



2010

Nevada

State

Improvement Plan

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

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Dr. Keith Rheault, Superintendent of Public Instruction

Gloria Dopf, Deputy Superintendent of Instructional, Research, & Evaluative Services

Greg Weyland, Deputy Superintendent of Administrative & Fiscal Services

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Key partners in the Nevada educational system collaborated to revise the 2010 *Nevada State Improvement Plan*. The following key partners participated in the revision of the 2010 *STIP* through meetings and/or electronic input:

Leadership of the Nevada Department of Education:

Keith Rheault, Superintendent of Public Instruction
Gloria Dopf, Deputy Superintendent of Instructional, Research, and Evaluative Services
Greg Weyland, Deputy Superintendent, Administrative and Fiscal Services
Jerry Barbee, Director, Teacher Licensure
Carol Crothers, Director, Assessment, Program Accountability and Curriculum (APAC)
Rorie Fitzpatrick, Director, Special Education, Elementary and Secondary Education, and School Improvement Programs (SEESIP)
Mike Raponi, Director, Career, Technical, and Adult Education(OCTAE)
Donnell Barton, Director, Child Health and Nutrition
Glenn Meyer, Director, Information Technology
Steve Canavero, Director, Charter Schools

At least one employee of a school district in a county whose population is 100,000 or more

Jhone Ebert, Chief Technology Officer, Clark County School District

At least one employee of a school district in a county whose population is less than 100,000

Caroline McIntosh, Superintendent, Lyon County School District

At least one representative of the Regional Professional Development Programs

Dave Brancamp, Director, Northwest Regional Professional Development Program

Additional participants in the revision process were as follows:

Chris Cheney, Dean, College of Education, University of Nevada, Reno
William Speers, Dean, College of Education, University of Nevada, Las Vegas
Bill Thornton, Chair, College of Education, University of Nevada, Reno
Linda Heiss, NSHE, Director of Research and Data
Debra Robinson, Director II, Assessment, Accountability, Research and School Improvement, Clark County School District
Craig Stevens, Director of Education Policy and Research, NSEA
Alison Turner, President, Parent Teacher Association
Shawn Vogel, Grant Coordinator, PIRC
Steven Laden, Well Fargo Advisors
Susan Keema, Carson City School District

Nevada Department of Education, STIP Workgroup members:

Julian Montoya, Assistant Director, APAC
Andrew Parr, Consultant, APAC
Diane Mugford, Consultant, APAC
Leslie James, Consultant, APAC
Katherine Roher, Program Officer, Office of Teacher Licensing
Deborah Well, Statistician, OCTAE
Jane Splean, Assistant Director, SEESIP
Homa Anoshehpour, Assistant Director, SEESIP
Marcia Calloway, Consultant, SEESIP
Charlotte Curtis, Consultant, SEESIP
Dina Dyre-Romero, Consultant, SEESIP
Lee Deburle, Consultant, OCTAE

TABLE OF CONTENTS

Executive Summary	iv-ix
Section 1	2
Board Goal 1: Plan and Alignment	6-10
Board Goal 2: Increase Proficiency	11
Achievement in Math	12
Achievement in Reading	18
Achievement in Writing	23
Achievement in Science	28
Special Education Indicators	33
Board Goals 3 & 4: Improve Graduation Rate Insure College and Career Readiness	35
Dropout Rates	36
Graduation Rates	37
SAT & ACT Scores	40
Post P-12 Success	40
Board Goal 5: Insure Highly Qualified Educators	43
Highly Qualified Teachers	44
Professional Development	
Board Goal 6: Innovative Programs and Targeted Outcomes 2010 STIP Action Plan	47
Attachment One: Nevada Revised Statutes	
Attachment Two: Architecture for Educational Reform	
Attachment Three: 2009 Status of Key Indicators	

Executive Summary

Each year the Nevada State Board of Education (SBE) reviews and revises the Nevada State Improvement Plan pursuant to Nevada Revised Statute (NRS) 385.34691 (Attachment One). The 2010 Nevada State Improvement Plan (2010 STIP) reflects the evolving refinement of 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 curriculum, instruction, and assessment.

The fall of 2004 was the first year the SBE was required to develop a State Improvement Plan. At that time the Nevada Department of Education (NDE) STIP workgroup 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.

Upon adoption of the *2010 STIP*, the SBE submits 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, the governing body of each charter school, and provides an electronic version on the NDE website (<http://www.doe.nv.gov/>).

Architecture for Education Reform in Nevada

In the 2009-2010 school year, key partners in the Nevada education system collaborated to update the reform agenda to incorporate the changing landscape in education both locally and nationally. This collaboration was guided by the ADAPT framework. **ADAPT** is a continuous improvement framework that was formed to guide the State Improvement Planning and Implementation process. The systemic elements of ADAPT are:

The **A**lignment of systems, the use of **D**ata for accountability and to inform instruction that will result in optimal student **A**chievement supported through **P**rofessional Development to reach **T**argeted outcomes.

This systemic framework has enabled the State to develop and implement a reform agenda that adjusts to meet State and Federal mandates and leadership initiatives.

The Vision and Mission of the SBE for this reform agenda is:

Vision: Inspiring a better educated Nevada through effective policies.

Mission: The Nevada State Board of Education, working in partnership with the Nevada Department of Education, school districts, families and the

community, serves as an advocate and leader for all learners by adopting, implementing, and evaluating policies that promote educational effectiveness, productivity, citizenship and person satisfaction, which will enable students to be successful.

The vision and mission are focused on the overarching goal, “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 utilization of the ADAPT framework enables an understanding of the alignment among the systems elements that must be in place for the reforms articulated under the Race to the Top Agenda to succeed. The alignment of these components is demonstrated below:
SEE ATTACHMENT TWO: ARCHITECTURE FOR EDUCATION REFORM IN NEVADA FOR FULL ALIGNMENT SUMMARY

<u>ADAPT Elements</u>	<u>Race To The Top Agenda</u>
<u>A</u>lignment	<ul style="list-style-type: none"> ◇ Adopt and implement rigorous and relevant Common Core State Content Standards in ELA and Math, including aligned curriculum and instructional practices. ◇ Develop and implement an aligned and balanced assessment system.
<u>D</u>ata	<ul style="list-style-type: none"> ◇ Enhance the statewide longitudinal data system to provide student achievement data to support instruction, measure student growth, evaluate teacher and principal effectiveness, and be accessible to the public.
<u>A</u>chievement	<ul style="list-style-type: none"> ◇ Develop programs to insure that all students receive appropriate instruction based upon effective delivery of the rigorous and relevant State Standards including STEM. ◇ Develop processes to identify and turn around lowest achieving schools through the implementation of intervention models. ◇ Support expansion of innovative programs including effective charter schools.
<u>P</u>rofessional Development	<ul style="list-style-type: none"> ◇ Create a system of teacher and principal effectiveness, utilizing achievement growth data. ◇ Develop and expand alternative pathways for

	<p>teacher and principal licensure.</p> <p>◇ Provide high quality professional development to support standards implementation; understanding and use of data to inform instruction; expansion of innovative programs and best practices, including interventions to support struggling schools and students.</p>
<u>Targeted Outcomes</u>	<p>◇ Adopt specific measurable outcomes and use data to evaluate efficacy of programs.</p>

The SBE has adopted the following goals to move their reform agenda forward:

1. Develop and follow a work plan to ensure State Board effectiveness.
2. Increase student proficiency in reading, mathematics, science and writing.
3. Improve graduation rate.
4. Insure college and career readiness when students graduate from high school.
5. Insure highly qualified and effective teachers and administrators are in Nevada's classrooms and schools.
6. Support and expand innovative instructional programs.

The SBE is currently in the process of defining strategies and tactics to support these goals (see 2010 Action Plan, pages 48-51).

2010 Nevada State Improvement Plan

The progression of the state improvement plan over the last five years illustrates an evolution of building and enhancing the structure to measure the progress of the improvement work. The *2008 STIP* took the first step with the selection of twelve key indicators of success. Through a longitudinal analysis of existing statewide data, a prioritization of the key indicators resulted in nine measurable indicators that are targeted in the *2010 STIP*, with the remaining original indicators incorporated into the 2010 STIP Action Plan.

The key indicators of success are listed below:

Achievement in Math	Post PreK-12 Success
Achievement in Writing	Quality Educators
Achievement in Science	Reduction of Dropout Rates
Achievement in Reading	Transition to High School
Graduation Rates	

Data for the key indicators have been collected over time to provide a consistent and reliable review of results. The current status of the key indicators is shown below (see Attachment Three for the 2009 Previous Status of Priority Key Indicators chart). The colors represent the evaluation of the average change over the past several years

2010 STIP: Current Status of Key Indicators													
Student Group	Achievement in Math: Elementary	Achievement in Math: Middle	Achievement in Math: High	Achievement in Reading: Elementary	Achievement in Reading: Middle	Achievement in Reading: High	Achievement in Writing: Elementary	Achievement in Writing: Middle	Achievement in Writing: High	Graduation Rates	Dropout Rates	Quality Educators: Highly Qualified	Quality Educators: % 3 Years or more Experience
All Students	66.0%	61.5%	51.4%	59.6%	68.2%	79.8%	46.9%	57.3%	86.5%	73.1%	4.2%		
American Indian/Alaskan Native	56.7%	55.9%	43.6%	53.2%	63.6%	79.9%	41.2%	52.3%	83.9%	65.1%	5.5%		
Asian/Pacific Islander	79.1%	78.0%	66.0%	71.7%	79.8%	88.3%	62.3%	72.5%	89.8%	82.0%	3.2%		
Hispanic	58.8%	50.8%	36.6%	48.1%	58.4%	70.4%	37.8%	45.7%	79.6%	60.6%	6.2%		
Black/African American	49.3%	43.9%	34.0%	45.7%	53.9%	69.1%	37.2%	46.0%	78.7%	57.8%	6.4%		
White	75.2%	72.8%	66.2%	72.3%	78.8%	88.9%	55.2%	67.4%	92.5%	79.4%	3.6%		
FRL	56.6%	50.0%	37.1%	48.1%	57.4%	69.4%	37.0%	46.1%	78.8%				
IEP	35.4%	20.9%	12.3%	24.2%	22.0%	39.1%	13.3%	15.2%	44.1%				
LEP	49.3%	22.7%	12.1%	33.7%	21.0%	34.6%	20.0%	12.8%	29.7%				
High Poverty Schools												92%	78%
Low Poverty Schools												95%	86%

Note: "Achievement" = % proficient on CRT QE= Quality Educators
Coding: **Green** 3 or greater percentage point gain (2 or greater gain for QE)
Light Green less than 3 percentage point gain (less than 2 gain for QE)
Gray no gain or less than 3 percentage point loss (no gain or less than 2 loss for QE)
Red 3 or greater percentage point loss (2 or greater loss for QE)

The analysis of the math, reading, and writing results showed some progress in increasing student achievement, with the achievement gap being reduced in some cases. It is clear that many students need support systems in place that will keep them in school and help them graduate. The analysis of "quality educator" data showed some progress in increasing the percent of Highly Qualified teachers at both low and

high poverty and minority schools in many of the Nevada school districts. The need for equitable distribution of quality educators remains in order to ensure quality educators for all students.

The *2010 STIP* ensures progress on the key indicators in order to accomplish the overarching goal of the STIP: **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.**

Measurable objectives have been set for the key indicators, as listed below:

- *Measurable Objective for Math:* Increase academic proficiency in math by three percentage points. In addition, make substantive reductions in the achievement gaps.
- *Measurable Objective for Reading:* Increase academic proficiency in reading by three and a half percentage points. In addition, make substantive reductions in the achievement gaps.
- *Measurable Objective for Writing:* Increase academic proficiency in writing. In addition, make substantive reductions in the achievement gaps.
- *Measurable Objective for Science:* Increase academic proficiency in science. In addition, make substantive reductions in the achievement gaps.
- *Measurable Objective for Highly Qualified educators:* Increase the percent of core academic classes taught by teachers who meet “highly qualified” requirements at high poverty and high minority schools by two percentage points to reduce the gap in equitable distribution of “highly qualified” educators.
- *Measurable Objective for Teaching Experience:* Increase the percent of core academic classes taught by teachers who have three years or more of teaching experience at high poverty and high minority schools by two percentage points to reduce the gap in equitable distribution of experienced educators.
- *Measurable Objective for Dropout Rates:* Decrease the gap in dropout rates while decreasing the dropout rate for all student groups.
- *Measurable Objective for Graduation Rates:* Decrease the gap in graduation rates while increasing the graduation rates for all student groups.*

- *The single statewide graduation rate target will be 85%. For schools failing to achieve a 85% graduation rate, we will require a 10% reduction in the percentage of students leaving school without a standard, advanced, or adult diploma.*

The *2010 STIP Action Plan* is a three-year plan, with strategies that describe the targeted action that will take place in the next three years to sustain the positive gains and address the remaining concerns. The strategies (as listed below) focus attention on the reform efforts that will ensure progress in meeting the measurable objectives and accomplishing the key indicators of success (see Section 2 for the full action plan).

<i>2010 STIP Action Plan Strategies</i>
<ul style="list-style-type: none">• In partnership with all stakeholders, expand and refine the statewide systems for education.• Enhance the statewide longitudinal data systems to provide student achievement data to support instructions, measure student growth, evaluate teacher and principal effectiveness, and be accessible to the public.• Create a system of teacher and principal effectiveness, utilizing achievement growth data.• Develop and expand alternative pathways for teacher and principal licensure.• Provide high quality professional development to support standards implementation, understanding and use of data to inform instruction: expansion of innovative programs and best practices, including interventions to support struggling schools and students.• Develop processes to identify, and turn around lowest achieving schools through the implementation of intervention.• Support expansion of innovative programs including effective charter schools.• Adopt specific measureable outcomes and use data to evaluate efficacy of programs.• Expand promising practices that have shown success in increasing student achievement, graduation rates, post-secondary success, and decreasing dropout rates.

Comprehensive improvement plans take several years to implement and to demonstrate improvement in the targeted areas. Annual revisions provide 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. The newly revised and enhanced 2010 STIP lays out Nevada's plan to carry out its reform agenda.

2010 STATE IMPROVEMENT PLAN

INTRODUCTION

INTRODUCTION

Research indicates that reform 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 success of our communities, our state, and the nation hinges on the value we place on academic and intellectual achievement.
- The bottom line of school improvement is increased student learning that prepares students for post secondary college and career readiness.
- All children benefit from learning challenging and relevant curriculum aligned to state standards and college and career readiness expectations.
- Teachers and administrators can be quality educators when provided with 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 improving the quality of teaching and learning.
- Continuous improvement takes place through the implementation of standards-based school, district and state improvement efforts.
- Effective use of data is critical for measuring and supporting the continuous improvement of teaching and learning.
- Quality education must be equitably distributed and adequately funded to ensure that high expectations for all students are met.
- Parent and community involvement are critical to improved student performance.

These belief statements represent core values and operating principles that guide the *2010 STIP*.

Nevada Education Landscape

Nevada has a system of 17 public school districts that reflect the unique population distribution within the state. Clark County is currently the fifth largest school district in the country, with 309,335 students. An adjacent school district, Esmeralda, has only 69

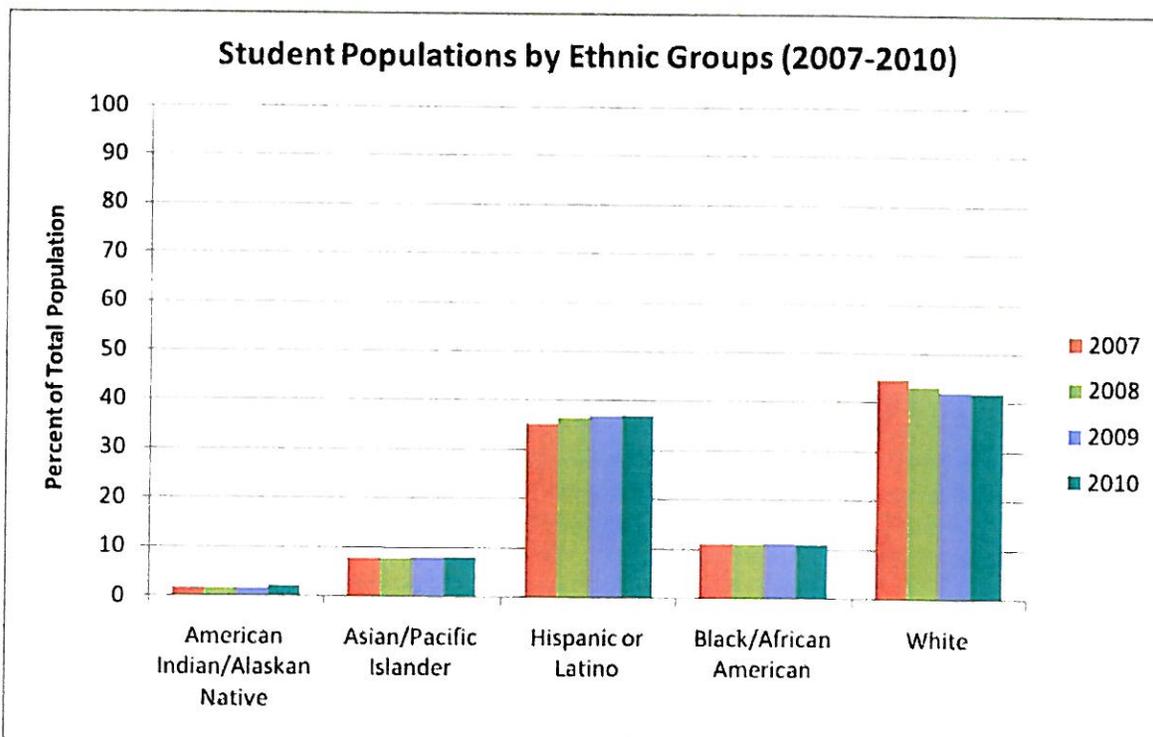
enrolled students. Based upon data gathered during the 2010 Adequate Yearly Progress analysis, the state has a total of 668 schools, with 384 elementary schools, 143 middle schools, and 141 high schools.

The 2009-2010 class size student-teacher ratio for the state was 20:1, with the highest student-teacher ratio of 23:1 in fourth and fifth grades. There are 22,885 full time equivalent teaching positions, according to the February 2009 Research Bulletin published by the NDE. Nevada's average teacher salary as per the Nevada Research Bulletin (February 2009) is \$51,045. The National Education Association's most recent Rankings and Estimates (2010) lists the national average teacher salary at \$55,350.

During the 2009-2010 school year, 436,037 students were enrolled in Nevada public schools. This was a drop of approximately 1,400 students from the previous year, the first decrease in many years. As shown in Figure 1, the Hispanic student population has increased the most, from 35.3% in 2007 to 37.3% in 2010. In contrast, the White student population has decreased by 2.8 percentage points from 2007 to 2010. The minority student populations make up 58% of Nevada's total student population.

The percent of students identified as Limited English Proficient (LEP) represented 16.6% of the student population in 2010. Of the 130 different languages spoken, Spanish is by far the most common, with 91% of the LEP student group listing Spanish as the language spoken at home on the Home Language Survey.

Figure 1



The percent of students living in poverty, as determined by eligibility for free or reduced price lunch (FRL), has increased from 38.1% in 2007 to 41.9% in 2010. The percent of students having Individualized Education Plans (IEP) decreased from 11.2% in 2007 to 10.4% in 2010.

Organization of the STIP Document

The foundational beliefs above guide the development of strategies that carry out the reform efforts laid out in the state improvement plan. The role of continuous improvement is to implement comprehensive improvement plans that ensure progress of the key indicators of success that lead to accomplishing the goals of the Nevada education system.

The *2010 STIP* is organized into three sections:

1. The first section is organized around the SBE Goals, with the results of various outcome data used to measure the progress of the relevant key indicators of success. This analysis helps to identify the progress of the key indicators and identify continuing concerns.
2. The second section lays out the *2010 STIP Action Plan* that details the improvement strategies and the activities to carry out these strategies.
3. The third section includes the attachments that provide the relevant supporting documentation for the *2010 STIP*.

Section 1
State Board Goals

STATE BOARD GOAL 1

Develop and follow a work plan to ensure State Board effectiveness.

Nevada's reform work is planned, implemented and evaluated within a continuous improvement framework. The intention is that school level improvement, district level improvement, and state level improvement occur within an aligned system. This connection ensures that the reform efforts with the *2010 STIP* aligns to the SBE work plan, with the NDE work plans aligning to both.

The SBE's goals are encompassed within the overarching goal of the 2010 STIP: ***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 Alignment component, first of the ADAPT framework, presents a systems focus. Nevada's continuous improvement model provides the framework for the state improvement plan to work toward this goal. The systemic elements of **ADAPT** are:

The **A**lignment of systems, the use of **D**ata for accountability and to inform instruction that will result in optimal student **A**chievement supported through **P**rofessional Development to reach **T**argeted outcomes.

This model has enabled the State to develop and implement a reform agenda that can be adjusted to meet State and Federal mandates and leadership initiatives. The systemic components guide the state improvement plan with a focus on key indicators of success. Nevada's nine measurable key indicators, as aligned to the ADAPT framework, are described with supporting research in Table 1 below.

Table 1. 2010 STIP Key Indicators of Success

ADAPT Component	Key Indicator(s)	Research
Data & Achievement	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). ACT recommends high school students take the minimum number of courses recommended in <i>A Nation at Risk</i> which includes four years of English and three years each of math, science and social studies. However, ACT's Rigor at Risk found that additional higher-level courses beyond the minimum core are necessary to "have a reasonable chance of becoming ready for college."

Professional Development	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).
Target	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	Completion of high school is a strong predictor of a student's post secondary readiness and future success. 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) (NCES, 2008).
	Post P-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).
	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).

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 or other metrics. As state level data become available for these content areas or other data elements/methods for evaluating student performance, consideration will be given to expanding or adjusting key indicators.

By setting measurable objectives for key indicators of success, Nevada is dedicated to a continued improvement of the system and accomplishment of the goals. The 2010 STIP takes an important step toward measuring the progress of the key indicators of success.

Nevada Progress to Date

The 2009 goal in the 2009 STIP was *to improve student performance through focused collaboration with all key partners for an adequate and equitably funded system of public education with a cohesive statewide continuous improvement process that includes meaningful parent and community involvement and drives all levels (school, district, and state) to improve student learning and classroom instruction.* Continuous improvement is an ongoing process for all Nevada schools, districts, and the state.

The Alignment component was targeted in the *2009 STIP Action Plan* to ensure that the systems and practices be sustained that support progress toward meeting the key indicators of success and reaching the improvement goals. The NDE, in collaboration with key partners throughout the state, has implemented a number of mechanisms of support and guidance for statewide improvement.

Student Achievement Gap Elimination (SAGE)

The NDE developed the SAGE process to be utilized with schools identified as In Need of Improvement. Each year this revision process is followed to ensure continuous improvement. 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 SAGE guidebook to improve student learning.

School Improvement Plans

As set forth by the passage of the No Child Left Behind (NCLB) Act and Nevada Revised Statutes Chapter 385, the Nevada Legislature in 2003 passed legislation requiring, regardless of Adequate Yearly Progress (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 and develop or revise a school plan. NDE has put forth the option to choose from several consequences: Curriculum Audit, Supplemental Targeted Technical Assistance, Supplemental Targeted Professional Development, School Support Team, Resource Acquisition, or other consequence. Title I schools, and many other schools, use the SAGE process to develop or revise their school improvement plans.

District Improvement Plans

All Nevada school districts submit District Improvement Plans in December pursuant to the requirements of law, as stated above. In their 2009 District Improvement Plans, the majority of districts identified improving services for the IEP and ELL student populations. The majority of the districts included a goal relating to professional development that focused on their specific improvement needs. More than two thirds of the districts identified improvement needs in parent involvement and the expansion of data. Many districts included goals that targeted extending instructional time, improving services to the LEP student population, enhancing technology, and expanding alignment efforts.

State Improvement Plan

State legislation requires that the SBE revise the current state improvement plan each year, based on the outcomes of the previous year. The Nevada Revised Statute 385.34691 (see Attachment One) establishes the requirements for this plan. Key partners in the Nevada educational system participated in the revision of the *2010 STIP* (see the Executive Summary for the names of this year's participants).

Parent and Community Involvement

The State of Nevada has systems in place for parent and community involvement in the improvements to the educational process. 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 SBE's regularly scheduled meetings. In addition, each district must include at least one parent on the School Wellness Policy committee.

An essential component of comprehensive statewide educational reform 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 *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.

Funding for Continuous Improvement

Nevada Revised Statute (NRS) 387.121 guarantees the per-pupil level of financial support. The average per-pupil expenditure in Nevada for the 2009-2010 school year was \$6,665. Nevada's per-pupil expenditure is significantly lower than the national average of \$11,839. It is significant to note that since the 2008-2009, the NDE and school districts have had to cut budgets due to revenue shortfall. Additional budget cuts are expected in the next biennium. Although the *2010 STIP* puts forth actions to ensure progress on the key indicators of success, it is important to underscore that these budget reductions will impact the state and districts' ability to reach these expectations.

2010 STIP Alignment Strategy

The 2010 STIP Alignment strategy carries forward the SBE's vision and mission of *inspiring a better-educated Nevada by adopting, implementing, and evaluating policies that promote educational effectiveness, productivity, citizenship and personal satisfaction for students to be successful.*

**STATE BOARD GOAL 2
INCREASE STUDENT PROFICIENCY IN READING, MATHEMATICS,
SCIENCE AND WRITING.**

The Data and Achievement components of ADAPT target the goal to increase student proficiency. The goals within the 2009 STIP Action Plan ensured that data systems directly impacted student achievement. The 2009 goals were:

- *To improve classroom instruction and student performance through continued use of consistent and relevant data at all levels (student, classroom, school, district, and state) that supports the improvement planning process, that evaluates the effectiveness of planned programs, and that drives instructional decisions focused on increased student achievement.*
- *To improve classroom instruction and student performance through the implementation of proven practices in core content areas (Reading, Writing, Math, Science, and Social Studies), with attention to the reduction of achievement gaps.*

In June 2010, the SBE adopted the Common Core State Standards. The Nevada Common Core Roll-out Coalition was formed to help Nevada educators, parents, students, legislators and stakeholders understand the significance of the adoption of the Common Core State Standards in English language arts and mathematics as the foundation of curriculum, instruction and assessments. Nevada became a member of the SMARTER Balanced Assessment Consortium to aide in the roll-out. The timeline is illustrated in Table 2 below.

Table 2. Standards and Assessments Timeline

Fall 2010	Gap analyses will be completed to identify the similarities and differences of the currently-used Nevada Academic Content Standards and the Common Core State Standards.
Spring 2011	A multi-tier implementation and professional development plan will be developed and communicated with Nevada educators.
2011-2014	Nevada's existing assessment system, based on present Nevada Standards, of Criterion Reference Tests, Writing, High School Proficiency Exams and Nevada Alternate Assessment will remain in place.
2013-2014	Common assessments aligned to Common Core State Standards will be field-tested with a sampling of students and schools across the SMARTER Balanced Assessment Consortium member states.
2014-2015	The SBAC Common Assessments will be operational and included in the Nevada's system of accountability.

Assessments aligned to the CCSS will be fully implemented by the 2014-2015 school year. Until then, the existing assessment system of Criterion Referenced Tests, Writing, High School Proficiency Exams and Nevada Alternate Assessment will remain in place. Curriculum alignment between the Nevada state standards and the CCSS will ensure that all students are adequately prepared to participate in the Nevada Proficiency Examination Program.

Progress is being made in refining the statewide data systems to support the improvement cycle and in expanding the systems of curriculum and instruction support to increase student performance.

Nevada Progress to Date

The *2009 STIP* had six key indicators of success aligned to the Data and Achievement components of the ADAPT framework. Four of the key indicators focused on student performance in the content areas of math, reading, writing, and science. One key indicator targeted student performance in the early years (PreK to second grade). The final key indicator addressed student attendance.

The key indicators of Achievement in Math, Reading, Science, and Writing are measured by student progress on the state criterion-referenced tests (CRT) and the high school proficiency exams (HSPE). Student performance in math, reading, and writing is reported on the graphs that follow, using "percent proficient or above" over the past four school years (i.e., 2006-2007, 2007-2008, 2008-2009 and 2009-2010). This metric reflects the percent of students who passed the test at each grade level. Every year, this percentage reflects the specific group of students who took a grade-level test. For elementary and middle levels, this group includes all students who took the CRT. For the high school level, this group is 10th grade first-time test takers. The HSPE is first administered to students at grade 10, and students have multiple opportunities to pass the HSPE. The passing of the HSPE in math is required in order to graduate with a Standard or Advanced Diploma.

The graphs below report the achievement trends for the whole student population, for the five ethnicity subgroups, and for three special population subgroups (FRL, IEP, and LEP). It is important to note that the IEP and LEP groups represent a potentially changing body of students each year. These students are identified due to specific learning and/or language needs. Once improved and no longer in need of special services, the students are exited from the category. Data for the analyses presented in this section comes from the NDE's longitudinal student information system, the System of Accountability Information in Nevada (SAIN). These data reflect the best efforts of state, district, and local educators to track the performance of students over time.

Key Indicator: Achievement in Math

Student achievement in math is measured by the Nevada Proficiency Examination Program assessments. The CRTs are administered to students in grades 3-8 each spring, and the HSPEs are administered to students in high school. Student performance on these state assessments is the primary data source for measuring math achievement for the 2010 STIP.

Elementary Level

Elementary students' performance in math statewide is represented in Figures 2 and 3 in a four year span. Figure 2 reports the achievement trends for the "all students" subgroup and five ethnicity subgroups by year. Figure 3 reports the achievement trends for the "all students" subgroup and three special population subgroups by year.

Between 2006-2007 and 2009-2010,

- The performance of All Students increased by over six percentage points.
- The LEP student group had the greatest increase, with an increase of over twelve percentage points from 2007 to 2010.
- The Hispanic subgroup met the measurable objective target of a three percentage point (or more) increase in academic proficiency, as determined by average change from 2007 to 2010.

Figure 2

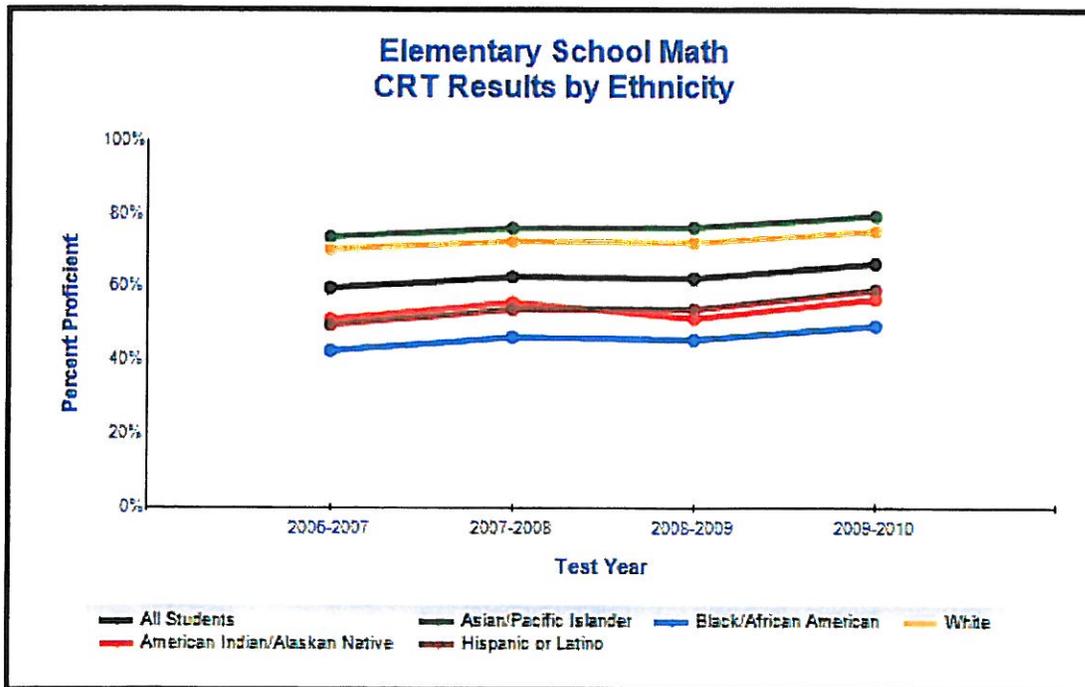
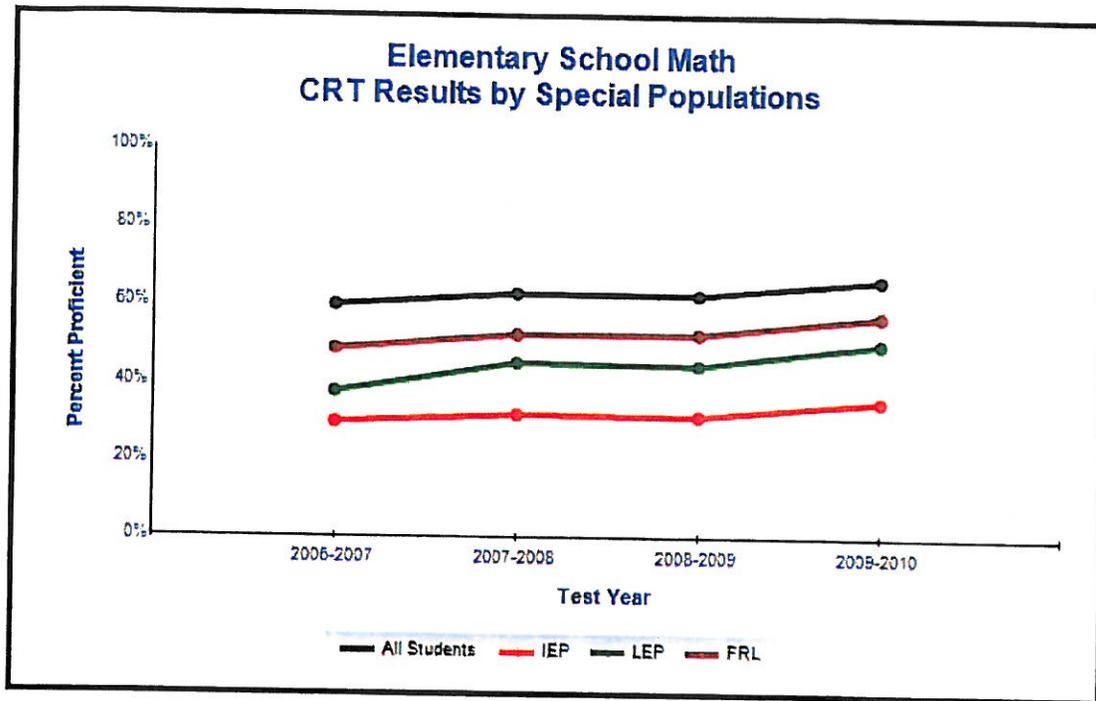


Figure 3



Middle Level

Middle level students' performance in math statewide is represented in Figures 4 and 5 for 2006-2007 through 2009-2010. Figure 4 reports the achievement trends for the "all students" subgroup and five ethnicity subgroups by year. Figure 5 reports the achievement trends for the "all students" subgroup and four special population subgroups by year.

Between 2006-2007 and 2009-2010,

- The performance of All Students increased by over four percentage points.
- Gains in performance were made by all subgroups across the four years.
- The Hispanic student group had the greatest increase in performance and the greatest reduction in gap.
- From 2009 to 2010, all student groups, except White, made at least a three percentage point increase in academic proficiency.

Figure 4

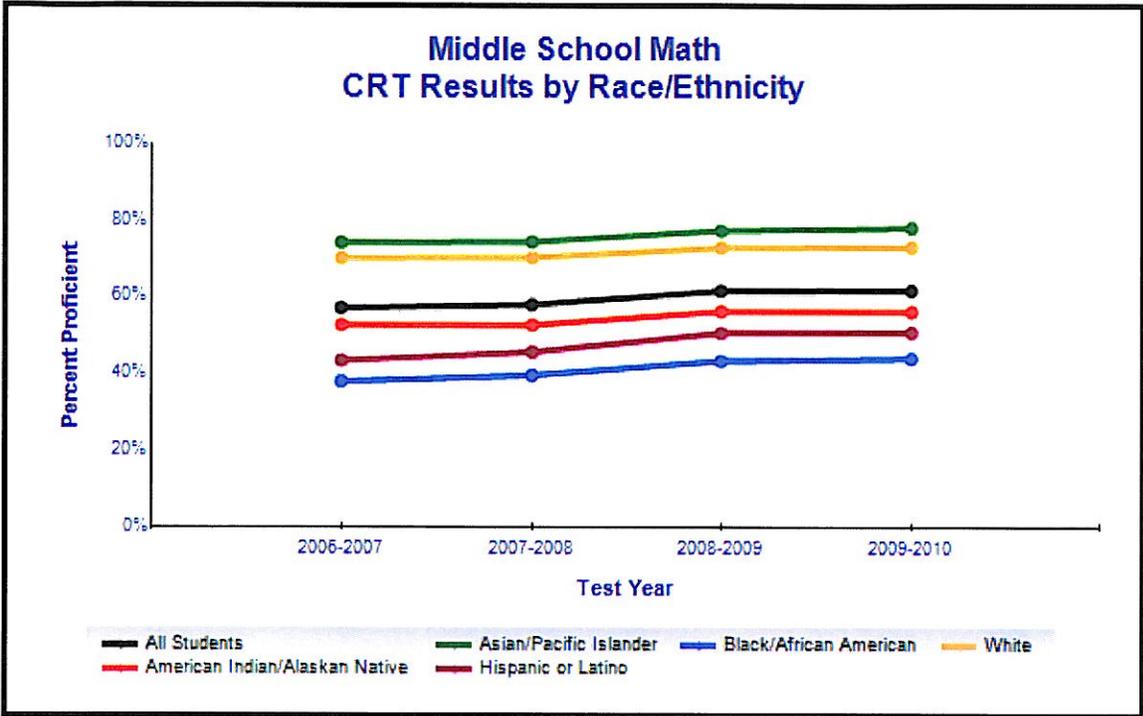
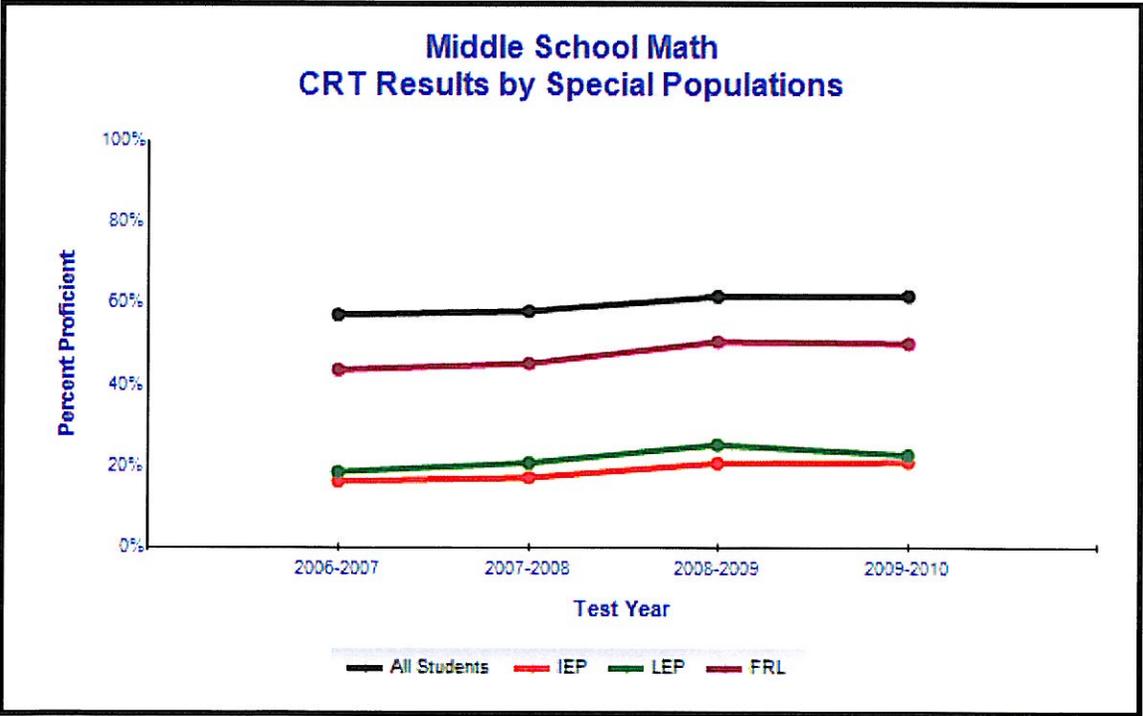


Figure 5



High School Performance

High school level students' performance in math statewide is represented in Figures 6 and 7 for 2006-2007 through 2009-2010. Figure 6 reports the achievement trends for the "all students" subgroup and five ethnicity subgroups by year. Figure 7 reports the achievement trends for the "all students" subgroup and four special population subgroups by year.

Between 2006-2007 and 2009-2010,

- The performance of the All Students subgroup dipped in 2008 and 2009, with a slight rise in 2010.
- The African American student group had the greatest increase in performance, with an increase of over five percentage points.
- The LEP student group decreased in performance by over four percentage points.
- From 2009 to 2010, the African American student group had the greatest reduction in gap of over four percentage points.

Figure 6

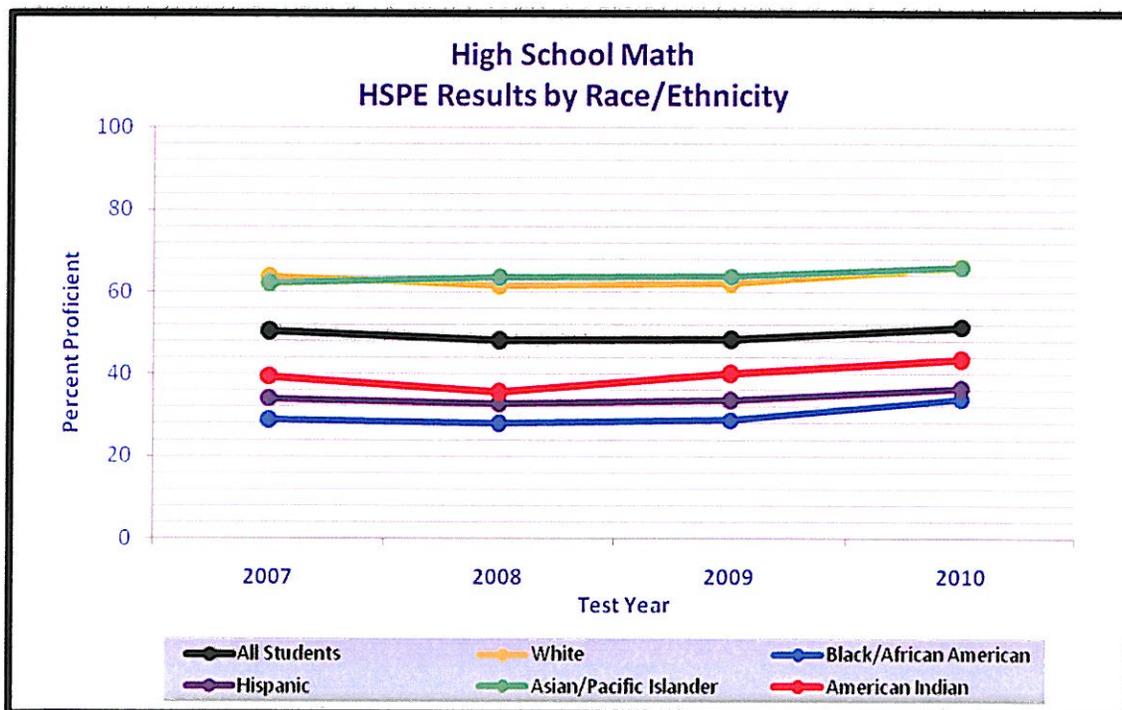
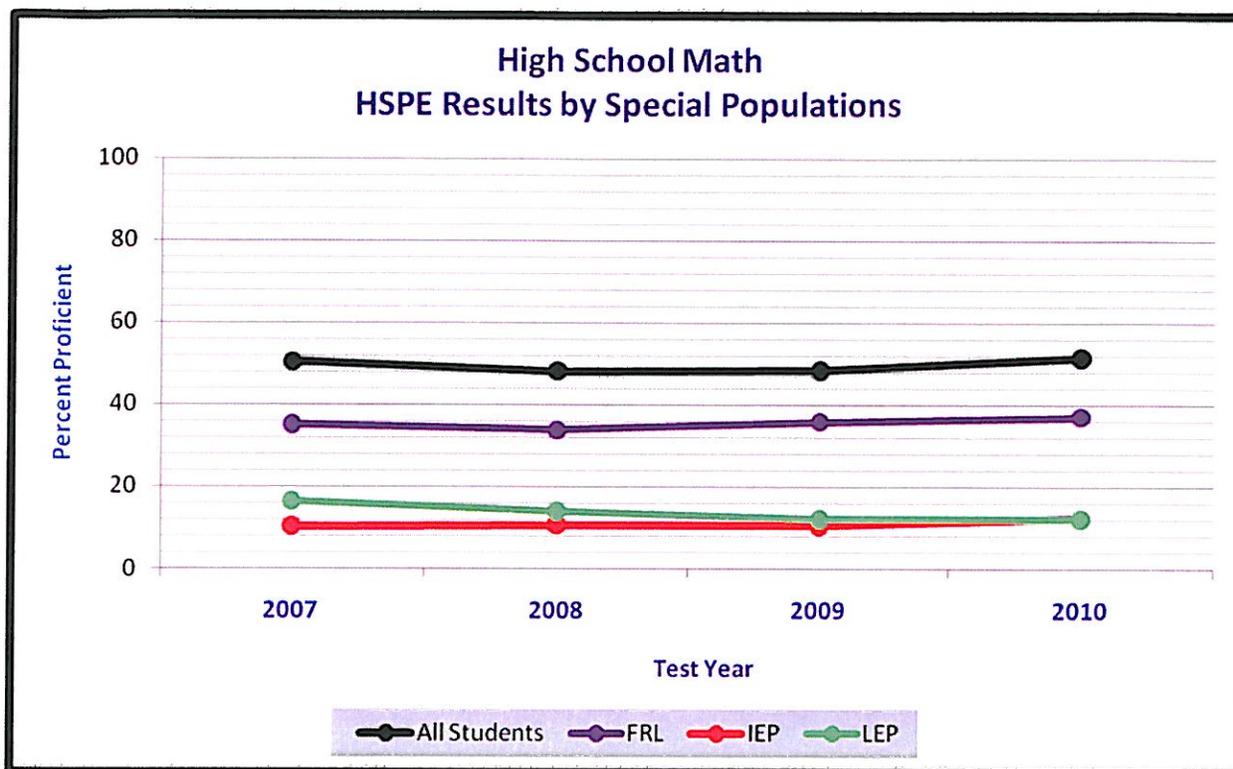


Figure 7



Implications for Achievement in Math

Analysis of the math results shows that progress has been made in increasing student achievement. More students passed the required state tests in 2009-2010 than in 2006-2007. Over these four years, student performance in math showed a positive trend across elementary, middle, and high school. In some cases, the achievement gap has been reduced.

However, there is a need to move more students to demonstrated proficiency. Reduction of the achievement gaps, while continuing to increase overall student performance, requires the subpopulations to exceed the targeted percentage points. This “grade level performance plus” expectation is the underpinning of all the measurable achievement objectives in the STIP. The measurable objective below has been set to measure the progress of student proficiency in math.

Measurable Objective in Math: Increase academic proficiency in math by three percentage points. In addition, make substantive reductions in the achievement gaps.

Key Indicator: Achievement in Reading

Student achievement in reading is measured by the Nevada Proficiency Examination Program assessments. The CRTs are administered to students in grades 3-8 each spring, and the HSPEs are administered to students in high school. Student performance on these state assessments is the primary data source for measuring achievement for the 2010 STIP.

Elementary Level

Elementary students' performance in reading statewide is represented in Figures 8 and 9 in a four year span. Figure 8 reports the achievement trends for the "all students" subgroup and five ethnicity subgroups by year. Figure 9 reports the achievement trends for the "all students" subgroup and four special population subgroups by year.

Between 2006-2007 and 2009-2010,

- The performance of All Students increased by over three percentage points.
- Gains in performance were made by all subgroups across the four years.
- The LEP subgroup met the measurable objective target of a three percentage point (or more) increase in academic proficiency, as determined by average change from 2007 to 2010.
- The LEP student group had a gap reduction of six percentage points.

Figure 8

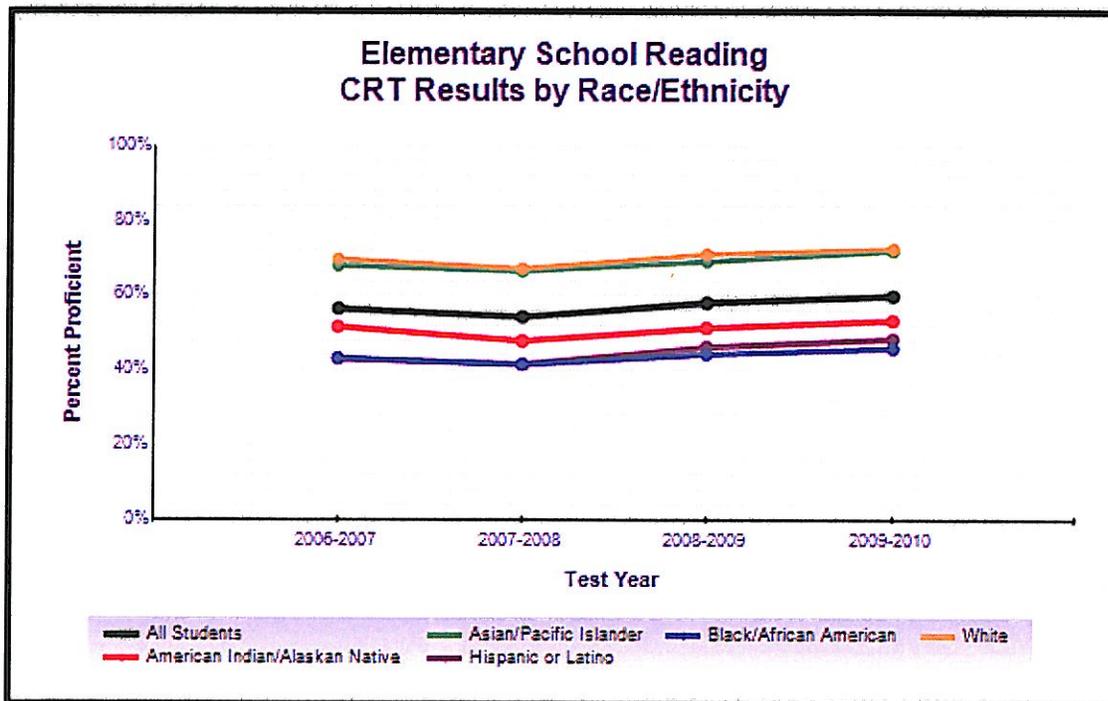
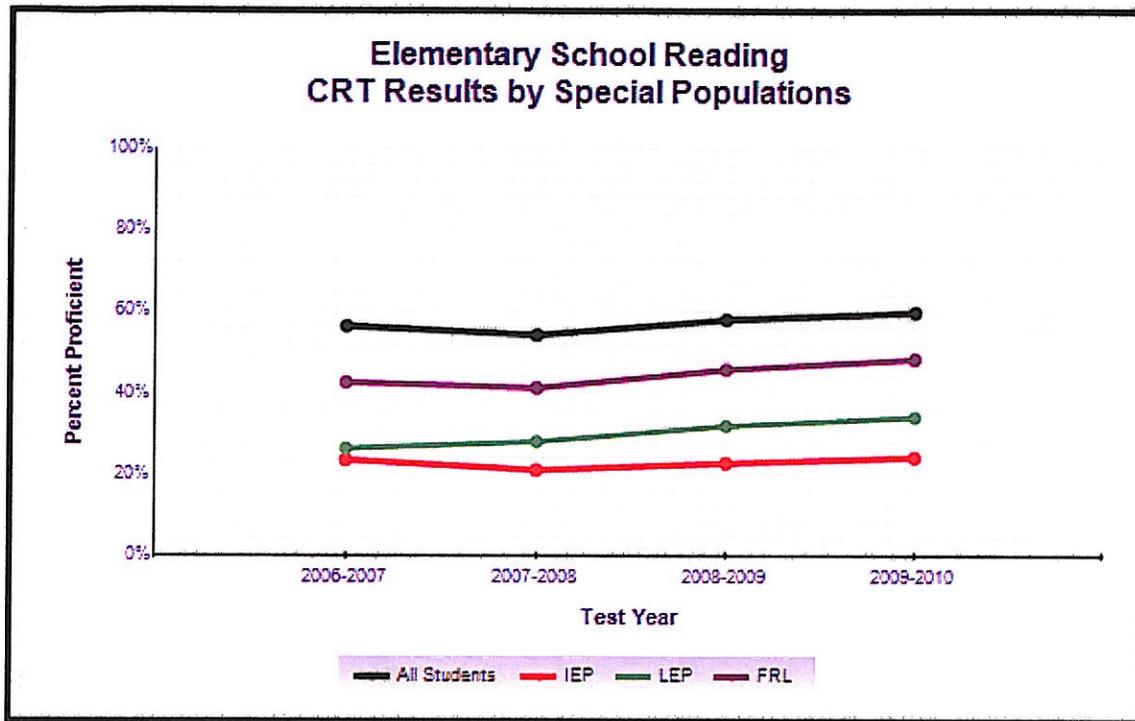


Figure 9



Middle Level

Middle level students' performance in reading statewide is represented in Figures 10 and 11 in a four year span. Figure 10 reports the achievement trends for the "all students" subgroup and five ethnicity subgroups by year. Figure 11 reports the achievement trends for the "all students" subgroup and four special population subgroups by year.

Between 2006-2007 and 2009-2010,

- The performance of All Students increased by over eight percentage points.
- Gains in performance were made by all subgroups across the four years.
- The Hispanic, African American and FRL subgroups met the measurable objective target of a three percentage point (or more) increase in academic proficiency, as determined by average change from 2007 to 2010.
- The LEP student group had a gap reduction of over four percentage points.

Figure 10

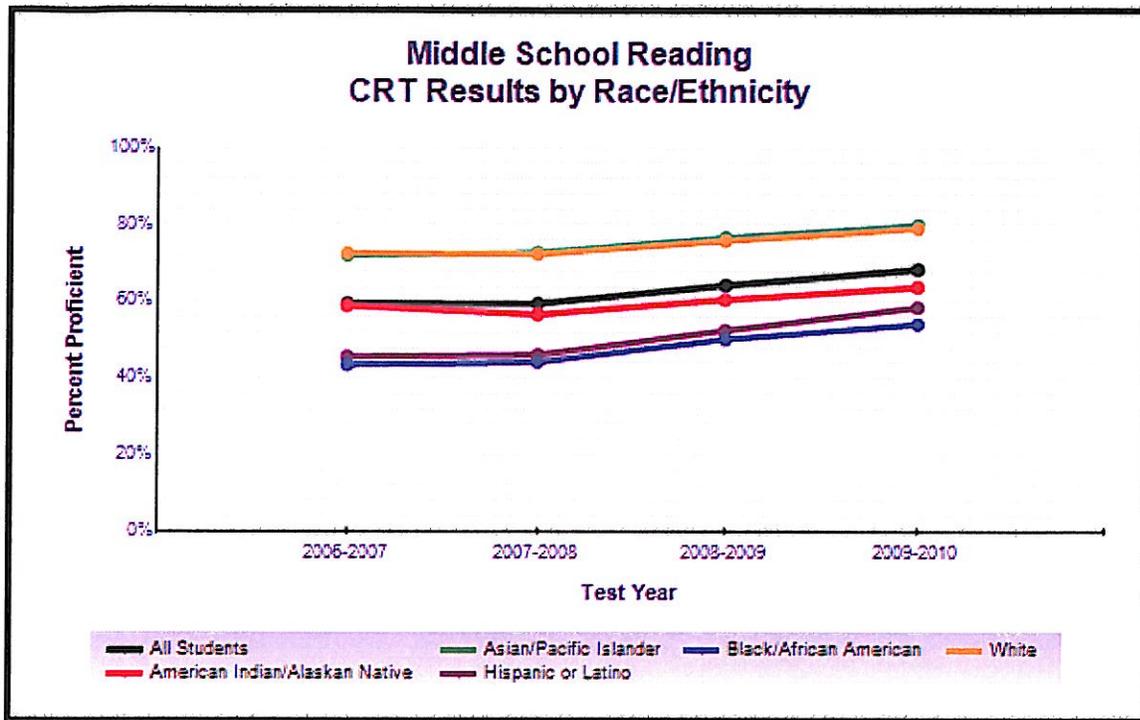
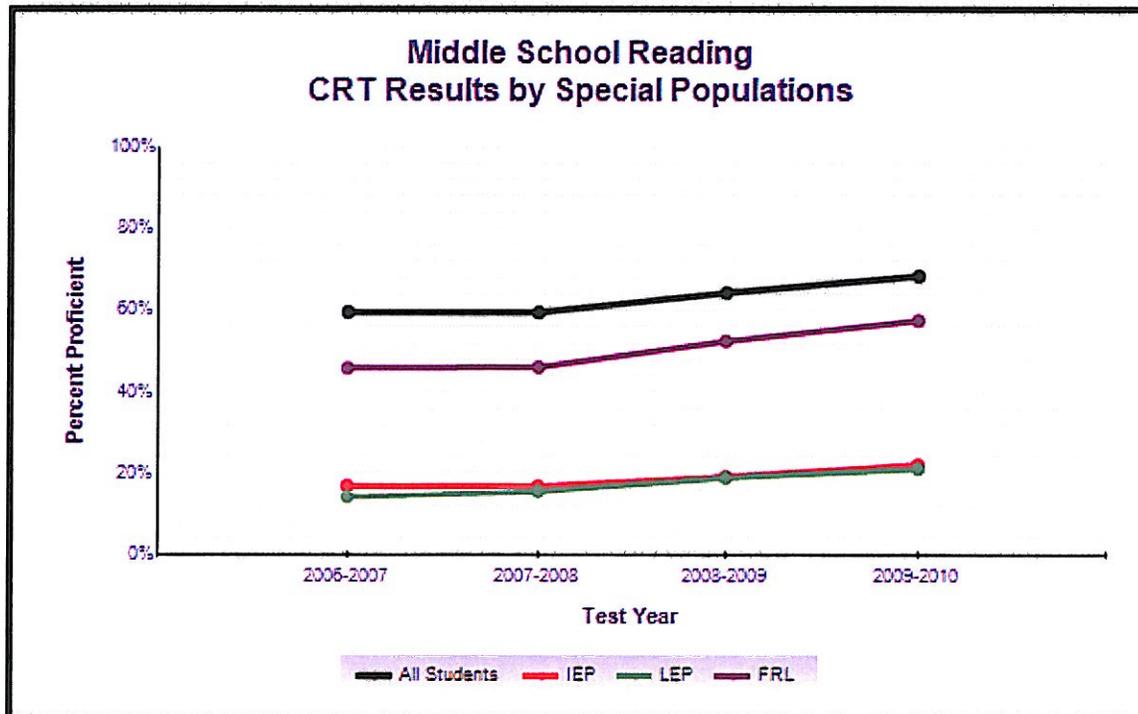


Figure 11



High School Performance

High school level students' performance in reading statewide is represented in Figures 12 and 13 in a four year span. Figure 12 reports the achievement trends for the "all students" subgroup and five ethnicity subgroups by year. Figure 13 reports the achievement trends for the "all students" subgroup and four special population subgroups by year.

Between 2006-2007 and 2009-2010,

- The performance of the All Students subgroup has remained stable.
- Gains in performance were made by all subgroups across the four years.
- The Asian, American Indian, and IEP student groups increased by over four percentage points.
- The African American, Hispanic, Asian, American Indian and IEP student groups met the measurable objective target of a three percentage point (or more) increase in academic proficiency.

Figure 12

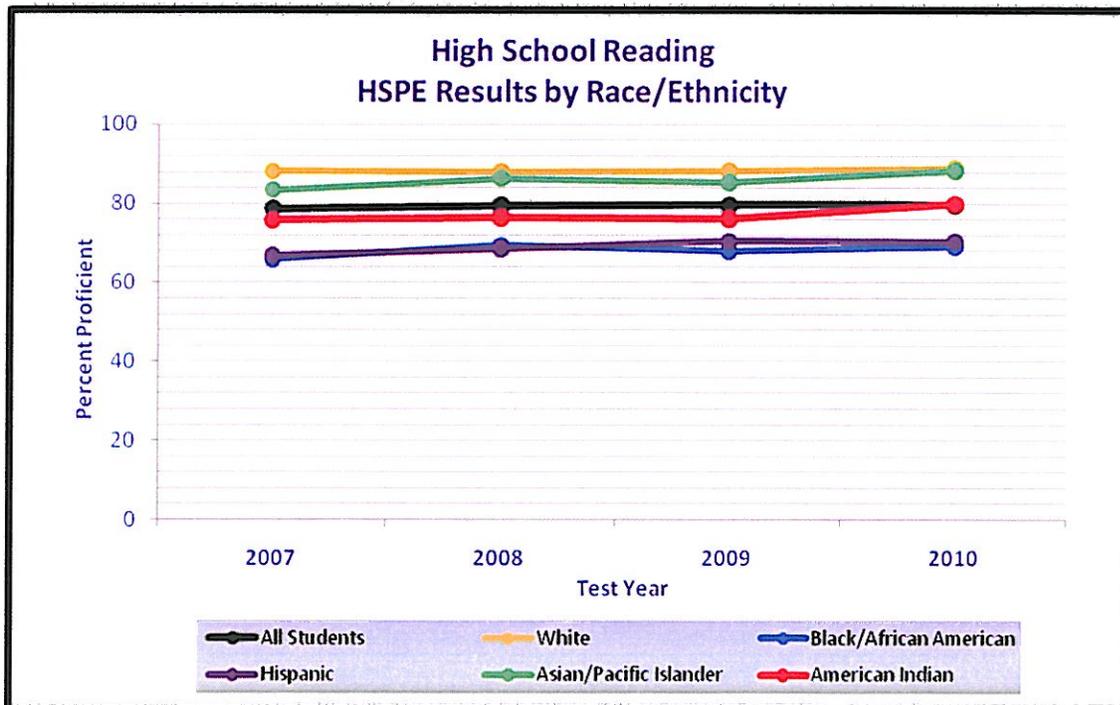
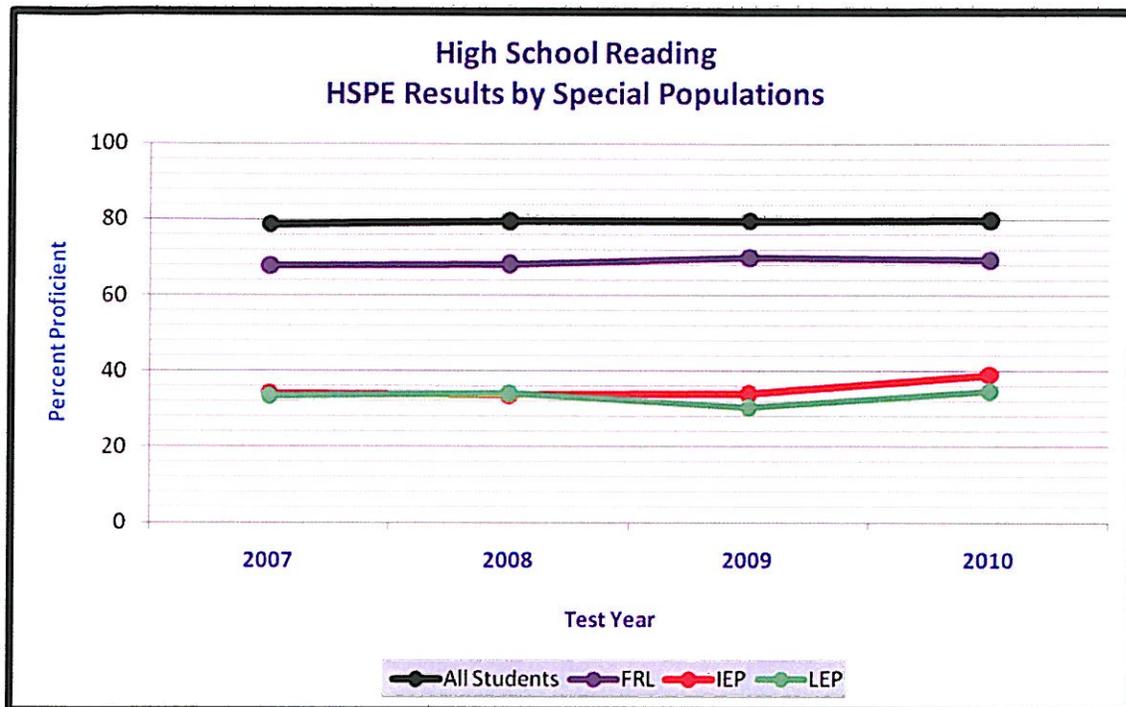


Figure 13



Implications for Achievement in Reading

Analysis of the reading results shows that progress has been made in increasing student achievement. More students passed the required state tests in 2009-2010 than in 2006-2007. Over these four years, student performance in reading showed a positive trend across elementary, middle, and high school. In some cases, the achievement gap has been reduced.

However, there is a need to move more students to demonstrated proficiency. Reduction of the achievement gaps, while continuing to increase overall student performance, requires the sub populations to exceed the targeted percentage points. This “grade level performance plus” expectation is the underpinning of all the measurable achievement objectives in the STIP. The measurable objective below has been set to measure the progress of student proficiency in reading.

Measurable Objective in Reading: Increase academic proficiency in reading by three and a half percentage points. In addition, make substantive reductions in the achievement gaps.

Key Indicator: Achievement in Writing

Student achievement in writing is measured by the Nevada Writing assessments. Students are assessed in grades 5, 8, and high school. Student performance on the state writing assessment is the primary data source for measuring achievement status in writing. Student achievement in writing is measured by the Nevada Proficiency Examination Program assessments. The Writing Assessments are administered to students in grades 5 and 8, and the HSPE in writing is administered to students in high school. Student performance on these state assessments is the primary data source for measuring achievement for the 2010 STIP.

Elementary Level

Grade 5 students' performance in writing statewide is represented in Figures 14 and 15 in a four year span. Figure 14 reports the achievement trends for the "all students" subgroup and five ethnicity subgroups by year. Figure 15 reports the achievement trends for the "all students" subgroup and four special population subgroups by year.

Between 2006-2007 and 2009-2010,

- The performance of All Students, White, African American, American Indian and IEP student groups have decreased.
- The Hispanic, African American, FRL and LEP subgroups made gains in performance across the four years.
- The performance of the LEP student group increased by over two percentage points and the gap decreased by over three percentage points.

Figure 14

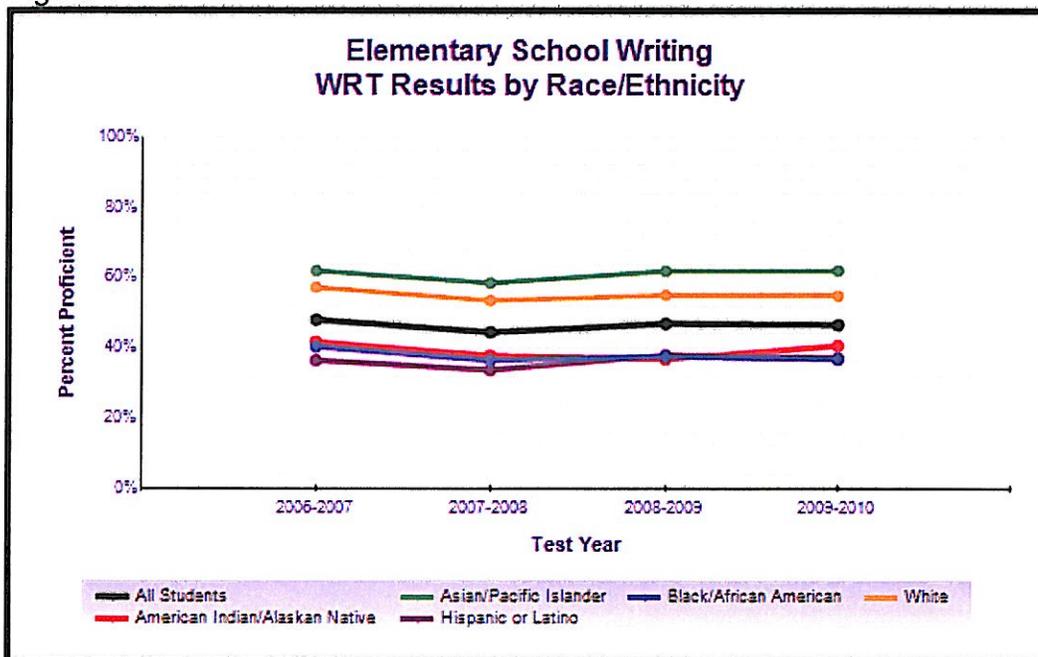
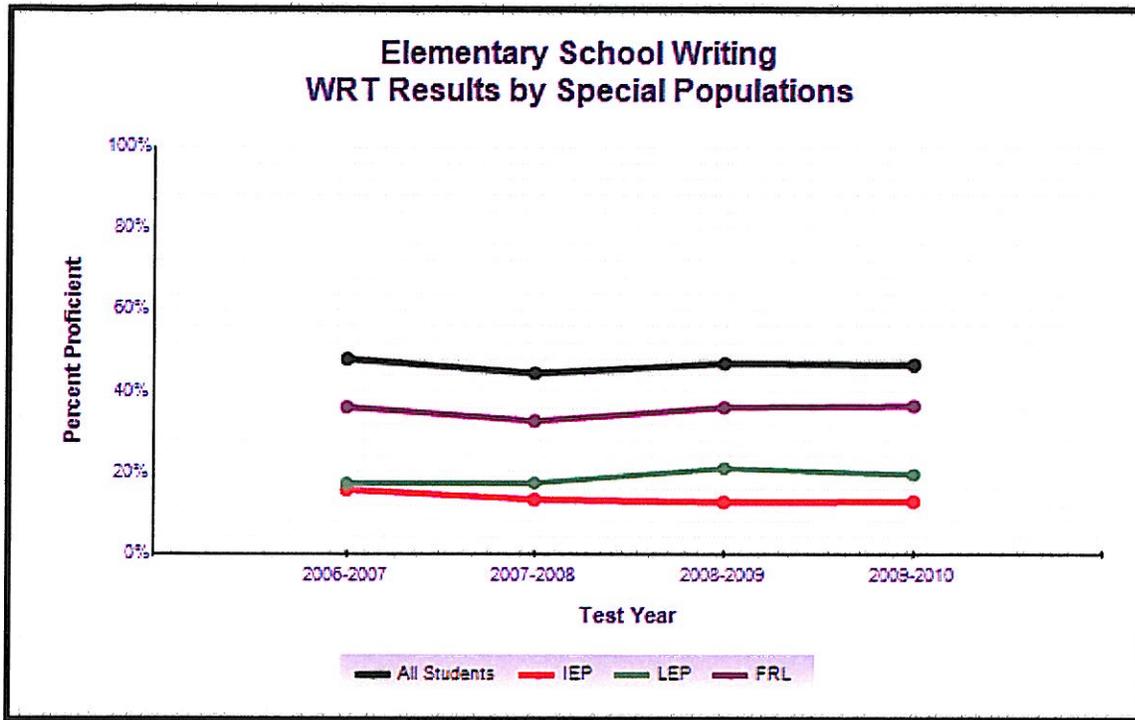


Figure 15



Middle Level

Grade 8 students' performance in writing statewide is represented in Figures 16 and 17 for 2006-2007 through 2009-2010. Figure 16 reports the achievement trends for the "all students" subgroup and five ethnicity subgroups by year. Figure 17 reports the achievement trends for the "all students" subgroup and four special population subgroups by year.

Between 2006-2007 and 2009-2010,

- The performance of the All Students group decreased by two percentage points.
- The performance of *White*, African American, *American Indian*, *IEP* and LEP student groups have decreased, those in italics by over three percentage points.
- The Hispanic, African American, FRL and LEP subgroups made gains in performance across the four years.

Figure 16

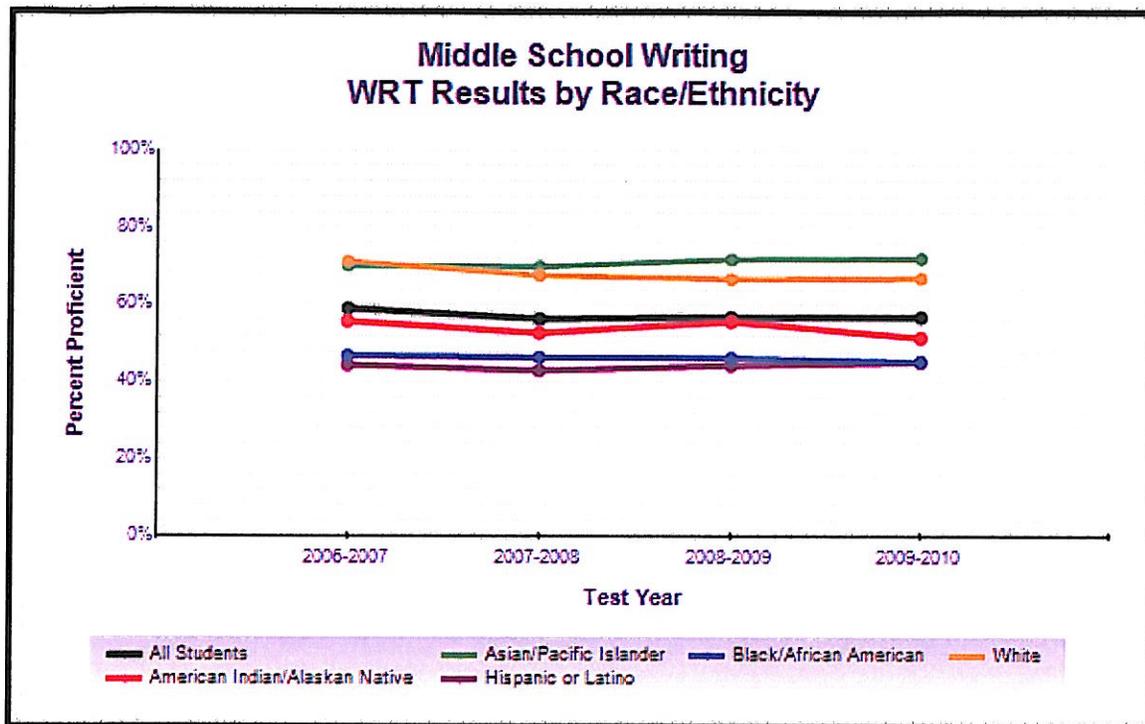
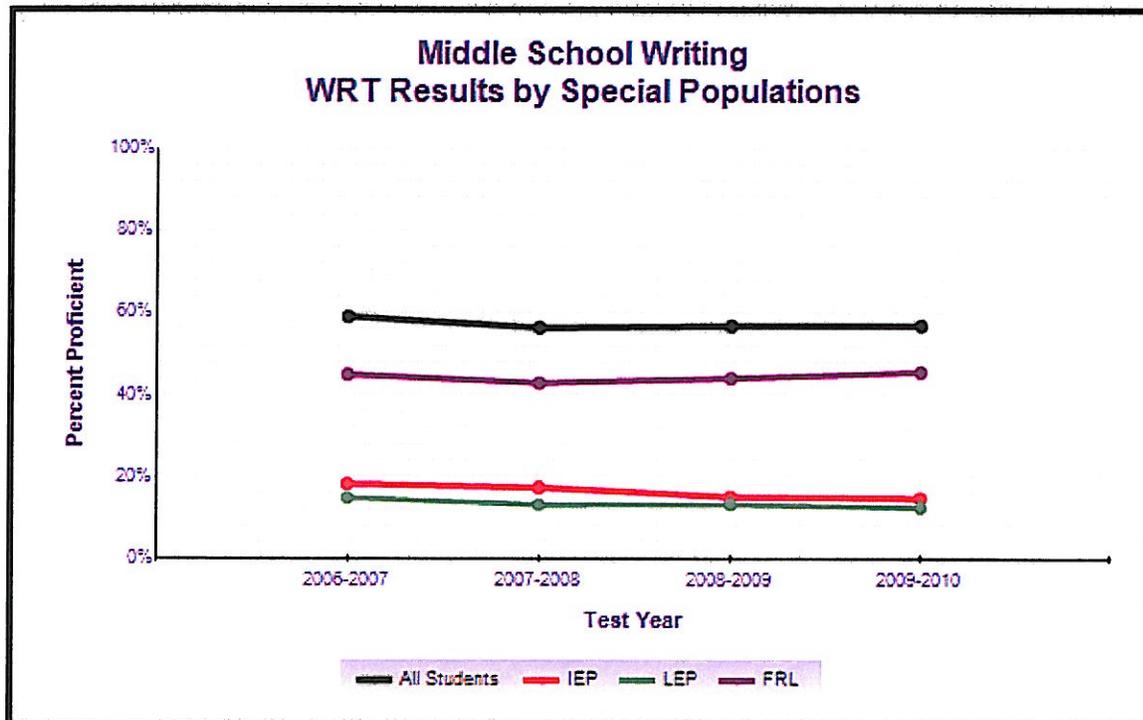


Figure 17



High School Performance

Grade 11 students' performance in writing statewide is represented in Figures 18 and 19 for 2006-2007 through 2009-2010. Figure 18 reports the achievement trends for the "all students" subgroup and five ethnicity subgroups by year. Figure 19 reports the achievement trends for the "all students" subgroup and four special population subgroups by year.

Between 2006-2007 and 2009-2010,

- The performance of All Students decreased by over four percentage points.
- All ethnic groups decreased in performance; the American Indian student group decreased by over seven percentage points.
- All special populations decreased in performance; the LEP student group decreased by over fifteen percentage points.

Figure 18

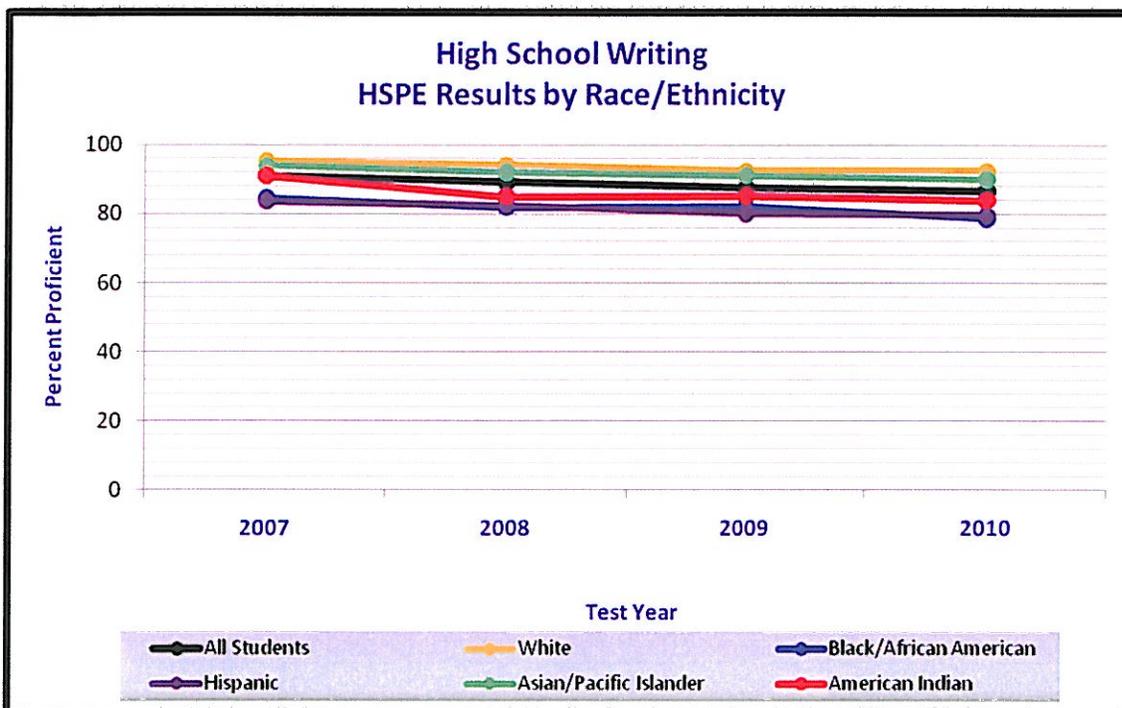
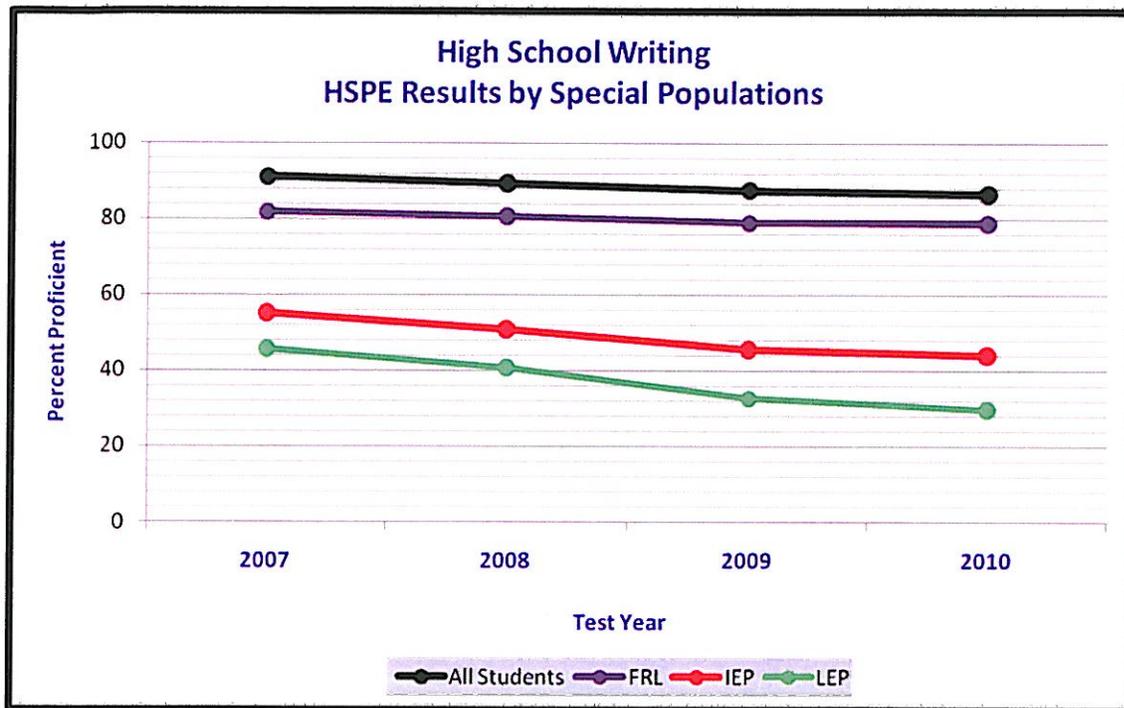


Figure 19



Implications for Achievement in Writing

Analysis of the student performance in writing shows mixed results. From 2006-2007 to 2009-2010, student performance in writing showed a slight positive trend for some student groups at the elementary level. Over these four years, middle and high school student groups have shown a negative performance trend. In some cases, the achievement gap has been reduced.

Reduction of the achievement gaps, while continuing to increase overall student performance, requires the sub populations to exceed the targeted percentage points. This “grade level performance plus” expectation is the underpinning of all the measurable achievement objectives in the STIP. The measurable objective below has been set to measure the progress of student proficiency in writing.

Measurable Objective in Writing: Increase academic proficiency in writing. In addition, make substantive reductions in the achievement gaps.

Key Indicator: Achievement in Science

Student achievement in science is measured by the Nevada Proficiency Examination Program assessments. The CRTs in science are administered to students in grades 5 and 8 each spring, and the HSPEs are administered to students in high school. The HSPE is first administered to students at grade 10, and students have multiple opportunities to pass the HSPE.

The science tests administered during the 2009-2010 school year were aligned to the 2005 revised standards, but were written for increased rigor. Therefore, new cut scores were set in the spring of 2010, resulting in a lower percentage of students deemed “proficient”.

Elementary Level

Grade 5 students’ performance in science statewide is represented in Figures 20 and 21 in a four year span. Figure 20 reports the achievement trends for the “all students” subgroup and five ethnicity subgroups by year. Figure 21 reports the achievement trends for the “all students” subgroup and four special population subgroups by year.

Between 2006-2007 and 2009-2010,

- The performance of all student groups increased from 2006 to 2009, then experienced a significant drop in 2010 due to the new cut scores set.
- A gap reduction of over three percentage points has been made between the LEP and All Students performance.

Figure 20

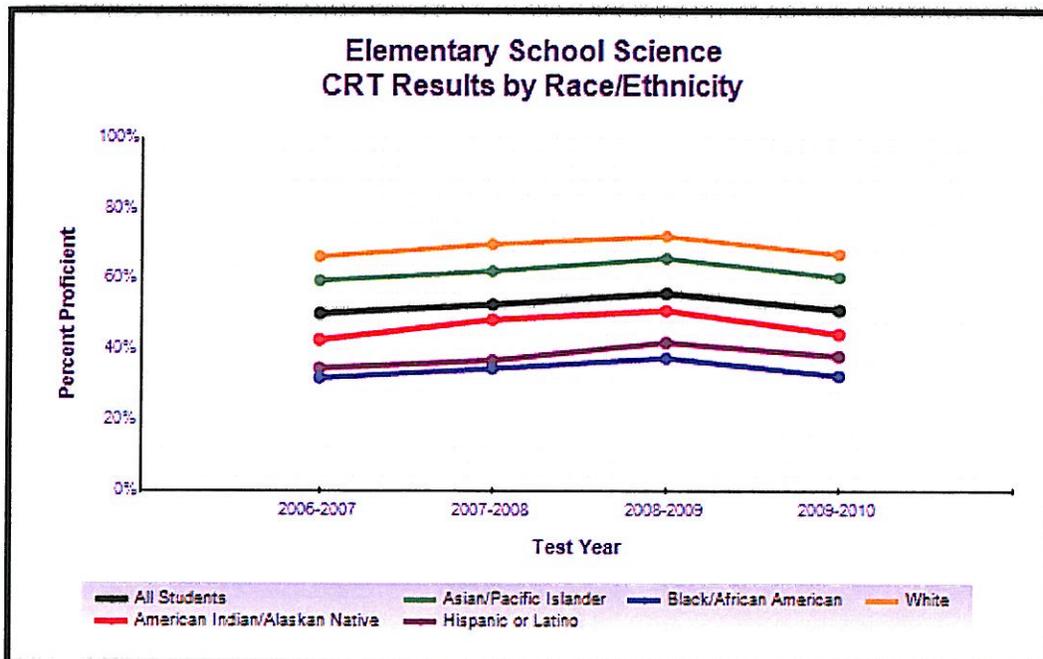
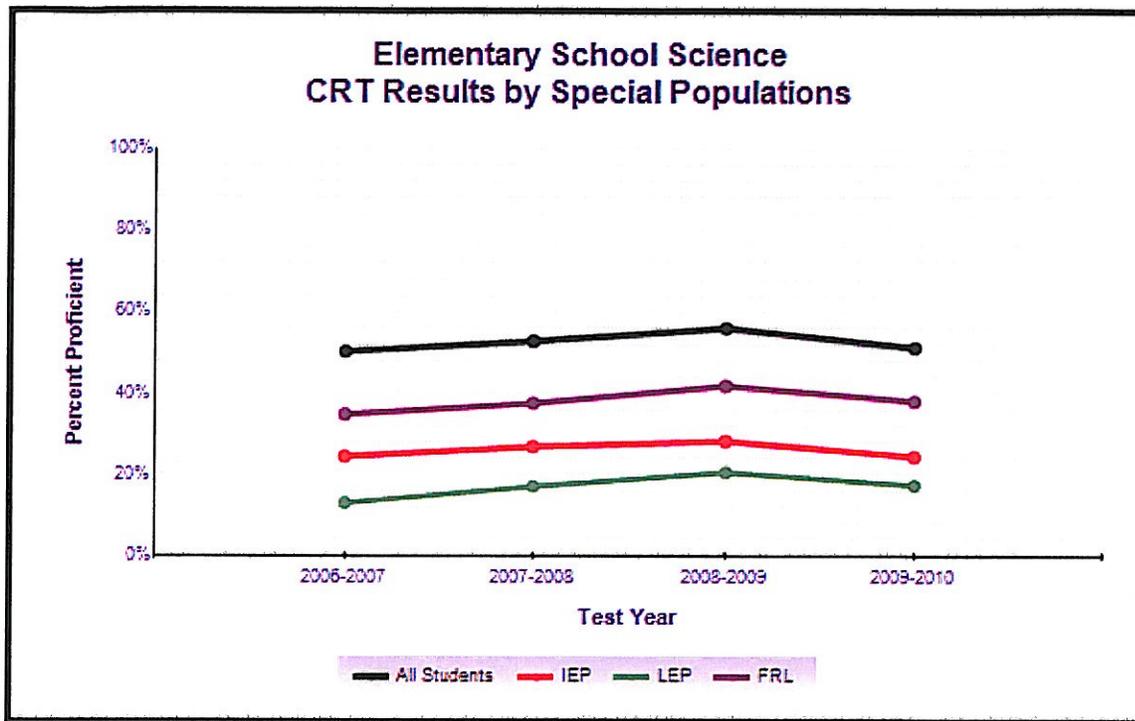


Figure 21



Middle Level

Grade 8 students' performance in science statewide is represented in Figures 22 and 23 for 2006-2007 through 2009-2010. Figure 22 reports the achievement trends for the "all students" subgroup and five ethnicity subgroups by year. Figure 23 reports the achievement trends for the "all students" subgroup and four special population subgroups by year.

Between 2006-2007 and 2009-2010,

- The performance of all student groups increased from 2006 to 2009, then experienced a significant drop in 2010 due to the new cut scores set.
- From 2007 to 2009, there was a gap reduction of over two and a half percentage points between the American Indian subgroup and the All Students subgroup.
- The gap between All Students performance and IEP performance is over 43 percentage points.

Figure 22

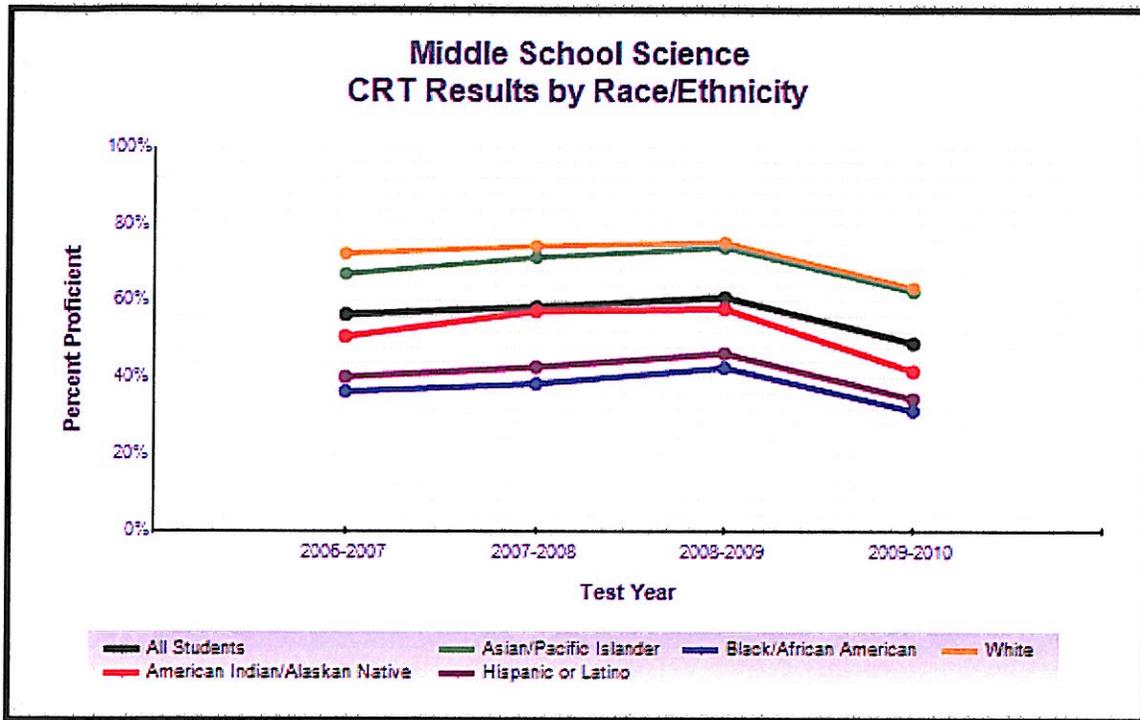
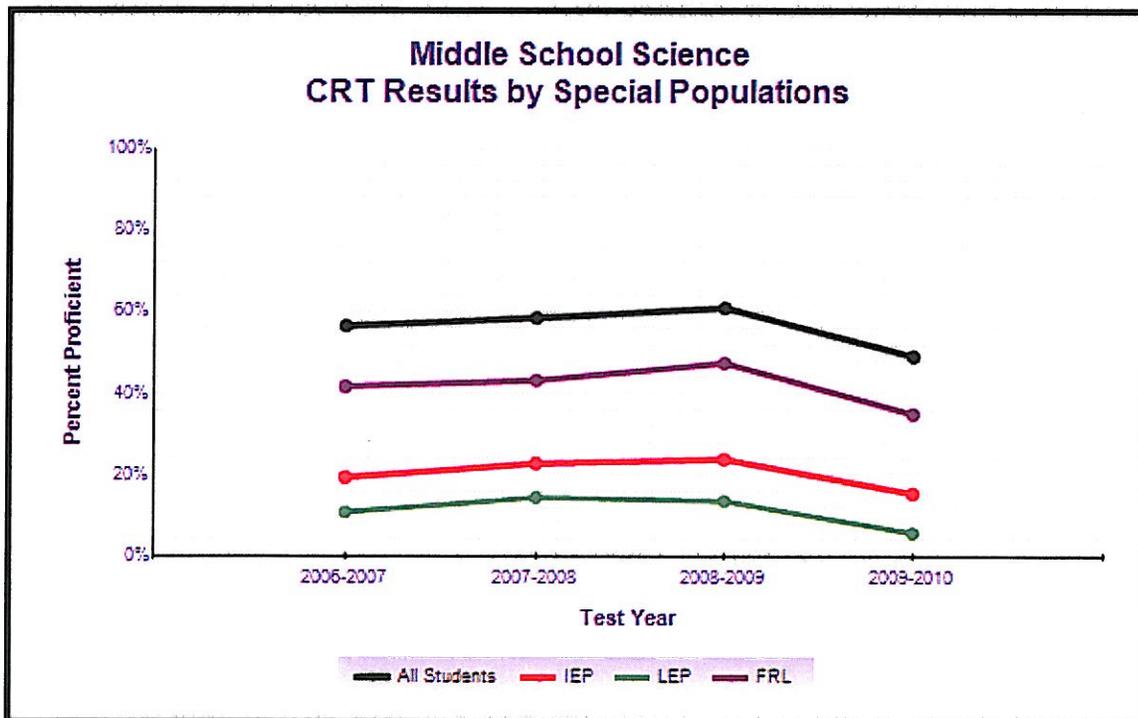


Figure 23



High School Performance

High school students' performance in science statewide is represented in Figures 24 and 25 for 2007-2008 through 2009-2010. Figure 24 reports the achievement trends for the "all students" subgroup and five ethnicity subgroups by year. Figure 25 reports the achievement trends for the "all students" subgroup and four special population subgroups by year.

Between 2007-2008 and 2009-2010,

- The performance of all student groups increased from 2008 to 2009, then experienced a significant drop in 2010 due to the new cut scores set.
- The gap between the Hispanic, American Indian, FRL and LEP student groups compared to the All Students group has increased.

Figure 24

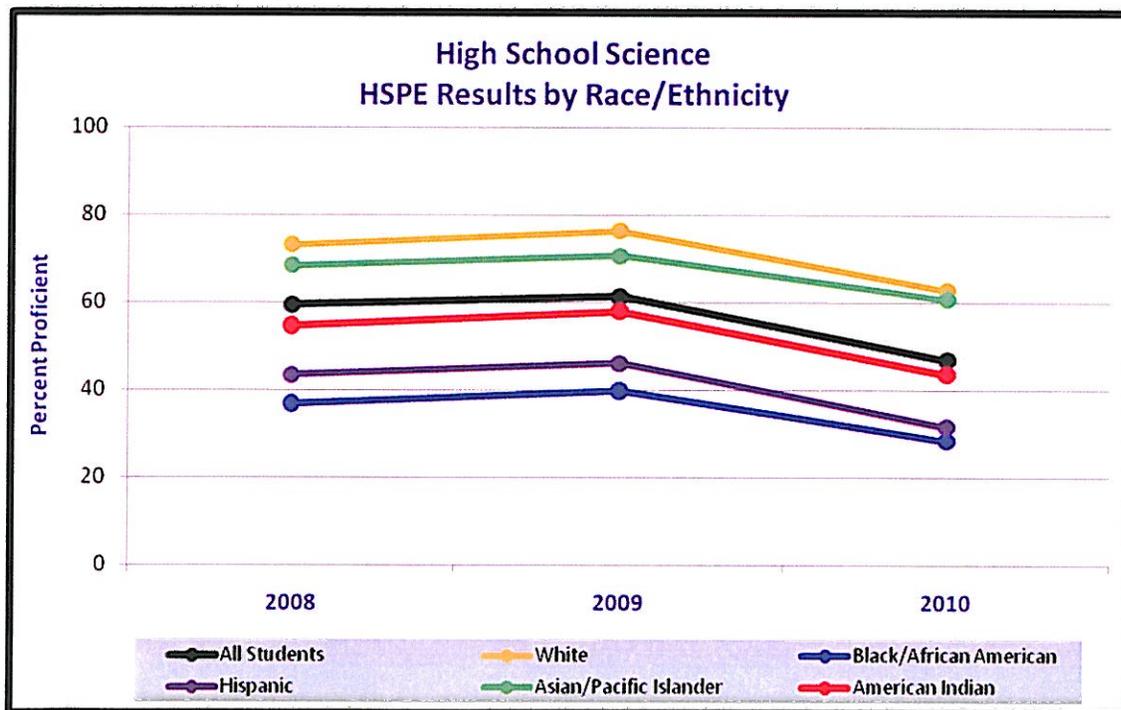
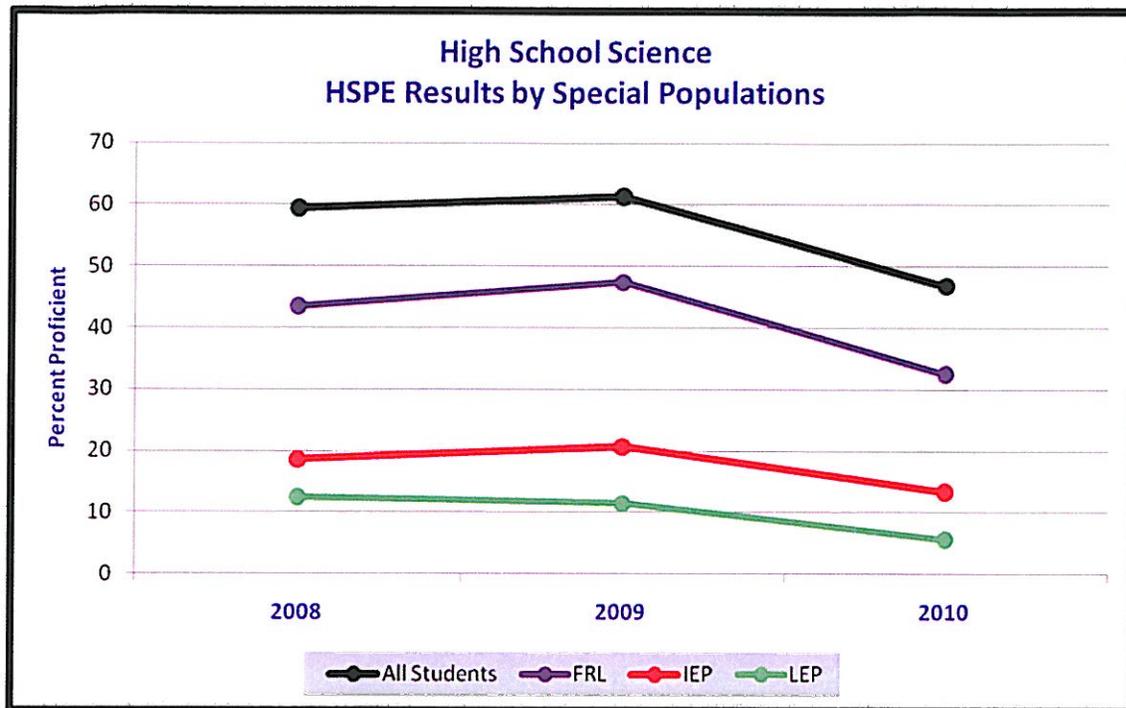


Figure 25



Preliminary Results in Science

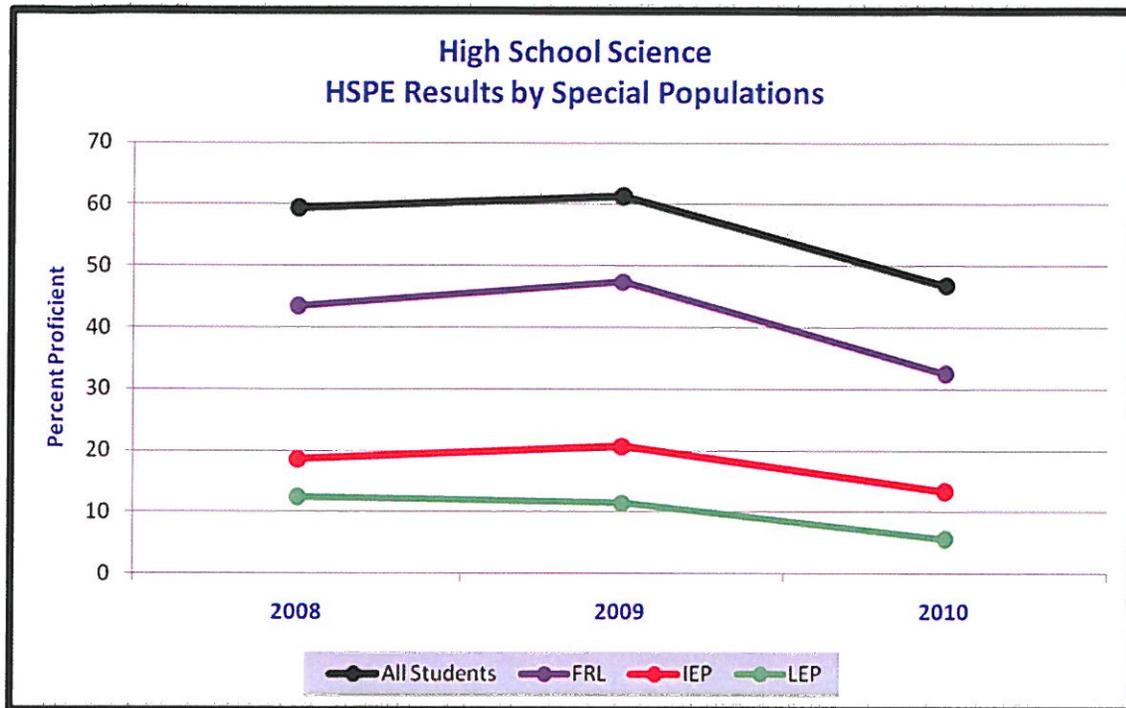
Starting in 2007-2008, science was included in the state’s assessment program operationally and is included in the high school graduation requirements for the graduating class of 2009-2010. As noted earlier, the science tests administered during the 2009-2010 school year were written for increased rigor. Therefore, new cut scores were set in the spring of 2010, resulting in an overall decrease in the number of proficient students.

Analysis of the student performance in science shows mixed results. From 2007-2008 to 2009-2010, student performance in science showed a slight positive trend for some student groups. In some cases, the achievement gap has been reduced.

Reduction of the achievement gaps, while continuing to increase overall student performance, requires the sub populations to exceed the targeted percentage points. This “grade level performance plus” expectation is the underpinning of all the measurable achievement objectives in the STIP. The measurable objective below has been set to measure the progress of student proficiency in science.

Measurable Objective in Science: Increase academic proficiency in science. In addition, make substantive reductions in the achievement gaps.

Figure 25



Preliminary Results in Science

Starting in 2007-2008, science was included in the state’s assessment program operationally and is included in the high school graduation requirements for the graduating class of 2009-2010. As noted earlier, the science tests administered during the 2009-2010 school year were written for increased rigor. Therefore, new cut scores were set in the spring of 2010, resulting in an overall decrease in the number of proficient students.

Analysis of the student performance in science shows mixed results. From 2007-2008 to 2009-2010, student performance in science showed a slight positive trend for some student groups. In some cases, the achievement gap has been reduced.

Reduction of the achievement gaps, while continuing to increase overall student performance, requires the sub populations to exceed the targeted percentage points. This “grade level performance plus” expectation is the underpinning of all the measurable achievement objectives in the STIP. The measurable objective below has been set to measure the progress of student proficiency in science.

Measurable Objective in Science: Increase academic proficiency in science. In addition, make substantive reductions in the achievement gaps.

Special Education Performance Indicators

An additional measure for progress of the IEP student population is a set of twenty special education indicators that are evaluated annually. Several of these indicators focus on performance while the remaining indicators focus on special education compliance, in accordance with the Individuals with Disabilities Education Act (IDEA). The special education indicators regarding student academic achievement are listed in Table 3.

Nevada made 12 out of these 14 academic achievement targets (86%) for improved performance on statewide assessments. During the previous year, 10 out of 14 targets (71%) were achieved, and during the year before that, 64% of the targets were achieved. These data suggest that the improvement initiatives which have been implemented during the last three years are contributing to the improved academic performance. In many areas, such as the development and implementation of general education intervention systems, school districts have begun their work, but much needs to be done before these systems are implemented with fidelity throughout all schools in each district. These data suggest that Nevada is on the right track.

Table 3. Special Education Performance Indicators – Academic Achievement

Special Ed Performance Indicator	Target	Outcome
Indicator #3-C Math Proficiency Rates (performance on CRTs with & without accommodations plus performance on alternate assessment)	3 rd (40%)	3 rd (42.3%)
	4 th (35%)	4 th (39.6%)
	5 th (32%)	5 th (35.6%)
	6 th (28%)	6 th (28.2%)
	7 th (21%)	7 th (26.6%)
	8 th (23%)	8 th (21.4%)
	11 th (20%)	11 th (30.6%)
Indicator #3-C Reading Proficiency Rates (performance on CRTs with & without accommodations plus performance on alternate assessment)	3 rd (31%)	3 rd (33%)
	4 th (30%)	4 th (31.7%)
	5 th (26%)	5 th (23.6%)
	6 th (24%)	6 th (25.6%)
	7 th (21%)	7 th (30.7%)
	8 th (22.5%)	8 th (25.7%)
	11 th (31%)	11 th (64.9%)

Career and Technical Education Program Results

The NDE conducts an analysis of the student performance of those students that participate in the Career and Technical Education programs across the state. The performance of students participating in these programs is reviewed by ethnicity and by special populations.

Between 2007-2008 and 2009-2010,

- In Math, the performance of many of the CTE student groups are more than 20 to 30 percentage points higher than the math performance graphs above. All CTE student groups except the CTE IEP student group increased from 2008 to 2010.
- In Reading, the performance of the CTE ethnic student groups were approximately 10 percentage points higher than the reading performance graphs above. The CTE special population student groups had performance that was more than 20 percentage points higher.
- In Writing, the CTE student groups decreased slightly in performance. Despite this decrease, many of the CTE student groups performed higher than the writing performance graphs above.
- In all content areas analyzed, the CTE student groups had a higher percentage of proficient students than the student groups in the state level analysis.

The SBE Goal #2 is measured by the Data and Achievement components of the ADAPT framework. The 2010 STIP Data and Achievement strategies ensure the effective implementation of the 2010 STIP Alignment strategy.

2010 STIP Data & Achievement Strategies	<p>Develop a statewide longitudinal data system to provide student achievement data to support instruction, measure student growth, evaluate teacher and principal effectiveness, and be accessible to the public.</p> <p>Develop programs to insure that all students receive appropriate instruction based upon effective delivery of the rigorous and relevant State Standards including STEM.</p> <p>Develop processes to identify and turn around lowest achieving schools through the implementation of intervention models.</p> <p>Support expansion of innovative programs including effective charter schools.</p>
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Increases in achievement are guaranteed when promising practices are put in place to further student progress. The ADAPT framework includes a focus on the professional development strategies that promote the implementation of these promising practices, which is addressed under SBE Goal #5.

STATE BOARD GOALS 3 & 4

IMPROVE GRADUATION RATE AND INCREASE COLLEGE AND CAREER READINESS WHEN STUDENTS GRADUATE FROM HIGH SCHOOL.

The Target component of the ADAPT framework addresses the goals to improve graduation rates and increase post secondary preparedness. The 2009 goal of the Target on Secondary Education component was:

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

The progress of the 2009 strategies is analyzed and the key indicators of success are evaluated relative to the secondary reform efforts.

Nevada Progress to Date

The 2009 STIP reports on five key indicators of success that align to the Target on Secondary Education component of the ADAPT framework. Three of the key indicators focus on successful completion of high school. One key indicator targets the transition into high school. The final key indicator addresses the issue of success beyond high school.

Key Indicator: Dropout Rates

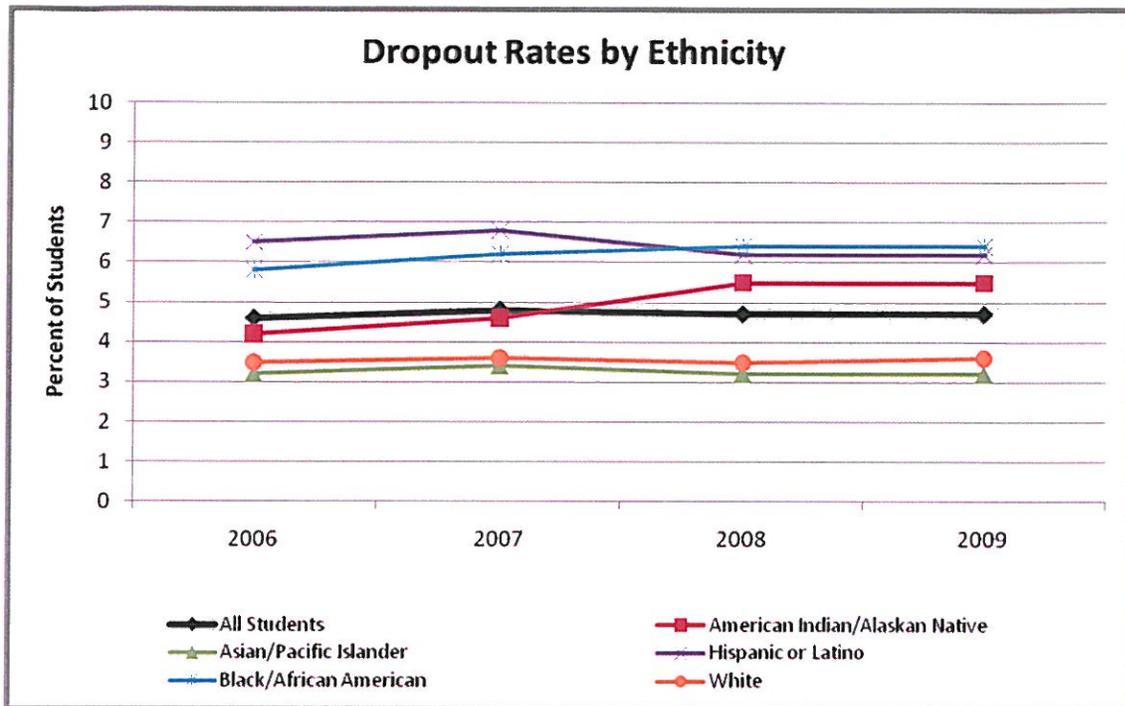
The measure used to determine the dropout rates defines “dropout” as a student who did not appear as enrolled by October 1 of a given school year who was enrolled in a school or program in the previous year and who has not completed a high school program. The dropout rate is the percent of students who drop out of school during the previous school year. This percentage uses the total number of dropout and non-return students divided by the total number of students enrolled and non-return students.

The figures that follow show the dropout rates by ethnicity (at this time, dropout rates are not reported by special populations). The most current year of dropout data is the 2007-2008 school year.

Key points of dropout rates from Figures 26 include:

- There has been a slight decrease in dropout rates for most student groups.
- The Hispanic and African American student groups have had the highest dropout rates for all four years.
- The dropout rates of the American Indian and African American student groups have increased each year.

Figure 26



Special Education Performance Indicators

An additional measure for dropout rates relative to the progress of the IEP student population exists in the set of special education indicators described earlier. The special education indicators regarding dropout rates are listed in Table 4.

Table 4. Special Education Performance Indicators – Dropout Rates

Special Ed Performance Indicator	Target	Outcome
Indicator #2 Dropout Rate	Decrease dropout rate of students with IEPs to 7.1% or lower	9.2 % of students with IEPs dropped out of high school

The dropout rate for students with disabilities in high school was 7.2% in the 2003-2004 school year, and 7.2% in the 2004-2005 school year. In the 2005-2006 school year, the dropout rate for students with disabilities in high school was 8.0%, and in 2006-2007 the dropout rate for students with disabilities was 8.7%. In 2007-2008, the dropout rate was 9.2%. The state's established target for FFY 2007 was 7.1%, so Nevada did not reach its target dropout rate for that fiscal year. The HSPE is becoming more difficult to pass, which can result in fewer students with disabilities passing the HSPE from one year to the next. Passing the HSPE is necessary for earning a regular diploma; therefore it is likely that students with disabilities who are frustrated with their performance on the examination may drop out of high school. Nevada remains committed to improving

instruction and student performance at the secondary level so that more students with disabilities stay in school.

Implications for Dropout Rates

For the most part, Nevada has made progress in decreasing the dropout rates. The decrease has been slight, but steady, over the four years (2006 to 2009). 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. A measurable objective has been set to measure the progress of decreasing the dropout rates.

Measurable Objective: Decrease the gap in dropout rates while decreasing the dropout rate for all student groups.

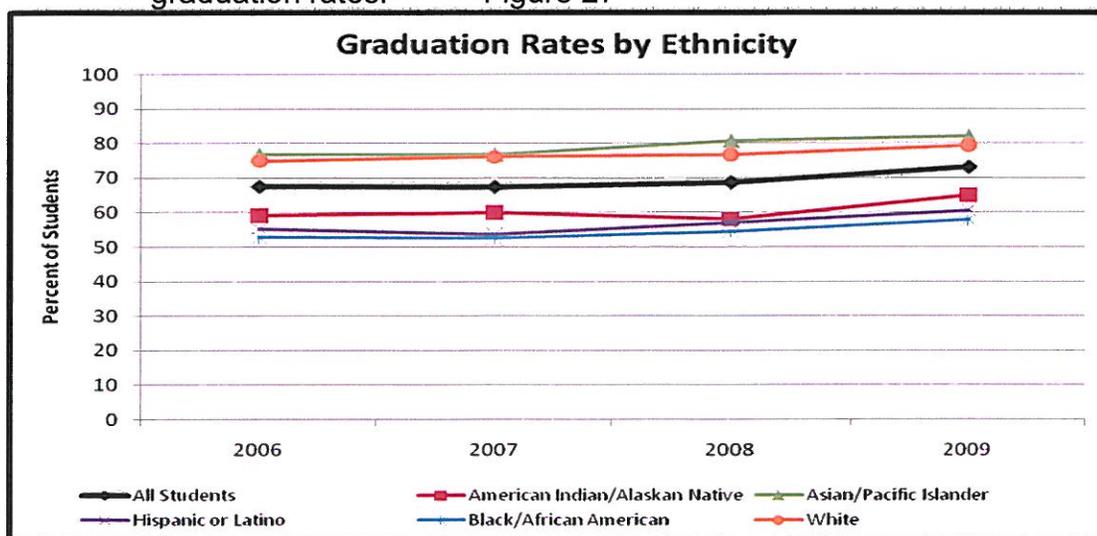
Key Indicator: Graduation Rates

The measure used for computing the graduation rate in the state is the National Center for Education Statistics' "leaver rate." This graduation rate computes the percent of students graduating from high school in a given school year. This percentage uses the total number of diplomas (Standard, Adult, and Advanced diplomas) divided by the total number of completers plus dropouts. The figures that follow show the graduation rates by ethnicity (at this time, graduation rates are not reported by special populations).

Key points of the graduation rates from Figures 27 below include:

- The graduation rates increased for all student groups in the last four years.
- The American Indian graduation rate has increased by six percentage points.
- There is a gap over 10 percentage points between the All Students graduation rate and the American Indian, Hispanic, and African American graduation rates.

Figure 27



Special Education Performance Indicators

An additional measure for graduation rates relative to the progress of the IEP student population exists in the set of special education indicators described previously. The special education indicators regarding graduation rates are listed in Table 5.

Table 5. Special Education Performance Indicators – Graduation Rates

Special Ed Performance Indicator	Target	Outcome
Indicator #1 Graduation Rate	50% of students with IEPs will graduate with regular diploma	25.1% of students with IEPs graduated with regular diploma

The graduation rate for students with disabilities earning a regular diploma was 19.5% in the 2004-2005 school year, 23.3% in the 2005-2006 school year, and 20.6% in the 2006-2007 school year. In FY 2008, the graduation rate was 25.1%. The state target established for was 50%, so Nevada did not reach its target graduation rate. As discussed in the student dropout analysis earlier in this document, one factor which complicates making progress and reaching the target on this indicator is the fact that the HSPE is becoming more difficult with the addition of test items designed to measure high-order thinking skills. Thus, it is becoming more difficult to pass the HSPE, while at the same time the target for passing the HSPE and earning a regular diploma is increasing. Despite these factors which complicate the comparison of actual target data from one year to the next, Nevada remains committed to improving instruction and student performance at the secondary level so that more students with disabilities earn regular diplomas.

Implications for Graduation Rates

Graduation rates have increased for most student groups. Despite these increases, the gap between the graduation rates of the American Indian, Hispanic and African American student groups and the graduation rates of the All Students group remains greater than 10 percentage points. Combine this with the dropout rates of the American Indian, 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 standard or advanced diploma.

Reduction of the performance gaps, while continuing to increase overall student performance, requires the sub populations to exceed the performance target. This “performance plus” expectation is the underpinning of all the measurable performance objectives in the STIP. A new measurable objective has been set for the next year to measure the progress of increasing the graduation rates.

The single statewide graduation rate is 85%. For schools failing to achieve a 85% graduation rate, we will require a 10% reduction in the percent of students leaving school without a standard, advanced, or adult diploma.

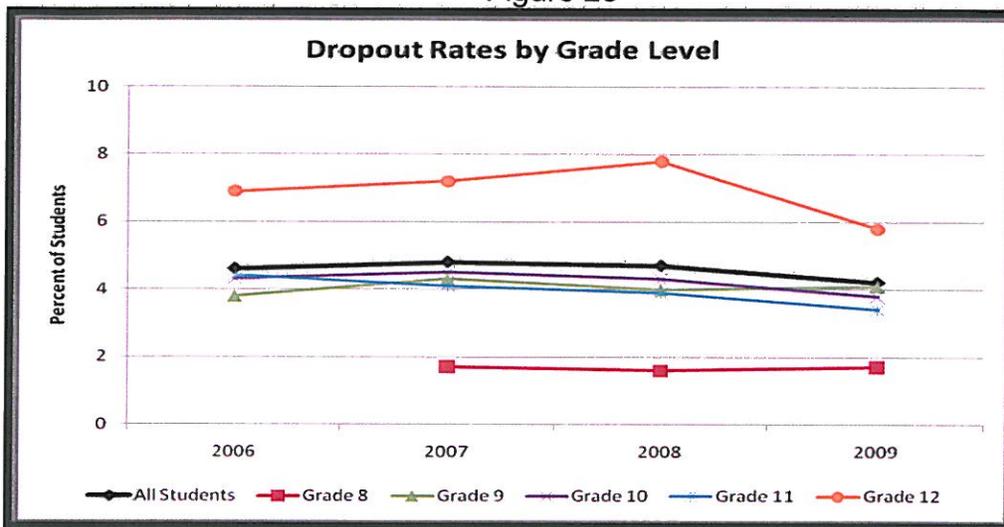
Key Indicator: Transition to High School

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 40. The dropout rates by grade level are shown in Figure 28.

Key points of Figure 28 include:

- The Grade 8 dropout rate has remained less than two percent.
- The Grade 12, Grade 11 and Grade 10 dropout rates decreased, with Grade 11 decreasing by over one percentage point.

Figure 28



The retention rates are reported by the school districts in their annual accountability reports. The retention rates for eighth grade are shown in Table 6 to illustrate the percent of students that are not transitioning to high school due to retention.

Table 6. Four Year Eight Grade Retention Rate Trend

	2007	2008	2009	2010
8th Grade Retention Rates	3	3	1	1

Implications for Transition to High School

The credit deficiency rates have fluctuated over the years, with a significant change in 2010 due to a change in calculation. 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. It is evident that efforts to make the transition from middle to high school more successful are needed for a portion of the student population.

Key Indicator: Post P-12 Success

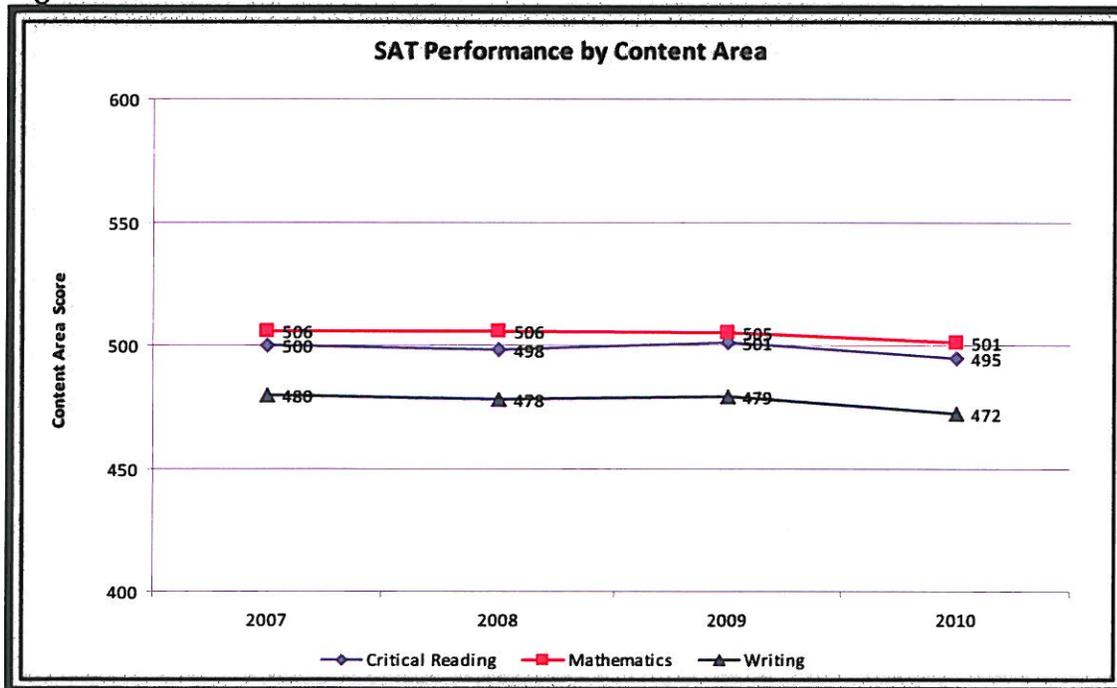
Similar to the “Developmental Readiness” key indicator, the “Post P-12 Success” key indicator does not have statewide measures in place. Two data sources that do give some indication of post secondary success (with respect to college readiness) are the Scholastic Aptitude Test (SAT) and the American College Test (ACT).

Scholastic Aptitude Test Results

The College Board administers the SAT program to assist high schools and institutions of higher education in assessing college readiness of high school graduates. For the 2009-2010 school year, 8,249 students took the SAT (an 11 percent gain from the previous year). Of the ethnic groups, the number of Hispanic test takers had the greatest increase, with 1,316 test takers (an 18 percent gain from the previous year).

The SAT incorporates a 200 to 800 point score scale for each of the assessments: Critical Reading, Mathematics, and Writing. Of the ethnic groups, the White student group had the highest SAT scores, with a 515 in Critical Reading, a 520 in Mathematics, and a 489 in Writing. The Black/African American student group had the lowest SAT scores, with a 445 in Critical Reading, a 436 in Mathematics, and a 425 in Writing. Figure 29 below shows the core content area scores from 2007 to 2010.

Figure 29



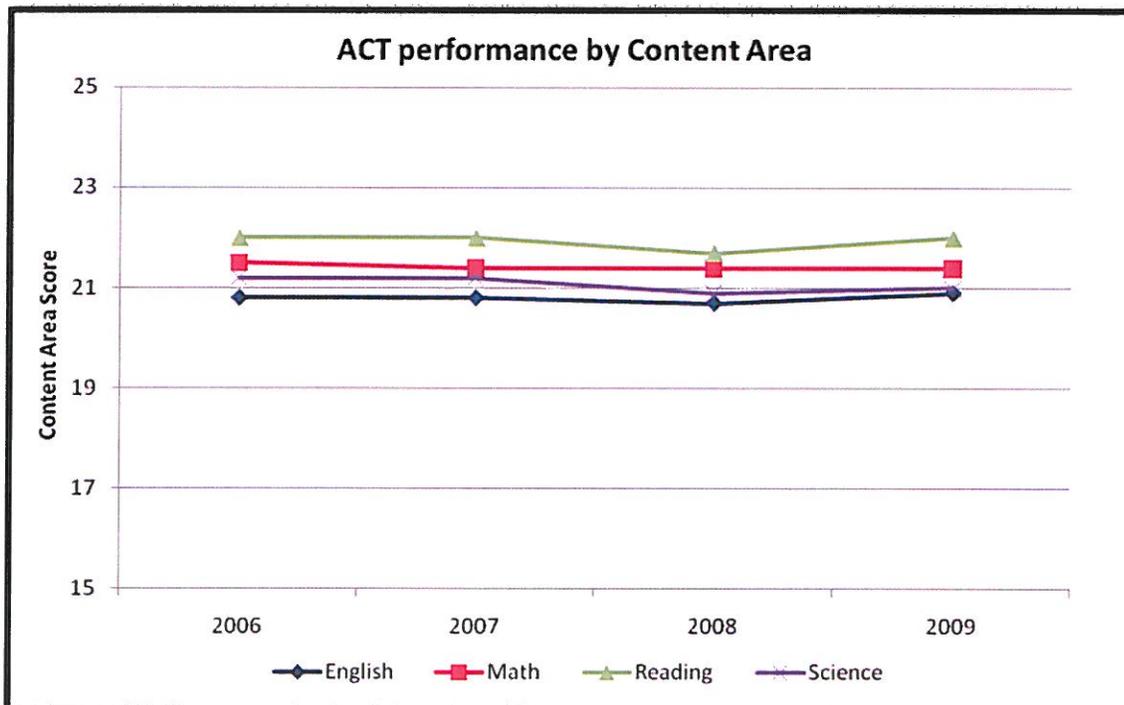
American College Test Results

The ACT organization administers the ACT to assist high schools and institutions of higher education assess college readiness of high school graduates. For the 2009-2010 school year, 6,396 students (30%) took the ACT. The student group with the greatest increase in the percent of test takers was the Hispanic population, with an increase from 10% in 2005 to 16% in 2010.

The ACT incorporates a 1 to 36 point scale for each area: English, Mathematics, Reading, Science and Composite. The average Composite score for 2009-2010 was 21.5 (0.4 points above the national average of 21.1). The White student group had the highest Composite score of 22.6 while the Black/African American student group had the lowest Composite score of 17.9. Figure 29 below shows the academic area scores from 2007 to 2010.

ACT's College Readiness Benchmarks represent the level of preparation needed for students to have at least a 50 percent chance of achieving a grade of B or higher, or at least a 75 percent chance of a grade of C or higher, in entry-level, credit-bearing college English Composition, Algebra, Social Science, and Biology courses: English = 18, Mathematics = 22, Reading = 21, and Science = 24.

Figure 30



Implications for Post P-12 Success

Continuation rates to postsecondary education, remedial placement, and academic progress are measures of college preparation. Additional statewide data could enhance the measure of progress, including remedial placement report required by the Nevada Legislature and college continuation and progression data required for the stimulus funds.

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. Further study is necessary to explore the implications of a Nevada education on post secondary college and career readiness.

STATE BOARD GOAL 5

Insure highly qualified and effective teachers and administrators are in Nevada's classrooms and schools.

The Professional Development component of ADAPT targets the goal to ensure highly qualified and effective teachers and administrators. The 2009 STIP Action Plan strategies intended that professional development systems directly impact student achievement. The 2009 STIP goal of the Professional Development component was:

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.

Progress has been made in expanding effective instructional designs that are meeting the needs of student learners. Progress has also been made in providing more CTE opportunities (see Attachment Five, 2009 Accomplishments).

Nevada Progress to Date

The key indicator of success, *Quality Educators*, aligns to the Professional Development component of the ADAPT framework. At this time, this key indicator is measured by two factors: teachers meeting the NCLB "highly qualified" (HQ) teacher requirements and the equity in distribution of "HQ" and "experienced" teachers (defined in Nevada as those with three years or more of teaching experience).

Key Indicator: Quality Educators

The primary data source for measuring the status of quality educators is the percent of teachers in the state meeting the "HQ" requirements. The requirements for meeting HQ teacher status are 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) has demonstrated subject matter competency.

The HQ teacher analysis also addresses the issue of the equitable distribution of HQ teachers by analyzing the percent at low and high poverty schools (as defined by the percent eligible for the Free and Reduced Lunch program), as well as low and high minority schools (as defined by federal law). Table 7 compares the percent of core academic classes taught by highly qualified teachers at low and high poverty and minority schools.

Table 7. Percent of Core Academic Classes Taught by HQ Teachers

Student Population Category	2007	2008	2009	2010
Low Poverty	73%	76%	77%	86%
High Poverty	58%	58%	63%	78%
Low Minority	74%	75%	76%	88%
High Minority	62%	60%	65%	79%

Key points from Table 5 include:

- The State has increased the percent of core academic classes taught by HQ teachers in all schools.
- The gap between percentage of core academic classes taught by HQ teachers at low poverty and minority schools and high poverty and minority schools has decreased.
- The measurable objective target of a two percentage point (or more) increase has been made for all student population categories.

The equitable distribution of teachers can also be analyzed by teaching experience at Nevada schools. Table 8 shows a four year comparison of teachers with three years or more of teaching experience. The first comparison is between the percent of teachers with 3 years or more at low poverty and high poverty schools. The second comparison is between the percent of teachers with 3 years or more at low minority and high minority schools.

Table 8. Percent of Teachers with Three or More Years Experience

Student Population Category	2007	2008	2009	2010
Low Poverty	85%	92%	91%	95%
High Poverty	72%	85%	90%	92%
Low Minority	85%	92%	92%	95%
High Minority	72%	84%	87%	91%

Key points from Table 8 include:

- The percent of teachers with three years or more of teaching experience has increased for all schools.
- The low poverty and low minority schools have a higher percentage of teachers with three or more years of teaching experience.
- The high poverty schools have the lowest percent of teachers with three years or more of teaching experience.

Implications for Quality Educators

There are a number of ways to measure the quality of educators. At this time, data at the statewide level is available around two qualifiers, highly qualified teacher status and years of teaching experience. It warrants further study to expand this key indicator of success to incorporate additional relevant statewide progress measures.

Progress has been made in increasing the percent of core academic classes taught by HQ teachers at both low and high poverty and minority schools. In spite of this progress, the need for equitable distribution of quality educators is evident. The low poverty and low minority schools have a greater percentage of teachers with three years or more experience. Measurable objectives have been set to measure the progress of equitable distribution.

Measurable Objective for Highly Qualified educators: Increase the percent of core academic classes taught by teachers who meet “highly qualified” requirements at high poverty and high minority schools by two percentage points to reduce the gap in equitable distribution of “highly qualified” educators.

Measurable Objective for Teaching Experience: Increase the percent of core academic classes taught by teachers who have three years or more of teaching experience at high poverty and high minority schools by two percentage points to reduce the gap in equitable distribution of experienced educators.

In the future, Nevada will move toward a system of utilizing student achievement growth data as a portion of the evaluation of educator effectiveness.

The SBE Goal #5 is measured by the Professional Development component of the ADAPT framework. The 2010 STIP Professional Development strategy ensures promising practices are put in place to impact the effective implementation of the 2010 STIP Alignment strategy.

<p>2010 STIP Professional Development Strategy</p>	<p>Create a system of teacher and principal effectiveness, utilizing achievement growth data.</p> <p>Develop and expand alternative pathways for teacher and principal licensure.</p> <p>Provide high quality professional development to support standards implementation; understanding and use of data to inform instruction; expansion of innovative programs and best practices, including interventions to support struggling schools and students.</p> <p>Expand the effective implementation of support 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 disabilities.</p>
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Section Two
2010 Action Plan

State Board Goal 6: Innovative Programs and Targeted Outcomes Key Indicator Summary

The outcome data described previously establishes the current status of Nevada's key indicators of success. From this outcome data, it is evident that increases have been made in certain areas, although specific student groups are not performing at adequate levels to meet proficiency targets. There is evidence that a need remains for equitable distribution of quality educators. It is evident that support systems are needed to keep high school students in school and to help them complete high school with a standard or advanced diploma.

Measurable objectives have been set for the key indicators in the section above. These key indicators are critical for meeting the SBE goals and the overarching STIP goal. These measurable objectives are intended to promote substantive progress in the key indicators. The measurable objectives set for the key indicators in the section above are repeated here:

2010 STIP Measurable Objectives
<ul style="list-style-type: none">➤ <i>Measurable Objective for Math:</i> Increase academic proficiency in math by three percentage points. In addition, make substantive reductions in the achievement gaps.➤ <i>Measurable Objective for Reading:</i> Increase academic proficiency in reading by three and a half percentage points. In addition, make substantive reductions in the achievement gaps.➤ <i>Measurable Objective for Writing:</i> Increase academic proficiency in writing. In addition, make substantive reductions in the achievement gaps.➤ <i>Measurable Objective for Science:</i> Increase academic proficiency in science. In addition, make substantive reductions in the achievement gaps.➤ <i>Measurable Objective for Highly Qualified educators:</i> Increase the percent of core academic classes taught by teachers who meet "highly qualified" requirements at high poverty and high minority schools by two percentage points to reduce the gap in equitable distribution of "highly qualified" educators.➤ <i>Measurable Objective for Teaching Experience:</i> Increase the percent of core academic classes taught by teachers who have three years or more of teaching experience at high poverty and high minority schools by two percentage points to reduce the gap in equitable distribution of experienced educators.➤ <i>Measurable Objective for Dropout Rates:</i> Decrease the gap in dropout rates while decreasing the dropout rate for all student groups.➤ <i>Measurable Objective for Graduation Rates:</i> Decrease the gap in graduation rates while increasing the graduation rates for all student groups.*

The single statewide graduation rate will be 85%. For schools failing to achieve a 85% rate, we will require a 10% reduction in the percentage of students leaving school without a standard, advanced, or adult diploma.*

2010 STIP Action Plan

SBE Goals	ADAPT element	Beliefs	STRATEGY	Key Activities to Carry Out Strategy	Measurable Objectives
Goal #1 Develop and follow a work plan to ensure State Board effectiveness	ALIGNMENT	Adequate & Equitable Funding Continuous Improvement Educational Leadership Parent & Community Involvement Quality Educators	In partnership with all stakeholders, expand and refine the statewide systems of support for education.	<ul style="list-style-type: none"> ◇ Adopt and implement rigorous and relevant Common Core State Content Standards in ELA and Math, including aligned curriculum and instructional practices. ◇ Develop and implement an aligned and balanced assessment system. 	<ul style="list-style-type: none"> ➢ Increase academic proficiency in math by three percentage points. In addition, make substantive reductions in the achievement gaps. ➢ Increase academic proficiency in reading by three and a half percentage points. In addition, make substantive reductions in the achievement gaps. ➢ Increase academic proficiency in writing. In addition, make substantive reductions in the achievement gaps. ➢ Increase academic proficiency in science. In addition, make substantive reductions in the achievement gaps. ➢ Increase the percentage of, by two percent or more, highly qualified and experienced teachers at high poverty and high minority schools to ensure equitable distribution of these teachers. ➢ Decrease the gap in dropout rates while decreasing the dropout rate for all student groups. ➢ Decrease the gap in graduation rates while increasing the graduation rates for all student groups.
Goal #2 Increase student proficiency in reading, mathematics, science and writing.	DATA	Continuous Improvement Effective Use of Data	Enhance the statewide longitudinal data system to provide student achievement data to support instruction, measure student growth, evaluate teacher and principal effectiveness, and be accessible to the public.	<ul style="list-style-type: none"> ◇ Continue enhancements to the statewide longitudinal data. Create a system of teacher and principal effectiveness, utilizing achievement growth data. ◇ Analyze data on student subpopulations to identify potentially promising practices in schools as well as schools in which subpopulations are under-performing to identify areas where assistance is needed. ◇ Develop and implement a comprehensive plan to assess educator effectiveness. ◇ Promote and expand existing national, state and school district level parental engagement best practices to effectively partner families with schools in supporting instruction and achievement goals for all students PreK-12. ◇ Incorporate existing data into measures of postsecondary preparation and success (i.e. college continuation, remedial placement, academic progress). 	

SBE Goals	ADAPT element	Beliefs	STRATEGY	Key Activities to Carry Out Strategy	Measurable Objectives
<p>Goals #3 & 4</p> <p>Improve graduation rate.</p> <p>Insure college and career readiness when students graduate from high school.</p>	<p>TARGET ON SECONDARY EDUCATION</p>	<p>Student Learning Quality Educators</p> <p>Relationships in a Safe Environment</p> <p>Effective Use of Data</p> <p>Parent & Community Involvement</p>	<p>Adopt specific measurable outcomes and use data to evaluate efficacy of programs.</p> <p>Expand promising practices that have shown success in increasing student achievement, graduation rates, post-secondary success, and decreasing dropout rates.</p>	<ul style="list-style-type: none"> ◇ Adopt specific measurable outcomes and use data to evaluate efficacy of programs. ◇ Provide secondary CTE programs that are directly aligned with post-secondary education and lead to industry certifications and associate and baccalaureate degrees. Improve student preparation for careers. ◇ Partner with stakeholders, such as the legislature to adopt policies that encourage students to stay in school and to go to college. ◇ Implement improvement activities for Secondary Transition and Post-Secondary Outcomes for students with disabilities. ◇ Implement integrated family and community engagement practices pre-K – 12 emphasizing benefits, best practices, and vital importance of consistent support to all students throughout their academic careers, as well as the vital necessity of high school graduation and post-secondary learning to students, families and communities. 	<p>SAME AS PREVIOUS PAGE</p>

SBE Goals	ADAPT element	Beliefs	STRATEGY	Key Activities to Carry Out Strategy	Measurable Objectives
<p>Goal #5</p> <p>Insure highly qualified and effective teachers and administrators are in Nevada's classrooms and schools.</p>	<p>ACHIEVEMENT</p> <p>PROFESSIONAL DEVELOPMENT</p>	<p>Student Learning</p> <p>Challenging & Relevant Standards-based Curriculum</p> <p>Quality Educators</p> <p>Relationships in a Safe Environment</p>	<p>Create a system of teacher and principal effectiveness, utilizing achievement growth data.</p> <p>Develop and expand alternative pathways for teacher and principal licensure.</p> <p>Provide high quality professional development to support standards implementation; understanding and use of data to inform instruction; expansion of innovative programs and best practices, including interventions to support struggling schools and students.</p>	<ul style="list-style-type: none"> ◇ Conduct review of Professional Development requirements (relative to relicensure) leading to improvement of pupil achievement. Analyze current requirements for the evaluation of teacher preparation programs and update requirements to meet multiple standard requirements. ◇ Increase Nevada's role with national programs and associations which provide teachers assistance for professional growth. ◇ Development Readiness/School Readiness: Support integration of early childhood in reform initiatives to support quality outcomes for Prek-12 students. ◇ The student attendance rates in Nevada have consistently been above the NCLB requirement (90%). 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. ◇ Provide Professional Development training to promote effective parental engagement in supporting increased student achievement. Further analyze current requirements for teacher preparation programs to ensure training is available on best practices in family and community engagement. 	<p>SAME AS PREVIOUS PAGE</p>

SBE Goals	ADAPT element	Beliefs	STRATEGY	Key Activities to Carry Out Strategy	Measurable Objectives
<p>Goal #6</p> <p>Support and expand innovative instructional programs.</p>	<p>ACHIEVEMENT</p> <p>PROFESSIONAL DEVELOPMENT</p>	<p>Student Learning</p> <p>Effective Use of Data</p>	<p>Develop programs to insure that all students receive appropriate instruction based upon effective delivery of the rigorous and relevant State Standards, including STEM.</p> <p>Develop processes to identify and turn around lowest achieving schools through the implementation of intervention models.</p> <p>Support expansion of innovative programs including effective charter schools.</p>	<ul style="list-style-type: none"> ◇ Provide high quality professional development to support standards implementation; understanding and use of data to inform instruction; expansion of innovative programs and best practices, including interventions to support struggling schools and students; and best practices in effective parental and community engagement. ◇ Develop and expand alternative pathways for teacher and principal licensure. ◇ Provide CTE programs that are organized in programs of study to foster student engagement in structured programs leading to postsecondary education. ◇ Expand the implementation of the Nevada Curriculum Audit Tool for Schools and Districts ◇ Develop processes to identify and turn around lowest achieving schools through the implementation of intervention models. ◇ Implement a system of differentiated consequences and supports for Nevada's schools that are designated as needing improvement. ◇ Support expansion of innovative programs including effective charter schools. 	<p>SAME AS PREVIOUS PAGE</p>

Section 3
Attachments

DRAFT

Attachment One

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.

ATTACHMENT TWO

ARCHITECTURE FOR EDUCATION REFORM IN NEVADA

STATE BOARD OF EDUCATION (SBE) VISION - Inspiring a better educated Nevada through effective policies.
 STATE BOARD OF EDUCATION (SBE) MISSION - The Nevada State Board of Education, working in partnership with the Nevada Department of Education, school districts, families and the community, serves as an advocate and leader for all learners by adopting, implementing, and evaluating policies that promote educational effectiveness, productivity, citizenship and personal satisfaction, which will enable students to be successful.
 STATE BOARD OF EDUCATION (SBE) OVERARCHING GOAL - 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.

CONTINUOUS IMPROVEMENT SYSTEM (ADAPT) IN STATE IMPROVEMENT PLAN (STIP)	NEVADA REFORM AGENDA FROM RACE TO THE TOP	STATE BOARD GOALS	SBE/IDE STRATEGIES AND TACTICS	KEY PERFORMANCE INDICATORS IN STIP	TARGETS (MEASURABLE OBJECTIVES) IN STIP
<p>Aligned System</p>	<ul style="list-style-type: none"> State Success Factors - Section A Standards and Assessment - Section B 	<p>#1 -Develop and follow a work plan to ensure State Board effectiveness.</p>	<p>IN DEVELOPMENT PROCESS ↓</p>		
<p>Data To Inform</p>	<ul style="list-style-type: none"> Data Systems to Support Instruction and Accountability - Section C 		<p>↓</p>		
<p>Achievement of Students</p>	<ul style="list-style-type: none"> All Students Receive Instruction Based on Standards including STEM - Section A-F Turning Around Schools - Section E Support Innovation - Section F 	<p>#2-Increase student proficiency in reading, mathematics, science and writing. #3-Improve graduation rate. #4-Insure college and career readiness when students graduate from high school. #6-Support and expand innovative instructional programs.</p>	<p>↓</p>	<p>#1-Achievement in Math: Elementary #2-Achievement in Math: Middle #3-Achievement in Math: High #4-Achievement in Reading: Elementary #5-Achievement in Reading: Middle #6-Achievement in Reading: High #7-Achievement in Writing: Elementary #8-Achievement in Writing: Middle #9-Achievement in Writing: High #10-Graduation Rates #11-Dropout Rates</p>	<p>#1-Math: Increase academic proficiency in math by three percentage points. In addition, make substantive reductions in the achievement gaps. #2-Reading: Increase academic proficiency in reading by three and a half percentage points. In addition, make substantive reductions in the achievement gaps. #3-Writing: Increase academic proficiency in writing in addition, make substantive reductions in the achievement gaps. #6-Dropout Rates: Decrease the gap in dropout rates while decreasing the dropout rate for all student groups. #7-Graduation Rates: Decrease the gap in graduation rates while increasing the graduation rates for all student groups.</p>
<p>Professional Development and Support</p>	<ul style="list-style-type: none"> Great Teachers and Leaders - Section D 	<p>#5-Insure highly qualified and effective teachers and administrators are in Nevada's classrooms and schools.</p>	<p>↓</p>	<p>#12-Quality Educators: Highly Qualified #13-Quality Educators: % 3 Years or Less Experience</p>	<p>#4-Highly Qualified Educators: Increase the percent of teachers who meet "highly qualified" requirements at high poverty and high minority schools by two percentage points to reduce the gap in equitable distribution of experienced educators. #5-Teaching Experience: Increase the percent of teachers who have three years or more of teaching experience at high poverty and high minority schools by two percentage points to reduce the gap in equitable distribution of experienced educators.</p>
<p>Targeted Outcomes</p>					

Attachment Three Comparison to 2008 STIP Baseline Data

2009 STIP: Current Status of Priority Key Indicators													
Student Group	Achievement in Math: Elementary	Achievement in Math: Middle	Achievement in Math: High	Achievement in Reading: Elementary	Achievement in Reading: Middle	Achievement in Reading: High	Achievement in Writing: Elementary	Achievement in Writing: Middle	Achievement in Writing: High	Graduation Rates	Dropout Rates	Quality Educators: Highly Qualified	Quality Educators: % 3 Years or less Experience
All Students	Gray	Green	Gray	Green	Green	Green	Green	Green	Gray	Green	Green	Blue	Blue
American Indian/Alaskan Native	Red	Green	Red	Green	Green	Gray	Gray	Green	Green	Gray	Gray	Blue	Blue
Asian/Pacific Islander	Green	Green	Green	Green	Green	Green	Green	Green	Gray	Green	Green	Blue	Blue
Hispanic	Green	Green	Green	Green	Green	Green	Green	Green	Gray	Green	Green	Blue	Blue
Black/African American	Gray	Green	Green	Green	Green	Green	Green	Gray	Gray	Green	Gray	Blue	Blue
White	Gray	Green	Gray	Green	Green	Gray	Green	Gray	Gray	Green	Green	Blue	Blue
FRL	Green	Green	Green	Green	Green	Green	Green	Green	Gray	Blue	Blue	Blue	Blue
IEP	Gray	Green	Gray	Green	Green	Gray	Gray	Gray	Red	Blue	Blue	Blue	Blue
LEP	Gray	Green	Gray	Green	Green	Green	Green	Gray	Red	Blue	Blue	Blue	Blue
High Poverty Schools	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Green	Green
Low Poverty Schools	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Gray	Green

Note: "Achievement" = % proficient on CRT
 Coding: Green = 3 or greater percentage point gain
 Light Green = less than 3 percentage point gain
 Gray = no gain or less than 3 percentage point loss
 Red = 3 or greater percentage point loss