

LEGISLATIVE COMMITTEE ON EDUCATION

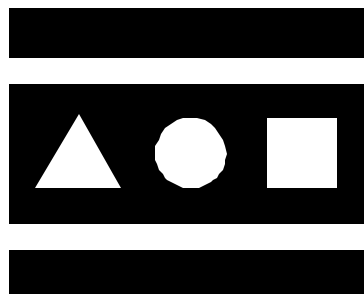
COMPREHENSIVE REVIEW F EDUCATION REFORM IN NEVADA

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SEPTEMBER 26, 2000, CARSON CITY, NEVADA

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INTRODUCTION

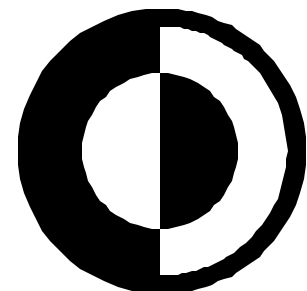
This document, “Comprehensive Review of Education Reform in Nevada,” is a report prepared for the Legislative Committee on Education concerning the impact of major reform initiatives from the last decade. Two significant reform initiatives were presented for legislative action during this period that continue to have financial and policy impacts at the state level. The data contained within this report provides an overview of the implementation and impacts of those initiatives. The committee requested this data in an effort to inform the discussion about future directions for these initiatives.

Structure of the Report

The report is divided into four sections. The first section provides profiles of six Nevada schools that have shown significant achievement gains since the Nevada Education Reform Act was enacted. The schools differ somewhat in how they approached reform, but all are scoring well on the statewide proficiency exams. Additionally, these schools and their principals have certain common characteristics that are worth noting.

Two data sections review reform implementation and results. They describe through key indicators how each element of reform has been implemented, in effect providing an outline of the new educational infrastructure. The data included in these sections also shows the impact the system has had upon student achievement and school improvement to date.

The final portion of the report contains a series of policy issues associated with the initiatives that could provide a starting point for discussions concerning future directions for these school improvement systems.



INTRODUCTION

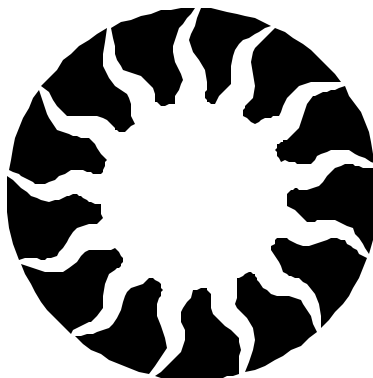
Education Reform Initiatives

This report describes components of two major reform initiatives undertaken by the Nevada Legislature in the past decade: (1) the Class-Size Reduction Act of 1989; and (2) the Nevada Education Reform Act of 1997.

CLASS-SIZE REDUCTION

The 1989 Nevada Legislature enacted the Class-Size Reduction Act, becoming one of the first states to embrace the strategy of reducing class-size to improve pupil achievement. The measure was designed to reduce the pupil-to-teacher ratio in the public schools, particularly in the earliest grades and in classrooms where the core curriculum is taught.

The program proceeded in several phases. The first step reduced the ratio in selected kindergartens and 1st grade for the 1990-1991 school year. The following school year, 2nd grade ratios were similarly reduced, along with certain at-risk kindergartens. Due to budget shortfalls late in 1991 and continuing state fiscal needs, the 3rd grade phase was delayed until the 1996-1997 Fiscal Year when partial funding was provided at a 19 to 1 ratio. Those funding formulas continued through the 1999-2001 biennium. The 1999 Legislature also approved a pilot program by the Elko County School District to reduce pupil-to-teacher ratios to 22 to 1 in grades kindergarten through 5 in an effort to eliminate team teaching. The district is required to complete an evaluation and report back to the 2001 Legislature.



INTRODUCTION

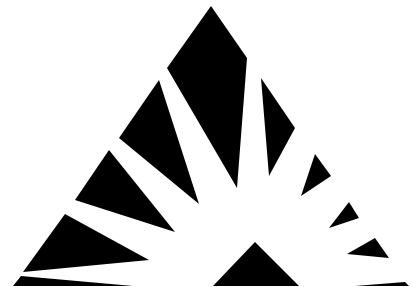
Education Reform Initiatives

NEVADA EDUCATION REFORM ACT OF 1997 AND 1999 AMENDMENTS

The 1997 Legislature passed a sweeping reform package called the Nevada Education Reform Act (NERA). The major components of Senate Bill 482 include standards and assessments, accountability, technology, and legislative oversight. The measure completes the statewide accountability program, linking achievement data with school improvement; provides policymakers at all levels with the data needed to make informed decisions concerning the system of public education; provides for the implementation of technology in public schools; and creates a cohesive structure for education reform by:

- Implementing statewide academic standards in core subjects;
- Linking statewide tests to those standards;
- Holding schools accountable for performance, as measured by improved statewide accountability reports;
- Establishing a process for individual student remediation and school improvement; and
- Providing legislative review of the entire process.

Most significantly, NERA provides a structure for the Legislature to view the public education system as a whole; to establish a statewide mission statement; to formulate a series of goals; to identify policies and programs that foster change; and generally to set the tone for reform and improvement.



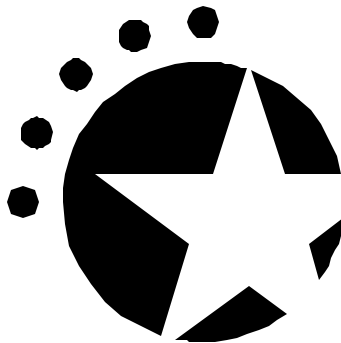
INTRODUCTION

Education Reform Initiatives

With regard to accountability, the Nevada Education Reform Act (NERA), as modified in 1999, establishes a system to evaluate the performance of public schools through criteria that place schools into one of four categories, those demonstrating:

- Exemplary achievement;
- High achievement;
- Adequate achievement; and
- Need for improvement.

The criteria for such placement includes academic achievement based upon average test scores as well as student primarily attendance rates.



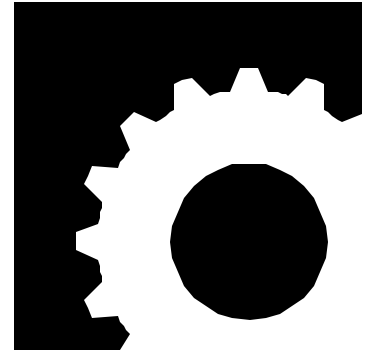
Schools that need improvement advance through three phases. The first year that a school is identified as demonstrating need for improvement, the school district is required to establish a school improvement plan. Remediation programs that have been shown to improve pupil achievement must be adopted. If the school is designated again as demonstrating need for improvement, it is placed on academic probation, and the State Department of Education must adopt an improvement plan. If the school continues this ranking for a third year, the bill allows the Superintendent of Public Instruction to appoint a panel to evaluate the school and appoint a new administrator for the school.

The NERA also requires that additional accountability data be collected, including the presence of computer technology, incidents at school involving alcohol or controlled substances, and parental participation, among others. High schools must report the percentage of their graduates requiring remedial course work within institutions of the University and Community College System of Nevada.

INTRODUCTION

Education Reform Initiatives

Appropriations were made by both the 1997 and 1999 Legislatures to provide school districts with funds for effective programs of remediation for schools in which a significant number of pupils failed the statewide proficiency examinations. In accordance with the Nevada Education Reform Act (NERA), each year the Legislative Committee on Education approves a list of programs that have been found to be effective in improving student achievement. The funds are then distributed to schools that have decided to use one or more of these programs.



The preamble of the bill and members of the Legislative Committee on Education have established guiding principles for NERA:

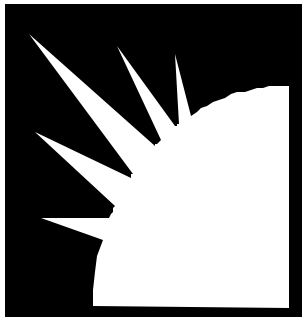
- Nevada's system of public education must support high standards for all students and high expectations that they will achieve those standards;
- The state must invest its efforts and its resources in education programs that produce results tied to achieving those standards - Nevada can no longer afford unproductive policies and programs;
- Education policy at the state and local level must be informed by reliable, high-quality data concerning this reform package and the effectiveness of our system of public education as a whole; and
- The process of reform must create a cohesive structure. The standards developed under NERA should be linked to new statewide assessments. In the same manner, technology, accountability, remediation, and school improvement must be built into that same structure.

INTRODUCTION

Education Reform Initiatives

During the 1999 Legislative Session, the NERA was further strengthened through the passage of:

- Senate Bill 466 which provides for a comprehensive revision of state-level education governance structures to improve accountability and to align Nevada's academic standards with statewide requirements for courses of study, curriculum, testing, and funding. The measure is designed to complete the reform process by linking academic standards to teacher quality initiatives, and it provides for responsible, directed use of funding to improve academic achievement and for effective remediation of pupils. The bill also creates a cohesive structure for financial accountability by providing policymakers with access to spending information at the school-site level. This measure also makes the Council to Establish Academic Standards permanent; requires examinations to measure pupils' proficiencies in the new state standards; and provides assistance to pupils who were not able to pass the new, more challenging High School Proficiency Examination in math.
- Senate Bill 555 which contains significant funding to support: (1) five school improvement projects; (2) remedial education programs that have been found to be effective in increasing academic achievement in low-performing schools; (3) approved programs of remediation and tutoring for pupils at risk of failure (these programs will be conducted before or after school, during the summer, or between sessions in a year-round calendar; (4) four regional professional development programs with "sponsoring" districts being Clark, Douglas, Elko, and Washoe Counties; (5) funding for new tests to measure the proficiency of 3rd and 5th graders in the new standards; and (6) a contract to provide the expertise and credibility necessary to strengthen the High School Proficiency Examination program.

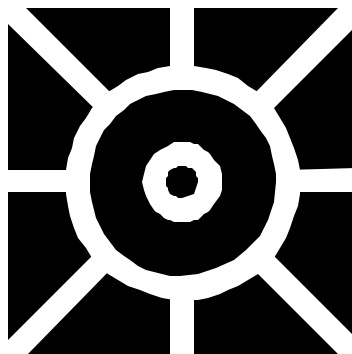


INTRODUCTION

Education Reform Initiatives

The Nevada Education Reform Act (NERA) established a Council to Establish Academic Standards to complete the state's standards writing effort and a special Commission on Educational Technology to establish a statewide educational technology plan. The stated purpose of the NERA as a standards-based reform initiative is to improve student achievement. The Legislative Committee on Education noted early on that high academic standards are the key to this effort. Such standards establish common expectations among students, teachers, parents, and policymakers. Quality standards help drive everything in the system of public education from the selection of textbooks and teaching materials to methods of classroom instruction. They provide the blueprint for school improvement efforts and establish guidelines for teacher training and professional development activities. They are in every sense the foundation for the state's system for improving public schools.

What follows are profiles of a few of the many schools that accepted the challenge of NERA and are making it work for their students.



SCHOOL PROFILES

Overview of Success Factors

SCHOOL PROFILES – OVERVIEW

As part of the Comprehensive Review of Education, school profiles were completed for six schools that have demonstrated both significant and meaningful (substantive) gains on the state-required norm-referenced test (*TerraNova*). The test results utilized for this review were those from the October 1997 and October 1999 administrations. For a school to be eligible, a substantive gain must have occurred in one or more subject areas with no decrease in performance in any subject area. To establish gains, 1997 school level Normal Curve Equivalent (NCE) scores were subtracted from 1999 school level NCEs. NCEs were established by transforming school level National Percentile Ranks into NCE scores. Based upon criteria received from CTB/McGraw-Hill testing company, a significant/meaningful gain is defined as at least a 5.0 NCE gain from 1997 to 1999. (NOTE: The Department of Education provided the list of schools meeting the criteria.)

As a result of this review, 60 elementary schools, 16 middle schools, and 15 high schools were identified. Of these, there were 18 elementary schools, 4 middle schools, and 3 high schools that made significant gains across all subject areas of reading, language, math, and science. Because of time constraints, only six of these schools were chosen for school profiles. In addition to significant achievement in test results, schools were chosen based on type of school (elementary, middle, or high), location, and type of education/remediation programs implemented. This selection of schools provides a sample of the many schools across the state that have worked diligently to improve student achievement, and without time constraints, many more schools would have been reviewed.

SCHOOL PROFILES

Overview of Success Factors

SCHOOL PROFILES – OVERVIEW

Schools Selected for Profiles

School District	School	Percentage of Subject Areas with Significant Gains
Clark County	Booker Elementary	4
	Cashman Middle	4
Humboldt County	McDermitt Elementary	4
Lincoln County	Meadow Valley Middle	4
Storey County	Virginia City High	4
Washoe County	Lenz Elementary	4

Table 1

For each of the six schools chosen, school staff, including the principal, were interviewed to discuss factors that have lead to the significant increase in student achievement at the school. The district superintendent or area superintendent was also interviewed to gain an outside perspective regarding the increase in achievement. Topics addressed during the interviews include:

Interview Topics
<ul style="list-style-type: none">• Principal Characteristics• Staff Characteristics• Student Characteristics• Parent Participation• School Location and Surrounding Community• Professional Development• Remediation Programs• Financial Support for Remediation• Curriculum and New State Standards• Testing• Accountability• Technology• School Safety

Table 2

SCHOOL PROFILES

Overview of Success Factors

SCHOOL PROFILES – OVERVIEW

Schools Selected for Profiles

Upon compiling and reviewing the information received from the six schools, it became apparent that although each school was unique in many ways (i.e., student characteristics, community influences, remediation programs implemented, et cetera.), there were some “success factors” that influenced the achievement rate, to some extent, across all of the schools reviewed:

<p style="text-align: center;">Success Factors Common to Successful Schools</p> <ul style="list-style-type: none">• Strong Leadership• Unified, Experienced Staff• Parent/Community Involvement• Professional Development• Alignment of Curriculum to National and State Standards• High Expectations for All Students
--

Table 3

With regard to leadership, researchers have identified several characteristics that are important in providing sound leadership. In a paper by Bess Keller, “Principal Matters,” *Teacher Magazine*, November 11, 1998, the following characteristics are documented:

<p style="text-align: center;">Characteristics of a Good Principal</p> <ul style="list-style-type: none">• Recognizes teaching and learning as the main business of a school;• Communicates the school’s mission clearly and consistently to staff members, parents, and students;• Fosters standards for teaching and learning that are high and attainable;• Provides clear goals and monitors the progress of students toward meeting them;• Spends time in the classrooms and listening to teachers;• Promotes an atmosphere of trust and sharing;• Builds a good staff and makes professional development a top concern; and• Does not tolerate bad teachers.
--

Table 4

SCHOOL PROFILES

Overview of Success Factors

SCHOOL PROFILES – OVERVIEW

Schools Selected for Profiles

It is interesting to note that all of the “success factors” that were noted earlier for our profile schools are addressed to some extent in the characteristics of a good principal.

Following this overview section are individual profiles of the six schools selected for review. For each profile, the following information will be provided:

School Profiles - Content
<ul style="list-style-type: none">• Success Factors for the School• Location of the School• Principal Characteristics• Teacher Characteristics• Student Characteristics• Student Performance• Interview with Principal, Staff, and Superintendent

Table 5

SCHOOL PROFILES

Kermit R. Booker Senior Elementary School

CLARK COUNTY SCHOOL DISTRICT

Location

Kermit R. Booker Elementary School is located in the Clark County School District, in a predominately low-income neighborhood within Las Vegas. The school includes pre-kindergarten through fifth grade.

Principal

When you call Booker Elementary School, the voice you hear will say, "It's a wonderful world at Kermit R. Booker. How may I help you?" That's the way Principal Beverly Mathis, describes the environment of the school. Ms. Mathis is a veteran in public education; she taught for 26 years in elementary school before she was appointed as principal to Booker in 1995.

Students and Teachers

The staff of Booker Elementary School is comprised of thirty-six teachers (including four pre-kindergarten teachers, one *Success for All* facilitator, one learning strategist, one reading specialist), one administrator, one counselor, one librarian, and two secretaries.



Photo 1 Courtesy of Clark County School District.
Beverly Mathis, Principal of Booker, and students.

Booker Elementary Success Factors

**Strong Leadership at the School
Level**

**High Expectations for Academic
Excellence**

**Alignment with Academic
Standards & Curriculum Mapping**

**Measurable Academic Goals for the
Short- and Long-term**

Professional Development

Stable/Consistent Staff

**Strong Parent/Community
Involvement**

Table 6

SCHOOL PROFILES

Kermit R. Booker Senior Elementary School

CLARK COUNTY SCHOOL DISTRICT

Students and Teachers

1998-1999 STUDENTS		
Enrollment		341
Ethnic Groups		
White		0.9
Black		93.2
Hispanic		5.6
Asian American		0.3
American Natives		0
Students eligible for Free/Reduced-Priced Lunch		97%
Attendance Rate		92%
Transiency Rate		47%
TEACHERS		
Number of Teachers		36
Teaching Experience		
New -3 yr		38%
4-9 yr		45%
10 yr+		17%

The student population of Booker Elementary School is comprised of about 93 percent African American and 6 percent Hispanic, with white and Asian making up a little more than 1 percent. The poverty level of the student population is very high with 97 percent of the students qualifying for free or reduced lunch/breakfast.

Progress In Student Performance

Principal Mathis is right! Booker is a wonderful place for learning; students in Booker have made phenomenal progress in academic achievement. As demonstrated in the charts, student achievement measured by the statewide tests has significantly improved in Booker. In 1997, when the statewide norm-referenced test, *TerraNova*, was first administered, Booker ranked in the

Table 8

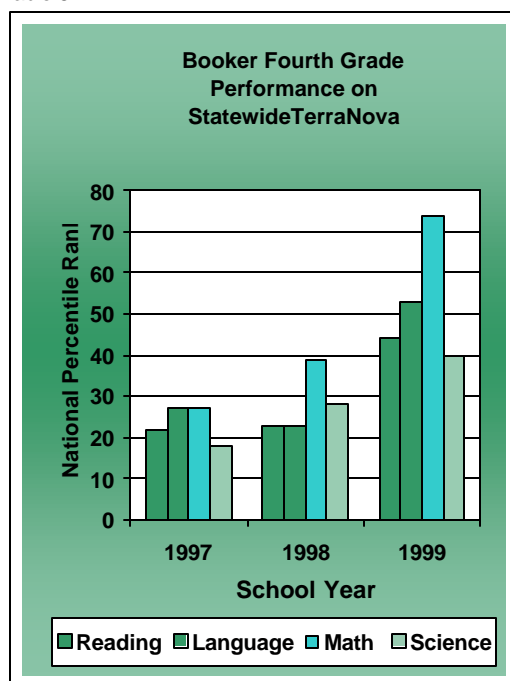


Table 9

bottom quarter compared to a national norm group in all four subjects tested. Two years later, Booker students exceeded most of the students in the norm-group in math and language. Their performance in reading and science, still below national average in 1999, has also made great progress in student achievement.

FOURTH GRADE PERFORMANCE ON TERRANOVA TEST						
SCHOOL YEAR 1997-1998 TO 1999-2000						
	% BOTTOM QUARTER			% TOP QUARTER		
SUBJECT	OCT. 1997	OCT. 1998	OCT. 1999	OCT. 1997	OCT. 1998	OCT. 1999
READING	56.4	56.4	17.1	5.1	5.1	7.3
LANGUAGE	51.3	48.7	17.1	5.1	10.3	22.0
MATH	51.3	41.0	4.9	5.1	17.9	43.9
SCIENCE	65.8	43.6	26.2	2.6	5.1	9.5

Table 7

SCHOOL PROFILES

Kermit R. Booker Senior Elementary School

CLARK COUNTY SCHOOL DISTRICT

Students and Teachers

The proportion of students who scored in the bottom quarter of the *TerraNova* test has been reduced across all of the four subject areas, while the proportion of students who scored in the top quarter of the test increased in all the subjects.

The extraordinary improvement attained over past years has allowed Booker to get rid of a designation as “in need of improvement” received in 1998 and 1999. The school ranks in the “adequate” category for 2000 based on the statewide *TerraNova* results. On March 3, 2000, Booker received recognition from the Nevada Legislative Committee on Education for its “outstanding effort on student achievement.” In May 2000, Booker received “Making the Grade” award from the Clark County School District.

But “Rome was not built in a day.” Booker’s effort to improve student achievement started many years ago. When Ms. Mathis was appointed as the principal to Booker in 1995, she envisioned today’s success of the school. Ms. Mathis shared her vision with her staff, students, and the community. Together, they have been working hard and moving toward their goals step by step.

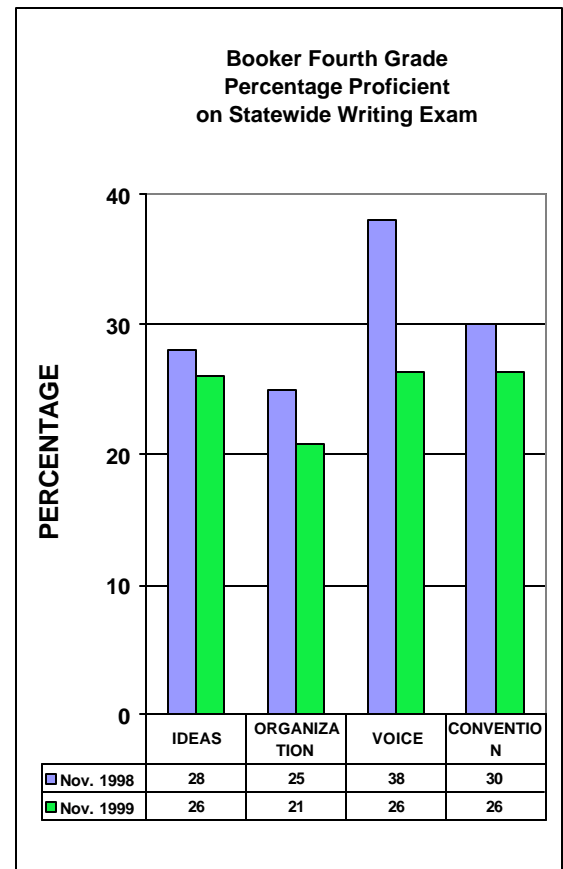


Table 10

SCHOOL PROFILES

Kermit R. Booker Senior Elementary School

CLARK COUNTY SCHOOL DISTRICT

Comprehensive School Improvement

With assistance from the Clark County School District, the Booker staff has produced its school improvement plan and revised the plan as needed. Since 1995, curriculum in Booker was aligned and realigned with the national, the Nevada state, and the districtwide academic standards as these standards were released. Curriculum was developed based on the statewide curriculum framework. Curriculum mapping was also completed to eliminate teaching gaps. Reading comprehension and math computation have been the foci for improvement of student achievement. Everyone on campus knows the two focus points by heart.

The first step to implement the school improvement plan was to make Booker a place where children wanted to go. Principal Mathis and her staff chose a theme for the school-“It takes an entire village to raise a child” – and they put the theme into action. Although located in a high poverty area of Las Vegas, Booker has enjoyed tremendous support from the community. As Ms. Mathis wrote in her article, “Wonderful World,” “We hosted a back-to-school picnic in August to meet all our wonderful families and acquaint them with the staff’s expectations for academic excellence. In October, we sponsored our Gents and Lads Banquet, highlighting our boys and men. This is now an annual community affair. In May came the Mother/Daughter Banquet. We started monthly citizenship programs where our children could demonstrate their talents. We entered the Dr. Martin Luther King Jr. Parade (our entry has won five years in a row). A grandparents program, a volunteer readers program, and many others helped us build a school to be proud of.”

SCHOOL PROFILES

Kermit R. Booker Senior Elementary School

CLARK COUNTY SCHOOL DISTRICT

Comprehensive School Improvement

The Booker staff has integrated all resources received for remediation into their comprehensive plan for school improvement. Remedial and/or enhancement programs were carefully selected based on analysis of the statewide and districtwide testing results to address deficiencies in specific content areas in the curriculum. The Success for All program was used in Booker as a fundamental structure for classroom instruction. Computer Curriculum Corporation/Success Maker was used as an exercise program for reading and math while Accelerated Reader was used as a motivation program for reading improvement. Based on the nature of various funding sources, each funding was used tactfully for different needs. Federal Title I funding was used to cover the cost of Success for All program facilitator and a teaching position in the computer laboratory while state remediation funds were used for program materials, tutoring, supplies, et cetera.

To better prepare children for schooling, a pre-school program for four-year-olds funded by a federal grant has been in place for at least six years. Last year, a pre-school program for three-year-olds was implemented due to the effectiveness of the four-year-old pre-school program in preventing deficiencies in later grades.

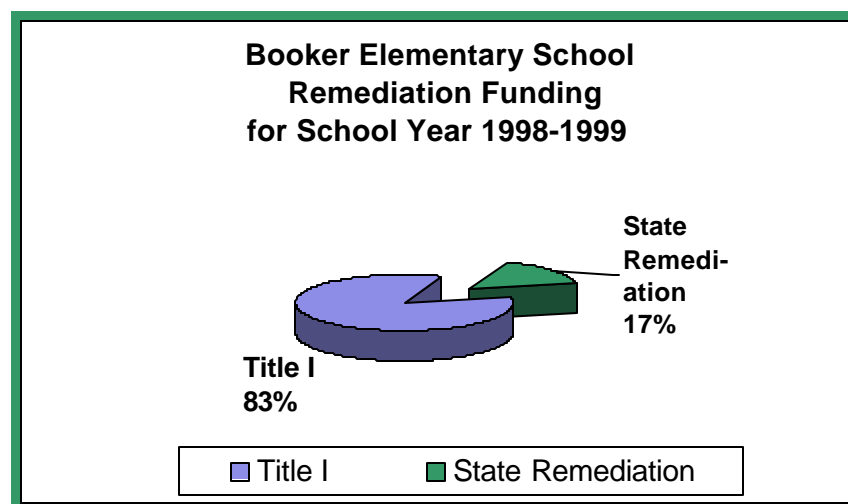


Table 11

SCHOOL PROFILES

Kermit R. Booker Senior Elementary School

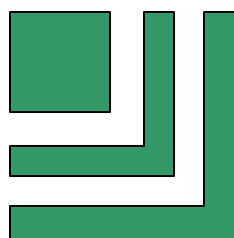
CLARK COUNTY SCHOOL DISTRICT

Comprehensive School Improvement

Professional development is a key element for Booker's success. Teachers stay in Booker by their own choice and very little turnover happened in the past few years. As a school implementing the Success for All program, every teacher received training from the program. Some of staff members attended the Success for All conference in order to share information learned with their peers. Success for All program provides on-site training for teachers and assistance for problem solving. Due to the intensive training by the remedial enhancement programs selected, teachers are able to use the results of the Computer Curriculum Corporation Success Maker daily assessment and the Success for All eight-week assessment, along with the statewide *TerraNova* test and the districtwide Standards Based Assessment Program (a successor to the Curriculum Based Assessment Program), to identify progress as well as deficiencies in student achievement.

Technologies have served as an alternative means for learning. Every classroom in Booker has at least one computer and all of the classrooms have access to the Internet. In addition, Booker has a computer laboratory with 22 networked computers. The computer based programs, such as Computer Curriculum Corporation/Success Maker and Accelerated Reader, have been installed for academic reinforcement.

The accomplishments of the school are due to many factors, but according to Marjorie Conner, the school district's Area Superintendent for Booker, the leadership of Principal Mathis is a major reason for the school's successes. It is now the beginning of a new school year and it is a new starting point for Booker. As Ms. Mathis pointed out, "The listing (Booker as a school of 'in need of improvement') is now a thing of the past. But there will always be a need to improve through academics at Kermit Booker; there will always be a need to set new goals and keep moving toward them. So we'll keep moving. Now, each day, we know we're on the right track."



SCHOOL PROFILES

Cashman Middle School

CLARK COUNTY SCHOOL DISTRICT

LOCATION

Cashman Middle School is a 40-year-old school, located in Northwest Las Vegas Valley in Clark County School District. The community served by the school is diverse and highly transient; housing primarily consists of apartments.

PRINCIPAL

Evans Rutledge has been in the education profession for thirty-two years. During this time, Mr. Rutledge has been a principal for nineteen years; four years out-of-state and beginning his eighth year as principal at Cashman Middle School.



Photo 2 Courtesy of Clark County School District. Evans Rutledge, Principal of Cashman Middle School and students.

STUDENTS AND TEACHERS

The staff of Cashman Middle School is highly dedicated, creative, and professional. Prior to the 1999-2000 school year, the staff turnover rate was relatively high, with an average of 15 to 20 teachers leaving each year; during the 1999-2000 school year, only 10 teachers chose to leave the school.

The student population of Cashman Middle School is of a highly diverse people; it is a "minority-majority" school. Students come from up to forty different countries, with 48 percent Hispanic, 27 percent White, 14 percent Black, 10 percent Asian American, and 1 percent American Indian.

Cashman Middle School Success Factors

Leadership

Unified Professional Staff

**Publicity Surrounding Designation of
the School**

Declaring "WAR" on the *TerraNova* Test

High Expectations for ALL Students

Professional Development

Table 12

SCHOOL PROFILES

Cashman Middle School

CLARK COUNTY SCHOOL DISTRICT

Student Performance

STUDENTS – School Year 1998-1999	
Enrollment	1,331
Ethnic Groups	
White	27%
American Indian	1%
Black	14%
Hispanic	48%
Asian American	10%
Others	0%
Students eligible for Free/Reduced-priced Lunch	NA
Attendance Rate	91%
Transiency Rate	48%
TEACHERS – School Year 1998-1999	
Teaching Experience	
New-3 yr	50%
4-9 yr	31%
10 yr+	19%

Table 13

Student performance includes skills measured on the statewide norm-referenced test, *TerraNova*, and the statewide writing examination administered each fall. These tests measure reading, language arts, math, science, and writing skills for students.

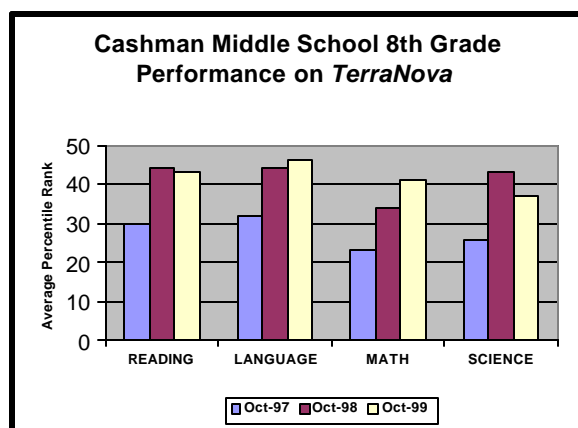


Table 14

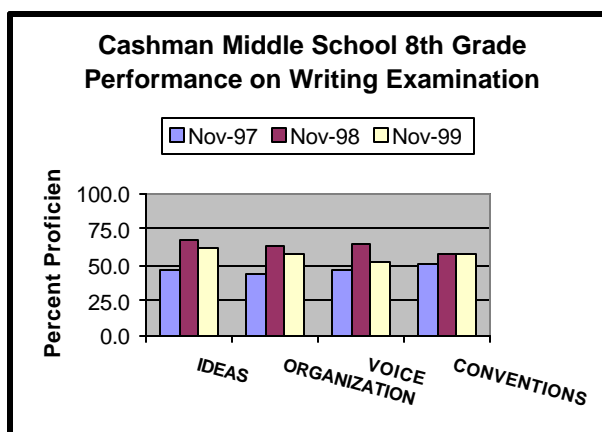


Table 15

SCHOOL PROFILES

Cashman Middle School

CLARK COUNTY SCHOOL DISTRICT

Student Performance

Cashman Middle School has made substantial progress in improving student achievement since 1997. The proportion of students scoring in the bottom quarter of the *TerraNova* test has decreased substantially across all four subject areas, while the proportion of students scoring in the top quarter has increased, particularly in the subject areas of math and science. When looking at the percentile rankings for Cashman, students have made progress and are now approaching the average performance of the norm-group (50th percentile). In writing, Cashman students have made considerable progress across all four writing traits.

SUBJECT	% BOTTOM QUARTER			% TOP QUARTER			AVERAGE PERCENTILE RANK		
	Oct-97	Oct-98	Oct-99	Oct-97	Oct-98	Oct-99	Oct-97	Oct-98	Oct-99
Reading	45.4	25.1	29.6	11.9	12.5	15.0	30	44	43
Language	45.0	26.8	22.1	10.8	14.3	15.4	32	44	46
Math	54.6	36.6	32.5	6.0	8.4	13.3	23	34	41

Table 16

Success Factors

Based upon October *TerraNova* test scores, Cashman Middle School was designated as demonstrating “need for improvement” during the 1997-1999 school year. This designation meant that more than 40 percent of its students performed in the bottom quarter in each of the subject areas of reading, language, math and science. By the following school year, the school was no longer designated; in fact, there was no one subject area in which more than 40 percent of its student scored in the bottom quarter. What happened? If you ask Mr. Rutledge, it is clear that everyone (including staff and students) viewed the 1997 performance on the *TerraNova* test as “unacceptable” and he and staff of Cashman “rededicated themselves to improving student achievement.” Dr. Allen Coles, Area Superintendent, also believes that once the school was designated as demonstrating “need for improvement,” staff directed all efforts toward improving student achievement. Dr. Coles also indicated that it was Mr. Rutledge who was “successful in rallying staff to create the climate for change.” Mr. Rutledge and staff have implemented creative programs to increase student achievement at Cashman Middle School:

SCHOOL PROFILES

Cashman Middle School

CLARK COUNTY SCHOOL DISTRICT

Success Factors



Photo 3 Courtesy of Clark County School District.
Mr. Rutledge, Principal of Cashman Middle School, with students.

Upon being designated as demonstrating “need for improvement,” Mr. Rutledge and staff came to a decision to use the publicity surrounding the designation to their advantage. The goal would be to communicate to all staff, students, parents, and the community that performance on the examination was “unacceptable.” The school district provided assistance to Cashman staff in how to address the public regarding the designation, and staff rallied to communicate to everyone that increasing student achievement would be the primary focus of the school. In one interview, Candice Staples, mathematics teacher, was quoted as “declaring war on the *TerraNova*.”

An item analysis was completed on the *TerraNova* test results to determine the areas with the greatest deficiencies. From there, the learning strategist for the school worked with teachers to develop plans for improving student achievement in the specified areas. During the October 1998 administration of the *TerraNova* test, Mr. Rutledge visited each class in the school and told students to “knock the socks off the exam.” Students did just that! As a celebration for how well students scored on the examination, a “TerraFest” was held during the school year; this is now an annual event.

SCHOOL PROFILES

Cashman Middle School

CLARK COUNTY SCHOOL DISTRICT

Success Factors

Professional development was provided to all teachers covering many areas including, test-taking strategies. Teachers in every subject area, including music, art, physical education, et cetera, were given an assignment to prepare test-taking strategies specific to the classroom. Mr. Rutledge required the strategies to show the relationship of the subject matter content to real life situations. Training was also provided to teachers on the different learning styles of students (visual, auditory, kinesthetic, combination). All new teachers receive this training upon hire.

With regard to the new state standards, a third staff development day was granted to Cashman teachers during the 1998-1999 school year, to begin curriculum mapping to the new state standards. In addition to aligning curriculum to the new standards, teachers developed Benchmark Assessments for each of the core subject areas of reading, language arts, mathematics, science, and social studies, as well as for all elective classes. The Benchmark Assessments are administered every nine weeks to determine the level of knowledge of the student body and to adjust curriculum, as necessary. Benchmarks for students are published in the newsletter that is sent to parents, and each classroom has the benchmarks posted on the wall.

In order to prepare students for what they would be expected to learn in each subject, Course Expectation Sheets were developed by teachers to provide academic and discipline requirements for each course offered at Cashman Middle School. These sheets are taken home by the student and must be signed by parents, with current telephone numbers provided. Course Expectation Sheets provide the information contained in the Table 15.

Course Expectation Sheets

Overview of Curriculum

Requirements of the Course

Grading System

Discipline Requirements

Table 17

SCHOOL PROFILES

Cashman Middle School

CLARK COUNTY SCHOOL DISTRICT

Progress in Student Performance

Staff of Cashman Middle School has also worked hard to create a positive school climate. Students are now provided with a 45-minute lunch period, instead of 30-minutes. Passing periods have also been increased from two minutes to five minutes. Per Mr. Rutledge and staff, these changes have made the students less “hyper” during class time, students come to class on time, and student concentration on academics has increased.

School discipline referrals have decreased by 50 percent since implementing a new discipline plan at the school. In addition to implementing a “zero tolerance” policy and making students aware of behavior rules, consequences, such as removal of locker privileges or referral to the Dean’s office, for inappropriate behavior are now executed. A dress code for students has been put into practice. If a student comes to school in inappropriate clothes, such as “saggy/baggy” pants, the student is provided with clothing the school has on-hand. Once a student has to wear the clothes provided by the school, the dress code is normally not broken again! Student behavior policies at Cashman are clear and simple; there are three rules that students must abide:

Student Behavior Rules

- Be respectful to everyone.
- Be responsible for your actions and schoolwork.
- Hands-off (this means no student has the right to touch another student or their property).

Table 18

SCHOOL PROFILES

Cashman Middle School

CLARK COUNTY SCHOOL DISTRICT

Success Factors

With a student attendance rate of 88 percent during the 1997-1998 school year, and knowing that students cannot learn unless they are in school, Mr. Rutledge and staff developed a plan to increase student attendance. The plan included the purchase of *Phone-Mate*, a telephone system that calls the homes of students who are absent during the day. In addition, all students are informed of the importance of being in school and the school has implemented an "Exemplary Attendance Program," where students with three or fewer absences during the school semester receive a certificate recognizing their exemplary attendance and go on a field trip to *Wet and Wild*. During the 1999-2000 school year, 800 students were recognized. With the new attendance program, student attendance increased to 95 percent during the 1999-2000 school year.

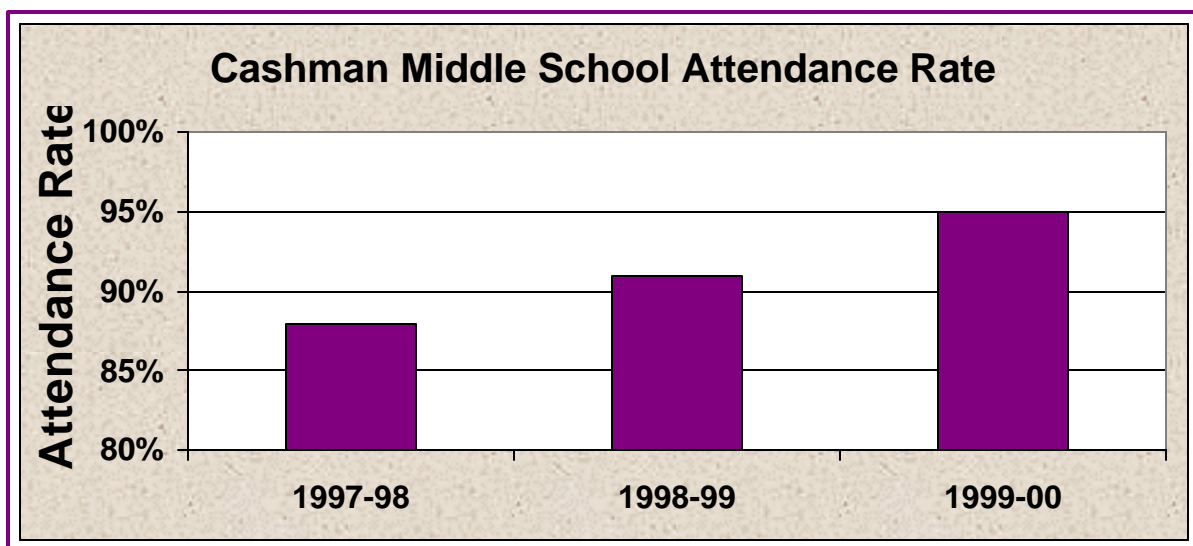


Table 19

SCHOOL PROFILES

Cashman Middle School

CLARK COUNTY SCHOOL DISTRICT

Success Factors

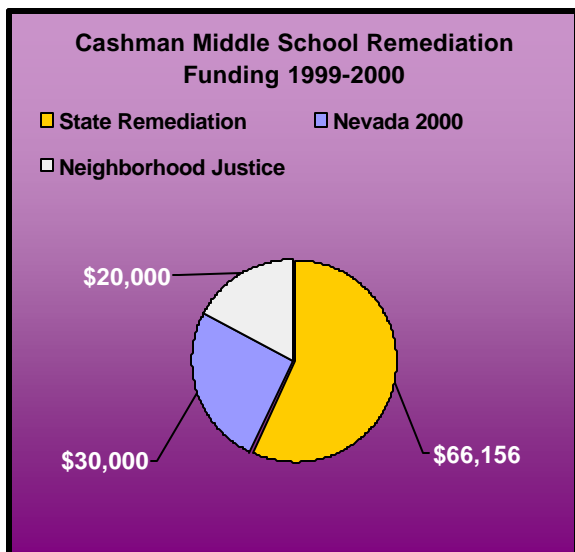
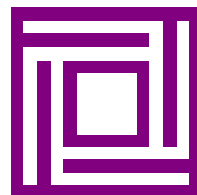


Table 21

<p>Cashman Middle School Mission Statement</p> <p>To serve a widely diverse student population and ensure that all students gain knowledge and become thinking, confident, self-sufficient, honest, contributing members of society, by guaranteeing a supportive, active learning environment that builds upon individual differences and abilities.</p>
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Table 20

When looking at remediation funding, Cashman staff has integrated all resources to provide a safe/high academic environment for students. State remediation funds in the amount of \$114,450 in the 1998-1999 school year and \$66,156 in the 1999-2000 school year have been utilized to purchase and implement *Reading Renaissance's Accelerated Reader Program* and *Computer Curriculum Corporation's SuccessMaker Software*. During the 1998-1999 school year, Cashman Middle School secured a Nevada 2000 grant in the amount of \$15,000 to purchase the *Phone-Mate* system to increase student attendance. In 1999-2000, funds received through Nevada 2000 were used to develop a dropout prevention program (\$15,000) and to provide professional development to teachers to develop a variety of teaching strategies to work with at-risk pupils (\$15,000). During the 1999-2000 school year, Cashman also received \$20,000 through the Neighborhood Justice Community Program to implement a peer mediation program. The program trains 60 students to become peer mediators at the school; funding for this program is over three years. A second grant was received through the Safe Drug Free School Program titled "Second Step." The purpose of this program is to address violence prevention.



SCHOOL PROFILES

Lenz Elementary School

WASHOE COUNTY SCHOOL DISTRICT

Lenz Elementary School

Location

Lenz Elementary School is part of the Washoe County School District, and is located in the Southwest section of Reno, Nevada. The community served by the school is of a single-family, middle income area. There has recently been an influx of new homes and new students in the area. Although Reno is normally perceived as an urban setting, school staff refer to Lenz Elementary as being in a rural setting; “we have chickens that need to be removed from the playground, and cows in our backyard.”

Principal

Kris Sampson came to Lenz Elementary in 1998. In addition to teaching for several years and being a principal for nine years, Ms. Sampson worked for the Washoe County School District’s Professional Development Center (PDC), prior to coming to Lenz. Because of her belief in the importance of strong school leadership, Ms. Sampson will be providing professional development, through the Northwest Regional Professional Development Program (RPDP), to school administrators during the 2000-2001 school year.

Lenz Elementary Success Factors

Leadership

Unified Collegial Staff

**Parent Teacher Association
(PTA)**

Parent Volunteers

**Philosophy that “All children
Can Learn”**

Table 22



Photo 4 Courtesy of Washoe County School District.
Lenz Elementary School.

SCHOOL PROFILES

Lenz Elementary School

WASHOE COUNTY SCHOOL DISTRICT

Lenz Elementary School

Students and Teachers

The staff of Lenz Elementary School is highly dedicated, creative, and professional. Staff turnover is very low; "Teachers at Lenz buy-into the community. Several teachers have opted to have their own children attend Lenz, rather than the school they are zoned for."

The student population of Lenz Elementary is 89 percent White, 5 percent Asian American, 4 percent Hispanic, 1 percent Black and 1 percent American Indian. Because of new housing, there was a 12 percent increase in student enrollment in the 1998-1999 school year and enrollment continues to increase.



Photo 5 Courtesy of Washoe County School District.
Ms. Sampson, Principal of Lenz Elementary, with teachers and members of the Parent Teacher Association.

SCHOOL PROFILES

Lenz Elementary School

WASHOE COUNTY SCHOOL DISTRICT

Lenz Elementary School

Student Performance

Student performance includes skills measured on the statewide norm-referenced test, *TerraNova*, and the statewide writing examination administered each fall. These tests measure reading, language arts, math, science, and writing skills for students.

STUDENTS – School Year 1998-1999

Enrollment	416
Ethnic Groups	
White	89%
American Indian	1%
Black	1%
Hispanic	4%
Asian American	5%
Others	0%
Students eligible for Free/Reduced-priced Lunch	8%
Attendance Rate	94%
Transiency Rate	17%

TEACHERS – School Year 1998-1999

Teaching Experience	
New-3 yr	20%
4-9 yr	36%
10 yr+	44%

Table 23

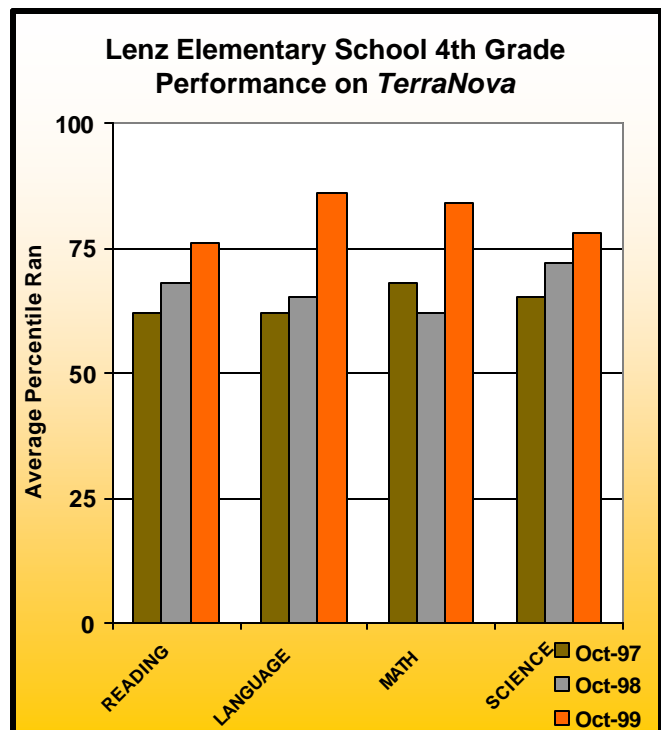


Table 24

SCHOOL PROFILES

Lenz Elementary School

WASHOE COUNTY SCHOOL DISTRICT

Lenz Elementary School

Student Performance

Lenz Elementary School has made substantial progress in improving student achievement since 1997. The proportion of students scoring in the bottom quarter of the *TerraNova* test has decreased across all four subject areas; in 1999, no pupils scored in the bottom quarter in language or math. In addition, the proportion of students scoring in the top quarter has increased considerably across all subject areas.

SUBJECT	% BOTTOM QUARTER			% TOP QUARTER			AVERAGE PERCENTILE RANK		
	Oct-97	Oct-98	Oct-99	Oct-97	Oct-98	Oct-99	Oct-97	Oct-98	Oct-99
Reading	15.2	1.9	3.6	30.4	35.8	55.4	62	68	76
Language	13.3	3.6	0.0	35.6	32.7	65.5	62	65	86
Math	4.5	9.3	0.0	36.4	27.8	66.7	68	62	84
Science	12.5	5.4	3.6	29.2	46.4	57.1	65	72	78

Table 26

When looking at the percentile rankings for Lenz, students perform well above the average performance of the norm-group (50th percentile), particularly in the subject areas of language and math. In writing, students progressed in the area of conventions during the 1999-2000 school year.

In addition to the results of the *TerraNova* and Writing Examination, more than 100 Lenz students were placed on an Academic Excellence List every quarter during the 1999-2000 school year. To make the List, a student in grades 3-6 must have all As and Bs in each subject. In addition, more than 40 students made the A+ Academic Excellence List by achieving a goal of all As throughout the entire year.

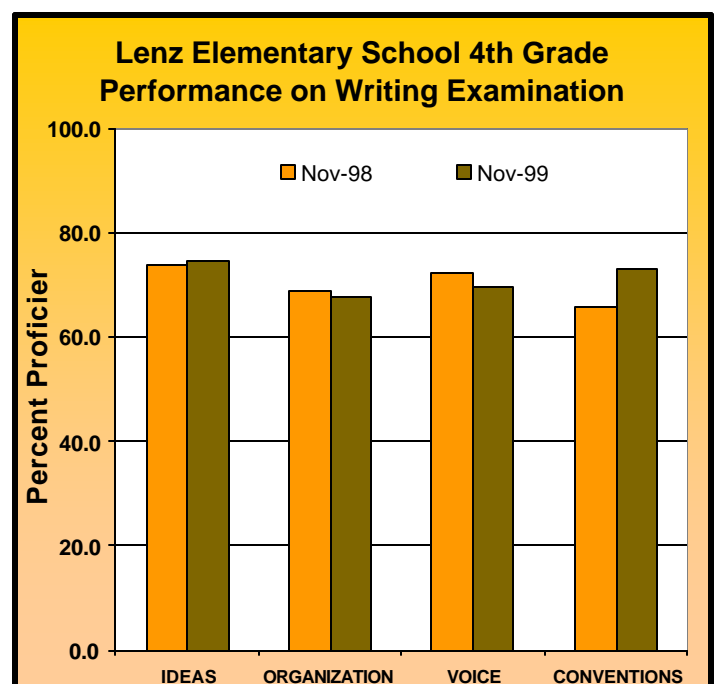


Table 25

SCHOOL PROFILES

Lenz Elementary School

WASHOE COUNTY SCHOOL DISTRICT

SUCCESS FACTORS

When Kris Sampson came to Lenz Elementary School as principal in 1998, the students were performing adequately on the *TerraNova* test. Today, based upon Nevada's criteria for the designation of schools, students at Lenz are performing exemplary. What factors have created the foundation for this change? If you ask Kris Sampson and staff, they will tell you it is the perfect combination of having students that come from families that know the importance of succeeding in school; teachers who are committed to assisting ALL students to exceed academically; a principal who is a team player, a great communicator, and who has a clear vision of where the school needs to be academically; parent volunteers that assist in the classroom on a daily basis; and a Parent Teacher Association (PTA) that is one of the best in the state! Debbie Cylke, Area Superintendent, agrees. She believes that the success of the school is due to strong, veteran, and collegial staff; a committed PTA; and strong administration. When asked about Kris Sampson, she believes that Ms. Sampson and supporting administrators promoted a change in teaching to be more focused with more time-on-task. The following summarizes the programs at Lenz Elementary that have supported the academic success of pupils at the school:

Every school day, there are between 8 to 12 parents who volunteer their time at Lenz. Parent volunteers (and grandparents too) read to students, tutor students, and assist teachers, as needed, in the classroom. The shift from primarily clerical assistance to more academic assistance was made in the 1998-1999 school year when Ms. Sampson came to the school. Per Lenz teachers, the benefits of volunteers in the classroom are:

- Family members are on-board with what pupils need to learn;
- At-risk pupils can have more one-on-one help, as needed; and
- Teachers have more time to focus on quality instruction.

SCHOOL PROFILES

Lenz Elementary School

WASHOE COUNTY SCHOOL DISTRICT

SUCCESS FACTORS

Communication between parents and teachers has also increased. During “Parent Night,” held at the beginning of each school year, parents learn the curriculum that will be taught to pupils. In addition, at least once per month, every teacher sends home a newsletter that updates parents on what is being accomplished in the classroom.

Informal assessments are now utilized in a consistent fashion; assessments drive instruction at Lenz. Informal assessments are utilized beginning in the first grade, where all pupils are tested on knowledge at the beginning and the end of the school year. A reading fluency assessment is also administered to all first through sixth grade students at the beginning, middle, and end of the year. This test is administered individually to each student and takes about 35 minutes to complete. How do teachers have the time to complete such a task? – They don’t, parent volunteers administer the majority of the assessments. This provides teachers with the time to review the results, make decisions based upon individual and class performance, and discuss the results on a one-on-one basis with parents. Other informal assessments are also used to test performance in reading, writing, spelling, and math. These assessments are developed by teachers and are aligned with the new state standards.

With regard to the new state standards, all staff has “embraced” the new standards. Teachers report that they like knowing what the expectations are for pupils. Staff has been trained in how to map curriculum to the standards. The standards have been communicated to parents and you will see the standards posted on the walls in many classrooms.

SCHOOL PROFILES

Lenz Elementary School

WASHOE COUNTY SCHOOL DISTRICT

SUCCESS FACTORS

Professional development is ongoing at Lenz Elementary. Per teachers, they are constantly learning and growing professionally. For the 2000-2001 school year, the school will have two Site Trainers through the Northwest Regional Professional Development Program (RPDP). The Parent Teacher Association (PTA) for the school also believes in the importance of professional development for teachers and will continue to sponsor workshops in classroom enrichment.

Where does funding for new school programs and projects come from? Staff replies "our wonderful PTA." Through a variety of fund-raisers, such as wrapping paper and pasta nights, the Lenz PTA has been able to raise enough money to fund an art program at the school, plays for pupils to perform, a physical education aide, and professional development for teachers. In addition, it was only with the funding received from the PTA that the school was able to purchase supplementary reading materials for the Scholastic Reading Program at the school; most other schools in the district have been unable to purchase such materials. Teachers believe that having the supplementary materials has helped to increase pupils' achievement in reading.

In addition to having a highly dedicated PTA and volunteers, Ms. Sampson reports that the teachers at Lenz Elementary are teamworkers and devoted to providing pupils with a quality educational experience. Teachers report that Lenz is a positive place to work. There is sharing of knowledge and ideas on a daily basis. It is not uncommon for teachers to visit other classrooms to pick up new ideas; during breaks, teachers "talk work," they can't get enough information. Having monthly grade level meetings also enhances communication between teachers.

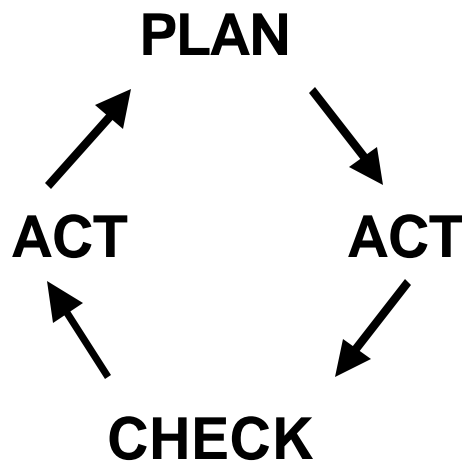
SCHOOL PROFILES

Lenz Elementary School

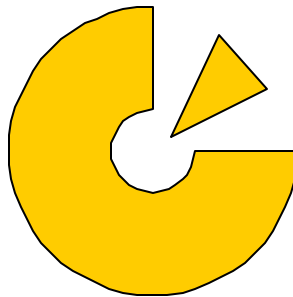
WASHOE COUNTY SCHOOL DISTRICT

SUCCESS FACTORS FOR LENZ ELEMENTARY SCHOOL

What does the future for Lenz Elementary look like? – BRIGHT! Staff plans to continue to provide excellent academics for all pupils and will continue to believe in their philosophy that all children can learn. As has been done in the past, staff will continue to utilize data to make decisions; per Ms. Sampson, the planning process at Lenz is a continual process:



What are students told? – “Keep up the **exceLenz** work!”



SCHOOL PROFILES

McDermitt - Combined Grades (K-12)

HUMBOLDT COUNTY SCHOOL DISTRICT

Location

McDermitt Elementary School is a K-6 elementary school that is part of McDermitt Combined School. It is a remote rural school located in Humboldt County, Nevada; located seventy-five miles north of Winnemucca on Highway 95. The Humboldt County School District itself is located in North Central Nevada and serves an area of more than 9,704 square miles. The economic influences that impact Humboldt County and the school district are agriculture, construction, mining, and service business.

Principal

John Moddrell has been with McDermitt Combined School since 1979. In 1992, Mr. Moddrell became the Vice Principal of McDermitt, which included the responsibility of Title I Programs. In 1994, Mr. Moddrell became the Principal of McDermitt Combined School – Grades 6-12 and became the Principal for Grades K-12 in 1998. Mr. Moddrell is also the principal for all rural schools located in Humboldt County School District.

McDermitt Success Factors

Leadership

**School-wide improvement
planning**

Professional development

Success for All

Table 27

STUDENTS	
Enrollment	105
Ethnic Groups	
White	26.8%
American Indian	54.5%
Black	0%
Hispanic	18.7%
Asian American	0%
Others	0%
Students eligible for Free/Reduced- priced Lunch	72%
Attendance Rate	95%
Transiency Rate	28%
TEACHERS	
Number of Teachers	21
Teaching Experience	
New-3 yr	32%
4-9 yr	14%
10 yr+	54%

Table 28

SCHOOL PROFILES

McDermitt - Combined Grades (K-12)

HUMBOLDT COUNTY SCHOOL DISTRICT

Students and Teachers



Photo 6 Courtesy of Humboldt County School District.
McDermitt Elementary Kindergarten.

The staff of McDermitt Combined School is comprised of 21 teachers, two administrators, two secretaries, one Success for All facilitator, one counselor, one librarian, and six instructional aides. The student population is composed of 54.5 percent American Indians (Paiute-Shoshone), 26.8 percent White, and 18.7 percent Hispanic. The poverty rate is extremely high, especially on Fort McDermitt Indian Reservation; 72 percent of the students qualify for free or reduced lunch/breakfast.

Student Performance



Photo 7 Courtesy of Humboldt County School District.
Reading Wings – 100 percent homework completed.

Student performance includes skills measured on the statewide norm-referenced test, *TerraNova*, and the statewide writing examination administered each fall. These tests measure reading, language arts, math, science, and writing skills for students.

SUBJECT	% BOTTOM QUARTER			% TOP QUARTER			AVERAGE PERCENTILE RANK		
	Oct-97	Oct-98	Oct-99	Oct-97	Oct-98	Oct-99	Oct-97	Oct-98	Oct-99
READING	61.1	47.4	30.8	5.6	5.3	7.7	22	23	48
LANGUAGE	50.0	63.2	23.1	5.6	10.5	7.7	20	18	45
MATH	50.0	63.2	23.1	5.6	10.5	15.4	28	23	53
SCIENCE	55.6	50.0	30.8	0.0	11.1	7.7	21	25	41

Table 29

SCHOOL PROFILES

McDermitt - Combined Grades (K-12)

HUMBOLDT COUNTY SCHOOL DISTRICT

Student Performance

McDermitt Elementary School has made substantial progress in improving student achievement over the past two years. The proportion of students scoring in the bottom quarter of the *TerraNova* test has decreased substantially across all four subject areas, while the proportion of students scoring in the top quarter has increased. When looking at the percentile rankings for McDermitt Elementary, students have reached or are approaching the average performance of the norm-group (50th percentile). In writing, McDermitt Elementary students have made enormous progress with respect to the writing trait of "organization," students have also improved in the writing traits of "voice" and "conventions."

Success Factors

In an interview with Principal Moddrell, reasons for the extraordinary success in student achievement at McDermitt Elementary were discussed. Without hesitation, Mr. Moddrell indicated "school-wide improvement planning, professional development, dedicated teachers, and the *Success for All* program are the primary factors contributing the success of the school." The following summarizes the strategic steps Mr. Moddrell and his staff has taken in increasing student achievement at McDermitt Elementary School:

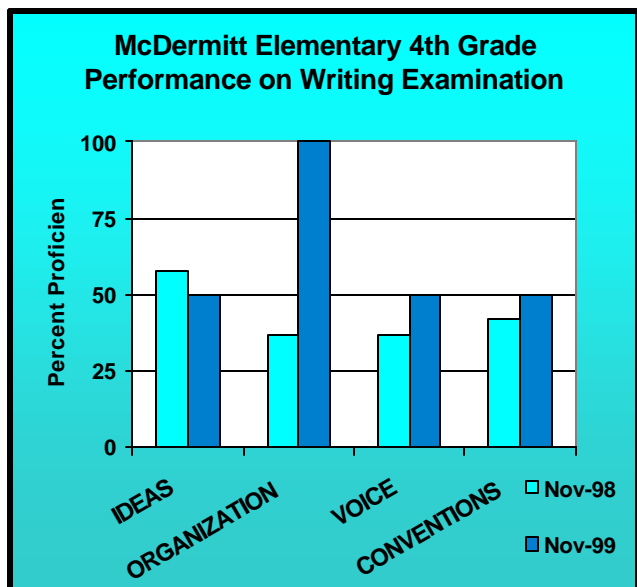


Table 31

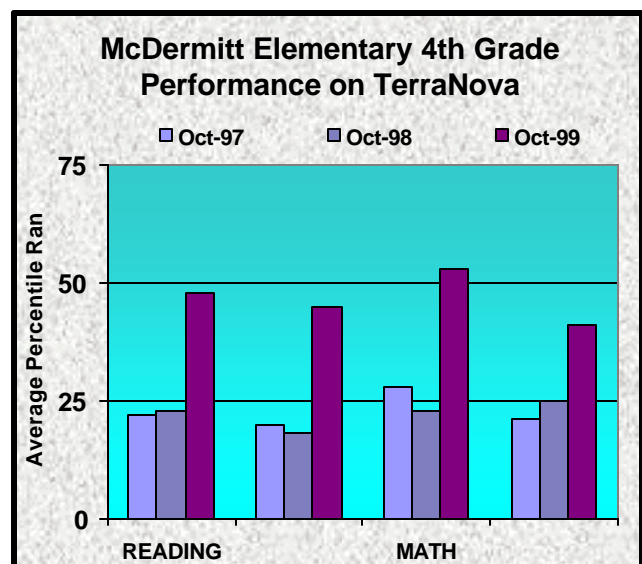


Table 30

SCHOOL PROFILES

McDermitt - Combined Grades (K-12)

HUMBOLDT COUNTY SCHOOL DISTRICT

Success Factors

A School Success Action Team was formed in March 1994 when the school was placed into Title I School Improvement, as a result of declining test scores. The Team created a comprehensive school improvement plan that impacted reading, language arts, and math with extensive professional development starting in the 1996-1997 school year. By mid-year, school staff knew the plan had some merit, but would not reach the needs of all students and staff members. In response to this finding, the staff decided to go back into the planning stage and identify programs that would provide extensive professional development that is not available in rural areas and provides research-based educational reform that supports student achievement and high expectations for all students. As a result, the school implemented the following programs:



Photo 8 Courtesy of Humboldt School District.

McDermitt Elementary History of Remediation Program Implementation

Fall 1996	<i>Accelerated Reader Program</i>
Fall 1997	<i>Success for All, Roots and Wings Reading Program</i>
Fall 1999	<i>Success for All MathWings</i>
Fall 1999	<i>Bridges – Structure of Intellect Program</i>

Table 32

SCHOOL PROFILES

McDermitt - Combined Grades (K-12)

HUMBOLDT COUNTY SCHOOL DISTRICT

Success Factors



Photo 9 Courtesy of Humboldt School District.
McDermitt Elementary 2nd graders.

In order to implement the needed programs, McDermitt staff has integrated all resources received for remediation into their comprehensive plan for school improvement. Per Mr. Moddrell, "Being a Title I school has its advantages in paying for a school improvement project such as ours. Our Title I budget is \$152,000 and has paid for the *Success for All* reading program in its entirety." During the 1998-1999 school year, the school received additional funding through a Comprehensive School Reform Demonstration (CSRD) grant (\$182,000 over three years). The CSRD funding is being utilized to fund the *Success for All MathWings Program*, to provide an extended-day kindergarten program, and to expand the *Accelerated Reader Program* from a K-5 level to a K-12 level. During the 1999-2000 school year, the school received state remediation funding in the amount of \$28,140 to implement the *Bridges – Structure of Intellect* (SOI) program.

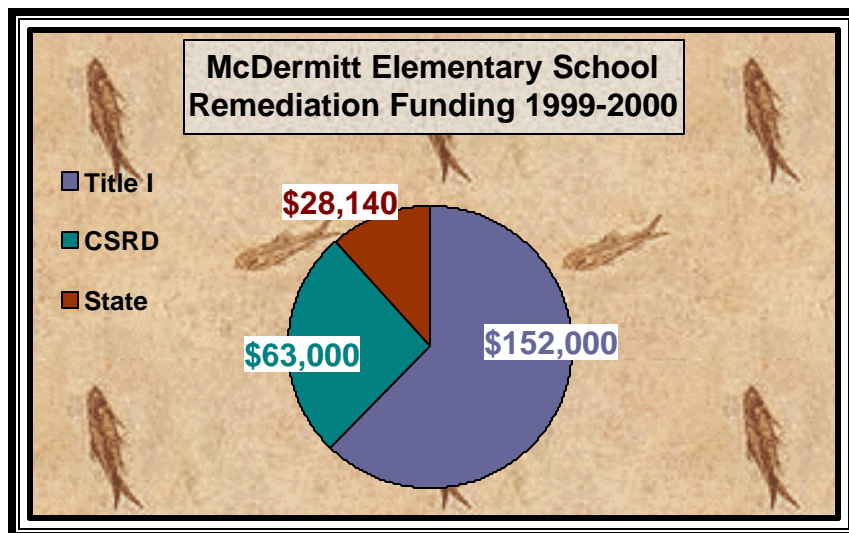


Table 33

SCHOOL PROFILES

McDermitt - Combined Grades (K-12)

HUMBOLDT COUNTY SCHOOL DISTRICT

Success Factors

Per Mr. Moddrell, the ongoing professional development at McDermitt Elementary is exemplary, and has resulted in improved professional and interpersonal skills of the teaching staff and has provided the foundation for student academic success. Although all of the remediation programs contain extensive and ongoing professional development, the professional development offered through the *Success for All* (SFA) program has had the greatest impact on both teacher and student success thus far. Within SFA, 100 percent of K-6 staff has participated in the implementation and success of the program. At the end of the 1999-2000 school year, K-6 teaching staff participated in thirty-two site-based staff development sessions through the SFA program. The professional development provided has enabled staff to build on their knowledge of reading, improve upon their teaching strategies, and has given staff the tools to teach to a high level of expectancy.

Technology-based professional development has also been important in the success of McDermitt Combined School. Individual professional development is provided by the technology coordinator who developed a national award-winning student-based enterprise that provides Internet service to the rural schools of Humboldt County and the local dial-up for the community. This program is the only student-based, nonprofit corporation in the United States that provides this type of community service. As a result, teachers provide technology-based instruction in the classroom and students become proficient in the use of technologies, beginning in elementary grades. The computer-based *Accelerated Reader Program* was also implemented to increase students' reading achievement level.

SCHOOL PROFILES

McDermitt - Combined Grades (K-12)

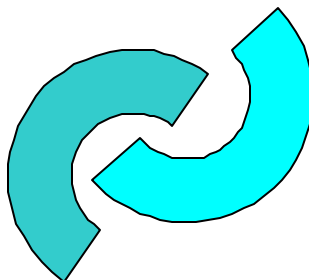
HUMBOLDT COUNTY SCHOOL DISTRICT

Success Factors

Mr. Moddrell indicated that staff knows that professional development, remediation programs, et cetera. have had an effect on student achievement. Each year, test scores and student assessments are reviewed in multiple avenues to determine the direction and focus of the school's present and future goals. Testing results are first broken down demographically, then by subject, followed by subject test objectives. This numerical information is transferred into written statements about the school and is disseminated to the appropriate staff members and the School Success Action Committee. "Because our long-term action plan systematically brings in programs in a specific sequence, our professional development goals are specific to program implementation with outcome goals linked directly to student success, as measured through the *TerraNova* test."

When asked about the future plans of the school, Mr. Moddrell indicated that the school reform project that has been implemented will continue in process over the next two years. In the master plan for the school, after the SFA *MathWings* program has been implemented for two years, SFA *WorldLab* is scheduled for implementation in fall 2001. *WorldLab* is a science and social studies program developed by the SFA Foundation.

Finally, Mr. Moddrell noted the "key" to school improvement and quality implementation of professional development is having a staff that is unified in the direction the school is taking. This is accomplished through creating a shared vision that all staff members have an opportunity to participate in during the decision-making process. "At that time it becomes a 'we' process, in that we made the decision that we will adopt and implement this program and we will be successful together by supporting each other as a team." Although this sounds easy, only by having a leader like Mr. Moddrell is this type of school reform possible. Charlotte Peterson, Superintendent of Humboldt County School District, commented about the success of McDermitt Elementary School. She stated that having Mr. Moddrell, as the leader and innovator of the school, has unified the staff. Together they have created a plan for improvement that has started them in reaching their goal of high expectations and high achievement for all students.



SCHOOL PROFILES

Meadow Valley Middle School

LINCOLN COUNTY SCHOOL DISTRICT

Location

Meadow Valley Middle School is located in the Lincoln County School District. The middle school consists of grades 7 and 8 and was once a part of the Lincoln County High School. Ten years ago, the junior high school section was split from the Lincoln County High School and became today's Meadow Valley Middle School. There are two high schools, two middle schools, and four elementary schools in the Lincoln County School District.

Principal

Mr. Evan Wilson was appointed as the principal to Meadow Valley Middle School and Panaca Elementary School of the Lincoln County School District in 1995. Before he became an administrator in Lincoln County, Mr. Wilson taught mathematics at grades 6 through 12 in Clark County for 24 years and was the chair of the Mathematics Department at Virgin Valley High School in Clark County. In 1996, Mr. Wilson was appointed as the principal to Lincoln County High School. Randal Allen became the principal after Mr. Wilson moved to the high school in 1996. In 1999, Mr. Wilson became the principal for both Meadow Valley Middle School and the Lincoln County High School. Mr. Allen is now the principal for Panaca Elementary School and Pioche Elementary School in Lincoln County.

Students and Teachers

Meadow Valley Middle School has six teachers, one teacher's aid, and one secretary. The middle school shares one administrator, one counselor, and one librarian with Lincoln County High School.

Meadow Valley Success Factors

Leadership

High Expectations for Achievement

Academic Standards

Administrative Team Concepts

Stable/Dedicated Staff

Table 34



Photo 10 Courtesy of Lincoln County School District. Experiment in the laboratory.

SCHOOL PROFILES

Meadow Valley Middle School

LINCOLN COUNTY SCHOOL DISTRICT

Students and Teachers

Ninety-six percent of the students at Meadow Valley Middle School are White, 2.4 percent of the students are Hispanic, and 1.2 percent of the students are American Natives. The poverty level of student population is high; about 41 percent of the students qualify for free or reduced lunch.

STUDENTS	
Enrollment	82
Ethnic Groups	
White	96.4%
Black	0
Hispanic	2.4%
Asian American	0
American Natives	1.2%
Students eligible for Free/Reduced-priced Lunch*	40.8%
Attendance Rate	95%
Transiency Rate	11%
TEACHERS	
Number of Teachers	6
Teaching Experience	
New -3 yr	15%
4-9 yr	46%
10 yr+	39%

Table 35

*School Year (SY) 2000-2001 data. Other data are for SY 1998-1999.

Student Performance

Student performance data includes skills measured on the statewide norm-referenced test, *TerraNova*, and the statewide writing examination administered each fall. These tests measure reading, language arts, math, science, and writing skills for students.

SCHOOL PROFILES

Meadow Valley Middle School

LINCOLN COUNTY SCHOOL DISTRICT

Student Performance

As can be seen from the following charts, Meadow Valley Middle School has made enormous progress in improving student achievement over the past two years. The proportion of students scoring in the bottom quarter of the *TerraNova* test has decreased substantially across all four subject areas, while the proportion of students scoring in the top quarter has increased. When looking at the percentile rankings for Meadow Valley Middle School, students have exceeded national average performance (50th percentile) and scored around 70th percentile in all subject areas for 1999.

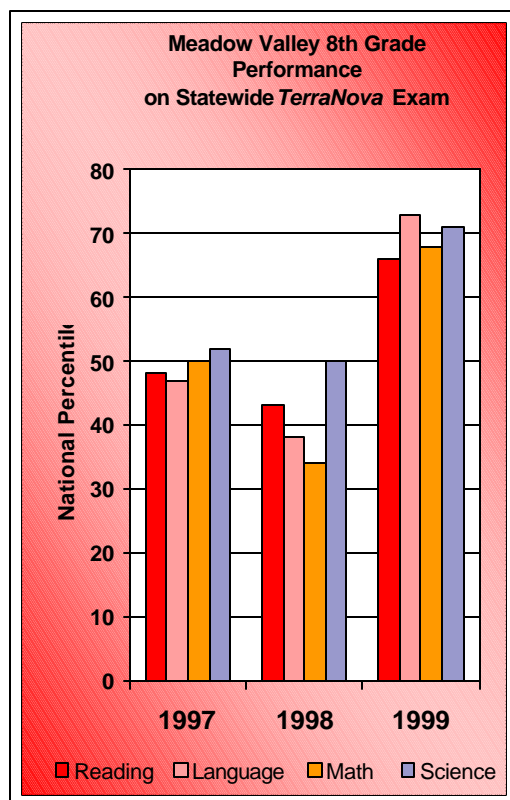


Table 37

8 th GRADE PERFORMANCE ON TERRANOVA TEST						
SCHOOL YEAR 1997-1998 TO 1999-2000						
	% BOTTOM QUARTER			% TOP QUARTER		
SUBJECT	1997	1998	1999	1997	1998	1999
Reading	22.9	30.6	12.1	20.0	13.9	36.4
Language	28.6	30.6	15.2	11.4	11.1	42.4
Math	40	47.4	15.2	8.6	18.4	51.5
Science	17.1	13.5	3.0	20.0	16.2	48.5

Table 36

SCHOOL PROFILES

Meadow Valley Middle School

LINCOLN COUNTY SCHOOL DISTRICT

Student Performance

In writing, students in Meadow Valley Middle School had made substantial progress with respect to the writing traits of “ideas” and “organization”; students have also improved in writing trait of “conventions.”

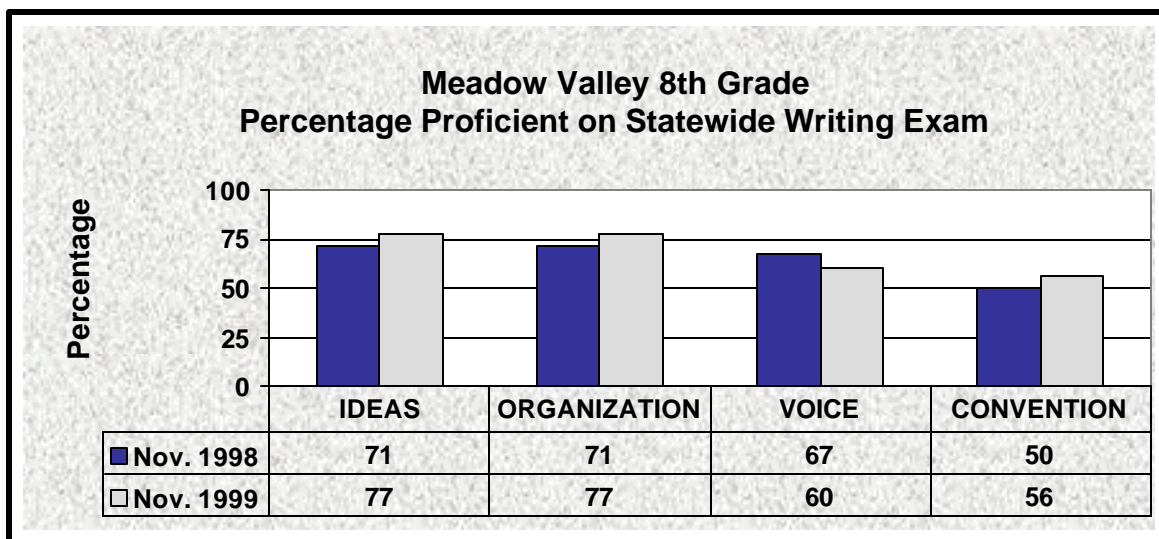


Table 38

Success Factors

Vaughn Higbee, Superintendent of the Lincoln County School District, Evan Wilson, Principal of Meadow Valley Middle School; and Randal Allen, former Principal, were interviewed about the reasons for the extraordinary success in student achievement at the school. All of the three administrators indicated, “consistency in leadership, high expectations for academic excellence, district-wide improvement planning, alignment with academic standards, and an experienced staff are the primary factors contributing the success of the school.” The following summarizes the strategies the staff at Meadow Valley Middle School has taken in increasing student achievement.

SCHOOL PROFILES

Meadow Valley Middle School

LINCOLN COUNTY SCHOOL DISTRICT

Success Factors

Lincoln County School District has long enjoyed a reputation for its academic achievement. Although located in a remote and high poverty area, the community has high expectations for academic excellence. Vaughn Higbee, Superintendent of the Lincoln County School District since 1994, has put an emphasis on consistent leadership and administrative team building concepts. With Mr. Higbee's support, Mr. Wilson and Mr. Allen worked closely with the principals of Caliente Elementary School, Panaca Elementary School, and Pioche Elementary School, the three "feeder" schools for Meadow Valley Middle School. A school improvement plan for Meadow Valley Middle School was developed under the framework of the district's Strategic Plan.

Since 1995, curriculum in Meadow Valley Middle School has been aligned and realigned with the national and the Nevada state academic standards as these standards were released. Mr. Higbee indicated, "The district trained 54 percent of the staff in utilization of the standards and developed an evaluation tool that measured the effectiveness of how the standards were taught." Curriculum was developed based on the statewide curriculum framework. Curriculum mapping was also conducted to eliminate teaching gaps. Reading, language arts, and math have been the foci for improvement of student achievement.

While teachers were held accountable for student achievement, they were also given the authority for school improvement at Meadow Valley Middle School. "Participatory Management" model introduced by the "Middle School Concept Association" was adopted at Meadow Valley and all teachers received training on this management model. Since then, all teachers at Meadow Valley were part of a teaching team and each year, a teacher would be the team leader. As a team, teachers would make recommendations to the principal on academic affairs, budget expenditures, student discipline, et cetera. Teachers were encouraged to explore various teaching methods to reach students with different learning styles. As the result, "teachers became so proactive in teaching quality, they found instructional models, remedial programs, and learned how to analyze testing results. What we principals did was to provide resources for teachers' initiatives on student learning," noted Mr. Wilson and Mr. Allen.

SCHOOL PROFILES

Meadow Valley Middle School

LINCOLN COUNTY SCHOOL DISTRICT

Success Factors



Photo 11 Courtesy of Lincoln County School District.

Teachers at Meadow Valley have been using statewide and districtwide tests as diagnostic instruments to identify deficiencies in student performance. According to Mr. Wilson, “the California Achievement Test in the Five Core Content Areas” (“CAT-Five”) has been used for pre- and post-test in Meadow Valley Middle School every school year. The testing results of the “CAT-Five” test were analyzed and compared to the results of the statewide *TerraNova* test. Students who were identified by “CAT-Five” as not proficient in reading or in math would be required to attend an after-school program for remediation. The Accelerated Reader Program implemented in the district is beginning to have an impact on 8th grade students at Meadow Valley Middle School. The statewide *TerraNova* test scores in reading and language arts for students at the school for 1999 increased significantly from the 1997 results.

Meadow Valley Middle School has incorporated a technology plan into its school improvement plan. Technologies have served as an alternative means for learning. With state and federal technology funding, an Internet “drop” was implemented in all classrooms at Meadow Valley Middle School. Teachers at Meadow Valley Middle School receive in-service training and re-certification credits through the University and Community College System of Nevada (UCCSN) interactive network.

When asked about the future plans of the school, Mr. Wilson indicated that the school would continue to focus on increasing student achievement in reading, language arts, and math. The Accelerated Math Program, which has proven to be effective in improving math at elementary schools in Lincoln County, will be adopted for Meadow Valley Middle School.

SCHOOL PROFILES

Meadow Valley Middle School

LINCOLN COUNTY SCHOOL DISTRICT

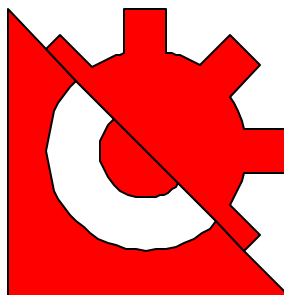
Success Factors

Mr. Allen indicated the “key” to increased student achievement is that continual improvement and a “must have” attitude. Everything deserves review and revision. What does not work for school improvement is discarded, but only after empirical data is collected and analyzed.

When asked what factors have attributed to the success of Meadow Valley Middle School, Mr. Vaughn Higbee, Superintendent of Lincoln County School District, indicated, “Consistent leadership at the school level and the administrative team-building concepts have kindled the staff’s enthusiasm for academic excellence. Dedicated staff is the most valuable asset for Meadow Valley Middle School and for the Lincoln County School District.”



Photo 12 Courtesy of Lincoln County School District.
Students assemble airplanes.



SCHOOL PROFILES

Virginia City High School

STOREY COUNTY SCHOOL DISTRICT

Location

Virginia City High School is located in a historical mining town in Storey County. The main business in Virginia City now is tourism. The Storey County School District is comprised of one high school, one middle school, and two elementary schools.

Principal

Henry Kilmer became Superintendent of the Storey County School District in June 2000. He holds the post of the Principal for Virginia City High School concurrently. Mr. Kilmer is a veteran in public education; he taught science in high school for 10 years in Oregon before he started his career as an administrator 21 years ago. Mr. Kilmer had served as a Superintendent in Alaska for seven years and in Idaho for ten years before coming to Storey County.

Todd Hess became the assistant principal at Virginia City High School in the 2000-2001 school year. Mr. Hess is an alumnus of Virginia City High School. He grew up in Storey County, had his elementary and secondary education there, and came back to teach in Storey County after he graduated from the University of Nevada, Reno. This year will be the seventh year for Mr. Hess in Virginia City High School and he was the lead teacher last year.

Virginia City Success Factors

**High Expectations for
Academic Excellence**

Stable/Experienced staff

**Alignment with Academic
Standards**

Cross-Discipline Project

Intersession/Block Schedule

Table 39

SCHOOL PROFILES

Virginia City High School

STOREY COUNTY SCHOOL DISTRICT

Students and Teachers

The staff of Virginia City High School consists of seventeen teachers, one counselor, one librarian, and one secretary. The student population of Virginia City High School is comprised of 87.6 percent White, 9.1 percent Hispanics, 0.7 percent Black, 1.3 percent American Indians, and 1.3 percent Asian Americans.

STUDENTS	
Enrollment*	153
Ethnic Groups	
White	87.6%
Black	0.7%
Hispanic	9.1%
Asian American	1.3%
American Indians	1.3%
Attendance Rate	95%
Transiency Rate	26%
TEACHERS	
Number of Teachers	17
Teaching Experience	
New -3 yr	29%
4-9 yr	14%
10 yr+	57%

Table 40



Photo 13 Courtesy of Storey County School District.
Faculty members at Virginia City High School.

SCHOOL PROFILES

Virginia City High School

STOREY COUNTY SCHOOL DISTRICT

Student Performance

Student performance data includes skills measured on the statewide norm-referenced test, *TerraNova*, and the statewide writing examination administered each fall. These tests measure reading, language arts, math, science, and writing skills for students.

Virginia City High School has made enormous progress in improving student achievement over the past two years. The proportion of students scoring in the bottom quarter of the *TerraNova* test has decreased substantially across all four subject areas, while the proportion of students scoring in the top quarter has increased in reading, language arts, and science. When looking at the percentile rankings for Virginia City High School, students have exceeded national average performance (50th percentile) and scored in the 70th percentile in reading and science for 1999. Students in Virginia City High School also made enormous progress in math and language arts during the same time period.

10 th GRADE PERFORMANCE ON <i>TERRANOVA</i> TEST SCHOOL YEAR 1997-1998 TO 1999-2000						
SUBJECT	% BOTTOM QUARTER			% TOP QUARTER		
	1997	1998	1999	1997	1998	1999
Reading	30.0	10.0	12.1	23.0	23.3	45.5
Language	33.0	20.7	15.2	26.0	14.3	30.3
Math	33.0	20.0	19.4	27.0	17.1	25.8
Science	31.0	5.7	12.1	28.0	34.3	51.5

Table 41

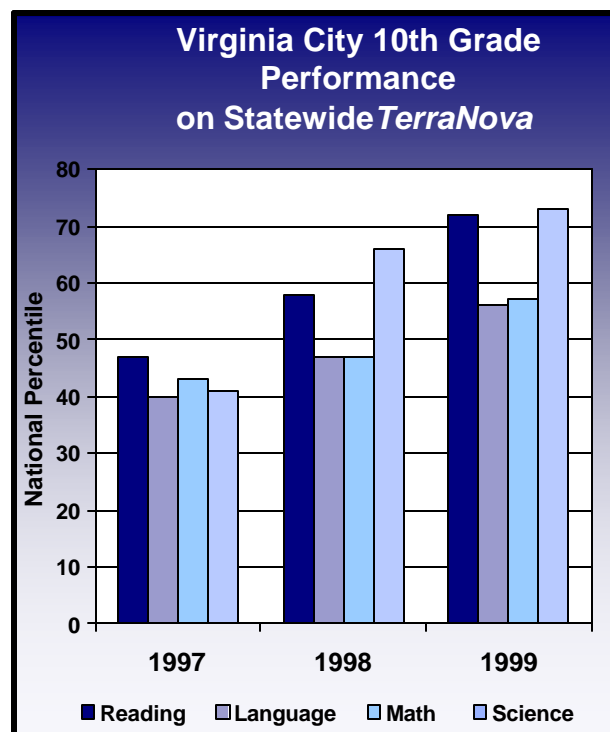


Table 42

SCHOOL PROFILES

Virginia City High School

STOREY COUNTY SCHOOL DISTRICT

Student Performance

In the high school proficiency examinations, students in Virginia City High School had also made substantial progress over last two years. One hundred percent of students in Virginia City High School passed the examinations for the 1999-2000 school year.

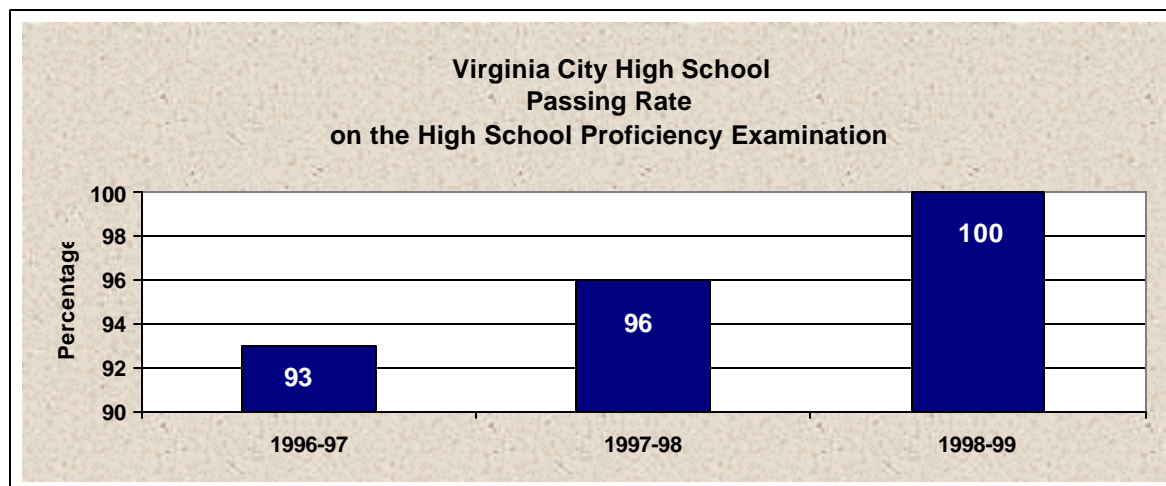


Table 43

Success Factors for Virginia City High School

Reasons for the extraordinary success in student achievement at Virginia City High School were discussed in an interview with Henry Kilmer, Superintendent of the Storey County School District; Todd Hess, Assistant Principal of Virginia City High School; and Larry Van Pelt, former Principal of Virginia City High School who returned to the classroom to teach science by his own choice. Without hesitation, all of the three indicated, "high expectations for academic excellence, stable and experienced staff, alignment with academic standards, cross-discipline project, and intersession/block schedule" are the primary factors contributing the success of the school."

SCHOOL PROFILES

Virginia City High School

STOREY COUNTY SCHOOL DISTRICT

Success Factors

Mr. Hess indicated, "Although located in a remote and rural area, the community has high expectations for academic excellence. Schools are the cultural centers for the community. Students look forward to school and parents are always supportive in all sorts of school activities. We began a new school year with a 'Meet the Principal Night' to give the parents and community the opportunity to learn about the direction of the school and opportunity to give their opinions. We created a learning improvement team consisting of parents, students, teachers, administrators and others. The team has worked on a improvement plan to ensure academic excellence."

Mr. Van Pelt, former Principal and a science teacher in Virginia City High School indicated, "Since 1995, curriculum in Virginia City High School was aligned and realigned with the national and the Nevada State academic standards as those standards were released. Mr. Van Pelt said, "Through attending conferences such as those sponsored by the National Mathematics Teacher Association and the National Science Teacher Association, teachers learned national trends in education reform as well as what contents were taught and how the contents were taught in subject areas." Information learned from the conferences was shared with colleagues and transformed into actions in increasing student improvement at Virginia City High School. Curriculum was developed based on the statewide curriculum framework to ensure that the graduates of Virginia City High School would meet the state academic standards. Curriculum mapping was also conducted to eliminate teaching gaps.

On the basis of alignment with academic standards and curriculum mapping, a cross-discipline project was developed for students at Virginia City High School. Teachers who taught a specific subject consciously integrated knowledge and skills in other subject areas into their instruction. For example, science teachers incorporated into their lesson plans the vocabulary in science that was needed in reading and language arts, while English teachers helped students in comprehension of reading materials in math and science. Cross-disciplinary projects allow the knowledge and skills stipulated by the state academic standards to be reinforced by different courses across subject areas and use of application of skills.

SCHOOL PROFILES

Virginia City High School

STOREY COUNTY SCHOOL DISTRICT

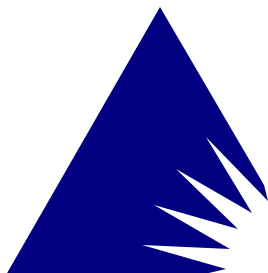
Student Performance

To ensure that students have mastered the knowledge and skills they needed to know before graduation, a two-week intersession was scheduled in January. Juniors who failed their first try of the High School Proficiency Examination in November were channeled into the classes in the intersession based on the analysis of their testing results on the examinations before they tried again in March. The intersession proved to be extremely successful. The passing rate of the high school examinations increased from 93 percent for 1997 to 100 percent for 1999. This year, the intersession will be expanded to a four-week session.

Virginia City High School has adopted a block schedule. Students are on a schedule that consists of six regular periods on Mondays, Wednesdays, and Fridays, while on Tuesdays and Thursdays, there are three periods lasting twice as long as regular periods. These long periods allow instruction to cover more content in depth with additional time for help in areas students find difficult.

To provide more opportunities for students to catch up in subject area(s) they fell behind, Virginia City High School has won strong support from the community. Last year, Virginia City High School received an \$80,000 grant from the Gaming Foundation for the school's after-school remediation program. Students who failed in the High School Proficiency Examination attended the program two days a week for two hours per day until they passed the examinations.

When asked about the "key" to school improvement, Mr. Kilmer and Mr. Hess responded that the "key" is having a staff that is unified in the direction the school is taking. Mr. Kilmer said, "It's our goal to ensure that our graduates meet the state academic standards and are competitive in the outside world. Our stable and experienced staff made the goal a reality."



IMPLEMENTATION DATA

Measurement and Accountability

INTRODUCTION

In 1971, the Nevada Legislature appropriated \$30,000 for an in-depth study of the status of the state's public school system. The Governor appointed a committee for this purpose and it issued a report in August 1972. Among the recommendations contained in this report were the following accountability-related proposals:

- Identification and clarification of the significant and realistic educational goals and objectives;
- Accountability and wise use of educational resources; and
- Evaluation of teachers, supervisory staff, principals, and superintendents.

Following several sessions of discussion, in 1977 the Legislature adopted a mandated student testing program - the Nevada Proficiency Examination - to provide a statewide measure of student accountability that was not previously available. The program began with the content areas of mathematics, reading, and writing and, until 1993, the tests were administered during the school year at grades 3, 6, 9, and 11. Beginning with the 1993-1994 school year, districts began testing grades 4, 8, and 11. All but the 11th grade criterion reference examinations are commercially manufactured norm-referenced tests. During its first two years (1978 through 1980), the testing program was decentralized. Districts selected their own tests, which varied from district to district. To ensure that the program was consistent, in 1980 the State Department of Education required that all districts use the same tests. In 1997, a 10th grade norm-referenced test was added to the system, and new statewide standards-based tests were proposed.

Currently, statewide norm-referenced testing is required for only three grades: 4th, 8th, and 10th. Standards-based criterion referenced tests are under development for grades 3 and 5, along with a new standards-based High School Proficiency Examination that is administered beginning in the 11th grade. Students are required to pass the 11th grade proficiency test as a condition for graduation.




IMPLEMENTATION DATA

Measurement and Accountability

INTRODUCTION

Program of Accountability

During the 1987-1988 interim, the Legislative Study on Elementary and Secondary Education recommended that a comprehensive school accountability program be enacted. Under the original proposal, Nevada's schools were to be accredited through regulations established by the State Board of Education. The State Department of Education was to collect and evaluate the results of its accreditation site visits and report its findings and recommendations to a permanent statutory legislative committee on education.



Although those provisions were not adopted, the original proposal was notable in its attempt to link the two components of accountability: (1) an indicator system; and (2) an accreditation system that would make use of its results. A number of amendments were made to the original version of this recommendation. Under the law finally enacted in 1989, each school district was required to adopt a program of accountability for the quality of the schools and educational achievement of pupils of the residents of the district. School boards were allowed to adopt the program of the Northwest Association of Schools and Colleges (NASC), or design their own programs. None of the districts elected to accredit through the NASC instead, each chose to compile its own district-wide accountability report.

The school accountability law, as it was finally adopted, required each school district to report to its residents concerning: (1) educational goals and objectives; (2) comparisons between current and previous pupil achievement at each age and grade; (3) pupil-to-teacher ratios for each grade; (4) data concerning licensed and unlicensed personnel; (5) a comparison of the types of classes each teacher is assigned to teach along with the teacher's licensure and qualifications; (6) total expenditures per pupil from each individual funding source; (7) the curriculum, including any special classes; (8) attendance and advancement records in all grades and graduation rates in high school; and (9) efforts made to increase the communication between parents and the district. Under the 1989 Act, this information was reported for the school district as a whole, but not for individual schools.

IMPLEMENTATION DATA

Measurement and Accountability

INTRODUCTION

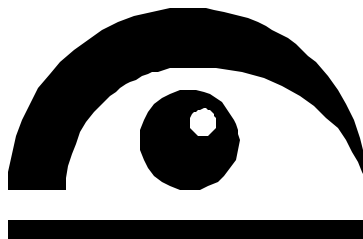
Senate Bill 511 of the 1993 Session

The 1993 Legislature enacted Senate Bill 511, making three comprehensive changes to the 1989 accountability law by:

- Shifting the reporting of information from the district level to the individual school building level.
- Providing the Superintendent of Public Instruction with the authority to specify uniform reporting requirements for accountability information among the school districts using common definitions and established methodologies.
- Changing the method of reporting this information. The school districts are required to report the specified data, by school, to their citizens by March of each year. The districts also must submit a report by June 15 of each year to the State Superintendent identifying any problems involving the education program as identified by the accountability data. Proposed solutions to these problems are also to be reported by each district. As revised in 1997, the Legislative Bureau of Educational Accountability and Program Evaluation is required to analyze these reports and prepare a report to the Legislature concerning the effectiveness of these educational programs.

At the time S.B. 511 was enacted, some districts already had in place, or had planned, school-specific accountability systems that incorporated many of the bill's features, including an annual assessment to help address the needs of individual schools.

The 1994-1995 school year was the first period for the revised program. Each school district provided a report (containing 1992-1993 data) to its residents, for each school, using the definitions and format specified within the State Department of Education's *School Accountability Handbook*. In turn, the district-level reports were submitted to the Superintendent of Public Instruction. The first report by the Superintendent concerning the statewide program was submitted to the 1995 Nevada Legislature, as required by the statute.



IMPLEMENTATION DATA

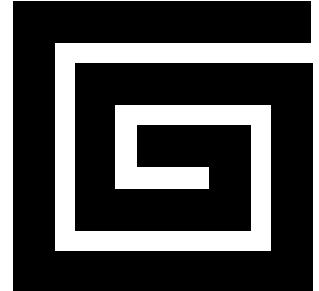
Measurement and Accountability

INTRODUCTION

Senate Bill 482 – The Nevada Education Reform Act of 1997

The enactment of the Nevada Education Reform Act established a system to evaluate the performance of public schools through criteria placed schools into one of three categories: (1) schools demonstrating high achievement; (2) those showing adequate achievement; and (3) those demonstrating need for improvement. The criteria for such placement includes academic achievement based upon average test scores as well as student and teacher attendance rates. Schools that need improvement advance through three phases. The first year a school is identified as demonstrating need for improvement, the school district is required to establish a school improvement plan. Remediation programs that have been demonstrated to improve pupil achievement must be adopted. If the school is again designated as demonstrating inadequate achievement, it is placed upon academic probation and the State Department of Education must adopt an improvement plan and appoint a panel to evaluate the school. The appointment of a panel may be waived if a school continues to show significant improvement. If the school is ranked for a third year as demonstrating need for improvement, the panel may recommend the Superintendent of Public Instruction appoint a new administrator for the school.

The measure required that additional accountability data be collected, including the presence of computer technology; incidents at school involving alcohol or controlled substances; and parental participation, among others. High schools must report the percentage of its graduates requiring remedial course work within institutions of the University and Community College System of Nevada. A new 10th grade norm-referenced test was added to the accountability provisions at this time, and districts were required to begin reporting the results of the science component of proficiency examinations.



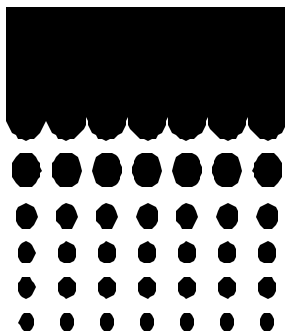
IMPLEMENTATION DATA

Measurement and Accountability

INTRODUCTION

Senate Bill 70 of the 1999 Session

Senate Bill 70 further revised the statewide public school accountability program. The measure changed the term that designates schools as demonstrating “inadequate achievement” to schools “needing improvement.” A new category of schools was created called “exemplary achievement” for schools that have at least half of their students scoring in the top quarter. The category “high achievement” was redefined as schools that have at least 40 percent of their students scoring at or above the 75th percentile. The bill also deleted teacher attendance as one criterion for classifying a school that needs improvement, but requires tracking and reporting the data by school. Further, the measure revised provisions concerning school-level accountability reports to require reporting of the percentage of classes in the core curriculum (English, mathematics, science, and social studies) that are taught by teachers who are teaching outside their field. The measure also required that district- and school-level accountability reports include the number of students who are habitual discipline problems; the number of pupils, by grade, that are retained in the same grade; and the amount of money spent on remedial education. Beginning in the 1999-2000 school year, high schools and school districts must report the number and percentage of pupils who graduate with a standard diploma, an adjusted diploma, or a certificate of attendance.



IMPLEMENTATION DATA

Measurement and Accountability

INTRODUCTION

Under provisions of Senate Bill 70, schools that consistently have fewer than 90 percent of students eligible to take the achievement tests face additional reporting requirements and possible sanctions. Schools needing improvement are required to adopt approved remedial programs, and existing law was clarified to provide that any child who fails to demonstrate at least “adequate achievement” must receive remedial assistance. The bill required the State Department of Education to adopt a list of approved modifications for disabled students taking the High School Proficiency Examination; and reporting requirements for this group of students also were established. School districts were required to utilize previous reports and data, noting actions taken and progress to date, when preparing new school improvement and districtwide improvement plans. Districts were further required to notify parents of students who fail the High School Proficiency Examination.

Finally, Senate Bill 21 of the 1999 Session expanded access to statewide proficiency exams, adding additional educational personnel to those authorized to review those examinations. In response to an increasing number of test security violations, the bill included specific references to test security breaches as grounds for the revocation of professional licenses and dismissal from employment.

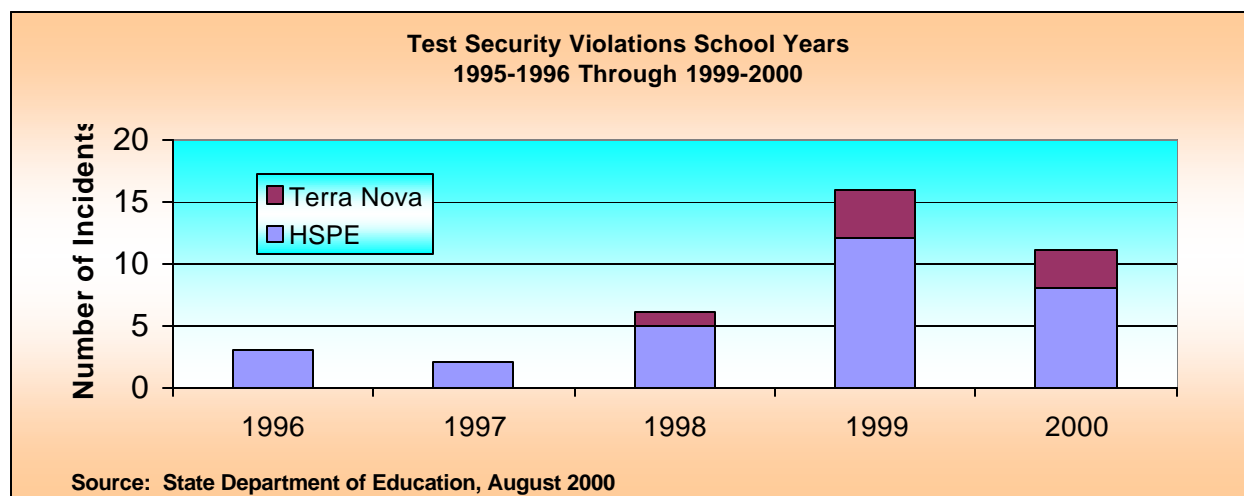


Table 43-1

IMPLEMENTATION DATA

Measurement and Accountability

ACCOUNTABILITY DESIGNATION OF SCHOOLS

The Nevada Education Reform Act (NERA) of 1997 established a structure for the Legislature to view the public education system as a whole; to establish a statewide mission statement; to formulate a series of goals; to identify policies and programs that foster change; and generally to set the tone for reform and improvement.

As part of the 1997 NERA, schools, for the first time, were identified as demonstrating “High Achievement,” “Adequate Achievement,” or “In Need of Improvement.” During the 1999 Legislative Session, a new category was added for schools demonstrating “Exemplary Achievement.”

Identification of schools is determined by utilizing scores received on the state required norm-referenced examination (*TerraNova*); the following provides the formulas for determining into which category a school will be placed:

Exemplary Achievement

- At least 95 percent of eligible pupils at the school took the *TerraNova* test;
- At least 50 percent of eligible pupils received an average score in the top quarter (76th percentile) in all four subject areas tested (reading, language arts, mathematics and science); and
- The average daily attendance of pupils who are enrolled in the school is at least 95 percent.

High Achievement

- At least 93 percent of eligible pupils at the school took the *TerraNova* test;
- At least 40 percent of eligible pupils received an average score in the top quarter (76th percentile) in all four subject areas tested (reading, language arts, mathematics, and science); and
- The average daily attendance of pupils who are enrolled in the school is at least 93 percent.

Adequate Achievement

- At least 90 percent of eligible pupils at the school took the *TerraNova* test;
- At least 60 percent of eligible pupils received an average score above the bottom quarter (26th percentile) in one or more subject areas tested (reading, language arts, mathematics and science); and
- The average daily attendance of pupils who are enrolled in the school is at least 90 percent.

IMPLEMENTATION DATA

Measurement and Accountability

ACCOUNTABILITY DESIGNATION OF SCHOOLS

Need For Improvement

- More than 40 percent of eligible pupils received an average score in the bottom quarter (below the 26th percentile) in all four subject areas tested (reading, language arts, mathematics, and science); or
- The average daily attendance of pupils who are enrolled in the school is less than 90 percent for three or more consecutive years.

The following table provides a breakdown of the number of schools in each of the four categories for Fiscal Year (FY) 1997-1998, FY 1998-1999, and FY 1999-2000.

FISCAL YEAR	EXEMPLARY	HIGH	ADEQUATE	IN NEED OF IMPROVEMENT
1999-2000	2	8	451	10
1998-1999	NA	2	445	5
1997-1998	NA	2	413	23

Table 44

When looking at schools designated as “In Need Of Improvement,” 5 percent of the total number of schools were designated in FY 1997-1998, this percentage dropped to 1 percent in FY 1998-1999, and to 2 percent in FY 1999-2000.

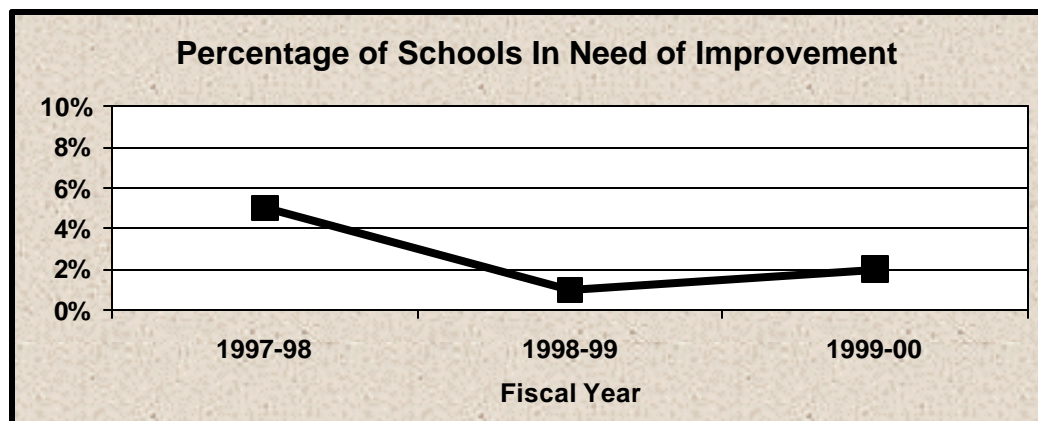


Table 45

IMPLEMENTATION DATA

Measurement and Accountability

STATE EXAMINATIONS

Since 1997, the Legislature has required statewide testing to measure how Nevada's pupils compare to those in other states and the nation as a whole. Beginning in 1995, the Legislature appropriated funds to fully pay for the tests. These tests include the following: a standardized, norm-referenced test in reading, language, art, and math in grades 4 and 8; a state-designed, direct writing assessment in grades 8 and 11; and a High School Proficiency Examination in grade 11 covering reading and math.

The 1997 Education Reform Act increased testing requirements as a part of increased accountability for public schools. A norm-referenced test for grade 10 was added, as was a writing test for 4th graders. Science was added as a subject to be tested at grades 4, 8, 10, and 11, and criterion-referenced tests based on new academic standards will be administered in grades 3 and 5 to measure skills in reading and math. The Act established a procedure for ranking schools on the basis of the norm-referenced test scores. Schools designated "in need for improvement" on the test are required to prepare plans for improvement and to adopt proven remedial education programs based upon needs identified in the tests.

GRADES IN WHICH STUDENTS ARE TESTED ON STATE MANDATED EXAMS							
	3	4	5	8	10	11	12*
Norm-Referenced Test- <i>TerraNova</i>		●		●	●		
Writing Exam		●		●		●	●
National Assessment of Education Progress (NAEP)**		●		●	●		
High School Proficiency Exam						●	●
Criterion-Referenced Test***	●		●				

* Not all 12th grade students take the tests; students who pass the test at 11th grade do not take it in 12th grade.

**Only 4th, 8th, and 10th grade students in the schools included in the sample for NAEP take the test in even-numbered years.

***The test will be administered to the students required to take the test commencing in the spring semester of 2001.

Table 46

IMPLEMENTATION DATA

Measurement and Accountability

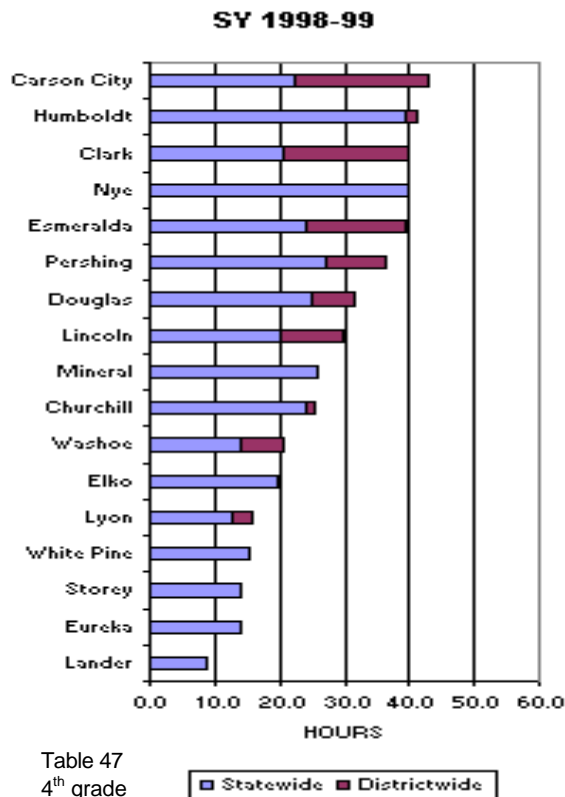


Table 47
4th grade

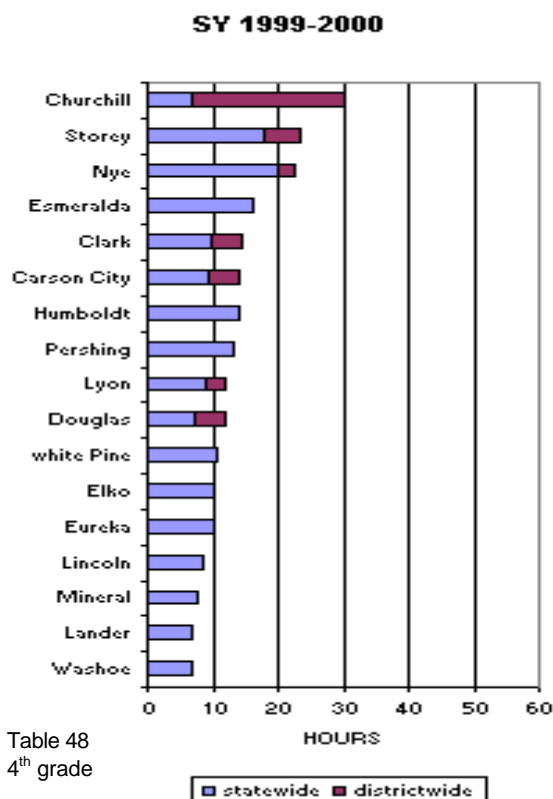


Table 48
4th grade

CLASS TIME USED ON TESTING

In past years, school districts were requested to provide information pertaining to the amount of class time used on administration of statewide and districtwide tests. Since 1998, school districts have also provided information regarding the amount of class time use for test preparation and the amount of class time lost due to schedule changes.

Information regarding the amount of time spent on statewide and districtwide tests at grades 4, 8, 10, and 11 for the 1998-1999 and the 1999-2000 School Years (SY) is displayed on the following table. The highest amount of class time used in testing per class for SY 1998-1999 is approximately 58 hours, as reported by the Nye County School District in grade 11. Of the 58 hours, 40 hours were used on the High School Proficiency Examination and 18 hours were used on state pilot tests. Nine school districts reported no class time was spent in testing in 1st and 2nd grade. Twelve school districts did not give any districtwide tests to their 12th graders. It appears that the 4th and 11th graders, in general, spent more class time in testing than the pupils in other grades for SY 1998-1999. The Carson City and Clark County School Districts were among the school districts that spent the highest amount of class time in testing across grades.

IMPLEMENTATION DATA

Measurement and Accountability

CLASS TIME USED ON TESTING

The highest amount of class time used on testing for School Year (SY) 1999-2000, is approximately 31 hours, as reported by the Churchill County School District in grade 4. Of the 31 hours, nearly 7 hours were spent on statewide tests and 24 hours were used on districtwide tests. Eight school districts reported no class time was use in testing for 1st grade and four school districts reported no class time was used in testing for 2nd grade. Students in 4th grade spent more time than students in other grades for SY 1999-2000 in most school districts. It appears that the amount of class time spent on testing at grades 4, 8, 10, and 11 for SY 1999-2000 was less than the amount of class time used for SY 1998-1999 for all the four grades in question. The decreases in class time used on testing in these grades, however, may be due to the fact that the amount of class time spent on testing for SY 1999-2000 did not include the amount class time lost due to schedule changes, as it did in SY 1998-1999.

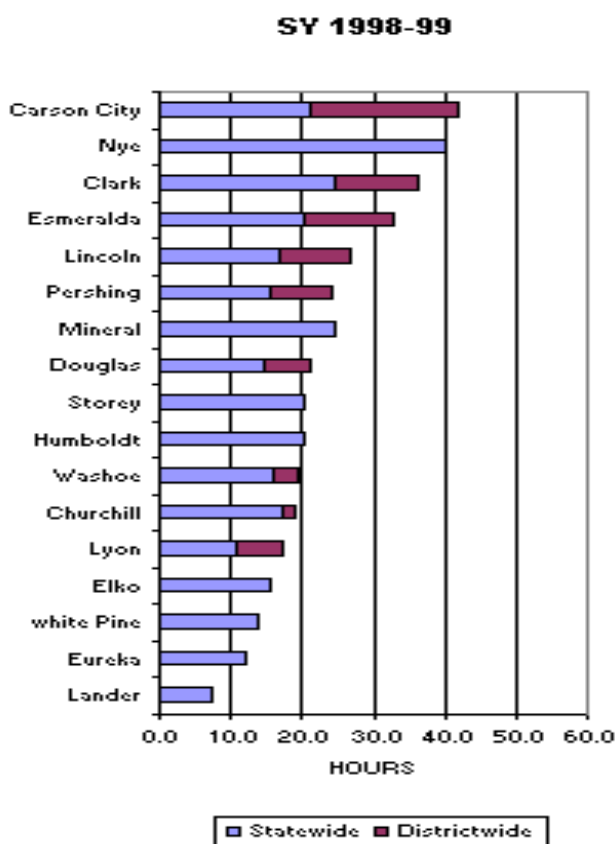


Table 49
8th grade

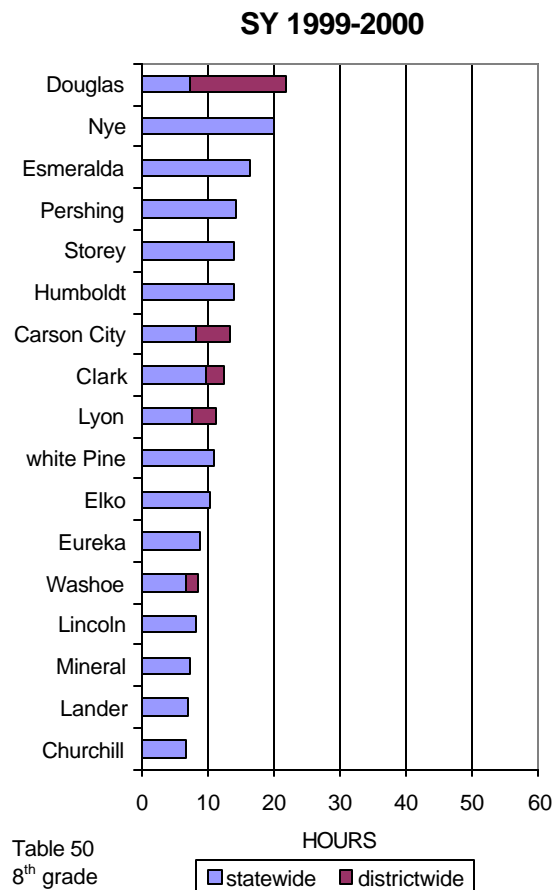


Table 50
8th grade

IMPLEMENTATION DATA

Measurement and Accountability

CLASS TIME USED ON TESTING - 10th Grade

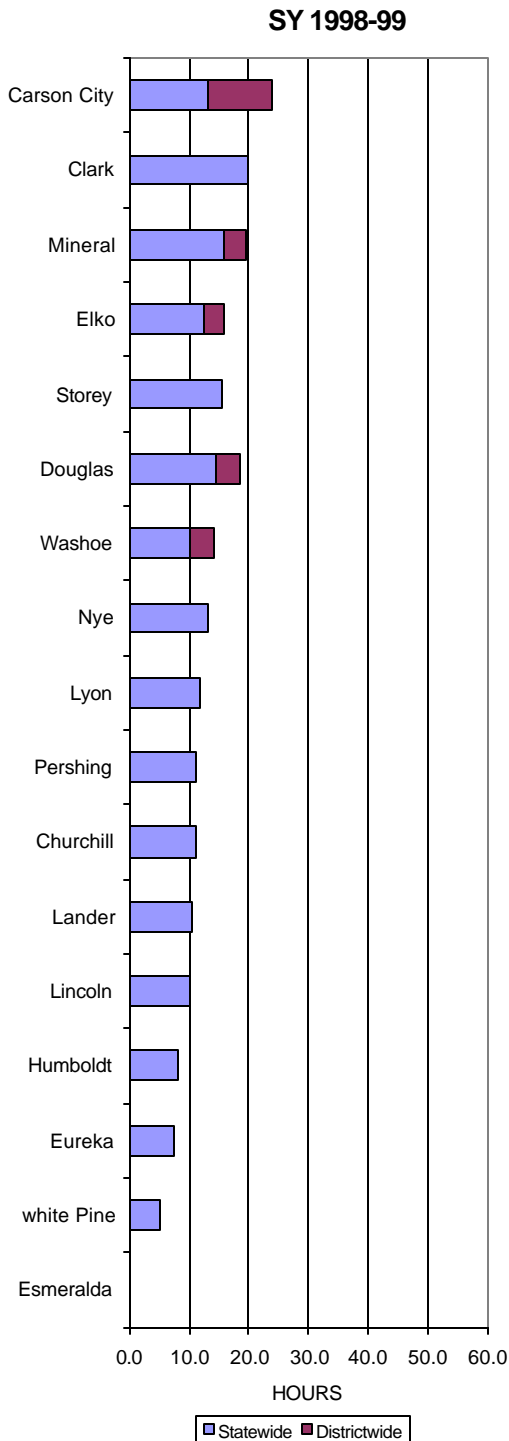


Table 51

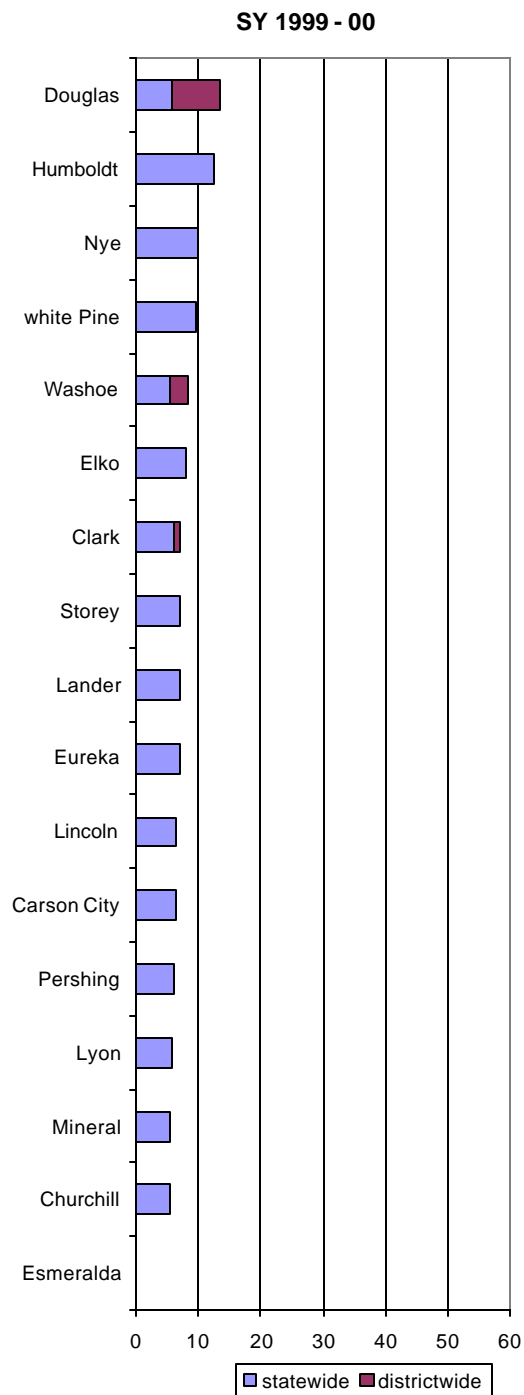


Table 52

IMPLEMENTATION DATA

Measurement and Accountability

CLASS TIME USED ON TESTING - 11th Grade

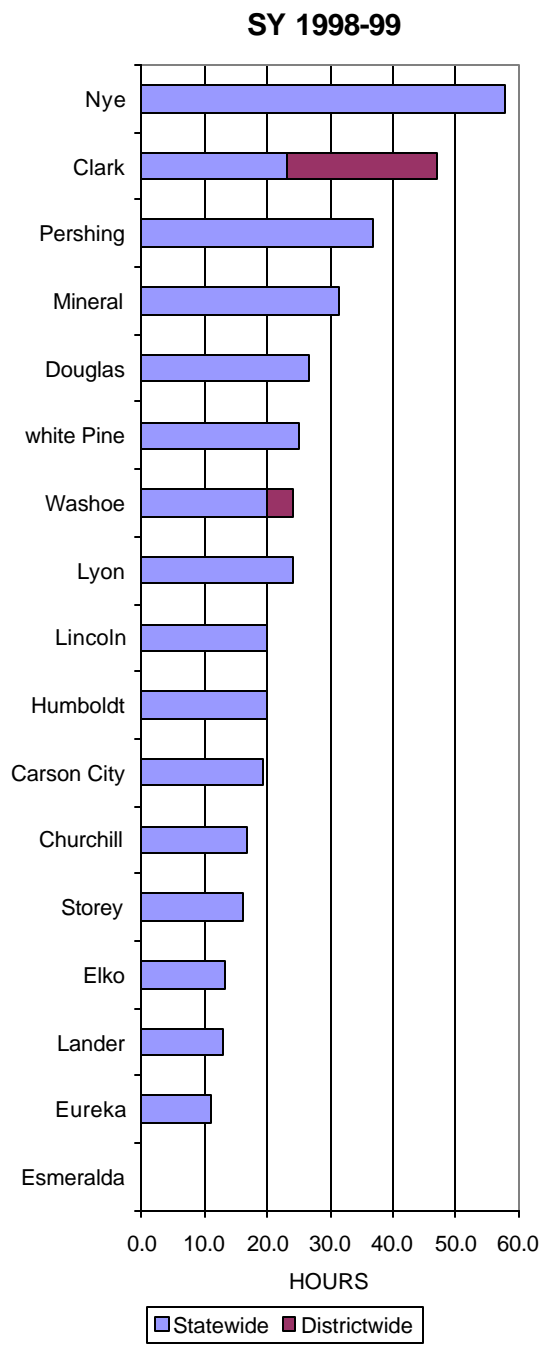


Table 53

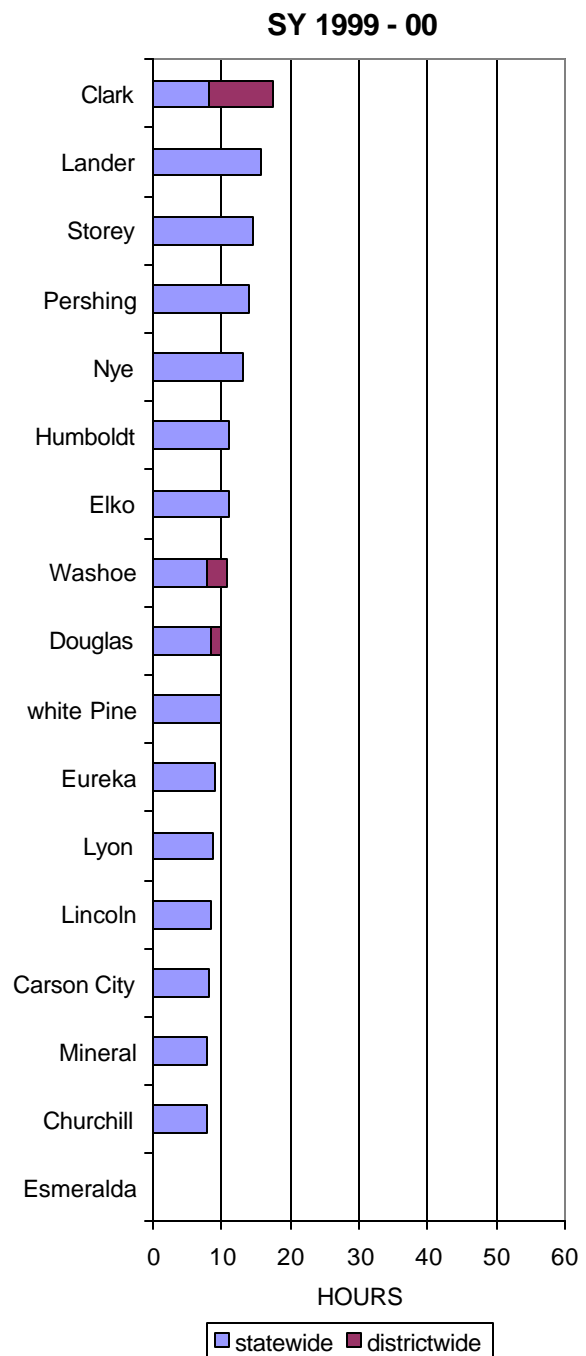


Table 54

IMPLEMENTATION DATA

Measurement and Accountability

Parent/Guardian Survey of the Nevada Public School Accountability Reports

School Year 1999-2000

In March of 2000, Terry Owens, Evaluation Consultant, and the Nevada Department of Education sent a survey to every public school in the State of Nevada. The survey asked parents and guardians to indicate their level of interest in the various categories of data reporting elements in the individual school accountability report (accountability reports are sent to all parents on March 31 of each year). All total, 31,000 surveys were sent out, representing approximately 10 percent of the enrollment of each school. Of the 31,000 surveys, there were over 4,800 responses, with 15 of the 17 school districts reporting (Storey and White Pine did not participate).

The numbers presented in this report are based on a random stratified sample of the 4,800 responses. Stratification was by district, school, and socioeconomic status. The total number of cases for this reported sample was 400. A full analysis will be presented in a detailed report on the survey in December 2000.

The highest areas of interest to the respondents included Test Score Summary, Student/Teacher Ratio, Teacher Years of Experience, Incidents of Violence, and School Progress Toward Goals. The areas of lowest interest included Transiency Rate, Participation in Migrant Education, and Graduates in College Remedial Courses.

IMPLEMENTATION DATA

Measurement and Accountability

PARENT/GUARDIAN SURVEY OF THE NEVADA PUBLIC SCHOOL ACCOUNTABILITY REPORTS

School Year 1999-2000

The majority of parents agreed that they felt more informed about their child's school because of the accountability reports. The sample of the responses generally showed an interest and concern in most areas currently reported in the school accountability reports. It should be noted that the respondents do not necessarily represent the general parent/guardian population – only the parent/guardians who took the time and interest to respond to the survey.

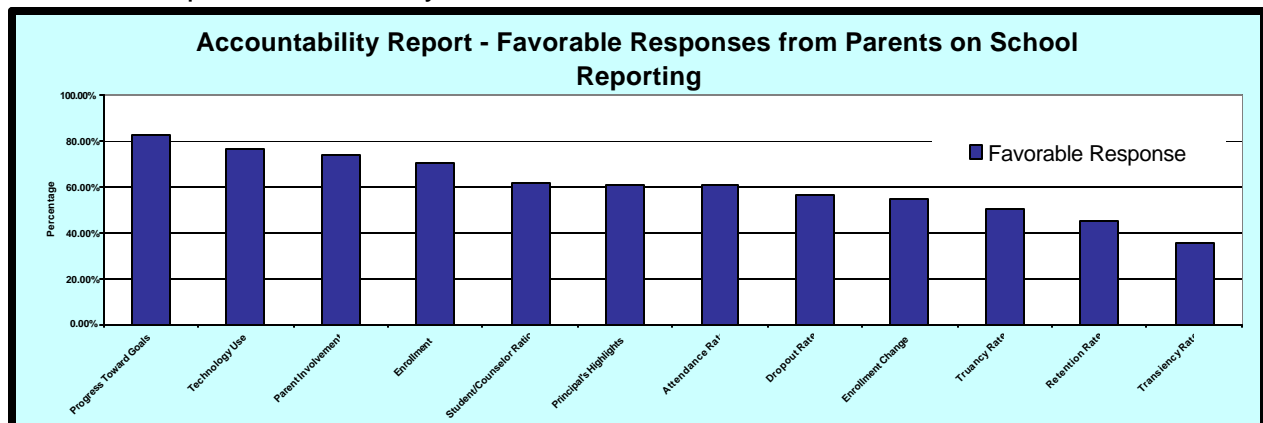


Table 55

Source: Terry Owens, Nevada Department of Education, September 2000.

Note: Numbers are preliminary and are only based on a return of 400 of the 4,800 responses.

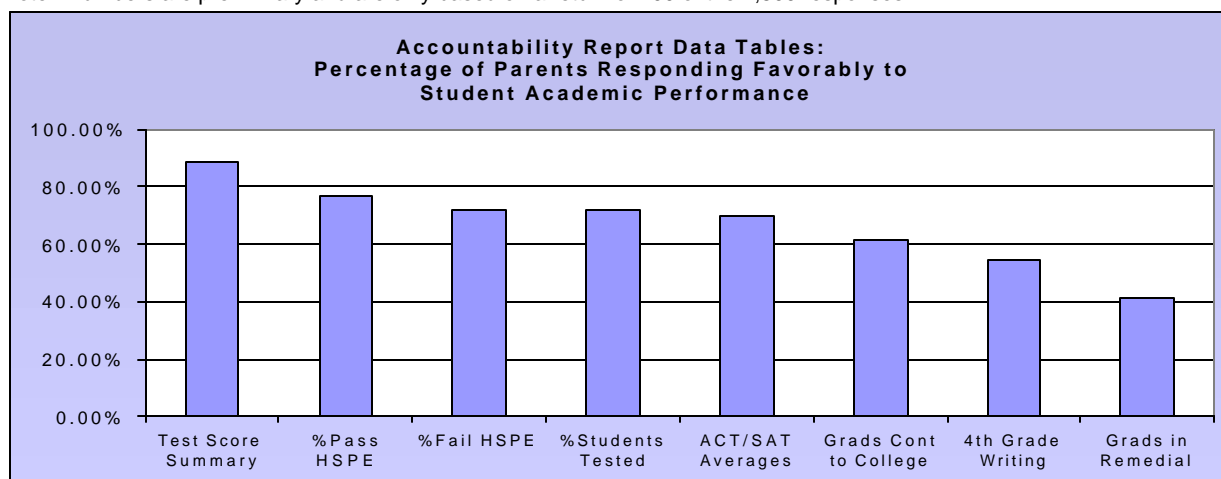


Table 56

Source: Terry Owens, Nevada Department of Education, September 2000.

Note: Numbers are preliminary and are only based on a return of 400 of the 4,800 responses.

IMPLEMENTATION DATA

Council to Establish Academic Standards in Public Schools

HISTORY

The 1997 Legislature also took action with regard to standards and assessments. Senate Bill 482 (NERA) of the 1997 Session created a nine-member Council to Establish Academic Standards for Public Schools. The Council was required to review and recommend statewide standards in English, math, and science before September 1, 1998. The Council convened a series of statewide writing teams for each of these topics, with team members consisting of educators, community members, parents, and others. In addition, several focus groups of parents and teachers addressed issues related to academic standards which guided the work of the writing teams and the Council. The State Board of Education, in a joint meeting with the Council, adopted standards and the statewide tests linked to these standards in August 1998. The standards for English, math, and science took effect within the public schools during the 1999-2000 school year. During Phase II of the Council's activities, statewide writing teams consisting of teachers, other educators, parents, and community members drafted standards in the arts, computer education, health/physical education, and social studies. The Council adopted standards for these subjects in March 2000, effective for public school students during the 2000-2001 school year.

The Council's future activities include establishing grade-by-grade standards in math and English and creating a process and schedule for the periodic review of existing standards, as required by Senate Bill 466 of the 1999 Legislative Session.

The permanent Council consists of an eight-member panel, with four members appointed by the Governor, including two parents and two licensed educators. The remaining four members are appointed by legislative leadership and include two legislators, one from each house, and two business or industry representatives. Current members of the Council include Ms. Debbie Smith (Chairman); Senator Ann O'Connell; Assemblywoman Vonne Chowning; Mr. Kirk Kelly Adams; Ms. Evelyn Allred; Mr. Scott Craigie; Dr. Benjamin Hart; and Ms. Elaine Wynn.



IMPLEMENTATION DATA

Council to Establish Academic Standards in Public Schools

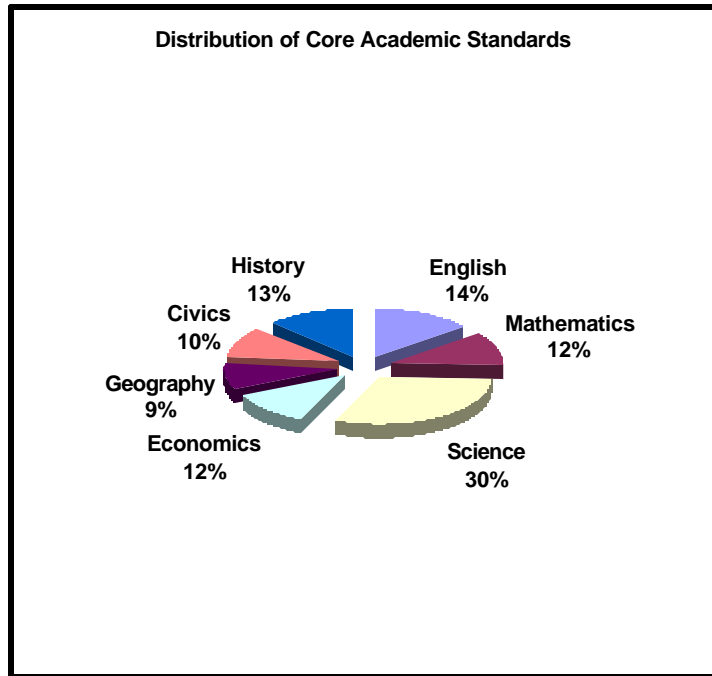


Table 57
Source: Council to Establish Academic Standards.
Note: Social studies standards as a whole constitute 44 percent of the core standards.

ADOPTION OF THE STANDARDS

In August 1998, the Council adopted content standards for English, mathematics, and science. Performance standards in those core academic subjects were adopted in February 1999. State content and performance standards for social studies (includes civics, economics, geography, and history) were adopted in March 2000.

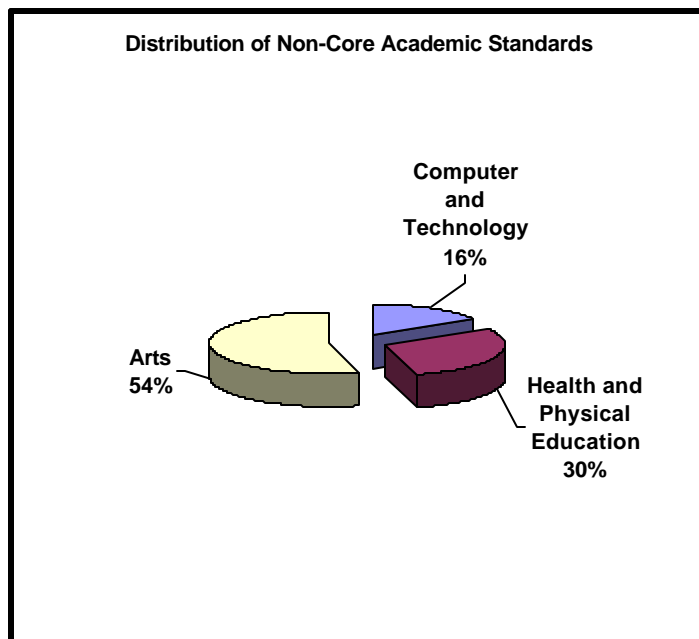


Table 58
Source: Council to Establish Academic Standards.

Standards for the non-core academic subjects of health/physical education, computer/technology education, and the arts were adopted in March 2000.

IMPLEMENTATION DATA

Council to Establish Academic Standards in Public Schools

IMPLEMENTATION OF ACADEMIC STANDARDS

Since the adoption of the core academic standards for English, math and science in 1998, the school districts have been working to align their curriculums with the academic standards. The social studies standards were adopted in March 2000. The school districts report that existing curriculums covered about three-quarters of the core academic standards already. By September of 2000, the majority of the school districts report that the core academic standards are over 90 percent covered in their curriculums – with the exception of social studies, which is averaging about 75 percent.

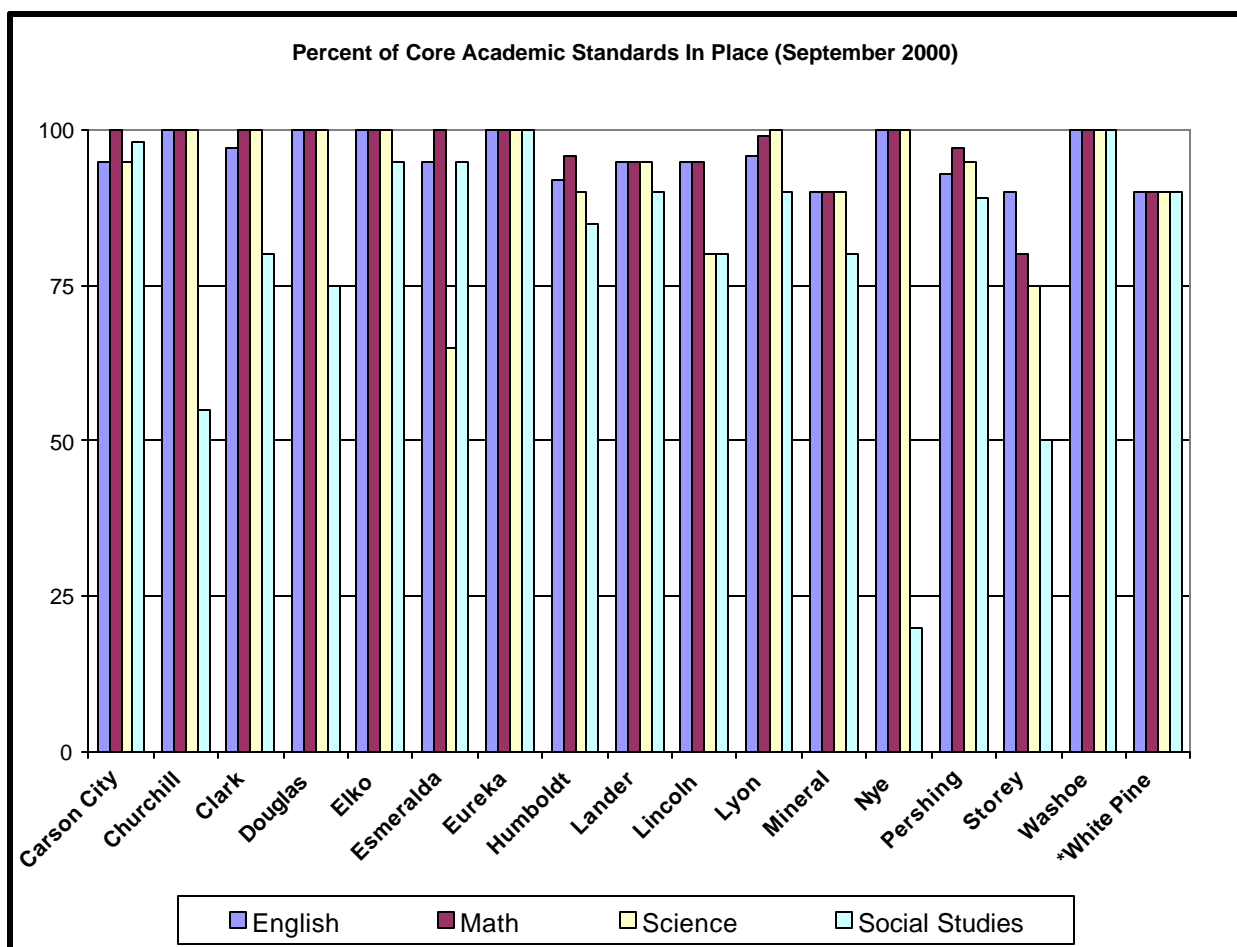


Table 59

Source: School Districts – Quick Poll estimates.

Note: Nevada school districts' percentages reported are estimates of current status.

IMPLEMENTATION DATA

Council to Establish Academic Standards in Public Schools

IMPLEMENTATION OF ACADEMIC STANDARDS

The non-core academic standards for the arts, computer/educational technology, and health/physical education were adopted in March 2000. The school districts report that approximately one-half of these standards were already covered by the existing curriculums. After working on curriculum mapping over the summer, the school districts now report an average of 75 percent coverage for the non-core standards of computer/educational technology and health/physical education. The arts standards have the most inconsistent implementation, with one district reporting its arts program was discontinued and with two districts reporting complete coverage.

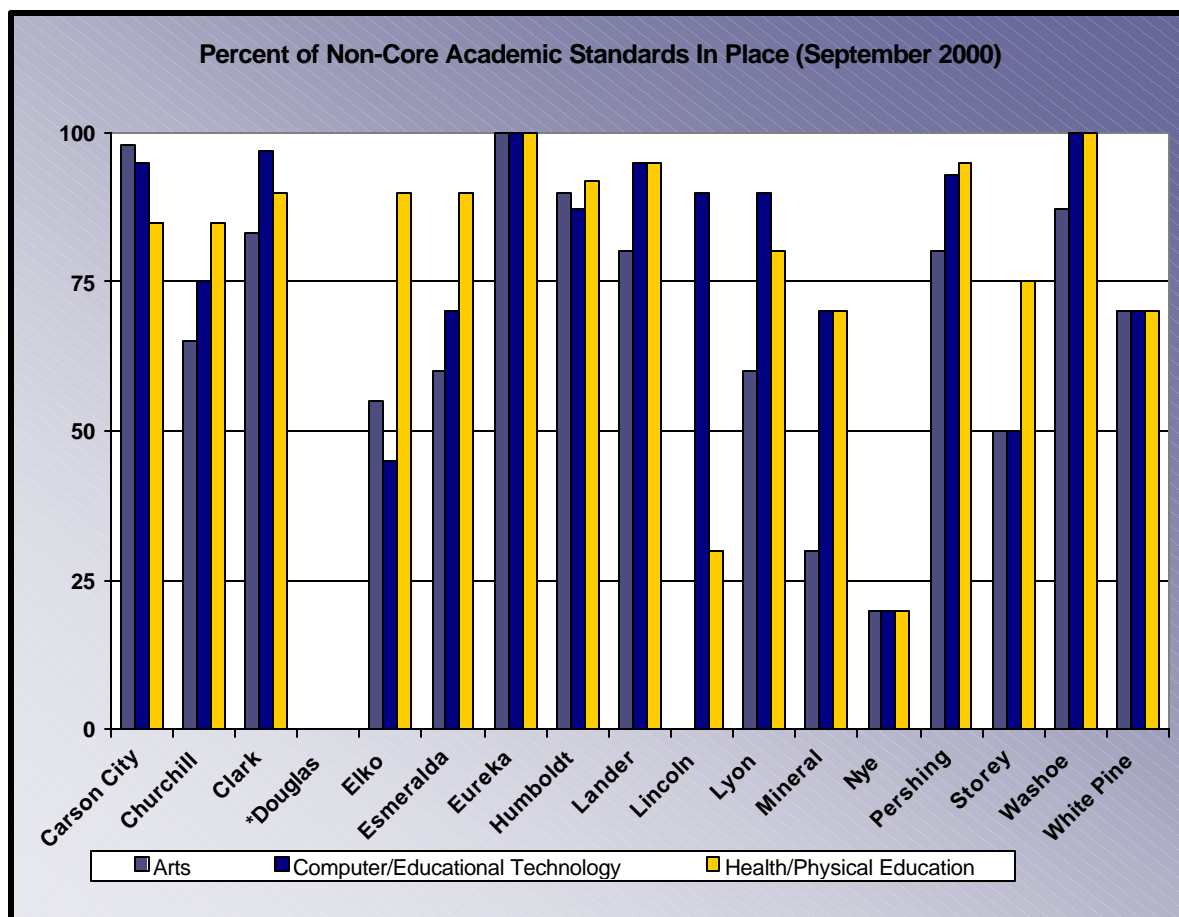


Table 60

Source: School Districts – Quick Poll estimates.

Note: Nevada School Districts' percentages reported are estimates of current status.

* Douglas County did not provide estimates.

IMPLEMENTATION DATA

Council to Establish Academic Standards in Public Schools

EXPENDITURE OF FUNDS ON ACADEMIC STANDARDS

Since its inception in 1997, the Council has used the staff and services of the State Department of Education and the Washington, D.C.-based Council of Basic Education to carry out its mission. For the 1997-1999 biennium, over \$500,000 was expended on development of the core academic standards and an engagement plan to educate the public. In the 1999-2001 biennium, an additional \$352,795 will be expended to finish the core academic standards, and to develop the non-core standards.

In the first biennium, state funds were the primary funding source, but in the second biennium, state funds comprise less than one-third of the funds spent on the standards.

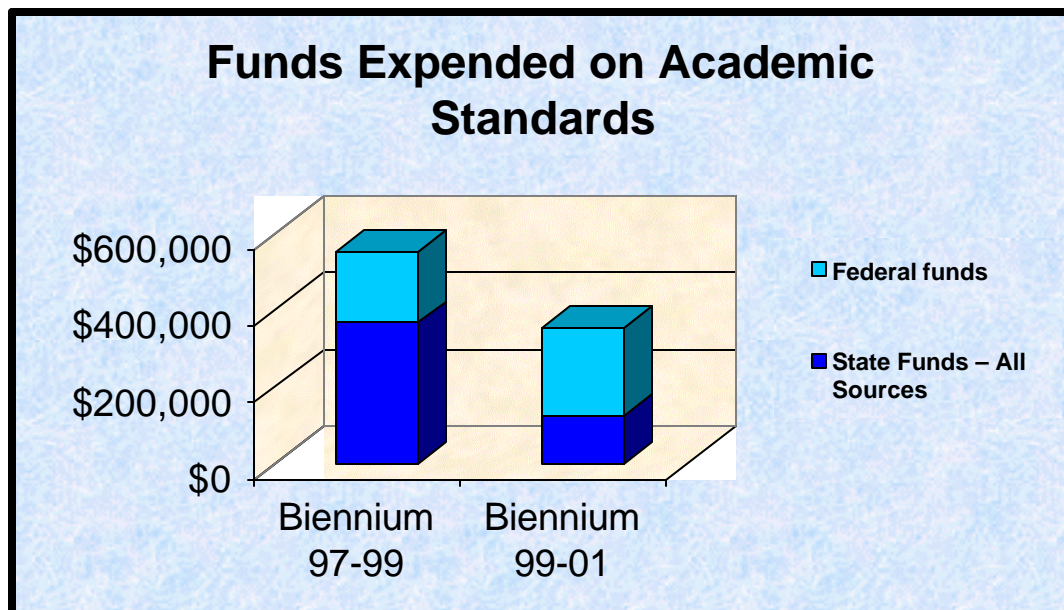


Table 61

Source: State Department of Education.

IMPLEMENTATION DATA

Council to Establish Academic Standards in Public Schools

EXPENDITURE OF FUNDS ON ACADEMIC STANDARDS

The following chart provides more detail on the expenditures for academic standards. Note that these funds do not include the indirect contributions associated with the assistance of the State Department of Education staff, teachers, postsecondary personnel, parents, and business people. The State Department of Education estimates the indirect contributions to be several hundred thousand dollars.

FUNDS	Biennium 1997-1999	Biennium 1999-2001	Four-Year Total
State - Operational Costs	\$ 23,950	\$ 33,000	\$ 56,950
State - Contractor (CBE)	253,325	90,995	344,320
State Department of Education	89,094	0	89,094
State Funds – Subtotal	366,369	123,995	490,364
Federal funds	184,256	228,800	413,056
TOTAL	\$550,625	\$352,795	\$903,420

Table 62
Source: State Department of Education.

IMPLEMENTATION DATA

Council to Establish Academic Standards in Public Schools

EXPENDITURE OF FUNDS ON ACADEMIC STANDARDS

EDUCATION WEEK – Quality Counts 2000

Education Week, a national publication on educational issues, publishes an annual report card on each state's educational system, including state academic standards, entitled "Quality Counts 2000." This year's report was the fourth annual report for *Education Week*.

Nevada received an "A-" in the Standards and Accountability category, with the state standards accounting for 50 percent of the overall grade. Out of 50 states, Nevada ranked 11th.

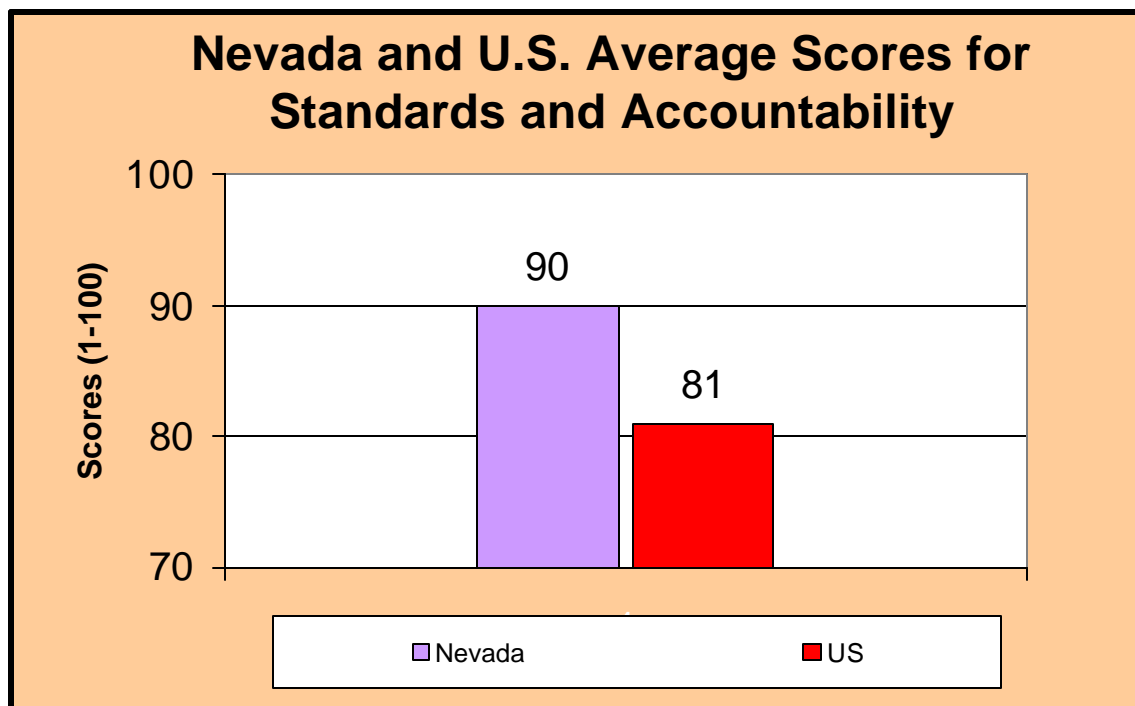


Table 63

Source: *Education Week*.

Note: *Education Week* bases its standards grade, in part, upon the Fordham Foundation grades. Grades from previous years are not included since grading criteria differed.

IMPLEMENTATION DATA

Council to Establish Academic Standards in Public Schools

FORDHAM FOUNDATION – STATE OF THE STATE STANDARDS 2000

Nevada's Grades on Academic Standards	
English	B
Mathematics	C
History	C
Geography	C
Science	C

Since 1998, the Thomas B. Fordham Foundation has graded the states based on their academic standards for English, mathematics, history, geography, and science. Nevada did not receive a grade in 1998 because it had not yet adopted its academic standards. The average national grade is a "C."

Overall, Nevada received a grade of "C+" (better than the national average) and ranked 14th among the states in the overall quality of its academic standards.

Table 64

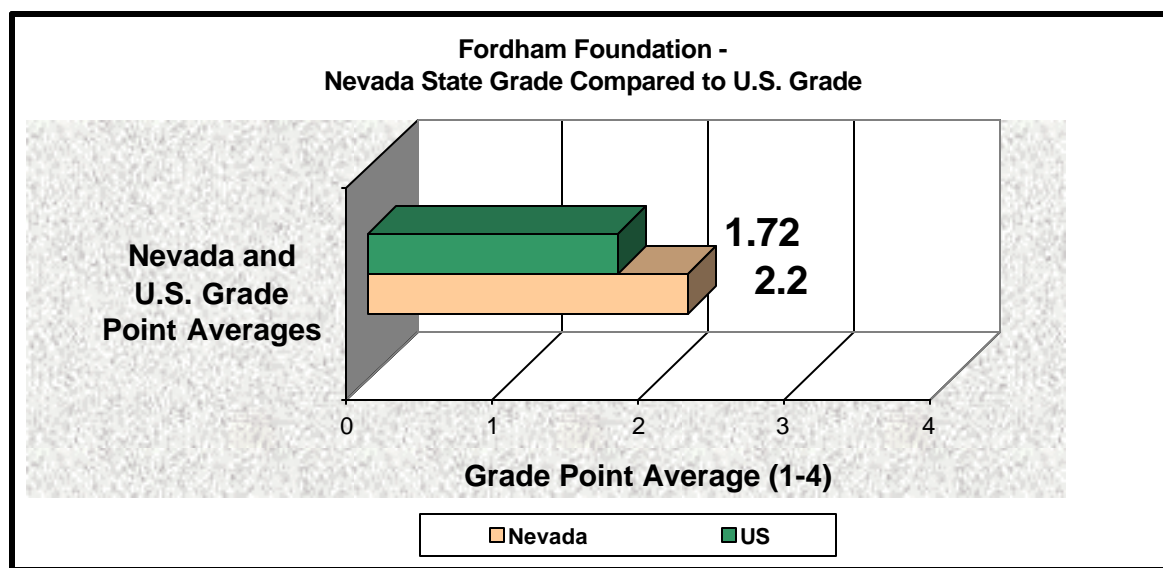
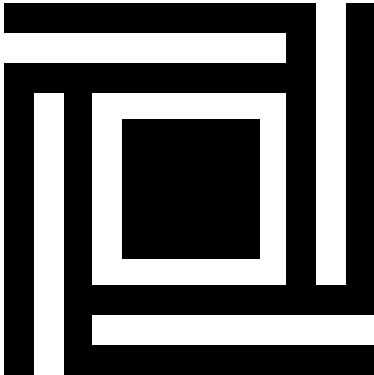


Table 65
Source: Fordham Foundation.

IMPLEMENTATION DATA

Nevada Commission on Educational Technology

BACKGROUND



The Legislature's 1997 Nevada Education Reform Act also contains a significant commitment to technology in the classroom. The measure creates an 11-member Commission on Educational Technology charged with developing and updating a statewide plan for the use of educational technology within the public schools. Members serve two-year terms, and must have knowledge and experience in the use of educational technology. The Commission includes representatives of the private sector, public libraries, parents, University and Community College System of Nevada, educational personnel, and the Legislature. The Governor must select seven members, with the remaining four members appointed by legislative leadership.

The state technology plan contains recommendations to incorporate technology within the schools, increase pupil access to the Internet, increase teacher access to continuing education opportunities through technology, improve pupil achievement, and incorporate teacher-training needs associated with the new technology. In addition, the Commission makes recommendations for the distribution of funds from the Trust Fund for Educational Technology and develops technical standards for educational technology and uniform specifications to ensure statewide compatibility. The Commission contracted with WestEd of San Francisco, California, to assist in the writing of the statewide educational technology plan. The final plan was completed by December 1999 and annual updates are required.

CURRENT STATUS

The 1997 Legislature provided a \$27.5 million one-time appropriation for educational technology for schools for purchasing and installing hardware, software, and electrical wiring for computer laboratories; upgrading computer software; and purchasing additional computers and other technology for instruction purposes in the classroom.

IMPLEMENTATION DATA

Nevada Commission on Educational Technology

CURRENT STATUS

The 1977 appropriation contained an additional \$8.6 million for school districts for costs associated with educational technology including: (1) training; (2) repair; (3) maintenance; (4) replacement; and (5) contracting for technical support. The Commission distributed this funding based upon applications submitted by the school districts. The 1999 Legislature appropriated an additional \$4.2 million for the 1999-2000 biennium to be distributed by the Commission for assistance to local school districts in bringing schools up to a minimal technological level; for school library databases; and for maintenance contracts for software. That allocation also has been distributed to the districts.

The Commission met most recently on June 5, 2000, to review progress on the annual revision of its statewide plan for 2001. In addition, the Commission discussed the submittal of its budget proposal (\$108.7 million) for the next biennium.

STATE APPROPRIATIONS FOR EDUCATIONAL TECHNOLOGY

Since 1995, Nevada has been working to provide its public schools with the hardware, software, and network systems needed to incorporate educational technology into the school day. Beginning with a multimillion dollar appropriation in 1995 and the creation of the Commission on Educational Technology in 1997, Nevada has continued its commitment to improving technology in the public schools. State appropriations approximate an expenditure of \$156 per student over a six-year period, or \$26 per year per student.

State Appropriations for Educational Technology

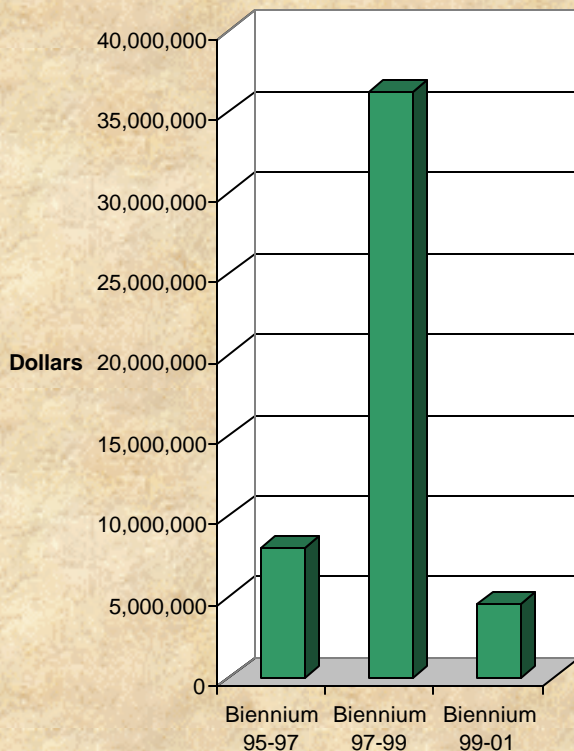


Table 66
Source: State Department of Education.

IMPLEMENTATION DATA

Nevada Commission on Educational Technology

STUDENT-TO-COMPUTER RATIO

A national measure of progress in integrating technology into the educational system is based upon the number of multimedia computers available in schools for instruction. The actual number of computers used for instruction in the schools is greater because not all instructional computers have a sound card or a CD-ROM drive and are considered multimedia. The student-to-computer ratio in Nevada was 28 to 1 in 1997, and has dropped to 12 to 1. Nevada has almost closed the gap with the national average student-to-computer ratio of 9.8 to 1.

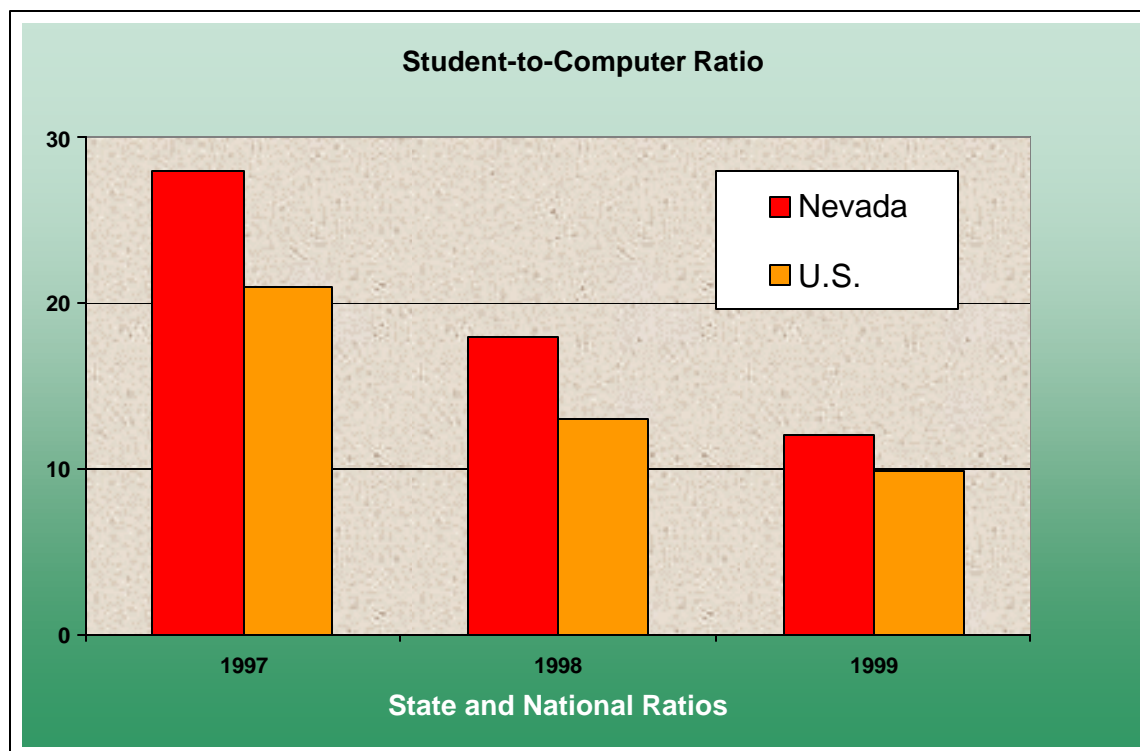


Table 67

Source: *Education Week*.

IMPLEMENTATION DATA

Nevada Commission on Educational Technology

SCHOOL CONNECTIVITY TO THE INTERNET

Since the Internet explosion several years ago, state policies and funding have increasingly supported, even demanded, that schools connect to the Internet. Nevada is no exception. Each school district reports annually on the "technological facilities and equipment available at each school" as required by NRS 385.347. Connections for each school, and ultimately each classroom, to the Internet is a common goal.

Nevada has made progress in this area and should soon reach the goal of having every school connected to the Internet. A connection for each classroom is the next goal. Nevada is also rapidly closing the gap with the national average. Connection to the Internet requires that at least one computer in the school, in either a classroom, computer lab, or library, have Internet access.

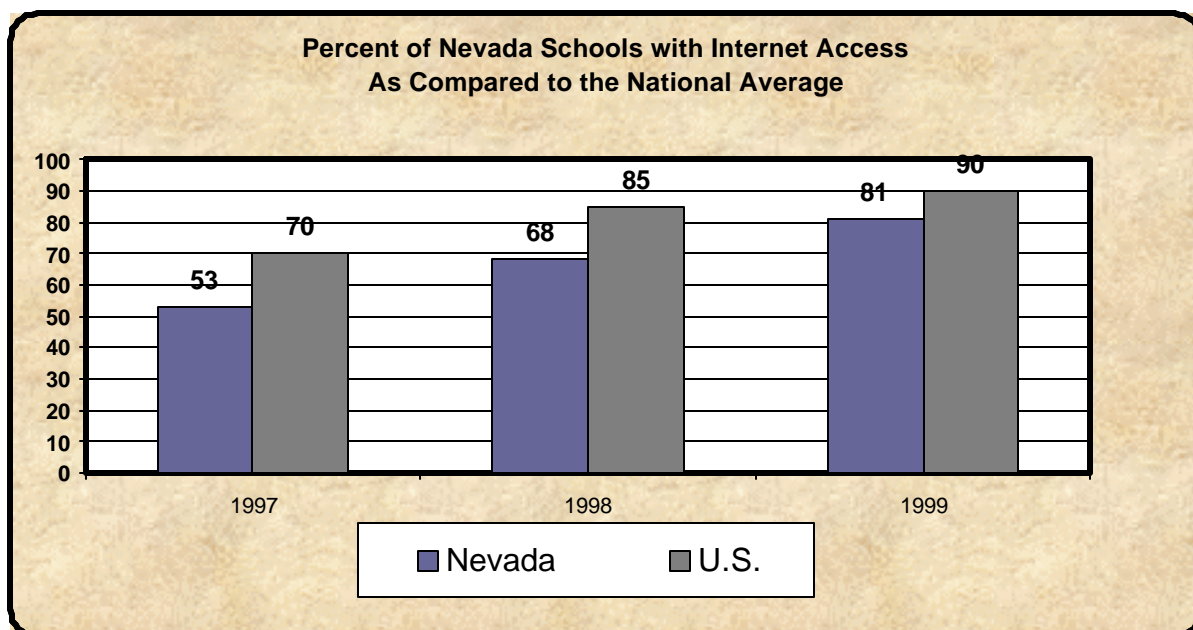


Table 68
Source: *Education Week*

IMPLEMENTATION DATA

Regional Professional Development Program

In response to a series of regional workshops conducted by the Committee during the 1997-1998 interim period, teachers, administrators, and others proposed a regional professional development model to help educators to teach the new state academic standards. The mission of the Regional Professional Development Program (RPDP) is to provide professional training for administrators and teachers in order to implement Nevada's high standards.

As part of the Nevada Education Reform Act, Senate Bill 555 of the 1999 Legislative Session provides \$3.5 million in each year of the biennium to establish and operate four regional training programs to prepare teachers to teach to new, more rigorous academic standards, and to evaluate the effectiveness of such programs. Motivation for this legislation came from input received from teachers and administrators during regional workshops held around the state regarding how to ensure that schools are ready to teach to higher standards.

The four regional training programs serve the school districts identified in the table (right).

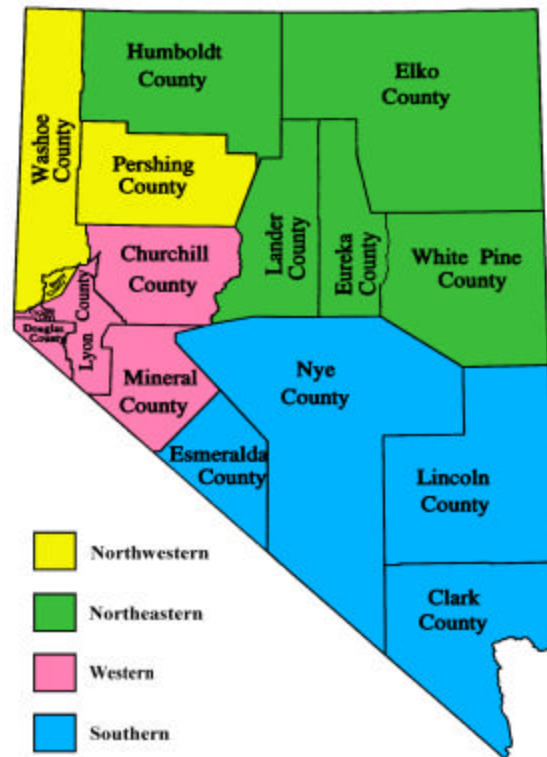


Table 69

TRAINING CONTENT

Implementation of each RPDP is overseen by a governing body composed of superintendents of schools, representatives of the University and Community College System of Nevada, teachers, and employees of the State Department of Education. It is the responsibility of the governing body to assess the training needs of teachers in the region and adopt priorities of training based upon the assessment of needs.

Based upon the assessment of needs for training within the region and the priorities of training adopted by the governing body, each RPDP must provide at least one of the following types of training: (1) new state standards; (2) assessment and measurement of pupil achievement and the effective methods to analyze the test results and scores of pupils to improve the achievement and proficiency of pupils; and (3) specific content areas to enable teachers to provide a higher level of instruction in their respective fields of teaching.

IMPLEMENTATION DATA

Regional Professional Development Program

During Fiscal Year 1999-2000 and Summer 2000, the Regional Professional Development Program has provided training in the following types of training sessions:

- State Standards (reading, math, and science)
- Backward Assessment Model (assessment drives instruction)
- Standards-based Instruction
- Cognitive Coaching (teacher mentoring)
- State, District, and Classroom Assessment
- Integrated Instruction Through Unit Planning
- Differentiated Instruction for Classroom Teachers
- State Standards for Special Education, English as a Second Language, and Gifted Students
- Effective Teaching Strategies for English Language Learners and Special Education Students
- Techniques for Improving Student Achievement in the Classroom
- Variety of Content/Pedagogy Classes



Photo 14 Courtesy of southern Nevada RPDP.

Participation of Teachers and Administrators

Training Sessions To Date:	469
Teachers Trained To Date:	10,547
Administrators Trained To Date:	445

Table 70

As reported by Nevada School Districts in October 1999, there are approximately 942 school administrators (i.e., principals, assistant principals, directors, supervisory personnel, associate superintendents, and superintendents) and 17,728 teachers in Nevada's public school system. Review of the above data indicates that almost 60 percent of teachers and 50 percent of administrators have received training through the RPDPs, to date.



Photo 15 Courtesy of northeast Nevada RPDP.

IMPLEMENTATION DATA

Regional Professional Development Program

EVALUATION OF THE REGIONAL PROFESSIONAL DEVELOPMENT PROGRAM

In addition to providing funds for the implementation of the Regional Professional Development Programs (RPDPs), Senate Bill 555 of the 1999 Legislative Session authorizes the four RPDPs to form a consortium and to receive up to \$50,000 in each year of the biennium from the State Distributive School Account to hire a qualified, independent consultant to conduct an evaluation of the effectiveness of the professional development programs that are offered. For the 2000-2001 biennium, the evaluation of the effectiveness of the programs is being conducted by WestEd, an independent, nonprofit educational research, development and service agency. The evaluation, as designed, will answer five primary questions:

Regional Professional Development Program Evaluation Plan

1. How are the Regional Professional Development Programs (RPDPs) organized?
 - A. What is the composition and operating procedures of the governance board?
 - B. How does the governance board sense teacher needs and use the information to design training?
 - C. How well is the governance structure working?
 - D. How are the RPDPs sharing information and resources to improve practices?
2. What is the nature and extent of RPDP training?
 - A. Who are the regional trainers and how are they selected, trained, and compensated?
 - B. Who are the site trainers and how are they selected, trained, and compensated?
 - C. Which teachers and administrators have been trained?
 - D. How has the training been delivered?
3. What is the quality of training?
 - A. How is RPDP training content linked to student academic standards?
 - B. How has training provided teacher and administrator knowledge of subject matter content, as well as teaching techniques and skills that are tied to reaching student academic standards?
 - C. Has RPDP training provided opportunities for follow-up training and teacher practice?
4. Are teachers learning new skills and content and using them to improve instruction?
 - A. What is the evidence on teacher gains in content knowledge?
 - B. What is the evidence on teacher gains in instructional skills and methods?
 - C. Are teachers using these gains in content knowledge and instructional skills in the classroom?
5. Are students making achievement gains?
 - A. What is the evidence of student achievement gains on the *TerraNova*?
 - B. What is the evidence of student achievement gains on the High School Proficiency Examination (HSPE)?
 - C. What is the evidence of student achievement gains on the Nevada Writing Assessment?
 - D. What is the evidence of student achievement gains in district and school data (e.g., ACT and SAT)?
 - E. What is the evidence of student achievement gains in teacher qualitative data?

IMPLEMENTATION DATA

Regional Professional Development Program

EVALUATION OF THE REGIONAL PROFESSIONAL DEVELOPMENT PROGRAMS

In order to answer the evaluation plan questions, data will be collected through a variety of methods:

- \$ Review of meeting minutes;
- \$ Interviews;
- Regional Professional Development Program (RPDP) database; and
- \$ RPDP Activity Evaluation Form.

Participants complete the RPDP Activity Evaluation Form at the end of each training session. Each question has a rating from 1 to 5, with a rating of 1 indicating “not at all” and a rating of 5 indicating “to a great extent.” The goal of the RPDPs is to average a rating of 4 or higher across all questions. Table 62 provides an average of the evaluation scores of all training sessions to date.

The RPDPs have met the goal of receiving at least a rating of 4 in all but one area (see table – right), meeting the needs of diverse student populations. It is anticipated that the RPDPs will continue to develop training content to address issues of special needs students: English Language Learners and Special Education students.

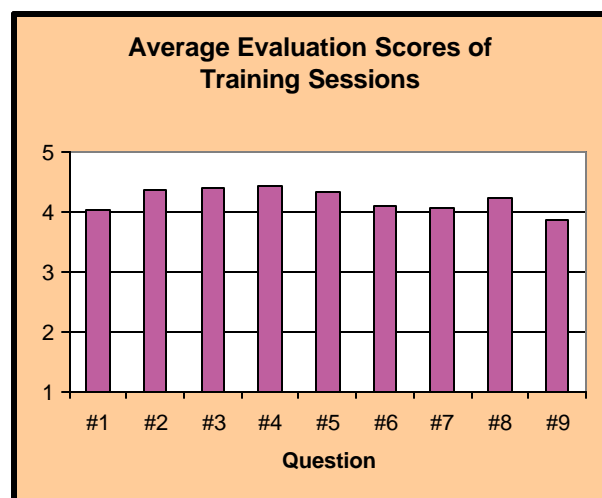


Table 72

REGIONAL PROFESSIONAL DEVELOPMENT PROGRAM ACTIVITY EVALUATION FORM Average Evaluation Scores of Training Sessions		
Question		Average Rating
1. This activity matched my needs.		4.03
2. The activity provided opportunities for interaction and reflections.		4.37
3. The presenter/facilitator's experience and expertise enhanced the quality of the activity.		4.41
4. The presenter/facilitator efficiently managed time and pacing of activities.		4.45
5. The presenter/facilitator modeled effective teaching strategies.		4.32
6. This activity added to my knowledge of standards and subject matter content.		4.10
7. The activity will improve my teaching skills.		4.06
8. I will use the knowledge and skills from this activity in my classroom or professional duties.		4.24
9. This activity will help me meet the needs of diverse student populations.		3.85

Table 73

IMPLEMENTATION DATA

Nevada's Class-Size Reduction Program

Another key reform initiative was Nevada's program to reduce pupil-to-teacher ratios, commonly the Class-Size Reduction Program. Following a review of the topic by a 1988 interim legislative study, the 1989 Nevada Legislature enacted the Class-Size Reduction Act. The measure was designed to reduce the pupil-to-teacher ratio in the public schools, particularly in the earliest grades and in classrooms where the core curriculum is taught.

The program was scheduled to proceed in several phases. The first step reduced the ratio in selected kindergartens and 1st grade for the 1990-1991 school year. The following phase was designed to improve 2nd grade ratios, followed by 3rd grade reductions and broadening kindergarten assistance. The 1991 Legislature made funds available for the 1991-1992 school year to reduce the ratios in 1st and 2nd grades and selected kindergartens at the 16 to 1 ratio. Due to budget shortfalls late in 1991 and continuing state fiscal needs, the 3rd grade phase was delayed until the 1996-1997 fiscal year when partial funding was provided at a 19 to 1 ratio. Those funding formulas continued through the 1999-2001 biennium.

After achieving the target ratio of 15 pupils to 1 teacher in the primary grades, the original program proposed that the pupil-to-teacher ratio be reduced to 22 pupils per class in grades 4, 5, and 6, followed by a reduction to no more than 25 pupils per class in grades 7 to 12. With the exception of a pilot program in Elko County, only the primary grades (K-3) have been addressed.

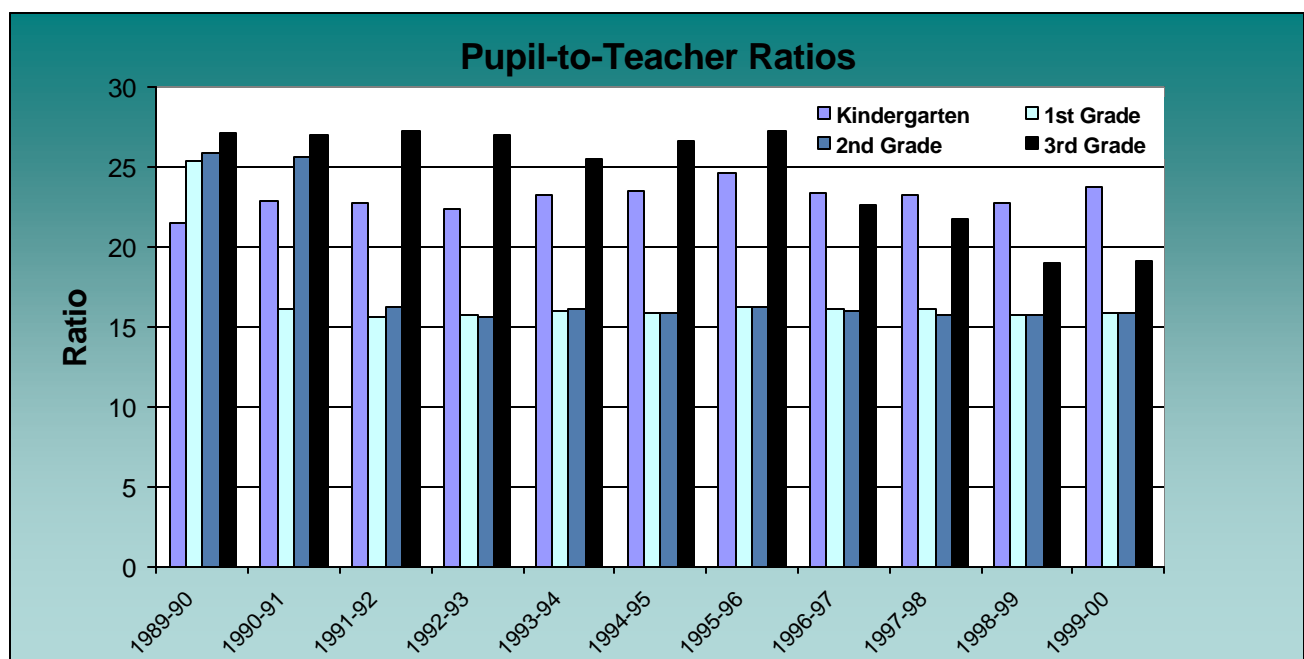


Table 74

Source: State Department of Education, 2000.

IMPLEMENTATION DATA

Nevada's Class-Size Reduction Program

PUPIL-TO-TEACHER RATIOS

The following table displays the actual pupil-to-teacher ratios in the Class-size Reduction (CSR) Program target grades during the lifetime of the program. Note that the actual ratios fluctuate from year to year, reflecting the State's ability to project student growth and the number of teachers needed for the program.

The actual funding allocation for Nevada's CSR Program is calculated by projecting student growth, figuring in the number of teachers districts would have hired to keep pace with that growth under the old ratios, then calculating the number of additional teachers needed to reduce the pupil-to-teacher ratio to the funded level (currently 16 to 1 for grades 1 and 2; 19 to 1 for grade 3). The CSR appropriations bill typically specifies the number of teachers to be hired, by grade. The measure also specifies the amount of the appropriation, by grade, based upon that estimated number of teachers multiplied by actual average of new hire salaries and benefits. In the current fiscal year, Nevada will employ 1,826 CSR teachers. The growth in the numbers of these teachers reflected on the chart below is a function of student growth in existing CSR grades, plus the addition of other grades as the program was phased in.

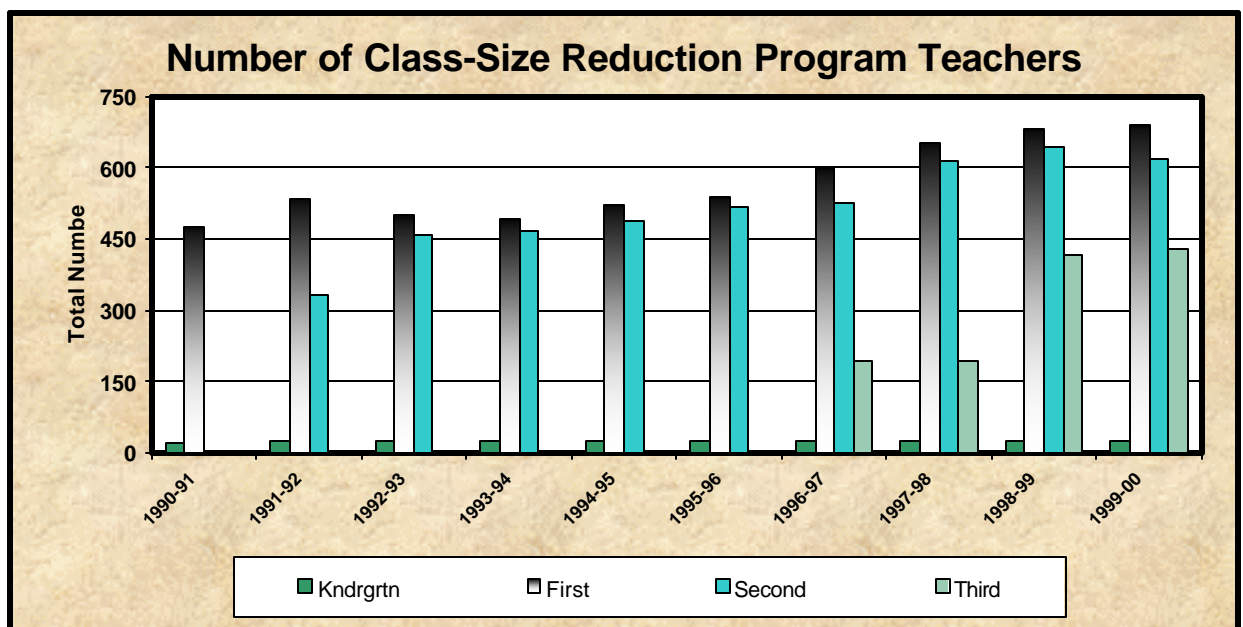


Table 75

Source: State Department of Education, 2000.

IMPLEMENTATION DATA

Nevada's Class-Size Reduction Program

EFFECT UPON PUPIL-TO-TEACHER RATIOS IN OTHER GRADES

In the past, concerns have been raised by members of the State Board of Education and others concerning the effect of the Class-Size Reduction (CSR) Program on grades other than the targeted primary grades. The following graph illustrates the changes in pupil-to-teacher ratios in the grades immediately above the target class-size reduction grades.

When ratios for fourth and fifth grades are reviewed, a definite increase can be seen across time as the CSR program was implemented in the primary grades. Although additional analysis would be needed to identify any direct correlation, it appears from the data that the ratios in the upper grades have increased when new CSR grades have been funded. The declines in fourth and fifth grades in the 1999-2000 school year will need to be monitored to determine whether it constitutes a trend.

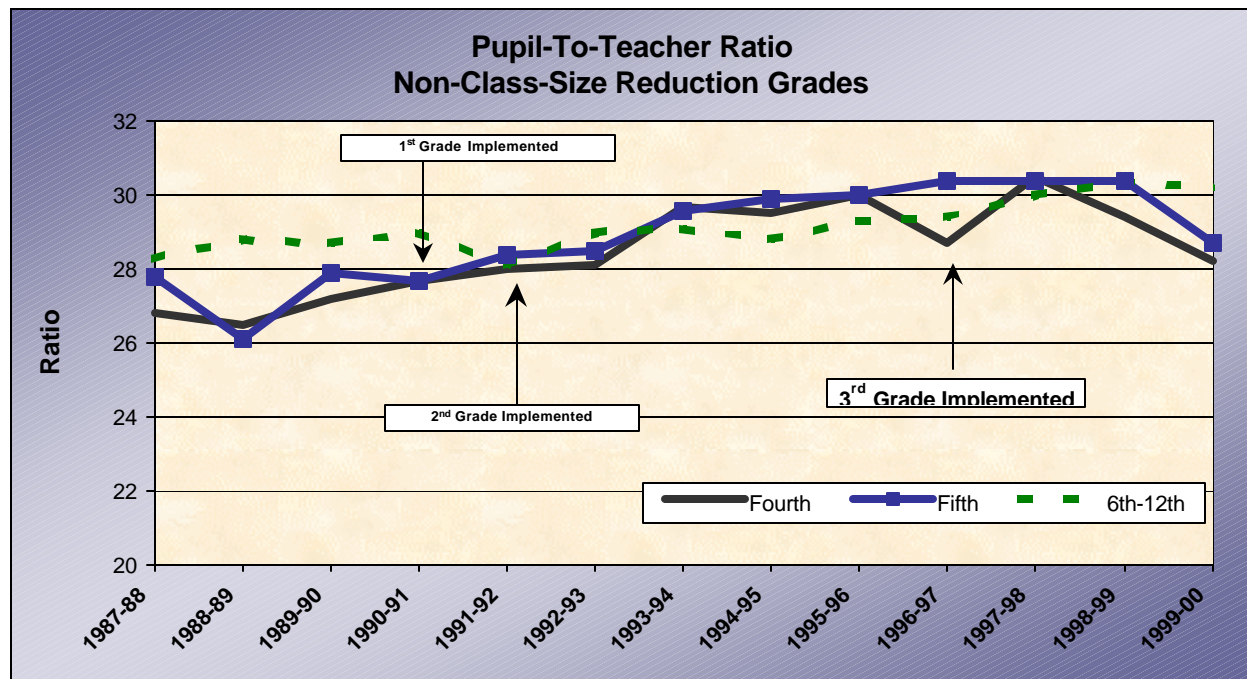


Table 76
Source: State Department of Education 2000.

IMPLEMENTATION DATA

Nevada's Class-Size Reduction Program

PROGRAM COSTS

The table below displays the actual cost of Nevada's Class-Size Reduction (CSR) Program over time. Note that the program costs increase as new grades are phased into the program. By the end of this fiscal year, Nevada will have expended approximately \$482 million for the direct costs of funding the CSR Program, excluding any local capital expenditures or other local costs.

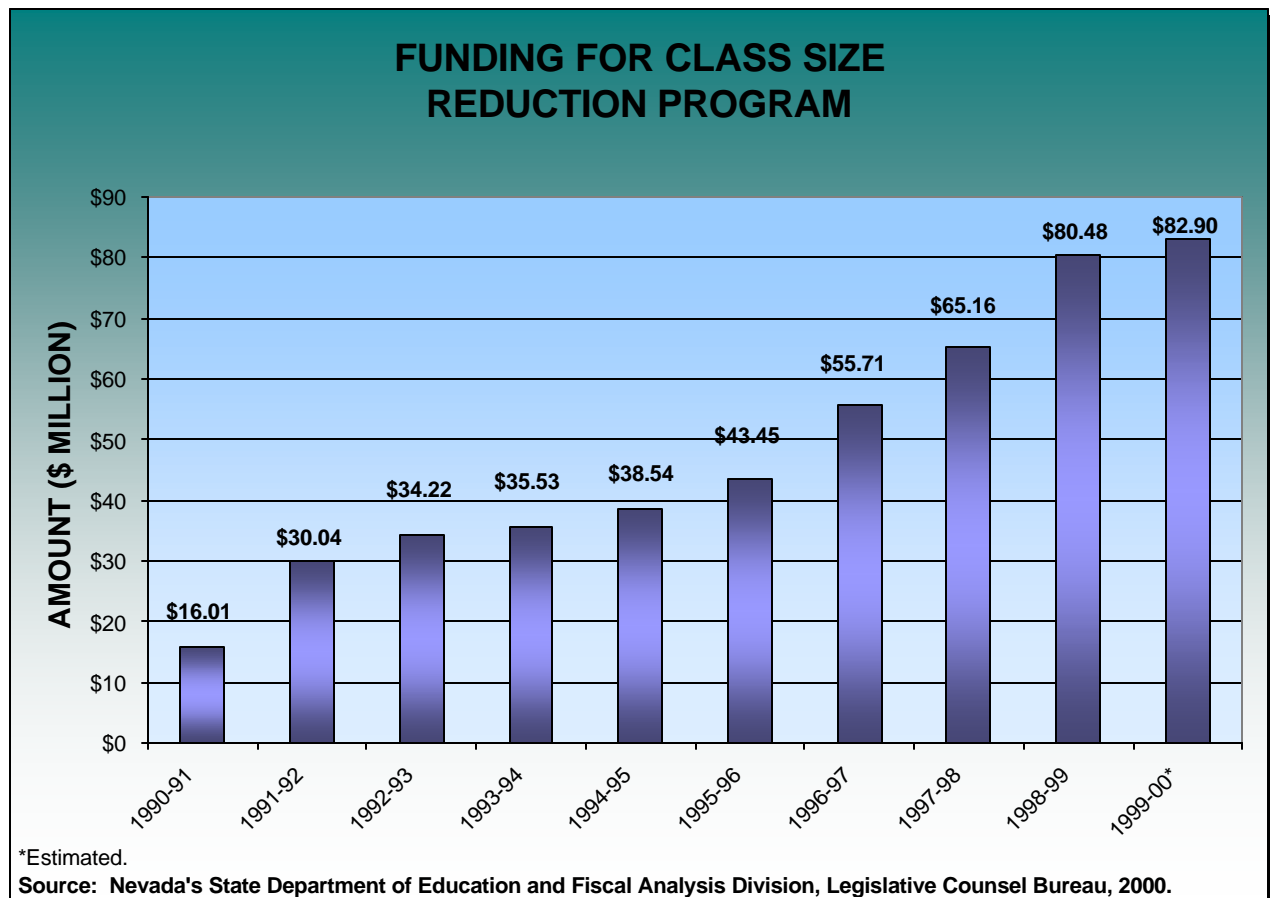


Table 77

IMPLEMENTATION DATA

Nevada's Class-Size Reduction Program

CLASSROOM CONFIGURATION

The table below lists the percentage of “self-contained” 1st and 2nd grade classrooms, where one teacher is alone in the room with the students. After a four-year decline in self-contained classrooms (with the percentage of team-taught classes increasing proportionately), the percentage has stabilized around the mid-60s for the past three years. In School Year (SY) 1999-2000, about 69 percent of all 1st grade classrooms were self-contained, up from 61 percent the previous school year. Second grade self-contained classrooms made up 68 percent of the total in SY1999-2000, up from 61 percent from the previous school year. Most of the 3rd grade classrooms are self-contained, as are nearly all kindergarten classes.

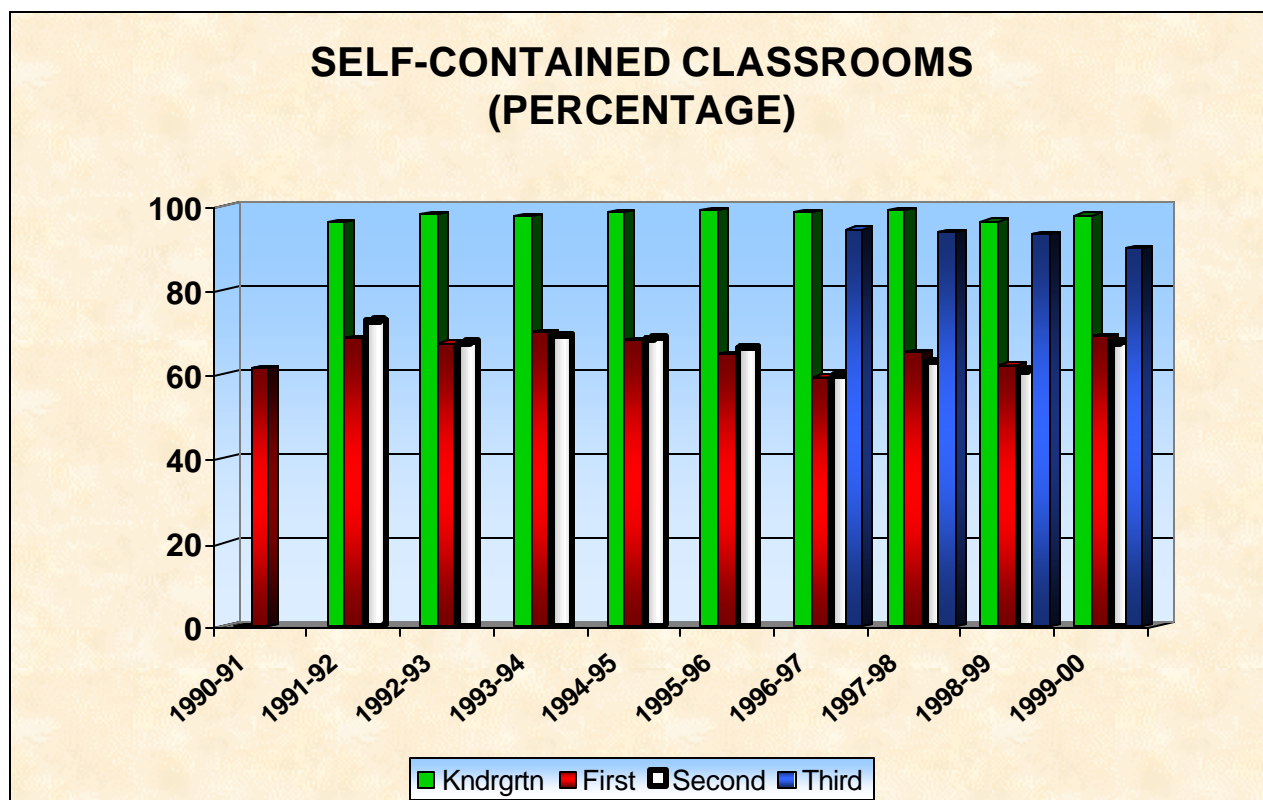


Table 78

IMPLEMENTATION DATA

Nevada's Class-Size Reduction Program

CURRENT EVALUATION DATA

Special Education Referrals

The following table displays the total statewide special education referrals for all ages and grades:

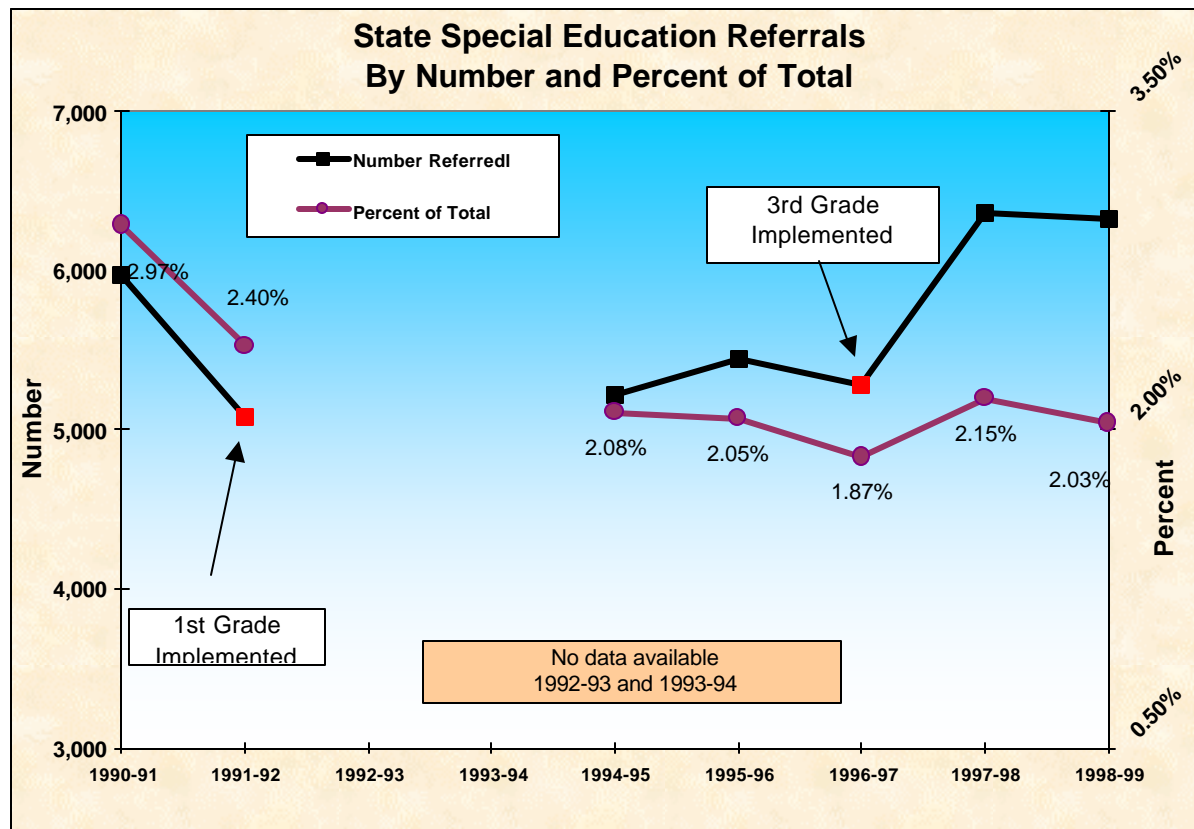


Table 79

Source: State Department of Education, 2000.

*Note: the data is not separated by grade or by whether the pupil was part of a federal program to identify children with disabilities beginning at ages 3 and 4.

IMPLEMENTATION DATA

Nevada's Class-Size Reduction Program

CURRENT EVALUATION DATA

Special Education Referrals

Next, Nevada's largest district, Clark County School District, was asked to provide special education referral information by grade. Unlike the previous figure, this table includes data that has not been adjusted for growth. The general trend toward declines of referrals in the class-size grades (grades 1 and 2) is all the more dramatic due to the high growth in the primary grades over that same time period. However, it should be noted that the increase in grade 2 referrals in the 1999-2000 school year departs from the downward trend.

Again, the Clark County School District advises caution in interpreting these results. Early identification of some individuals prior to kindergarten may skew this data.

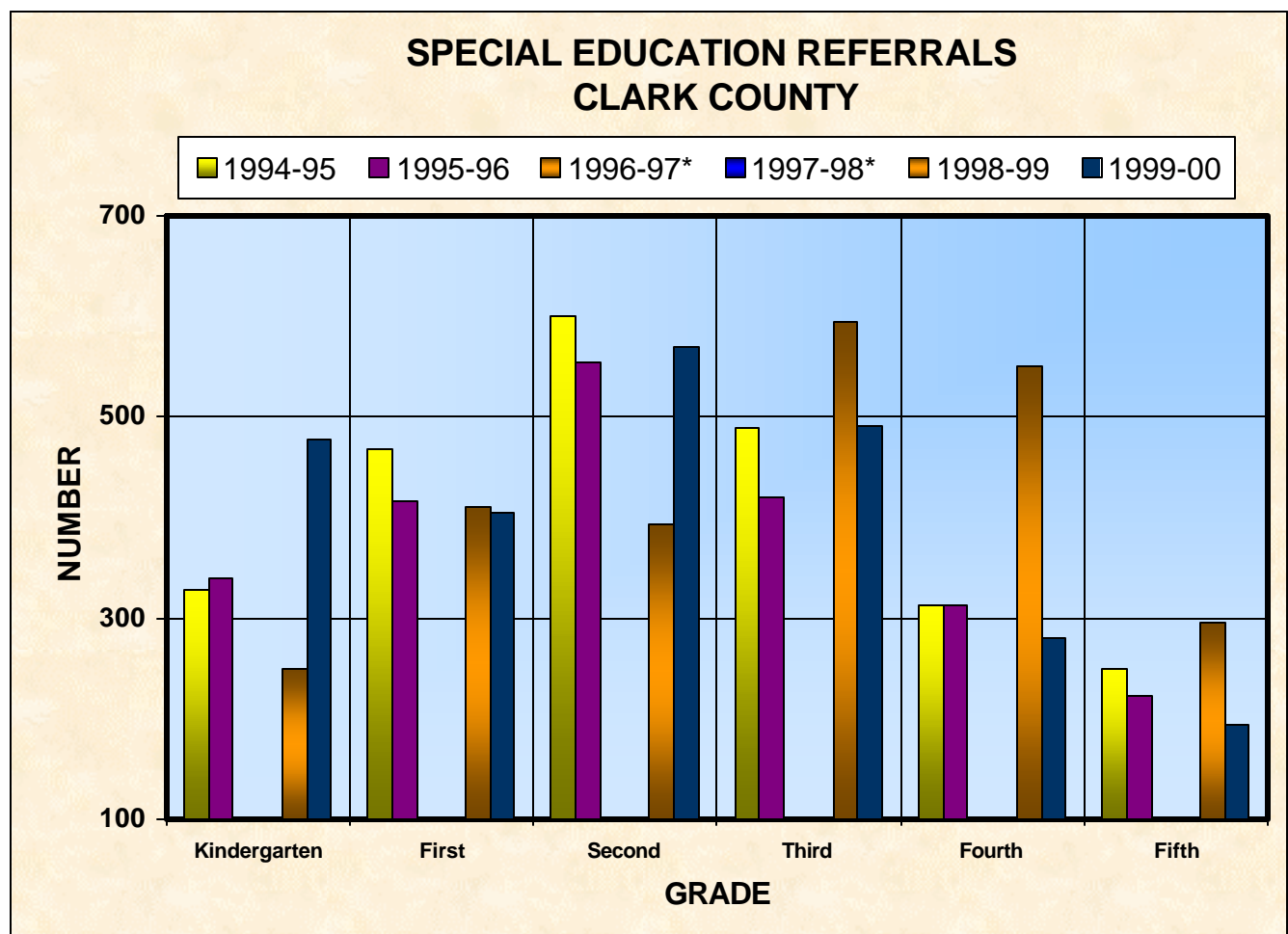


Table 80

Source: Clark County School District, August 2000.

*Data for 1996-1997 and 1997-1998 not available.

IMPLEMENTATION DATA

Nevada's Class-Size Reduction Program

CURRENT EVALUATION DATA

Grade Retention

The impact of the Class-size Reduction (CSR) Program upon pupil retention is less clear. Clark County School District was also asked to review its records concerning grade retention in the primary grades. The following table lists district retentions in kindergarten through 3rd grade.

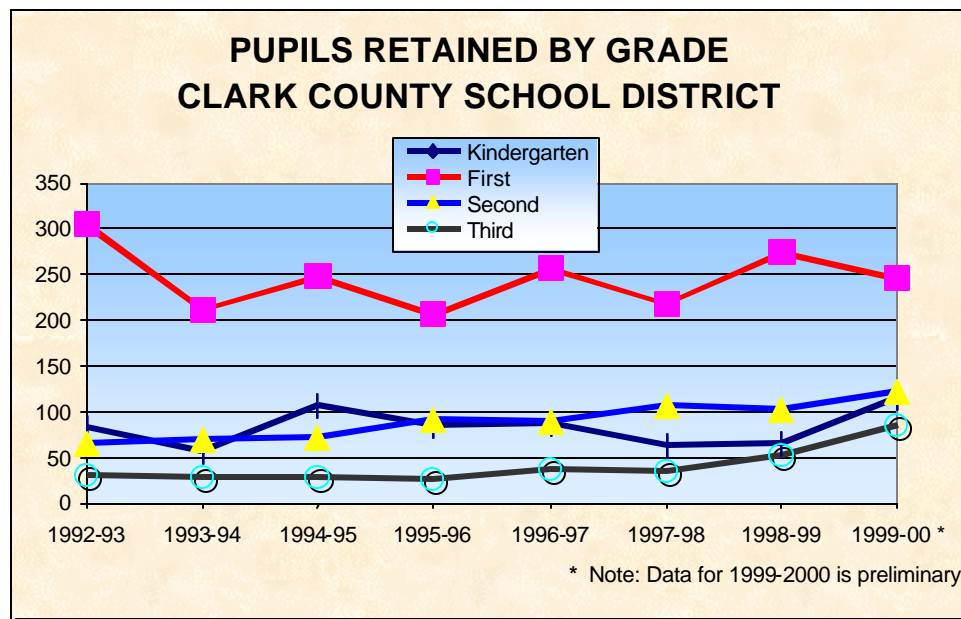


Table 81
Source: Clark County School District, 2000.

Again, these are raw numbers and have not been adjusted for growth. The chart shows an initial decline in 1st grade retentions beginning after the first year the CSR Program was introduced. The number has crept upward somewhat since the 1992-1993 school year; however, overall student growth has been significant over the same time span. Retentions in the 2nd grade have remained essentially flat or increased slightly over time. Retentions in both 3rd grade and kindergarten have seen slight growth in recent years. Since there was no formal statistical analysis of this data, especially with respect to class-size students versus growth (new) students, caution should be used in attributing any changes to the CSR Program.

IMPLEMENTATION DATA

Nevada's Class-Size Reduction Program

CURRENT EVALUATION DATA

Summary of Previous Program Evaluations

In general, the reports evaluating Nevada's Class-Size Reduction Program have contained mixed results. These evaluations have been conducted periodically by the State Department of Education. A summary of key findings follows:

\$ In 1993, the evaluation report found that:

- A. Principals, teachers, and parents were very positive in their attitudes toward class-size reduction.
- B. School districts reported fewer special education referrals (a decrease of 5 percent) and less absenteeism by teachers (a decline of 7.1 percent).
- C. However, achievement data did not produce exceptional results.

• In 1995, the evaluation report concluded that:

- A. Academic gains appeared to be linked more to the socioeconomic status of the student rather than upon class-size. This was true of the 1993 findings as well.
- B. While a portion of the differences between student scores can be explained by the class-size and student characteristics, most of the differences (approximately 90 percent) were unexplained by the data.



IMPLEMENTATION DATA

Nevada's Class-Size Reduction Program

CURRENT EVALUATION DATA

Summary Of Previous Program Evaluations

- \$ In 1997 and 1998, the reviews were based solely on the examination of state-mandated tests, and the results were very similar for both years. Those studies concluded that:
 - A. When mean scale scores and percentiles for reading, language, and math tests were examined by the attendance variable, it was found that higher scores were associated with having had two years of class-size reduction experience.
 - B. However, the overall results were not borne out for all subgroups of students. For example, there was no indication that the test scores of minority students or students in a low socioeconomic bracket had been affected by the class-size reduction experience. This finding is particularly disturbing since class-size reduction programs were originally designed to help at-risk students.
- \$ The most recent report, in 1999, analyzed eighth graders as well as 4th graders (the 8th graders would have experienced class-size reduction in grades 1 and 2 if they had lived in Nevada). The findings of this report were as follows:
 - A. *TerraNova* test scores in reading, English, and math are slightly higher for students with at least two years of reduced class-size experience than for students with no reduced class-size experience.
 - B. Results are less clear for students with only grade 1 experience.
 - C. The 8th graders who had class-size reduction experience also scored somewhat higher than those without reduced class-size, although the difference was relatively small.

Again, the impact upon test scores of various categories of students was mixed. Certain subgroups did not seem to benefit: limited English-proficient students did not have higher test scores; students from low socioeconomic families did not show evidence of any academic benefit; there is no clear relationship between reduced class-size and test scores for Native-American or African American students in Nevada. Special education pupils and Asian, Hispanic, and White students did seem to benefit from the program, although the study noted that the difference was not large.

IMPLEMENTATION DATA

Nevada's Class-Size Reduction Program

CURRENT EVALUATION DATA

Summary Of Previous Program Evaluations - Survey Data

The State Department of Education conducted two major surveys of key personnel and parents involved in the CSR Program. Of these, the survey administered during the 1995-1996 school year was the more complete and will likely be repeated in the current evaluation cycle.

1995-1996 Nevada Class-Size Survey Results

The survey component of the State Department of Education's 1997 report contained some significant information. Among the findings from this segment of the report are the following:

- C Class-size reduction continues to receive positive support statewide from principals, teachers, and parents.
- C Most respondents feel that having a smaller class means that each child will receive the individual attention needed to fully understand the skills that are being taught.

SURVEY RESPONSE CONCERNING PERCEIVED EFFECT OF NEVADA CLASS-SIZE REDUCTION PROGRAM ON TEACHING AND LEARNING 1995-1996			
	Percent Reporting Some or Great Improvement	Percent Reporting No Change	Percent Reporting a Decline
Principals	74	16	3
Teachers	74	17	5
Parents	74	22	4

Table 82

Source: 1995-1996 Class-Size Reduction Survey Results for Nevada, Statewide Results Prepared by the Clark County School District, 1996.

Note: Responses listed do not include those who left these questions blank.

IMPLEMENTATION DATA

Nevada's Class-Size Reduction Program

CURRENT EVALUATION DATA

Summary Of Previous Program Evaluations - Survey Data

1995-1996 Nevada Class-Size Survey Results

Even though many respondents stated that team-teaching is preferable to 30 to 1 ratios, they believe it is not as beneficial as each teacher having a self-contained classroom of 15 to 1.

1995-1996 SURVEY RESPONSE: TOP TWO COMMENTS CONCERNING NEVADA'S CLASS-SIZE REDUCTION PROGRAM		
	What Is Most Advantageous Aspect (Or What Effect on Child)?	What Aspect Interferes with Success (Or What Problems as it Affects Your Child)?
Principals	More one on one and small group instruction/interaction	C Lack of space/classrooms C Team-teaching
Teachers	C More one on one and small group instruction C Team-teachers can share ideas and learn from each other	C Lack of space/classrooms C Team-teaching
Parents	C Teacher can give child more individual attention C Students feel more confident and have higher self-esteem in a small class	C There are no problems C Team-taught classrooms overcrowded and noisy

Table 83
Source: 1995-1996 Class-Size Reduction Survey Results for Nevada, Statewide Results Prepared by the Clark County School District, 1996.

IMPLEMENTATION DATA

Public Perception of Education in Nevada

Public confidence in Nevada is a leading indicator of the level of service our schools are providing. The University of Nevada, Reno (Senator Alan Bible Center for Applied Research), and the University of Nevada, Las Vegas (Cannon Center for Survey Research), jointly conduct a biennial random telephone poll of persons over age 18, in the fall preceding each Legislative Session. The survey is comprised of more than 50 questions, including: (1) demographic characteristics (age, sex, income, educational attainment, and length of residency in Nevada); and (2) public opinion on State spending, crime, the environment, and education. Since 1992, the survey has asked “How would you rate the quality of public schools in your county?”

The results of the Nevada Poll survey indicate that majorities of Nevadans rate the quality of their local public schools as average or above. Further, these results have remained fairly constant over time.

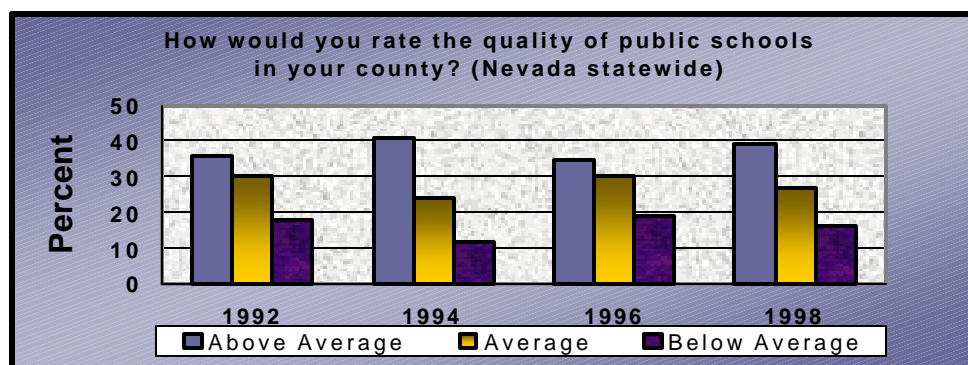


Table 84
Source: University of Nevada Poll, 1992, 1994, 1996, 1998.

Since 1974, the Phi Delta Kappa/Gallup Poll has conducted a random poll of persons above the age of 18 across the nation. The Phi Delta Kappa survey asked respondents “How would you grade the quality of public schools in your community (county), A, B, C, D, or F?” The Nevada Poll also took a similar survey of Nevadans over the age of 18.

In comparing the statewide and national surveys for the 1990s, one may conclude that Nevadans’ public opinion on the quality of their public schools generally mirrors the nation as a whole.

IMPLEMENTATION DATA

Public Perception of Education in Nevada

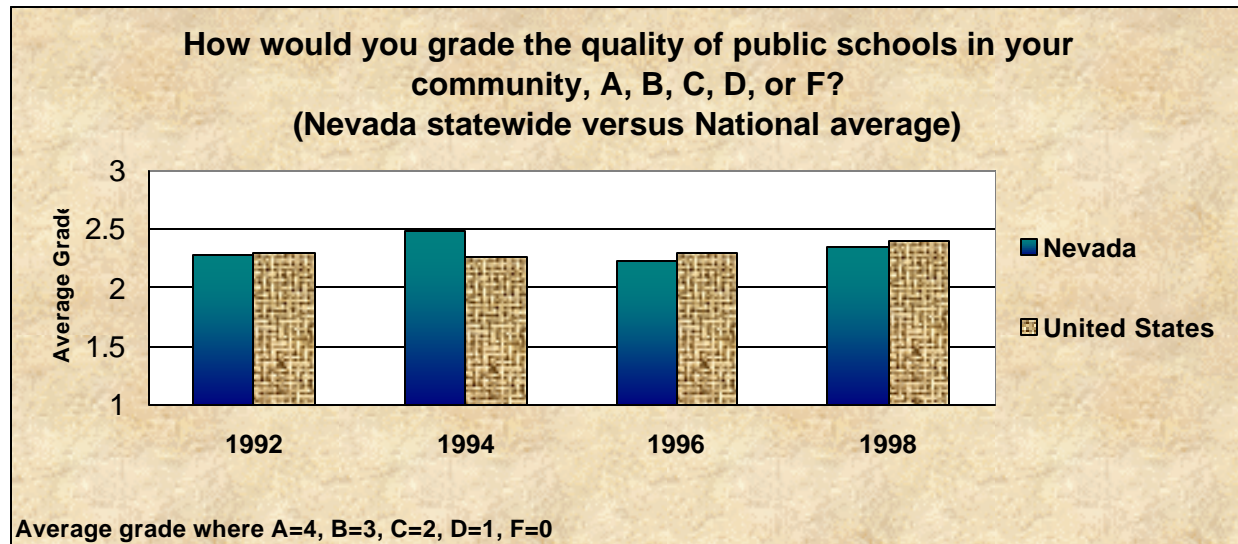


Table 85

Sources: Nevada data - the University of Nevada Poll, 1992, 1994, 1996, 1998 United States data - Phi Delta Kappa/Gallup Poll, September 1999.

Note: In 1994, Nevada reported a higher average grade, but that may be due in part to fewer respondents (only 77 percent of those surveyed responded to this question).

STUDENT SATISFACTION WITH PUBLIC EDUCATION

Student satisfaction is also an important factor in public opinion. The American College Test (ACT) is a national test taken by high school students who wish to enroll in college. The ACT is similar in nature to the Scholastic Assessment Test (SAT); however, more students in Nevada take the ACT. Each year the ACT conducts a survey of all test takers on student satisfaction with various aspects of their local high schools. The statistics are compiled statewide and on a national level. Recent survey topics have included “student satisfaction with classroom instruction” and “student satisfaction with the number and kinds of tests given.”

Based on the surveys, it appears that Nevada’s student satisfaction levels have remained fairly constant over time, and that Nevada students have higher satisfaction levels than the national average.

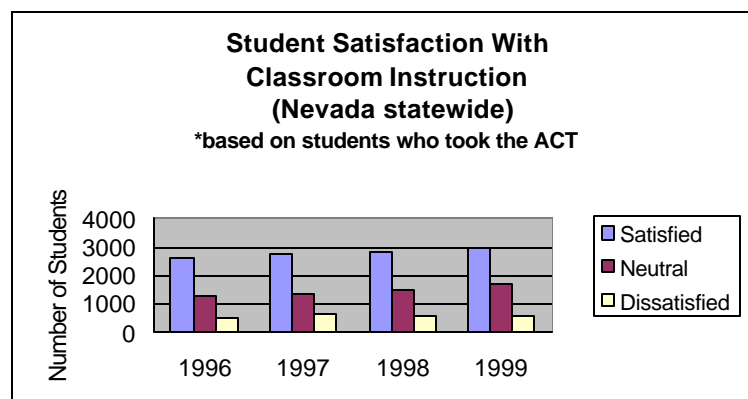


Table 86

IMPLEMENTATION DATA

Public Perception of Education in Nevada

STUDENT SATISFACTION WITH PUBLIC EDUCATION

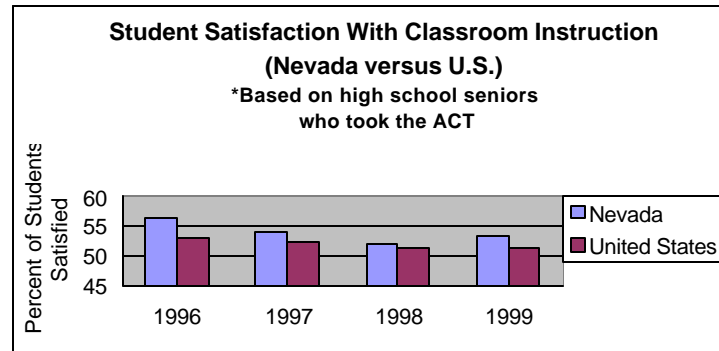


Table 87

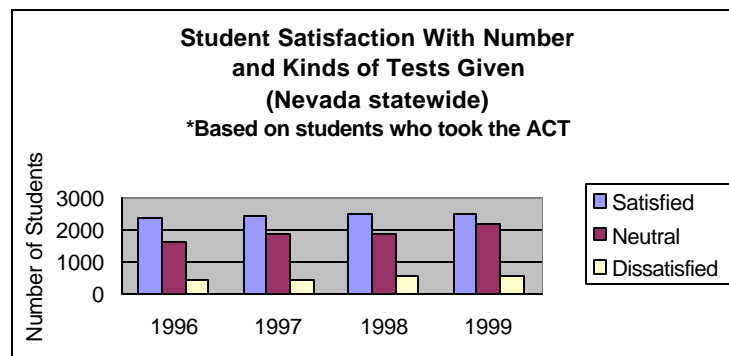


Table 88

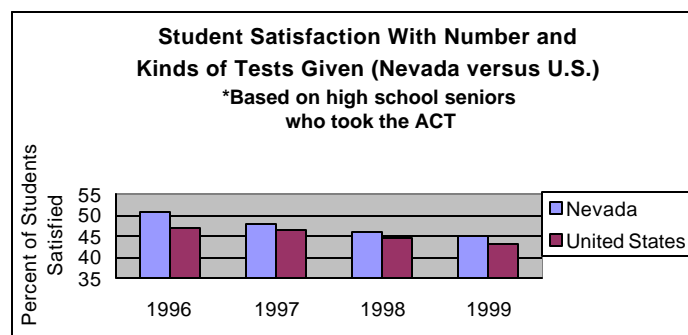


Table 89

Source: American College Testing 1996-1999; Washoe County School District Reports.

DATA CONCERNING RESULTS

Nevada Achievement and Proficiency Examination

TERRANOVA TEST

In compliance with the legislative requirement of statewide exams, the State Board of Education adopted *TerraNova*, a norm-referenced test, in 1996 to measure the proficiency of pupils in grades 4 and 8 in reading, language, and math. The 1997 Nevada Education Reform Act increased testing requirements as a part of increased accountability for public schools. The Act requires that the norm-referenced test, *TerraNova*, be administered at grades 4, 8, and 10 covering reading, language, math, and science in the fall of each school year and that schools be ranked on the basis of the *TerraNova* test scores.

As a norm-referenced test, *TerraNova* test scores provide comparisons for each student's performance with the performance of a representative national sample of students in the same grade that took the test during a comparable time of the year. For example, an average percentile score of 25 for a particular school means that the student performance level in that school, on average, is lower than 75 percent of students in the norm group.

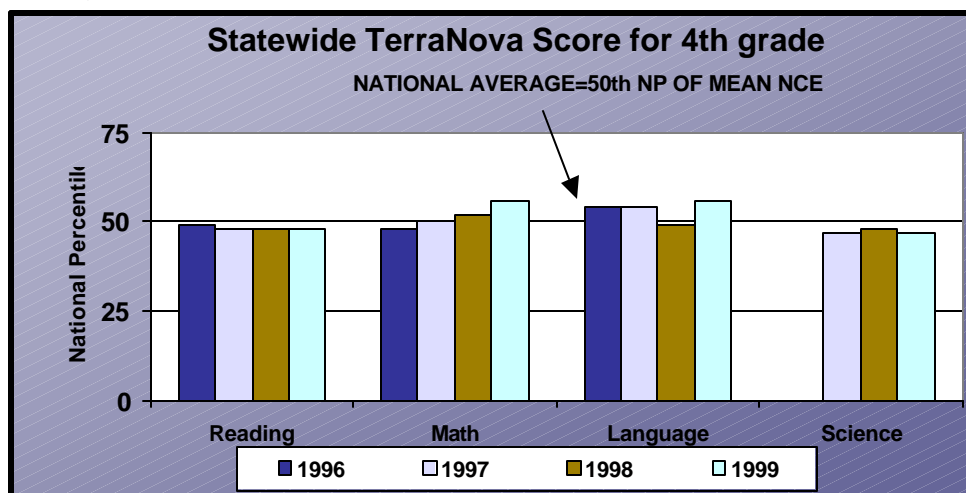


Table 90

Source: Statewide Student Performance on *TerraNova*

DATA CONCERNING RESULTS

Nevada Achievement and Proficiency Examination

TERRANOVA TEST

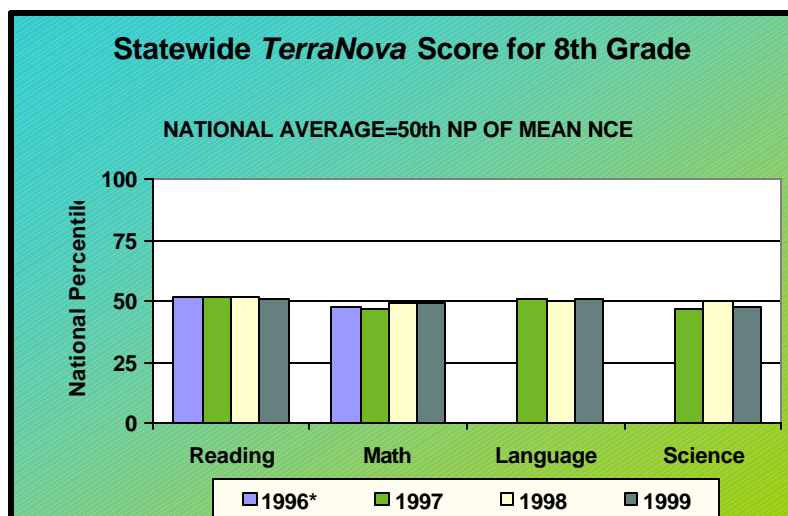


Table 91

The following tables demonstrate the statewide *TerraNova* results for Nevada 4th, 8th and 10th graders who took the tests under regular conditions from 1996 to 1999. The levels of student achievement for the three grades, overall, are close to national averages. Nevada 10th graders outperformed the national norm group in three consecutive years in all four subject areas (note that 10th graders were not tested with *TerraNova* until 1997). The 8th graders performed

slightly lower than the national norm group in math but a bit higher in reading and language arts. The performance of 4th graders was lower than the national averages in reading and science in all of the years the tests were administered. While 4th graders' performance in language fluctuated around the national average from time to time, their performance in math has been improved steadily and exceeded the national average in 1998 and 1999.

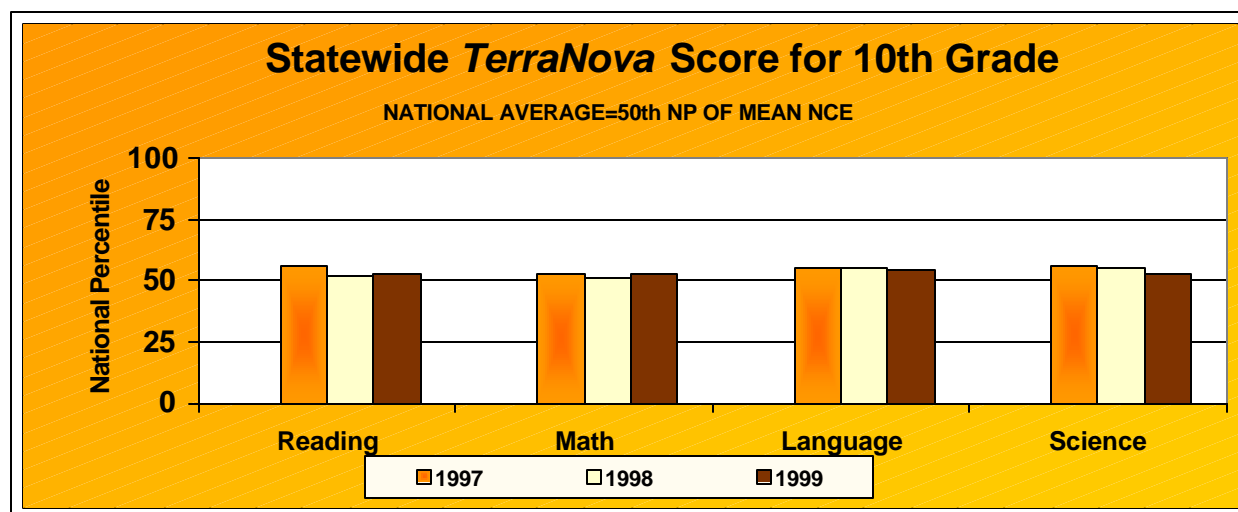


Table 92

DATA CONCERNING RESULTS

Nevada Achievement and Proficiency Examination

TERRANOVA TEST

Disaggregated *TerraNova* test scores indicate that there are significant discrepancies in student achievement between different socioeconomic (SES) groups across grades and subject areas tested. The typical performance of students who are not eligible for free/reduced-priced meals has been above the state averages, while typical performance of students who are eligible for free/reduced-meals has been substantially below the state averages in all three grades tested. The differences in student performance between the two groups of students often exceed 20 percentiles.

Substantial discrepancies also exist among students' ethnicity groups on *TerraNova* test scores across all grades tested in all subject areas. Whites and Asians perform above the state averages while American Indians, Blacks, and Hispanics perform below the state averages. There are discrepancies in student achievement between genders. Female students perform better in reading and language arts than male students while male students perform better in math and science in grade 10. In grades 4 and 8, female students exceed male students in reading and language arts but male students exceed female students in science. The testing results are mixed in math for 4th and 8th graders.

For the purpose of testing security, two forms of the *TerraNova* test were administered in the past four years. Form A was used for the 1996, 1997, and 1999 administrations, while Form B was only used for the 1998 administration. Statewide *TerraNova* test scores for the past four years suggest that the two forms are not well equated and the reliability of Form B in measuring student performance in science is in question. As the result, changes in science scores in last three years may not be contributed to changes in student performance in this subject area.



DATA CONCERNING RESULTS

Nevada Achievement and Proficiency Examination

TERRANOVA TEST

4th Grade Performance on TerraNova by Gender

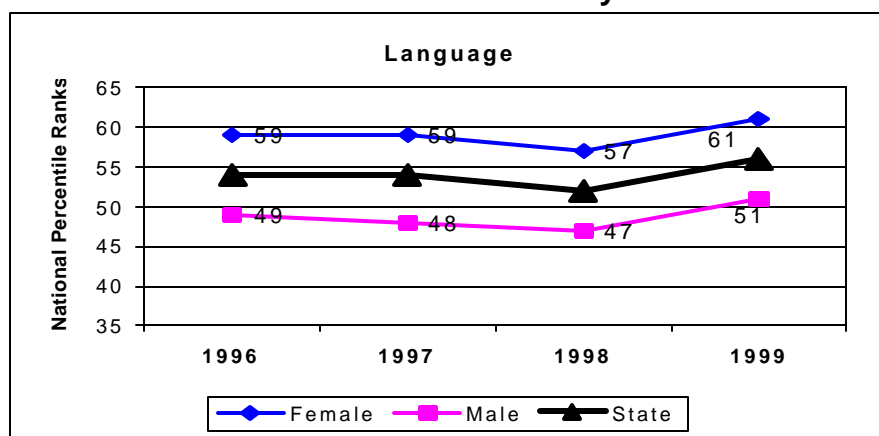


Table 93

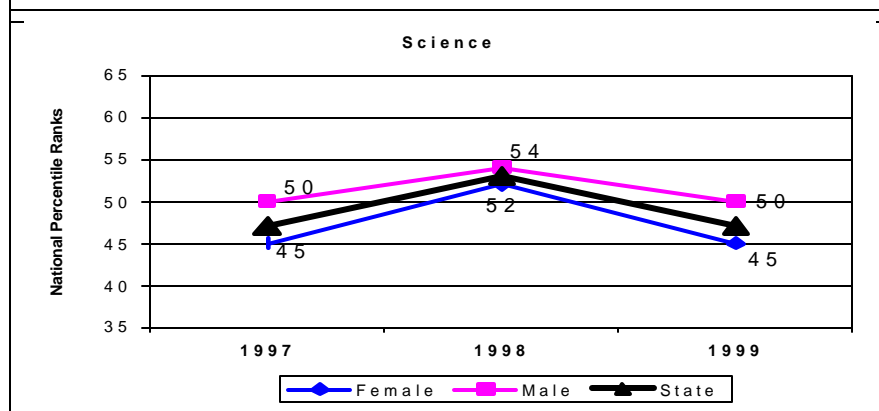


Table 94

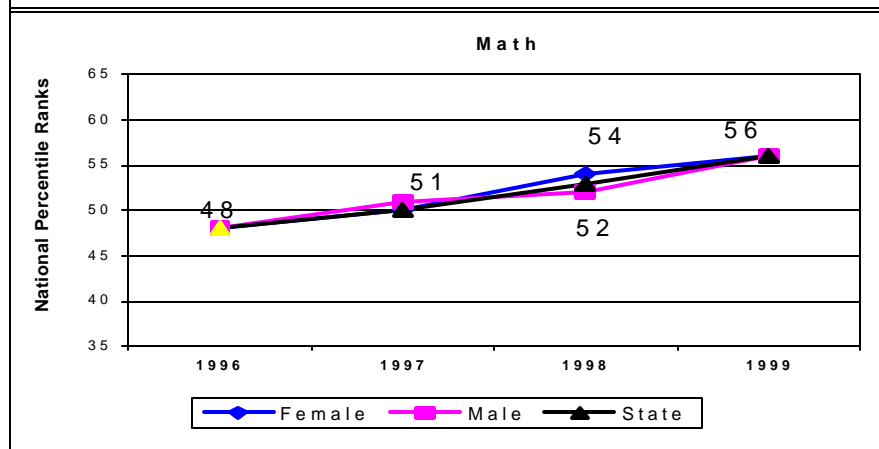


Table 95

Source for Tables 93 through 127: *TerraNova* Report completed by the State Department of Education.

DATA CONCERNING RESULTS

Nevada Achievement and Proficiency Examination

TERRANOVA TEST

8th Grade Performance on *TerraNova* by Gender

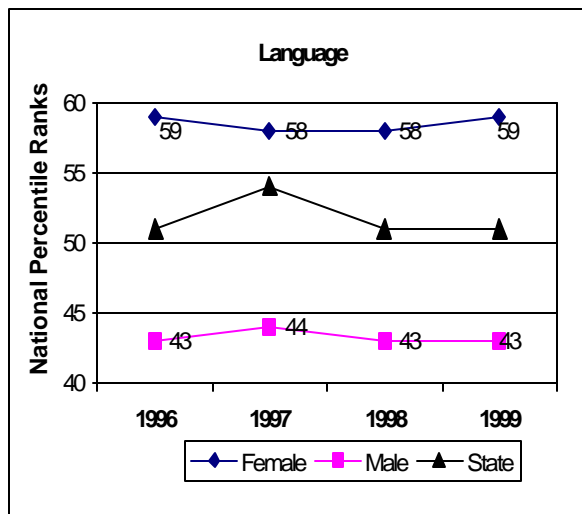


Table 96

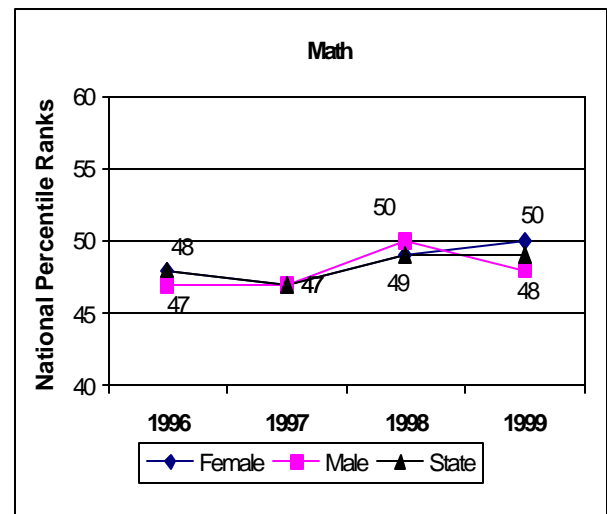


Table 97

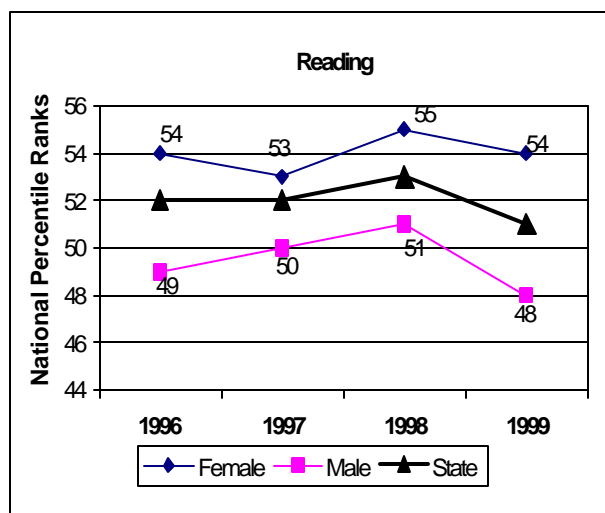


Table 98

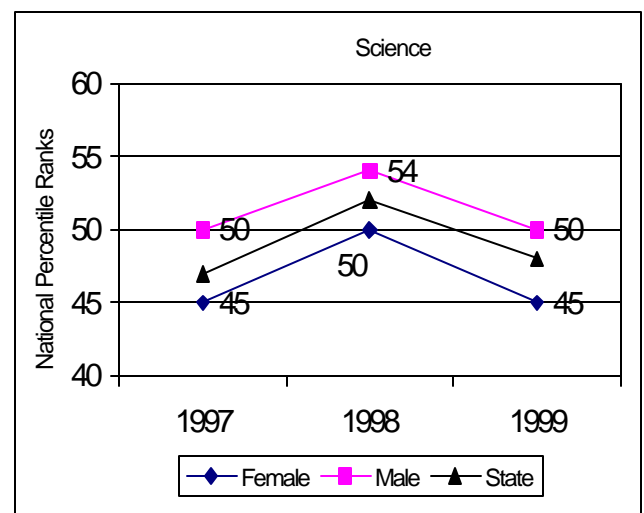


Table 99

DATA CONCERNING RESULTS

Nevada Achievement and Proficiency Examination

TERRANOVA TEST

10th Grade Performance on *TerraNova* by Gender

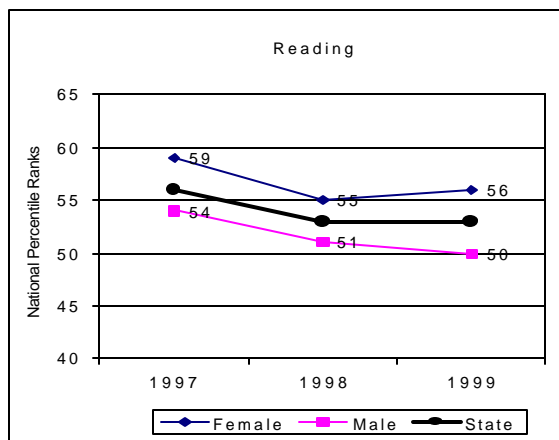


Table 100

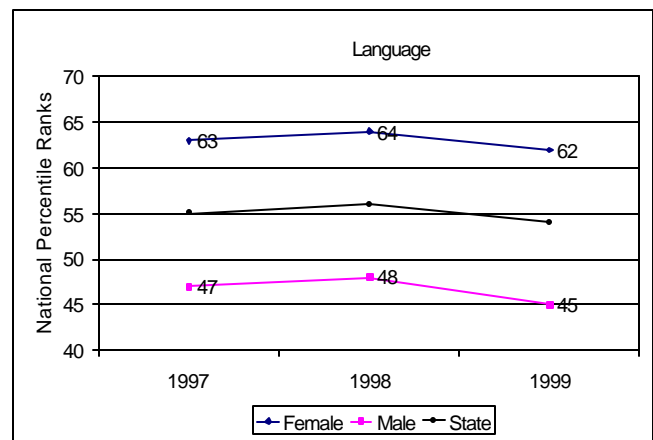


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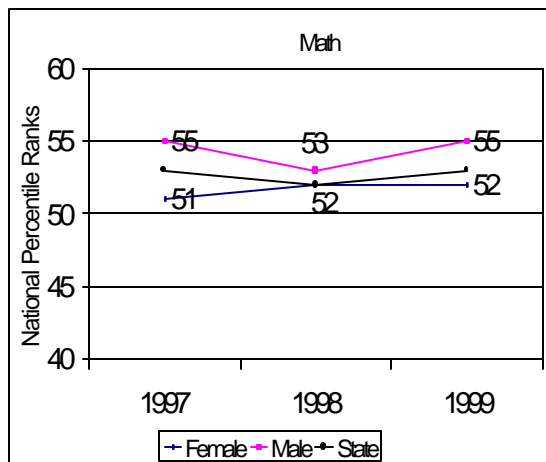


Table 102

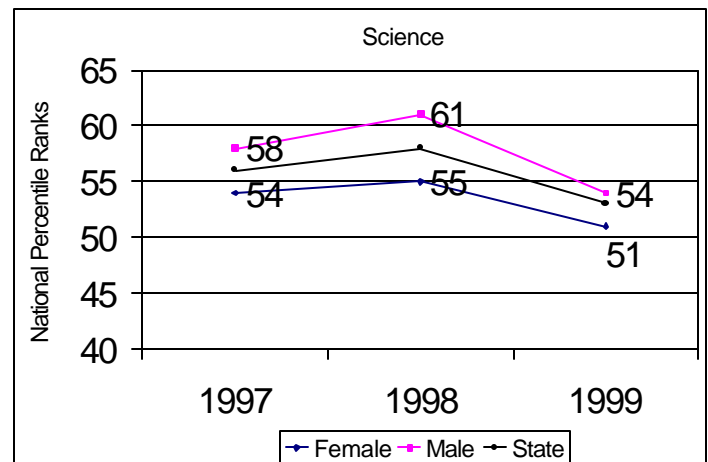


Table 103

DATA CONCERNING RESULTS

Nevada Achievement and Proficiency Examination

TERRANOVA TEST

4th Grade Performance on TerraNova by Ethnicity

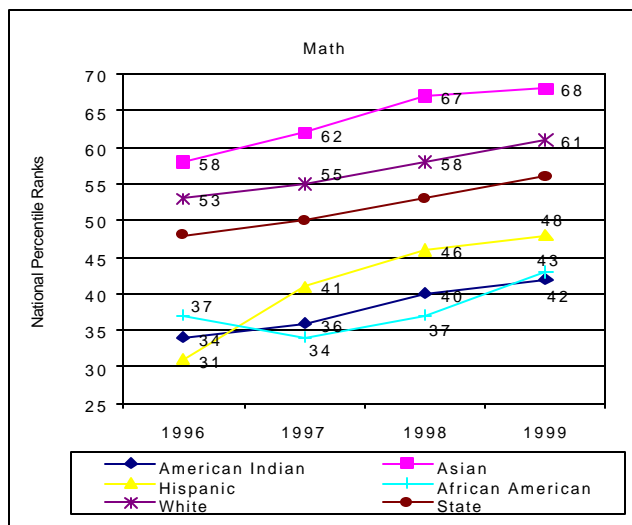


Table 104

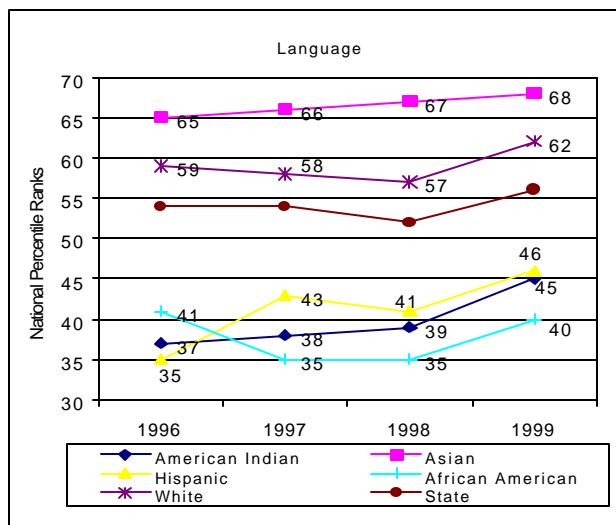


Table 105

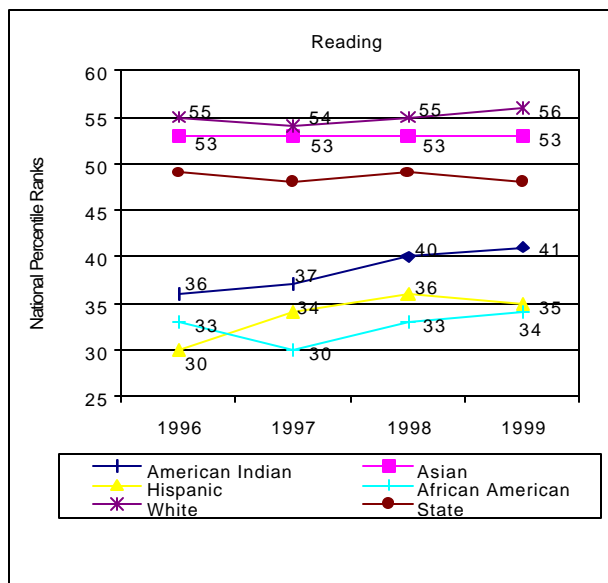


Table 106

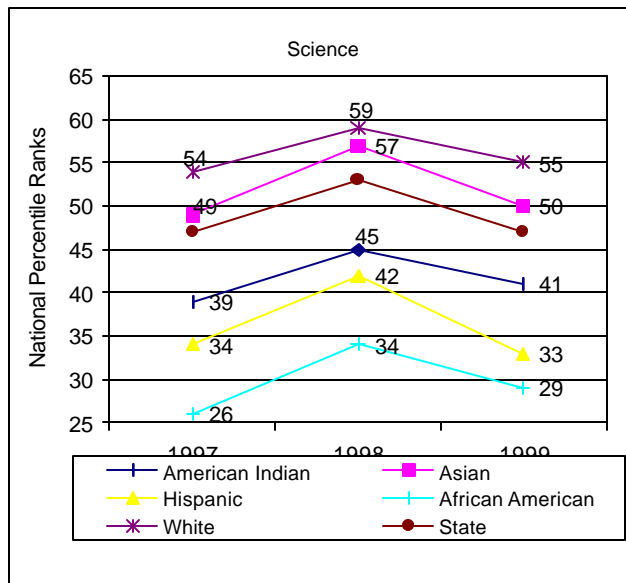


Table 107

DATA CONCERNING RESULTS

Nevada Achievement and Proficiency Examination

TERRANOVA TEST

8th Grade Performance on *TerraNova* by Ethnicity

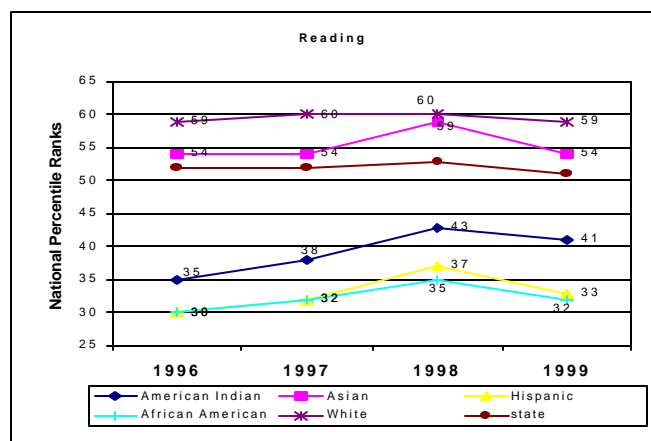


Table 108

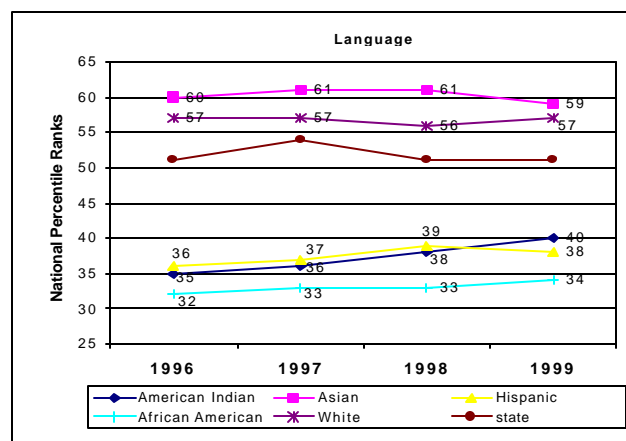


Table 109

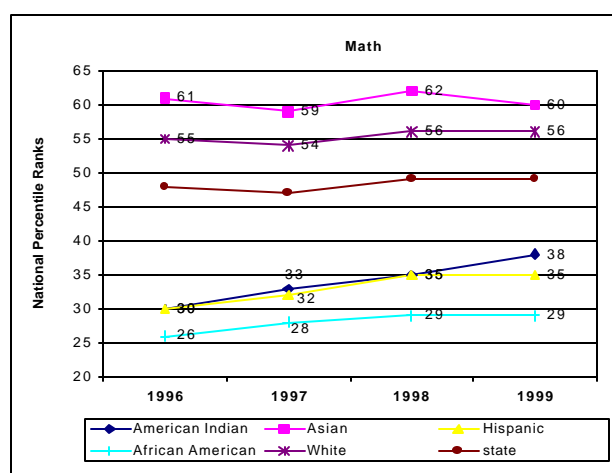


Table 110

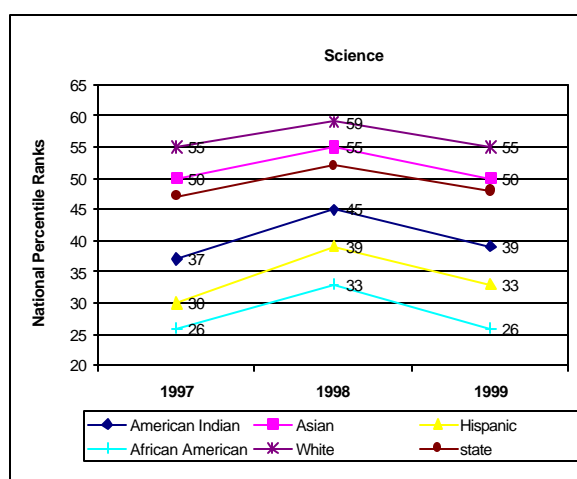


Table 111

DATA CONCERNING RESULTS

Nevada Achievement and Proficiency Examination

TERRANOVA TEST

10th Grade Performance on TerraNova by Ethnicity

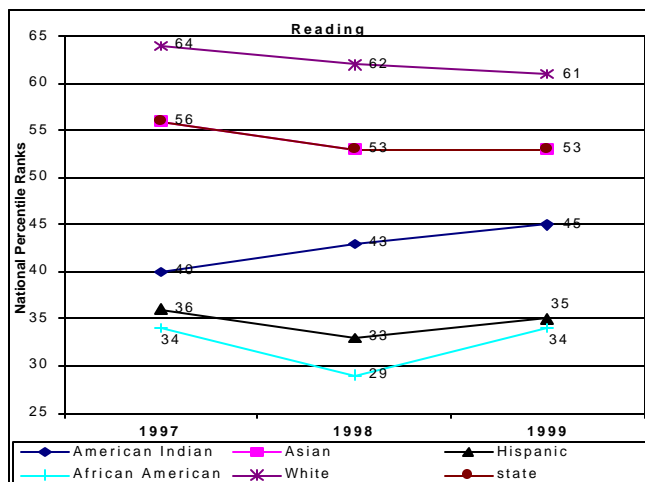


Table 112

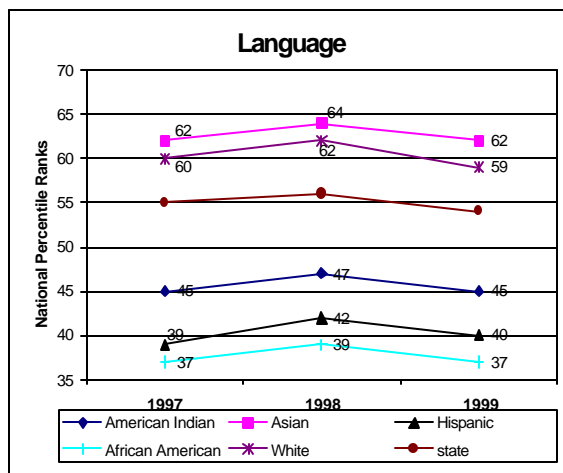


Table 113

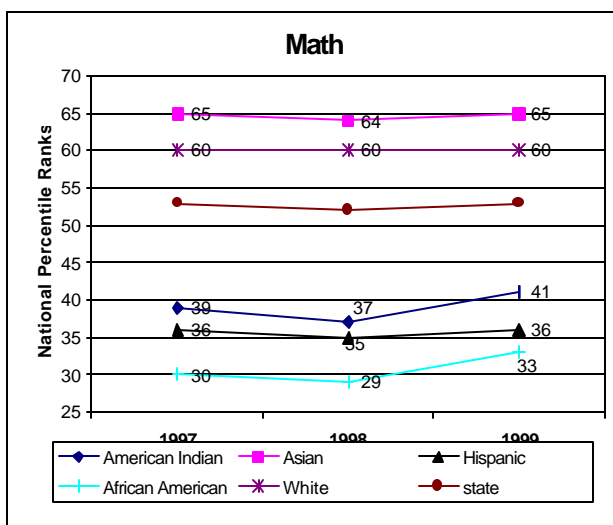


Table 114

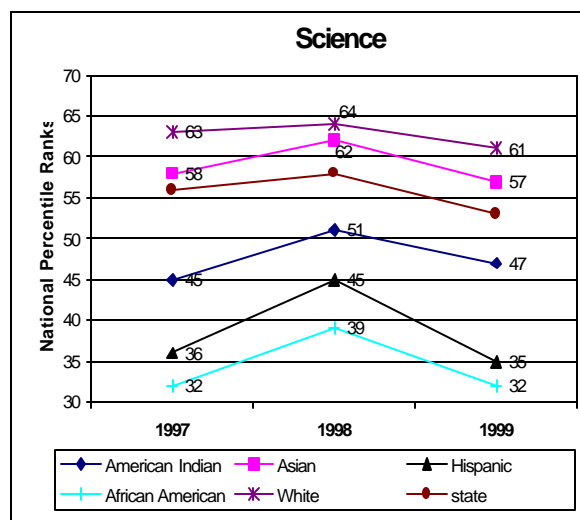


Table 115

DATA CONCERNING RESULTS

Nevada Achievement and Proficiency Examination

TERRANOVA TEST

4th Grade Performance on *TerraNova* by Socioeconomic Status

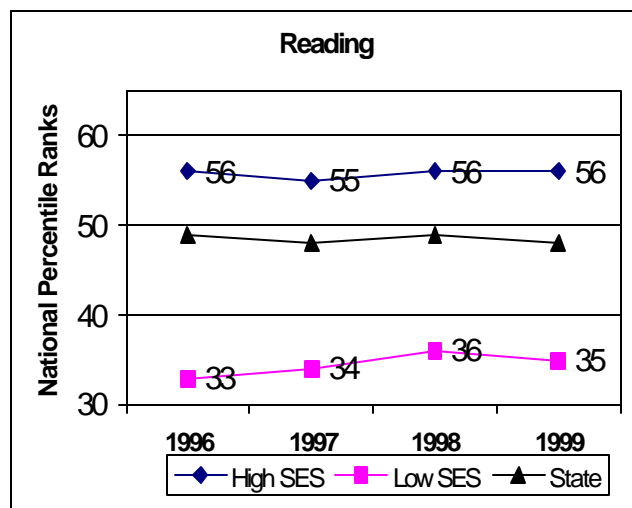


Table 116

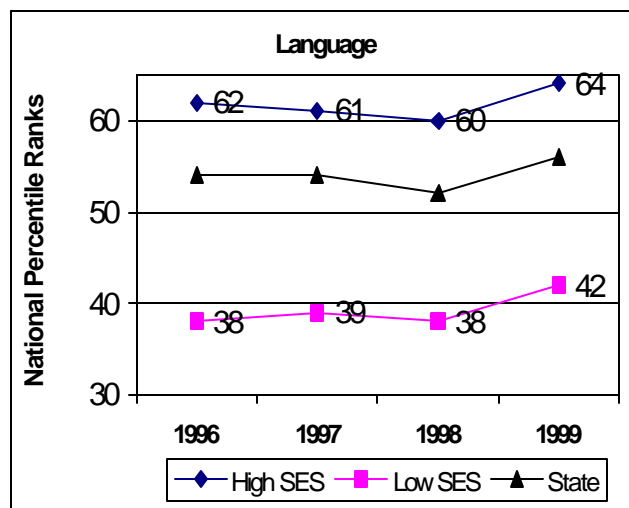


Table 117

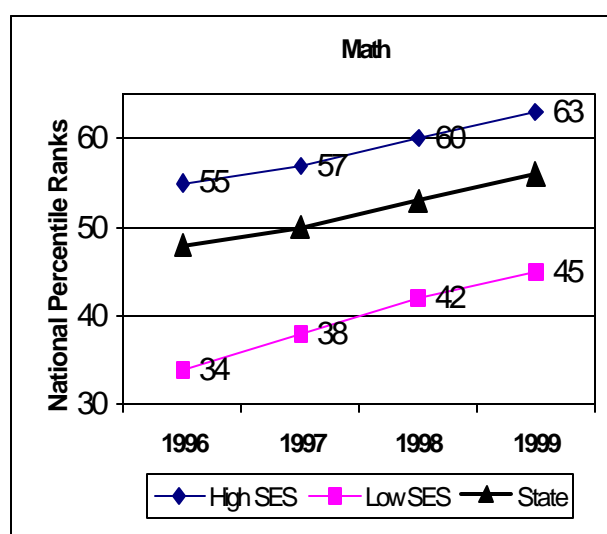


Table 118

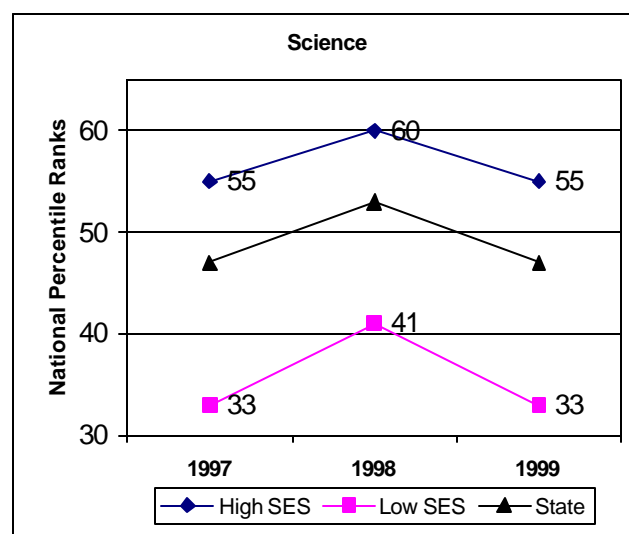


Table 119

DATA CONCERNING RESULTS

Nevada Achievement and Proficiency Examination

TERRANOVA TEST

8th Grade Performances on TerraNova by Socioeconomic Status

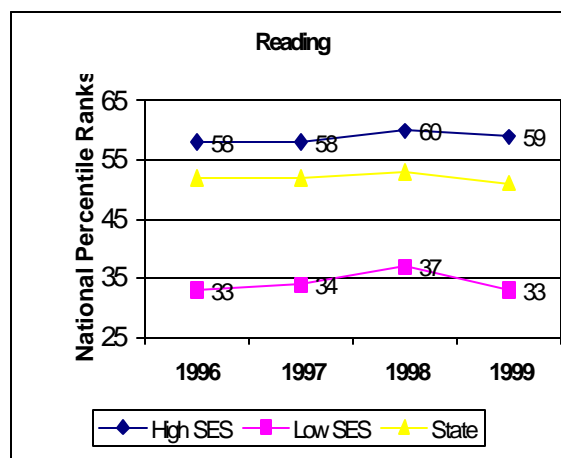


Table 120

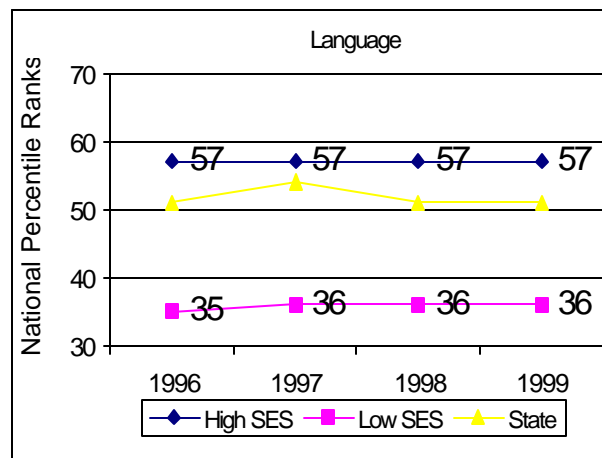


Table 121

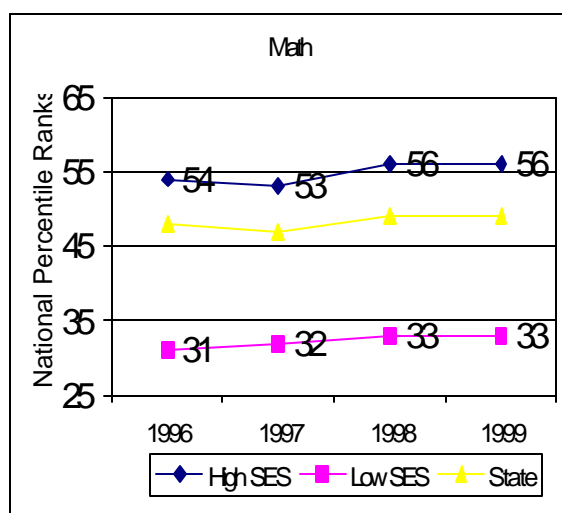


Table 122

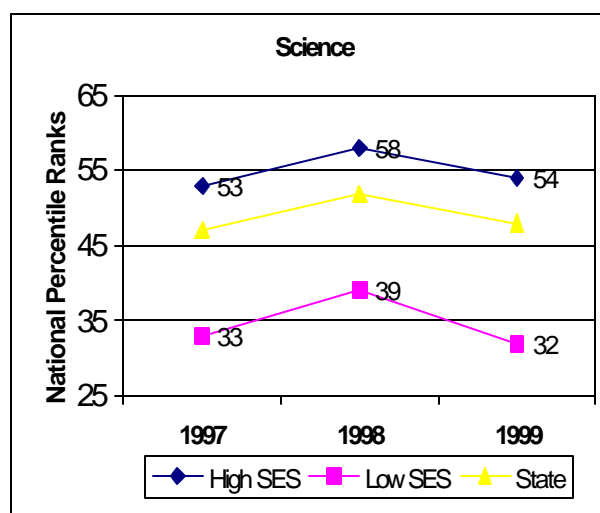


Table 123

DATA CONCERNING RESULTS

Nevada Achievement and Proficiency Examination

TERRANOVA TEST

Figure 4.3 10th Grade Performances on *TerraNova* by Socioeconomic Status

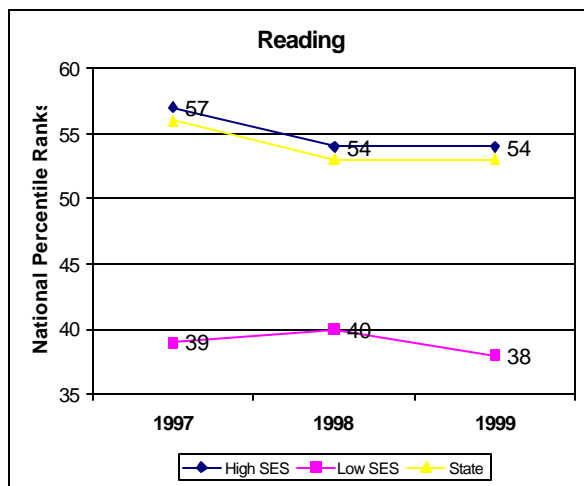


Table 124

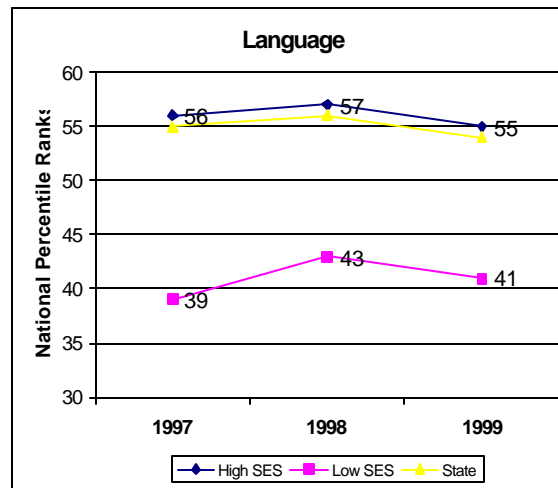


Table 125

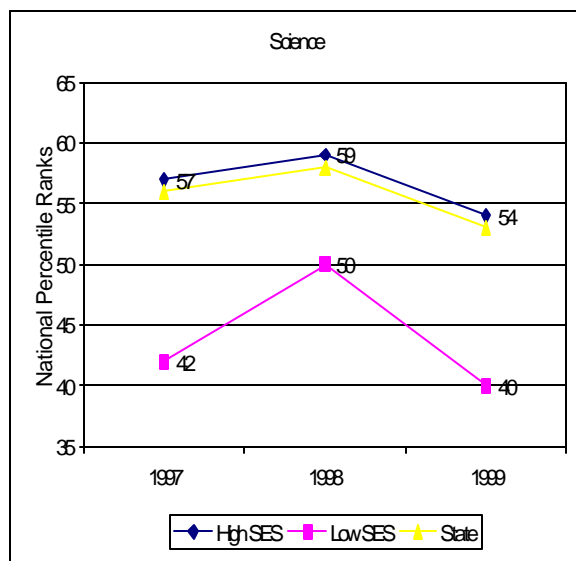


Table 126

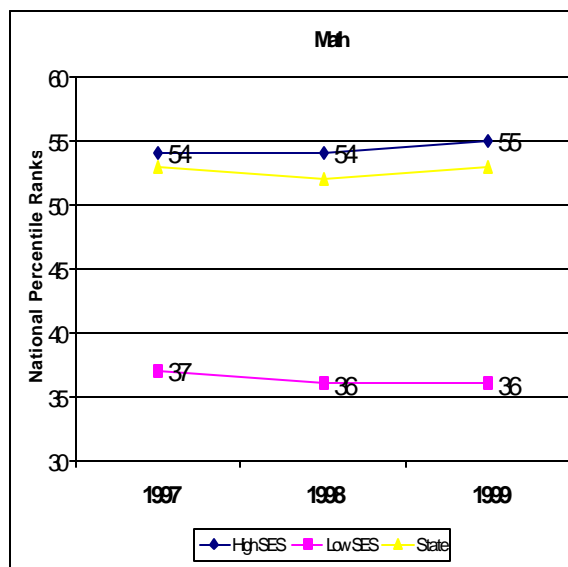


Table 127

Source for Tables 93 through 127: *TerraNova* Report completed by the State Department of Education.

DATA CONCERNING RESULTS

Nevada Achievement and Proficiency Examination

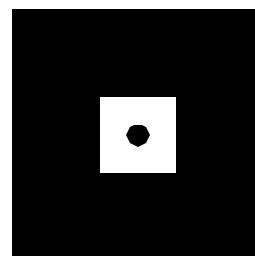
STATEWIDE HIGH SCHOOL PROFICIENCY EXAMINATION RESULTS

Nevada was one of the first states to mandate statewide testing. The High School Exit Exam was first administered in 1979, and was later changed to the present day High School Proficiency Examination (HSPE).

Passage of the HSPE is mandatory to graduate from high school in Nevada. The HSPE covers the subject areas of reading, mathematics, and writing. Beginning with the Class of 1999 (pupils who were juniors in the 1997-1998 school year and seniors in 1998-1999), pupils were required to pass a new, more rigorous High School Proficiency Examination in reading and mathematics in order to receive a standard high school diploma. The new examinations are based upon a curriculum framework adopted by the State Board of Education in 1995. The new exams were first given to juniors in April of 1998; the next class (Class of 2000) first took the new exams in October of 1998; students are generally allowed to retake the exam up to five times if they do not pass the exam the first time.

Passing scores for the examination are set by the State Board of Education. Assembly Bill 523 of the 1997 Legislative Session directed the State Board of Education to set a “moderate” passing score for the first class to take the new examination (Class of 1999), and to increase the score to a higher level for pupils to whom the examination is administered during subsequent years. The passing scores required for the Class of 1999 were a scaled score of 61 on the mathematics test and 70 on the reading test; the Class of 2000 and 2001 must obtain scaled scores of 64 on mathematics and 71 on reading.

Statewide HSPE passing rates over the years are not available, as the tests and required passing scores have changed. Also, the state data reports individual performance within a year (usually first time takers) and the district percentages generally cover a student’s performance over two years. District averages (which may cover multiple tests for an individual) for the senior classes from 1997 through 1999 are charted on the following page.



DATA CONCERNING RESULTS

Nevada Achievement and Proficiency Examination

HIGH SCHOOL PROFICIENCY EXAMINATION

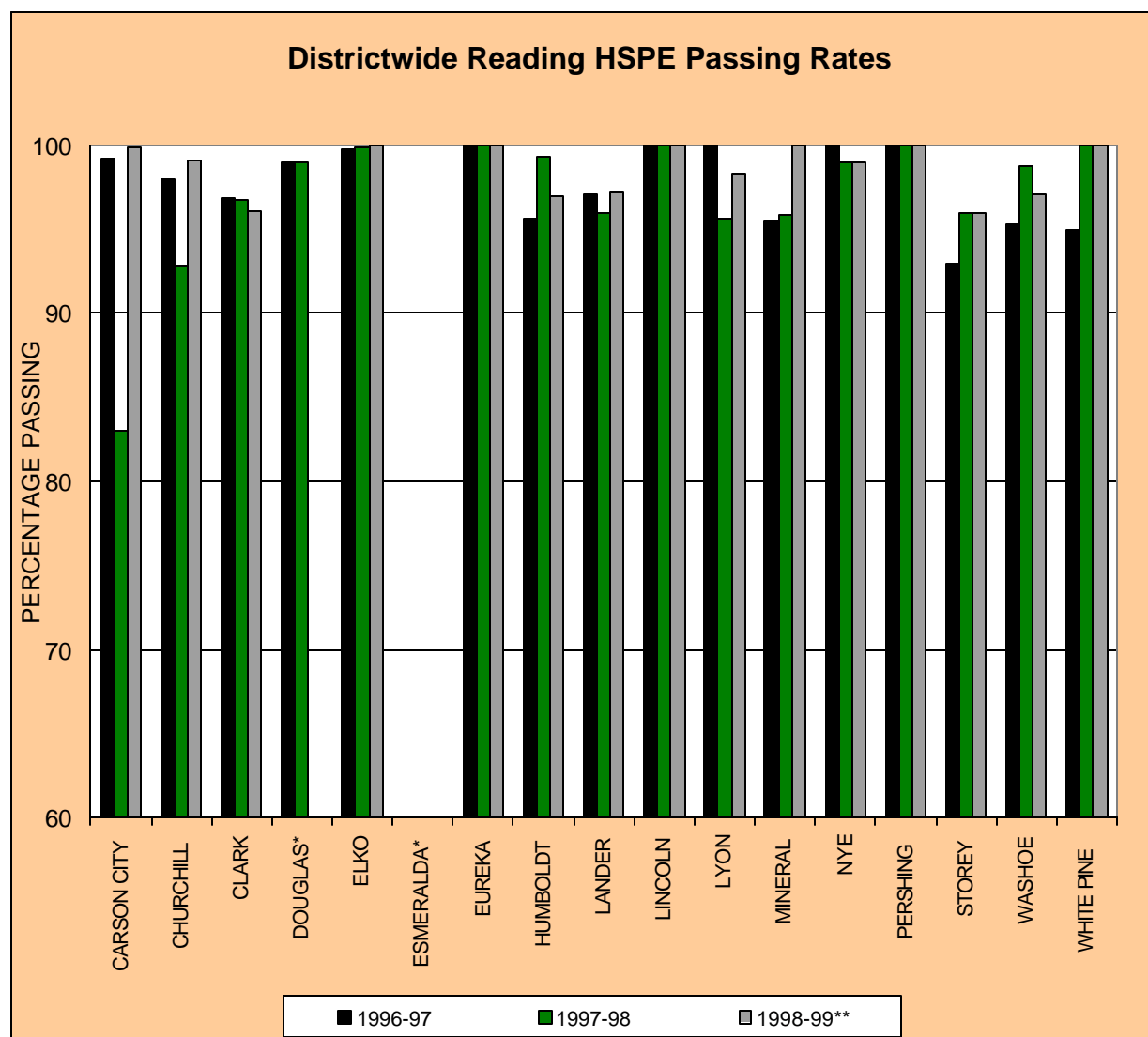


Table 128

Source: State Department of Education – School Accountability Data Tables 1998-1999.

*Douglas County 1998-1999 data and all years of Esmeralda County's data are not reported.

**1998-1999 Senior Class was required to pass the new, more rigorous, HSPE in reading and math.

DATA CONCERNING RESULTS

Nevada Achievement and Proficiency Examination

HIGH SCHOOL PROFICIENCY EXAMINATION

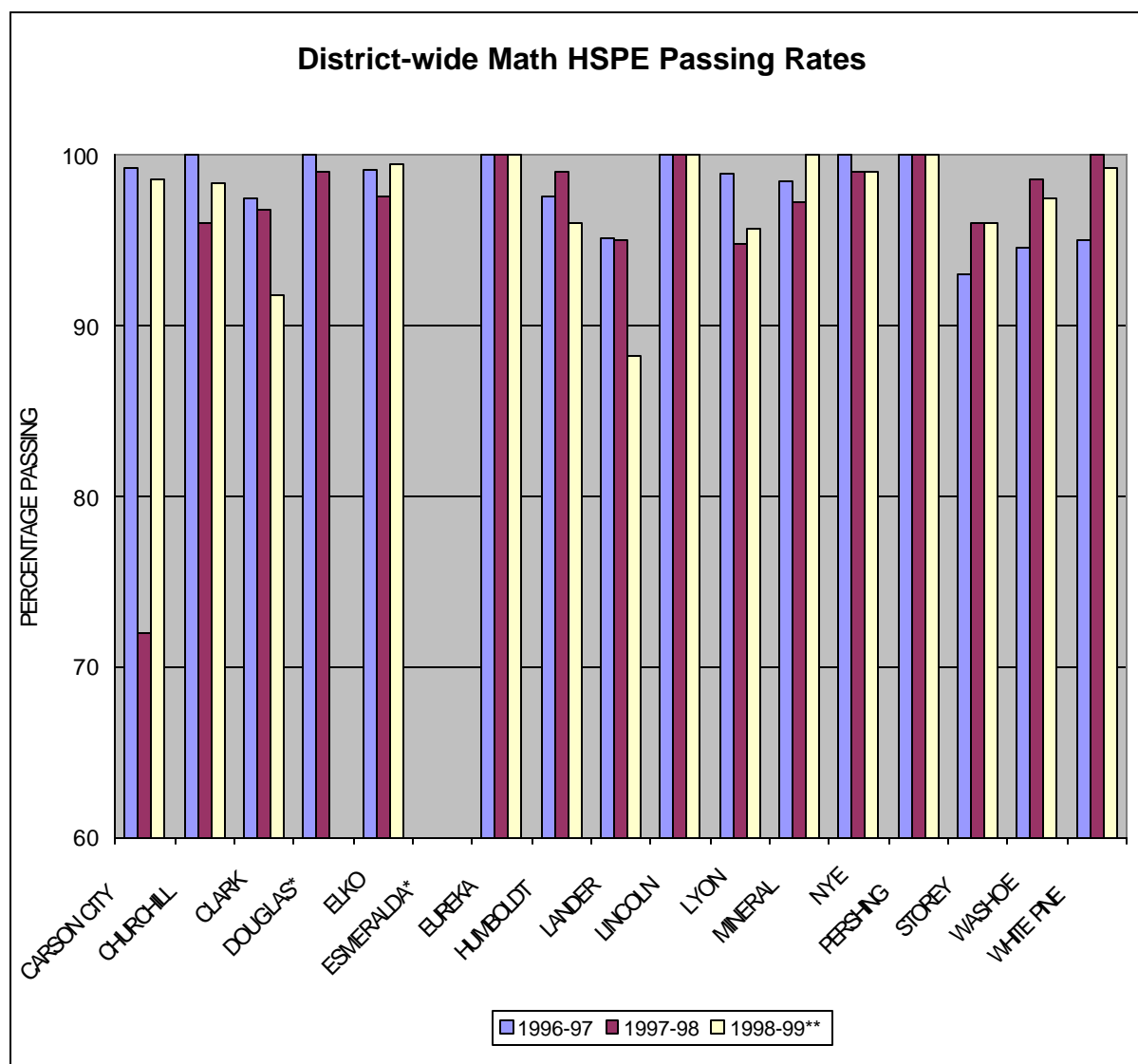


Table 129

Source: State Department of Education – School Accountability Data Tables 1998-1999.

*Douglas County 1998-1999 data and all years of Esmeralda County's data are not reported.

**1998-1999 Senior Class was required to pass the new, more rigorous, HSPE in reading and math.

DATA CONCERNING RESULTS

Nevada Achievement and Proficiency Examination

HIGH SCHOOL PROFICIENCY EXAMINATION

Passing Rates by Race/Ethnicity and Gender

The effect that a standardized test may have on a particular race/ethnic group or gender is known as testing bias. Nevada is aware that testing bias can have detrimental outcomes and has implemented test bias review procedures. A test bias review was conducted by WestEd in the fall of 1998 and 1999.

The following charts compare the statewide number of first time High School Proficiency Examination (HSPE) takers in the fall of their junior years (for the years 1998 and 1999). The difficulty level, and the required passing score, were the same for both years. The results are based on October 1998 and October 1999 administration to juniors (first time takers).

The testing effects on race appear to be similar for the two-year period. It can also be surmised that over the two-year period, females scored higher on reading, and males scored higher on math.

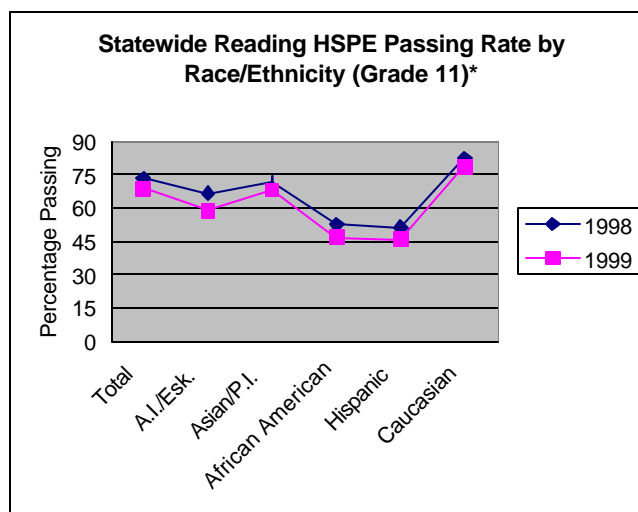


Table 130

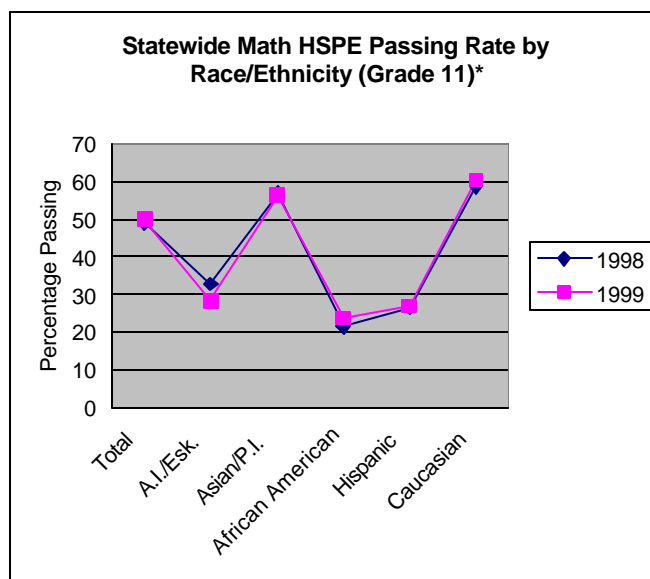


Table 131

Source: State Department of Education

DATA CONCERNING RESULTS

Nevada Achievement and Proficiency Examination

HIGH SCHOOL PROFICIENCY EXAMINATION

Passing Rates by Race/Ethnicity and Gender

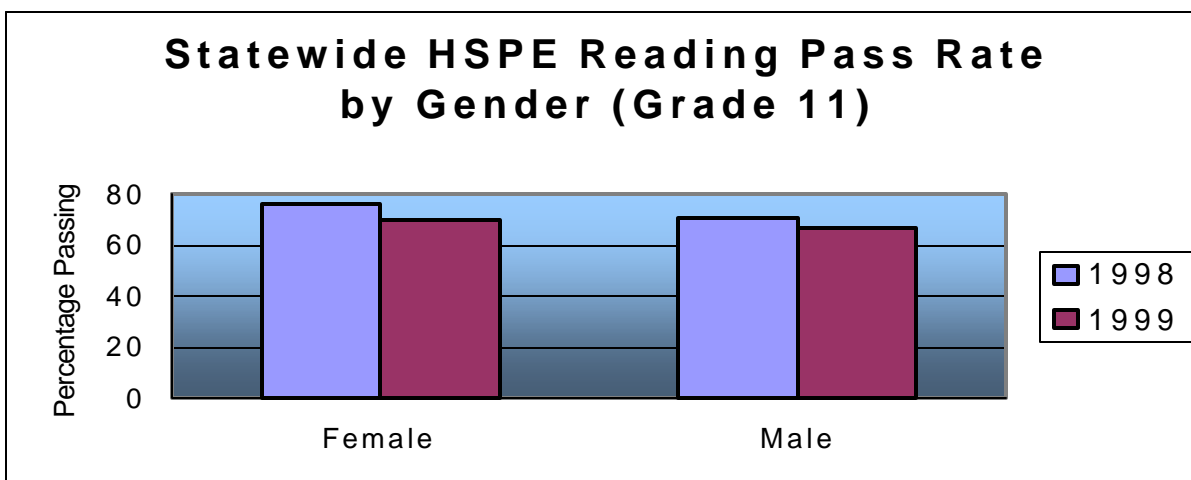


Table 132

Source: State Department of Education.

Results based on October 1998 and October 1999 administration to juniors (first time takers).

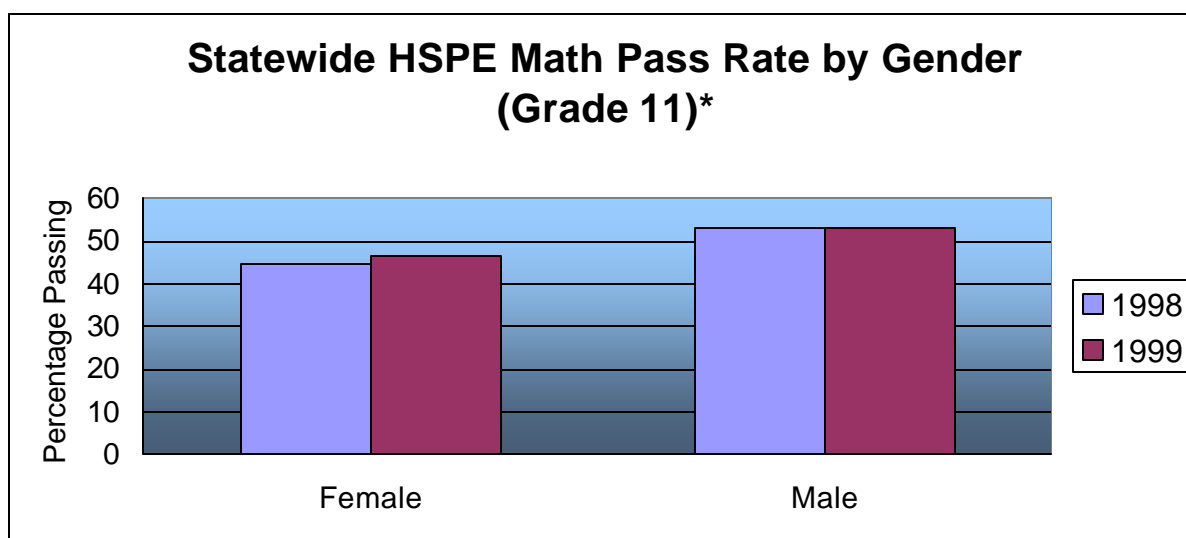


Table 133

Source: State Department of Education.

Results based on October 1998 and October 1999 administration to juniors (first time takers).

DATA CONCERNING RESULTS

Nevada Achievement and Proficiency Examination

HIGH SCHOOL PROFICIENCY EXAMINATION

Statewide High School Proficiency Examination Pass Rate for Special Education Students and English Language Learners

All Nevada high school students, including those enrolled in special education programs and English Language Learners (students of limited English proficiency as identified by local school districts upon registration), must pass the HSPE in order to get a standard high school diploma. An adjusted diploma may be awarded for special education students on the basis of each student's Individual Education Plan (IEP).

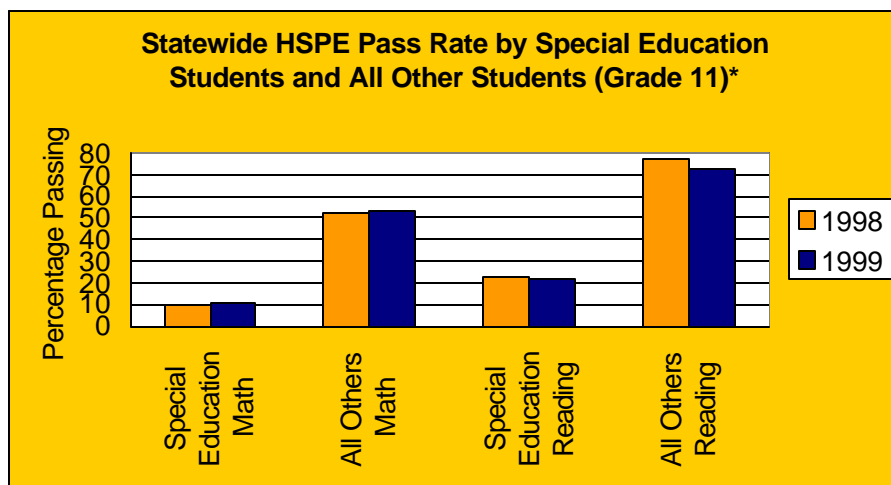


Table 134
Source: State Department of Education.
Results based on October 1998 and October 1999 administration to juniors (first time takers).

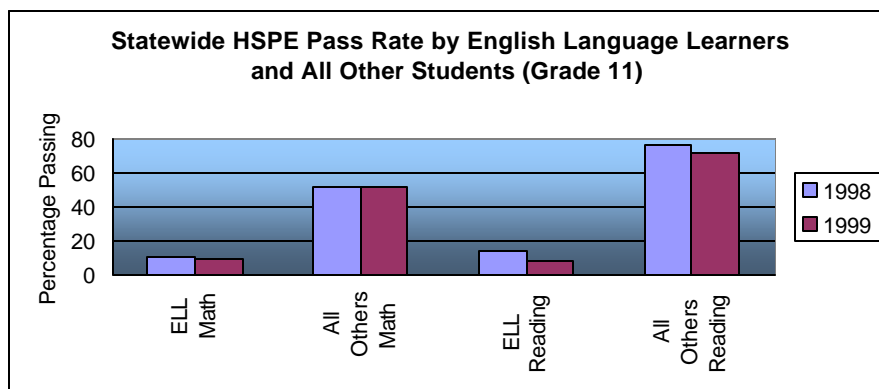


Table 135
Source: State Department of Education.
Results based on October 1998 and October 1999 administration to juniors (first time takers).

DATA CONCERNING RESULTS

Nevada Achievement and Proficiency Examination

HIGH SCHOOL PROFICIENCY EXAMINATION

PERCENTAGE OF STUDENTS DENIED DIPLOMAS FOR HSPE FAILURE

The Nevada High School Proficiency Examination (HSPE) has been referred to as a "high stakes test," as successful passage is required to graduate from high school. In 1999, failure of the HSPE prevented 3.6 percent of the seniors enrolled at the end of the 1998-1999 school year from graduating. Twelve percent of the senior class failed to graduate for other reasons (such as a deficiency in required credits).

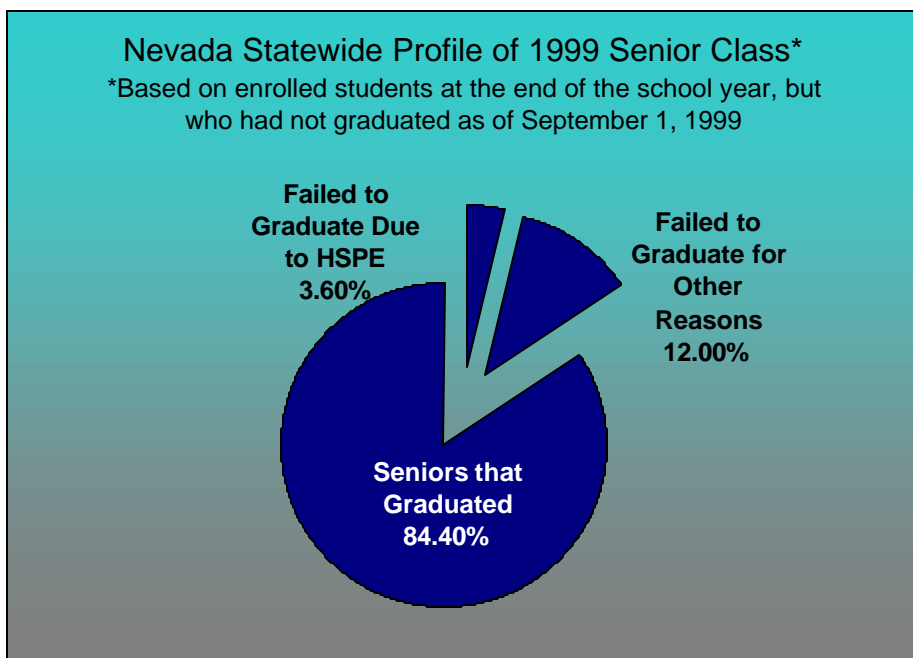


Table 136

Source: State Department of Education, October 1999 Report to the State Board.

*1998-1999 First year reported.

DATA CONCERNING RESULTS

Nevada Achievement and Proficiency Examination

HIGH SCHOOL PROFICIENCY EXAMINATION

HIGH SCHOOL DIPLOMAS

There are currently three types of high school diplomas granted in Nevada: a standard; (2) adult; and (3) adjusted. Under the new regulations adopted in 2000: (1) a standard diploma is awarded upon successful completion of 22.5 units and passage of the High School Proficiency Examination (HSPE); (2) an adult diploma may be granted to a student who withdrew from high school before his graduation, but has completed 20.5 units in a program of adult education or an alternative program for the education of pupils at risk of dropping out of high school, and passed the HSPE; and (3) an adjusted diploma may be earned by any handicapped student who meets the standards prescribed by his Individualized Education Plan (as prepared by the student's local school district).

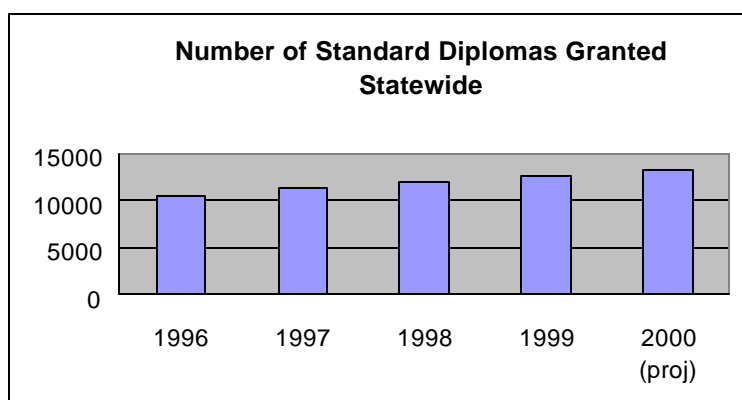


Table 137

Source: State Department of Education, 2000.

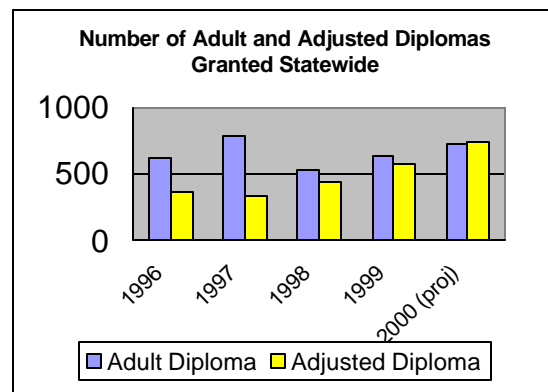


Table 138

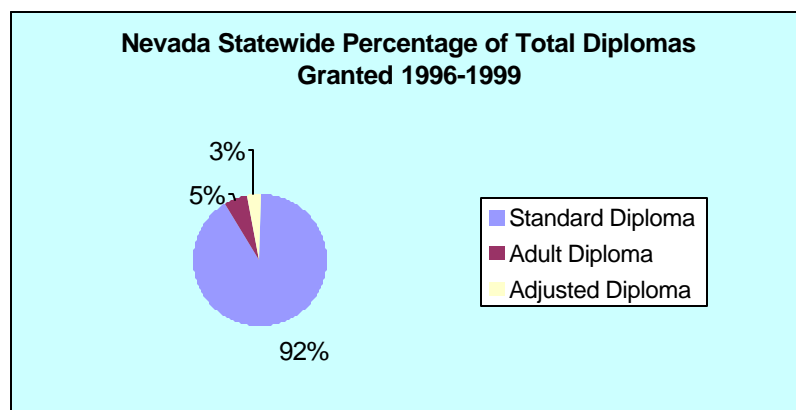


Table 139

DATA CONCERNING RESULTS

Nevada Statewide Writing Examinations

STATE OF NEVADA WRITING ASSESSMENT FOR GRADES 4, 8, 11, and 12

Background and Purposes of the Nevada Writing Examination

Large-scale assessments in education are designed to note trends and patterns in the student performance of large groups. While large-scale, standardized writing assessment is not new, it has undergone tremendous changes in the last 25 years. It has progressed from multiple choice formatted questions that measured how well students are able to find errors in others' writing, to performance-based testing of individual student writing, to portfolio assessment with collections of student writing that are both self-assessed and teacher evaluated. In Nevada, the writing assessments are based, in part, on the need to provide accountability data so that assistance may be given to those schools and students who are in greatest need of additional resources. However, for most writing teachers, the importance of this type of assessment is its potential for directing students in thinking and talking about their writing. The assessment criteria gives them the language to define and discuss the essence of good writing, their own as well as others, so that they are able to self-assess, evaluate, and improve.

The strength of the Nevada Writing Assessment Program is that it has been developed, implemented and facilitated by Nevada classroom teachers. Nevada teachers have:

- Adapted, designed and continually revised the scoring criteria;
- Designed the assessment writing prompts;
- Evaluated and chosen anchor papers;
- Lead the scoring sessions;
- Read and scored all the student papers; and
- Made classroom connections from assessment to instruction to improve student writing.



DATA CONCERNING RESULTS

Nevada Statewide Writing Examinations

STATE OF NEVADA WRITING ASSESSMENT FOR GRADES 4, 8, 11, and 12

Background and Purposes of the Nevada Writing Examination

Scorers have noted that participating in scoring sessions allows them a broader viewpoint of student writing beyond their own classrooms, schools, and even districts. It also allows teachers the opportunity to focus solely on the merits of an individual piece of writing, without the extraneous information of individual student progress and the unique situations of individual classroom settings.

Grades Tested

The Nevada Proficiency Examination Program in Writing has been administered to 12th grade students since 1979. In 1989, the examination was expanded to include 11th grade students, to provide more opportunities for students to fulfill graduation requirements. Assessments in 9th grade began in fall 1988 and were subsequently replaced with an 8th grade test in fall 1994. The 4th grade writing assessment was piloted in spring 1998 and was first administered in fall 1998.














Writing Assessment History Grades Tested					
	Grade 4	Grade 8	Grade 9	Grade 11	Grade 12
1979					
1988					
1989					
1994					
1998					

Table 140

DATA CONCERNING RESULTS

Nevada Statewide Writing Examinations

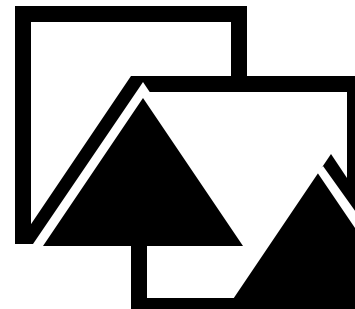
STATE OF NEVADA WRITING ASSESSMENT FOR GRADES 4, 8, 11, AND 12

Structure of the Writing Assessment

Writing, like reading, is a meaning making activity that requires a variety of related thinking skills, processes, and strategies depending on the mode and purpose of the writing. Additionally, writing processes are employed in different ways by writers and even by the same writer for varying purposes. Types of writing measured and their real world uses are:

- Narrative writing tells a story by sharing the details of an experience. Examples include: writing stories, accident/incident reports, sporting event reports, meeting minutes, performance review, et cetera.
- Expository writing instructs, gives information or explains something about a topic. Examples include: writing messages, invitations, directions, explanations, reports, evaluations, et cetera.
- Persuasive writing gives a writer's opinion on a topic and tries to get the reader to agree with it. Examples include: campaign literature, business correspondence, petitions, editorials, proposals, solutions, marketing/sales materials, et cetera.
- Descriptive writing describes a person, place, thing or idea. It is often used in conjunction with the other modes to provide details that strengthen the purpose of the writing.

In Nevada, the 4th and the 8th grade writing prompts are each selected to assess narrative/descriptive writing. The 11th/12th grade writing assessment uses two prompts; one is narrative/descriptive and the other is expository/persuasive.



DATA CONCERNING RESULTS

Nevada Statewide Writing Examinations

STATE OF NEVADA WRITING ASSESSMENT FOR GRADES 4, 8, 11, AND 12

Scoring of the Writing Assessment

Scoring for the 11th/12th grade assessment is holistic; scoring for the 4th and 8th grade assessment is by writing trait. Definitions for the writing traits are as follows:

WRITING TRAIT DEFINITIONS

IDEAS

Ideas are the heart of the message, the main thesis, impression, or story line of the piece, together with the documented support, elaboration, anecdotes, images, or carefully selected details that build understanding or hold a reader's attention.

ORGANIZATION

Organization is the internal structure of the piece. Strong organization begins with a purposeful, engaging lead and wraps up with a thought-provoking close.

VOICE

Voice is the presence of the writer on the page. When the writer's passion for the topic and concern for the audience are strong, the reader feels a strong connection to both the writing and writer.

CONVENTIONS

Almost anything a copy editor would attend to falls under the heading of conventions. This includes punctuation, spelling, grammar and usage, capitalization, et cetera.

Table 141

DATA CONCERNING RESULTS

Nevada Statewide Writing Examinations

STATE OF NEVADA WRITING ASSESSMENT FOR GRADES 4, 8, 11, AND 12

RESULTS OF THE WRITING ASSESSMENT

11th/12th Grade Writing Assessment

The 11th/12th grade assessment has always included two separate topics or prompts that each require two distinct types of writing. Students are instructed to write to both prompts in the allotted time. One prompt is designed to elicit narrative/descriptive writing and the other is designed for expository/persuasive response. The time for students to write to the prompts was changed in the 1999-2000 school year from one to two hours. Students are not allowed the use of dictionaries or other reference/resource materials.

11 th /12 th GRADE WRITING ASSESSMENT		
School Year	Administration	Percent Passing
1997-1998	February 1998	86.2
1998-1999	February 1999	86.3
1999-2000	February 2000	87.8

Table 142

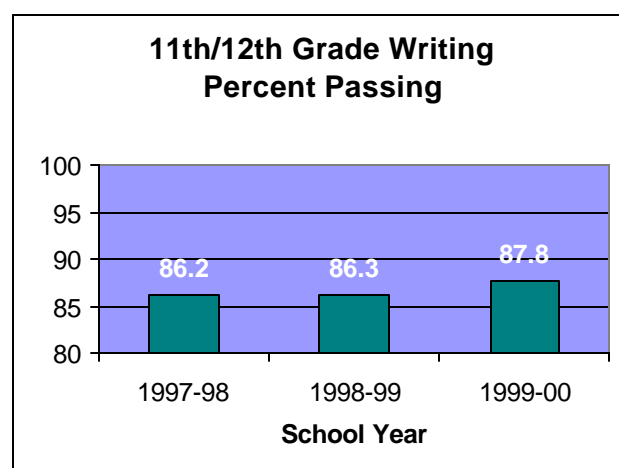


Table 143

Source: State Department of Education.

DATA CONCERNING RESULTS

Nevada Statewide Writing Examinations

STATE OF NEVADA WRITING ASSESSMENT FOR GRADES 4, 8, 11, AND 12

RESULTS OF THE WRITING ASSESSMENT

11th/12th Grade Writing Assessment

Review of the results indicates a slight increase in the passing rate for both 1998-1999 and 1999-2000 for the total student population. When reviewing the results by different populations of students, the following observations are made:

11th/12th GRADE WRITING ASSESSMENT RESULTS BY POPULATION										
School Year	Administration	Percent Passing by Population*								
		Male	Female	AA	AP	B	H	W	IEP	LEP
1998-1999	February 1999	82.0	90.7	81.6	86.4	75.6	70.4	91.9	51.3	31.5
1999-2000	February 2000	84.0	91.3	85.2	88.3	80.5	74.9	92.5	49.7	39.6

Table 144

*AA – American Indian/Alaskan Native; AP – Asian Pacific Islander; B – Black; H – Hispanic; W – White/Non Hispanic; IEP – Special Education; LEP – Limited English Proficiency

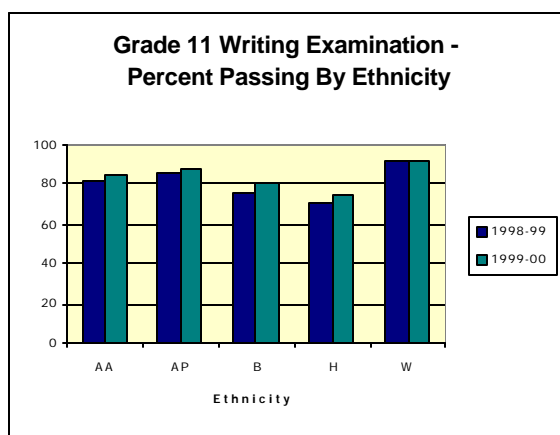


Table 145

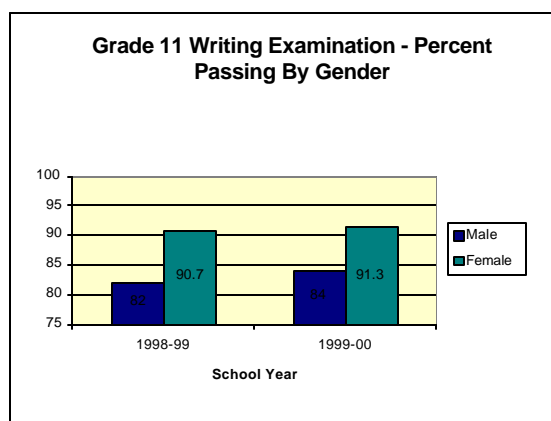


Table 146

DATA CONCERNING RESULTS

Nevada Statewide Writing Examinations

STATE OF NEVADA WRITING ASSESSMENT FOR GRADES 4, 8, 11, AND 12

11th Grade Writing Assessment

When looking at passing rates by population from 1998-1999 to 1999-2000, an increase in passing rates is observed across all populations, except special education. When looking at the difference in passing rates for males versus females, 8.7 percent more females passed the examination than males in 1998-1999. This difference decreases slightly in 1999-2000, with only 7.3 percent more females passing the examination than males. When looking at the variable of ethnicity, although the White/Non Hispanic population outperformed the other ethnicity groups in both 1998-1999 and 1999-2000, the gap decreases in 1999-2000, as seen in the chart below:

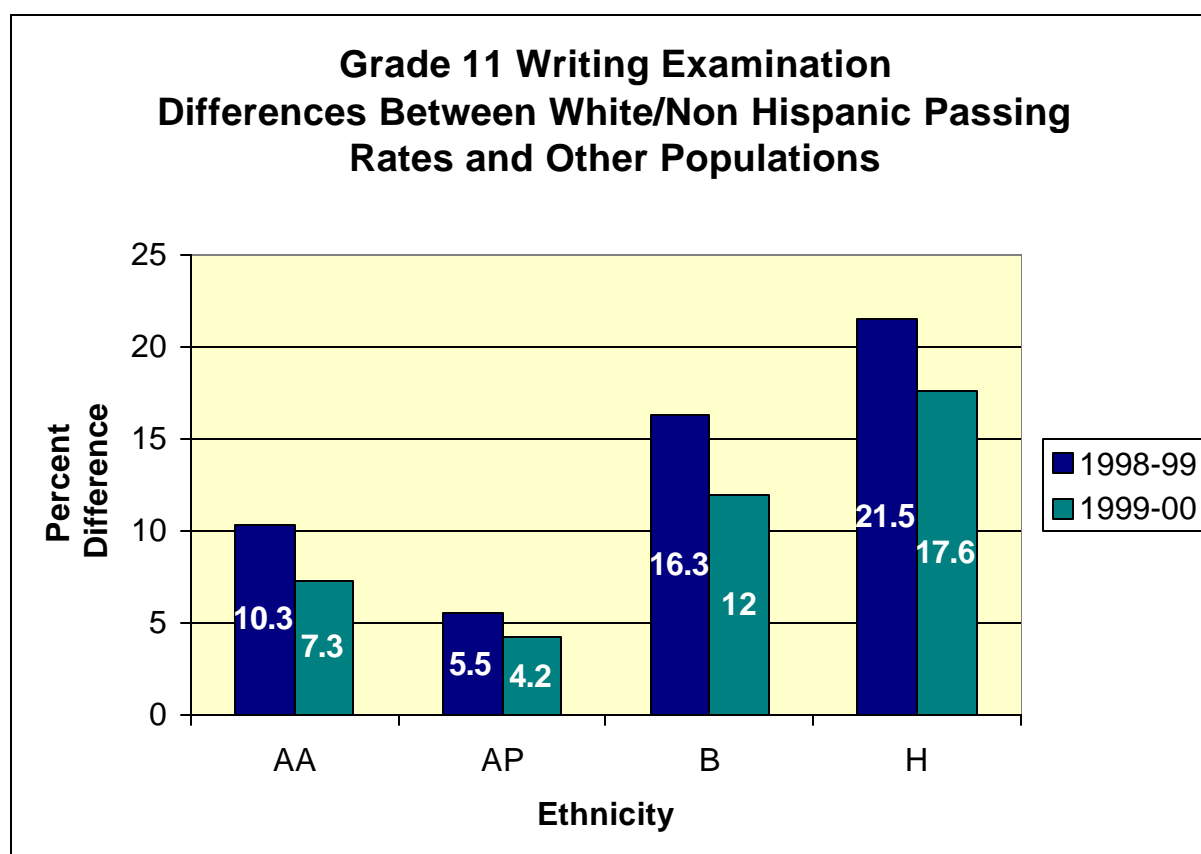


Table 147

*AA – American Indian/Alaskan Native; AP – Asian Pacific Islander; B – Black; H – Hispanic; W – White/Non Hispanic;
IEP – Special Education; LEP – Limited English Proficiency

DATA CONCERNING RESULTS

Nevada Statewide Writing Examinations

STATE OF NEVADA WRITING ASSESSMENT FOR GRADES 4, 8, 11, AND 12

RESULTS OF THE WRITING ASSESSMENT

8th Grade Writing Assessment

The 8th grade assessment requires students to write to one prompt and do so over a two-day period of time. Students are allowed the use of dictionaries and are encouraged to use time to revise, proofread and edit their work. The topic or prompt is designed to elicit narrative/descriptive writing. Results for the 8th grade assessment are presented as the percent passing each writing trait.

8 th GRADE WRITING ASSESSMENT					
School Year	Administration	Percent Passing By Trait			
		Ideas	Organization	Voice	Conventions
1997-1998	September 1997	63.9	62.7	60.1	68.3
1998-1999	September 1998	76.1	72.2	71.9	65.0
1999-2000	September 1999	79.1	76.1	73.7	72.6

Table 148

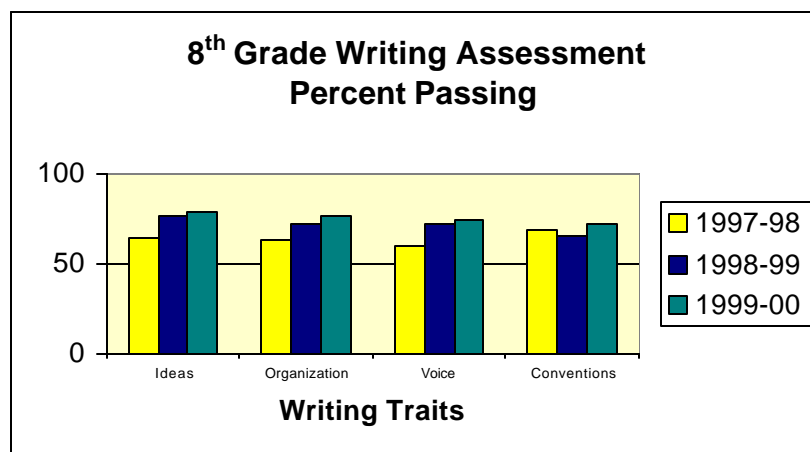


Table 149

Review of the results indicates an increase in the percent passing for the writing traits of "ideas," "organization," and "voice." There was a slight decrease in the percent passing during 1998-1999 for the writing trait of "conventions."

DATA CONCERNING RESULTS

Nevada Statewide Writing Examinations

STATE OF NEVADA WRITING ASSESSMENT FOR GRADES 4, 8, 11, AND 12

Results of the 4th Grade Writing Assessment

Fourth grade students are given a prompt that is designed to elicit narrative/descriptive writing and are given three writing sessions to complete the assessment. The teacher assists students in the pre-writing process of brainstorming possible topics on which to write. Results for the 4th grade assessment are presented as the percent passing each writing trait.

4 th GRADE WRITING ASSESSMENT					
School Year	Administration	Percent Passing By Trait			
		Ideas	Organization	Voice	Conventions
1998-1999	November 1998	62.4	55.5	58.1	57.6
1999-2000	November 1999	52.5	49.0	47.2	51.5

Table 150

Review of the results indicates a decrease in the percent passing across all writing traits; reasons for the decrease are unclear at this time.

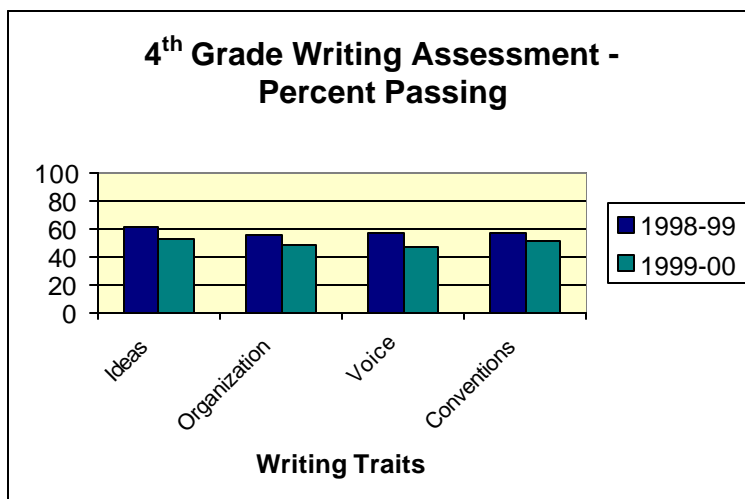


Table 151

DATA CONCERNING RESULTS

Nonacademic Data

Nonacademic data is an important indicator of the quality of public education in Nevada. The State Department of Education measures statewide dropout rates, student retention, pupil attendance, and college continuation rates. In general, comparisons of Nevada statewide data to the national average are difficult to draw due to variances in reporting methods.

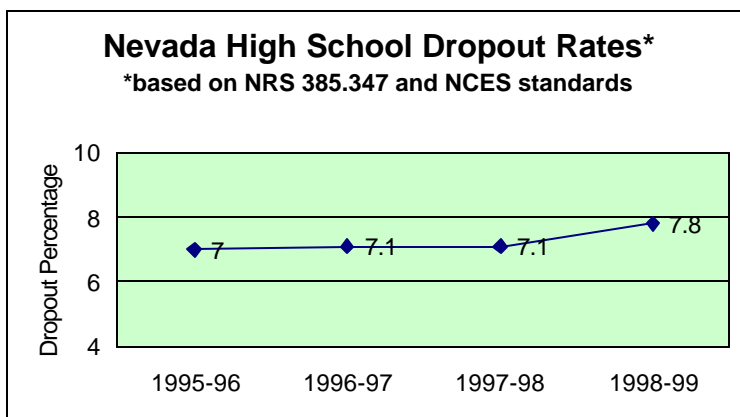


Table 152

Source: State Department of Education News Release, April 29, 2000.

Note: 1995-1998 are adjusted estimates.

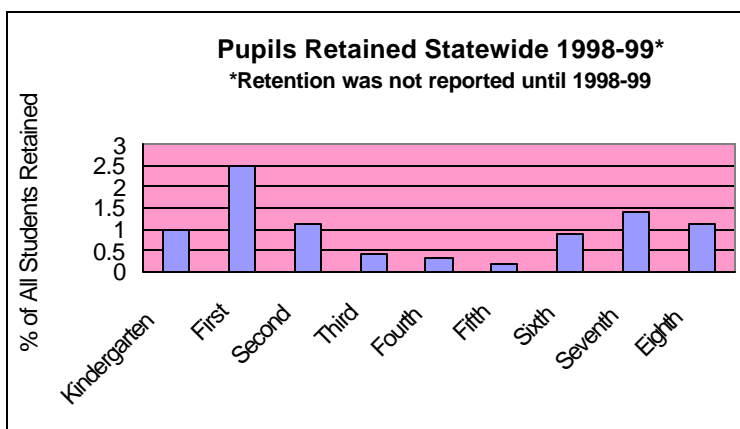


Table 153

Source: State Department of Education, School Accountability Data Tables 1998-1999.

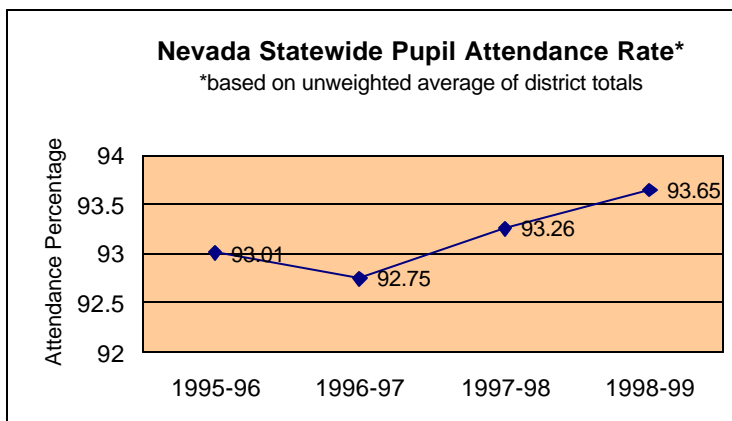
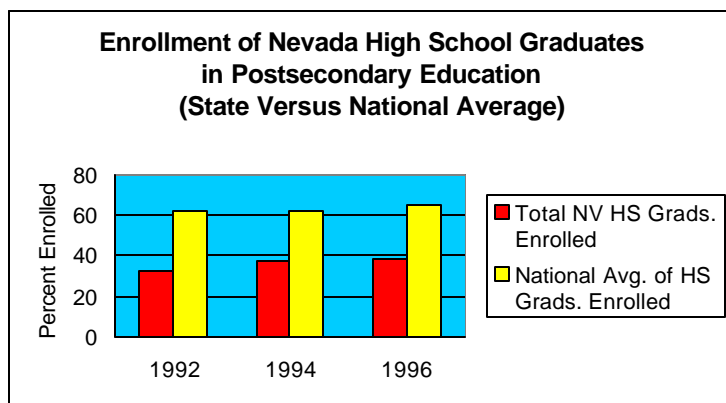


Table 154

Source: State Department of Education, School Accountability Data Tables 1998-1999.

DATA CONCERNING RESULTS

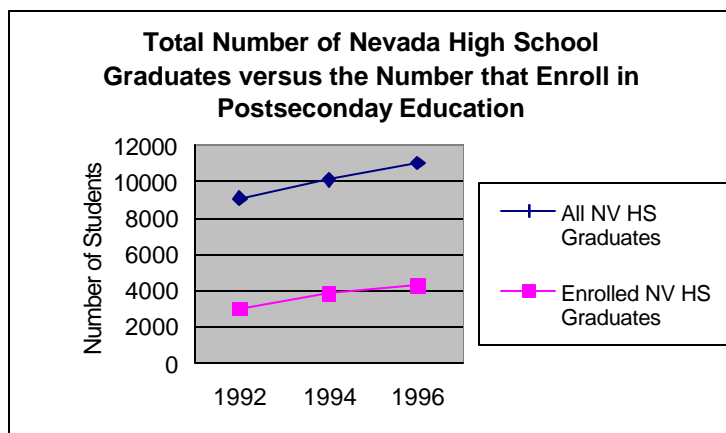
Nonacademic Data



Based on the number of *recent* high school graduates enrolled as degree-seeking freshmen in postsecondary education; *recent* graduates are those who graduated from high school during the previous 12 months.

Table 155

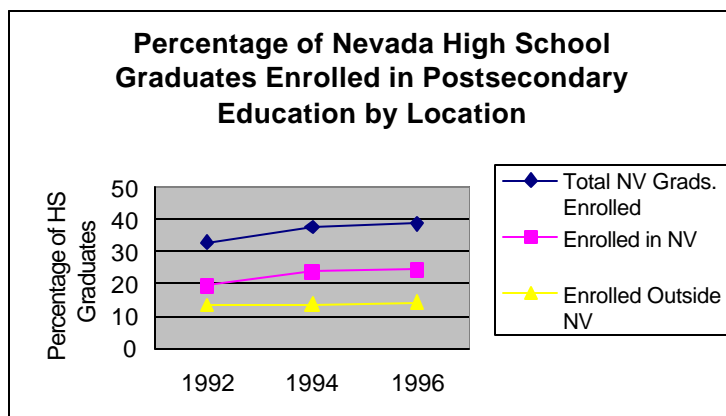
Sources: University and Community College System of Nevada, February 23, 2000; National – American College Testing Program; U.S. Bureau of the Census and U.S. Department of Labor, published in Digest of Education Statistics 1999.



Based on the number of *recent* high school graduates enrolled as degree-seeking freshmen in postsecondary education; *recent* graduates are those who graduated from high school during the previous 12 months.

Table 156

Source: University and Community College System of Nevada, February 23, 2000.



Based on the number of *recent* high school graduates enrolled as degree-seeking freshmen in postsecondary education; *recent* graduates are those who graduated from high school during the previous 12 months.

Table 157

Source: University and Community College System of Nevada, February 23, 2000.

DATA CONCERNING RESULTS

Nonacademic Data

SCHOOL SAFETY

In recent years, and in light of a heightened awareness across the nation, school safety has become an increasingly important issue to parents and students alike. According to the number of reported incidents by district, it appears that statewide, Nevada has witnessed an increase in the number of incidents involving violence against other students. Violence to staff, weapons possession and alcohol/drug offenses have remained fairly stable across time, with a slight increase in the number of incidents at the elementary school level. It is important to note that these figures represent the total number of incidents reported, and Nevada has experienced a rapidly growing student population.

*Note: data for all years is not available.

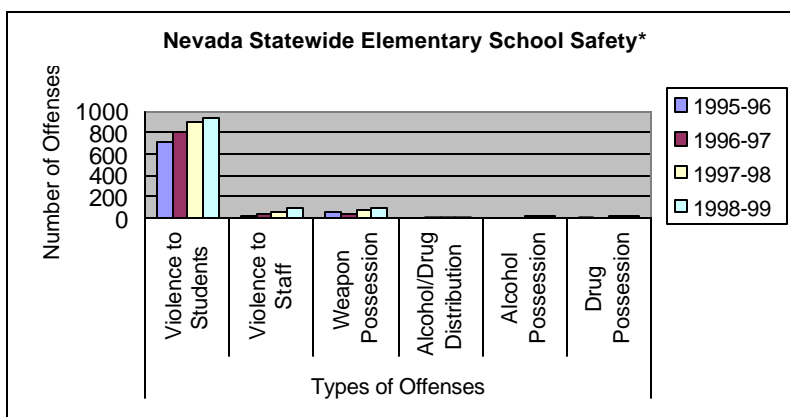


Table 158

Source: Reported number of incidents by school district, as compiled by the State Department of Education

*Note: data for all years is not available.

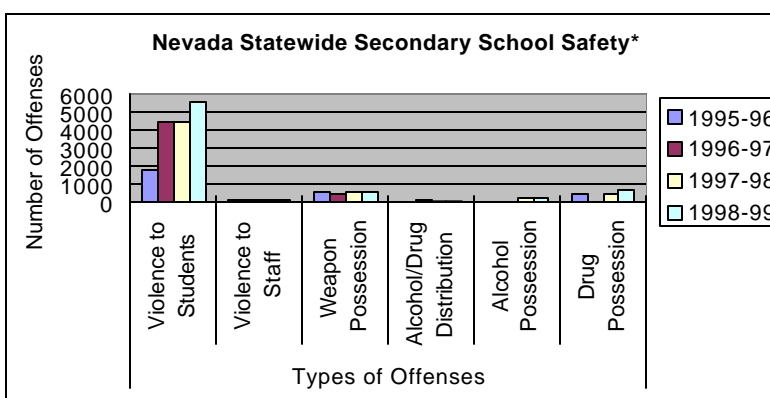


Table 159

Source: Reported number of incidents by school district, as compiled by the State Department of Education.

DATA CONCERNING RESULTS

Nonacademic Data

TEACHER INFORMATION

With the rapidly growing student population in Nevada, the demand for teachers has risen dramatically. Statewide, the percentage of newly hired teachers has averaged approximately 11 percent over the past two school years. Along with a calling for new teachers, has come an increased need for quality teachers. The State Department of Education has begun tracking the percentage of teachers within license and teacher attendance rates.

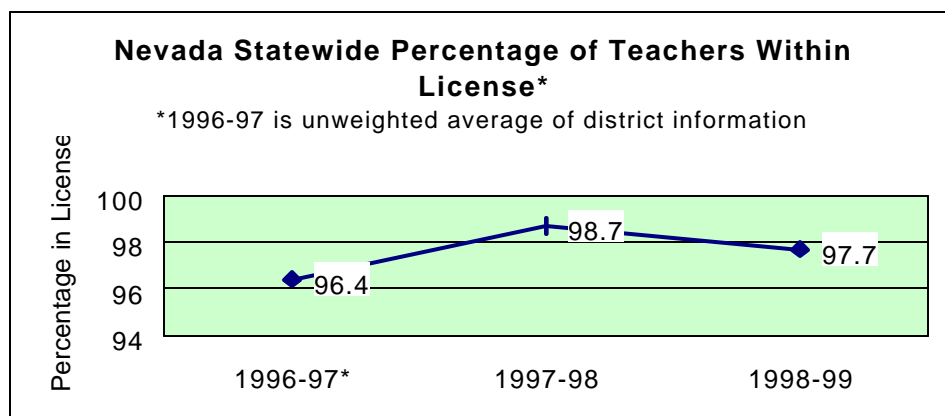


Table 160

Source: State Department of Education, School Accountability Data Tables 1998-1999.

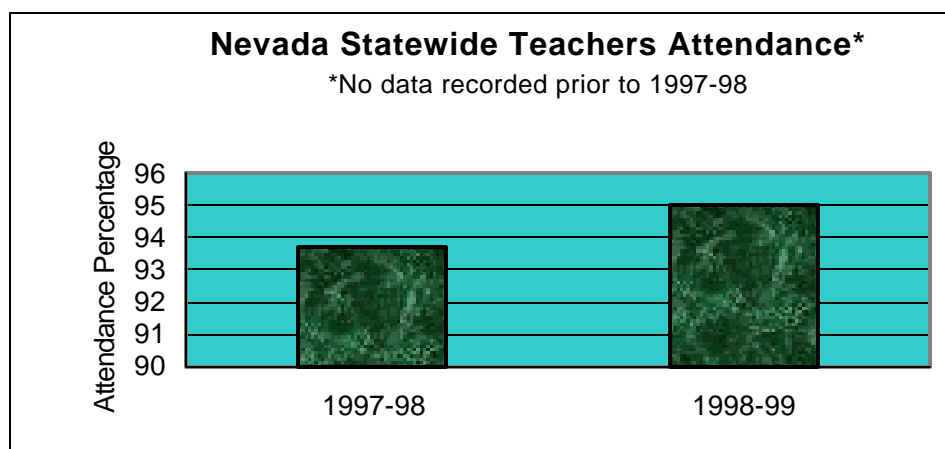


Table 161

Source: State Department of Education, School Accountability Data Tables 1998-1999.

DATA CONCERNING RESULTS

Other Measures of Student Achievement

AMERICAN COLLEGE TESTING (ACT)

This is a national test for high school seniors headed for college which is used by colleges as a predictor of student success in postsecondary education. More students in Nevada take the ACT than the Scholastic Assessment Test (SAT). While the percentage of students taking the ACT has declined slightly over the past nine years, the percentage of students taking the SAT has not changed appreciably over the same period.

Nevada students consistently score higher than the national average and Nevada scores have increased over the past nine years.

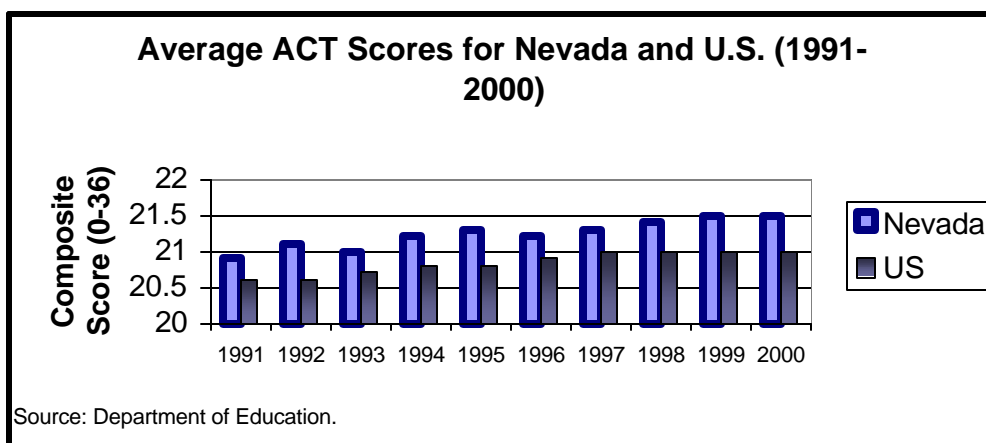


Table 162

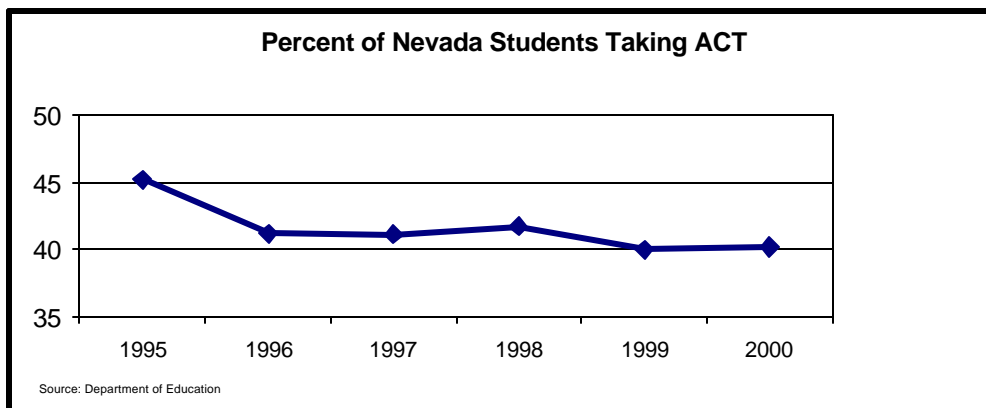


Table 163

DATA CONCERNING RESULTS

Other Measures of Student Achievement

SCHOLASTIC ASSESSMENT TEST (SAT)

This national test is often required for high school seniors headed to college. The SAT consists of two main parts: verbal and math. The highest score possible is 800 for each of the two parts, for a total perfect score of 1600. Many colleges use SAT scores as part of their admissions evaluation.

The percentage of students in Nevada taking this test has not changed appreciably over the past 5 years. Nevada students continue to test above the national level. The apparent increase in scores after 1996 was due to a recalibration of the test scores.

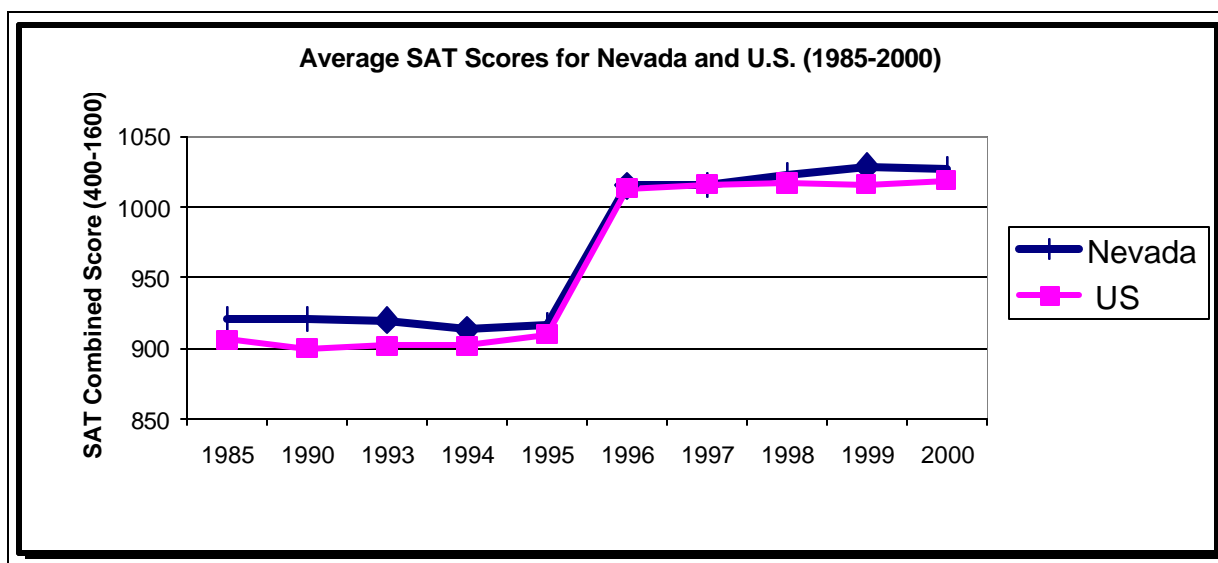


Table 164

Source: State Department of Education.

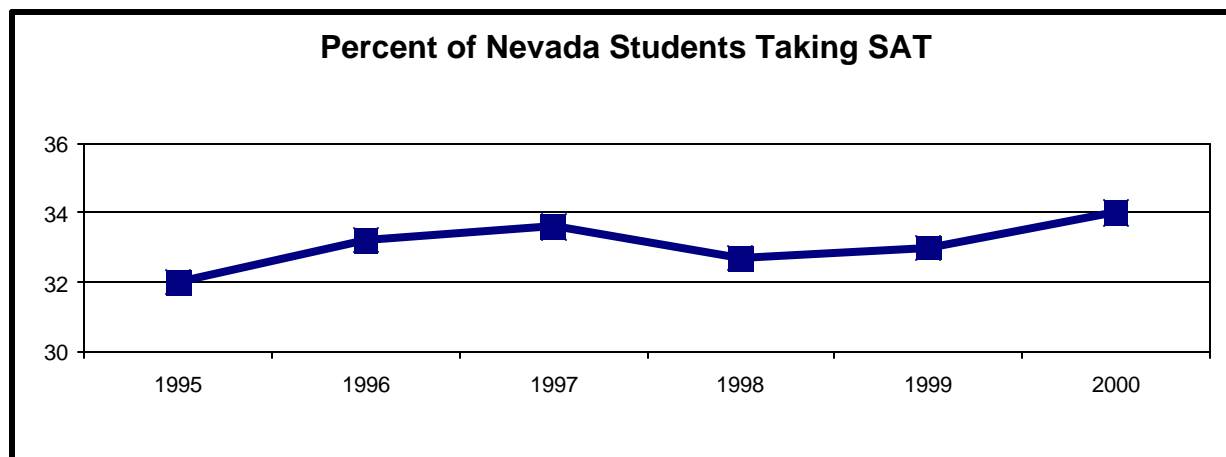


Table 165

Source: State Department of Education.

DATA CONCERNING RESULTS

Other Measures of Student Achievement

ADVANCED PLACEMENT (AP) TEST

Advanced Placement (AP) courses in high school enable high school students to get college credit for certain entry level college courses. To receive credit, high school students must score 3 or better on the AP tests. The number of candidates and the number of exams are increasing in Nevada. The percentage of scores 3 or better (on a scale of 1 to 5), as compared to the number of examinations given, has improved over the past five years.

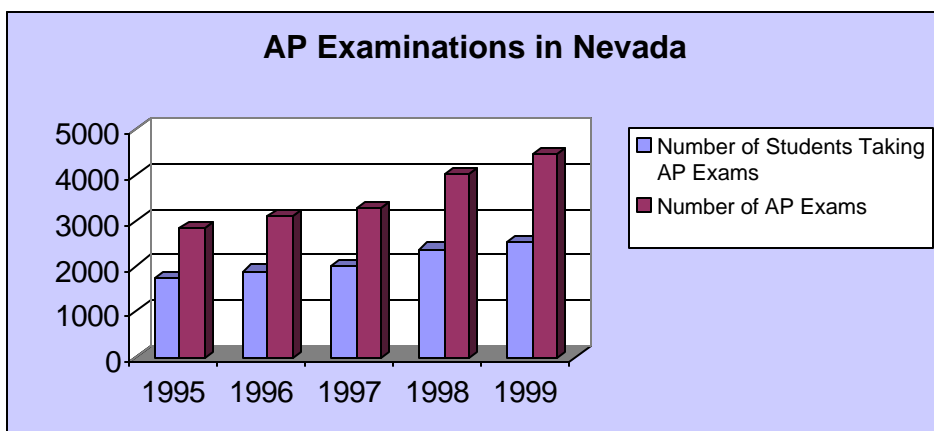


Table 166

Source: State Department of Education.

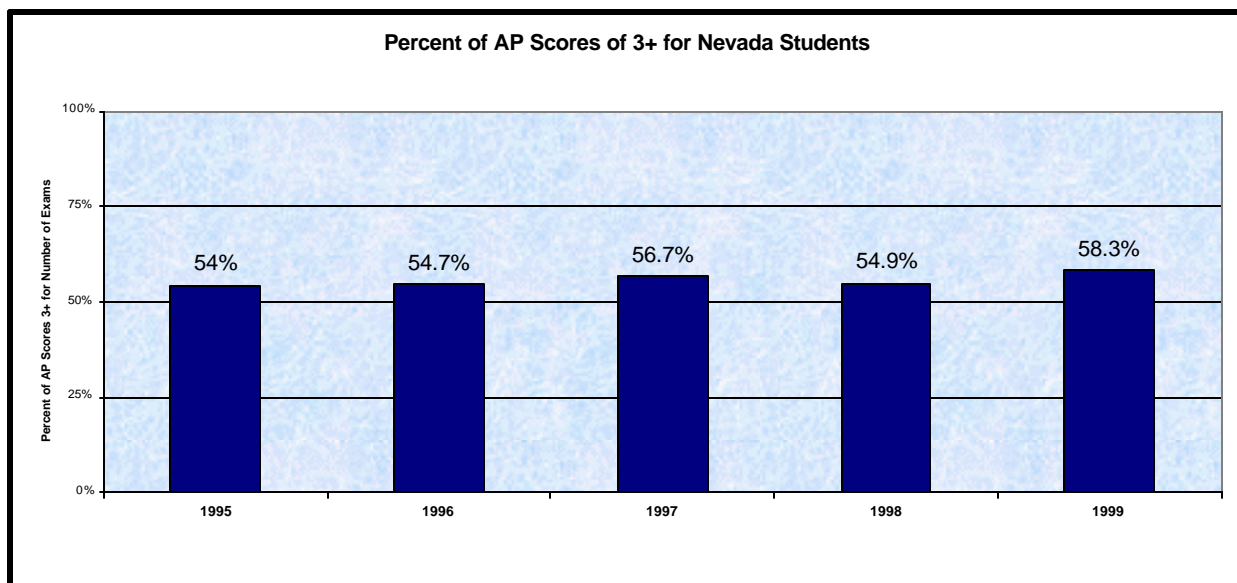


Table 167

Source: State Department of Education.

DATA CONCERNING RESULTS

Other Measures of Student Achievement

COLLEGE ENTRANCE EXAMINATIONS

The two most widely administered college entrance examinations in the United States are the American College Test (ACT) and the Scholastic Assessment Test (SAT). High school students take at least one of these tests depending on the admission requirements of the colleges to which they intend to apply.

The percentage of students taking the ACT has gradually decreased over the past five years. In contrast, the percentage of students taking the SAT has remained relatively stable over the same time period.

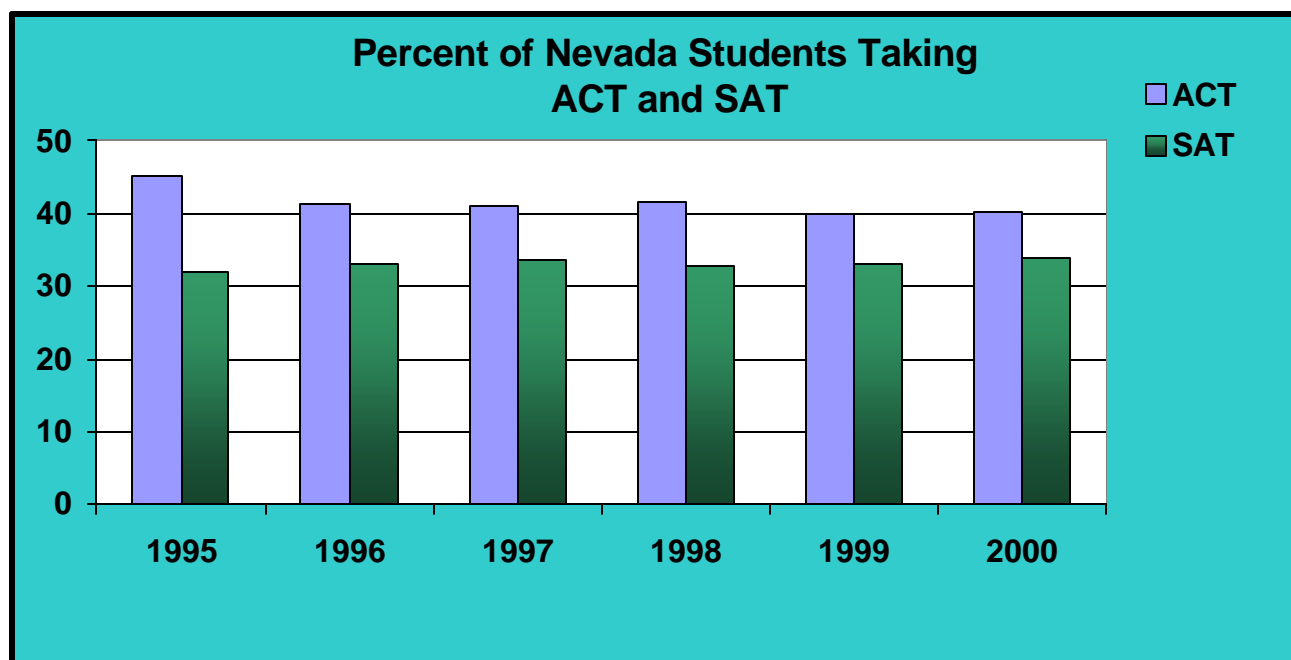


Table 168
Source: State Department of Education.

DATA CONCERNING RESULTS

Other Measures of Student Achievement

MILLENNIUM SCHOLARSHIPS

The Millennium Scholarship program was set up in 1999 using funds received by the state from the settlements with tobacco firms. Residents of Nevada who have passed the High School Proficiency Examination and maintained a 3.0 grade average are eligible for scholarship funds at the schools within the University and Community College System of Nevada (UCCSN). Fall 2000 will see the first students taking advantage of the Millennium Scholarship program. Out of a projected 14,738 Nevada high school graduates in 2000, approximately 6,915 graduates, or 47 percent, are eligible for Millennium Scholarships.

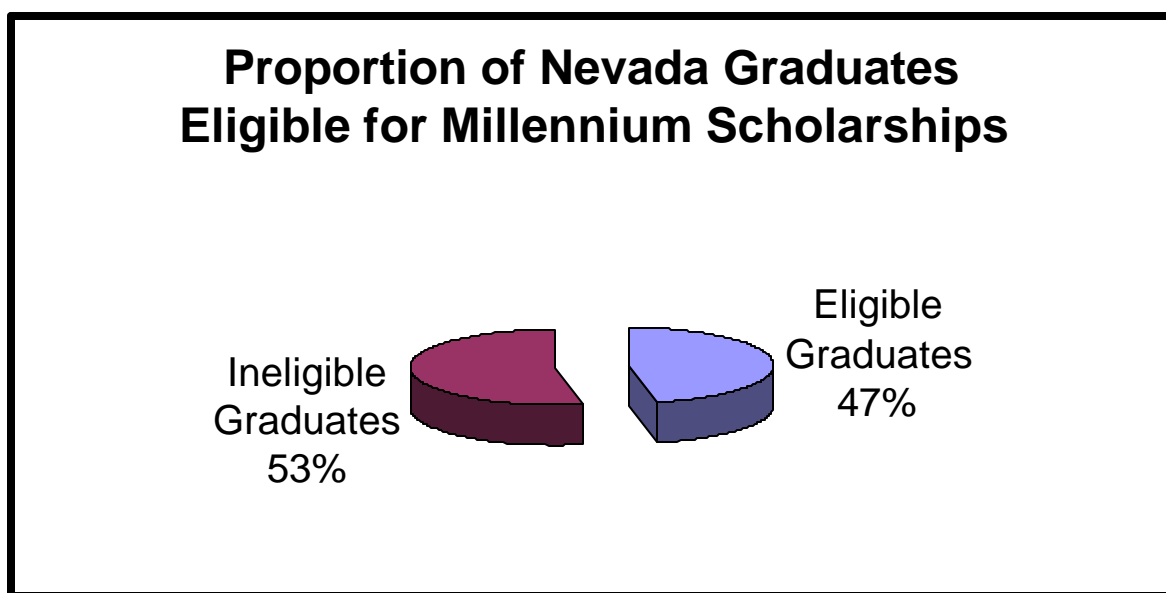


Table 169
Source: State Department of Education.

DATA CONCERNING RESULTS

Other Measures of Student Achievement

REMEDIAL ENROLLMENTS AT THE UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA (UCCSN)

As part of the Nevada Education Reform Act, the UCCSN is tracking the number of high school graduates enrolled in a Nevada community college or university who require remedial courses. The percentage of high school graduates requiring remedial courses has increased slightly (from 22.8 percent to 26 percent) over the three years for which data is available. When the data is disaggregated between the universities and community colleges, the community colleges show an increase in the number of students (6 percent) enrolling in remedial courses over the last three years, while the universities show a slight decrease.

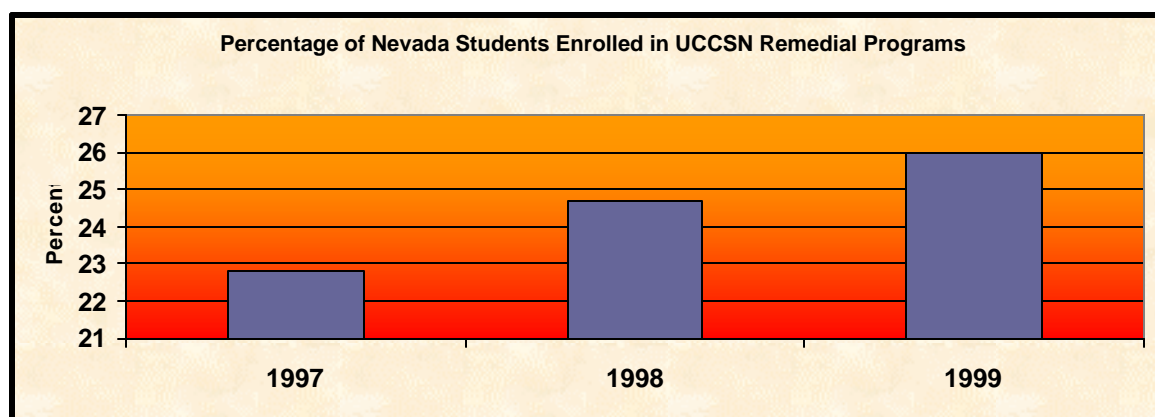


Table 170

Source: University and Community College System of Nevada (UCCSN).

Note: Calculations for 1997 enrollments were based on estimated enrollment of Nevada high school graduates in UCCSN.

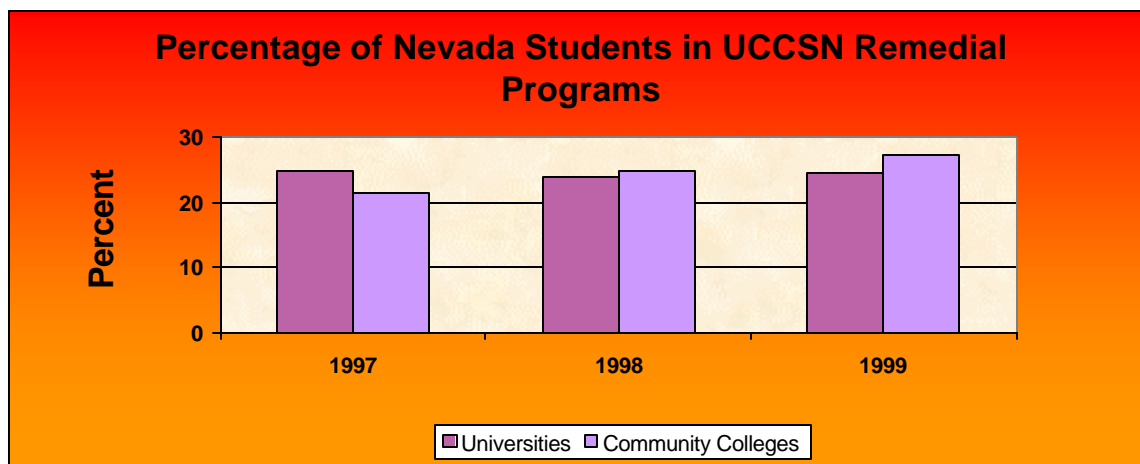


Table 171

Source: University and Community College System of Nevada (UCCSN).

Note: Calculations for 1997 enrollments were based on estimated enrollment of Nevada high school graduates in UCCSN.

DATA CONCERNING RESULTS

Special Review of Data for Low Performing Schools

REMEDATION FUNDS FOR SCHOOLS - TITLE I, CSRD, AND STATE

The following presents the amount of funding available to schools for remediation purposes and how those funds are distributed:

Federal Title I Funds

Distribution

Each school in Nevada receives a Title I allocation based upon the number of students at poverty level in the district.

Upon receipt of the allocation, the district is required to pay (off of the top) all Title I services that are provided throughout the district. Some examples are as follows:

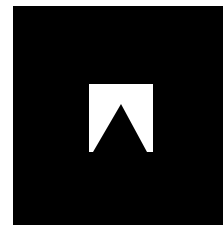
- District-level Title I administrative salaries.

Title I teachers' salaries. With regard to salaries, there is an agreed-up base salary that every teacher receives out of Title I funds. Each school may then supplement this base salary from other district funds, as necessary.

- Evaluations of Title I funded programs.

Once all districtwide Title I services have been paid, school allocations are made based upon the number of students at poverty level in each school. The data utilized in ranking the schools is contained in the Annual Poverty Count Report. The Title I appropriation is a per-pupil amount, which is the same for all schools. Once all Title I funds have been exhausted, the remaining schools continue to be Title I eligible, but receive no funding for that year.

Each year, all Title I schools are re-ranked according to the Annual Poverty Count Report and appropriations are made as noted above.



DATA CONCERNING RESULTS

Special Review of Data for Low Performing Schools

REMEDIATION FUNDS FOR SCHOOLS - TITLE I, CSRD, AND STATE

Funding

The following presents the total amount of Title I funding received by the State of Nevada and the total number of schools served for Fiscal Year (FY) 1997 through FY 2001:

	1996-1997 Allocation	1997-1998 Allocation	1998-1999 Allocation	1999-2000 Allocation	2000-2001 Allocation
Funding	\$19,031,652	\$22,398,744	\$22,570,473	\$23,244,968	\$23,707,428
Number of Schools	95	92	95	100	Not Determined

Table 172

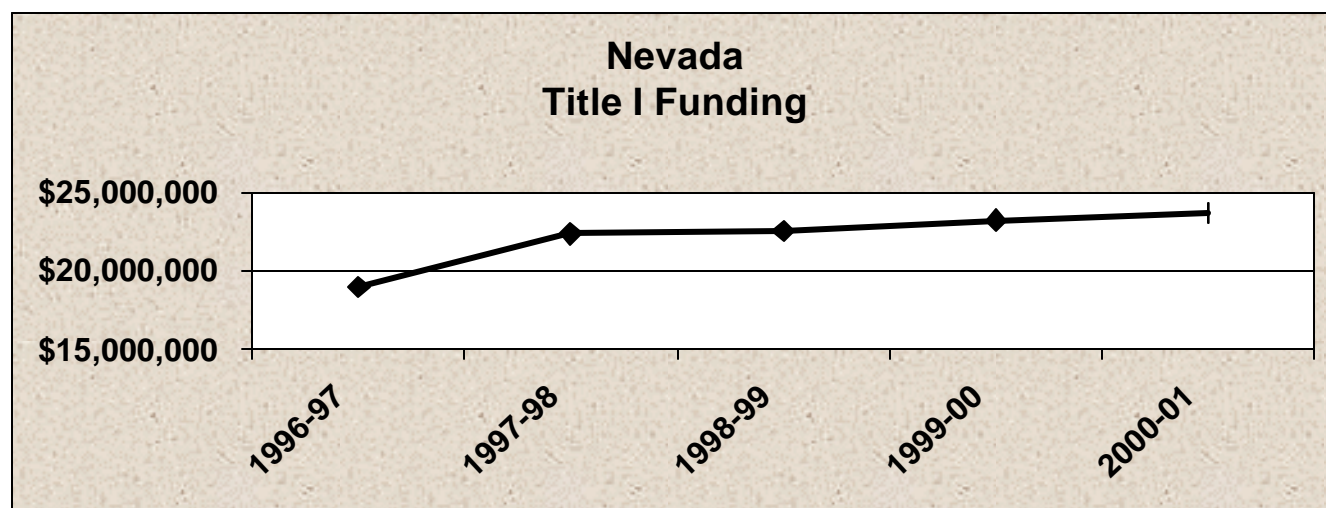


Table 173

Comprehensive School Reform Demonstration (CSRD) Funds

Federal CSRD funds were made available to schools for the first time in FY 1998-1999. Comprehensive school reform allows teachers, administrators, parents, and policymakers to improve all aspects of a school's operations. It is believed that by addressing curriculum and instruction, teacher training, parental involvement, funding issues and school management, schools can better improve student learning.

DATA CONCERNING RESULTS

Special Review of Data for Schools Demonstrating Need for Improvement

REMEDIATION FUNDS FOR SCHOOLS - TITLE I, CSRD, STATE

Distribution

- Any school may apply for the funds.
- Distribution of funds to schools is on a competitive basis.
- A pre-application is submitted to the State Department of Education for review by a review panel.
- Pre-applications are reviewed and scored using a scoring-rubric developed by the Southwest Comprehensive Center.
- Schools selected by the review panel complete a formal application and submit it to the State Department of Education.
- The same review panel convenes to review the applications and a final selection is made.
- CSRD funds are distributed directly to the school sites chosen.

Funding

The following presents the total amount of CSRD funding received by the State of Nevada and the total number of schools served for Fiscal Year (FY) 1999 through FY 2002:

	1998-1999 Allocation	1999-2000 Allocation	2000-2001 Allocation	2001-2002 Allocation
Funding	\$500,000	\$500,000	\$800,000	\$800,000
Number of Schools	8	8	13	13

Table 174

Although any school may apply for the funds, all but 3 of the 13 schools must be Title I eligible schools. Each selected school receives funding for two years. For FY 2000-2001 and FY 2001-2002, the original eight schools will again receive two more years of funding, and five new schools will be selected.

DATA CONCERNING RESULTS

Special Review of Data for Low Performing Schools

REMEDATION FUNDS FOR SCHOOLS - TITLE I, CSRD, STATE

State Remediation Funds For Low Performing Schools

The Nevada Education Reform Act of 1997, provided, for the first time, remediation funds for low performing schools. These funds must be used to purchase programs of remedial study that have proven to be successful in improving the academic achievement of pupils in the subject areas of reading, writing, mathematics, and science. Remediation programs that schools must select from are published annually in Nevada's *List of Effective Remediation Programs*.

Distribution

During Fiscal Year (FY) 1997-1998, schools that were designated as demonstrating "need for improvement" were eligible for funding (designations are made when more than 40 percent of the pupils enrolled in a school score in the bottom quarter (below the 26th percentile) in all four subject areas tested on the state-required norm-referenced examination, *TerraNova*). During the 1999 Legislative Session, funding was expanded to include certain schools that have been designated as having adequate achievement; these schools are as follows:

- A school that did not receive a designation because the school had too few pupils enrolled in a grade level that is tested (i.e., fewer than ten pupils), but the test scores of the pupils indicate that the school would have received a designation as demonstrating need for improvement;
- A school that has more than 40 percent of the pupils enrolled in the school with an average score in the bottom quarter in three of four subjects tested (also known as "Bubble Schools"); and
- A school that was designated as demonstrating need for improvement in the immediately preceding school year.

DATA CONCERNING RESULTS

Special Review of Data for Low Performing Schools

REMEDIATION FUNDS FOR SCHOOLS - TITLE I, CSRD, STATE

State Remediation Funds For Low Performing Schools

Distribution

Schools that are eligible for state remediation funds, submit an application to the State Department of Education on May 1st of each year.

A review committee, which includes representatives of the Department of Education, Budget Division and Legislative Bureau of Educational Accountability and Program Evaluation, is convened to examine the requests and make recommendations on the amount of funding needed by each school.

Recommendations for funding are reviewed by the State Board of Examiners and approved by the Interim Finance Committee.

Schools receive remediation funding in July of each year and implement the funded remediation program(s) in the fall.

Funding

The following presents the total amount of state remediation funding made available to schools in the State of Nevada and the total number of schools served during FYs 1999–2001:

	1998-99 Allocation	1999-00 Allocation	2000-01 Allocation
Funding	\$3,000,000	\$3,300,000	\$3,300,000
Number of Schools	23	36	30

Table 175

DATA CONCERNING RESULTS

Special Review of Data for Low Performing Schools

REMEDATION FUNDS FOR SCHOOLS - TITLE I, CSRD, STATE

State Remediation Funds For Low Performing Schools

Funding

The following presents a breakdown of schools funded by the different categories of schools eligible for funding:

	In Need for Improvement			Adequate 2 nd Year Schools			Bubble Schools		
	1998-1999	1990-2000	2000-2001	1998-1999	1999-2000	2000-2001	1998-1999	1999-2000	2000-2001
Number of Schools	23	6*	10	NA	14	3	NA	16	17

Table 176

* Includes one school that had too few students to be officially designated.

Here, it is important to note the large reduction in the number of schools designated as demonstrating need for improvement. It is also important to note that of the 14 schools that were allocated remediation funds for demonstrating need for improvement in School Year 1998-1999, and were subsequently designated as demonstrating adequate achievement in the following school year, all but four have continued to demonstrate adequate achievement.

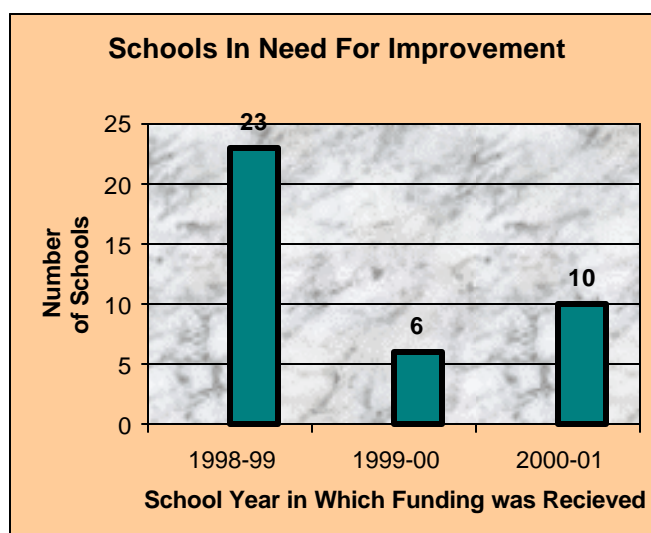


Table 177

DATA CONCERNING RESULTS

Special Review of Data for Low Performing Schools

REMEDIATION FUNDS FOR SCHOOLS - TITLE I, CSRD, STATE

State Remediation Funds for At-Risk Pupils (Before-School; After-School; Intersession; Summer School)

In addition to authorizing state remediation funds for low performing schools, the 1999 Legislature authorized, for the first time, remediation funds for remedial education programs or tutoring for pupils who need additional instructional time in order to pass or to reach a level considered proficient. Programs may be targeted to any age group (i.e., elementary, middle or high school), but must be conducted before or after school, on weekends, during the summer or between sessions in schools with year-round school calendars. In addition, these funds must be used to provide remedial education programs or tutoring programs that have been approved by the Department of Education as being effective in improving pupil achievement.

Distribution

- Any school district or charter school in the State of Nevada is eligible to apply for state remediation funds for at-risk pupils.
- A review committee, which includes representatives of the Department of Education, Budget Division and Legislative Bureau of Educational Accountability and Program Evaluation, is convened to examine the requests and make recommendations on the amount of funding needed by each school district.
- Recommendations for funding are reviewed by the State Board of Examiners and approved by the Interim Finance Committee.
- School districts receive remediation funding in July of each year and implement the funded remediation program(s) in the Fiscal Year in which the funds are received.

DATA CONCERNING RESULTS

Special Review of Data for Low Performing Schools

REMEDIATION FUNDS FOR SCHOOLS - TITLE I, CSRD, STATE

State Remediation Funds For Low Performing Schools

The following presents the total amount of state remediation funding made available to school districts in the State of Nevada during Fiscal Year (FY) 2000 and FY 2001:

	1999-2000 Allocation	2000-2001 Allocation
Funding	\$1,000,000	\$1,000,000
Number of School Districts/ Charter Schools	8 School Districts; 1 Charter School	12 School Districts; 3 Charter Schools

Table 178

It is interesting to note that while this funding may be targeted to any age group, almost half of the remediation funding for at-risk pupils for FYs 1999-2000 and 2000-2001 was directed toward assisting pupils to pass the High School Proficiency Examination (HSPE).

In an effort to determine the effectiveness of the remediation programs provided during FY 1999-2000, data is being collected by the State Department of Education that will show the difference in passing rates of the HSPE at the end of the 1998-1999 school year, as compared to those at the end of the 1999-2000 school year, for students who participated in the state funded programs; it is anticipated that this data will be available by fall 2000.

Funding for Remedial HSPE Tutoring Programs	
Fiscal Year 1999-2000	\$572,277
Fiscal Year 2000-2001	\$427,701
Total	\$999,978

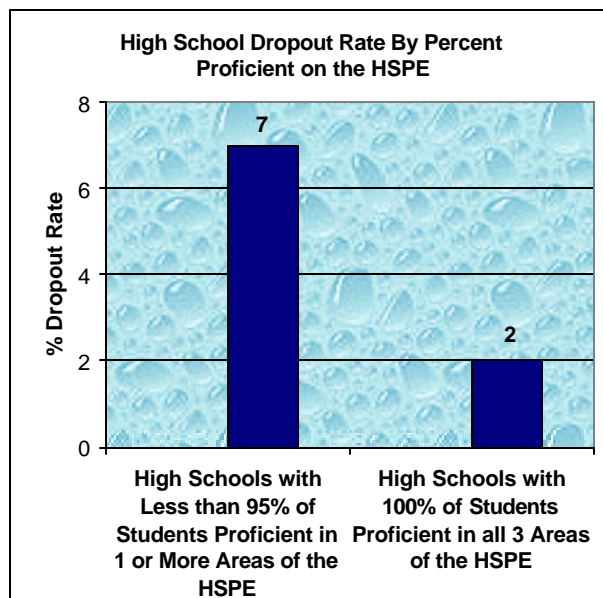
Table 179

DATA CONCERNING RESULTS

Special Review of Data for Low Performing Schools

DROPOUT RATES BY PERCENT PROFICIENT ON THE HIGH SCHOOL EXIT EXAMINATION

The High School Proficiency Examination (HSPE) covers the subject areas of reading, math and writing. Beginning with the Class of 1999 (pupils who were juniors in the 1997-1998 school year and seniors in 1998-1999), pupils were required to pass a new, more rigorous high school proficiency examination in reading and mathematics in order to receive a standard high school diploma. The new examinations are based upon a curriculum framework adopted by the State Board of Education in 1995. The new exams were first given to juniors in April of 1998; the next class (Class of 2000) first took the new exams in October of 1998; students are generally allowed to retake the exam up to five times if they do not pass the exam the first time.



With the administration of the new, more rigorous examination, questions have been raised regarding the effect of this examination on dropout

Table 180

rates in the State of Nevada. As a preliminary review, the following data represents the median dropout rate for those high schools that had less than 95 percent of students pass one or more areas of the HSPE for school year 1998-1999 (n=14) versus those high schools that had 100 percent of students pass all areas of the HSPE for school year 1998-1999 (n=19).

Review of the above information shows a higher percent dropout rate for those high schools with less than 95 percent of students passing one or more areas of the HSPE. When looking at other variables that might affect the dropout rate at these schools, it is interesting to note that enrollment figures for those high schools with lower percent passing rates range anywhere from 68 to 3,181 students, with 71 percent (n=10) of the schools having student enrollment figures of over 1,000 students. When looking at enrollment figures for those schools with 100 percent passing rates, the range is 79 to 1,311 students, with only one school having an enrollment figure above 1,000 students.

DATA CONCERNING RESULTS

Special Review of Data for Low Performing Schools

REVIEW OF DATA

The Nevada Education Reform Act of 1997, provided, for the first time, remediation funds for low performing schools. Pursuant to NRS 385.389, these funds must first be applied to the pupils enrolled in the school who failed to demonstrate at least adequate achievement on the state-required norm-referenced examination (*TerraNova*) and must be used to purchase programs of remedial study that have proven to be successful in improving the academic achievement of pupils in the subject areas of reading, writing, mathematics, and science. Remediation programs that schools must select from are published annually in Nevada's *List of Effective Remediation Programs*; programs approved for the 2000-2001 school year are listed in the table (right).

List of Effective Remediation Programs 2000-2001

- *Accelerated Math*
- *Accelerated Reader*
- *Brainchild*
- *Bridges*
- *California Early Literacy Learning (CELL/ExLL)*
- *Compass Learning*
- *Computer Curriculum Corporation (CCC)*
- *Core Knowledge*
- *Direct Instruction*
- *Everyday Mathematics*
- *Fast ForWord*
- *Full Option Science System (FOSS)*
- *Help One Student to Succeed (HOSTS)*
- *Image-Making Within the Writing Process*
- *Lightspan*
- *MathWings*
- *NovaNET*
- *Read 180*
- *Read Right*
- *Reading Recovery*
- *Saxon Math*
- *Saxon Phonics*
- *Soar to Success*
- *Success for All*
- *Voyager*
- *Waterford Early Reading*

Table 181

DATA CONCERNING RESULTS

Special Review of Data for Low Performing Schools

REVIEW OF DATA

Although state remediation funds may be directed toward any of the subject areas of reading/language arts, mathematics, or science, the majority schools have chosen to focus on the subject area of reading/language arts, as a first step in increasing pupil achievement. The following chart shows the percentage of state remediation funds directed toward each subject area over time:

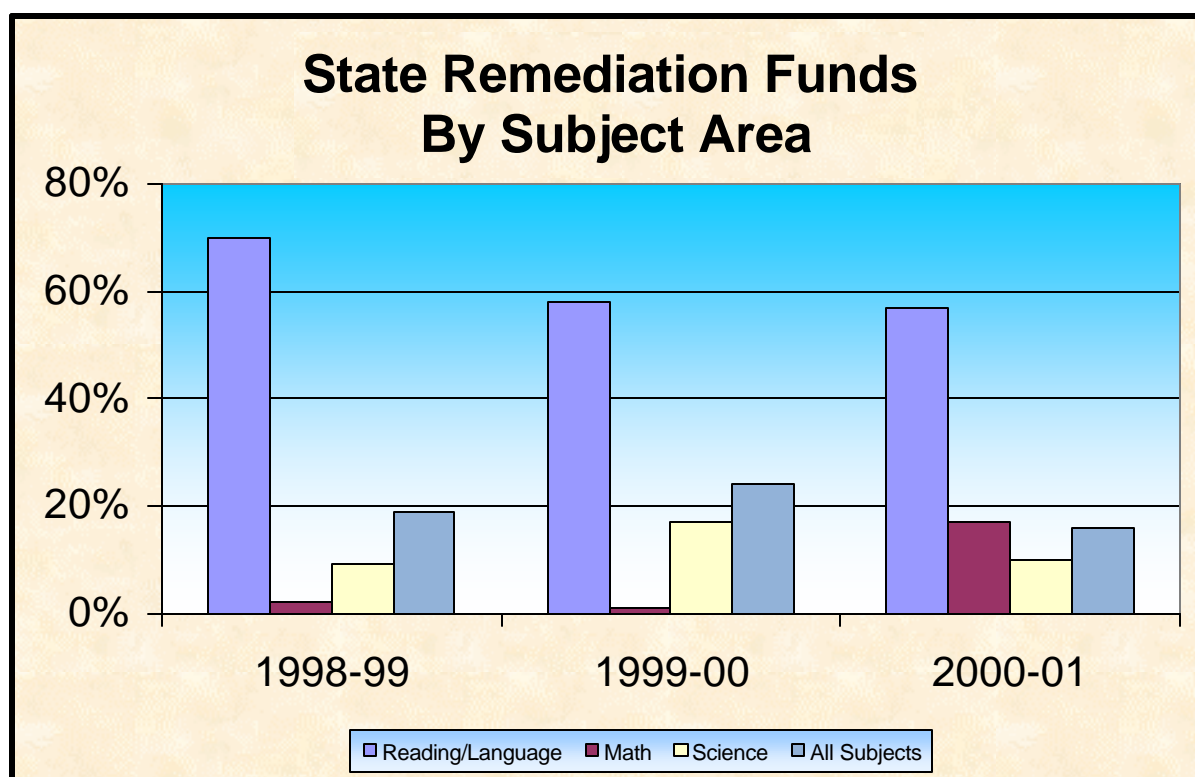


Table 182

DATA CONCERNING RESULTS

Special Review of Data for Low Performing Schools

REVIEW OF DATA

With regard to reading remediation programs, there are four programs that have been selected by the majority of low performing schools – *Accelerated Reader*, *CELL/ExLL*, *Reading Recovery*, and *Success for All*. The following are abstracts for the programs:

***Accelerated Reader* (Grades K-12)**

Accelerated Reader is a research-based reading management tool that helps teachers motivate students to increase literature-based reading practice. In addition, it provides teachers with detailed and objective instructional data to assure success for every student, and is designed to:

- Motivate students to read more and better books;
- Continuously adjust reading levels to maximize student growth; and
- Build literacy skills supporting state and district standards.

It is not uncommon for this program to be implemented in conjunction with other reading programs, such as *CELL/ExLL* or *Success for All*.

***CELL/ExLL* (Grades K-6)**

The *CELL/ExLL* model is an extension of the *Reading Recovery* model for all children. The *CELL/ExLL* framework of instructional activities includes oral language, phonics, higher-order thinking skills, and reading and writing activities. The following are components of the program:

- The Pre-K-3 Framework (*CELL*) is designed to help the beginning reader develop the necessary skills to master alphabetic principles, phonemic awareness, and concepts about print in a literature-rich environment.
- The Extended Literacy Learning Framework (*ExLL*) for grades 4-6 is based on an alignment with the PreK-3 Framework extending it into the intermediate grades where content area study and application of skills have increased importance

DATA CONCERNING RESULTS

Special Review of Data for Low Performing Schools

REVIEW OF DATA

Reading Recovery (Grade 1)

Reading Recovery is an early intervention program designed to assist children in first grade who are having difficulty learning to read and write. Children eligible for the program are identified by their classroom teachers as the lowest in their class in reading acquisition. Children who are not acquiring reading and writing through regular classroom instruction receive a short-term, individually designed program of instruction that allows them to succeed before they enter a cycle of failure. *Reading Recovery* is designed to move children in a short time from the bottom of their class to the average, where they can profit from regular classroom instruction. This program is often utilized in conjunction with the *CELL/ExLL* program.

Success for All (Grades K-6)

Success for All is an elementary school restructuring program that redesigns schools around the fundamental belief that if resources are brought to bear early in the lives of students, virtually all students can learn to read. Students in grades 1 to 6 are regrouped for reading. The students are assigned to heterogeneous age-grouped classes most of the day, but during a regular 90-minute reading period they are re-grouped by reading performance levels into reading classes of students all at the same level.

Regarding the effectiveness of the state funded remedial education programs, it appears that the funds have had a positive impact on student achievement. Based upon 1999-2000 *TerraNova* test results, of the twenty-three schools that were designated as demonstrating "need for improvement" during the 1997-1998 school year, all but four have increased student achievement to the "adequate" performing level.

DATA CONCERNING RESULTS

Special Review of Data for Low Performing Schools

REVIEW OF DATA

Other Efforts Taken By Staff To Increase Student Achievement

Most Frequent Responses
(n = 23 schools; 41 responses)

- Staff Development for Teachers in Improving Instructional Practices (32%; n = 13)
- Test Taking Strategies were Taught to Students (22%; n = 9)
- Implemented Set Time for Daily Instruction of Reading and/or Math (12%; n = 5)
- Utilized Assessment Data to Determine Strengths and Weaknesses of Students (10%; n = 4)
- Implemented After School/Intersession Tutoring Sessions (10%; n = 4)
- Other (14%; n = 6)

As a requirement for receiving state remediation funds, schools are required to provide data regarding the effectiveness of the remediation programs and report any other efforts taken by school staff to improve the academic achievement of students. An in-depth analysis of the data submitted by schools is currently being conducted; it is anticipated that the results on the effectiveness of the remediation programs will be available by the end of the year. With regard to other efforts taken by school staff to increase student achievement, the most frequent responses are listed in Table 183.

Table 183

Other Efforts to Increase Student Achievement

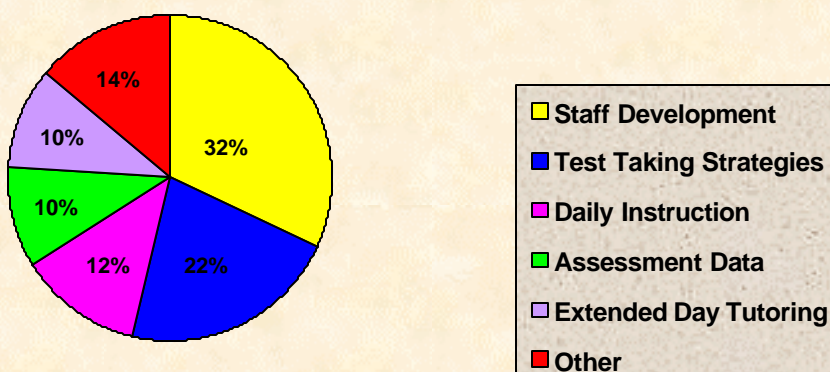


Table 184

FUTURE DIRECTIONS

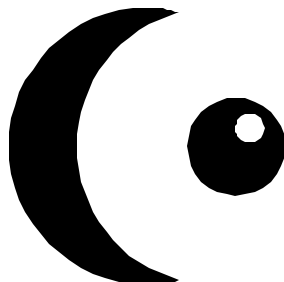
Introduction

This section of the report describes effective practices and potential areas for inquiry that have been identified through presentations to the Legislative Committee on Education or from the data contained within this report. These issues should be viewed as only a starting point for discussions concerning the subjects listed. Other questions are likely to arise in the course of reviewing the reform package as whole.

EFFECTIVE PRACTICES

It appears from reports submitted to the Legislative Committee on Education and from the data contained within this document, that:

- Targeting state funds for effective remediation programs has had a profound impact upon Nevada's at-risk schools;
- Focusing funds toward effective professional development programs has had a positive impact upon the implementation of academic standards; and
- Focusing statewide policy upon the academic achievement of all students has helped individual school improvement efforts.



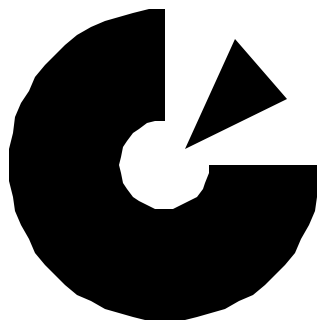
FUTURE DIRECTIONS

POTENTIAL AREAS FOR INQUIRY

There are a variety of discussion topics associated with the subject areas reviewed within this document. This section provides a list, by major issue area, of certain issues that have been raised consistently over the past few years. Areas that may be explored further include:

MEASUREMENT AND ACCOUNTABILITY

- What effects do state-level assessments have on districts, schools, student populations, teachers, and curricula?
- What mechanisms might be employed to discourage test security breaches-what are the incentives and disincentives involved with this issue?
- What mechanisms are in place to ensure test validity and reliability requirements?
- What must be done to ensure assessments are aligned with and reflect state standards?
- What is the relationship between statewide tests and teachers' classroom practices?
- What effects do high-stakes tests have on dropout rates?
- Why do significant gaps exist among the various demographic subgroups? What can be done to close those gaps?
- What types of remediation and changes in instruction and curriculum will it take to improve test scores, especially in low-performing schools?



FUTURE DIRECTIONS

Potential Areas for Inquiry

ACADEMIC STANDARDS

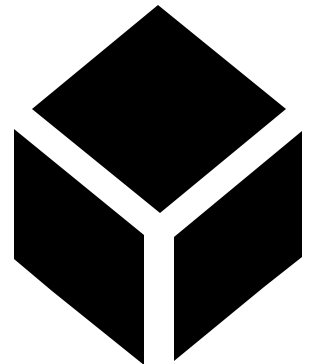
- What are the consequences of setting high standards all at once versus raising the bar incrementally, for example, should the passing score for the future standards-based tests be set at a lower level and increased over time?
- Is there adequate provision for the remediation needs of students who do not meet the standards?
- What are the most effective mechanisms to communicate with parents and the community concerning the state's academic standards?
- How will the standards and the standards-based assessments be aligned with the state accountability system?

REGIONAL PROFESSIONAL DEVELOPMENT PROGRAM

- What effect does professional development have on raising student achievement in a standards-based environment?
- Does training for teachers and principals in data interpretation help inform instruction to help students meet standards?
- Does the regional model for professional development increase teacher confidence and competence with teaching to higher standards?

EDUCATIONAL TECHNOLOGY

- Are there funding mechanisms to support the ongoing needs for technology in the classroom, based on growth as well as equipment replacement needs?
- What are the state and district roles in responsibilities in providing for effective training for teachers in the use of technology?
- Who is responsible for providing for the ongoing maintenance needs of the technology already in place?



FUTURE DIRECTIONS

Potential Areas for Inquiry

CLASS-SIZE REDUCTION PROGRAM

- What can we learn from the Elko County School District pilot study for the statewide program to reduce the pupil-to-teacher ratio?
- What impact does a self-contained classroom versus a team-teaching configuration have upon student achievement?
- Can Nevada continue to attract trained teachers to staff the program in light of the national teacher shortage?
- What are the future program-related facility needs for Nevada's school districts, given the projected growth in student population?
- Are there more effective and less costly methods of improving pupil achievement?

ADDITIONAL QUESTIONS

- What can be done to better communicate with the public about the condition and needs of Nevada's public schools?
- Are there significant policy gaps that need to be addressed with regard to the reform effort as a whole?

