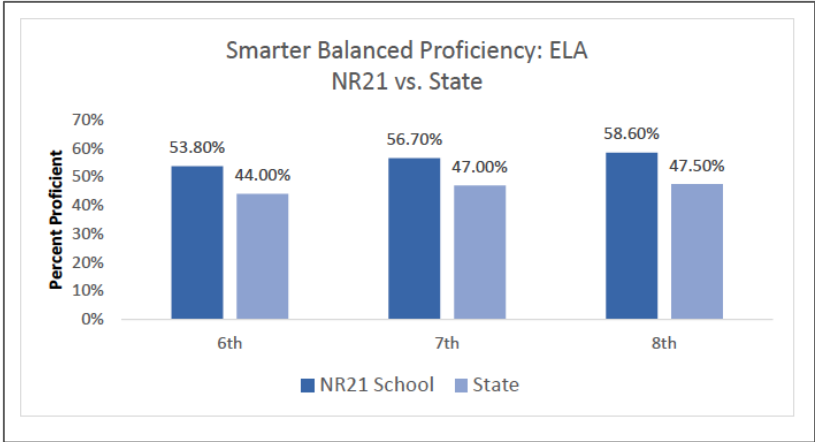
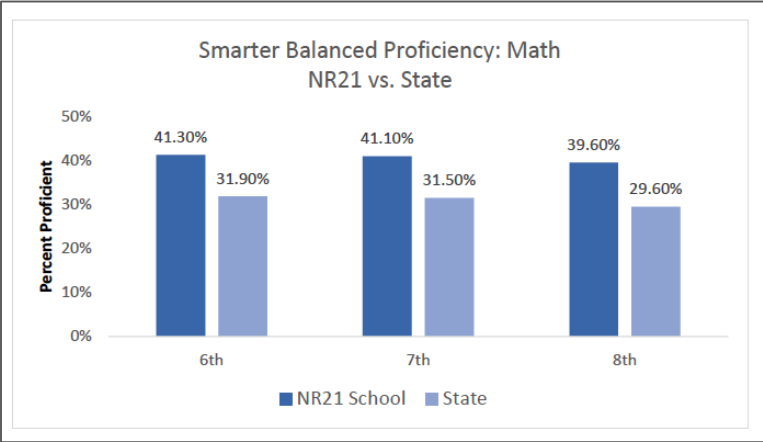
- FY 18 - \$10,000,000
- FY 19 - \$10,000,000
- FY 20 - \$1,474,904
- FY 21 - \$0
- No additional schools have been added to NR21 due to the reduction of funding



# Nevada Ready 21: Student Outcomes

## Student Outcomes

### 2018-2019 Smarter Balanced Proficiency



**62%**  
of students are asked to identify and solve authentic problems using technology at least monthly



*Launch of first statewide drone-coding project*

# Nevada Ready 21: Teacher Outcomes

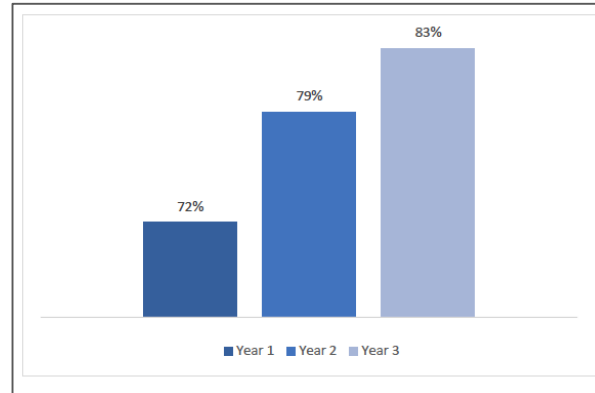


## Teacher Outcomes

- ❖ Increase in teacher confidence in ability to find new technologies and use technology in the classroom
- ❖ Increase in teachers who report using technology to design personalized learning experiences to accommodate student needs
- ❖ Increase in teachers who agree they had access to high quality tech support
- ❖ Increase in the use of technology to engage in authentic problem solving
- ❖ Increase in the use of technology to collaborate with classmates and complete online assessments

## COVID-19 Impact

- ❖ NR21 schools were prepared for distance learning with 1:1 devices for students
- ❖ Despite supply-chain concerns the NR21 schools were prioritized to get additional devices from the vendor (CTL)
- ❖ Partnerships between districts and CTL to develop an optional drop shipment of devices to student home instead of schools when necessary



*Percentage of Teachers Who Feel Confident Using Technology in the Classroom*

# Read by Grade 3



## Targeted Population

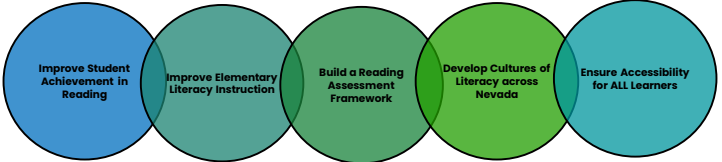
All Nevada K-5 public elementary students reading below grade level (per AB 289 - 2019); (2019-2020 Total = 114,559 students)

## Funding Allocations/Goals and Requirements

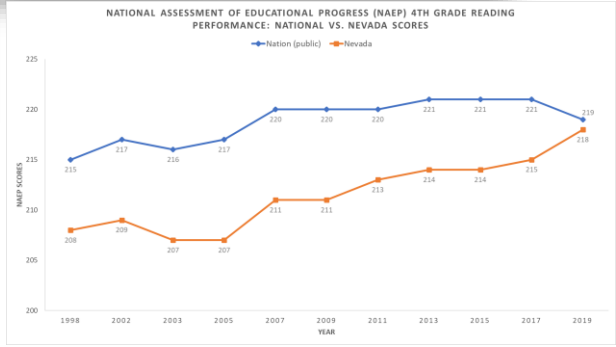
FY 2020	FY 2021
\$31.4 million	\$0



### Read by Grade 3 Program Goals



## Outcomes



Since the start of Read by Grade 3 in 2015, the trajectory of Nevada's early reading scores has improved according to the 2019 National Assessment of Educational Progress (NAEP).  
*(See Read by Grade 3 Appendix)*

## COVID-19 Impact

- Data was not available for the 2019-2020 school year for the Read by Grade 3 required MAP Growth Reading Assessments due to the Assessments Waiver provided by the U.S. Department of Education



# Computer Science

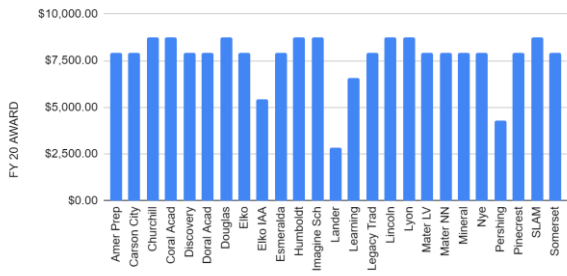


## Goals

- ALL NV K-12 students have equitable access to high quality computer science (CS) education;
- ALL in-service K-12 educators have access to ongoing CS professional learning (PL); and
- ALL participants in NV pre-service elementary and secondary teacher pathway programs receive training in grade-level, age appropriate, and equitable CS Ed prior to entering the field

[National Report](#) | [Nevada Report FY20 & FY21 Grant Allocation Data](#)

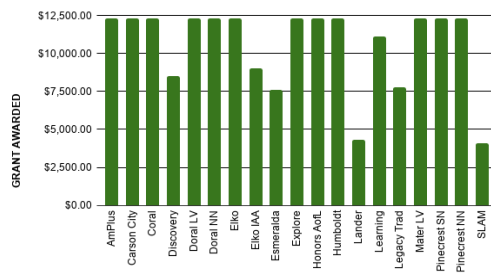
FY2020 Grant Allocations



RURAL DISTRICTS AND CHARTERS (excluding Clark & Washoe)

FY20: Clark award \$400K  
FY20: Washoe award \$100K

FY 2021 Grant Allocations



RURAL DISTRICTS AND CHARTERS (excluding Clark & Washoe)

FY21: Clark award \$400K  
FY21: Washoe award \$100K

## Access and Participation by Race/Ethnicity

### Overall Student Demographics



### Demographics in Schools Teaching AP CS



### Demographics of Students Taking AP CS Exams

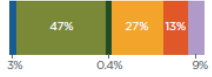


**LEGEND**

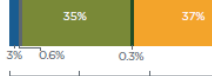
- Black/African American
- Native Hawaiian/Pacific Islander
- Hispanic/Latino/Latina
- Native American/Alaskan
- White
- Asian
- 2+ Races/Other

## AP CS Participation by Race/Ethnicity and Gender

### Female Students



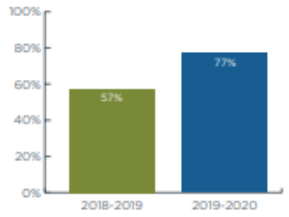
### Male Students



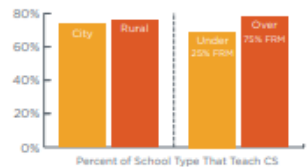
Total Number of CS Exams Taken

Black students are 4 times less likely, Pacific Islander students are 6 times less likely, and Native American students are 2.7 times less likely than their white and Asian peers to take an AP CS exam when they attend a school that offers it.

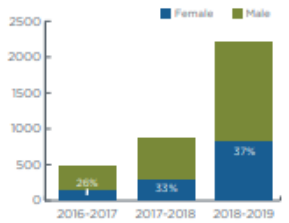
## High Schools Teaching CS



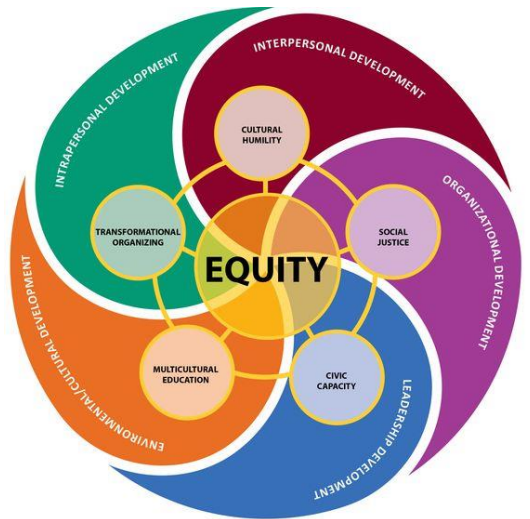
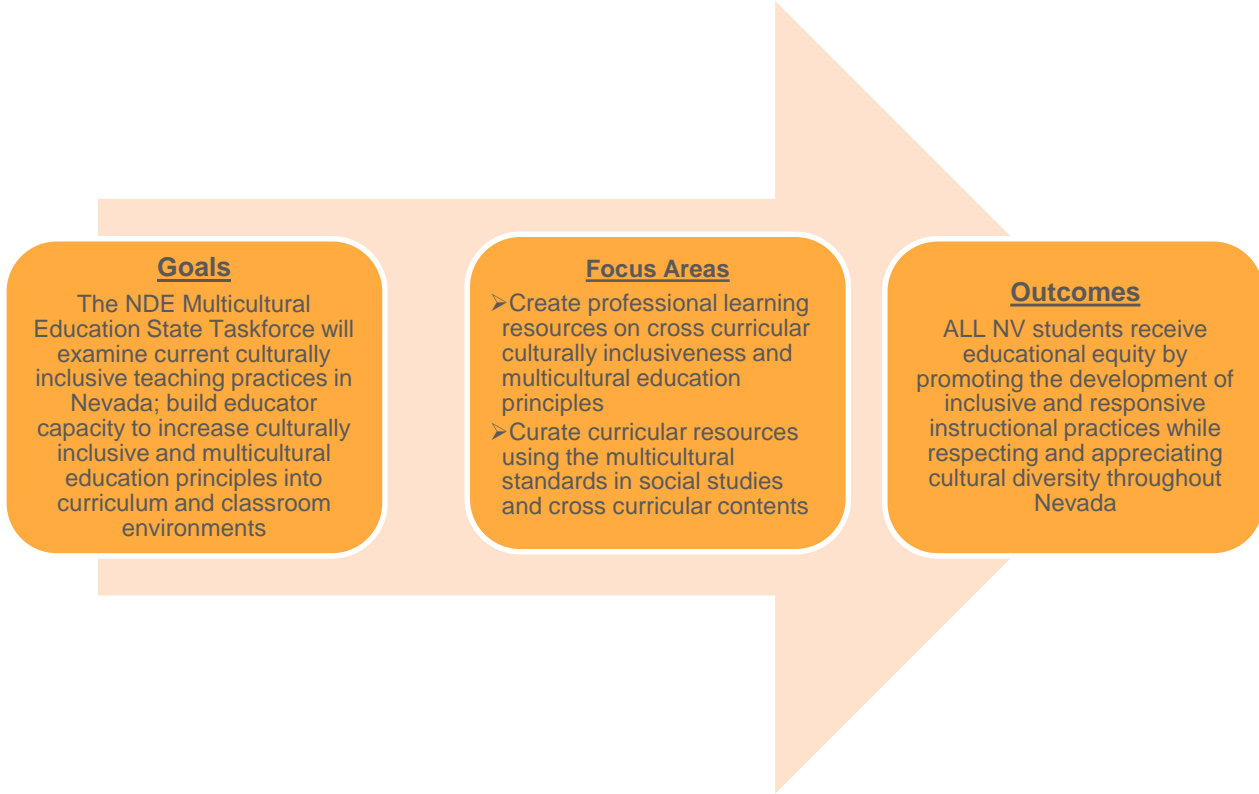
## High Schools Teaching CS by School Type



## AP CS Student Participation



# Multicultural Education





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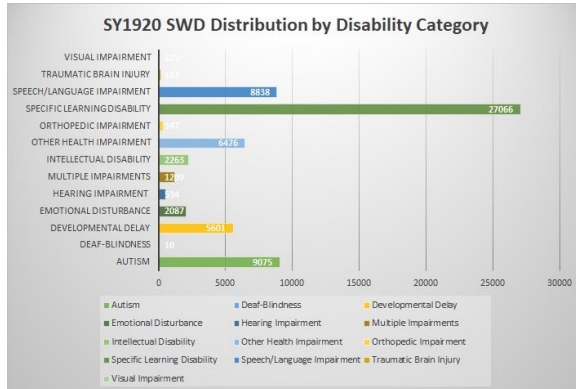
**Office of Inclusive  
Education (OIE)**

# Special Education

## Target Population

Students with Disabilities who receive special education services ages 3 through 21

Total Number of Students Receiving Services in Nevada  
63,828



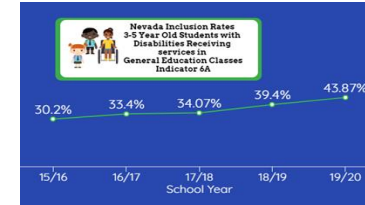
## Student Outcomes

**Goal 1: Early Childhood Inclusion**  
Increase the number of students with disabilities who participate in inclusive Pre-School

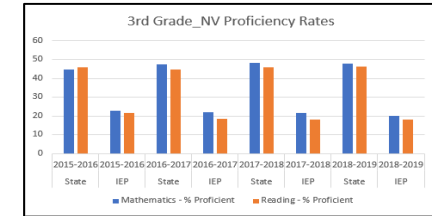
**Goal 2: Reading/Language Arts**  
Improve performance of third grade students with IEPs on statewide assessments of reading/language arts

**Goal 3: Graduation Rates**  
Improve graduation rates for students with disabilities and prepare students to be college and career ready with an ultimate outcome of integrated employment and independent living upon exit from the public school system

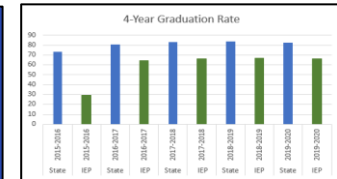
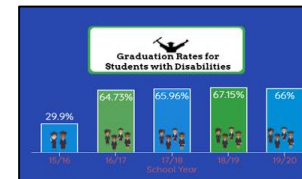
## Early Childhood Inclusion Rates



## 3rd Grade ELA Proficiency Rates



## Graduation Rates



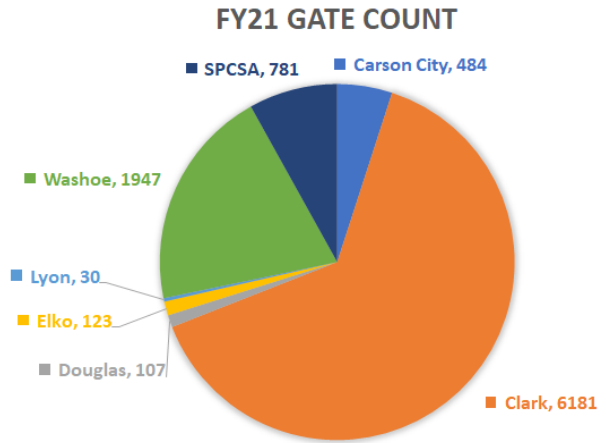
# Gifted and Talented Education



## Targeted Population

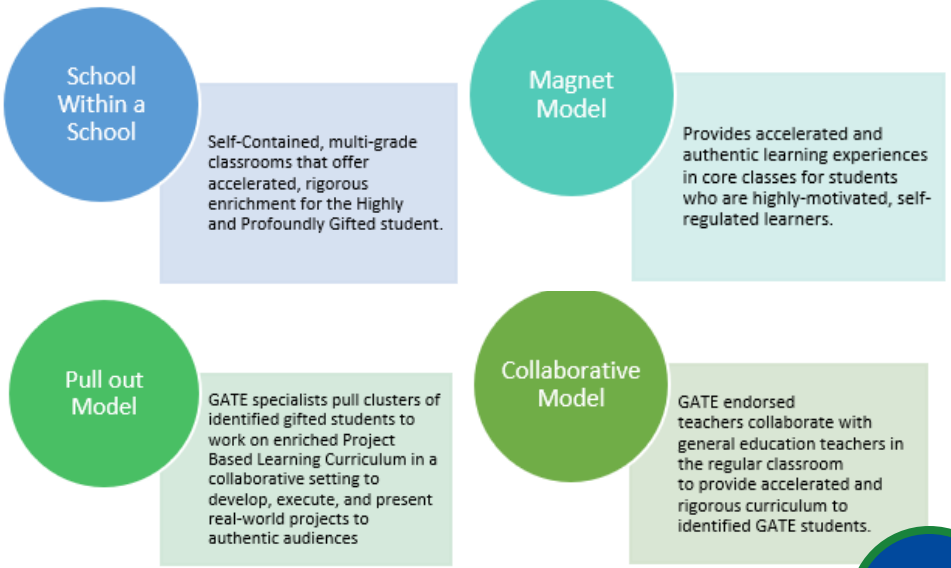
Gifted and Talented Education targets students who have been identified to perform, or have the ability to perform at significantly higher levels compared to others of the same age, experience, and environment in one of more domains

In FY21 GATE made up **9,663** of the statewide student population



## Student Programs and Services

- ✓ **13** Active Programs in FY21
- ✓ **2** New Programs will be added in FY22
- ✓ Programs and services are being offered in a variety of service models that range from **2nd grade to 12th grade**

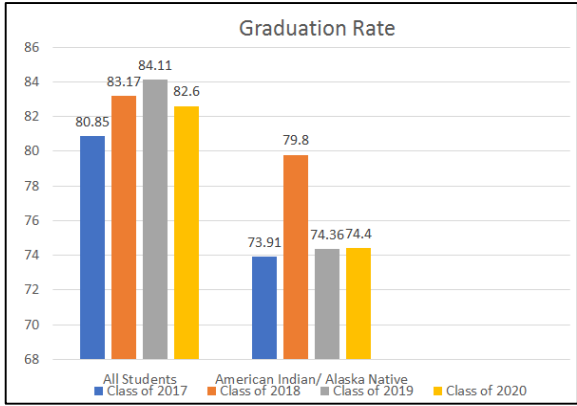


# Indian Education



## Targeted Population

- American Indian or Alaska Native (AIAN) refers to a person having origins in North American who maintain tribal affiliations or community attachment
- AIAN make up **4,106** of statewide student population or a total percentage of 0.82
- There are **27** federally recognized tribes indigenous to Nevada



## Student Outcomes

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

**Goal: To promote and prepare AIAN Students for college and career ready**

**Goal: To improve performance of AIAN students on statewide assessments of reading/language arts and math**

Grade	All Students			Am In/AK Native		
	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
Grade 8	46.36	47.42	47.47	33.01	31.84	33.86
Grade 7	46.88	46.97	49.90	34.01	32.92	31.21
Grade 6	42.41	43.90	45.91	28.81	28.08	29.93
Grade 5	50.20	50.35	51.95	30.00	28.84	37.17
Grade 4	40.21	48.48	49.28	27.84	32.65	35.57
Grade 3	44.77	46.09	46.30	26.47	32.49	25.93

State SBAC ELA Proficiency Trend

Grade	All Students			Am In/AK Native		
	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
Grade 8	17.40	29.53	30.30	14.23	10.77	19.76
Grade 7	29.03	31.42	32.40	18.04	22.22	18.78
Grade 6	30.26	31.85	34.20	17.00	16.35	17.30
Grade 5	33.83	35.88	36.76	18.51	17.03	19.42
Grade 4	40.69	41.55	43.94	21.02	23.25	27.15
Grade 3	47.53	48.25	47.83	27.43	35.64	26.19

State SBAC math Proficiency Trend



**Office of Student  
and School  
Supports (OSSS)**

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## Targeted Population

Schools with high concentrations of English learners (EL)

## Funding Allocation

District	2018 Students Served	Allocation 2019-2020	2019 Students Served	Allocation 2020-2021
Clark	28,330	\$37,981,010	29,532	\$37,649,072
Washoe	12,289	\$6,917,574	12,050	\$7,042,657
Other LEAs	3,747	\$5,051,416	4,728	\$5,258,271
<b>Total</b>	<b>44,366</b>	<b>\$49,950,000</b>	<b>46,439</b>	<b>\$49,950,000</b>

**Other LEAs\*:** Only schools in Clark and Washoe County School Districts are considered Zoom Schools. Schools in other local education agencies receive SB 467 funds to provide allowable programs/services for English Learners.

## Outcomes

Star Rating	2018 NSPF	2019 NSPF	2020 NSPF*
Schools not rated	1	0	0
1-Star schools	14	9	9
2-Star schools	33	39	39
3-Star schools	11	9	9
4-Star schools	3	3	3
5-Star schools	1	2	2

2020 NSPF\*: Due to COVID-19, the 2019-20 Star Rating and Index Scores were carried over from the 2018-2019 school year.

## COVID-19 Impact

At the end of FY 20, \$1.6 million of Zoom funds were unspent as a result of a state request to stop spending funds early in the COVID-19 pandemic, in order to address the anticipated state revenue shortfalls. This amount was balanced forward to FY 21. In many cases, Zoom districts and schools were not able to provide anticipated Zoom programs and services in April, May, and June 2020.





## Targeted Population

Low-performing schools in highest poverty zip codes

## Funding Allocation

District	2018 Students Served	Allocation 2019-2020	2019 Students Served	Allocation 2020-2021
Clark	17,714	\$20,036,894.49	17,209	\$19,984,493.89
Democracy Prep	479	\$591,964.03	494	\$627,557.84
Elko	1005	\$1,242,012.22	972	\$1,180,226.36
Humboldt	85	\$105,045.81	93	\$118,143.48
Nye	116	\$143,356.63	104	\$132,117.44
Washoe	2331	\$2,040,360.37	2,328	\$2,957,398.08
<b>Total</b>	21,730	\$25,000,000	21,200	\$25,000,000

## Outcomes

Star Rating	2018 NSPF	2019 NSPF	2020 NSPF*
Schools not rated	1	0	0
1-Star schools	14	18	18
2-Star schools	16	12	12
3-Star schools	4	5	5
4-Star schools	0	0	0

2020 NSPF\*: Due to COVID-19, the 2019-20 Star Rating and Index Scores were carried over from the 2018-2019 school year.

## COVID-19 Impact

At the end of FY 20, \$2.9 million of Victory funds were unspent as a result of a state request to stop spending funds early in the COVID-19 pandemic, in order to address the anticipated state revenue shortfalls. This amount was balanced forward to FY 21. In many cases, Victory schools were not able to provide anticipated Victory programs and services in April, May, and June 2020.

# Senate Bill (SB) 178 New Nevada



## Funding Allocation

District	Students Served	Allocation 2019-2020
Carson City	1123	\$1,347,600
Churchill	231	\$277,200
Clark	46,576	\$55,891,200
Douglas	263	\$315,600
Elko	743	\$891,600
Esmeralda	14	\$16,800
Eureka	2	\$2,400
Humboldt	411	\$493,200
Lander	49	\$58,800
Lincoln	76	\$91,200
Lyon	1123	\$1,347,600
Mineral	112	\$134,400
Nye	893	\$1,071,600
Pershing	99	\$118,800
SPCSA	2658	\$3,189,600
Storey	23	\$27,600
Washoe	3670	\$4,404,000
White Pine	215	\$258,000
<b>Total</b>	<b>58,281</b>	<b>\$69,937,200</b>

## Targeted Population

Services for English Learners (EL) and Free or Reduced Lunch (FRL) students in bottom quartile (Not on IEP or in Zoom or Victory Schools)

## Outcomes

In comparing the Nevada School Performance Framework results between the 2018-2019 and 2017-2018 school years:

- 64.58% of SB 178 schools increased Math proficiency for English Learners
- 63.92% of SB 178 schools increased ELA proficiency for English Learners
- 60.34% of SB 178 schools increased Math proficiency for Economically Disadvantaged Students (FRL)
- 66.96% of SB 178 schools increased ELA proficiency for Economically Disadvantaged Students (FRL)

## COVID-19 Impact

There is no state funding for this program for the 2020-2021 school year, based on the Special Legislative Session in 2020.



## Funding Allocation

District	Allocation 2019-2020
Carson City	N/A
Churchill	N/A
Clark	\$1,014,477.00
Douglas	N/A
Elko	\$275,006.12
Esmeralda	N/A
Eureka	N/A
Humboldt	\$129,151.52
Lander	N/A
Lincoln	N/A
Lyon	\$29,523.5
Mineral	\$11,833.80
Nye	\$235,483.40
Pershing	N/A
SPCSA	N/A
Storey	\$104.40
Washoe	\$246,649.00
White Pine	N/A
<b>Total</b>	<b>\$1,942,228.74</b>

## Targeted Population

Underperforming schools to assist in school improvement

## Outcomes

- Funding sustained instructional and curricular design improvements in science/STEM courses
- 74 school and district leaders participated in a professional learning cohort in 2019-20. Over 160 total have participated over last 4 years
- 100% of the Turnaround grant went toward evidenced-based interventions and strategies (ESSA Evidence Levels 1-4)
- Developed the Nevada Learning Network, a platform for collaboration and resource sharing for school and district leaders

## COVID-19 Impact

There is no state funding for this program for the 2020-2021 school year, based on the Special Legislative Session in 2020.

# College and Career Readiness



## Funding Allocation

District	Advanced Placement	Dual Enrollment	STEM	Work-Based Learning
Carson City	\$27,961	\$566,799	\$2,092,548	\$140,643
Churchill	\$28,160			\$18,960
Clark	\$556,500			\$599,910
Douglas	\$17,360	\$168,880	\$77,850	\$46,000
Elko			\$293,052	
Esmeralda				
Eureka				
Humboldt	\$52,748		\$205,749	
Lander		\$52,500		\$2,000
Lincoln				
Lyon		\$282,210		\$90,000
Mineral				
Nye		\$9847		\$62,165
Pershing				
SPCSA				
Storey		\$48,000	\$44,137	
Washoe	\$134,250		\$569,936	\$159,805
White Pine			\$170,004	
Charter Schools	\$539,855	\$1,270,556	\$576,762	\$323,577
NSHE		\$646,696		
<b>Total</b>	<b>\$661,600</b>	<b>\$2,774,514</b>	<b>\$1,438,165</b>	<b>\$787,252</b>

## Targeted Population

Provide high school students access to Advanced Placement, dual enrollment, STEM, and work-based learning experiences.

## Outcomes

- ❖ The number of Dual Enrollment Students increased from 4,126 to 8,380, the **number of traditionally underrepresented students increased from 1,857 to 4,701 over two years (2017-2019)**
- ❖ The number of **underserved students enrolled in AP courses increased from 7,176 to 10,352 (2017-2019)**
- ❖ For the past 3 years, **funding has supported the AP Summer Institute for all AP teachers to gain knowledge on curriculum delivery.**  
Sponsored by College Board and hosted by Clark County

## COVID-19 Impact

There is no state appropriation for this program for the 2020-2021 school year, based on the Special Legislative Session in 2020. Due to lack of funding, participation in Dual Enrollment is anticipated to decrease for underserved populations and College Coordinator positions were eliminated. Work experience, apprenticeship and job shadowing opportunities have not taken place since March 2020.

# Opportunity Scholarship



## Funding Allocation

School Year	Maximum Tax Credits Available
2015-2016	\$5,000,000
2016-2017	\$5,500,000
2017-2018	\$26,050,000*
2018-2019	\$26,655,000*
2019-2020	\$11,400,000**
2020-2021	\$11,400,000**

\*The 2017 Nevada legislature approved an additional \$20 million per year of the biennium to the allocated \$6.05 million for FY18 and the \$6.655 million for FY19

\*\*The 2019 Nevada legislature approved an additional \$4.745 million per year of the biennium to the allocated \$6.655 million for FY20 and FY21

## Targeted Population

Students from households with income within 300% of the federal poverty guidelines (\$78,600 for a family of 4).

## Outcomes

- **1,055 students received Opportunity Scholarships** to attend a school of choice in 2020
- In the 2018-2019 school year, **71.5% of scholarship recipients increased their assessment scores in ELA and math**
- The scholarship program serves **families with an average household income of approximately \$49,000 a year**
- Approximately **68% of scholarship recipients identify as a member of a historically underserved racial and ethnic group**

## COVID-19 Impact

The pandemic resulted in an increase in the number of families seeking a scholarship; however, the amount of funds available was not enough to satisfy the demand.

# Federal Entitlement Programs in OSSS



## Formula Funding Supplemental Allocation

District	Title IA	Title ID	Title III	Title IVA
Carson City	\$1,310,463	\$16,734	\$94,282	\$102,833
Churchill	\$597,390	\$0	\$22,228	\$46,169
Clark	\$103,028,592	\$461,569	\$4,970,181	\$7,835,713
Douglas	\$546,179	\$36,256	\$27,314	\$48,194
Elko	\$857,971	\$29,284	\$89,572	\$66,880
Esmeralda	\$20,424	\$0	\$942	\$10,000
Eureka	\$0(declined)	\$0	\$942	\$0(declined)
Humboldt	\$515,977	\$0	\$30,423	\$31,113
Lander	\$116,984	\$0	\$6,687	\$10,000
Lincoln	\$114,649	\$0	\$1,184	\$10,000
Lyon	\$1,515,334	\$12,550	\$51,709	114,240
Mineral	\$168,765	\$0	\$7,158	\$12,144
Nye	\$1,347,851	\$0	\$42,855	\$105,797
Pershing	\$139,667	\$0	\$4,992	\$10,079
SPCSA	\$6,552,157	\$0	\$322,027	\$430,850
Storey	\$31,991	\$0	\$0	\$10,000
Washoe	\$10,328,151	\$156,878	\$929,725	\$923,488
White Pine	\$201,182	\$0	\$2,731	\$15,587
<b>Total</b>	<b>\$127,393,727</b>	<b>\$713,271</b>	<b>\$6,606,124</b>	<b>\$9,783,094</b>

## Targeted Population

Title IA	Title ID	Title III	Title IVA
Schools with high percentages of children from low-income families	Students in neglected and delinquent situations	English learners	Provide students access to a well-rounded education

## Highlights

- These are **supplemental** funds (cannot supplant state funds for education)
- School districts can braid funding across programs
- United State Department of Education (USED) afforded school districts certain flexibilities due to COVID-19 pandemic



**Office Assessment,  
Data, and  
Accountability  
Management**

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# The Nevada State Assessment System



	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Brigance	█													
MAP		█	█	█	█									
Smarter					█	█	█	█	█	█				
Science							█			█		█		
ACT													█	
NAA					█	█	█	█	█	█	█	█	█	█
WIDA		█	█	█	█	█	█	█	█	█	█	█	█	█



# Why do we assess students?



## To advance equity, access, and opportunity

- The federal Every Student Succeeds Act (ESSA) provides an opportunity for states, districts, and schools to ensure that **all students – and particularly those who have been historically underserved by our education system – receive equitable access to high-quality educational opportunities**
- The Nevada Department of Education (NDE), in partnership with our stakeholders, designed Nevada’s ESSA plan to **advance equity and excellence for all students**, regardless of age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status
- **The Nevada State ESSA plan uses multiple measures of accountability, including assessments of students’ progress**
- A well-formed assessment can **provide educators with needed clarity regarding specific skills and knowledge they wish to promote for their students.**

# Assessment Requirements Under ESSA



## Every Student Succeeds Act (ESSA) – Assessment requirements

- ESSA maintains the requirement that states test students annually in reading or English language arts and mathematics in grades 3-8 and once in grades 10-12, and in science once in each of the following grade spans: 3-5, 6-9, and 10-12. States must provide alternate assessments to the one percent of students with severe cognitive disabilities
- ESSA requires that students who are identified as English Learners (ELs) in all three school levels are measured annually for English Language Proficiency
- ESSA requires that each state choose a college and career readiness (CCR) assessment; in 2014, the State Board of Education chose the ACT as the CCR assessment administered to all 11<sup>th</sup> grade students

## The Nevada School Performance Framework (NSPF) – Use of Assessments

- The NSPF Academic Achievement (AA) Indicator includes mathematics and English Language Arts (ELA) proficiency for all school levels (elementary, middle, and high school). Science proficiency is also reported under the AA Indicator for all school levels. A Read-By-Grade-3 measure that examines third grade proficiency in ELA is also included for elementary schools. The AA Indicator will contribute 20-25% to a school's total index score (*for a more detailed description, please see slide 55*)
- The Growth Indicator and the Closing Opportunity Gaps Indicator are calculated using mathematics and ELA results
- The College and Career Readiness (CCR) Indicator uses ACT results
- The English Language Proficiency Indicator uses WIDA results



## Civics Assessment

- Nevada Revised Statutes (NRS) 389.009
- Requires the administration of a civics assessment within a public high school as a condition of graduation
- Administered at the district or charter school level

## End of Course Exams (EOCs)

- Nevada Revised Statutes (NRS) 390.700
- Requires the administration of an exam at the conclusion of an aligned course
- Administered at the school district or charter school level



In response to COVID-19, the U.S. Department of Education (USED) [approved](#) the Nevada Department of Education's (NDE) request for a waiver from the following ESSA requirements

- Administering federally required assessments
- Accountability and school identification
- Report card reporting provision related to certain assessments and accountability

In accordance with the waiver granted by USED, Governor Sisolak's Declaration of Emergency Directive 005 suspended the requirements to conduct the following:

- Criterion referenced assessment
- College and career readiness assessments
- End of Course exams
- All related reporting requirements



- Governor Sisolak's Declaration of Emergency Directive 014 delegated the Superintendent of Public Instruction the authority to temporarily waive or suspend those provisions of NRS and the Nevada Administrative Code (NAC) that place an undue burden on a student's ability to graduate from high school
- NDE issued the [Class of 2020 Graduation Guidance](#) (developed in partnership with stakeholders) as well as [Guidance Memorandum #20-01](#), which removed the requirement of the civics assessment as a condition for graduation



- On August 6, 2020, NDE issued a [memorandum regarding assessments](#)
  - The memo indicated that the top priority is the safety and social-emotional wellbeing of students and school staff and that assessments should be administered when it is safe and appropriate to do so
  - The memo included the [assessment schedule](#) for the 2020-21 school year
  - The memo also confirmed that End of Course assessments will **not** be administered in the 2020-2021 school year, in accordance with budget reductions approved during the Nevada Legislature's 31<sup>st</sup> (2020) Special Session



- On September 3, 2020, U.S. Department of Education Secretary Betsy DeVos issued a letter to Chief State School Officers indicating the expectation that states would administer assessments in accordance with federal law
- The letter included the following statement:
  - *“...it is now our expectation that states will, in the interest of students, administer summative assessments during the 2020-2021 school year, consistent with the requirements of the law and following the guidance of local health officials. As a result, you should not anticipate such waivers being granted again”*



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**Legislative  
Requests**



# AB 19: NVAC Standards Streamline



- Streamline social studies requirements for earning a high school diploma
- Removal of Nevada Academic Content (NVAC) standards needing to be updated in NAC so public schools and districts can rely on “educator friendly” documents and not NAC for high-quality standards implementation

# AB 67: Restorative Discipline



- Creates definitions for **SUSPENSION**, **EXPULSION**, and **PERMANENT EXPULSION**.
- Clarifies when a quorum of the Board is legally mandated to make a disciplinary decision or when an appointed designee can fulfill this role
- Clarifies that only suspensions of 3 or more days can be used to determine whether or not a student has a record of habitual disciplinary problems
- Clarifies that a range of disciplinary options are available now that mandatory discipline has been removed
- Provides consistency reference to “**Student with a disability**”
- Clarifies language related to the age of a student in simplest terms
- Clarifies that and student removed for more than one semester must seek educational services
- Allows for exceptions to open meeting law when a School Board of Trustees are required considering discipline of an individual student. This change is consistent with existing laws associated with Hearings in a school District

# SB 76: Education Agility Act



- Reorganizes boards, commissions, and councils under the Nevada Department of Education (NDE) to streamline activities between Governor's office, NDE, and stakeholders, while reducing costs to the State related to staffing and travel
- Expands stakeholder engagement to advance student and educator outcomes while allowing the Department to advance work efficiently and effectively
- List of Streamlined Commissions, Councils, and Committees
  - Competency-based Education Network
  - Council to Establish Academic Standards
  - Education Technology Commission
  - Nevada Commission on Mentoring (NACOM)
  - State Financial Literacy Advisory Council



- **NR!PK recommends expanding the State Pre-K program by 1,000 high quality seats over the next biennium.** In SY 2020-21, NR!PK only served 8% of eligible 4-year-old children at 200% Federal Poverty Level. Each additional 500 seats added to the program increases the number of eligible 4-year-old children served by 1%. The impact of COVID-19 on a family's ability to find high quality early childhood care is limited due to childcare closures.

# Nevada Report Card: Levels of Data Reporting



What levels of data are reported?

<http://nevadareportcard.nv.gov/di/>



### Student

### School

### District

### State

#### AI Seeger Elementary School

Student Achievement: 88

2018-2019 School Performance: 16 in

Academic Achievement Indicator: 34 in

#### 2018-2019 Carson City At a Glance

- 7,850 Total Enrollment
- 14 Schools
- 463 Teachers
- 94.4% Daily Attendance

ELA Proficiency

47.2% Elementary    38.3% Middle

#### State of Nevada

700 East Fifth Street  
Carson City, NV 89701-5096  
Ph: 775-687-9217, Fax: 775-687-9202

Jhonne Ebert, Superintendent  
Website: www.doe.nv.gov

**2018-2019 State Accountability**  
For more information visit [www.nevadareportcard.com](http://www.nevadareportcard.com)

**Mission Statement**  
Vision: All Nevadans ready for success in a global 21st Century.  
Mission: To improve student achievement and educator effectiveness by ensuring promoting excellence.

**Superintendent's Highlights**  
Nevada's ACT average composite scores rose in math, reading, and English 17.7 last year to 17.9 in 2019 and the College Ready benchmark increased one point.  
All Nevada third through eighth grades improved on their 2018-2019 Smarter Balance last year. Grade five had the highest level of English Language Arts proficiency at 49.2 percent, and grade four at 48.2 percent proficient. All grades improved in math of grade three which decreased 0.44 percentage points. However, grade three percent. Grades four, six and seven made the largest percentage point gains. For more information visit [www.nevadareportcard.com](http://www.nevadareportcard.com) on September 15.

#### Data Interaction for Nevada Accountability Portal

Students  
Year 2018-2019  
PY = reported for prior school year

Years Students Search Other

Name	Accountability Year	Organization Code	Incidents Reported
State	2018-2019	00	11,075
Achievement	2018-2019	21	5
Carson City	2018-2019	13	112
Churchill	2018-2019	01	15
Clark	2018-2019	02	9,206
Douglas	2018-2019	03	86
Elko	2018-2019	04	76
Esmeralda	2018-2019	05	0
Eureka	2018-2019	06	0
Humboldt	2018-2019	07	16



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**Educator  
Effectiveness and  
Family  
Engagement  
Division**

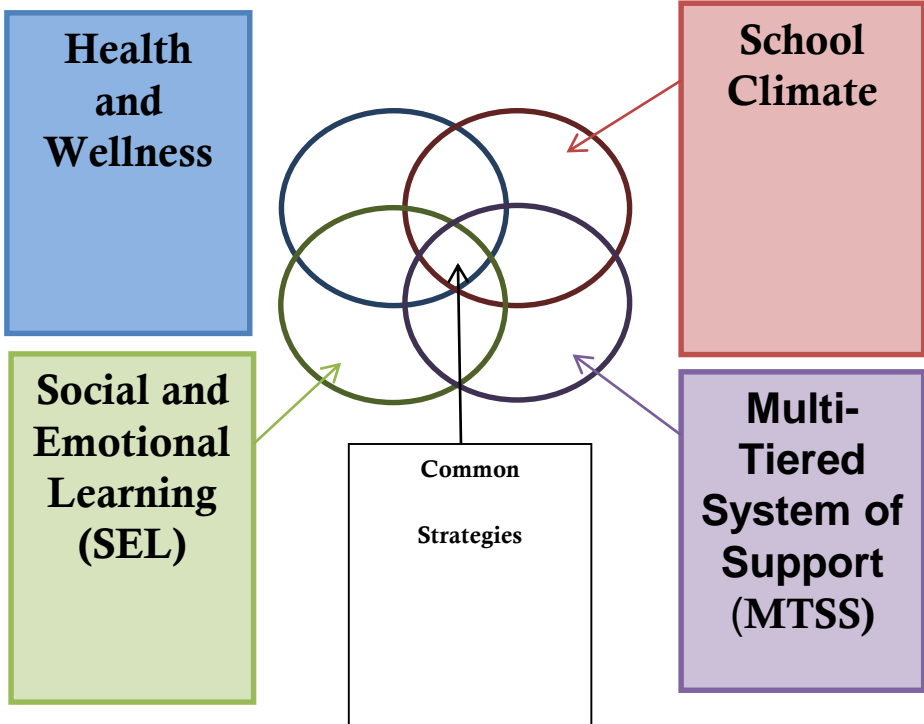
Felicia Gonzales  
*Deputy Superintendent*



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**Office for a Safe  
and Respectful  
Learning  
Environment  
(OSRLE)**

# OSRLE's School Safety Framework







**OSRLE**

# **Health and Wellness**

**School-Based Mental Health, Nursing, Medicaid Partnership, and Trauma Services Project**



- Increase from 29 social workers to 350 Statewide
- Licensed Clinical Social Worker Internships
- Churchill, Clark, Elko, Humboldt, Lyon, and Washoe approved to bill Medicaid for expanded services

# Highlights to Improve Health and Wellness



- Awarded over \$25 million in federal funds to improve school-based mental health services
- School Nurses Support
- Increased partnerships to support school-based mental health and safety



## ***Trauma-specific*** services for Nevada students:

- Funding Allocation for FY20 and FY21: \$1,844.820
- Trained 1,367 professionals on different elements of Trauma, MTSS, and school-based mental health
- Partnerships with over 100 Statewide Licensed Mental Health Professionals across several agencies



- Awarded in October of 2020 from the U.S. Department of Education - \$10 million over 5 years
- Increase Mental Health services through workforce development strategies
- Partners: NSHE - UNLV, UNR, and Nevada State College.



- Awarded in October of 2020 from the Substance Abuse and Mental Health Services Administration (SAMHSA) - \$9.4 million over 5 years
- Improve School-Based Mental Health system and services in Carson, Washoe, and schools authorized by the State Public Charter School Authority
- Partners: UNR, Districts, and State Office of Suicide Prevention



**OSRLE**

# **Climate**

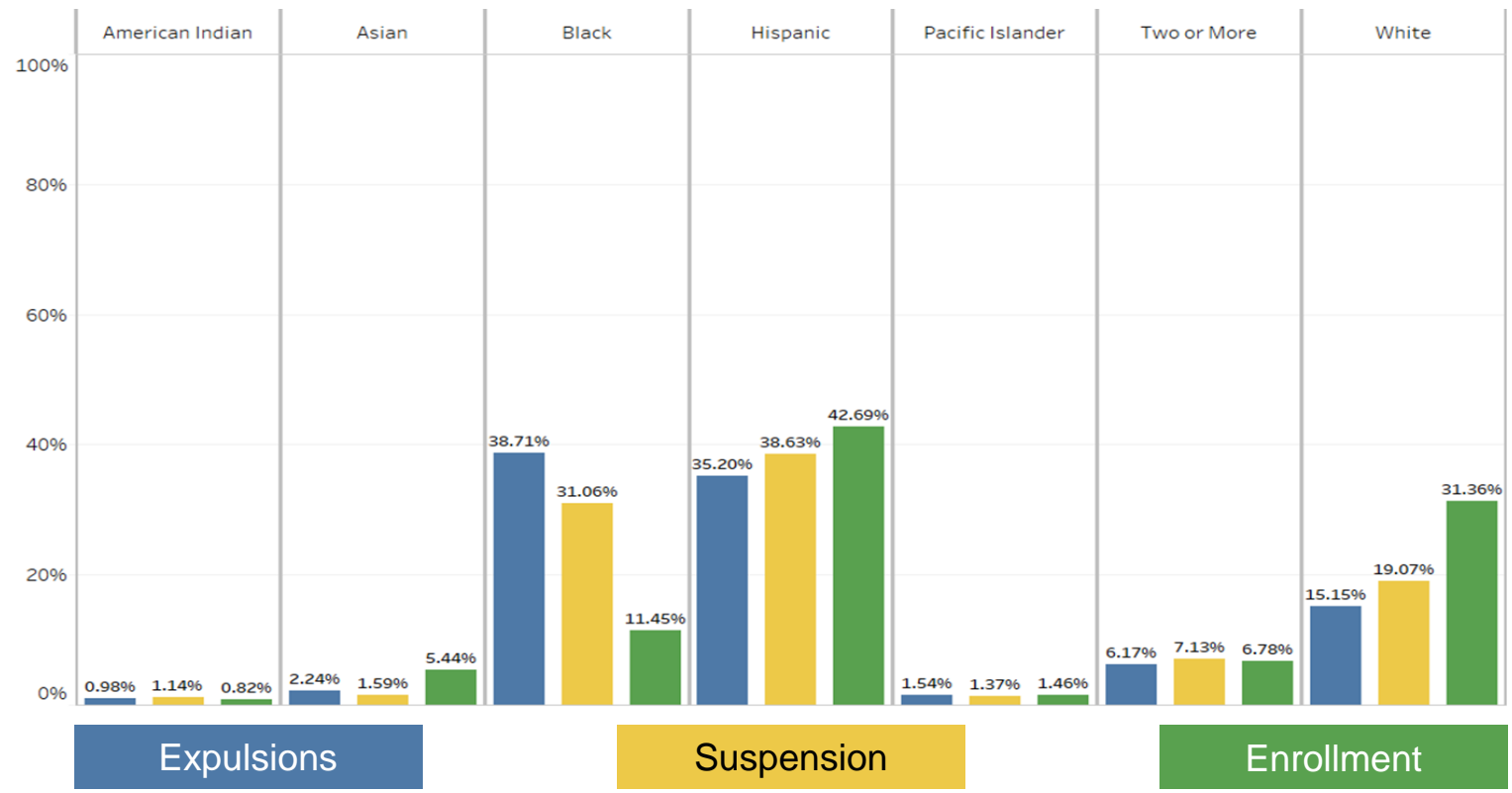
**School Climate Survey, Discipline, Restorative Practices,  
School Safety, and SafeVoice**

# Highlights to Improve Climate

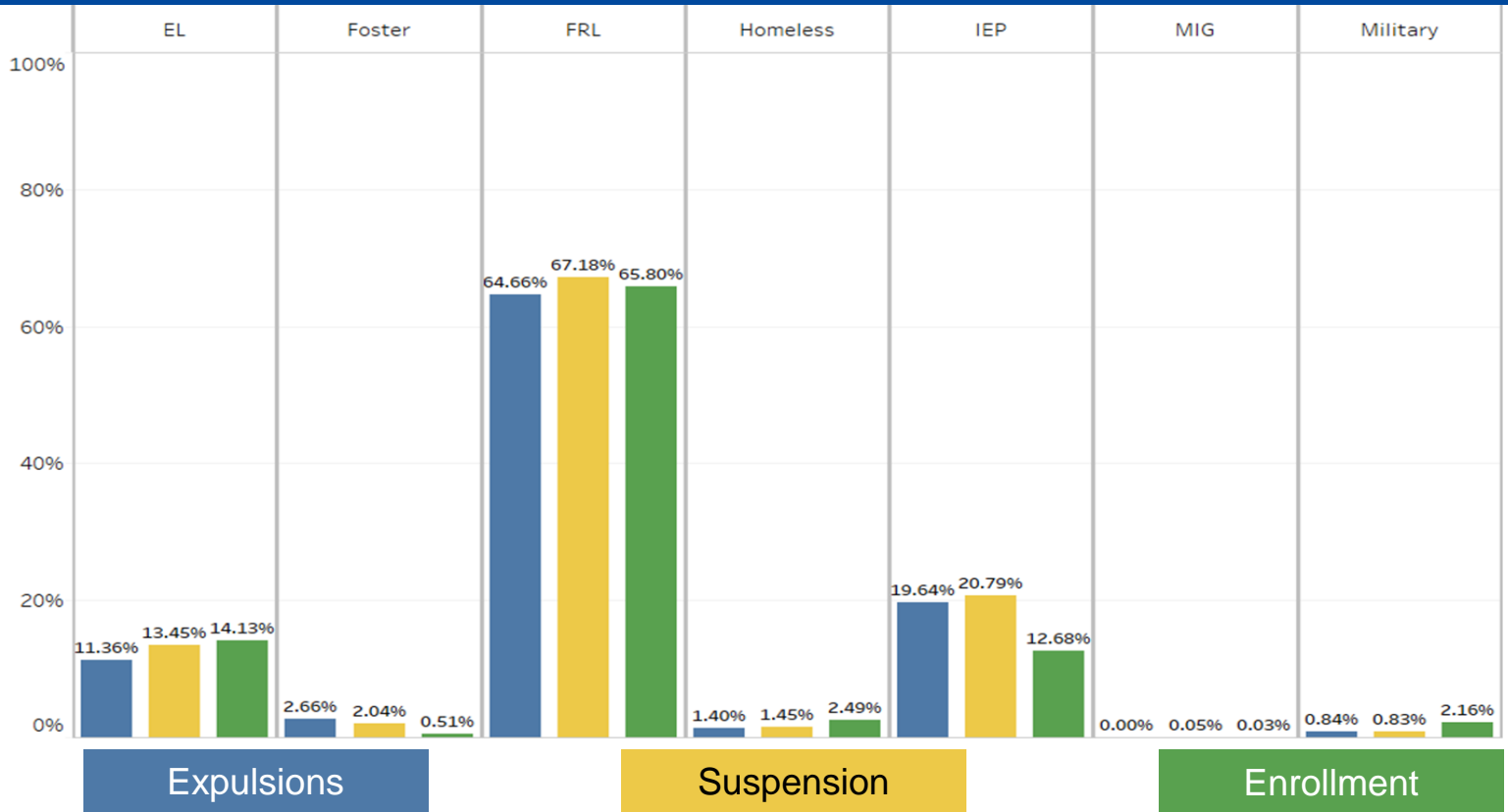
- Discipline Data now disaggregated by race/ethnicity
- Pulse Check Survey in response to Covid-19
- Student [Climate Surveys](#) administered annually for school planning purposes.
- Work across the State to begin and continue a climate survey for school staff



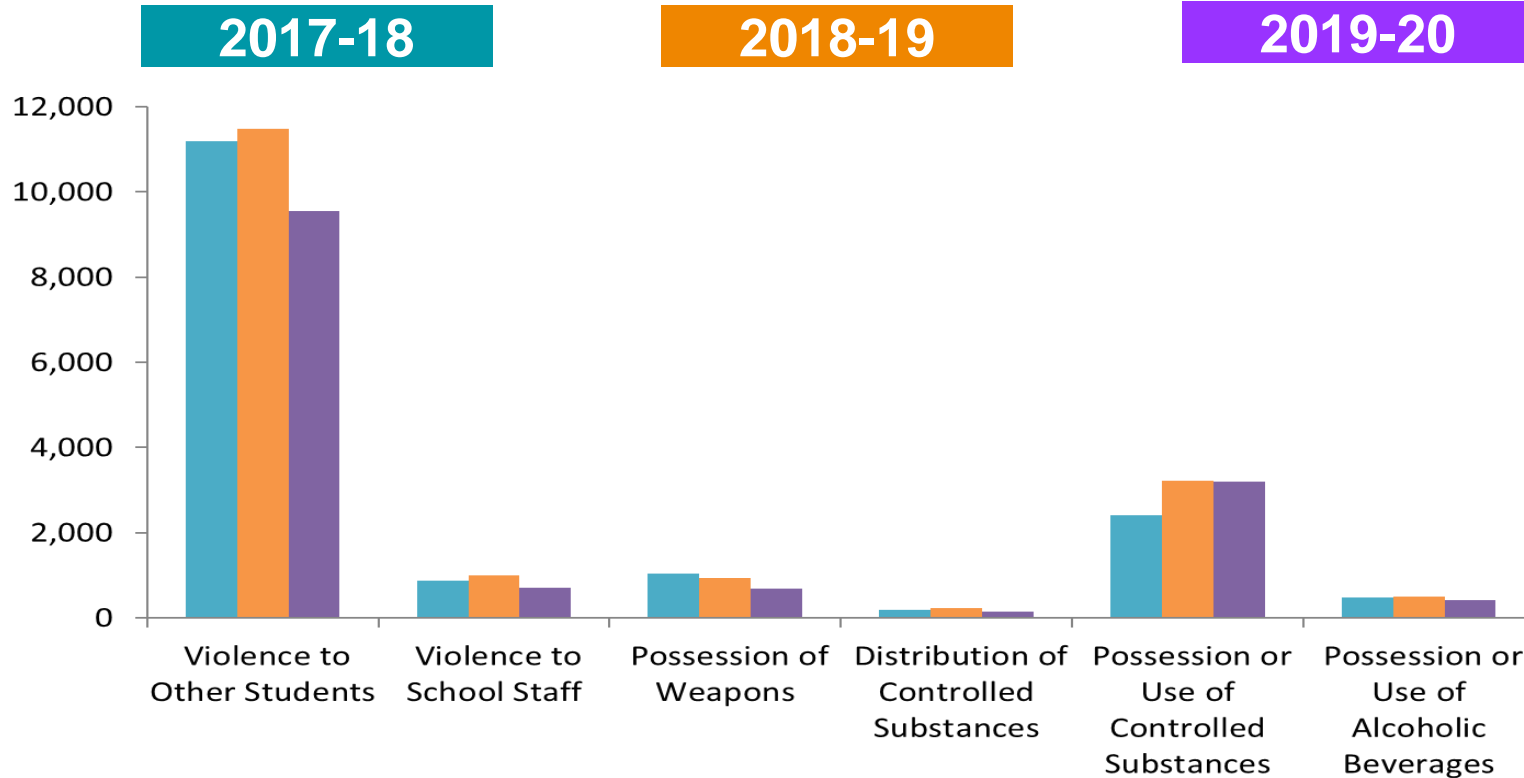
# 2019-20 Discipline Data by Race/Ethnicity



# 2019-20 Discipline Data by Special Populations



# Trend Data for Discipline: Incident Type



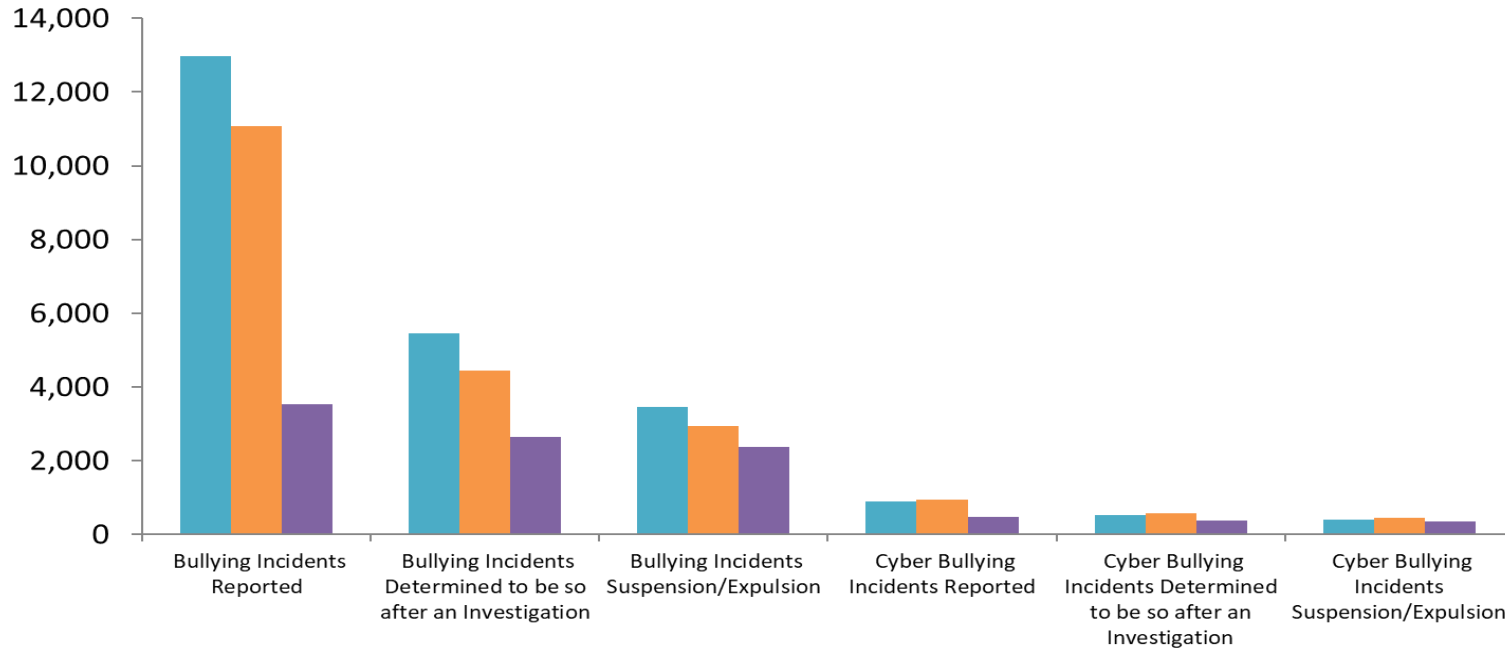
# Trend Data for Discipline: Bullying and Cyberbullying



2017-18

2018-19

2019-20





- In accordance with NRS 392.4644, and passage of the School Safety omnibus bills, Senate Bill 89 and Assembly Bill 168, during the 2019 Session of the Nevada Legislature, each school district shall complete [Restorative Discipline Plans](#), formally known as Progressive Discipline Plans.
  - Examples of plans and frameworks were provided in Fall 2019 and 2020.
  - NDE released a [Restorative Practices Support Document](#) in March 2020 prepared by Nevada PBIS Technical Assistance Center, University of Nevada.
  - Trainings occurred in Fall and Winter of 2019-2020.



- AB 168 and SB 89 in 2019 addresses Restorative Justice and practices in schools and makes changes to the laws addressing discipline.
  - Student-level changes
  - Systems Changes
- AB 490 in 2019 worked in tandem to support these changes



- The SafeVoice Program was established through Senate Bill 212 (2017), now NRS 388.1453. The program is implemented in partnership with the Nevada Department of Public Safety
  - Mobile Crisis Response Teams COVID-19 Participation
- Handle with Care was established through Senate Bill 80 (2019), now NRS 388.14522. It was implemented in January 2020.



## SafeVoice Tips 01/01/18-12/10/20

Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Totals
2018	294	643	609	474	411	94	41	577	841	844	681	699	6,208
2019	638	765	974	755	812	129	51	454	803	999	868	721	7,969
2020	869	1,072	770	237	182	156	105	183	302	313	316	139	4,644





## Handle with Care (excluding WCSD) 01/01/18-12/10/20





## Washoe County School District Handle with Care Tips 1/20-12/20

228 at the Elementary Level

83 at the Middle School Level

154 at the High School Level

**465 Total HWC Tips**



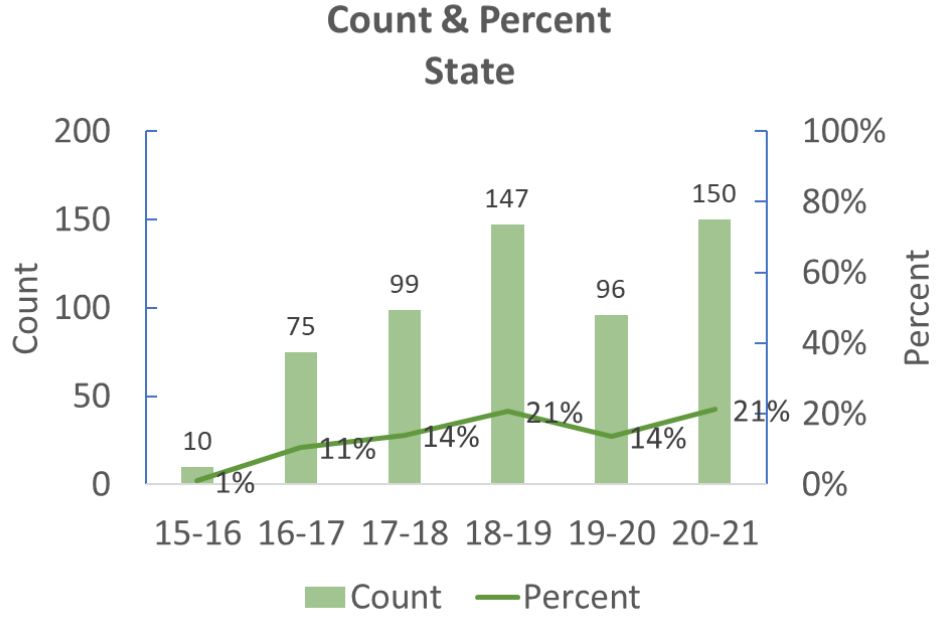
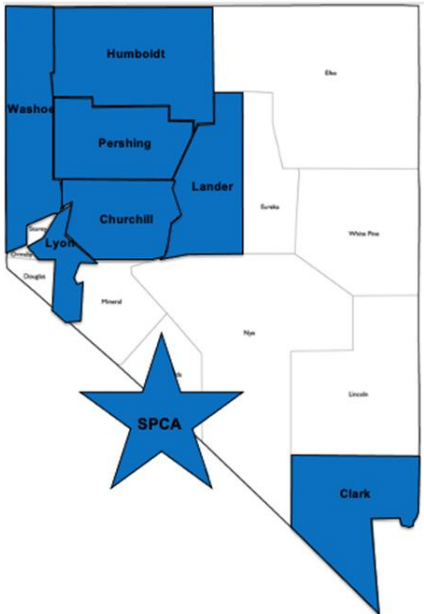
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# **Multi-Tier System of Support (MTSS)**



- Nevada Integrated Student Supports (NISS) - AB275 (2017)
- Number of schools implementing MTSS has increased
- Schools implementing with fidelity show reduced discipline events
- An effective MTSS improvement framework of academic, behavioral, social, and emotional supports will provide equitable success for everyone

# MTSS Statewide Scale Up (2015-2020)

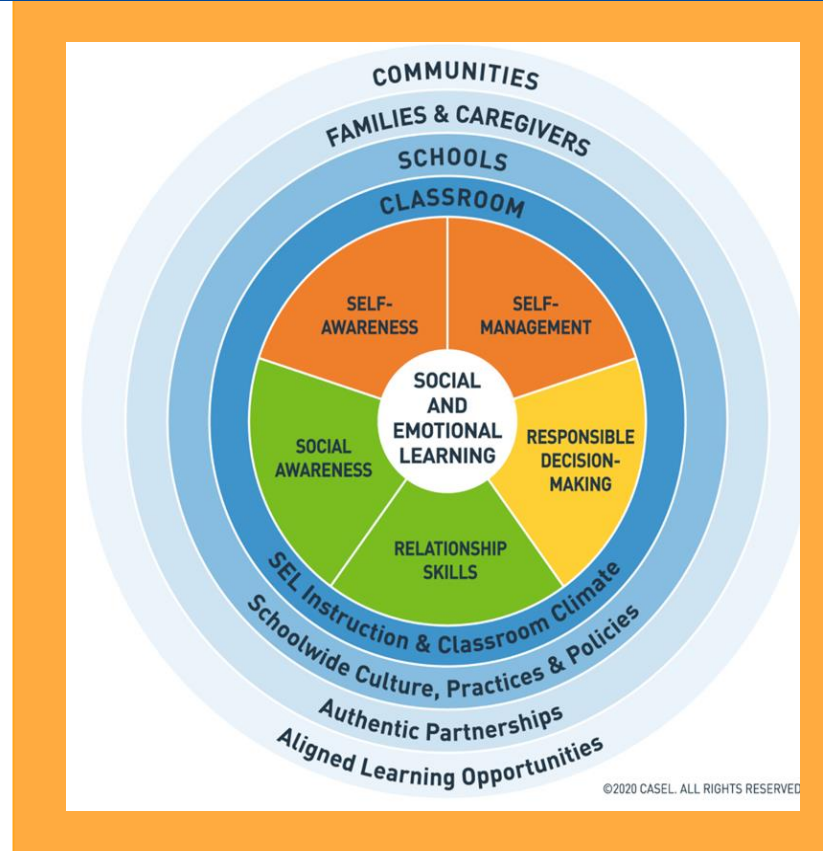




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# **Social and Emotional Learning (SEL)**

# Social and Emotional Learning



<https://casel.org/sel-framework/>



- COVID-19 impact on school climate
- Social Emotional Academic Development (SEAD) Center created to support field in Social and Emotional Learning
- SEAD Endorsement and Community of Practice created
- SEAD Classes in higher education to assist incoming staff





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**Office of Educator  
Development,  
Licensure and  
Family  
Engagement  
(EDLiFE)**



The EDLiFE team focuses on initiatives that prepare, develop, inspire, recognize, and retain the adults in the education system. They:

- Facilitate the public bodies that provide professional standards for
  - Educator Licensure
  - Educator Performance
- Facilitate the review and approval process of educator preparation programs
- Review educator licensure applications against a set of professional standards
- Investigate reports of educator misconduct and process background checks on applicants for licensure
- Support efforts to engage families in the educational process
- Provide financial support via Federal Title IIA funds to state and district initiatives designed to ensure equitable access to high quality educators for all students

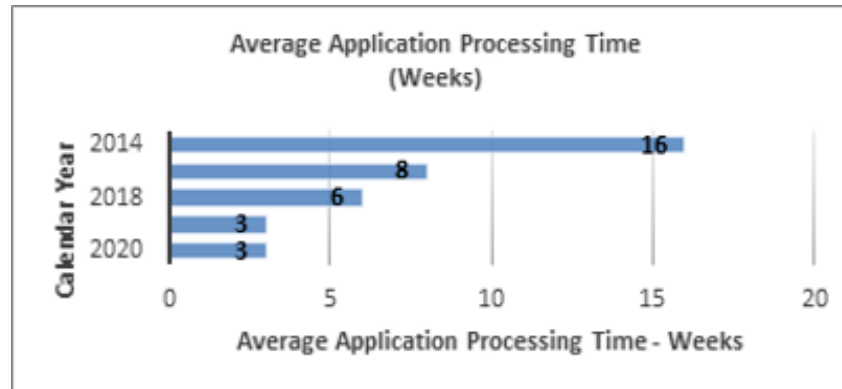


## Breaking Down Barriers:

- Senate Bill 100 (2019) specified certain accommodations for active-duty military members and their spouses, and for veterans and their spouses
- Senate Bill 296 (2019) provided for licensure by endorsement of certain educators who are licensed or certified in other countries
- Senate Bill 41 (2019) requires the Department to notify licensed personnel whose license is within 9 months of expiring of the date on which the license will expire.



- COVID-19 Impact on Licensure Operations
  - All application functions are available online via the Department's Online Portal for Application and Licensure (OPAL) and can be accessed from anywhere, at any time
  - Licensing staff successfully shifted to a remote work posture and continued processing applications throughout the summer with minimal impact on license issuance timeline



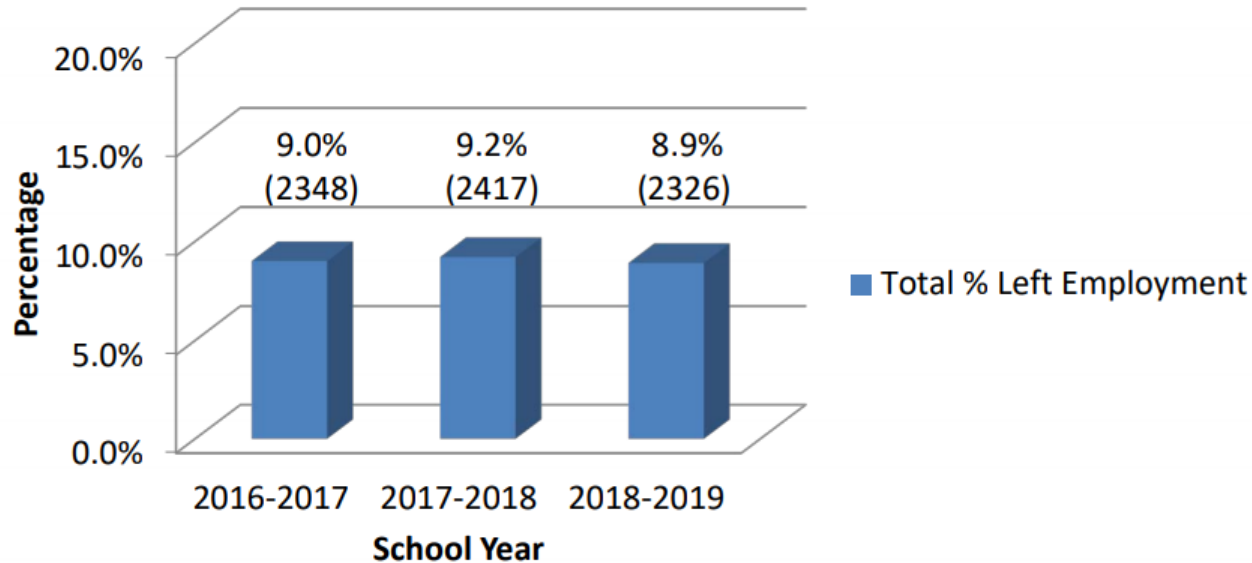


- Vacancy Trends
  - As of December 2020, there are 684 vacancies
  - Special Education, English Language Arts, Math, and Science
  - Other Licensed Educational Personnel – school nurses, school psychologists



## Teacher Attrition – Statewide Totals

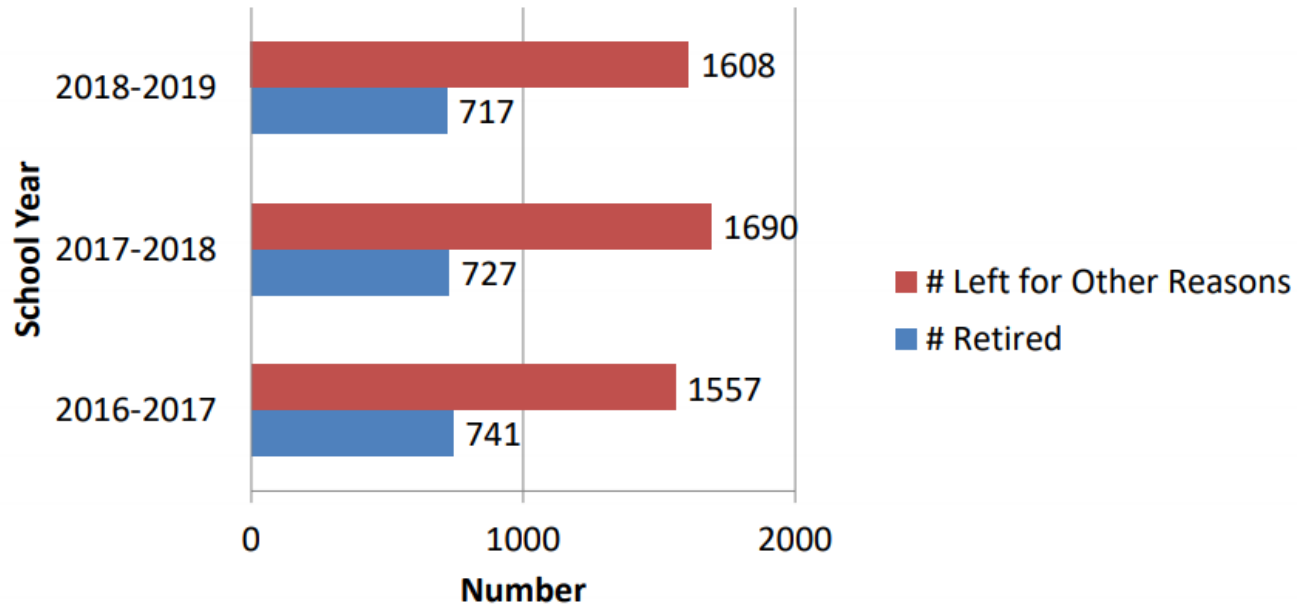
Three Year Trend - % Teachers Leaving Employment





## Teacher Attrition – Statewide Totals

Three-Year Trend – Number of Teachers Leaving by Reason



# Educator Preparation Partnerships



- Partnership with all NSHE institutions
- Partnership with other degree-granting institutions in NV, AZ, and UT
- Partnership with districts and non-degree granting institutions offering Alternative Route to Licensure (ARL) pathways
- Initiatives to increase Educators Recruitment and Retention
  - Grow Your Own Partnership with Nevada State College and Clark County School District
  - Workforce Partnership with Nevada Job Connect and NDE
  - Regulation work for additional Pathways for current district employees





## **Traditional Program Enrollment**

- Undergraduate Students – 3,392

## **Alternative Route Program Enrollment**

- Pre-Service Training – 290

## **Traditional Program Graduates**

- December 2020 Graduates – 372
- May 2021 Graduates – 629

# Teach Nevada Scholarship – Purpose



- Establish a Scholarship Program to Address Recruitment and Retention of Nevada Educators
- Teach Nevada Scholarship Partners
  - Clark County School District
  - Nevada Teacher Corp/TNTP
  - Nevada Teachers of Tomorrow
  - Washoe County School District
  - Great Basin College
  - National University
  - Nevada State College
  - Sierra Nevada College
  - University of Nevada, Las Vegas
  - University of Nevada, Reno
  - Western Governors University



## FY16-17

- Allocation – \$5,000,000
- Scholarships – 311
- Average Scholarship – \$15,200
- Active Students – 12
- Licenses Issued – 214

## FY18-19

- Allocation – \$5,000,000
- Scholarships – 316
- Average Scholarship – \$17,500
- Active Students – 242
- Licenses Issued – 34

## FY20-21

- Allocation – \$4,836,141
- Scholarships – 280
- Average Scholarship – \$18,100
- Active Students – 267
- Licenses Issued – 0



## Race/Ethnicity

- Asian – 47
- Am Indian/AK Native – 4
- Black/African Am – 110
- Hispanic/Latino – 108
- Native HI/Pac Islander – 9
- Two or More – 65
- White/Caucasian – 401
- No Answer – 66

## Veteran

- Yes – 44
- No – 707
- Spouse – 9
- No Answer – 50

## Economically Disadvantaged

- Yes – 365
- No – 237
- No Answer – 208



## Early Childhood/ Elementary

- Elementary – 391
- Early Childhood – 36
- Elementary/Special Ed – 21
- EC/Special Ed – 3
  
- Undecided – 11

## Secondary

- Science – 45
- Math – 45
- English – 44
- Social Studies – 20
- Physical Education /Health – 4
- Art/Music – 4

## Special Education

- Generalist – 152
- Autism – 23
- Speech Pathology – 7
- Intellectually Disabled – 4

# Nevada Educator Performance Framework (NEPF)



## Goals

- Foster student learning and growth
- Improve educators' effective instructional practices
- Inform human capital decisions based on a professional growth system
- Engage stakeholders in the continuous improvement and monitoring of a professional growth system

## Structure

- Includes 10 role-specific evaluation frameworks
- Administrator, teacher, librarian, and principal supervisor frameworks consist of two categories:
  - Educational Practice
  - Student Performance
- Educational Practice category contains two domains with individual weights:
  - Instructional and/or Instructional leadership practice
  - Professional Responsibilities

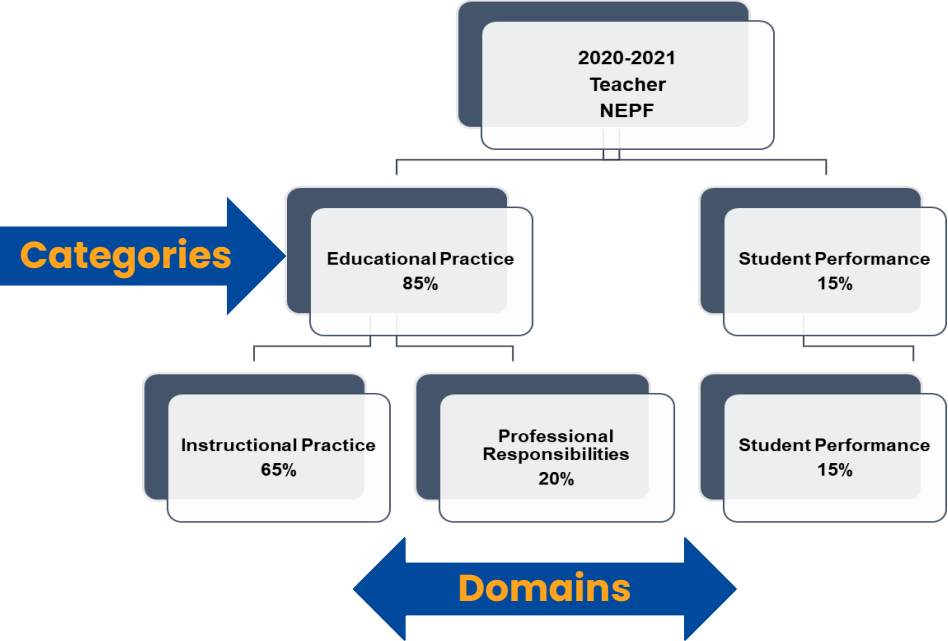
## Protocols

- Required evaluation cycle components include:
  - Educator self-assessment
  - Pre-evaluation conference
  - Goal setting
  - Pre and post observation conferences
  - Observations and evidence review
  - Mid-cycle goal review
  - Post evaluation conference with summative evaluation

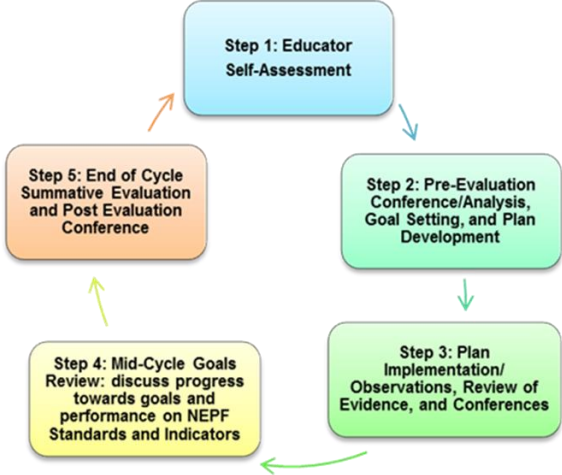
# Educator Development and NEPF



## Structure



## Process



# NEPF Student Performance Domain Changes



School Year	Instructional Practice	Professional Responsibilities	Student Performance
2015-2016	80%	20%	0%: not measured for 2015-2016 school year
2016-2017	60%	20%	20%: <ul style="list-style-type: none"><li>• 10% school-wide aggregate from statewide assessment</li><li>• 10% based on SLG score</li></ul>
2017-2018	60%	20%	20%: based on SLG score
2018-2019	45%	15%	40%: based on SLG score
2019-2020	65%	20%	15%: based on SLG score





- NDE provided guidance to districts in spring of 2019
- Involved stakeholders to develop the NEPF In-Person, Hybrid, and Distance Learning Guidance Document
  - NEPF Digital and Blended Learning Evidence and Examples-in-Practice
  - Student Learning Goal (SLG) expectations
- Provided professional development



## Teacher Recruitment and Retention Advisory Task Force (AB276)

### 15 Recommendations

- 3 Recruitment Recommendations
  - Recruitment to the Profession
  - Recruitment to Employment
- 6 Retention Recommendations
- 6 General Recommendations

# Educator Retention – Recognition



## 2021 Nevada Teacher of the Year



## Recognizing Inspirational School Employees Awardees



## 2019 Milken Awardees





## Teacher Advisory Cabinet



## Principal Advisory Cabinet





The Office of Parental Involvement and Family Engagement (PIFE) actively promotes and supports the participation and engagement of families and communities in a child's education.

- Assists school districts and schools with incorporating effective family engagement practices and strategies
- Collaborates and supports the Advisory Council for Family Engagement to create, develop, and evaluate state and local family engagement policies
- Collaborates with internal and external stakeholders to plan and implement a biennial statewide family engagement summit

# Family Engagement



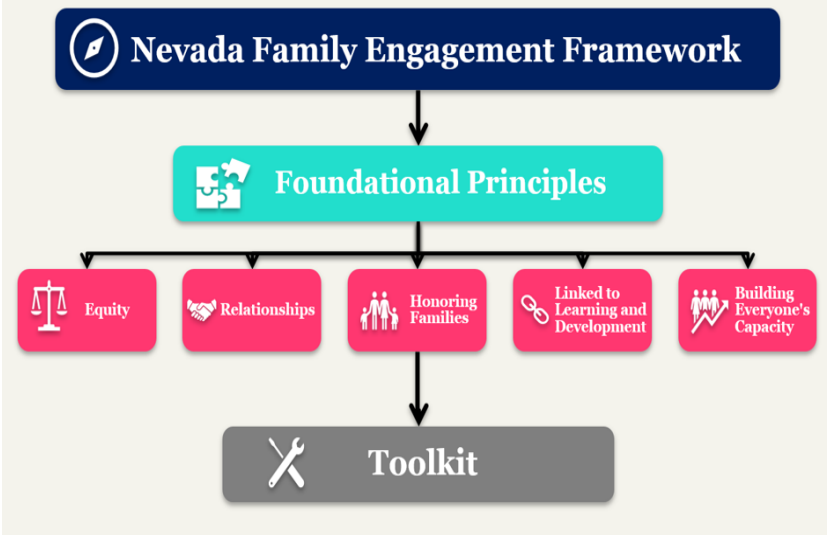
## What is Family Engagement?

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

Informed by Nevada parents, families, educators, and community

2019

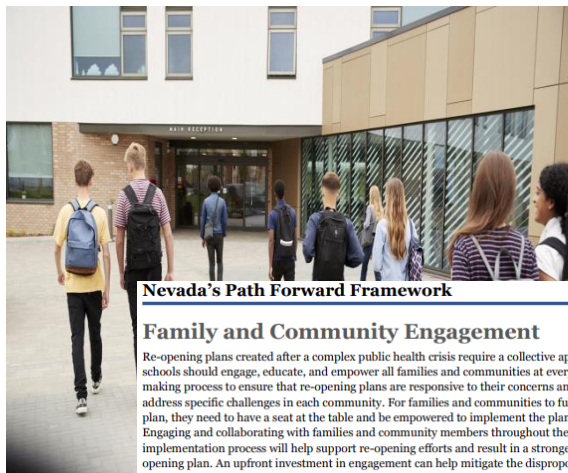
THE NEVADA DEPARTMENT OF EDUCATION



## Nevada Family Engagement Summit

New Beginnings: Reimagining Learning and Connection

# Family Engagement during COVID-19



## Nevada's Path Forward Framework

### Family and Community Engagement

Re-opening plans created after a complex public health crisis require a collective approach. Districts and schools should engage, educate, and empower all families and communities at every level of the decision-making process to ensure that re-opening plans are responsive to their concerns and expressed needs and address specific challenges in each community. For families and communities to fully invest in a re-opening plan, they need to have a seat at the table and be empowered to implement the plan in their community. Engaging and collaborating with families and community members throughout the planning and implementation process will help support re-opening efforts and result in a stronger and more sustainable re-opening plan. An upfront investment in engagement can help mitigate the disproportionate harm a public health crisis has caused to vulnerable communities and help address the inequities that existed before the pandemic.

Nevada Department of Education

## Nevada's Path Forward:

A Framework for a Safe, Efficient, and Equitable Return to School Buildings

The Nevada Department of Education does not discriminate based on sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.

RENAISSANCE  
**myON**



Parent and Family Guide  
to myON

## Families

### Distance Learning Resources for Families

- [District Resources](#)
- [Canvas LMS for Parents \(Captions available in Spanish\)](#)
- [What is Clever?](#)
- [What is Infinite Campus? \(Captions available in Spanish\)](#)
- [What is myON? \(In both English and Spanish\)](#)
- [MyON Parent and Family Guide](#)
- [Family Resources for Distance Learning \(Spanish\)](#)
- [How to Keep Your Kids Motivated During Distance Learning \(Spanish\)](#)
- [8 Tips to Help Your Child Focus and Stay Engaged During Distance Learning](#)

(Please note: Districts vary slightly in how students and parents log into certain platforms. The links provided are universal resources. Families will need to contact their school or district for specific login procedures.)





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**Office of Career  
Readiness, Adult  
Learning, and  
Education Options  
(CRALEO)**





To prepare students in quality and industry aligned programs that provide students with the necessary skills, academic preparations, experiences, and credentials of value that lead them on career pathways toward success in education, the workplace, and in life.

# State CTE Funding





Secondary

Postsecondary

State  
Administration

State  
Leadership



## Federal (Perkins)

- FY21 - \$11,435,099

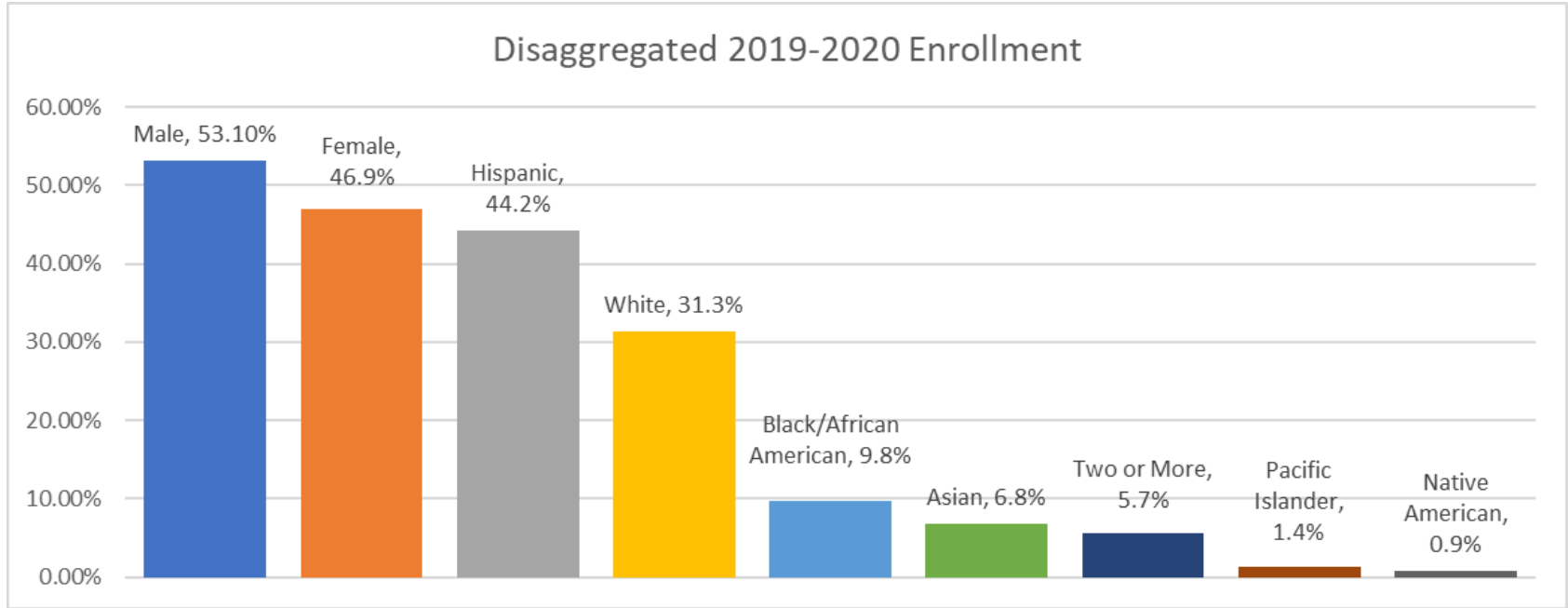
## State Allocation

- FY21 - \$8,480,675

## State Competitive

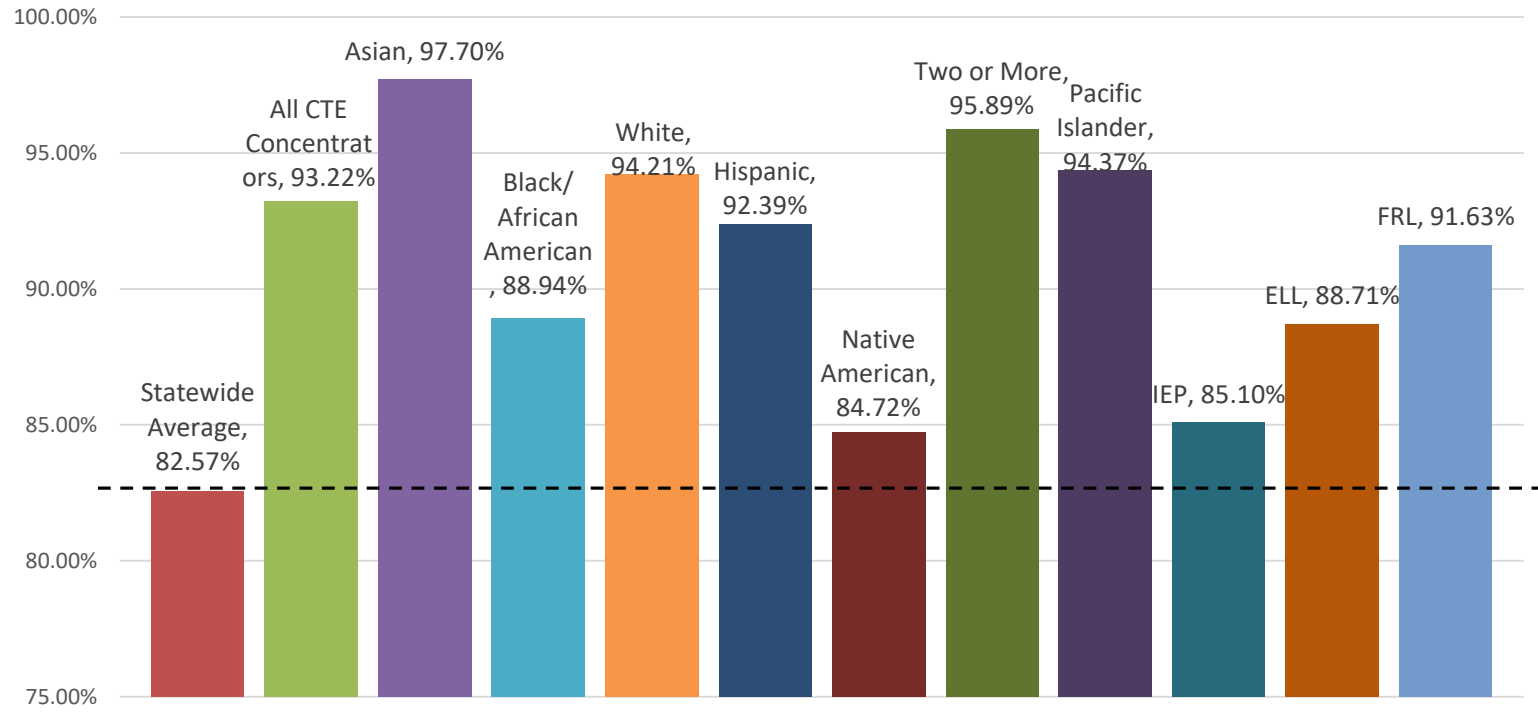
- FY21 - \$4,063,146

# State CTE Enrollment





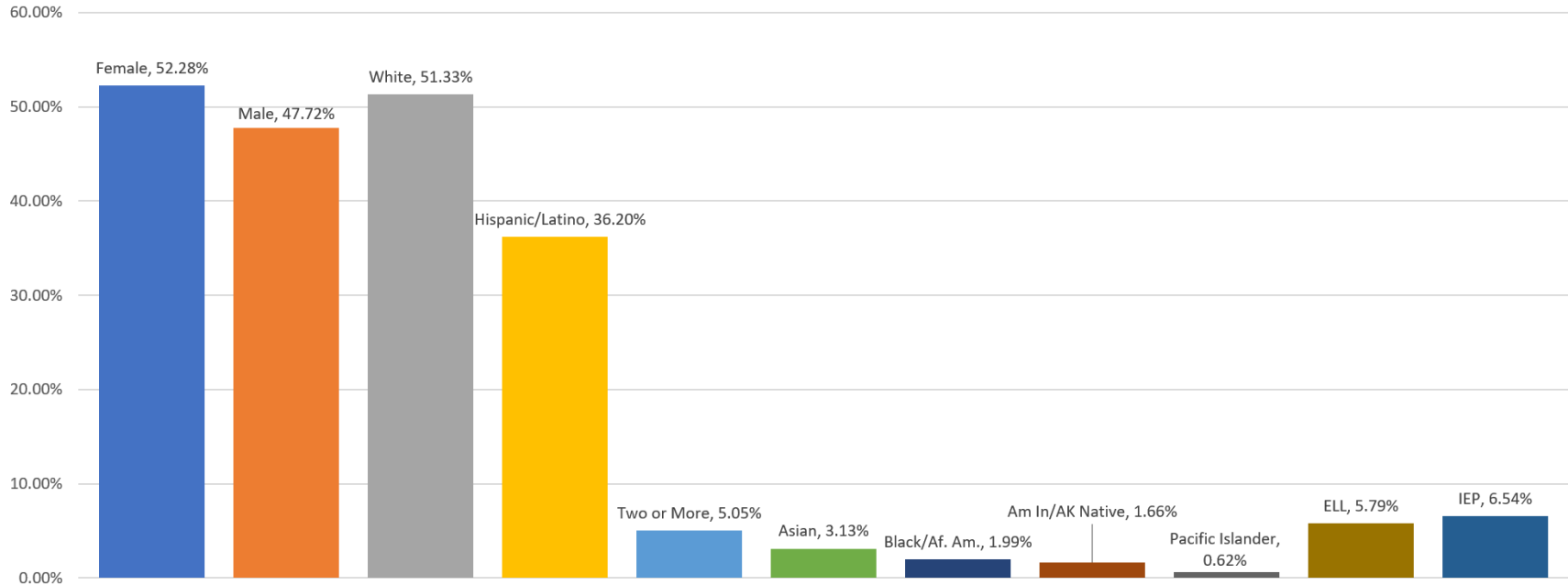
## 2019-2020 CTE Concentrator Graduation Rates



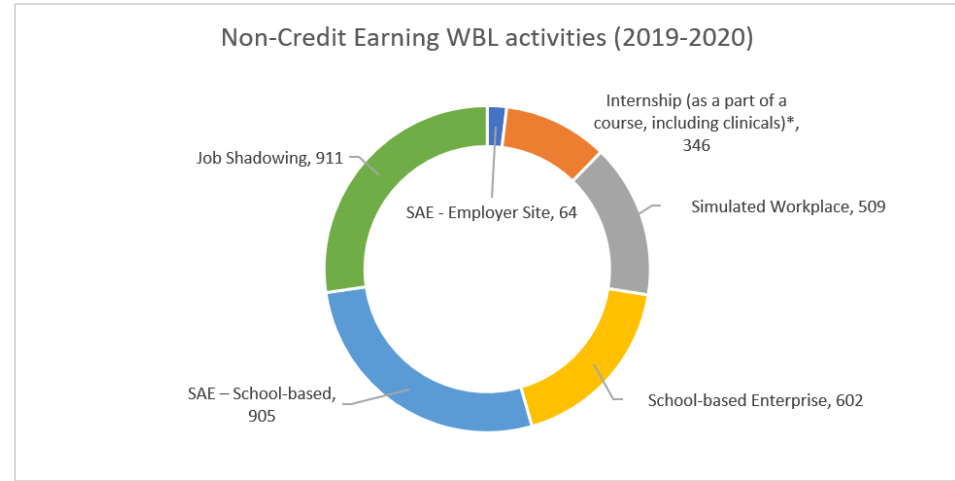
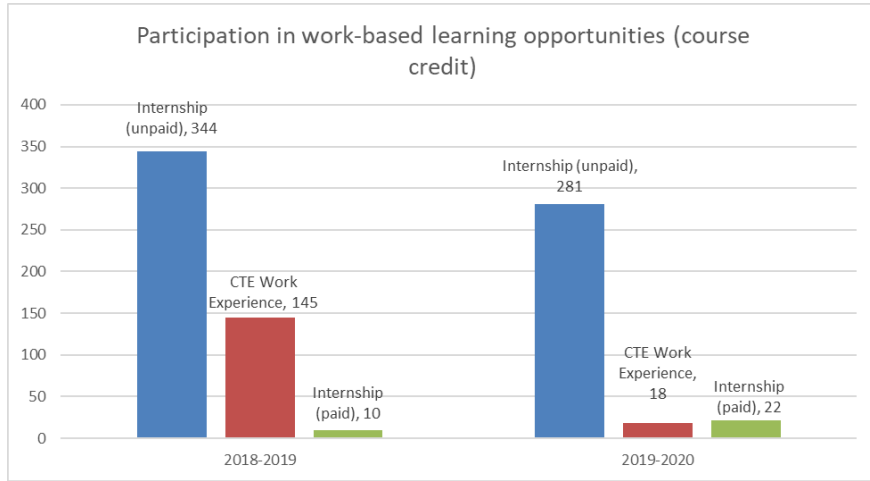
# Work-Based Learning



2019-2020 Unduplicated, Disaggregated Participation

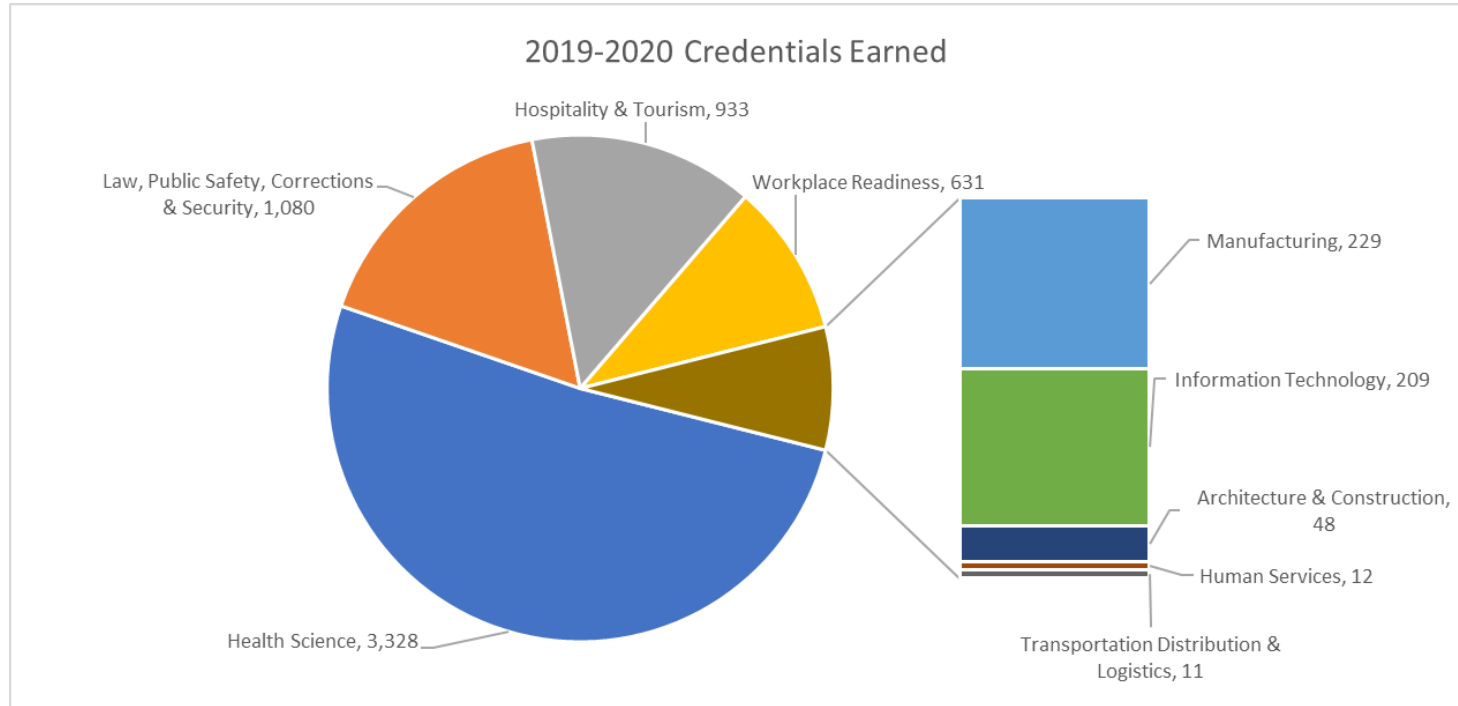


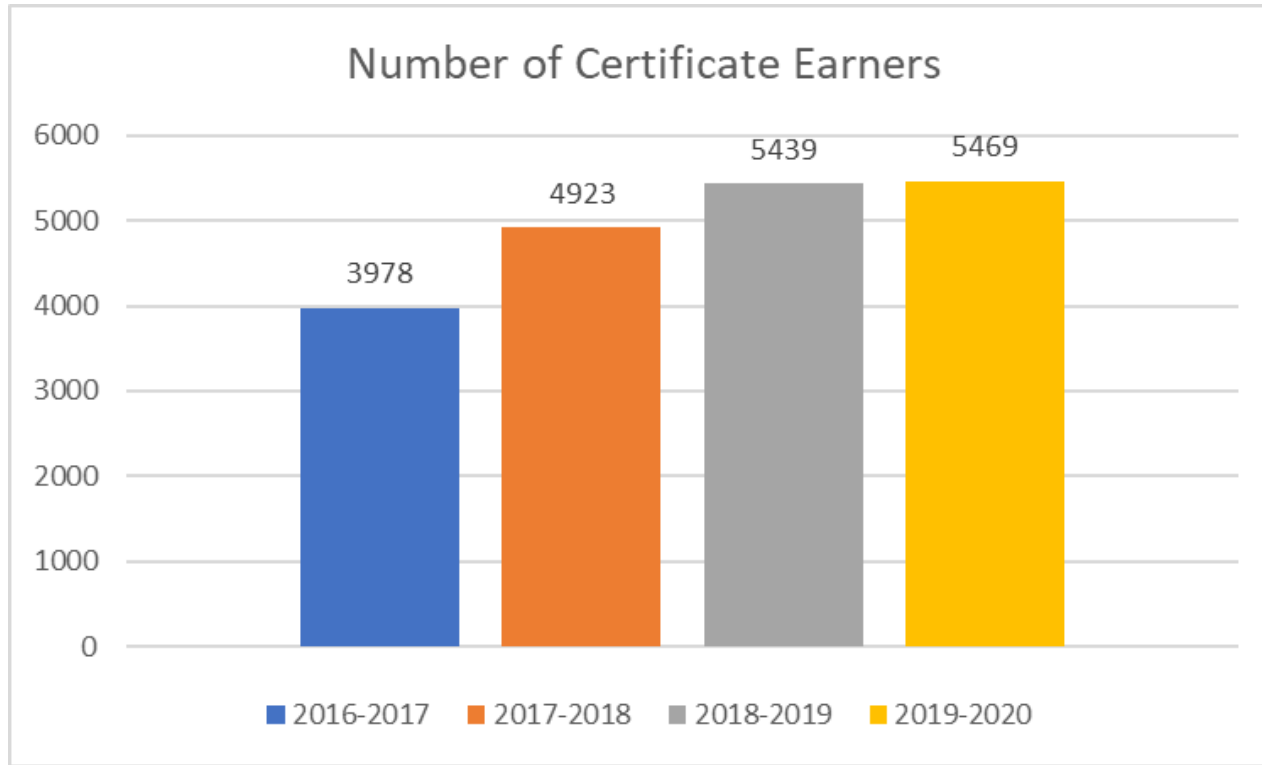
# Work-Based Learning

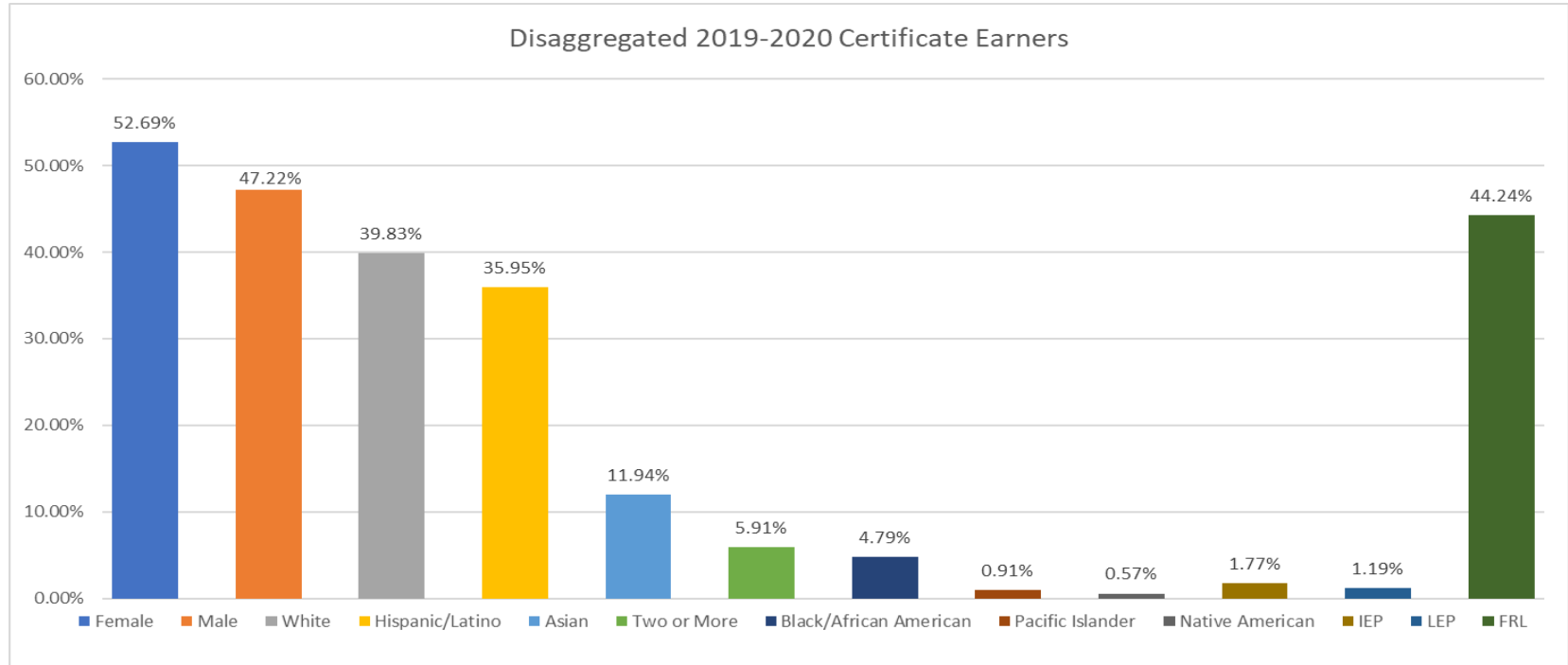




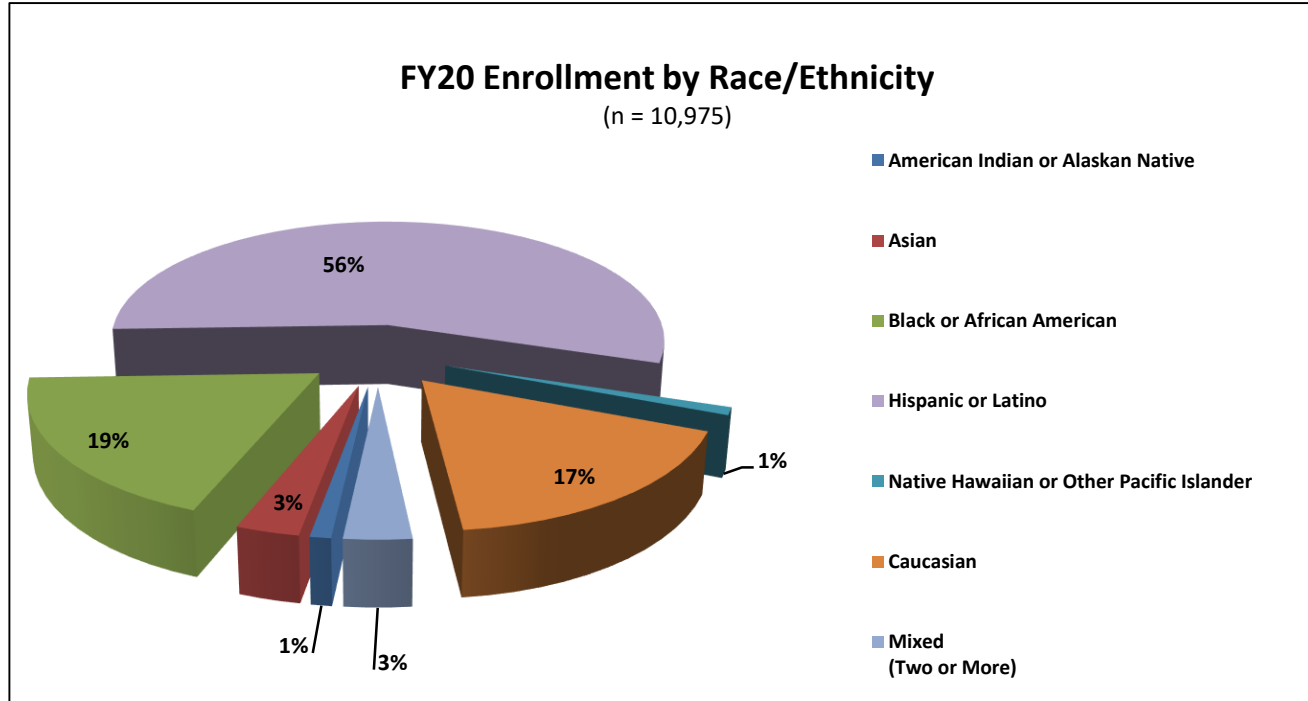
# Industry Recognized Credentials



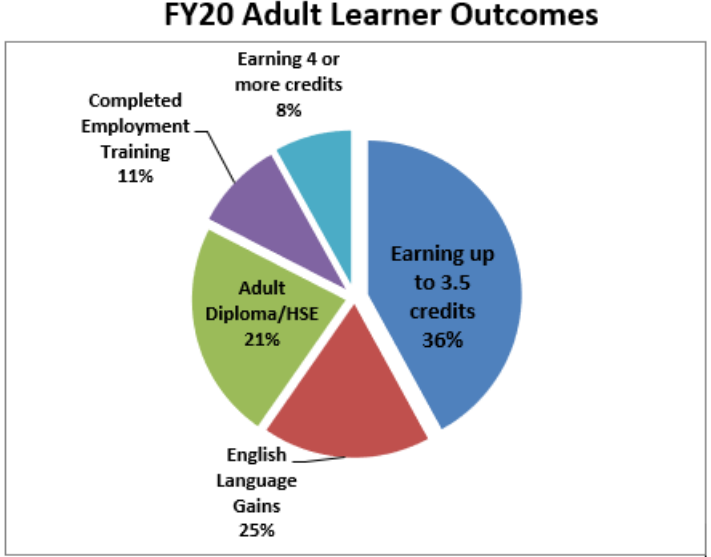
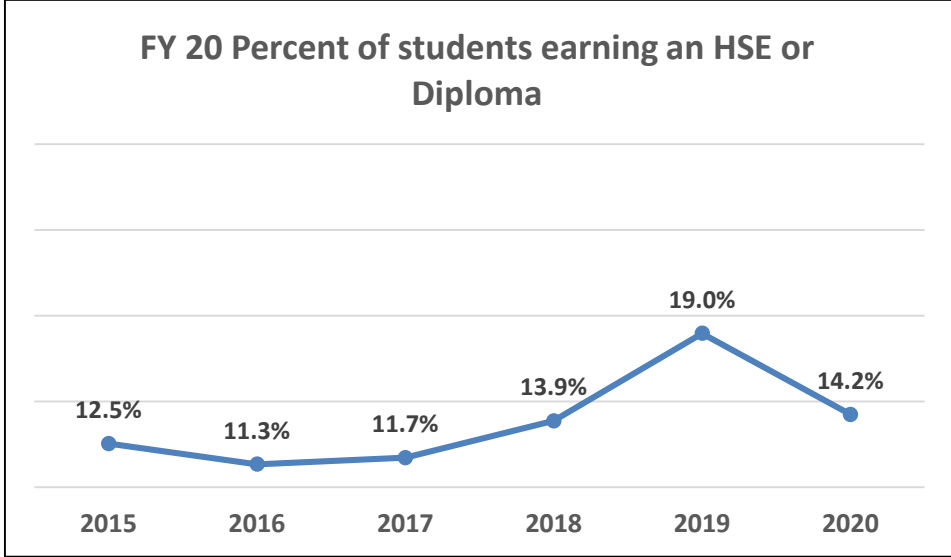




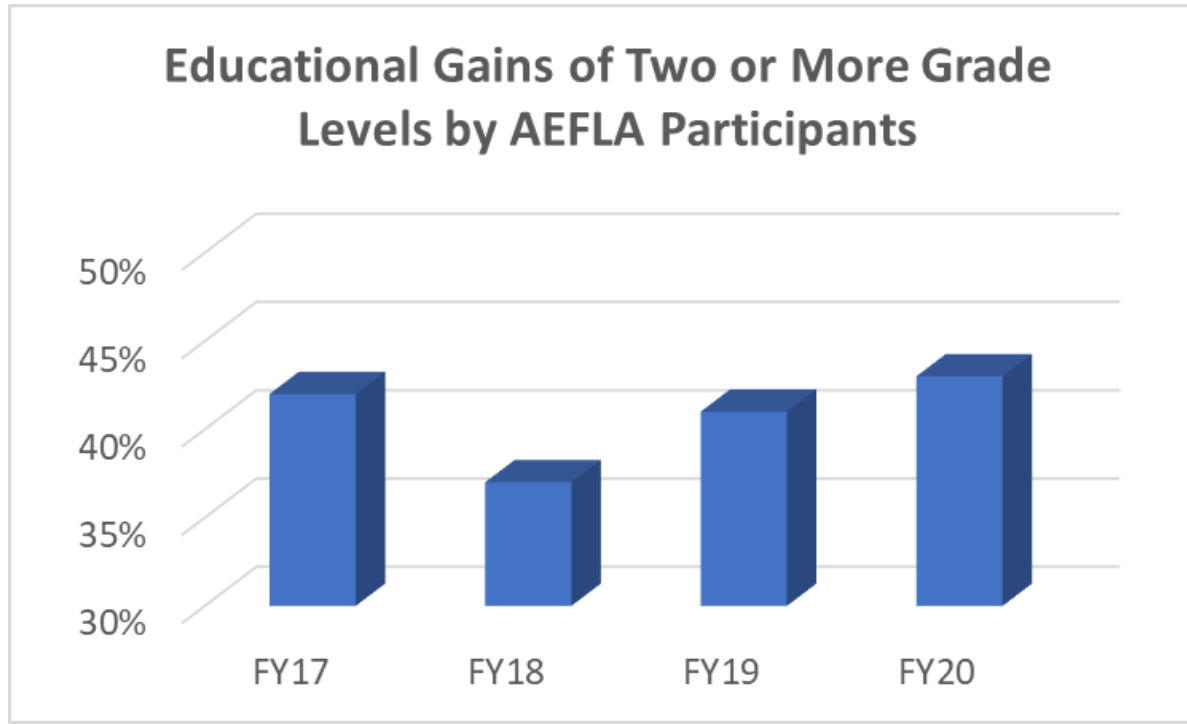
# Adult High School Diploma Program



# Adult High School Diploma Program



# Adult Education and Family Literacy Act Program (AEFLA)





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**Legislative  
Requests**

# AB67: Restorative Discipline



- Creates definitions for **SUSPENSION**, **EXPULSION**, and **PERMANENT EXPULSION**.
- Clarifies when a quorum of the Board is legally mandated to make a disciplinary decision or when an appointed designee can fulfill this role
- Clarifies that only suspensions of 3 or more days can be used to determine whether or not a student has a record of habitual disciplinary problems
- Clarifies that a range of disciplinary options are available now that mandatory discipline has been removed
- Provides consistency reference to **“Student with a disability”**
- Clarifies language related to the age of a student in simplest terms
- Clarifies that and student removed for more than one semester must seek educational services
- Allows for exceptions to open meeting law when a School Board of Trustees are required considering discipline of an individual student. This change is consistent with existing laws associated with Hearings in a school District



# AB38: Work-based Learning & CTE Alignment



- With input from Office of Workforce Innovation (OWINN), the Department is recommending the following changes to NRS 389.167:
- Increase efficiencies within rural districts by removing the subcommittee requirement and replace with “in consultation with” to increase collaboration between employers and education providers
- Remove open meeting law requirement to increase frequency of collaboration between employers and education providers
- Removes requirement of an assessment and language implying that WBL leads to a diploma

# SB27: Licensure Streamline



- Streamlines efficiencies for Teach Nevada scholarships and teacher incentives
- Districts can reimburse teachers directly through the Teachers' School Supplies Assistance Account
- Miscellaneous licensure changes, including
  - Defining the investigative authority of the Superintendent of Public Instruction with regard to licensed personnel in public schools, and allowing the Superintendent to delegate all or part of that authority to subordinate staff within the Department; and
  - Allowing the State Board of Education to delegate to the Department, in limited and well-defined circumstances, its authority to take disciplinary action against a licensed educator.
- Consolidate and Promote Family Engagement Best Practice Requirements:
  - Update Educational Involvement Accord language in Nevada Revised Statutes to require all schools to jointly co-develop with families a school-family compact that aligns with the requirements in the Every Student Succeeds Act, removing the Department from currently prescribing the form for schools and families.

# SB36: Epidemic Support & Crises Response



- Specifies that the model plan for the management of a crisis, emergency, or suicide includes the provision of specific information relating to managing a crisis or emergency that is a result of an epidemic.

# LCE BDR 33–531: School Bus Safety



- Update NRS to include specific written recommendations will inform decisions related to ensuring the health of a school vehicle fleet.
- The Department of Public Safety shall make written recommendations to the superintendent of schools of the school district or their designee to ensure the health of the fleet.



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**Appendix**



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## ***Nevada State Assessment System***

Slides 118 - 126 provide additional details on each of the State and federally required assessments administered in Nevada, the meaning of proficiency, and links to videos outlining the components of the Nevada School Performance Framework

# Brigance Early Childhood Screen III



- Family, Friend, and Neighbor Care, Child Care Facilities, and Grades PreK-K
- Measures Physical, Language, Academic Skills/Cognitive Development, and Self-help/Social Emotional Scales
- Required for Nevada Ready! State PreK programs
- Required for Centers participating in Nevada Silver State Stars QRIS
- The screener is administered in paper format at programs/schools twice a year as a pre/post assessment
- The screener cannot be administered over video platforms while children are distance learning

# Measure of Academic Progress (MAP)



- Grades K-3
- Measures how well students are mastering reading standards that guide classroom instruction and helps to ensure that students are on track to be proficient readers by the end of grade 3.
- Meets state monitoring laws
- The assessments are correlated with the Nevada Academic Content Standards in ELA
- Assessments are administered at schools three times a year as a computer-based test in a computer-adaptive format





- Grades 3-8
- Measures how well students are mastering learning standards that guide classroom instruction and helps to ensure that students are on track to graduate from high school with the critical thinking, problem solving, and reasoning skills needed to succeed in today's world
- Meets state and federal reporting laws
- The assessments are aligned with the Nevada Academic Content Standards in ELA and Mathematics
- Assessments are administered at schools once a year as a computer-based test in a computer-adaptive format



- Grades 5, 8, and High School
- Measures how well students are mastering learning standards that guide classroom instruction and helps to ensure that students are on track to graduate from high school with the critical thinking, problem solving, and reasoning skills needed to succeed in today's world
- Meets state and federal reporting laws
- Based on the Nevada Science Standards based on the Next Generation Science Standards (NGSS)
- The Science Assessments are administered at schools once a year as a computer-based test
- Students respond to both multiple choice and constructed response item types (some enhanced by online technology)



- Grade 11
- Helps to ensure that students are on track to graduate from high school with the critical thinking, problem solving, and reasoning skills needed to succeed in today's world
- Meets state and federal reporting laws
- The ACT assesses the domains of English, Math, Reading, Science and Writing
- Administered on one day each spring
- The state-day testing, or census day testing, are used for state and federal reporting

# Nevada Alternate Assessment (NAA)



- Grades 3 – 8 and 11
- Specifically for students with significant cognitive disabilities, the NAA is the state assessment of alternate achievement standards in math, English Language Arts, and Science. The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be included in each state’s assessment and accountability system by requiring states to report student achievement for all students as well as for specific groups of students on a disaggregated basis
- Meets state and federal reporting laws
- The assessments are aligned with the Nevada Academic Content Standards Connectors in ELA, Mathematics, and Science
- Assessments are administered at schools once a year as a one-on-one paper test

# World-Class Instructional Design and Assessment (WIDA)



- Grades Kindergarten – 12<sup>th</sup>
- The Every Student Succeeds Act (ESSA) of 2015 requires that students identified as EL are annually assessed for English proficiency in the four domains of speaking, listening, reading, and writing on an English Language Proficiency Assessment
- The WIDA Consortium provides Nevada’s English Proficiency Examination
- **NOTE**: WIDA does not replace the State English Language Arts assessments required by state law



Proficiency is a minimum achievement level students must obtain in a content area as determined by Nevada educators, content experts, stakeholders, and parents. In Nevada the minimum level for proficiency is Level 3

- **Level 1** – The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in future coursework
- **Level 2** – The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in future coursework
- **Level 3** – The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in future coursework
- **Level 4** – The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework



The links below correspond to a brief presentation on each of the elements of the Nevada School Performance Framework (NSPF):

- NSPF Presentation Series: [Elementary School Performance Indicators](#)
- NSPF Presentation Series: [Middle School Performance Indicators](#)
- NSPF Presentation Series: [High School Performance Indicators](#)



## Nevada Report Card

Slides 128 - 139 provide an overview of the Nevada Report Card and an illustration of various features and reports that are available

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# Nevada Report Card: Compliance



Required by Law: 

NRS 385A.070-520

NRS 385A.600-720

Federal ESSA

## Nevada Accountability Portal Components

Annual Reports of Accountability

School Performance Framework

Nevada Growth Model

*Nevada Report Card*

*School Ratings*

# Nevada Report Card: Transparency



Where does the data come from?



# Nevada Report Card: Outcomes



**Reporting Timeline**  
**Release: September 15**

**Accountability**  
**Year**


**School**  
**Year**

**2019-2020**

2019-2020


2018-2019

 Student Demographic Profile, Student Teacher Ratio, Class Size, Student Attendance

 Proficiency Rates, Graduation and Dropout Rates and other Student Success Indicators

 Nevada School Performance Framework, School Ratings

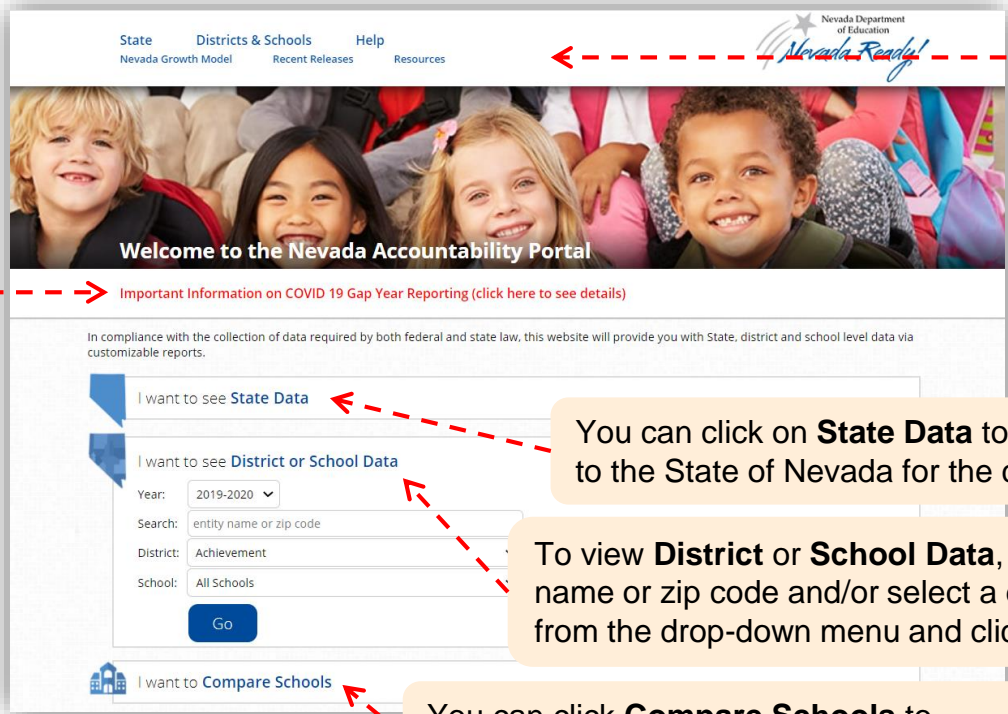
 Fiscal and Technology Related Information, Discipline and Safety

 Growth for CRT Proficiency and English Language Attainment

 Educator Qualifications, Teacher Attendance, Personnel information

*and many more!*

# Nevada Report Card Navigation



When important announcements are available, a red link will display above the main selection options. For 2019- 20, this link provides important information about COVID-19 impacts on accountability reporting.

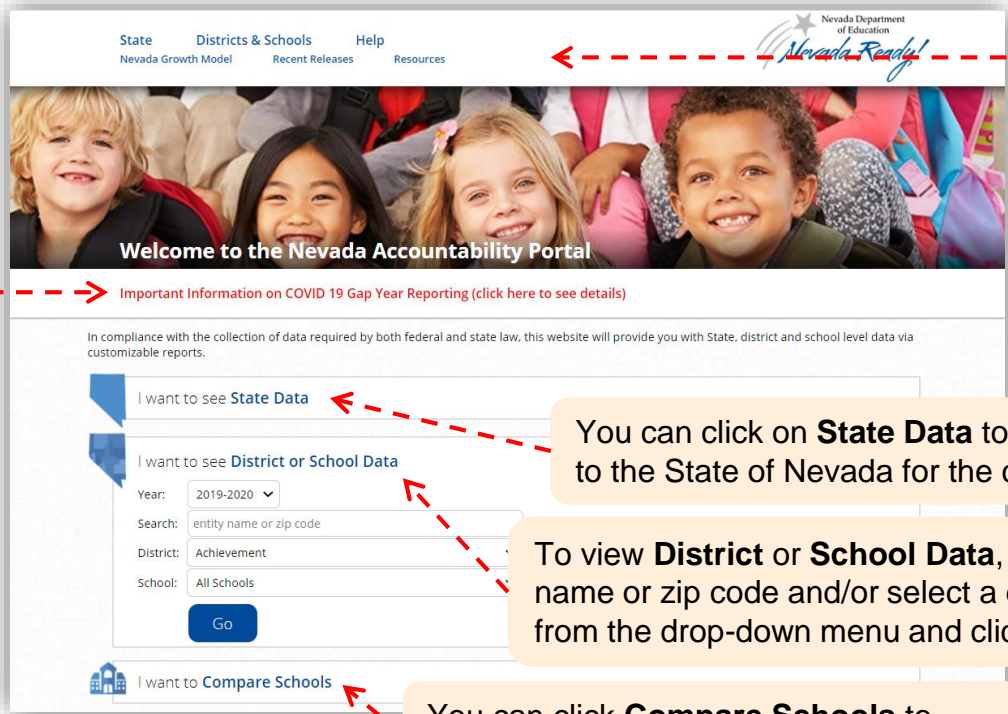
Additional static reports and important accountability information and notices can be found by clicking the **Recent Releases** and **Resources** links

You can click on **State Data** to view information specific to the State of Nevada for the current year

To view **District or School Data**, you can search by entity name or zip code and/or select a district and/or school name from the drop-down menu and click Go.

You can click **Compare Schools** to compare accountability data among schools.

# Nevada Report Card Navigation, cont'd



When important announcements are available, a red link will display above the main selection options. For 2019- 20, this link provides important information about COVID-19 impacts on accountability reporting.

Additional static reports and important accountability information and notices can be found by clicking the **Recent Releases** and **Resources** links

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You can click **Compare Schools** to compare accountability data among schools.

# Nevada Report Card Dashboard



**Dashboard** provides a high-level information/quick facts.

Further analysis, comparison, trend information, access to the interactive data tables and disaggregated data is available via the **Data Details**.

The dashboard is titled "2019-2020 Nevada At a Glance" and "2019-2020 Nevada Data Details". It features a navigation bar with "At a Glance" and "Data Details" tabs, and a year selector set to "2019-".

**At a Glance** section includes:

- Total Enrollment: 496,761
- Schools: 763
- Teachers: 27,056
- Per Pupil Expenditures: \$9,352
- Graduation Rate: 84.11%
- Average ACT Composite: N/A
- Reported Bullying Incidents: 3,543
- Reported Cyber Bullying Incidents: 470

**Data Details** section includes:

- Proficiency: ELA (Elementary, Middle, High) and Math (Elementary, Middle, High) are all marked as N/A.
- Navigation tabs: Students, State Information, Achievement, Personnel, Safety, Financial, Graduation, Civil Rights Data Collection.
- Enrollment/Diversity: A bar chart showing the percentage distribution of students by race/ethnicity. The chart shows a high percentage of White students (42.89%) and a smaller percentage of Black students (11.45%).

Links at the bottom of the dashboard:

- [Click here to view a more detailed report.](#)
- [Click here to view a more detailed report and compare data across organizations and/or years.](#)

**State School Ratings** is a downloadable excel file and provides data for the school ratings. This link is not active for 19-20 reporting year due to suspension of accountability requirements in response to COVID 19 pandemic.

Access to the interactive, customizable data tables/reports .

# Nevada Report Card Data



Interactive, customizable reports/data tables allow the user view trend and comparison analysis across years and entities as well as disaggregate, filter, and search data as applicable by data set.

	REPORTED DATA LEVEL				DISAGGREGATION	CROSS TABULATION
	State	District	School	Grade		
<b>Enrollment/Diversity</b>	✓	✓	✓	✓	All subgroups except Homeless, Foster, Military	✗
<b>Average Daily Attendance</b>	✓	✓	✓	✗	All subgroups except Gender, Homeless, Foster, Military	✗
<b>Chronic Absenteeism Rates</b>	✓	✓	✓	✗	Race/Ethnicity/FRL/IEP/EL	✗
<b>Average Class Size</b>	✓	✓	✓	✗	Subjects	✗
<b>Student/ Teacher Ratio</b>	✓	✓	✓	K-8	✗	✗
<b>Transiency</b>	✓	✓	✓	✗	✗	✗
<b>Retention</b>	✓	✓	✓	K-8	FRL/EL	✗
<b>Credit Deficiency</b>	✓	✓	✓	9-12	FRL/EL	✗
<b>NSHE Remedial Data</b>	✓	✓	✓	✗	✗	✗

# Nevada Report Card State Assessment Data



		REPORTED DATA LEVEL				DISAGGREGATION	CROSS TABULATION
		State	District	School	Grade		
STATE ASSESSMENTS	CRT (New and Old)	✓	✓	✓	3-8	All subgroups	✓
	CRT Science (New Standards)	✓	✓	✓	5, 8	All subgroups	✓
	High School Science	✓	✓	✓	9-10	All subgroups	✓
	ACT	✓	✓	✓	11	All subgroups	✓
	Grade 10 Science (Old)	✓	✓	✓	10	All subgroups	✓
	Writing	✓	✓	✓	5, 8	All subgroups	✓
	HSPE	✓	✓	✓	11	All subgroups	✓
	NAA (old and new)	✓	✓	✓	3-8, 11	All subgroups	✓
	NAEP (available in PDF documents)	✓	✓	✓	4, 8	All subgroups	✗



# Nevada Report Card Completion Data



DOMAIN	REPORTED DATA LEVEL				DISAGGREGATION	CROSS TABULATION
	State	District	School	Grade		
4-Year Graduation Rates	✓	✓	✓	✗	All subgroups	✓
5-Year Graduation Rates	✓	✓	✓	✗	All subgroups	✓
Annual Dropout Rates	✓	✓	✓	6-12	All subgroups except Homeless, Foster, Military	✓
CTE Program Completion	✓	✓	✓	✗	All subgroups except Homeless, Foster, Military	✗
Discipline	✓	✓	✓	✗	All subgroups	✗

# Nevada Report Card: Other Indicators



DOMAIN		REPORTED DATA LEVEL				DISAGGREGATION	CROSS TABULATION
		State	District	School	Grade		
PERSONNEL	Paraprofessionals	✓	✓	✓	✗	✗	✗
	Substitute Teachers	✓	✓	✓	✗	Long/Short/Subjects	✗
	Staff	✓	✓	✗	✗	✗	✗
	Professional Qualifications	✓	✓	✓	✗	✗	✗
FISCAL	Sources of Funding	✓	✓	✗	✗	✗	✗
	Remedial Education Funding	✓	✓	✓	✗	✗	✗
	Legislative Appropriations	✓	✓	✗	✗	✗	✗
	Per Pupil Expenditures	✓	✓	✓	✓	Personnel/ <u>Non Personnel</u> Instruction/ Instruction Support/ Operations/Leadership	✗

# Nevada Report Card: Per Pupil Expenditure Data



## School Financial Visualization Report

Provides users with information about a school's per pupil funding as mandated in ESSA. This report is not available for State or Districts; it is available only for schools. Data not available prior to 2019-2020 .

Carson High School

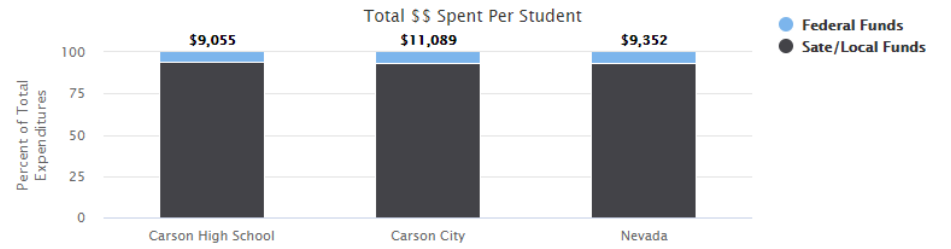
2019-2020 Per Pupil Expenditures Report

Grade Levels: PK-12	Carson HS : ★★★★★	Population: 2304
District: Carson City		Title I Status: No
School Address: 1111 North Saliman Carson City, NV 89701		Total Per Pupil Spending: \$9,054.83

### Dollars Spent Per Pupil

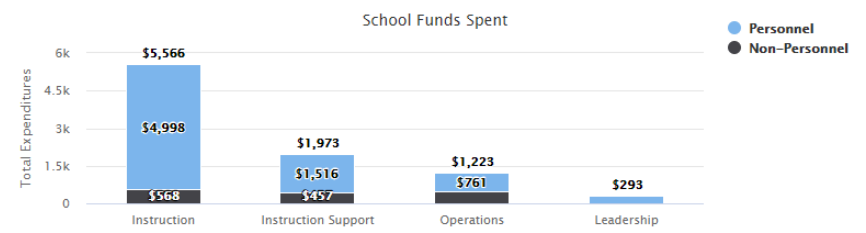
This school is funded through a combination of Federal and State/Local funds. The amounts in the bar graphs below are the dollars spent per student, broken down by source of funds. The amount of money spent per student depends on many factors, including student enrollment, staffing, special programs, and whether the school receives State or Federal grant funds.

- Federal vs State/Local
- Personnel vs Non-Personnel



### How Does My School Spend Its Funds?

This school spends money on four types of Personnel and Non-Personnel costs: Instruction, Instructional Support, Operations, and Leadership.



**Instruction Personnel:** Includes salaries and benefits of staff providing direct instruction to students (teachers, teacher aids, substitutes, instructional paraprofessional in the classroom).

**Instruction Non-personnel:** Includes instructional materials and supplies as well as pupil-use technology and software.

**Instructional Support Non-personnel:** All other costs associated with preparing pupils to learn, preparing teachers to be effective educators, and administering programs to reap student improvements.

**Instructional Support Non-personnel:** All other costs associated with preparing pupils to learn, preparing teachers to be effective educators, and administering programs to reap student improvements.

**Operations Personnel:** Central services (accounting, finance, human resources), facilities, transportation and food services personnel, and safety/security.

**Operations Non-personnel:** Maintenance and operating costs of buses, facilities, food service programs, safety and security (building upkeep, utilities and maintenance, fuels, supplies, service contracts).

**Leadership Personnel:** School and district leaders and policy makers (principals, assistant principals, school office, superintendent).

**Leadership Non-personnel:** School and district administrative office supplies, copier leases and maintenance agreements, postage, legal services

# Nevada Report Card: School Comparison Tool



## School Comparison Tool

Provides ability to filter or search for schools in Nevada based upon criteria such as school level, school type, NSPF star rating, enrollment, performance results, graduation rates, and much more. Up to three schools may be selected at a time for comparison. Once chosen, users can click Compare to see a snapshot of key accountability data for all selected schools.

<b>100 Academy of Excellence ES</b> 2341 Comstock Dr. North Las Vegas NV, 89032 School Type: District Sponsored Charter School Grades PK-05	<b>Imlay Elementary School</b> 380 Main Street Lovelock NV, 89418 School Type: Regular School Grades PK-05	<b>Jacks Valley Elementary School</b> 701 Jacks Valley Road Carson City NV, 89705 School Type: Regular School Grades PK-05
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<b>100 Academy of Excellence ES</b> 2341 Comstock Dr. North Las Vegas NV, 89032 School Type: District Sponsored Charter School Grades PK-05	<b>Imlay Elementary School</b> 380 Main Street Lovelock NV, 89418 School Type: Regular School Grades PK-05	<b>Jacks Valley Elementary School</b> 701 Jacks Valley Road Carson City NV, 89705 School Type: Regular School Grades PK-05
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2018-201 ▼  
 2019-2020  
**2018-2019**  
 2017-2018  
 2016-2017

Overview		Students	
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p><b>Star Rating</b> One Hundred Acad ES ★★☆☆☆ CSI <small>No Middle School No High School</small></p> </div> <div style="width: 30%;"> <p><b>Star Rating</b> Imlay ES - NR No Designation <small>No Middle School No High School</small></p> </div> <div style="width: 30%;"> <p><b>Star Rating</b> Jacks Vly ES ★★☆☆☆ No Designation <small>No Middle School No High School</small></p> </div> </div>			
<p><b>348</b> Enrollment</p> <p><b>\$8,276</b> Per Pupil Expenditure</p>	<p><b>23</b> Enrollment</p> <p><b>\$16,904</b> Per Pupil Expenditure</p>	<p><b>428</b> Enrollment</p> <p><b>\$11,101</b> Per Pupil Expenditure</p>	
<p><b>&gt;95</b> ADA Rate</p> <p><b>15.6%</b> Chronic Absenteeism Rate</p>	<p><b>95.0%</b> ADA Rate</p> <p><b>8.7%</b> Chronic Absenteeism Rate</p>	<p><b>94.9%</b> ADA Rate</p> <p><b>11.3%</b> Chronic Absenteeism Rate</p>	
<b>ELA Proficiency</b>			
<p><b>26.3%</b> Elementary School</p> <p><b>N/A</b> Middle School</p> <p><b>N/A</b> High School</p>	<p><b>-</b> Elementary School</p> <p><b>N/A</b> Middle School</p> <p><b>N/A</b> High School</p>	<p><b>51%</b> Elementary School</p> <p><b>N/A</b> Middle School</p> <p><b>N/A</b> High School</p>	
<b>Math Proficiency</b>			
<p><b>21.1%</b> Elementary School</p> <p><b>N/A</b> Middle School</p> <p><b>N/A</b> High School</p>	<p><b>-</b> Elementary School</p> <p><b>N/A</b> Middle School</p> <p><b>N/A</b> High School</p>	<p><b>43.8%</b> Elementary School</p> <p><b>N/A</b> Middle School</p> <p><b>N/A</b> High School</p>	
<p><b>3</b> Bullying incidents</p> <p><b>0</b> Student violence incidents</p>	<p><b>0</b> Bullying incidents</p> <p><b>0</b> Student violence incidents</p>	<p><b>3</b> Bullying incidents</p> <p><b>0</b> Student violence incidents</p>	

Overview		Students	
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p><b>Star Rating</b> One Hundred Acad ES ★★☆☆☆ CSI <small>No Middle School No High School</small></p> </div> <div style="width: 30%;"> <p><b>Star Rating</b> Imlay ES - NR No Designation <small>No Middle School No High School</small></p> </div> <div style="width: 30%;"> <p><b>Star Rating</b> Jacks Vly ES ★★☆☆☆ No Designation <small>No Middle School No High School</small></p> </div> </div>			
<p><b>Student Race/Ethnicity</b></p>			
<p><b>Additional Student Groups</b></p>			
<p><b>19:1</b> Student/Teacher Ratio</p>	<p><b>26.1</b> Transiency Rate</p>	<p><b>23:1</b> Student/Teacher Ratio</p>	<p><b>21.7</b> Transiency Rate</p>
<p><b>23:1</b> Student/Teacher Ratio</p>	<p><b>15.7</b> Transiency Rate</p>		



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## ***Standards and Instructional Support***

Slide 141 provide additional  
information regarding the Office of  
Standards and Instructional  
Support



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**This presentation  
on NDE Program  
Outcomes was  
delivered at  
voluntary Open  
House for  
Legislators on  
January 5, 2021**



The following links provide access to key documents with additional detail regarding Nevada's Read by Grade 3 Program:

- ❑ 2019-2020 Read by Grade 3 Required Report to Nevada Policymakers ([Link](#))
- ❑ Nevada's NAEP 4<sup>th</sup> Grade Reading Scores: 1998 – 2019 ([Link](#))
- ❑ NWEA April 2020 Study: *The COVID-19 Slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement* ([Link](#))
- ❑ Article – *Schools Already Struggled to Teach Reading Right. Now They Have to Do It Online* by Benjamin Herold ([Link](#))