2025

Statewide Plan for the Improvement of Pupils 2030

Nevada State Board of Education

Nevada Department of Education

NEVADA Department of Education

Nevada State Board of Education

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An Open Letter to the Nevada Community

Dear Nevadans,

Nevada's education system is moving forward. Over the past five years, we've faced extraordinary challenges—some we saw coming, others that tested us in ways we never imagined. And yet, through the dedication of our educators, the perseverance of our students, and the commitment of families and policymakers, we are seeing real, measurable progress.

Chronic absenteeism is down. More students are reaching key academic milestones. Graduation rates are rising. These aren't just numbers; they represent young people who are better prepared for their futures. They reflect classrooms where teachers are making an impact. They tell the story of schools that are becoming stronger, communities that are more engaged, and a state that is determined to build a world-class education system.

We know our work isn't done. Progress is not a moment, it's a movement. And to build on this momentum, we are launching STIP:2030, Nevada's roadmap for ensuring that our students, educators, and schools continue to thrive.

A Stronger Future Starts Here

STIP:2030 is a commitment to every student, in every classroom, in every community. It focuses on three essential priorities:

- Expanding access to high-quality learning – Every student, no matter their background or zip code, deserves the tools and opportunities to succeed. That means stronger instruction, more specialized support, and using data to close gaps and raise achievement.
- Investing in educators at every stage of their careers – Teachers and school leaders are the backbone of our education system. We will strengthen recruitment, expand career pathways, and ensure that every educator has the resources and support to thrive.
- Maximizing resources for student success – Strategic and responsible planning will ensure that funding reaches where it's needed most—improving student well-being, supporting classrooms, and building a foundation for lifelong success.

The Road Ahead

Nevada's progress is proof of what we can achieve when we come together, roll up our sleeves, and refuse to accept anything less than excellence for our students.

We have challenges ahead, but we also have a plan. And if the past five years have shown us anything, it's that Nevadans are resilient, determined, and ready to meet the moment. Nevada's young people are counting on us to rise to the challenge.

Thank you for your partnership, your dedication, and your belief in our students.

Respectfully,

Jhone M. Ebert
Superintendent of Public Instruction
State of Nevada

Executive Summary

The Statewide Plan for the Improvement of Pupils 2030 (STIP:2030) offers a strategic, data-driven roadmap to ensure high-quality education for all Nevada students, fulfilling NRS 385.111–113 requirements. Grounded in the Nevada Department of Education's (NDE or "Department") mission "to improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence," and the Nevada State Board of Education's vision that "all Nevada students are equipped and feel empowered to attain their vision of success," STIP:2030 supports the Board's goals to advance from Top 20 to Top 10 in national K–12 rankings and to increase College and Career Ready (CCR) diploma attainment to 50%.

This plan outlines strategic priorities for student success and provides a clear framework for the Department's work over the next five years. Specifically, STIP:2030 is designed to:

- Enhance student improvement through identified performance indicators.
- Maximize Department activities that significantly impact student outcomes.
- Engage community members in advancing public education initiatives.

At its core, STIP:2030 is anchored by three high-level targets designed to address Nevada's most pressing educational needs:

1. Provide Universal Access to High-Quality PK–12 Learning
    - Initiatives under this target focus on ensuring all students have access to rigorous instruction, specialized services, and supportive resources. Data-driven strategies underpin programs and interventions, ensuring each learner benefits from evidence-based practices.
2. Strengthen Educator Development, Retention, and Recruitment Efforts
    - Initiatives under this target include expanding professional development, technical assistance, and strategic recruitment. By emphasizing educator effectiveness and sustainability, the plan seeks to build a robust pipeline of qualified teachers who positively impact student outcomes.
3. Strategically Utilize Available Resources to Support Student Learning
    - Initiatives under this target focus on fiscal stewardship and community engagement to maximize the impact of educational investments. This includes transparent financial planning, continuous improvement of school

well-being, and robust family and community involvement in key educational decisions.

These targets and initiatives collectively align with the Nevada Department of Education's (NDE) goals and are supported by a Theory of Action that underscores the interplay among innovative PK–12 approaches, educator development, and strategic fiscal investments.

By pursuing this comprehensive vision, STIP:2030 not only advances the Department's mission but also supports the Nevada State Board of Education's vision and goals. Through these targets and initiatives, STIP:2030 positions Nevada to cultivate resilient learners, supported educators, and thriving school communities for years to come.

Nevada Education's Strategic Framework

Through the collaborative efforts of the Nevada State Board of Education (State Board or Board) and the Nevada Department of Education, the following components of the strategic framework represent guiding principles and aspirations to define the direction and purpose of the work.

❖ State Board Vision

Guided by a commitment to ensuring success for every student in Nevada, the Board adopted the following vision statement in July of 2021:

All Nevada students are equipped and feel empowered to attain their vision of success.

❖ Department Mission

Our mission is to improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

❖ State Board Goals

The Board then adopted two 5-year goals, which seek to continue advancing Nevada forward and encourage our students to always aim higher. These goals are:

- **From Top 20 to Top 10:** Move up in State rankings from 18th in September of 2020 to Top 10 by July 2026, as measured by the Academic portions of Quality Counts K-12 Student Achievement.
- **50% of Students Achieve the College and Career Ready (CCR) Diploma:** Increase the overall number of students receiving the College and Career Ready (CCR) diploma from 23.9% in July 2021 to 50% by July 2026; and eliminate gaps of student groups while raising the overall average.

❖ Theory of Action

If Nevada mobilizes priorities, programs, and supports to ensure all students have access to high-quality, innovative PK-12 learning opportunities, recruit, develop, and retain effective and well-supported educators, and make strategic, targeted investments in student learning, then the state will drive significant improvements in excellence and success for all students.

By leveraging these strategies in meaningful, measurable, and targeted ways, Nevada can amplify the impact of its education system. Aligning resources, policies, and actions with these priorities strengthens public education and creates the conditions necessary for all students to thrive.

Introduction to the Targets and Initiatives

The 2025-2030 Statewide Plan for the Improvement of Pupils (STIP:2030), is a five-year action plan designed to realize the vision and goals of the Nevada State Board of Education. Anchored in the Nevada Department of Education's mission and theory of action, STIP:2030 serves as a strategic framework to advance public education across the state.

The development of STIP:2030 was guided by foundational Nevada frameworks, including the Portrait of a Nevada Learner, Acing Accountability, and "The Nevada Way," Governor Lombardo's policy matrix. These resources, along with key growth and achievement statistics, inform a comprehensive understanding of the current status of Nevada's students and establish a baseline for measurable improvement.

STIP:2030 is structured by three high-level targets, each supported by performance indicators to assess progress. To direct the work of NDE, each target includes detailed initiatives that outline intended outcomes, specific actions, deliverables, and support mechanisms. Together, these elements provide a clear and actionable roadmap for achieving educational excellence for all Nevada students.

Below is a table that demonstrates the targets and initiatives of the plan.

Targets		Initiatives	
1	Provide Universal Access to High-Quality PK-12 Learning	1A	Ensure Access to Support High-Quality Instruction, Resources, and Systems of Support
		1B	Utilize Data to Drive Systems and Initiatives
		1C	Expand Specialized Educational Experiences and Services
2	Strengthen Educator Development, Retention, and Recruitment Efforts	2A	Expand Educator Retention and Recruitment Efforts
		2B	Leverage Professional Development and Technical Assistance for All Educators
3	Strategically Utilize Available Resources to Support Student Learning	3A	Enhance Fiscal Stewardship through Implementation and Monitoring of Financial Planning
		3B	Engage the Community in Awareness of Strategies to Support the Educational Experience
		3C	Continuously Improve the Well-Being of Students and Educators

The detailed plan on the following pages elaborates on these targets and initiatives, outlining how they will drive measurable progress across Nevada's education system over the next five years.

Target 1: Provide Universal Access to High-Quality PK-12 Learning

All Nevada graduates are equipped with the skills necessary for success in the workforce and higher education by setting structures in place for informed and responsive PK-12 educational experiences.

Initiatives

1A: Ensure Access to High-Quality Instruction, Resources, and Systems of Support
1B: Utilize Data to Drive Systems and Initiatives
1C: Expand Specialized Educational Experiences and Services

Target Leads

- Chief Strategy Officer, Office of the Superintendent of Public Instruction
- Deputy Superintendent, Student Achievement Division

Annual Performance Indicators

- Access to Evidence-Based Instructional Materials
  - All Districts and the State Public Charter School Authority (SPCSA) ensure that evidence-based, high-quality reading and mathematics programs and primary instructional materials are used; and that all primary materials are on State-approved lists.
    - Acing Accountability: Evidence Based Instructional Materials metric
    - The Nevada Way: Initiatives 1.2.2
    - Portrait of a Nevada Learner: We empower students with the tools to thrive academically, reflecting the holistic values of the Portrait of a Nevada Learner.
- Early Childhood Quality Rating and Improvement System (QRIS) Metric
  - As part of the coaching process for the QRIS Program, all subgrantees of state pre-kindergarten funding will demonstrate improvement in identified QRIS measures over a 24-month period.
    - The Nevada Way: Initiatives 1.1.1, 1.1.2, 1.2.1, 1.2.2

- Portrait of a Nevada Learner: Focus on nurturing empowered and connected young learners.

❖ Kindergarten through Grade Three Literacy Growth and Proficiency Measures of Academic Progress (MAP)

➢ In grades K-3, at least 65% of students in the school district and SPCSA meet or exceed their personalized learning growth goal in reading. Personalized learning growth goals are determined by individual results from the year's winter administration of MAP for kindergarten students and the prior year's spring administration of MAP for 1-3 grade students, with the outcomes evaluated using the school year's spring administration.
- Acing Accountability, Student Academic Growth metric
- The Nevada Way, Initiatives 1.1.1, 1.1.2, 1.2.1
- Portrait of a Nevada Learner: Empowers students to succeed in later grades, ensuring they can connect effectively with learning materials and peers.

➢ In grades K-3, an increasing number of students in the school district and SPCSA demonstrate grade-level proficiency in reading. Spring MAP results show at least a five-point annual increase in the percentage of students in the school district and SPCSA demonstrating proficiency, students are considered "proficient" with a score at or above the 65th percentile.
- Acing Accountability: Student Academic Proficiency Metric
- The Nevada Way: Initiatives 1.1.1, 1.1.2, 1.2.1
- Portrait of a Nevada Learner: Empowers students to succeed in later grades, ensuring they can connect effectively with learning materials and peers.

❖ Grade 4 through Grade 8 English/Language Arts Growth and Proficiency Smarter Balanced Assessment Consortium (SBAC)

➢ In grades 4-8, an increasing number of students are on-track to be proficient within three years or by eighth grade. SBAC results show at least a five-point annual increase in the percentage of students in the school district and SPCSA on-track to be proficient as measured using Adequate Growth Percentile (AGP).
- The Nevada Way: Initiative 1.1.2, 1.2.1
- Portrait of a Nevada Learner: Empowering students to succeed in later grades, ensuring they connect effectively with learning materials and peers.

- ➢ In grades 4-8, an increasing number of students demonstrate proficiency in English/Language Arts. SBAC results show at least a five-point annual increase in the percentage of students in the district and SPCSA scoring a Level 3 or Level 4, thus designated as "proficient."
  - The Nevada Way: Initiatives 1.1.2, 1.2.1
  - Portrait of a Nevada Learner: Empowers students to succeed in later grades, ensuring they can connect effectively with learning materials and peers.

❖ Grade 4 through Grade 8 Mathematics Growth and Proficiency (SBAC)

- ➢ In grades 4-8, an increasing number of students are on-track to be proficient within three years or by eighth grade. SBAC results show at least a five-point annual increase in the percentage of students in the school district and SPCSA on-track to be proficient as measured using Adequate Growth Percentile (AGP).
  - Acing Accountability: Student Academic Growth metric
  - The Nevada Way: Initiatives 1.1.2, 1.2.1
  - Portrait of a Nevada Learner: Strengthen problem-solving and resilience.
- ➢ In grades 4-8, an increasing number of students demonstrate proficiency in mathematics. SBAC results show at least a five-point annual increase in the percentage of students in the district and SPCSA scoring a Level 3 or Level 4, thus designated as "proficient."
  - Acing Accountability, Student Academic Proficiency metric
  - The Nevada Way, Initiatives 1.1.2, 1.2.1

❖ Rigorous High School Coursework Enrollment

- ➢ At least 75% of all high school students in school districts and the SPCSA are enrolled in at least one course unique to the College and Career Ready Diploma requirements, which include an Advanced Placement (AP) course, International Baccalaureate (IB) course, dual-credit course, Career and Technical Education (CTE) course, work-based learning course, or world language course.
  - Acing Accountability, Rigorous Coursework Metric
  - The Nevada Way: Initiatives 1.1.2, 1.1.3, 1.2.1
  - Portrait of a Nevada Learner: Foster critical thinking, with an emphasis on empowerment and impact.

❖ College and Career Ready Diploma Graduates and Proficiency Rates

- ➢ School districts and the SPCSA show at least a five-point annual increase in the percentage of graduates who earn the College and Career Ready Diploma.
  - ■ Acing Accountability: College and Career Ready Diploma metric
  - ■ The Nevada Way Initiatives 1.1.2, 1.1.3, 1.2.1
  - ■ Portrait of a Nevada Learner: Equipping students to thrive beyond high school, empowering graduates to impact their communities.
- ➢ School districts and the SPCSA show at least a five-point annual increase in the percentage of high school students passing courses unique to College and Career Ready Diploma requirement, including dual-credit, Career and Technical Education (CTE), work-based learning, and world language courses or designated as proficient on Advanced Placement (AP) or International Baccalaureate (IB) exams OR have 75% of students taking AP/IB exams passing AP/IB exams (3 or higher) and/or dual-credit, CTE, work-based learning, and world language courses.
  - ■ Acing Accountability Student Proficiency Metric
  - ■ The Nevada Way Initiatives 1.1.2, 1.1.3, 1.2.1
  - ■ Portrait of a Nevada Learner: Equipping students to thrive beyond high school, empowering graduates to impact their communities.

Target 1: Provide Universal Access to High-Quality PK-12 Learning

Initiative 1A: Ensure Access to High-Quality Instruction, Resources, and Systems of Support

Strategically Aligned Offices

- Office of Teaching and Learning
- Office for a Safe and Respectful Learning Environment

Action Items

- Develop, establish, and review content-specific standards with the goal of providing learning opportunities focused on strengthening and expanding mastery of grade level standards.
- Promote and monitor the use of high-quality instructional materials and assessment tools aligned to evidence-based practices and strategies that address the NVACS and connected standards.
- Develop a systematic approach to ensure access for all student population groups to career pathways and skill development from pre-kindergarten through postsecondary education as measured by participation and concentrator data in the State Determined Performance Levels (SDPL) targets.
- Develop strategies with local education agency stakeholders to improve the quality and/or alignment to form career pathways with multiple entry and exit points that allow for attainment of a recognized postsecondary credential, industry recognized credential, and/or work-based learning credit.
- Provide professional learning and technical assistance opportunities to Nevada's educators and administrators related to:
  - Tier I instructional frameworks and content development in core subject areas.
  - Decision making models that utilize reliable data from balanced assessment systems; and,
  - Student engagement and academic progress through the lens of social-emotional intelligence and learning.
- Evaluate implementation of Multi-Tiered System of Support for academics, behavior, and climate utilizing tiered fidelity inventories.

Target 1: Provide Universal Access to High-Quality PK-12 Learning

Initiative 1B: Utilize Data to Drive Systems and Initiatives

Strategically Aligned Offices

- Office of Assessment, Data, and Accountability Management
- Office of School and Student Supports

Action Items

- Evaluate data related to demographics, student learning, educational processes, and collaboration with agency and educational partners assess access to and the effectiveness of PK-12 programming.
- Publish publicly consumable results related to schools, districts, and other local education agencies' data for academic achievement, growth, student engagement, and other established metrics.
- Identify strategic areas of opportunity, maintenance, and achievement to shape policy and initiatives focused on the improvement of pupils.
- Align all federal accountability assessments to NVACS.
- Provide enhancements to the Statewide Student Information System to support data collection and resource allocation.

Target 1: Provide Universal Access to High-Quality PK-12 Learning

Initiative 1C: Expand Specialized Educational Experiences and Services

Strategically Aligned Offices

- Office for a Safe and Respectful Learning Environment
- Office of Career Readiness, Adult Learning, and Educational Options
- Office of Inclusive Education
- Office of Early Learning and Development
- Office of Teaching and Learning
- Office of School and Student Supports

Action Items

- Engage in fiscal and programmatic opportunities focused on broadening access to:
  - Public and private early childhood programs;
  - High-Quality Tier I Instruction;
  - College and Career Ready (CCR) coursework, including:
    - Advanced Placement (AP) courses,
    - International Baccalaureate (IB) courses,
    - Dual-credit courses,
    - Career and Technical Education (CTE) courses,
    - Work-based learning courses, and
    - World language courses;
  - Services emphasizing students with exceptionalities (i.e., Gifted and Talented Education programs, multilingual learner supports, Individualized Education Plans, etc.); and,
  - Multi-Tiered System of Support (MTSS) addressing data related to academic, social, emotional, and behavioral needs.
- Ensure all families have access to high-quality early childhood education programs that support foundational learning, cognitive development, and social-emotional growth, preparing children for success in kindergarten and beyond.

- Expand access to rigorous, engaging CCR coursework that equips all students with the knowledge, skills, and credentials needed to succeed in postsecondary education, training programs, or the workforce.
- Provide educators and school staff with targeted training, resources, and support systems to implement inclusive practices that address the wide-ranging needs of students with exceptionalities, ensuring all students have the opportunity to achieve academic and personal success.

Target 2: Strengthen Educator Development, Retention, and Recruitment Efforts

Every student in Nevada is served by highly qualified and engaged educators.

Initiatives

2A: Expand Educator Retention and Recruitment Efforts
2B: Leverage Professional Development and Technical Assistance for All Educators

Target Leads

- Chief Strategy Officer, Office of the Superintendent of Public Instruction
- Deputy Superintendent, Educator Effectiveness and Family Engagement

Annual Performance Indicators

- Fully Licensed and Certified Staff Percentages
  - School districts and the SPCSA show at least a 20% decrease in unfilled positions, including those positions temporarily filled by substitutes, OR at least 95% of classrooms have a licensed educator, not including a substitute, teaching in their endorsed area.
    - Acing Accountability: Fully Licensed and Certified Staff metric
    - Portrait of a Nevada Learner: Qualified educator directly supports the development of empowered, connected, impactful, and thriving learners
- Distribution of Vacancy and Long-Term Substitutes within a District
  - School districts and the SPCSA show that the percentage of long-term substitute teachers and vacancies at Title I schools are within 10% of such percentages in non-Title I schools.
    - Acing Accountability: Distribution of Vacancies & Long-Term Substitutes metric.
    - Portrait of a Nevada Learner: Fostering inclusive environments where each student can build essential competencies.

❖ Budget Allocation for Recruitment and Retention

- ➢ Transparent information from school districts and the SPCSA provide the percentage of the budget that is allocated toward salaries and benefits of all employees.
  - ■ Acing Accountability: District Budget Allocation for Recruitment and Retention metric.
  - ■ Portrait of a Nevada Learner: Strengthening the foundation needed to consistently nurture competencies—empowerment, connection, impact, and thriving.

Target 2: Strengthen Educator Development, Retention, and Recruitment Efforts

Initiative 2A: Expand Educator Retention and Recruitment Efforts

Strategically Aligned Offices

- Office of Educator Development, Licensure, and Family Engagement
- Office of Career Readiness, Adult Learning, and Education Options

Action Items

- Engage in grant funding for teachers pursuing advanced degrees.
- Streamline and improve Nevada's licensing system through modernization of technology, enhanced marketing materials, and improved customer service.
- Provide an expedited process for state license and endorsement approvals.
- Promote post-secondary scholarship opportunities to develop, retain, and recruit educators.
- Enhance and expand teacher and school leader pipelines through Nevada's current and future workforce.

Target 2: Strengthen Educator Development, Retention, and Recruitment Efforts

Initiative 2B: Leverage Professional Development and Technical Assistance for All Educators

Strategically Aligned Offices

- Office of Teaching and Learning
- Office of Early Learning and Development

Action Items

- Develop and provide differentiated, evidence-based, professional development and technical assistance that is data-driven to improve the teaching of and learning for all students, focused on specific frameworks, interventions, and strategies related to:
  - Content area knowledge, pedagogy, and data literacy;
  - Multi-Tiered Systems of Support, inclusive of Tier 1, 2, and 3 academic and behavioral systems and interventions; and,
  - High-yield practices that promote safe and respectful learning environments.
- Collect professional development and technical assistance data that can be explicitly monitored and analyzed to inform future Department supports and offerings.

Target 3: Strategically Utilize Available Resources to Support Student Learning

The identification and strategic deployment of resources and investments are prioritized for optimal education experiences. Additionally, there is a commitment to identifying and communicating about resources available to impact and enhance student learning opportunities.

Initiatives

3A: Enhance Fiscal Stewardship through Implementation and Monitoring of Financial Planning
3B: Engage the Community in Awareness of Strategies to Support the Educational Experience
3C: Continuously Improve the Well-Being of Students and Educators

Target Leads

- Chief Strategy Officer, Office of the Superintendent of Public Instruction
- Deputy Superintendent, Student Investment Division
- Deputy Superintendent, Educator Effectiveness and Family Engagement
- Deputy Superintendent, Student Achievement

Annual Performance Indicators

- Fiscal Risk Indicators
  - Financial assessments demonstrate at least an annual increase of five percent for organizations determined to be a “low financial risk”.
    - The Nevada Way: Initiative 1.2.1
    - Portrait of a Nevada Learner: Maintaining stable, low-risk financial conditions supports the thriving of our schools, allowing educators and students to stay empowered and connected

❖ Grant Implementation Rates

- ➢ Enhance efficiencies of established workflow and processes, resulting in at least a five-point annual reduction in the percentage of time spent to process and distribute funds.
  - The Nevada Way: Initiative 1.2.1
  - Portrait of a Nevada Learner: Empowering educators to have greater impact and fostering a thriving learning environment

❖ Community Engagement

- ➢ Provide high-quality opportunities to engage families and community members in educational opportunities surrounding items of importance, such as chronic absenteeism, Nevada Academic Content Standards, education legislation, and more, demonstrating a five percent increase in the number of attendees at sessions provided throughout the year.
  - The Nevada Way: Initiative 1.2.3
  - Portrait of a Nevada Learner: Strengthening connections and cultivating positive relationships essential for learners to thrive and make an impact.
- ➢ Provide technical assistance regarding family engagement best practices and programs that can be incorporated in district and school performance plans, as measured by an increase in the climate surveys on parent engagement.
  - The Nevada Way: Initiative 1.2.3
  - Portrait of a Nevada Learner: Empowering families, connect communities, and support each student's ability to thrive and make an impact.

❖ Well-Being of Students and Educators

- ➢ Annual surveys demonstrate at least a five-point annual reduction in the percentage of organizations not receiving a "low risk" rating.
  - The Nevada Way: Initiatives 1.1.2, 1.2.1
  - Portrait of a Nevada Learner: Fostering a climate where both students and educators can thrive and have impact

Target 3: Strategically Utilize Available Resources to Support Student Learning

Initiative 3A: Enhance Fiscal Stewardship through Implementation and Monitoring of Financial Planning

Strategically Aligned Offices

- Office of Pupil-Centered Funding
- Office of Division Compliance
- Office of District Support Services

Action Items

- Develop, implement, and monitor budgets aligned with state educational goals.
- Ensure compliance with state and federal standards and regulations related to funding and expenses.
- Identify and assess financial risks that could impact program stability.
- Allocate fiscal resources to ensure balanced program funding and support all students' needs, ensuring compliance with requirements.
- Provide programmatic and fiscal guidance, support, and technical assistance to schools and districts in federal and state grant application requirements and management.

Target 3: Strategically Utilize Available Resources to Support Student Learning

Initiative 3B: Engage the Community in Awareness of Strategies to Support the Educational Experience

Strategically Aligned Offices

- ❖ Office of Educator Development, Licensure, and Family Engagement
- ❖ Office of Student and School Supports

Action Items

- ➢ Develop and deliver events to promote expanding capacities for family and community members in topics related to educational success.
- ➢ Publish materials in multiple languages to expand access to information for the community.

Target 3: Strategically Utilize Available Resources to Support Student Learning

Initiative 3C: Continuously Improve the Well-Being of Students and Educators

Strategically Aligned Offices

- ❖ Office for Safe and Respectful Learning Environments
- ❖ Office of Student and School Supports

Action Items

- ➢ Expand implementation opportunities for MTSS to address data related to academic, social, emotional, and behavioral needs, as well as family engagement in these areas.

- Strengthen safe and respectful learning environments across all educational institutions through targeted training, comprehensive support, and efficient data sharing mechanisms.
- Promote and monitor the expansion of school-based mental health services through collaborations with internal and external agencies.

APPENDIX

This section provides additional information related to current public education policies and frameworks that are tied to the work of the STIP:2030, data that provides a history of Nevada academic statistics, and specific Target/Initiative progress updates, deliverables, support, and upcoming milestones related to each of the initiatives. The information included can be used to:

- **Gauge Current Progress**: Review key actions, resources, and metrics to see where the initiative currently stands.
- **Access Helpful Deliverables**: Explore linked or referenced documents, guides, and lists to understand what has been developed.
- **Identify Support and Next Steps**: Note the ongoing support services and future milestones to inform planning, collaboration, or deeper engagement with the initiative.

Appendix A. Nevada Academic Statistics

- Provides current statistics related to Nevada's education outcomes

Appendix B. Target 1 Initiative Progress

- In-depth look at progress, deliverables, support provided, and upcoming milestones related to Target 1 Initiatives

Appendix C. Target 2 Initiative Progress

- In-depth look at progress, deliverables, support provided, and upcoming milestones related to Target 2 Initiatives

Appendix D. Target 3 Initiative Progress

- In-depth look at progress, deliverables, support provided, and upcoming milestones related to Target 3 Initiatives

Appendix E. Guiding Frameworks for Success

- Overview of three related frameworks impacting Nevada's education system

Appendix F. Acronym List

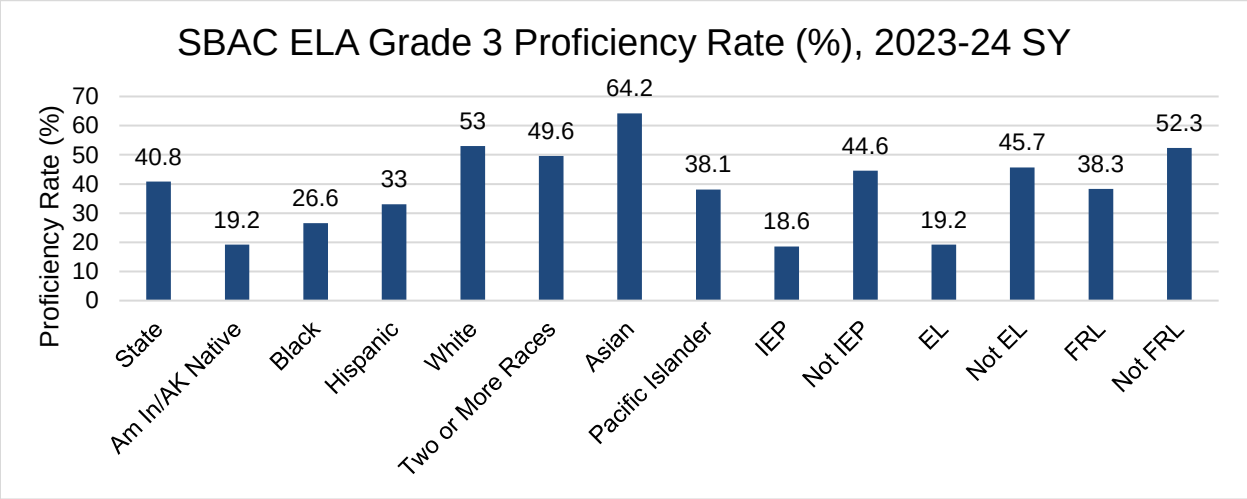
- Reference for acronyms found in this document

Appendix A: Nevada Academic Statistics

The data presented in this appendix provides the foundational baseline metrics that will guide the implementation and measurement of progress within the STIP. This baseline data serves as a critical reference point for evaluating the success of the initiatives and targets outlined in the plan. By establishing clear starting points, the STIP ensures a data-driven approach to tracking progress, identifying gaps, and making informed decisions to achieve its goals. Below is a detailed look at the baseline data that forms the foundation for these efforts.

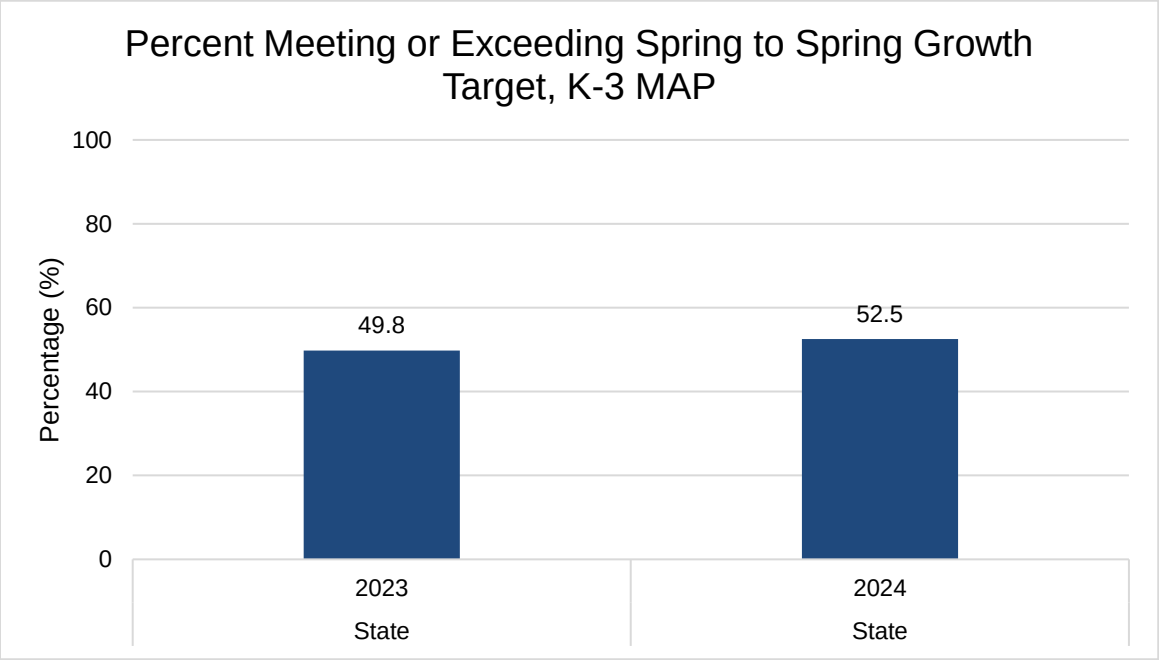
Results from Third Grade Literacy (Read by Grade 3)

This summarizes the 2023-2024 performance third-grade students in Nevada on the English Language Arts (ELA) portion of the SBAC assessment. The "proficiency rate" refers to the percentage of students in each group who met or exceeded the standard for their grade level.



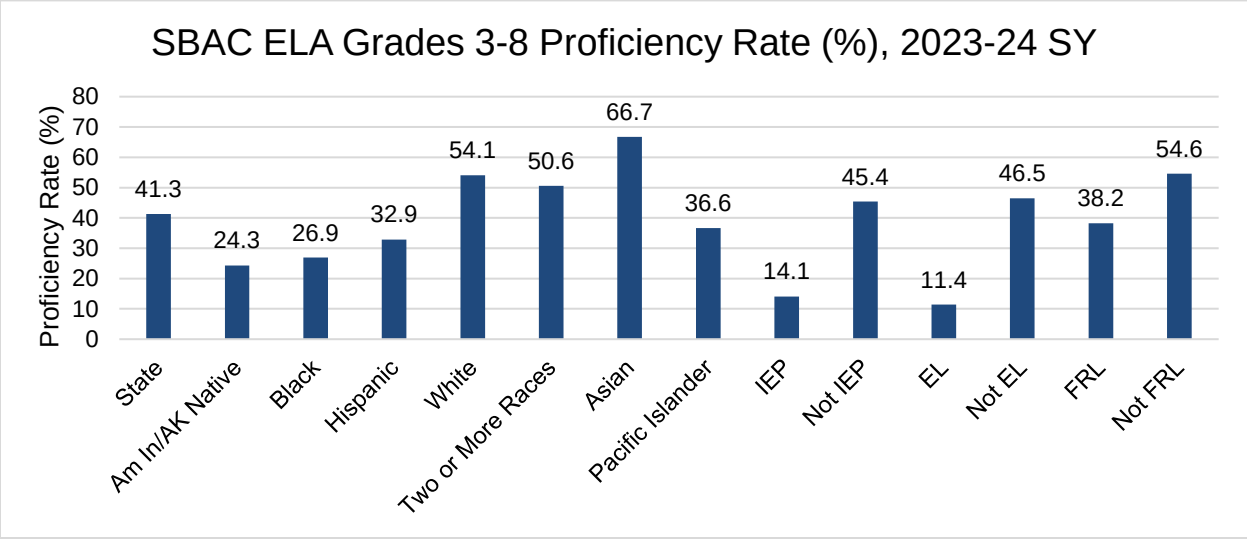
English Language Arts Growth Achievement (K-3 MAP)

This demonstrates the extent to which students in kindergarten through third grade in Nevada met or exceeded their growth targets on the Measures of Academic Progress (MAP) assessment, a standardized assessment produced by the Northwest Evaluation Association. Kindergarten growth is demonstrated based on the change from the winter assessment to the spring assessment of the same academic year. Growth in grades 1-3 are measured from spring of the previous year to spring of the current academic year.



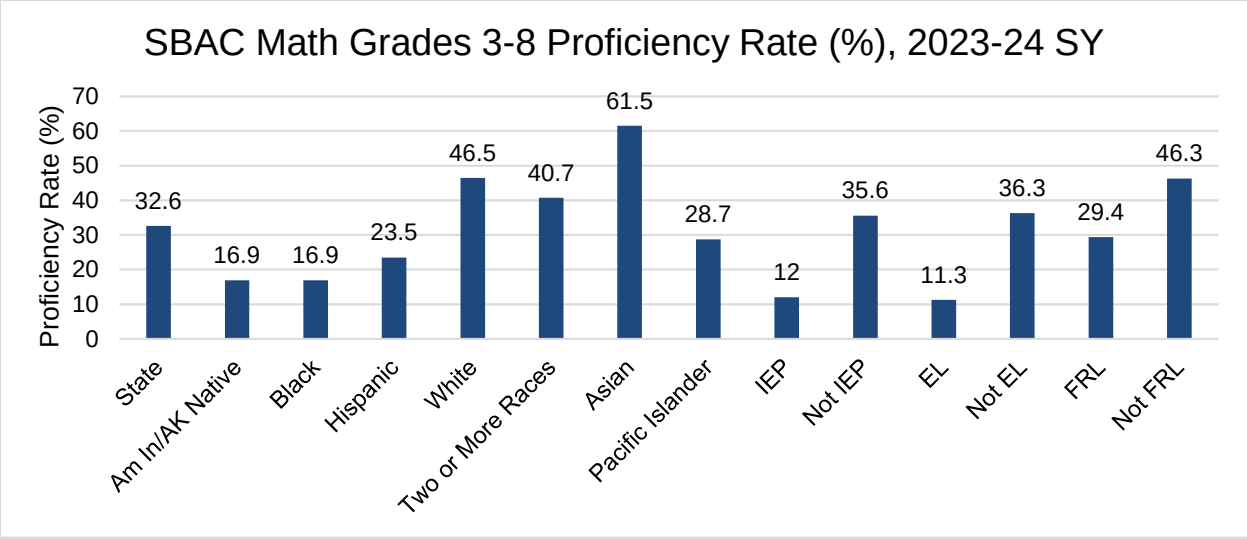
English Language Arts Proficiency Results (3-8 SBAC)

This display illustrates the extent to which students in grades 3 through 8 in Nevada performed on the English Language Arts (ELA) section of the SBAC test during the 2023-24 school year. In this context, "proficiency rate," means the percentage of students in each group who met or exceeded the expected standard for their grade level.



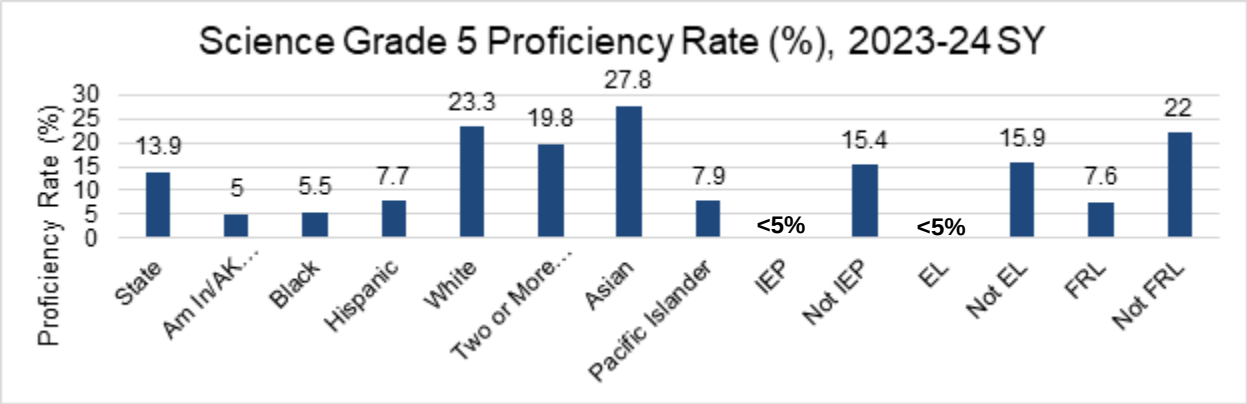
Mathematics Proficiency Results (3-8 SBAC)

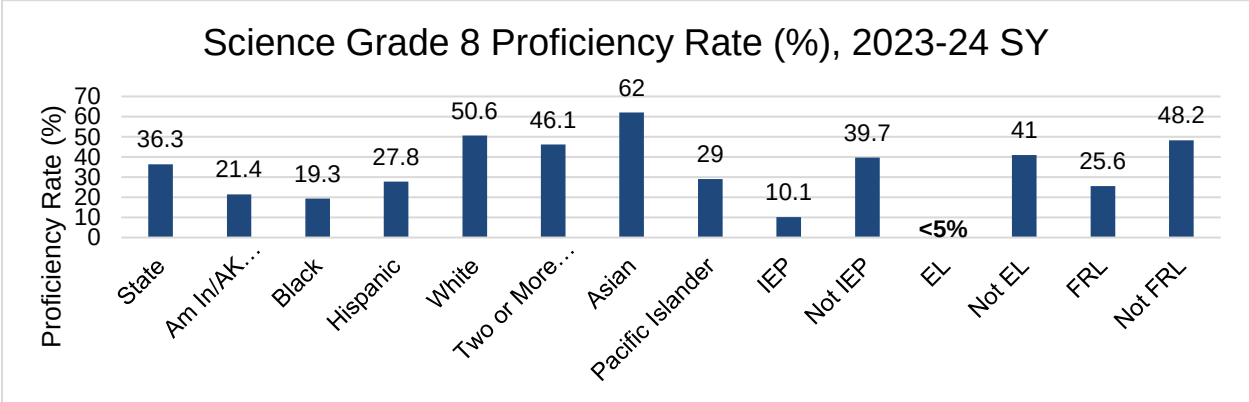
This displays the extent to which students in grades 3 through 8 in Nevada performed on the mathematics section of the SBAC test during the 2023-24 school year. In this case, the term "proficiency rate," is represented by the percentage of students in each group who met or exceeded the expected standard for their respective grade level.

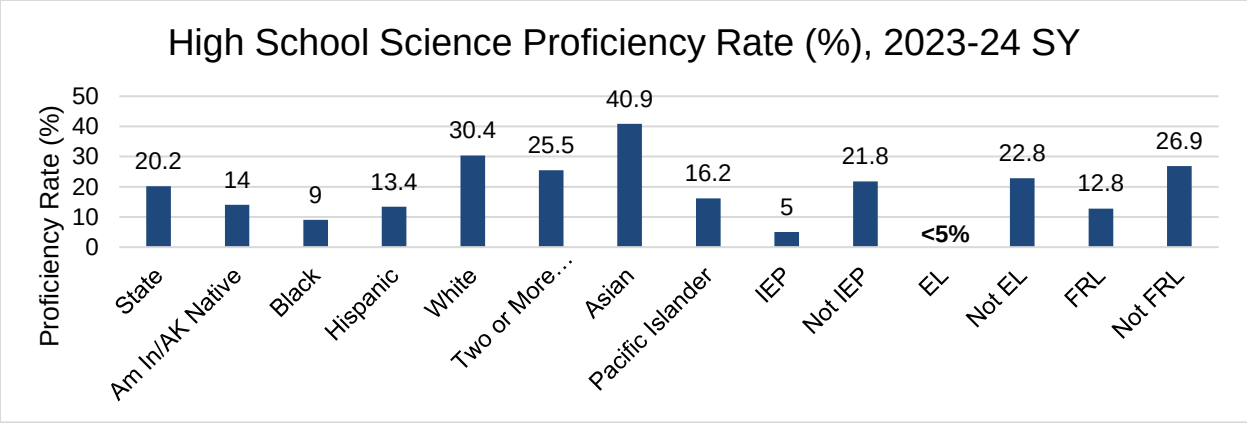


Science Proficiency Results (5th, 8th, & High School) for 2023-2024 SY

The Nevada Science assessments for students in grade 5, grade 8, and high school are aligned to the Next Generation Science Standards (NGSS) and are developed in collaboration with Nevada educators. These assessments comply with federal and state assessment reporting requirements. The tables below illustrate the extent to which fifth, eighth grade and high school students in Nevada performed on the Science test during the 2023-24 school year. Here, the “proficiency rate" refers to the percentage of students in each group who met or exceeded the grade-level science standard.

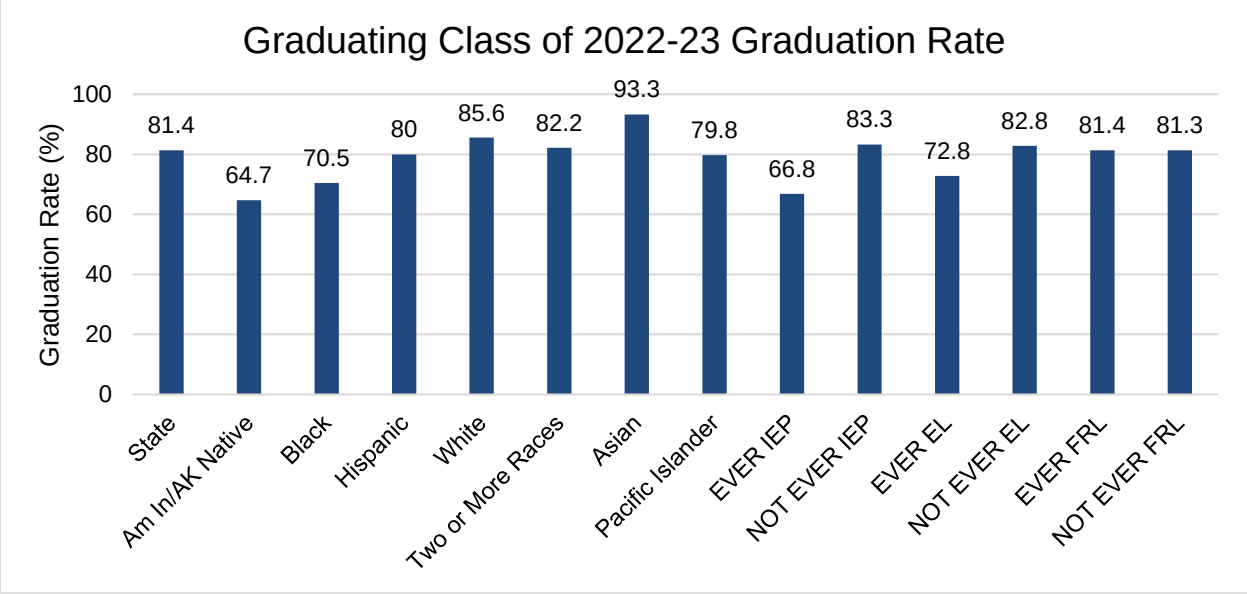


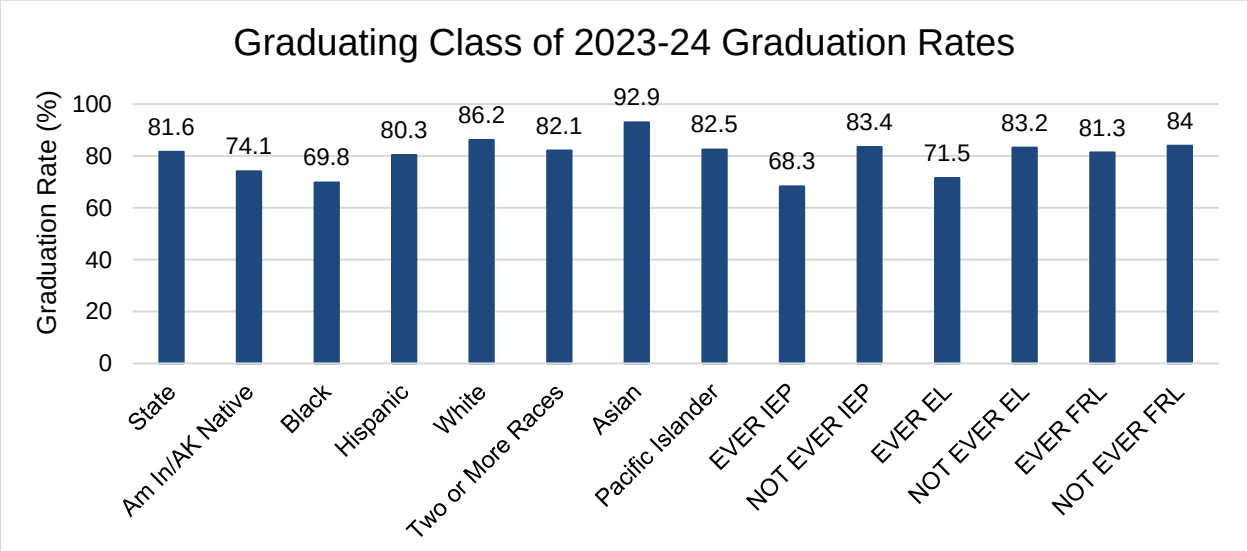



High School Science Proficiency Rate (%), 2023-24 SY
Proficiency Rate (%)
50
40
30
20
10
0
20.2
14
9
13.4
30.4
25.5
40.9
16.2
5
21.8
<5%
22.8
12.8
26.9
State
Am In/AK Native
Black
Hispanic
White
Two or More…
Asian
Pacific Islander
IEP
Not IEP
EL
Not EL
FRL
Not FRL

Graduation Rate

This shows the graduation rates percentage for students that successfully graduated as part of the class of 2022-23 in Nevada. Graduation rates are delayed by an academic year due to data collection including summer graduation and fifth-year graduation rates. The graduation rate data is from the most recent year for which data is available.

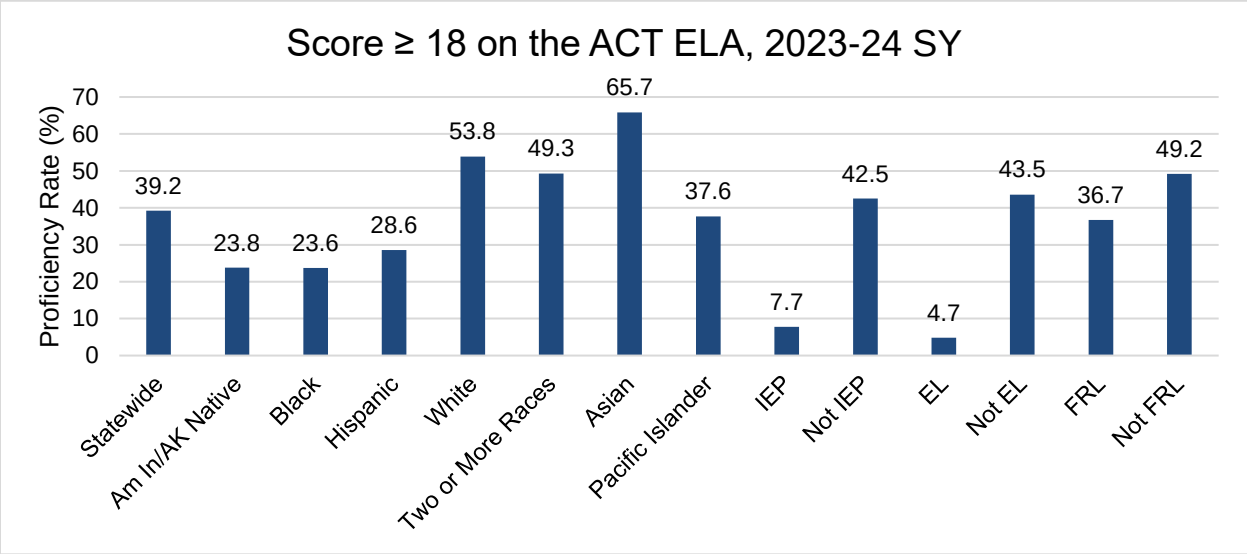


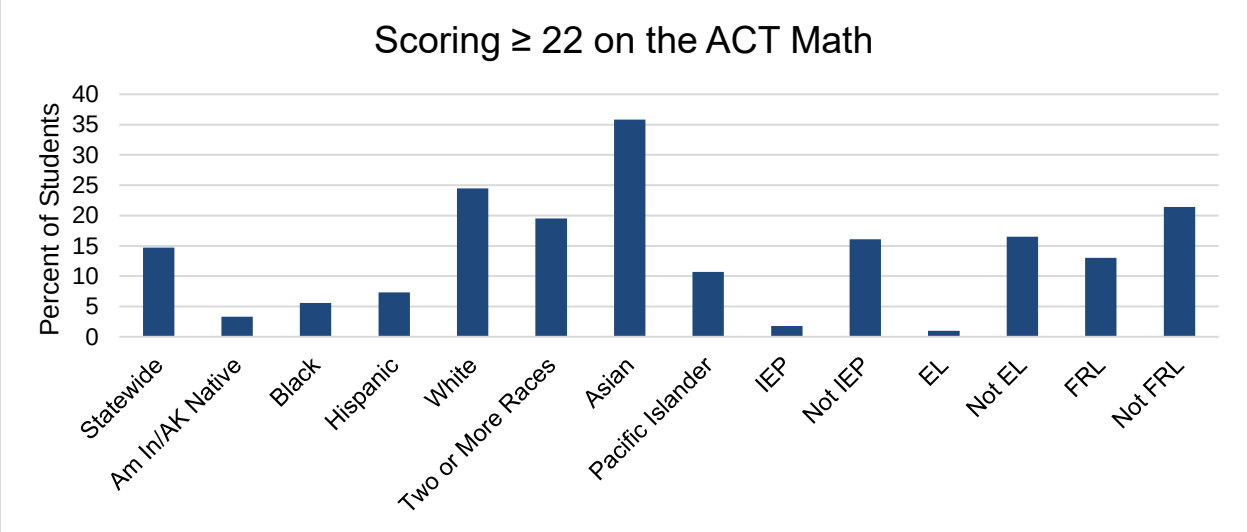


NOTE: “NOT EVER” indicates student groups who did not belong to those student groups during their 9th-12th grade high school career.

ACT Achievement Scores

These illustrate the extent to which students in Nevada scored 18 or higher on the English Language Arts (ELA) and the percentage of students who scored 22 or higher on the Mathematics section of the ACT during the 2023-24 school year.





Appendix B. Target 1 Initiative Progress

Initiative 1A: Ensure Access to High-Quality Instruction, Resources, and Systems of Support

❖ Progress Update (Baseline)

- ➢ Nevada Academic Content Standards (NVACS) for English language Arts (ELA) were reviewed in 2024.
- ➢ NVACS for Mathematics review is currently in the research phase.
- ➢ NVACS in Science (NVACSS) content resource materials made available on the Nevada Teaching and Learning Hub along with instructional tools and collaborative support.
- ➢ NVACS-aligned instructional materials in Health, Computer Science, and Math vetted and applied to Nevada Approved List of Instructional Materials.
- ➢ Reading At Home services resource updates and replaces the 2015 Making Reading Fun document, including translation in 5 languages.
- ➢ Development of Artificial Intelligence Ethics Guidance Document (Spring 2024)
- ➢ Development of Artificial Intelligence Summit (June 2023)
- ➢ Completion of the Nevada State Literacy Plan (Spring 2024)
- ➢ Dyslexia Guidance Document created to support Local Education Agencies (LEAs) and educators needing information related to dyslexia.
- ➢ Released the Nevada Pre-Kindergarten Standards, Revised 2024 with current research related to the science of learning and development and the Science of Reading (standards are for children 4-5 years old, in their year prior to kindergarten entry).
- ➢ In partnership with Office for Safe and Respectful Learning Environment (OSRLE), Nevada MTSS facilitated the data collection of tiered fidelity inventories (TFI) across schools in 10 districts.
- ➢ Project Achieve implemented in Lyon and Carson City School Districts, resulting in 95% of participating teachers and paraprofessionals demonstrating improved instructional practices for students with complex needs, as measured by pre- and post-implementation surveys and observations.
- ➢ A comprehensive Project Achieve learning module, consisting of 26 modules, was launched in June 2024 and offered to all districts and SPCSA. At least 80% of target educators are on track to complete 50% of the modules during the 2024-25 school year.

- Phase one of the Native American curriculum enhancement project completed 12 lesson plans for educators to use in K-12 classrooms. (2024)

❖ Deliverables

- Nevada Approved List of Instructional Materials
- Nevada list of approved distance learning courses
- Read by Grade 3 Report
- Reading at Home
- Dyslexia Guidance Document
- Read by Grade 3 School Implementation Guide
- Read by Grade 3 Crosswalk of AB400 (2023) and AB 289 (2019)
- Nevada Social Emotional Learning Standards
- 2024 Tired Fidelity Inventory Data Reports (View Only)

❖ Support Provided

- Read by Grade 3 (RBG3) learning and technical assistance.
  - Monthly RBG3 Community Connections for site-based RBG3 literacy specialists provide networking and technical assistance for coaching and mentoring teachers, improving opportunities for all students including multilingual and special education students, and utilizing data to design and deliver high-quality, research-based, data-driven interventions and Tier 1 instruction.
  - Monthly technical assistance to RBG3 leads to provide updates on legislation, program implementation, and mandated professional learning for RBG3 specialists and K-5 educators
- August 2024: 3-day training for K-5 science educators in partnership with the Governor's Office of Science, Innovation and Technology (OSIT) reviewing the NVACSS and Next Generation Science Standards (NGSS) to make science engaging for younger students through inquiry-based learning, key concepts, themes that connect different science disciplines, and hands-on practices to promote sense-making.
- Professional learning in partnership with the Society of Health and Physical Educators of Nevada (SHAPE NV) occurred through eight statewide virtual workshops supporting 145 attendees.
- 2024 Early Learning Institute:
  - Number of attendees = 500 (Birth – Grade 12 and Adult Educators);

- Just Released! Nevada Pre-Kindergarten Standards, Revised 2023 (interactive presentation data available).

➢ Southern Nevada Regional Professional Development Program's Early Childhood Conference on March 2, 2024:

- Just Released! Nevada Pre-Kindergarten Standards, Revised 2023. (interactive presentation data available)

➢ Weekly coaching calls with Multi-Tiered System of Supports (MTSS) coaches supported districts in conducting accurate and standardized Tiered Fidelity Inventory (TFI) processes.

➢ Every Student Succeeds Act (ESSA) Tribal Consultation requirements supported by providing technical assistance and direction to school districts and schools in the unique needs of American Indian students, collaborating with tribes and organizations focused on American Indian student achievement, and increasing communication and trust between the tribes and school districts by Tribal Consultation.

❖ Upcoming Milestones

➢ NVACS for ELA implementation framework, grade-level standards documents, grade-banded standards documents, and an updated/user-friendly layout for standards.

➢ Review of Local Literacy Plans to occur with each LEA.

➢ Eight virtual and two in-person conferences/workshops offered to all health and physical education educators.

➢ 2025 Early Learning Institute – 40 90-minute sessions offered virtually (OELD)

➢ Interactive Pre-Kindergarten Standards Roll-Out and continued professional development.

➢ Revision of Early Learning Guidelines (children who are 0-4 years old, not yet in their pre-kindergarten year).

➢ Crosswalk to demonstrate alignment to Kindergarten NVACS in core areas *and* alignment to the Head Start Early Learning Outcomes.

➢ Social Emotional Standards Alignment to Pre-K through Grade 12 (NDE Cross-Office Collaboration).

➢ Kindergarten Entry Assessment (KEA) implementation and training. (OELD)

➢ Development of a standardized process for collecting Tiered Fidelity Inventory (TFI) data from all districts.

➢ Development of a structured process to conduct Resource Allocation Reviews (RAR) to ensure strategic and responsible distribution of funding and resources.

- An independent review of the impact MTSS training and supports have on the special education community will drive future professional learning and training needs for special education educators.

Initiative 1B: Utilize Data to Drive Systems and Initiatives

❖ Progress Update (Baseline)

- Numerous resources developed to administer required accountability assessments throughout the state.
- The Nevada Ready! State Pre-K (NR!PK) Family Engagement dashboard, first published in May 2023, launched an updated dashboard with real-time English and Spanish translations. The dashboard was developed to assist programs tailor their family engagement plans to meet families' needs. The public data also lets families see results by subgrantee, program/school, and statewide.
- Student Information System (Infinite Campus) Early Learning Tab added in 2024 enables tracking and counting of students by enrollment type in early childhood settings (Head Start, Title I, State PK, ECILP, etc.).
- Quality Rating and Improvement System (QRIS) dashboard provides a comprehensive statewide view of participating programs, including program types, star ratings, and rating cycles since 2019. It also includes detailed site characteristics.
- Programmatic Risk Assessment, a tool designed to identify opportunities and assist LEAs, was developed and implemented in 2024.

❖ Deliverables

- Nevada Ready! State Pre-K Family Engagement Survey | Tableau Public
- QSTAR Dashboard and user guide QRIS Dashboard User Guide
- Consolidated Annual Report
- School Conditions Survey
- Calendar, Bell Schedule, and Instructional Time Audits
- Class Size Reduction Reporting
- Nevada Report Card
- Nevada School Performance Framework (NSPF)
- Acing Accountability
- EDFacts
- Report on Assessment Security
- Summative Test Coordinator Manual (TCM) and Test Administrator Manual (TAM)

- Nevada Alternate Assessment (NAA) Test Coordinator Manual (TCM) and Test Administrator Manual (TAM)
- Nevada Science 5th, 8th and High School Test Coordinator Manuals (TCM) and Test Administrator Manuals (TAM) (6 distinct documents)
- Nevada Test Security Manual
- Usability, Accessibility, and Accommodations Guidelines (UAAG)
- Assessment Calendar
- IEP/504 Accommodations form)
- Authorization to Administer Tests Form
- Read aloud and Scribe Request form
- Read aloud and Scribe Implementation Guidance
- Online Assessment Administration training presentation
- Nevada Alternate Assessment Administration training presentation
- NAA Field Test Items
- 5th, 8th, and High School Science Field Test Items
- Range finding Materials and Scoring Guides for Science Constructed Response Items
- WIDA Requirements and Resources Document
- Individual Student Score Reports for the Summative, Science and NAA assessments
- School level roster reports for the Summative, Science and NAA assessment programs
- Administration of Statewide Federally required Assessments of academic achievement
- Administration of English Language Proficiency Assessment (OADAM)
- State Performance Plan and Annual Performance Report, Part B (OIE): STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART B for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act For reporting on FFY 2022 Nevada
- District Determinations (OIE): https://doe.nv.gov/offices/inclusive-education/special-education-annual-performance-reports-for-nevada-school-districts
- Comprehensive Coordinated Early Intervention Services (CCEIS) Report
- Indicator 8 Parent Survey (OIE): https://doe.nv.gov/offices/inclusive-education/spp-and-apr/
- State Personnel Development Grant (SPDG) Report NV SPDG for STIP.pdf
- Compliance Monitoring and Sustaining Report

- Transitions Roadmap through Innovative Partnerships (TRIP) Year One Report Project Performance Narrative.pdf

❖ Support Provided

- Student Information System Governing Board meeting every six weeks.
- Synchronous Adaptive Infrastructure Network (SAIN) meetings occur weekly.
- On-demand support for district system administrators regarding data corrections, system errors, and usability.
- District Test Director's Meetings
  - Monthly meetings geared toward District Assessment Leads and their staff.
- Science Content and Bias Review
  - Annually, late summer into fall. Approximately 30-40 Nevada educators and stakeholders.
- Nevada Alternate Assessment Content and Bias Review
  - Annually, late summer into fall. Approximately 30-40 Nevada educators and stakeholders.
- Science Range finding
  - Annually, late spring 15-20 Nevada educators.
- Annual In-Person Assessment Trainings Summative, Science and NAA Programs
  - Annually, winter. Approx. 1300-1400 participants receive in person training on assessment administration.
- Annual ACT trainings: 4 Nevada Specific trainings and several general all states trainings.
  - Annually fall through winter. Serving approx. 400-1000 Nevada educators.
- Annual Test Security Training
  - Annually, late summer into fall.
  - Delivered as a recording and geared towards all school personnel who may be involved in State testing. Typically, this is all school staff.
- On Demand technical assistance to Districts and schools.
  - Year-round, via email and phone.
- On Demand technical assistance to families, students and stakeholders.
  - Year-round, via email and phone.
- ACT Office Hours
  - Weekly or on demand, fall-winter, any district or school that needs technical assistance administering the ACT assessment.

- Special Accommodations Request Review Panel
  - Annually, winter. A group of educators serving 20-100 students across all districts and charters.
- NSPF Trainings with Churchill, Eureka, Elko, Mineral, Pershing; School principals and district leaderships attended.
- ACGR trainings with SPCSA, Churchill and Independence High School.
- Accountability monthly stakeholder meetings with the school districts with an average participation of 20 district staff.
- Quarterly NDE Report Card Trainings with an average attendance of 70 staff members.
- Quarterly APF Collaboratives
- Workgroup meetings where LEAs and NDE meet to work on improving reporting.
- Report Card Data Submission Trainings with Douglas and Churchill.
- NDE Family Educational Rights and Privacy Act (FERPA) Trainings.
- Office hours for LEA support with the Programmatic Risk Assessment provided in September and October 2024.

❖ Upcoming Milestones

- Common Education Data Standards are utilized to standardize data format to increase data compatibility, collection, and system integrations.
- Early Childhood Data and Reporting System (ELDRS) will unify all early childhood data that NDE has access to into one place linking students across systems and databases.
- Nevada Ready! State Pre-K Dashboard
- Real-time access to statewide Kindergarten Entry Assessment (KEA) data.
- Coordination and integration of early learning data to identify children with disabilities, multilingual learners, etc., in the early childhood settings.
- High risk LEAs, as determined by the Programmatic Risk Assessment, will receive site visits to provide programmatic support.
- Youth Experiencing Homelessness (YEH) 2-year study will provide data on homeless and unaccompanied youth as well as the expansion of the Homeless Youth Advisory Board.
- In partnership with University of Nevada, Reno, a McKinney-Vento District Effectiveness Assessment tool is being developed to collect data and determine areas of strength and need in programming for children and youth identified as homeless.

- ACCESS Nevada training will be completed for effective use, analysis, and reporting of ACCESS Nevada data for students with disabilities, allowing for accurate and timely reports of required performance indicators.
- Expansion of Nevada Transitions Roadmap through Innovative Partnerships (TRIP) grant to all districts and SPCSA to increase post-secondary success for students with disabilities.

Initiative 1C: Expand Specialized Educational Experiences and Services

❖ Progress Update (Baseline)

- Early Childhood Outcomes Data module within ACCESS NV launched to collect critical data on young learners with disabilities.
- 5,309 state pre-K seats allocated to Nevada Ready! Pre-K (NR!PK) and Early Childhood Innovative Literacy Program (ECILP) in FY25.
- 17 subgrantees serving seats in NR!PK and/or ECILP.
- $69,963,939.30 in Early Childhood Innovative Literacy Program funds awarded for FY25.
  - Opportunity #1 (state pre-K seats) - 14 programs
  - Opportunity #2 (innovations) - 48 projects
  - Opportunity #3 (expansion) - six projects
- The Office of Student and School Supports collaborated with the Office of Early Learning and Development to complete the development and approval of Head Start and LEA Memorandum of Understandings required under the Every Student Succeeds Act (ESSA) Section 1119 and Section 642 (e)(5) of the Head Start Act.
  - Support was provided to 10 LEAs and 8 Head Start agencies.
- The OSSS and OELD offices collaborated to assess the effectiveness of programming for Early Childhood to Pre-K services and supports for infants and young children experiencing homelessness. The goal was to determine how impactful the identification to referral to service window was.
  - All Things Pre-K Workgroup formed consisting of multiple offices (including but not limited to Read by Grade 3, McKinney Vento, Early Childhood, Pre-K, and other title programs)
  - Request For Proposals for a Statewide Homeless Application developed to provide a quick way to access services and contact homeless liaisons

in districts in real time (vendor evaluation and selection process is currently in progress).
    - The OSSS and OELD offices are coordinating efforts to update the First 5 website and fund, build, and maintain a Statewide Homeless Application to address children and youth homelessness.
    - OSSS and OELD are providing an Early Childhood Coordinator position and contractor position to support both offices with addressing child and youth homelessness.
- Youth Experiencing Homelessness counts conducted annually to help identify at-risk groups.
- Identification of students eligible for a subsidized lunch program developed in collaboration with the Department of Welfare.
- Acing Accountability and Nevada Report Card annually monitors students accessing various program opportunities.
- The Office of Career Readiness, Adult Learning, and Education Options administers approximately $13.5M in state career and technical education funds through a competitive grant and allocation grant to eligible local education agencies.
- The Office of Career Readiness, Adult Learning, and Education Options administers approximately $10.9M of the $12.8M received in Perkins V career and technical education funds through competitive grants and a local formula grant to eligible local education agencies.
- During the Perkins V Program Year 2023 (July 1, 2023 – June 30, 2024), the Office of Career Readiness, Adult Learning, and Education Options conducted 12 events related to “Recruiting, Preparing, and/or Retraining Teachers/Faculty/Staff” to local education agencies. Approximately 260 educators participated in these events. At an additional national event, over 100 educators from the western states participated in an event related to “Recruiting, Preparing, and/or Retraining Teachers/Faculty/Staff.”
- During the Perkins V Program Year 2023 (July 1, 2023 – June 30, 2024), the Office of Career Readiness, Adult Learning, and Education Options conducted three events related to “Performance Goals and Reducing Performance Gaps” to approximately 70 educators at the local and national level.
- During the Perkins V Program Year 2023 (July 1, 2023 – June 30, 2024), the Office of Career Readiness, Adult Learning, and Education Options conducted 19 events related to “Technical Assistance for Eligible Recipients”. Approximately 440 educators participated in these events.

- The Office of Career Readiness, Adult Learning and Education Options conducted career and technical education Quality Program Reviews (QPR) across the state.
  - FY 20: 17 schools, 141 CTE programs reviewed
  - FY 21: 18 schools, 155 CTE programs reviewed
  - FY 22: 17 schools, 123 CTE programs reviewed
  - FY 23: 18 schools, 158 CTE programs reviewed
  - FY 24: 22 schools, 171 CTE programs reviewed
- Collaboration with Great Basin Native Languages led to the development of a project to elevate Tribal languages and identity, focusing on bilingualism, multiculturalism, and language preservation.
- Career and Technical Education Paraprofessional Project has continued to increase the enrollment and success of students with disabilities in CTE programs, improving workplace readiness skills and post-secondary outcomes.
- Gifted and Talented Education (GATE) documents and state procedures reviewed and revised to enhance programming.
- NDE GATE website launched with documents and policies and procedures related to Nevada GATE programs.
- The Nevada Commission on Mentoring (NCOM):
  - Supports the development and implementation of mentorship programs. These programs pair young people with adult mentors who provide guidance, support, and encouragement. Mentors can help young people develop positive social skills, improve self-esteem, and build resilience.
  - Provides training and resources to mentors and program staff to equip them with the skills to effectively support young people's emotional and social needs. This includes training on topics such as active listening, empathy, boundary setting, and conflict resolution.
  - Advocates for policies and funding that support mentorship programs, recognizing their impact on young people's emotional and social well-being.

❖ Deliverables

- Nevada MTSS Annual Report 2022-23.pdf
- Nevada Ready! State Pre-K biannual report (odd years only) NR!PK NOV1 Report 2023.pdf

❖ Support Provided

- In partnership with OSLRE, Nevada MTSS provides training and technical assistance to districts regarding evaluating the efficacy of programming and interventions implemented in schools.
- Quality Rating & Improvement System (QRIS) offers grants to participating programs, enabling them to purchase materials and furniture that support health, safety, and quality standards in early childhood classrooms.
- QRIS offers a Staff Recognition Bonus to programs that increase their star rating, celebrating the staff's efforts to enhancing quality.
- Centers and family childcare programs with higher star ratings receive increased subsidy reimbursements from the Division of Welfare and Supportive Services, Child Care Program. The reimbursement amount varies based on the program's star rating, its location, and the ages of children enrolled who receive childcare subsidy assistance.
- QRIS reimbursed 10 participating programs between 2021 – 2024 for accreditation fees to encourage early childhood programs to pursue nationally recognized quality standards. 40 QRIS sites are currently accredited
- QRIS offers Nevada Registry approved trainings monthly to onboard new participating programs or newly hired directors at existing QRIS centers and family childcare programs.
- Monthly technical assistance calls with each Nevada Ready! State Pre-K subrecipient and biannual meeting directors' meetings.
- The Office of Student & School Supports provided professional learning opportunities to program staff working with the Nevada GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) federally funded grant program, which is currently in 5 high schools and 7 Nevada institutions of higher education. These opportunities include:
    - Biannual program staff trainings conducted by NDE to approximately 20 staff members to ensure grant compliance and proper student service delivery. On occasion, third-party subject matter experts are invited to present unique topics relevant to student support services during these training events.
- A technical assistance meeting is hosted by the NDE Nevada GEAR UP team each year to ensure that grant coordinators responsible for completing annual applications/RFPs understand all requirements and responsibilities inherent in Nevada GEAR UP program participation. This audience consists of LEA and NSHE representatives.

❖ Upcoming Milestones

- ➢ Nevada MTSS Annual Report 2024 to be published in spring 2025 detailing MTSS implementation across the state, including the number of participating districts and schools, completed training activities, fidelity data, and measurable impacts on student outcomes, ensuring the report is disseminated to a variety of stakeholder groups.
- ➢ Nevada TRIP work-based learning courses and opportunities developed in three pilot districts (Carson City, Humboldt County, and White Pine County).
- ➢ Nevada's Pathway to Universal Pre-Kindergarten report with implementation pathways, fiscal recommendations, and stakeholder feedback.
- ➢ Early Childhood Language Access Plan and Implementation Resources
  - ■ An estimated 40% of 0–5-year-olds in Nevada are Multilingual Learners
  - ■ Guidance to systems organizations and partners on the "what" and "how" of effective language access in the earliest years. The plan will include actionable support through policy, best practice, tools, resources, and funding.
- ➢ NR!PK in Family Child Care Pilot seats
- ➢ 50 seats anticipated, expanding high quality early learning in the mixed-delivery system.
- ➢ Statewide application for support services for families experiencing homelessness
- ➢ Office of Career Readiness, Adult Learning, and Education Options will provide at least 40 trainings or events to local education agencies related to the categories reported in the Perkins V Consolidated Annual Report, including but not limited to:
  - ■ Non-traditional Program Preparation, Special Population Recruitment, and High-skill, High-wage, In-demand (HSHWID) Programming;
  - ■ Recruiting, Preparing, and/or Retraining Teachers/Faculty/Staff each year;
  - ■ Performance Goals and Reducing Performance Gaps; and,
  - ■ General Technical Assistance for Eligible Recipients

Appendix C. Target 2 Initiative Progress

Initiative 2A: Expand Educator Retention and Recruitment Efforts

❖ Progress Update (Baseline)

- ➢ Acing Accountability and Nevada Report Card data provides data on teacher shortages and staffing needs.
- ➢ Student Information System implementation of Staff ID fields populates teachers and their licensure number, allowing for identification of staff without proper certifications and track staff movement based on teaching fields, class size ratios, and locations.
- ➢ Office of Early Learning and Development (OELD) funded the T.E.A.C.H. Early Childhood Nevada Scholarship program. 162 scholarships were awarded to support ECE providers in pursuing their professional development credentials. This program supports educators in earning early childhood education associate degrees, bachelor's degrees, and Birth–2nd Grade credentials.
- ➢ Early Childhood Education Workforce Incentives
  - ■ Developed three-tiered incentives scale to increase recruitment and retention of early childhood workforce in relevant programming and clarify ways to engage in professional development opportunities.
- ➢ Early Childhood Workforce Development project: University of Nevada Reno Extension (in-progress; data from August 2024)
  - ■ Spiral Up Level 1 Program
    - 9 participants completed in Spanish; 27 participants completed in English.
  - ■ Preschool Child Development Associate (CDA) program
    - Training and coaching for 35 participants
    - 33 applications submitted to CDA Council; candidates completing requirements for the credential are observed by Professional Development Specialists and scheduling exams.
  - ■ Nevada Ready! State Pre-K Professional Development program for community sites
    - 12 sites, including 17 classrooms.
- ➢ CRALEO and EDLiFE collaborated to expedite licensure for Career and Technical teachers.

- Updated Business and Industry License Correlations Directory aligned with current career and technical education programs of study.

❖ Deliverables

- Business and Industry License Correlations Directory

❖ Support Provided

- [In Progress]

❖ Upcoming Milestones

- School-Based Mental Health grant provides opportunities for re-specialization efforts of teachers, counselors, and school social workers.
- Nevada Registry Early Childhood Workforce Data Dashboard.
- Publication and distribution of a three-tiered incentives scale to increase recruitment and retention of early childhood workforce in relevant programming and clarify ways to engage in professional development opportunities.

Initiative 2B: Leverage Professional Development and Technical Assistance for All Educators

❖ Progress Update (Baseline)

- Elevate Early Childhood Education (ECE) is a training program designed for QRIS programs rated at 2 stars. It helps participants understand the ERS assessment tools used by QRIS to evaluate ECE programs in Nevada and gain insights into implementing high-quality practices in their classrooms.
- LearnERS is a self-paced online training course that allows QRIS directors and classroom staff to explore each component of the ERS tools and apply their knowledge in practice. The sessions provide ECE professionals with opportunities to reflect on their learning, share ideas, and receive support in working toward their goals.
- Preschool – 3rd Grade (P-3) Leadership Academy (Cohort 3 & Cohort 4)
  - 55 participants; Child Care Directors and Elementary Principals or District Administrators;
  - Funded through Title II-A Partnership with EDLiFE & Preschool Development Grant Birth through Five;(PDG B-5)

- 10–11-month national virtual program certificate through the National P-3 Center, with Nevada-specific facilitation and context; and,
- Summer Retreat June 20-21, 2024
  - 40 participants.

➢ Teaching and Learning Conference organized by content areas (math, science, ELA, fine arts, computer science, social studies, health, and physical education) attended by nearly 400 educators.

➢ Project-Based Learning (PBL) Leadership Cohort took place in July 2024 and brought together educators from across the state for a comprehensive four-day training with PBLWorks. Survey Results

- During this training, participants learned essential skills, such as designing engaging projects aligned with NVACS, guiding student led learning and assessing not just content knowledge but also skills like collaboration and problem solving.
- This cohort created real-world projects that connect with their community/students' lives. These PBL lessons will be available to all Nevada educators on the Nevada Canvas course in winter 2024/2025. This resource bank and this PBL Cohort supports Nevada's Portrait of a Learner, aiming to prepare students to be engaged, self-driven, and community minded learners.

➢ Science of Reading Professional Learning for Read by Grade 3

- ALL In NV – in partnership with Northwest Evaluation Association (NWEA), specific professional learning has been provided to educators serving students in kindergarten through fifth grades on understanding how students learn to read, utilizing MAP Growth Reading data to identify student learning needs and to set student learning goals, and instructional techniques for early and advanced word recognition strategies.
- Nevada PRESS Project –Path to Reading Excellence at School Sites (PRESS) is a framework for literacy achievement in grades K-5 that supports the implementation of evidence-based practices using the Science of Reading and multi-tiered systems of supports (MTSS) to improve instruction and interventions for students. This framework can be used in conjunction with any curriculum to ensure that students are receiving high quality and meaningful instruction that is grounded in the most current reading research. The Nevada PRESS Project provides job-embedded professional learning for Nevada's state literacy leaders, site-based literacy specialists, elementary teachers, and school/district

administrators to increase long-term student reading achievement. 592 educators and administrators participated in 2024.

- The Nevada Department of Education and the University of Nevada, Reno's College of Education & Human Development hosted a summer institute in July 2024 for Nevada PreK-12th grade educators. This Institute established a statewide level of understanding of the Science of Reading for Nevada educators by providing them access to expert-level professional learning that is supported by evidence-based research. 292 educators participated in this event.
- The Nevada Department of Education partnered with TeachingBooks, for two educator professional learning sessions on this free resource provided to all Nevada residents through the Nevada State Library and Public Archives. Approximately 100 educators attended. TeachingBooks is an online platform designed to support educators, librarians, and students by providing a vast collection of resources related to literature, including for content areas. The website offers a wide variety of tools for exploring, teaching, and learning about books, authors, and genres, with the goal of enhancing literacy and promoting a love of reading. Many of the resources can be translated into over 100 languages to help meet the needs of the students and the communities in which they live.

➢ The Office of Teaching and Learning provides a diverse range of synchronous and asynchronous professional learning courses through the Canvas Learning Management System, ensuring continuing education opportunities for educators and staff across the state.

- Since 2021, OTL and other offices have created a total of 292 professional learning courses, with 45,211 participant enrollments across the state. Of these, 145 courses were developed and launched in 2024, accounting for 26,762 of the total enrollments.
- End of course surveys are used to collect participant feedback to improve course efficiency and relevance and guide the creation of new courses.
- In 2025, OTL and other offices within NDE will continue to develop and deliver new professional learning courses, further expanding opportunities for educators and staff across the state of Nevada.
- OTL actively collaborates with other offices within the Nevada Department of Education (NDE)—such as EDLiFE, OIE, OSRLE, and OSSS—to support the development of high-quality professional learning courses within Canvas.

- Continuing its commitment to meeting educators' needs, OTL designs and delivers professional learning courses on a wide variety of relevant topics. The Canvas Catalog system provides valuable data to track course offerings, enrollment trends, and completion rates, ensuring ongoing effectiveness and alignment with educators' needs.
- OTL is partnering with EDLiFE to implement a new system within Canvas using Canvas Credentials. This initiative will streamline the reporting of professional learning hours within the OPAL system and data will be available for LEAs. The system is set to launch in 2025.

❖ Deliverables

- Nevada MTSS Annual Report (2023)
- Canvas course for NSLP (Spring 2024)
- Modules for Read by 3 to support LEA PD requirement from Read By 3 Law (in progress until fall 2025)
- ELA Instructional Framework Webinar
- AI Guidance Documents (Spring 2025)
- PCBL Support Document to support Content Standards (in progress)
- Seal of Bilingual Literacy Pathway for Tribal Language
- Holocaust and other Genocide Courses
- State Approved List of Screeners for Dyslexia that meet the requirement (in development)
- Nevada Reading Week Conference, (in person 2024, virtual future to be held each March)
- LearnERS generates reports that offer valuable insights into progress.
  - Contract Usage Report: Provides the numbers of active LearnERS licenses being utilized, number of active coaches, directors, and teachers, percentage of contract utilized). This report also includes all individual participants by region, program name, role, their coach, and date of last login.
  - Completed Modules: Directors and Teachers display all the completed modules for directors and teachers.
  - Goals Report: Displays all goals written in the modules in an Excel sheet.

❖ Support Provided

- Math leads participate in monthly meetings with other states to share processes, experiences, develop teacher made assessments, and best teaching practices to be shared with teachers in Nevada.

- Seal of Biliteracy best practices guidance memo sent to all LEA (March 2024)
- Seal of Biliteracy ongoing trainings (Beginning March and ongoing 2024)
- LearnERS reports assist QRIS administration in tracking professional development progress and completed modules. OELD informs QRIS coaches and program administrators about this data, highlighting trends or areas that may require their attention.
- OELD provides tailored QRIS introduction trainings for center administrators, family child care providers, and Tribal program administrators in the Quality Improvement Tribal Model.
- The OSSS School Improvement Team provided personalized teacher professional development, during the 2024-2025 school year, through a vendor specializing in this area: LINC, The Learning Innovation Catalyst. LINC specializes in engaging and preparing teachers to facilitate innovation by shifting mindsets and re-imagining learning.
    - This professional learning was offered to all 38 schools designated as a school needing more rigorous interventions (MRI).
    - 246 school users completed LINC cycles.
- The Office of Student and School Supports' School Improvement Team provided technical assistance opportunities:
    - Annual School Improvement Kick-off meeting for all More Rigorous Interventions (MRI), Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Non-designated 1- and 2-star schools on September 19, 2024.
        - Totals will be updated once Zoom issues have been resolved.
    - Bi-weekly LEA meetings.
    - On-site and virtual school meetings (ongoing).
- The Office of Student and School Supports, along with State and national partners, offers professional development and technical assistance to LEA Foster Care Liaisons.
    - Meetings are held quarterly and virtually.
    - 10-15 LEA Foster Care Liaisons attend each meeting.
    - The expectation is that the liaisons will pass that information onto and provide technical assistance to school sites.
- The Office of Student and School Supports, along with state and national partners, offers professional development and technical assistance to LEA Foster Care and McKinney-Vento Liaisons.
    - Meetings are held quarterly and virtually

- 18-23 LEA Foster Care and McKinney-Vento Liaisons attend each meeting
- The expectation is that the liaisons will pass that information onto and provide technical assistance to school sites

➢ The Office of Student and School Supports hosted an annual McKinney-Vento/Foster Care Summit to provide professional development. State and federal partners lead sessions about current topics and issues related to McKinney-Vento and foster care.

- Summit is held virtually (4/20/23 full day; 4/9/24 half day; 2/27-28/24 2.5 days, and pending TBD in 2026
- 30-35 people attended
- The expectation is that the liaisons will pass that information onto and provide technical assistance to school sites

➢ Updated School Implementation Guide for Ready by 3 annually

➢ Local Literacy Plan report annually

➢ All in Nevada training for LEA's across the state

➢ PK – grade 12 Literacy Conference (Summer 2024)

❖ Upcoming Milestones

➢ P-3 Leadership Academy, Cohort 5

➢ Quality Rating and Improvement System Summit

➢ Kindergarten Entry Assessment Office Hours

➢ Kindergarten Entry Assessment Padlet and Guidance Manual

➢ LearnERS Manual

➢ Birth – 3rd Grade Toolkit & Resources

➢ Create a LearnERS Manual tailored to Nevada's QRIS policies for the programs that need additional PD support, serving as a guide QRIS participants to efficiently use the LearnERS training tool.

➢ Develop an online, self-paced QRIS module to provide greater accessibility for all participating teachers and administrators, allowing them to engage at their own time and pace.

➢ Recommendations from Statewide Implementation Strategies from the 2024 Preschool –3rd Grade Institute State Team

- Foster improvements in early educator preparation, support, and professional learning by collaborating with higher education on pathways, examining the ways educators are supported in existing policies, and

considering meaningful ways to restructure professional learning requirements.

- Improve statewide access to model classrooms and job-embedded, evidence-based coaching.
- Convene a team to use the fundamental components of Portrait of a Learner to develop a Portrait of an Educator framework, and work toward improving the conditions for implementation of this model.

Appendix D. Target 3 Initiative Progress

Initiative 3A: Enhance Fiscal Stewardship through Implementation and Monitoring of Financial Planning

❖ Progress Update (Baseline)

- ➢ The Office of Student and School Supports oversaw the monitoring of the Maintenance of Fiscal Equity (MOFE) under the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief Fund (ESSER) grant. Responsibilities included creating tools for monitoring, reviewing results and working with LEAs that did not meet resource distribution requirements, and providing technical assistance tied to the collection and reporting of data.
  - ■ Individual Technical Assistance (TA) sessions, including working sessions, for LEAs took place between December 14, 2023, and March 28, 2024.
- ➢ Financial Subrecipient Monitoring
  - ■ The Office of Division Compliance conducts financial monitoring/performance audits of all NDE subrecipients across all state and federal grants disbursed by NDE pursuant to 2 CFR 200, the Nevada Grants Manual, and the Nevada Grants Policy Manual. This assessment measures 50 metrics for analysis, to include personnel and organization; performance; audit history; policies and procedures and internal controls; financial analysis; and sample/source materials.
  - ■ This monitoring assesses all state and federal financial management requirements and best practices related to grant management, including an assessment of the underlying organizational systems of the subrecipient as it relates to financial management and reporting. Monitoring is part of an iterative cycle that begins with risk assessment (the Pre-Award Assessment), a support assessment, and multi-tiered systems of support for corrective action and technical assistance across Tiers 1-3.
  - ■ Completed each fiscal year for each subrecipient, subrecipients are cycled through the process November – September of each year, subsequently shared with programmatic staff.
- ➢ Compliance and Performance Audits
  - ■ The Office of Division Compliance completes ad-hoc compliance and performance audits on behalf of the agency.

- In Fiscal Year (FY) 24-26, this includes Chart of Accounts Compliance Audits regarding the implementation and use of the NDE Chart of Accounts across all LEAs, as required under NRS 387.3035.

- Federal Funding Accountability Transparency Act (FFATA) reporting
  - Compliance completes the federal funding accountability and transparency reporting required for all federal grant awards subsequently sub-awarded to any subrecipient for all NDE grants and subawards. This transparency reporting is required under 2 CFR 170.
- Coordinate and facilitate the development of corrective action plans issued by the Department for LEAs and/or subrecipients to ensure that the response is comprehensive and holistic across the agency.
- Financial Risk Assessment
  - The Office of Division Compliance conducts a financial risk assessment (Pre-Award Assessment) on all grant applicants prior to approval of a subaward agreement. This risk assessment ultimately drives responsive technical support and the schedule for subrecipient monitoring.
  - A financial risk assessment is also completed for all bidding contract vendors prior to purchasing/approving a contract.
- Internal Control Monitoring
  - The Office of Division Compliance completes the Biennial Report on Internal Controls for the agency pursuant to Nevada Revised Statutes (NRS) 353A.025.
  - Effective FY25, Compliance further conducts internal control monitoring / performance and compliance audits of each office internal to the agency to ensure that NDE is complying with all policies and procedures, internal controls, state and federal regulations, and best practices during the day-to-day course of conducting business.
- Single Audit Review & Follow Up
  - The Office of Division Compliance is responsible for ensuring that all subrecipients have certified whether they are required under 2 CFR 200, Part F to receive a single audit.
  - The Office of Division Compliance is further responsible for following up on any findings in the single audit with the subrecipient to ensure timely remediation.
- Early Childhood Innovative Literacy Program (ECILP) grant subrecipients are required to submit quarterly updates to a Smartsheet where the ECILP Grants Manager can monitor more than 40 applicants and 70 applications and report on the progress of grant awardees.

- Frequent meetings and progress of grant awardees are further documented through OneNote as well as follow-up emails to keep their goals on task.
- All these accountability methods assist in creating the annual ECILP report required by legislation due November of each year (if the grant is funded). Transparency of the grant and its programs is maintained through a public dashboard.

➢ The Office of Career Readiness, Adult Learning, and Education Options administers approximately $13.5M in state career and technical education funds through a competitive grant and allocation grant to eligible local education agencies.

➢ The Office of Career Readiness, Adult Learning, and Education Options administers approximately $10.9M of the $12.8M received in Perkins V career and technical education funds through competitive grants and a local formula grant to eligible local education agencies.

➢ The Office of Career Readiness, Adult Learning, and Education Options administers approximately $20M in adult education funds through an allocations grant to eligible local education agencies.

➢ In FY 24, the Office of Career Readiness, Adult Learning, and Education Options provided technical assistance, whole group and individual, to eligible local education agencies with both the state and federal career and technical education grants.

❖ Deliverables

➢ Nevada Department of Education - Early Childhood Innovative Literacy Program (ECILP) Dashboard | Tableau Public

➢ NDE ECILP Nov 1 Report 2024.pdf

➢ The Grants Management Unit (GMU) has published a *Budget Preparation Guidelines and Chart of Accounts Supplemental Resource* document since fiscal year (FY) 23 and has updated it in collaboration with our subrecipient partners on an annual basis, in support of standardizing the use of coding of revenues and expenditures so that school finance reports produced by NDE may be used for meaningful policy decision-making at the state and federal level.

❖ Support Provided

➢ Technical Assistance and One-on-One supports are provided across Tiers 1-3 for subrecipients and/or LEAs regarding best practices, remediation, and the development of policies, procedures, and supportive systems. At least 8 sessions

of Tier 1 technical assistance are provided each year, with Tier 2 or 3 occurring one-on-one/ad hoc.

- The Office of Student and School Supports provided one-on-one technical assistance offered monthly for rural LEAs receiving Title I, Part A funds in FY24 and continued to provide through FY25.
    - One Education Programs Professional is assigned to serve ten rural LEAs receiving Title I, Part A funding and is also assigned to serve 12 rural LEAs who are eligible for the Rural Education Achievement Program (REAP).
    - 120 hours of one-on-one technical assistance offered to rural LEAs in the 2024 Fiscal Year
    - 40 one-on-one technical assistance meetings scheduled for the 2023-2024 Fiscal Year
    - 120 hours of one-on-one technical assistance offered to rural LEAs in the 2025 Fiscal Year
    - 40 one-on-one technical assistance meetings scheduled for the 2025 Fiscal Year
    - Support provided includes federal and state updates, up to date spend down reports for federal grants, status of all open subawards including pending revisions, status on the general health of the subawards in relation to programmatic assurances.
    - Applicable Education Programs Professional's at NDE are invited to support rural LEAs during the one-on-one check-ins as are applicable to their grants and programs.
- The Office of Student and School Supports provided monthly Title I Informational meetings for all 18 LEAs in FY24 and continued to provide through FY25. All meetings are recorded and followed up with additional resources for LEAs to refer to.
    - Support provided includes timely federal and state updates.
    - Reminders for upcoming compliance deadlines.
    - Designated time is provided for technical assistance.
    - OSSS staff in monthly attendance include Education Programs Professionals for Title I, Part A, Title I, 1003(a), Title I, Part D, Foster Care, McKinney Vento, Title V, Part B-REAP, and ESSER.
    - All contractors and support staff serving Title I are also in attendance.
- The GMU partners with other offices within the Student Investment Division as well as programmatic offices throughout the Department to offer Quarterly Subrecipient Meetings during the first month of each calendar year quarter; these

meetings serve as an opportunity for NDE staff to provide updates and reminders on pertinent items or issues related to grants management in general as well as providing an opportunity for the Department's subrecipient partners to raise questions or concerns to NDE staff. An agenda item request survey is sent to all subrecipients in advance of each Quarterly Subrecipient Meeting to elicit topics and questions from subrecipients.

- During the second and third months of each quarter the GMU offers monthly Office Hours, which are topic-specific presentations that provide an opportunity for subrecipients to receive in-depth training and technical assistance on grants management related information. Content may be requested by subrecipients or identified by NDE staff based on current trends or needs as identified by data within the information submitted to the GMU. All training and technical assistance opportunities include a post-session evaluation survey, where participants may provide feedback on the usefulness of the materials, clarity of information presented, or need for further assistance.

❖ Upcoming Milestones

- Development of Return-on-Investment analyses for state education funding supporting the eventual implementation of a return on achievement analysis, as directed by the Commission on School Funding. A statewide working group will be convening in the Spring of 2025 to begin aligning systems and conducting research toward this goal.
- Registration and Enrollment Support Assessments
  - Effective in FY26, NDE will be implementing a school-level survey to provide data regarding a relative risk score (and responsive need for Tier 1-3 supports) regarding the accurate registration and enrollment of students at the school site. Completed annually, this allows NDE to provide responsive technical assistance that a) supports the accuracy of enrollment reporting, reducing the number of adjustments during Infinite Campus Performance Reviews and Pupil Enrollment and Attendance Audits and b) supports consistent quality practices across the state. This assessment is authorized under NRS 387.1238.
- The GMU will utilize a Multi-Tiered System of Supports (MTSS) framework to provide high quality technical assistance and differentiated supports to NDE's subrecipient partners on the fiscal components of grants management.
- Infinite Campus Performance Reviews
  - Effective FY25, NDE began conducting performance audits of Infinite Campus enrollments that qualify for funding and impact school

apportionment payments. This includes testing and validating student enrollments across select enrollment codes, districts of residence/attendance, specialty schools (such as correctional programs), and across districts. Reviewing and working with LEAs to correct enrollments support accurate funding amounts, a reduction in findings during Pupil Enrollment and Attendance Audits and improve the quality of the data system. Trend analysis of this information further allows NDE to develop responsive technical assistance and trainings. These reviews are authorized under NRS 387.1238.

Initiative 3B: Engage the Community in Awareness of Strategies to Support the Educational Experience

❖ Progress Update (Baseline)

- ➢ Family trainings for understanding Nevada Pre-K standards
- ➢ Family Engagement Summit

❖ Deliverables

- ➢ Family Engagement Framework and Toolkit

❖ Support Provided

- ➢ OSSS McKinney-Vento (MKV) program supported the statewide expansion of regional conferences. This includes other statewide agencies, companies, districts, community-based organizations, and schools. The MKV State Coordinator participates in planning committees for each organization and collaborates with other events and initiatives.
  - ■ Nevada Alliance to Prevent Homelessness (August 2023, October 2024);
  - ■ Nevada Partnership for Homeless Youth (November 2022, 2023, and 2024), and,
  - ■ Each organization publishes supports on their respective websites.
- ➢ During the 2023-24 school year, the Office of Career Readiness, Adult Learning, and Education Options spent approximately 1,142 in the development of the revised Perkins V State Plan including 21 in-person meetings and 11 virtual meetings with a cross-section of stakeholders aligned with the requirements of the Perkins V Comprehensive Local Needs Assessment.

❖ Upcoming Milestones

- ➢ The Office of Student and School Supports is currently developing a McKinney-Vento & Foster Care website that will provide important information about each program for families, districts, and other agencies. The website will contain:
  - ■ Information and data on homeless and foster youth.
  - ■ Learning modules that district McKinney-Vento liaisons will use to build capacity and expertise in service provision. Resources to provide immediate support for students and their families.
- ➢ Assist school districts in reducing chronic absenteeism. Providing training for educators and families to combat chronic absenteeism. This can be measured by the rates of absence in each school found in the Nevada Report Card.
- ➢ Increase the number of participants who are educators that attend the Nevada Family Engagement Framework Advisory Committee. We will monitor the number of participants attending our monthly meetings. We currently have up to 20 participants consisting of community leaders and families but would like to increase the number of educators in attendance.
- ➢ Evaluate the Parental Involvement and Family Engagement course listed as a provision on provisional licenses. We will be providing an efficacy beliefs survey for educators to complete after the course is over. We will measure survey responses from each educator and use that data to view effective components of Family Engagement courses.
- ➢ Collaborate with community partners to increase awareness and participation of the Family Engagement Summit. We will monitor the number of participants attending the summit. The goal is to have a variety of attendees such as families, educators, community organizations, and other family engagement organizations from across the country.
- ➢ Involve school districts and schools in providing input of their School Improvement Plans. Providing technical assistance regarding family engagement best practices and programs they can incorporate in their district and school plans. We will use data found Nevada Educator Performance Framework (NEPF) standards ratings, climate survey, and other statewide data to determine our impact.
- ➢ By July 1, 2025, the Student Investment Division (SID) will create an enhanced presence within NDE's website, to provide publicly available and accessible information regarding the work of the Division and easily accessible links to Office and Commission specific webpages. This will improve transparency and accountability in how funding is allocated, bring awareness to the community about how NDE supports the educational experience of students in Nevada, and support

data literacy regarding financing for PreK-12 public education. All resources, materials, and links will be ADA compliant.

Initiative 3C: Continuously Improve the Well-Being of Students and Educators

❖ Progress Update (Baseline)

- OSRLE created and distributed Bullying and SafeVoice pamphlets in multiple languages.
- Delivered Suicide Awareness and Prevention strategies to community partners and families.
- Delivered Bullying training to students, families, teachers and administrators.
- Nevada MTSS assists District Leadership Teams (DLT) to engage in information dissemination and stakeholder engagement with respect to the MTSS resources and interventions for families and community partners.
- The TA Center met with a DLT team 77 times and focused on strategic implementation, stakeholder engagement, and work with families and community partners. These teams use the Tiered Fidelity Inventory during many meetings which specifically tracks a school and districts engagement with community partners.
- The DLT Teams work with the TA Center at in-person meetings to understand their District Systems Fidelity Inventory and how they can improve their dissemination, engagement of stakeholders and collaboration with community partners.
- Nevada Division of Child and Family Services' Child Care Consultation Program within Southern and Northern Nevada Child and Adolescent Services is funded through the Office of Early Learning and Development.
    - This program provided, as needed and appropriate, the following services to caregivers, staff, and young children participating in QRIS centers:
        - training on social-emotional and mental health topics specific to young children,
        - individualized child-specific observation assessments and recommendations,
        - classroom modeling, and
        - targeted case management to connect families with the appropriate services.

❖ Deliverables

- Distribution of Bullying and SafeVoice Pamphlets
- Creation and distribution of pamphlets in multiple languages to inform students, educators, and the community about bullying and available support resources like SafeVoice.
- Suicide Awareness and Prevention Strategy Delivery
- Scale up suicide awareness and prevention strategies to LEA's and families, aiming to enhance awareness and support for at-risk students.
- Bullying Training Sessions
- Implementation of bullying training for students, families, teachers, and administrators to build a safer school environment and provide tools for intervention and prevention.
- MTSS (Multi-Tiered System of Supports) Resources Dissemination
- Provide support from Nevada MTSS to District Leadership Teams.
- Stakeholder Engagement Meetings with DLT
- 77 meetings held between the TA Center and DLT teams, focusing on the strategic implementation of MTSS, stakeholder engagement, and building connections with families and community partners.
- Usage of Tiered Fidelity Inventory (TFI)
- Utilization of the Tiered Fidelity Inventory (TFI) during meetings to track and evaluate the engagement of schools and districts with community partners, ensuring the fidelity of MTSS implementation.
- In-Person Meetings for District Systems Fidelity Inventory (DSFI) Understanding
- Improve District Systems Fidelity Inventory (DSFI), with a focus on enhancing dissemination efforts, stakeholder engagement, and collaboration with community partners.

❖ Support Provided

- The Office of Student and School Supports (OSSS) developed and implemented the Bi-Partisan Safer Communities Act program. This competitive grant program was designed to identify high-risk LEA student, school, staff, and community safety concerns. OSSS allocated $8.5 million to high need LEAs and charter schools that addressed a wide variety of high priority student safety projects and services. Goals include:
  - Increase physical and environmental school safety strategies as evidence by compliance to school safety risk assessment, emergency operations plan, and/or increase the ratios for school resource/school police officers.
  - Increase Emotional/Social/Relational school safety and health strategies as evidence by the number of evidence-based programs implemented, increased the number of health/safety personnel ratios, decrease of

suspensions and expulsions, increase attendance, or improved school climate benchmarks.
    - Increase the implementation of Multi-Tiered Systems of Supports or Positive Behavioral Interventions and Supports as evidence by the number of schools implementing with fidelity.
- Technical assistance for the Bipartisan Safer Communities Act (BSCA) was provided by:
    - United States Department of Education recorded webinars were shared with applicants.
    - United States Department of Education Frequently Asked Questions (FAQ) and guidance was shared with applicants.
    - Multiple OSSS webinars were conducted prior to the submittal of applications.
    - Open sessions to answer questions and take feedback at the Federal Titles Directors Meeting.
    - After the high-needs LEA awards were provided, a series of Davis-Bacon compliance meetings were held with several of the LEAs and charter schools.
    - To date, 54% of the BSCA 3-year program funding has been spent
- The Office of Student and School Supports collaborated with the University of Nevada, Las Vegas, (UNLV)-The practice to expand delivering Telehealth mental health services to students identified as homeless in Elko and Humboldt counties in accordance with Assembly Bill (AB) 197.
- The Office of Student and School Supports is currently collaborating with the Office of Inclusive Education (OIE) to co-build the Indian Education Consultation Model.
    - This model will also contain guidance documents for providing training and professional development for personnel who will interact with our Native American tribal leaders in supporting children and youth experiencing homelessness on and off reservations and in other communities.
- The Office of Student and School Supports collaborated with the Office of Safe and Respectful Learning Environment (OSRLE) to update the “Progressive Discipline Plan Based on Restorative Justice Individual Student Plan Example” after changes to AB 285 and AB 330 regarding discipline and restorative justice were implemented. Changes include consideration if trauma associated with experiencing homelessness or being in foster care was a factor in a student’s behavior, by using an Adverse Childhood Experience (ACE) Screener.

❖ Upcoming Milestones

- ➢ Collaborate with University and LEA partners to expand Multi-Tiered System of Supports (MTSS) with fidelity, increasing district participation from 10 to 18 districts, including the Charter Authority, by 2030.
- ➢ Collaborate with federal, state, and community partners to assist LEAs in reducing school violence incidents year over year, targeting a 10% reduction in school violence incidents by the end of each academic year.
- ➢ Work with LEAs and community partners to implement Social-Emotional Learning (SEL) and other Tier 1 climate initiatives, aiming to improve both educator and student attendance.
- ➢ Partner with LEAs to ensure behavioral and mental health interventions are evidence-based and consistently progress-monitored, with documented improvements in district fidelity as measured by Tiered Fidelity Inventories by the end of each academic year.

Appendix E: Guiding Frameworks for Success

The Nevada Department of Education's STIP:2030 plan reflects the intentions of three guiding frameworks to improve student outcomes and educator effectiveness. Each framework focuses on a different strategy to promote educational progress.

Portrait of a Nevada Learner

The Portrait of a Nevada Learner is a collective vision of the mindsets and skills that bring academic knowledge to life. Core academic knowledge is the foundation. Through their skills, students apply their knowledge. This kind of preparation enables them to build a life, a home, and a future for themselves, their families, and their communities. With the rapid pace of technological change in our post-COVID world, it is more important than ever to focus our educational approach on shared human values and a clear sense of purpose. By asking thoughtful questions and encouraging students to reflect on what they are learning and why, we empower them to create their own portraits of who they are and who they aspire to be. This approach fosters joy, creativity, and authenticity in the process and expressions of learning. Importantly, it also helps learners develop the self-awareness and resilience necessary to thrive in today's world.

The overarching mindsets and skills housed within the Portrait of a Nevada Learner include:

Empowering: How will I grow in my learning?
Connecting: How do I build and sustain relationships and community?
Impacting: How will I contribute to make an impact?
Thriving: How will I thrive?

❖ Strategy:

Emphasizing resilience, creativity, and civic engagement helps ensure that students are not only academically capable but also prepared to adapt and excel in real-world contexts. This holistic approach helps build more confident, engaged learners.

❖ Execution:

Success follows when these essential mindsets are integrated into curriculum design, classroom activities, and school-wide initiatives. A vital ingredient in success is providing professional development for educators and support systems for students making it possible for educators to fully embed the mindsets and skills of the Portrait of a Nevada Learner into their everyday practice.

Acing Accountability

In 2023, Governor Joe Lombardo committed $2.6B in increased funding for K-12 education in Nevada. As these funds were distributed to Nevada's school districts, the State also created accountability metrics, referenced as Acing Accountability, to ensure that resources are directly tied to performance. Acing Accountability highlights six essential questions focused on evaluating progress:

- To what degree are districts effectively implementing resources?
- To what degree are K-3 students demonstrating progress toward mastery in literacy, as measured by Measures of Academic Progress (MAP) Growth in Reading assessment?
- To what degree are grades 4-8 students demonstrating growth and proficiency in mathematics, as measured by the Smarter Balanced Assessment Consortium (SBAC) assessment?
- To what degree are high school graduates prepared for success in college or a career?
- To what degree do districts have the workforce to meet the needs of every student?
- To what degree are districts using innovative solutions to meet the unique needs of their students?

❖ Strategy:

Holding ourselves accountable guarantees that every dollar spent translates into real improvement in system performance. Transparency builds trust and drives continuous improvement in Nevada's education system.

❖ Execution:

Success follows when data-driven insights are used to refine strategies, to allocate resources where they're most effective, and to regularly communicate results. An essential factor is engaging stakeholders—teachers, administrators, and the community— so that every element in the system maintains a relentless focus on measurable outcomes.

Governor Lombardo's 3-Year Policy Plan Matrix

In February of 2024, Governor Joe Lombardo released a 3-Year Plan Policy Matrix, 2024-2026 titled "The Nevada Way." The Nevada Way empowers the executive branch to provide solution-oriented customer service to residents, businesses, and visitors. The

overarching aim of The Nevada Way 3-Year Policy Plan is to elevate Navada and garner international attention for its world-class destinations, its innovative and business-friendly economic environment, its quality of life, and its efficiently and effectively run state government.

❖ Strategy:

Uniting government agencies and state level initiatives under a common set of goals help Nevada maximize its impact. This coordinated approach avoids duplication, saves time and money, and accelerates progress.

❖ Execution:

Success is the by-product when the departments within Nevada's government and community stakeholders collaborate on the implementation of goals from "The Nevada Way." Statewide impact is optimized by tracking initiative progress and making timely adjustments, thus promoting a tight alignment with the State's mission and priorities.

Appendix F: List of Acronyms

ACE	Adverse Childhood Experience
AP	Advanced Placement
BSCA	Bipartisan Safer Communities Act
CCEIS	Comprehensive Coordinated Early Intervention Services
CCR	College and Career Readiness
CRALEO	Office of Career Readiness, Adult Learning, and Education Options
CTE	Career and Technical Education
ECILP	Early Childhood Innovative Literacy Program
EDLiFE	Office of Educator Development, Licensure, and Family Engagement
ELA	English Language Arts
ELDRS	Early Childhood Data and Reporting System
ESSA	Every Student Succeeds Act
GATE	Gifted and Talented Education
IB	International Baccalaureate
IEP	Individualized Education Plan
IT	Information Technology
KEA	Kindergarten Entry Assessment
LEA	Local Education Agency
MAP	Measures of Academic Progress
MTSS	Multi-Tiered System of Supports
NAC	Nevada Administrative Code
NDE	Nevada Department of Education
NGSS	Next Generation Science Standards
NR!PK	Nevada Ready! State Pre-K
NRS	Nevada Revised Statutes
NSPF	Nevada School Performance Framework
NVACS	Nevada Academic Content Standards
OADAM	Office of Assessment, Data, and Accountability Management
ODC	Office of Division Compliance
ODSS	Office of District Support Services
OFO	Office of Fiscal Operations
OELD	Office of Early Learning Development
OIE	Office of Inclusive Education
OPCF	Office of Pupil-Centered Funding
OSIT	Governor's Office of Science, Innovation, and Technology
OSRLE	Office of Safe and Respectful Learning Environment
OSSS	Office of Student and School Supports
OTL	Office of Teaching and Learning
PCFP	Pupil-Centered Funding Plan
PK-12	Pre-Kindergarten through 12th Grade

QRIS	Quality Rating and Improvement System
RJP	Restorative Justice Practices
SBAC	Smarter Balanced Assessment Consortium
SDPL	State Determine Performance Level
SEL	Social Emotional Learning
SHAPE NV	Society of Health and Physical Educators of Nevada
SPDG	State Personnel Development Grant
SPCSA	State Public Charter School Authority
STIP	Statewide Plan for the Improvement of Pupils
TA	Technical Assistance
TAM	Test Administrator Manual
TCM	Test Coordinator Manual
TFI	Tiered Fidelity Inventory
TRIP	Transition Roadmap through Innovative Partnerships
UAAG	Usability, Accessibility, and Accommodations Guidelines
YEH	Youth Experiencing Homelessness