



**2012**

**Nevada**

**State**

**Improvement Plan**

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## NEVADA STATE BOARD OF EDUCATION

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

## NEVADA STATE IMPROVEMENT PLAN ACKNOWLEDGEMENTS

Key partners in the Nevada educational system collaborated to revise the 2012 *Nevada State Improvement Plan*. The following key partners participated in the revision of the 2012 *STIP* through meetings and/or electronic input:

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## Executive Summary

Each year the Nevada State Board of Education (Board) reviews and revises the Nevada State Improvement Plan pursuant to Nevada Revised Statute (NRS) 385.34691 (Appendix 1). The 2012 State Improvement Plan (STIP) reflects statutory changes to improvement planning enacted by the 2011 Legislature.

Responding to these revised requirements, the Board adopted a Strategic Framework to ensure Legislative intent is addressed in a single comprehensive plan.

The Board recommitted to its previous Vision and Mission as follows:

### 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 personal satisfaction which will enable students to be successful.

The Board refined previously adopted goals as follows:

1. Improve student achievement results in core academic subjects.
2. Improve the graduation rate including expanding the advanced diploma rate.
3. Ensure college and career readiness when students graduate from high school.
4. Ensure Nevada's students are educated by effective teachers and administrators.
5. Support and expand innovative instructional programs.

In order to measure progress toward achievement of these revised goals, some of the indicators previously contained in the STIP will continue while others will require new data collection systems to be developed.

In order to accomplish the goals, the STIP includes a five-year Strategic Plan guided by the following four strategic priorities, which are to:

- Implement standards and assessments that prepare students for success in postsecondary education and careers.
- Provide valid and reliable data to support decision-making for student achievement.
- Create and implement a comprehensive educator effectiveness system.
- Implement innovative programs and scale up evidence-based practices for school and district improvement.

Appendix 2 contains the five-year Strategic Plan.

The carrying out of the Strategic Plan will result in:

- Implementation of the Common Core State Standards in English Language Arts and Mathematics in all grade levels;
- Transition to revised student assessments aligned to the new standards;
- Expansion of the state data system utilizing a growth model to inform instruction, transform school and district accountability structures, and support a revised educator evaluation process;
- Establishment of a State System to evaluate and support educators in order to improve student achievement; and
- Expansion of innovative programs to support student success.

The STIP revision process will provide status updates on the Strategic Plan and data regarding progress toward achievement of the Board goals.

## ***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 effective 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, and schooling should support academic excellence as well as physical wellness, citizenship, and achievement of the arts.
- 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.
- Family engagement and community involvement are critical to improved student performance.

These belief statements represent core values and operating principles that guide the *2012 State Improvement Plan (STIP)*. All values are perceived as equally important, and appear in no ranked order.

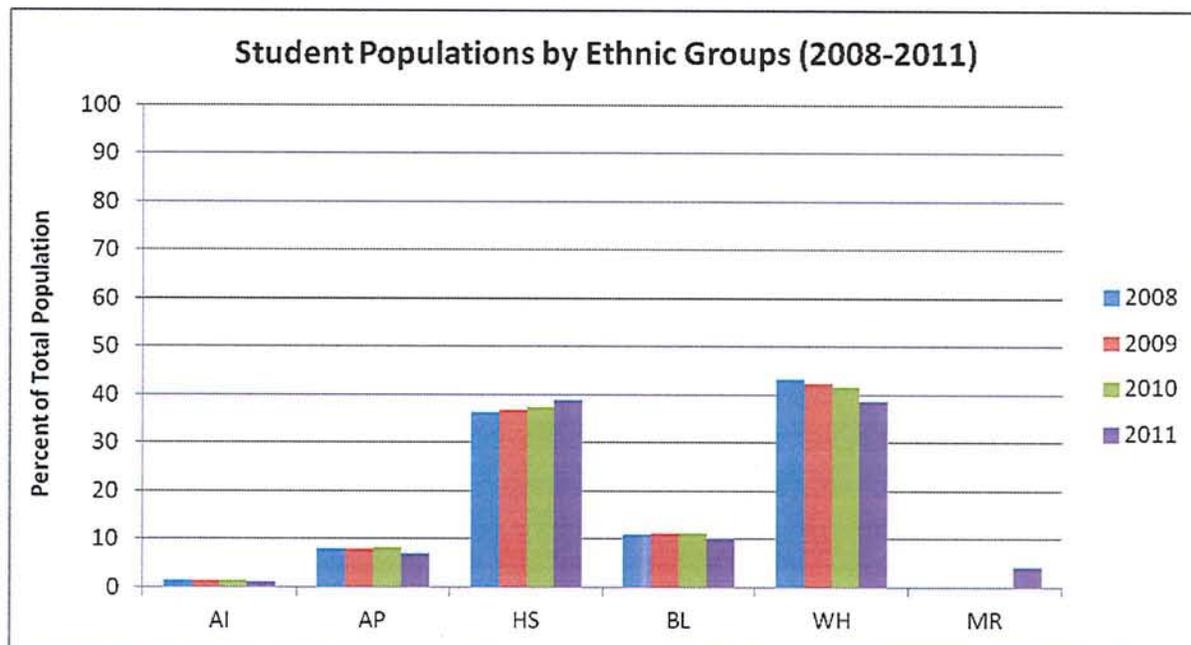
## ***Nevada Education Landscape***

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 309,749 students. An adjacent school district, Esmeralda, has only 66

enrolled students. The state has a total of 626 schools, with 371 elementary schools, 109 middle schools, 91 high schools, and 55 special and charter schools.

The 2010-2011 class size student-teacher ratio for the state was 19.4 making Nevada the sixth highest student-teacher ratio in the nation. There are 22,526 full time equivalent teaching positions, according to the February 2011 Research Bulletin published by the Nevada Department of Education (NDE). Nevada's average teacher salary as per the Nevada Research Bulletin (February 2011) is \$52,012. The National Education Association's Rankings and Estimates (2010) lists the national average teacher salary at \$55,350. Additionally, Nevada is ranked 48<sup>th</sup> in the nation for expenditures per pupil (FY2009).

### Student Population by Ethnicity (2008-2011)



During the 2010-2011 school year, 437,057 students were enrolled in Nevada public schools. This was an increase of approximately 1,000 students from the previous year. As shown in the figure above, the Hispanic student population has increased the most, from 36% in 2008 to 39% in 2011. In contrast, the White student population has decreased by 4 percentage points from 2008 to 2011.

There has been a corresponding increase in the number of students who do not speak English as their first language. The number of students identified as Limited English Proficient (LEP) has increased from 78,732 in 2008 to 87,240 in 2011. Of the approximately 130 other languages spoken by Nevada students, Spanish is by far the most common.

## ***Statutory Changes to Improvement Planning***

The 2011 Legislative Session passed three bills which impacted State Improvement Planning and enacted additional planning requirements. These were Assembly Bill 113, Senate Bill 197 and Assembly Bill 138.

- AB113 changed the date for the Annual State Improvement Plan (STIP) from December 15 to January 31 and added a section requiring a five-year strategic plan to improve achievement and proficiency of students while the other components of the STIP and its annual nature remained unchanged.
- SB197 revised the State Board of Education selection and membership, appointment of the State Superintendent, restated the components of the STIP and required additional elements including specific goals to be adopted by the State Board of Education.
- AB138 stated the Department may develop a plan with goals and benchmarks to ensure high school pupils are adequately prepared for postsecondary education and success in the workplace including methods to ensure alignment of standards, graduation requirements and assessments to college and workforce expectations.

As a result of these statutory changes in August 2011, the Board approved a revised Strategic Framework to guide planning for improvement of the State's educational system. This Framework ensured that the Legislative requirements will be addressed through one integrated process and an annual deliverable which will provide the annual STIP, the five-year strategic plan, the annual report required in SB197 and an embedded high school plan per AB138 in one document.

The Board affirmed its commitment to the previous vision and mission as follows:

### 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 personal satisfaction which will enable students to be successful.

In response to SB197, the Board refined previous goals and adopted the following:

1. Improve student achievement results in core academic subjects.
2. Improve the graduation rate including expanding the advanced diploma rate.

3. Ensure college and career readiness when students graduate from high school.
4. Ensure Nevada's students are educated by effective teachers and administrators.
5. Support and expand innovative instructional programs.

As a result of the refined goals, some of the indicators previously established in the STIP will continue while others will require new data collection and metrics to be developed.

The status of the indicators to measure attainment of the refined goals is as follows.

Goal	Indicators to Measure Attainment
1. Improve student achievement results in core academic subjects.	Student achievement results in reading, mathematics, science and writing
2. Improve the graduation rate including expanding the advanced diploma rate.	<ul style="list-style-type: none"> <li>• The percentage of pupils who enroll in grade 9 and who graduate from a public high school, with a standard or higher diploma upon completion</li> <li>• The percentage of pupils enrolled in public middle schools and junior high schools, who enter public high schools with the skills necessary to succeed in high school</li> <li>• The percentage of reengaged* youth who have successfully completed high school</li> </ul> <p style="text-align: right;"><i>*dropped out of high school and returned</i></p>
3. Ensure college and career readiness when students graduate from high school.	<ul style="list-style-type: none"> <li>• The performance of pupils on standardized college entrance exams</li> <li>• The percentage of graduates who enter postsecondary educational institutions or who are career and workforce ready</li> </ul>
4. Ensure Nevada's students are educated by effective teachers and administrators.	<ul style="list-style-type: none"> <li>• Metrics to be developed</li> </ul>
5. Support and expand innovative instructional programs.	<ul style="list-style-type: none"> <li>• Metrics to be developed, to include:               <ul style="list-style-type: none"> <li>• Impact measures for each targeted initiative</li> <li>• Internal innovation measures of NDE's system for supporting and expanding innovation</li> <li>• A mechanism for tracking and maintaining communication with those youth who have dropped out of school or who are at risk of doing so (per SB197)</li> </ul> </li> </ul>

This and future State Improvement Plans will include a five-year Strategic Plan to reflect the following newly adopted strategic priorities and revised indicators to track progress in accomplishment of the refined goals. In August 2010, the State Board adopted the following four Strategic Priorities:

1. Implement standards and assessments that prepare students for success in postsecondary education and careers.
2. Provide valid and reliable data to support decision-making for student achievement.
3. Create and implement a comprehensive educator effectiveness system.
4. Implement innovative programs and scale up evidence-based practices for school and district improvement.

Appendix 2 contains the initial five-year Strategic Plan.

The foundational beliefs previously stated guide the development of strategies in order to carry out the reform efforts laid out in the State Improvement Plan. The role of continuous improvement is to implement comprehensive plans ensuring progress of the key indicators of success leading to accomplishing the goals of the Nevada education system.

In addition to State statutory changes impacting the State Improvement Planning process, Nevada will be adjusting its procedures to reflect changes in federal requirements in order to remain in compliance as well as compete for much needed federal funding.

# **State Board Goals — Nevada's Progress to Date**

## **Goal 1**

### **Improve student achievement results in core academic subjects.**

#### **Current Status**

Historically, the indicators for the improving proficiency goal have been the percent proficient on the state criterion referenced tests (CRT) in reading, writing, and mathematics (grades 3-8, and 11). Elementary grades (grades 3-5) have been collapsed, as have middle schools (grades 6-8), and high school is reflected by the proficiency examination scores. These proficiency scores have been disaggregated by ethnicity and subpopulations and arranged longitudinally by year for comparison purposes.

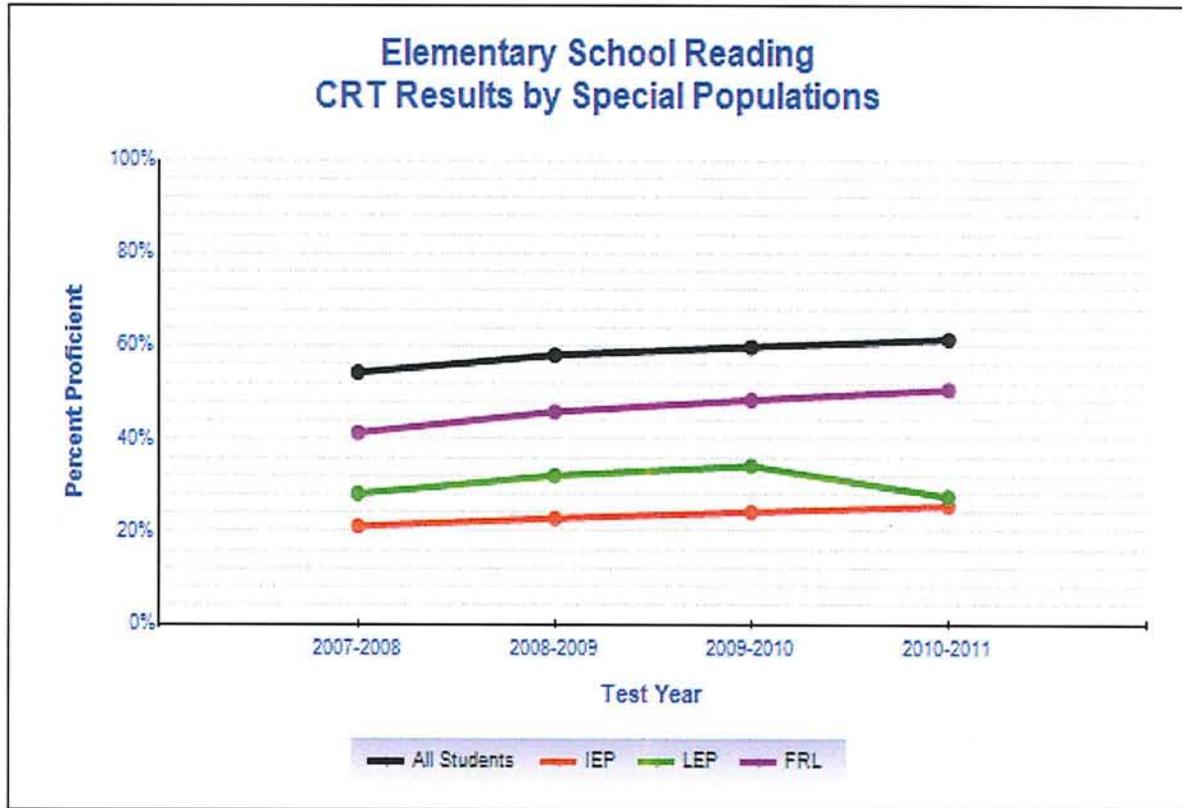
Historically, the performance target for this indicator has been to increase the percent proficient by a specified number of percentage points.

The following charts reflect these data. However, since the federal government has modified ethnic categories these data are reflected for the last school year only.

#### **Future Anticipated Status**

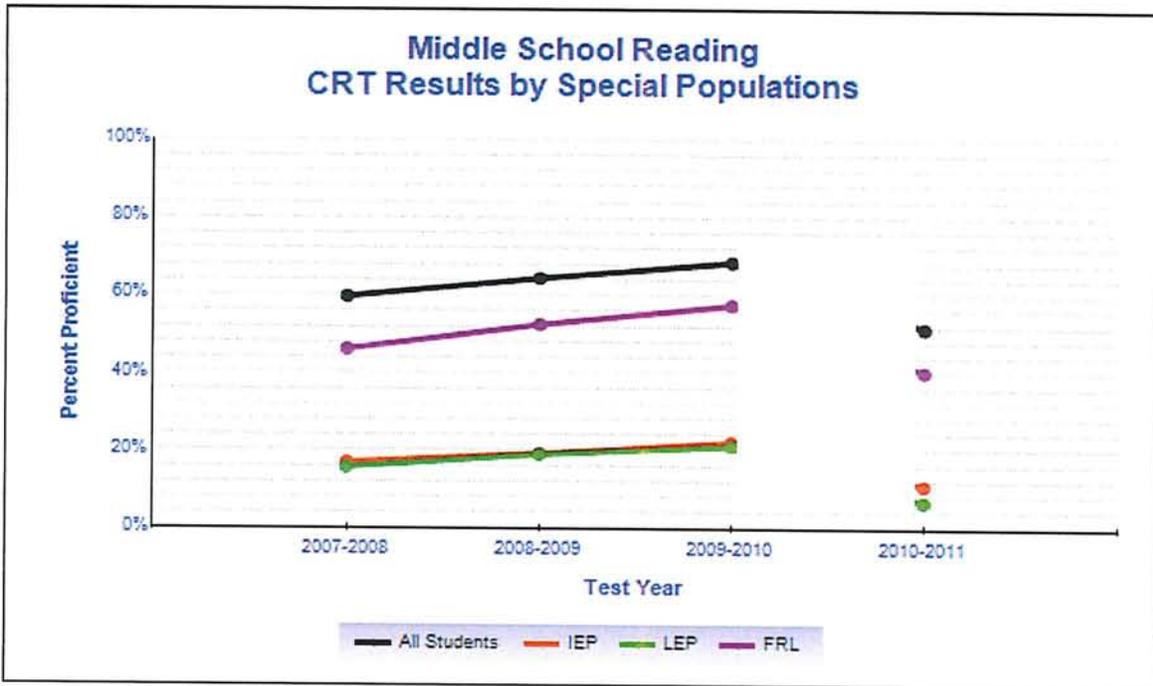
As Nevada is transitioning to a growth model, it is anticipated the State will adopt new performance metrics using the CRT data once baselines are established. The Nevada Growth Model will enable the state to measure the amount of progress a student makes from one year to the next on statewide assessments and will become an important accompanying measure to understand student performance in Nevada.

## Achievement in Reading



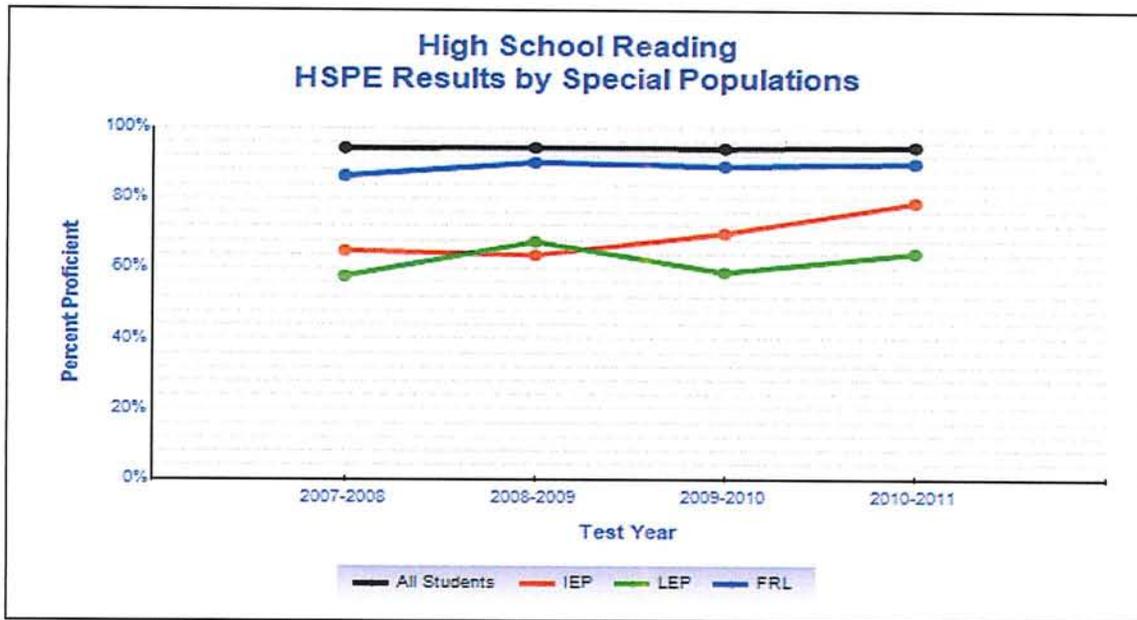
Key points include:

- The performance of All Students increased by approximately 4 percentage points from 2008 to 2011.
- The FRL student group had the greatest increase, with an increase of over 12 percentage points.
- The LEP student group had a decrease of over 5 percentage points from 2010 to 2011.



**Key points**

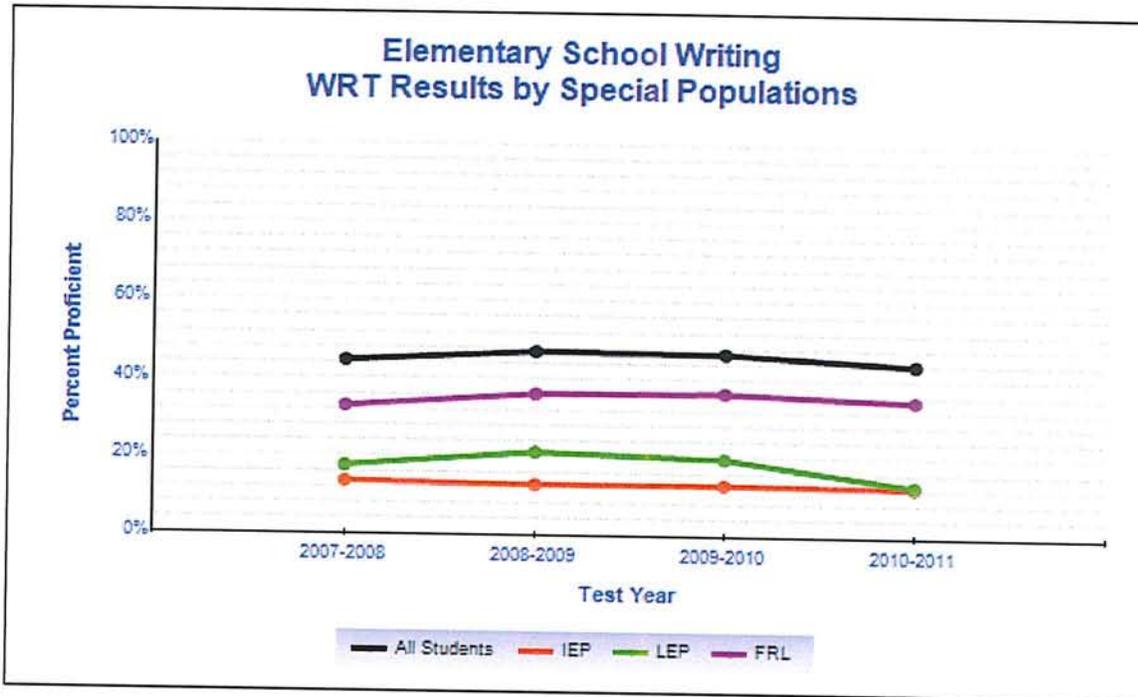
- As a result of substantial changes to the content and rigor of the 2011 reading assessments, direct comparisons should not be made between 2011 performance and performance in previous years.



**Key points include:**

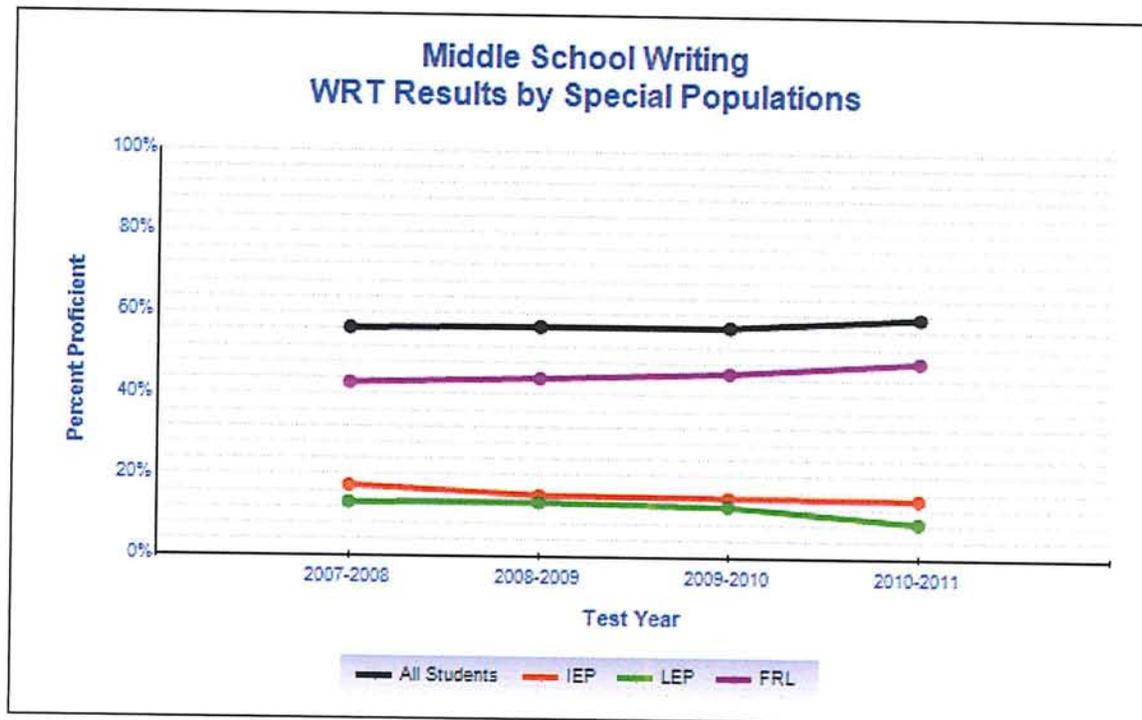
- The performance of All Students has been stable at 96% from 2008 to 2011.
- The IEP student group had the greatest increase, with an increase of over 12 percentage points.
- The LEP student group had inconsistent performance changes, resulting in an approximate 8 percentage points increase from 2008 to 2011.

## Achievement in Writing



Key points include:

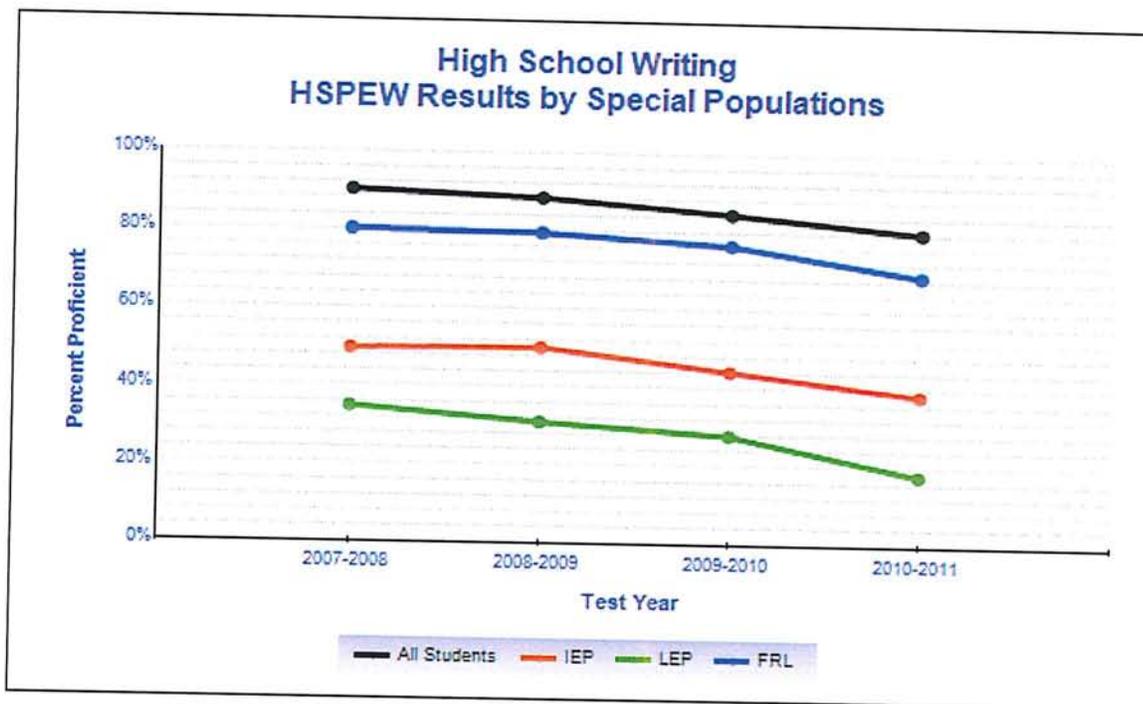
- The performance of All Students remained flat from 2008 to 2011.
- The LEP student group had a decrease of over 5 percentage points from 2008 to 2011.



(Middle School Writing, continued)

Key points include:

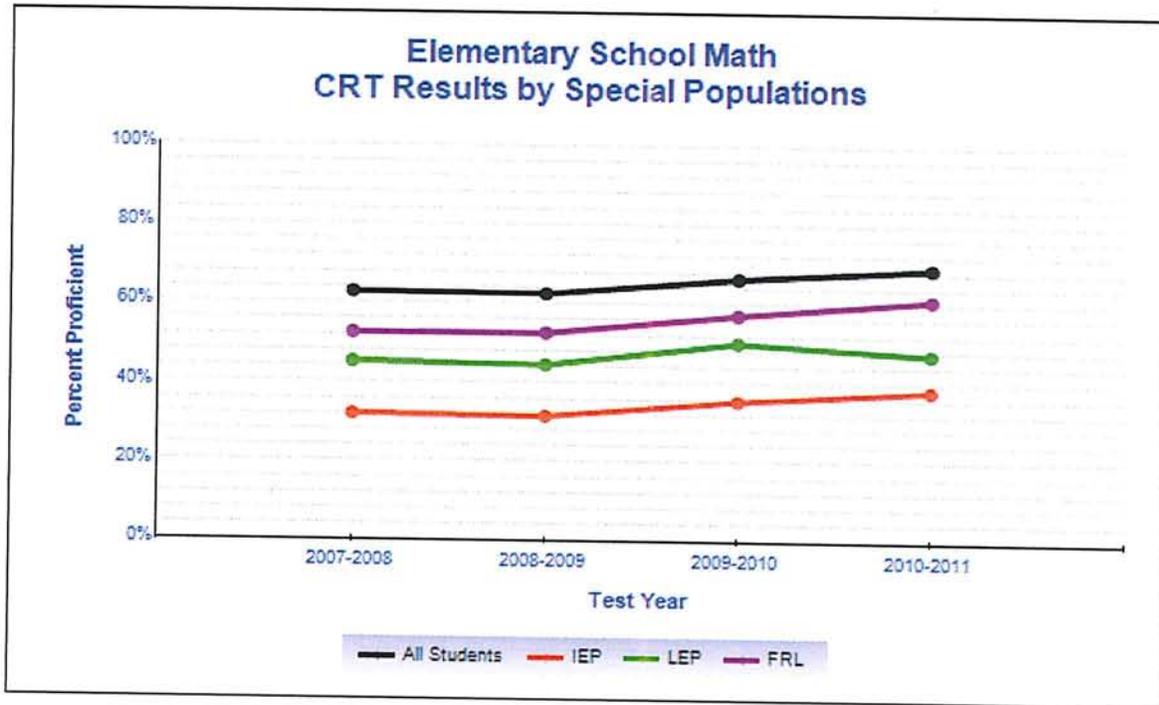
- The performance of All Students increased by approximately 4 percentage points from 2008 to 2011.
- The FRL student group had the greatest increase, with an increase of over 5 percentage points.
- The LEP student group had a decrease of over 5 percentage points from 2008 to 2011.



Key points include:

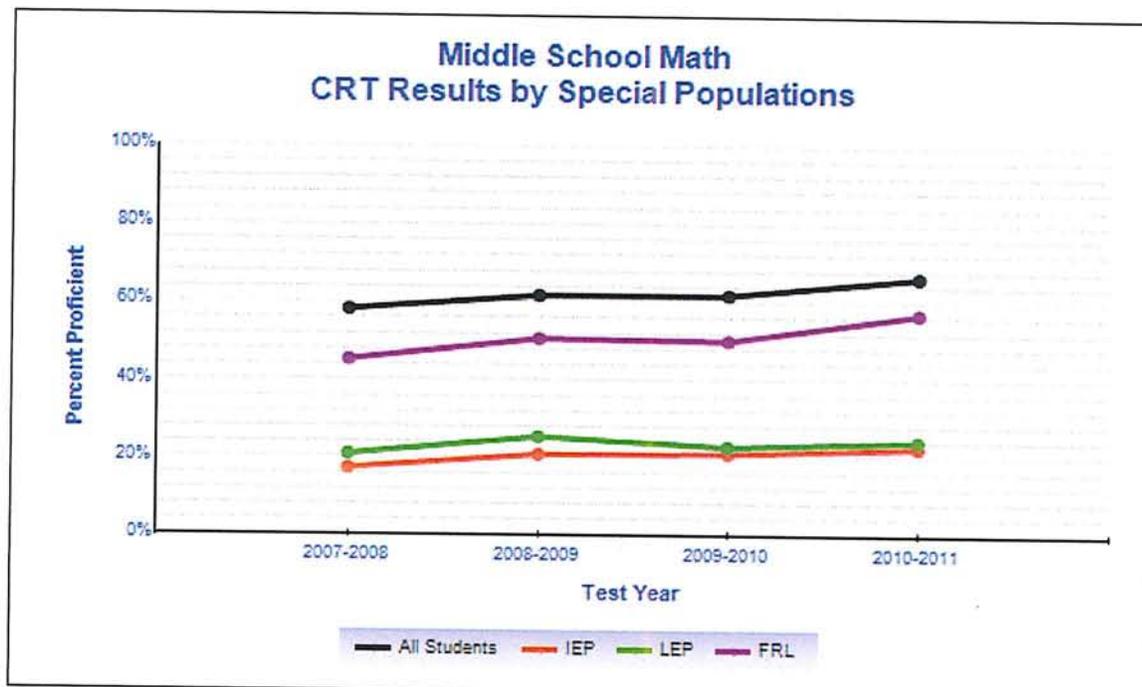
- All student groups had a significant decrease from 2010 to 2011.

## Achievement in Math



Key points include:

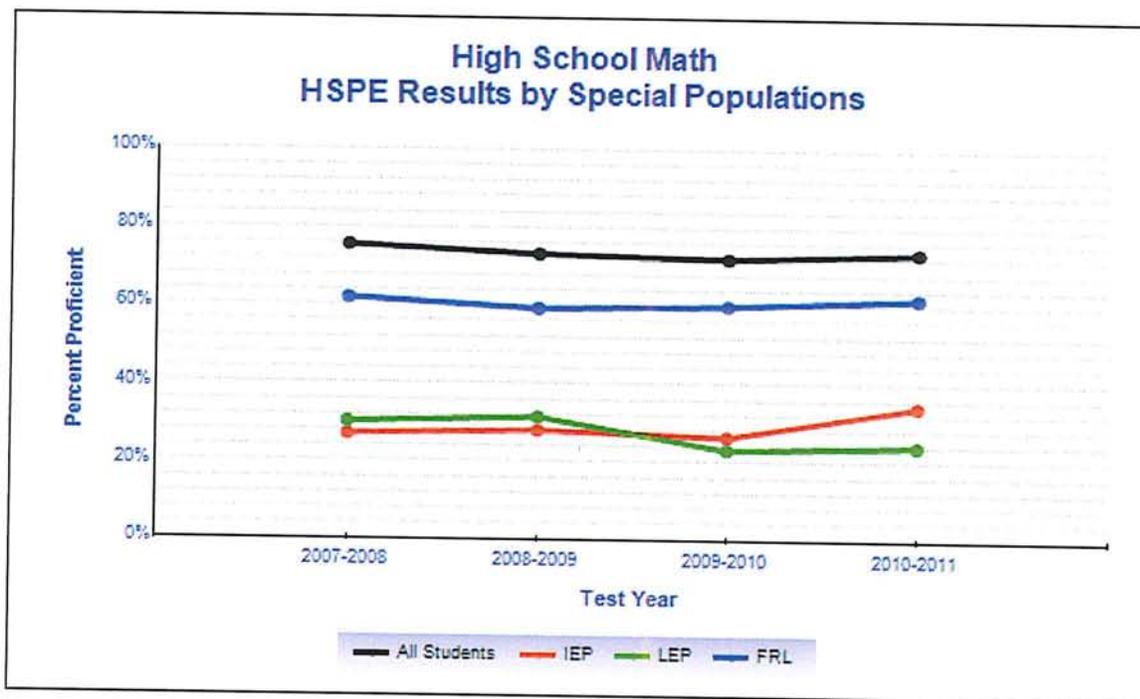
- The performance of All Students increased by approximately 8 percentage points from 2008 to 2011.
- The FRL student group had the greatest increase, with an increase of over 8 percentage points.
- The LEP student group had a slight decrease from 2010 to 2011.



(Middle School Math, continued)

Key points include:

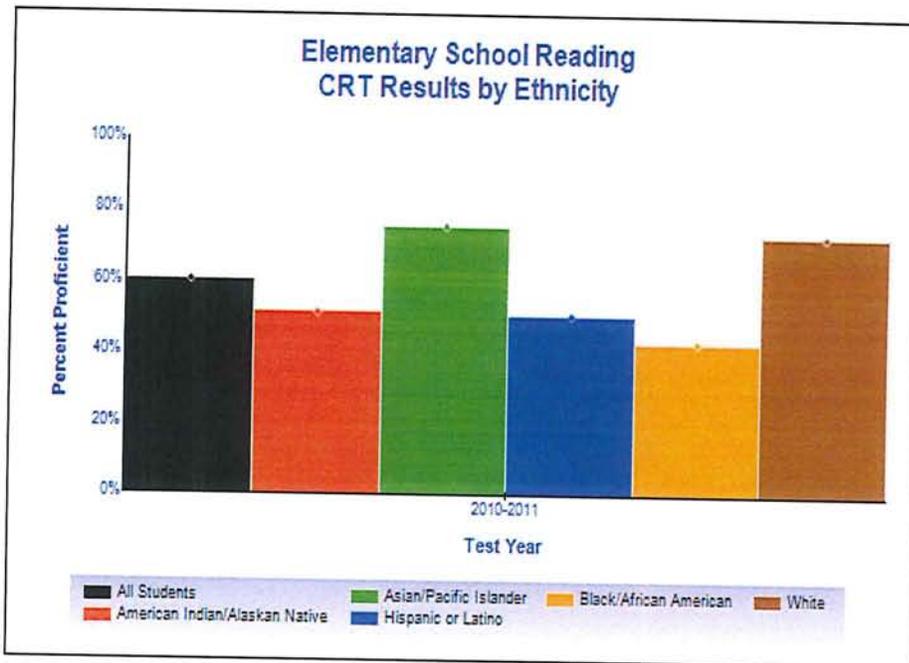
- The performance of All Students increased by over 8 percentage points from 2008 to 2011.
- The FRL student group had the greatest increase, with an increase of over 12 percentage points.
- The performance gap between All Students and the LEP and IEP student groups is over 40 percentage points for 2011.



Key points include:

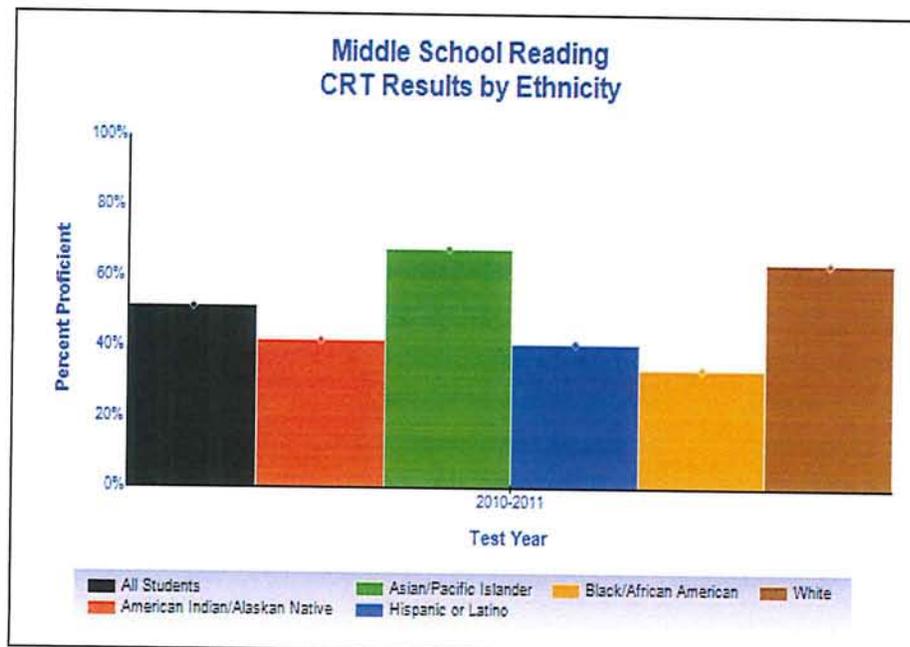
- The performance of All Students slightly decreased from 2008 to 2011.
- The IEP student group had the greatest increase, with an increase of over 5 percentage points.
- The LEP student group had a decrease of approximately 8 percentage points from 2008 to 2011.

## Achievement in Reading



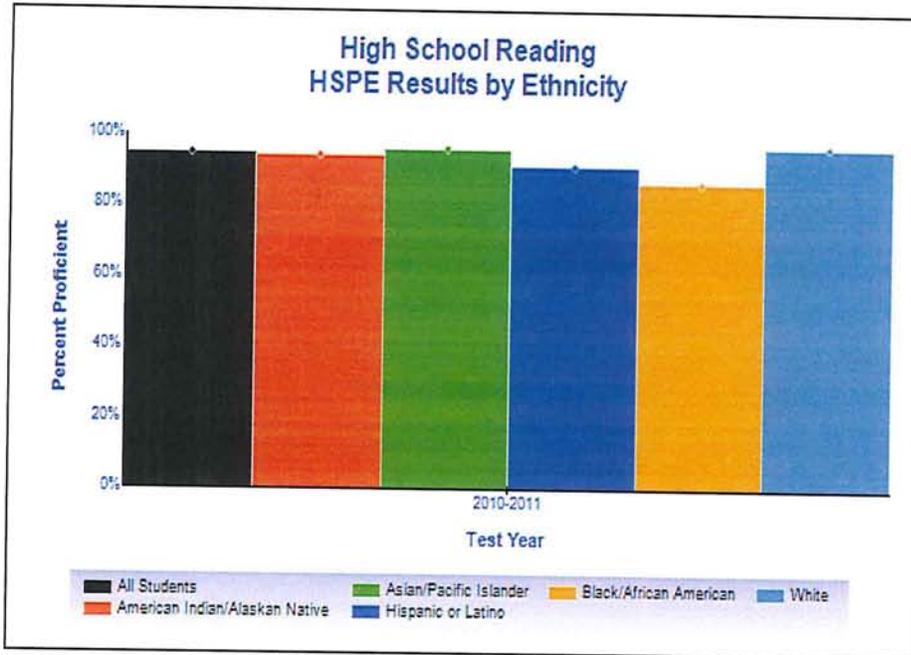
Key points include:

- The performance of the Asian/Pacific Islander and White student groups is significantly above All Students.
- The performance of the Black/African American student group is furthest below All Students.
- The Hispanic student group and American Indian/Alaskan Native student group performance is the closest to All Students.



Key points include:

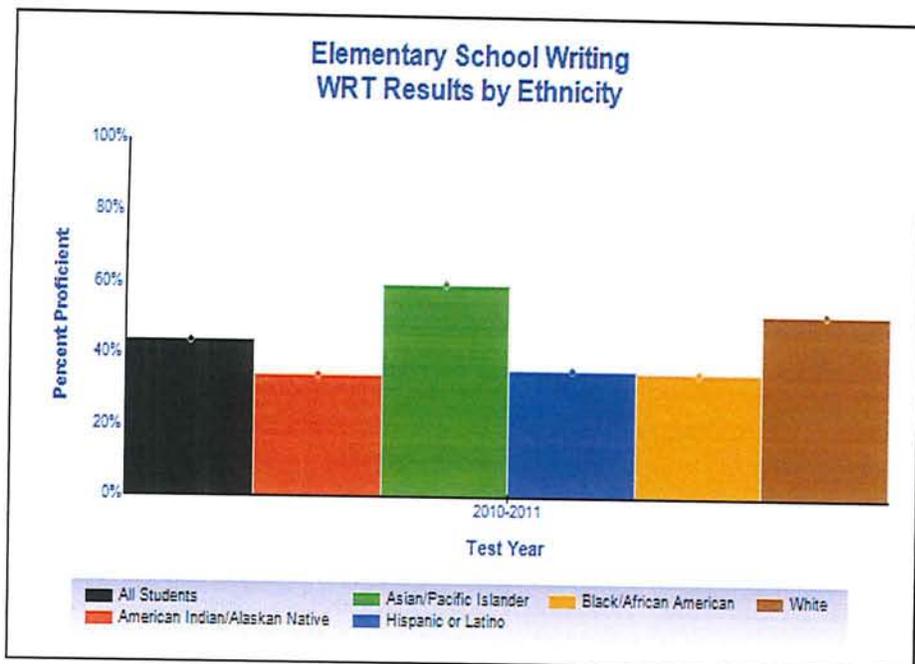
- The performance of the Asian/Pacific Islander and White student groups is significantly above All Students.
- The performance of the Black/African American student group is furthest below All Students.
- The American Indian/Alaskan Native student group performance is the closest to All Students.



Key points include:

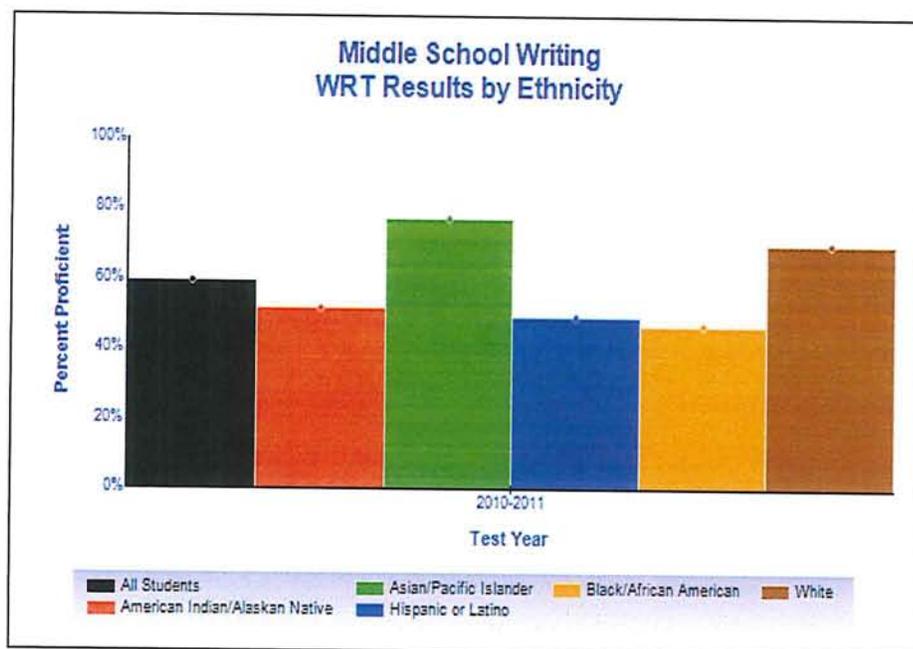
- The performance of the White student group is significantly above All Students.
- The performance of the Black/African American student group is furthest below All Students.
- The American Indian/Alaskan Native and Asian/Pacific Islander student group performance is the closest to All Students.

## Achievement in Writing



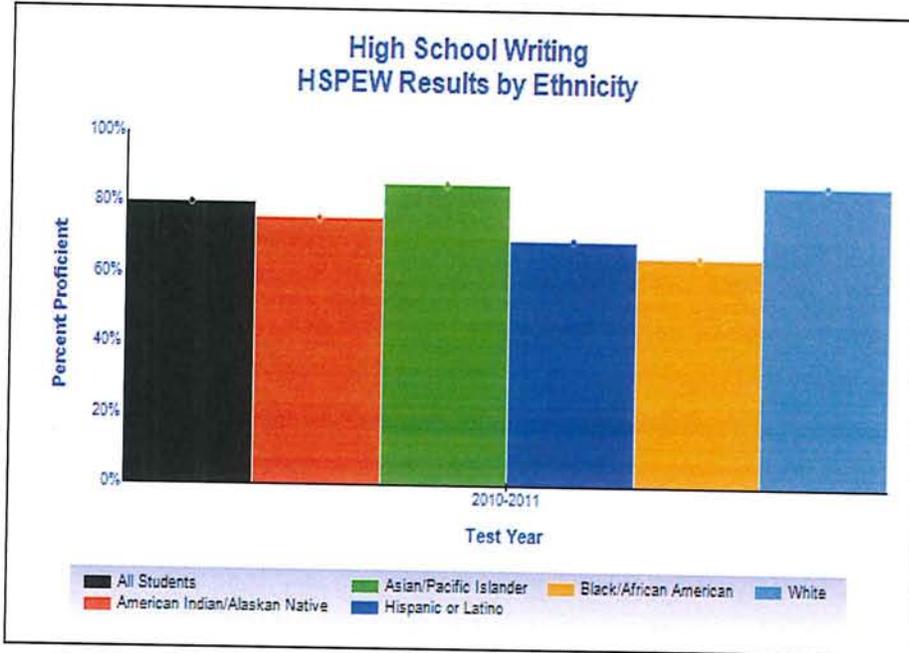
Key points include:

- The performance of the Asian/Pacific Islander student group is significantly above All Students.
- The performance of the American Indian/Alaskan Native student group is furthest below All Students.
- The White student group performance is the closest to All Students.



Key points include:

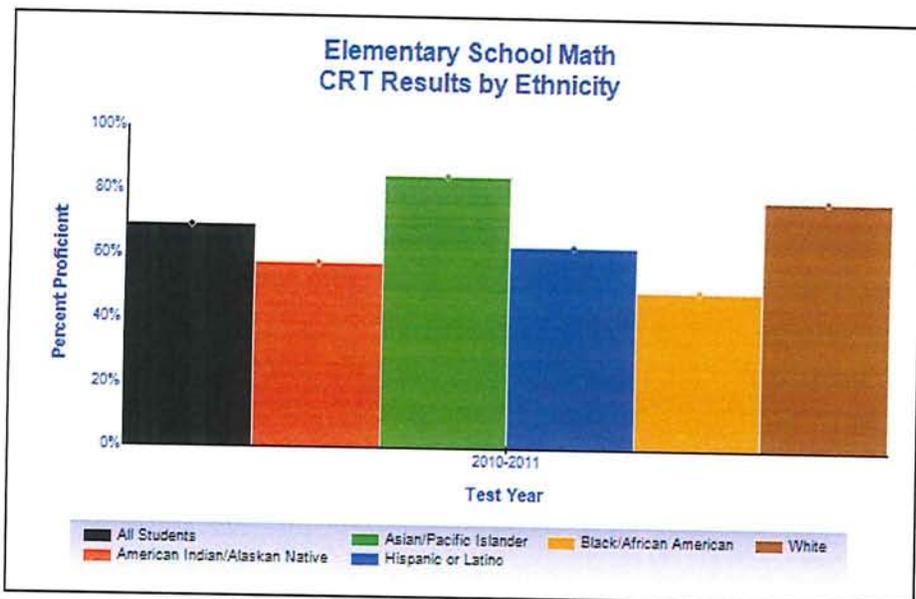
- The performance of the Asian/Pacific Islander student group is significantly above All Students.
- The performance of the Black/African American student group is furthest below All Students.
- The American Indian/Alaskan Native student group performance is the closest to All Students.



Key points include:

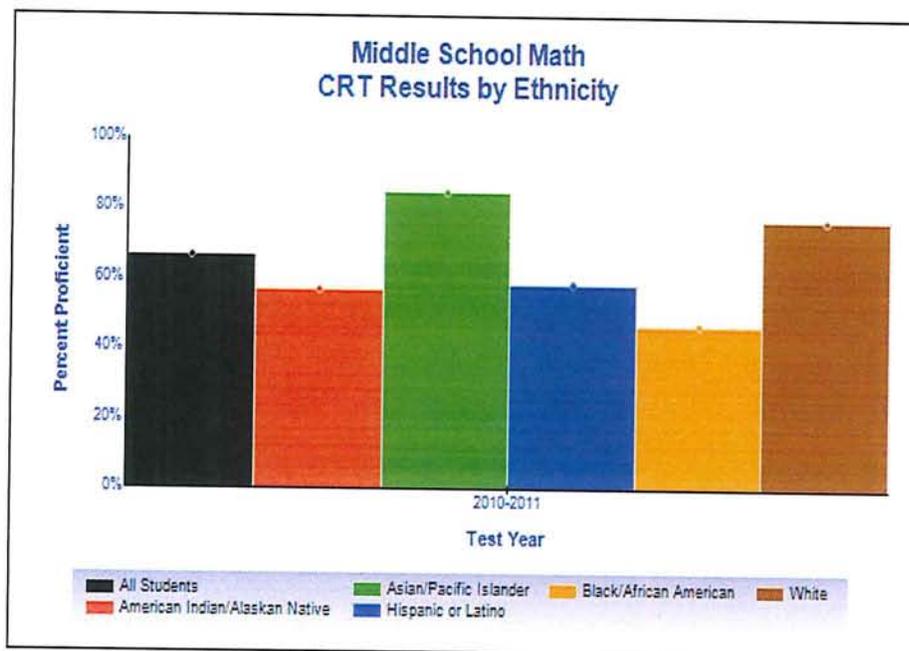
- The performance of the White and Asian/Pacific Islander student groups are greater than the All Students category.
- The performance of the Black/African American student group is furthest below All Students.
- The American Indian/Alaskan Native student group performance is the closest to All Students.

## Achievement in Math



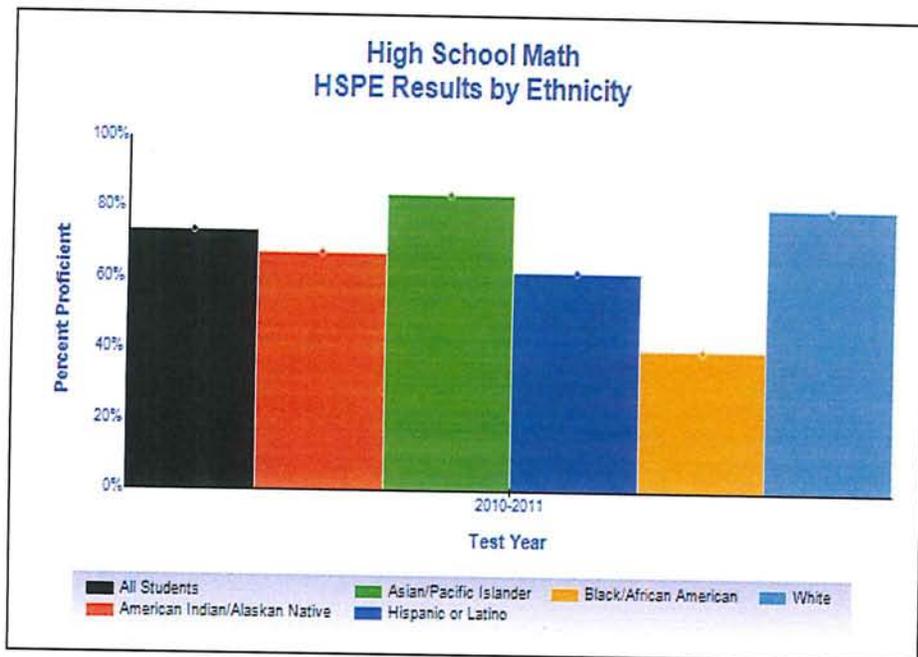
Key points include:

- The performance of the Asian/Pacific Islander and White student groups is significantly above All Students.
- The performance of the Black/African American student group is furthest below All Students.
- The Hispanic student group performance is the closest to All Students.



Key points include:

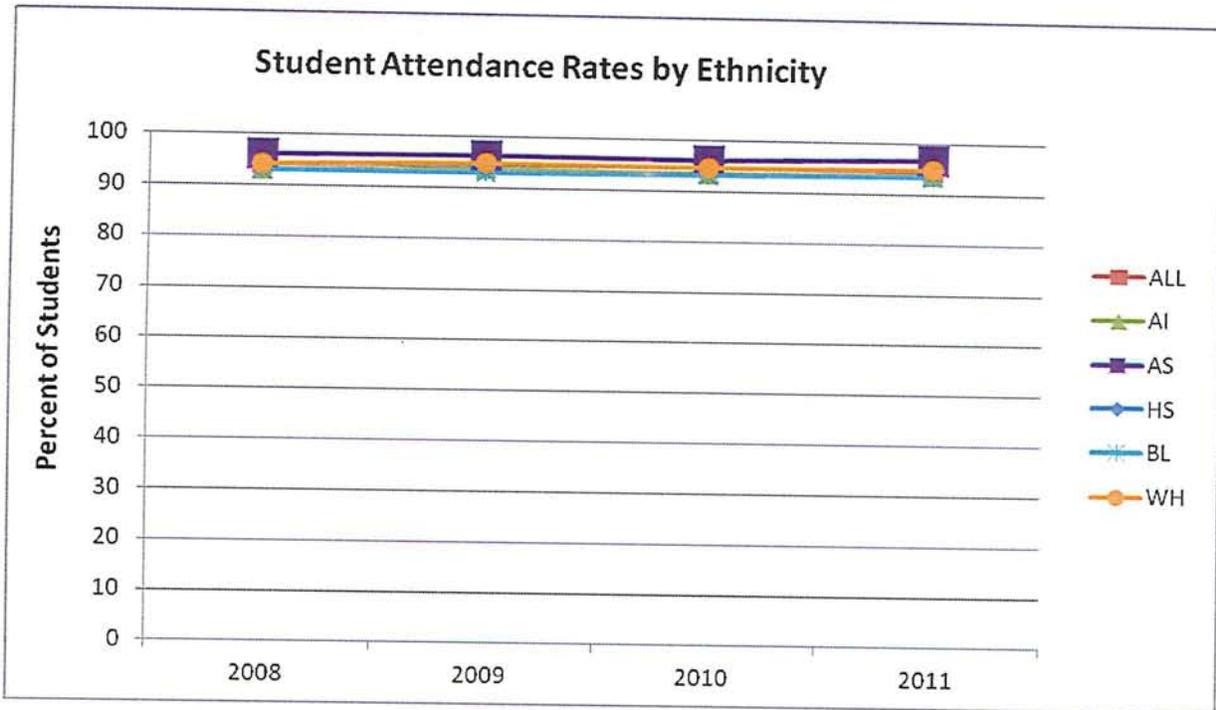
- The performance of the Asian/Pacific Islander and White student groups is significantly above All Students.
- The performance of the Black/African American student group is furthest below All Students.
- The Hispanic student group and American Indian/Alaskan Native student group performance is the closest to All Students.



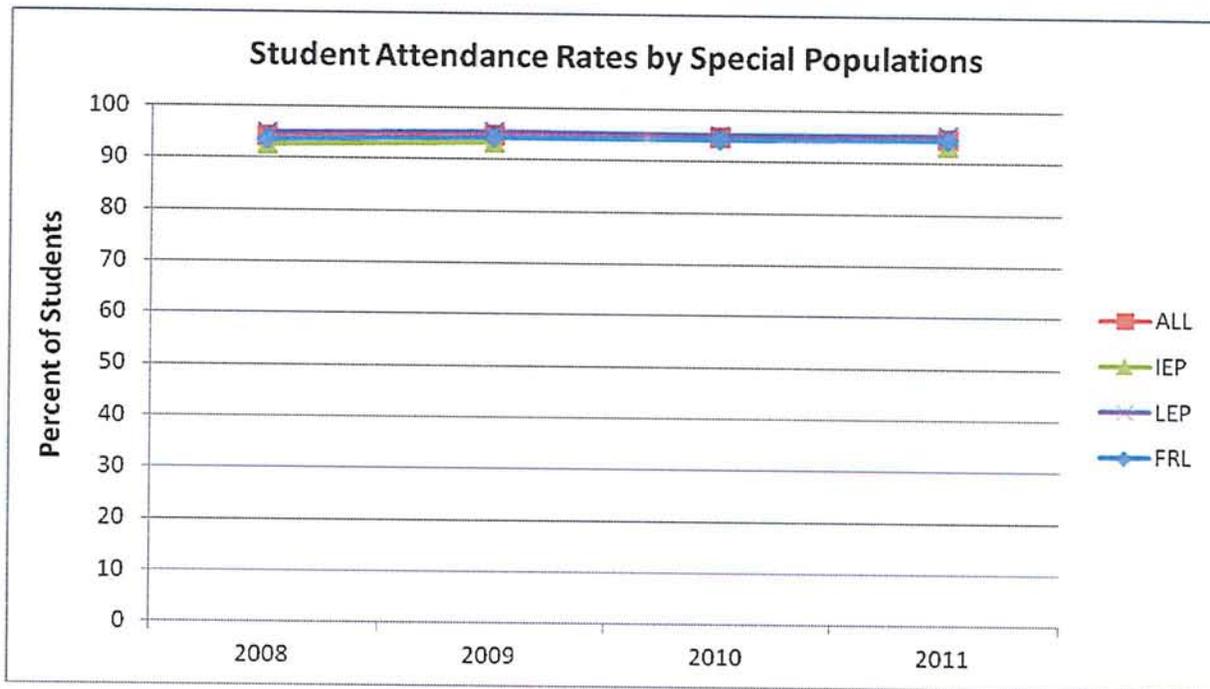
Key points include:

- The performance of the Asian/Pacific Islander and White student groups is above All Students.
- The performance of the Black/African American student group is furthest below All Students.
- The American Indian/Alaskan Native student group performance is the closest to All Students.

### Student Attendance Rates by Ethnicity (2008-2011)



### Student Attendance Rates by Special Populations (2008-2011)



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

## Goal 2

### **Improve the graduation rate including expanding the advanced diploma rate.**

#### **Current Status**

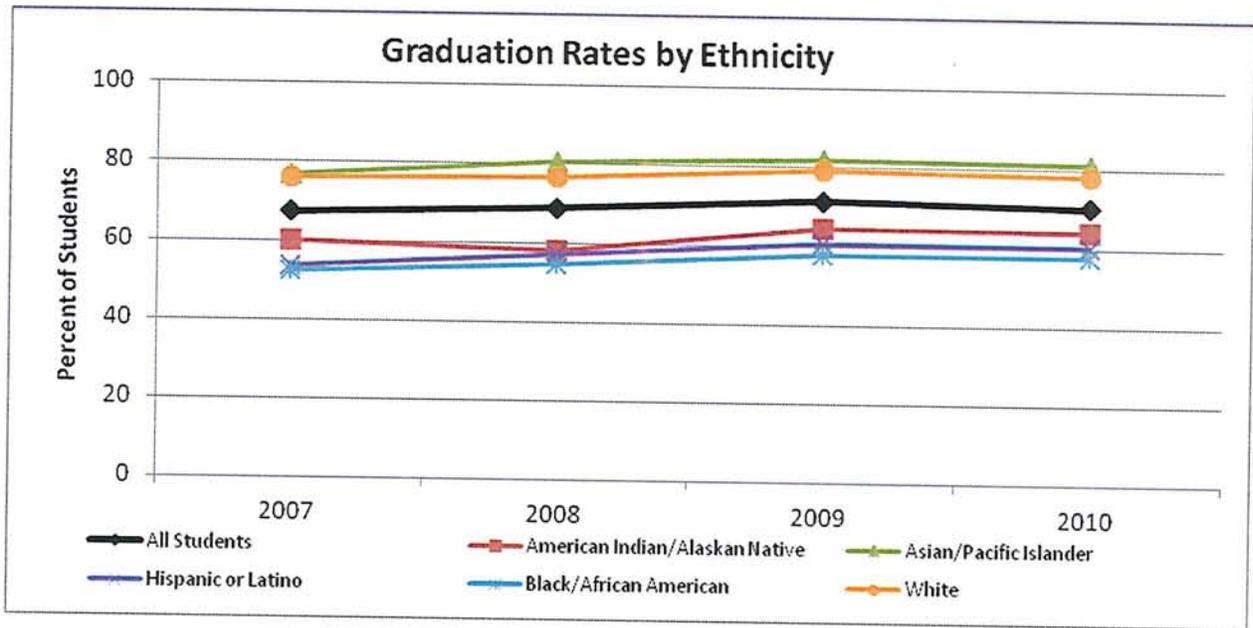
Nevada has historically reflected graduation rate utilizing the National Center for Education Statistics (NCES) “leaver rate” computation. This graduation rate computes the percentage of students graduating from high school in a given school year. This percentage uses the total number of diplomas earned (standard, adult, and advanced diplomas) divided by the total number of completers plus dropouts. The figures that follow show graduation rates and drop out rates by ethnicity.

#### **Future Anticipated Status**

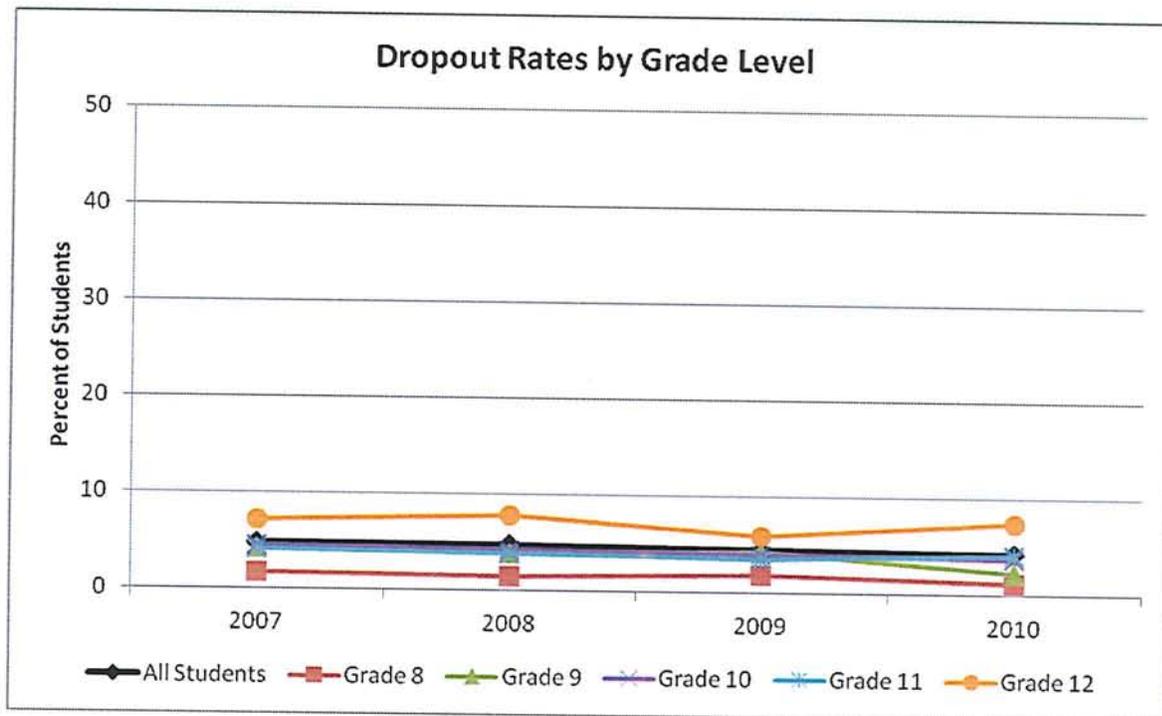
Federal law has required the computation of graduation rate will be based upon individual student data beginning with students in the 9<sup>th</sup> grade and tracking the status of these students after 4 years of high school. Nevada is transitioning to this methodology and will report graduation rates in the future using this methodology. Once baseline data are established the State can begin to set performance targets using the new computation.

Additional data elements that are anticipated to indicate goal success include: the percentage of pupils enrolled in public middle schools and junior high schools, who enter public high schools with the skills necessary to succeed in high school and the percentage of youth who dropped out of high school and return and successfully complete high school.

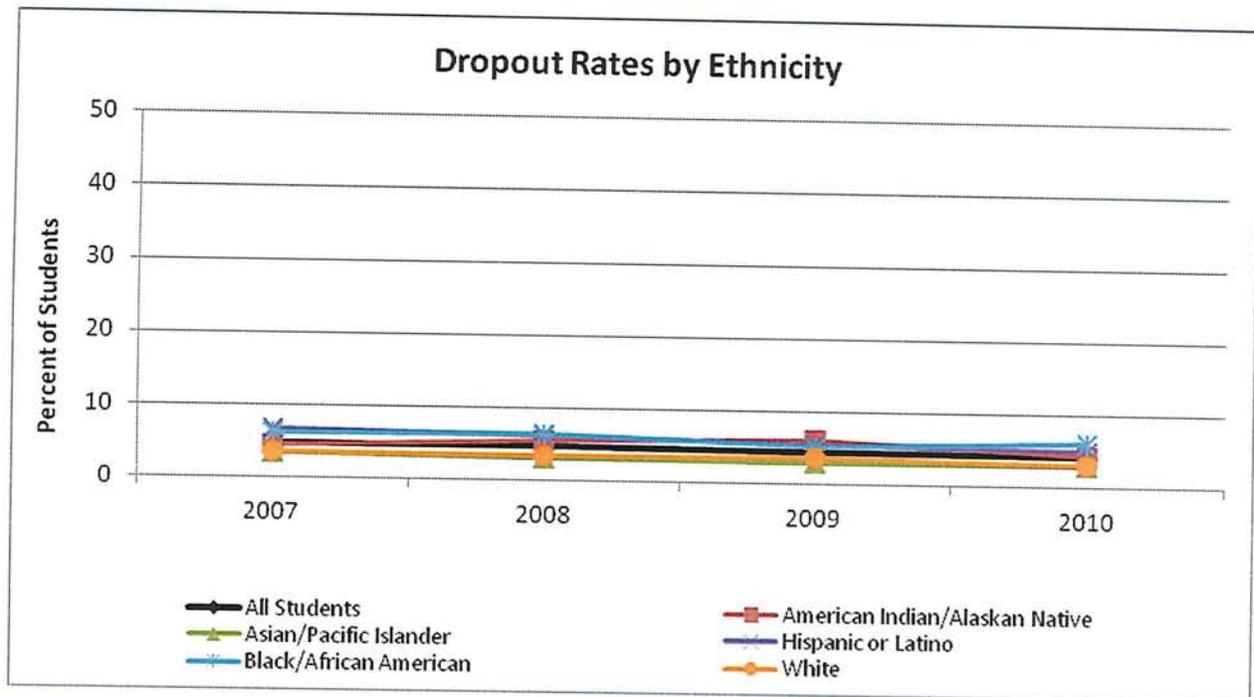
### Graduation Rates by Ethnicity (2007-2010)



### Dropout Rates by Grade Level (2007-2010)



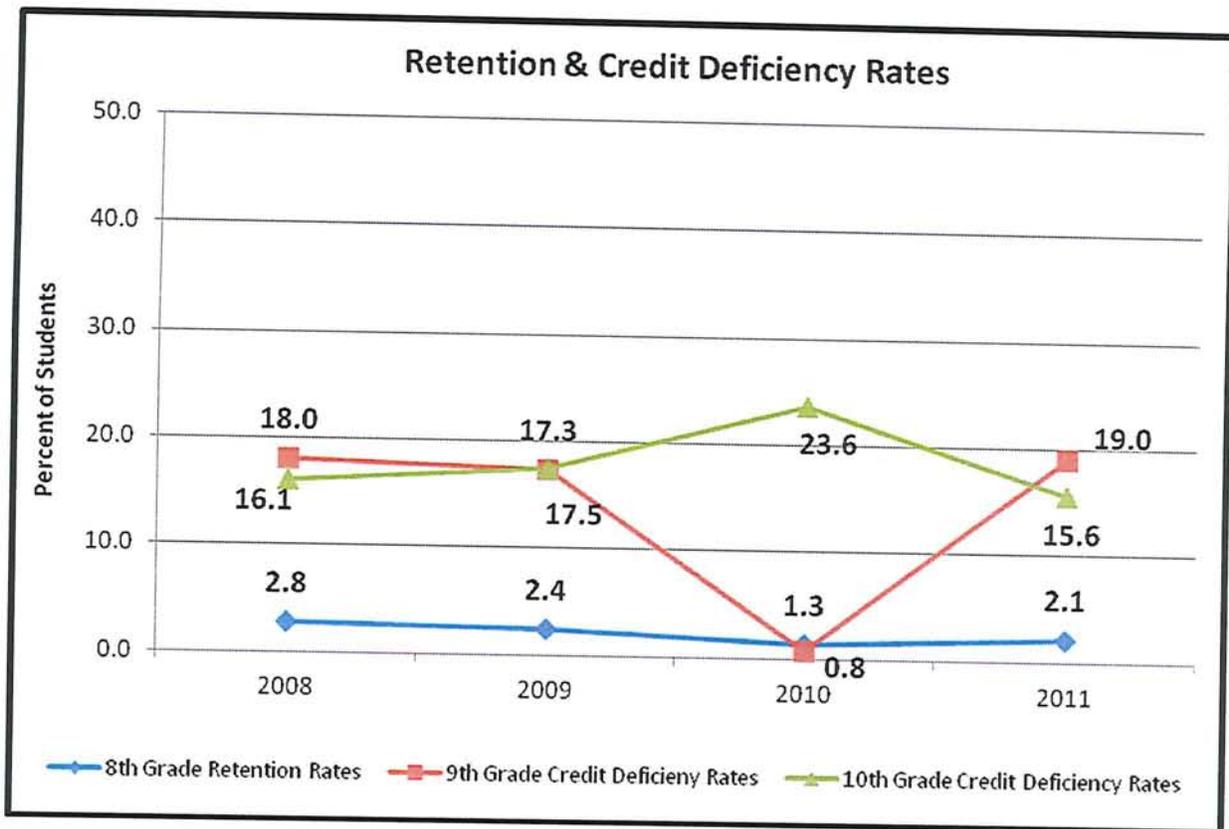
## Dropout Rates by Ethnicity (2007-2010)



The figures above show the dropout rates by ethnicity and by grade level. The most current year of dropout data is the 2009-2010 school year. Key points of dropout rates include:

- There has been a slight decrease in dropout rates from most student groups.
- The Hispanic student group has had the greatest decrease in dropout rates.
- The African American student group has had the highest dropout rate in 2010.

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

Key points include:

- The eighth grade retention rate has decreased the past three years and then increased slightly last year.
- Credit deficiency rates are inconsistent.

## Goal 3

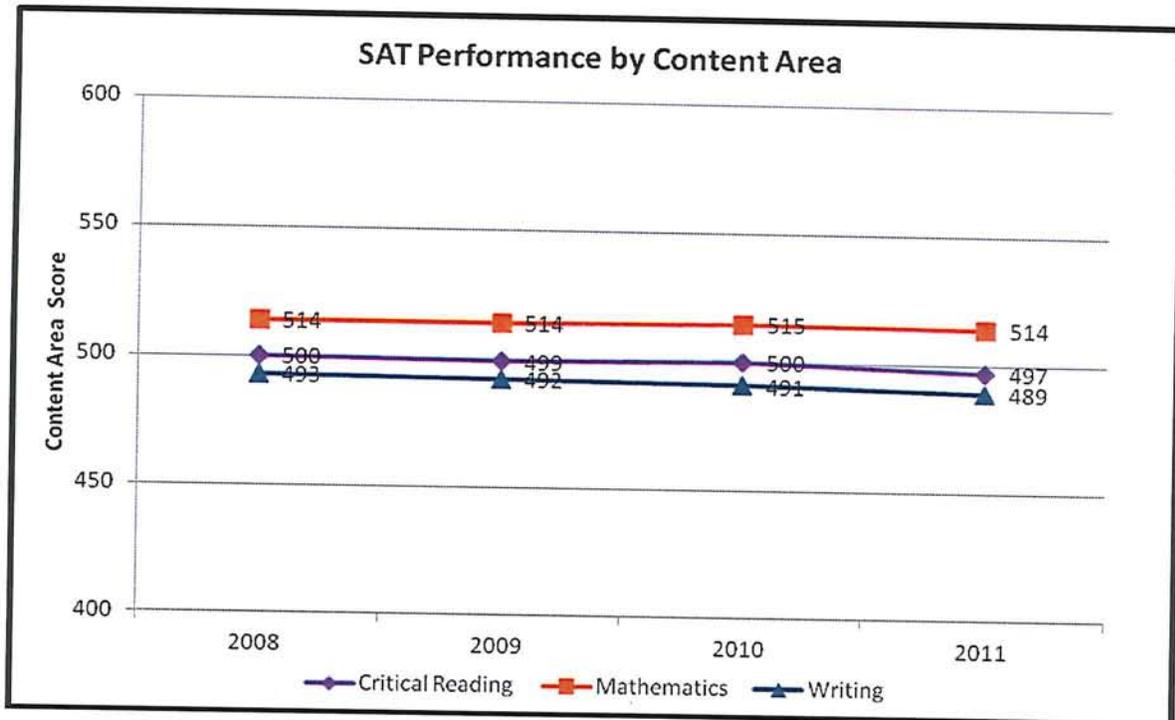
### **Ensure college and career readiness when students graduate from high school.**

#### **Future Anticipated Status**

This is a new goal for Nevada. At the current time ACT and SAT scores are available and reflected in this document. However, it will be necessary to set performance targets if these are to be the indicators tracking the progress of this goal.

An anticipated additional data element is the percentage of graduates who enter post secondary educational institutions and/or who are career and workforce ready. Continued stakeholder input will be essential in determining authentic ways to assess readiness in both of these settings. Historical measures have been focused on inputs, rather than outcomes. Consideration of both types of measures will be important to support students in achieving successful outcomes after high school. Partnerships with institutions of higher education will be particularly relevant in these efforts.

## Post P-12 Success: SAT Results



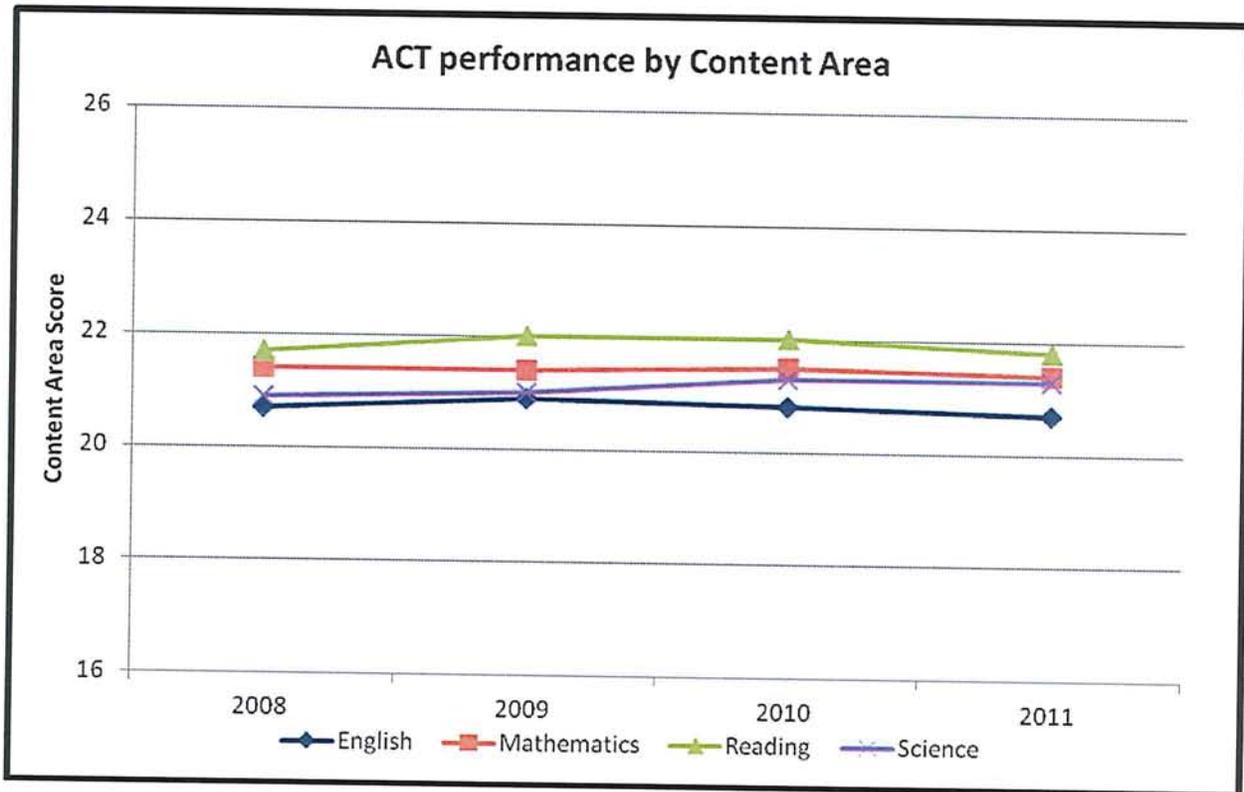
The College Board administers the SAT program to assist high schools and institutions of higher education in assessing college readiness of high school graduates. For the 2010-2011 school year, 10,391 students took the SAT. Of the ethnic groups, the number of Hispanic test takers had the greatest increase, going from 1,113 in 2009 to 1,972 in 2011.

The SAT incorporates a 200 to 800 point score scale for each of the assessments: Critical Reading, Mathematics, and Writing. The figure above reports the average SAT scores for all Nevada test takers by content area by year.

Key points include:

- The average score on the SAT Critical Reading test has decreased by three points.
- The average score on the SAT Mathematics test has remained stable around 515.
- The average score on the SAT Writing test has decreased by five points.

## Post P-12 Success: ACT 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 2010-2011 school year, 6,931 students took the ACT. The student group with the greatest increase in the percent of test takers was the Hispanic population, with an increase from 979 in 2008 to 1,524 in 2011.

The ACT incorporates a 1 to 36 point scale for each area: English, Mathematics, Reading, Science and Composite. The average Composite score for 2008-2009 was 21.4. The Asian student group had the highest Composite score of 22.8 while the Black/African American student group had the lowest Composite score of 17.8.

## Goal 4

### **Ensure Nevada’s students are educated by effective teachers and administrators.**

#### **Current Status**

Historically, data on educator effectiveness have focused on “highly qualified teachers” and “experienced teachers” using the federal definitions. The figures reflected here show these data.

#### **Future Anticipated Status**

Highly Qualified Teacher data will need to be supplemented or replaced with “effective educator” data reflecting the new educator evaluation system required by state law and as anticipated under a federally approved ESEA waiver. This effort requires significant developmental work by the State through the Teachers and Leaders Council, the Nevada Department of Education, and school districts. Once the system is completed, data will need to be available, baselines established and performance targets set.

## Highly Qualified Teachers

### Percent of Core Academic Classes Taught by HQ Teachers

<b>Student Population Categories</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Low Poverty Schools	91	95	94
High Poverty Schools	90	92	92
Low Minority Schools	92	95	95
High Minority Schools	87	91	92

### Percent of Teachers with Three or More Years Experience

<b>Student Population Categories</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Low Poverty Schools	77	86	90
High Poverty Schools	63	78	83
Low Minority Schools	76	88	91
High Minority Schools	65	79	85

## Goal 5

### Support and expand innovative instructional programs.

#### Future Anticipated Status

Although the State has supported innovation through specific programs and activities, this is a new goal and will need to have metrics established, baselines recorded, and targets set. Potential data elements are anticipated to include: impact measures for each targeted initiative; and a mechanism for tracking and maintaining communication with students who have dropped out of high school.

# **Appendix 1**

## **Relevant State Statute**

NRS 385.34691 (as amended by SB 197 Section 12, and AB 113 Sections 2 & 4, June 2011)

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) Must 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 created by 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, including, without limitation:
      - (I) The curriculum appropriate to improve achievement;
      - (II) The manner by which the instruction will improve the achievement and proficiency of pupils on the examinations administered pursuant to NRS 389.015 and 389.550; and
      - (III) An identification of the instruction and curriculum that is specifically designed to improve the achievement and proficiency of pupils in each group identified in paragraph (b) of subsection 1 of NRS 385.361;
    - (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) and to address the specific needs of the pupils enrolled in public schools in this State, 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 Governor Guinn Millennium Scholarships pursuant to NRS 396.911 to 396.938, inclusive; and
    - (3) The need for a pupil to make informed decisions about his or her 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) *A timeline for carrying out the plan, including, without limitation:*
    - (1) *The rate of improvement and progress which must be attained annually in meeting the goals and benchmarks established by the State Board pursuant to subsection 3; and*

- (2) 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.
- (l) *Any additional plans addressing the achievement and proficiency of pupils adopted by the Department.*
- (l) (AB 113) *A 5-year strategic plan which identifies the recurring issues in improving the achievement and proficiency of pupils in this State and which establishes strategic goals to address those issues. The 5-year strategic plan must be:*
- (1) *Based upon the data from previous years which is collected by the Department for the plan developed pursuant to this section; and*
- (2) *Designed to track the progress made in achieving the strategic goals established by the Department.*
3. The State Board shall:
- (a) *In developing the plan to improve the achievement of pupils enrolled in public schools, establish clearly defined goals and benchmarks for improving the achievement of pupils, including, without limitation, goals for:*
- (1) *Improving proficiency results in core academic subjects;*
- (2) *Increasing the number of pupils enrolled in public middle schools and junior high schools, including, without limitation, charter schools, who enter public high schools with the skills necessary to succeed in high school;*
- (3) *Improving the percentage of pupils who enroll in grade 9 and who graduate from a public high school, including, without limitation, a charter school, with a standard or higher diploma upon completion;*
- (4) *Improving the performance of pupils on standardized college entrance examinations;*
- (5) *Increasing the percentage of pupils enrolled in high schools who enter postsecondary educational institutions or who are career and workforce ready; and*
- (6) *Reengaging disengaged youth who have dropped out of high school or who are at risk of dropping out of high school, including, without limitation, a mechanism for tracking and maintaining communication with those youth who have dropped out of school or who are at risk of doing so;*
- (b) Review the plan annually to evaluate the effectiveness of the plan;
- (c) *Examine the timeline for implementing the plan and each provision of the plan to determine whether the annual goals and benchmarks have been attained; and*
- (d) Based upon the evaluation of the plan, make revisions, as necessary, to ensure that:
- (1) *The goals and benchmarks set forth in the plan are being attained in a timely manner; and*
- (2) *The plan is designed to improve the academic achievement of pupils enrolled in public schools in this State.*
4. On or before *January 31 (AB 113)* of each year, the State Board shall submit the plan or the revised plan, as applicable, to the:
- (a) Governor;
- (b) Committee;
- (c) Bureau;
- (d) Board of Regents of the University of Nevada;
- (e) Council to Establish Academic Standards for Public Schools created by NRS 389.510;
- (f) Board of trustees of each school district; and (g) Governing body of each charter school.

## **Appendix 2**

# **Nevada's Strategic Plan for PreK-12 Educational Excellence**

## **NV's Strategic Plan for PreK-12 Educational Excellence – Priority Status Statements**

*Strategic Priority #1: Implement standards and assessments that prepare students for success in postsecondary education and careers.*

### *Status Statement*

The Nevada Department of Education (NDE) has been working with stakeholders to rollout and scale up the Common Core State Standards (CCSS) and the SMARTER Balanced Assessment Consortium (SBAC). Nevada adopted the CCSS in August 2010, and joined SBAC in the Spring of 2010. Nevada is an SBAC Governing State, which gives the NDE the opportunity to help formulate policy as well as ensures access to critical technical assistance from SBAC leaders. While partnerships with the Regional Professional Development Programs (RPDPs) have been especially important, and have been deepened to support training for school and district personnel on the CCSS, more work is needed by the NDE to ensure that educators across the state possess the necessary content knowledge (and pedagogical skills) to support student mastery of the CCSS, as measured by the SBAC assessments over time. Additionally relevant is the work the NDE has been and must continue to do to support mastery of standards beyond the CCSS, such as Career and Technical Education and other non-core standards.

*Strategic Priority #2: Provide valid and reliable data to support decision-making for student achievement.*

### *Status Statement*

Nevada has been working diligently for more than a decade to enhance and refine the System of Accountability Information in Nevada (SAIN) – the statewide longitudinal data system for PreK-12 education. Significant strides have been made, yet more work is needed for the system to maintain all data of interest and use to stakeholders to measure and support increases in student achievement. Of particular importance is the state's ability to link the SAIN system with other data infrastructures such as those operated by partner agencies and institutions of higher education. Expansion of data systems will also facilitate the generation of additional data that can be used to measure success in implementing this Strategic Plan and achievement of targeted goals and indicators established in the STIP.

*Strategic Priority #3: Create and implement a comprehensive educator effectiveness system.*

### *Status Statement*

Since the passage of No Child Left Behind in 2001, all states have focused on the percentage of teachers "highly qualified", a measure that looks at licensure and experience of teachers and their respective teaching assignments. Spurred by national and state reform, the 2011 legislative session yielded the passage of a number of changes to state statute with regard to expectations for teachers and administrators and the roles they play in supporting student success. These efforts included a mandate for Nevada to develop, rollout, and implement a uniform system of performance evaluation that includes measures of student achievement as a part of educators' evaluations. These efforts demand a reallocation of resources and a shift in priorities for ensuring that teachers and administrators are judged through the use of multiple measures that are valid and reliable, and that they receive the necessary systems of support to sustain or increase capacity to deliver effective, learner-centered instruction.

*Strategic Priority #4: Implement innovative programs and scale up evidence-based practices for school and district improvement.*

### *Status Statement*

Pockets of excellence exist across the state with regard to the engagement of effective school and district practices that result in positive student achievement. While some attention has been paid to successful practices, via such efforts as identifying model schools, among others, to date there has not been an explicit alignment of resources to systematically identify these practices and work to replicate or scale them up across other schools and districts. This work will align to emerging national priorities through the auspices of programs such as the School Improvement Grant (SIG) schools and those that will be identified under the ESEA Waiver as Reward, Focus, and Priority Schools.

*For each Strategic Priority, the following pages depict action plans, action steps, timelines, progress (implementation) measures, result (outcome) measures, and resources available. NDE Office Plans and individual employee Work Performance Standards will be aligned to Strategic Plan action plans and steps, with greater detail on timelines embedded in those documents.*

**Strategic Priority #1 : Implement standards and assessments that prepare students for success in postsecondary education and careers**

Action Plan	Action Steps	Timelines (FY = Fiscal Year – July 1 – June 30)	Progress (Implementation) Measures	Result (outcomes) Measures	Resources Available
<p>A. Continue to build and sustain capacity to transition to and implement college- and career-ready standards</p>	<ol style="list-style-type: none"> <li>1. Collaborate with Institutions of Higher Education to explore opportunities for collaboration on strategies that increase the percentage of students adequately prepared for post-secondary success</li> <li>2. Establish a Department-wide development, revision, and renewal process that uses national benchmarks to keep Nevada standards current and of high quality</li> <li>3. Maintain strategic relationships with state and national partners and networks</li> <li>4. Continue to provide leadership for the Nevada Common Core State Standards (CCSS Steering Committee and work groups</li> <li>5. Analyze and recommend changes in required and voluntary adoption processes</li> </ol>	<ol style="list-style-type: none"> <li>1. FY12-FY13</li> <li>2. FY12-FY13</li> <li>3. FY12-FY16</li> <li>4. FY12-FY16</li> <li>5. FY13 –FY14</li> </ol>	<ul style="list-style-type: none"> <li>• Completed plan for the development, review, and revision of state standards</li> <li>• Completed plan for selection of stakeholders</li> <li>• Completed timeline for dissemination</li> <li>• Documentation exists to demonstrate analysis of other states' processes for adoption of instructional materials (legislative recommendations produced for FY13 session)</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide Criterion-Referenced Test (CRT) data</li> <li>• National Assessment of Educational Proficiency (NAEP) data</li> <li>• College and university remediation rates</li> <li>• College and university enrollment rates</li> <li>• High school graduation rates (including standard and advanced diploma)</li> <li>• CTE technical assessment results</li> <li>• Military and job placement and wage rates</li> <li>• A quality process is developed and implemented for adoption of instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>• Council of Chief State School Officers (CCSSO)</li> <li>• National Governors' Association</li> <li>• Foundations SMARTER</li> <li>• Balanced Assessment Consortium (SBAC)</li> <li>• Economic Development Groups (e.g., national chamber of commerce, trade associations)</li> <li>• Nevada School Districts</li> <li>• Career and Technical Education advisory groups</li> <li>• National Industry standards and certifications</li> <li>• Institutions of Higher Education (IHES)</li> <li>• National Student Clearinghouse</li> <li>• Private Contractors</li> </ul>

**Strategic Priority #1: Implement standards and assessments that prepare students for success in postsecondary education and careers**

Action Plan	Action Steps	Timelines (FY = Fiscal Year – July 1 – June 30)	Progress (Implementation) Measures	Result (outcomes) Measures	Resources Available
<p><b>B. Expand NDE capacity to deliver professional development (PD) and to differentiate support to ensure the implementation of an aligned system of standards, assessments, curriculum, and instruction</b></p>	<p>1. Explore opportunities for NDE to enhance partnerships with Regional Professional Development Programs</p> <p>2. Adopt and implement the state Professional Development Standards</p> <p>3. Collect and use process and results data to continuously improve NDE's professional development practices</p> <p>4. Collaborate with state partners to convene educators in regional annual forums for learning exchange</p> <p>5. Seek additional FTE dedicated to professional development</p>	<p>1. FY12 – ongoing</p> <p>2. Adoption done in FY13 – implementation continues</p> <p>3. FY14 (and implementation ongoing)</p> <p>4. FY14</p> <p>5. FY12 – FY13</p>	<ul style="list-style-type: none"> <li>• Memorandums of understanding with NDE/RPDPs</li> <li>• NDE personnel who deliver professional development have been identified and trained to implement standards with proficiency</li> <li>• Standardized templates exist for development and implementation of PD activities</li> <li>• Planning manual exists for annual forums; steps followed to coordinate/deliver a successful learning exchange event</li> <li>• Legislative leaders and Governor are approached and fiscal request is moved forward to provide additional funds for NDE personnel focused</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of implementation of PD standards in sampled NDE activities</li> <li>• Use and impact data following PD activities</li> <li>• Participant reactions and feedback from learning exchanges</li> <li>• Sufficient personnel exist at NDE to deliver ongoing, high quality PD that meets state PD standards</li> <li>• Evidence exists for implementation to 80% or greater for professional development plan</li> </ul>	<ul style="list-style-type: none"> <li>• Regional Professional Development Programs (RPDPs)</li> <li>• Nevada School Districts</li> <li>• Regional Education Lab (REL West)</li> <li>• Southwest Comprehensive Center (SWCC)</li> <li>• Legislative Committee on Education (LCE)</li> <li>• Governor's Office</li> <li>• What Works Clearinghouse</li> <li>• Regional Resource Center Program (RRPC)</li> <li>• IHEs</li> <li>• Private Contractors</li> </ul>

**Strategic Priority #1 : Implement standards and assessments that prepare students for success in postsecondary education and careers**

Action Plan	Action Steps	Timelines (FY= Fiscal Year – July 1 – June 30)	Progress (Implementation) Measures	Result (outcomes) Measures	Resources Available
<p>C. Develop a comprehensive portal that aggregates information on research and effective practices on standards, assessment, curriculum, and instruction</p>	<p>1. Create and work with an advisory team to design the content and architecture to expand existing portal functionality</p> <p>2. Prepare Bighorn to accommodate the new portal</p> <p>3. Create a system to solicit, vet, and migrate resources from practitioners and entities</p>	<p>1. FY12 – FY13</p> <p>2. FY12 – FY13</p> <p>3. FY13</p>	<ul style="list-style-type: none"> <li>Advisory team norms are evident; team agendas exist</li> <li>Research conducted and plan created on effective portals to support development in Nevada, including evaluation (feedback) measures from site users</li> <li>Programming code written for portal creation</li> <li>Existing sites research and partnerships formed to support migration into Bighorn</li> </ul>	<ul style="list-style-type: none"> <li>Usage data (e.g., # of hits, downloads)</li> <li>Reports from users on usefulness and quality of content, and ease in accessing materials</li> </ul>	<ul style="list-style-type: none"> <li>REL West</li> <li>SWCC</li> <li>RPDPs</li> <li>What Works Clearinghouse</li> <li>Other State Education Agencies</li> <li>Nevada School Districts</li> <li>IHEs</li> <li>RPPC/technical Assistance and Dissemination Network (TA&amp;D Network)</li> <li>GSEG</li> </ul>
<p>D. Institute valid and reliable statewide assessments aligned to state standards across core content, career and technical</p>	<p>1. Document and communicate a known and reliable process for test planning and implementation</p>	<p>1. FY12 – FY13</p>	<ul style="list-style-type: none"> <li>Completed test design plan in development; then finalized</li> <li>Policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>Expert/Peer Review data</li> <li>CRT and NAEP data</li> </ul>	<ul style="list-style-type: none"> <li>Technical Advisory Committee (TAC)</li> <li>WestEd</li> <li>SWCC</li> <li>RRCp</li> <li>RPDPs</li> </ul>

**Strategic Priority #1 : Implement standards and assessments that prepare students for success in postsecondary education and careers**

Action Plan	Action Steps	Timelines (FY = Fiscal Year -- July 1 -- June 30)	Progress (Implementation) Measures	Result (outcomes) Measures	Resources Available
<p>education, and other specialty areas to support college- and career-readiness</p>	<p>2. Continually improve NDE processes to ensure delivery of timely, actionable, and accessible data on student performance</p> <p>3. Build state and local capacity to further implement the growth model</p>	<p>2. FY12-FY16</p> <p>3. FY12-FY14</p>	<ul style="list-style-type: none"> <li>articulated to support outcomes</li> <li>Field test process created and implemented</li> <li>Pilot test, item analyses, and cut-score development processes are in place</li> </ul>		<ul style="list-style-type: none"> <li>National Content Centers</li> <li>SBAC</li> <li>GSEG</li> <li>CCSSO/SCASS</li> <li>CTECS</li> <li>Private Contractors</li> </ul>
<p>E. Expand state and district capacity to develop, implement, and use valid and reliable assessments that reflect local priorities and adhere to state requirements</p>	<p>1. Collaborate with district-level, consortia partners, and other assessment experts to create a developmental framework that defines assessment types and effective uses</p> <p>2. Apply the framework to differentiate technical assistance and to guide local capacity development</p> <p>3. Continue to work with the SMARTER Balanced Assessment Consortium, General Supervision Enhancement Grant (GSEG) leaders,</p>	<p>1. FY13-FY15</p> <p>2. FY14 -- FY15</p> <p>3. FY12 - FY14</p>	<ul style="list-style-type: none"> <li>Completed definitions and uses of assessments</li> <li>Completed plan for the dissemination of definitions and set benchmarks to determined the extent to understanding of definitions/uses of assessment to be implemented at the local level</li> <li>SBAC implementation progress reports</li> <li>Annual progress measured in the development and implementation of technical assessments for career and technical education</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of assessment literacy (gathered through pre- and post-tests at PD sessions)</li> <li>Field reports from site visits on behaviors that demonstrate assessment literacy</li> <li>CRT and NAEP data</li> </ul>	<ul style="list-style-type: none"> <li>Technical Advisory Committee (TAC)</li> <li>WestEd</li> <li>SWCC</li> <li>RRCp</li> <li>RPDps</li> <li>National Content Centers</li> <li>SBAC</li> <li>GSEG</li> <li>CCSSO/SCASS</li> <li>CTECS</li> <li>Private Contractors</li> </ul>

**Strategic Priority #1 : Implement standards and assessments that prepare students for success in postsecondary education and careers**

<b>Action Plan</b>	<b>Action Steps</b>	<b>Timelines (FY= Fiscal Year -- July 1 – June 30)</b>	<b>Progress (Implementation) Measures</b>	<b>Result (outcomes) Measures</b>	<b>Resources Available</b>
	and Career and Technical Education Consortium to complete assessments in English Language Arts and Mathematics 4. Assist school districts to build or enhance technology infrastructure to support SBAC participation	4. FY12-FY15			

**Strategic Priority #2: Provide valid and reliable data to support decision-making for student achievement**

Action Plan	Action Steps	Timelines (FY = Fiscal Year -- July 1 -- June 30)	Progress (Implementation) Measures	Result (outcomes) Measures	Resources Available
<p>A. Continue to improve the quality of data within the statewide longitudinal data system (i.e., SAIN)</p>	<p>Institutionalize a Department-wide data governance committee to develop standards to manage data, ensure data quality, and foster effective data use and to establish ownership of each data element to meet those standards</p> <p>Capture and use performance data to monitor and continually improve data quality</p>	<p>1. FY12 – FY 14</p> <p>2. FY12 – FY 16</p>	<ul style="list-style-type: none"> <li>Committee participants identified, norms established, agendas and other artifacts available</li> <li>Policies and procedures established by data governance committee</li> </ul>	<ul style="list-style-type: none"> <li>Periodic incidence rates for program based issues: data validation reports, district program issues (count day, AYP, graduation cohort, FRL)</li> </ul>	<ul style="list-style-type: none"> <li>P-16 Council</li> <li>SLDS Grant</li> <li>Nevada School Districts</li> <li>Governor's Office</li> <li>Data Quality Campaign</li> </ul>
<p>B. Streamline data collection and reporting to reduce collection and reporting burden</p>	<p>Eliminate duplication and conflicts among various internal and external data systems that use common data elements, including asking stakeholders what data they think are necessary and valuable</p> <p>Maximize use of key data elements for multiple purposes, including operationalizing pre-population data strategies</p> <p>Develop a department-wide data collection and reporting calendar</p>	<p>1. FY13 – FY 15</p> <p>2. FY13 – FY 15</p> <p>3. FY 13 - FY15</p>	<ul style="list-style-type: none"> <li>Data resource map created to identify required data elements, processes, and purposes</li> <li>Data collection and reporting calendar created</li> </ul>	<ul style="list-style-type: none"> <li>Number of times and multiple people from whom the same data are requested within a school year</li> </ul>	<ul style="list-style-type: none"> <li>SWCC</li> <li>SLDS Grant</li> <li>Nevada School Districts</li> <li>Private Contractors</li> </ul>

**Strategic Priority #2: Provide valid and reliable data to support decision-making for student achievement**

Action Plan	Action Steps	Timelines (FY = Fiscal Year - July 1 – June 30)	Progress (Implementation) Measures	Result (Outcomes) Measures	Resources Available
<p>C. Enhance state capacity to collect, report, and effectively use data to increase student outcomes</p>	<ol style="list-style-type: none"> <li>1. Develop mechanisms to capture, report, and make decisions per requisite data elements</li> <li>2. Create solutions for interagency data sharing including creating necessary linkages across entities</li> <li>3. Provide technical assistance to school districts to support the creation of mechanisms for tracking and maintaining communication with those youth who have dropped out of school or who are at risk of doing so</li> <li>4. Collaborate with NSHE, DETR, and others to identify data elements for collection and reporting as recommended by the P-16 Council</li> <li>5. Refine and expand department IT infrastructure to</li> </ol>	<ol style="list-style-type: none"> <li>1. FY12 – FY14</li> <li>2. FY12 – FY16</li> <li>3. FY12 - FY14</li> <li>4. FY12 – FY13</li> <li>5. FY12-FY14</li> </ol>	<ul style="list-style-type: none"> <li>• Annual strategic plan data elements produced</li> <li>• Policies and procedures established for internal practices</li> <li>• Mechanism created for tracking re-engaged youth</li> </ul>	<ul style="list-style-type: none"> <li>• Required data used for decision making</li> <li>• College-going and credit-accumulation rates</li> </ul>	<ul style="list-style-type: none"> <li>• P-16 Council</li> <li>• CTE Advisory Council</li> <li>• Data Quality Campaign</li> <li>• NSHE</li> <li>• Private Contractors</li> </ul>

**Strategic Priority #2: Provide valid and reliable data to support decision-making for student achievement**

<b>Action Plan</b>	<b>Action Steps</b>	<b>Timelines (FY = Fiscal Year – July 1 – June 30)</b>	<b>Progress (Implementation) Measures</b>	<b>Result (outcomes) Measures</b>	<b>Resources Available</b>
	address new ways of classifying schools, including priority, focus, reward, and other school designations as well as classifying educator effectiveness (per AB222)				

**Strategic Priority #3: Create and implement a comprehensive educator effectiveness system**

Action Plan	Action Steps	Timelines (FY = Fiscal Year – July 1 – June 30)	Progress (Implementation) Measures	Result (Outcomes) Measures	Resources Available
<p>A. Establish a statewide performance evaluation system for local teacher and principal evaluation and support systems.</p>	<p>1. Provide administrative support to the Teachers and Leaders Council (TLC) to ensure the creation of system recommendations</p> <p>2. Provide administrative support to the State Board of Education (SBE) to ensure the adoption of regulations</p>	<p>1. FY12-FY13</p> <p>2. FY13</p>	<ul style="list-style-type: none"> <li>Recommendations are created by the TLC and presented to the SBE within required timelines</li> <li>Regulations are adopted by the SBE within required timelines</li> </ul>	<ul style="list-style-type: none"> <li>All teachers and site level administrators are able to be effectively evaluated within the system</li> </ul>	<ul style="list-style-type: none"> <li>SWCC</li> <li>WestEd</li> <li>Comprehensive Center for Teacher Quality</li> <li>CCSSO-State Collaborative for Educator Effectiveness</li> <li>Nevada Governor's Office</li> <li>National Governors' Association</li> <li>Teachers and Leaders Council (TLC)</li> </ul>
<p>B. Build and sustain capacity for statewide implementation of evaluation systems that produce reliable and valid results and that increase educators' instructional competencies.</p>	<p>1. Provide technical assistance to school districts and other stakeholders to support the development of infrastructures for successful system implementation</p> <p>2. Provide technical assistance to develop policies and practices that result in students in high-poverty schools receiving education from teachers who are effective or highly effective</p> <p>3. Provide general</p>	<p>1. FY14 – FY 15</p> <p>2. FY14 – FY16</p> <p>3. FY14-FY16</p>	<ul style="list-style-type: none"> <li>Pilot implementation is undertaken for uniform performance system</li> <li>Feedback loops are embedded for continuous improvement</li> <li>Policies and procedures are in place with regard to technical assistance on system design, implementation, and analysis for equitable distribution</li> <li>Documentation exists of general supervision efforts</li> <li>Documentation</li> </ul>	<ul style="list-style-type: none"> <li>Teacher and administrator effectiveness rates, including percentages of improvement</li> <li>Equitable distribution rates for effective and highly effective teachers in title I schools</li> <li>Student achievement results from summative and interim data sources</li> <li>Portal usage data</li> </ul>	<ul style="list-style-type: none"> <li>SWCC</li> <li>Nevada School Districts</li> <li>WestEd</li> <li>Comprehensive Center for Teacher Quality</li> <li>CCSSO-State Collaborative for Educator Effectiveness</li> <li>Nevada Governor's Office</li> <li>National Governors' Association</li> <li>TLC</li> <li>RPPDs</li> <li>NSHE</li> </ul>

**Strategic Priority #3: Create and implement a comprehensive educator effectiveness system**

Action Plan	Action Steps	Timelines (FY = Fiscal Year -- July 1 -- June 30)	Progress (Implementation) Measures	Result (Outcomes) Measures	Resources Available
	<p>supervision, including monitoring, to ensure that districts implement the performance evaluation system in accordance with prescribed regulations.</p> <p>4. Provide technical assistance to support stakeholders in the delivery of effective professional development that is aligned to performance evaluation systems</p> <p>5. Promote the use of the electronic portal described in previous strategic priorities in order to facilitate educator learning and educator growth in capacity</p>	<p>4. FY14-FY16</p> <p>5. FY14-FY16</p>	<p>exists to demonstrate technical assistance efforts</p> <ul style="list-style-type: none"> <li>Nevada Revised Statutes (NRS) and Administrative Code (NAC) aligns to system requirements</li> </ul>		
<p>C. Partner with Higher Education and NV Commission on Prof. Standards to revise system of teacher and administrator licensure to support development of</p>	<p>1. Explore promising practices from other states</p> <p>2. Develop a stakeholder committee to create recommendations or further enhance</p>	<p>1. FY14-FY16</p> <p>2. FY14</p>	<ul style="list-style-type: none"> <li>Evidence of Committee and work and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Educator licensure data</li> <li>• Educator recruitment and retention data</li> <li>• University enrollment and completion data in colleges of</li> </ul>	<ul style="list-style-type: none"> <li>• Higher Education SWCC</li> <li>• Nevada Districts WestEd</li> <li>• Comp. Center for Teacher Quality</li> <li>• CCSSO-SCOE</li> <li>• National Governors'</li> </ul>

**Strategic Priority #3: Create and implement a comprehensive educator effectiveness system**

<b>Action Plan</b>	<b>Action Steps</b>	<b>Timelines (FY = Fiscal Year -- July 1 -- June 30)</b>	<b>Progress (Implementation) Measures</b>	<b>Result (outcomes) Measures</b>	<b>Resources Available</b>
career ladder model for Nevada educators	recommendations of Teachers and Leaders Council			education	<ul style="list-style-type: none"> <li>• Association</li> <li>• TLC</li> <li>• RPDPs</li> </ul>

**Strategic Priority #4: Implement Innovative programs and scale up evidence-based practices for school and district improvement**

Action Plan	Action Steps	Timelines (FY= Fiscal Year -- July 1 – June 30)	Progress (Implementation) Measures	Result (Outcomes) Measures	Resources Available
<p>A. Enhance the statewide system of support for Nevada schools to ensure the delivery of empirically- based targeted interventions</p>	<ol style="list-style-type: none"> <li>1. Classify schools under an approved ESEA Waiver request or as a result of congressional action, to include the identification of school improvement grant (SIG), priority, focus, and reward schools</li> <li>2. Collaborate with districts to determine and provide appropriate differentiated rewards to schools that are high performing</li> <li>3. Collaborate with districts to determine and provide appropriate differentiated supports/targeted interventions to focus schools and to other schools that are under-performing</li> <li>4. Build state, district, and school level capacity to turnaround lowest performing schools</li> </ol>	<ol style="list-style-type: none"> <li>1. FY12-FY16</li> <li>2. FY12-FY16</li> <li>3. FY12-FY16</li> <li>4. FY12-FY16</li> </ol>	<ul style="list-style-type: none"> <li>• Approved federal waiver application</li> <li>• Clearly articulated policies, procedures, and practices for the delivery of differentiated supports to schools</li> <li>• School lists created</li> <li>• Nevada Revised Statutes (NRS) and Administrative Code (NAC) aligns to system requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Summative and interim student achievement data</li> <li>• Educator evaluation data</li> <li>• System evaluation results</li> </ul>	<ul style="list-style-type: none"> <li>• Nevada School Districts</li> <li>• Center for Innovation and Improvement (CII)</li> <li>• WestEd</li> <li>• SWCC</li> <li>• Regional Labs</li> <li>• TA&amp;D Network:</li> <li>• RPPC Programs</li> <li>• Nevada Governors' Office</li> <li>• National Governors' Association (NGA)</li> <li>• RPDPS</li> </ul>

**Strategic Priority #4: Implement innovative programs and scale up evidence-based practices for school and district improvement**

Action Plan	Action Steps	Timelines (FY= Fiscal Year – July 1 – June 30)	Progress (Implementation) Measures	Result (Outcomes) Measures	Resources Available
<p>B. Increase capacity to expand innovative programs and practices at the school, district, and state level</p>	<ol style="list-style-type: none"> <li>1. Establish criteria for innovative programs or practices, in order to prioritize those to be tested further or scaled</li> <li>2. Establish a process for identifying innovations that originate in school districts, including investigating and validating promising practices that resulted in schools being designated as “Reward Schools”</li> <li>3. Promote appropriate professional development</li> <li>4. Build new knowledge by fostering the development of innovative programs that are built with outcomes in mind, including developing or policies to promote innovation or eliminating policies that are a barrier to innovation</li> </ol>	<ol style="list-style-type: none"> <li>1. FY14 – FY15</li> <li>2. FY15 – FY16</li> <li>3. FY15- FY16</li> <li>4. FY15 – FY16</li> </ol>	<ul style="list-style-type: none"> <li>• Draft criteria shared with stakeholders; feedback received and operationalized</li> <li>• Innovations preliminarily identified, vetted, and recommended/scaled up</li> <li>• Reward Schools identified and practices shared on portal, at learning exchanges, and other functions</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative program scores when measured against criteria</li> <li>• Number and percentage of promising practices identified for analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Nevada School Districts</li> <li>• Center for Innovation and Improvement (CII)</li> <li>• WestEd</li> <li>• SWCC</li> <li>• Regional Labs</li> <li>• TA&amp;D Network:</li> <li>• RRPC Programs</li> <li>• Nevada Governors’ Office</li> <li>• National Governors’ Association (NGA)</li> <li>• CCSSO Next Generation Learning — Innovation Labs</li> </ul>

**Strategic Priority #4: Implement innovative programs and scale up evidence-based practices for school and district improvement**

Action Plan	Action Steps	Timelines (FY = Fiscal Year – July 1 – June 30)	Progress (Implementation) Measures	Result (outcomes) Measures	Resources Available
C. Increase the rate of adoption and implementation of innovative practices	<ol style="list-style-type: none"> <li>Promote innovation in strategic areas, such as STEM, family engagement, and other promising practices</li> <li>Create partnerships among economic development and education leaders to create long term state economic value</li> <li>Expand capacity of state, district, and school leaders to implement effective practices with fidelity (i.e., implement as intended to reach expected results)</li> <li>Disseminate information and promote learning exchange</li> </ol>	<ol style="list-style-type: none"> <li>FY12-FY16</li> <li>FY12-FY16</li> <li>FY15 – FY16</li> <li>FY13</li> </ol>	<ul style="list-style-type: none"> <li>Artifacts to demonstrate efforts and success in acquiring partners</li> <li>Formalized partnerships with relevant entities</li> <li>Professional development functions offered for key stakeholders including NDE personnel</li> <li>Artifacts to demonstrate adoption and replication of innovative practices</li> </ul>	<ul style="list-style-type: none"> <li>Incentives rewarded (recognition and/or funds)</li> <li>Economic impact</li> <li>Rate of adoption of innovative practices</li> </ul>	<ul style="list-style-type: none"> <li>Nevada PTA</li> <li>Nevada PEP</li> <li>Nevada Economic Development Council</li> <li>CCSSO Next</li> <li>Generation Labs</li> <li>Private Contractors</li> <li>WestEd</li> <li>SWCC</li> <li>TA&amp;D Network: State</li> <li>Implementation and Scaling-up of Evidence-based Practices (SISEP) Center for Innovation and Improvement (CI1)</li> <li>NGA</li> </ul>
D. Build undergirding support for implementation of continuous improvement feedback loops to ensure system evaluation and	<ol style="list-style-type: none"> <li>Access technical assistance to develop necessary infrastructures</li> <li>Engage in professional development to grow expertise in system</li> </ol>	<ol style="list-style-type: none"> <li>FY12-FY14</li> <li>FY12-FY14</li> </ol>	<ul style="list-style-type: none"> <li>Articulated technical assistance agreements</li> <li>Evidence of delivery of professional development</li> <li>Evidence of implementation of</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrated Department competency as measured by pre- and post-testing for professional development</li> <li>Evidence of</li> </ul>	<ul style="list-style-type: none"> <li>TA&amp;D Network: SISEP &amp; RRPC Programs</li> <li>SWCC</li> <li>WestEd</li> <li>Center for Innovation and Improvement (CI1)</li> </ul>

**Strategic Priority #4: Implement innovative programs and scale up evidence-based practices for school and district improvement**

<b>Action Plan</b>	<b>Action Steps</b>	<b>Timelines (FY = Fiscal Year – July 1 – June 30)</b>	<b>Progress (Implementation) Measures</b>	<b>Result (Outcomes) Measures</b>	<b>Resources Available</b>
<p>improvement for each of the elements in the PreK-12 Public Education Strategic Plan</p>	<p>evaluation including feedback loops and logic models</p> <p>3. Implement system evaluation efforts</p>	<p>3. FY13-FY16</p>	<ul style="list-style-type: none"> <li>• feedback loops</li> <li>• System corrections to elements of Strategic Plan</li> <li>• Agendas from targeted quarterly meetings of Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• implementation of feedback loops</li> <li>• Monitoring results</li> <li>• Aligned strategic plan, Department office plans, and individual employee work performance plans</li> <li>• Indicators as reported in State Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Nevada Governor's Office</li> <li>• NGA</li> <li>• Regional Education Labs</li> </ul>