STATE OF NEVADA

Nevada Ready! 2.0

Annual Plan to Improve the Achievement of Pupils

Nevada Department of Education

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1/29/2015

This document, commonly known as the State Improvement Plan (STIP), outlines certain key Department strategies for 2015 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 additional factors identified through this analysis.

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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. The focus of this year's plan is the same as it was last year - 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's programs evolve under the promise of *Nevada Ready!*, we recognize that this second version of the plan reflects our continued effort in making sure Nevada's educators and students are truly ready for success.

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 2015, the Superintendent of Public Instruction and Department staff elected to present a modestly revised annual plan for Board approval that reflects many lessons learned from the implementation of the 2014 STIP. Like its predecessor, this "2.0" document adheres as closely as possible to statutory requirements, is focused solely on calendar year 2015, and seeks to provide a second step in the state's 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 and along with the Board taken steps to begin revisions to the Strategic Plan. Because of significant measures proposed by Governor Sandoval in his most recent budget, this effort will begin after the 2015 Legislative Session, so the Department can portray a more complete 5-year picture.)

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 and works 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.

Goal Statements

- All students are proficient in reading by the end of 3rd grade.
- All students enter high school with the skills necessary to succeed.
- All student graduate career and college ready.
- Effective educators serve students at all levels.
- Efficient and effective use of public funds to achieve the highest return on educational investment.

Members of the State Board of Education

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SECTION 1: DATA REVIEW AND ANALYSIS

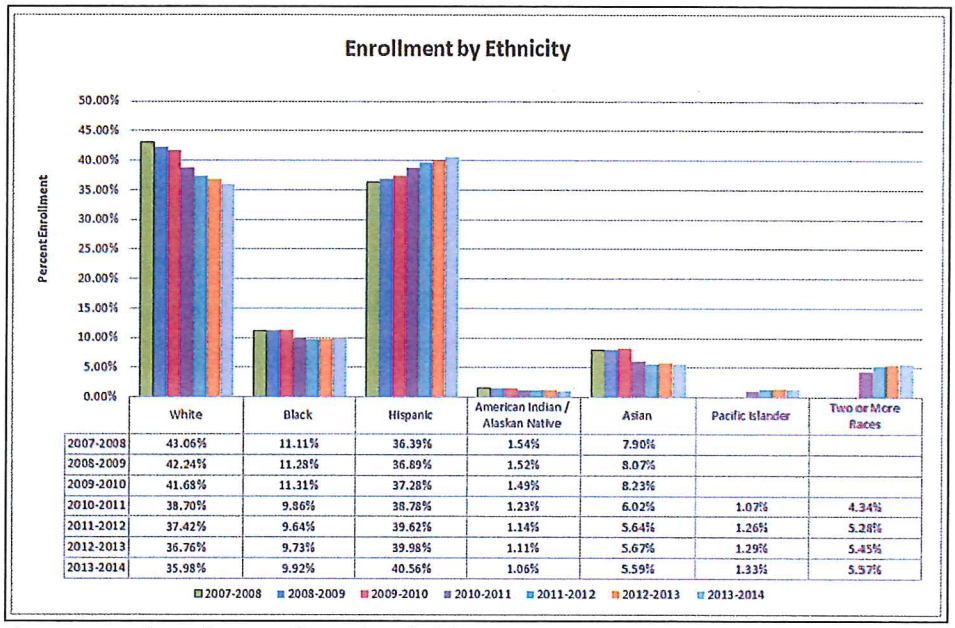
The Department of Education collects and reports two primary sources of accountability data concerning the achievement of pupils: the Nevada Report Card and the Nevada School Performance Framework (NSPF). The Department also collects and reports data from the National Assessment of Educational Performance (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 2014, there were 451,730 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 15 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.

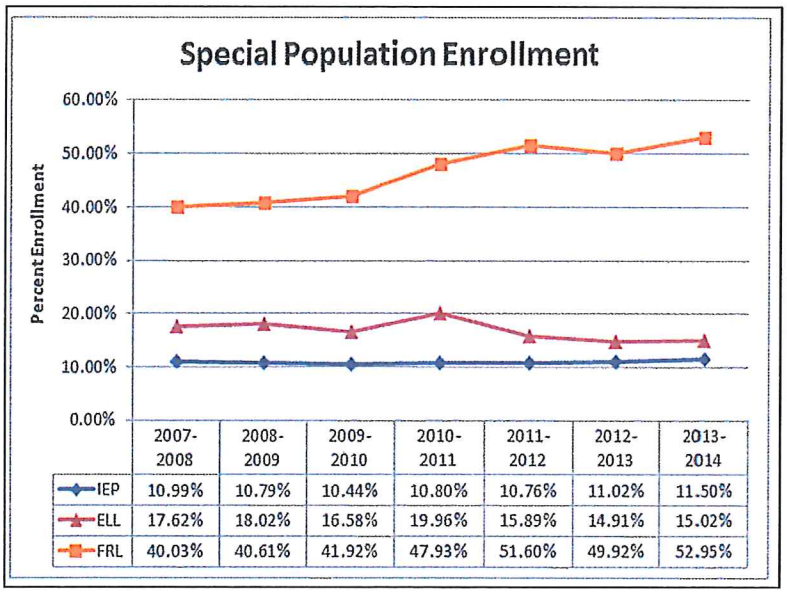


	White	Black	Hispanic	American Indian / Alaskan Native	Asian	Pacific Islander	Two or More Races
2007-2008	43.06%	11.11%	36.39%	1.54%	7.90%		
2008-2009	42.24%	11.28%	36.89%	1.52%	8.07%		
2009-2010	41.68%	11.31%	37.28%	1.49%	8.23%		
2010-2011	38.70%	9.86%	38.78%	1.23%	6.02%	1.07%	4.34%
2011-2012	37.42%	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%
2013-2014	35.98%	9.92%	40.56%	1.06%	5.59%	1.33%	5.57%

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	2013-2014
IEP	10.99%	10.79%	10.44%	10.80%	10.76%	11.02%	11.50%
ELL	17.62%	18.02%	16.58%	19.96%	15.89%	14.91%	15.02%
FRL	40.03%	40.61%	41.92%	47.93%	51.60%	49.92%	52.95%

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 increase, 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 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 have the ability to influence the performance of groups of students.

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[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.

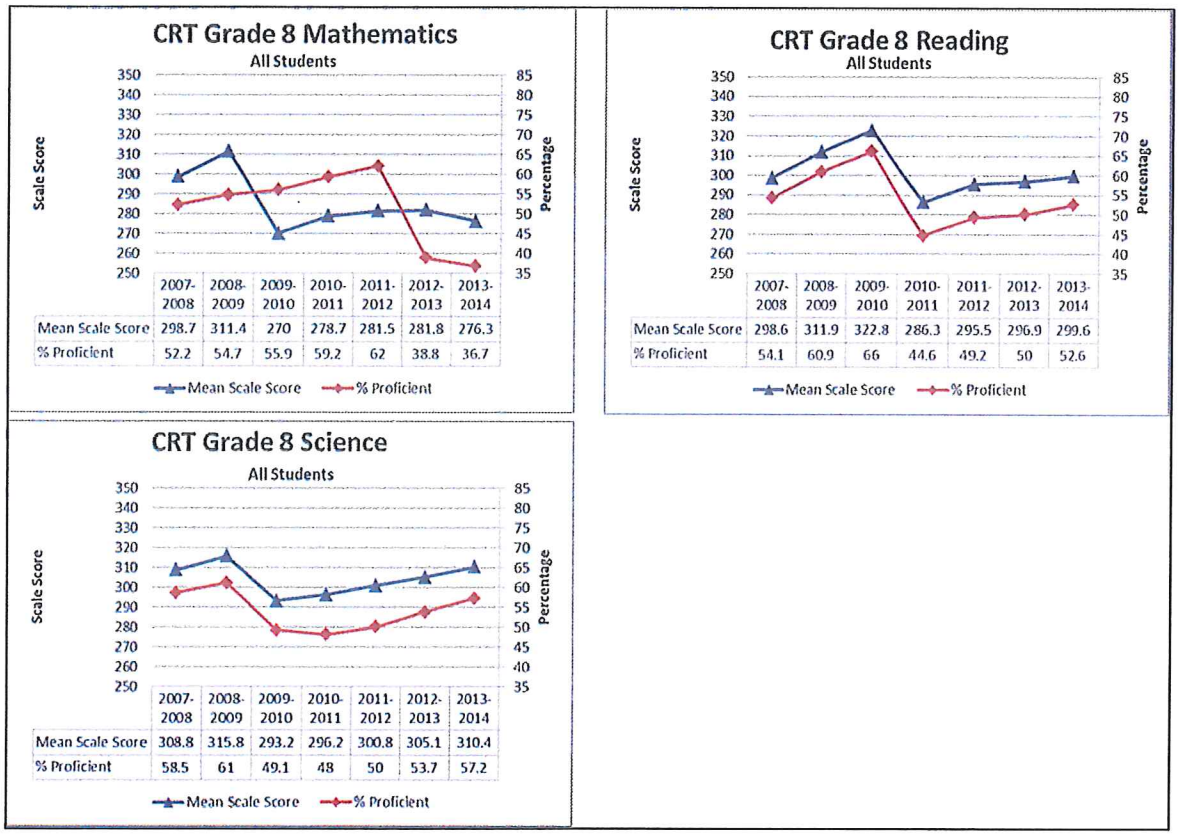
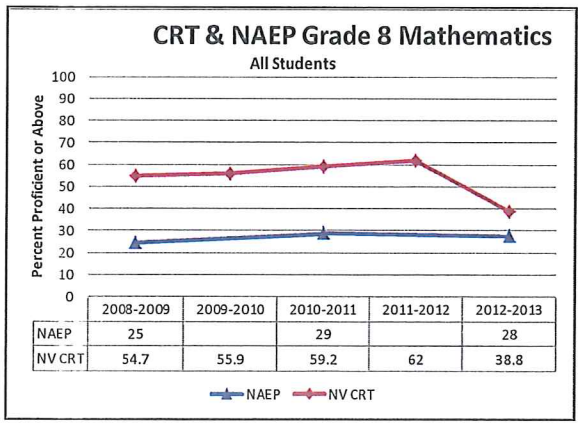


Figure 3 Grade 8 student performance in Mathematics, Reading, and Science

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 available 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.



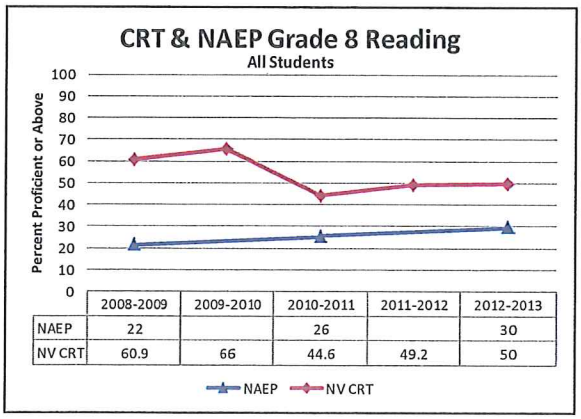
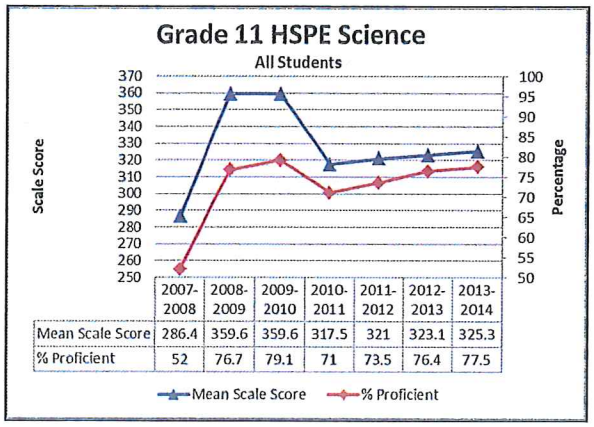


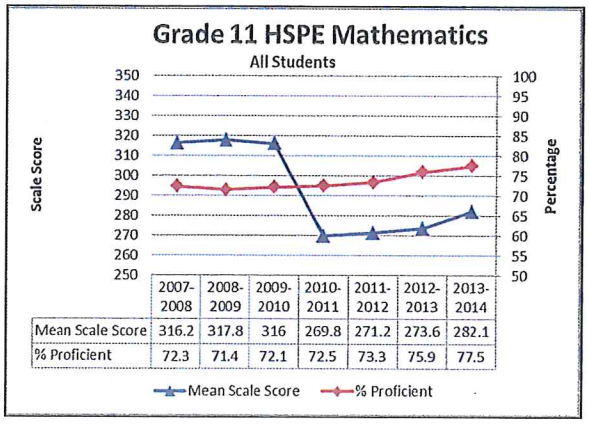
Figure 4 Nevada student performance on CRT and NAEP in Mathematics and Reading

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 according to NAEP; however, there has been a decline in performance in recent years as measured by the CRT (with few exceptions).

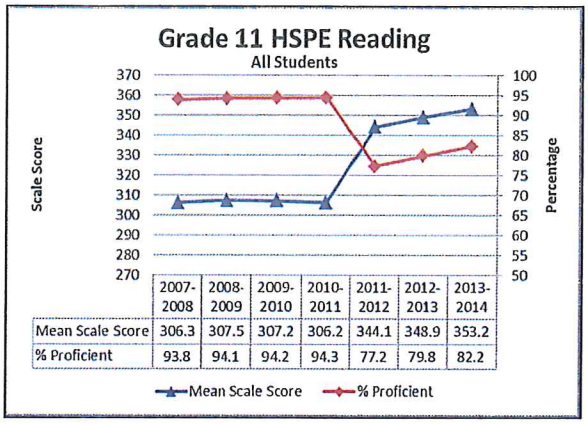
Performance on the High School Proficiency Examinations (HSPE), see Figure 5, provides a clear illustration of the effect of policy change on student proficiency ratings and mean scale scores. The dramatic changes in performance in mathematics and reading coincide with changes in standards and cut scores.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Mean Scale Score	286.4	359.6	359.6	317.5	321	323.1	325.3
% Proficient	52	76.7	79.1	71	73.5	76.4	77.5



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Mean Scale Score	316.2	317.8	316	269.8	271.2	273.6	282.1
% Proficient	72.3	71.4	72.1	72.5	73.3	75.9	77.5



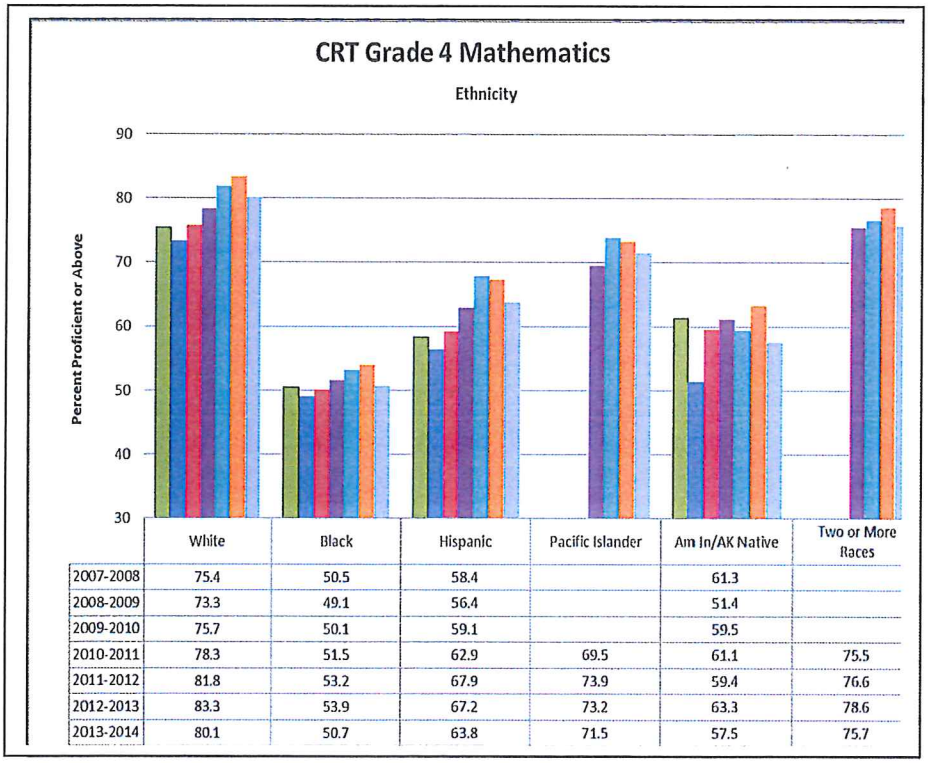
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Mean Scale Score	306.3	307.5	307.2	306.2	344.1	348.9	353.2
% Proficient	93.8	94.1	94.2	94.3	77.2	79.8	82.2

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

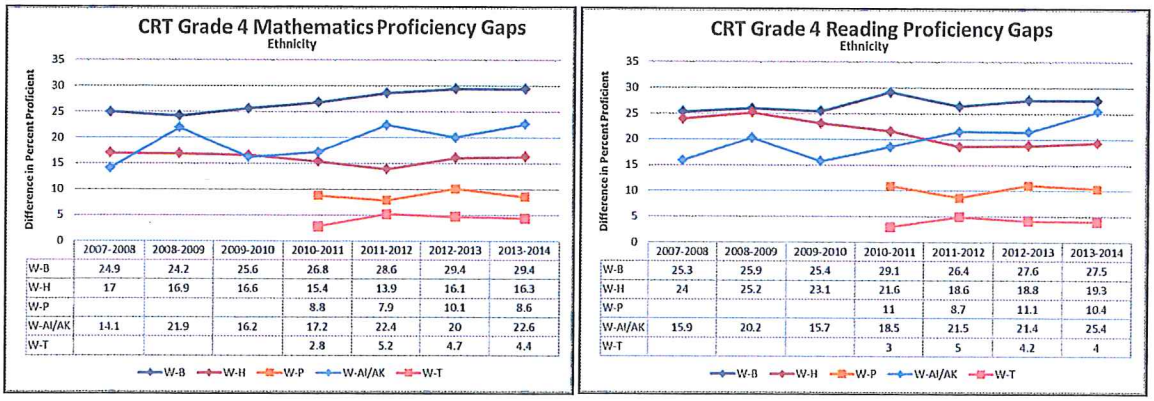
Ethnicity

Overall performance of students appears to have improved over the past five years with a decline in performance across all groups in the most recent year. Figure 6 illustrates an apparent increase in the percent proficient of grade 4 mathematics students by ethnic group followed by the decline. A performance gap between ethnic groups 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



	White	Black	Hispanic	Pacific Islander	Am In/AK Native	Two or More Races
2007-2008	75.4	50.5	58.4		61.3	
2008-2009	73.3	49.1	56.4		51.4	
2009-2010	75.7	50.1	59.1		59.5	
2010-2011	78.3	51.5	62.9	69.5	61.1	75.5
2011-2012	81.8	53.2	67.9	73.9	59.4	76.6
2012-2013	83.3	53.9	67.2	73.2	63.3	78.6
2013-2014	80.1	50.7	63.8	71.5	57.5	75.7



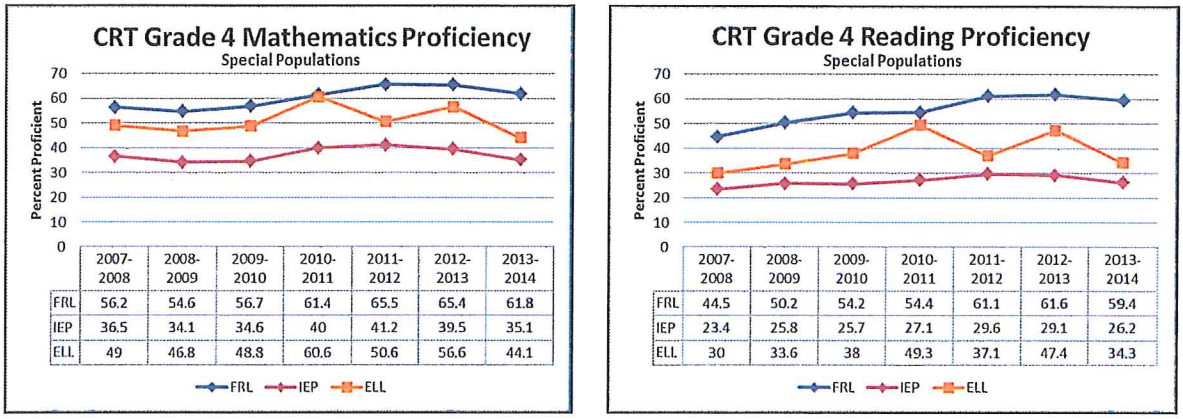
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
W-B	24.9	24.2	25.6	26.8	28.6	29.4	29.4
W-H	17	16.9	16.6	15.4	13.9	16.1	16.3
W-P				8.8	7.9	10.1	8.6
W-AI/AK	14.1	21.9	16.2	17.2	22.4	20	22.6
W-T				2.8	5.2	4.7	4.4

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
W-B	25.3	25.9	25.4	29.1	26.4	27.6	27.5
W-H	24	25.2	23.1	21.6	18.6	18.8	19.3
W-P				11	8.7	11.1	10.4
W-AI/AK	15.9	20.2	15.7	18.5	21.5	21.4	25.4
W-T				3	5	4.2	4

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.



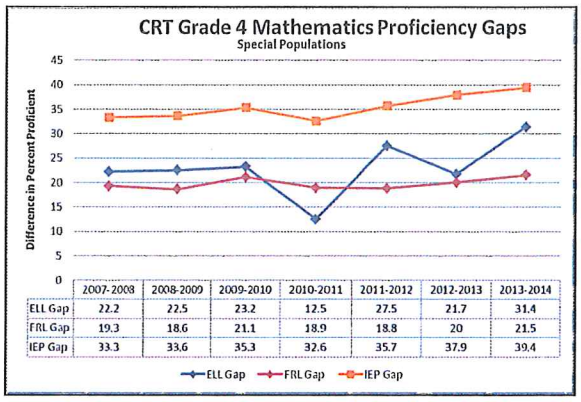
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
FRL	56.2	54.6	56.7	61.4	65.5	65.4	61.8
IEP	36.5	34.1	34.6	40	41.2	39.5	35.1
ELL	49	46.8	48.8	60.6	50.6	56.6	44.1

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
FRL	44.5	50.2	54.2	54.4	61.1	61.6	59.4
IEP	23.4	25.8	25.7	27.1	29.6	29.1	26.2
ELL	30	33.6	38	49.3	37.1	47.4	34.3

Figure 8 Grade 4 Mathematics and Reading proficiency by special population

The data appear to show a positive trend over the past 5 years with a decline across all subgroups in the most recent year. This pattern is consistent with the "All Student" analysis described earlier in this report. 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.



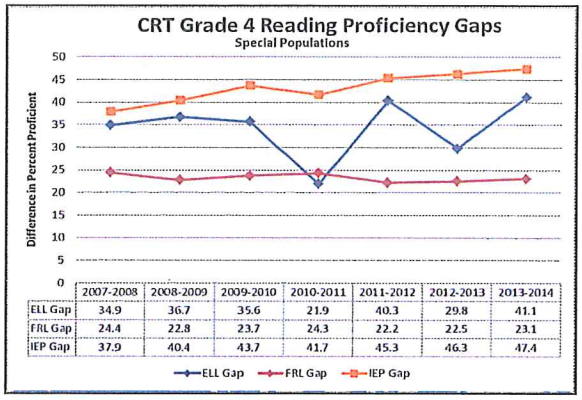


Figure 9 Grade 4 Mathematics and Reading proficiency gaps between students identified as part of a special population and their counterparts not identified as such

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 2013-2014 school year ninth grade enrollment in CTE programs remained relatively flat following a year of significant increase (see Figure 10).

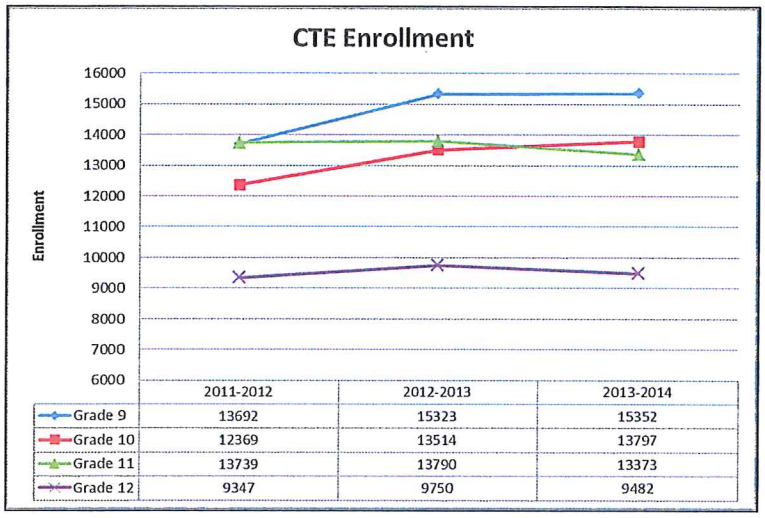


Figure 10 Career and Technical Education enrollment by year

Tables 1 and 2 show performance of grade 11 students on the Math, Reading, and Writing components of the 2013-2014 administration of the High School Proficiency Exam appears similar overall, however there may be a trend for CTE students to have slightly higher scores. Writing scores were not available at the time of this report.

		ALL		IEP		ELL		FRL	
		#Tested	% Prof	#Tested	% Prof	#Tested	% Prof	#Tested	% Prof
CTE 2013-2014 School Year	Math	5917	88.71	308	45.35	109	31.19	2447	84.51
	Reading	5910	90.63	306	50	109	21.1	2445	87.32
	Writing								
State 2013-2014 School Year	Math	30696	77.5	2618	32.7	1506	26.9	13692	69.4
	Reading	30698	82.2	2618	36.7	1505	18.5	13701	74.6
	Writing	30332	78.6	2531	30.3	1446	16.7	13451	70.8

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

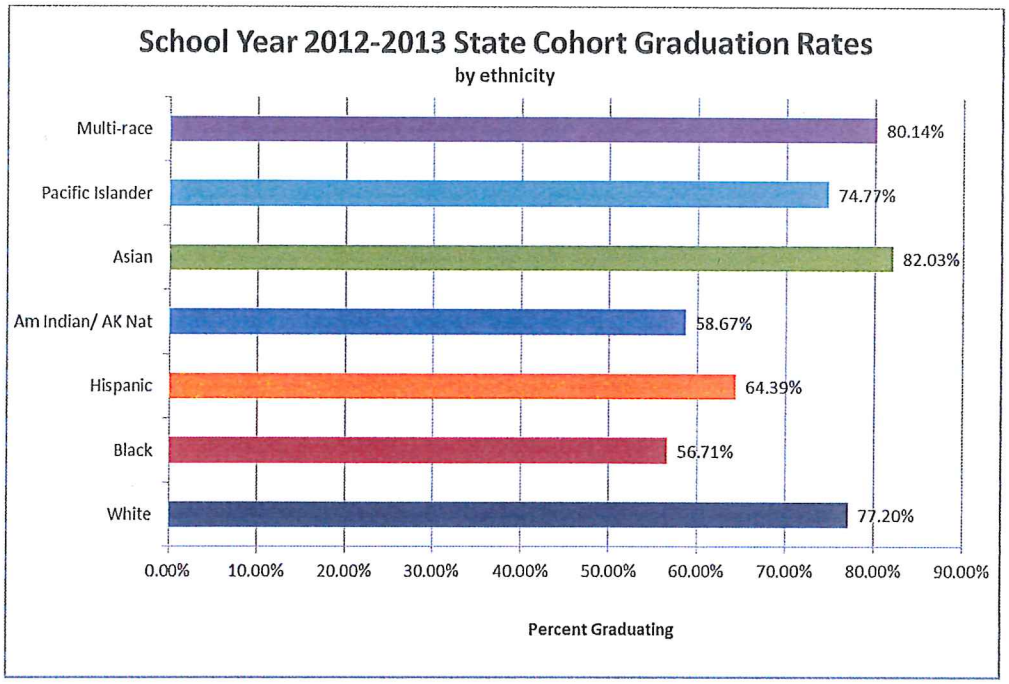
		Am In/AK native		Black		Hispanic		White		Two or More Races		Asian		Pacific Islander	
		#Tested	% Prof	#Tested	% Prof	#Tested	% Prof	#Tested	% Prof	#Tested	% Prof	#Tested	% Prof	#Tested	% Prof
CTE 2013-2014 School Year	Math	59	89.83	447	79.64	2125	84.09	2371	92.58	300	92.33	532	95.11	83	90.36
	Reading	58	87.93	446	84.75	2121	86.47	2371	93.84	300	92.33	531	95.86	83	90.36
	Writing														
State 2013-2014 School Year	Math	350	69.7	3009	61.8	11516	70	11715	86	1598	83.7	2102	90.5	406	79.3
	Reading	349	73.6	2995	69.3	11532	75.7	11725	90.2	1599	88	2094	88.6	404	81.9
	Writing	341	69.2	2936	67	11370	71.6	11621	86.2	1579	86.1	2083	86.2	402	83.1

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 2012-2013 academic year. Figure 12 provides similar data for CTE students. (NOTE: 2013-2014 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 2012-2013 State graduation rates by ethnicity



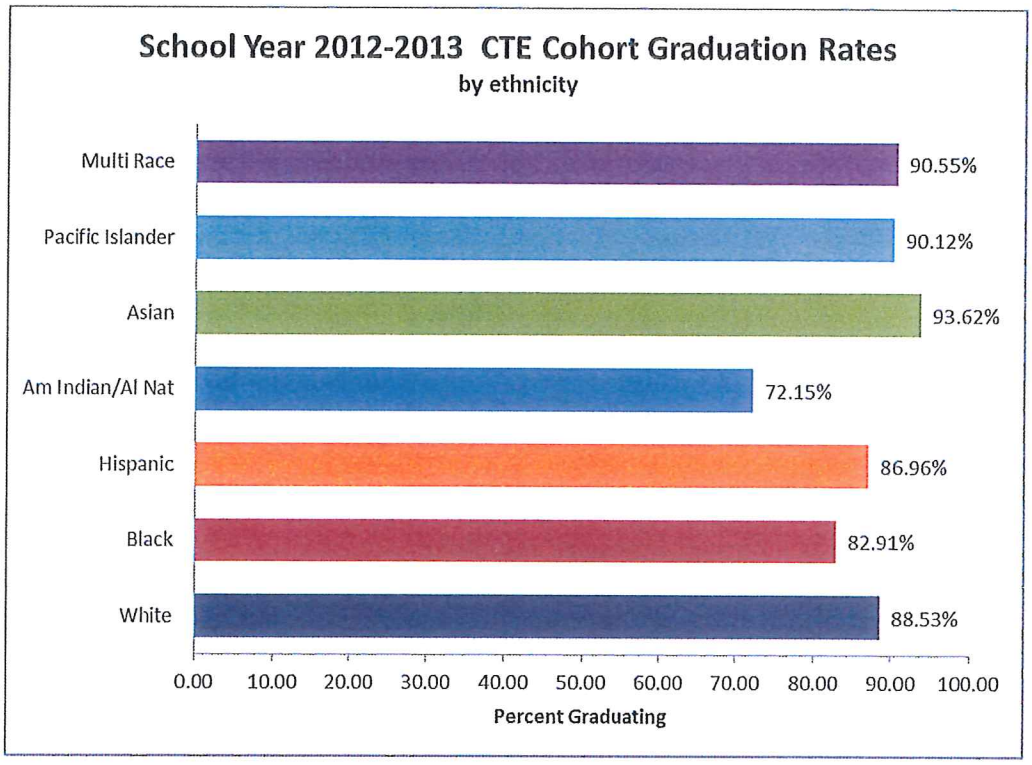


Figure 12 2012-2013 CTE graduation rates by ethnicity

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. As of 2013 – 2014 school year, harassment and intimidation were no longer identified as violations of a Safe and Respectful Learning Environment: the definitions of these two incidents were combined under the definitions of Bullying and Cyber-Bullying.

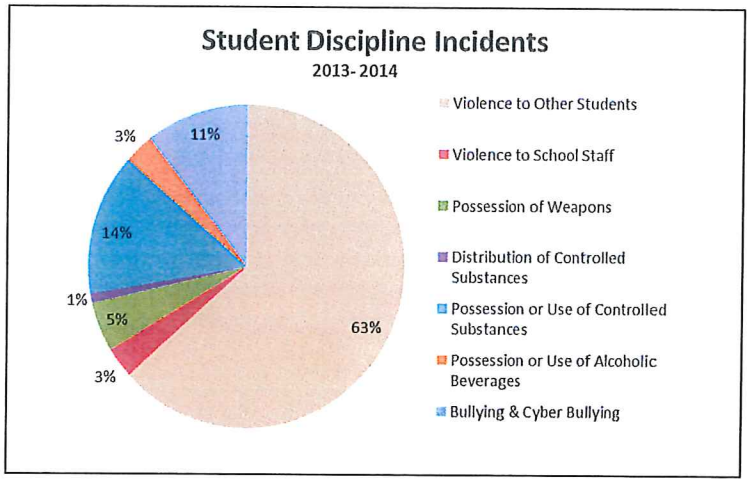


Figure 13 Student discipline incidents in 2012-2014 by category

Figure 13 shows the 2013-2014 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 shows declines in all categories of instances with the exception of Possession or Use of Controlled Substances which, compared to 2007, rose from 572 to 1248 recorded incidents.

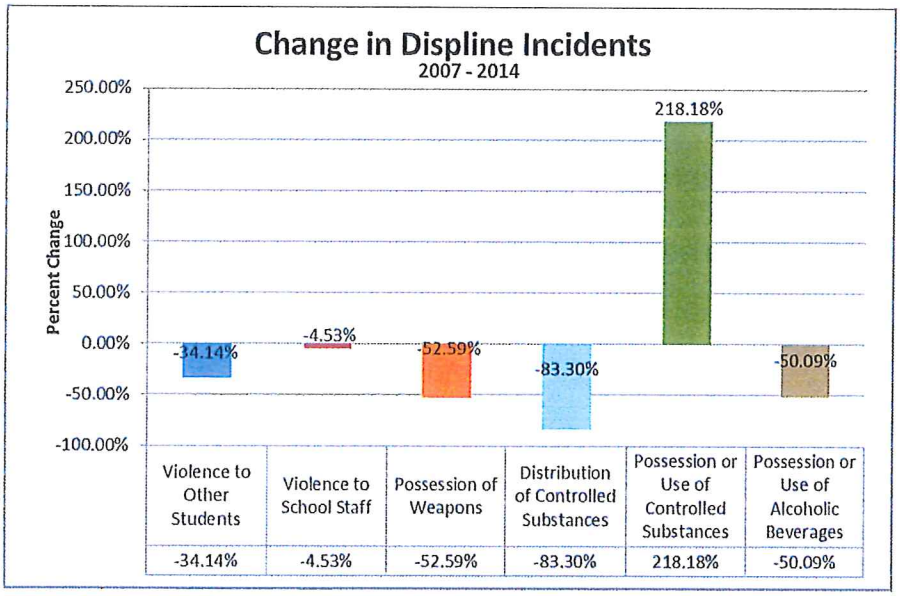
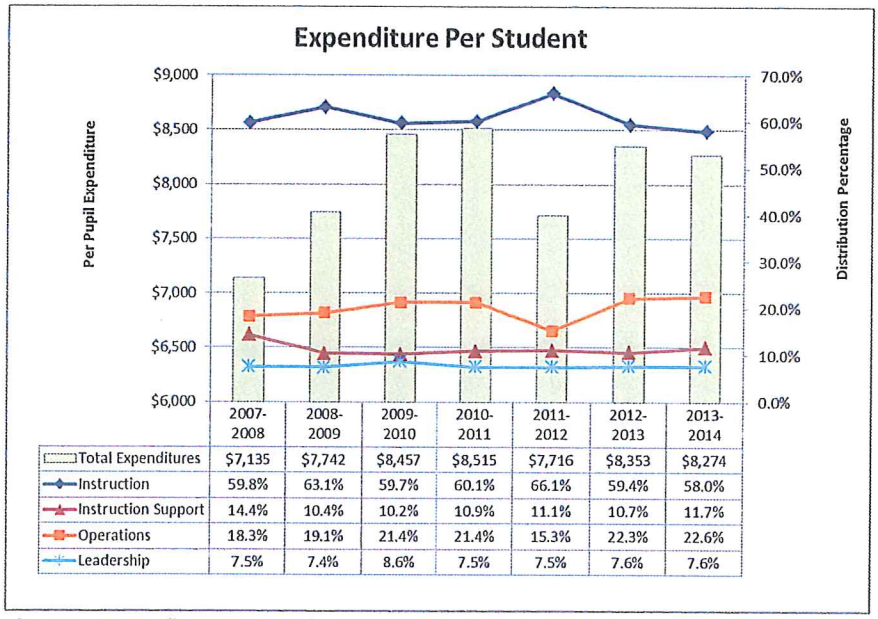


Figure 14 Percent change in type of discipline incidents, 2007 - 2014

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.]



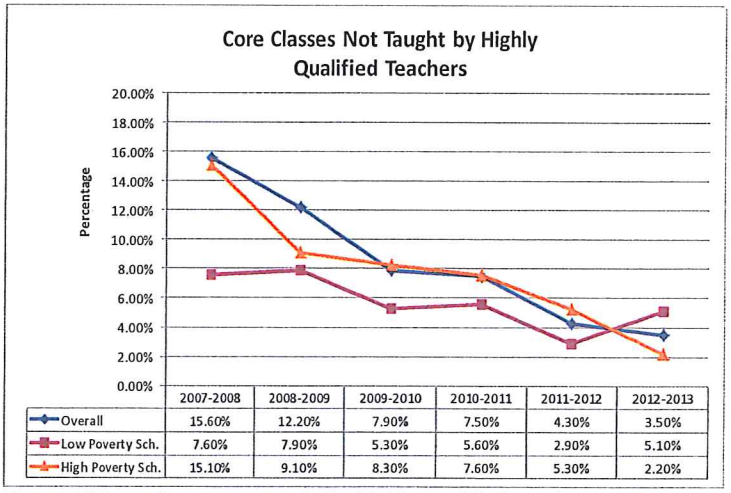
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total Expenditures	$7,135	$7,742	$8,457	$8,515	$7,716	$8,353	$8,274
Instruction	59.8%	63.1%	59.7%	60.1%	66.1%	59.4%	58.0%
Instruction Support	14.4%	10.4%	10.2%	10.9%	11.1%	10.7%	11.7%
Operations	18.3%	19.1%	21.4%	21.4%	15.3%	22.3%	22.6%
Leadership	7.5%	7.4%	8.6%	7.5%	7.5%	7.6%	7.6%

Figure 15 Expenditures per student by type, 2008 - 2014

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 five problem areas that are readily apparent in the most recent student and school performance data (this list appeared in the 2014 STIP with the addition of early childhood in 2015):

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

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. Aligned assessment system;
2. Education workforce quality and capacity;
3. Sectors, silos, structures, and systems; and
4. Evaluation and accountability.

Presented in Section 3 are the strategies for improvement in each of these 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: GOALS, OBJECTIVES, TIMELINE, AND STRATEGIES FOR IMPROVEMENT

The Department engaged in a significant restructure that concluded in winter 2014. As part of the restructure, Department staff reviewed data and research to identify critical strategies within and across

offices that will result in increased student achievement and educator effectiveness. This process, which spanned months, resulted in a number of objectives nested under each goal that defines the focus of each office within the Department. Alignment of the work by Department staff and the State Improvement Plan is evident in the following outline of the goals, objectives, and timelines presented below. Each office, in consultation with leadership, is tasked with identifying the work or strategies that are aligned with and will result in the measurable objectives listed below, which align with the common problems and factors identified within the STIP. It is our belief that these goals and objectives 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). However, the presentation of the goals and objectives below contemplate a future review of the strategic plan given many of the timelines are, by their nature, extend beyond the "annual" nature of this particular plan. Please see Appendix II for the identification, by category, of the employees of the Department who are responsible for ensuring each provision of the plan is carried out effectively.

Goal 1: All students are proficient in reading by the end of 3rd grade.

Common Problems Addressed: 1,2,3,4, and 5

Common Factors Addressed: 1, 3, and 4

Objective 1.1 – Early Warning System

By June 2017, develop and implement an early warning system that predicts whether students are on track to be proficient in reading by the end of 3rd grade, measures progress towards proficiency at the end of Kindergarten, 1st grade, and 2nd grade.

- Assessments to determine proficiency will be identified by June 2015.
- System will be fully implemented by June 2016.
- 90% of schools will utilize the system by June 2017.

Objective 1.2 – Third Grade Literacy

Increase the percentage of 3rd graders who are on or above grade level in reading*, as measured by end of year assessment**, from 61.1% to 82% by 2020.

*Students who have been in Nevada since 1st grade will be included in proficiency rates. **End-of-year assessment will change to Smarter Assessment during the 14-15 SY and may have an impact on baseline data.

Objective 1.3 – Kindergarten Readiness

Increase the percentage of student who enter Kindergarten ready to succeed, as measured by a Kindergarten readiness assessment, from X% to Y% by 2020 (to be determined, see below).

- Kindergarten readiness assessment will be identified by March 2015.
- Baseline data and target will be identified by April 2015 using existing data as available based on KEA instrument selected.

Objective 1.4 – Quality Early Childhood Programs

Improve the quality of early childhood programs* receiving a "quality" rating from X% to Y% by 2020 (to be determined, see below).

- Definition of a "quality" rating will be defined by March 2015.
- Baseline data and target will be identified by April 2015.

*"Early childhood program" refers to licensed child care facilities, Head Start programs, and district pre-k programs (e.g. State-funded, Title 1, Special Education, and SB504 Zoom).

Objective 1.5 – Access to Quality Programs

Increase access to "quality" early childhood programs* by increasing the number of seats meeting "quality" rating from X to Y by 2020 (to be determined, see below).

- "Quality" will be defined by March 2015.
- Baseline data and target will be identified by April 2015.

*"Early childhood program" refers to licensed child care facilities, Head Start programs, and district pre-k programs (e.g. State-funded, Title 1, Special Education, and SB504 Zoom).

Objective 1.6 – Early Childhood Students with an IEP

By 2018, improve the percentage of preschool students with an Individual Education Plan (IEP) who entered the program below age expectations in each outcome area (PSR, KS, AMN), that substantially increased their rate of growth by the time they turn 6 years of age or exited the preschool program, as measured by the Federal ECO requirement in the Annual Performance Report:

- 78.55% to 80% -Positive Social Relationships
- 77.06% to 80% -Knowledge and Skills
- 72.21% to 80% -Appropriate Behaviors to Meet Needs

Objective 1.7 – Underperforming Elementary Schools

80% of Focus and Priority elementary schools designated in 2014-2015 (using 2013-2014 NSPF data) will exit this status by September 2018.

80% of 1-Star elementary schools classified in September 2014 will be three star schools by 2018.

Goal 2: All students enter high school with the skills necessary to succeed.

Common Problems Addressed: 1,2,3,4, and 5

Common Factors Addressed: 1, 3, and 4

Objective 2.1 – Middle School ELA Proficiency

Increase the percentage of 8th grade students who end the school year at or above proficiency in English Language Arts from 52.6% to 85% by August 2020.

• Baseline data and targets, including targets for subpopulations, will be modified (as necessary) following the first administration of the Smarter Balanced assessment in spring 2015.

Objective 2.2 – Middle School Math Proficiency

Increase the percentage of middle school students who successfully pass the End of Course examination in mathematics.

• Baseline data and targets, including targets for subpopulations, will be established following the first administration of the End of Course assessments in spring 2015.

Objective 2.3 – Aligned Assessment, Accountability, and Reporting

By October 2015, obtain or develop an aligned assessment and accountability system to provide actionable information to support student achievement and improvement. System should include an aligned assessment system, and updated accountability framework.

By December 2015, improve the data system for the organization of assessment and accountability information.

Objective 2.4 – Underperforming Middle Schools

80% of Focus and Priority middle schools designated in 2014-2015 (using 2013-2014 NSPF data) will exit this status by September 2018.

80% of 1-Star middle schools classified in September 2014 will be three star schools by 2018.

Goal 3: All students graduate college and career ready.

Common Problems Addressed: 1,2,3,4, and 5

Common Factors Addressed: 1, 3, and 4

Objective 3.1 – Standards Implementation (ELA, Math, Science)

By December 2017, 100% of schools report full-implementation of the Nevada Academic Content Standards (NACS) in science.

By December 2016, 100% of schools report full-implementation of the Nevada Academic Content Standards (NACS) in ELA and Math.

Objective 3.2 – Underperforming High Schools

80% of Focus and Priority high schools designated in 2014-2015 (using 2013-2014 NSPF data) will exit this status by September 2018.

80% of 1-Star high schools classified in September 2014 will be three star schools by 2018.

Objective 3.3 – Career and Technical Education Expansion

By 2020, 11,000 students will complete a CTE program of study and 50% of the completers will earn the Nevada Certificate of Skill Attainment.

Objective 3.4 – Adult High School Completion

Increase the number of adult high school students who earn an adult standard diploma, certificate of high school equivalency, or a vocational certificate from 4,528 to 5,240 by June 2017.

Objective 3.5 – Graduation Rate

Increase the statewide cohort graduation rate from 70% to 85% by 2020.

- Increase the graduation rate of ELL students from X% to Y% by 2020.
- Increase the graduation rate of African-American students from X% to Y% by 2020.
- Increase the graduation rate of Latino students from X% to Y% by 2020.
- Increase the graduation rate of students with an individual education plan from 24.2% to 56% by 2020.
- Baseline data will be determined by February 2015.

Goal 4: Effective educators serving students at all levels

Common Problems Addressed: 1,2,3,4, and 5

Common Factors Addressed: 2, 3, and 4

Objective 4.1 – NEPF Implementation

By June 2017, 100% of teachers and administrators receive a 4-tiered rating based on both the educational practice and student outcomes domains of the Nevada Educator Performance Framework (NEPF).

Objective 4.2 – Educator Effectiveness

By June 2020, increase the percent of educators who are identified as "Highly Effective" from X% to Y% and decrease the number of educators identified as "Ineffective" from X% to Y% (to be determined, see below).

- Baseline data will be determined by June 2017.

Objective 4.3 – Educator Licensure System Alignment

Align the educator licensure system with educator evaluation system data by June 2020.

Objective 4.4 – Customer Satisfaction

By June 2016, 90% of licensure customers will indicate they had a positive customer experience as measured by the survey.

Objective 4.5 – Access to High Quality Instructional Material

By June 2017, X% of Nevada teachers will be able to collaborate on instructional materials through an open-source platform for all subject areas, Y% indicate that the content is useful and of high-quality, and Z% contribute (to be determined, see below).

- Systems are actively being developed. Baseline and targets will be established based on the initial rollout of the online collaboration portal.

Objective 4.6 – Family Engagement

Increase the number of schools using all six Nevada Parent Family Engagement Standards from X to Y by 2020 (to be determined, see below), as evidenced by Annual School Performance Plan data.

- 2013-2014 baseline data will be used to determine targets by March 2015.

Goal 5: Ensure efficient and effective use of public funds to achieve the highest return on educational investment

Common Problems Addressed: 1,2,3,4, and 5

Common Factors Addressed: 3 and 4

Objective 5.1 – Fiscal Transparency

Increase transparency of school expenditures across the categories of instruction, instructional support, operations, leadership and other commitments in order to inform school improvement plans and support increased student achievement.

Objective 5.2 – Establish Grant Unit

Improve grant program outcomes by reducing the time and effort spent on administrative grant management activities by program staff from 9 hours per week to 2 hours per week by January 2017.

Objective 5.3 – Enrollment Disallowances

Reduce the percent of enrollment disallowances from X% to Y% by June 2018 (to be determined, see below).

- Baseline data will be determined by February 2015.

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. While some progress has been made to enhance the Department's website, the information remains incomplete or difficult to locate. As recommended in the 2014 STIP, the Department will 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)

Progress has been made. For many years, high school students have earned postsecondary credits through the completion of Career and Technical Education coursework through articulation agreements with each college (i.e., CSN, GBC, TMCC and WNC). Hundreds of such agreements were in place. In 2014, a significant change occurred which aligns a number of goals and objectives described within the body of this document. The Nevada System of Higher Education and the Nevada Department of Education established a new system to award college credit to high school students who complete state-approved career and technical education programs. The credit, called CTE College Credit, is awarded to students based on articulation agreements established by each college for the CTE program. The colleges will determine the credit value of a full high school CTE program based on course alignment.

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 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 fully access 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 and the continuation of exploratory work begun in 2014 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 on the means of funding student needs through weighted formulas and data collection, as recommended by Governor Sandoval.	Erquiaga	2015-17 Biennium

Prepare a report on the impact of categorical funding awarded to schools and districts in prior biennium.	Martini	October 2015
Review and where possible standardize (and publicize) procedures for NDE grants.	Martini	November 2015
Prepare a "return on investment" analysis that considers all funding allocated to underperforming schools and the educational outcomes associated with the funding. The analysis must be able to identify cost effective strategies that result in student improvement.	Martini	December 2015
Establish third-party evaluation system and/or reporting mechanism for categorical funding/grants.	Martini	Ongoing

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:

- The development and deployment of an "early warning system";
- Sustainability funding for the online portal to provide teachers with access to high quality instructional material; and
- The funding of specific strategies related to supporting the improvement of the state's underperforming schools.

However, these items will be individually priced and funding will be identified by the Superintendent. It should be noted that the Governor's recommended budget for the biennium contains many investments in education, as well as changes that modernize our state's PK-12 delivery system. Depending on legislative action during the 78Th Session of the Nevada Legislature this plan may need to be revisited.

APPENDIX I

Grade 3 CRT Results 2013-2014

			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	34299	16800	17499	374	3424	14372	11886	2052	1712	479	3607	30692	8617	25682	21169	13130
	Number Tested	31861	15598	16263	344	3281	13216	11007	1926	1634	453	3350	28511	7905	23956	19603	12258
Mathematics	Mean Scale Score	324.6	325.3	323.9	311.3	293.5	311.7	343.1	334.9	358.1	323.3	276.7	330.2	300.2	332.6	310	347.9
	% Proficient	65.4	65.5	65.3	57	45.7	57.6	77.1	71.3	84.8	64.5	35.8	68.9	49.7	70.6	56.6	79.5
	Number Tested	32232	15776	16456	337	3269	13292	11304	1952	1619	459	3357	28875	7905	24327	19709	12523
Reading	Mean Scale Score	314.5	320.9	308.5	294.6	282.2	295.1	339.1	333.3	350.5	313.9	241.3	323.1	273.2	328	294.7	345.8
	% Proficient	61.1	64.2	58.2	51.9	44.2	50.9	74.3	70.2	78.1	61.9	26.6	65.1	38.4	68.5	50.8	77.4

Grade 4 CRT Results 2013-2014

			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	33571	16555	17016	336	3223	14117	11714	1909	1812	460	3637	29934	5647	27924	20425	13146
	Number Tested	31211	15402	15809	315	2997	13080	10889	1775	1723	432	3352	27859	5254	25957	18942	12269
Mathematics	Mean Scale Score	324	324	324	308.3	298.2	313.7	338	332.8	351.5	323.7	281.8	329	291.7	330.5	311.7	342.8
	% Proficient	70.2	70.3	70.2	57.5	50.7	63.8	80.1	75.7	87.6	71.5	35.1	74.5	44.1	75.5	61.8	83.3
	Number Tested	31324	15461	15863	300	3059	13164	10813	1813	1735	440	3359	27965	5303	26021	19049	12275
Reading	Mean Scale Score	327.3	336.3	318.6	305.4	296.6	311	349.2	340.4	358.2	329.1	247.9	336.9	268	339.4	308.7	356.2
	% Proficient	68.5	72.7	64.4	54.3	52.2	60.4	79.7	75.7	83.4	69.3	26.2	73.6	34.3	75.4	59.4	82.5

Grade 5 CRT Results 2013-2014

			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	33750	16470	17280	330	3345	13867	11885	1931	1911	480	3580	30170	4442	29308	20154	13596
	Number Tested	31241	15228	16013	314	3013	12743	11187	1764	1785	434	3347	27894	4176	27065	18538	12703
Mathematics	Mean Scale Score	330.5	332.8	328.4	298.2	284.6	313.3	354.2	344.3	377	321.1	251.4	340	264.2	340.8	308.9	362
	% Proficient	66.7	68.2	65.3	50	45	59.9	77.2	73.5	83.4	64.3	27.7	71.4	32.4	72	57.5	80.1
	Number Tested	31496	15366	16130	302	3152	12898	11150	1796	1755	442	3331	28165	4091	27405	18747	12749
Reading	Mean Scale Score	329.3	336.7	322.2	308.4	293.4	310.7	354.4	344.6	359.8	323.2	240.5	339.8	250.9	340.9	308.6	359.7
	% Proficient	67.6	70.8	64.5	59.9	49.9	58.7	79.6	76.1	81.1	66.5	22.9	72.8	22.6	74.3	58	81.7
	Number Tested	33634	16416	17218	330	3326	13825	11839	1926	1908	479	3561	30073	4429	29205	20077	13557
Science	Mean Scale Score	319.4	316.7	321.9	303.6	282.5	300.8	347	331.8	340.4	308.2	265.2	325.8	255.9	329	300	348.1
	% Proficient	64	62.8	65.3	55.8	41.5	52.9	80.6	72.2	76.1	58	31.1	68	20.6	70.6	52.7	80.8

Grade 6 CRT Results 2013-2014

			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	34126	16542	17584	362	3432	14188	11888	1795	1999	460	3526	30600	3993	30133	20239	13887
	Number Tested	32017	15551	16466	349	3214	13181	11174	1703	1952	442	3255	28762	3678	28339	18915	13102
Mathematics	Mean Scale Score	295.2	299	291.6	278.7	250.1	276.8	319.8	309.2	343.4	296.1	213.2	304.5	222	304.7	274.2	325.6
	% Proficient	48.9	50.1	47.7	40.7	25	38	62.9	56.5	75.6	51.1	13.1	52.9	11.4	53.7	37.3	65.6
	Number Tested	31659	15313	16346	334	3109	13135	11126	1664	1864	425	3279	28380	3718	27941	18753	12906
Reading	Mean Scale Score	315.4	327.7	304	298.7	272.9	294.7	342.9	331.5	357.8	313.5	218.3	326.7	224.7	327.5	292.5	348.8
	% Proficient	60.8	66.4	55.6	51.8	38.8	50.9	74.8	68.8	79.3	59.8	16.8	65.9	13.2	67.2	50.1	76.5

Grade 7 CRT Results 2013-2014

			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	34605	16851	17754	389	3421	14199	12255	1768	2145	425	3335	31270	4227	30378	19800	14805
	Number Tested	32147	15651	16496	375	3104	12661	11831	1690	2073	410	3079	29068	3763	28384	17859	14288
Mathematics	Mean Scale Score	302.6	304.9	300.4	286.3	263.6	283.2	323.2	316.8	353.3	305.6	221.1	311.3	233.1	311.8	281.5	329.1
	% Proficient	53.5	54.8	52.2	41.9	32.3	42	65.9	61.1	79.6	57.6	12.9	57.8	13.4	58.8	41.2	68.8
	Number Tested	32427	15767	16660	363	3194	13327	11429	1662	2040	410	3110	29317	3979	28448	18524	13903
Reading	Mean Scale Score	316.3	330.7	302.7	298.4	282.3	297.6	337.9	334.7	358.8	319.5	221.5	326.4	235.7	327.6	295.4	344.2
	% Proficient	61.7	68.3	55.4	52.9	43.9	51.9	73.3	70.6	82.2	63.2	15	66.6	16.3	68	50.9	76

Grade 8 CRT Results 2013-2014

			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	34230	16331	17898	340	3518	13776	12409	1667	2087	426	3278	30952	3466	30764	18956	15274
	Number Tested	31978	15286	16691	306	3345	12636	11727	1581	1978	398	3081	28897	3136	28842	17539	14439
Mathematics	Mean Scale Score	276.3	279.2	273.6	260	247.7	262.3	291.5	287.6	315.8	282.3	212.9	283	223.8	282	260.5	295.5
	% Proficient	36.7	37.8	35.7	23.9	18.5	26.1	47.7	44	65.1	43	5.7	40	6.7	40	25.4	50.4
	Number Tested	31696	15116	16579	318	3152	12931	11493	1530	1865	400	3023	28673	3256	28440	17531	14165
Reading	Mean Scale Score	299.6	311.1	289.1	281	273	285.9	316.5	311.5	328.8	301.5	222.8	307.7	230.6	307.5	282.8	320.4
	% Proficient	52.6	58.7	47.1	41.5	35.7	43.1	64.3	60.7	71	50.8	9.3	57.2	7.1	57.9	41.7	66.2
	Number Tested	33926	16200	17725	336	3462	13644	12322	1651	2079	425	3217	30709	3423	30503	18738	15188
Science	Mean Scale Score	310.4	309.5	311.3	289.6	268.5	289.8	337.5	328.2	345	309.3	230.9	318.8	227.1	319.8	288.4	337.6
	% Proficient	57.2	56.4	57.9	45.5	35.1	45.8	72	68	74.9	53.9	17.2	61.4	10.5	62.4	45.4	71.7

Grade 11 HSPE Results 2013-2014			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	31471	15502	15969	362	3138	11815	11978	1631	2131	416	2965	28506	1564	29907	14164	17307
	Number Tested	30696	15191	15505	350	3009	11516	11715	1598	2102	406	2618	28078	1506	29190	13692	17004
	Mean Scale Score	282.1	282.5	281.8	259.4	251.1	265.6	298.9	294.8	318.2	282	208.7	289	203.4	286.2	265.2	295.8
	% Proficient	77.5	78.6	76.6	69.7	61.8	70	86	83.7	90.5	79.3	32.7	81.7	26.9	80.2	69.4	84.1
Reading	Number Tested	30698	15210	15488	349	2995	11532	11725	1599	2094	404	2618	28080	1505	29193	13701	16997
	Mean Scale Score	353.2	361.5	345	329	321.8	333.5	375.6	367.8	375.4	346.2	256.7	362.2	231.5	359.5	332.8	369.6
	% Proficient	82.2	85.2	79.3	73.6	69.3	75.7	90.2	88	88.6	81.9	36.7	86.4	18.5	85.5	74.6	88.3
Science	Number Tested	30628	15144	15484	351	2979	11505	11707	1593	2093	400	2611	28017	1496	29132	13661	16967
	Mean Scale Score	325.3	321.7	328.9	310.2	300.7	312.7	340.6	335.1	340.4	321.2	276.2	329.9	261.4	328.6	312.7	335.5
	% Proficient	77.5	75.6	79.4	69.8	57.8	69.5	88.2	84.7	86.5	75.3	36.4	81.4	19.3	80.5	68.7	84.7
Writing	Number Tested	30332	15094	15238	341	2936	11370	11621	1579	2083	402	2531	27801	1446	28886	13451	16881
	% Proficient	78.6	85.3	72	69.2	67	71.6	86.2	86.1	86.2	83.1	30.3	83	16.7	81.7	70.8	84.8

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

APPENDIX II

Goal	Performance Measure/Objective	District Support Services	Department Support Services	Audit	Educator Licensure	Parent Involvement and Family Engagement	Educator Development and Support	Early Learning and Development	Standards and Instructional Support	Student and School Support	CRALEO	ADAM	Special Education
Goal 1: All students are proficient in reading by the end of 3rd grade.	By June 2017, develop and implement an early warning system that predicts whether students are on track to be proficient in reading by the end of 3rd grade, measuring progress towards proficiency at the end of Kindergarten, 1st grade, and 2nd grade. • Assessments to determine proficiency will be identified by June 2015. • System will be fully implemented by June 2016. • 90% of schools will utilize the system by June 2017.							C	C	C		O	C
	Increase the percentage of 3rd graders who are on or above grade level in reading*, as measured by end of year assessment**, from 61.1% to 82% by 2020. *Students who have been in Nevada since 1st grade will be included in proficiency rates. **End-of-year assessment will change to Smarter Assessment during the 14-15 SY and may have an impact on baseline data.							O	C	C	C	C	C
	Increase the percentage of student who enter Kindergarten ready to succeed, as measured by a Kindergarten readiness assessment, from X% to Y% by 2020. • Kindergarten readiness assessment will be identified by March 2015. • Baseline data and target will be identified by April 2015 using existing data as							O	C	C	C	C	C

	available based on KEA instrument selected.												
	Improve the quality of early childhood programs* receiving a "quality" rating from X% to Z% by 2020. • Definition of a "quality" rating will be defined by March 2015. • Baseline data and target will be identified by April 2015. *"Early childhood program" refers to licensed child care facilities, Head Start programs, and district pre-k programs (e.g. State-funded, Title 1, Special Education, and SB504 Zoom).							O		C			C
	Increase access to "quality" early childhood programs* by increasing the number of seats meeting "quality" rating from X to Z by 2020. • "Quality" will be defined by March 2015. • Baseline data and target will be identified by April 2015. *"Early childhood program" refers to licensed child care facilities, Head Start programs, and district pre-k programs (e.g. State-funded, Title 1, Special Education, and SB504 Zoom).							O	C			C	C
	By 2018, improve the percentage of preschool students with an Individual Education Plan (IEP) who entered the program below age expectations in each outcome area (PSR, KS, AMN), that substantially increased their rate of growth by the time they turn 6 years of age or exited the preschool program, as measured by the Federal ECO requirement in the Annual Performance Report: 78.55% to 80% -Positive Social Relationships											C	O

	77.06% to 80% -Knowledge and Skills 72.21% to 80% -Appropriate Behaviors to Meet Needs												
	80% of Focus and Priority elementary schools designated in 2014-2015 (using 2013-2014 NSPF data) will exit this status by September 2018. 80% of 1-Star elementary schools classified in September 2014 will be three star schools by 2018.	C						C	C	O		C	C
Goal 2: All students enter high school with the skills necessary to succeed.	Increase the percentage of 8th grade students who end the school year at or above proficiency in English Language Arts from 52.6% to 85% by August 2020. • Baseline data and targets, including targets for subpopulations, will be modified (as necessary) following the first administration of the Smarter assessment in spring 2015.				C		C		C	O	C	C	C
	Increase the percentage of middle school students who successfully pass the End of Course examination in mathematics. • Baseline data and targets, including targets for subpopulations, will be established following the first administration of the End of Course assessments in spring 2015.				C		C		C	O		C	C

	By October 2015, obtain or develop an aligned assessment and accountability system to provide actionable information to support student achievement and improvement. System should include an aligned assessment system, and updated accountability framework. By December 2015, improve the data system for the organization of assessment and accountability information.				C		C		C	O	C	C	C
	80% of Focus and Priority middle schools designated in 2014-2015 (using 2013-2014 NSPF data) will exit this status by September 2018. 80% of 1-Star middle schools classified in September 2014 will be three star schools by 2018.	C				C	C	C		O		C	C
Goal 3: All students graduate college and career ready.	By December 2017, 100% of schools report full-implementation of the Nevada Academic Content Standards (NACS) in science. By December 2016, 100% of schools report full-implementation of the Nevada Academic Content Standards (NACS) in ELA and Math					C			O				
	80% of Focus and Priority high schools designated in 2014-2015 (using 2013-2014 NSPF data) will exit this status by September 2018. 80% of 1-Star high schools classified in September 2014 will be three star schools by 2018.							C	C	O	C	C	C
	By 2020, 11,000 students will complete a CTE program of study and 50% of the completers will earn the Nevada Certificate of Skill Attainment.										O	C	

	Increase the number of adult high school students who earn an adult standard diploma, certificate of high school equivalency, or a vocational certificate from 4,528 to 5,240 by June 2017.										O	C		
	Increase the statewide cohort graduation rate from 70% to 85% by 2020. • Increase the graduation rate of ELL students from X% to Y% by 2020. • Increase the graduation rate of African-American students from X% to Y% by 2020. • Increase the graduation rate of Latino students from X% to Y% by 2020. • Increase the graduation rate of students with an individual education plan from 24.2% to 56% by 2020.							C	C	O	C	C	C	
Goal 4: Effective educators serving students at all levels.	By June 2017, 100% of teachers and administrators receive a 4-tiered rating based on both the educational practice and student outcomes domains of the Nevada Educator Performance Framework (NEPF).						O		C					
	By June 2020, increase the percent of educators who are identified as "Highly Effective" from X% to Y% and decrease the number of educators identified as "Ineffective" from X% to Y%. • Baseline data will be determined by June 2017.						O							
	Align the educator licensure system with educator evaluation system data by June 2020.				O		C							

	By June 2016, 90% of licensure customers will indicate they had a positive customer experience as measured by the survey.				O		C							
	By June 2017, X% of Nevada teachers will be able to collaborate on instructional materials through an open-source platform for all subject areas, Y% indicate that the content is useful and of high-quality, and Z% contribute. • Systems are actively being developed. Baseline and targets will be established based on the initial rollout of the online collaboration portal.						C		O					
	Increase the number of schools using all six Nevada Parent Family Engagement Standards from X to Y by 2020, as evidenced by Annual School Performance Plan data. • 2013-2014 baseline data will be used to determine targets by March 2015.					O								
Goal 5: Ensure efficient and effective use of public funds to achieve the highest return on educational investment.	Increase transparency of school expenditures across the categories of instruction, instructional support, operations, leadership and other commitments in order to inform school improvement plans and support increased student achievement.	O								C				
	Improve grant program outcomes by reducing the time and effort spent on administrative grants management activities by program staff from 9 hours per week to 2 hours per week by January 2017.	C	O											
	Reduce the percent of enrollment disallowances from X% to Y% by June 2018. • Baseline data will be determined by February 2015.	C		O										