

Accelerating Student Outcomes Across Nevada

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August 28, 10:40 AM

Nevada Board of Education
Presentation



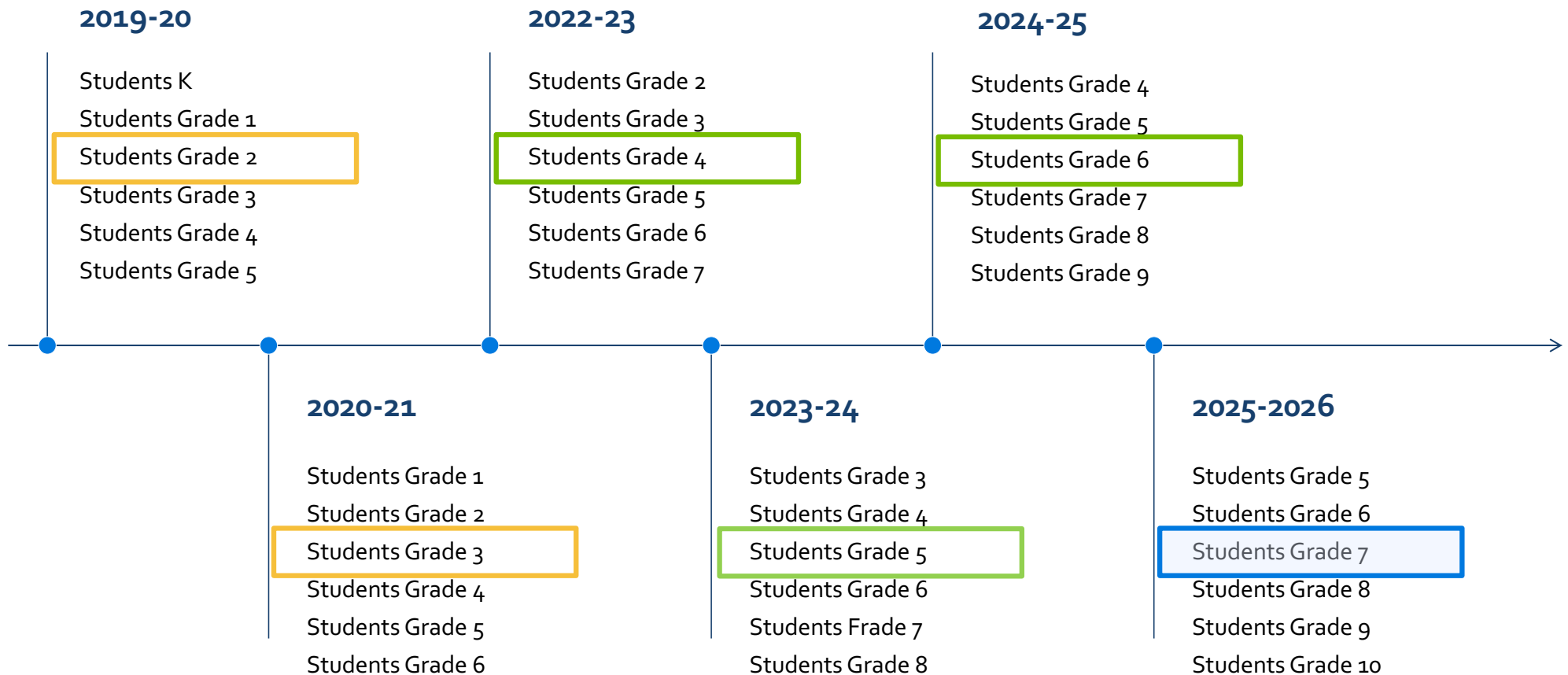
Three Year State Initiative: College & Career Readiness



College & Career Readiness: Problem Analysis



Where are the 2019- 2020 “COVID Generation” students today?





**Are Nevada students
academically
competitive?**

NAEP National Ranking of Nevada in Reading

GRADE 8 | READING | 2019

AVERAGE SCALE SCORES

2019



GRADE 8 | READING | 2024

AVERAGE SCALE SCORES

2024



GRADE 8 | READING | 2024

Average Score

253

The average score for students in Nevada in 2024 (253) was lower than their average score in 2022 (259) and in 1998 (258).

Nevada Grade 8 Reading Historic Trends

ASSESSMENT			AVERAGE SCORE		ACHIEVEMENT LEVELS		
Subject	Grade	Year	Score	Difference from National public (NP)	At or above Basic	At or above Proficient	At Advanced
Reading (scale range 0-500)	8	2024	253	-3 ↓	62	26	3
		2022	259	# ◆	68	29	3
		2019	258	-4 ↓	69	29	3
		2017	260	-6 ↓	71	28	2
		2015	259	-5 ↓	71	27	2
		2013	262	-4 ↓	72	30	3
		2011	258	-5 ↓	69	26	2
		2009	254	-8 ↓	65	22	1
		2007	252	-9 ↓	63	22	2
		2005	253	-8 ↓	63	22	1
		2003	252	-9 ↓	63	21	1
		2002	251	-11 ↓	62	19	1
		1998	258	-3 ↓	70	23	1
		1998 ¹	257	-5 ↓	69	24	1

8th grade trends show a brief increase to match the national average in 2022 without any consistent improvement over time.

NAEP National Ranking of Nevada in Math

GRADE 8 | MATHEMATICS | 2019

AVERAGE SCALE SCORES

2019



GRADE 8 | MATHEMATICS | 2024

AVERAGE SCALE SCORES

2024



GRADE 8 | MATHEMATICS | 2024

Average Score

265

The average score for students in Nevada in 2024 (265) was lower than their average score in 2022 (269) and was not significantly different from their average score in 2000 (265).

Nevada Grade 8 Math Historic Trends

ASSESSMENT			AVERAGE SCORE		ACHIEVEMENT LEVELS		
Subject	Grade	Year	Score	Difference from National public (NP)	At or above Basic	At or above Proficient	At Advanced
Mathematics (scale range 0–500)	8	2024	265	-7 ↓	52	20	5
		2022	269	-4 ↓	56	21	5
		2019	274	-7 ↓	62	26	7
		2017	275	-7 ↓	62	27	7
		2015	275	-6 ↓	65	26	5
		2013	278	-5 ↓	68	28	6
		2011	278	-5 ↓	67	29	6
		2009	274	-8 ↓	63	25	5
		2007	271	-9 ↓	60	23	4
		2005	270	-8 ↓	60	21	3
		2003	268	-8 ↓	59	20	3
		2000	265	-7 ↓	55	18	2
		2000 ¹	268	-6 ↓	58	20	2

8th grade trends show lower performance in comparison to the nation throughout NAEP's testing history.

Nevada State Level School Performance Framework Results

2018-19 NV Data at a Glance


2018-2019 Nevada At a Glance

 **492,638**
Total Enrollment

 **752**
Schools

 **27,294**
Teachers

 **\$9,109**
Per Pupil Expenditures

 **83.16%**
Graduation Rate

 **18.8%**
Chronic Absenteeism Rate

 **11,075**
Bullying and Cyber Bullying Resulted in Suspension

 **936**
Bullying and Cyber Bullying Resulted in Expulsion

ELA Proficiency

 **50.3%** **48.9%** **47.6%**
Elementary Middle High

Math Proficiency

 **43.8%** **33.2%** **26.3%**
Elementary Middle High

2018-2019

1 in 5 students miss 10% of school/are chronically absent.

Half of middle school students are proficient in ELA.

One third of middle students are proficient in math.

2023-24 NV Data at a Glance


2023-2024 Nevada At a Glance

 **479,578**
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ELA Proficiency

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Math Proficiency

 **38%** **26.8%** **19.4%**
Elementary Middle High

2023-2024

1 in 3 students miss 10% of school/are chronically absent.

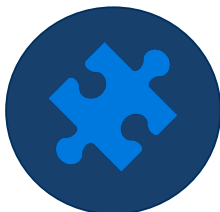
2 in 5 middle school students are proficient in ELA.

1 in 4 middle school students are proficient in math.



**Are Nevada students
returning to school on
pace with the nation?**

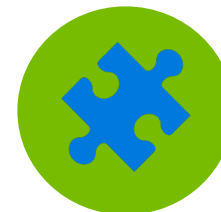
Why Does Attendance Matter So Much?



1. Chronic absenteeism became a **nationwide crisis during the pandemic** and remains a serious problem that Nevada has focused on and must continue to work to improve.



2. Recognize NV for committing to the return to learn campaign, **ensuring chronic absenteeism is reduced by 50%**, and showing the importance of daily attendance. ([AEI 2025](#))

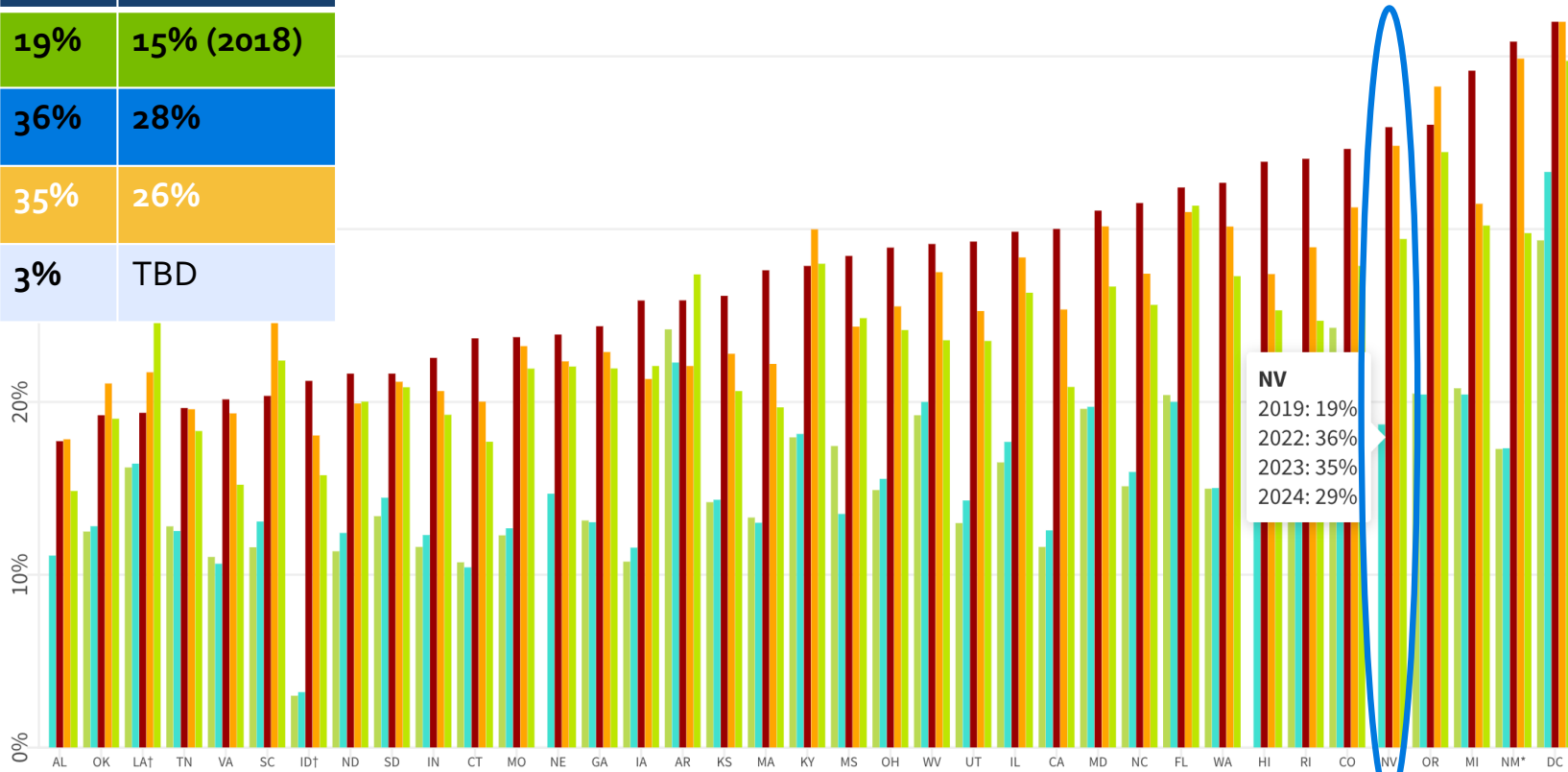


3. Disadvantaged districts experienced higher absenteeism rates and larger increases during the pandemic. Now, we must focus on **re-engaging our struggling populations with school** to access the available academic learning recovery and wrap-around supports that are available.

State by State Attendance Trends

Year	NV	National Average
2019	19%	15% (2018)
2022	36%	28%
2023	35%	26%
2024	3%	TBD

■ 2018 ■ 2019 ■ 2022 ■ 2023 ■ 2024



* State reported average for 23-24, prior years based on R2L analysis of district-level data

† Questionable pre-pandemic data quality

<https://returntolearnteacher.net>



National Student Group Attendance Gaps

Table 2. Chronic Absenteeism by Student Race: 2020 and 2022

	2020	2022	Percentage-Point Change	Percentage Increase	N 2020 (Millions)	N 2022 (Millions)
All Students	14%	29%	15.5	114%	41.8	41.7
Asian	7%	16%	8.2	112%	1.8	1.8
Black	19%	39%	20.7	112%	6.7	6.5
Hispanic	15%	36%	21.1	139%	10.2	10.1
White	11%	24%	12.8	114%	20.9	19.7

Note: Data come from 78,000 schools with data in both 2020 and 2022.

Source: Author's calculations using Ed Data Express, Chronically Absent Students School Data, 2019–20 and 2021–22; and National Center for Education Statistics, Common Core of Data, Public Elementary/Secondary School Universe Survey Data, version 1a, <https://nces.ed.gov/ccd/pubschuniv.asp>.

Chronic absenteeism has increased the most for disadvantaged students. Those students also experienced the greatest learning losses during the pandemic and can least afford the harms that come with chronic absenteeism.



College & Career Readiness: Strategies and Evidence-based Interventions

Four Key Strategies to ensure students are becoming College and Career Ready

Strategy 1:

Close academic gaps so students can engage in grade level career exploration and in grade level and accelerated academic coursework such as AP, IB, and DE/DC.

Strategy 3:

Provide greater **clarity between** the Nevada School Performance Framework's CCR measurements with the workforce initiatives to show the clear impact of K12 career readiness investments in Nevada's workforce development.

Strategy 2:

Increase daily attendance rates to ensure students maximize in school time.

Strategy 4:

Expand **flexible learning models that include personalized and competency-based experiences** to fully realize Nevada's Portrait of a Learner and will engage the needs of each middle and high school student.

Strategy 1a: Close Academic Gaps –Literacy



1. Strong Implementation of [Nevada's K12 State Literacy Plan](#) using implementation frameworks based on proven national models such as Indiana, Louisiana, Mississippi, and Tennessee. ([Excel in Ed March 4, 2025](#))



2. Establish Family Engagement Partnerships with community and nonprofit centers in Nevada and leverage Higher Education Partners to build strong pipelines of new teachers & support for current teachers.



3. [Increase Nevada usage](#) of “additional time” strategies such as high dosage tutoring and summer programming supports.

Strategy 1b: Close Academic Gaps – Mathematics



1. Create focus on math improvements to close math achievement gaps by launching [“All Kids are Math Kids”](#) campaign to elevate the importance of strong math instruction and the importance of developing critical thinking.



2. Establish a Math Advisory Council focused on evidence-based math instruction that studies the Council of Chief State School Officers (CCSSO) [strategic math toolkit](#) and collaboratively design and implement a comprehensive K12 Nevada State Mathematics plan.



3. Launch Math Pilots to support marginalized students similar to the [Virginia Literacy networks](#).

Strategy 2: Increase Daily Attendance



1. Increase statewide attendance using statewide campaigns and transparent data trackers. ([Rhode Island model](#))



2. Build a Nevada Attendance Task Force using [Virginia's Attendance Task Force](#) model and the strong business and community attendance collaboratives in Nevada.



3. Strengthen partnerships like [Go to Grow](#) across Nevada and use any capacity building grants to implement the [R.E.A.L. Framework](#) and other contextual attendance strategies.

Strategy 3: Clarify connections between the NSPF measures of CCR and Governor's Workforce Efforts



1. Expand transparent reporting of all components of the College and Career Readiness measure and connect measures to workforce metrics in Governor Lombardo's [Office of Economic Development \(GOED\)](#).



2. Host business, community college, and LEA roundtables to build stronger partnerships for workforce development throughout the state.



3. Using roundtable feedback and move towards a tiered industry-recognized credentials (IRC) of value from roundtable discussions and consider IRC into NSPF.

Expand Full Reporting of CCR Measure

Table 24: HS Post-Secondary Preparation Participation and Completion Criteria

	Participant	Completer
AP	Passed at least one AP course at any point during HS career.	Passed at least one AP exam with a score of three or better at any point during HS career. Do not need to be an AP participant to be an AP completer.
IB	Passed at least one IB course in the IB Diploma Program at any point during HS career.	Pass at least one IB exam in the IB Diploma Program with a score of four or better at any point during HS career. Must be an IB participant to be an IB completer.
DC/DE	Passed at least two DC/DE courses and earned at least 6 college credits at any point during HS career.	Passed at least four DC/DE courses and earned at least 12 college credits at any point during HS career. Must be a DC/DE participant to be a DC/DE completer.
CTE	Enrolled in approved CTE program of study and passed enough courses to be considered a CTE Concentrator at any point during HS career. Concentrators have completed both Level 1 and 2 courses in a program of study.	Enrolled in an approved CTE program of study and have passed (1) enough courses to be considered a CTE completer and (2) qualified to take the associated end of program and workplace readiness assessments are considered CTE completers. Students must be CTE Participants to be CTE completers.

College and
Career
Readiness
25 Points

Strategy 4: Expand Personalized & Competency- Based Learning



1. Leverage [Nevada's Portrait of a Learner](#) to expand personalized learning options by increasing student voice in their learning experiences through student advisory council.



2. Expand opportunities through the [Nevada Future of Learning Network](#) and utilize national partners such as [Knowledge Works](#) to expand personalized and flexible learning experiences that include access to competency-based learning.



3. Create collaboratives with higher education, business, and high schools to build flexible learning models such as the Advanced Technology Academy in Clark County ensuring rural, suburban, and urban students have [Academy model](#).



College & Career Readiness: Key Metrics for Measuring Success

Metrics

Strategy 1: Close Achievement Gaps

- Implementation indicators from grants
- NSPF achievement
- NSPF growth
- NAEP measures

Strategy 2: Increase Daily Attendance

- Overall daily attendance improvement
- Survey feedback from district use of R.E.A.L. Framework
- Overall chronic absenteeism decline
- Student group attendance gap closure

Strategy 3: Clarify NSPF measures of CCR

- Completion of updates to CCR platform and coordination with GOED
- Completion of tiered IRC measures
- New NSPF CCR indicator measures that include tiered IRCs

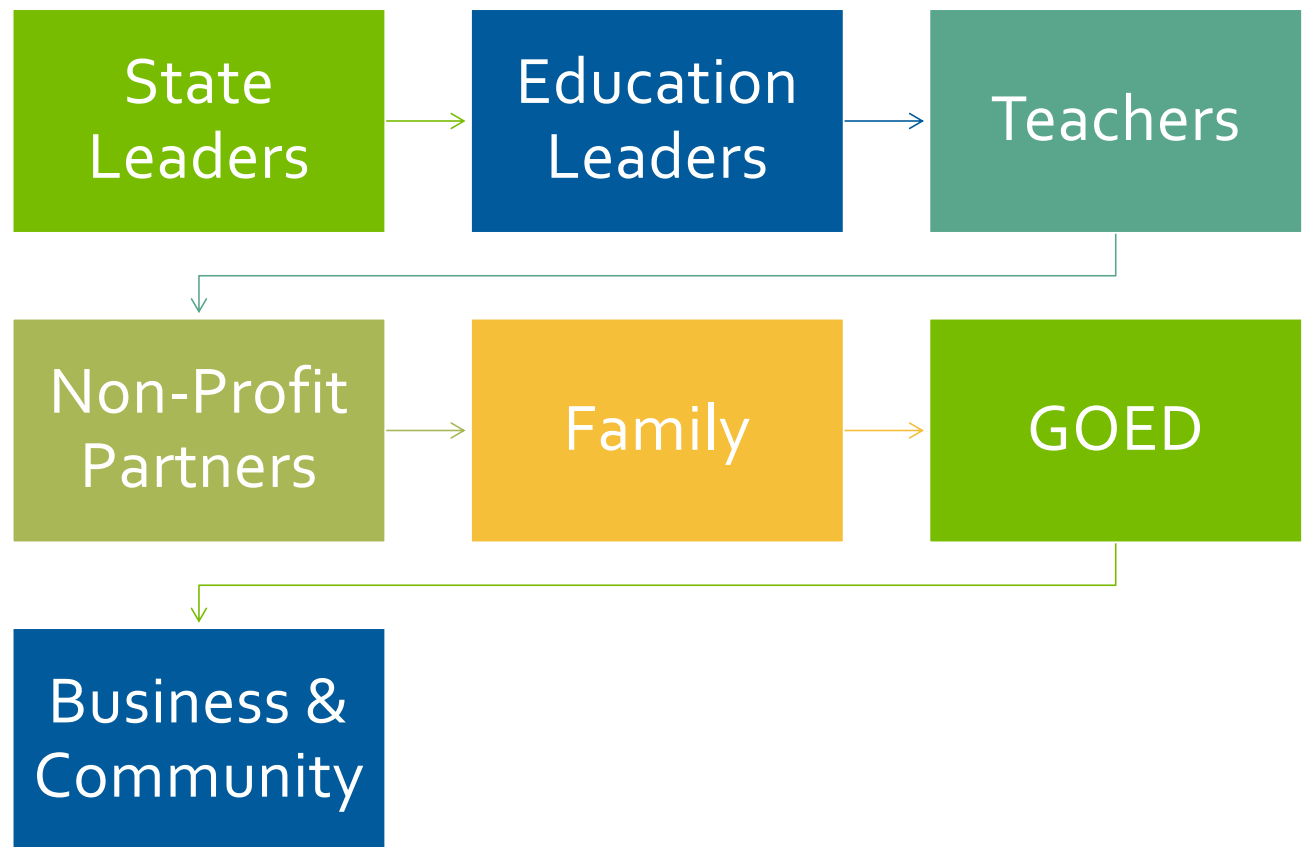
Strategy 4: Expand Personalized Learning

- Rates and heat maps of student participation in personalized experiences
- Rates and heat maps of student completion of competency learning
- Student engagement survey and IRC data
- Number of successful flexible learning pilots



College & Career Readiness: Implementation Timeline & Responsible Actors

**Responsible
Actors ->
Engaged
Stakeholders**



Year One Implementation Timeline Snapshot

Strategy 1: Close Achievement Gaps

October 2025-December 2025: Host Literacy Leadership planning series & Launch “All Kids are Math Kids” campaign

November 2025: Hold Family-Community Partnership roundtables

February 2026: Release Additional Time Incentive Grant

June 2026: Award Grants & Open Math Advisory Council Applications

Strategy 3: Clarify NSPF Measures of CCR

November 2025: Define strategy and any procurement for NSPF platform

January 2026: Start NSPF platform expansion for CCR measures

May 2026: Share “draft” platform for feedback

Strategy 2: Increase Daily Attendance

October 2025: Launch attendance campaign

February 2026: Establish Attendance Task Force

March-June 2026: Host business and community attendance roundtables

July 2026: Elevate LEA attendance success models at State Attendance Conference

Strategy 4: Expand Personalized Learning

October 2025: Establish Superintendent’s Student Advisory Council

October 2025-March 2026: State team goes on Portrait of a Learner school tour

June 2026: Convene higher ed, business, school round tables for flexible learning

August 2026: Initiate flexible learning incentive grants (award with collaborative partnership requirement)

Year Two Implementation Timeline Snapshot

Strategy 1: Close Achievement Gaps

August 2026: Launch Literacy Incentive Grants
October 2026: Select Literacy Model Grants awardees
January 2027: Initiate Extended Time School Tours to build statewide Extended Time Toolkit
February 2027: Math Advisory Council releases recommendations for K12 State Nevada Mathematics Plan
March-June 2027: Finalize K12 State Nevada Mathematics Plan

Strategy 3: Clarify NSPF Measures of CCR

August 2026: Formally Launch Expanded CCR dashboard on NSPF with 2025-26 results
October 2026-February 2027: Collaborate with GOED to translate results across K12 and post secondary workforce
February 2027-June 2027: Establish business collaboratives to develop draft tiered IRC lists

Strategy 2: Increase Daily Attendance

August 2026: Launch yearly attendance campaign (adding family-community-business resources)
August 2026-May 2027: Attendance Task Force continues to discuss solutions to respond to 25-26 data
July 2027: Convene Statewide Attendance Innovation Conference (R.E.A.L. Framework focus)

Strategy 4: Expand Personalized Learning

September 2026: Award flexible learning incentive grants (planning year)
October 2026-March 2027: Continue feedback from Superintendent's Student Advisory Council
October 2026-March 2027: Hold Flexible Learning office hours
May 2027: Host Flexible Learning Launch Convening

Year Three Implementation Timeline Snapshot

Strategy 1:

Close Achievement Gaps

September 2027-March 2028: Announce Gap Closure Achievement & Growth Recognition Awards and then being touring those schools

September 2027: Launch math pilot opportunities with Math Advisory Council feedback loops

February 2027: Release series of math resources guides for student groups in partnership with Math Advisory Council

Strategy 3:

Clarify NSPF Measures of CCR

August 2027: Release draft “tiered IRCs” for feedback

February 2028: Vote to approval final tiered IRCs into CCR accountability framework

February 2028: Seek Federal ESSA approval as needed

February 2028- June 2028: Fully implement tiered IRCs into the expanded CCR metric within the NSPF

Strategy 2:

Increase Daily Attendance

August 2027: Commence yearly attendance campaign (adding full R.E.A.L. resources)

August 2027-May 2028: Expand partnership using nonprofit and community entities to reduce local attendance barriers

July 2028: Hold Statewide Attendance Innovation Conference (Focus on Partnerships)

Strategy 4:

Expand Personalized Learning

September 2027: Start Flexible Learning Models for students (implementation year)

October 2027-March 2028: Hold Flexible Learning technical assistance monthly meetings

May 2028: Host Flexible Learning Convening and Launch of Success Toolkit



College & Career Readiness: Budget Summary

Budget Summary by Strategy

Strategy 1: Close Achievement Gaps	Strategy 2: Improve Attendance	Strategy 3: Clarify NSPF measures of CCR	Strategy 4: Expand Personalized Learning
Strategy 1: Implement Nevada State Literacy Plan \$2M LEA incentive support grants for implementing literacy plans	Strategy 1: Build statewide attendance tracker- anticipated \$100,000 IT support	Strategy 1: Expand all CCR measures in NSPF-anticipated \$55,000 in IT support	Strategy 1: No anticipated cost
Strategy 2: Launch \$2M additional time incentive grants for LEAs and/or nonprofits	Strategy 2: No anticipated cost	Strategy 2: Connect platforms- anticipating up to \$25,000 in IT support.	Strategy 2: Launch \$2M flexible learning incentive grants for LEAs
Strategy 3: \$10,000 travel budget for Math Advisory	Strategy 3: Launch \$2M attendance incentive support grants for LEAs and/or nonprofits	Strategy 3: \$10,000 travel budget for business roundtables	Strategy 3: No anticipated cost
Strategy 4: Launch \$2M additional time grants for LEAs and/or nonprofits			
Total: \$6,010,000	Total: \$2,100,000	Maximum total: \$90,000	Total: \$2,000,000

All costs are anticipated projections without access to full Nevada Department of Education budget.



College & Career Readiness: Appendix

Performance Task: Systems-Level Initiative Design for Student Outcomes

Prompt: Choose one area where Nevada's student outcomes are lagging (e.g., early literacy, college/career readiness, achievement gaps). Design a 3-year statewide initiative that includes:

- Problem analysis using available data
- Strategies and evidence-based interventions
- Implementation timeline and responsible actors
- Key metrics for monitoring progress and ensuring accountability
- Considerations for Personalized Competency Based Education integration where applicable
- Considerations for diverse populations
- Variance between district needs and strategies based on community needs
- A budget summary

Additional Problem Analysis Data for Diverse Populations

Grade 8 Reading

RESULTS FOR STUDENT GROUPS IN 2024

REPORTING GROUPS	PERCENTAGE OF STUDENTS	AVG. SCORE	PERCENTAGE AT OR ABOVE NAEP		PERCENTAGE AT NAEP ADVANCED
			BASIC	PROFICIENT	
Race/ethnicity					
American Indian/Alaska Native	1	‡	‡	‡	‡
Asian	7	269	73	42	8
Black	12	243	50	17	1
Hispanic	44	246	56	20	2
Native Hawaiian/Pacific Islander	2	‡	‡	‡	‡
Two or More Races	7	268	75	40	7
White	27	262	70	34	4
Gender					
Male	52	248	57	22	2
Female	48	259	67	30	4
Economically disadvantaged status					
Economically disadvantaged	80	250	59	23	2
Not economically disadvantaged	18	269	75	40	8

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the Economically Disadvantaged Status is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Grade 8 Math

RESULTS FOR STUDENT GROUPS IN 2024

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American Indian/Alaska Native	#	‡	‡	‡	‡
Asian	7	298	80	50	22
Black	13	247	33	7	1
Hispanic	45	256	42	13	2
Native Hawaiian/Pacific Islander	2	‡	‡	‡	‡
Two or More Races	7	279	68	29	7
White	27	279	66	30	8
Gender					
Male	51	266	52	21	6
Female	49	264	52	19	4
Economically disadvantaged status					
Economically disadvantaged	80	261	47	17	4
Not economically disadvantaged	18	284	72	36	12

Rounds to zero.

‡ Reporting standards not met.

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 **83.16%**
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1 in 5 students
miss 10% of school

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Bullying and Cyber Bullying Resulted in Suspension

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 **50.3%** **48.9%** **47.6%**
Elementary Middle High

Half of middle school students are
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Math Proficiency

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One third of middle students are
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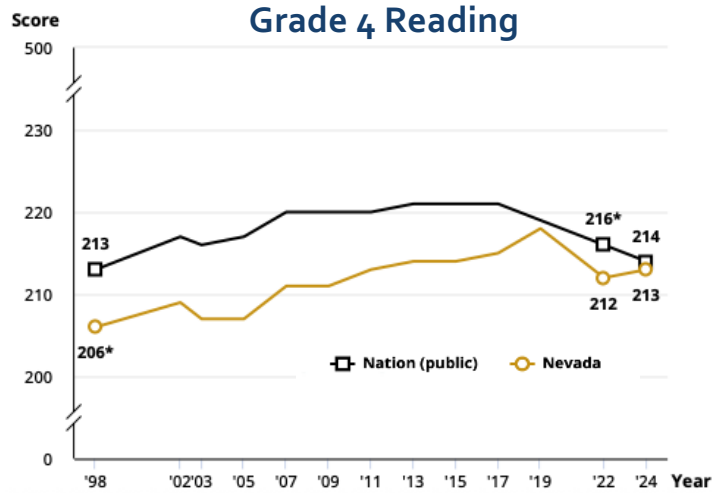
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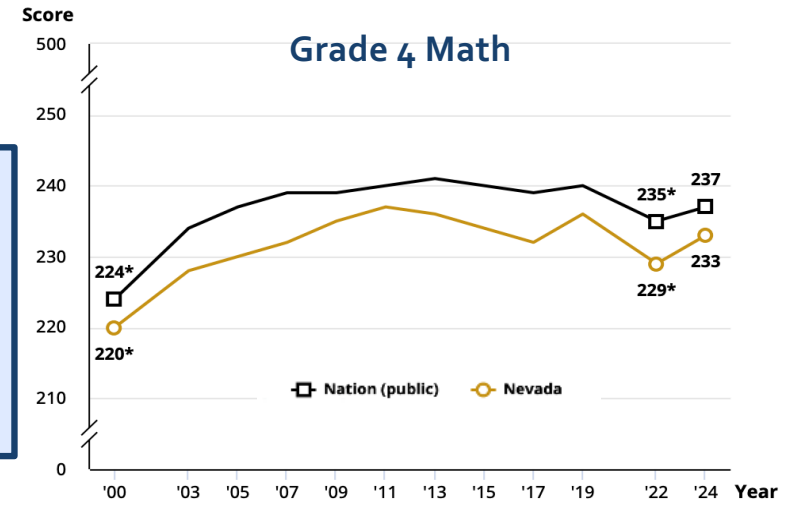
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Elementary Middle High

1 in 4 of middle students are
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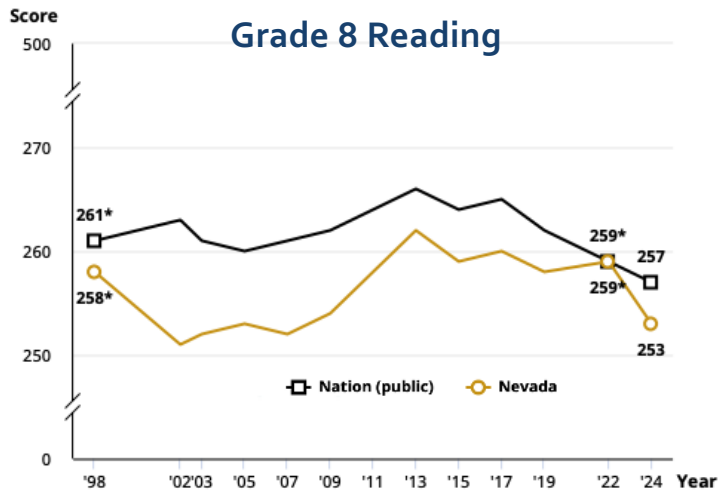
AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)



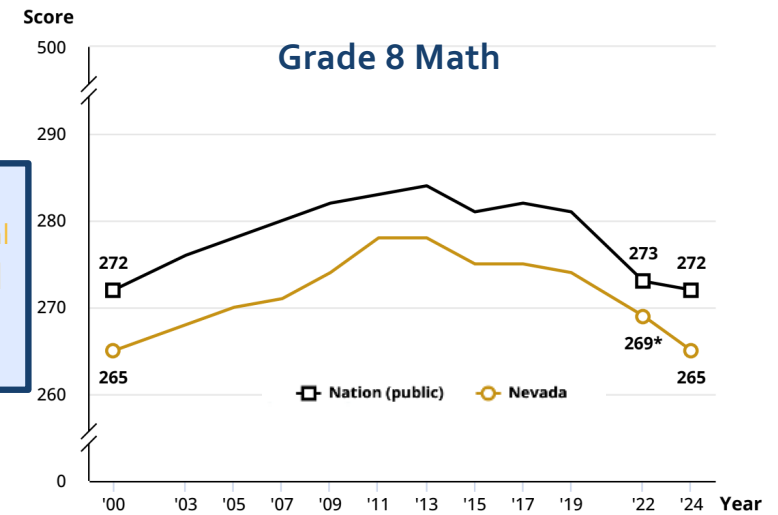
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AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)



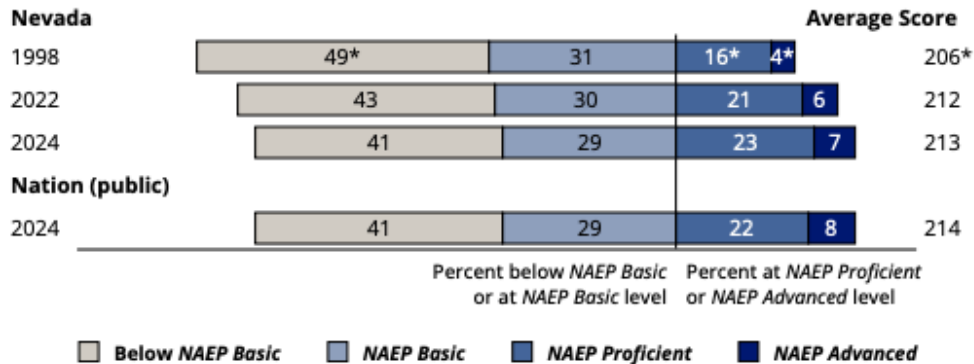
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Problem Analysis: NAEP (National Reading Trends)

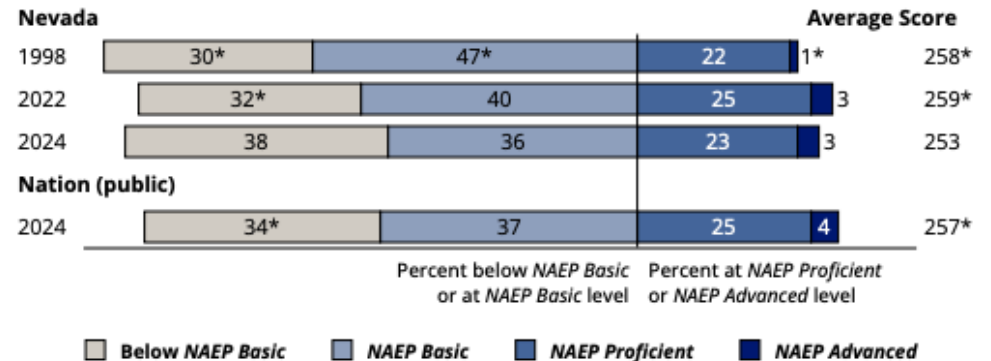
2024 READING STATE SNAPSHOT REPORT NEVADA ■ GRADE 4 ■ PUBLIC SCHOOLS

NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



2024 READING STATE SNAPSHOT REPORT NEVADA ■ GRADE 8 ■ PUBLIC SCHOOLS

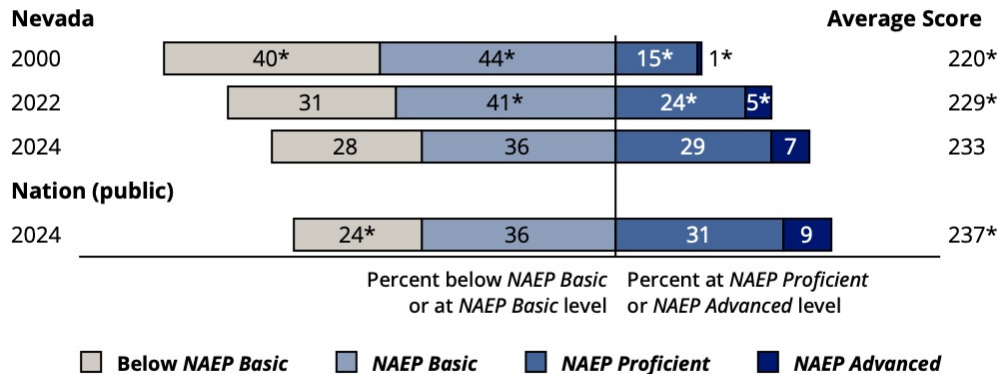
NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



Problem Analysis: NAEP (National Mathematics Trends)

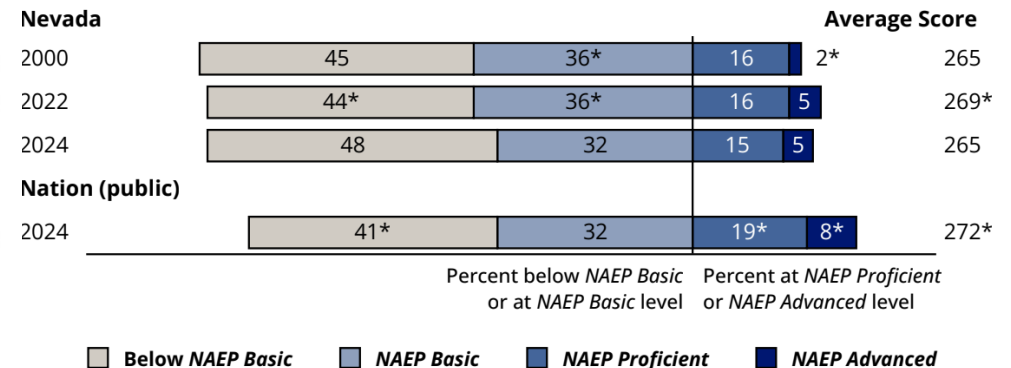
2024 MATHEMATICS STATE SNAPSHOT REPORT NEVADA ■ GRADE 4 ■ PUBLIC SCHOOLS

NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



2024 MATHEMATICS STATE SNAPSHOT REPORT NEVADA ■ GRADE 8 ■ PUBLIC SCHOOLS

NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



Use Attendance Works Evidence-Based R.E.A.L. Framework

Simply emphasizing the impact of days missed on learning does not adequately recognize the overwhelming stresses many students and families face. Instead, we recommend highlighting that Showing Up Matters for R.E.A.L. because it offers an opportunity to:

- > Build **R**outines
- > Increase **E**ngagement
- > Provide **A**ccess to Resources
- > Support **L**earning



<https://www.attendanceworks.org/resources/toolkits/showing-up-matters-for-real/>