

To: State Board of Education

From: Steve Canavero, Superintendent of Public Instruction

Regarding: Plan to Improve Achievement of Pupils, pursuant to NRS 385.111 – .113

Nevada Revised Statute requires the State Board of Education (Board) to prepare a plan to improve the achievement of pupils in the public schools in this State (Plan). The Plan is generally constructed of an annual plan and a 5-year strategic plan. In practice, you have come to know the annual plan as the State Improvement Plan (STIP) and the present 5-year strategic plan was adopted in 2012 and ready for renewal in 2017.

The Department of Education (Department) and the Board have expressed a desire to align the various plans, including the plan submitted under the federal Every Student Succeeds Act. To capture the opportunity before the state, the Department sought and received support from our regional, federally supported lab, WestComp Center and the Council of Chief State School Officers. Both entities engaged with Department staff to facilitate the building of an aligned system that derives focus from the Board's adoption of a 5-year strategic plan with the required strategic goals. Additionally, both the Board and our external experts agree in keeping the Board's 5-year plan generally broad (i.e., Tier I) with the progressively more detailed operational plans (Tier II and Tier III) the realm of the Department and under the leadership of the Superintendent. The Department will publicly post the completed Plan (i.e., Tier I and II, with Tier III being an internal management tool not well suited for public consumption)

Overview

The 5-year Strategic Plan will contain

- Vision, Mission, and Department Goals; and
- Fastest Improving State in the Nation Strategic Goals
- Tier I: Goals with high level Department Objectives

Timeline

- November: Feedback from the Board on 5-year strategic plan and strategic goals
 - Questions: Does the 5-year strategic plan capture the right detail: Too much detail or not enough? Does the Strategic Goal reflect the right direction for the State and is it easily communicated? Are the metrics ambitious, measurable?
- December or January: Board action to adopt the 5-year Strategic Plan, specifically Tier I
- On or before March 31: Board approves STIP that aligns prior STIP with the new 5-year Strategic Plan
- Ongoing: Review Plan with reports from Department on progress

Theory of Action: *Nevada Department of Education*

If the Nevada Department of Education (NDE):

- Provides for differentiated funding based on student need;
- Balances local implementation with statewide evaluation for purposes of accountability;
- Ensures alignment and effective use of existing and new programs and resources across the State;
- Makes investments in building the capacity of current and future school leaders;
- Uses data and reporting to effectively communicate progress and gaps; and
- Supports and assists school districts, charter schools, and early childhood programs to improve outcomes for all students...

And, if School Districts, Charter Schools, and Early Childhood Programs:

- Align and use resources effectively to meet the needs of students;
- Improve learning conditions for all students;
- Drive innovation and change in low-performing schools;
- Recruit and retain effective educators; and
- Engage parents, families, and communities...

Then, our State's children will:

- Be proficient readers upon exit from third grade;
- Be adequately prepared in middle school to engage and succeed in rigorous high school curriculum;
- Graduate from high school college, career, and community ready;
- Be served by effective educators; and
- Learn in an environment that is physically, emotionally, and intellectually safe.

NEED / INPUT

STRATEGIES

OUTPUTS

OUTCOMES

Needs:

- A state education system that does not meet the needs of all students: English Language Learners, high poverty, students with disabilities, early learning;
- Challenges with recruiting and retaining effective educators; and
- Preparing all students for college and careers.

Inputs:

- Unprecedented infusion of state funding to address identified needs in the system;
- Federal funds that must be coordinated and aligned with state funding;
- Federal - Every Student Succeeds Act
- Nevada Educator Performance Framework (NEPF);
- Nevada School Performance Framework (NSPF);
- Nevada State Literacy Plan (NSLP); and
- Systemic Improvement Plan (SSIP).

NDE:

- Establishes and communicates ambitious, clear and measurable goals and outcomes;
- Create and administer efficient processes that align effective strategies with resources;
- Directs/re-directs resources to address priorities;
- Collects and uses data to report and monitor continuous improvement; and
- Holds the system accountable.

LEAs:

- Develop plans, strategies, and activities to address ambitious, clear and measurable goals;
- Coordinate and use resources to drive change and achieve positive outcomes for all students;
- Collect and use data to inform programmatic, human talent management and financial decisions; and
- Continue or end practices based on efficacy.

NDE will:

- Administer and manage grant programs efficiently and effectively;
- Distribute funds accurately and in a timely manner;
- Provide high-quality technical assistance and support to LEAs/Charter/ and ECE;
- Strategic data reporting; and
- Conduct evaluations of programs and use results to make improvements.

LEAs will:

- Implement plans, strategies and activities with fidelity;
- Communicate results with internal and external stakeholders;
- Use and account for funds in accordance with relevant laws, to address needs of students;
- Provide evidence of high-quality, job-embedded, ongoing professional development for educators; and
- Provide evidence of effective human talent management strategies.

State Improvement Plan (Annual):

- Nevada will make sufficient annual progress on the Board's plan to improve the achievement of pupils (6 goals)
- Nevada will make sufficient annual progress to achieve the 5-year strategic goal
- All Rising Stars Schools will be Three Stars in Three years

Strategic Goal (5 years):

- Nevada will be the Fastest Improving State in the Nation

Nevada Will be the Fastest Improving State in the Nation

NRS 385.112 (12)(b) Strategic Goal

Assessment or Indicator with National Comparability	Baseline	Annual Targets	Interim Goal 2020	Stretch Goal 2022
ACT	Composite Score	Targets	Composite Score	Composite Score
The fastest improving state on the ACT. <i>1.1% annual growth</i>	17.7	2016-17 17.9	18.5	20
		2017-18 18.1		
		2018-19 18.3		

Assessment or Indicator with National Comparability	Baseline		Annual Targets		Interim Goal 2021		Stretch Goal 2023	
	GR 4	GR 8	Annual Growth		GR 4	GR 8	GR 4	GR 8
The fastest improving state on National Assessment of Educational Progress. <i>Grade 4: 0.7% annual growth</i> <i>Grade 8: 0.5% annual growth</i>	Science 142 Writing 145 Reading 214 Math 234	Science 149 Writing 143 Reading 259 Math 275	2017	2017	Science- 147 Writing- 151 Reading- 220 Math- 240	Science- 152 Writing- 149 Reading- 264 Math- 281	Science- 149 Writing- 153 Reading- 222 Math- 242	Science- 153 Writing- 151 Reading- 266 Math- 283
			2018	2018				
			2019	2019				

Assessment or Indicator with National Comparability	Baseline		Annual Targets		Interim Goal 2020		Stretch Goal 2022	
	Smarter		Proficient		Proficient		Proficient	
The fastest improving state on Smarter Balanced.	ELA 48%	Math 34%	2016-17 51%	2016-17 36%	ELA 59%	Math 39%	ELA 61%	Math 41%
			2017-18 54%	2017-18 37%				
			2018-19 57%	2018-19 38%				

Graduation Rate	Class of 2015	Annual	Graduation Rate (2020)	Graduation Rate (Stretch 2022)
The fastest improving state on graduation rate. <i>(Annual growth of 3%)</i>	72.62	2016-17 74%	80%	84%
		2017-18 76%		
		2018-19 78%		

Early Childhood Program Quality	4 or 5 Star Rated	Annual	4 and 5 Star Rated (2020)	4 or 5 Star Rated (Stretch 2022)
The fastest improving state on quality rated early childhood programs.	12	2016-17 15	30	40
		2017-18 20		
		2018-19 25		

Assessment or Indicator with National Comparability	Baseline	Annual Targets	Interim Goal 2020	Stretch Goal 2022
Special Education Inclusion	Percent Inclusion	Annual Increase	Percent Inclusion	Percent Inclusion
The fastest improving state on children with disabilities in inclusive early childhood programs.	30.2%	2016-17 33%	60%	75%
		2017-18 40%		
		2018-19 50%		

Under consideration for inclusion				
Career Readiness	Baseline	Annual Targets	Interim Goal 2020	Stretch Goal 2022
Be the fastest improving state CTE Completers.	7,559	2016-17 8,419	11,000	12,719
		2017-18 9,279		
		2018-19 10,139		
English Language Proficiency Exam	Baseline	Annual Targets	Interim Goal 2020	Stretch Goal 2022
The fastest improving state on English language acquisition (WIDA).		2016-17		
		2017-18		
		2018-19		

State Board of Education and Nevada Department of Education Strategic Plan

Definitions

Strategic Plan: A systematic process of envisioning a desired future, and translating this vision into broadly defined goals or objectives and a sequence of steps (or tactics) to achieve them. Although elements may vary, a strategic plan usually consists of some combination of the following elements that answer these questions:

- **Mission:** “Why do we exist?”
- **Goal:** “What do we want to accomplish?”
- **Objective:** “What approaches will we take to achieve the goal?”
- **Strategy:** “How will we achieve our objective?”
- **Tactic/Action:** “What specific actions will we take to implement the strategy?”
- **Outcomes/metrics:** “How will we measure goal attainment?”
- **Person Responsible:** “Who will lead and be held responsible for the work?”
- **Timeline:** “When will the strategy and/or tactic be completed?”

Tiered Approach

A tiered approach to strategic planning, with increasing levels of specificity and detail, is suggested, as follows:

- **Tier I:** presents a global view of the strategic plan with the mission, goals and objectives determined by the State Board of Education. It also includes over-arching strategies and tactics that the NDE uses to achieve goals, as well as the Strategic Goal and metrics.
- **Tier II:** outlines a detailed plan for achieving each goal. Using a standard template, it identifies the objectives for each goal, as well as the high-leverage strategies that are specific to achieving that goal, with short- and long-term outcomes.
- **Tier III:** expanding on the Tier Two template, it adds actions that are specific to implementing each strategy and achieving each objective. It also identifies those responsible and related timelines. Smart Sheet will be the program used to track progress in achieving the “Tactics/Actions” as described in Tier Three.

Tier I is presented to the State Board of Education and constitutes a high-level strategic plan (NRS 385.112(12)). NDE staff use Tier I to develop Tiers II and III for internal use, as the driver of their work.

Vision

ALL NEVADANS READY FOR SUCCESS IN THE 21ST CENTURY.

Mission

TO IMPROVE STUDENT ACHIEVEMENT AND EDUCATOR EFFECTIVENESS BY ENSURING OPPORTUNITIES, FACILITATING LEARNING, AND PROMOTING EXCELLENCE.

State Board Goals

GOAL 1 - ALL STUDENTS ARE PROFICIENT IN READING BY THE END OF 3RD GRADE.

GOAL 2 - ALL STUDENTS ENTER HIGH SCHOOL WITH THE SKILLS NECESSARY TO SUCCEED.

GOAL 3 - ALL STUDENTS GRADUATE COLLEGE AND CAREER READY.

GOAL 4 - EFFECTIVE EDUCATORS SERVING STUDENTS AT ALL LEVELS.

GOAL 5 - EFFICIENT AND EFFECTIVE USE OF PUBLIC FUNDS TO ACHIEVE THE HIGHEST RETURN ON EDUCATIONAL INVESTMENT.

GOAL 6 – ALL STUDENTS LEARN IN AN ENVIRONMENT THAT IS PHYSICALLY, EMOTIONALLY, AND INTELLECTUALLY SAFE.

5-Year Strategic Plan: Tier I

Reading by 3 rd Grade (Patti)	Ready for High School (Brett)	Graduate High School College and Career Ready (Brett)	Effective Educators (Dena)	Effective Use of Funds (Roger)	School Are Safe Places for Learning (Eddie)
<p>1. Strong Start (Patty)</p> <ul style="list-style-type: none"> Improve the quality of early childhood programs as measured by the QRIS Increase access to high quality early childhood programs Establish early warning system with screener in early childhood placements before Kindergarten entry Integrate literacy programs under State Literacy Plan to support 3rd grade literacy 	<p>6. College and Career Readiness (Vacant)</p> <ul style="list-style-type: none"> Establish benchmarks in NSPF for career readiness, skill attainment, and employability. Tie grant funding to completion Establish and/or scale quality CTE programs aligned to industry need Expand access to advanced coursework, dual enrollment, work based learning experiences 	<p>7. Educator Readiness (Kat)</p> <ul style="list-style-type: none"> Design, establish, and implement a statewide system to evaluate effectiveness of Ed Prep Programs (EPP) Assess pipeline career readiness in EPPs Align EPP evaluation with NEPF and Standards Revise Educator Licensure Requirements 	<p>10. Fiscal Transparency (Roger)</p> <ul style="list-style-type: none"> Increase public awareness of how school and districts allocate resources Improve communications with districts and schools on finance systems Build internal systems to enable timely use of fiscal data to drive outcomes Create efficient and aligned grants/fiscal processes Modernize audit methodologies 	<p>12. Social Emotional (Amber)</p> <ul style="list-style-type: none"> Adopt SEL Curriculum Integration Professional Development on SEL Competencies Screen Students Increase Mental Health Services in Schools Support Schools in MTSS Systems Approach 	
<p>2. Standards (Dave)</p> <ul style="list-style-type: none"> Establish the Nevada Ready Network to use data to identify regional/state areas of focus (instructional/PD) Align and facilitate the Nevada diploma standards to CCR outcomes Expand access to high-quality instructional material <p>3. Assessment (Peter)</p> <ul style="list-style-type: none"> Design and administer an efficient, vertically-aligned assessment system to measure CCR Provide understandable and actionable information and structured support to parents and the school community Support the use and understanding of assessment data (formative/interim/summative) <p>4. Accountability (Peter)</p> <ul style="list-style-type: none"> Design and steward an accountability system that meaningfully differentiates school performance Effectively communicate with all stakeholders Provide data and tools to evaluate programs (scale/eliminate/modify) <p>5. School Improvement (Seng)</p> <ul style="list-style-type: none"> Implement a framework for School Improvement Needs assessment and aligned evidence-based plans Execute State strategy Invest in School Leadership Execute SEA/LEA continuous improvement cycle 		<p>8. Educator Development (Kat)</p> <ul style="list-style-type: none"> Use data and reporting to establish need for PD on NEPF Build statewide capacity to use NEPF; with focus on administrators Recognize great educators Teacher leadership <p>9. Support Educator Capacity to Engage Parents and Families (Cynthia)</p> <ul style="list-style-type: none"> Analyze data and provide feedback Provide PD Identify promising practices and incentivize scale Pilot and evaluate PIFE Host Statewide Summit 	<p>11. Strategically Administer Grants (Roger)</p> <ul style="list-style-type: none"> Provide Guidance on Grants Use and Flexibility Establish best practice models for braiding and/or blended funds 		

Note: Equity is a value expressed through each of the objectives and strategies and reflected in the metrics of success and approach to implementation

Notes:

