

Meeting the Needs of Students in Poverty

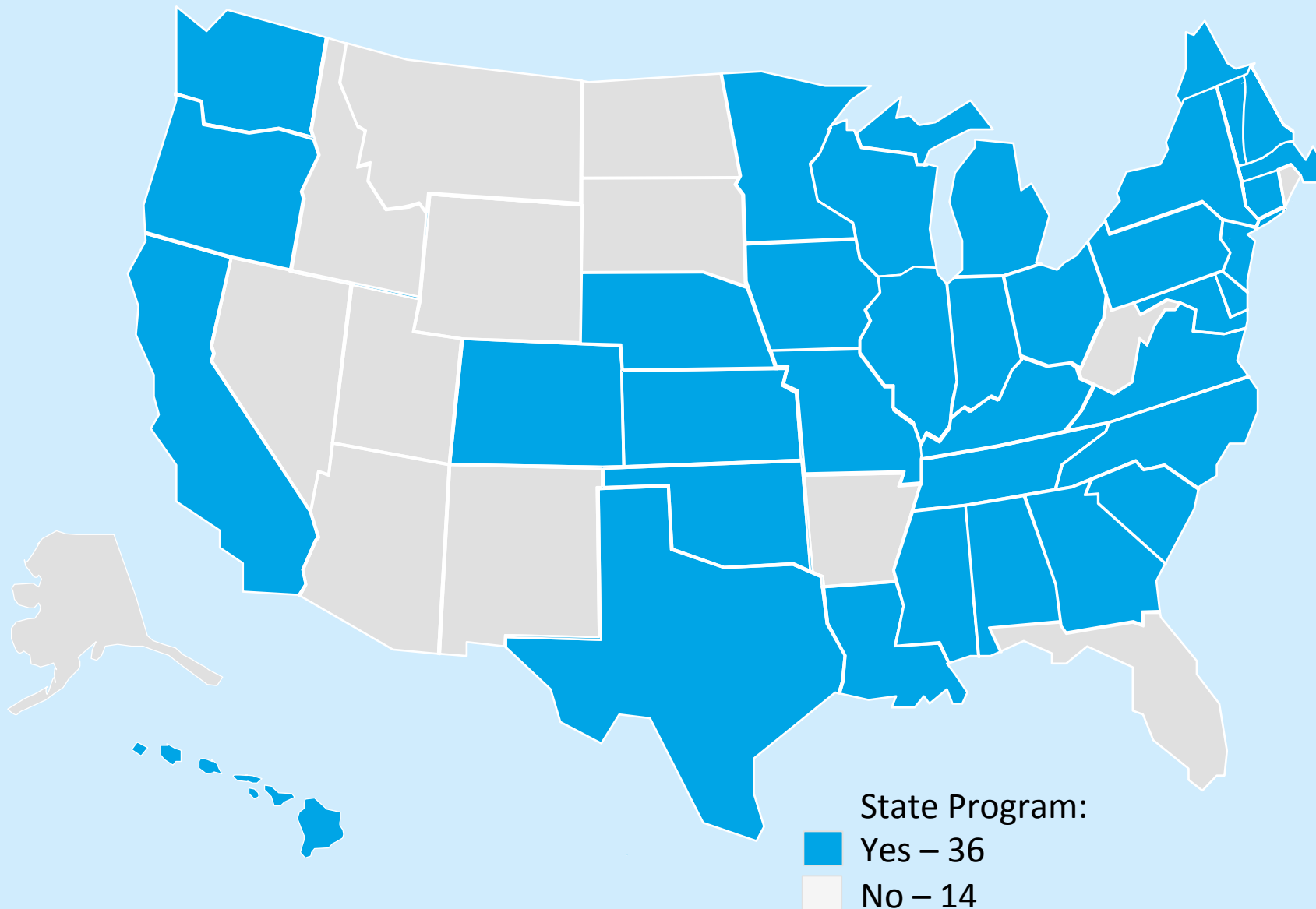
Kimberly Wooden, Deputy Superintendent

Susan Steaffens, Title I Director

Wendy Roselinsky, Principal, Jeffers ES

Clark County School District

States with Weighted Funding for Low-Income/At-Risk Students



How do we stack up?



Is School Funding Fair? A National Report Card

Bruce D. Baker, Rutgers University, David G. Sciarra, Education Law Center, Danielle Farrie, Education Law Center, January 2014

- * Decades of research demonstrates that concentrated poverty is a significant barrier to educational progress (p. 2).
- * To meet the pressing national imperative to improve educational outcomes, the states must develop finance systems designed to provide a sufficient level of funding that is fairly distributed so that all students, no matter where they live, have the opportunity to learn (p. 2).

Is School Funding Fair? A National Report Card

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- * Varying levels of funding are required to provide equal educational opportunities to children with different needs (p. 5).
- * The level of funding should increase relative to the level of concentrated student poverty. That is, state finance systems should provide more funding to districts serving larger shares of students in poverty (p. 5).
- * State finance systems should deliver greater levels of funding to higher-poverty versus lower-poverty settings (p.5).

Significant Risk Factors Affecting Children in Poverty

- *Stress
- *Emotional and Social Challenges
- *Academic Delays
- *Health Needs

* Eric Jensen, ASCD

Demographics 2012-2013

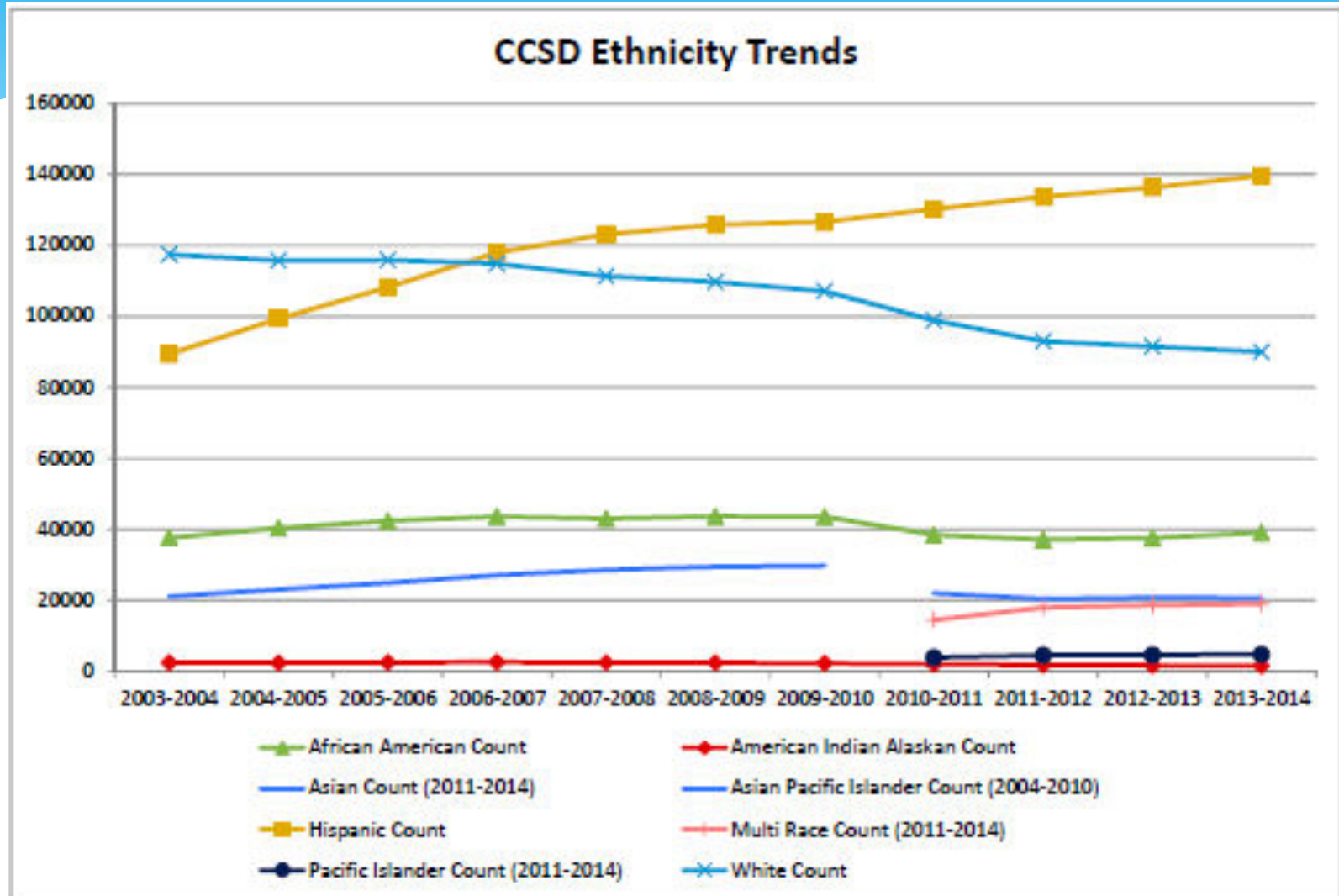
Nevada

<u># of Students</u>	<u>Demographic Group</u>
445,381	Total Enrollment
66,396	ELL
49,102	IEP
222,324	FRL
4,961	American Indian/ Alaskan Native
25,243	Asian
43,338	Black/African American
5,744	Hawaiian or Other Pacific Islander
178,081	Hispanic/Latino
24,276	Multiracial/Multiethnic
163,736	White

Clark County School District

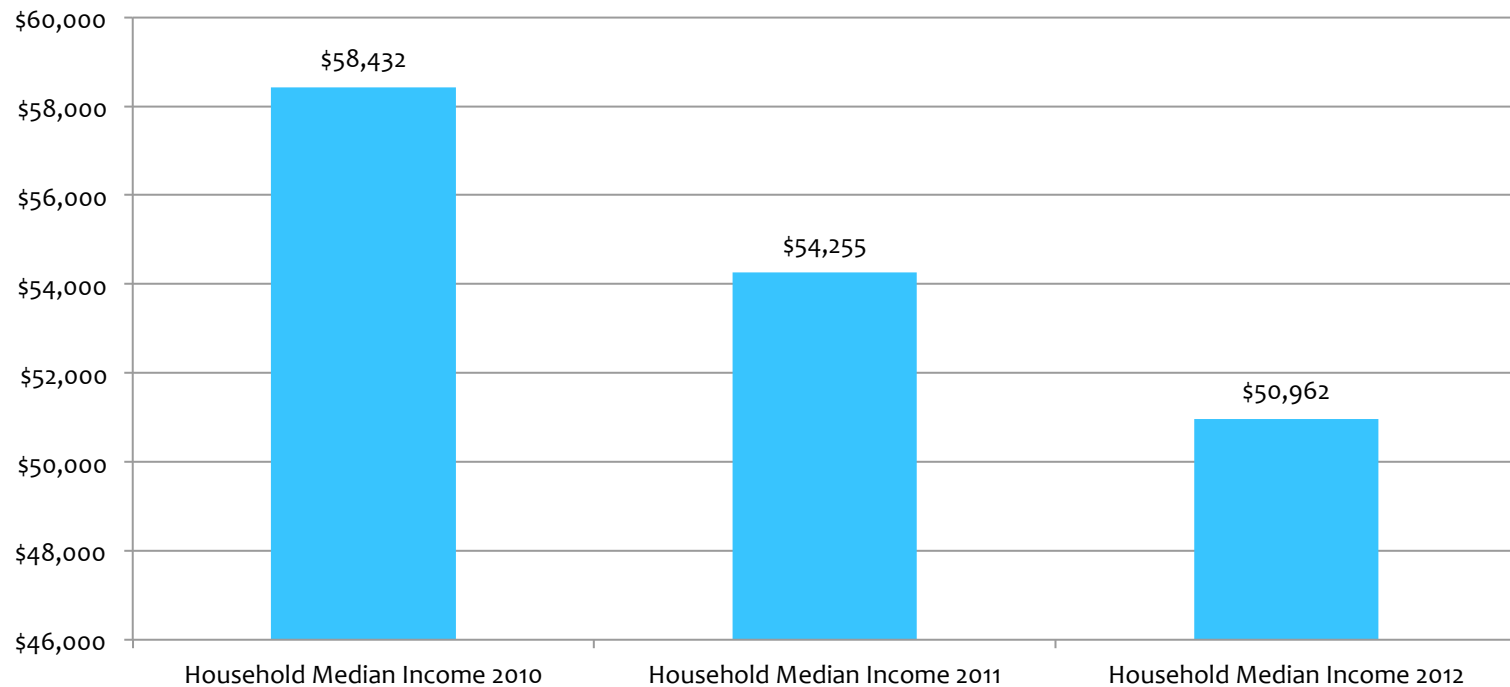
<u>% of State</u>	<u>Demographic Group</u>
69.83%	Total Enrollment
77.17%	ELL
67.61%	IEP
74.78%	FRL
32.67%	American Indian/ Alaskan Native
82.17%	Asian
86.73%	Black/African American
79.82%	Hawaiian or Other Pacific Islander
76.58%	Hispanic/Latino
76.60%	Multiracial/Multiethnic
55.90%	White

Ethnicity Trends



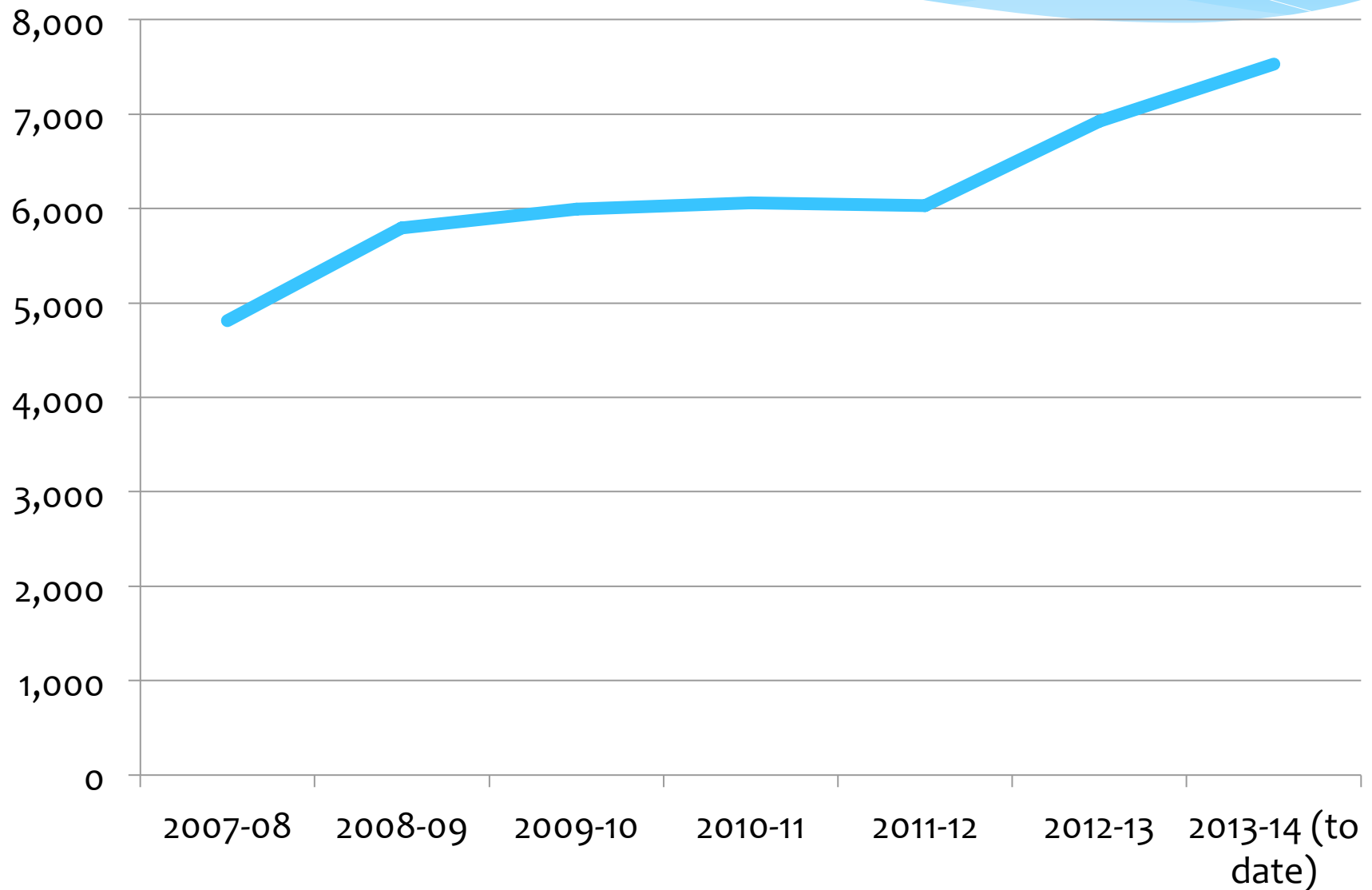
*Data compiled from Count Day enrollment demographics.

Annual Median Household Income

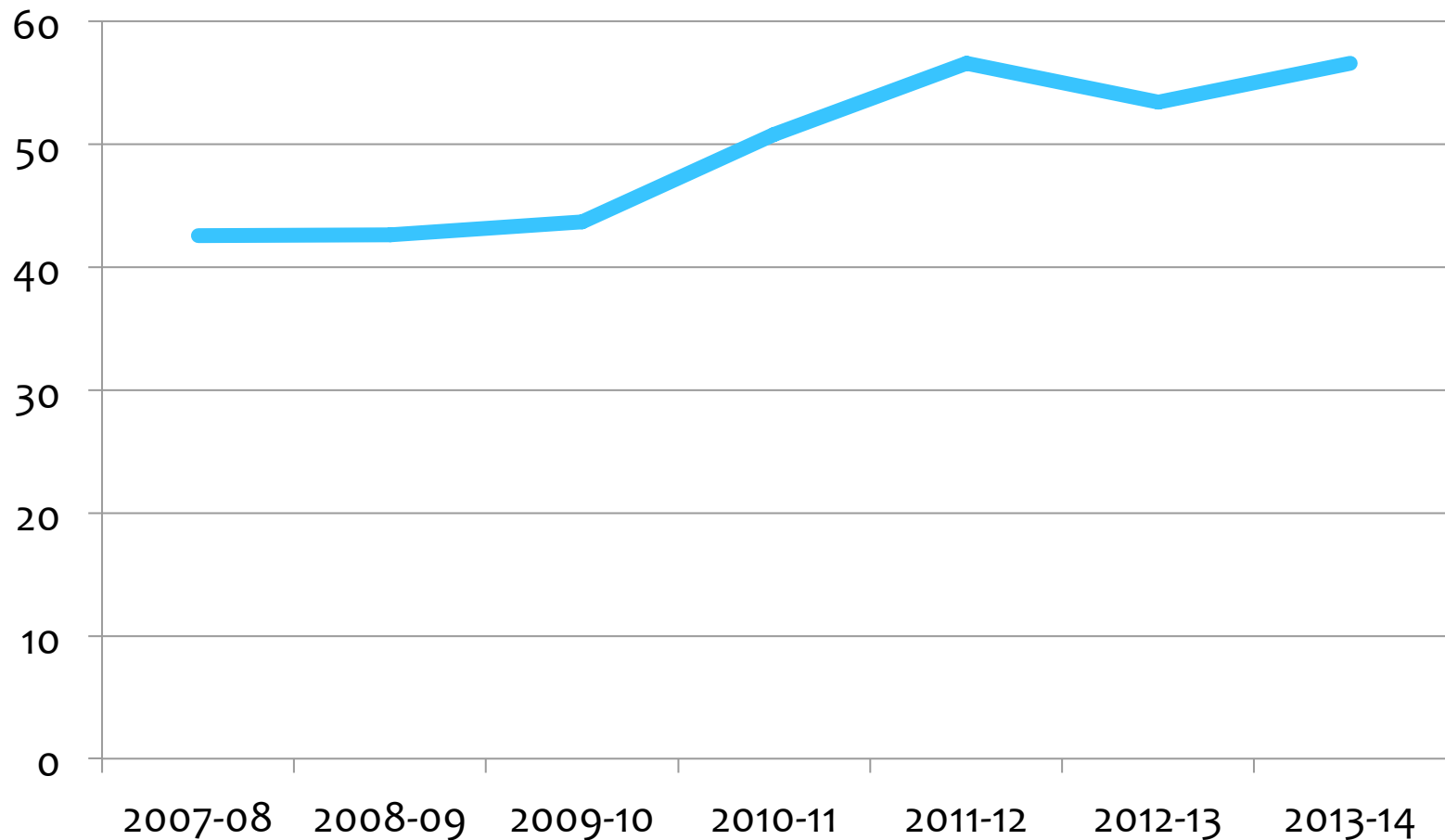


Source: *Las Vegas Perspective*, 2013 Edition

CCSD Homeless Population

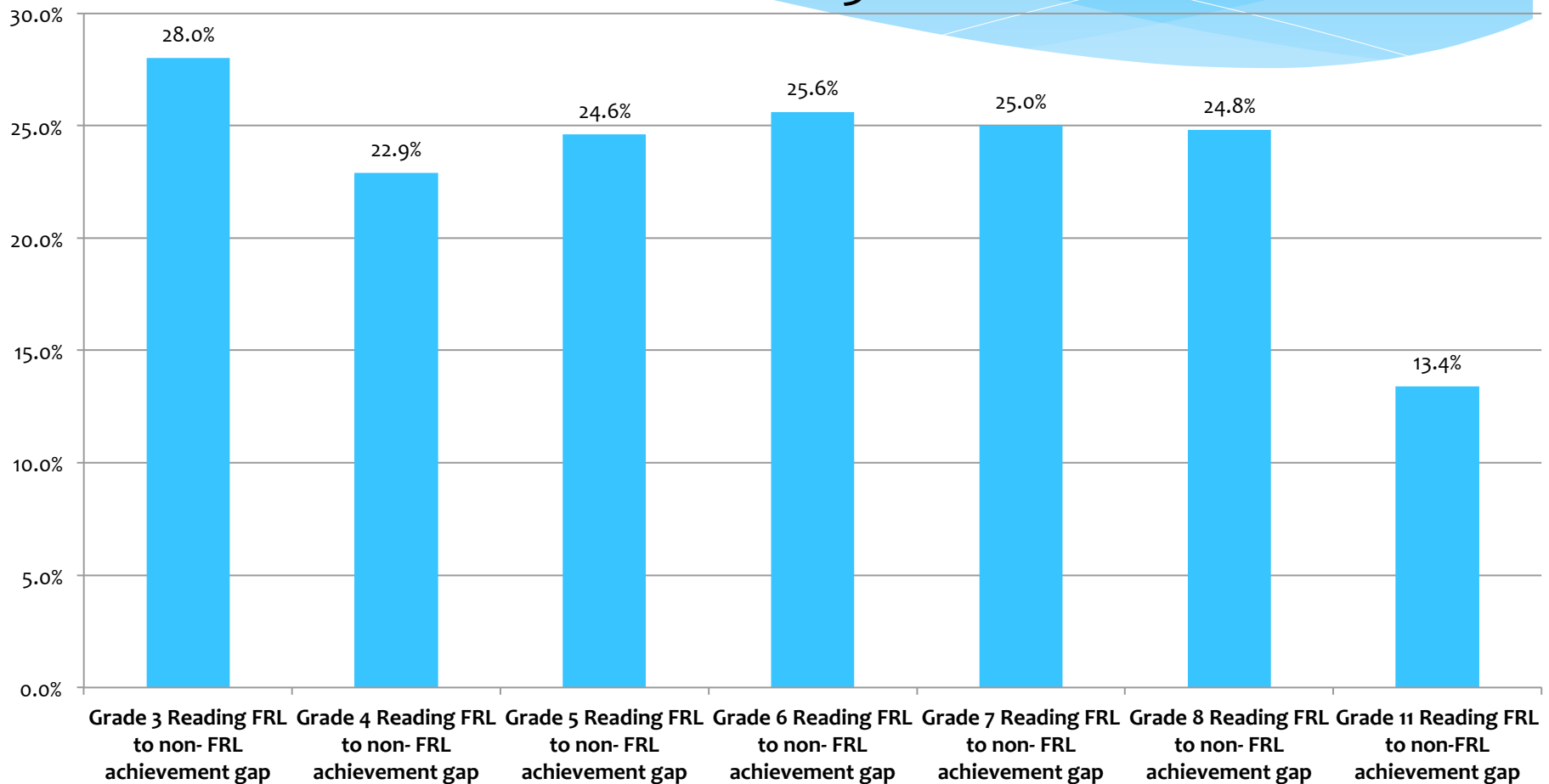


Percentage of Students Receiving Free and Reduced Lunch



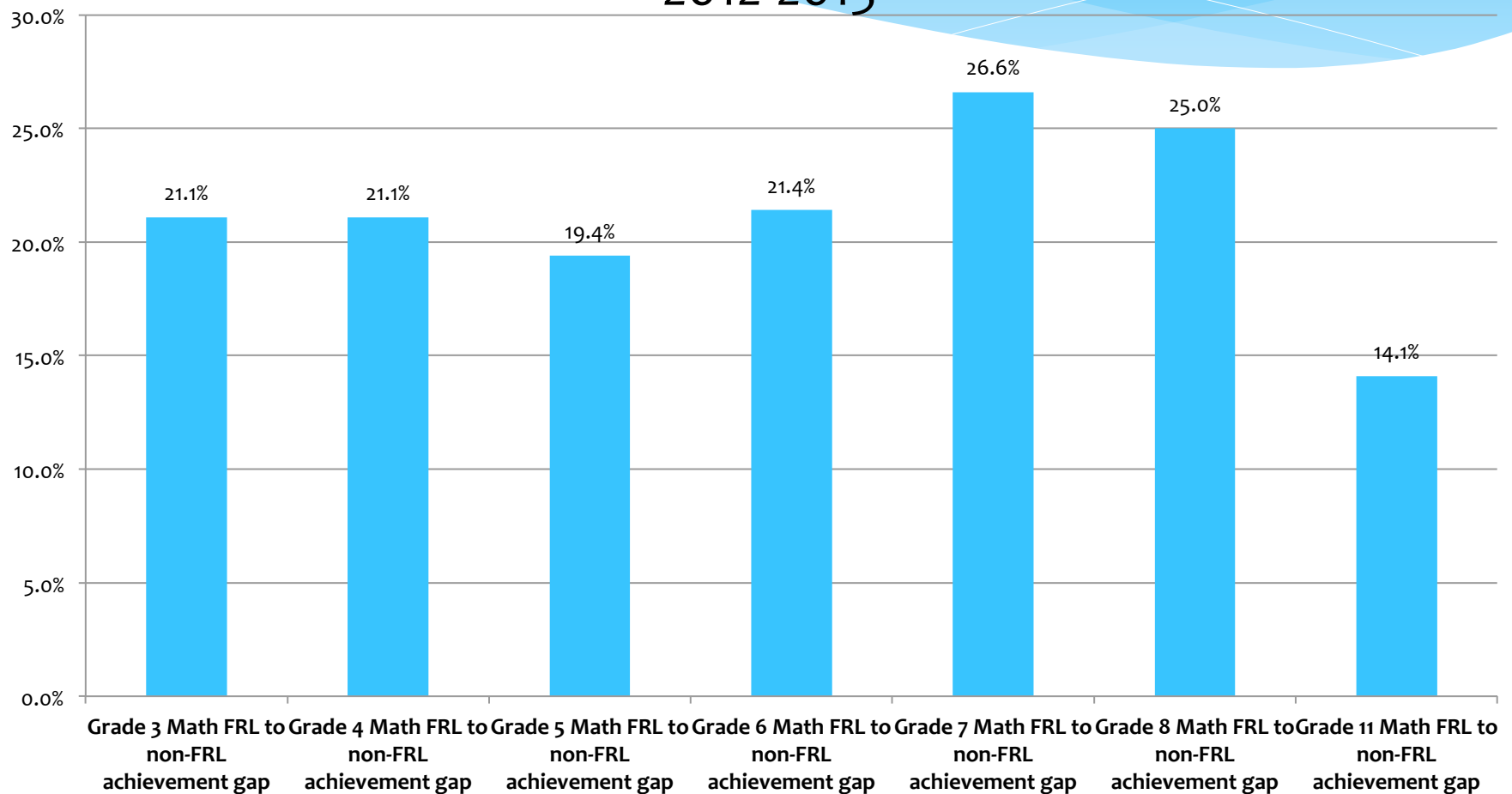
CCSD Reading FRL Achievement Gap

2012-2013



CCSD Math FRL Achievement Gap

2012-2013



Supplemental Federal Funding

- * Striving Readers Grant
- * Title I
- * Career and Technical Education
- * Perkins Grant
- * GEAR UP
- * High School Graduation Initiative
- * 21st Century Grant

Best Practices for Students in Poverty

*** What supplemental federal funds typically support:**

- * Class Size Reduction**
- * Early Childhood Education**
- * Professional Development to Improve Teacher Quality**
- * Extended time: Day and Year**
- * Wraparound Support**
- * Intervention Programs**
- * Parent Involvement**
- * Technology/21st Century Learning**
- * Career Development**
- * Parent Engagement**

School-Based Perspective

Wendy Roselinsky, Principal
Jay W. Jeffers
Elementary School



Thank You