

2017
NEVADA EDUCATION DATA BOOK

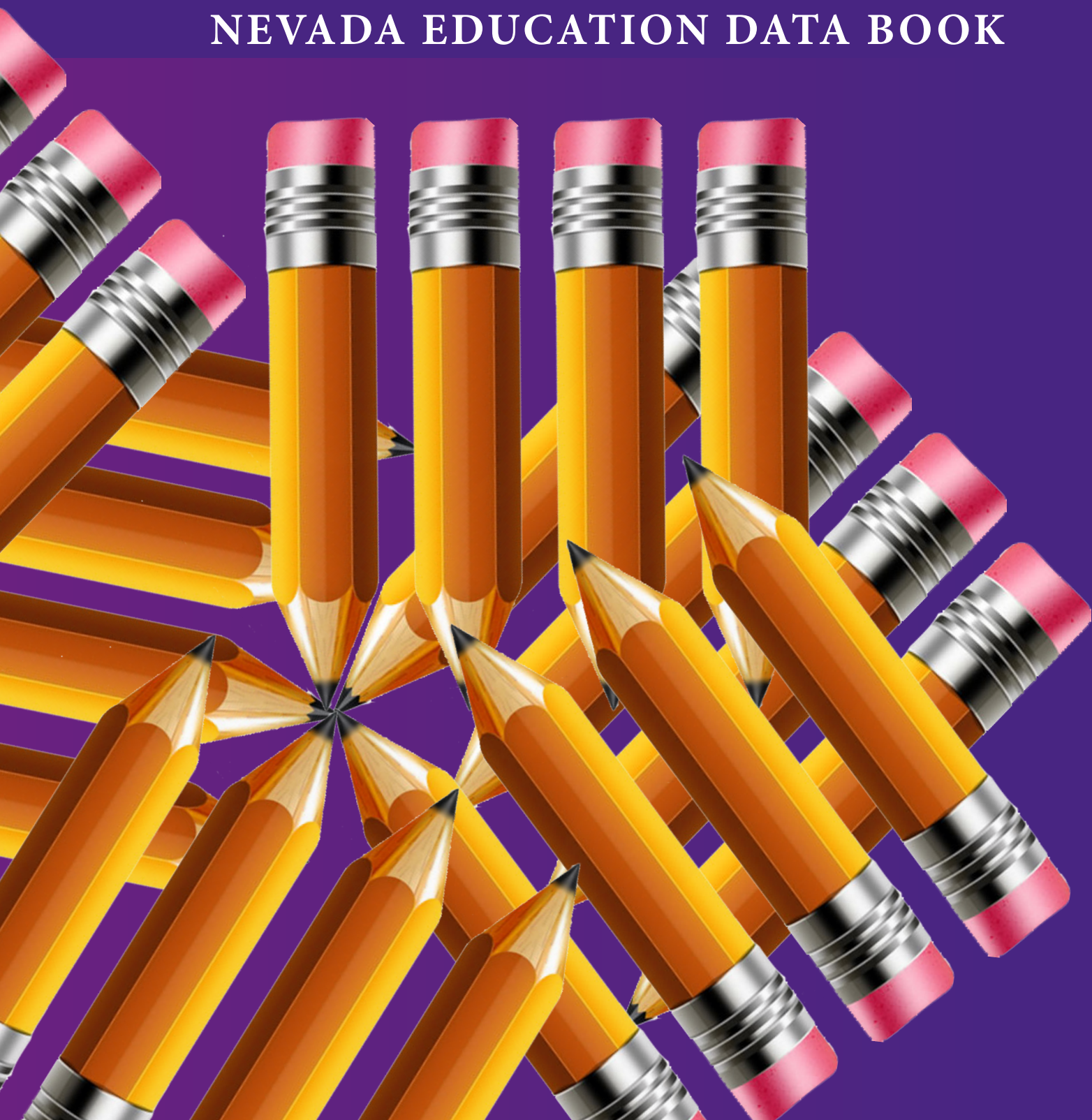




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The material contained within the *2017 Nevada Education Data Book* represents a compilation of sources that are of potential use to State and local policymakers and anyone seeking data about education in Nevada. The concept for this book was the brainchild of the late Jeanne Botts, formerly of the Fiscal Analysis Division of the Legislative Counsel Bureau (LCB).

The document is organized into sections reflecting topics and programs that have been a continuing source of legislative inquiry. Major sections include those pertaining to school finance, teachers and leaders, statewide student testing, and education programs designed to improve student academic achievement. There is also an extensive section describing past, current, and projected demographic characteristics of the education system. The report contains detailed fiscal and program information with regard to special education, professional development for educational personnel, adult and alternative education, charter schools, and early childhood education. A separate section of key information concerning higher education also is included.

As a rule, the sections present information relating to the State as a whole, district level information, and, when available, comparisons with the United States and the other western states. The table on the following page presents general education data profiles for Nevada and comparison states.

The data contained in this document were selected and compiled by the staff of the LCB's Research Division. By necessity, this report represents a snapshot in time, listing the most current data available for the selected topics. Often, additional information and more up-to-date statistics will become available, and those using this book are cautioned to seek revised information from the cited sources.

The major sources of data utilized here include various documents prepared by Nevada's Department of Education, Nevada school districts, the National Center for Education Statistics of the U.S. Department of Education, the U.S. Census Bureau, and the Fiscal Analysis Division of the LCB. Other sources include internal reports and surveys conducted by legislative staff in support of the work of the Legislative Committee on Education.

EDUCATION DATA PROFILES FOR NEVADA AND SURROUNDING STATES— ELEMENTARY AND SECONDARY SCHOOLS

School Year 2014–2015

STATES	TOTAL OPERATIONAL SCHOOLS	TOTAL PUPILS	TOTAL TEACHERS (FTE)	PUPIL- TEACHER RATIO
Arizona	2,281	1,111,695	48,124	23.1
California	10,303	6,312,161	267,685	23.6
Colorado	1,843	889,006	51,388	17.3
Idaho	742	290,885	15,609	18.6
Montana	824	144,532	10,234	14.1
Nevada	665	459,189	21,656	21.2
New Mexico	885	340,365	22,411	15.2
Oregon	1,242	601,318	27,850	21.6
Utah	1,020	635,577	27,375	23.2
Washington	2,398	1,073,638	59,555	18.0
Wyoming	367	94,067	7,615	12.4

Source: U.S. Department of Education, National Center for Education Statistics, *Selected Statistics From the Public Elementary and Secondary Education Universe: School Year 2014–15* (NCES 2016-076), September 2016, p. 7.

Nevada's Public Education System General Information

Nevada's system of public elementary and secondary education has its basis in the *Nevada Constitution*. At the State level, the system is governed through Nevada's Department of Education (NDE), headed by the Superintendent of Public Instruction with oversight provided by the State Board of Education. The Department is responsible for regulating and supporting the State's 17 school districts and 678 public schools. In Nevada, responsibility for the education of elementary and secondary students is divided or shared among the State, local school districts, and charter schools. The Legislature plays an important role in the establishment, structuring, and funding of Nevada's system of public elementary and secondary education.

CONSTITUTIONAL BASIS AND HISTORY

The *Nevada Constitution*, Article 11, Section 2, makes the State responsible for the establishment of the public school system. Specifically, the *Nevada Constitution* states, "The legislature shall provide for a uniform system of common schools"

In general, the Nevada Legislature has four primary responsibilities for public education: (1) providing for a uniform system of common schools; (2) prescribing the manner of appointment and duties of the Superintendent of Public Instruction; (3) indicating specific programs and courses of study; and (4) maintaining overall budget authority and establishing guaranteed per pupil funding.

Over the years, the Nevada Legislature has adopted a body of law within the *Nevada Revised Statutes* (Title 34, "Education") regarding the system of public schools. Sections of Title 34 address State and local administrative organization, financial support of the school system, the system of public instruction, academics and textbooks, personnel, pupils, school property, education of persons with disabilities, and other issues.

GOVERNANCE AND OVERSIGHT

State Board of Education and the State Superintendent

Senate Bill 197 (Chapter 380, *Statutes of Nevada 2011*) made numerous changes affecting the structure and governance of Nevada's system of public elementary and secondary education. These changes include revising the selection process for members of the State Board of Education to consist of voting members elected by the voters in each of the State's four congressional districts and three members appointed by the Governor. In addition to the

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voting members, the Board includes four nonvoting members appointed by the Governor after being nominated by various entities specified in the bill. Prior to the approval of S.B. 197, the State Board of Education consisted of ten members chosen statewide in nonpartisan elections.

The measure also changed the selection process for the Superintendent of Public Instruction to require the Governor to appoint the State Superintendent from a list submitted by the State Board of Education. Prior to the passage of S.B. 197, the State Superintendent was appointed by the State Board of Education. The measure further revised the current vision and mission statements of the Board and provided the Superintendent with the authority to enforce the K through 12 education laws in Nevada and to ensure the duties and responsibilities of various councils and commissions are carried out.

School Districts and Charter Schools

Under the authority granted to it by the *Nevada Constitution*, the Legislature established a system of school districts to provide for a mechanism of local control. The Nevada Legislature, in a Special Session held in 1956, made extensive changes to the structure of Nevada's public school system. Among other changes, the Legislature eliminated the 208 legally active local school districts that had existed in Nevada and replaced them with just 17 districts, each of which is coterminous with county boundaries.

Under current law, district boards of trustees are composed of either five or seven members; districts with more than 1,000 pupils have seven-member boards. Nevada school district boards of trustees carry out a number of policy roles, which include: approving curriculum; enforcing courses of study prescribed by statute; administering the State system of public instruction; establishing district policies and procedures; and providing oversight of the district's budget.

Charter schools in Nevada operate under performance-based contracts and are authorized by school districts, universities, or the State Public Charter School Authority. Created in 2011, the Authority has Local Education Agency status so that it may function more like a school district, particularly with regard to the receipt of federal education funding.

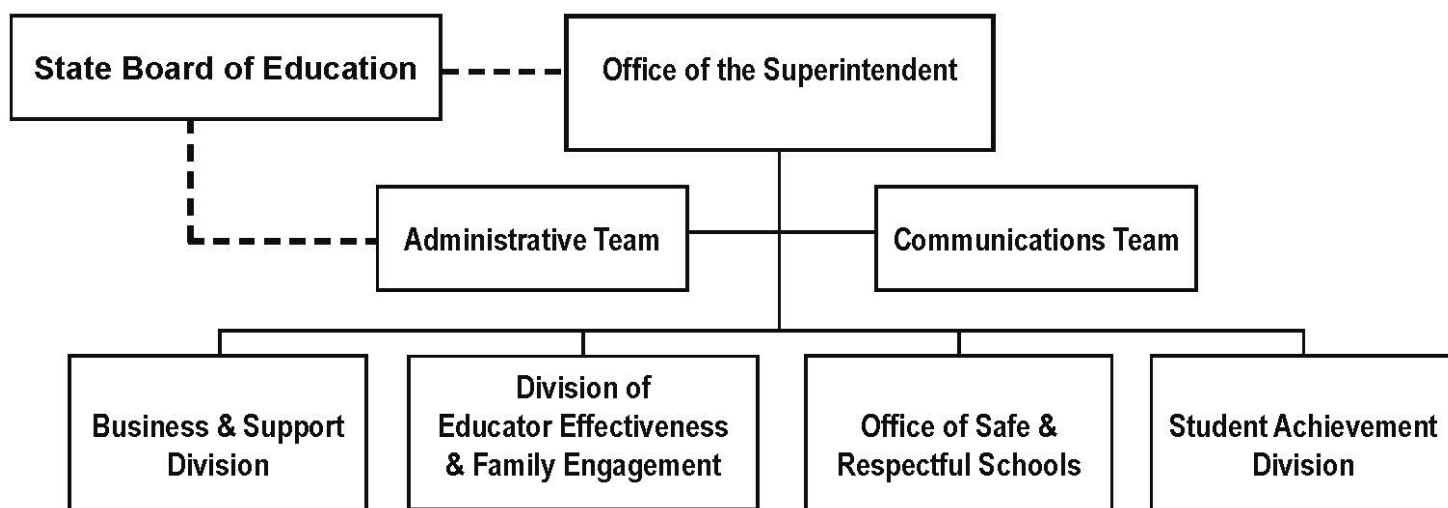
Legislature

During its biennial sessions, the Legislature acts upon numerous policy and fiscal measures dealing with public education. The two standing committees dealing with policy matters are the Senate Committee on Education and the Assembly Committee on Education. Bills requiring substantive funding are processed by the two appropriations committees—the Senate Committee on Finance and the Assembly Committee on Ways and Means. During the interim period between legislative sessions, fiscal matters related to education are considered by the Interim Finance Committee; education policy issues are discussed by the Legislative Committee on Education.

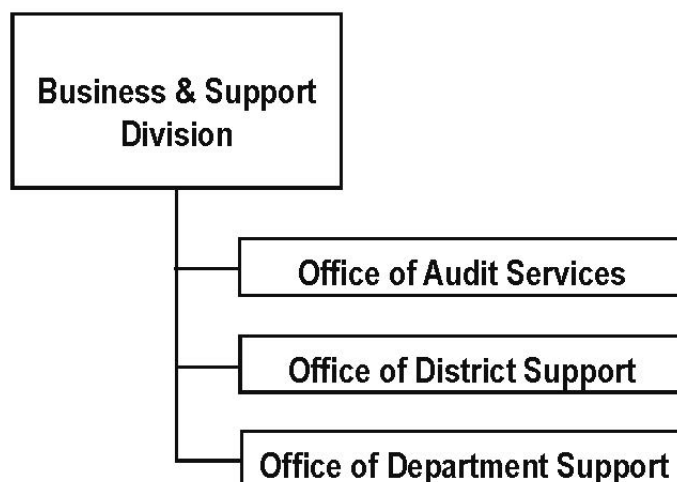
DEPARTMENT OF EDUCATION—ORGANIZATIONAL STRUCTURE

In 2014, the Superintendent of Public Instruction implemented a substantial reorganization of NDE, aligning leadership and organizational units around three major functions: (1) Student Achievement; (2) Educator Effectiveness and Family Engagement; and (3) Business and Support Services. The following charts reflect these changes, as well as the current governance arrangement among the State Board of Education, various advisory bodies, and the Superintendent of Public Instruction.

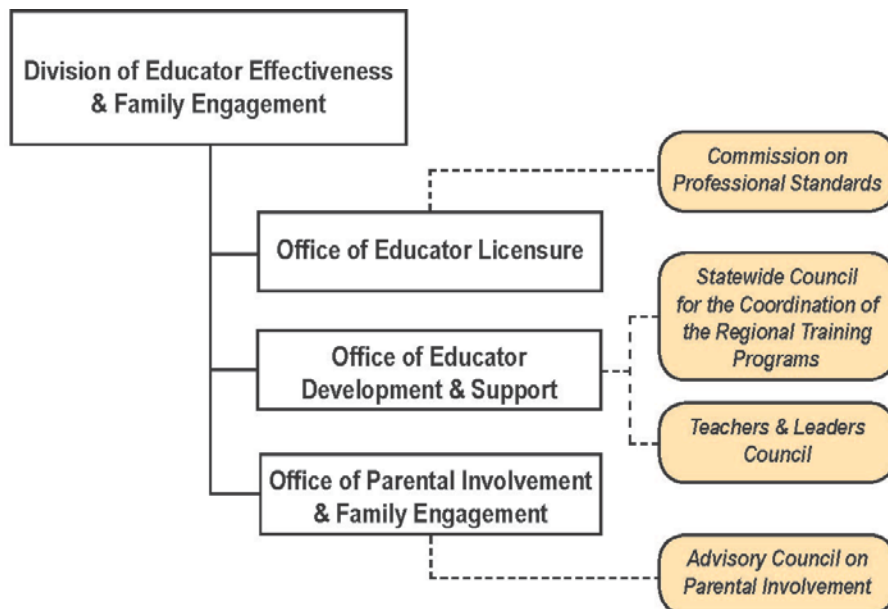
Nevada's Department of Education



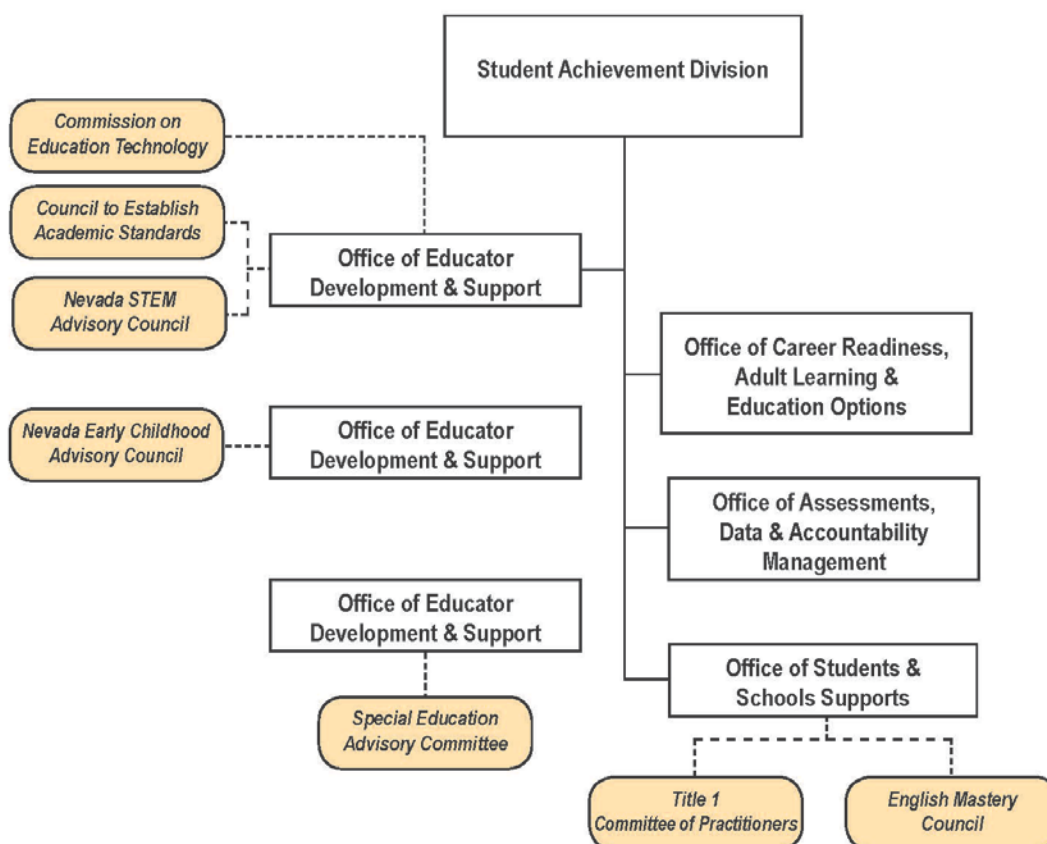
Business and Support Services Division



Division of Educator Effectiveness and Family Engagement



Student Achievement Division



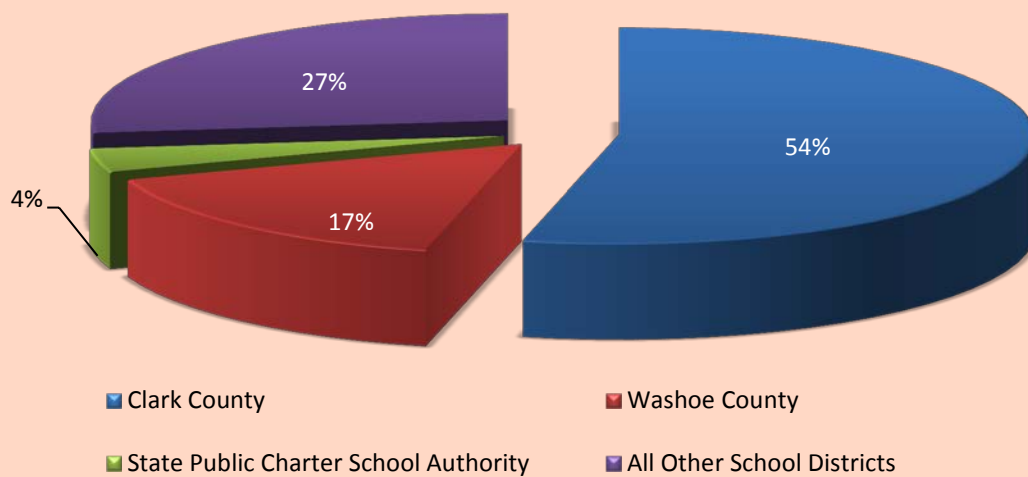
NEVADA'S SCHOOL DISTRICTS AND SUPERINTENDENTS
SCHOOL YEAR (SY) 2016–2017

Carson City School District Richard Stokes, Superintendent Telephone: (775) 283-2100 E-mail: rstokes@carson.k12.nv.us	Lincoln County School District Pamela Teel, Superintendent Telephone: (775) 728-8000, Ext. 2 E-mail: pteel@lcsdnv.com
Churchill County School District Dr. Sandra Sheldon, Superintendent Telephone: (775) 423-5184 E-mail: sheldons@churchillcsd.com	Lyon County School District Wayne Workman, Superintendent Telephone: (775) 463-6800, Ext. 134 E-mail: wworkman@lyoncsd.org
Clark County School District Pat Skorkowsky, Superintendent Telephone: (702) 799-5310 E-mail: pskorkowsky@interact.ccsd.net	Mineral County School District Walt Hackford, Superintendent Telephone: (775) 945-2403, Ext. 10 E-mail: hackfordw@mineral.k12.nv.us
Douglas County School District Teri White, Superintendent Telephone: (775) 782-5134 E-mail: twhite@dcsd.k12.nv.us	Nye County School District Dale A. Norton, Superintendent Telephone: (775) 727-7743, Ext. 239 E-mail: dnorton@nye.k12.nv.us
Elko County School District Jeff Zander, Superintendent Telephone: (775) 738-5196 E-mail: jzander@ecsdnv.net	Pershing County School District Russell Fecht, Superintendent Telephone: (775) 273-7819 E-mail: rfecht@pershing.k12.nv.us
Esmeralda County School District Rodriguez Broadnax, Superintendent Telephone: (775) 485-6382 E-mail: rbroadnax@esmeralda.k12.nv.us	Storey County School District Todd Hess, Superintendent Telephone: (775) 847-0983 E-mail: thess@storey.k12.nv.us
Eureka County School District Dan Wold, Superintendent Telephone: (775) 237-5373 E-mail: dwold@eureka.k12.nv.us	Washoe County School District Traci Davis, Superintendent Telephone: (775) 789-4645 E-mail: tdavis@washoeschools.net
Humboldt County School District Dr. Dave Jensen, Superintendent Telephone: (775) 623-8100 E-mail: djensen@hcsdnv.com	White Pine County School District Adam Young, Superintendent Telephone: (775) 289-4851, Ext. 7108 E-mail: adayoung@whitepine.k12.nv.us
Lander County School District Jim Squibb, Superintendent Telephone: (775) 635-2886 E-mail: jsquibb@lander.k12.nv.us	

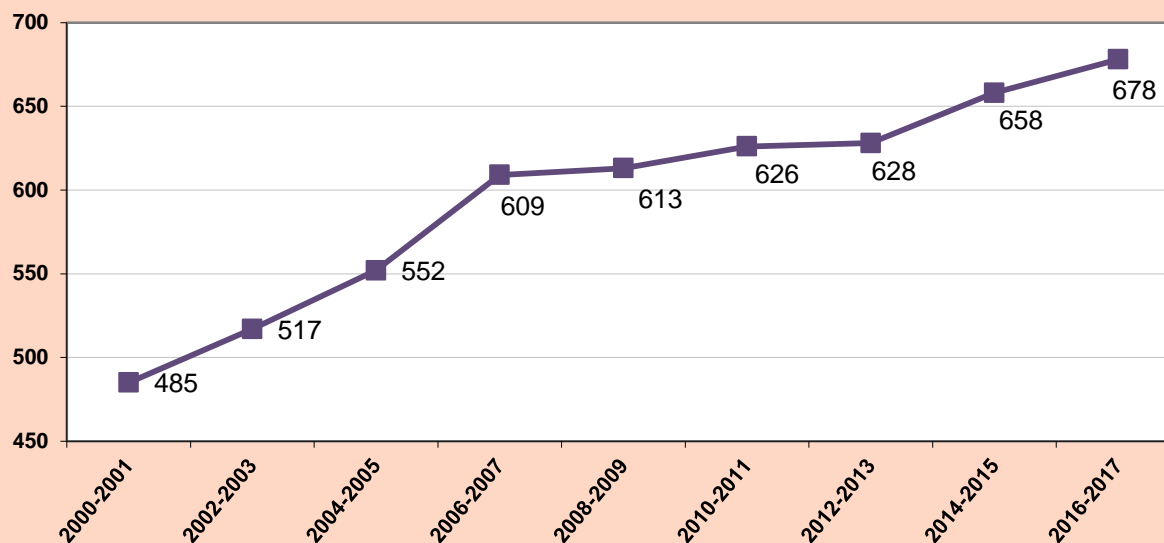
Source: NDE, 2017.

NEVADA SCHOOLS

**Percentage of Nevada Public Schools by School District
SY 2015–2016**



**Total Public Schools in Nevada
SY 2001 to 2017**



Source: NDE, 2016.

COMMON ACRONYMS AND SELECTED TERMS

ACT	ACT® Exam (American College Test)
AFT	American Federation of Teachers
AP	Advanced Placement (Courses)
ASD	Achievement School District
CAEP	Council for the Accreditation of Educator Preparation
CBE	Council for Basic Education
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers
CRT	Criterion-Referenced Test
CSN	College of Southern Nevada, Las Vegas
CSR	Class-Size Reduction
CTE	Career and Technical Education
DRI	Desert Research Institute
DSA	Distributive School Account
ECE	Early Childhood Education
ECS	Education Commission of the States
ED	United States Department of Education (also see USDoE)
EL	English Learner (latest vernacular, used with ELL, ESL, and LEP)
ELL	English Language Learner
ESA	Education Savings Account
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language (see EL and LEP)
ESSA	Every Student Succeeds Act of 2015
ETS	Educational Testing Service
FERPA	Family Education Rights and Privacy Act
FRL	Free and Reduced-Price Lunch
GATE	Gifted and Talented Education
GBC	Great Basin College, Elko
GED	General Education Diploma
GPA	Grade Point Average
HSPE	High School Proficiency Examination
IDEA	Individuals with Disabilities Education Act (Federal Special Education Law)
IEP	Individualized Education Program
iNVest	Investing in Nevada's Education, Students, and Teachers
IPEDS	Integrated Postsecondary Education Data Systems
LAS	Language Assessment Scales
LBEAPE	Legislative Bureau of Educational Accountability and Program Evaluation
LCE	Legislative Committee on Education
LEA	Local Education Agency (i.e., School District)
LEP	Limited English Proficient (see EL and ESL)
LSST	Local School Support Tax

COMMON ACRONYMS AND SELECTED TERMS *(continued)*

NAEP	National Assessment of Educational Progress
NASA	Nevada Association of School Administrators
NASB	Nevada Association of School Boards
NASS	Nevada Association of School Superintendents
NBPTS	National Board for Professional Teaching Standards
NCES	National Center for Education Statistics
NCHEMS	National Center for Higher Education Management Systems
NCLB	No Child Left Behind Act of 2001
NDE	Nevada's Department of Education
NEA	National Education Association
NELIP	Nevada Early Literacy Intervention Program
NEPF	Nevada Educator Performance Framework
NERA	Nevada Education Reform Act of 1997
NIAA	Nevada Interscholastic Activities Association
NPWR	Nevada P-20 to Workforce Research data system
NRT	Norm Referenced Test
NSC	Nevada State College, Henderson
NSEA	Nevada State Education Association
NSHE	Nevada System of Higher Education
NSPF	Nevada School Performance Framework
NVACS	Nevada Academic Content Standards
NWEA	Northwest Evaluation Association
PISA	Programme for International Student Assessment
PSAT	PSAT® Exam
PTA	Parent Teacher Association
PTO	Parent Teacher Organization
RPDP	Regional Professional Development Program
SAT	SAT® Exam
SBAC	Smarter-Balanced Assessment Consortium
SBE	State Board of Education
SEA	State Education Agency (i.e., State Department of Education)
SHEEO	State Higher Education Executive Officers
SIOP	Sheltered Instruction Observation Protocol
SIP	School or State Improvement Plan
SLDS	Statewide Longitudinal Data System
SPCSA	State Public Charter School Authority
SSOG	Silver State Opportunity Grant
STEAM	Science, Technology, Engineering, Arts, and Mathematics
STEM	Science, Technology, Engineering, and Mathematics
TESL	Teaching English as a Second Language
TMCC	Truckee Meadows Community College, Reno

COMMON ACRONYMS AND SELECTED TERMS *(continued)*

UNLV	University of Nevada, Las Vegas
UNR	University of Nevada, Reno
USDoE	United States Department of Education (also see ED)
WICHE	Western Interstate Commission for Higher Education
WNC	Western Nevada College, Carson City

A recent study found, from 2003 to 2013, Nevada demonstrated the most growth among all states on the National Assessment of Educational Progress, commonly referred to as “The Nation’s Report Card.”

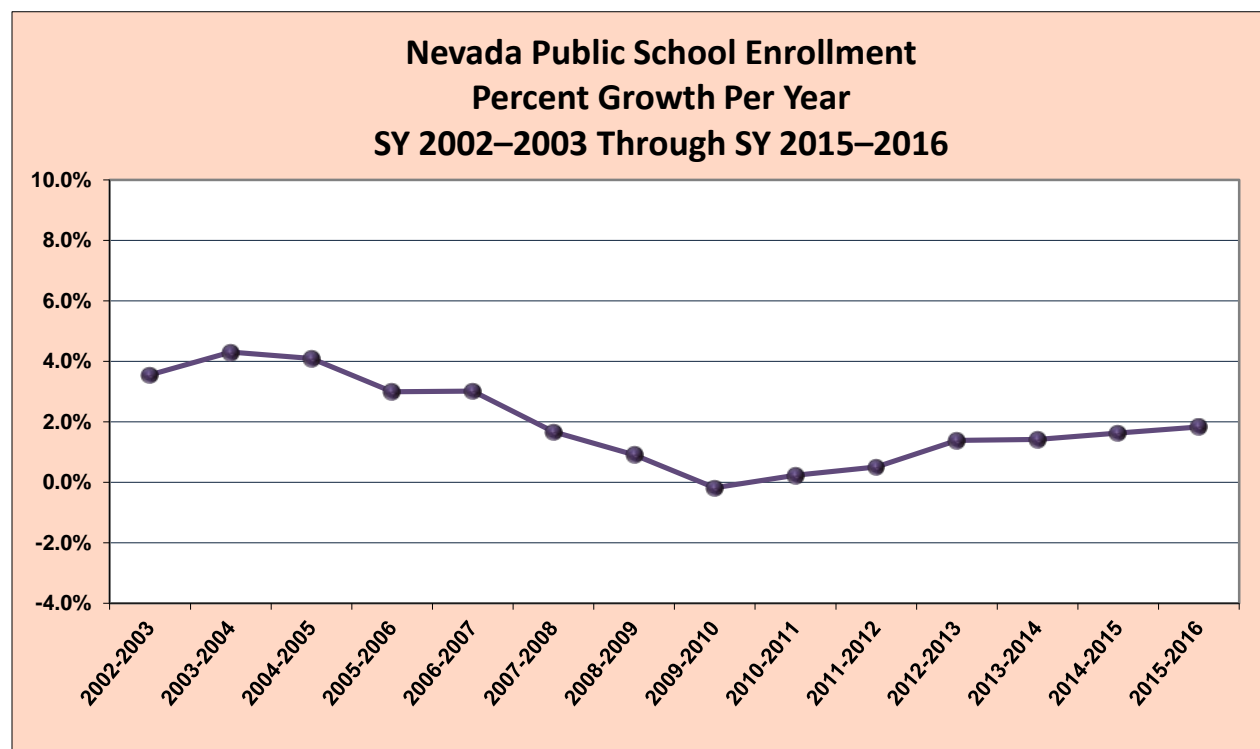


3

Enrollment

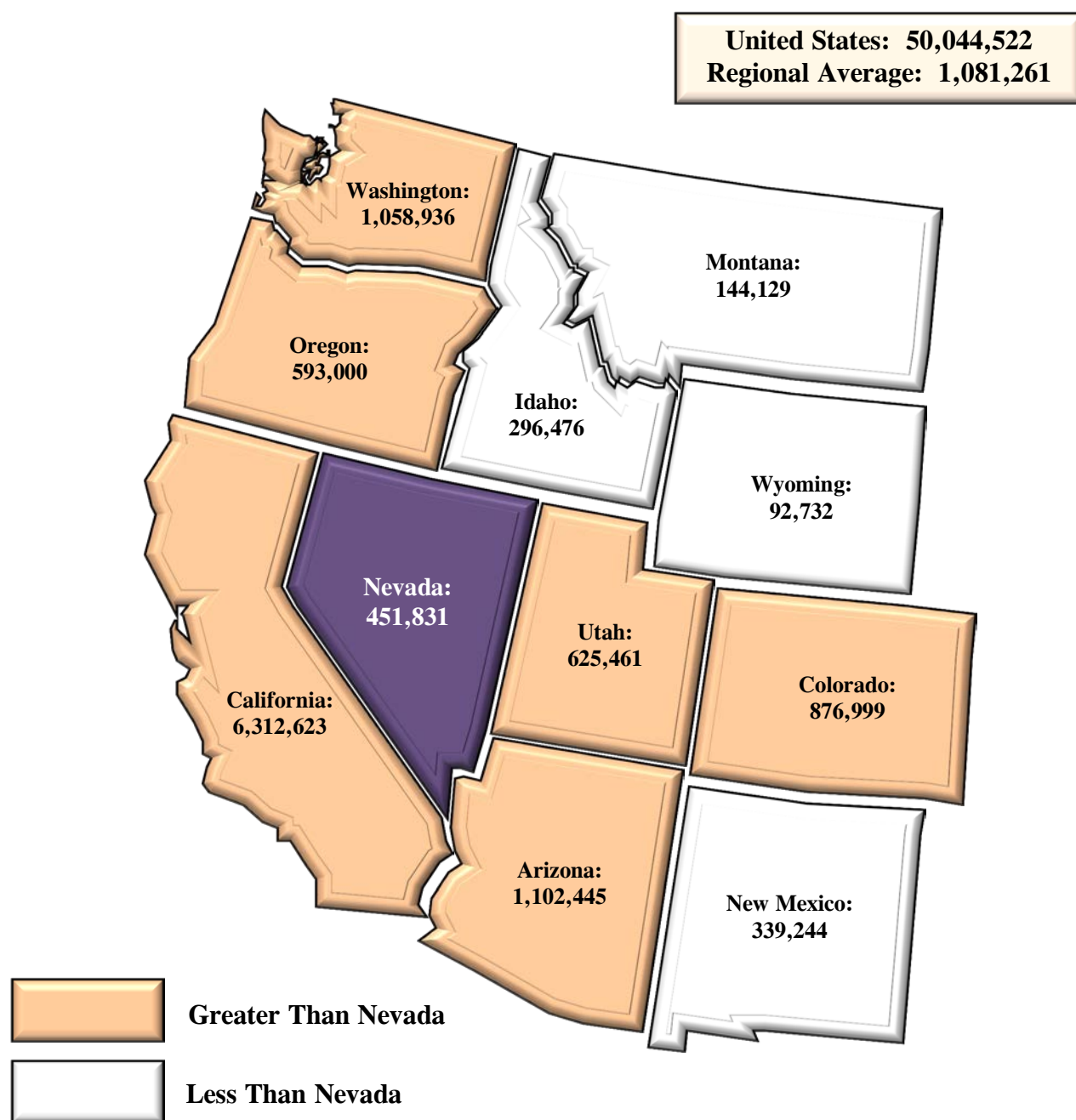
The impact of rapid population growth in Nevada has been a primary focus of the State and many local governments for the past three decades. The effect of this growth upon government services has been significant, and the associated increase in elementary and secondary public school enrollment is an important part of the overall picture. According to the National Center for Education Statistics (NCES), United States Department of Education, between School Year (SY) 2013–2014 and SY 2025–2026, national public school enrollment in pre-K through grade 12 is projected to increase by 2.7 percent to 51.4 million students. For almost a decade, Nevada has led the nation in enrollment growth. However, current NCES projections of enrollment growth between fall 2013 and fall 2025 show the District of Columbia (39 percent) and North Dakota (30 percent) taking the lead. The NCES has issued projections from 2013 through 2025 showing Nevada increasing enrollment by approximately 14.2 percent.

Enrollment growth has had a profound effect on both district staffing and infrastructure in Nevada, especially in Clark County. From SY 2003–2004 to SY 2013–2014, total enrollment grew by over 15 percent for Nevada and four other states (Colorado, Idaho, Texas, and Utah).



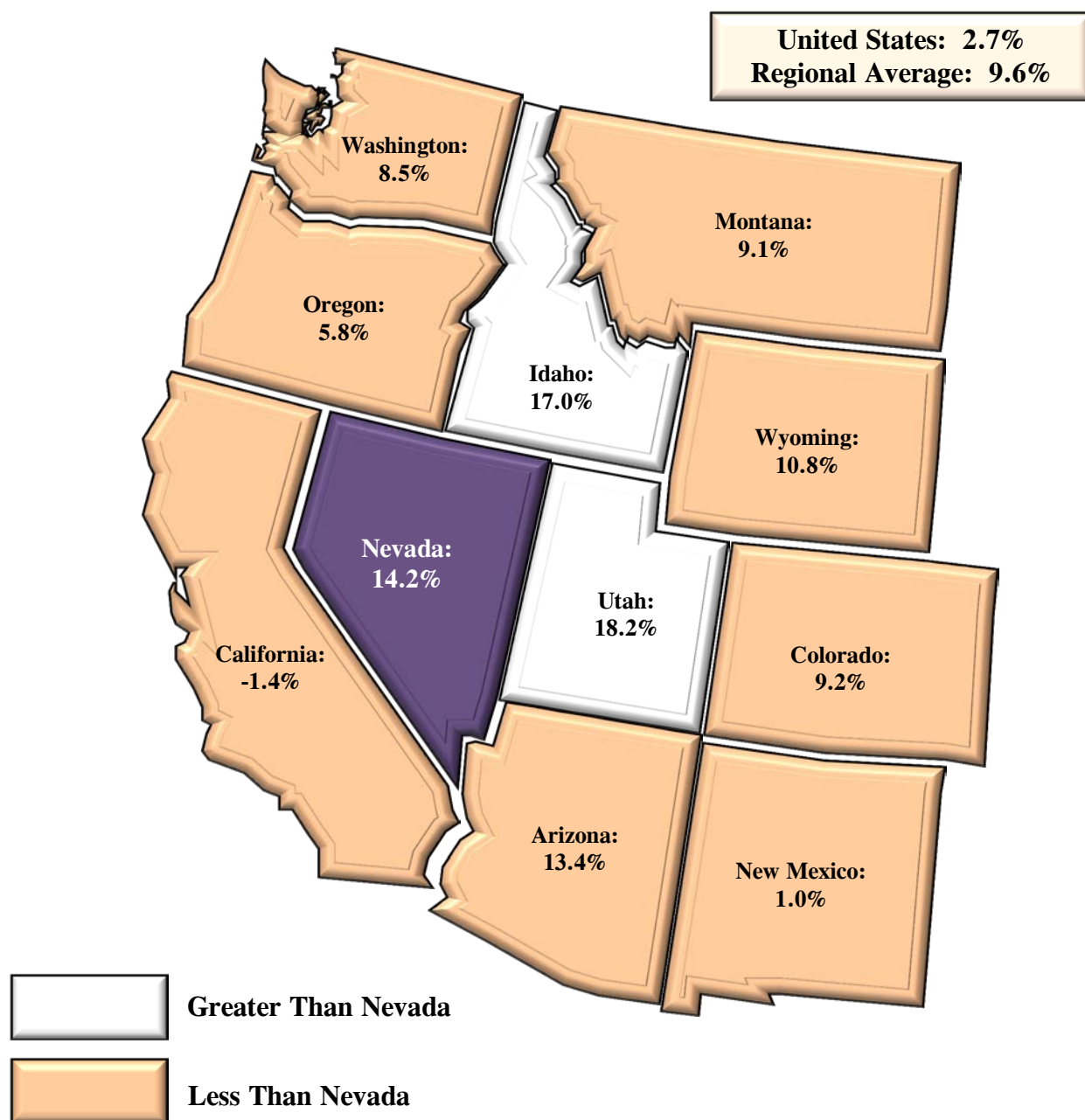
Source: Nevada's Department of Education (NDE), *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com/>.

ENROLLMENT IN PUBLIC SCHOOLS WESTERN STATES COMPARISON Fall 2013



Source: U.S. Department of Education, NCES, *Digest of Education Statistics*, Table 203.20, “Enrollment in public elementary and secondary schools, by region, state, and jurisdiction: Selected years, fall 1990 through fall 2025,” October 2016.

**PROJECTED PERCENTAGE CHANGE IN PK-12 PUBLIC SCHOOL
ENROLLMENT—WESTERN STATES COMPARISON
2013-2025**



Source: U.S. Department of Education, NCES, *Digest of Education Statistics*, Table 203.20, “Enrollment in public elementary and secondary schools, by region, state, and jurisdiction: Selected years, fall 1990 through fall 2025,” October 2016.

CHANGES TO ENROLLMENT—SCHOOL CHOICE

The 2015 Nevada Legislature enacted Senate Bill 302 (Chapter 332, *Statutes of Nevada*). This measure authorizes the parent of a student to enter into an agreement with the State Treasurer under which the student will receive a grant equal to 90 percent of the statewide average basic support per pupil—or 100 percent for students with disabilities or those whose family income is less than 185 percent of the federal poverty level—to be used to pay the cost of enrollment in a private school or to contract for private education services. Only students who attended a public school, including a charter school, for at least 100 school days are eligible, and a proportionally smaller grant may be provided for part-time private education enrollment. Each grant agreement is valid for one school year and may be renewed or reinstated in a future year at the option of the parent.

Grant funds for each student must be deposited into an education savings account (ESA) opened by a parent, and the funds must be used only for specific education expenses. The Treasurer may deduct up to 3 percent from the grant to cover administrative costs, which include annual audits of random education savings accounts; must establish reasonable fees for the ESAs; and may qualify one or more private financial firms to manage those accounts.

Participating entities eligible to receive funding from the ESA, which may include a parent, must meet certain requirements and maintain ongoing compliance. The Treasurer will publish a list of such entities, other than any participating parents. Participating students must complete norm-referenced, standardized tests in math and English; their results will be shared with the Department of Education, which will aggregate the results and report on the general progress of grant recipients. Students choosing to return to public school must do so at the end of a quarterly school funding period. Funds in an ESA roll over from year to year and must revert to the State General Fund once the student graduates from high school.

SCHOOL CHOICE CASES BEFORE THE NEVADA SUPREME COURT

According to the Office of the State Treasurer, approximately 8,000 applications for the ESA program have been received. In July 2016, the Nevada Supreme Court heard oral arguments in two cases related to the program—*Lopez v. Schwartz* and *Duncan v. State of Nevada*.

In the *Lopez* case, five parents of public school children from across the State challenged the ESA program, which would be paid for by funds allocated by the Legislature for public schools. The *Nevada Constitution* prohibits taxpayer funds provided by the Legislature for the operation of public schools from being used for any other purpose. The parents claimed the ESA program violates this constitutional ban.

In the *Duncan* case, the plaintiffs challenged the constitutionality of a publicly funded ESA program. The American Civil Liberties Union argued that ESAs violate what is referred to as the “Blaine amendment” language in the *Nevada Constitution*. Article 11, Section 10 of the

Nevada Constitution states “[n]o public funds of any kind or character whatever, State, County or Municipal, shall be used for sectarian purpose.”

On September 29, 2016, the Nevada Supreme Court rendered a decision in the *Lopez* and *Duncan* cases. The Court held the *Nevada Constitution* does not limit the Legislature’s discretion to encourage nonpublic methods of education and that funds placed in ESAs belong to parents and are not public funds. Thus, the ESAs do not violate the prohibition against using public money for sectarian purposes.

However, the Court ruled the Legislature cannot divert money specifically authorized for public schools to be used for private educational purposes. Thus, the use of funds from the Distributive School Account for ESAs “undermines the constitutional mandates” to fund public education.

NEVADA PUBLIC SCHOOL ENROLLMENT

In the charts that follow, county public school enrollment includes school district enrollment as well as enrollment in district-sponsored charter schools. Washoe County enrollment data also includes the Davidson Academy of Nevada, which is sponsored by the University of Nevada, Reno. For the fourth year in a row, statewide enrollment increased by more than 1 percent, from 459,095 to 467,527 students.

The Washoe County School District has been recognized by the Collaborative for Social and Emotional Learning as a national leader. Social and Emotional Learning (SEL) equips students with knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. All schools in the district are trained in SEL practices, which were fully implemented when classes began in August 2016.



NEVADA PUBLIC SCHOOL ENROLLMENT					
School Year	Clark	Washoe	SPCSA*	All Other	Total
2006–2007	305,967	65,013	402	54,349	425,731
2007–2008	308,554	63,635	1,063	59,598	432,850
2008–2009	311,039	63,282	3,543	58,950	436,814
2009–2010	309,335	62,431	6,008	58,263	436,037
2010–2011	309,749	62,324	7,545	57,439	437,057
2011–2012	308,237	62,220	11,095	57,725	439,277
2012–2013	311,029	62,424	13,934	57,994	445,381
2013–2014	314,636	62,986	15,928	58,180	451,730
2014–2015	318,040	63,108	20,104	57,843	459,095
2015–2016	319,712	63,670	25,748	58,397	467,527

*Enrollment numbers since SY 2012–2013 are for charter schools operated under the authorization of the State Public Charter School Authority. Earlier numbers are for charter schools operated under the authorization of the State Board of Education.

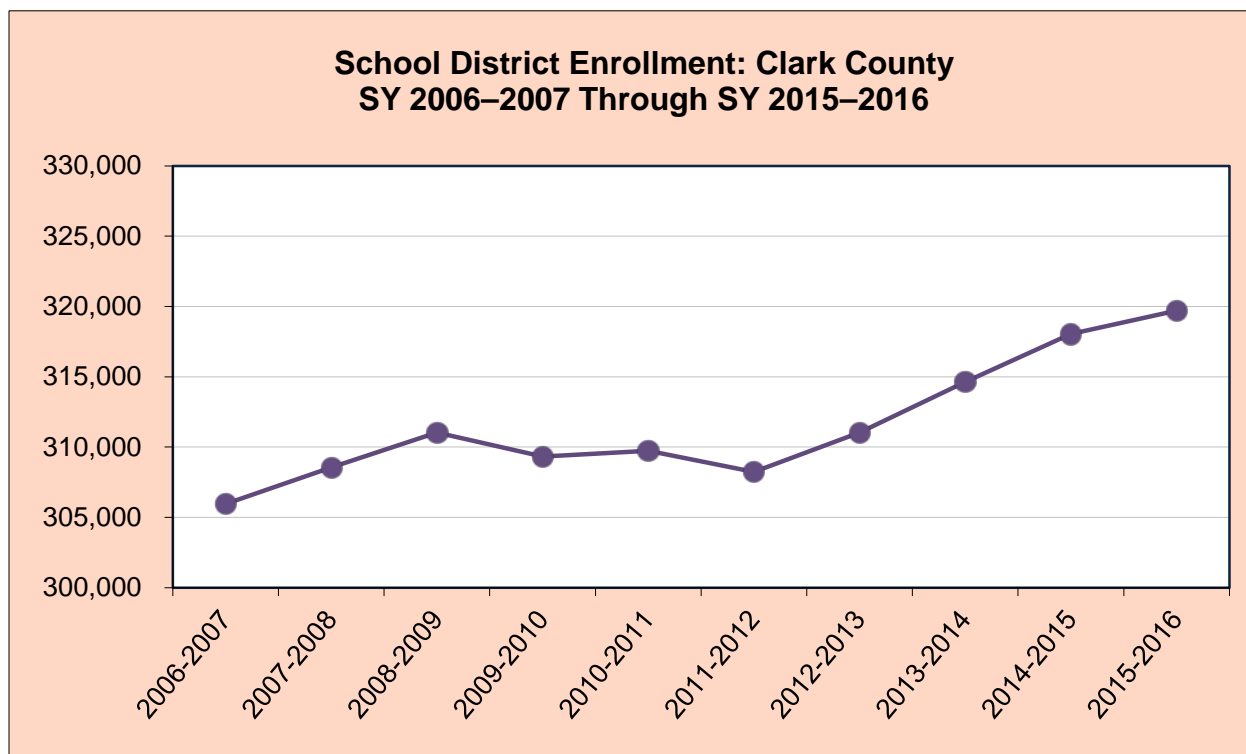
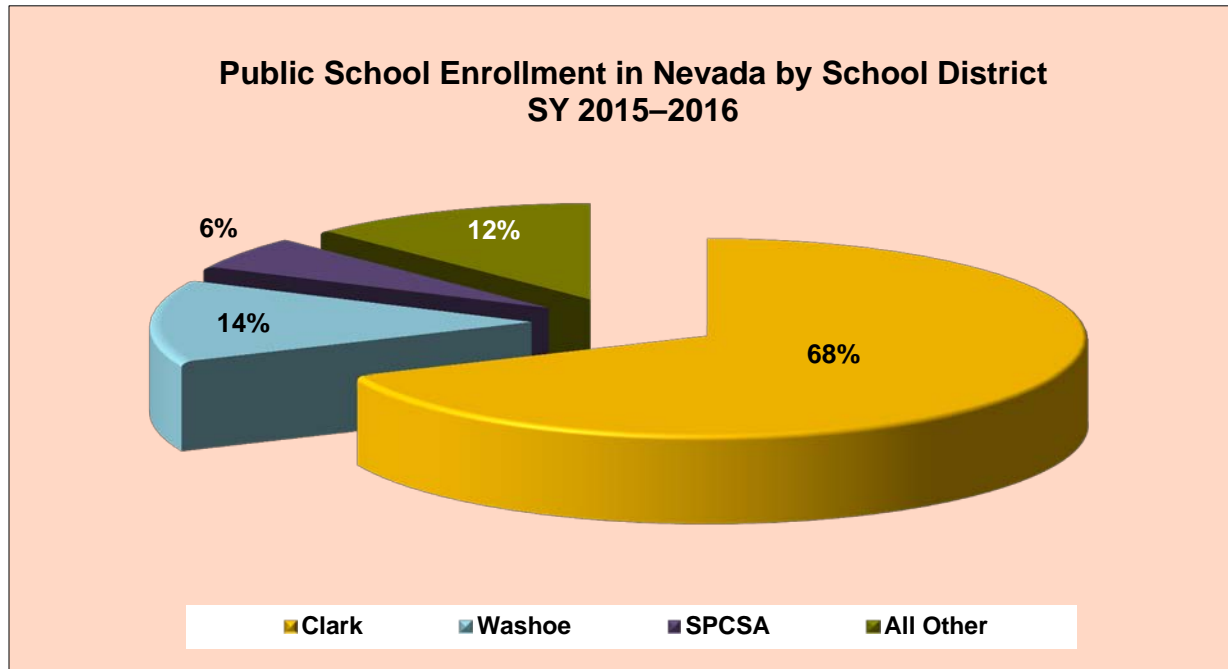
Note: The data reflected in the chart and table above contain total (full) unaudited enrollment figures for elementary and secondary public schools. Enrollment used for apportionment purposes through Fiscal Year (FY) 2016–2017 weights each kindergartener as a 0.6 student and is, therefore, a slightly lower number. Beginning FY 2017–2018, kindergarten students are weighted at 1.0. In addition, audited enrollment figures may be slightly different.

Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com/>.

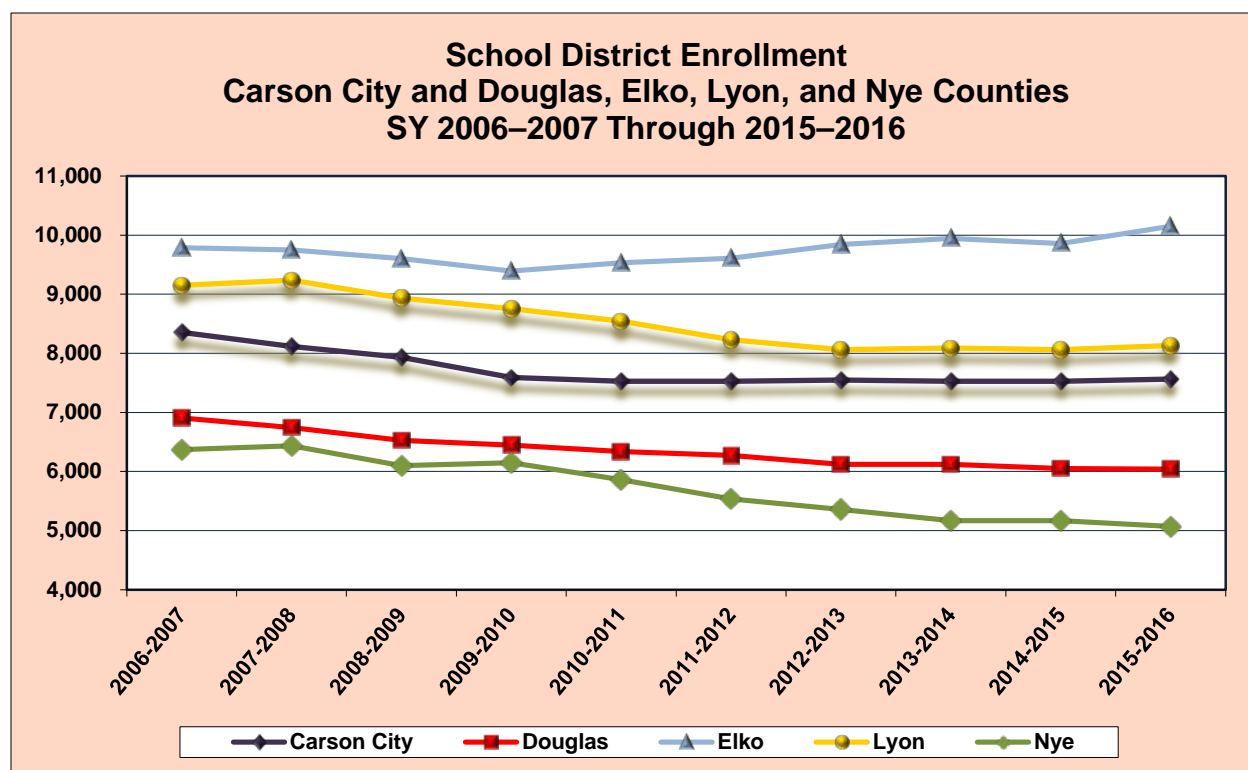
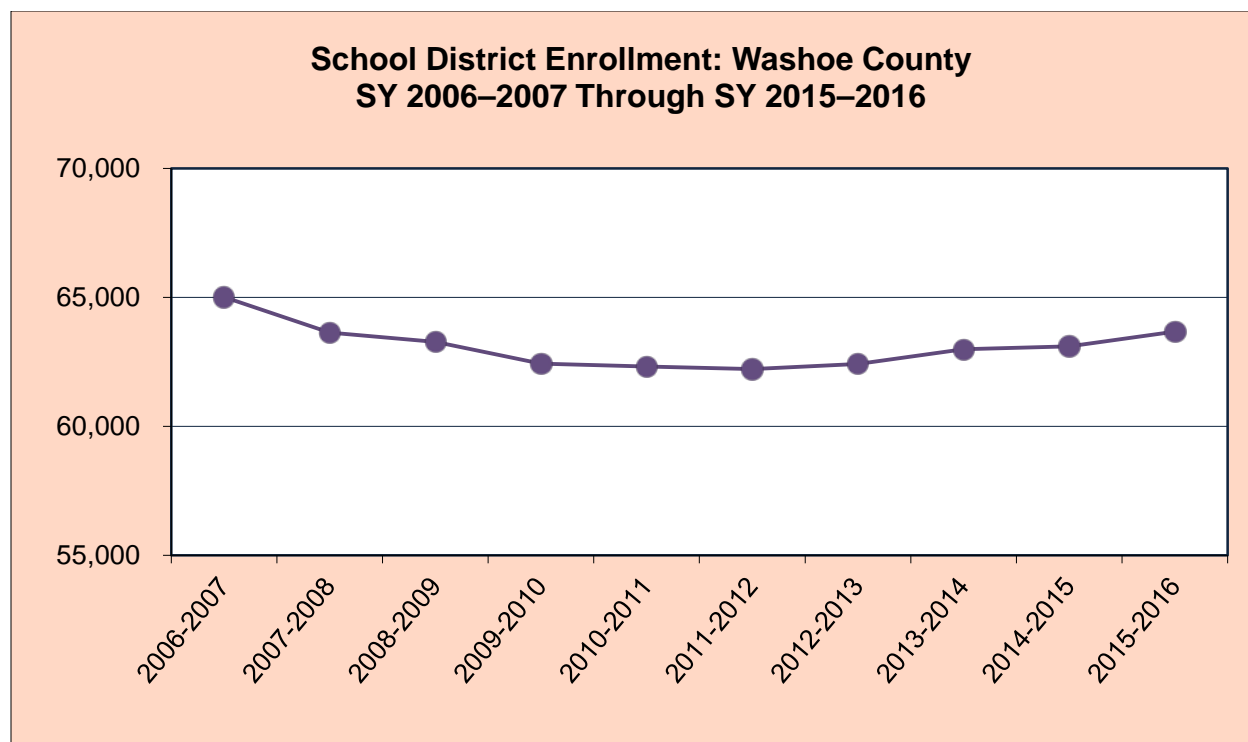
During School Year 2015–2016, the Clark County School District's school buses traveled 22.6 million miles, required more than 2,500 new tires, and used 4.2 million gallons of biodiesel fuel (pumped by district employees)!



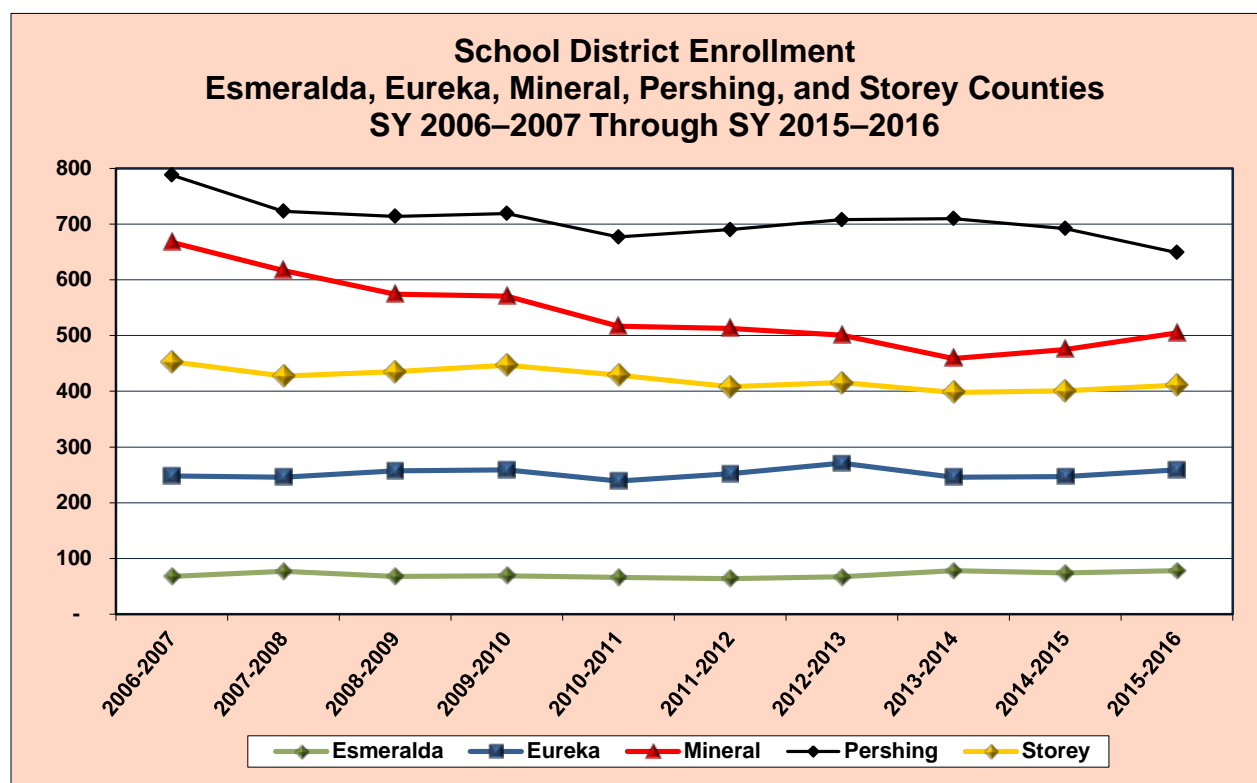
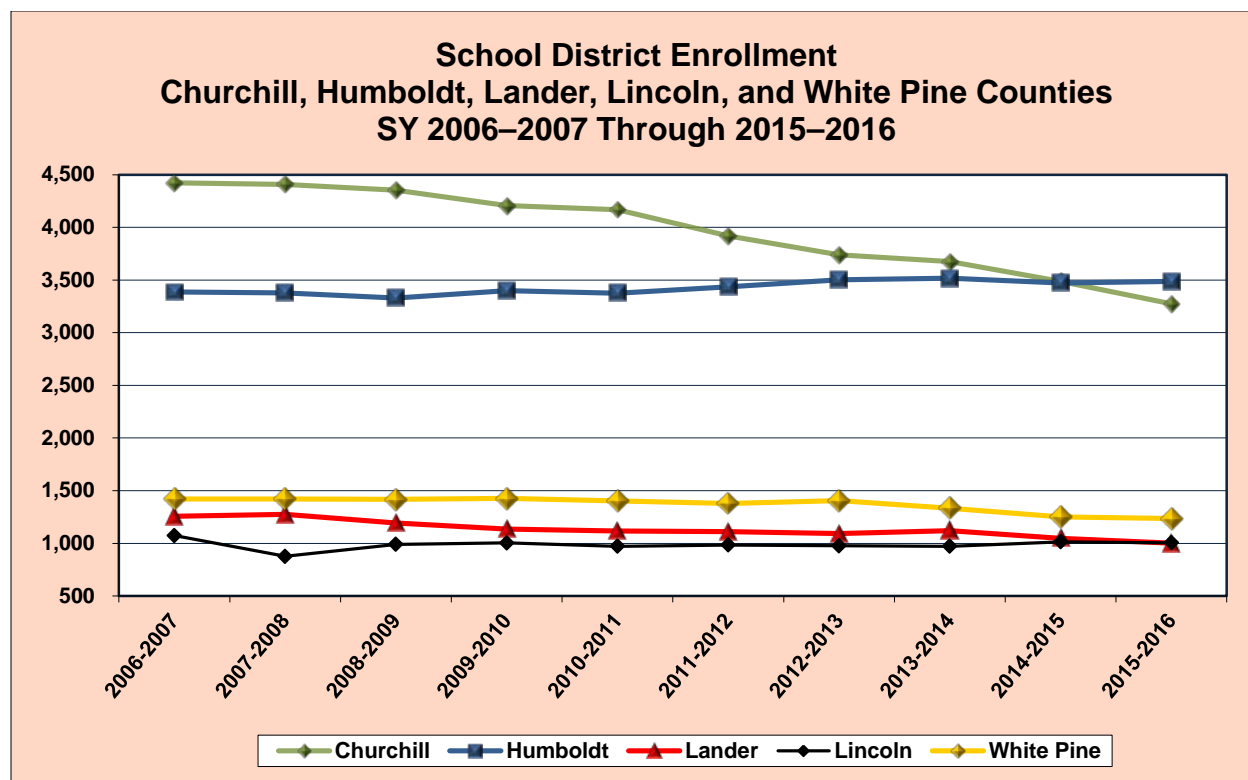
NEVADA SCHOOL DISTRICT ENROLLMENT



Source: NDE, Nevada Annual Reports of Accountability, <http://www.NevadaReportCard.com/>.



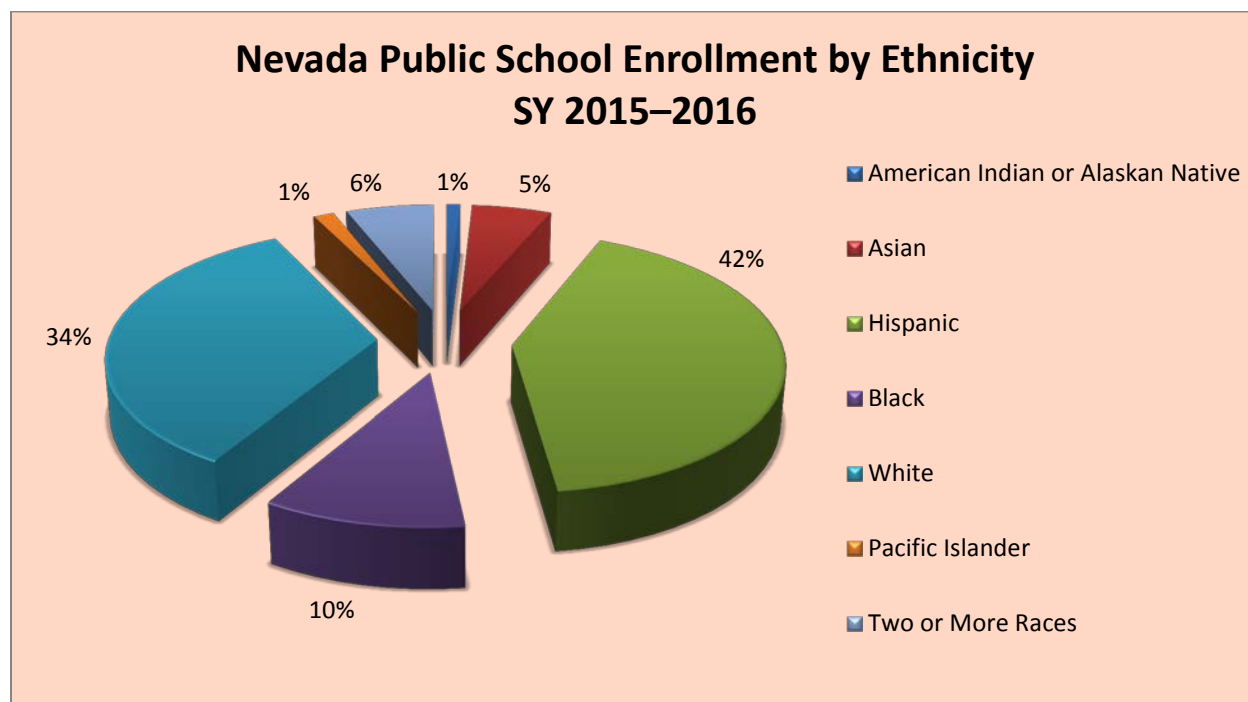
Source: NDE, Nevada Annual Reports of Accountability, <http://www.NevadaReportCard.com/>.



Source: NDE, Nevada Annual Reports of Accountability, <http://www.NevadaReportCard.com/>.

ENROLLMENT BY ETHNICITY

Across the nation, schools are experiencing a demographic shift with an increase in the number of students of color, culturally and linguistically diverse students, and students from low-income families. Nevada mirrors this national trend with a diverse student body.



Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com/>.

The National Procurement Institute, an organization that evaluates public and nonprofit agencies for organizational excellence in procurement, innovation, professionalism, e-procurement, productivity, and leadership attributes, has recognized the Washoe County School District for excellence in procurement. The district is 1 of just 6 agencies in Nevada and 1 of only 23 school districts in the United States and Canada to receive the award in 2016.



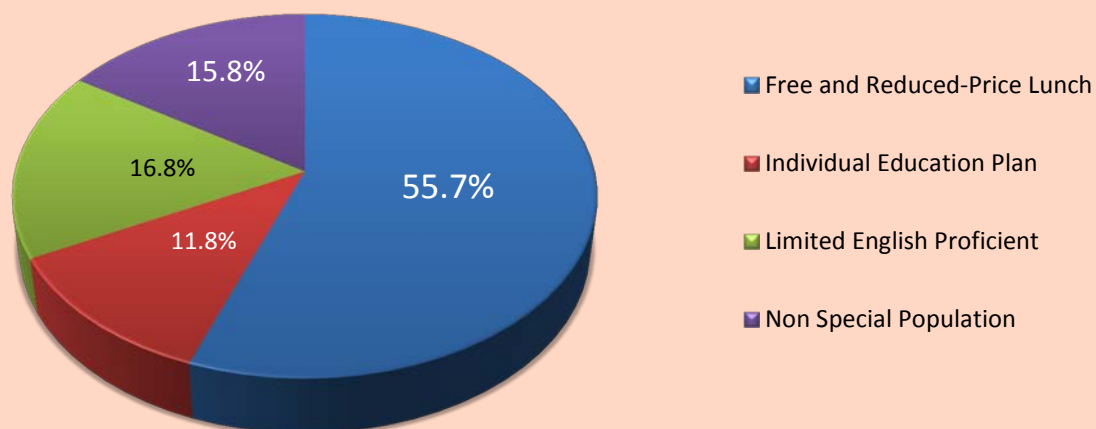
Nevada Public School Enrollment by Ethnicity School District Profiles for SY 2015–2016							
School District	American Indian or Alaskan Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races
Carson City	2.1%	1.8%	42.9%	0.7%	48.8%	0.2%	3.6%
Churchill	5.5%	1.7%	21.3%	1.5%	62.5%	0.8%	6.8%
Clark	0.4%	6.4%	45.8%	13.2%	26.3%	1.6%	6.3%
Douglas	3.4%	1.4%	20.7%	0.7%	67.5%	0.3%	5.9%
Elko	6.0%	0.8%	31.2%	1.0%	60.0%	0.6%	0.6%
Esmeralda	-	-	34.6%	-	50.0%	N/A	-
Eureka	6.6%	-	9.3%	-	82.6%	N/A	-
Humboldt	4.5%	0.8%	36.7%	-	55.0%	-	2.3%
Lander	3.7%	-	33.3%	-	59.2%	N/A	2.3%
Lincoln	1.2%	-	11.5%	8.3%	76.2%	-	1.4%
Lyon	3.7%	0.9%	25.2%	0.7%	63.4%	0.4%	5.8%
Mineral	17.8%	-	18.0%	4.6%	54.7%	-	4.2%
Nye	1.7%	1.5%	25.8%	2.8%	63.8%	1.5%	2.8%
Pershing	8.0%	-	31.4%	-	52.1%	-	7.1%
SPCSA	0.7%	6.1%	23.7%	9.0%	51.6%	1.6%	7.3%
Storey	-	-	11.2%	-	81.0%	-	3.7%
University	N/A	32.7%	-	-	56.4%	-	-
Washoe	1.6%	4.3%	39.5%	2.3%	45.3%	1.2%	5.7%
White Pine	4.5%	-	15.0%	1.1%	73.6%	-	5.1%
Statewide	1.0%	5.5%	41.7%	10.5%	34.0%	1.4%	6.0%

Note: This data includes the State Public Charter School Authority and the Davidson Academy of Nevada. “N/A” indicates that the population was not present, and “-” indicates that the data was not presented for groups with populations of ten or fewer.

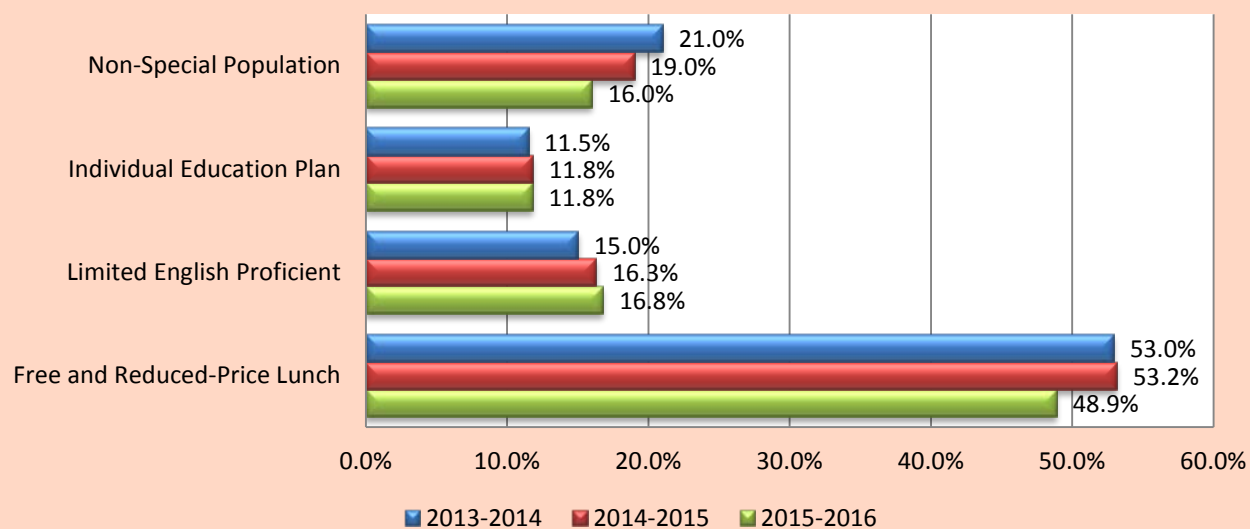
Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

ENROLLMENT BY SPECIAL POPULATIONS

**Percentage of Students by Special Population
SY 2015–2016**

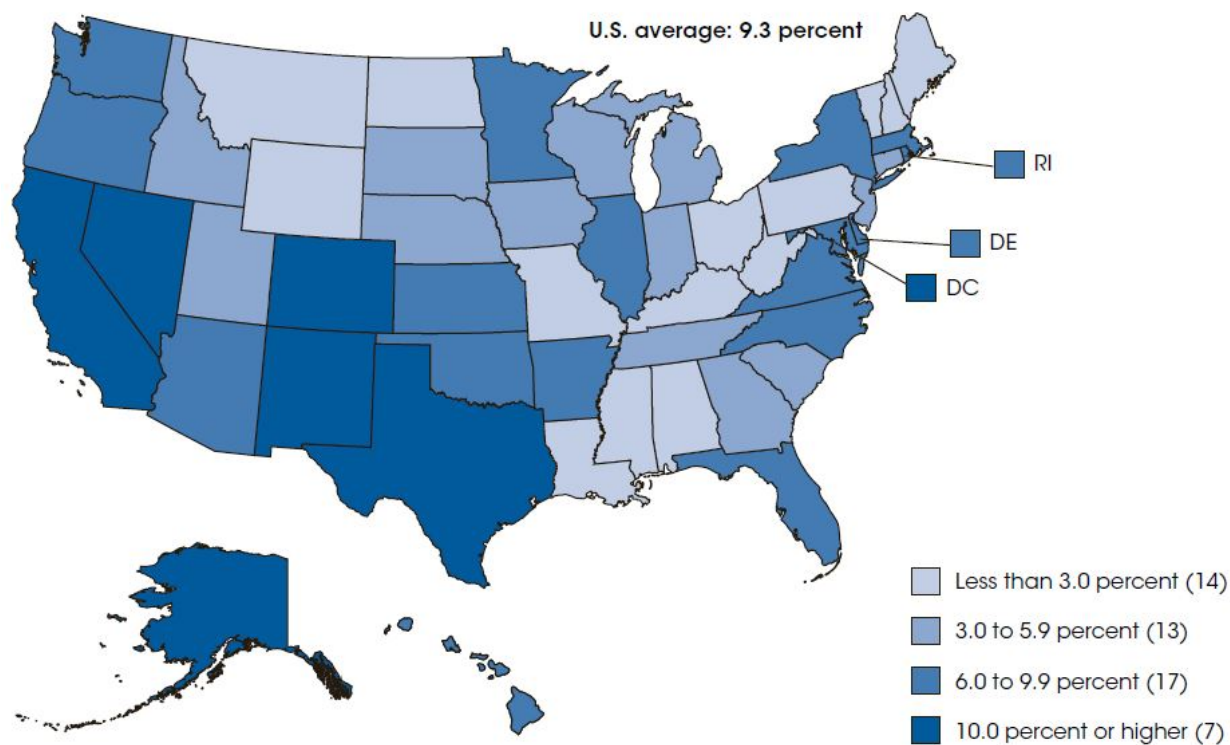


**Number of Special Populations Students as a
Percentage of Total Nevada Enrollment
SY 2013–2014 Through SY 2015–2016**



Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

**Percentage of Public School Students Who Are
English Learners (ELs) by State
SY 2013–2014**



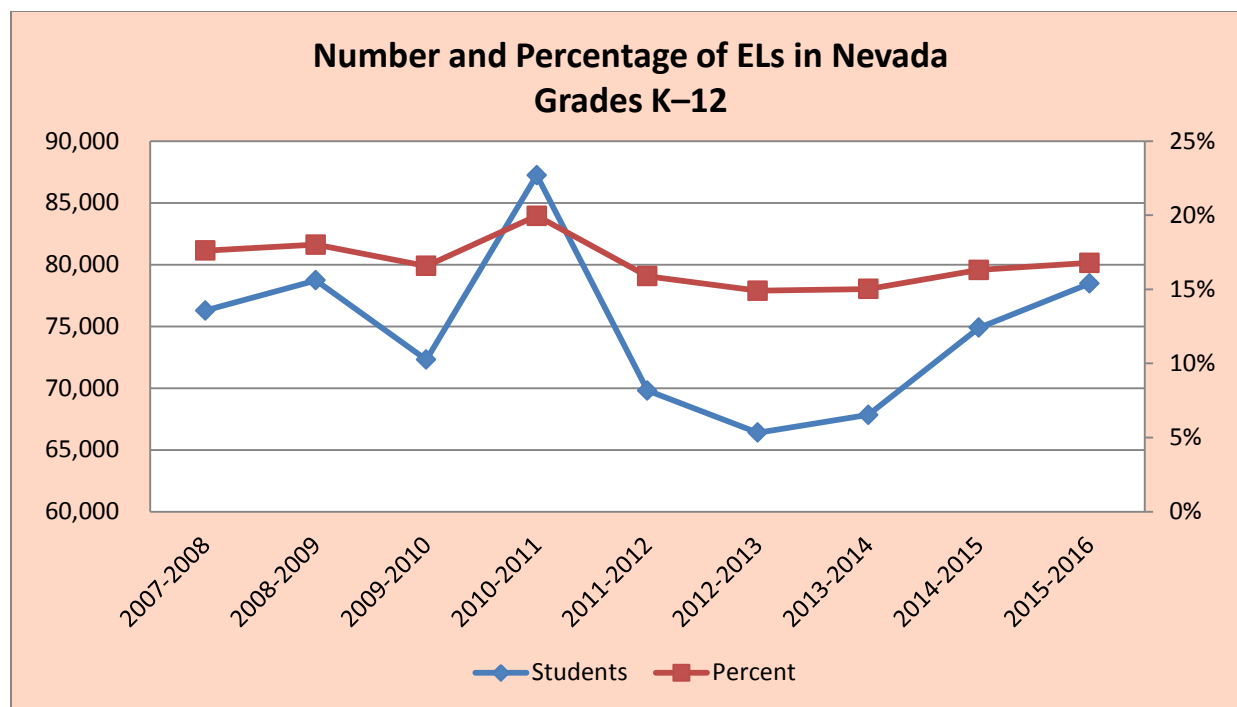
Source: U.S. Department of Education, NCES, *The Condition of Education 2016* (NCES 2016-144), May 2016, p. 92.

EL Enrollment

Percentage of EL Students

Description: The percentage of students served in programs of language assistance, such as English as a second language, high-intensity language training, and bilingual education.

Definition: An EL is defined as an individual who was not born in the United States and whose native language is a language other than English; who comes from an environment where a language other than English is dominant; or who is an American Indian or Alaska Native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency.



Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

EL Proficiency in Nevada

There is a balance to be pursued between increasing the rate of students reaching English language proficiency and ensuring a secure foundation for students being exited from language support services, which should allow for a depth of comprehension of language. A student may be able to read a selection but not have full comprehension of the selection. This quality or depth of language foundation requires time for students to acquire language and develop proficiency.

Despite changing factors in recent years, NDE has successfully reached a target of approximately 15 percent of ELs reaching proficiency annually. Proficiency for ELs is assessed through the administration of the WIDA ACCESS Proficiency Test (W-APT). Data for SY 2015–2016 will serve as a baseline, as over the past 5 years significant changes have occurred and may skew the data making trend inferences unreliable. Recent changes include:

1. Changes in the assessment used;
2. Declining and then increasing EL student counts;
3. Changes in the testing window; and
4. Changes in the assessment format from paper and pencil to online.

District	EL Students Meeting Proficiency			
	SY 2014–2015		SY 2015–2016	
	# Proficient	% Proficient	# Proficient	% Proficient
Carson City	182	13.2%	335	24.3%
Churchill	17	6.2%	41	16.3%
Clark	6,254	10.5%	8,940	14.3%
Douglas	40	12.0%	68	19.7%
Elko	97	8.7%	181	16.0%
Esmeralda	1	7.7%	5	29.4%
Eureka	4	**	2	20.0%
Humboldt	18	3.9%	103	21.1%
Lander	7	7.5%	21	21.0%
Lincoln	0	0%	1	7.7%
Lyon	72	13.7%	118	22.7%
Mineral	0	0%	2	3.3%
Nye	44	12.0%	55	15.5%
Pershing	2	4.3%	12	21.8%
State Charter	120	15.3%	365	26.5%
Storey	**	**	1	100.0%
Washoe	1,122	10.7%	1,766	15.3%
White Pine	4	12.1%	4	11.8%
STATE TOTAL	7,984	10.6%	12,020	15.0%

**Insufficient total population of students in this category to allow performance data to be reported.

Source: NDE.

Students With Disabilities Enrollment

Percentage of Students With Disabilities

Description: The percentage of students participating in an Individual Education Program (IEP) and designated as special education students under the Individuals with Disabilities Education Act.

Definition: An IEP includes: (1) a statement of the child's present levels of education performance; (2) a statement of annual goals, including short-term instructional objectives; (3) a statement of specific education services to be provided and the extent to which the child will be able to participate in regular education programs; (4) a projected date for initiation and anticipated duration of services; and (5) appropriate objectives, criteria, and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

Students With Disabilities Percentage of Total Enrollment: PK-12 SY 2013-2014



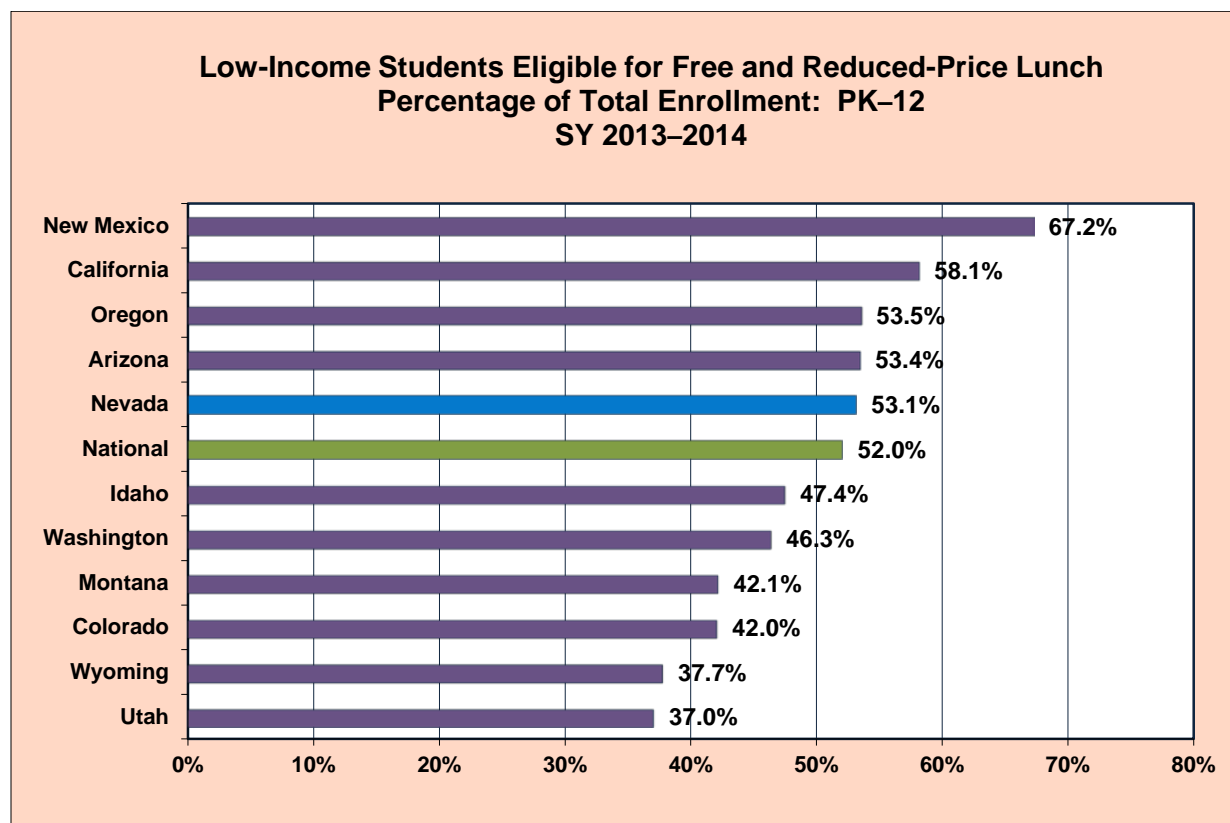
Source: U.S. Department of Education, NCES, *Digest of Education Statistics*, Table 204.70, "Number and percentage of children served under Individuals with Disabilities Education Act (IDEA), Part B, by age group and state or jurisdiction: Selected years, 1990-91 through 2013-14," October 2016.

Low-Income Students Enrollment

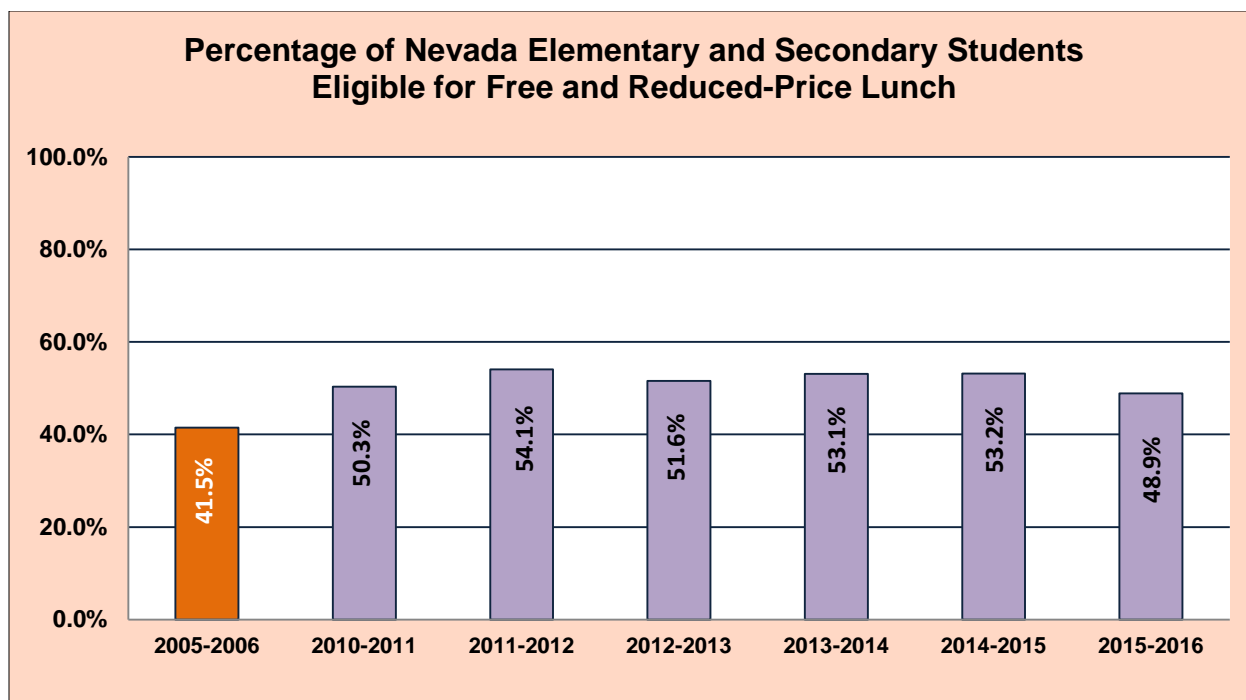
Percentage of Low-Income Students

Description: The percentage of students who are eligible for the Free and Reduced-Price Lunch Program under the National School Lunch Act.

Definition: The Free and Reduced-Price Lunch Program under the National School Lunch Act provides cash subsidies to students based upon family size and income. Many states, including the State of Nevada, use this statistic as an estimate of the portion of the student population that is economically disadvantaged.



Source: U.S. Department of Education, NCES, *Digest of Education Statistics*, Table 204.10, “Number and percentage of public school students eligible for free or reduced-price lunch, by state: Selected years, 2000-01 through 2013-14,” October 2016.

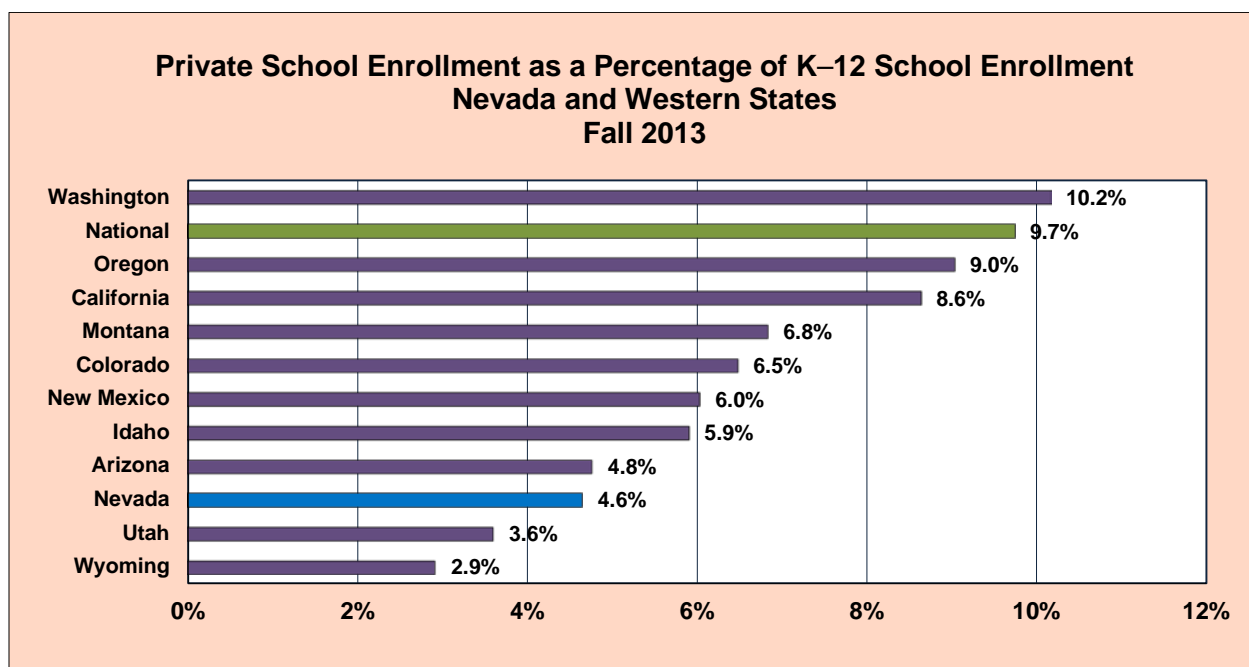


Sources: U.S. Department of Education, NCES, *Digest of Education Statistics*, Table 204.10, “Number and percentage of public school students eligible for free or reduced-price lunch, by state: Selected years, 2000-01 through 2013-14,” October 2016; and NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

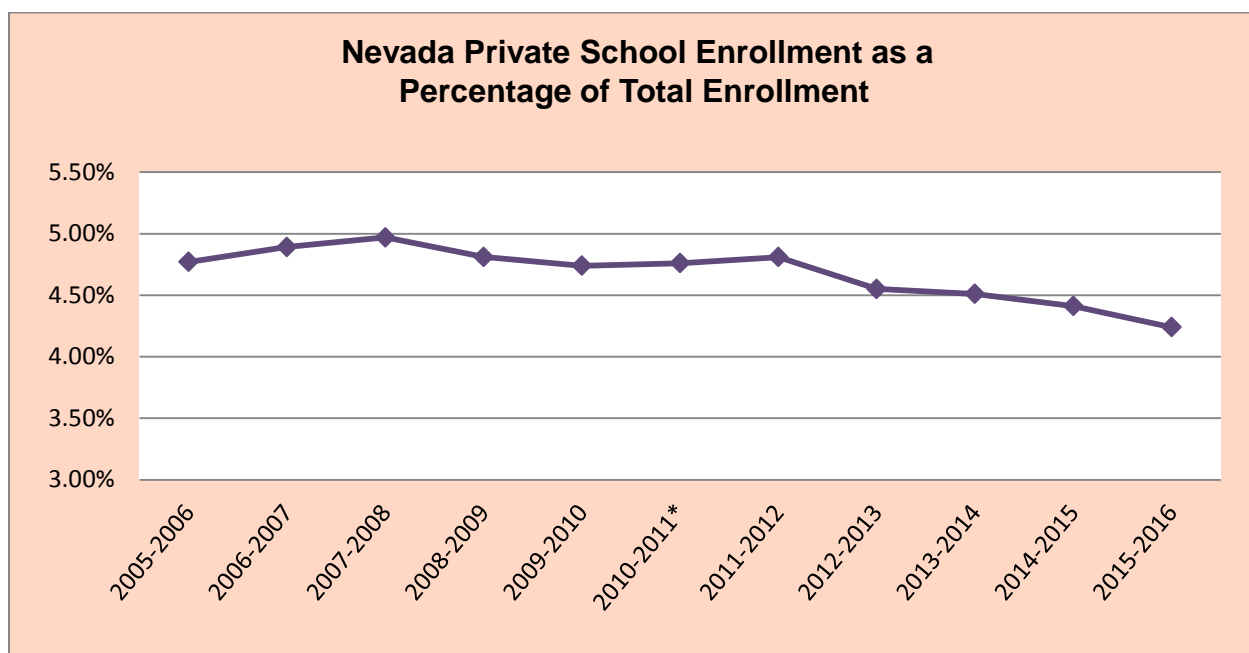
On January 2, 2017, the Foothill High School marching band and color guard became the first Clark County School District program chosen to take part in the Rose Parade.



PRIVATE SCHOOL ENROLLMENT

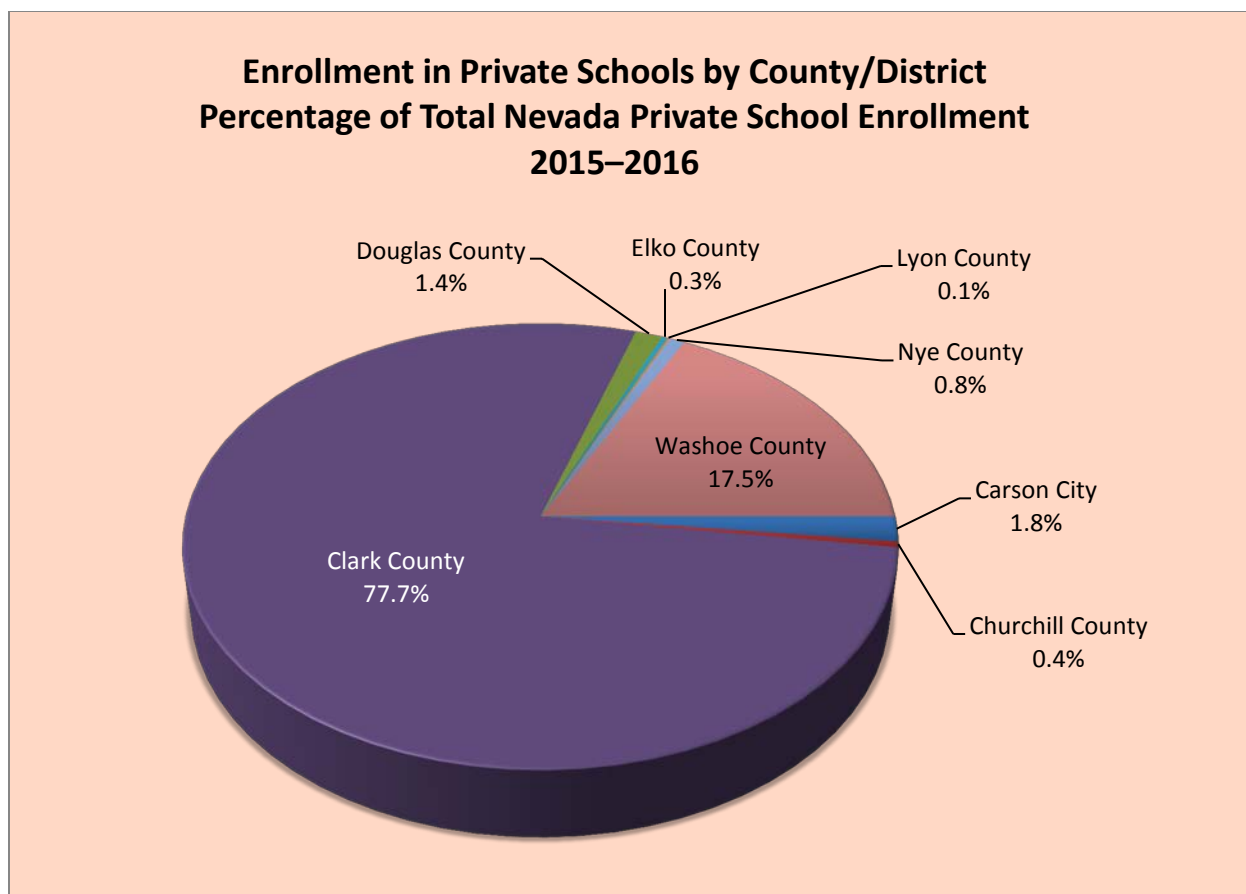


Source: U.S. Department of Education, NCES, *Digest of Education Statistics*, Table 203.40, “Enrollment in public elementary and secondary schools, by level, grade, and state or jurisdiction: Fall 2013,” and Table 205.80, “Private elementary and secondary schools, enrollment, teachers, and high school graduates, by state: Selected years, 2003 through 2013,” October 2016.



*Data for SY 2010–2011 is incomplete and is reflected here as an average of SY 2009–2010 and SY 2011–2012.

Source: NDE.



Source: NDE.

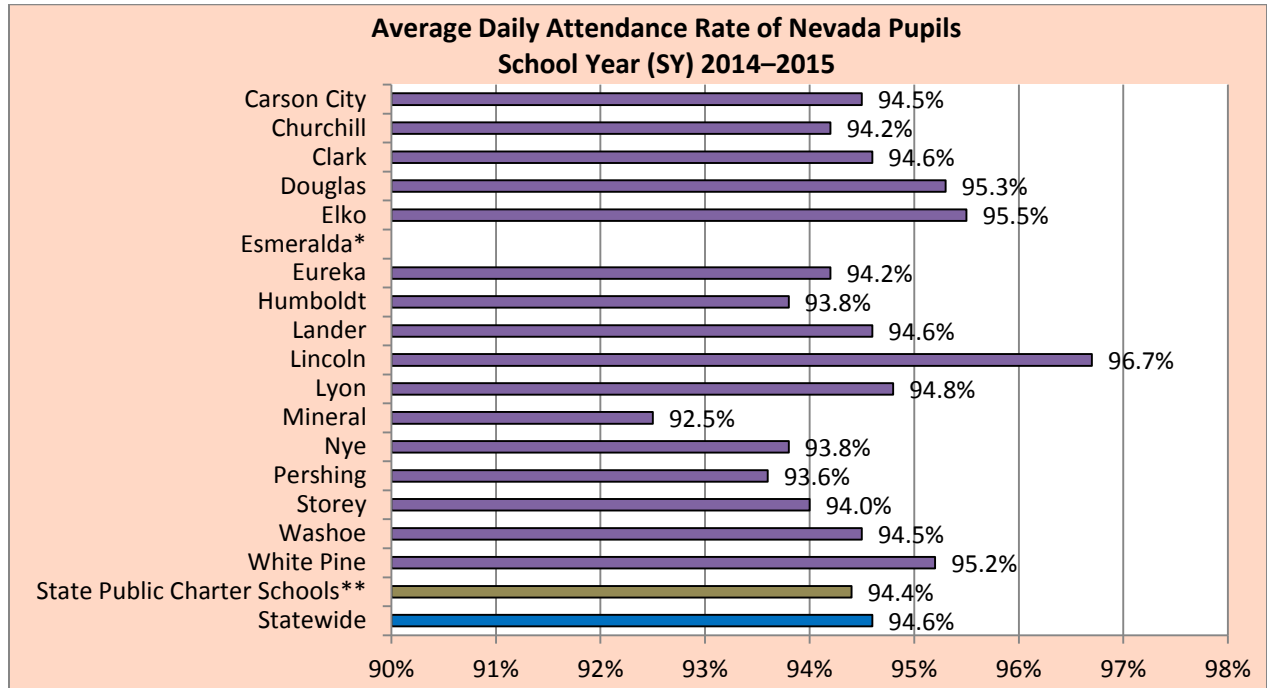
The Washoe County School District Class of 2015 set a new graduation record during SY 2014–2015, as the graduation rate rose to 75 percent—an increase of 2 percentage points over 2014. In all, 3,467 students crossed the graduation stage to receive their diplomas in Washoe County in 2015.



4

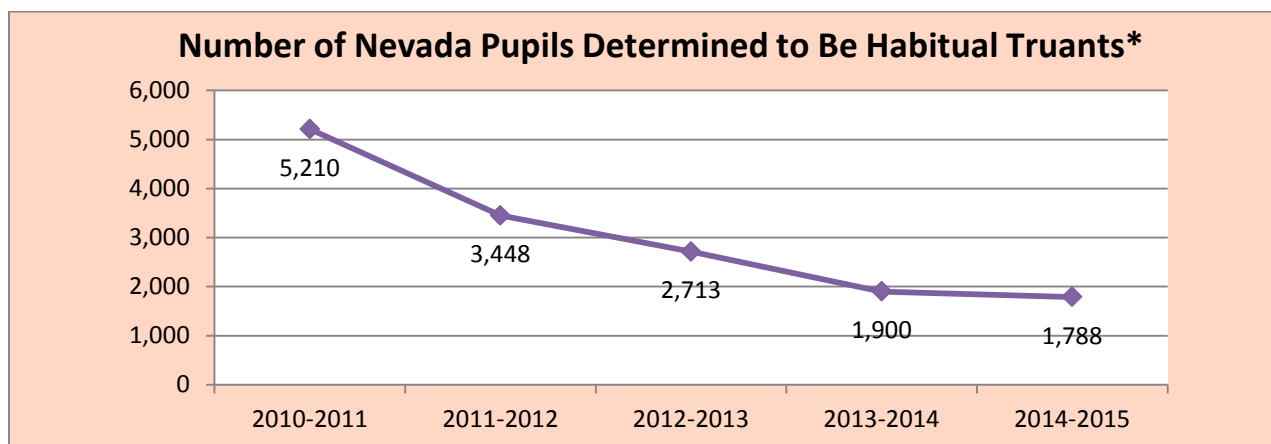
Student Performance Measures Attendance, Credit Attainment, Graduation Rates, and Dropout Rates

STUDENT ATTENDANCE



*Data not available.

**Public charter schools sponsored by the State Public Charter School Authority.



*Habitual Truant: Any child who has been declared truant three or more times within one school year (*Nevada Revised Statutes* 392.140).

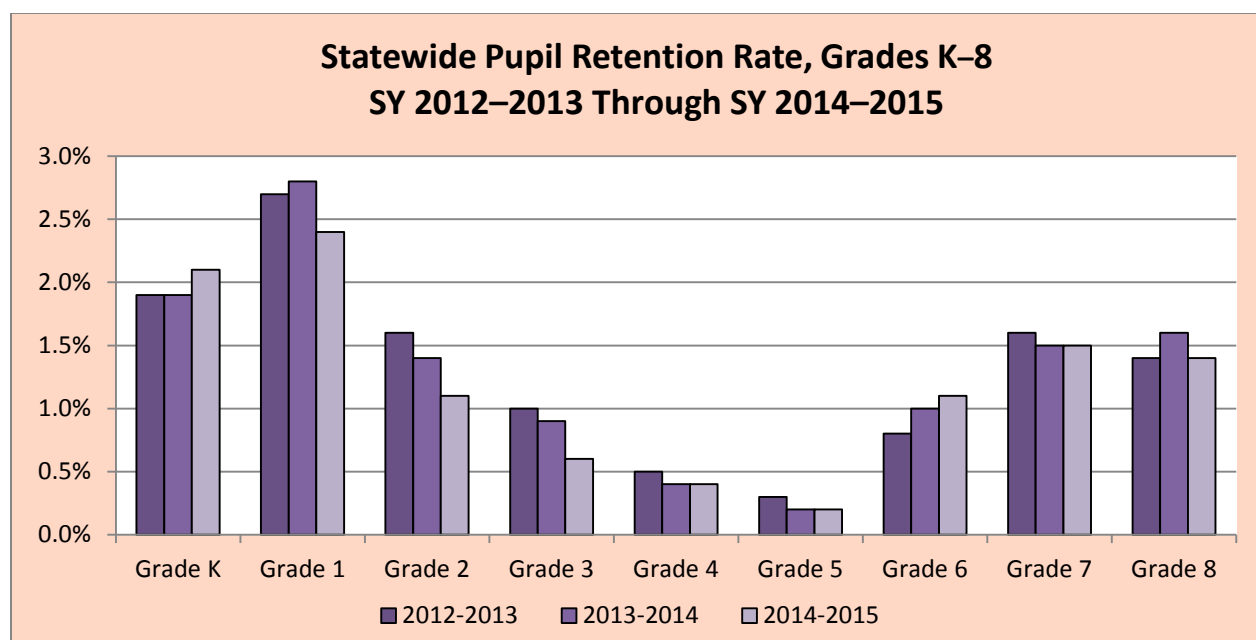
Source: Nevada's Department of Education (NDE), *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

STUDENT RETENTION

Students who are unable to read proficiently by the end of third grade are four times more likely to leave school without a diploma when compared to proficient readers, according to *Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation*, a 2012 report published by the Annie E. Casey Foundation. The study also shows poverty has a powerful influence on graduation rates. The combination of living in poverty and failing to read proficiently by the end of third grade further increases the likelihood that a child will not graduate from high school.

The 2015 Legislature approved funding for certain educational programs intended to improve student reading and ultimately increase graduation rates. Programs including Read by Grade 3, Zoom Schools, and Victory Schools are designed to improve students' reading and overall academic achievement. The Zoom Schools program provides services for English learners (ELs); the Victory Schools program focuses services on students in high poverty areas of Nevada; and the Read by Grade 3 program focuses on all other students' reading proficiency in grades kindergarten through third grade. These programs help districts implement reading centers, hire literacy coaches, and provide wraparound services.

While the Read by Grade 3 program provides support to improve student reading, it also requires students who are not reading at the appropriate level by the end of third grade to be retained, unless there is a good cause exemption. As a result, an increase in retention is expected, especially in grade 3, until reading programs are fully implemented and students have the full benefit of the interventions provided.

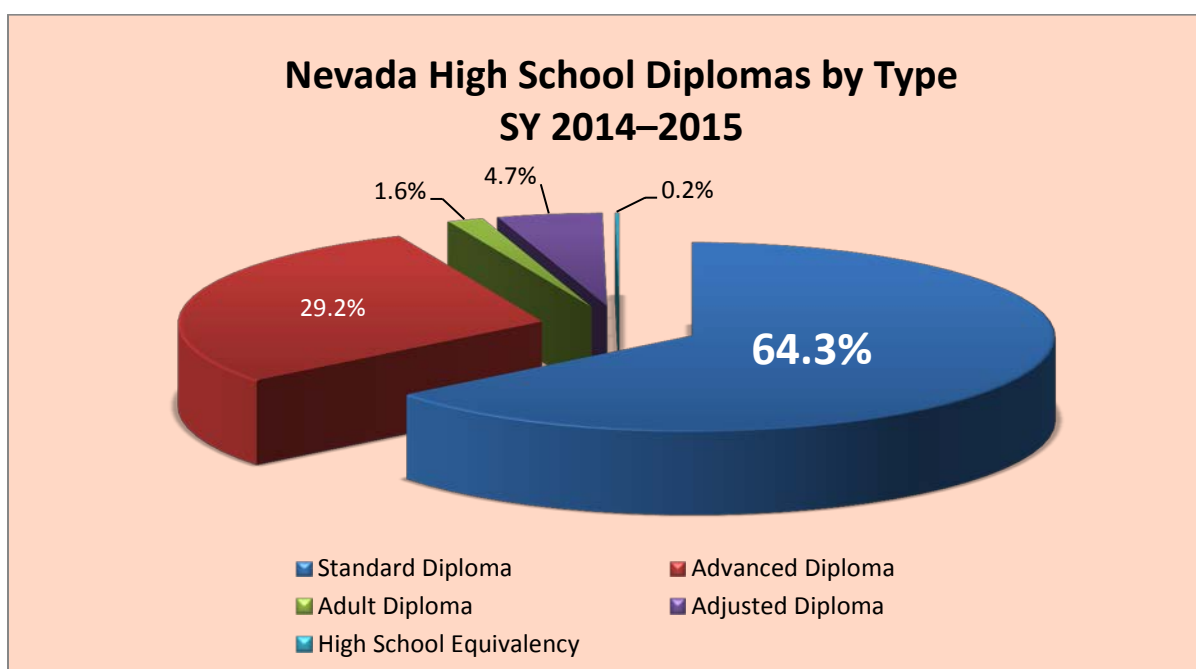


Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

Statewide Pupil Retention Rate, Grades K–8			
	2012–2013	2013–2014	2014–2015
Grade K	1.9%	1.9%	2.1%
Grade 1	2.7%	2.8%	2.4%
Grade 2	1.6%	1.4%	1.1%
Grade 3	1.0%	0.9%	0.6%
Grade 4	0.5%	0.4%	0.4%
Grade 5	0.3%	0.2%	0.2%
Grade 6	0.8%	1.0%	1.1%
Grade 7	1.6%	1.5%	1.5%
Grade 8	1.4%	1.6%	1.4%

Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

HIGH SCHOOL DIPLOMAS



Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

**Statewide Percentage of High School Diplomas by Type
SY 2005–2006 Through SY 2014–2015**

	Standard Diploma	Advanced Diploma	Adult Diploma*	Adjusted Diploma	High School Equivalency**	Certificate of Attendance***
2014–2015	64.3%	29.2%	1.6%	4.7%	0.2%	0.0%
2013–2014	64.6%	28.4%	2.0%	4.6%	0.3%	0.1%
2012–2013	62.8%	27.2%	0.3%	4.8%	N/A	4.9%
2011–2012	62.1%	26.3%	0.4%	5.1%	N/A	6.1%
2010–2011	63.0%	25.8%	0.4%	5.5%	N/A	5.3%
2009–2010	72.3%	16.7%	0.4%	5.2%	N/A	5.5%
2008–2009	71.0%	17.6%	0.3%	6.0%	N/A	5.1%
2007–2008	63.5%	24.6%	0.5%	6.2%	N/A	5.2%
2006–2007	62.2%	24.8%	0.3%	6.6%	N/A	6.1%
2005–2006	62.9%	25.0%	0.5%	6.6%	N/A	5.0%

*Advanced Diploma: Adult diplomas issued to twelfth grade students enrolled in a program of alternative education are included in these figures.

**High School Equivalency (HSE): This test provides adults with the opportunity to earn the Nevada Certificate of High School Equivalency, which is widely recognized as the equivalent of a high school diploma. The data for HSE was previously included with Certificates of Attendance, which have since been eliminated.

***Certificates of Attendance: These certificates were discontinued beginning in SY 2014–2015.

Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

CREDIT DEFICIENCIES

Statewide Percentage of Pupils Who Are Credit Deficient by Class				
	2011–2012	2012–2013	2013–2014	2014–2015
Freshman	0.6%	0.5%	0.7%	0.8%
Sophomore	17.4%	21.4%	14.0%	11.8%
Junior	24.1%	21.7%	19.2%	16.6%
Senior	21.9%	22.5%	21.1%	18.2%

Note: *Nevada Administrative Code* (NAC) 389.659 provides the units of credit or semesters required for promotion to the next grade.

Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

STANDARD DIPLOMA GRADUATION REQUIREMENTS, GRADUATION RATES, AND DROPOUT RATES

The tables on pages 39 and 40 show credit requirements for graduation, End of Course (EOC) examination requirements, and graduation rates for each of the 50 states and the District of Columbia.

Credit Requirements for Graduation

The number of credits required for high school graduation varies by state. Texas has the highest requirement at 26 credits. Twelve states and the District of Columbia require 24 credits for graduation. These include Alabama, Florida, Hawaii, Louisiana, Mississippi, Missouri, New Jersey, New Mexico, Oregon, South Carolina, Utah, and West Virginia. At the other end of the spectrum, California, Wisconsin, and Wyoming require 13 credits to graduate. Currently, Nevada requires at least 22.5 credits, with a minimum of 4 credits in English language arts, 3 credits in mathematics, 2 credits in social studies, and 2 credits in science. An advanced diploma in Nevada requires 24 credits with additional credits in math, science, and social studies. A grade point average of 3.25 on a 4.0 grading scale must be maintained for all units of credit applicable toward graduation.

Sources: United States Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2015*, Table 234.30; and NAC 389.663 and 389.664.

EOC Examinations and the College and Career Readiness Assessment

Seniors in the Class of 2016 are the last Nevada students required to pass the High School Proficiency Examination for graduation. Beginning with the Class of 2017, students will be required to take an EOC examination in certain English and mathematics courses (reading, writing, Algebra I, Geometry, and Integrated Math). The Class of 2019 will be the first class required to receive a passing score on the EOC examinations to graduate. According to the Education Commission of the States (ECS), 13 states require students in grades 9 through 12 to pass one or more EOC examinations. These include Florida, Indiana, Louisiana, Maryland, Massachusetts, Mississippi, Nevada, New York, Oklahoma, Pennsylvania, Texas, Virginia, and Washington.

In addition to EOC examinations, beginning with SY 2014–2015, students in grade 11 must take the State Board of Education approved college and career readiness assessment, which is currently the ACT®. Although each student must take the examination, the results are not used to determine whether a student will receive a standard high school diploma. As of August 2016, 20 states, including Nevada, have partnered with ACT to administer this exam to all students.

Sources: NDE, *2015–2016 Nevada High School Graduation Requirements* pamphlet; Education Commission of the States, response to information request, End-of-Course Assessments, February 2016; and ACT, *The Condition of College and Career Readiness 2016*, August 2016.

Graduation Rates

As required by the U.S. Department of Education, Nevada uses the Adjusted Cohort Graduation Rate (ACGR) to report high school graduation rates. The ACGR is the rate at which ninth graders graduate by the end of the twelfth grade; that is, the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. Although all 50 states report graduation rates using this formula, states award different types of high school diplomas to their students, and graduation requirements vary considerably from state to state.

According to the National Center for Education Statistics, U.S. Department of Education, an estimated 82 percent of all public school students in the nation graduated from high school with a regular diploma in SY 2013–2014; that is, four out of five students in the U.S. received a regular diploma within four years of starting ninth grade for the first time. In Nevada, the graduation rate is 70 percent, which is significantly lower than the national average.

When reviewing national graduation rates by ethnicity, significant disparities persist. In SY 2013–2014, the four-year ACGR among American Indian/Alaska Native, Black, and Hispanic students was below the national average at 70, 73, and 76 percent, respectively. The ACGR among White and Asian/Pacific Islander students was above the national average at 87 and 89 percent, respectively. A similar trend is evident in Nevada's graduation rates.

National leaders in high school graduation are Iowa (91 percent), Nebraska (90 percent), New Jersey (89 percent), and Wisconsin (89 percent). In contrast, the graduation rate falls at or below 70 percent in **Nevada (70 percent)**, New Mexico (69 percent), and the District of Columbia (61 percent).

More recent state-level data shows that Nevada's graduation rate increased from 62 percent in SY 2011–2012 to 71 percent in SY 2014–2015. Of Nevada's 17 school districts, 11 improved their graduation rates in from SY 2014 to SY 2015.

Sources: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2015*, Table 219.46; U.S. Department of Education, *The Condition of Education*, "Public High School Graduation Rates," May 2016; and NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

Nevada had the most improved high school graduation rate among all states for the period 2011 through 2013.



Dropout Rates

The national reported dropout rate is the Event Dropout Rate (EDR), which presents the proportion of students who leave high school each year without earning a high school diploma or its equivalent; this rate is also referred to as an annual dropout rate. The EDR shown for grades 9 through 12 for each jurisdiction is calculated by dividing the number of students who drop out of these grades by the number of students who enrolled in these grades at the beginning of the school year. For SY 2013–2014, Nevada’s statewide dropout rate for grades 9 through 12 is 3.5 percent. For SY 2014–2015, the rate is 3.6 percent. Recent EDR data at a national level is not available after SY 2011–2012. Information concerning what constitutes a dropout is contained in NAC 387.215.

	GRADUATION RATE	STANDARD HIGH SCHOOL GRADUATION REQUIREMENTS					END OF COURSE EXAM	COLLEGE & CAREER READINESS: THE ACT
	SY 2013–2014	TOTAL CREDITS	ENGLISH	SOCIAL STUDIES	SCIENCE	MATH	YES/NO	YES/NO
ALABAMA	86	24	4	4	4	4	NO	YES
ALASKA	71	21	4	3	2	2	NO	YES
ARIZONA	76	22	4	3	3	4	NO	NO
ARKANSAS	87	22	4	3	3	4	NO	YES
CALIFORNIA	81	13	3	3	2	2	NO	NO
COLORADO	77	ESTABLISHED BY LOCAL BOARDS					NO	YES
CONNECTICUT	87	20	4	3	2	3	NO	NO
DELAWARE	87	22	4	3	3	4	NO	NO
DISTRICT OF COLUMBIA	61	24	4	4	4	4	NO	NO
FLORIDA	76	24	4	3	3	4	YES	NO
GEORGIA	73	23	4	3	4	4	NO	NO
HAWAII	82	24	4	4	3	3	NO	YES
IDAHO	77	23	4.5	2.5	3	3	NO	NO
ILLINOIS	86	16	4	2	2	3	NO	YES
INDIANA	88	20	4	3	3	3	YES	NO
IOWA	91	14	4	3	3	3	NO	NO
KANSAS	86	21	4	3	3	3	NO	NO
KENTUCKY	88	22	4	3	3	3	NO	YES
LOUISIANA	75	24	4	4	4	4	YES	YES
MAINE	87	16	4	2	2	2	NO	NO
MARYLAND	86	21	4	3	3	3	YES	NO
MASSACHUSETTS	86	ESTABLISHED BY LOCAL BOARDS					YES	NO
MICHIGAN	79	16	4	3	3	4	NO	NO
MINNESOTA	81	21.5	4	3.5	3	3	NO	YES
MISSISSIPPI	78	24	4	4	4	4	YES	YES
MISSOURI	87	24	4	3	3	3	NO	YES
MONTANA	85	20	4	2	2	2	NO	YES
NEBRASKA	90	200 CREDITS—EXPRESSED IN SEMESTER CREDITS INSTEAD OF CARNEGIE UNITS					NO	NO

Chapter 4

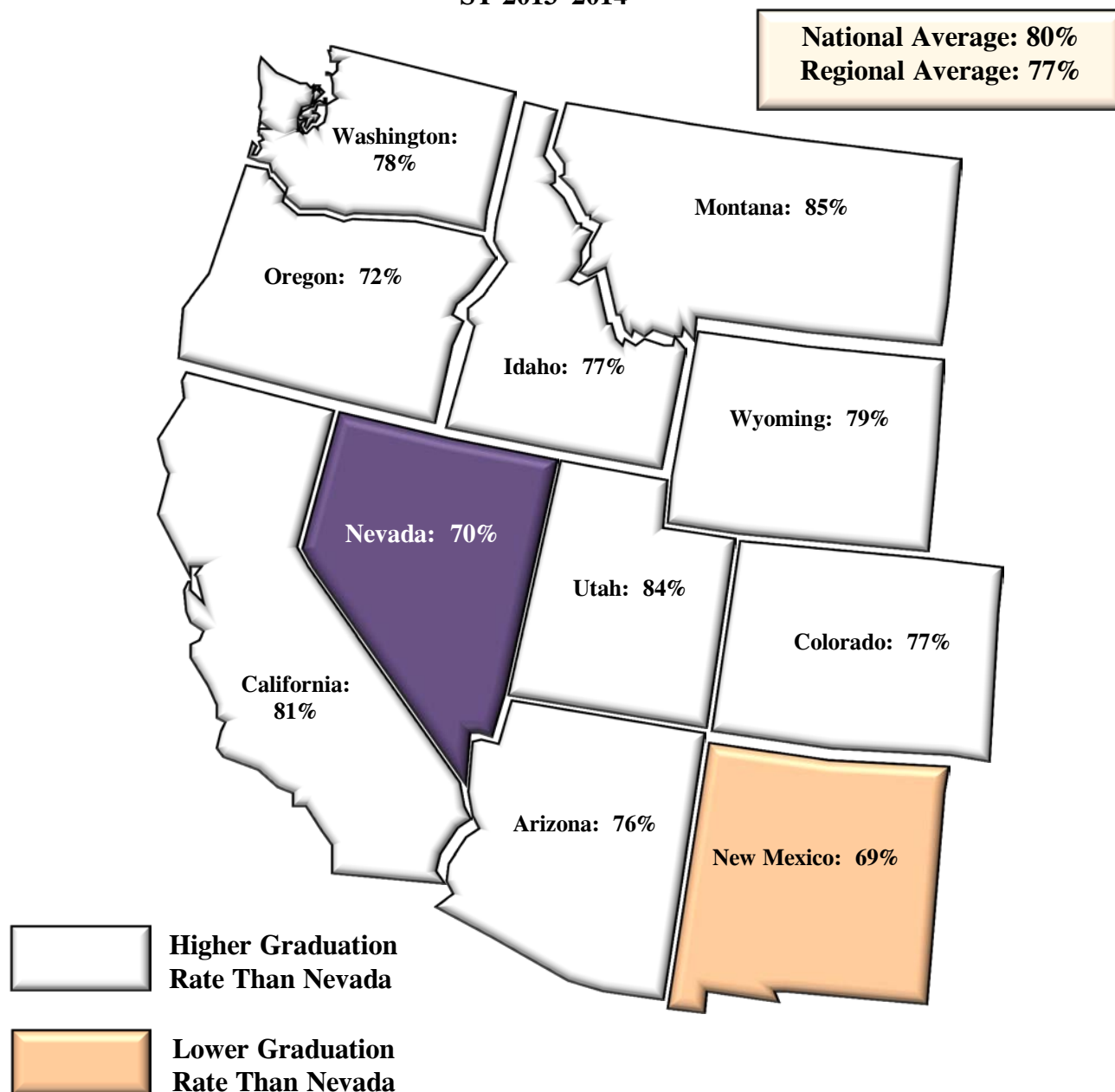
	GRADUATION RATE	STANDARD HIGH SCHOOL GRADUATION REQUIREMENTS					END OF COURSE EXAM	COLLEGE & CAREER READINESS: THE ACT
	SY 2013–2014	TOTAL CREDITS	ENGLISH	SOCIAL STUDIES	SCIENCE	MATH	YES/NO	YES/NO
NEVADA	70	22.5	4	2	2	3	YES	YES
NEW HAMPSHIRE	88	20	4	2.5	2	3	NO	NO
NEW JERSEY	89	24	4	3	3	3	NO	NO
NEW MEXICO	69	24	4	3.5	3	4	NO	NO
NEW YORK	78	22	4	4	3	3	YES	NO
NORTH CAROLINA	84	21	4	3	3	4	NO	YES
NORTH DAKOTA	87	22	4	3	3	3	NO	YES
OHIO	82	20	4	3	3	3	NO	NO
OKLAHOMA	83	23	4	3	3	3	YES	NO
OREGON	72	24	4	3	3	3	NO	NO
PENNSYLVANIA	85	ESTABLISHED BY LOCAL BOARDS					YES	NO
RHODE ISLAND	81	20	4	3	3	4	NO	NO
SOUTH CAROLINA	80	24	4	3	3	4	NO	YES
SOUTH DAKOTA	83	22	4	3	3	3	NO	NO
TENNESSEE	87	22	4	3	3	4	NO	YES
TEXAS	88	26	4	4	4	4	YES	NO
UTAH	84	24	4	3	3	3	NO	YES
VERMONT	88	20	4	3	3	3	NO	NO
VIRGINIA	85	22	4	3	3	3	YES	NO
WASHINGTON	78	20	3	2.5	2	3	YES	NO
WEST VIRGINIA	85	24	4	4	3	4	NO	NO
WISCONSIN	89	13	4	3	2	2	NO	YES
WYOMING	79	13	4	3	3	3	NO	YES
UNITED STATES	82	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2015*, Table 234.30.

Douglas High School in Minden was recognized in 2015 and 2016 as a Silver Medal school in U.S. News & World Report's "Best High Schools" report. In 2015, the school's graduation rate was 90.6 percent.

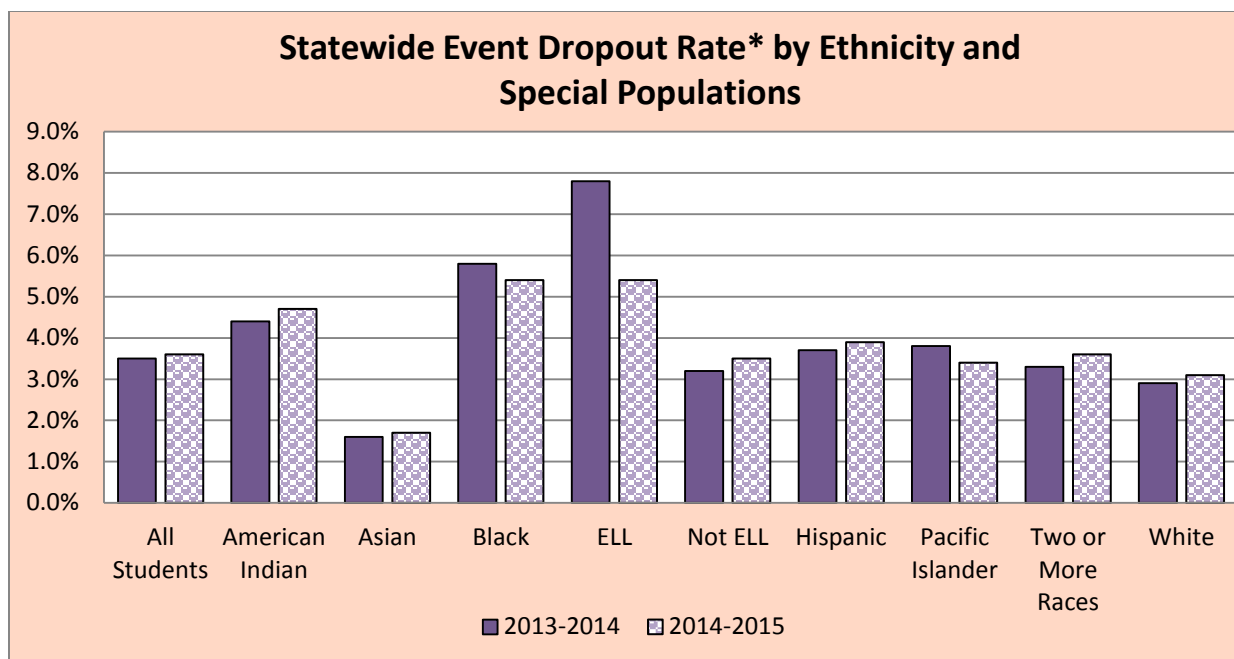


**Public High School Four-Year Adjusted Cohort Graduation Rate
Western States Comparison
SY 2013–2014**



Note: The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma, divided by the number of students who form the adjusted cohort for that graduating class.

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2015*, Table 219.46.

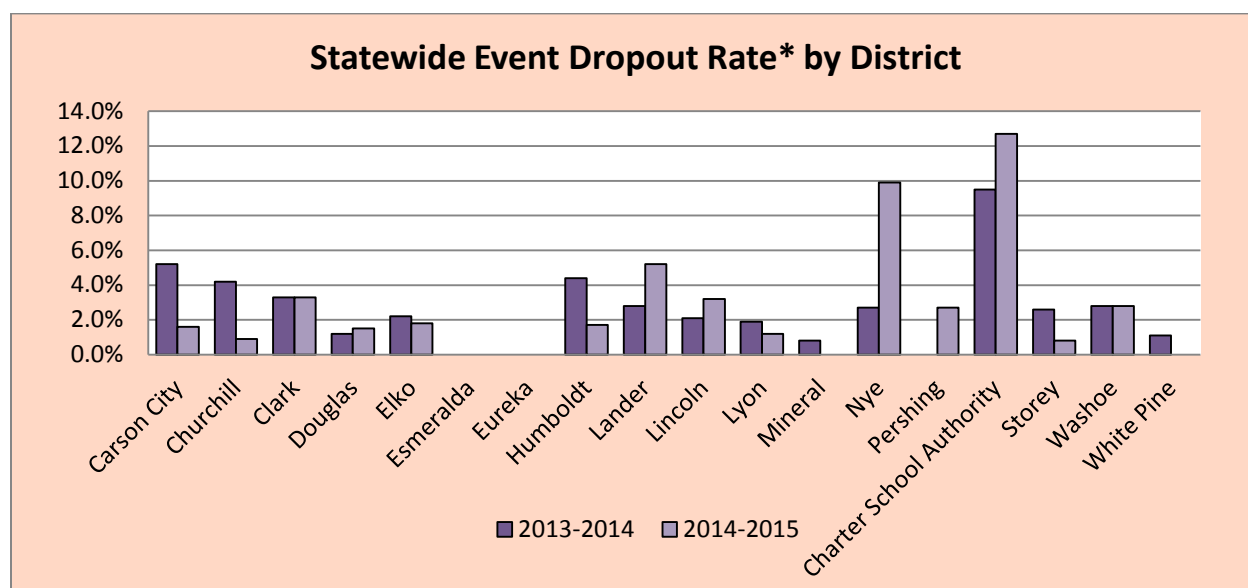
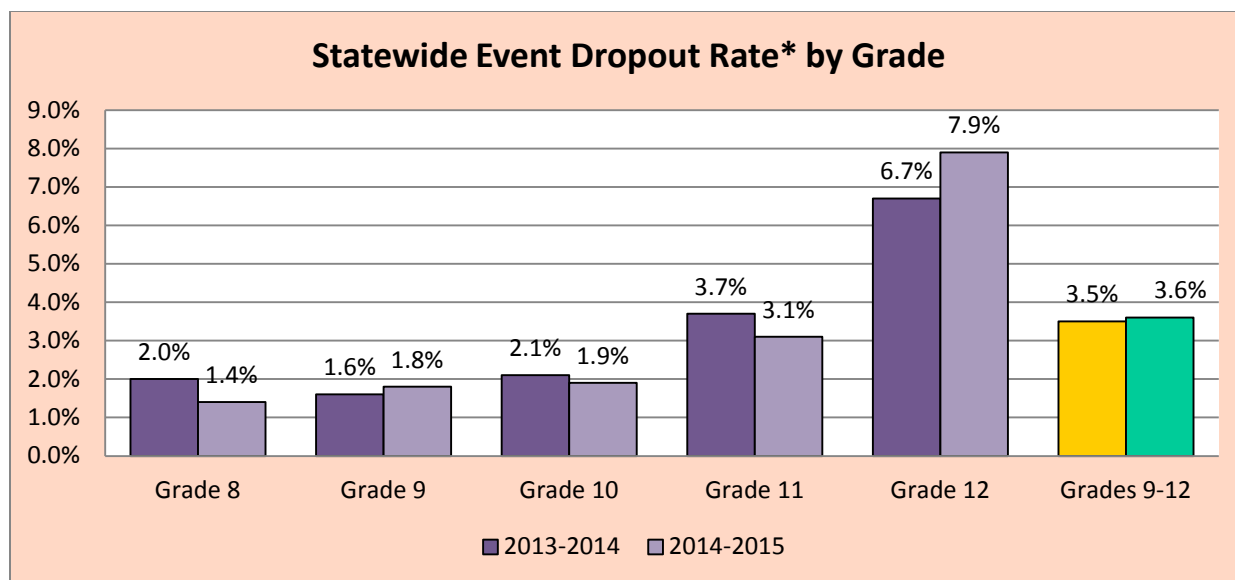


*Event Dropout Rate: The EDR presents the proportion of students who leave high school each year without earning a high school diploma or its equivalent; this rate is also referred to as an annual dropout rate.

Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

Nevada Graduation Rates by Ethnic Group SY 2010–2011 Through SY 2014–2015					
	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
All Students	68.8%	63.1%	70.7%	70.0%	70.8%
American Indian	57.6%	53.9%	58.7%	52.3%	58.4%
Asian	75.8%	74.8%	82.0%	84.3%	84.7%
Hispanic	60.0%	54.9%	64.4%	64.6%	66.7%
Black	50.0%	48.3%	56.7%	53.9%	55.5%
White	77.7%	72.4%	77.2%	76.9%	78.0%
Pacific Islander	Not Reported	72.2%	74.8%	73.9%	71.0%
Two or More Races	Not Reported	77.7%	80.1%	75.7%	75.6%

Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

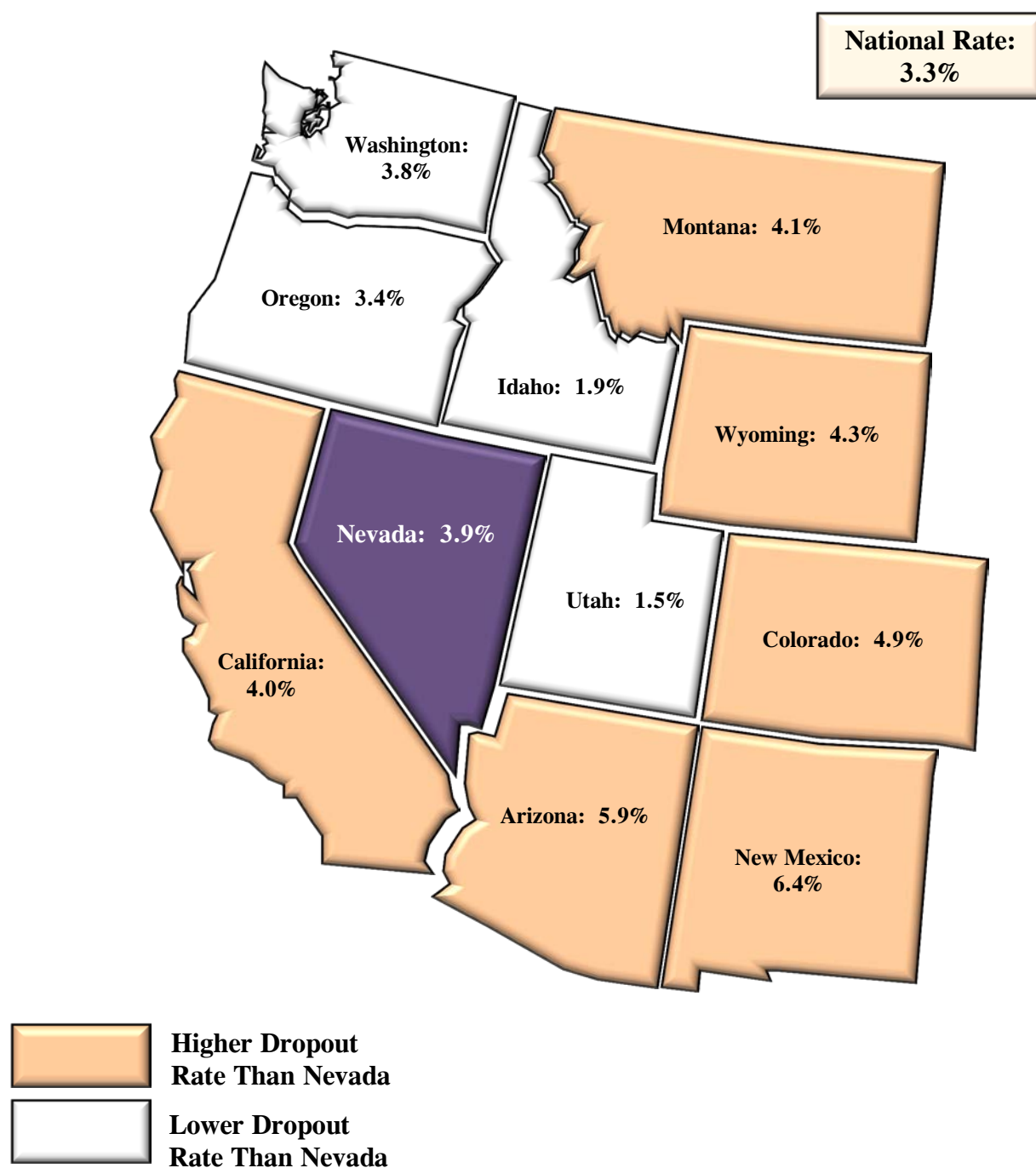


*Event Dropout Rate: The EDR presents the proportion of students who leave high school each year without earning a high school diploma or its equivalent; this rate is also referred to as an annual dropout rate. Criteria for withdrawals and dropouts are prescribed in NAC 387.215.

Note: Esmeralda County School District does not provide instruction in grades 9 through 12. The State Public Charter School Authority is responsible for 27 public charter schools. Pershing County had zero dropouts in SY 2013–2014; Mineral and White Pine Counties had zero dropouts in SY 2014–2015; and Eureka County had zero dropouts in SY 2013–2014 and SY 2014–2015.

Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

**Public High School Dropout Rates
Western States Comparison
SY 2011–2012**



Source: U.S. Department of Education, National Center for Education Statistics, *Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010–11 and 2011–12*, April 2014.

COLLEGE AND CAREER READINESS—THE ACT

The table below presents data for the nation and the 20 states requiring eleventh and twelfth grade students to take the ACT to measure college and career readiness. In Nevada, the 2016 participation rate increased to 100 percent, given that the ACT is required for graduation. As the participation rate has increased, the average composite score has decreased. The average composite score for Nevada fell from 21.0 in 2015 to 17.7 in 2016, below the national average of 20.8. The State of Nevada performed worst among the 20 states that require participation.

As the results of EOC examinations become available, it will be of interest to compare the portion of students meeting benchmarks by subject area on the ACT to the percentage of students passing EOC examinations in similar subject areas.

2016 Participation and Results of the ACT States With Mandatory Participation Requirements

State	Average Composite Score	Percent Meeting Subject Area Benchmarks			
		English	Reading	Math	Science
Alabama	19.1	51	34	23	24
Arkansas	20.2	60	40	32	30
Colorado	20.6	61	42	39	36
Hawaii	18.7	46	30	30	23
Illinois	20.8	64	42	41	36
Kentucky	20.0	59	40	31	30
Louisiana	19.5	58	35	26	27
Michigan	20.3	60	40	36	35
Minnesota	21.1	61	45	46	40
Mississippi	18.4	46	27	20	19
Missouri	20.2	59	40	35	32
Montana	20.3	56	41	38	32
Nevada	17.7	37	26	21	18
North Carolina	19.1	47	34	32	26
North Dakota	20.3	58	41	38	33
South Carolina	18.5	44	30	25	21
Tennessee	19.9	58	38	30	30
Utah	20.2	59	42	35	33
Wisconsin	20.5	60	41	41	37
Wyoming	20.0	58	38	33	31
National	20.8	61	44	41	36

Source: ACT, *The Condition of College & Career Readiness 2016*, August 2016.

5

Educational Personnel: Demographics, Salaries, Professional Development, and Performance Evaluations

2015 STATE TEACHER POLICY YEARBOOK

The 2015 edition of the *State Teacher Policy Yearbook* is the National Council on Teacher Quality's ninth biennial review of state laws, rules, and regulations that govern the teaching profession. Each state was reviewed against its success in meeting **five goals**:

1. Delivering Well-Prepared Teachers
2. Expanding the Pool of Teachers
3. Identifying Effective Teachers
4. Retaining Effective Teachers
5. Exiting Ineffective Teachers

Results—National Summary

- The average overall state grade for the *2015 State Teacher Policy Yearbook* is a C-.
- The average grade for each area is a C-. Overall, state grades across all goals have risen from a D+ to a C- from 2011 to 2015. The only change occurred in the area of “Exiting Ineffective Teachers,” which rose from a D+ to a C- in 2015.
- The State of Florida received the highest average overall grade with a B+, followed by Indiana, Louisiana, New York, and Tennessee, which received B grades.
- The State of Montana was the only state to receive an average overall grade of F. The next lowest states were Alaska, South Dakota, and Vermont, which received grades of D-.

Average State Grades—National

	2011	2013	2015
Delivering Well-Prepared Teachers	D	C-	C-
Expanding the Pool of Teachers	C-	C-	C-
Identifying Effective Teachers	D+	C-	C-
Retaining Effective Teachers	C-	C-	C-
Exiting Ineffective Teachers	D+	D+	C-
AVERAGE OVERALL GRADE	D+	C-	C-

Results—State of Nevada

From 2011 to 2015, the State of Nevada's average overall grade remained unchanged at C-, though it improved from a D- in 2009. Overall, nine state grades improved in 2015 over 2013 performances.

Average State Grades—Nevada

	2009	2011	2013	2015
Delivering Well-Prepared Teachers	D-	D-	D-	D-
Expanding the Pool of Teachers	D-	D+	D	D
Identifying Effective Teachers	D-	B-	B-	C-
Retaining Effective Teachers	D	D+	D+	C-
Exiting Ineffective Teachers	D+	B-	B	B+
AVERAGE OVERALL GRADE	D-	C-	C-	C-

Source: National Council on Teacher Quality, *2015 State Teacher Policy Yearbook: National Summary*.

Select Recommendations for Nevada, as Identified by the *State Teacher Policy Yearbook*:

- ✓ Require teacher preparation programs to screen candidates for academic proficiency prior to admission.
- ✓ Ensure elementary and early childhood teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.
- ✓ Require all special education teacher candidates who teach elementary grades to pass a rigorous assessment in the science of reading instruction.
- ✓ To uphold standards, require teachers coming from other states to meet testing requirements.
- ✓ Offer a standard license to certified out-of-state teachers, absent unnecessary requirements.
- ✓ Base evaluations on multiple observations.
- ✓ Ensure classroom observations specifically focus on and document the effectiveness of instruction.
- ✓ Ensure all probationary teachers are observed and receive feedback early in the school year.
- ✓ Ensure teachers receiving less than effective ratings are placed on a professional improvement plan.
- ✓ Encourage local districts to appropriately compensate new teachers with relevant prior work experience.

Grades—Western States

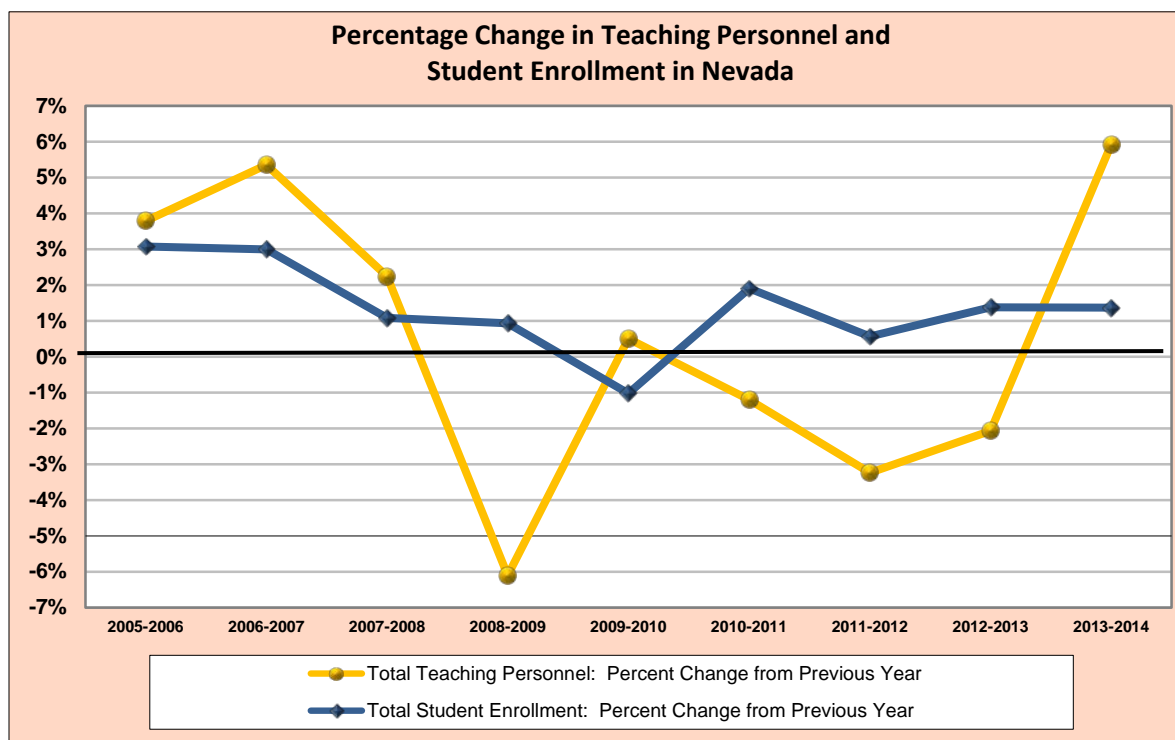
State	GOAL					
	Delivering Well-Prepared Teachers	Expanding the Pool of Teachers	Identifying Effective Teachers	Retaining Effective Teachers	Exiting Ineffective Teachers	Average Overall Grade
Arizona	D+	D+	C	C-	D+	C-
California	D+	D+	F	C+	F	D
Colorado	D	D+	B	C	C+	C
Idaho	D+	D	C+	D-	C	C-
Montana	F	F	F	D-	F-	F
Nevada	D-	D	C-	C-	B+	C-
New Mexico	D+	D	C	C+	C	C
Oregon	D+	F	D-	C	F	D
Utah	C	D+	D+	B	B-	C+
Washington	D	C+	C-	C-	C-	C-
Wyoming	D-	F	D+	D	D+	D
National	C-	C-	C-	C-	D+	C-

Source: National Council on Teacher Quality, 2015 *State Teacher Policy Yearbook: National Summary*.

Nevada's 2016 Michael Landsberry Teacher of the Year was John Tierney of Adobe Middle School in the Elko County School District.



FULL-TIME EQUIVALENTS (FTEs)



	Nevada Teaching Personnel and Student Enrollment SY 2005–2006 Through SY 2013–2014								
	2005– 2006	2006– 2007	2007– 2008	2008– 2009	2009– 2010	2010– 2011	2011– 2012	2012– 2013	2013– 2014
Total Teaching Personnel (FTE)*	21,744	22,908	23,423	21,993	22,104	21,839	21,132	20,695	21,921
Total Teaching Personnel: Percent Change From Previous Year	3.8%	5.4%	2.2%	-6.1%	0.5%	-1.2%	-3.2%	-2.1%	5.9%
Total Public Student Enrollment	412,395	424,766	429,362	433,371	428,947	437,149	439,634	445,707	451,831
Total Public Student Enrollment: Percent Change From Previous Year	3.1%	3.0%	1.1%	0.9%	-1.0%	1.9%	0.6%	1.4%	1.4%

*Teaching Personnel includes: elementary school teachers; middle school teachers; secondary school teachers; special education teachers; and occupational teachers.

Source: U.S. Department of Education, National Center for Education Statistics, *Common Core of Data, State Nonfiscal Public Elementary/Secondary Education Survey*, 2013–14 v.1a.

Nevada Student to Administrator Ratios SY 2014–2015			
School District	Enrollment	Administrators*	Student to Administrator Ratio
Carson City	7,526	25	301
Churchill	3,488	10	349
Clark	318,040	922	345
Douglas	6,054	19	319
Elko	9,859	34	290
Esmeralda	74	1	74
Eureka	247	1	247
Humboldt	3,473	14	248
Lander	1,049	5	210
Lincoln	1,015	8	127
Lyon	8,065	40	202
Mineral	475	4	119
Nye	5,167	18	287
Pershing	692	5	138
Storey	401	3	134
Washoe	63,108	201	314
White Pine	1,250	10	125
Statewide	459,095	1,346	225

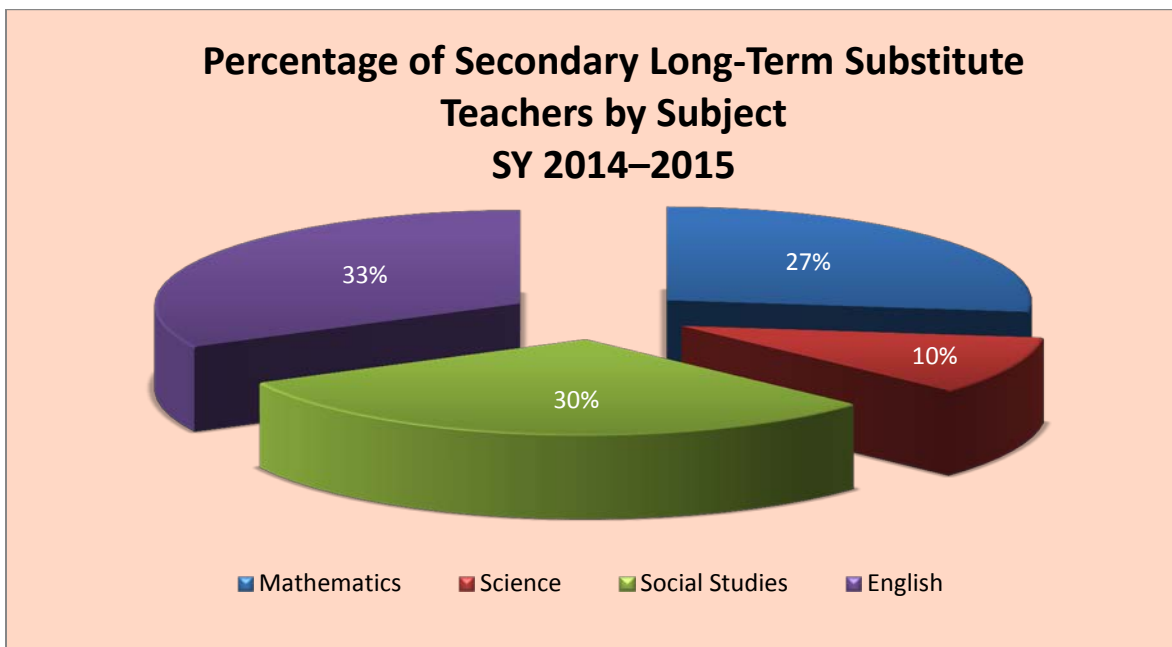
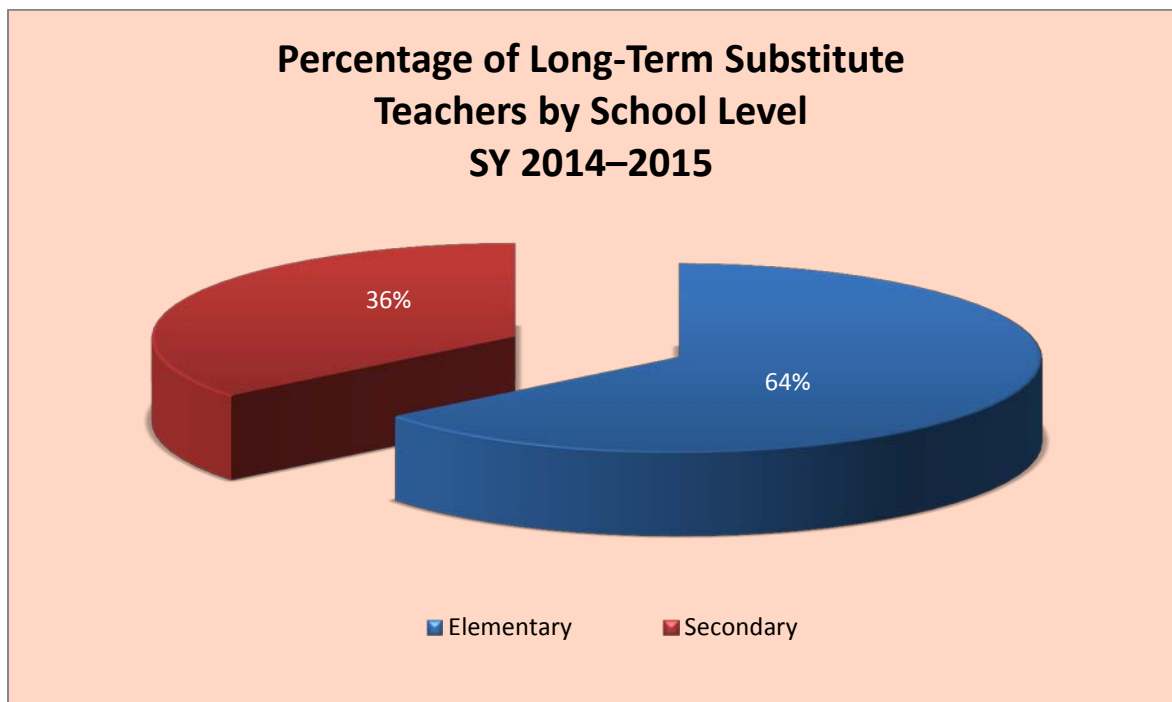
*Administrators include: principals and assistant principals; directors and supervisory personnel; associates and assistant superintendents; and superintendents.

Source: Nevada's Department of Education (NDE), *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

Tracey Gaffney of Lincoln Park Elementary School in the Washoe County School District was among 64 teachers nationwide to be awarded a scholarship by the Museum of Science, Boston, to participate in the Engineering is Elementary program. This program is designed to bring high-quality professional development in science, technology, engineering, and mathematics studies to teachers at high-need schools.



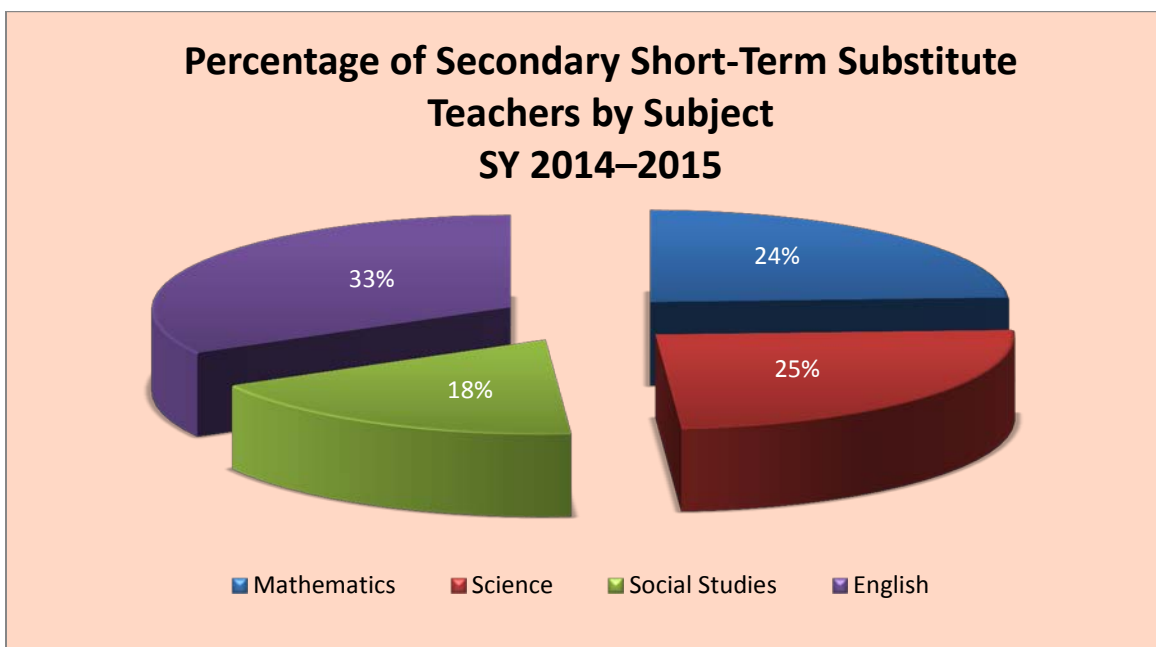
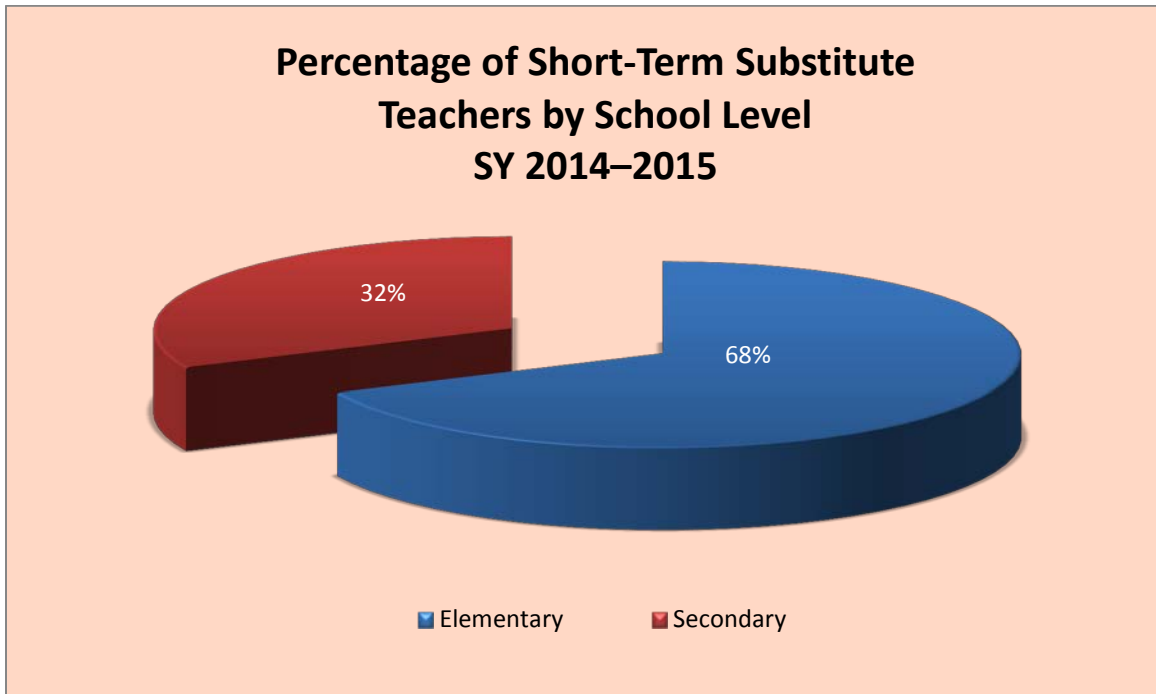
SUBSTITUTE TEACHERS—LONG-TERM



Note: Long-term substitute teachers are those teaching 20 consecutive days or more in the same classroom or assignment.

Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

SUBSTITUTE TEACHERS—SHORT-TERM



Note: Short-term substitute teachers are those employed for fewer than 20 consecutive days in the same classroom or assignment.

Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

SUBSTITUTE TEACHERS—LONG-TERM OVER TIME

	Long Term Substitute Teachers, Statewide, Clark County, and Washoe County SY 2007–2008 Through SY 2014–2015*						
	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Statewide	2,025	2,074	1,625	2,157	2,368	2,840	2,388
Clark County	1,611	1,164	1,169	1,097	1,331	1,205	1,089
Washoe County	148	135	125	156	128	102	88

*Reported for previous school year.

Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

TEACHERS—NATIONAL BOARD CERTIFICATION

National Board Certified Teachers: Nevada and Western States			
States	2007–2008	2014–2015	Increase 2008 to 2015
Arizona	683	1,196	75%
California	4,561	6,345	39%
Colorado	485	898	85%
Idaho	360	382	6%
Montana	87	139	60%
Nevada	443	633	43%
New Mexico	490	1,030	110%
Oregon	244	309	27%
Utah	184	242	32%
Washington	3,953	8,461	114%
Wyoming	255	628	146%

Source: National Board for Professional Teaching Standards, <http://www.nbpts.org>.

TEACHER COMPENSATION

Average Teacher Salaries

Teacher pay is often viewed as a major factor in attracting qualified people to the profession. According to the National Education Association's (NEA's) May 2016 *Rankings of the States and Estimates of School Statistics 2016*, the average salary for a public school teacher in Nevada was \$56,703 in SY 2014–2015, compared to the national average of \$57,420. State average public school teacher salaries ranged from highs in New York (\$77,628), the District of Columbia (\$75,490), and Massachusetts (\$75,398) to lows in Idaho (\$45,218), Mississippi (\$42,564), and South Dakota (\$40,934). These estimates do not include compensation packages that contain the employee portion of retirement contributions, which local school districts often pay for employees.

Collective Bargaining

The Nevada State budget often includes funding for education personnel pay raises. Salary increases used by the Legislature to construct the budget, however, are not necessarily passed on to school district employees. Rather, salaries for teachers are set at the school district level, using the collective bargaining process outlined in Chapter 288 ("Relations Between Governments and Public Employees") of *Nevada Revised Statutes* (NRS). Following the lead of other states, the Nevada Legislature adopted the Local Government Employee-Management Relations Act in 1969 to regulate collective bargaining between local units of government and their employees, including school districts and teachers. The requirements for recognition of an employee organization and definitions of bargaining units are set forth in Chapter 288 of NRS. There is only one recognized employee organization for each bargaining unit; there are 17 organizations representing teachers, 1 in each school district.

Budget Update—Teacher and State Employee Salaries

The 2015 Legislature increased funding for teacher salaries by 1 percent in Fiscal Year (FY) 2016 and 2 percent in FY 2017; this is the same amount that was added to the salaries of State employees. In addition to the salary increases, the Legislature eliminated six furlough days per year for State employees. Merit pay increases were restored for both years of the 2015–2017 Biennium. **Teacher salaries continue to be subject to local collective bargaining agreements.**

Average Annual Salaries of Public School Teachers by Region

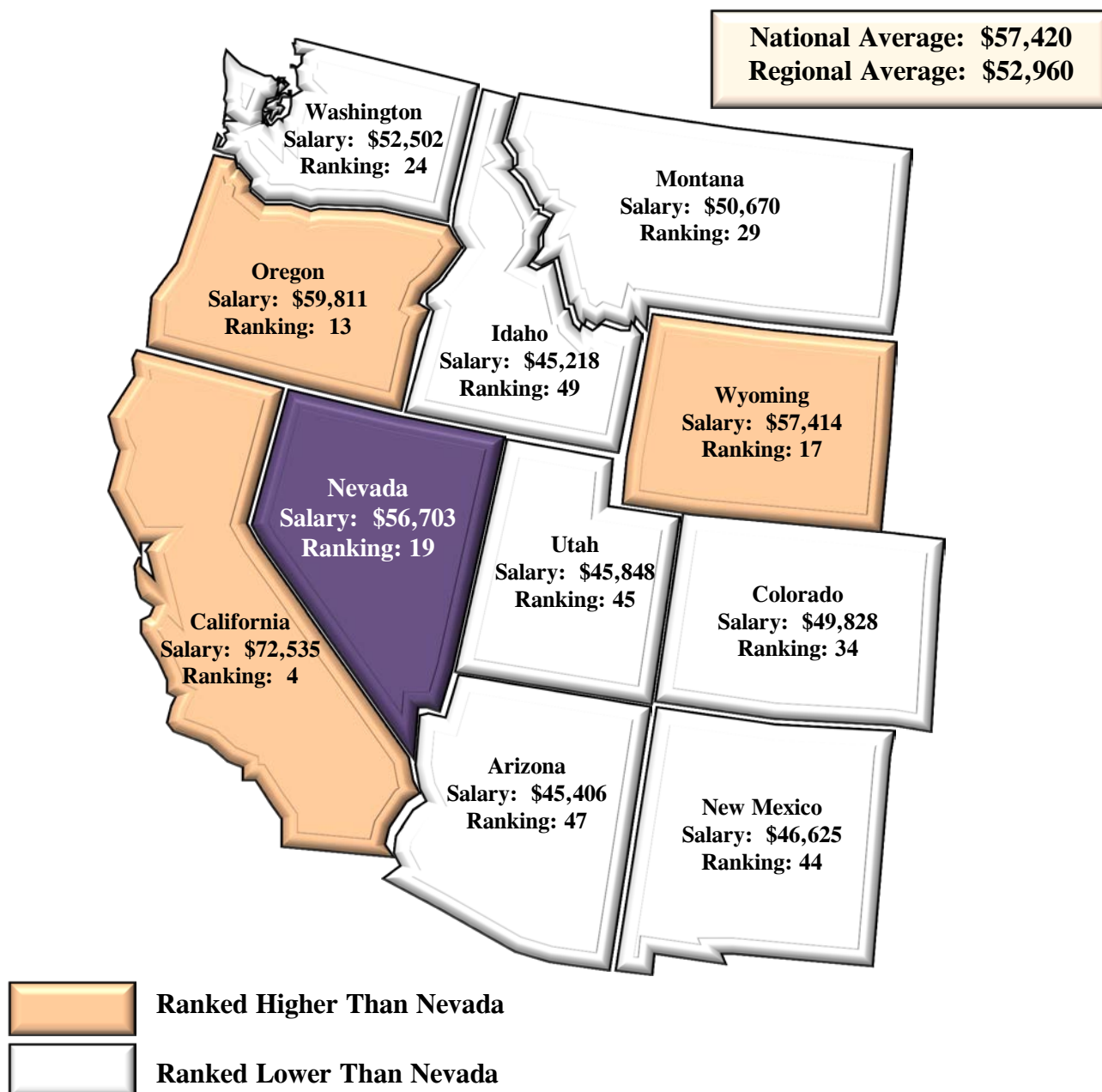
National Average: \$57,420

Nevada Average: \$56,703

Region	Annual Average Salary SY 2014–2015
New England Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont	\$69,055
Mid-East Delaware, District of Columbia, Maryland, New Jersey, New York, and Pennsylvania	\$70,836
Southeast Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia	\$49,183
Great Lakes Illinois, Indiana, Michigan, Ohio, and Wisconsin	\$58,165
Plains Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota	\$50,804
Southwest Arizona, New Mexico, Oklahoma, and Texas	\$49,351
Rocky Mountains Colorado, Idaho, Montana, Utah, and Wyoming	\$48,838
Far West Alaska, California, Hawaii, Nevada , Oregon, and Washington	\$67,299

Source: NEA, *Rankings & Estimates: Rankings of the States 2015 and Estimates of School Statistics 2016*, May 2016.

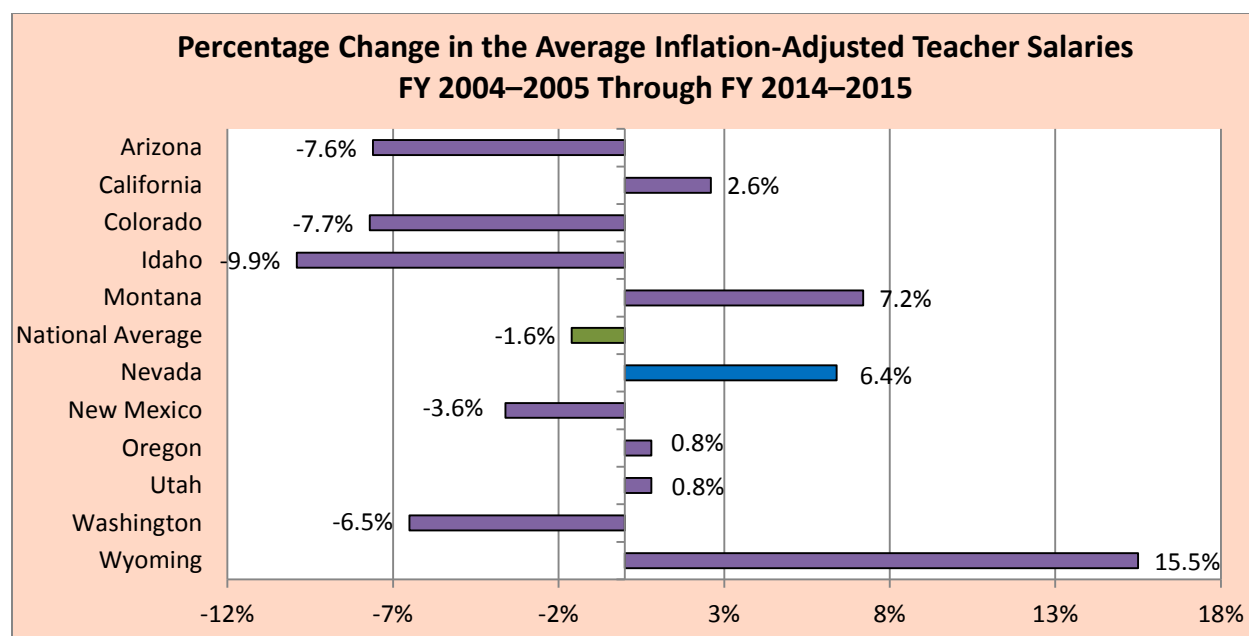
Average Salaries of Public School Teachers and National Rankings SY 2014–2015



*Average Salary is the average gross salary before deductions for Social Security, retirement, health insurance, et cetera.

**NEA estimates do not include the employee portion of the retirement contribution, which local school districts pay for employees.

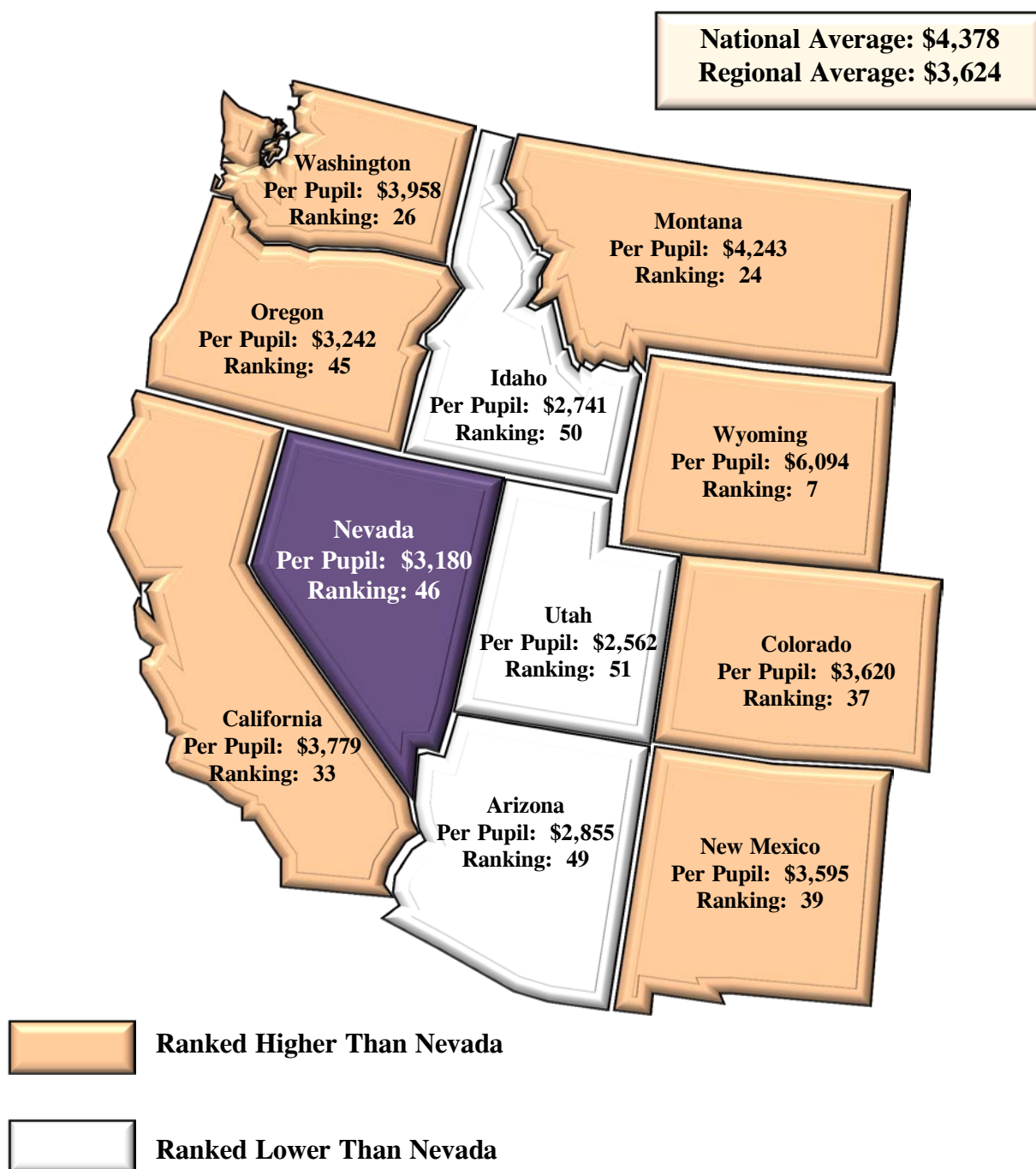
Source: NEA, *Rankings & Estimates: Rankings of the States 2015 and Estimates of School Statistics 2016*, May 2016.



State	Change in Average Inflation-Adjusted Teacher Salaries FY 2004–2005 to FY 2014–2015	Rank
Arizona	-7.6%	44
California	-2.6%	15
Colorado	-7.7%	45
Idaho	-9.9%	47
Montana	7.2%	8
Nevada	6.4%	9
New Mexico	-3.6%	35
Oregon	0.8%	21
Utah	0.8%	21
Washington	-6.5%	41
Wyoming	15.5%	1
National Average	-1.6%	N/A

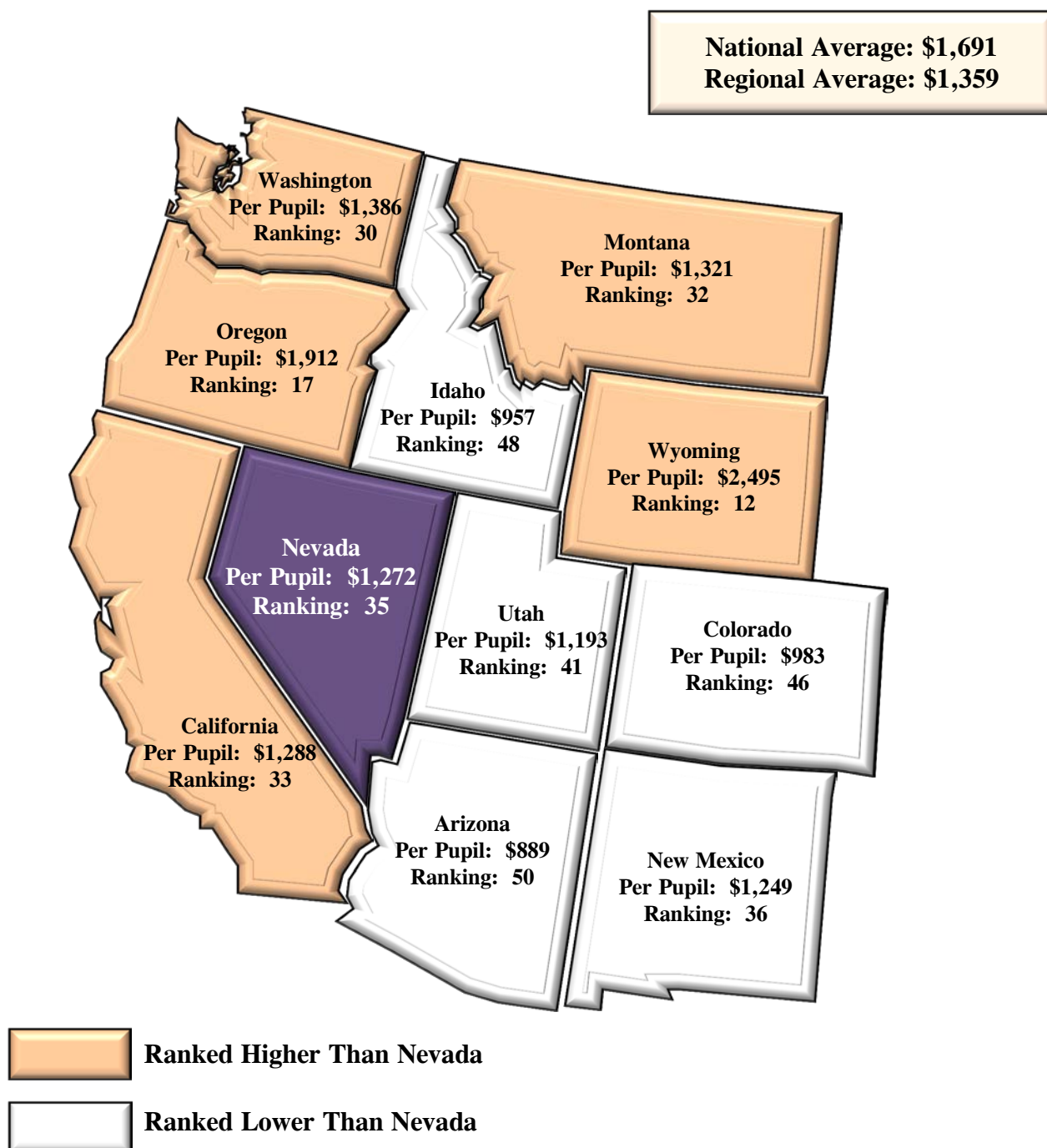
Source: NEA, *Rankings & Estimates: Rankings of the States 2015 and Estimates of School Statistics 2016*, May 2016.

**Current Per-Pupil Spending on Instruction—Salaries
(Excluding Benefits) and National Rankings
SY 2013–2014**



Source: United States Census Bureau, *Public Education Finances 2014*, May 2016.

**Current Per-Pupil Spending on Instruction
Benefits Only (No Base Salary) and National Rankings
SY 2013–2014**

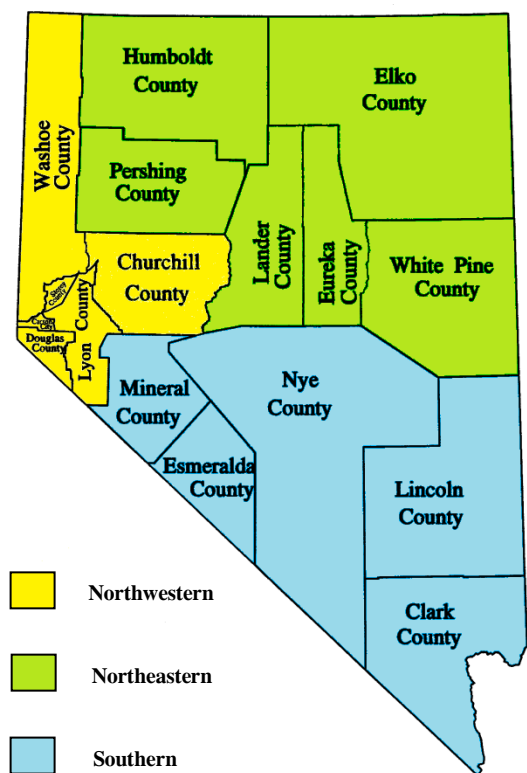


Source: United States Census Bureau, *Public Education Finances 2014*, May 2016.

PROFESSIONAL DEVELOPMENT

Regional Professional Development Programs (RPDPs)

In response to a series of regional workshops conducted by the Legislature during the 1997–1998 Interim, teachers, administrators, and others proposed a regional professional development model to help educators teach the new State academic standards. The 1999 Legislature appropriated \$3.5 million in each year of the biennium to establish and operate four regional training programs (later consolidated into the three regions shown in the map below) to prepare teachers to teach the new, more rigorous academic standards and to evaluate the effectiveness of these programs. Since then, the State has continued its support through State General Fund appropriations every biennium.



Most recently, the Legislature approved Senate Bill 515 (Chapter 537, *Statutes of Nevada 2015*), appropriating \$15.12 million over the biennium (\$7.46 million in FY 2015–2016 and \$7.46 million in FY 2016–2017) for RPDPs to train teachers and administrators, and biennial funding of \$200,000 for additional statewide administrator training provided at the direction of the Statewide Council for the Coordination of the Regional Training Programs.

Northwestern = Carson City and Churchill, Douglas, Lyon, Storey, and Washoe Counties.

Northeastern = Elko, Eureka, Humboldt, Lander, Pershing, and White Pine Counties.

Southern = Clark, Esmeralda, Lincoln, Mineral, and Nye Counties.

Chapter 5

Each RPDP is overseen by a governing body composed of superintendents of schools, representatives of the Nevada System of Higher Education, teachers, and employees of the Department of Education. The governing body is responsible for assessing the training needs of teachers in the region and adopting training priorities accordingly.

In addition to the governing bodies of the RPDPs, the 2001 Legislature created the Statewide Council for the Coordination of the Regional Training Programs. The Council consists of the RPDP coordinator and one member of the governing board from each of the three regions. The Council is responsible for adopting statewide standards for professional development; disseminating information to school districts, administrators, and teachers concerning training, programs, and services provided by the RPDP; and conducting long-range planning concerning the professional development needs of teachers and administrators employed in Nevada.

Nevada Early Literacy Intervention Program

The RPDPs also are responsible for assisting the State in reaching the goal of all pupils reading at grade level by the end of third grade through the Nevada Early Literacy Intervention Program. This program is designed to provide training for teachers who teach kindergarten and grades 1, 2, and 3, on methods to teach fundamental reading skills, including:

- Phonemic awareness;
- Phonics;
- Vocabulary;
- Fluency;
- Comprehension; and
- Motivation.

Education Week, a national newspaper covering education, chose D’Lisa Crain, Family-School Partnerships Administrator of the Washoe County School District, as 1 of 13 “Leaders to Learn From” in 2016. Ms. Crain was chosen from among 700 nominees submitted by readers, education writers, school administrator groups, and education experts.



Great Teaching and Leading Fund Grants

With the passage of Senate Bill 474 (Chapter 535, *Statutes of Nevada 2015*), the Legislature expanded the professional development options for educational personnel in Nevada. Under a revised approach, entitled the Great Teaching and Leading Fund (GTLF), the Superintendent of Public Instruction must annually prescribe program priorities for which grants may be awarded from the Fund. The pool of eligible training grant applicants was expanded to include: (1) the governing body of a regional training program for the professional development of teachers and administrators; (2) the board of trustees of a school district; (3) the governing body of a charter school; (4) the State Public Charter School Authority; (5) a university, state college, or community college within the Nevada System of Higher Education; (6) employee associations representing licensed educational personnel; and (7) nonprofit educational organizations.

Program priorities for SY 2015–2016 include:

- Professional development for teachers to provide instruction in the standards of content and performance for science (Nevada has adopted the Next Generation Science Standards);
- Implementation of the statewide Nevada Educator Performance Framework;
- Recruitment, selection, and retention of effective teachers and principals; and
- Leadership training and development.

Applications submitted by an entity must address how funding will be used in accordance with those priorities. An entity receiving a grant from the GTLF is required to use the money in accordance with the priorities to provide: (1) professional development for teachers, administrators, and other licensed educational personnel; (2) programs of preparation for teachers, administrators, and other licensed educational personnel; (3) programs of peer assistance and review for teachers, administrators, and other licensed educational personnel; (4) programs for leadership training and development; and (5) programs to recruit, select, and retain effective teachers and principals.

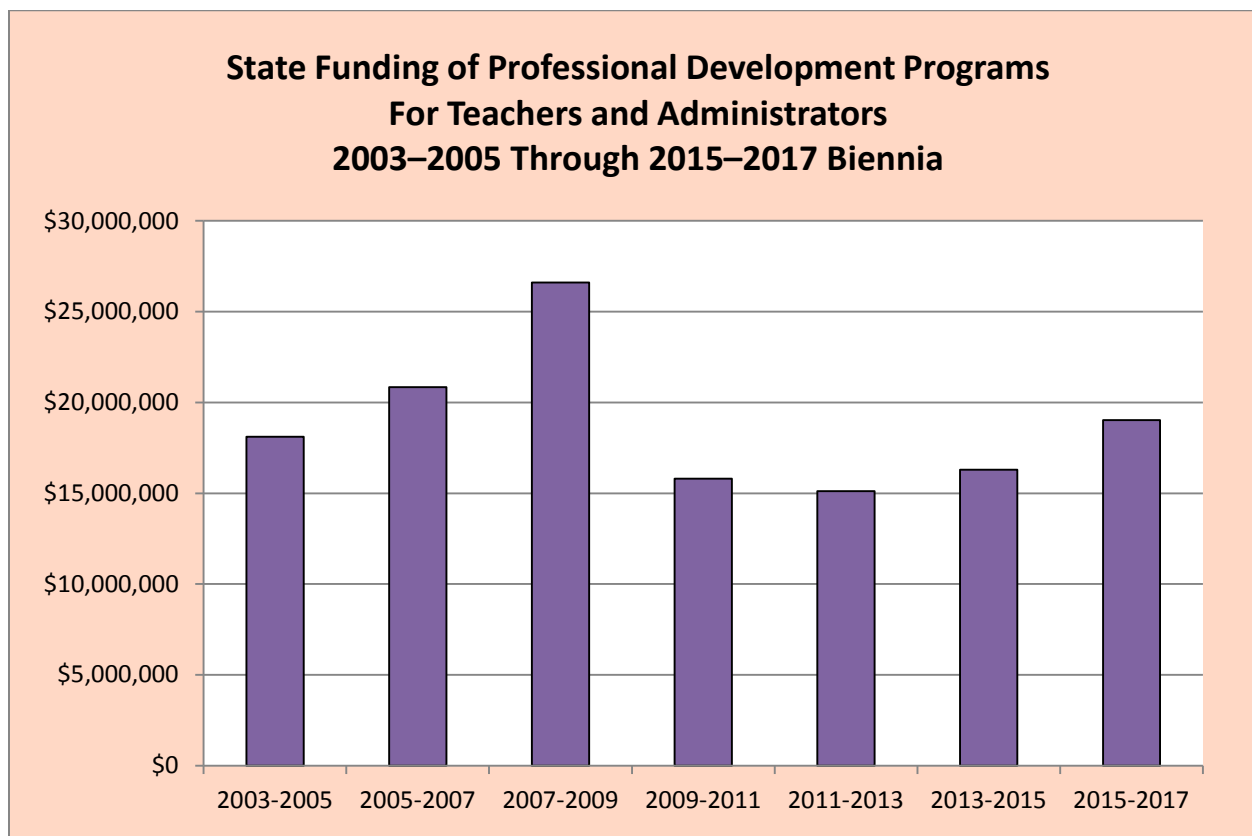
Entities awarded GTLF grants must provide a report to the Superintendent within 120 days after the conclusion of the grant (for entities receiving funding for one year or less) or annually (for entities receiving funding for more than one year). Reports must include a description of programs for which the grant was used, as well as measures of effectiveness of the grant in:

- Improving the achievement of pupils;
- Assisting teachers, administrators, and other licensed educational personnel to improve the effectiveness of their professional practice; and
- Improving the recruitment, selection, and retention of effective teachers and principals.

Chapter 5

To the extent money is available from legislative appropriations or otherwise, the Superintendent will contract for an independent evaluation of the effectiveness of the grants, including a review and analysis of data relating to:

- Changes in instructional or administrative practices;
- Student achievement; and
- Recruitment, selection, and retention of effective teachers and administrators.



Source: Fiscal Analysis Division, Legislative Counsel Bureau.

Funding for Professional Development of Teachers and Administrators in Nevada

	2009–2011 ¹	2011–2013 ²	2013–2015	2015–2017 ³
Carson School District	N/A	N/A	N/A	\$254,000
Clark County Education Association	N/A	N/A	N/A	\$262,826
Doral Academy	N/A	N/A	N/A	\$196,056
Lincoln County School District	N/A	N/A	N/A	\$148,428
Lyon County School District	N/A	N/A	N/A	\$82,470
Pinecrest Academy	N/A	N/A	N/A	\$345,000
Public Education Foundation	N/A	N/A	N/A	\$150,000
Teach for America	N/A	N/A	N/A	\$353,730
The New Teacher Project	N/A	N/A	N/A	\$966,068
University of Nevada, Las Vegas	N/A	N/A	N/A	\$485,138
Southern RPDP	\$8,326,404	\$2,900,010	\$8,466,392	\$7,966,712
Northwestern RPDP	\$4,477,118	\$2,291,396	\$4,803,712	\$5,079,172
Northeastern RPDP	\$2,792,086	\$2,671,472	\$2,823,472	\$2,537,729
Statewide Admin. Training	\$200,000	\$200,000	\$200,000	\$200,000
Clark County School District	N/A	\$5,066,702	N/A	\$0
Washoe County School District	N/A	\$1,974,316	N/A	\$0
GTLF Grants to be Allocated in 2nd Year of Biennium	N/A	N/A	N/A	\$4,866,478
TOTAL	\$15,795,608	\$15,121,896	\$16,293,576	\$19,027,329

¹ During the 2009 Legislative Session, the Governor recommended suspending funding support for the programs for the 2009–2011 Biennium. Instead, the Legislature approved the consolidation of the four existing RPDPs to three; the Western RPDP was eliminated.

² The 2011 Legislature appropriated over \$15 million for support of professional development of teachers and administrators; this is similar to the amount appropriated for the 2009–2011 Biennium. However, for the 2011–2013 Biennium, State funding support for the RPDPs was substantially reduced by allocating a large portion of the funds to the Clark and Washoe County School Districts to purchase professional development for teachers and administrators. This funding change was reversed by the 2013 Legislature.

³ The 2015 Legislature reduced the direct appropriations to the RPDPs but created the Great Teaching and Leading Fund, making more professional development funding available statewide. To supplement their base appropriations, the RPDPs must compete with other training providers for grants from the GTLF.

Source: Nevada school funding bills, various years.

Nevada's 2017 Michael Landsberry Teacher of the Year is Pamela Ertel of Minden Elementary School in the Douglas County School District.

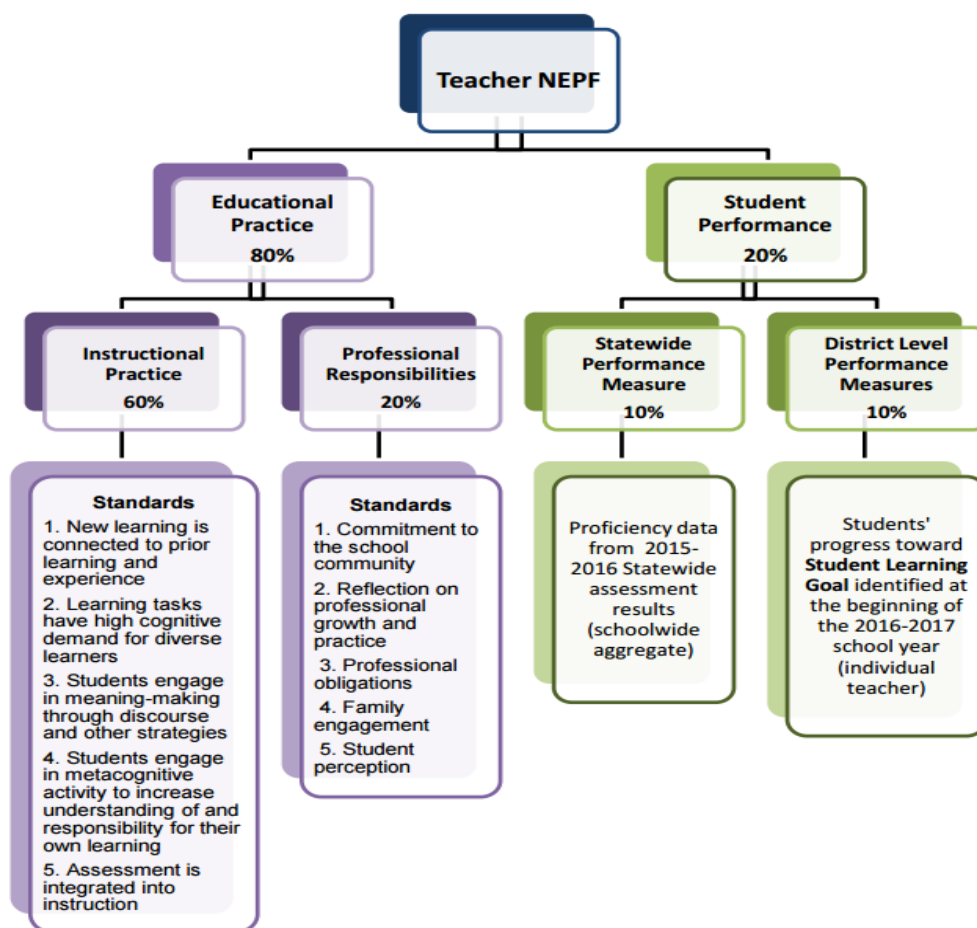


NEVADA EDUCATOR PERFORMANCE FRAMEWORK

Background

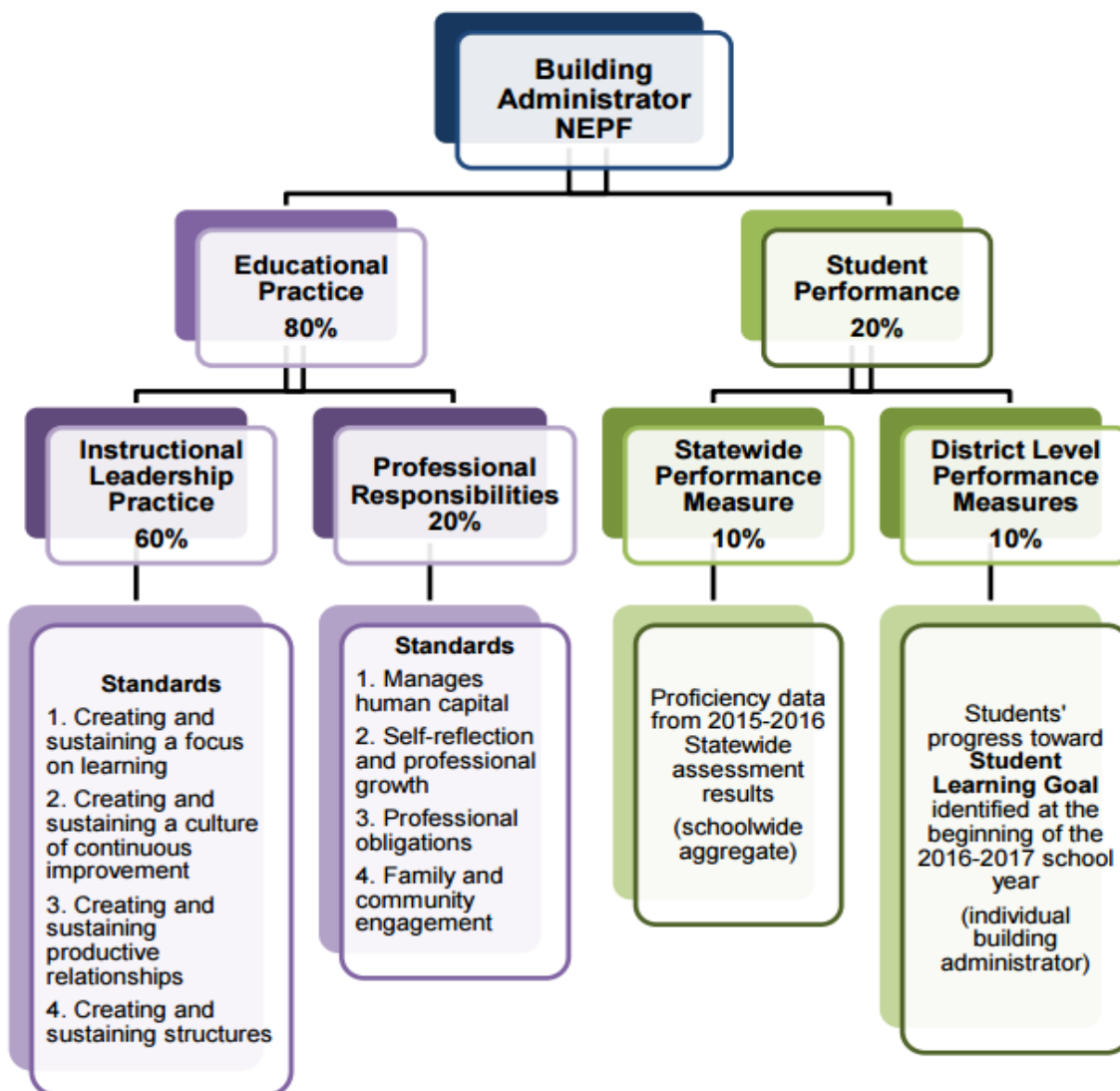
Assembly Bill 222 (Chapter 487, *Statutes of Nevada 2011*) created the Teachers and Leaders Council of Nevada to establish a statewide performance evaluation system for teachers and site-based administrators. The measure requires evaluations to be based upon student achievement data and provides that teachers and administrators be evaluated using a four-category system: (1) “highly effective”; (2) “effective”; (3) “minimally effective”; or (4) “ineffective.” In 2015, Assembly Bill 447 (Chapter 415, *Statutes of Nevada*) made several changes to the Statewide Performance Evaluation System, most notably the inclusion of district-level supervisors and other licensed personnel in the evaluation process. The measure also reduced from 50 percent to 20 percent the weighting of student achievement data within the System for SY 2016–2017 and evenly divided the weighting among statewide and local examinations, as designated by the State Board of Education. In SY 2017–2018, the weighting of student achievement data will increase from 20 percent to 40 percent. In SY 2015–2016, student achievement data was excluded from the evaluation system due to the statewide transition to Smarter Balanced student assessments.

Nevada Educator Performance Framework SY 2016–2017



Source: NDE.

**Nevada Administrator Performance Framework
SY 2016–2017**



Source: NDE.

Nationwide, only 108 teachers each year receive the Presidential Award for Excellence in Mathematics and Science Teaching. Nevada's 2016 awardees were Arvella Jergesen of Fernley Intermediate School in the Lyon County School District and Kathleen Schaeffer of Bob Miller Middle School in the Clark County School District.



***Nevada Plan* for School Finance and Education Revenues and Expenditures**

THE NEVADA PLAN

The *Nevada Plan* is the means used to finance elementary and secondary education in the State's public schools. Under the *Nevada Plan*, the State determines an amount that is to be made available to fund each of the local school districts. Some of the funding for local school districts is provided from locally generated revenue. The State then guarantees to provide the balance of the funds necessary to meet the predetermined funding levels for each school district. On average, this guaranteed funding contributes approximately 75 to 80 percent of general fund resources for school districts and charter schools. *Nevada Plan* funding for the districts and charter schools consists of State support received through the Distributive School Account¹ (DSA) and locally collected revenues from the 2.6 percent² local school support tax (LSST, a sales tax) and 25 cents of the ad valorem tax (property tax).

To determine the level of guaranteed funding for each district and charter school, a basic per-pupil support rate is first established. The rate is calculated using a formula that considers the demographic characteristics of the school districts and charter schools. Each district then applies its basic per-pupil support rate to the number of students enrolled.

Previously, annual student enrollment was determined by the number of students enrolled on the last day of the first school month. However, in 2015, Senate Bill 508 (Chapter 536, *Statutes of Nevada*) removed the single "count day" provision and instead requires school districts and charter schools to report average daily enrollment (ADE) on a quarterly basis to Nevada's Department of Education (NDE). Average daily enrollment is calculated by adding the number of days a district's or charter school's students were enrolled and dividing the sum by the number of days in the quarter. The quarterly weighted apportionment enrollment is then multiplied by the corresponding basic per-pupil support rate. The number of students who are 3, 4, and 5 years of age, who are not enrolled in kindergarten but are receiving special education services, are multiplied by 0.6 and added to the total number of all other children enrolled, creating a quarterly weighted enrollment. Each district's basic per-pupil support rate is multiplied by its weighted enrollment to determine the guaranteed level of funding, called the total basic support guarantee.

¹ The Distributive School Account is financed by legislative appropriations from the State General Fund and other revenues, including a 2.60-percent tax on out-of-state sales, a portion of the annual slot machine tax, mineral land lease income, interest from investments of the State Permanent School Fund, and 75 percent of the Medical Marijuana Excise Tax.

² The 2009, 2011, and 2013 Legislatures temporarily increased the LSST from 2.25 percent to 2.6 percent. The 2015 Legislature made the increase permanent.

Chapter 6

To protect district finances during times of declining enrollment, *Nevada Revised Statutes* contains a “hold harmless” provision. However, S.B. 508 eliminated the hold harmless provision for enrollment declines of less than 5 percent. If enrollment declines by 5 percent or more from the previous quarter, the hold harmless provision requires funding to be calculated on the higher of the current or the previous quarter’s enrollment.

Prior to Fiscal Year (FY) 2017, State funding for special education was funded on a unit basis, with a fixed dollar amount per unit established by the Legislature. These units provided funding for licensed personnel who carry out a program of instruction in accordance with minimum standards prescribed by the State Board of Education. Senate Bill 508 removed the unit basis for special education funding and instead implemented a weighted formula for students with disabilities. Special education funding is provided in addition to the basic per-pupil support rate.

The difference between total guaranteed support and local resources is State aid, which is funded through the DSA. Revenue received by the school district from the LSST (2.6 percent) and one-third of the proceeds from the 75-cent property tax rate are deducted from the school district’s or charter school’s total basic support guarantee to determine the amount of State aid the district or charter school will receive. If local revenues from these two sources are less than anticipated by the Legislature, State aid is increased to cover the total guaranteed support. If these two local revenues are greater than expected, State aid is reduced.

In addition to revenue guaranteed through the *Nevada Plan*, school districts receive other revenue considered “outside” the *Nevada Plan*. Charter schools are allocated such revenues proportionally by the district in which a charter school is located. Revenues outside the formula, which are not part of the guarantee but are considered when calculating each school district’s relative wealth, include the following: 50 cents of the ad valorem tax on property; the share of basic government services tax distributed to school districts; franchise tax; interest income; tuition; unrestricted federal revenue, such as revenue received under Public Law 81-874 in lieu of taxes for federally impacted areas; and other local revenues.

In addition to revenues recognized by the *Nevada Plan*, school districts and charter schools receive categorical funds from the federal government, the State, and private organizations that may only be expended for designated purposes. Examples include the State-funded Class-Size Reduction program, Early Childhood Education, Career and Technical Education, and Education Technology. Federally funded programs include the Title I program for the disadvantaged, the Every Student Succeeds Act, the National School Lunch program, and the Individuals with Disabilities Education Act (IDEA). Categorical funds must be accounted for separately in special revenue funds. Funding for capital projects, which may come from the sale of general obligation bonds, “pay as you go” tax levies, or fees imposed on the construction of new residential units, are also accounted for in separate funds (i.e., Capital Projects Fund, Debt Service Fund).

Source: Fiscal Analysis Division, Legislative Counsel Bureau (LCB), January 2017.

NEVADA PLAN EXAMPLE—SUMMARY

To understand how the system works, follow the steps (1 to 14) in the example beginning on the following page. Beginning in School Year (SY) 2015–2016, the weighted count of pupils for apportionment purposes is based on ADE. In instances of declining enrollment of 5 percent or more, the higher of the current or previous quarter’s weighted enrollment is used. This weighted enrollment figure (step 1) is multiplied by the basic per-pupil support guarantee for the school district for that school year (step 2) to determine the school district’s guaranteed basic support (step 3). This product is the amount of funding guaranteed to the school district from a combination of State and local funds.

Revenue received by the school district from the 2.6 percent LSST and one-third of the proceeds from the 75-cent property tax (step 4) is deducted from the school district’s total guaranteed basic support to determine the amount of State aid the district will receive (step 5). If local revenues from these two sources are less than anticipated by the Legislature, State aid is increased to cover the total basic support guarantee. If these two local revenues come in higher than expected, State aid is reduced. The difference between total guaranteed support and local resources is State aid; it is funded by the DSA.

An amount for any specific program funded by the Legislature through the DSA, such as the Adult High School Education Program, is added to a school district’s total State aid to determine the total amount of revenue the school district will receive from the DSA (step 7).

Sources of revenue outside the *Nevada Plan* formula are summed (step 13) and added to total guaranteed support (step 3) and the amount provided for Class-Size Reduction and other legislatively approved programs (step 6) to determine the school district’s total available resources (step 14).

For the 15th consecutive year, Washoe County School District was recognized for responsible fiscal practices by the Government Finance Officers Association, a nonprofit professional association serving approximately 17,500 government finance professionals. The Association awarded its Certification of Achievement for Excellence in Financial Reporting in recognition of the district’s award-winning Comprehensive Annual Financial Report for the fiscal year that ended June 30, 2015.



Chapter 6

The following example illustrates the guaranteed funding process based on the revenue of a hypothetical district and, in addition, shows other revenue outside of the guarantee, making up the total resources included in an operating budget.

Basic Support Guarantee		
1	Number of Pupils (Weighted Apportionment Enrollment*)	8,000
2	x Basic Support Per Pupil	<u>\$ 5,700</u>
3	= Guaranteed Basic Support	\$ 45,600,000
	- Local Resources	
4	2.60 percent Local School Support (sales) Tax	(\$ 18,800,000)
	1/3 of the proceeds from 75-cent property tax	<u>(\$ 4,600,000)</u>
5	= State Aid	\$ 22,200,000
	+ Other State Programs funded through the DSA	
6	Special Education Allocation: \$2,900,000	<u>\$2,935,000</u>
	Class-Size Reduction Funding: \$35,000	
7	= Total Revenue from Distributive School Account	\$ 25,135,000
Resources in Addition to Basic Support		
8	2/3 of the proceeds from 75-cent property tax	\$ 9,200,000
9	Government Services Tax (GST)	\$ 2,000,000
10	Federal Revenues (Unrestricted)	\$ 150,000
11	Miscellaneous Revenues	\$ 10,000
12	Opening Fund Balance	<u>\$ 2,000,000</u>
13	Total Resources in Addition to Basic Support	<u>\$ 13,360,000</u>
14	Total Resources Available (Add lines 3, 6, &13)	\$ 61,895,000

*Weighted enrollment includes six-tenths of the count of pupils enrolled in kindergarten, six-tenths of the count of disabled three- and four-year-olds, a full count of pupils enrolled in grades 1 through 12, net of transfers, and a full count of disabled minors age 5 or older receiving special education. Effective July 1, 2017, pupils enrolled in kindergarten are counted as full-time students.

Source: Fiscal Analysis Division, LCB, January 2017.

UPDATES TO THE *NEVADA PLAN*

Interim Legislative Task Force on K–12 Public Education Funding

The 77th Session of the Nevada Legislature approved Senate Bill 500 (Chapter 500, *Statutes of Nevada 2013*), establishing the Task Force on K–12 Public Education Funding. The Task Force met during the 2013–2014 Interim and consisted of legislators and representatives from NDE, the State Public Charter School Authority, the local school districts and school boards, and other education stakeholder groups. The Task Force was charged with developing a plan for revising the State’s public education funding formula in a manner that equitably accounts for the costs to educate students based upon their individual educational needs and demographic characteristics, with particular attention paid to students from low-income families, students with disabilities, and students who have limited proficiency in the English language. The Task Force met five times between January and June 2014 and appointed a Technical Advisory Committee to make recommendations for a revised K–12 public school funding formula.

At its final meeting, the Task Force adopted recommendations pertaining to Nevada’s K–12 education base funding formula, including 12 recommendations pertaining to students identified as English learners (ELs) and those at risk of low academic achievement (at-risk) and 4 recommendations pertaining to students with disabilities. The recommendations will be included in a written report to the Governor for possible inclusion in the *Executive Budget* for the 2015–2017 Biennium and presented to the 78th Session of the Nevada Legislature.

Senate Bill 508 of the 2015 Legislative Session

The 2015 Nevada Legislature enacted S.B. 508, which expressed the intent of the Legislature to provide additional resources to the *Nevada Plan* for certain categories of pupils with unique needs, including pupils with disabilities, pupils who are limited English proficient, pupils who are at risk, and gifted and talented pupils. Additionally, S.B. 508:

- Required the Superintendent of Public Instruction to review and, if necessary, revise the factors used for the equity allocation model adopted for the previous biennium and to present the review and revisions to the Legislative Committee on Education (LCE) for its consideration and recommendations; such recommendations may be included in the proposed *Executive Budget* for the 2017–2019 Biennium;
- Removed provisions related to special education funding units and replaced them with a weighted average per pupil;
- Limited funding for students with disabilities to the actual number of such students, not to exceed 13 percent of the total enrollment of a school district or charter school and subject to federal maintenance of effort requirements;

Chapter 6

- Removed the requirement that students in kindergarten be counted at a six-tenths weighting and required they instead be counted at full weighting in the average daily enrollment for all students;
- Required the Department of Education to develop a plan for the appropriate funding multiplier weighting for certain students under the *Nevada Plan*, as well as a schedule to implement the weightings by FY 2021–2022;
- Replaced the annual, single-day count of student enrollment with a quarterly report of average daily enrollment;
- Removed the hold harmless provision for school districts experiencing an enrollment decline of less than 5 percent and required hold harmless funding to be based upon the greater of the current or previous year’s enrollment; and
- Created the Contingency Account for Special Education Services for the purpose of reimbursing school districts and charter schools for extraordinary program expenses and related services and required the State Board of Education to adopt regulations for the application, approval, and disbursement of money in the Account.

Activity During the 2015–2016 Legislative Interim

Subsection 2 of Section 28 of S.B. 508 required the plan developed by NDE to be submitted to the LCE and required the Committee to:

- Review and consider the recommendations made by the Task Force on K–12 Public Education Funding;
- Consider the appropriateness and likely effectiveness of the plan in meeting the unique needs of pupils with disabilities, pupils who are limited English proficient, pupils who are at-risk, and gifted and talented pupils; and
- On or before October 1, 2016, submit a report to the Governor and the Director of the LCB for transmittal to the 79th Session of the Legislature that includes, without limitation:
 - Any provision of the plan that should be implemented or phased in, with full implementation occurring not later than FY 2022;
 - The amount of the multiplier to the basic support guarantee to be used for each category of pupils addressed by the plan; and
 - Any recommendations for legislation.

The Superintendent of Public Instruction provided testimony to the LCE concerning NDE's plan and recommendations for weighted student funding in the coming years. The Superintendent described a cyclical process in which the State invests in programs to serve special populations of students, measures the impact and cost of those programs, establishes a per-pupil multiplier that captures the true cost of quality services, and makes necessary adjustments to the investments.

For the 2017–2019 Biennium, the Superintendent recommended funding for special student populations remain categorical in the *Executive Budget*, because: (1) doing so will enable continued monitoring of program costs and impacts; (2) the newer programs, such as Read by Grade 3 and Victory Schools, need more operational time for policymakers to truly understand the cost of serving at-risk students; and (3) NDE and the Legislature need more time to address technical concerns, such as how to equitably distribute tax dollars and how to treat local revenue to meet the needs of a changing funding formula.

The Superintendent offered weighted student funding multipliers for each category of students for use during the 2017–2019 Biennium and suggested a phased-in approach toward reaching the desired weights is warranted. He also stated the intent to have funding follow students, based upon the new system of quarterly updates to school enrollment counts.

After reviewing and considering the recommendations made by the Task Force on K–12 Public Education Funding, and considering the appropriateness and likely effectiveness of the plan outlined in the Superintendent's testimony, the LCE reported in September 2016 it is too soon to establish definitive multipliers for funding special student populations and encouraged a continued phase-in of weighted funding with a rigorous and independent evaluation of the related programs. Further, the LCE did not offer specific legislative recommendations for the coming biennium but provided the following points for consideration in discussions about Nevada's school funding formula:

- Phasing in program funding increases over multiple years not only helps to ease fiscal pressures, it allows an assessment of the programs' effect on academic outcomes and a determination of optimal funding levels.
- The Legislature's money committees must decide how to use the funding multipliers. Will they apply to the statewide average basic per-pupil support guarantee, or to each district's per-pupil funding, which vary significantly from the statewide average? Further, will the multipliers apply to State support only, or to both State and local funding?
- The programs serving these special populations are currently provided through categorical funding, and the stated long-term goal is to transition that funding into the *Nevada Plan* formula. However, formula funding is unrestricted and the Legislature and NDE will have less accountability over how the money is ultimately spent by school districts and charter schools, once it is transitioned into the formula.

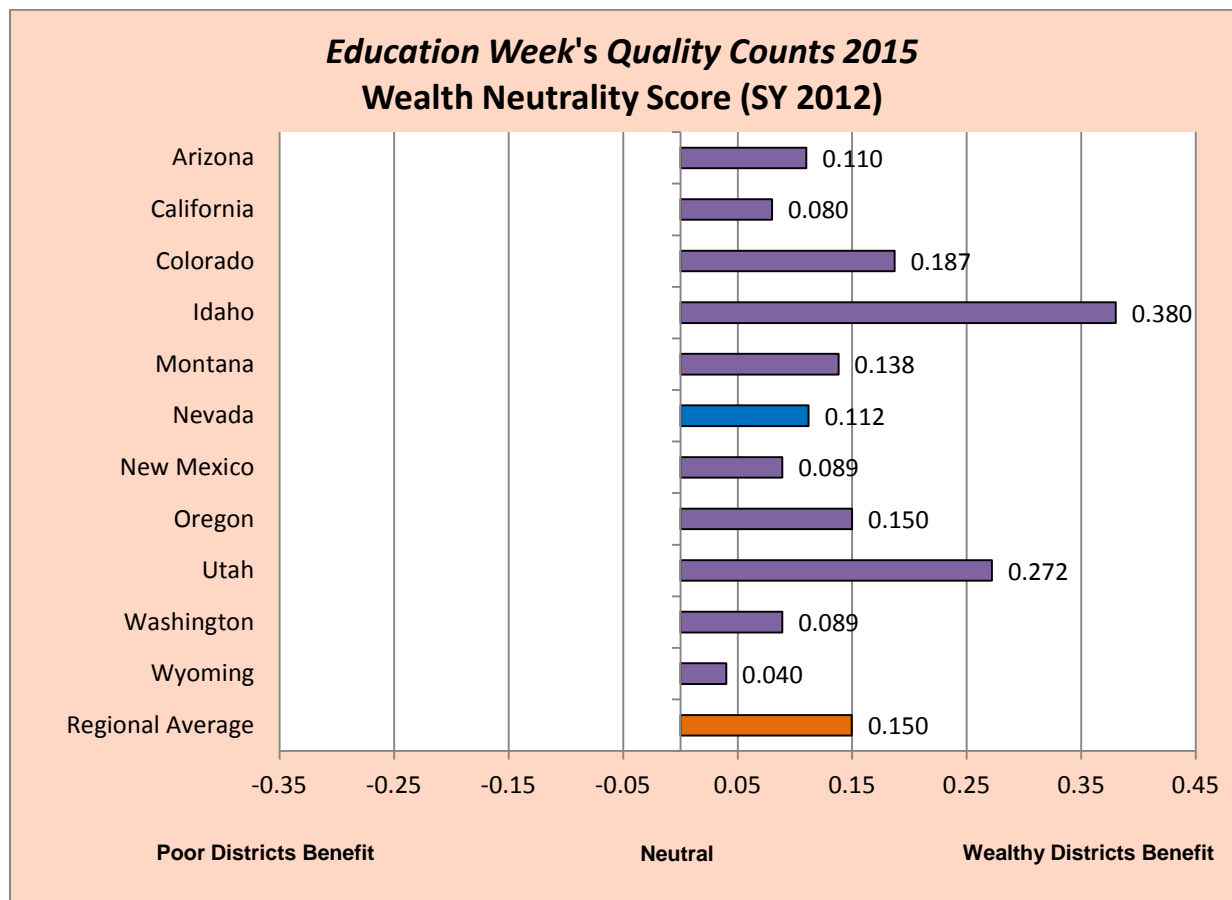
Chapter 6

- The Zoom and Victory Schools programs are currently funded on a program basis, while special education and Gifted and Talented Education (GATE) are funded on a per-pupil basis. Eventually, services to all special populations will need to be funded on a per-pupil basis.
- Policymakers must consider how the density of special student populations can affect economies of scale in providing services. For example, a school with 70 percent of its students qualifying for EL services might have a different per-pupil cost of services compared to a school that has 10 percent of its students qualifying for EL services. Will density differences result in varied multipliers?
- An independent evaluator has been contracted by NDE to assess the impact of the EL (Zoom and non-Zoom schools) and Victory programs in their early years. Ongoing evaluation and gathering outcomes data will be essential to making informed decisions about how weighted student funding is spent.
- Weighted funding for GATE students was not included in the Task Force recommendations but was included in Governor Brian Sandoval's funding plan for the 2015–2017 Biennium and in S.B. 508. The Legislature should be aware of this divergence and consider that GATE students have received increased national attention as an underserved special population in need of resources specific to their educational needs.
- It may be necessary to develop a funding approach for special education services that balances the need for funding equity between school districts and charter schools with the need to increase funding on an inflationary basis. These competing concerns could result in unfair outcomes.

According to the U.S. Department of Education, Carson City School District's Race to the Top grant application was ranked number one in the nation. As a result, Carson City School District received \$10 million dollars to restructure curricula and assessments and to integrate technology into instruction.



SCHOOL FINANCE SYSTEMS—WEALTH NEUTRALITY: WESTERN STATES



Note: A wealth neutrality score of zero indicates that, on average, a school district's per pupil education funding is not statistically linked to per-pupil local education revenue. In states with positive scores, district funding increases as a district's local revenue increases; that is, districts benefit when they become "wealthier" through increased local revenues. In states with negative scores, district funding increases as a district's local revenue decreases; districts benefit when they become "poorer" because of decreased local revenues.

Source: *Education Week; Quality Counts 2015; January 2, 2015.*

The Nevada School Counselor Association recognized Washoe County School District Counseling Coordinator Katherine Loudon with its 2016 Administrator of the Year award and named Wooster High School Counselor Erin Danielsen School Counselor of the Year.



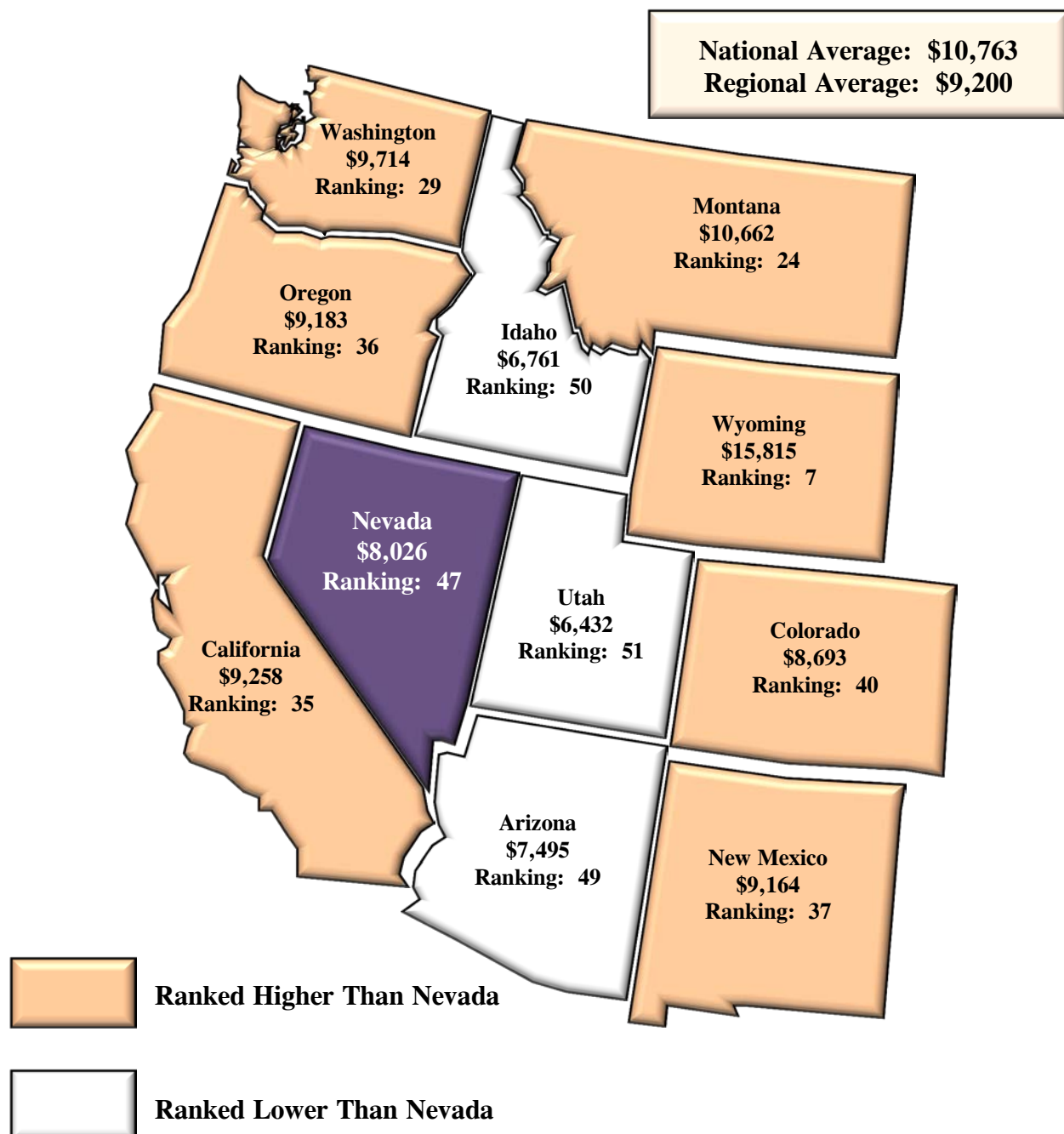
DISTRIBUTIVE SCHOOL ACCOUNT

DISTRIBUTIVE SCHOOL ACCOUNT - SUMMARY FOR 2015-17 BIENNIUM						
	2014 Legislatively Approved	2014 Actual	2015 Legislatively Approved	2015 Estimated	2016 Legislatively Approved	2017 Legislatively Approved
WEIGHTED ENROLLMENT	432,346.00	435,522.00	434,023.00	443,123.80	449,505	455,124
ADDITIONAL ENROLLMENT FOR HOLD HARMLESS	0	1,468.70	0	3,029.20	0	0
TOTAL ENROLLMENT *	432,346.00	436,990.70	434,023.00	446,153.00	449,505	455,124
BASIC SUPPORT	\$ 5,590	\$ 5,592	\$ 5,676	\$ 5,676	\$ 5,710	\$ 5,774
TOTAL REGULAR BASIC SUPPORT **	\$ 2,417,007,180	\$ 2,443,787,084	\$ 2,463,498,518	\$ 2,532,364,428	\$ 2,566,646,043	\$ 2,628,011,292
CATEGORICAL FUNDING:						
SPECIAL EDUCATION ***	126,862,792	126,862,792	130,329,505	130,329,505	138,591,298	168,125,519
CLASS-SIZE REDUCTION	159,936,204	159,936,204	164,661,271	164,661,271	151,066,029	155,210,241
CLASS-SIZE REDUCTION - AT-RISK KINDERGARTEN	1,768,669	1,768,669	1,806,665	1,806,665	0	0
SPECIAL UNITS/GIFTED & TALENTED	169,616	169,616	174,243	174,243	0	0
SCHOOL LUNCH PROGRAM STATE MATCH	588,732	588,732	588,732	588,732	588,732	588,732
SPECIAL TRANSPORTATION	128,541	128,541	128,541	128,541	128,541	128,541
TOTAL REQUIRED STATE SUPPORT	\$ 2,706,461,734	\$ 2,733,241,638	\$ 2,761,187,475	\$ 2,830,053,385	\$ 2,857,020,643	\$ 2,952,064,325
LESS						
LOCAL SCHOOL SUPPORT TAX - 2.60%	(1,095,455,672)	(1,098,543,712)	(1,155,705,575)	(1,171,027,000)	(1,239,007,000)	(1,306,988,000)
1/3 PUBLIC SCHOOLS OPERATING PROPERTY TAX	(193,681,840)	(201,492,754)	(201,117,251)	(199,742,000)	(206,203,000)	(213,380,000)
ADJUSTMENT FOR EUREKA AND LANDER REVENUE	0	11,700,910	0	3,900,000	0	0
TOTAL STATE SHARE	\$ 1,417,324,222	\$ 1,444,906,082	\$ 1,404,364,649	\$ 1,463,184,385	\$ 1,411,810,643	\$ 1,431,696,325
STATE SHARE ELEMENTS						
GENERAL FUND	\$ 1,134,528,570	\$ 1,134,528,570	\$ 1,110,133,915	\$ 1,110,133,915	\$ 1,093,556,243	\$ 1,101,624,225
MEDICAL MARIJUANA EXCISE TAX (75%)	0			0	494,000	1,057,900
DSA SHARE OF SLOT TAX	31,658,547	30,453,730	32,305,032	29,787,800	29,237,400	29,168,200
PERMANENT SCHOOL FUND	1,000,000	1,628,282	1,000,000	2,000,000	2,000,000	2,000,000
FEDERAL MINERAL LEASE REVENUE	7,874,977	7,285,801	7,874,977	6,000,000	7,000,000	7,000,000
OUT OF STATE LSST - 2.60%	110,329,328	114,029,109	116,397,425	117,940,000	124,787,000	131,634,000
IP1 (2009) ROOM TAX REVENUE TRANSFER	131,932,800	141,236,516	136,653,300	151,040,000	154,736,000	159,212,000
GENERAL FUND SUPPLEMENTAL APPROPRIATION	0	0	0	62,026,744	0	0
BALANCE FORWARD TO NEXT FISCAL YEAR	0	15,744,074	0	(15,744,074)	0	0
TOTAL SHARE STATE ELEMENTS	\$ 1,417,324,222	\$ 1,444,906,082	\$ 1,404,364,649	\$ 1,463,184,385	\$ 1,411,810,643	\$ 1,431,696,325
	No. of Units	\$ per Unit	No. of Units	\$ per Unit		
Special Education Units ***	2013-2014	3,049	41,608.00	2015-2016	3,049	45,455
	2014-2015	3,049	42,745.00	2016-2017	3,049	55,141
* Weighted apportioned enrollment						
** Totals may not balance due to rounding						
*** Special Education Unit funded separately from Basic Support						

Source: Fiscal Analysis Division, LCB, 2015.

PER-PUPIL EXPENDITURES

Per-Pupil Current Expenditures for Public Elementary And Secondary Schools SY 2012–2013



Note: “Current expenditures” include costs related to instruction, student support, instructional staff, general administration, school administration, operations and maintenance, student transportation, other support services, food services, and enterprise operations.

Source: United States Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2015*.

**Per-Pupil Expenditures for Elementary and
Secondary Schools by Function
Western States Comparison
SY 2012–2013**

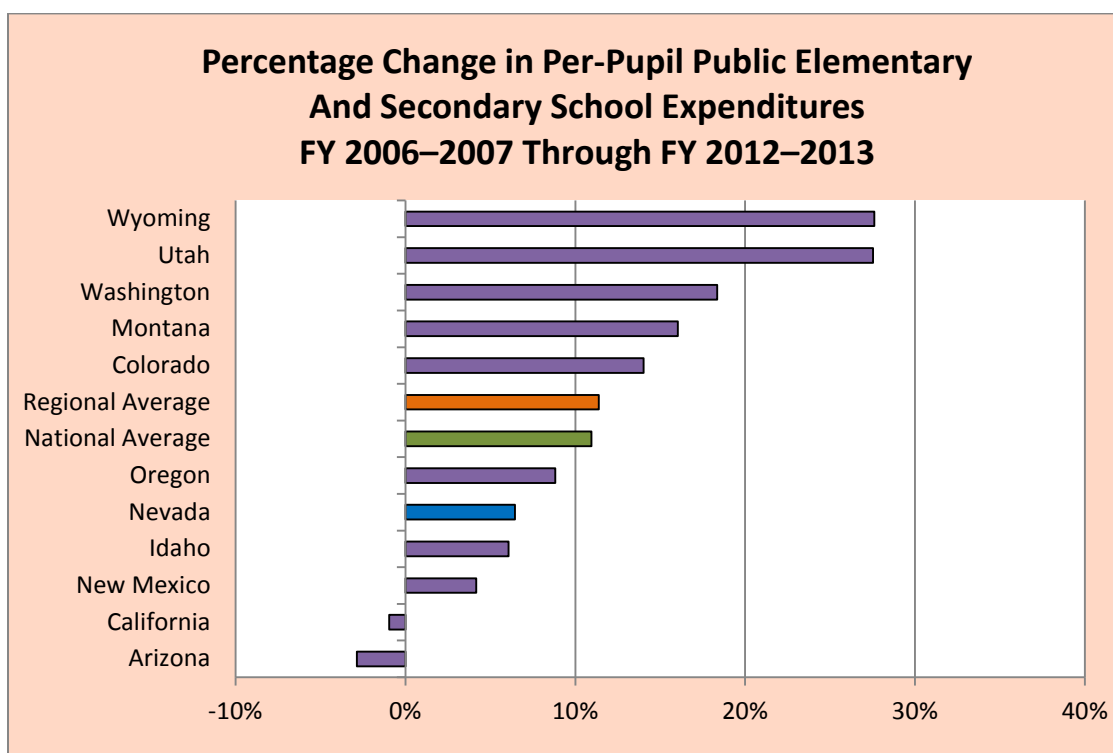
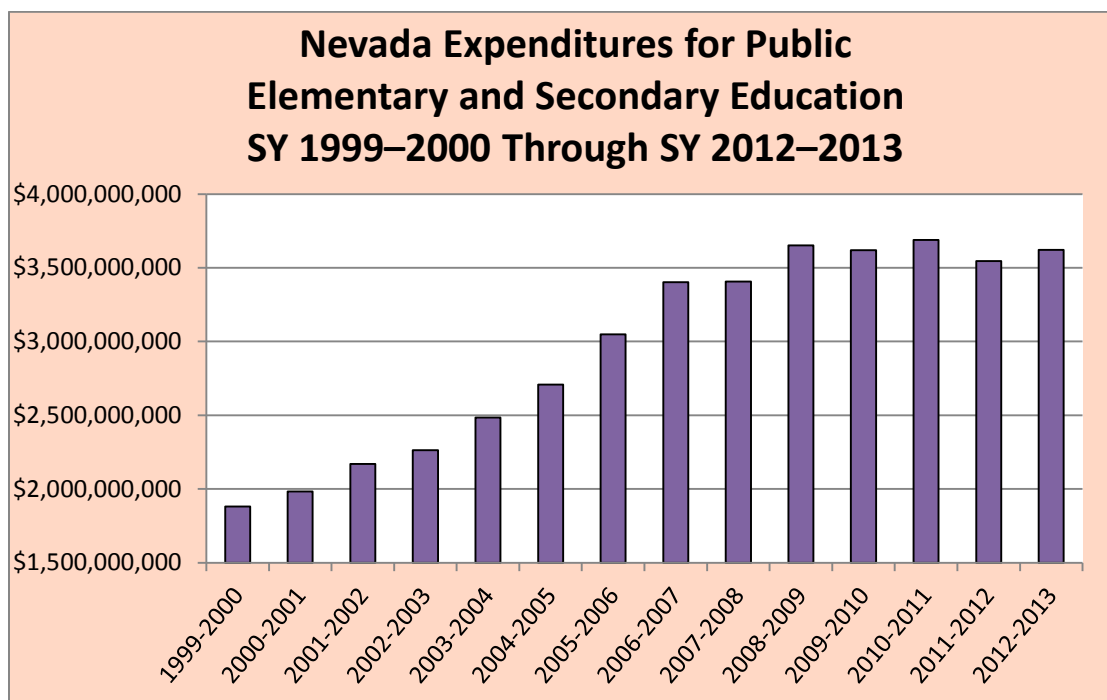
Per Pupil Expenditures					
State	Total	Instruction	Student Support	Operations	Administration
Arizona	\$7,495	\$4,081	\$541	\$929	\$527
California	\$9,258	\$5,527	\$499	\$939	\$710
Colorado	\$8,693	\$5,038	\$425	\$803	\$747
Idaho	\$6,761	\$4,071	\$379	\$615	\$537
Montana	\$10,662	\$6,353	\$680	\$1,056	\$916
Nevada	\$8,026	\$4,613	\$430	\$846	\$693
New Mexico	\$9,164	\$5,262	\$928	\$950	\$748
Oregon	\$9,183	\$5,321	\$655	\$763	\$712
Utah	\$6,432	\$4,068	\$242	\$617	\$470
Washington	\$9,714	\$5,630	\$650	\$870	\$747
Wyoming	\$15,815	\$9,329	\$929	\$1,560	\$1,180
Regional Average	\$9,200	\$5,390	\$578	\$904	\$726
National Average	\$10,763	\$6,543	\$600	\$1,018	\$810

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2015*.

In April 2016, a team of students from Reno High School represented Nevada at the national “We the People: The Citizen and the Constitution” competition in Washington, D.C.; they went on to win the Western Regional Award.



PUBLIC SCHOOL EXPENDITURES



Sources: SAGE Publishing, *SAGE Stats*, 2016; and U.S. Department of Education, National Center for Education Statistics, *Common Core of Data*.

**Expenditures of Similarly Sized Public Elementary
And Secondary School Systems in the U.S.
By Enrollment—FY 2014**

Expenditures of Similarly Sized Public Elementary-Secondary School Systems in the U.S. by Enrollment: FY 2014								
Nat'l Rank	School District	State	Enrollment*	Total Expenditure	Instruction	Student Support	Administration	Other
3	Chicago	Illinois	396,641	\$1,637,732	\$222,945	\$284,369	\$309,722	\$819,750
4	Miami-Dade County	Florida	356,233	\$982,433	\$158,619	\$134,240	\$668,373	\$510,236
5	Clark County	Nevada	320,532	\$977,847	\$159,950	\$121,487	\$213,719	\$482,691
6	Broward County	Florida	262,666	\$720,967	\$99,259	\$110,733	\$142,624	\$368,351
7	Houston	Texas	211,552	\$639,756	\$97,018	\$71,739	\$136,742	\$334,257
57	Katy	Texas	67,213	\$171,503	\$21,092	\$27,629	\$35,418	\$87,364
58	Douglas County	Colorado	66,230	\$200,952	\$23,543	\$20,518	\$42,359	\$114,532
59	Washoe County	Nevada	65,550	\$226,271	\$32,623	\$44,355	\$45,407	\$103,866
60	Seminole County	Florida	64,851	\$165,785	\$21,644	\$24,054	\$35,114	\$84,973
61	Arlington	Texas	64,688	\$152,851	\$23,506	\$31,720	\$28,461	\$69,154

*Enrollment: This reflects fall 2013 enrollment as reported to the National Center for Educational Statistics and excludes enrollments for state educational facilities, federal school systems, and charter schools whose charters were held by a nongovernmental entity.

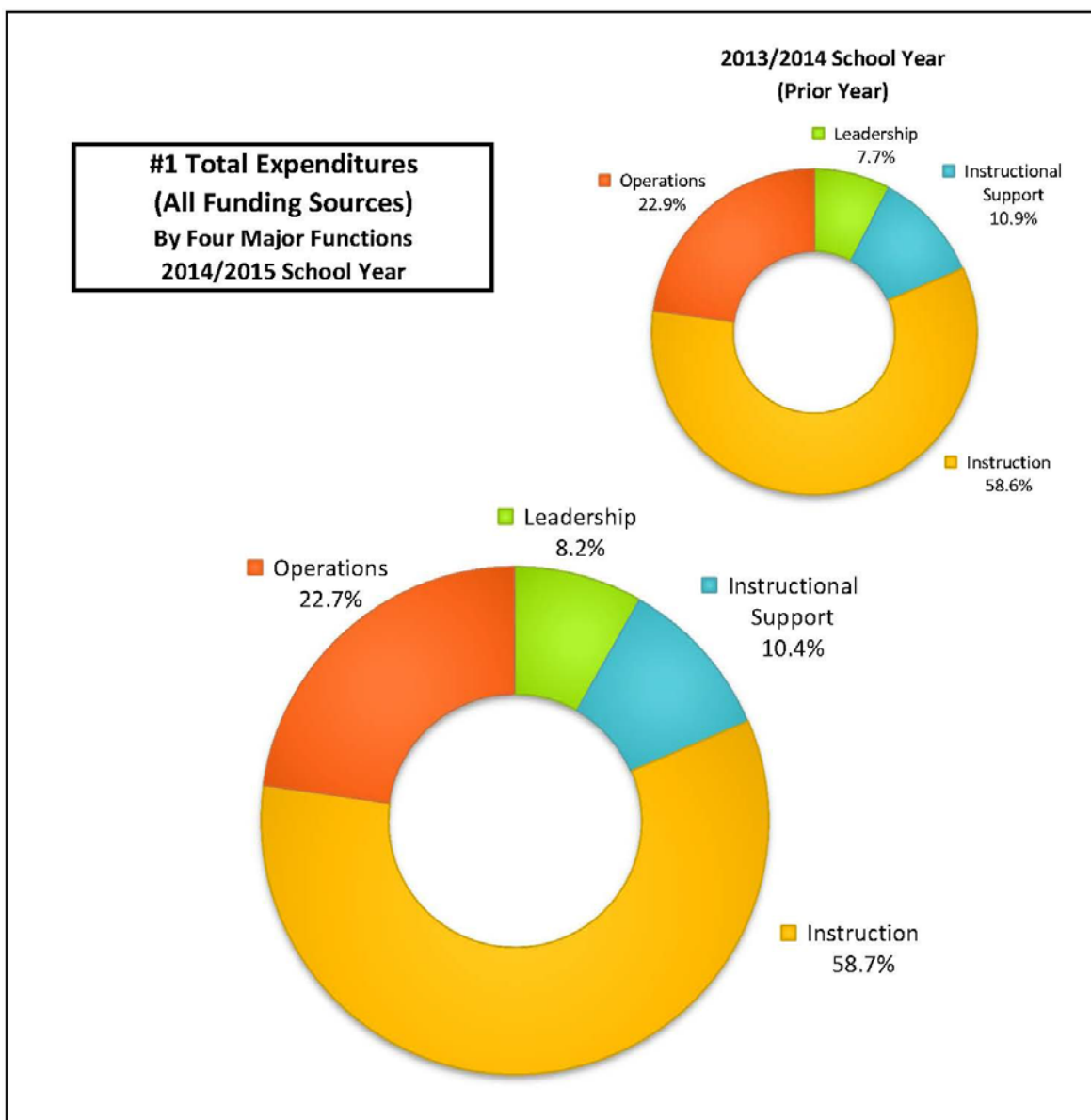
Note: Expenditure data is valued in thousands of dollars.

Source: U.S. Census Bureau; *Public Education Finances 2014: Economic Reimbursable Surveys Division Reports*; Table 16 on pages 20-22; June 2016; <https://www2.census.gov/govs/school/14f33pub.pdf>.

In\$ite Financial Analysis System Expenditure Comparisons

In an effort to provide financial information that is comparable across schools and school districts, the 1999 Legislature first approved funding to contract with EDmin for access to the In\$ite Financial Analysis Model for Education. It is a reporting system, not an accounting system, designed to provide financial data that is consistent and comparable. The In\$ite model provides many reports of audited school district expenditures for all public schools in Nevada, including charter schools. In\$ite takes information from the disparate accounting systems at Nevada's various school districts and makes it comparable.

Nevada School Districts & Charter Schools



Weighted Enrollment: 443,407	Amount	Per Pupil	%-To-Total
Instruction	\$2,293,434,043	\$5,172	58.7%
Instructional Support	\$405,481,072	\$914	10.4%
Operations	\$889,363,829	\$2,006	22.7%
Leadership	\$321,577,959	\$725	8.2%
Total Expenditures	\$3,909,856,904	\$8,818	100.0%

2015-NV-01-01 (4)

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

Source: <http://edmin.com>.



4-COMP-2.1a

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

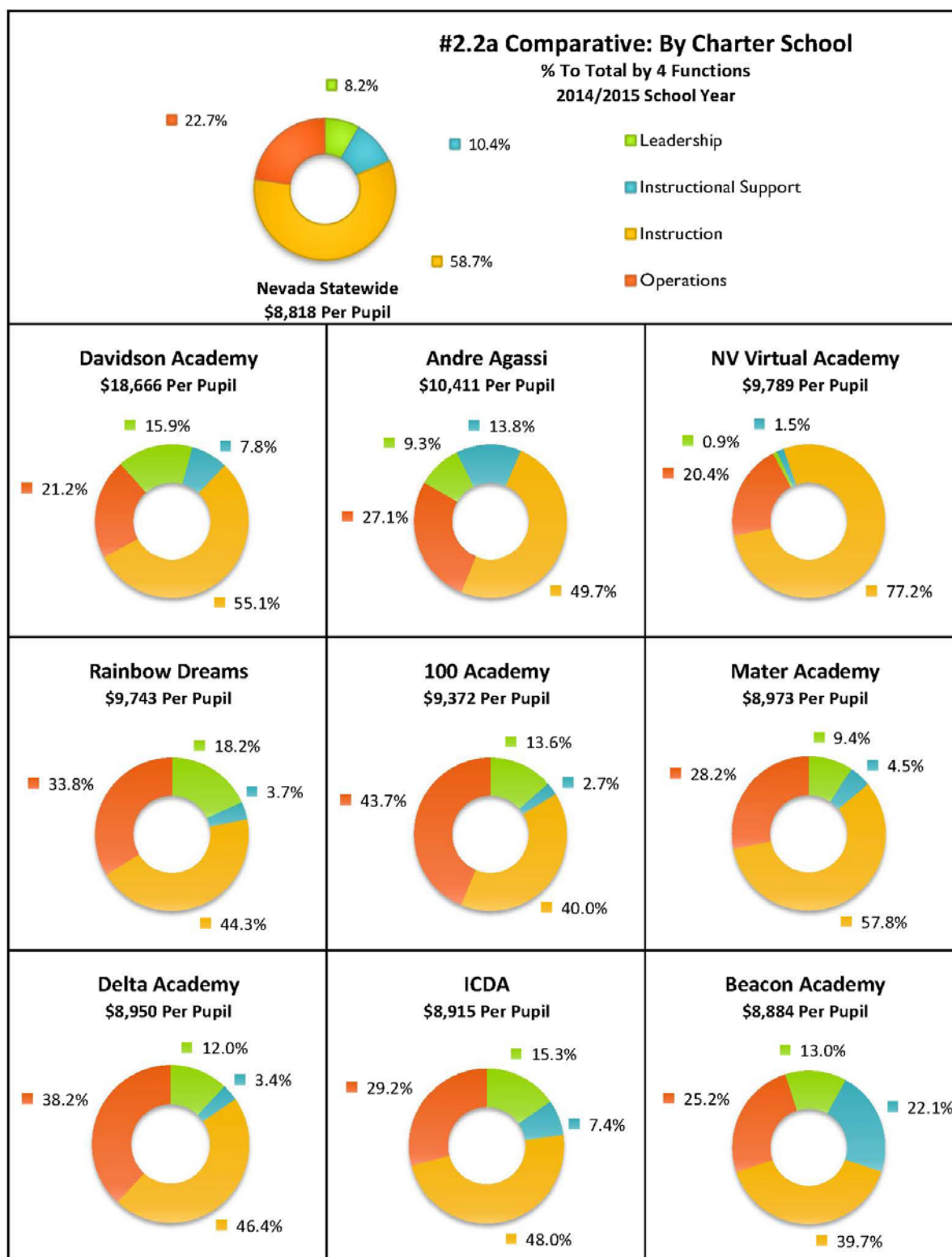
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4-COMP-2.1b

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

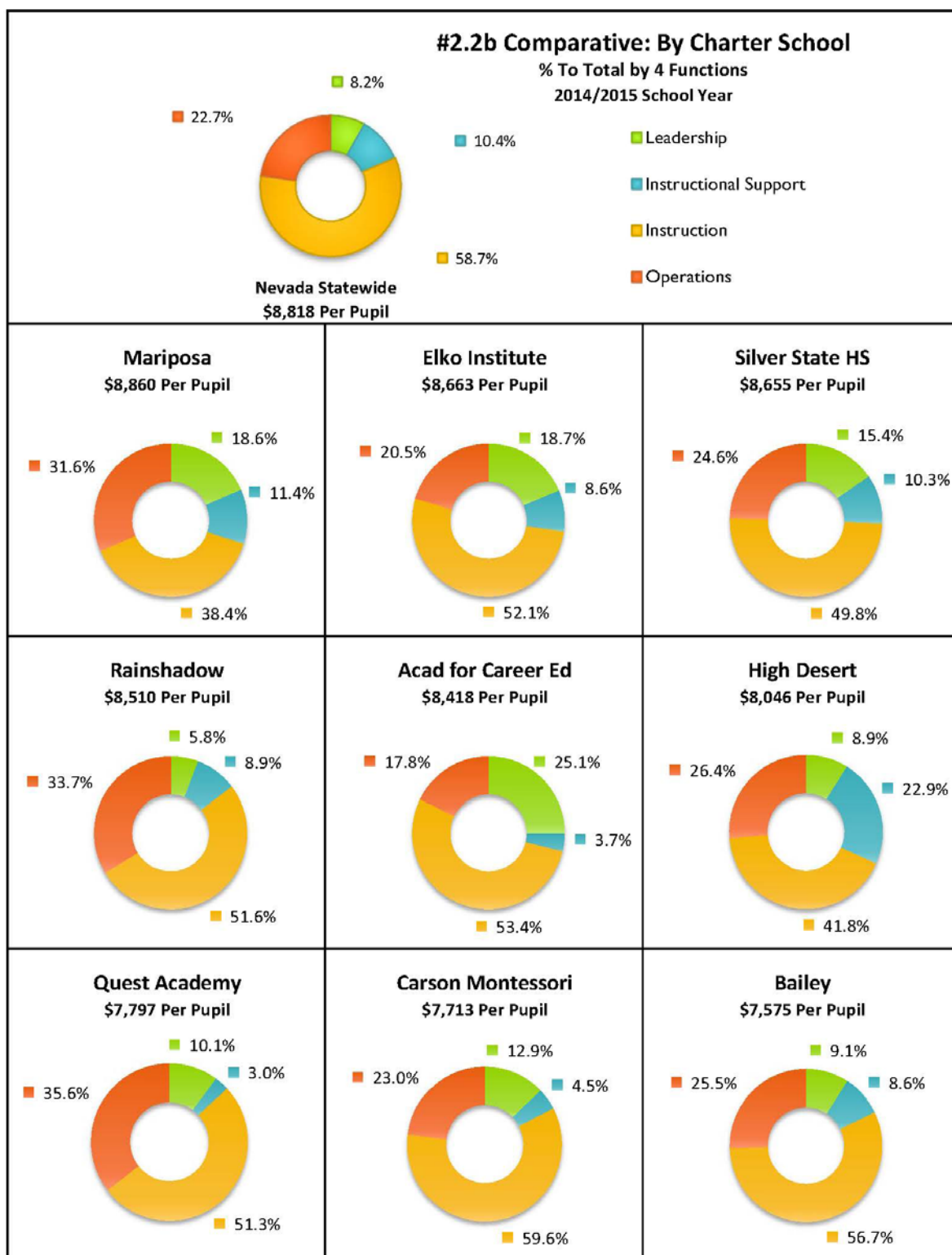
Source: <http://edmin.com>.



4-COMP-2.2a

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

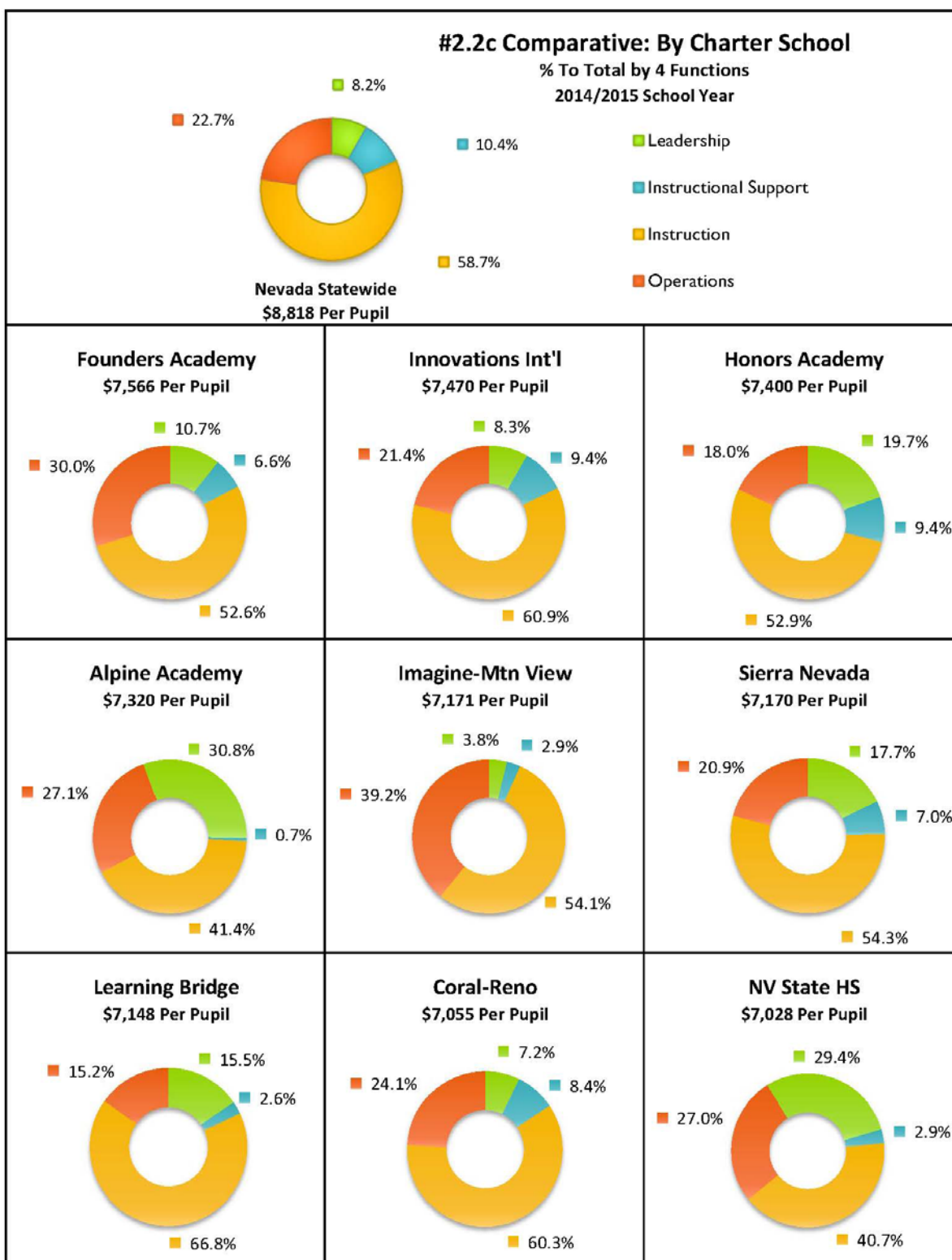
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4-COMP-2.2b

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

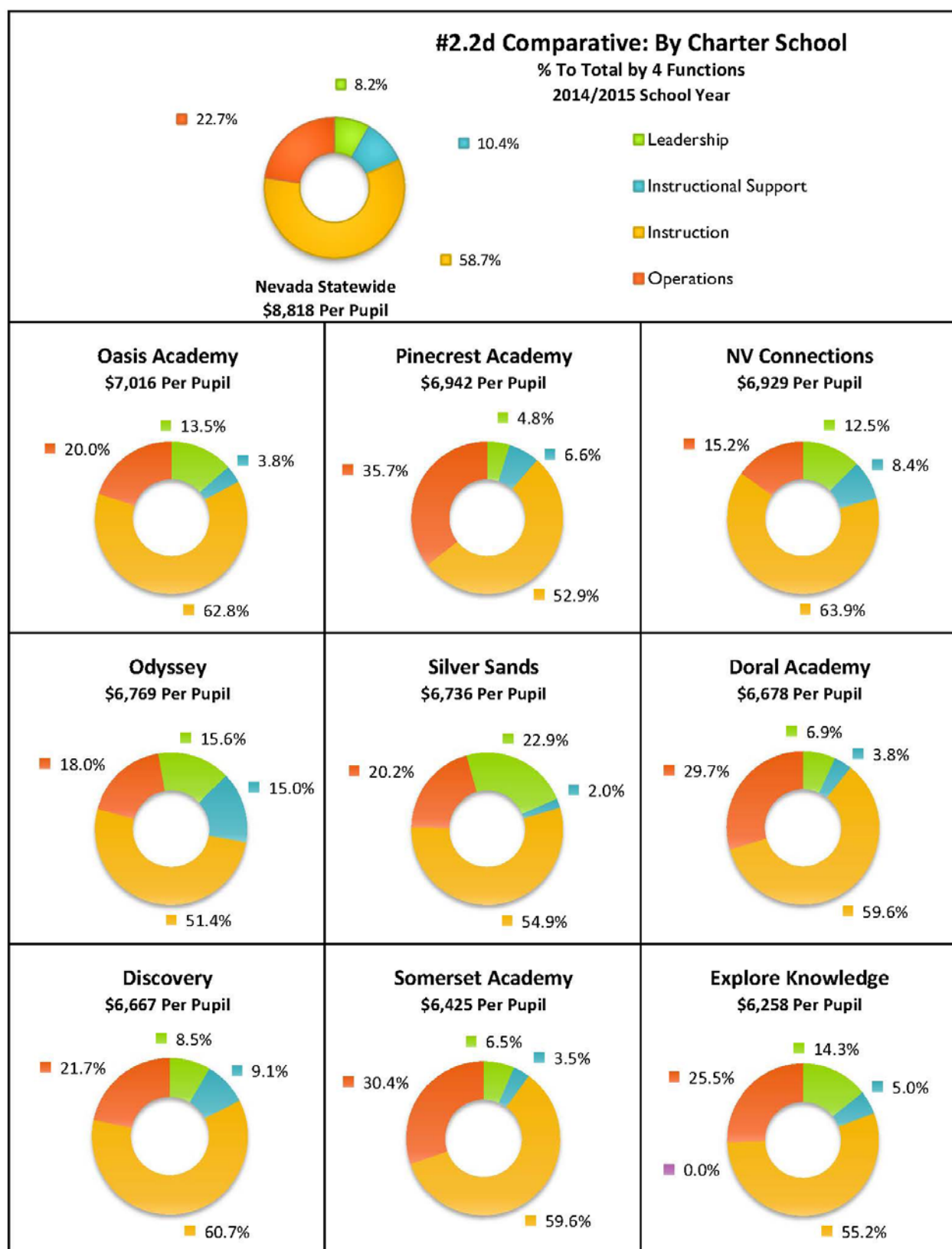
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4-COMP-2.2c

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

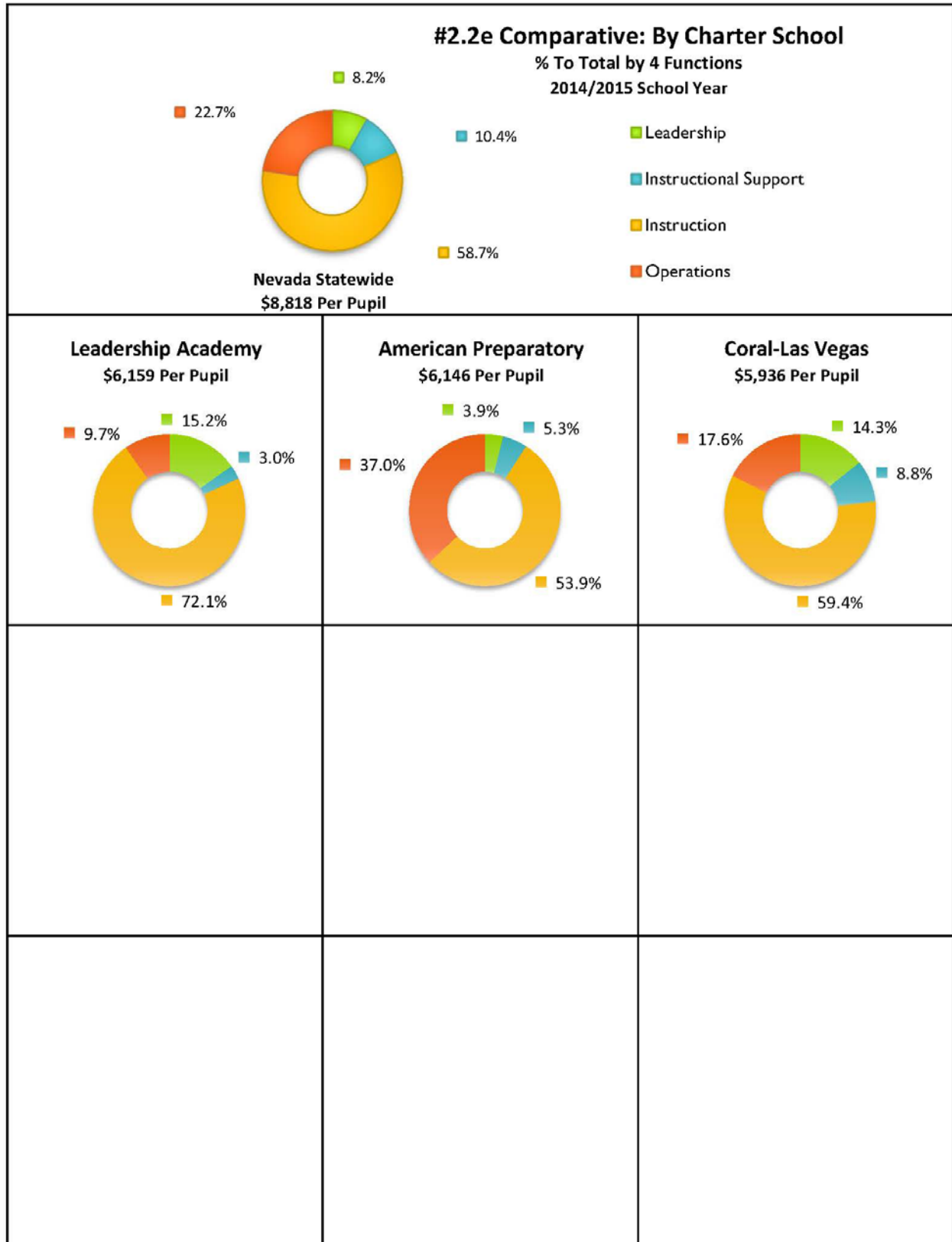
Source: <http://edmin.com>.



4-COMP-2.2d

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

Source: <http://edmin.com>.



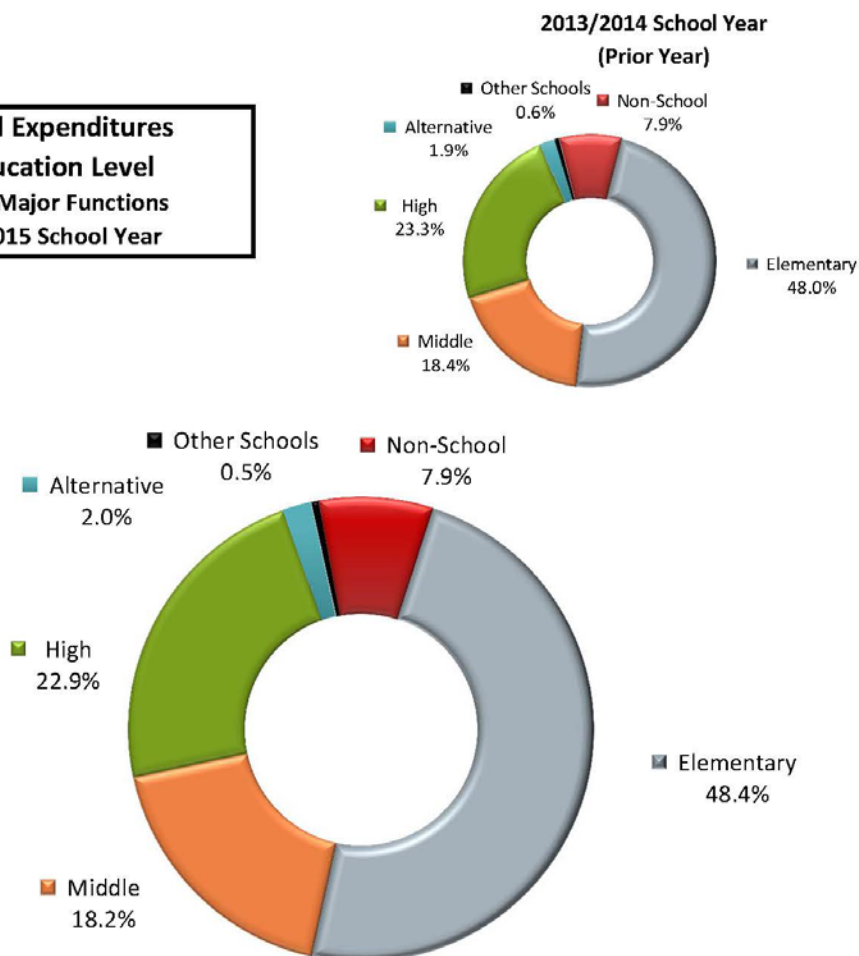
4-COMP-2.2e

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

Source: <http://edmin.com>.

Nevada School Districts & Charter Schools

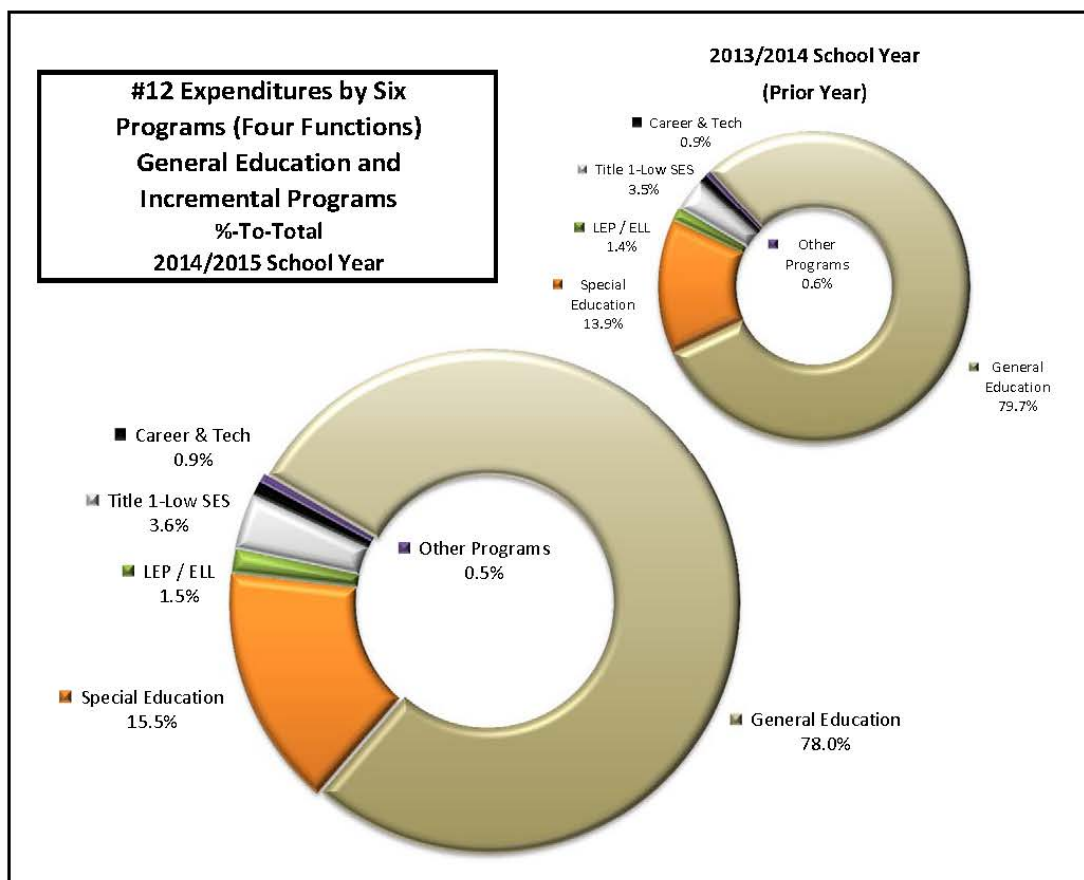
#8 Total Expenditures by Education Level By Four Major Functions 2014/2015 School Year



Education Level	Weighted Enrollment	Amount	\$ Per Pupil	%-To-Total
Elementary	215,438	\$1,894,028,554	\$8,792	48.4%
Middle	98,140	\$712,505,073	\$7,260	18.2%
High	126,157	\$896,493,675	\$7,106	22.9%
Alternative	3,395	\$76,404,552	\$22,505	2.0%
Other Schools ¹	277	\$20,664,683	N/A	0.5%
Non-School	N/A	\$309,760,366	N/A	7.9%
Total	443,407	\$3,909,856,904	\$8,818	100.0%

¹ Other Schools enrollment is a combination of enrollment for a few schools classified as Other and of locations for Summer School or Adult Education with enrollment of 0 per location. \$ per pupil is not calculated for this category.

Nevada School Districts & Charter Schools



Program	Program Enrollment ¹	Amount	Incremental \$ Per Pupil ³	Total \$ Per Pupil ³	%-To-Total
General Education	443,409.00	\$3,050,084,206	\$6,879	\$6,879	78.0%
Special Education	53,761.00	\$604,635,616	\$11,247	\$18,125	15.5%
LEP / ELL	74,889.00	\$59,387,881	\$793	\$7,672	1.5%
Title 1 - Low SES	277,547.00	\$140,238,581	\$505	\$7,384	3.6%
Career & Tech	55,757.00	\$34,086,620	\$611	\$7,490	0.9%
Other Programs ²	N/A	\$21,424,000	N/A	N/A	0.5%
Total	443,407	\$3,909,856,904	N/A	\$8,818	100.0%

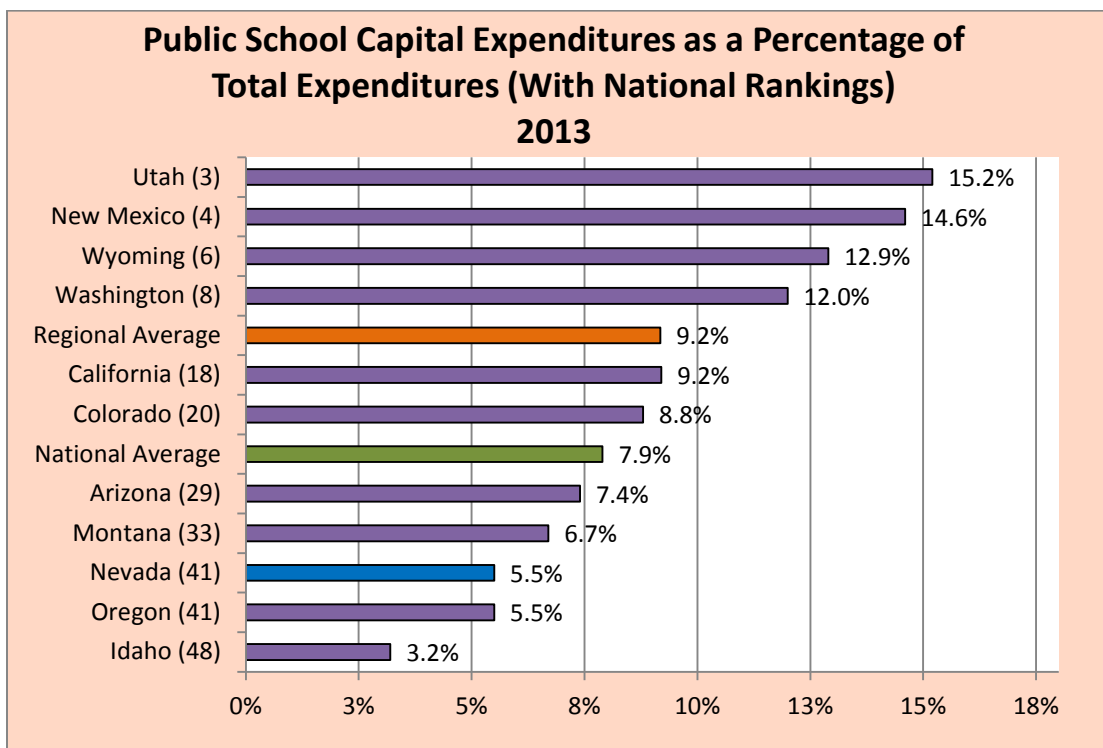
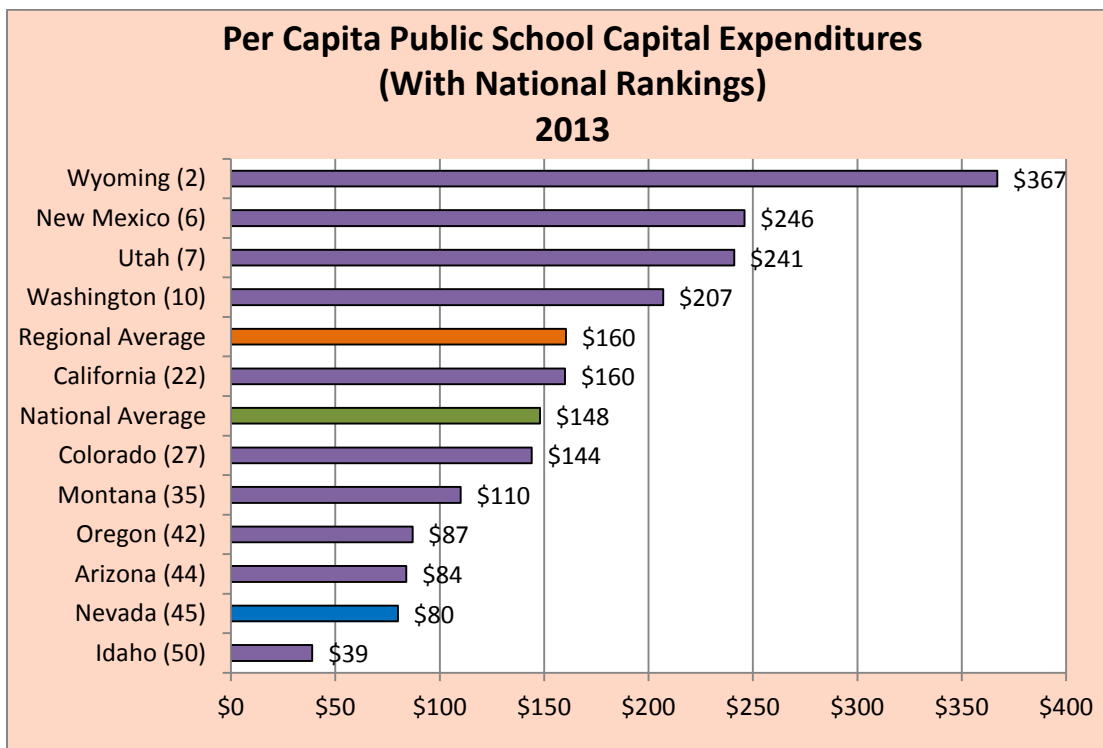
- 1 Students are counted as 1.0 in multiple programs. Therefore, the total of programmatic enrollments is greater than "Total District" enrollment. Kindergarten and pre-school students are counted as 0.6 for enrollment because they attend school for only part of the day.
- 2 "Other Programs" does not include a per pupil expenditure because these programs benefit various student populations with a variety of needs, and a per pupil calculation would not be comparable.
- 3 The per pupil programmatic expenditure amounts in the "Incremental \$ Per Pupil" column represent only the incremental program expenditures. The "Total \$ Per Pupil" column represents the total per pupil expenditures for the designated program (the General Education base per pupil amount in **bold** plus the incremental per pupil amount for each program).

2015-NV-15-12 (4)

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

Source: <http://edmin.com>.

EXPENDITURES—CAPITAL



Source: SAGE Publishing, *SAGE Stats*, 2016.

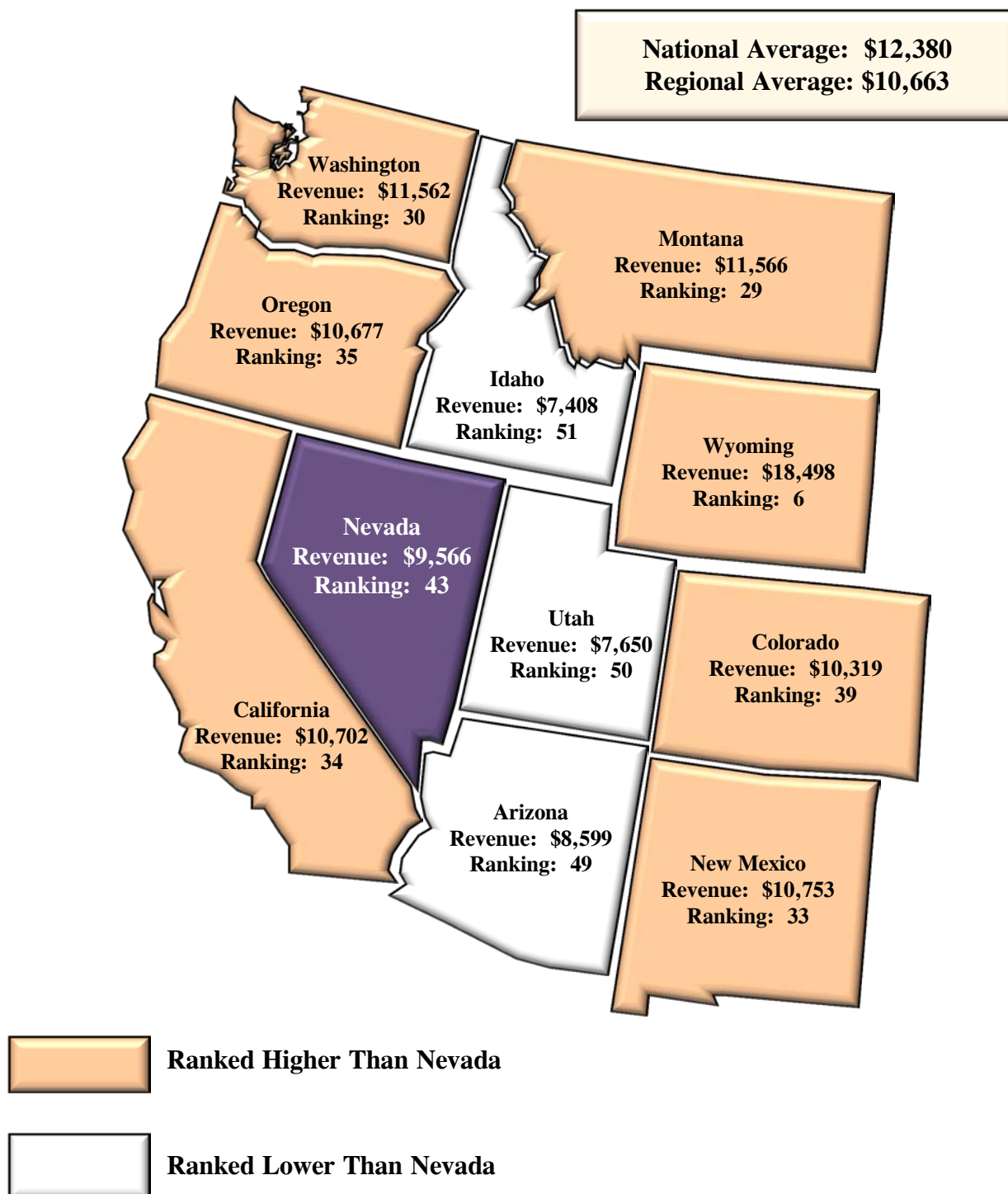
LOCAL GOVERNMENT INDEBTEDNESS

General Obligation Bonds of School Districts and Other Local Government Entities in Nevada June 30, 2015					
County	Counties G.O. Bonds	Schools G.O. Bonds	Cities G.O. Bonds	Total	Percentage of G.O. Bonds for Schools
Carson City	N/A	\$49,790,000	N/A	\$49,790,000	100%
Churchill	N/A	\$38,845,000	N/A	\$38,845,000	100%
Clark	\$16,471,851	\$1,933,575,000	\$20,955,000	\$1,971,001,851	98%
Douglas	N/A	\$40,925,000	N/A	\$40,925,000	100%
Elko	N/A	N/A	N/A	\$0	0%
Esmeralda	N/A	N/A	N/A	\$0	0%
Eureka	N/A	N/A	N/A	\$0	0%
Humboldt	N/A	\$2,395,000	N/A	\$2,395,000	100%
Lander	N/A	N/A	N/A	\$0	0%
Lincoln	N/A	\$5,130,600	N/A	\$5,130,600	100%
Lyon	N/A	\$66,670,000	N/A	\$66,670,000	100%
Mineral	N/A	\$980,000	N/A	\$980,000	100%
Nye	N/A	\$81,180,000	N/A	\$81,180,000	100%
Pershing	N/A	\$6,572,071	N/A	\$6,572,071	100%
Storey	N/A	\$8,660,300	N/A	\$8,660,300	100%
Washoe	\$34,205,000	\$467,005,000	N/A	\$501,210,000	93%
White Pine	N/A	\$8,600,000	N/A	\$8,600,000	100%
STATEWIDE	\$50,676,851	\$2,710,327,971	\$20,955,000	\$2,781,959,822	97%

Source: Department of Taxation, *Annual Local Government Indebtedness as of June 30, 2015*.

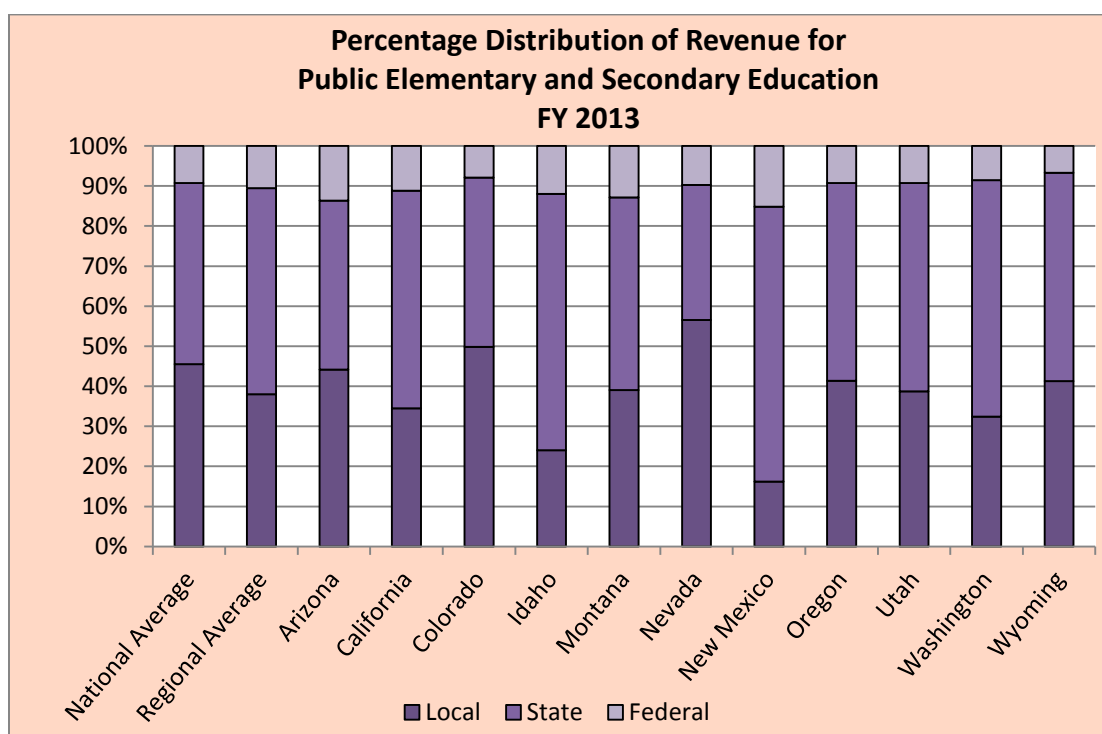
PER-PUPIL REVENUE

Per-Pupil Revenue Rankings SY 2012–2013



Source: SAGE Publishing, *SAGE Stats*, 2016.

REVENUE SOURCES—NEVADA AND WESTERN STATES



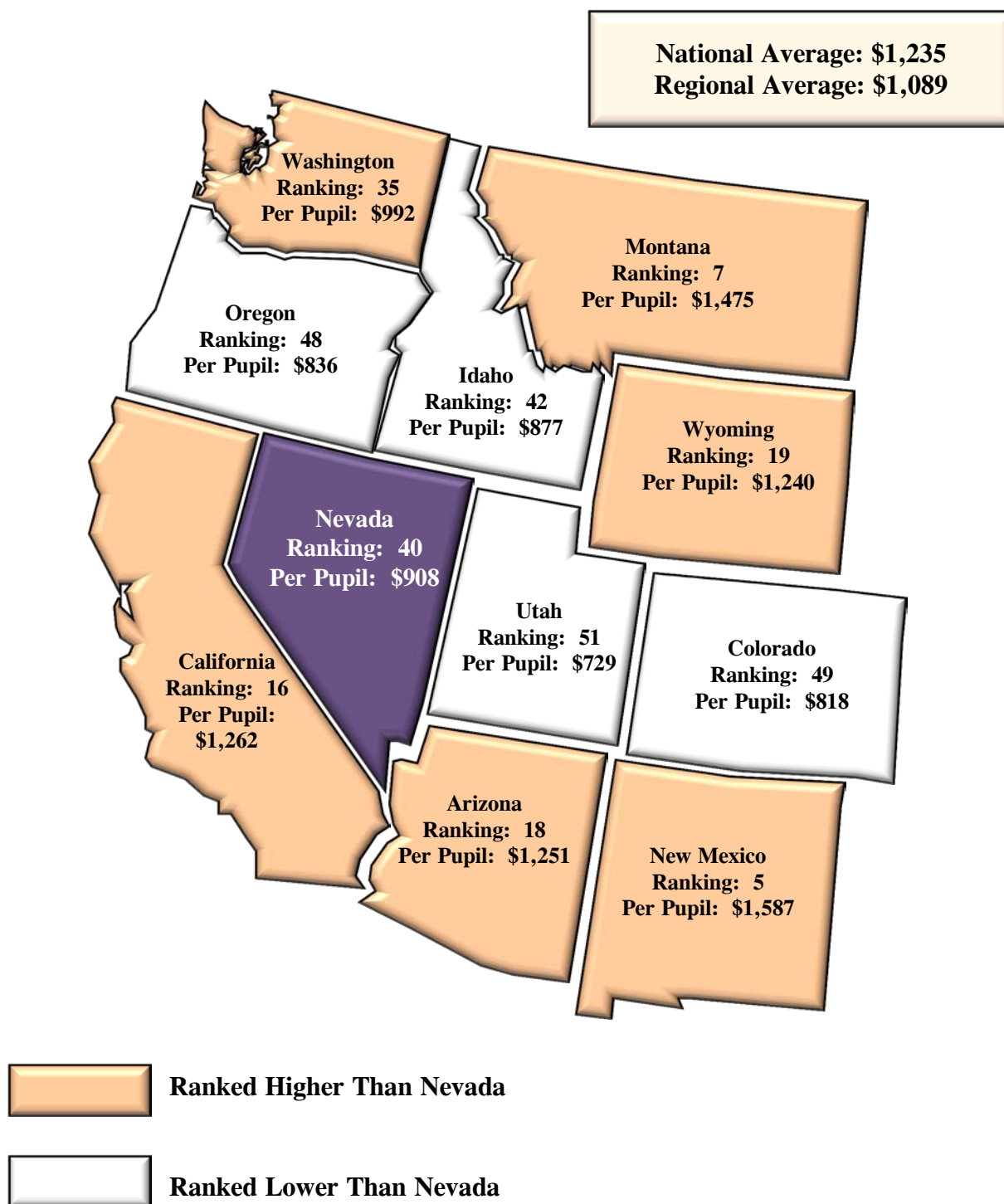
LOCATION	LOCAL	STATE	FEDERAL
Arizona	44.1%	42.2%	13.6%
California	34.5%	54.3%	11.2%
Colorado	49.8%	42.3%	7.9%
Idaho	24.0%	64.0%	11.9%
Montana	39.0%	48.1%	12.9%
Nevada	56.5%	33.7%	9.7%
New Mexico	16.2%	68.6%	15.2%
Oregon	41.4%	49.4%	9.2%
Utah	38.7%	52.0%	9.2%
Washington	32.4%	59.0%	8.6%
Wyoming	41.3%	52.0%	6.7%
Regional Average	38.0%	51.4%	10.6%
National Average	45.5%	45.2%	9.3%

Note: When reviewing the above information, note that due to the differing financing mechanisms utilized in each state, there are tremendous differences between the nationwide averages and the percentages found in some states, making meaningful comparisons difficult. For example, among states with more than one school district, local contributions to the funding mix vary from 16.2 percent in New Mexico to 56.5 percent in Nevada. However, a large portion of the local funding in Nevada is derived from the State-mandated sales tax—LSST—and property and mining taxes.

Source: U.S. Department of Education; National Center for Education Statistics; *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2012–13 (Fiscal Year 2013), First Look*; January 2016.

REVENUE SOURCES—FEDERAL

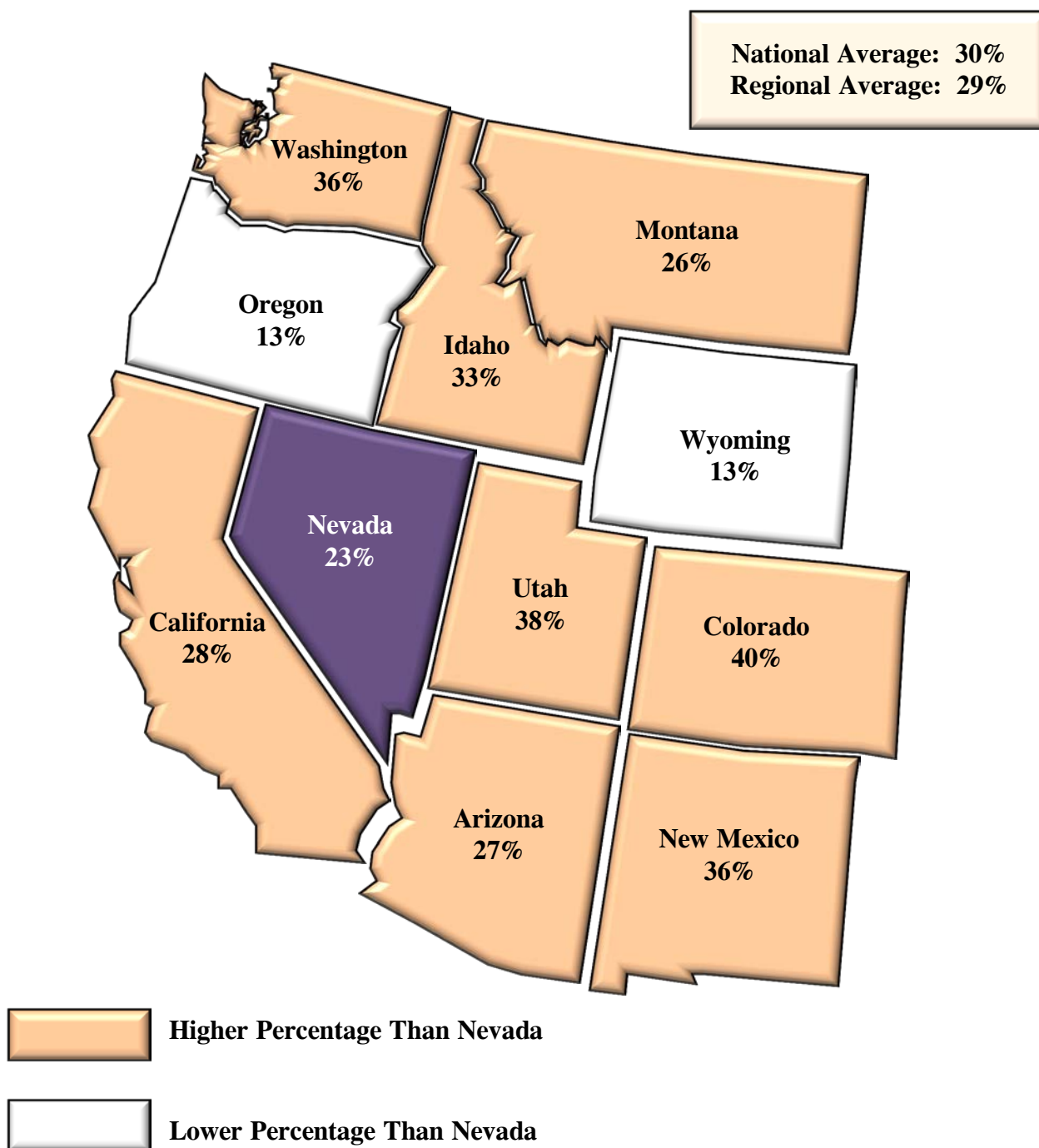
Per-Pupil Revenue From Federal Sources Western States With Rankings SY 2012–2013



Source: SAGE Publishing, *SAGE Stats*, 2016.

STATE GENERAL EXPENDITURES DEDICATED TO EDUCATION

All Education Expenditures as a Percentage of
Total State Expenditures—Western States
FY 2015



Source: National Association of State Budget Officers, *State Expenditure Report: Examining Fiscal 2014–2016 State Spending*, 2016, <https://www.nasbo.org/mainsite/reports-data/state-expenditure-report>.

Nevada's Compliance With Federal And State Education Programs

FEDERAL EVERY STUDENT SUCCEEDS ACT

The federal Elementary and Secondary Education Act of 1965 (ESEA) was reauthorized by the United States Congress in 2001 as the No Child Left Behind Act (NCLB). During the 2003 Legislative Session, provisions of the NCLB were added to State statutes after passage of Senate Bill 1 (Chapter 1, *Statutes of Nevada 2003, 19th Special Session*). Although eligible for renewal in 2007, Congress did not reauthorize the ESEA despite several attempts.

In the fall of 2015, Congress unexpectedly reached a compromise ESEA reauthorization bill, titled the Every Student Succeeds Act (ESSA), which was signed into law on December 10, 2015. The ESSA represents a significant shift in authority from the federal government to the states and a reassessment of the accountability-based education reform found in the NCLB.

Major Provisions

The following information is from a December 2015 report titled, *Summary of the Every Student Succeeds Act*, created by the National Conference of State Legislatures (http://www.ncsl.org/documents/educ/ESSA_summary_NCSL.pdf).

Title I

School Improvement Grants

School Improvement Grants are ended by the ESSA. To carry out a statewide system of technical assistance and support for Local Educational Agencies (LEAs), each state is required to reserve either 7 percent of Title I, Part A funding or the amount the state had reserved for school improvement activities in 2016, whichever is greater.

Not less than 95 percent of the amount must be granted to LEAs on a formula or competitive basis for schools implementing comprehensive support and improvement activities, or targeted support and improvement activities, or the State Education Agency (SEA) may directly provide those activities.

State Plans

The SEA must submit a Title I plan to the U.S. Department of Education (ED) that is developed with timely and meaningful consultation with governors, members of state legislatures, and state boards of education. The list of consulting entities also includes LEAs,

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tribal organizations, teachers, principals, and parents, among others. State plans must ensure coordination between programs under several other federal laws including the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Perkins Career and Technical Education Act, and the Workforce Innovation and Opportunity Act, among others.

Standards

Each state's plan must provide an assurance the state has adopted challenging academic content standards and aligned academic achievement standards that include not less than three levels of achievement. Standards must apply to all public schools and public school students in a state. States are required to have academic standards for math, reading or language arts, and science; a state may have standards for any other subject it chooses. Standards must be aligned with entrance requirements for credit-bearing coursework at state higher education institutions and with relevant state career and technical education standards.

States are allowed to adopt alternate academic achievement standards for students with the most significant disabilities, provided those standards align with overall academic standards and promote access to the general education curriculum consistent with IDEA, and ensure a student who meets the alternative standards is on track to pursue postsecondary education.

States must also adopt English language proficiency standards derived from four domains (speaking, listening, reading, and writing), address the different proficiency levels of English learners, and align with academic standards.

Academic Assessments

States are required to implement a set of high-quality academic assessments in math, language arts, and science, and may implement assessments in other subjects. These assessments (with exceptions regarding alternative assessments for certain students) must be administered to all elementary and secondary students, must measure the achievement of all students, and must be aligned with state academic standards.

The ESSA retains the schedule of federally required statewide assessments. Math and language arts must be assessed annually in grades 3 through 8, and once in grades 9 through 12. Science must be assessed at least once each in grades 3 through 5, grades 6 through 9, and grades 10 through 12.

These assessments must involve multiple measures of student achievement, including higher order thinking skills and understanding, and may include measures of student growth and be partially delivered in the form of portfolios, projects, or performance-based tasks. Assessments must provide appropriate accommodations for children with disabilities and may be administered through a single, summative assessment or through multiple assessments during the course of the academic year. Results must be disaggregated for each state, LEA, and school by:

- Racial and ethnic group;
- Economically disadvantaged students, compared to students who are not economically disadvantaged;
- Children with disabilities, compared to children without disabilities;
- English proficiency status;
- Gender; and
- Migrant status.

Alternate assessments must be aligned with alternative academic standards and achievement goals. Only 1 percent of the total number of all students in the state may be assessed using these alternate assessments.

Local Education Agencies may administer a nationally recognized high school academic assessment approved by the state in place of a required statewide assessment. NOTE: Additional provisions regarding assessments are contained in Part B of Title I, including new flexibility to develop innovative assessments, and are described below.

The ESSA contains a parental rights statement that it does not preempt a state or local law regarding the decision of a parent not to have their child participate in the assessments. However, such children are still counted against a state's 95 percent participation rate requirement.

Subject to federal or state requirements related to assessments, evaluations, and accommodations, states may set a target limit on the aggregate time devoted to assessments in each grade, expressed as a percentage of instructional hours.

Statewide Accountability System

Each state must have a statewide accountability system, based upon the challenging state academic standards for language arts and math, to improve student academic achievement and school success. States must establish ambitious state-designed long-term goals for all students and each subgroup of students in the state for improved:

- Academic achievement as measured by proficiency on the annual assessments;
- High school graduation rates, including the four-year adjusted cohort graduation rate and, at the state's discretion, the extended-year adjusted cohort graduation rate; and
- Percentage of English learners making progress in achieving English language proficiency.

The indicators of the system, for all students and separately for each subgroup, include:

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- Academic achievement as measured by proficiency on annual assessments;
- Another indicator of academic achievement;
- For high schools, a measure of the graduation rate;
- Progress of English learners in achieving English language proficiency; and
- An indicator of school quality and student success such as student engagement, educator engagement, student access to advanced coursework, postsecondary readiness, school climate and safety, or another measure.

States must also incorporate test participation rates in the accountability system. A state must use this system to meaningfully differentiate all public schools in the state, based upon all indicators for all students and subgroups, and put substantial weight on each indicator. The system must differentiate any school in which any subgroup of students is consistently underperforming. Those subgroups are:

- Economically disadvantaged students;
- Students from major racial and ethnic groups;
- Children with disabilities; and
- English learners.

Identification of Schools

States must establish a methodology to identify, beginning in School Year (SY) 2017–2018 and at least every three years thereafter, schools in need of comprehensive support and improvement. These include the lowest performing 5 percent of all schools receiving Title I funds and any high school failing to graduate one-third or more of its students. There must be an annual measure of achievement that includes 95 percent of all students and 95 percent of all students in each subgroup. States must also notify LEAs of any school in their districts in which a subgroup of students consistently underperforms; this status will result in a school-level targeted support and improvement program.

School Support and Improvement Activities

For schools identified as in need of comprehensive support and improvement, the LEA, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), must locally develop and implement a plan to improve student outcomes that: (1) is informed by all the indicators, including student performance, against state-determined long-term goals; (2) includes evidence-based interventions; (3) is based upon a school-level needs assessment; (4) identifies resource inequities; and (5) is approved by the school, the LEA, and the SEA.

An LEA may provide all students enrolled in a school identified by the state for improvement with the option to transfer to another public school if state law permits. Special consideration may be given to any high school predominately serving students returning to education or who are off-track to meet graduation requirements. If an LEA serves fewer than 100 students, it may forego implementing improvement strategies.

To ensure continued support for school and LEA improvement, the SEA must: (1) establish statewide exit criteria for schools identified for comprehensive support and improvement that, if not satisfied within four years, shall result in more rigorous state-determined action; (2) for schools where subgroups of students are not succeeding, review resource allocations to support improvement in schools identified for support; and (3) provide technical assistance. States may initiate additional improvement in LEAs with large numbers of schools needing improvement and, consistent with state law, establish alternative evidence-based strategies that may be used by the LEAs to assist schools.

Report Cards

An annual state report card is required and must be widely disseminated. The report card must be accessible online and provide a clear and concise description of the state's accountability system, including: (1) the long-term goals and measurements of interim progress for all students and subgroups of students; (2) the state's system for meaningfully differentiating all public schools; (3) the number and name of all public schools identified for improvement; and (4) the exit criteria for no longer being identified for improvement. The report card must identify all the indicators and other factors, including professional qualifications of teachers, per-pupil expenditures, National Assessment of Educational Progress scores and, where available beginning with the 2017 report card, information concerning postsecondary attainment. Local Education Agencies will also prepare report cards containing information on student performance on academic assessments.

Schoolwide Title I Programs

Local Education Agencies may consolidate and use Title I and other federal, state, and local funds for schoolwide Title I programs in schools serving an attendance area where not less than 40 percent of the children are from low-income families or where not less than 40 percent of the children enrolled are from such families. Funds may be used for preschool programs or dual/concurrent enrollment programs.

Parent and family engagement (formerly parental engagement) efforts receive an allotment of 1 percent of Title I grants. Local Education Agencies must use parent and family engagement funds to do one or more of the following: (1) support schools and nonprofit organizations providing professional development in this area; (2) support programs to reach parents and family members at home; (3) disseminate best practice information on parent and family engagement; and (4) collaborate with entities with a record of success in improving and increasing parent and family engagement.

Maintenance of Effort Requirement

The requirement for maintaining effort at 90 percent of prior funding is continued, and federal funding is reduced if a state also fails to meet the Maintenance of Effort (MOE) requirement for one or more of the five immediately preceding years. However, the U.S. Secretary of Education can waive the MOE requirement in the case of exceptional or uncontrollable circumstances like a natural disaster or change in the organizational structure of the state, or precipitous decline in the financial resources of the state.

Part B, State Assessment Grants

The Secretary of Education will award grants to SEAs enabling states to carry out one or more of the following activities:

- Paying the costs of developing state assessments and standards; or
- Administering the assessments, including:
 - Ensuring appropriate accommodations for English learners;
 - Developing challenging assessments in other subjects in which the state wants to assess students;
 - Ensuring the continued validity and reliability of state assessments;
 - Refining assessments so that they are continually aligned with challenging state academic standards;
 - Developing balanced assessment systems that include summative, interim, or formative assessments;
 - Refining required science assessments to incorporate engineering design skills;
 - Developing or improving assessments for children with disabilities;
 - Allowing for collaboration for research to improve the quantity, validity, and reliability of state academic assessments;
 - Measuring student academic achievement using multiple measures;
 - Evaluating students through competency-based models; and
 - Designing the report cards and reports required under the ESSA in a user-friendly model that allows cross-tabulation of student information that the state deems appropriate.

State Option to Conduct Assessment System Audits

Grants are authorized to states to enable audits of state assessment systems and ensure LEAs audit local assessments. A first grant allows states to develop a plan for this audit; a subsequent grant may be used for implementation.

Innovative Assessment and Accountability Demonstration Authority

Innovative assessments include competency-based, interim, and cumulative year-round assessments, or performance-based assessments that combine into an annual summative determination, and may be administered through computer-adaptive assessments.

State Education Agencies or a consortium of not more than four SEAs may apply to exercise demonstration authority for a period up to five years. Initially, the Secretary shall provide not more than seven participating state agencies (including those in a consortium) with such authority. States may use this authority to allow LEAs to innovate assessments with the intent of eventual statewide deployment.

Part C, Education of Migratory Children

Federal funds for programs to assist migrant students are allocated by the following basic formula: the sum of the average number of identified eligible migratory children aged 3 to 12 residing in the state, based upon data for the three preceding years, plus the number of eligible migrant children aged 3 to 21 who received services under this part in summer or intersession programs, multiplied by 40 percent of the average per-pupil expenditure in the state (which will be not less than 32 percent, or more than 48 percent, of the average per-pupil expenditure in the United States).

Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or Considered At-Risk

Included in this section is a requirement that states must establish provisions for, or timely re-enrollment of, youth placed in the juvenile justice system, including opportunities to participate in credit-bearing coursework.

Part E, Flexibility for Equitable Per-Pupil Funding

Part E allows LEAs to consolidate eligible federal, state, and local education funding to create a single school funding system based upon weighted per-pupil allocations for low-income and otherwise disadvantaged students. Demonstration agreements for this local flexibility provision are available for up to three years. Fifty LEAs can receive approval from the Secretary for these demonstration programs, with possible expansion of the program beginning in SY 2019.

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Title II

The most important change in Title II is in the state allotment formula. It will shift from the current formula, 35 percent of which is based upon a state's total student population aged 5 to 17 relative to this population in all states, and 65 percent of which is based upon a state's student population aged 5 to 17 from families below the poverty line relative to this population in all states. The formula will change in phases, as follows:

- 35/65 in Fiscal Year (FY) 2017;
- 30/70 in FY 2018;
- 25/75 in FY 2019; and
- 20/80 in FY 2020 and subsequent years.

The ESSA maintains the requirement that 95 percent of state allotments be subgranted to LEAs, but a state may reserve up to 3 percent of the 95 percent for state activities for principals and other school leaders.

Subgrants to LEAs must be made on the following formula: 20 percent based upon the total student population aged 5 to 17 in the area served by the LEA, relative to all such areas in the state, and 80 percent based upon the student population aged 5 to 17 from families below the poverty line in the area served by the LEA, relative to all such areas in the state.

Funding for national activities (approximately \$470 to \$490 million for each year of FY 2017–2020) is included for the following activities:

- Development of teacher or school leader incentive programs and grants;
- Literacy education programs and grants (including early reading and K–12 programs);
- American history and civics education programs;
- School leader training and recruitment; and
- State-led science, technology, engineering, and mathematics (STEM) master teacher corps programs.

It is important to note the ESSA ends the federal mandate for teacher evaluation, and eliminates the “highly qualified teacher” requirement of No Child Left Behind.

Title III

The accountability measures for English learners are moved from Title III into Title I as previously noted, to show English learner proficiency is as important as proficiency for other students.

English learner program funding gradually increases from \$756 million in FY 2017 to \$885 million in FY 2020. States may use funds for subgrants to eligible entities, as long as 95 percent of state funding is used for purposes described in relevant Title III sections. States receive funding at a rate of 80 percent based upon the population of English learners in that state, relative to that population in all states, and 20 percent based upon the population of immigrant children and youth in the state, relative to that population in all states. This title outlines eligible uses of funds, guidelines for the aforementioned subgrants to local entities, reporting guidelines (submitted every other year), and national professional development project guidelines. The ESSA maintains the prohibition in existing law on federal prescription of curricular or pedagogical approach for educating English learners.

Title IV

This section of the ESSA is where some NCLB programs are eliminated or consolidated into a single grant.

Part A, Student Support and Academic Enrichment Grants

The purpose of these grants is to improve students' academic achievement by increasing the capacity of states, LEAs, schools, and local communities to:

- Provide all students with access to a well-rounded education;
- Improve school conditions for student learning; and
- Expand the use of technology to improve student academic achievement and digital literacy.

States submit a plan describing how the SEA will use funds for state-level activities, award grants to LEAs, ensure review of existing resources and programs across the state, and coordinate those with new resources and programs. States are directed to award 95 percent of the allotment to LEAs, reserve not more than 1 percent for administration, and use the balance for state activities.

Local Education Agencies would undertake a comprehensive needs assessment every three years to determine needs in the areas of:

- Access to, and opportunities for, a well-rounded education for all students;

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- School conditions for student learning in order to create a healthy and safe school environment; and
- Access to personalized learning experiences supported by professional development for the effective use of data and technology.

Activities and programs covered under this grant must be coordinated with other schools and with community-based services and programs and can be delivered in partnership with higher education institutions, businesses, nonprofit organizations, community-based organizations, or other entities. Activities can include:

- College and career guidance and counseling programs;
- Activities using music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution;
- Programs and activities to improve instruction and student engagement in STEM, including computer science; and
- Efforts to raise student academic achievement through accelerated learning programs.

Each LEA will use a portion of its funds to develop, implement, and evaluate comprehensive programs and activities, coordinated with other schools and with community-based services and programs that foster safe, healthy, supportive, and drug-free environments that support student academic achievement, include parental involvement, and may be conducted in partnership with other organizations.

A portion of funds must also be used for activities to support the effective use of technology, which may include:

- Purchasing professional learning tools, devices, content, and resources for educators and administrators;
- Building technological capacity and infrastructure;
- Developing or using strategies for delivery of specialized or rigorous academic courses and curricula through the use of technology;
- Carrying out blended learning projects;
- Providing professional development in the use of technology; and
- Providing students, in rural and underserved areas, resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses.

Not more than 15 percent of funds may be used for purchasing technology infrastructure. This subpart is authorized at \$1.65 billion for FY 2016 and \$1.6 billion for each year of FY 2018–2020.

Part B, 21st Century Community Learning Centers

This part provides opportunities for communities to establish or expand activities in community learning centers that provide opportunities for academic enrichment; offer students a broad array of additional services, programs, and activities; and offer families of students served by community learning centers opportunities for active and meaningful engagement in their child's education, including opportunities for literacy and related educational development. Funding is made available for continuation of certain current grants; there are reservations for national activities and for Bureau of Indian Education schools. There is a local competitive subgrant program, which is authorized at \$1 billion for FY 2017 and \$1.1 billion for each year of FY 2018–2020.

Part C, Charter School Grants

The Secretary is authorized to carry out a charter school program that serves early childhood, elementary, or secondary school students by supporting the establishment of new charter schools and the replication and expansion of high-quality charter schools; assists charter schools in accessing credit for acquiring and renovating facilities; carries out national activities to support these goals; disseminates best practices; and evaluates charter schools and strengthens charter school authorizing practices. There are reserves for charter school facility assistance (12.5 percent) and carrying out national activities (22.5 percent).

The Secretary will award competitive grants to a state entity (the SEAs, state charter school board, governor, or charter school support organization) to allow the entity to award subgrants to:

- Open and prepare for operating new charter schools or for replicating or expanding high-quality charter schools;
- Provide technical assistance to applicants; and
- Work with authorized public chartering agencies to improve authorizing quality.

Grants are for a five-year period. Priority for receiving a grant goes to states allowing at least one entity that is not an LEA to be an authorized public chartering agency; ensuring equitable financing for charter schools; and providing one or more of the following: (1) funding for facilities; (2) assistance with facilities acquisition; (3) access to public facilities; (4) sharing of bonds or levies; (5) right of first refusal of a public school building; or (6) low- or no-cost leasing privileges. The state entity should also support charter schools in other ways.

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The authorization for Part C is \$270 million for FY 2017; \$270 million for FY 2018; \$300 million for FY 2019; and \$300 million for FY 2020.

Part D, Magnet School Assistance

Assistance for magnet schools is provided with an authorization of \$94 million for FY 2017; \$96.82 million for FY 2018; \$102,387,150 for FY 2019; and \$108,530,379 for FY 2020.

Part E, Family Engagement in Education Programs

The Secretary is authorized to award grants to statewide organizations to establish family engagement centers which will carry out parent and family engagement programs or provide comprehensive training and technical assistance. The minimum award is \$500,000 and includes a nonfederal match requirement, in cash or in-kind. The authorization is \$10 million.

Part F, National Activities

The annual authorization is \$200,741,000 for FY 2017–2020. Part F grants are for education innovation and research; community school support (95 percent of funding is designated for Promise Neighborhoods and full-service community schools); national activities for school safety; and academic enrichment.

Title V

The purposes of the Innovative Programs provisions in Title V of ESSA include:

- Supporting local education reform efforts that are consistent with and support statewide efforts;
- Providing funding to enable SEAs and LEAs to implement promising reform and school improvement programs, based on research;
- Providing a continuing source of innovation and educational improvement, including library support services and instructional and media materials;
- Meeting the educational needs of all students, including at-risk youth; and
- Developing and implementing programs to improve school, student, and teacher performance.

The SEA bears responsibility for the administration of funds, but it is the intent of Congress the responsibility be carried out with minimal paperwork and that responsibility for the design and implementation of programs mainly fall to LEAs, school superintendents and principals, and classroom teachers and support personnel, because LEAs and individuals have the most direct contact with students and are most likely able to design programs to meet the educational needs of students in their own school districts.

Title VI

Title IV provides for Indian, Native Hawaiian, and Alaska Native education programs.

Title VII

Impact Aid

The ESSA makes a number of policy changes to the Impact Aid program, including increased timeliness of payments as well as permanent technical and formula changes for federal properties that have already reduced subjectivity in the program. It eliminates the Federal Properties “lockout” provision that prevented eligible federally impacted school districts from accessing Impact Aid funding. It adjusts the Basic Support formula to ensure equal proration when appropriations are sufficient to fund the proration formula. It also includes a “hold harmless” provision to provide budget certainty for school districts facing a funding cliff or significant changes to their federally connected student enrollment. The National Association of Federally Impacted Schools has noted the authorization for Impact Aid is kept level for the first three years of the four-year authorization.

Title VIII

Education for the Homeless is reauthorized with a Coordinator for Education of Homeless Children and Youth and LEA liaisons for homeless children and youth established in each state. One provision requires immediate enrollment of homeless children and youth, pending documentation including their relevant academic and health records. The authorization for this program is \$85 million annually in FY 2017–2020.

Title IX

This title includes Preschool Development grants, which are intended to allow states to:

- Develop, update, or implement a strategic plan that facilitates collaboration and coordination among existing early childhood care and education programs in a mixed delivery system across a state;
- Encourage partnerships among Head Start providers, state and local governments, Indian tribes and tribal organizations, private entities, and LEAs to improve coordination, program quality, and delivery of services; and
- Maximize parental choice among a mixed delivery system of providers.

Grants will be awarded on a competitive basis. The grant period is one year, and grants may be renewed. There is a 30 percent matching requirement from nonfederal funds (cash or in-kind). States may use the funds to conduct a periodic statewide needs assessment of the availability and quality of existing programs, the number of children being served in existing

programs, and the number of children awaiting services; develop a strategic plan; maximize parental choice and knowledge; share best practices; and improve the overall quality of early childhood education programs. Renewal grants may be available to enable states to implement activities to address improvement in early care and education programs or to develop new programs. Funding is authorized at \$250 million annually in FY 2017–2020.

Prohibitions on Federal Influence Included in the ESSA

A state shall not be required to submit any standards to the Secretary for review or approval. The Secretary shall not have the authority to mandate, direct, control, coerce, or exercise any direction or supervision over any of the challenging academic standards adopted or implemented by the state.

The Secretary is not permitted to promulgate any rule or regulation on the development or implementation of the statewide accountability system that would add new requirements or criteria inconsistent with or outside the scope of the law's requirements, or as a condition of approval of the state plan or revisions or amendments to the state plan or approval of a waiver request. The Secretary cannot require additional assessment reporting requirements, data elements, or information to be reported unless explicitly authorized under the ESSA.

Title II contains a prohibition against federal mandates, direction, or control over a state's, LEA's, or school's instructional content or materials, curriculum, program of instruction, academic standards, or academic assessments; employee evaluation system; or specific definition of employees' effectiveness or professional standards, certification, or licensing.

The general provisions section (Title VIII) contains a prohibition against federal mandates, direction, or control, stating that no officer or employee of the federal government shall, through grants, contracts, or other cooperative agreements, mandate, direct, or control a state's, LEA's, or school's specific instructional content, academic standards and assessments, curricula, or program of instruction developed and implemented to meet the requirements of the ESSA (including any requirement, direction, or mandate to adopt the Common Core State Standards or any academic standards common to a significant number of states, or any assessment, instructional content, or curriculum aligned to such standards). No officer or employee of the federal government shall condition or incentivize the receipt of any grant, contract, or cooperative agreement, or preference for such awards, or receipt of a waiver upon a state's, LEA's, or school's adoption or implementation of specific instructional content, academic standards, assessments, curricula, or program of instruction.

The federal government is also prohibited from:

- Mandating states or subdivisions to spend any funds or incur costs not covered in the ESSA;
- Endorsing any curriculum; or

- Developing, incentivizing, pilot testing, implementing, administering, or distributing any federally sponsored national test in reading, mathematics, or other subject if not specifically and explicitly authorized by law.

Finally, the ESSA contains a Sense of Congress statement:

“It is the sense of Congress that state and local officials should be consulted and made aware of the requirements that accompany participation in activities authorized under this Act, prior to a State or local agency’s request to participate in such activities.”

NEVADA’S SYSTEM OF SCHOOL ACCOUNTABILITY

Primary Principles

- ❖ College and career readiness as undergirded by the Nevada Academic Content Standards and measured through aligned assessments;
- ❖ The Nevada School Performance Framework for identifying, rewarding, and supporting school performance; and
- ❖ The Nevada Educator Performance Framework for measuring and supporting educator effectiveness.

Two schools in the Clark County School District were designated National Title I Distinguished Schools in 2016—Sandra L. Thompson Elementary School and Walter Bracken Elementary School’s STEAM Academy. They were 2 of only 54 schools nationwide to receive this honor in 2016.



NEVADA ACADEMIC CONTENT STANDARDS

The first of these accountability principles concerns academic standards. From 2008 to 2010, the National Governors Association and the Council of Chief State School Officers coordinated a state-led effort to define common nationwide standards for K–12 education; this resulted in the development of the Common Core State Standards (CCSS). The goal of the CCSS is to set expectations for the knowledge and skills students should gain in English language arts and mathematics in order to be ready for college and career upon graduation from high school. The state-led initiative to develop these standards grew out of concerns that the array of standards in different states did not adequately prepare students in our highly mobile society with the knowledge and skills needed to compete globally. The CCSS define the knowledge and skills students must develop within their K–12 education careers to graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. Although not directly involved in CCSS development, the ED has linked state adoption of rigorous college and career standards to numerous grant opportunities and waivers. Nevada, along with many other states, adopted its version of the CCSS in 2010—the Nevada Academic Content Standards—in part, to compete for federal Race to the Top funds.

Common Core Academic Standards

- ❖ Are aligned with college and work expectations;
- ❖ Are clear, understandable, and consistent;
- ❖ Require rigorous content and application of knowledge through high-order skills;
- ❖ Build upon strengths and lessons of current state standards;
- ❖ Are informed by the standards of top performing nations, so that all students are prepared to succeed in a global economy; and
- ❖ Are evidence based.

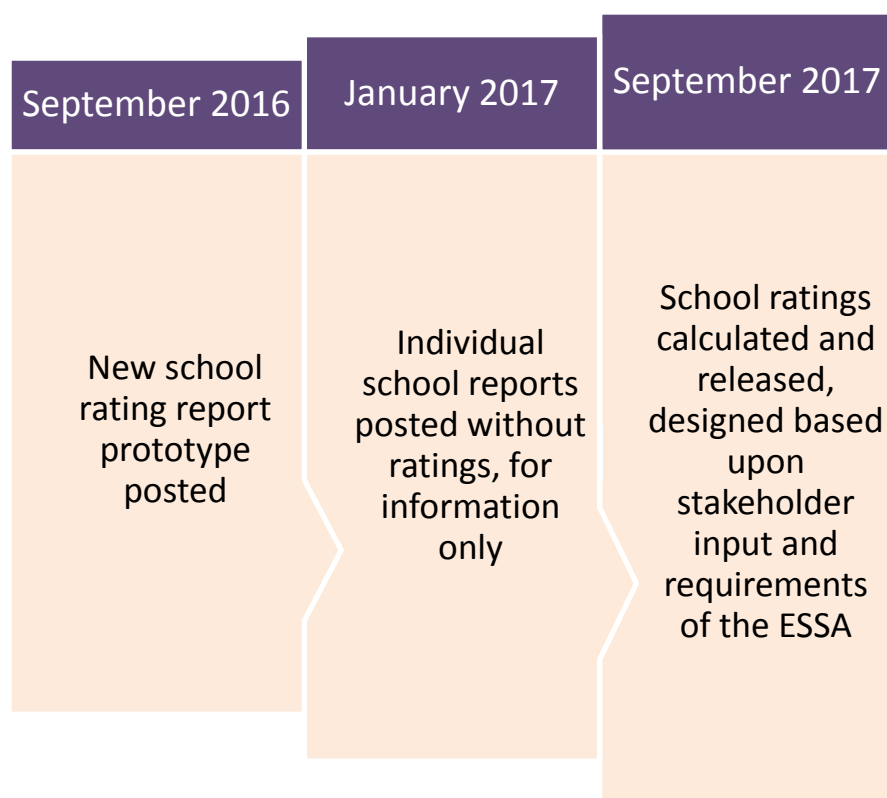
The CCSS are state-initiated and state-developed, rather than federally initiated or federally developed. They are also voluntary, meaning states decide whether to adopt them. By December 2012, 45 of the 50 states, including Nevada, and the District of Columbia had adopted the CCSS; 1 state (Minnesota) adopted just the English standards. Due to controversy concerning the CCSS, some states decided to reverse earlier decisions. As of September 2016, three states (Indiana, Oklahoma, and South Carolina) passed legislation to exit the CCSS, joining the four states that never adopted the standards (Alaska, Nebraska, Texas, and Virginia). As of September 2016, 42 states and the District of Columbia continue with the CCSS in place.

Sources: Common Core State Standards Initiative, <http://www.corestandards.org/standards-in-your-state/>; and Nevada’s Department of Education (NDE), 2016.

NEVADA SCHOOL PERFORMANCE FRAMEWORK

The second component of the State's accountability system measures school performance. In July 2012, Nevada's ESEA flexibility request was approved, officially marking an end to the school accountability system known as Adequate Yearly Progress (AYP). The AYP requirement has been replaced by the Nevada School Performance Framework (NSPF), a point-based system to classify schools with a star rating. The classification system ranges from one star for low-performing schools to five stars for those performing at the highest level.

The NSPF ratings for SY 2014–2015 were paused due to Nevada's transition to new assessments being administered to students in grades 3 through 8 and once during high school. As a result of severe technological issues experienced by the State's testing vendors, as well as the passage of the ESSA and its requirement that a revised school accountability system be in place for SY 2017–2018, NDE has developed a timeline for NSPF revisions and future ratings:

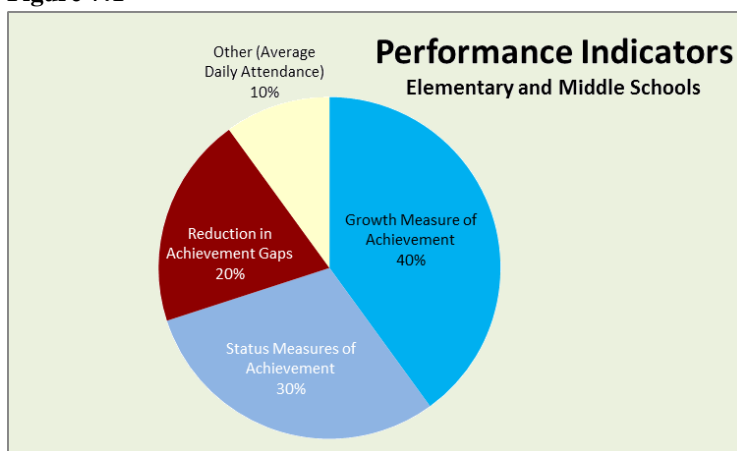


The NSPF in place before SY 2015 classified schools based upon three primary measures:

Primary Measures Used to Classify Schools	
1.	Student growth;
2.	Student proficiency; and
3.	Closing achievement gaps.

The NSPF rated all schools on a 100-point index derived from the multiple measures listed below. Based upon the index, each school was assigned a corresponding one- to five-star rating based on the school's scores. The NSPF included multiple measures of student achievement and growth and aligned the designations to the delivery of appropriate supports or rewards.

Figure 7.1

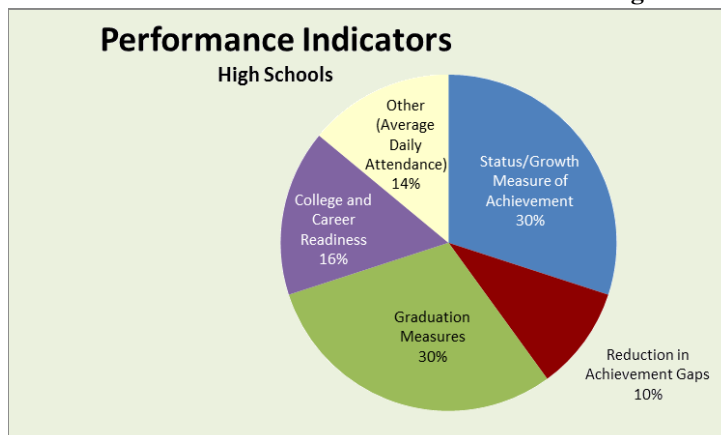


The performance indicators for this system varied, with elementary and middle schools having a set of four broad categories and high schools having five categories. Index scores were comprised of the total points earned across the several indicators. Figures 7.1 and 7.2 reflect those indicators and display the percentage of the total score each category contained. For elementary and middle schools, star ratings in

the NSPF were based upon growth in student achievement, measures of achievement, reductions in subgroup achievement gaps, and average daily attendance.

High school ratings were based upon growth in student achievement, reduction of subgroup achievement gaps, graduation rates, college and career readiness, and average daily attendance.

Figure 7.2



For all schools, the NSPF provided measurable feedback to schools and districts to help determine the effectiveness of current practices in improving educational outcomes for all students.

In addition to the star rating system, the NSPF provided for three possible school designations: (1) Focus Schools; (2) Priority Schools; and (3) Reward Schools. Only schools at either end of the performance spectrum received one of these designations; all other schools received only the star rating.

1. *Focus Schools*—A Focus elementary or middle school is a school that is among the lowest performing schools, as defined by the State Board of Education, based on the total NSPF index points for Adequate Growth Percentiles in English language arts/reading and mathematics in the current year. To be identified as a Focus high school, a school must be among the lowest performing high schools based on the NSPF index points for graduation and proficiency in English language arts and mathematics.
2. *Priority Schools*—To be identified as a Priority elementary, middle, or high school, a school must be among the lowest performing schools, as defined by the State Board of Education, based on the NSPF index points in English language arts/reading and mathematics earned in the areas of student performance and growth in achievement during the current year.
3. *Reward Schools*—Reward schools are the highest performing schools for the achievement category on the State assessments (High Performance), as well as for growth over time on the State assessments (High Progress). For high schools to earn this designation, they must also report graduation rates among the top 5 percent of high schools statewide.

Test Participation

Historically, participation rates for Nevada’s State assessments have averaged approximately 99 percent. High participation rates on these assessments are important because they help strengthen equal access to educational opportunity and enable meaningful measurements of academic performance. To ensure this high standard continues, Nevada has established participation rate penalties for schools testing fewer than 95 percent of eligible students. As such, Nevada provides for two separate participation penalties. The first penalty addresses schools testing fewer than 95 percent of eligible students in reading or mathematics. The second penalty pertains to schools testing fewer than 95 percent of any one of the ESEA subgroup populations in reading or mathematics. Penalties range from point reductions in the star rating index to assigning a single star if a recalculation of total participation falls below 95 percent.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

The third component of Nevada's accountability plan is the Nevada Educator Performance Framework (NEPF). The U.S. Department of Education's NCLB Waiver Principle 3 required the creation of a uniform statewide performance evaluation framework implemented across all school districts. The December 2015 passage of the ESSA removes the requirement for a state educator performance framework.

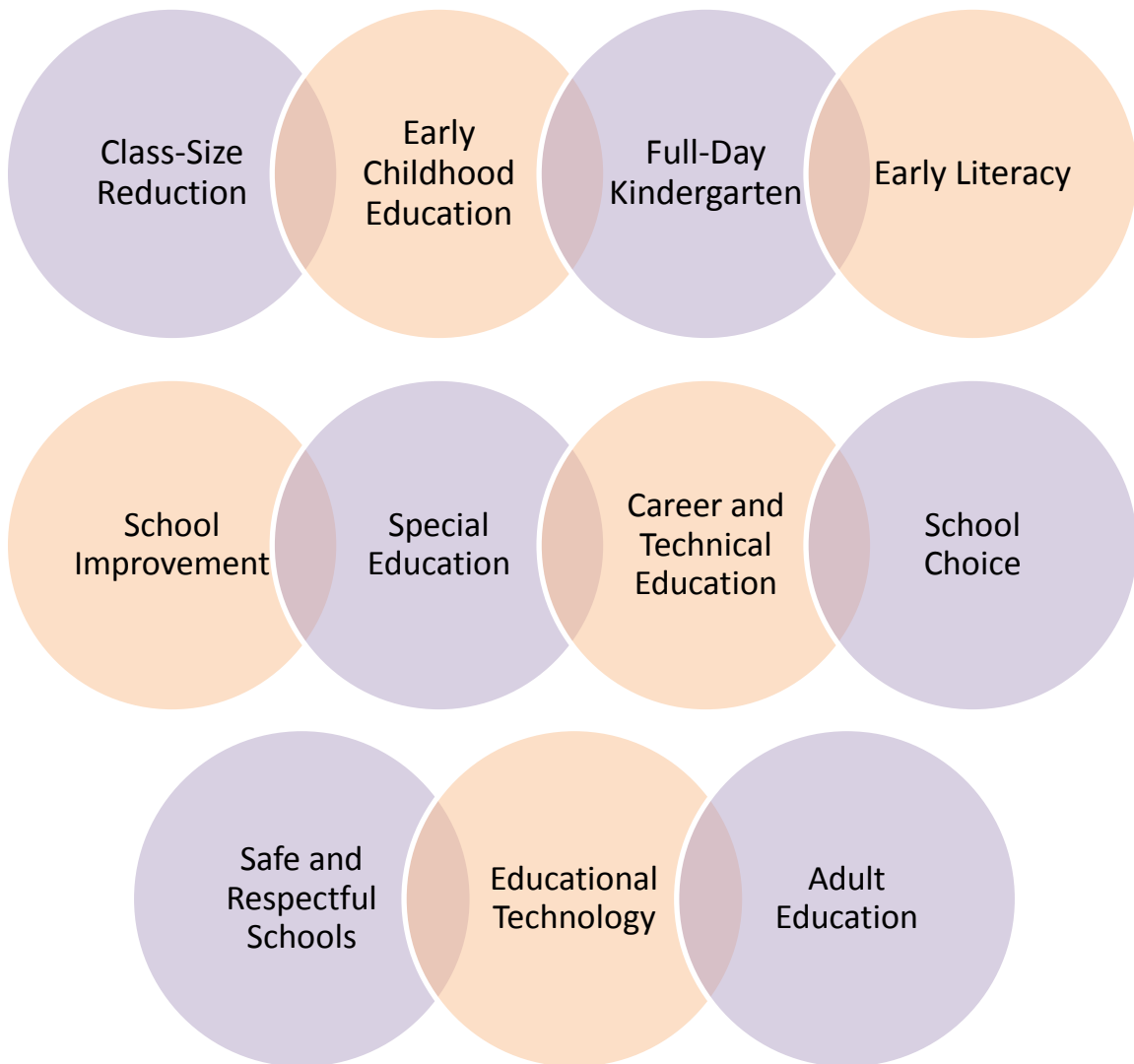
In 2011, Assembly Bill 222 (Chapter 487, *Statutes of Nevada*) was enacted by the Nevada Legislature. The measure creates the Teachers and Leaders Council (TLC) and requires the Council to make recommendations to the State Board of Education concerning the adoption of regulations establishing a statewide performance evaluation system for teachers and administrators employed by school districts. The legislation specifies that the evaluation system will require at least 50 percent of the evaluation of an individual teacher or administrator to be based upon the academic achievement of pupils, though this requirement has been revised (see below). The NEPF requires an employee's overall performance be rated as "highly effective," "effective," "minimally effective," or "ineffective."

The NEPF provides standards for what educators should know and be able to do. For teachers, such standards involve instructional practice and professional responsibilities, as well as student performance. There are similar standards for administrators in the areas of instructional leadership practices and professional responsibilities, along with a broader requirement for student growth. The charts on pages 66 and 67 provide an overview of both the teacher and administrator evaluation models, respectively.

Although the 2011 legislation creating the TLC required the new evaluation system be in place for SY 2013–2014, the 2013 Legislature provided additional time to conduct a validation study of the system, delaying the full statewide implementation until at least SY 2014–2015. As authorized by the 2013 Legislature, in June 2014, the Interim Finance Committee recommended an additional one-year delay and a second validation study. The initial delay was approved by the ED as part of Nevada's ESEA waiver extension. In August 2014, the ED provided states the opportunity to request an additional one-year delay for using student test results in teacher evaluation systems.

The 2015 Nevada Legislature enacted Assembly Bill 447 (Chapter 415, *Statutes of Nevada*), revising NEPF provisions to exclude the use of student achievement data in evaluating educators for SY 2015–2016. Beginning in SY 2016–2017, 20 percent of teacher or educator performance is weighted against student performance on both statewide and local examinations and, by SY 2017–2018, educator performance must be weighted 40 percent on student achievement. This legislation also revises the procedure for evaluating new and highly effective teachers, as well as experienced teachers who are determined to be ineffective or minimally effective.

This chapter contains data concerning several education programs in Nevada schools:



NEW AND EXPANDED PROGRAMS—EXTERNAL EVALUATION

The 2015 Nevada Legislature appropriated funding to support certain new and continued education programs. In approving funds, the Governor and Legislature required an external outcome evaluation of each of the identified programs. The purpose of the evaluations is to collect and analyze outcome data that will either: (1) justify a request to the Governor and 2017 Legislature for ongoing funding for one or more of the programs; or (2) provide data indicating one or more of the programs is not producing the desired outcomes and should not receive continued funding. A preliminary report of findings was due on or before June 30, 2016; these findings assisted the Governor in determining which programs to support through a budget request to the 2017 Legislature. A final report of findings was due on or before December 31, 2016; this report will assist the Legislature in determining which programs to approve funding for the 2017–2019 Biennium. Programs included in the external evaluation are:

- Zoom Schools and Rural Grants;
- Victory Schools;
- Read by Grade 3;
- Turnaround Schools;
- Social Workers/Mental Health Workers in Schools;
- Nevada Ready 21 Technology; and
- Great Teaching and Leading Fund.

CLASS-SIZE REDUCTION—BACKGROUND

A key reform initiative for more than two decades has been Nevada’s program to reduce pupil-to-teacher ratios, commonly known as the Class-Size Reduction (CSR) program. Following a review of the topic by a 1987–1988 Interim legislative study, the 1989 Legislature enacted the Class-Size Reduction Act, Assembly Bill 964 (Chapter 864, *Statutes of Nevada*). The measure was designed to reduce the pupil-to-teacher ratio in public schools, particularly in the earliest grades where the core curriculum is taught. Today, the CSR program is codified in *Nevada Revised Statutes* (NRS) 388.700 et seq. By the end of Fiscal Year (FY) 2016–2017, Nevada will have expended approximately \$2.8 billion for the direct costs of funding the CSR program, excluding any local capital expenditures or other local costs.

Implementation of the CSR Program in Nevada

The program was scheduled for implementation in several phases. The first step reduced the ratios in select kindergarten and first grade classes for School Year (SY) 1990–1991. The next phase was designed to reduce second grade ratios, followed by third grade reductions.

After achieving a target ratio of 15 pupils to 1 teacher in the primary grades (K through 3), 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 not more than 25 pupils per class in grades 7 through 12. Until the 2005 Legislative Session, CSR in only the primary grades had been addressed. For the 2015–2017 Biennium, the funded class sizes are: 21:1 in kindergarten; 17:1 in grades 1 and 2; and 20:1 in grade 3.

NOTE: Historically, the CSR program has not included charter schools. For the 2015–2017 Biennium, charter schools, for the first time, received funding to maintain kindergarten class sizes at the required 21:1 ratio.

Flexibility in Pupil-to-Teacher Ratios

Based upon a pilot program in Elko County, the 2005 Legislature enacted Senate Bill 460 (Chapter 457, *Statutes of Nevada*), codified in NRS 388.720, which provides flexibility in implementing pupil-to-teacher ratios in grades 1 through 6 for school districts in counties other than Clark and Washoe. Pupil-to-teacher ratios are limited to not more than 22:1 in grades 1 through 3, and not more than 25:1 in grades 4 through 6. During SY 2015–2016, Carson City School District and Churchill, Douglas, Elko, Humboldt, Lyon, Mineral, Nye, Storey, and White Pine County School Districts participated in the alternative program.

In addition to the flexibility provided to certain school districts, the Legislature has authorized all school districts, subject to the approval of the State’s Superintendent of Public Instruction, to operate alternative programs for reducing the ratio of pupils per teacher or to implement programs of remedial education that have been found to be effective in improving pupil achievement in grades 1, 2, and 3. This alternative has not been requested by any school district in recent years.

Temporary Revisions to the CSR Program

During the 26th Special Session of the Nevada Legislature, which convened on February 23, 2010, to address the State’s ongoing fiscal crisis, the Legislature passed A.B. 4 (Chapter 7, *Statutes of Nevada 2010, 26th Special Session*), which temporarily revised provisions governing CSR to allow school districts flexibility in addressing budget shortfalls. The program was known as the “Plus-Two Program” and was implemented as follows:

Chapter 8

- For SY 2010–2011, this measure authorized a school district to increase class sizes in grades 1, 2, and 3 by not more than 2 pupils per teacher in each grade, to reach pupil-to-teacher ratios of up to 18:1 in grades 1 and 2 and up to 21:1 in grade 3.
- If a school district elected to increase class sizes in this manner, all funds that would have otherwise been expended by the school district to achieve the lower class sizes in grades 1 through 3 must have been used to minimize the impact of budget reductions on class sizes in grades 4 through 12.
- For reporting purposes, school districts that elected to increase class sizes in grades 1 through 3 were required to report the pupil-to-teacher ratios achieved for each grade level from grades 1 through 12.

This legislation became effective on March 10, 2010, and was intended to sunset on June 30, 2011. However, due to continued economic hardships across the State, the program was continued through June 30, 2015; the 2015 Legislature discontinued the program.

Recent Changes to the CSR Program

The 2015 Legislature spent considerable time reviewing the CSR program and its costs. The school districts testified that, with elimination of the Plus-Two Program, they would be in financial hardship to implement the program in its previous form and class sizes in grades 4 through 12 would most likely increase. To help mitigate the loss of the CSR flexibility waiver, the 2015 Legislature, through the passage of Senate Bill 515 (Chapter 537, *Statutes of Nevada*), approved an increase to the funded CSR student-to-teacher ratios from 16:1 in grades 1 and 2 and 19:1 in grade 3, to 17:1 in grades 1 and 2 and 20:1 in grade 3. The approved increase of one student per class resulted in CSR funding reductions totaling \$43.9 million over the 2015–2017 Biennium. The savings were used to maintain class sizes in grades 4 through 12 and to increase state funding for Career and Technical Education (CTE) programs.

Variance Requests

Pursuant to NRS 388.700, for grades 1 through 3, school districts must request a variance from the State Board of Education if class-size ratios will exceed the funded ratios of 17:1 in grades 1 and 2 or 20:1 in grade 3. For FY 2015–2016, quarterly variance requests were approved by the State Board for approximately 650 classrooms in 250 schools. Here, it is important to understand the CSR program in Nevada is funded at a district level, not at a school or classroom level. Because of this, there are several instances in which a classroom may have only a few students over the funded ratio, which requires a variance. In these instances, it may not be practical to hire an additional teacher to reduce the ratio. For example, for the third quarter of FY 2015–2016, out of 650 classroom variances, 368 (57 percent) were requested for classrooms that had three or fewer students over the funded ratio.

For kindergarten, the funded pupil-to-teacher ratio is 21:1. If classroom ratios exceed 21:1, the superintendent of the school district may approve variances up to 25:1. Kindergarten classrooms may not exceed a 25:1 ratio except for remote and rural schools with an approved plan of corrective action. For the third quarter, two schools were deemed remote and rural and received variance approvals.

CSR Plans

Nevada Revised Statutes 388.720 requires each school district to develop a plan to reduce pupil-to-teacher ratios in the district. Since the 2013–2015 Biennium, a major component of the district plans has been a goal to eliminate all variance requests in one- and two-star schools (i.e., underperforming schools). As of the third quarter of FY 2015–2016, there continue to be 30 one- and two-star schools with variances.

School Districts With Variances in One- and Two-Star Schools—SY 2015–2016

School District	1st Quarter Number of 1- and 2- Star Schools With Variances/Total Eligible Schools	2nd Quarter Number of 1- and 2- Star Schools With Variances/Total Eligible Schools	3rd Quarter Number of 1- and 2- Star Schools With Variances/Total Eligible Schools
Churchill	2/3 (67%)	2/3 (67%)	2/3 (67%)
Clark	13/217 (6%)	10/217 (5%)	14/217 (6%)
Elko	-	3/12 (25%)	3/12 (25%)
Humboldt	1/8 (13%)	-	1/8 (13%)
Nye	6/12 (50%)	6/12 (50%)	6/12 (50%)
Washoe	9/62 (15%)	5/62 (8%)	2/62 (3%)
White Pine	2/4 (50%)	1/4 (25%)	2/4 (50%)
TOTAL	33/359 (9%)	27/359 (8%)	30/359 (8%)

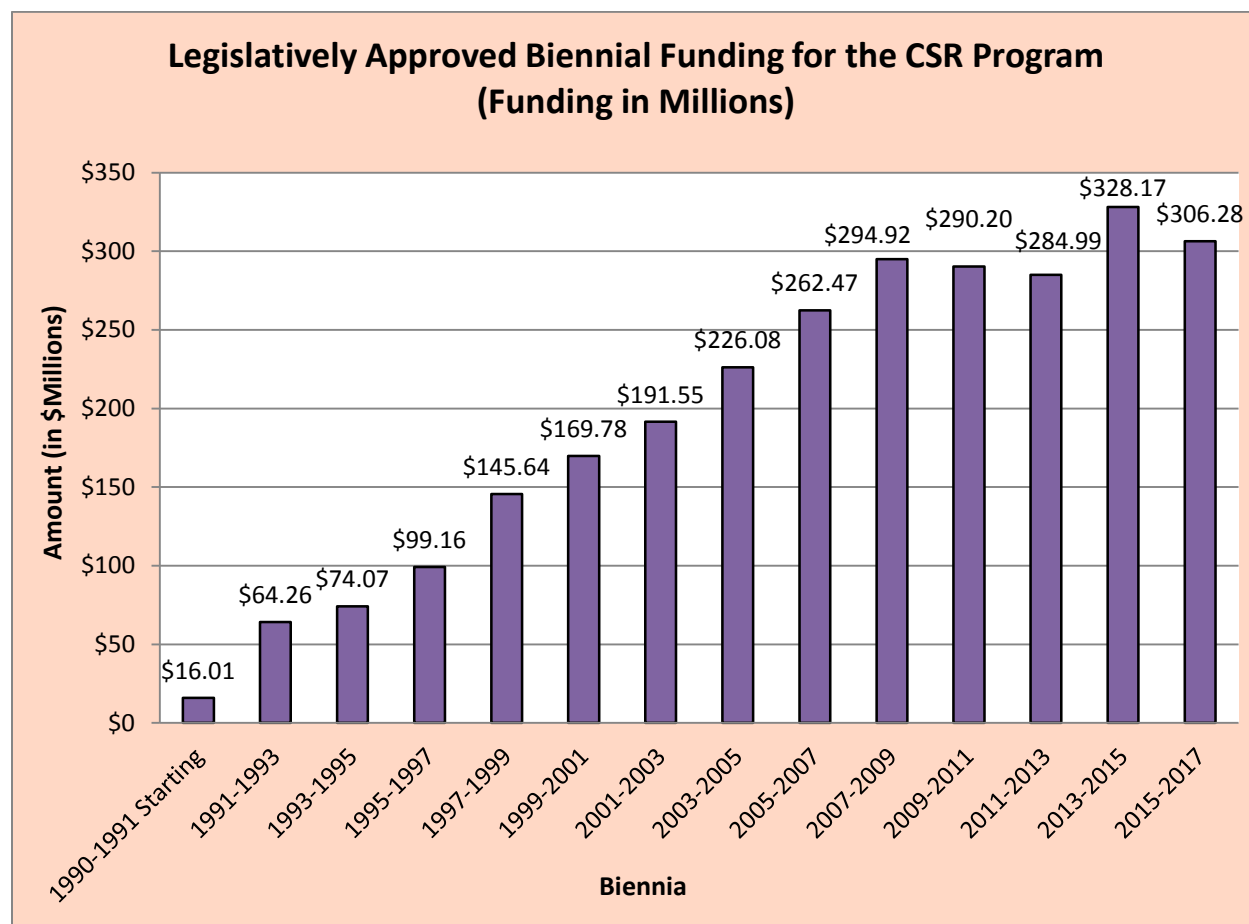
For additional information, please see the fact sheet on CSR published by the Research Division of the Legislative Counsel Bureau (LCB). The document may be accessed at: <https://www.leg.state.nv.us/Division/Research/Publications/Factsheets/index.html>.

In 2015, there were a dozen high schools in the Clark County School District that were designated as five-star schools, the highest rating available under the Nevada School Performance Framework.



CSR—FUNDING

By the end of FY 2016–2017, Nevada will have expended approximately \$2.8 billion for the direct costs of funding the regular CSR program*, excluding any local capital expenditures or other local costs.

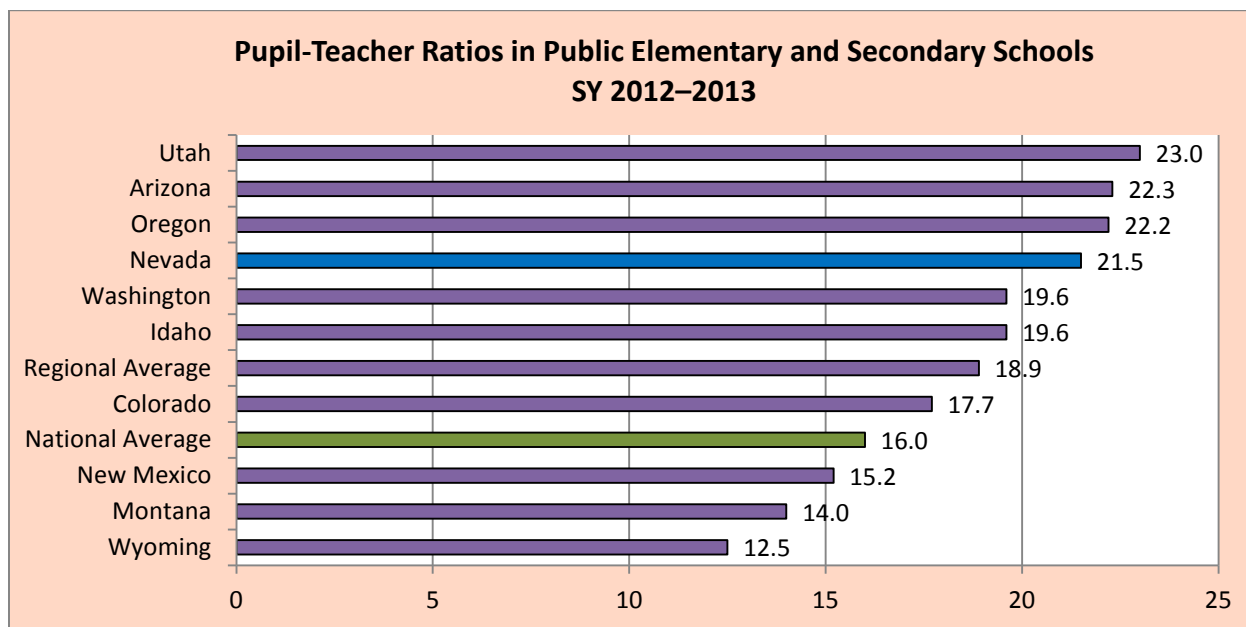


*Regular CSR program: Does not include funding for full-day kindergarten CSR.

Note: Beginning in SY 2007–2008, the Legislature approved funding for CSR for certain at-risk kindergartens; however, the funding was eliminated beginning in SY 2015–2016. This is due to statewide implementation of full-day kindergarten at a student-to-teacher ratio of 21:1, which eliminated the need for at-risk funding.

Source: Fiscal Analysis Division, LCB; *Nevada Legislative Appropriations Report*; various years.

CSR—PUPIL-TO-TEACHER RATIO

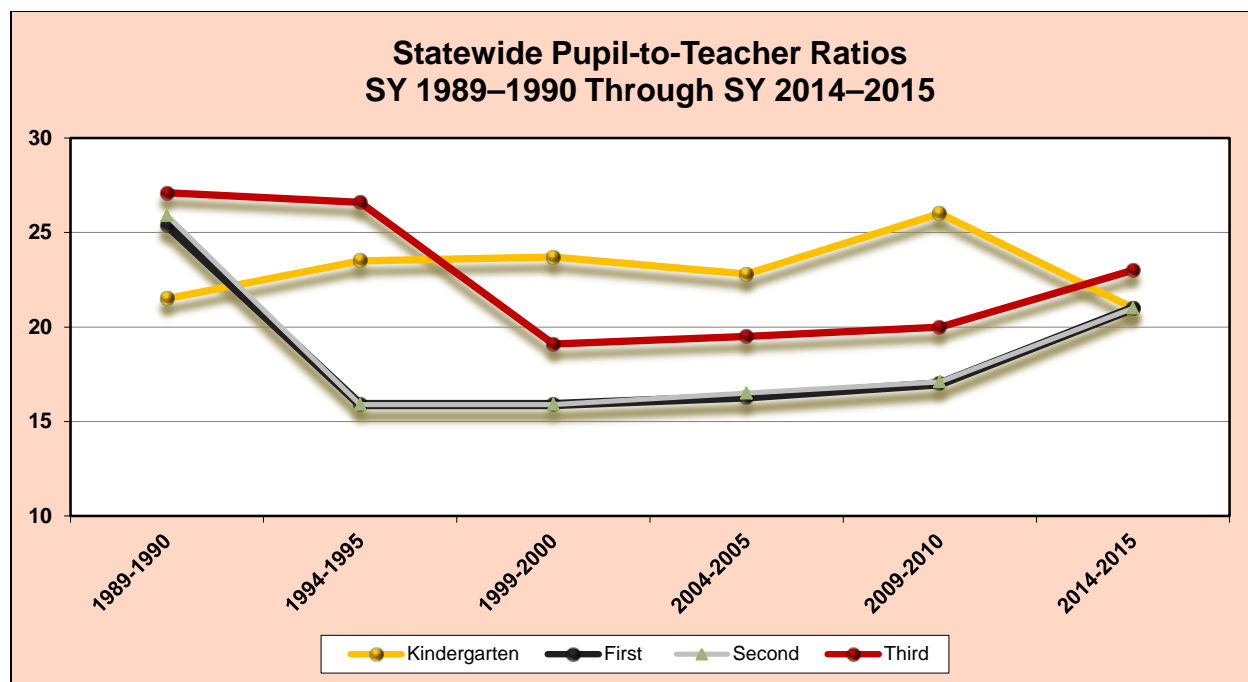


Source: CQ Press, *State Rankings 2012–2013*.

Nevada Pupil-to-Teacher Ratios in Grades K Through 3 SY 1989–1990 Through SY 2014–2015

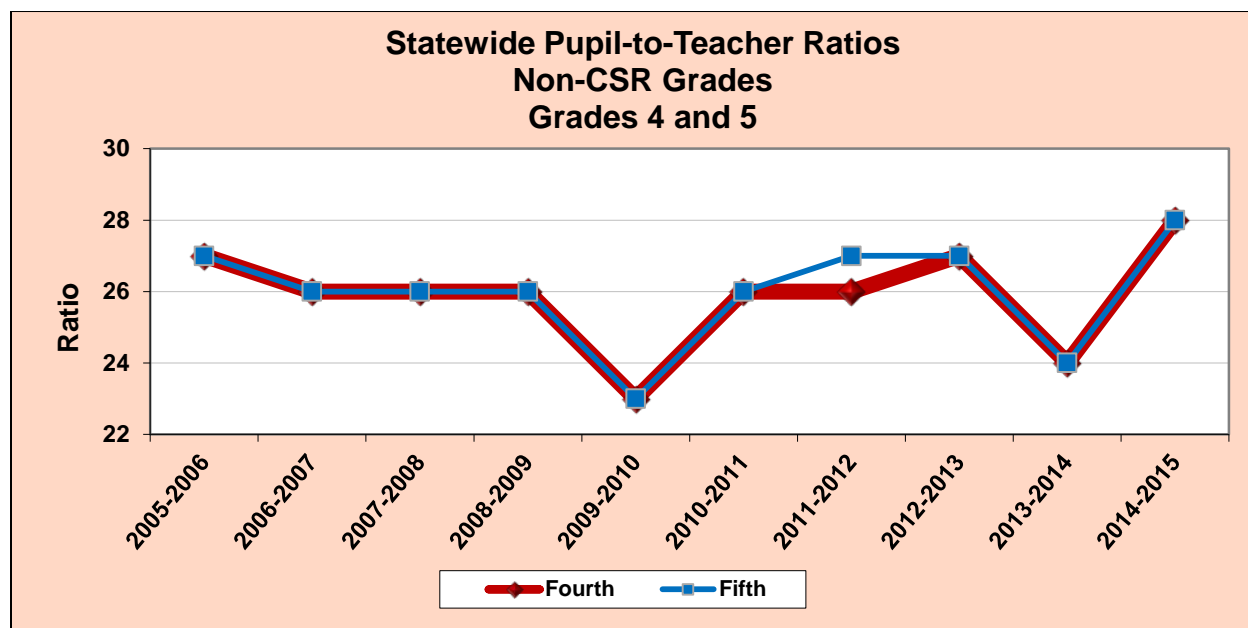
	Kindergarten	Grade 1	Grade 2	Grade 3
1989–1990	22	25	26	27
1994–1995	24	16	16	27
1999–2000	24	16	16	19
2004–2005	23	16	17	20
2009–2010	26	17	17	20
2014–2015	21	21	21	23

Source: Nevada's Department of Education (NDE), *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

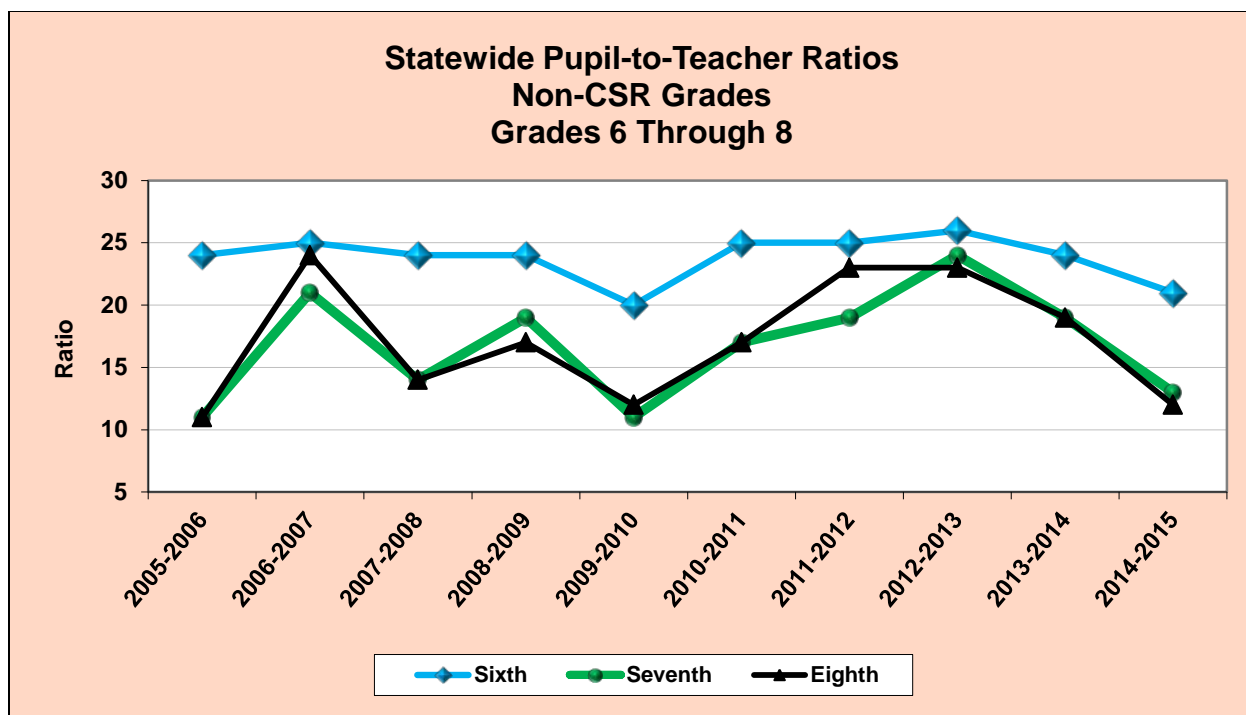


Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

NON-CSR—PUPIL-TO-TEACHER RATIOS, GRADES 4 THROUGH 8



Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.



Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

NON-CSR—PUPIL-TO-TEACHER RATIOS, GRADES 9 THROUGH 12

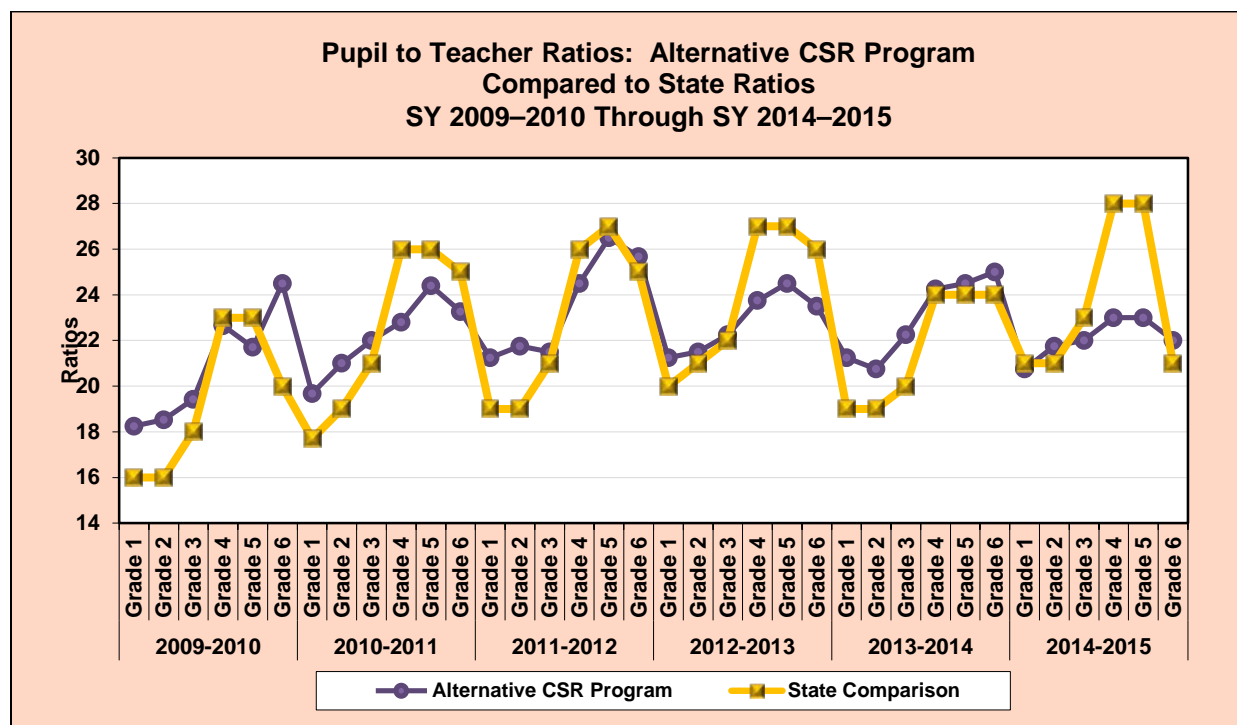
In Nevada's secondary school classrooms, class sizes have remained consistently in the mid-20s since SY 2004–2005. The most recent data (SY 2014–2015) show class sizes average 22 and 23 pupils for English and mathematics, respectively. For science and social studies, class sizes average 25 pupils. (See: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.)

Nationwide, only 108 teachers each year receive the Presidential Award for Excellence in Mathematics and Science Teaching. Nevada's 2015 awardees were Carrie Hair of Swope Middle School and Jan Howell Hrindo of Incline Middle School, both of the Washoe County School District.



ALTERNATIVE CSR—PUPIL-TO-TEACHER RATIOS, GRADES 1 THROUGH 6

For this comparison, it would be expected the Alternative CSR program would have higher ratios than the State average in grades 1 through 3 and lower ratios than the State average in grades 4 through 6.



Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

EARLY CHILDHOOD EDUCATION (ECE) PROGRAMS

The Office of Early Learning and Development in NDE was created by Governor Brian Sandoval through Executive Order 2013-16. The Office administers State and federally funded programs providing such services as home visiting programs, child care, pre-kindergarten (pre-K) education, and Head Start. The focus of the Office is to coordinate services across the State for children from birth through third grade.

Federal Preschool Development Grant Program

In FY 2014–2015, Nevada was selected as an award recipient of the U.S. Department of Education and U.S. Department of Health and Human Services Preschool Development Grants program (one of only five states selected). The first year of the grant allotment was \$6.4 million, with a potential allotment over the next four years exceeding \$43 million. There is a State match requirement for the program totaling \$10.3 million over the 2015–2017 Biennium. It is estimated the State and federal grant dollars will increase Nevada's

preschool enrollment by 58 percent over four years, serving approximately 15 percent of the State's four-year-old population whose families earn under 200 percent of the federal poverty level.

The State school districts and agencies identified to participate in the program are: (1) Churchill County School District; (2) Community Services Agency; (3) Lyon County School District; (4) Nye County School District; (5) State Public Charter School Authority; (6) United Way of Southern Nevada; and (7) Washoe County School District.

The program requires teachers to have an early childhood teacher's license or an ECE endorsement on a teacher's license. In addition, all programs must provide a minimum of 5 hours per day, or 25 hours per week, of pre-K class time. The programs must utilize the Nevada pre-K Content Standards and must implement developmentally appropriate, research-based curricula. There must be a component of parent involvement, and class sizes must not exceed 20 children with 2 adults (1 adult may be a certified teaching assistant).

State ECE Program

The State-funded ECE Program was first funded by the 2001 Nevada Legislature. The primary goal of the program is school readiness, which is met by providing high-quality early education services to three- and four-year-olds and involving parents throughout. Funding for the program has been set at approximately \$3.3 million per fiscal year since inception.

The 2015 Legislature, through the passage of S.B. 515, appropriated \$3.3 million in each fiscal year of the 2015–2017 Biennium to NDE to continue the ECE competitive grants program for school districts and community-based organizations. The funding may be used either to initiate or to expand pre-K education programs. The following table shows the 11 sponsors receiving funds during SY 2014–2015.

In 2015, the following high schools in Washoe County were designated as five-star schools under the Nevada School Performance Framework: Academy of Art, Careers and Technology; Coral Academy Charter School, Secondary; and Truckee Meadows Community College Magnet High School.



Nevada ECE Projects SY 2014–2015		
Sponsor Agency/ Program Location	Number of Sites	Monetary Award
Carson City School District	2	\$266,720
Churchill County School District	2	\$174,601
Clark County School District	10	\$1,310,305
Elko County School District	2	\$160,372
Great Basin College	1	\$111,722
Humboldt County School District	1	\$105,906
Mineral County School District	1	\$90,374
Nye County School District	1	\$101,410
Pershing County School District	1	\$105,069
Washoe County School District	13	\$709,099
White Pine County School District	1	\$111,797
Total	35	\$3,247,375

Source: Pacific Research Associates; *Nevada Early Childhood Education (ECE) Program: Building a Foundation for School Readiness and Success in PreK–12 and Beyond, FY 2012–13, Evaluation Report*; October 2015.

ECE Participation—SY 2014–2015

In FY 2014–2015, there were 1,398 children served through the ECE program; this represents approximately 1.9 percent of the number of three- and four-year-old children in Nevada during the fiscal year. For comparison, nationally, 16.9 percent of three- and four-year-old children are enrolled in state pre-K programs (National Institute for Early Education Research, *The State of Preschool 2015*).

NOTE: During FY 2014–2015, there were 1,040 children on the waiting list to participate in the State ECE Program.

Children Waiting for Services in Nevada's ECE Program FY 2014–2015	
Location	Number of Children
Carson City	0
Churchill County	55
Clark County	309
Elko County	50
Great Basin College	10
Humboldt County	15
Mineral County	5
Nye County	113
Pershing County	32
Washoe County	442
White Pine County	9
Total	1,040

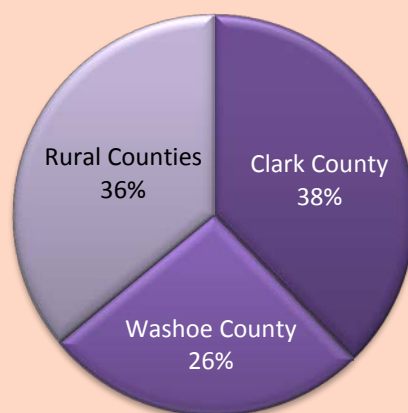
Source: Pacific Research Associates; *Nevada Early Childhood Education (ECE) Program: Building a Foundation for School Readiness and Success in PreK–12 and Beyond, FY 2014–15, Evaluation Report*; October 2015.

The characteristics of Nevada ECE participants are based upon data from 11 projects that provided services to 1,360 families, including 1,398 children and 1,461 adults, during SY 2014–2015. The following chart and table present the percentage of participants by county, as well as the number of families, adults, and children served by Nevada ECE projects.

Fewer than one-half of 1 percent of all schools are recognized as National Blue Ribbon Schools. In 2016, two Nevada schools were so honored: (1) Evelyn Stuckey Elementary School of the Clark County School District; and (2) Kendyl Depoali Middle School of the Washoe County School District.



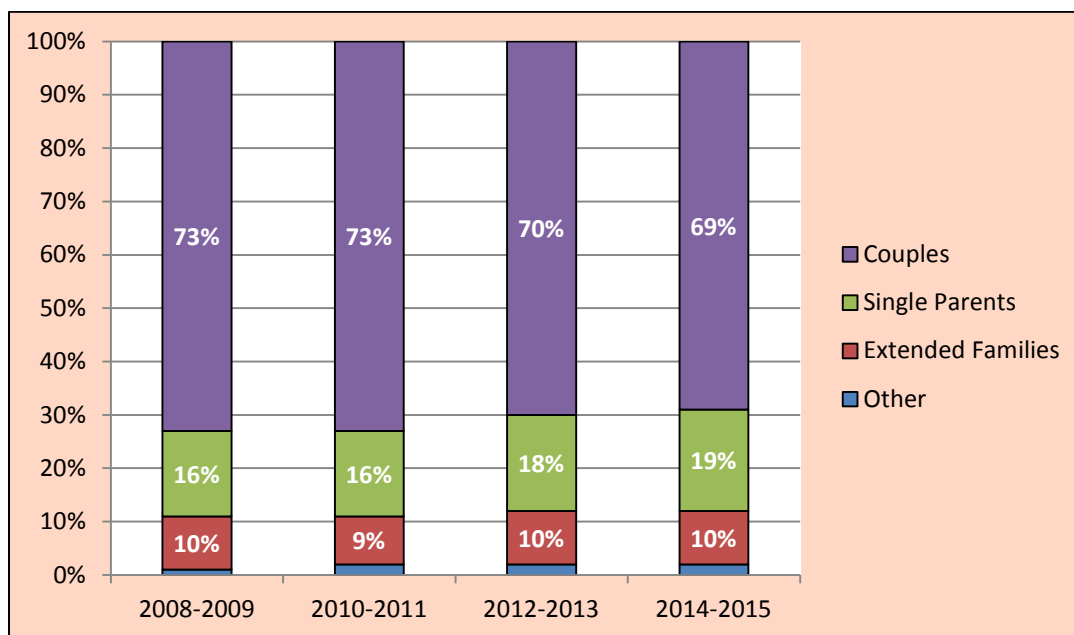
**Percentage of Participants in the
ECE Program by County
2014–2015**



Number of Participants in the ECE Program by County 2014–2015				
Project	Families	Children	Adults	Total Participants
Carson City	63	64	65	129
Churchill County	98	100	99	199
Clark County	526	539	540	1,079
Elko County	74	75	98	173
Great Basin College	40	42	41	83
Humboldt County	43	43	81	124
Mineral County	33	34	46	80
Nye County	45	46	45	91
Pershing County	38	38	38	76
Washoe County	363	379	371	750
White Pine County	37	38	37	75
Total	1,360	1,398	1,461	2,859

Source: Pacific Research Associates; *Nevada Early Childhood Education (ECE) Program: Building a Foundation for School Readiness and Success in PreK–12 and Beyond, FY 2014–15, Evaluation Report*; October 2015.

Characteristics of Nevada Families Participating in ECE



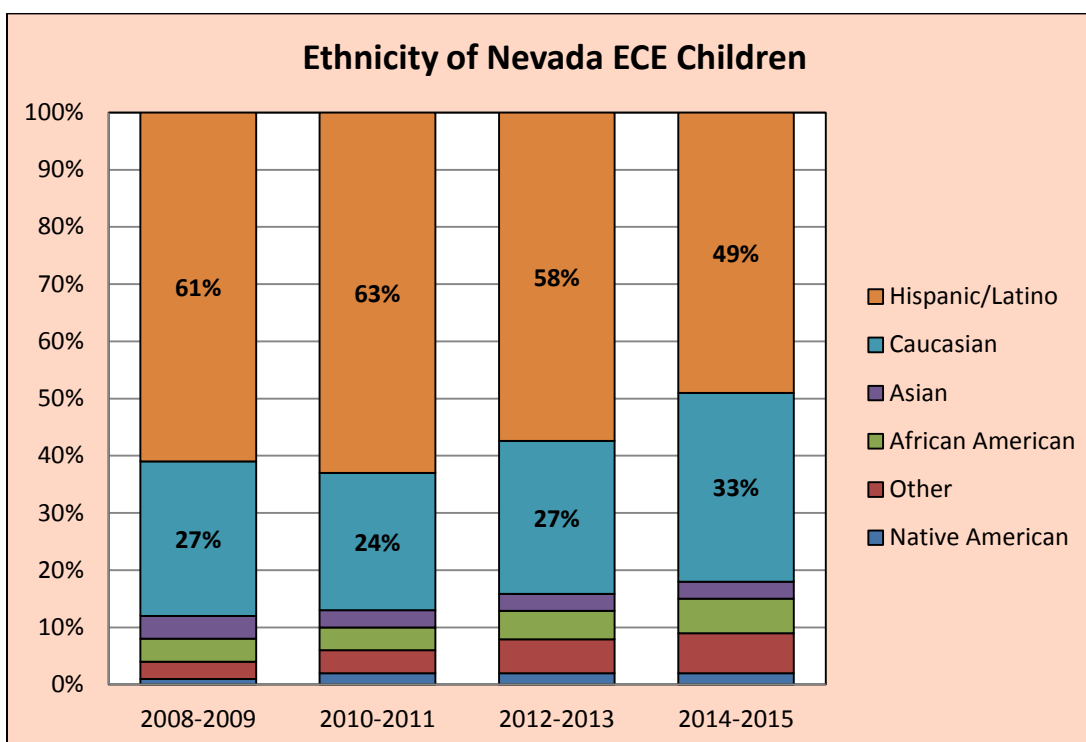
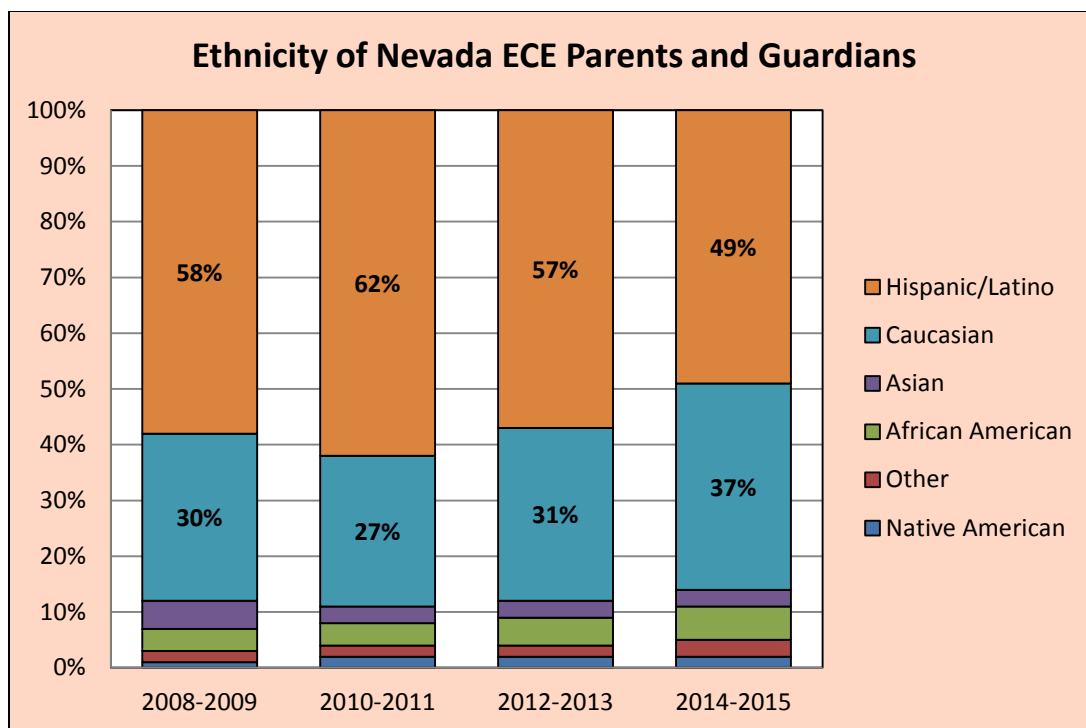
Reported Family Structures in 2014–2015

Family Structure	Number of Families	Percent Families
Couples	935	69
Single Parent	263	19
Extended Families	133	10
Other	27	2

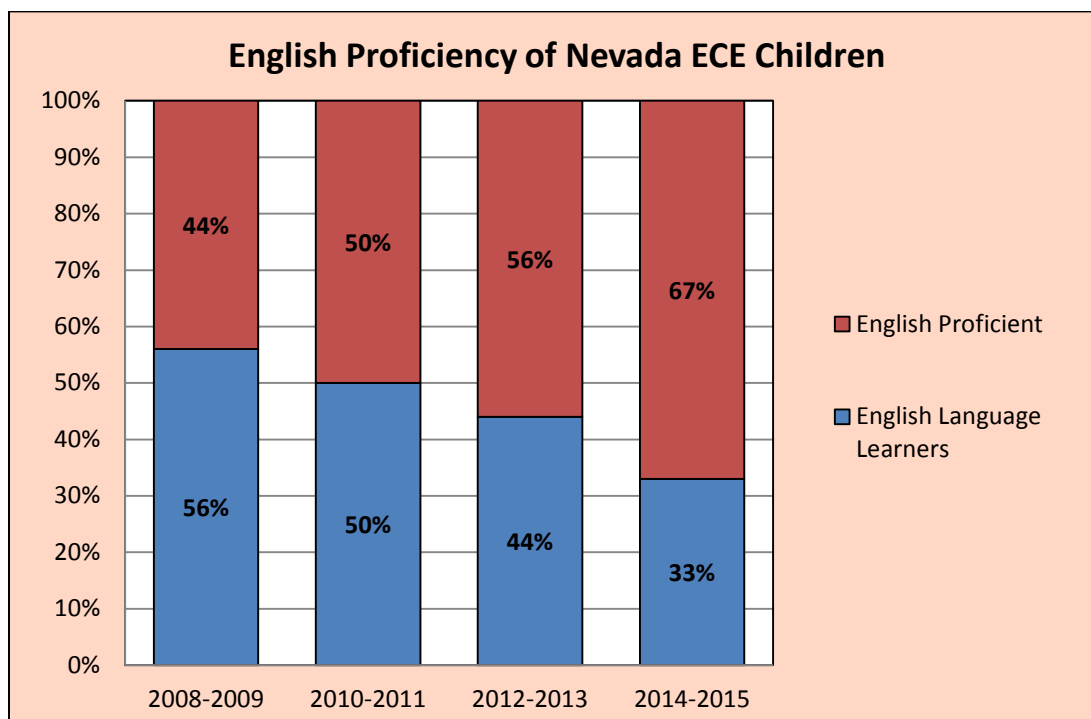
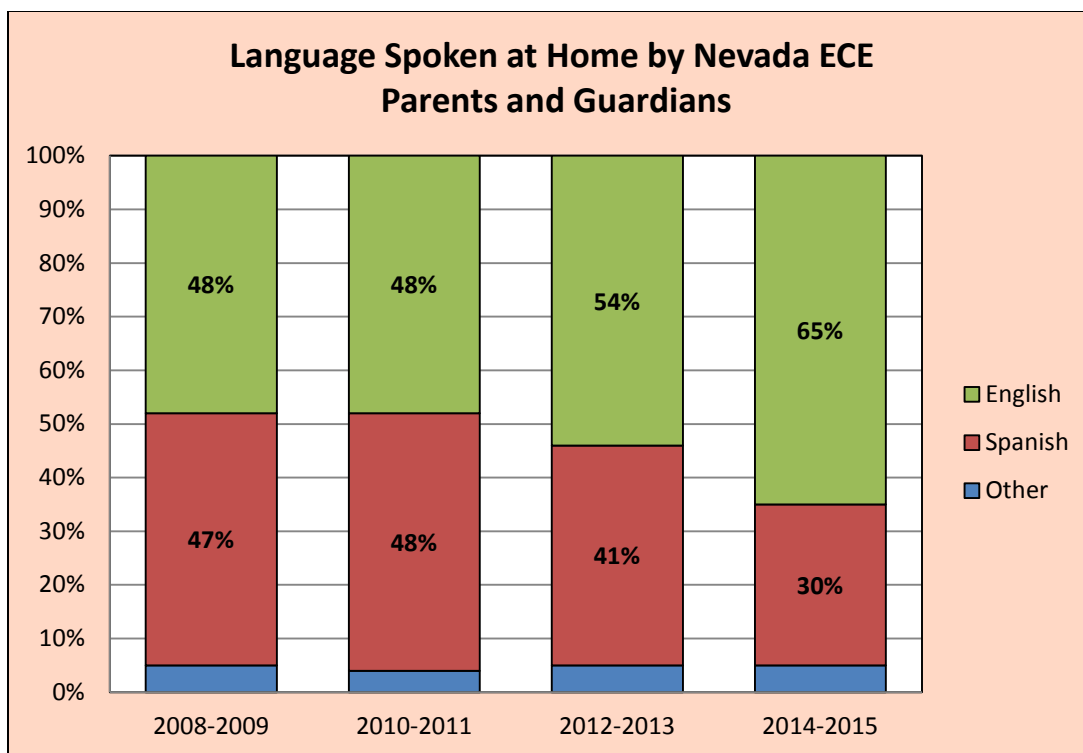
Source: Pacific Research Associates; *Nevada Early Childhood Education (ECE) Program: Building a Foundation for School Readiness and Success in PreK–12 and Beyond, Evaluation Report*; various years.

Edgenuity, an online provider of education technology solutions that works with more than 16,000 schools nationally, ranked the Clark County School District among the nation's top ten school districts in the use of blended learning programs.





Source: Pacific Research Associates; *Nevada Early Childhood Education (ECE) Program: Building a Foundation for School Readiness and Success in PreK-12 and Beyond, Evaluation Report*; various years.



Source: Pacific Research Associates; *Nevada Early Childhood Education (ECE) Program: Building a Foundation for School Readiness and Success in PreK-12 and Beyond, Evaluation Report*; various years.

ECE Program—Evaluation

The evaluation of Nevada’s ECE Program includes a review of short-term effects and long-term impacts. The following summarizes the findings from the 2014–2015 annual evaluation. The complete report may be obtained from NDE.

Short-Term Effects

The primary purpose of the short-term evaluation is to investigate the performance of children and adults on six outcome indicators—three indicators on the developmental progress of children and three indicators on parental involvement. The results show that Nevada ECE parents and children exceeded the expected performance levels for all six indicators for which benchmarks have been established.

ECE Program Evaluation—SY 2014–2015		
Indicator	Benchmarks	
Developmental Progress of Children	Original	2014–2015 Goal (Actual)
Outcome Indicator 1: Reading Readiness—Individual Student Gain. Percent of ECE children from three to five years old with a minimum of four months of participation who show improvement in auditory comprehension and expressive communication—as measured by standard score increase on the Peabody Picture Vocabulary Test (PPVT) and the Expressive One-Word Picture Vocabulary Test (EOWPVT).	70%	80% (PPVT – 82.8%; EOWPVT – 89.3%)
Outcome Indicator 2: Reading Readiness—Average Program Gain. With a minimum of four months of participation, ECE children from three to five years old will make an average gain of standard score points in auditory comprehension as measured by the PPVT and in expressive communication as measured by the EOWPVT.	PPVT-7.0 points EOWPVT-10.0 points	PPVT-8.0 points (11.0 points) EOWPVT-10.0 pts (12.3 points)
Outcome Indicator 3: English Language Acquisition—Average Program Gain. With a minimum of four months of participation, ECE children from three to five years with limited English skills will make an average gain of raw score points in English acquisition as measured by the Preschool Language Assessment Scale (Pre-LAS).	N/A – The Benchmark has not been established	N/A – The Benchmark has not been established
Parental Involvement		
Outcome Indicator 4: Parenting Goals. Percent of participating adults enrolled in ECE for at least four months who meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year.	90%	92% (97.9%)
Outcome Indicator 5: Time Spent With Children. Percent of first-year ECE parents who increase the amount of time they spend with their children weekly within a reporting year.	60%	80% (85.8%)
Outcome Indicator 6: Time Spent Reading With Children. Percent of first-year ECE parents who increase the amount of time they spend reading with their children within a reporting year.	30%	80% (86.9%)

Source: Pacific Research Associates; *Nevada ECE Program: Building a Foundation for School Readiness and Success in PreK–12 and Beyond, FY 2012–13, Evaluation Report*; October 2015.

Long-Term Effects

The longitudinal evaluation of the ECE Program followed one cohort of four-year-old children who participated in Nevada's ECE Program during SY 2011–2012 and entered grade 2 in SY 2014–2015.

Similar to the short-term evaluation of the ECE Program, the longitudinal evaluation centers its findings on the developmental progress of children and parental involvement. The findings from the 2014–2015 longitudinal evaluation are as follows:

- *Developmental Progress of Children*—Results show this cohort of students made large learning gains on the PPVT (receptive) and the EOWPVT (expressive) in SY 2011–2012 while in preschool. In SY 2014–2015, this cohort maintained the learning gains made in preschool through the end of grade 2 in receptive vocabulary but not in expressive vocabulary. The reasons for the shortfall have not been identified at this time.
- *Parental Involvement*—Results of the study did not conclusively find that parents of this cohort attended parent/teacher conferences at a higher or lower rate than other parents.

Source: Pacific Research Associates; *Nevada ECE Program: Building a Foundation for School Readiness and Success in PreK–12 and Beyond, FY 2012–13, Evaluation Report*; October 2015.

In 2015, 2 Clark County School District schools were recognized among only 100 schools in the nation as National Title I Distinguished Schools. Lawrence and Heidi Canarelli Middle School and Patricia A. Bendorf Elementary School received the honor for significant improvements in student achievement.



FULL-DAY KINDERGARTEN—HISTORY

2005 Session	<p>State-funded, full-day kindergarten was approved for the first time by the Nevada Legislature. A school district was not required to offer full-day kindergarten, and a family may have requested that their child attend for less than a full day.</p> <p>The Nevada Legislature appropriated \$22 million from the State General Fund to provide full-day kindergarten in certain schools during SY 2006–2007. These funds were utilized to implement full-day kindergarten in 114 at-risk schools across the State.</p> <p>NOTE: At-risk schools were those with at least 55.1 percent of students receiving free and reduced-price lunch.</p>
2007 Session	<p>The Nevada Legislature appropriated \$25.6 million in FY 2007–2008 to provide for the ongoing costs of full-day kindergarten for 114 at-risk schools.</p> <p>For FY 2008–2009, \$40.8 million was appropriated to expand the program to approximately 166 schools, with a targeted free and reduced-price lunch student count of at least 40.75 percent. However, due to the need for budget reductions, State funding to support full-day kindergarten for the additional 52 schools was subsequently eliminated.</p>
2013 Session	<p>The 2013 Legislature approved a State General Fund appropriation of \$81 million over the 2013–2015 Biennium to continue and expand the full-day kindergarten program for at-risk schools, which was nearly a two-thirds increase over the previous biennium.</p>
2015 Session	<p>The 2015 Legislature completed the expansion of full-day kindergarten reaching all schools by the second year of the biennium at a targeted student-to-teacher ratio of 21:1. The total cost of the program, inclusive of CSR funding is \$75.1 million in FY 2015–2016 and \$96.4 million in FY 2016–2017.</p>

Note: For additional information, please see the research brief on full-day kindergarten published by the Research Division of the LCB. The document may be accessed at: <https://www.leg.state.nv.us/Division/Research/Publications/ResearchBriefs/index.html>.

Enrollment in Half-Day Programs

Pursuant to Senate Bill 508 (Chapter 536, *Statutes of Nevada 2015*), for the first time, beginning July 1, 2017, kindergarten students will be counted as a 1.0 student in the regular report of average daily enrollment with the students enrolled in grades 1 to 12, inclusive, and will be funded accordingly. Previously, kindergarten students were counted and funded as six-tenths due to half-day programs.

Although there is statewide funding for full-day kindergarten, parents may continue to request a half-day kindergarten program for their child. In SY 2015–2016, there were 63 half-day programs implemented in four school districts:

Half-Day Kindergarten Programs—SY 2015–2016	
School District	Number of Programs
Clark County School District	47
Elko County School District	8
Eureka County School District	1
Lander County School District	7
TOTAL	63

Source: NDE.

Evaluations of Effectiveness in Nevada

In Nevada, evaluations of the effect of full-day kindergarten on student academic achievement have shown positive results over the years. A recent 2015 study conducted by the University of Nevada, Las Vegas, School of Community Health Sciences, entitled, *Full-Day Kindergarten in Nevada: A Health Impact Assessment*, begins the discussion of the connection between education and health. For example, it has been found that people with higher levels of education live healthier and longer lives. These people tend to engage in healthy behaviors, have lower rates of illness, and have higher life expectancies.

The Nevada study found that full-day kindergarten has the potential to contribute to improved educational attainment in Nevada, particularly for students who are English learners (ELs) and/or come from low-income households. In turn, improved educational attainment has the potential to improve the health of adults through healthier behaviors and lower rates of disease. By increasing time spent in school, physical development may also improve through access to school-based nutrition education and physical activity.

EARLY LITERACY

There are several research studies linking the importance of early literacy on future academic success. Findings from a longitudinal study by sociologist Donald J. Hernandez entitled, *Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation* (2012). An update by the Annie E. Casey Foundation found that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers. African American and Hispanic children who are not reading proficiently in third grade are twice as likely as their white peers to not graduate from high school. When poverty is added to the analysis, Hernandez found that the graduation failure rate for children who cannot read proficiently and are poor for at least one year is 26 percent; this is more than six times the rate for all proficient readers.

Based upon this and other research, the Governor recommended and the 2015 Legislature approved significant investments in early literacy. Funding not only supports early childhood education, full-day kindergarten, and intensive reading interventions, but also begins weighted funding for certain populations of students, including: (1) ELs; (2) students residing in high poverty areas of Nevada; (3) special education students; and (4) gifted and talented students.

In this section, the programs for ELs, students residing in high poverty areas of Nevada, and intensive reading interventions will be discussed. Programs for special education and gifted and talented students will be discussed in a following section.

ELs—Zoom Schools and Rural Grants Programs

The 2013 Nevada Legislature enacted Senate Bill 504 (Chapter 515, *Statutes of Nevada*) to ensure children who are ELs benefit from instruction designed to address their academic and linguistic needs. State funding of \$25 million in each fiscal year of the 2013–2015 Biennium was appropriated to provide literacy support for EL students. The program implemented in Clark and Washoe County School Districts is called the Zoom Schools program. The program implemented in the remaining school districts is called the Rural Grants program.

The purpose of the programs is to provide support to low-performing schools with the highest percentage of EL students. The goal is to assist EL students with English language acquisition and, ultimately, to improve the academic achievement of each student. Because of the success of the Zoom Schools program during the 2013–2015 Biennium, funding was doubled for the 2015–2017 Biennium, providing \$50 million in each fiscal year. Program reports may be viewed at: [http://www.doe.nv.gov/English Language Learners\(ELL\)/SB405 Zoom Reports/](http://www.doe.nv.gov/English_Language_Learners(ELL)/SB405_Zoom_Reports/).

Zoom Schools and Rural Grants Programs Enrollment and Estimated Weighted Funding				
School Year	State Funding	Students Served (Schools)	Average Funding Per Pupil	Weighted Funding*
2014–2015	\$25 million	19,912 (23)	\$1,250	0.21
2015–2016	\$50 million	32,853 (44)	\$1,377**	0.24
2016–2017 (projected)	\$50 million	41,459 (62)	\$1,087**	0.19

*Weighted Funding: This represents the additional funds needed to educate an ELL student, expressed as a multiplier of the per-pupil basic support guarantee.

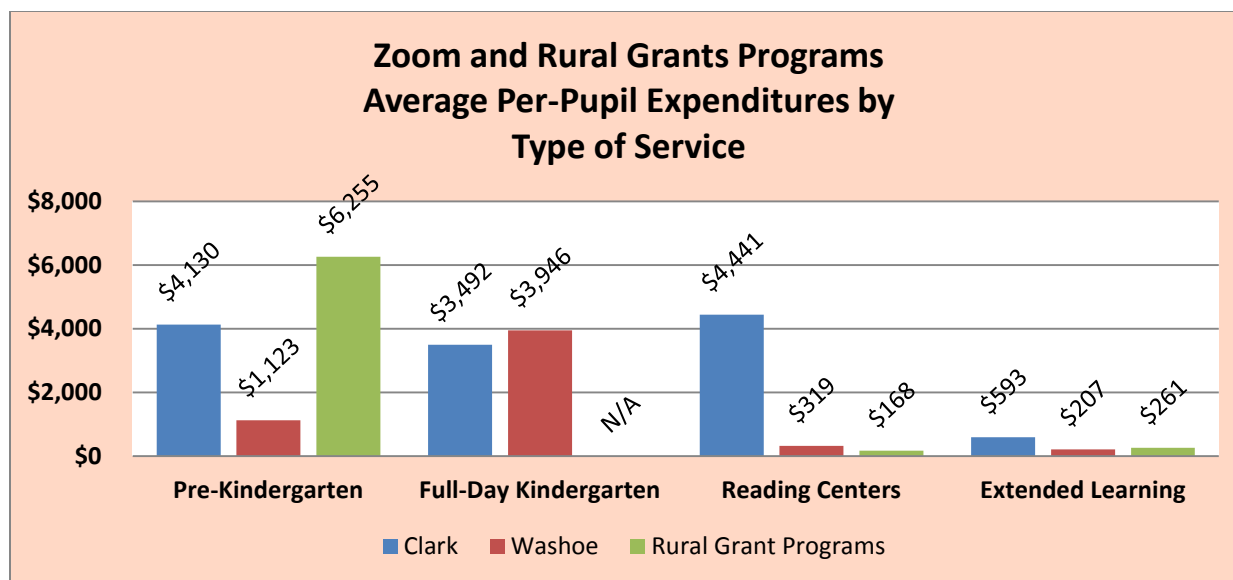
**The average for SY 2015–2016 includes full-day kindergarten funding provided to Zoom Schools and Rural Grants programs. Beginning with SY 2016–2017, full-day kindergarten is available statewide, so the Zoom Schools and Rural Grants programs no longer support this expense.

Source: NDE; presentation to the Legislative Committee on Education; *Improving Student Outcomes The Plan to Provide Additional Resources to the Nevada Plan*; July 28, 2016.

The services supported by the Zoom Schools and Rural Grants programs include pre-K, full-day kindergarten (through SY 2015–2016), reading centers, and extended learning time. When reviewing the average per-pupil expenditures by type of service and by school district, there are significant differences; yet, all programs report a positive impact on EL student academic performance. These differences will need to be reviewed at length when determining average weighted funding that may have the greatest positive impact on the academic achievement of EL students.

Fewer than one-half of 1 percent of all schools are recognized as National Blue Ribbon Schools. In 2015, three Nevada schools were so honored: (1) Sue H. Morrow Elementary School; (2) Glen C. Taylor Elementary School; and (3) Sig Rogich Middle School all located in the Clark County School District.





Entity	Pre-Kindergarten	Full-Day Kindergarten	Reading Centers	Extended Learning
Clark	\$4,130	\$3,492	\$4,441	\$593
Washoe	\$1,123	\$3,946	\$319	\$207
Rural Grants Programs	\$6,255	N/A	\$168	\$261

Source: NDE; presentation to the Legislative Committee on Education; *Improving Student Outcomes The Plan to Provide Additional Resources to the Nevada Plan*; July 28, 2016.

Students in Poverty (Victory Schools Program)

Through the passage of Senate Bill 432 (Chapter 389, *Statutes of Nevada 2015*), State funding of \$25 million in each fiscal year of the 2015–2017 Biennium was approved to support the creation of a Victory Schools program to focus on increasing the academic achievement of students living in the poorest communities in Nevada. The goals of the program focus on students reading at grade level, being prepared for rigorous curricula, and graduating from high school with the skills and attributes necessary to immediately succeed in college or a career.

The program is designed to be implemented in a similar fashion to the Zoom Schools program; however, Victory School programs may be expanded to include wraparound and family engagement services. School districts are required to provide comprehensive plans that address the specific needs of students in order to achieve the goals. For SY 2015–2016, 35 schools in five school districts (Clark, Elko, Humboldt, Nye, and Washoe County School Districts) received funding. The high poverty communities were identified using United States Census data.

Victory Schools Program Enrollment and Estimated Weighted Funding				
School Year	State Funding	Students Served (Schools)	Average Funding Per Pupil	Weighted Funding*
SY 2015–2016	\$25 million	21,982 (35)	\$1,137 (estimate)	0.20 (estimate)
SY 2016–2017 (projected)	\$25 million	Unknown	Unknown	Unknown

*Weighted Funding: This represents the additional funds that would go toward educating a student enrolled in the Victory Schools program expressed as a multiplier of the basic support guarantee.

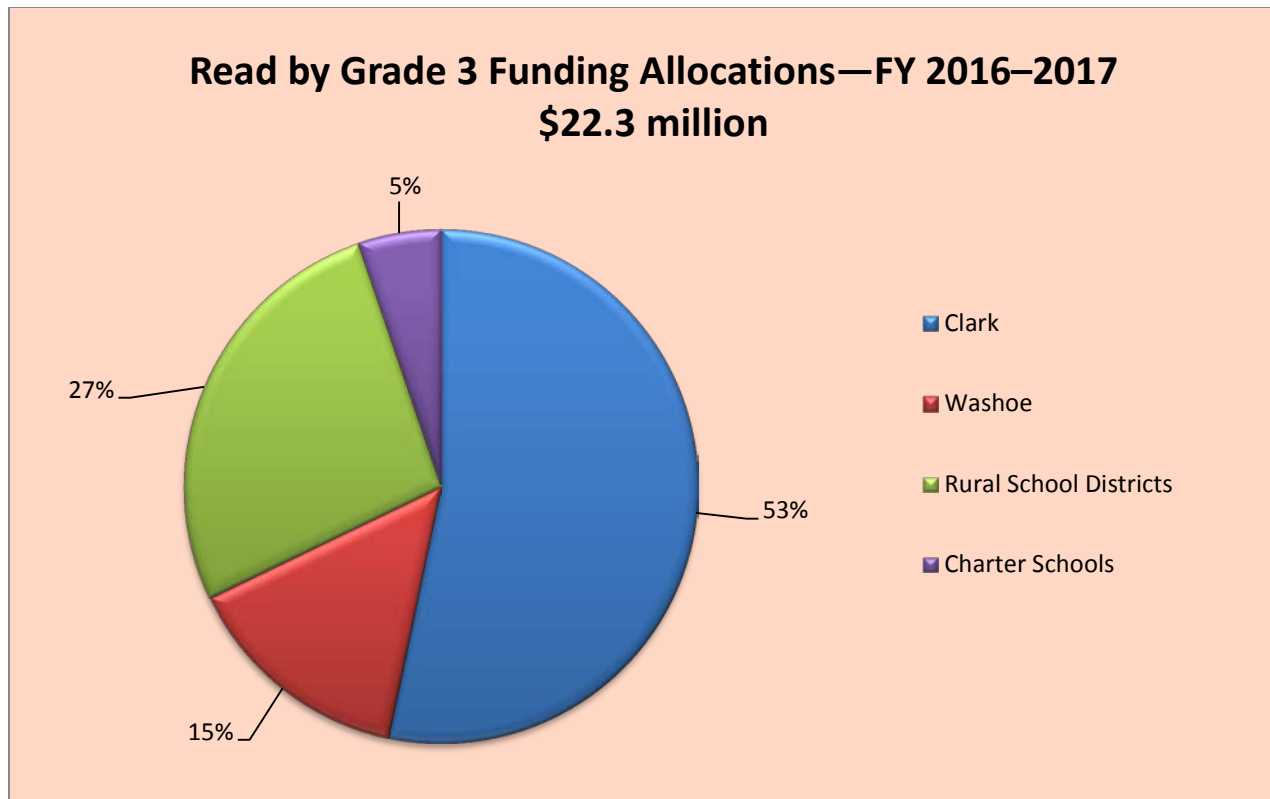
Source: NDE; presentation to the Legislative Committee on Education; *Improving Student Outcomes The Plan to Provide Additional Resources to the Nevada Plan*; July 28, 2016.

All Other Students Who Do Not Read at Grade Level (Read by Grade 3 Program)

The 2015 Legislature approved \$4.9 million in FY 2015–2016 and \$22.3 million in FY 2016–2017 to increase the percentage of third grade students reading at or above grade level who are not served through the Zoom Schools, Rural Grants, or Victory Schools programs. To receive a grant, school districts must provide a plan to improve literacy with performance measures. For SY 2016–2017, Clark and Washoe School Districts, 13 rural school districts, and 8 charter schools were awarded a competitive grant award.

The Washoe County School District is among just ten districts nationally to be recognized as a district “on the rise” by Education First, a national strategy and policy organization. In bestowing the recognition, Education First cited the district’s commitment to collaboration, innovation, and hard work, which has led to improvement in student proficiency and graduation rates.





Source: NDE

The Clark County School District saw 91,996 students completing student literacy performance plans in 2016, putting the district at 46.2 percent literacy proficiency by grade 3—more than halfway toward the target of 80 percent proficiency by 2019.



SCHOOL IMPROVEMENT

Nevada’s Department of Education has developed a “**Theory of Action for Underperforming Schools,**” as follows:

If NDE provides underperforming schools with a structured diagnostic and planning process, focused on three priority areas:

- **School leadership;**
- **Tier 1 instruction aligned to standards; and**
- **Teacher professional learning communities that analyze and use data to strengthen instruction.**

And, if school districts provide these schools with the conditions required for successful school turnaround, including freedom from certain all-district programs and requirements, and the freedom and resources to identify and build programs and capacity to address their specific needs; and

NDE identifies external organizations that can provide schools with diagnostic and planning supports in the three priority areas; and

NDE establishes a Leadership Network to support school leaders; and

The leadership of NDE, school districts, and schools utilize all available resources to provide schools with that support; and

NDE works with schools, school districts, and support organizations to monitor implementation and identify and solve problems; and

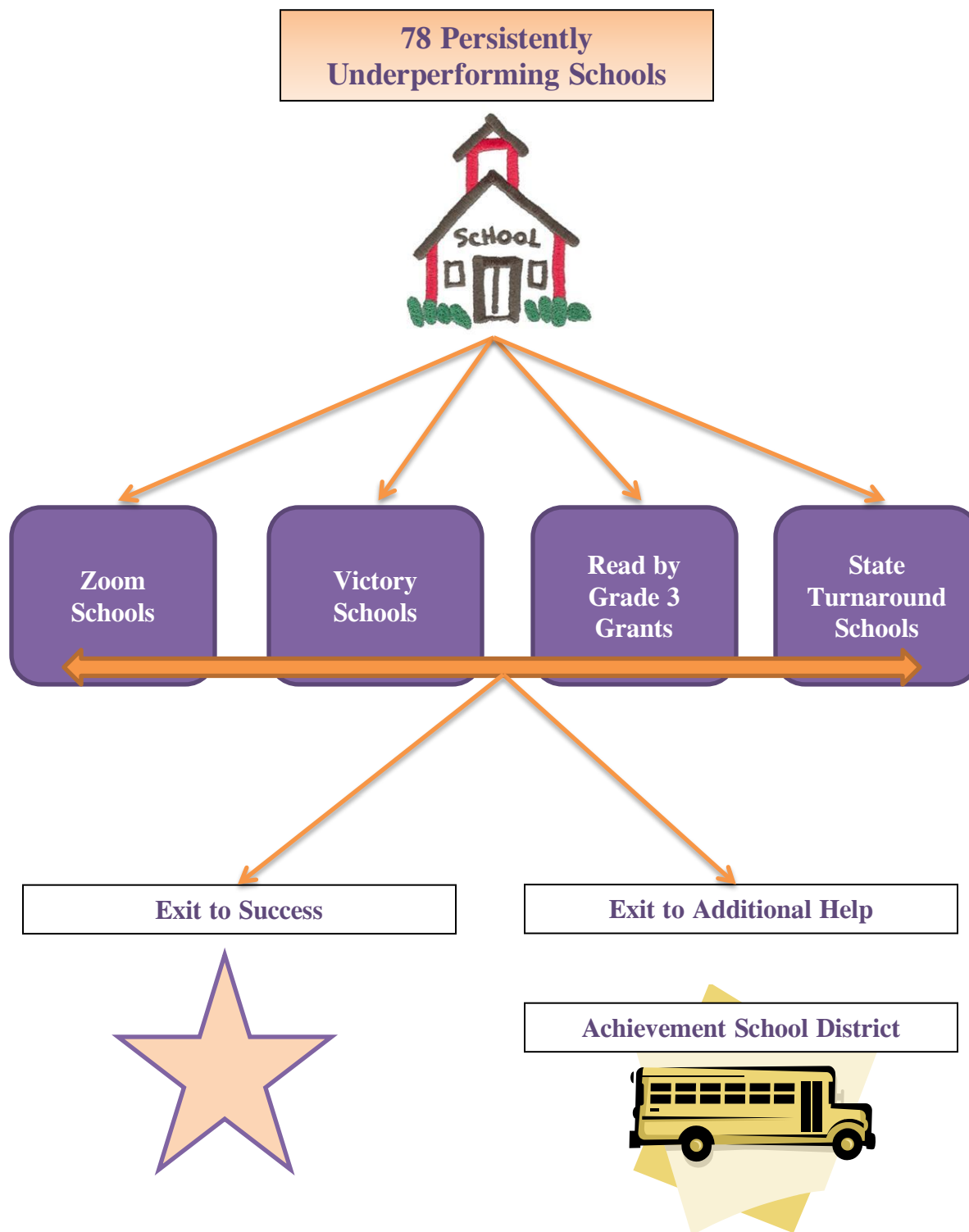
NDE, school districts, and schools build shared social trust among parents, students, teachers, administrators, and staff;

Then all underperforming schools will exit their low performing status within three years.

Source: NDE, *Nevada’s Underperforming Schools: Turnaround Strategy and Process*, April 2015.

Chapter 8

The components of Nevada's plan to improve the academic performance of students are as follows:



Turnaround Schools Program

The 2015 Legislature approved funding of \$2.5 million in each fiscal year of the 2015–2017 Biennium to assist in turning around persistently underperforming schools. The funding must be offered to district and public charter schools rated one- or two-star schools under the Nevada School Performance Framework. The funding must be utilized to assist in implementing a school improvement plan that is aligned to NDE's Theory of Action for improving the achievement of underperforming schools. The funds will support such services as vendor contracts, performance management assessment, and staff incentives. Provisions for the program are contained in Senate Bill 92 (Chapter 541, *Statutes of Nevada 2015*). For SY 2016–2017, the following schools have been awarded turnaround grants:

SY 2016–2017 Turnaround Grant Awardees	
School District/Entity	School
Clark County School District	100 Academy of Excellence Andre Agassi College Preparatory Academy Dean Peterson Elementary School Delta Academy Howard E. Hollingsworth Elementary School Innovations Elementary School Innovations High School Innovations Middle School Paradise Elementary School Wendell P. Williams Elementary School
Humboldt County School District	French Ford Middle School Winnemucca Junior High School
Mineral County School District	Hawthorne Elementary School Mineral County High School Mineral Junior High School
Pershing County School District	Pershing County Middle School
State Public Charter School Authority	Honors Academy of Literature (Reno) Silver State High School (Carson City)
Washoe County School District	Agnes Risley Elementary School Desert Heights Elementary School Grace Warner Elementary School I Can Do Anything Charter High School Lois Allen Elementary School Rita Cannan Elementary School Sun Valley Elementary School
White Pine County School District	David E. Norman Elementary School

Achievement School District

The 2015 Legislature approved Assembly Bill 448 (Chapter 539, *Statutes of Nevada*), which created the Achievement School District (ASD) within NDE. The ASD will oversee the rapid improvement of the State's lowest performing schools. The ASD will not operate schools or control the curriculum at the schools. Instead, the ASD will match low-performing schools with high-quality charter management organizations, ensure a successful transition of management, and conduct ongoing oversight and performance management for all ASD schools.

Schools eligible for inclusion in the ASD will be identified by NDE on an annual basis and are under a cloud of uncertainty from an eligibility list based upon school performance, community feedback, and the availability of high-quality charter school organizations in the neighborhood. Students who attend a school that is placed in the ASD will have first preference to attend the school. If a student chooses not to attend the ASD school, the student will have the option of attending a nearby neighborhood school in the local school district. Once a school is placed in the ASD, it will remain there for at least six years.

Teachers in a school selected for the ASD will have the opportunity to apply to work in the ASD school. Teachers who choose not to teach at the ASD school, or who are not selected to remain at the school, will have the opportunity to find another position in the local school district according to that school district's collective bargaining agreement.

With regard to school facilities, the ASD will be permitted to use all facilities of the schools that are transferred to the ASD. This includes the contents of the facility (i.e., textbooks, technology, media resources, instruction equipment, and other resources), as well as existing utilities, including broadband capability and Internet access.

Advisory Committee to Develop a Plan to Reorganize the Clark County School District and the Empowerment Program

In an effort to increase the academic achievement of students in the Clark County School District (CCSD), the 2015 Legislature enacted Assembly Bill 394 (Chapter 543, *Statutes of Nevada*), which created an advisory committee and a technical advisory committee to develop a plan for the reorganization of the CCSD into local school precincts.

The Advisory Committee held ten public meetings and the Technical Advisory Committee held ten public meetings during the 2015–2016 Interim. An additional eight town hall meetings were held throughout Clark County to solicit input from the public regarding the plan to reorganize the CCSD.

The final plan calls for the extensive involvement of frontline school staff and each school's community in local decision-making and makes staff accountable for the results. The CCSD is charged with providing the framework and structure under which schools can achieve the desired results. The new framework will be implemented for SY 2017–2018.

The new structure follows the basic guidelines of the Program of Empowerment Schools, codified in NRS 388G.050, which was created by the 2007 Legislature. This program was piloted by the CCSD from SY 2006–2007 through SY 2008–2009. At that time, the CCSD's program overview, *Empowerment Schools 2008*, provided that 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.

During the pilot program, the CCSD had 14 Empowerment Schools, 11 elementary and 3 secondary. Funding of \$600 per student was provided from the school district's general fund and private donations. Funding was utilized to provide smaller classes, increase the minutes in a school day, increase school days in a year, increase salaries, and provide for a staff program of pay for performance. It is not clear at this time what the cost of the new program will be; however, it was noted in testimony that the CCSD will approach the 2017 Legislature to request funds to support the reorganization.

Newsweek magazine ranked these five Clark County School District high schools among the best in the nation in 2015: (1) Advanced Technologies Academy; (2) College of Southern Nevada High School, East; (3) College of Southern Nevada High School, West; (4) Veterans Tribute Career and Technical Academy; and (5) West Career and Technical Academy.



SPECIAL EDUCATION

Special education services are provided directly to students by local school districts and are funded by federal grants, State appropriations, and local dollars. All special education services are delivered in accordance with an Individualized Education Program (IEP) developed for each student with special needs as required by federal law.

Nevada's Department of Education oversees special education programs provided by school districts. State authority, responsibilities, services, and direction to local districts are outlined in NRS 388.5221 et seq. (Program for Persons with Disabilities with Unique Needs) and in Chapter 395 ("Education of Persons With Disabilities") of *Nevada Administrative Code* (NAC). Both NDE and local school districts are bound by federal legislation and regulations governing the provision of services to students with special educational needs.

State Funding for Special Education

The 2015 Legislature made substantive changes to State funding for special education. Historically, funding has been allocated on the basis of special education program units, which are defined pursuant to NRS 387.1211 as organized instructional units, in which a licensed, full-time teacher is providing an instructional program that meets minimum standards prescribed by the State Board of Education. To qualify for a full apportionment, a unit must have operated the full school day (330 minutes) for at least nine of the school months within a school year.

Beginning in SY 2016–2017, the unit method of funding is repealed through the passage of Senate Bill 508 in 2015. The new calculation provides for the first time weighted funding, which is State funding for special education divided by enrollment. A cap of 13 percent is placed on special education enrollment in each school district.

The goal weight for special education, as recommended by the Task Force in K–12 Education Funding during the 2013–2014 Interim, is 1.0; this weight was subject to review and revision during the 2015–2016 Interim. In order to begin transitioning to a weighted student formula for students with disabilities, the 2015 Legislature approved an increase in State funding of \$25 million in FY 2016–2017. This funding is estimated to provide a statewide weight of approximately 0.50.

For School Year 2015–2016, Douglas Trinkle of Variety School in the Clark County School District received the NASET Outstanding Special Education Teacher Award for excellence in special education instruction.



State Funding for Extraordinary Expenses Related to Special Education

In FY 2016–2017, the 2015 Legislature approved \$5 million for the first time to support the Contingency Account for Special Education (CASE) program, which provides State funds for extraordinary expenses related to the education of students with disabilities. The funds may be used to support services that are not ordinarily present in the typical IEP, and the costs must exceed the total funding available to the school district or charter school for the student.

The regulations for the new program were approved by the State Board of Education at its June 2016 meeting. School districts may submit an application for funds during SY 2016–2017. In order to meet federal Maintenance of Effort (MOE) mandates, the State must continue the provision of \$5 million in each fiscal year going forward.

Special Education Enrollment

Pursuant to S.B. 508, funding for special education must not exceed 13 percent of the total enrollment for a school district or charter school, except to maintain MOE requirements under federal law. The first allocation of funds under the new model occurred for SY 2016–2017. For this allocation, 12 of the 17 school districts were at or above the 13 percent threshold and required additional funds of \$2.7 million to meet federal MOE requirements.

In May 2016, Donald Bernard of West Preparatory Academy in the Clark County School District was 1 of 21 educators who were honored at the Heart of Education Awards; Mr. Bernard received recognition for his work with special education students.



SY 2016–2017 Special Education Enrollment Utilized to Allocate Funds			
Entity	FY 2016 Special Education Enrollment	FY 2016 (1st Quarter) Student Enrollment	Percentage of Special Education Enrollment
Carson City	1,066	7,524	14.17
Churchill County	511	3,258	15.68
Clark County	37,700	316,311	11.92
Davidson Academy	1	156	0.64
Douglas County	892	5,989	14.89
Elko County	1,132	9,907	11.43
Esmeralda County	9	78	11.54
Eureka County	20	258	7.75
Humboldt County	542	3,444	15.74
Lander County	112	999	11.21
Lincoln County	144	1,011	14.24
Lyon County	1,097	8,093	13.55
Mineral County	86	500	17.20
Nye County	831	5,012	16.58
Pershing County	91	639	14.24
Storey County	59	408	14.46
Washoe County	8,885	63,532	13.99
White Pine County	182	1,254	14.51
State Charter Schools	2,054	26,496	7.75
STATEWIDE	55,414	454,869	12.18

Source: NDE.

State Versus Local Resources

In order to begin transitioning to a weighted student formula for students with disabilities, the 2015 Legislature approved an increase in State funding of \$25 million for FY 2016–2017. It is projected that, as State funding for special education increases, local funding increases will level off.

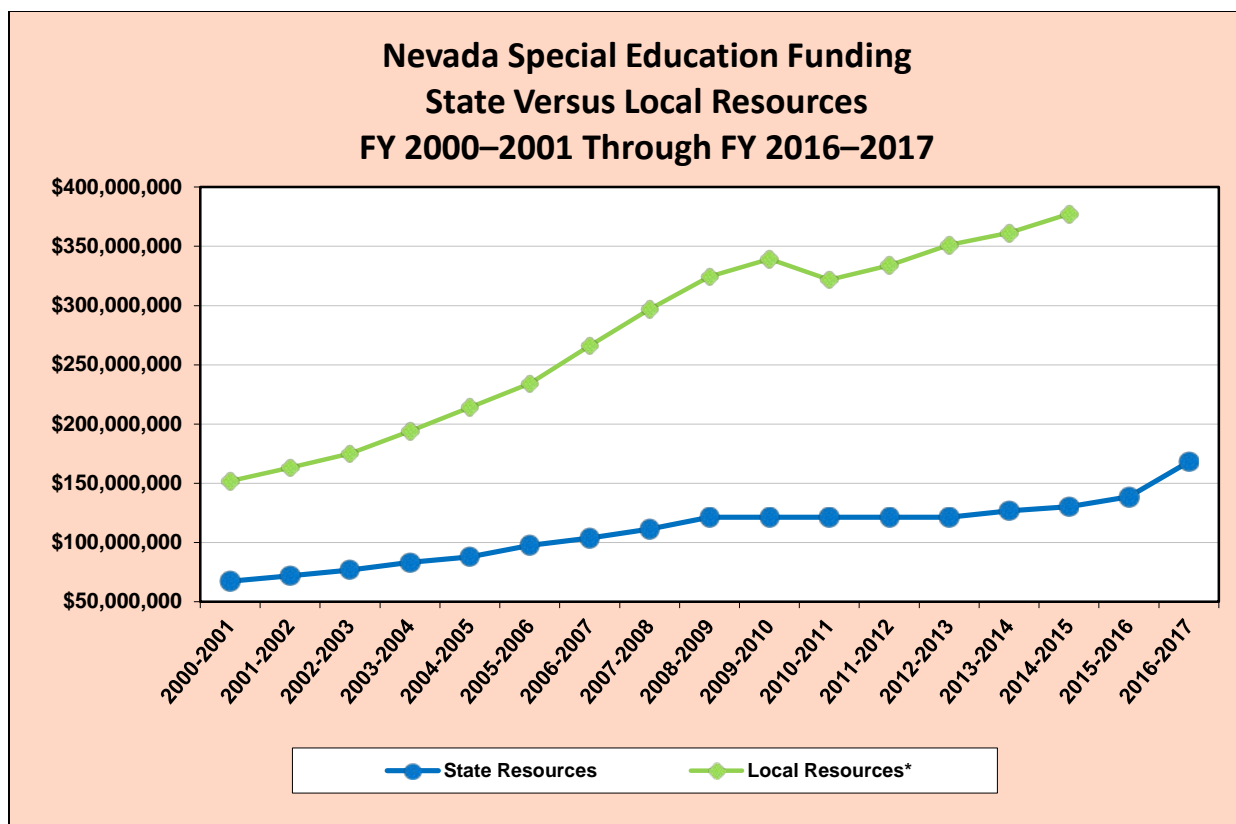
Fiscal Year	State Resources	Local Resources*
2000–2001	\$67,330,199	\$151,949,548
2001–2002	\$72,004,754	\$163,313,519
2002–2003	\$76,868,064	\$175,025,638
2003–2004	\$83,185,765	\$193,915,875
2004–2005	\$87,866,476	\$214,087,930
2005–2006	\$97,617,555	\$234,142,483
2006–2007	\$103,715,266	\$266,124,337
2007–2008	\$111,303,886	\$296,926,735
2008–2009	\$121,250,664	\$324,372,632
2009–2010	\$121,252,632	\$339,197,530
2010–2011	\$121,252,632	\$321,862,256
2011–2012	\$121,252,632	\$333,995,229
2012–2013	\$121,252,632	\$351,072,318
2013–2014	\$126,862,792	\$361,325,760
2014–2015	\$130,329,505	\$377,335,168
2015–2016	\$138,591,298	N/A
2016–2017	\$168,125,519	N/A

*Local resources are not known until the November following the applicable fiscal year.

Sources: NDE, *NRS 387.303 Report*; and Fiscal Analysis Division, LCB, *Nevada Legislative Appropriations Reports*, various years.

In 2016, 22 of the Clark County School District's 32 magnet schools received the Magnet Schools of America's highest rating of "Magnet School of Excellence" or the second highest rating of "Magnet School of Distinction."





*Local resources are not known until the November following the applicable fiscal year. It is projected that as State funding for special education increases, local funding increases will become stagnant.

Public School Expenditures for Special Education: In\$ite Financial Analysis System

According to In\$ite, in SY 2014–2015, the average cost to educate a student in Nevada with special education needs was \$18,125 per year, which includes the expenses for general education classes and special education programs. With total special education enrollment of 53,761 in SY 2014–2015, the cost to educate these students totaled \$604,635,616 paid from a combination of federal, State, and local dollars.

GIFTED AND TALENTED EDUCATION

State Funding for Gifted and Talented Students

Historically, State funding for the Gifted and Talented Education (GATE) program was less than \$200,000 each year. The funding was utilized to support competitive grants for technology and related GATE programs. The 2015 Legislature increased the funding to \$5.2 million each year of the 2015–2017 Biennium and required the funds to be allocated on a per-student basis. Students are identified as “Gifted and Talented” by performance on a State-approved assessment or procedure or both. In FY 2015–2016, the funds served 12,436 GATE students and, in FY 2016–2017, the funds will serve 12,829 GATE students.

GATE Program Funding by District SY 2016–2017	
District	Funding
Carson	\$305,811
Churchill	\$14,146
Clark	\$2,708,198
Douglas	\$74,893
Elko	\$68,652
Esmeralda	\$0
Eureka	\$0
Humboldt	\$0
Lander	\$0
Lincoln	\$0
Lyon	\$15,811
Mineral	\$2,080
Nye	\$0
Pershing	\$416
Storey	\$10,402
Washoe	\$1,873,978
White Pine	\$0
State Charters	\$42,855
TOTAL	\$5,117,241

Source: NDE, *2015 Legislative Session Programs and Initiatives Quarterly Update*, July 2016.

CAREER AND TECHNICAL EDUCATION (CTE), INCLUDING THE TECH PREP PROGRAM

Career and Technical Education

In Nevada, CTE courses are organized under six major program areas, as follows:

1. Agricultural and Natural Resources;
2. Business and Marketing Education;
3. Education, Hospitality and Human Services;
4. Health Sciences and Public Safety;
5. Information and Media Technologies; and
6. Skilled and Technical Sciences.

The size and scope of CTE in Nevada is also defined by participation in career and technical student organizations (CTSOs). Each organization provides co-curricular leadership and technical skills development opportunities for students enrolled in CTE programs. The six CTSOs in Nevada are as follows:

1. DECA (Distributive Education Clubs of America)—an international association serving students studying marketing, management, and entrepreneurship in business.
2. FBLA (Future Business Leaders of America)—focuses on bringing business and education together in a positive working relationship through innovative leadership and career development programs for high school and college students enrolled in business education programs.
3. FCCLA (Family, Career and Community Leaders of America)—serves students enrolled in family and consumer sciences programs; focuses on the multiple roles of family members, wage earners, and community leaders; and promotes members developing skills for living and earning a living.
4. FFA (Future Farmers of America)—develops leadership, personal growth, and the career success of students enrolled in agricultural education programs through supervised agricultural programs, leadership development, and classroom instruction.
5. HOSA (Health Occupations Students of America)—enhances the delivery of compassionate, quality health care by providing opportunities for knowledge, skills, and leadership development for students enrolled in health sciences programs.

6. SkillsUSA—promotes partnerships of students, teachers, and industry representatives working together to prepare students for careers in trade, technical, and skilled service occupations.

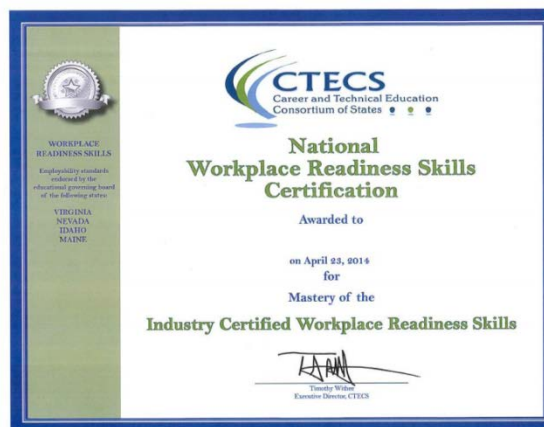


Through NAC 389.800 through 389.815, NDE has prescribed program completion requirements for CTE students. There are defined course sequences, required end-of-program assessments, employability skill standards measured through a State assessment, a State certificate of skill attainment, and a CTE endorsement that may be affixed to a student's diploma.

End-of-Program CTE Assessment Results		
	SY 2013–2014	SY 2014–2015
Course Completers	5,136	6,158
Assessment Participants	4,781	5,848
Participation Rate	93%	95%
Passing Rate	56.7%	55.4%

Source: NDE.

The National Workplace Readiness Skills Certification is endorsed by the Career and Technical Education Consortium of States and assesses CTE students in: personal qualities and people skills, such as a positive work ethic, teamwork, and conflict resolution; technology knowledge and skills, such as job specific technologies, information technology, and Internet use and security; and professional knowledge and skills, such as critical thinking and problem solving, health and safety, customer service, and time, task, and resource management.



A team of three students from Damonte Ranch High School of the Washoe County School District took first place in a national competition sponsored by the Future Business Leaders of America. The team won in the category of “3D Animation.”



Workplace Readiness Assessment Results for Nevada CTE Students		
	SY 2013–2014	SY 2014–2015
Course Completers	5,399	5,588
Assessment Participants	5,091	5,336
Participation Rate	94.2%	95.5%
Passing Rate	83.1%	83.6%

Source: NDE.



To receive a Certificate of Skill Attainment, a student must achieve a 3.0 grade point average in his or her CTE core course sequence, pass the end-of-program technical assessment, and pass the workplace readiness assessment. This certificate qualifies a student to receive a CTE diploma endorsement and to receive postsecondary course credit.

Skill Attainment Certificates Awarded to Nevada CTE Students			
	SY 2012–2013	SY 2013–2014	SY 2014–2015
Students Eligible	2,924	5,136	6,158
Certificates Awarded	706	2,051	2,433
Certificate Award Rate	24.2%	39.9%	39.5%

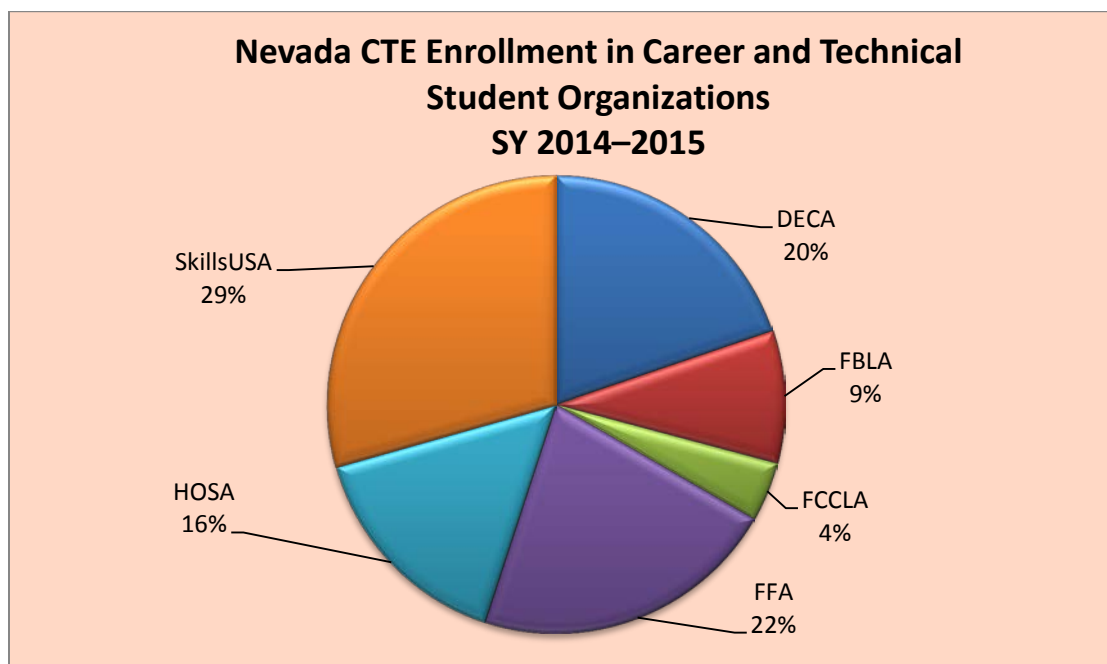
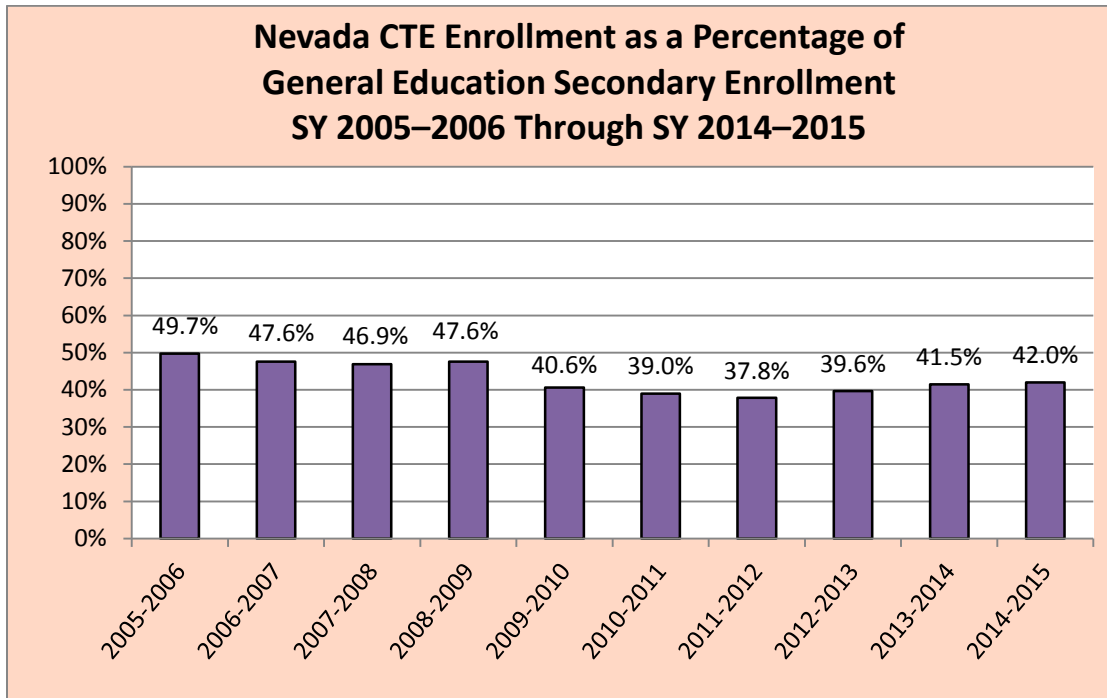
Source: NDE.

CTE College Credit

Career and Technical Education College Credit is a dual enrollment program that allows eleventh and twelfth graders to earn college credit for CTE courses completed in high school. Students begin their study with a sequence of high school CTE courses and can continue the same program in college. To be eligible, students must earn a grade of A or B in an articulated class with a community college.

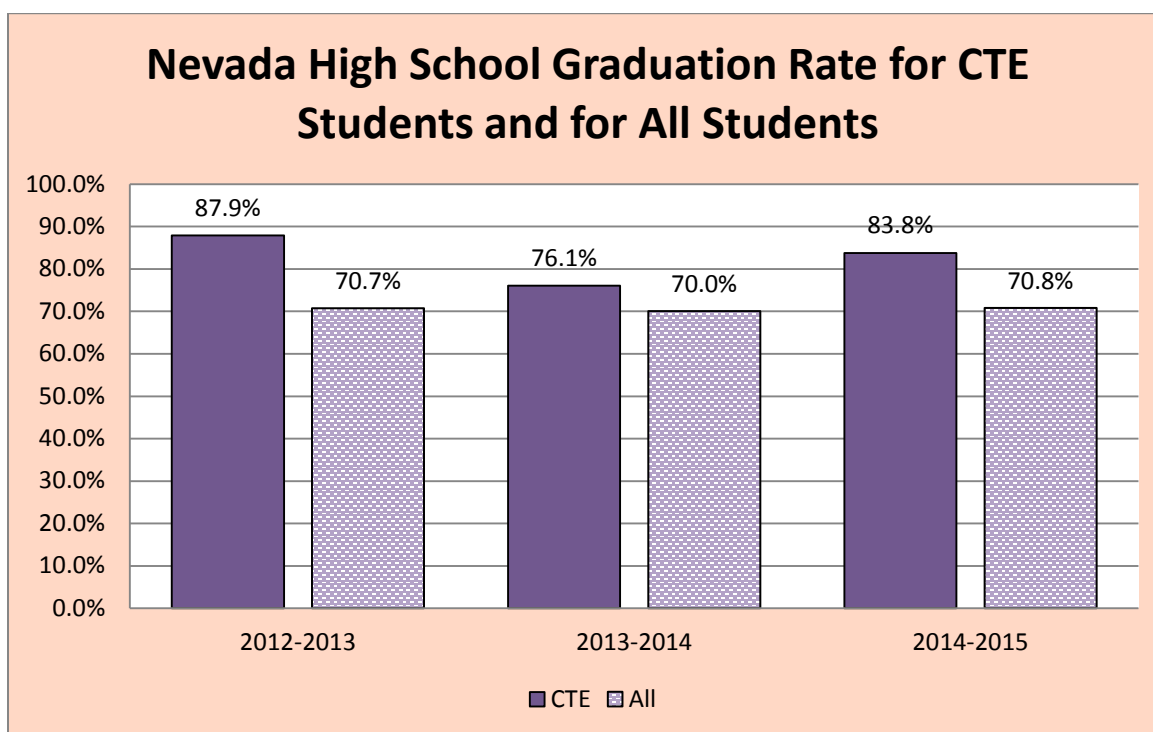
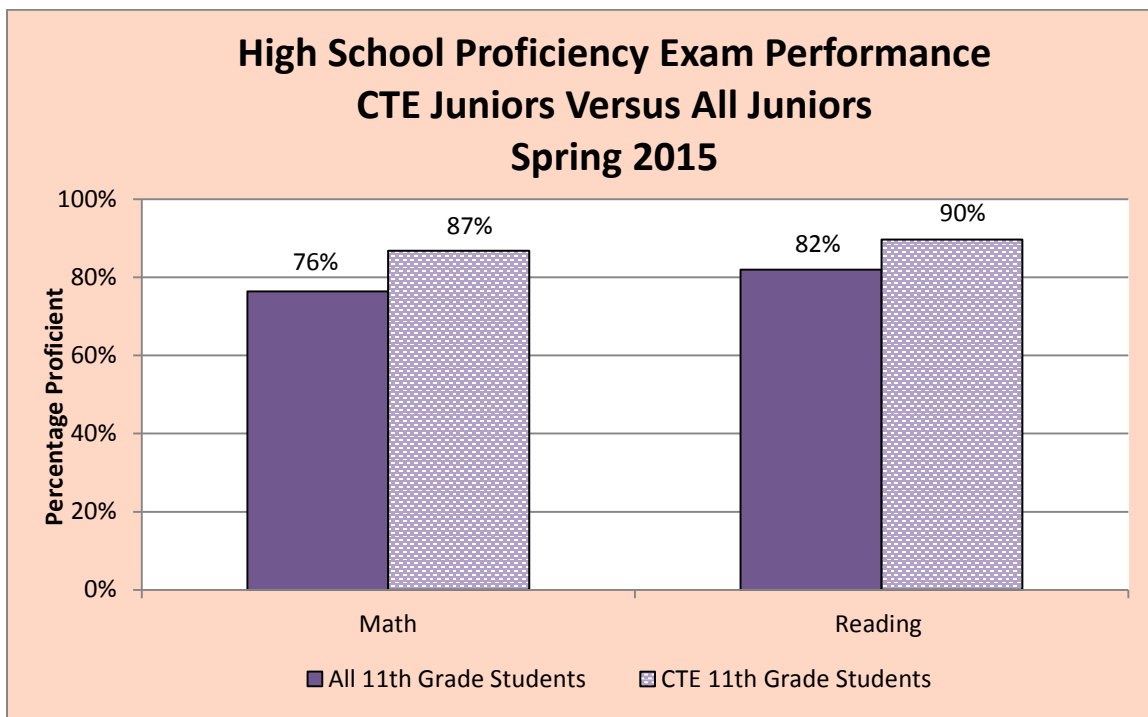
The maximum number of credits that may be earned is 21. Because the classes are taught by high school teachers instead of college instructors, there are no instructional costs to the college; therefore, there is no cost to students.

CTE Enrollment



Source: NDE, 2014–2015 CTE Secondary & Postsecondary Education in Nevada.

CTE Exam Performance and Graduation Rate



Source: NDE, *CTE Secondary & Postsecondary Education in Nevada*, various years.

SCHOOL CHOICE

School choice in Nevada has historically included public schools, charter schools, private schools, and home schooling. The 2015 Legislature increased the availability of school choice options for Nevada's parents and students through new funding programs.

Nevada Educational Choice Scholarship Program

Assembly Bill 165 (Chapter 22, *Statutes of Nevada 2015*) established the Nevada Educational Choice Scholarship Program. The measure authorized the formation of scholarship organizations to provide grants for pupils of low-income families for attendance at schools of their choice in Nevada, including private schools. A scholarship organization may not own or operate any school, and it must be exempt from taxation pursuant to Section 501(c)3 of the Internal Revenue Code. The organization may expend up to 5 percent of the money received to pay its administrative expenses. Schools receiving scholarship grants must maintain a record of academic progress in a manner prescribed by NDE so that the Department is able to aggregate and report this information. To date, there are five registered scholarship grant organizations.

The bill provides for a tax credit against the modified business tax and establishes a process for a taxpayer who intends to donate to a scholarship to request approval for the credit from the Department of Taxation. In addition, A.B. 165 establishes a process that the Department of Taxation must follow to approve or deny applications for the tax credit. The total credits approved may not exceed \$5 million for FY 2015–2016, \$5.5 million for FY 2016–2017 and, for each fiscal year thereafter, 110 percent of the amount authorized for the immediately preceding fiscal year.

Nevada's Department of Education is responsible for determining the maximum amount of scholarship funding any one student may receive based on the Consumer Price Index. In FY 2015–2016, the funding provided on behalf of any one student could not exceed \$7,755.00. The maximum funding for FY 2016–2017 is \$7,763.00. For SY 2015–2016, approximately 1,558 scholarships were awarded with the awards ranging from \$548 to \$7,500, based on student need.

Education Savings Accounts (ESAs)

According to the Education Commission of the States' August 2016 report entitled, *Education Trends, Education Savings Accounts: Key provisions and state variations*, education savings accounts (ESAs) are individual accounts funded by the state that allow parents or guardians to purchase a broader array of educational choices, including tutoring, online courses, or private school. As of June 2016, five states, including Nevada, have adopted ESA laws, and six additional states are considering programs in current legislative sessions.

Chapter 8

For more information on ESAs, please see the sections in Chapter 3 titled, “Changes to Enrollment—School Choice” and “School Choice Cases Before the Nevada Supreme Court,” on page 16 of this publication.

Charter Schools

Charter schools are independent public schools, responsible for their own governance and operation. In exchange for this independence, there is increased accountability for their performance. The first charter school legislation in Nevada was enacted in 1997 through the passage of Senate Bill 220 (Chapter 480, *Statutes of Nevada*), and Nevada’s charter school law was substantially amended in subsequent sessions. While private schools can “convert” to a charter school, homeschools may not.

There were 39 charter schools operating in Nevada during SY 2015–2016. Local school boards sponsored 16 schools, and the State Public Charter School Authority (SPCSA) sponsored the remaining 23 schools. There were 22 charter schools located in the Clark County School District, 12 in the Washoe County School District, 2 in the Carson City School District, 1 in the Churchill County School District, 1 in the Elko County School District, and 1 in White Pine County School District.

Sponsors and Governance

Until the 2011 Legislative Session, local school boards, the State Board of Education, and institutions of the Nevada System of Higher Education were authorized to be sponsors of charter schools in Nevada. Through the passage of Senate Bill 212 (Chapter 381, *Statutes of Nevada*), the 2011 Legislature created the SPCSA to replace the State Board as a sponsor.

In addition to sponsoring certain charter schools, the SPCSA is expected to act as a model of best practices for all charter schools in Nevada. In addition to sponsors, each charter school is overseen by a governing body, which must include teachers and may include parents or representatives of nonprofit organizations, businesses, or higher education institutions.

The 2015 Legislature approved \$5 million in each fiscal year of the 2015–2017 Biennium to support a new Charter School Harbor Master program. The funds are utilized as a match for private philanthropy in establishing a fund to recruit best-in-class national charter management organizations to Nevada. Funds may be used to augment basic per student guarantee requirements for not more than two years and provide access to construction capital or facilities. The funds are a direct distribution to an established 501(c)3 (nonprofit) organization each year upon proof of the match. For the 2015–2017 Biennium, the Charter School Harbor Master grant was awarded to Opportunity 180 for the entire \$5 million in each fiscal year. Opportunity 180 began operations in 2015 in Clark County.

Accountability

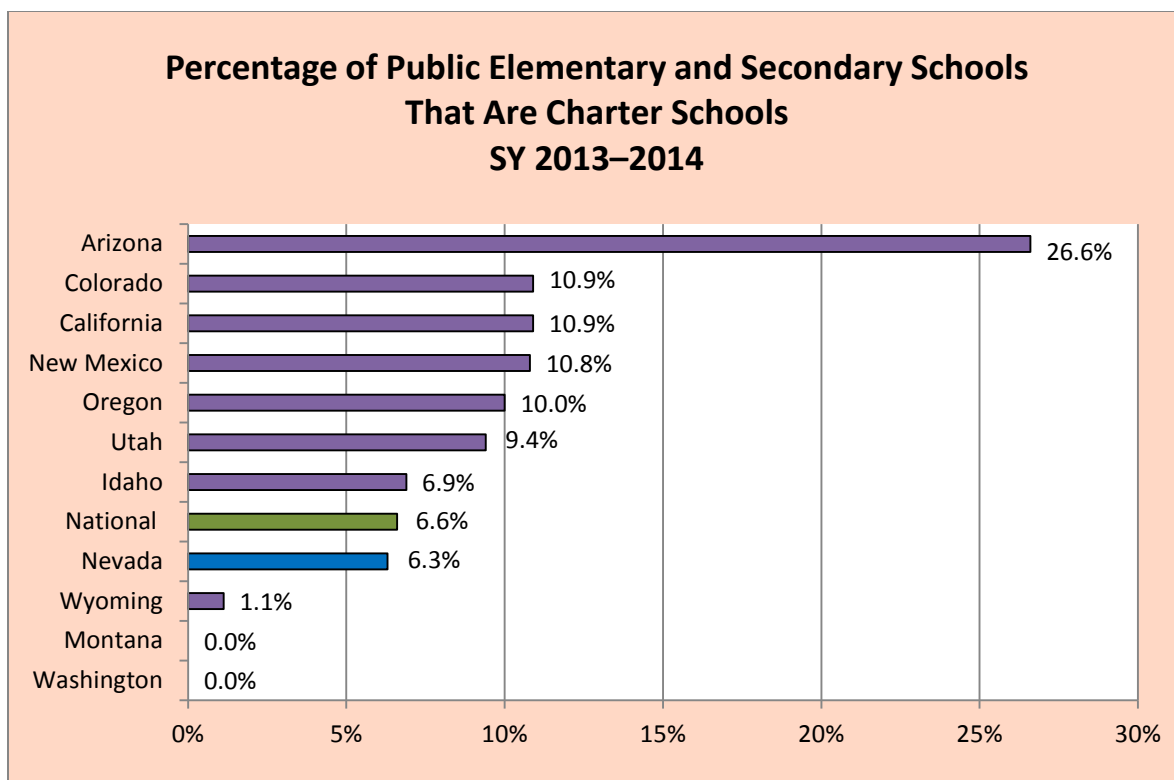
The 2013 Legislature passed Assembly Bill 205 (Chapter 484, *Statutes of Nevada*) requiring Nevada's charter schools to begin operating under performance-based contracts, rather than written charters. Critical to accountability, charter school contracts include performance measures for student achievement and proficiency, attendance and re-enrollment rates, graduation rates, financial and governance outcomes, and indicators that are specific to a school's mission.

Assembly Bill 205 also established grounds for termination of a charter contract if a charter school persistently underperforms, as measured by the statewide school performance framework. The impact of this measure was monitored during the 2014–2015 Interim, and concern was raised that certain charter schools specifically targeting services to at-risk students (i.e., those who have dropped out, been expelled, been declared habitual disciplinary problems, etc.) were adversely impacted by the legislation. In response to concerns, the 2015 Legislature approved Senate Bill 460 (Chapter 429, *Statutes of Nevada*) requiring the State Board of Education to create an alternative performance framework to evaluate schools serving certain at-risk populations. The measure added school restart as an alternative to school closure for persistently underperforming charter schools. The measure maintained tough auto-closure provisions for persistently underperforming charter schools to include those receiving the lowest possible annual rating for any three years in a five-year period instead of three consecutive years.

Revenue, Expenditures, and Inclusion in State-Funded Programs

Charter schools receive the full per-pupil State funding for their students. School districts are obligated to share any State or federal funds, such as for special education students, on a proportional basis.

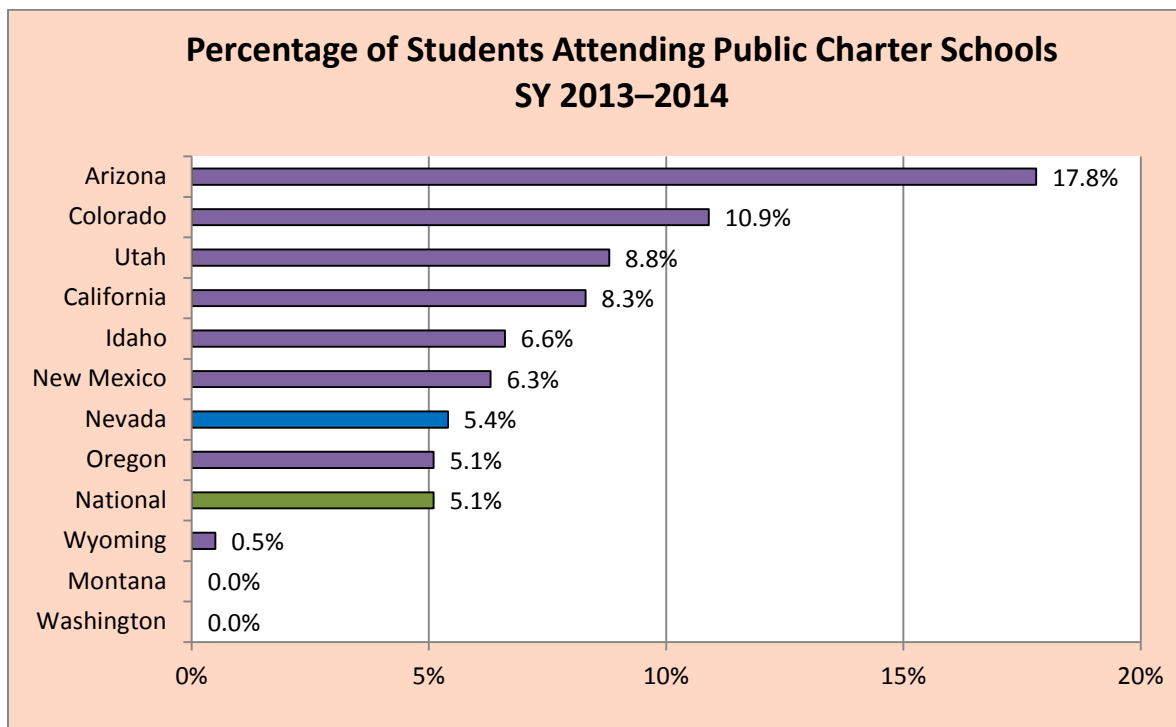
The SPCSA was created as a Local Education Agency (LEA), as defined in federal law for the schools it sponsors. This LEA status allows it to receive and distribute State and federal categorical aid, such as Title I funds for disadvantaged students, to its State-sponsored charter schools. Under Nevada's previous structure, federal law prohibited Nevada's State-sponsored charter schools from receiving such funding. Historically, charter schools have not been eligible to participate in the State's Class-Size Reduction (CSR) program for grades 1 through 3. However, with statewide implementation of the full-day kindergarten program at a student-to-teacher ratio of 21:1, charter schools became eligible, for the first time, for CSR funds for full-day kindergarten. It is anticipated that inclusion of charter schools in the CSR program for grades 1 through 3 will be a discussion point during the 2017 Session.



Number and Percentage of Public Elementary and Secondary Schools That Are Charter Schools SY 2013–2014		
Western States	Number	Percentage
Arizona	600	26.6%
California	1,125	10.9%
Colorado	200	10.9%
Idaho	49	6.9%
Montana	0	0
Nevada	41	6.3%
New Mexico	95	10.8%
Oregon	124	10.0%
Utah	95	9.4%
Washington	0	0
Wyoming	4	1.1%
National	6,465	6.6%

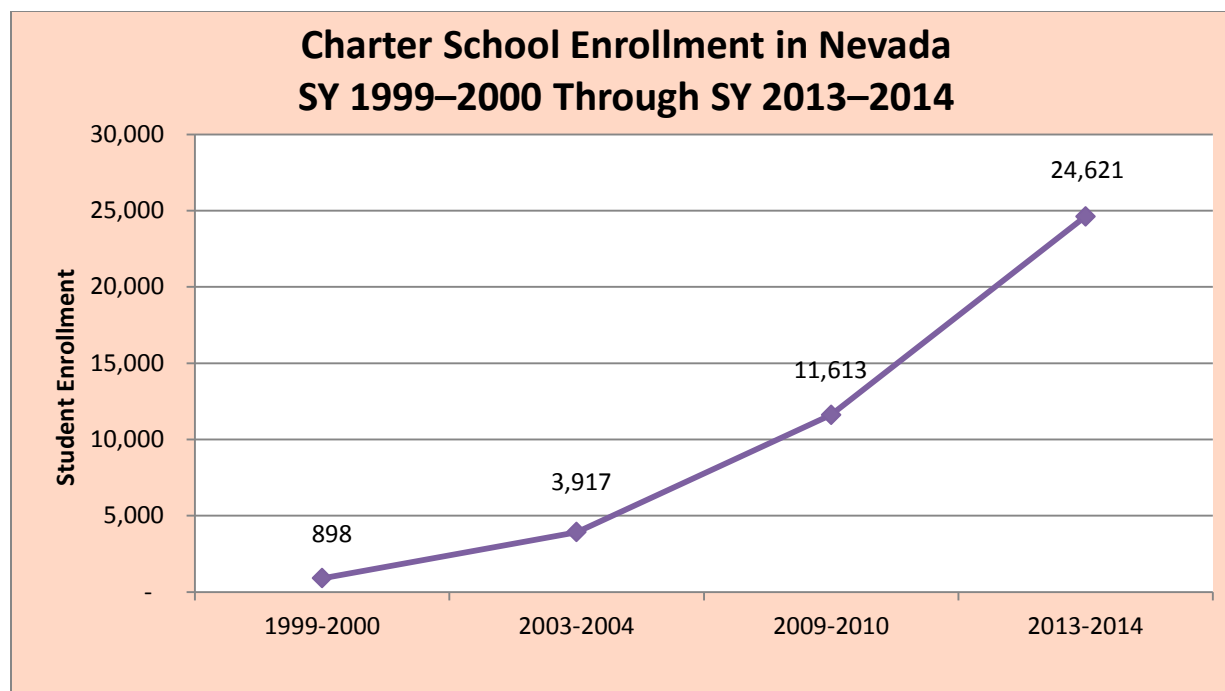
Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2015*.

Charter School Enrollment



Number and Percentage of Students Attending Public Elementary and Secondary Schools That Are Charter Schools SY 2013–2014		
Western States	Number	Percentage
Arizona	195,027	17.8%
California	513,350	8.3%
Colorado	95,860	10.9%
Idaho	19,375	6.6%
Montana	0	0%
Nevada	24,621	5.4%
New Mexico	21,485	6.3%
Oregon	28,241	5.1%
Utah	54,795	8.8%
Washington	0	0%
Wyoming	463	0.5%
National	2.5 million	5.1%

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2015*.



Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2015*.

Charter School Expenditures

For an In\$ite Financial Analysis System comparative analysis of expenditures by charter school, please see pages 86 through 90 of the section titled, “In\$ite Financial Analysis System Expenditure Comparisons,” in Chapter 6 of this publication.

Nevada’s charter school law is rated first among 43 states—tied with Indiana—on a recent analysis by the National Association of Charter School Authorizers.



Charter School Laws Compared to Other States

Every charter school has an authorizer. Yet, in many states, the laws that govern charter schools and authorizers are weak or vague about school quality and accountability. The National Association of Charter School Authorizers (NACSA) is an organization dedicated to improving public education by strengthening and leveraging the work of charter school authorizers. Each year, NACSA analyzes state charter school authorization laws and issues scores and rankings. In 2013 and 2015, NACSA found that “Nevada passed laws designed to improve authorizer quality, strengthen charter school accountability, and encourage the growth of high-performing charter schools. The legislation was partially motivated by generally weak charter school performance.” As a result of its statutory improvements, Nevada received a perfect score and a number-one ranking in NACSA’s state policy analysis process.

State Charter School Laws—NACSA Scores and Rankings, 2016		
Western States	Score (Out of 33 Points)	Rank (Out of 44 States)
Arizona	18	18
California	13	29
Colorado	10	35
Idaho	17	20
Montana	N/A	N/A
Nevada	33	1
New Mexico	15	24
Oregon	5	39
Utah	8	37
Washington	N/A	N/A
Wyoming	5	39

Source: NACSA; *State-by-State Authorizer Data and Policy Analysis*; 2016; <http://www.qualitycharters.org/policy-research/state-policy-agenda/>.

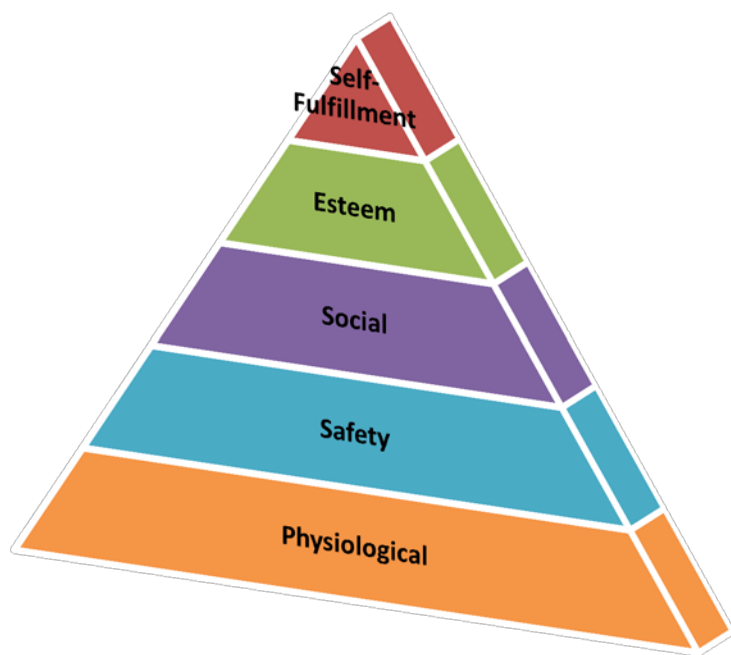
SAFE AND RESPECTFUL SCHOOLS

The provisions of a Safe and Respectful Learning Environment are contained in NRS 388.121 through 388.1459. The 2015 Nevada Legislature made significant strides in helping to keep students safe. Funding of \$300,000 in each fiscal year of the 2015–2017 Biennium was approved to create a new Office for a Safe and Respectful Learning Environment within the Department of Education.

Office for a Safe and Respectful Learning Environment: Mission Statement

The mission of the Office is to train, empower, educate, collaborate, advocate, and intervene in order to ensure that every student in Nevada, regardless of any differing characteristic or interest, feels fully protected physically, emotionally, and socially.

According to the Department, the Office is responsible for the four foundational levels of the learning hierarchy: (1) physical needs; (2) safety; (3) belonging; and (4) self-esteem.



Pursuant to Senate Bill 504 (Chapter 115, *Statutes of Nevada*) and S.B. 515 of the 2015 Session, the Office must perform a variety of tasks, including:

- Establish the Safe-to-Tell Program (Safe2Tell);
- Maintain a 24-hour, toll-free statewide hotline and website by which a person can report a violation of laws relating to a safe and respectful learning environment, as provided for in NRS 388.121 through 388.145;
- Provide outreach and anti-bullying education and training for students, parents and guardians, teachers, administrators, principals, coaches, and other staff; and
- Oversee implementation of the Social Workers/Mental Health Workers in Schools Grant Program.

Safe-to-Tell Program

The 2015 Legislature approved Senate Bill 338 (Chapter 503, *Statutes of Nevada*), which required the establishment of Safe2Tell within the Office for a Safe and Respectful Learning Environment in NDE. The program must enable any person to anonymously report dangerous, violent, or unlawful activity being conducted or threatened at a school, at a school activity, or on a school bus.

To date, the Department is working to design a name and logo for the program, with an easy-to-remember hotline phone number. Once designed, a statewide marketing campaign will be launched. The Department is partnering with the Department of Health and Human Service's Division of Public and Behavioral Health and Division of Child and Family Services and the Department of Public Safety to develop a comprehensive system. In addition, NDE received a four-year grant that will provide \$5 million to improve Nevada's school safety initiatives, such as Safe2Tell.

Crisis Call Center

The Department of Education has partnered with the Crisis Call Center to launch a new 24-hour anti-bullying hotline.

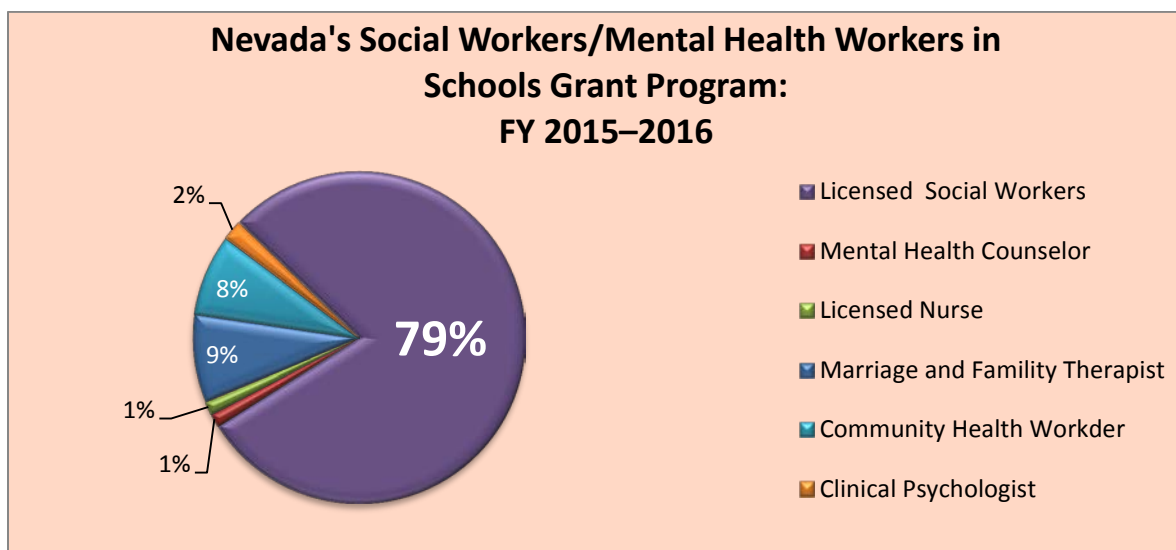
Call: (775) 689-0150
Text: "STANDUP" to 839863

In 2016, 351 schools in the Clark County School District participated in the district's Week of Respect, a week in which students, staff, and parents joined in daily activities geared toward educating students on treating others with respect and kindness and taking a stand against bullying.



Social Workers/Mental Health Workers in Schools Grant Program

The Department's Office for a Safe and Respectful Learning Environment oversees a new grant program for schools to provide students with access to a social worker or other licensed mental health worker. The program is funded through a block grant program to local school districts based upon needs, as identified via results of a mental health screening survey. To support the program, the 2015 Legislature approved the allocation of \$5.6 million in FY 2015–2016 and \$11.2 million in FY 2016–2017. As of June 2016, 151.5 licensed health professionals have been hired in 12 school districts and in Nevada's 39 charter schools. Included in this number are three social worker liaisons that are overseeing implementation of the program statewide.

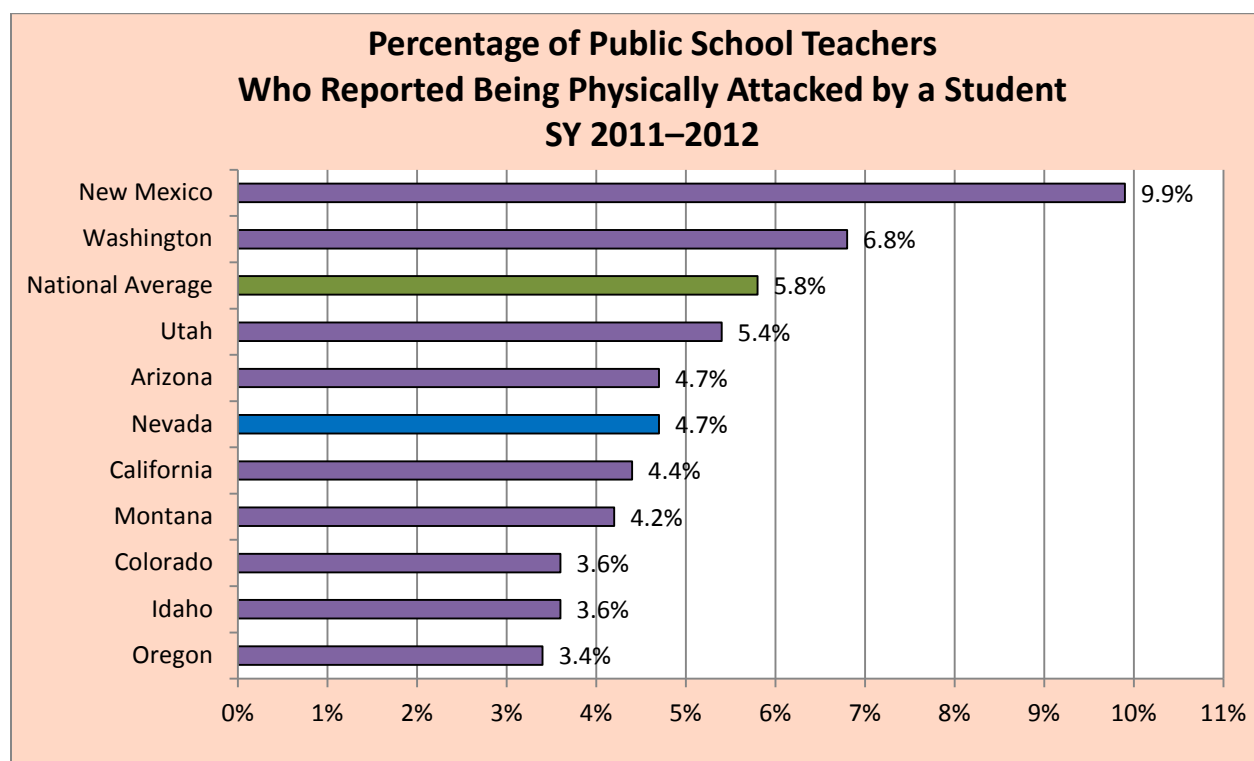
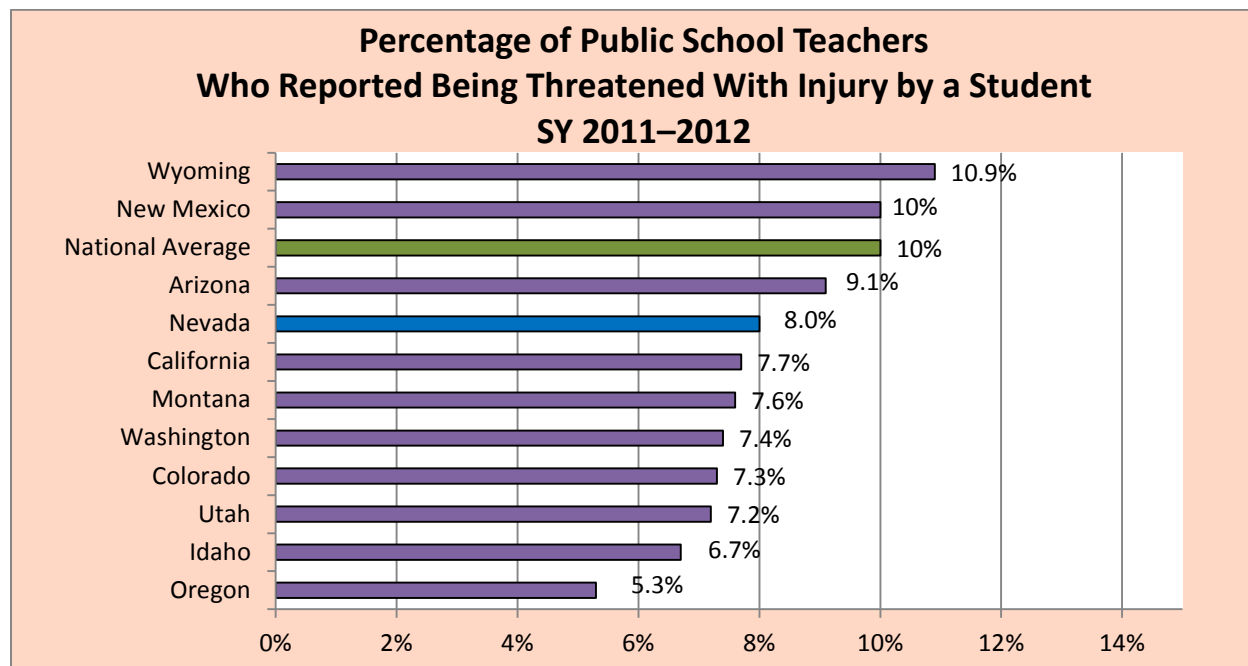


Source: NDE; Interim Finance Committee meeting; June 30, 2016; Agenda Item J; <https://www.leg.state.nv.us/App/InterimCommittee/REL/Interim2015/Meeting/4711>.

For the ninth consecutive year, the Washoe County School District's music education program was honored with the 2016 Best Communities for Music Education designation from the National Association of Music Merchants. This designation is typically achieved by fewer than 5 percent of the nation's school districts.

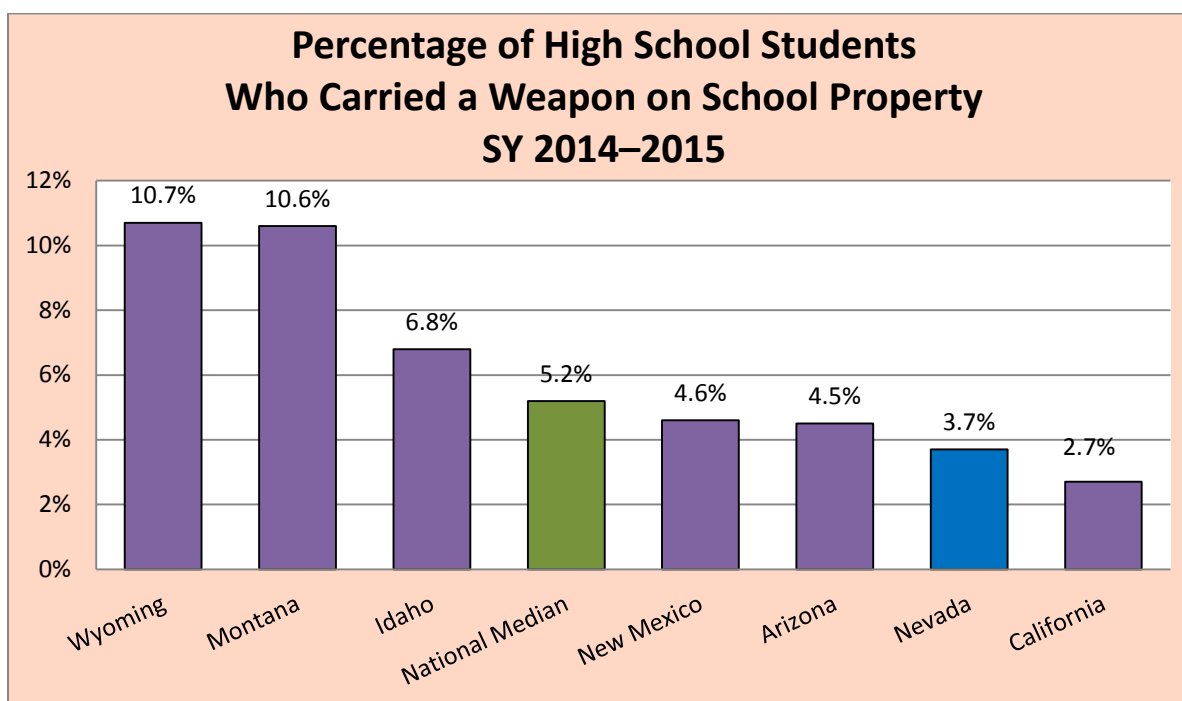
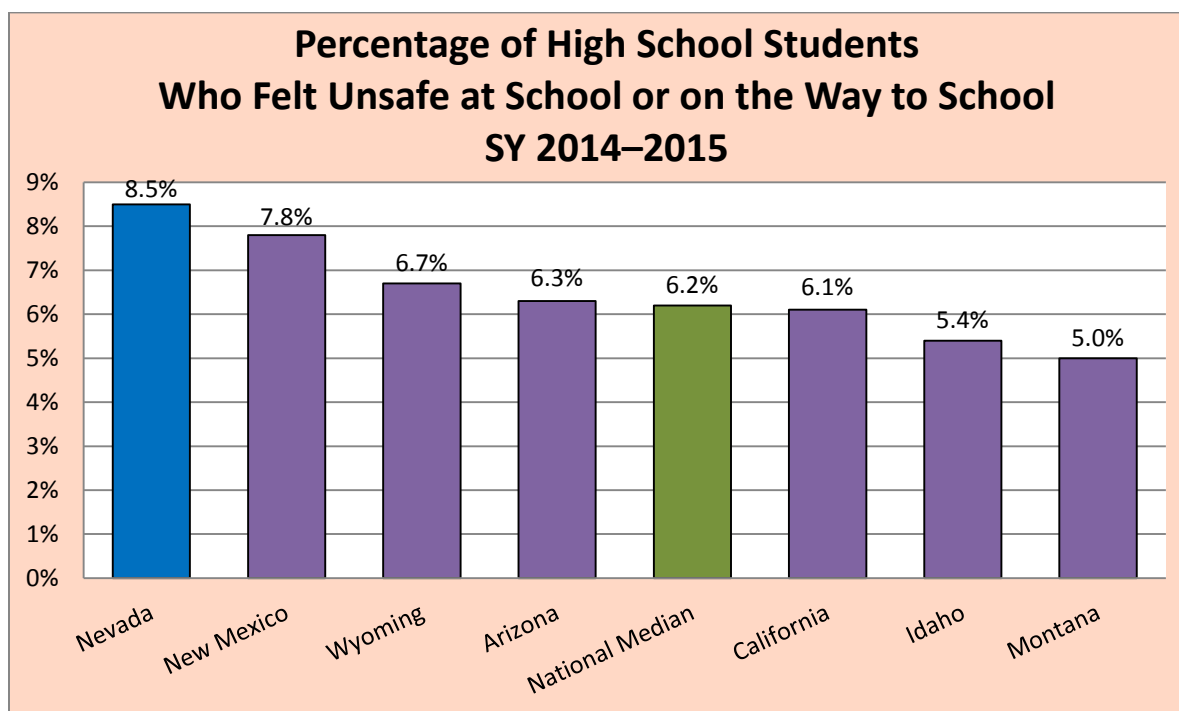


School Safety—Teachers



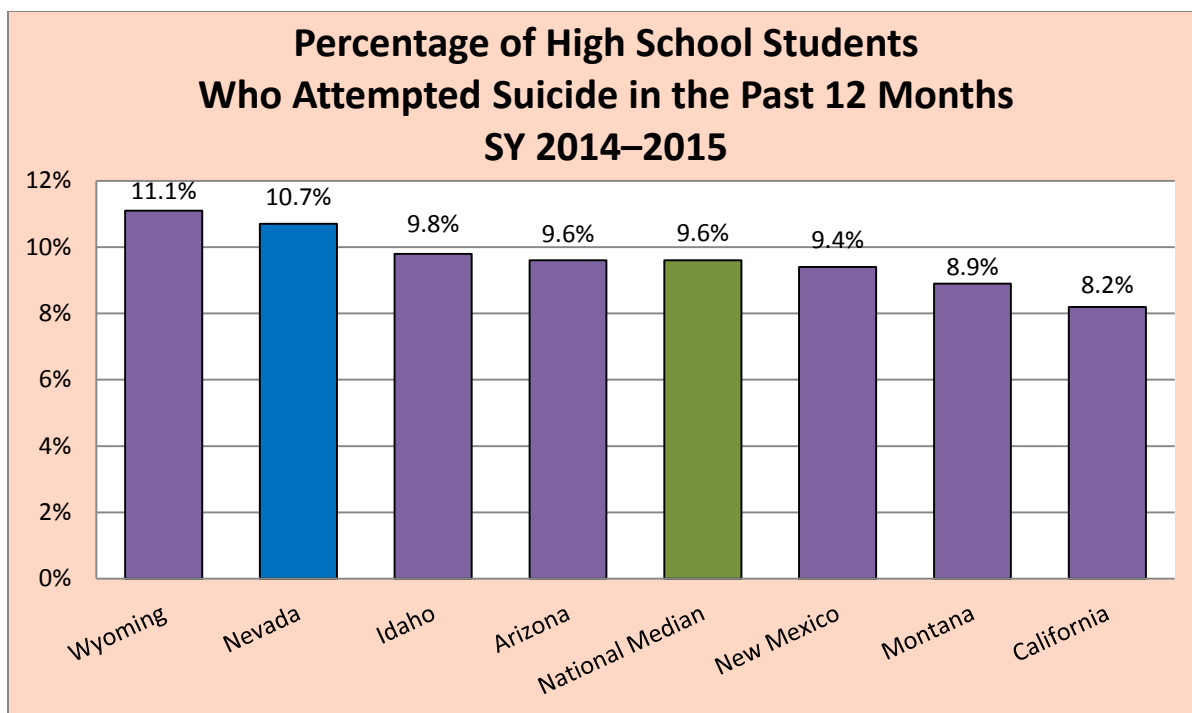
Source: United States Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2014*, Table 228.80.

School Safety—Students



Note: Data includes only those western states that reported.

Source: Centers for Disease Control and Prevention; *Youth Risk Behavior Surveillance—United States, 2015*; <http://www.cdc.gov/healthyyouth/data/yrbs/results.htm>.



Note: Data includes only those western states that reported.

Source: Centers for Disease Control and Prevention; *Youth Risk Behavior Surveillance—United States, 2015*; <http://www.cdc.gov/healthyyouth/data/yrbs/results.htm>.

In 2016, nine Nevada schools were named to Nevada's Department of Education Shining Stars list in recognition of their outstanding performance in serving all students, with an emphasis on closing opportunity gaps.



EDUCATIONAL TECHNOLOGY

The 1997 Legislature created the Commission on Educational Technology to:

- Establish the State's educational technology plan;
- Develop statewide technical standards; and
- Allocate funds to school districts for support of educational technology in the schools.

The Commission consists of 11 members appointed jointly by the Governor and legislative leadership. The Superintendent of Public Instruction and the Administrator of the Division of Enterprise Information Technology Services of the Department of Administration serve as ex officio nonvoting members of the Commission.

Since the 1995 Legislative Session, the Legislature has appropriated State funds for support of technology in the classroom. Historically, funds could be used for infrastructure, best practices, professional development, high-quality content material, and support. Funding was allocated to school districts based upon needs in that area. The 2015 Legislature altered this funding method by supporting a new one-to-one technology program called Nevada Ready 21 and a Wide Area Network (WAN) incentive program.

Nevada Ready 21

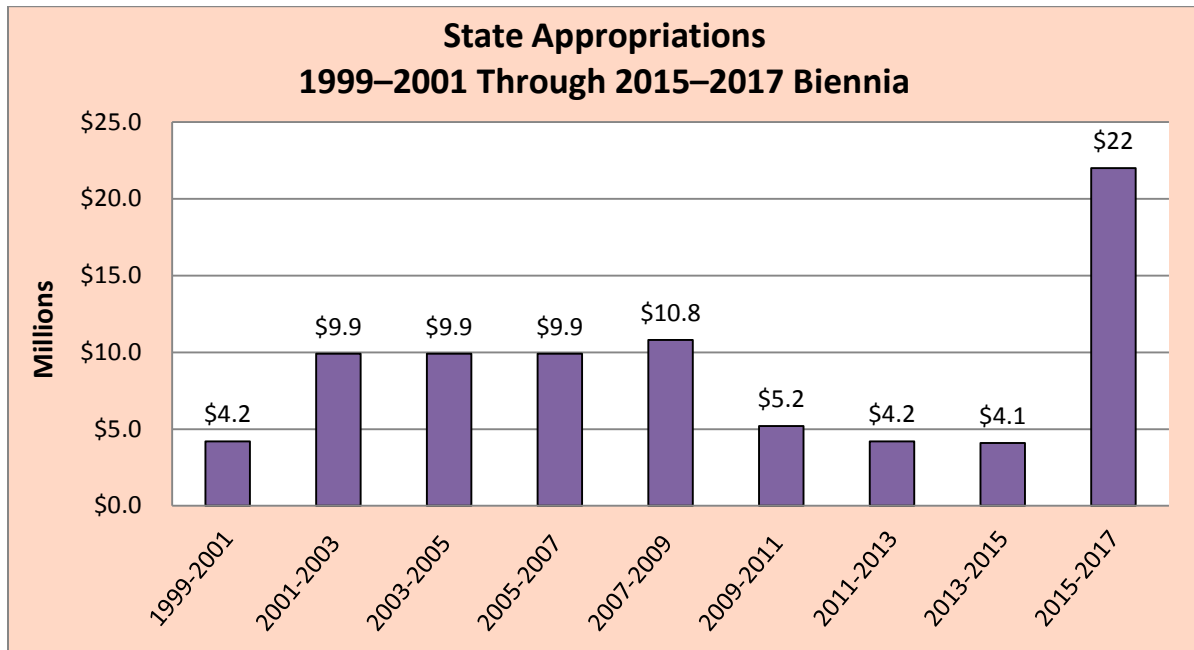
The 2015 Legislature approved \$10 million in each fiscal year of the 2015–2017 Biennium to support this new technology program. One-to-one computing provides students and teachers with 24-hour access to their own personal, portable technology device connected wirelessly to the Internet. During the first three years of the program, the focus will be on deploying technology in middle schools. Once the program is fully implemented in middle schools, it will be expanded to high schools. Professional development for educational staff is a key component of the program; several workshops will take place throughout the school year.

An application for funds was distributed by NDE in January 2016, and applications from six school districts and six charter schools were approved, representing 23 schools. Funding will provide 19,041 devices for students and 1,030 for staff. The device selected for use statewide is the CTL NL6 Education Chromebook. The warranty includes accidental damage, theft, loss, and an in-state repair depot.

WAN Incentives

For those schools lacking sufficient WAN bandwidth, the 2015 Legislature approved \$1 million in matching funds each year to assist with the expansion of broadband and WAN access.

Educational Technology—Funding



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. The 2011 Legislature approved the transfer of the Ed Tech Library database funding in the amount of \$421,165 in FY 2012 to the State Library. This accounts for a small portion of the funding decrease in the first year of each biennium.

Source: Fiscal Analysis Division, LCB.

Clark County School District's Cimarron-Memorial High School robotics program, Team 987 "High Rollers," won third place in the 2016 FIRST Robotics World Championships. The school was also inducted into the Chairman's Hall of Fame for its outstanding record of success over many years.



ADULT EDUCATION PROGRAMS

Background

Adult Education Programs: Mission Statement

The mission of the adult education program in Nevada is to provide educational services to assist adults in obtaining the knowledge and skills necessary to become self-sufficient, productive citizens.

Implementation History

1950s	Adult education programs began in Nevada in the 1950s when the Clark and Washoe County School Districts implemented evening adult education classes and apprenticeship courses.
1952	The General Educational Development (GED) test was first introduced to military personnel in 1942 and was subsequently expanded to the general public in 1952.
1972	The Nevada Legislature approved State funding to support adult education programs for the first time in 1972.

Eligibility Requirements

Eligible students for adult education programs include the following:

- Individuals who are 18 years of age or older who are not currently enrolled in school and do not have a high school diploma;
- Individuals who are 17 years of age and are enrolled in alternative education programs; and
- Individuals who are 16 years of age may participate in High School Equivalency (HSE) test preparation, if the individual has obtained approval through the school district.

NOTE: Adult education programs are also available to persons in correctional facilities.

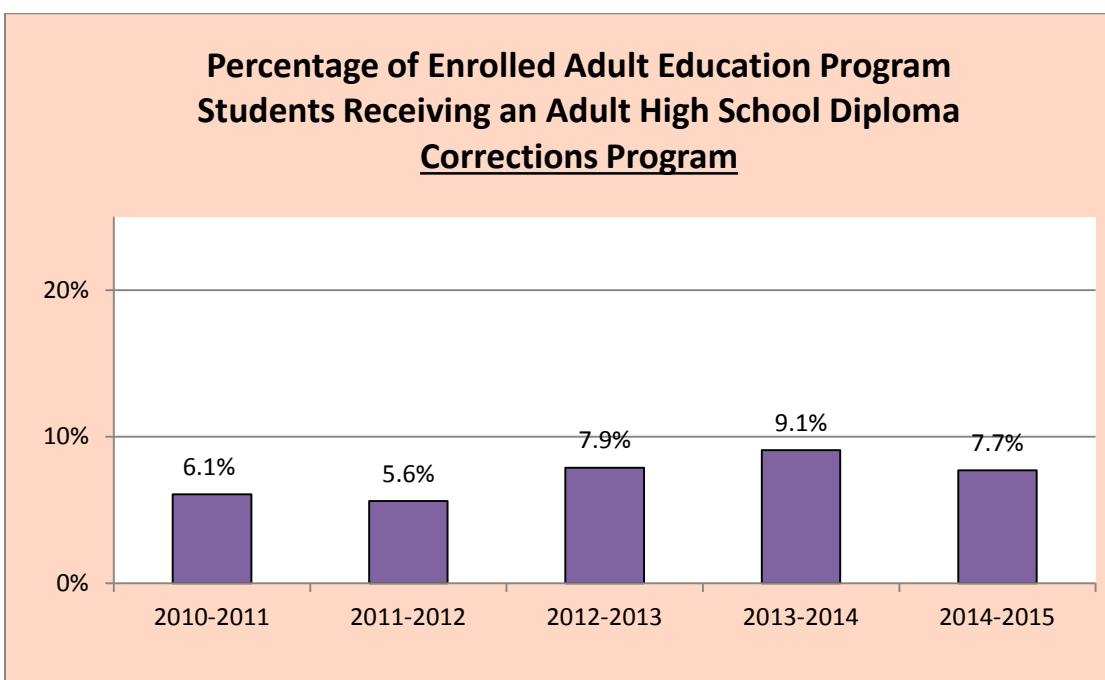
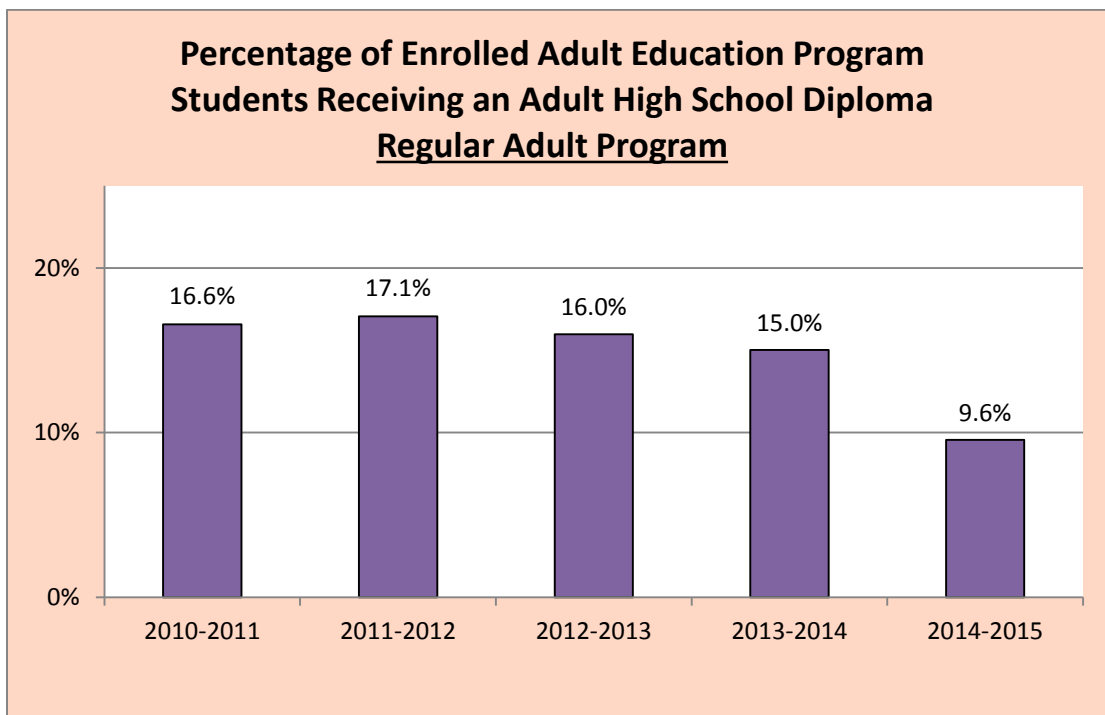
Adult education programs cover several distinct programs, including:

- *Adult High School Diploma (AHSD)*—This program provides services to adults with an attained education level of ninth grade or higher who are working toward a high school diploma. The program is located in 14 of Nevada’s 17 counties. The counties without AHSD programs are Esmeralda, Lincoln, and Storey Counties.
- *High School Equivalency*—This program provides services to individuals pursuing HSE certification, rather than an adult high school diploma. Test takers may choose from three approved HSE examinations: (1) the GED; (2) the HiSET; or (3) the Test Assessing Secondary Completion (TASC) test. The HSE examinations are administered at test sites located throughout the State.
- *Adult Basic Education (ABE)*—This system provides adult literacy and language programs to prepare adult learners with basic skills necessary to function in society. The programs are located throughout Nevada and provide such services as literacy and basic skills instruction, English language classes, college and work-readiness preparation, and HSE examination preparation.

The Washoe County School District is one of only two dozen school districts in the nation to be named a “District of Distinction” by District Administration Magazine. The district was recognized for establishing a data warehouse designed to provide up-to-date information about students’ academic progress to teachers and staff so they can provide appropriate resources to help students become college- and career-ready.



Adult Education Programs—Completers



Source: NDE, Annual Adult High School Performance Reports, various years, [http://www.doe.nv.gov/Adult Education/High School/Performance Reports/](http://www.doe.nv.gov/Adult%20Education/High%20School/Performance%20Reports/).

9

Testing in Nevada

In recent years, Nevada's system of K through 12 student assessments has undergone a significant transformation. The 2013 Nevada Legislature took action to eliminate the High School Proficiency Examination and replace it with a series of end-of-course exams and college and career readiness assessments. In addition, the criterion-referenced tests administered in grades 3 through 8 were changed substantially in content and form.

The following table presents Nevada's revised statewide system of student assessments:

System of Statewide Examinations for Nevada's Students 2016–2017 Testing Schedule ¹										
	Grade									
	3	4	5	6	7	8	9	10	11	12
National Assessment of Education Progress (NAEP) ²		▲				▲				▲
Criterion-Referenced Tests (CRTs), including Smarter Balanced Assessments ³	▲	▲	▲	▲	▲	▲				
End-of-Course Assessments ⁴					▲	▲	▲	▲		
ACT With Writing ⁵									▲	
System of Statewide Examinations for Special Student Populations										
Nevada Alternate Assessment (NAA)	▲	▲	▲	▲	▲	▲			▲	
English Language Proficiency Assessment (ELPA) ⁶	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲

¹ As Nevada transitions to a new system of assessments, each class of graduating seniors is subject to different requirements. See the chart on the following page for further details.

² The NAEP is a federal testing program administered to a sample of schools.





³ The Smarter Balanced assessments are CRTs in English language arts (including writing) and mathematics. Additional details about the Smarter Balanced consortium and its assessments are available at: <http://www.smarterbalanced.org>. Nevada has developed its own CRT for science.

⁴ Beginning in School Year (SY) 2017–2018, two English language arts and two mathematics exams will be administered. Beginning in SY 2018–2019, a science exam will be added.

⁵ The ACT exam is administered to all eleventh grade students.

⁶ All Limited English Proficient (LEP) students (K through 12) must take an ELPA to determine English proficiency.

TESTING REQUIREMENTS FOR GRADUATION—TRANSITION PLAN

School Year	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Grade	9	10	11	12			
Class of 2017 	Participate: Four EOC examinations ((Math (MA) I (Algebra) & MA II (Geometry) or Integrated MA I & Integrated MA II, and English Language Arts (ELA) I (Reading) & ELA II (Writing)) ACT (College and Career Readiness Assessment) Grade 10 Science examination Pass: Four courses aligned to the EOC examinations						
Class of 2018 	Participate: Four EOC examinations ((Math (MA) I (Algebra) & MA II (Geometry) or Integrated MA I & Integrated MA II, and English Language Arts (ELA) I (Reading) & ELA II (Writing)) ACT (College and Career Readiness Assessment) Grade 10 Science examination Pass: Four courses aligned to the EOC examinations						
Class of 2019 	Participate: Four courses aligned to EOC examinations ACT (College and Career Readiness Assessment) Grade 10 Science examination Pass: Four EOC examinations ((Math (MA) I (Algebra) & MA II (Geometry) or Integrated MA I & Integrated MA II, and English Language Arts (ELA) I (Reading) & ELA II (Writing))						
Class of 2020* 	Participate: Four courses aligned to EOC examinations ACT (College and Career Readiness Assessment) Pass: Four EOC examinations ((Math (MA) I (Algebra) & MA II (Geometry) or Integrated MA I & Integrated MA II, English Language Arts (ELA combined, Reading and Writing) & Science (Life Science)).						

Students who took an EOC examination in the 2015 administration and passed the course with which the exam is aligned are deemed to have passed that EOC examination based on the Nevada State Board of Education decision on March 17, 2016. Students in cohort 2019 and beyond must pass all remaining EOC assessments not taken in 2015.

Per NDE memo 8/28/2015, NDE will continue to provide access to the HSPÉ to students enrolled as fifth and sixth year seniors and those enrolled in Adult Education programs through the end of the 2017-18 academic year; and to special education students who are in school until 2020. After July 1, 2018, all students enrolled in Adult Education Programs will need to receive passing scores on four EOC Examinations, prescribed by the Nevada State Board of Education, to receive a Nevada high school diploma.

* The ELA EOC examination will be combined into one assessment that will include Reading and Writing in the spring of 2017. The Science EOC examination will be administered in spring of 2017.

Source: Nevada's Department of Education (NDE).

CRTs—BACKGROUND

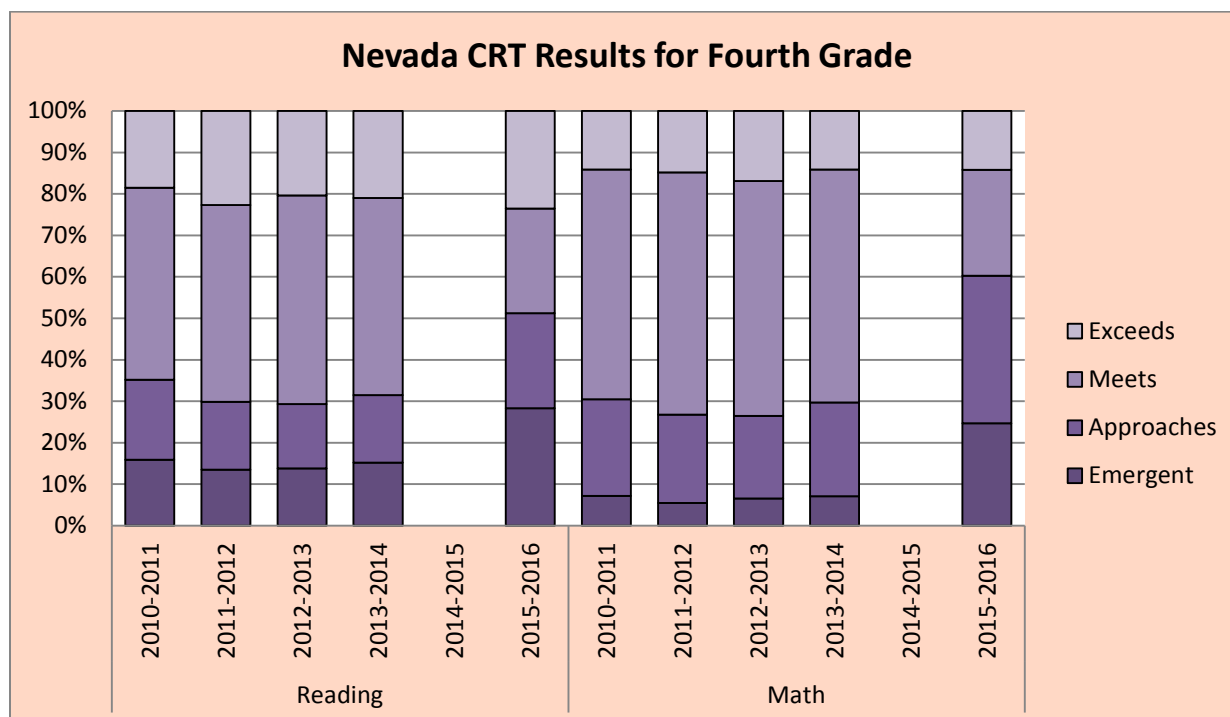
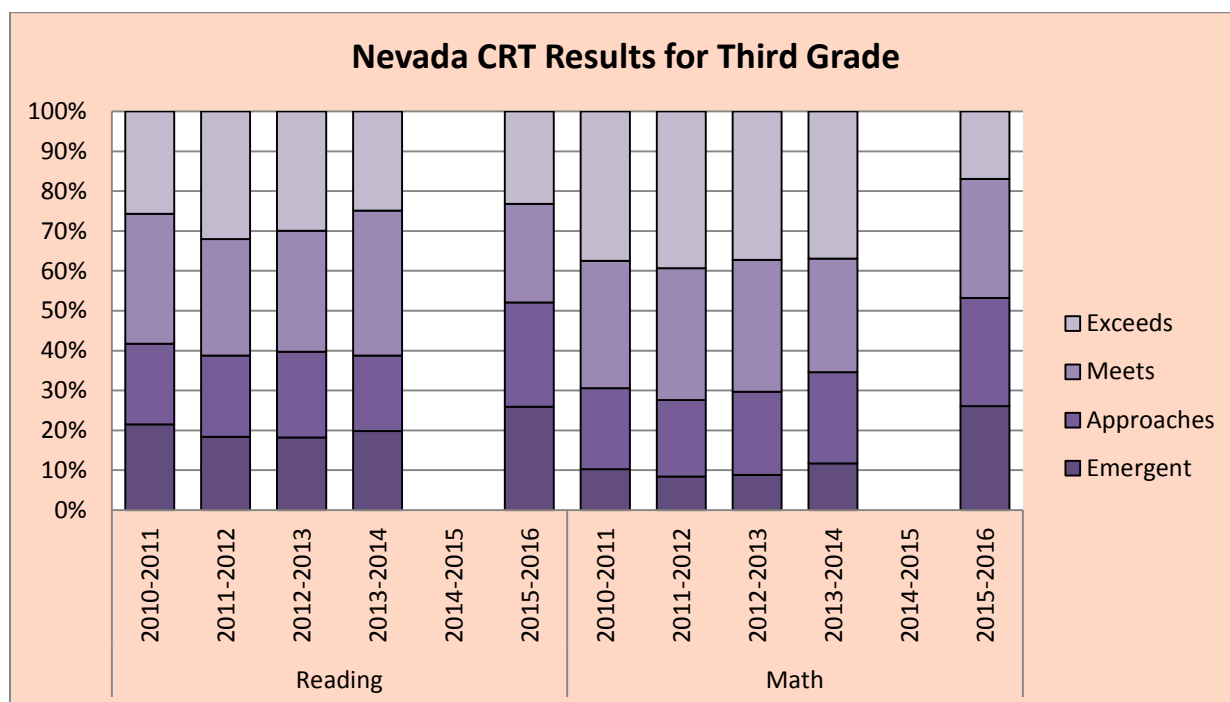
Criterion-referenced tests measure student achievement against objective criteria, instead of against the performance of other students, as is the case with norm-referenced tests. Nevada previously administered a series of CRTs to students in grades 3 through 8.

The June 2010 adoption of the Nevada Academic Content Standard (NVACS) prompted a need for a new and aligned assessment system. Thus, NDE joined the Smarter Balanced Assessment Consortium (SBAC) to develop the new assessment system. Beginning with SY 2014–2015, Nevada’s legacy system of CRTs was replaced with assessments created through the SBAC for English (including writing) and mathematics. A description of the SBAC follows the CRT performance data in this chapter. For additional information concerning the NVACS, please see Chapter 7 (“Nevada’s Compliance With Federal and State Education Programs”) of this publication. Nevada developed a new CRT for science aligned to the standards that will be administered beginning in SY 2017–2018 to students in grades 5 and 8, and as an End of Course (EOC) exam in high school.

In the first year that the State Seal of Biliteracy was affixed to the diplomas of Nevada students who demonstrate the ability to speak, read, and write in a language other than English, approximately 320 Washoe County School District students achieved this academic goal before graduating with the Class of 2016. The State Seal of Biliteracy was established by Assembly Bill 166 (Chapter 291, Statutes of Nevada 2015).



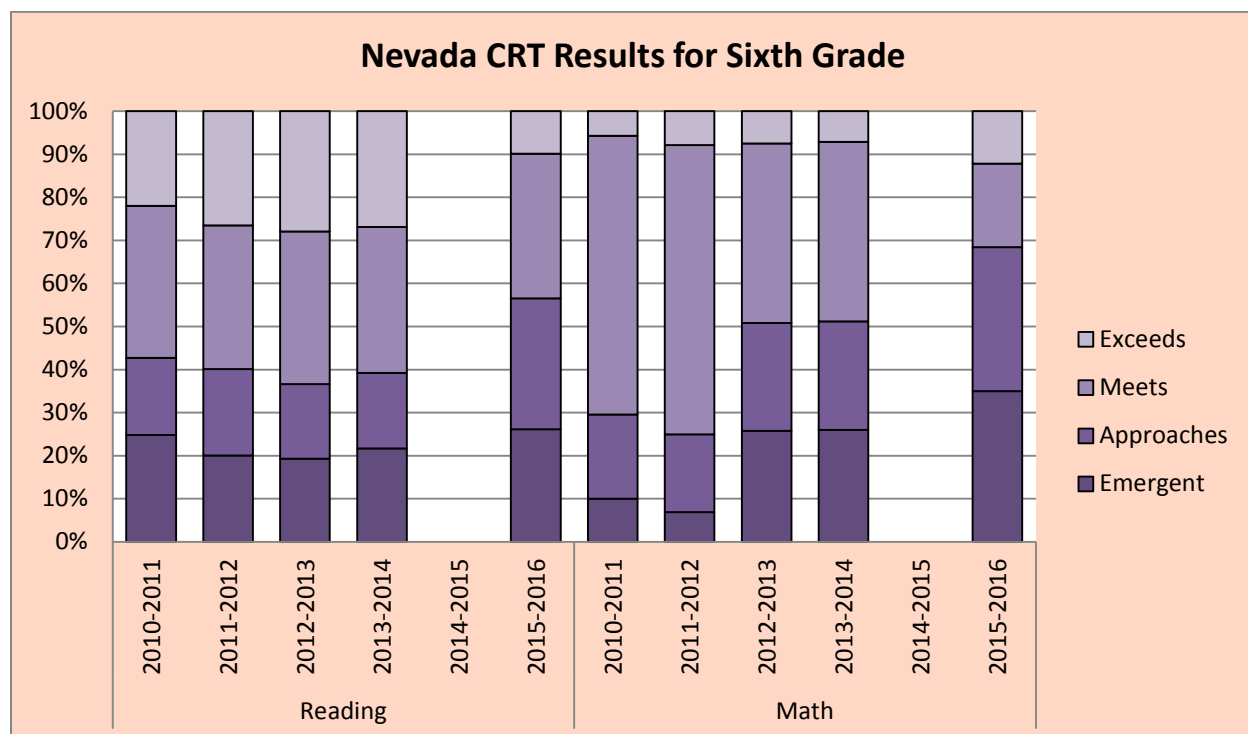
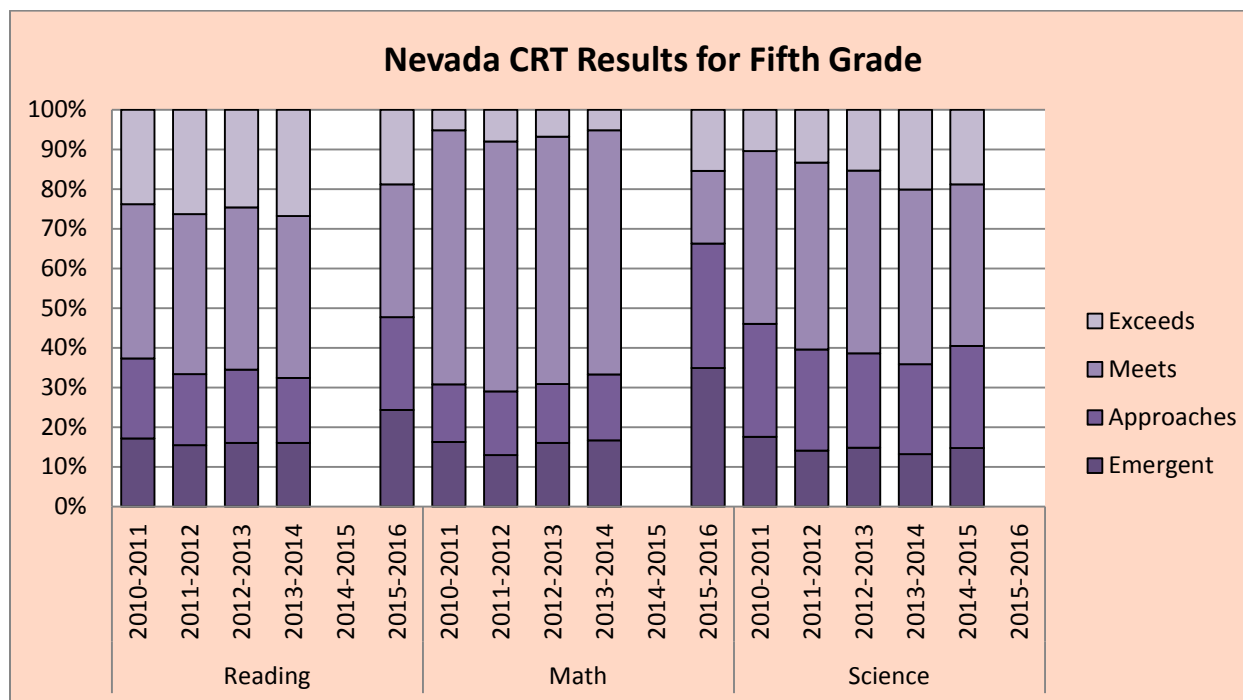
CRT Results—Grades 3 and 4



Note: Criterion-referenced tests in mathematics and English were not administered in SY 2014–2015, and CRTs in science were not administered in SY 2015–2016.

Source: NDE, *Nevada Report Card Database: State Profile*, various years.

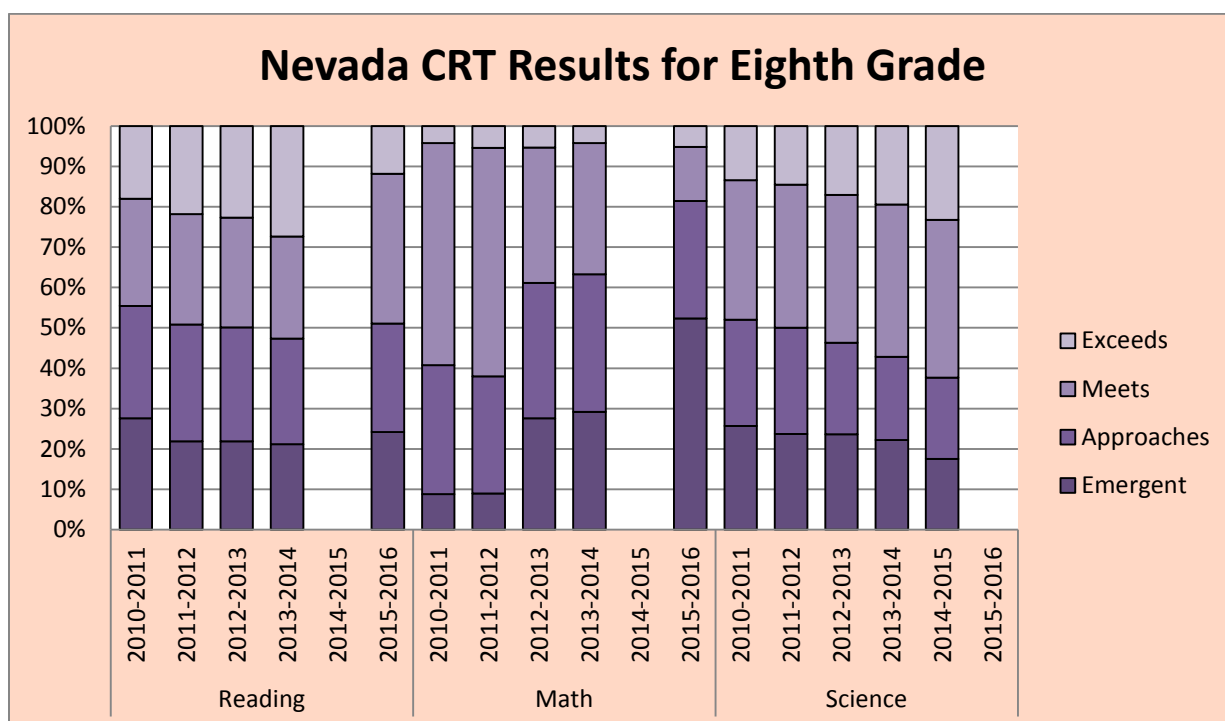
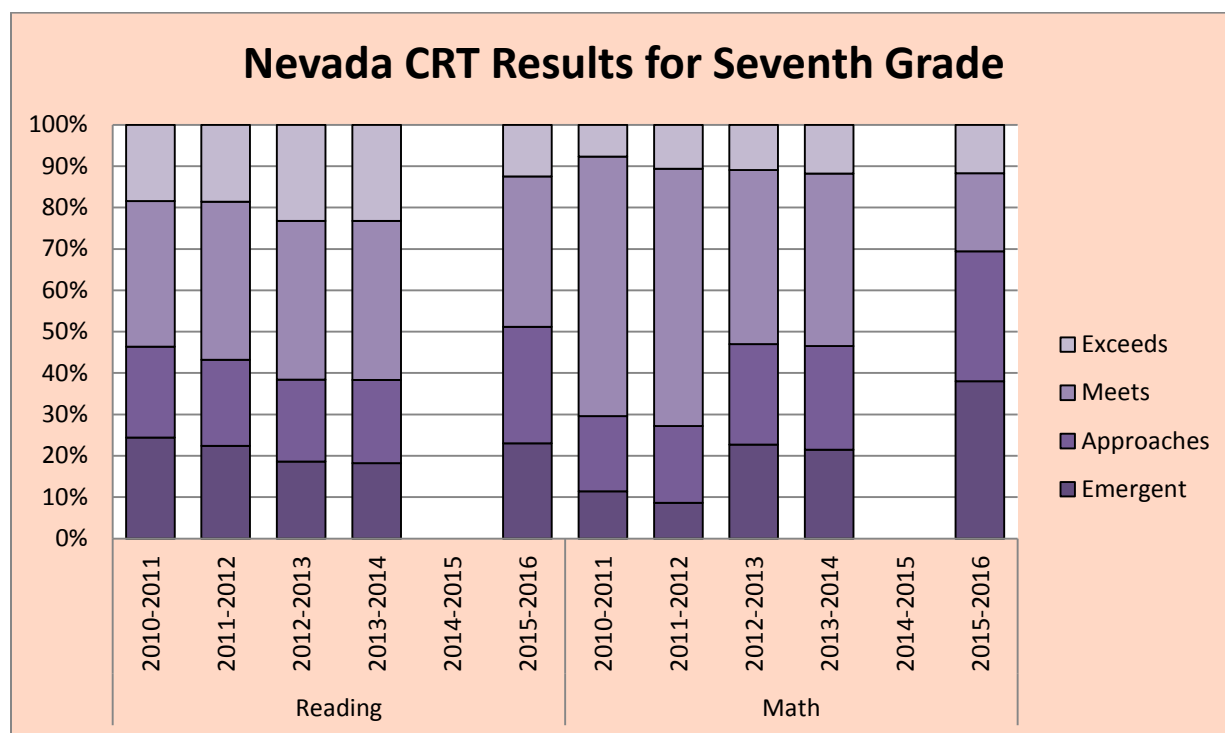
CRT Results—Grades 5 and 6



Note: Criterion-referenced tests in mathematics and English were not administered in SY 2014–2015, and CRTs in science were not administered in SY 2015–2016.

Source: NDE, *Nevada Report Card Database: State Profile*, various years.

CRT Results—Grades 7 and 8



Note: Criterion-referenced tests in mathematics and English were not administered in SY 2014–2015, and CRTs in science were not administered in SY 2015–2016.

Source: NDE, *Nevada Report Card Database: State Profile*, various years.

SMARTER BALANCED ASSESSMENTS—GRADES 3 THROUGH 8

The SBAC is a state-led consortium that develops assessments aligned to the CCSS in English language arts/literacy and mathematics. The assessments are designed to help prepare all students to graduate from high school ready for college and a career and include a summative test for grades 3 through 8 and grade 11 that provides accurate student performance and growth information to meet state and federal accountability requirements. Nevada uses the ACT instead of the grade 11 SBAC test. In addition, optional interim assessments and a digital library give teachers and principals tools to help students meet academic standards. Beginning in SY 2016–2017, Nevada is subscribed to these additional resources and has made them available on an optional basis to all school districts.

All SBAC assessments are computer adaptive, meaning the tests actively adapt to the achievement level of each student as the test is being taken, which enables a school to more fully understand a student's achievement level and his or her specific areas of strength and weakness. Assessment results are internationally benchmarked and comparable across all participating states.

Along with Nevada, the following 16 states participate in the SBAC: California, Connecticut, Delaware, Hawaii, Idaho, Iowa, Michigan, Montana, New Hampshire, North Carolina, North Dakota, Oregon, South Dakota, Vermont, Washington, and West Virginia. Nevada's role within the SBAC is that of a governing state, thereby ensuring Nevada has a vote in key SBAC decisions.

The SBAC assessment system has been administered in Nevada since SY 2014–2015. Additional information and sample test questions are available online at: <http://www.smarterbalanced.org>.

The Clark County School District was honored in 2014 as the Advanced Placement (AP) Large Urban District of the Year and, in 2015, was listed on the 6th Annual AP District Honor Roll.



HIGH SCHOOL EXIT EXAMINATIONS, EOC EXAMINATIONS, AND THE COLLEGE AND CAREER READINESS ASSESSMENT

Previously, Nevada administered a comprehensive high school exit examination, known as the High School Proficiency Exam (HSPE). In order to receive a standard high school diploma in Nevada, a student was required to pass all portions of the HSPE—which included reading, writing, mathematics, and science—and to meet all other State and district graduation requirements.

The 2013 Nevada Legislature enacted Assembly Bill 288 (Chapter 506, *Statutes of Nevada*), eliminating the HSPE and requiring the State Board of Education (SBE) to select an assessment to determine the college and career readiness (CCR) of high school students during eleventh grade. It requires all school districts and charter schools to administer the assessment at the same time.

The bill also requires the SBE to prescribe new criteria for receipt of a standard high school diploma, which must not include a student's performance on the CCR assessment but must include a requirement that students successfully pass at least four EOC exams prior to receiving a standard high school diploma. The SBE must prescribe the courses of study for which these exams will be required and must include Mathematics and English Language Arts.

In response to this legislation, the SBE adopted the ACT with Writing as Nevada's CCR assessment for SY 2017 and SY 2018.

The EOC exams were administered for the first time in the spring semester of 2015. Beginning in SY 2016–2017, the EOC exams will be administered in the following subjects:

- Math I, with a focus on algebra I;
- Math II, with a focus on geometry;
- Integrated Mathematics 1;
- Integrated Mathematics 2;
- English Language Arts I, with a focus on reading comprehension;
- English Language Arts II, with a focus on writing;
- Science, with a focus on life science (for the Class of 2020 and beyond); and
- English Language Arts Combined (for the Class of 2020 and beyond).

During this time of transition, the Classes of 2017 and 2018 will take the exams, but no passing scores are required. The Class of 2019 will be the first class of students required to

receive passing scores on two English and two math exams; passing scores will be set by the SBE. The Class of 2020 and those that follow will be required to pass two math exams in addition to the Science exam and the English Language Arts Combined exam.

The Integrated Mathematics exams have been developed for school districts providing instruction on an integrated pathway. The Math I and Math II exams are for use in school districts following a traditional sequence.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

The NAEP (also referred to as “The Nation’s Report Card”) is the only federally sponsored, nationally representative, and continuing assessment of what America’s students know and can do in various subject areas. Since 1969, NAEP assessments have been conducted periodically in the arts, civics, economics, geography, mathematics, reading, science, U.S. history, and writing. This *Education Data Book* reports the most current results available for the subject areas of mathematics, reading, science, and writing.

Results for the NAEP are based upon four achievement levels:

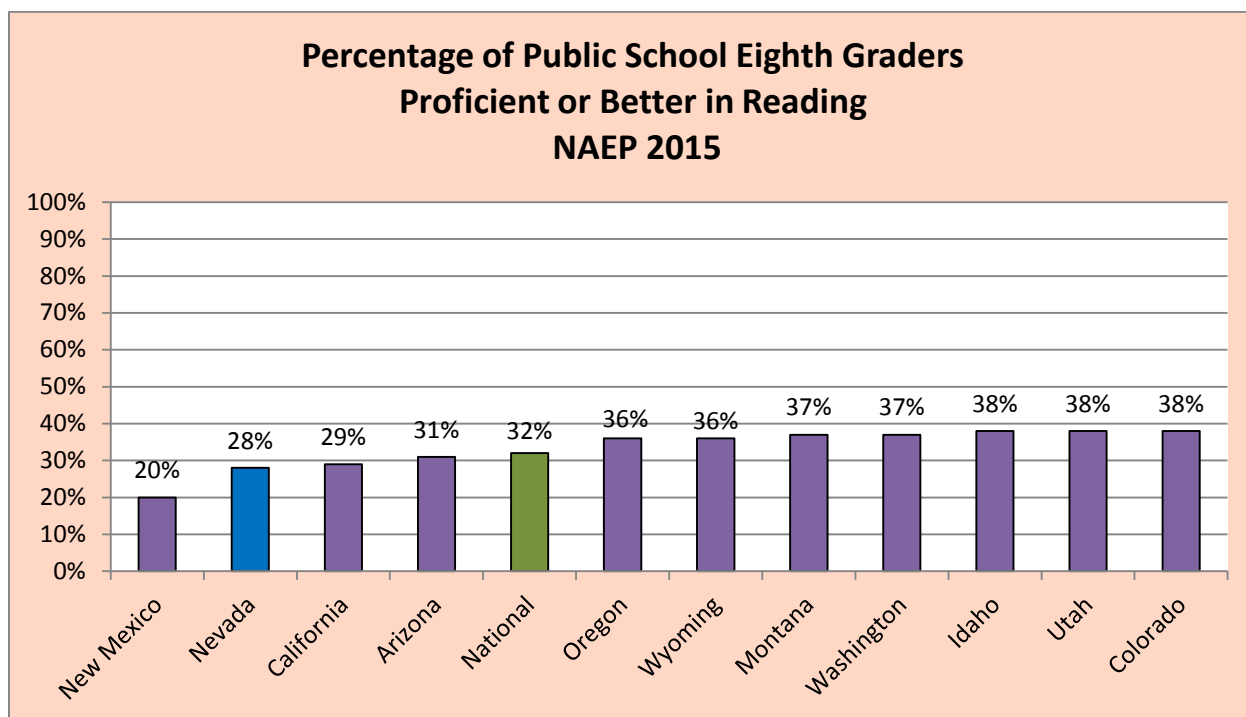
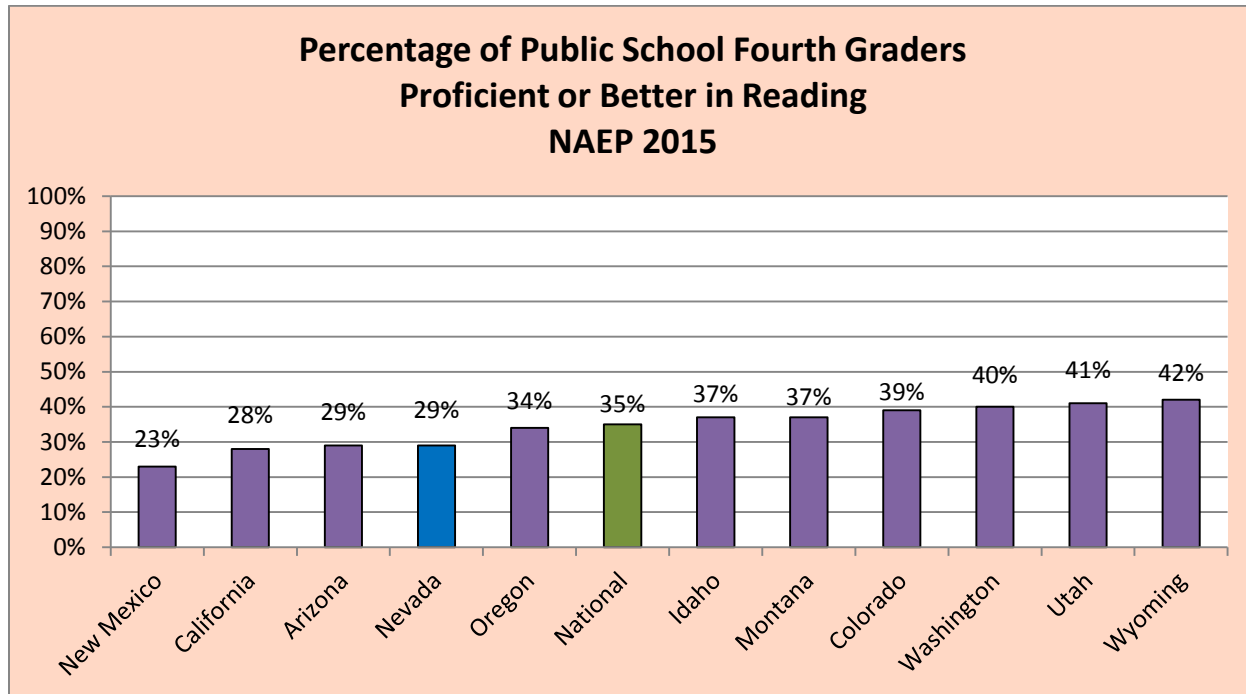
1. Below Basic;
2. Basic;
3. Proficient; and
4. Advanced.

The term “proficient” represents solid academic performance for tested students. Students reaching this level have demonstrated competency over challenging subject matter, including subject matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

The NAEP does not provide scores for individual students or schools.

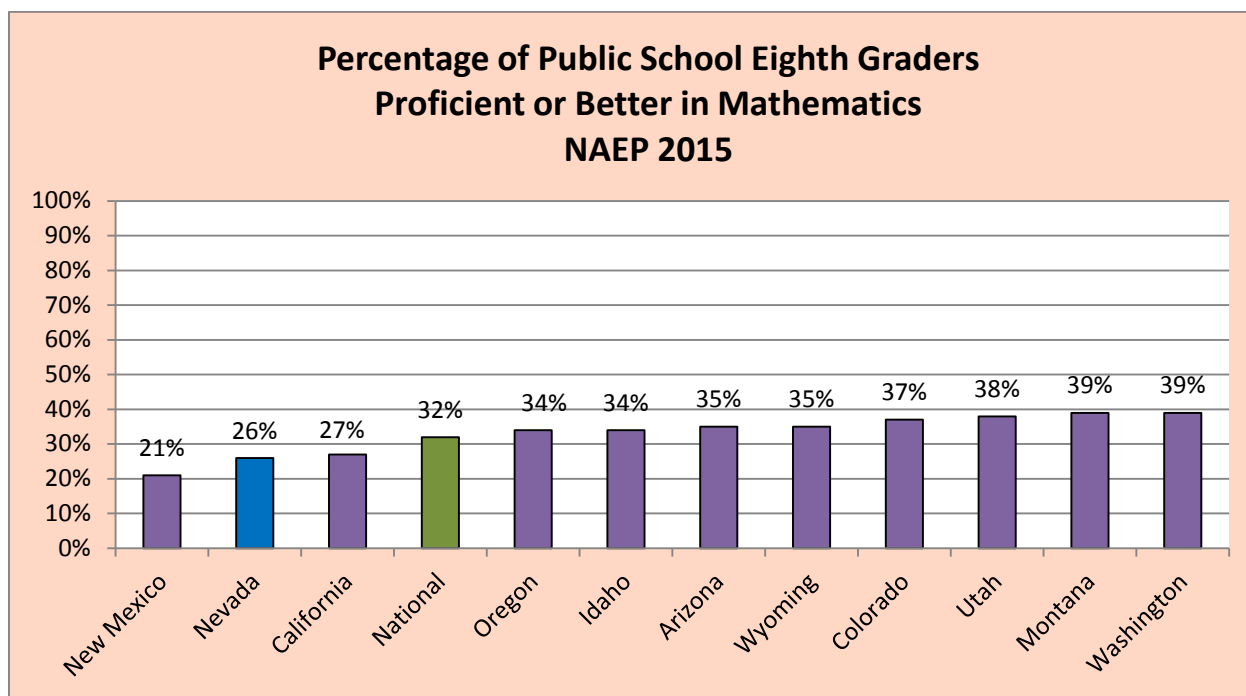
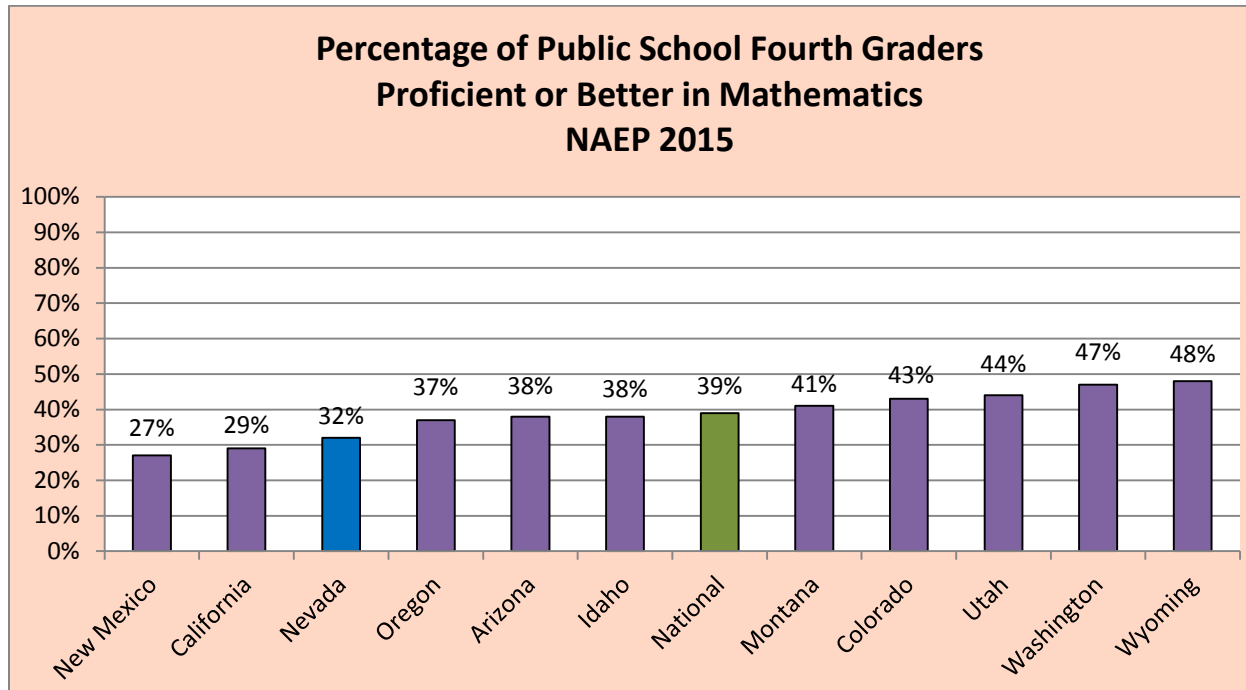
Source: U.S. Department of Education, National Center for Education Statistics, *The Nation’s Report Card*, <http://nces.ed.gov/nationsreportcard/>.

Western States—Reading, Grades 4 and 8



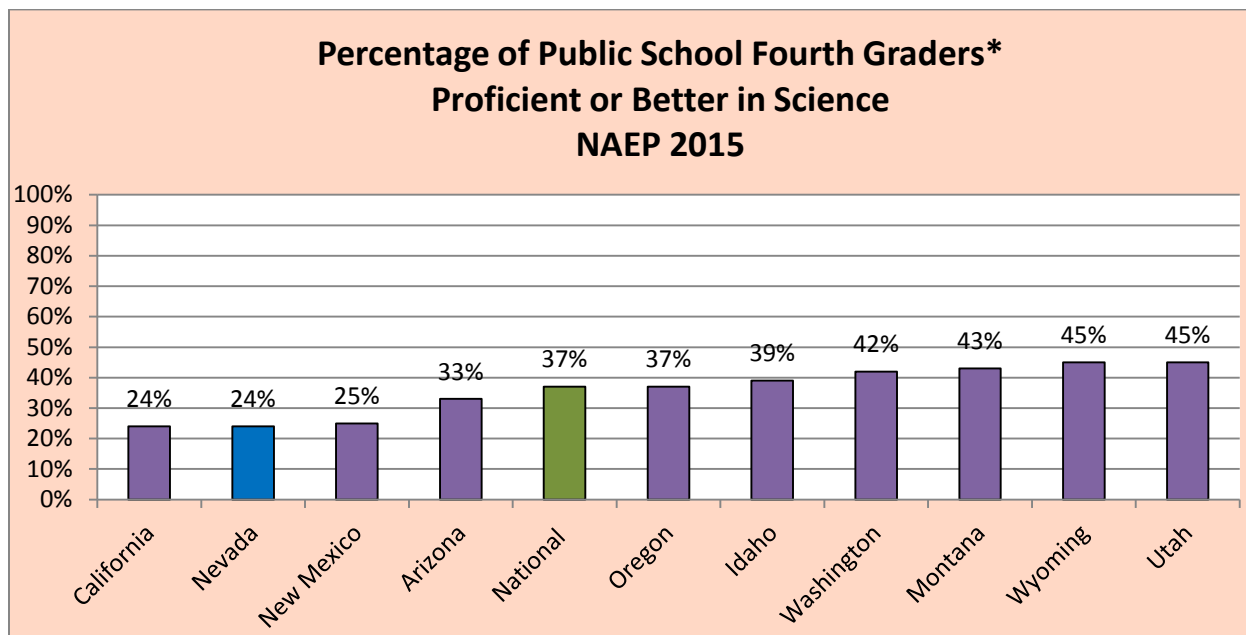
Source: U.S. Department of Education, National Center for Education Statistics, *The Nation's Report Card: 2015 Reading State Snapshot Reports*, <http://nces.ed.gov/nationsreportcard/>.

Western States—Mathematics, Grades 4 and 8

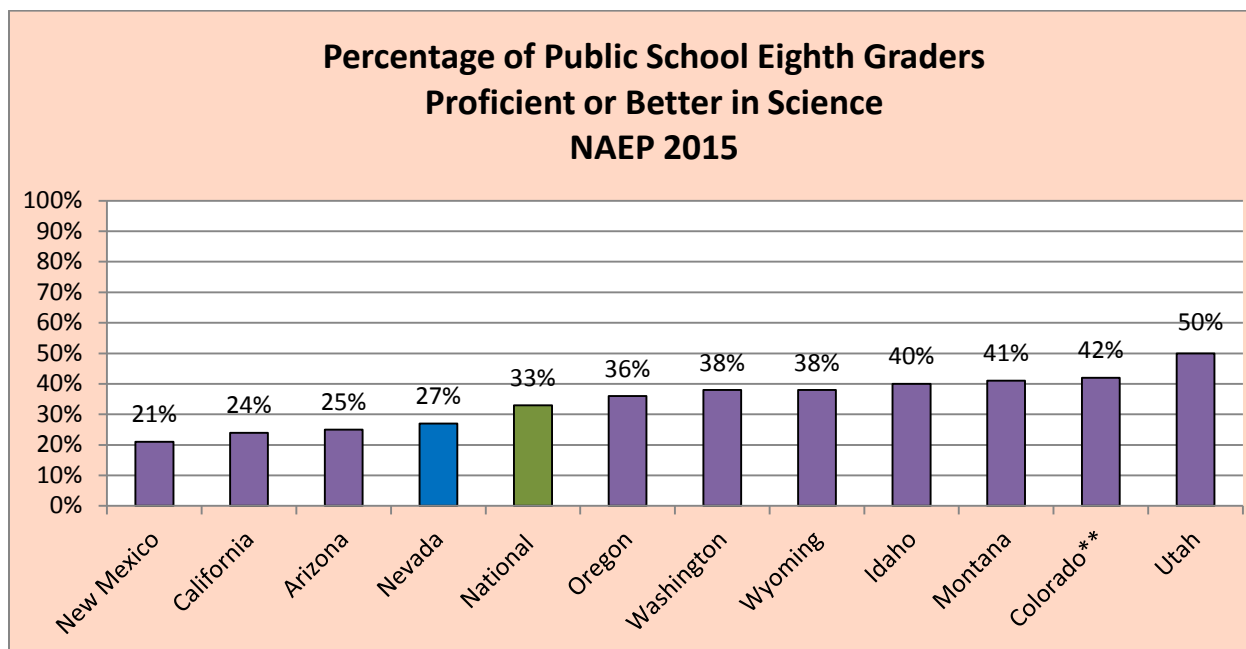


Source: U.S. Department of Education, National Center for Education Statistics, *The Nation's Report Card: 2015 Mathematics & Reading Assessments*, <http://www.nationsreportcard.gov/>.

Western States—Science, Grades 4 and 8



*Colorado is not included in this chart, as the results for grade 4 are not reportable for that state.



**Grade 8 results for Colorado are not available for 2015; the data presented for Colorado is from the 2011 NAEP assessment.

Source: U.S. Department of Education, National Center for Education Statistics, *The Nation's Report Card: 2015 Science Assessment*, <http://www.nationsreportcard.gov/>.

ACT, INCORPORATED—ACT EXAMINATION

Nevada high school students are required to participate on the ACT with writing to receive a standard diploma. Most students will participate during their junior year. A student's performance on the exam will not impact his or her eligibility for graduation.

Percentage of High School Graduates Tested, Average Composite Score, and Percentage Meeting Benchmarks—Western States by Subject, 2016						
Western States	Percent of Graduates Tested	Average Composite Score ¹	Percent Meeting English Benchmark ²	Percent Meeting Reading Benchmark ³	Percent Meeting Math Benchmark ⁴	Percent Meeting Science Benchmark ⁵
Arizona	58	20.1	55	39	38	31
California	33	22.6	72	55	56	45
Colorado	100	20.6	61	42	39	36
Idaho	39	22.7	77	60	54	46
Montana	100	20.3	56	41	38	32
Nevada	100	17.7	37	26	21	18
New Mexico	70	19.9	53	39	31	28
Oregon	39	21.7	67	51	49	42
Utah	100	20.2	59	42	35	33
Washington	25	23.1	73	60	61	52
Wyoming	100	20.0	58	38	33	31
National	64	20.8	61	44	41	36

Note: College Readiness Benchmarks: ACT defines college and career readiness as the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing first-year courses at a postsecondary institution (such as a two- or four-year college, trade school, or technical school) without the need for remediation.

Source: ACT; *The Condition of College & Career Readiness 2016*; <http://www.act.org/content/act/en/research/condition-of-college-and-career-readiness-2016.html>.

¹ The Composite Score ranges from 1 to 36; it is the average of the four test scores.

² The College Readiness Benchmark for English is 18.

³ The College Readiness Benchmark for Reading is 22.

⁴ The College Readiness Benchmark for Math is 22.

⁵ The College Readiness Benchmark for Science is 23.

THE COLLEGE BOARD—SAT EXAMINATION

The Scholastic Aptitude Test (SAT) measures a high school student's college and career readiness. Currently, students in Nevada who take the exam are “self-selected” and, therefore, are not representative of all students in a school, district, or state.

SAT Scores ¹ of College-Bound Seniors in Reading, Mathematics, and Writing—Western States by Subject, 2016						
Western States	Percent of Graduates Tested	Reading	Mathematics	Writing	TOTAL	Nat'l Rank (Based on Total Score)
Arizona	28	528	532	505	1565	25
California	56	491	500	485	1476	38
Colorado	10	587	589	571	1747	12
Idaho	90	465	453	446	1364	50
Montana	12	565	557	539	1661	20
Nevada	32	511	509	488	1508	31
New Mexico	9	553	545	525	1623	23
Oregon	45	525	520	500	1545	27
Utah	4	579	579	558	1716	17
Washington	63	501	506	481	1488	34
Wyoming	2	603	600	587	1790	5
National	48	494	508	482	1484	N/A

Sources: The College Board, *2016 College-Bound Seniors: Total Group Profile Report*, <https://www.collegeboard.org/program-results/consolidated-news-reports>. The “Percent of Graduates Tested” is derived from the number of test takers divided by the projected number of high school graduates in the Western Interstate Commission for Higher Education report titled, *Knocking at the College Door: Projections of High School Graduates – December 2016*, <http://knocking.wiche.edu/report>.

¹ SAT scores are reported on a scale from 200 to 800. The mean or average score for reading and mathematics is approximately 500. Percentile ranks by score are available on the SAT website at: <https://collegereadiness.collegeboard.org/pdf/understanding-sat-scores-2016.pdf>. Rank includes Washington, D.C.; Puerto Rico; and the U.S. Virgin Islands.

INTERNATIONAL BACCALAUREATE (IB) PROGRAM

The IB Program offers courses of international education to a worldwide community of schools. There are more than 1.1 million IB students in over 144 countries. The IB Program consists of four programs for students aged 3 to 19. The programs are designed to develop the intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly globalizing world. In Nevada, the IB Program is offered in two primary, two middle, and three high schools.

At the high school level, there are two programs offered:

1. The Diploma Program is a two-year educational program primarily aimed at students aged 16 to 19. The program provides an internationally accepted qualification for entry into higher education and is recognized by many universities worldwide. Students complete assessments in six subjects and three core requirements. Students are evaluated using both internal and external assessments, and courses finish with an externally-assessed series of examinations, usually consisting of two or three timed written tests.
2. The IB Career-Related Certificate (IBCC) incorporates the vision and educational principles of the IB Program into a unique framework specifically designed for students aged 16 to 19 who wish to engage in career-related learning.

ADVANCED PLACEMENT (AP) PROGRAM

The College Board administers the AP Program, which provides students in grades 10 through 12 with opportunities to experience college-level courses while in high school. The AP Program includes 37 courses and examinations in over 20 subject areas and consists of a three-year sequence of coursework in a specific subject. The coursework culminates in rigorous examinations held in May of the graduating year.

The AP examinations are scored on a 5-point scale, with 5 being the highest mark attainable. The coursework in a given subject is generally equivalent to a first-year college course. As a result, a student who achieves a 4 or 5 is usually permitted to skip the corresponding course as a freshman in college.

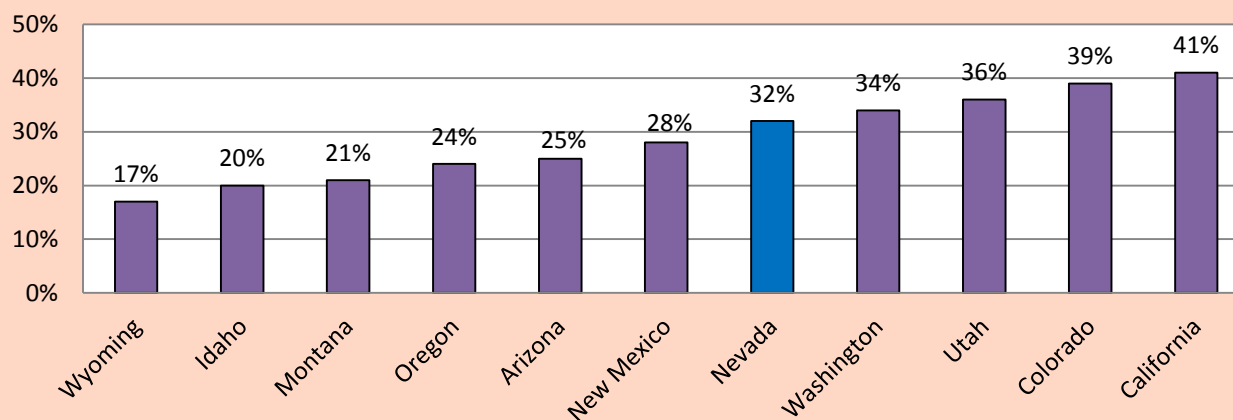
Three students from the Nye County School District—Dusty Biermeyer, Thomas Gascoigne, and Allista Ward—were recognized as Advanced Placement Scholars in 2016, and one student, Derek Moore, was recognized as an Advanced Placement Scholar with Honors.



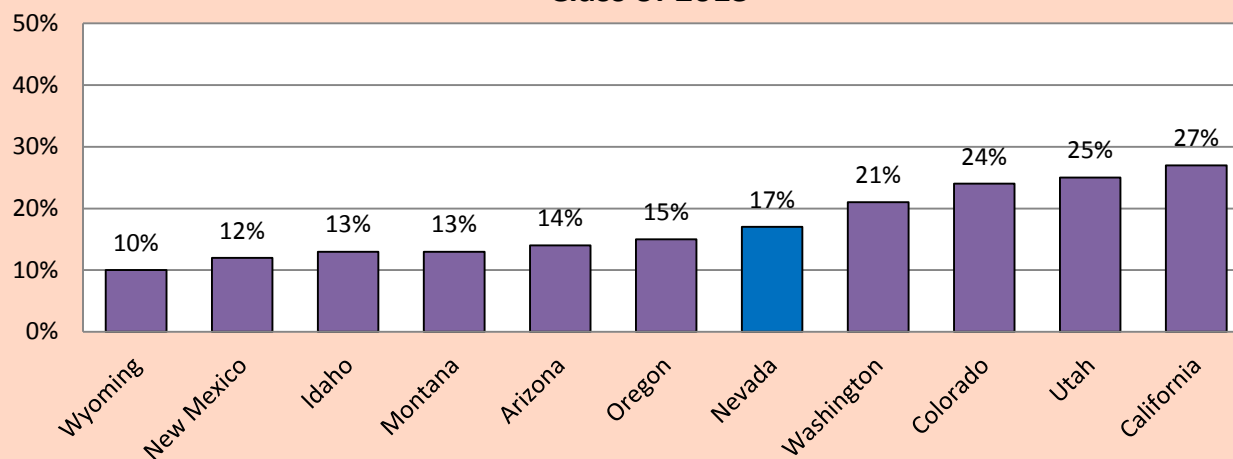
AP Exam Participation and Performance

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

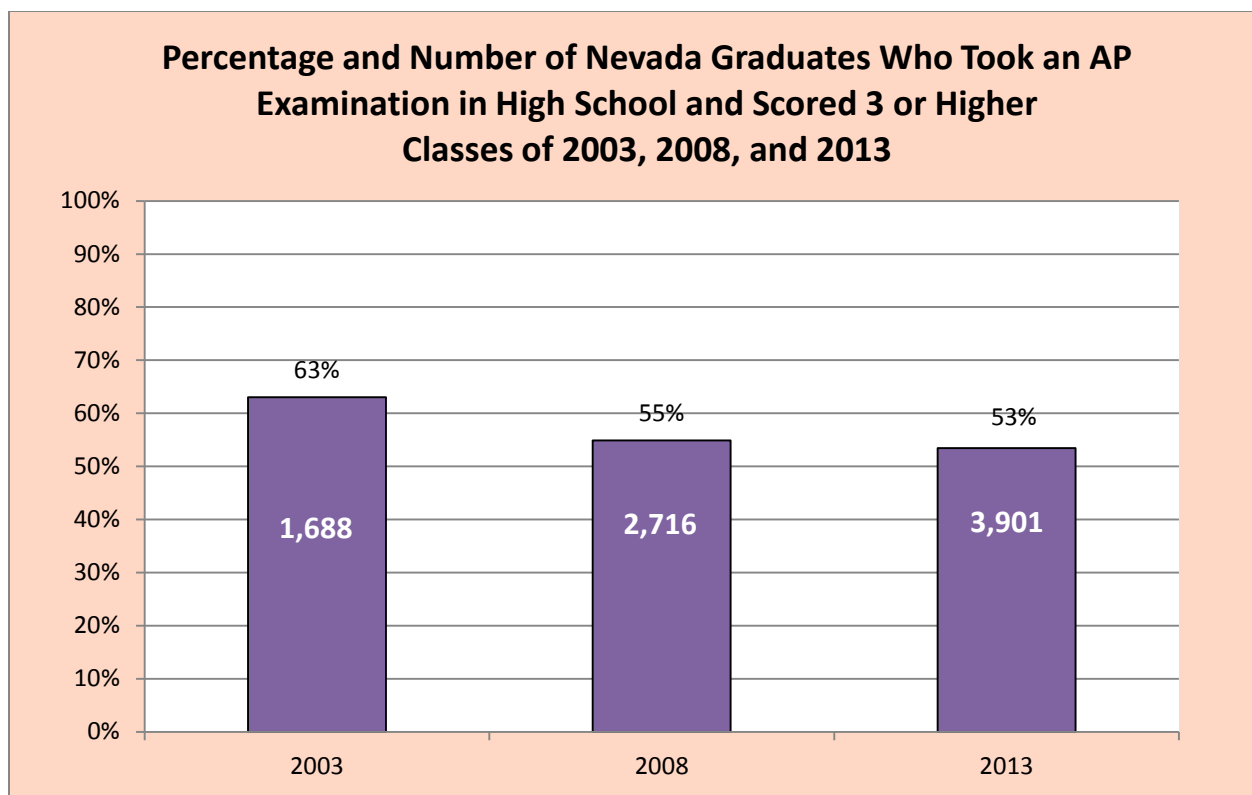
**Percentage of Graduates Who Took an AP Examination
In High School—Western States
Class of 2013**



**Percentage of Graduates Who Scored a 3 or Higher on at Least
One AP Examination in High School—Western States
Class of 2013**



Source: The College Board, *The AP Report to the Nation*, <https://research.collegeboard.org/programs/ap/data/nation>.



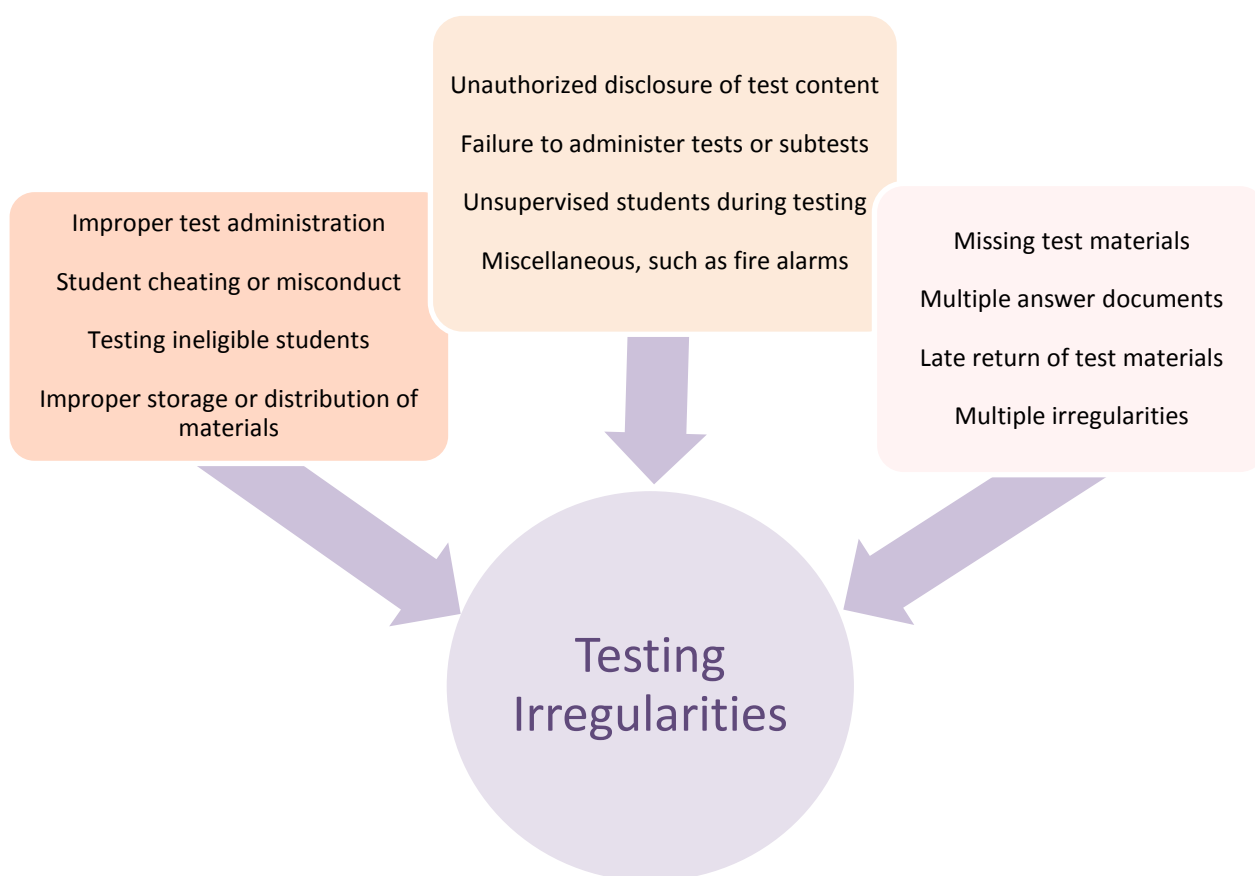
Source: The College Board, *The 10th Annual AP Report to the Nation: Nevada Supplement*, <http://media.collegeboard.com/digitalServices/pdf/ap/rtn/10th-annual/10th-annual-ap-report-state-supplement-nevada.pdf>.

Reno High School student Tyler Hart achieved perfect scores on both the SAT and ACT college entrance exams in 2015.

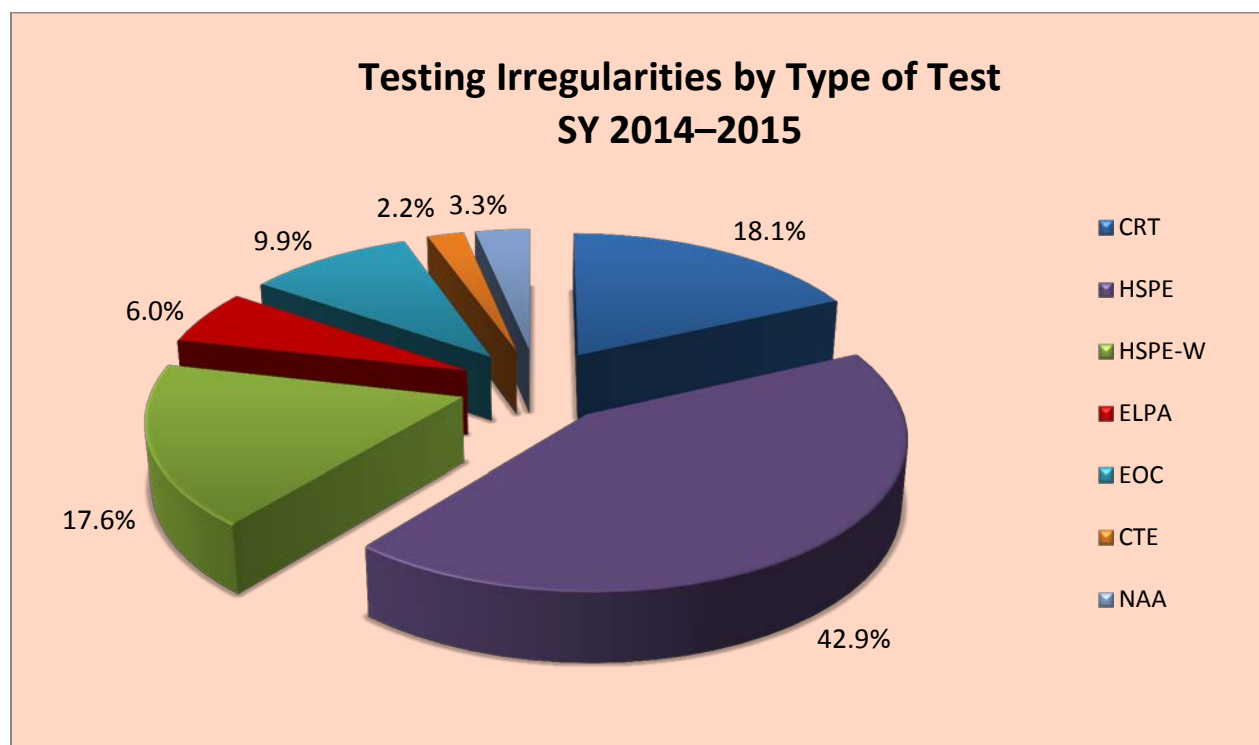
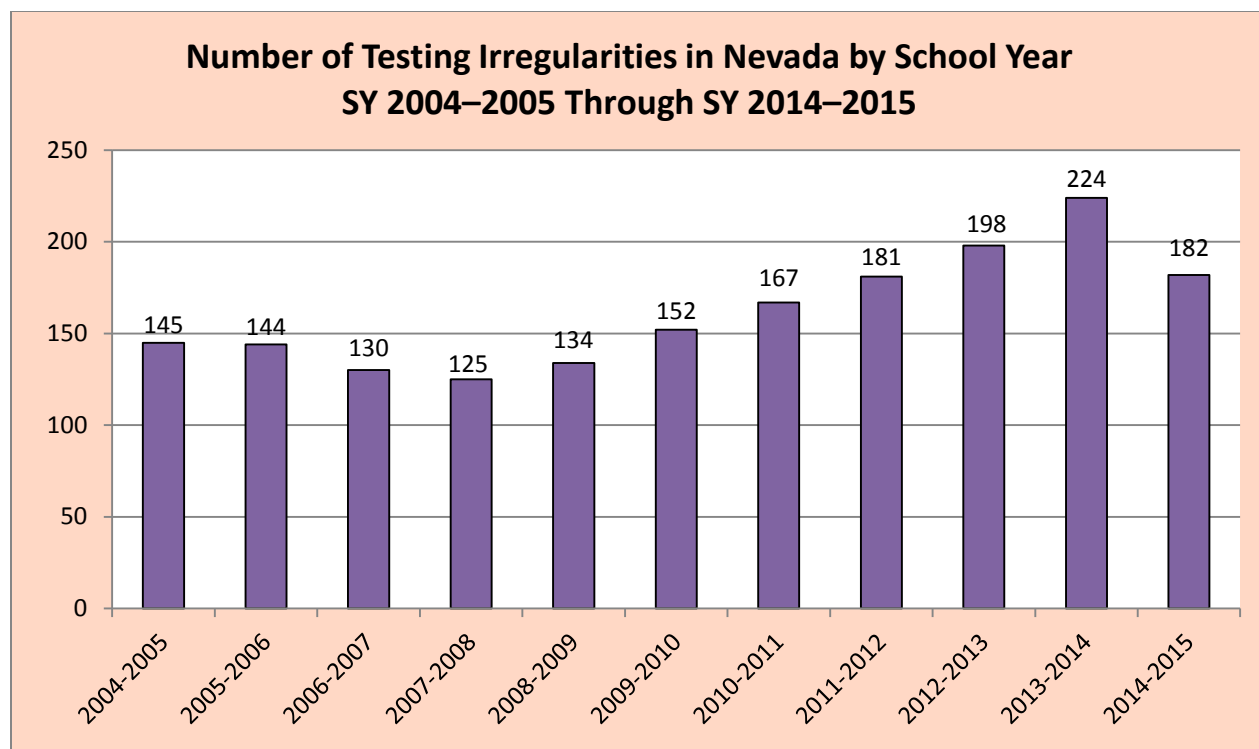


TESTING IRREGULARITIES—BACKGROUND

Nevada’s Department of Education establishes test security and administration protocols for the purpose of upholding the integrity of State-mandated assessments, and for maintaining consistency in test administration by means of uniform procedures. During SY 2014–2015, approximately 300,000 students participated in multiple assessments across the state. Through nearly 900,000 separate test administrations in over 600 locations, a total of 182 reported testing irregularities occurred (0.02 percent of tests administered).



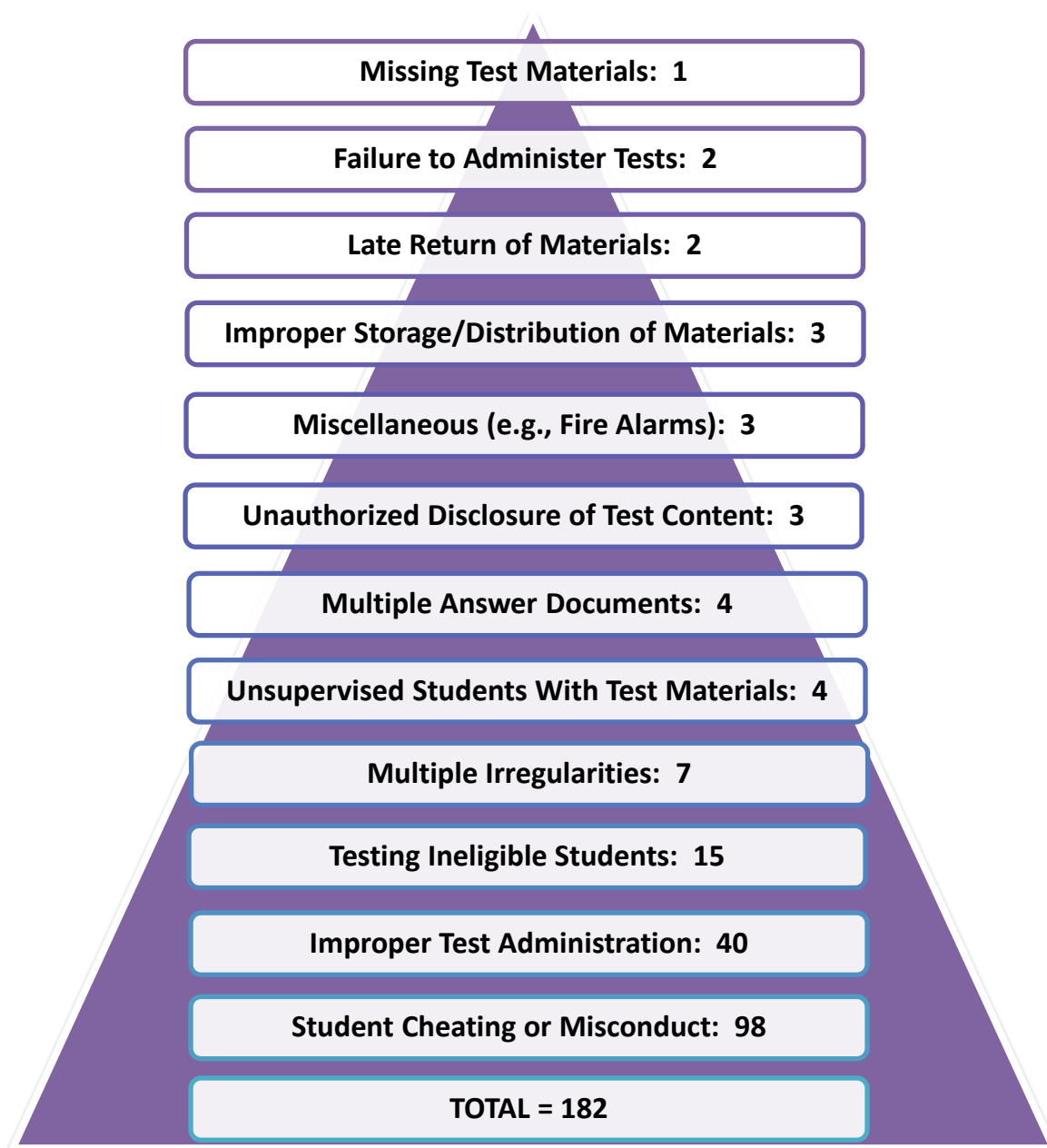
Source: NDE; *Report of Test Security Activity for Nevada Public Schools, School Year 2014–2015*.



Source: NDE; *Report of Test Security Activity for Nevada Public Schools, School Year 2014–2015.*

Chapter 9

Types of testing irregularities and number of occurrences during SY 2014–2015:

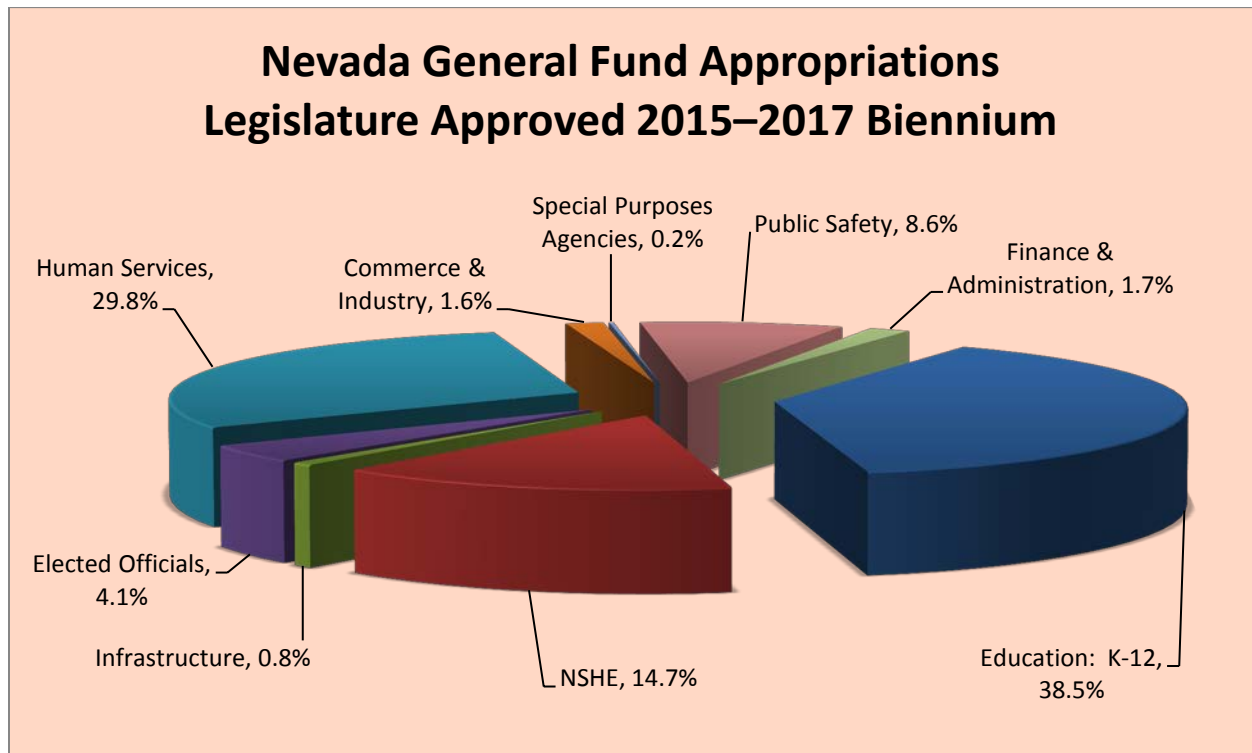


Source: NDE; *Report of Test Security Activity for Nevada Public Schools, School Year 2014–2015*.

According to the United States Census Bureau's American Community Survey, as of 2014, 84.9 percent of Nevadans aged 25 and older had earned at least a high school diploma, compared to the national rate of 86.3 percent. Postsecondary achievement in Nevada also continues to lag behind the national average—22.5 percent of Nevadans aged 25 and older have completed a minimum of a bachelor's degree, compared to 29.3 percent of similarly aged Americans.

GENERAL FUND APPROPRIATIONS

In its 78th Session, the Nevada Legislature approved a General Fund operating budget for the 2015–2017 Biennium in excess of \$7.3 billion. Appropriations to public education totaled \$3.9 billion, or 53.2 percent of the budget; the share marked for the Nevada System of Higher Education (NSHE) was \$1.1 billion, or 14.7 percent of all General Fund appropriations.



Source: Fiscal Analysis Division, Legislative Counsel Bureau (LCB); *Nevada Legislative Appropriations Report, Fiscal Years 2015–16 and 2016–17*; November 2015.

TUITION AND FEES

Nevada's two-year colleges and four-year public institutions of higher education rely more on State appropriations than do all other such schools in reporting western states. In Fiscal Year (FY) 2013–2014, NSHE two-year colleges received 43.1 percent of their revenue from State appropriations; 25 percent from federal grants and contracts; 21.5 percent from tuition and fees; and the remaining 10.4 percent from other State, local government, and private gifts, grants, and investments. The 43.1 percent of revenues from State appropriations compares to a national average of 25.1 percent and a Western Interstate Commission for Higher Education (WICHE) average of 25.7 percent.

Among Nevada's four-year public institutions, revenue from State appropriations was 45.4 percent—23.9 percent from tuition and fees; 18.2 percent from federal grants and contracts; and 10.7 percent from other State, local government, and private gifts, grants, and investments. The 45.4 percent of revenue from State appropriations compares to a national average of 26.5 percent and a WICHE average of 27.5 percent.

To date, Nevada's public universities remain relatively affordable. In School Year (SY) 2015–2016, the average undergraduate registration for Nevada residents, including mandatory fees, was \$6,198, compared to \$8,081 in other WICHE states.

GOVERNOR GUINN MILLENNIUM SCHOLARSHIP PROGRAM

In 2013, the Nevada Legislature approved an infusion of \$7 million to the Governor Guinn Millennium Scholarship (GGMS). This funding, which was in addition to other revenue earmarked for the program, is projected to keep the program solvent through FY 2016–2017. The GGMS receives 40 percent of Nevada's revenue from the tobacco Master Settlement Agreement (MSA) of 1998. In 2005, the Legislature supplemented the revenues from the MSA with revenues from the Abandoned Property Trust Fund. Senate Bill 4 (Chapter 10, *Statutes of Nevada 2005, 22nd Special Session*) requires the first \$7.6 million of the Fund be transferred to the GGMS.

As of 2013, the GGMS had distributed more than \$298 million, helping nearly 78,000 Nevada high school graduates to attend an NSHE institution; more than 29,000 Millennium Scholars have earned a degree from a Nevada institution of higher learning. Over time, however, the amount of the award has decreased and so too has the percentage of eligible graduates choosing to accept the scholarship. In 2000, nearly 77 percent of eligible graduates used the award, compared to approximately 55 percent of those eligible in 2013.

ENROLLMENT

Enrollment at NSHE institutions increased from just over 61,000 in 1990 to nearly 115,000 in 2010. However, in recent years enrollment has declined, holding steady at approximately 105,000 to 106,000 students since 2011. The percentage of recent Nevada high school graduates enrolling in NSHE institutions directly following high school, though, has increased, from 30 percent in 2000 to 48.5 percent in 2014.

COMPLETION

According to WICHE, the average graduation rate at Nevada's two-year colleges is 42.5 percent, compared to 28.2 percent in WICHE states and 29.4 percent nationwide.

Among four-year baccalaureate institutions, the average graduation rate in Nevada is 25.3 percent, compared to 56.6 percent in WICHE states and 58.1 percent nationwide. Finally, for research and doctoral institutions, the graduation rate is 51 percent in Nevada, compared to 72.2 percent in WICHE states and 75.2 percent nationwide.

REMEDIAL COURSEWORK

In fall 2014, approximately 58 percent of recent Nevada high school graduates were placed in one or more remedial courses at NSHE institutions; this is up from 55 percent in fall 2013. For SY 2013–2014, NSHE instituted a new methodology for calculating the number of students in remediation, leading to more accurate identification; NSHE also reformatted its annual report on remediation. The new report has garnered national recognition from the National Conference of State Legislatures.

STUDENT DEBT

In 2014, 46 percent of students who graduated from public universities in Nevada had accumulated student loan debt—the fourth lowest percentage of any state. Nationwide, 69 percent of public and nonprofit graduates left college with an average of \$28,950 in student loans. The average borrower in Nevada owed \$20,211 in student loans. Graduates in only two states (Utah and New Mexico) emerged from college with less debt than those in Nevada.

NSHE INSTITUTIONS



College of Southern Nevada (CSN)



Desert Research Institute (DRI)



Great Basin College (GBC)



Nevada State College at Henderson (NSC)



Truckee Meadows Community College (TMCC)



University of Nevada, Las Vegas (UNLV)



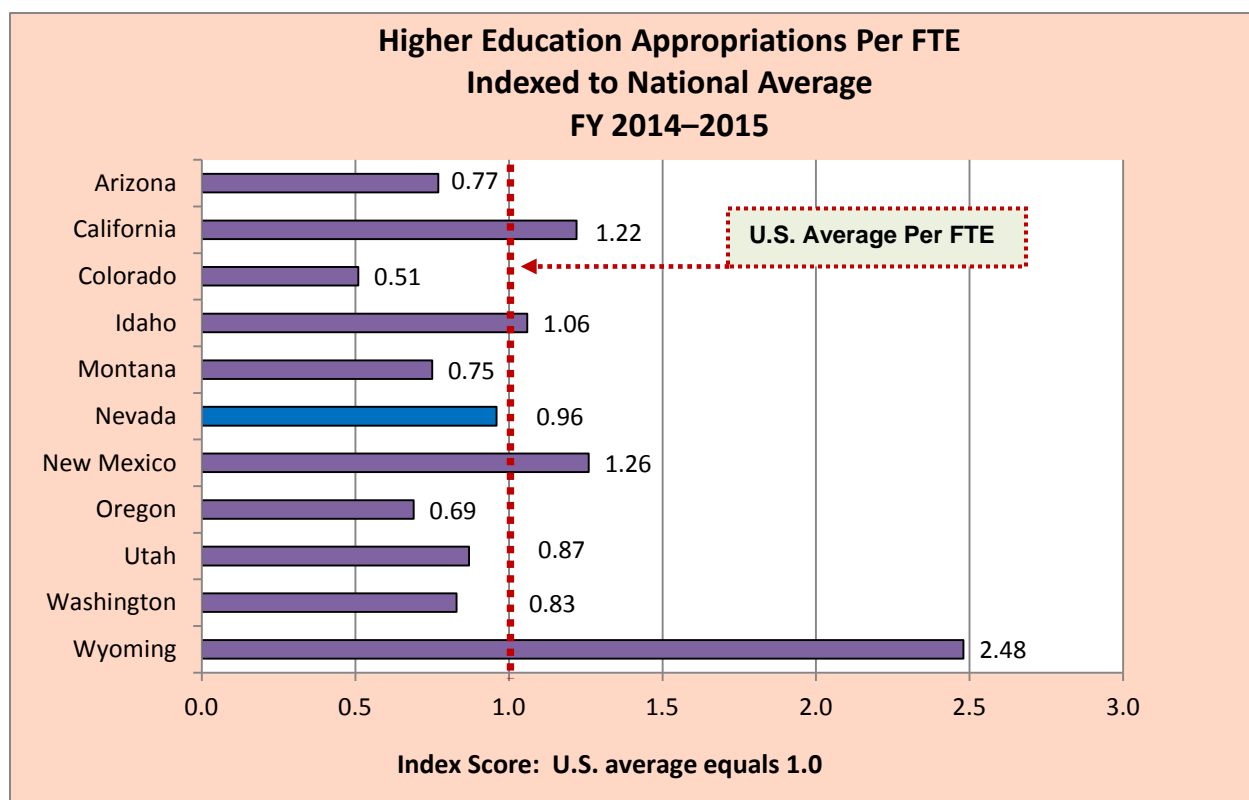
University of Nevada, Reno (UNR)



Western Nevada College (WNC)

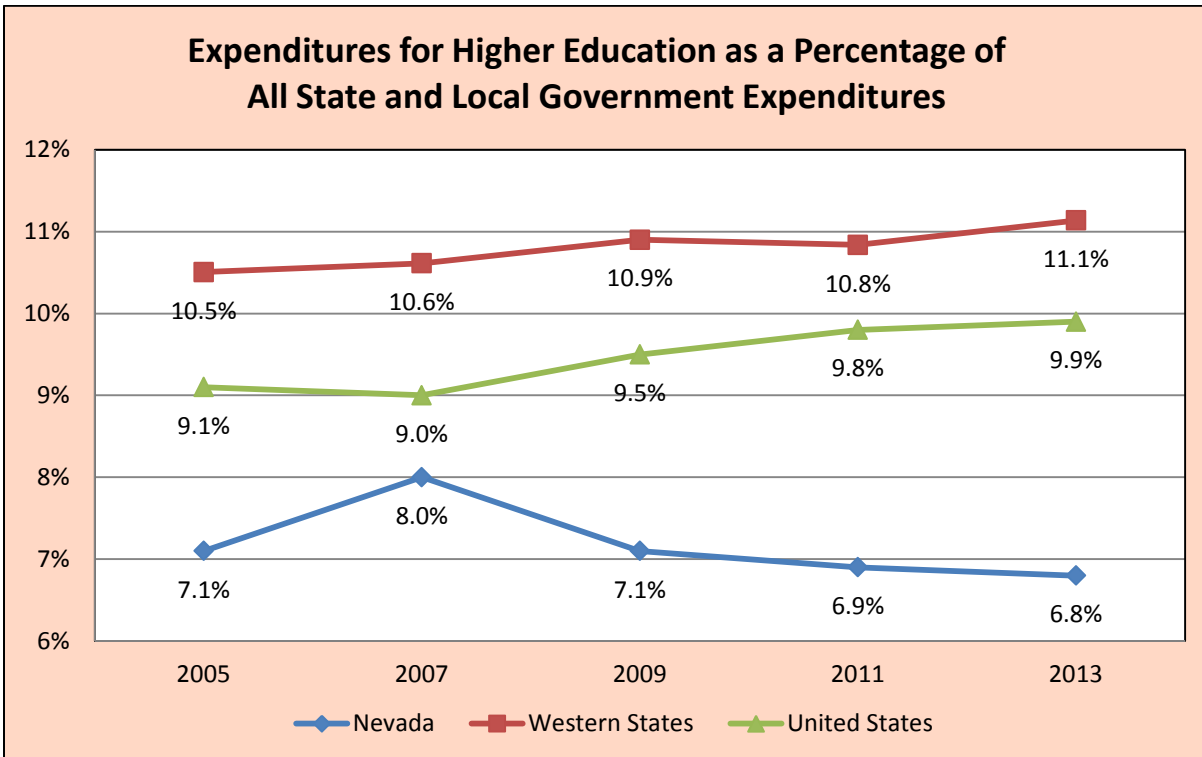
HIGHER EDUCATION FUNDING

Educational Appropriations Per Full-Time Equivalent (FTE) Student, Public Higher Education—Nevada and Western States (Constant Adjusted 2015 Dollars)					
State	FY 2008 (Pre-Recession)	FY 2010	FY 2015	Five-Year Percentage Change	Percentage Change Since Recession
Arizona	\$8,325	\$7,023	\$5,350	-23.8%	-35.7%
California	\$9,024	\$7,303	\$8,522	16.7%	-5.6%
Colorado	\$4,215	\$4,304	\$3,529	-18.0%	-16.3%
Idaho	\$10,647	\$8,570	\$7,379	-13.9%	-30.7%
Montana	\$5,169	\$4,931	\$5,248	6.4%	1.5%
Nevada	\$10,194	\$8,538	\$6,682	-21.7%	-34.5%
New Mexico	\$10,696	\$8,036	\$8,799	9.5%	-17.7%
Oregon	\$5,991	\$4,840	\$4,788	-1.1%	-20.1%
Utah	\$7,478	\$5,780	\$6,062	4.9%	-18.9%
Washington	\$7,757	\$6,480	\$5,764	-11.0%	-25.7%
Wyoming	\$16,716	\$14,629	\$17,300	18.3%	3.5%
National	\$8,220	\$7,135	\$6,966	-2.4%	-15.3%



Source: State Higher Education Executive Officers, *State Higher Education Finance: FY 2015, 2016*.

HIGHER EDUCATION EXPENDITURES

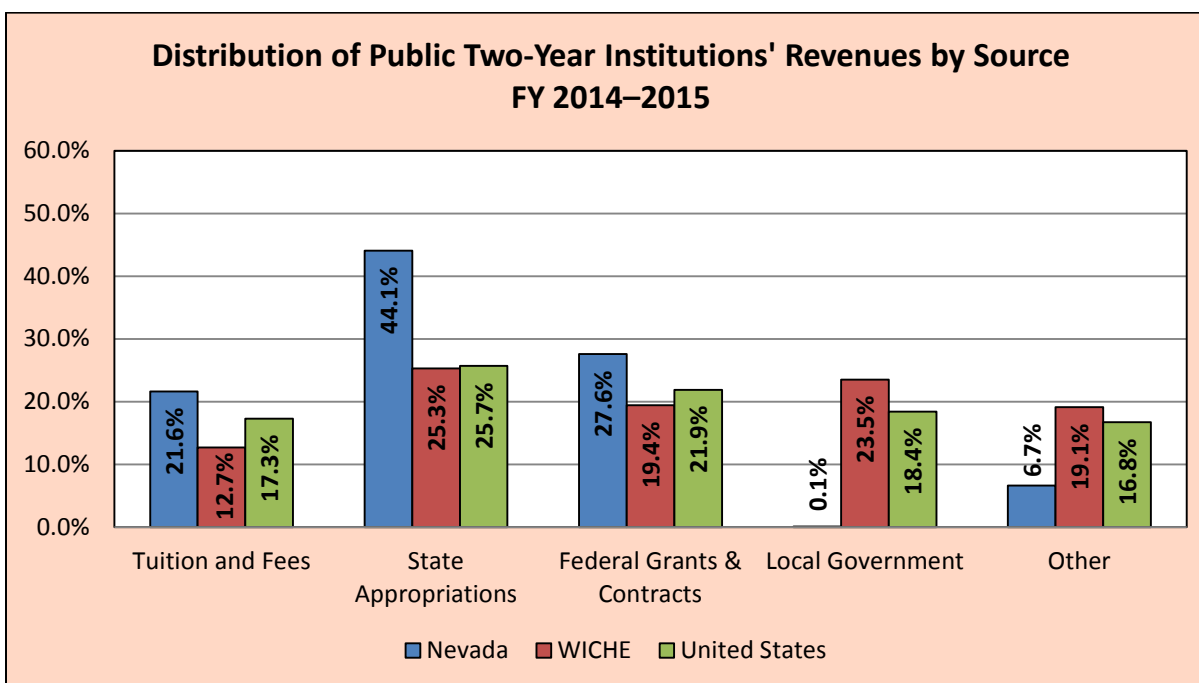
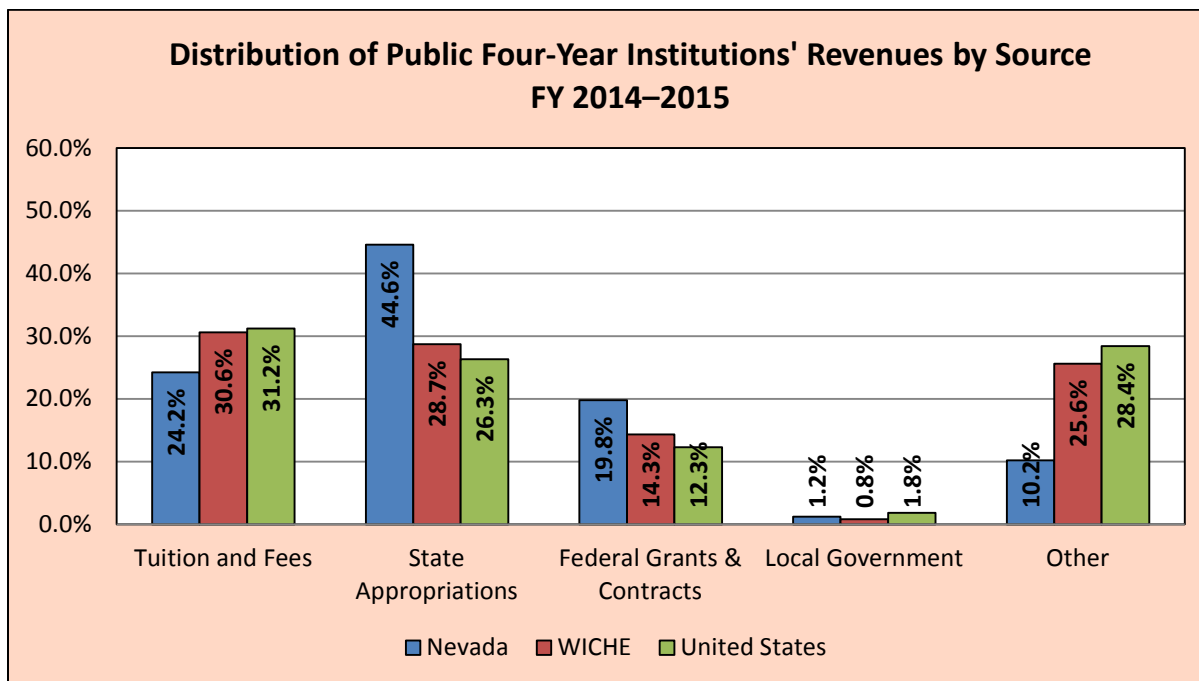


Source: SAGE Publishing, *SAGE Stats*, 2016.

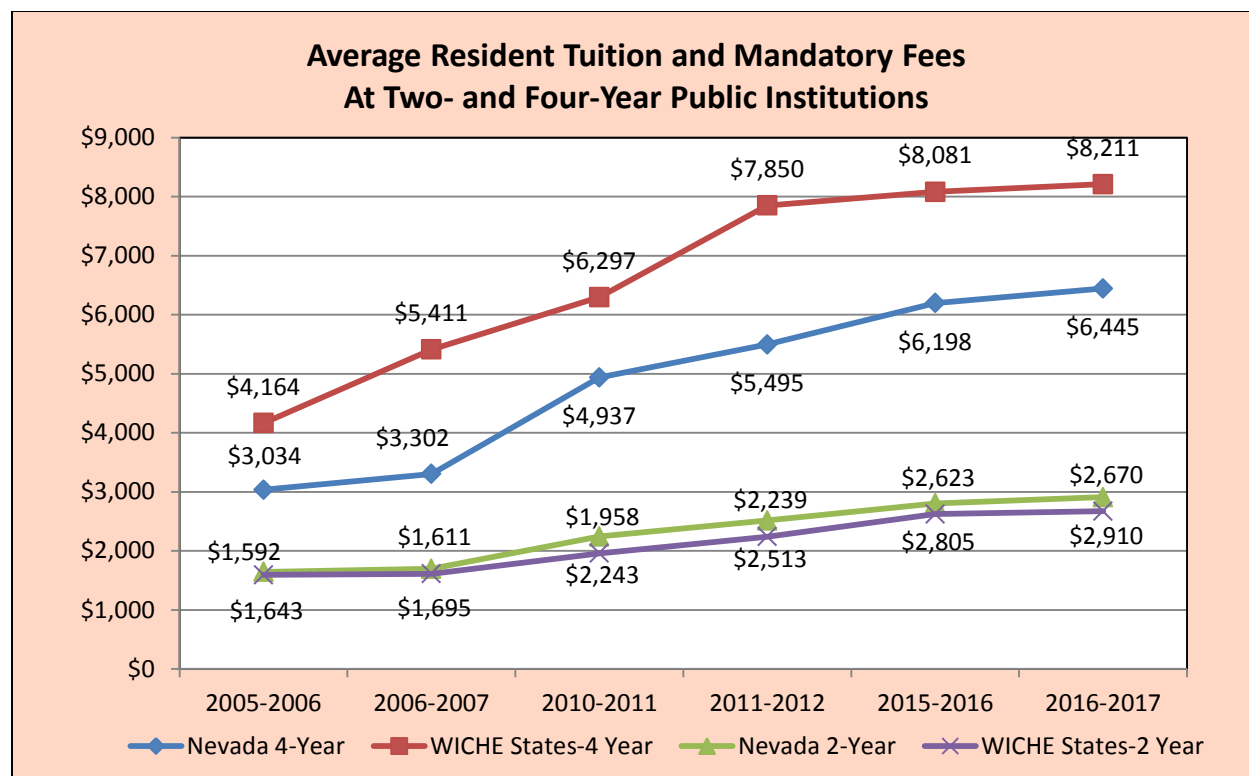
Engineering students from the Academy of Arts, Careers and Technology of the Washoe County School District competed in the international NASA Moonbuggy/Rover Challenge in Alabama; they won the NASA Systems Safety Award and took third place overall in the high school division. This international engineering contest for high school and college students requires teams to design, fabricate, and race a human-powered vehicle on a half-mile course over rough terrain that simulates the surface of Mars. The school has sent a team each year since 2011 and has earned top-ten awards in various categories every year.



HIGHER EDUCATION TUITION AND FEES



Source: WICHE, *Policy Indicators for Higher Education: WICHE States*, “Percent Distribution of Public Institutions’ Revenue by Source and Institutional Type,” Table 38, February 2017.



Source: WICHE, *Tuition & Fees in Public Higher Education in the West*, various years.

Resident Undergraduate Tuition and Fees at Public Four-Year Institutions—Nevada and Western States			
State	2005–2006	2015–2016	Percentage Change
Arizona	\$4,374	\$10,639	143%
California	\$4,184	\$8,680	108%
Colorado	\$4,253	\$9,525	124%
Idaho	\$3,889	\$6,670	72%
Montana	\$4,572	\$5,748	26%
Nevada	\$3,034	\$6,198	104%
New Mexico	\$2,940	\$5,823	98%
Oregon	\$5,252	\$8,813	68%
Utah	\$3,250	\$6,084	87%
Washington	\$4,612	\$9,535	107%
Wyoming	\$3,426	\$4,892	43%
WICHE States	\$4,164	\$8,081	94%

Source: WICHE, *Tuition & Fees in Public Higher Education in the West*, various years.

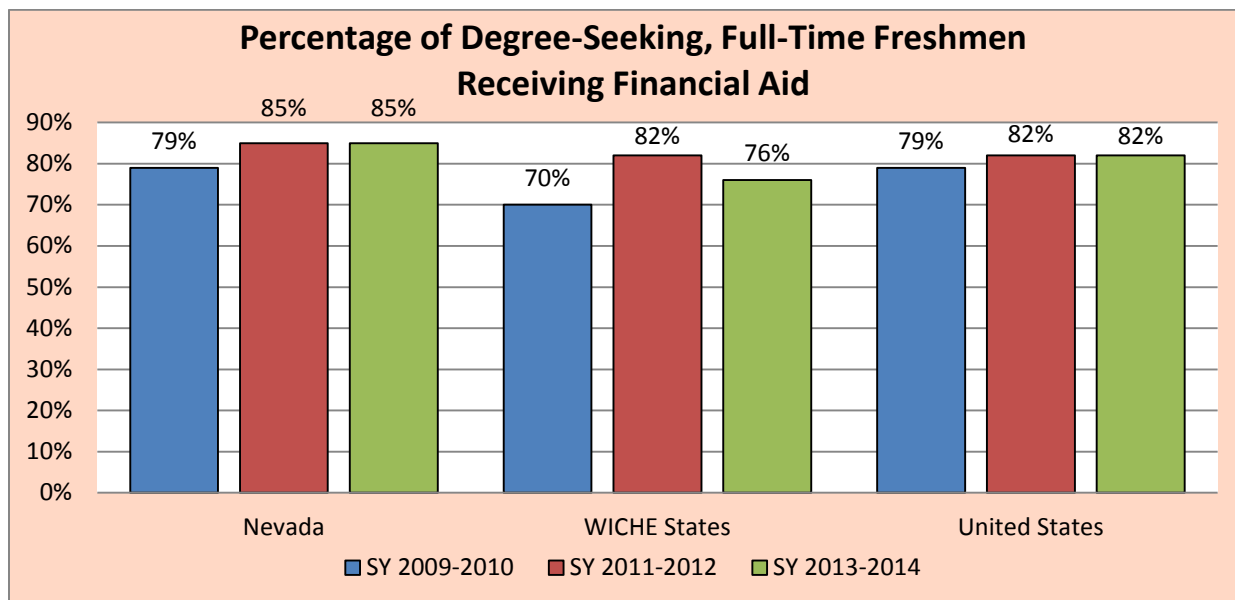
Nonresident Undergraduate Tuition at Public Four-Year Institutions—Nevada and Western States			
State	2005–2006	2015–2016	Percentage Change
Arizona	\$14,374	\$26,470	84%
California	\$16,505	\$23,650	43%
Colorado	\$14,491	\$23,600	63%
Idaho	\$11,496	\$19,783	72%
Montana	\$13,464	\$19,219	43%
Nevada	\$11,742	\$19,033	62%
New Mexico	\$8,791	\$15,383	75%
Oregon	\$14,830	\$24,673	66%
Utah	\$10,054	\$17,825	77%
Washington	\$14,825	\$24,516	65%
Wyoming	\$9,816	\$15,632	59%
WICHE States	\$13,521	\$21,055	56%

Source: WICHE, *Tuition & Fees in Public Higher Education in the West*, various years.

Historical Cost Per Credit Hour for Undergraduate Resident Students						
FY	Universities	Annual Percentage Increase	State College	Annual Percentage Increase	Community Colleges	Annual Percentage Increase
2002–2003	\$76.50	3.4	\$60.00	N/A	\$44.00	3.5
2004–2005	\$85.00	7.6	\$66.00	6.5	\$47.25	3.8
2006–2007	\$98.00	7.7	\$74.50	6.4	\$50.75	3.6
2008–2009	\$116.75	10.9	\$85.75	8.5	\$54.75	4.3
2010–2011	\$136.00	5.0	\$98.25	5.1	\$60.00	4.8
2012–2013	\$156.75	9.8	\$113.25	9.7	\$69.25	9.9
2014–2015	\$191.50	12.0	\$138.25	11.9	\$84.50	11.9
2016–2017	\$207.25	4.0	\$146.75	3.5	\$91.50	4.0

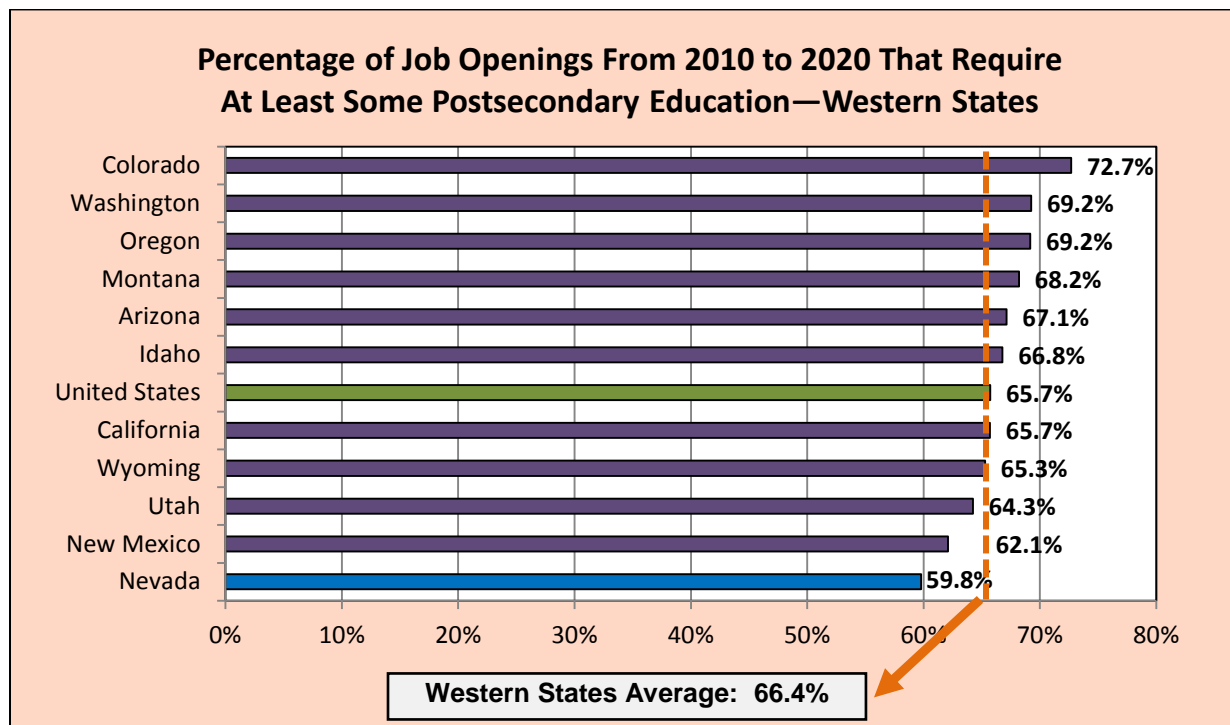
Source: NSHE, *Procedures and Guidelines Manual*, June 2016.

HIGHER EDUCATION STUDENT FINANCIAL AID



Source: WICHE, *Policy Indicators for Higher Education: WICHE States*, various years.

OCCUPATIONS REQUIRING POSTSECONDARY EDUCATION



Source: Georgetown University Center on Education and the Workforce, *Recovery: Job Growth and Education Requirements Through 2020*, June 2013.

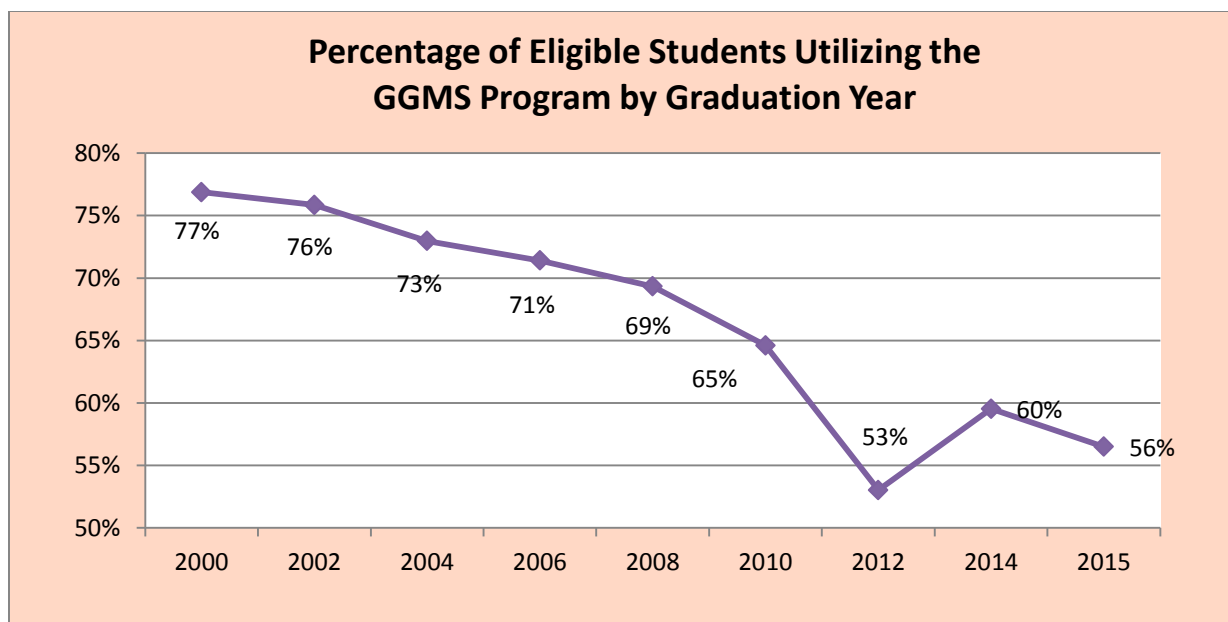
GOVERNOR GUINN MILLENNIUM SCHOLARSHIP PROGRAM

The Millennium Scholarship program was recommended by Governor Kenny Guinn and approved by the 1999 Legislature to increase the number of Nevada students who attend and graduate from Nevada institutions of higher education. In general, to be eligible for a Governor Guinn Millennium Scholarship, a student must graduate with a diploma from a Nevada high school with at least a 3.25 grade point average (GPA), pass all areas of the Nevada High School Proficiency Examination (Class of 2016 or earlier), and have been a resident of Nevada for at least two years of high school. Alternative eligibility paths have been established for students with a documented physical or mental disability, or whose K–12 education was subject to an individualized education plan, and for those students who meet high school graduation eligibility without having graduated from a Nevada public or private high school. Once enrolled, students must maintain at least a 2.60 GPA each semester during the first year of enrollment in the GGMS Program and at least a 2.75 GPA during each subsequent semester. Academic eligibility can be lost and restored once.

According to information provided by the State Treasurer’s Office during the 2015 Legislative Session, the GGMS Trust Fund is projected to become insolvent in FY 2017–2018. This will be a topic of discussion for the 2017 Legislature.

Millennium Scholarship Trust Fund—Tobacco Master Settlement Agreement Revenues				
FY	Tobacco Revenue	Interest Revenue	General Fund Transfer from Unclaimed Property	FY Ending Fund Balance
2000	\$17,166,864	\$378,143	N/A	\$17,426,528
2002	\$17,755,833	\$875,464	N/A	\$31,082,831
2004	\$15,231,231	\$312,194	N/A	\$17,461,914
2006	\$14,106,876	\$894,676	N/A	\$31,634,416
2008	\$18,196,213	\$854,187	N/A	\$29,770,881
2010	\$16,586,869	\$71,062	\$3,800,000	\$12,193,881
2012	\$15,828,273	\$0	\$7,600,000	\$10,675,794
2014	\$15,658,925	\$0	\$7,600,000	\$18,304,354
2016	\$15,496,417	\$68,299	\$7,600,000	\$16,897,248

Sources: Fiscal Analysis Division, LCB, *Nevada Legislative Appropriations Report*, various years; and Office of the State Treasurer, *Annual Report*, various years.

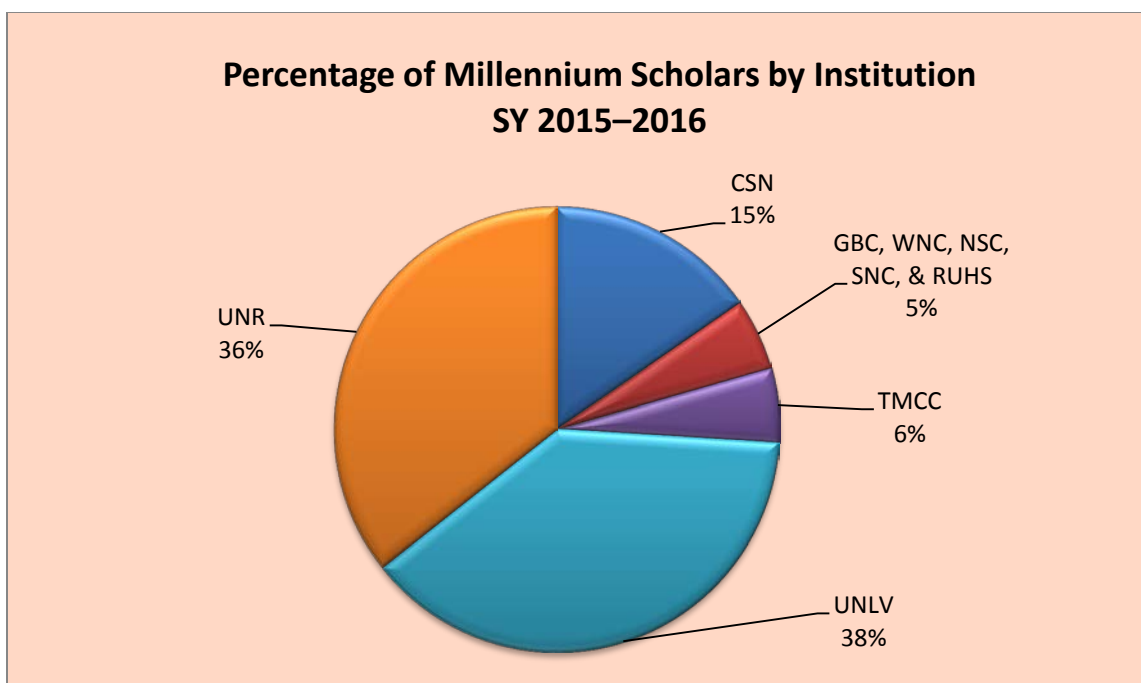


GGMS Program Eligibility and Utilization—2000 to 2015			
High School Graduation Year	Number of Students Eligible	Number of Students Utilizing*	Percentage Utilizing
2000	7,359	5,657	77
2001	7,909	6,028	76
2002	8,202	6,221	76
2003	8,701	6,554	75
2004	9,083	6,627	73
2005	8,629	6,184	72
2006	8,744	6,244	71
2007	8,174	5,771	71
2008	8,790	6,094	69
2009	8,456	5,790	68
2010	9,121	5,893	65
2011	9,300	5,469	59
2012	9,733	5,161	53
2013	10,534	5,799	55
2014	10,864	6,467	60
2015	11,308	6,389	56

*Eligible students may obtain scholarship funds for a number of years after graduation, as indicated in statute. Students using the program in any given year may have graduated earlier than the previous spring.

Source: Office of the State Treasurer, *Millennium Scholarship Program: Scholarship General Statistics*, various years.

Total Millennium Scholars by Institution—SY 2001–2002 Through SY 2015–2016										
School Year	CSN	GBC	TMCC	WNC	NSC	UNLV	UNR	Southern Nevada College (SNC)	Roseman University of Health Sciences (RUHS)	Total
2001–2002	2,558	197	894	328	31	3,848	3,861	17	N/A	11,734
2003–2004	3,379	293	1,467	493	128	6,201	5,493	22	N/A	17,476
2005–2006	3,022	298	1,369	466	270	6,095	5,596	16	N/A	17,132
2007–2008	2,913	286	1,235	446	248	6,226	5,373	22	N/A	16,749
2009–2010	2,958	286	1,137	430	278	6,120	5,159	19	2	16,389
2011–2012	2,667	180	812	278	241	4,287	4,067	13	9	12,554
2013–2014	2,309	174	757	236	256	4,480	4,303	11	7	12,533
2015–2016	2,075	193	727	195	302	5,183	4,817	11	7	13,510



Source: Office of the State Treasurer, *Annual Report*, various years.

SILVER STATE OPPORTUNITY GRANT PROGRAM

The Silver State Opportunity Grant (SSOG) is Nevada's first State-funded, need-based financial aid program; it is available to students attending a community college or State college within the NSHE. The 2015 Legislature created the SSOG program under Senate Bill 227 (Chapter 387, *Statutes of Nevada*) and, under Senate Bill 514 (Chapter 534, *Statutes of Nevada*), appropriated \$5 million for the biennium (\$2.5 million per fiscal year) for grants to eligible students. During FY 2015–2016, the SSOG program provided financial assistance to 1,064 students. The Governor's *Executive Budget* for the 2017–2019 Biennium recommends a funding increase to \$10 million.

According to an NSHE report, several outcomes related to the success and persistence of SSOG recipients are of particular note. First, an examination of prior enrollment by SSOG recipients revealed that 73.7 percent of fall 2015 SSOG recipients who were also enrolled in fall 2014 carried fewer than 15 credits in the earlier term. Second, of all fall 2015 SSOG recipients, 93.5 percent either graduated or persisted to spring 2016, versus 83.6 percent of a comparison group enrolled in fewer than 15 credits. Third, within three semesters after receiving the SSOG award in fall 2015, 33.1 percent of recipients graduated with a degree or certificate. Finally, the percentage of students losing eligibility between semesters decreased from 35.7 percent in year one to 28.9 percent in year two.

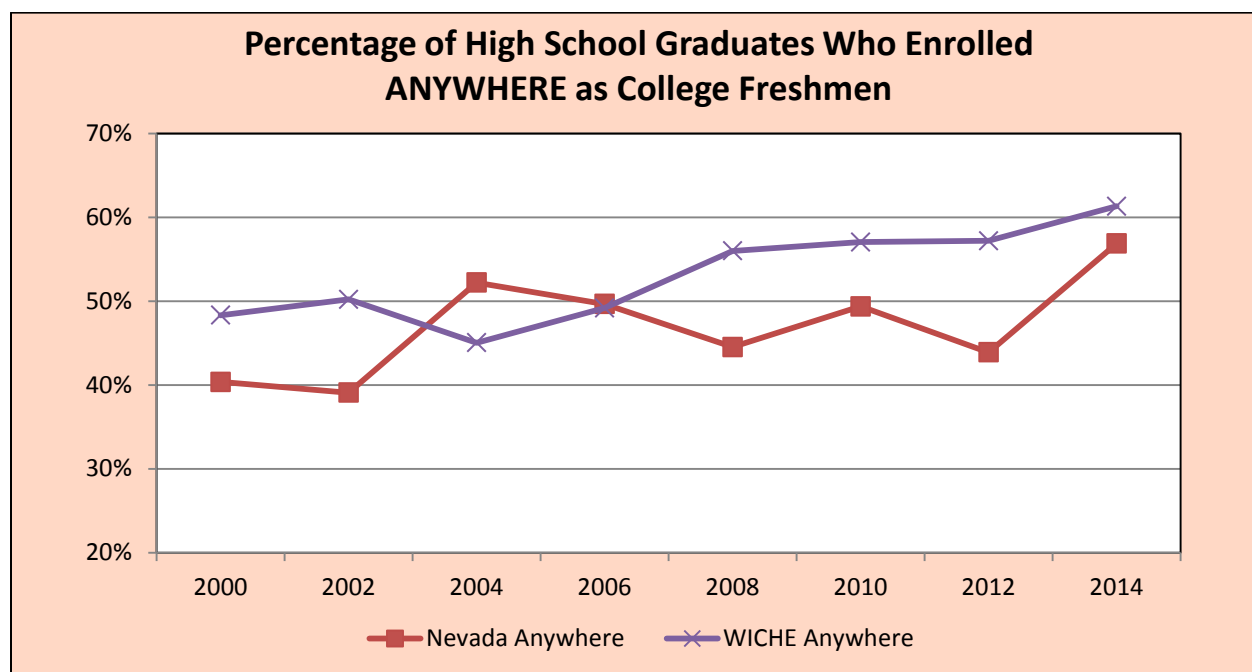
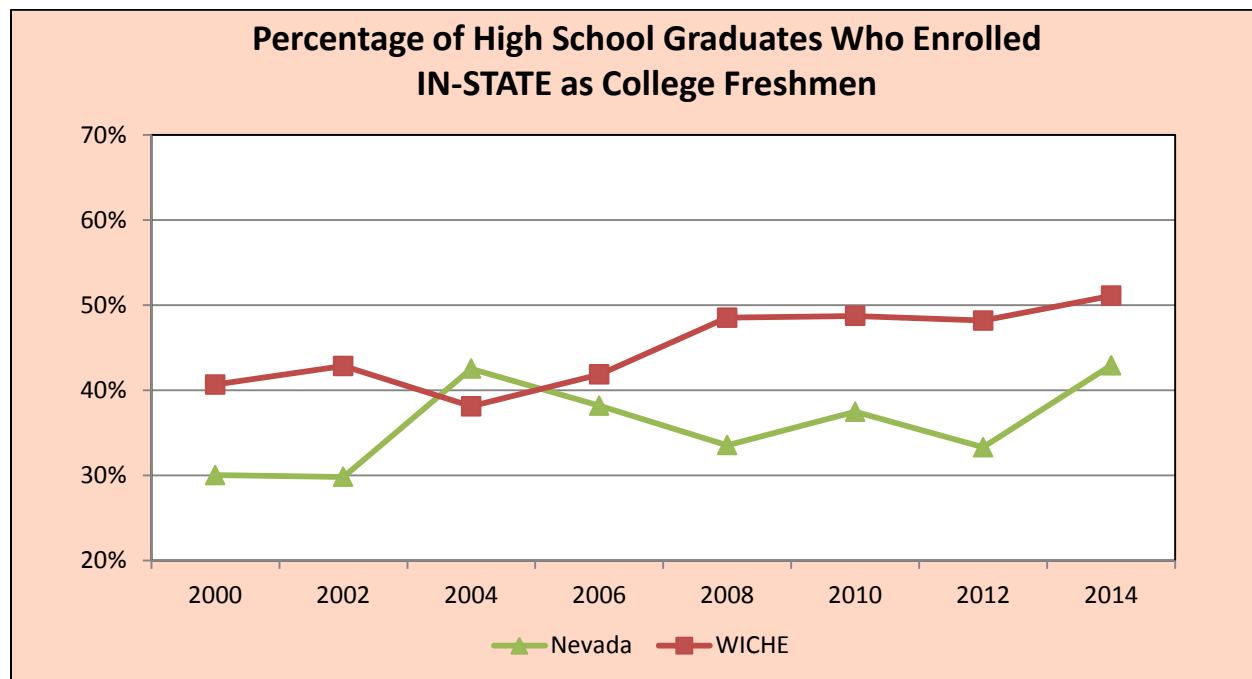
Year One SSOG Awards and Eligibility Fall 2015 and Spring 2016				
Institution	Total Dollars Awarded*	Eligible Students Awarded	Eligible Students <u>Not</u> Awarded	% of Eligible Students Awarded
CSN	\$1,368,414	655	335	66.2%
GBC	\$176,842	51	64	44.3%
NSC	\$365,103	121	171	41.4%
TMCC	\$352,007	142	192	42.5%
WNC	\$237,634	95	87	52.2%
Total	\$2,500,000	1,064	849	55.6%

*Final allocation of funds.

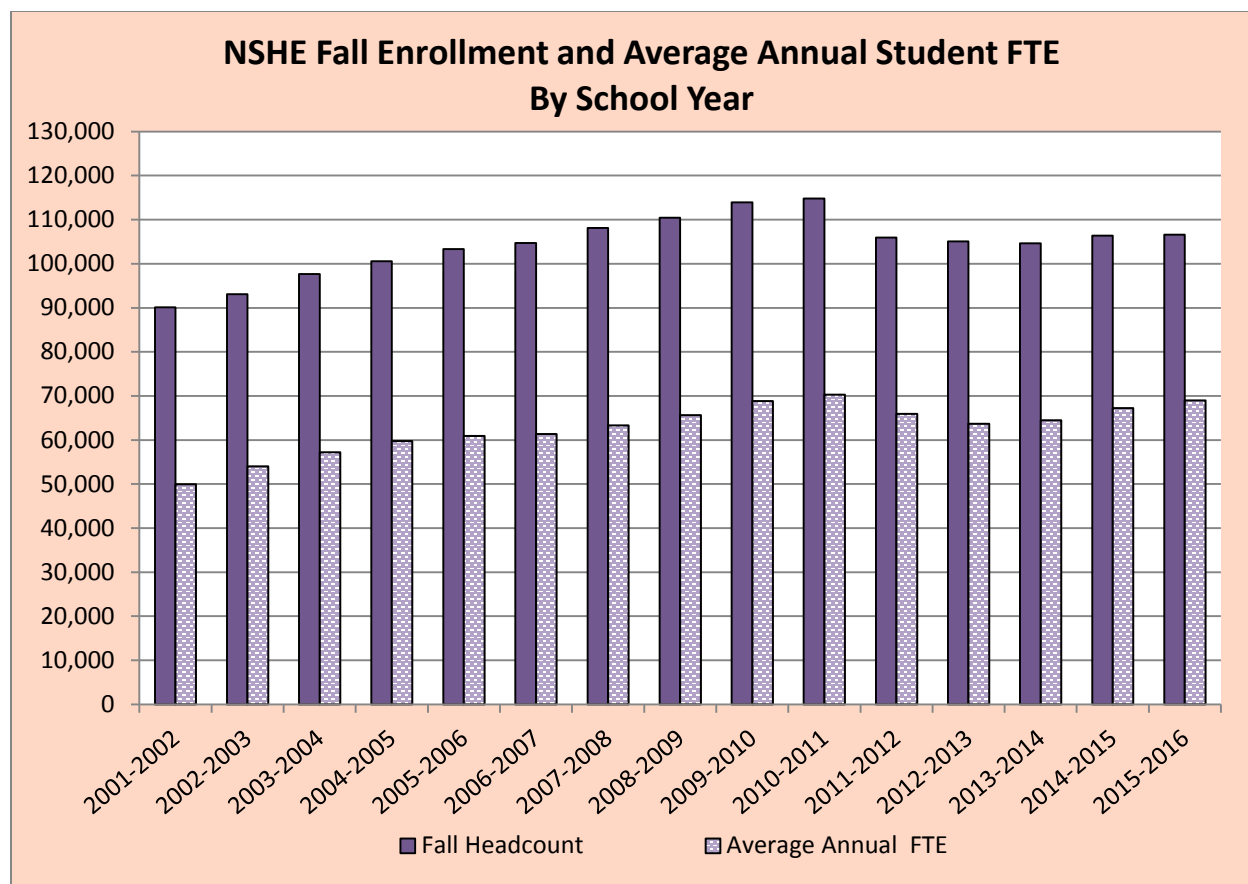
Year One SSOG Recipients and Comparison Groups—Persistence and Graduation by Enrollment Level			
Recipient/Enrollment Status	Persisted or Graduated		Graduated by December 2016
	Spring 2016	Fall 2016	
SSOG Recipients	93.5%	83.4%	33.1%
SSOG Eligible Non-Recipients	94.7%	83.5%	30.3%
Comparison Group—Less Than 15	83.6%	72.1%	22.7%
12 to 14.5 Credits	88.4%	76.9%	26.1%
Less Than 12 Credits	81.1%	69.6%	21.0%

Source: NSHE, *A Pilot Program: The Silver State Opportunity Grant*, February 2017.

HIGHER EDUCATION ENROLLMENT



Source: WICHE, *Policy Indicators for Higher Education: WICHE States*, “Numbers of Recent High School Graduates and First-Time Freshmen,” Table 14, December 2015.

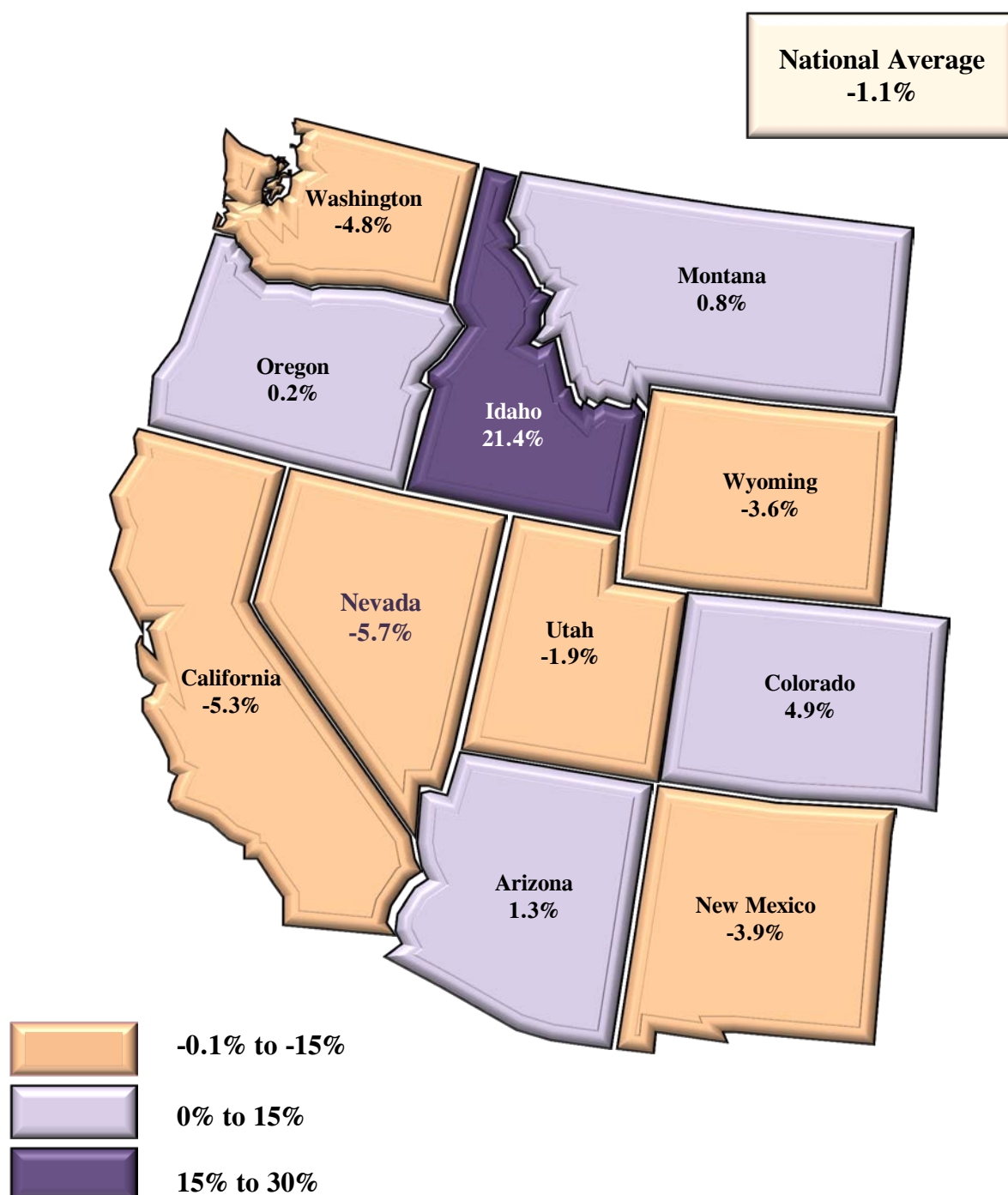


Source: NSHE, Data Dashboards: Enrollment, <https://www.nevada.edu/ir/>.

Washoe County School District Coordinator for 21st Century Learning Robert Sidford was named Educator of the Year for 2016 by Nevada's Center for Entrepreneurship and Technology (NCET); 21st Century Learning prepares students for college and careers that require highly developed learning skills and the ability to collaborate, innovate, think critically about real-world problems, and use technology strategically and capably.

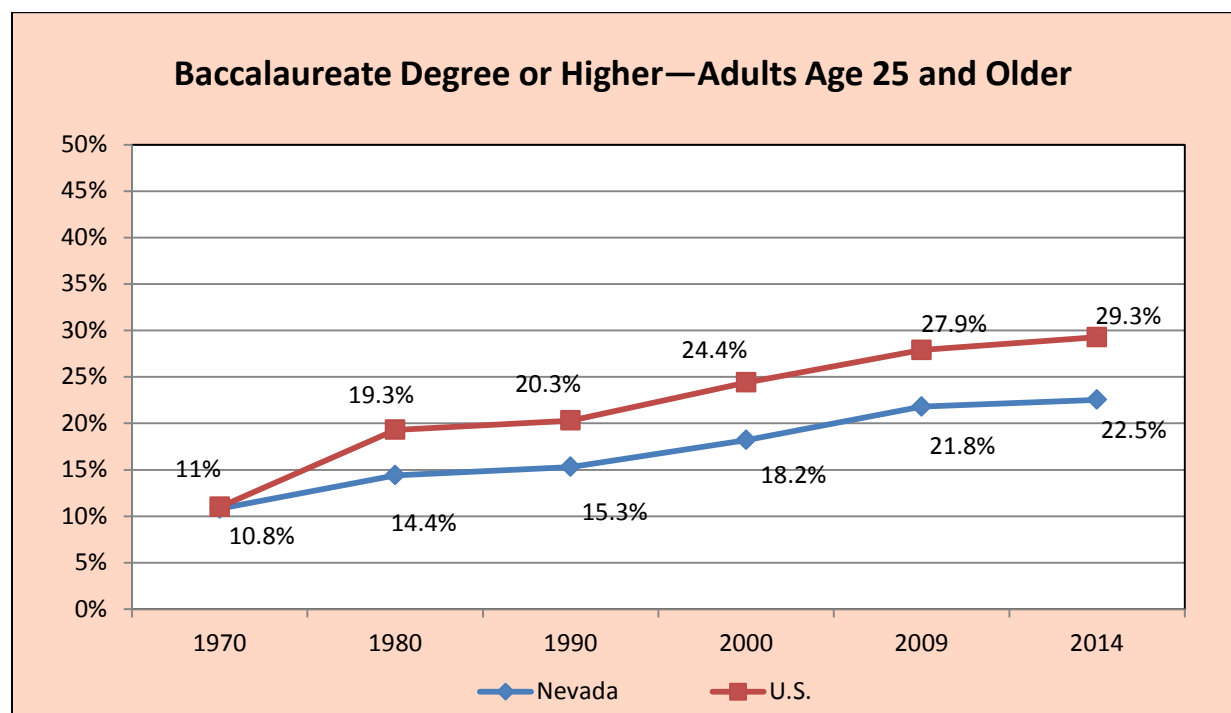
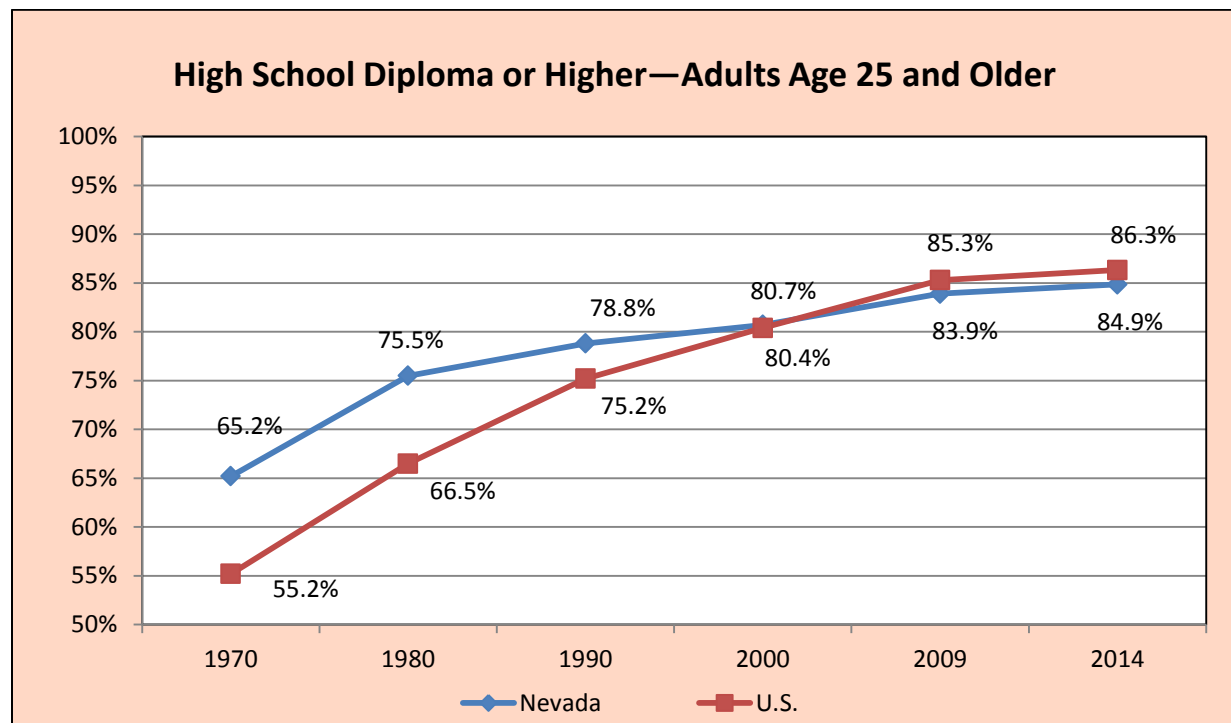


**Change in Enrollment in Public Degree-Granting Postsecondary Institutions
Western States, Fall 2009 Through Fall 2014**

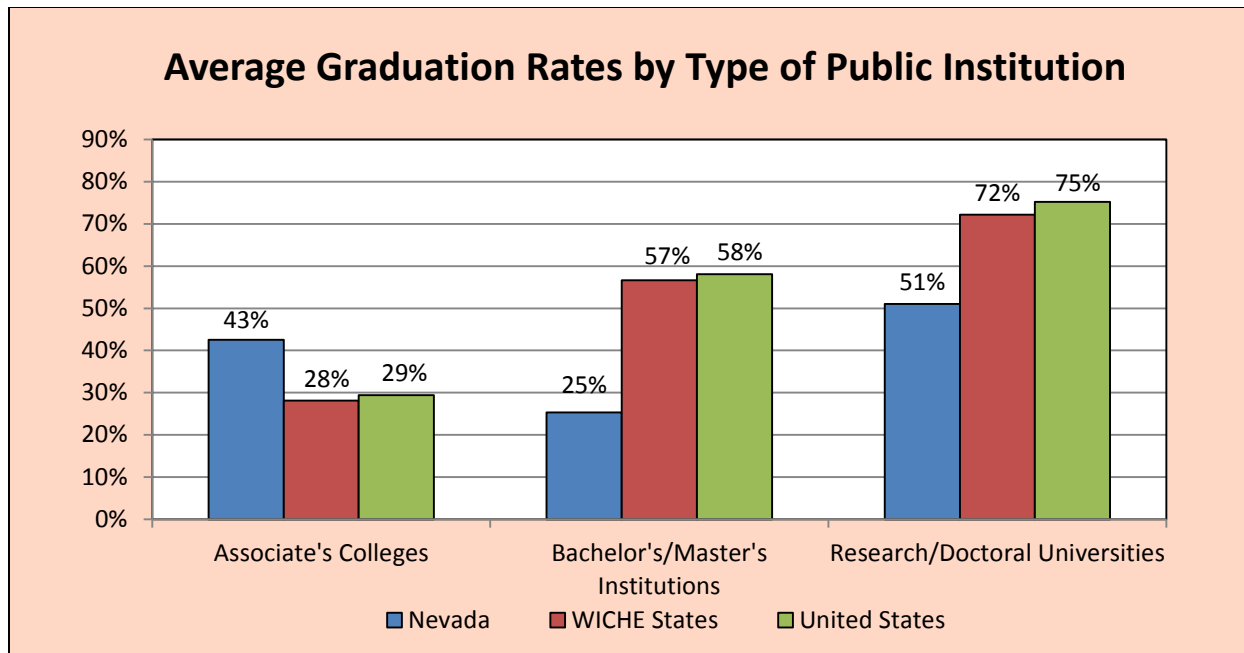


Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Educational Statistics 2015*, Table 304.15.

HIGHER EDUCATION ATTAINMENT



Sources: U.S. Census Bureau, *Decennial Census*, 1970 to 2010; and WICHE, *Policy Indicators for Higher Education: WICHE States*, various years.



Note: These graduation rates include completions as of August 2014 or earlier by students who entered four-year public institutions in fall 2008 or two-year institutions by fall 2011 as first-time, full-time degree- or certificate-seeking students.

Source: WICHE, *Policy Indicators for Higher Education: WICHE States*, “Graduation Rates by Institutional Type,” Table 21, January 2016.

Zhaohuan Zhu of the University of Nevada, Las Vegas (UNLV), was named a 2017 Sloan Research Fellow—1 of 126 researchers from the United States and Canada to be awarded the prestigious fellowship and the first from UNLV.



HIGHER EDUCATION REMEDIATION

Recent Nevada High School Graduates Placed in Remedial Classes 2013–2014 (*New NSHE Methodology**)

		UNLV	UNR	NSC	CSN	GBC	TMCC	WNC	NSHE Total
2014	Enrolled	2,889	2,218	252	4,352	388	964	507	11,063
	In Remediation	1,688	734	204	2,607	262	652	289	6,378
	Percentage	58.4%	33.1%	81.0%	59.9%	67.5%	67.6%	57.0%	57.7%
2013	Enrolled	2,904	2,014	225	4,805	265	1,027	477	11,155
	In Remediation	1,649	675	182	2,522	144	793	246	6,126
	Percentage	56.8%	33.5%	80.9%	52.5%	54.3%	77.2%	51.6%	54.9%

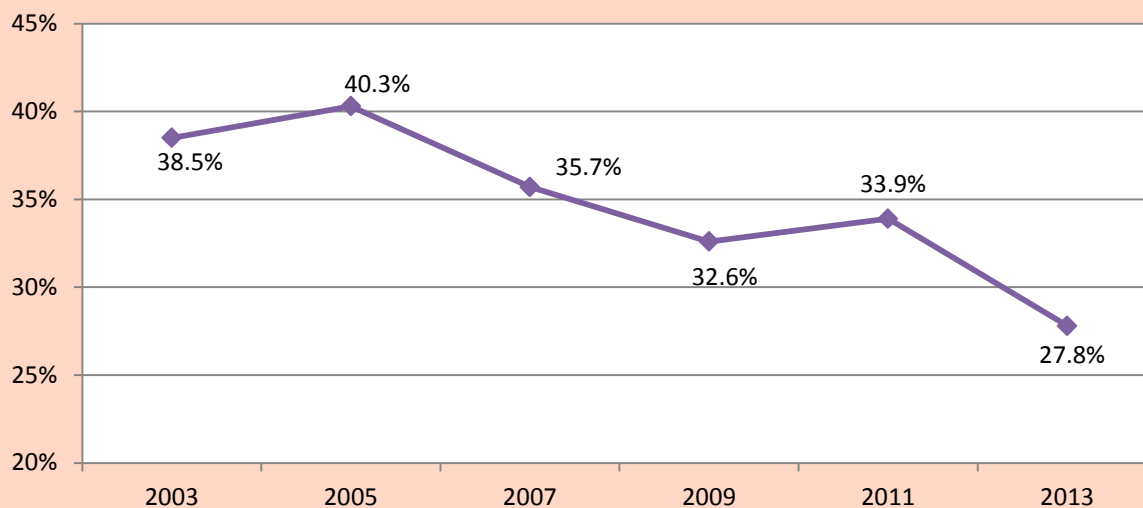
*The Nevada System of Higher Education methodology for calculating students in remediation changed in SY 2013–2014. For more information, go to: [https://www.nevada.edu/ir/Documents/Remedial_Enrollment/NSHE Remedial Reports/2013 14 Remedial Placement and Enrollment Report.pdf](https://www.nevada.edu/ir/Documents/Remedial_Enrollment/NSHE_Remedial_Reports/2013_14_Remedial_Placement_and_Enrollment_Report.pdf).

Recent Nevada High School Graduates Placed in Remedial Classes 2003–2013 (*Old NSHE Methodology*)

		UNLV	UNR	NSC	CSN	GBC	TMCC	WNC	NSHE Total
2013	Enrolled	2,904	2,014	225	4,812	266	1,027	478	11,163
	In Remediation	855	612	116	600	120	595	216	3,103
	Percentage	29.4%	30.4%	51.6%	12.5%	45.1%	57.9%	45.2%	27.8%
2011	Enrolled	2,023	1,699	205	2,394	188	926	365	7,741
	In Remediation	607	550	114	449	118	578	211	2,623
	Percentage	30.0%	32.4%	55.6%	18.8%	62.8%	62.4%	57.8%	33.9%
2009	Enrolled	2,517	1,708	103	2,954	299	1,013	552	9,029
	In Remediation	416	541	75	731	194	697	299	2,943
	Percentage	16.5%	31.7%	72.8%	24.7%	64.9%	68.8%	54.2%	32.6%
2007	Enrolled	1,999	1,802	141	2,319	257	960	489	7,781
	In Remediation	118	652	77	888	153	637	275	2,779
	Percentage	5.9%	36.2%	54.6%	38.3%	59.5%	66.4%	56.2%	35.7%
2005	Enrolled	2,180	1,891	90	2,361	232	928	429	8,111
	In Remediation	822	572	36	882	135	616	206	3,269
	Percentage	37.7%	30.2%	40.0%	37.4%	58.2%	66.4%	48.0%	40.3%
2003	Enrolled	2,072	1,742	54	1,922	162	855	340	7,147
	In Remediation	857	474	18	676	91	498	137	2,751
	Percentage	41.4%	27.2%	33.3%	35.2%	56.2%	58.2%	40.3%	38.5%

Sources: Office of Academic and Student Affairs, NSHE, *Remedial Placement & Enrollment Report*, various years; and *Remedial & Developmental Report*, various years.

**Percentage of Recent Nevada High School Graduates
Enrolled in Remedial Courses at NSHE Institutions
2003–2013 (*Old NSHE Methodology*)**



Sources: Office of Academic and Student Affairs, NSHE, *Remedial Placement & Enrollment Report*, various years; and *Remedial & Developmental Report*, various years.

**Recent Nevada High School Graduates Enrolled in Remedial Courses as a Percentage of
the Total Number of Students Enrolled in Remediation (*New NSHE Methodology*)
SY 2014–2015**

	UNLV	UNR	NSC	CSN	GBC	TMCC	WNC	Total
All students in remedial education	3,885	1,466	529	9,832	829	3,735	1,205	21,481
Recent Nevada high school graduates in remedial education	1,560	660	161	1,501	173	472	192	4,675
Recent Nevada high school graduates as percentage of total in remedial education	40.2%	45%	30.4%	15.3%	20.9%	12.6%	15.9%	21.8%

Source: Office of Academic and Student Affairs, NSHE, *2014–15 Remedial Placement & Enrollment Report*.

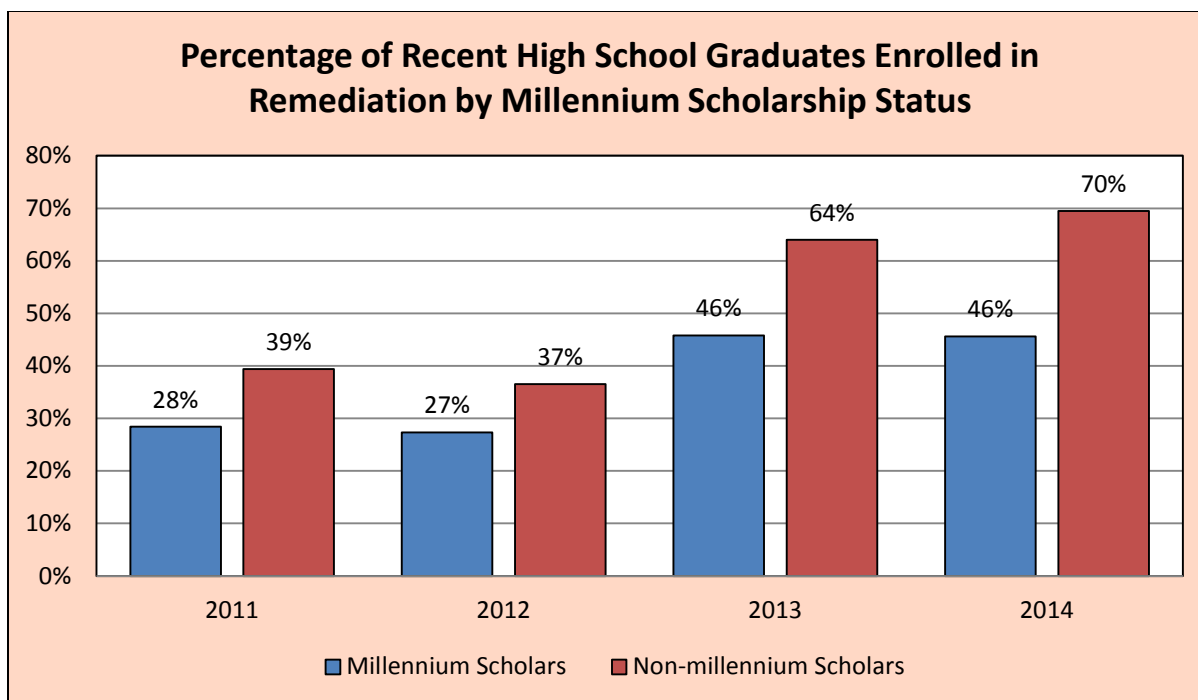
**Recent Nevada High School Graduates Enrolled in Remediation
Immediately Following Graduation (Unduplicated Counts)
Summer and Fall 2003 Through 2013
(Old NSHE Methodology)**

School Year	Millennium Scholars			Non-Millennium Scholars		
	Enrolled in NSHE	Enrolled in Remedial Courses	Percent Enrolled in Remedial Courses	Enrolled in NSHE	Enrolled in Remedial Courses	Percent Enrolled in Remedial Courses
2003	5,048	1,662	32.9	2,099	1,089	51.9
2005	4,667	1,560	33.4	3,444	1,709	49.6
2007	3,889	977	25.1	3,903	1,808	46.3
2009	4,262	969	22.7	4,767	1,974	41.4
2011	3,896	1,108	28.4	3,845	1,515	39.4
2013*	5,582	2,577	46.2	5,581	3,627	65.0

School Year	Total		
	Enrolled in NSHE	Enrolled in Remedial Courses	Percent Enrolled in Remedial Courses
2003	7,147	2,751	38.5
2005	8,111	3,269	40.3
2007	7,792	2,785	35.7
2009	9,029	2,943	32.6
2011	7,741	2,623	33.9
2013*	11,163	6,204	55.6

*The Nevada System of Higher Education methodology for calculating students in remediation changed in SY 2013–2014. For more information, go to: [https://www.nevada.edu/ir/Documents/Remedial Enrollment /NSHE Remedial Reports/2013 14 Remedial Placement and Enrollment Report.pdf](https://www.nevada.edu/ir/Documents/Remedial%20Enrollment/NSHE%20Remedial%20Reports/2013%2014%20Remedial%20Placement%20and%20Enrollment%20Report.pdf).

Sources: Office of Academic and Student Affairs, NSHE, *Remedial Placement & Enrollment Report*, various years; and *Remedial & Developmental Report*, various years.



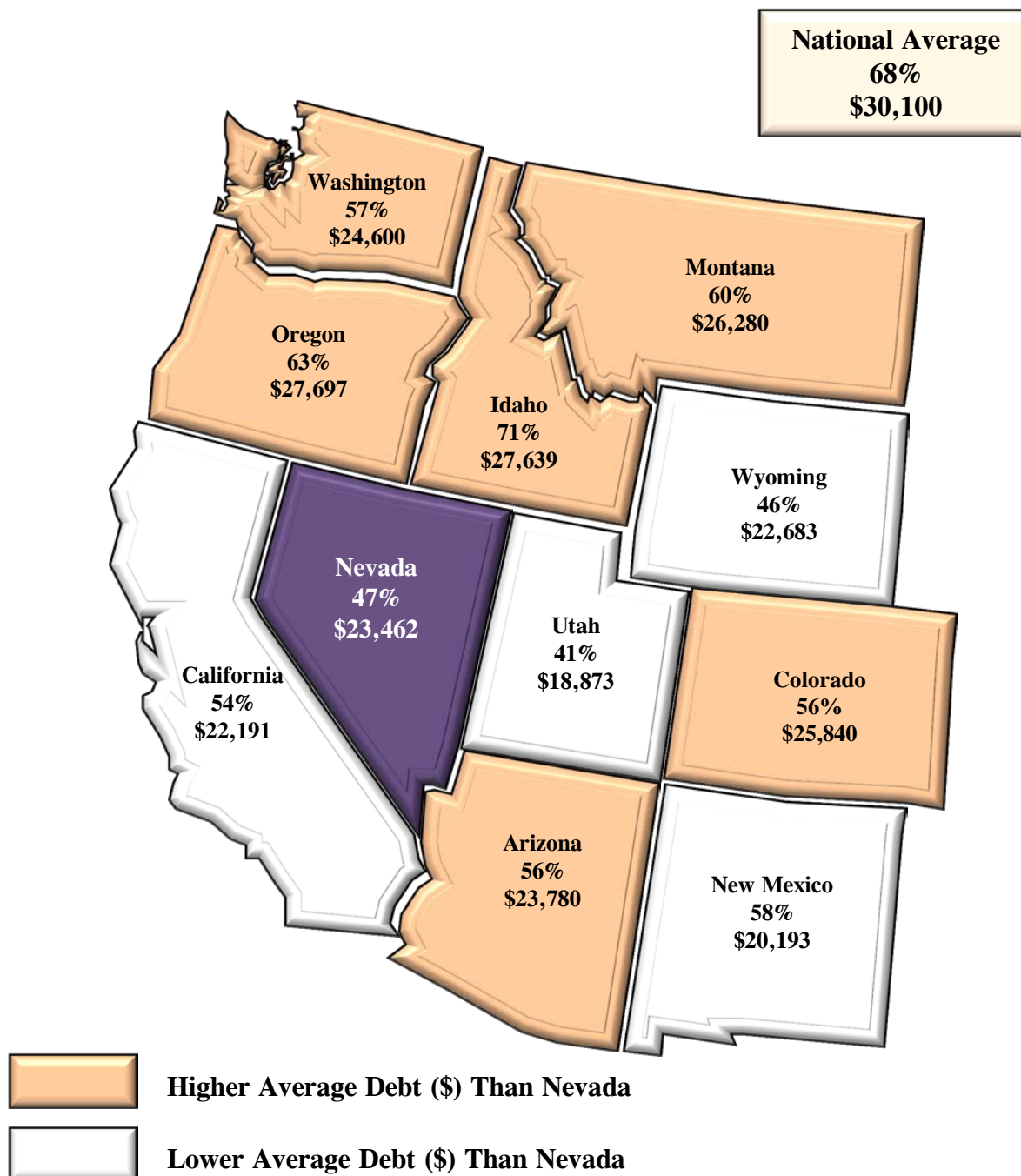
Source: Office of Academic and Student Affairs, NSHE, *2014–15 Remedial Placement & Enrollment Report*.

In fall 2016, the University of Nevada, Las Vegas, School of Nursing graduated its largest class since 2006, with 89 undergraduate and graduate students.



HIGHER EDUCATION STUDENT LOAN DEBT

Percentage of Graduates With Debt and Average Debt of Those With Loans
Western States, 2015



Source: The Institute for College Access & Success, *Student Debt and the Class of 2015*, October 2016.



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

Telephone: (775) 684-6825

Toll-free from Las Vegas: 486-2626

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

or

E-mail: research@lcb.state.nv.us



This report was compiled by staff of the Nevada Legislative Counsel Bureau.

It is available online at:

<http://leg.state.nv.us/Division/Research/Publications/EdDataBook>.