2020
Statewide Plan for the Improvement of Pupils

Presentation to the
State Board of Education

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June 4, 2020

State Board Members will:

- Revisit the *2020 STIP*

- Review key shifts in language in response to feedback

- Potentially take action to approve the *2020 STIP*

STIP at the State Board of Education

Date	Details
August, October, November, December	Superintendent reported on the Statewide Listening Tour and how feedback from educators, teachers, and families would inform the *STIP*
January 30, 2020	Framework of the *STIP* was presented, including shifts in measures; Staff presented feedback received from NASS conference attendees; Members provided feedback on the draft Values and Goals
March 12, 2020	Staff presented the updated *2020 STIP* framework, Values, and Goals, along with an executive summary and next steps regarding Inputs, Outputs, and Outcomes
April 30, 2020	*2020 STIP* was emailed to Members and posted as meeting materials; potential action was tabled due to pressing items related to the COVID-19 pandemic
June 4, 2020	State Board reviewed the fully designed *2020 STIP* and provided additional feedback
June 29, 2020	Diversity, Equity, and Inclusion Workgroup met and discussed the importance of language, access, and high expectations for student success

Community Emphasis

- State Board Members provided clear direction

- All NDE staff invited to give input and feedback

- Districts and schools provided suggestions in Statewide Listening Tour conversation as well as work sessions and feedback forms

- Students, families, and communities participated in the Listening Tour and engagement forums

Shifts in Language

- State Board Members provided clear direction for language reflective of the high expectations for all students and educators.

- Edits were made to ensure the language is:

  ❑ Person-first,

  ❑ Equity-driven,

  ❑ Public-friendly,

  ❑ Reflective of national best practices, and

  ❑ Clear.

Original NDE 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 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

Refined NDE 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 ~~standards, assessments~~, expectations 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~~ high-quality customer service

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

Goal 2: All students have **access to effective educators**.

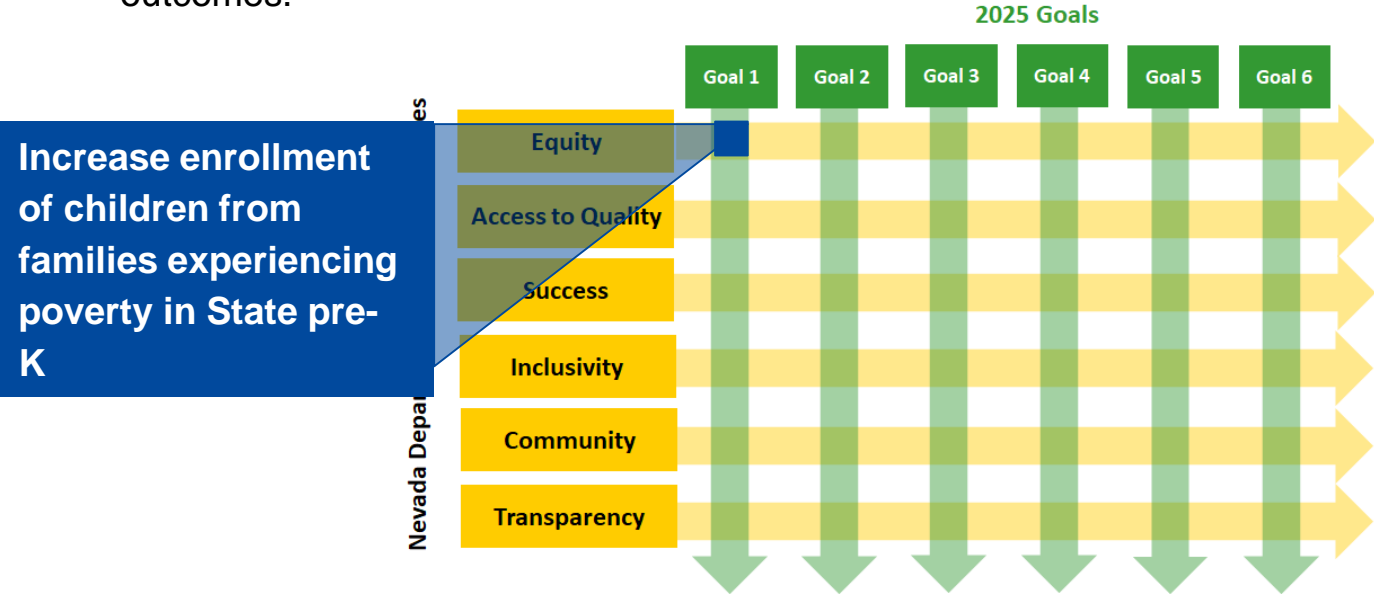Goal 3: All students experience **continued academic growth**.

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

Goal 5: All students have access to new and continued educational opportunities supported by **funding that is administered transparently, consistently**, and in accordance with legislative or grant guidelines.

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

2020 *STIP* Framework

- This graphic demonstrates the intersection between the NDE values and the 2025 Goals.
- Strategies are created where the Goals and Values intersect.
- Each Strategy is accomplished through specific actions identified as inputs, outputs, and outcomes.

Increase enrollment of children from families experiencing poverty in State pre-K

2025 Goals

Goal 1 Goal 2 Goal 3 Goal 4 Goal 5 Goal 6

Equity
Access to Quality
Success
Inclusivity
Community
Transparency

Nevada Dep...

Measurable Benchmarks

- **Goals** are aspirational for a 5-year improvement trajectory through 2025

- Each **Strategy** is written as a SMART (Specific, Measurable, Achievable, Realistic, Timebound) goal with a clear measure to be used for progress monitoring.

  - NDE is working with WestEd to build staff capacity for accurate benchmarking, setting annual targets, and refining measures.

  - If targets are met before the completion date indicated in the *STIP*, Strategies may be updated to reflect emerging needs or measures will be increased to a more ambitious target.

- **Inputs, outputs, and outcomes** represent *some* of the detailed work that will go into accomplishing the Strategies and Goals; they are meant to give a high-level example of work and do not represent the full scope of work nor preclude NDE or its partners from undertaking additional efforts in pursuit of improvement

Strategy Example

Goal 2: All students have access to effective educators.

Access to Quality Strategy: Provide quality professional learning

NDE will collaborate with public schools, districts, and Regional Professional Development Programs to ensure that teachers are prepared to deliver effective, standards-aligned instruction and are supported by a system of leaders, mentors, and administrators; success will be measured by an increase in teacher retention of 5% year over year

Input	Output	Outcome
Increase professional learning opportunities for school and district administrators	Public school and district adoption of best practices in evidence-based teacher retention practices, including mentorship and teacher support	Year-over-year decrease in teacher attrition
Develop professional learning modules that prepare teachers at all grade levels to deliver high-quality online learning using e-learning and digital platforms	All educators have access to professional learning modules to enhance their skills for delivering effective online instruction	All teachers will have the skills necessary to deliver high-quality online instruction
Support and develop professional learning events and resources including: Statewide family engagement summit, framework, and toolkit; social emotional academic development summit; and community of practice webinars	Consultation with stakeholders, families, and public schools and districts to implement and develop professional learning and resources for educational partners and stakeholders	Increase of 10% from baseline of families reporting they are welcomed as equal partners in their child's education and students reporting that they feel their educator is able to meet their needs as measured on the school climate survey

STIP Implementation & Progress Monitoring

Guiding Questions

- As you look at your Strategy's measure, think about what needs to be accomplished by the end date. What does accomplishing your Strategy's measure look like when broken down each year?
- In addition to your Strategy's measure, are there any other milestones that need to be accomplished to ensure your measure happens by the end date? If so, add them as separate data sources in the executive summary.
- As you think about accomplishing your measure, you may think about other deliverables, either quantitative or qualitative that need to be accomplished.

Data Source	Baseline	Y2 Target	Y3 Target	Y4 Target	Y5 Target

Next Steps

- Continue to build staff capacity for continuous improvement, progress monitoring routines, and partnerships to implement the *2020 STIP*

- Develop detailed, staff-led Implementation Plans for each Strategy

- *STIP* is a living document and Strategies or Inputs, Outputs, and Outcomes may be shifted as part of mid-course correction or a need to be more ambitious if targets are met early

Questions?

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Appendix A

- The identification of any problems or factors common among school districts or charter schools,
- Strategies based upon evidence-based research that will strengthen the core academic subjects,
- Strategies to improve the academic achievement of pupils enrolled in public schools in this State, including, without limitation, strategies to:
  - Instruct pupils who are not achieving to their fullest potential
  - Improve the literacy and the development of English language skills and academic achievement of pupils
  - Increase the rate of attendance and reduce the number of pupils who drop out of school;
  - Integrate technology into the instructional and administrative programs of the school districts;
  - Manage effectively the discipline of pupils; and
  - Enhance the professional development offered for the teachers and administrators
- Strategies designed to provide 6-12th grade students, their teachers and counselors and their parents and guardians information concerning:
  - The requirements for admission to an institution of higher education and the opportunities for financial aid; and
  - The need for a pupil to make informed decisions about their curriculum in middle school, junior high school and high school in preparation for success after graduation.
- Strategies to improve the allocation of resources from this State, by program and by school district, in a manner that will improve the academic achievement of pupils.
- A 5-year strategic plan which identifies the recurring issues in improving the achievement and proficiency of pupils in this State and which establishes strategic goals to address those issues.
- Any additional plans addressing the achievement and proficiency of pupils adopted by the Department.