



2008

Nevada

State Improvement Plan

Revised

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NEVADA STATE BOARD OF EDUCATION
NEVADA STATE BOARD FOR CAREER & TECHNICAL
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Executive Summary

The 2008 State Improvement Plan (STIP) reflects the evolving shift in the Nevada education system. As the learning needs of the student population and the knowledge and skills needed for future work have changed, so too have the fundamentals of the education system. The progression of the state improvement plan over the last four years illustrates this shift.

STIP BACKGROUND

The fall of 2004 was the first year the State Board was required to develop a State Improvement Plan pursuant to NRS 385.34691. At that time the Nevada Department of Education (NDE) Planning team followed a similar method of plan development as that mandated for Title I school improvement, the Student Achievement Gap Elimination (SAGE) process. The steps included a comprehensive needs assessment, an inquiry process, master plan design, implementation, and evaluation.

The original analysis of the “state” of the state brought to light the need for focus on building and/or enhancing the foundational components of the system itself. The components selected were those determined as critical to raising student achievement in core content areas and decreasing the achievement gap between overall student performance and the ethnic groups and special populations.

These systemic elements were reflected in the five goals of the STIP, building the foundation for the plan, and emphasizing a continuous improvement cycle referenced as ADAPT: Alignment, Data, Achievement, Professional Development, and Target. The goals of ADAPT that made up the STIP were as follows:

- | | |
|--------------------|---|
| Alignment | To improve student performance through focused and unwavering collaboration with all key partners for a cohesive and aligned implementation of a statewide improvement process that drives all levels (school, district, and state) and increases student learning, effective teaching, and meaningful parent and community involvement. |
| Data | To improve instruction and learning through continued use of consistent and relevant data at all levels (student, classroom, school, district, and state). To support the improvement planning process, to evaluate the effectiveness of planned programs, and to drive instructional decisions focused on increased student achievement. |
| Achievement | To improve the performance of all students through the implementation of proven practices that enhances instruction in core content areas (English/Language Arts, Math, Science and Social Studies) and reduce achievement gaps. |

Professional Development To implement effective statewide professional development activities and educator pre-service preparation focused on data-driven needs and proven practices that will improve the learning of students as identified in school, district and state improvement plans.

Target 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.

Included in previous STIP Action Plans were strategies intended to build alignment between state standards, curriculum, instructional practices, and student assessment. Strategies were included that would foster alignment of the state, district, and school improvement practices. In addition, strategies were included that called for improved alignment of PreK-12 governance, adequacy of funding, and continued collaboration between key policymakers and constituents.

2008 STATE IMPROVEMENT PLAN

Significant steps have been taken since the 2004 STIP to strengthen the foundational components of the Nevada education system. The state standards have undergone significant refinements. The criterion-referenced assessment system now includes all required grade levels and subject areas. Data systems have been built at the state level to support school improvement and accountability requirements. School districts have used significant resources to build systems of data to support instruction at the local level. (See Attachment A for the accomplishments of the 2007 STIP Action Plan.)

With this infrastructure in place, Nevada is now at the point where it is able to effectively measure indicators of success. The 2008 STIP takes this step, concentrating on key indicators of success, with measurable targets to ensure a continued refinement of the system and accomplishment of the goals.

NEVADA'S KEY INDICATORS

The key indicators of success included in the 2008 STIP are as follows:

Achievement in Math	Graduation Rates
Achievement in Writing	High School Completion
Achievement in Science	Post PreK-12 Success
Achievement in Reading	Quality Educators
Developmental Readiness	Student Attendance Rates
Dropout Rates	Transition to High School

SUMMARY OF THE 2008 STIP ACTION PLAN

The 2008 STIP Action Plan ensures progress on the key indicators in order to accomplish the overarching goal of the STIP. The goal of the STIP is to effectively deliver a rigorous and relevant standards-based education that increases achievement, reduces the achievement gap, and prepares each student for post secondary college and career readiness. The strategies included in the 2008 STIP Action Plan align to specific key indicators prioritized through the analysis of the baseline data.

The following six strategies describe the targeted action that will take place in the next three years to ensure progress of the key indicators.

- Expand and refine system of support for districts and schools identified as in need of improvement.
- Improve and expand the accessibility and comprehensiveness of the data and accountability systems.
- Expand Career & Technical Education (CTE) classes into standards-based core content credit options and dual credit offerings.
- Identify and expand effective curricular and instructional designs that are meeting the needs of student learners in preparing them for future success, especially with respect to the knowledge and skills needed for future work and the rapidly changing conditions of modern life.
- Expand the effective implementation of evidence-based intervention systems to increase the academic and behavioral performance of all students, with an additional focus on those students who struggle to learn as a result of poverty, second language, and/or learning disabilities.
- Expand promising practices that have shown success in increasing student achievement and graduation rates, and decreasing the dropout rates, as laid out in STARS: Nevada's Blueprint for Secondary Education Improvement.

The 2008 STIP Action Plan is a three year plan, with annual benchmarks to assess the progress being made. The STIP will continue to undergo an annual review for the purpose of analyzing the measures and making revisions as necessary. The full 2008 STIP Action Plan is available on page 47.

UNDERLYING PRINCIPLES OF THE STIP

The overarching goal of the Nevada education system is to ***effectively deliver a rigorous and relevant standards-based education that increases achievement, reduces the achievement gap, and prepares each student for post secondary college and career readiness.*** Key indicators of success have been selected to measure the progress in reaching this goal. Nevada’s twelve key indicators are described in Table 1.

Table 1: Nevada’s Key Indicators of Success

Academic Achievement in Math, Reading, Writing, and Science	Students who succeed in a rigorous core curriculum are more likely to finish high school, enroll in college or other post secondary training, and earn a degree. Academic achievement leads to post secondary college and career readiness (ACT, 2006).
Developmental Readiness (Success in PreK-2 nd)	The strongest predictors of achievement in later grades are entry skills in math and reading, and attention skills. Success in early grades provides students with a strong foundation for success in later grades (Developmental Psychology, 2007).
Dropout Rates	The majority of dropouts occur between eighth and tenth grades. Keeping students in school past tenth grade dramatically increases the likelihood of high school completion (NCES, 2008).
Graduation Rates and High School Completion	In 2006, the average annual income of a person who did not finish high school was \$21,000 (\$1,750/month). For the person who did complete high school, the average annual income was \$31,400 (\$2,617/month). Completion of high school is a strong predictor of a student’s post secondary readiness and future success (NCES, 2008).
Post K-12 Success	Colleges and the work force are expecting comparable levels of knowledge and skills. A high school experience of rigor, relevancy, and relationships helps maximize a student’s potential for professional and personal success (ACT, 2006).
Quality Educators	The quality of the educators that are leading the schools and instructing the students has a direct impact on the success of reaching the goal of providing a rigorous and relevant standards-based curriculum and instruction (McREL, 2003).

Student Attendance Rates	A student's interaction with the instruction, instructor, and peers produces essential learning in the classroom setting that cannot be replicated or made up with equal benefit. Student attendance has a direct impact on student performance (Educational Research Quarterly, 2004).
Transition to High School	A successful transition from middle to high school is a determining factor for student performance in high school and beyond (NHSC, 2007).

Note: The content areas represented in the "Achievement" key indicators were selected based on the availability of state level achievement data. This does not preclude the importance of the other core content areas. As state level data become available for these content areas, consideration as a key indicator will be made.

It is significant to note that during the 2008-2009 and the current school year, the NDE and school districts have had to cut budgets due to revenue shortfall. Additional budget cuts are being required for the next biennium. Although the STIP puts forth actions to ensure progress on the key indicators, it is important to underscore that these budget reductions will impact the state and districts' ability to reach these expectations.

Nevada's Commitment to School Improvement & Systemic Reform

Research shows that improvement initiatives require a consistent culture and set of beliefs that drives goals, strategies, and resources across all levels in the education system. Nevada's culture of improvement is built upon the foundation of the following beliefs:

- The bottom line of school improvement is student learning.
- All children benefit from learning challenging and relevant curriculum aligned to state standards.
- Every teacher and administrator can be a quality educator when provided collaborative and sustained professional development focused on improving instruction.
- All children benefit from building relationships with school adults and peers in a safe, caring, and healthy environment.
- Effective leadership is critical to continuous improvement of teaching and learning.
- Effective use of data is critical to continuous improvement of teaching and learning.
- Education must be adequately funded and equitably distributed to reach standards and high expectations for student achievement.

- Parent and community involvement are critical to improved student performance.

These belief statements represent core values and operating principles that guide the Nevada STIP. Explanations of these statements are provided to ensure clarity and a common understanding of what is meant by each belief.

Student Learning

The primary purpose for improvement of the Nevada education system is to increase student learning with a rigorous and relevant standards-based education that prepares students for post secondary college and work success. The component of the system that has the most impact on student learning is the implementation of proven practices in the classroom. Nevada has set its sight on effective practices within Nevada schools and classrooms.

Challenging and Relevant Standards-based Curriculum

Nevada 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.

Quality Educators

The success of education relies on a vertically and horizontally aligned system of curriculum, instruction, and assessment carried out by high quality educators. Nevada's organizational system and culture support quality professional development that offers substantial promise of improving the educational achievement for all students, with targeted attention to those practices that accelerate the progress of low-performing students.

Relationships in a Safe Environment

Nevada believes that a safe, caring, and healthy learning environment is conducive to academic success. Students need to feel that teachers care about them and believe in their ability to reach their maximum potential. Students that have caring and supportive relationships with the adults and peers at the school demonstrate more positive academic and social attitudes. These attitudes impact the students' engagement and academic success.

Educational Leadership

Effective leaders devote the majority of their time and energy to improving the quality of teaching and learning. These leaders believe that all students can learn. They have a

strong commitment to the success of the teachers and the students. Effective leaders believe in the power of continuous improvement; improvement at the school level, at the classroom level, and most importantly at the student level.

Continuous Improvement

Standards-based school improvement is a key factor for student success. Carefully crafted, implemented, and sustained standards-based improvement planning is arguably the only chance for long-term success, even among those schools that are currently performing at a level that exceeds accountability expectations. 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.

Effective Use of Data

The Nevada education system has prioritized the development and refinement of effective assessment programs and data systems for the purpose of measuring and supporting improvements at the school and classroom levels. Local assessments and classroom-based assessments are an essential part to the full alignment of standards, curriculum, instruction, and assessment. The use of this data to monitor progress and to hold all levels of the system accountable is critical to ensure the success of all Nevada students.

Adequate and Equitable Funding

A quality education is a student's best chance for future success. This requires that adequate funding is provided to districts and schools. Equitable funding is necessary to ensure that the students receive the quality educators, instructional resources, and support systems that they need.

Parent and Community Involvement

Involving parents and the community in the life of schools is critical to the success of the students in the Nevada education system. Parents are the first teachers of their children; they set the stage for their children's school experiences. In addition, an essential component of a comprehensive education system is community and business involvement.

The role of Nevada school improvement is to implement comprehensive improvement plans that ensure continuation of effective practices and progress on the key indicators of success. The foundational beliefs guide the state improvement plan with the focus of effort on the key indicators. In the section that follows, the baseline data for the key indicators is presented.

BASELINE MEASURES OF THE KEY INDICATORS

It is imperative to determine the progress made toward accomplishing the STIP goal. Nevada's twelve key indicators of success will be used to measure the changes that take place. In order to do so, measures have been selected for each indicator that will be used in the analysis of progress. It is also necessary to use the measures prior to implementing the action plan for the purpose of establishing the current status of these indicators.

In the section that follows, the measures for each key indicator are identified and baseline data is presented. Each year, the revision of the STIP will include an analysis of the key indicators to determine the progress being made toward accomplishing the goal. This baseline data will be used for comparison purposes to measure the change that has occurred.

Key Indicator: Achievement in Math

Student achievement in math is measured by the state criterion-referenced tests (CRTs) each spring from third grade through eighth grade and by the High School Proficiency Exams (HSPE) in high school. Student performance on these state assessments is the primary data source for measuring achievement status in math.

The graphs below show student performance on the Math CRTs by percent at or above the performance target, meaning performance was at the "Meets Standard" or "Exceeds Standard" achievement levels. The graphs show performance by ethnicity and special populations [Individualized Education Plan (IEP); Limited English Proficient (LEP); and Free/Reduced Lunch (FRL)]. The graphs are organized by school level.

ELEMENTARY SCHOOL PERFORMANCE

Fifth grade is, for many schools, the last year of elementary; therefore for the purposes of the STIP the fifth grade CRT results represent elementary school math performance. To review the third and fourth grade Math CRT results, see Attachment B.

Highlights of Figure 1:

- All student groups have increased in performance over the last four years.
- There was a reduction in the achievement gap: the gap decreased by over five percentage points between the All Students performance and the Hispanic and American Indian performance.

Figure 1

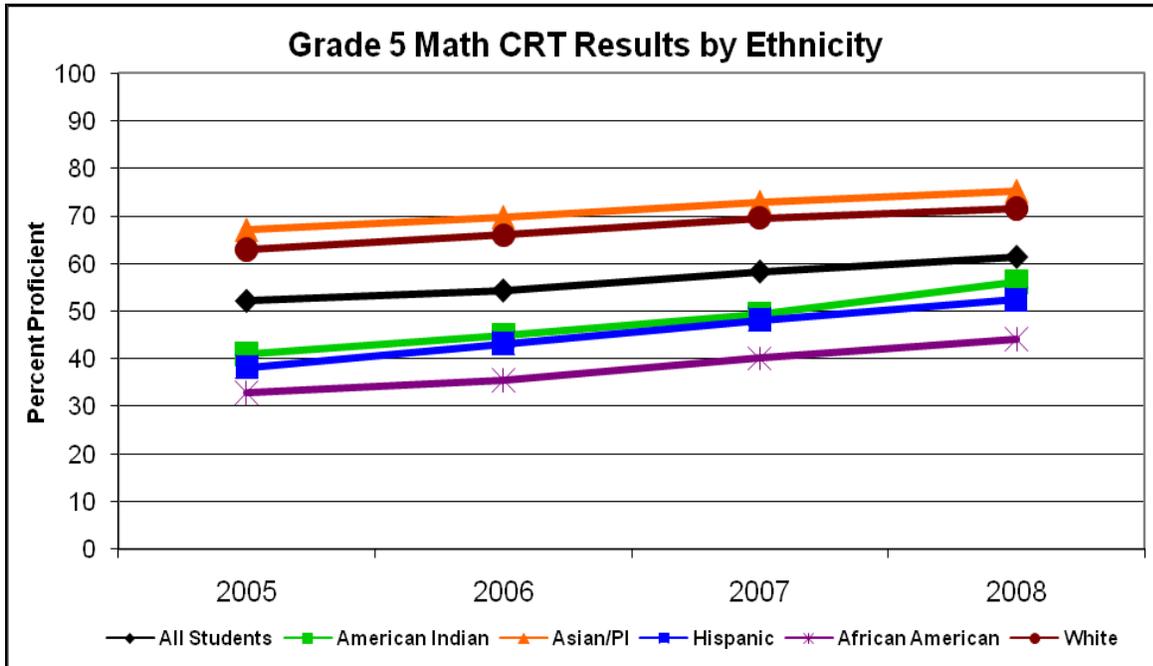
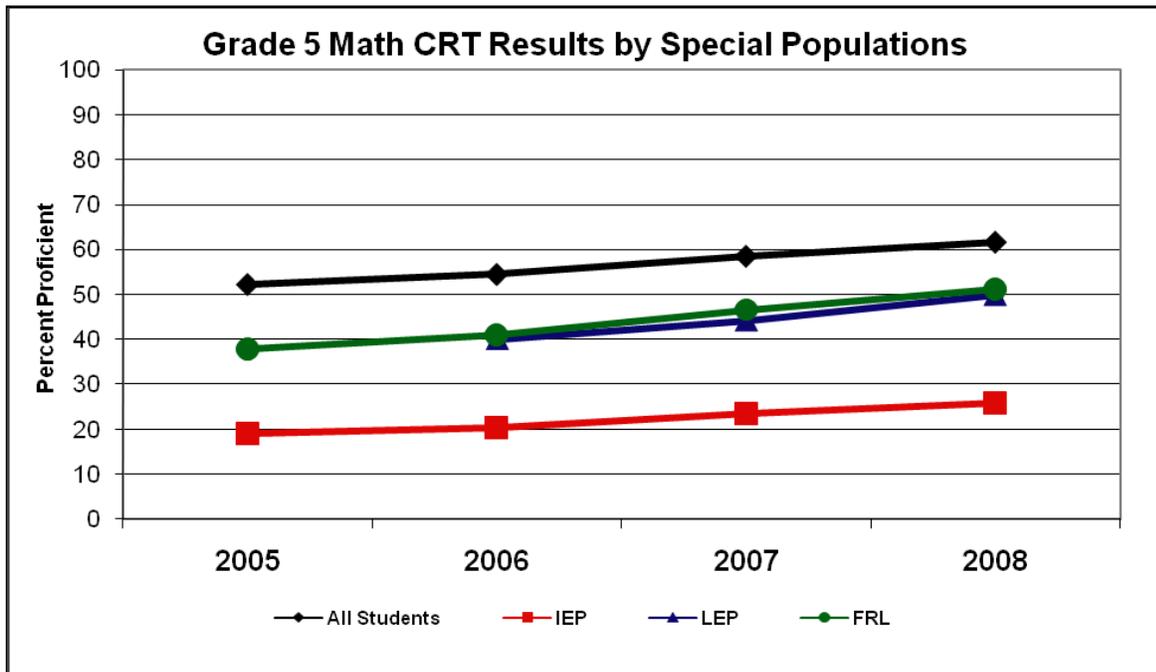


Figure 2



Note: The LEP results for 2005 are not included due to a calculation change. From 2006 to present, former LEP student results are included in the calculation of LEP student proficiency.

Highlights of Figure 2:

- The FRL performance increased by 14 percentage points over the past four years, reducing the achievement gap by five percentage points.
- In 2005, 19% of IEP students were proficient as compared with 25.7% in 2008, an increase of seven percentage points.
- The LEP population showed an increase of close to 10 percentage points from 2006 to 2008.

MIDDLE SCHOOL PERFORMANCE

Eighth grade is the last year of middle school; therefore for the purposes of the STIP the eighth grade CRT results represent middle school math performance. To review the sixth and seventh grade Math CRT results, see Attachment B.

Highlights of Figure 3:

- The Hispanic and African American student groups have increased in performance over the last four years.
- The White and American Indian student groups had less than a two percentage point increase from 2005 to 2008.

Figure 3

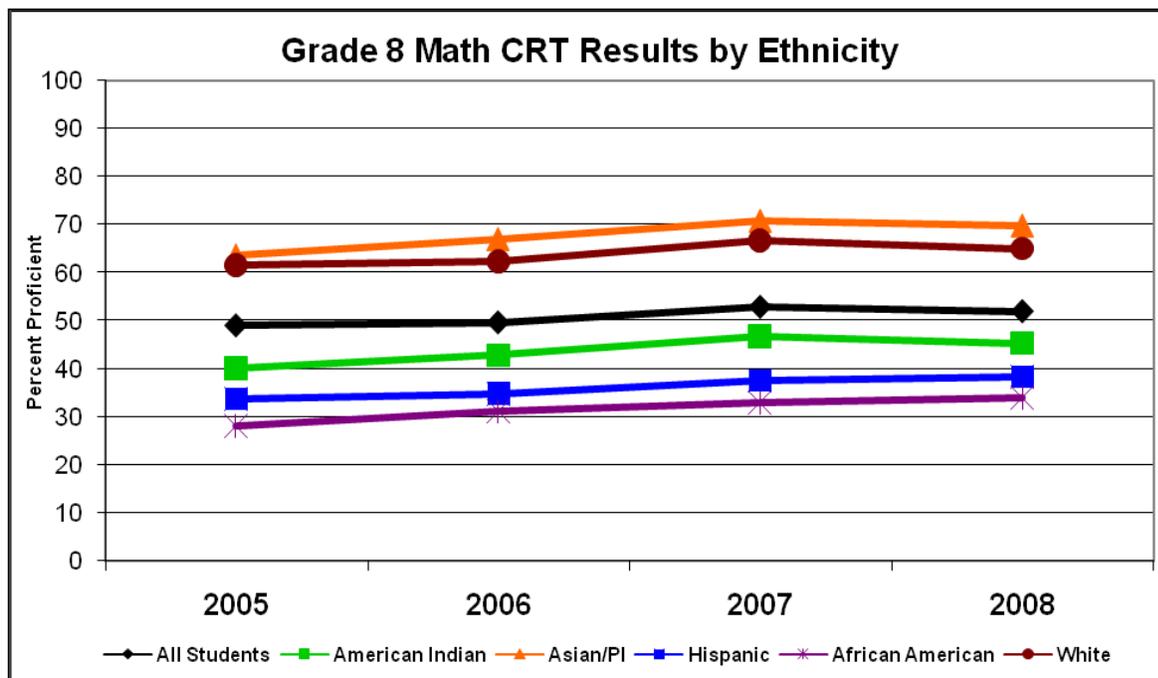
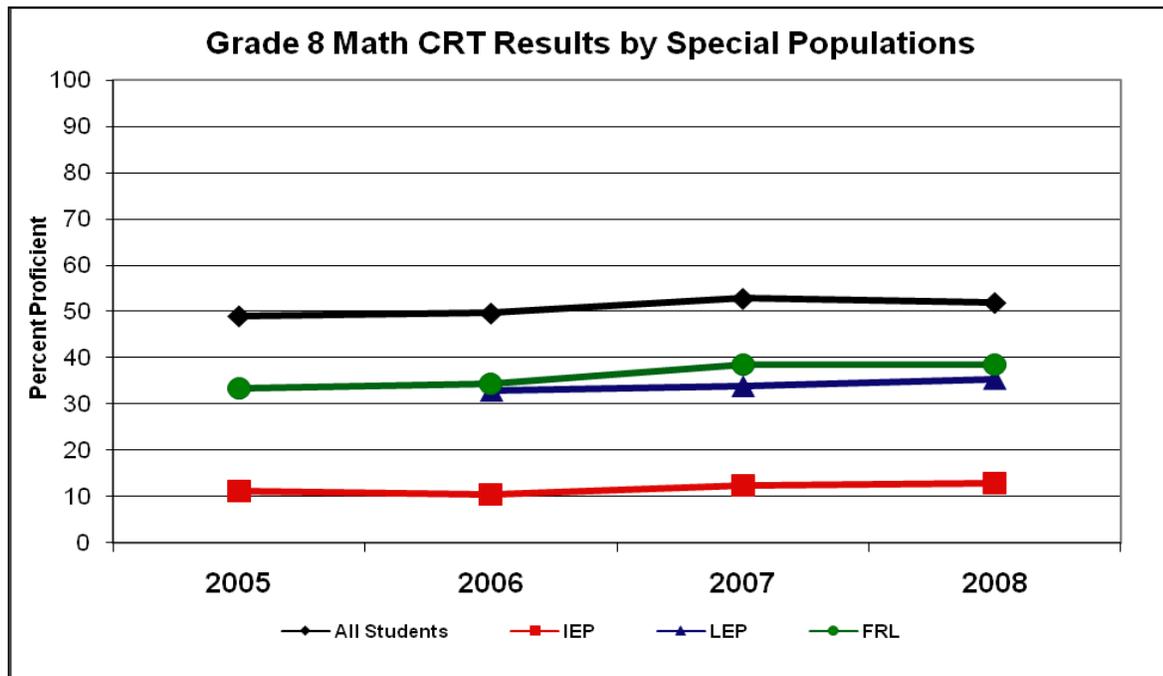


Figure 4



Note: The LEP results for 2005 are not included due to a calculation change. From 2006 to present, former LEP student results are included in the calculation of LEP student proficiency.

Highlights of Figure 4:

- FRL performance increased by five percentage points from 2005 to 2008.
- IEP performance increased by two percentage points from 2005 to 2008.
- LEP performance increased by three percentage points from 2006 to 2008.

HIGH SCHOOL PERFORMANCE

The HSPE for math is first administered to students at tenth grade. Students have multiple opportunities to pass the Math HSPE. The passing of the Math HSPE is required in order to graduate with a Standard or Advanced Diploma. The Math HSPE represents high school math performance.

Highlights of Figure 5:

- All ethnic groups experienced a slight decrease in performance in 2008.
- There was a reduction in the achievement gap: the gap between the All Students performance and the Hispanic and American Indian performance decreased by over 2 percentage points.

Figure 5

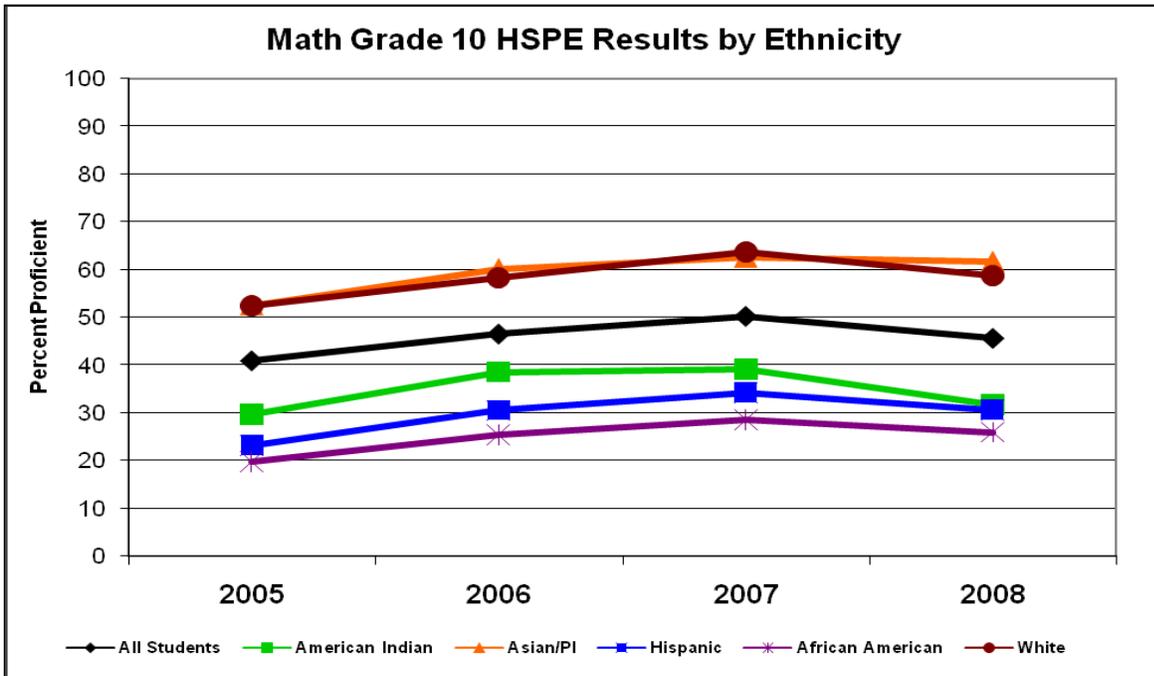
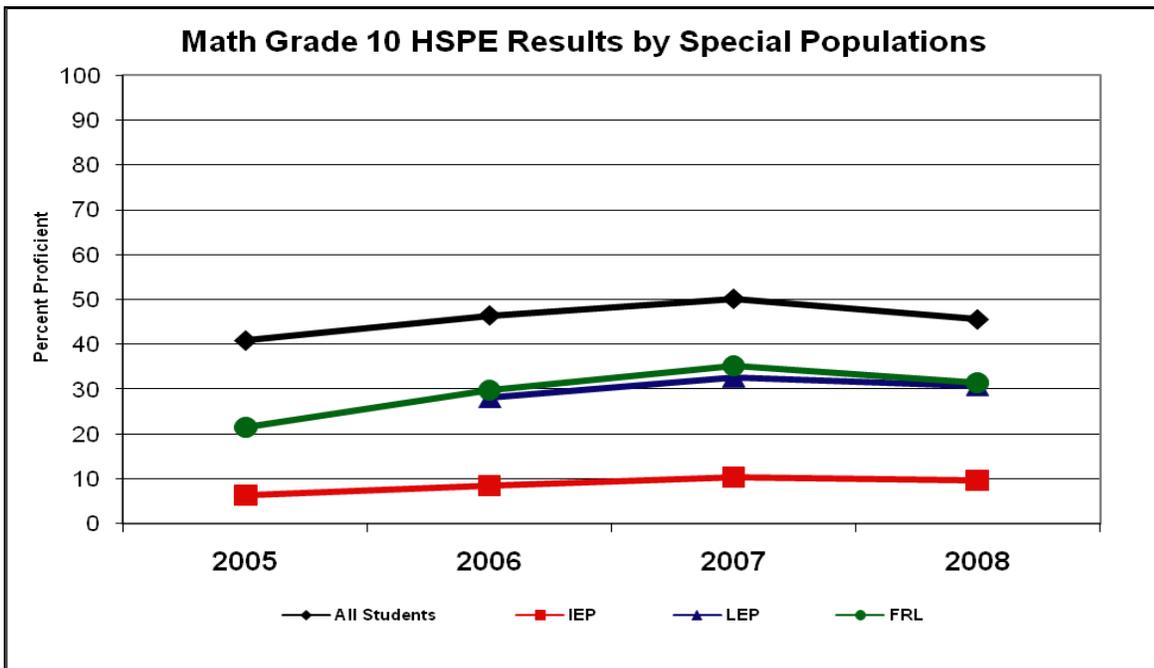


Figure 6



Note: The LEP results for 2005 are not included due to a calculation change. From 2006 to present, former LEP student results are included in the calculation of LEP student proficiency.

Highlights of Figure 6:

- FRL performance increased by 10 percentage points from 2005 to 2008.
- IEP performance increased by over 3 percentage points from 2005 to 2008.
- LEP performance increased by 3 percentage points from 2006 to 2008.

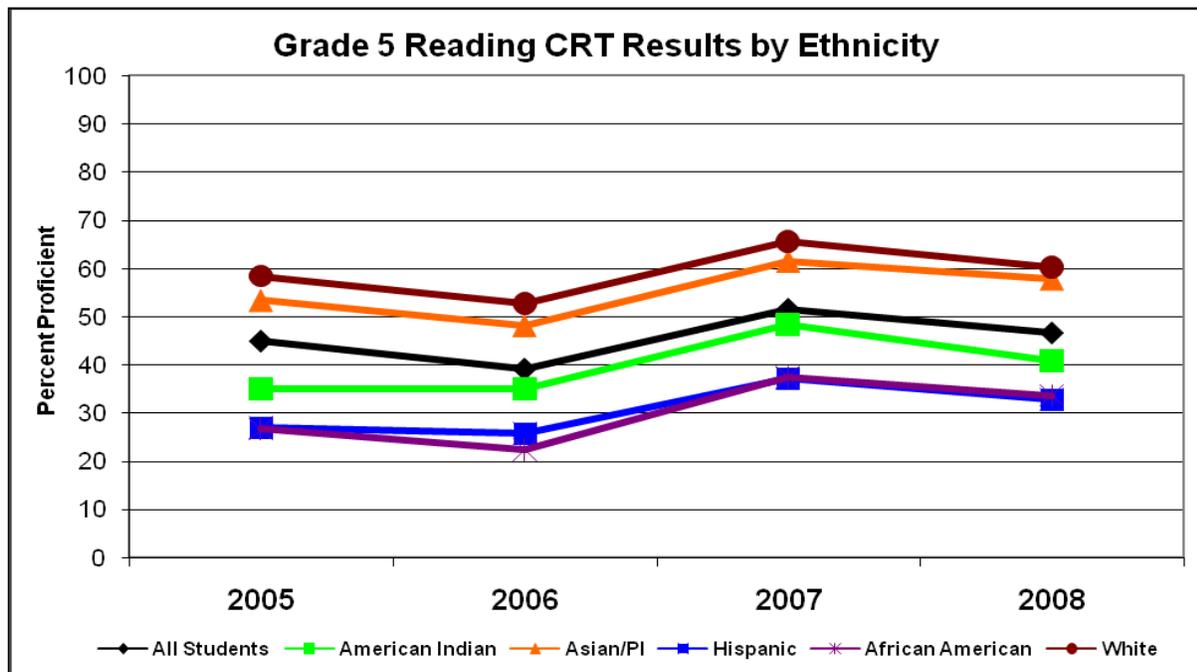
Key Indicator: Achievement in Reading

Student achievement in reading is measured by the state CRTs each spring from third grade through eighth grade and by the HSPE in high school. Student performance on the state assessments is the primary data source for measuring achievement status in reading.

ELEMENTARY SCHOOL PERFORMANCE

In the STIP, the fifth grade Reading CRT results represent elementary student performance. To review the third and fourth grade Reading CRT results, see Attachment B.

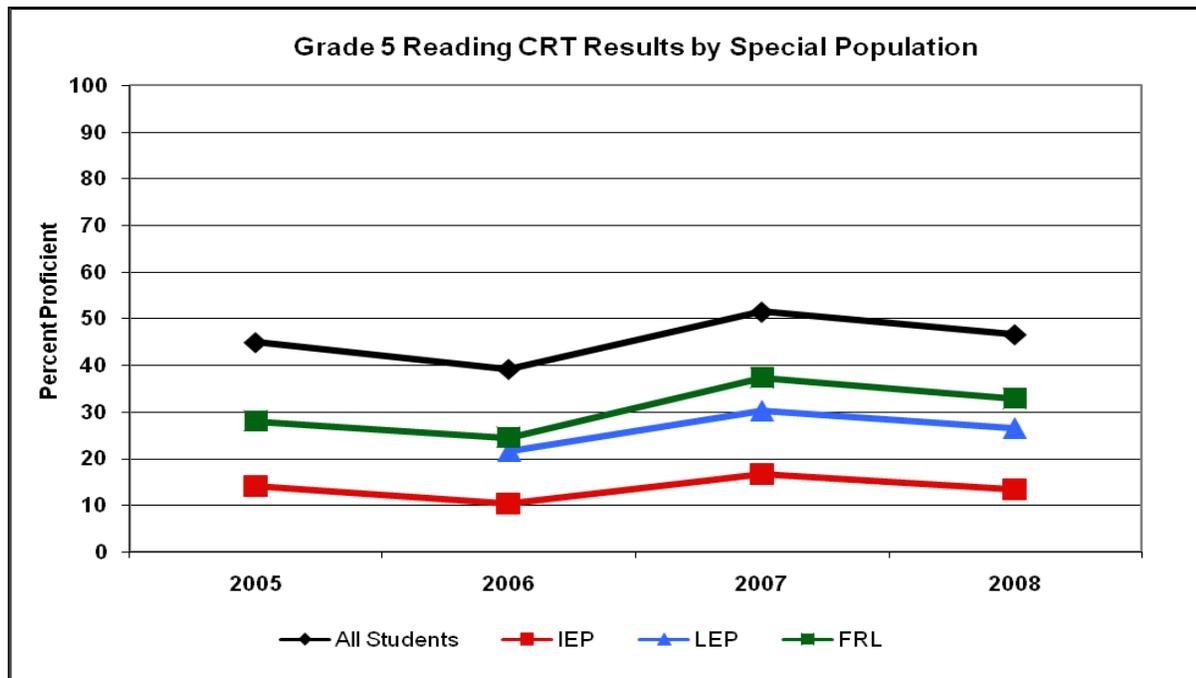
Figure 7



Highlights of Figure 7:

- All student groups increased in performance from 2005 to 2008.
- The American Indian, Hispanic, and African American student performance increased by over 6 percentage points over the last four years.

Figure 8



Note: The LEP results for 2005 are not included due to a calculation change. From 2006 to present, former LEP student results are included in the calculation of LEP student proficiency.

Highlights of Figure 8:

- IEP performance remained flat from 2005 to 2008.
- FRL performance increased by four percentage points from 2005 to 2008.
- LEP performance increased by four percentage points from 2006 to 2008.

MIDDLE SCHOOL PERFORMANCE

For the STIP, the eighth grade Reading CRT results represent middle school student performance. To review the sixth and seventh grade Reading CRT results, see Attachment B.

Highlights of Figure 9:

- The Asian and Hispanic student performance increased by over 7 percentage points in the last four years.
- There was a reduction in the achievement gap: with a reduction of four percentage points by the Hispanic student group compared to the performance of All Students.

Figure 9

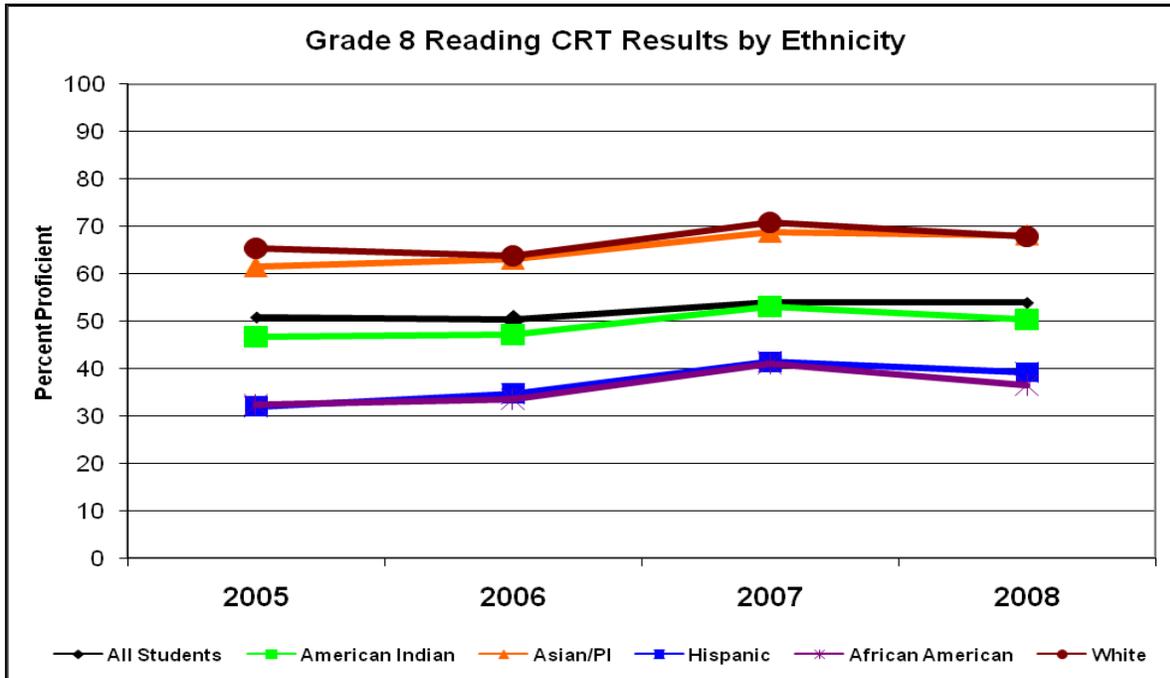
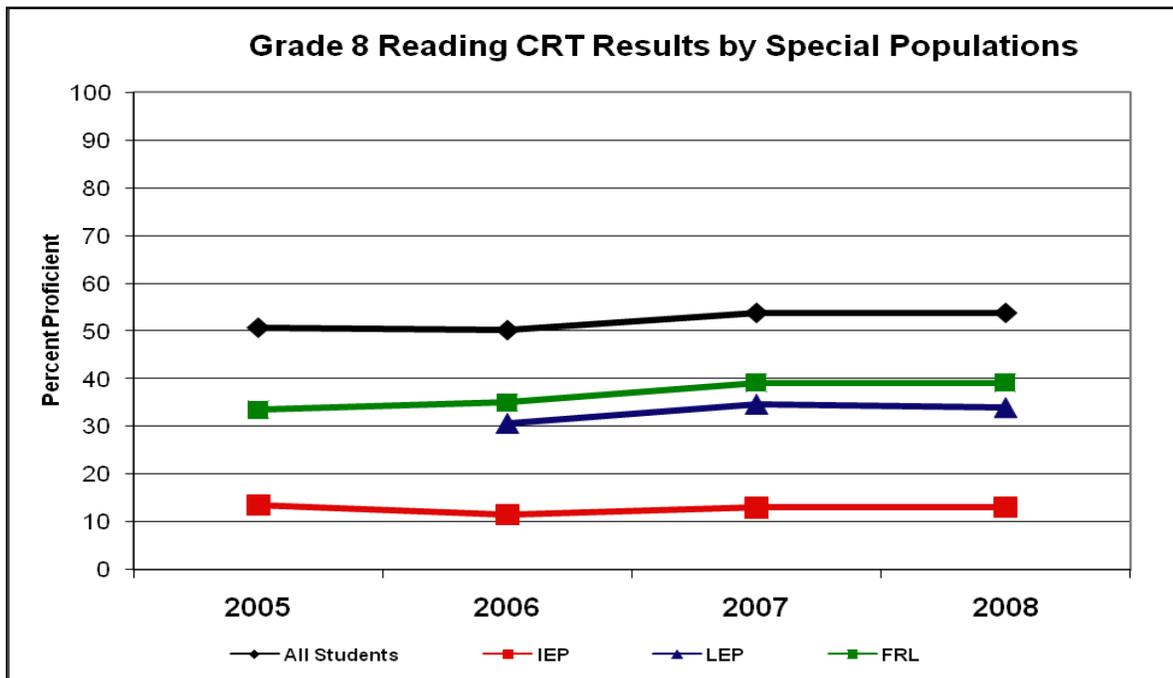


Figure 10



Note: The LEP results for 2005 are not included due to a calculation change. From 2006 to present, former LEP student results are included in the calculation of LEP student proficiency.

Highlights of Figure 10:

- The IEP student group did not increase in performance from 2005 to 2008.
- LEP performance increased by four percentage points from 2006 to 2008.
- FRL performance increased by five percentage points from 2005 to 2008.

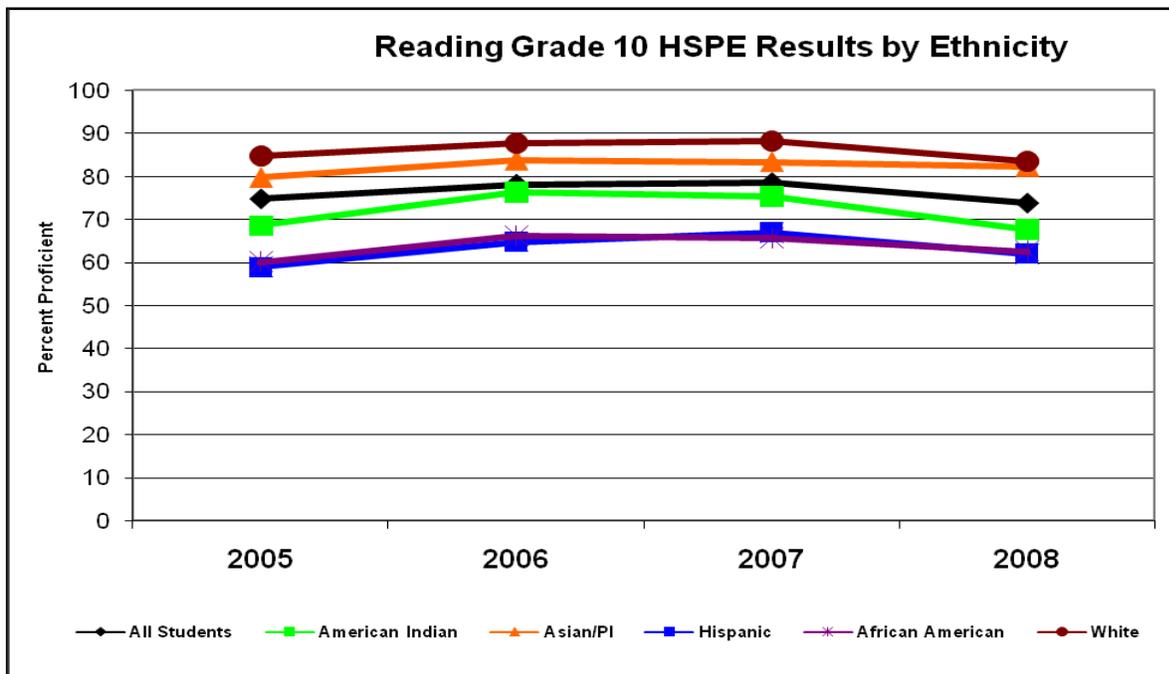
HIGH SCHOOL PERFORMANCE

The Reading HSPE is first administered to students at the tenth grade. Students have multiple opportunities to pass the Reading HSPE. The passing of the Reading HSPE is required in order to graduate with a Standard or Advanced Diploma. The Reading HSPE represents high school reading performance.

Highlights of Figure 11:

- The Asian, Hispanic, and African American student groups had a slight increase in performance over the last four years.
- There was a reduction in the achievement gap: the gap between the Hispanic performance and the All Students performance decreased by over four percentage points from 2005 to 2008.

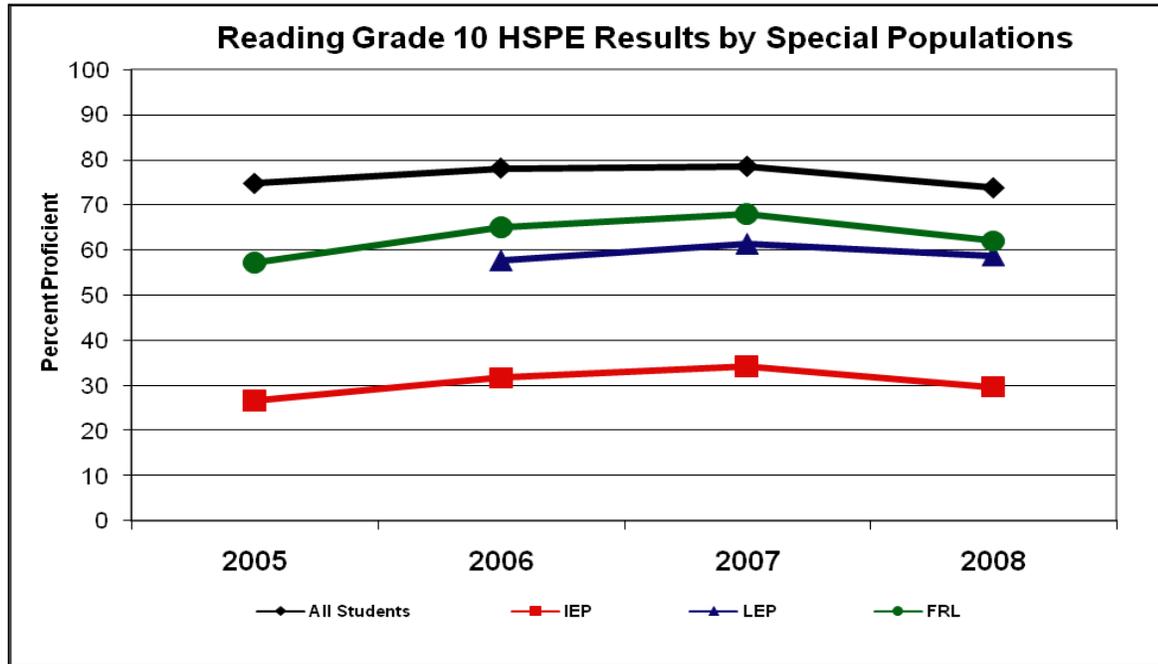
Figure 11



Highlights of Figure 12:

- FRL performance increased by five percentage points from 2005 to 2008.
- IEP performance increased by three percentage points from 2005 to 2008.
- LEP performance remained flat from 2006 to 2008.

Figure 12



Note: The LEP results for 2005 are not included due to a calculation change. From 2006 to present, former LEP student results are included in the calculation of LEP student proficiency.

Achievement in Writing

Student achievement in writing is measured by the state writing assessments each winter. The tests are administered at fifth and eighth grade; the first administration of the high school test is at eleventh grade. Student performance on the state writing assessment is the primary data source for measuring achievement status in writing.

ELEMENTARY SCHOOL PERFORMANCE

The fifth grade writing assessment results represent elementary school student performance. Highlights of fifth grade writing performance are in the figures below.

Highlights in Figure 13:

- The American Indian, Asian, and White student performance increased by over 12 percentage points over the last three years.

- There was a reduction in the achievement gap: the American Indian student group decreased the gap to three percentage points from All Students.

Figure 13

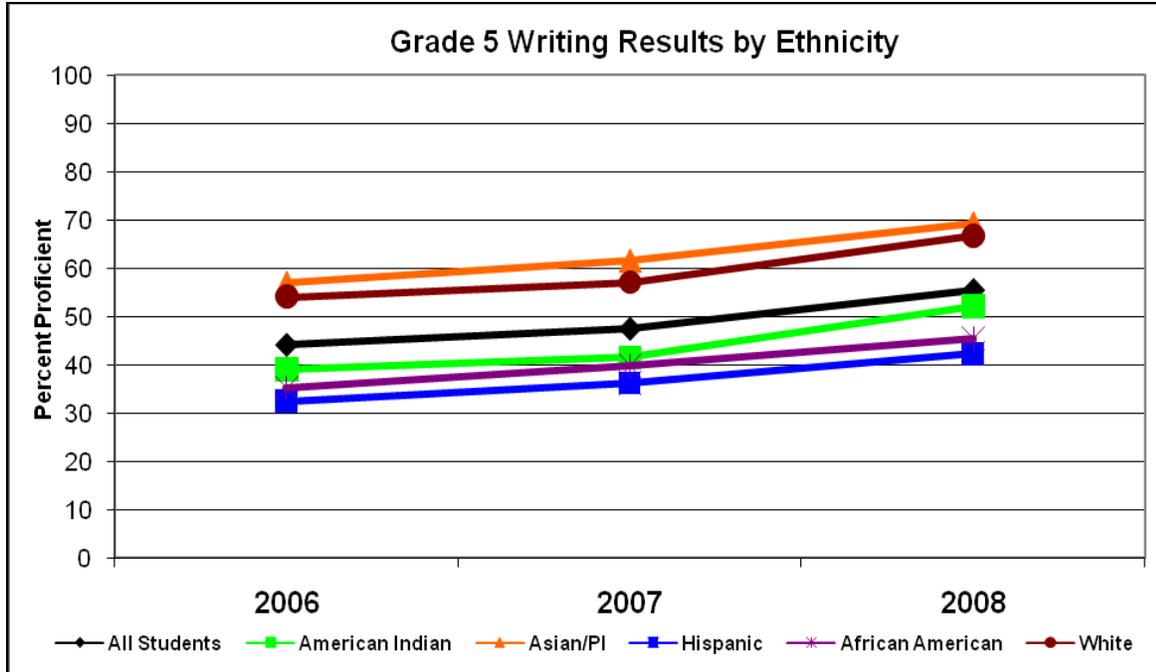
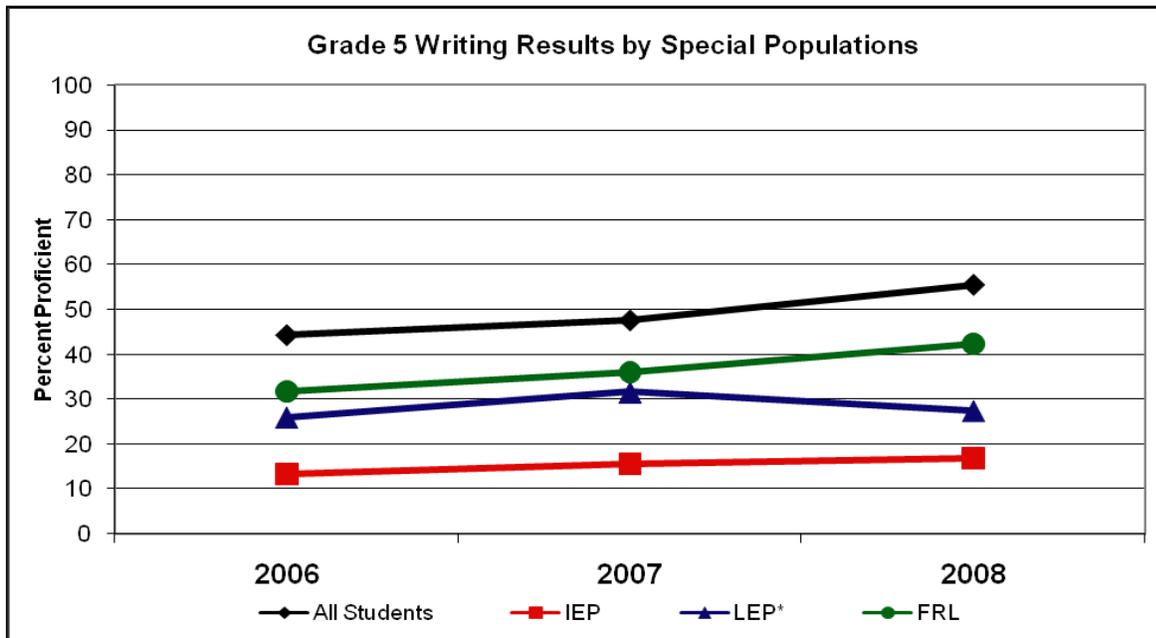


Figure 14



Note: The LEP results for 2005 are not included due to a calculation change. From 2006 to present, former LEP student results are included in the calculation of LEP student proficiency.

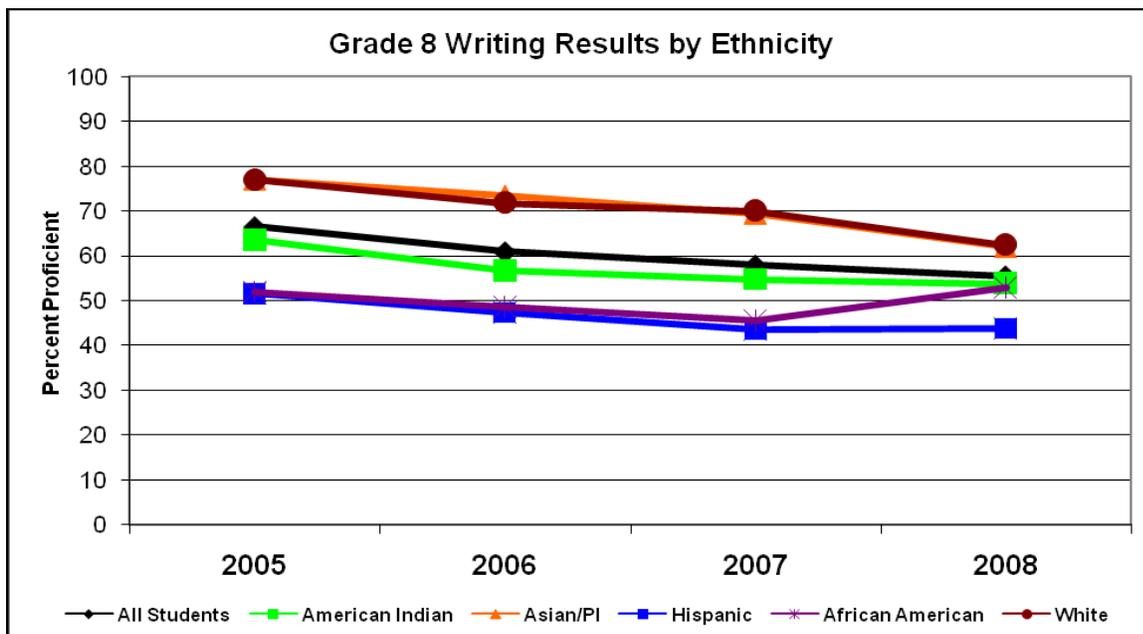
Highlights of Figure 14:

- The FRL performance increased by 11 percentage points from 2006 to 2008.
- IEP performance increased by four percentage points from 2006 to 2008.
- LEP performance increased by two percentage points from 2006 to 2008.

MIDDLE SCHOOL PERFORMANCE

The eighth grade writing assessment results represent middle school student performance. Highlights of eighth grade writing performance are in the figures below.

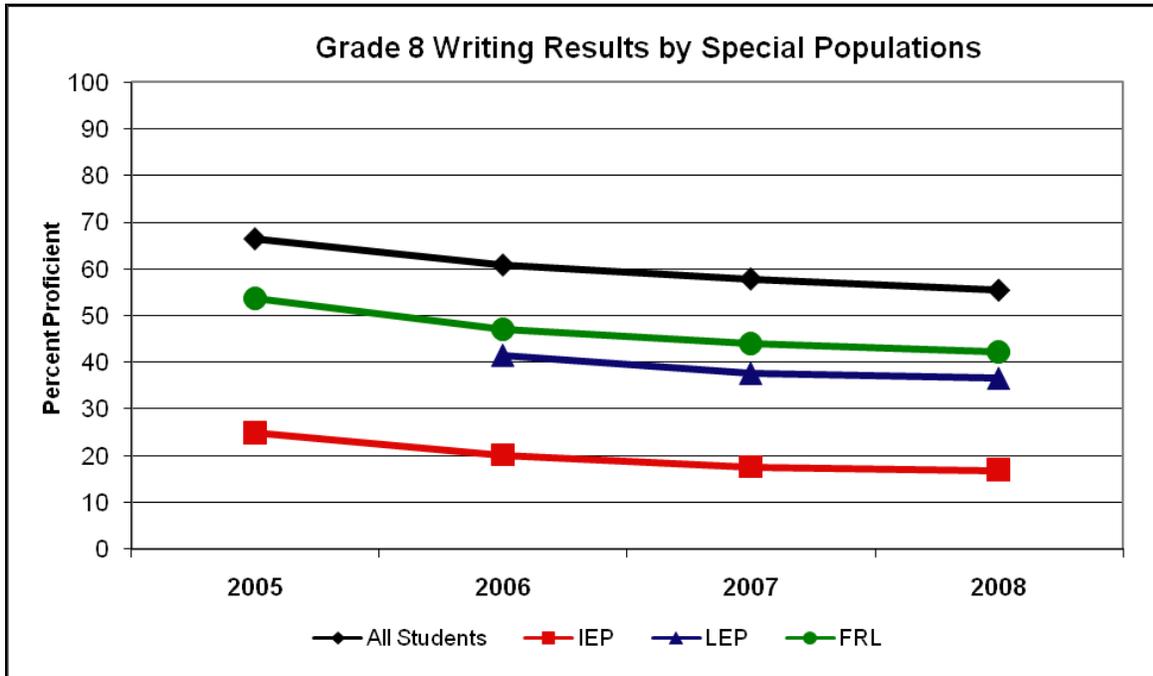
Figure 15



Highlights of Figure 15:

- All student groups decreased in performance over the last four years (except for the African American student group in 2008).
- The African American student performance decreased by six percentage points from 2005 to 2007, and then increased by over seven percentage points in the 2008.
- The Asian and White student groups had the greatest loss in performance, with a decrease of over 14 percentage points from 2005 to 2008.

Figure 16



Note: The LEP results for 2005 are not included due to a calculation change. From 2006 to present, former LEP student results are included in the calculation of LEP student proficiency.

Highlights of Figure 16:

- All student groups decreased in performance over the last four years.
- The FRL student group had the greatest loss in performance, with a decrease of over 11 percentage points from 2005 to 2008.

HIGH SCHOOL PERFORMANCE

The Writing HSPE is first administered to students at the eleventh grade. Students have multiple opportunities to pass the Writing HSPE. The passing of the Writing HSPE is required in order to graduate with a Standard or Advanced Diploma. The Writing HSPEs represent high school writing performance.

Highlights of Figure 17:

- All student groups were at 80% or above in percent proficient.
- From 2005 to 2007, the American Indian and White student groups decreased in performance by over five percentage points and the American Indian and African American student groups decreased in performance by over 10 percentage points.
- The Hispanic student group decreased in performance in 2006, and then increased in performance from 2006 to 2008 by 12 percentage points.

Figure 17

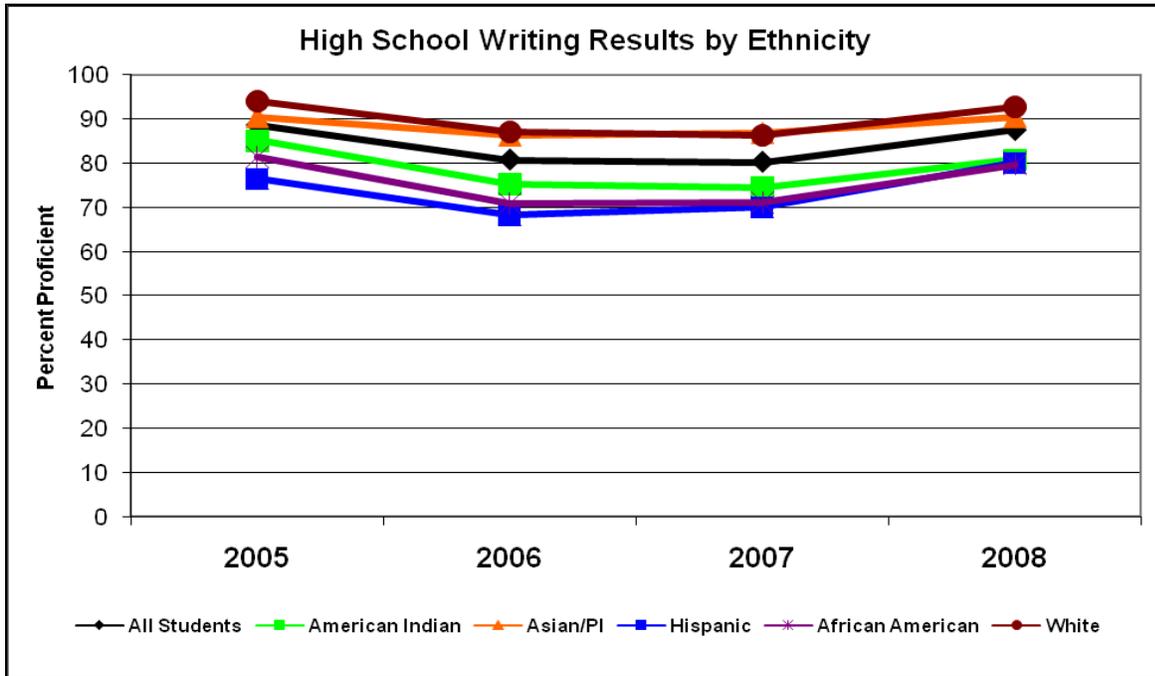
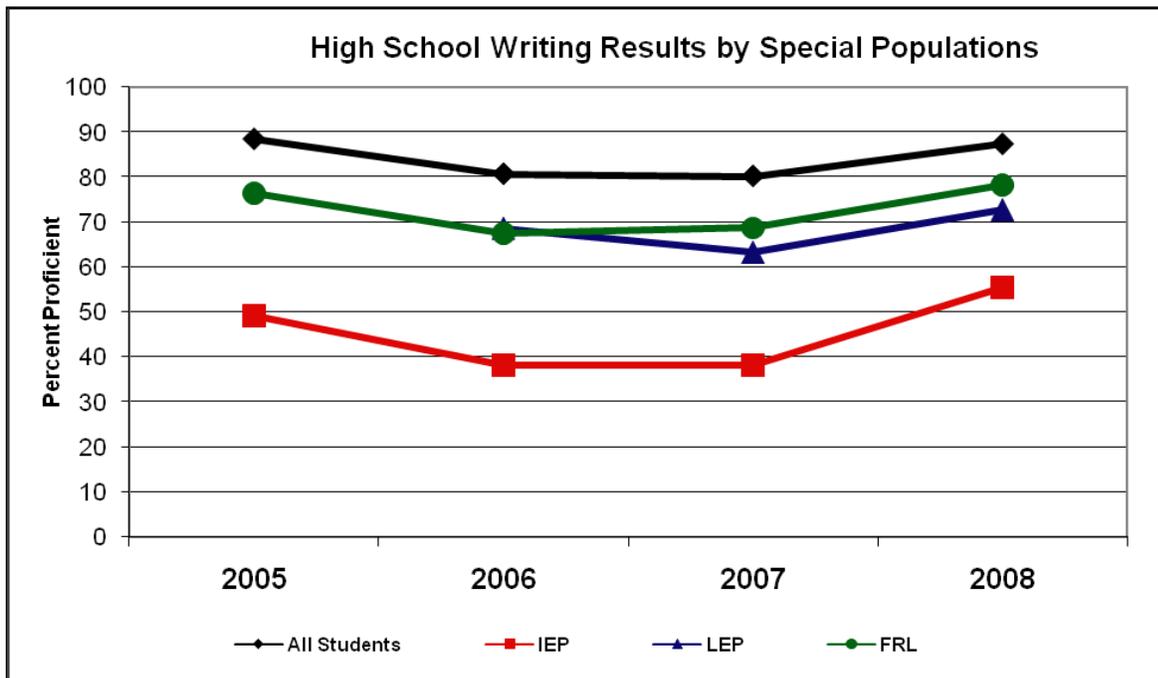


Figure 18



Note: The LEP results for 2005 are not included due to a calculation change. From 2006 to present, former LEP student results are included in the calculation of LEP student proficiency.

Highlights of Figure 18:

- The FRL performance increased by two percentage points over the past four years.
- IEP performance increased by seven percentage points from 2006 to 2008.
- LEP performance increased by four percentage points from 2006 to 2008.

Achievement in Science

Student achievement in science is measured by the state CRTs each spring. The tests are administered at fifth and eighth grades. Student performance on the CRTs is the primary data source for measuring achievement status in science.

ELEMENTARY SCHOOL PERFORMANCE

The fifth grade Science CRT results represent elementary student performance. Highlights of fifth grade science performance are in the figures below.

Highlights of Figure 19:

- All student groups (except American Indian) have increased in performance over the last three years.
- The Hispanic and African American student groups increased in performance by over five percentage points from 2006 to 2008.

Figure 19

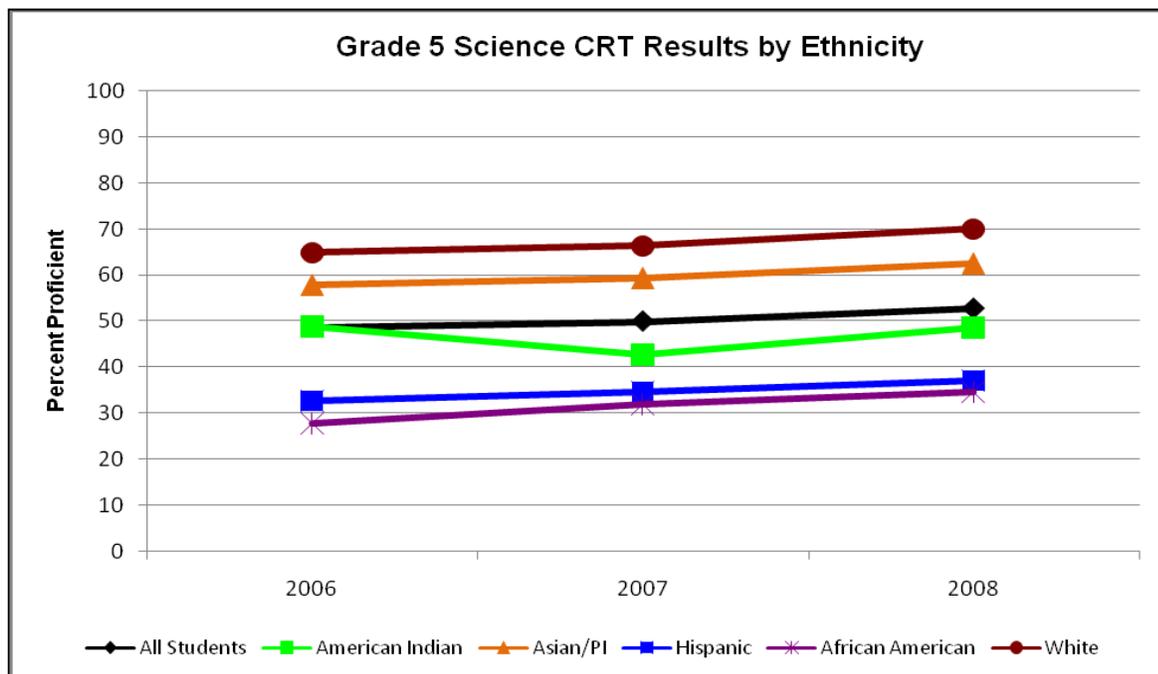
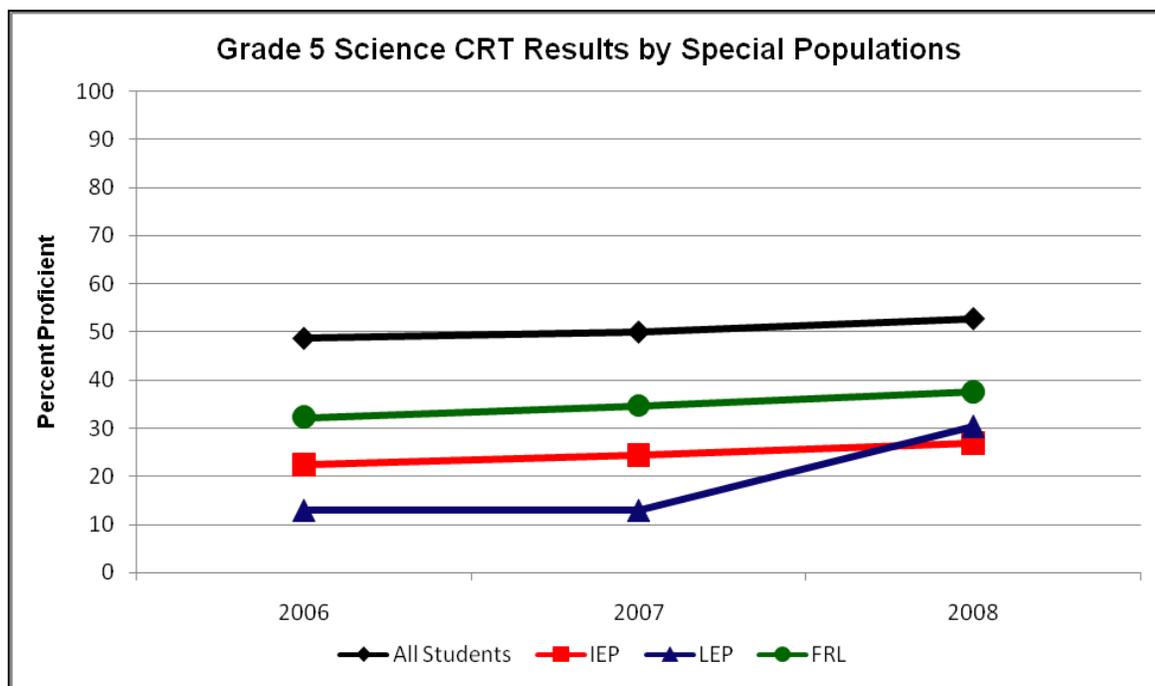


Figure 20



Note: The LEP results for 2005 are not included due to a calculation change. From 2006 to present, former LEP student results are included in the calculation of LEP student proficiency.

Highlights of Figure 20:

- IEP performance increased by four percentage points from 2006 to 2008.
- The LEP performance increased by 18 percentage points over the past three years.
- FRL performance increased by six percentage points from 2006 to 2008.

MIDDLE SCHOOL PERFORMANCE

The eighth grade science assessment results represent middle school student performance. Highlights of eighth grade science performance are in the figures below.

Highlights of Figure 21:

- All student groups have increased in performance over the past three years.
- The American Indian and Hispanic student performance has increased by over seven percentage points from 2006 to 2008.
- There was a reduction in the achievement gap: the gap between the American Indian student performance and the All Students performance decreased by over 4 percentage points from 2006 to 2008.

Figure 21

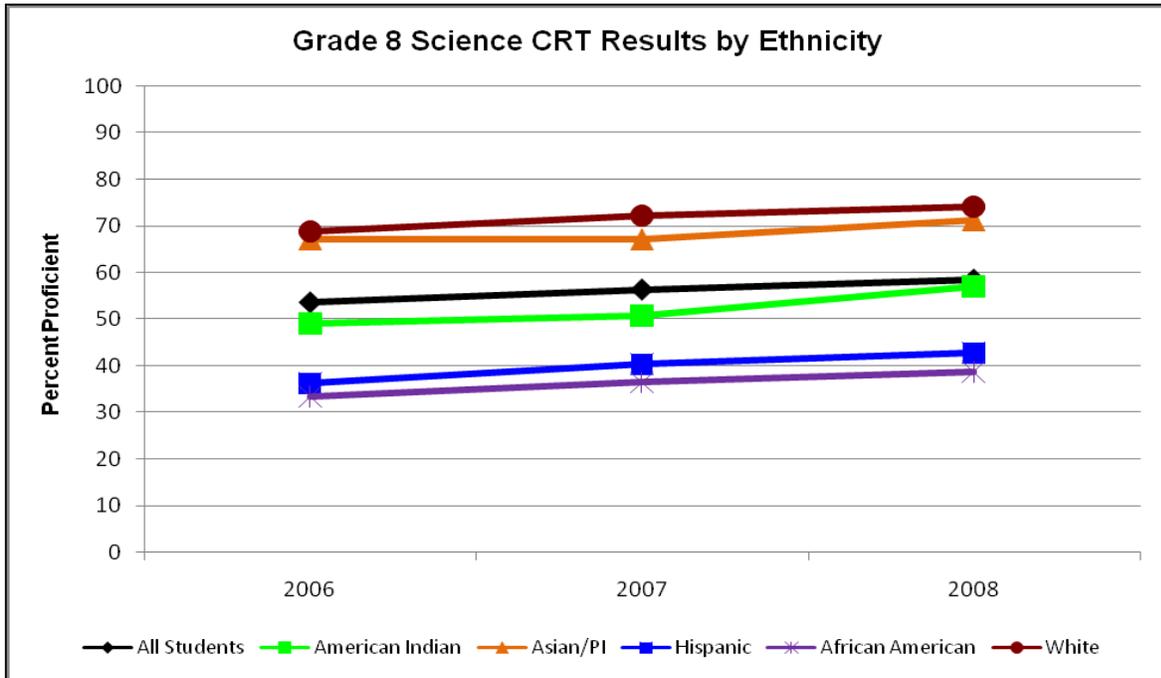
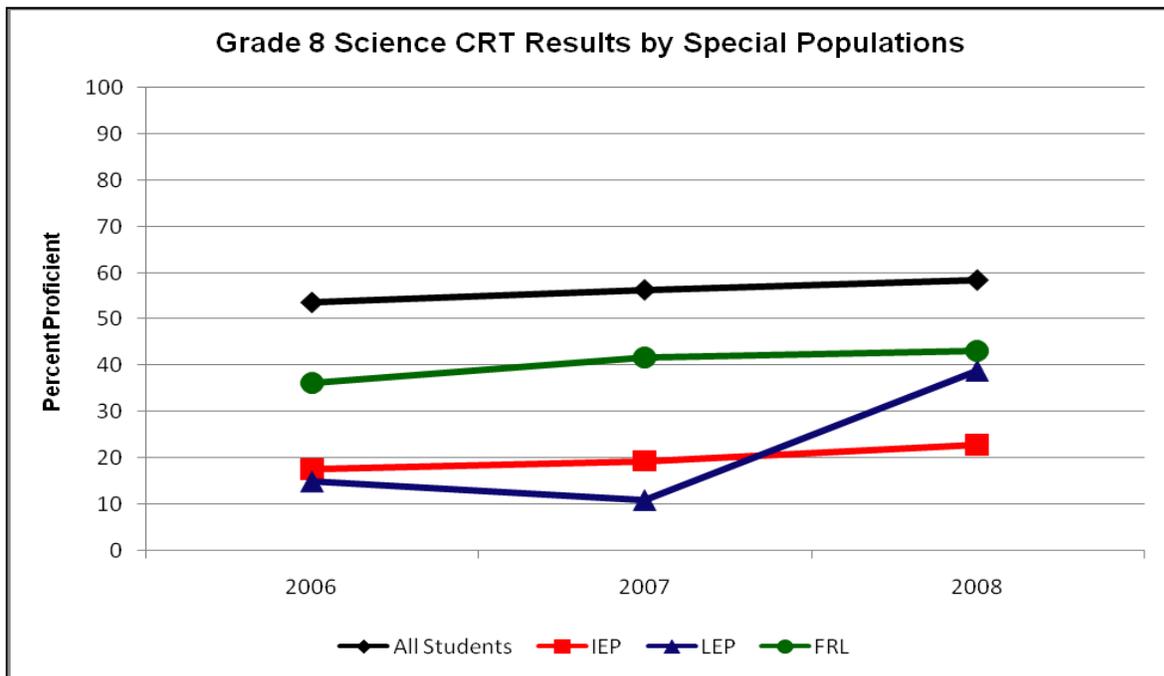


Figure 22



Note: The LEP results for 2005 are not included due to a calculation change. From 2006 to present, former LEP student results are included in the calculation of LEP student proficiency.

Highlights of Figure 22:

- The IEP student group increased in performance by five percentage points from 2006 to 2008.
- LEP performance increased by 24 percentage points over the past three years.
- The FRL student group increased in performance by seven percentage points over the past three years.

Implications for Achievement in Math, Reading, Writing, and Science

The analysis of the data for the key indicators for achievement in the core content areas provided a baseline for the status of student achievement in the state. As confirmed in the research reference in the previous section, students who have the access and opportunity to succeed in a rigorous core curriculum are more likely to finish high school, enroll in college or other post secondary training, and earn a degree. Academic achievement leads to post secondary college and career readiness.

Analysis of the reading and math results shows that progress has been made in increasing student achievement. Science results have made some progress, while writing has mixed results. In many cases, the achievement gap has been reduced. The systems and practices in place that have contributed to the increases in achievement need to be sustained, and promising practices put in place to further progress.

Achievement & Accountability

An additional measure for achievement is the calculation of Adequate Yearly Progress (AYP). The school as a whole receives an AYP designation of overall performance based on achievement and participation in English language arts (reading and writing) and math assessments, and on a third indicator (average daily attendance or graduation rate). The AYP analysis provides similar data about the performance of the major ethnic groups and the special populations.

Lack of success of any one student group in hitting the annual measurable objective (AMO) or other indicator may result in the school not making AYP for the year. Table 2 shows the AMOs for each school year. This last school year (2007-2008) was one of the years that the AMOs increased in ELA and Math for all school levels.

Table 2: Estimated Annual Measurable Objectives for AYP

School year	Elementary School		Middle School		High School	
	ELA	Math	ELA	Math	ELA	Math
2006-07	39.6%	43.3%	39.6%	43.3%	77.9%	52.3%
2007-08, 2008-09	51.7%	54.6%	51.7%	54.6%	82.3%	61.8%
2009-10, 2010-11	63.8%	65.9%	63.8%	65.9%	86.7%	71.3%

2011-12	75.9%	77.2%	75.9%	77.2%	91.1%	80.8%
2012-13	88%	88.5%	88%	88.5%	95.5%	90.3%
2013-14	100%	100%	100%	100%	100%	100%

Of Nevada’s 654 public school sites, 404 fulfilled the challenging requirements to successfully attain AYP in the 2007-2008 school year. This represents 62% of Nevada public schools. By contrast, 69% of schools made AYP in 2006-2007 and just fewer than 47% made AYP in 2004-2005. Had the AMOs not been increased last year, the NDE projected that 72% of the schools would have made AYP. Of the 246 schools not making AYP for 2007-2008, the breakdown of the designations is as follows:

- One hundred nineteen are on the Watch List which allows them a period of one year to improve before they are judged as In Need of Improvement (not making AYP for two consecutive years).
- Twenty-eight schools are designated as In Need of Improvement Year 1.
- Twenty-six schools are In Need of Improvement Year 2.
- Twenty-seven schools are In Need of Improvement Year 3.
- Twenty-eight schools are In Need of Improvement Year 4.
- Nineteen schools are In Need of Improvement Year 5 and beyond.

As shown in Table 2, incremental increases occur in the AYP target with the expectation that 100% of students will be proficient by the 2013-2014 school year. Therefore, to move “all students” toward the 100% proficiency level poses a significant challenge (see Attachment C for a comparison of student performance to AYP target expectations).

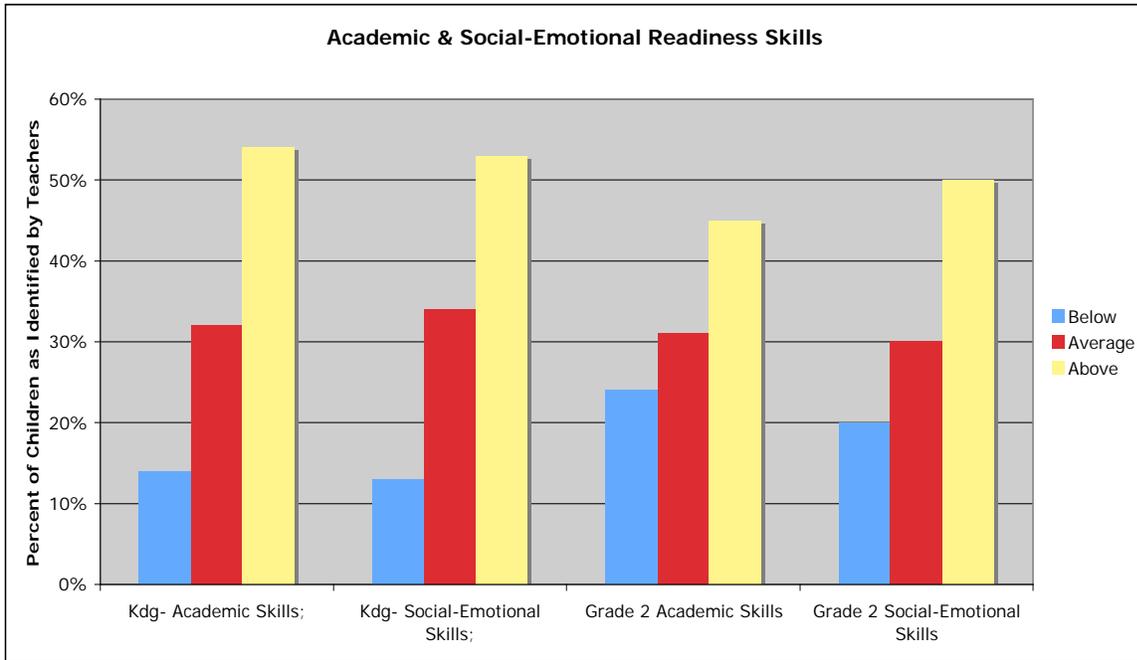
Key Indicator: Developmental Readiness

There are no state-wide measures to assess the progress of math and reading in the Pre-K through second grade at this time. The state CRT assessments start at the third grade. School districts administer a variety of local measures to assess school readiness and early grade progress. The data provided below illustrates the favorable results of an early childhood education program (for Pre-K) and the results of the Nevada Reading First schools (K through third grade).

Nevada Early Childhood Education (ECE) Program

The Nevada ECE program targets children who perform significantly below their peers. Upon completion of the program, the data indicates that these children have made significant gains in preschool and continue to maintain and/or increase in kindergarten through second grade. This was most strongly evident by the gains achieved by non-English speaking students. For further information on this program, the measures used, and its results, see Attachment D.

Figure 23: Nevada Early Childhood Education Program



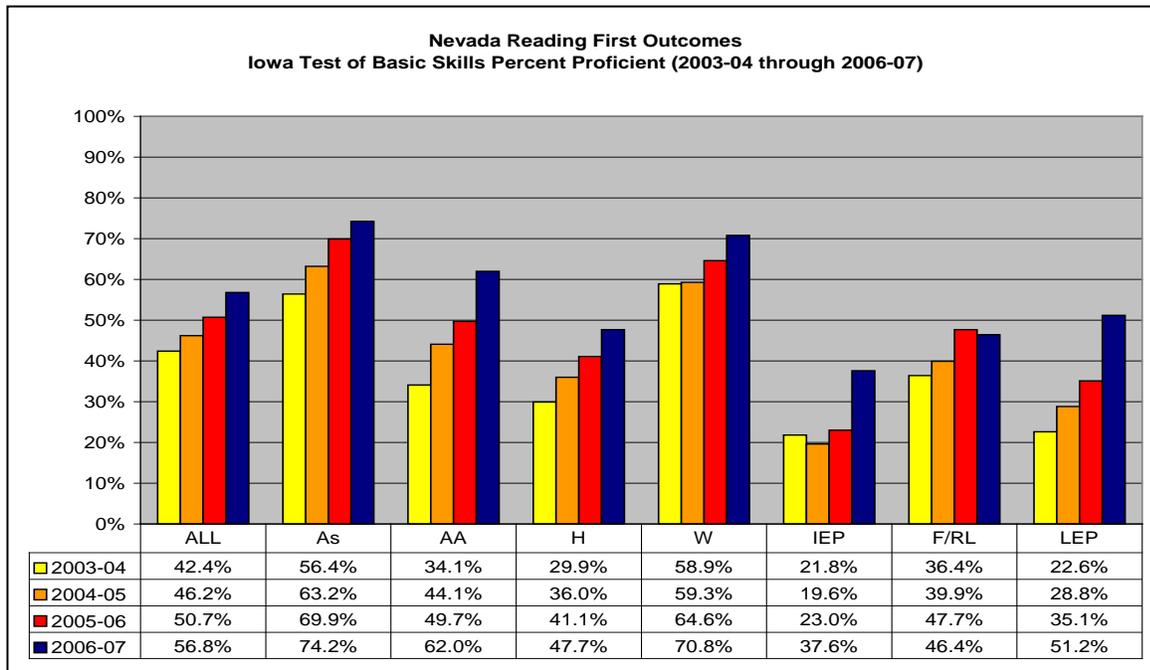
Highlights of Figure 23:

- Nevada ECE children were at or above average for Kindergarten Academic Skills (86%) and Social/Emotional Readiness Skills (87%).
- Nevada ECE children were at or above average for Second Grade Academic Skills (76%) and Social/Emotional Readiness Skills (80%).

Nevada Reading First Schools

The Iowa Test of Basic Skills (ITBS) Survey Battery measures the comprehension skills of students in the Nevada Reading First schools. It is administered in first through third grades. Comparison to baseline data shows that Nevada Reading First students from every grade and nearly every subgroup (Asian, African American, Hispanic, White, Special Education, Limited English Proficient, and Free/Reduced Lunch) have made gains in reading comprehension. For further information on this program and its results, see Attachment E.

Figure 24: Nevada Reading First Schools



Highlights of Figure 24:

- The percentage of students meeting or exceeding proficiency (40th percentile) in comprehension increased by more than 10 percentage points for all student groups.
- The African American performance increased by 28 percentage points and the LEP performance increased by 29 percentage points.

Implications

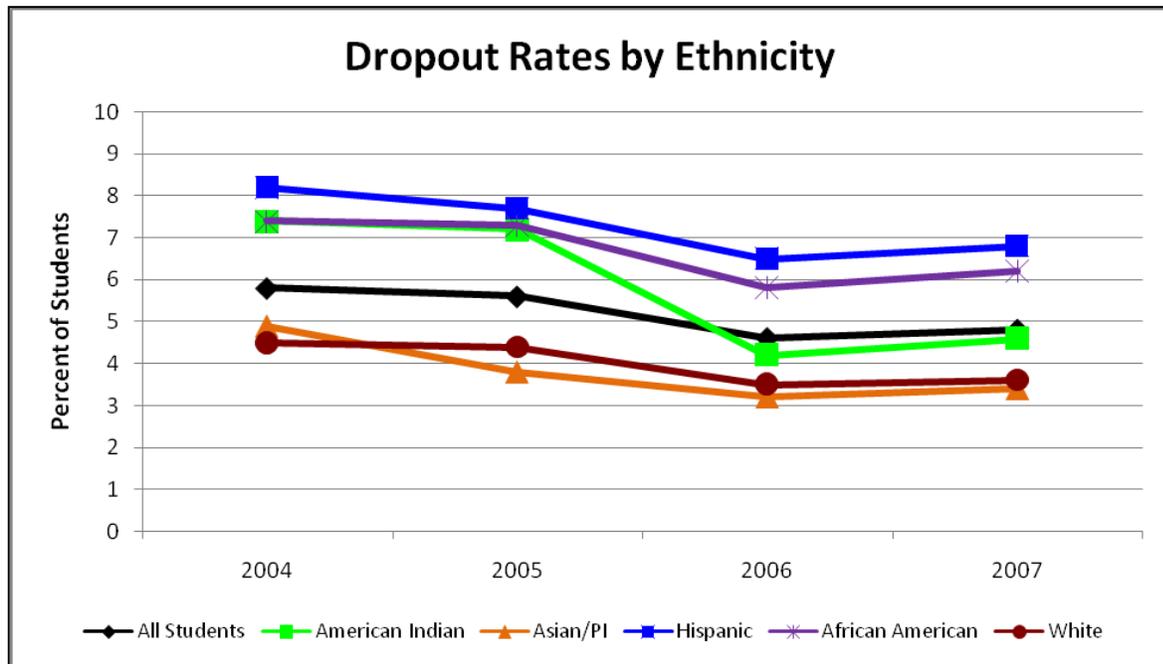
The analysis of the data for these two programs provided a baseline for the key indicator “Developmental Readiness.” As confirmed in the research reference in the previous section, the strongest predictors of achievement in later grades are entry skills in core academics and attention skills (measured as a Social/Emotional skill). Availability and access to programs like the two above is critical in ensuring that students are receiving the foundational skills needed to succeed in later grades.

Key Indicator: Dropout Rates

The measure used to determine the dropout rates in the state is a method of calculating dropouts. This method 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.

The figures that follow show the dropout rates by ethnicity (at this time, dropout rates are not reported by special populations). The vertical axis of the graphs has been modified to provide a magnified look at changes.

Figure 25



Highlights of Figure 25:

- The dropout rates decreased for all student groups.
- The Hispanic student group has had the highest dropout rate from 2004 to 2007.
- The American Indian student group dropout rate decreased by 3 percentage points, resulting in a reduction in the gap between All Students.

Highlights of Figure 26:

- The dropout rates of the Hispanic and African American student groups are higher than the dropout rate for All Students.
- The American Indian, Asian, and White student groups' dropout rates are lower than All Students.

Figure 26

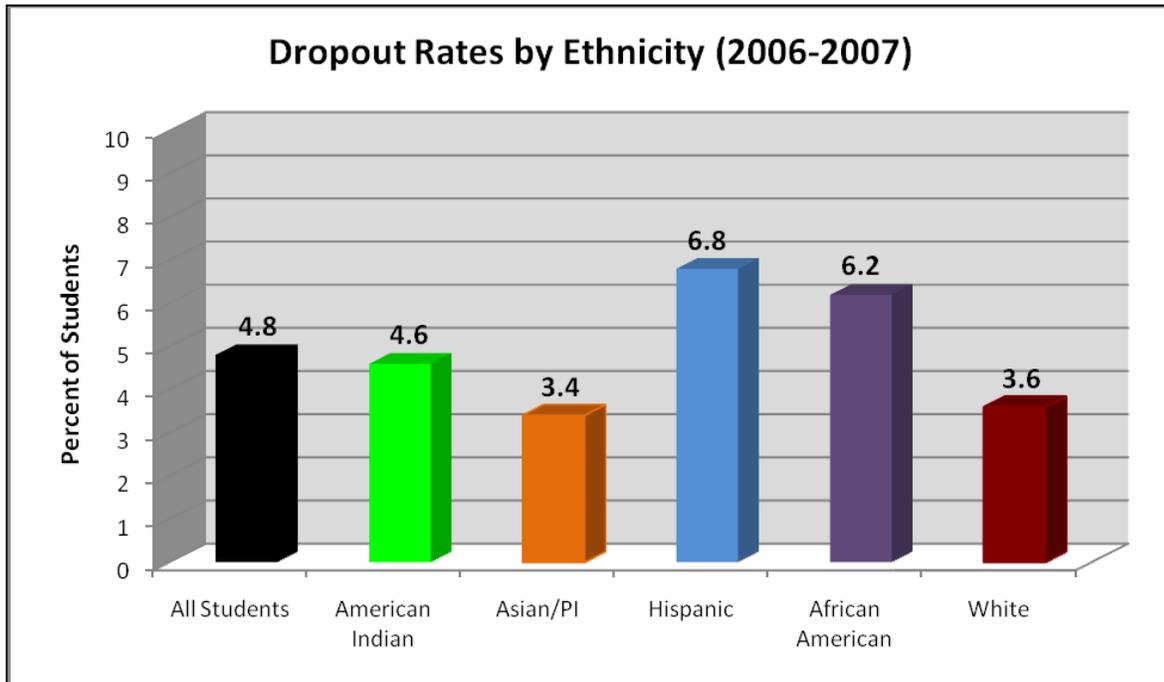
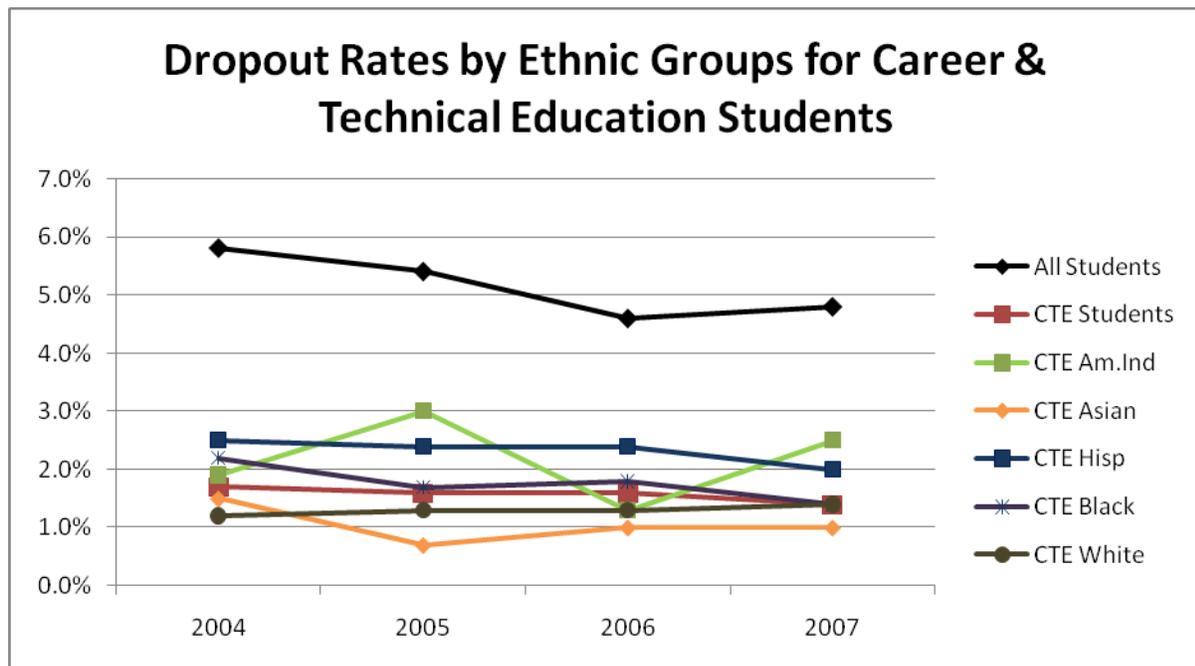


Figure 27



CTE Student Dropout Rates

In Figure 27, the dropout rates for CTE students are compared to the state dropout rate. CTE students are those students enrolled in CTE courses in grades 9-12 on the official fall count day in each school year. The CTE Student Dropout Rate is calculated using the same method as the state dropout rates.

Highlights of Figure 27:

- The dropout rates for all ethnic groups in CTE were lower than the All Students group.
- The American Indian, Hispanic, and African American student groups in CTE had higher dropout rates than the All CTE Students group (except in 2006 for American Indian and 2007 for African American).
- The Asian student group in CTE had lowest dropout rates from 2005 to 2007.

Implications

The analysis of the data for the key indicator “Dropout Rates” provided a baseline for the status of high school dropout rates in the state. As confirmed in the research reference in the previous section, keeping students in school past tenth grade dramatically increases the likelihood of high school completion.

For the most part, dropout rates have decreased over the four years (2004 to 2007). The decrease has been slight, but steady. There is still work to be done. The Hispanic and African American student groups have continued to have higher dropout rates than the other student groups. Even within the CTE results, where all the student groups performed better than the state average, the Hispanic and African American student groups had higher dropout rates.

Key Indicator: Graduation Rates

The measure used for the graduation rates in the state is an estimated longitudinal rate. This method measures the percentage of students who graduate from high school in a given year. 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. Figures 28 and 29 show the graduation rates by ethnicity (at this time, graduation rates are not reported by special populations).

Highlights of Figure 28:

- The graduation rates increased for all student groups.
- The Asian student group had the greatest increase, with a gain of over three percentage points from 2004 to 2007.

- The gap between the All Students graduation rate and the graduation rates of the Hispanic and African American student groups has decreased by a little over one percentage point.

Figure 28

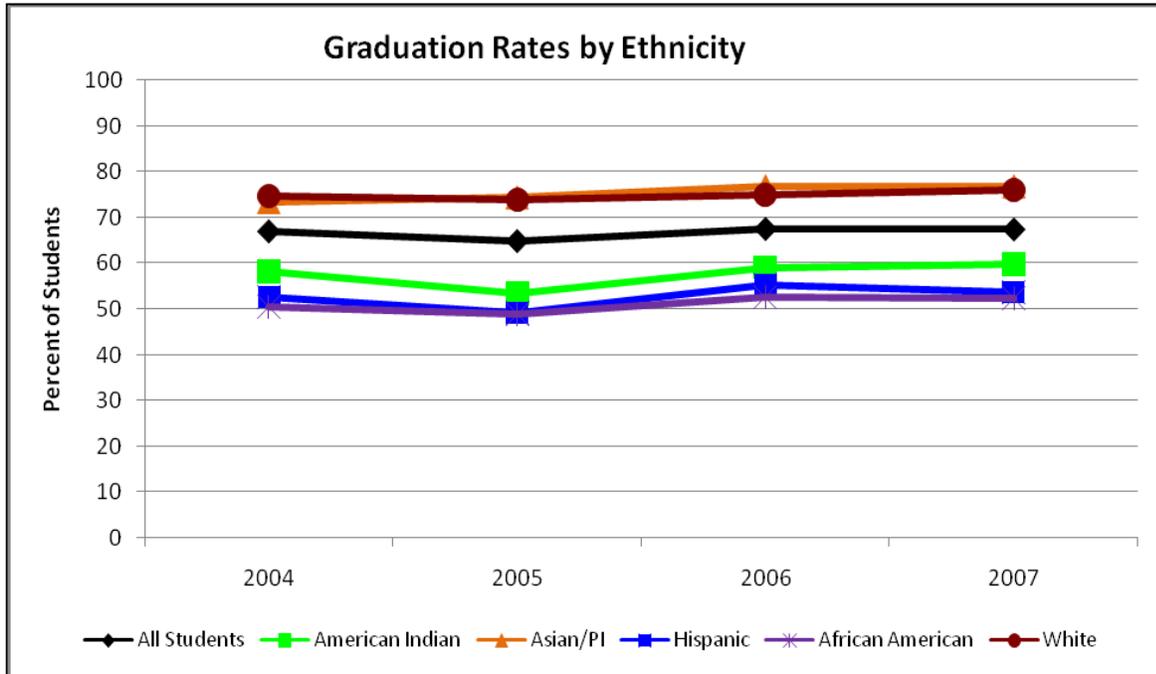
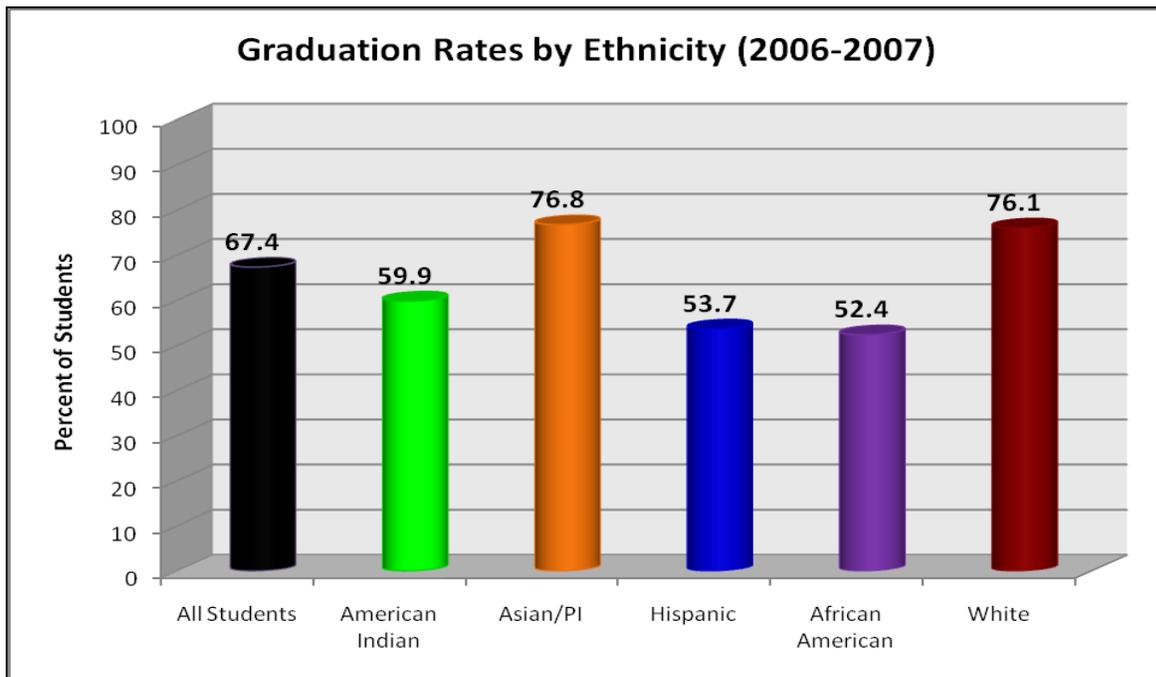


Figure 29



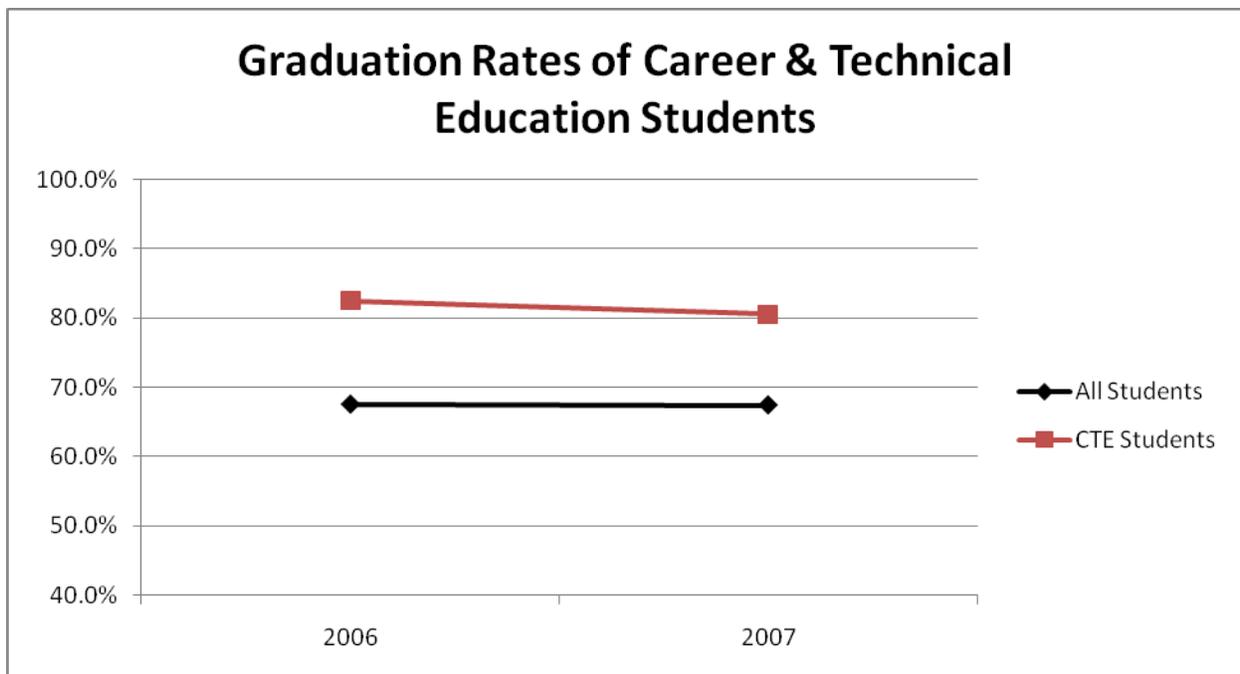
Highlights of Figure 29:

- The graduation rates of the American Indian, Hispanic, and African American student groups are lower than the graduation rate of All Students.
- The graduation rates of the Asian and White student groups are almost 10 percentage points higher than All Students.
- The graduation rates of the Hispanic and African American student groups are over 10 percentage points lower than All Students.

CTE Students Graduation Rates

The CTE graduation rates in Figure 30 are the rates for the classes of 2006 and 2007 that were enrolled in CTE courses in the official fall count day for that class. Like the graduation rate calculation used by the NDE, twelfth grade CTE dropouts from that year, eleventh grade CTE dropouts from the previous year, tenth grade CTE dropouts from two years prior, and ninth grade CTE dropouts from three years prior are included in the calculation.

Figure 30



Highlights of Figure 30:

- The graduation rate of CTE Students is over 10 percentage points higher than the graduation rate of All Students.
- The graduation rate of CTE Students has decreased slightly from 2006 to 2007.

Implications

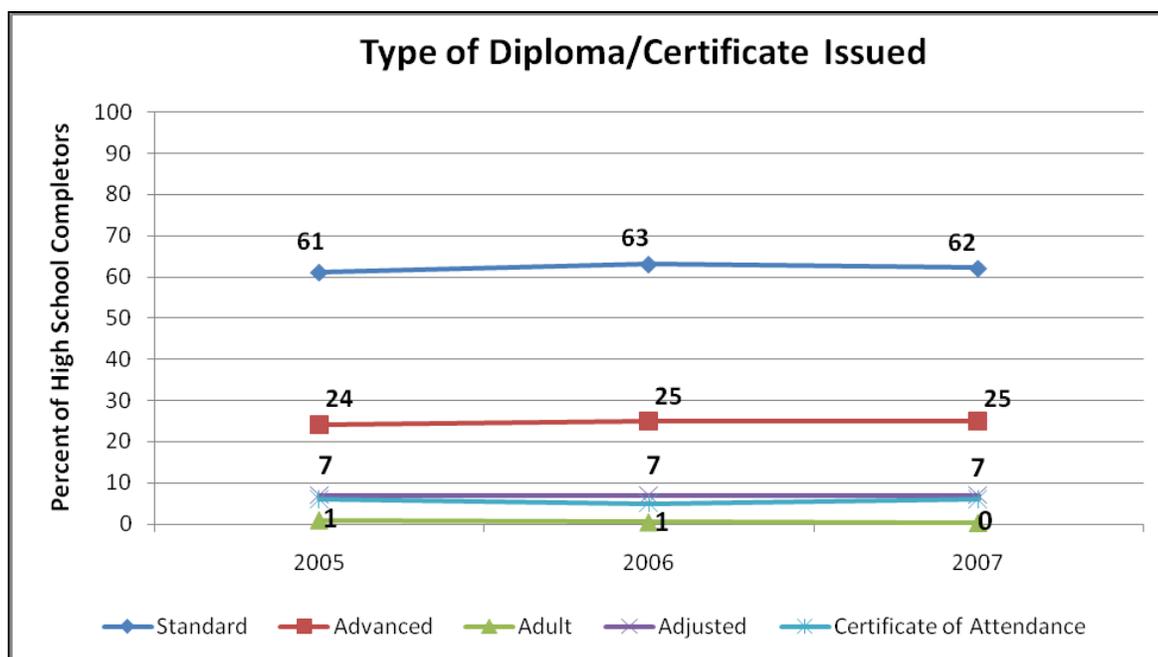
An analysis of the data for the key indicator “Graduation Rates” provides a baseline for the status of high school graduation rates in the state. As confirmed in the research reference in the previous section, graduation from high school is a strong predictor of a student’s post secondary readiness and future success.

Graduation rates have increased for all student groups. Despite these increases, the gap between the graduation rates of the Hispanic and African American student groups and the graduation rates of All Students remains greater than 10 percentage points. Combine this with the dropout rates of the Hispanic and African American student groups and it is clear that these student populations need support systems in place that will keep them in school and help them to complete high school with a diploma.

Key Indicator: High School Completion

Graduation rates and dropout rates tell part of the story of high school completion. Another measure used to determine the status of this indicator is the analysis of diplomas and certificates issued. In Nevada, there are two “standard” diplomas: the Standard Diploma, which graduates receive if they have completed all of the credit requirements and passed the Math, Reading, and Writing HSPEs; and the Advanced Diploma. The Adult and Adjusted Diplomas are given with special provisions. The Certificate of Attendance is given to students who did not pass the HSPEs. Figure 31 shows the percent of students that completed high school that fit in to each category.

Figure 31



Highlights of Figure 31:

- The majority of the students that completed high school received a Standard Diploma.
- The percent of students that received a Standard or Advanced Diploma increased from 2005 to 2007.

Implications

The analysis of the data for the key indicator “High School Completion” provided a baseline for the status of student high school completion in the state. As confirmed in the research reference in the previous section, the average annual income of a person who does not finish high school is significantly lower than the average annual income of the person who did complete high school. Completion of high school is a strong predictor of a student’s future success.

The increase to 87% of Standard and Advanced Diploma recipients indicates a positive trend of high school completion. Further analysis is needed to determine if there are student group trends for the Adult and Adjusted Diploma recipients, and more significantly, for the Certificate of Attendance recipients.

Key Indicator: Post PreK-12 Success

Similar to the “Developmental Readiness” key indicator, the “Post PreK-12 Success” key indicator does not have statewide practices in place. At this time, the primary data source at the state level for measuring the success of students after they graduate from a Nevada high school is through college remediation data and through surveys of former students. The college remediation data analyzed here comes from the Nevada System of Higher Education (NSHE). The results are calculated by dividing the number of Nevada graduates that attend colleges within the NSHE into the number of those students that require remediation courses.

College Remediation Course-taking

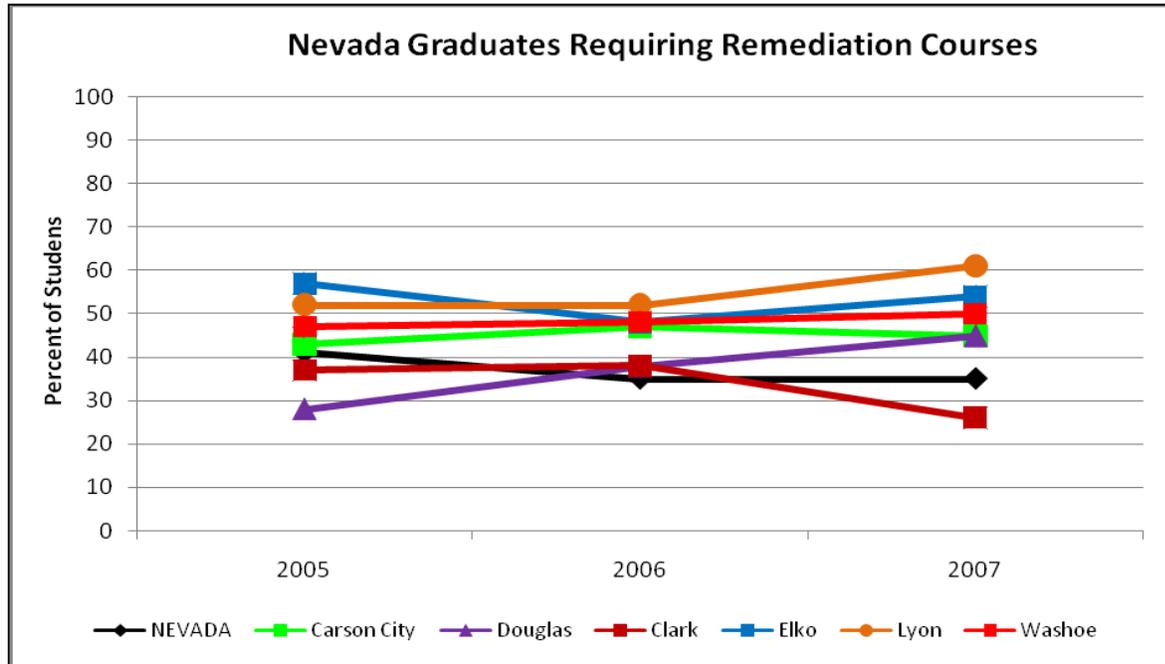
The need for consistency and stability in remediation criteria across the programs within the NSHE has been the subject of discussion if this is to be a meaningful indicator. Figure 32 shows the percent of students that required remediation courses upon entering a Nevada college or university. The school districts included in the graph are those districts that had 90 or more graduates attending colleges within the NSHE.

Highlights of Figure 32:

- The average of Nevada graduates requiring remediation courses decreased from 2005 to 2007.
- The percent of Nevada graduates from Clark and Elko County School Districts requiring remediation courses decreased from 2005 to 2007.

- The percent of Nevada graduates from Douglas and Lyon County School Districts requiring remediation courses increased by over nine percentage points from 2005 to 2007.

Figure 32



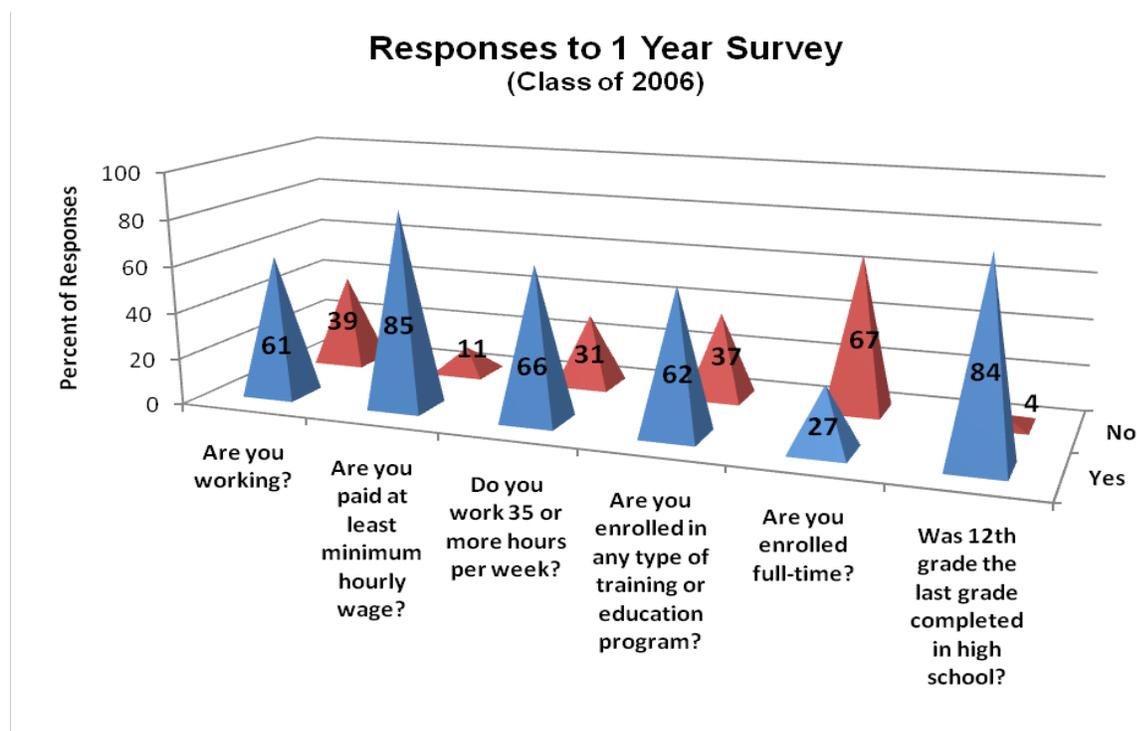
NDE Special Education 1 Year Survey: Class of 2006

Figure 33 is a snapshot from the *1 Year Survey: Class of 2006* given by the NDE to former special education students that had graduated from a Nevada high school. The survey was received by 1,462 former graduates, of which 53% submitted a response. The survey was made up of 20 questions. Figure 33 shows a summary of responses to six of those questions. For the full report, see Attachment F.

Highlights of Figure 33:

- Of the 61% of respondents that are working, 85% are paid at least a minimum hourly wage.
- Sixty-two percent of the respondents are enrolled in some type of school, training, or education program.
- Eighty-four percent of the respondents completed twelfth grade in high school.

Figure 33



Implications

The analysis of the data for the key indicator “Post PreK-12 Success” provided a baseline for the status of successes after Nevada high school. As confirmed in the research reference in the previous section, colleges and the work force are expecting comparable levels of knowledge and skills. A high school experience of rigor, relevancy, and relationships helps maximize a student’s potential for professional and personal success.

The two sources of data analyzed for this indicator show different measures of post PreKindergarten to twelfth grade success. The analysis of the remediation required of Nevada graduates at the NSHE indicates that a percentage of students are not prepared for the college readiness expectations. The analysis of the special education graduates indicates that the majority of respondents are successful in post secondary college and work. Further study is necessary to corroborate and explore the implications of a Nevada education on post secondary college and work readiness.

Key Indicator: Quality Educators

At this time, the primary data source at the state level for measuring the status of quality educators in Nevada is the calculation of “highly qualified teachers” (HQTs). This measure keeps track of the percent of HQTs in the state. The requirements for meeting HQT status is as follows: (a) holds a bachelor’s degree; (b) either has obtained “full

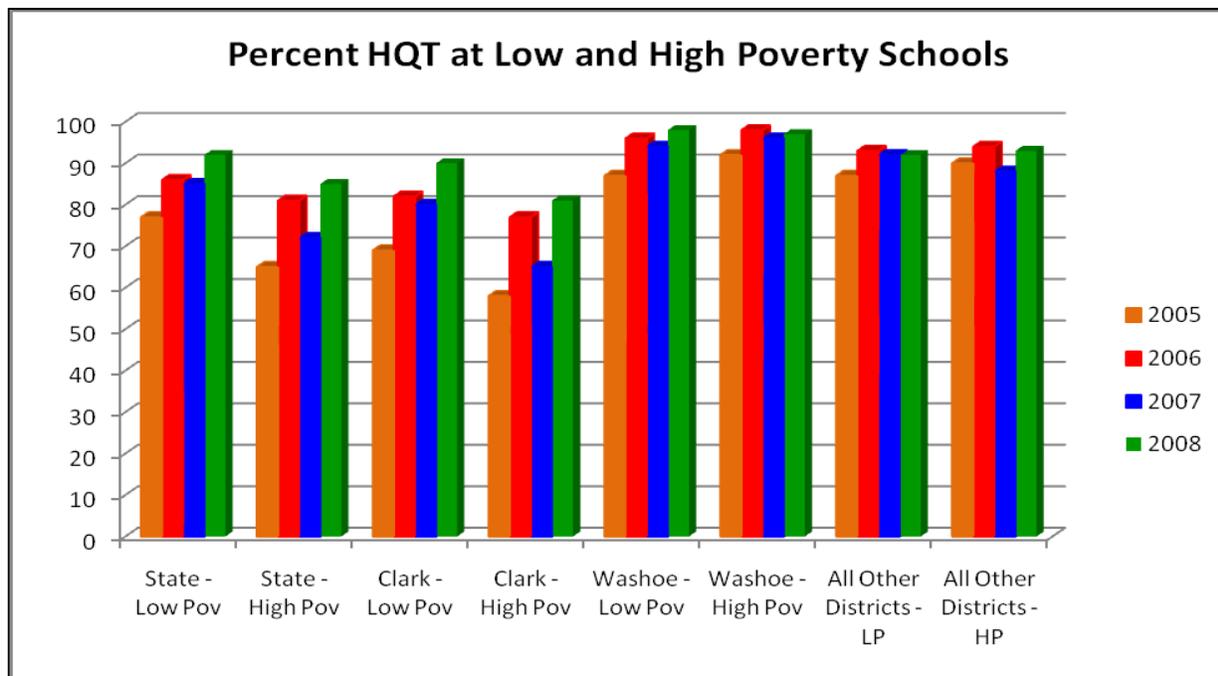
state certification” to teach in Nevada, holds a license to teach in Nevada through alternative routes to licensure, or meets the requirement set forth in the public charter school law; (c) demonstrate subject matter competency.

The HQT analysis also addresses the issue of the equitable distribution of HQTs by analyzing the percent teaching at low and high poverty schools, as well as the percent teaching in each subject area. Figure 34 compares the percent of teachers at low poverty schools and high poverty schools that are HQTs.

Highlights of Figure 34:

- The State, Clark County School District, and Washoe County School District have increased the percent of HQTs in both low and high poverty schools.
- By 2008, the percent of HQTs in low and high poverty schools was almost the same in Washoe County School District and the “All Other Districts” category.
- Clark County School District has had a 10 percentage point difference between the HQTs at high poverty schools versus low poverty schools.

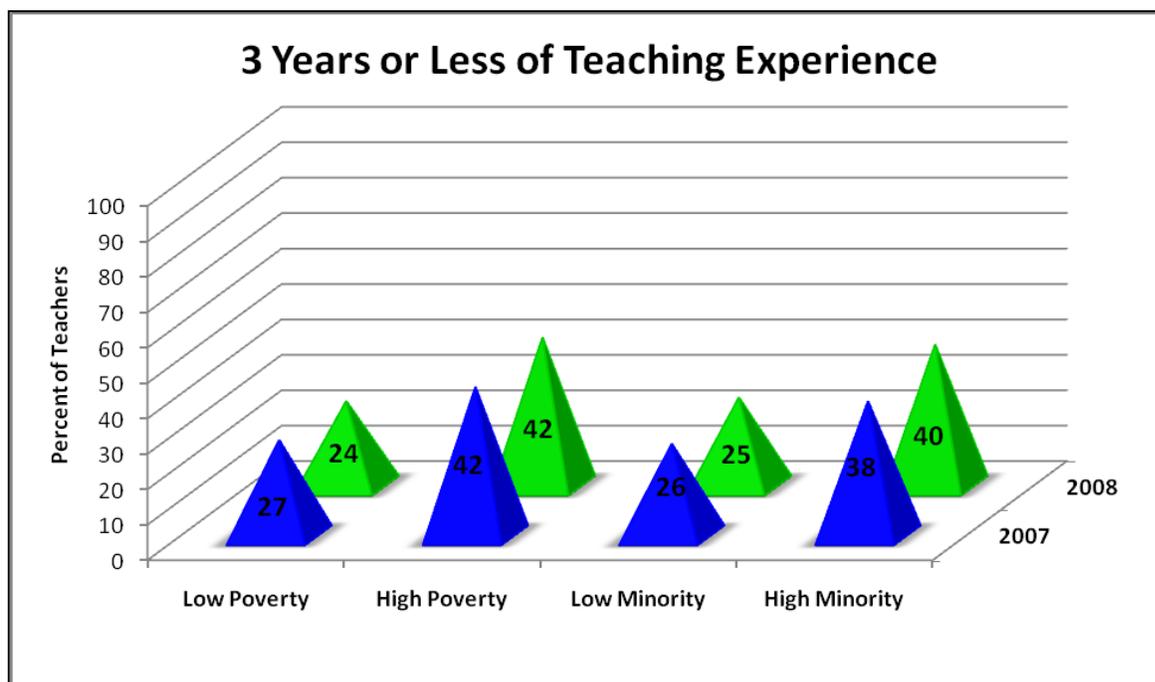
Figure 34



A comparison of the HQTs in the content areas shows that Foreign Language, Science, and Social Studies classes have a higher percent of HQTs than Math and English Language Arts classes. The elementary school level has the highest percentage of HQTs, in comparison with classes at the middle and high school levels (see Attachment G for the additional charts and tables related to this indicator).

The equitable distribution of quality educators can also be analyzed through a comparison of the years of teaching experience at Nevada schools. Figure 35 shows a two year comparison of teachers with three years or less of teaching experience. The first comparison is between the percent of teachers with 3 years or less at low poverty and high poverty schools. The second comparison is between the percent of teachers with 3 years or less at low minority and high minority schools.

Figure 35



Highlights of Figure 35:

- The high poverty and high minority schools have more teachers that have three or less years of teaching experience.
- The percent of teachers with three years or less has not changed at high poverty schools and has increased at high minority schools.
- The percent of teachers with three years or less has decreased at low poverty and low minority schools.

Implications

The analysis of the data for the key indicator “Quality Educators” has provided a baseline for the status of quality educators in the state. As confirmed in the research reference in the previous section, the quality of the educators that are leading the schools and instructing the students has a direct impact on teaching and learning.

As shown in the figures above, progress has been made in increasing the percent of HQTs at both low and high poverty schools in many of the school districts. In spite of this progress, the need for equitable distribution of quality educators is evident. The

high poverty and high minority schools have a greater percentage of teachers with less experience. The percentage of teachers with less experience has actually increased at high minority schools, where, one could argue, the greatest need for experienced teachers exists.

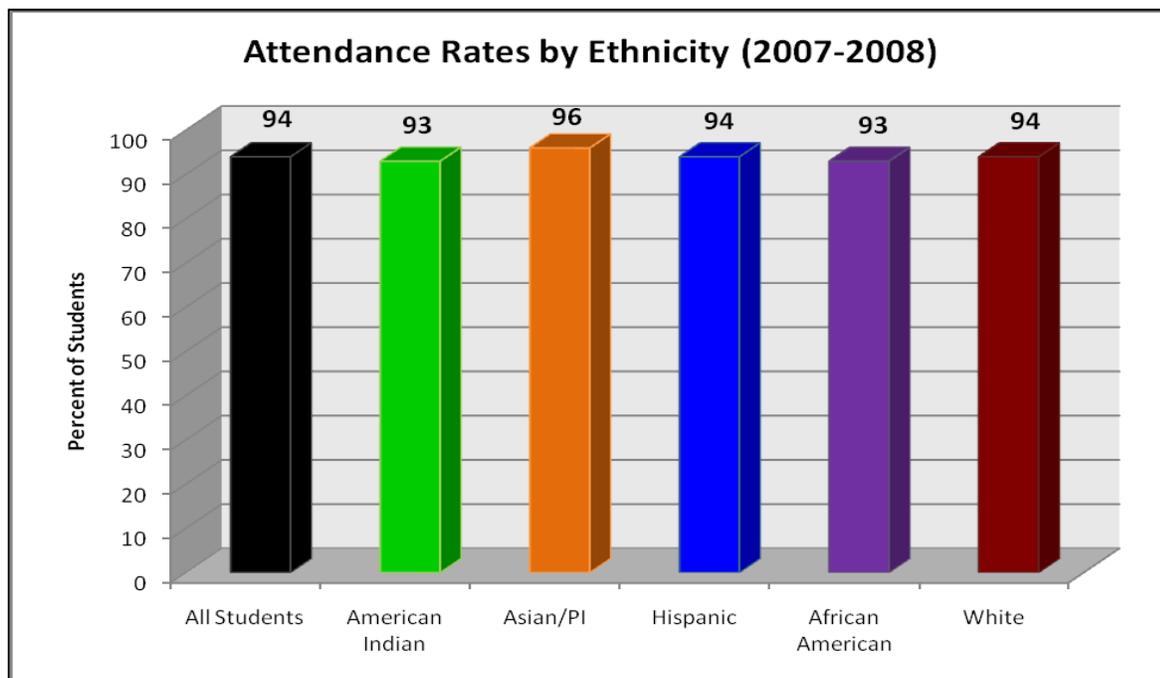
Key Indicator: Student Attendance Rates

The student attendance rates are measured by the attendance data reported by the school districts in their annual accountability reports (see Attachment H for information on the student attendance rate reporting elements). The student attendance rates in Nevada have consistently been above the NCLB requirement (90%). Over the last four years, there was variation of one or two percentage points in student attendance rates by ethnicity and by special populations. The attendance rates for the 2007-2008 school year are shown in the figures below.

Implications

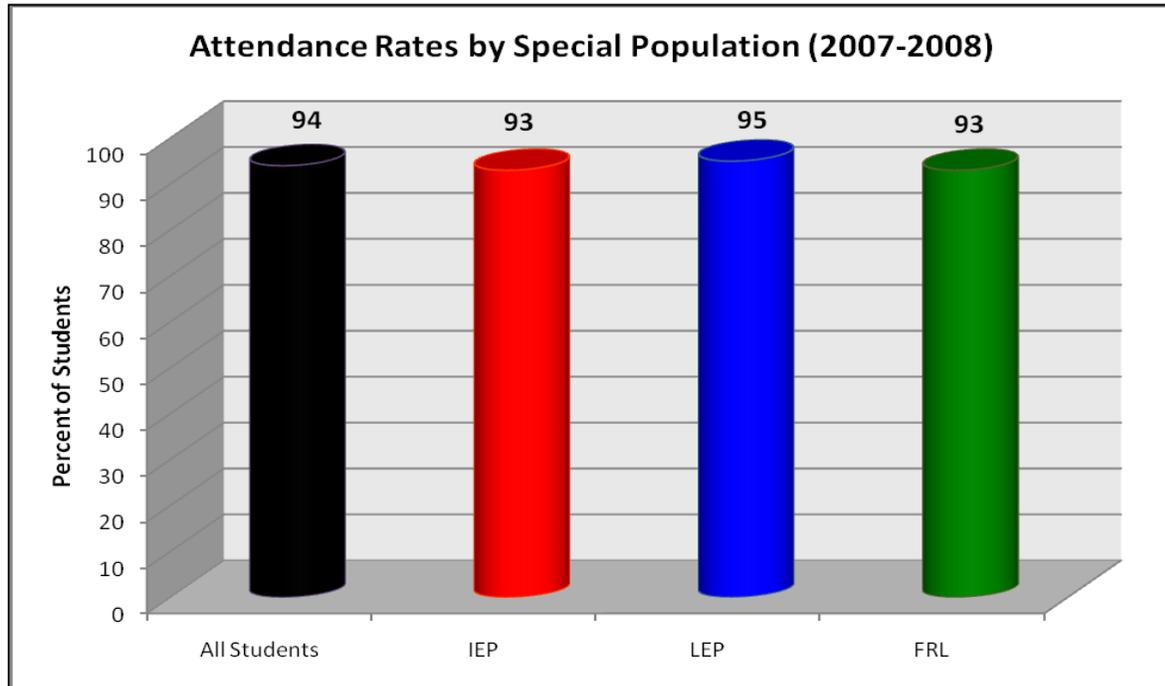
The analysis of the data for the key indicator “Attendance Rates” has provided a baseline for the status of attendance at the state level. As confirmed in the research reference in the previous section, a student’s interaction with the instruction, instructor, and peers produces essential learning in the classroom setting that cannot be replicated or made up with equal benefit. Attendance has a direct impact on student performance.

Figure 36



As shown in the Figures 36 and 37, the state averages for attendance rates have been consistently high. Further analysis could occur by levels (elementary, middle, and high) to determine if variations exist. It would also be beneficial to analyze a sample of individual schools to determine if the school level rates are consistent with the state averages. Attendance is a key indicator of success and warrants further study.

Figure 37



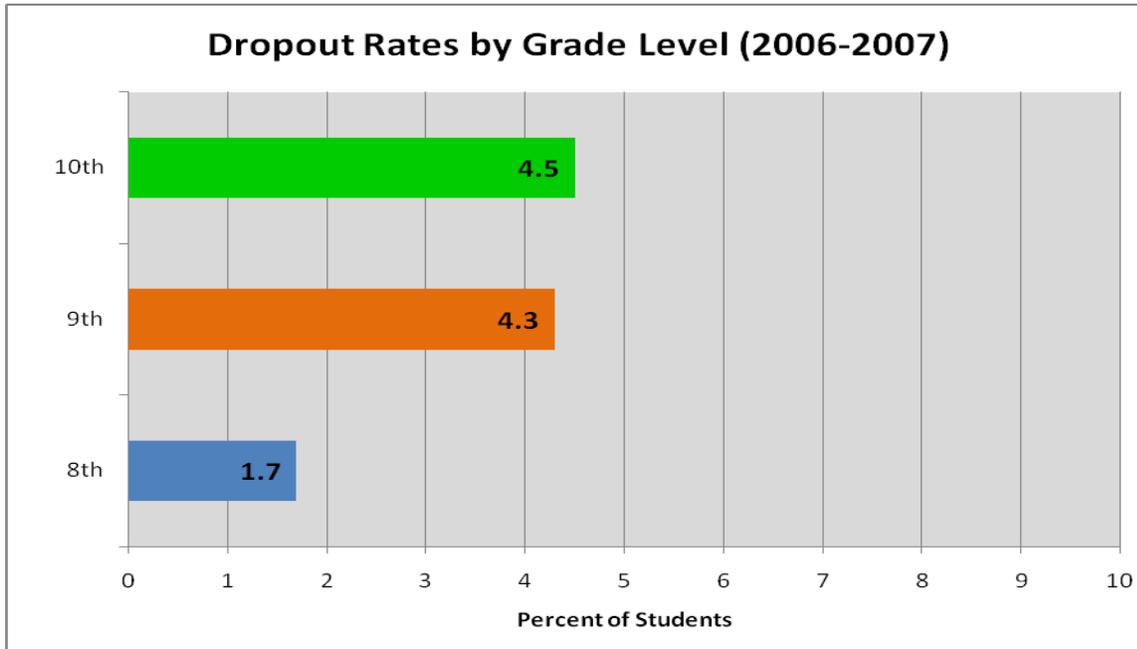
Key Indicator: Transition to High School

At this time, the primary data source at the state level for measuring the status of transitions to high school is the dropout and retention data for eighth graders. The dropout rates for eighth grade are collected with the high school dropout rates, as described on page 32. The dropout rates by grade level are shown in Figure 38.

Highlights of Figure 38:

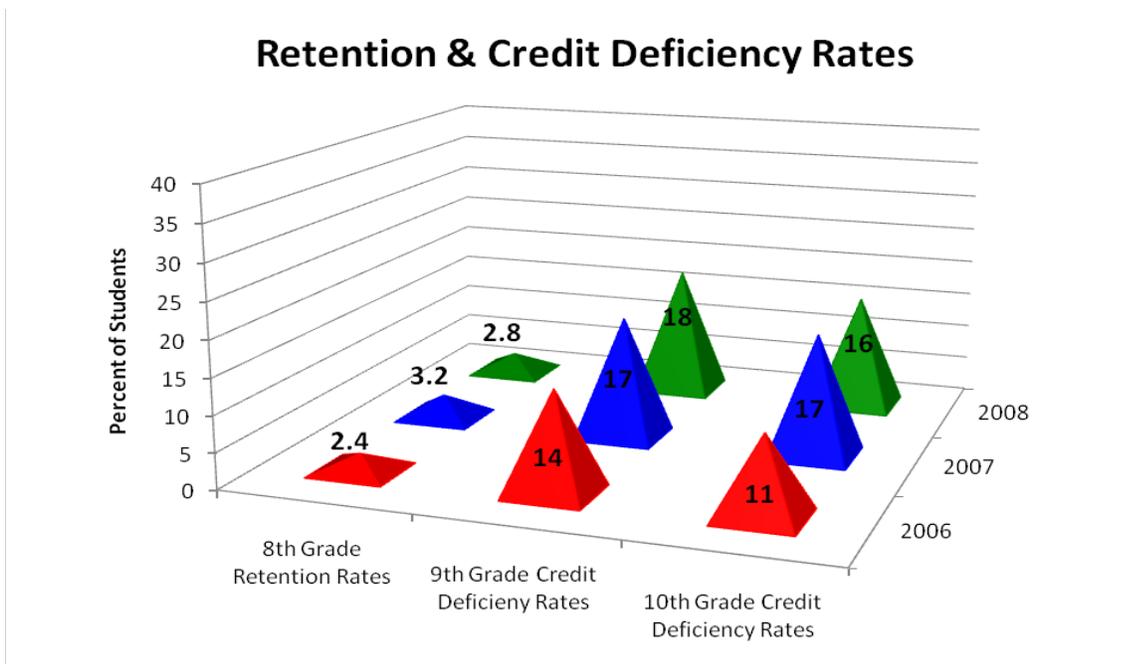
- The eighth grade dropout rate of 1.7% equates to over 580 students that did not transition to ninth grade.
- The eighth grade dropout rate is 2.5 percentage points lower than the early high school grades.

Figure 38



The retention rates and credit deficiency rates are reported by the school districts in their annual accountability reports. The retention rates for eighth grade are shown in Figure 39 to illustrate the percent of students that are not transitioning to high school due to retention. The credit deficiency rates for ninth and tenth grades are shown in Figure 39 to illustrate the struggle of some students to keep up with credit requirements, even when they advanced to high school.

Figure 39



Highlights of Figure 39:

- The 2007 eighth grade retention rate of 3.2% equates to over 1,090 students that did not transition to ninth grade.
- Based on eighth grade dropout and retention rates in the 2006-2007 school year, five percent of the eighth graders did not transition to high school.
- The eighth graders who did advance to ninth grade at the end of the 2006-2007 school year became part of the cohort who, in the 2007-2008 school year, had a credit deficiency rate of 18%.

Implications

The analysis of the data for the key indicator “Transition to High School” provided a baseline for the status of middle to high school transitions in the state. As confirmed in the research reference in the previous section, a successful transition from middle to high school is a determining factor for student performance in high school and beyond.

As noted in the highlights, five percent of eighth graders did not transition to ninth grade in the 2006-2007 school year. The ninth graders in the 2007-2008 school year had a credit deficiency rate of 18%. It is evident that efforts to make the transition from middle to high school more successful are needed for almost a quarter of the student population.

Key Indicator Summary

The baseline data described above establishes the current status of the key indicators, as indicated by the measures used to analyze these indicators. From this baseline data, it is evident that there is a need for equitable distribution of quality educators. The high poverty and high minority schools have a greater percentage of teachers with less experience and have not met the NCLB “highly qualified” requirements. Quality educators impact the academic achievement of students. The achievement data indicates that specific student groups are not receiving the quality instruction they need to meet the performance targets.

It is evident that support systems are needed to ensure students have a successful transition from middle to high school, to keep them in school, and to help them complete high school with a diploma. Availability and access to programs that support students in their early school years is critical in ensuring that students receive the foundational skills needed to succeed in later grades.

In the final section, the 2008 STIP Action Plan lays out the “how to” of ensuring progress of the key indicators in order to accomplish the overarching goal of the STIP.

2008 STIP ACTION PLAN

The 2008 STIP Action Plan is designed to increase progress of the key indicators in order to accomplish the overarching goal of the STIP. The goal of the STIP is to effectively deliver a rigorous and relevant standards-based education that increases achievement, reduces the achievement gap, and prepares each student for post secondary college and career readiness.

The 2008 STIP Action Plan is a three year plan, with annual benchmarks to assess the progress being made. The strategies included in the Plan are targeted actions that will take place in the next three years to ensure progress of the key indicators. The strategies align with the ADAPT framework and the foundational beliefs guiding the state improvement plan. The strategies concentrate on specific key indicators, with identified measures and targets.

Strategy: School Improvement Support System

This strategy prioritizes the Alignment thread in the ADAPT framework by targeting the support system that assists schools and districts that are in need of improvement. Guided by the belief that effective leaders contribute to the success of teachers and students, the strategy will expand and refine the components of the system that support the school and district leadership. The activities of the strategy will focus on the school support team leaders (SSTL), a classroom observation tool, and the support for districts in corrective action.

The improvements to the support system will be measured by the SSTL reports and the district review reports. The effect of these improvements will be measured by the 2009 state assessment results as compared to the baseline data presented in this plan. The implementation target of this strategy is to utilize the classroom observation tool in all In Need of Improvement Year 3 and beyond schools. The outcome target is to increase student achievement. Progress in meeting these targets is intended to impact the following key indicators: Academic Achievement in Math, Reading, Writing, and Science; Developmental Readiness, and Quality Educators.

Strategy: Data Systems

This strategy prioritizes the Data thread in the ADAPT framework by targeting the access to and totality of the data in the system. Guided by the belief that effective use of data drives successful continuous improvement, the strategy will improve and expand the accessibility and comprehensiveness of the data and accountability systems. The activities of the strategy will carry out the work of the Longitudinal Data Systems (LDS) grant.

The improvements to accessibility and comprehensiveness of the system will be measured by data use monitors. The effect of these improvements will be measured by the 2009 state assessment results as compared to the baseline data presented in this plan. The implementation target of this strategy is to increase the number of users of

the data system. The outcome target is to increase student achievement. Progress in meeting these targets is intended to impact the following key indicators: Academic Achievement in Math, Reading, Writing, and Science.

Strategy: Curricular and Instructional Designs

This strategy prioritizes the Achievement and Professional Development threads in the ADAPT framework by targeting the curricular and instructional designs that meet the needs of student learners. The belief that a challenging and relevant curriculum delivered by quality educators in a safe and caring environment improves student learning guides this target. The strategy will expand effective curricular and instructional designs that prepare students for future success. The activities of the strategy will focus on incorporating the knowledge and skills of future work into the Content Standards, expand the network of successful schools, and expand the availability and impact of CTE programs.

The implementation of effective curricular and instructional designs will be measured by implementation fidelity measures. The effect of these designs will be measured by the 2009 state assessment results, graduation rates, and dropout rates, as compared to the baseline data presented in this plan. The implementation target of this strategy is to increase the number of schools that have a high degree of implementation. The outcome target is to increase student achievement and graduation rates, and decrease dropout rates. Progress in meeting these targets is intended to impact the following key indicators: Academic Achievement in Math, Reading, Writing, and Science; Developmental Readiness, Dropout Rates, Graduation Rates, High School Completion, Transition to High School, Quality Educators, and Post PreK-12 Success.

Strategy: Career & Technical Education Offerings

This strategy prioritizes the Achievement and Professional Development threads in the ADAPT framework by targeting CTE with the core content areas and dual credit offerings. The belief that a challenging and relevant curriculum delivered by quality educators in collaboration with business and community involvement improves student learning guides this target. The strategy will expand the CTE classes into standards-based core content credit options and expand dual credit offerings. The activities of the strategy will focus on increasing the number of CTE teachers with dual endorsements, the number of CTE and core teacher teams, and the availability of CTE options for eighth through tenth grades.

The increases to the CTE teachers and offerings will be measured by the teacher licensure reports and course offering reports. The effect of these improvements will be measured by the 2009 state assessment results, graduation rates, and dropout rates, as compared to the baseline data presented in this plan. The implementation target of this strategy is to increase the number of CTE teachers and offerings. The outcome target is to increase student achievement and graduation rates, and decrease dropout rates. Progress in meeting these targets is intended to impact the following key

indicators: Academic Achievement in Math, Reading, Writing, and Science; Dropout Rates, Graduation Rates, Quality Educators, and Student Attendance.

Strategy: Intervention Systems

This strategy prioritizes the Achievement and Professional Development threads in the ADAPT framework by targeting the intervention systems that meet the academic and behavioral needs of students. Guided by the belief that the implementation of proven practices and effective use of data has the most impact on student learning, the strategy will expand the effective implementation of evidence-based intervention systems that increase the performance of all students. The activities of the strategy will focus on increasing the number of schools implementing the Instructional Consultation teams, the development and institutionalization of Response to Intervention systems, and the number of Technical Preparation courses that provide dual credit opportunities.

The implementation of effective intervention systems will be measured by implementation fidelity measures. The effect of these intervention systems will be measured by the 2009 state assessment results, graduation rates, and dropout rates, as compared to the baseline data presented in this plan. The implementation target of this strategy is to increase the number of schools that have a high degree of implementation. The outcome target is to increase student achievement and graduation rates, and decrease dropout rates. Progress in meeting these targets is intended to impact the following key indicators: Academic Achievement in Math, Reading, Writing, and Science; Developmental Readiness, Dropout Rates, Graduation Rates, and High School Completion.

Strategy: STARS: Nevada’s Blueprint for Secondary Education Improvement

This strategy prioritizes the Target thread in the ADAPT framework by targeting the improvement of secondary education. The belief embedded in the *STARS Blueprint* is that a challenging and relevant curriculum delivered by quality educators in a safe and caring environment improves student learning. In addition, the improvement of secondary education must include active involvement of parents, business, and the community. The strategy will expand promising practices that have shown success in increasing student achievement and graduation rates, and in decreasing dropout rates. Progress in meeting the targets of this strategy is intended to impact the following key indicators: Academic Achievement in Math, Reading, Writing, and Science; Dropout Rates, Graduation Rates, High School Completion, Post PreK-12 Success, Student Attendance Rates, and Transition to High School.

The six strategies have been selected based on a prioritization of the key indicators and the current state initiatives that have shown promise in practice. In Figure 40, the strategies are aligned with the corresponding ADAPT threads, the foundational beliefs, and key indicators. Implementation measures (IM) and outcome measures (OM) are identified, with the targets that will be measured at the end of each year.

Figure 40: 2008 STIP Action Plan Summary Table

ADAPT thread	Beliefs	Key Indicator(s)	STRATEGY	Sample Activities to Carry Out Strategy	Measures	Targets
ALIGNMENT	Adequate & Equitable Funding Continuous Improvement Educational Leadership Parent & Community Involvement Quality Educators	Achievement in Math, Reading, Writing, & Science Developmental Readiness Quality Educators	Expand and refine system of support for districts and schools identified as in need of improvement.	<ul style="list-style-type: none"> • Further development of training and evaluation protocols for school support team leaders; • Development and implementation of a uniform classroom observation tool for use in schools identified for corrective action and restructuring; and • Refinement of the system of support for districts which are identified for improvement or corrective action. 	IM: SSTL reports District review reports OM: CRT, Writing, & HSPE Results	IM: Utilize in all schools INOI Year 3 and beyond. OM: Increase student achievement.
DATA	Continuous Improvement Effective Use of Data	Achievement in Math, Reading, Writing, & Science	Improve and expand the accessibility and comprehensiveness of the data and accountability systems.	Carry out LDS grant to: <ul style="list-style-type: none"> • Provide PreK-16 student data transfer; • Provide linkage of student, fiscal, and teacher data bases; and • Provide trend data for achievement. 	IM: Data use monitors OM: CRT, Writing, & HSPE Results	IM: Increase the number of users. OM: Increase student achievement.
ACHIEVEMENT PROFESSIONAL DEVELOPMENT	Student Learning Challenging & Relevant Standards-based Curriculum Quality Educators Relationships in a Safe Environment	Achievement in Math, Reading, Writing, & Science Developmental Readiness Dropout Rates Graduation Rates HS Completion Transition to HS Post PreK-12 Success Quality Educators	Identify and expand effective curricular and instructional designs that are meeting the needs of student learners in preparing them for future success, especially with respect to the knowledge and skills needed for future work and the rapidly changing conditions of modern life.	<ul style="list-style-type: none"> • Revise Technology and other Core Standards to incorporate what students need to know and be able to do for future success; • Expand the state network of Successful Schools; • Expand the Mega School Recognition program; • Increase the number of CTE opportunities for students; • Increase the number of CTE courses that meet the demands of the community's workforce needs; • Provide more work-based learning opportunities for 11th and 12th graders in CTE courses; and • Establish a partnership with Partnership for 21st century Skills group. 	IM: Implementation Fidelity Measures OM: CRT, Writing, & HSPE Results Graduation Rates Dropout Rates	IM: Increase number of schools that have high degree of implementation. OM: Increase student achievement. Increase graduation rates. Decrease dropout rates.

ADAPT thread	Beliefs	Key Indicator(s)	STRATEGY	Sample Activities to Carry Out Strategy	Measures	Targets
ACHIEVEMENT PROFESSIONAL DEVELOPMENT	Student Learning Challenging & Relevant Standards-based Curriculum Parent & Community Involvement Quality Educators	Achievement in Math, Reading, Writing, & Science Dropout Rates Graduation Rates Quality Educators Student Attendance Rates	Expand CTE classes into standards-based core content credit options and dual credit offerings.	<ul style="list-style-type: none"> • Increase the number of CTE teachers who have dual teaching endorsements in CTE and academic areas; • Increase number of courses taught by teamed CTE and academic teachers; and • Provide more CTE options for students in the 8th, 9th, and 10th, grades. 	IM: Teacher Licensure reports Course Offering reports OM: CRT, Writing, & HSPE Results Graduation Rates Dropout Rates	IM: Increase the number of qualified dual credit teachers. OM: Increase student achievement. Increase graduation rates. Decrease dropout rates.
ACHIEVEMENT PROFESSIONAL DEVELOPMENT	Student Learning Effective Use of Data	Achievement in Math, Reading, Writing, & Science Developmental Readiness Dropout Rates Graduation Rates High School Completion	Expand the effective implementation of evidence-based intervention systems to increase the academic and behavioral performance of all students, with an additional focus on those students who struggle to learn as a result of poverty, second language, and/or learning disabilities.	<ul style="list-style-type: none"> • Increase the number of schools implementing the Instructional Consultation (IC) Teams model; • Develop and maintain materials at the NDE website to help educators, family members, policy makers, and others to understand the reason for and considerations associated with Response to Intervention (Rtl), including implications for the identification of students with learning disabilities; • Provide technical assistance to school districts with regard to development and institutionalization of their Rtl systems. • Increase the number of Tech Prep articulated courses which provide students with dual credit in high school and community college. 	IM: Implementation Fidelity Measures OM: CRT, Writing, & HSPE Results Graduation Rates Dropout Rates	IM: Increase number of schools that have high degree of implementation. OM: Increase student achievement. Increase graduation rates. Decrease dropout rates.

ADAPT thread	Beliefs	Key Indicator(s)	STRATEGY	Sample Activities to Carry Out Strategy	Measures	Targets
TARGET	Student Learning Quality Educators Relationships in a Safe Environment Effective Use of Data Parent & Community Involvement	Achievement in Math, Reading, Writing, & Science Dropout Rates Graduation Rates HS Completion Post PreK-12 Success Student Attendance Rates Transition to HS	Expand promising practices that have shown success in increasing student achievement and graduation rates, and decreasing dropout rates, as laid out in <i>STARS: Nevada's Blueprint for Secondary Education Improvement</i> .	See <i>STARS Blueprint</i>	See <i>STARS Blueprint</i>	See <i>STARS Blueprint</i>