



Improving Student Academic Achievement

Background

A component of the Nevada Education Reform Act of 1997 (NERA) provided for the first time specific State funding to assist students in low-performing schools. Although the statewide proficiency program has, for several decades, required districts to provide low-performing students with remedial assistance, the expectation was that needed funding was provided through the State guarantee for per-pupil funding and was not specifically allocated as a separate appropriation. The provisions of the NERA provided a method to identify schools needing improvement, a source of State funding to assist them, the identification of effective remedial programs, technical assistance for effective implementation of remedial programs, and continued remedial program funding for those schools with continuing problems.

With the passage of the No Child Left Behind Act of 2001 (NCLB), the standards movement begun by NERA developed even further. The NCLB sets deadlines for states to expand the scope and frequency of testing, revamp accountability systems, and guarantee that every classroom is staffed by a teacher qualified to teach in his or her subject area. In addition, it requires states to make demonstrable progress from year to year in raising the percentage of students who are proficient in reading and math, and in narrowing the test-score gap between advantaged and disadvantaged students.

During the 2003 Legislative Session, the NCLB was codified in State statutes through Senate Bill 1 (Chapter 1, *Statutes of Nevada, 19th Special Session*). Senate Bill 1 adopted the federal mandate that each school demonstrate Adequate Yearly Progress (AYP), test students yearly in math and English, hire highly qualified teachers, and develop accountability reports that show the progress of identified subpopulations of students. In addition, each school in Nevada was charged with developing an improvement plan to identify student needs and instructional improvements, based on school-specific data from the State's Criterion Referenced Test (CRT). Schools that do not make AYP receive technical assistance and qualify for remediation funding. Schools that continue to fail to make AYP may be subject to greater district and State oversight, as well as sanctions. Elsewhere in this section, the reader will find charts that explain the progression of NCLB consequences.

With the blending of the accountability frameworks of NERA and NCLB, remediation and school improvement funding has become more important, as schools and districts try to assist each student in meeting the standards. In the process of applying for specific funding sources for the assistance that schools need, a number of school and district administrators have begun to coordinate all sources of remedial funding as part of the overall school improvement plan. Such plans identify specific problem areas of academic achievement, and then establish specific remedies for those problems using available funding in a coordinated manner. The following

presents the amount of State and federal funding made available specifically to schools and school districts for remediation purposes.

Federal Title I Funds

Each school district 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 all Title I services that are provided throughout the district, including Title I teachers' salaries. Once all district-wide 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 (APCR). 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 APCR and appropriations are made as noted above.

- *Title I Basic Programs*—Title I programs provide federal assistance to improve instructional programs for educationally disadvantaged students. The programs are directed toward schools with a high concentration of low-income families or schools with educationally disadvantaged students such as English Language Learners (ELL).
- *Migrant Aid*—This program serves eligible students of migratory families involved in agriculture or fishing activities in Nevada.
- *Neglected and Delinquent*—The Neglected and Delinquent program provides funding for prevention and intervention programs for children and youths who are neglected, delinquent, or at risk.
- *Reading First*—Funds for the Reading First Program are utilized to provide professional development to teachers on the best practices for teaching young pupils to read; the goal of the program is that all pupils will be able to read at grade level by the end of Grade 3. It should be noted that the state-funded Nevada Early Literacy Intervention Program (NELIP) (through the Regional Professional Development Programs [RPDPs]) has the same goals as the federal Reading First program.
- *Even Start*—This program funds services to preschool children and their parents.
- *Comprehensive School Reform*—The Comprehensive School Reform Program has been discontinued by the U.S. Congress. This program was started in 1998 and has been an important component of the NCLB. Funds for the program were used to implement school-wide reform models that were based on reliable research and effective practices and emphasized basic academics and parental involvement.

State Remediation Funds for Low-Performing Schools

The NERA of 1997 first provided remediation funds for low-performing schools in 1998. This program has been continued in some form each biennium since. Until the 2005-2007 Biennium these funds were 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.

Schools selected such programs from Nevada's *List of Effective Remediation Programs*, published annually. As the standards movement in Nevada has evolved, so has the method of qualifying for remedial funding.

During Fiscal Year (FY) 1997-1998, schools that were designated as demonstrating "need for improvement" were eligible for funding (designations were made when more than 40 percent of the pupils enrolled in a school score in the bottom quarter in all four subject areas tested on the State-required norm-referenced test [NRT]).

During the 1999 Legislative Session, funding was expanded to include certain schools that were designated as having adequate achievement but were still determined to be in need of assistance, as follows: (1) a school that did not receive a designation because the school had too few pupils enrolled in a grade level that is tested, but the test scores of the pupils indicate that the school would have received a designation as demonstrating need for improvement; (2) 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; and (3) a school that was designated as demonstrating "need for improvement" in the immediately preceding school year.

During the 2001 Legislative Session, funding was expanded again to include a school that had more than 40 percent of the pupils enrolled in the school with an average score in the bottom quarter in one or more of four subjects tested.

With the passage of S.B. 1 of the 19th Special Session in 2003, the qualifications for remediation funding were again changed. Since the NCLB introduced the concept of AYP, all schools that failed to make AYP were considered eligible, along with the schools in which 40 percent of the pupils enrolled in a school scored in the bottom quarter in all four subject areas tested on the State-required NRT.

In an effort to close the achievement gap across the state, the 2005 Legislature approved funding of \$100 million over the 2005-2007 Biennium to establish the School Remediation Trust Fund. Unexpended funding in the account does not revert at the end of the year and is carried forward to the following year. Components of the School Remediation Trust Fund include the Account for Programs for Innovation and the Prevention of Remediation, funding for Full-Day Kindergarten, and funding for the Empowerment Program. The 2007 Legislature approved the following funds in support of the School Remediation Trust Fund for the 2007-2009 Biennium:

	<u>FY 2007-2008</u>	<u>FY 2008-2009</u>	<u>TOTAL</u>
Commission on Education Excellence Administration	\$ 33,394	\$ 87,984	\$ 121,378
Full-Day Kindergarten	\$25,640,881	\$40,834,698	\$ 66,475,579
Innovation and the Prevention of Remediation	\$37,115,245	\$38,825,288	\$ 75,940,533
Secondary School Remediation	\$ 7,089,336	\$ 7,089,336	\$ 14,178,672
Empowerment Program	\$ 180,000	\$ 8,897,200	\$ 9,077,200
TOTAL	\$70,058,856	\$95,734,506	\$165,793,362

Account for Programs for Innovation and the Prevention of Remediation

The 2005 Legislature, through the passage of S.B. 404 (Chapter 437, *Statutes of Nevada*), established the Account for Programs for Innovation and the Prevention of Remediation in the State General Fund. This Account supports remedial programs aimed at closing the achievement gap and encourages innovative programs to prevent the need for remediation. The bill also created the Commission on Educational Excellence to distribute the funds in the account to schools across the State. Allocation of the funds to schools will be described in detail elsewhere in this section.

Note: A substantial portion of funds allocated by the Commission on Educational Excellence for the 2007-2009 Biennium have been returned to the State due to budget reductions.

Full-Day Kindergarten

The 2005 Legislature, for the first time, approved \$22 million in FY 2006-2007 to implement full-day kindergarten in certain at-risk schools. The funding was made available to pay for salaries and benefits of the additional kindergarten teachers required to implement the program in 114 elementary schools. These schools were determined to be at risk based upon a free and reduced-price lunch count of pupils of at least 55.1 percent of the student enrollment. For the 2007-2009 Biennium, the Legislature provided funding to expand the program to approximately 52 additional schools in FY 2008-2009, based on a free and reduced-price lunch count of pupils of at least 40.75 percent.

Note: The expansion of full-day kindergarten was eliminated due to budget reductions.

Program of Empowerment Schools

The State Program of Empowerment Schools provides a framework for the control that school personnel exercise over school resources. An empowerment school may control 90 percent of its apportionment from State and local sources, enroll students who are not zoned to attend that school, and create an incentive pay structure for all school personnel.

Based upon the Governor's recommendation to establish a Program of Empowerment Schools in Nevada, the 2007 Legislature approved funding of \$180,000 in FY 2007-2008 and \$8.9 million in FY 2008-2009 for the program. For planning purposes in FY 2007-2008, \$50,000 each was to be allocated to both Clark and Washoe County School Districts and \$10,000 each to eight other school districts that apply to participate in the program. In FY 2008-2009, 5 percent of the schools in Clark (15 schools) and Washoe (5 schools) and 1 school in each of 8 other school districts were to be selected to operate as empowerment schools. The total number of empowerment schools statewide is capped at 100. Additional funding of approximately \$400 per pupil is provided to these empowerment schools.

Note: State funding to implement empowerment schools in FY 2008-2009 was eliminated due to budget reductions.

Federal No Child Left Behind Act (NCLB) and State Compliance

Nevada's Compliance with the Federal NCLB (Senate Bill 1 of the 19th Special Session in 2003)

	All Schools	All Schools In Need of Improvement (INOI)	Title I Schools INOI Only	Non-Title I Schools INOI Only
AYP Designation	•			
Consequences for Low Performance:				
School Choice			•	
Supplemental Services		•		
Technical Assistance		•		
TAP (Technical Assistance Partnership)		•		
School Support Team		•		
Corrective Action Required			•	
Corrective Action Option				•
Restructuring Required			•	
Restructuring Optional				•
Educational Improvement Process:				
State Improvement Plan	•			
District Improvement Plan	•			
School Improvement Plan	•			
Educational Personnel:				
Highly Qualified Teachers	•			
Qualified Paraprofessionals	•			
Licensed Middle School Teachers	•			
SAIN (System of Accountability Information for Nevada):				
School Accountability Reports	•			
District Accountability Reports	•			
State Accountability Report	•			
Region Accountability Report, if applicable	•			

Source: Senate Bill 1 (Chapter 1, *Statutes of Nevada 2003, 19th Special Session*).

Federal No Child Left Behind Act (NCLB) and State Compliance (*continued*)

Consequences of Failure to Make Adequate Yearly Progress

Year of AYP Failure:	Year 1 (Watch List)	Year 2 (1st Year Needs Improvement)	Year 3 (2nd Year Needs Improvement)	Year 4 (3rd Year Needs Improvement)	Year 5 (4th Year Needs Improvement)
NCLB (applies to Title I schools)	State remediation funds	State remediation funds School choice	State remediation funds School choice Supplemental services	State remediation funds School choice Supplemental services LEA ¹ corrective action ²	State remediation funds School choice Supplemental services LEA corrective action Alternative governance ³
Senate Bill 1 (applies to all schools)	State remediation funds	State remediation funds State supplemental services Technical Assistance Partnership	State remediation funds State supplemental services Technical Assistance Partnership	State remediation funds State supplemental services School Support Team Support team may recommend corrective action to SEA ⁴	State remediation funds State supplemental services School Support Team Support team may recommend corrective action to SEA SEA may take corrective action

¹Local Educational Agency (LEA). In Nevada, LEAs are primarily school districts.

²Corrective action LEAs may take under NCLB includes the following: replacing school staff, instituting a new curriculum, decreasing management authority, appointing an outside expert advisor, extending the school day or year, and restructuring the school.

³Alternative governance would involve any of the corrective actions identified in footnote 2, plus replacing all staff or contracting with a private education management company to run the school.

⁴SEA = State Educational Agency, which is the Department of Education in Nevada.

Source: Senate Bill 1 (Chapter 1, *Statutes of Nevada 2003, 19th Special Session*).

NCLB—Annual Measurable Objectives

School Year (SY)	Elementary School		Middle School		High School	
	ELA	Math	ELA	Math	ELA	Math
Baseline 2002-2003 2003-2004	27.5%	34.5%	37%	32%	73.5%	42.8%
2004-2005 2005-2006 2006-2007	39.6%	43.3%	39.6%	43.3%	77.9%	52.3%
2007-2008 2008-2009	51.7%	54.6%	51.7%	54.6%	82.3%	61.8%
2009-2010 2010-2011	63.8%	65.9%	63.8%	65.9%	86.7%	71.3%
2011-2012	75.9%	77.2%	75.9%	77.2%	91.1%	80.8%
2012-2013	88%	88.5%	88%	88.5%	95.5%	90.3%
2013-2014	100%	100%	100%	100%	100%	100%

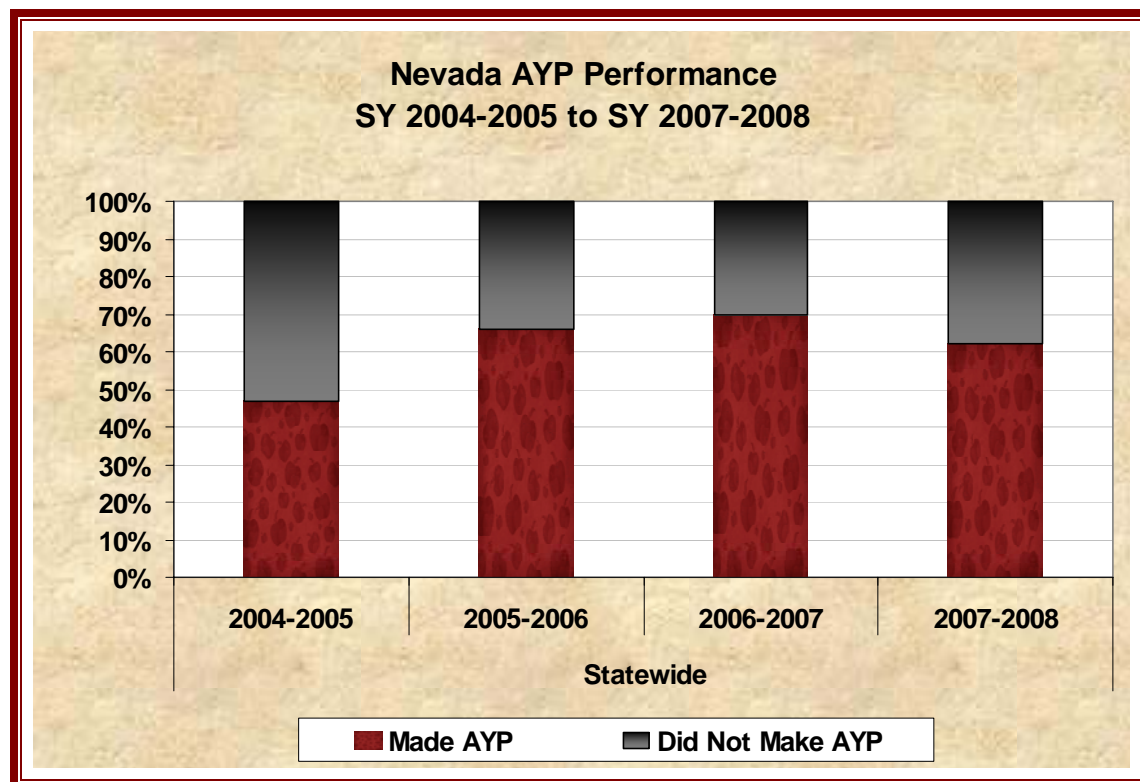
Source: Nevada's Department of Education, 2008.



“Spanish – immigration = I can communicate.”

Nevada Eighth Grade Student

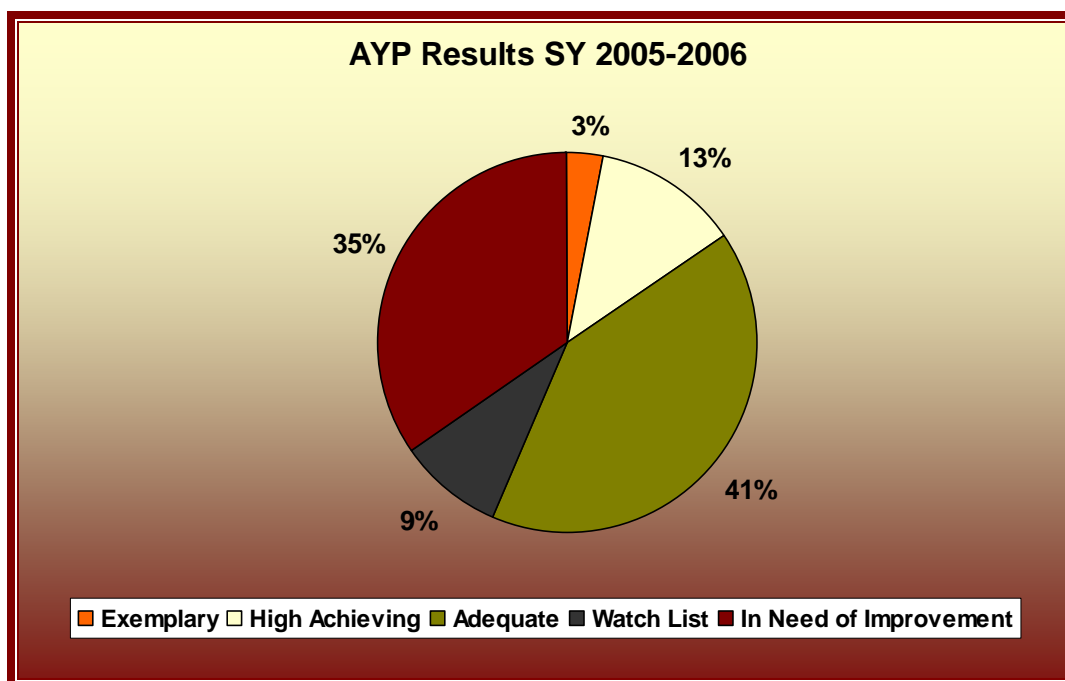
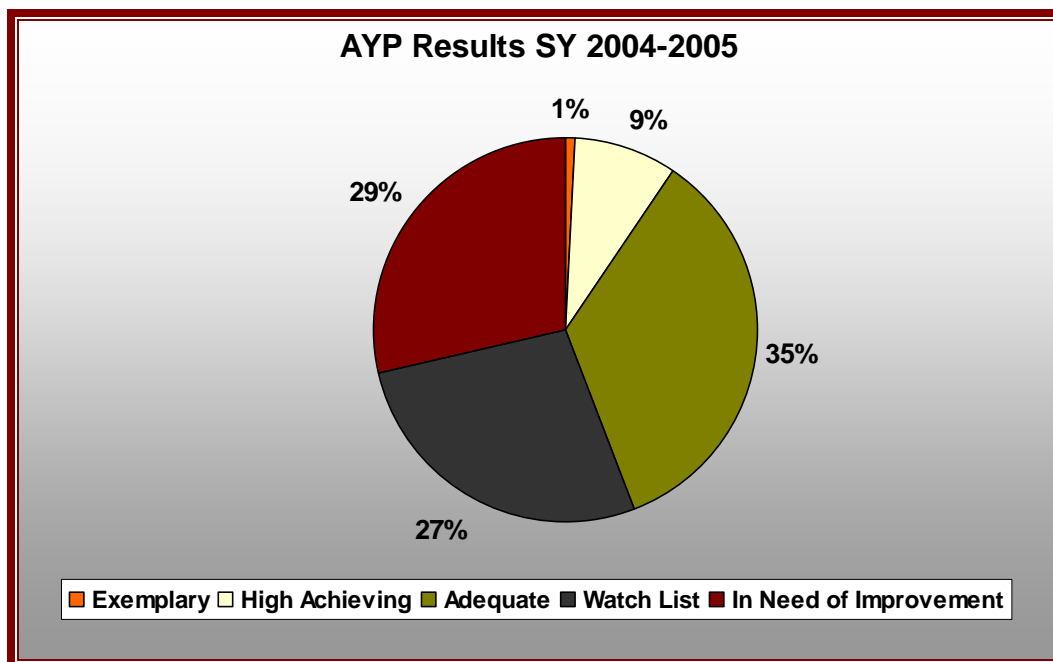
NCLB—Adequate Yearly Progress (AYP)



AYP Results: A Breakout in Numbers of Schools and Programs

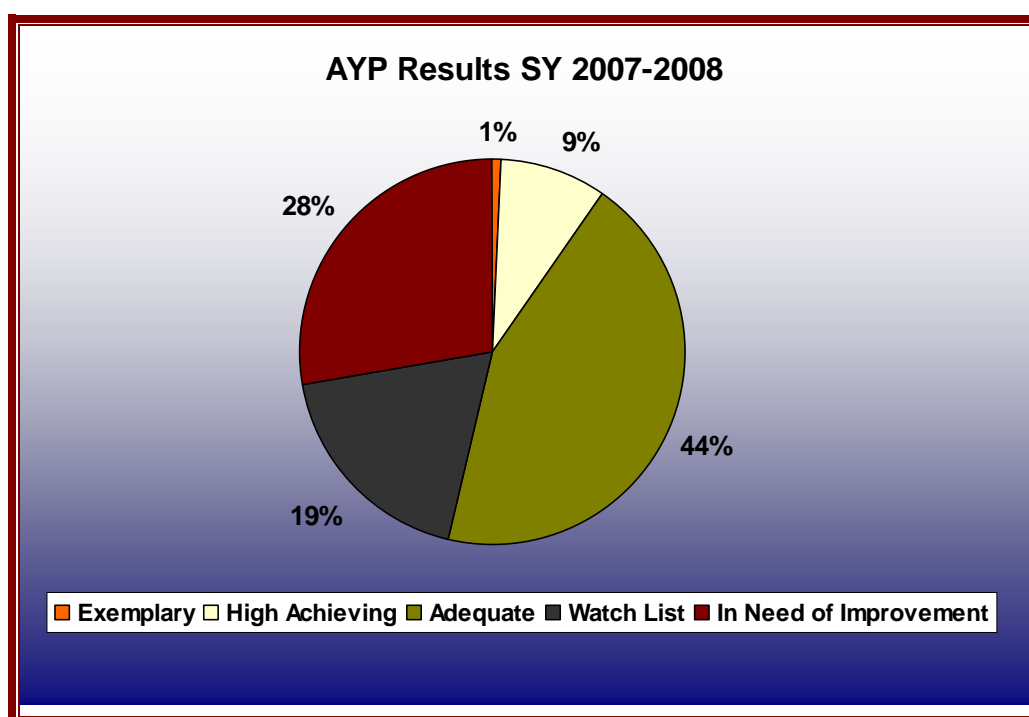
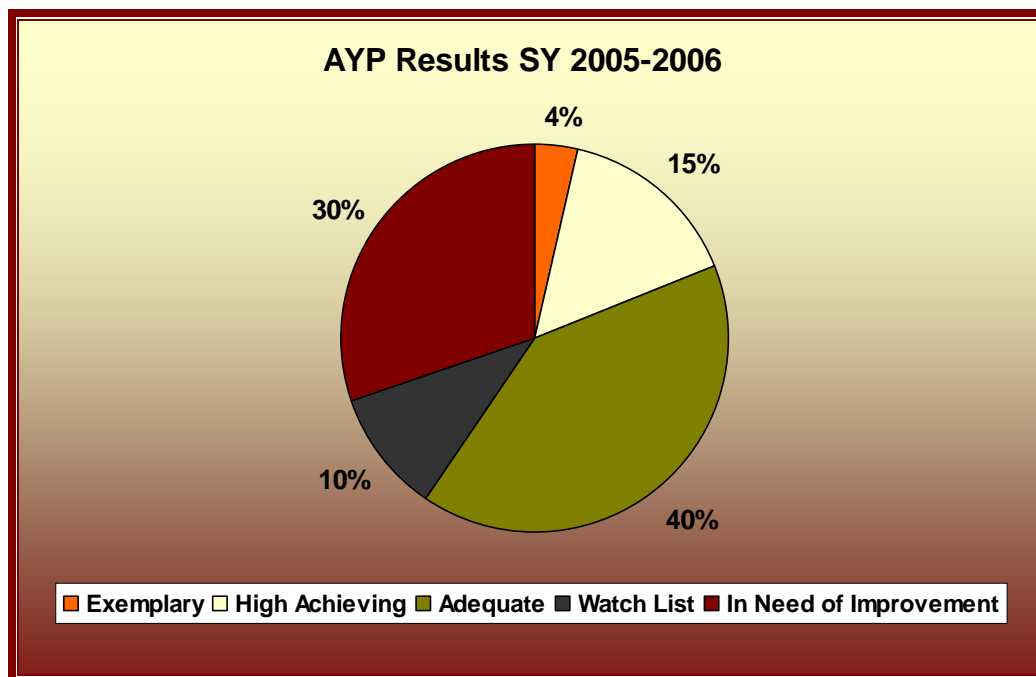
AYP RESULTS	SY 2004-2005				SY 2005-2006				SY 2006-2007				SY 2007-2008			
	ES	MS	HS	NV	ES	MS	HS	NV	ES	MS	HS	NV	ES	MS	HS	NV
Number of Schools	56%	22%	22%	100%	58%	21%	21%	100%	58%	21%	21%	100%	57%	22%	20%	100%
AYP School Classification																
Made AYP	46%	43%	54%	47%	71%	56%	63%	66%	79%	58%	57%	70%	57%	60%	79%	62%
Did Not Make AYP	54%	57%	46%	53%	29%	44%	37%	34%	21%	42%	43%	30%	43%	40%	21%	38%
AYP School Designation																
Exemplary	1%	1%	2%	1%	1%	0%	11%	3%	5%	1%	2%	4%	1%	0%	2%	1%
High Achieving	6%	10%	14%	9%	14%	6%	16%	13%	18%	13%	10%	15%	6%	7%	19%	9%
Adequate	38%	29%	31%	35%	47%	39%	25%	41%	43%	33%	40%	40%	48%	39%	38%	44%
Watch List	34%	23%	15%	27%	8%	7%	12%	9%	8%	13%	13%	10%	22%	17%	10%	18%
In Need of Improvement	21%	38%	39%	29%	29%	47%	36%	35%	25%	40%	36%	30%	23%	37%	31%	28%

Source: Nevada's Department of Education, 2008.

NCLB—Adequate Yearly Progress (AYP) (*continued*)

Source: Nevada's Department of Education, 2008.

NCLB—Adequate Yearly Progress (AYP) (*continued*)



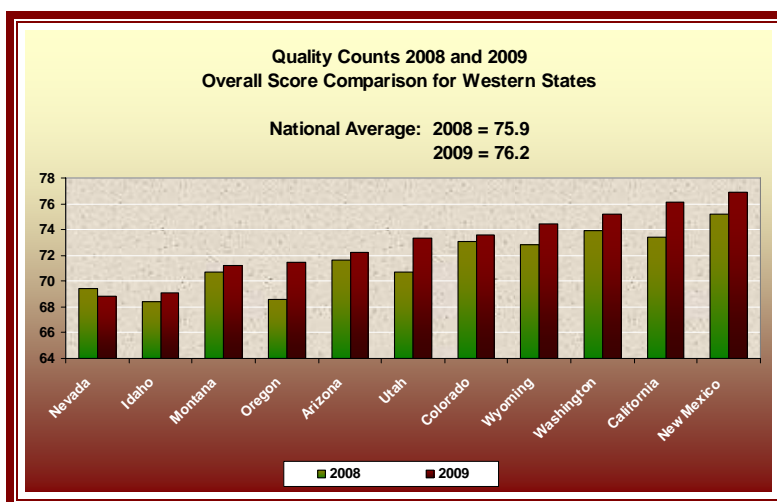
Source: Nevada's Department of Education, 2008.

Quality Counts State Report Card

For 13 years, the Editorial Projects in Education (EPE) Research Center has conducted surveys of all states; findings are included in Education Week's *Quality Counts*. In *Quality Counts*, states are awarded overall letter grades based on their ratings across six areas of performance and policy:

1. Chance for Success—State data is collected and reviewed concerning family income, parent education, parental employment, linguistic integration, preschool enrollment, and kindergarten enrollment.
2. K-12 Achievement—State data is collected and reviewed concerning performance on the National Assessment of Educational Progress (NAEP).
3. Standards, Assessments, and Accountability—State data is collected and reviewed concerning state academic standards.
4. Transitions and Alignment—State data is collected and reviewed concerning early childhood education and college readiness.
5. Teaching Profession—State data is collected and reviewed concerning initial licensure requirements and out-of-field teaching.
6. School Finance—State data is collected and reviewed concerning equity and spending.

The following displays how Nevada and the western states performed in *Quality Counts* for 2008 and 2009.



Quality Counts 2008 and 2009: Nevada

YEAR	OVERALL STATE GRADE		COMPONENTS OF THE OVERALL STATE GRADE					
	Grade	Total Score*	Chance for Success	K-12 Achievement	Standards, Assessment, and Accountability	Transitions and Alignment	Teaching Profession	School Finance
2009	D+	68.8	D+	D-	C+	D+	C-	D
2008	D+	69.4	D+	D-	C+	D+	C-	D+

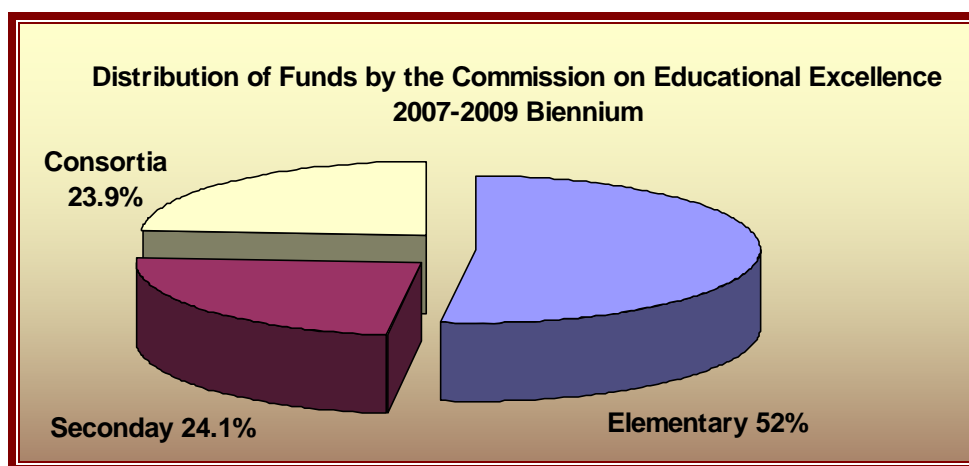
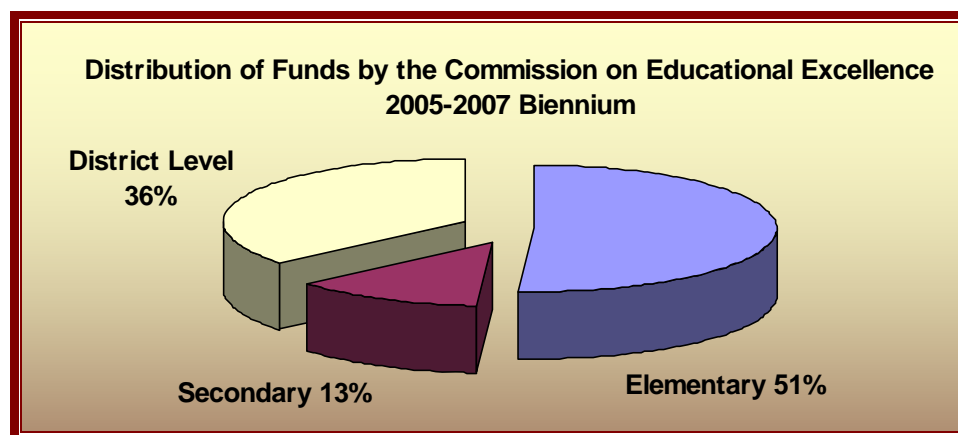
*The total score is the average of scores across the six individual categories. Each category received equal weight in the overall grade.

Source: Education Week's *Quality Counts 2008 and 2009*.

Commission on Educational Excellence: Programs for Innovation and the Prevention of Remediation

The 2007 Legislature continued funding to support Programs for Innovation and Prevention of Remediation. Funding of \$90.1 million over the 2007-2009 Biennium was approved for distribution to Nevada schools to assist in the implementation of plans for improvement. These funds were allocated to schools and consortia of schools by the Commission on Educational Excellence through a competitive application process. The Commission was created by the 2005 Legislature through the passage of S.B. 404. The Commission consists of nine members: three teachers, two principals, two school district administrators, one parent or legal guardian of a student, and the Superintendent of Public Instruction, who serves as an ex officio voting member of the Commission.

For the 2005-2007 and 2007-2009 Bienniums, funds were allocated as follows:



Source: Nevada's Department of Education, *S.B. 185 Annual Report*, September 1, 2008.

Note: The 2005 Legislature authorized the Commission to allocate funds to schools and school districts. The 2007 Legislature eliminated school districts from the allocation process and instead included consortiums of schools in the allocation process.

Commission on Educational Excellence: Programs for Innovation and the Prevention of Remediation *(continued)*

Grant Allocations by School District FY 2007-2008

Carson City	\$ 568,391	2%
Churchill	267,395	1%
Clark	18,528,456	59%
Douglas	662,927	2%
Elko	995,036	3%
Esmeralda	35,501	0%
Eureka	8,498	0%
Humboldt	241,164	1%
Lander	171,703	1%

Lincoln	\$ 195,281	1%
Lyon	1,763,323	6%
Nye	1,054,295	3%
Pershing	116,233	0%
Storey	15,075	0%
Washoe	6,292,274	20%
White Pine	563,602	2%
TOTAL	\$ 31,479,152	100%

Grant Allocations by Type of Service Funded FY 2007-2008

School District	Personnel*	Programs**	Professional Development
Carson City	\$ 512,991	\$ 45,316	\$ 19,080
Churchill	195,247	12,400	8,944
Clark	11,321,455	585,945	1,176,425
Douglas	575,118	17,380	3,000
Elko	762,048	-	115,294
Esmeralda	11,033	-	-
Eureka	2,248	2,000	-
Humboldt	218,728	-	688
Lander	135,514	-	7,750
Lincoln	60,571	36,368	-
Lyon	1,397,146	158,422	8,900
Nye	392,499	224,707	20,400
Pershing	92,833	-	-
Storey	15,075	-	-
Washoe	5,511,288	48,386	241,098
White Pine	452,060	-	31,815
TOTAL	\$ 21,655,852	\$ 1,130,924	\$ 1,633,394

*Personnel include salary and benefits.

**Programs include programs purchased by schools for direct instruction, instructional support, or administrative support.

Source: Nevada's Department of Education, 2008.

Note: In some cases, funding may appear in two or more service categories. In addition, funding for miscellaneous services is not presented in this table. Totals are presented to provide the reader with an approximate picture of how the funds were allocated. See table above for data concerning actual totals by school district.

Full-Day Kindergarten

According to the Education Commission of the States (ECS), 43 states require school districts to offer at least a half-day of kindergarten. Only 14 states mandate that a pupil attend kindergarten. Although nine states require school districts to offer full-day kindergarten, only two—Louisiana and West Virginia—require full-day attendance. In Nevada, State-funded full-day kindergarten was approved, for the first time, by the 2005 Legislature. In Nevada, a school district is not required to offer full-day kindergarten and a family may request that its child attend for less than a full-day.

Funding

Through the passage of Assembly Bill 4 (Chapter 3, *Statutes of Nevada 2005, 22nd Special Session*), the Legislature appropriated \$22 million from the State General Fund to provide full-day kindergarten in certain schools in School Year (SY) 2006-2007. The funds were utilized to implement full-day kindergarten in 114 at-risk schools across the State. These schools were determined to be at risk based upon a free and reduced-price lunch count of pupils of at least 55.1 percent of the student enrollment. The 2007 Legislature, through the passage of A.B. 627 (Chapter 343, *Statutes of Nevada*) appropriated \$25.6 million in FY 2007-2008 to provide for the ongoing costs of the teachers in the 114 schools. For FY 2008-2009, \$40.8 million was appropriated, which would expand the program to approximately 166 schools or to a free and reduced-price lunch count of pupils of at least 40.75 percent.

Note: As described in Chapter 3 of this document, funding for the expansion of full-day kindergarten during FY 2008-2009 has been eliminated through budget cuts for the 2007-2009 Biennium.

Research

In Nevada, evaluations of the effectiveness of full-day kindergarten on student academic achievements are just beginning. In a first-year study by the Clark County School District (CCSD), the effects of participating in full-day kindergarten and half-day kindergarten on students' literacy development was assessed. The report, titled *Status Report on Year 1: Full-Extended-Day Kindergarten Study (Feds)*, found that lower socioeconomic students enrolled in full-day kindergarten demonstrated greater rates of literacy growth over the course of the year than the closely matched half-day students.

In the Washoe County School District, findings from a 2007 pilot research project, titled *A Statistical Analysis of Assessment Scores in Full-Day and Half-Day Kindergarten Students*, found that full-day kindergarten students achieved higher mean scores in all English Language Arts (ELA) assessment categories for both an October 2006 administration and a January 2007 administration. In addition, increases in the January scores over the October scores were significantly higher in the full-day group.

For additional information concerning full-day kindergarten, please see the Research Brief on full-day kindergarten published by the Research Division of the Legislative Counsel Bureau. The document may be accessed at: <http://www.leg.state.nv.us/lcb/research/researchbriefs/FullDayKindergarten.pdf>.

Empowerment Program in Nevada

Although funding for the State Empowerment Program was eliminated due to budget reductions during the 2007-2009 Biennium, the CCSD continued its Empowerment Schools through grants and school district general funds. The following provides a summary of the Empowerment Program in the CCSD.

Concept of Empowerment

According to CCSD's *Overview: Empowerment Schools 2008*, the concept of empowerment is anchored in the belief that critical decisions affecting instruction should be made at the school level by those most closely involved with the children. If schools are to be held accountable for student achievement, they should be given adequate resources and the freedom to determine how to attain targeted, specific goals by deploying those resources effectively and engaging the school community in the process.

Empowerment Schools in the Clark County School District

The CCSD currently has 14 Empowerment Schools, 11 elementary and 3 secondary. Regarding the elementary schools, four of the schools started in the Empowerment Program in SY 2006-2007, four in SY 2007-2008, and three in SY 2008-2009. The three secondary Empowerment Schools all started in SY 2008-2009.

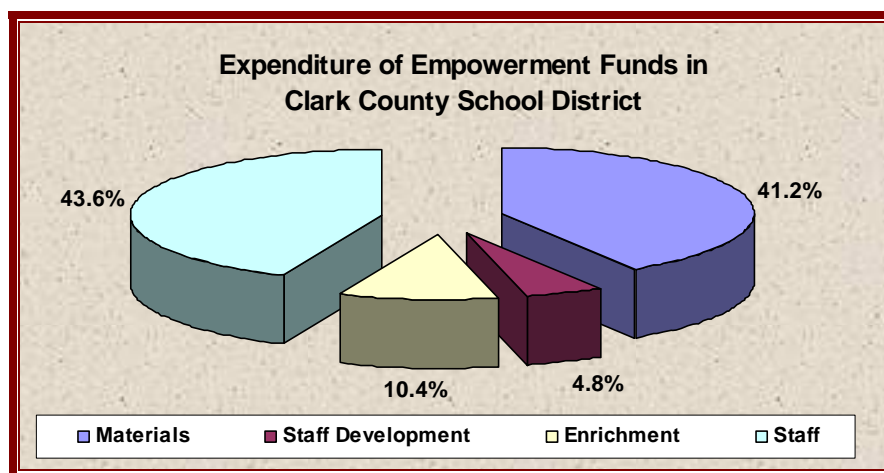
Funding of Empowerment Schools in the Clark County School District

<p align="center">SY 2006-2007 <u>4 New Empowerment Schools</u></p>	<p align="center">SY 2007-2008 <u>4 Continuing Empowerment Schools and</u> <u>4 New Empowerment Schools</u></p>	<p align="center">SY 2008-2009 <u>8 Continuing Empowerment Schools and</u> <u>6 New Empowerment Schools</u></p>
<p>\$600* per student additional money to be used to cover the following:</p> <ul style="list-style-type: none"> ✓ Smaller class size—student to teacher ratio of maximum 25:1 in core classes not otherwise governed by CCSD class-size reduction requirements. ✓ 29 minutes extra per teacher per day. ✓ 5 additional days per school year per teacher. ✓ \$150,000 discretionary dollars. ✓ 5 percent increase in principal pay. ✓ Up to 2 percent pay for performance for all licensed staff if specific achievement targets are met. <p>*Funded by CCSD.</p>	<p>\$600* per student additional money for continuing Empowerment Schools.</p> <p>\$400* per student additional money for new Empowerment Schools to be used to cover the following:</p> <ul style="list-style-type: none"> ✓ 5 percent increase in principal pay. ✓ Up to 2 percent pay for performance for all licensed staff if specific achievement targets are met. ✓ Balance of funds is discretionary. <p>*Funded by CCSD.</p>	<p>\$600* per student additional money for continuing Empowerment Schools.</p> <p>\$600** per student additional money for new Empowerment Schools to be used to cover the following:</p> <ul style="list-style-type: none"> ✓ Programs, activities, and practices as outlined in the School Empowerment Plan and voted upon by the School Empowerment Team. <p>*The CCSD funded \$600 per students for the 2006-2007 and continuing 2007-2008 Empowerment Schools and \$400 per student for new 2007-2008 Empowerment Schools.</p> <p>**The Lincy Foundation presented a grant of over \$14 million to provide an additional \$200 per student for the 2007-2008 new Empowerment Schools to bring them to the \$600 per student rate and \$600 per student for the 2008-2009 new Empowerment Schools.</p>

Source: Clark County School District, *Overview: Empowerment Schools 2008*.

Empowerment Program in Nevada (*continued*)

Expenditure of Empowerment Funds in the Clark County School District

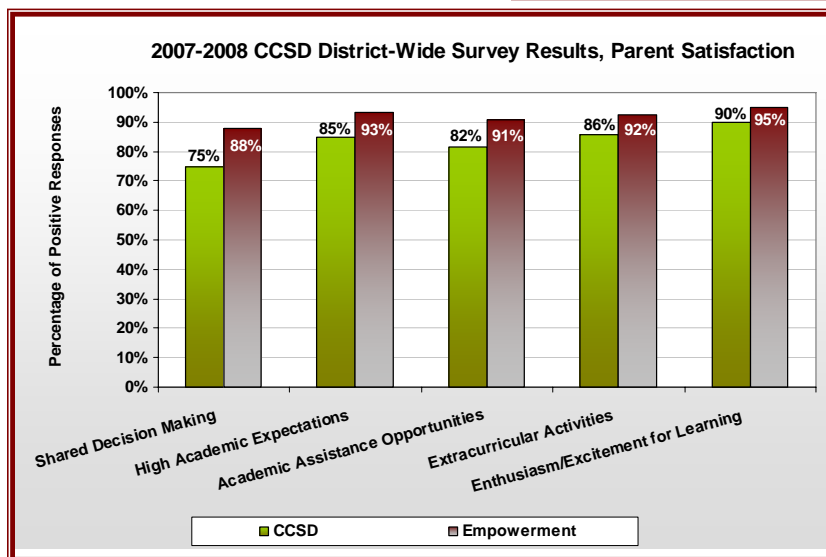
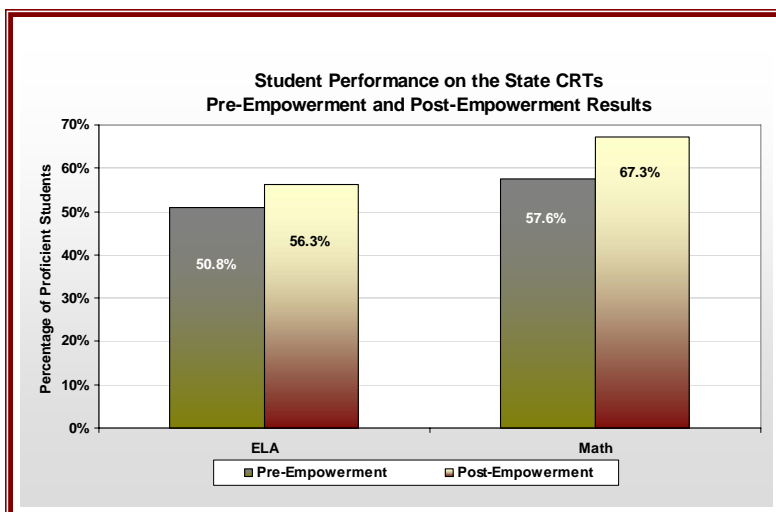


Empowerment Results—Clark County School District

Attendance rates in all Empowerment Schools have consistently exceeded the CCSD average.

Empowerment Schools have increased the percentage of proficient students in mathematics by 9.7 percent and in ELA by 5.5 percent when compared to their pre-empowerment proficiency percentages.

All Empowerment Schools received higher parent satisfaction scores on a district-wide parent satisfaction survey.



Source: Clark County School District, *Overview: Empowerment Schools 2008*.

NCLB Supplemental Educational Services

Under the NCLB, low-income families can enroll their child in supplemental educational services if their child attends a Title I school that has been designated as demonstrating need for improvement for more than one year. The term “supplemental educational services” refers to free extra academic help, such as tutoring or remedial instruction, that is provided to students in subjects such as reading, language arts, and math. This extra help can be provided before or after school, on weekends, or in the summer. Title I schools are required to set aside up to 20 percent of their total Title I formula distribution for the provision of supplemental educational services.

Providers of supplemental educational services may include nonprofit entities, for-profit entities, local educational agencies, public schools, public charter schools, private schools, public or private institutions of higher education, and faith-based organizations.

The following table presents the number of students served with supplemental educational services since SY 2004-2005. In many instances, several more students are eligible for services than are served. Some of the reasons why include: (1) after-school programs are already in place; (2) other federal programs provide similar services, such as 21st Century Community Learning Centers; and (3) providers refuse to serve rural/remote school districts.

**Number/Percentage of Students Served With
Supplemental Educational Services
SY 2004-2005 to SY 2007-2008**

School Year	Number Served	Number Eligible	Percentage Served
2004-2005	1,976	10,877	18.2%
2005-2006	3,748	33,608	11.2%
2006-2007	4,863	31,265	15.6%
2007-2008	5,002	29,702	16.8%
TOTAL	15,589	105,452	14.8%

Source: Nevada’s Department of Education, 2008.

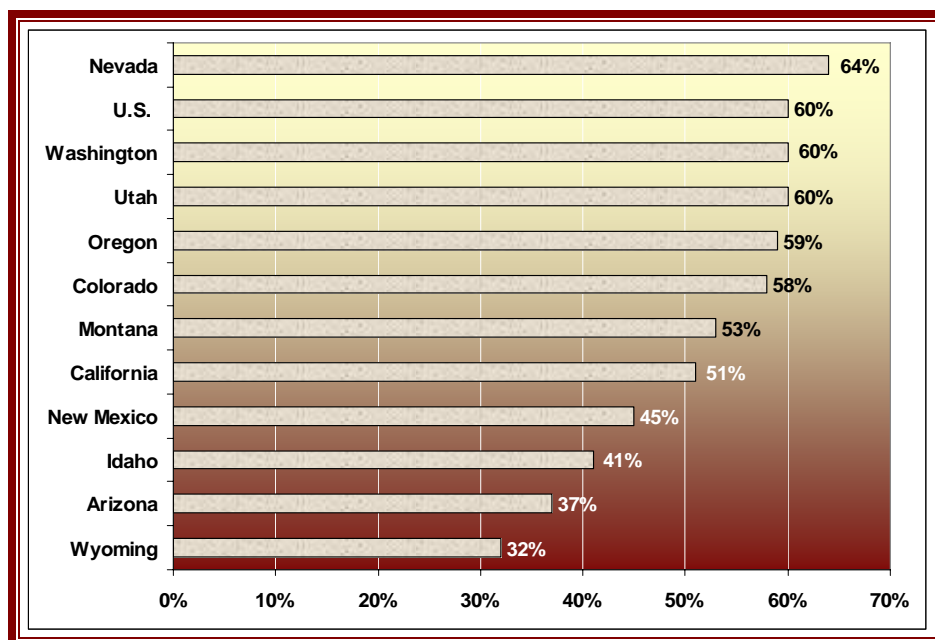


“If I could change something about school, I’d suggest less homework and more hands-on stuff, and not having to get up in the morning.”

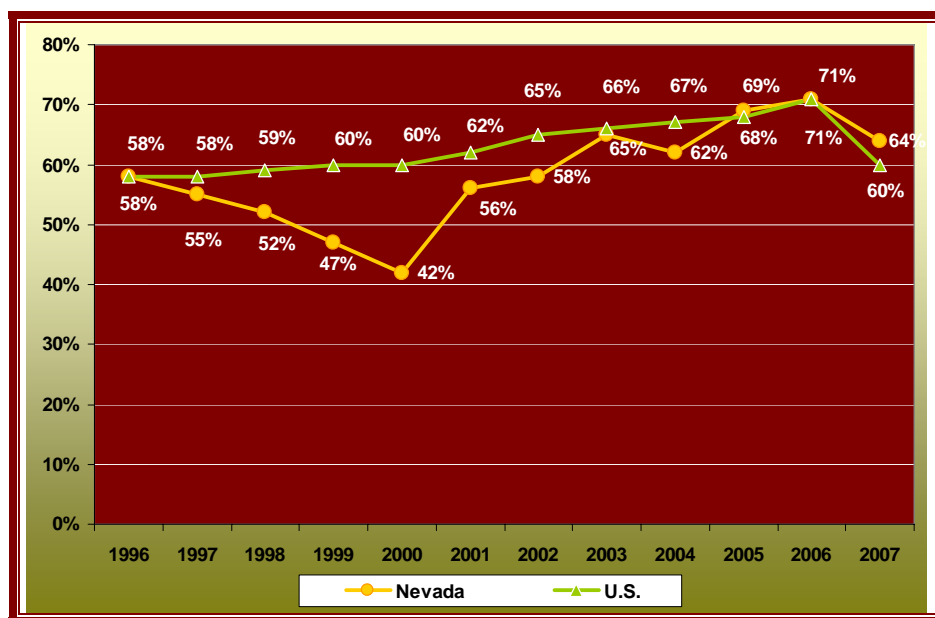
Nevada Eighth Grade Student

Advanced Placement (AP) Examinations

**Percentage of Public High Schools Offering
Advanced Placement (AP) Examinations in 2007
Nevada and Western States**



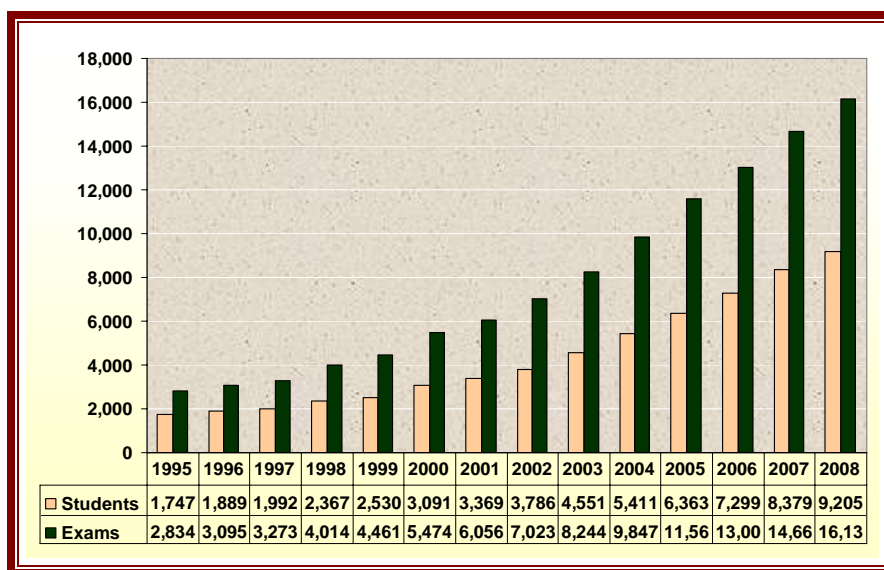
**Percentage of Nevada Public High Schools Offering
Advanced Placement (AP) Examinations, 1996 to 2007**



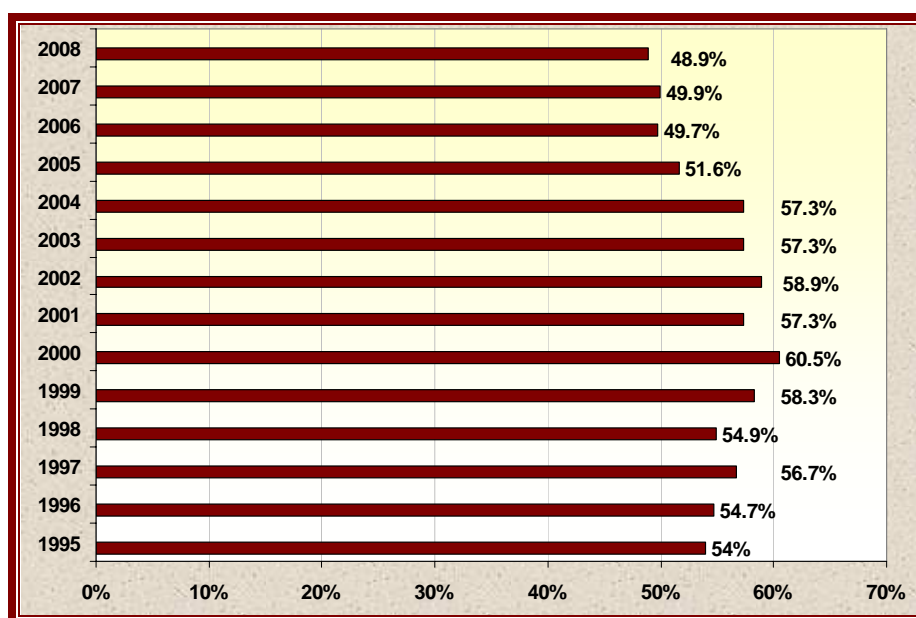
Source: “School Report of AP Examinations 2006-2007 (By State),” The College Board.

Advanced Placement (AP) Examinations (*continued*)

**Nevada Eleventh and Twelfth Grade Students
Taking Advanced Placement (AP) Examinations 1995-2008**



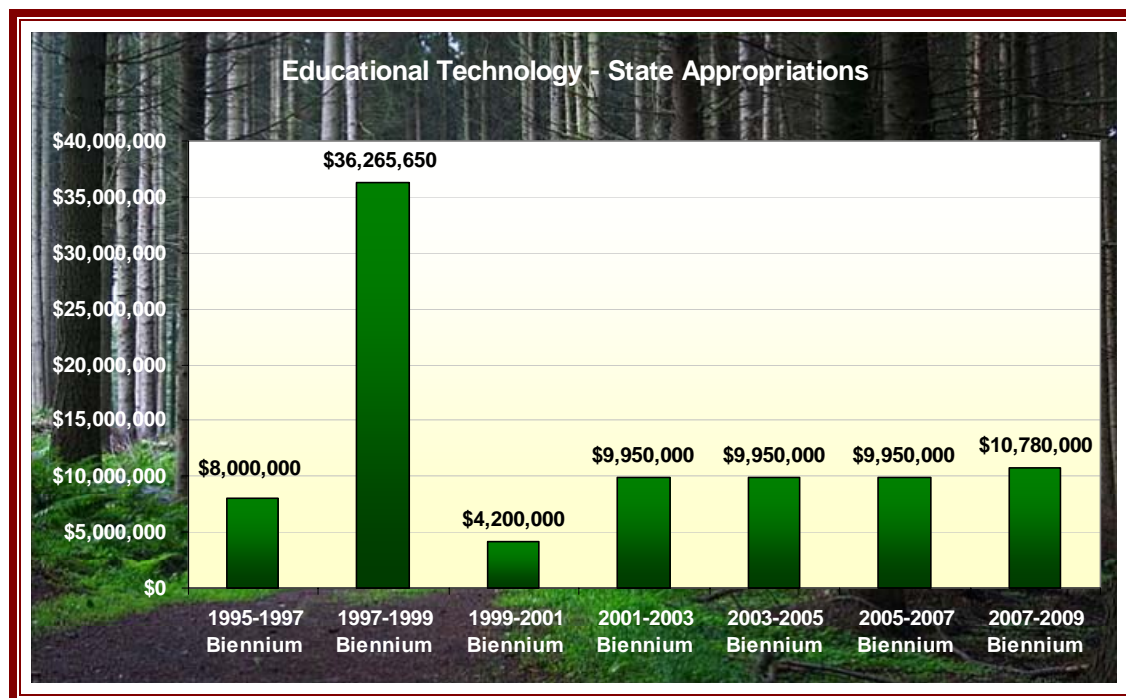
**Percentage of AP Examinations With Scores of 3 or Above
Nevada, 1995-2008**



AP Scoring Interpretation				
5	4	3	2	1
Extremely Well Qualified	Well Qualified	Qualified	Possibly Qualified	Not Qualified

Source: “School Report of AP Examinations 2007-2008 (By State),” The College Board.

Educational Technology—State Appropriations



State Funding for Educational Technology 2007-2009 Biennium

Description	FY 2007-2008	FY 2008-2009	Total
Educational Technology*	\$4,895,000	\$4,895,000	\$ 9,790,000
Library Databases	\$550,000		\$ 550,000
KLVX	\$440,000		\$ 440,000
TOTAL	\$5,885,000	\$4,895,000	\$10,780,000
Evaluation of Ed Technology	\$50,000		\$ 50,000

*Educational Technology may include funding for such items as infrastructure, support, high-quality content material, professional development, and pilot best practices programs.

Source: Fiscal Analysis Division, Legislative Counsel Bureau.

Note: Due to State budget considerations during the 2001-2003 Biennium, all but \$500,000 of the \$9.95 million appropriation was reverted to the State General Fund. Additionally, due to mandatory budget reductions during the 2007-2009 Biennium, all but \$770,000 of the \$10.78 million appropriation was reverted to the State General Fund. No evaluation of educational technology in Nevada will be conducted during the 2007-2009 Biennium.

Pursuant to *Nevada Revised Statutes* 388.795, the Commission on Educational Technology allocates money appropriated by the Legislature to the school districts for education technology.

Educational Technology—Technology Counts State Report Card

For 11 years, the Editorial Projects in Education (EPE) Research Center has conducted surveys of all states; findings are included in Education Week's *Technology Counts 2008*. In *Technology Counts*, states are awarded overall letter grades based on their technology performance ratings across three areas of performance and policy:

- Access to Technology—Percentage of fourth and eighth grade students with access to computers (2007); students per instructional computer (2006); and students per high-speed Internet connected computer (2006).
- Use of Technology—State standards for students include technology (2007-2008); state tests students on technology (2007-2008); state has established a virtual school (2007-2008); and state offers computer-based assessments (2007-2008).
- Capacity to Use Technology—State standards for teachers and administrators include technology (2007-2008); requirements for initial licensure include technology coursework or a test (2007-2008); and state requires technology training or testing for recertification, or requires participation in technology-related professional development (2007-2008).

The following table displays how Nevada and the western states performed in *Technology Counts* for 2008:

STATE	OVERALL STATE GRADE			COMPONENTS OF THE OVERALL STATE GRADE		
	Grade	Total Score*	Rank	Access	Use	Capacity
Arizona	C+	78.2	21	D-	A	C
California	D+	69.3	45	F	D+	B-
Colorado	C-	72.4	40	D	B-	C
Idaho	C	75.8	29	C+	A-	F
Montana	C-	70.6	43	B	D+	F
Nevada	D	64.3	50	D	D+	F
New Mexico	C	73.4	38	B	D+	D
Oregon	D	65.8	48	F	B-	F
Utah	C	74.0	37	D	A	F
Washington	C-	71.9	41	D+	D+	B-
Wyoming	B-	79.7	15	A	B-	D

*The total score is the average of scores across the three individual categories. Each category received equal weight in the overall grade.

Source: Education Week's *Technology Counts 2008*.

