

Five-Year Goal Setting

Nevada Department of Education

Wednesday, June 24th, 2026

Goal #1: Grade 3 Literacy

Possible Goal Focus	Related SBE Authority & Influence
<ul style="list-style-type: none">• Proficiency- increase proficiency to x% by X date• Growth – Ensure x% of students meet growth targets• Gap closure – reduce proficiency between subgroup 1 and subgroup 2 by x%• Conditions – focus on instruction, teacher capacity, interventions, etc)	<ul style="list-style-type: none">• ELA standards• Assessments• Curriculum adoption• RBG3 cutoff score• Retention score• Other?

Grade 3 Literacy – MAP Growth

Report the increase in the number of students attaining the established minimum percentile score; for example, each year report an increase in the number of students attaining a score at or above the 40%ile. Use spring administration data from each assessment.

MAP Growth Spring Assessment

	Number of Students Assessed	<95th	<90th	<85th	<80th	<75th	<70th	<65th	<60th	<55th	<50th	<45th	<40th
2023-24	33797	97.60%	93.60%	88.30%	83.10%	77.10%	71.10%	66.60%	62.40%	57.20%	52.50%	48.20%	44.10%
2024-25	35279	97.50%	92.70%	87.00%	81.70%	76.20%	70.60%	66.30%	61.60%	56.00%	51.30%	46.90%	42.80%

Grade 3 Literacy – MAP Growth Cont.

Report the increase in the number of students attaining the established minimum percentile score; for example, each year report an increase in the number of students attaining a score at or above the 40%ile. Use spring administration data from each assessment.

MAP Growth Spring Assessment

2025-26 Baseline <i>Baseline data TBD</i>	2026-27	2027-28	2028-29	2029-30	2030-31
<i>TBD – example 43%</i>	43.50%	44.00%	44.50%	45.00%	45.50%

Grade 3 Literacy - SBAC

3rd Grade SBAC ELA

Group	2024-25 Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Student Group	44.7%	45.8%	46.8%	47.9%	48.9%	50%

Note: 2025-26 is not available yet, therefore baseline is from 2024-25. Logic aligns with the MIPs and LTGs.

Goal #2: Pre-K Expansion

Possible Goal Focus	Related SBE Authority & Influence
<ul style="list-style-type: none">• Access – by X date, x% of students have access to high-quality pre-k seats• Enrollment – Increase participation from x% to y%• Gap closure – Ensure comparable enrollment across subgroups• Quality – x% of pre-k seats meet y bar for quality• Structural/Conditions – workforce, geographic access, coherence across B-3 and K-12, etc	<ul style="list-style-type: none">• Influence & advocacy• Kindergarten standards & assessments• Other?

Pre-K Expansion

Indicator	2025-26 Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
<p>PK Assessment Outcomes</p> <p>Average percent of students growing to meet or exceed developmental milestones, determined by the comprehensive assessment, from fall to spring.</p>	An average of 43% students growing to meet or exceed developmental milestones from fall to spring	An average of 48% students growing to meet or exceed developmental milestones from fall to spring	An average of 53% students growing to meet or exceed developmental milestones from fall to spring	An average of 58% students growing to meet or exceed developmental milestones from fall to spring	An average of 63% students growing to meet or exceed developmental milestones from fall to spring	An average of 68% students growing to meet or exceed developmental milestones from fall to spring
<p>PK Seat Allocations</p> <p>The number of seats allocated for State PK as a percentage of statewide 4-year-olds. Universal PreK is considered achieved at 65% of 4-year-olds having access to PK. According to the State Demographer 2025 ASRHO estimates, the average number of 4-year-olds for 25-26 to 30-31 is 35,551.</p>	18% of 4-year-olds in Nevada have access to State PK. (6,437 seats / 35,551 4-year-olds.)	24% of 4-year-olds in Nevada have access to State PK. (8,537 / 35,551 4-year-olds.)	29% of 4-year-olds in Nevada have access to State PK. (10,537 / 35,551 4-year-olds.)	35% of 4-year-olds in Nevada have access to State PK. (12,537 / 35,551 4-year-olds.)	40% of 4-year-olds in Nevada have access to State PK. (14,537 / 35,551 4-year-olds.)	46% of 4-year-olds in Nevada have access to State PK. (16,537 / 35,551 4-year-olds.)
<p>Family Engagement Satisfaction</p> <p>Average percentage of families/parents who responded positively to the family engagement domain questions (e.g. meeting teacher face to face, participating in activities with child, discussing State PK with other parents) on the annual State PK Family Engagement Survey.</p>	49% of State PK families/parents responded positively to the family engagement domain questions.	54% of State PK families/parents responded positively to the family engagement domain questions.	59% of State PK families/parents responded positively to the family engagement domain questions.	64% of State PK families/parents responded positively to the family engagement domain questions.	69% of State PK families/parents responded positively to the family engagement domain questions.	74% of State PK families/parents responded positively to the family engagement domain questions.
<p>Access to High Quality PK Seats</p> <p>The percentage of State PK sites that are meeting quality standards according to the Quality Rating Improvement System. As State PK expands and adds more seats in newer sites, maintaining quality will be essential.</p>	54% of State PK sites are meeting quality QRIS standards.	56% of State PK sites are meeting quality QRIS standards.	58% of State PK sites are meeting quality QRIS standards.	60% of State PK sites are meeting quality QRIS standards.	62% of State PK sites are meeting quality QRIS standards.	64% of State PK sites are meeting quality QRIS standards.

Goal #3: 8th Grade Math

Possible Goal Focus	Related SBE Authority & Influence
<ul style="list-style-type: none">• Proficiency- increase proficiency to x% by X date• Gap closure – reduce proficiency between subgroup 1 and subgroup 2 by x%• High school readiness – x% will demonstrate readiness for success in Algebra I• Conditions – focus on instruction, teacher capacity, interventions, etc)	<ul style="list-style-type: none">• Math standards• Assessments• Curriculum• Other?

Grade 8 Math - SBAC

8th Grade SBAC Math

Group	2024-25 Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Student Group	26.6%	28.0%	29.5%	30.9%	32.2%	33.6%

Note: 2025-26 is not available yet, therefore baseline is from 2024-25. Logic aligns with the MIPs and LTG calculations.

Goal #4: CTE Expansion

Possible Goal Focus	Related SBE Authority & Influence
<ul style="list-style-type: none">• Participation – increase participation from x% to y% by x date• Access – x% of students have access to at least X# of CTE programs• Gap closure – decrease gaps in participation, access, completion, etc.• Completion – Increase completes from x% to y%• Quality/Outcomes – credentials, evidence of readiness, postsecondary options, etc	<ul style="list-style-type: none">• Standards• Curriculum• Other?

CTE Expansion – Part 1

CTE Enrollment:

*There are currently 53 options that districts may select from when determining what CTE programs should be available in their district.

*Programs have shifted from 3-year programs to 2-year programs with very few exceptions (Biomedical, Military Science, and Information Technology remain three years but the 50 other CTE programs are two years).

*This is not currently an area where we have defined specific goals for growth as this is not a Perkins reporting metric, so historical data has been provided.

CTE Expansion – Part 1 Cont.

Percentage of Nevada Students (9-12) Enrolled in CTE

Entity	2021-2022	2022-2023	2023-2024	2024-2025
State	50%	50%	42%	44%
Carson City	48%	41%	44%	43%
Churchill	65%	66%	53%	60%
Clark	52%	52%	47%	49%
Douglas	55%	51%	36%	48%
Elko	58%	50%	54%	53%
Humboldt	54%	54%	54%	55%
Lander	43%	53%	46%	57%
Lincoln	61%	67%	58%	70%
Lyon	59%	50%	39%	39%
Mineral	21%	29%	36%	55%
Nye	47%	43%	41%	40%
Pershing	71%	73%	62%	51%
SPCSA	38%	41%	20%	24%
Washoe	39%	40%	38%	40%
White Pine	62%	79%	63%	63%

*Additional data is available on the Nevada CTE Dashboards at <https://public.tableau.com/app/profile/nevada.cte/viz/NevadaCTEDashboards/LandingPage>

CTE Expansion – Part 2

Percent of Graduates Who Were CTE Concentrators

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*The federal definition of concentrators for secondary is the number of students who have completed two years of CTE in secondary education.

*SB45 (2025) adjusted the funding calculation for state CTE funds to be based on students taking Level 2 of CTE programs and above, to encourage participation in higher level courses to encourage an increase in the number of concentrators.

*This is not currently an area where we have defined specific goals for growth as this is not a Perkins Reporting metric.

CTE Expansion – Part 2 Cont.

Percentage of Nevada Graduates Who Were CTE Concentrators

Entity	2021-2022	2022-2023	2023-2024	2024-2025
State	50%	50%	42%	44%
Carson City	2%	2%	2%	3%
Churchill	1%	1%	1%	0%
Clark	75%	76%	68%	67%
Douglas	2%	1%	2%	2%
Elko	2%	2%	3%	2%
Humboldt	1%	1%	1%	1%
Lander	0%	0%	0%	0%
Lincoln	0%	0%	0%	0%
Lyon	2%	2%	2%	3%
Mineral	0%	0%	0%	0%
Nye	1%	1%	2%	2%
Pershing	0%	0%	0%	0%
SPCSA	2%	3%	5%	6%
Washoe	10%	10%	14%	13%
White Pine	0%	0%	0%	0%

*Percentages listed as zero may be slightly higher due to data suppression on the NPWR dashboard to avoid identifying individual students.

*Additional data is available on the NPWR CTE: Concentrator Graduates Report:
<https://npwr.nv.gov/Reports/Career-And-Technical-Education-Concentrator-Graduates-Report>

CTE Expansion Part 3

Secondary Academic State Determined Performance Level (SDPL) Targets:

*SDPL targets are the goals that are set federal reporting. Some SDPL items are required for all states, then other items are self-selected from a menu of goals.

*New reporting elements began for the 2024 – 2025 school year and we began reporting students participating in Work Based Learning (WBL) and the number of students earning Industry Recognized Credentials (IRCs).

➤ These items show expansion goals, as students currently participate at low rates. Through expansion of opportunities for students to participate in WBL or to take IRCs, these rates should increase.

CTE Expansion – Part 3

Secondary Academic State Determined Performance Level (SDPL) Targets

Perkins Indicator	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
1S1: Four-year Graduation Rate	94.5%	95.0%	95.5%	96.0%	96.5%	97.0%
2S1: Academic Proficient in Reading/Language	51.5%	53.0%	54.5%	56.0%	57.5%	59.0%
2S2: Academic Proficiency in Mathematics	23.0%	23.5%	24.0%	24.5%	25.0%	25.5%
2S3: Academic Proficiency in Science	19.25%	19.75%	20.25%	20.75%	21.25%	21.75%

CTE Expansion – Part 3 Cont.

Secondary Academic State Determined Performance Level (SDPL) Targets (Continued)

Perkins Indicator	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
3S1: Post-program Placement	65.5%	72.5%	79.5%	86.5%	93.5%	100%
4S1: Non-traditional program Enrollment	33.0%	34.0%	35.0%	36.0%	37.0%	38.0%
5S1: Program Quality – Industry Recognized Credentials	7.0%	12.0%	17.0%	22.0%	27.0%	32.0%
5S2: Program Quality – Attained Postsecondary Credits	2.5%	7.5%	12.5%	17.5%	22.5%	27.5%
5S3: Program Quality – Work-based Learning	9.0%	14.0%	19.0%	24.0%	29.0%	34.0%

Goal #5: Streamlining / Coherence

Possible Goal Focus	Related SBE Authority & Influence
<ul style="list-style-type: none">• Burden reduction – reduce duplicative reporting by x% by y date• Process / time – Reduce average time for compliance related activities by x%• User experience – District report x% increase in satisfaction with reducing duplication and unnecessary reporting requirements	<ul style="list-style-type: none">• Specific regulations that include reporting• Other?