



**2007 Nevada
State Improvement Plan
and
2006 Report of
Accomplishments**

NEVADA STATE BOARD OF EDUCATION
NEVADA STATE BOARD FOR CAREER & TECHNICAL
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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 who participated in the development and writing of the 2007 *Nevada State Improvement Plan*. Special thanks to Lawrence Gloeckler, Executive Director of the International Center for Leadership in Education for his insight throughout the process and Syna Morgan of RDynamic Solutions for her work in crafting this plan.

The State of Nevada Department of Education is an equal opportunity/affirmative action agency and does not discriminate on the basis of race, color, religion, gender, national origin, age, political affiliation, or disabilities.

Nevada State Board of Education Vision, Mission, and Goals

Currently under review by the Nevada State Board of Education

VISION

Quality education for all

MISSION

The Nevada State Board of Education/Nevada State Board for Career and Technical 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 and 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.

HIGHLIGHTS OF STATE BOARD ACCOMPLISHMENTS

(See Appendix A for full summary report)

December 2006 through November 2007

The State Board:

- Adopted revised State Standards for Math and English Language Arts.
- Adopted revised regulations for:
 - ❖ Advanced and Adult Diplomas.
 - ❖ Special Education (to align with federal law changes).
 - ❖ Alternative criteria for the High School Proficiency Examination.
 - ❖ Credit requirements for math and science for 7 and 8th grades.
 - ❖ Charter School Regulations on sponsorship and insurance.
 - ❖ Independent Study and long distance learning.
- Non-regulatory actions/adoptions
 - ❖ Reappointed Dr. Rheault as Superintendent for new three year term.
 - ❖ Enacted a Legislative/Governance task force and charter school subcommittee.
 - ❖ Proposed budget for Nevada Department of Education and Distributive School Account for fiscal years 2008-2009.
 - ❖ Proposed Bill Drafts for 2007 Legislative Session.
 - ❖ Adopted State Improvement Plan for 2006.
 - ❖ Accepted Curriculum Alignment Task Force Report.
 - ❖ Approved three Charter Schools as full charters and two for subsection 6 charters.
 - ❖ Revoked charters for 2 State approved Charter Schools.
 - ❖ Approved private school licenses or re-licenses of 18 schools.
 - ❖ Approved 2007-2014 Elementary and Secondary school textbook adoption list.
 - ❖ Approved variances for class size in seven districts.
 - ❖ Suspended one and revoked one teacher license.

HIGHLIGHTS OF ACCOMPLISHMENTS

(See Appendix B for full summary report)

2006 Nevada State Improvement Plan

Goal #1: Alignment

- Development of alignment tools, such as the Nevada Comprehensive Curriculum Alignment Tool (NCCAT).
- Enhancements to the NDE Website and SAGE Website.
- Alignment of funding to school improvement processes with SB404/185, ePAGE, and the fiscal focus in the SAGE School Improvement Process.
- Passage of legislation to study various issues in Nevada education.
- Dissemination of various reports on the adequacy of educational funding in Nevada.
- Continuation of the revision process of the state standards.

Goal #2: Data

- Acquisition of funding to develop and/or enhance the statewide data systems.
- Enhancements made to various statewide data systems.
- Participation in various professional development activities focused on assessments and data analysis.

Goal #3: Achievement

- Dissemination of a variety of resource materials and websites to support classroom instruction.
- Participation in professional development activities targeting core academic areas to enhance instruction and educational leadership skills.
- Dissemination of various evaluation reports on the impact of specific reform efforts.

Goal #4: Professional Development

- Collaboration to improve the preservice and inservice training for educators.
- Participation in various school improvement trainings to implement continuous improvement components, including intervention systems and Career and Technical Education programs.
- Enhancements to the teacher licensure website.

Goal #5: Targeting Improvements in Secondary Education

- Increases in course-taking expectations made by several districts.
- Implementation of various partnerships and activities to support high school improvements.
- Enhancements to statewide data systems, with a focus on high school student outcomes.
- Implementation of various Career and Technical Education activities and evaluations.

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EXECUTIVE SUMMARY

State legislation requires that the State Board of Education revise the current state improvement plan each year, based on the outcomes of the previous year. The Nevada Revised Statute (NRS) 385.34691 (Appendix C) establishes the requirements for this plan. Key partners in the Nevada educational system participate in the revision of the *Nevada State Improvement Plan*. Through this process, the following improvement goals were set and an action plan was established to lead the state in meeting these goals.

2007 Nevada State Improvement Goals

The following goals, consistent with the State Board goals on page ii, were identified to improve the state of education in Nevada and to fulfill the requirements of NRS:

- To create an aligned system through collaboration with all key partners for implementation of statewide improvement processes that increase student learning, improve instruction, increase parental/community involvement, and provide adequate funding in order to improve student performance.
- To use consistent and relevant data at all levels (student, classroom, school, district, and state) to support the improvement process, evaluate the effectiveness of programs, and guide decisions for improved instruction and learning.
- To promote the implementation of proven practices that support healthy/safe learning environments and enhance instruction in core academic subjects (English language arts, mathematics, science, and social studies) to improve the performance of all students 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 are designed to improve leadership, instruction, and student learning as reflected in school, district, and state improvement efforts.
- 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.

Revision Process

Through a research-based improvement process developed by the NDE (see p. 41 for a description of this process), key partners in the Nevada educational system collaborated to revise the 2007 *Nevada State Improvement Plan*. Through this collaboration, the outcome data and current status of the dimensions of school success were analyzed to identify the successes and the concerns of education in the state. The following key partners participated in the revision of the *Nevada State Improvement Plan* (as required by NRS):

- Employees of the Nevada Department of Education
 - Gloria Dopf, Deputy Superintendent of Instructional, Research and Evaluative Services
 - Phyllis Dryden, Director, Office of Career and Technical 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
 - Karlene Lee, Associate Superintendent, Clark 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
 - Nancy Bryant, Assistant Superintendent of Educational Services, Douglas County 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, Northeastern Regional Training Program

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

- Representatives of higher education
 - Linda Heiss, Nevada System of Higher Education
 - Bill Thornton, University of Nevada, Reno
- Other persons whom the State Board determines appropriate:
 - Nancy Hollinger, Washoe County School Board
 - Craig Steven, NSEA
 - Joi Davis, Legislative Council Bureau
 - Jhone Ebert, Clark County School District
 - Alison Turner, Nevada PTA
- Nevada Department of Education staff support: Carol Crothers, Charlotte Curtis, Bette Hartnett, Leslie James, Frankie McCabe, Sue Moulden, Diane Mugford, David Smith, Kathy St. Clair

Upon adoption of the 2007 *Nevada State Improvement Plan*, the State Board is required to submit the 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. It is anticipated that this plan will drive planning and decision-making for all key partners in the education process.

Summary of Successes

From the analysis of the outcome and dimensions of school success data for 2006-2007, the following successes were identified:

- + Increases have been made in student achievement in reading and math on the state criterion-referenced tests, the graduation rate has increased, the dropout rate has decreased, and more districts and schools are making AYP.
- + Progress has been made in developing, sustaining, and enhancing aligned educational practices that improve classroom instruction and student achievement.
- + A continuous improvement framework and culture support improvement planning that guides professional development and program evaluation.
- + Enhancements have been made to increase the ability to collect and use consistent and relevant data at all levels to drive the improvement process.

- + Research-based strategies have been implemented in schools across the state to improve instruction and the academic performance of all students.
- + A statewide initiative focusing on secondary education has stimulated the implementation of a variety of best practices and the passage of high school reform legislation.
- + Planning and resource support continues for implementation of successful practices and innovative programs. An example is Career and Technical Education programs where students have a much higher graduation rate than the state average and are considerably less likely to drop out of school.
- + Significant 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 initiatives, the state has made information about Nevada's schools and their performance much more readily available to parents and the public.

Summary of Concerns

From the analysis of the outcome and dimensions of school success data for 2006-2007, the following concerns were identified:

- Across grades and subject areas, there remains a pattern of achievement gaps among student demographic groups.
- Disparities in both graduation rates and dropout rates are significant and longstanding.
- The lack of capacity and resources to assist districts and schools in meeting the needs of an increasingly diverse population is a critical issue.
- Best practices in curriculum, instruction, intervention, leadership, professional development, and technology are not consistently available to all educators and/or students in the state.
- Additional resources are needed for training in proper interpretation and expanded uses of data.

Summary of Action Planned

A coordinated effort by all key partners is necessary to address the goals in the 2007 *Nevada State Improvement Plan*. A cohesive system is critical in aligning curriculum, instruction, assessment, and professional development in order to improve teaching and student learning. Improving student performance requires an increase in overall student achievement in core content areas and a decrease in the achievement gap between overall student performance and the ethnic groups and special populations

INTRODUCTION

The culture behind Nevada's school improvement process 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 benefit from building relationships with school adults and peers and from learning 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 data, graduation rates, and 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.

Organization of the Document

The *Nevada 2007 State Improvement Plan* (STIP) is organized into three sections.

1. The first section describes the results of the various outcome indicators that are used to measure the progress of student performance. This analysis helps to identify the strengths in student performance as well as the continuing concerns.
2. The second section describes the current status of the dimensions of school success. Knowing what actions are taking place helps to determine what further actions need to occur.
3. The final section lays out the action plan that details the improvement goals and the action steps to accomplish these goals. The accomplishments made towards the *2006 Nevada State Improvement Plan* goals are available in Appendix B.

Evaluation of Outcomes

The section that follows, the “evaluation of outcomes”, is for the purpose of determining the progress the state has made in making improvements toward the measurable outcomes and in accomplishing the goals in the *Nevada State Improvement Plan*. The data reviewed in the evaluation of the outcomes includes the Adequate Yearly Progress (AYP) accountability data, the student state assessment performance data, and other outcome indicators relevant to student success.

School, District, and State Accountability

Nevada has maintained a heightened focus on student achievement through a variety of means over the past ten years. 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 system of school designation that placed schools in improvement status was established in the mid-1990s. In the early 2000s, AYP and its designation requirements were applied to all public schools in Nevada to comply with the NCLB.

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 (http://www.doe.nv.gov/accountability/ayp/ayp_materials.html). Table 1 shows the AYP target changes for the next five years.

Table 1: Estimated Performance Targets for Making AYP

Level	2007-2008 & 2008-2009		2009-2010 & 2010-2011		2011-2012		2012-2013		2013-2014	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Elementary	51.7%	56.3%	63.8%	67.2%	75.9%	78.1%	88%	89%	100%	100%
Middle	58%	54.6%	68.5%	65.9%	79%	77.2%	89.5%	88.5%	100%	100%
High	82.3%	61.8%	86.7%	71.3%	91.1%	80.8%	95.5%	90.3%	100%	100%

Classification of a school, school district, and/or state as making or not making AYP is relative to performance on the AYP indicators. A very significant aspect of NCLB 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 the state that do not 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 do not make AYP can still be recognized for making significant improvements toward the state proficiency targets.

Adequate Yearly Progress Results

The AYP results for the 2006-2007 show an increase in the number of schools and programs that have made AYP (as seen in Table 2).

Table 2. AYP Results: A Breakout in Numbers of Schools and Programs

AYP RESULTS	2004-2005				2005-2006				2006-2007			
	ES	MS	HS	NV	ES	MS	HS	NV	ES	MS	HS	NV
Number of Schools	343	133	132	608	357	127	129	613	365	135	131	631
AYP School Classification												
Made AYP	157	57	71	285	254	71	81	406	278	78	75	440
Did Not Make AYP	186	76	61	323	103	56	48	207	78	57	56	191
AYP School Designation												
Exemplary	2	1	2	5	4	0	14	18	20	1	2	23
High Achieving	21	13	18	52	50	8	20	78	66	18	13	97
Adequate	132	39	41	212	168	50	32	250	158	45	52	255
Watch List	115	30	20	165	30	9	16	55	31	17	17	65
In Need of Improvement (Year 1 – Hold)	2	4	10	16	14	5	7	26	25	7	1	33
In Need of Improvement (Year 2 – Hold)	0	0	0	0	10	8	9	27	6	3	6	15
In Need of Improvement (Year 3 – Hold)	0	0	0	0	9	0	0	9	9	4	1	14
In Need of Improvement (Year 4 - Hold)	0	0	0	0	0	0	0	0	3	0	0	3
In Need of Improvement (Year 1)	25	13	20	58	45	17	5	67	8	3	8	19
In Need of Improvement (Year 2)	31	30	21	82	9	9	15	33	22	9	5	36
In Need of Improvement (Year 3)	13	3	0	16	14	18	11	43	9	11	16	36
In Need of Improvement (Year 4)	2	0	0	2	4	3	0	7	7	14	10	31
In Need of Improvement (Year 5+)	0	0	0	0	0	0	0	0	1	3	0	4

The following are highlights of Table 2, which details the AYP results for the 2004-2005, 2005-2006, and 2006-2007 school years.

- In 2007, 70% of the 631 total schools and programs made AYP (compared to 54% last year and 47% the year before).
- At the elementary school level, there have been significant increases in the number of schools making AYP, with 46% making AYP in 2005 and 78% making AYP in 2007. The middle and high school levels also showed improvement from 2006 to 2007.
- The number of schools in improvement decreased from 158 in 2005 to 126 in 2007.

In 2007, 70% of the Nevada schools made Adequate Yearly Progress.

For schools that serve a high percentage of students living in poverty (Title I schools), there was an increase in the percent of schools that made AYP (from 48% making AYP in 2006 to 58% making AYP in 2007.)

State Assessment Program

The NDE now has implemented a complete statewide program of criterion-referenced tests (CRT) that meet the testing requirements of NCLB (grades 3-8 and high school) and which are being used to determine whether or not schools and districts within the state have met the AYP federal requirements. Table 3 illustrates the large-scale assessment system in the state.

In addition to the state criterion-referenced tests used for AYP, the state administers a norm-referenced test (NRT) in grades four, seven, and ten, which provides national comparisons and validates the results of the standards-based tests at the other grade levels. A selected sample of Nevada students participates in the National Assessment of Educational Progress (NAEP) in reading and math.

Table 3. Current State Assessment Program

	State Criterion-referenced Tests	Norm-referenced Tests
Grade 3	Reading, Math	
Grade 4	Reading, Math	ELA, Math, Science
Grade 5	Reading, Math, Science, Writing	
Grade 6	Reading, Math	
Grade 7	Reading, Math	ELA, Math, Science
Grade 8	Reading, Math, Science, Writing	
High School	Reading, Math, Science, Writing	ELA, Math, Science

Note: The assessments that are in bold are part of the state's AYP calculations.

Additional State Assessments

Students with the most significant disabilities may be eligible to take the Nevada Alternate Scales of Academic Achievement (NASAA). In addition, students whose first language is not English are required to take the Title III language acquisition test, the English Language Proficiency Assessment (ELPA). Although not included in the table and narrative above, it is important to note that the districts are at different stages of development and implementation of local interim assessments. These assessments provide benchmark data to schools and teachers to assist them in monitoring student progress toward proficiency of the state standards.

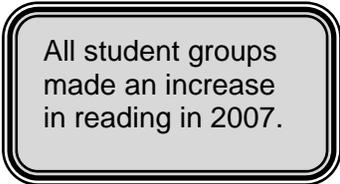
The graphs that follow describe state level performance results, focusing on those tests used to determine AYP. The overall state performance averages are included on the graphs illustrating the major ethnic groups and the special populations. Limited English Proficient (LEP) and Individualized Education Plan (IEP) student identification criteria include functioning that is often below grade level; consequently the performance of LEP and IEP students is anticipated to be lower than the state average. Therefore, comparisons are made on LEP and IEP performance trends, rather than comparisons to the state average. An additional consideration in reviewing the following Special Population graphs is that, as of 2006, the LEP student group results included all students previously served, not only current LEP students.

Elementary School CRT Performance

The graphs that follow describe state-level test results in reading and mathematics by year of test administration, allowing for across-year comparisons. The graphs illustrate trends in reading and mathematics performance by ethnic groups and special populations. Fifth grade has longitudinal data and is, for many schools, the last year of elementary; therefore fifth grade results are representing elementary school student performance. To review the third, fourth, and sixth grade CRT results, see Appendix D.

Elementary School Reading Performance Results – Highlighting Fifth Grade

For fifth grade reading, all student groups demonstrated an increase in performance from 2002 to 2007. The largest increases were in 2007. The White and Asian student groups performed significantly above the state average (see Figure 1) while the IEP student group performed below (see Figure 2).



All student groups made an increase in reading in 2007.

Figure 1. Fifth Grade Reading Performance Trends by Ethnic Groups

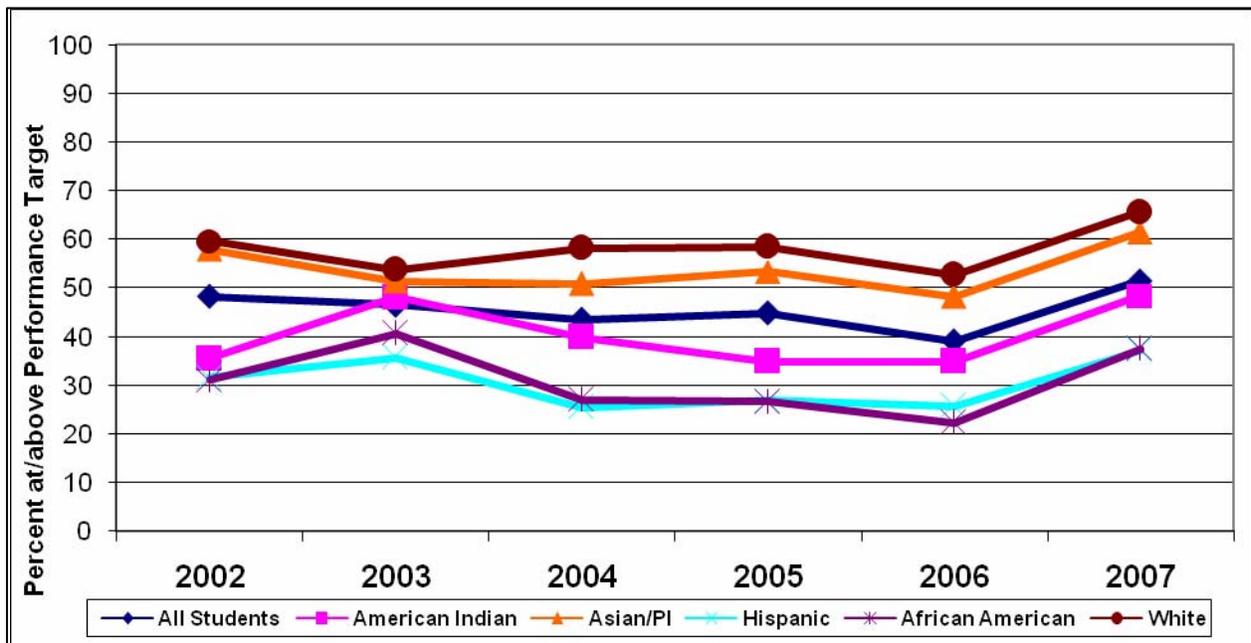
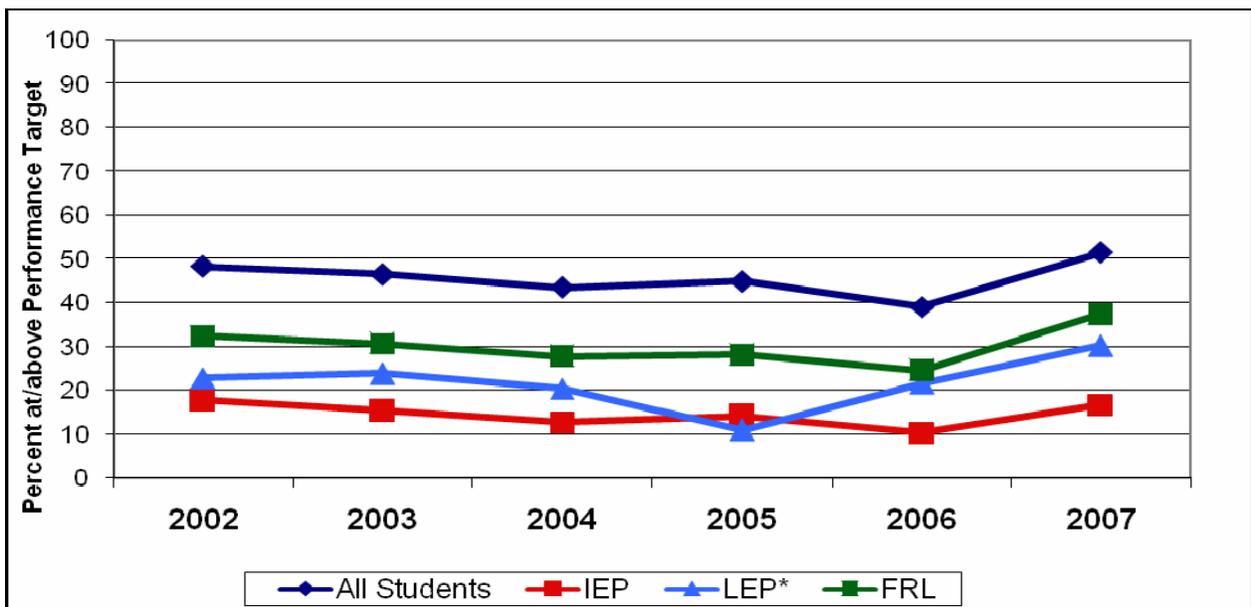


Figure 2. Fifth Grade Reading Performance Trends by Special Populations



* For 2006 and 2007, the LEP student group included all students previously served.

Elementary School Mathematics Performance Results – Highlighting Fifth Grade

For fifth grade mathematics, there have been steady increases in performance that have resulted in modest gains for all student groups. The African American and IEP student populations, although performing below the other student groups, have shown a steady increase over the past four years (see Figures 3 and 4). Achievement gaps among demographic groups continue to exist.

All student groups have made steady gains.

Figure 3. Fifth Grade Mathematics Performance Trends by Ethnic Groups

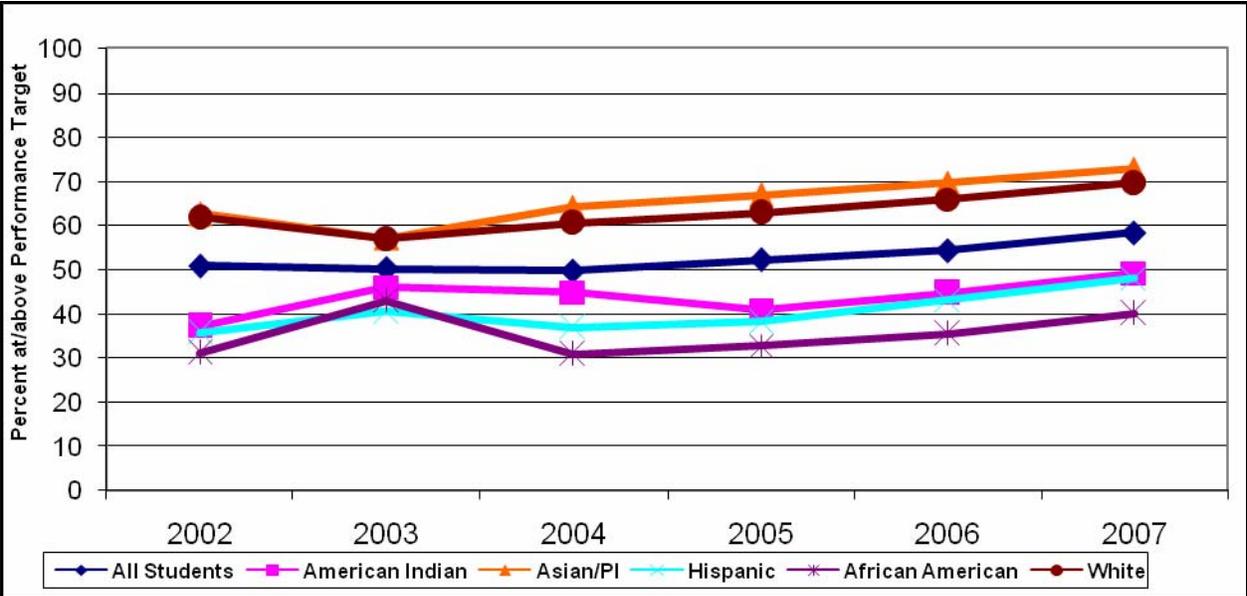
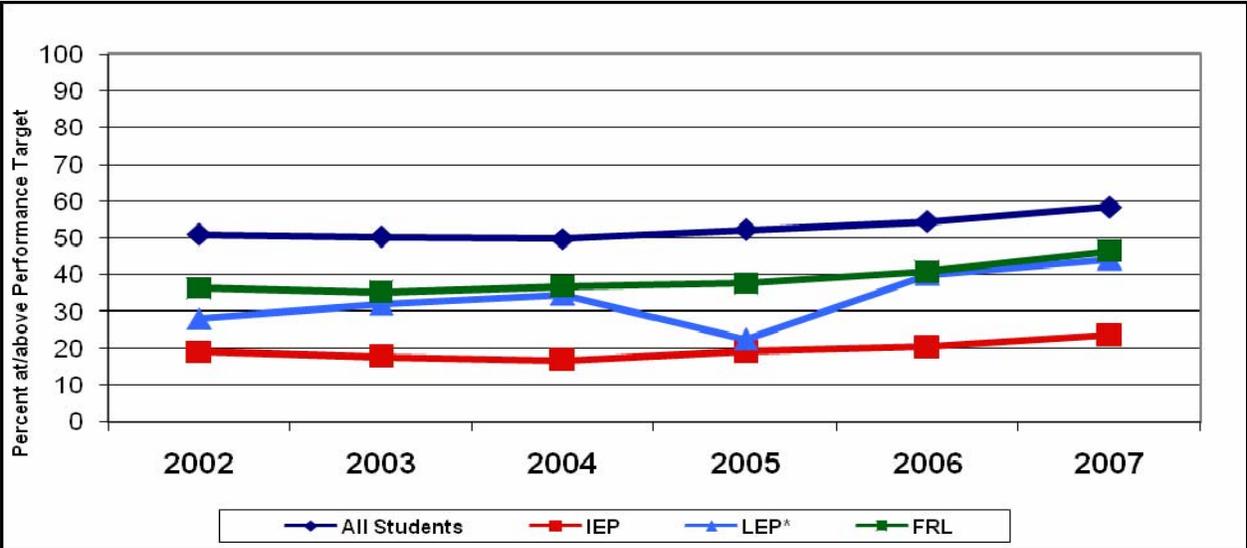


Figure 4. Fifth Grade Mathematics Performance Trends by Special Populations



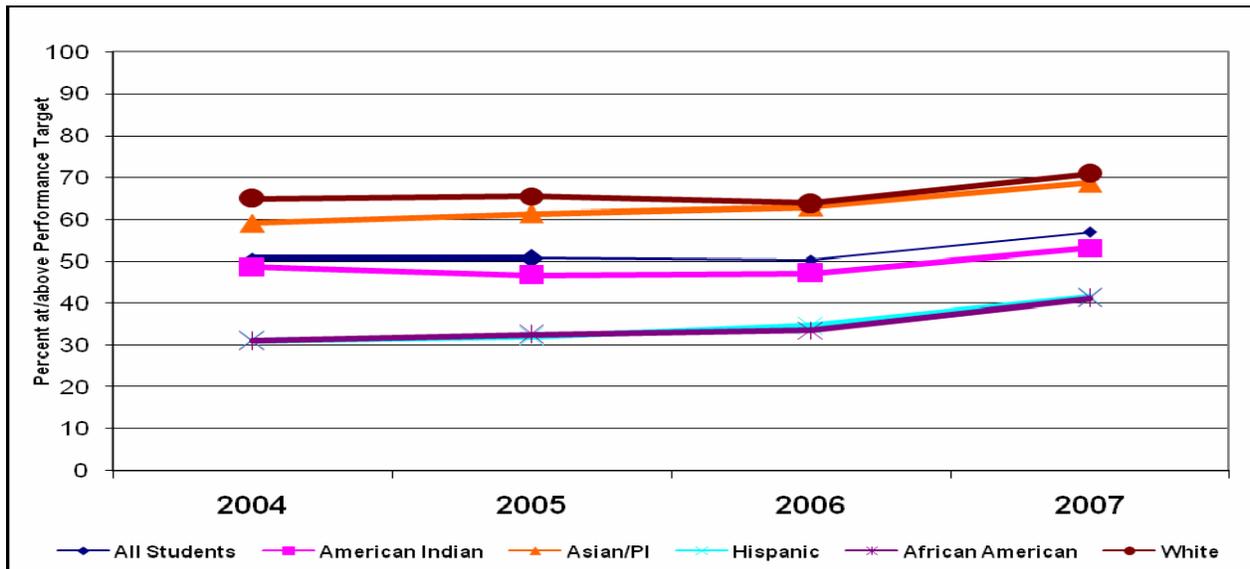
* For 2006 and 2007, the LEP student group included all students ever previously served.

Middle School CRT Performance

The graphs that follow describe state-level test results in reading and mathematics by year of test administration, allowing for across-year comparisons. The graphs illustrate trends in reading and mathematics performance by ethnic groups and special populations. Eighth grade has longitudinal data and is the last year of middle school; therefore eighth grade results are representing middle school student performance. To review the seventh grade CRT results, see Appendix D.

Middle School Reading Performance Results – Highlighting Eighth Grade

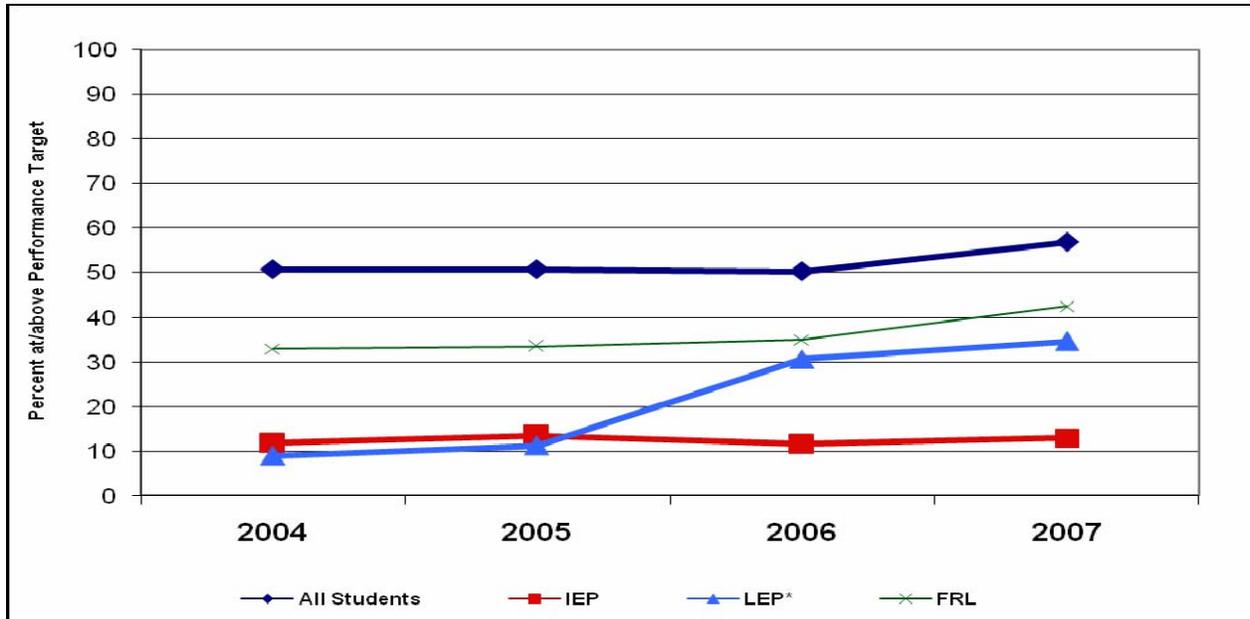
Figure 5. Eighth Grade Reading Performance Trends by Ethnic Groups



For eighth grade reading, all student groups made slight gains over the past four years (see Figures 5 and 6). In 2007, all student groups demonstrated a significant increase in performance. The Hispanic, African American, and IEP student populations continue to perform significantly below the other student groups.

Although all the student groups significantly improved, the Hispanic, African American, and IEP student groups performed below the other student groups.

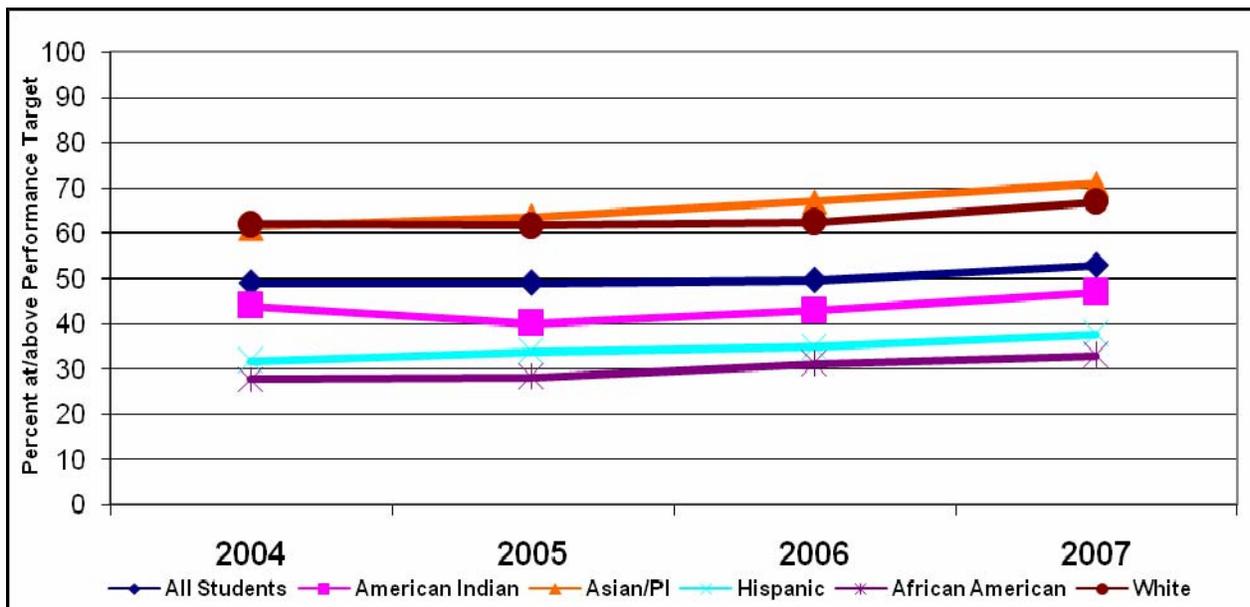
Figure 6. Eighth Grade Reading Performance Trends by Special Populations



* For 2006 and 2007, the LEP student group all students included ever previously served.

Middle School Mathematics Performance Results – Highlighting Eighth Grade

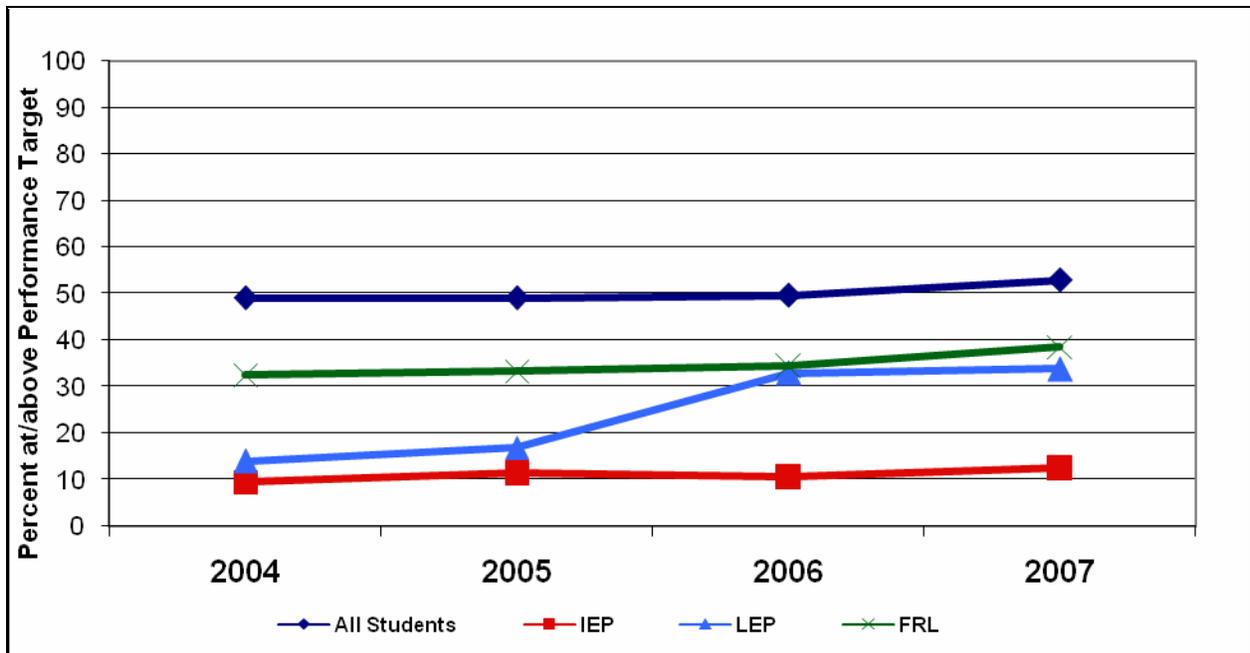
Figure 7. Eighth Grade Mathematics Performance Trends by Ethnic Groups



For eighth grade mathematics, all student groups made slight gains from 2004 to 2007. The American Indian student group increased in performance from 2005, moving closer to the state average in 2007 (see Figure 7). The FRL student performance increased by almost 10 percentage points in the past four years (see Figure 8). The African American and IEP student groups continue to perform below other student groups.

The FRL student performance in math increased by almost 10 percentage points in the past four years.

Figure 8. Eighth Grade Mathematics Performance Trends by Special Populations



* For 2006 and 2007, the LEP student group included all students previously served.

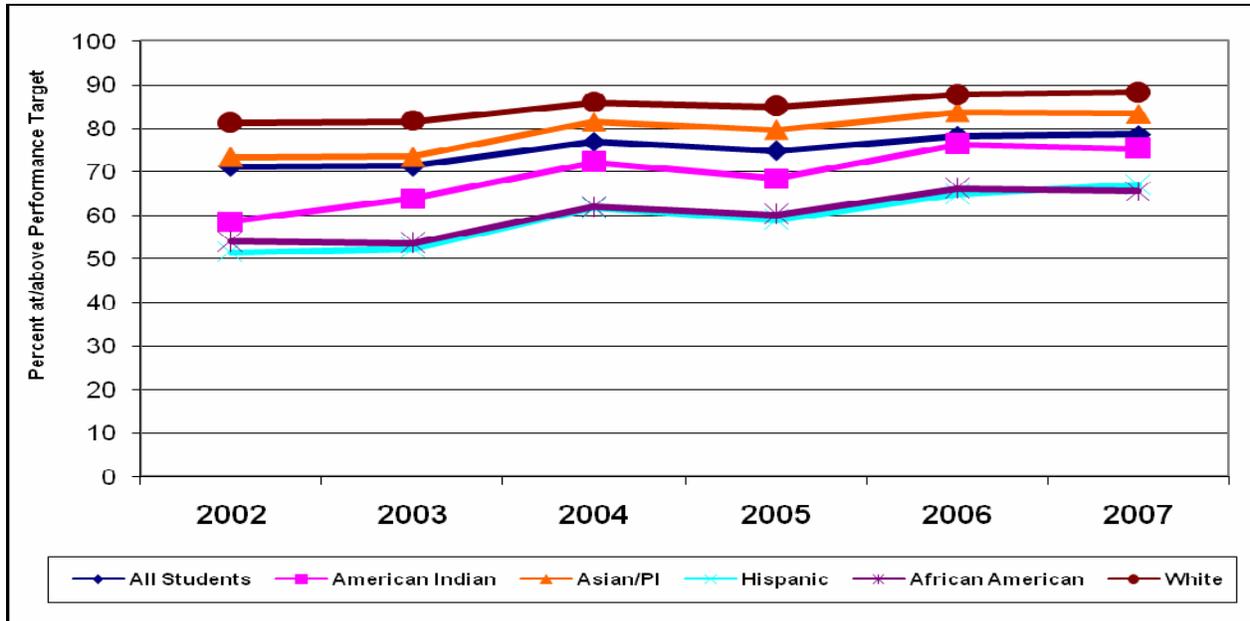
High School Performance Examination Results

The graphs that follow describe state-level test results in reading and mathematics by year of test administration, allowing for across-year comparisons. The graphs illustrate trends by ethnic groups and special populations.

High School Reading Performance Results

For high school reading, across the six-year period there has been a significant increase in performance for all student groups. As illustrated in Figure 9 (preceding page), the American Indian, African American, and Hispanic student groups have increased by more than 10 percentage points. The LEP student group had the greatest increase in percent proficient in the six-year period (see Figure 10).

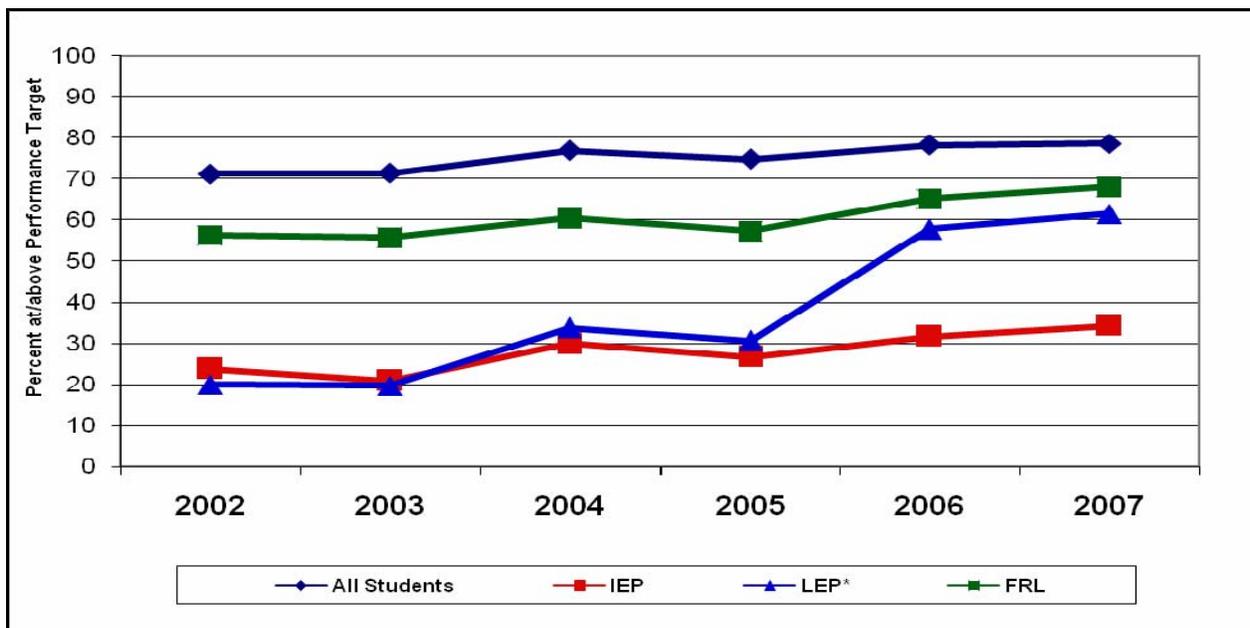
Figure 9. High School Reading Performance Trends by Ethnic Groups



In reading, American Indian, African American, and Hispanic student groups have increased by more than 10 percentage points.

In reading, the LEP student group had the greatest increase in percent proficient in the six-year period.

Figure 10. High School Reading Performance Trends by Special Populations



* For 2006 and 2007, the LEP student group included all students previously served.

High School Mathematics Performance Results

For high school mathematics, there have been significant gains for most of the student groups. The African American student group made modest gains and the IEP student performance remained relatively flat. The White and Asian student groups consistently performed above the state average while all other student groups performed below the state average.

Figure 11. High School Mathematics Performance Trends by Ethnic Groups

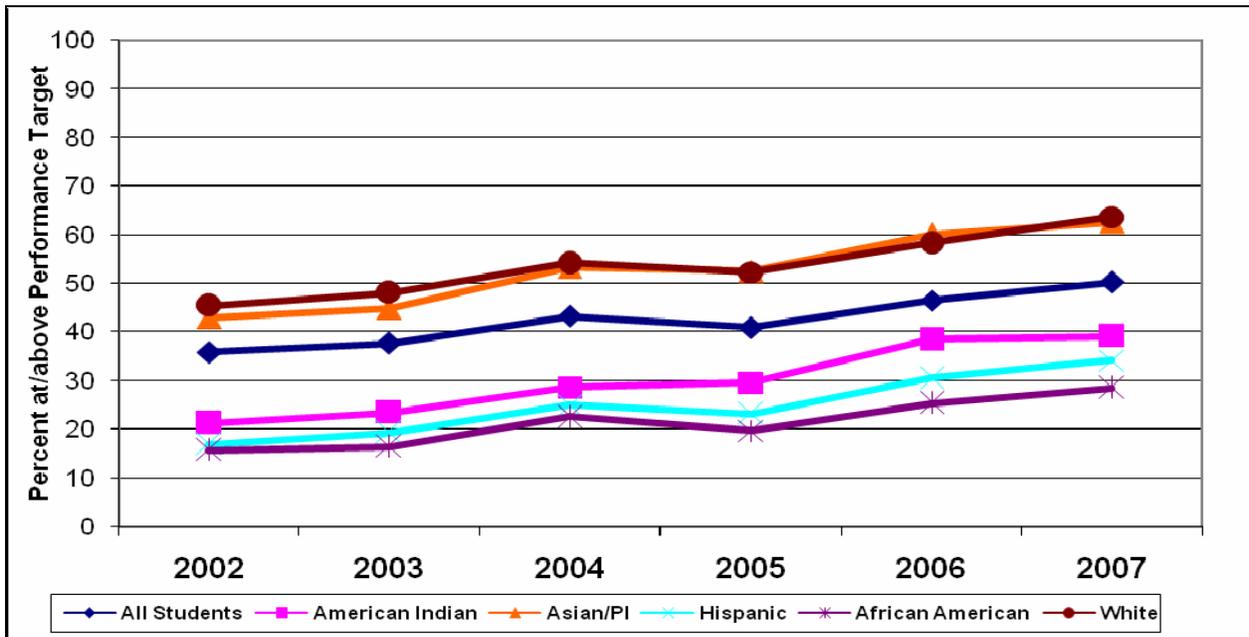
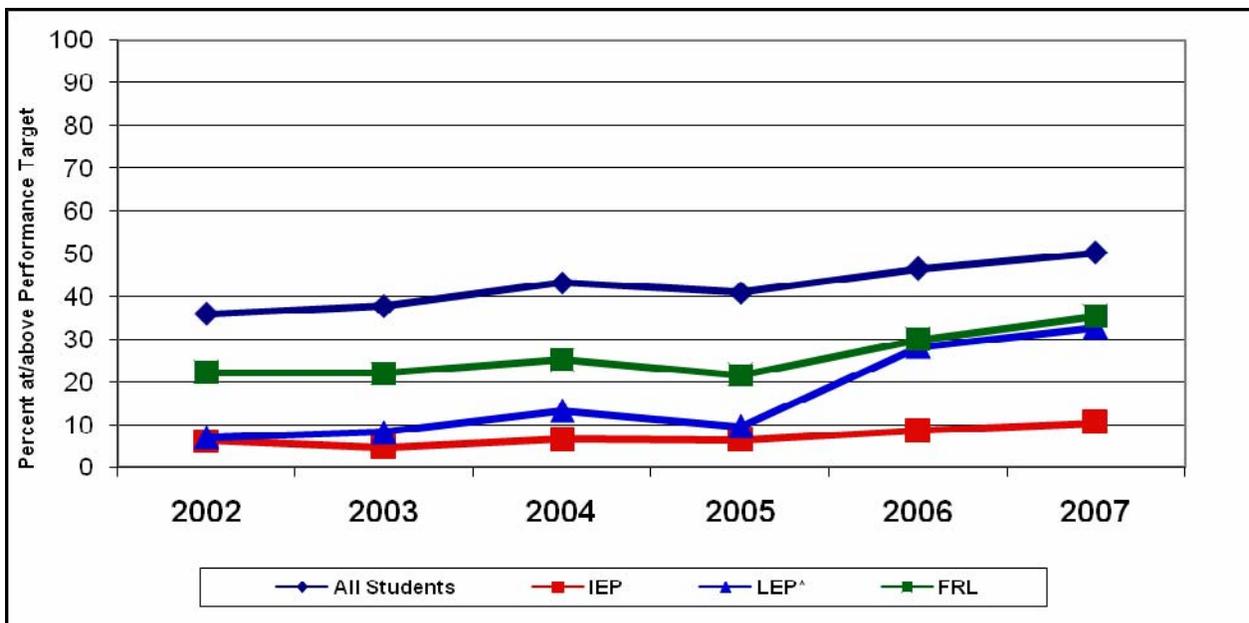


Figure 12. High School Mathematics Performance Trends by Special Populations



* For 2006 and 2007, the LEP student group included all students previously served.

Writing Performance

The graphs that follow describe writing performance by year of test administration. The graphs illustrate writing performance results by ethnic groups and special populations.

Fifth Grade Writing Performance Results

In the 2005-2006 school year, the writing test moved from a fourth grade administration to a fifth grade administration, thus just two years of results are compared on the graphs. From 2006 to 2007, all student groups made slight performance gains. The African American student group made gains that show a closing of the gap with the American Indian student group and the state average (see Figure 13). The Hispanic and IEP student groups performed below the other student groups.

In writing, the African American student group is making gains in closing the achievement gap.

Figure 13. Fifth Grade Writing Performance Trends by Ethnic Groups

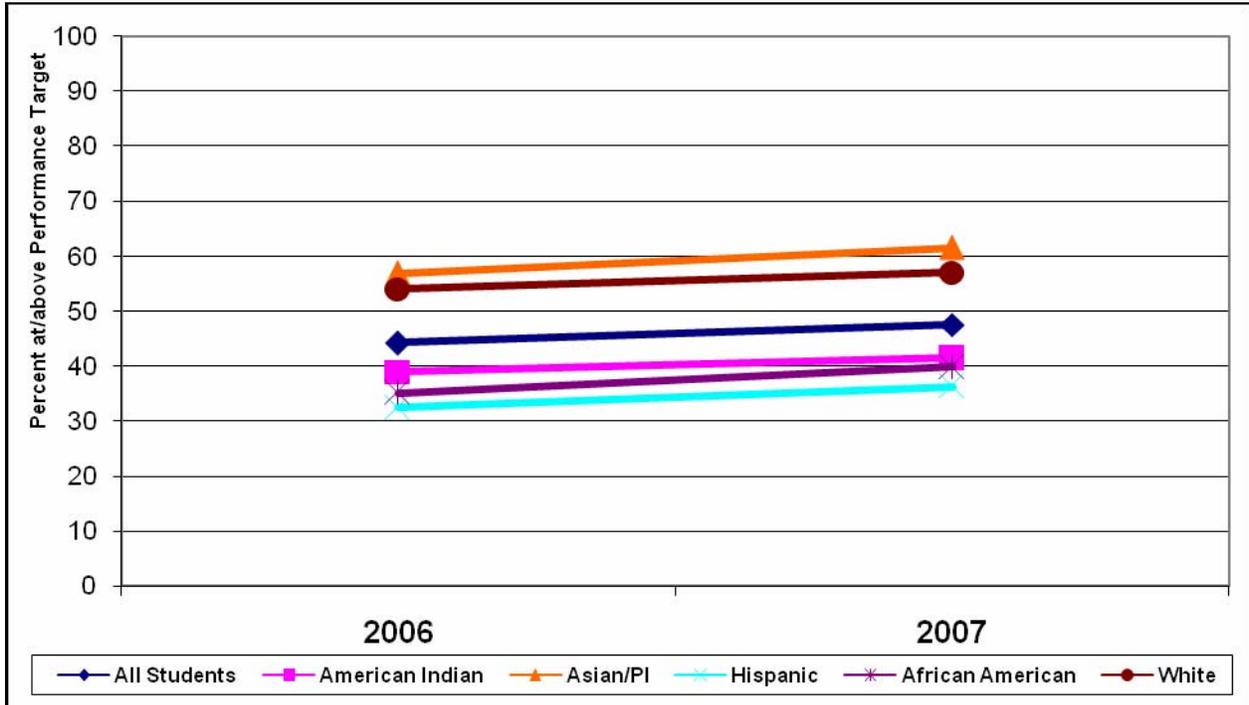
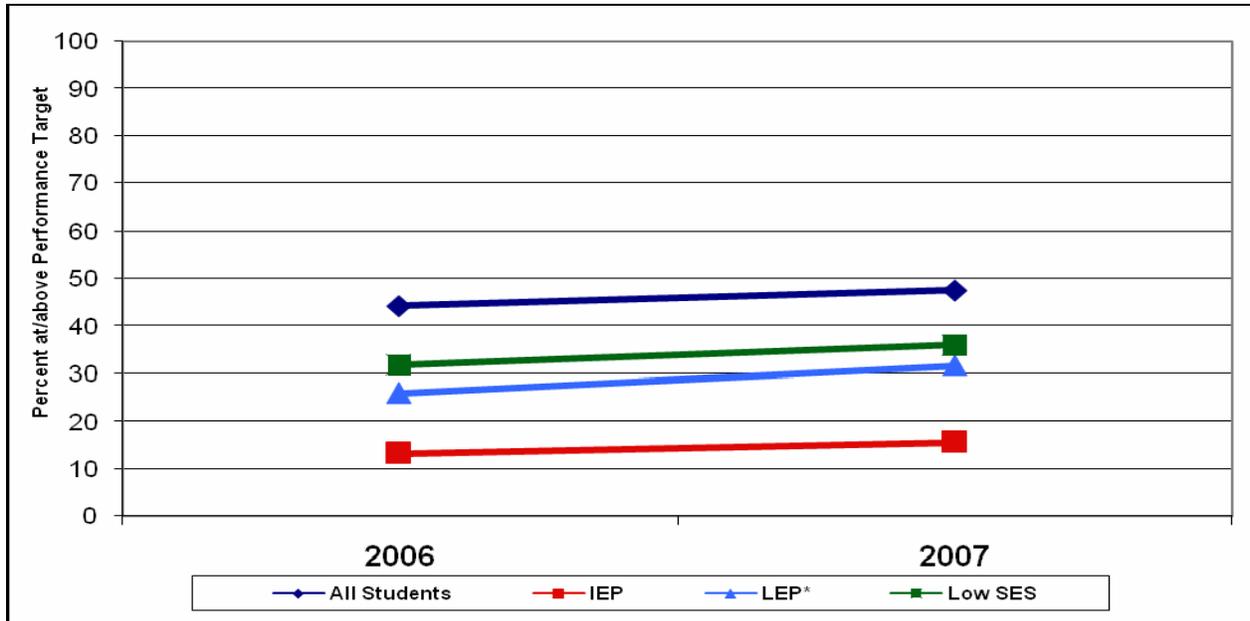


Figure 14. Fifth Grade Writing Performance Trends by Special Populations

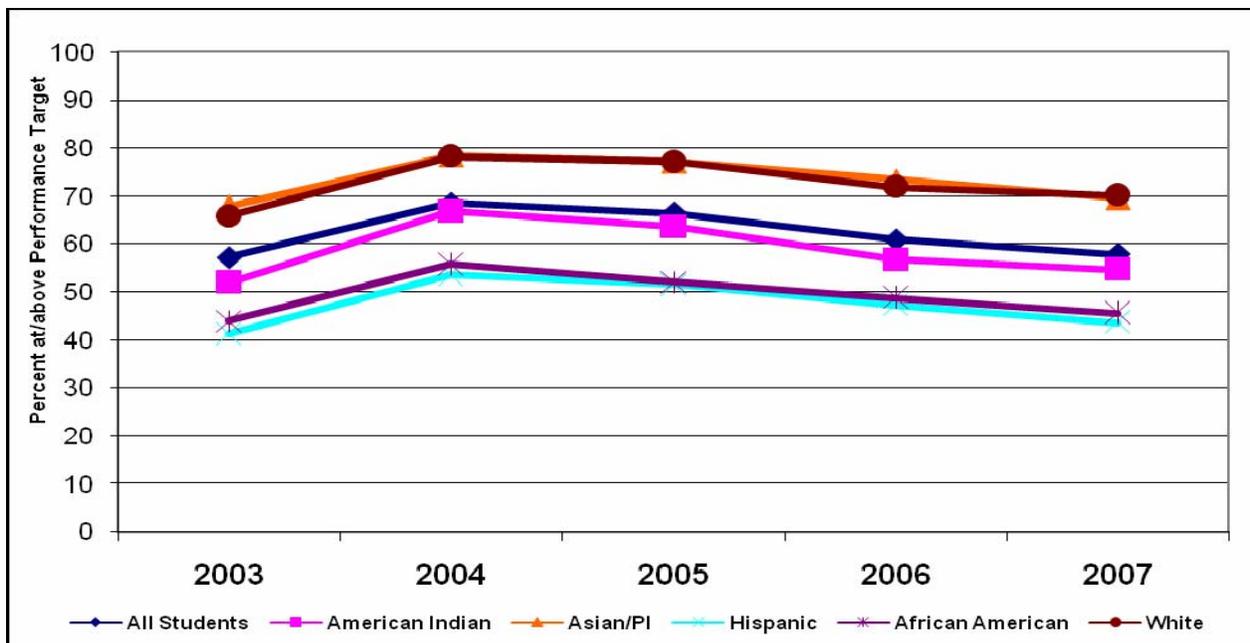


Eighth Grade Writing Performance Results

It is important to note that the eighth grade writing assessment was moved from the fall to the spring beginning the school year following the 2003 Legislative session. Because of this, it is difficult to compare performance from the 2003 school year with 2004 and 2005 performance.

In writing, all student groups have shown a slight but steady decline in performance.

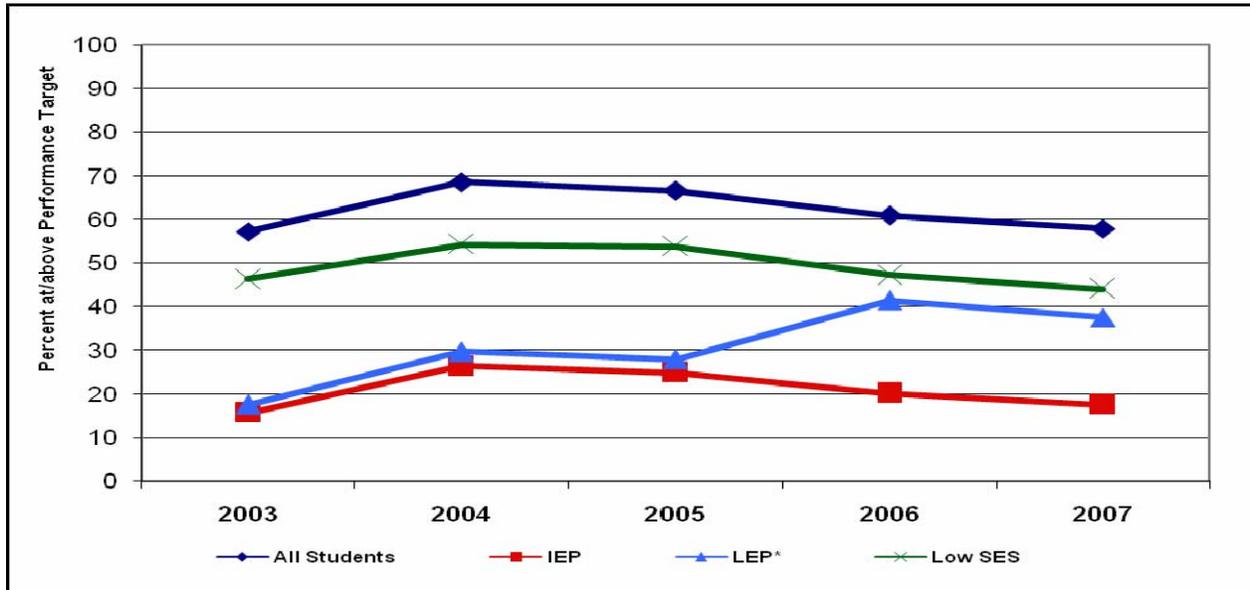
Figure 15. Eight Grade Writing Performance Trends by Ethnic Groups



From 2004 to 2007, all student groups showed a slight but steady decline in performance. On a positive note, the American Indian student group narrowed the gap between their performance and the state average (see Figure 15), especially when compared to the fifth grade results (see Figure 13).

In writing, the American Indian student group narrowed the achievement gap.

Figure 16. Eight Grade Writing Performance Trends by Special Populations



Eleventh Grade Writing Performance Results

During the past three years, there has been a slight decrease in performance among most student groups. On a positive note, pass rates for writing for first-time test takers is much higher than the pass rates for reading and math.

Figure 17. Eleventh Grade Writing Performance Trends by Ethnic Groups

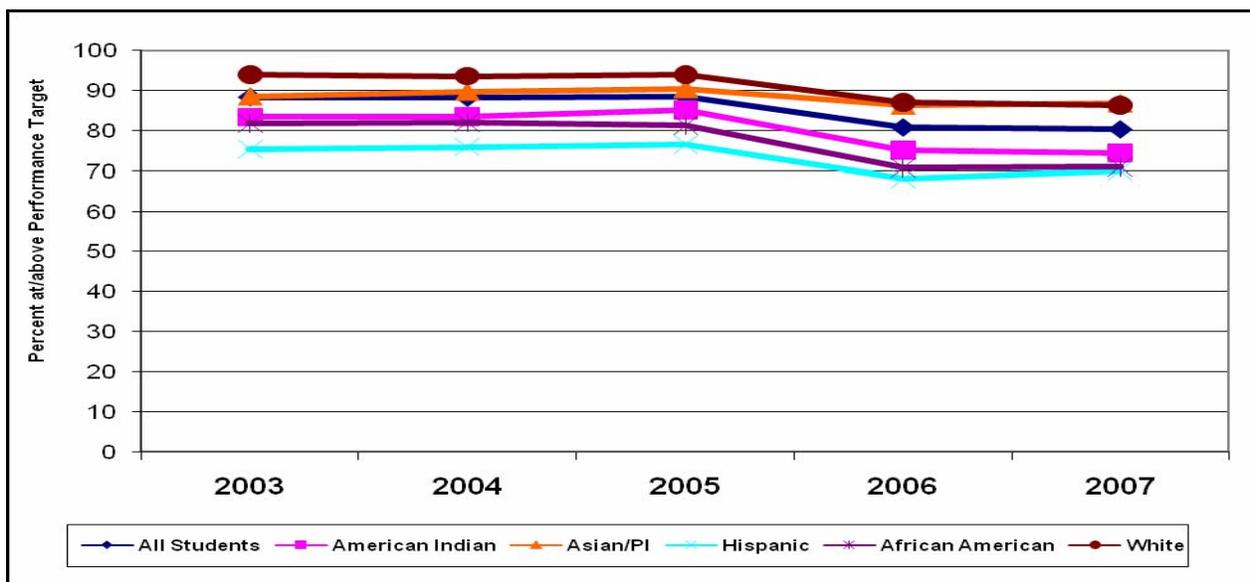
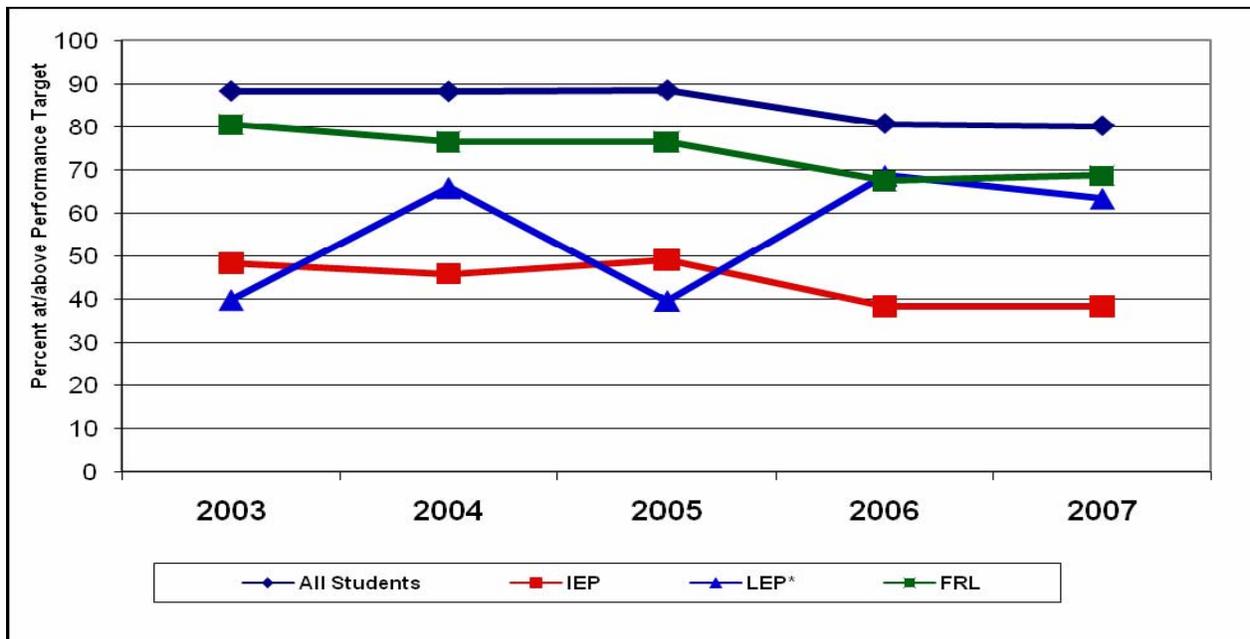


Figure 18. Eleventh Grade Writing Performance Trends by Special Populations



In addition to criterion-referenced data, additional performance data are maintained for special populations (i.e. special education and LEP) and special programs (i.e. CTE). The information that follows describes these additional performance data.

Special Education Performance Indicators

During the 2006-2007 school year the NDE implemented improvement initiatives described in the special education State Performance Plan and Annual Performance Report. The US Department of Education, Office of Special Education Programs mandates that states develop and implement improvement initiatives in response to statutory requirements articulated in the Individuals with Disabilities Education Act (IDEA), which sets expectations for states' submission of a State Performance Plan that describes how the state will ensure the achievement of 20 performance indicators. The analysis of data sets pertaining to these 20 indicators must be submitted in the state's Annual Performance Report, identifying where the state is with regard to the achievement of designated targets for each indicator.

During the 2006-2007 school year the NDE collected relevant baseline data for some "new" indicators as well as collected year two data for other previously existing indicators, analyzed the data to inform the target-setting process and/or the achievement of targets, set measurable and rigorous targets for improvement, and implemented improvement activities. (To review the Annual Performance Report, go to the NDE website at <http://www.doe.nv.gov/edteam/ndeoffices/sped-diversity-improve/resources.html>). Fourteen of the performance indicators specifically address improving student achievement in accordance with the IDEA and NCLB requirements. These indicators include the following areas relative to students with disabilities:

- 1) improve graduation rates
- 2) decrease the dropout rate
- 3) ensure that all students participate in statewide assessments and the performance of students with disabilities improve on those assessments
- 4) reduce suspension and expulsion
- 5) provide school-age students with services in the least restrictive environment
- 6) provide preschool children with services in the least restrictive environment
- 7) improve cognitive and social outcomes for preschool children
- 8) improve parents' involvement in their children's special education programs
- 9) reduce disproportionate identification of students in ethnic groups as having a disability
- 10) reduce disproportionate identification of students in ethnic groups as having a particular disability
- 11) improve efforts to locate and serve students identified with a disability
- 12) ensure a smooth transition from toddler programs to school-based programs
- 13) improve the transition planning for students at the secondary level; and
- 14) improve students outcomes from secondary to post secondary activities

Data was reported on state and district level progress on the measurable targets in February 2007. Activities that have been identified to assist the state and local districts meet the State Performance Plan targets include the development and implementation of data collection systems regarding the state's alternate assessment; an early childhood assessment; a 14-district, 17-school pilot program implementing a response to intervention model to address the needs of struggling learners; development of a data analysis protocol to evaluate student access to the general curricula; development of a professional development website; development of a central database for districts to access and use relative to school and district level special education data; and implementation of a data collection system to collect and analyze parent satisfaction data and post-school outcome data for students as they exit at the secondary level.

English Language Proficiency Achievement Objectives

The primary goal of the state's English as a Second Language (ESL) and Immigrant program is to assist LEP students to achieve English language proficiency sufficiently so that they can meet the state's academic standards in an all-English speaking classroom/school and on state academic assessments. To that end, the state follows the requirement established in NCLB. Title III grant funding from the U.S. Department of Education for the 2007-2008 ESL program was reduced by 31% from the prior year, even though the state's LEP population continues to grow.

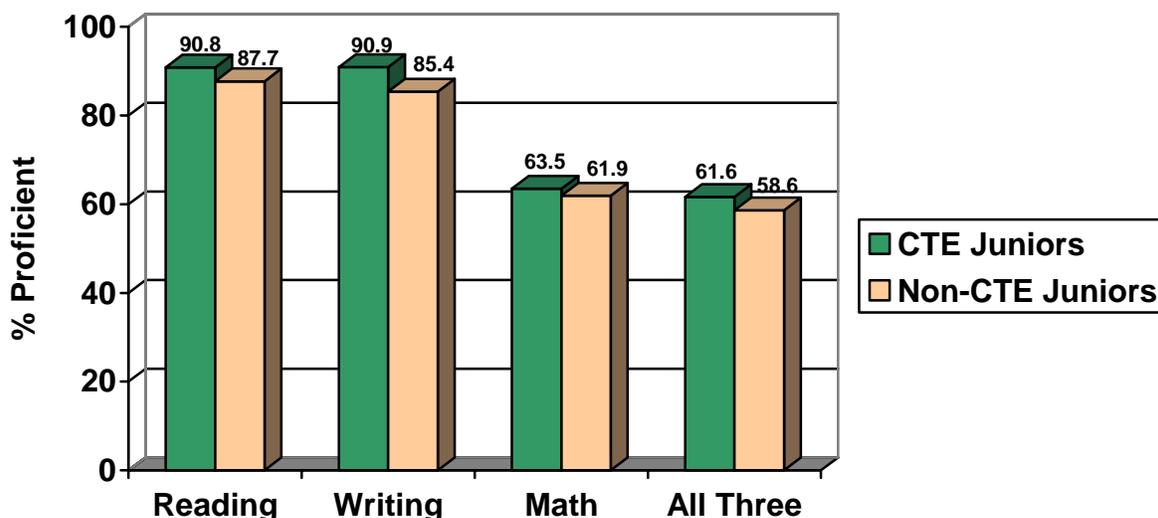
Seven of the eight Title III districts achieved the ESL achievement objectives.

As required, Annual Measurable Achievement Objectives (AMAO) were established for LEP students. An English language proficiency assessment (ELPA) was established for the state that measures listening, speaking, reading, writing, and comprehension in English. All LEP students take all required state assessments, including the ELPA. The 2006-2007 school year was the third year of Nevada's NCLB-compliant ELPA. Of the State's 17 school districts, eight are Title III districts (receiving federal Title III funds). Of these eight Title III districts, seven achieved the state's revised AMAOs.

Career and Technical Education Student Proficiency Results

Nevada High School Proficiency Examinations results indicate that a higher percentage of Career and Technical Education (CTE) high school juniors meet or exceed proficiency than is the case for those high school juniors who do not participate in CTE programs. The following data charts and graphs illustrate this comparison with a look at juniors who are eligible to take the HSPEs in their junior year. The results reviewed here are for juniors who were first-time examination takers and do not include the results of juniors who took and passed the reading and mathematics examinations as sophomores. CTE juniors are classified as those enrolled in a CTE course in the fall of their junior year. To determine the proficiency results for students who were not in CTE programs, the results of the 10,955 CTE juniors eligible for testing were removed from the database and the 12,496 eligible juniors who were not removed comprised the non-CTE juniors.

Figure 19. Percent Proficiency of CTE and Non-CTE Juniors



Note: "CTE and non-CTE Juniors" are those students who are eligible to take the HSPE in their junior year.

- The percentage of CTE juniors proficient in *each one* of the three areas tested (reading, writing, mathematics) on the HSPEs was higher than for non-CTE juniors.
- The percentage of CTE juniors proficient *in all three* areas was higher by over 3 percentage points.

The percentage of proficient CTE juniors was higher than non-CTE juniors.

In order for students to receive a standard or advanced diploma, they must pass all three proficiency areas. Until passing the examination in an area, students are eligible for testing in reading and mathematics from grade 10 through grade 12, and for writing from grade 11 through grade 12.

Like the results in Figure 19, the following results for ethnic groups and special populations are based on all eligible juniors tested through the spring of their junior year. The following are highlights of Table 4:

- In writing, a higher percentage of students enrolled in CTE programs were

proficient than students not enrolled in CTE programs for every ethnic group, especially for American Indian, African American, and Hispanic students.

- In reading, the percentage of proficient students in each ethnic group enrolled in CTE programs was higher except for American Indian students, but the percentage of proficient students not enrolled in CTE courses for this group was less than one-half of one percent higher.
- In mathematics, the percentage of proficient students was higher for the American Indian and Hispanic students.

Table 4. Percentage Proficient for Each Ethnic Group

Ethnic Group	Total Number of Students		Reading % Proficient		Writing % Proficient		Mathematics % Proficient	
	CTE	Non-CTE	CTE	Non-CTE	CTE	Non-CTE	CTE	Non-CTE
American Indian	151	200	88	88	90	83	64	54
Asian	994	1124	93	92	93	89	73	75
African American	1134	1316	84	79	85	75	41	38
Hispanic	2916	3131	86	79	85	76	64	45
White	5760	6722	94	93	94	91	73	73

The following are highlights of Table 5:

- The percentage of proficient students in reading and writing were higher for IEP, LEP, and Free and Reduced Lunch (FRL) status students enrolled in CTE programs than for similar students not enrolled in CTE programs.
- The percentage of proficient students in mathematics for IEP and FRL students enrolled in CTE programs were higher than the mathematics proficiency percentages for similar students not enrolled in CTE programs.
- The percentage of proficient LEP students in mathematics was slightly higher for such students not enrolled in CTE programs.

The percentage of proficient IEP, LEP, and FRL was higher for CTE students.

Table 5. Percentage Proficient for Special Population Groups

Special Population	Total Number of Students		Reading % Proficient		Writing % Proficient		Mathematics % Proficient	
	CTE	Non-CTE	CTE	Non-CTE	CTE	Non-CTE	CTE	Non-CTE
IEP	980	1,091	52	45	56	47	18	14
LEP	565	844	50	48	46	41	21	22
FRL	2190	2234	84	78	83	74	49	42

Graduation, Dropout, and Other Outcome Indicators

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.

The student population is highly mobile, with a 33.2% transiency rate.

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, with the attendance rate of 93.9%, exceeded the pre-NCLB requirement of 90% previously in state law. The student population in Nevada is highly mobile, with a 33.2% transiency rate during the 2006-2007 school year.

Nevada Graduation Rates

The graduation rate published in the Nevada Report Card is an estimated longitudinal rate but 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 National Governors Association Task Force on State High School Graduation Data is promoting a new method to calculate graduation rate that tracks individual students over time. In Nevada, this formula will be calculated the first time for the class of 2009. The calculation method (in 2009) is as follows: Students who graduate on-time divided by 9th grade enrollment in 2006 plus students who transfer into system between 2006 and 2009 minus students who transfer out of system between 2006 and 2009.

In the 2005-2006 school year, 18,632 students graduated from Nevada public high schools, resulting in a graduation rate of 67.5% (as reported in the Nevada Report Card). Table 6 shows the graduation rates for the ethnic groups across four years; the following are graduation rate highlights:

- The ethnic group with the highest graduation rate was the Asian student group at 76.8% (up from 73.8% in the previous year).
- Although the graduation rate for the African American student group is lower than the rest of the student groups, the rate significantly increased from 49.7% in 2005 to 52.7% in 2006.
- The state graduation rate dropped in 2004 and 2005, and then increased in 2006 back up to 67.5%.

The graduation rate of the African American students significantly increased.

Table 6. Graduation Rate Percentages by Ethnic Groups and Special Populations

Student Group	2003	2004	2005	2006
All Students	74.8	67.0	64.9	67.5
American Indian	69.2	58.2	55.5	59.2
Asian	80.9	73.4	73.8	76.8
Hispanic	62.8	52.6	50.7	55.3
African American	59.6	50.5	49.7	52.7
White	80.6	74.7	72.8	75.0

Note: The drop in the 2004 graduation rates is primarily due to the reclassification of students based on earned course credits.

In comparison to the state graduation rate, the average graduation rate for CTE students was 82.5%, 15 percentage points higher than the state rate. This is not surprising, given that as a group they perform higher on the HSPEs and have considerably lower dropout rates.

The graduation rate of the CTE students was higher than the state rate.

Nevada Dropout Rates

The dropout rate published in the Nevada Report Card is an *annual student dropout rate* and measures the percentage of students who drop out 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. Although dropout rates are calculated independently of graduation rates, graduation rates do incorporate dropout data.

In the 2005-2006 school year, 5,502 students dropped out of Nevada public high schools, resulting in a dropout rate of 4.6% (as reported in the Nevada Report Card). Table 7 shows the dropout rates for the ethnic groups from 2003 to 2006; the following are graduation rate highlights:

- The state dropout rate has decreased steadily over the four year period, with a significant decrease in the 2005-2006 school year.
- With the highest dropout rate of 6.5%, the Hispanic student group has made progress with a decrease of 2.1 percentage points from 2003.
- The ethnic group with the lowest dropout rate was the Asian student group at 3.2% (down from 3.8% in the previous year).

The dropout rate has decreased steadily over four years.

Enhancements to the state accountability information system planned for the near future include data collection components that will address graduation and dropout rates for IEP, LEP, and FRL student populations.

Table 7. Dropout Rate Percentages by Ethnic Groups and Special Populations

Student Group	2003	2004	2005	2006
All Students	6.0	5.8	5.7	4.6
American Indian	6.6	7.4	7.3	4.2
Asian	4.7	4.9	3.8	3.2
Hispanic	8.6	8.2	7.8	6.5
African American	7.9	7.4	7.3	5.8
White	4.7	4.5	4.5	3.5

Student participation in Nevada’s Career and Technical Education programs has a dramatic effect on reducing high school dropout rates. The following are highlights of the CTE dropout data:

- The overall CTE student dropout rate of 1.6% is significantly lower than the state rate of 4.6%.
- Dropout rates were dramatically lower for minority students enrolled in CTE courses. The dropout rate of African American CTE students (1.8%) was significantly lower than the state average for African American students (5.8%).
- The dropout rate for Hispanic CTE students (2.4%) is considerably lower than the state average rate for Hispanic students (6.5%).

The CTE student dropout rate of 1.6% is significantly lower than the state rate of 4.6%.

Table 8 provides dropout rates for students enrolled in CTE courses for the state, each gender, and each race/ethnic category of CTE students.

Table 8. Dropout Rate Percentages for 2005-2006 by Student Groups

Student Group	Students Enrolled in CTE	All Students
Total	1.6	4.6
Female	1.5	4.2
Male	1.8	5.0
American Indian	1.3	4.2
Asian	1.0	3.2
African American	1.8	5.8
Hispanic	2.4	6.5
White	1.3	3.5

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. Of the 21,280 Nevada seniors, 88% (18,632) received a diploma or certificate of attendance (down from the previous year's 89% and from 93% two years prior). Of that total, 77% (16,367) of Nevada seniors received a standard or advanced diploma, up from the previous year's 76% and from 59% two years prior. The majority of students received a Standard Diploma in all three years.

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.

Advanced Placement Incentive Program (APIP)

The implementation of the APIP provided a rigorous and higher academic achievement for Nevada students. The number of Advanced Placement (AP) tests taken by low-income students in Nevada increased over 1,000% since the inception of the AP Test Fee Reduction Program aligned with the APIP. The following are highlights of the APIP report:

- In 2005, a total of 6,363 students took 11,568 AP exams and in 2006 a total of 6,818 students took 11,902 AP exams.
- The number of AP exams taken by low-income students has shown a steady increase in 2006. There was an increase of 48.3% from the 2004-2005 school year.
- An increase of five hundred and four more low-income students took the AP exams in 2006.

The number of AP exams taken by low-income students has shown a steady increase.

The goal of the APIP is to provide all Nevada students with a rigorous and relevant education that prepares them for the wide-range of post secondary options that are available, including but not limited to college and work readiness.

Scholastic Aptitude Test (SAT) Student Results

As an entry test for four year universities, the SAT is taken in Nevada. Students take the SAT on a voluntary basis.

According to the 2007 SAT State Reports, 7,744 Nevada students took the SAT in the 2006-2007 school year, with the class numbers as follows – freshman, (1), sophomores (12), juniors (2,352) and seniors (5,379). The following are highlights from the report:

- The ethnic groups with the highest increases in test takers from last year were the Hispanic and Asian groups.
- The most represented major ethnic group was the White student population at 57% of the test takers, with the Asian students at 14% and the Hispanic students at 13%.
- The Critical Reading state average score increased slightly; the math and writing state average score decreased slightly.
- The African American and Hispanic students in Nevada had higher average scores than the national averages for those groups, while Nevada White and Asian students had lower average scores than the national averages.

The African American and Hispanic students in Nevada had higher average scores than the national averages for those groups.

American College Test (ACT) Student Results

As an entry test for four year universities, the ACT is taken in Nevada. Students take the ACT on a voluntary basis.

According to the 2007 ACT State Reports, the average ACT composite score of the Nevada high school students remained steady this year, even as the number of test-takers grew. The following are highlights from the report:

- The state's average composite score of 21.5 was slightly above the national average of 21.2.
- There were 5,562 test-takers in 2007, a 13% increase from 2006.
- Of the students tested, 71% met the English benchmark, compared to the national average of 69%.
- Of the students tested, 22% met all four benchmarks (English, math, reading, and science), compared to the national average of 23%.

Inquiry of Progress: State Demographics and Dimensions of School Success

The evaluation of outcomes is the initial step in the analysis of Nevada's strengths and areas of concern. Further analysis is required to identify the potential causes for the progress that has been made and for any lack of progress that is identified in the outcomes. The following section presents the current status of factors that contribute to school success; this section is divided into two parts. The first part describes the demographics of the state educational system. The second part describes the dimensions of school success: school environment, parent/community involvement, curriculum and instruction, and professional development. An analysis of the current status of the state concludes with the prioritized goals and the revised action plan.

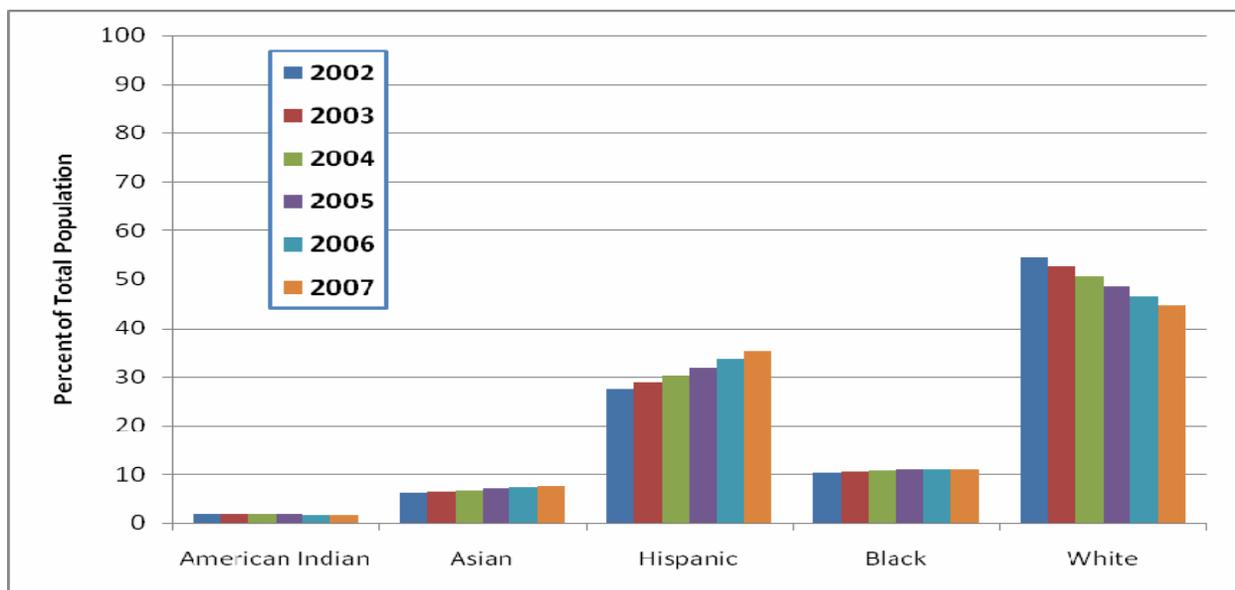
State Educational Community Characteristics

Nevada Students

According to the 2000 U.S. Census, 1,998,257 people lived in Nevada. For 2010 the projection is 2,690,531, a 35% increase from the 2000 figure. The increase in Nevada's general population is reflected in the student population growth. During the 2006-2007 school year, 426,436 students were enrolled in Nevada public schools. As shown in Figure 20, Nevada Asian, Hispanic, and Black student populations have increased in the last six years (2002 to 2007). The Hispanic and Asian student populations grew the most, with the Hispanic population increasing from 138,800 to 150,314 and the Asian population increasing from 30,007 to 32,406. In contrast, the White student population has decreased by 1.5% (from 191,986 to 189,163). The minority student population now makes up the majority of Nevada's student population.

The White student population has decreased by 1.5%.

Figure 20. Percentage of Students by Ethnic Groups (2002-2007)



There has been a corresponding increase in the number of students who do not speak English as their first language. Of the 96 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.

Nevada Districts and Schools

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 306,167 students in the 2006-2007 school year. An adjacent school district, Esmeralda, has only 68 enrolled students. The state has a total of 631 schools, with 365 elementary schools, 135 middle schools, and 131 high schools.

**Clark County is
the fifth largest
school district in
the United States.**

The first statute authorizing charter schools in the state was passed by the Nevada Legislature in 1997. For the 2006-2007 school year, there were 16 district-sponsored charter schools and five state-sponsored charters. The currently operating state-sponsored charters are: Silver State High School, Nevada State High School, Coral Academy of Science-Las Vegas, Nevada Virtual Academy, and Nevada Connections Academy. The Clark County Board of Trustees voted to withdraw their notice of interest to sponsor any new charter schools. Washoe had previously taken this action. The Nevada State Board of Education received 11 new applications in September 2007, for fall 2008 startups. Including several other applications already in process, there potentially could be 19 state-sponsored charter schools in 2008.

The 2006-2007 class size student-teacher ratio for the state was 21:1. There are 22,885 full time equivalent teaching positions, according to the February 2007 Research Bulletin published by the NDE. The NDE Office of Licensure reported in August 2007 that for 2006-2007 there were 3,333 newly Nevada licensed teachers and only 693 of these teachers were educated in Nevada. Nevada's average teacher salary as per the Nevada Research Bulletin (February 2007) is \$46,881. The National Education Association's most recent Rankings and Estimates (2004) lists the national average teacher salary at \$47,750.

The Office of Licensed Personnel reported in May 2007 that 87% of core classes were being taught by teachers who met the "highly qualified" teacher criteria established by the state in response to NCLB. This is an increase from 80% reported in May 2006 and 68% reported in the October 2005 district "Contracted Educators Report". In addition to the general highly qualified teacher distribution, the state must look at the distribution of highly qualified teachers in high and low poverty schools. In April 2007, the percentage of core academic classes taught by highly qualified teachers in high-poverty elementary schools was 86% (up from 83% the previous year) and in low-poverty elementary schools the percentage was 93% (up from 87% the previous year). The percent of highly qualified teachers in high-poverty secondary schools was 80% (up from 63% the previous year) and in low-poverty secondary schools the percentage was 88% (up from 80% the previous year). Increases have been made in all schools, yet low poverty schools continue to have more highly qualified teachers in core academic classes than do high poverty schools.

Fiscal Resources

Nevada Revised Statute (NRS) 387.121 guarantees the per-pupil level of financial support. The average per-pupil expenditure in Nevada for the 2006-2007 school year was \$7,085, a 3% increase from the previous year (\$6,870). Nevada's per-pupil expenditure is significantly lower than the national average of \$9,022, ranking Nevada 44th of the 51 states. During the 2007 Legislative Session, the estimated weighted average basic per pupil support for school districts increased to \$5,122 for the 2007-2008 school year and \$5,323 for the 2008-2009.

Nevada's per-pupil expenditure is significantly lower than the national average.

In preparation for the 2007 Legislative Session, the Nevada Association of School Boards and the Nevada Association of School Superintendents revised the 2005 iNVEST (Investing in Nevada's Education, Students, and Teachers) to form the 2007 iNVEST plan, a plan that was strongly supported by the State Board. The plan's premise is that through identification of common needs and goals (and specific budget requests tied to these), Nevada's leaders can develop a statewide vision that will result in increased student achievement (see Appendix E for the 2007 iNVEST executive summary).

For reporting test scores to parents, AB 3 of the 23rd Special Session of the Legislature appropriated \$475,000 each year of the biennium (\$950,000 total) to the Interim Finance Committee. These funds are to continue contracted services of a consultant to provide for the reporting of test scores of pupils to parents. In addition, the funds are targeted to provide web-based data and to improve the performance of pupils on statewide examinations. This service will be provided by Grow network.

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 (NRS 392.463). Each school district has adopted a plan to ensure the public schools within the school are safe and free of controlled substances. In addition, each public school in Nevada adopted a policy promoting a safe and respectful learning environment free of harassment and intimidation essential for all students to achieve academic success and meet the state's high academic standards (NRS 388.133).

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. During the 2007 School year, each school began implementation of their local School Wellness Policy based on the Statewide School Wellness Policy as required by the Child Nutrition Program and the Women, Infants, and Children's Program Reauthorization Act of 2004. The NDE received a \$22,000 grant from the United States Department of Agriculture to develop a web-based course for teachers and administrators to assist in the implementation of their local school wellness policy. The web course is due to "go live" October 2007.

Student Behavior

In the broadest sense, student behavior includes attendance, transiency rates, and retention rates. The attendance rate in 2006-2007 was 93.9% (consistent with the previous year's rate of 93.7%). The student population in Nevada is highly mobile, with the transiency rate at 33.2% (consistent with the previous year's rate of 33.5%). Student retention rates were highest at grades one (2.7%) and eight (3.2%) and lowest at grades four (0.5%) and five (0.3%), with the eighth grade rate showing a significant increase.

Detailed information regarding student behavior (discipline and truancy) 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

Governor Guinn Millennium Scholarship Program. The Millennium Scholarship Program, funded by tobacco settlement funds, provides funding to allow Nevada's students to continue their education beyond high school. The requirements for students to be eligible are the following: graduate with a Nevada high school diploma, have at least a 3.25 grade point average, must have passed all areas of the Nevada High School Proficiency Exam, and must have been a Nevada resident while attending at least two years in a Nevada high school. The graduating class of 2010 will have additional course requirements in math and science to qualify for the scholarship.

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

- Increased salaries in the basic support by 2% in 2008 and 4% in 2009.
- Continuation of signing bonuses for new teachers. The 2007 Legislature appropriated \$7,218,000 for 2008 and \$7,578,000 for 2009 to support \$2,000 per new teacher hire.
- The 2007 Legislature revised the teacher incentive program through passage of A.B 1 and appropriated \$22,942,577 for FY2008 and \$31,070,767 for FY2009 to support the purchase of 1/5 retirement credits for licensed employees who work at defined 'at-risk' schools and for those filling critical shortage need areas. The new Grant Incentive Program will also allow school districts to develop incentive programs of their own with a maximum of \$3,500 per person, as negotiated with the NEA.
- Authorized Pilot Programs of Performance Pay and Enhanced Compensation for Recruitment and Retention of Licensed Personnel, \$5 million per year of biennium (AB 3 - \$3000 cap).

- Provides \$70,000 each year of biennium for successful completion of National Board Teacher Certification Program.
- The 5% Bonus Program will provide \$544,000 in FY2008 and \$750,000 in FY2009 for the Counselor/Psychologist National Board Certification Program; \$597,000 in FY2008 and \$706,000 in FY2009 for certified speech pathologists; \$18,078 in FY2008 and \$18,798 in FY2009 for school library media specialists; and a small amount in both fiscal years as signing bonuses for teachers of the deaf and hard-of-hearing.

Teacher Qualification Recognition. A number of Nevada’s teachers have received qualifications and recognition beyond the “highly qualified” criteria. Since 2001, 181 Nevada teachers have achieved National Board Certification. Title II-A state activity funds help support teachers to become nationally board certified. Districts provide nationally board certified teachers with an extra 5% over a ten year period. 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.

181 Nevada teachers have achieved National Board Certification.

School Recognition. Schools also have opportunities to earn recognitions and designations, such as the Title I Distinguished Schools recognition and International Center for Leadership in Education (ICLE) National Model Schools. 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. In addition to the AYP recognition, the NDE recognizes schools that are making significant growth in student achievement (regardless of AYP status) at the annual Mega Conference through the Highlighting Nevada Schools program. In the 2006-2007 school year, ICLE selected two Nevada schools to be National Model Schools. The accomplished teachers, principals, other educators, and recognized schools in Nevada are a talent pool to help with systemic improvement efforts.

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. The State Board of Education and the 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.

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

Senate Bill 214, Section 17 set the requirement that all public schools distribute Educational Involvement Accords to the parent(s) of each student. NDE developed a form for the Educational Involvement Accords that complied with No Child Left Behind Act of 2001 and the Parent Involvement Policy adopted by the State Board of Education. All districts have implemented this requirement, distributing Parent Accords to all students.

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.

Nevada's First Parent Involvement Summit: Connecting the Dots - Parent Involvement and Student Achievement was conducted March 2006. A report on the Summit was completed and distributed November 2006. As a result of the Parent Involvement Summit, a follow-up parent involvement committee met in October 2006 to continue the parent involvement/student achievement dialogue and efforts. This meeting focused on three key areas: recommendations for organizational and strategic planning, including a statewide perspective in advancing parent involvement; strategies for parent involvement, including practical tools and resources; and implementation priorities. Plans are currently underway for a second statewide Summit to be held in Las Vegas, Nevada on February 29, 2008.

Community Involvement

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 *Nevada 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.

In addition, Nevada is one of 40 states selected to offer "Operation Military Kids" training workshops statewide through a grant from the federal Department of Agriculture. This year, over 100 educators attended the professional development. The trainers

consisted of members from the community, including enlisted Nevada Guardsmen and their families, school nurses, counselors, 4-H Administrators, and the NDE representative from Career and Technical Education.

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

Assembly Bill 580, passed by the 2005 State Legislature, served as a catalyst to guarantee each school district maintains an active technical advisory committee comprised mostly of business and industry representatives to perform the duties described above. Upon full implementation last year, every school district reported that an active technical advisory committee was in place to serve CTE programs. Committees have been and will continue to be actively involved at local levels in strategic planning and program development initiatives, ensuring essential community involvement in career and technical education.

Curriculum, Instruction, and Intervention

Curriculum and instruction is guided by the Nevada academic content standards and the performance standards. Content standards and performance standards (achievement indicators) in English Language Arts (ELA), Mathematics, and Science were adopted by the Council to Establish Academic Standards during the 1998-99 school year. All Nevada districts and schools are required to adopt and implement grade-level curriculum that will enable students to meet the state standards in all core areas. The intent is that all standards will be taught to all students and performance relative to the standards will be evaluated through a combination of state and local assessment aligned to the standards. The content standards are available at the NDE website (www.doe.nv.gov).

The Council to Establish Academic Standards is charged by the legislature (NRS 389.520) to establish timelines and procedures for periodic review and revision of the content standards. The Science content standards were revised and adopted by the Council to Establish Academic Standards in the school year 2004-05. Math content standards were revised and adopted by the Council to Establish Academic Standards and the Nevada State School Board of Education in the school year 2005-06. The ELA content standards revision was completed and adopted by the Council to Establish Academic Standards and the Nevada State School Board in the school year 2006-07. Development and approval of achievement indicators (formally known as performance standards) for ELA, science and math was completed in the school year 2006-07. The achievement indicators (a companion document to the content standards) will be posted on the Nevada Department of Education website (www.doe.nv.gov) January of 2008. Revision of the Social Studies standards will occur in 2007 – 08. Districts have one year to align their curriculum to the revised standards upon adoption by the State Board of Education.

Resources and guides are provided to assist teachers with the implementation of state standards. For reading and math content standards, instructional materials, and test designs are available for use by teachers, parents and the interested stakeholders. The content standards include introduction to the document and a “how to read” section to enhance interaction. The instructional materials are documents that allow stakeholders to understand and use materials that are aligned to the content standards and Nevada state tests. Test designs (matrix) shows what the reading and math test are composed of in terms of standards assessed and question types. For the Social Studies Standards, the NDE and teachers met to create an integrated standards document for elementary and secondary teachers. These documents provide an integrated view of social studies, as well as a user-friendly version of the standards for teachers to use while planning lessons.

In Career and Technical Education, skill standards have been written for over thirty individual subject areas in the six CTE general program areas of agriculture and natural resources, family and consumer sciences, business and marketing, trades and industry, information technology, and health Sciences. Five state curriculum guides have been written in CTE areas of information technology, agriculture, health sciences, and family and consumer sciences. Two other curriculum guides are being completed in marketing and hospitality and tourism. A list of the areas for CTE Skill Standards and the areas for CTE State Curriculum Guides is provided in Appendix G.

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, to assist and support districts in standards training and implementation activities. The 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.

The NDE has designed the Nevada Comprehensive Curriculum Alignment Tool (NCCAT) to assist districts and schools in analyzing where there are gaps in alignment among the following elements:

- a. Alignment of curriculum to the state content and achievement **standards**;
- b. Alignment of **instruction** to the aligned curriculum;
- c. Alignment of **assessment** to instruction and curriculum; and
- d. Alignment of **support** for implementation of curriculum in the areas of professional development, leadership, resource allocation and parent/community support.

NCCAT is based on indicators that research has shown are related to improved student achievement.

Standards-Based Instruction

The state has high achievement expectations for its students as indicated through its aligned standards, curriculum, instruction, and assessments. The Nevada Content and Achievement 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 ten 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 ten program quality criteria can be found in Appendix G. Applying these general quality criteria standards, six specific Program Quality Criteria have been written in trades and industry, family and consumer, health sciences, business, and information technology. The six Program Quality Criteria for these areas are listed along with areas for CTE Skill Standards and areas for CTE State Curriculum Guides in Appendix G. Significant 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 qualified juniors and seniors, i.e., those earning an A or a B, to earn college credit for CTE courses taken in high school that are articulated with area colleges. Nearly 30,000 students (29,823), 51.5 % of high school students enrolled in CTE courses in Nevada, were enrolled in one or more Tech Prep courses in the fall of 2006.

Observation of the classroom is a necessary method of verifying that instruction is standards-based. At the current time, there is not a statewide systematic method for observing classrooms and collecting data on the alignment of standards, curriculum, instruction, and assessment. The regions within the state have been working with a variety of techniques in order to verify standards-based instruction is being implemented in schools. A variety of formative and summative evaluation data is being collected to ensure that instruction leads to increases in student achievement. Difficulty exists in acquiring evidence that demonstrates exactly which instructional practices are increasing student achievement. Consistent, ongoing, and comprehensive analyses of the multitude of factors influencing both quality instruction and student learning are necessary in making such conclusions.

Intervention and Remediation Processes

The state and the NDE provide funds, technical assistance, and support resources designed to help local schools plan and implement improvement initiatives. For the 2007-2009 biennium, the Legislature set aside the sums of \$80,250,583.00 to be used by schools and Consortium of public schools (including charter schools) for Programs for Innovation and Prevention of Remediation. Under this allocation, public schools, including charter schools, were eligible to submit an application. The grants were based upon, and aligned with, school Improvement Plans or Consortium plan(s). The requested funds were focused on activities such as establishment of best practices, adoption of effective instruction strategies, literacy programs, programs for LEP

students, specialized programs for mentoring the building of leadership capacity, and evaluation of programs that includes impact on achievement.

The Commission on Educational Excellence approved a total of \$55,991,682 in funding for 389 schools for fiscal year 2008. A total of \$38,269,449 was awarded at the elementary level, and \$17,722,233 at the secondary level. The Commission also awarded a total of \$17,589,310 to sixty-five school Consortia.

The Commission approved a total of \$55,991,682 to 389 schools.

PROFESSIONAL DEVELOPMENT

The State's organizational system and culture support quality professional development for educators 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 NDE, 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 the Southwest Comprehensive Center.

Professional development opportunities are available for administrators and teachers at all school levels. These opportunities ensure that highly qualified individuals in urban and rural communities are leading and teaching in Nevada schools. Professional development is provided to administrators by the Nevada Association of School Administrators, the UNLV Center for Outreach in School Leadership Development, the NDE, the Professional Learning Community Administrator Online Forum, RPDPs, and school district leadership programs. Teachers have the opportunity to participate in professional development activities offered by RPDPs, the NDE, and school district professional development programs (for a detailed description of professional development throughout the state, see Appendix H).

Specific activities and initiatives have occurred across the state that have targeted specific critical educational issues. Each year the NDE conducts the Mega Conference, with special recognition event for the teachers and administrators that work at highlighted schools that have significantly increased student performance. The Intervention Systems state initiative provides professional development to administrators and teachers that focuses on the critical components of a successful school intervention system.

School Improvement

School improvement is an ongoing process for all schools and districts in the state of Nevada. In order for them to be successful, the NDE has implemented several programs to assist them in all of their endeavors.

School Improvement Funding

For the 2006-2007 school year, 267 schools statewide were eligible for Title I funding and 138 schools actually received funding. That calculates to approximately 51.6% of eligible schools receiving funding.

In August, 2007, the NDE was awarded a competitive State Improvement Grant from the US Department of Education, Office of Special Education Programs, which will bring over \$3.4 million to the state over the next five years, to realize results in four critical areas. Specifically, the project will:

- Increase performance results for students with disabilities as measured by statewide assessments and district assessments.
- Increase retention of special education personnel in Nevada teaching assignments.
- Reform Nevada's system of teacher development to link and align pre-service, licensure, and professional development, to sustain the delivery of high quality instruction and rigorous content for all Nevada students.
- Increase administrators' capacity to provide leadership that increases outcomes for students with disabilities.

The grant will be implemented by staff at NDE in collaboration with stakeholders from across the state, including partners at institutions of higher education, school districts, parent organizations, regional training programs, and policy groups.

School Support Teams

Any school, Title I or Non-Title I that has been designated as In Need of Improvement Year 3 and beyond, the NDE establishes a support team for the school. The NDE assigns the School Support Team Leaders. The rest of the team is chosen by the district and must consist of at least one highly qualified Principal from another school within the district, one highly qualified teacher from another school within the district, one district administrator, and one parent of a student that attends the school for which the support team is established. It is the responsibility of the school support team to collaboratively work with the principal, teachers, and parents to identify and investigate the problems and factors at the school that contributed to the designation of the school as demonstrating need for improvement. The School Support Team assists the school in developing recommendations for improving the performance of pupils who are enrolled in that school. In 2004-2005, two schools were assigned a school support team; in 2005-2006, 18 schools were assigned teams; in 2006-2007, 60 schools were assigned teams; and currently in 2007-2008, 89 schools have been assigned a team.

Table 9. Evaluation of AYP Data-Title I Schools with School Support Team Leaders

District	AYP 05-06 Designation	AYP 06-07 Designation	% Indicators Made 04-05	% Indicators Made 05-06	% Indicators Made 06-07	Difference in % Proficient 05-06 to 06-07
Carson	Year 4	Year 4 Hold(SH)	63	91	94	0.7
Clark	Year 4	Year 5	56	66	87	4.7
Clark	Year 3 Hold (SH)	Adequate (AP)	72	87	100	3.5
Clark	Year 3 Hold (SH)	Year 4	57	81	92	7.7
Clark	Year 3	Year 3 Hold (SH)	55	66	95	12.7
Clark	Year 3	Year 3 Hold (SH)	53	73	88	6.3
Clark	Year 3	Year 3 Hold (SH)	55	77	94	5.9
Clark	Year 3	Year 3 Hold (SH)	58	58	83	7.3
Clark	Year 3	Year 3 Hold	57	62	100	27.3
Clark	Year 4	Year 4 Hold	61	69	86	9.7
Clark	Year 3 Hold (AP)	Adequate (SH)	46	88	85	9.0
Clark	Year 3 Hold (AP)	Adequate (SH)	64	89	94	6.8
Clark	Year 3	Year 4	55	53	68	6.6
Clark	Year 3 Hold (AP)	Adequate	53	77	100	8.9
Clark	Year 3	Year 4	62	46	64	10.1
Clark	Year 3 Hold (AP)	Adequate	59	94	100	5.1
Clark	Year 3	Year 4	28	60	64	8.4
Clark	Year 4	Year 4 Hold (SH)	64	74	94	12.0
Clark	Year 4	Year 5	58	56	73	5.8
Clark	Year 3	Year 4	49	78	86	7.2
Clark	Year 3	Year 3 Hold	61	77	100	13.8
Clark	Year 4	Year 5	36	72	36	-1.3
Clark	Year 3	Year 3 Hold	63	57	84	6.1
Clark	Year 3 Hold (SH)	Adequate	55	78	100	6.8
Clark	Year 4	Year 5	59	12	49	12.6
Elko	Year 3 Hold (AP)	Year 4	70	91	77	0.6
Lyon	Year 3 Hold	Adequate	93	100	100	18.1
Nye	Year 4 Hold (AP)	Adequate	62	84	100	10.9
Nye	Year 4 Hold (AP)	Adequate	93	100	94	16.7

Note: AP=Appeal was approved, and SH=School made AYP by making Safe Harbor.

The "difference in %" column was calculated by comparing the 2006 percent proficient to the 2007 percent proficient at the school level.

As shown in Table 9, 19 of the 29 Title I schools with School Support Team Leaders made AYP.

- Twenty-five of the 29 schools increased the percentage of indicators for which they made adequate yearly progress.
- Of the four that did not show an increase, one school maintained 100% indicators met and two of the schools showed a slight decrease in percentage of indicators met.
- Twenty-eight of the 29 schools increased the percent of proficient students from the 2005-2006 to 2006-2007 school years.
- Nine of these 28 schools increased by 10 or more percentage points.
- Twenty-four of these 28 increased by 5 or more percentage points.

28 of the 29 schools with school support teams increased the percent of proficient students.

Student Achievement Gap Elimination (SAGE)

The Nevada Department of Education developed the Student Achievement Gap Elimination (SAGE) process to be utilized in working with schools identified as In Need of Improvement. Each year the revision process is followed to ensure a continuous improvement cycle.

SAGE is the required school improvement process for Title I schools in Nevada that are designated as in need of improvement. In addition, SAGE is a useful resource for all schools needing or wishing to complete a significant self-examination to improve status quo. The purpose of SAGE is to help external facilitators, administrators, teachers, parents, and community members to participate in a continuous improvement cycle that identifies potential barriers and develops a way to move the school from where it is now to an environment in which all students can achieve to their highest potential. Many Nevada school districts and schools have used the improvement process outlined in the guidebook to improve student learning. During the 2006-2007 school year, the SAGE guidebook went through an in-depth revision, including the revision of The Five Dimensions of Successful Schools – Data Analysis Guide (Five Dimensions-DAG), which provides the direction for a targeted analysis of the potential contributing causes/factors to the underlying needs/problems.

SAGE Training

In addition to producing and providing the SAGE guidebook (via online www.doe.nv.gov or in hardbound form), the NDE conducted the annual SAGE training in June of 2007. This training was available for all districts and schools to attend. All participants received the new guidebook with the latest updates and revisions. Each participant had the opportunity to walk through the process, step by step, with team members using their own school site data.

School Improvement Plans

As set forth by the passage of the NCLB Act and Senate Bill 1, the Nevada Legislature in 2003 passed legislation that, regardless of AYP performance, school improvement plans must be developed or revised and implemented annually by all schools, school districts, and the state through its State Board of Education. Additional requirements exist for schools identified as in need of improvement. Each school identified for school improvement must, within three months after being identified, develop or revise a school plan in consultation with school staff, the local educational agency serving the school, and outside experts, known as the School Support Team Leaders. Additionally, school improvement plans are also used as one of the requirements for consideration in the Innovation and Prevention of Remediation Activities and/or Programs (SB185) grant. In order for schools to receive money associated with the grant, they must assure that the grant is aligned to meet the goals and objectives identified in the school improvement plan.

District Improvement Plans

In the state as a whole, 16 of Nevada's 17 school districts have made AYP. All 17 school districts submitted District Improvement Plans in December 2006 pursuant to the requirements of law and will be required to do so in December 2007. The majority of districts identified improvement needs in ELA and math for all students. More than half of the districts identified improvement needs for the IEP and LEP student populations. The majority of the districts included a goal relating to professional development that focused on their specific improvement needs. The majority of the districts also included a goal relating to expansion of data and interim assessments. Many districts included goals that targeted extending instructional time, improving special education, improving services to the LEP student population, and improve parent involvement (See Appendix F for summary details of the District Improvement Plans).

State Improvement Plan

State legislation requires that the State Board of Education revise the current state improvement plan each year, based on the outcomes of the previous year. The Nevada Revised Statute (NRS) 385.34691 (Appendix C) establishes the requirements for this plan. Key partners in the Nevada educational system participate in the revision of the *Nevada State Improvement Plan*.

The revision of the 2007 Nevada State Improvement Plan began with an analysis of the outcome and dimensions of school success data from 2006. Through this process, the following improvement goals were set and the accompanying action plan was established to lead the state in meeting these goals.

2007 NEVADA STATE IMPROVEMENT PLAN

ACTION PLAN

Goal #1: Alignment

To create an aligned system through collaboration with all key partners for implementation of statewide improvement processes that increase student learning, improve instruction, increase parental/community involvement, and provide adequate funding in order to improve student performance and reduce achievement gaps.

2007 ACTION PLAN	RESPONSIBLE PARTIES	DATA SOURCES
<p>GOAL #1 STRATEGIES: Based upon review of the data updates and the accomplishments of the 2006 strategies, the following represent the strategies for the 2007 <i>Nevada State Improvement Plan</i> Action Plan.</p>		
<p>1. Develop and enhance, in coordination with key collaborative partners, communication mechanisms in order to make apparent and keep up-to-date with school and district improvement efforts.</p> <ul style="list-style-type: none"> • Expansion of communication through technology. • Coordination of opportunities for interaction between key partners at planned state-wide meetings and events. • Creation of a forum for key partners to come together through a technology mechanism. • Enhance internal communication within the NDE in order to increase efficiency and productivity. • Continue systemic efforts to increase parental involvement in order to yield higher levels of student achievement. 	<p>NDE, RPDPs, Districts, Schools, Parent/Teacher Associations</p>	<p>School Improvement Plans (SIPs), District Improvement Plans (DIPs), STIP, School Improvement trainings, Parent Involvement Summit Report, Education Leader workshops</p>
<p>2. Advance continuous improvement efforts for statewide improvement, with components that include:</p> <ul style="list-style-type: none"> • An expectation of collaboration with key partners to coordinate improvement efforts. • An expectation that improvement plans contain strategies to increase parental involvement in student learning. • The refinement of existing improvement processes at all levels. • Support for the implementation of school improvement actions required by state and federal law and regulations. • Continue to collaborate in the review and revision of state standards and with school districts in the alignment of curriculum and policy to state standards 	<p>NDE, RPDPs, Regional Labs, Universities, Districts, Schools</p>	<p>SIPs, DIPs, STIP, Title III report, Special Education Indicators, SST reports, School Improvement training evaluations, Parent Involvement Summit Report, CTE Performance Indicators</p>
<p>3. Continue to review with key partners, as part of the improvement process, the need for/impact of resources in carrying out improvement efforts to increase student achievement.</p> <p>Review the adequacy of resources to support state-sponsored charter schools.</p>	<p>Schools, Districts, NDE, Legislative Committees</p>	<p>SB185 Evaluation, State, district, and school grant procurement, Legislative CTE subcommittee report, iNVEST Plan</p>

<p>4. Monitor the effectiveness of the technical advisory committees in their engagement in the school-improvement process as follows:</p> <ul style="list-style-type: none"> - Ensure that each local improvement plan has effect strategies for the improvement of career and technical education programs as a key component of their respective overall school-improvement strategies. - Ensure that each technical advisory committee is properly formed, managed and understands its role as a community-based advisory committee that participates in developing strategies to improve CTE programs as part of the district's in the school-improvement process. - Ensure each technical advisory committee participates in the development of program-improvement strategies for career and technical education and that the identified strategies become part of the school districts' overall school-improvement plan. 	<p>NDE</p>	<p>Perkins Grant Monitoring reports, Legislative reports, Signature Pages of CTE Grants</p>
<p>5. Monitor the effectiveness of the School Support Teams in their leadership and support of assigned schools</p>	<p>NDE, Southwestern Comprehensive Center</p>	<p>School Support Team reports, School Support Team Leader evaluations</p>

Goal #2: Data

To use consistent and relevant data at all levels (student, classroom, school, district, and state) to support the improvement process, evaluate the effectiveness of programs, and guide decisions for improved instruction and learning.

<p align="center">2007 ACTION PLAN</p> <p>GOAL #2 STRATEGIES: Based upon review of the data updates and the accomplishments of the 2006 strategies, the following represent the strategies for the 2007 Nevada State Improvement Plan Action Plan.</p>	<p align="center">RESPONSIBLE PARTIES</p>	<p align="center">DATA SOURCES</p>
<p>1. Enhance methods for data collection, delivery, and, analysis in order to:</p> <ul style="list-style-type: none"> - 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). - Reporting of longitudinal data through SAIN. - Implement process for school districts to directly upload student data into the Occupational Reporting System. - Create and maintain a data system that will support enhanced data analysis activities - Continue to conduct national comparisons to ensure reliability of student achievement gains. 	<p>NDE, Schools, Districts, DoIT</p>	<p>SAIN, ARC, Teacher Licensure, EDEN, ORS, SLDS</p>
<p>2. Guide the provision of ongoing systemic professional development for data analysis that supports classroom instruction and improvement planning.</p>	<p>NDE, RPDPs, Districts</p>	<p>NDE reports, District Audit Reports, RPDP evaluations</p>
<p>3. a) Support the continued implementation of the comprehensive state assessment system that includes classroom-based assessments and other forms of local assessments.</p> <p>b) Expand the implementation of strategies to integrate technology into instruction and formative assessment use.</p>	<p>NDE, Schools, Districts</p>	<p>State Assessments, Local Assessments, Research Literature on Best Practices</p>

Goal #3: Achievement

To promote the implementation of proven practices that support healthy/safe learning environments and enhance instruction in core academic subjects (English language arts, mathematics, science, and social studies) to improve the performance of all students and reduce achievement gaps.

<p align="center">2007 ACTION PLAN</p> <p>GOAL #3 STRATEGIES: Based upon review of the data updates and the accomplishments of the 2006 strategies, the following represent the strategies for the 2007 Nevada State Improvement Plan Action Plan.</p>	<p align="center">RESPONSIBLE PARTIES</p>	<p align="center">DATA SOURCES</p>
<p>1. a) Continue to support the implementation of proven practices (tied to needs based on data) that improve the performance of students in English language arts, math, science, and social studies.</p> <p>b) Expand support for the implementation of proven practices that improve the performance of students with disabilities, LEP students, culturally diverse students, economically disadvantaged students, and other at-risk student populations, such as migrant and/or transient students.</p> <p>c) Review the impact of technology on student achievement, including virtual education.</p> <p>d) Support action for NAC revision to code implementing NRS 389.019, standards based report card template for elementary schools, and revised textbook adoption rubric.</p>	<p>NDE, RPDPs, Districts, Schools</p>	<p>SIPs, DIPs, Mega Conference Evaluations, SB185 Evaluation, School Improvement Training Evaluations, AMAO Report, Special Education Indicators, NV Report Card</p>
<p>2. a) Develop and implement the mechanisms to monitor the effectiveness of current professional development practices and programs that impact the performance of students in English language arts, math, science, and social studies.</p> <p>b) Develop and implement the mechanisms to monitor the effectiveness of current professional development practices and programs that impact students with disabilities, LEP students, culturally diverse students, economically disadvantaged students, and other at-risk student populations, such as migrant and/or transient students.</p>	<p>NDE, Districts, Schools, RPDPs</p>	<p>Monitoring Frameworks, Data produced by Monitoring Frameworks, AMAO Report, NV Report Card, Special Education Indicators, RPDP Reports</p>
<p>3. Continue to support the dissemination and implementation of proven practices being used at high performing schools in Nevada by:</p> <ul style="list-style-type: none"> - 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 	<p>NDE, Districts, National partners</p>	<p>Mega Highlighting Schools Interview Results, Title I Distinguished Schools Interviews Results, NV Report Card, AYP Designation Results, SB185 Evaluation</p>

<p>and districts to help replicate successful practices.</p> <ul style="list-style-type: none"> - Support the Legislative initiatives: the empowerment school model and expanded full-day Kindergarten. 		
<p>4. Conduct an analysis of school and district best practice strategies that increase the graduation rate and decrease the dropout rate.</p>	<p>NDE, Districts, Schools</p>	<p>NV Report Card, SIPs, DIPs, Special Education Indicators, CTE Program Results, AYP Results, SB185 Evaluation</p>
<p>5. Continue to support professional development for district and site leadership in enhancing school culture and learning environment best practices.</p>	<p>NDE, Districts, Schools, RPDPs</p>	<p>NV Report Card, SIPs, DIPs, Persistently Dangerous Schools Report</p>

Goal #4: Professional Development

To implement effective statewide professional development activities and educator pre-service preparation focused on data-driven needs and proven practices that are designed to improve leadership, instruction, and student learning of as reflected in school, district, and state improvement efforts.

<p align="center">2007 ACTION PLAN</p> <p>GOAL #4 STRATEGIES: Based upon review of the data updates and the accomplishments of the 2006 strategies, the following represent the strategies for the 2007 Nevada State Improvement Plan Action Plan.</p>	<p align="center">RESPONSIBLE PARTIES</p>	<p align="center">DATA SOURCES</p>
<p>1. Continue statewide collaboration:</p> <ul style="list-style-type: none"> - To continue planning with institutions of higher education, districts, RPDPs, and educator associations to align statewide professional development practices (preservice, licensure, and relicensure). - To support alternative routes to licensure as formulated by the Commission on Professional Standards. - To achieve a statewide standards-based system of professional development in districts and regional professional development programs. - To promote professional development alignment to the Nevada academic standards. - To facilitate the development of a system for collection of professional development data to monitor its impact on instruction and student learning. 	<p>NDE, Institutes of High Education, districts, RPDPs, NSEA</p>	<p>Teacher Quality Taskforce Database, RPDP Reports</p>
<p>2. Continue to support and participate in professional development activities that align with school and district improvement efforts.</p>	<p>NDE, Institutes of Higher Education, RPDPs, Districts, Schools, National partners</p>	<p>SIPs, DIPs, STIP, RPDPs Evaluation report, IHE data</p>
<p>3. Continue to support professional development for educational leadership that focuses on best practices for recruiting, supporting and retaining quality teachers and administrators.</p> <ul style="list-style-type: none"> - Support the building of relationships with key partners in this endeavor. 	<p>NDE, Districts, RPDPs, NASA</p>	<p>RPDP self-evaluations, NASA reports, District reports</p>

Goal #5: Targeting Improvements in Secondary Education

To improve student achievement in middle and high schools through the implementation of statewide initiatives.

<p align="center">2007 ACTION PLAN</p> <p>GOAL #5 STRATEGIES: Based upon review of the data updates and the accomplishments of the 2006 strategies, the following represent the strategies for the 2007 Nevada State Improvement Plan Action Plan.</p>	<p align="center">RESPONSIBLE PARTIES</p>	<p align="center">DATA SOURCES</p>
<p>1. Develop, promote, and expand best practices that improve middle and high school student achievement.</p> <ul style="list-style-type: none"> • Continue to support instructional and intervention methods to better meet the needs of low-performing student populations and to ensure that all students have access to rigorous and relevant curriculum. • Continue the identification of successful middle and high schools to serve as models and mentors for low-performing middle and high schools. • Incorporate research-based programs and designs (e.g. graduation timing, structure of school, technology availability, enhanced senior year, scheduling, middle school design, academies, magnets, small learning communities) in response to student needs and increase the access to more than traditional offerings. • Work with the Nevada System of Higher Education on data sharing and research to improve middle and high school curricula/course requirements to better prepare Nevada high school students for post secondary options. • Encourage student participation in programs such as secondary CTE programs to improve performance on proficiency examinations in core academic areas, increase graduation rates, and decrease dropout rates. 	<p>NDE, Regions, Districts, Schools, NSHE</p>	<p>SIPs, DIPs, STIP, NGA Evaluation Report, SB185 Evaluation Report, Occupational Reporting System (ORS), CTE Performance Indicators</p>
<p>2. Continue to support the implementation of <i>instruction and intervention</i> methods to better meet the needs of low-performing student populations and to ensure that <i>all students (including special education and Limited English Proficient student populations)</i> have access to rigorous and relevant curriculum.</p> <ul style="list-style-type: none"> • Provide incentives for districts to implement a framework for rigorous middle and high school course-taking for all students. • Support the expansion of rigorous middle and high school course offerings for all students. • Support middle and high school counselors in their efforts to advise students into rigorous courses. • Support training about rigorous middle and high school curricula. • Support professional development that will assist all secondary teachers in order to improve their students' content literacy skills. • Increase availability of training in appropriate instruction to diverse student populations in inclusive settings. 	<p>NDE, Regions, Districts, Schools</p>	<p>SIPs, DIPs, STIP, RPDP reports, ORS, CTE Performance Indicators</p>

<ul style="list-style-type: none"> • Implement parent involvement programs for middle and high school students in order to provide tools to track student progress. 		
<p>3. Promote and expand programs that increase the number of students who are successful in work and post-secondary education endeavors.</p> <ul style="list-style-type: none"> • Continue to support best practices that increase the graduation rate and decrease the dropout rate in high schools, with special attention to low-performing student populations. • Support and expand business and technical training opportunities and expand dual credit offerings. • Promote and implement models, programs, and curricula that infuse 21st century skills into the secondary academic experience. • Improve readiness, technical preparation, and articulation to postsecondary options. 	<p>NDE, Regions, Districts, Schools, Higher Education</p>	<p>SIPs, DIPs, STIP, Nevada Report Card, ORS, CTE Performance Indicators</p>
<p>4. Promote a school culture where the value of a high school education is a primary theme.</p> <ul style="list-style-type: none"> • Increase the number of students enrolling in rigorous and relevant middle and high school courses. • Continue the expansion of the Advanced Placement programs. • Support a statewide articulation of the importance/value of acquiring an education. • Expand incentives and support to teachers in order to better equalize the percent of highly qualified teachers in at-risk middle and high schools through expanded incentives and other means of support. • Develop and/or enhance, in coordination with key collaborative partners, communication mechanisms in order to make apparent and keep up-to-date with middle and high school improvement. • Facilitate the expansion of education/business collaboration groups. • Encourage student participation in secondary CTE programs to heighten student value of relevance of high school education. • Continue emphasis in administrative meetings and professional development on benefits of CTE participation on student achievement and graduation. • Support the expansion of counselor plans to include strategies that emphasize to parents the value of a high school education. 	<p>NDE, Districts, Schools</p>	<p>SIPs, DIPs, STIP, ORS, CTE Performance Indicators</p>

APPENDIX A

SUMMARY OF NEVADA STATE BOARD OF EDUCATION NEVADA STATE BOARD FOR CAREER and TECHNICAL EDUCATION ACTIVITIES

DECEMBER 2006 THROUGH NOVEMBER 2007

Nevada Revised Statute (NRS) 385.075 state: "The State Board shall establish policies to govern the administration of all functions of the State relating to supervision, management and control of public schools not conferred by law on another agency."

To carry out its statutory role, the State Board conducted six meetings in the period of this report including a joint meeting with the Board of Regents and a joint meeting with the Nevada Association of School Boards.

The following are the highlights of actions or accomplishments resulting from their meetings:

ADOPTION OR REVISIONS OF REGULATIONS

- Math Standards
- Advanced Diploma requirements
- Private school licensing via membership in Northwest Association of Accredited Schools
- Charter School Regulations on Insurance
- NAC 388 Special Education alignment with IDEA
- Accounting Principles
- Adult High School and Diploma requirements
- Basic support adjustments
- English Language Arts Standards
- Alternative criteria for HSPE
- Additional credits in math and science to be earned in 7 and 8 grades
- Standards for Photography, Digital Video and Broadcast Production
- Independent Study and Long Distance Learning
- Charter School Regulation regarding sponsorship

NON-REGULATORY ACTIONS/ADOPTIONS

- Adopted State Improvement Plan for 2006
- Accepted Curriculum Alignment Task Force Report and adopted proposed actions on NAC revision to code implementing NRS 389.019, standards based report card template for elementary schools and revised textbook adoption rubric.
- Letter of support and resolution for the Apple Initiative
- Letter of Support for iNVEST 07
- Evaluation and reappointment of Dr. Rheault as Superintendent for a new three-year term
- Appointed Legislative /Governance task force
- Dual Credits for Clark County School District and Douglas County
- Appointed a State Review team for Teacher Education program approval

- Awarded discretionary special education units
- Approved State Board Task Force/Report on Curriculum Alignment
- Approved NDE proposed FY 2008-09 budget for submission to the Governor
- Approved proposed Distributive School Account budget for FY2008-09 submission to the Governor
- Approved Bill Drafts for 2007 legislative session for submission to the Governor
- Approved Nevada State Transition Plan for the Carl Perkins Act subject to final guidance from the Federal Government
- Approved State sponsorship and Full Charter for the Coral Academy of Science in Las Vegas
- Approved Summer Food Service Program Management and Administrative Plan
- Approved variances for class size in 7 districts
- Suspended one teacher license for 91 days
- Revoked one teacher license
- Approved subsection 6 Charters for Nevada Connections and Nevada Virtual Academy
- Revoked charters of Halima and Team A Charter Schools
- Approved full charters of Imagine School in the Valle and Nevada Virtual Academy
- Approved Nevada Bus Driver training manual
- Approved Nevada Transportation Out-Of-Service Criteria Manual
- Dissolved the Home Schooling Advisory Council
- Approved private school licenses or re-licensing of 18 schools
- Approved 2007-2014 Elementary and Secondary Textbook Adoption list
- Approved appointments to various advisory councils
- Approved appointments to the Nevada Public Education Foundation

RECEIVED REPORTS AND DISCUSSED THE FOLLOWING ISSUES:

- Compliance and Corrective Action reports for Nevada High School, Silver State High School and Team A
- Emeritus Status for Board Members
- Methods/Incentives for Teacher retention and the shortage of Teachers for Nevada
- NCLB Corrective Action Plan for Clark County School District
- “Community in the Classroom” project
- NCLB requirements for Science Assessment
- Status of Advisory Councils and the Boards responsibilities to these Councils
- New Charter School statutes passed during the 2007 legislative session
- Communication and participation in Legislative Committee on Education for 2007-2009, particularly in regard to K-12 governance
- Improve communication process with the Governor’s office and the Legislature
- Agricultural Education (video)
- Accountability Growth model related to NCLB
- Nevada Assessment Program (AYP) update
- Nevada Public Education Foundation
- District Improvement Plan summary
- Nevada Open Meeting Law
- Teacher Induction/Mentoring Program

- Status Report on 2007 AYP Results and School Support Teams
- Special Education Advisory Committee Annual Report
- Annual report on Teacher Licensure Requirements
- New legislation that will effect education
- Model state boards and composition of State Boards in other states by NASBE
- Clark County presentation on Empowerment
- Long-distance Learning programs
- Test Security
- WestEd- Governance and working with state government furthering education goals
- Teacher Education Annual Report
- National Governors Grant for Charter Schools
- School Safety
- Empowerment school presentation from the Governor's office
- Annual Report on State Sponsored Charter Schools
- Children's Land Alliance supporting schools
- Nevada Approved Teacher Education Program Completers
- Subcommittee on Charter Schools

APPENDIX B

Summary of 2006 Nevada State Improvement Plan Accomplishments

Goal #1: Alignment

2006 Strategies: Accomplishment Summaries

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:
 - a. An expectation that improvement plans contain strategies to implement policies in the area of parental involvement.
 - b. The refinement of existing improvement processes at all levels.
 - c. Support for the implementation of school improvement actions required by state and federal law and regulations.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

Legislative Committee on Education (LCE): The 23rd special session of the Legislature passed Senate Bill 4, which requires the LCE to consider studying the following during the 2007-2009 interim: (a) the quantity and quality of tests that are administered in the Nevada public schools, (b) issues relating to truancy, (c) issues relating to the use of long-term substitute teachers, and (d) the structure of governance in the system of public education in the state.

Nevada Comprehensive Curriculum Alignment Tool (NCCAT): For districts and schools In Need of Improvement Year 3, Nevada has several options for corrective action. One of these options is instituting and fully implementing a new curriculum that is based on state and local academic content and achievement standards, including providing appropriate professional development based on scientifically based research for all relevant staff that offers substantial promise of improving educational achievement for low-performing students. The NDE developed the NCCAT which is a district/school self-analysis tool designed to help districts and schools determine where there are gaps in the areas of standards, assessment and instruction, and subsequently develop a plan of action for instituting and implementing a "new curriculum" and providing appropriate professional development. The NDE selected this corrective action for one district in the 2006-2007 school year, providing the technical assistance necessary for successful implementation. The NCCAT is also being contemplated for use by other school districts as a school improvement planning/evaluation tool regardless of AYP outcomes.

NDE Website Enhancements: The NDE has continued to enhance the communication and dissemination capacities of the website (www.doe.nv.gov). The upgrades provide access for external and internal users to acquire information about each project and program associated with the NDE.

SB185: The Commission on Educational Excellence approved a total of \$55,991,682.57 in funding for 389 schools. A total of \$38,269,449.40 was awarded at the elementary level, and \$17,722,233.17 at the secondary level. The Commission also awarded a total of \$17,589,310.63 to 65 school Consortia.

SAGE Website: The SAGE Website Online School Improvement tool (www.nevadasage.org) has been developed and will be piloted in the 2007-2008 school year by schools from rural and urban school districts. The Online tool guides school improvement teams through the development/revision of their school improvement plans. In addition, it provides for regular monitoring of the implementation of the plan and will include an end-of-year evaluation.

Parent Involvement: The 2007 Nevada Legislature established the Advisory Council on Parental Involvement. The statutory responsibilities describe the role of the council. In addition, a parent involvement consultant position was added to the NDE.

2. Continue to review, as part of the improvement planning process, the need for the reallocation or procurement of resources.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

SAGE School Improvement Planning Fiscal Focus: All school and district improvement plans include a spending plan required by NRS 385 to illustrate the alignment of the school and district fiscal resources and the improvement goals.

ACR 10: The Legislative Committee on School Financing Adequacy (ACR 10, 2005 Legislative Session) received the report Estimating the Cost of an Adequate Education in Nevada, prepared by Augenblick, Palaich, and Associates. This report provided research-based information about adequacy of funding. The Legislative Committee acted to forward the report to the 2007 Legislature. The report describes the findings that the base per-student funding needs to be increased to meet adequate per-student costs and the additional costs of special populations. The report was reviewed; no specific Legislative actions were taken as a result of the study.

iNVEST 2007: In the 2007 installment of the iNVEST report, the following priorities were identified and highlighted for action: (a) increases in the estimated weighted average basic per pupil support for school districts, (b) increases in salaries, (c) increases in funding for health insurance, (d) continued new teacher signing bonuses, (e) authorized pilot Programs of Performance Pay and enhanced compensation for recruitment and retention of licensed personnel, (f) continued and enhanced funding for full day kindergarten programs, (g) continued funding for Grants for Innovation and Prevention of Remediation, (h) increased funding for textbooks and supplies, (i) continued funding for class size reduction, and (j) enhanced funding for Career and Technical Education. The iNVEST report provides information about cohesive funding needs.

Federal, State, and Other Grants: The NDE provides management and oversight of many federal and state grants that provide resources to districts and states for educational programs and improvement efforts, including Title I, Drug Free Schools, 21st Century, Title V-Innovative Programs, Educational Technology, Reading First, Teacher Quality, State Assessments, Even Start, Math and Science Partnerships, Homeless Children, Student Incentive, Byrd Scholarships, Advanced Placement, Adult Education, Perkins, IDEA, and many others.

ePAGE: ePAGE (electronic Plans, Applications, Grants and Expenditures) has been successfully launched with all districts having participated in orientation/training sessions, and the districts are using the system for most NCLB grant programs. The NDE is currently incorporating several enhancements to the system to increase the user-friendly nature of the process. The ePAGE contains a planning component that requires the district to tie its fiscal planning to its overall goals in their improvement planning.

3. Continue to collaborate in the review and revision of state standards and with school districts in the alignment of curricula and policy to state standards.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

State Standards Revisions: The ELA revision process is from March 2007- March 2008. More than fifty people, from around the state in various positions (teachers, parent, university, district curriculum specialists, RPDP, etc.), participated in the revision process. The standards have been approved (June 14th) by the Academic Standards Council and have been approved by the State Board of Education. The NDE conducted rollout workshops on the revised math and science standards. The NDE will be conducting roll out workshops to support the revision of the ELA standards. It also will use these workshops to roll out new achievement standards in ELA, math, and science.

4. Monitor the effectiveness of the technical advisory committees in their engagement in the school improvement process as follows:

- Ensure that each local improvement plan has effective strategies for the improvement of career and technical education programs as a key component of their respective overall school-improvement strategies.
- Ensure that each technical advisory committee is properly formed, managed and understands its role in the school-improvement process.
- Ensure each technical advisory committee participates in the development of program-improvement strategies for career and technical education and that the identified strategies become part of the school districts' overall school-improvement plan.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

Advisory Technical Skills Committees: During the 2005 legislative session, school districts were required to establish and maintain Advisory Technical Skills Committees that meet at least three times per year. These committees have been established in all districts and are given authority to review and sign off on CTE grants and are required to work with the school site improvement planning committee to ensure common strategies.

5. Establish a diversity advisory committee for the purpose of facilitating communication about strategies for improvement of instruction for culturally diverse students in order to increase achievement.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

The establishment of a diversity advisor committee is currently being discussed by key stakeholders. The following activities provided improvements in communication about and implementation of strategies for instruction for culturally diverse students.

Indian Commission: The NDE and Nevada Indian Commission (NIC) are collaborating and working on 1) an Indian Education Summit in Nevada, and 2) the Nevada Indian Education Advisory Committee Strategic Plan. The Indian Education Consultant meets regularly with the NIC Executive Director and the Education Advisory Committee for Native American and Alaskan Natives (AI/AN) to work on innovative ways to increase the success rate of AI/AN students in Nevada.

Indian Education Newsletter: The Newsletter was developed to highlight successful programs throughout the state that focus on ways to increase the success rate for American Indian students. The newsletter is divided into five sections: *News from the Nevada Department of Education*, *Tribal Education Departments*, *Great Basin News*, and the final section consists of preparatory programs for students who are *Starting to Think About College*. The newsletter is available to all interested individuals. Currently the electronic newsletter is only available through email. In the near future the newsletter will be available on the NDE website (www.doe.nv.gov).

Goal #2: Data

2006 Strategies: Accomplishment Summaries

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).

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

Nevada Statewide Longitudinal Data System Grant: In July 2007, the U.S. Department of Education, Institute of Education Sciences (IES) awarded the NDE a three year Statewide Longitudinal Data Systems (SLDS) grant for \$5,999,975. The IES mission is to provide rigorous evidence on which to ground education practice and policy. The Nevada grant project is aligned to the IES mission, Nevada State Board of Education goals, and Nevada Revised Statutes, and is consistent with the federal *Elementary and Secondary Education Act of 1965*. The purpose of the project is to design, develop, and implement changes to the Nevada SLDS to more efficiently and accurately manage, analyze, disaggregate, and use individual student and teacher data. The SLDS must be upgraded and expanded so that the NDE can disaggregate additional data to generate and utilize precise and timely information to meet federal and state reporting requirements (e.g., federal Education Data Exchange Network - EDEN); support decision-making at the state, district, school, and classroom levels; and facilitate research needed to inform and support policy and actions to eliminate achievement gaps and increase success of all students. Objectives that will be accomplished through this grant project include: 1) creation of a federal EDEN reporting system; 2) addition of new data elements (e.g., unique teacher identification system); 3) incorporation of fiscal data into the system; and 4) building a secure web portal and data mart.

EDEN: The NDE has continued its efforts to comply with the federal EDEN initiative. At this point, EDEN data submissions are used to prepopulate data into various other required federal data submissions such as the Consolidated State Performance Report which is NDE's report to the US Department of Education on the accomplish of goals related to various NCLB grant programs. NDE has also established a "data stewards" group made up of NDE staff that provides ongoing technical assistance for various data collection efforts.

Occupational Reporting System: Minor improvements were made in Phase 1 of the Occupational Reporting System where student demographic, CTE coursework, and student CTE and academic achievement is entered into the system on an individual level. Preparation for Phase 2 was initiated to allow districts to upload similar student data directly from their student information systems.

2. Guide the provision of consistent systemic professional development for data analysis and interpretation that supports improvement planning.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

RPDPs: The four regional professional development programs provide professional development to educators for data analysis and interpretation to support school improvement planning. A number of RPDPs collect survey and observation data to investigate the impact of professional development on classroom instruction and student learning.

The UNLV Center for Outreach in School Leadership Development and the Southern Nevada RPDP:

These groups sponsored the 5th annual Nevada Administrators Leadership Institute in Las Vegas in the summer 2007. This institute provided over 400 administrators from around the state with a variety of workshops including using data for school improvement.

- 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.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

Balanced Assessment: The NDE continued its efforts to provide information to the field regarding the use of balanced assessment systems. The NDE provided professional development opportunities focused around the use of formative assessments and the pitfalls of over-reliance on summative assessment results. Sixteen of the 17 school districts have formative assessments in place to monitor student progress.

PLC Administrator Online Forum: As a follow up on the forum, the APAC office provided districts with a document entitled "Developing a Professional Development/Implementation Plan to Ensure Teachers Effectively Use Assessment For Learning as Part of a Balanced Assessment System". This document includes information on the benefits of balancing assessing of learning (AOL) with assessment for learning (AFL), working definitions of assessment terms, conducting a needs assessment, observation of implementation of AFL principles, and writing a professional development evaluation plan. It also provides resources for professional development. The NDE has met with Washoe County School District several times regarding their plan to provide professional development to educators to effectively use AFL principles.

RPDPs: The four regional professional development programs provide professional development to educators for data analysis to support school improvement and drive instruction. The theme that runs through the RPDP professional development is that teachers will be able to use summative and formative student assessment data and classroom observation data to improve instruction. In addition, administrators will be able to use data analysis in the areas of student summative and formative assessment, classroom observations and perception data in order to design effective individual, grade level, and/or department professional development opportunities. RPDPs help schools ensure that effective professional development activities are included in school and district improvement plans.

- 4.** Enhance methods for data collection and delivery to meet additional data requirements (English Language Proficiency Assessment [ELPA], Nevada Alternate Scales of Academic Achievement, Special Education Performance Indicators) that are beyond the scope of the current student performance data system.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

ESL Data System: An enhanced data collection system, and English language proficiency assessment, a computer data management program and a report calculation program have been established and are in place for the English as a Second Language (ESL) program.

NASAA Data System: Results of student performance on the NASAA are now captured on data forms that are electronically scanned and stored in a data file for incorporation into analyses for adequate yearly progress.

Goal #3: Achievement

2006 Strategies: Accomplishment Summaries

1. a) Continue to support the implementation of proven practices that improve the performance of students in English language arts, math, science, and social studies.
- b) Expand support for the implementation of proven practices that improve the performance of students with disabilities, LEP students, culturally diverse students, economically disadvantaged students, and other at-risk student populations, such as migrant and/or transient students.
- c) Continue to support the implementation of strategies to integrate technology into instruction and formative assessment use.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

Instructional Consultation (IC) Teams: The Office of Special Education, Elementary and Secondary Education, and School Improvement Programs has been working with school districts to implement the Instructional Consultation (IC) Team model as established through the University of Maryland. The implementation of the IC Team model results in whole school reform, and develops schools in which teachers possess the skills and abilities to provide instruction that matches students' needs. Evidence of this success is suggested through data in Humboldt County School District, a district that has been working in partnership with the NDE to implement IC Teams. Since the establishment of the model in Grass Valley Elementary School, that school has seen a 4.4% reduction in referrals for special education. Further, those students who are referred for special education are more likely to actually be found to have a disability through the eligibility process (60% of those referred for special education actually qualified in 03/04; 76% qualified in 04/05; 92% qualified in 05/06). Additionally, if IC teams improve instruction, then they may contribute to improved results for all students on state assessments. Since 2003/04 (before the IC Team was in place), 56.7% of 3rd grade GVES students met or exceeded standards. That number increased to 64% in 2006/07. For math, 54.7% of 4th grade GVES students met or exceeded standards. That number increased to 72% in 2006/07.

Mathematical Instruction for Nevada Educational Support (MINES): The MINES initiative is a project cosponsored by the NDE and the Carson City School District that has provided electronic math dictionaries in grades K-12 as well as standards-driven pedagogical and assessment tools in grades 3 through 9. That program is being expanded to include remediation tools at the high school level. Through the Math/Science Partnership grant, the NDE has also worked with to produce electronic science dictionaries and anticipates expanding that effort to produce ELA dictionaries.

Reading and Mathematics CRT Instructional Materials: The NDE in collaboration with WestEd has designed instructional materials to aid teachers and students in understanding the design of the Nevada Proficiency Examination Program. These materials were developed for grades 3 – 8 in both reading and math.

Northeastern Nevada Math Project (NNMP): The goal of this project is to improve both content and pedagogical knowledge in order to increase student understanding, which will be reflected in a stronger performance on various assessments. This MSP grant began the summer of 2005 with one week courses in Elko, Winnemucca, and Ely and then followed-up with six one day sessions at each site during the school year. The program will follow that format for two more years. The first year the focus was on basic operations with whole numbers. This year's focus is on the use and understanding of fractions.

Social Studies Website: A social studies website (www.doe.nv.gov/teachers/social_studies.html) was developed and may be accessed at the NDE website. This site provides teachers, as well as other persons working in the field of social studies education, with a wealth of information regarding social studies in Nevada and across the nation. This website includes: Monthly newsletters, Constitution Day resources and information, NVHD Day web resources and information, Professional Resources, Comprehensive listing of professional development opportunities, and a teacher discussion board to share ideas and best practices in teaching.

Reading First: During the 2006-07 school year, Reading First served 30 elementary schools in seven districts in Nevada. Subgrants were awarded to districts to establish comprehensive reading programs in kindergarten through third grade, including a core reading program, supplemental reading materials, and intervention programs for struggling readers. Reading First also established an assessment program for teachers of kindergarten through third grade students to identify struggling readers, monitor the progress of all students throughout the year, and evaluate program effectiveness at the end of the year through. Each Nevada Reading First school employs at least one reading coach who provides professional development and supports teachers as they implement the comprehensive reading programs and use assessment data to inform reading instruction.

Technology Integration: The Commission on Educational Technology reviewed and approved state technology implementation funding for school districts to improve student academic achievement through the use of effective integration of technology resources and systems.

2. Develop and implement the mechanisms to monitor the effectiveness of current practices and programs that impact the performance of students in English language arts, math, and science, especially those targeted for students with disabilities, LEP students, culturally diverse students, economically disadvantaged students, and other at-risk student populations, such as migrant and/or transient students.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

Alternative Class-size Reduction Evaluation: In the 2005 Legislative Session, it was established that school districts that have implemented an alternative class-size reduction program carry out an evaluation of the program. The results of the evaluation indicated that the alternative class-size reduction program reduced the number of team teaching teams across the state.

SB404/185 Evaluation Report: The evaluation of the 2007 assessment results is underway and will be available in the final report. Preliminary analyses of district interim test data show direct and significant impacts of the SB185 funded programs and practices on student achievement. Nevada's most disadvantaged students impacted by these programs and practices have shown significant increases in achievement.

3. Continue to support 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.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

[See Goal 5 for additional accomplishments related to this action step.]

Administrator Workshops: The Nevada Association of School Administrators (NASA) sponsored activities included superintendents' workshops and principals' workshops such as "Breaking Ranks II – High School Reform" and "Best Practices for Principals for Improving Student Achievement: Leadership; Curriculum; Instruction; Assessment and Professional Development". The UNLV Center for Outreach in School Leadership Development and the Southern Nevada Regional Professional Development Program sponsored the 5th

annual Nevada Administrators Leadership Institute in Las Vegas in the summer 2007. This institute provided over 400 administrators from around the state with a variety of workshops with offerings on PLCs, using data for school improvement, strategies to improve student behavior, and strategies for encouraging ELL students. The UNLV Center and NASA co-sponsored a Breaking Ranks II and Breaking Ranks in the Middle workshop in Las Vegas for secondary school administrators in November 2007. This workshop focused on high school and middle school reform. There will be a follow-up workshop on both in Spring 2008. Douglas County School District has requested to discuss issues related to Breaking Ranks II on the PLC administrator online forum.

Distinguished Title I Schools: During the 2006-2007 school year, NDE recognized eight schools throughout the state. Each of the identified schools was identified as either "Exemplary" or "High Achieving" and participated in a rigorous interview process with the NDE. Two of the Distinguished Schools, Martin Middle School of Clark County School District and David E. Norman of White Pine County School District, were chosen to represent the state of Nevada at the 2007 National Title I Conference. All eight of the schools were honored at the NDE 2007 Mega Conference.

4. Continue to support professional development for district and site leadership in school culture and learning environment best practices that effectively manage discipline.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

Administrative Professional Development activities: Professional development for district and school leadership was conducted in 2006 by the Nevada Association of School Administrators in the following: A "High School Improvement Summit," two School Law Workshops, two workshops for assistant principals and entry level administrators, four workshops throughout the state dealing with "Literacy and the Low Performing Student," a workshop titled, "School Finance and Improving Student Achievement," two workshops, "Survival Skills for the School Principal," one workshop in "Family Friendly Schools," one workshop "Balanced Leadership", using the McRel school leadership research model, a conference for superintendents focusing on: school safety; Increasing student achievement; and pre-K childhood learning, and four workshops on "Breaking Ranks in the Middle", middle school improvement.

Goal #4: Professional Development

2006 Strategies: Accomplishment Summaries

1. Continue statewide collaboration:

- a. Through the work of the Teacher Quality Taskforce, to continue planning with institutions of higher education, districts, and RPDPs to align statewide professional development practices (preservice, licensure, and relicensure).
- b. For a statewide standards-based system of professional development in districts and regional professional development programs.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

Teaching Quality Task Force (TQTF): Representatives from the state, institutions of higher education, school districts, and RPDPs have collaborated to align the systems of pre-service, licensure, and professional development for re-licensure. The TQTF is in the process of identifying the needs of each system and reviewed best practices literature (theory and research) to investigate ways in which NV can move toward improved coordination among these separate systems to produce and support highly effective instruction for diverse learners.

School improvement trainings in collaboration with RPDPs: The NDE provided its annual school improvement training with a focus on the components of the SAGE continuous improvement cycle. The NDE has collaborated with several of the Regional Professional Development Programs to provide additional school improvement training targeting the needs of the administrators in leading schools through the improvement process.

NDE Annual Mega Conference: The NDE partnered with the International Center for Leadership in Education to conduct the State's annual training conference focusing on best practices in model schools. Representatives from schools around the nation, as well as highlighted Nevada schools, shared successful practices that have improved instruction and increased student achievement. Over 300 educators attended the conference.

School Support Team Leader (SSTL) Training: The NDE held its annual School Support Team Leader training in June to over 100 returning and brand new participants to the SSTL program. The training was held at the Circus-Circus Hotel and Casino in Reno following the SAGE training. Participants reviewed the SAGE process, obtained the required steps to be taken when working with a school during the third, fourth, and beyond years of not making AYP. They received the Nevada Revised Statutes 385.347-385.384, the templates for all of the reports that must be completed, the timeline for when all of the reports are due, and the guidelines for which they must follow throughout the process. SSTLs from previous years were highlighted as they shared some of their experiences about working with schools.

Teacher Licensure Website: The NDE has submitted the "Technology Investment Request" to the DOE Information Technology office, which in turn has been submitted to the Nevada Department of Information Technology (DOIT). This nears completion of phase one of a three phase process as defined by DOIT. Phase two of the process is in progress and includes the submission of the "Licensing and Certification General Requirements" section. This document is near completion with submission to soon follow. The completion of this project will replace the front end software (FoxPro), to an already established database.

2. Continue to support and participate in professional development activities (based on Nevada PD standards) that align with school and district improvement efforts.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

PLC Administrator Online Forum: Thirteen out of seventeen of the districts support professional learning communities (PLCs) in which teachers collectively learn to analyze a variety of summative and formative student assessment data to monitor student progress and assess the effectiveness of instruction, and subsequently identify needs of professional learning in an ongoing cycle of improvement. The NDE supports administrators in PLC implementation by providing resources and information through the PLC administrator online forum. This year, among other topics, it engaged in a very successful formative assessment series that lasted approximately two weeks.

School Improvement Training: The NDE provided school improvement training that focused in on the proper use of state summative assessment data for evaluating school improvement strategies and for planning interventions.

SB404 Training: The NDE provided technical assistance in May of 2007 to all 17 districts, via in person or by teleconference, on the submission of the new Legislative issue of the 2007-2009 SB404 grant funds. Assistance provided information on the changes made to the grant; amount of money granted, format for which the grant must be written, the timeline for submission, and the requirements set forth regarding Direct Instruction, Instructional Support, and Administrative Support.

Intervention Systems: Provide training and technical assistance to state, school district, and site level leaders, as well as SAGE school improvement facilitators on how to establish and/or sustain the implementation of effective intervention systems.

3. Continue to support professional development for administrators that focuses on best practices for supporting and retaining quality teachers.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

CTE Activities: Annual professional development is offered through the Nevada Association of Career and Technical Educators (NACTE) summer conference and the bi-annual CTE Administrators' Meetings. Professional development has occurred on recently completed skill standards within various program areas, Nevada Non-traditional Emerging Technology for Success (NvNETS) and Leadership Forum for school counselors statewide. Nevada has also conducted several Title IX two-day workshops for administrators statewide.

RPDPs: The RPDP five year plans have an administrator strand. Administrators are provided a variety of professional development focusing on topics such as collecting and analyzing data to write, implement, and evaluate school improvement plans, instructional leadership, providing teachers with feedback on instructional skills, and facilitating professional learning communities.

PLC Administrator Online Forum: There were 115 participants on the forum as of October 2007 which is double that from 2006. The forum helps support administrators with resources and a networking opportunity as they are supporting and/or implementing PLCs. Because administrators now have access to "Learning By Doing" as a handbook to ensure PLC implementation for continuous improvement/student achievement, the forum is now shifting to include other administrator selected topics of interest that focus on school improvement. This year it engaged administrators in discussion on formative assessment for example. Administrators will now be co-facilitating topic discussions.

Goal #5: Targeting Improvements in Secondary Education

2006 Strategies: Accomplishment Summaries

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

1. Priority Goals for Value of Diploma:

Implementation Goal 1: Develop *prevention and intervention* methods to better meet the needs of low-performing student populations and to ensure that *all students (including IEP and LEP student populations)* have access to rigorous and relevant curriculum.

- Provide incentives for districts to implement a framework for rigorous high school course-taking for all students.
- Support the expansion of rigorous high school course offerings for all students.
- Support the utilization of counselors for the expansion of rigorous high school course offerings for all students.
- Support training about rigorous high school curriculums (ICLE, Gateway Curriculum, RTI) for districts and schools.

Implementation Goal 2: Increase the graduation rate and decrease the dropout rate in high schools, with special attention to low-performing student populations.

- Continue the steps toward implementation of the uniform graduation rate calculation for Nevada.

Implementation Goal 3: Identify mechanisms that will help students value and act upon accessing rigorous and relevant high school courses.

- Continue the *Expand Advanced Placement Preparation* grant project.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

K-16 Data Sharing: The NDE established an inter-local agreement with the Nevada System of Higher Education (NSHE) for the purpose of sharing data K-16. Additionally, the NDE has shared K-12 data with NSHE for several data projects aimed at high school reform efforts.

Nevada Statewide Longitudinal Data System Grant: The NDE received an IES grant to enhance its longitudinal data system and this will strengthen the K-16 data sharing process. Objectives that will be accomplished through this grant project include: 1) creation of a federal EDEN reporting system; 2) addition of new data elements (e.g., unique teacher identification system); 3) incorporation of fiscal data into the system; and 4) building a secure web portal and data mart.

Increased Course-taking Expectations: Amendments to NRS 389.018 increased the credits required for graduation in math and science. A student enrolled in a public high school must enroll in a minimum of: (a) Four units of credit in English; (b) Four units of credit in mathematics, including, without limitation, Algebra I and geometry, or an equivalent course of study that integrates Algebra I and geometry; (c) Three units of credit in science, including two laboratory courses; and (d) Three units of credit in social studies, including, without limitation: (1) American government; (2) American history; and (3) World history or geography. These changes apply to grade nine for the 2007-2008 school year.

Counselor Legislation: In the 2007 Legislative Session, legislation was passed in AB212 to expand the role of secondary counselors. Four year academic plans for students were included as an action to be carried out by secondary counselors.

2. Priority Goals for Redesign:

Implementation Goal 1: Adopt a framework for identification of successful high schools to serve as models and mentors for low-performing high schools.

- Continue the *Turn Around Low-Performing Schools* grant project.

Implementation Goal 2: Incorporate *research-based* innovative designs (e.g., graduation timing, structure of school, technology availability, enhanced senior year, scheduling, and middle school design) in response to student needs and increase the access to more than traditional offerings.

- Evaluate the innovative programs, activities, and designs that are being implemented in high schools throughout the state. Use results of the Center for Performance Assessment (CPA) evaluation of the Innovation and Prevention of Remediation Activities and/or Programs grants (SB185) to inform the process and communicate the results.
- Develop quality criteria of innovations based on the effective practices in the state. Identify barriers that keep districts and schools from being able to fully implement effective innovations.
- Develop quality criteria of counselors based on the National Standards of Counselors. Identify barriers that keep districts and schools from being able to fully support effective counselor best practices.
- Support a statewide articulation of the importance/value of acquiring an education (with consideration of alignment issues such as a high school exit exam that serves as a college/university entrance exam; with consideration of alternatives such as practices and programs that assist students who struggle to pass the high school exit exams).

Implementation Goal 3: Create more business and technical training opportunities and expand dual credit offerings.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

Nevada Honor Grant High School Project: The Nevada Honor Grant High School Project, supported by the Nevada Office of the Governor, the NDE and the International Center for Leadership in Education (ICLE), has provided a unique opportunity for selected Nevada high schools to access extensive support to assist in their high school improvement efforts. The Nevada High School Project is supported by the Best Practices Honor States Grant Program from the National Governor's Association (NGA) during 2006 and 2007. Ten high schools were selected in 2006. Five high schools were selected in February, 2007 to expand the network of Nevada Honor Grant High Schools. These high schools are receiving training and membership in the Successful Practices Network. Additionally, they are receiving leadership coaching from ICLE and will be paired in a mentoring relationship with the initial ten schools.

GEAR UP: Nevada's vision for the GEAR UP program that began in 2001 was to change the culture of low-achieving students who are economically disadvantaged so they are prepared academically and have the resources to attend and succeed in college. An amount of \$11 million over five years was available for program and scholarship purposes. The Nevada GEAR program graduated 1,100 students during the 2007 school year. Nevada was awarded a new GEAR UP grant in 2006. The Federal Government and Nevada will each invest \$18 million over six years. This combination is designed to make sustainable improvements in teaching and learning for as many under-served students in Nevada as possible. The new grant will serve approximately 5400 student in a cohort model.

Legislative Committee on Education CTE Subcommittee: During the 2007 session, the Legislative Committee on Education established a subcommittee to study the effectiveness of career and technical high schools. The subcommittee evaluated research on the effectiveness of CTE programs and the resulting report recommended amending statutes to establish a fund to provide grants to school districts and charter schools to initiate, maintain, or expand CTE programs and continue technical advisory committees, to provide funds from the State General Fund to support CTE programs, stress for continued course articulation between school districts and the Nevada System of Higher Education (NSHE), encourage agreements between school districts and institutions of NSHE to share CTE facilities, the recommendation that career advising should begin in

middle school, and to amend statutes to require CTE data be included in state, district, and school accountability reports.

3. Priority Goals for Educators:

Implementation Goal 1: Align *preservice and* professional development to instructional needs through data-driven decision making in order to impact instructional practices to increase student achievement.

- Provide resources to support the development of classroom-based formative assessments that provide immediate results reported in a disaggregated and itemized format.
- Continue *Develop a Statewide Longitudinal K-16 Data System* grant project by providing training for district and school leaders in data analysis.

Implementation Goal 2: Increase the depth of knowledge and pedagogy in content reading and in math for all high school teachers.

Implementation Goal 3: 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.

Implementation Goal 4: Increase availability of training in appropriate instruction to diverse student populations in inclusive settings.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

Teaching Quality Task Force (TQTF): Representatives from the state, institutions of higher education, school districts, and RPDPs have collaborated to align the systems of pre-service, licensure, and professional development for re-licensure. The TQTF is in the process of identifying the needs of each system and reviewed best practices literature (theory and research) to investigate ways in which NV can move toward improved coordination among these separate systems to produce and support highly effective instruction for diverse learners.

School improvement trainings in collaboration with RPDPs: The NDE provided its annual school improvement training with a focus on the components of the SAGE continuous improvement cycle. The NDE has collaborated with several of the Regional Professional Development Programs to provide additional school improvement training targeting the needs of the administrators in leading schools through the improvement process.

PLC Administrator Online Forum: Thirteen out of seventeen of the districts support professional learning communities (PLCs) in which teachers collectively learn to analyze a variety of summative and formative student assessment data to monitor student progress and assess the effectiveness of instruction, and subsequently identify needs of professional learning in an ongoing cycle of improvement. The NDE supports administrators in PLC implementation by providing resources and information through the PLC administrator online forum.

4. Priority Goals for Progress and Accountability:

Implementation Goal 1: Enhance the statewide data system to provide individual student performance data to inform instruction and to evaluate and share what works.

Implementation Goal 2: Enhance the statewide data system to provide longitudinal data for students entering careers from the Nevada P-16 education system.

- Continue *Develop a Statewide Longitudinal K-16 Data System* grant project by providing training for district and school leaders in data analysis.
- Work with the NSHE on data sharing and research to improve high school curriculum/course requirements to better prepare Nevada high school students for post secondary options.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

Nevada Statewide Longitudinal Data System Grant: In July 2007, the U.S. Department of Education, Institute of Education Sciences (IES) awarded the NDE a three year Statewide Longitudinal Data Systems (SLDS) grant for \$5,999,975. The IES mission is to provide rigorous evidence on which to ground education practice and policy. The Nevada grant project is aligned to the IES mission, Nevada State Board of Education goals, and Nevada Revised Statutes, and is consistent with the federal *Elementary and Secondary Education Act of 1965*. The purpose of the project is to design, develop, and implement changes to the Nevada SLDS to more efficiently and accurately manage, analyze, disaggregate, and use individual student and teacher data. The SLDS must be upgraded and expanded so that the NDE can disaggregate additional data to generate and utilize precise and timely information to meet federal and state reporting requirements (e.g., federal Education Data Exchange Network - EDEN); support decision-making at the state, district, school, and classroom levels; and facilitate research needed to inform and support policy and actions to eliminate achievement gaps and increase success of all students. Objectives that will be accomplished through this grant project include: 1) creation of a federal EDEN reporting system; 2) addition of new data elements (e.g., unique teacher identification system); 3) incorporation of fiscal data into the system; and 4) building a secure web portal and data mart.

5. Priority Goals for Education Governance:

Implementation Goal 1: 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.

- The second annual *Nevada High School Improvement Summit* sponsored by the Nevada State Board of Education, the NDE, the Nevada Association of School Administrators, and the Nevada Association of School Superintendents was held in the fall of 2006 to promote the continuation of high school improvement efforts as well as to share information about specific effective improvement practices and innovations.
- Continue collaboration with the P-16 council as the state education/business collaborative group.
- Support the expansion of education/business collaboration groups at the district level.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

P-16 Council: During the 2007 session, the Nevada Legislature established a new structure for the council. In addition, statutory responsibilities were set that describe the role of the council in the educational system. The Office of the Governor is in the process of restructuring the Council and appointing new members.

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.

- Continue emphasis on benefits of CTE participation on student achievement and graduation in administrative meetings and professional development
- Continue ties of funding with CTE enrollment

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

Increased Legislative Support and Funding to Improve and Update CTE Programs: As a result of evidence of higher academic proficiencies, higher graduation, and lower dropout rates, the 2007 Session of the Nevada State Legislature significantly increased state funding to improve and update secondary CTE programs which helps attract student enrollment in CTE courses.

Administrative Meetings and Professional Development: Administrators and teachers are exposed to the benefits of CTE participation for student academic and occupational achievement and to techniques for encouraging student enrollment in CTE programs

Funding Ties: Perkins funding ties to student enrollment in CTE courses encourages school districts to enroll students in CTE courses.

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.

- Continue emphasis on ties to overall school-improvement strategies and monitor Technical Advisory Committee operations, and encourage their participation in the development of program-improvement strategies.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

Overall School-Improvement Strategies: Linkages have been established to ensure that local strategies to improve career and technical education are linked to each local improvement plan, whereby the strategies are part of the broader, overreaching school-improvement plan required by the State. The Nevada State Transition Plan for the Carl D. Perkins Act of 2006 now requires the integration of program improvement supported by the Act with the initiatives in local improvement plans governed by NRS 385.34691.

Technical Advisory Committee Operation: Each school district is required to maintain a community-based advisory committee that meets a minimum of three times per year, as mandated under AB 580. The committee roles have been defined to provide input and guidance in local initiatives to maintain, improve, and develop CTE programs.

Participation in Development of Program-Improvement Strategies: Each technical advisory committee participates in the development of program-improvement strategies for career and technical education and that the identified strategies become part of the school districts' overall school-improvement plan.

8. Provide guidance and support in the expansion of adult (16-20 year olds) education opportunities.

Continue cooperative efforts between Adult Basic Education and Adult High School programs, provide access and training in assessment programs, continued emphasis on enrollment in post-secondary education, and promote innovative educational programs.

ACCOMPLISHMENT SUMMARIES: THE GOAL AND STRATEGIES WERE ADDRESSED THROUGH THE COMPLETION OF THE FOLLOWING ACTIVITIES.

Increased Collaboration: Adult Basic Education and Adult High School programs increased access and expanded educational opportunities to adult learners. Collaboration between the programs is resulting in more appropriate referrals and more specialized opportunities for students.

Access and Training: Provided access to and training on CASAS assessment tools to all adult programs. All other Adult Basic Education professional development offerings are open to Adult High School teachers.

Primary Performance Indication: Emphasis on enrollment in post-secondary education is a prime performance indicator for both programs. Some Adult Basic Education programs have developed "bridge" classes so that students may increase basic skills in order to move on to postsecondary opportunities.

Promotion of Innovative Educational Programs: Innovative educational programs such as Independent Study and Distance Education are employed in Adult High School programs in order to expand educational opportunities to adult learners. Workforce Investment Act incentive funds were used by Adult Basic Education programs to develop innovative approaches to adult learning.

APPENDIX C

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 D

State Criterion-referenced Test Results for Grades Three, Four, Six, and Seven

Figure 1: Grade 3 Math Performance Trends by Ethnic Groups

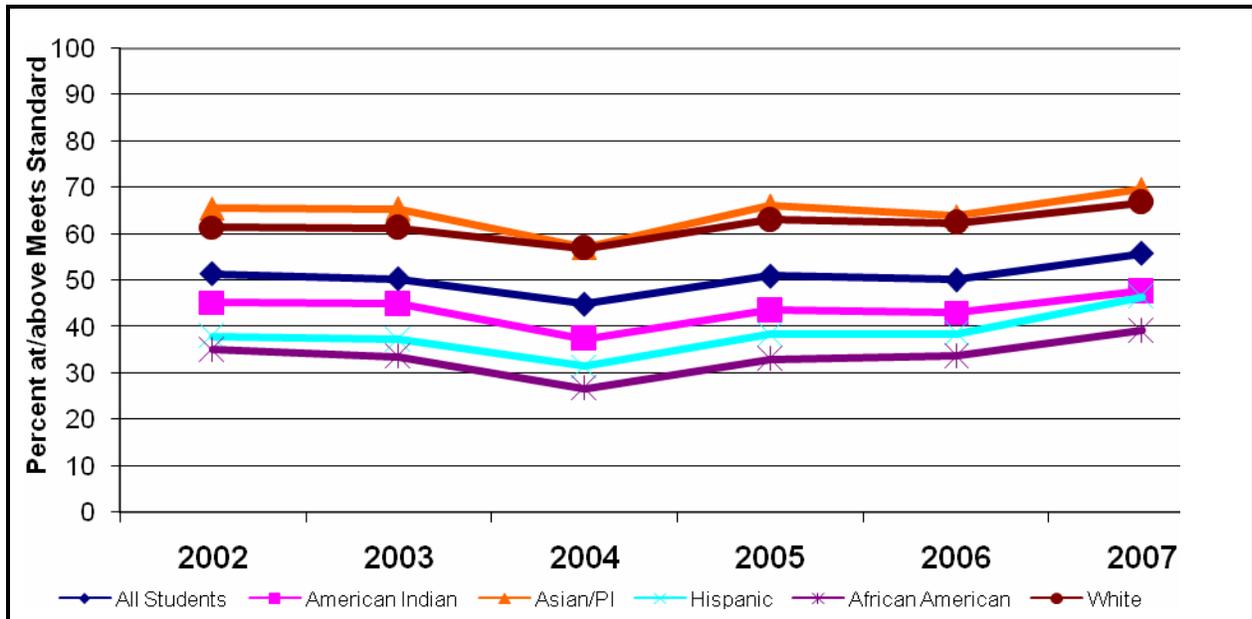
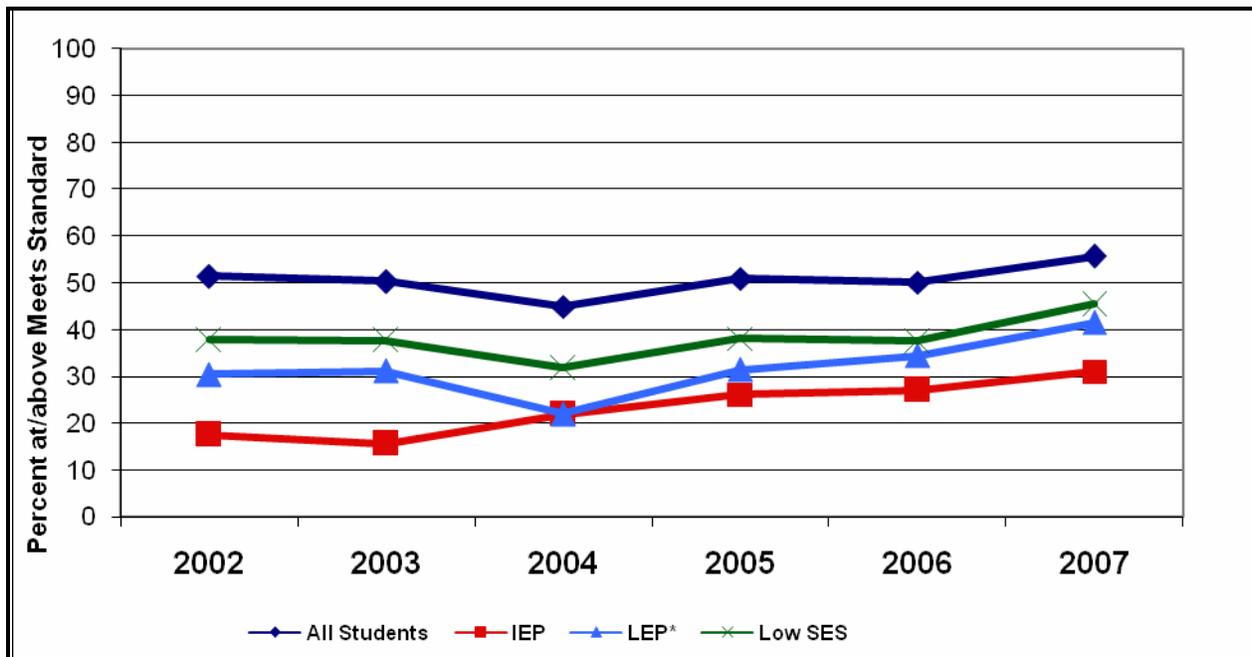


Figure 2: Grade 3 Math Performance Trends by Special Populations



* For 2006 and 2007, the LEP student group included all students ever previously served.

Figure 3: Grade 3 Reading Performance Trends by Ethnic Groups

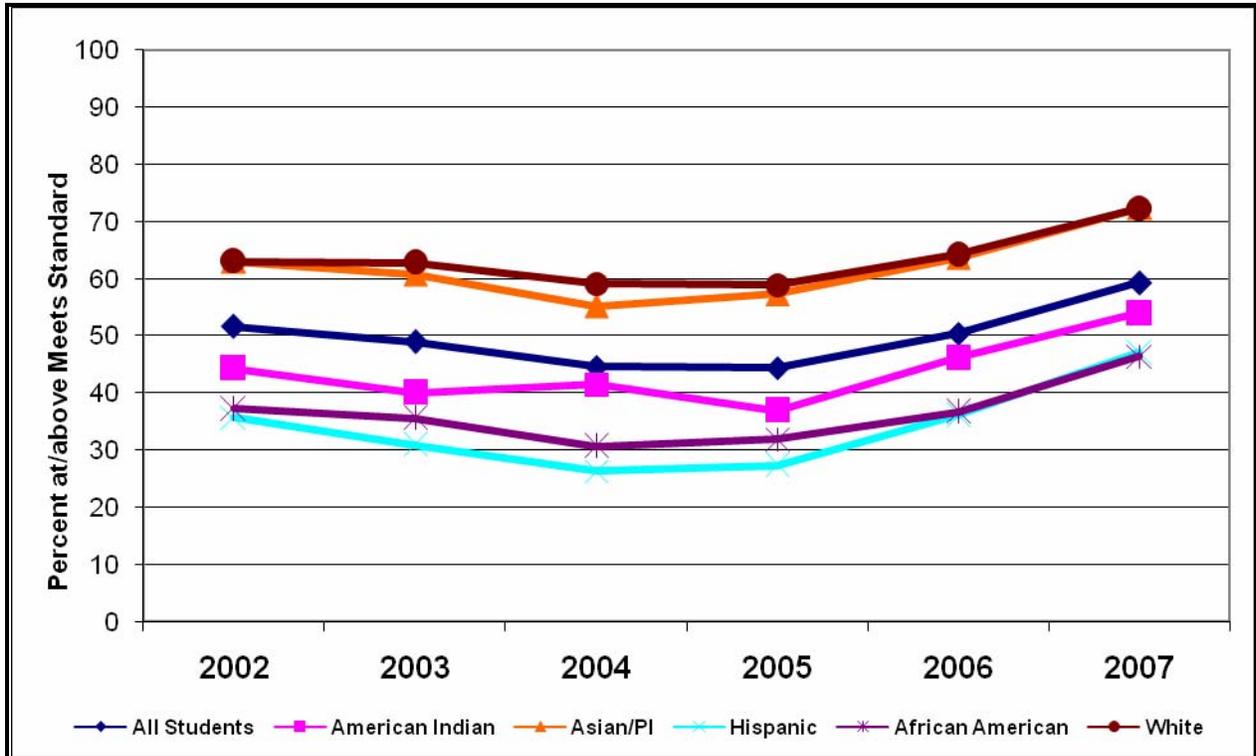
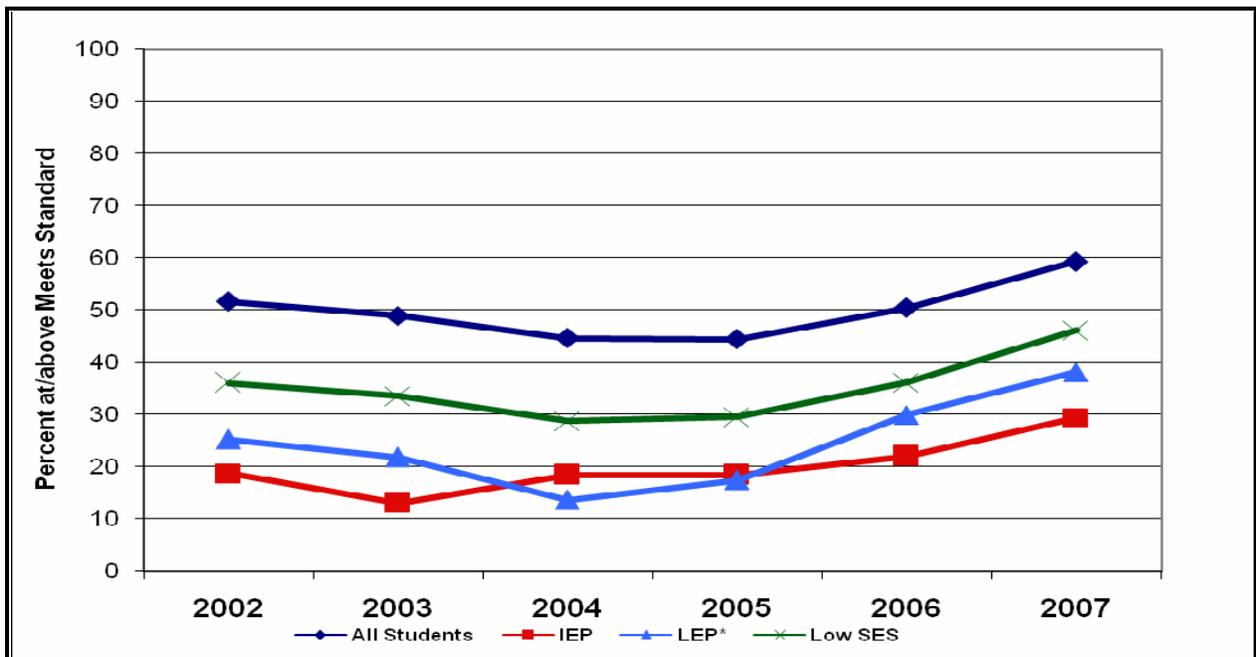


Figure 4: Grade 3 Reading Performance Trends by Special Populations



* For 2006 and 2007, the LEP student group included all students ever previously served.

Figure 5: Grade 4 Math Performance Trends by Ethnic Groups

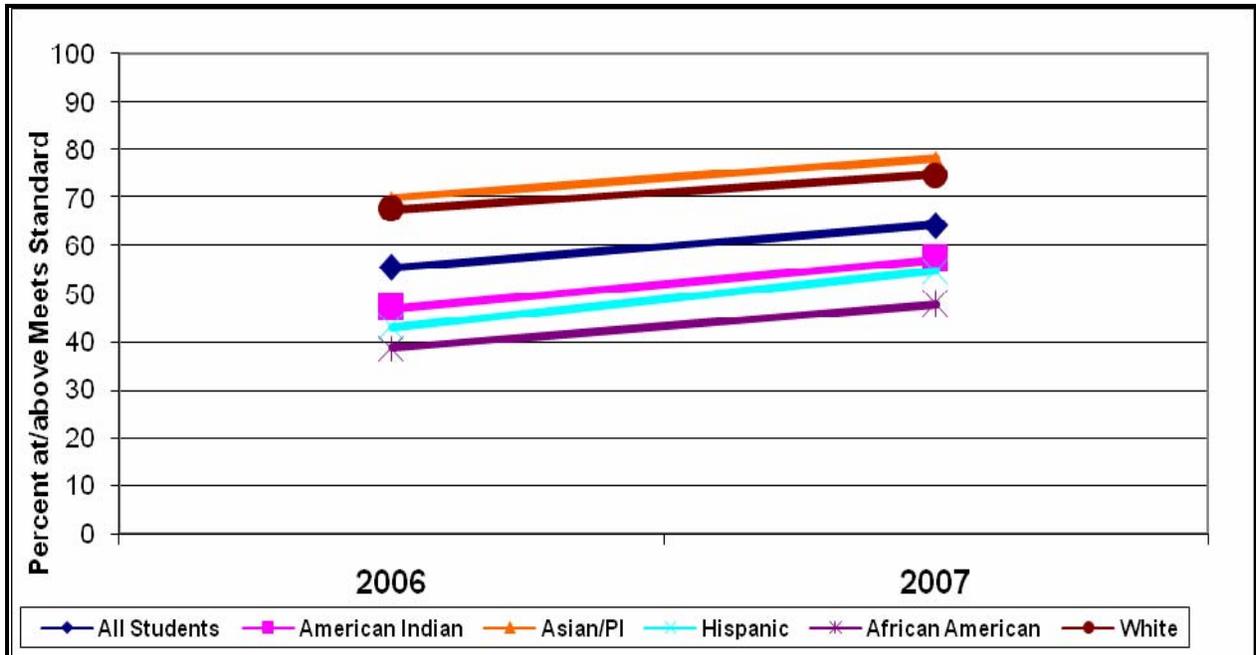
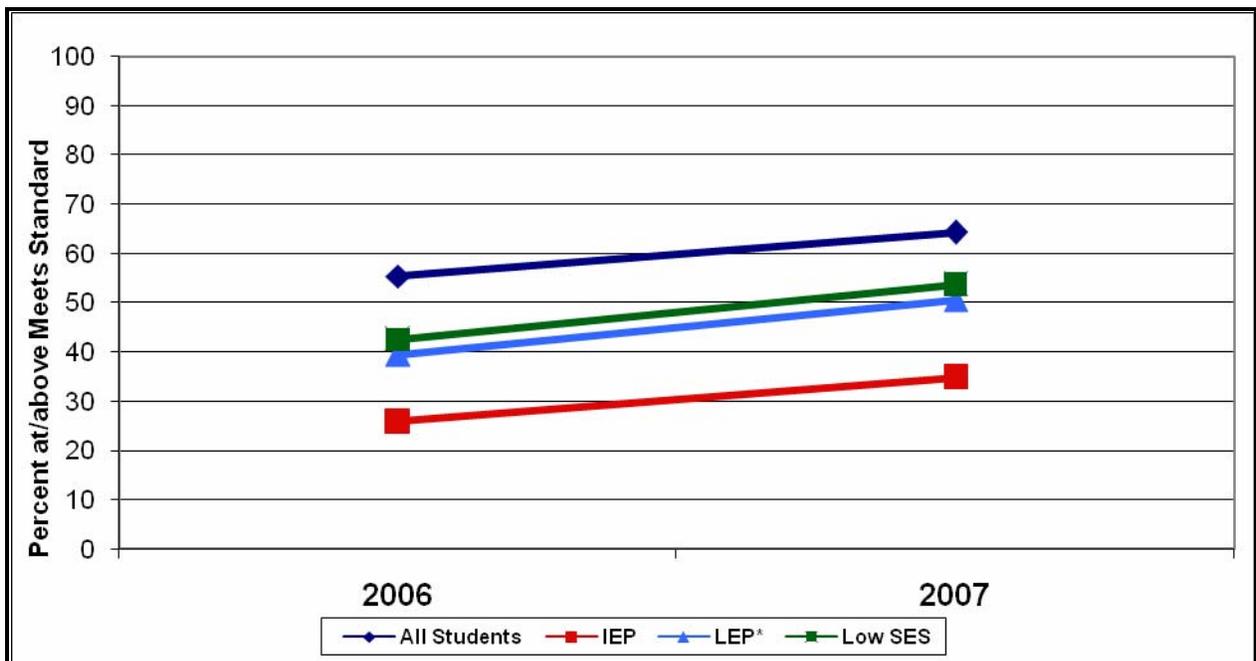


Figure 6: Grade 4 Math Performance Trends by Special Populations



* For 2006 and 2007, the LEP student group included all students ever previously served.

Figure 7: Grade 4 Reading Performance Trends by Ethnic Groups

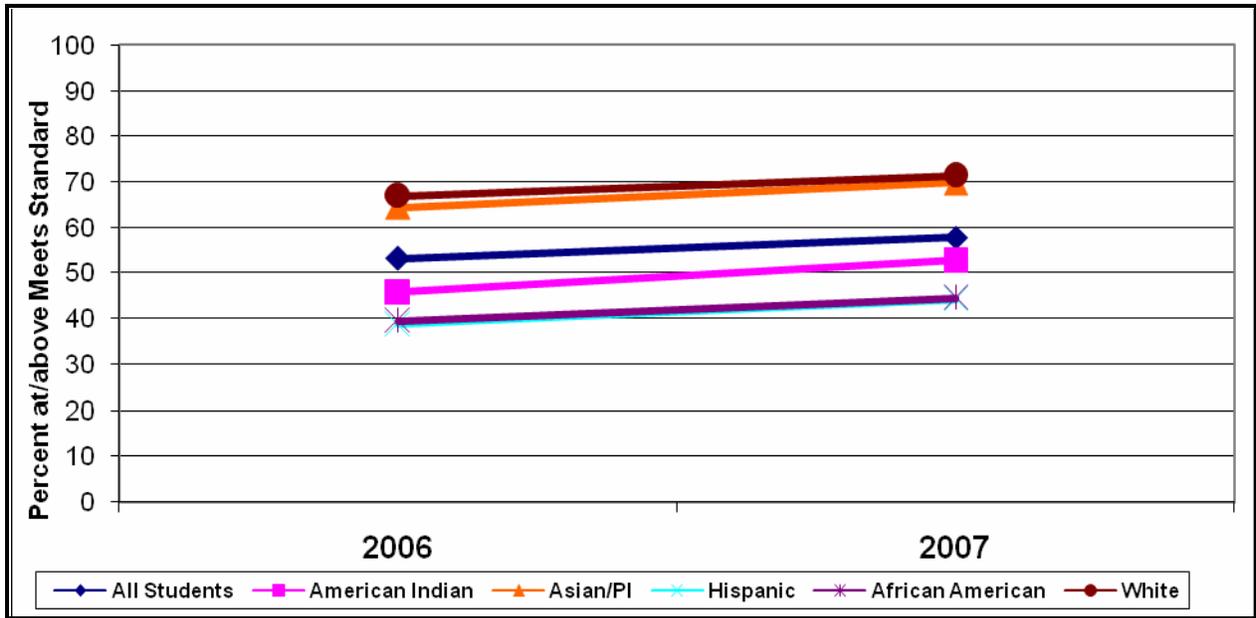
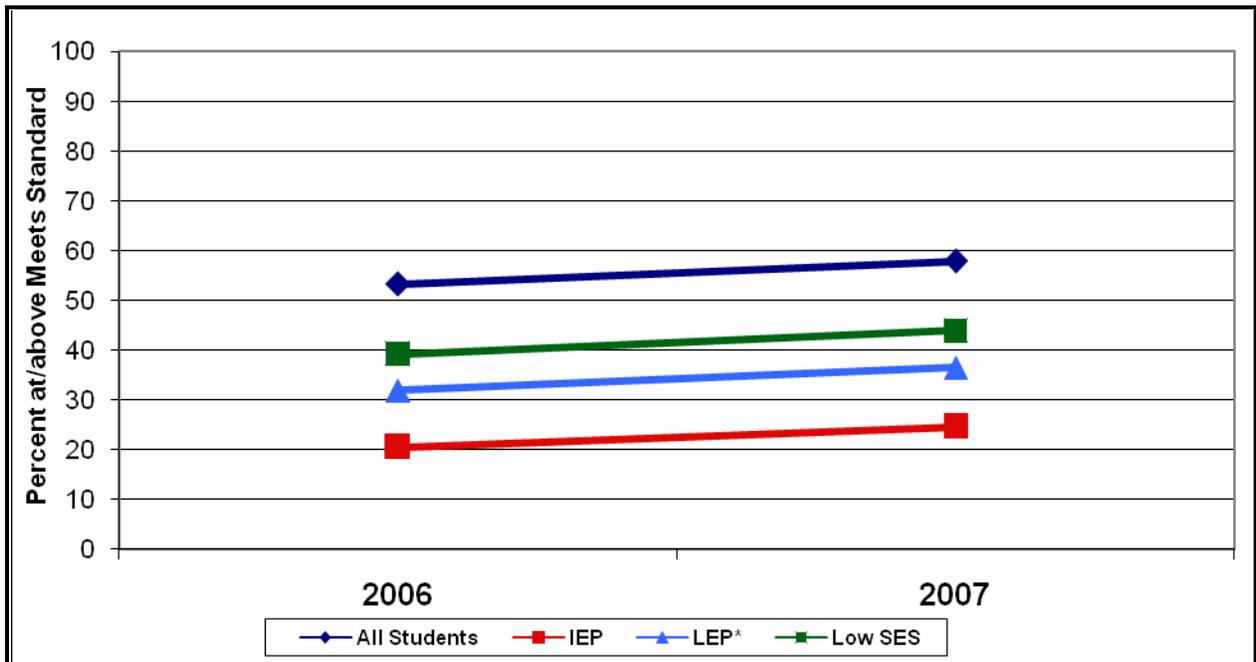


Figure 8: Grade 4 Reading Performance Trends by Special Populations



* For 2006 and 2007, the LEP student group included all students ever previously served.

Figure 9: Grade 6 Math Performance Trends by Ethnic Groups

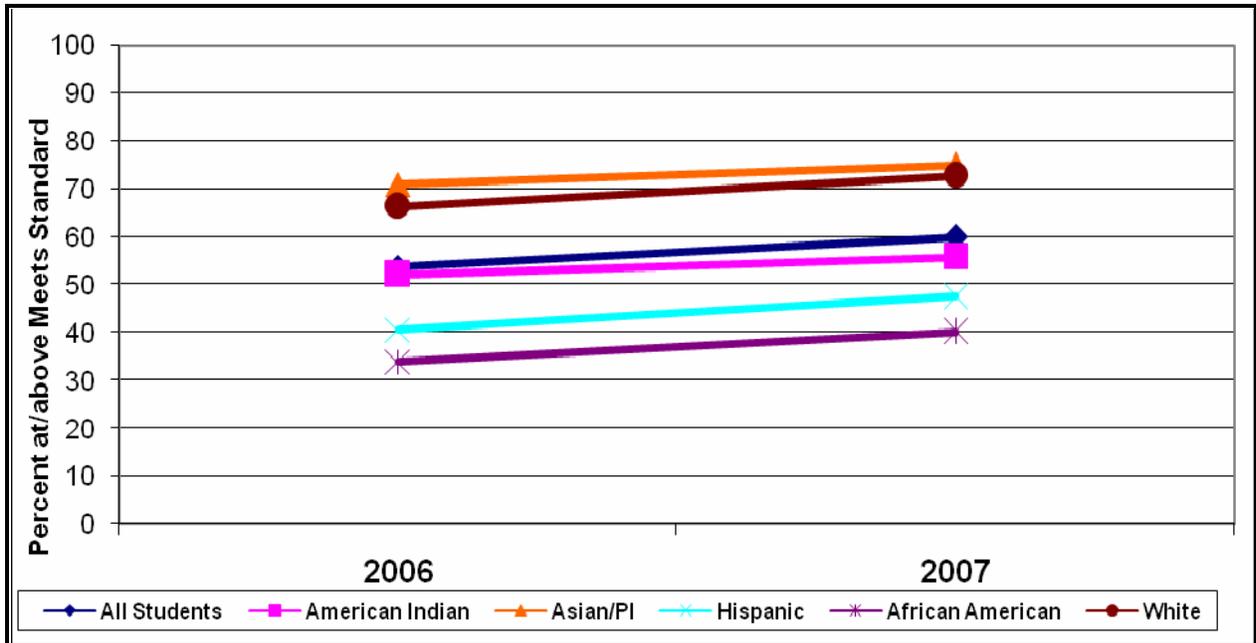
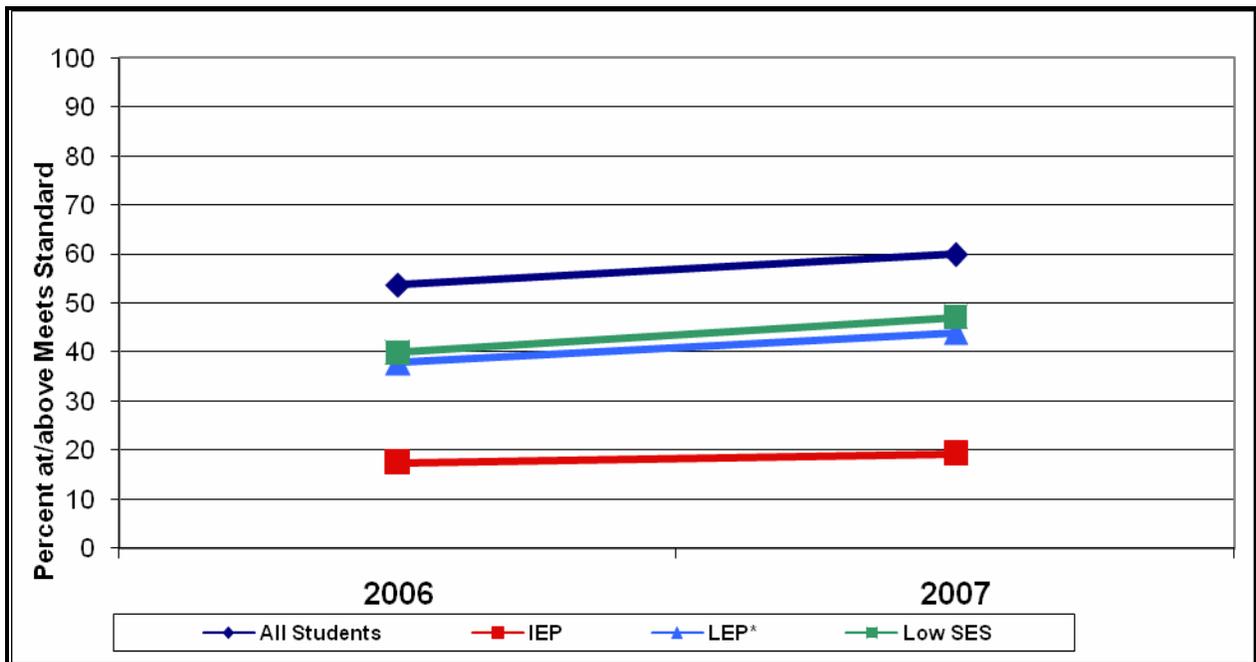


Figure 10: Grade 6 Math Performance Trends by Special Populations



* For 2006 and 2007, the LEP student group included all students ever previously served.

Figure 11: Grade 6 Reading Performance Trends by Ethnic Groups

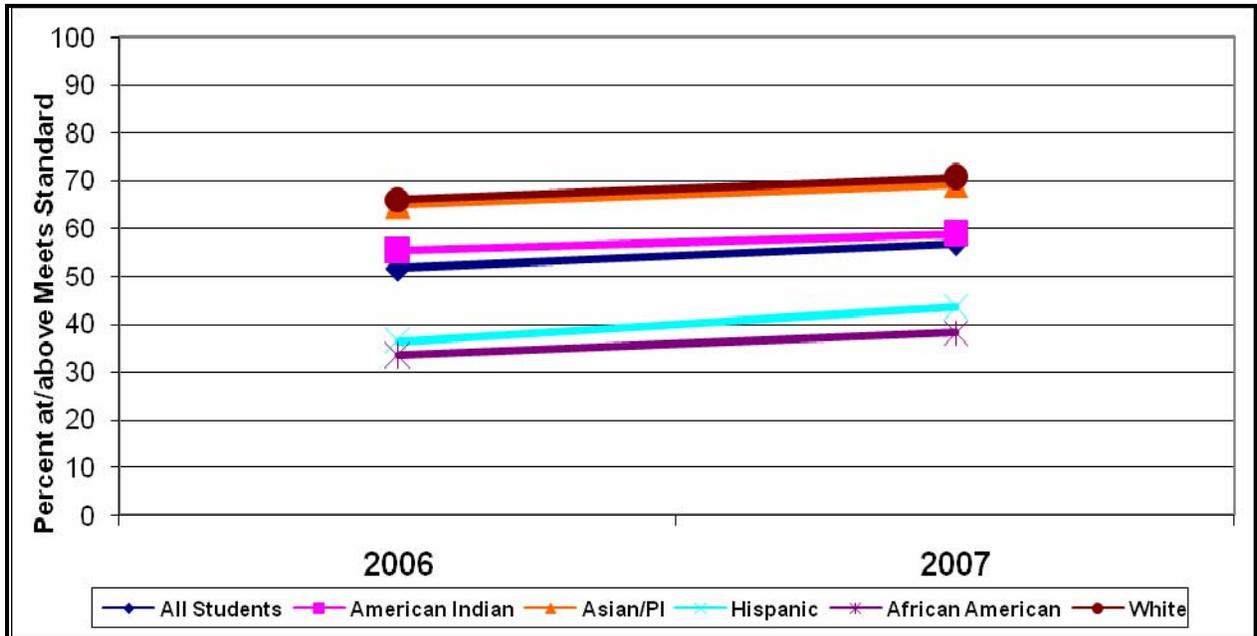
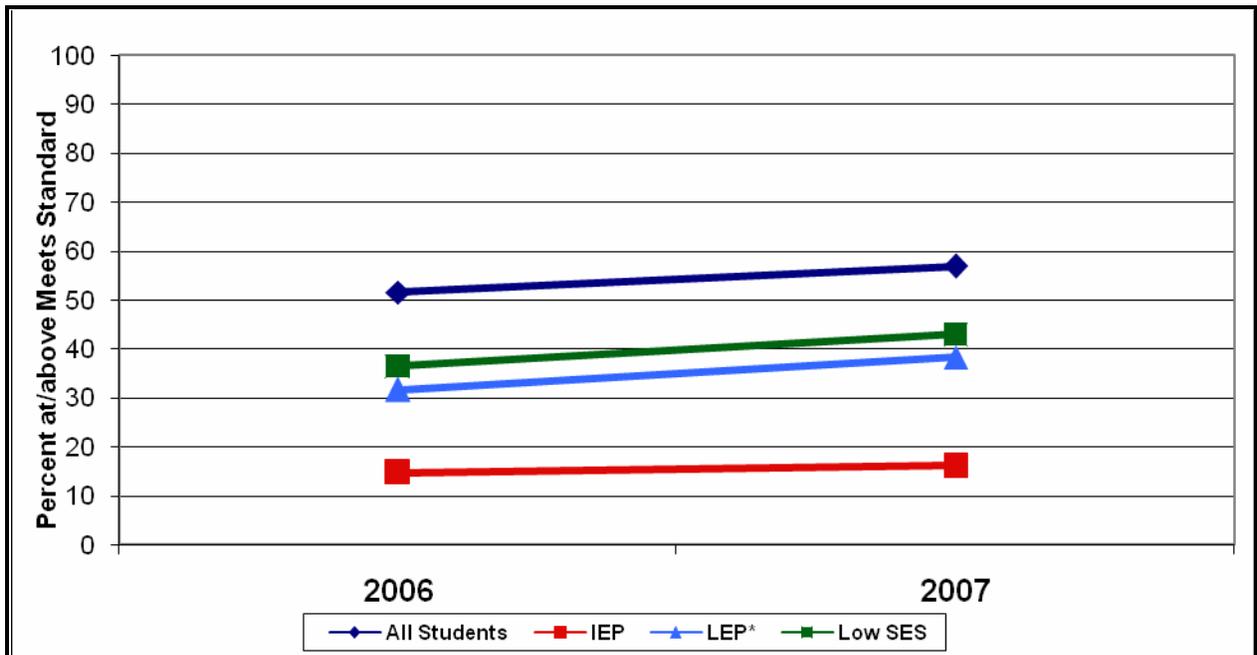


Figure 12: Grade 6 Reading Performance Trends by Special Populations



* For 2006 and 2007, the LEP student group included all students ever previously served.

Figure 13: Grade 7 Math Performance Trends by Ethnic Groups

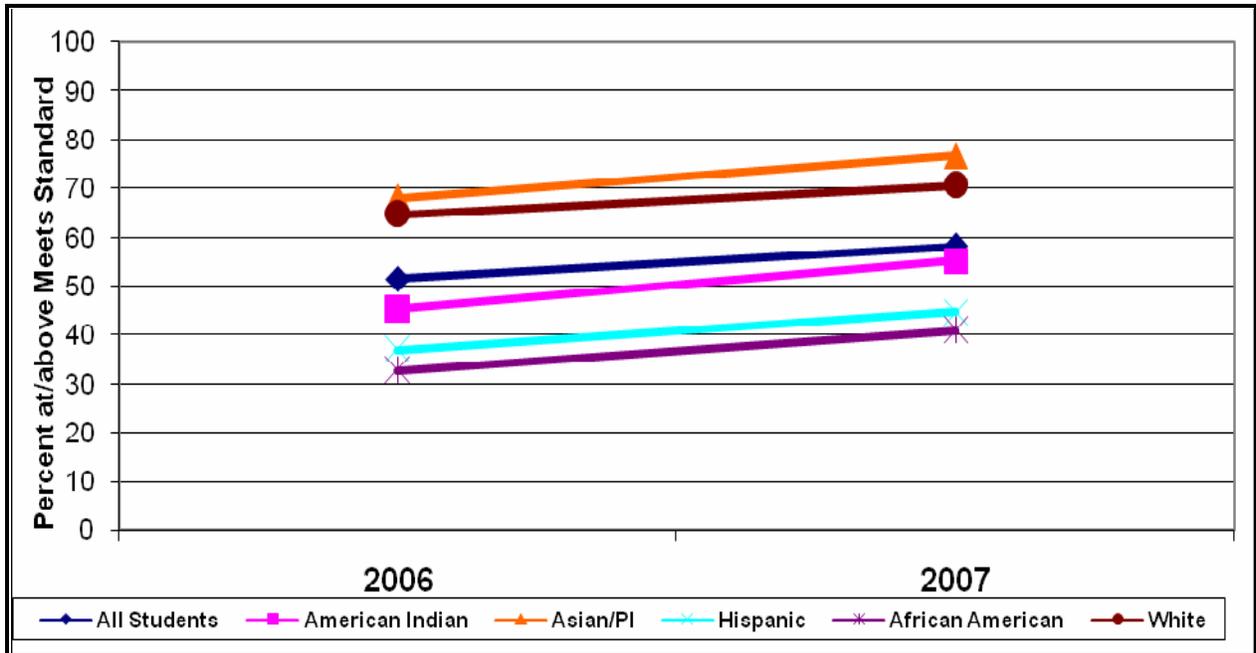
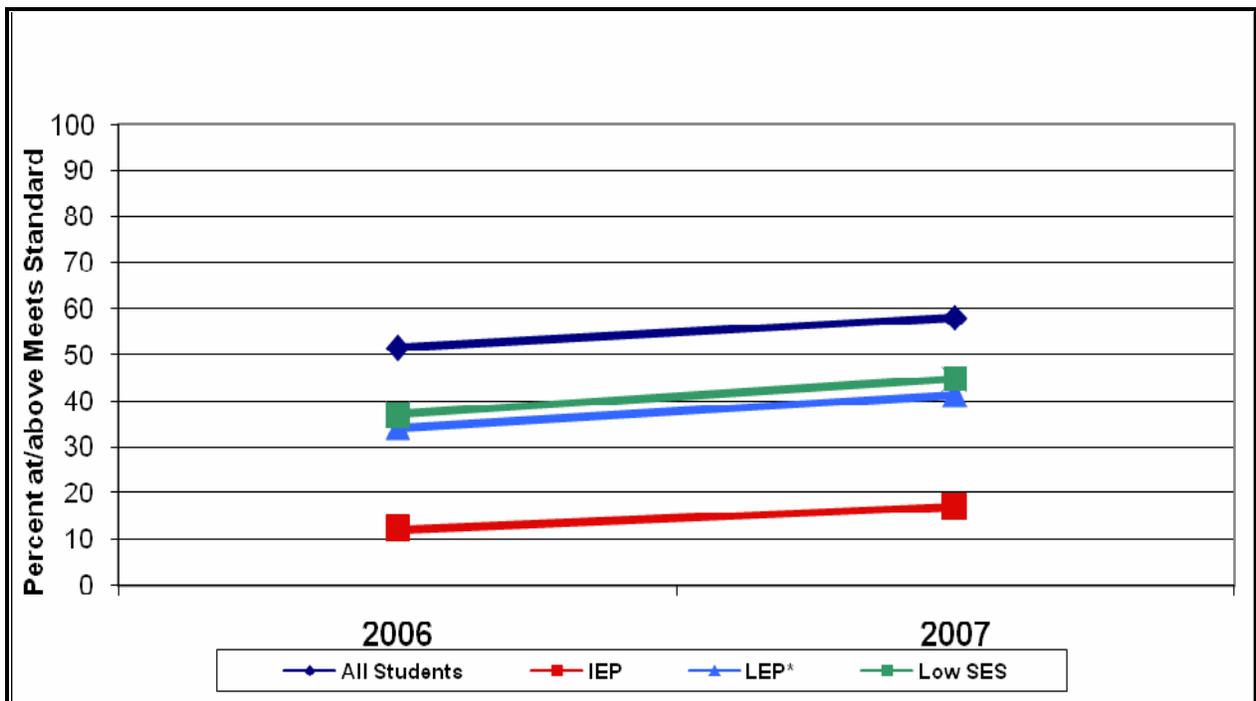


Figure 14: Grade 7 Math Performance Trends by Special Populations



* For 2006 and 2007, the LEP student group included all students ever previously served.

Figure 15: Grade 7 Reading Performance Trends by Ethnic Groups

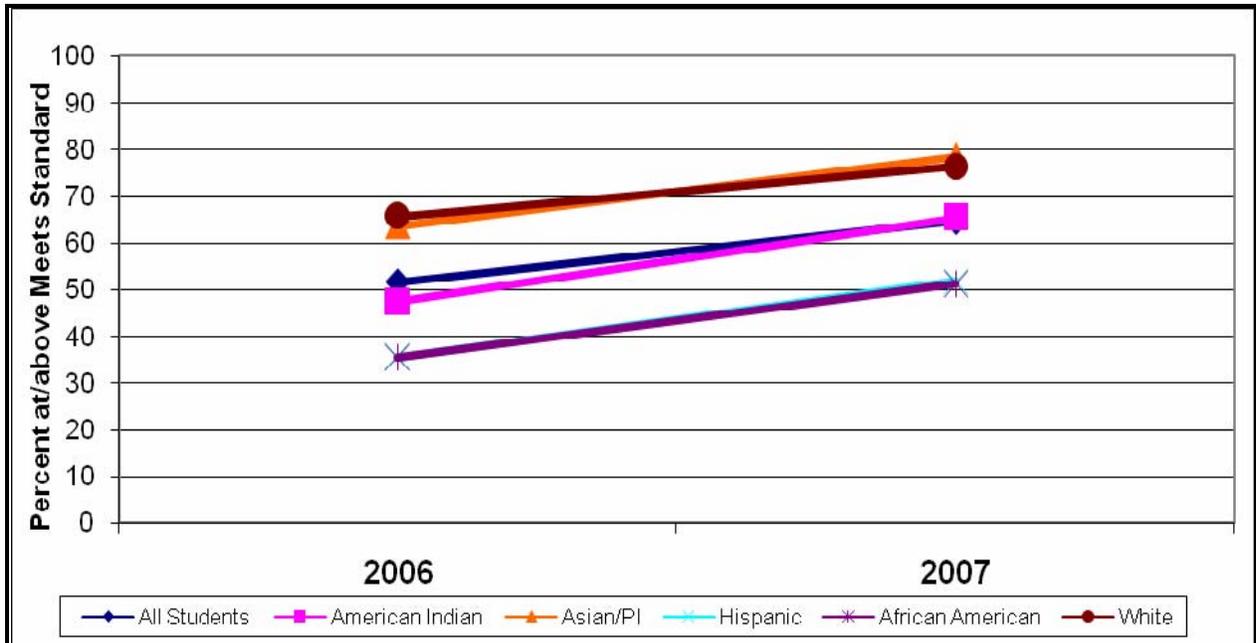
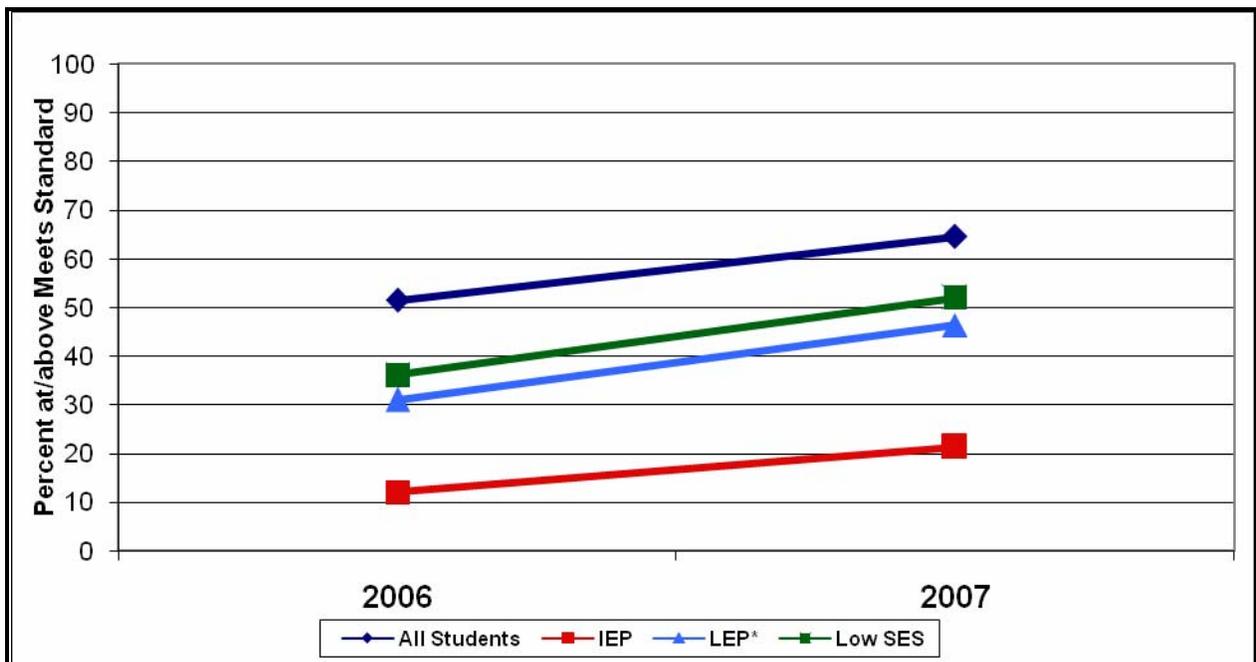


Figure 16: Grade 7 Reading Performance Trends by Special Populations



* For 2006 and 2007, the LEP student group included all students ever previously served.

APPENDIX E

2007 iNVEST Executive Summary

4-year college degree, yet many require advanced technical skills beyond a high school diploma. Student participation in CTE programs in Nevada secondary schools also has a strong impact on reducing the dropout rate. Funds for this proposal would be used to expand programs, purchase equipment, supplies, software, and related technology.

Two-year cost: \$14,000,000



The Size of the iNVESTment

iNVEST is an expensive undertaking – averaging just over \$500 million each year of the biennium – for several reasons. First, Nevada funds education at a rate significantly lower than most other states. If we are to offer comparable services in our quest to improve achievement, catching up will require an increase in funding. Second, iNVEST is a statewide proposal – it serves over 426,800 children, and it factors in growth. Third, because the legislature budgets for the biennium, the costs shown for iNVEST are for two years. Finally, education is staff and time intensive. Qualified human resources are expensive; most costs cited are related to increases in staffing and/or time. The total two-year cost of the iNVEST initiative is \$1,040,692,765.

Returns on the iNVESTment

A key feature of the iNVEST proposal is the capacity to measure a return on the dollars invested. Each request put forward in the proposal includes an accountability component that identifies the returns that can be expected and how they can be measured. Most of the goals in iNVEST are directly related to improving student performance and are measurable in terms of achievement.

Conclusion

The gap between the per-pupil funding in Nevada and the rest of the nation has been steadily increasing for the past 15 years, with Nevada's per-pupil spending now 23% below the national average. While we can talk about the next generation of leaders, diversifying our economy, and other goals, an inadequately funded education system not only precludes these, but also ensures that Nevada will lose its appeal as a place to call home for those who live here and for those who might come. Just as investors hope for a return on their dollars, iNVEST, if supported, can take our students to a higher level of performance. And that is a return that benefits us all.

NEVADA ASSOCIATION OF SCHOOL BOARD OFFICERS FOR 2007

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President Elect – Sharla Hales, Douglas County
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Lander County - Curtis Jordan	

SUPERINTENDENT OF PUBLIC INSTRUCTION

Keith Rheault

For a complete copy of "iNVEST '07" log on to www.ccsd.net and click on the "iNVEST" icon.

GAC 5001.2

iNVEST '07:

Investing in Nevada's Education, Students, and Teachers

What is iNVEST?

Following the 2001 legislative session, Nevada's 17 superintendents and their school boards began their work together to create a long-range comprehensive plan for public education in Nevada. Their work was driven by the question "What is needed to improve student achievement in Nevada?" Their answers, which became known as *iNVEST*, are a compilation of initiatives that, if implemented, will improve the learning and academic achievement of Nevada's pupils.

While progress was made in the 2003 and 2005 sessions toward reaching the goals of *iNVEST*, it is a long-term plan and much remains to be done. Therefore, *iNVEST '07* continues the quest and remains true to its three core tenets:

- Districts must have adequate basic support;
- Districts must have the capacity to attract and retain a quality work force; and
- Districts must have the capacity to increase student achievement.

iNVEST addresses each of these tenets by presenting initiatives that make them achievable. This document distills those plans. The Nevada Association of School Boards will again sponsor the *iNVEST* legislation, but support for the plan goes far beyond that; constituents from urban/rural, north/south, and parent/professional communities are united in recognizing the most critical needs of Nevada's 426,800 public school children, and they are urging legislators to show their support for education. You, too, can help by encouraging policy makers to invest in Nevada's most promising resource, our children.

Tenet I: Districts Must Have Adequate Basic Support

School districts must have enough money to pay the bills before they can consider enhancements. Proposals for achieving this goal include the following:

- **INITIATIVE ONE:** Build Annual Inflationary Costs into the Distributive School Account
Resources provided by the state must be realistic in terms of the expenses they are supposed to underwrite. For example, energy, health insurance and transportation costs have gone up dramatically. If basic support isn't increased accordingly, the only way to meet those obligations is to make cuts in student programs.

Two-year cost: \$34,460,496

- **INITIATIVE TWO:** Continue Augmented Funding for Books, Educational Supplies and Equipment
The 2003 and 2005 Legislatures provided a \$50 per student textbook allocation in a designated fund. Fifty dollars per student purchases approximately one textbook per child. That allocation has helped districts meet the ongoing challenge of keeping pace with the never-ending need to supply up-to-date textbooks, classroom supplies, and equipment necessary for Nevada's students. The continuation of this designated funding is of paramount importance. Two-year cost: \$45,301,700
- **INITIATIVE THREE:** Protect Ending Fund Balances
Adequate fund balances, if protected from the bargaining and arbitration process by statute, will allow school districts to maintain a financial reserve. The statutory protection of balances, a one-time financial resource, from being used for funding ongoing costs such as salaries and benefits will keep school districts from having to cut programs and services to students in succeeding years. The maintenance of adequate balances, at a level to be determined by each board of trustees but not to exceed 8.3% of the budget, will afford the school districts the financial flexibility to meet sudden and unusual cost increases without being required to cut educational services to students. NO COST

Tenet II: *Attract and Retain a High Quality Work Force*

Teachers are the backbone of instruction. Classrooms are not the place to cut corners. Proposals for achieving this goal include the following:

- **INITIATIVE FOUR:** Salary Increases for Educational Personnel
Competitive salaries are essential to attracting and retaining quality educational personnel. As of 1/07, CCSD still had over 500 teacher vacancies. In recent years, salaries for educational personnel have fallen behind the cost of living and, as a result, the value of salaries paid to Nevada's educational employees has been eroded. Escalating housing costs, and Nevada's large class sizes, among other factors, are making teacher recruitment increasingly difficult for all districts. The "highly qualified teacher" mandates in the federal No Child Left Behind (NCLB) act exacerbate this problem. Statewide cost of 5% increase for biennium: \$342,047,110
- **INITIATIVE FIVE:** Health Benefits
The biennial Distributive School Account (DSA) must include funding for the maintenance of reasonable active employee health benefits. These annual funding increases should be at least equal to the anticipated increase in medical costs as supported by national or regional medical cost indices. An appropriate level of health benefits will help reduce employee turnover, which

promotes greater continuity of instruction in our schools.

Two-year cost: \$104,971,954

- **INITIATIVE SIX:** Incentives for Licensed Education Personnel
iNVEST seeks funding for three kinds of incentives:
 - ✓ signing bonuses in the amount of \$2,500 for each licensed educational professional new to Nevada;
 - ✓ incentives to attract highly qualified staff to the most challenging schools; and
 - ✓ incentives for highly-qualified teachers in critical shortage areas such as math and special education.
 iNVEST also seeks to discontinue the 1/5 retirement credit (an existing incentive for some personnel), and redirect those funds to a Teacher Incentive Grant Fund. A competitive grant process would encourage districts to be creative in developing programs to attract and retain highly-qualified licensed staff. In Nevada's largest district, approximately 50% of the teachers leave before the end of five years. This results in an ongoing recruiting challenge and also imposes real costs in terms of the need for constant training and retraining, as well as educational costs for students in terms of a lack of stability and continuity in our classrooms. Two-year cost: \$24,716,925

Tenet III: *Increase Student Achievement*

Addressing extraordinary needs of children, providing staff development, expanding learning opportunities for students, and complying with NCLB are a few of the components of this tenet. Proposals for achieving this goal include the following:

- **INITIATIVE SEVEN:** Increased Achievement for All Students
The emphasis of this proposal is on providing additional time and opportunities for students who are performing below standard. While it is important to give extra resources to schools, it is also important to target assistance to the students who need it most; helping individual children is the only way to improve the overall performance of a school. Options to accomplish this goal include interventions, tutorials, intersession programs, distance education, and others. An important feature of this proposal is that it would permit schools to implement programs specific to their students' needs. Two-year cost: \$43,489,632
- **INITIATIVE EIGHT:** Funding for English Language Learners (ELL)
Nevada is one of the fastest growing states in the nation, and ELL students are the fastest growing segment of the population. CCSD is now a minority majority district, with Hispanic students outnumbering Caucasian students. Statewide, one of every six pupils is an ELL student. InSite, a financial analysis model used in many states to track the flow of education dollars, found that Nevada districts spent over \$20 million in 2006 to augment instruction for ELL pupils. Since no categorical funding is provided to meet this need, the \$20 million came out of districts' general operating budgets by reducing services to other pupils. Funding for ELL programs will improve test scores, reduce dropout rates, increase HSPE pass rates, and result in more functional and literate graduates. Two-year cost: \$93,729,584
- **INITIATIVE NINE:** Full-day Kindergarten
School districts seek funding to expand current half-day kindergarten programs to full-day programs. Research shows that full-day kindergarten results in academic and social benefits for students, at least through primary grades, as compared to their counterparts in half-day programs. Full-day students performed better on standardized assessments and are less likely to be retained and/or referred for special education programs. Research also strongly supports the benefits of full-day programs for students within minority populations or "at-risk" students. Research also shows that students who are at-risk for school problems due to delayed development, disabilities, or limited preschool experiences, and who attend rigorous and nurturing full-day programs, are more likely to have stronger achievement in basic skill areas and generally better preparation for first grade. For all children, full-day kindergarten programs help increase academic achievement while reducing the probability that they will be retained in the early elementary grades. Funding for this program includes costs of classroom space. Two-year cost: \$186,314,144
- **INITIATIVE TEN:** Professional Development for Student Achievement
This proposal would add five days to the school year, thereby increasing instructional time on task for students, and allow for professional development without impacting class time. Research shows correlations between teacher training and student achievement, as well as student achievement and time on task. This proposal would enhance teacher quality, and increase students' time on task and achievement. Two-year cost: \$72,836,220
- **INITIATIVE ELEVEN:** Classroom Discipline
An orderly classroom results in an environment that is safer and more conducive to teaching and learning. AB521, passed in the 1999 legislative session, created a pilot program for school discipline, which would serve as one model for this proposal. The pilot, which was very successful and proved the value of the concept, required one additional staff member at the school to deal with disruptive students. Under this proposal, funding would be made available through an application process which would allow each district to implement the programs best suited the needs in their schools. Two-year cost: \$78,825,000
- **INITIATIVE TWELVE:** Career and Technical Education (CTE)
Over 70% of the jobs available to Nevada's work force do not require a

APPENDIX F

Summary of 2006 District Improvement Plans

All seventeen school districts submitted District Improvement Plans in December 2006 pursuant to the requirements of law.

Regarding the identification of primary needs by disaggregated groups:

ENGLISH LANGUAGE ARTS:

- 11/17 districts identified a need for improvement of ELA achievement for all students.
- 10/17 of the districts identified a need for ELA improvement for IEP students.
- 9/17 of the districts identified a need for ELA improvement for LEP students.
- 9/17 identified a need for ELA improvement for FRL students.

MATH:

- 12/17 districts identified a need for math improvement for all students.
- 10/17 districts identified a need for math improvement for IEP students
- 10/17 districts identified a need for math improvement for LEP students
- 9/17 districts identified a need for math improvement for FRL students.

Regarding the priority goals reflected in the Action Plans:

- 15/17 districts had goals relating to professional development in a variety of areas.
- 11/17 districts had goals to improve achievement through remediation and instructional enhancements.
- 11/17 districts had goals to expand data and interim assessments.
- 10/17 districts had goals to improve LEP services through the use of SIOP or a similar program.
- 8/17 districts had goals to extend instructional time for students in need.
- 7/17 districts had goals to improve special education through enhancement of inclusionary programs or other means.
- 7/17 districts had goals to improve curriculum alignment to state standards.

APPENDIX G

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 and Environmental Horticulture Science*
- Early Childhood Education and Services
- School Counseling Program
- Computer-Aided Drafting and 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 and 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.
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 that 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 H

STATEWIDE PROFESSIONAL DEVELOPMENT ACTIVITIES

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 NDE, 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 the Southwest Comprehensive Center.

Professional Development Opportunities for 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 Association of School Administrators (NASA). The Regional Professional Development Program State-wide Coordinating Council continued to provide support to NASA in 2006-2007. Sponsored activities included superintendents' workshops and principals' workshops such as "Breaking Ranks II – High School Reform" and "Best Practices for Principals for Improving Student Achievement: Leadership; Curriculum; Instruction; Assessment and professional Development".

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 5th annual Nevada Administrators Leadership Institute in Las Vegas in the summer 2007. This institute provided over 400 administrators from around the state with a variety of workshops with offerings on professional learning communities, using data for school improvement, strategies to improve student behavior, and strategies for encouraging ELL students. The UNLV Center and the Nevada Association of School Administrators are co-sponsoring a Breaking Ranks II and Breaking Ranks in the Middle workshop in Las Vegas for secondary school administrators in November 2007. This workshop focuses on high school and middle school reform. There will be a follow-up workshop on both in Spring 2008.

Professional Learning Community Administrator Online Forum. There are 13 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 informational documents on PLC components and implementation. Currently there are 115 participants that include school, district, Regional Professional Development Program, NDE staff members and members of the State Board of Education. 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, provided information and fielded questions for two weeks in November 2005 on quality classroom assessment for learning. Dr. Paul LaMarca, former Director of the NDE Office of Assessment, Program Accountability and Curriculum, provided information and fielded questions for two weeks in April 2007 on balanced assessment. The forum is shifting to include other topics having to do with school improvement that are of interest to administrators.

Professional Development Opportunities for 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 in order to meet the "highly qualified" requirements and be effective. 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 (RPDPs). The legislation that established the Regional Professional Development Program (RPDP) included a mandate for an annual self-evaluation report from each region. These reports are available for the twelve month period from July 2006 through June 2007. They provide details on needs assessment, activities and evaluation. Following are highlights from the reports.

Northeastern Nevada Regional Professional Development Program (NNRPDP)

(serving Elko, Eureka, Humboldt, Lander, and White Pine County educators)

Regional coordinators, a contracted evaluator and a technology specialist work to gather school site and class level needs assessment and evaluation data. The NNRPDP is written into the professional development plan of every school and district improvement plan. Profession development is provided in the areas of effective instruction, collaboration and instructional leadership. Curriculum content is often delivered to provide effective instruction through collaboration and assessment. The NNRPDP is also active in the new teacher induction and coaching programs. In the few schools needing intensive technical assistance, the regional coordinators developed classroom observation tools and feedback protocols to record and measure what changes teachers made to their instruction and how these changes impacted their students. In addition to collecting and analyzing data, several regional coordinators completed site studies at three schools as a way to qualitatively and quantitatively describe what happens to the school, teachers and students with focused, intensive

professional development intervention at the school level.

The NNRPDP has a very close working relationship with the education program at Great Basin College, with the University of Nevada and the NDE through the Northeastern Nevada Math Project and with the Great Basin Writing Project. These partnerships create additional professional development opportunities for the teachers of Northeastern Nevada.

Northwest Regional Professional Development Program (NWRPDP)
(serving Pershing, Storey and Washoe County educators)

Over 2,200 staff participated in NWRPDP sponsored professional development activities during the 2006-2007 school year, and over 7,000 participants in terms of duplicated counts.

NWRPDP trainings focus on the following key areas: Nevada's academic standards, assessment of student performance, instructional planning and pedagogy, and core curriculum content (math, science, language arts, and social studies). The NWRPDP supports schools designated "in need of improvement" based upon making adequate yearly progress. It provides direct assistance in school improvement planning, provision of professional development in support of school improvement plans, on-site mentoring and coaching, professional learning community facilitation, and instruction. School and district improvement plans are the primary method for determining professional development needs and designing initiatives to meet those needs.

The "Student Learning Facilitator Program" (SLF) provides in-depth training in the elements of strategic, standards-based instruction to a teacher leader or team of teachers selected by the principal. Over a two-year period, participating teachers become site-based specialists in increasing student learning through the effective application of classroom assessments, essential understandings, and differentiated instruction. The SLF teacher facilitates collegial conversations among staff members to provide a focus for successful professional development aimed at increasing student achievement.

Participants' learning and use of new knowledge and skills are assessed through a variety of written post-tests, surveys, interviews, classroom observations, and tracer studies. Links between RPDP professional development and resultant changes in each teacher's students is identified through the use of case studies and the analysis of disaggregated and cross-tabulated data. Each district in the region is beginning to implement formative assessments and this data has the potential to provide more specific information about how the implementation of professional learning impacts student achievement. Based on the results from document analysis and the level of implementation of the standards for staff development, there is still a need for regional trainers to design the evaluation of their programs in order to make a link from their programs on teaching effectiveness to student achievement.

The NWRPDP collects various types of data to document the effects that professional development offered in our region has on student achievement. Student work samples, teacher observation data, teacher and administrator reports, benchmark assessments,

CRT results, and HSPE results all provide insights into how effective ongoing work with schools and teachers has been in improving student achievement. Across the various initiatives implemented through NWRPDP, there is a generally positive trend in student achievement in English/Language Arts, math, and writing.

Southern Nevada Regional Professional Development Program (SNRPDP)
(serving Clark, Esmeralda, Lincoln and Nye County educators)

During the 2006-2007 school year the SNRPDP provided services to 379 schools, which was an increase of 34 schools over the 2005-2006 school year. There were 20,716 participants who attended RPDP professional development sessions, of which 7,563 of those attendees were unduplicated. This is an increase of 454 teachers from the preceding year without an increase in staff. There were 1,051 teachers who had trainers model lessons in their classrooms or were observed by trainers to receive feedback on use of specific strategies. This was an increase in work with individual teachers of nearly 100% from the previous year. Regional trainers held 204 in-services for literacy and math specialists and department chairs to support the facilitation of professional development at each specialists' specific site.

While the SNRPDP works on or close to the school site as much as possible, because of the region's size professional development is also provided regionally and district-wide, as well as on-line. Various services were provided to low performing schools including assigning a regional trainer to the school to work with staff in specific content areas and on instructional strategies, as well as assigning an administrator on special assignment to work with the school's administration collecting, interpreting, and analyzing data to write a school improvement plan and implementing the changes being recommended.

Over 90% of the professional development offered is based on the content teachers teach at specific grade clusters for specific subjects. Embedded in the professional development is pedagogy ("Teacher Expectancies" and "Components of an Effective Lesson"), instructional practices to deal with special populations, and examining assessment including discussing how instruction and assessment are currently being delivered. The Clark County School District new teacher appraisal form was changed three years ago to subsequently include "Teacher Expectancies" and "Components of an Effective Lesson". The Backwards Assessment Model (BAM) is the primary structure to deliver professional development. This focuses professional development on the state standards, the implementation of instructional practices that will result in increased student achievement and student achievement. The SNRPDP uses a limited "trainer of trainers" model, as well as mentoring, and modeling lessons. University classes are offered to teachers and administrators. Administrator professional development offerings include data collection and interpretation, and evaluation and supervision of classroom instruction which results in increased student achievement.

The SNRPDP has continued implementing the Certificate Programs in areas of identified shortage. These programs allow teachers to meet the NCLB "highly qualified" teacher requirements under the High Objective Uniform State Standard of Evaluation (HOUSSE) by receiving 150 hours of professional development. The credits earned with

the science or math certificate count towards a master's degree and, upon passing the Praxis examination, participating teachers are licensed as middle school teachers in mathematics or science.

To correlate its professional development activities with student achievement, RPDP will revise its program evaluation beginning in the 2007-2008 school year. Changes in teachers' content knowledge over each RPDP 3-credit course will be evaluated (pre/post content test), as well as changes in their understanding of the "Components of Effective Lesson" and "Teacher Expectancies" (pre/post survey questions embedded within the pre/post test). A random sampling of teachers who have taken the courses will be observed to evaluate classroom implementation. Comparisons will be made between students of RPDP-trained and observed teachers to students who have not had RPDP-trained teachers using state criterion referenced tests (CRTs), high school proficiency examinations, and local tests. The trainings are reviewed by the regional trainers and director to ensure they meet the professional development standards adopted by the Statewide Coordinating Council of the RPDPs.

The Clark County School District made district-wide AYP for 2006-2007. Refer to the SNRPDP 2006-2007 Self-Evaluation Report for a table showing the correlation between the number of elementary teachers participating in literacy training and CRT scores in reading, as well as individual schools with correlations. Classroom teachers completing programs of study with the RPDP, middle school Math, and middle school Science Certificate Programs, are reporting gains on their unit tests. Teachers across all content areas have written about the changes in instructional and assessment strategies they are now employing in their classrooms and how those changes are benefiting their student's understanding of the subject matter.

Western Nevada Regional Training Program (WNRTP)

(serving Carson City, Churchill, Douglas, Lyon and Mineral County educators)

In the 2006-2007 school year the WNRTP followed WestEd's recommendation and began the process of moving from a service delivery model to a performance assessment model of professional development which focuses on measuring the changes in behavior or performance which occurred as a result of the professional development received. For this model to be effective the staff developers and the school must collaboratively develop a plan for professional development and data collection which measures the impact of the professional development over time. The WNRTP will start the current year by developing performance assessment projects at each of the current professional development sites. This change will allow for more effective measurement of the effect of high quality professional development opportunities on student performance and practice.

In 2005-2006 the region adopted a case study approach as part of its in-depth evaluation system which allowed the region to incorporate and review the quantitative data elements including test scores, numerical observations, etc. along with qualitative elements such as interviews, surveys, and classroom observations to present evidence of program success. Each of the five case studies listed demonstrates changes in professional practice related to professional development provided. In a majority of the cases listed, a change in student performance also occurred. WestEd's

recommendation to utilize the RPDP Staff Development Standards Rubric to review the effectiveness of its services on each of its major projects was also followed.

Professional development was provided at every site in the region. Approximately 80% of the professional development took place at the school site being served. A total of 1,589 teachers and administrators participated in training offered. Support services were provided to schools and districts based on the needs identified in school and district improvement plans. Schools and districts that were identified by the state as being “in need of improvement” received the highest priority for support services. Mini-grants were issued for schools not making AYP and the focus was on the review, revision, implementation, and evaluation of each school’s school improvement plan.

Adoption of the case-study method led to a commitment by the WNRTP to ongoing training with follow-up coaching. Every teacher and administrator had the opportunity to be observed and receive feedback and coaching about the instruction in their classroom and building. The Teach for Success Classroom Observation Protocol (T4S) project was present in 51 of the 52 schools. According to the participating administrators, that initiative positively affected teacher and administrator practices which led to measurable changes in instructional practices at their sites. Student engagement improved by 10% over last year’s T4S observation data, effective instructional practices increased by 11%, and learning environment improved by 12%.

Other professional development opportunities centered on school improvement planning, regional administrator’s forums, a new counselor strand, and new teacher mentoring. Numerous in-service credit opportunities for professional development were offered. In many cases schools established *for credit opportunities* for staff members as they participated in the school improvement process. Because all district in the region use a variety of reading programs and approaches, stand alone Nevada Early Literacy Intervention Program training was not offered to teachers. Instead the region embedded NELIP training into the new teacher induction programs in Carson City, Churchill, Mineral and Douglas counties. It provided training upon request to an elementary school in Lyon County.

Forty-one of the 53 schools served made AYP with five showing growth, seven showing success and one identified as exemplary. Of those schools served, 75% increased the percent of proficient students school wide in mathematics, and 90% increased the percent of proficient students in English/Language Arts.

West-Ed Statewide Evaluation

The statewide evaluation of the RPDP is conducted by WestEd, which serves as the third-party evaluator. A final evaluation report dated January 31, 2007 was provided by WestEd that covers the biennium July 2004 through June 2006. The Executive Summary provides the following highlights of the evaluation results:

- District superintendents have offered support for RPDP and its services.
- The RPDP Regional Boards are meeting the letter of the law in overseeing the program.

- The regional structure is viewed as enhancing professional networking.
- The role of the Statewide Coordinating Council requires re-definition.
- The RPDP has developed and maintained collaborative working relationships with a number of state and local improvement programs.
- The RPDP regions have adopted different approaches to providing professional development support.
- The RPDP staffing pattern has shifted to a direct-service approach with some on-site support.
- The RPDP provides targeted services to low-performing schools.
- Large numbers of teachers and administrators (total = 11,808 in 2004-2005 and 12,128 in 2005-2006) have participated in RPDP training.
- Teachers and administrators have consistently rated RPDP services as valuable.
- The RPDP has not systematically used the professional development standards it adopted to gauge the quality of its services.
- RPDP reports effects in quality of classroom instruction.
- Classroom observations show 30-75% of teachers performing at proficient level on standards-based instruction.
- Relationship of RPDP training to classroom observation is present but inconsistent.
- Student achievement as measured by the state-adopted CRT has been improving slightly for 3rd grade, flat for 8th grade, and mixed for 5th grade.
- Cross-year comparisons for student achievement by region show promising and at times mixed results.
- RPDP focus on select schools shows signs of positive results.
- RPDP reports on indicators of student achievement impact.

“Implications and recommendations for RPDP action include: setting aside a percentage of each regional budget to bolster self-evaluations; focusing future self-evaluations on impact on teaching and learning; improving procedures for gauging quality of RPDP professional development services; continuing work with low-performing schools; re-defining and specifying the role of the Statewide Coordinating Council; and developing and disseminating knowledge about what works.” (p. 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 IEP and LEP students.

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.

2007 Mega Conference. In April 2007, the International Center for Leadership in Education again partnered with the NDE to conduct the State's annual training conference for over 300 educators. The 17 Exemplary Schools, 78 High Achieving Schools, 8 Title I Distinguished Schools, and 9 Mega Conference Highlighted Schools were honored at the conference. The Mega Conference Highlighted Schools were selected to present at the conference on best practices for increasing student achievement.

Intervention Systems. Intervention systems for academic and behavioral supports consist of four components:

1. Data-Based Decision Making: Rigorous, systematic, and objective measures to obtain and use reliable and valid information
2. Collaborative Outcome Planning: Instructional practices, strengths and needs of students, and environmental considerations to improve outcomes in students' performance
3. Monitoring for Progress: Analyzing data to determine if students need academic and/or behavioral interventions; Keeping track of students' progress towards established criteria while interventions are being implemented
4. Interventions: Changes in instructional practices and/or environmental factors that are provided in response to students' academic and behavioral strengths and needs; Multi-tiered structure.

Currently in Nevada, school districts are planning for and implementing multi-tiered intervention systems. Twelve districts are operating pilot schools as part of a statewide initiative, and other school and district initiatives are in place as well. Integration with district and school improvement planning exists as part of this effort. Professional development is and will continue to be carried out by state, district, and school leaders.

APPENDIX I

Glossary of Acronyms

ACT	American College Test
AP	Advanced Placement
APIP	Advanced Placement Incentive Program
AYP	Adequate Yearly Progress
CRT	Criterion Referenced Test
CTE	Career and Technical Education
DIP	District Improvement Plan
ELA	English Language Arts
ELPA	English Language Proficiency Assessment
ESL	English as a Second Language
FRL	Free or Reduced Price Lunch
HSPE	High School Proficiency Examination
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Educational Program
ICLE	International Center for Leadership in Education
LEP	Limited English Proficient
NAEP	National Assessment of Educational Progress
NASSA	Nevada Alternate Scales of Academic Achievement
NCCAT	Nevada Comprehensive Curriculum Alignment Tool
NCLB	No Child Left Behind Act
NDE	Nevada Department of Education
NRS	Nevada Revised Statutes
NRT	Norm Referenced Test
PLC	Professional Learning Community
PSAT	Preliminary Scholastic Aptitude Test
RPDP	Regional Professional Development Programs
SAGE	Student Achievement Gap Elimination
SAT	Scholastic Aptitude Test
SIP	School Improvement Plan
STIP	State Improvement Plan

APPENDIX J

GLOSSARY OF TERMS

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

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

Limited English Proficient - 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 – 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 (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 - 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, Nevada has developed and adopted an Unsafe School Choice Option Policy 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.