NEVADA DEPARTMENT OF EDUCATION (NDE) Strategic Priorities

VISION: Every day, students are building knowledge of the world, engaging with grade-level content and instruction, solving complex problems together, and making progress toward their postsecondary goals.

NEVADA Department of Education

OUR CORE VALUES:

- **We are student-centered.**
- **We are in this together.**
- **We are bold and intentional.**
- **We listen, learn, and adapt.**
- **We are stewards of public trust.**

To advance this vision, NDE is committed to **five strategic priorities:** Strong Foundations, Empowering Pathways, Equipped Educators and Leaders, Informed and Connected Families, and Aligned Systems. Together, these priorities will strengthen classroom instruction, support the educators and leaders driving it, improve college and career readiness, and align supports across schools, districts, and communities.

The **Statewide Plan for the Improvement of Pupils** (STIP) creates an important opportunity for the Nevada Department of Education to codify and act on these strategic priorities. SB 460 (2025) amends NRS 385.111-113 to require NDE to prepare and annually review a five-year statewide plan developed in consultation with key stakeholders, including the State Board, school districts, and existing boards, commissions, and councils. The plan will define measurable annual goals and benchmarks to ensure Nevada's strategic priorities are translated into a coherent, actionable roadmap for improving student outcomes.

STUDENT AND EDUCATOR PRIORITIES

1 Strong Foundations

Ensure students start strong and build the academic foundations on which deeper learning depends.

Most Nevada students are not yet meeting grade-level expectations in ELA and Math. NDE will build a coherent instructional system, anchored in high-quality instructional materials, early literacy, pre-K expansion, and educator support, to ensure every student has access to strong Tier 1 instruction.

2 Empowering Pathways

Expand access to high-quality pathways that help students develop skills, explore interests, and prepare for their future.

Nevada's graduation rate is rising, but less than 40% of Class of 2025 graduates earned a College and Career Ready Diploma diploma. NDE will expand access to CTE, dual credit, and work-based learning; ensure every student has a graduation plan beginning in middle school; and strengthen the CCR diploma so every diploma leads somewhere.

3 Equipped Educators and Leaders

Attract, support, and retain strong educators and leaders to meet evolving student needs.

Nevada has reduced classroom vacancies from 3,000 to 2,000 statewide and increased teacher pay, but shortages persist, especially in special education, STEM, counseling, and rural areas. NDE will build a more coherent workforce strategy: strengthening preparation pathways, modernizing licensure, and directing incentives where they are needed most.

ENABLING CONDITIONS

4 Informed and Connected Families

Enable families and communities to be active, informed partners in education.

Many families currently struggle to understand their children's school performance or to navigate their options. NDE will provide clearer information on school performance, more meaningful family engagement, and expanded access to high-quality educational options.

5 Aligned Systems

Define success and align expectations, resources, and supports to accelerate progress.

Nevada districts describe fragmentation across data, funding, and accountability, with 81% of LEA staff reporting that they receive duplicative or inconsistent directives from NDE. NDE will simplify planning and reporting requirements, build shared improvement frameworks, and strengthen financial transparency so districts spend less time on compliance and more time on improvement.

Letter from Superintendent Wakefield

I am proud to present this refreshed Statewide Plan for the Improvement of Pupils (STIP) on behalf of the Nevada Department of Education (NDE). Building on the work of previous leadership and reflecting the direction of Governor Lombardo, the Nevada Legislature, and the Nevada State Board of Education, the STIP establishes a clear vision for what we want students to experience every day and translates that vision into a focused plan for action.

In my first 100 days, I traveled across Nevada on a statewide Listening Tour, visiting districts, observing classrooms, and meeting directly with students, educators, trustees, and district leaders. The feedback was clear: we need greater clarity about where we are headed and how we get there.

At NDE, we believe that every day, students should build knowledge of the world, engage with grade-level content and instruction, solve complex problems, and make progress toward their postsecondary goals.

To achieve this vision, we are committed to five strategic priorities: Strong Foundations, Empowering Pathways, Equipped Educators and Leaders, Informed and Connected Families, and Aligned Systems. These priorities were shaped by Nevadans across the state and the expertise of school and district staff. Together, they provide a shared direction for achieving better outcomes for every student.

The STIP translates that direction into action. It identifies the strategies we will pursue, the outcomes we expect to achieve, and the measures we will use to assess our progress. It holds NDE accountable for using the state's resources, information, support, and authority in a coordinated way to help schools and districts deliver for students.

This is an ambitious plan, and achieving it will require all of us. I am grateful to the students, families, educators, State Board members, school and district leaders, NDE staff, and partners who helped shape this direction and who will bring it to life. Together, we can turn our shared commitment into better outcomes for every Nevada student.

Dr. Victor Wakefield
Superintendent of Public Instruction

Priority 1: Strong Foundations

Ensure students start strong and build the academic foundations that deeper learning depends on.

The Opportunity

Nevada students are making gains, but most still aren't meeting grade-level expectations: only 45.6% of students in grades 3–8 are proficient in ELA and 35.4% in Math. English Learners face an even steeper gap, with just 14.2% proficient. Building the foundation for these academic outcomes starts before kindergarten, but currently, only 18% of 4-year-olds are enrolled in high-quality pre-K. **Nevada has an opportunity to build a coherent instructional system anchored in high-quality instructional materials (HQIM), curriculum-based professional learning (CBPL) and aligned assessment so that every student has access to strong grade-level instruction from the start.**

Key Strategies

1. **Pre-K:** Expand access to high-quality pre-K seats.

- ➔ Prioritize pre-K expansion in underserved communities by partnering with districts and community providers to grow the supply of high-quality seats.
- ➔ Support sustainable pre-K planning and expansion through durable, per-pupil funding for high-quality pre-K seats that parallel the Pupil-Centered Funding Plan (PCFP).
- ➔ Align quality pre-K standards with research on what supports school readiness.

2. **Instructional Materials:** Support educators in adopting and using high-quality instructional materials (HQIM) across core subjects.

- ➔ Build and disseminate a content-specific instructional vision for ELA and Math, grounded in Nevada's Academic Content Standards, to drive alignment of HQIM, professional learning and assessment.
- ➔ Develop a state HQIM list with a clear, tiered quality-signaling structure that gives districts a framework for materials selection, and gives students the building blocks of knowledge they need to understand and navigate the world.
- ➔ Build district and school capacity to support teachers in implementing HQIM effectively, including through professional learning and supportive tools and resources aligned with the instructional vision.

3. **Early Intervention:** Provide early, targeted academic interventions for students identified as needing additional support.

- ➔ Align Tier 2 and Tier 3 supports and materials to the high-quality Tier 1 instructional materials so students receive additional time and support on grade-level content.
- ➔ Continue Read by Grade 3 (RBG3) efforts to help districts use K–3 assessment data to identify students who need additional support early and accurately, and notify families when their child is performing below grade level.
- ➔ Expand access to evidence-based interventions, including high-dosage tutoring and extended learning opportunities, with particular attention to English Learners, students with disabilities, and students furthest from proficiency.

Measures of Success

Top Measures of Success	Fall 2026 Baseline	Annual Target	5 Year Goal
% of eligible 4-year-olds in high-quality pre-K*	18%	Dependent on state fiscal policy decisions	50%
% grade 3 proficient in ELA on the state assessment*	45%	2-4 percentage point increase each year	60%
% grade 8 proficient in Math on the state assessment*	27%	2-3 percentage point increase each year	40%
Annual Progress Measures	**Fall 2026 Baseline**	**Annual Target**	**5 Year Goal**
% of ELs who attain English Proficiency, as measured by the ELPA	10%	1-2 percentage point increase each year	18%
% of students leaving middle school HS ready, as measured by 8th-grade students proficient in ELA, Math, and Science	21%	2-3 percentage point increase each year	35%
% of districts that have adopted HQIM in ELA and Math	88%	Maintain or increase annually	94%

* indicates a State Board of Education goal area

Looking Ahead

Year 1 (2026-2027) *Determine the Path Forward*	**Year 2 (2027-2028)** *Build the System*	**Years 3–5 (2028-2029 and beyond)** *Scale Student Impact*
Develop a vision for the student experience that describes what students should be reading, writing, thinking, and doing in ELA, Math, and core content - including students needing academic intervention. Conduct cross-state research and develop recommendations for how Nevada constructs and sequences its HQIM list. Design Nevada's approach to supporting HQIM and HQPL implementation, including what incentives, supports, and rollout sequence will drive district uptake. Select or adapt tools to monitor and advance classroom practice and HQIM supports, and identify the pilot cohort for both. Refine pre-K quality standards, support providers in meeting them to grow the supply of high-quality seats, and develop a family engagement strategy to connect underserved families with those options.	Release Nevada's HQIM list and launch an internal and external communication strategy for the student-experience vision. Name implementation of HQIM and HQPL as a district-facing focus, rolling out the incentives and supports designed in Year 1 while continuing to support districts still adopting materials. Align professional development requirements to HQIM implementation. Pilot the classroom practice and HQIM supports tools with the identified cohort, train observers for consistency, and establish first-year baseline data. Use pilot findings to refine tools before wider rollout. Equip districts with guidance and family engagement tools to expand quality pre-K seats, especially for underserved communities. Support districts to provide high-quality interventions for Pre-K - 3 students at risk for retention.	Expand the classroom practice and HQIM supports tools statewide, and use the resulting data to target professional learning, planning-time supports, and coaching where implementation gaps persist. Provide ongoing implementation support and professional development for statewide HQIM adoption and implementation to support system-level gains in ELA and Math. Support districts in providing coherent Tier 2 and Tier 3 interventions aligned with Nevada’s revised HQIM list.

Priority 2: Empowering Pathways

Expand access to high-quality pathways that help students develop skills, explore interests, and prepare for their future.

The Opportunity

Nevada is graduating more students than it did a decade ago, but too many students are still leaving high school without clear evidence of postsecondary readiness for, or participation in, college, career, or military service. The statewide graduation rate has increased from 73.5% in 2016-17 to 85.4% in 2024-25, yet less than 40% of Class of 2025 graduates earned a College and Career Ready Diploma or Advanced Diploma, signaling a need for strengthening postsecondary preparation for college, career, or military service. Further, student readiness in terms of demonstrating the math, reading and writing skills needed in postsecondary opportunities is insufficient, with 47.6% proficient in reading and 21.0% proficient in math on the ACT. **Nevada has an opportunity to expand access to middle and high school experiences that ensure students are on a pathway for what comes next: high-quality employment, enlistment, and enrollment opportunities.**

Key Strategies

1. **Graduation Plans:** Ensure that every student, beginning in middle school, has an annual conversation and a clear plan for graduation and beyond.

- ➔ Identify resources and promote NDE guidance to establish common expectations and tools for districts to support graduation planning beginning in middle school, so every student starts an academic and career plan in middle school and revisit it each year.
- ➔ Build capacity of counselors and advisors to connect students' interests to real course sequences so that every student develops and refines an interest-aligned plan beginning in middle school, and updates the plan throughout high school.
- ➔ Strengthen graduation and transition planning for students with disabilities to successfully transition to college, career, and independent adulthood.

2. **Career Preparedness:** Ensure students are accessing coursework and experiences aligned with high-wage, high-demand opportunities.

- ➔ Strengthen and expand college, career, and military pathways with quality AP, IB, dual credit, JROTC, CTE courses, and work-based learning with a focus on access for all students, including students with IEPs, so that their pathway sets them up for success in employment.
- ➔ Create the conditions to reduce geographic and scheduling barriers, including through virtual, regional, and industry partnership options.
- ➔ Make pathways easier for students and families to understand and navigate by aligning communications and tools across NDE, districts, and schools so students can identify, compare, and access available opportunities.

3. **Postsecondary Success:** Ensure every diploma reflects and prepares students for postsecondary success

- ➔ Strengthen or reenvision the CCR diploma so it reflects current postsecondary readiness demands for college, career, or military.

- ➔ Build the College, Career, and Military Readiness (CCMR) systems and data infrastructure NDE needs to track student outcomes and course-correct.
- ➔ Support districts in using CCMR data to identify students who are off track early, target supports, and monitor progress toward graduation and postsecondary success.

Measures of Success

Top Measures of Success	Fall 2026 Baseline	Annual Target	5 Year Goal
% of students with 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.*	74%	2-3 percentage point increase each year	90%
% of 25 year olds who earn a livable wage*	New measure	Define measure and set 5 year goal in year 1	N/A
Increasing the percentage of pupils enrolled in high schools who enter postsecondary educational institutions	Of the 2023-24 NV HS graduates, 38% enrolled in Nevada institutions	1-2 percentage point increase each year	45%
% of high school students graduating on time	Class of 2024-25 grad rate: 85%	Maintain or increase annually	88%
% of high school students graduating with the CCR or advanced diploma	36%	2-4 percentage point increase each year	50%
% disengaged youth who have dropped out of high school or who are at risk of dropping out of high school	NDE is working to collect this baseline data from external partners.	To be determined.	To be determined
Annual Progress Measures	**Fall 2026 Baseline**	**Annual Target**	**5 Year Goal**
% of students with IEPs graduating on time with a standard, advanced, or CCR diploma	71%	1-2 percentage point increase each year	78%
% of EL students graduating on time with a standard, advanced, or CCR diploma	78%	1+ percentage point increase each year	83%
Improving the performance of pupils on standardized college entrance examinations	ACT Math: 21% ACT ELA: 48%	2-3 percentage point increase each year	Math: 35% ELA: 55%

* indicates a State Board of Education goal area

Looking Ahead

Year 1 (2026-2027) *Determine the Path Forward*	**Year 2 (2027-2028)** *Create Opportunities*	**Years 3–5 (2028-2029 and beyond)** *Scale Student Impact*
Conduct a review of the current AP, IB, dual credit, CTE, and work-based learning landscape to inform gaps in access and attainment. Develop district-facing guidance and templates for student graduation plans focused on both academics and career exploration. Develop district-facing guidance, templates, and tools for annual student planning.	Review diploma requirements and, in partnership with higher education and business and industry partners, develop recommendations to strengthen alignment with college, career, and military readiness. Close gaps in access and attainment based on the review of advanced and specialized coursework. Scale access to AP, IB, dual credit, CTE, and work-based learning opportunities. Align student graduation plans with updated diploma requirements to ensure every student is on the right track for postsecondary success.	Propose changes to diploma requirements to align with college, career, and military readiness. Increase statewide attainment of the revised CCR diploma by equipping districts to provide students with consistent, early, and informed academic and career planning support.

Priority 3 - Equipped Educators & Leaders

Attract, support, and retain strong educators and leaders to meet evolving student needs.

The Opportunity

Nevada has made meaningful progress in addressing its educator shortage. Vacancies fell from approximately 3,000 to 2,000 between 2024 and 2025, supported in part by state investments in teacher pay. However, critical shortages persist in special education, CTE, STEM, counseling, and rural communities, suggesting that current workforce efforts are not consistently developing and directing talent to meet the state's greatest needs. A stronger educator workforce also means ensuring students have access to the teachers, counselors, and other professionals who support both academic success and student well-being, recognizing that learning and mental health are deeply interconnected. **Nevada has an opportunity to build a more coherent workforce strategy that strengthens recruitment, preparation, leadership development, and retention while aligning teacher pipelines with where future student and economic demand will be greatest.**

Key Strategies

1. **Preparation:** Set direction for and partner with preparation programs to increase the quality and supply of new teachers and leaders ready to serve Nevada's students.

- ➔ Modernize and streamline Nevada's educator licensure system through improved technology, efficient processing, and enhanced communication.
- ➔ Expand teacher residencies, apprenticeships, and grow-your-own pathways focused on special education, STEM, counselors, social workers, mental health professionals, and rural communities, building on existing scholarship infrastructure and the Teacher Academy pipeline.
- ➔ Partner with NSHE educator preparation programs to ensure they meet institutional standards aligned to Nevada's academic content and teaching needs, and use program quality data to drive continuous improvement.

2. **Career Growth:** Match educator pay and growth opportunities to their role, skills, and impact.

- ➔ Promote competitive compensation and positive working conditions, including by providing incentives for teachers in hard-to-fill positions (e.g., Title I schools with high vacancy rates, critical shortage subjects, etc.).
- ➔ Partner and support LEAs in using school climate and exit survey data to target retention strategies in hard-to-staff schools and subjects.
- ➔ Strengthen induction programs, leader pipelines, tiered advancement frameworks, and scholarship opportunities that open clear pathways into mentoring, coaching, and administration.

3. **Support:** Equip educators and leaders with the tools and training they need to provide strong, aligned instruction.

- ➔ Strengthen district talent systems to recruit, develop, evaluate, and retain excellent educators and leaders.
- ➔ Equip school leaders, specialists, and instructional coaches to lead high-quality instruction and accelerate teacher growth.
- ➔ Ensure educators have the time, tools, and support to plan and deliver instruction using high-quality instructional materials aligned to NDE's vision of instructional excellence.

Measures of Success

Top Measures of Success	Fall 2026 Baseline	Annual Target	5 Year Goal
% of certified, in-field teachers	86%	Maintain or increase annually	90%
% of teachers & leaders retained	92%	Maintain or increase annually	95%
% of effective and highly rated educators	99%	Define measure focused on rating accuracy and set 5 year goal in year 1	
Annual Progress Measures	**Fall 2026 Baseline**	**Annual Target**	**5 Year Goal**
% of vacancies in high-need subjects (special education, science, math, SISPs)	Special Ed: 14% Science: 5% Math: 5% SISP: 3%	Decrease each year for any area over 3%	≤3%

Looking Ahead

Year 1 (2026-2027) *Determine the Path Forward*	Year 2 (2027-2028) *Create Educator Pipelines*	Years 3–5 (2028-2029 and beyond) *Scale Impact*
Conduct a review of current educator pipelines to create pathways and incentives for hard-to-staff schools and subjects. Develop recommendations for grow-your-own programs for specialized instructional support personnel, including potential pathways, incentives, or scholarships, as well as hard-to-fill positions like CTE or special education teachers. Develop recommendations for modernizing teacher licensure and the Nevada Educator Performance Framework (NEPF) in partnership with key stakeholders. Review existing professional development requirements and training to inform where NDE can streamline supports aligned to district needs.	Expand educator scholarship eligibility to include counselors, social workers, and mental health professionals. Propose and plan to implement evaluation and licensure modernization recommendations, including literacy endorsements. Refine the current professional development requirements to align with the use of high-quality instructional materials and district implementation needs. Align Regional Professional Development Programs (RPDPs) with the Education Service Center to create a more coordinated, statewide system of support.	Increase the number of students taught by a certified, in-field teacher due to declining vacancies, increased retention, and aligned professional development.

Enabling Conditions - Aligned Systems & Informed Families

Define excellence and align expectations, resources, and supports to drive student outcomes.

The Opportunity

Across Nevada, educators, district leaders, and NDE staff are all working hard to build and deliver programs, initiatives, and grants, each designed to improve specific components of school and district performance. However, as a result, districts receive competing signals on the state's priorities, with 81% of LEA staff reporting duplicative or inconsistent directives. Navigating this fragmentation often falls on students and families — the very people the system is meant to partner with and serve. **Nevada has an opportunity to define shared expectations for school and district quality, aligning NDE's funding, guidance, and accountability behind them, and give families the information they need to act as partners — so every initiative and dollar moves the state in the same direction.**

Key Strategies

1. **Quality & Access:** Set a shared, transparent definition of school and district quality, and ensure every family has the information needed to act on it.

- ➔ Signal quality and set clear expectations for what strong schools and districts do through the Nevada School Performance Framework (NSPF) and Nevada District Performance Framework (NDPF).
- ➔ Provide families and communities with clear, timely, and actionable information through Nevada's accountability frameworks to support informed engagement and decision-making.
- ➔ Ensure families have equitable access to specialized educational opportunities and the information needed to navigate available options.

2. **Coherence:** Implement school and district improvement by aligning funding, accountability, and support and reduce administrative burden so educators can focus more time on instruction and student support.

- ➔ Ensure districts receive coherent, coordinated direction through guidance, communications, and training rather than competing signals from separate state entities.
- ➔ Reduce the number of distinct school and district planning processes and implement a single district application across funding sources so districts can plan for school funding in a coherent, coordinated way at a single point in time.
- ➔ Link discretionary state dollars to initiatives and interventions that align with the state's clear, shared vision for school and district quality.

3. **Coalitions:** Mobilize cross-sector partnerships to remove barriers to student learning and postsecondary success.

- ➔ Coordinate cross-agency services, support Medicaid integrations, and improve support for students transitioning from treatment centers.
- ➔ Collaborate with the Nevada System of Higher Education (NSHE) and workforce and industry leaders to promote postsecondary pathways for Nevada students.
- ➔ Strengthen the state's family engagement strategy to ensure families receive timely, consistent information statewide.

Measures of Success

Top Measures of Success	Fall 2026 Baseline	Annual Target	5 Year Goal
% of students who are enrolled in a highly rated school on the refreshed NSPF	36%	1-2 percentage point increase each year	45%
Year over year, district and school leaders report an increase in time being spent on instructional priorities as a result of reduced time spent on reporting tasks.*	New measure	Define measure and set 5 year goal in year 1	N/A
Annual Progress Measures	**Fall 2026 Baseline**	**Annual Target**	**5 Year Goal**
% of districts with a healthy ending fund balance	76%	Maintain or increase annually	88%
% of families reporting that Nevada's school accountability information is clear, accessible, and useful	New measure	Define measure and set 5 year goal in year 1	N/A
% positive customer service experience with NDE (LEAs)	31% Excellent/Good	5-8 percentage point increase each year	66%

* indicates a State Board of Education goal area

Looking Ahead

Year 1 (2026-2027) *Build the Plan*	**Year 2 (2027-2028)** *Streamline & Align*	**Years 3–5 (2028-2029 and beyond)** *Scale Impact*
Launch the Nevada District Performance Framework to signal clear expectations for Nevada districts and provide more information to families on district quality. Inventory all current district and school submission requirements and develop a consolidated planning framework. Conduct a landscape analysis of open enrollment and transfer policies across Nevada districts to identify where students in low-performing schools lack access to a readily available higher-quality option, and use findings to target outreach, policy, and resource decisions. Reduce duplicative or burdensome reporting as allowable in SB460, and propose legislative changes to implement reporting cleanup, definitions alignment, and plan consolidation. Develop recommendations for redesigning community- and parent-facing reports in partnership with key stakeholders, including Nevada families. Revamp NDE's Family Engagement Newsletter and promote district family engagement tools to partner with families, especially in school improvement efforts.	Build a consolidated improvement plan structure to reduce duplicative submissions and align funding with district priorities in alignment with the state's instructional vision. Advance financial transparency efforts to support districts with strategic spending and public stewardship. Refine the state report card and launch family-facing information tools to make school performance data clearer and more accessible statewide. Launch open enrollment navigation tools and expand family support, with prioritized outreach to historically underserved families, to help families actively access and use available school options.	Launch the consolidated improvement plan structure. Scale cross-agency student health and wellness coordination, reducing fragmentation in service delivery. Establish continuous improvement cycles aligned to the shared success framework, with measurable reductions in duplicative compliance burden. Scale open enrollment systems and expand high-quality school options in partnership with SPCSA while escalating improvement supports for persistently low-performing schools to increase the share of students with access to a highly rated school on the refreshed NSPF.

APPENDICES

Appendix 1. Full STIP Metrics & Indicators of Success

This table consolidates every finalized Top Measure of Success and Annual Progress Measure across the five strategic priorities, along with each measure's baseline, targets, and required-reporting status.

** indicates a State Board of Education Goal Area*

Note: Nevada's school year 2025-26 proficiency data will be released on September 15, 2026 and will replace the baseline data for grade 3 proficient (ELA), grade 8 proficient (Math), and a select number of other STIP metrics.

Priority 1: Strong Foundations

Type	Measure	Fall 2026 Baseline	Annual Target	5-Yr Goal
Top	% of eligible 4-year-olds in high-quality pre-K*	18%	Dependent on state fiscal policy decisions	50%
Top	% grade 3 proficient in ELA on the state assessment*	45%	2-4 percentage point increase each year	60%
Top	% grade 8 proficient in Math on the state assessment*	27%	2-3 percentage point increase each year	40%
Annual	% of ELs who attain English Proficiency, as measured by the ELPA	10%	1-2 percentage point increase each year	18%
Annual	% of students leaving middle school HS ready, as measured by 8th-grade students proficient in ELA, Math, and Science	21%	2-3 percentage point increase each year	35%
Annual	% of districts that have adopted HQIM in ELA and Math	88%	Maintain or increase annually	94%

Priority 2: Empowering Pathways				
Type	**Measure**	**Fall 2026 Baseline**	**Annual Target**	**5-Yr Goal**
Top	% of students with 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.*	74%	2-3 percentage point increase each year	90%
Top	% of 25 year olds who earn a livable wage*	New measure	Define measure and set 5 year goal in year 1	N/A
Top	Increasing the percentage of pupils enrolled in high schools who enter postsecondary educational institutions	Of the 2023-24 NV HS graduates, 38% enrolled in Nevada institutions	1-2 percentage point increase each year	45%
Top	% of high school students graduating on time	Class of 2024-25 grad rate: 85%	Maintain or increase annually	88%
Top	% of high school students graduating on time with the CCR or advanced diploma	36%	2-4 percentage point increase each year	50%
Top	% disengaged youth who have dropped out of high school or who are at risk of dropping out of high school	NDE is working to collect this baseline data from external partners.	To be determined.	To be determined.
Annual	% of students with IEPs graduating on time with a standard, advanced, or CCR diploma	71%	1-2 percentage point increase each year	78%
Annual	% of EL students graduating on time with a standard, advanced, or CCR diploma	78%	1+ percentage point increase each year	83%
Annual	Improving the performance of pupils on standardized college entrance examinations	ACT Math: 21% ACT ELA: 48%	2-3 percentage point increase each year	Math: 35% ELA: 55%

Priority 3: Equipped Educators & Leaders

Type	Measure	Fall 2026 Baseline	Annual Target	5-Yr Goal
Top	% certified, in-field teachers	86%	Maintain or increase annually	90%
Top	% teachers & leaders retained	92%	Maintain or increase annually	95%
Top	% of effective and highly rated educators	99%	Define measure and set 5 year goal in year 1	N/A
Annual	% of vacancies in high-need subjects (special education, science, math, SISPs, and CTE)	Special Ed: 14% Science: 5% Math: 5% SISP: 3%	Decrease each year for any area over 3%	≤3%

Enabling Conditions (Priorities 4/5): Aligned Systems

Type	Measure	Fall 2026 Baseline	Annual Target	5-Yr Goal
Top	% of students who are enrolled in a highly rated school on the refreshed NSPF	36%	1-2 percentage point increase each year	45%
Top	Year over year, district and school leaders report an increase in time being spent on instructional priorities as a result of reduced time spent on reporting tasks.*	New measure	Define measure and set 5 year goal in year 1	N/A
Annual	% of districts with a healthy ending fund balance	76%	Maintain or increase annually	88%
Annual	% of families reporting that Nevada's school accountability information is clear, accessible, and useful	New measure	Define measure and set 5 year goal in year 1	N/A
Annual	% positive customer service experience with NDE (LEAs)	31% Excellent/Good	5-8 percentage point increase each year	66%

APPENDICES

Appendix 2. Data Disaggregation of STIP Metrics & Indicators of Success

Priority 1: % Grade 3 Proficient in ELA (State Assessment)

Subgroup	N Enrolled	2024-25 SBAC
All Students	35,636	45.0%
American Indian / Alaska Native	252	26.5%
Asian	1,915	69.6%
Black / African American	4,377	30.9%
Hispanic / Latino	16,333	37.7%
Native Hawaiian / Other Pacific Islander	467	44.6%
White	9,223	57.4%
Two or More Races	3,069	53.5%
English Learners (EL)	6,638	23.7%
Students with Disabilities (IEP)	5,365	19.2%
Economically Disadvantaged (FRL)	31,315	42.6%
Foster Care	205	26.8%
Homeless	1,142	23.8%

Priority 1: % Grade 8 Proficient in Math (State Assessment)

Subgroup	N Enrolled	2024-25 SBAC
All Students	36,410	26.8%
American Indian / Alaska Native	272	14.1%
Asian	2,110	54.2%
Black / African American	4,449	13.2%
Hispanic / Latino	16,793	18.1%
Native Hawaiian / Other Pacific Islander	545	22.5%
White	9,567	40.6%
Two or More Races	2,674	34.7%
English Learners (EL)	5,149	<5%
Students with Disabilities (IEP)	4,286	5.7%
Economically Disadvantaged (FRL)	30,744	24.1%
Foster Care	166	10.2%
Homeless	987	8.1%

Priority 2: % High School Students Graduating on Time

Subgroup	N Graduates	Class of 2025
All Students	34,175	85.4%
American Indian / Alaska Native	222	75.0%
Asian	2,337	94.0%
Black / African American	3,583	78.4%
Hispanic / Latino	15,480	85.0%
Native Hawaiian / Other Pacific Islander	589	86.4%
White	9,593	87.2%
Two or More Races	2,371	86.2%
English Learners (EL)	4,249	78.8%
Students with Disabilities (IEP)	3,546	75.1%
Economically Disadvantaged (FRL)	30,156	85.1%
Foster Care	149	53.9%
Homeless	1,980	68.3%

Appendix 3. Acronyms & Glossary

Term	Full Name
ACT	American College Testing
AP	Advanced Placement
ASVAB	Armed Services Vocational Aptitude Battery
CBPL	Curriculum-Based Professional Learning
CCMR	College, Career, and Military Readiness
CCR Diploma	College and Career Ready Diploma
CTE	Career and Technical Education
EL	English Learner
ELPA	English Language Proficiency Assessment
HQIM	High-Quality Instructional Materials
HQPL	High-Quality Professional Learning
IB	International Baccalaureate
IEP	Individualized Education Program
JROTC	Junior Reserve Officers' Training Corps
LEA	Local Education Agency (school district or charter sponsor)
NDE	Nevada Department of Education
NDPF	Nevada District Performance Framework
NEPF	Nevada Educator Performance Framework
NRS	Nevada Revised Statutes
NSHE	Nevada System of Higher Education
NSPF	Nevada School Performance Framework
PCFP	Pupil-Centered Funding Plan
RBG3	Read by Grade 3
RPDP	Regional Professional Development Program
SB460	Senate Bill 460 (2025 Nevada Legislature)
SBE / SBOE	State Board of Education
SISP	Specialized Instructional Support Personnel
SPCSA	State Public Charter School Authority
STIP	Statewide Plan for the Improvement of Pupils