

2021 Addendum to the State Plan for the Improvement of Pupils

Prepared by the Department of Education

March 11, 2021



2021 STIP Addendum

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An Open Letter to the Citizens of Nevada:

This document is an update on progress toward meeting the Goals and Strategies outlined in the [2020 Statewide Plan for the Improvement of Pupils \(STIP\)](#). The *2020 STIP* serves as the five-year strategic plan for the Nevada Department of Education (NDE or the Department). This update on progress is titled the *2021 STIP Addendum*.

The outbreak of a global pandemic made this an interesting year. On the educational front, we made meaningful strides this year; yet serious work remains. A year ago, an emergency directive from the Governor temporarily closed school buildings in response to COVID-19. While we are still responding to and recovering from COVID-19, this document gives us an opportunity to reflect on how far we have come as an education community in the last 12 months. Rising to face the adversity this year, Nevadans proved once again that we are “Battle Born.”

I have been asked how we can improve student outcomes in uncertain times. Each time I say, “We begin by staying grounded in our Values.” Six NDE Values are the foundation of our *2020 STIP*. They include equity, success, access to quality, inclusivity, transparency, and community. Equity is the first because of its importance. There is no excellence without equity. This *2021 STIP Addendum* describes how our work this year has reaffirmed these Values.

Our NDE Values have served as a necessary foundation, but Values alone are not enough. For improvement to take hold, Values must be coupled with sensible goals, thoughtful plans, clear roles, and effective follow-through. Partnership between state-level and district-level educators is vital. This *Addendum* takes that into account. As I reflect on the past year, I want to express gratitude for the steadfast leadership of district superintendents and school building leaders. I am enormously thankful for the determination and ingenuity of school staff and for the patience and dedication of students and their families. This *Addendum* is an opportunity to show appreciation for the support shown by our philanthropic and business partners that have been focused on making a positive difference in the lives of students.

This *Addendum* is a point-in-time snapshot. It acknowledges the uncertainty we still face. As we navigate a changing landscape, the Goals in the *2020 STIP* remain key to our vision of a more equitable and vibrant Nevada. Education is a high priority for Nevada because an investment in children is an investment in our collective future. I look forward to continuing to work to ensure that each student graduates prepared to build a home, a life, and a future.

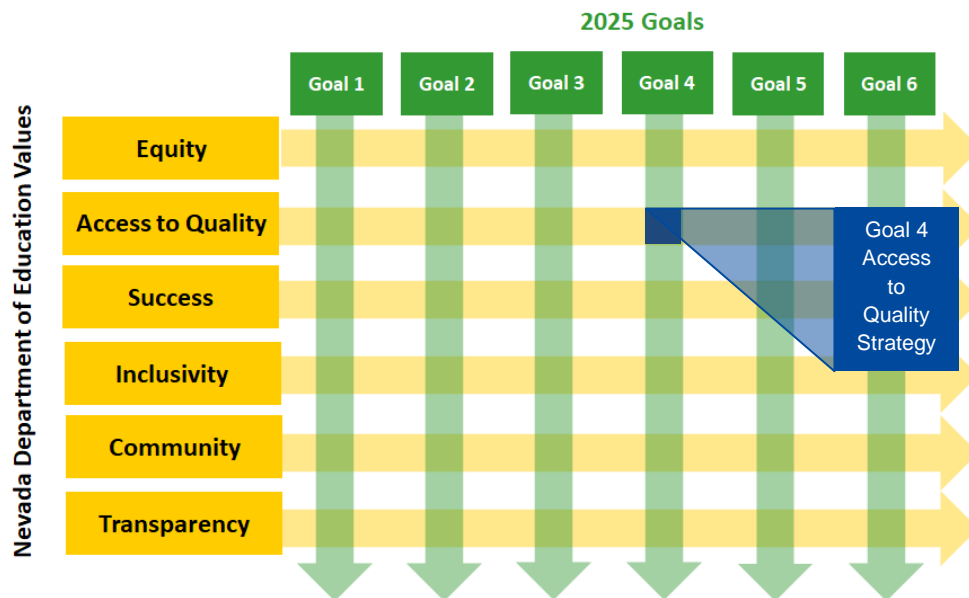
In education,

A handwritten signature in black ink, appearing to read "James M. Eust".

A Shared Standard of Excellence

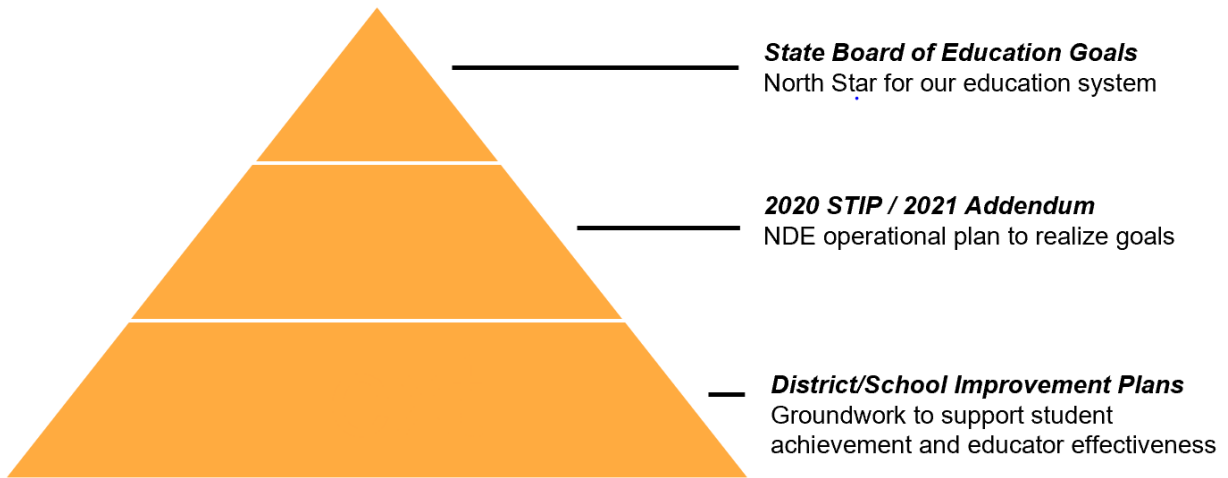
Since the passage of the *2020 STIP* by the State Board of Education (State Board, or SBE) in July 2020, NDE has worked with our stakeholders in the spirit of community and transparency to implement the 36 Strategies and track progress toward the 6 Goals. As a reminder, our Strategies are where our Goals and Values intersect:

Figure 1: 2020 STIP Values and Goals Matrix



As part of Silver State Governance, the State Board of Education members joined the Superintendent’s Cabinet for a governance training session that took place in January 2021. This two-day session is designed to help build the capacity of education governing teams and educational executives, so they are better equipped to make meaningful progress toward improving student outcomes. The foundation of the training is, “Student outcomes don’t change until adult behaviors change.” The State Board of Education’s participation in Silver State Governance arrived at an opportune time. As NDE continues to operate based on the strategic direction provided by the *2020 STIP*, the State Board of Education will develop a new prioritized set of SMART (specific, measurable, attainable, results-focused, time-bound) Goals for Nevada’s education system. The below visual, Figure 2, represents how the State Board Goals lead our collective actions. Most importantly, it recognizes that the foundation of our system is the continuous improvement taking place in our districts and schools.

Figure 2: Education Improvement Tiers



The *2020 STIP* captured the vision and intentions of the families, educators, and students from all 17 school districts and the State Public Charter School Authority based on conversations held during the Statewide Listening Tour. The *2020 STIP* remains relevant, even during the COVID-19 pandemic, because these aspirations have only become stronger. The pandemic exacerbated existing inequities and created new ones, bringing opportunity gaps into sharp focus and increasing the urgency to act. The year following the Superintendent’s Listening Tour was extraordinary and placed unprecedented demands on our educators, students, and families.

The challenges facing our districts and schools are ongoing. Educators throughout Nevada are working to respond to learning loss, direct relief funds to support student learning and teacher effectiveness, and to prioritize the physical and social-emotional health of students and staff.

2020 State Board of Education Goals

Goal 1: All children, birth through third grade, have **access to quality early care** and education.

Goal 2: All students have **access to effective educators**.

Goal 3: All students experience **continued academic growth**.

Goal 4: All students **graduate future-ready and globally prepared** for postsecondary success and civic life.

Goal 5: All students have access to new and continued educational opportunities supported by **funding that is administered transparently, consistently**, and in accordance with legislative or grant guidelines.



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Goal 6: All students and adults learn and work together in **safe schools** where identities and relationships are valued and celebrated.

STIP Values During 2020

State Superintendent Ebert shared in the opening letter of the *2021 STIP Addendum* at the presentation of the Department's Annual Report to the Assembly and Senate Committees on Education that the best way to stay accountable during times of uncertainty is by remaining true to our Values. Following the Governor's declaration of emergency in March 2020, NDE was called to lead our public schools and districts through situations no one could have imagined. For each guidance document developed, response to federal guidance, and roundtable conversation, NDE relied on our Values to do what was best for students and educators. This section of the *2021 STIP Addendum* provides just one of the many examples of each NDE Value in action since July 2020.

Equity – The learning needs of every student are supported in an environment where all students are valued, respected, and see themselves in their curriculum and instructional materials while experiencing academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status

When Governor Sisolak made the difficult decision to close school buildings on March 16, 2020, the Nevada Department of Education worked closely with districts and schools to prepare for a Statewide shift to virtual or distance learning. The State Board of Education led early conversations around the urgency of ensuring equitable accesses to devices and the internet for all students and educators. We knew that one device per household was not enough – our students and educators deserve and need 1:1 capability to learn and teach.

The Governor's COVID-19 Private Sector Task Force adopted closing the digital divide for students and families as one of its priorities in the summer of 2020. In partnership with the Elaine P. Wynn & Family Foundation, Communities in Schools Nevada, and the Public Education Foundation, local government, and many others, the Task Force launched [Connecting Kids](#). NDE and the Governor's Office of Science, Innovation, and Technology supported districts and schools in tracking student-level information and providing personalized solutions based on local needs and family circumstances. On January 5, 2021, Nevada was the first state in the nation to confirm that 100% of students participating in distance learning had access to a device and internet service.

Access to Quality – Students, educators, and families have opportunities to take full advantage of Nevada's education system, regardless of their zip code, district, or setting



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The Department framed its COVID-19 response in three key areas: devices and connectivity, high-quality professional development, and high-quality instructional materials. During school closures and the switch to distance learning, our educators quickly adopted more tools for their toolbelts. Local and national organizations, like PBS Reno, Vegas PBS and Renaissance who provides myON, heard our call to equip our educators with high-quality instructional materials. Through our partnership with the Nevada State Library, Archive and Public Records and myON to connect students with an expansive digital library, students have accessed over 1.9 million digital books and logged over 15.6 million minutes of reading.

In addition, Nevada Gold Mines operated by Barrick Gold Corporation invested \$2.2 million in digital education in partnership with NDE to provide educators and students Statewide with access to the Discovery Education *Experience* platform. The flexible K-12 *Experience* platform keeps students connected to learning whether at home or at school. It covers a wide array of academic subjects including math, science, social studies, and more, and offers resources for families on how to support students in online environments as well as social-emotional supports. *Experience* offers multimedia activities for students, hands-on laboratory activities, and on-demand virtual field trips that will take them around the world. To date, 95% of all schools in Nevada have used *Experience*. Between September 2020 and February 2021, 15,000 educators and over 200,000 students have used Discovery Education resources.

Success – Leads the nation in the excellence and rigor of our standards, assessments, and outcomes for students and educators

Following the rapid shift to distance learning during the 2019-20 school year, it was apparent that State policy regarding instructional delivery would need to adapt to our current reality as well as be future-proofed. The State Superintendent established the Blue Ribbon Commission for a Globally Prepared Nevada to make recommendations to adjust our current policy framework to meet today's learning conditions, while also leaving room for policies that will support innovation for the next 10 or 20 years. The Commission continues to examine existing State laws, regulations, and policies, and make recommendations regarding revisions that will increase flexibility for districts and schools. Topics addressed in the Commission's work include, but are not limited to, competency-based education, distance learning, independent study, and instructional time. The Commission ensures success for Nevada's students by supporting innovation that will allow them to progress in their education based on what they know and are able to do in a timeline that matches their mastery. The Blue Ribbon Commission's recommendations will be considered during the 81st State Legislative Session.

Inclusivity – Learners are served in their least restrictive environment in culturally responsive and sustaining schools



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NDE's [Path Forward Framework for a Safe, Efficient, and Equitable Return to School Buildings](#) has been recognized for its holistic approach to supporting preparations for the 2020-21 school year. In addition, NDE's Office of Student and School Supports and Office of Inclusive Education provided timely guidance and resources to support public schools and districts in continuing to serve students who are English Learners and students who are differently abled.

In accordance with federal guidance and our Values, NDE maintained high expectations that districts and schools ensure that students with disabilities maintain have equal access to learning opportunities, regardless of the mode through which they were receiving instruction and services. Districts and schools are expected to ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's Individualized Education Plan (IEP).

Community – NDE will collaborate with educators, districts, families, stakeholders, and partner agencies to lead a high-performing and responsive system of education for all Nevadans

When the world changed seemingly overnight, all Nevadans gained a renewed appreciation for the tireless efforts of our educators and school staff. Teachers rallied from every corner of the State to support students and one another in digital or distance instructional practices. NDE recruited a highly qualified cadre of educators to join the inaugural cohort of Nevada Digital Engineers (DEs). The Nevada DEs are a network of experienced classroom, school administrators, school, and district leaders in Nevada who build capacity for distance learning Statewide by providing virtual training and coaching to stakeholders. The DEs and a cross-office group of NDE staff lead the way in curating content for the [Nevada Digital Learning Collaborative](#) (NvDLC) website. The NvDLC features new tools and resources in multiple languages for grades pre-K-12 that help educators, students, and families thrive in an online learning environment. NDE and the Digital Engineers will continue to expand NvDLC content in support of a long-term vision for this dynamic platform that will live beyond the pandemic.

Transparency – Districts, schools, and communities are served through efficient and effective use of public funds and fulfillment of statutory responsibilities

As the State of Nevada began receiving federal relief funds, NDE and the State Board acted quickly to set clear priorities for a strategic use of funds that would best support student achievement and educator effectiveness. Nevada was awarded \$117,185,045 in ESSER funding, 90% or over \$105 million of which was distributed to local education agencies through a formula determined by the U.S. Department of Education. The remaining funds were set aside for Statewide activities to be allocated through a competitive grant process. In September 2020, NDE announced 25 grant awards totaling \$11,075,467 in Elementary and Secondary



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School Relief (ESSER) funding available for Statewide activities through the federal Coronavirus, Aid, Relief, and Economic Security (CARES) Act.

The three priority areas identified for ESSER competitive allocations were high-quality professional development, high-quality digital instructional materials, and wraparound services for students, families, and communities. NDE received 69 applications from local education agencies, institutions of higher education, and non-profit organizations requesting nearly \$35 million in funding. The final award amounts are broken down as follows:

- In the area of high-quality professional development, twelve awards were made totaling \$2,099,181;
- In the area of high-quality digital instructional materials, six awards were made totaling \$2,016,457; and
- In the area of wraparound services, thirteen awards were made totaling \$6,959,829.

Progress Monitoring

NDE has streamlined its approach to progress monitoring of the STIP. In previous years, NDE would present a STIP to the State Board of Education each March in accordance with State law and monitor the progress of the STIP internally. Instead of presenting a brand new STIP every March, NDE will present regular updates on the STIP's progress, organized by Value, to the State Board. This decision was made in alignment to our Values and stakeholder interest in sharing ownership of the STIP's success. In addition, it allows us to honor the robust stakeholder feedback gleaned from the Statewide Listening Tour that informed the *2020 STIP* by continuously building on – rather than replacing – that work.

As Superintendent Ebert noted in her letter, it is purposeful that we always list Equity as the first NDE Value, because it the cornerstone of everything we do. In that vein, the first set of Strategies on which we have conducted in-depth progress monitoring are those related to Equity. The section that follows captures the quantitative and qualitative data for each of the equity Strategies. It also serves as an example of the transparent updates that will be provided on the Strategies under each NDE Value in presentations to the State Board of Education throughout the year.

Progress Monitoring: Equity Strategies

The equity Strategies focus on eliminating the opportunity gaps students experience and expanding access to programs and effective educators. NDE team members selected the most relevant data demonstrating progress toward accomplishing the Strategy and provided updates on their Inputs, Outputs, and Outcomes (IOOs) for each Equity Strategy.



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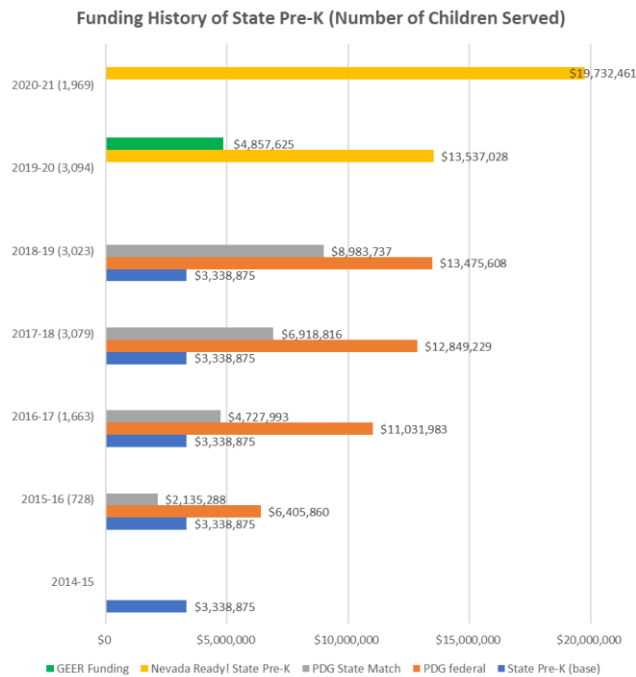
Goal 1 All children, birth through third grade, have access to quality early care and education.

Equity Strategy: Increase enrollment of children from families experiencing poverty in Pre-K

NDE will collaborate with partners and will advocate to increase enrollment of students from families with income at or below 200% of the federal poverty level in State Pre-K by 500 students per year (2,500 students through 2025)

The Office of Early Learning Development has worked closely with early childhood education providers to maintain seats and enrollment despite the challenges created by COVID-19. Unfortunately, national and local data have shown striking decline in pre-Kindergarten (pre-K) and Kindergarten enrollment in the 2020-21 school year. Additionally, due to budgetary constraints, the \$19.7 million restoration in State Pre-K funding included in the Governor’s recommended budget will not result in an increase of seats. In fact, due to new funding allocation method of \$8,410 per seat, seat numbers will decrease from 3,094 to approximately 2,349.

Figure 3: Funding History of State Pre-K (Number of Children Served)



NDE will continue to collaborate with partners and advocate to increase enrollment of students from families with income at or below 200% of the federal poverty level in State Pre-K by 500 students per year (2,500 students through 2025). The braided funding in Figure 3 shows the actual cost (\$26 million) to support 3,094 children in the Nevada Ready! Pre-K program. In



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In addition to collecting this information, NDE continues to work with WestEd to further analyze Pre-K funding formulas and related research of system and program costs. The breakdown of expenditures in Figure 4 shows the funding sources that make our programs possible.

Figure 4: FY2019-20 Braided Funding for State Pre-K

FY2019-20 Braided Funding for State Pre-K - \$26,020,515

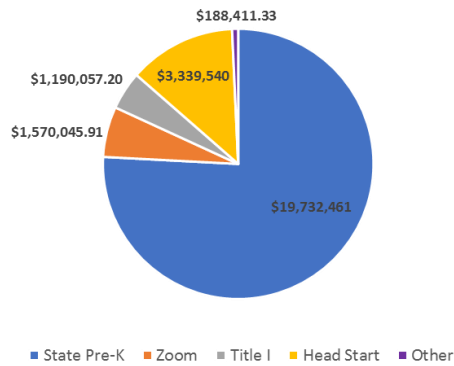
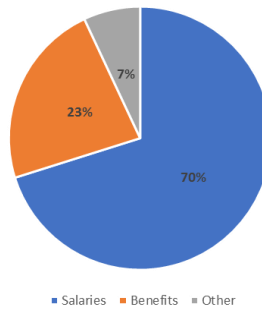


Figure 5 shows how expenditures are split between salary, benefits, and others to keep our Pre-K programs running.

Figure 5: FY2019-20 Breakdown of State Pre-k Expenditures

FY2019-20 Breakdown of State Pre-K Expenditures - \$19,732,461



Finally, the Office of Early Learning and Development (OELD) pursued an equity-driven revision of Quality Rating and Improvement System (QRIS) policies and procedures:

- The OELD QRIS team reviewed and revised two public-facing childcare center model documents, using the Racial Equity Impact Analysis, in order to include more equitable language and policies. Revisions have been fully implemented as of March 2021.



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- The OELD QRIS team held three focus groups and two stakeholder meetings regarding the equity of education levels of childcare center directors and family childcare providers as a required determining factor in a program's star rating in the QRIS. Outcomes and updates to this policy are ongoing.
- The OELD team is currently reviewing the Local Education Agency (LEA) QRIS for language and model updates that are more streamlined and equitable for providers and families.
- The QRIS team is seeking to onboard 100% of childcare programs that serve families participating in the childcare subsidy program. Supports to these programs are imperative to the early childhood equity landscape. NDE currently serves 69 of the top 100 subsidy providers across the state and are onboarding a cohort of approximately 10 new family childcare programs participating in the subsidy for Spring 2021.

Goal 2 All students have access to effective educators.

Equity Strategy: Ensure effective educators in low-performing schools

NDE will lead and collaborate with public schools and districts to ensure the percentage of effective and experienced educators is proportional across low- and high-performing schools by 2025.

The federal Elementary and Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act (ESSA), requires state education agencies (SEAs) to review data on teachers every year. This data reviews if students of color and students from families experiencing poverty are taught by ineffective, out-of-field, or inexperienced teachers at higher rates than their higher-income white peers. The data NDE uses to answer if students of color and students from families experiencing poverty are taught at higher rates by ineffective, out-of-field, or inexperienced teachers at higher rates is in Figure 6. Figure 6 contains the Equitable Distribution of Teachers (EDT) table. From the 2017-18 and 2018-19 school years, the data suggest that students of color and students from families experiencing poverty do not have the same access to experienced educators as their white peers from higher-income households.

It's important for NDE and our public schools and districts to increase the number of experienced teachers at schools serving students of color and students from families experiencing poverty. As of the publication of the *2021 Addendum*, NDE has pre-filed proposed legislation through Governor Sisolak's office that provides pay incentives for experienced to teach and stay teaching at Title I schools. This bill, [Senate Bill 27](#) (2021), should increase the number of experienced teachers in Title I schools.



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The Equitable Distribution of Teachers data for 2019-20 are being collected as of March 2021 and will be analyzed in conjunction with school performance data to align with the focus of the Goal 2 Equity Strategy.

Figure 6: Equitable Distribution of Teachers Table for 2018-2019

2020 ESSA Plan Section 5 – Appendix B Table, SY 2018-2019*

	% of Teachers Rated Ineffective	% of Teachers who are Out-of-Field	% of Teachers who are Inexperienced	Total Number of Teachers	Number of Schools
High FRL Title I Schools	2% (of 6,579)	2% (of 7,486)	13% of (7,486)	Data Set Dependent	205
Low FRL Non-Title I Schools	1% (of 4,122)	4% (of 5,360)	8% (of 5,361)	Data Set Dependent	152
<i>Difference</i>	1%	-2%	5%		
High Minority Title I Schools	2% (of 6,434)	2% (of 7,400)	15% (of 7,400)	Data Set Dependent	158
Low Minority non-Title I Schools	1% (of 2,572)	3% (of 2,920)	6% (of 2,913)	Data Set Dependent	111
<i>Difference</i>	1%	-1%	9%		

1

¹ Ineffective teacher*: An ineffective teacher is defined as one who receives either a “developing” or “ineffective” rating on the Nevada Educator Performance Framework during the prior academic year. (Note the change in language due to passage of AB320 by 2017 Legislature.)

Out-of-field teacher*: An out of field teacher is defined as one who holds licensure in an area other than the grade level or subject area of the current teaching assignment. This may include, but is not limited to, one who is issued a conditional or provisional license or one who is teaching Special Education via the Nevada Alternative Route to Certification (ARC)/Option Program.

Inexperienced teacher*: An inexperienced teacher is defined as one who has less than three full years of licensed, contracted teaching experience.



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Goal 3 All students experience continued academic growth.

Equity Strategy: Increase access to STEM learning

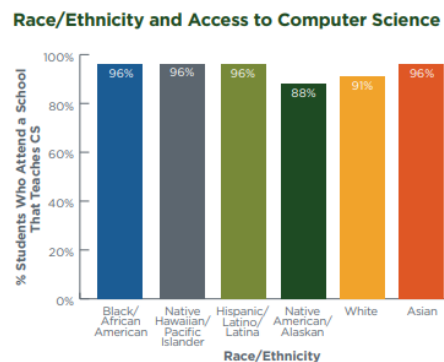
NDE will collaborate with public schools and districts to integrate Science, Technology, Engineering, and Math (STEM) content across all grade levels; successful integration will be demonstrated by an increase in female students and students from underrepresented groups earning STEM and STEAM (STEM + Arts) seals on their diplomas.

Nevada is proud to be among the top five states in the nation for providing equitable access to computer science in high schools. Between the 2016-17 and 2018-19 school years, the percent of high schools in Nevada that offer computer science increased from 24% to 57%. There are only 38 high schools remaining across the entire State that do not offer computer science to students. In addition, between 2016-17 and 2018-19, the percentage of AP computer science participants in Nevada who are female increased from 26% to 37%.

In the 2018-19 school year, for schools indicating that under 50% of their student population is made up of underrepresented students of color, 60% of the students were enrolled in a computer science class. For schools with over 50% of the population made up of underrepresented students of color, 57% of the students were enrolled in computer science.

Figure 7 provides the percentage of students by race and ethnicity who attend a school that provide computer science.

Figure 7: Race/Ethnicity and Access to Computer Science



The data for participation in AP computer science for the 2019-20 school year is due to be released soon by the College Board. NDE will continue to monitor the equitable access to computer science at schools and provide technical assistance and resources so K-12 educators are empowered and prepared to teach computer science to all of Nevada's students.



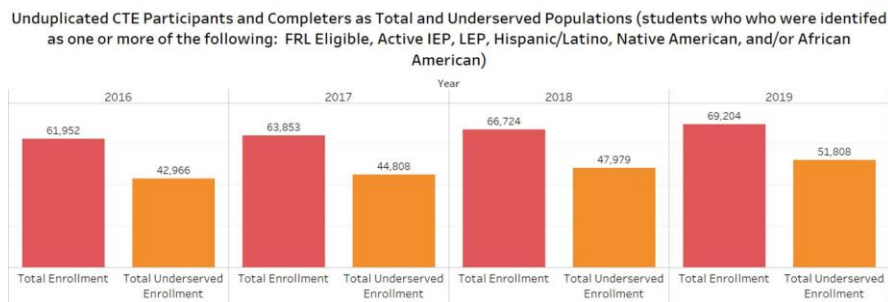
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Goal 4 All students graduate future-ready and globally prepared for postsecondary success and civic life.

Equity Strategy: Increase participation in college-level and CTE coursework

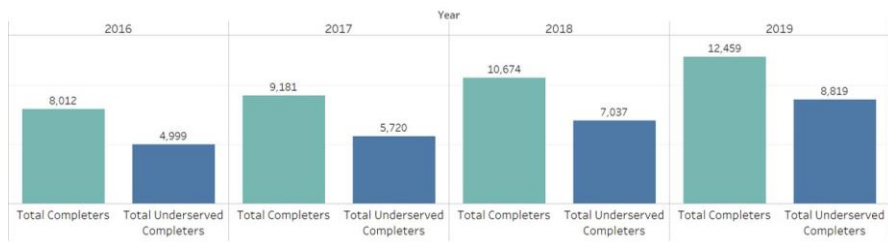
NDE will collaborate with public schools and districts to increase the percentage of historically underserved students participating in and successfully completing dual credit, concurrent enrollment, Advanced Placement (AP) and International Baccalaureate (IB) courses, and Career and Technical Education (CTE) programs of study by at least 5% year over year.

Figure 8: Unduplicated CTE Participants as Total and Underserved Populations



In 2017-18, Nevada saw an increase from 2016-17 in total students enrolled in a completer level course by 14.6% and by 14.4% for students in underrepresented populations. In 2018-19, Nevada saw an increase from 2017-18 in total students enrolled in a completer level course by 16.3% and by 23% for students in underrepresented populations. In 2019-20, Nevada saw an increase from 2018-19 in total students enrolled in a completer level course by 16.7% and by 25.3% for students in underrepresented populations.

Figure 9: Unduplicated CTE Completers as Total and Underserved Populations



Completer courses were not the only measure that have increased. Student participation in Advanced Placement (AP) testing increased 10.1% over the last 10 years. As for dual credit and enrollment, NDE will continue to participate in the Dual Enrollment Task Force to create more equitable access to dual credit at our schools. As of the publication of the *STIP Addendum*, [Senate Bill 172](#) (2021) proposes a reporting requirement for districts to submit data on dual



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credit programs. Should this bill be signed into law, NDE can use this reporting data to inform how to best accomplish Goal 4, specifically improving dual credit participation for all public schools and districts.

Goal 5 All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.

Equity Strategy: Implement Pupil-Centered Funding

NDE will implement the Pupil-Centered Funding Plan to equitably and transparently fund educational and support services for all students.

When the *2020 STIP* was passed, it was important that the Strategies remain evergreen for the five-year span of the plan. One of the Strategies that has a long-term implementation is Goal 5's Equity Strategy regarding the Pupil-Centered Funding Plan.

With the passage of Senate Bill (SB) 543 (2019), the Legislature approved the Pupil-Centered Funding Plan (PCFP), changing the State's education funding formula from the existing Nevada Plan which had been in place for 54 years. Since September 2019, the Department has been facilitating the work of the Commission on School Funding, which is charged with making recommendations regarding the implementation of the PCFP and optimal education funding. The Department has delivered dozens of presentations and briefings to the Commission and other State authorities and community organizations regarding the progress of our work to implement the PCFP as anticipated in July 2021.

On July 15, 2020, in accordance with Section 76.3 of SB 543, the Commission on School Funding delivered its [recommendations](#) regarding changes to support the successful implementation of the PCFP. Those recommendations included:

- The Small District Equity Adjustment should be revised to the attendance area level and the Necessarily Small School Adjustment should be eliminated from SB 543.
- An alternative measure should be prescribed by the State Board of Education to define At-Risk pupils, who are eligible for additional services and supports funded through the weighted funding for At-Risk pupils. Additionally, the Commission recommends that the Nevada Department of Education work with Infinite Campus to develop a Nevada-specific metric to identify students who based on set key factors have a higher probability of failing academically or dropping out of school.



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- State maintenance of effort (MOE) and federal funding for Special Education should be transferred to a separate account within the State Education Fund and the requirement for determining a per pupil amount in the weighted funding portion of the Pupil Centered Funding Plan should be removed from statute.
- Applicable statutes should be revised to remove specific reporting deadlines (dates) and be replaced with flexible terminology, such as “quarterly,” “annually,” or “biennially.” Additionally, the Nevada Department of Education, in consultation with local educational agencies (LEA), including the State Public Charter School Authority, should align specific report submission dates with the availability of final data.
- Reports collecting staffing data from school districts and the State Public Charter School Authority, including staff counts and categories, should be consolidated by NDE, in consultation with the public schools and districts. Additionally, it is recommended that reports strive to eliminate reporting at the sub-category level.
- Reporting regarding professional development should be revised to report the amount of funding expended on professional development and the source of the funding by school district on an annual basis.
- The Hold Harmless provision should be amended to include charter schools and university schools for profoundly gifted pupils.
- The definition of “ending fund balance” used in SB 543 should be revised to clarify that the ending fund balance is “the unrestricted General Fund balance for the school district, excluding the net proceeds of minerals.”
- It is recommended that the Nevada Department of Education continue to have the ability to access additional revenue, if needed, to distribute the applicable base per pupil funding amount for each eligible pupil during a fiscal year, until such time as the Education Stabilization Account has sufficient revenue to support additional costs associated with an unanticipated increase in enrollment or an unexpected decrease in revenue in the State Education Fund.

The Commission’s recommendations will be under consideration for adoption during the 81st Legislative Session from February – June 2021.



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Goal 6 All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

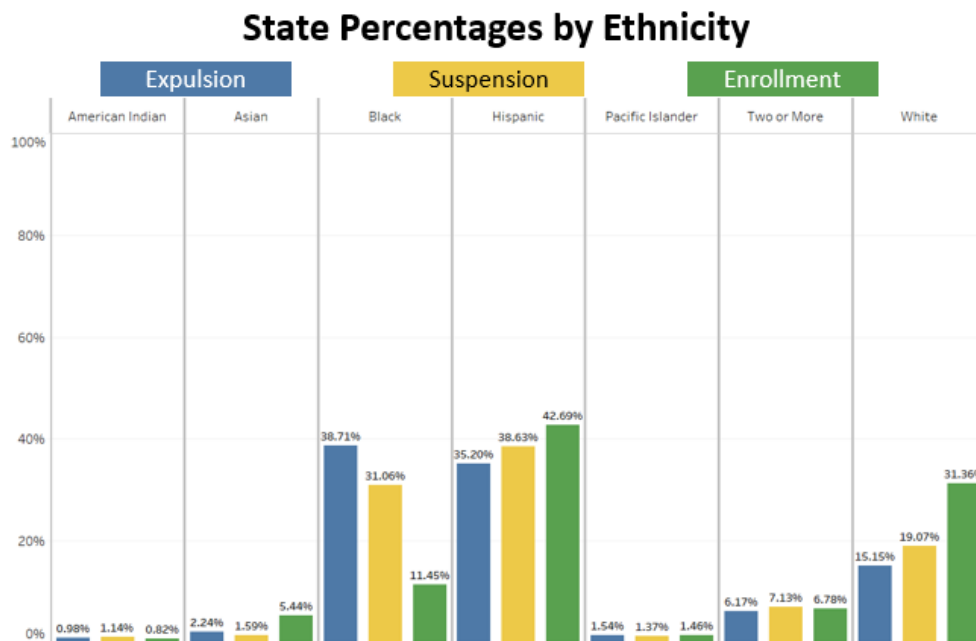
Equity Strategy: Address disproportionate discipline

NDE will address systemic bias in Nevada’s student discipline system; success will be demonstrated by a 10% reduction in disproportionate disciplinary practices year over year.

In 2018 the School Safety Task Force was convened and tasked with making recommendations that were captured in Senate Bill 89 (2017). One of the recommendations was disaggregating discipline data.

The results in Figure 10 represent the first time these data have been reported by student groups. Going from right to left, the green columns represent the percentage of total enrollment for each of the seven major race and ethnicity categories. The yellow column represents the percentage of total suspensions experienced by each group of students. The blue column is the percentage of total expulsions that each experienced.

Figure 10: State Percentages of Expulsion, Suspension, and Enrollment by Ethnicity



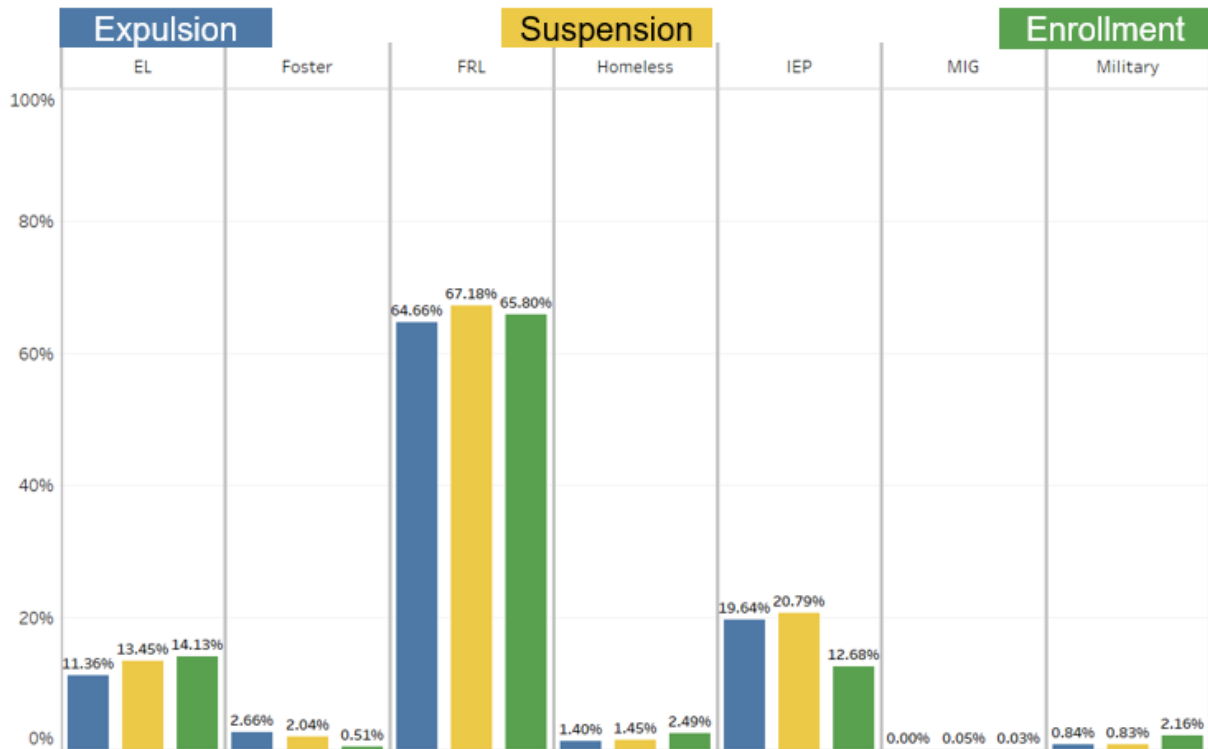


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The rates of expulsion and suspension are **not** proportional to enrollment for many of our student groups, and the disproportionality is most drastic for our students who identify as Black, who are expelled at rates more than three times their enrollment.

The starkest disproportionality among special populations are for students who receive special education services. During the 2019-20 school year, students who receive special education services were expelled or suspended at rates over one and a half times higher than their proportion of total enrollment, as shown in Figure 11.

Figure 11: State Percentages of Expulsion, Suspension, and Enrollment by Special Population



The passage of Assembly Bill 490 (2019) requires regular updates on this discipline data to the State Board of Education. It also requires NDE to support schools through training and professional development on generating and interpreting these types of reports, as well as developing a responsive plan of action for addressing trends and disproportionality. NDE works with a group of stakeholders from local education agencies across the State to create and provide those supports and look forward to providing additional progress reports in the future.

NDE staff whose work aligns with Goal 6 meet regularly with stakeholders. The following benchmarks were accomplished during and since the passage of the 2020 STIP in response to NDE’s ongoing work in establishing restorative practices in public schools and districts:



2021 STIP Addendum

- 1) NDE released a Restorative Practices Support Document in March 2020 prepared by Nevada PBIS Technical Assistance Center, University of Nevada, Reno.
- 2) Established baseline data for restorative practices in September 2020.
- 3) In 2019-20, 25% of Nevada Districts moved from progressive discipline plans to restorative compared to 82% in 2020-21.
- 4) In 2019-20, 3 Charters had moved from progressive discipline plans to restorative compared to 23 in 2020-21.
- 5) Community of Practice established February 2021.
- 6) SEAD (Social Emotional Academic Development) Center launched on the Statewide Canvas Learning Management System in February 2021.
- 7) Development of training guides and training opportunities for release in 2021.

Conclusion

The *2020 STIP* (and this *2021 Addendum to STIP*) are developed by the Nevada Department of Education in response to the requirements of NRS 385.111.

Looking back on this past year, the months following the passage of the *2020 STIP* were filled with challenge and uncertainty. The early months of 2020 were distinguished in another way. As the year unfolded, the way forward was marked by periodic directives from the Governor and support from the State Board of Education. With this guidance, educational professionals and stakeholders throughout Nevada rose to the occasion and adapted to rapidly changing conditions. Educators throughout our state modified programming in response to the realities of the situation, all the while demonstrating a relentless commitment to the welfare of the students of our state. For its part, NDE marshaled resources and developed plans. As it did so, the Department aligned its COVID-19 response to the Values and Goals of the *2020 STIP* in ways that were designed to support educational excellence and advance educational equity throughout Nevada.

Looking ahead, NDE is focused on implementing the *2020 STIP* under the leadership, guidance, and support of the State Board of Education.