

Summary of Review of Nevada System of Education Accountability



Presented by

Gus Hill, Ph.D.

Bill Thornton, Ph.D.

Janet Usinger, Ph.D.

January, 2006

EXHIBIT B Education

Document consists of 22 slides.

Entire document provided.

A copy of the complete document is available through the
Research Library (775/684-6827) or e-mail library@lcb.state.nv.us.

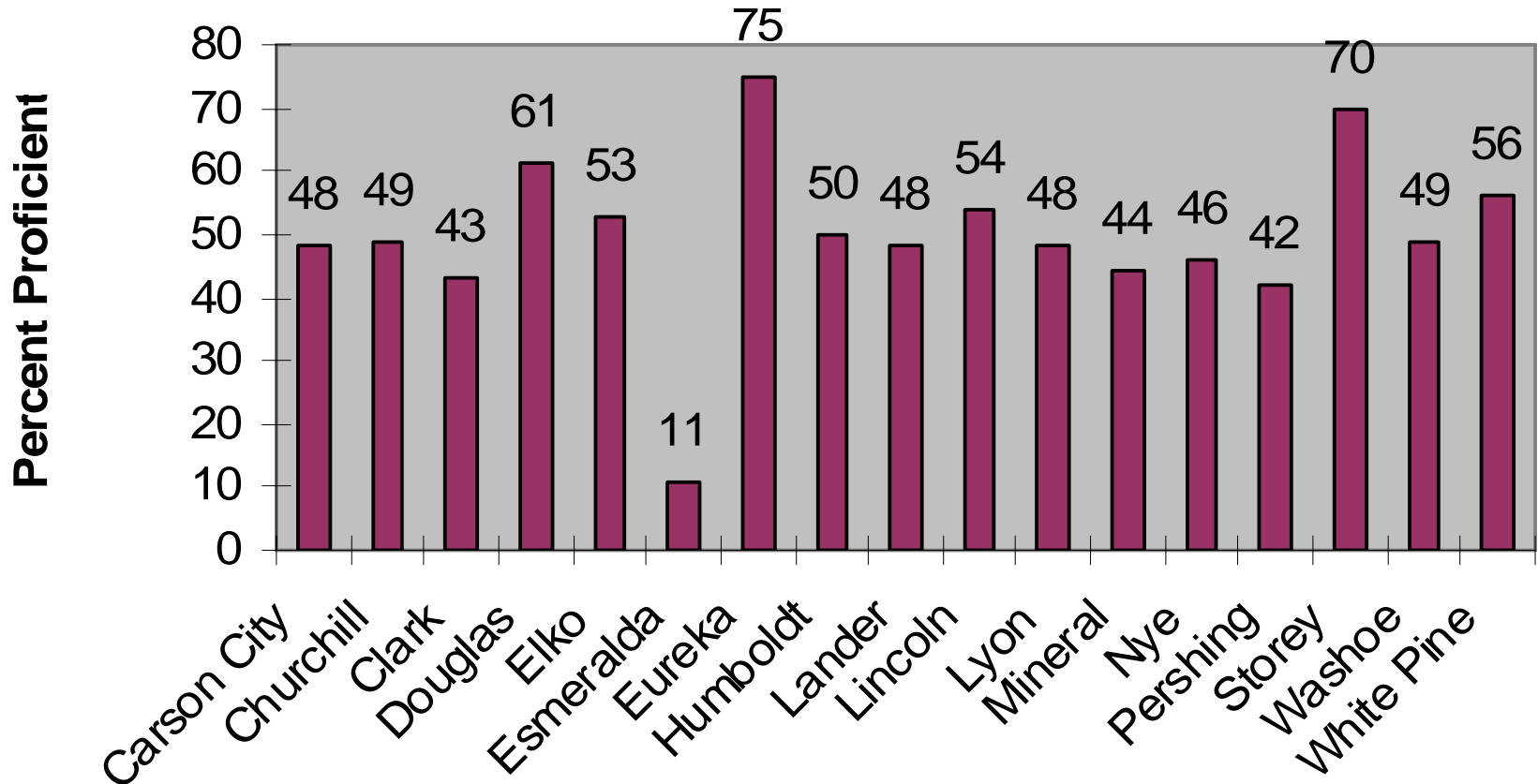
Meeting Date 1-17-06



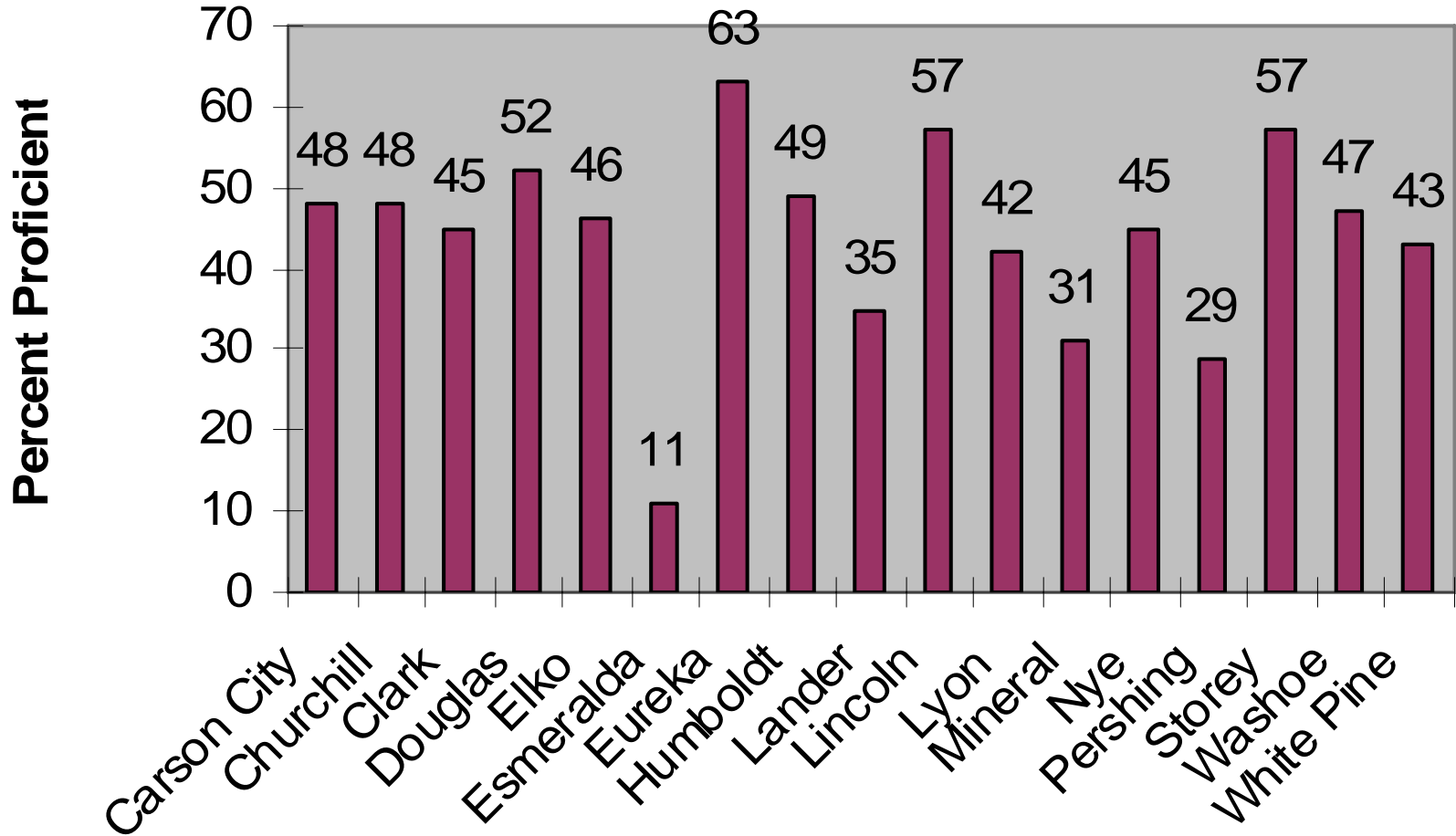
Overview of Presentation

- Goals
- Brief discussion of outcomes
- Recommendations
- Questions and answers

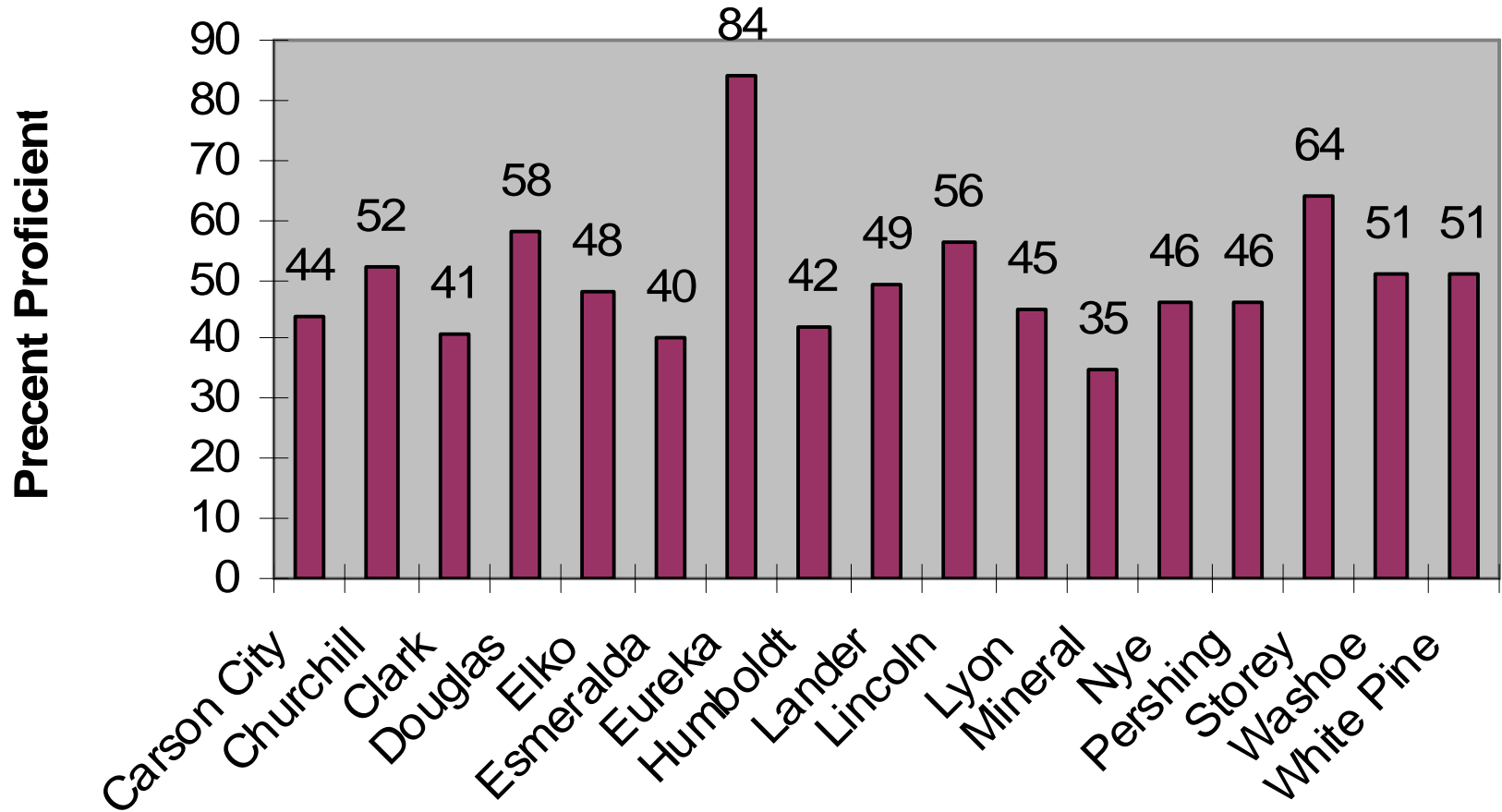
For 3rd Grade Reading, % Proficient by District



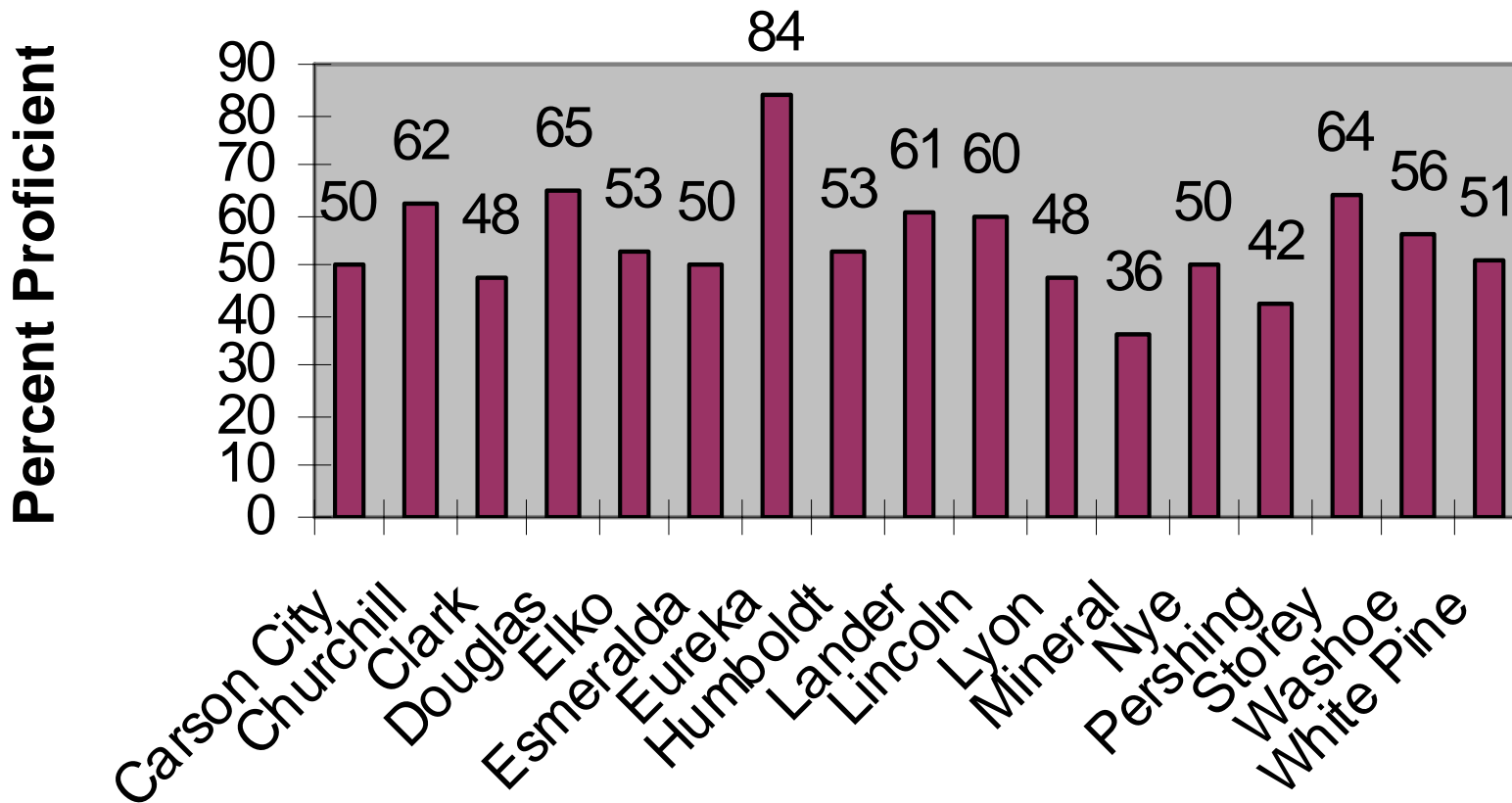
For 3rd Grade Math, % Proficient by District



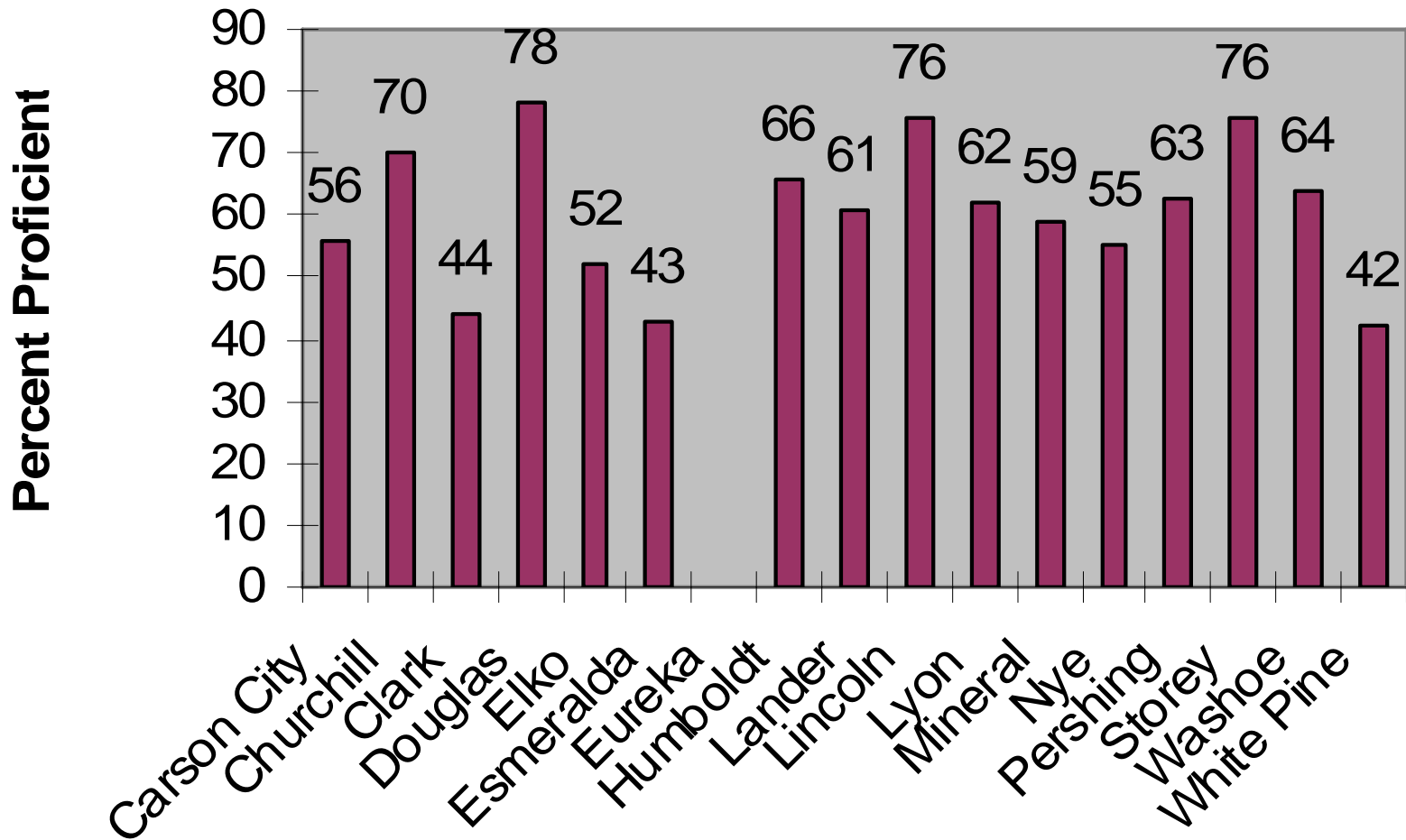
For 5th Grade Reading, % Proficient by District



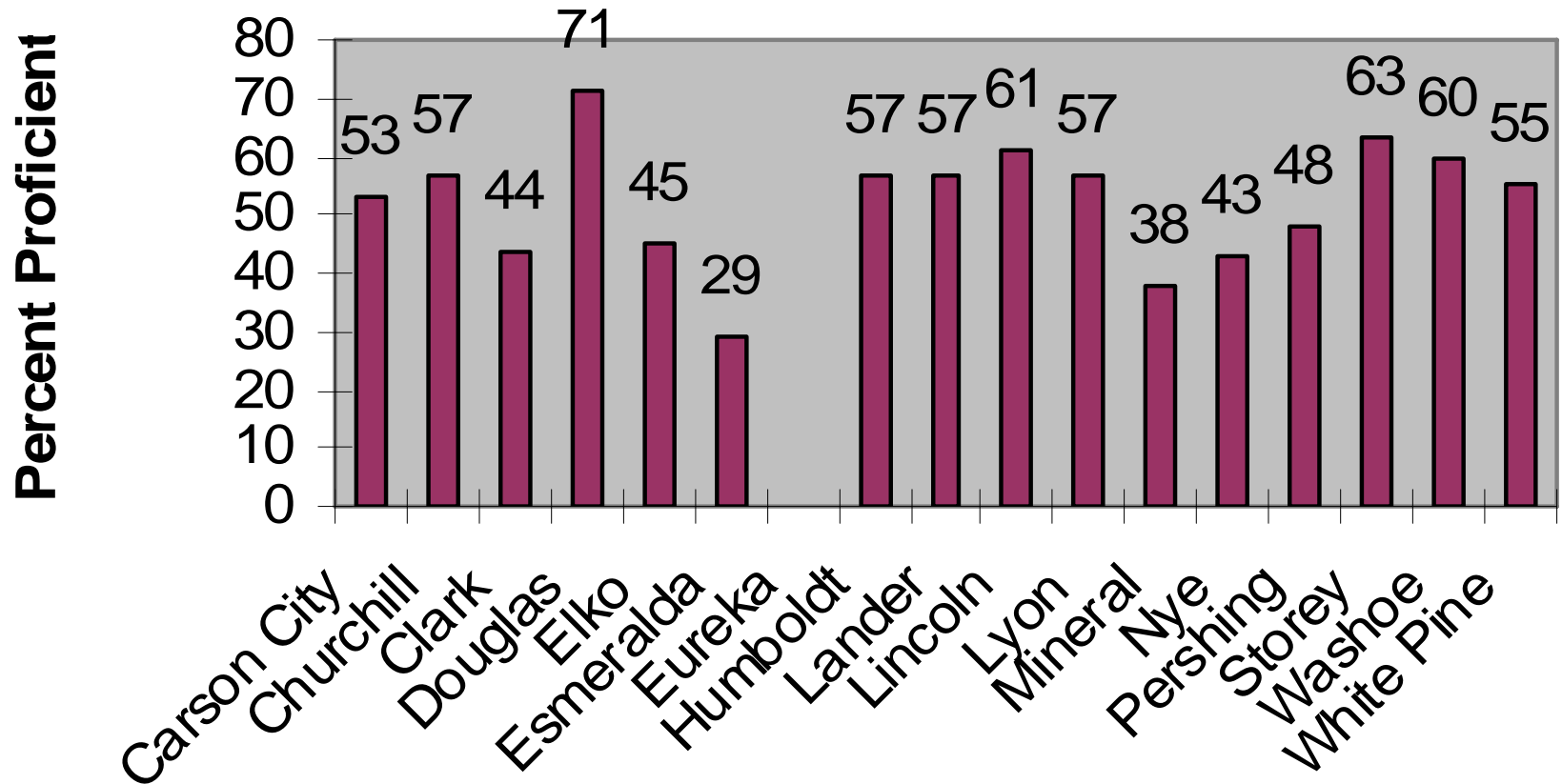
For 5th Grade Math, % Proficient by District



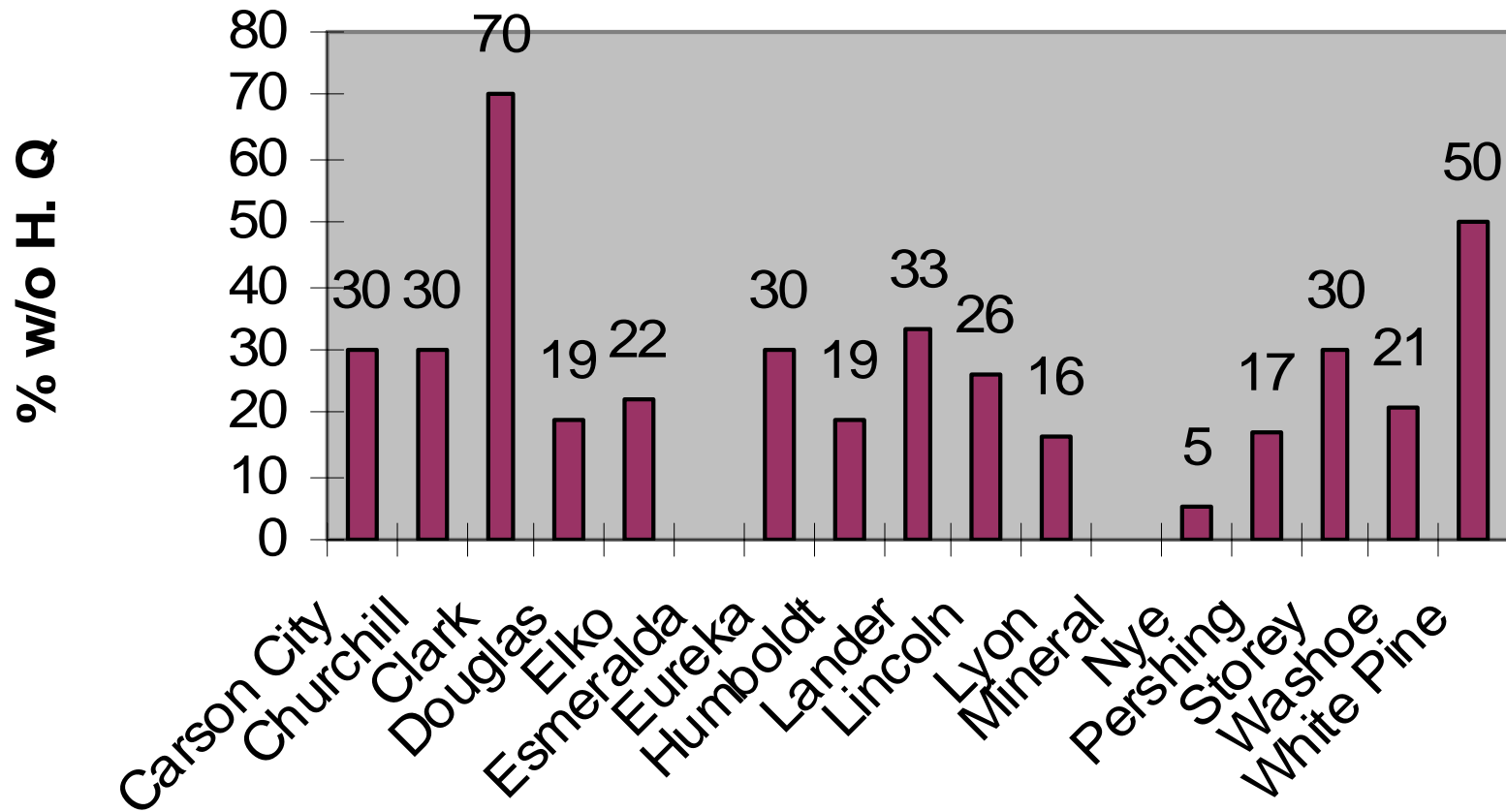
For 8th Grade Reading, % Proficient by District



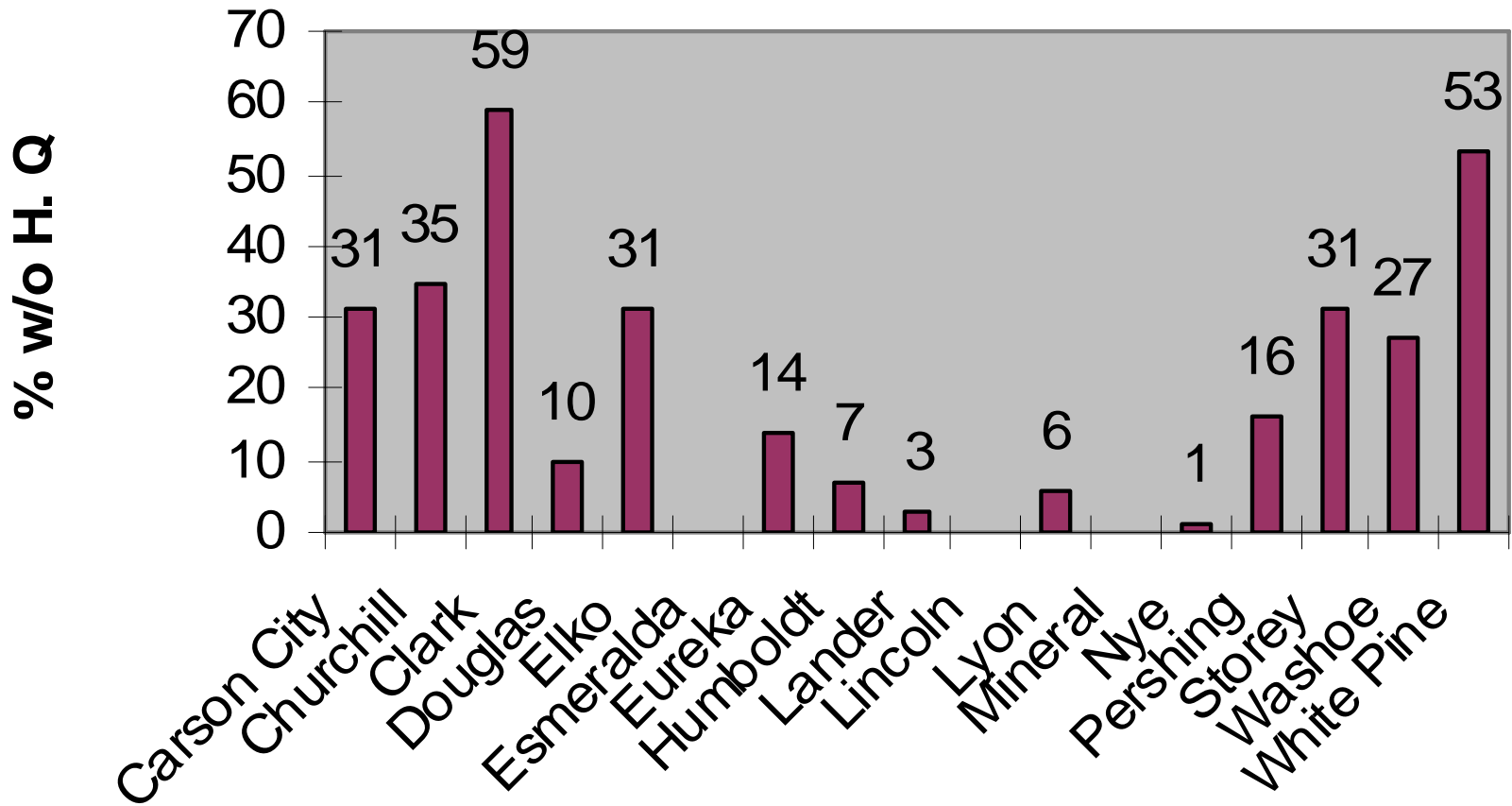
For 8th Grade Math, % Proficient by District



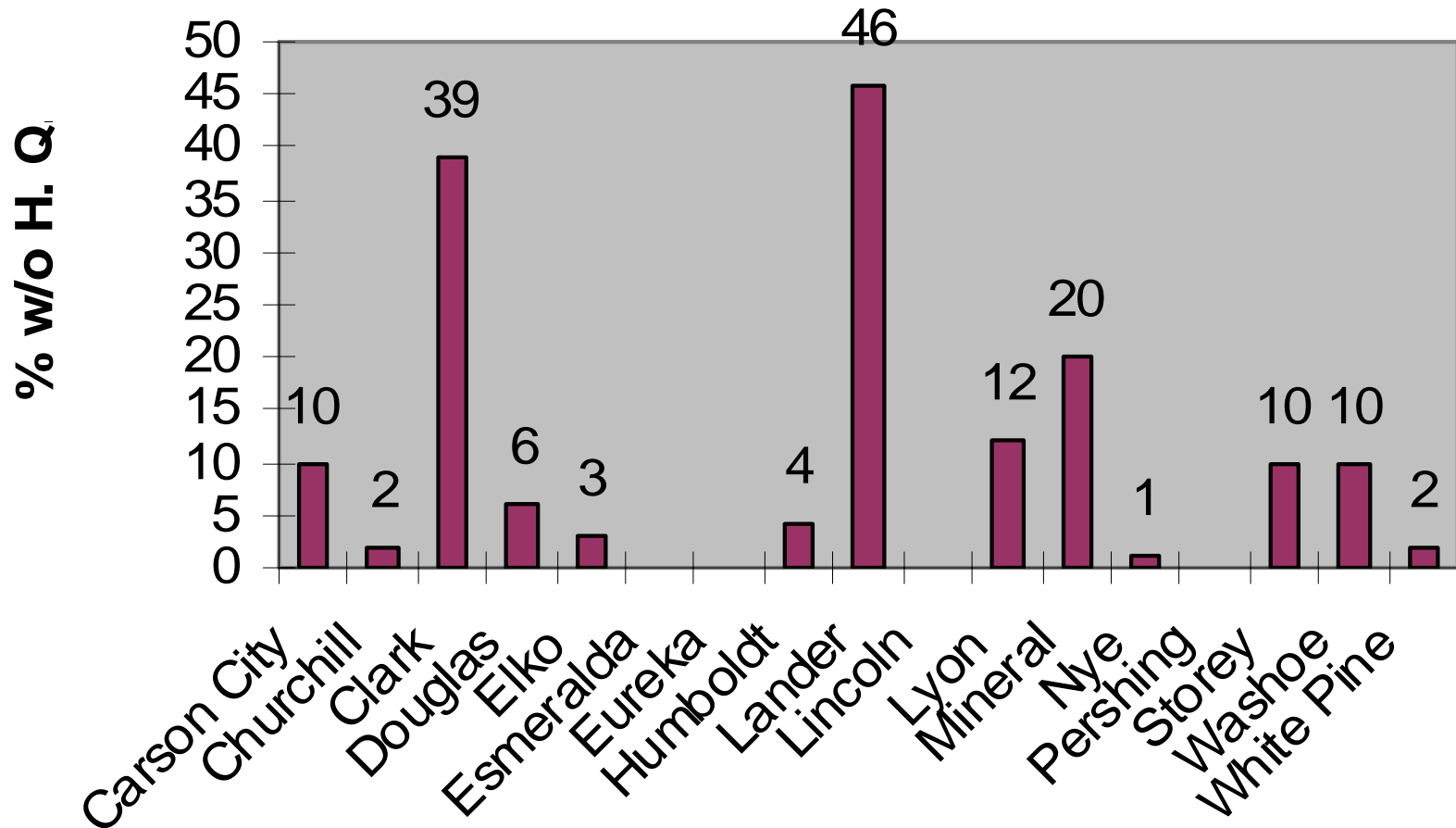
Percent of Classrooms Taught by
NOT Highly Qualified Teachers
for English/Reading/Language Arts



Percent of Classrooms Taught by **NOT** Highly Qualified Teachers for Mathematics



Percent of Classrooms Taught by **NOT** Highly Qualified Teachers for Elementary





Site Visitations to Selected Schools

- School Improvement Plan
- Walk-through of school
- Interviews:
 - Principal
 - 2-4 teachers (Language Arts, & Math)
 - Other Administrators and/or Counselor



Schools Visited

Dayton Intermediate

Empire Elementary

Palmer Elementary

Allen Elementary

Deserts Heights Elementary

West Wendover Elementary

West Wendover Junior/High

Hug High School

Galloway Elementary

Cambeiro Elementary

Hafen Elementary

Silver Stage Middle

Cashman Middle

Brown Middle

Clarke Middle

Carson Middle



School Improvement Plans

- Compliance with spirit of the law
- Alignment issues
 - Effective SIPs
 - Symptoms v. Root Causes
 - Paper work only
- Silver bullet programs



Data Based Decisions and Accountability

- Effective use of data
- Data based instructional programs
- Skill levels of teachers and principals



Principal Leadership Styles

- Strong Instructional Leaders
- AYP Managers
- Caretakers



Staff Development

- Role of Regional Professional Development Program (RPDP)
- RPDP and SIPs
- Types of staff development



Individual Education Plan (IEP) Students

- IEP students v. Adequate Yearly Progress (AYP)
- Small enrollments
- Students in multiple categories



Title I Schools v. Non-Title I Schools

- Funding equity
- Bubble schools
- Instructional leader v. Fund raiser



Recommendations Related to the Review

1. Require a standard format reporting
 - Funding, reporting, categories, etc.
2. Establish a continuous monitoring of individual student progress
 - District to district
 - Year to year



Recommendations Related to the Review (continued)

3. RPDPs focus on training for schools to:
 - Support strategic alignment of assessment, curriculum, and instruction
 - Support effective SIPs aligned with assessed needs
4. Assess the effectiveness of Technical Assistance Partnerships
5. Document the effective use of remedial funds



Recommendations Related to the Review (continued)

6. In addition to AYP data, document continuous incremental progress student by student
7. Provide incentives for development and implementation of high quality SIPs
8. Reduce the funding gap between Title I schools and "almost" Title I schools
9. Consistent longitudinal data - select appropriate test & do not change for several years