STATE OF NEVADA

Nevada Ready!

Annual Plan to Improve the Achievement of Pupils

Dale A.R. Erquiaga, Superintendent of Public Instruction

1/31/2014

This document, commonly known as the State Improvement Plan (STIP), outlines certain key Department strategies for 2014 designed to improve student achievement by addressing four identified problems, and to begin to initiate changes to the overall system of K-12 public education through attention to four additional factors.

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INTRODUCTION

State law requires the State Board of Education to develop an annual plan to improve the achievement of pupils enrolled in Nevada public schools. This plan, commonly referred to as the "State Improvement Plan," or "STIP," is prepared for Board consideration by the Superintendent of Public Instruction and staff of the Department of Education, as well as a variety of stakeholders, including local school districts, the Nevada System of Higher Education, employee associations, the Regional Professional Development Programs, and many others. The WestEd Regional Education Laboratory contributed to this year's plan as well. The focus of this year's plan is the college and career readiness of all students in the K-12 public education system, as well as the system's own state of readiness for fully realizing the kind of change required by recent reform initiatives and the current realities of Nevada's student population. As the Department prepares to launch a communications program under the promise *Nevada Ready!*, we recognize that this plan is the inaugural effort in making sure Nevada's educators and students are truly ready for success. It also contains many strategies for making sure the Department itself is ready to lead this effort.

Pursuant to NRS 385.3593, the plan must contain at least the following components:

- A review and analysis of student data collected by the Department;
- The identification of any problems or factors common among school districts or charter schools;
- Strategies to improve student achievement;
- Strategies to provide information about higher education and financial aid;
- Strategies to improve the allocation of resources, including information on the effectiveness of legislative appropriations related to education; and
- Clearly defined goals and benchmarks

The plan must also include an identification of Department staff responsible for ensuring strategies are successful, as well as timelines and measurable criteria for determining such success, and a budget for the overall cost of carrying out the plan.

For 2014, the Superintendent of Public Instruction and Department staff elected to present a significantly revised annual plan for Board approval. This document adheres as closely as possible to statutory requirements, is focused solely on calendar year 2014, and seeks to establish a new baseline for future plan amendments. The plan is limited to: (1) certain ongoing key activities of the Department, and (2) new initiatives the Superintendent will implement or bring to the State Board for consideration this year. The Department's Five-Year Strategic Plan, last updated in 2012, is incorporated by reference as required by state law; it is available online at http://www.doe.nv.gov/SBE/5_Yr_Strategic_Plan/ (NOTE: The Superintendent has announced his intention to assist the Board in updating the Strategic Plan this year.)

ABOUT THE DEPARTMENT OF EDUCATION

Nevada's Department of Education consists of the State Board, the Superintendent of Public Instruction, approximately 130 employees, and more than a dozen statutorily-created committees, councils, and commissions. The Superintendent is the executive head of the Department, working in partnership with the State Board on the development of regulations and policies governing K-12 public education. From the licensure of new educators to the adoption of academic content standards to the reporting of school performance and the administration of federal and state appropriations, the Department directly and indirectly impacts the achievement of the nearly half a million school-aged children and some 30,000 adults seeking high school equivalency education. Pursuant to an Executive Order issued by Governor Sandoval in 2013, the Department also shares educational responsibility with the Nevada Department of Health and Human Services for an estimated 180,000 children aged 0 to 4. The Department works in close coordination with local school districts, the State Public Charter School Authority, the Nevada System of Higher Education, and Regional Professional Development Programs.

Department Vision

"All Nevadans ready for success in the 21st Century."

Department Mission

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

Strategic Priorities

- Implement standards, programs, and assessments that prepare all students for college and careers.
- Facilitate high-impact instruction and leadership through measurement and support of educator effectiveness and family engagement.
- Evaluate and publicize school, district, and state performance and assign rewards, technical assistance, and interventions.
- Continually improve Departmental leadership and collaboration with all stakeholders.

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SECTION 1: DATA REVIEW AND ANALYSIS

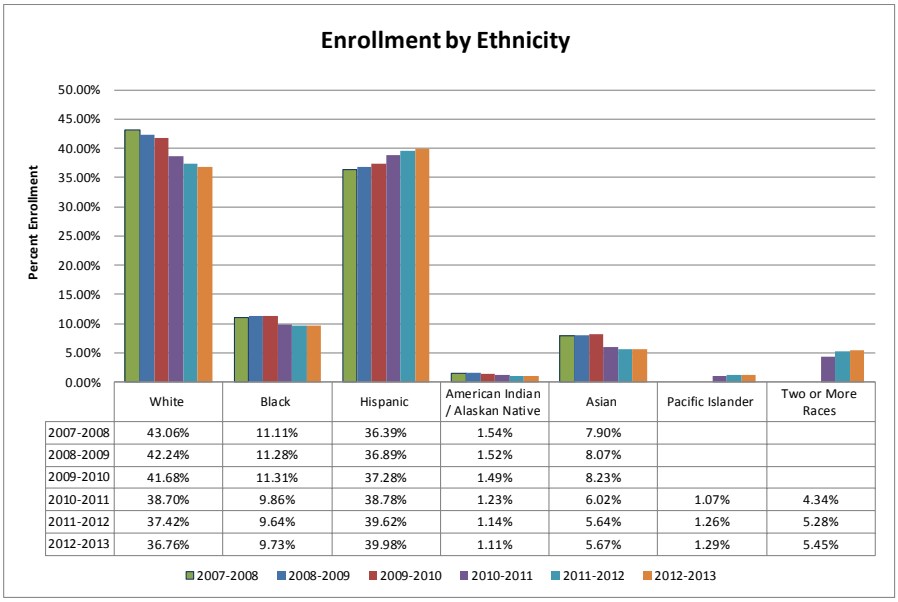
The Department of Education collects and reports two primary sources of accountability data concerning the achievement of pupils: the Nevada Report Card and the Nevada School Performance Framework (NSPF). The Department also collects and reports data from the National Assessment of Educational Performance (NAEP), as well as information on Career and Technical Education (CTE) that is not included in the Nevada Report Card. Included below is a high-level review of these available data streams; Department employees and stakeholders have analyzed this information for the reporting of problems and factors and the creation of related strategies.

DEMOGRAPHICS OF NEVADA'S K-12 POPULATION

As of "count day" in September 2013, there were 452,220 students enrolled in Nevada's K-12 public schools (district and charter combined). Three entities -- Clark County School District, Washoe County School District, and the State Public Charter School Authority -- represent 87 percent of the total statewide enrollment, with the balance distributed among the 14 other districts.

Ethnicity

Nevada has a rapidly changing ethnic environment. The fastest growing ethnic group is Hispanic, with a corresponding decrease in the percent of White students as illustrated in Figure 1. Beginning in the 2010-2011 academic year a new ethnicity classification, "Two or More Races," was introduced which resulted in shifts in other categories. As revealed by data elsewhere in this analysis, long-standing ethnic subgroups (Black and American Indian in particular) continue to experience significant achievement gaps in student performance.

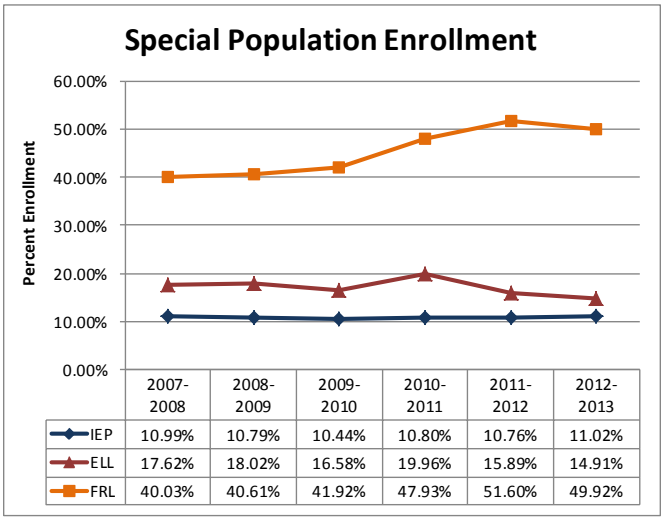


	White	Black	Hispanic	American Indian / Alaskan Native	Asian	Pacific Islander	Two or More Races
2007-2008	43.06%	11.11%	36.39%	1.54%	7.90%		
2008-2009	42.24%	11.28%	36.89%	1.52%	8.07%		
2009-2010	41.68%	11.31%	37.28%	1.49%	8.23%		
2010-2011	38.70%	9.86%	38.78%	1.23%	6.02%	1.07%	4.34%
2011-2012	37.42%	9.64%	39.62%	1.14%	5.64%	1.26%	5.28%
2012-2013	36.76%	9.73%	39.98%	1.11%	5.67%	1.29%	5.45%

Figure 1 Nevada student enrollment by ethnicity

Special Populations

Figure 2 illustrates the three primary special population groups, English Language Learners (ELL), Free/Reduced-price Lunch (FRL), and Special Education (SPED or IEP) program students exist. There appears to be a significant increase in students qualifying for FRL, particularly since the 2009-2010 academic year. Interestingly, it appears that an increase in the percentage of students qualifying for FRL coincides with a decrease in the percentage of students identified as ELL.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
IEP	10.99%	10.79%	10.44%	10.80%	10.76%	11.02%
ELL	17.62%	18.02%	16.58%	19.96%	15.89%	14.91%
FRL	40.03%	40.61%	41.92%	47.93%	51.60%	49.92%

Figure 2 Percent of Nevada students identified as IEP, ELL, and/or FRL

STUDENT PERFORMANCE[1]

Aggregate Data

Two primary metrics exist which are used to evaluate and describe the performance of Nevada students: scale scores, and the percentage of students at one of four proficiency levels.

The number of questions a student correctly answers is converted into a value on a scale for any given assessment. Based upon the scale score, a student will fall into one of four performance categories, otherwise known as "proficiency levels": Emergent/Developing (ED), Approaches Standard (AS), Meets Standard (MS), or Exceeds Standard (ES). The demarcation point for any given proficiency level is referred to as a "cut score". In Nevada, "Meets Standard" and "Exceeds Standard" are in the "Proficient" range. To understand how groups of students are performing, scores of individual students are aggregated and reported as mean scale scores and percentage of students at each of the four performance levels. Trends in the performance of Nevada's students overall, or in specific subgroups of students, can then be reported by reviewing these data over time[2].

The mean scale score and percent proficient values typically move in a correlated fashion; as the average scale score of Nevada students increases, there is often a corresponding increase in the number of students reaching the categories of Meets or Exceeds Standards, although this is not necessarily the case. For example, it is possible to see a moderate increase in the mean scale score of students in the bottom 25% of the data range with no corresponding increase in the top 75% of students. This could increase the overall mean scale score for the state while only moving that group of students from the

[1] Note: Data presented are for representative grades. Comprehensive data is available at the Nevada Report Card web site: www.nevadareportcard.com

[2] Changes in slope of any given trend line or between data points do not necessarily indicate a statistically significant change. A change of one point, or even several points, may simply indicate random variance in scores from year to year.

Emergent/Developing range to the Approaches Standard range. This would be seen as an increase in the state mean scale score with no change in the percent proficient. Changes in performance standards, cut scores, or assessments can result in shifts in trend lines for mean scale scores, percentage of students reaching the cut scores for proficient or above, or shifts in both. Such changes in the trend lines can be seen in Figure 3. These shifts in trend co-occurred with policy changes in Mathematics in the 2008-2009 and 2011-2012 school years, and in Reading in the 2009-2010 school year. By comparison, Science did not undergo major policy changes recently and the data for mean scale score and percent proficient have moved in a relatively parallel manner. Although changes in policy can result in sudden shifts in various measures of performance, there are many other factors that with the ability to influence the performance of groups of students.

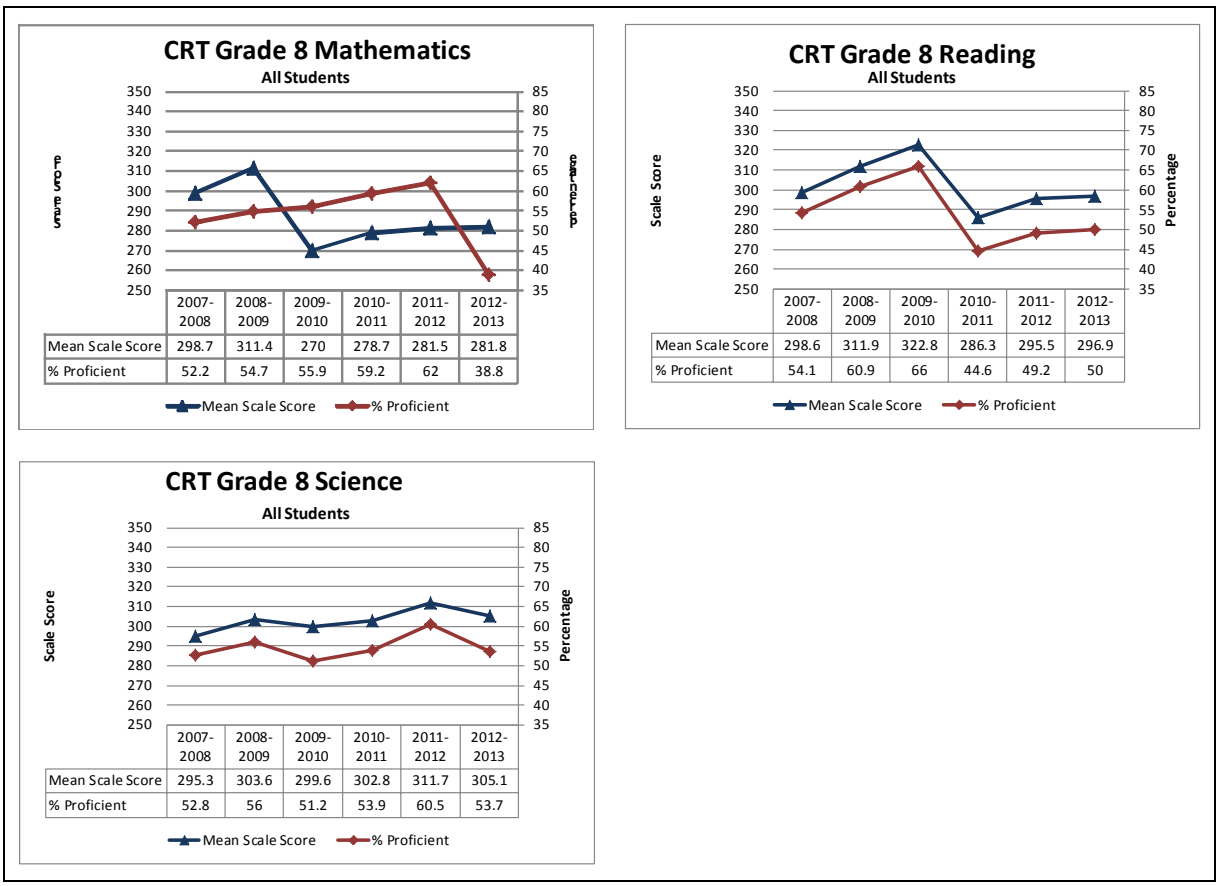


Figure 3 Grade 8 student performance in Mathematics, Reading, and Science

Another assessment is available to provide a degree of external validation of the CRT performance data. The National Assessment of Educational Progress (NAEP) assesses students in grades 4 and 8 in reading, mathematics, and other subjects. Every two years the results of such assessments are released as state-level data and can be used to compare general trends between the CRTs, which are based upon state standards, and NAEP, which is based upon a Federal framework. A variety of

differences exist between the two assessments and a significant discrepancy between performance on the two assessments is expected. The two assessments are different in composition, design, scale, and administration; therefore results are not directly comparable. However, it is useful to compare trends in performance between the assessments to evaluate the general pattern of results. Using the NAEP data as a comparison, Figure 4 shows a similar trend between CRT percent proficient and NAEP percent proficient for grade 8 mathematics and reading.

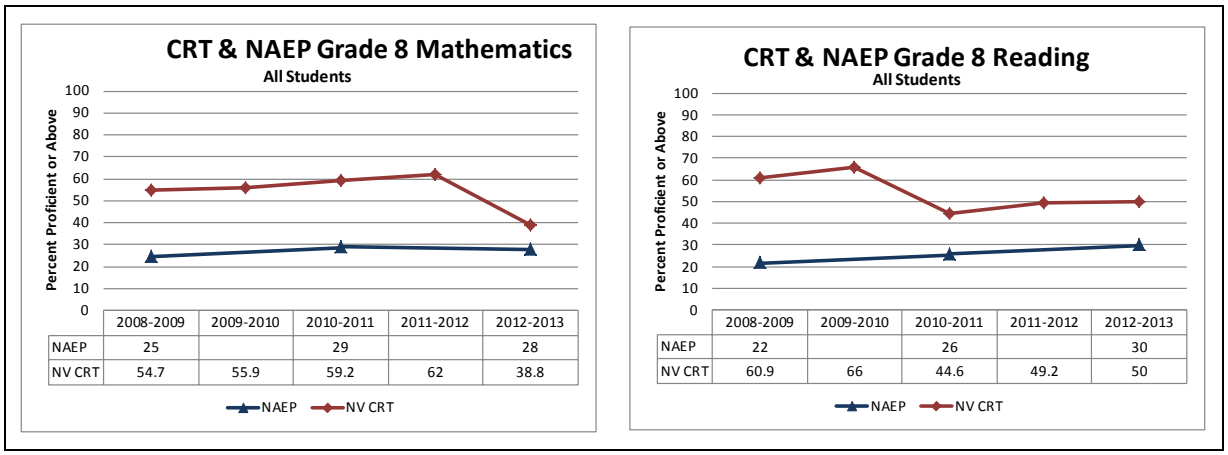


Figure 4 Nevada student performance on CRT and NAEP in Mathematics and Reading

The exceptions occur in years when Nevada assessment standards changed. These changes are reflected in the decline in mean scale scores in the 2009-2010 assessment year for mathematics and the 2010-2011 assessment year for reading. Overall, there has been a positive trend in aggregate performance of Nevada students in math and reading over the past five years.

Performance on the High School Proficiency Examinations (HSPE), see Figure 5, provides a clear illustration of the effect of policy change on student proficiency ratings and mean scale scores. The dramatic changes in performance in mathematics and reading coincide with changes in standards and cut scores.

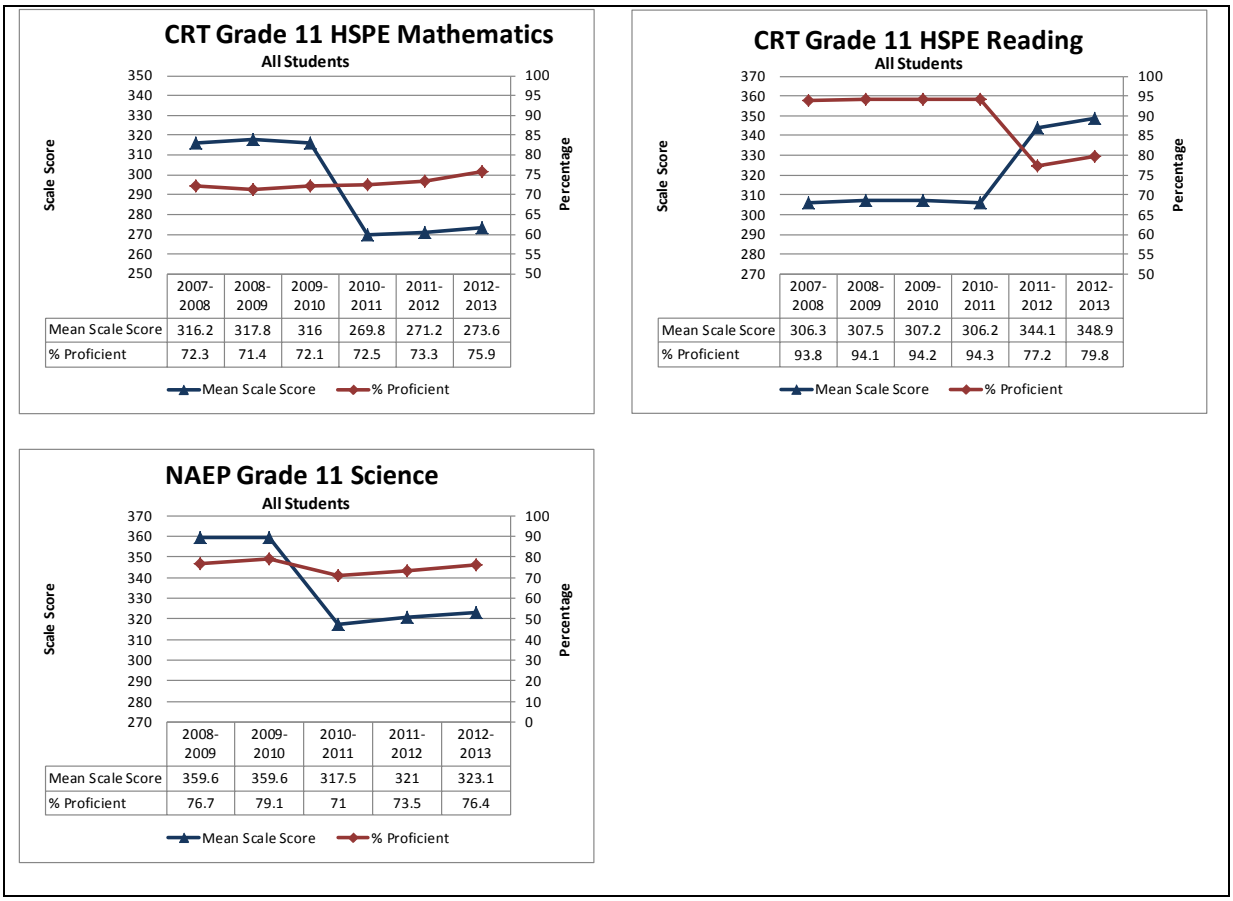


Figure 5 Nevada Grade 11 student performance on the HSPE in Mathematics, Reading, and Science

Ethnicity

Overall performance of students appears to have improved over the past five years. Figure 6 illustrates an apparent increase in the percent proficient of grade 4 mathematics students by ethnic group. Despite the apparent overall increase in performance, a performance gap between ethnic groups still exists. Figure 7 shows gaps between grade 4 and 8 White students compared to other ethnic groups. A significant difference exists between nearly all groups compared to Whites.

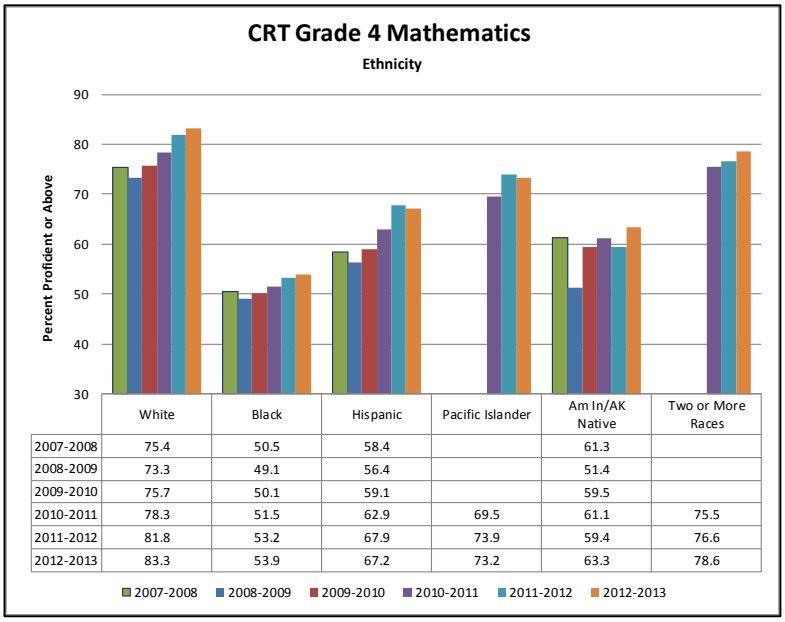


Figure 6 Grade 4 Mathematics performance by ethnicity

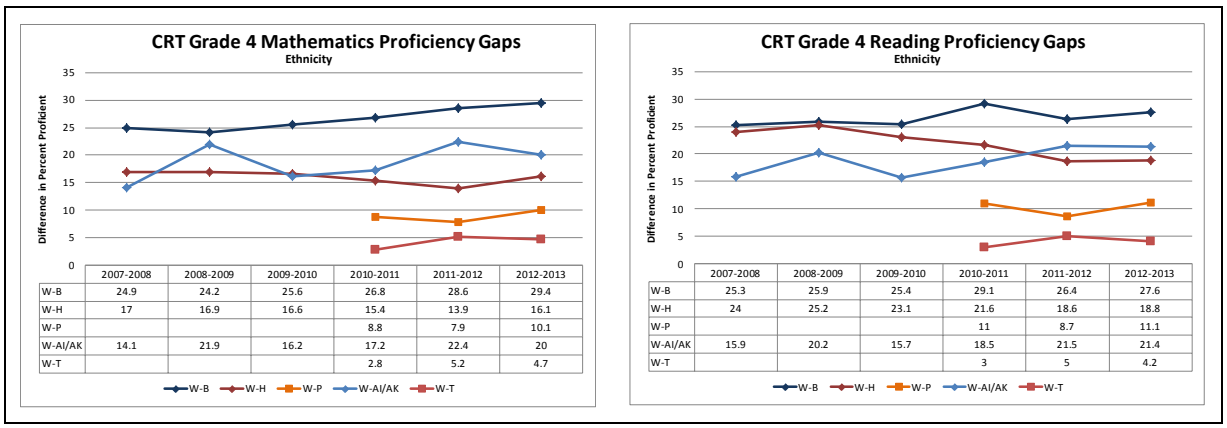


Figure 7 Grade 4 Mathematics and Reading proficiency gaps by ethnic group when compared to Whites

Special Populations

Data for the three primary special population groups; ELL, FRL, and IEP, are of a more complex nature. There exists a correlation between FRL students and ELL students. This correlation, or covariance, between groups means that an overlap exists between the two data sets. As such, a change in values for one group necessarily means a change in the other will exist, thus making an understanding of the factors affecting such changes more challenging. Figure 8 illustrates the overall pattern for FRL, IEP, and ELL groups for grade 4 reading and mathematics. [3]

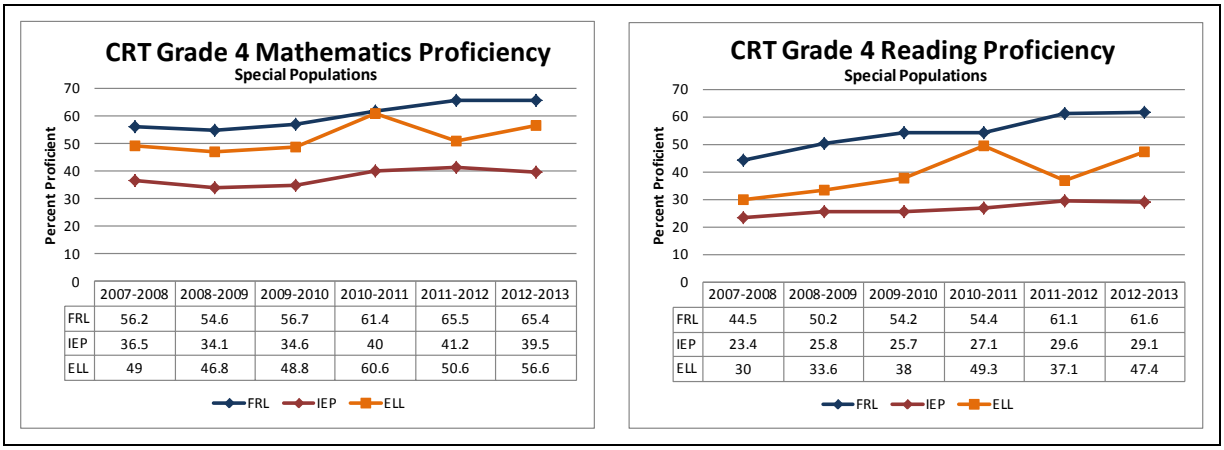
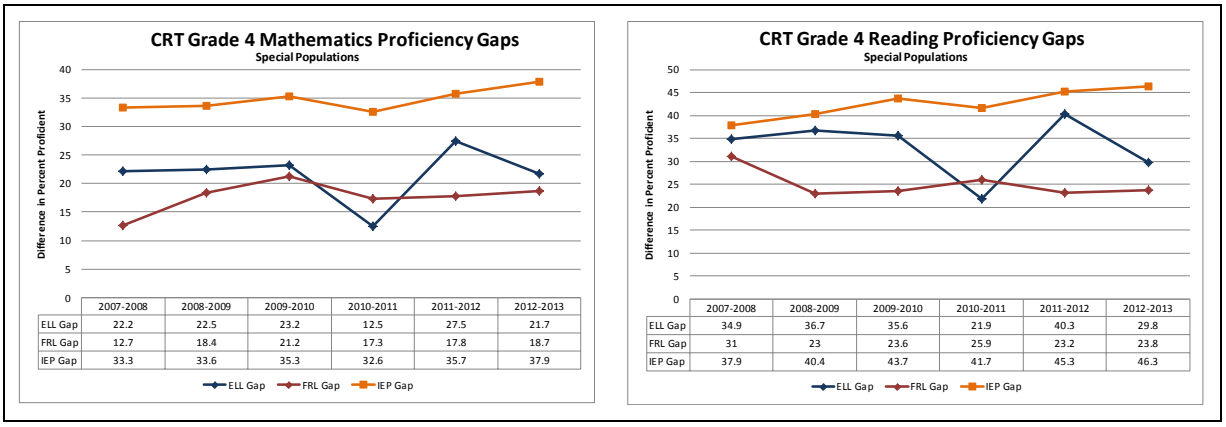


Figure 8 Grade 4 Mathematics and Reading proficiency by special population

[3] Due to an aberration in the data for students identified as ELL and former-ELL in the 2010-2011 assessment year, data for these groups have a significantly greater margin of error than other subpopulations in the same year. Caution is advised in the interpretation of performance data for that year as well as in performance gaps for that year.

The data appear to show a positive trend over the past 5 years, and the corresponding NAEP data show a statistically significant increase in student performance over the same time period.

Aside from the overall performance of students, scores of dichotomous groups are compared to evaluate the status of any systematic gap in scores. For example, assessment scores of students qualifying for aid under the Free/Reduced Lunch (FRL) program, which serves as an indicator of socio-economic status, are compared to scores of those students who do not qualify for this aid and therefore are presumed to be in a higher socioeconomic group. The gaps between grade 4 percent proficient in special populations are shown in Figure 9. Again, small fluctuations in slope do not necessarily indicate statistically significant change.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELL Gap	22.2	22.5	23.2	12.5	27.5	21.7
FRL Gap	12.7	18.4	21.2	17.3	17.8	18.7
IEP Gap	33.3	33.6	35.3	32.6	35.7	37.9

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELL Gap	34.9	36.7	35.6	21.9	40.3	29.8
FRL Gap	31	23	23.6	25.9	23.2	23.8
IEP Gap	37.9	40.4	43.7	41.7	45.3	46.3

Figure 9 Grade 4 Mathematics and Reading proficiency gaps between students identified as part of a special population and their counterparts not identified as such

The Nevada Office of Career, Technical, and Adult Education (CTE) serves a breadth of students who are focused on more technical academic experiences as they grow into individuals who are college and career ready. A variety of performance indicators are available to review CTE student performance. Beyond providing a means of monitoring success, the data have the potential to provide insight into some of the motivation and drive that result in students taking CTE coursework. The 2012-2013 school year saw a disproportionately large increase in CTE enrollment during the first two years of high school. Ninth grade enrollment in CTE programs increased nearly 12% from the previous year, while overall student enrollment increased by approximately 1.2% (see Figure 10).

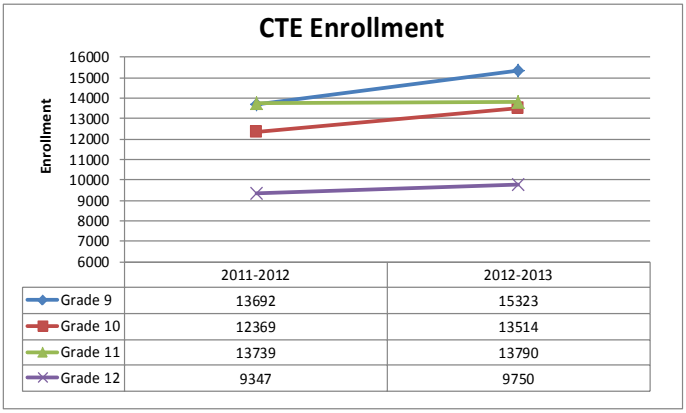


Figure 10 Career and Technical Education enrollment by year

Tables 1 and 2 show performance of grade 11 students on the Math, Reading, and Writing components of the 2011-2012 administration of the High School Proficiency Exam appears similar overall, however there may be a trend for CTE students to have slightly higher scores.

		All		IEP		ELL		FRL	
		# Tested	% Prof	# Tested	% Prof	# Tested	% Prof	# Tested	% Prof
CTE 2011-2012 School Year	Math	13014	75.53	1094	33.36	645	27.6	5668	67.66
	Reading	13014	78.58	1094	33.27	645	19.53	5668	70.75
	Writing	13014	76.22	1094	28.15	645	16.74	5668	68.24
State 2011-2012 School Year	Math	30717	73.3	2682	30.4	1844	25.8	12787	64.1
	Reading	30662	77.2	2667	31.4	1840	17.1	12735	67.9
	Writing	30556	75.6	2662	28.1	1821	14.6	12667	66.5

Table 1 CTE and State grade 11 HSPE percent proficient by subpopulation

		Am In/AK Native		Black		Hispanic		White		Two or More Races		Asian		Pacific Islander	
		# Tested	% Prof	# Tested	% Prof	# Tested	% Prof	# Tested	% Prof	# Tested	% Prof	# Tested	% Prof	# Tested	% Prof
CTE 2011-2012 School Year	Math	166	68.67	1292	56.35	4821	68.6	5058	83.91	662	81.57	832	89.9	183	80.87
	Reading	166	70.48	1292	62.62	4821	71.91	5058	86.62	662	86.71	832	87.14	183	83.61
	Writing	166	73.49	1292	62.38	4821	68.95	5058	83.18	662	86.56	832	87.62	183	86.34
State 2011-2012 School Year	Math	363	70.2	3013	54.2	11037	64.3	12271	82.8	1584	80.6	2028	87.9	420	78.6
	Reading	359	72.1	2995	61.2	11028	68.7	12252	86.7	1577	84.5	2029	84.6	421	80.3
	Writing	360	73.6	2966	61.6	10977	66.6	12232	84.4	1580	85.2	2026	84.2	414	81.9

Table 2 CTE and State grade 11 HSPE percent proficient by ethnicity

GRADUATION RATES

Beginning in the 2011-2012 academic year, a new formula has been used in the calculation of graduation rates. The new designation is "Cohort Graduation Rate." Figure 11 shows the cohort graduation rate disaggregated by ethnicity for the 2011-2012 academic year. Figure 12 provides similar data for CTE students. (NOTE: 2012-2013 data is not formally released by the Department until after the initial publication of this draft plan; the final updates will be included upon Board approval.) Notably, it appears that CTE students have consistently higher graduation rates than the general student

population in Nevada. The CTE cohort graduation rate measures the graduation rates of students who reach concentrator status by completing two credits in a CTE course sequence.

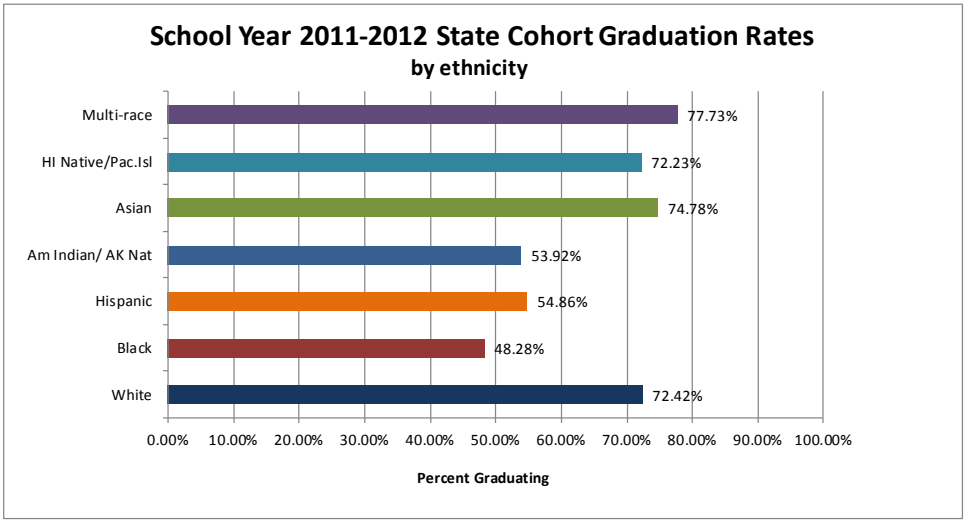


Figure 11 2011-2012 State graduation rates by ethnicity

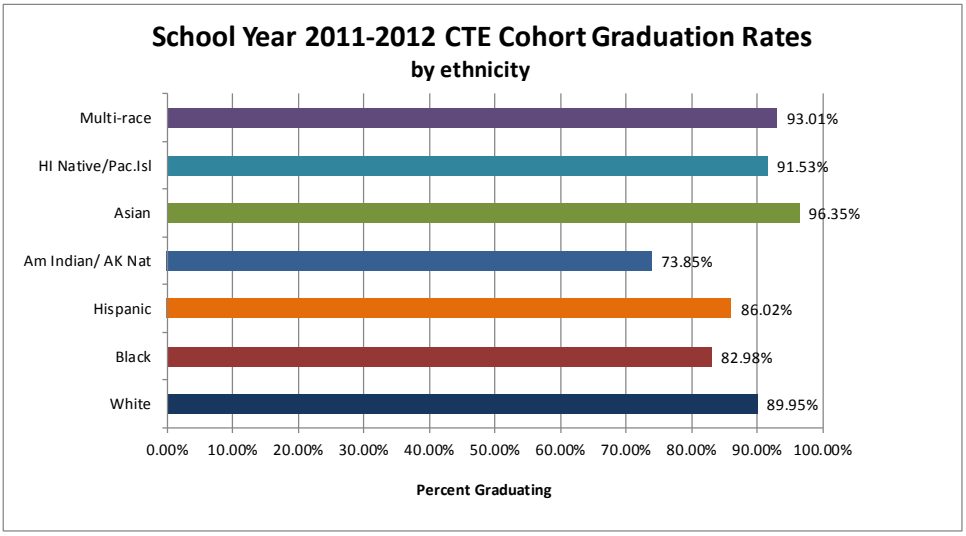


Figure 12 2011-2012 CTE graduation rates by ethnicity

DISCIPLINARY INCIDENTS

Historically the Department of Education has tracked six categories of discipline incidents:

- Violence to Other Students
- Violence to School Staff
- Possession of Weapons
- Distribution of Controlled Substances
- Possession or Use of Controlled Substances
- Possession or Use of Alcoholic Beverages

As of the 2011-2012 school year a seventh factor, Bullying, Cyber Bullying, Harassment & Intimidation, has been added. Figure 13 shows the 2012-2013 percentages for each category of the total number of these incidents. Figure 14 shows the percent change in the number of incidents over the past six years. This data show declines in all categories of instances with the exception of Possession or Use of Controlled Substances which, compared to 2007, rose from 572 to 1616 recorded incidents.

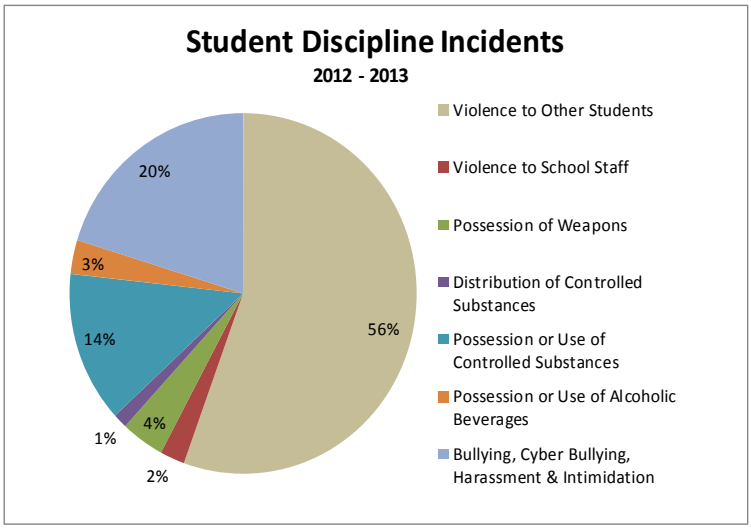


Figure 13 Student discipline incidents in 2012-2013 by category

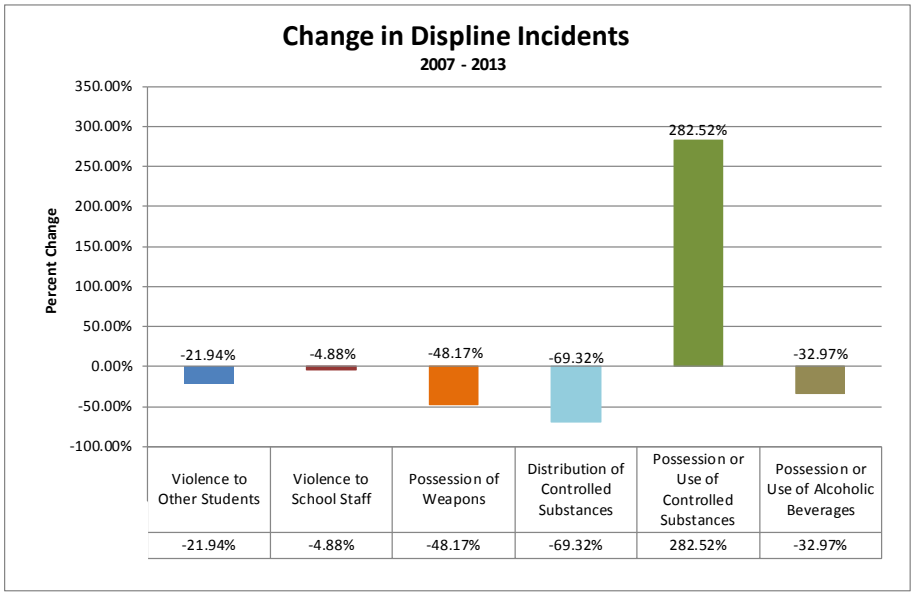
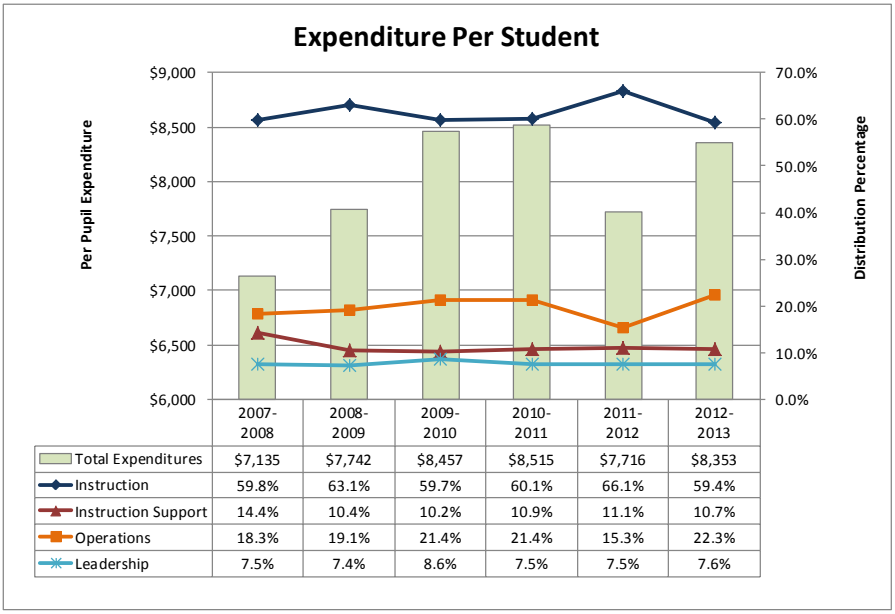


Figure 14 Percent change in type of discipline incidents, 2007 - 2013

FISCAL INFORMATION

Figure 15 provides data on per pupil expenditures. By far the majority of funding per pupil is devoted to instruction, with the second highest going towards operations. There appears to be an inverse relationship between these two areas that has continued over the past five years. [NOTE: While Department information on the state of local finances is somewhat limited by the State Accountability Information Network, Section 6 of this plan contains strategies dealing with the allocation of resources.]



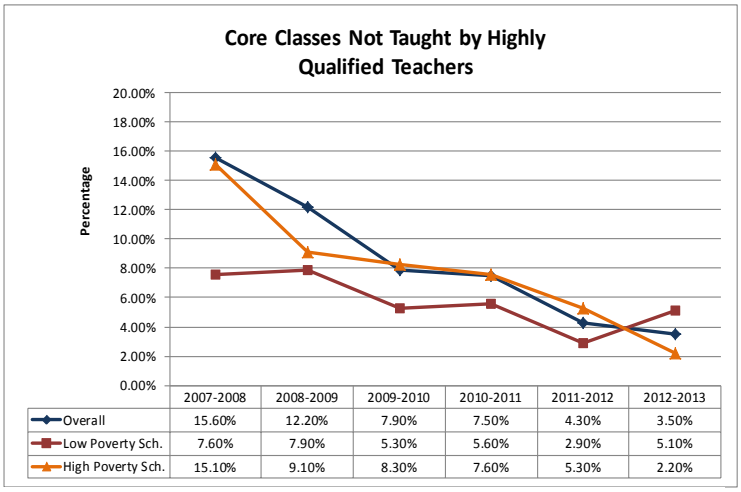
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Total Expenditures	$7,135	$7,742	$8,457	$8,515	$7,716	$8,353
Instruction	59.8%	63.1%	59.7%	60.1%	66.1%	59.4%
Instruction Support	14.4%	10.4%	10.2%	10.9%	11.1%	10.7%
Operations	18.3%	19.1%	21.4%	21.4%	15.3%	22.3%
Leadership	7.5%	7.4%	8.6%	7.5%	7.5%	7.6%

Figure 15 Expenditures per student by type, 2008 - 2013

TEACHER AND CLASSROOM DATA

The percentage of core subject classes not taught by highly qualified teachers has decreased dramatically over the past five years. Figure 16 shows that during this time, the gap between low poverty schools and high poverty schools has decreased dramatically. Table 3 provides the same data disaggregated by subject.

Of teachers providing instruction in the 2012-2013 academic year, 5.30% were teaching on an emergency credential (see NRS 391.125), up from 1.20% the previous year, and .10% were teaching without an endorsement for the subject area.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	15.60%	12.20%	7.90%	7.50%	4.30%	3.50%
Low Poverty Sch.	7.60%	7.90%	5.30%	5.60%	2.90%	5.10%
High Poverty Sch.	15.10%	9.10%	8.30%	7.60%	5.30%	2.20%

Figure 16 Core classes not taught by highly qualified teachers; aggregate and disaggregated by poverty level, 2008-2013

Core Subject Classes Not Taught by Highly Qualified Teachers						
	English	Mathematics	Science	Social Studies	Foreign Languages	Arts
2007-2008	17.20%	16.00%	15.00%	13.00%	12.00%	16.00%
2008-2009	12.60%	12.20%	12.20%	10.90%	12.10%	12.40%
2009-2010	9.60%	9.20%	8.10%	5.20%	5.10%	5.40%
2010-2011	9.60%	9.10%	7.20%	5.80%	3.80%	2.30%
2011-2012	5.50%	5.10%	4.30%	3.20%	1.00%	1.80%
2012-2013	4.00%	4.50%	3.30%	3.30%	1.00%	1.70%

Table 3 Core classes not taught by highly qualified teachers; by academic subject

SECTION 2: COMMON PROBLEMS AND FACTORS

State law requires this plan to include 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" of certain data (outlined in Section 1 above). The Department has identified four problem areas that are readily apparent in the most recent student and school performance data:

1. Student performance in reading;
2. Student performance in mathematics;
3. Student performance at the middle school level; and
4. Achievement gaps between student subgroups.

In addition, conversations between Department staff and stakeholders led to the identification of four factors associated more generally with the entire K-12 system of public education in Nevada. The four additional factors are as follows:

1. 21st Century learning context;
2. Education workforce quality and capacity;
3. Sectors, silos, structures, and systems; and
4. Evaluation and accountability.

Presented in Section 3 are the actionable strategies for improvement in each of these eight identified content areas, with a statement describing the problem or factor, the assignment of Department personnel, measurement criteria, and associated timelines. Several "cross-cutting" strategies are also presented.

SECTION 3: STRATEGIES FOR IMPROVEMENT

The Department will continue or initiate the following strategies to address the identified problems and factors, with an overall goal of improving student achievement such that all students are college and career ready upon graduation. It is our belief that these strategies are

aligned with the Department's vision, mission, and priorities (see page 3) and with Nevada's Strategic Plan for PreK-12 Educational Excellence (adopted in 2012).

Student performance in reading

While incremental gains have been made in reading proficiency over the past five years, overall performance is low for this critical factor; declines in performance are noted in grades 7 and 8.			
STRATEGY	**STAFF LEAD**	**MEASURABLE CRITERIA**	**TIMELINE**
Develop a State-approved professional development plan, including training modules, for the instructional shift in English language arts/literacy.	Canavero	Plan complete	June 2014
Update the State Literacy Plan.	Canavero	Plan complete	December 2014
Engage in policy debate on the "third grade reading guarantee" and other statutory changes related to literacy.	Erquiaga	NDE participates visibly; recommendation to Governor	August 2014
Consider NDE organizational changes related to literacy, ELL, and Early Learning.	Canavero	Plan complete	March 2014
Ensure a focus on subgroup achievement gaps	Canavero	ELL, FRL, IEP, and racial/ethnic groups included in strategies	December 2014

Student performance in mathematics

Math proficiency declined in 2012-2013 for grades 6-8; math patterns and trends generally lag behind reading performance.			
STRATEGY	**STAFF LEAD**	**MEASURABLE CRITERIA**	**TIMELINE**
Complete the implementation of new Nevada Academic Content Standards in math, based on the Common Core.	Canavero	Districts report full adoption	June 2014
Develop a State-approved professional development plan, including training modules, for the instructional shift in math.	Canavero	Statewide Coordinating Council adopts plan	August 2014
Provide technical advice for district	Canavero	Tangible	December 2014

curriculum that makes stronger connections among math courses (algebra/geometry/integrated math).		documents issued	
Provide staff support to the STEM Advisory Council and assist in implementing its recommendations and plans as appropriate.	Canavero	Council meets statutory benchmarks	December 2014
Ensure a focus on subgroup achievement gaps	Canavero	ELL, FRL, IEP, and racial/ethnic groups included in strategies	December 2014

Student performance at the middle school level

Performance is at best flat and in some cases declining; while significant attention is given to elementary grades (reading) and high school (graduation) there is limited statewide focus on interventions at the middle school level.

STRATEGY	STAFF LEAD	MEASURABLE CRITERIA	TIMELINE
Revise ESEA waiver to enhance incentives and consequences for school level under-performance.	Erquiaga	Waiver complete	March 2015
Clarify and/or alter NDE official system of intervention with underperforming schools.	Erquiaga	Recommendation to Governor	August 2014
Research and develop a database of scientifically based, effective practices for middle school improvement; prepare bill draft requests if necessary.	Canavero	Database complete	July 2014
Work to expand the JAG program to middle schools	Erquiaga	Middle schools added by new JAG nonprofit	August 2014
Ensure a focus on subgroup achievement gaps	Canavero	ELL, FRL, IEP, and racial/ethnic groups included in strategies	December 2014

Achievement gaps between student subgroups

There is persistent disparity between groups of students (students with an IEP, children of

color, English Language Learners, and those living in poverty); some of the largest gaps are reported for ELL students, but all subgroups require attention.			
STRATEGY	**STAFF LEAD**	**MEASURABLE CRITERIA**	**TIMELINE**
Survey districts and charter schools for scientifically based, effective practices for all subgroups and create a plan for online database for replication.	Canavero	Survey complete and plan for database submitted to Superintendent	July 2014
Enhance NDE cultural competencies and capacity to identify strategies for African American students and other racial and ethnic subgroups.	Canavero	Recommendations to Superintendent	October 2014
Examine data for correlations between FRL students and other (racial or ethnic) subgroups; identify strategies for meeting student needs if they are in more than one subgroup.	Canavero	Recommendation to Superintendent	October 2014
Develop specific strategies for low graduation rates in the African American, Hispanic, and Native American subgroups.	Canavero	Recommendation to Superintendent	June 2014
Monitor Zoom Schools and SB504 implementation; work with Education Commission of the States to identify best national practices for ELL subgroup; make recommendations to the Governor and Legislature.	Erquiaga	Benchmarks required by law are met	December 2014
Participate with World-class Instructional Design and Assessment (WIDA) in the development of new early learning assessment tool.	Canavero	Progress report with Zoom school update to Governor and Legislature	September 2014
Consider revisions to the ESEA waiver to enhance incentives and consequences targeting subgroup under-performance.	Erquiaga	Waiver complete	March 2015
Clarify and/or alter NDE official system of intervention with	Erquiaga	Report to Governor; waiver	August 2014 March 2015

schools that have under-performing subgroups.		activity	
Explore how Instructional Consultation teaming can be expanded or modeled for more districts to embrace strategies that address the needs of students, rather than funding streams.	Canavero	Report to Superintendent	September 2014
Move forward with plans to build an expanded "early learning and development" function within the NDE as Head Start and other programs are incorporated pursuant to Executive Order of the Governor.	Erquiaga	Recommendation to the Governor	August 2014
Create new tracking and reporting focus for gifted and talented students	Canavero	Recommendation to Superintendent	September 2014

21st Century learning context

The use of technology and the need for critical thinking and problem-solving skills will drive student success upon graduation from high school; limited instructional shifts have thus far been made to accommodate this different context.			
STRATEGY	**STAFF LEAD**	**MEASURABLE CRITERIA**	**TIMELINE**
Adopt the Next Generation Science Standards.	Canavero	Board action	February 2014
Assist the Statewide Coordinating Council for Regional Training Programs in developing a comprehensive plan for enhancing instruction to depth and breadth of content expectation and teaching to standards rather than textbooks.	Erquiaga	Council action	July 2014
Develop a plan to expand complete programs of study in Career and Technical Education (CTE) to more comprehensive high schools and explore the feasibility of extending CTE to middle	Canavero	Recommendation to Superintendent	May 2014

schools.			
Initiate research on multiple measures of learning and competency-based demonstrations (moving beyond ELA, Math, and Science assessments).	Canavero	Report to the Superintendent	March 2015
Develop a plan to expand Advanced Placement course participation and Advanced Diplomas awarded.	Canavero	Recommendation to Superintendent	May 2014
Develop a proposal and revise plans related to "1 to 1" technology needs for consideration by the Governor and Legislature.	Canavero	Recommendation from Commission on Education Technology	July 2014
Examine the "discipline" data in this plan and from other sources for root causes; closely monitor federal examinations of "Zero Tolerance" policies and racial or ethnic groups	Erquiaga	Report to the Board	June 2014

Education workforce quality and capacity

Little data exists to gauge educator effectiveness, and there is no identifiable strategy linking the capacity of the workforce with student needs.			
STRATEGY	**STAFF LEAD**	**MEASURABLE CRITERIA**	**TIMELINE**
Complete the validation study of the Nevada Educator Performance Framework (NEPF).	Durish	Study presented to IFC	July 2014
Consider launch of NEPF for administrators before classroom teachers; examine statutory structure and identify changes.	Durish	Recommendation to Superintendent and Legislature	July 2014
Launch program to increase National Board Certifications (SEED grant) in partnership with teacher associations.	Durish	Grant compliance	August 2014
Develop a proposal for tying professional development days to content standards and other topics	Durish	Report to Superintendent	June 2014

aligned to student needs as evidenced by accountability data.			
Develop a proposal to revise requirements for license renewal that are more closely aligned with student needs as evidenced by accountability data.	Durish	Report to Superintendent	June 2014
Working with English Mastery Council and the Commission on Professional Standards, consider the development of new certification requirements/endorsements to work with ELLs and other special populations.	Canavero	Report as required by law	December 2014
Consider including cultural competency in licensure/renewal standards.	Durish	Report to the Commission on Professional Standards	July 2014
Align teacher licensure requirements for Career and Technical Education with course sequences in the State CTE Course Catalog.	Canavero	Report to Superintendent	December 2014

Sectors, silos, structures, and systems

The K-12 system remains organized around revenue streams and traditional turf or historical patterns and sectors; a student-centric model is required.			
STRATEGY	**STAFF LEAD**	**MEASURABLE CRITERIA**	**TIMELINE**
Complete reorganization aligns staff and resources by function and priority, not revenue source.	Erquiaga	New plan complete	April 2014
Increase NDE engagement with NSHE, workforce and economic development agencies, and business and industry.	Erquiaga	P20W Council recommendations	December 2014
Increase collaboration with NSHE on teacher training programs.	Durish	Report to the Board	September 2014
Model a learner-centered aligned system by revising NDE audits/compliance visits to	Teska	Report to the Superintendent	September 2014

incorporate more teams and single site visits.			
Encourage the Statewide Coordinating Council for Regional Training Program to be a forum for communication on PD issues.	Erquiaga	Council action	March 2014

Evaluation and accountability

The Department and the field lack sufficient capacity to interpret data and apply that information to make empirically-based decisions that are replicable and effective.			
STRATEGY	**STAFF LEAD**	**MEASURABLE CRITERIA**	**TIMELINE**
Establish a data interpretation group or consultancy at NDE; expand or revise the Accountability Office function.	Canavero	Function revised or plan submitted to Superintendent	June 2014
Provide district and school training on how to gather data from/for NDE and apply to student needs.	Canavero	Professional development plan prepared	December 2014
Establish procedures for tracking and reporting best practices with science-based methodology.	Canavero	Report to Superintendent	April 2014
Design a plan for new reporting on the kinds of professional development being taken.	Durish	Report to Superintendent	July 2014
Establish a benchmarking and evaluation system for professional development programs.	Durish	Action by Teachers and Leaders and Commission on Professional Standards	January 2015
NDE should review crisis management plans and school discipline data in order to derive more meaningful, actionable information; develop a plan for legislative changes as needed.	Erquiaga	Recommendations to Legislative Committee on Education	March 2014

Cross-cutting strategies

In the development of this year's plan, a number of strategies were suggested that cut across the eight problems and factors identified above. They are captured here as part of the overall

initiative.			
STRATEGY	**STAFF LEAD**	**MEASURABLE CRITERIA**	**TIMELINE**
Launch an NDE-lead communications campaign about college and career readiness.	Osgood	Plan submitted and actionable	March 2014
Reposition the Office of Parent Involvement and Family Engagement within NDE and enhance its support to the field so that parents/families have the tools and means to better support student achievement.	Erquiaga	Move complete	April 2014
Advance the capabilities of the State Longitudinal Data System to track student performance in a P-20W environment.	Teska	Legislatively approved work complete	December 2014
Participate fully in the K-12 Funding Task Force to help align school funding based on student needs (weighting).	Erquiaga	Task Force report issued	July 2014
Explore more State-level options for incentives and consequences directly related to school performance as measured by the "star-rating system."	Canavero	Report to the Superintendent	September 2014
Enhance NDE's digital library of instructional support materials related to the Academic Content Standards.	Canavero	Library made public	August 2014
Explore how NDE can direct federal dollars toward specific population group needs, based on student achievement performance data in this state.	Teska	Report to Superintendent	July 2014
Encourage and embrace impactful public/private evidence-based programs and partnerships leverage community resources, particularly in the area of wraparound services.	Erquiaga	Regular reports to the Board	December 2014

SECTION 4: INFORMATION CONCERNING SUCCESS AFTER GRADUATION

State law requires this plan to include strategies to provide information in the areas of admission requirements for institutions of higher education, opportunities for financial aid, the Governor Guinn Millennium Scholarship, and preparation for success after graduation. These strategies are integrally aligned with the Department's vision of "all Nevadans ready for success in the 21st Century."

The Department's website currently contains a variety of information related to the transition from secondary to postsecondary education or careers. However, the information is incomplete or difficult to locate because it is presented on a number of different webpages throughout the Department's website. Therefore, the Department proposes to create a "success after graduation" webpage that consolidates information (or links to information) on the following topics:

- Nevada College Savings Plans Program (link to State Treasurer's webpage)
- Nevada Prepaid Tuition Program (link to State Treasurer's webpage)
- Governor Guinn Millennium Scholarship Program (link to State Treasurer's webpage)
- Nevada College Kick Start Savings Program (link to State Treasurer's webpage)
- Nevada GEAR UP program
- Articulated-credit programs (currently on CTE programs webpage)
- GoToCollegeNevada.org campaign (currently on school counselor webpage)

The Department will also enhance its web resources with additional new material that discusses alignment of career pathways to postsecondary education and describes the postsecondary education and training program options available, so students can prepare for success after graduation. Close coordination with the State Treasurer's Office will be necessary.

In addition, the Department will work closely with the Office of the Governor and the P20W Advisory Council to consider and make recommendations concerning the following topics:

- Recognition that a "new minimum" for postsecondary education is a part of the necessary spectrum of student readiness for college and careers. This can be defined as postsecondary credentials to be earned as part of education at postsecondary institutions, especially community colleges, or postsecondary training programs, such as apprenticeships, among others.

- Alignment of career pathways to postsecondary education. This alignment continues and builds upon a system that promotes dual-credit and articulated-credit programs. The system should incentivize student completion of career pathway programs (CTE) at the secondary education level. Postsecondary education, especially postsecondary CTE, should expand test-out processes for students continuing in articulated pathway programs to accelerate acquisition of postsecondary credentials.

- Expansion of postsecondary accountability systems to include student completion/student success in earning credentials, such as those listed above (sub-associate degree).

SECTION 5: ALLOCATION OF RESOURCES/BUDGET

State law requires this plan to include an analysis of and strategies to improve the allocation of financial resources dedicated to K-12 public education. However, much of the data required is not currently available to the Department because certain of the requirements of NRS 386.650 concerning the automated system of accountability information have never been met; specifically, the automated system does not have the capacity to access fully financial accountability information for each public school, for each school district, and for this state as a whole. The Department therefore proposes the following baseline strategies to begin the work of better analyzing how the allocation of State resources actually improves the academic achievement of pupils.

Strategies for Improvement

STRATEGY	STAFF LEAD	TIMELINE
Gather information from other states on the means of funding special education and the provision of weighted student formulas for other populations; this information is needed for the K-12 Task Force on Education Funding.	Erquiaga	March 2014
Prepare a report on the impact of waivers granted to districts not in compliance with Class-size Reduction requirements, pursuant to new reporting requirements.	Teska	September 2014
Review and where possible standardize (and publicize) procedures for NDE grants/expenditures in areas such as Early Learning, Education Technology, Jobs for America's graduates, Adult Education, and Career and Technical Education.	Erquiaga	September 2014
Prepare an analysis of funding from all sources allocated to the lowest performing schools in Nevada over the last five years.	Teska	May 2014
Develop a possible budget request and bill draft for review by the Governor to sufficiently enhance the automated system of accountability data to include financial information.	Teska	August 2014
For the purposes of Priorities and Performance Based Budgeting, prepare reports on the effectiveness of the following special appropriations: All-day kindergarten, Zoom Schools and rural ELL grants, Jobs for America's Graduates.	Teska	August 2014
Prepare an analysis on total spending and any reported outcomes from State, regional, and local professional development programs.	Teska	December 2014

Budget Impact of This Plan

In general, the provisions of this plan are within the legislatively-approved budget for the Department of Education. The following items from Section 3 are not included in the biennial budget, however:

- Enhancement of training modules for the English Language Arts and Mathematics "instructional shift" related to new standards.
- Communications campaign concerning Nevada's college and career readiness initiatives.
- Digital library for instructional materials related to the Nevada Academic Content Standards.

These items will be individually priced and funding will be identified by the Superintendent. It may be possible to use certain funds in section 22 of SB 522 of the 77th Regular Session; if not, contingency funds obtained through the State process or private contributions will be needed.

SECTION 6: GOALS AND BENCHMARKS

In previous State Improvement Plans, goals and benchmarks have focused on the broad strategic planning goals of the Department and/or the Annual Measurable Objectives required for compliance with federal accountability rules. This year, the Superintendent has prepared the following goals – derived directly from the state law required this plan – and provided benchmarks representing the current status (where known). To fully comply with state law, it will be important to forecast specific new 5-year targets for each goal and benchmark; this will be accomplished during 2014 and as part of the process to update the Strategic Plan.

Goals	Benchmarks (current status based on available data)		
Improve proficiency results in core academic subjects.		% Proficient	% Above AMO
	Grade 4 Reading	70.6%	3.2%
	Grade 4 Math	73.5%	1.9%
	Grade 8 Reading	50.0%	-9.9%
	Grade 8 Math	38.8%	-10.2%
	Grade 8 Science	53.7%	-6.2%
	Grade 11 Reading	79.8%	-1.7%
	Grade 11 Math	75.9%	-2.1%
	Grade 11 Science	76.4%	-5.1%

Improve the cohort graduation rate.	63.08 % (2012)
Increase number of pupils enrolled in public middle schools and junior high schools, including charter schools, who enter public high schools with the skills necessary to succeed in high school.	No uniform measure exists.
Improve the performance of pupils on standardized college entrance examinations.	ACT - Nevada's Graduating Class of 2013 earned an average composite score of 21.3. SAT - Nevada's Graduating Class of 2013 earned and average Critical Reading score of 492, average Mathematics score of 494, and an average Writing score of 468.
Increase the percentage of pupils enrolled in high schools who enter postsecondary educational institutions.	63.2 % (2011)
Increase the percentage of pupils who are college and career ready as measured on 11th grade assessment.	Assessment will not begin until School Year 2014-15
Increase the percentage of pupils who are college and career ready as measured by a decrease in the college remediation rate.	31.6 percent of all recent Nevada high school graduates who attended an NSHE institution were enrolled in at least one remedial course (2012)
Re-engage disengaged youth who have dropped out of high school or who are at risk of dropping out of high school.	No uniform measure exists.

DATA APPENDIX

Grade 3 CRT Results 2012-2013

			Sex		Ethnicity							Special Populations					
		State	Female	Male	Am In/ AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
	Total Enrollment	33323	16449	16874	344	3170	13905	11796	1909	1757	438	3401	29922	8705	24618	20227	13096
	Number Tested	33248	16414	16834	344	3157	13879	11768	1906	1754	436	3381	29867	8698	24550	20169	13079
Mathematics	Mean Scale Score	329.7	328.6	330.8	312.4	298.9	319.3	344.9	336.6	360.9	333.5	285.1	334.8	310.2	336.6	316.2	350.6
	% Proficient	70.3	69.9	70.7	59.0	51.3	64.6	79.5	74.2	85.8	71.8	40.6	73.7	58.9	74.4	62.6	82.2
	Number Tested	33270	16431	16839	344	3165	13880	11777	1907	1756	437	3382	29888	8694	24576	20188	13082
Reading	Mean Scale Score	318.9	325.8	312.1	300.4	288.4	299.1	343.1	332.3	355.8	319.9	248.9	326.8	279.6	332.7	298.5	350.2
	% Proficient	60.3	63.9	56.9	52.0	44.2	49.9	73.3	67.8	78.6	60.0	27.3	64.1	39.4	67.7	49.8	76.6

Grade 4 CRT Results 2012-2013

			Sex		Ethnicity							Special Populations					
		State	Female	Male	Am In/ AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
	Number Enrolled	33279	16245	17034	336	3269	13532	11862	1960	1857	457	3440	29839	7379	25900	19914	13365
	Number Tested	33207	16210	16997	335	3252	13507	11838	1958	1856	455	3416	29791	7368	25839	19865	13342
Mathematics	Mean Scale Score	327.0	327.0	327.0	309.9	300.5	317.4	340.9	333.2	351.8	324.5	284.4	331.9	304.2	333.5	315.2	344.5
	% Proficient	73.5	73.5	73.4	63.3	53.9	67.2	83.3	78.6	87.3	73.2	39.5	77.4	56.6	78.3	65.4	85.4
	Number Tested	33199	16211	16988	335	3256	13506	11834	1958	1850	454	3415	29784	7365	25834	19857	13342
Reading	Mean Scale Score	334.5	342.7	326.8	315.5	301.9	318.0	356.4	347.0	363.7	331.3	253.0	343.9	290.9	347.0	316.0	362.1
	% Proficient	70.6	74.2	67.2	60.0	53.8	62.6	81.4	77.2	84.3	70.3	29.1	75.4	47.4	77.2	61.6	84.1

Grade 5 CRT Results 2012-2013

			Sex		Ethnicity							Special Populations					
		State	Female	Male	Am In/ AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
	Number Enrolled	33514	16299	17215	354	3247	13880	11850	1791	1955	433	3586	29928	5536	27978	19921	13593
	Number Tested	33416	16256	17160	353	3233	13845	11817	1786	1947	431	3563	29853	5524	27892	19856	13560
Mathematics	Mean Scale Score	339.9	343.3	336.6	308.8	294.2	325.1	360.7	351.4	388.2	343.1	258.7	349.5	282.1	351.3	321.1	367.3
	% Proficient	69.1	71.1	67.2	53.5	49.1	63.6	77.8	73.6	86.8	72.6	31.3	73.6	42.7	74.3	61.4	80.4
	Number Tested	33408	16254	17154	354	3238	13826	11818	1788	1948	432	3561	29847	5506	27902	19845	13563
Reading	Mean Scale Score	326.7	336.4	317.5	304.9	293.9	308.5	350.6	341.9	356.2	323.5	240.3	337.0	260.9	339.7	307.1	355.4
	% Proficient	65.5	69.9	61.3	53.1	48.1	56.1	78.1	73.2	79.6	64.4	23.0	70.6	26.8	73.1	55.4	80.2
	Number Tested	33421	16259	17162	353	3235	13853	11809	1786	1950	431	3559	29862	5528	27893	19872	13549
Science	Mean Scale Score	311.8	310.7	312.8	292.2	277.6	293.9	337.6	322.5	334.6	305.4	260.4	317.9	257.0	322.7	293.5	338.7
	% Proficient	61.4	60.9	61.9	46.7	40.5	49.6	77.9	69.7	76.3	58.7	29.8	65.2	22.5	69.1	49.7	78.7

Grade 6 CRT Results 2012-2013

			Sex		Ethnicity							Special Populations					
		State	Female	Male	Am In/ AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
	Number Enrolled	34035	16646	17388	384	3340	13993	12067	1773	2071	402	3355	30680	4324	29711	19994	14041
	Number Tested	33939	16603	17335	382	3321	13961	12033	1768	2069	400	3336	30603	4317	29622	19928	14011
Mathematics	Mean Scale Score	297.6	300.0	295.3	283.4	253.7	279.2	320.9	312.0	347.0	300.0	213.2	306.8	231.0	307.3	277.2	326.7
	% Proficient	49.1	49.8	48.5	40.3	27.5	38.7	62.0	56.8	74.4	49.5	12.3	53.2	13.0	54.4	37.9	65.1
	Number Tested	33939	16604	17334	383	3319	13961	12032	1769	2070	400	3335	30604	4316	29623	19927	14012
Reading	Mean Scale Score	320.4	333.2	308.1	306.2	277.8	300.9	345.7	336.2	361.8	320.4	221.8	331.1	238.3	332.3	298.3	351.9
	% Proficient	63.3	68.9	58.0	56.1	42.6	54.5	75.2	71.0	81.1	65.8	17.0	68.4	19.6	69.7	53.2	77.7

Grade 7 CRT Results 2012-2013

			Sex		Ethnicity							Special Populations					
		State	Female	Male	Am In/ AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
	Number Enrolled	33977	16233	17744	363	3441	13642	12396	1666	2063	404	3267	30710	3424	30553	19110	14867
	Number Tested	33673	16074	17599	359	3405	13501	12323	1648	2035	400	3232	30441	3390	30283	18903	14770
Mathematics	Mean Scale Score	302.3	305.4	299.5	278.9	268.0	285.8	321.9	313.8	345.0	302.9	227.0	310.3	235.2	309.8	283.8	326.0
	% Proficient	53.0	54.8	51.4	37.9	33.7	42.8	65.1	59.7	76.9	54.0	13.3	57.2	13.9	57.4	41.8	67.3
	Number Tested	33852	16171	17681	362	3429	13595	12345	1659	2060	400	3242	30610	3414	30438	19038	14814
Reading	Mean Scale Score	315.2	329.0	302.6	292.1	283.4	296.6	337.8	333.3	346.0	313.8	224.3	324.8	226.7	325.1	295.3	340.8
	% Proficient	61.6	68.0	55.8	47.8	44.4	51.4	74.1	72.3	76.8	62.0	15.1	66.6	10.9	67.3	50.9	75.4

Grade 8 CRT Results 2012-2013

			Sex		Ethnicity							Special Populations					
		State	Female	Male	Am In/ AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
	Number Enrolled	33830	16494	17335	383	3402	13277	12485	1700	2113	468	3191	30639	2602	31228	18134	15696
	Number Tested	33654	16414	17239	381	3366	13221	12417	1694	2107	466	3163	30491	2596	31058	18025	15629
Mathematics	Mean Scale Score	281.8	285.5	278.3	265.1	254.2	267.7	296.3	294.5	322.3	282.5	221.7	288.1	225.8	286.5	266.8	299.2
	% Proficient	38.8	40.2	37.5	24.1	21.3	28.3	49.2	47.9	67.5	39.9	6.8	42.2	6.5	41.5	28.0	51.3
	Number Tested	33684	16429	17254	381	3376	13228	12433	1692	2106	466	3166	30518	2593	31091	18041	15643
Reading	Mean Scale Score	296.9	308.4	285.9	281.7	268.9	283.0	312.8	310.1	327.6	294.7	222.7	304.6	223.4	303.0	281.2	315.0
	% Proficient	50.0	56.7	43.5	37.8	31.8	39.6	61.9	59.5	69.5	44.8	8.7	54.2	5.2	53.7	38.9	62.7
	Number Tested	33554	16371	17182	381	3348	13173	12394	1687	2105	465	3140	30414	2577	30977	17960	15594
Science	Mean Scale Score	305.1	304.6	305.5	288.8	266.6	283.3	330.8	322.7	341.3	297.9	230.7	312.8	218.4	312.3	283.8	329.6
	% Proficient	53.7	53.0	54.3	45.1	34.6	40.9	67.8	64.7	73.4	51.2	15.3	57.6	6.6	57.6	42.1	66.9

Grade 5 Writing Results 2011-2012

			Sex		Ethnicity							Special Populations					
		State	Female	Male	Am In/ AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
	Number Enrolled	34644	16925	17719	372	3334	14202	12517	1791	2034	392	3717	30927	6224	28420	19781	14863
Writing	Number Tested	34285	16807	17478	371	3289	14065	12395	1773	2002	388	3392	30893	6195	28090	19536	14749
	% Proficient	43.7	50.1	37.5	33.7	31.0	35.8	52.0	50.3	63.4	47.9	12.9	47.0	18.3	49.2	34.5	55.8

Grade 8 Writing Results 2011-2012

			Sex		Ethnicity							Special Populations					
		State	Female	Male	Am In/ AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
Writing	Number Enrolled	34418	16769	17648	430	3396	13541	12833	1745	2024	448	3384	31034	2670	31748	17627	16791
	Number Tested	34094	16652	17441	423	3353	13400	12733	1734	2004	446	3089	31005	2630	31464	17416	16678
	% Proficient	54.1	62.4	46.1	45.2	37.2	45.5	64.0	60.9	71.8	56.5	12.3	58.2	11.1	57.7	43.6	65.0

Grade 11 HSPE Results 2012-2013

			Sex		Ethnicity							Special Populations					
		State	Female	Male	Am In/AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
Mathematics	Number Enrolled	31096	15352	15744	345	2995	11524	12184	1584	2049	413	2753	28343	1803	29293	13373	17723
	Number Tested	30540	15103	15437	336	2896	11320	11982	1561	2033	410	2646	27894	1739	28801	13077	17463
	Mean Scale Score	273.6	271.9	275.2	252.3	243.4	257.4	289.1	289.6	306.2	276.8	207.9	279.8	205.8	277.7	257.2	285.9
	% Proficient	75.9	75.7	76.2	61.9	59.2	68.1	84.3	85.5	88.3	78.3	33.1	80.0	29.2	78.8	67.7	82.1
Reading	Number Tested	30531	15098	15433	336	2901	11303	11990	1559	2034	406	2640	27891	1729	28802	13075	17456
	Mean Scale Score	348.9	356.0	341.9	321.0	315.6	327.0	373.1	366.9	367.9	341.0	251.2	358.1	233.2	355.8	326.9	365.4
	% Proficient	79.8	82.8	76.8	70.8	66.4	72.2	88.6	87.6	85.0	77.6	32.8	84.2	17.9	83.5	71.8	85.8
Science	Number Tested	30087	14867	15220	326	2848	11206	11747	1541	2012	405	2616	27471	1721	28366	12904	17183
	Mean Scale Score	323.1	318.1	328.1	307.4	298.6	309.9	338.7	333.9	335.9	318.2	274.8	327.7	262.2	326.8	309.9	333.1
	% Proficient	76.4	73.8	78.9	67.8	57.5	67.0	87.8	84.3	84.3	74.1	35.2	80.3	19.8	79.8	67.1	83.4
Writing	Number Tested	29998	14910	15088	322	2818	11069	11830	1538	2019	400	2547	27451	1670	28328	12783	17215
	% Proficient	80.0	85.6	74.6	73.6	69.2	72.7	87.4	88.3	86.5	84.0	31.8	84.5	19.8	83.6	72.0	86.0

NAEP - Grade 4 Mathematics					
	Average Scale Score	% Below Basic	% Basic or Above	$ Proficient or Above	% Advanced
2006-2007	232	26	74	30	3
2008-2009	235	21	79	32	3
2010-2011	237	21	79	36	5
2012-2013	236	20	80	34	4

NAEP - Grade 4 Reading					
	Average Scale Score	% Below Basic	% Basic or Above	$ Proficient or Above	% Advanced
2006-2007	211	43	57	24	5
2008-2009	211	43	57	24	4
2010-2011	213	42	58	25	5
2012-2013	214	39	61	27	5

NAEP - Grade 8 Reading					
	Average Scale Score	% Below Basic	% Basic or Above	$ Proficient or Above	% Advanced
2006-2007	271	40	60	23	4
2008-2009	274	37	63	25	5
2010-2011	278	33	67	29	6
2012-2013	278	32	68	28	6

NAEP - Grade 8 Reading					
	Average Scale Score	% Below Basic	% Basic or Above	$ Proficient or Above	% Advanced
2006-2007	252	37	63	22	2
2008-2009	254	35	65	22	1
2010-2011	258	31	69	26	2
2012-2013	262	28	72	30	3