



# DRAFT

## 2013 Nevada Education Data Book





# Nevada's Public Education System—Nevada School Districts

## Nevada's School Districts and Superintendents SY 2012-2013

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Source: DOE.

## **Nevada's Public Education System—Common Acronyms and Selected Terms**

### **Nevada's Public Education System Common Acronyms and Selected Terms**

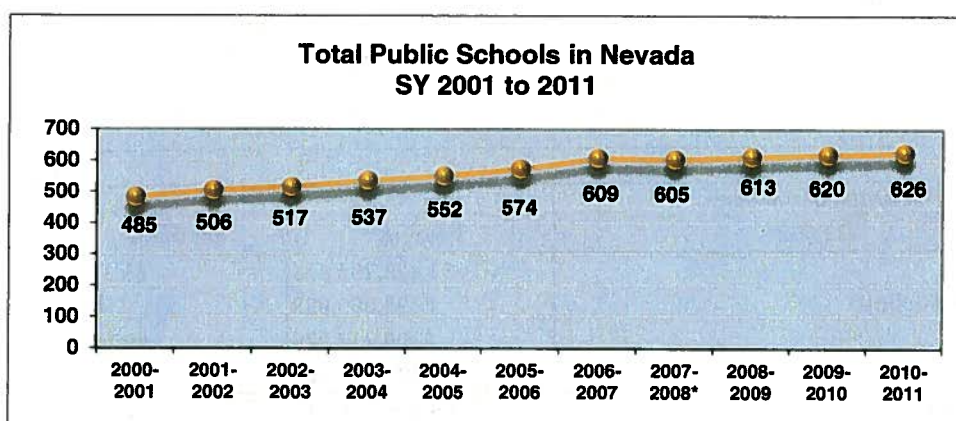
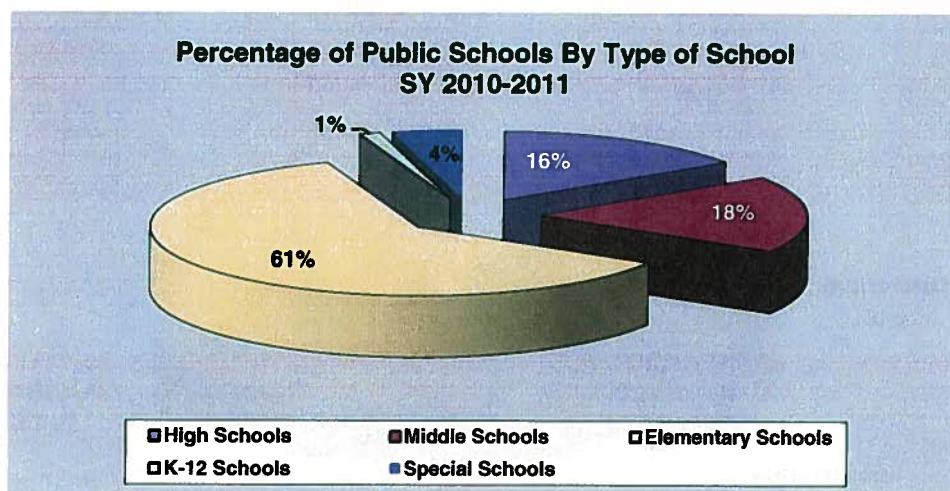
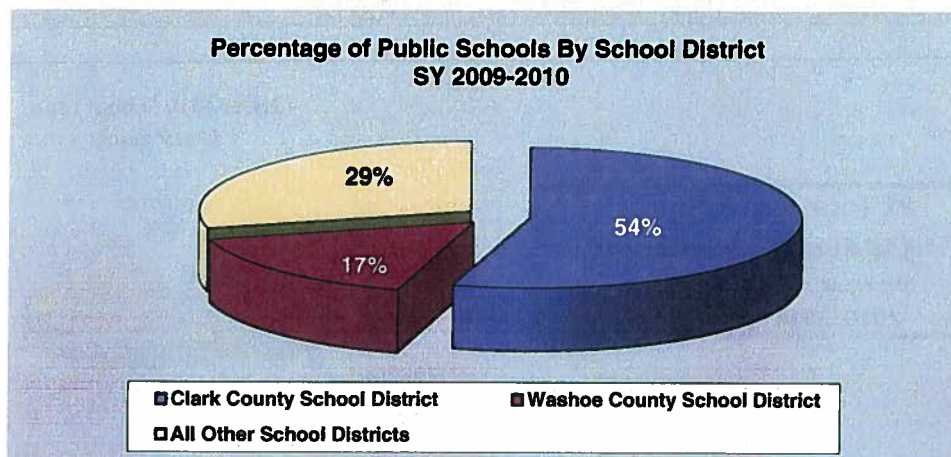
ACT .....	ACT® Exam
AFT .....	American Federation of Teachers
AP .....	Advanced Placement (Courses)
ARRA .....	American Recovery and Reinvestment Act of 2009 (Also see RTTT)
AYP .....	Adequate Yearly Progress
CBE .....	Council for Basic Education
CCSSO .....	Council of Chief State School Officers
CRT .....	Criterion-Referenced Test
CSN .....	College of Southern Nevada, Las Vegas
CSR.....	Class-Size Reduction
CTE .....	Career and Technical Education
DOE .....	Department of Education
DRI .....	Desert Research Institute
DSA .....	Distributive School Account
ECE .....	Early Childhood Education
ECS.....	Education Commission of the States
ELL.....	English Language Learners (used interchangeably with ESL and LEP)
ESEA.....	Elementary and Secondary Education Act
ESL .....	English as a Second Language (used interchangeably with ELL and LEP)
ETS .....	Educational Testing Service
FERPA.....	Family Education Rights and Privacy Act
FRL.....	Free and Reduced-Price Lunch
GBC .....	Great Basin College, Elko
GATE .....	Gifted and Talented Education
GED .....	General Education Diploma
GPA .....	Grade Point Average
HOUSSE.....	High Objective Uniform State Standard of Evaluation (applied to teachers)
HSPE.....	High School Proficiency Examination
IDEA .....	Individuals with Disabilities Education Act (Federal Special Education Law)
IEP.....	Individualized Education Program
iNVest.....	Investing in Nevada's Education, Students, and Teachers
IPEDS.....	Integrated Postsecondary Education Data Systems
ITBS.....	Iowa Test of Basic Skills
LAS.....	Language Assessment Scales
LBEAPE.....	Legislative Bureau of Educational Accountability and Program Evaluation
LCE .....	Legislative Committee on Education
LEA .....	Local Education Agency (i.e., School District)
LEP.....	Limited English Proficient (used interchangeably with ELL and ESL)
LSST .....	Local School Support Tax
NAC.....	<i>Nevada Administrative Code</i>
NAEP .....	National Assessment of Educational Progress



NASA .....	Nevada Association of School Administrators
NASB .....	Nevada Association of School Boards
NASS.....	Nevada Association of School Superintendents
NBPTS .....	National Board for Professional Teaching Standards
NCATE .....	National Council for Accreditation of Teacher Education
NCES.....	National Center for Education Statistics
NCHEMS....	National Center for Higher Education Management Systems
NCLB .....	No Child Left Behind Act of 2001
NEA .....	National Education Association
NELIP.....	Nevada Early Literacy Intervention Program
NERA .....	Nevada Education Reform Act of 1997
NIAA.....	Nevada Interscholastic Activities Association
NRT .....	Norm Referenced Test
NSC .....	Nevada State College
NSEA .....	Nevada State Education Association
NSHE .....	Nevada System of Higher Education
NWEA .....	Northwest Evaluation Association
PSAT .....	PSAT® Exam
PTA.....	Parent Teacher Association
PTO.....	Parent Teacher Organization
RPDP.....	Regional Professional Development Program
RTTT.....	Race to the Top grant program (part of the American Recovery and Reinvestment Act of 2009)
SAGE .....	Student Achievement Gap Elimination
SAIN .....	System of Accountability Information for Nevada
SAT.....	SAT® Exam
SBE .....	State Board of Education
SEA.....	State Education Agency (i.e., State Department of Education)
SHEEO.....	State Higher Education Executive Officers
SIOP.....	Sheltered Instruction Observation Protocol
SIP .....	School or State Improvement Plan
SLDS .....	Statewide Longitudinal Data System
STEM .....	Science, Technology, Engineering, and Mathematics
TESL .....	Teaching English as a Second Language
TMCC.....	Truckee Meadows Community College, Reno
UNLV.....	University of Nevada, Las Vegas
UNR.....	University of Nevada, Reno
USDE .....	United States Department of Education
WICHE .....	Western Interstate Commission for Higher Education
WNC .....	Western Nevada College, Carson City

Source: Department of Education (DOE).

## Nevada's Public Education System—Nevada Schools



\*Public Special Schools decreased from 59 to 27 for SY 2007-2008.

**NOTE:** Special Schools are defined as Student Detention Facilities, Special Education Schools, and Alternative Education Schools.

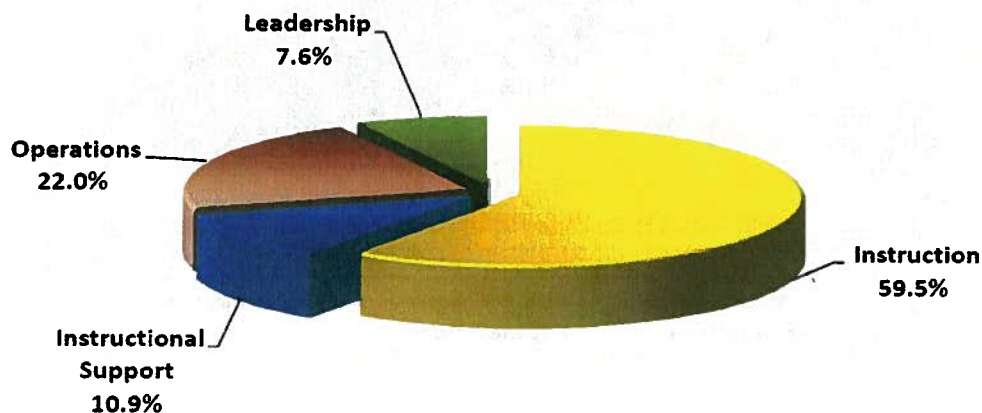
**Source:** DOE, Research Bulletin, Volume 51, February 2011.

# Public School Expenditures In\$ite Financial Analysis System

## Nevada School Districts & Charter Schools

**#1 Total Expenditures  
(All Funding Sources)  
By Four Major Functions  
2010/2011 School Year**

**2009/2010 School Year  
(Prior Year)**



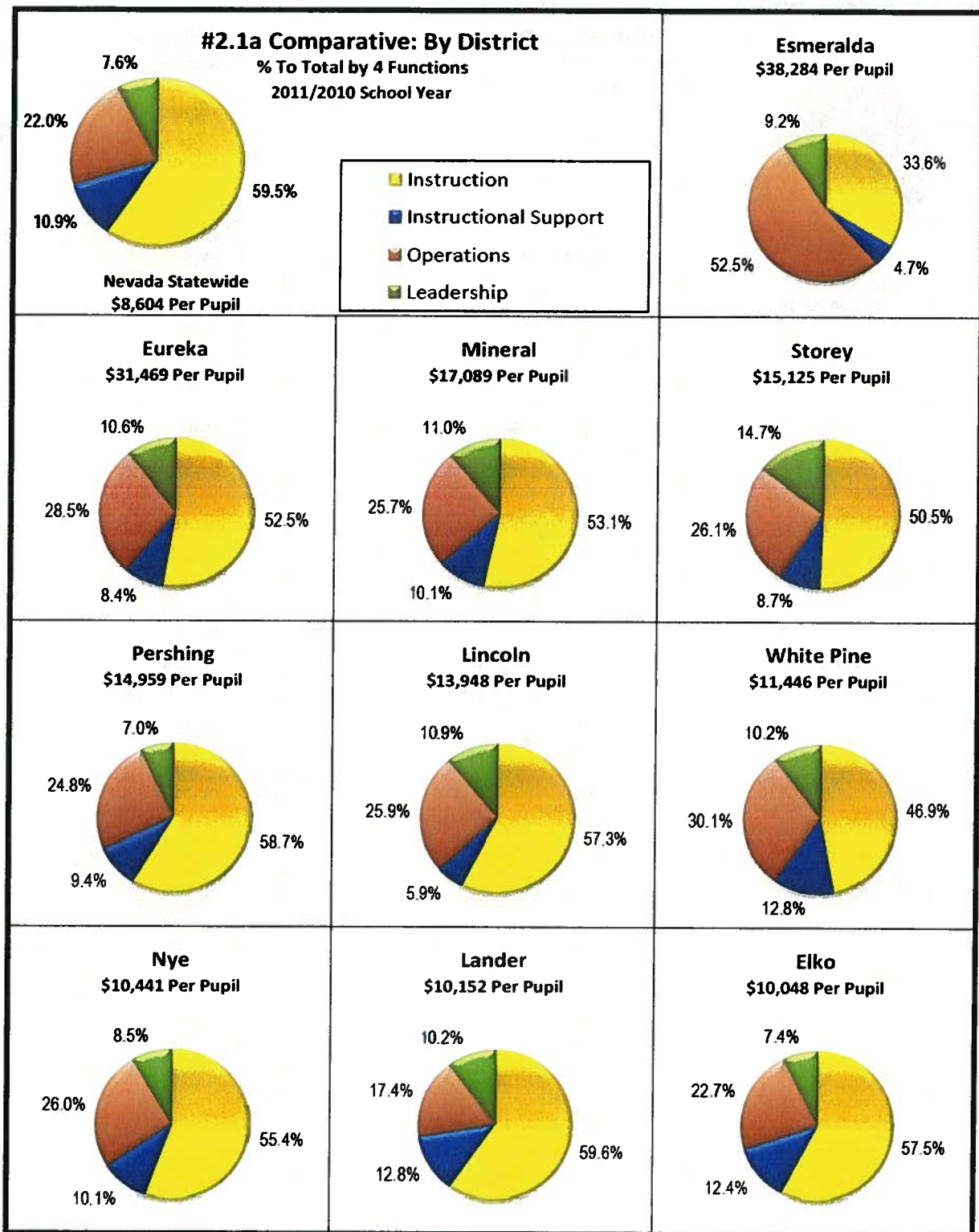
Weighted Enrollment: 422,632	Amount	Per Pupil	%-To-Total
Instruction	\$2,163,252,618	\$5,119	59.5%
Instructional Support	\$396,899,653	\$939	10.9%
Operations	\$800,237,979	\$1,893	22.0%
Leadership	\$275,758,369	\$652	7.6%
<b>Total Expenditures</b>	<b>\$3,636,148,619</b>	<b>\$8,604</b>	<b>100.0%</b>

2011-NV-01-01 (4)

In\$ite, U. S. Patent No. 5,991,741

Source: <http://edmin.com>

## Public School Expenditures InSite Financial Analysis System (continued)



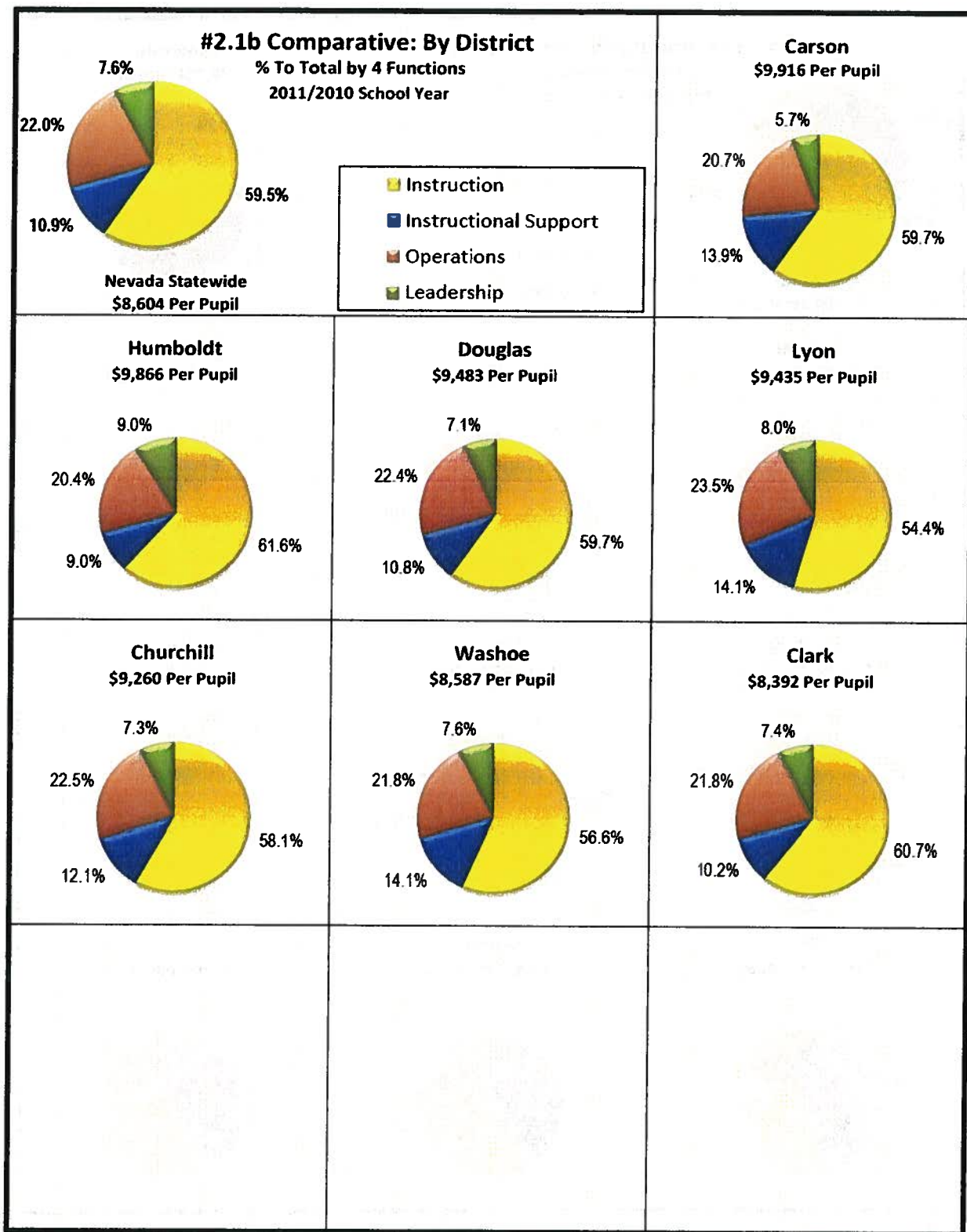
4-COMP-2.1a

InSite, U. S. Patent No. 5,991,741

Source: <http://edmin.com>



## Public School Expenditures In\$ite Financial Analysis System (continued)



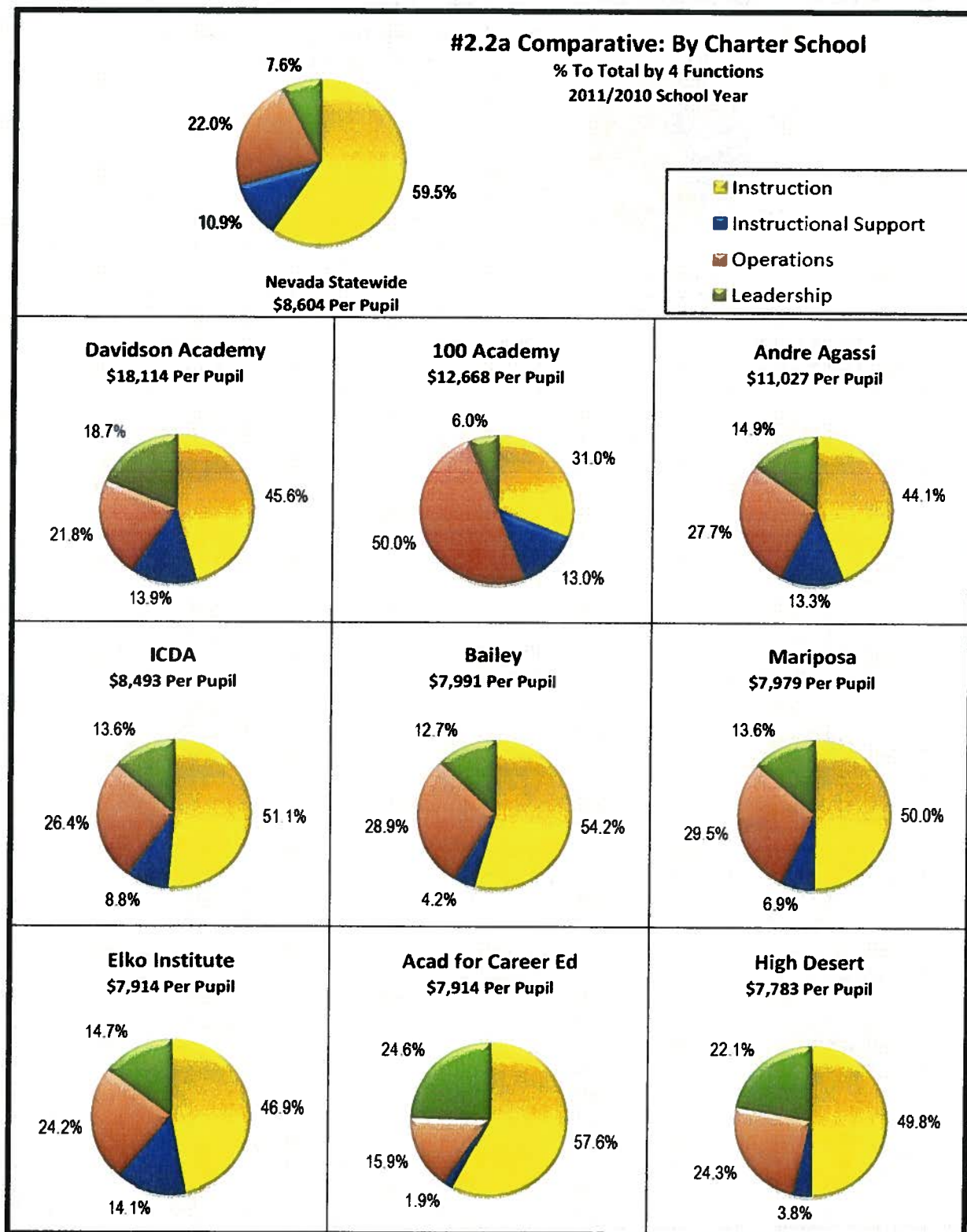
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In\$ite, U. S. Patent No. 5,991,741

Source: <http://edmin.com>



## Public School Expenditures In\$ite Financial Analysis System (continued)

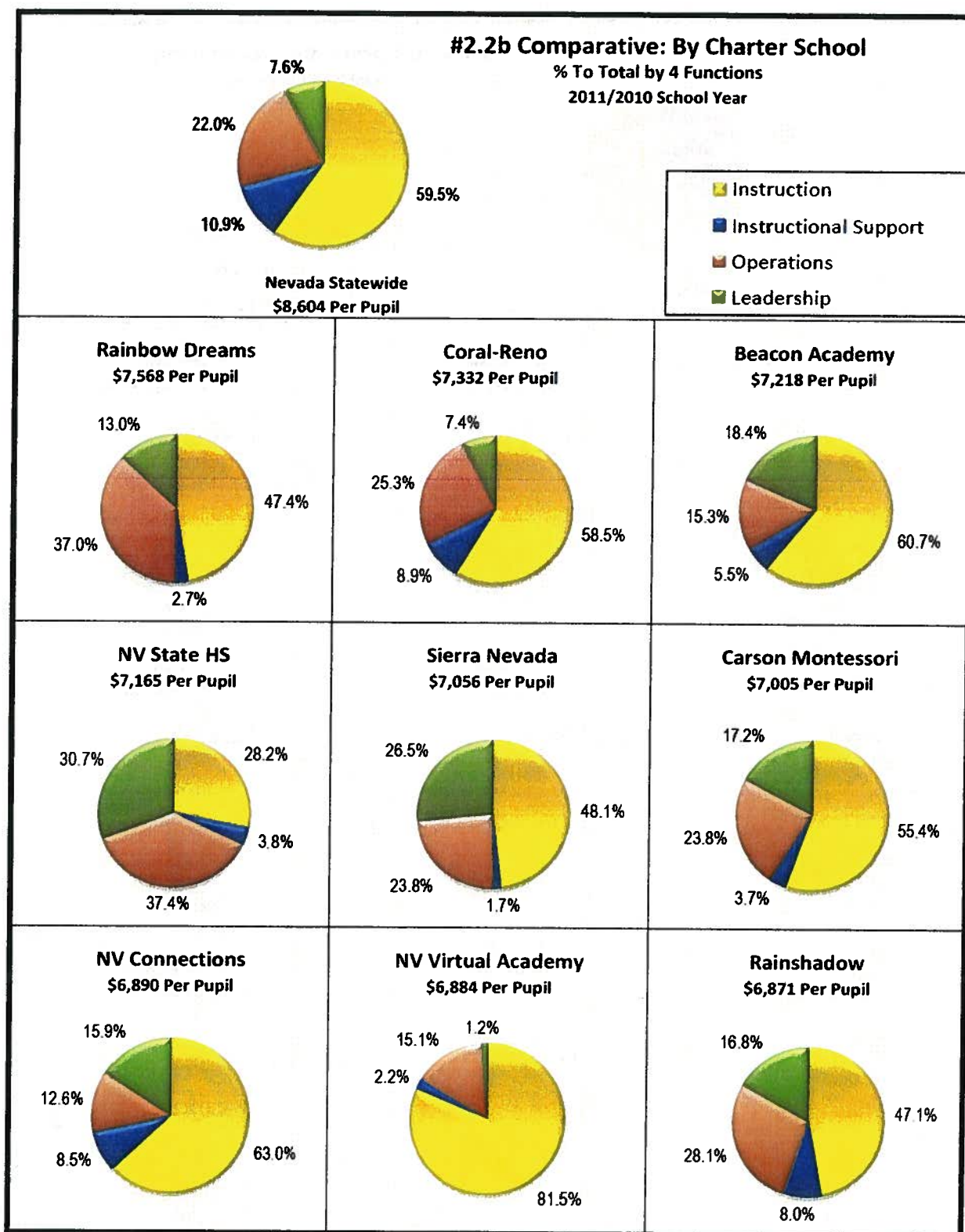


4-COMP-2.2a

In\$ite, U. S. Patent No. 5,991,741

Source: <http://edmin.com>

## Public School Expenditures InSite Financial Analysis System (continued)



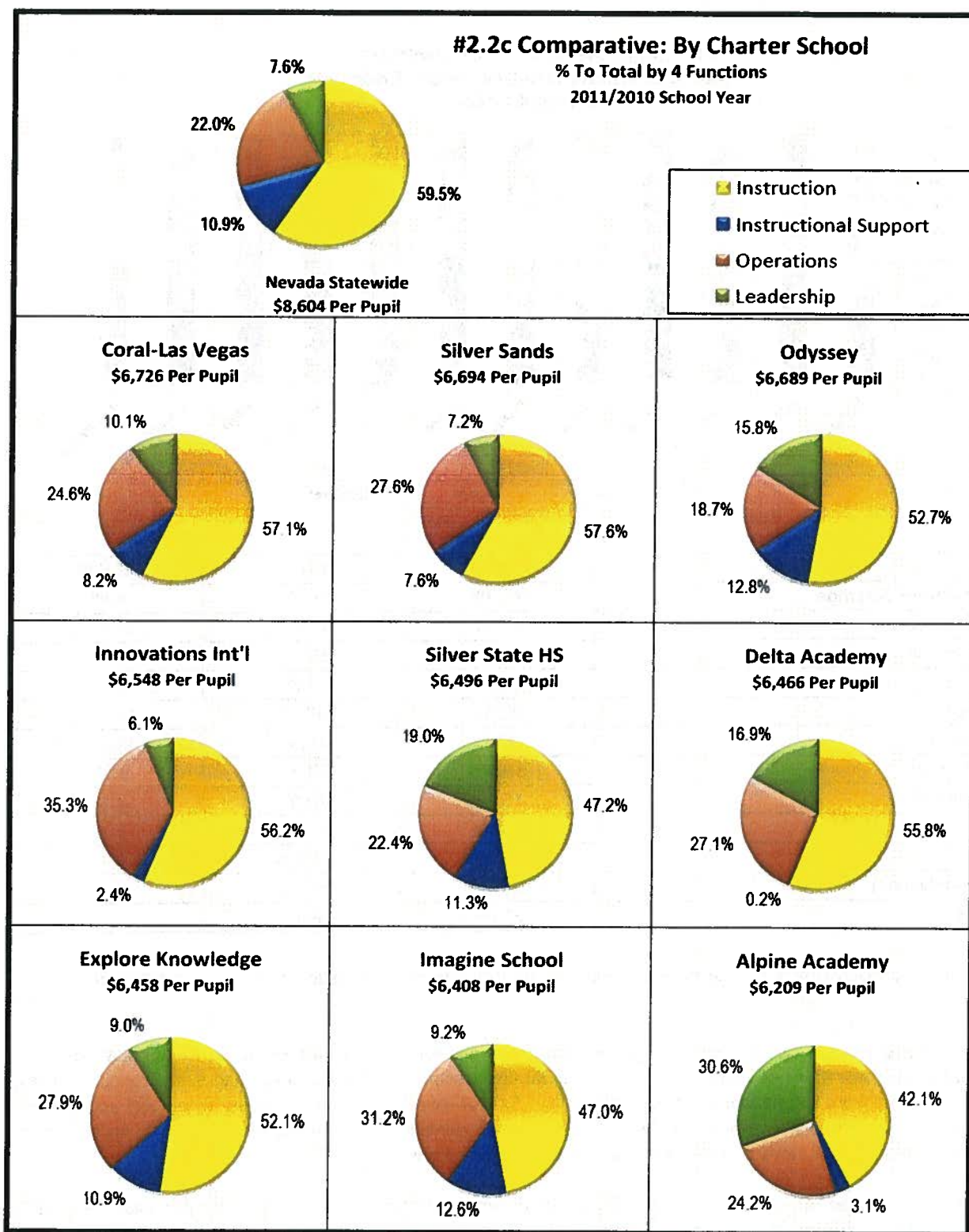
4-COMP-2.2b

InSite, U. S. Patent No. 5,991,741

Source: <http://edmin.com>



## Public School Expenditures In\$ite Financial Analysis System (continued)

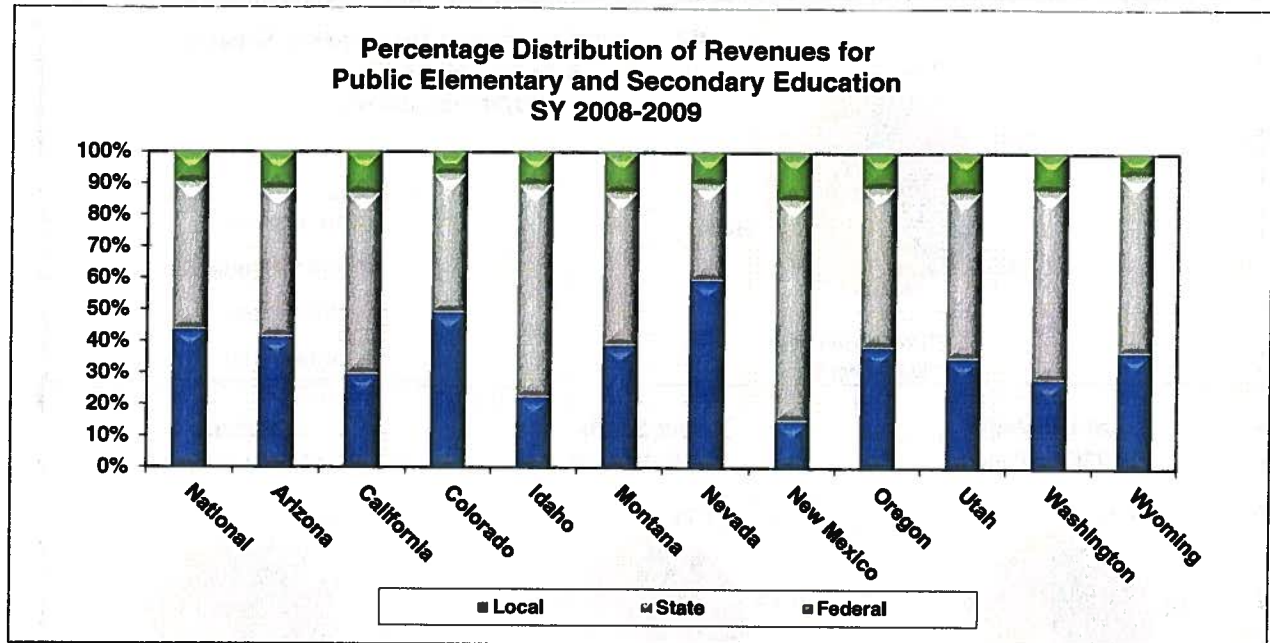


4-COMP-2.2c

In\$ite, U. S. Patent No. 5,991,741

Source: <http://edmin.com>

## Revenue Sources—Nevada and Western States



LOCATION	LOCAL	STATE	FEDERAL
<b>National Average</b>	<b>43.7%</b>	<b>46.7%</b>	<b>9.6%</b>
Arizona	41.4%	47.0%	11.6%
California	29.6%	57.4%	13.0%
Colorado	49.2%	43.9%	6.9%
Idaho	22.5%	67.3%	10.2%
Montana	39.0%	48.5%	12.5%
<b>Nevada</b>	<b>59.6%</b>	<b>30.6%</b>	<b>9.8%</b>
New Mexico	15.1%	70.0%	14.9%
Oregon	38.4%	50.7%	10.9%
Utah	35.0%	52.6%	12.4%
Washington	28.4%	60.0%	11.6%
Wyoming	37.0%	56.4%	6.6%

**Source:** U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, 2011.

**Note:** The revenues raised in support of public elementary and secondary education in the United States are used to support the operations of schools, as well as capital construction, equipment costs, and debt financing. These revenues come from a combination of local, state, and federal sources, with most coming from local and state tax revenues. The figure above demonstrates the approximate percentage of funding contributed by each of these sources in the State of Nevada, nationwide, and in the western states.

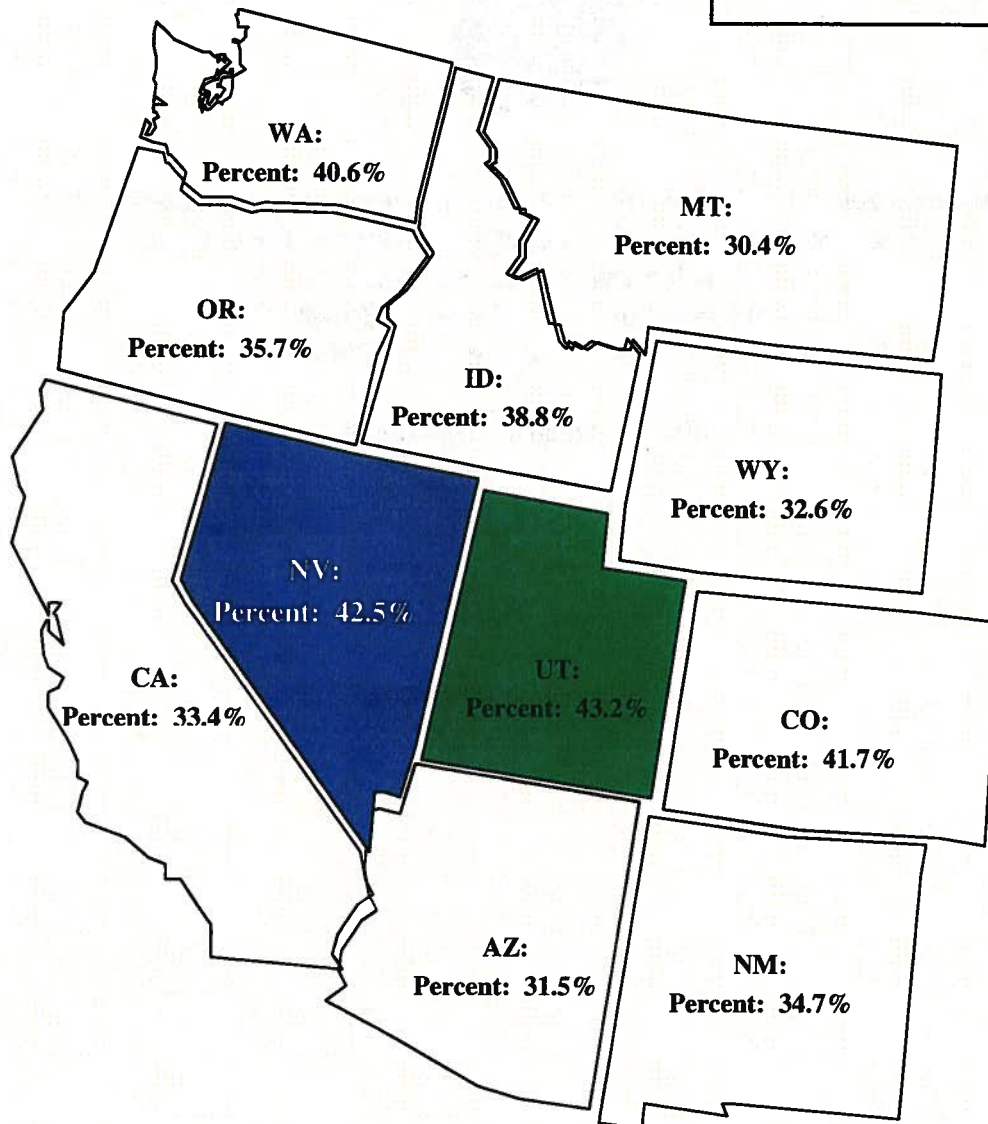
When reviewing the information, note that due to the differing financing mechanisms utilized in each state, there are tremendous differences between the nationwide averages and the percentages found in some states, thus making it difficult to make meaningful comparisons. For example, among states with more than one school district, local contributions to the funding mix vary from 15.1 percent in New Mexico to 59.6 percent in Nevada. However, a large portion of the local funding in Nevada is derived from the State-mandated sales tax—Local School Support Tax—and property and mining taxes.



## State General Expenditures Dedicated to Education

Percent of State General Expenditures Dedicated to Education  
Western States  
SY 2009-2010

**National Percent: 35.8%**



**Higher Percentage Than Nevada**

**Lower Percentage Than Nevada**

**Source:** Capitol Research, *Where the Money Goes: State-by-State General Expenditures by Function*, The Council of State Governments, August 2012.



**Questions regarding this Data Book can be answered by contacting the  
Research Division of the Legislative Counsel Bureau at:**

**Telephone: (775) 684-6825**

**Toll-free from Las Vegas: 486-2626**

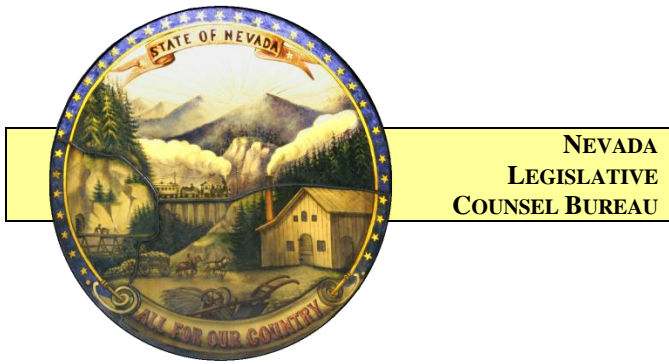
**Toll-free from other Nevada areas: (800) 992-0973**

**or**

**E-mail: [research@lcb.state.nv.us](mailto:research@lcb.state.nv.us)**

**This report was compiled by staff of the Nevada Legislative Counsel Bureau.  
It is available online at: <http://leg.state.nv.us/Division/Research/Publications/EdDataBook/2013/>.**





SEPTEMBER 2012

## INSIDE THIS BRIEF

- **APPROACHES TO DIVERSIFIED COMPENSATION**
- **PROPOSERS AND OPPOSERS**
- **RESEARCH**
- **KEYS TO DEVELOPING AN EFFECTIVE PERFORMANCE PAY PROGRAM**
- **CURRENT NEVADA DIVERSIFIED PAY PROGRAMS**
- **THE TEACHERS AND LEADERS COUNCIL OF NEVADA**
- **POLICY CONSIDERATIONS**

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# RESEARCH BRIEF ON TEACHER PAY-FOR-PERFORMANCE PLANS

Nationally, the most common teacher compensation programs are calculated based upon years of teaching experience and other acceptable service, plus the accumulation of additional college credit hours leading to the acquisition of graduate degrees. In recent years, some pay systems have recognized state or district professional development options in addition to college credit hours. Known as the “steps and lanes” salary schedule, this structure is predictable; it recognizes teacher seniority and does not foster competition among teachers. Unlike professionals in other fields, highly effective teachers under this system do not receive more compensation than those who are less productive.

Changing the way teachers are paid, to include student performance outcomes or incentives for teaching in at-risk schools, is gaining support in districts and states across the country.

## APPROACHES TO DIVERSIFIED COMPENSATION

Supported by research indicating that teacher quality is highly correlated to student achievement, the educational accountability movement has generated interest in diversifying teacher compensation systems and including some measure of performance. There are several types of pay-for-performance (PFP) programs, such as:

- Merit Pay: This program adjusts salaries upward or provides compensation for higher levels of performance. A standard for individual performance is set, such as increased student achievement. If a teacher meets or exceeds this standard, then the teacher receives a bonus or an increase in salary.
- Career Ladder: Introduced in the 1980s, there are three kinds of career ladder programs: (1) Performance-based ladders promote teachers as they demonstrate increased levels of competency (i.e., novice teacher, regular teacher, and master teacher); (2) Job-enlargement ladders involve giving teachers additional responsibilities outside of the classroom, such as supervising or mentoring new teachers.; and (3) Professional development ladders reward teachers for developing knowledge or skills through professional development, advanced degrees, or National Board for Professional Teaching Standards (NBPTS) certification.
- Knowledge- and Skills-Based Pay: A more recent alternative compensation approach, this program reflects trends in education toward accountability and standards. In a knowledge- and skills-based system, teachers are compensated for the acquisition of the specific knowledge and skills required to meet higher expectations for performance. This system is similar to the professional development career ladder.
- Performance Pay: This program can be awarded on an individual or group level. In the past, the most common form of individual performance pay was merit pay. Today, another approach is to create group performance incentives that encourage educators to work together to achieve collective goals. An example of a group performance award is a school performance award that ties bonuses to school goals and benchmarks.

## PROPOSERS AND OPPOSERS

Proponents suggest that a diversified compensation plan will enable experienced teachers to stay in the classroom while advancing along a career path. Teachers will no longer need to enter administration or leave teaching altogether to earn a salary that matches their skill and experience. Highly effective teachers can also be compensated for mentoring novice teachers to improve the profession.

Opponents assert that measuring teacher **performance is difficult and inconsistent**. Moreover, if teachers do not trust the evaluation instruments, they will not accept the premises of a PFP plan. If a system has limited funds, causing teachers to compete for increases, some suggest that the competition will negatively impact the collaboration necessary to improve student achievement overall.

## RESEARCH

According to an October 2011 Policy Brief by the Education Commission of the States (ECS) titled *The Progress of Education Reform*, recent research is mixed on the documented impacts of PFP programs. The results of three PFP models showed minimal impact on increased student achievement and teacher retention, while others demonstrate very specific positive impacts on math and reading proficiency, schools meeting Adequate Yearly Progress, and educator retention.

The ECS concludes there are no clear-cut policy answers on PFP. Reforms directed at PFP have led to desired and undesired outcomes. It notes that today all PFP models supplement, but do not replace, the current salary schedules. Any future study of PFP models which replace the existing pay structure should be noteworthy.



## **KEYS TO DEVELOPING AN EFFECTIVE PERFORMANCE PAY PROGRAM**

A 2007 report released by the Center for Teaching Quality titled *Performance-Pay for Teachers: Designing a System that Students Deserve* notes that the following are imperative in developing a successful performance-based pay program:

- Ensure an adequate and fair base-pay system;
- Supplement the base-pay system with a performance-pay system that is open to all teachers;
- Reward teachers who help their students make significant academic gains;
- Provide supplemental pay for additional degrees and professional development, but only if the training is relevant;
- Allow local flexibility;
- Use the pay system to encourage collaboration among teachers and administrators;
- Offer incentives to teachers who want to teach in high-needs, low-performing schools, but only if they are qualified;
- Reward leadership, not seniority; and
- Include accomplished teachers in any efforts to redesign teacher compensation plans.

## **CURRENT NEVADA DIVERSIFIED PAY PROGRAMS**

Differentiated pay plans already exist in Nevada. Since 1999, school districts have been required to add 5 percent to the salary of a teacher who holds a NBPTS certification.

In 2005, the Legislature enacted Assembly Bill 580 (Chapter 482, *Statutes of Nevada*) to create a pilot program of performance pay

and enhanced compensation. The measure included an appropriation of \$5 million in each year of the biennium to support locally designed programs. The 2007 Legislature, through the enactment of A.B. 3 (Chapter 10, *Statutes of Nevada*, 23rd Special Session), continued the program with the same level of funding for the 2007–2009 Biennium. Although school districts developed programs in compliance with the provisions of A.B. 3, the appropriation for performance pay was eliminated in the first round of budget cuts in the 2007–2009 Biennium.

The Grant Fund for Incentives for Licensed Educational Personnel was created in 2007 through the enactment of A.B. 1 (Chapter 8, *Statutes of Nevada*, 23rd Special Session) to assist in the attraction and retention of teachers, school psychologists, school librarians, school counselors, and administrators who are employed by at-risk schools. This statute also includes incentives for certain teachers with endorsements in mathematics, science, special education, English as a second language, or other areas of high need as determined by the Superintendent of Public Instruction. The Grant Fund has received State General Fund dollars each year since State Fiscal Year 2008 and has provided cash and retirement incentives to targeted personnel.

A further move toward PFP compensation in Nevada came with the passage of A.B. 229 (Chapter 379, *Statutes of Nevada*) in 2011, which set in motion a plan to move from a career ladder approach toward a performance-based pay structure for Nevada's licensed K-12 educators. The statute requires the board of trustees of each school district to: (1) establish a program of performance pay and enhanced compensation for the recruitment and retention of licensed teachers and administrators; and (2) implement

the program commencing with the 2014–2015 school year.

### **THE TEACHERS AND LEADERS COUNCIL OF NEVADA**

Assembly Bill 222 (Chapter 487, *Statutes of Nevada 2011*) created the Teachers and Leaders Council of Nevada (TLC) to make recommendations to the State Board of Education concerning the performance evaluation system for teachers and administrators required by A.B. 229. Based upon the recommendations of the TLC, the State Board of Education is required to adopt regulations establishing an evaluation system that incorporates multiple measures of employee performance. In February 2012, the TLC issued a report of preliminary recommendations titled *Uniform Performance Evaluation of Teachers and Administrators in Nevada: Systems Guidelines White Paper*. At its June 1, 2012, meeting, the State Board of Education approved the TLC's recommendations, which are now being used to formally develop Nevada's evaluation system.

### **POLICY CONSIDERATIONS**

Under A.B. 229, individual districts are given flexibility to implement their PFP system, but a statewide model is being developed as a baseline from which the districts can work. This approach may be preferable since the PFP systems will be subject to collective bargaining negotiations within each district. Additionally, this approach allows each school district to tailor a plan that best meets its needs.

Research indicates that in order to accurately measure a teacher's impact on a given student's learning, historical data about that student's performance is needed. Nevada's P-16 Advisory Council has recommended the implementation of a Statewide Longitudinal Data System

(SLDS) to track student performance. Governor Brian Sandoval has publicly endorsed the SLDS recommendation and stated his intention to include funding for the system in the 2014–2015 Executive Budget.

In addition to student performance measurements, school principals play a key role in evaluating the effectiveness of a teacher. Thus, other states are requiring principals to receive high-quality performance evaluation training before they are permitted to evaluate teacher performance. The TLC has recommended that such professional development training be included as part of Nevada's PFP plan.

Because of the need for teacher and principal professional development, as well as a student performance data system to successfully implement PFP, some states have chosen to phase in their PFP plan, beginning with limited pilot programs that allow feedback and improvement during the implementation process. Such a phased-in approach has been recommended by the TLC, endorsed by the State Board of Education, and may result in a bill draft request from the Department of Education during the 2013 Legislative Session.

Once implemented, PFP reforms typically take several years to realize their desired outcomes. In other states, few PFP reforms have produced their desired outcomes in the first year of implementation. Rather, experience shows that three to five years typically pass before measureable increases in educator and student performance are seen.





# Fact Sheet

## EDUCATION STATISTICS

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 UPDATED BY TODD M. BUTTERWORTH  
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SEPTEMBER 2012

This fact sheet provides a brief snapshot of Nevada's K-12 education system and how it compares to national averages. The charts below include overall State grades, a variety of indicators for State success, data showing State achievement, and Nevada's national ranking in categories such as school size, funding, graduation rates, teacher salaries, student demographics, and school safety.

<b>OVERALL STATE GRADE BASED ON GRADED CATEGORIES</b> (Source: <i>Quality Counts: Nevada – State Highlights 2012</i> . Prepared by the Editorial Projects in Education Research Center, <i>Education Week</i> .)			
Nevada	C-		
National Median	C		
Nevada's Rank	48		
GRADED CATEGORIES	Nevada	Average State	Nevada's Rank
Chance for Success	D	C+	51
K-12 Achievement	D	C-	36
Standards, Assessments, and Accountability	C	B	45
The Teaching Profession	C-	C	28
School Finance	D	C	47
Transitions and Alignment	C+	C+	22



OVERALL STATE GRADE BASED ON GRADED CATEGORIES (Source: <i>Quality Counts: Nevada – State Highlights 2012</i> . Prepared by the Editorial Projects in Education Research Center, <i>Education Week</i> .) (Continued)			
STATE SUCCESS INDICATORS			
Category	Nevada		National Average
	State Average	Rank	
EARLY FOUNDATIONS			
Family Income—Children from families with incomes at least 200% of poverty level (2010)	53.7%	32	55.8%
Parent Education—Children with at least one parent with a postsecondary degree (2010)	32.9%	51	44.6%
Parental Employment—Children with at least one parent working full-time and year-round (2010)	68.0%	43	71.5%
Linguistic Integration—Children whose parents are fluent English speakers (2010)	73.6%	49	83.3%
THE SCHOOLING YEARS			
Preschool Enrollment—Three- and four-year-olds enrolled in preschool (2010)	29.8%	51	48.3%
Kindergarten Enrollment—Eligible children enrolled in kindergarten programs (2010)	76.8%	35	77.6%
Elementary Reading—Fourth grade public school students proficient on National Assessment Education Progress (NAEP) (2011)	25.5%	46	32.4%
Middle School Mathematics—Eighth grade public school students proficient on NAEP (2011)	28.6%	40	33.5%
High School Graduation—Public high school students who graduate with a diploma (Class of 2008)	44.3%	50	71.7%
Postsecondary Participation—Young adults enrolled in postsecondary education or with a degree (2010)	37.6%	50	54.9%
ADULT OUTCOMES			
Adult Educational Attainment—Adults with a two- or four-year postsecondary degree (2010)	29.4%	48	37.2%
Annual Income—Adults with incomes at or above national median (2010)	47.3%	34	50.1%
Steady Employment—Adults in labor force working full-time and year-round (2010)	65.5%	45	68.2%
GRADE	D	51	C+

OVERALL STATE GRADE BASED ON GRADED CATEGORIES (Source: <i>Quality Counts: Nevada – State Highlights 2012</i> . Prepared by the Editorial Projects in Education Research Center, <i>Education Week</i> .) (Continued)			
STATE ACHIEVEMENT INDICATORS			
Category	Nevada		National Average
	State Average	Rank	
ACHIEVEMENT LEVELS			
4th Grade Math—Percent proficient on NAEP (2011)	35.7%	40	39.7%
8th Grade Math—Percent proficient on NAEP (2011)	28.6%	40	33.5%
4th Grade Reading—Percent proficient on NAEP (2011)	25.5%	46	32.4%
8th Grade Reading—Percent proficient on NAEP (2011)	26.3%	43	31.6%
ACHIEVEMENT GAINS			
4th Grade Math—Scale score change on NAEP (2003–2011)	+9.5	9	+6.2
8th Grade Math—Scale score change on NAEP (2003–2011)	+10.1	10	+6.6
4th Grade Reading—Scale score change on NAEP (2003–2011)	+5.6	13	+3.6
8th Grade Reading—Scale score change on NAEP (2003–2011)	+5.9	5	+2.3
POVERTY GAP (NATIONAL SCHOOL LUNCH PROGRAM, NONELIGIBLE VS. ELIGIBLE)			
Reading Gap—4th grade NAEP scale score (2011)	24.9	20	27.5
Math Gap—8th grade NAEP scale score (2011)	20.5	6	26.4
Reading-Gap Change—4th grade NAEP (2003–2011) Negative value = Closing gap	-0.6	20	-0.4
Math-Gap Change—8th grade NAEP (2003–2011) Negative value = Closing gap	+0.4	34	-2.0
ACHIEVING EXCELLENCE			
Math Excellence—Percent advanced on 8th grade NAEP (2011)	6.0%	39	7.8%
Change in Math Excellence—Percent advanced on NAEP (2003–2011)	+3.2	21	+2.9%

OVERALL STATE GRADE BASED ON GRADED CATEGORIES (Source: <i>Quality Counts: Nevada – State Highlights 2012</i> . Prepared by the Editorial Projects in Education Research Center, <i>Education Week</i> .) (Continued)			
STATE ACHIEVEMENT INDICATORS			
Category	Nevada		National Average
	State Average	Rank	
HIGH SCHOOL GRADUATION			
Graduation Rate—Public schools (Class of 2008)	44.3 %	50	71.7 %
Change in Graduation Rate—Public schools (2000–2008)	-11.0 %	51	+4.8 %
ADVANCED PLACEMENT (AP)			
High AP Test Scores—Scores of 3 or higher per 100 students (2010)	15.6	27	21.9
Change in AP Scores—Change in high scores per 100 students (2000–2010)	+9.8	23	+12.8
GRADE	D	36	C-



<b>2012 RANKINGS FOR NEVADA IN EDUCATION</b> (Source: <i>Education State Rankings 2011–2012: PreK-12 Education in the 50 United States</i> , CQ Press)			
Category	Nevada	Nationally	Nevada's Ranking
<b>DISTRICTS AND FACILITIES</b>			
Percent of Public Elementary and Secondary Schools that are Title I Eligible (2010)	52.4%	65.6%	39th
Average Size of Public Primary Schools (2010)	559	451	4th
Average Size of Public Middle Schools (2010)	859	575	2nd
Average Size of Public High Schools (2010)	1,176	856	7th
Percent of Public Elementary and Secondary Schools that are Vocational Schools (2010)	0.2%	1.4%	36th
<b>FINANCE</b>			
Estimated Per Pupil Public Elementary and Secondary School Revenue (2011)	\$7,582	\$12,129	50th
Estimated Per Pupil Public Elementary and Secondary School Current Expenditures (2011)	\$8,089	\$10,826	47th
Percent Change in Per Pupil Public Elementary and Secondary Schools Current Expenditures (2000–2009) (Adjusted for Inflation)	17.9%	23.3%	39th
Per Pupil Public Elementary and Secondary School Total Expenditures (2009) ("Total expenditures" includes current spending [salaries, benefits, services, and supplies], capital outlay, and "other" [payments to state and local governments and interest on school system indebtedness].)	\$10,614	\$12,539	39th
Per Pupil Public Elementary and Secondary School Current Expenditures for Salaries, Wages, and Benefits for Instruction (2009)	\$4,517	\$5,785	40th
<b>GRADUATES AND ACHIEVEMENT</b>			
Percent of Population Graduated from High School in 2009	83.9%	85.3%	38th
Average Freshman Graduation Rate for Public High Schools (2009)	56.3%	75.5%	50th
Percent Change in Number of Public High School Graduates (2005–2009)	+26.5%	+8.7%	1st
Public High School Drop Out Rate (2009)	5.1%	4.1%	7th

<b>2012 RANKINGS FOR NEVADA IN EDUCATION</b> (Source: <i>Education State Rankings 2011–2012: PreK-12 Education in the 50 United States</i> , CQ Press) (Continued)			
Category	Nevada	Nationally	Nevada's Ranking
<b>STAFF AND SALARIES</b>			
Percent Change in Number of Public Elementary and Secondary School Teachers (2000–2010)	+27.2%	+10.3%	4th
Estimated Average Salary of Public School Teachers (2011)	\$53,023	\$56,069	20th
<b>STUDENTS</b>			
Percent Change in Enrollment in Public Elementary and Secondary Schools (2000–2010)	+31.7%	+5.4%	1st
Pupil-Teacher Ratio in Public Elementary and Secondary Schools (2010)	19.4	15.4	5th
Percent of Students Attending Public Elementary and Secondary Title I Schools (2010)	50.6%	64.8%	39th
Percent of Public Elementary and Secondary School Students Eligible for Free or Reduced-Price Meals (2010)	42.4%	45.6%	26th
<b>SAFETY</b>			
Percent of High School Students Who Felt Too Unsafe to Go to School (2009)	7.5%	5.0%	6th
Percent of Public School Teachers Who Reported Being Physically Attacked in the past 12 months (2008)	3.3%	4.3%	37th
Percent of High School Students Who Drank Alcohol on School Property (2009)	4.4%	4.5%	37th
Percent of High School Students Who Used Marijuana on School Property (2009)	4.9%	4.6%	17th
Percent of High School Students Who Were Offered, Sold, or Given an Illegal Drug on School Property (2009)	35.6%	22.7%	2nd

**Additional Resource for Nevada-Specific Information:** Education data is available in the *2011 Nevada Education Data Book* prepared by Nevada's Legislative Counsel Bureau: <http://www.leg.state.nv.us/Division/Research/Publications/EdDataBook/2011/index.cfm>.



# Fact Sheet

## HIGH SCHOOL DIPLOMA OPTIONS OFFERED IN OTHER STATES

PREPARED BY THE RESEARCH DIVISION  
LEGISLATIVE COUNSEL BUREAU

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### *Background*

In 2011, the Nevada Legislature considered Senate Bill 116, which would have required the State Board of Education to adopt regulations for an adjusted adult diploma for those who do not earn a diploma via their Individualized Education Program (IEP). As a result of that discussion, the Senate Committee on Education requested the Legislative Committee on Education review the types of high school diplomas offered in other states.

### *Summary of Findings*

National surveys reveal that states offer a variety of diploma options for students with and without disabilities. The Education Commission of the States (ECS) reports that standard diplomas are offered in all 50 states, with 37 of them allowing students to meet course work requirements with proficiency credit.

In addition to the standard diploma, the most common types of diplomas include:

- Honors/College Prep Diploma: Awarded in 19 states (including Nevada) to those who complete additional course work, take certain tests, achieve high test scores, and/or graduate with a minimum grade point average (GPA).
- Technical Diploma: Awarded in 11 states (including Nevada) to those who complete greater numbers of units in certain subject areas, complete a series of courses in a technical field, attain certain scores on technical assessments, or obtain technical certification before completing high school.
- IEP/Special Education Diploma: Awarded in 10 states (including Nevada) for special education students in which graduation requirements are set forth in the IEP.
- Certificates of Attendance or Achievement: Awarded in 26 states (including Nevada) to students who do not have the grades or other requirements (such as passing high school exit exams) needed for a diploma, but who have completed a set number of classes or met sufficient attendance.
- Other: Examples include: (a) an adjusted or modified diploma for those who complete a less rigorous course of study; (b) a workforce readiness diploma to demonstrate a basic skill set; (c) an abbreviated diploma for those who meet certain criteria in a shorter period of time; (d) a “European-model” diploma for those who complete a portion of their high school curriculum in a community college; and (e) endorsements or certificates of completion for honors or technical programs as part of the standard diploma.

For students with disabilities, the National Center on Educational Outcomes (NCEO) found a variety of allowances made for receiving a standard diploma (some states offer no allowances). They include: (a) reducing the number of required credits; (b) providing alternate courses used to earn required credits; (c) lowering performance criteria; (d) permitting the IEP team to make adjustments (this is the most common allowance); and (e) granting extensions. (*Revisiting Graduation Requirements and Diploma Options for Youth with Disabilities: A National Study*, National Center on Educational Outcomes, Technical Report 49, 2007).

When asked if other states offer the adjusted adult diploma contemplated in S.B. 116, ECS staff were unaware of any states to offer this option. Texas has raised its upper compulsory age to 26 years and implemented flexibility to accommodate older students who may have jobs, families, and other responsibilities. Florida has recently established a two-year Adults with Disabilities Workforce Education Pilot Program to make scholarships available to students with disabilities aged 22 to 30 years, who are receiving instruction in a private school to meet state-set high school graduation requirements, and who receive “supported employment services” (i.e., employment provided in an integrated work setting with earnings paid on a commensurate basis and for which continued support is necessary for job maintenance).



STATE	OPTIONAL DIPLOMAS OFFERED					
	Standard Diploma	Honors/College Prep Diploma	Technical Diploma	IEP/Special Education Diploma	Certificate of Attendance and/or Achievement (in lieu of diploma)	Other
Alabama*	■	■	■			■ <sup>1,2</sup>
Alaska	■				■Both	
Arizona*	■					■ <sup>3</sup>
Arkansas	■					
California*	■	■			■Both	■ <sup>4</sup>
Colorado	■			■	■Attendance	■ <sup>5</sup>
Connecticut*	■					■ <sup>3</sup>
Delaware*	■				■Achievement	
Florida*	■			■	■Attendance	■ <sup>1,6</sup>
Georgia*	■	■	■	■	■Attendance	
Hawaii	■	■			■Attendance	
Idaho	■					
Illinois*	■				■Attendance	
Indiana*	■	■	■		■Attendance	
Iowa	■				■Both	
Kansas*	■				■Both	
Kentucky*	■	■	■		■Achievement	
Louisiana*	■	■	■		■Achievement	■ <sup>1</sup>
Maine*	■					
Maryland*	■					
Massachusetts	■	■	■			■ <sup>7</sup>
Michigan*	■					
Minnesota*	■					
Mississippi*	■			■		■ <sup>1</sup>
Missouri*	■	■			■Attendance	
Montana	■					
Nebraska*	■				■Both	
Nevada*	■	■	■	■	■Attendance	■ <sup>8</sup>
New Hampshire*	■				■Attendance	
New Jersey*	■					
New Mexico	■			■		
New York*	■	■	■	■		
North Carolina*	■	■	■		■Achievement	
North Dakota	■					
Ohio*	■	■	■			
Oklahoma*	■					■ <sup>9</sup>
Oregon*	■				■Both	
Pennsylvania	■	■				
Rhode Island*	■				■Achievement	
South Carolina	■					
South Dakota	■	■				
Tennessee*	■			■	■Attendance	■ <sup>6,10</sup>
Texas*	■	■			■Achievement	
Utah*	■					
Vermont*	■					
Virginia*	■	■	■	■	■Both	
Washington*	■	■				
West Virginia*	■			■		■ <sup>9</sup>
Wisconsin*	■				■Both	■ <sup>1</sup>
Wyoming*	■	■			■Both	

\*State has policy on awarding proficiency-based credit to meet course work requirements by demonstrating subject-area proficiency.

<sup>1</sup> Alabama, Florida, Louisiana, Mississippi, and Wisconsin offer career or occupational diploma with less rigorous and/or fewer credits required.

<sup>2</sup> Alabama offers diploma with Credit-Based Endorsement for those who do not pass one or more subtests of the graduation exam.

<sup>3</sup> Arizona and Connecticut allow students to go directly to community college after Grade 10 for special high school diploma.

<sup>4</sup> California provides a certificate of completion for students who finish a technical program.

<sup>5</sup> Colorado authorizes districts to grant a postsecondary and workforce readiness endorsement.

<sup>6</sup> Florida and Tennessee allow students to complete high school in three years by earning fewer but more rigorous credits with higher GPA.

<sup>7</sup> Massachusetts allows Local Education Agencies to offer alternative diplomas.

<sup>8</sup> Nevada offers Career and Technical Education Endorsement.

<sup>9</sup> Oklahoma and West Virginia allow local boards to offer honors/college preparatory curriculum option.

<sup>10</sup> Tennessee requires students to choose college prep or technical track toward the standard diploma.

Sources:

- Diploma Options, Graduation Requirements, and Exit Exams for Youth with Disabilities: 2011 National Study*, NCEO, Technical Report 62, 2011;
- Revisiting Graduation Requirements and Diploma Options for Youth with Disabilities: A National Study*, NCEO, Technical Report 49, 2007; and
- Standard High School Graduation Requirements: 50-State Survey*, Education Commission of the States (2007).

## **Nevada Department of Education (NDE) State Levers and Program Priorities for Elevating Student Performance**

**James W. Guthrie  
Superintendent of Public Instruction**

The Nevada State Department of Education (NDE) is statutorily charged with advising the Governor and assisting the legislature and local school districts (Local Education Authorities—LEA's), schools and an array of other public and private agencies in efforts to enhance schools' and elevate students' academic performance.

The NDE annually distributes to LEA's billions of dollars in state and federal financial resources, offers technical assistance to districts, administers a spectrum of state required performance examinations, and engages in oversight of standards and use of funds.

The Department does not itself directly teach students, operate local schools, purchase school computers and buses, hire or evaluate teachers, train principals, serve school meals, or otherwise have an immediate presence in classrooms. Rather, NDE offers professional and technical assistance and otherwise attempts indirectly to exert a positive influence.

The influence of the Department is extended through a complementary set of action levers involving (1) standard setting, measurement, and accountability (publicly reporting upon important educational conditions and outcomes), (2) elevating the quality of public schooling's human capital, (3) expanding responsible competition and household choice regarding schools, and (4) practicing and promoting managerial excellence.

State action levers are aimed at facilitating successful local district implementation of a set of programs empirically and logically viewed as capable of enhancing student performance. Whereas the state's action avenues (measurement, improved human capital, reasoned competition, and management excellence) are constant, program priorities shift from time to time, depending upon the academic status of students, elected officials' preferences, and national and international conditions. *Current NDE program priorities are attached.*

Space prohibits an extended explanation of state action levers and program strategies here. (A longer "Building a Metric State: State Superintendent's Strategic Education Reform Planning Paper" is available through the NDE website.) However, below is an illustration of NDE state level student performance improvement mechanisms.

### **A. Elevate Student Performance Through Standards, Measurement, and Accountability**

Measurement holds the prospect of improving that which is measured. Thus, the NDE measures, compares, and reports publicly and professionally on a spectrum of student, school and system related matters. Here is an illustrative list:

- *Academic performance of students in conventional and charter schools.*
- *Local school district spending and productivity.*
- *Teacher and other employee salaries and effectiveness.*
- *Quality of school district teacher workforce*

## B. Elevate Student Performance Through Enhanced Human Capital

Teachers and principals are major engines for propelling schools toward higher student performance. Thus, the NDE continually strives to increase the number of effective teachers and principals in Nevada. Levers for achieving this goal consist of educator licensing, approval of mechanisms for evaluating teachers, providing professional development to teachers and leaders, and establishing a Governor's Leadership Academy.

## C. Elevate Student Performance Through Responsible Competition

Responsibly structured and appropriately engaged market mechanisms can harness supply and demand dynamics in a manner that facilitates improvement of both conventional and charter public schools.

Nevada has (as of 2011) a separate Public Charter School Commission legislatively empowered to authorize and appraise charter schools. This authority operates independently of the NDE.

The NDE cooperates with the Nevada Charter School authority to expand the number of charter schools through:

- *An anticipated "Charter School Incubator" (an agency that advocates for and facilitates formation of additional charter schools),*
- *Expanding the pool of available charter school teaching talent and building principal leadership capacity,*
- *Enhancing availability and financing of charter school physical facilities,*
- *Ensuring equitable and timely distribution of public funding for charter schools.*

## D. Elevate Student Performance Through Modeling Managerial Excellence

The Department will adhere internally to progressive management practices that provide reasonable assurance that it will achieve its vision of "Success Through Learning." The Department expects to serve as a model for management excellence for schools and districts to provide a reasonable assurance that they will accomplish their mission of greater opportunity, learning, and excellence.

These progressive management practices include:

- *Construction of a modern mission for NDE and the structuring of related and accurately measurable NDE and statewide performance goals.*
- *Development of individual professional employee performance expectations consistent with NDE mission and goals.*
- *Routine conduct of Department personnel performance appraisals.*
- *Budget procedures that minimize fraud, waste, and abuse and align NDE resources with its mission.*
- *Routine surveying of Department personnel and local school district and other external customers to ascertain satisfaction and engagement.*
- *Effective internal and external communication procedures.*
- *Identification, expansion, and added training for NDE potential leadership talent.*



## **Vision: Success through Learning**

### **Working Mission**

To elevate student performance by ensuring opportunity, facilitating learning, and promoting excellence.

### **Working Strategic Priorities**

(These priorities as described below merge the three Principles of Nevada's new Education Performance System; four existing priorities in the State Improvement Plan (STIP); and embed the five leverage points proposed by Jim in an earlier Leadership meeting). For context, selected associated deliverables are identified under each strategic priority.

#### **1. Implement standards and assessments**

##### Some Associated NDE Deliverables

- Common Core State Standards
- (Anticipated) Next Generation Science Standards
- NV State Content Standards for Other Subjects (Social Studies, Arts, PE, etc.)
- Career and Technical Education Standards and Assessments
- Smarter Balanced Assessment Consortium
- Criterion-Referenced Tests (CRTs) until Smarter Balance
- \_\_\_\_\_

#### **2. Classify, reward, and support school, district and state performance.**

##### Some Associated NDE Deliverables

- Longitudinal Data System; Analyses and Improvements in System Policies, Procedures, and Practices
- Nevada School Performance Framework
  - Nevada Growth Model
  - Differentiated Consequences and Interventions
- NCCAT-D; NCCAT-S audit tools to look at policies, procedures and processes in high need areas
- Educational Opportunity (IEP, FRL, ELL)
- School and district rewards
- Nevada Accountability Report
- Expand family engagement and responsible choice
- Replace enrollment with academic and technical proficiency as measures of progress
- Provide information to improve participation in child nutrition programs

#### **3. Facilltate High Impact Instruction and Leadership**

##### Some Associated NDE Deliverables

- Teacher and administrator performance system
  - Teacher & administrator evaluation frameworks
  - Individualized, data-driven professional development
  - Incentives (recognition, pay for performance)
  - Tiered system of licensure
  - Educator preparation (higher education)
- Further Professionalize teachers and leaders
- Promote increased responsible use of technology to support instruction

#### **4. Achieve Management Integrity within the Education Department**

##### Some Associated NDE Deliverables

- Update and improve NDE procedures, policies, and practices for internal operations including personnel, budgeting, auditing, accounting, child nutrition services and information technology
- Provide key support services to schools and stakeholders related to budgeting, information technology, accounting, auditing and child nutrition.
- Implement Communications Group recommendations
- Foster a culture of continuous improvement that provides resources and information for greater accountability and transparency in a manner that is collaborative, streamlined and focused on customer service.
- Actively promote the development of leaders in the Department to ensure succession planning and the continued strong management of the Department

## **Proposed Goals**

(These goals as described below merge the five existing goals in the State Improvement Plan (STIP); and those proposed by Jim in an earlier Leadership meeting). For context, associated potential indicators are identified under each goal.

### **1. Elevate student achievement results for all students**

Potential Indicators:

- a. Growth, proficiency, increases in proficiency in ELA and math (CRTs and NAEP)
- b. Increased proficiency in science
- c. Gaps in subpopulation performance

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

Potential Indicators:

- a. Graduation rate by diploma type
- b. Dropout rates
- c. To be developed: A mechanism for tracking and maintaining communication with those youth who have dropped out of school or who are at risk of doing so (per SB197)
- d. The percentage of reengaged\* youth who have successfully completed high school. (per SB197) \* *dropped out of high school and returned*

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

Potential Indicators:

- a. Performance on College entry exams (HSPE, ACT, SAT)
- b. Performance on End of course exams
- c. Advanced coursework completion
- d. Percent of high school students accepted into post secondary and career training institutions
- e. The percentage of pupils enrolled in public middle schools and junior high schools, who enter public high schools with the skills necessary to succeed in high school (per NRS)
- f. The number of students who successfully complete coursework for the advanced diploma and two units of foreign language
- g. Percent of CTE students who complete programs and demonstrate proficiency in employability skills

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

Potential Indicators:

- a. Teacher and administrator performance ratings
- b. Percent of teachers and administrators Nationally Board Certified
- c. Professional development results (Return on investment thinking)

### **5. Support and expand innovative programs to improve learning**

Potential Indicators:

- a. Number of school choice options (charters, magnets, blended learning, CTE)
- b. Percent of students successfully completing alternative choices

### **6. Increase productivity and return on investment**

Potential Indicators:

- a. Number of plans and reports eliminated or streamlined
- b. Equity rating of resource distribution to schools improves
- c. Information system report reduces administrative burden by allowing direct data entry and uses streamlined approach
- d. A return on investment occurs for each dollar spent on critical support services
- e. Number of meetings and number of participants who participate in collaborative planning concerning critical support services
- f. Amount of child nutrition funds school districts are eligible for but not claiming
- g. Julia to add priorities and performance based budgeting