



STIP 2018

Nevada Department of Education

Goal: Become Fastest Improving State in the Nation



INTRODUCTION

State law requires the Nevada State Board of Education to develop an annual plan to improve the achievement of pupils enrolled in Nevada public schools. This plan, commonly referred to as the “State Improvement Plan,” or “STIP,” is prepared for State Board consideration by the Superintendent of Public Instruction and staff of the Department of Education, as well as a variety of stakeholders. The focus of this year’s plan is similar to previous years - college and career readiness of all students in the P-12 public education system, but has also been informed by robust stakeholder engagement through the process of writing Nevada’s Every Student Succeeds Act Consolidated State Plan and the development of the Department’s new Five-Year Strategic Plan, which was adopted by the State Board in December of 2016. Nevada stakeholders came together to set a bold but achievable goal to become the fastest improving state in the nation. As the Department’s programs evolve under the promise through the continued implementation of a historic suite of education programs and initiatives passed in 2015, we recognize that this plan reflects our continued effort in making sure Nevada’s educators and students are truly ready for success.

Pursuant to NRS 385.3593 and Assembly Bill 30 from the 2015 Legislative Session, the plan must contain at least the following components:

- A review and analysis of student data collected by the Department;
- The identification of any problems or factors common among school districts or charter schools;
- Strategies to improve student achievement;
- Strategies to provide information about higher education and financial aid;
- Strategies to improve the allocation of resources, including information on the effectiveness of legislative appropriations related to education; and
- Clearly defined goals and benchmarks.

The plan must also include an identification of Department staff responsible for ensuring strategies are successful, as well as timelines and measurable criteria for determining such success, and a budget for the overall cost of carrying out the plan.

For 2017, the Superintendent of Public Instruction and Department staff elected to present a new plan for State Board approval that reflects many lessons learned from the implementation of the 2014, 2015, 2016, and 2017 STIP. Like its predecessor, this document adheres as closely as possible to statutory requirements, is focused solely on calendar year 2018, and seeks to provide the next step in the state’s future plan amendments. The plan is limited to: (1) certain ongoing key activities of the Department, and (2) new initiatives the Department is beginning to implement. The Department’s new Five-Year Strategic Plan, approved by the State Board in December 2016, is incorporated by reference as required by state law; it is available [online](#).

ABOUT THE DEPARTMENT OF EDUCATION

Nevada’s Department of Education consists of the State Board, the Superintendent of Public Instruction, approximately 170 employees, and more than a dozen statutorily-created committees, councils, and commissions. The Superintendent is the executive head of the Department and works in partnership with the State Board on the development of regulations and policies governing P-12 public education. From the licensure of new educators to the adoption of academic content standards, to the reporting of school performance, and the administration of federal and state appropriations, the Department, directly and indirectly, impacts the achievement of the nearly half a million school-aged children and some 30,000 adults seeking high school equivalency education. Pursuant to an Executive Order issued by Governor Sandoval in 2013, the Department also shares educational responsibility with the Nevada Department of Health and Human Services for an estimated 180,000 children aged 0 to 4. The Department works in close coordination with local school districts, the State Public Charter School Authority (SPCSA), the Nevada System of Higher Education, and Regional Professional Development Programs.

Department Goal

“Fastest Improving State in the Nation.”

Our five-year Strategic Plan, DOE ESSA (Every Student Succeeds Act) submission, and now our annual STIP are in alignment as the catalyst for improvement and an opportunity to rally the state behind a singular goal: becoming the fastest improving state in the nation. The following graphic illustrates how our external and internal priorities are aligned to our Fastest Improving goal:



VISION

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

MISSION

“All Nevadans ready for success in a global 21st Century.”

The Department’s Mission is aligned with Governor Sandoval’s vision for the “New Nevada,” where all students are college and career ready by graduation and have skills to meet the demand for high-quality jobs.

NDE GOAL

Fastest Improving State in the Nation

Our education system’s chronic underperformance and persistent achievement gaps requires a fundamental change. In fact, change is already underway with the passage of close to two dozen new education programs and initiatives during the 2015 Legislative Session. Still, the disparate impact on our state’s most historically underserved students cannot be ignored and bold action must be taken to ensure that all of our students have access to a great education.

FISN GOALS

We judge our progress toward becoming the Fastest Improving State in the Nation (FISN) by our FISN Goals:

Fastest Improving State in the Nation on Graduation Rate	Fastest Improving State in the Nation on Smarter Balanced
Fastest Improving State in the Nation on ACT Average Composite Score	Fastest Improving State in the Nation on the English Language Proficiency Exam
Fastest Improving State in the Nation on Children with Disabilities in Inclusive Early Childhood Programs	Fastest Improving State in the Nation on Quality Rated Early Childhood
Fastest Improving State in the Nation on NAEP	Fastest Improving State in the Nation on CTE Completers

SBE GOALS

We judge our progress toward the State Board Goals:

All students proficient in reading by the end of 3 rd grade	All students served by effective educators
All students enter high school with the skills necessary to succeed	Efficient and effective use of public funds in service to students
All students graduate college, career, and community ready	All students learn in an environment that is physically, emotionally, and intellectually safe

LEVERS

The Department recognizes its limitations and will therefore focus itself on a few key levers that it has the expertise to implement effectively and, if successful, will drive the change we hope to see:

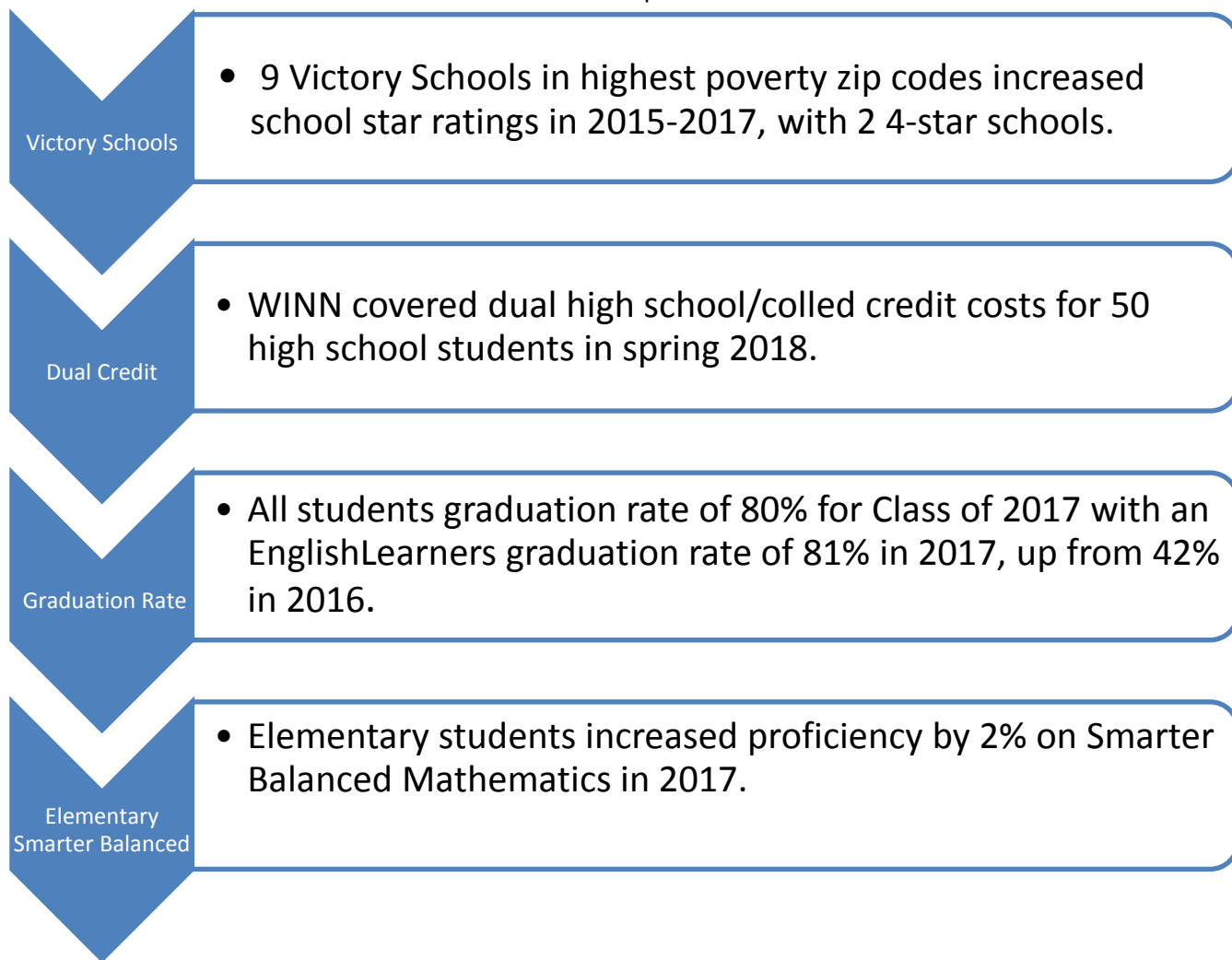
- 1. Ensuring principals have the support they need to become great school leaders**
- 2. Using data to inform decisions impacting our schools**
- 3. Identifying and improving our lowest-performing schools**

Fastest Improving State in the Nation Progress

The external alignment of our Strategic Plan, ESSA, and STIP sets the agenda for our internal operations. The Objectives and Strategies outlined later in the 2018 STIP confirm that the Department completes nothing in isolation. All Objectives were approved by the Superintendent, Deputy Superintendent, and received feedback from the Superintendent’s Cabinet and Objective Leads to confirm alignment to our FISN (Fastest Improving State in the Nation) Goals, State Board of Education goals, and FISN levers.

To secure our place as the fastest improving state in the nation, we must continue to implement recently passed programs, hold ourselves accountable for improving student achievement, reinvest where we are having success, and redirect funds where outcomes are lagging.

While all of our FISN Goals have seen marked advancement, there are some notable advances which exceeded our anticipated success for 2018:



CTE Completers

- Nevada students exceeded annual FISN goal of 9,279 CTE Completers by achieving 9,697 successful CTE Completers for 2018.

Special Education Inclusion

- Surpassed Nevada FISN goal of 33% of Children with Disabilities enrolled in Inclusion Early Childhood Programs in 2017, highest in Nevada history.

Pre-K

- 23 4- and 5-star High Quality Pre-K centers, and surpassed 2017 goal of 19 centers.

Teachers

- Nevada providing \$5M in incentives for new & current teachers in Title I and underperforming schools.

SafeVoice

- SafeVoice has collected 800+ anonymous tips one month after launch in February 2018.

Social Workers

- Over 200K students served in 209 schools by our Social Workers in Schools program, which saw 18% staff increase despite flat funding in 2018.

Advanced Placement

- AP class participation up by 14% overall and in 2017 with a 10% increase in Exam scores of 3,4,5.
- 36% increase in AP classes taken by Hispanic students & a 16% increase in Exam scores of 3,4,5.

Members of the Nevada State Board of Education

Elaine Wynn, President

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SECTION 1: DATA REVIEW AND ANALYSIS

The Department of Education collects and reports two primary sources of accountability data concerning the achievement of pupils: the Nevada Report Card and the Nevada School Performance Framework (NSPF). The Department also collects and reports data from the National Assessment of Educational Performance (NAEP), as well as information on Career and Technical Education (CTE) that is not included in the Nevada Report Card. Included below is a high-level review of these available data streams; Department employees and stakeholders analyzed this information for the reporting of problems and factors and the creation of related strategies.

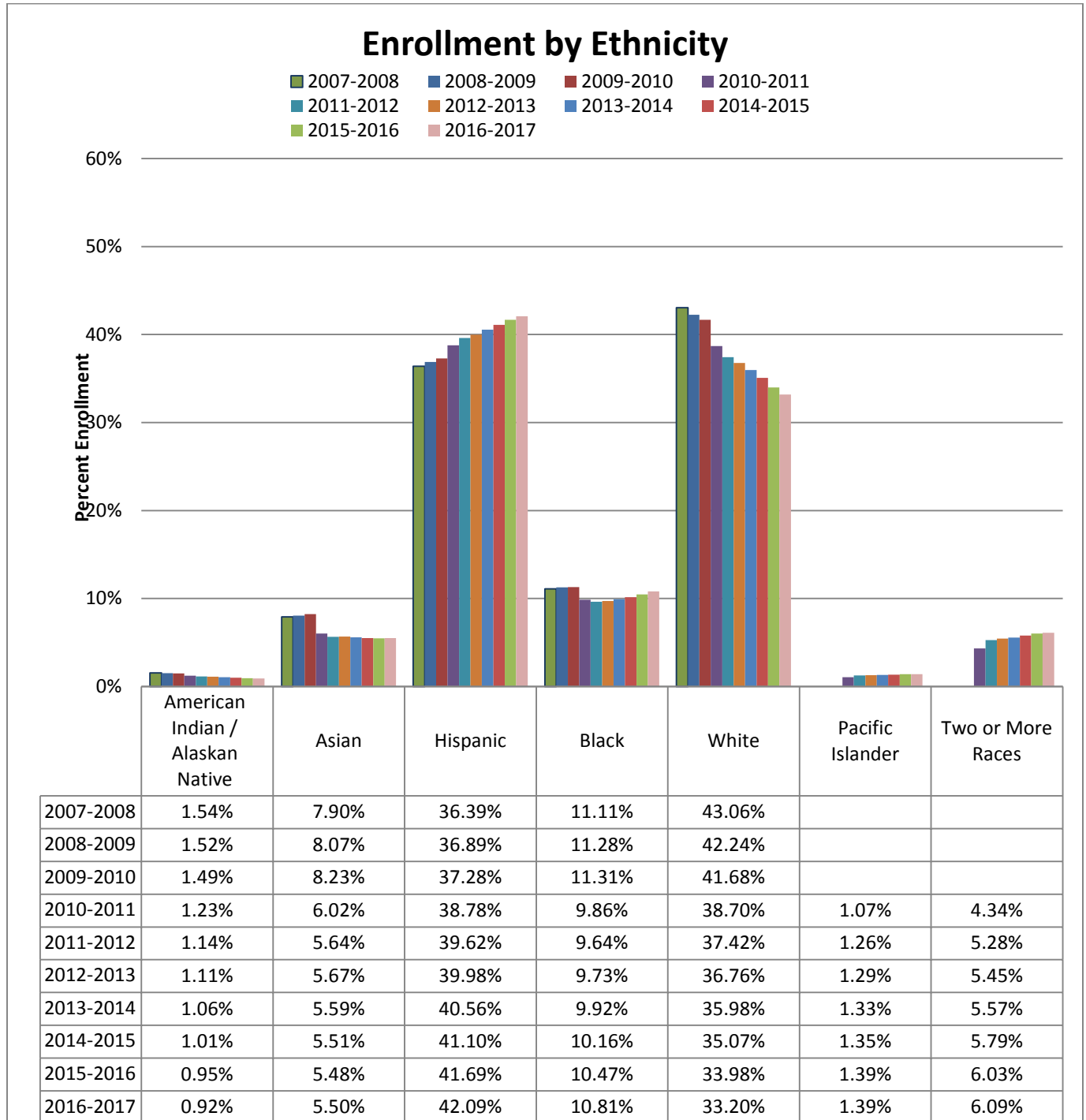
DEMOGRAPHICS OF NEVADA'S K-12 POPULATION

As of January 2018, there were 473,647 students enrolled in Nevada's K-12 public schools (district and charter combined). Three entities -- Clark County School District, Washoe County School District, and the State Public Charter School Authority -- represent 89% of the total statewide enrollment, with the balance distributed among the 15 other districts.

Ethnicity

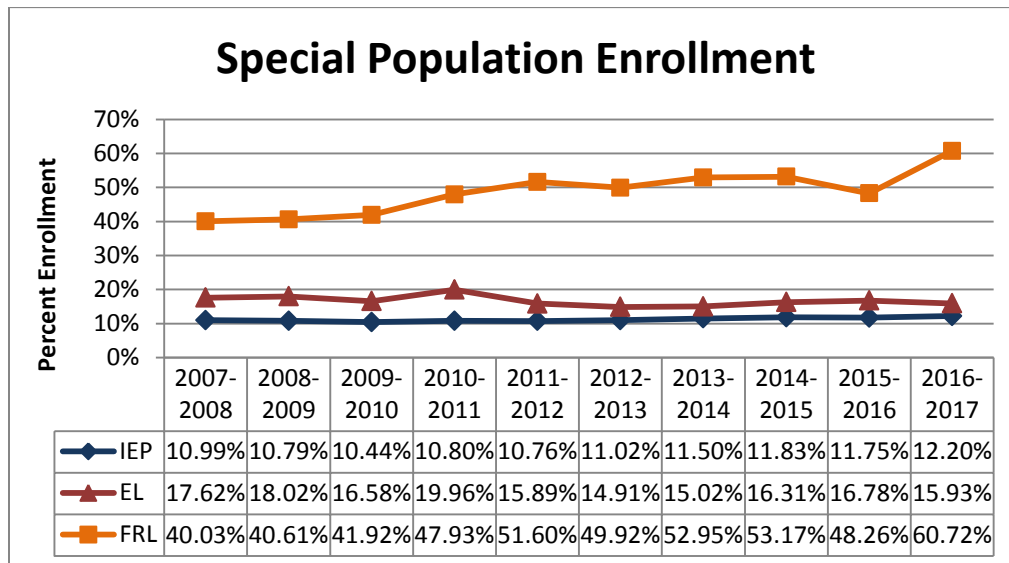
Nevada has a rapidly changing student population. The fastest growing ethnic group is Hispanic, with a corresponding decrease in the percent of White students as illustrated in Figure 1. Nevada's Hispanic population is also seeing a transfer of growth from a largely first generation Hispanic population to now a largely second generation Hispanic population.

Beginning in the 2010-2011 school year a new ethnicity classification, “Two or More Races,” was introduced, which resulted in shifts in other categories. As revealed by data elsewhere in this analysis, long-standing ethnic subgroups (Black and American Indian in particular) continue to experience significant achievement gaps in student performance.



Special Populations

The below graph for **Special Populations Enrollment** illustrates the three primary special population groups, English Learners (EL), Free/Reduced- Price Lunch (FRL), and Special Education (IEP) program. There appears to be a significant increase in students qualifying for FRL, particularly since the 2009-2010 school year and reaching an all-time high of 60% in 2016-2017. Interestingly, it appears that an increase in the percentage of students qualifying for FRL coincides with a marginal decrease in the percentage of students identified as EL.



Equity

The Department could not declare its FISN Goals without recognizing and developing Objectives and Strategies to reconcile the significant achievement gaps between Nevada’s most vulnerable and underrepresented populations with the rest of the state. Nationwide, underrepresented students see gaps in achievement, oftentimes in the indicators highlighted by our FISN Goals: graduation, standardized testing, and access to high quality services.

It is the priority of the Department to use the Data Analysis portion of the STIP to inform the Objectives and Strategies so that Nevada becomes the Fastest Improving State in the nation for all students. Nevada students have lagged behind their peers across the country on a variety of measures, from early childhood education enrollment to NAEP performance to high school graduation and college enrollment. The opportunity gap for students of color, students in poverty, students with disabilities, and ELs reveals a disproportionate impact on students. The \$340 million infusion from the 2015 Legislative session initiated significant programs to ensure educational equity for all Nevada students.

Evidence of the Equity Challenge

In the most recent Nevada School Performance Framework (NSPF) rating, Nevada’s school accountability system, one-fourth of schools rated received one- or two-star ratings on a five-star scale. A disproportional number of these low performing schools serve students that qualify for free and reduced lunch or are designated as English learners.

NDE has employed a broad and shallow approach rather than a narrow and deep approach in struggling schools in creating new strategies, building partnerships, identifying effective leaders and teachers, and providing access and systems to manage data for school improvement. Historically, this has been due to a lack of aligned, high-expectations for schools and student growth and a lack of a coherent framework for support.

To illustrate this for one of Nevada’s special populations, Black students make up 10% of total enrollment, but only 2.5% of Nevada’s Advanced Diploma graduates, indicating an equity gap for Black students. The equity gap begins sooner than in high school, with 1 out of every 4 Black students proficient on the 3rd Grade Smarter Balanced Mathematics assessment, compared to 1 out of every 2 Nevada students proficient on the 3rd Grade Smarter Balanced Mathematics.

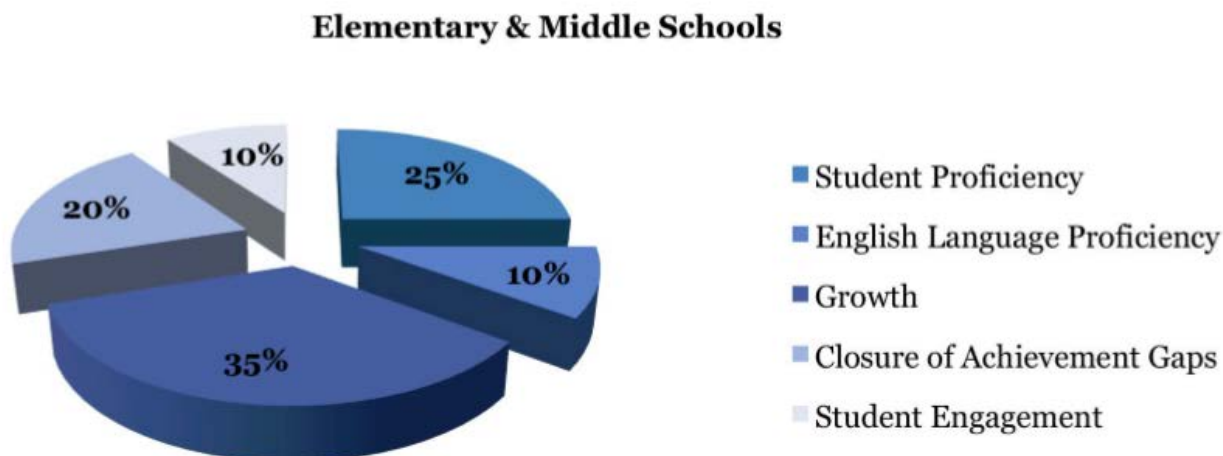
Current Nevada Efforts

Nevada is committed to developing a culture of improvement that provides each student with an opportunity to successfully participate as a productive citizen in a global economy. The culture of improvement requires districts, school leadership, and staff members to have a strong commitment to school improvement and understand what it will take to improve outcomes.

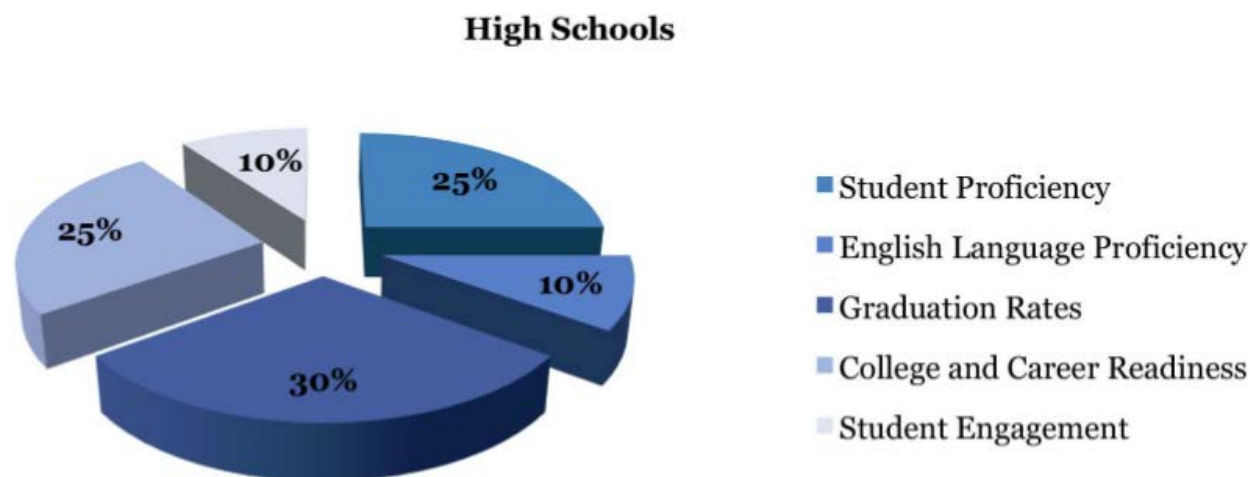
Accountability

Each year NDE publishes the Nevada School Performance Framework (NSPF) to measure and communicate school effectiveness of all public schools, both traditional district and charter schools. The NSPF was originally launched in 2012 and redesigned through several stakeholder engagements that began in January 2015. The engagements included a broad base of community, business, and education professionals that were empowered to make recommendations regarding the indicators, measures, and weights for Nevada’s next school accountability system.

The revised NSPF school ratings were released in September 2017. The Elementary and Middle School NSPF rating incorporates measures of student proficiency, student growth, English language proficiency, closure of achievement gaps, and attendance as a measure of student engagement.



The High School NSPF rating is similar to the Elementary and Middle School NSPF rating but includes graduation rate and college and career readiness assessment results in lieu of student growth and closure of achievement gaps.



The NSPF also serves an important equity role through reports on student proficiency by subpopulation including: racial and ethnic subgroups, students with special education needs, students who are ELs, and students who are economically disadvantaged. At least ten students must be assessed to be included in these measures to ensure student anonymity. Additionally, Nevada will establish a new group of students in elementary and middle schools: “students in need of improvement.” This group will include students who did not earn a passing score on the prior administration of the state test. Longitudinal data indicates that this group of students disproportionately consists of ethnic minorities and special populations. The growth target of these students will be measured and displayed in what Nevada refers to as the closing achievement gaps indicator.

Schools are given a NSPF rating of one to five stars, with five-star schools signifying extraordinary performance and successfully preparing students for the global economy. These ratings are published on the NSPF webpage. Using the NSPF, schools will be identified for specific recognition and support. NDE works with districts to prioritize service and assistance to one- and two-star schools to improve student performance through a variety of supports and interventions.

School Support and Intervention

There are two main categories of schools that the NDE identifies for support and improvement. The first category is Comprehensive Support and Improvement (CSI) Schools, which includes the lowest-performing five percent of schools in Nevada and high schools with graduation rates below 67%. The school district of the CSI school or the charter school is expected to write an annual School Performance Plan (SPP), which must address resource inequalities and how the school and/or district will address them. The local school leadership, the district, and NDE must approve the plan. Monitoring the school plan and prioritized support will be provided by NDE. It is the district or charter school’s responsibility to notify parents about why the school is a CSI school and how they can be involved in the improvement process.

CSI schools are also subject to more rigorous state and local action. They can be considered for State Turnaround designation and be considered for inclusion in the statewide Nevada Achievement School District (NV ASD). The NV ASD may accept up to six schools per year for transformation and pair those schools with high quality school operators or transformation teams. The NV ASD will seek to match operators or transformation teams with school profiles that match their experience and host community meetings to learn about families' and communities' vision for the school. The NV ASD has its own superintendent to lead the intensive, collaborative effort of transforming schools to achieve successful outcomes for students.

The second category is Targeted Support and Improvement (TSI) Schools, which remain under the purview of the district or charter school. This includes schools that have one or more persistently under-performing student subgroups. These schools are identified annually by NDE and monitored by the district or charter school through implementation of their SPP. When all quality indicators are met, the school can exit TSI status. If quality indicators are not met within three years, the school moves to CSI status.

Success Indicators

The most important change that will happen in accountability is an increase in the number of three-, four-, and five-star schools across the state. Recognition of high performing schools, expansion and replication of successful programs, and developing the talented individuals who make programs work are all strategies in NDE school improvement plans. Ultimately, school improvement and transparency in accountability will move to a system where parents and families can understand how schools are doing with students like theirs, and schools being held accountable for the delivery of a high-quality education.

State Role

NDE will release the NSPF annually, giving families and community members a transparent and comparable view into student achievement and academic growth, student engagement, and overall school success. NDE will provide differentiated support to low-performing schools, depending on the level of performance and services needed. As a part of that work, Nevada will use the analysis of equitable distribution of effective teachers to help support staffing and teacher professional development in low-performing schools. This will be done through collaboration with the RPDP, regional cooperatives that provide training and support to districts and charter schools.

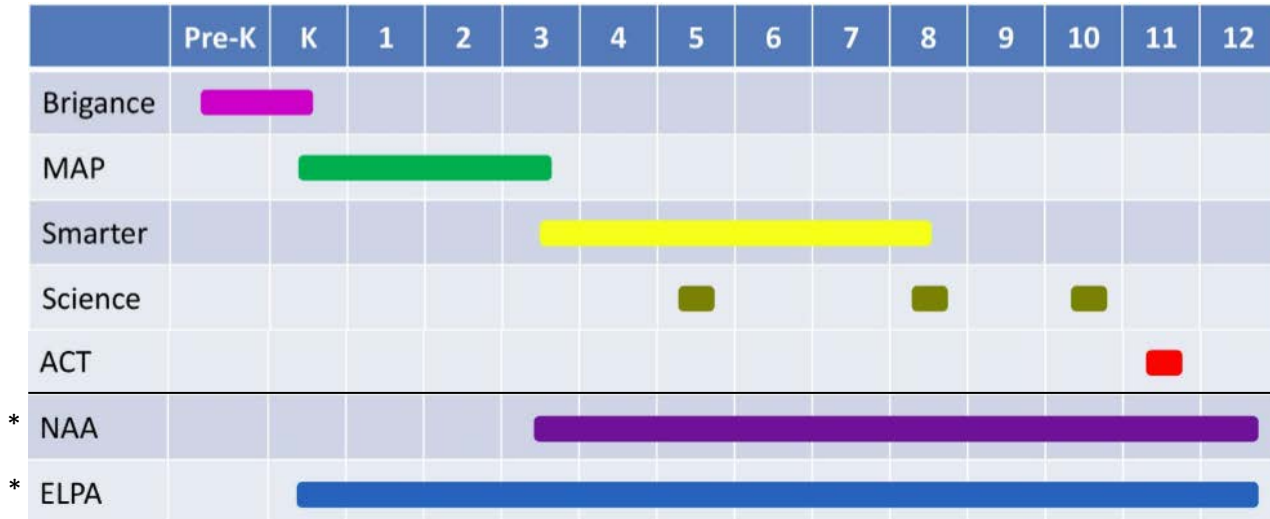
The Department's multi-tiered approach to differentiated school improvement identifies the roles and responsibilities for NDE, districts, and charter schools for each tier, in addition to parent actions, to facilitate system level alignment and coherence on accountability and supports.

Nevada will use this approach to prioritize its work and more effectively target resources, supports, and interventions. This will ensure that NDE, districts, and charter schools are aligned and responsive to specific school needs.

STUDENT PERFORMANCE

Challenging Assessments

The Nevada State Assessment System ensures all public school students, no matter where they attend school, receive a quality education. The figure below shows the distribution of all required assessments by grade in Nevada. Local schools and districts determine additional assessments not included in the graphic or the descriptions that follow.



*Non-universal assessments

All State assessments provide testing accommodations for students in special education and 504 programs.

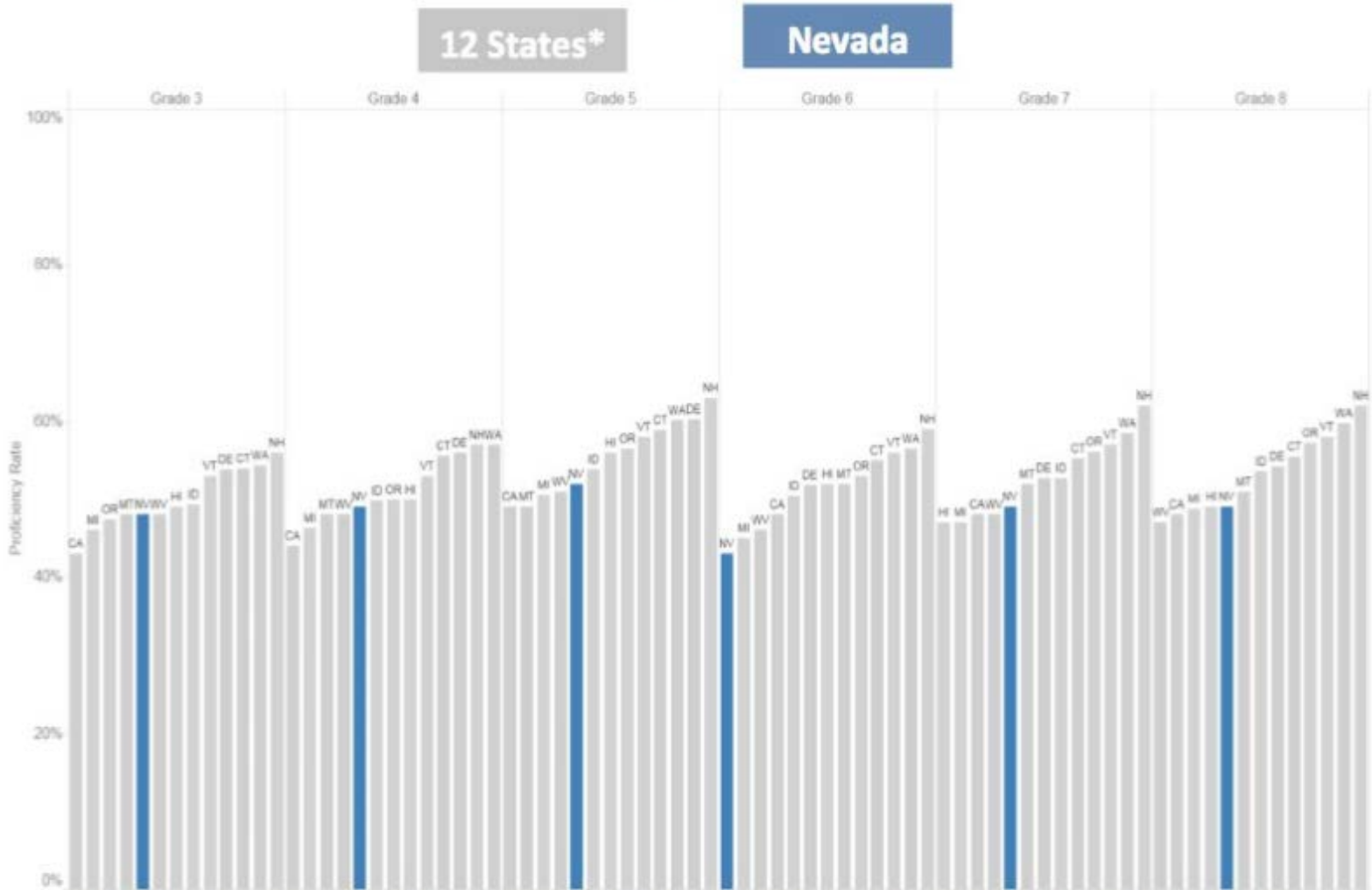
Nevada State Assessment Descriptions:

Brigance: The Brigance is a collection of quick, reliable and highly accurate early childhood education assessments and data-gathering tools that are nationally standardized. All students are required to be assessed upon entrance to Kindergarten to identify individual student needs and track progress, specifically regarding a student’s literacy level.

Measures of Academic Progress (MAP): Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the Nevada State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program. With the implementation of MAP in school year 2017-18, Nevada will, for the first time, have aligned standards, professional development, assessments, and expectations in Kindergarten through Third Grade.

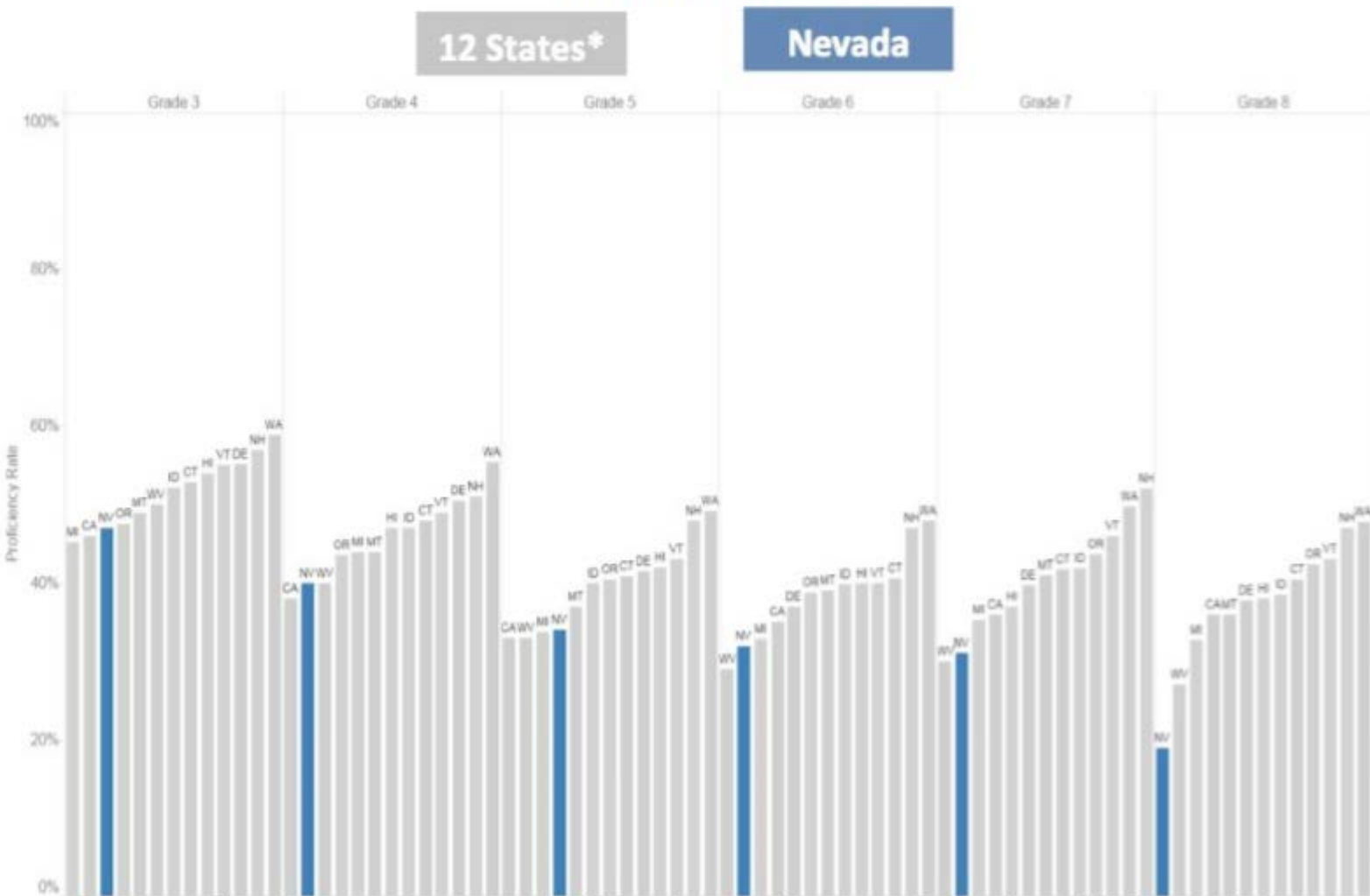
Smarter Balanced Assessments (SBAC): The Smarter Balanced assessments are a key part of monitoring student progress in grades 3-8 towards success in college and career. The computer-adaptive format and online administration of the assessments provides meaningful feedback that teachers and parents can use to help students succeed. The assessments are aligned with the NVACS in English language arts and Mathematics and will allow Nevada to measure itself with 15 other states that also administer the Smarter Balanced assessment.

2016 Smarter Balanced Consortium States' Proficiency Rates ELA



*The Smarter Balanced Assessment Consortium consists of 15 member states. Of these states, 12 of them have published results included here. Students who are proficient on the Smarter Balanced assessments have earned an achievement level of 3 or 4 out of 4 possible levels.

2016 Smarter Balanced Consortium States' Proficiency Rates Mathematics



*The Smarter Balanced Assessment Consortium consists of 15 member states. Of these states, 12 of them have published results included here. Students who are proficient on the Smarter Balanced assessments have earned an achievement level of 3 or 4 out of 4 possible levels.

Science: All public school students in grades 5, 8, and 10 must participate in the Science assessments. There is also an End of Course examination in science that students will need to pass to fulfill high school graduation requirements (starting with the graduating class of 2020). The Science assessments are a computer-based test administered at schools once a year in the spring. Spring 2017 is the first year that Nevada Science scores will report on student performance based on the newly adopted NVACSS. The Nevada State Board of Education and the Nevada Council on Academic Standards will set achievement level cut scores during summer 2017.

College and Career Readiness Assessment, ACT: To be eligible for graduation, all students, free of charge, must participate in Nevada's College and Career Readiness (CCR) assessment during their junior year of high school. The Nevada State Board of Education chose the ACT as its CCR assessment. A student's ACT score will not be used to determine graduation eligibility but can be submitted with college applications. The ACT is a nationally recognized college admissions exam that is accepted by all four-year colleges and universities in the United States.

Nevada Alternate Assessment (NAA): The Nevada Alternate Assessment (NAA) is the state assessment for NVACS Connectors. The assessment is administered to less than 1%

of all Nevada students who meet required eligibility criteria. The NAA assesses student academic performance on the NVACS Connectors. *Currently, alternative forms of the NAA are being discussed to more effectively assess Nevada's students with significant cognitive disabilities.

English Language Proficiency Assessment (WIDA): Students identified as Limited English Proficient (LEP) are annually assessed for English proficiency in the four domains of speaking, listening, reading, and writing. All English Learners are required to participate in the English Language Proficiency Assessment, commonly referred to as WIDA.

Success Indicators

Closing the achievement gap on state assessments is a priority in Nevada. All Nevada students will have high expectations and rigorous standards in their K-12 education that will successfully prepare them for a global 21st century. The standards will provide educators a clear understanding of what is expected and will be used to provide standards-based instruction. Along the way, students will be assessed to track student progress and ensure students receive the appropriate interventions if proficiency is not met.

Overall, there had been a positive trend in aggregate performance of Nevada students in math and reading during the previous four years according to NAEP, or the National Assessment on Educational Progress, which is one of the Department's FISN Goals.

Ethnicity

Overall performance of students appears to have improved over the past five years with a marginal decline in performance across all groups, except Asians, in 2013-2014. As illustrated in the earlier section on the **Equity Challenge**, a performance gap between ethnic groups exists.

Reading (4th Grade)	2009	2011	2013	2015
Nevada	211	213	214	214
White	222	224	226	228
Hispanic	199	203	202	204
African American	201	202	201	200
EL	183	193	185	190

Reading (8th Grade)	2009	2011	2013	2015
Nevada	254	258	262	259
White	264	269	273	270
Hispanic	242	247	252	250
African American	241	250	248	249
EL	204	215	217	226

Math (4th Grade)	2009	2011	2013	2015
Nevada	235	237	236	234
White	245	247	245	246
Hispanic	227	229	230	227
African American	218	226	221	218
EL	220	224	222	219

Math (8th Grade)	2009	2011	2013	2015
Nevada	274	278	278	275
White	287	292	289	288
Hispanic	262	266	268	266
African American	256	259	263	256
EL	234	241	236	246

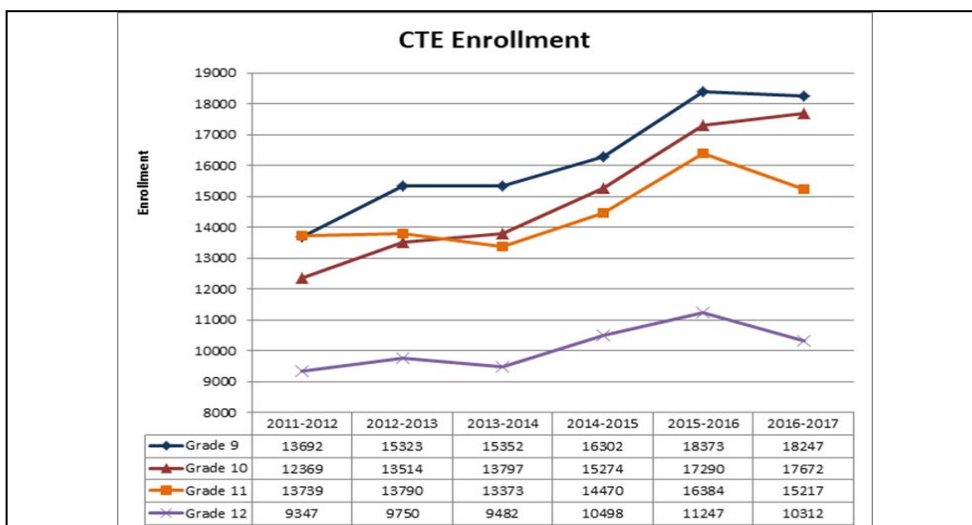
Science (4th Grade)	2009	2015
Nevada	141	142
White	156	155
Hispanic	128	133
African American	122	125
EL	116	122

Special Populations

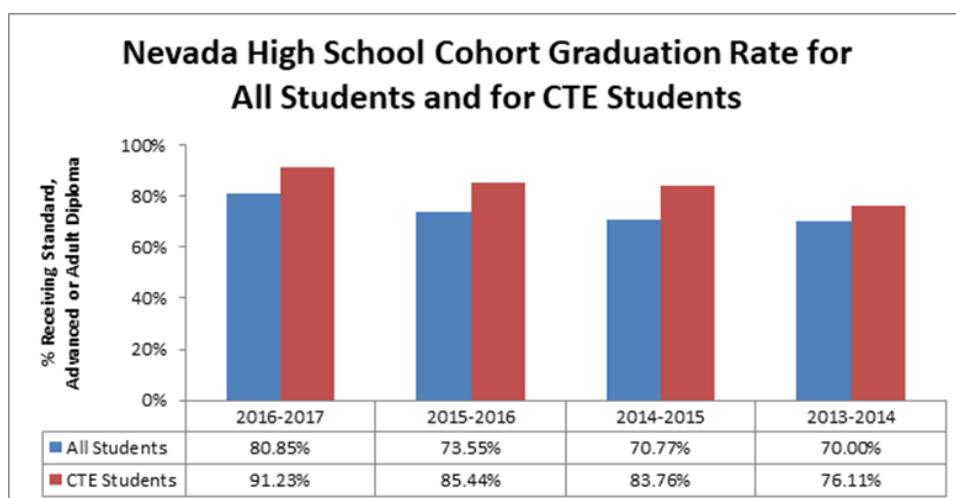
Data for the three primary special population groups; IEP, EL, and FRL are of a more complex nature. There exists a correlation between EL students and FRL students. This correlation, or covariance, between groups means that an overlap exists between the two data sets. As such, a change in values for one group necessarily means a change in the other will exist, thus making an understanding of the factors affecting such changes more challenging.

Select cohorts of public schools which serve dominantly EL and FRL communities are Zoom and Victory Schools, respectively. In the past year, with the increased rigor of NSPF ratings, 9 Zoom Schools improved their Star rating, including one 5-star school, two 4-star schools, and four 3-star schools. Similarly, 7 Victory schools improved their star ratings, including two schools at a 4-star rating. Overall, there were fewer ½ star schools despite the bar for NSPF raising, indicating there was an efficient use of funding for our Zoom and Victory schools.

Career and Technical Education

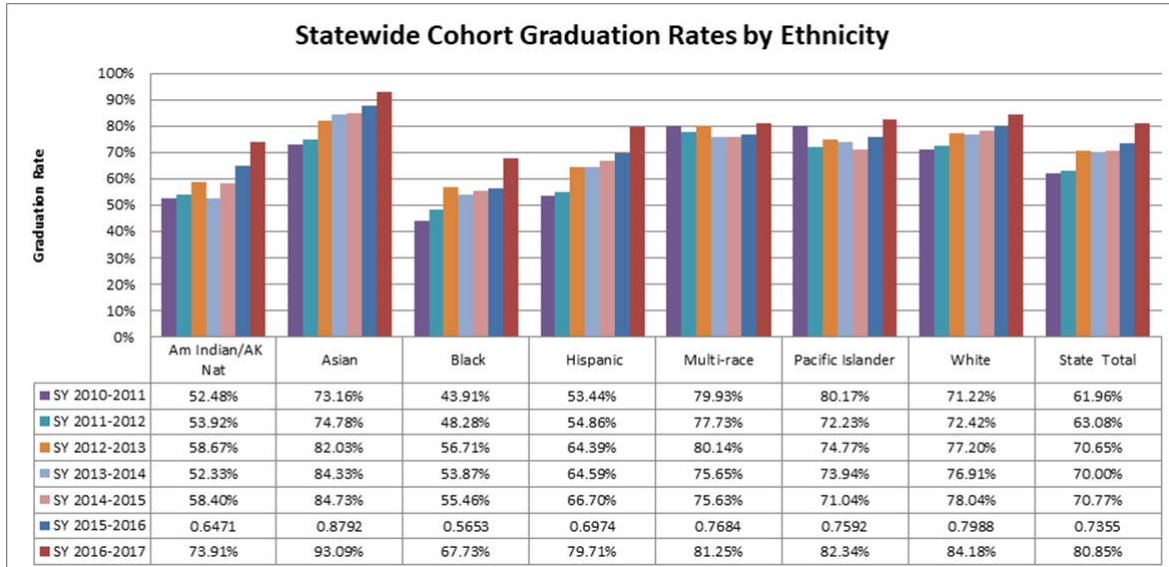


The Nevada Office of Career Readiness, Adult Learning, and Education Options (CRALEO) serves a breadth of students who are focused on more technical academic experiences as they grow into individuals who are college and career ready. A variety of performance indicators are available to review CTE student performance. Beyond providing a means of monitoring success, the data have the potential to provide insight into some of the motivation and drive that result in students taking CTE coursework. During the 2016-2017 school year, all grade levels experienced decreased enrollment in CTE programs with an overall decrease enrollment in CTE enrollment of approximately 3 percent from 2015-2016 (63,294) to 2016-2017 (61,448). Eleventh grade experienced the most significant decrease; while 10th grade experienced a slight increase at 2 percent. Preliminary data for 2017-2018 indicates an overall increase in CTE enrollment of approximately 4 percent (61,448 to 63,855). The second significant trend is higher graduation rates for CTE students compared to their state peers from the past four years, as evidenced in the below graph.



Graduation Rates

Beginning in the 2011-2012 academic year, a new formula has been used in the calculation of graduation rates. The new designation is “Cohort Graduation Rate.” Overall, the statewide graduation rate has increased steadily over the past four years, and is considered fourth in the nation for growth, behind Alabama, Georgia, and the District of Columbia, according to a 2016 report from [The White House](#). Nevada kept a robust pace of high school graduation rate growth by exceeding our FISN Graduation Rate goal for the class of 2017 with a cohort graduation rate of 80%. The below graph shows the cohort graduation rate disaggregated by ethnicity as well as the statewide total through the class of 2017.



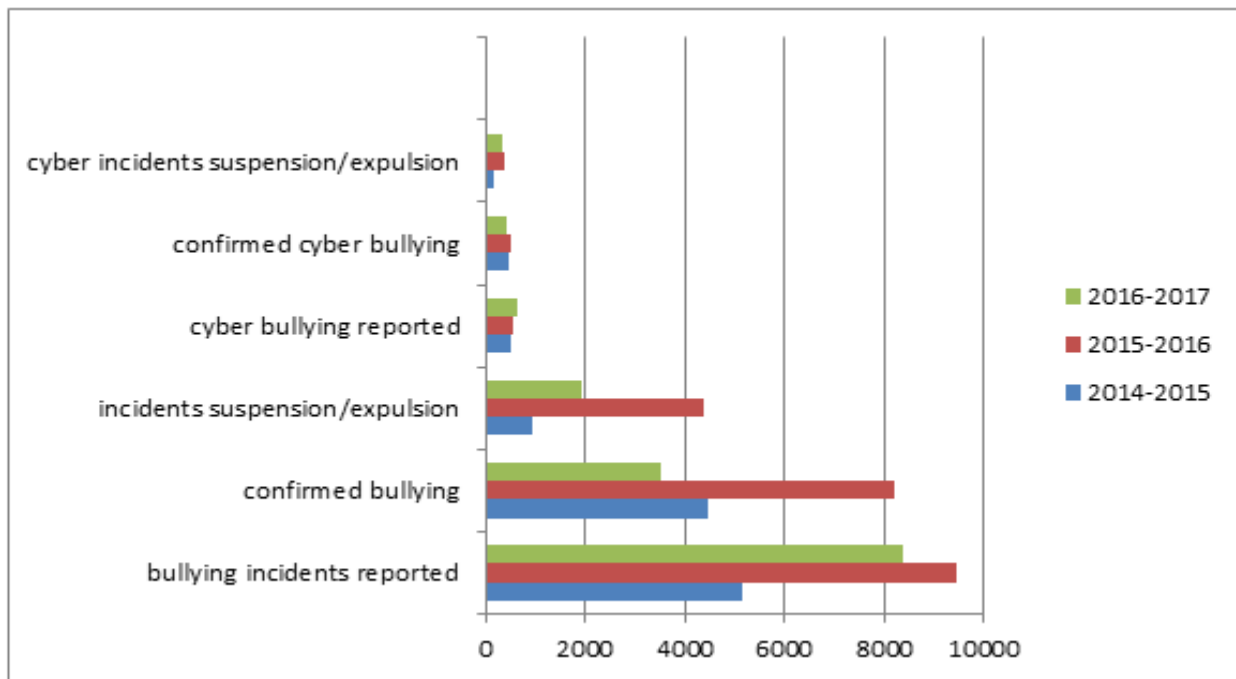
Disciplinary Incidents

Historically the Department of Education has tracked six categories of discipline incidents:

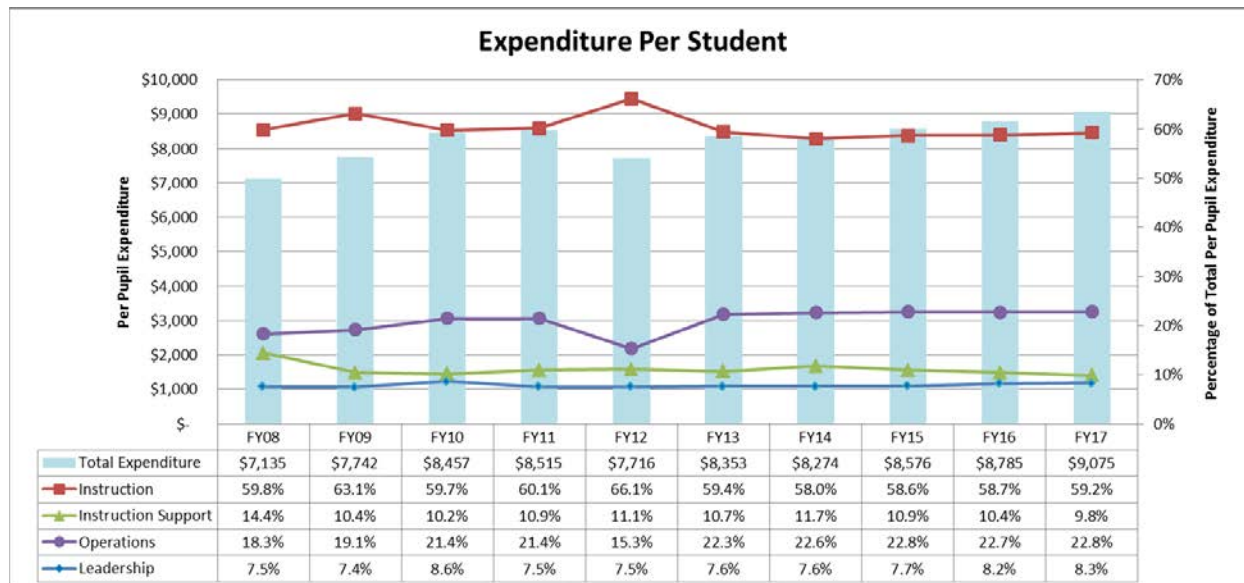
- Violence to Other Students
- Violence to School Staff
- Possession of Weapons
- Distribution of Controlled Substances
- Possession of Use or Controlled Substances
- Possession of Use of Alcoholic Beverage

During the 2011-2012 school year a seventh factor, Bullying, Cyber Bullying, Harassment & Intimidation, was added. As of 2013–2014 school year harassment and intimidation were no longer identified as violations of a Safe and Respectful Learning Environment: the definitions of these two incidents were combined under the definitions of Bullying and Cyber-Bullying. The below graph illustrates the initial spike in reported bullying data due to the reporting process being introduced and a tapering off of bullying incidences in 2016-2017 after supports were put in place.

Bullying Incidents



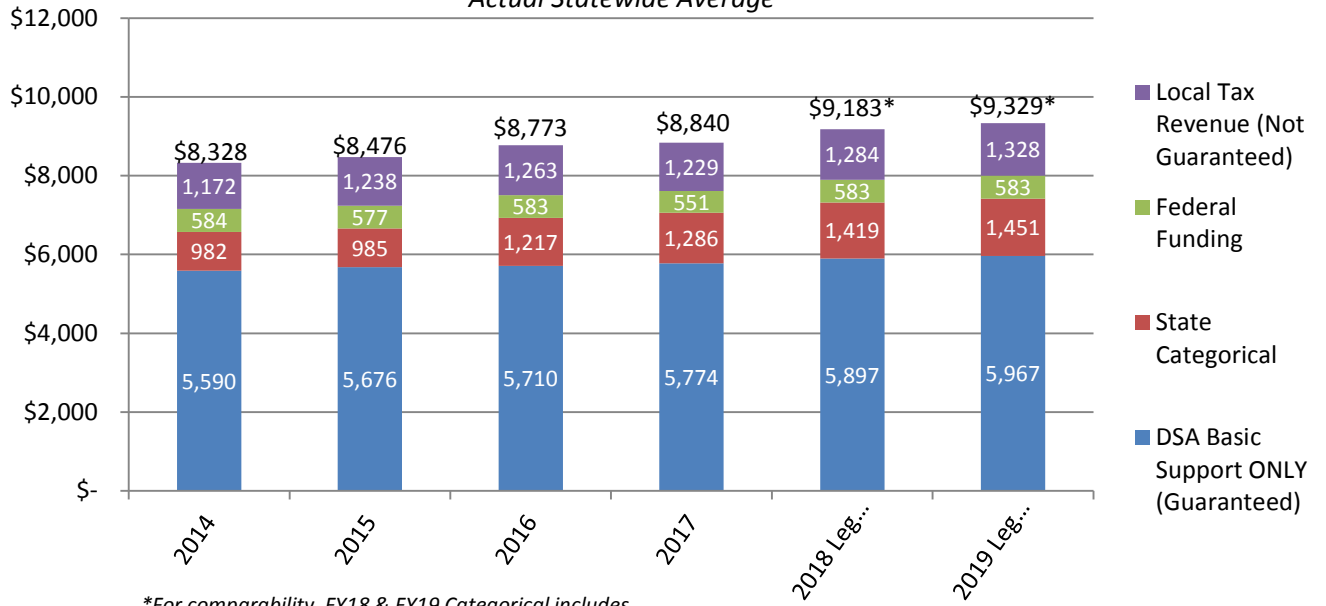
FISCAL INFORMATION



Student instruction costs just under 60% of each dollar of per pupil education expenditure, a figure which has risen very gradually for the fourth year in a row, following a spike six years ago. Operations years, following a one-time downward spike in FY12, after trending upward from 18.3% to 21.4% in the four years prior. Leadership spending per pupil has risen from a nearly constant long-term level of about 7.5% to 8.2%+ in each of the last two years, second only to a one-year spike to 8.6% in FY10. Finally, instructional support appears to be declining from a recent high of nearly 12% of per pupil spending to less than 10% currently, providing a necessary offset to the recent growth in instructional and leadership expenditures per student. Expenditures per pupil remained essentially unchanged at near 22.8% of total expenditures for the last four

Per Pupil Funding

Actual Statewide Average



*For comparability, FY18 & FY19 Categorical includes FDK equivalent. All ratios are based on weighted enrollment, again for comparability purposes.

TEACHER AND CLASSROOM DATA

In accordance with Nevada’s federal “Every Student Succeeds Act” (ESSA) Plan, NDE is required to ensure that students from low-income families and students of color are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. Nevada is committed to ensuring that all students and particularly those in identified subgroups, have access to effective teachers and school leaders.

During the first two years of implementation of the statewide Nevada Educator Performance Framework (NEPF), districts reported that less than 2% of teachers received an Ineffective or Developing/Minimally Effective Rating. In contrast, nearly 85% of teachers each year received an Effective rating with approximately 14% of teachers receiving a Highly Effective rating.

2016-2017 NEPF Ratings as Reported by Districts

LEA (schools)	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	Summative Ratings
Carson City (10)	0.3%	1.8%	75.8%	22.2%	388
Churchill (5)	0.0%	1.9%	79.0%	19.1%	157
Clark (342)	0.1%	0.8%	93.3%	5.7%	15031
Douglas (11)	0.0%	2.1%	77.4%	20.4%	328
Elko (17)	0.0%	0.7%	51.6%	47.7%	556
Eureka (1)	0.0%	7.7%	53.8%	38.5%	13
Humboldt (2)	0.0%	8.2%	87.8%	4.1%	49
Lander (3)	1.7%	3.3%	88.3%	6.7%	60
Lincoln (4)	0.0%	0.0%	80.4%	19.6%	51
Lyon (17)	0.2%	1.1%	56.8%	41.9%	470
Mineral (2)	0.0%	11.5%	88.5%	0.0%	26
Nye (8)	0.0%	4.3%	92.3%	3.4%	233
Pershing (3)	0.0%	0.0%	98.0%	2.0%	50
Storey (1)	0.0%	0.0%	50.0%	50.0%	12
Washoe (92)	0.1%	1.4%	59.2%	39.4%	3512
White Pine (4)	0.0%	12.1%	78.8%	9.1%	66
STATEWIDE % (522)	0.1%	1.1%	84.8%	14.0%	21002
STATEWIDE # of Teachers	23	225	17820	2934	

The high number of teacher vacancies during the past three school years is of particular concern. While overall improvements have been made since the 2015-2016 school year, there were still 715 vacancies statewide as of November 2016. Additionally, there is still an inequitable distribution of high vacancies in 1- and 2-star schools as well as in Victory and Zoom Schools, which serve students in our highest poverty zip codes, and highest concentrations of English Language Learner populations.

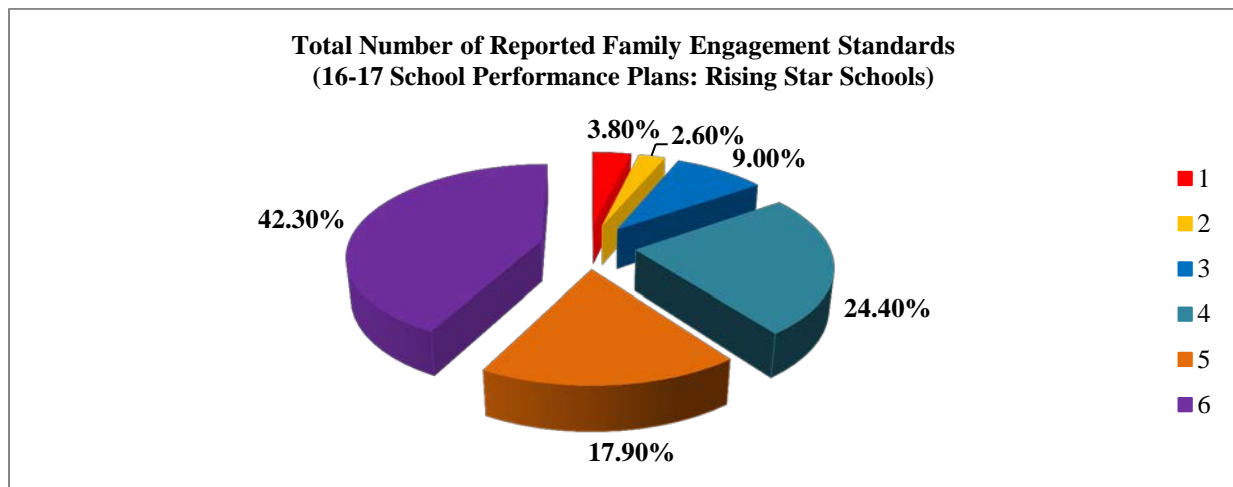
17-18 Teacher Vacancies as Reported by Districts as of November 2017

	2016-2017 Total Staffing	2016-2017 Total Vacancies	% Vacant Nov 2017	% Vacant Nov 2016	% Vacant Dec 2015
Statewide	22,598.9	715.8	3.2%	2.5%	4%
Victory	1,269.7	68.0	5.4%	4.0%	9%
Zoom	2,618.0	82.0	3.1%	3.3%	6%
1-Star	548.3	26.0	4.7%	4.8%	7%
2-Star	4,629.5	240.8	5.2%	4.5%	7%
3-Star	9,841.8	290.5	3.0%	2.0%	4%
4-Star	3,694.2	64.5	1.7%	1.7%	2%
5-Star	3,022.3	37.0	1.2%	1.3%	1%
Washoe	3,850.1	61.0	1.6%	1.0%	1%
Clark	15,725.0	534.0	3.4%	2.8%	4%
Other Districts	3,023.8	120.8	4.0%	3.6%	3%

FAMILY ENGAGEMENT DATA

New initiatives and a comprehensive reform plan are a great engagement opportunity for families. With information available about new programs, teachers and school leaders will partner with families to identify local programs and how to get access to these new programs.

The Department monitors School Performance Plans (SPPs) for the inclusion of Effective Family Engagement Practices and Strategies. The inclusion of such strategies in an SPP is expected to increase student achievement. The below pie chart shows the total number of reported Family Engagement Standards in 2016-2017 Rising Star Schools SPPs:



SECTION 2: COMMON PROBLEMS AND FACTORS

State law requires this plan to include the “identification of any problems or factors common among the school districts or charter schools in this State, as revealed by the review and analysis” of certain data (outlined in Section 1 above). The Department has identified six problem/factor areas that are readily apparent in the most recent educator and student and school performance data:

1. Student performance in reading;

2. Student performance in mathematics (specifically in middle school);
3. Student performance at the middle school level;
4. Achievement gaps between student subgroups;
5. Early childhood preparation; and
6. College and Career Readiness
7. Equitable Distribution of Effective Educators

In addition, conversations between Department staff and stakeholders led to the identification of three key levers for improving Nevada’s student achievement. The three key levers are:

1. Identifying and improving the state’s lowest performing schools;
2. Developing and supporting great school leaders; and
3. Making data informed policy and instructional decisions.

Presented in Section 3 are the objectives and strategies for improvement in each of these identified problem/factor areas, the assignment of Department personnel, measurement criteria, and associated timelines. Several “cross-cutting” strategies are also presented.

SECTION 3: GOALS, OBJECTIVES, TIMELINE, AND STRATEGIES FOR IMPROVEMENT

The Department engaged stakeholders in preparation for the development and submission of its Every Student Succeeds Act Plan and Five-Year Strategic Plan, adopted by the State Board of Education in December of 2016. Department staff analyzed data to identify critical Strategies within and across offices which would result in increased student achievement and educator effectiveness. This process resulted in the following Objectives nested under each goal which defines the focus for offices within the Department. Alignment of day-to-day work by Department staff and the Mission and Vision in the STIP is evident in the following Goals, Objectives, Strategies, Metrics, and their Annual Targets. Each office, in consultation with leadership, is tasked with identifying Deliverables that should result in meeting the Annual Targets listed below, which align to the Common Problems identified within the Data Analysis of the STIP. The presentation of the Goals and Objectives below contemplate a future review of the Strategic Plan given many of the timelines, by their nature, extend beyond the “annual” nature of this particular plan.

Through the Department’s stakeholder engagement during the course of its Every Student Succeeds Act, the Department developed, and the State Board adopted, a goal to become the Fastest Improving State in the Nation. The below nationally-comparable Goals and Annual Targets depict the current state of student achievement and progress needed to exceed the state which held the fastest improvement on that particular measure over the previous five-year period. The table that follows is an outline of the Five-year-Strategic Plan with state-facing Goals adopted by the State Board in December 2016.

Early Childhood Program Quality Long-term Goals and Annual Benchmarks

Goal	4 or 5 Star Rating	Annual Targets	Interim 4 or 5 Star Rating	Long-term 4 or 5 Star Rating Goal
The fastest improving state for increasing the number of 4- and 5- star early childhood programs.	2015-2016 12	2016-2017 15 2017-2018 20 2018-2019 25	2019-2020 30	2021-2022 40

Special Education Inclusion in Early Childhood Programs Long-term Goals and Annual Benchmarks

Goal	Baseline Percent	Annual Targets	Interim Inclusion Goal	Long-term Inclusion Goal
The fastest improving state for including children with disabilities in inclusive early childhood programs.	2015-2016 30.2%	2016-2017 33% 2017-2018 40% 2018-2019 50%	2019-2020 60%	2021-2022 75%

*English Language Proficiency Long-term Goals and Annual Benchmarks**

Goal	Baseline Score	Annual Targets	Interim Score	Long-term Score Goal:
The fastest improving state on the English Language Proficiency Exam.	2015-2016 24.9%	2016-2017 25% 2017-2018 38% 2018-2019 51%	2019-2020 64%	2021-2022 95%

*90% of ELs will exit EL status within six years of initial EL identification and 90% of Long-term ELs will exit EL status by 2022. This will be measured by aggregating the number of ELs who achieve Nevada’s EL exit criteria over a six-year period.

Smarter Balanced Assessments Long-term Goals and Annual Benchmarks

Goal	Proficient	Annual ELA Targets	Annual Math Targets	Interim Proficient Goal	Long-term Proficient Goal
The fastest improving state for increasing student achievement on Smarter Balanced	2015-2016 ELA 48% 2015-2016 Math 34%	2016-2017 51% 2017-2018 54% 2018-2019 57%	2016-2017 36% 2017-2018 37% 2018-2019 38%	2019-2020 ELA 59% Math 39%	2021-2022 ELA 61% Math 41%

High School Graduation Long-term Goals and Annual Benchmarks

Goal	Class of 2015	Annual Targets	Interim Graduation Rate Goal	Long-term Graduation Rate Goal
The fastest improving state for increasing high school graduation rates.	70.77%	2016-2017 73% 2017-2018 75% 2018-2019 77%	2019-2020 80%	2021-2022 84%

ACT Long-term Goals and Annual Benchmarks

Goal	Baseline Composite Score	Annual Targets	Interim Graduation Rate Goal	Long-term Graduation Rate Goal
The fastest improving state for increasing ACT benchmark scores.	2015-2016 17.4	2016-2017 17.9 2017-2018 18.1 2018-2019 18.3	2019-2020 18.5	2021-2022 20

NAEP Proficiency Long-term Goals and Annual Benchmarks

Goals	Baseline Score 2015	Annual Targets 2017	Annual Targets 2019	Interim NAEP Score Goal: 2021	Long-term NAEP Score Goal: 2023
The fastest improving state for NAEP proficiency.	Grade 4 Science 142	Grade 4 Science 143	Grade 4 Science 145	Grade 4 Science 147	Grade 4 Science 149
	Writing 145	Writing 147	Writing 149	Writing 151	Writing 153
	Reading 214	Reading 216	Reading 218	Reading 220	Reading 222
	Math 234	Math 236	Math 238	Math 240	Math 242
	Grade 8 Science 149	Grade 8 Science 150	Grade 8 Science 151	Grade 8 Science 152	Grade 8 Science 153
	Writing 143	Writing 145	Writing 147	Writing 149	Writing 151
	Reading 259	Reading 261	Reading 262	Reading 264	Reading 266
	Math 275	Math 277	Math 279	Math 281	Math 283

<p>Goal 1: All students are proficient in reading by the end of 3rd grade. (Deputy Superintendent Barley)</p> <p>Goal 2: All students enter high school with skills necessary to succeed. (Deputy Superintendent Barley)</p> <p>Goal 3: All students graduate college, career, and community ready. (Deputy Superintendent Barley)</p>	<p>Goal 4: All students served by effective educators. (Deputy Superintendent Durish)</p>	<p>Goal 5: Efficient and effective use of public funds in service to students. (Deputy Superintendent Rahming)</p>	<p>Goal 6: All students learn in an environment that is physically, emotionally, and intellectually safe. (Director McGill)</p>
<p>1. Strong Start (Patti Oya)</p> <ul style="list-style-type: none"> • Improve the quality of early childhood (birth-3rd grade) programs. • Increase access to high-quality childhood programs. • Establish an aligned system of screening and assessment across early childhood programs (Brigance, MAP, and Read by Grade 3). • Improve effective literacy instruction for both emergent skills and the domains of literacy. <p>2. High-quality Standards, Curriculum, Instruction, & Support (Dave Brancamp)</p> <ul style="list-style-type: none"> • Maintain high-quality content standards and identify and support instruction of high-yield ELA and Mathematics standards. • Develop and curate state-approved, evidenced-based instructional material database and build capacity of educators to use evidence-based instructional materials. • Build capacity of school leaders to identify and support high-quality instruction aligned to standards and curriculum. <p>3. Annual Administration of Aligned Assessment & Accountability System (Peter Zutz)</p> <ul style="list-style-type: none"> • Administer valid and reliable assessments that are aligned with the academic content standards, and/or state priorities: Brigance, MAP, Smarter Balanced, Science, ACT, NAA, and WIDA. • Publish and communicate assessment and accountability data to all internal and external stakeholders on all matters related to the statewide assessment system including by not limited to: NSPF, NevadaReportCard.com, graduation rates, etc. • Maintain statewide data systems. <p>4. Data-informed Continuous Improvement (Peter Zutz)</p> <ul style="list-style-type: none"> • Provide analytic support and actionable data to internal and external stakeholders and assist in the interpretation of the accountability model and data. • Create and disseminate communications designed for the unique needs of stakeholders relating to all statewide assessments and the accountability system. • ADAM Liaisons will support program staff to make data-informed decisions for continuous improvement. <p>5. 3-stars in 3 Years (Seng-Dao Keo)</p> <ul style="list-style-type: none"> • Utilize a framework for an aligned school improvement approach to inform school and LEA needs assessment, planning, evaluation, funding, and interventions. • Implement state strategies to address chronic underperformance through available mechanisms (e.g., NDE Performance Compact, SB 92, and the NVASD). • Support and develop the capacity of school leaders and utilization of data-informed instruction as two key levers to change schools' outcomes and close opportunity gaps. • Implement SEA-LEA continuous improvement cycle. <p>6. College and Career Readiness (Kristine Nelson)</p> <ul style="list-style-type: none"> • Use funding, law, and regulation to increase the number of students that meet post-secondary success. • Ensure equitable access to advanced coursework, dual enrollment, and work-based learning experiences for historically underserved student populations. 	<p>7. Educator Readiness and Equitable Distribution (Jason Dietrich)</p> <ul style="list-style-type: none"> • Strengthen in-state educator preparation programs. • Reduce licensure barriers and maintain meaningful readiness measures for full-state certification. • Identify and address educator equity gaps for all students. • Build capacity of educator preparation programs and school districts to implement a statewide code of educator ethics and conduct. <p>8. Family Engagement (Alberto Quintero)</p> <ul style="list-style-type: none"> • Support district and school use of family engagement best practices. • Build educator capacity. • Empower families. 	<p>9. Internal Systems & Effectiveness (Nate Hanson)</p> <ul style="list-style-type: none"> • Modernize audit methodologies utilizing technology. • Build internal systems and effectiveness. • Identify and replicate effective practices in braiding and blending funds. • Fiscal stewardship responsive to internal audits. <p>10. Funding & Reporting (Nate Hanson)</p> <ul style="list-style-type: none"> • External Reporting • Funding Methodologies 	<p>11. Students and adults develop social and emotional competencies. (Christy McGill & Amber Reid)</p> <ul style="list-style-type: none"> • OSRLE is responsive and proactive to the needs and goals of NRS 388. • Systems promote and nourish safe school environments for all. • Systems actively promote for staff and students equitable social, emotional, and academic development (free from racial, economic, religious, gender, or ability biases). • Systems support and promote district and school implementation of equitable multi-tiered system of supports. • Systems promote healthy staff and students. <p>12. MTSS & Department Climate Goal (Christy McGill)</p> <ul style="list-style-type: none"> • Employ MTSS framework to increase Department collaboration to impact student achievement for all. • Demonstrate equity across all Department members to strengthen programs from increased engagement and a reflection of equity for all students. • Elevate Department climate based on staff feedback.

Objective 1 – Strong Start

Quality early childhood (Birth – 3rd Grade) environments that include the establishment of an effective system of early literacy instruction and intervention as the key to developing the solid groundwork for learning – one that ensures equal access to future success for all Nevada children.

- **Strategy 1.1: Improve the quality of early childhood (Birth – 3rd grade) programs.**
- **Strategy 1.2: Increase access to high-quality early childhood programs.**
- **Strategy 1.3: Establish an aligned system of screening and assessment across early childhood programs (Brigance, MAP, Smarter Balanced 3rd Grade, and Read by Grade 3).**
- **Strategy 1.4: Improve effective literacy instruction for both emergent skills and the domains of literacy.**

Metric	Baseline Data (SY 2015-16)	Five-Year Goal (SY 2020-21)	Annual Progress
<ul style="list-style-type: none"> • Number of seats in 4 -and 5-star Quality Rating & Improvement System (QRIS) programs • Number of 4- and 5-star QRIS programs 	<ul style="list-style-type: none"> • 1167 seats (3.7% of state total) • 12 programs (4% of state total) 	<ul style="list-style-type: none"> • 3500 seats (11% of state total) • 30 programs (10% of state total) 	<ul style="list-style-type: none"> • Exceeded 2017-2018 Annual Benchmark of 20 QRIS centers with 23 4- and 5-star centers • Made 2016-2017 goal of 1765 4- and 5-star seats
<ul style="list-style-type: none"> • Number of children who are receiving child care subsidies (at or below 130% Federal poverty level) enrolled in a 4- or 5-star rated program 	<ul style="list-style-type: none"> • Four children receiving subsidies in 4- and 5-star rated programs (.04% of total eligible) 	<ul style="list-style-type: none"> • 875 children receiving subsidies in 4- and 5-star rated programs (12% of total eligible) 	<ul style="list-style-type: none"> • Exceeded 2016-2017 Annual Benchmark of 300 students with 307 students receiving subsidies in 4- and 5-star rated programs
<ul style="list-style-type: none"> • Number of children ages 3-5 with IEPs who are attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program 	<ul style="list-style-type: none"> • 30.2% (2015 Annual Performance Report Indicator 6a data) 	<ul style="list-style-type: none"> • Increase to 60% 	<ul style="list-style-type: none"> • Exceeded 2016-2017 Annual Benchmark of 33% of Children with Disabilities in Inclusion Early Childhood Programs
<ul style="list-style-type: none"> • Increase the number of students ready based on the Kindergarten Entry Assessment 	<ul style="list-style-type: none"> • Baseline data to be collected 2017-2018 school year 	<ul style="list-style-type: none"> • 5-year goal to be created after 2017-2018 school year 	<ul style="list-style-type: none"> • Annual goals to be set after baseline data is collected
<ul style="list-style-type: none"> • Increase the number of students who are proficient in reading as measured by the Measures of Academic Progress (MAP) reading assessment 	<ul style="list-style-type: none"> • Baseline data to be collected 2017-2018 school year 	<ul style="list-style-type: none"> • All 3rd grade students performing at 60th percentile or higher by 2021. 	<ul style="list-style-type: none"> • Annual goals to be set after baseline data is collected

Objective 2 – High-quality Standards, Curriculum, Instruction, & Support

Standards-based instruction encompasses the critical elements of content, students, and teachers which make up the Instructional Core and is necessary to ensure all students actively engage with and ultimately master the Nevada Academic Content Standards (NVACS). Every school district in Nevada will have a knowledgeable and cohesive leadership team that guides the professional learning and practice in alignment with NEPF standards, indicators, and protocols of all administrators, teachers, and staff so that every student experiences highly effective teaching and instructional leadership, as defined by learning, and assessment practices in every classroom, every day.

- **Strategy 2.1: Maintain high-quality content standards and identify and support instruction of high-yield ELA and Mathematics standards.**
- **Strategy 2.2: Develop and curate state-approved, evidenced-based instructional material database and build capacity of educators to use evidence-based instructional materials.**
- **Strategy 2.3: Build capacity of school leaders to identify and support high-quality instruction aligned to standards and curriculum.**

Metrics	Baseline Data (SY 2017-18)	Five-Year Goal (SY 2020-21)	Annual Progress
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Utilize Smarter Target tool to identify and support high-yield standards instructional efforts.

<ul style="list-style-type: none"> • Annual review to identify high-yield instructional targets • Annual review to determine if targeted instructional support is closing gaps • Smarter Balanced Mathematics FISN targets met • Align Professional Development (PD) organizations to support targeted development efforts (workplans) 	<ul style="list-style-type: none"> • Identify instructional priorities in the 2017-2018 school year and create instructional plan to close gaps and align Professional Development organizations for targeted support for 4-6% increase year over year 	<ul style="list-style-type: none"> • All students demonstrate increased proficiency levels of at least 61% in ELA and 41% in Mathematics by 2021 • RPDPs and other state PD providers use annual Smarter Balanced analysis to target PD their efforts 	<ul style="list-style-type: none"> • Identified high-yield instructional standards in 5th-8th grade Mathematics to improve Smarter Balanced performance
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Maintain and Update high-quality NVACS

<ul style="list-style-type: none"> • Develop and maintain high-quality content standards through 2021 that accounts for standards in need of updating and new standards proscribed by the legislature 	<ul style="list-style-type: none"> • Implemented plan for completing Computer Science, Health, Social Studies, and Fine Arts. 	<ul style="list-style-type: none"> • 2018-2019 Computer Science and Multi-Cultural • 2019-2020 Fine Arts, Social Studies & Science • 2020-2021 Health, Ed Tech, Physical Education 	<ul style="list-style-type: none"> • Presentations at NASS, RPDP, and Curriculum Directors' Meetings to communicate standards
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Metrics	Baseline Data (SY 2017-18)	Five-Year Goal (SY 2020-21)	Annual Progress
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Audit School Performance Plans (SPPs) to ensure use of evidence-based, high-quality materials

<ul style="list-style-type: none"> • Conduct baseline audit and then annual review of schools to determine if Nevada schools are using high-quality, evidence-based materials (HQEB) • Increase number of schools using HQEB materials by 15% year over year • Support CSI & TSI schools to identify and increase HQEB materials by 15% year over year 	<ul style="list-style-type: none"> • Baseline data to be collected 2017-2018 school year by auditing SPPs for HQEB materials 	<ul style="list-style-type: none"> • 15% increase year over year will allow Nevada to surpass the fastest improving state with 80% of school with HQEB materials 	<ul style="list-style-type: none"> • Used STIP planning sessions to collaborate between offices and create Objective Plan for alignment of SPPs to evidence-based, high-quality materials
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Support educators, schools, and districts to identify and implement the HQEB instructional materials that will work best in that context

<ul style="list-style-type: none"> • Develop annual cycle with Nevada Ready network, RPDPs, etc., to match HQEB materials to high-yield standards • Support CSI & TSI schools to identify and increase HQEB materials by 15% year over year 	<ul style="list-style-type: none"> • Utilize Nevada Ready Network to begin with resources that will address Middle School Mathematics high-yield standards • Through audit, identify how many CSI and TSI schools are not using HQEB materials 	<ul style="list-style-type: none"> • All high-yield targets have corresponding HQEB materials and alignment to Instructional Materials Resource Center (IMRC) • All CSI and TSI schools are using HQEB materials 	<ul style="list-style-type: none"> • Identified Middle School Mathematics high-yield standards and created a committee to supply aligned resources to teachers • OSIS supports CSI and TSI schools to select HQEB materials
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Develop and curate state-approved, HQEB instructional material database

<ul style="list-style-type: none"> • ELA and Mathematics Core and Supplemental materials updated in 2018 • All 8 core standards updated by 2021 	<ul style="list-style-type: none"> • Instructional material database which only lists core materials and does not include information about evidence of effect size 	<ul style="list-style-type: none"> • Fully built database with all 8 core content, standards, and information about evidence and effect size 	<ul style="list-style-type: none"> • By the end of 2018, both ELA and Mathematics Core and Supplemental materials will be updated
<ul style="list-style-type: none"> • SLG scores, SBAC/NSPF growth data, and NEPF Implementation Monitoring Data 	<ul style="list-style-type: none"> • Baseline to be determined using 16-17 SLG scores (10% NEPF overall) in comparison to SBAC growth from 15-16 to 16-17 	<ul style="list-style-type: none"> • Increase the percentage of schools with SLG scores aligned to SBAC/NSPF growth data 	<ul style="list-style-type: none"> • Initial baseline data determined May 2018, second data set November 2018 using 18 SLGs and SBAC growth from baseline

Objective 3 – Annual Administration of Aligned Assessment & Accountability System

To meet the needs of students and teachers as well as federal requirements, Nevada has created a valid and reliable state assessment system aligned to NVACS. The Nevada Assessment System will inform the trajectory of areas such as with reading proficiency from pre-K through grade three and later in ELA, Mathematics, and Science in middle and in high school. This data reflects progress towards college and career readiness.

- **Strategy 3.1: Administer valid and reliable assessments that are aligned with the academic content standards and/or state priorities: Brigance, MAP, Smarter Balanced, Science, ACT, NAA, EOC writing, and WIDA.**
- **Strategy 3.2: Publish and communicate assessment and accountability data to all internal and external stakeholders on all matters related to the statewide assessment system including but not limited to: NSPF, NEPF, NAEP, NevadaReportCard.com, graduation rates etc.**
- **Strategy 3.3: Maintain statewide data systems.**

Metrics	Baseline Data (SY 2015-16)	Five-Year Goal (2020-21)	Annual Progress
<ul style="list-style-type: none"> • All assessments submitted for Federal Peer Review by 12/31/2018 • Reduce security incidents by 7% per year/24 incidents per year 	<ul style="list-style-type: none"> • Continue test development to meet federal requirements and best practices • In 2017 state administration, there were 369 security incidents 	<ul style="list-style-type: none"> • Continue test development to meet federal requirements • Between now and 2021, reduce security incidents by 123 incidents, or 33% 	<ul style="list-style-type: none"> • All assessments submitted for Federal Peer Review by 12/31/2018 per USDOE • Decreased test administration security incidents
<ul style="list-style-type: none"> • Complete on-time annual calendar of deliverables • Provide data to LEAs, NDE staff, and PIO in a manner understandable to each audience in advance of “public” release 	<ul style="list-style-type: none"> • Finalize calendar of deliverables by 10/1 • Met department communication needs and all reporting requirements as per federal and state law 	<ul style="list-style-type: none"> • Met all scheduled deliverables • Develop communication tools for the widest variety of audiences that facilitate an understanding of Department data; its application by diverse audiences, and best practices in data analysis 	<ul style="list-style-type: none"> • Annual assessment windows and data delivery schedule met and communicated to all stakeholders • Meet delivery data and delivery requirements for Department release of and communication about data
<ul style="list-style-type: none"> • Increased Department awareness of the Data Collaborative mission and functional group participation in all Data Collaborative meetings • On schedule delivery of Infinite Campus enhancements and maintenance upgrades as determined by Infinite Campus Governance Board • Longitudinal Data System – meet project milestones and goals 	<ul style="list-style-type: none"> • Held 6 data collaborative meetings in 2017-2018 (2/22/18, 1/25/18, 9/14/17, 8/10/17, 7/13/17, 5/11/17) • Held 9 Governing Board meetings establishing goals, priorities, and schedule • Incorporated nPower schedule and deliverables into IT schedule • Create 2018 survey 	<ul style="list-style-type: none"> • Thirty data collaborative meetings (6 annually) • Forty-five Governing Board meetings (9 annually) • Meet all established nPower project goals • Create Annual and 5-year Goal for increasing LEA satisfaction with vendor customer service year over year through 2021 	<ul style="list-style-type: none"> • Hold 6 data collaborative meetings • Hold 6 IC Governing Board meetings • Meet all established nPower project goals • LEA Customer service survey taken annually

Objective 4 – Data-informed Continuous Improvement

Data is best utilized when successfully interpreted by stakeholders to make decisions which create continuous improvement for student achievement. Utilizing the Assessment, Data, and Accountability Management (ADAM) office to serve as ADAM Liaisons paired with NDE programs will ensure data is interpreted without error and programming decisions reflect the Levers articulated at the beginning of the STIP: supporting lowest-performing schools, developing and retaining school leaders, and making data-driven decisions.

- **Strategy 4.1: Provide analytic support and actionable data to internal and external stakeholders and assist in the interpretation of the accountability model and data.**
- **Strategy 4.2: Create and disseminate communications designed for the unique needs of stakeholders relating to all statewide assessments and the accountability system.**
- **Strategy 4.3: ADAM Liaisons will support program staff to make data-informed decisions for continuous improvement.**

Metric	Baseline Data (SY 2016-17)	Five-Year Goal (SY2020-21)	Annual Progress
<ul style="list-style-type: none"> • Activate and fulfill external and internal data analysis requests to support education programming in a timely manner 	<ul style="list-style-type: none"> • During the baseline year of 2016-2017, the system was comprised of disconnected reporting sites (NSPF, Nevada Report Card, QRIS, NEPF, Infinite Campus, etc.) • Met delivery dates 	<ul style="list-style-type: none"> • Increased coordination of reporting sites will support education programming explanation to make data-informed decisions to impact student achievement • Meet delivery dates 	<ul style="list-style-type: none"> • Establish schedule for annual releases • Meet all delivery dates
<ul style="list-style-type: none"> • Create assessment and accountability communications that are easily interpreted by internal and external stakeholders 	<ul style="list-style-type: none"> • 5 Assessment Content Reviews in 3 content areas for 7 grade levels • 2 Standard Settings • 10-15 District Test Director meeting • Regional training on assessment platforms • ADAM assessment conference • 14 stakeholder engagements 	<ul style="list-style-type: none"> • Complete stakeholder understanding of every aspect of the Nevada state assessment system. • Complete stakeholder understanding of every aspect of the Nevada state accountability system. 	<ul style="list-style-type: none"> • LEA assessment awareness surveys • LEA accountability awareness surveys
<ul style="list-style-type: none"> • Use of ADAM Liaisons to Education Programs to increase data-informed decisions across NDE 	<ul style="list-style-type: none"> • Created ADAM Liaison and Education Program expectations and assignments 	<ul style="list-style-type: none"> • Internal stakeholders use data for each programming decision linked to improved student outcomes 	<ul style="list-style-type: none"> • Assigned ADAM Liaison to each Education Program Spring 2018 • Liaisons meet as per program schedule

Objective 5 – 3-Stars in 3 Years

Nevada will create systemic improvements in the lowest-performing schools by supporting their implementation of improvement strategies with evidence- and research-based interventions. All schools currently identified as 1- and 2-star schools will be at least 3-stars in three years (on a 1-5 rating scale). Schools that have not yet reached 5-stars, must have a plan to get there. The Department has a moral and statutory obligation to ensure that schools in all zip codes are performing at the highest levels for students across the state.

- **Strategy 5.1: Utilize a framework for an aligned school improvement approach to inform school and LEA needs assessment, planning, evaluation, funding, and interventions.**
- **Strategy 5.2: Implement state strategies to address chronic underperformance through available mechanisms (e.g., NDE Performance Compact, SB 92, and the NV ASD).**
- **Strategy 5.3: Support and develop the capacity of school leaders and utilization of data-informed instruction as two key levers to change schools’ outcomes and close opportunity gaps.**
- **Strategy 5.4: Implement SEA-LEA continuous improvement cycle.**

Metrics	Baseline Data (SY 2017-18)	Five-Year Goal (SY 2020-21)	Annual Progress
<ul style="list-style-type: none"> • Statewide usage of post-ESSA needs assessment, SPP, and DPP • Strategic alignment across post-ESSA tools to support schools (needs assessment, school site plan, funding application, DPPs) 	<ul style="list-style-type: none"> • New needs assessment created for baseline in 2017-2018 	<ul style="list-style-type: none"> • In 2021, alignment piece across post-ESSA tools is completed • 100% of schools using newly redesigned needs assessment in 2019 	<ul style="list-style-type: none"> • Created needs assessment and SPPs • Launched consolidated application • Setup recurring meetings for Tools for Schools and increased collaboration
<ul style="list-style-type: none"> • Increase percentage of schools using evidence-based strategies to address data informed instruction and school leader development with a focus on CSI and TSI schools • Effective and efficient use of funds 	<ul style="list-style-type: none"> • All CSI schools that won federal 1003A grant are using an evidenced-based strategy in 2018 • TSI schools will be identified in 2018 	<ul style="list-style-type: none"> • All CSI and TSI schools using evidenced-based strategies 	<ul style="list-style-type: none"> • 100% of 1003A Grant and RBG3 Grant chose evidenced-based interventions and strategies • Competitive grant application redesigned for strategic allocation of evidence-based strategies

<ul style="list-style-type: none"> • Percentage of schools with state strategies that improved with an increasing index scores 	<ul style="list-style-type: none"> • Have an index score for elementary, middle, and high schools (high schools September 2018) • Will be able to calculate growth for elementary and middle in fall 2018 	<ul style="list-style-type: none"> • 3 Stars in 3 Years 	<ul style="list-style-type: none"> • Built out state processes and tools for strategies • More schools opening in high-need neighborhoods • Established Partnership Network
<ul style="list-style-type: none"> • Number of schools that meet the <i>Rising Stars</i> (previously underperforming schools list) criteria and are 3-star schools 	<ul style="list-style-type: none"> • 157 1- and 2-star schools from the 2013-2014 rating system 	<ul style="list-style-type: none"> • Reduce the number of 1- and 2-star schools by 30% 	<ul style="list-style-type: none"> • NSPF Star Rating increased for 16 Zoom and Victory schools
<ul style="list-style-type: none"> • Schools that increase by 1-star ranking per year • Schools that persist at a 5-star rating 	<ul style="list-style-type: none"> • 109 schools increased star rating from 2012-2013 to 2013-2014 • 99 5-star schools 	<ul style="list-style-type: none"> • 99 5-star schools persist at the rating • 50 schools become 5-stars • 150 schools move at least one rating 	<ul style="list-style-type: none"> • Baseline for schools under new ESSA NSPF released for elementary and middle in September 2017.

Objective 6 – College and Career Readiness

By 2020, 65 percent of all jobs—compared to 28 percent in 1973—will require some form of postsecondary education, according to a new report from the Georgetown University Center on Education and the Workforce. At the other end of the education spectrum, the percentage of jobs requiring a high school diploma or less will continue to shrink. According to the report, *Recovery: Job Growth and Education Requirements Through 2020*, 72 percent of jobs were open to high school graduates in 1973; by 2020, that percentage is expected to fall to just 36 percent.

- **Strategy 6.1: Use funding, law, and regulation to increase the number of students that meet post-secondary success.**
- **Strategy 6.2: Ensure equitable access to advanced coursework, dual enrollment, and work-based learning experiences for historically underserved student populations.**

Metrics	Baseline Data (SY 2015-16)	Five-Year Goal (SY 2020-21)	Annual Progress
<ul style="list-style-type: none"> • Increase number of CTE completers 	<ul style="list-style-type: none"> • 7,559 CTE program completers 	<ul style="list-style-type: none"> • 11,000 CTE program completers 	<ul style="list-style-type: none"> • Exceeded annual FISN target of 9,279 CTE Completers by achieving 9,697 successful CTE Completers for 2017-2018
<ul style="list-style-type: none"> • Increase the number of CTE concentrators (students who enroll in level 2 CTE courses) 	<ul style="list-style-type: none"> • 12,595 CTE concentrators (enrolled in level 2 courses) 	<ul style="list-style-type: none"> • 18,300 CTE concentrators (enrolled in level 2 courses) 	<ul style="list-style-type: none"> • On track to meet goal.
<ul style="list-style-type: none"> • Increase the number of students who enter college with college credit via dual enrollment, AP, or IB 	<ul style="list-style-type: none"> • 18,094 (May 2016) students who took AP exams • 2015 Legislature approved \$8 million to expand dual enrollment programs and STEM grants • 5,140 students who scored three or higher on at least one AP exam 	<ul style="list-style-type: none"> • 19,487 students who took AP exams (7.7% increase; <i>n=464 additional students, per year</i>) • 5,536 students who scored three or higher on at least one AP exam (7.7% increase; <i>n=132 additional students per year</i>) 	<ul style="list-style-type: none"> • AP class participation up by 14% overall and in 2017 with a 10% increase in Exam scores of 3,4,5 • 36% increase in AP classes taken by Hispanic students & a 16% increase in Exam scores of 3,4,5

Objective 7 – Educator Readiness and Equitable Distribution

- Strategy 7.1: Strengthen in-state educator preparation programs.
- Strategy 7.2: Reduce licensure barriers and maintain meaningful measures for full-state certification.
- Strategy 7.3: Identify and address educator equity gaps for all students.
- Strategy 7.4: Build capacity of educator preparation programs and school districts to implement a statewide code of educator ethics and conduct.

Metrics	Baseline Data(SY 2017-18)	Five-Year Goal (SY 2020-21)	Annual Progress
<ul style="list-style-type: none"> • Number of program completers and effective teachers hired and retained (particularly in diverse, high-needs schools) • Program complete and supervisor survey results • Praxis exam scores and other performance assessment pass rates 	<ul style="list-style-type: none"> • Baseline data from newly-developed review, approval, evaluation, and accountability system to be collected during 2017-2018 school year 	<ul style="list-style-type: none"> • Increase number from the baseline of in-state, high-performing educator preparation programs 	<ul style="list-style-type: none"> • Building out data portal and surveys
<ul style="list-style-type: none"> • Number of provisional licenses issued • Percentage of provisional licenses (in-state and out-of-state) converted to standard or professional 	<ul style="list-style-type: none"> • 2017-2018 baseline data to be collected from new OPAL system 	<ul style="list-style-type: none"> • Decrease number of provisional licenses issued and increase percentage of provisional licenses (in-state and out-of-state) converted to standard or professional 	<ul style="list-style-type: none"> • OPAL back-end launch in February 2018
<ul style="list-style-type: none"> • Educator equity gap analysis (for students identified as high-poverty, minority, and/or EL) of effective, experienced, and fully certified teachers 	<ul style="list-style-type: none"> • 2017-2018 Educator Equity Plan used as baseline data to be collected using 2016-2017 teacher experience, certification, and effectiveness measures 	<ul style="list-style-type: none"> • Improvement targets will be set when baseline data is available 	<ul style="list-style-type: none"> • Ongoing data collection and analysis to form 2017-2018 baseline and collaboration between department offices to analyze data
<ul style="list-style-type: none"> • Reduction in incidents of educator misconduct (arrests/convictions/corporal punishment, etc.) 	<ul style="list-style-type: none"> • Baseline to be collected in 2017-2018 	<ul style="list-style-type: none"> • Goal will be set once baseline is collected for 2017-2018 	<ul style="list-style-type: none"> • Collaboration with department offices to collect baseline and determine annual and 5-year goals

Objective 8 – Family Engagement

Students benefit when their parents and family members are engaged in their education. The Department knows families are capable of playing a key role in their children’s education by supporting learning at home, advocating for all children, and making decisions to ensure students’ best interests are being taken into consideration when creating policies. The Department also believes it is the responsibility of the district and school staff to engage their families but equally important for the Department to support in building their capacity to do so.

- **Strategy 8.1: Support district and school use of family engagement best practices.**
- **Strategy 8.2: Building educator capacity.**
- **Strategy 8.3: Empowering families.**

	Baseline Data (SY 2016-17)	Five-Year Goal (SY 2020-21)	Annual Progress
<ul style="list-style-type: none"> • Nevada Policy on Parental Involvement and Family Engagement standards included in School Performance Plans (SPPs) 	<ul style="list-style-type: none"> • 12% of all Rising Stars schools (SY 15-16) are utilizing effective strategies in each of the six standards on the Nevada Policy on Parental Involvement and Family Engagement 	<ul style="list-style-type: none"> • By July 2021, 100% of all Rising Stars schools will utilize evidence-based effective strategies in each of the six standards on the Nevada Policy on Parental Involvement and Family Engagement 	<ul style="list-style-type: none"> • 30.4 percentage point increase from SY2015-2016 to SY 2016-2017
<ul style="list-style-type: none"> • NEPF Professional Responsibilities’ Standard 4 score state average 	<ul style="list-style-type: none"> • NEPF Professional Responsibilities Standard 4 score state average: 3.22 	NEPF Professional Responsibilities Standard 4 score <ul style="list-style-type: none"> • SY 16-17 → 3.22 • SY 17-18 → 3.38 • SY 18-19 → 3.55 • SY 19-20 → 3.73 • SY 20-21 → 3.91 	<ul style="list-style-type: none"> • SY 16-17 → 3.22 baseline collected
<ul style="list-style-type: none"> • Chronic absenteeism rate in Nevada 	<ul style="list-style-type: none"> • Chronic absenteeism rate • SY 16-17 → 17.18% 	<ul style="list-style-type: none"> • 10% Reduction in chronic absenteeism year over year <ul style="list-style-type: none"> • SY 17-18 → 15.462% • SY 18-19 → 13.9158% • SY 19-20 → 12.52392% • SY 20-21 → 11.27% 	<ul style="list-style-type: none"> • Established Chronic Absenteeism Task Force, a collaboration with NDE offices LEAs, and other stakeholders to implement strategies to reduce chronic absenteeism

Objective 9 – Internal Systems & Effectiveness

Student achievement could not happen without strong internal systems which recognize an effective and efficient distribution of funds. These systems are continuously improved upon by using internal audit findings and defined roles and expectations for the guardians and recipients of awarded funds. To ensure an effective distribution of resources to our education programs, our internal systems have policies and procedures for awarding grants, work programs, contracts, and supporting internal stakeholders to meet expectations.

- **Strategy 9.1: Modernize audit methodologies utilizing technology.**
- **Strategy 9.2: Build internal systems and effectiveness.**
- **Strategy 9.3: Identify and replicate effective practices in braiding and blending funds.**
- **Strategy 9.4: Fiscal stewardship responsive to internal audits.**

Metrics	Baseline Data (SY 2016-17)	Five-Year Goal (SY 2020-21)	Annual Progress
<ul style="list-style-type: none"> • Percentage of audit work performed at pre-audit stage (including desk audit) 	<ul style="list-style-type: none"> • 60% with a 2018-2019 goal of 75% 	<ul style="list-style-type: none"> • 100% of audit work performed at pre-audit stage (including desk audit) 	<ul style="list-style-type: none"> • Gathered baseline data
<ul style="list-style-type: none"> • Negotiate all grants into ePage, if possible to do at zero cost 	<ul style="list-style-type: none"> • 40% for 2016-2017, with the 2018-2019 goal of 80% 	<ul style="list-style-type: none"> • 100%--as funding available (write into future grants, when possible) 	<ul style="list-style-type: none"> • Gathered baseline data and hosted ePage data for all Education Program Professionals
<ul style="list-style-type: none"> • Increase grants providing funding within outlined timeframes 	<ul style="list-style-type: none"> • No baseline with an annual goal set of 65% for 2016-2017 	<ul style="list-style-type: none"> • 100% of grants receiving funding within outlined timelines 	<ul style="list-style-type: none"> • Supported annual goal of 65% of grants within outlined timeframes by increasing internal training and creating manuals for policies and procedures
<ul style="list-style-type: none"> • Percentage of grants providing balanced checkbook each month (including spending status) 	<ul style="list-style-type: none"> • 30% of grants providing balanced checkbook each month 	<ul style="list-style-type: none"> • 98% of grants providing balanced checkbook each month 	<ul style="list-style-type: none"> • Approaching 2018-2019 goal of 85% of balanced checkbooks through training
<ul style="list-style-type: none"> • Number of audit findings • Increase number of successfully submitted work programs • Increase number of successfully submitted contracts 	<ul style="list-style-type: none"> • 9 audit findings • Rerelease of policies and procedures with supported training in 2018 	<ul style="list-style-type: none"> • 100% compliance with 0 audit findings • 100% of contracts submitted successfully • 100% work programs submitted successfully 	<ul style="list-style-type: none"> • Gathered baseline data and set a goal of 50% reduction in audit findings for 2018-2019 • Collaboration with other offices for systems training

Objective 10 – Funding & Reporting

The Department’s goals for student achievement cannot be accomplished in isolation of outside stakeholders which begets the need for an externally-facing fiscal goal. Objective 10: Funding & Reporting utilizes feedback from audit findings and grant awards to increase compliance by reducing errors and increasing equity by awarding monies competitively.

- **Strategy 10.1: External Reporting**
- **Strategy 10.2: Funding Methodologies**

Metrics	Baseline Data (SY 2016-17)	Five-Year Goal (SY 2020-21)	Annual Progress
<ul style="list-style-type: none"> • Number of substantive school funding errors in final funding or published information/calculations 	<ul style="list-style-type: none"> • 6 school funding errors, with the 2018-2019 goal of 3 errors 	<ul style="list-style-type: none"> • 0% errors 	<ul style="list-style-type: none"> • Gathered baseline data for 2016-2017
<ul style="list-style-type: none"> • Support creation of vibrant competitive funding community of informed, capable participants 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • All eligible competitive funding participants are informed, trained, provided reasonable tools for success, and autonomous in preparing competitive funding applications and managing/accounting for awards 	<ul style="list-style-type: none"> • Competitive funding applicants prepare own submissions in FY19; first draft (manual) of the consolidated application launched

Objective 11 – Systems Support School Staff and Students to Learn, Work, and Develop Positive Relationships in a Safe, Respectful, and Healthy Environment

Studies have shown that social and emotional learning (SEL) is essential for student success in schools and after graduation. Industry considered “risky behaviors” such as drug use, bullying, and absenteeism are often linked to poor social and emotional skills. SEL has been linked to improved performance within the classroom and on academic assessments.

- **Strategy 11.1: Office for a Safe and Respectful Learning Environment is responsive and proactive to the needs and goals of NRS 388.**
- **Strategy 11.2: Systems promote and nourish safe school environments for all.**
- **Strategy 11.3: Systems actively promote for staff and students equitable social, emotional, and academic development (free from racial, economic, religious, gender, or ability biases).**
- **Strategy 11.4: Systems support and promote district and school implementation of equitable multi-tiered system of supports.**
- **Strategy 11.5: Systems promote healthy staff and students.**

Metrics	Baseline Data (SY 2015-16)	Five-Year Goal (SY 2020-21)	Annual Progress
<ul style="list-style-type: none"> Increase in Social Emotional indicators on Climate Survey 	<ul style="list-style-type: none"> Analyzing baseline 	<ul style="list-style-type: none"> All school districts have adopted SEL Standards Increase indicators by 10% year over year 	<ul style="list-style-type: none"> Continued SEAD training
<ul style="list-style-type: none"> Increase safety within schools by adding social workers, MTSS, and SEAD 	<ul style="list-style-type: none"> Currently incorporated in several schools 	<ul style="list-style-type: none"> All school districts adopted SEL Standards Increase social workers, MTSS, and SEL adoption in schools by 5% year over year 	<ul style="list-style-type: none"> Increase in social workers by 300% for 2017-2018
<ul style="list-style-type: none"> Reduction reported behavioral violence toward staff and students Decrease in expulsions and suspensions 	<ul style="list-style-type: none"> Analyzing data for baseline 	<ul style="list-style-type: none"> Analyzing school climate and behavioral data for longterm goal if 3% year over year continues 	<ul style="list-style-type: none"> Reduce negative incidences of behavioral violence reported on Infinite Campus by 3% year over year Decrease of suspension and expulsion data by 10% year over year
<ul style="list-style-type: none"> Decrease in bullying trend data Decrease of chronic absenteeism 	<ul style="list-style-type: none"> Baseline being determined after analyzing data 	<ul style="list-style-type: none"> Decrease trend data by 7% year over year 	<ul style="list-style-type: none"> Over 800 tips in first month of SafeVoice launch Decrease of chronic absenteeism by 5% year over year

Objective 12 – MTSS & Department Climate Goal

The Department has both external Fastest Improving and internal State Board goals that reflect an urgency to support students and school leaders in achievement. Such a significant change in our LEAs could not be coupled without an inward goal that asks the Department to grow with those they support. Selecting a climate goal improves our internal procedures as the Department takes on the ambitious work of becoming the Fastest Improving State in the Nation. Notably, it also addresses equity and acting upon stakeholder feedback which is thematic throughout the Common Problems and Objectives sections of the STIP.

- **Strategy 12.1: Employ MTSS framework to increase Department collaboration to impact student achievement for all.**
- **Strategy 12.2: Demonstrate equity across all Department members to strengthen programs from increased engagement and a reflection of equity for all students.**
- **Strategy 12.3: Elevate Department climate based on staff feedback.**

Metrics	Baseline Data (2018)	Five-Year Goal (SY 2020-	Annual Progress
<ul style="list-style-type: none"> • MTSS used across offices to for successful deployment of Department programs 	<ul style="list-style-type: none"> • 0 offices using MTSS framework to collaborate and deploy programs 	<ul style="list-style-type: none"> • All Department offices using MTSS to collaborate and deploy programs 	<ul style="list-style-type: none"> • Created MTSS Leadership Team and hosted regular MTSS committee meetings
<ul style="list-style-type: none"> • Increase clear communication across department • Increase clarity around work roles 	<ul style="list-style-type: none"> • MTSS committee determined clear communication and clear work roles as a priority for 2018 	<ul style="list-style-type: none"> • MTSS committee selects 2 indicators annually to improve year over year 	<ul style="list-style-type: none"> • Hosted feedback huddles, Coffee with the Chief, and Icebreaker Lunches to create more equitable dialogue
<ul style="list-style-type: none"> • Department survey and huddle data to reflect improved climate year over year (an improvement in the previous year’s focus areas) 	<ul style="list-style-type: none"> • Baseline data gathered from feedback huddles and surveys to identify areas for climate improvement in 2018-2019 	<ul style="list-style-type: none"> • Department survey and huddle data to reflect improved climate year over year (an improvement in the previous year’s focus areas) 	<ul style="list-style-type: none"> • Created Climate team to host feedback huddles to determine how to elevate department climate

SECTION 4: INFORMATION CONCERNING SUCCESS AFTER GRADUATION

State law requires this plan to include strategies to provide information in the areas of admission requirements for institutions of higher education, opportunities for financial aid, the Governor Guinn Millennium Scholarship, and preparation for success after graduation. These strategies are integrally aligned with the Department’s vision of “all Nevadans ready for success in the 21st Century.”

The Department has made and will continue to make significant progress in this area. In January of 2017, Nevada was announced as one of just 10 states that were awarded Phase 2 of the JP Morgan Chase and Chief State School Officers New Skills for Youth Grant. Through this \$1.95 million grant, Nevada will achieve two overarching goals: (1) increase the number of students completing relevant and effective career pathways in high-demand and high-skill areas; and, (2) create sustainability by establishing durable policy and processes that align agencies and actors across the state. By achieving these goals, Nevada will align services to students and adults to prepare them for post-secondary success in the New Nevada Economy.

The Department’s work to provide industry validated CTE coursework and certificates of value, advanced coursework that culminates in college bearing credit through articulation agreements with each college (i.e., CSN, GBC, TMCC and WNC), and work-based learning experience will be accelerated through the partnerships and plans developed through the New Skills For Youth initiative.

Additionally, the state of Nevada offers a number of programs that help prepare students for post-secondary success:

- Nevada College Savings Plans Program
- Nevada Prepaid Tuition Program
- Governor Guinn Millennium Scholarship Program
- Nevada College Kick Start Savings Program
- Nevada GEAR UP program
- Articulated college credit programs
- GoToCollegeNevada.org campaign

SECTION 5: ALLOCATION OF RESOURCES/BUDGET

State law requires this plan to include an analysis of and strategies to improve the allocation of financial resources dedicated to P-12 public education. However, much of the data required is not currently available to the Department because certain requirements of NRS 386.650 concerning the automated system of accountability information have never been met; specifically, the automated system does not have the capacity to fully access financial accountability information for each public school, for each school district, and for this state as a whole. The Department, therefore, proposes the following baseline strategies and the continuation of exploratory work begun in 2014 to begin the work of better analyzing how the allocation of State resources actually improves the academic achievement of pupils.

Strategies for Improvement

STRATEGY	STAFF LEAD	TIMELINE
Gather information on the means of funding student needs through weighted formulas and data collection, as recommended by Governor Sandoval.	Canavero	2015-17 Biennium
Review and update Grant Tracking Processes	Rahming	July 2018
Develop a standard agency-wide grant tracking application	Rahming	July 2018
Review and standardize procedures for NDE grants.	Rahming	July 2017
Develop a single application for grants synchronized with the school districts needs assessment.	Barley/Rahming	Ongoing

Budget Impact of This Plan

The provisions of this plan are within the Governor’s Recommended Budget for 2017-2019 for the Department of Education.