State Improvement Plan

December, 2005

NEVADA STATE BOARD OF EDUCATION

NEVADA STATE BOARD FOR CAREER & TECHNICAL EDUCATION

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The State Board of Education would like to thank the Nevada Department of Education staff, members of the work group, and all of the key partners that participated in the development and writing of the 2005 State Improvement Plan.

The State of Nevada is an equal opportunity employer and does not discriminate or deny services on the basis of race, color, national origin, gender, disabilities, and/or age.

Nevada State Board of Education Vision, Mission, and Goals

VISION

Quality education for all

MISSION

The Nevada State Board of Education/Nevada State Board for Occupational Education is dedicated to fostering excellent educational opportunities provided to all learners by sustaining a coherent, aligned system of instruction and support in partnership with all educational communities.

PHILOSOPHY/VALUES

The State Board serves as an advocate for all learners, sets the policy that allows equal access to educational services, and provides a vision for a premiere educational system in collaboration with all communities to foster high levels of success.

STATE BOARD GOALS

GOAL 1

All learners will have the opportunity to achieve high levels of academic proficiency and career preparedness; achievement gaps between population groups will be closed.

GOAL 2

Every learner will receive quality instruction and learning experiences.

GOAL 3

Educational programs, services and activities will continually evolve and improve, measured by reliable and valid criteria.

GOAL 4

Educational communities will be supported and developed.

GOAL 5

All learning environments will be healthy, safe and secure.

GOAL 6

Funding will be sought to adequately support educational achievement for all learners.

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EXECUTIVE SUMMARY

State legislation requires that the State Board of Education develop a state improvement plan. The Nevada Revised Statute (NRS) 385.34691 (Appendix A) establishes the requirements for this plan. Under state requirements, the Board must submit the plan or revised plan to the Governor, Legislative Committee on Education, Legislative Counsel Bureau, Board of Regents of the State of Nevada System of Higher Education, the Council on Academic Standards, the board of trustees of each school district, and the governing body of each charter school, on or before December 15 of each year.

Participants in the development of the 2005 state improvement plan (as required by NRS) were as follows:

- State Board of Education
  - John Gwaltney, President, Nevada State Board of Education
  - Barbara Myers, Member, Nevada State Board of Education
- Employees of the Nevada Department of Education
  - Keith Rheault, Superintendent of Public Instruction
  - Gloria Dopf, Deputy Superintendent
  - Paul LaMarca, Assistant Deputy Superintendent
  - Frankie McCabe, Director, Office of Special Education, Elementary and Secondary Education, and School Improvement Programs
  - Phyllis Dryden, Director, Office of Career, Technical, and Adult Education
- At least one employee of a school district in a county whose population is 100,000 or more, appointed by Nevada Association of School Boards
  - Dotty Merrill, Assistant Superintendent of Assessment, Washoe County School District
- At least one employee of a school district in a county whose population is less than 100,000, appointed by Nevada Association of School Boards
  - Mike Watty, Assistant Superintendent, Carson City School District
- At least one representative of the statewide Council for the Coordination of the Regional Training Programs (NRS 391.516) appointed by the Council
  - Hugh Rossolo, Director, Elko RPDP, Great Basin College

Additional participants in the development of the state improvement plan were as follows:

- Representatives of higher education
  - Christine Chairsell, Vice Chancellor for Academic & Student Affairs, University and Community College System
  - William Speer, Interim Associate Dean, College of Education, University of Nevada, Las Vegas
  - William Sparkman, Dean, College of Education, University of Nevada, Reno
- Nevada Legislative Counsel Bureau
  - Mindy Martini, Education Program Analyst, Nevada Legislative Counsel Bureau
  - Laura Freed, Program Analyst, Nevada Legislative Counsel Bureau
- Other persons whom the State Board determines appropriate:
  - Craig Butz, Administrator, Odyssey Charter School
  - Susan Denning, Northwest RPDP Coordinator, Washoe County School District
  - Lisa Foster, Deputy Chief of Staff, Governor's Office
  - Wayne Haugen, Director, Membership and Community Development, Las Vegas Chamber of Commerce
  - Nancy Hollinger, Trustee, Washoe School Board
  - Craig Kadlub, Government Affairs, Clark County School District
  - Karlene McCormick-Lee, Assistant Superintendent, Clark County School District

- Robin Munier, President, Nevada Parent Teacher Association
- Bonnie Parnell, Assemblywoman, Nevada State Legislature
- Charlotte Petersen, Superintendent, Humboldt County School District, President, Nevada Association of School Superintendents
- Wayne Tanaka, Previous Charter School Administrator and previous Clark County School District Administrator, Honorary Consul General of Japan in Las Vegas
- D.J. Stutz, Past President, Nevada Parent Teacher Association
- Julie Whitacre, Director, Government Relations, Nevada State Education Association
- Harry York, CEO, Reno-Sparks Chamber of Commerce
- Linda Young, Director, Equity and Diversity Programs, Clark County School District

- Nevada Department of Education staff support: Kathy St. Clair, Jacquie Moore, Leslie James, Fawn Lewis, Aldo Aguirre, Syna Erb, and Bob Eddy

The Student Achievement Gap Elimination (SAGE) process:

The Nevada Department of Education developed the Student Achievement Gap Elimination (SAGE) process that has been utilized in working with schools identified as In Need of Improvement. The Nevada Department of Education State Improvement Plan Steering Committee followed the SAGE school improvement revision process (using the State Board of Education vision, mission, and goals for guidance, on page 3) to update the 2005 State Improvement Plan (STIP). Each year the revision process is followed to ensure a continuous improvement cycle.

The state improvement plan includes the following components outlined in NRS:

• **Data Analysis**: A review and analysis of the state mandated accountability data and problems or factors common among school districts or charter schools based upon the accountability data.
• **Strategies**: Strategies that strengthen the core academic subjects that are based on scientifically-based research, improve academic instruction, and provide information to students, teachers, administrators, counselors, and parents in the state.

Needs Assessment Summary:

Successes Found: Progress has been made in developing, sustaining, and/or enhancing the components of a comprehensive educational system that improves classroom instruction and student achievement. The state organizational system and culture support improvement planning that guides professional development and program evaluation. Extensive resources and time have been utilized to enhance the collection and use of consistent and relevant data at all levels to drive the improvement process. Research-based strategies to improve instruction in core academic subjects and the academic performance of all students have been implemented in schools across the state. A statewide initiative to focus on secondary education has been developed. Planning and resource support continues for successful practices and innovative programs that focus on outcome indicators (such as Career and Technical Education programs where students have a higher graduation rate than the state average and are considerably less likely to dropout of school). Increasing numbers of students are taking advantage of Tech Prep courses in Career and Technical Education (CTE), which provide a seamless transition to college by allowing students to earn college credit for courses taken in high school. Through various state initiatives, the state has made information about Nevada's schools and their performance and safety much more readily available to parents and the public.

Areas of Concern: Disparities between ethnic groups in test performance and graduation rates are significant and longstanding. Similar disparities are seen when special populations (low socioeconomic status, students with disabilities, and Limited English Proficient students) are compared with the state as a whole. With the identification of more and more schools In Need of Improvement, as well as the emergence of district and state sponsored charter schools, the lack of

capacity and resources to assist these schools becomes a critical issue. The state must ensure that students have access to challenging and relevant standards-based general education curriculum, materials, and technology. It is imperative that the leadership and support mechanisms (state, regions, districts, schools, parents, and the community) focus on implementation and program evaluation in order to maximize use of limited human and fiscal resources. Additional resources are needed for training in proper interpretation and use of data. Inconsistent definitions for behavioral violations by Nevada's school districts have resulted in potentially unreliable data. The need for increased parental involvement in education remains an ongoing focus across the state.

Priority Needs:

From the comprehensive data analysis, the STIP Steering Committee concluded that across grades and with respect to English Language Arts (ELA) and math, there is a consistent pattern of achievement gaps. A coordinated effort by all education partners is necessary to address the following priority needs: (a) raise student achievement in core content areas and decrease the achievement gap between overall student performance and the ethnic groups and special populations, and (b) establish, support, and sustain student performance in a cohesive system that aligns curriculum, instruction, assessment, and professional development, involving state, regions, districts, and schools in improving teaching and student learning.

The following goals, consistent with the State Board goals on page 3, were identified to fulfill the requirements of NRS:

- To improve student performance through focused and unwavering collaboration with all key partners for a cohesive and aligned implementation of statewide improvement processes that drive all levels (school, district, and state) and increase student learning, effective teaching, and meaningful parental and community involvement.
- To improve teaching and learning through continued use of consistent and relevant data at all levels (school, district, and state) to support the improvement planning process, to evaluate the effectiveness of planned programs, and to drive instructional decisions focused on increased student achievement.
- To improve the performance of all students through the implementation of proven practices that enhance instruction in core academic subjects and reduce achievement gaps.
- To implement effective statewide professional development activities and educator pre-service preparation focused on data-driven needs and proven practices that will increase student achievement as identified in school, district, and state improvement plans.
- To improve student achievement in middle schools and high schools through the implementation of a statewide initiative that focuses on secondary education, including strategies to improve academic achievement, increase graduation rates, decrease dropout rates, improve distribution of information to the public, and increase post-secondary program enrollment and success rates.

The 2004 STIP action plan has been revised to accomplish these updated goals. The plan extends over several years to implement and to demonstrate improvement in the targeted areas. The goals and strategies from the previous year have been evaluated and reviewed, as this year's goals and strategies will be prioritized, evaluated, and reviewed on a continuous improvement schedule.

INTRODUCTION

The culture behind Nevada's improvement planning embraces **high expectations for each student** and is built upon the foundation of the following beliefs:

- The work of schools is student learning.
- All children can benefit from challenging and relevant curriculum.
- Every teacher can be an expert when provided collaborative and sustained professional development focused on improving instruction.
- Content should be aligned to standards, be challenging, and be relevant.
- Key indicators of success are achievement/proficiency scores, graduation rates, dropout rates, percent of highly qualified teachers, and adequacy and equity of funding for all public schools.
- Improvement must be continuous.
- Parental support and involvement are critical to improved student performance.
- Effective use of data is critical to continuous improvement of teaching and learning.

Comprehensive improvement plans take several years to implement and to demonstrate improvement in the targeted areas. An annual revision provides the opportunity to identify effective practices and/or actions that should be continued and ineffective practices and/or actions that should be revised or eliminated.

COMPREHENSIVE NEEDS ASSESSMENT DATA SUMMARY

The following narrative of the comprehensive needs assessment describes the current status of the state with the following organizing areas: state characteristics, school environment, parent/community involvement, curriculum and instruction, professional development, student outcome indicators. The data summary is followed by the prioritized goals and the revised action plan.

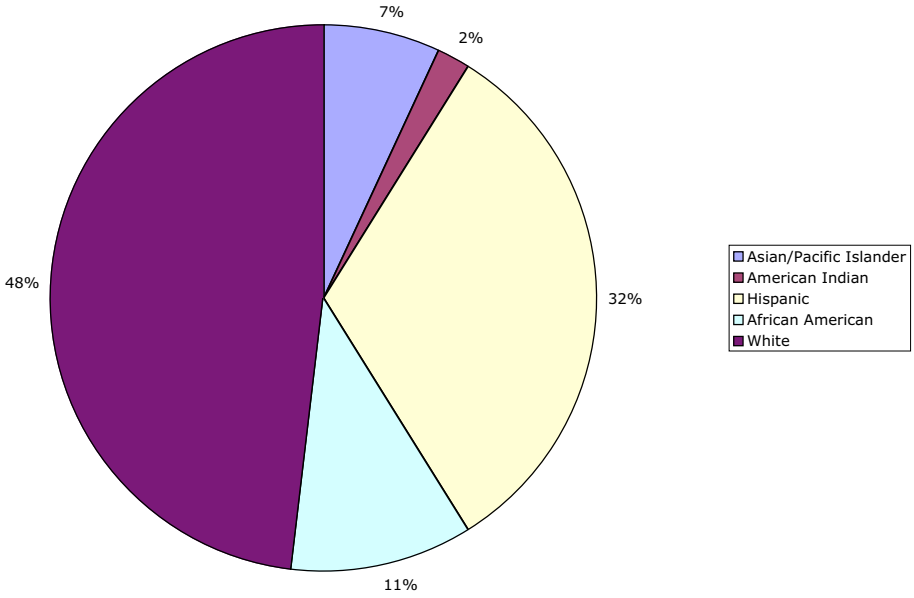
STATE EDUCATIONAL COMMUNITY CHARACTERISTICS

Students in Nevada

According to the 2000 Census, there were 1,998,257 people living in Nevada. For 2005, the population projection was 2,352,086, a 15% increase over the 2000 figures. The increase in Nevada's general population is reflected in the student population growth. During the 2004-2005 school year, 401,211 students were enrolled in Nevada public schools. This number reflects a 23% increase from the school year during the census (1999-2000). Nevada's Hispanic and Asian student populations have grown at a particularly rapid rate, increasing in the last five years (2000 to 2005) by 64% (from 77,849 to 127,713) and 61% (from 17,433 to 28.111) respectively. There has been a corresponding increase in the number of students who do not speak English as their first language. Of the 91 different languages spoken, Spanish is by far the most

common, with 94% of Limited English Proficient (LEP) learners listing Spanish as the language spoken at home on the Home Language Survey. Figure 1 shows the distribution among ethnic groups in Nevada schools during the 2004-2005 school year.

Figure 1 – Percent of Nevada Students in each Ethnic Group (2004-2005)



The growth in Nevada's student population has also impacted the special populations' numbers. From the 2003-2004 school year to the 2004-2005 school year, the percent of students living in poverty, as determined by eligibility for free or reduced price lunch (FRL), increased from 34.4% (132,129 students) to 41.3% (165,071 students) of the total student population. The percent of students having Individualized Education Plans (IEP) increased from 11.1% to 11.5%.

Nevada's Teachers & Paraprofessionals

There are 24,783 licensed educators teaching Nevada's students, according to the March 2005 Research Bulletin published by the Nevada Department of Education. Among Nevada's teachers, 33% have between 1-5 years of prior Nevada teaching experience (this figure does not take into account prior teaching experience before coming to Nevada). In contrast, 18% of Nevada's teachers have more than 15 years of Nevada teaching experience. Forty eight percent (12,019) of Nevada's teachers hold an advanced degree.

According to the 2004-2005 State Accountability Report, 9,167 teachers (37%) reported earning degrees from Nevada universities. Many of Nevada's teachers earned their teaching degrees in other states: California (2,008); Arizona (1,824); Utah (1,091); Florida (1,061); Massachusetts (993); and New York (720). Nevada currently ranks 26th

(down from last year's 24th placement) among the 50 states and the District of Columbia in average teacher salary at $41,795 (down from last year's average of $43,394), according to information from the National Education Association. This compares to the national average of $45,776 (down from last year's average of $47,750).

The teacher population does not reflect the diversity of the student population, with the vast majority of Nevada's teachers (85%) being White. Hispanics and African Americans, each, represent approximately 5% of the state's teachers, even though these groups constitute 32% and 11% of the student population respectively. Approximately 2% of Nevada's teachers are Asian and only 1% are American Indian. The number of teachers in each ethnic group has increased in recent years, with the exception of American Indians.

Data from the Nevada Teacher Contract Report, which reported all contracted licensed personnel hired as of October 1, 2004, indicated that 68% of core classes were being taught by teachers who met the "highly qualified" criteria established by the state in response to No Child Left Behind (NCLB) (an increase from last year's 64%). Data from the Nevada State Report Card indicate that students who attend schools with high percents of students living in poverty are more likely to be taught by teachers who do not meet the "highly qualified" criteria than students who attend schools with low percents of students living in poverty. In schools with low percents of students living in poverty, 78% of core classes are taught by "highly qualified" teachers (up from last year's 75%), whereas in schools with high percents of students living in poverty, 64% (up from last year's 59%) of the core classes are taught by teachers who met the highly qualified definition.

All Nevada districts have a plan for their core academic teachers to meet the NCLB "highly qualified" requirements by the US Department of Education timelines. Newly hired teachers must be highly qualified in at least one subject that they will teach and have three years from their date of hire to demonstrate subject-matter competency in each of their other assigned subjects. Districts must provide high-quality professional development and a program of intensive support or mentoring for all these teachers as they develop additional subject-matter competencies.

In response to the unique circumstances at the middle school level, the Commission on Professional Standards adopted a new endorsement and qualifications. The recognized field of teaching of the license is based upon an applicant's field of specialization or concentration, usually designated as his major or minor or area of concentration. This endorsement authorizes the teacher to teach in grades 7, 8, and 9 in the following subject areas: art, English/Language Arts, foreign language (limited to languages cited in NAC 391.131(k)(1-9), mathematics, music, science, or social studies.

Paraprofessionals play an important role in student learning. As of May 2005, 75% of Title I paraprofessionals met the NCLB requirement for being a "highly qualified" paraprofessional. The August 2005 accountability report shows that 78% of all paraprofessionals in the state did not meet the NCLB definition of a "highly qualified"

paraprofessional. One reason for the significant difference between this data is that Title I schools are required to have "highly qualified" paraprofessionals, while non Title I schools are not.

Variability of Nevada's Districts & Resources

Nevada's 17 school districts reflect the unique population distribution within the state. Clark County is currently the fifth largest school district in the country, with 280,840 students in the 2004-2005 school year. An adjacent school district, Esmeralda, has 68 enrolled students. The 2005 class size student-teacher ratio for the state was 19.2 (the national average was 15.7). Class size variability can be seen in the 2005 district student-teacher ratios, with Clark County and Washoe County averaging 19.9 and 18.3 student-teacher ratios respectively, while Esmeralda and Eureka averaged 7.3 and 10.3 student-teacher ratios respectively. Clark County averaged 986 students per school and Carson City averaged 732 students per school, while Esmeralda averaged 22 and Eureka averaged 79 students per school. There is a corresponding variability in community makeup ranging from urban to rural, and even remote. In addition, the first statute authorizing charter schools in the state was passed by the Legislature in 1997. For the 2004-2005 school year, there were 18 district-sponsored and four state-sponsored charter schools in operation.

Nevada Revised Statute (NRS) 387.121 guarantees the per pupil level of financial support. The 2004-2005 average per-pupil expenditure in the State of Nevada was $6,019, a slight decrease from the previous year ($6,051). Nevada's 2005 per-pupil expenditure is significantly lower than the 2004 national average of $8,208. As additional funding, all 17 school districts in the state receive Title I funding. However, of the schools eligible, only 48% received funding during the 2004-2005 school year due to the insufficient amount of Title I funding available. Note: Projections for school improvement leadership needs can be found in Appendix B.

In preparation for the 2005 Legislative Session, the Nevada Association of School Boards and the Nevada Association of School Superintendents revised the 2003 iNVest (Investing in Nevada's Education, Students, and Teachers) to form the 2005 iNVest plan. The plan's premise is that through identification of common needs and goals, Nevada's leaders can develop a statewide vision that will result in increased student learning. The 2005 iNVest document is located in Appendix C.

LEARNING ENVIRONMENT AND CULTURE

A Safe and Healthy Environment

Nevada strives for a learning environment for students that is safe, motivating, and conducive to academic success. School districts and schools each have safety plans prepared specifically to help the staff at the building respond to various emergency situations. Parents receive an annual handbook of procedures, which includes a description of student behavior expectations. Each district's board of school trustees

deals with parent and/or student concerns/complaints about alleged violations or failure to apply school/district rules and regulations. The NDE provides technical assistance and training on matters of school safety and discipline as requested by local school districts.

In addition to a safe environment, it is critical to create a healthy environment in which students have the opportunity to acquire knowledge and develop the life skills to make appropriate food and activity choices through the practical application of nutrition principles acquired in the classroom and at home. By July 1, 2006, every school district needed to implement a local School Wellness Policy based on the Statewide School Wellness Policy as required by the Child Nutrition Program (CNP) and the Women, Infants, and Children's Program (WIC) Reauthorization Act of 2004. Each district is required to establish a School Wellness Policy committee and must report to the Nevada Department of Education on an annual basis the progress the district has made on implementing the policy. Currently the NDE website makes available the Statewide School Wellness Policy, resources for implementing the policy, and approved foods and beverages that meet the policy guidelines.

Research has shown that students who regularly eat breakfast perform better academically. During the 2005 Nevada Legislative session, Assembly Concurrent Resolution (ACR) 5 was passed, strongly encouraging school districts to increase the number of students who participate in the federally funded School Breakfast Program by 15% each year. Each district must provide a progress report that indicates the growth in school breakfast participation. This legislation responds to the expectation that schools provide students with basic nutritional needs, especially as the population of students living in poverty increases in the state.

Student Behavior

In the broadest sense, student behavior includes attendance, transiency rates, and retention rates. The attendance rate in 2004-2005 was 94.5% (a slight increase from last year's 94%). The student population in Nevada is highly mobile, with the transiency rate at 34%. Student retention rates were highest at grades one (2.6%) and eight (1.6%) and lowest at grades five (0.2%) and four (0.4%).

Information on the behavior of Nevada's students is primarily tracked through the state accountability system. Student behavior information collected pertains to student discipline and truancy. Detailed information regarding student behavior can be found at the Nevada State Report Card website (on the NDE website at www.doe.nv.gov). The state-level data shows that student violence is a concern, with incidents involving violence by students to other students far exceeding other incident categories. While no schools in Nevada have been designated as "persistently dangerous" based on state criteria established in compliance with NCLB, there have been documented incidents of violence to students and staff in Nevada's schools.

Academic Support and Recognition

Millennium Scholarship. Governor Guinn's Millennium Scholarship Program, funded by tobacco settlement funds, provides funding to allow Nevada's students to continue their education beyond high school. According to the *Millennium Scholarship Baseline Study* (2003), 66% of the students who were eligible received the Millennium Scholarship and attended a Nevada institution of higher education. Of the students who responded to the study's survey, self-reporting about their work habits, 57% indicated that the scholarship increased the amount of effort put into their schoolwork. In addition, 73% of the students responded that the scholarship affected their choice of college.

Teacher Incentives. The State of Nevada has initiated and expanded several incentives to employ and retain teachers. These are as follows:

- Continuation of signing bonuses for new teachers beginning in 2001. The 2005 Legislature appropriated $6.052 million for 2006 and $6.354 million for 2007 to support $2000 per new teacher hire.
- The 2005 Legislature appropriated $16,138,996 for 2006 and $18,433,608 for 2007 to support the purchase of 1/5 retirement credit for teachers who teach at a school which carries the designation of "need for improvement" or at a school that has at least 65% of the pupils who are at-risk.

A companion appropriation was an additional $9,369,907 for 2006 and 49,763,443 for 2007 to support the purchase of the 1/5 retirement credit for licensed personnel in hard to fill positions such as mathematics teachers, science teachers, special education teachers, English as a Second Language specialists and school psychologists. It is particularly difficult to find enough qualified individuals to fill positions in these specialized areas. In order to offset early retirement, the Legislature passed a law allowing retired staff in hard to fill positions to be rehired upon approval from the Superintendent and continue to receive retirement benefits while actively employed in the state.

- The Legislature appropriated $5 million per year of the biennium for grants to school districts to adopt a program of performance pay and enhanced compensation for recruitment, retention and mentoring of licensed personnel at at-risk schools.

At this time, there is not sufficient study of the impact of these incentives to make a determination of their success. In addition to the monetary incentives provided, there is a need for heightened support to schools with persistent low performance to help turn them around.

Teacher Qualification & Recognition. A number of Nevada's teachers have received qualifications and recognition beyond the "highly qualified" criteria. Since 2001, 125 Nevada teachers have achieved National Board Certification. Since 1983, 33

science teachers and 30 math teachers in the state have been honored as recipients of the Presidential Award for Excellence in Mathematics and Science Teaching. Other recognitions include the Nevada Teacher of the Year Awards, Superintendent of the Year Award, Nevada Public Education Foundation's Education Hall of Fame Educator Award, and the Milken Awards. All of these awards are peer-nominated with panels making final decisions. Each award celebrates excellence in education and dedication to the profession.

School Recognition. Schools also have opportunities to earn designations and awards, such as the Blue Ribbon and the Title I Distinguished Schools recognitions. Through the state accountability system, schools can earn Exemplary Achievement and High Achievement recognition for impressive student achievement on statewide assessments and for exceeding the requirements for AYP. These accomplished teachers, principals, other educators, and recognized schools in Nevada are a talent pool to help with systemic improvement efforts, such as in partnership with struggling schools or as a resource for technical assistance of proven practices.

PARENT AND COMMUNITY INVOLVEMENT

The State of Nevada has systems in place for parent and community involvement in the educational process, as well as for communication with parents. State law requires that each school district develop a parental involvement policy consistent with the State Board's policy. The Nevada accountability statute requires annual accountability reports to be disseminated to Nevada's parents and requires accountability information to be made available to the community. Among the information included in these accountability reports is information pertaining to parental involvement in schools.

Parent Involvement

During the 2005 Legislative session, statutory requirements for parent involvement in education were expanded. Senate Bill 214, Section 17 requires all public schools to distribute Educational Involvement Accords to the parent(s) of each student. NDE is required to develop a form for the Educational Involvement Accords and ensure that the Accord complies with No Child Left Behind Act of 2001 and the Parent Involvement Policy adopted by the State Board of Education.

A Parent Involvement Summit will be offered to parents, districts, schools, and community members in the spring of 2006. There are many collaborators and contributors to this event, including the State Board of Education and NDE, Nevada Parent Teacher Association, Nevada legislators and the Governor's office. The Summit is designed to inform educational communities on how they can encourage and promote parent involvement at schools in order to increase student achievement.

Parents in Nevada have the opportunity to be involved in parent organizations such as the Nevada Parent Teacher Association (PTA) and Nevada Parents Encouraging Parents (PEP), a group representing the interests of parents of students with

disabilities. Parent organizations such as Nevada PTA and PEP are also actively engaged in the legislative process through lobbying activities. The Nevada Open Meeting Law ensures that the public can communicate with their school district's local Board of Trustees and with the state through the State Board of Education's regularly scheduled meetings. In addition, each district must include at least one parent on the School Wellness Policy committee.

As a requirement of both state and federal statutes, school districts inform parents regarding their rights to specific information about both their children's teachers and schools. Parents are informed when their children attend schools that have been designated as "In Need of Improvement," when their children are eligible to receive supplemental educational services, and when a school is deemed "persistently dangerous" under federal law.

Parents of students who attend Title I schools are notified of their right to send their children to another school if the Title I school is "In Need of Improvement," and of the qualifications of the teachers and paraprofessionals who work with their children. In addition, parents of LEP students who attend Title I schools must be notified of the reasons why their children have been identified as LEP and of their right to refuse to have their children placed in a LEP program.

Community Involvement

The State Board of Education and NDE communicate with parents and the community through the NDE website (www.doe.nv.gov), press releases, and through various sources responsible for disseminating relevant information (primarily assessment results). Parents and community members can learn about schools and districts through the websites sponsored by school districts.

An essential component of a comprehensive statewide educational system is business and industry involvement. The business community is involved with the educational system in various capacities. Business representatives are members of many of the planning and advisory committees, such as the Special Education advisory committee, the Title I Committee of Practitioners, the STARS High School Improvement work group, the State Improvement Plan Steering Committee, and the P-16 Council. Businesses across the state are also in partnerships with schools, providing schools with resource and advisory support.

Career and technical education has a long-standing relationship with the business community. Through a state system of technical skill committees and occupational councils, business and industry representatives for years have been involved in the review and development of CTE programs. Such input has been vital to ensure CTE programs remain current with industry needs.

There are two levels of business and industry involvement with CTE. One level for business and industry involvement is participation on oversight committees or business

partnerships used by school districts (and community colleges) to help determine overall needs for CTE. The oversight committee or partnership may perform such specific functions as review district applications for CTE funding and guide strategic planning. Another level for involvement is participation on program-specific technical skill committees. These committees are comprised of representatives who are experts in a specific career field, such as automotive technology or computer networking. Technical skill committees focus efforts on improving a particular job-specific CTE program area. Their involvement often leads to equipment donations, development of job-shadowing opportunities for students, and approval of curriculum standards.

A section of Assembly Bill 580, passed by the 2005 State Legislature, requires each school district to maintain an active technical advisory committee comprised mostly of business and industry representatives to perform many of the duties described above. This legislation put into statute very specific requirements for business and industry involvement in career and technical education in each school district.

CURRICULUM AND INSTRUCTION

Curriculum and instruction is guided by Nevada content and performance standards. Revised content and performance standards in English Language Arts (ELA), Mathematics, and Science were developed by the Council to Establish Academic Standards and adopted during the 1998-99 school year. Other subject area standards followed suit. In an effort to aid districts in designing curricula, content standard indicators in the core subject areas were classified through a systematic review process using the model developed by Wiggins & McTighe (1998) *Understanding by Design*. The indicators were identified as being enduring, important, or worthwhile and as either appropriate for state testing or more appropriate for local testing. All of Nevada's districts and schools are required to adopt and implement grade-level curriculum that will enable students to meet or exceed the state standards in all core content areas. The intent is that all standards will be taught to all students and that student performance relative to the standards will be evaluated through a combination of state and local assessments. The content and performance standards are available at the NDE website (www.doe.nv.gov).

The Council to Establish Academic Standards is also charged by the legislature (NRS 389.520) to establish timelines and procedures for periodic review and revision of the content and performance standards. The Council developed a cycle of review to precede the scheduled adoption of new instructional materials. The intent is that any changes in the content and performance standards would be known and incorporated into district curriculum documents before new materials are considered for adoption. A committee of teachers, parents, university faculty, and administrators participate in the process of revision. The standards for Science were the first to be reviewed. The review of the science standards started in March 2004 and the Council approved the revised standards in January 2005. The State Board of Education adopted the new Science Standards in April 2005. The content and performance standards in mathematics are currently under review, with a planned completion date of early spring

2006. After the revision of the Math standards is complete, NDE will begin review of the standards for English Language Arts and the non-core subjects in 2006-07, and Social Studies in 2007-08. The revision process occurs roughly every seven years.

In Career and Technical Education, state curriculum guides have been developed in agricultural subjects, information technology, health occupations, hospitality and tourism, and marketing.

The state provides assistance with implementation of the standards through regulation and resources. The state allocates funding to the Regional Professional Development Programs (RPDPs), authorized as part of the Nevada Educational Reform Act of 1997 (NERA), to assist and support districts in curriculum training and implementation activities. NDE compiles a list of the curricular materials and textbooks that have been reviewed and adopted at the district/site-level and then forwarded to the State Board of Education for acceptance and inclusion as approved materials. The state also provides districts, schools, and teachers with a set of guidelines (developed and disseminated by the Nevada Council on Technology) for the review, selection and procurement of technology and software.

Curriculum in Nevada's Districts

Nevada Revised Statute requires districts and schools to develop and put into practice written curriculum that implements the Nevada content and performance standards. This must occur at a minimum in core content areas, including ELA, mathematics, science, and social studies. The state has established protocols to guide district evaluation, decision-making, and selection of curriculum resources, textbooks, and instructional materials. RPDPs provide technical assistance and staff development support to facilitate district- and school-based activities in curriculum mapping projects. Districts monitor the selection of curriculum materials and are responsible to ensure that materials selected follow state content standards (in accordance with NRS 392). The State Board of Education has formed a taskforce to investigate the issue of alignment of standards, curriculum, instruction, and assessment.

In an effort to initiate statewide curriculum-driven programs and to develop standards to replace outdated courses of study in Career and Technical Education, skill standards-based instruction has been developed for 25 areas as of spring 2005. The writing teams for the skill standards development were comprised of secondary and postsecondary instructors, business and industry representatives, parents and legislators. Project goals included developing and issuing state-recognized skill certificates and to develop a process to validate skill attainment of students completing exit-level programs. A list of these areas for CTE Skill Standards and the areas for CTE State Curriculum Guides is provided in Appendix D.

Standards-Based Instruction

The state has high achievement expectations for its students as indicated through its standards and aligned assessments. The Nevada Content and Performance Standards provide a comprehensive conceptual framework within which specific content is identified in a K-12 sequence of study. The criterion-referenced testing program is designed to align standards-based assessment with standards-based instruction. Local assessments and classroom-based assessments are also a critical component of the alignment of standards, curriculum, instruction, and assessment.

Career and Technical Education has established 10 program quality criteria standards to provide guidelines to initiate and direct the development and improvement of programs and to create consistency in education programs from district to district. The 10 programs quality criteria can be found in Appendix D.

Verification of instruction being standards-based requires observation of the classroom. At the current time, the state does not have a mandatory method for observing classrooms and collecting data on instructional strategies. The regions within the state have been working with a variety of techniques in order to observe instructional strategies in use in schools. The Western Regional Professional Development Program (RPDP) serves Carson City, Churchill County, Douglas County, Lyon County, and Mineral County School Districts. The Western RPDP has used the *Teach for Success Classroom Observation Protocol* available from the WestEd Regional Laboratory throughout the region during the 2004-2005 school year. Observations were conducted in elementary, middle, and high school classrooms. The instructional strategies focused on in this model were chosen based on research that shows their direct impact on student learning. The purpose of these observations was not individual teacher evaluation, but rather to collect data on the usage of these research-based instructional strategies in classrooms to support student learning. The data collected from the observations were presented to each school as a summary report of school wide teaching strategies. This information allowed the school staff and principal to collaboratively make decisions about future professional development based on the feedback given to the whole school.

The Southern Regional Professional Development Program serves Clark, Esmeralda, Lincoln, and Nye County School Districts. The Southern RPDP serves approximately 70% of the state's K-12 classroom teachers and administrators. While most of the trainings are delivered through content, pedagogy and instructional strategies are also embedded to meet the needs of all students. The Backwards Assessment Model is the primary vehicle to deliver trainings. One of the premises of this model is that teachers use assessment of what they are currently doing in the classroom to drive instruction. This process has the teachers observing their own classroom practices through assessment to determine standards-based instructional needs.

The Northwest Regional Professional Development Program serves Pershing, Storey, and Washoe County School Districts. The Northwest RPDP uses several methods of

determining the impact of professional development in standards education improves instruction. One method is the process of the teachers implementing the strategies throughout a series of professional development classes and reporting back during the classes to indicate the level of use of new strategies. Another method is a pre- and post test process where teachers are expected to show substantial growth in understanding of the strategies being presented. A modified version of the Teach for Success Classroom Observation Model is used to observe the evidence of new strategies in the classroom instruction. Overall cadre scores are analyzed after each observation session, and results are used to plan future program content as well as to evaluate program effectiveness.

The Northeastern Regional Professional Development Program serves Elko, Eureka, Humboldt, Lander, and White Pine County School Districts. The Northeastern RPDP has incorporated the Teach for Success Classroom Observation Model as a critical piece of observation of classroom instruction in their region. During the 2004-2005 school year, more than 800 classroom observations were conducted in 25 schools. Another method used was the Concerns Based Adoption Model. This model was used to review the introduction and implementation of the Teach for Success model and its impact on the teachers with respect to the process of change.

Observational data collected through observation protocols can provide snapshots of current classroom practice. A missing link is how to determine the degree to which the classroom instruction is resulting in increased student achievement. This connection is difficult to identify without consistent, ongoing, and comprehensive analyses of the multitude of factors influencing both teaching and student learning. Another consideration regarding the relationship between instructional practices and student achievement is that state law precludes achievement results from being used for the purpose of teacher evaluation.

Intervention and Remediation Processes

The state and NDE provide funds, technical assistance, and support resources designed to help local schools plan and implement improvement initiatives. The state has developed a research-based school improvement process, SAGE, mandatory for Title I schools in need of improvement and often chosen for use in other schools and districts. State law requires all schools and districts to develop a school improvement plan, whether the school or district is designated as needing improvement or not. A template for school plans has been developed and aligns with the requirements of the SAGE process. NDE has held informational meetings and institutes to build the capacity of districts and the RPDPs to support schools that are required to develop improvement plans.

For the 2005-2007 biennium, the Legislature set aside $113,900,000 to be used by public school districts and schools, including charter schools, for programs for Innovation and Prevention of Remediation Activities and/or Programs. Under this allocation, all public schools and districts in Nevada may apply for grants that are based upon, and aligned with, their School/District Improvement Plans. Funds may be used

for activities such as establishment of best practices, adoption of effective instruction strategies, special programs such as all day kindergarten, literacy programs, programs for Limited English Proficient students, specialized programs for mentoring the building of leadership capacity, and evaluation of programs that includes impact on achievement.

PROFESSIONAL DEVELOPMENT

The State's organizational system and culture support professional development as evidenced by the Nevada State Board of Education Plan, the Regional Professional Development Programs and Statewide Coordinating Council, the Nevada SAGE School Improvement Process, and the Account for Programs for Innovation and the Prevention of Remediation. In addition to the Nevada Department of Education, school districts, RPDPs, and institutions of higher education, other professional development providers available to Nevada's teachers include the Nevada Mathematics Council, the Nevada State Science Teachers' Association, the Nevada Association of School Administration, and the International Center for Leadership in Education and WestEd Regional Educational Laboratory.

ADMINISTRATORS:

Effective school leadership is one of the most critical ingredients for improving student achievement. Providing professional development to practicing school administrators throughout Nevada is essential. The increased demands of accountability on schools and districts translate into changing expectations for school leaders. Professional development efforts in the state address the need to ensure that highly qualified individuals in urban and rural communities are leading Nevada schools.

Nevada School Leadership Outreach Initiative for Nevada Administrators

The Nevada School Outreach Initiative has been providing training and support to Nevada administrators as they work with the changing populations of Nevada. The Outreach Initiative's focus on equity and excellence for all students has served as the foundation for the design of the professional development offerings for school leaders. Administrator workshops that provided information about ways to improve the support they give their teachers have been held across the state. Knowledge and skills development has focused on leadership behaviors that ensure teachers have the necessary skill sets to differentiate instruction, monitor student progress, collaborate with multi-disciplinary peers, and provide appropriate interventions. Additionally, administrators have been provided opportunities to gain better understanding of the important role they play in creating learning environments that emphasize academic success for all students. A workshop focusing on conferencing and coaching has been very successful. This training will be expanded as more grant monies become available.

Nevada High School Improvement Summit

The kick-off for *STARS: Nevada's Blueprint for High School Improvement* was the first

annual Nevada High School Improvement Summit sponsored by the Nevada State Board of Education, the Nevada Department of Education, the Nevada Association of School Administrators, and the Nevada Association of School Superintendents. There was a broad representation of state-level and local-level educators, the Governor and staff, key legislators and staff, business and economic development leaders, post secondary education leadership, parent representatives and P-16 Council members.

UNLV Center for Outreach in School Leadership Development

The UNLV Center for Outreach in School Leadership Development and the Southern Nevada Regional Professional Development Program sponsored the Nevada Administrators Leadership Institute in Las Vegas in the summer 2005. This leadership institute provided administrators with a variety of workshops with offerings on professional learning communities, data for school improvement, strategies to improve student behavior, and strategies for encouraging ELL students. This event was rated as highly valuable in administrative development. Additionally, the UNLV Center and Nevada Association of School Administrators are co-sponsoring a Breaking Ranks II workshop in Las Vegas for secondary school administrators in December 2005. This workshop focuses on high school reform and is a component of the Nevada High School Improvement Blueprint. There will be a follow-up workshop on the soon to be released Breaking Ranks II for Middle Schools.

Commission on Professional Standards (COPS) Administrative Task Force

The quality of instructional leadership contributes to successful teacher retention. The Nevada Recruitment and Retention Task Force, chartered by the National Governor's Association, has made the following recommendations to the Nevada Commission on Professional Standards:

- Review administrative licensure requirements and recertification requirements to ensure that Nevada has well-defined leadership standards in place for what administrators should know and be able to do. Define these standards for administrators as the Nevada Leadership Standards (NLS). Recommend that standards specifically address the issue of supporting and retaining quality teachers. Suggest NLS represent the projected revision of Interstate School Leaders Licensure Consortium Standards and recent research by McREL's team of Waters and Marzano that identified the characteristics of principals that are tied to student achievement.
- Review administrator preparation programs to incorporate the NLS into content and practice.
- Design and plan a statewide model for school leaders aligned to NLS for professional development, mentoring/induction, and evaluation. Embed research-based leadership behaviors that lead to retaining quality teachers in the model.
- Embed NLS within current practice to reflect the standards throughout the Nevada educational system with an outcome of improved retention and support of quality teachers and therefore, improved student learning. Construct innovative delivery methods to address rural districts' isolation concerns.

The Administrative Task Force will be starting on the development of the Nevada Leadership Standards. A sub-committee meeting was held with a liaison from COPS who is going to recommend that the work begin in earnest in the near future.

Professional Learning Community Administrator Online Forum

There are 15 out of 17 districts supporting professional learning communities as a sustained, intensive school improvement professional development process for increasing student achievement. Since April 2005, the NDE has moderated a Professional Learning Community Online Forum to support administrators at the school and district levels who are promoting, developing, and/or supporting PLCs in Nevada schools. The PLC forum is located on the NDE website under the Administrators' section. A list of resources is provided, as well as an informational document on PLC components. Participants have included school district, Regional Professional Development Program, and Department of Education staff members. Administrators have posted their own stories about PLC implementation at the school and district levels, have asked and fielded questions, and have shared resources. A significant shared concern is finding creative ways to provide sufficient time for meaningful collaboration on a regular basis. Dr. Rick Stiggins, founder of the Assessment Training Institute, will be fielding questions for two weeks in November 2005 on quality classroom assessment for learning.

Educational Leadership Conference

The Educational Leadership Conference was held October 18-20, 2005 for 200 administrators and teachers with the following objectives:

1. Review the Nevada State content and achievement standards and their focal role in educational reform, with an emphasis on content standards and benchmark indicators.
2. Raise awareness of balanced assessment, which encompasses assessment for learning to inform instruction and promote the student role in the process of learning in addition to assessment of learning for accountability purposes, in order to promote and help provide resources for district professional development in the area of quality classroom assessment.
3. Provide detailed discussions of state standards by content area and explain the development of content areas assessments.

TEACHERS:

NCLB requires that all core academic teachers receive "high-quality professional development" that meets the criteria contained in the definition of professional development in Title IX, Section 9101(34) of ESEA (the definition is provided in Appendix E). The districts as a whole are almost at 100% in terms of meeting the Title II, Part A performance target that all core academic teachers receive "high quality professional development".

Regional Professional Development Programs

The legislation that established the Regional Professional Development Program (RPDP) included a mandate for a self-evaluation report from each region. These reports are available for the 12-month period from July 2004 through June 2005. The statewide evaluation of the RPDP is conducted by WestEd, which serves as the third-party evaluator. The January 2005 Executive Summary was provided to the RPDPs upon completion. No inferences can be drawn on how this evaluation impacts the improvements of the programs. The following highlights of the results from the evaluations from the period of performance covered from July 2002 through July 2004:

- The RPDP has operated a successful statewide structure consisting of four regional governance boards, 64 staff coordinators, and 364 site facilitators at the schools. It has complied with requirements under the law to conduct needs assessment, adopt a training model, establish a method for evaluation, and submit annual reports.
- The RPDP's service delivery model has shifted from the trainer of trainer model to more job-embedded and on-site assistance offered over time to faculty groups and whole schools in support of school-based improvement plans.
- Approximately 11, 084 teachers and 1,032 administrators participated in RPDP training in 2003-2004.
- Teachers and administrators continued to rate RPDP services to be high quality.
- The primary focus of RPDP training has been on improving content knowledge and pedagogy, following the guidance provided in the Nevada Professional Development Standards (Appendix F).
- Initial efforts have been made to assist schools in respective regions designated as in need of improvement.
- Some efforts have been made to review the quality of RPDP services according to standards adopted in 2002.
- Observation of 139 randomly selected teachers from nine of the larger school districts in the state over a three-year period show slightly more than a third of the lessons observed are at the performance criterion for standards-based instruction. The percent of teachers reaching criterion for standards-based instruction varies by region and by grade span.
- Teachers also differ on relative strengths and weaknesses in elements of standards-based instruction. Teachers do better on communicating standards, providing assessments to measure achievement of standards, and providing students with opportunities to learn, and they do less well in anticipating student difficulties and revising the lesson based on student performance.
- No inferences can yet be drawn between RPDP staff development and student achievement, based on the results of state-adopted criterion-referenced tests.
- Several illustrative teacher cases have traced the linkages from training to effects on teaching and learning. (pp. i, ii)

The Nevada State Coordinating Council for the RPDP revised their strategic plan in January of 2005 for the 2005-2010 time period. This reflects changes in RPDP focus to include assistance to low-performing schools and active participation in the school

improvement process. The foundation of the long-range plan is the statute that established the RPDPs and the following areas of focus:

- Training for educators in the standards established by the Council to Establish Academic Standards for Public Schools
- Training through the Nevada Early Literacy Intervention Program (NELIP) in the fundamental literacy skills
- Training for teachers and administrators in assessment and measurement of student achievement and effective methods to analyze student performance data for the purpose of improving student achievement
- Training in specific content areas, and the effective teaching methodologies for each particular content area
- Training in the methods to teach basic skills such as phonics and mathematics computation.
- Incorporate training to address needs of special education and English language learners.

Each of the RPDPs has incorporated an administrative strand into their five year professional development plan. Leadership academies have been developed for prospective and aspiring principals as well as for veteran principals.

2005 Mega Conference

In spring 2005, the International Center for Leadership in Education partnered with the NDE to conduct the State's annual training conference for over 500 educators, including 39 school teams, of which 14 were from high schools across the state. The conference featured the successful practices of Model Schools that have increased student achievement through rigorous and relevant curriculum. A larger conference partly focusing on high school improvement is planned for spring 2006.

Professional Development in Career and Technical Education

In 2002, the NDE began a process to develop state skill standards for all career and technical education programs. As the skill standards have been developed, professional development for CTE teachers has followed. Statewide training efforts have complimented local training programs. Generally, school districts have been extremely supportive of teacher attendance at statewide training, which typically includes technical training (related to the respective CTE discipline) and training in curriculum, standards and teaching methodology.

STUDENT ACHIEVEMENT, ASSESSMENT, AND OTHER INDICATORS

Nevada has maintained a heightened focus on student achievement for over ten years through a variety of means. This includes a lengthy history of high stakes student accountability founded on the High School Proficiency Examination (HSPE) program (dating back to the early 1980s) linked to graduation with a standard diploma. The development of a system of accountability reporting followed, and a more recent (mid

1990s) system of school designation that identified schools that were in need of improvement was established.

Adequate Yearly Progress (AYP) Results

A dominant aspect of the NCLB Act is its prescription for determining AYP and the requirement that it be used to judge all schools regardless of Title I status. A detailed description of the Nevada AYP components and the designation process can be found at the NDE website at http://www.doe.nv.gov/accountability/ayp/ayp_materials.html.

Classification of a school, school district, and/or state as making or failing AYP is relative to performance on the AYP indicators. A very significant aspect of the legislation is that judgments must be considered separately for major ethnic groups and special student populations. Not meeting the participation rate, achievement level, or other indicator, by any student group, results in the classification of the school, school district, and/or state as not making AYP. Schools (school districts and/or the state) that fail to make AYP in two consecutive years are identified as In Need of Improvement. Designated schools are faced with specific consequences, and as the number of successive years of designation increases so does the significance of the consequences. Schools and school districts that are designated as In Need of Improvement are entitled to technical assistance and support from the state.

Based on performance, schools and school districts that make AYP can be designated as demonstrating Exemplary or High Achievement. This designation is based on the percentages of students at or above proficiency and the reduction in percentage of students that are not proficient. To achieve Exemplary status, both criteria must be met. Meeting either criterion results in being designated as a High Achieving school. Schools and districts that earn these designations are publicly recognized. Schools that fail to make AYP can still be recognized for making significant improvements towards the state proficiency targets.

In the state as a whole, fourteen of Nevada's 17 school districts have made AYP; six of those are on hold status of In Need of Improvement – Year 1. Three school districts have been identified as In Need of Improvement – Year 2. No school districts received Exemplary Achievement or High Achievement designations in 2004-2005. The change from last year (nine school districts not making AYP) is partly explained by the change in the rules for designation, which resulted in the school districts being classified differently than the previous year.

Table 2 below details the AYP results for the 2003-2004 and 2004-2005 school years. Of the 608 total schools in the state in spring 2005, 53% did not make AYP, compared to 37% in the previous year. For both years, more than 50% of schools failed to make both the math and English/Language Arts (ELA) targets. A comparison at the school level shows that elementary schools not making AYP increased from 27% to 54%, middle schools not making AYP increased from 49% to 57%, and high schools not making AYP decreased from 52% to 46%. The following factors partially contributed to the significant changes in AYP status: all AYP math and ELA targets increased by at least 10 percentage points (except high school ELA) in 2004-2005 and failure of the

participation indicator had a much greater impact on secondary schools in the 2003-2004 school year.

Nevada's data are consistent with AYP trends across the nation. The AYP summary points to significant areas of concern at the state, school district, and school levels. However, the information provided through accountability is too general to identify the specific strengths and weaknesses necessary to plan effectively for change. A look at the performance data from the state assessments more clearly characterizes the general areas of strength and weakness.

The State Assessment Program

The NDE is currently completing the construction of a statewide program of criterion-referenced tests (CRTs) that will meet the testing requirements of NCLB and which are being used to determine whether or not schools and districts within the state have met the AYP federal requirements. Nevada's high school exit examinations, which are used for graduation, have always been criterion-referenced and designed to measure Nevada's content standards.

Additionally, the state also administers a norm-referenced test (NRT) in 4th, 7th, and 10th grades, which provides national comparisons and validates the results of the standards-based tests at the other grade levels. Also, a selected sample of Nevada students participates in the National Assessment of Educational Progress (NAEP) in reading and math. Table 1 illustrates the large-scale assessment system in the state.

Table 1 - Current/Planned Assessment Program

	2004-2005	2005-2006	2006-2007
Grade 3	CRT—Reading*, Math*	CRT—Reading*, Math*	CRT—Reading*, Math*
Grade 4	NRT—ELA, Math, SCI CRT—Reading, Math Performance —Writing*	NRT—ELA, Math, SCI CRT—Reading**, Math**, SCI	NRT—ELA, Math, SCI CRT—Reading*, Math*, SCI
Grade 5	CRT—Reading*, Math*, SCI	CRT—Reading*, Math*, SCI Performance —Writing*	CRT—Reading*, Math*, SCI Performance —Writing*
Grade 6	CRT—Reading, Math, SCI	CRT—Reading**, Math**, SCI	CRT—Reading*, Math*, SCI
Grade 7	NRT—ELA, Math, SCI CRT—Reading, Math	NRT—ELA, Math, SCI CRT—Reading**, Math**, SCI	NRT—ELA, Math, SCI CRT—Reading*, Math*, SCI
Grade 8	CRT—Reading*, Math*, SCI Performance —Writing*	CRT—Reading*, Math*, SCI Performance —Writing*	CRT—Reading*, Math*, SCI Performance —Writing*
High School	NRT—ELA, Math, SCI Performance —Writing* CRT—Reading*, Math*	NRT—ELA, Math, SCI Performance —Writing* CRT—Reading*, Math*	NRT—ELA, Math, SCI Performance —Writing* CRT—Reading*, Math*

Note: * Assessments used as part of the state's AYP calculations.
** Assessments may be used as part of the states' AYP calculations.

Table 2 – AYP Results for 2003-2004 and 2004-2005

AYP RESULTS	2003-2004				2004-2005			
	Elementary	Middle	High	State	Elementary	Middle	High	State
Number of Schools	331	117	119	567	343	133	132	608
AYP School Classification								
Made AYP	240	60	57	357	157	57	71	285
Did Not Make AYP	91	57	62	210	186	76	61	323
Reason for Failure								
Missed ELA Only	42	11	10	63	68	8	7	83
Missed Math Only	12	12	4	28	15	16	10	41
Missed Other Indicator Only	0	0	2	2	2	0	2	4
Missed ELA & Math	37	30	42	109	102	48	25	175
Missed ELA & OI	0	1	1	2	0	0	1	1
Missed Math & OI	0	0	1	1	0	0	0	0
Missed ELA, Math, & OI	0	3	3	6	0	4	17	21
Reason for ELA Failure								
Fail ELA Participation Only	5	21	19	45	1	7	11	19
Fail ELA Status Only	68	6	8	82	163	42	5	210
Fail ELA Participation & Status	6	18	29	53	6	11	34	51
Reason for Math Failure								
Fail Math Participation Only	5	8	6	19	2	5	7	14
Fail Math Status Only	40	20	31	91	109	50	13	172
Fail Math Participation & Status	4	17	13	34	6	13	32	51
AYP School Designation								
Exemplary	1	7	4	12	2	1	2	5
High Achieving – Status	27	7	14	48	15	11	14	40
High Achieving – Growth	1	18	3	22	6	2	4	12
Adequate	200	28	36	264	132	39	41	212
Watch List	49	19	31	99	115	30	20	165
In Need of Improvement (Year 1 – Hold)	6	0	0	6	2	4	10	16
In Need of Improvement (Year 1)	31	35	31	97	25	13	20	58
In Need of Improvement (Year 2 – Hold)	5	0	0	5	0	0	0	0
In Need of Improvement (Year 2)	9	3	0	12	31	30	21	82
In Need of Improvement (Year 3)	2	0	0	2	13	3	0	16
In Need of Improvement (Year 4)	0	0	0	0	2	0	0	2

In addition to the assessments listed in the Table 1, students with the most significant disabilities may be eligible to take the Nevada Alternate Scales of Academic Achievement (NASAA), which is currently under development. Also not shown are the Title III language acquisition test, the NAEP, and the various tests administered locally by school districts and schools.

READING PERFORMANCE

The tables that follow describe state-level test results, focusing on those tests used to determine AYP. The trend graphs separate performance by year of test administration (2001-02, 2002-03, 2003-04, & 2004-2005), allowing for across-year comparisons. The variability graphs show the performance of schools with respect to ethnic and special populations student groups. There are too few schools serving American Indian students to make an interpretation of performance on the variability tables. This student group is included because performance in the trend analyses indicates a need for attention.

GRADE 3

Tables 3-4 illustrate trends in reading performance for third grade by ethnicity and special populations. Table 5 illustrates the variability of performance of schools in the state, disaggregated by ethnicity and special populations.

Table 3 – Ethnicity

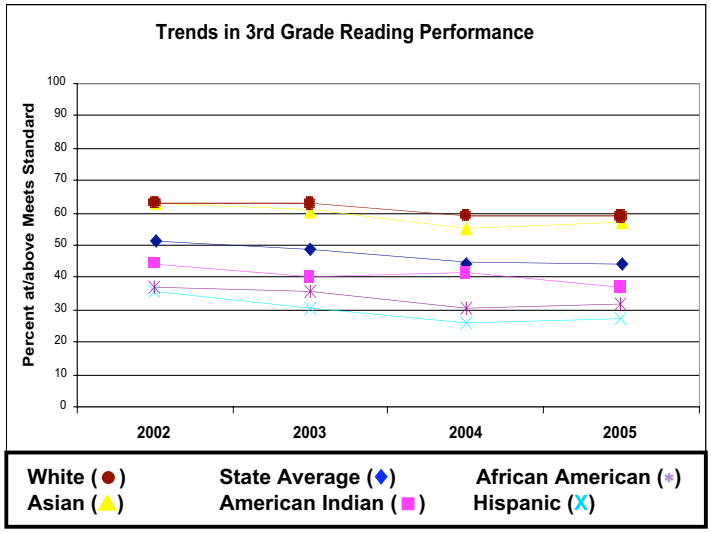
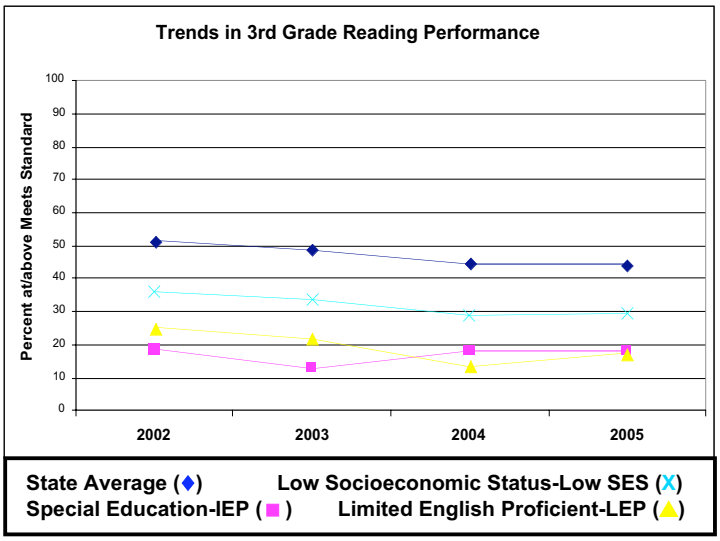


Table 4 – Special Populations



Across the four year period there appears to have been a small but significant decline in performance for all student groups except IEP, which showed a slight increase in 2004 and held steady in 2005. The greatest decline was observed with the Hispanic and LEP student populations. Declines for the White student group were very small. The White and Asian student groups consistently perform above the state average while all other student groups perform below or significantly below the state average.

Table 5 – Grade 3 Reading Performance (2004-2005)

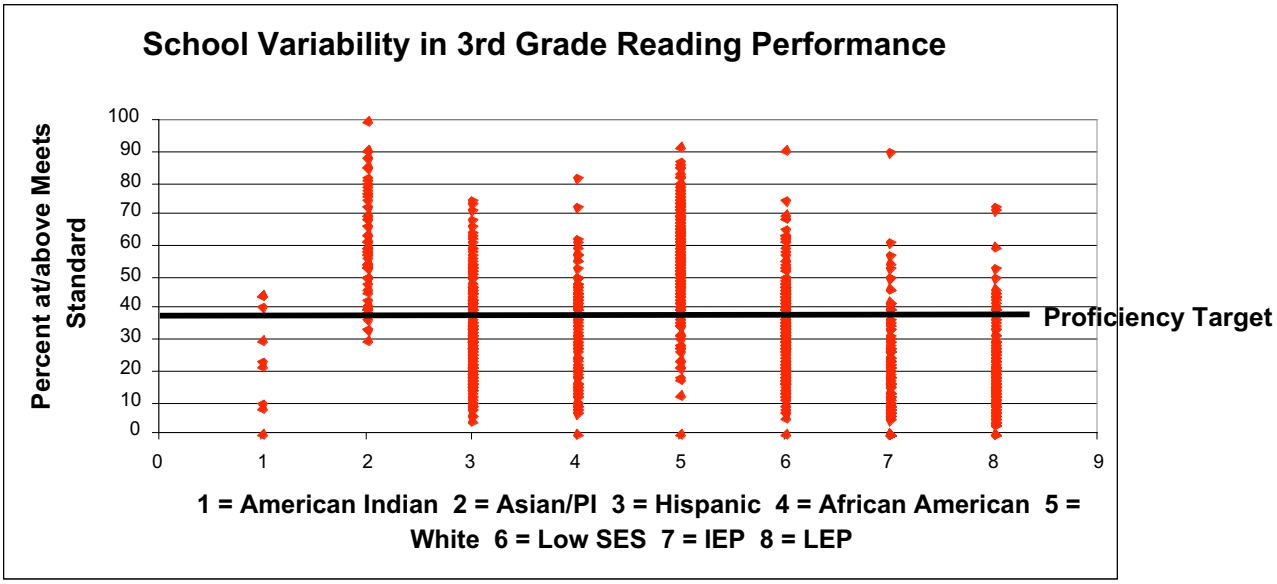


Table 5 illustrates that for every student group there are schools that are performing at a rate that is significantly greater than the AYP proficiency target. However, there are many schools that are performing below the proficiency target for African American, Hispanic, and Low SES student groups. The majority of schools are performing below the target for IEP and LEP student groups.

GRADE 5

Tables 6-7 illustrate trends in reading performance for fifth grade by ethnicity and special populations. Table 8 illustrates the variability of performance of schools in the state, disaggregated by ethnicity and special populations.

Table 6 – Ethnicity

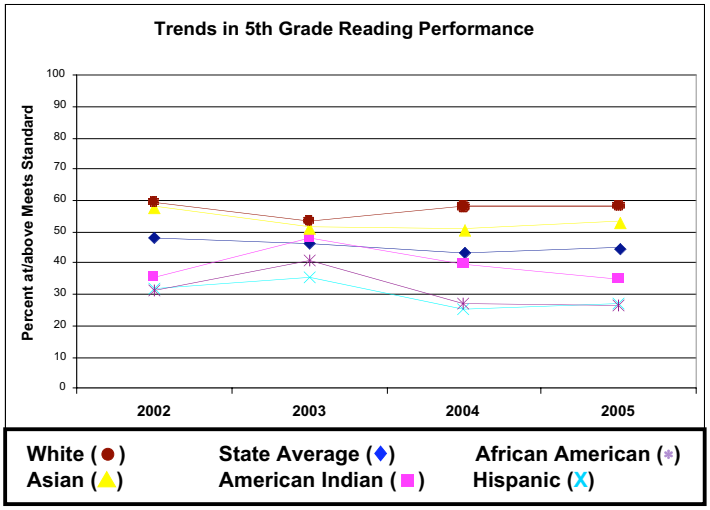
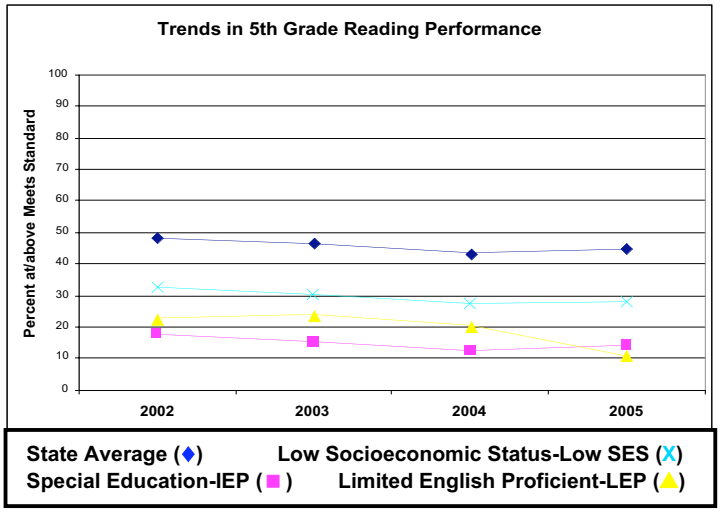


Table 7 – Special Populations



Across the four year period there appears to have been a small but significant decline in performance for Asian, American Indian, African American, Hispanic, and Low SES student groups. The IEP student performance declined from 2002 to 2004, with a slight increase in 2005. The LEP student population had a significant decline from 22.8% proficient in 2002 to 10.9% proficient in 2005. The White and Asian student groups consistently perform above the state average while all other student groups perform below or significantly below the state average.

Table 8 – Grade 5 Reading Performance (2004-2005)

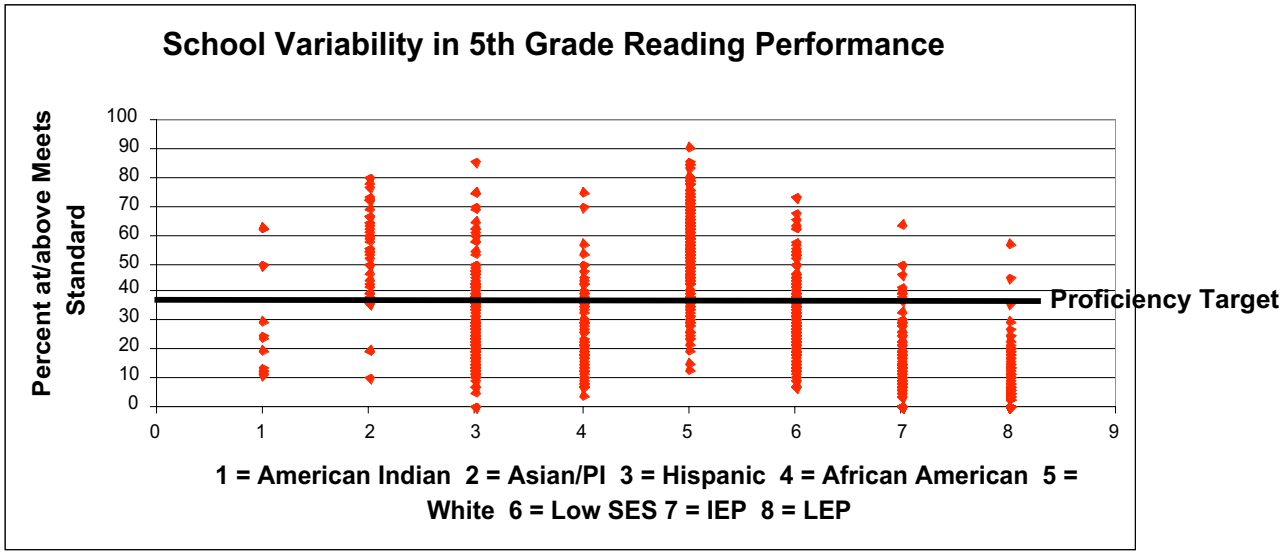


Table 8 shows that for every student group there are schools that are performing at a rate that is significantly greater than the AYP proficiency target, especially for the Asian and White student groups. However, there are many schools that are performing significantly below the AYP proficiency target for Low SES, African American, and Hispanic students. Most schools are performing significantly below the AYP proficiency target for LEP and IEP student groups.

GRADE 8

Tables 9-10 illustrate trends in reading performance for eight grade by ethnicity and special populations. Table 11 illustrates the variability of performance of schools in the state, disaggregated by ethnicity and special populations.

Table 9 – Ethnicity

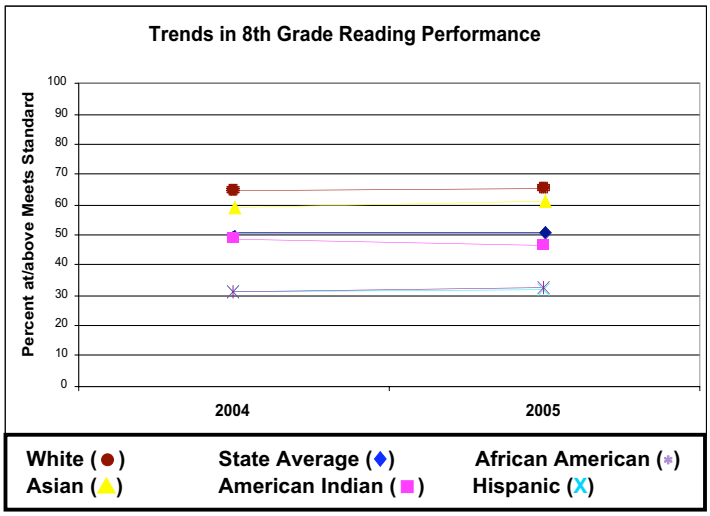
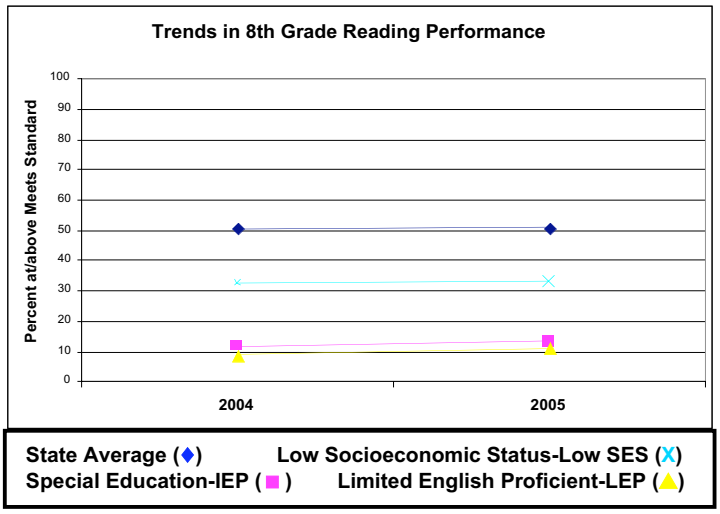
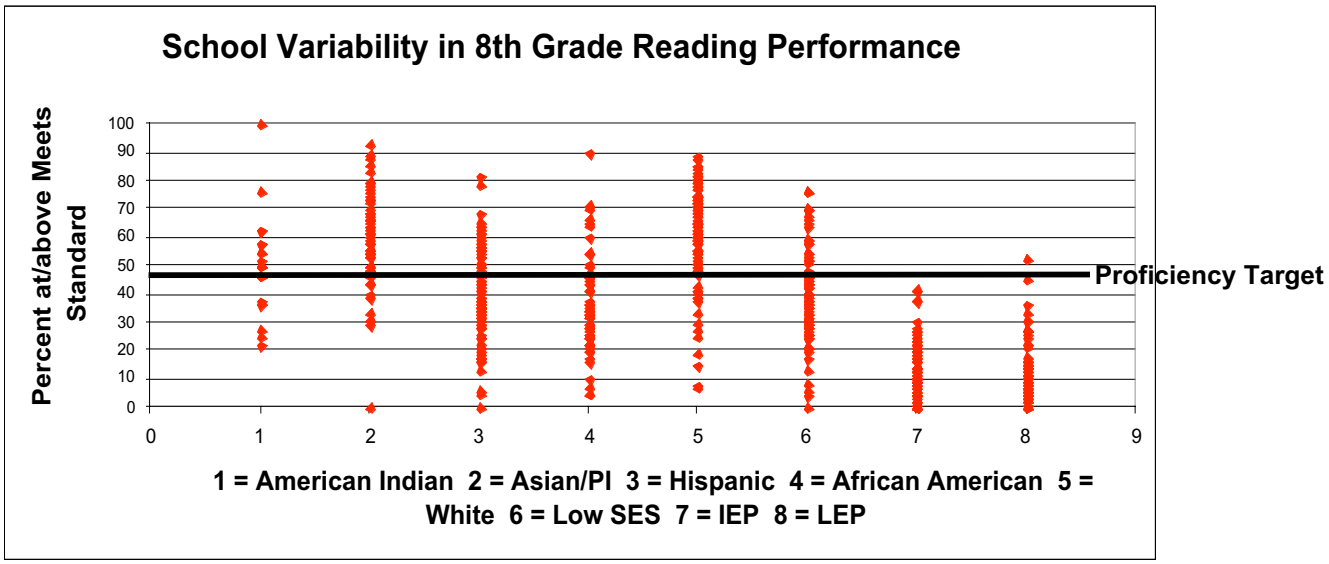


Table 10 – Special Populations



The 8th grade reading test has only been administered live for two years. Slight gains in 2005 were observed for all student groups with the exception of the American Indian student group. The White and Asian student groups consistently perform above the state average while all other student groups perform below or significantly below the state average.

Table 11 – Grade 8 Reading Performance (2004-2005)



At the school level there is considerable variability in the performance of different student groups. With the exception of the IEP and LEP student groups, there are examples of schools where the performance of various student groups are performing significantly above the annual AYP target. For the IEP and LEP groups there are very few schools where performance is at or above the proficiency goal.

GRADE 10

Tables 12-13 illustrate trends in reading performance for tenth grade by ethnicity and special populations. Table 14 illustrates the variability of performance of schools in the state, disaggregated by ethnicity and special populations.

Table 12 – Ethnicity

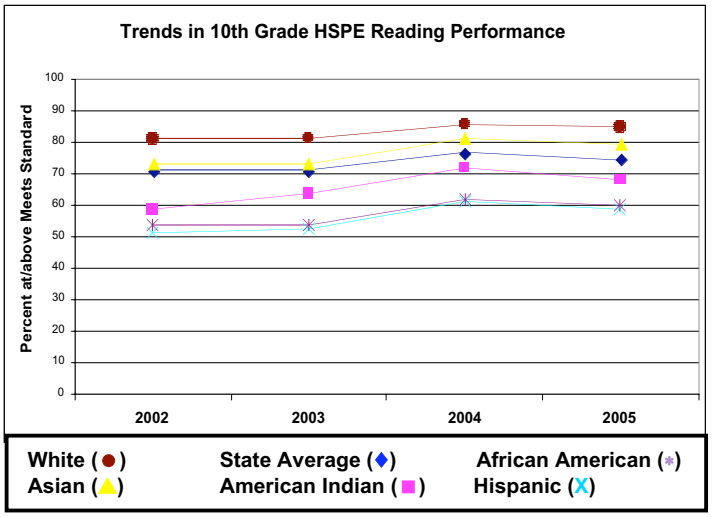
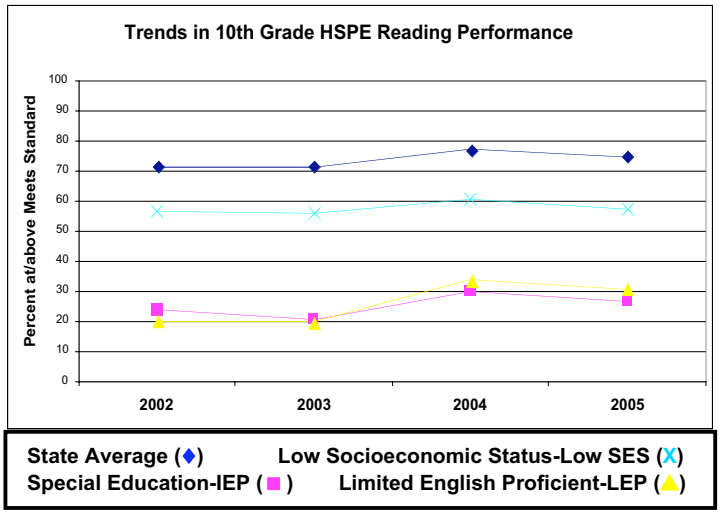


Table 13 – Special Populations



Across the four year period there appears to have been a small but significant increase for all student groups until 2005, where all student groups show a slight decline in performance. The American Indian and LEP student groups had the greatest increase in percent proficient in the four year period, while the White and IEP student groups had the smallest increase. The White and Asian student groups consistently perform above the state average while all other student groups perform below or significantly below the state average.

Table 14 – Grade 10 Reading Performance (2004-2005)

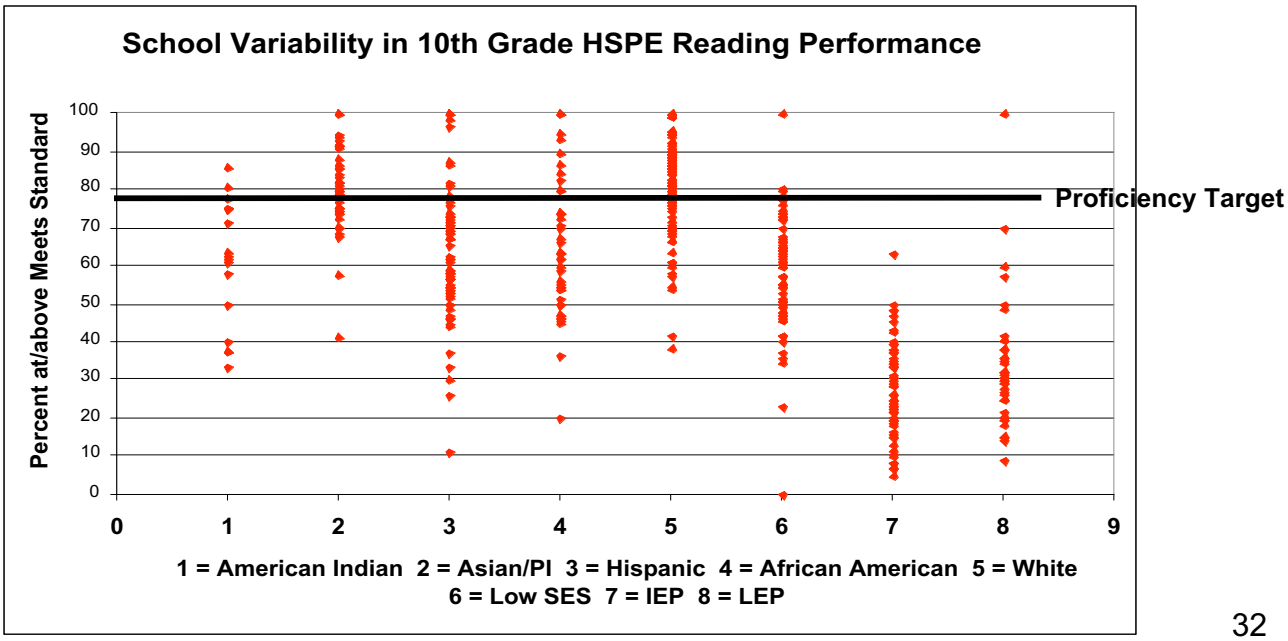


Table 14 shows that for Asian, Hispanic, African American, and White student groups there are schools that are performing at a rate that is significantly greater than the AYP proficiency target. However, there are many schools that are performing significantly below the AYP proficiency target for all student groups. Almost all the schools are performing significantly below the AYP proficiency target for Low SES, LEP, and IEP student groups.

MATHEMATICS PERFORMANCE

The tables that follow describe mathematics performance by year of test administration (2001-02, 2002-03, 2003-04, & 2004-2005). The variability graphs show the performance of schools with respect to ethnic and special populations student groups. Although there are too few schools serving American Indian students to make an interpretation of performance on the variability tables, their performance in the trend analyses indicate a need for attention.

GRADE 3

Tables 15-16 illustrate trends in mathematics performance for third grade by ethnicity and special populations. Table 17 illustrates the variability of performance of schools in the state, disaggregated by ethnicity and special populations.

Table 15 – Ethnicity

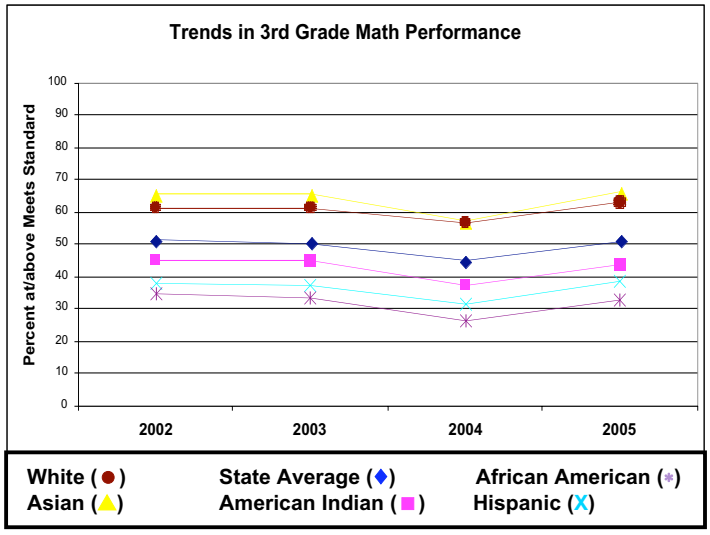
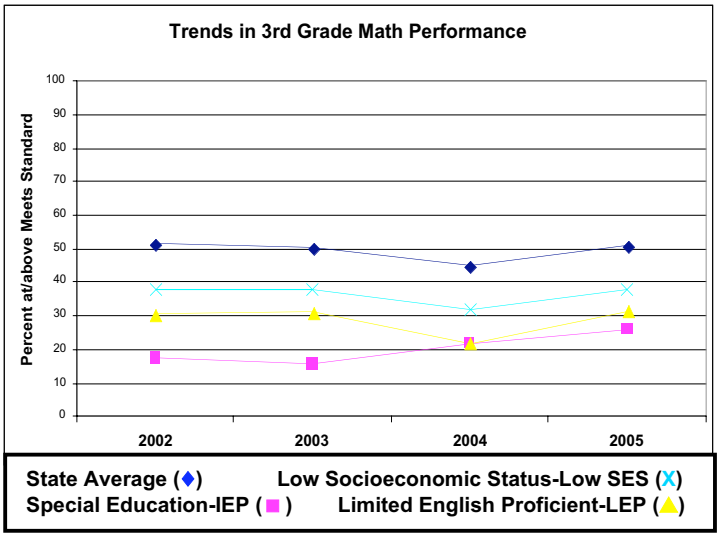


Table 16 – Special Populations



Across the four year period there appears to have been a decline in performance for all student groups (except LEP and IEP) from 2002 to 2004, then a significant increase in 2005, which brought them back to the 2002 performance levels. This 2005 increase occurred the same year that the AYP target increased from 34.5% proficient to 45.4% proficient. The LEP student group made gains and losses that brought them only 1% higher than the 2002 performance level. The IEP student group has made significant gains since 2003. The White and Asian student groups consistently perform above the state average while all other student groups perform below or significantly below the state average.

Table 17 – Grade 3 Mathematics Performance (2004-2005)

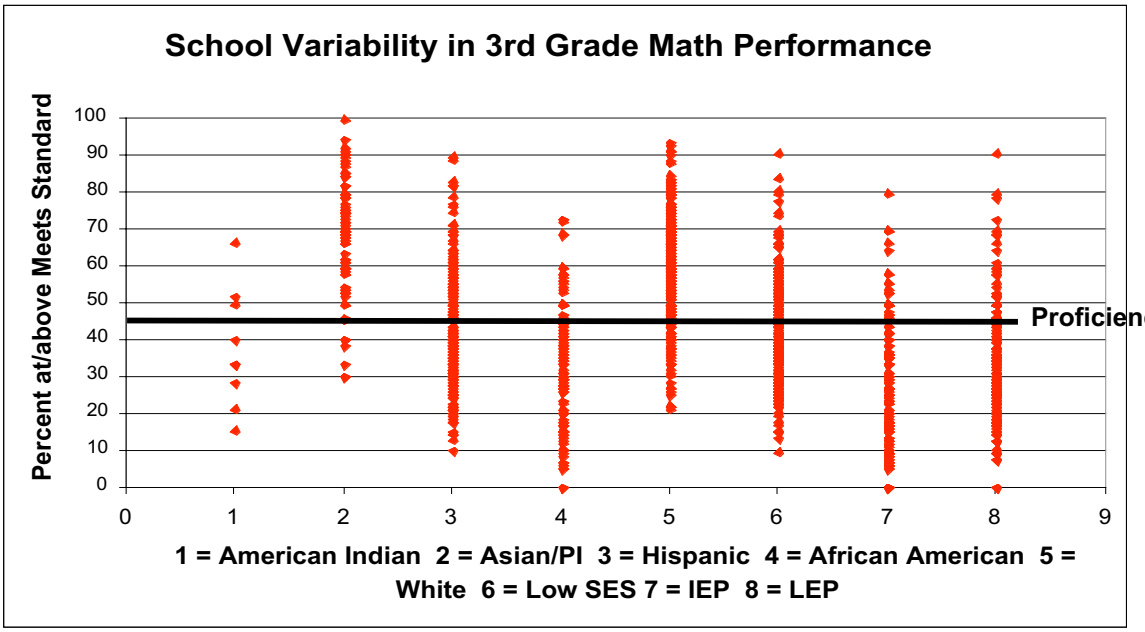


Table 17 illustrates that for every student group there are schools that are performing at a rate that is significantly greater than the AYP proficiency target. However, there are many schools that are performing below the proficiency target for African American, Hispanic, White, Low SES, IEP, and LEP student groups.

GRADE 5

Tables 18-19 illustrate trends in mathematics performance for fifth grade by ethnicity and special populations. Table 20 illustrates the variability of performance of schools in the state, disaggregated by ethnicity and special populations.

Table 18 – Ethnicity

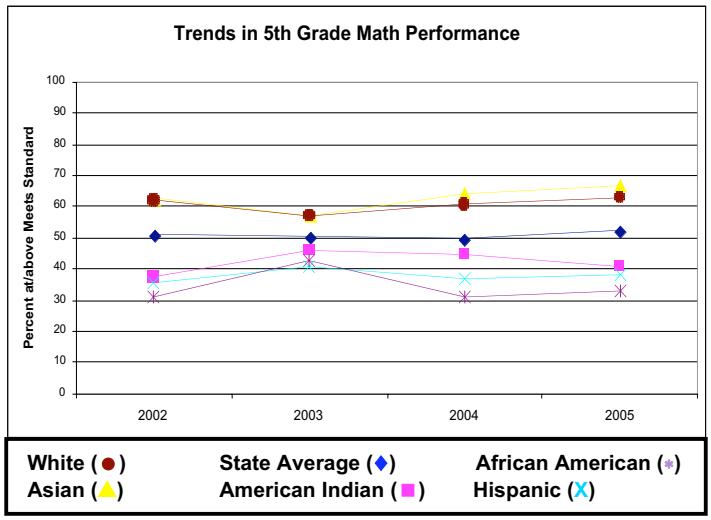
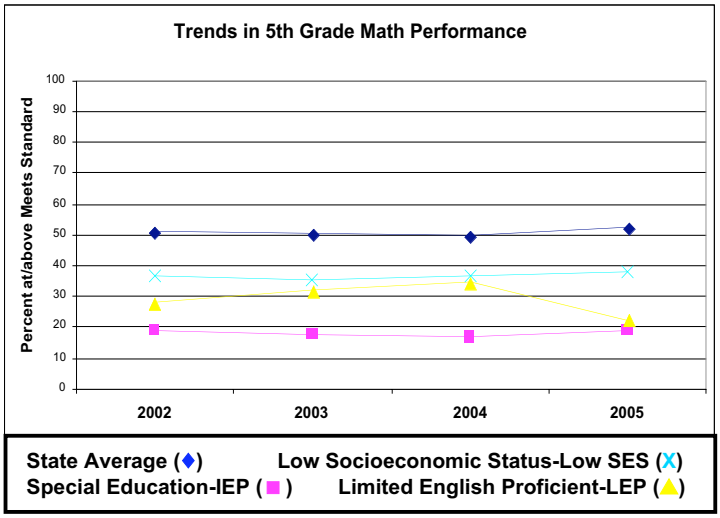


Table 19 – Special Populations



Across the four year period there appears to have been a significant variation in the performance trends of all the student groups, with most student groups making modest gains from 2002 to 2005. This was not the case, however, for the IEP student group, which remained flat, and the LEP student group which demonstrated a decline in the percentage of students meeting the target. The White and Asian student groups consistently perform above the state average while all other student groups perform below or significantly below the state average.

Table 20 – Grade 5 Mathematics Performance (2004-2005)

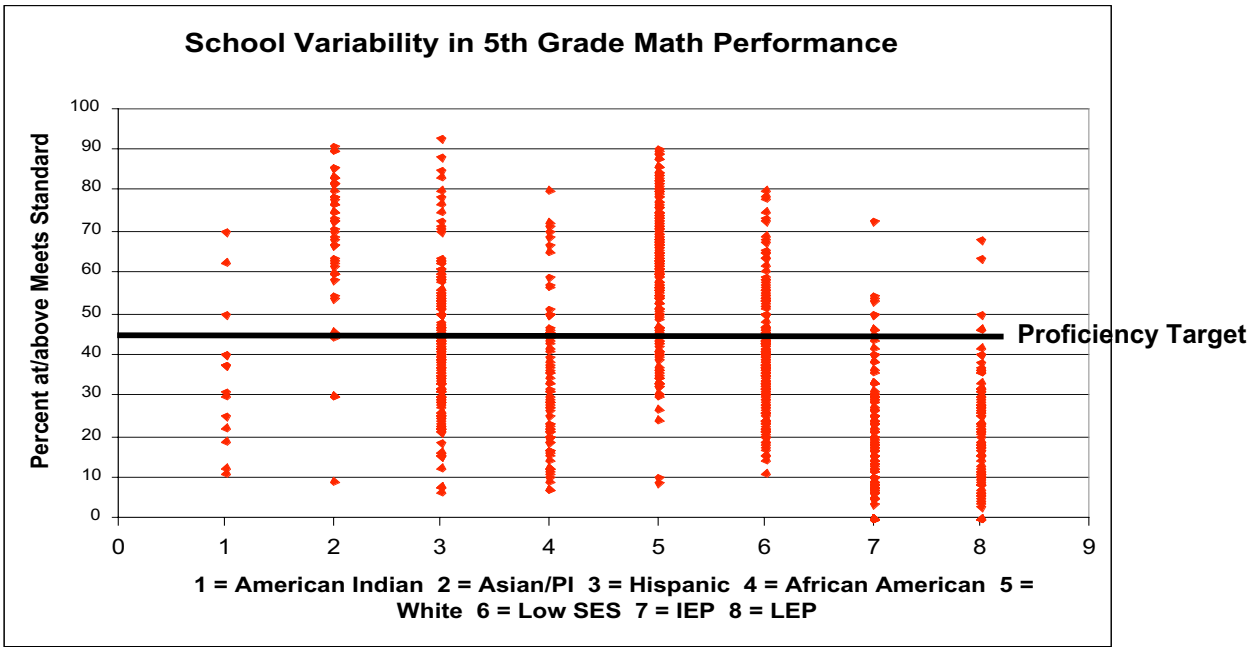


Table 20 shows that there is marked variability among how student groups are performing within schools. For every student group there are schools that are performing at a rate that is significantly greater than the AYP proficiency target. However, for many groups, including IEP, LEP, Low SES, African American, and Hispanic students, there are many schools that are performing significantly below the AYP proficiency target.

GRADE 8

Tables 21-22 illustrate trends in mathematics performance for eight grade by ethnicity and special populations. Table 23 illustrates the variability of performance of schools in the state, disaggregated by ethnicity and special populations.

Table 21 – Ethnicity

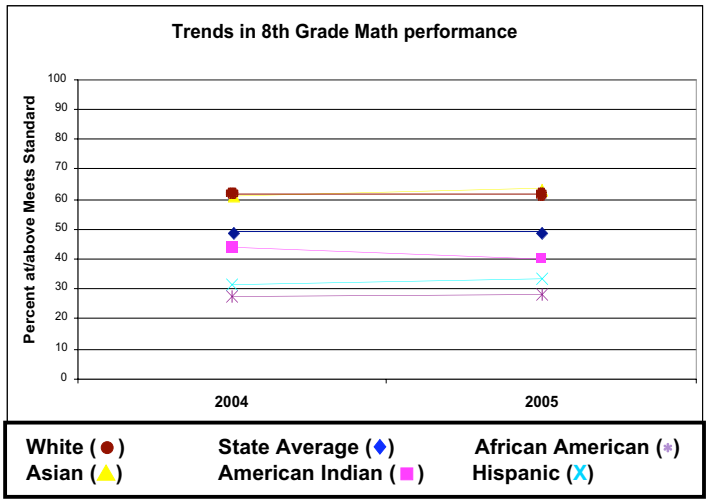
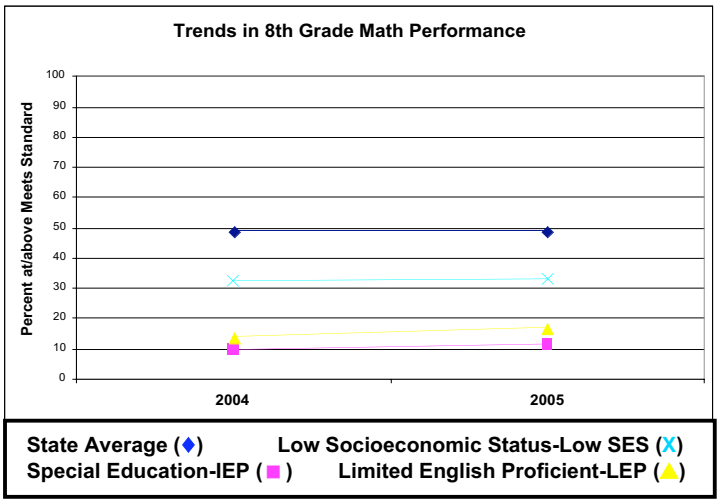
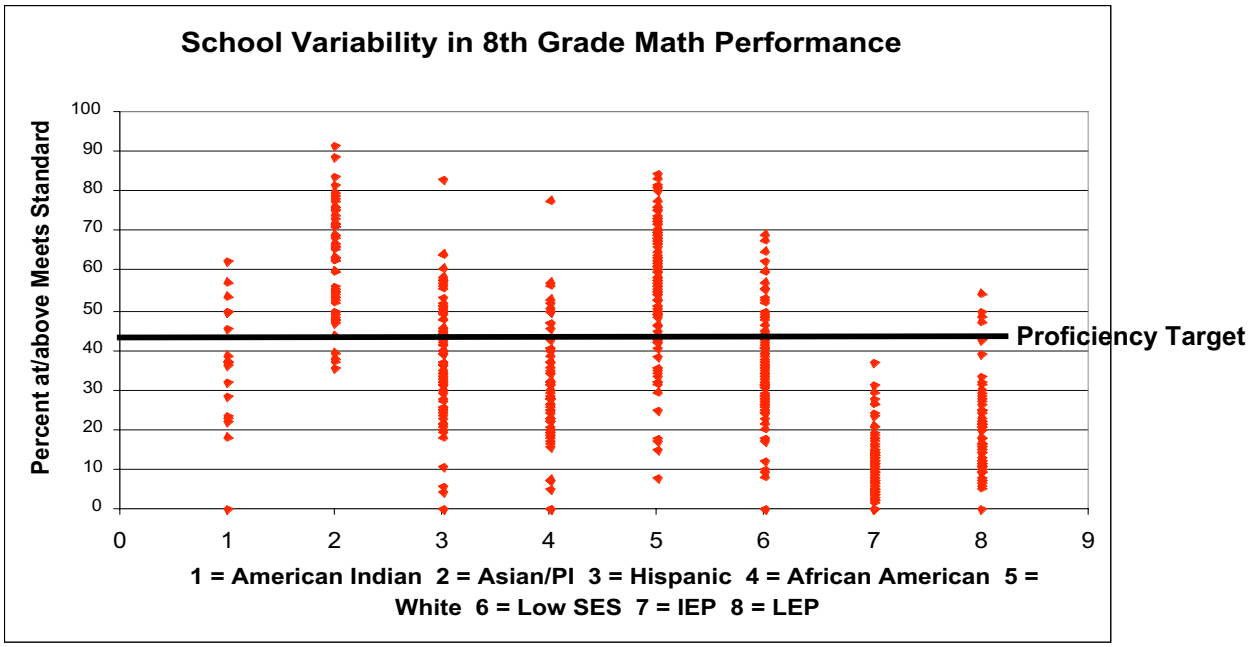


Table 22 – Special Populations



Only two years of data is available for 8th grade math performance. For certain groups there have been slight gains and for others there have been slight declines. Slight gains were observed for the LEP and IEP student groups, which is positive. The White and Asian student groups consistently performed above the state average while all other student groups performed below the state average and the IEP and LEP student groups performed significantly below.

Table 23 – Grade 8 Mathematics Performance (2004-2005)



While there is considerable variability among how different student groups are performing within schools, there seems to be little variability between the IEP and LEP student groups with nearly every school performing significantly below the AYP target. There is also very few apparent examples of schools where African American and Hispanic performance is significantly above the AYP goal.

GRADE 10

Tables 24-25 illustrate trends in mathematics performance for tenth grade by ethnicity and special populations. Table 26 illustrates the variability of performance of schools in the state, disaggregated by ethnicity and special populations.

Table 24 – Ethnicity

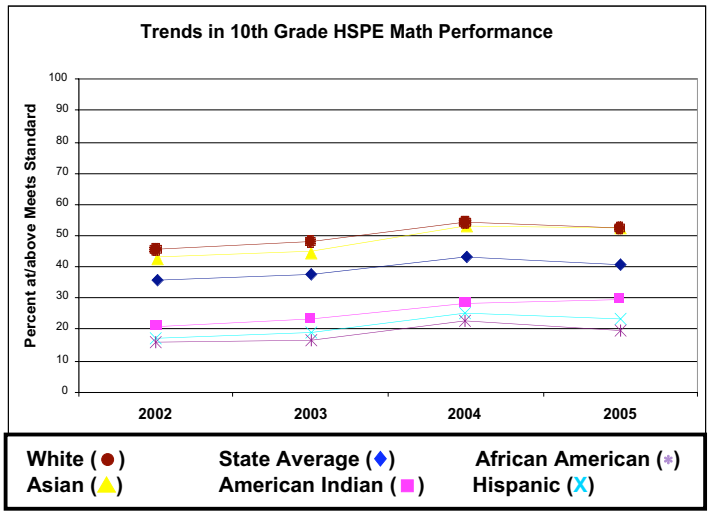
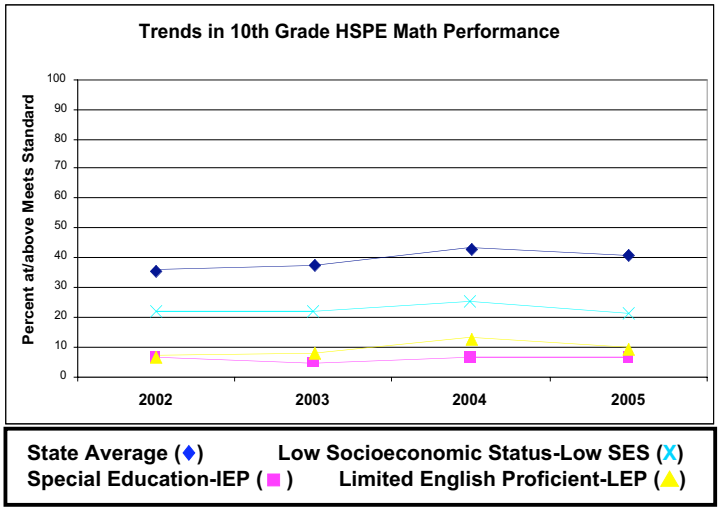


Table 25 – Special Populations



Across the four year period there appears to have been a small yet significant increase for all ethnic groups, with the African American student group showing only modest gains. From 2002 to 2005 the IEP, LEP, and Low SES student groups' performance was relatively flat. The White and Asian student groups consistently performed above the state average while all other student groups performed below the state average and the IEP and LEP student groups performed significantly below.

Table 26 – Grade 10 Mathematics Performance (2004-2005)

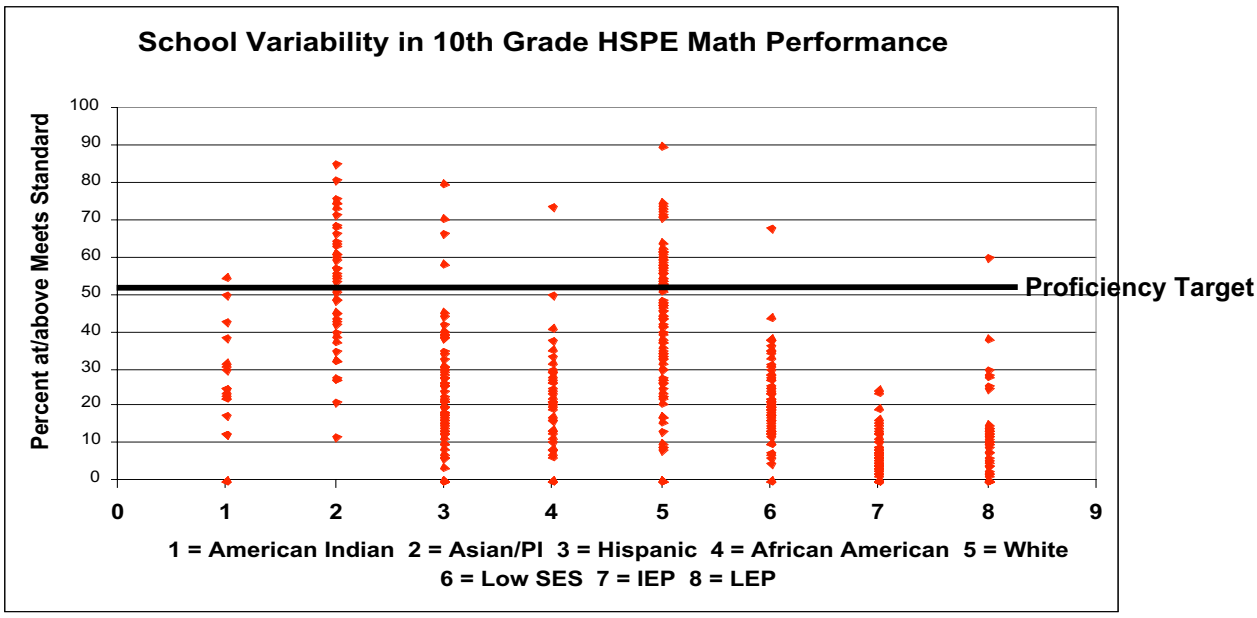


Table 26 shows that for only the Asian and White student groups are there a number of schools performing at a rate that is significantly greater than the AYP proficiency target. Most schools are performing below or significantly below the AYP proficiency target for all student groups. Almost every high school in the state is performing significantly below the AYP proficiency target for Hispanic, African American, Low SES, LEP, and IEP student groups.

WRITING PERFORMANCE

The tables that follow describe writing performance by year of test administration (2002-2003, 2003-2004, & 2004-2005). It is important to note that the 4th and 8th grade writing assessments were moved to the spring of the school year following the 2003 Legislative session. Prior to then, they were administered in the fall. Because of this, it is difficult to compare performance from the 2003 school year with 2004 and 2005 performance.

GRADE 4

Tables 27-28 illustrate trends in writing performance for fourth grade by ethnicity and special populations.

Table 27 – Ethnicity

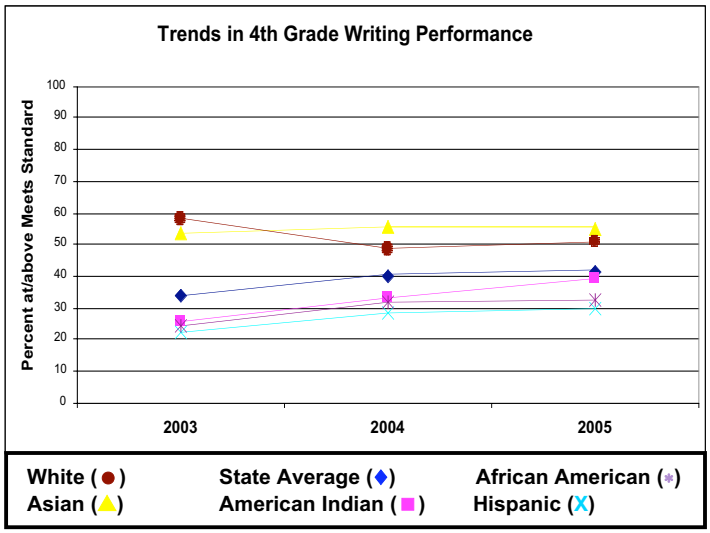
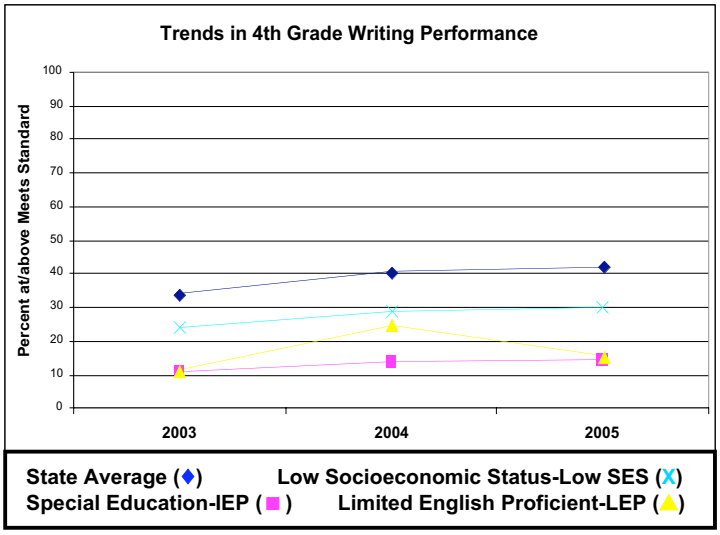


Table 28 – Special Populations



For all groups with the exception of the White and LEP student groups, the percentages of students meeting standard have increased over the three year period. From 2004 to 2005, the American Indian student group made the greatest gains. Over the same time period there has been a decline in the percentage of LEP students that have met the standard. The White and Asian student groups consistently perform above the state average while all other student groups perform below or significantly below the state average.

GRADE 8

Tables 29-30 illustrate trends in writing performance for eight grade by ethnicity and special populations.

Table 29 – Ethnicity

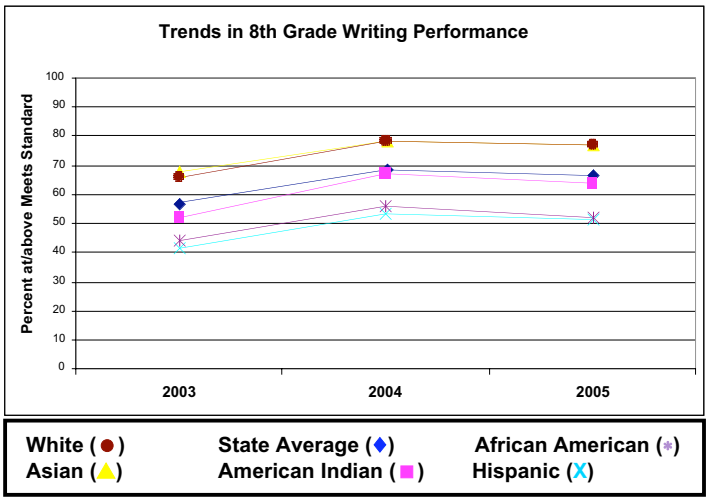
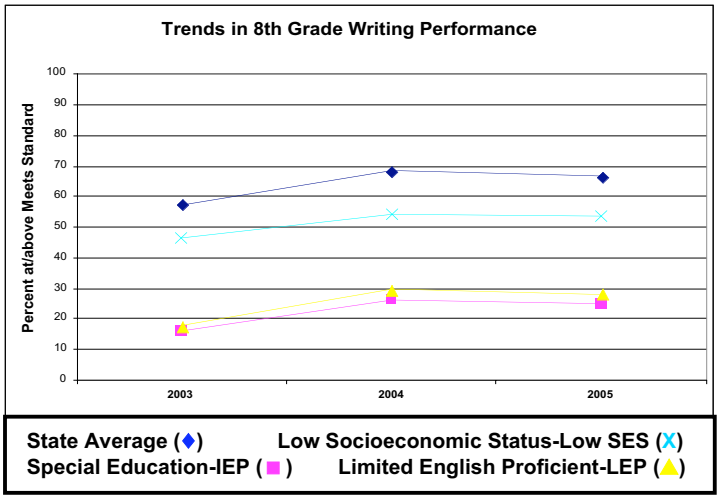


Table 30 – Special Populations



From the Fall 2003 to Spring 2004 test administration, all student groups showed an increase in performance. From 2004 to 2005, all student groups showed a slight decline in performance. The White and Asian student groups consistently perform above the state average while all other student groups perform below or significantly below the state average.

GRADE 11

Tables 31-32 illustrate trends in mathematics performance for eleventh grade by ethnicity and special populations.

Table 31 – Ethnicity

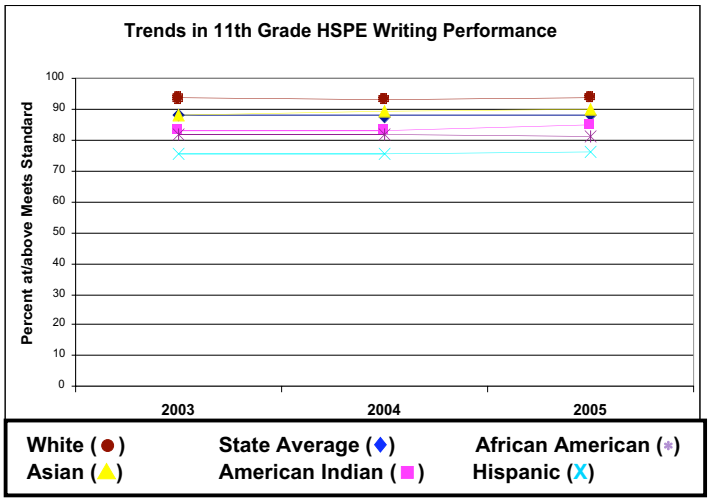
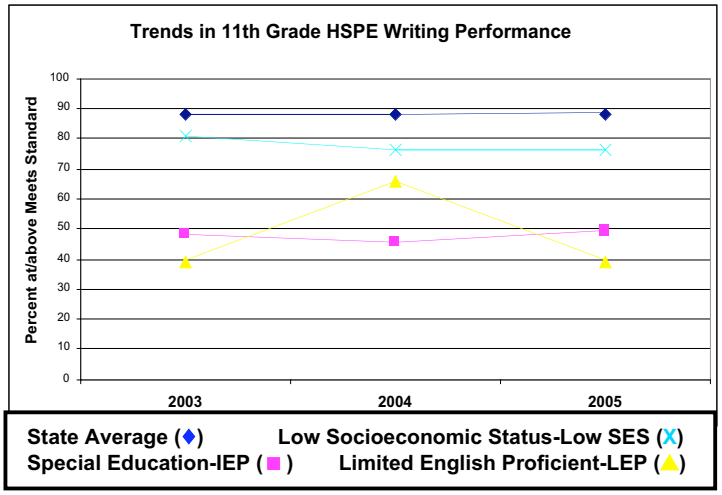


Table 32 – Special Populations



During the past three years, there have been only slight gains among most student groups, with a slight decline for the Low SES student group. The LEP student group showed an increase in proficient writers from Fall 2003 to Spring 2004 but showed a decline in 2004 to 2005, back to the 2003 performance level. The White and Asian student groups consistently perform above the state average while all other student groups perform below or significantly below the state average. It is important to note that writing pass rates for first time test takers is much higher when compared to reading and math.

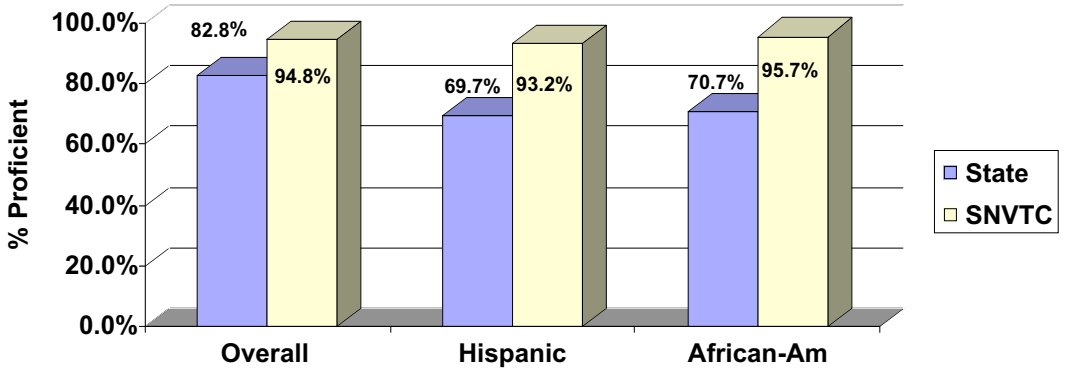
Proficiency in a Comprehensive CTE High School

The following is a description of the one comprehensive CTE high school in Nevada. It is important to note that this school's performance is not necessarily representative of performance in CTE programs more broadly. It is also a selective population and therefore is not representative of the public high schools in the state. It is a strong example of the potential that CTE high schools could have.

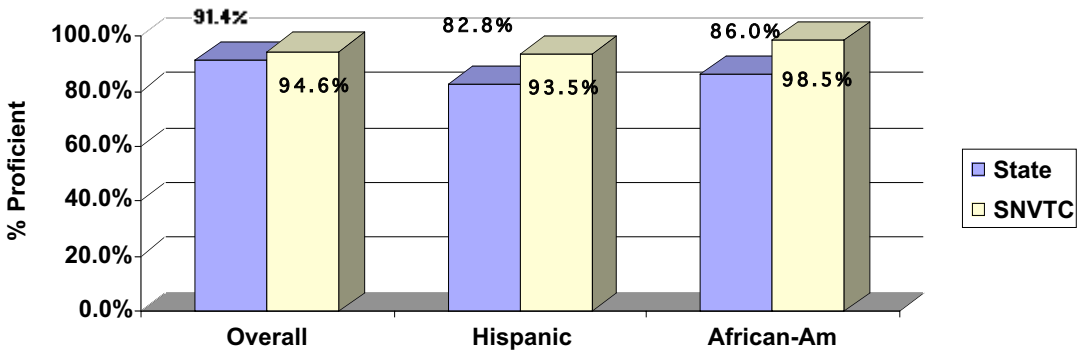
At this point, Nevada has only one comprehensive CTE high school, Southern Nevada Vocational Technical Center (SNVTC) in Clark County. Although SNVTC is only one school, it does not have grade requirements for entry and does have a relatively high enrollment of minority students. While Asian and American Indian student comprise a small number of students at SNVTC, African-American/Black and Hispanic students comprise 57.8% of SNVTC students.

Academic proficiency overall and among minority student groups at SNVTC is illustrated by comparing the proficiency rates on each section of the Nevada High School Proficiency Examination (HSPE) with state averages. The data is taken from the 2004-2005 State Accountability Report Card. While students have five additional opportunities to pass the HSPE in grade 12, the percentages reported in the Accountability Report Card are percentage of 10th and 11th graders that are proficient in each area.

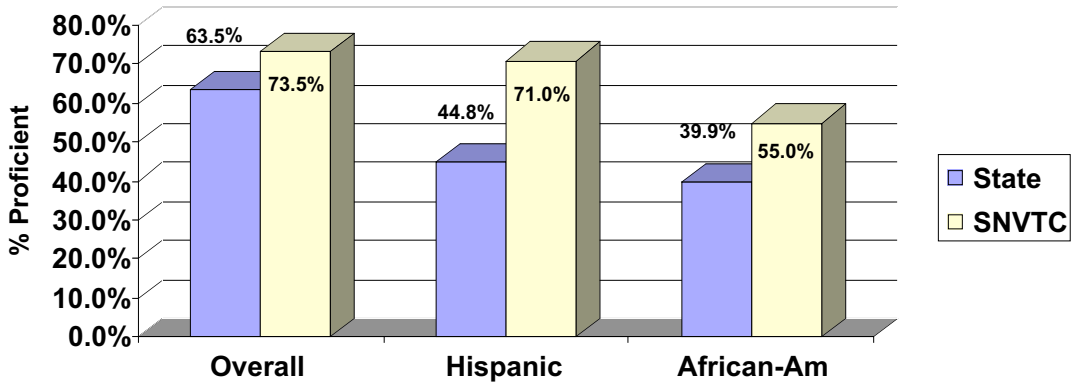
- For reading, 82.8% of Nevada students were proficient compared to 94.8% at SNVTC. Increases for African-American and Hispanic students rose from around 70% to well above 90%. At SNVTC, the percent proficient for each of the two minority groups was very similar to the overall percent proficient at the school.



- For writing, 91.4% of Nevada students were proficient compared to 94.6% at SNVTC. The percent proficient at SNVTC was above the state average by over 10 percentage points for Hispanic students and over 12 percentage points for African-American students.



- For mathematics, 63.5% of Nevada students were proficient compared to 73.5% at SNVTC. Considerable differences in percent proficient are shown for both Hispanic and African American student groups. The percent proficient at SNVTC was above the state average by over 26 percentage points for Hispanic students and over 15 percentage points for African-American students.



Graduation, Dropout, and College Matriculation

The Nevada Annual Reports of Accountability (commonly referred to as the Nevada Report Card) include three outcome indicators that contribute to a school's need for improvement. These indicators are graduation rate, dropout rate, and completion indicators. Other student indicators include attendance rates, transiency rates, state assessment achievement results, and pre-college test results. Attendance rate data for Nevada's schools show that the state, as a whole, exceeded the pre-NCLB requirement of 90% previously in state law. In 2001-2002 the state attendance rate was 93% and in 2004-2005 it was 94.5%. The student population in Nevada is highly mobile, with a 34.1% transiency rate during the 2004-2005 school year.

Graduation Rates. The graduation rate published in the Nevada Report Card is a *student leaver graduation rate*. This rate is based on "leavers" (students who leave school as dropouts or graduates) and does not require the ability to track individual students over time. The calculation method is as follows: the number of standard, advanced, and adult diplomas divided by the number of standard, advanced, adult, and adjusted diplomas plus the number of certificates of attendance plus the number of dropouts from graduating class since entering ninth grade.

The graduation rate for Nevada in the 2003-2004 school year was 67%. As shown in Table 33 (below), the state graduation rate has been increasing until this last year. Last year's drop in rates can be partly explained by changes in the reporting criteria. There is significant variation in the districts' 2003-2004 graduation rates, with a median rate of 77%. All districts showed fluctuations in increases and decreases over the five-year period. At this time, Nevada has one of the lowest graduation rates in the nation, which is partially linked to early student exit due to the current availability of service jobs in the hospitality industry, Nevada's largest employer.

Table 33: Five-Year Graduation Rates by State & School Districts

	1999-2000 Graduation Rate	2000-2001 Graduation Rate	2001-2002 Graduation Rate	2002-2003 Graduation Rate	2003-2004 Graduation Rate
	Total	Total	Total	Total	Total
NEVADA	66.2%	70.1%	72.0%	74.8%	67.0%
Carson City	84.6%	84.8%	91.9%	84.4%	81.8%
Churchill	75.7%	85.1%	87.9%	89.3%	77.9%
Clark	61.8%	66.1%	67.3%	71.7%	62.7%
Douglas	83.7%	87.0%	92.4%	90.9%	93.2%
Elko	81.6%	82.0%	84.8%	78.7%	70.1%
Eureka	95.8%	95.8%	86.4%	93.8%	100%
Humboldt	82.6%	85.2%	82.0%	81.2%	71.4%
Lander	76.2%	76.4%	82.5%	74.2%	77.6%
Lincoln	95.5%	98.8%	95.1%	81.3%	79.7%
Lyon	83.5%	83.8%	86.4%	83.1%	76.4%
Mineral	75.8%	70.9%	86.7%	76.0%	78.6%
Nye	67.0%	73.8%	81.1%	72.8%	54.1%
Pershing	93.2%	93.6%	88.3%	95.6%	87.7%
Storey	71.4%	65.9%	76.7%	70.8%	50.0%
Washoe	70.3%	74.9%	78.2%	80.3%	77.7%
White Pine	59.7%	66.5%	61.1%	81.4%	74.7%

The breakdown of the graduation rates for major ethnic groups is available for the 2002-2003 and 2003-2004 school years. The ethnic groups with the lowest graduation rates in 2003-2004 were Hispanic students at 52.6% (a 10.2 percentage point drop from the previous year) and African American students at 50.5% (a 9.1 percentage point drop). The ethnic groups with the highest graduation rates were White students at 74.7% (a 5.9 percentage point drop) and Asian students at 73.4% (a 7.5 percentage point drop). The American Indian students had a graduation rate of 58.2%. Enhancements to the state accountability information system planned for the near future include data collection components that will address graduation and dropout rates for special education, limited English proficient, and free and reduced lunch status student populations.

According to a report released in November 2005 by the National Center for Education Statistics, Nevada's class of 2003 graduation rate was 72.3%. This outcome is similar to the national average of 73.9% and is an increase over the 2002 Nevada rate of 71.9%. The report

presents the average freshman graduation rate over two years for the classes of 2002 and 2003. The formula used in this report divides the number of diplomas awarded to a graduating class by the average 9th grade enrollment of that graduating class to present an approximate percentage of high school students who graduate on time.

According to the *Achieve, Inc*. review, the graduation rate in Nevada improved from 1992 to 2002. However, of every 100 Nevada ninth graders, 62 graduated on time, 27 immediately enrolled in a college or university, 18 were still enrolled in a college or university the next year, and 10 graduated from college or university within four years.

Student participation in Nevada's Career and Technical Education programs has a positive impact on graduation rates. Graduation data is available for the CTE students in the class of 2003. The graduation rate for CTE students was 79.5 percent while the state graduation rate for that year was 70.7. These graduation rates are restricted to students receiving a standard or advanced diploma.

Further, attending a comprehensive CTE high school has an effect on graduation rates, especially among minority groups. In the class of 2003, African American students attending Southern Nevada Vocational and Technical Center (SNVTC) had a graduation rate of 92.9 percent compared to the state average graduation rate of 59.6 percent for African American students. Likewise, the graduation rate for SNVTC Hispanic students was 90.1 percent compared to the state average graduation rate of 62.8 percent for Hispanic students.

Dropout Rates. The dropout rate published in the Nevada Report Card is an *annual student dropout rate* and measures the percentage of students who dropout of high school in a given year. The calculation method is as follows: total dropouts plus total non-returns divided by total enrollment plus total non-returns, multiplied by one hundred.

Over a five-year period, from the 1999-2000 school year to the 2003-2004 school year, the Nevada high school dropout rate decreased slightly from 6.1% to 5.8%. A look at the major ethnic groups indicates that the American Indian dropout rate had a slight increase over this five-year period, having one of the highest rates (7.4%) of the subgroups (same as the African American rate) in 2003-2004. The African American and Hispanic dropout rates had a slight decrease over the five years, from 8.0% to 7.4% and from 9.2% to 8.2% respectively. The Asian dropout rate was the lowest of the subgroups in 1999-2000 (4.6%) with a slight increase in five years to 4.9%. The White dropout rate fluctuated over the five years and had the lowest rate (4.5%) in 2003-2004. For the state rate and all subgroups (except Asian) the 2000-2001 dropout rates seem an anomaly with noticeable change from the year before and the year after.

Student participation in Nevada's Career and Technical Education programs has a dramatic effect on reducing high school dropout rates. Dropout data for CTE students is available for the 2002-2003 school year. The overall state dropout rate was six percent compared to the overall CTE student dropout rate of 1.7 percent and a dropout rate for the comprehensive CTE high school, Southern Nevada Vocational Technical Center, of 1.4 percent. Attendance at SNVTC also had a dramatic impact on minority high school students' dropout rates. The dropout rate for SNVTC African American students was 0.8 percent compared to the state average of 7.9 percent for African American students. SNVTC Hispanic students' dropout rate was 1.3 percent, compared to the state average dropout rate of 8.6 percent for Hispanic students. The dropout rate for SNVTC White students was 1.8 percent compared to the state average of 4.7 percent.

Completion Indicators. The Nevada Report Card reports the number of students completing high school who receive standard diplomas, advanced diplomas, adjusted diplomas, adult diplomas, and certificates of attendance. Table 34 shows the state results of diplomas and certificates of attendance for the 2003-2004 school year. Of the 18,705 Nevada seniors, 17,311 (93%) received a diploma or certificate of attendance. The majority of students received a Standard Diploma.

Table 34: State results of diploma/certificate acquisition (2003-2004)

Standard Diploma (22 1/2 credits & proficient scores on HSPE)		**Advanced Diploma** (24 credits, 3.0 + GPA & proficient scores on HSPE)		**Adult Diploma** (Requirements of adult education or alternative education program met)		**Adjusted Diploma** (Special requirements or adjusted standards met by student with disability)		**Certificate of Attendance** (Met all requirements except proficient score on HSPE)	
10,931	63.1%	4,042	23.3%	192	1.1%	1,195	6.9%	951	5.5%

To ensure the meaningfulness of a high school diploma, the State of Nevada developed challenging and rigorous academic standards and a system of assessment to measure student proficiency. State assessments are used in determining school and district adequate yearly progress, and the high school examinations must be passed by all students seeking a standard or advanced high school diploma.

STATE IMPROVEMENT PLAN

PRIORITY GOALS

The following paragraphs provide a description of the current status of progress and areas of need. Each paragraph ends with a revised prioritized goal.

GOAL 1:

Progress has been made in developing, sustaining, and/or enhancing the components of a comprehensive educational system that improves classroom instruction and student achievement. Specifically, actions to improve the components of the learning environment, improvement planning, interventions, high school reform, classroom (formative) assessments, and the data collection system have been targeted. However, disparities between ethnic groups in terms of test performance and graduation rates are pervasive and longstanding. Similar disparities are exhibited when special populations (low SES, IEP, and LEP students) are compared with the state as a whole. With the identification of more and more schools being designated as In Need of Improvement, as well as the emergence of district- and state-sponsored charter schools, it is imperative that collaborative partnerships (state, regions, districts, schools, parents, and the community) focus on implementation and program evaluation in order to maximize use of limited human and fiscal resources. Therefore, a long range goal will be to improve student performance through focused and unwavering collaboration with all key partners for a cohesive and aligned implementation of statewide improvement processes that drive all levels (school, district, and state) and increase student learning, effective teaching, and meaningful parental and community involvement.

GOAL 2:

Progress has been made in developing, sustaining, and/or enhancing the collection and use of consistent and relevant data at all levels to drive the improvement process. Specifically, extensive resources and time have been put into the development of a state level accountability information system that interfaces with district data systems and provides public reports of demographics and assessment results. However, continued efforts are necessary to ensure proper interpretation and use of data in order to evaluate implementation and outcomes. A full range of data sources (summative, formative, observations, etc) will need to be used to make accurate evaluations of the effectiveness of planned programs and strategies. Therefore, a long range goal will be to improve teaching and learning through continued use of consistent and relevant data at all levels (school, district, and state) to support the improvement planning process, to evaluate the effectiveness of planned programs, and to drive instructional decisions focused on increased student achievement.

GOAL 3:

Progress has been made in identifying research-based strategies to improve instruction in core academic subjects and the academic performance of all students. Specifically, school and district staff has been provided access to professional learning community frameworks, intervention system models, “Model Schools” best practices, Assessment For Learning designs, and Career, Technical, and Education skills. However, the state must ensure that all students have access to challenging and relevant standards-based general education curriculum,

materials, and technology that affords them the opportunity to be proficient on the state standards. The implementation of innovative and/or proven practices needs to address the challenges of traditional structures, resource capacity, and the diversity of learners. Therefore, the long range goal will be to improve the performance of all students through the implementation of proven practices that enhance instruction in core academic subjects and reduce achievement gaps.

GOAL 4:

Progress has been made in implementing a statewide approach to research-based professional development and educator pre-service preparation. Specifically, alignment of improvement plan goals to planned professional development activities is included in the improvement planning process, with high quality professional development criteria guiding the selection process. Efforts have begun to create a system of competencies for teachers of diverse learners. However, effective statewide professional development is necessary to provide coordination of efforts. Monitoring of professional development activities can ensure that identified needs are addressed, classroom instruction is impacted, and student learning increases. Therefore, the long range goal will be to implement effective statewide professional development activities and educator pre-service preparation focused on data-driven needs and proven practices that will increase student achievement as identified in school, district, and state improvement plans.

GOAL 5:

Progress has been made in implementing a statewide initiative to focus on secondary education. Specifically, a statewide collaborative team developed a high school improvement blueprint that focuses improvement efforts on the value of the high school diploma and the redesign of high school structures and resources. The Governor and Legislature passed legislation that targeted funds for secondary education reform. High school outcome indicators are included in the advancements of the data accountability information system. However, disparities among ethnic groups (and between special populations and the general population) in terms of graduation rates, dropout rates, and post-secondary matriculation continue to exist. High schools are new to improvement planning and implementation. It is imperative that the leadership and support mechanisms (state, regions, districts, schools, parents, and the community) focus on implementation and program evaluation in order to maximize use of limited human and fiscal resources. Therefore, a long range goal will be to improve student achievement in middle schools and high schools through the implementation of a statewide initiative that focuses on secondary education, including strategies to improve academic achievement, increase graduation rates, decrease dropout rates, improve distribution of information to the public, and increase post-secondary program enrollment and success rates.

STATE IMPROVEMENT PLAN

ACTION PLAN

Goal #1:

To improve student performance through focused and unwavering collaboration with all key partners for a cohesive and aligned implementation of statewide improvement processes that drive all levels (school, district, and state) and increase student learning, effective teaching, and meaningful parental and community involvement.

Measurable Objective Components:

Outcome Indicator – The submission and monitoring of improvement plans.
Baseline – 2004 SIPs, DIPs, and STIP
Timeline – As required by statutory timeline.
Standard or performance level – All schools, districts, and the state will submit improvement plans that contain measurable goals for improved student learning for the current year and evidence of successes for the previous year.

Current Status: **2004 Strategies for Goal #1**
1. Identify the components of and the partners in a comprehensive statewide educational system. **Status Statement:** Key partners in school and district improvement planning collaborated with the State to begin identifying the components of a cohesive statewide improvement planning process. The components that follow are part of the focus of improvement in teacher instruction and student learning: Improvement planning resources, the General Education Intervention initiative, the *STARS: Nevada's Blueprint for High School Improvement* framework, support for a classroom (formative) assessment focus, enhancements to data collection system, identification of role responsibilities of the NDE, RPDPs, school districts, schools, and institutions of higher education. The State Board of Education has initiated four task forces: curriculum alignment, special needs (appropriations), the "APPLE" initiative, and emergency preparedness. The State Board has raised a concern with the governor and legislature regarding the fragmented governance structure of K-12 education in the state.
2. Work with collaborative partners to bring together a uniform statewide vision for educational improvement and foster a supporting culture. **Status Statement:** The 2004 State Improvement Plan (STIP) was widely distributed throughout the state upon adoption by the State Board of Education. It was also made available on the NDE website. Department leadership met with constituents around the state to share the plan and discuss collaborative activities and strategic initiatives. Constituent groups included the Nevada Association of School Superintendents, the Academic Standards Council, the Commission on Educational Technology, the Professional Standards Commission, leadership of the Regional Professional Development Programs, the P-16 Council, and other state partners.
3. Expand collaborative relationship with parent groups throughout the state. **Status Statement:** Parent group representatives participated in steering committees and planning meetings related to school improvement initiatives.
4. Create the multilevel planning framework in which school plans are explicitly based on needs identified to improve teaching, student learning, and parental involvement; district plans are driven by school needs; and the state plan is driven by district needs.

Status Statement:

All plans are data-driven, consistent in format, and developed based upon identified needs and aligned strategies. A committee of district and state representatives created a district improvement plan template. The five goals in the STIP were the foundation for STARS: Nevada's Blueprint for High School Improvement.

5. Refine the existing improvement planning process at all levels and identify the components of the state educational system that support learning.

Status Statement:

The Student Achievement Gap Elimination (SAGE) process has been revised and enhanced to meet the needs of the districts and schools. Throughout the State training was provided to school and district staff and external facilitators in the SAGE process for improvement planning. District administration, school staff, Technical Assistance Partnership teams, and School Support Teams participated in school improvement planning revisions, implementation, and monitoring activities by utilizing knowledge attained from these trainings.

The State Board of Education adopted the following priorities to carry out their adopted goals (page 3): NCLB, Charter Schools, Dual Credit, Accountability and Assessment, and Professional Development.

6. Establish/expand methods to communicate new initiatives clearly and regularly to parents and all the collaborative partners.

Status Statement:

The new Nevada Department of Education website, the Nevada Report Card website, and the Nevada Test Reports website all provide current and relevant information to the public.

7. Define the specific roles and structures at the state, district, and school levels that support actions related to the statewide improvement planning process.

Status Statement:

Efforts are being made to coordinate the improvement planning roles of the school improvement planning teams, external facilitators, school support teams, district technical assistance partnerships, and regional professional development programs.

8. Review allocated fiscal resources as part of the improvement planning process to determine the need for the reallocation of these resources and the need for additional resources.

Status Statement:

Revision to legislation regulating school improvement planning requires that improvement plans include a budget that ties resource allocation to the goals identified in the plan.

9. Review statutes and seek statutory change, if necessary, to provide more flexibility in the following areas:
   - Expand allowable use of state remediation funds beyond program purchase
   - Allow for the use of state funds targeted toward school sites to be aggregated to the district or school cluster level as appropriate.
   - Revise eligibility for and method of allocating state tutoring funds

Status Statement:

Due, in part, to the concern raised in the 2004 STIP regarding the insufficiency of state funding to carry out improvement initiatives and the inflexibility of the state remediation funding, the Governor and the Legislature passed SB404 and established the Program for Innovation and the Prevention of Remediation. Over 93 million dollars was appropriated for school and district improvement activities as compared to 13.5 million dollars previously available.
NASS and the 17 local school boards joined together to create a blueprint for academic improvement in Nevada, resulting in the iNVest (Investing in Nevada's Education, Students, and Teachers) proposal, supported by the

State Board of Education and other education partners.
The State Board of Education initiated legislation and the request for funding to support extended day Kindergarten programs, which was also one of the recommendations of the iNVest proposal. Over twenty-two million dollars in funding was appropriated by the legislature for full day kindergarten and portables for at-risk schools.
In ACR10, legislation was passed to study (in the 2006-2007 biennium) the adequacy and equity of educational funding.

10. Set an expectation that improvement plans contain strategies to implement policies in the area of parental involvement.

Status Statement:

During the 2005 Legislative session, statutory requirements for parent involvement in education were expanded to require all public schools to distribute Educational Involvement Accords to the parent(s) of each student.

2005 Strategies for Goal #1

1. Implement a multilevel planning framework that defines the specific roles and structures at the state, district, and school levels to support actions related to the statewide improvement planning process; with components that ensure:
   - School plans are explicitly based on needs identified in data to improve student learning and teaching.
   - District plans are driven by school needs; and the state plan is driven by district needs.
   - An expectation that improvement plans contain strategies to implement policies in the area of parental involvement and are in alignment with their Educational Involvement Accords.
   - The refinement of existing improvement planning processes at all levels.
   - Preparation for corrective actions and sanctions required by NCLB and state law.

2. In collaboration with all key partners:
   - Identify the components that are critical to increasing student learning.
   - Work together to bring about a uniform statewide vision for educational improvement and to foster a supporting culture.
   - Expand relationships with parent and community groups throughout the state.
   - Expand methods to communicate new initiatives clearly and regularly to parents and all the collaborative partners.

3. Review allocated fiscal resources as part of the improvement planning process to determine the need for the reallocation of these resources and the need for additional resources. Review statutes and seek statutory change, if necessary.

4. Monitor the effectiveness of the technical advisory committees to tie the improvement of career and technical education programs to overall school-improvement (district-wide) strategies.

Goal #2:

To improve teaching and learning through continued use of consistent and relevant data at all levels (school, district, and state) to support the improvement planning process, to evaluate the effectiveness of planned programs, and to drive instructional decisions focused on increased student achievement.

Measurable Objective Components:

Outcome Indicator – The data found in improvement plans.
Baseline –The first year plans are used as the baseline for reviewing and evaluating future improvement plans.
Timeline – As required by statutory timelines.
Standard or performance level – Through random sampling, the Department will ensure that all plans reviewed demonstrate the use of consistent and relevant data that align to relevant goals and action steps.

Current Status: **2004 Strategies for Goal #2**
1. Enhance methods for data collection and the tracking of academic student progress over time, including verification that consistent and relevant data are maintained at all levels. **Status Statement:** Under the umbrella of the System of Accountability Information in Nevada (SAIN), a collaborative effort on the part of NDE, the districts, and Otis Educational Systems, has resulted in an online data submission application to collect and load data into the Accountability Report Card (ARC) database. This tool enables schools, districts, and the state to load and validate qualitative and quantitative ARC data through a password protected web application. The accountability reports are made available on the web-based Nevada Report Card each year on August 15. Policies and procedures are in place that establishes the collection of student level data from all districts nightly (also part of SAIN). Monitors have been put into place to ensure consistent collection schedules. That data is being validated through a variety of processes, including, but not limited to, PreID process, reports provided to districts through the Bighorn portal, and weekly conference calls.
2. Interface other data systems with student performance data systems. **Status Statement:** As part of the SAIN system, testing data is being imported and matched with student demographic, enrollment and attendance data.
3. Expand and sustain student performance data delivery at all levels (school, district, state). **Status Statement:** Currently districts are able to access a variety of reports containing student data. Development is under way that will enable schools, district and the state to analyze longitudinal data with regards to assessment results, demographics, attendance and program participation.
4. Provide consistent systemic professional development for data analysis and interpretation in order to support improvement planning. **Status Statement:** Otis Educational Systems, in conjunction with the NDE, has provided administrator level training on the use of the SAIN data system. The department has also begun the process of providing training with respect to the proper interpretation and use of state level assessment results.
5. Support development of the comprehensive state assessment system to include classroom-based assessments and other forms of local assessment to meet the needs of schools and districts. **Status Statement:** The NDE has been working with the Regional Professional Development Programs, local universities, and state

contractors on structuring professional development in support of the state assessment system. The focus of this effort has been on classroom-based assessment. The Department has conducted one state level educational leadership conference (220 attendees) focusing on the use of classroom-based assessments.
2005 Strategies for Goal #2
1. Enhance methods for data collection and delivery in order to: - Interface other data systems with PreK-12 student performance data systems. - Verify that consistent and relevant data is maintained at all levels. - Track academic student progress over time. - Expand and sustain student performance data delivery at all levels (school, district, state).
2. Guide the provision of consistent systemic professional development for data analysis and interpretation in order to support improvement planning.
3. Support development of the comprehensive state assessment system to include classroom-based assessments and other forms of local assessment to meet the needs of schools and districts.

Goal #3:

To improve the performance of all students through the implementation of proven practices that enhance instruction in core academic subjects and reduce achievement gaps.

Measurable Objective Components:

Outcome Indicator – Improved performance on statewide assessments.
Baseline data – Current data show that a large number of students statewide are not meeting proficiency levels on statewide assessments of English/language arts and math. Baseline data also indicate that many disaggregated groups of students are performing significantly below the performance of the general student population.
Timeline – As reported by results of the statewide assessments in 2006.
Standard or performance level – At minimum, each disaggregated group of students will demonstrate the growth needed to make Safe Harbor as calculated by NCLB.

Current Status: **2004 Strategies for Goal #3**
1. Identify and disseminate information about effective strategies that improve the performance of students in English language arts, math, and science, using research-based solutions. **Status Statement:** The NDE implemented initiatives and programs in math, reading, and science, as well as numerous site level technical assistance visits for math, reading, and science. The State Board of Education supported continuation of funding for early childhood education programs. Early childhood state standards were adopted to align with the Kindergarten content standards in Reading and Mathematics.
2. Identify and disseminate information about Monitor the effectiveness of effective strategies that improve the performance of students with disabilities, Limited English Proficient students, culturally diverse students, economically disadvantaged students, and other at-risk student populations, such as migrant and/or transient students. **Status Statement:** The NDE provided school and district staff access to research based strategies focused on improving achievement for all students while reducing the achievement gap. Examples are as follows: Professional Learning Communities, General Education Intervention, the School Wellness Policy, and Assessment For Learning. To increase student performance in CTE, state skill standards have been developed for more than 20 CTE programs to date.
3. Using established criteria, identify the factors that specifically impact results in high achieving and exemplary schools that are showing extraordinary growth. **Status Statement:** Preliminary steps have been taken, in collaboration with the International Center for Educational Leadership, to establish criteria that would identify successful practices in high performance schools.
4. Create a mechanism that uses these high performing schools as a resource to other schools and districts to help replicate successful practices. **Status Statement:** A preliminary step in building a system of support with high performing schools as a resource for low performing schools is the “Highlighting Nevada Schools” portion of the NDE Mega Conference. In addition, NGA has funded a grant to the state that will provide a mechanism to partner high performing schools with low performing schools that have similar demographics and link these schools to the Successful Practices Network of the International Center for Leadership in Education.
5. Enhance coordination with nationally recognized successful schools and districts in order to replicate successful practices. **Status Statement:**

Have collaborated with the International Center for Leadership in Education to focus on the proven practices of Model Schools and the Successful Practices Network.
6. Provide strategies to increase the graduation rate, decrease the drop-out rate, and manage discipline effectively. **Status Statement:** Key partners throughout the state developed the *STARS: Nevada's Blueprint for High School Improvement* to provide a framework for focused attention to increasing high school performance outcome indicators. The Nevada State Board of Education, the Nevada Department of Education, the Nevada Association of School Administrators, and the Nevada Association of School Superintendents hosted a high school improvement summit to launch *STARS* and coordinate leadership efforts in improving high schools.
7. Provide strategies to integrate technology into instructional planning and delivery in coordination with the Commission on Educational Technology. **Status Statement:** The NDE has been working with districts to make sure programs using federal funds were meeting the criteria of scientifically based research to improve student performance and professional development that is driven by data to support student performance.
8. Work in conjunction with the Council to Establish Academic Standards in Public Schools in its review of academic standards as prescribed in statute. **Status Statement:** The Academic Standards Council revised the science standards utilizing a streamlined and cross-scientific disciplines format.
2005 Strategies for Goal #3
1. Provide guidance and support for the implementation of proven practices that improve the performance of students in English language arts, math, and science, especially those strategies that improve the performance of students with disabilities, Limited English Proficient students, culturally diverse students, economically disadvantaged students, and other at-risk student populations, such as migrant and/or transient students.
2. Monitor the effectiveness of current practices being used to improve the performance of students in English language arts, math, and science, especially those targeted for students with disabilities, Limited English Proficient students, culturally diverse students, economically disadvantaged students, and other at-risk student populations, such as migrant and/or transient students.
3. Provide guidance and support for the implementation of proven practices being used at high performing schools in Nevada by: - Enhancing coordination with nationally recognized successful schools and districts in order to replicate successful practices. - Using established criteria to identify the factors that specifically impact results in high achieving and exemplary schools that are showing extraordinary growth with all student populations. - Creating a mechanism that allows high performing Nevada schools to be a resource to struggling schools and districts to help replicate successful practices.
4. Provide guidance and support for the implementation of strategies that increase the graduation rate, decrease the drop-out rate, and manage discipline effectively.
5. Provide guidance and support for the implementation of strategies to integrate technology into instructional planning and delivery in coordination with the Commission on Educational Technology.
6. Work in conjunction with the Council to Establish Academic Standards in Public Schools in its review of academic standards as prescribed in statute.

Goal #4:

To implement effective statewide professional development activities and educator pre-service preparation focused on data-driven needs and proven practices that will increase student achievement as identified in school, district, and state improvement plans.

Measurable Objective Components:

Outcome Indicator – Increase the professional development activities that result in school improvements that lead to an increase in student performance.
Baseline – School and district 2004-2005 improvement plans and WestEd Regional Laboratories RPDP evaluations provide a description of professional development.
Timeline – To be completed within three years of establishment of baseline.
Standard or performance level – A system will be created that ties professional development activities to improvement planning and, when compared to 2004-2005 achievement data, will demonstrate an increase in student performance.

Current Status:
2004 Strategies for Goal #4

1. Conduct a comprehensive, data-driven assessment of the professional development needs of Nevada's educators.

Status Statement:

- All schools and districts are required to develop an improvement plan and professional development is key to that plan. The state has provided the SAGE process for improvement planning.
- WestEd, the third-party evaluator of the RPDP, states in the January 2005 Executive Summary from the period of performance covered from July 2002 through July 2004 that the RPDP has complied with requirements under the law to conduct needs assessment The RPDP's service delivery model has shifted from the trainer of trainer model to more job-embedded and on-site assistance offered over time to faculty groups and whole schools in support of school-based improvement plans.
- Districts are required to determine the gaps in student and staff performance and figure out what staff skills and competencies are necessary to close the performance gaps in planning professional development for educators in order to receive federal grant funds that can be used for professional development (Title I, II-A, II-D, III, V).
- 15 of 17 districts are supporting professional learning communities as a school infrastructure for staff to engage in the continuous process of inquiry for assessing student results, focusing on individual student needs and the instructional learning needs of staff to meet student needs.

2. Design research-based, technologically-delivered professional development as a supplement to current options. This web-based professional development will be multi-modality, available through a variety of providers, and will generate tracking and evaluation data that will lead to enhanced teacher practices.

Status Statement:

The Nevada State Educational Technology Plan includes in its goals integration of technology into the new standards-based curriculum. This is achieved through a strong professional development program. Teachers need access to technology and support for their own learning that will enable and empower them to integrate technology into their teaching and learning strategies. Distance learning can play an important role in delivering professional development to remote areas in Nevada.

Purposes of Enhancing Education Through Technology (Title IID) include:

- Formula and competitive educational technology grant programs must include a minimum of 25% professional development
- Encouraging the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated.
- Supporting initiatives that enable school personnel and administrators to integrate technology effectively into curriculum and instruction that are aligned with State standards, through such means as high-quality professional development programs.

District initiatives include online professional development and training in technology skills.

3. Design professional development processes that follow standards of quality in accordance with 20 USC 7801(34), that reflect the Nevada Professional Development Standards, and that explicitly address each stage of improvement plan implementation.

Status Statement:

Nearly 100% of core academic teachers receive "high-quality professional development" as defined in NCLB as reported by districts in the FY06 applications for Title II-A funds. Nevada Guidance on NCLB "high-quality professional development" criteria can be found on the Nevada Department of Education website www.doe.nv.gov under "NCLB" and "Title II, Part A Performance Indicators"/ "Teachers Receiving 'High Quality' Professional Development" (p. 4). There is a cross reference of the NCLB professional development criteria to National Staff Development Council Staff Development Standards and Nevada Professional Development Standards developed by the RPDP Coordinating Council.

The WestEd evaluation report states that some efforts have been made to review the quality of RPDP services according to standards adopted in 2002.

4. Coordinate with institutions of higher education to ensure that pre-service teachers receive coursework that focuses on improved student performance in a standards-based system, with attention to special population and diversity students.

Status Statement:

The Department has organized a Teacher Quality Task Force and developed a State Action Plan Template through guidance from the Center for Improving Teacher Quality to create new and/or refine existing systems so that the state is able to certify teachers who have the skills and competencies to effectively provide instruction for diverse learners. The Task Force will go through a SAGE process to identify needs, solutions, implementation action steps and a monitoring/evaluation plan.

5. Develop a plan that coordinates the teacher preparation and professional development efforts of all entities _ state, RPDP, district, schools, and institutions of higher education – in order to improve efficiency and effectiveness.

Status Statement:

There is no professional development master plan for the state.

As per the NRPDP Evaluation Report (p. 32), "With the advent of NCLB and SB1, the school systems in the state are faced with the issue of not having the necessary capacity to meet requirements under the accountability, assessment, and teacher quality provisions of the law. As the most visible state network of professional development service providers, the RPDP has an obligatory role to play to improve that capacity. Redefining RPDP's role in the current federal and state context seems important and necessary. That redefinition of the RPDP role should encompass considerations of other players in the school improvement arena, such as the state department and the state board, the education commission in the state, the district leadership, the colleges of education, and local and state professional associations. These stakeholder groups all have a role to play to implement high standards and to ensure that the standards are truly aligned with curriculum, instruction, assessment, and professional development."

6. Work in conjunction with the Commission on Professional Standards in Education to ensure that the setting or revising of regulations pertaining to educator licensure aligns with identified needs.

Status Statement:

The Commission on Professional Standards adopted a new middle school endorsement and qualifications. The recognized field of teaching of the license is based upon an applicant's field of specialization or concentration.

7. Collect and analyze data concerning teacher qualifications at high poverty and high diversity schools.

Status Statement:

Data on teachers meeting the NCLB "highly qualified" teacher requirements is collected in the "Contracted Educators Report" which is submitted to the Nevada Department of Education by November 15th of each year. The data is disaggregated for the percentage of core academic classes taught by highly qualified teachers by "high poverty" schools (schools in the top quartile of poverty in the State) and "low poverty" schools (schools in the bottom quartile of poverty in the State) [high and low poverty schools are defined in NCLB Section 1111(h)(1)(C)(vii,viii)]. Data collected October 1, 2004 listed the percentage of core academic classes taught by

highly qualified teachers in high-poverty schools at 64% (up from 59% in 2003) and at low-poverty schools at 78% (up from 75% in 2003). The Nevada Department of Education will be analyzing the 2005 date and is reviewing the steps it is taking to ensure that highly qualified and experienced teachers are distributed equitably between poor or minority students and other students.

8. Monitor the effect of comprehensive and varied professional development activities on student performance, then revise improvement plans and realign or reallocate resources accordingly.

Status Statement:

As per the NRPDP Evaluation Report, Executive Summary, several illustrative teacher cases have traced the linkages from training to effects on teaching and learning (p. ii). These studies suggest that staff development that is results-driven, standards-based, and job-embedded can have specific and positive teaching effects which, in turn, can result in improved student learning (p. 31).

2005 Strategies for Goal #4

1. Joint planning with institutions of higher education to ensure that pre-service teachers receive coursework that focuses on improved student performance in a standards-based system, with attention to special population and diversity students.

2. Investigate the feasibility of a statewide review of professional development practices.

3. Support and participate in effective statewide professional development activities that coordinate the professional development efforts of all entities to ensure that there is alignment in the school and district improvement process between standards, learning targets, curriculum, instruction, assessment, and sustained, intensive, job–embedded professional development – with specific attention to student populations that are low performing, such as IEP and LEP student groups. Entities include: institutions of higher education, state department, state board of education, the state education commissions, RPDP, district leadership, schools, and local and state professional associations.

4. Review administrative licensure requirements and recertification requirements to ensure that Nevada has well-defined leadership standards in place for what administrators should know and be able to do. Define these standards for administrators as the Nevada Leadership Standards (NLS). Recommend that standards specifically address the issue of supporting and retaining quality teachers. Suggest NLS represent the projected revision of Interstate School Leaders Licensure Consortium Standards and recent research by McREL's team of Waters and Marzano that identified the characteristics of principals that are tied to student achievement.

Goal #5:

To improve student achievement in middle schools and high schools through the implementation of a statewide initiative that focuses on secondary education, including strategies to improve academic achievement, increase graduation rates, decrease dropout rates, improve distribution of information to the public, and increase post-secondary program enrollment and success rates.

Measurable Objective Components:

Outcome Indicator – Increased academic achievement, increased graduation and post-secondary enrollment and success rates, decreased dropout rates, and improved distribution of information to the public.
Baseline – "Current Status" sections of STARS: Nevada's Blueprint for High School Improvement
Timeline – To be completed within two years of establishment of baseline and development of system.
Standard or performance level – Implementation of improvement strategies, when compared to 2004-2005 achievement data, will demonstrate an increase in graduation rates, a decrease in dropout rates, and an increase in post-secondary success rates.

Current Status: **2004 Strategies for Goal #5**
1. Expand the statewide informational system to provide information to secondary schools that will inform students, teachers and administrators, counselors and parents in the state concerning: a) the requirements for college admission and opportunities for financial aid, b) the availability of the millennium scholarship, and c) the need for students to make informed decisions regarding course and curriculum choices while attending high school in preparation for post-school success. **Status Statement:** The NDE website upgrades included audience sections that focus on the information that parents and students at all levels, especially secondary, need to make informed decisions about their education. The school districts also maintain websites that provide information to students and parents.
2. Coordinate web-based information dissemination systems among collaborative partners (e.g., IHE, RPDP, school districts, NDE) in order to provide secondary education information. **Status Statement:** Currently districts are able to access a variety of reports containing student data. Development is under way that will enable schools, district and the state to analyze longitudinal data with regards to assessment results, demographics, attendance and program participation.
3. Enhance collection and analysis of data concerning achievement levels, graduation rate, dropout rate, and post-secondary enrollment patterns. **Status Statement:** The Accountability Report Card (ARC) database enables schools, districts, and the state to load and validate qualitative and quantitative ARC data. This data is then made available to the public on the Nevada Report Card website. In 2004, the Department upgraded the Occupational Reporting System (ORS) to a web-based reporting system to record and monitor statewide enrollment and completion data for career and technical education (CTE). The 2005 Nevada Legislature raised the Millennium Scholarship requirements. College students will need to maintain a 2.6 GPA each college semester, the scholarship will pay for 12 units per semester, no remedial courses are eligible for scholarship assistance and students will have one opportunity to regain the scholarship by bringing their semester GPA up to 2.6.
4. Implement program improvement activities in secondary education, which are driven by data, increase student outcomes, respond to the needs of special population and diversity students, and reflect best practices.

Status Statement:

The State has invested considerable efforts on high school improvement. A statewide collaborative team developed the STARS: Nevada's Blueprint for High School Improvement, highlighting current innovations such as Career and Technical Education, GEAR UP, Advancement via Individual Determination (AVID), International Baccalaureate Program (IB), Smaller Learning Communities (SLC), virtual schools and charter schools. This resultant Blueprint was the foundation of an application for funding from the National Governors' Association. A high school summit with over 125 participants launched the Blueprint. The Governor and Legislature appropriated $13.5 million for secondary school reform in SB404.

2005 Strategies for Goal #5

Strategies 1-5 are from *STARS: Nevada's Blueprint for High School Improvement*

1. Priority Goals for Value of Diploma:
   - Develop methods of better meeting the needs of low-performing student populations and of ensuring that special education and LEP student populations have access to rigorous and relevant curriculum.
   - Increase the graduation rate and decrease the dropout rate in high schools, with special attention to low-performing student populations.
   - Identify mechanism that will help students value and act upon accessing rigorous and relevant high school courses.

   Long range goals:

   - Engage key collaborative partners in a review of the value of the current standard high school diploma and address methods to define and add rigor and relevance while expanding availability of alternate completion options.
   - Increase the percentage of high school students that improve in reading, English, mathematics and science.

2. Priority Goals for Redesign:
   - Adopt a framework for identification of successful high schools to serve as models and mentors for low-performing high schools.
   - Incorporate innovate designs (i.e. graduation timing, structure of school, technology availability, enhanced senior year, scheduling, middle school design) in response to students' needs and increase the access to more traditional offerings.

   Long range goal:

   - Develop methods that identify and address obstacles to access for specific student populations to ensure access and opportunity to rigorous and relevant curriculum by all populations.

3. Priority Goals for Educators:
   - Align professional development to instructional needs through data-driven decision making in order to impact instructional practices to increase student achievement.
   - Increase the depth of knowledge and pedagogy in content reading and in math for all high school teachers.
   - Expand incentives and support to teachers in order to better equalize the percent of highly qualified teachers in at risk high schools through expanded incentives and other means of support.
   - Increase availability of training in appropriate instruction to diverse student populations in inclusive settings.

   Long range goals:

   - Develop strategies of analysis and feedback mechanisms that link educator evaluation, student performance, and professional development in order to guide instructional practices.

- Expand the system of professional development as a vehicle for carrying out the goals of the Blueprint.
4. Priority Goals for Progress & Accountability: - Enhance statewide data system to look at longitudinal growth at the individual level and school level over PreK-12 range and incorporate a 12th – 16th monitoring component. - Enhance statewide data system to provide student data for formative and reporting purposes in order to share what works. Long range goals: - Enhance the statewide data system that monitors longitudinal growth at the student level and school level over P-12 range and incorporate a 12th-16th monitoring component. - Enhance the statewide data system to make available necessary data to evaluate the effectiveness of the goals in Nevada's Blueprint and resulting improvement strategies for P-16 education.
5. Priority Goals for Education Governance: - Develop and/or enhance, in coordination with key collaborative partners, communication mechanisms in order to make apparent and keep up-to-date with high school improvement efforts. Long range goals: - Expand mechanisms to make clear the requirements and expectations of post secondary options in order to obtain P-16 alignment with business and community expectations. - Provide for ongoing dialogue between collaborative partners to carry out goals of Nevada's Blueprint.
6. Encourage student participation in secondary Career and Technical Education programs to heighten student appreciation of the relevance of high school education and to improve performance on proficiency examinations in core academic areas, increase graduation rate, and decrease dropout rate.
7. Ensure compliance with the requirements set forth in AB 580 to develop and implement a comprehensive system of technical advisory committees to ensure a strong community-based role in career and technical education programs.
8. Provide guidance and support in the implementation of proven practices decrease the drop out rate by attending to the multiple factors that contribute to students not completing high school.
9. Provide guidance and support in the expansion of adult (16-20 year olds) education opportunities.

APPENDIX A

Nevada Revised Statute: State Improvement Plan Requirements

Sec. 11. NRS 385.34691 is hereby amended to read as follows: 385.34691
1. The State Board shall prepare a plan to improve the achievement of pupils enrolled in the public schools in this State. The plan:
(a) Must be prepared in consultation with:
(1) Employees of the Department;
(2) At least one employee of a school district in a county whose population is 100,000 or more, appointed by the Nevada Association of School Boards;
(3) At least one employee of a school district in a county whose population is less than 100,000, appointed by the Nevada Association of School Boards; and
(4) At least one representative of the Statewide Council for the Coordination of the Regional Training Programs created by NRS 391.516, appointed by the Council; and
(b) May be prepared in consultation with:
(1) Representatives of institutions of higher education;
(2) Representatives of regional educational laboratories;
(3) Representatives of outside consultant groups;
(4) Representatives of the regional training programs for the professional development of teachers and administrators established pursuant to NRS 391.512;
(5) The Bureau; and
(6) Other persons who the State Board determines are appropriate.
2. A plan to improve the achievement of pupils enrolled in public schools in this State must include:
(a) A review and analysis of the data upon which the report required pursuant to NRS 385.3469 is based and a review and analysis of any data that is more recent than the data upon which the report is based.
(b) The identification of any problems or factors common among the school districts or charter schools in this State, as revealed by the review and analysis.
(c) Strategies based upon scientifically based research, as defined in 20 U.S.C. € 7801(37), that will strengthen the core academic subjects, as set forth in NRS 389.018.
(d) Strategies to improve the academic achievement of pupils enrolled in public schools in this State, including, without limitation, strategies to:
(1) Instruct pupils who are not achieving to their fullest potential;
(2) Increase the rate of attendance of pupils and reduce the number of pupils who drop out of school;
(3) Integrate technology into the instructional and administrative programs of the school districts;
(4) Manage effectively the discipline of pupils; and
(5) Enhance the professional development offered for the teachers and administrators employed at public schools in this State to include the activities set forth in 20 U.S.C. € 7801(34), as deemed appropriate by the State Board.
(e) Strategies designed to provide to the pupils enrolled in middle school, junior high school and high school, the teachers and counselors who provide instruction to those pupils, and the parents and guardians of those pupils information concerning:
(1) The requirements for admission to an institution of higher education and the opportunities for financial aid;
(2) The availability of millennium scholarships pursuant to NRS 396.911 to 396.938, inclusive; and
(3) The need for a pupil to make informed decisions about his curriculum in middle school,

junior high school and high school in preparation for success after graduation.

(f) An identification, by category, of the employees of the Department who are responsible for ensuring that each provision of the plan is carried out effectively.

(g) For each provision of the plan, a timeline for carrying out that provision, including, without limitation, a timeline for monitoring whether the provision is carried out effectively.

(h) For each provision of the plan, measurable criteria for determining whether the provision has contributed toward improving the academic achievement of pupils, increasing the rate of attendance of pupils and reducing the number of pupils who drop out of school.

(i) Strategies to improve the allocation of resources from this State, by program and by school district, in a manner that will improve the academic achievement of pupils. If this State has a financial analysis program that is designed to track educational expenditures and revenues to individual schools, the State Board shall use that statewide program in complying with this paragraph. If a statewide program is not available, the State Board shall use the Department's own financial analysis program in complying with this paragraph.

(j) Based upon the reallocation of resources set forth in paragraph (i), the resources available to the State Board and the Department to carry out the plan ~~[.]~~ *, including, without limitation, a budget for the overall cost of carrying out the plan.*

(k) A summary of the effectiveness of appropriations made by the Legislature to improve the academic achievement of pupils and programs approved by the Legislature to improve the academic achievement of pupils.

3. The State Board shall:

(a) Review the plan prepared pursuant to this section annually to evaluate the effectiveness of the plan; and

(b) Based upon the evaluation of the plan, make revisions, as necessary, to ensure that the plan is designed to improve the academic achievement of pupils enrolled in public schools in this State.

4. On or before December 15 of each year, the State Board shall submit the plan or the revised plan, as applicable, to the:

(a) Governor;

(b) Committee;

(c) Bureau;

(d) Board of Regents of the University of Nevada;

(e) Council to Establish Academic Standards for Public Schools created by NRS 389.510;

(f) Board of trustees of each school district; and

(g) Governing body of each charter school.

APPENDIX B

Monetary Projections for School Improvement Leadership

Using the approach employed by NDE during the 2005-2006 school year, the following costs can be projected. We paid 18 different School Support Team Leaders $20,000 each to provide SSTL services to each of the 18 identified schools which were either in the 3rd year of improvement (16 of the schools) or in the 4th year of improvement (2 of the schools). For the $20,000 contracted amount, the School Support Team Leaders were expected to meet with the entire school support team, revise the school's improvement plan, including the establishment of one focused goal for the school, write and submit the required report to the department and all other entities listed in NRS by November 1, conduct monthly visits to the school to ensure that the revised plan is being implemented as outlined in the action steps of the plan, and meet with the school support team at the end of the year to write a final report on the status of the school after receiving intensive support services during the year. An additional $1,000 is projected for each school identified to pay for the costs of the NDE staff member's travel that is assigned to each school per NRS. For 2005-2006, the costs were approximately $378,000 for the 18 schools that had school support teams. Since all 18 schools receiving services were Title I schools, all these costs were covered through the 4% set-aside from Title I which the SEA is required to withhold from the overall Title I funding.

For 2006-2007, a total of 96 schools could be identified as in either the 3rd or 4th year of improvement, requiring the assignment of a school support team to each of these schools. Of this total, 42 are Title I schools. As during the 2005-2006 school year, the costs for the School Support Team for those schools will be borne by statewide Title I school improvement set-aside funds for a total of $882,000, if NDE uses the same model of support team services delivery as employed during 2005-2006. This leaves 55 non-Title I schools which must be assigned School Support Teams. If each of those schools is assigned a School Support Team leaders to carry out the services outlined above, the costs for the non-Title I schools would be $1,155,000. These costs cannot be supported by Title I since the schools do not receive Title I services. I have represented this information in table format below:

Costs for School Support Teams—2005-2006 and projected for 2006-2007

2005-2006 School Year	16 Title I Schools in Year 3 of Improvement	$21,000 per site (includes $20,000 contract with school support team leader and $1,000 travel costs for NDE consultant assigned to each support team for total of $336,000

	2 Title I Schools in Year 4 of Improvement	$21,000 per site (includes $20,000 contract with school support team leader and $1,000 travel costs for NDE consultant assigned to each support team for total of $42,000
2006-2007 School Year	26 Title I Schools in Year 3 of Improvement	$21,000 per site (includes $20,000 contract with school support team leader and $1,000 travel costs for NDE consultant assigned to each support team for total of $546,000
	16 Title I Schools in Year 4 of Improvement	$21,000 per site (includes $20,000 contract with school support team leader and $1,000 travel costs for NDE consultant assigned to each support team for total of $336,000
	55 Non-Title I Schools in Year 3 0f Improvement	$21,000 per site (includes $20,000 contract with school support team leader and $1,000 travel costs for NDE consultant assigned to each support team for total of $1,155,000

Other emerging issues: Where will staff find time to serve as NDE representatives on 97 school support teams? Will NDE be able to locate and train 97 outside contractors to serve as School Support Team Leaders?

APPENDIX C

Monetary Projections - iNVest

See separate attachment

Appendix D

Career and Technical Skill Standards

First Round Skill Standards Adopted

- Agriculture Science One and Two Skill Standards*
- Family and Consumer Sciences Skill Standards
- Marketing Education Skill Standards
- Automotive Technology Skill Standards

Second Round Skill Standards Adopted

- Agriculture Mechanical Engineering Technology
- Plant & Environmental Horticulture Science*
- Early Childhood Education and Services
- School Counseling Program
- Computer-Aided Drafting & Design
- Information Technology

Third Round Skill Standards Adopted

- Agriculture Business Systems
- Animal Science/Veterinary Medicine*
- Business Education
- Culinary Arts
- Health Occupations
- Hospitality and Tourism
- Residential Building Construction

Fourth Round Skill Standards

- Agriculture Leadership, Communications, and Policy—Adopted 12-4-04
- Natural Resources and Wildlife Management*—Adopted 12-4-04
- Metalworking—to be presented to the State Board Winter 2005
- Welding—to be presented to the State Board Winter 2005
- Information Technology Curriculum Guide—doesn't require State Board adoption

Fifth Round Skill Standards and Curriculum Guides

- Three Agriculture Curriculum Guides
- Three Trade & Industry Education Standards
- Clothing and Apparel Standards
- Health Occupations Curriculum Guide
- Hospitality and Tourism Curriculum Guide
- Marketing Curriculum Guide

*Qualifies for one Graduation Credit in Science

CTE Program Quality Criteria

Career and Technical Education (CTE) has established 10 program quality criteria standards to provide guidelines to initiate and direct the development and improvement of programs and to create consistency in education programs from district to district. The 10 programs quality criteria are:

1. Standards and Instruction. The CTE Program has been organized and sequenced around career paths with clear performance standards leading students to entry-level employment, job advancement, entrepreneurship, advanced education and training, and/or personal use. Instruction is performance-based and integrates academic knowledge and skills, which reflect current and emerging technologies and practices in business, industry, and the home environment.

2. Leadership and Citizenship Development. Students develop leadership, citizenship, interpersonal, and employment skills by participating in community service projects and cooperative, individualized, and competitive instructional activities through involvement in the Career and Technical Student Organizations (FFA, FBLA, DECA, FCCLA, SkillsUSA).

3. Practical Application of CTE Skills. Practical application of CTE skills is accomplished through classroom simulation and/or work-based learning experiences. These experiences are directly related to, and coordinated and evaluated with, regular classroom instruction through involvement in a supervised work-based learning experience.

4. Qualified and Competent Personnel. CTE education teachers are competent and qualified with the appropriate occupational proficiency. In addition, instructors, administrators, guidance/counseling staff, and instructional support staff are involved in an ongoing program for professional development designed to enhance the quality of instruction.

5. Facilities, Equipment, and Materials. Facilities, equipment, instructional materials and supplies comply with health and safety standards, reflect and/or simulate current and emerging technologies and applications, and are of sufficient quantity and quality to meet the instructional objectives and individual needs of all students.

6. Community, Business, and Industry Involvement. Individuals who represent the community, business, industry, students, parents, districts, staff, postsecondary agencies, and labor, serve on a subject-area advisory committee or technical skills committee to provide guidance. Staff uses the advice of the advisory committee in the design, development, operation, evaluation, and support of each program area.

7. Career Guidance. Career and technical education staff, guidance counselors, and other resource personnel provide career guidance services to ensure that students enroll in CTE courses/programs that are consistent with their aptitudes, interests, abilities, and career-path goals.

8. Program Promotion. There is a systematic plan of program promotion to inform students, parents, counselors, other subject-matter teachers, administrators, board members, community members, and business and industry representatives, of options, advantages, quality, accountability, and availability of CTE education programs.

9. Program Accountability and Planning. There is a systematic program assessment using input from instructors, administrators, students, other staff, and advisory committee or technical skills committee members which ensures that the program scope, design, content, instruction, and administration is meeting the program objectives. The annual assessment process is used to develop a Program Improvement Plan for the short- and long-range administration and operation of CTE education programs.

10. Student-Teacher Ratio. High quality instruction in CTE is dependent upon maintaining a student-teacher ratio that ensures effective instruction and safe working conditions. CTE courses are action-oriented, applied-learning activities. Under these conditions, appropriate class size must be maintained.

APPENDIX E

No Child Left Behind Professional Development Definition

The remainder of this document can be referenced at http://www.ed.gov/legislation/ESEA02/index.html

SEC. 9101.(34) PROFESSIONAL DEVELOPMENT

THE TERM PROFESSIONAL DEVELOPMENT' —

(A) includes activities that —

(i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;

(ii) are an integral part of broad school wide and district wide educational improvement plans;

(iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging state academic content standards and student academic achievement standards;

(iv) improve classroom management skills;

(v) (I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and

(II) are not 1-day or short-term workshops or conferences;

(vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through state and local alternative routes to certification;

(vii) advance teacher understanding of effective instructional strategies that are —

(I) based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of title II); and

(II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and

(viii) are aligned with and directly related to —

(I) State academic content standards, student academic achievement standards, and assessments; and

(II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);

(ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;

(x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

(xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;

(xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

(xiii) provide instruction in methods of teaching children with special needs;

(xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and

(xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

(i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;

(ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and

(iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

APPENDIX F

Nevada Professional Development Standards

Standard I:
Professional development is based on what educators need to know and be able to do to assist all students in achieving high academic standards.

Standard II:
Professional development is data-driven. Student performance data is used to determine appropriate targets and priorities for professional development, monitor progress, and make appropriate adjustments.

Standard III:
Professional development is based on findings from sound research, facilitating educators' understanding of the theory underlying the knowledge and skills being learned.

Standard IV:
Professional development is continuous and ongoing, and is part of a comprehensive long-range plan that aligns with school and district School Improvement Plans.

Standard V:
Professional development deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, prepares them to use various types of classroom assessments appropriately, and gives foundational knowledge and skill in classroom management.

Standard VI:
Professional development is built into the day-to-day work of educators at the school level, and fosters professional learning communities by employing collaborative and problem-solving work groups both within and across disciplines and grade levels.

Standard VII:
Professional development is evaluated on the basis of impact on teacher effectiveness and student learning/achievement.

Standard VIII:
Professional development is connected with and supportive of larger school, district, state and federal initiatives for comprehensive school reform, and is an integral part of broad school-wide and district-wide educational improvement plans.

Nevada Professional Development
Regional Professional Development Program, Statewide Coordinating Council
August 2003

APPENDIX G

Glossary of Acronyms

ACT	American College Test
AP	Advanced Placement
AYP	Adequate Yearly Progress
CRT	Criterion Referenced Test
HSPE	High School Proficiency Examination
IDEA	Individuals with Disabilities Education Act
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
FRL	Free or Reduced Price Lunch
IEP	Individualized Educational Program
INOI	In Need of Improvement
LAS	Language Assessment Scale
LEA	Local Educational Agency
LEP	Limited English Proficient
NAC	Nevada Administrative Code
NAEP	National Assessment of Educational Progress
NCLB	No Child Left Behind Act
NDE	Nevada Department of Education
NERA	Nevada Education Reform Act
NRS	Nevada Revised Statutes
NRT	Norm Referenced Test
OI	Other Indicator
PLC	Professional Learning Community
PSAT	Preliminary Scholastic Aptitude Test
RPDP	Regional Professional Development Programs
SAGE	Student Achievement Gap Elimination
SAT	Scholastic Aptitude Test
SBE	State Board of Education
SCAAN	Skills and Competencies Alternate Assessment of Nevada
SEA	State Educational Agency
SES	Socio-Economic Status
UCCSN	University and Community College System of Nevada

APPENDIX H

GLOSSARY OF TERMS

Adequate Yearly Progress (AYP) - An accountability system prescribed by the federal government to determine annually if schools are making progress toward narrowing the achievement gap and ensuring that all students are proficient in the areas of mathematics and English language arts by the 2013-2014 school year.

All Levels - As used throughout this document, this refers to all education agencies that are required under state or federal laws to develop and implement improvement plans, schools, districts and the Nevada Department of Education.

Alignment of Curriculum, Instruction, Assessment, and Professional Development - Refers to the match between student learning expectations, what students are taught, what students are tested on, and the ongoing preparation of teachers.

Content and Performance Standards **-** Content Standards define what students should know and be able to do. Performance standards also known as achievement standards define the level of achievement (what students have to do to demonstrate knowledge/skill).

Criterion-Referenced Test (CRT) - Tests specifically designed to compare student performance against Nevada's content and achievement standards.

Curriculum Mapping - A procedure for collecting data in a school or district about what is being taught and when it is being taught that can be used in conjunction with assessment data to make cumulative revisions in instruction.

Disaggregated Data - Information reported separately for major racial/ethnic groups, students living in poverty, students with disabilities, students with limited English proficiency and other student groups.

Full Community - Within this document, full community refers to all partners in the education process, such as parents, business organizations, non-profit organizations, schools, institutions of higher education, etc.

Home Language Survey - When a parent enrolls a child in a Nevada school, the parent must complete a form that states the language used in the child's home. If the survey indicates a language other than English is used in the home, the school is responsible for testing the child to determine if the student requires assistance with English language acquisition.

Limited English Proficient (LEP) - Refers to students who are learning English as a second language and qualify for English language learner services. Also commonly referred to as English language learners (ELL).

Millennium Scholarships – Scholarships funded by tobacco settlement funds for eligible Nevada students to attend institutions of higher education in Nevada.

National Assessment of Educational Progress (NAEP)—Known as the Nation's Report Card, NAEP is a national assessment given to representative groups of students in each state for purposes of looking at state performance over time and comparing states to one another.

No Child Left Behind Act (NCLB) (and its various Titles, such as I, II, III, IV, V) - The commonly used name to refer to House Referendum 1, the 2001 Reauthorization of the Elementary and Secondary Education Act ESEA).

Norm-Referenced Test (NRT) - Tests designed to compare student performance against the national average of student performance.

Paraprofessional - Individual who works under direct supervision of a licensed teacher to provide instructional assistance to students.

Persistently Dangerous Schools - In accordance with No Child Left Behind (NCLB), Nevada has developed and adopted an Unsafe School Choice Option Policy (USCOP) that includes a state definition of "persistently dangerous schools" based on the percentage of criminal citations issued for various violent criminal offenses. This policy also allows school choice to students who become victims of certain violent offenses.

Professional Learning Communities - A school that operates as a community of continuous inquiry and improvement characterized by supportive and shared leadership, shared values and vision, collective learning and application of that learning, supportive conditions, and shared personal practice.

Schools In Need of Improvement - This refers to schools, districts, or states which have not demonstrated adequate yearly progress (AYP) in the same area for two consecutive years or more.

Supplemental Education Services – These services are defined in the No Child Left Behind Act of 2001 (NCLB) as tutoring and other high-quality academic enrichment services provided in addition to instruction during the school day to increase the achievement of eligible children. Supplemental education services are included in the list of consequences for failure to make adequate yearly progress (AYP) for three consecutive years.