

2015
NEVADA EDUCATION DATA BOOK



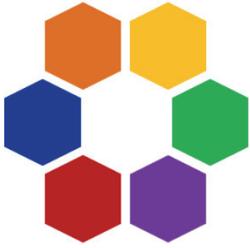


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Introduction

The material contained within the *2015 Nevada Education Data Book* represents a compilation of sources that are of potential use to State and local policymakers. The concept for this document 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 ten western states surrounding Nevada. The table located 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 that could be identified with regard to the selected topics. Often, additional information and more up-to-date statistics will become available, and those using the document are cautioned to seek revised information from the cited sources.

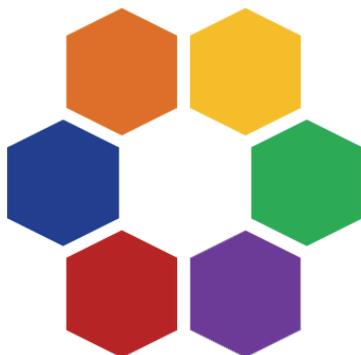
The major sources of data utilized for this report include various documents prepared by Nevada's Department of Education, Nevada school districts, the National Center for Education Statistics of the United States Department of Education, the U.S. Census Bureau, and the Fiscal Analysis Division of the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

**EDUCATION DATA PROFILES FOR THE STATE OF NEVADA AND
SURROUNDING STATES—ELEMENTARY AND
SECONDARY SCHOOLS**

School Year 2011–2012

STATES	TOTAL OPERATIONAL SCHOOLS	TOTAL PUPILS	TOTAL TEACHERS (FTE)	PUPIL-TEACHER RATIO
Arizona	2,252	1,080,319	50,800	21.3
California	10,170	6,287,834	268,689	23.4
Colorado	1,813	854,265	48,078	17.8
Idaho	762	279,873	15,990	17.5
Montana	826	142,349	10,153	14.0
Nevada	649	439,634	21,132	20.8
New Mexico	866	337,225	21,957	15.4
Oregon	1,261	568,208	26,791	21.2
Utah	1,020	598,832	25,970	23.1
Washington	2,365	1,045,453	53,119	19.7
Wyoming	354	90,099	7,847	11.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, “Public Elementary/Secondary School Universe Survey,” 2011-12 v.1a; “State Nonfiscal Public Elementary/Secondary Education Survey,” 2011-12 v.1a.



The first Board of Education in Nevada was established in 1861 under Nevada’s Territorial Government.



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 647 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 the local administrative organization; financial support of the school system; the system of public instruction; courses of study; textbooks; personnel; pupils; school property; and the education of pupils with disabilities.

GOVERNANCE AND OVERSIGHT

State Board of Education and the State Superintendent

Assembly Concurrent Resolution No. 2 (File No. 89, *Statutes of Nevada*), as approved by the 2009 Legislature, directed the Legislative Commission to conduct an interim study concerning the governance and oversight of the system of K through 12 public education in Nevada. In response to this legislation, the Legislative Commission appointed three members of the Senate and three members of the Assembly to form a Committee and carry out the study.

Chapter 2

Based upon the findings of the interim study, the Committee recommended actions necessary for the efficient and effective operation of the statewide system to ensure the steady progression of Nevada's public schools and the achievement of Nevada's pupils. A report of the results of the study and recommendations for legislation was submitted to the 76th Session of the Nevada Legislature (2011). The report may be accessed in the Research Library of the Legislative Counsel Bureau (LCB) or on the Research Division's website at: <http://leg.state.nv.us/Division/Research/Publications/InterimReports/2011/Bulletin11-03.pdf>. Recommendations of the Committee were subsequently incorporated into Senate Bill 197 (Chapter 380, *Statutes of Nevada*) for consideration by the 2011 Legislature.

Senate Bill 197, as approved by the 2011 Legislature, made numerous changes affecting the structure and governance of Nevada's system of public elementary and secondary education. These 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 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 of 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, 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, which was created in 2011. The Authority has been given Local Education Agency status so that it may function more like a school district, particularly related to the receipt of federal education funding.

Legislature

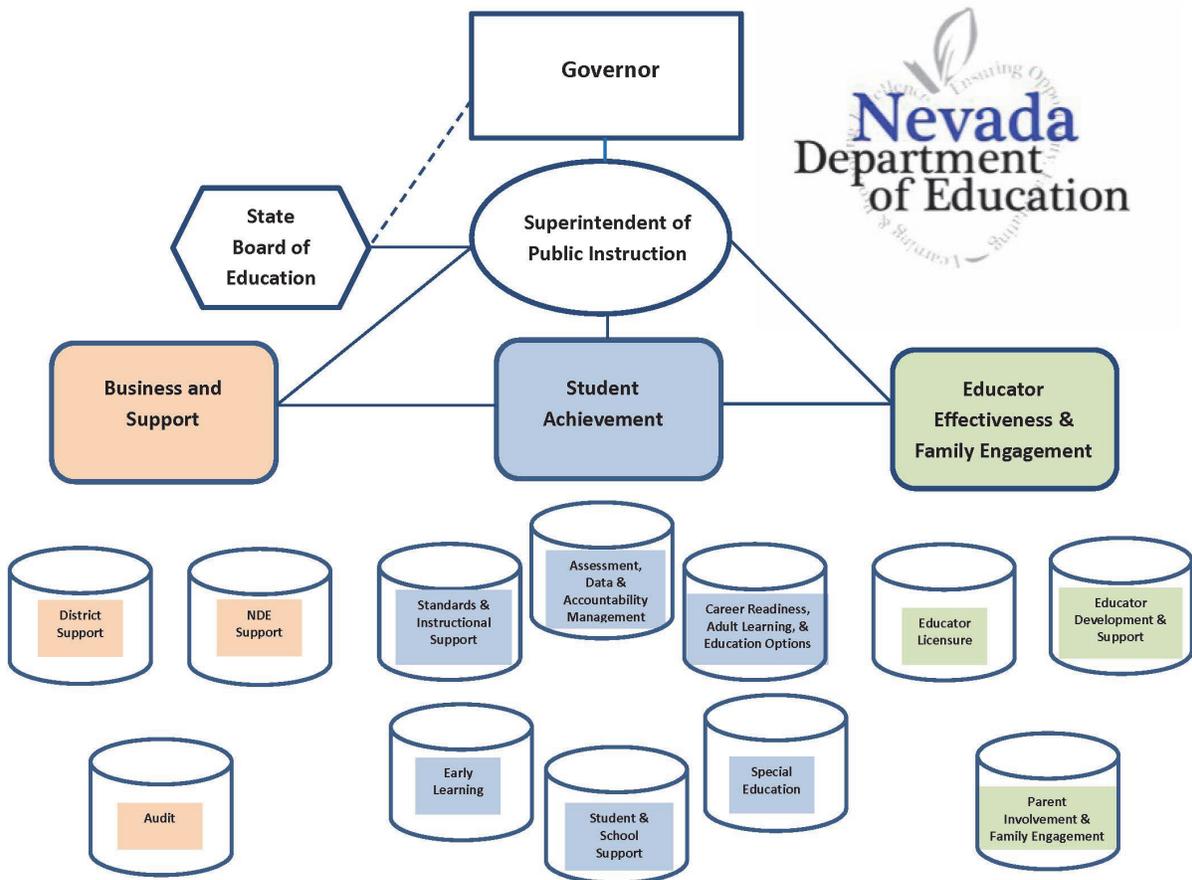
During its biennial sessions, the Legislature acts upon numerous policy and fiscal measures dealing with public education. The two standing committees dealing with policy matters are the Senate Committee on Education and the Assembly Committee on Education. Bills requiring substantive funding are processed 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.



With the establishment of State government in 1864, Nevada had 10 organized counties in which there were 12 school districts, 8 school houses, and 18 schools.

Nevada’s Public Education System—Department of Education

DEPARTMENT OF EDUCATION—ORGANIZATIONAL STRUCTURE



Source: NDE, 2014.

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 above chart reflects these changes, as well as the current governance arrangement between the Governor, State Board of Education, and Superintendent of Public Instruction.

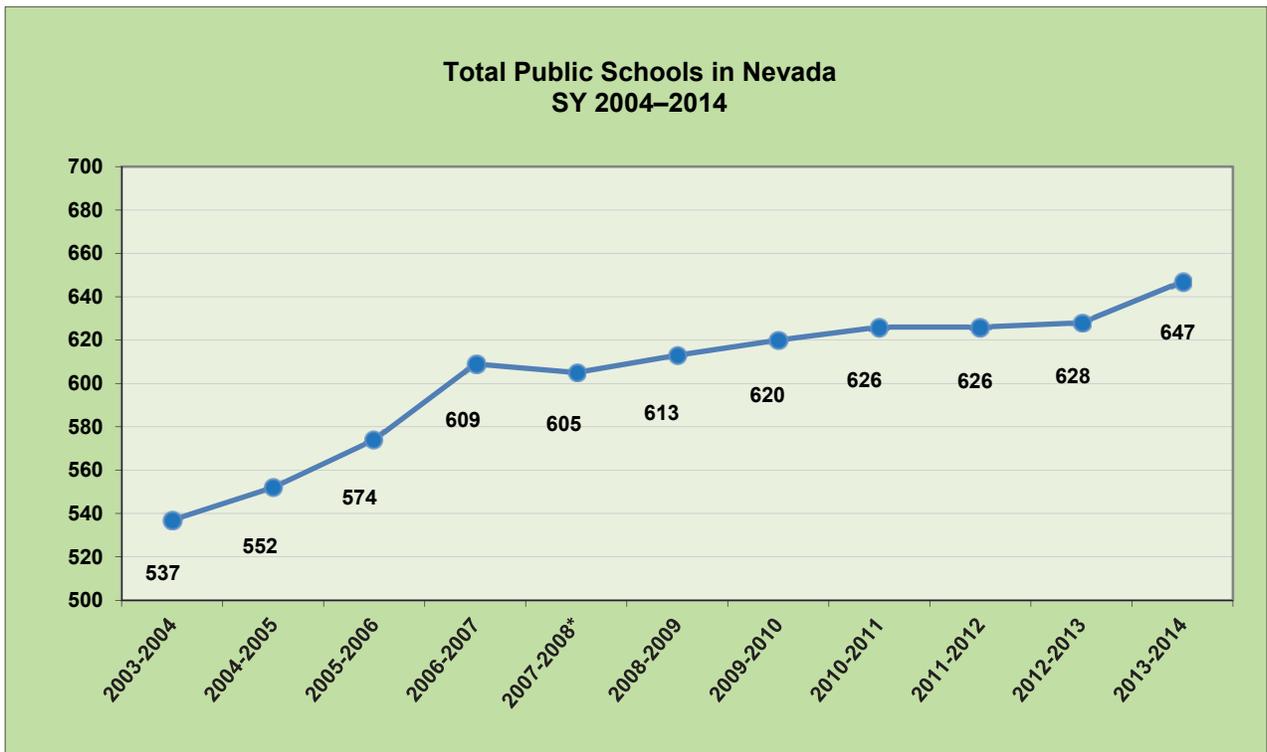
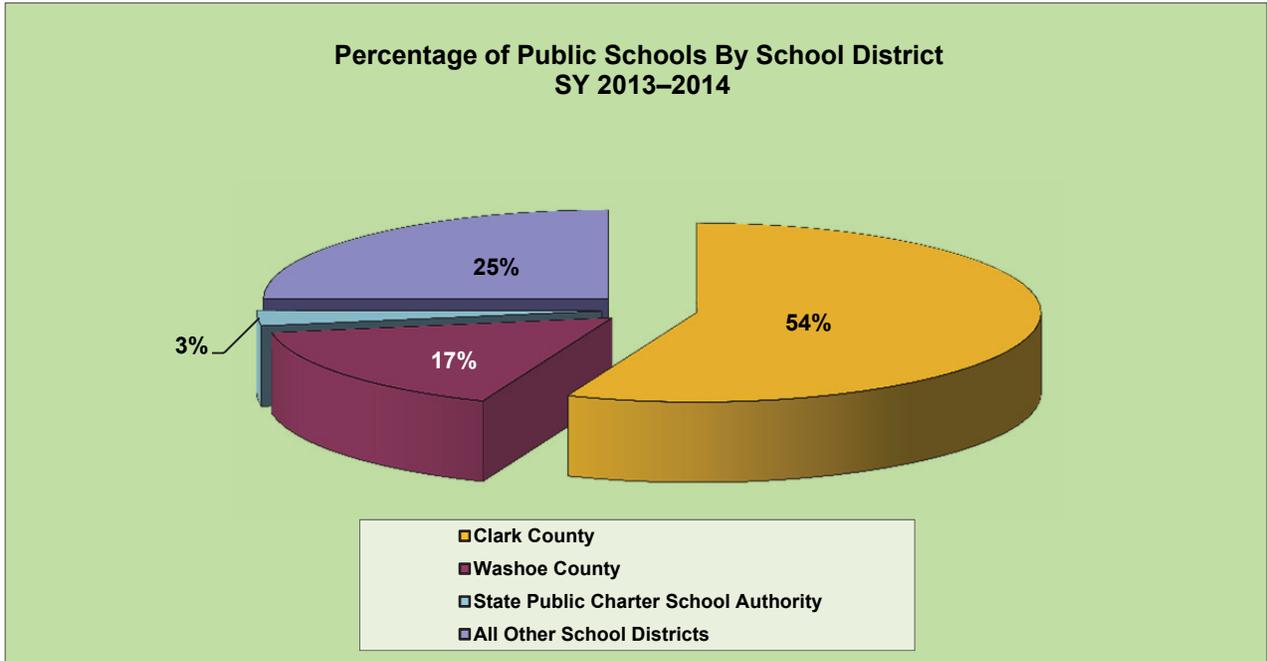
Nevada's Public Education System—Nevada School Districts

NEVADA'S SCHOOL DISTRICTS AND SUPERINTENDENTS
SCHOOL YEAR (SY) 2014–2015

<p>Carson City School District Richard Stokes, Superintendent Telephone: (775) 283-2100 E-mail: rstokes@carson.k12.nv.us</p>	<p>Lincoln County School District Steven Hansen, Superintendent Telephone: (775) 728-4471 E-mail: shansen@lcsdnv.com</p>
<p>Churchill County School District Dr. Sandra Sheldon, Superintendent Telephone: (775) 423-5184 E-mail: sheldons@churchill.k12.nv.us</p>	<p>Lyon County School District Keith Savage, Superintendent Telephone: (775) 463-6800, Ext. 131 E-mail: ksavage@lyon.k12.nv.us</p>
<p>Clark County School District Pat Skorkowsky, Superintendent Telephone: (702) 799-5310 E-mail: pskorkowsky@interact.ccsd.net</p>	<p>Mineral County School District Chris Schultz, Superintendent Telephone: (775) 945-2403, Ext. 10 E-mail: schultzc@mineral.k12.nv.us</p>
<p>Douglas County School District Dr. Lisa Noonan, Superintendent Telephone: (775) 782-5134 E-mail: enoonan@dcsd.k12.nv.us</p>	<p>Nye County School District Dale A. Norton, Superintendent Telephone: (775) 727-7743 E-mail: dnorton@nye.k12.nv.us</p>
<p>Elko County School District Jeff Zander, Superintendent Telephone: (775) 738-5196 E-mail: jzander@ecsdnv.net</p>	<p>Pershing County School District Daniel Fox, Superintendent Telephone: (775) 273-7819 E-mail: dfox@pershing.k12.nv.us</p>
<p>Esmeralda County School District Monie Byers, Superintendent Telephone: (775) 485-6382 E-mail: mbyers@esmeralda.k12.nv.us</p>	<p>Storey County School District Dr. Robert Slaby, Superintendent Telephone: (775) 847-0983 E-mail: rslaby@storey.k12.nv.us</p>
<p>Eureka County School District Dr. Greg Wieman, Superintendent Telephone: (775) 237-5373 E-mail: gwieman@eureka.k12.nv.us</p>	<p>Washoe County School District Traci Davis, Interim Superintendent Telephone: (775) 348-0374 E-mail: trdavis@washoeschools.net</p>
<p>Humboldt County School District Dr. Dave Jensen, Superintendent Telephone: (775) 623-8108 E-mail: djensen@humboldt.k12.nv.us</p>	<p>White Pine County School District Robert Dolezal, Superintendent Telephone: (775) 289-4851 E-mail: bobdolez@whitepine.k12.nv.us</p>
<p>Lander County School District Jim Squibb, Superintendent Telephone: (775) 635-2886 E-mail: jsquibb@lander.k12.nv.us</p>	

Source: NDE.

Nevada’s Public Education System—Nevada Schools



Note: Public Special Schools decreased from 59 to 27 for SY 2007–2008.

Source: NDE, *Nevada Report Card*, October 2014.

Nevada's Public Education System—Common Acronyms and Selected Terms

NEVADA'S PUBLIC EDUCATION SYSTEM COMMON ACRONYMS AND SELECTED TERMS

ACT	ACT [®] Exam (American College Test)
AFT	American Federation of Teachers
AP	Advanced Placement (Courses)
ARRA	American Recovery and Reinvestment Act of 2009 (Also see RTTT)
AYP	Adequate Yearly Progress
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
DOE	Department of 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)
ELL	English Language Learners (used interchangeably with ESL and LEP)
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language (used interchangeably with ELL and LEP)
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
HOUSSE	High Objective Uniform State Standard of Evaluation (applied to teachers)
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
ITBS	Iowa Test of Basic Skills
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)

Nevada’s Public Education System—Common Acronyms and Selected Terms
(continued)

LEP	Limited English Proficient (used interchangeably with ELL and ESL)
LSST	Local School Support Tax
NAC	<i>Nevada Administrative Code</i>
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
NCATE	National Council for Accreditation of Teacher Education
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
NERA	Nevada Education Reform Act of 1997
NIAA	Nevada Interscholastic Activities Association
NRT	Norm Referenced Test
NSC	Nevada State College
NSEA	Nevada State Education Association
NSHE	Nevada System of Higher Education
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
RTTT	Race to the Top grant program (part of the ARRA)
SAGE	Student Achievement Gap Elimination
SAIN	System of Accountability Information for Nevada
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
STEM	Science, Technology, Engineering, and Mathematics
TESL	Teaching English as a Second Language

Nevada’s Public Education System—Common Acronyms and Selected Terms (continued)

TMCC	Truckee Meadows Community College, Reno
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

Criterion-Referenced Tests (CRTs)

In general, CRTs are tests of academic achievement linked to specific standards or criteria. Such tests measure whether the individual (or group) demonstrate a specific level of skill—either they meet the performance standard or they do not meet it. An example of this type of test would be the Nevada Proficiency Examination. The criteria that are tested are done on a pass-fail basis determining whether or not the student passed the test by meeting a proficiency target cut score. The extent of any comparative data between schools and districts is a report of the percentage of students who passed the test.

Nevada Education Reform Act

The 1997 Legislature passed a sweeping reform package called the Nevada Education Reform Act. The major components of the Act include: requirements for establishing academic standards and assessments; strengthening school accountability standards; funding for classroom technology; and legislative oversight of the process.

The Nevada Plan

The *Nevada Plan* is the system used to finance elementary and secondary education in the State’s public schools.

Norm-Referenced Tests (NRTs)

In general, NRTs are tests of academic achievement that measure the skill level of an individual (or the average scores of groups) along a continuum. The well-known bell-curve is an example of how persons score along this scale, with a few showing minimal skills, a few demonstrating advanced understanding, and the great majority falling within a bulge on either side of the middle.

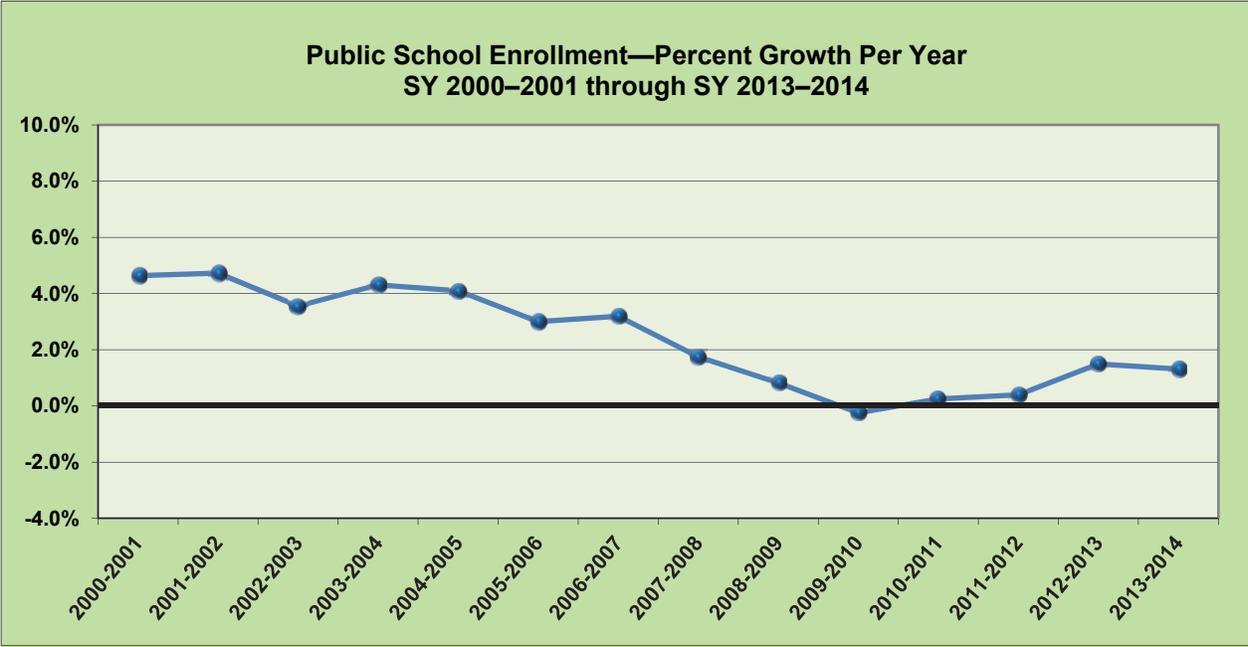
Source: NDE.



Enrollment

For the past three decades, a primary focus of the State and many local governments has been the impact of Nevada’s explosive population growth. 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, from 2000 to 2012, Nevada’s PK–12 enrollment in public schools grew by 29 percent, leading the nation. The NCES has issued projections showing Nevada will continue to lead the nation in enrollment growth, with a projected increase of approximately 22 percent from 2012 through 2024. Following Nevada, public school enrollment in Arizona is projected to grow 20 percent between 2012 and 2024, and Alaska and Utah are each expected to see an increase of 18 percent.

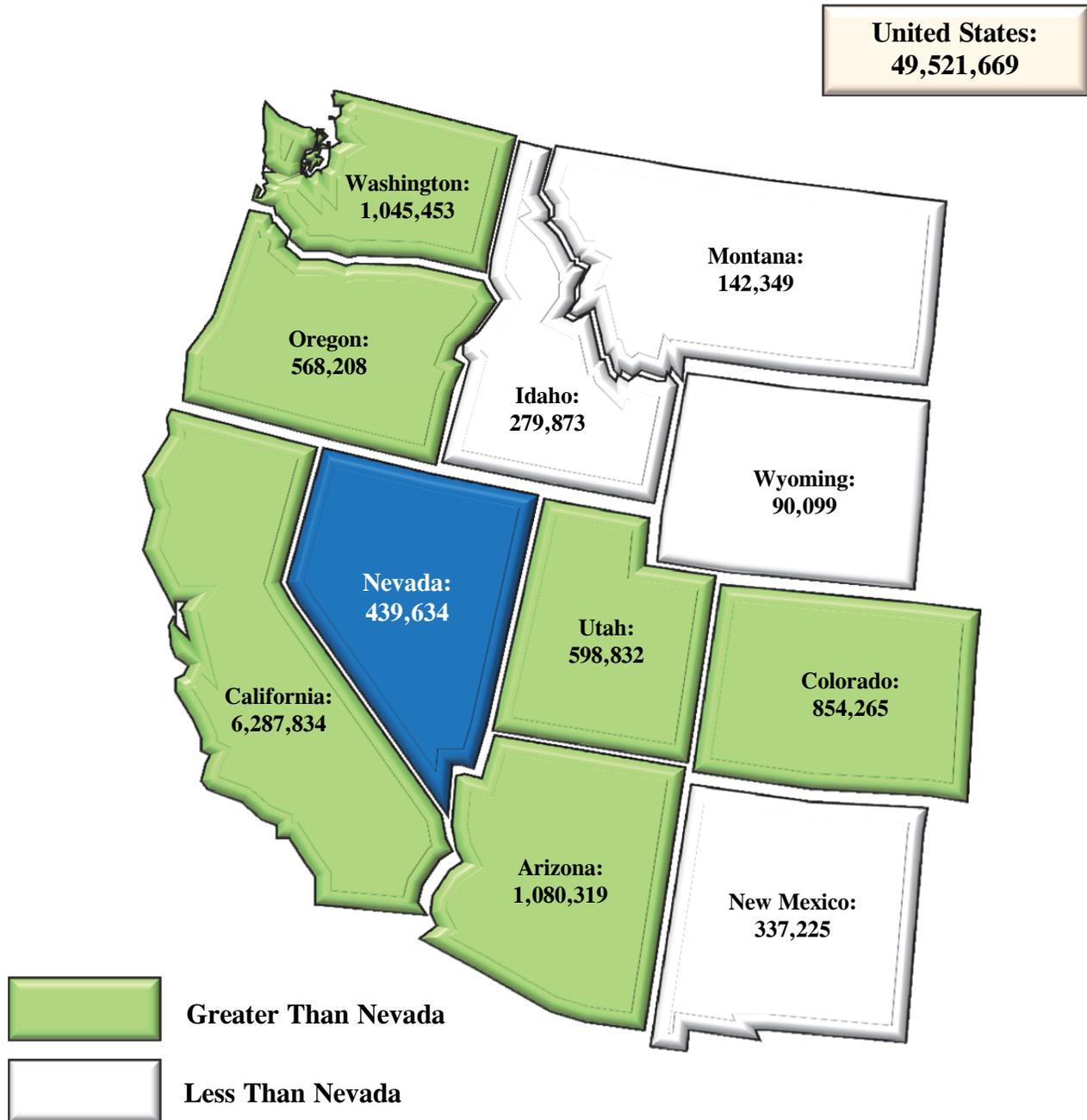
Enrollment growth has had a profound impact upon both district staffing and infrastructure in Nevada, especially in Clark County. Throughout the 1990s until School Year (SY) 2001–2002, enrollment in Nevada grew by an average of 5 percent per year. In SY 2002–2003, enrollment growth began to level off, with 4 percent growth in SY 2002–2003 and virtually no growth in SY 2009–2010 and SY 2010–2011. Since then, enrollment has increased at a rate of approximately 1 percent per year.



Source: Nevada’s Department of Education (NDE)

Students—Enrollment

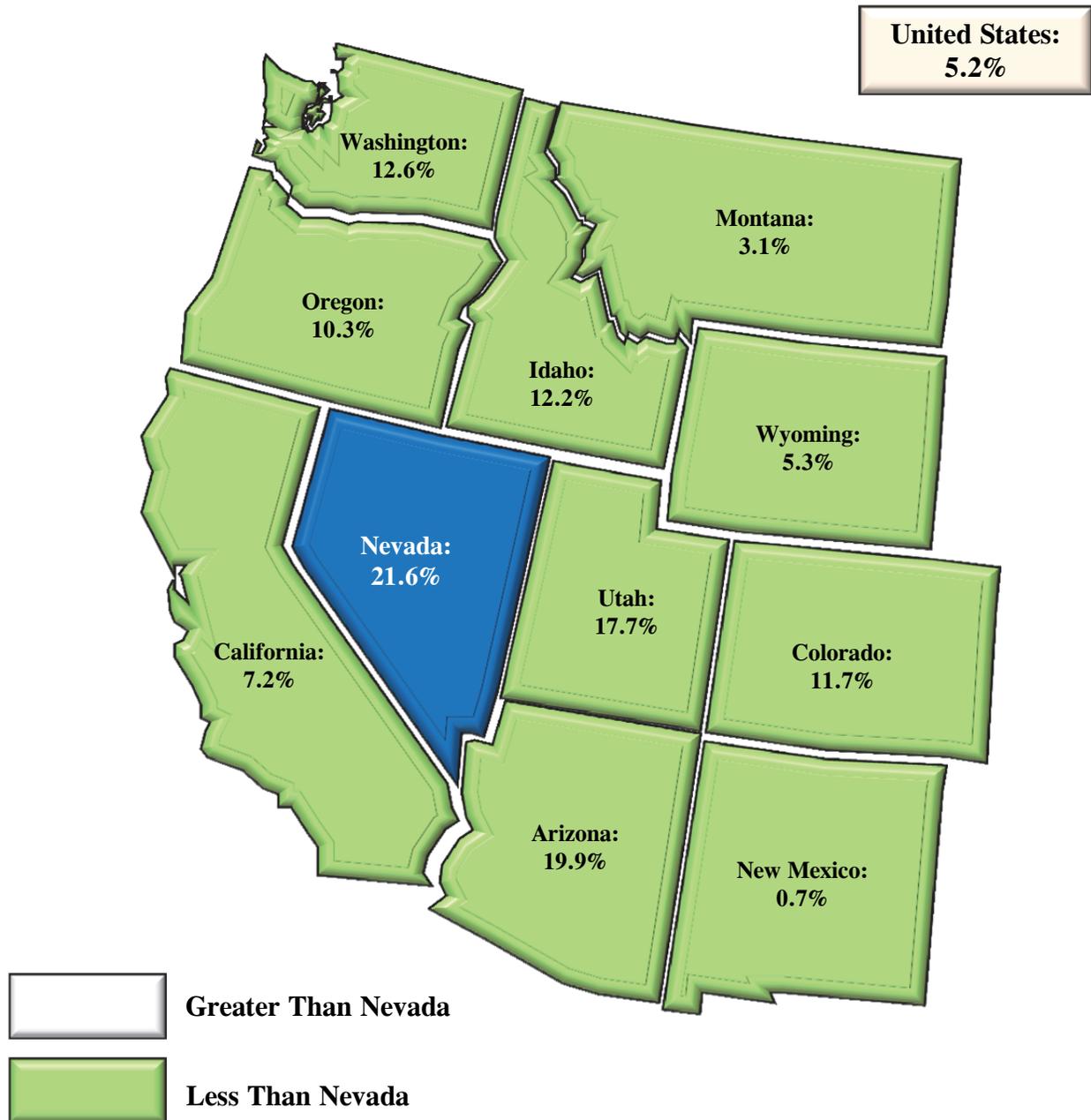
**ENROLLMENT IN PUBLIC SCHOOLS
WESTERN STATES COMPARISON
SY 2011–2012**



Source: U.S. Department of Education, NCES, *Common Core of Data Database*, October 2014.

Students—Enrollment Projections

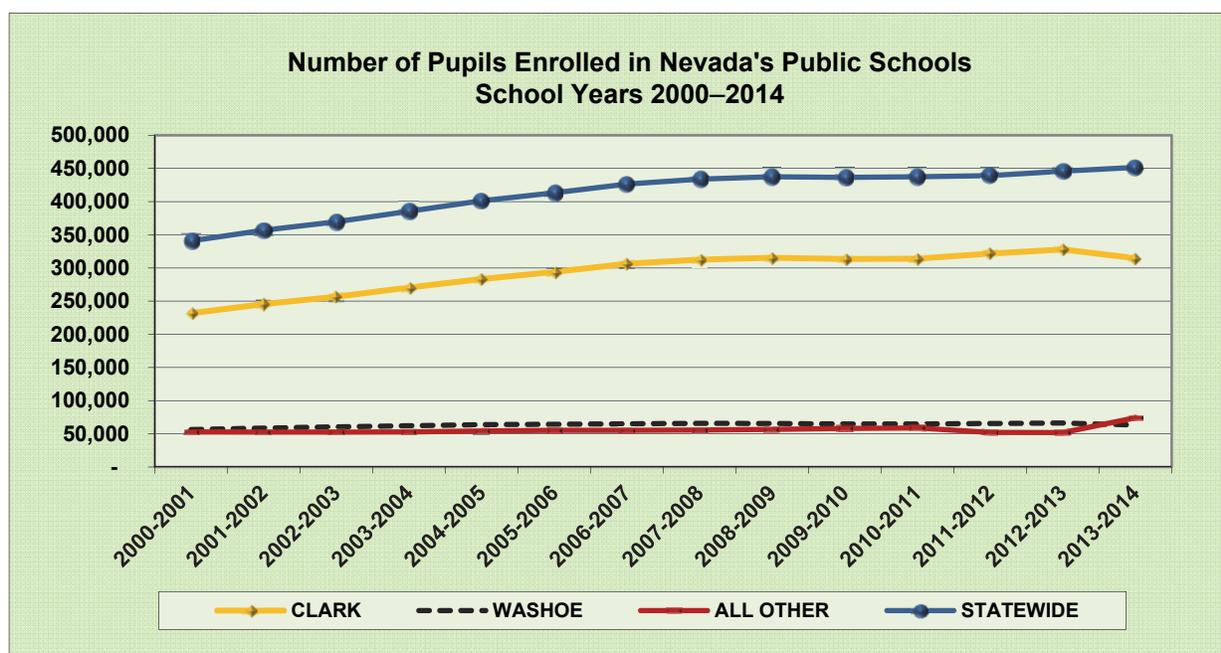
PROJECTED PERCENTAGE CHANGE IN PK-12 PUBLIC SCHOOL ENROLLMENT WESTERN STATES COMPARISON 2011-2023



Source: U.S. Department of Education, NCES, *Projections of Education Statistics through Fall 2023*, October 2014.

Students—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. Beginning in SY 2012–2013, enrollment in schools sponsored by the State Public Charter School Authority (SPCSA) is reflected separately. While this change in classification may make it appear that enrollment has declined in individual counties, statewide enrollment actually increased by approximately 1 percent from SY 2012–2013 to 2013–2014.

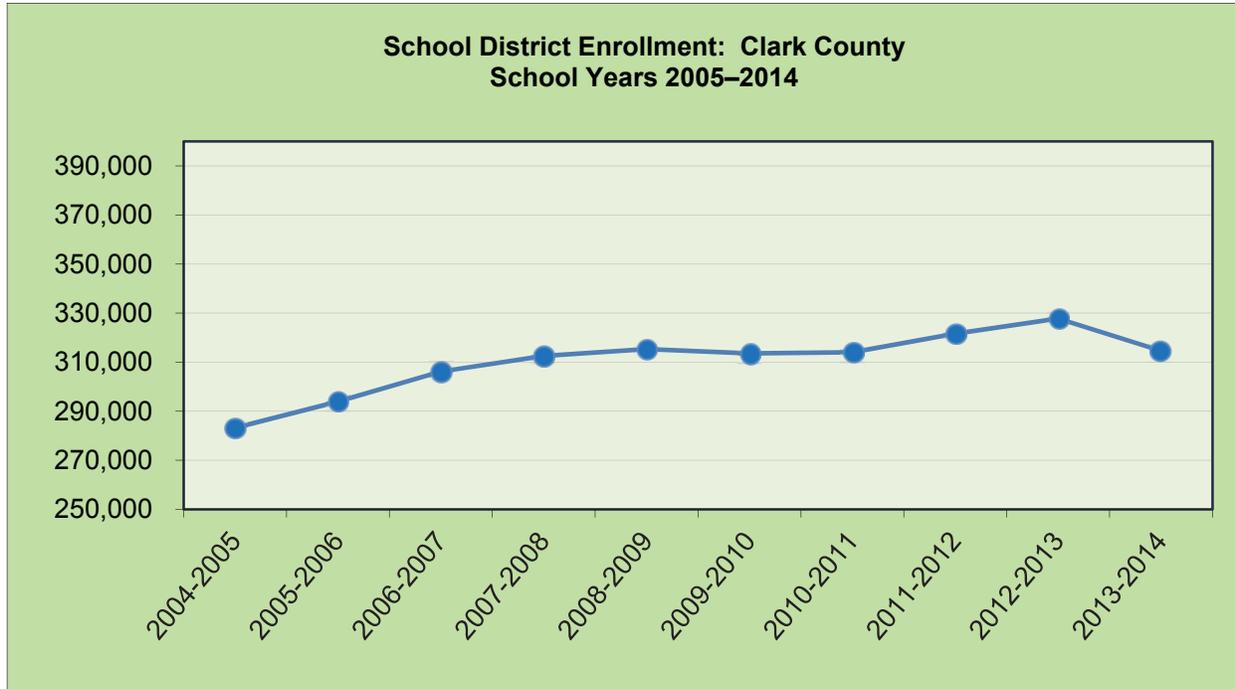


	CLARK	WASHOE	SPCSA	ALL OTHER	TOTAL
2004–2005	283,233	63,698	--	54,280	401,211
2005–2006	293,961	64,199	--	55,092	413,252
2006–2007	306,167	65,013	--	55,256	426,436
2007–2008	312,546	65,677	--	55,662	433,885
2008–2009	315,350	65,522	--	56,561	437,433
2009–2010	313,558	64,844	--	57,966	436,368
2010–2011	314,023	64,755	--	58,666	437,444
2011–2012	321,655	65,368	--	52,160	439,183
2012–2013	327,770	66,137	13,934	51,830	445,737
2013–2014	314,598	62,963	15,819	74,032	451,593

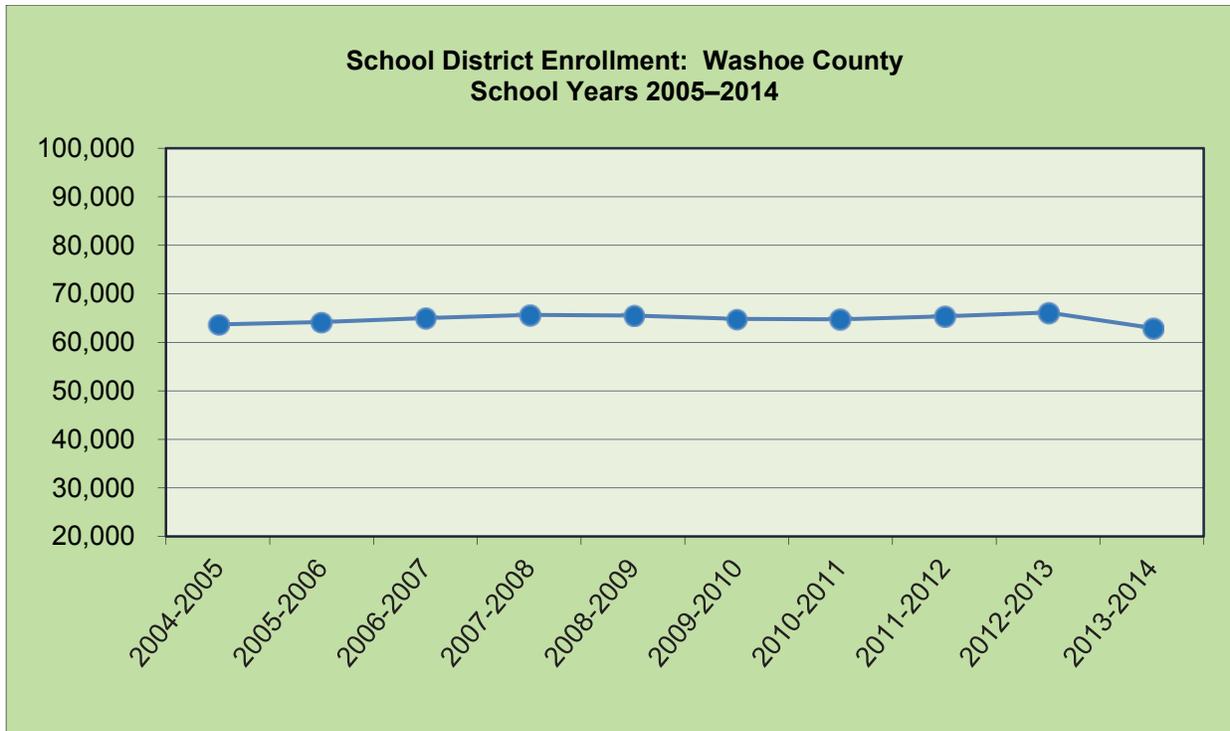
Note: The data reflected in the chart and table above contains total (full) enrollment figures for elementary and public schools. Enrollment used for apportionment purposes (paid enrollment) weights each kindergartener as a 0.6 pupil and is, therefore, a slightly lower number.

Source: NDE.

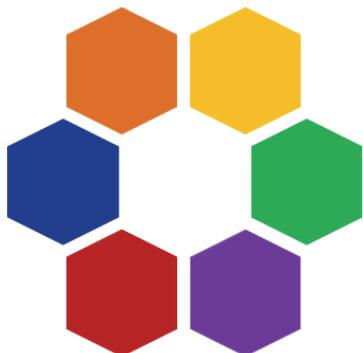
Students—Nevada School District Enrollment



The first private school in Nevada was the Sierra Seminary in Carson City, founded in 1862 by Hannah Keziah Clapp, who was also the first female faculty member at the University of Nevada, Reno.

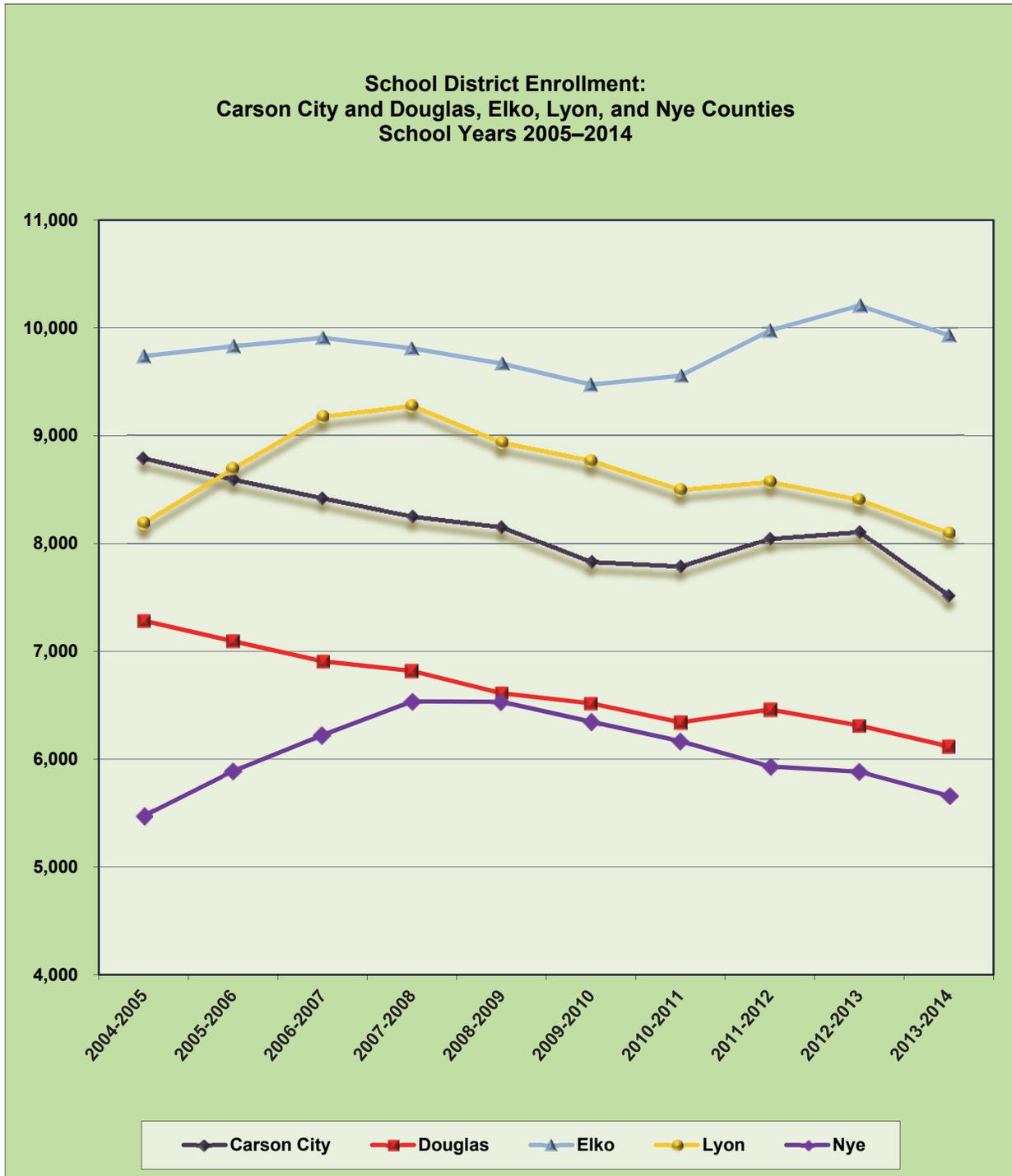


Source: NDE.



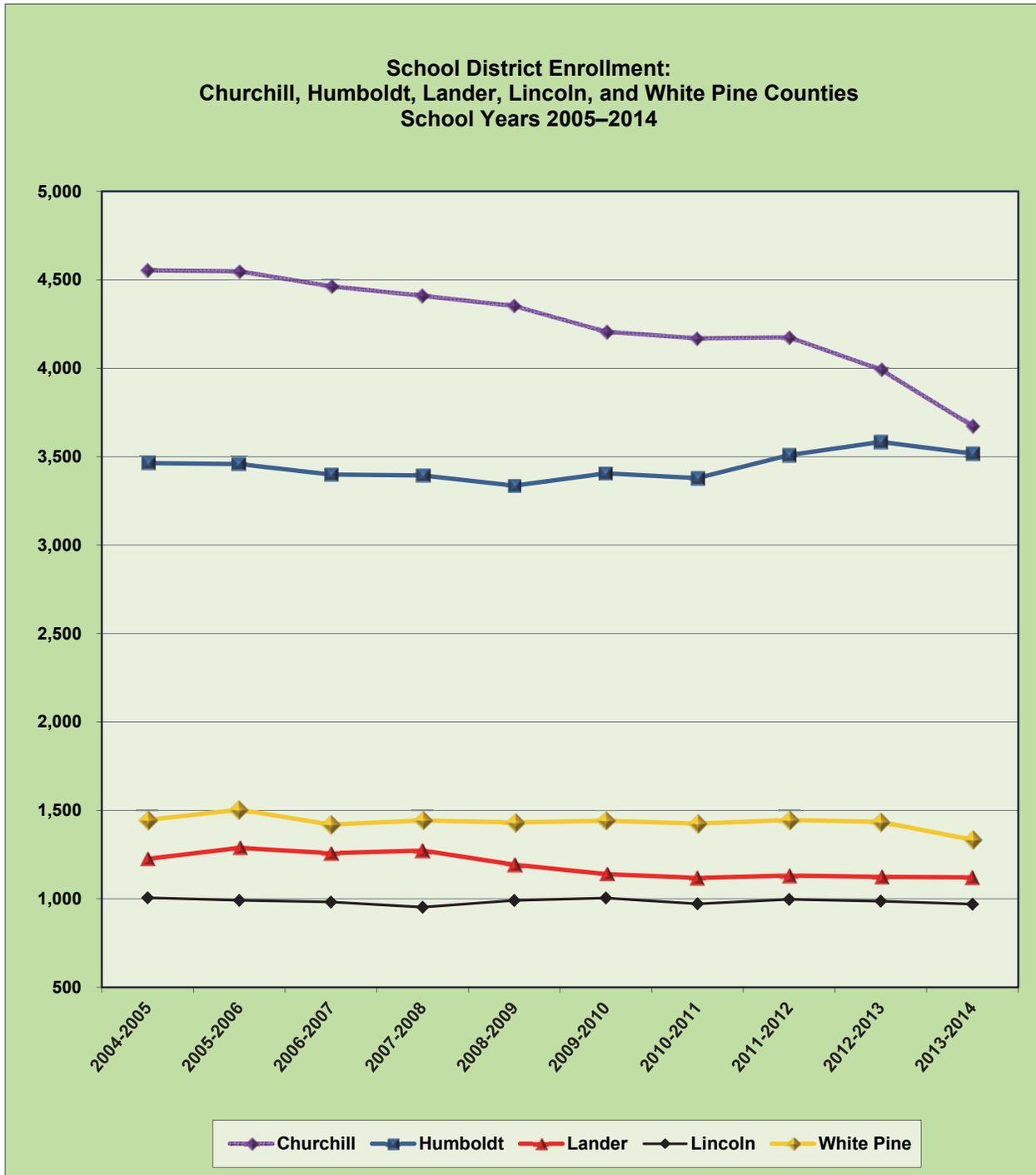
In 1862, the total number of youths between 4 and 21 years of age in the Nevada Territory was 1,134. By 1864, this number increased to 3,657.

Students—Nevada School District Enrollment (*continued*)



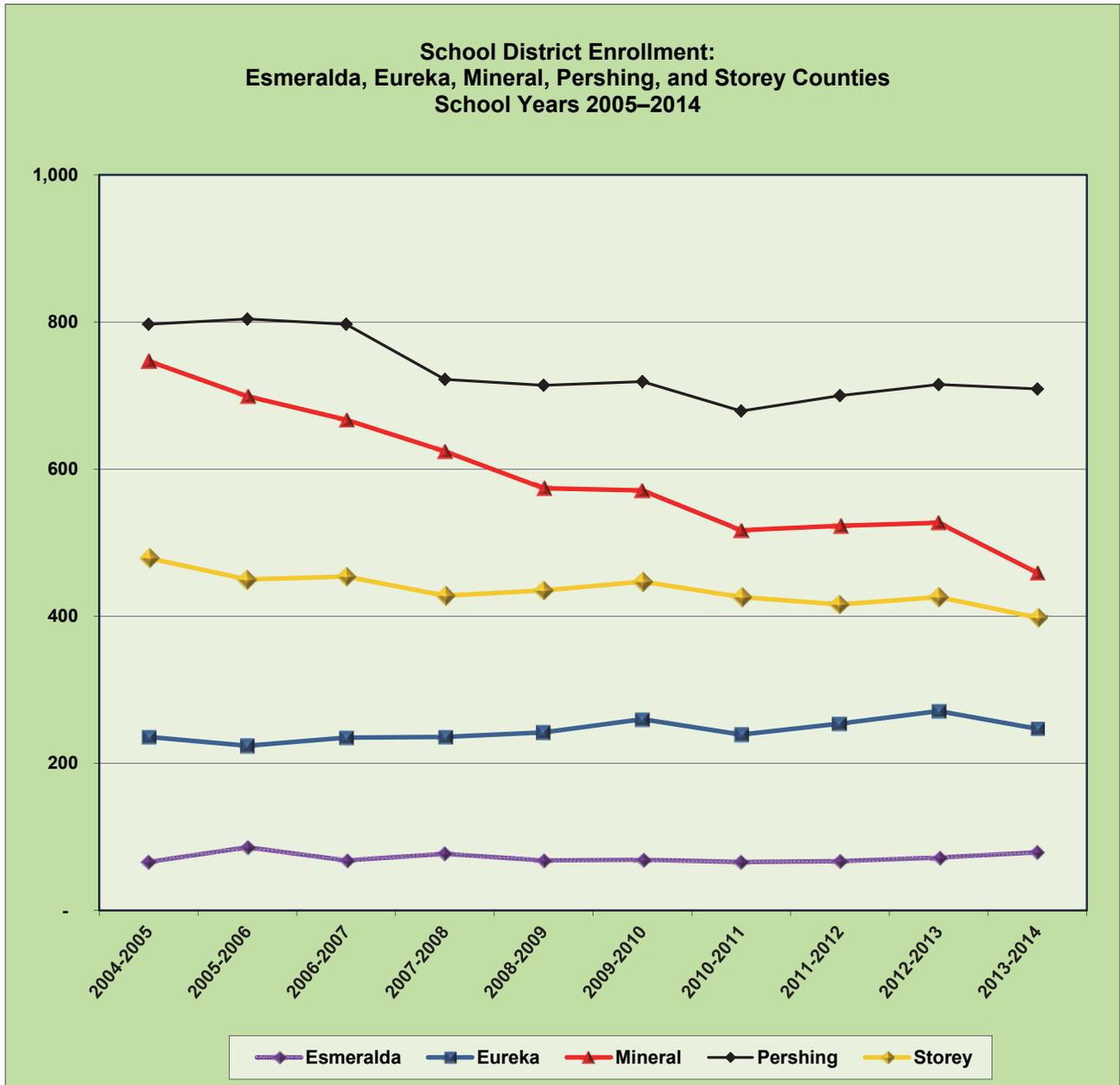
Source: NDE.

Students—Nevada School District Enrollment (*continued*)



Source: NDE.

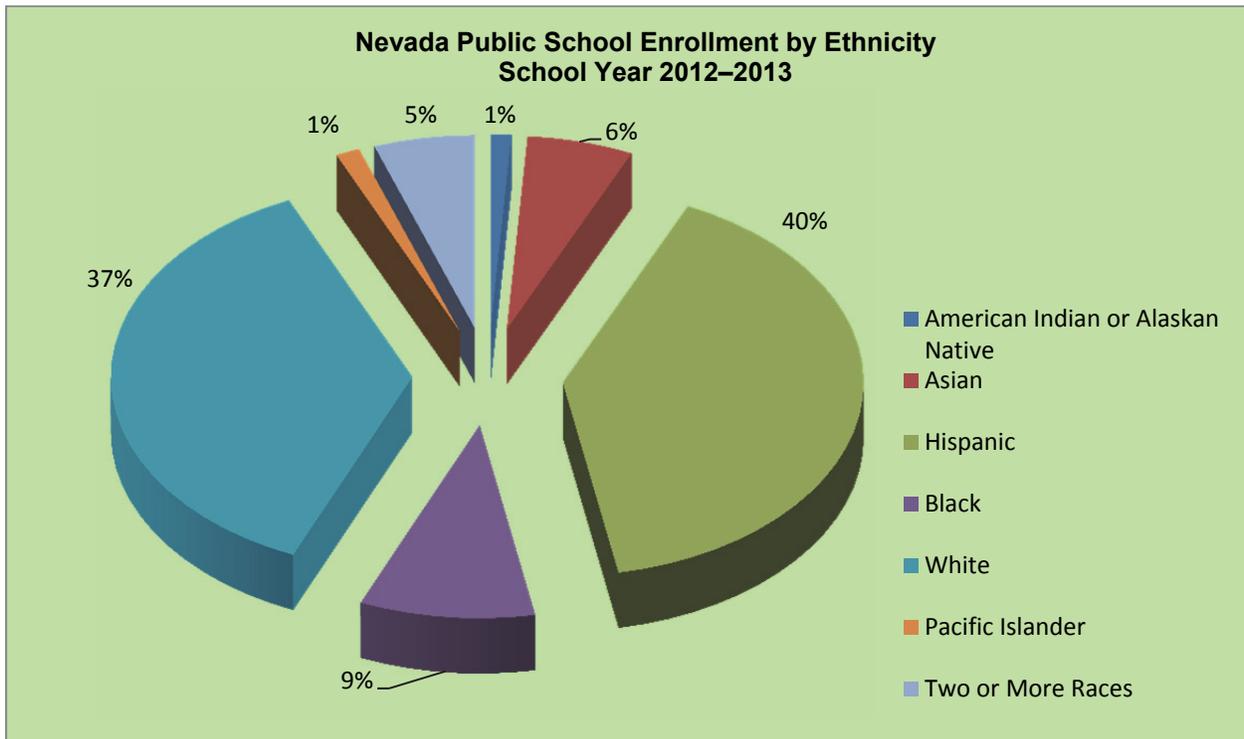
Students—Nevada School District Enrollment (*continued*)



Source: NDE.

Students—Enrollment by Ethnicity

In 2010, NDE added the new ethnicity categories, “Two or More Races” and “Pacific Islander.” This change resulted in a shift of some students from other categories. The racial makeup of Nevada’s student body is changing, with Hispanic being the fastest growing group.



Source: NDE



In 1862, there were approximately 200 students attending school in the Nevada Territory. By 1864, this number increased to nearly 1,000.

Nevada Public School Enrollment by Ethnicity School District Profiles for SY 2012–2013							
School District	American Indian or Alaskan Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races
Carson City	2%	2%	41%	1%	51%	0%	3%
Churchill	6%	2%	19%	2%	65%	1%	6%
Clark	1%	7%	44%	12%	29%	1%	6%
Douglas	3%	2%	20%	0%	69%	0%	6%
Elko	6%	1%	30%	1%	61%	0%	1%
Esmeralda	0%	0%	35%	0%	65%	0%	0%
Eureka	0%	0%	9%	0%	91%	0%	0%
Humboldt	4%	1%	35%	0%	58%	0%	3%
Lander	4%	0%	31%	1%	61%	0%	2%
Lincoln	2%	0%	10%	6%	81%	2%	0%
Lyon	4%	1%	24%	1%	65%	0%	5%
Mineral	18%	0%	14%	6%	57%	0%	5%
Nye	2%	1%	24%	4%	66%	1%	1%
Pershing	8%	0%	32%	0%	53%	0%	8%
Storey	0%	3%	12%	0%	82%	0%	4%
Washoe	2%	5%	38%	2%	47%	1%	5%
White Pine	5%	0%	17%	1%	74%	0%	4%
Other*	1%	6%	15%	10%	63%	2%	3%
Statewide	1%	6%	40%	9%	37%	1%	5%

Note: Includes the State Public Charter School Authority and the Davidson Academy of Nevada.

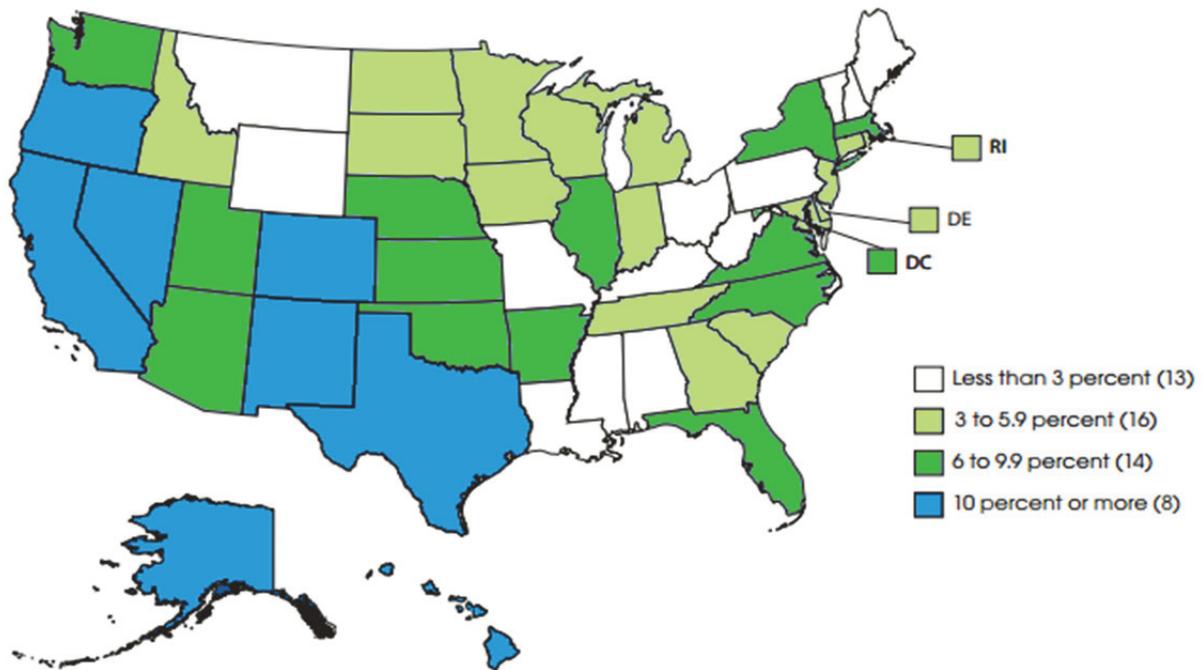
Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>, 2001–2014.



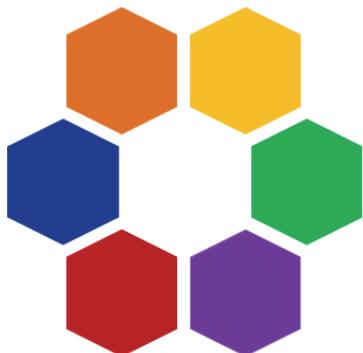
In 1862, elementary schools in the Nevada Territory had only five grades.

Students—Limited English Proficient Enrollment

PERCENTAGE OF PUBLIC SCHOOL STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS BY STATE 2011–2012 SCHOOL YEAR

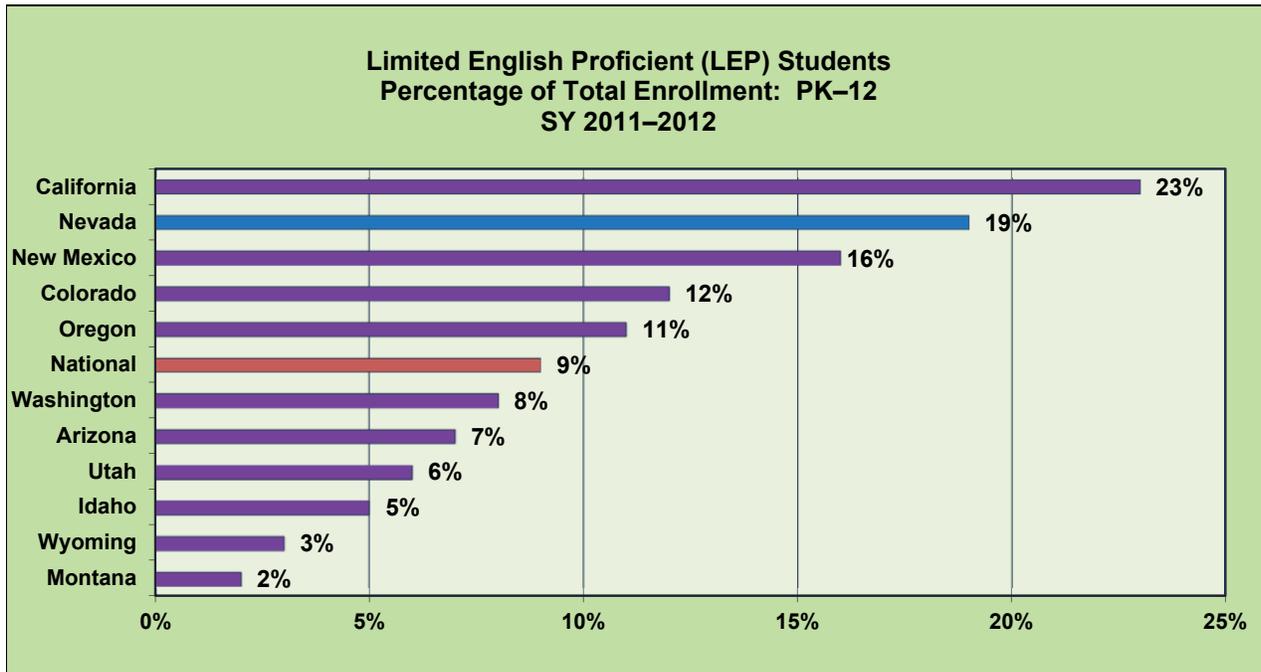


Source: U.S. Department of Education, NCES, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2011–12. See *Digest of Education Statistics 2013*, [table 204.20](#).



In 1864, the Nevada Legislature created the first State Board of Education, composed of the Governor, the Superintendent of Public Instruction, and the Surveyor-General as ex officio members.

Students—Limited English Proficient Enrollment (*continued*)



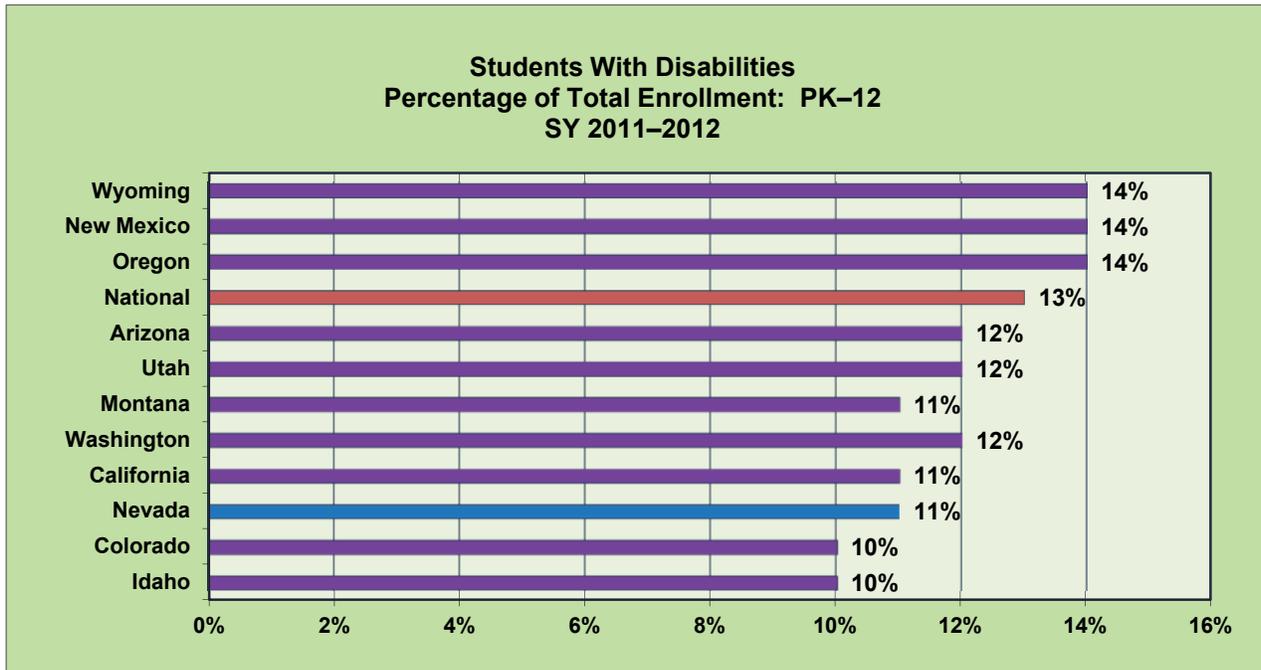
Percent LEP Students

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 LEP student, or English language learner (ELL), is defined as an individual who was not born in the United States or whose native language is a language other than English; or 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: U.S. Department of Education, *Ed Data Express*, 2014.

Students—Students With Disabilities Enrollment



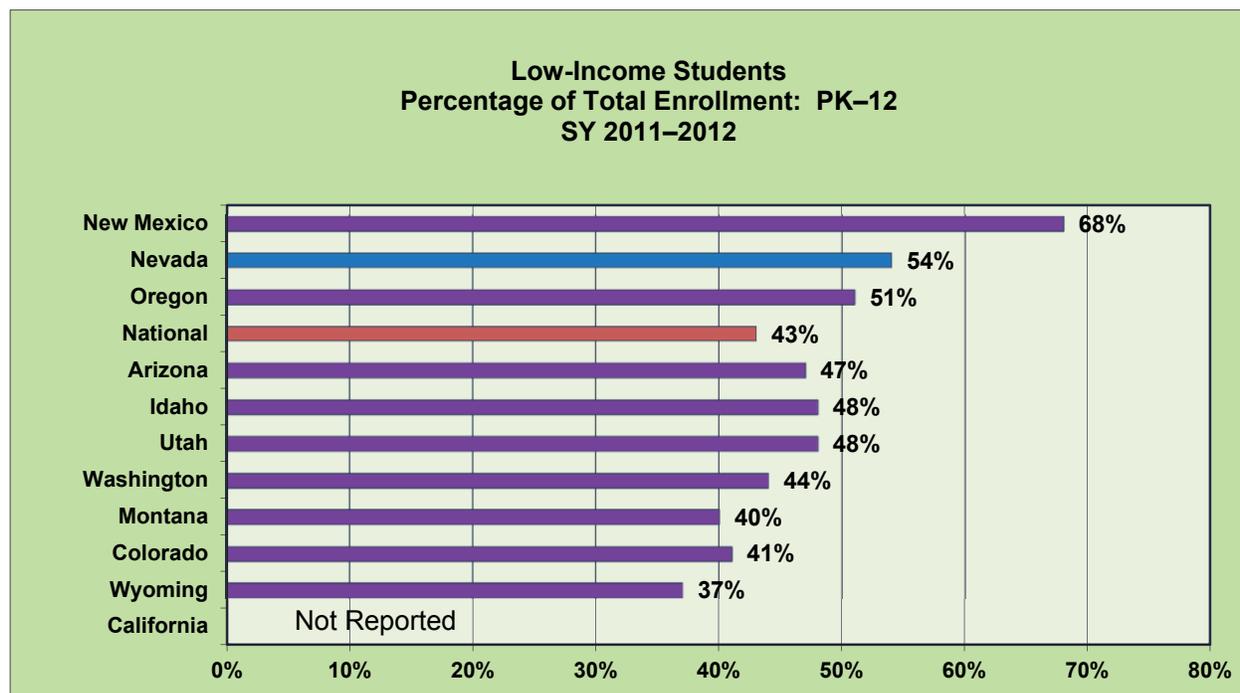
Percent Students With Disabilities

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.

Source: U.S. Department of Education, *Ed Data Express*, 2014.

Students—Low-Income Students Enrollment



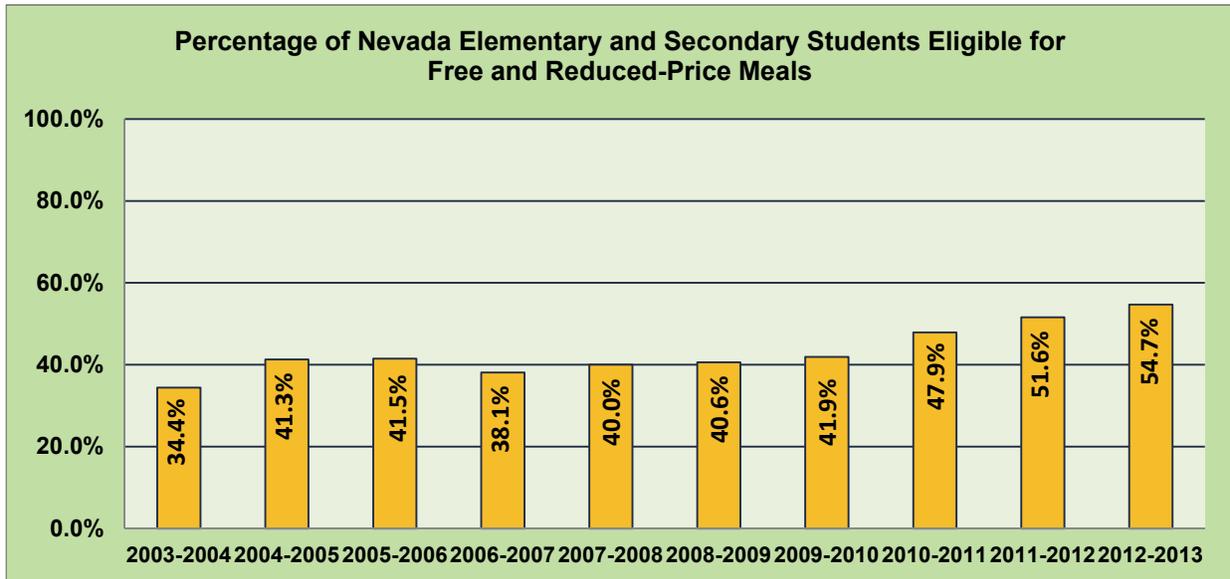
Percent Low-Income Students

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

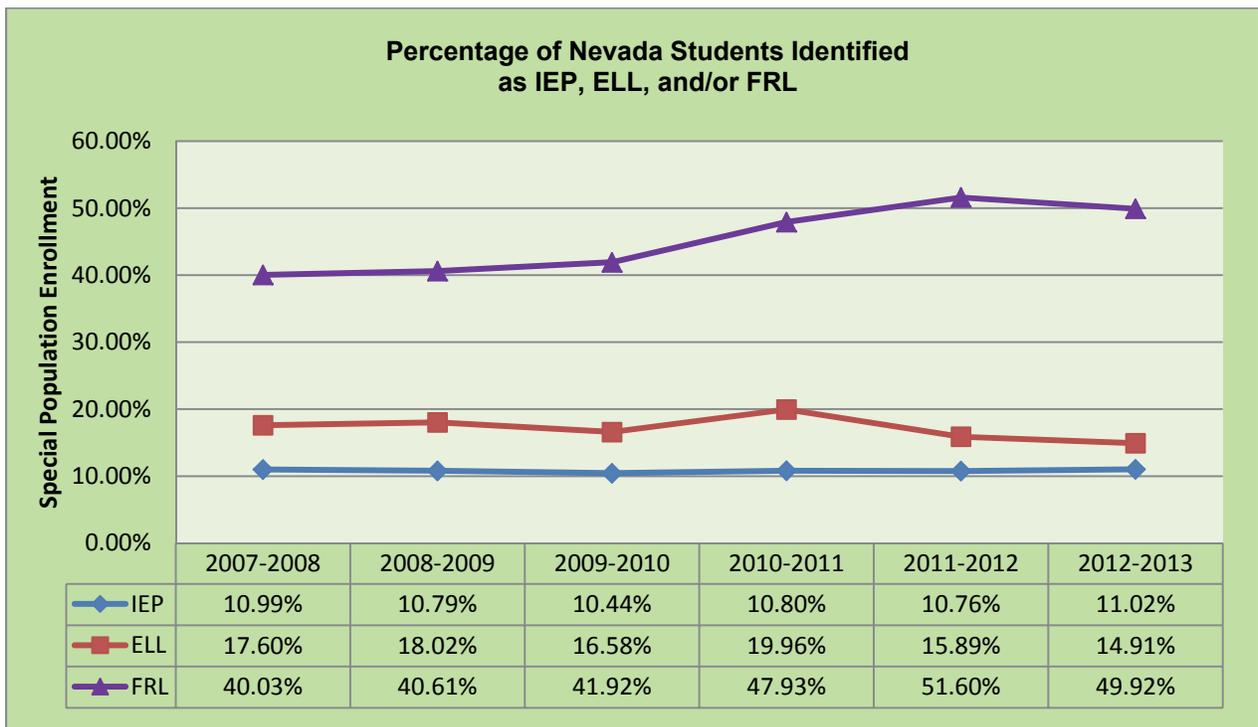
Definition: The Free and Reduced-Price Lunch Program under the National School Lunch Act provides cash subsidies for free and reduced-price lunches to students based on family size and income. Many states, including the State of Nevada, use this statistic as an estimate of the portion of the student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

Source: U.S. Department of Education, *Ed Data Express*, 2014.

Students—Low-Income Students Enrollment (*continued*)

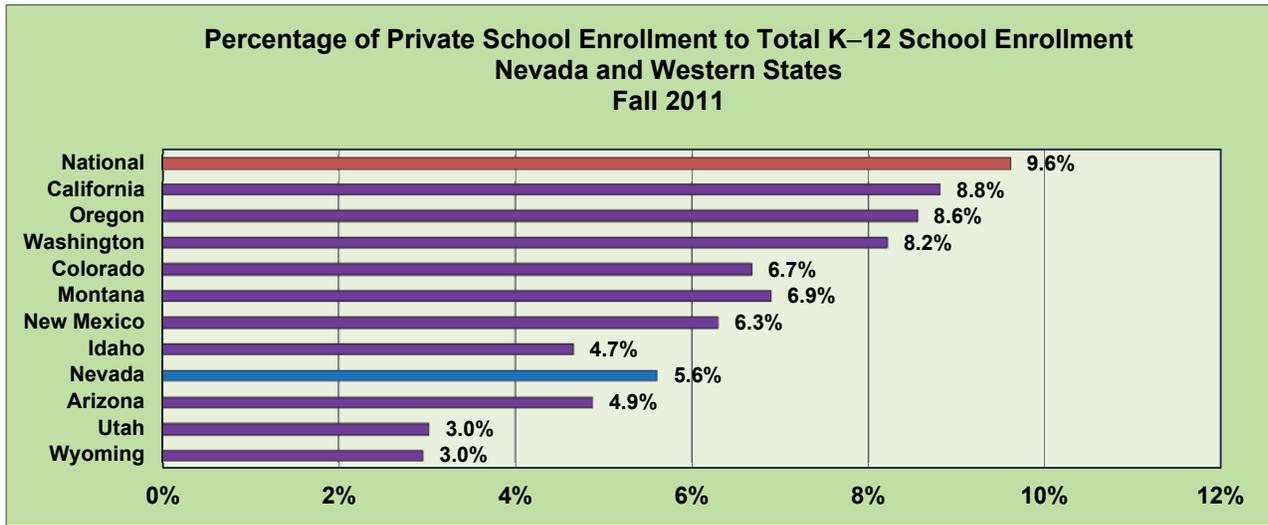


Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>, 2001–2014.

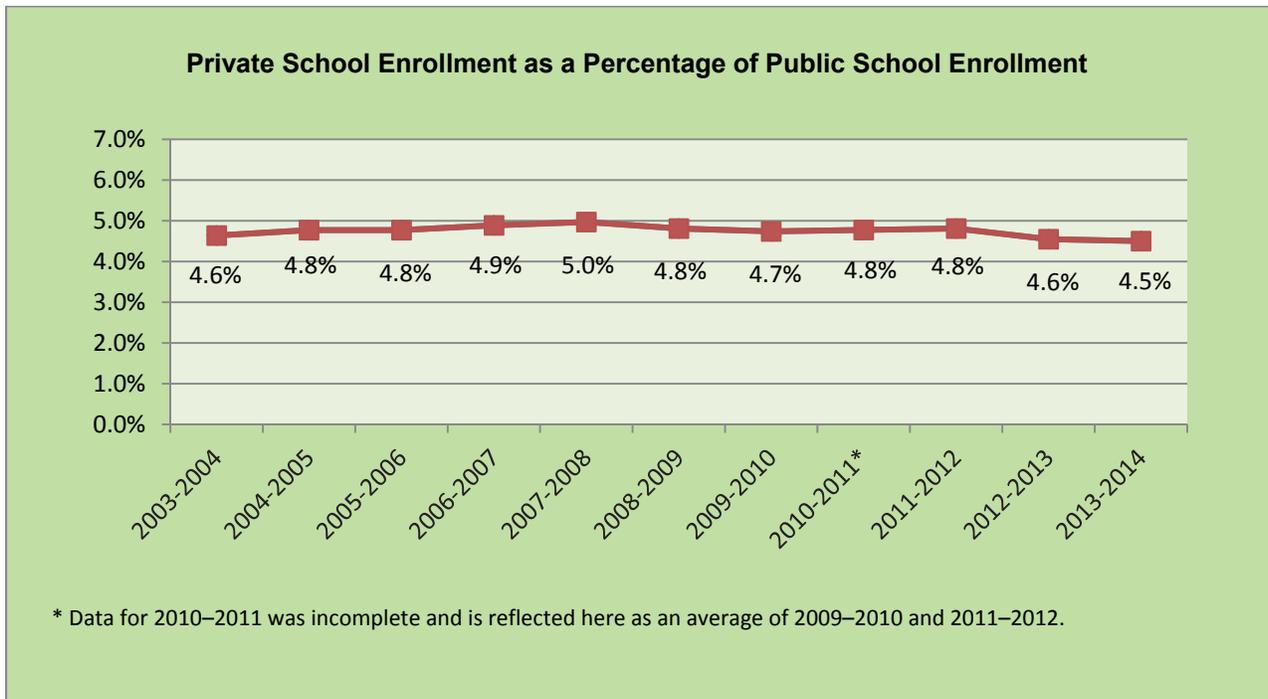


Source: NDE, *Annual Plan to Improve the Achievement of Pupils*, January 2014.

Students—Private School Enrollment



Source: U.S. Department of Education, NCES, *Digest of Education Statistics*, 2014.

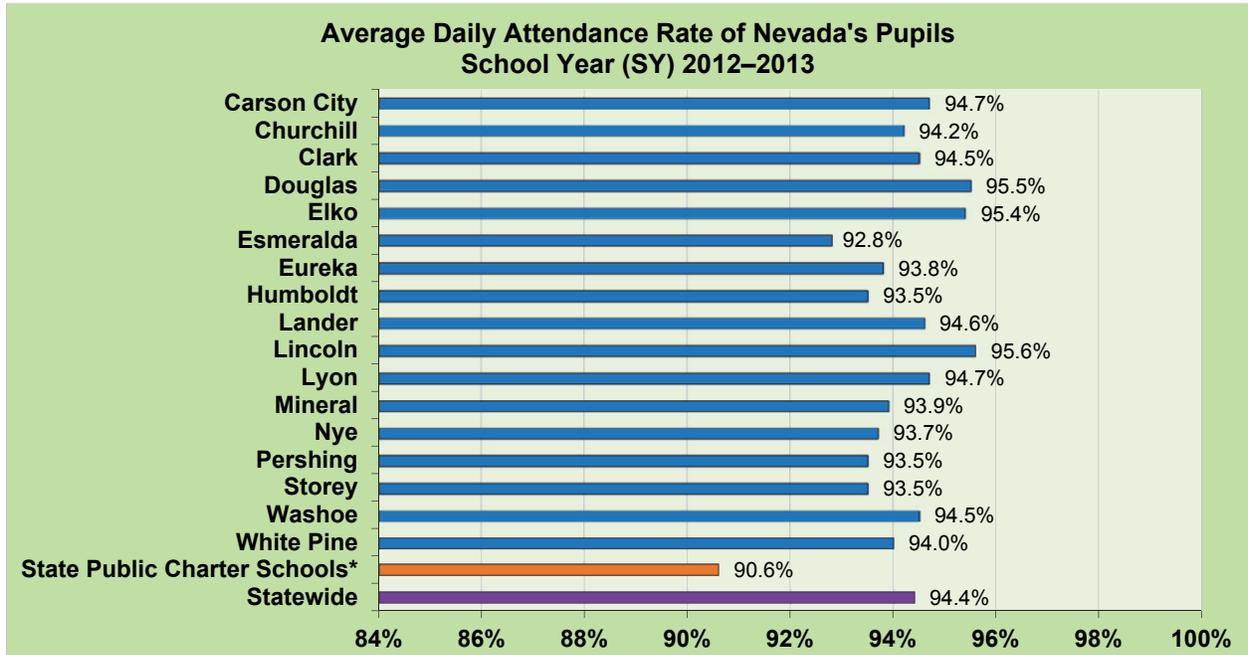


Source: NDE, *Private Schools: Ten Year Comparison of Enrollments*, Private School Reports 2013–2014.

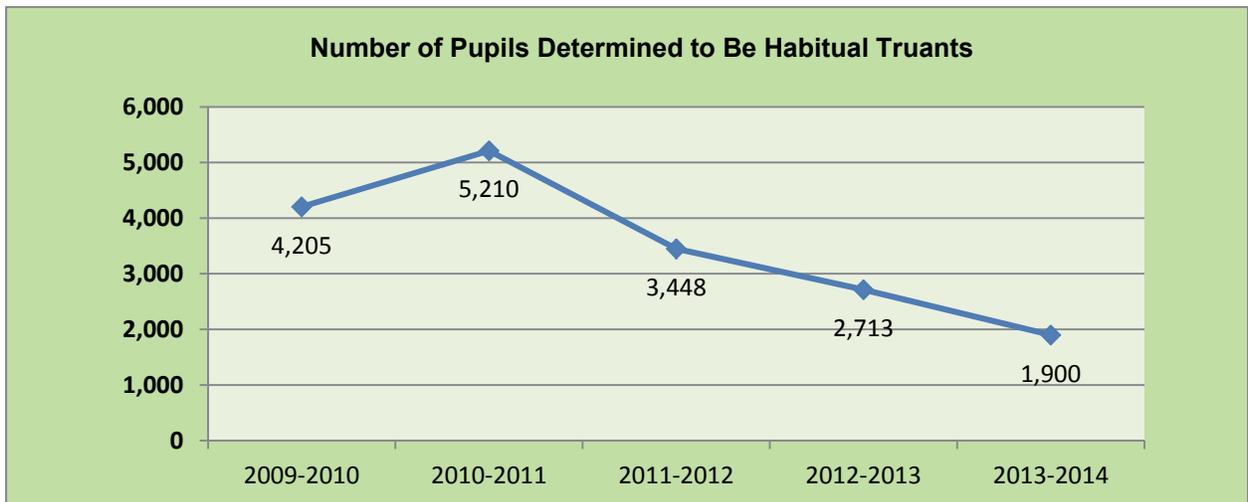


Student Performance Measures—Attendance, Credit Attainment, Graduation Rates, and Dropout Rates

Students—Attendance

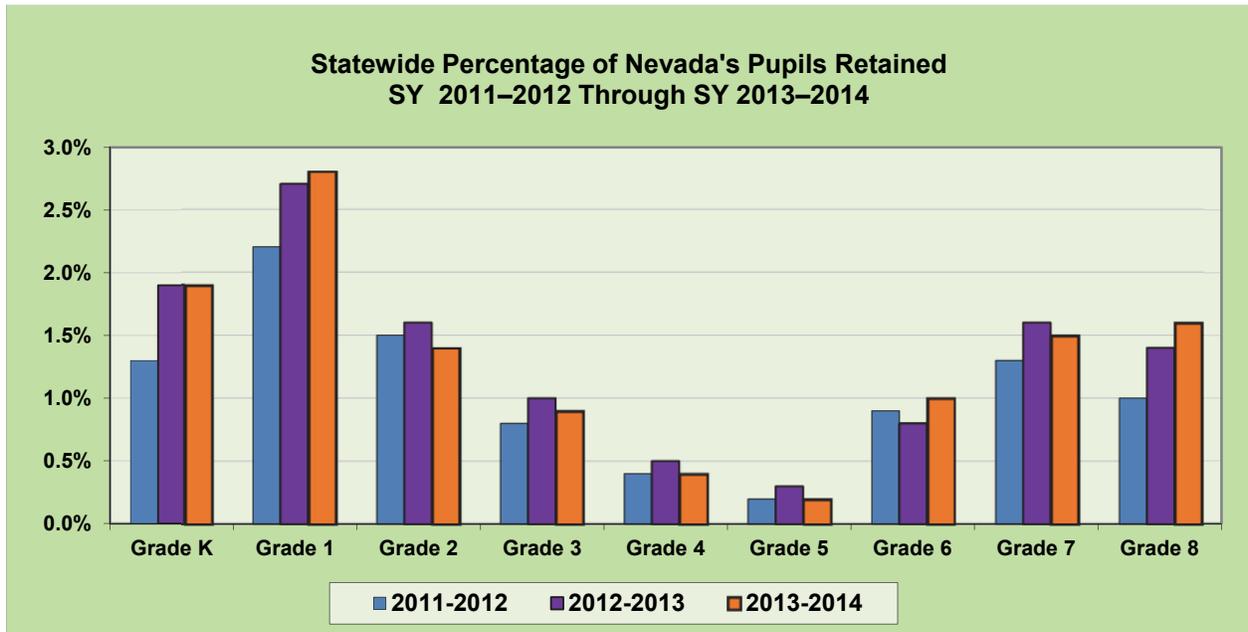


*Public charter schools sponsored by the State Public Charter School Authority



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

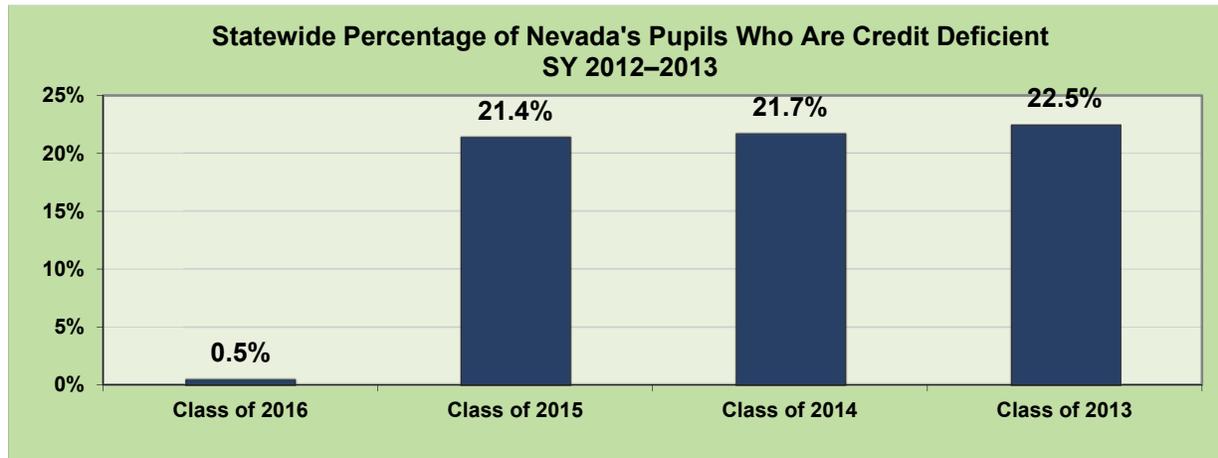
Students—Retention



Statewide Percentage of Nevada's Pupils Retained			
	2011–2012	2012–2013	2013–2014
Grade K	1.3%	1.9%	1.9%
Grade 1	2.2%	2.7%	2.8%
Grade 2	1.5%	1.6%	1.4%
Grade 3	0.8%	1.0%	0.9%
Grade 4	0.4%	0.5%	0.4%
Grade 5	0.2%	0.3%	0.2%
Grade 6	0.9%	0.8%	1.0%
Grade 7	1.3%	1.6%	1.5%
Grade 8	1.0%	1.4%	1.6%

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

Students—Credit Deficiencies



Number and Percentage of Nevada's Students Who Are Credit Deficient by Class SY 2013–2014								
	Class of 2017		Class of 2016		Class of 2015		Class of 2014	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Carson City	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Churchill	N/A	N/A	N/A	N/A	N/A	N/A	*	*
Clark	N/A	N/A	3,592	15.2%	4,663	20.6%	4,885	22.5%
Douglas	*	*	21	3.5%	18	4.0%	17	4.1%
Elko	11	1.4%	84	11.0%	106	14.3%	62	8.8%
Esmeralda	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Eureka	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Humboldt	50	20.2%	44	18.3%	37	14.7%	*	*
Lander	0	0.0%	0	0.0%	0	0.0%	*	*
Lincoln	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Lyon	17	2.7%	39	6.6%	42	7.5%	24	4.3%
Mineral	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Nye	0	0.0%	0	0.0%	0	0.0%	16	4.0%
Pershing	0	0.0%	*	*	*	*	0	0.0%
Storey	*	*	*	0.0%	0	0.0%	0	0.0%
Washoe	N/A	N/A	689	14.4%	1,023	22.4%	1,165	25.5%
White Pine	0	0.0%	0	0.0%	0	0.0%	11	9.5%
SPCSA Charter Schools	156	13.7%	148	15.3%	99	9.9%	38	4.9%
Statewide	242	0.7%	4,737	14.0%	6,287	19.2%	6,631	21.1%

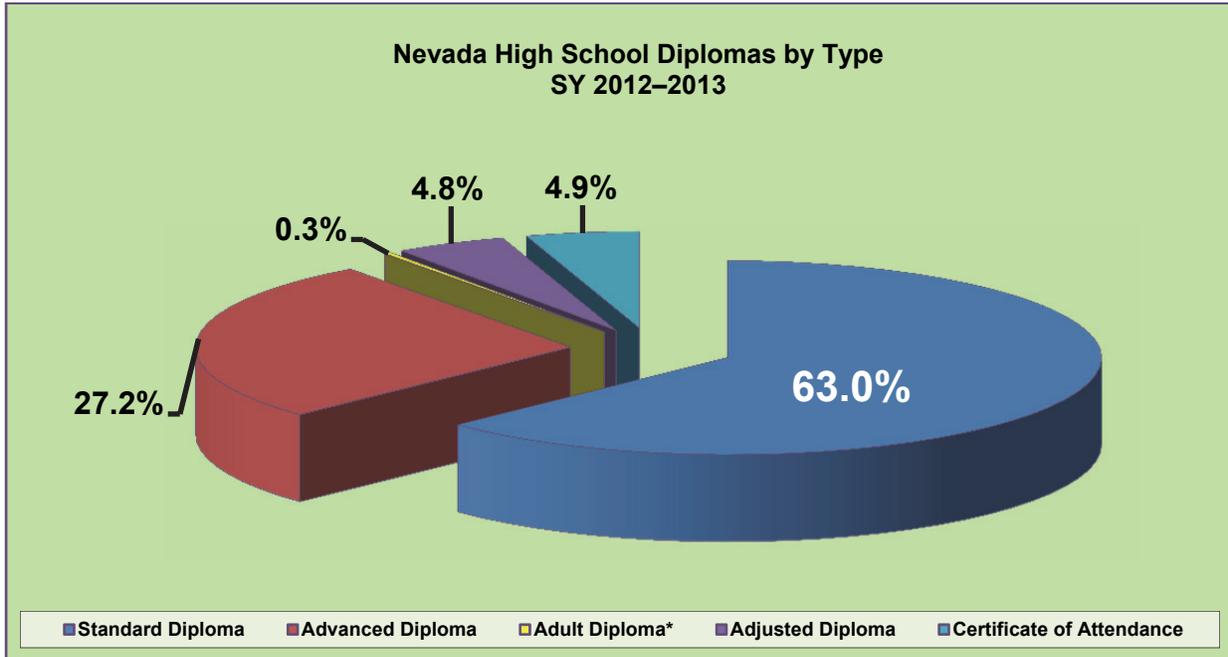
*Data not presented for groups fewer than 10. This data is suppressed due to FERPA (Family Educational Rights and Privacy Act) regulations.

"N/A" indicates that this data was not available.

Note: Nevada Administrative Code (NAC) 389.048 and NAC 389.659 authorize school districts to promote high school students to the next grade based upon credit sufficiency or length of attendance. District totals do not include State or district sponsored charter school data.

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

Students—High School Diplomas



**STATEWIDE PERCENTAGE OF HIGH SCHOOL DIPLOMAS BY TYPE
SY 2005–2006 THROUGH SY 2012–2013**

	Standard Diploma	Advanced Diploma	Adult Diploma*	Adjusted Diploma	Certificate of Attendance
2012–2013	62.8%	27.2%	0.3%	4.8%	4.9%
2011–2012	62.1%	26.3%	0.4%	5.1%	6.1%
2010–2011	63.0%	25.8%	0.4%	5.5%	5.3%
2009–2010	72.3%	16.7%	0.4%	5.2%	5.5%
2008–2009	71.0%	17.6%	0.3%	6.0%	5.1%
2007–2008	63.5%	24.6%	0.5%	6.2%	5.2%
2006–2007	62.2%	24.8%	0.3%	6.6%	6.1%
2005–2006	62.9%	25.0%	0.5%	6.6%	5.0%

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

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

Students—Standard Diploma Graduation Requirements, Graduation Rates, and Dropout Rates

The table on pages 37 and 38 shows credit requirements for graduation, high school exit exam requirements, graduation rates, and dropout 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.

Source: United States Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2013*, Table 234.30.

HIGH SCHOOL EXIT EXAM

Nevada and 24 other states require students to pass an exit examination in order to graduate. However, Nevada's High School Proficiency Exam (HSPE) is currently being phased out. It will be replaced with end-of-course exams in key subjects and a college and career readiness assessment that students must take, but will not be required to pass for graduation.

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2013*, Table 234.30.

GRADUATION RATES

Nevada uses the Adjusted Cohort Graduation Rate (ACGR) to report high school graduation rates. School Year 2014–2015 will be the third year Nevada has calculated its graduation rate using this new formula as required by the U.S. Department of Education.

The ACGR is essentially 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 now report their graduation rates using this formula,

Students—Standard Diploma Graduation Requirements, Graduation Rates, and Dropout Rates (*continued*)

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 80 percent of all public school students in the nation graduated from high school with a regular diploma in SY 2011–2012; 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. However, significant disparities persist. In SY 2011–2012, the four-year ACGR among American Indian/Alaska Native, Black, and Hispanic students was below the national average at 67, 69, and 73 percent, respectively. The ACGR among White and Asian students was above the national average at 86 and 88 percent, respectively. A similar trend is evident in Nevada’s graduation rates.

National leaders in high school graduation are Iowa, Nebraska, Texas, Vermont, and Wisconsin. In contrast, the graduation rate falls below 70 percent in the District of Columbia (59 percent), **Nevada (63 percent)**, and Oregon (68 percent).

More recent State-level data shows that Nevada’s graduation rate increased from 63 percent in SY 2012–2013 to 70.6 percent in SY 2013–2014. With this increase, Nevada schools graduated 1,967 more students in 2014 than in 2013. Twelve school districts improved their graduation rates in 2014, while Clark, Eureka, and Nye Counties, as well as the Nevada State Public Charter School Authority, increased their graduation rates by 10 percentage points or more.

DROPOUT RATE

The dropout rate is the Event Dropout Rate (EDR). 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.

From SY 2010–2011 to SY 2011–2012, the EDR for the U.S. remained constant at 3.3 percent. The states with the lowest dropout rates for SY 2011–2012 were New Hampshire (1.3 percent), New Jersey and Alabama (1.4 percent), and Utah (1.5 percent). Alaska had the highest dropout rate in the country at 7.0 percent, and Michigan came in second with a dropout rate of 6.9 percent. In SY 2011–2012 Nevada had a dropout rate of 3.9 percent.

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, First Look*, April 2014.

Students—Standard Diploma Graduation Requirements, Graduation Rates, and Dropout Rates (*continued*)

	GRADUATION RATE	DROPOUT RATE (GRADES 9–12)	STANDARD HIGH SCHOOL GRADUATION REQUIREMENTS					HIGH SCHOOL EXIT EXAM
	SY 2011–2012	SY 2011–2012	TOTAL CREDITS	ENGLISH	SOCIAL STUDIES	SCIENCE	MATH	YES/NO
UNITED STATES	80	3.3	N/A	N/A	N/A	N/A	N/A	N/A
ALABAMA	75	1.4	24	4	4	4	4	YES
ALASKA	70	7.0	21	4	3	2	2	YES
ARIZONA	76	5.9	22	4	3	3	4	YES
ARKANSAS	84	3.2	22	4	3	3	4	YES
CALIFORNIA	78	4.0	13	3	3	2	2	YES
COLORADO	75	4.9	ESTABLISHED BY LOCAL BOARDS					NO
CONNECTICUT	85	2.1	20	4	3	2	3	NO
DELAWARE	80	3.5	22	4	3	3	4	NO
DISTRICT OF COLUMBIA	59	5.8	24	4	4	4	4	NO
FLORIDA	75	2.1	24	4	3	3	4	YES
GEORGIA	70	3.9	23	4	3	4	4	YES
HAWAII	82	4.7	24	4	4	4	3	NO
IDAHO	N/A	1.9	23	4.5	2.5	3	3	YES
ILLINOIS	82	2.4	16	4	2	2	3	NO
INDIANA	86	2.1	20	4	3	3	3	YES
IOWA	89	3.2	14	4	3	3	3	NO
KANSAS	85	2.1	21	4	3	3	3	NO
KENTUCKY	N/A	2.5	22	4	3	3	3	NO
LOUISIANA	72	5.7	24	4	4	4	4	YES
MAINE	85	3.2	16	4	2	2	2	NO
MARYLAND	84	3.8	21	4	3	3	3	YES
MASSACHUSETTS	85	2.5	ESTABLISHED BY LOCAL BOARDS					YES
MICHIGAN	76	6.9	16	4	3	3	4	NO
MINNESOTA	78	1.9	21.5	4	3.5	3	3	YES
MISSISSIPPI	75	3.2	24	4	4	4	3	YES
MISSOURI	86	2.9	24	4	3	3	3	NO
MONTANA	84	4.1	20	4	2	2	2	NO
NEBRASKA	88	2.2	ESTABLISHED BY LOCAL BOARDS					NO
NEVADA	63	3.9	22.5	4	2	2	3	YES
NEW HAMPSHIRE	86	1.3	20	4	2.5	2	3	NO
NEW JERSEY	86	1.4	24	4	3	3	4	YES
NEW MEXICO	70	6.4	24	4	3.5	3	3	YES
NEW YORK	77	3.8	22	4	4	3	4	YES
NORTH CAROLINA	80	3.1	21	4	3	3	3	NO
NORTH DAKOTA	87	3.0	22	4	3	3	3	NO
OHIO	81	4.6	20	4	3	3	3	YES
OKLAHOMA	N/A	2.5	23	4	3	3	3	YES

Students—Standard Diploma, Graduation Requirements, Graduation Rates, and Dropout Rates (*continued*)

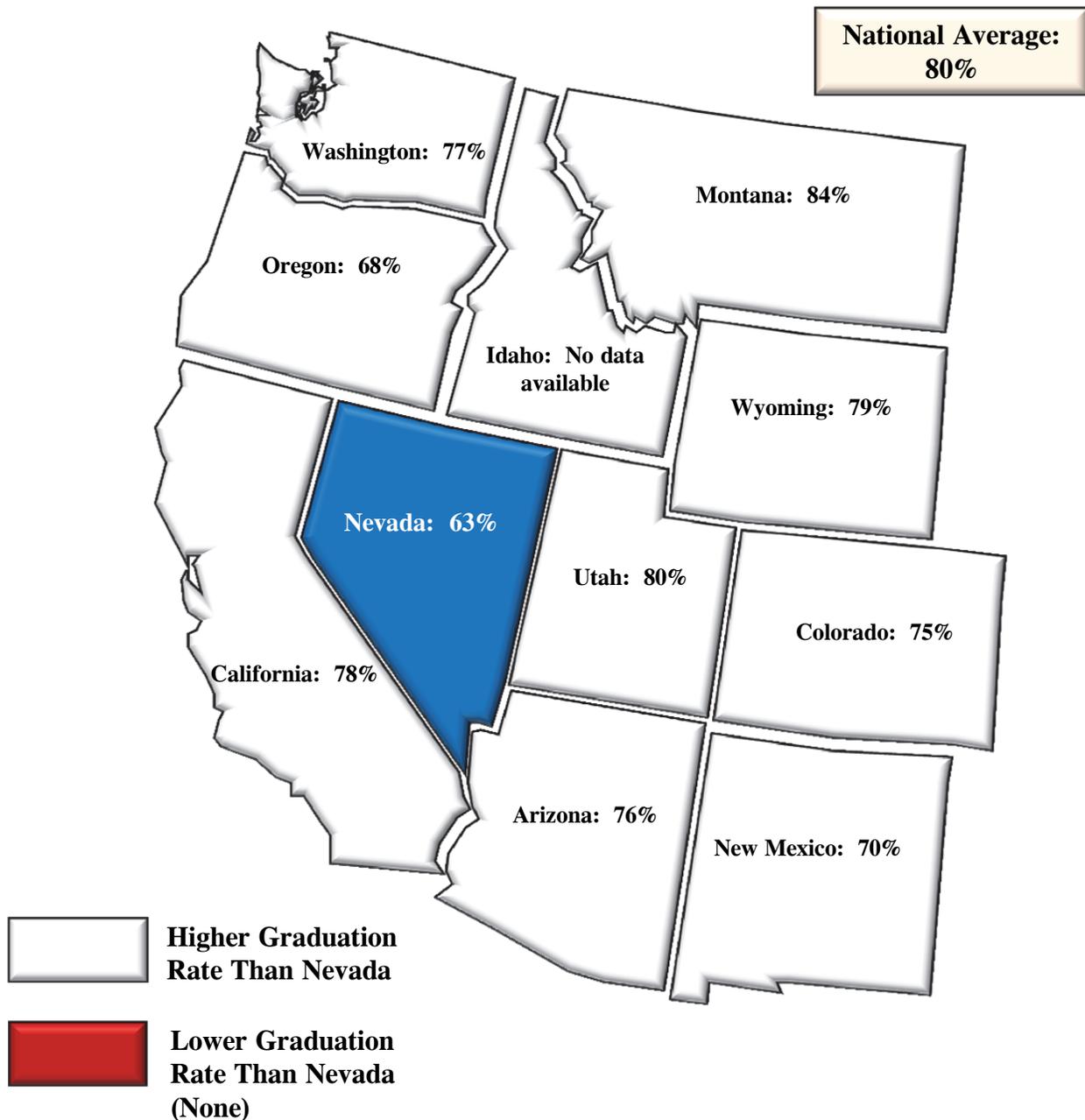
	GRADUATION RATE	DROPOUT RATE (GRADES 9–12)	STANDARD HIGH SCHOOL GRADUATION REQUIREMENTS					HIGH SCHOOL EXIT EXAM
	SY 2011–2012	SY 2011–2012	TOTAL CREDITS	ENGLISH	SOCIAL STUDIES	SCIENCE	MATH	YES/NO
OREGON	68	3.4	24	4	3	3	3	NO
PENNSYLVANIA	84	2.8	ESTABLISHED BY LOCAL BOARDS					NO
RHODE ISLAND	77	4.2	20	4	3	3	4	NO
SOUTH CAROLINA	75	2.5	24	4	3	3	4	YES
SOUTH DAKOTA	83	3.1	22	4	3	3	3	NO
TENNESSEE	87	3.7	22	4	3	3	4	NO
TEXAS	88	2.5	26	4	4	4	4	YES
UTAH	80	1.5	24	4	3	3	3	NO
VERMONT	88	2.5	20	4	3	3	3	NO
VIRGINIA	83	1.9	22	4	3	3	3	YES
WASHINGTON	77	3.8	20	3	2.5	2	3	YES
WEST VIRGINIA	79	2.7	24	4	4	3	4	NO
WISCONSIN	88	1.9	13	4	3	2	2	NO
WYOMING	79	4.3	13	4	3	3	3	NO



The average salary paid to teachers in Nevada’s public schools in 1863 was about \$48 per month (roughly \$905 in today’s dollars), which was less than half the average wage paid to miners.

Students—Graduation Rates

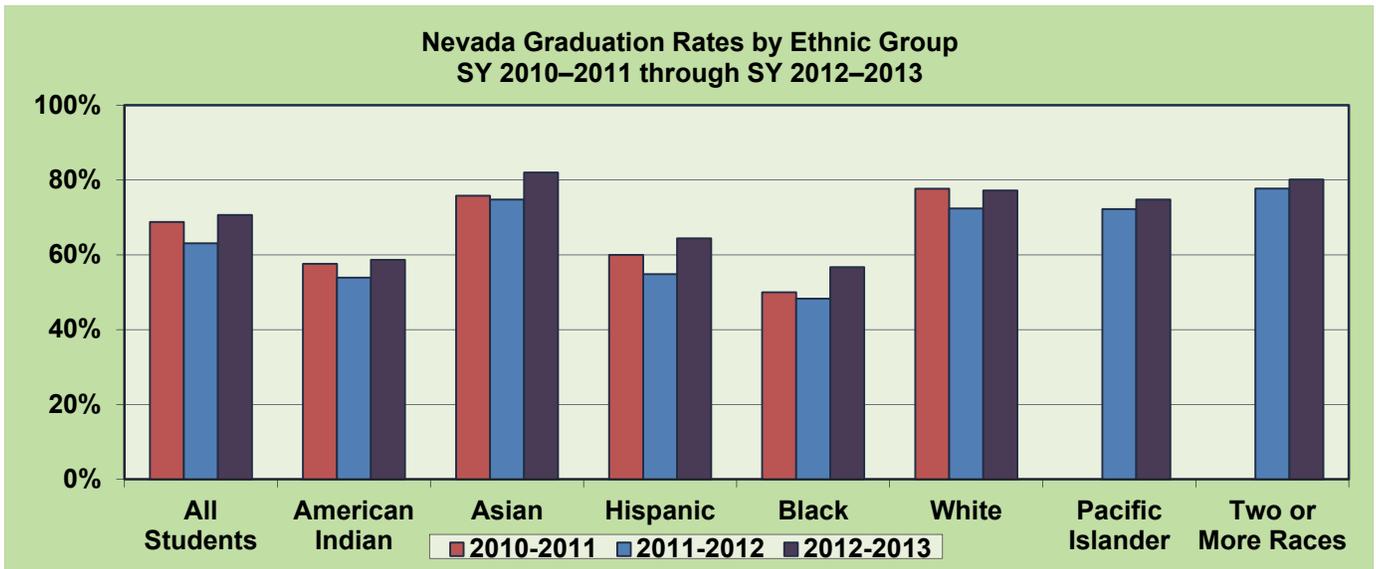
PUBLIC HIGH SCHOOL FOUR-YEAR ADJUSTED COHORT GRADUATION RATE WESTERN STATES COMPARISON SY 2011–2012



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, *Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010–11 and 2011–12, First Look*, April 2014.

Students—Graduation Rates (*continued*)

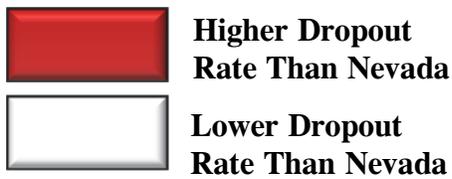
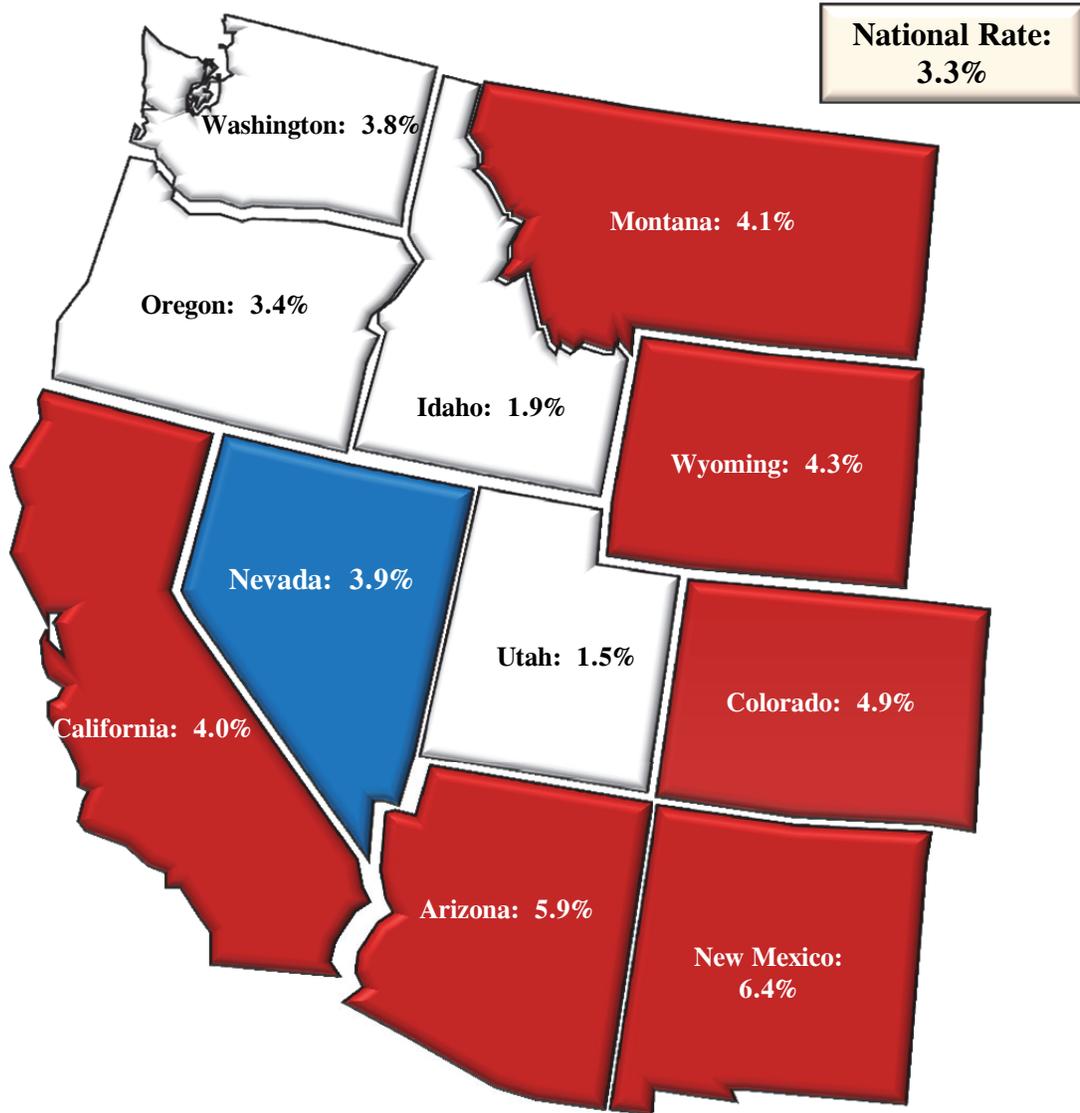


Nevada Graduation Rates by Ethnic Group						
	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
All Students	68.7%	71.3%	70.3%	68.8%	63.1%	70.7%
American Indian	58.0%	64.6%	64.1%	57.6%	53.9%	58.7%
Asian	80.7%	82.0%	81.3%	75.8%	74.8%	82.0%
Hispanic	57.0%	60.5%	60.3%	60.0%	54.9%	64.4%
Black	54.5%	57.7%	57.6%	50.0%	48.3%	56.7%
White	76.8%	79.2%	78.4%	77.7%	72.4%	77.2%
Pacific Islander	Not Reported	Not Reported	Not Reported	Not Reported	72.2%	74.8%
Two or More Races	Not Reported	Not Reported	Not Reported	Not Reported	77.7%	80.1%

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

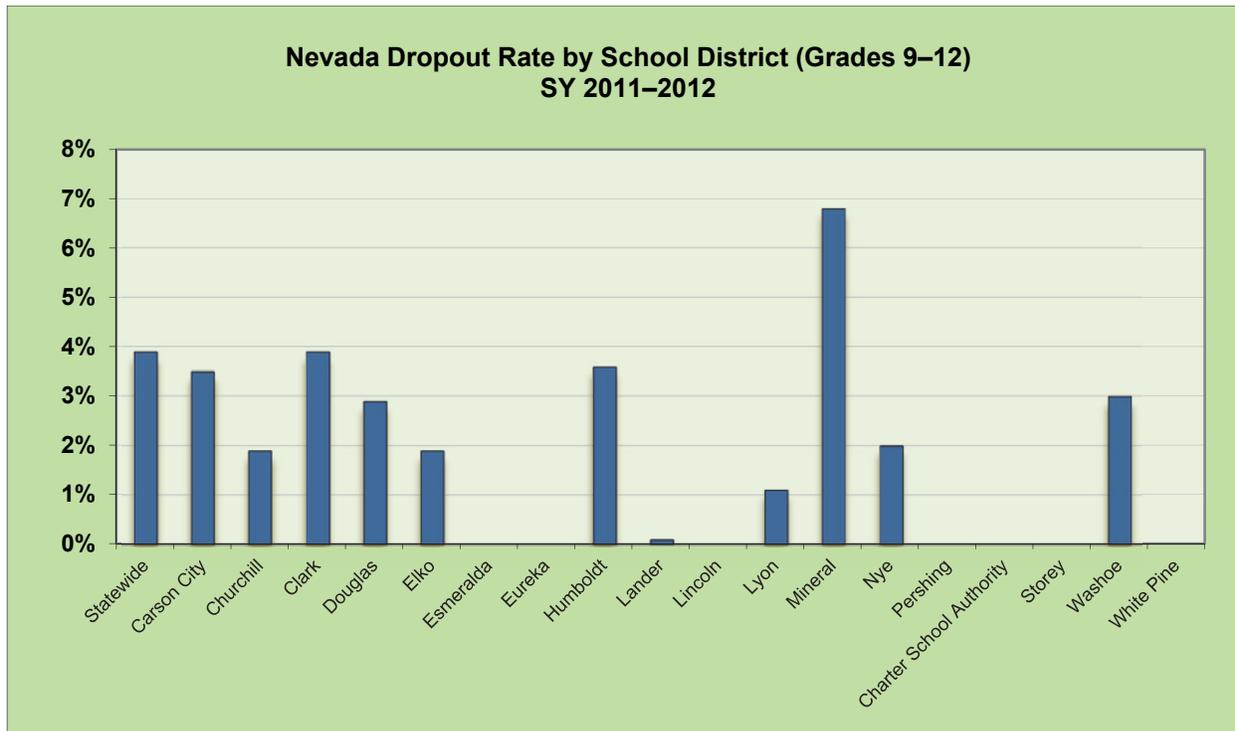
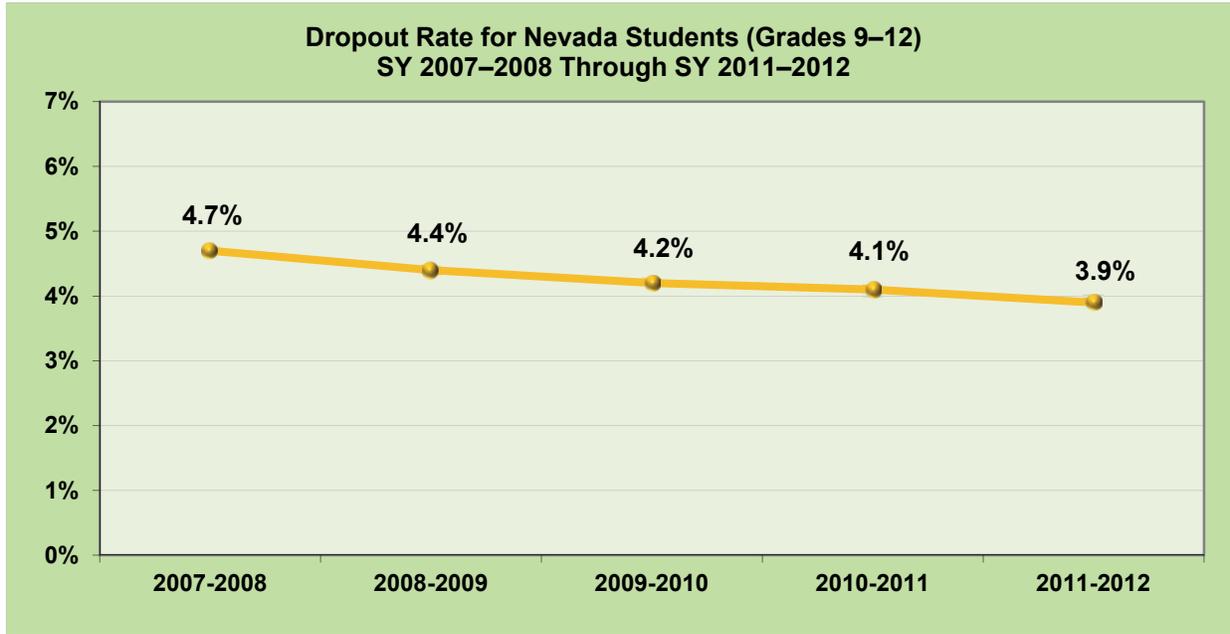
Students—Dropout Rates

**PUBLIC HIGH SCHOOL DROPOUT RATES
WESTERN STATES COMPARISON
SY 2011–2012**



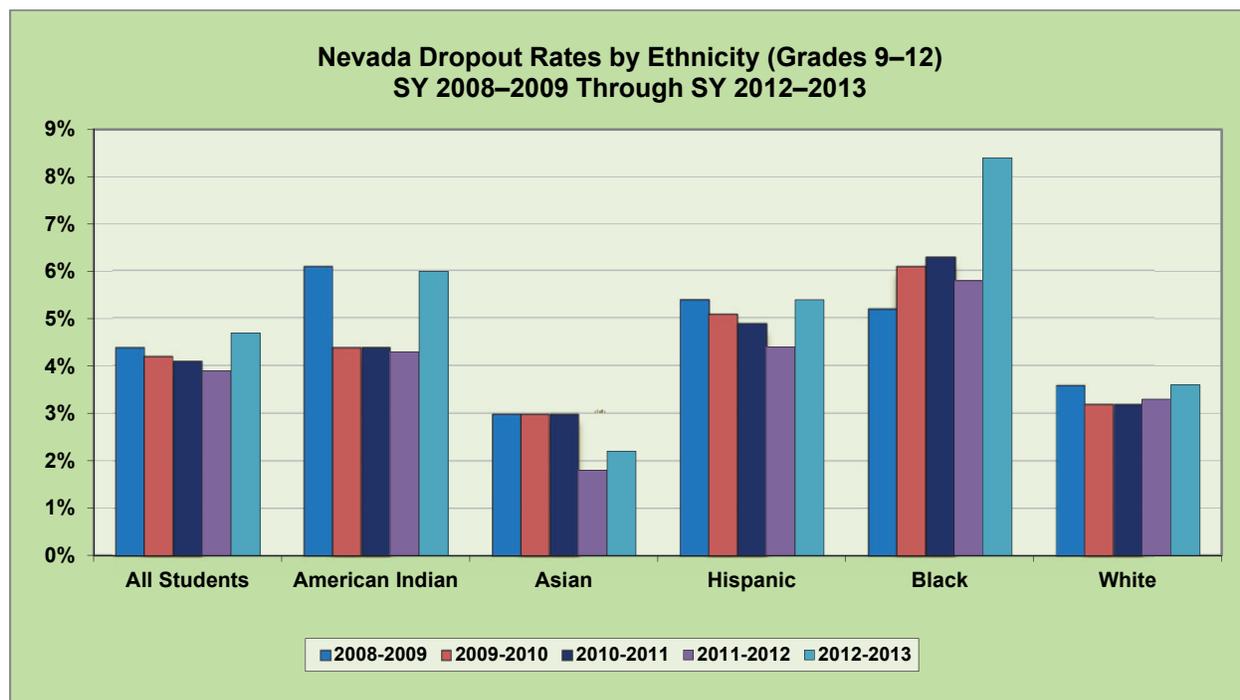
Source: U.S. Department of Education, National Center for Education Statistics, *Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010–11 and 2011–12, First Look*, April 2014.

Students—Dropout Rates (*continued*)



Note: Data from school districts with less than 10 students who dropped out are not reported. Esmeralda County School District does not provide instruction in grades 9 through 12. The State Public Charter School Authority is responsible for 16 public charter schools.

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

Students—Dropout Rates (*continued*)

Dropout Rates by Ethnicity						
	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
All Students	4.7%	4.4%	4.2%	4.1%	3.9%	4.7%
American Indian	5.5%	6.1%	4.4%	4.4%	4.3%	6.0%
Asian	3.2%	3.0%	3.0%	3.0%	1.8%	2.2%
Hispanic	6.2%	5.4%	5.1%	4.9%	4.4%	5.4%
Black	6.4%	5.2%	6.1%	6.3%	5.8%	8.4%
White	3.6%	3.6%	3.2%	3.2%	3.3%	3.6%
Pacific Islander	N/A	N/A	N/A	N/A	4.2%	4.8%
Two or More Races	N/A	N/A	N/A	N/A	3.1%	4.3%

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



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

Educational Personnel—2013 State Teacher Policy Yearbook

The 2013 edition of the *State Teacher Policy Yearbook* is the National Council on Teacher Quality’s seventh annual 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 *2013 State Teacher Policy Yearbook* is a C-.
- States fare worst in the area of “Exiting Ineffective Teachers,” with an average grade of D+.
- The highest average grades are in the areas of “Delivering Well-Prepared Teachers,” “Expanding the Teaching Pool,” “Identifying Effective Teachers,” and “Retaining Effective Teachers,” each earning a C-.
- The State of Florida received the highest average overall grade with a B+.
- The State of Montana was the only state to receive an average overall grade of F.

Average State Grades—National

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

Educational Personnel—2013 State Teacher Policy Yearbook (continued)**RESULTS—STATE OF NEVADA**

From 2011 to 2013 the State of Nevada’s average overall grade remained unchanged at C-, though it has improved from a D- in 2009. Overall, 37 state grades improved in 2013 over 2011 performances.

Average State Grades—Nevada

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

Source: National Council on Teacher Quality, *2013 State Teacher Policy Yearbook, National Summary*.

Policy Strengths in Nevada as Identified by the State Teacher Policy Yearbook:

- ✓ All new teachers must pass a pedagogy test to attain licensure;
- ✓ Teachers of core subject areas must pass subject matter tests to attain licensure;
- ✓ Teachers must be evaluated annually;
- ✓ Evidence of student learning is a key criteria used in Teacher Evaluations;
- ✓ Tenure decisions are connected to teacher effectiveness;
- ✓ Districts have the authority to determine how teachers are paid;
- ✓ Teachers can receive additional pay for working in high-need schools or shortage subject areas;
- ✓ Performance pay will be available beginning in School Year (SY) 2015–2016; and
- ✓ During reductions in force, a “last hired, first fired” policy is prohibited.

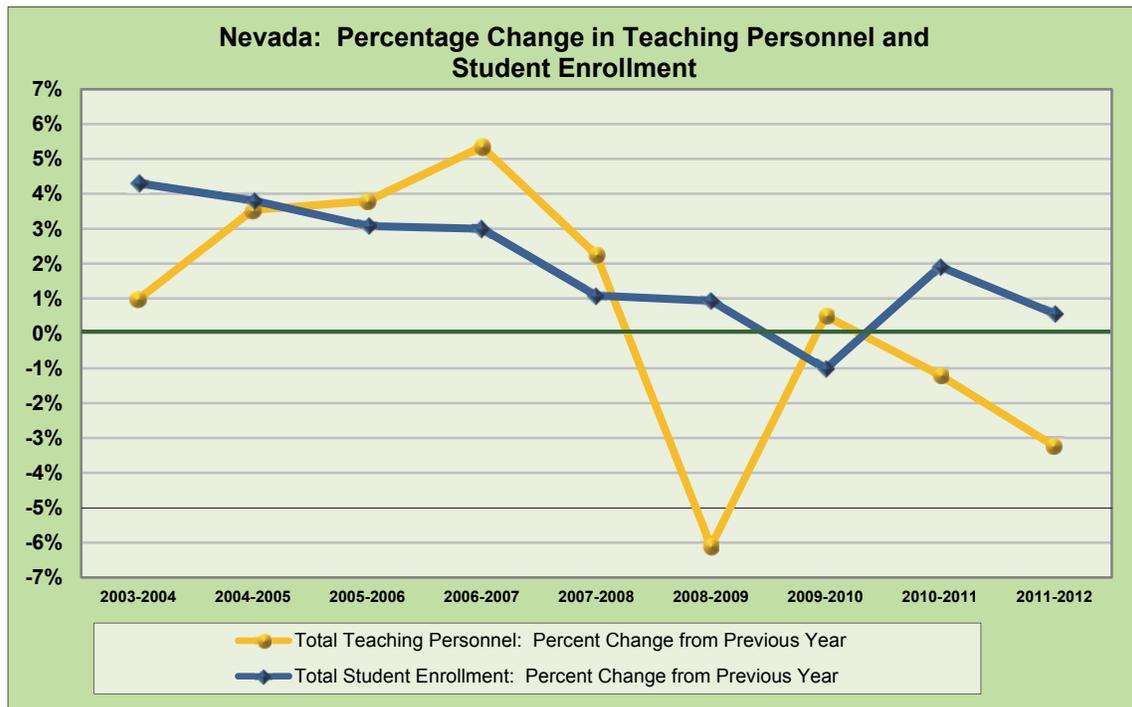
Educational Personnel—2013 State Teacher Policy Yearbook (continued)

**STATE TEACHER POLICY YEARBOOK 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-	C-	C	C	D+	C-
California	D+	C-	D-	C+	F	D+
Colorado	D-	D+	B-	C	A	C+
Idaho	D+	D	C-	D-	D	D+
Montana	F	F	F	D-	F	F
National	C-	C-	C-	C-	D+	C-
Nevada	D-	D	B-	D+	B	C-
New Mexico	D	D-	C-	C-	C	D+
Oregon	D	D-	D	C-	F	D
Utah	D+	D+	D+	B-	B-	C
Washington	D+	C+	C-	C-	C-	C-
Wyoming	F	D-	D+	D	D+	D

Source: National Council on Teacher Quality, 2013 State Teacher Policy Yearbook: National Summary.

Educational Personnel—FTEs



	Nevada Teaching Personnel and Student Enrollment SY 2002-2003 through SY 2011-2012									
	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Total Teaching Personnel (FTE)*	20,038	20,234	20,950	21,744	22,908	23,423	21,993	22,104	21,839	21,132
Total Teaching Personnel: Percent Change From Previous Year	4.0%	1.0%	3.5%	3.8%	5.4%	2.2%	-6.1%	0.5%	-1.2%	-3.2%
Total Public Student Enrollment	369,498	385,401	400,083	412,395	424,766	429,362	433,371	428,947	437,149	439,634
Total Public Student Enrollment: Percent Change From Previous Year	3.6%	4.3%	3.8%	3.1%	3.0%	1.1%	0.9%	-1.0%	1.9%	0.6%

*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 (CCD), "State Nonfiscal Public Elementary/Secondary Education Survey," 2011-12 v.1a.

Educational Personnel—FTEs (*continued*)

**PERCENTAGE OF EDUCATIONAL STAFF FOR SELECTED CATEGORIES
WESTERN STATES
SY 2010–2011**

State	Teachers	School Administrators*	District Administrators**	Student and Other Support Staff***	Instructional Aides	School Counselors	Librarians
Arizona	51.8% Rank: 18	2.6% Rank: 23	0.4% Rank: 48	22.8% Rank: 25	14.9% Rank: 11	1.3% Rank: 46	0.5% Rank: 44
California	49.2% Rank: 29	2.9% Rank: 10	0.7% Rank: 37	23.3% Rank: 22	12.1% Rank: 30	1.2% Rank: 47	0.1% Rank: 51
Colorado	47.9% Rank: 37	2.7% Rank: 17	1.2% Rank: 21	19.5% Rank: 40	14.5% Rank: 13	2.1% Rank: 11	0.8% Rank: 30
Idaho	56.4% Rank: 5	2.5% Rank: 29	0.5% Rank: 46	21.3% Rank: 36	10.8% Rank: 38	2.0% Rank: 15	0.4% Rank: 49
Montana	53.8% Rank: 10	2.8% Rank: 12	0.9% Rank: 28	22.2% Rank: 29	12.5% Rank: 28	2.4% Rank: 6	1.9% Rank: 1
National	50.0%	2.7%	1.0%	23.9%	11.8%	1.7%	0.8%
Nevada	65.4% Rank: 2	3.0% Rank: 9	0.1% Rank: 50	4.4% Rank: 51	12.4% Rank: 29	2.6% Rank: 4	1.1% Rank: 14
New Mexico	48.2% Rank: 35	2.8% Rank: 12	1.9% Rank: 14	22.3% Rank: 28	12.9% Rank: 21	1.8% Rank: 25	0.6% Rank: 42
Oregon	44.2% Rank: 47	2.5% Rank: 29	0.7% Rank: 37	23.4% Rank: 21	15.5% Rank: 8	1.6% Rank: 38	0.5% Rank: 44
Utah	49.1% Rank: 30	2.5% Rank: 29	0.7% Rank: 37	21.0% Rank: 38	15.7% Rank: 7	1.5% Rank: 42	0.5% Rank: 44
Washington	52.0% Rank: 14	2.7% Rank: 17	2.3% Rank: 5	23.5% Rank: 19	10.0% Rank: 41	2.0% Rank: 15	1.1% Rank: 14
Wyoming	43.4% Rank: 48	2.2% Rank: 44	2.0% Rank: 9	25.1% Rank: 15	14.6% Rank: 12	2.7% Rank: 3	1.0% Rank: 20

*School Administrators include primarily principals and assistant principals.

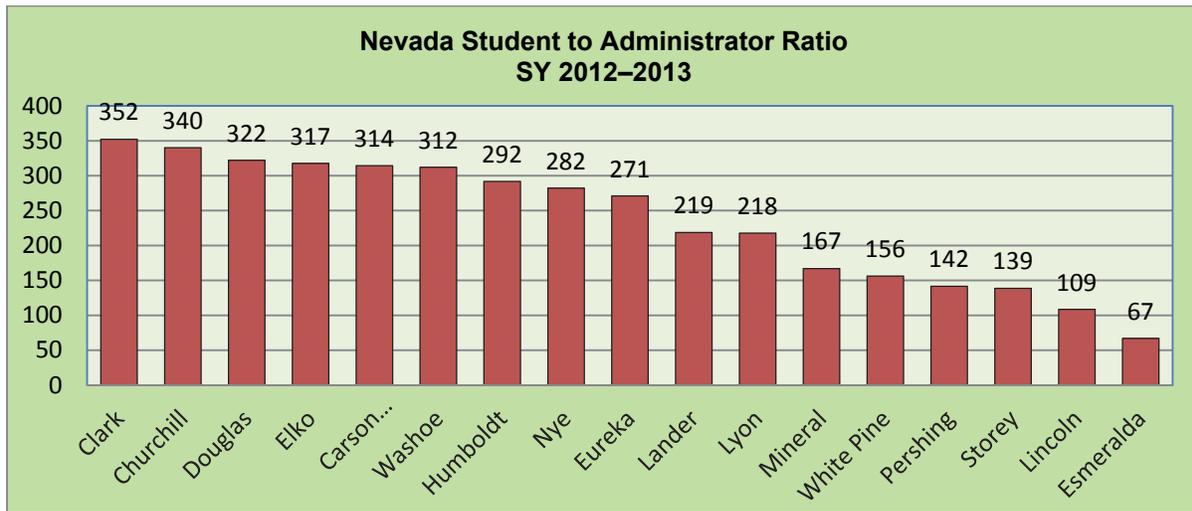
**District Administrators include primarily superintendents, assistant superintendents, and other district administrators.

***Student and Other Support Staff include library support staff and student support services staff; it does not include administrative support staff.

Note: Percentages do not total 100. Table does not include Administrative Support Staff or Instructional Coordinators.

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

Educational Personnel—FTEs (continued)

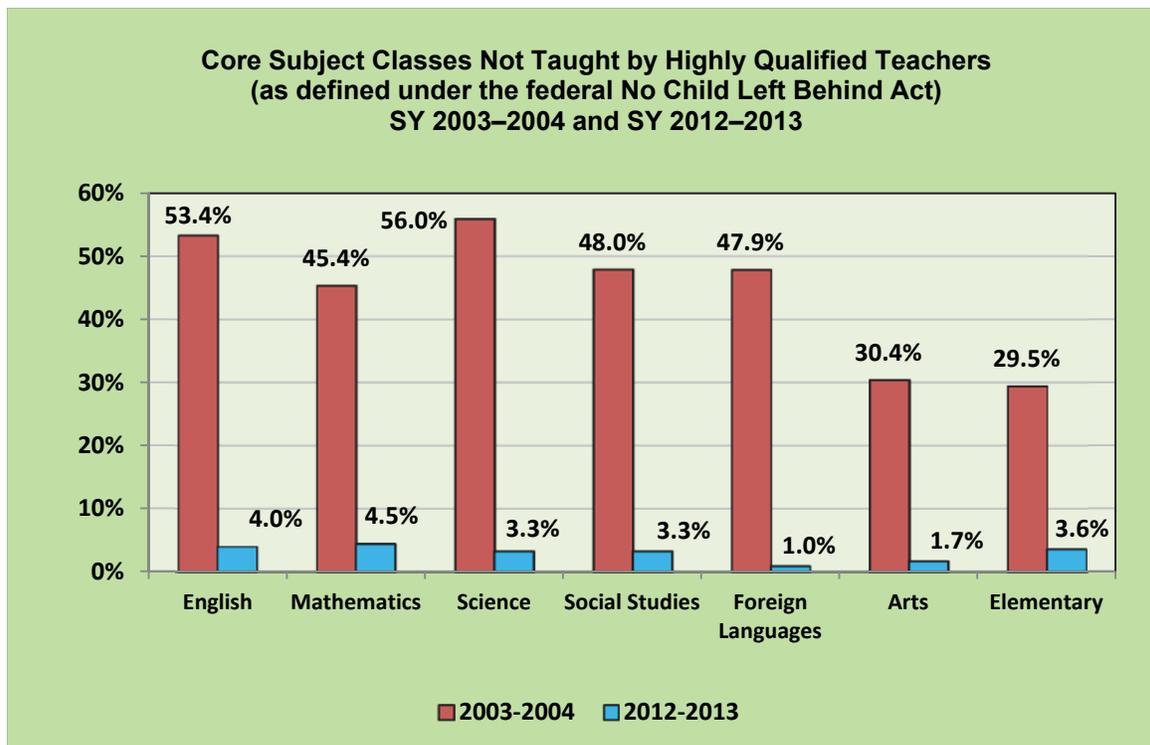
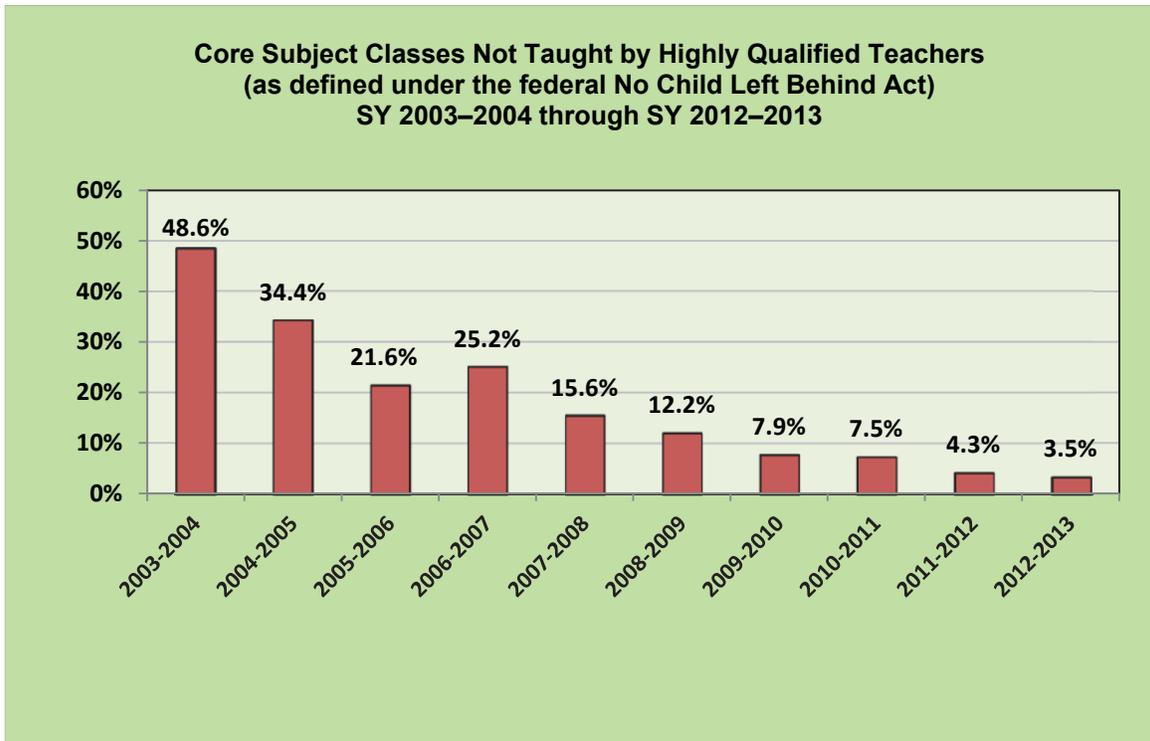


School District	Enrollment	Administrators*	Student to Administrator Ratio
Carson City	7,545	24	314
Churchill	3,740	11	340
Clark	311,029	883	352
Douglas	6,121	19	322
Elko	9,841	31	317
Esmeralda	67	1	67
Eureka	271	1	271
Humboldt	3,501	12	292
Lander	1,093	5	219
Lincoln	977	9	109
Lyon	8,059	37	218
Mineral	501	3	167
Nye	5,361	19	282
Pershing	708	5	142
Storey	416	3	139
Washoe	62,424	200	312
White Pine	1,407	9	156
Statewide	445,381	1,272	236

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

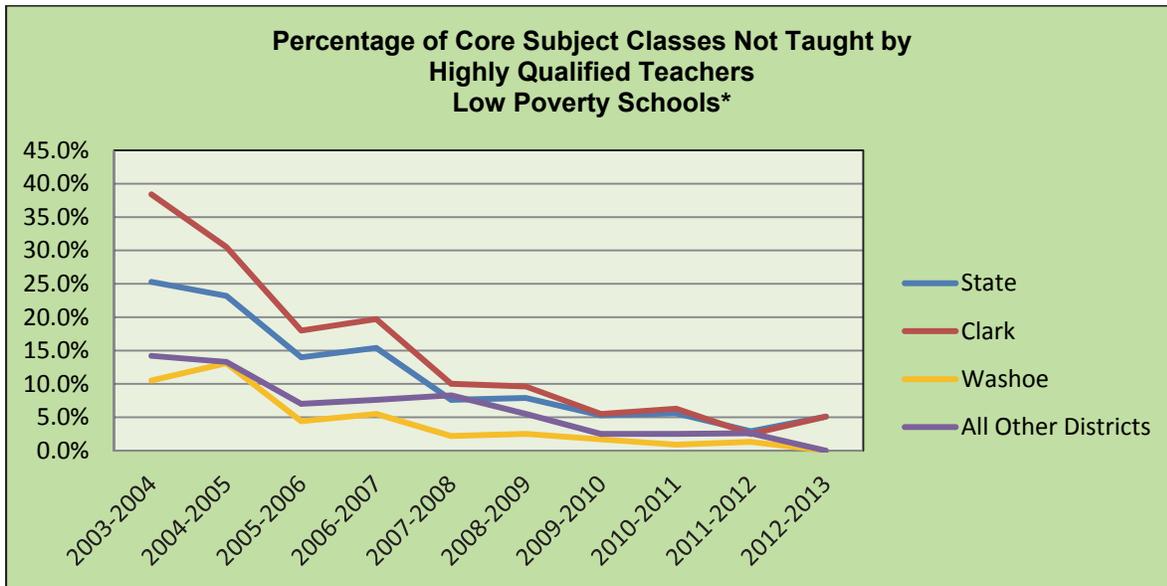
Source: Nevada's Department of Education (NDE), *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

Educational Personnel—Teachers Not Highly Qualified Per the No Child Left Behind (NCLB) Act

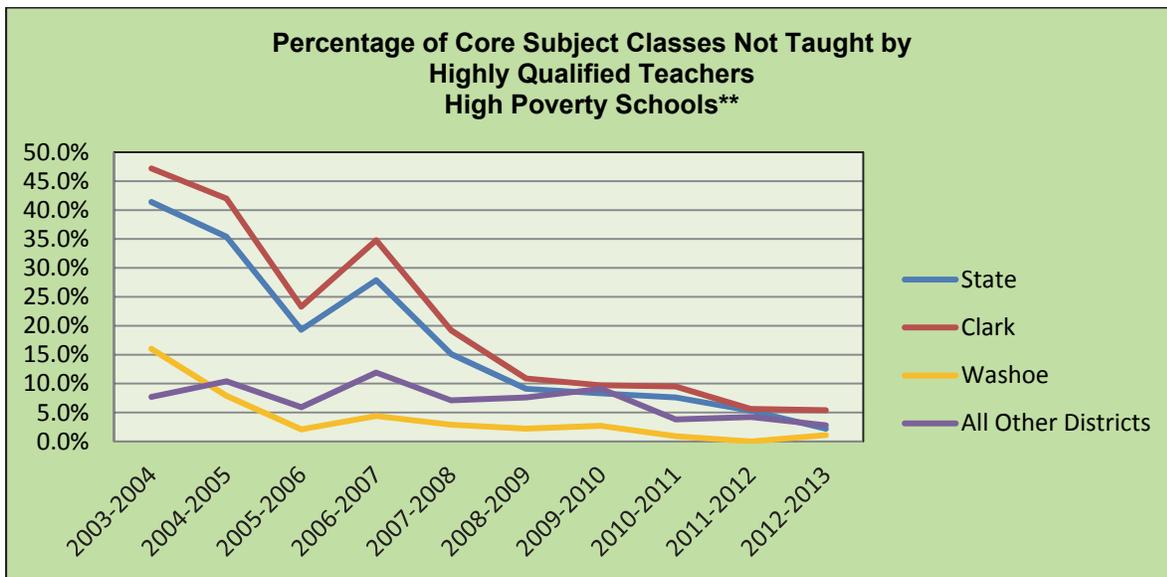


Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

**Educational Personnel—Teachers Not Highly Qualified Per the NCLB Act
(continued)**



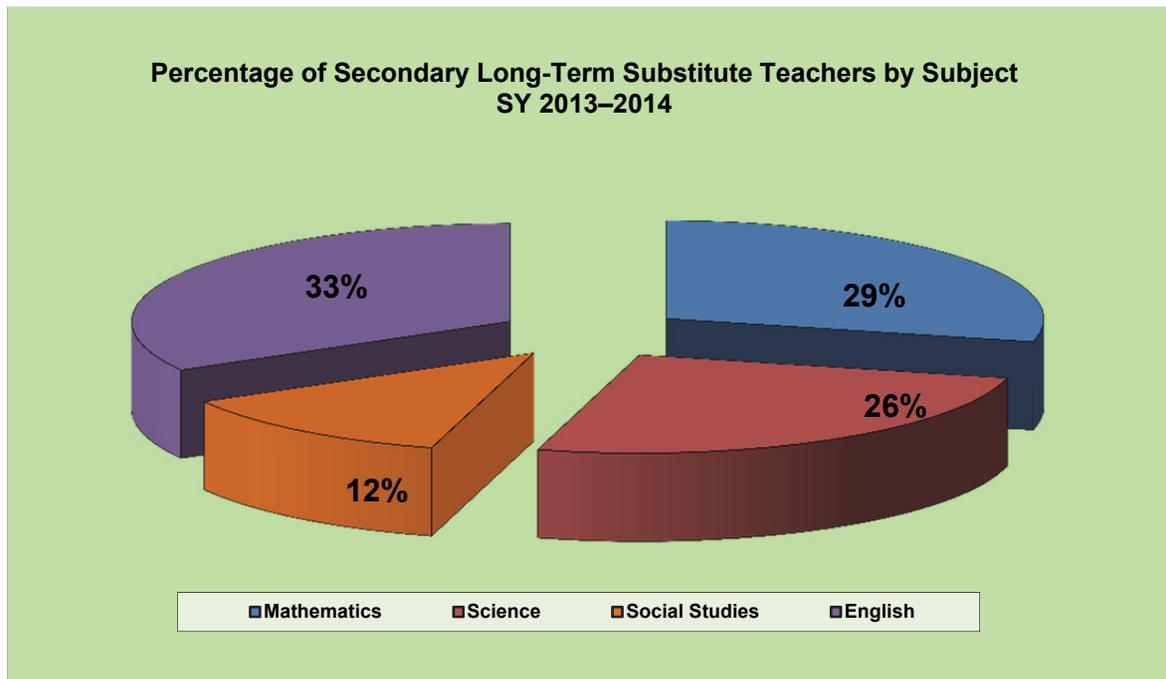
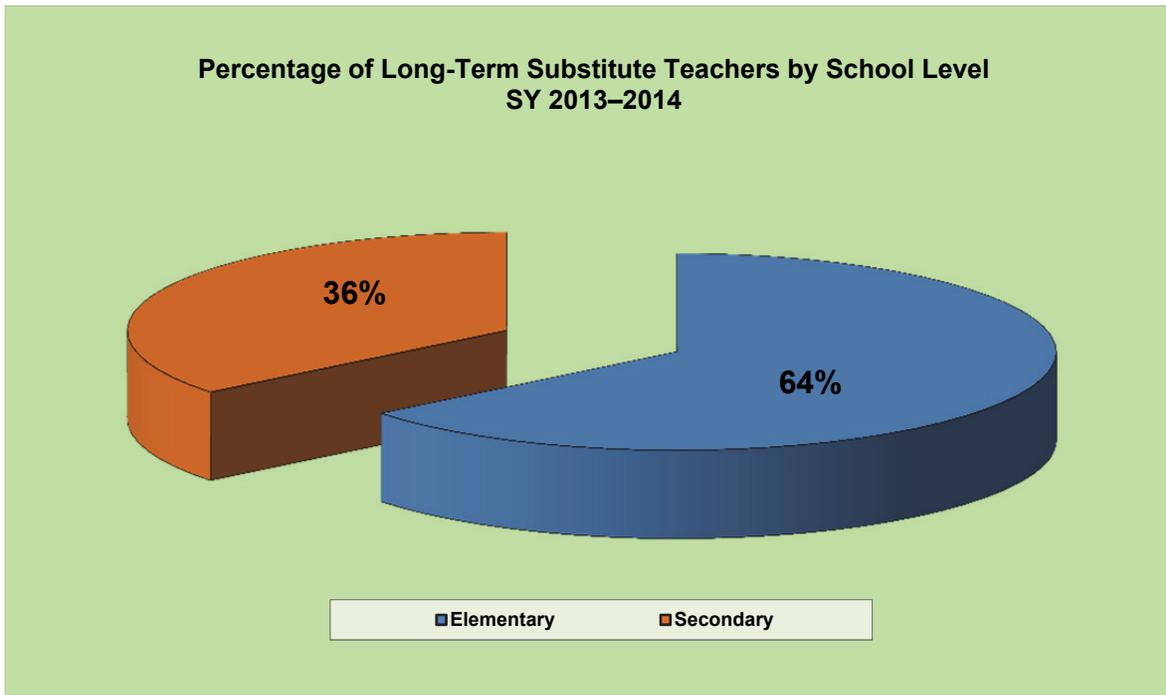
*Low-Poverty Schools are those in the top quartile of the State for percentage of students who qualify for free or reduced-price lunch.



**High-Poverty Schools are those in the bottom quartile of the State for percentage of students who qualify for free or reduced-price lunch.

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

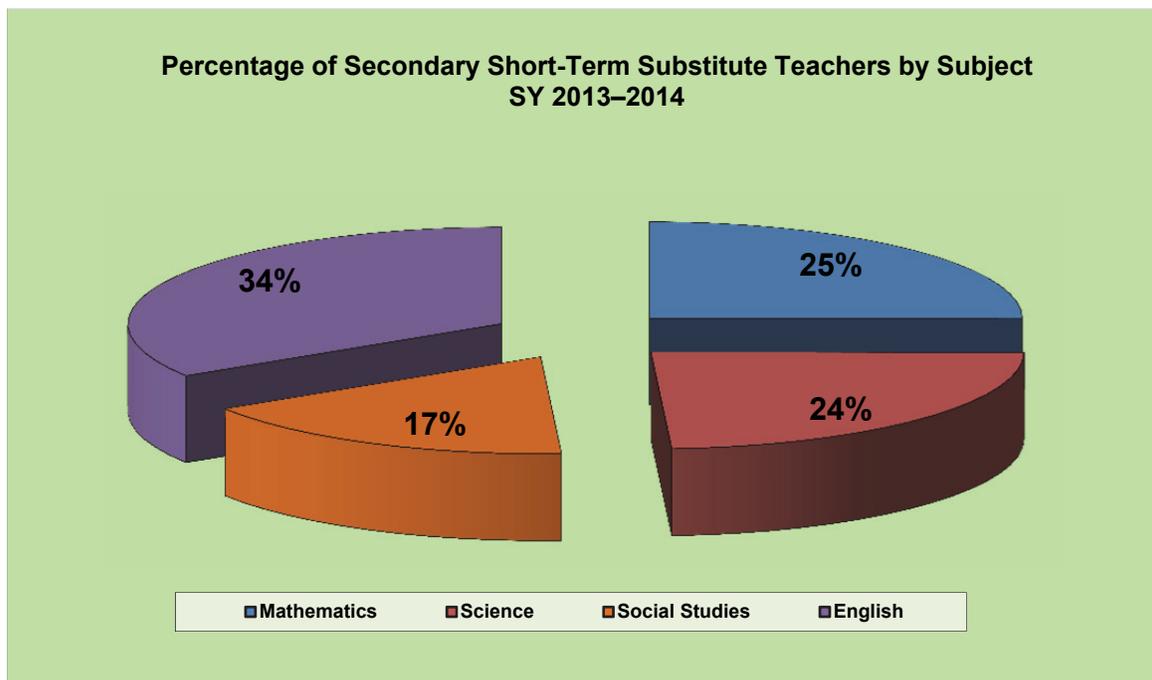
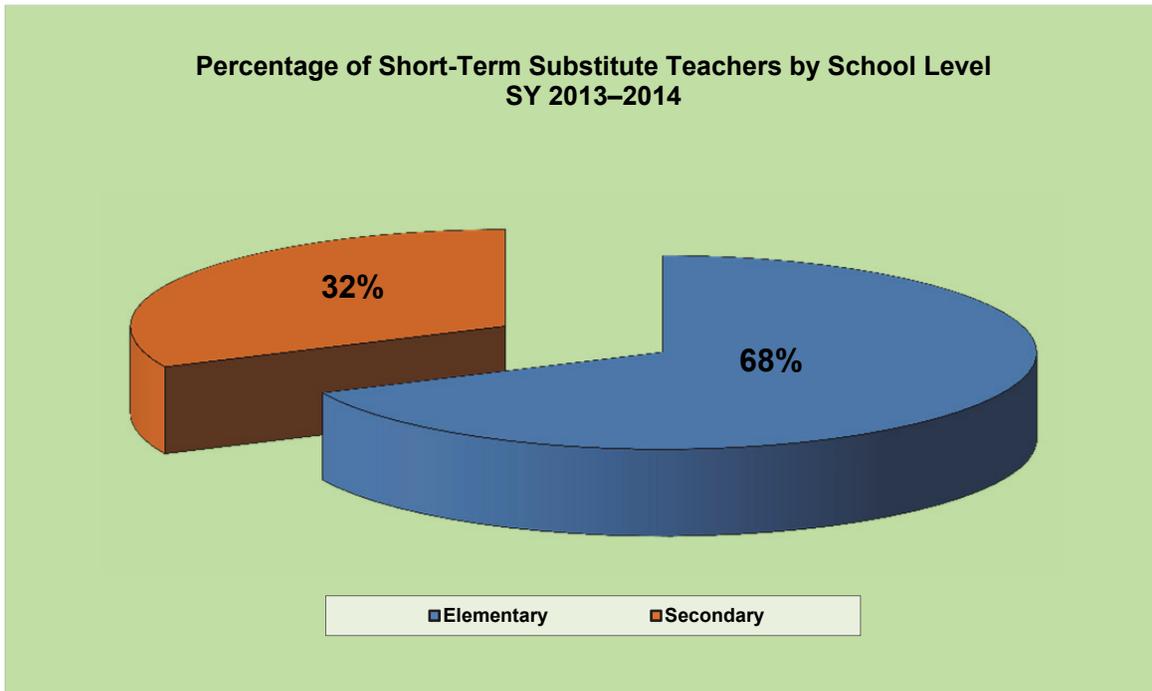
Educational Personnel—Substitute Teachers: Long-Term



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

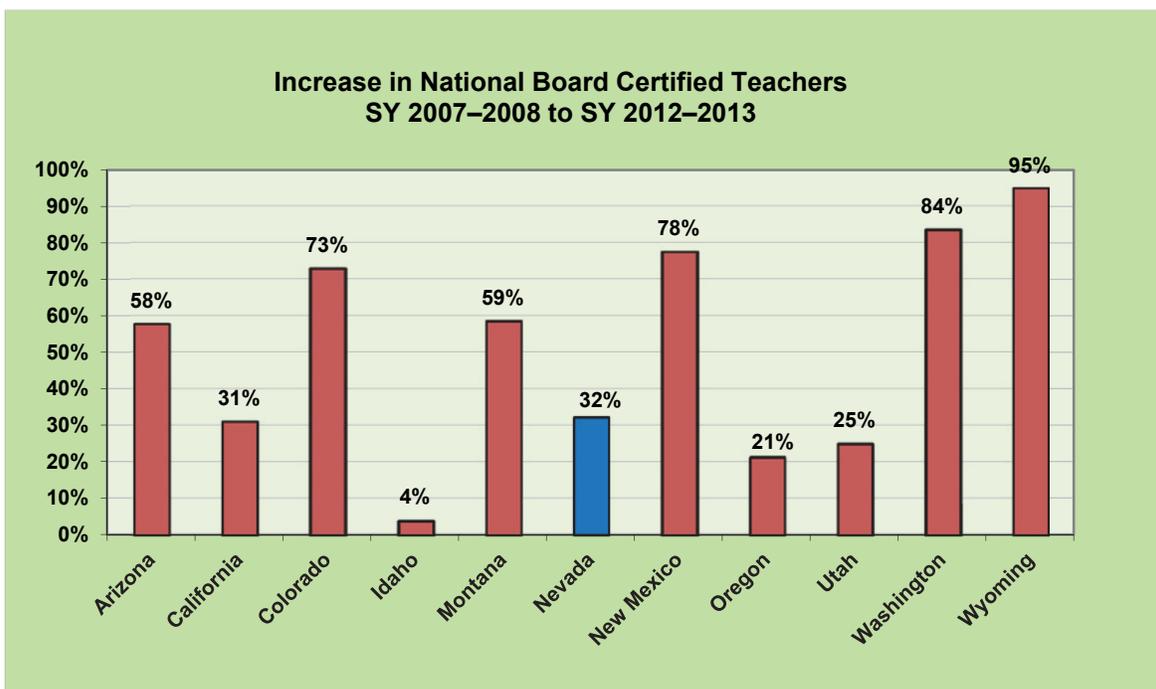
Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

Educational Personnel—Substitute Teachers: Short-Term



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

Educational Personnel—Teachers: National Board Certification



National Board Certified Teachers: Nevada and Western States			
States	2007–2008	2012–2013	Increase 2008 to 2013
Arizona	683	1,078	58%
California	4,561	5,979	31%
Colorado	485	839	73%
Idaho	360	374	4%
Montana	87	138	59%
Nevada	443	586	32%
New Mexico	490	870	78%
Oregon	244	296	21%
Utah	184	230	25%
Washington	3,953	7,259	84%
Wyoming	255	497	95%

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

Educational Personnel—Teacher Salaries

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) March 2014 *Rankings of the States and Estimates of School Statistics 2014*, the average salary for a public school teacher in Nevada was \$55,957 in SY 2012–2013, compared to the national average of \$56,103. State average public school teacher salaries ranged from highs in New York (\$75,279), Massachusetts (\$72,334), and the District of Columbia (\$70,906) to lows in Oklahoma (\$44,373), Mississippi (\$41,814), and South Dakota (\$39,018). 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 State budget often includes funding for raises for education personnel. 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, utilizing 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, one in each school district.

BUDGET REDUCTIONS: TEACHER AND STATE EMPLOYEE SALARIES

The 2013 Legislature increased funding for teacher salaries at 2.5 percent; this is the same amount that was added to the salaries of State employees. Despite the increase, the Legislature retained six furlough days per year for State employees. Merit pay increases, however, were restored for the second year of the biennium. Overall, State spending for employee pay remains significantly below the pre-recession level. **The actual salaries of teachers continue to be subject to local collective bargaining agreements.**

Educational Personnel—Teacher Salaries (*continued*)

AVERAGE ANNUAL SALARIES OF PUBLIC SCHOOL TEACHERS BY REGION

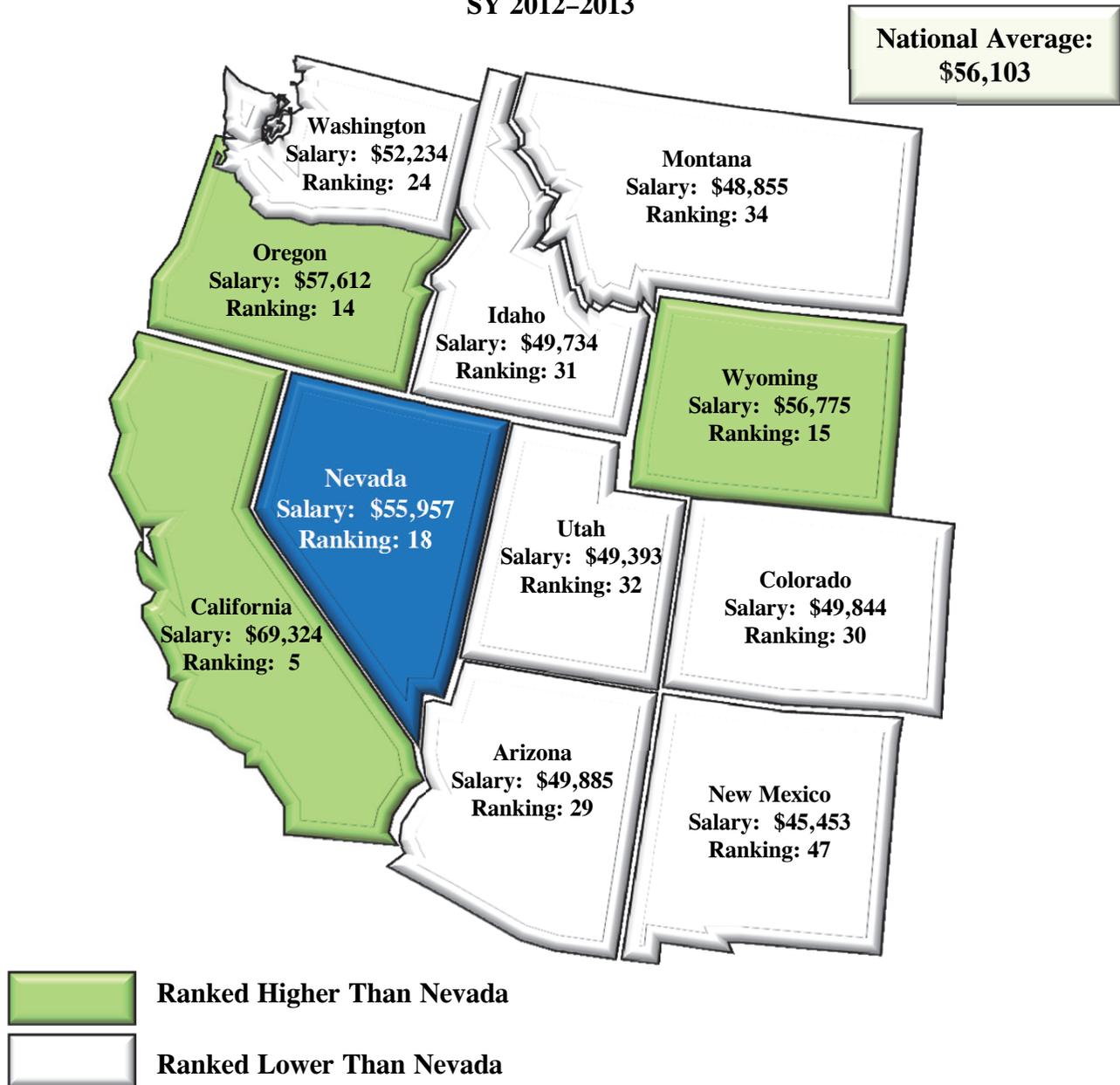
National Average: \$56,103

Region	Annual Average Salary SY 2012–2013
New England Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont	\$66,029
Mid-East Delaware, District of Columbia, Maryland, New Jersey, New York, and Pennsylvania	\$69,504
Southeast Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia	\$48,121
Great Lakes Illinois, Indiana, Michigan, Ohio, and Wisconsin	\$57,047
Plains Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota	\$49,799
Southwest Arizona, New Mexico, Oklahoma, and Texas	\$48,386
Rocky Mountains Colorado, Idaho, Montana, Utah, and Wyoming	\$50,077
Far West Alaska, California, Hawaii, Nevada , Oregon, and Washington	\$64,591

Source: NEA, *Rankings & Estimates: Rankings of the States 2013 and Estimates of School Statistics 2014*, March 2014.

Educational Personnel—Teacher Salaries (*continued*)

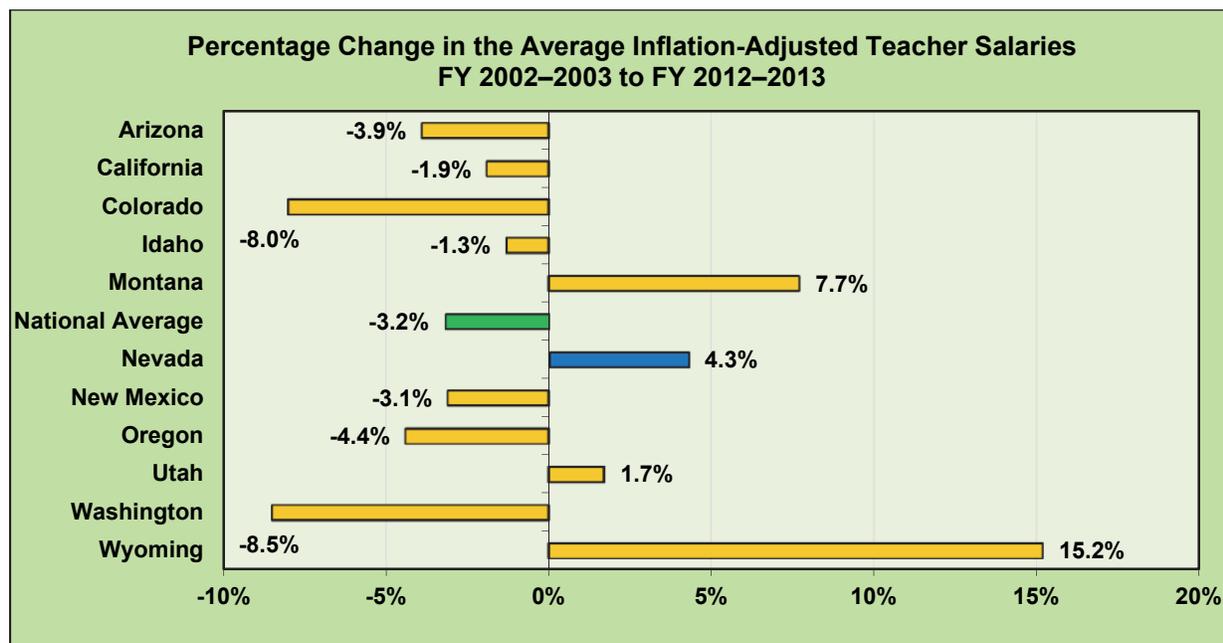
**AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS AND
NATIONAL RANKINGS
SY 2012–2013**



*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 2013 and Estimates of School Statistics 2014*, March 2014.

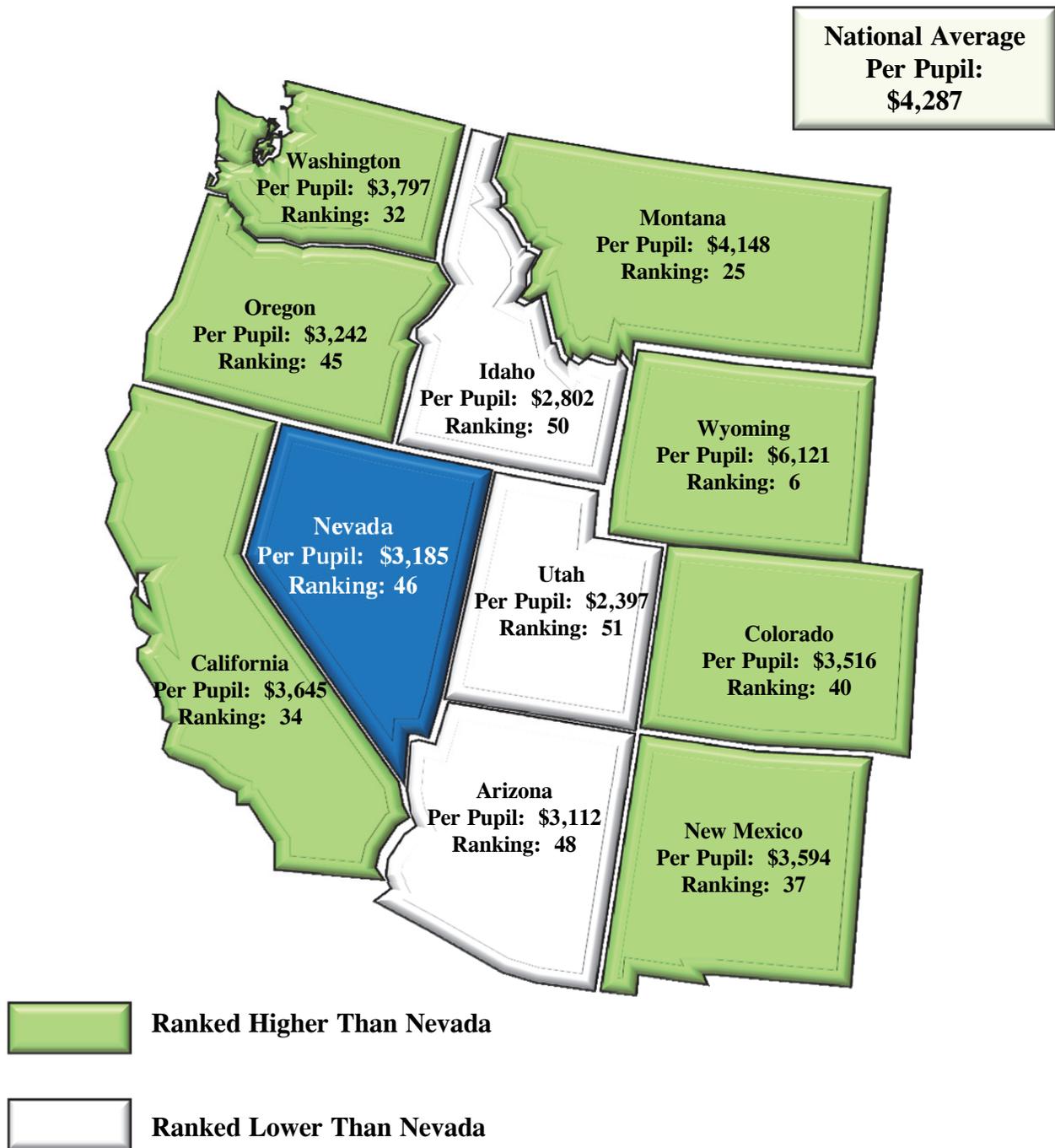
Educational Personnel—Teacher Salaries (*continued*)

State	Change in Average Inflation-Adjusted Teacher Salaries FY 2002–2003 to FY 2012–2013	Rank
National Average	-3.2%	N/A
Arizona	-3.9%	35
California	-1.9%	27
Colorado	-8.0%	44
Idaho	-1.3%	26
Montana	7.7%	7
Nevada	4.3%	9
New Mexico	-3.1%	30
Oregon	-4.4%	36
Utah	-1.7%	14
Washington	-8.5%	45
Wyoming	15.2%	1

Source: NEA, *Rankings & Estimates: Rankings of the States 2013 and Estimates of School Statistics 2014*, March 2014.

Educational Personnel—Teacher Salaries (*continued*)

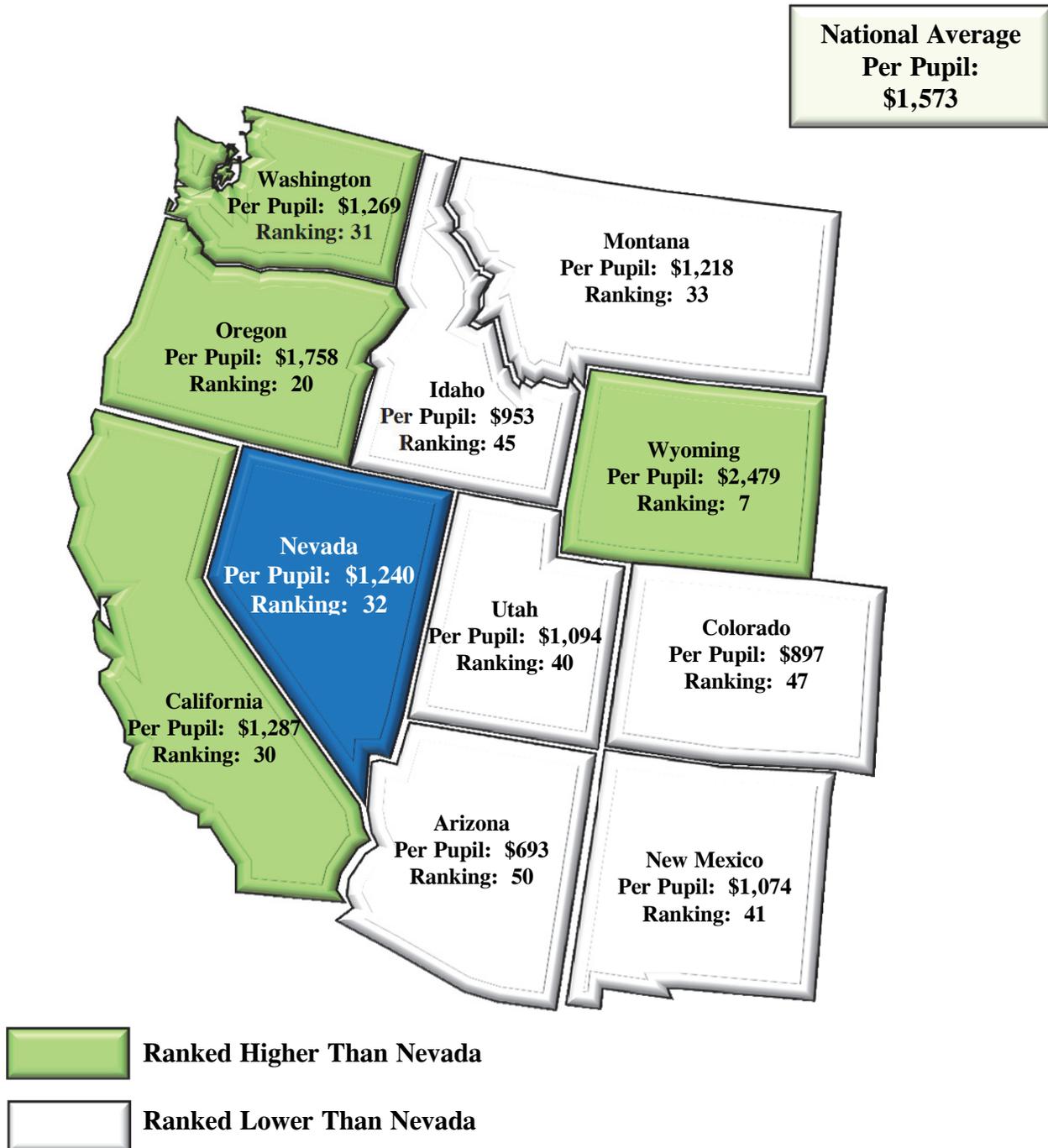
**CURRENT PER-PUPIL SPENDING ON INSTRUCTION—SALARIES
(NO BENEFITS) AND NATIONAL RANKINGS
SY 2011–2012**



Source: United States Census Bureau, *Public Education Finances 2012*, May 2014.

Educational Personnel—Teacher Salaries (*continued*)

**CURRENT PER-PUPIL SPENDING ON INSTRUCTION
BENEFITS ONLY(NO BASE SALARY) AND NATIONAL RANKINGS
SY 2011-2012**

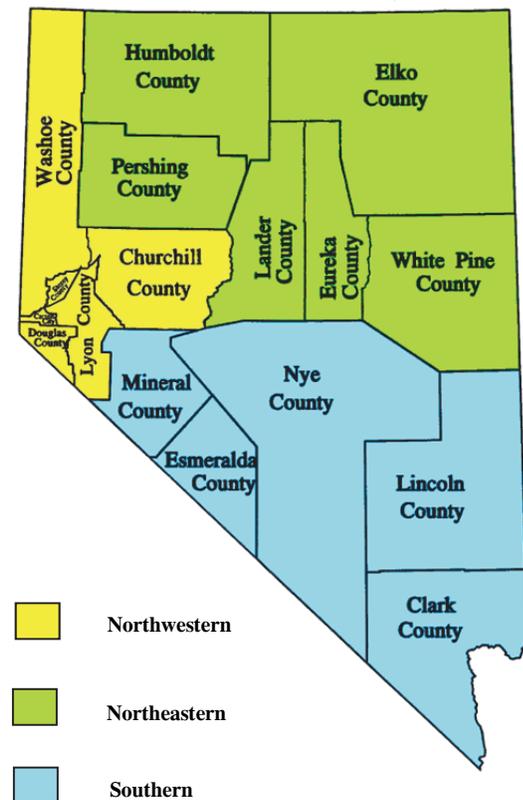


Source: United States Census Bureau, *Public Education Finances 2012*, May 2014.

Educational Personnel—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 522 (Chapter 382, *Statutes of Nevada 2013*), appropriating up to \$17.6 million over the biennium (\$8.7 million in Fiscal Year [FY] 2013–2014 and \$7.6 million in FY 2014–2015) for regional training programs to train teachers and administrators. An additional \$1.3 million may be requested by the Department of Education for the professional development of teachers and administrators to implement the statewide educator performance evaluation system, based upon the results of the planned validation study. The Legislature also continued biennial funding of \$200,000 for statewide administrator training.

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.

Educational Personnel—Professional Development (*continued*)

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 (NELIP). 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. The fundamental reading skills are:

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

Educational Personnel—Professional Development (*continued*)

FUNDING FOR PROFESSIONAL DEVELOPMENT OF TEACHERS AND ADMINISTRATORS

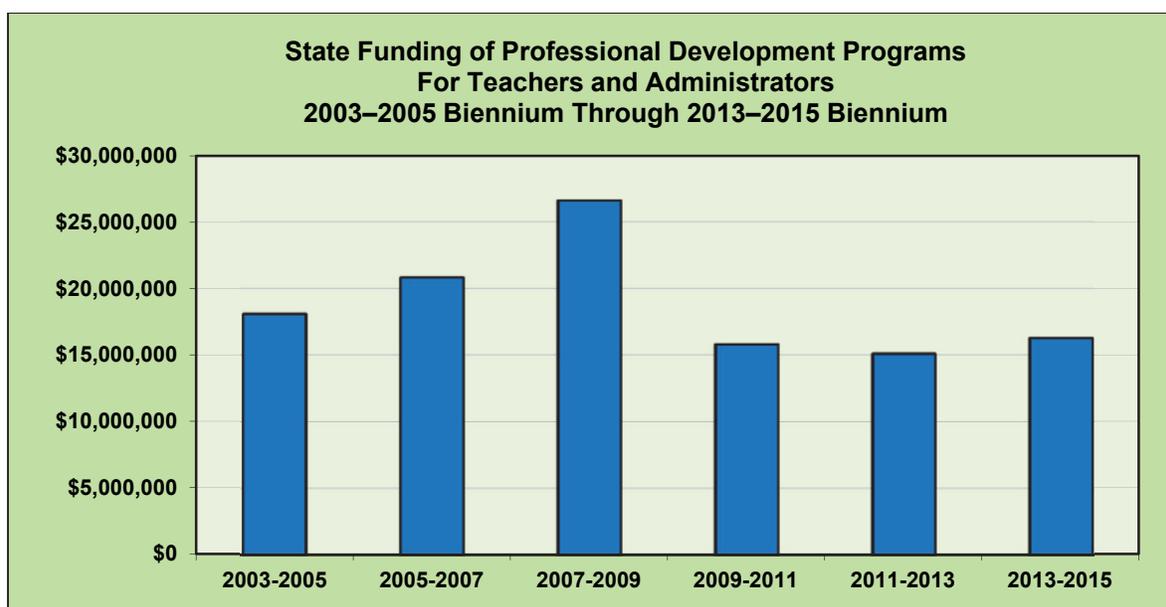
RPDP	2007–2009¹	2009–2011²	2011–2013³	2013–2015
Southern RPDP	\$14,201,041	\$8,326,404	\$2,900,010	\$8,466,392
Western RPDP	\$3,432,840	N/A	N/A	N/A
Northwestern RPDP	\$5,302,630	\$4,477,118	\$2,309,396	\$4,803,712
Northeastern RPDP	\$3,266,585	\$2,792,086	\$2,671,472	\$2,823,472
Statewide Administrative Training	\$200,000	\$200,000	\$200,000	\$200,000
Statewide Evaluation	\$200,000	\$0	\$0	\$0
Clark County School District	N/A	N/A	\$5,066,702	N/A
Washoe County School District	N/A	N/A	\$1,974,316	N/A
TOTAL	\$26,603,096	\$15,795,608	\$15,121,896	\$16,293,576

Source: Nevada school funding bills, various years.

¹Beginning with the 2007–2009 Biennium, funding for the statewide evaluation of the RPDPs was eliminated through budget reductions.

²During 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.

³The 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.



Educational Personnel—Professional Development: RPDPs—Internal Evaluations

Due to the economic downturn and resulting budget crisis, no statewide evaluation of the RPDPs has been conducted since the 2009–2011 Biennium. However, pursuant to NRS 391.552, the governing body of each regional training program must submit an annual self-evaluation report that includes, but is not limited to:

- Priorities for training adopted by the governing body;
- Type of training offered through the program; and
- Number of administrators and teachers who received training through the program in the preceding year.

Highlights of the self-evaluations submitted by each region for SY 2011–2013 follow. To obtain an evaluation in its entirety, please contact the appropriate RPDP:

RPDP Contact Information	
Northeastern Nevada	775-753-3879
Northwestern Nevada.....	775-861-4470
Southern Nevada	702-799-3835



In 1881, the highest salary paid for teaching in Washoe County was \$125 per month, which would be worth around \$2,906 today; the lowest salary paid was \$52, which would be around \$1,209 today.

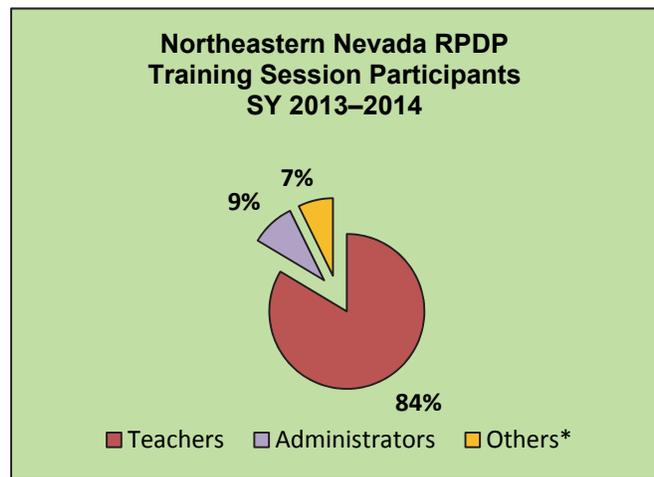
Educational Personnel—Professional Development: RPDPs—Internal Evaluations (continued)

NORTHEASTERN NEVADA RPDP: INTERNAL EVALUATION

The Northeastern Nevada RPDP (NNRPDP) serves teachers and administrators in Elko, Eureka, Humboldt, Lander, Pershing, and White Pine Counties. In the past year, much of the NNRPDP’s professional development work focused on the Nevada Educator Performance Framework (NEPF). Staff of the NNRPDP are conducting Teacher Academies throughout the academic year. Modeled after the NEPF Leadership Academy, “the goal of the Teacher Academy is to support and strengthen [teachers’] instructional pedagogy through critical thinking and reflective practice” using the NEPF standards as the basis for the work.

Unduplicated Participant Counts

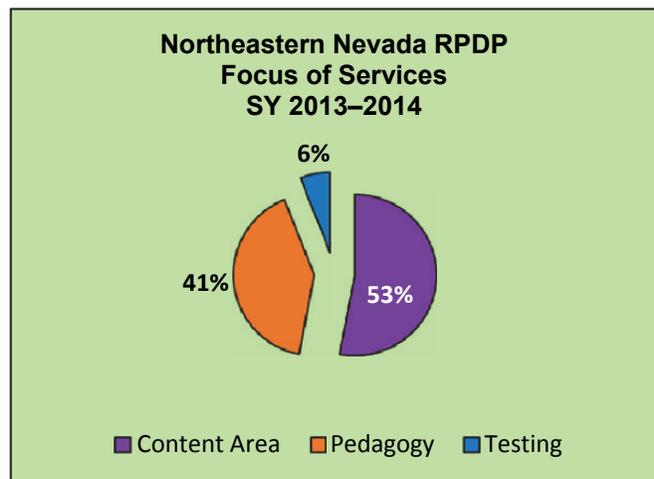
During SY 2013–2014, the NNRPDP trainings reached 908 individual educators, including 759 teachers, 83 administrators, and 66 other staff. Because some educators attended multiple training sessions, duplicated counts indicate total attendance reached 2,582 participants (including teachers, administrators, and other school personnel).



*Others = Paraprofessionals and substitute teachers.

Training Sessions

In total, 220 separate training sessions were conducted by the NNRPDP. The training sessions were chiefly conducted by regional coordinators, site facilitators (Elko), NELIP facilitators, and instructional coaches. The adjacent chart presents the focus of services provided by the NNRPDP during SY 2013–2014. The chart indicates that approximately 53 percent of the training sessions focused on content areas, including the CCSS; 41 percent focused on pedagogy; and 6 percent on testing.



Educational Personnel—Professional Development: RPDPs—Internal Evaluations (*continued*)

Quality of Training

At the end of each training session, participants are requested to complete a questionnaire concerning the quality of the session. The following table presents the average ratings from NNRPDP training participants during SY 2013–2014.

Northeastern Nevada RPDP Teacher/Administrator Average Ratings: Quality of Training Sessions (SY 2013–2014)

Question	Rating*
The training matched my needs.	4.56
The training provided opportunities for interactions and reflections.	4.79
The presenter/facilitator's experience and expertise enhanced the quality of the training.	4.72
The presenter/facilitator efficiently managed time and pacing of the training.	4.73
The presenter modeled effective teaching strategies.	4.61
The training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.52
The training will improve my teaching skills.	4.51
I will use the knowledge and skills from this training in my classroom or professional duties.	4.63
This training will help me meet the needs of diverse student populations (e.g., gifted and talented, English language learner [ELL], special education, at-risk students).	4.38

*Scale (1–5): 1=not at all; 3=to some extent; and 5=to a great extent.

Source: NNRPDP, *2013–2014 Annual Report & Self-Evaluation*, 2014.

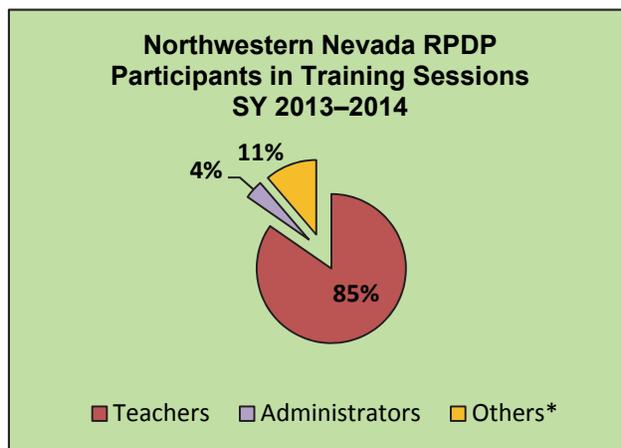
Educational Personnel—Professional Development: RPDPs—Internal Evaluations *(continued)*

NORTHWESTERN NEVADA RPDP: INTERNAL EVALUATION

The Northwestern Nevada RPDP (NWRPDP) provides professional development for school districts in Carson City and Churchill, Douglas, Lyon, Storey, and Washoe Counties. During SY 2013–2014, the NWRPDP continued to support teachers, administrators, students, and parents in the understanding and implementation of the Nevada Academic Content Standards (NVACS), based upon the CCSS, in math and literacy; and based upon the Next Generation Science Standards (NGSS) in science. Additionally, the NEPF, the new educator evaluation process designed by the Nevada Teachers and Leaders Council, was a focus area for training for NWRPDP staff districts. The NWRPDP staff also worked with Nevada’s Department of Education and the University of Nevada, Reno, to continue to refine the NVACS resources available to the region’s educators.

Unduplicated Participant Counts

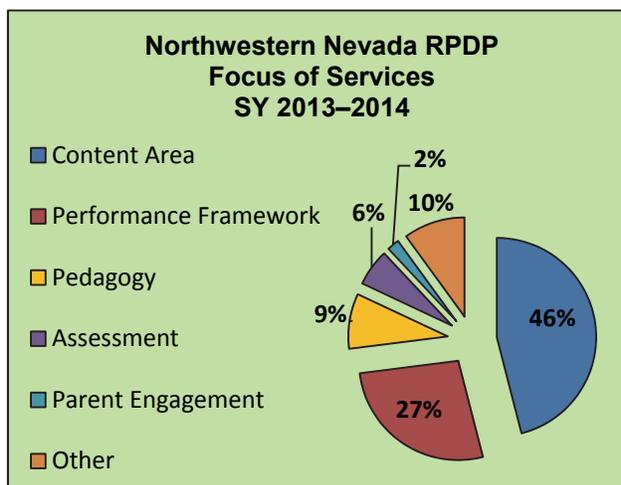
During SY 2013–2014, the NWRPDP training sessions reached 3,196 individual educators, including 2,706 teachers, 130 administrators, and 360 other trainees including parents, paraprofessionals, substitute teachers, and community members. Because some participants attended multiple training sessions, duplicated counts indicate total attendance reached 6,872 participants (including teachers, administrators, and other school personnel).



*Others = Paraprofessionals, staff, substitute teachers, parents, and other community members.

Training Sessions

The adjacent chart presents the focus of services provided by the NWRPDP during SY 2013–2014. The chart indicates that approximately 46 percent of the training sessions focused on content areas, including the CCSS; 27 percent focused on the performance framework; 9 percent focused on pedagogy; 6 percent focused on assessment; 2 percent focused on parent engagement; and 10 percent accounted for other activities.



Educational Personnel—Professional Development: RPDPs—Internal Evaluations (*continued*)

Quality of Training

At the end of each training session, participants are requested to complete a questionnaire concerning the quality of the session. The following table presents the average ratings received from participants during SY 2013–2014.

Northwestern Nevada RPDP Teacher/Administrator Average Ratings: Quality of Training Sessions (SY 2013–2014)

Question	Rating*
The training matched my needs.	4.35
The training provided opportunities for interactions and reflections.	4.67
The presenter/facilitator's experience and expertise enhanced the quality of the training.	4.66
The presenter/facilitator efficiently managed time and pacing of the training.	4.66
The presenter modeled effective teaching strategies.	4.57
The training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.48
The training will improve my teaching skills.	4.43
I will use the knowledge and skills from this training in my classroom or professional duties.	4.50
This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.38

*Scale (1–5): 1=not at all; 3=to some extent; and 5=to a great extent.

Source: NWRPDP, *Self-Evaluation Report 2013–2014*, August 2014.

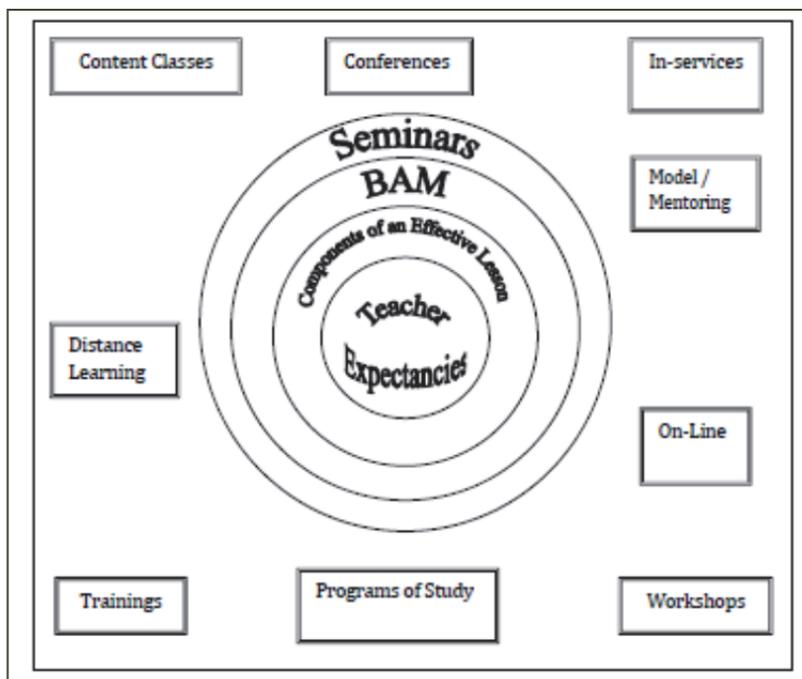
Educational Personnel—Professional Development: RPDPs—Internal Evaluations (*continued*)

SOUTHERN NEVADA RPDP: INTERNAL EVALUATION

The Southern Nevada RPDP (SNRPDP) serves teachers and administrators in Clark, Esmeralda, Lincoln, Mineral, and Nye Counties. The Esmeralda, Lincoln, Mineral, and Nye County School Districts rely almost exclusively on the SNRPDP to provide teacher and administrator professional development services. Because of this reliance, the SNRPDP is committed to providing comprehensive training and resources to these smaller districts.

The SNRPDP continues to change the way professional development is delivered through implementation of the *Backward Assessment Model* (BAM) as the primary vehicle to deliver training. Rather than a series of one-shot, unconnected presentations, BAM requires professional development to be an integral and essential part of teachers' work. It requires professional development to be regularly scheduled, on-site, ongoing, in the discipline teachers teach, and in content and pedagogy; it must also include classroom teachers as active participants.

There are two premises of BAM: (1) "assessment drives instruction"; and (2) "teachers make a difference; teachers working together make a greater difference." As an example of this program and the emphasis placed on the academic standards, the majority of schools in the five southern Nevada school districts have adopted versions of the "Professional Development Day Agenda" put forth by the SNRPDP. Essentially, the agenda focuses professional development time on what teachers teach (the CCSS), how they teach it, the performance of their students, and the implementation of instructional practices that will result in increased student achievement.



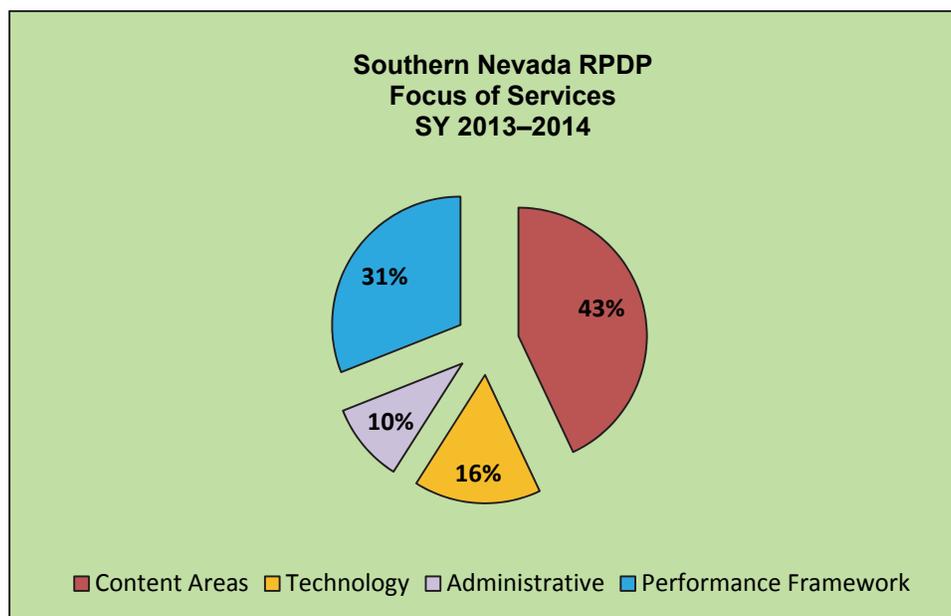
Educational Personnel—Professional Development: RPDPs—Internal Evaluations (*continued*)

Unduplicated Participant Counts

During SY 2013–2014, the SNRPDP training sessions reached approximately 8,604 individual teachers and administrators. Duplicated counts indicate total attendance reached 22,642 participants (including teachers, administrators, and other school personnel). It is estimated that as many as 39,823 teachers and administrators were directly and indirectly impacted by the SNRPDP trainers.

Training Sessions

The following chart presents the focus of services provided by the SNRPDP during SY 2013–2014. The chart indicates that approximately 43 percent of the training sessions focused on the content areas of language arts, mathematics, and science. Training encompassing the Performance Framework accounted for 31 percent of the activities provided. The areas of technology, including distance and online education, encompassed approximately 16 percent of the training sessions. Finally, 10 percent of the training sessions focused on administrative topics.



Educational Personnel—Professional Development: RPDPs—Internal Evaluations (*continued*)

Quality of Training

At the end of each training session, participants are requested to complete a questionnaire concerning the quality of the session. The following table presents the average ratings received from participants during SY 2013–2014.

Southern Nevada RPDP Teacher/Administrator Average Ratings: Quality of Training Sessions (SY 2013–2014)

Question	Rating*
The training matched my needs.	4.6
The training provided opportunities for interactions and reflections.	4.7
The presenter/facilitator's experience and expertise enhanced the quality of the training.	4.8
The presenter/facilitator efficiently managed time and pacing of the training.	4.7
The presenter modeled effective teaching strategies.	4.7
The training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.6
The training will improve my teaching skills.	4.6
I will use the knowledge and skills from this training in my classroom or professional duties.	4.7
This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.6

*Scale (1-5): 1=not at all; 3=to some extent; and 5=to a great extent.

Source: SNRPDP, *2013–2014 Self-Evaluation*, 2014.

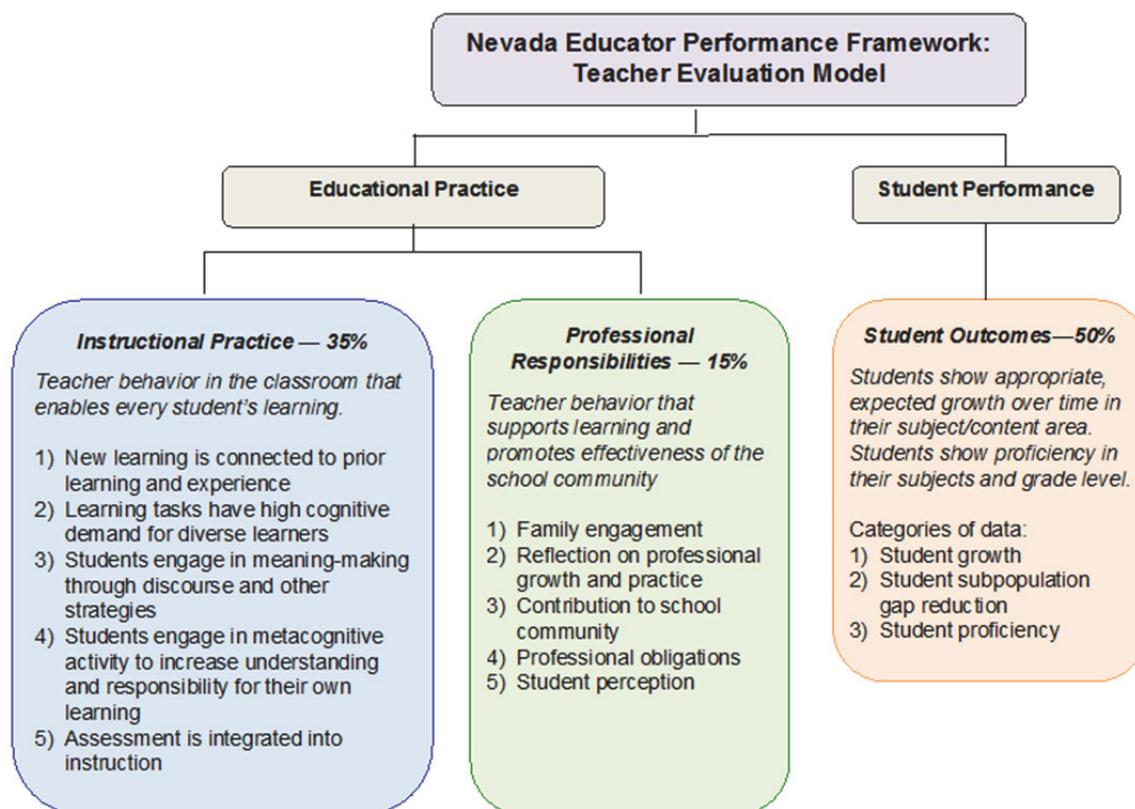
Educational Personnel—Performance Evaluations of Teachers and Administrators

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 at least 50 percent of the evaluation 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.”

The Council has met regularly since beginning of the 2011–2013 Biennium and is currently in the testing and implementation phase.

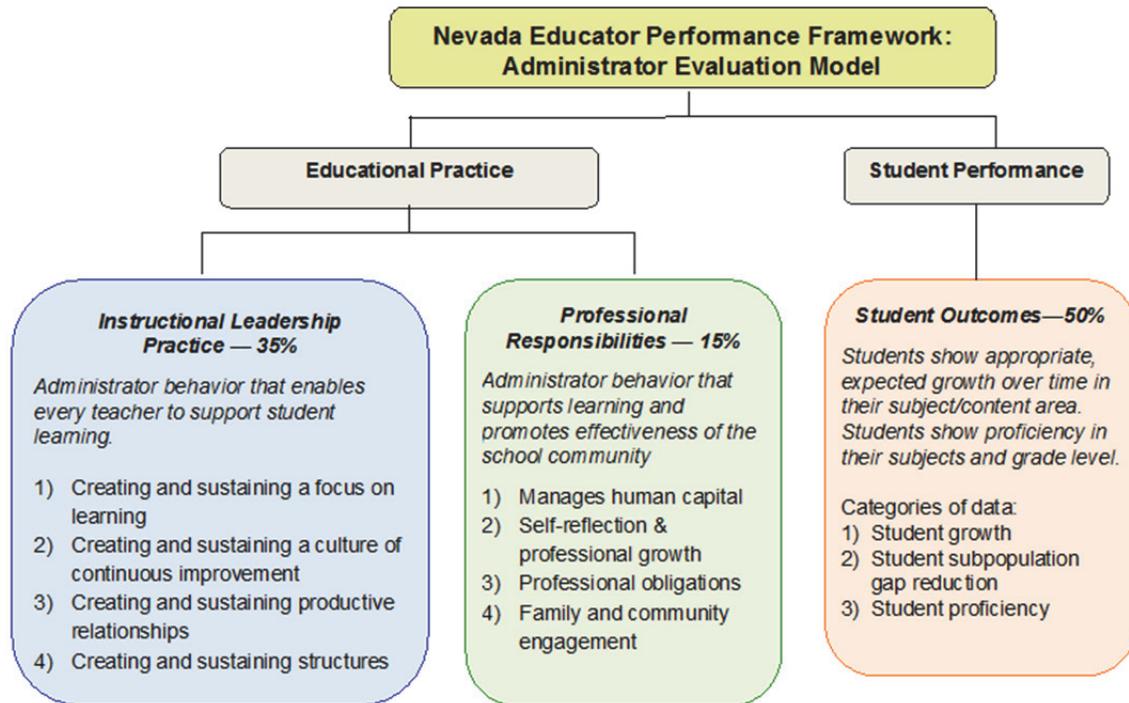
NEVADA TEACHER EVALUATION FRAMEWORK



Source: NDE.

Educational Personnel—Performance Evaluation of Teachers and Administrators *(continued)*

NEVADA ADMINISTRATOR EVALUATION FRAMEWORK



Source: NDE.



The first administrator of the Community College Division—established during the 1969–1971 time period by the Board of Regents—was Dr. Charles R. Donnelly.



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 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 school districts' general fund resources. *Nevada Plan* funding for the districts consists of State support received through the Distributive School Account¹ (DSA) and locally collected revenues from the 2.25 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, 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. In addition, transportation costs are included using 85 percent of the actual historical costs adjusted for inflation according to the Consumer Price Index. A wealth adjustment, based upon a district's ability to generate revenues in addition to the guaranteed funding, is also included in the formula.

Each district then applies its basic per-pupil support rate to the number of students enrolled. The official count for apportionment purposes is conducted in each district on the last day of the first school month. The number of kindergarten children and disabled 3- and 4-year-olds is multiplied by 0.6 percent and added to the total number of all other enrolled children, creating the "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."

To protect district finances during times of declining enrollment, *Nevada Revised Statutes* contains a "hold harmless" provision. The guaranteed level of funding is based on the higher of the current or the previous year's enrollment, unless the decline in enrollment is more than 5 percent, in which case the funding is based on the higher of the current or the previous two years' enrollment.

¹The Distributive School Account is financed by legislative appropriations from the State General Fund and other revenues, including a 2.25-cent tax on out-of-state sales, an annual slot machine tax, mineral land lease income, and interest from investments of the State Permanent School Fund.

²The 2009 Legislature, through the passage of Senate Bill 429 (Chapter 395, *Statutes of Nevada*), temporarily increased the LSST from 2.25 percent to 2.60 percent for the 2009–2011 Biennium. The 2011 and 2013 Legislatures extended the temporary increase in the LSST through the 2013–2015 Biennium.

The Nevada Plan (continued)

An additional provision assists school districts that experience significant growth in enrollment within the School Year (SY). If a district's enrollment increases by more than 3 percent but less than 6 percent after the second school month, a growth increment consisting of an additional 2 percent of basic support is added to the guaranteed level of funding. If a district grows by more than 6 percent, the growth increment is 4 percent.

Special education is funded on a "unit" basis, with a fixed dollar amount per unit established by the Legislature. These units provide funding for licensed personnel who carry out a program of instruction in accordance with minimum standards prescribed by the State Board of Education. Special education unit 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 (2.60 percent for the 2013–2015 Biennium) and one-third of the proceeds from the 75-cent property tax rate is deducted from the school district's total basic support guarantee to determine the amount of State aid the district 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 come in higher 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*. 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 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, remediation programs, and student counseling services. Federally funded programs include the Title I program for the disadvantaged, the No Child Left Behind Act, the Race to the Top Program, 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 (Capital Projects Fund, Debt Service Fund).

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

Nevada Plan Example—Summary

To understand how the system works, follow the steps in the example beginning on the following page. The count of pupils for apportionment purposes is the number of children enrolled on the last day of the first school month in regular or special education programs, except that each kindergarten pupil and disabled or gifted and talented child under the age of 5 is counted as six-tenths of a pupil (1). In instances of declining enrollment, the higher of the current or previous year's enrollment is used; unless the decline in enrollment is more than 5 percent, in which case the higher of the current or the previous two years' enrollment is used. This weighted enrollment figure is multiplied by the basic per-pupil support guarantee for the school district for that school year (2) to determine the school district's guaranteed basic support (3). Next, the number of State-supported special education units allocated by the State to the district that year is multiplied by the amount per program unit established for that school year (4), and the product is added to basic support to obtain the school district's total guaranteed basic support (5). 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 LSST (2.60 percent for the 2011–2013 Biennium) and one-third of the proceeds from the 75-cent property tax rate (6) is deducted from the school district's total guaranteed basic support to determine the amount of State aid the district will receive (7). 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, and it is funded by the DSA.

An amount for any specific programs 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 (9).

Sources of revenue "outside" the formula (10 through 14) are summed (15) and are added to total guaranteed basic support (5) and the amount provided for Adult High School Diploma programs and other legislatively approved programs (8) to determine the school district's total available resources (16).



Built in 1864 on the eastern side of the Truckee Meadows, the Glendale School is the oldest school building in Nevada.

Nevada Plan Example—Summary (continued)

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.

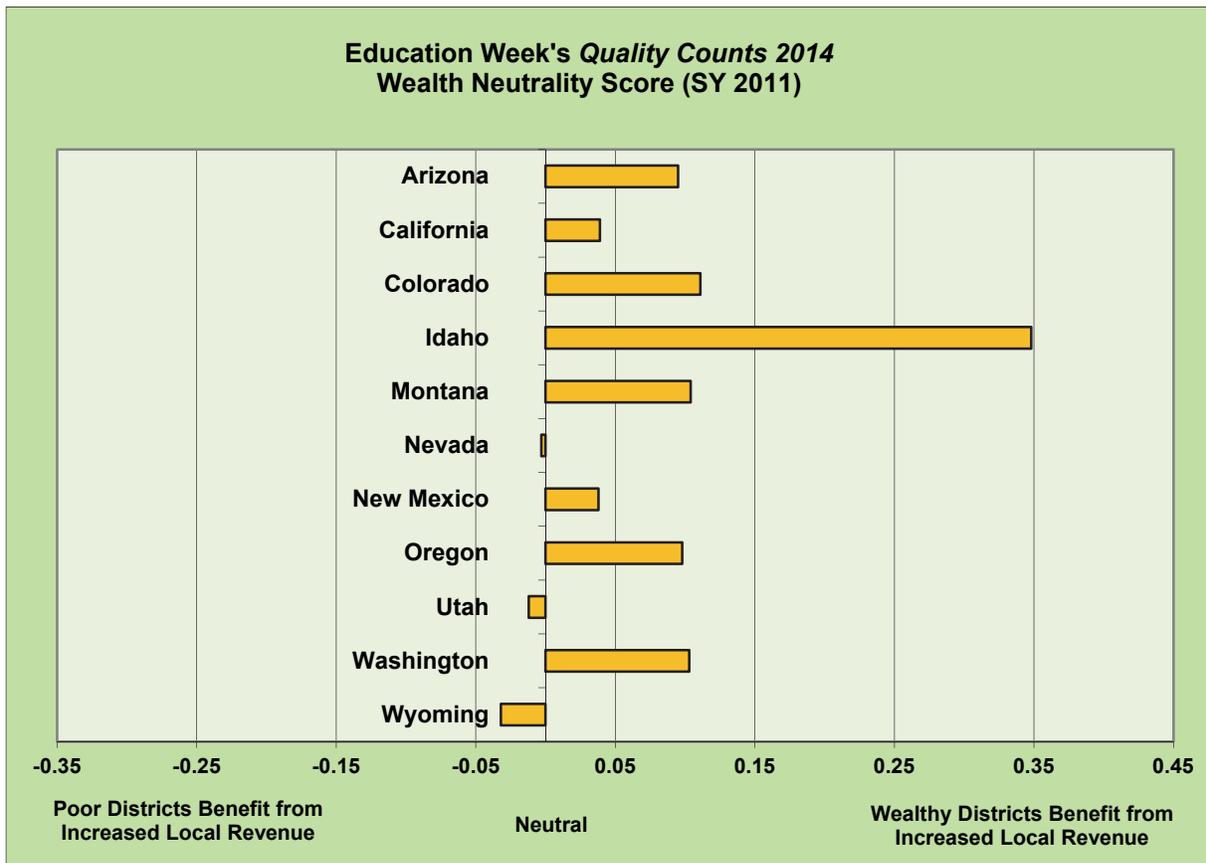
Basic Support Guarantee		
1	Number of Pupils (Weighted Enrollment*)	8,000
2	x Basic Per Pupil Support Rate	<u>\$ 4,700</u>
3	= Guaranteed Basic Support	\$ 37,600,000
4	+ Special Education Allocation (40 units @ \$32,000 per unit)	<u>\$ 1,280,000</u>
5	= Total Guaranteed Support	\$ 38,880,000
	– Local Resources	
6	2.60-cent Local School Support (sales) Tax** 1/3 of the proceeds from the 75-cent property tax rate	(\$ 15,540,000) <u>(\$ 4,600,000)</u>
7	= State Responsibility	\$ 18,740,000
8	+ Other State Programs funded through the DSA (i.e., Adult High School Diploma Funding)	<u>\$ 35,000</u>
9	= Total Revenue from Distributive School Account	\$ 18,775,000
Resources in Addition to Basic Support		
10	2/3 of the Proceeds from 75-cent Property Tax Rate	\$ 9,200,000
11	+ Governmental Services Tax	\$ 1,700,000
12	+ Federal Revenues (Unrestricted)	\$ 150,000
13	+ Miscellaneous Revenues	\$ 10,000
14	+ Opening Fund Balance	<u>\$ 2,000,000</u>
15	= Total Resources in Addition to Basic Support	<u>\$ 13,060,000</u>
16	Total Resources Available (Add lines 5, 8, and 15)	\$ 51,975,000

*Weighted enrollment includes six-tenths of the count of pupils enrolled in kindergarten, six-tenths of the count of disabled 3- and 4-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 and over receiving special education.

**The 2.60 percent LSST reverts back to 2.25 percent, effective July 1, 2015.

Source: Fiscal Analysis Division, LCB.

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; thus, 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; thus, districts benefit when they become "poorer" because of decreased local revenues.

Source: Education Week; *Quality Counts 2014*; January 9, 2014.



By the end of 1864, Nevada had 20 primary schools and 37 schools in total.

Chapter 6

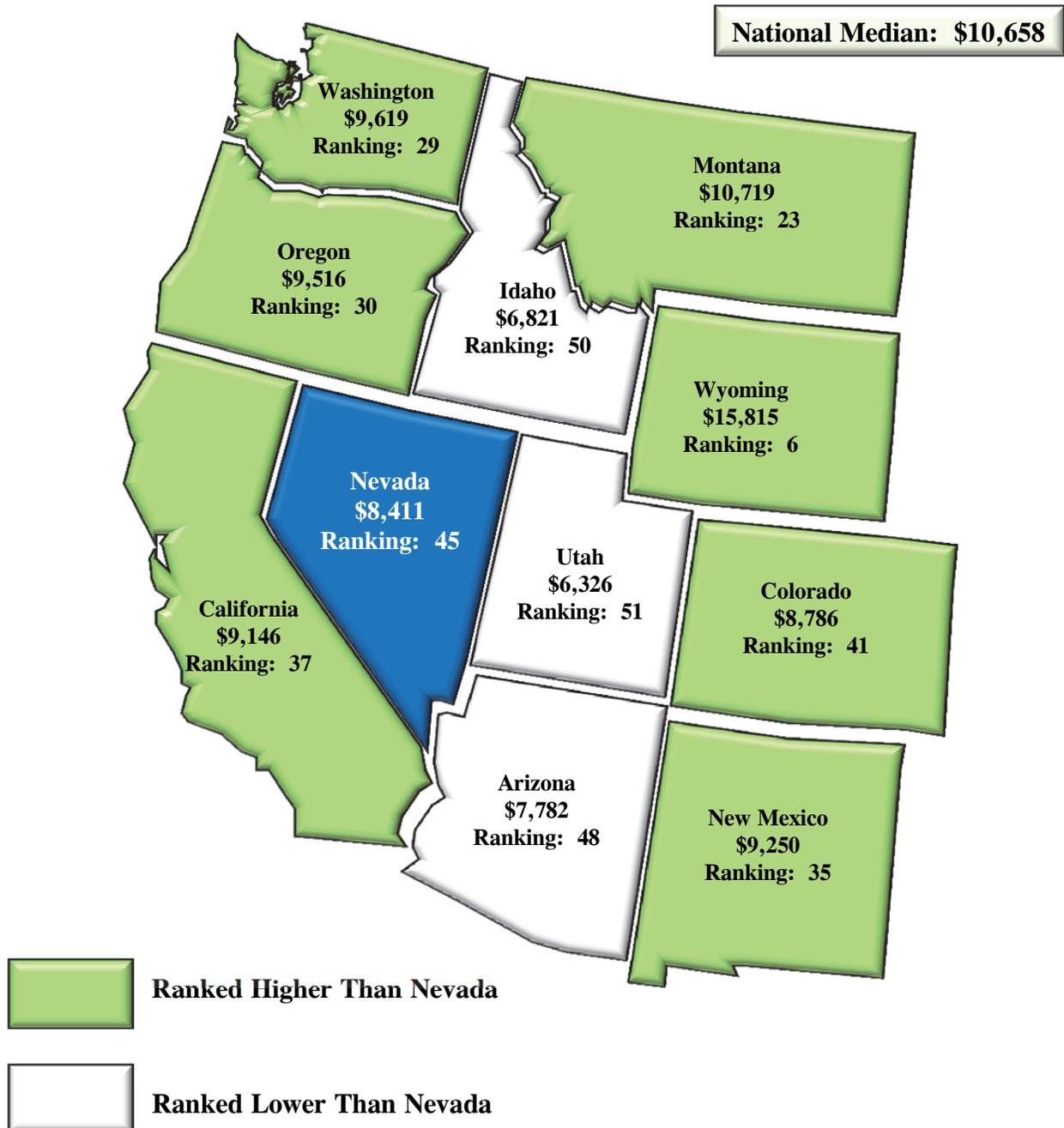
Distributive School Account

DISTRIBUTIVE SCHOOL ACCOUNT - SUMMARY FOR 2013-15 BIENNIUM						
	2012		2013		2014	2015
	Legislatively Approved	2012 Actual	Legislatively Approved	2013 Estimated	Legislatively Approved	Legislatively Approved
WEIGHTED ENROLLMENT	425,648.40	423,899.00	423,500.00	429,718.00	432,346	434,023
ADDITIONAL ENROLLMENT FOR HOLD HARMLESS	0	3,171.20	0	891.40	0	0
TOTAL ENROLLMENT *	425,648.40	427,070.20	423,500.00	430,609.40	432,346	434,023
BASIC SUPPORT	\$ 5,218	\$ 5,265	\$ 5,374	\$ 5,374	\$ 5,590	\$ 5,676
TOTAL REGULAR BASIC SUPPORT **	\$ 2,220,949,633	\$ 2,248,571,898	\$ 2,275,927,082	\$ 2,315,342,546	\$ 2,417,007,180	\$ 2,463,498,518
CATEGORICAL FUNDING:						
SPECIAL EDUCATION ***	121,252,632	121,252,632	121,252,632	121,252,632	126,862,792	130,329,505
CLASS-SIZE REDUCTION	139,213,449	139,213,449	142,639,610	142,639,610	159,936,204	164,661,271
CLASS-SIZE REDUCTION AT-RISK KINDERGARTEN	1,554,598	1,554,598	1,582,409	1,582,409	1,768,669	1,806,665
SPECIAL UNITS/GIFTED & TALENTED	158,414	157,257	162,163	162,163	169,616	174,243
ADULT HIGH SCHOOL DIPLOMA ⁽¹⁾	17,011,957	17,011,957	17,758,916	17,758,916	0	0
SCHOOL LUNCH PROGRAM STATE MATCH	588,732	588,732	588,732	588,732	588,732	588,732
EARLY CHILDHOOD EDUCATION ⁽¹⁾	3,338,875	3,253,145	3,338,875	3,338,875	0	0
LIBRARY MEDIA SPECIALIST ⁽¹⁾	18,798	18,798	18,798	18,798	0	0
SPECIAL ELEMENTARY COUNSELING ⁽¹⁾	850,000	850,000	850,000	850,000	0	0
SPECIAL TRANSPORTATION	128,541	128,541	128,541	128,541	128,541	128,541
TOTAL REQUIRED STATE SUPPORT	\$ 2,505,065,629	\$ 2,532,601,007	\$ 2,564,247,758	\$ 2,603,663,222	\$ 2,706,461,734	\$ 2,761,187,475
LESS						
LOCAL SCHOOL SUPPORT TAX - 2.60%	(941,734,793)	(1,006,701,237)	(969,986,648)	(1,038,155,487)	(1,095,455,672)	(1,155,705,575)
1/3 PUBLIC SCHOOLS OPERATING PROPERTY TAX	(202,433,266)	(210,424,266)	(202,931,773)	(200,175,655)	(193,681,840)	(201,117,251)
ADJUSTMENT FOR EUREKA AND LANDER REV	0	0	0	15,223,054	0	0
CAPITAL CONSTRUCTION FUNDS	(20,000,000)	(20,000,000)	(20,000,000)	(20,000,000)	0	0
TOTAL STATE SHARE	\$ 1,340,897,570	\$ 1,295,475,504	\$ 1,371,329,337	\$ 1,360,555,134	\$ 1,417,324,222	\$ 1,404,364,649
STATE SHARE ELEMENTS						
GENERAL FUND	\$ 1,088,280,727	\$ 1,088,280,727	\$ 1,111,331,100	\$ 1,111,331,100	\$ 1,134,528,570	\$ 1,110,133,915
DSA SHARE OF SLOT TAX	33,542,238	32,295,869	34,144,068	31,127,616	31,658,547	32,305,032
PERMANENT SCHOOL FUND	6,600,000	2,643,528	6,800,000	1,000,000	1,000,000	1,000,000
FEDERAL MINERAL LEASE REVENUE	8,000,000	7,874,977	8,000,000	8,000,000	7,874,977	7,874,977
OUT OF STATE LSST - 2.60%	93,138,606	89,463,708	95,932,745	104,558,313	110,329,328	116,397,425
IP1 (2009) ROOM TAX REVENUE TRANSFER	111,336,000	126,518,025	115,121,424	127,718,800	131,932,800	136,653,300
REVERSION TO STATE GENERAL FUND	0	0	0	(58,570,855)	0	0
BALANCE FORWARD TO NEXT FISCAL YEAR	0	(35,390,160)	0	35,390,160	0	0
TOTAL SHARE STATE ELEMENTS	\$ 1,340,897,571	\$ 1,311,686,674	\$ 1,371,329,337	\$ 1,360,555,134	\$ 1,417,324,222	\$ 1,404,364,649
*** Special Education Units						
	No. of Units		\$ per Unit		No. of Units	
	2011-2012	3,049	39,768.00	2013-2014	3,049	41,608
	2012-2013	3,049	39,768.00	2014-2015	3,049	42,745
* FY 12 Actual Weighted Apportioned Enrollment; FY 13, 14 & 15 reflect Estimated and Projected						
** Totals May Not Balance Due to Rounding						
*** Special Education Unit funded separately from Basic Support						
⁽¹⁾ Funding approved for transfer to the Other State Education Programs Budget						

Source: Fiscal Analysis Division, LCB, 2013.

Per-Pupil Expenditures

PER-PUPIL CURRENT EXPENDITURES FOR ELEMENTARY AND SECONDARY SCHOOLS SY 2010–2011



Source: United States Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2013*.

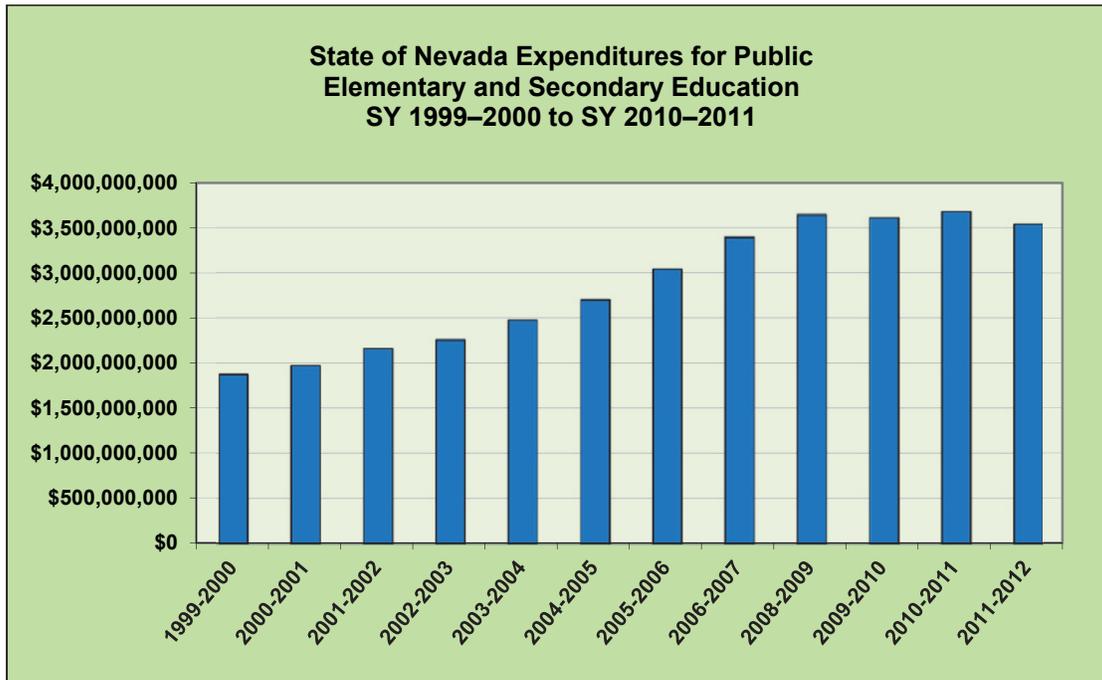
Per-Pupil Expenditures (*continued*)

**PER-PUPIL EXPENDITURES FOR ELEMENTARY AND
SECONDARY SCHOOLS BY FUNCTION
WESTERN STATES COMPARISON
SY 2010–2011**

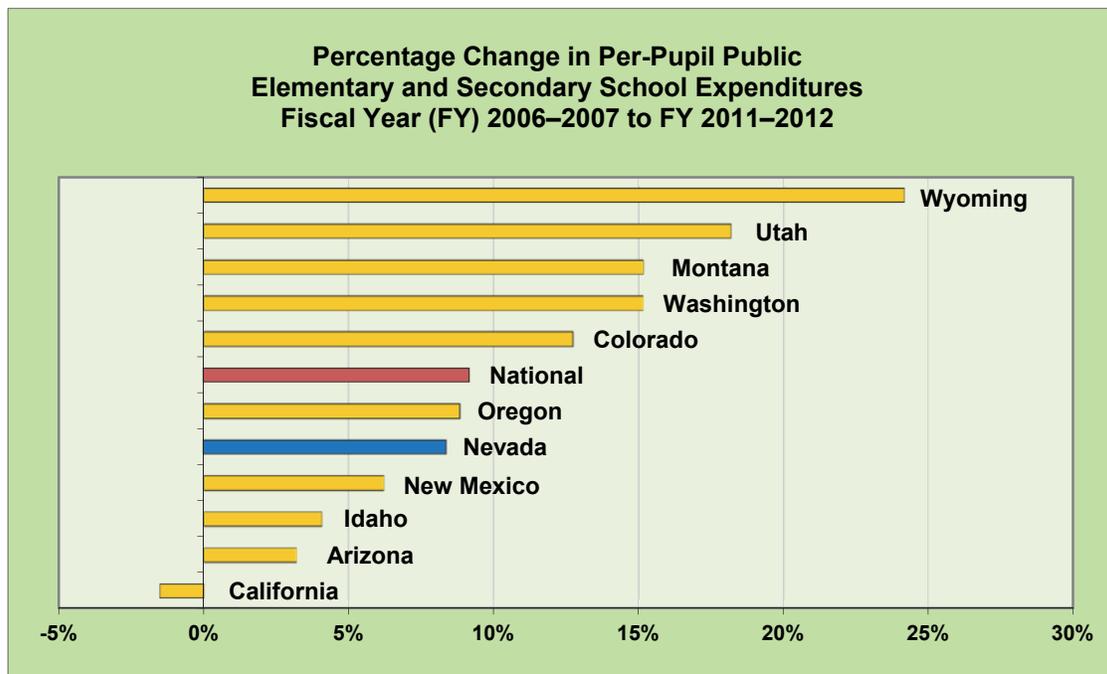
Per Pupil Expenditures					
State	Total	Instruction	Student Support	Operations	Administration
National Average	\$10,658	\$6,520	\$593	\$1,015	\$790
Arizona	\$7,782	\$4,205	\$1,014	\$875	\$484
California	\$9,146	\$5,514	\$478	\$906	\$694
Colorado	\$8,786	\$5,040	\$428	\$824	\$777
Idaho	\$6,821	\$4,162	\$387	\$622	\$538
Montana	\$10,719	\$6,416	\$662	\$1,121	\$880
Nevada	\$8,411	\$5,010	\$430	\$885	\$704
New Mexico	\$9,250	\$5,303	\$961	\$954	\$762
Oregon	\$9,516	\$5,546	\$679	\$785	\$721
Utah	\$6,326	\$4,069	\$245	\$573	\$457
Washington	\$9,619	\$5,813	\$644	\$859	\$732
Wyoming	\$15,815	\$9,351	\$918	\$1,529	\$1,164

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2013*.

Public School Expenditures



Source: CQ Press, *State Stats*, 2014.

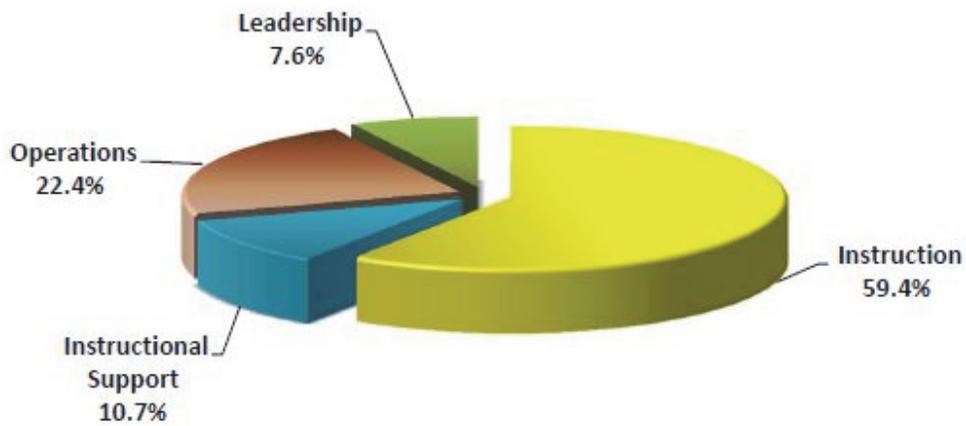
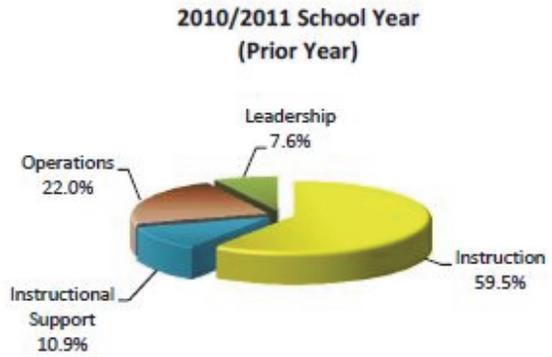


Source: CQ Press, *State Stats*, 2014.

Public School Expenditures, In\$ite Financial Analysis System

Nevada School Districts & Charter Schools

**#1 Total Expenditures
(All Funding Sources)
By Four Major Functions
2011/2012 School Year**



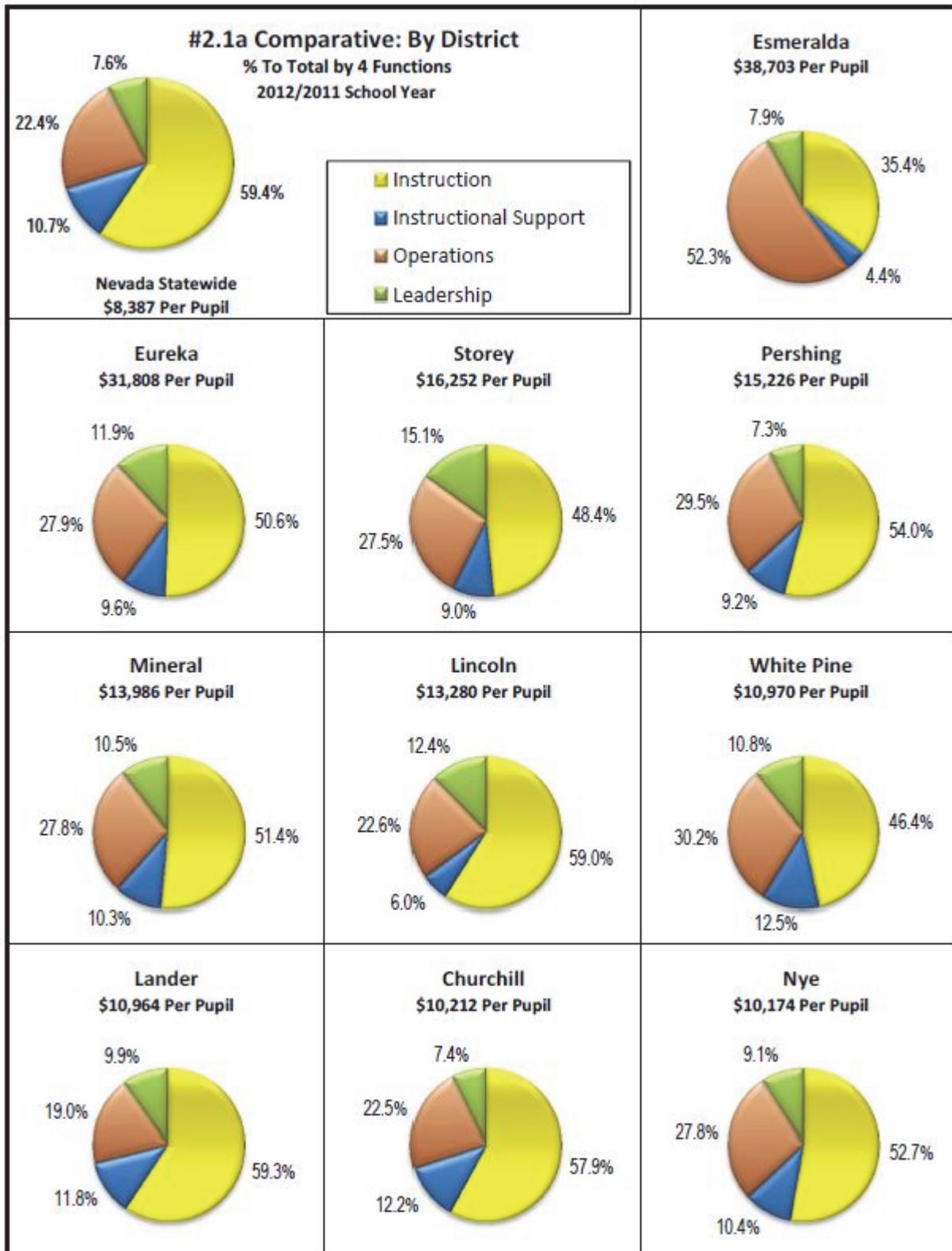
Weighted Enrollment: 422,452	Amount	Per Pupil	%-To-Total
Instruction	\$2,104,257,122	\$4,981	59.4%
Instructional Support	\$379,118,760	\$897	10.7%
Operations	\$791,949,582	\$1,875	22.4%
Leadership	\$267,837,151	\$634	7.6%
Total Expenditures	\$3,543,162,615	\$8,387	100.0%

2012-NV-01-01 (4)

In\$ite, U. S. Patent No. 5,991,741

Source: <http://edmin.com>

Public School Expenditures, InSite Financial Analysis System (continued)

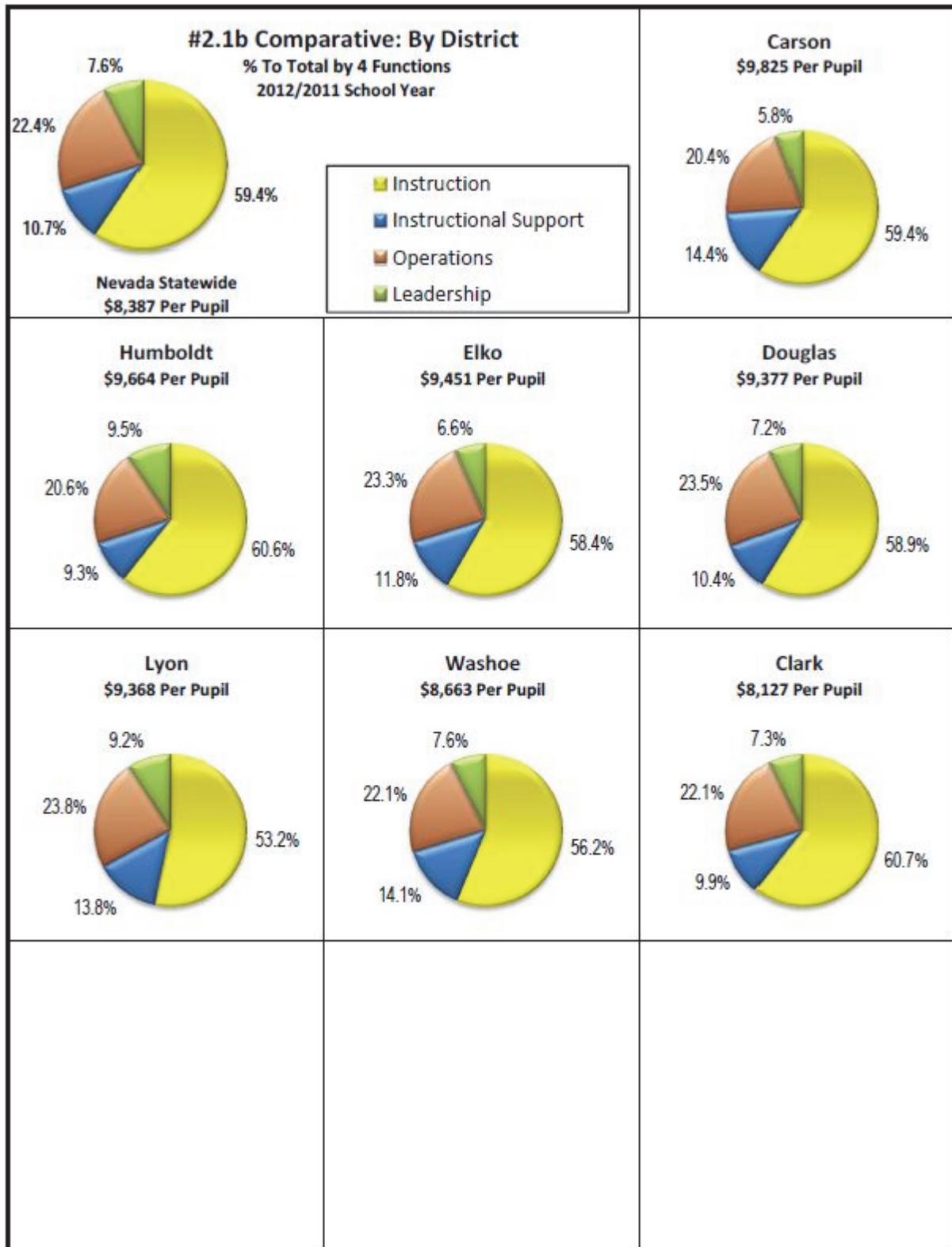


4-COMP-2.1a

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

Source: <http://edmin.com>

Public School Expenditures, In\$ite Financial Analysis System (continued)

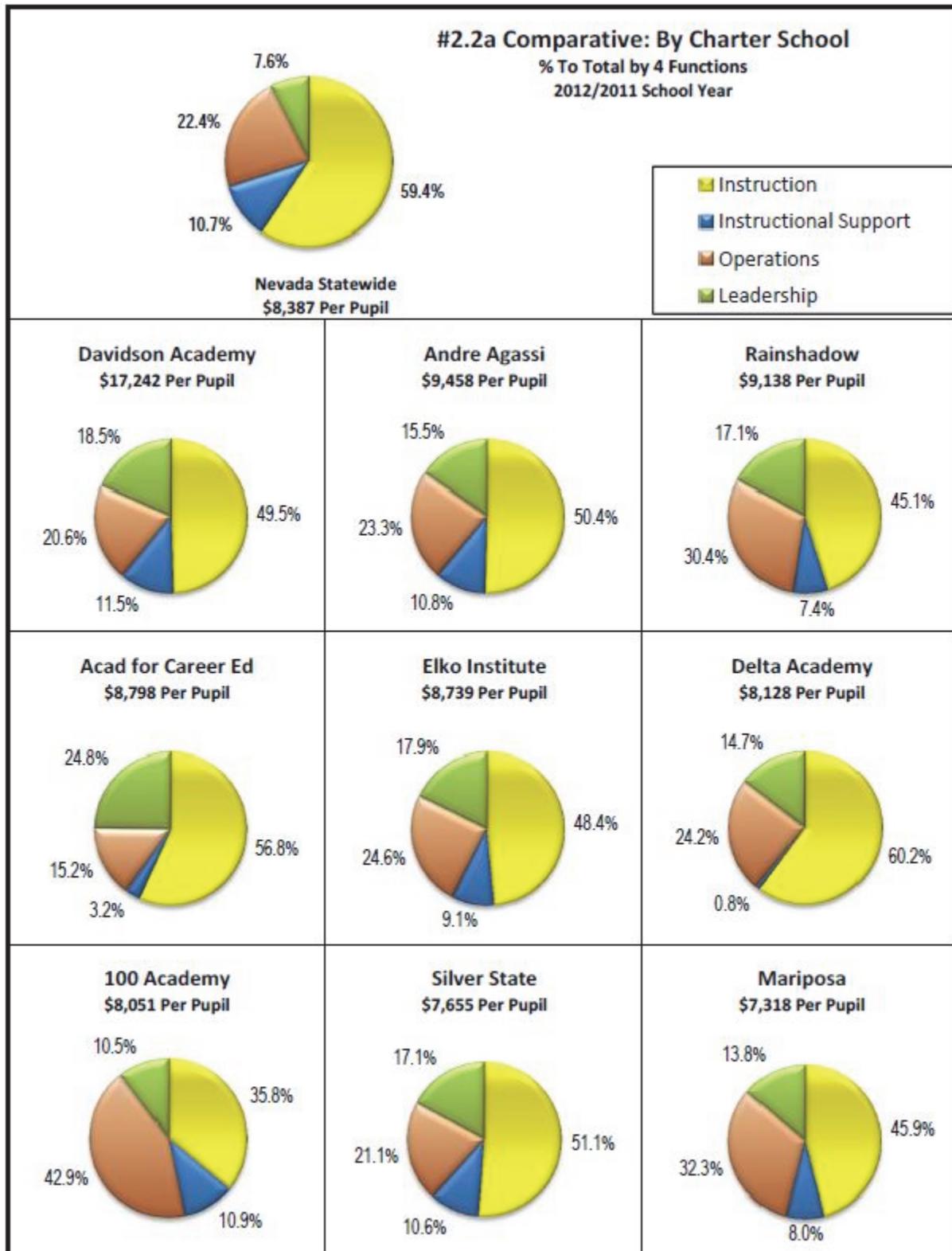


4-COMP-2.1b

In\$ite, U. S. Patent No. 5,991,741

Source: <http://edmin.com>

Public School Expenditures, InSite Financial Analysis System (continued)

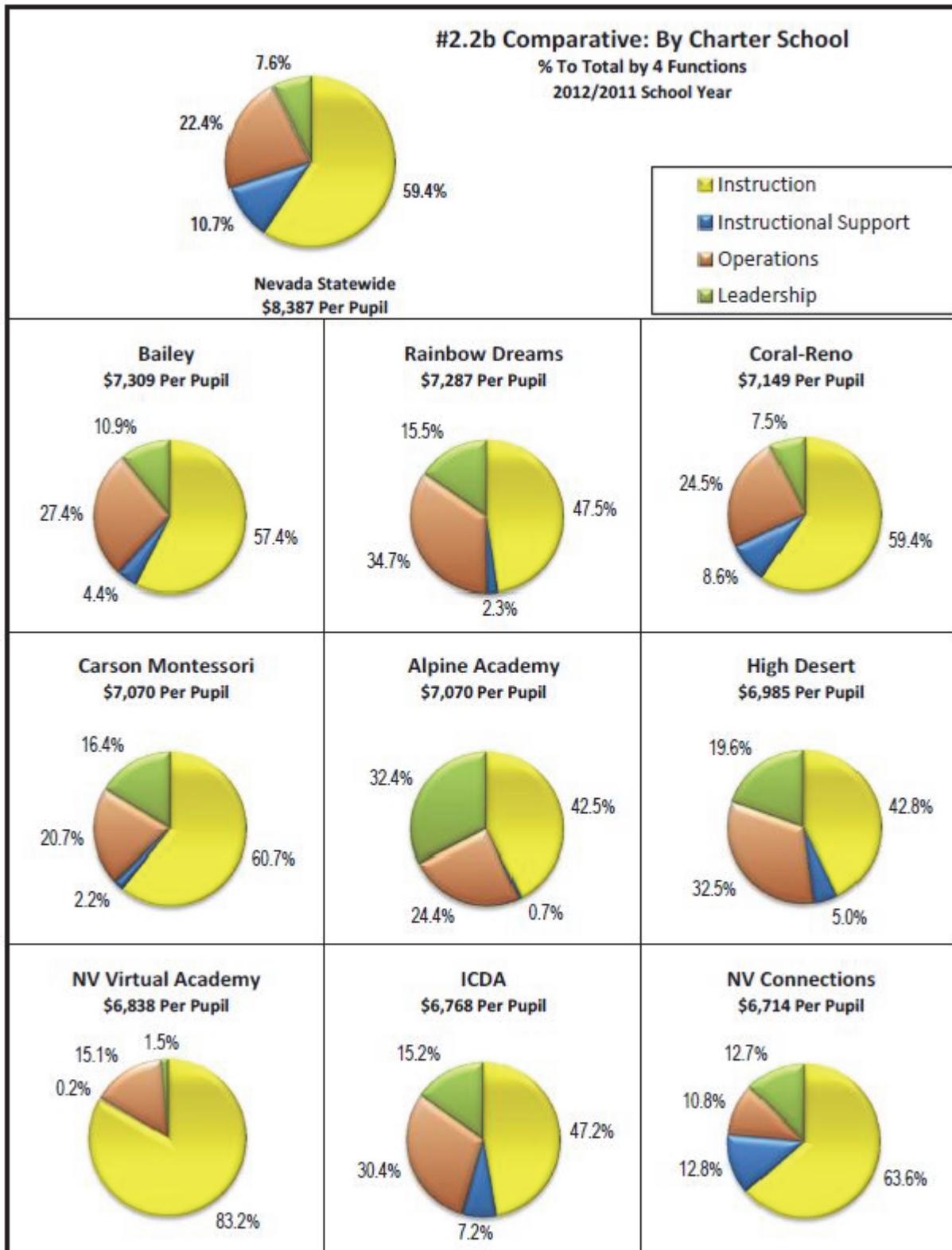


4-COMP-2.2a

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

Source: <http://edmin.com>

Public School Expenditures, InSite Financial Analysis System (continued)

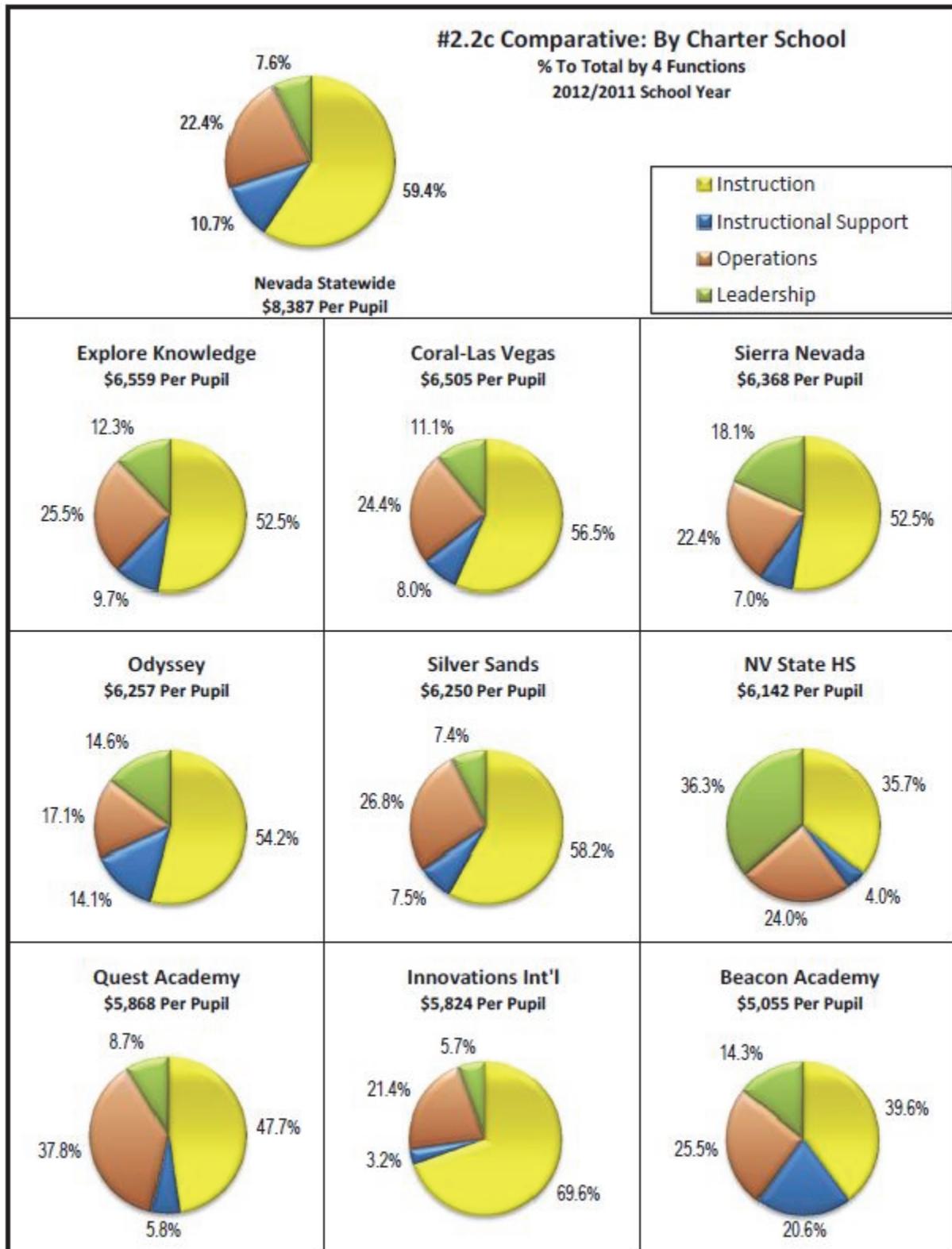


4-COMP-2.2b

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

Source: <http://edmin.com>

Public School Expenditures, In\$ite Financial Analysis System (continued)



4-COMP-2.2c

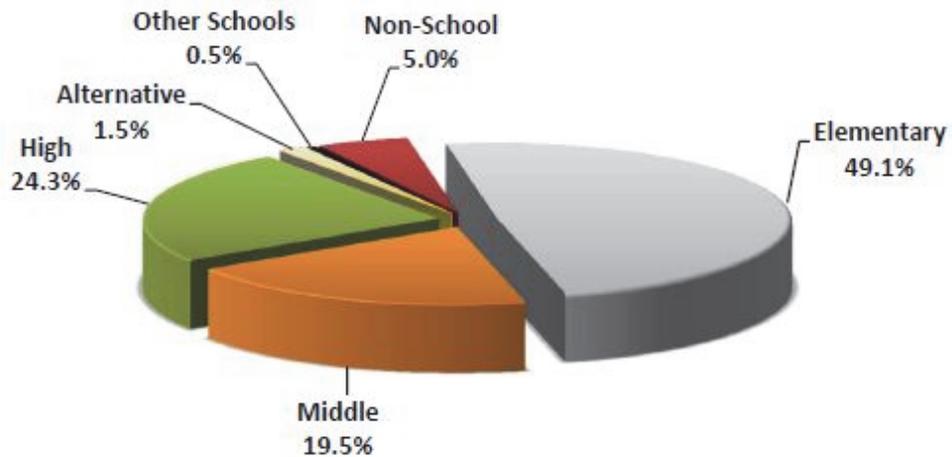
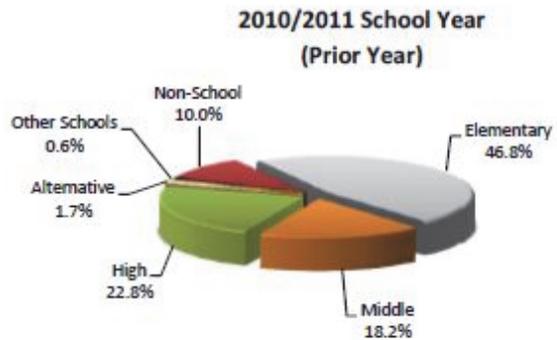
In\$ite, U. S. Patent No. 5,991,741

Source: <http://edmin.com>

Public School Expenditures, In\$ite Financial Analysis System (continued)

Nevada School Districts & Charter Schools

**#8 Total Expenditures
by Education Level
By Four Major Functions
2011/2012 School Year**



Education Level	Weighted Enrollment	Amount	\$ Per Pupil	%-To-Total
Elementary	199,639	\$1,738,719,774	\$8,709	49.1%
Middle	96,947	\$691,015,956	\$7,128	19.5%
High	122,616	\$862,570,327	\$7,035	24.3%
Alternative	3,066	\$54,559,366	\$17,795	1.5%
Other Schools ¹	184	\$17,942,076	N/A	0.5%
Non-School	N/A	\$178,355,116	N/A	5.0%
Total	422,452	\$3,543,162,615	\$8,387	100.0%

2012-NV-10-08 (4)

In\$ite, U. S. Patent No. 5,991,741

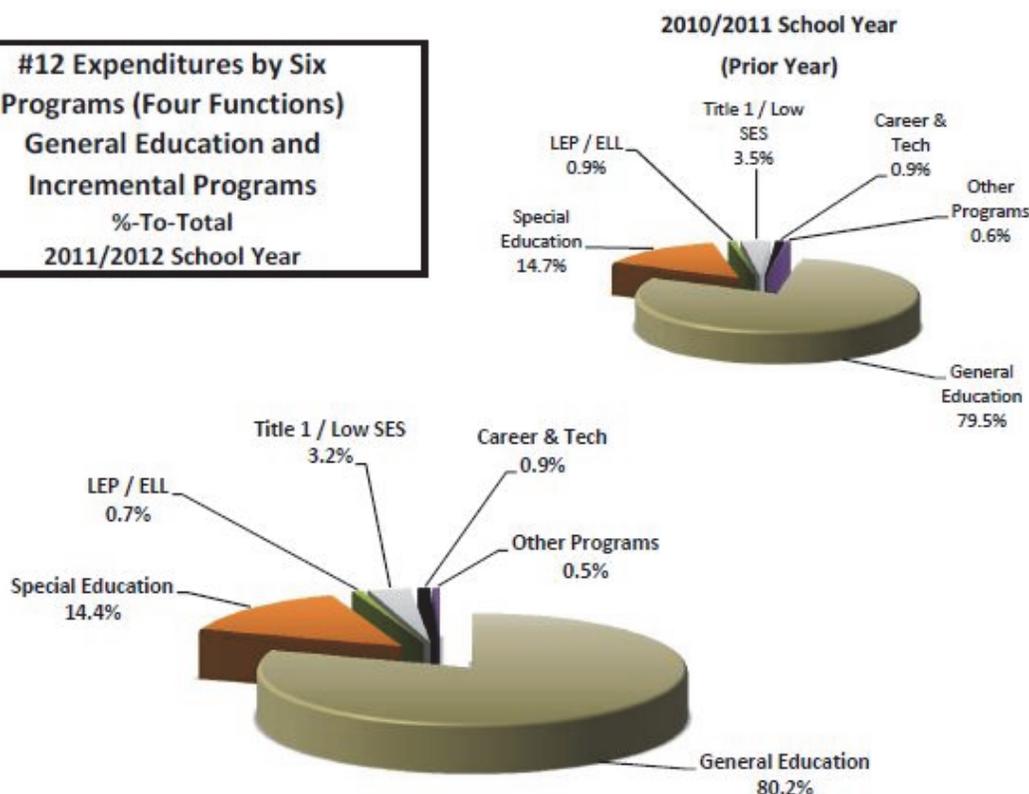
¹ Other Schools enrollment is a combination of enrollment for a few schools classified as Other and of locations for Summer School or Adult Education with enrollment of 0 per location. \$ per pupil is not calculated for this category.

Source: <http://edmin.com>

Public School Expenditures, In\$ite Financial Analysis System (continued)

Nevada School Districts & Charter Schools

#12 Expenditures by Six Programs (Four Functions) General Education and Incremental Programs %To-Total 2011/2012 School Year



Program	Program Enrollment ¹	Amount	Incremental \$ Per Pupil ³	Total \$ Per Pupil ³	%-To-Total
General Education	422,450.80	\$2,840,125,389	\$6,723	\$6,723	80.2%
Special Education	48,948.00	\$508,801,256	\$10,395	\$17,118	14.4%
LEP / ELL	73,070.00	\$26,087,304	\$357	\$7,080	0.7%
Title 1 / Low SES	102,360.00	\$115,074,034	\$1,124	\$7,847	3.2%
Career & Tech	49,147.00	\$33,635,118	\$684	\$7,407	0.9%
Other Programs ²	N/A	\$19,439,515	N/A	N/A	0.5%
Total	422,452	\$3,543,162,615	N/A	\$8,387	100.0%

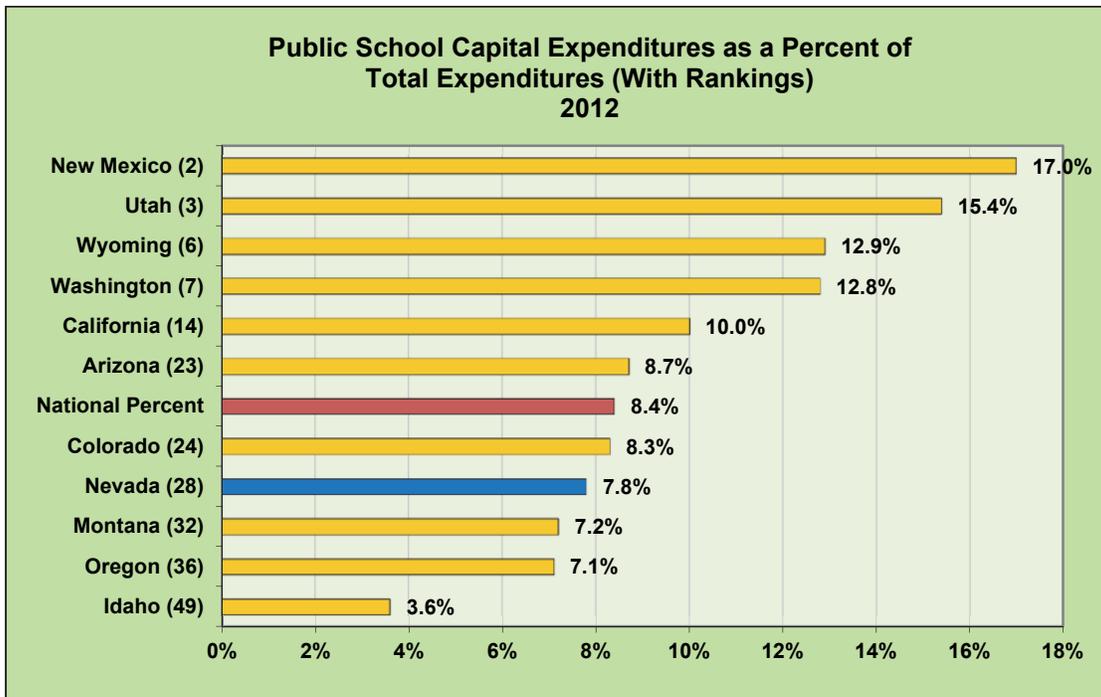
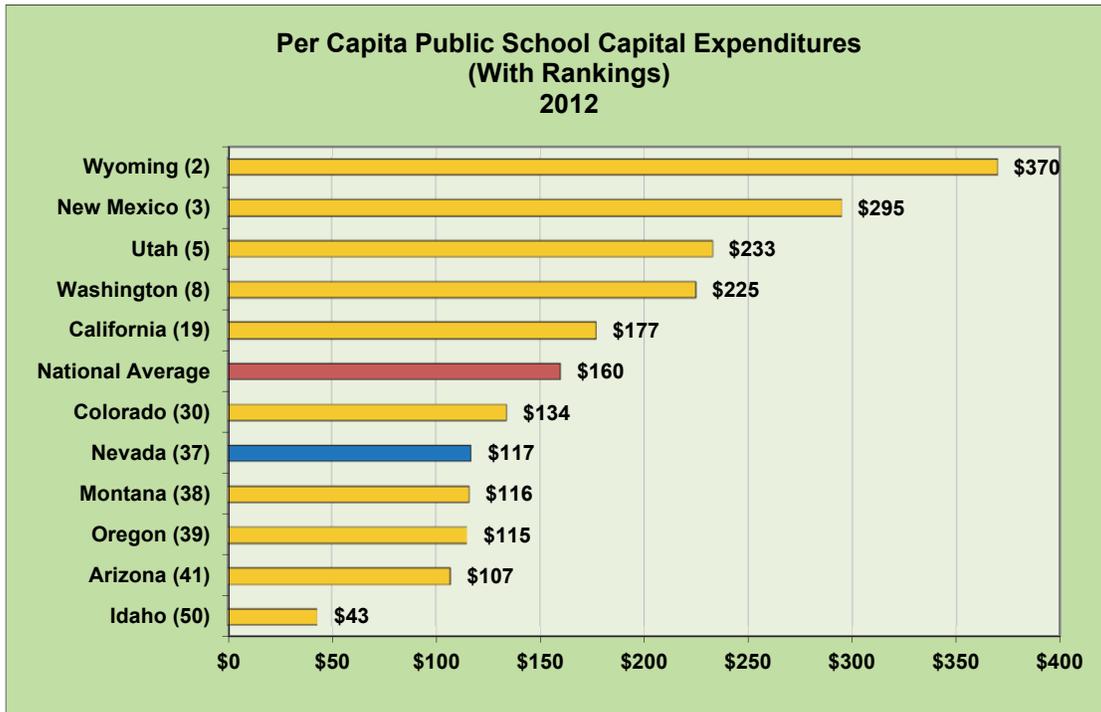
2012-NV-15-12 (4)

In\$ite, U. S. Patent No. 5,991,741

- 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).

Source: <http://edmin.com>

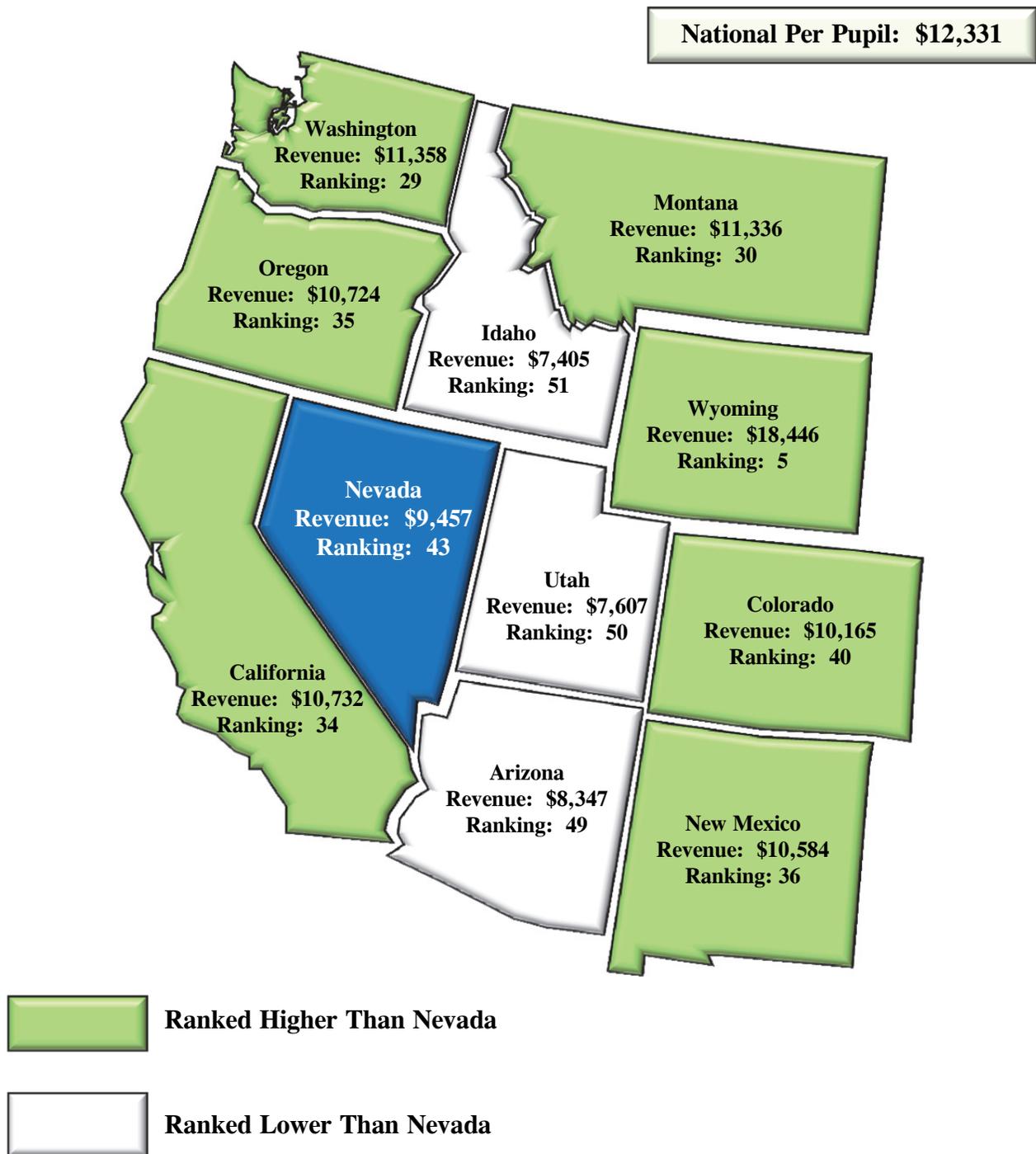
Expenditures—Capital



Source: CQ Press, *State Stats*, 2014.

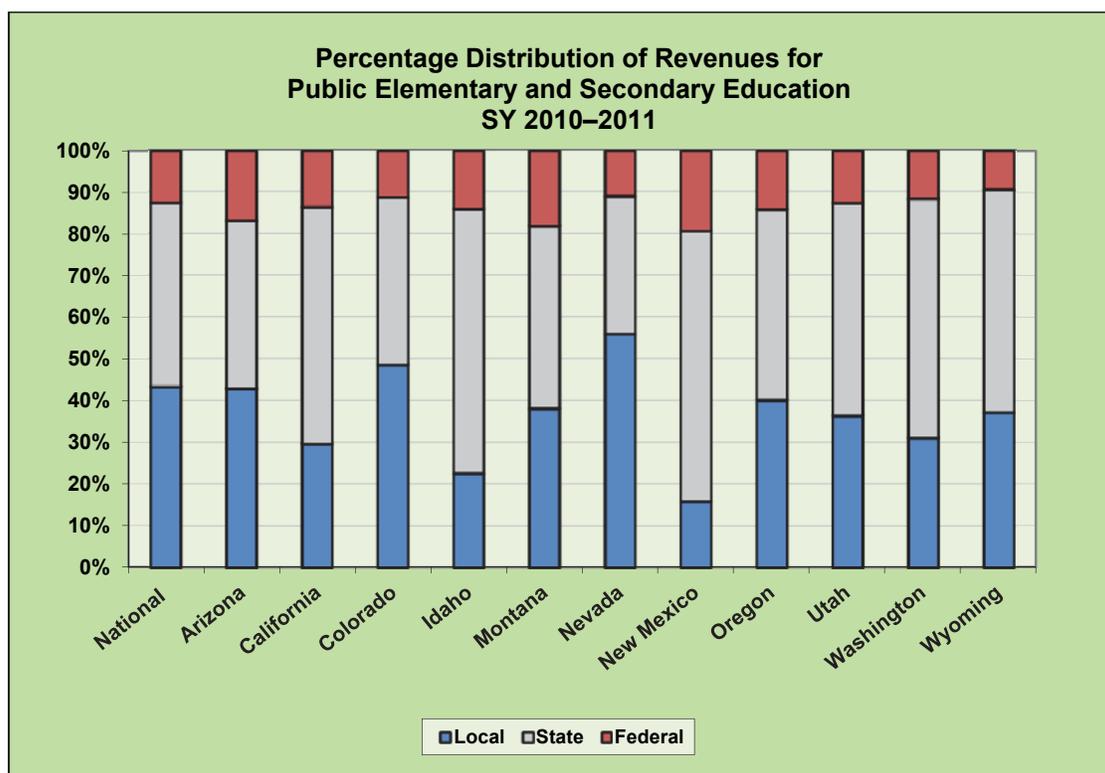
Per-Pupil Revenue

PER-PUPIL REVENUE RANKINGS SY 2011-2012



Source: CQ Press, *State Stats*, 2014.

Revenue Sources—Nevada and Western States



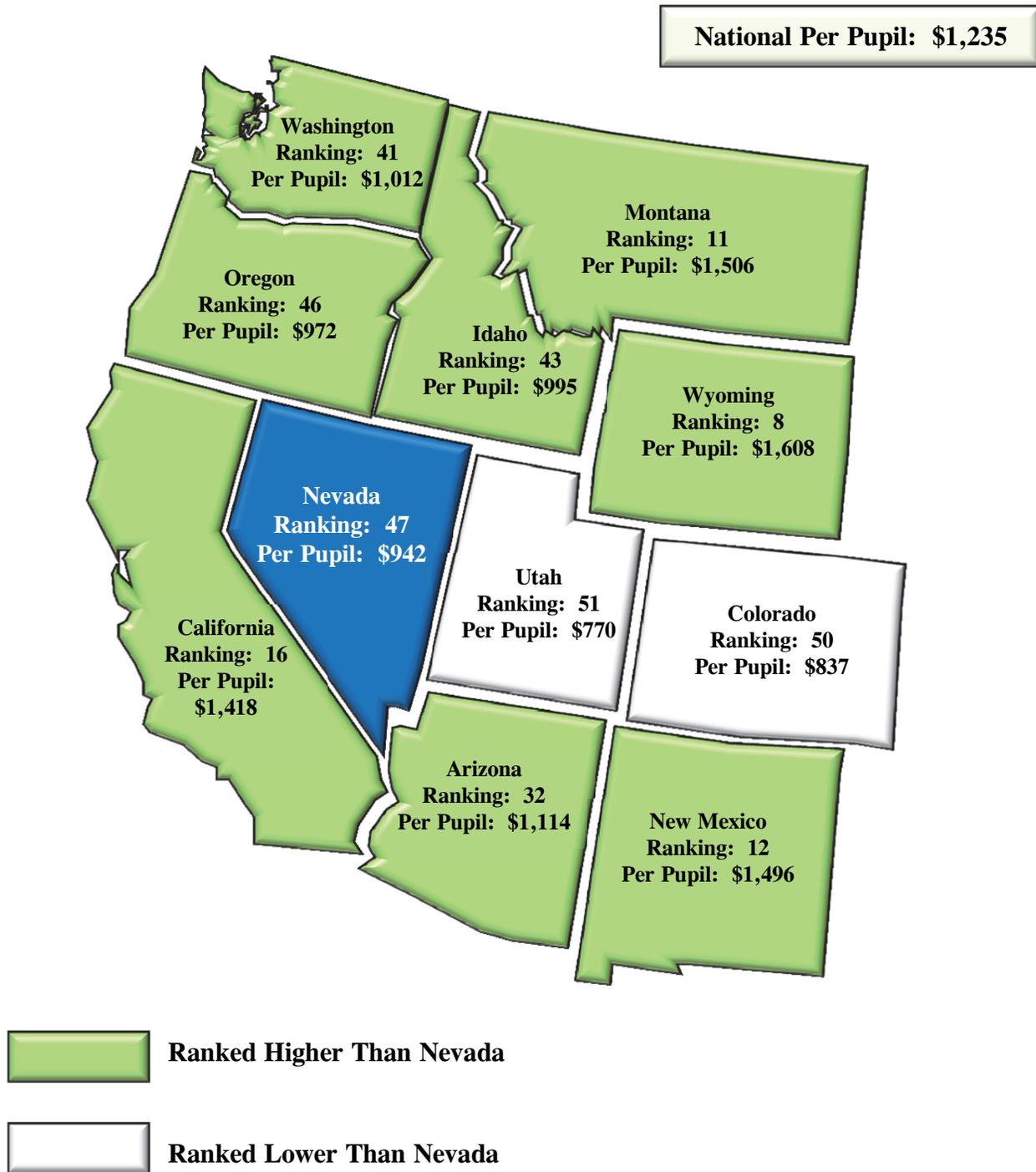
LOCATION	LOCAL	STATE	FEDERAL
National Average	43.4%	44.1%	12.5%
Arizona	43.0%	40.2%	16.8%
California	29.8%	56.6%	13.6%
Colorado	48.6%	40.1%	11.2%
Idaho	22.7%	63.3%	14.0%
Montana	38.2%	43.7%	18.1%
Nevada	56.0%	33.0%	11.0%
New Mexico	16.0%	64.7%	19.3%
Oregon	40.2%	45.6%	14.1%
Utah	36.5%	50.9%	12.6%
Washington	31.2%	57.3%	11.6%
Wyoming	37.2%	53.3%	9.4%

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, thus making it difficult to make meaningful comparisons. For example, among states with more than one school district, local contributions to the funding mix vary from 15.1 percent in New Mexico to 59.6 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 2010–11 (Fiscal Year 2011), First Look*, July 2013.

Revenue Sources—Federal

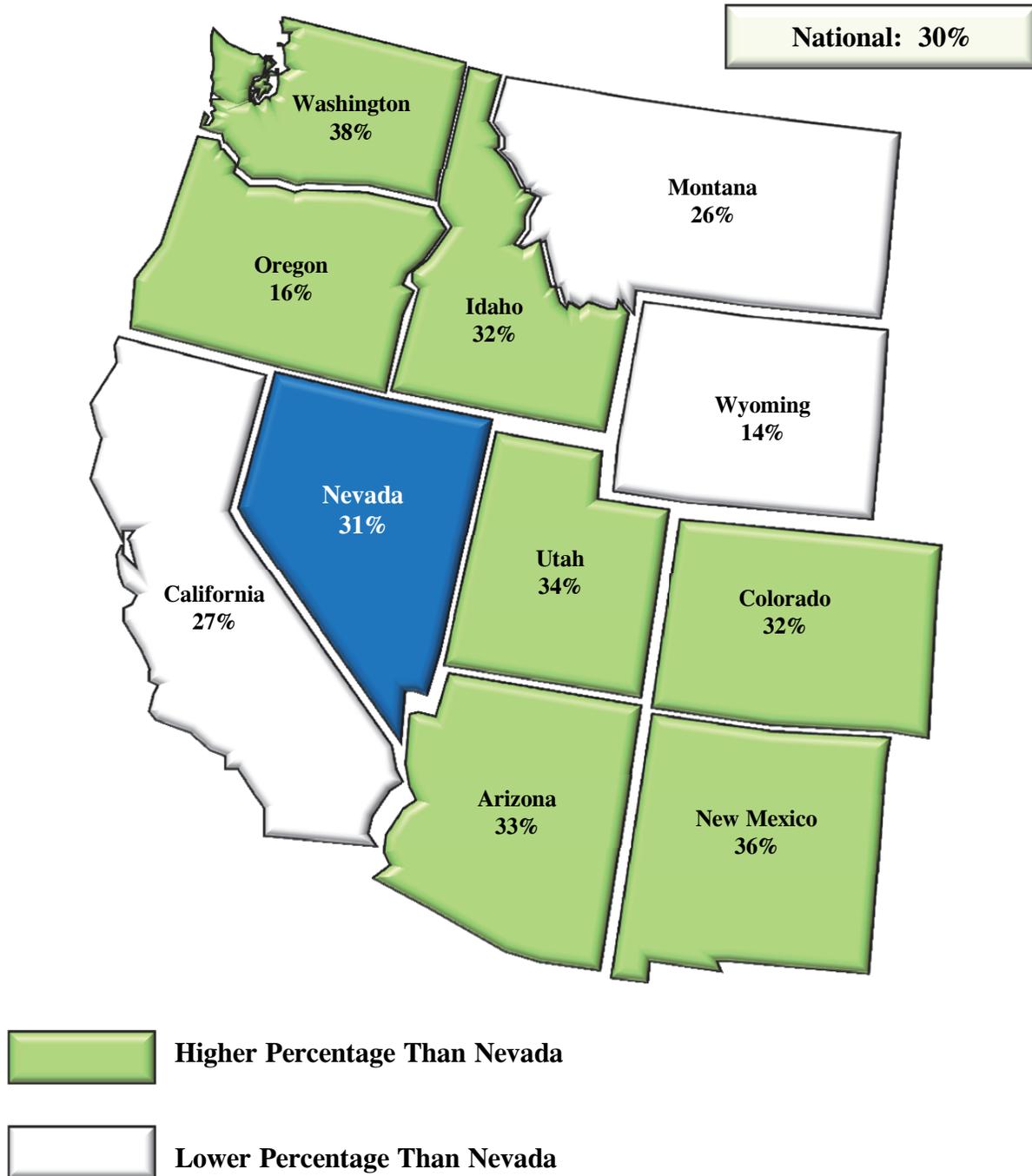
PER-PUPIL REVENUE FROM FEDERAL SOURCES WESTERN STATES WITH RANKINGS SY 2011–2012



Source: CQ Press, *State Stats*, 2014.

State General Expenditures Dedicated to Education

EDUCATION EXPENDITURES AS A PERCENTAGE OF TOTAL STATE EXPENDITURES WESTERN STATES—FY 2014



Source: National Association of State Budget Officers, *State Expenditure Report: Examining Fiscal 2012–2014 State Spending*, 2014.

Local Government Indebtedness

**GENERAL OBLIGATION BONDS OF SCHOOL DISTRICTS AND
OTHER LOCAL GOVERNMENT ENTITIES IN NEVADA
JUNE 30, 2013**

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	\$54,800,000	N/A	\$54,800,000	100%
Churchill	N/A	\$32,805,000	N/A	\$32,805,000	100%
Clark	\$31,835,000	\$2,504,815,000	\$25,807,000	\$2,562,457,000	98%
Douglas	N/A	\$29,140,000	N/A	\$29,140,000	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	\$2,630,000	N/A	\$2,630,000	100%
Lander	N/A	N/A	N/A	\$0	0%
Lincoln	N/A	\$5,611,800	N/A	\$5,611,800	100%
Lyon	N/A	\$73,660,000	\$75,435,000	\$149,095,000	49%
Mineral	N/A	\$1,915,000	N/A	\$1,915,000	100%
Nye	N/A	\$90,590,000	N/A	\$90,590,000	100%
Pershing	N/A	\$4,782,559	N/A	\$4,782,559	100%
Storey	N/A	\$9,495,000	N/A	\$9,495,000	100%
Washoe	\$39,465,000	\$521,165,000	N/A	\$560,630,000	93%
White Pine	N/A	\$2,555,000	N/A	\$2,555,000	100%
STATEWIDE	\$71,300,000	\$3,333,964,359	\$101,242,000	\$3,506,506,359	95%

Source: Department of Taxation, *Annual Local Government Indebtedness as of June 30, 2013*.

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 Nevada’s Department of Education, 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 Language Learners (ELL) 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.



Governor L. R. Bradley signed a legislative bill in 1873 locating the State University in Elko.



Nevada's Compliance With Federal and State Education Programs

FEDERAL NO CHILD LEFT BEHIND ACT

The No Child Left Behind Act of 2001 (NCLB) is the current version of the United States Congress's reauthorization of the federal Elementary and Secondary Education Act of 1965 (ESEA), which includes Title I, the government's aid program for disadvantaged students. The NCLB supports standards-based education reform on the premise that setting high standards and establishing measurable goals can improve individual outcomes in education. The NCLB requires states to administer assessments in basic skills to all students at select grade levels in order to receive federal school funding. The NCLB does not assert a national achievement standard; standards are set by each state. The NCLB expanded the federal role in public education through annual testing, annual academic progress report cards, teacher qualifications, and funding changes.

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, the United States Congress has not reauthorized the ESEA, but it has reviewed a number of proposed changes to the Act.

Federal NCLB Waivers

In 2012, the U.S. Department of Education (ED) established a program to grant waivers to states from certain NCLB requirements in exchange for implementation of comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.

Nevada's Department of Education submitted an application to the ED for such flexibility, which was approved on August 8, 2012, for two school years beginning with School Year (SY) 2012–2013. Through the waiver, a new accountability model was created; provisions such as "Adequate Yearly Progress" (AYP) and "Annual Measurable Objectives" (AMO) are no longer utilized. Nevada's new system of accountability was implemented, and the first results from new measures of student achievement were released in early spring 2013. In July 2014, the ED granted the State's request to extend the waiver for SY 2014–2015. The waiver is valid temporarily until the NCLB is reauthorized. Due to the waiver's potential effect on Nevada's current accountability system, as codified in Chapter 385 ("Historic Preservation and Archeology") of *Nevada Revised Statutes* (NRS), it is anticipated that the accountability content of the waiver will be the subject of much discussion during the 2015 Legislative Session.

The new accountability system is guided by three primary principles:

- 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.

NEVADA ACADEMIC CONTENT STANDARDS

The first of these accountability principles concerns academic standards. From 2008 to 2010, the National Governors Association (NGA) 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 different standards in every state did not adequately prepare students in our highly mobile society with the knowledge and skills needed to compete globally. The standards define the knowledge and skills students should 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 gradually 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.

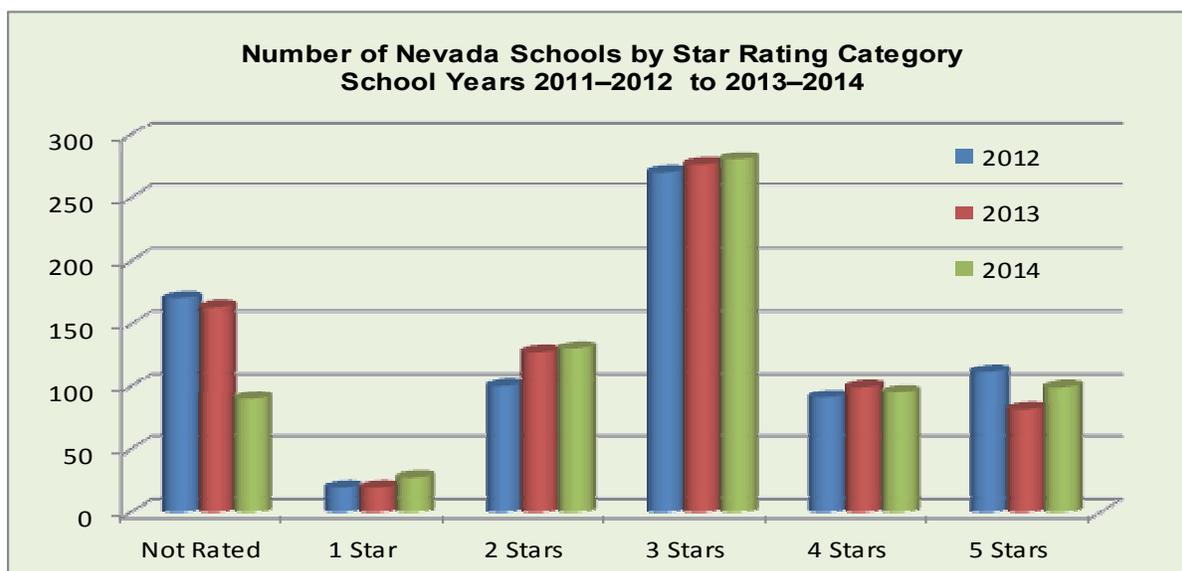
- Common Core Academic Standards**
- ❖ Are aligned with college and work expectations;
 - ❖ Are clear, understandable, and consistent;
 - ❖ Require rigorous content and application of knowledge through high-order skills;
 - ❖ Build upon strengths and lessons of current state standards;
 - ❖ Are informed by other top performing countries, 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 that states decide whether or not to adopt them. By December 2012, 45 of the 50 states, including Nevada, had adopted the CCSS; one state (Minnesota) adopted just the English standards. Due to recent controversy concerning the CCSS, a number of states have decided to reverse their earlier decisions. As of September 2014, three states (Indiana, Oklahoma, and South Carolina) passed legislation to exit the CCSS, joining the four states that had not adopted them (Alaska, Nebraska, Texas, and Virginia). In addition, six governors issued executive orders pertaining to state standards, and one of those executive orders (in Louisiana), was an action to exit the CCSS. As of September 2014, 42 states continue with the CCSS in place, although two of those states (Missouri and North Carolina) enacted legislation in 2014 creating groups that will review the CCSS and make recommendations about English and math standards. Neither state explicitly prohibited any set of standards or reversed its prior adoptions of the CCSS.

Sources: Website of the U.S. Department of Education: <http://www2.ed.gov/nclb/landing.jhtml>; website of the Common Core State Standards Initiative: <http://www.corestandards.org/about-the-standards>; Nevada's Department of Education, 2014; Education Commission of the States: [States and the \(Not So\) New Standards: Where are They Now?](#); and Education Week: [Common Core May Persist, Even in Opposition States \(July 30, 2014\)](#).

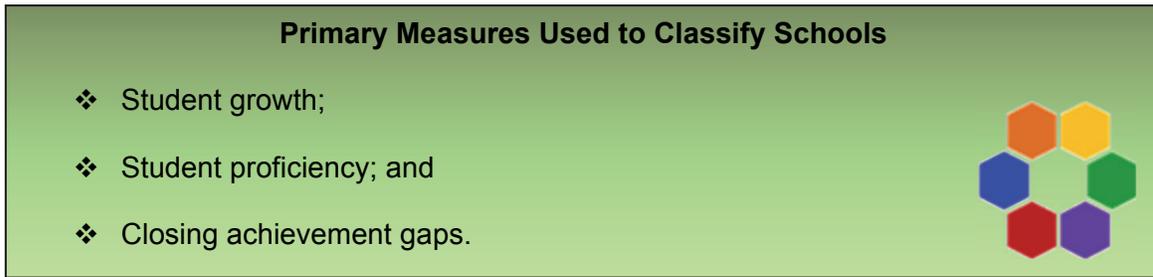
NEVADA SCHOOL PERFORMANCE FRAMEWORK

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 now 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.



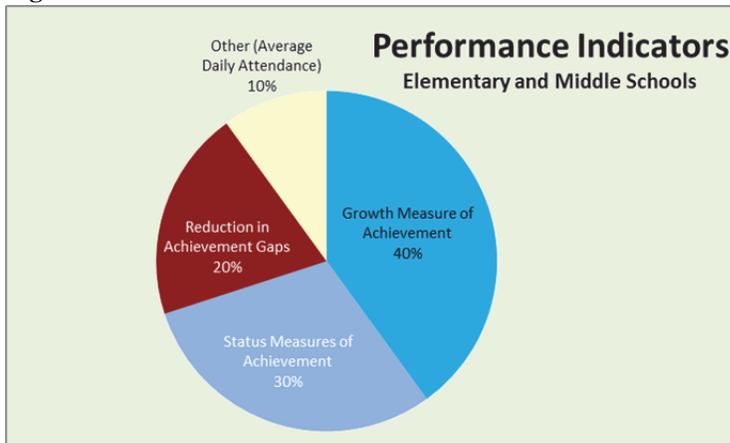
Chapter 7

The NSPF classifies schools based upon:



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

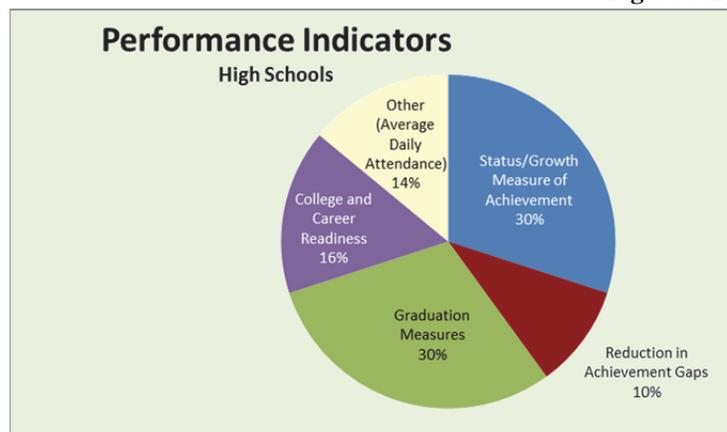
Figure 7.1



The performance indicators for this system differ, with elementary and middle schools having a set of four broad categories and high schools having five categories. Index scores are 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 contains. For elementary and middle schools, star ratings in the NSPF are based upon growth student in achievement, measures of achievement, reductions in subgroup achievement gaps, and average daily attendance.

High school ratings are 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 Framework provides 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 provides for three possible school designations: (1) Focus Schools; (2) Priority Schools; and (3) Reward Schools. Only schools at either end of the performance spectrum receive one of these designations; all other schools receive 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 (ELA) 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 ELA/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 around 99 percent. High participation rates on these assessments are important because they help to strengthen equal access to educational opportunity as well as enable meaningful measurements of academic performance. To ensure that this high standard continues, Nevada has established participation rate penalties for schools that test fewer than 95 percent of their eligible student population. As such, Nevada provides for two separate participation penalties. The first penalty addresses schools that test fewer than 95 percent of their entire eligible student population (All Students Group) in reading or mathematics. The second penalty pertains to schools that test less than 95 percent of any one of their ESEA subgroup populations (Subgroups) 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 ESEA waiver plan is the Nevada Educator Performance Framework. The U.S. Department of Education’s ESEA Waiver Principle 3 requires the creation of a uniform statewide performance evaluation framework implemented across all school districts.

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. The new evaluation system requires that an employee’s overall performance be determined to be “highly effective,” “effective,” “minimally effective,” or “ineffective.”

The framework 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 73 and 74 provide an overview of both the teacher and administrator evaluation models. The TLC’s preliminary set of recommendations was presented to the State Board of Education on June 1, 2012, and the final evaluation models were presented to the Board on December 14, 2012. The Board approved the final regulations on October 4, 2013 (*Nevada Administrative Code* 391.565 through 391.580).



The first advanced degree in the State was awarded by the University of Nevada, Reno in 1903.

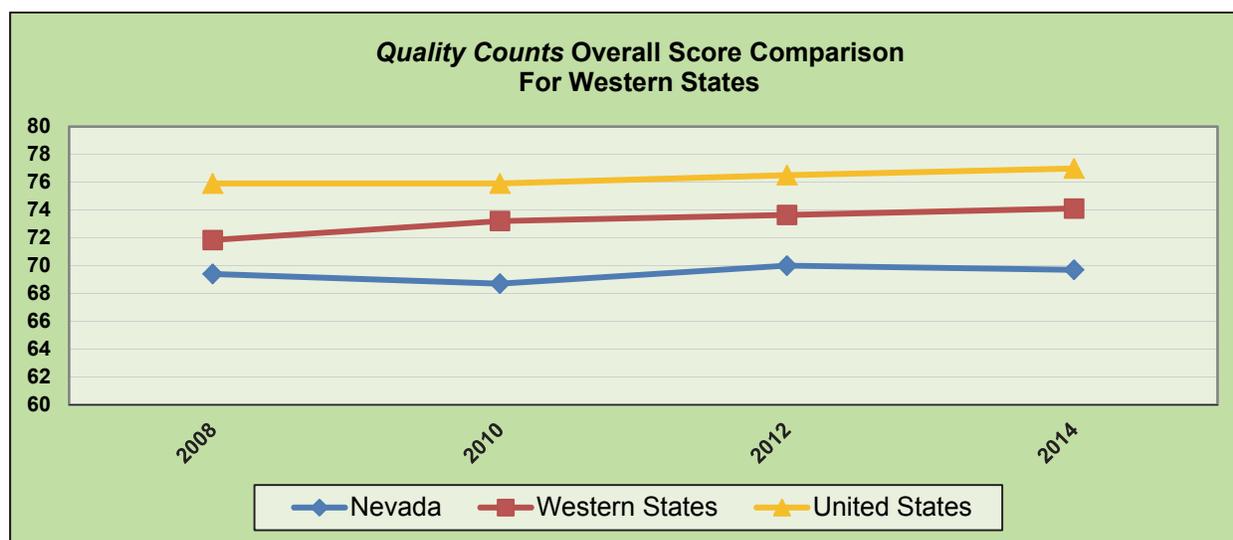
Although the 2011 legislation creating the TLC specified that the new evaluation system be in place for SY 2013–2014, the 2013 Legislature provided additional time to conduct a validation study of the system, delaying the full statewide implementation until at least SY 2014–2015. As authorized by the 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, Arne Duncan, U.S. Secretary of Education, announced that states will have the opportunity to request an additional one-year delay for using student test results in their teacher evaluation systems. If a state makes such a request, this delay will push back by one year (to SY 2015–2016) the time when student growth measures based upon new state assessments become part of Nevada’s educator evaluation system. It is likely this request for flexibility will be a topic of discussion during Nevada’s 2015 Legislative Session.



The first Superintendent of Public Instruction under the State government was Reverend A. F. White, who also created the first comprehensive statistical report of school affairs in Nevada.

Quality Counts State Report Card

For 18 years, the Editorial Projects in Education (EPE) Research Center has conducted surveys of all states; findings are included in Education Week’s annual publication of *Quality Counts*. In *Quality Counts*, states are awarded overall letter grades based upon their ratings across six areas of performance and policy: (1) chance for success (state data concerning family income, parental education, parental employment, linguistic integration, preschool enrollment, and kindergarten enrollment); (2) K through 12 achievement (state data concerning performance on the National Assessment of Educational Progress); (3) standards, assessment, and accountability (state data concerning state academic standards); (4) transitions and alignment (state data concerning early childhood education and college readiness); (5) teaching profession (state data concerning initial licensure requirements and out-of-field teaching); and (6) school finance (state data concerning equity and spending). The ratings for Nevada are presented in the tables that follow.



QUALITY COUNTS: NEVADA								
YEAR	Overall State Grade		Components of the Overall State Grade					
	Grade	Total Score	Chance for Success	K–12 Achievement	Standards, Assessment, and Accountability	Teaching Profession	School Finance	Transitions and Alignment
2014	D+	69.7	D-	D+	C	C-	D	C
2012	C-	70.0	D	D	C	C-	D	D+
2010	D+	68.7	D+	D-	C+	C-	D	D+
2008	D+	69.4	D+	D-	C+	C-	D+	D+

Note: *Quality Counts* does not measure states in all of the six categories every year; the Standards, Teaching, and Finance categories that are listed in the 2014 report are from previous years.

Source: Education Week; *Quality Counts*; 2008, 2010, 2012, and 2014.



Education Programs in Nevada Schools

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



In 1874, the University of Nevada opened in Elko with only seven students.

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. By the end of Fiscal Year (FY) 2014–2015, Nevada will have expended approximately \$2.5 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 THE STATE OF NEVADA

The program was scheduled for implementation in several phases. The first step reduced the ratios in selected 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 to 12. Until the 2005 Legislative Session, CSR in only the primary grades had been addressed.

FLEXIBILITY IN THE 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 *Nevada Revised Statutes* (NRS) 388.720, which provides flexibility in implementing pupil-to-teacher ratios in grades 1 through 6 for school districts in other than Clark and Washoe Counties. Pupil-to-teacher ratios are limited to not more than 22 to 1 in grades 1 through 3, and not more than 25 to 1 in grades 4 through 6.

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. During SY 2005–2006, the Churchill, Douglas, Elko, and White Pine County School Districts were approved to carry out an alternative CSR Program. Since then, the Churchill, Douglas, and Elko County School Districts have continued the alternative program and the Nye County School District has been added.

Class-Size Reduction (CSR)—Background (*continued*)

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 class-size reduction to allow school districts flexibility in addressing budget shortfalls as follows:

- 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 to 1 in grades 1 and 2 and up to 21 to 1 in grade 3.
- If a school district elects to increase class sizes in this manner, all money that would have otherwise been expended by the school district to achieve the lower class sizes in grades 1 through 3 must be used to minimize the impact of budget reductions on class sizes in grades 4 through 12.
- For reporting purposes, school districts that elect to increase class sizes in grades 1 through 3 are 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, with the enactment of A.B. 579 (Chapter 370, *Statutes of Nevada 2011*), the above provisions were continued by the 2011 Nevada Legislature and remained in place until June 30, 2013.

RECENT CHANGES TO THE CSR PROGRAM

More recently, as the State's fiscal situation improved, the Legislature sought to address CSR. Together S.B. 522 (Chapter 382, *Statutes of Nevada 2013*) and A.B. 2 (Chapter 5, *Statutes of Nevada 2013, 27th Special Session*) resulted in the following outcomes:

- In grades K through 2, the statutory class size ratio increased from 15 pupils to 1 teacher to 16 pupils to 1 teacher.
- In grade 3, the ratio increased from 15 pupils to 1 teacher to 18 pupils to 1 teacher.
- For purposes of calculating these ratios, a teacher who teaches multiple classes may only be counted once.

Chapter 8

- School districts that exceed the prescribed ratio in any quarter must request a variance from the State Board of Education for the following quarter, and the State Board must, in turn, report this information to the Legislature’s Interim Finance Committee.
- School districts must post on their websites and provide to Nevada’s Department of Education (NDE) a quarterly report of the average daily attendance in their schools and the ratio of pupils per licensed teacher in grades K through 3. The report must also detail whether a school has an approved alternative CSR plan and whether there are any variances from the authorized class-size ratios.

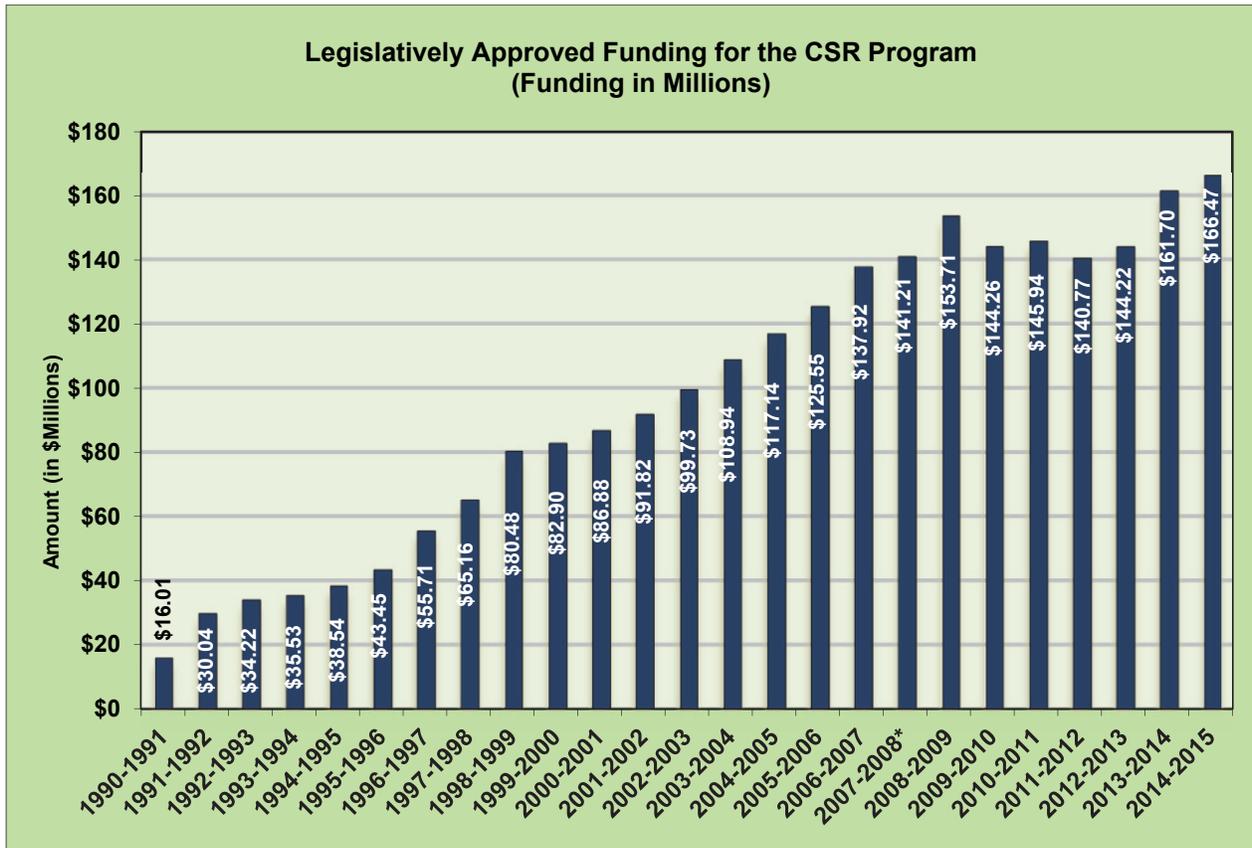
For additional information, please see the Fact Sheet on class-size reduction published by the Research Division of the Legislative Counsel Bureau (LCB). The document may be accessed at: <http://www.leg.state.nv.us/Division/Research/Publications/Factsheets/index.cfm>.



In 1876, the first all-girls private school in Nevada opened in Reno, called Bishop Whitaker’s School for Girls.

CSR—Funding

By the end of FY 2014–2015, Nevada will have expended approximately \$2.5 billion for the direct costs of funding the CSR Program, excluding any local capital expenditures or other local costs.



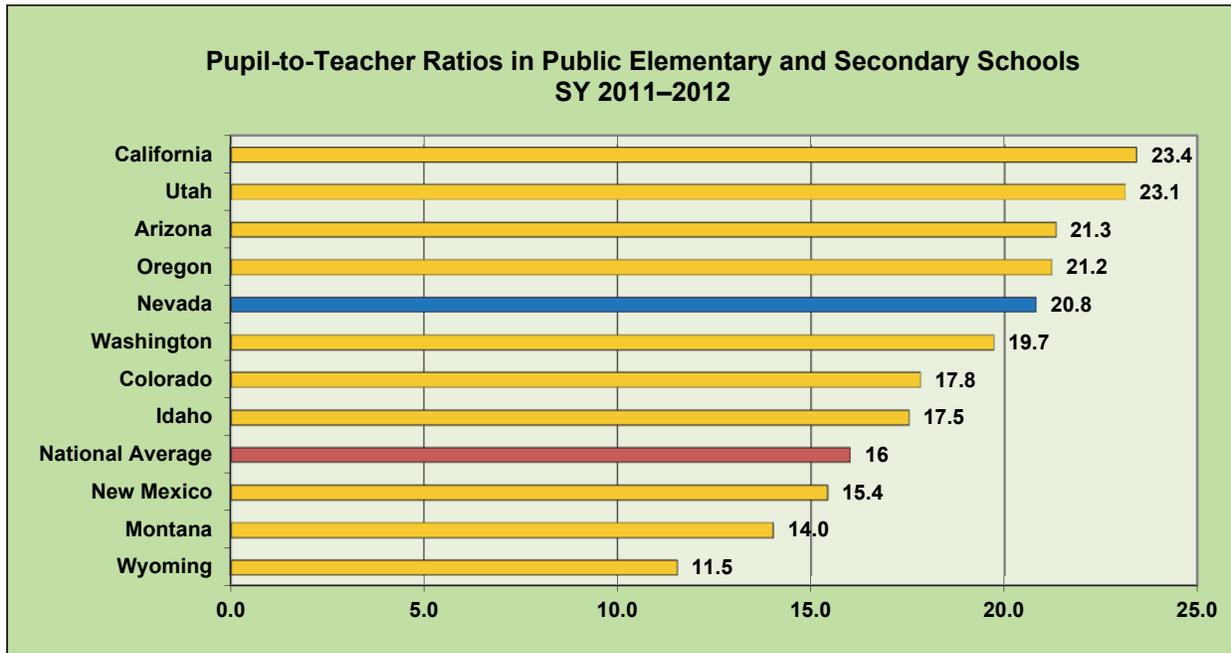
*Beginning in SY 2007–2008, the Legislature approved funding for CSR for certain at-risk kindergartens.

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



The first Native American school in Nevada opened in 1878 on the Pyramid Lake Paiute Reservation.

CSR: Pupil-to-Teacher Ratio

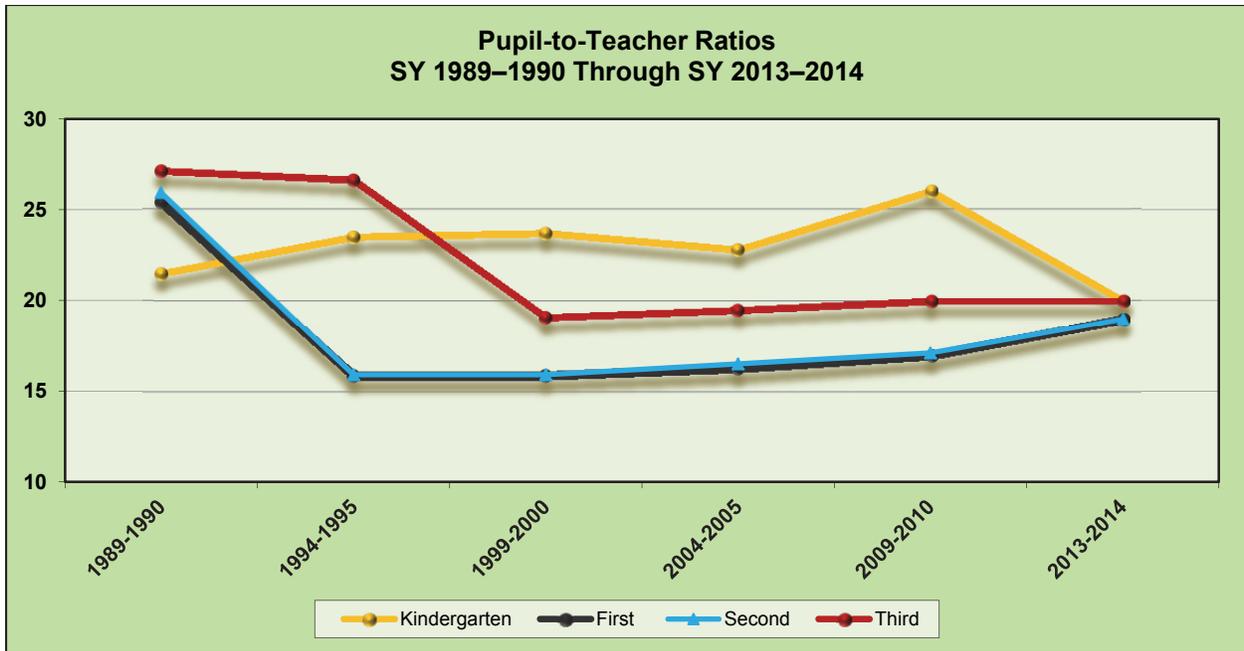


Source: CQ Press, *State Rankings 2011-2012*, 2013.

**Nevada Pupil-to-Teacher Ratios in Grades K Through 3
SY 1989-1990 to SY 2013-2014**

	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
2013-2014	20	19	19	20

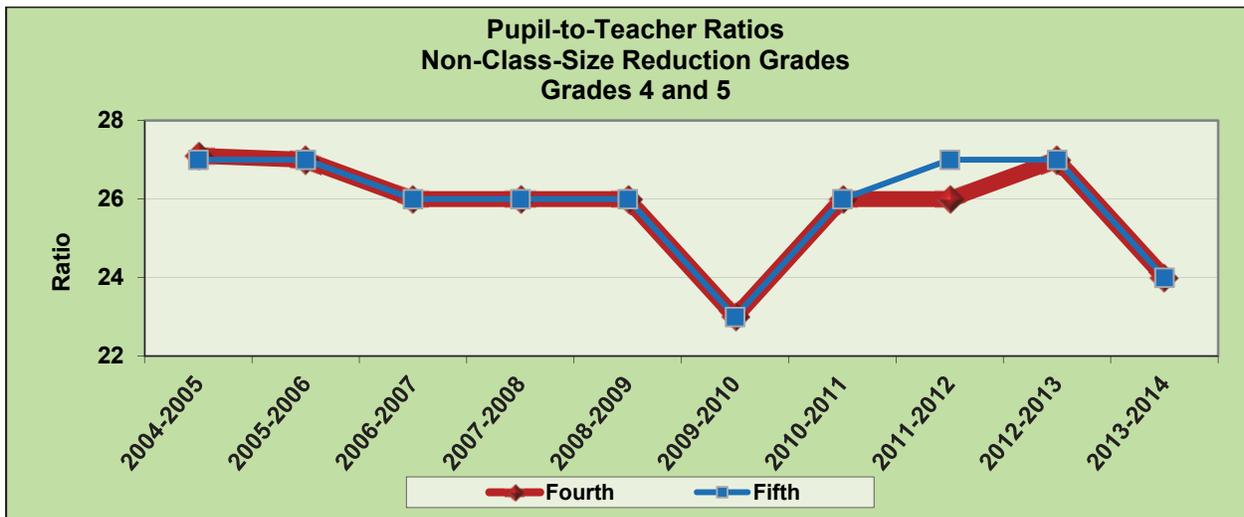
Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.



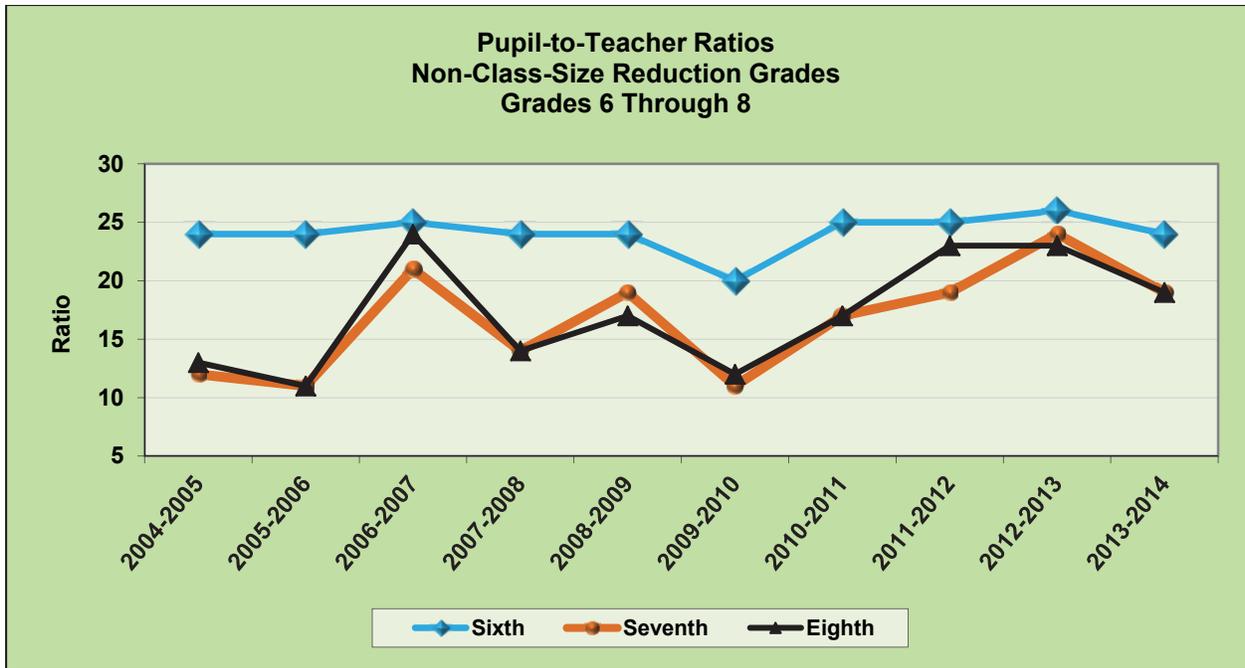
Note: Figures do not include those school districts that have adopted an alternate CSR Program.

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>.

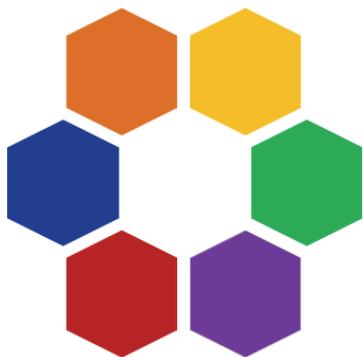


Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>.

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 show that, for English and mathematics classes, class sizes average 24 pupils. For science and social studies, class sizes average 25 pupils.

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



Until 1885, county boards of examiners handled practically all teacher certification in Nevada.

Alternative CSR—Pupil-to-Teacher Ratios Grades 1 Through 6

ALTERNATIVE CLASS-SIZE REDUCTION: PUPIL-TO-TEACHER RATIOS CHURCHILL, DOUGLAS, ELKO, AND NYE COUNTY SCHOOL DISTRICTS

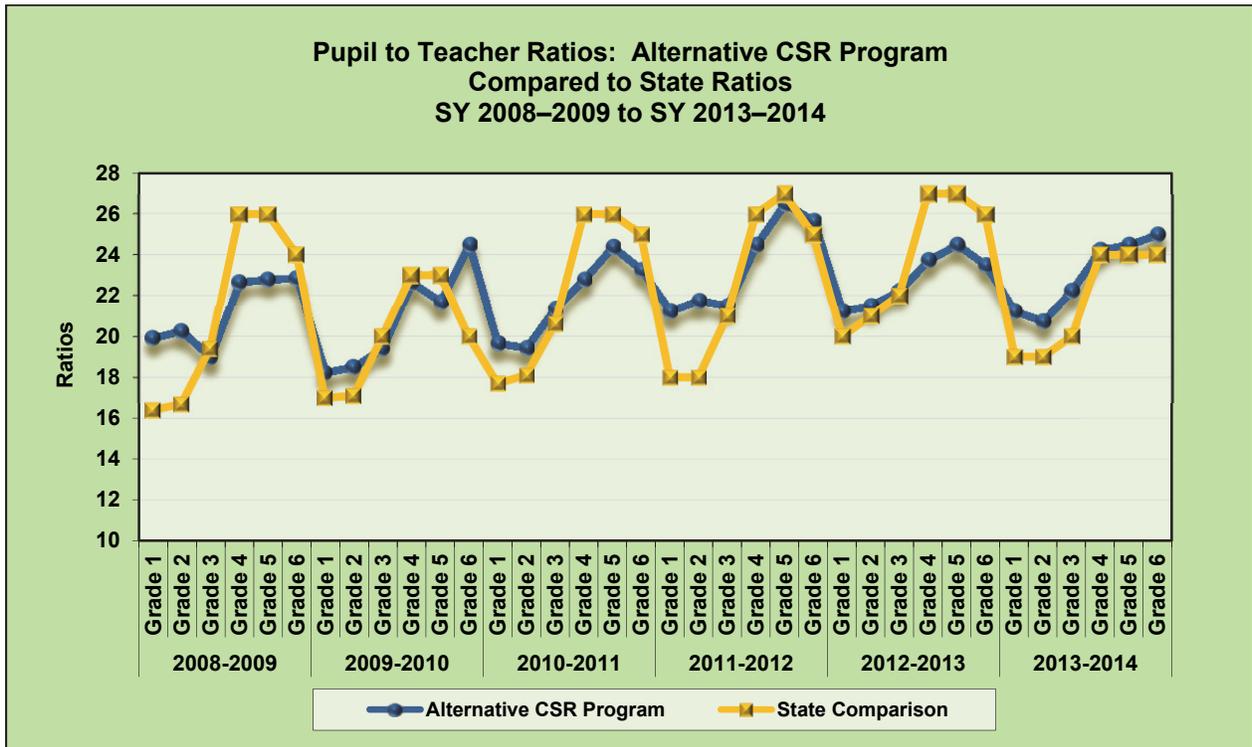
School Year	Grade	Alternative CSR Program*	State Comparison**
2008–2009	1	20	16
	2	20	17
	3	19	19
	4	23	26
	5	23	26
	6	23	24
2009–2010	1	18	17
	2	19	17
	3	19	20
	4	23	23
	5	22	23
	6	25	20
2010–2011	1	20	18
	2	21	18
	3	22	21
	4	23	26
	5	24	26
	6	23	25
2011–2012	1	21	18
	2	22	18
	3	22	21
	4	25	26
	5	27	27
	6	26	25
2012–2013	1	21	20
	2	22	21
	3	22	22
	4	24	27
	5	25	27
	6	24	26
2013–2014	1	21	19
	2	21	19
	3	22	20
	4	24	24
	5	25	24
	6	25	24

*Average pupil-to-teacher ratios for the Churchill, Douglas, and Elko County School Districts. Pupil-to-teacher ratios may be up to 22 to 1 in grades 1 through 3 and 25 to 1 in grades 4 through 6.

**Statewide pupil-to-teacher ratios for CSR grades 1 through 3 and non-CSR grades 4 through 6.

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

Alternative CSR—Pupil-to-Teacher Ratios Grades 1 Through 6 (*continued*)



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



In 1893, the State Board of Education was authorized to prepare teacher examinations for all counties in Nevada and, in 1907, it became the sole teacher-certifying agency in the State.

Early Childhood Education Program—Background

EARLY CHILDHOOD EDUCATION PROGRAMS

Early Childhood Education (ECE) generally includes such services as home visiting programs, child care, pre-Kindergarten education, and Head Start. Since 2001, the Nevada Legislature has appropriated funds for ECE programs through school funding legislation. The 2013 Legislature, through the passage of S.B. 522 (Chapter 382, *Statutes of Nevada*), appropriated \$3.3 million in each fiscal year of the 2013–2015 Biennium to NDE to continue the competitive grants ECE program for school districts and community-based organizations. The funding could be used either to initiate or expand prekindergarten education programs. The following table shows the 11 sponsors that received funds during SY 2012–2013.

**Nevada Early Childhood Education Projects
SY 2012–2013**

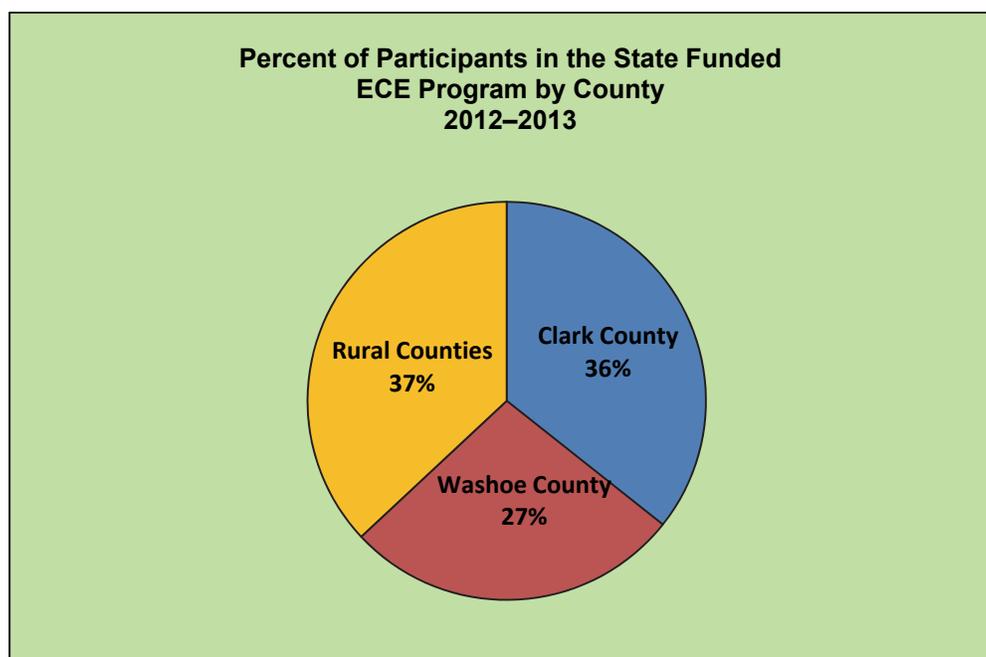
Sponsor Agency/ Program Location	Number of Sites	Monetary Award
Carson City School District	2	\$240,000
Churchill County School District	2	\$106,293
Clark County School District	10	\$1,446,937
Elko County School District	2	\$152,263
Great Basin College	1	\$123,354
Humboldt County School District	1	\$110,638
Mineral County School District	1	\$102,897
Nye County School District	1	\$113,422
Pershing County School District	1	\$120,809
Washoe County School District	12	\$719,094
White Pine County School District	1	\$103,168
Total	34	\$3,338,875

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, Executive Summary*; October 2013.

Early Childhood Education Program

PARTICIPATION—SY 2012–2013

The characteristics of Nevada ECE participants are based upon data from 11 projects that provided services to 1,364 families, including 1,393 children and 1,475 adults, during SY 2012–2013. 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:



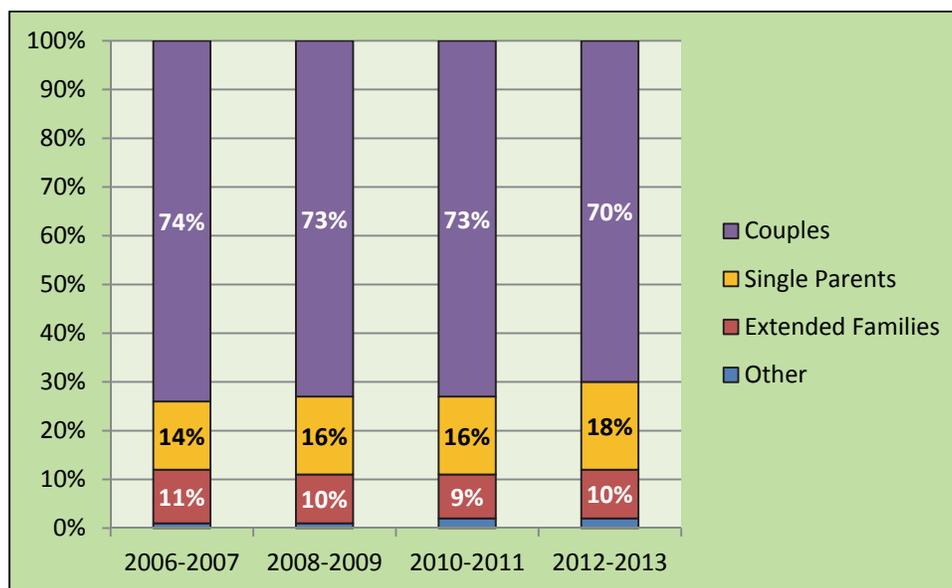
Project	Families	Children	Adults	Total Participants
Carson City	78	82	81	163
Churchill County	89	89	90	179
Clark County	504	515	508	1,023
Elko County	83	83	109	192
Great Basin College	32	33	35	68
Humboldt County	47	48	91	139
Mineral County	37	38	63	101
Nye County	47	49	48	97
Pershing County	40	41	41	82
Washoe County	388	395	390	785
White Pine County	19	20	19	39
Total	1,364	1,393	1,475	2,868

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, Executive Summary*; October 2013.

Early Childhood Education Program *(continued)*

CHARACTERISTICS OF FAMILIES

The families participating in Nevada ECE programs are comprised of:

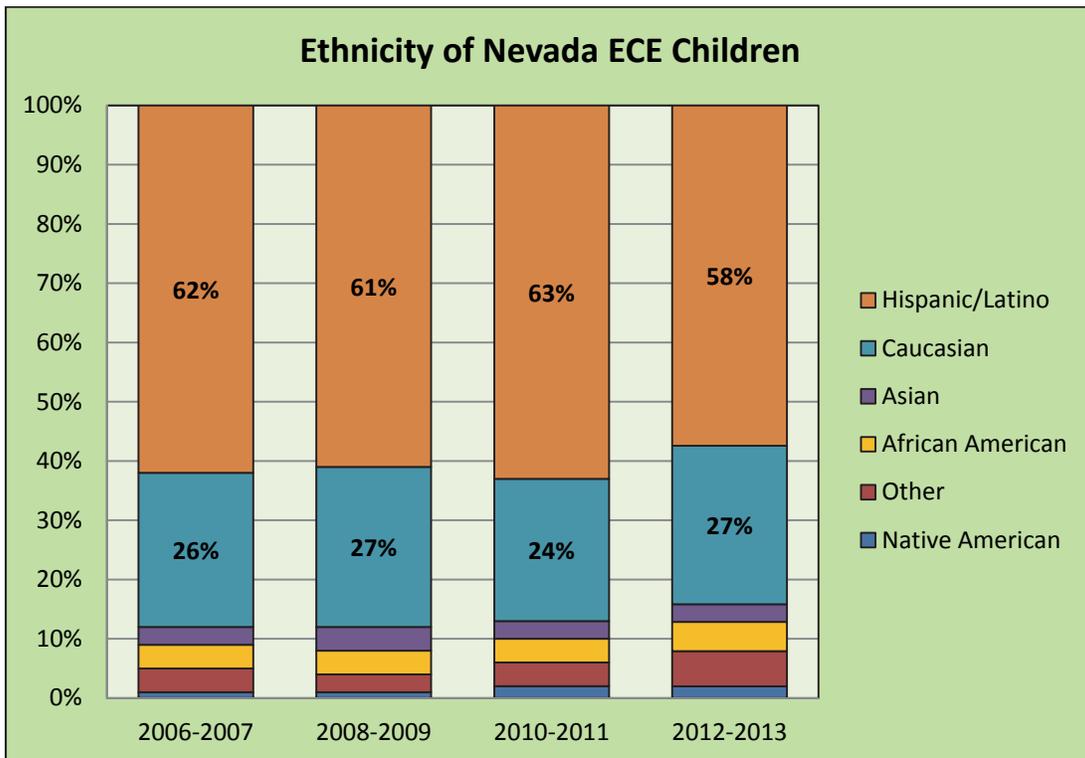
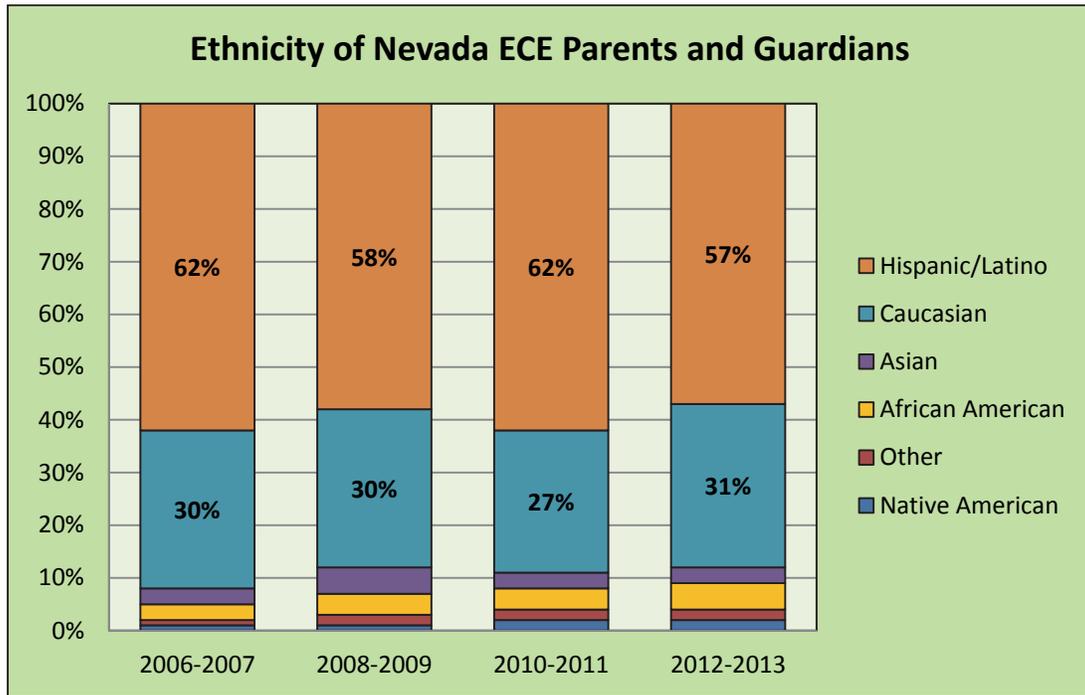


Reported Family Structures in 2012–2013

Family Structure	Number of Families	Percent Families
Couples	952	70
Single Parent	245	18
Extended Families	139	10
Other	28	2

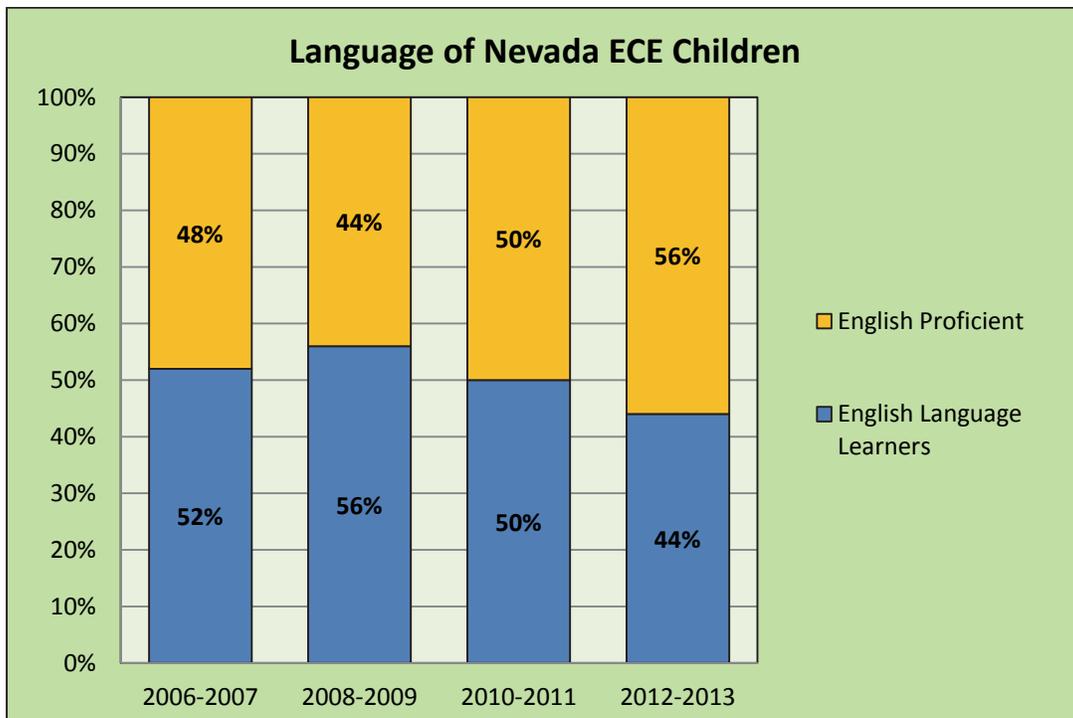
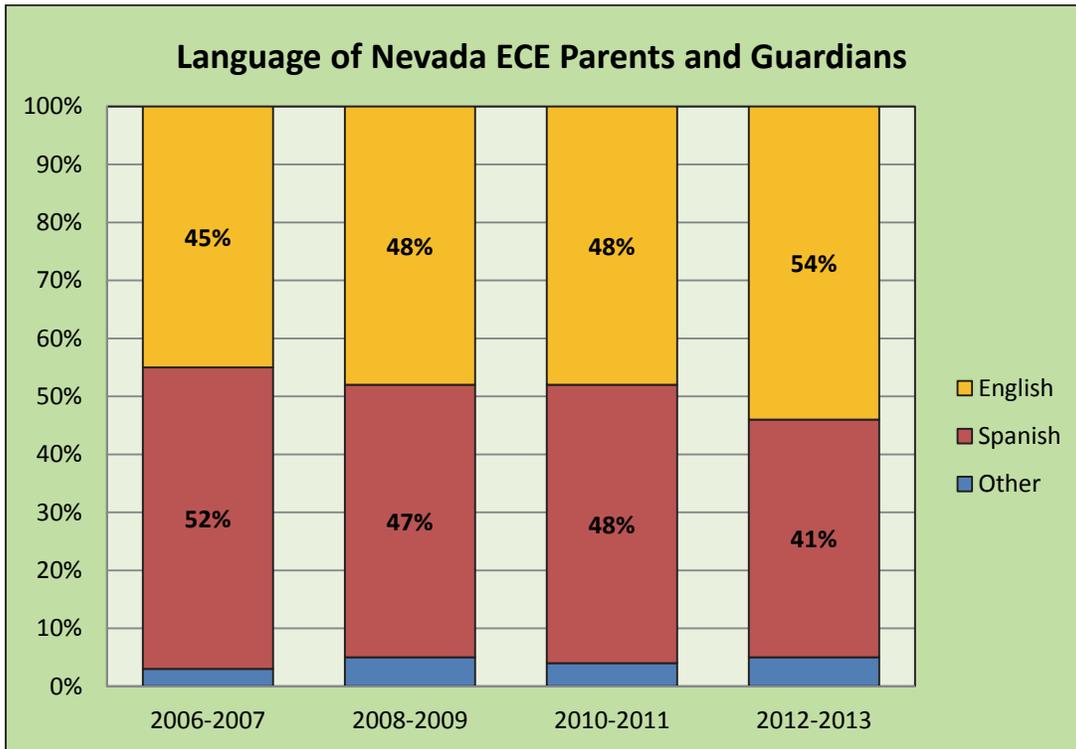
Source: Pacific Research Associates; *Nevada Early Childhood Education (ECE) Program: Building a Foundation for School Readiness and Success in PreK–12 and Beyond, Evaluation Report, Executive Summary*; various years.

Early Childhood Education Program (continued)



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, Executive Summary*; various years.

Early Childhood Education Program (continued)



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, Executive Summary*; various years.

Early Childhood Education 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 2012–2013 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.

Early Childhood Education Program Evaluation: SY 2012–2013

Indicator	Benchmarks	
	Original	2012-2013
Developmental Progress of Children		
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%
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 pts	PPVT-8.0 points EOWPVT-10.0 pts
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).	20.0 pts	20.0 pts
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%
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%
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%

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, Executive Summary*; October 2013.

Early Childhood Education Program—Evaluation (*continued*)

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 2008–2009 and entered grade 3 in 2012–2013.

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 2012–2013 longitudinal evaluation are as follows:

- *Developmental Progress of Children*—Consistent with the national research results on long-term cognitive effects of preschool, it appears that Nevada ECE children achieved more than what was expected when they entered elementary school through grade 3.
- *Parental Involvement*—The 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 Early Childhood Education (ECE) Program: Building a Foundation for School Readiness and Success in PreK–12 and Beyond, FY 2012–13, Evaluation Report, Executive Summary*; October 2013.



In 1932, Native American pupils were first permitted to attend public schools in Nevada.

Full-Day Kindergarten—History

<p>2005 Session</p>	<p>State-funded, full-day kindergarten was approved for the first time by the Nevada Legislature. A school district is not required to offer full-day kindergarten, and a family may request that their child attend for less than a full day.</p> <p>Through the passage of Assembly Bill 4 (Chapter 3, <i>Statutes of Nevada 2005, 22nd Special Session</i>), the 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 55.1 percent of students receiving free and reduced-price lunch.</p>
<p>2007 Session</p>	<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>
<p>2009 Session</p>	<p>The 2009 Legislature approved a State General Fund appropriation of approximately \$25 million each fiscal year of the 2009–2011 Biennium to support the ongoing costs of full-day kindergarten for 114 at-risk schools.</p>
<p>2011 Session</p>	<p>The 2011 Legislature approved State General Fund appropriations totaling \$24.2 million in FY 2011–2012 and \$24.6 million in FY 2012–2013 to support the costs of full-day kindergarten for at-risk schools.</p>
<p>2013 Session</p>	<p>The 2013 Legislature approved a State General Fund appropriation of \$81 million in FY 2013–2015 to continue and expand the full-day kindergarten program for at-risk schools, which is nearly a two-thirds increase over the previous biennium.</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: <http://www.leg.state.nv.us/Division/Research/Publications/ResearchBriefs/index.cfm>.

Full-Day Kindergarten—Evaluations of Effectiveness in Nevada

In Nevada, evaluations of the effect of full-day kindergarten on student academic achievement have shown positive results.

EVALUATIONS OF FULL-DAY KINDERGARTEN IN NEVADA

<p>Clark County School District</p>	<p>A first-year study by the Clark County School District (CCSD) assessed the effects of participating in full-day and half-day kindergarten on students' literacy development. The December 2005 report, titled <i>Status Report on Year 1: Full/Extended-Day Kindergarten Study (FEDS)</i>, found that lower socioeconomic students enrolled in full-day kindergarten demonstrated greater rates of literacy growth over the course of the year than closely matched half-day students.</p> <p>A February 2011 supplementary study by CCSD, titled <i>Long Term Effects of Full-Day Kindergarten in Third and Fourth Grade (FEDS-L4)</i>, reassessed those students who were enrolled in either half-day or full-day kindergarten in SY 2005–2006. This study found that third and fourth grade students who attended full-day kindergarten continued to outperform students who attended half-day kindergarten in both reading and mathematics.</p>
<p>Washoe County School District</p>	<p>In the Washoe County School District, findings from a 2007 pilot research project, titled <i>A Statistical Analysis of Assessment Scores in Full-Day and Half-Day Kindergarten Students</i>, found that full-day kindergarten students achieved higher mean scores in all English language assessment categories for both an October 2006 administration and a January 2007 administration. In addition, increases in the January scores over the October scores were significantly higher in the full-day kindergarten group.</p>

Special Education—Background

Special education services are provided directly to students by local school districts and are funded from federal grants, State appropriations, and local dollars. All special education services are delivered in accordance with an Individual Education Plan (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 Chapter 395 ("Education of Persons With Disabilities") of NRS and in Chapter 395 ("Education of Persons With Disabilities") of *Nevada Administrative Code*. Both NDE and local school districts are bound by federal legislation and regulations governing the provision of services to students with special educational needs.

From SY 1997–1998 to SY 2003–2004, the special education student population increased at a faster rate than the growth in the general student population. Beginning in SY 2004–2005, the special education student population growth rate began to decrease from an historical average of approximately 5 percent and remained less than 1 percent for several years. However, the rate has increased substantially over the past two years. In SY 2011–2012, special needs students comprised about 9 percent of the total school population (children age 6 to 17); this figure is lower than the nationwide average of 10.7 percent for special needs students.¹

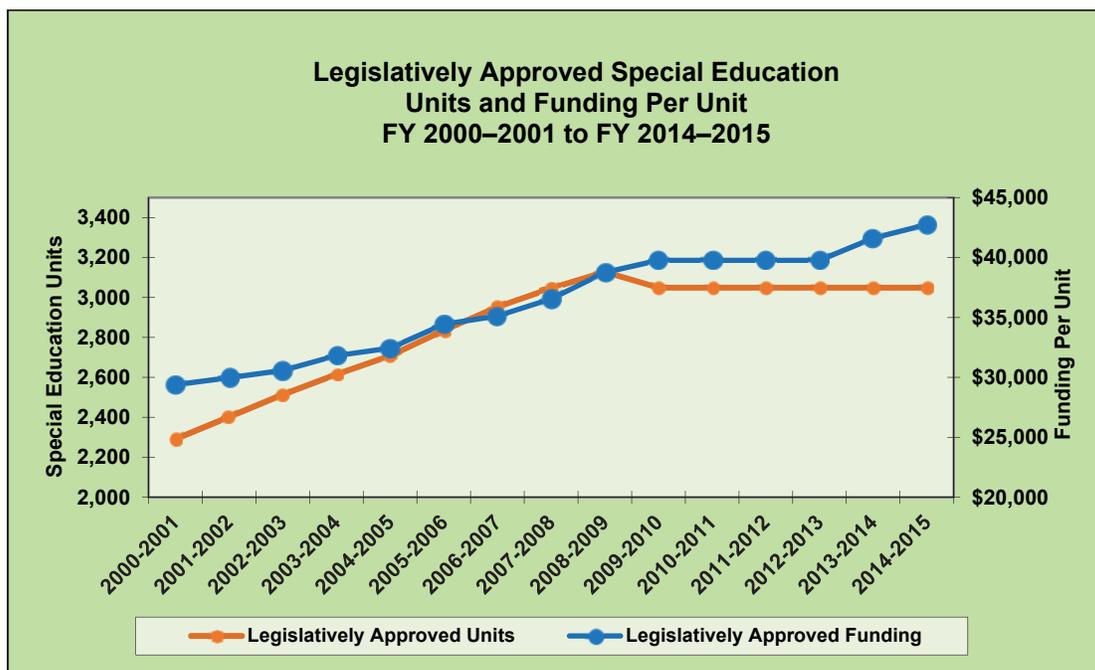
According to In\$ite, Nevada's education financial accountability system, in SY 2011–2012, the average cost to educate a student in Nevada with special education needs was \$19,593 per year, which includes the expenses for general education classes and special education programs. With total special education enrollment of 47,261 in SY 2011–2012, the cost to educate these students totaled \$925,984,773 paid from a combination of federal, State, and local dollars.

In Nevada, the Legislature funds a certain number of "units" for special education allocated to school districts each year. A unit is defined as the salary and benefits for one special education teacher, and the unit funding can only be used to support special education teacher salaries and benefits. For the 2013–2015 Biennium, the Legislature funded 3,049 units at \$41,608 per unit for a total of \$126.9 million in the first year of the biennium and 3,049 units at \$42,745 per unit for a total of \$130.3 million in the second year.

The amount allocated for each unit falls short of the actual costs of salaries and benefits for special education teachers, who normally have more education and experience than other teachers. As a result, school districts must use money from the local general fund to pay the difference between the amount funded by the State and the actual cost of providing special education services.

¹ Source: CQ Press, *State Stats*, 2012.

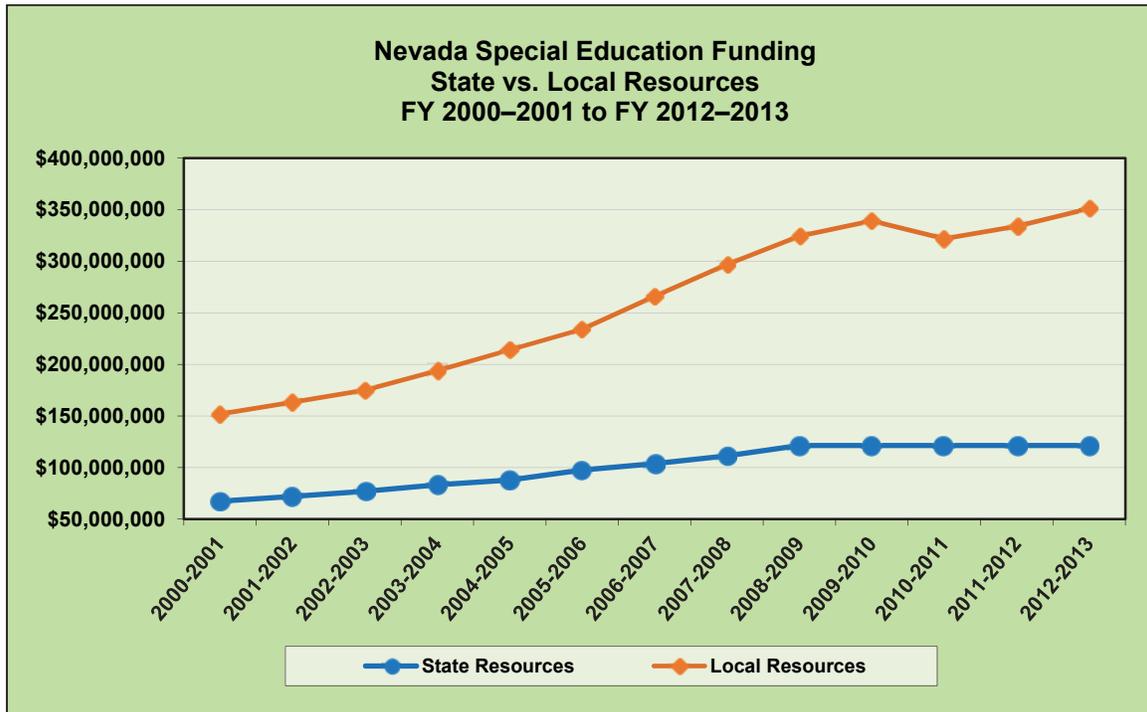
Special Education—State Unit Funding



Fiscal Year	Legislatively Approved Units	Legislatively Approved Funding
2000–2001	2,291	\$29,389
2001–2002	2,402	\$29,977
2002–2003	2,514	\$30,576
2003–2004	2,615	\$31,811
2004–2005	2,708	\$32,447
2005–2006	2,835	\$34,433
2006–2007	2,953	\$35,122
2007–2008	3,046	\$36,541
2008–2009	3,128	\$38,763
2009–2010	3,049	\$39,768
2010–2011	3,049	\$39,768
2011–2012	3,049	\$39,768
2012–2013	3,049	\$39,768
2013–2014	3,049	\$41,608
2014–2015	3,049	\$42,745

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

Special Education—State vs. Local Resources



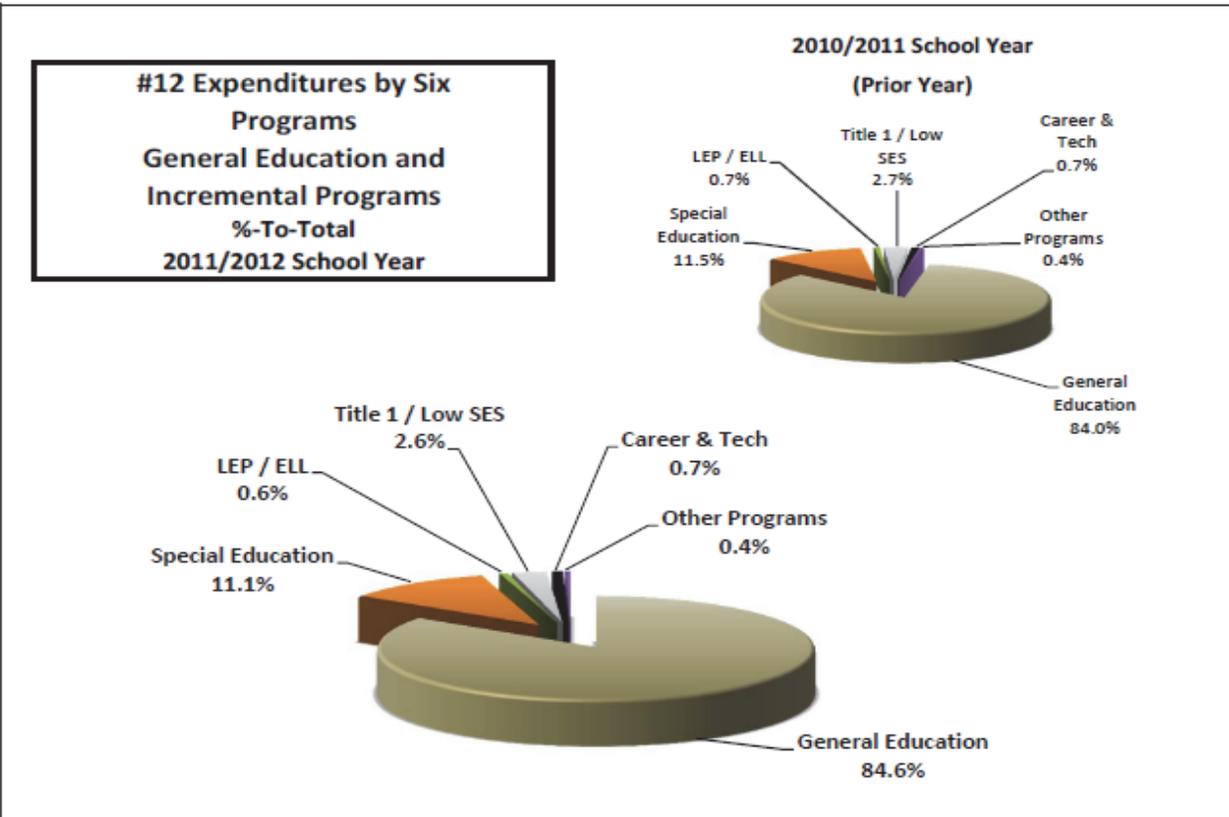
Fiscal Year	State Resources	Local Resources
2000-2001	\$67,330,199	\$151,949,548
2001-2002	\$72,004,754	\$163,313,519
2002-2003	\$76,868,064	\$175,025,638
2003-2004	\$83,185,765	\$193,915,875
2004-2005	\$87,866,476	\$214,087,930
2005-2006	\$97,617,555	\$234,142,483
2006-2007	\$103,715,266	\$266,124,337
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

*Budgeted local resources.

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

Public School Expenditures for Special Education: InSite Financial Analysis System

Nevada School Districts & Charter Schools



Program	Program Enrollment ¹	Amount	Incremental \$ Per Pupil ³	Total \$ Per Pupil ³	%-To-Total
General Education	422,450.80	\$3,878,997,230	\$9,182	\$9,182	84.6%
Special Education	48,948.00	\$509,575,698	\$10,411	\$19,593	11.1%
LEP / ELL	73,070.00	\$26,087,479	\$357	\$9,539	0.6%
Title 1 / Low SES	102,360.00	\$117,288,883	\$1,146	\$10,328	2.6%
Career & Tech	49,147.00	\$33,669,274	\$685	\$9,867	0.7%
Other Programs ²	N/A	\$19,524,244	N/A	N/A	0.4%
Total	422,452	\$4,585,142,809	N/A	\$10,854	100.0%

2012-NV-15-12 (5)

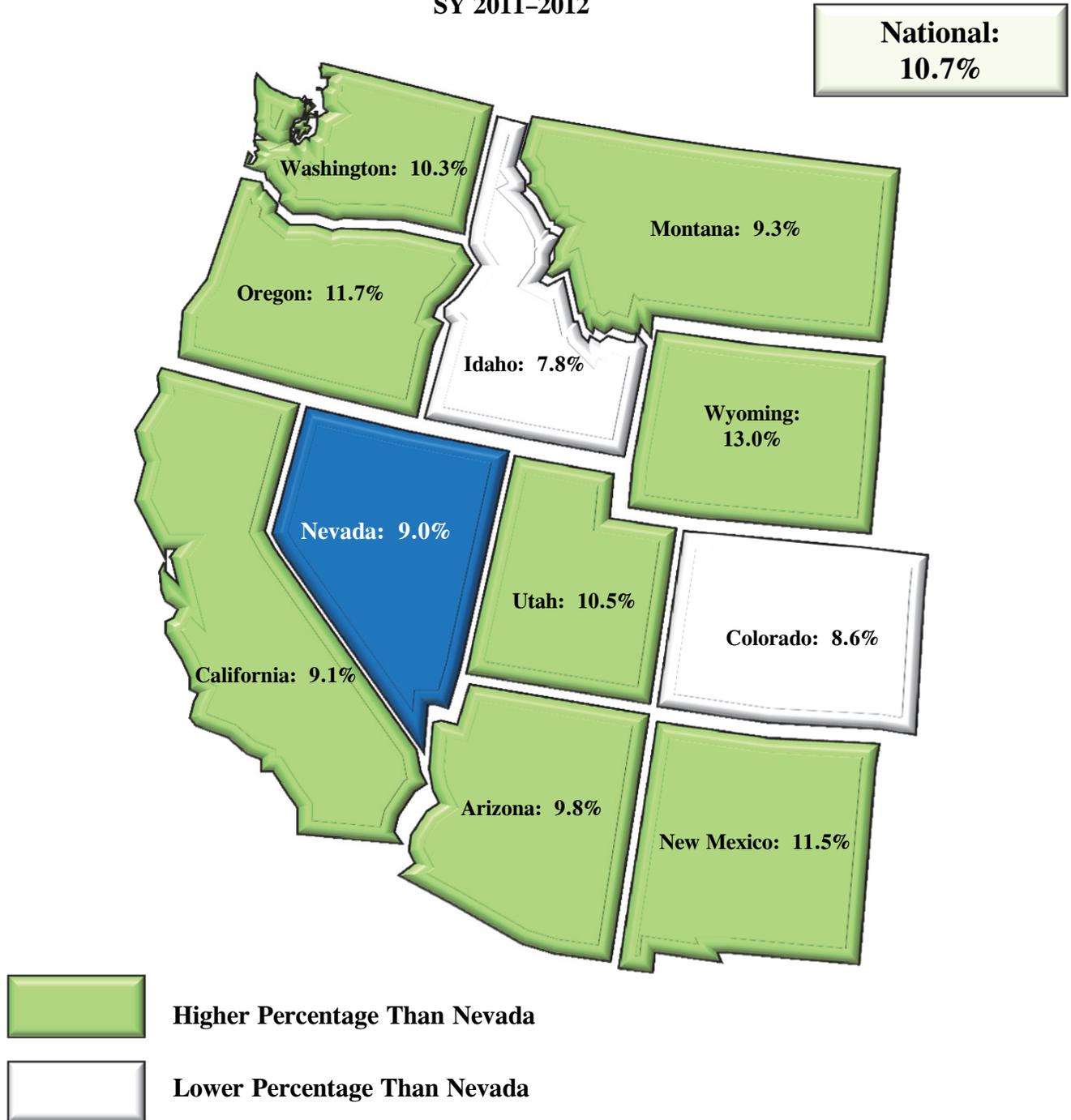
InSite, U. S. Patent No. 5,991,741

- 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).

Source: <http://edmin.com>

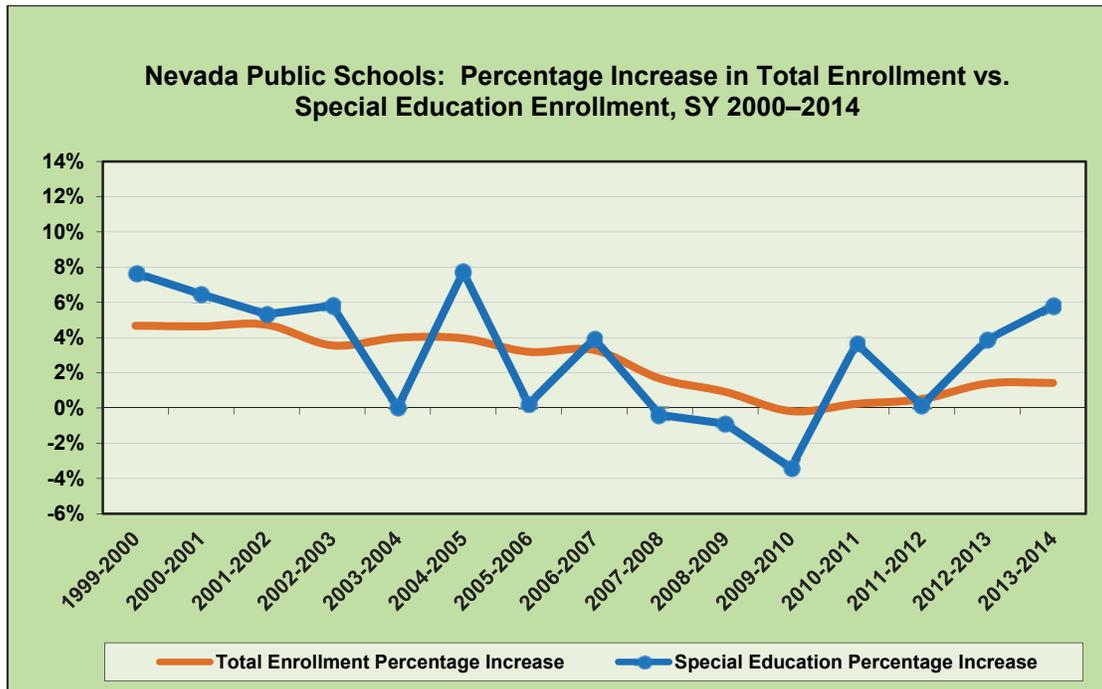
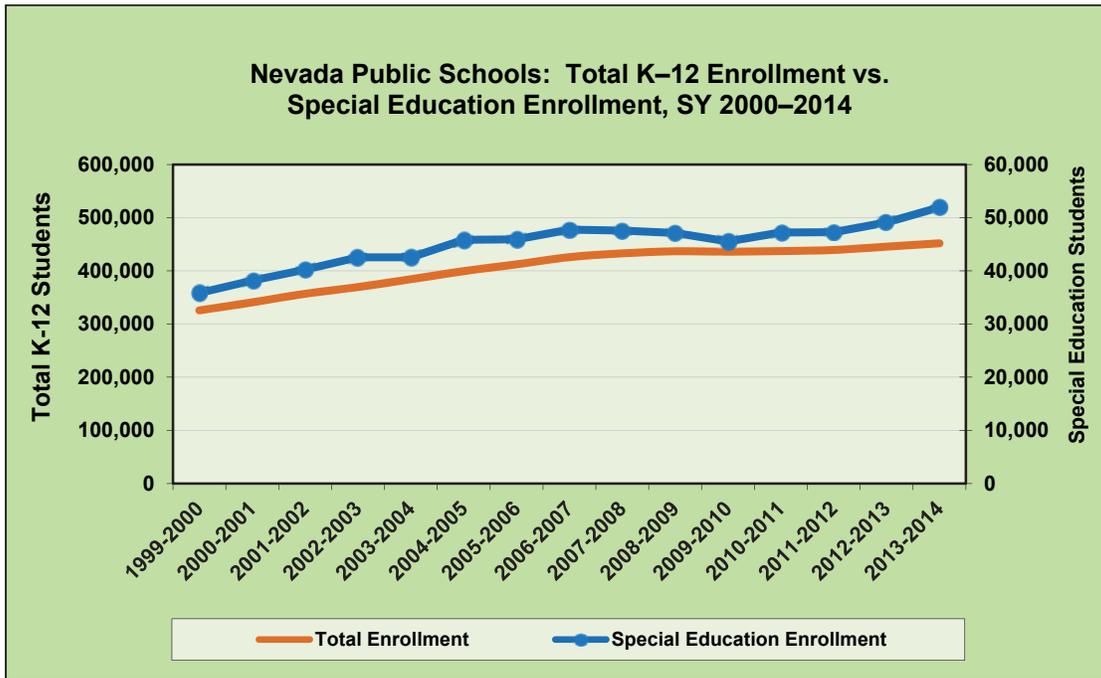
Special Education—Percentage Served

**CHILDREN (AGES 6 THROUGH 17) SERVED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) AS A PERCENTAGE OF PUBLIC SCHOOL ENROLLMENT—COMPARISON OF WESTERN STATES
SY 2011–2012**



Source: CQ Press, *State Stats*, 2011.

Special Education—Enrollment



Source: NDE, *Research Bulletins*, various years.

Special Education—Enrollment (*continued*)

School Year	Total Enrollment	Total Enrollment Percent Increase	Special Education Enrollment	Special Education Percent Increase
1990–1991	201,316	7.75%	18,065	9.80%
1991–1992	211,810	5.21%	19,957	10.47%
1992–1993	222,846	5.21%	22,402	12.25%
1993–1994	235,800	5.81%	24,624	9.92%
1994–1995	250,747	6.34%	26,345	6.99%
1995–1996	265,041	5.70%	28,174	6.94%
1996–1997	282,131	6.45%	29,946	6.29%
1997–1998	296,621	5.14%	31,726	5.94%
1998–1999	311,063	4.87%	33,294	4.94%
1999–2000	325,610	4.68%	35,847	7.67%
2000–2001	340,706	4.64%	38,165	6.47%
2001–2002	356,814	4.73%	40,196	5.32%
2002–2003	369,498	3.55%	42,532	5.81%
2003–2004	384,230	3.99%	42,543	0.03%
2004–2005	399,425	3.95%	45,831	7.73%
2005–2006	412,165	3.19%	45,934	0.22%
2006–2007	425,731	3.29%	47,744	3.94%
2007–2008	432,850	1.67%	47,556	-0.39%
2008–2009	436,814	0.92%	47,132	-0.89%
2009–2010	436,037	-0.18%	45,528	-3.40%
2010–2011	437,057	0.23%	47,195	3.66%
2011–2012	439,277	0.51%	47,261	0.14%
2012–2013	445,381	1.39%	49,102	3.90%
2013–2014	451,730	1.43%	51,946	5.79%

Source: NDE, *Nevada Annual Reports of Accountability*, <http://www.NevadaReportCard.com>; and *Research Bulletins*, various years.

Career and Technical Education, Including the Tech Prep Program— Background

CAREER AND TECHNICAL EDUCATION

In Nevada, Career and Technical Education (CTE) courses are organized under six major program areas, as follows:

1. Agricultural and Natural Resources;
2. Business and Marketing Education;
3. Family and Consumer Sciences;
4. Health Sciences and Public Safety;
5. Information and Media Technologies; and
6. Trade and Industrial Education.

Within each major program area, a series of courses are organized into one or more of the national 16 career clusters, as follows:



**Agriculture, Food,
and Natural
Resources**



**Architecture and
Construction**



**Arts, Audio/Visual,
and
Communications**



**Business,
Management, and
Administration**



**Education and
Training**



Finance



**Government and
Public
Administration**



Health Science



**Hospitality and
Tourism**



Human Services



**Information
Technology**



**Law, Public Safety,
Corrections, and
Security**



Manufacturing



**Marketing, Sales
and Service**



**Science,
Technology,
Engineering, and
Mathematics**



**Transportation,
Distribution, and
Logistics**

Career and Technical Education, Including the Tech Prep Program— Background (*continued*)

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 for students enrolled in CTE programs. The six CTOSs 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 and focuses on the multiple roles of family members, wage earners, and community leaders. 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.

All Nevada school districts with high schools offer CTE courses within the traditional high school setting. Until SY 2009–2010, enrollment in CTE courses remained constant with approximately 47 percent of Nevada high school students enrolling in one or more CTE courses. However, in recent years, enrollment has fallen to roughly 40 percent; in SY 2012–2013, enrollment in CTE courses was 39.6 percent. Possible reasons for the decrease include:

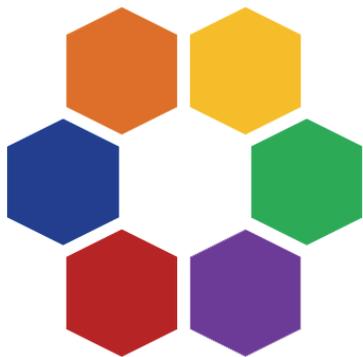
- Reduction in class periods;
- Removal of “zero” hours that provide additional course-taking opportunities;
- Increased emphasis on core academics; and
- Cleaner data (i.e., nonduplicative counts).

Career and Technical Education, Including the Tech Prep Program— Background (*continued*)

Tech Prep Program

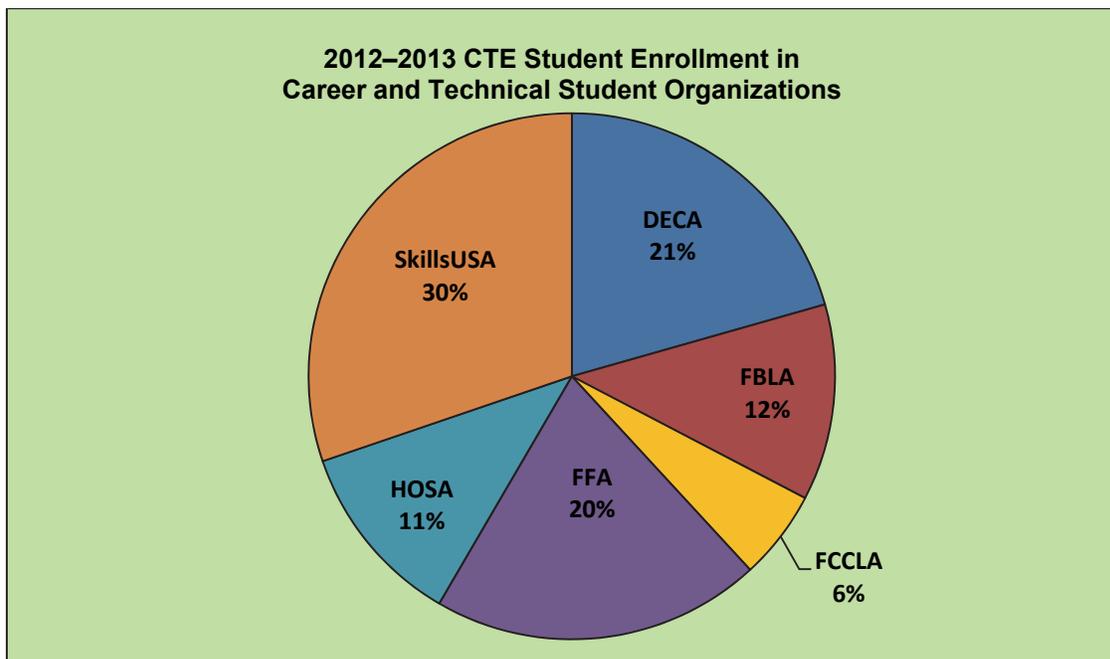
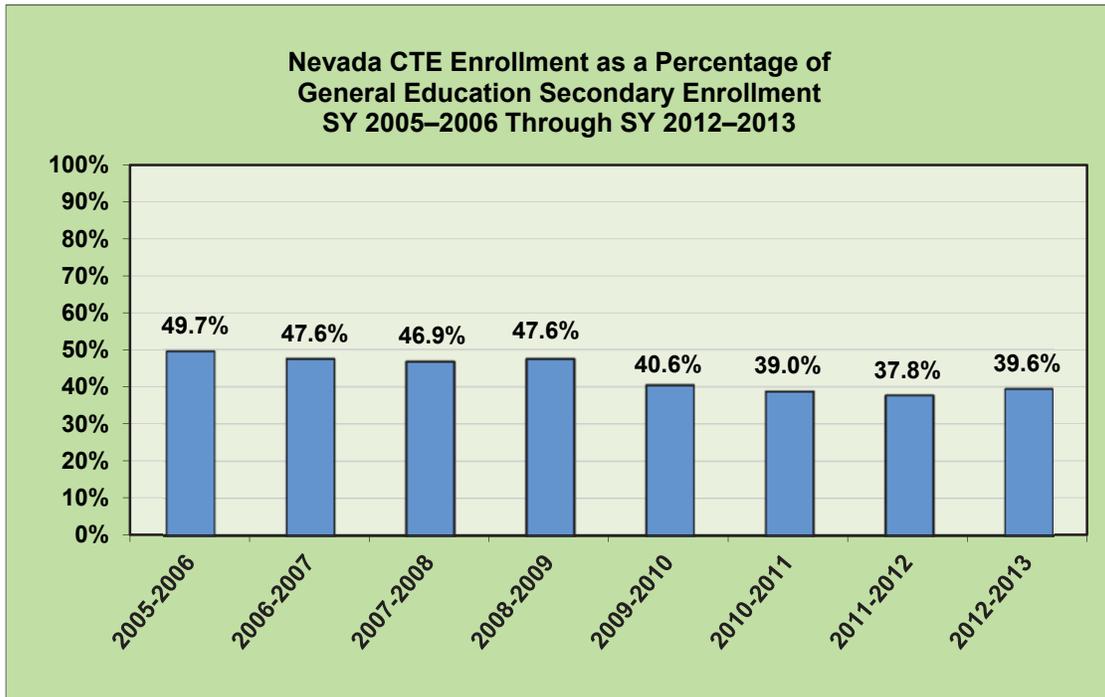
Tech Prep is a dual enrollment program that allows eleventh and twelfth graders to earn college credit for CTE courses completed in high school. Students begin their study with a sequence of high school CTE courses and can continue the same program in college. To be eligible, students must earn a grade 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.



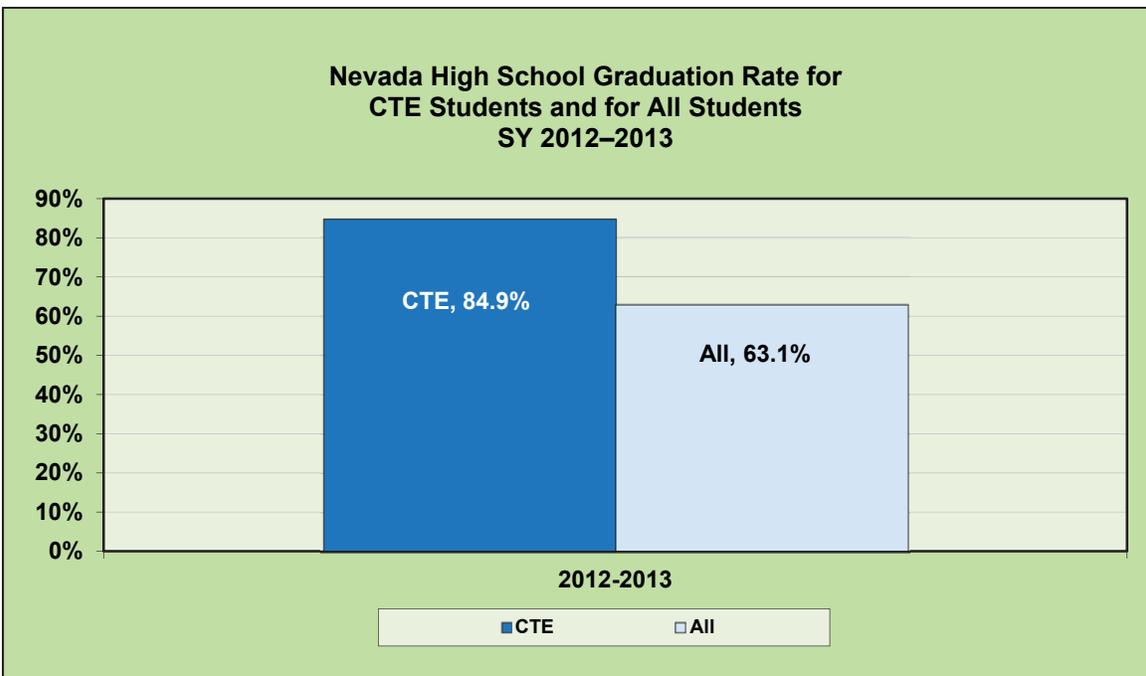
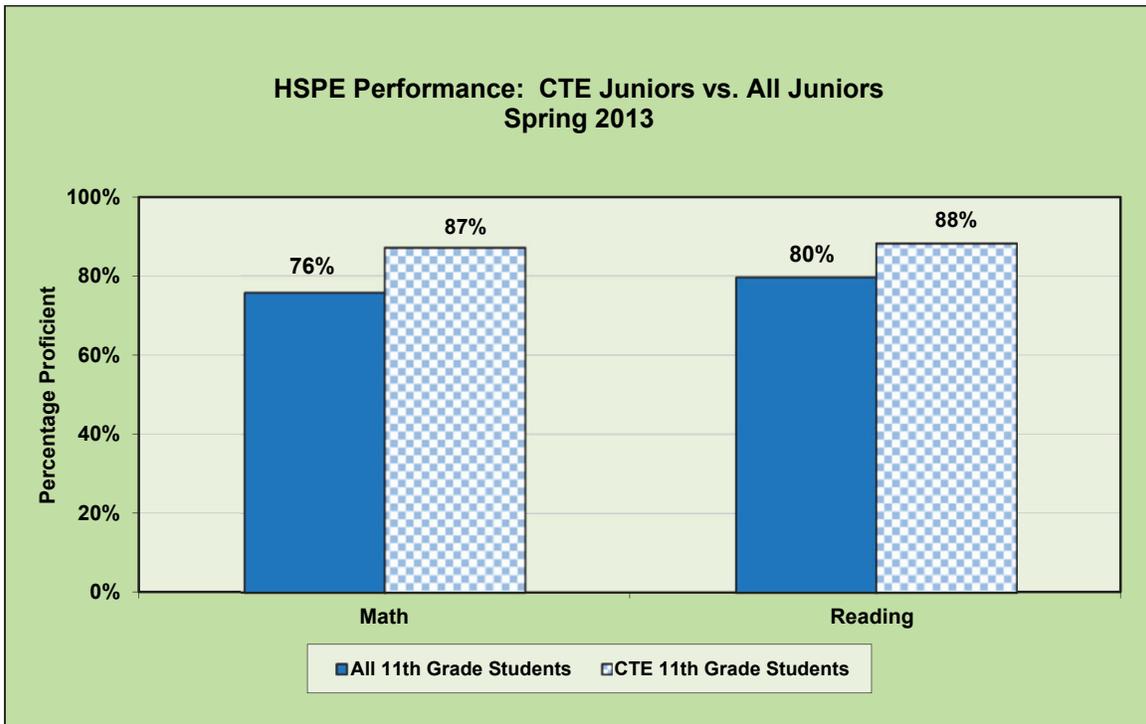
In 1954, the Nevada Southern University branch of the University of Nevada was established in Las Vegas with 269 students.

Career and Technical Education—Enrollment



Source: NDE, 2012–2013 CTE Secondary & Postsecondary Education in Nevada.

Career and Technical Education—Performance on the High School Proficiency Examination



Source: NDE, 2012–2013 CTE Secondary & Postsecondary Education in Nevada.

Charter Schools—Background

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.

SPONSORS

Until the 2011 Legislative Session, local school boards, the State Board of Education, and institutions of the Nevada System of Higher Education (NSHE) 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 State Public Charter School Authority (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.

GOVERNANCE

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 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, and also allows all charter schools to offer enrollment preferences to the children of individuals affiliated with the school. Previously, enrollment preferences were only allowed in charter schools serving at-risk populations.

The 2013 Legislature also passed Senate Bill 443 (Chapter 340, *Statutes of Nevada*), which requires NDE to adopt regulations related to its role in approving sponsors of charter schools. This bill also requires public colleges or universities wishing to become charter school sponsors to complete the same application process with the Department as other sponsors.

Charter Schools—Background (*continued*)

REVENUE AND EXPENDITURES

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 our State-sponsored charter schools from receiving such funding.

Based upon the passage of S.B. 212 during the 2011 Session, sponsors of charter schools receive up to 2 percent of a charter school's total State apportionment. However, based upon certain performance criteria, a charter school may now request approval of a sponsorship fee of less than 2 percent, but at least 1 percent.

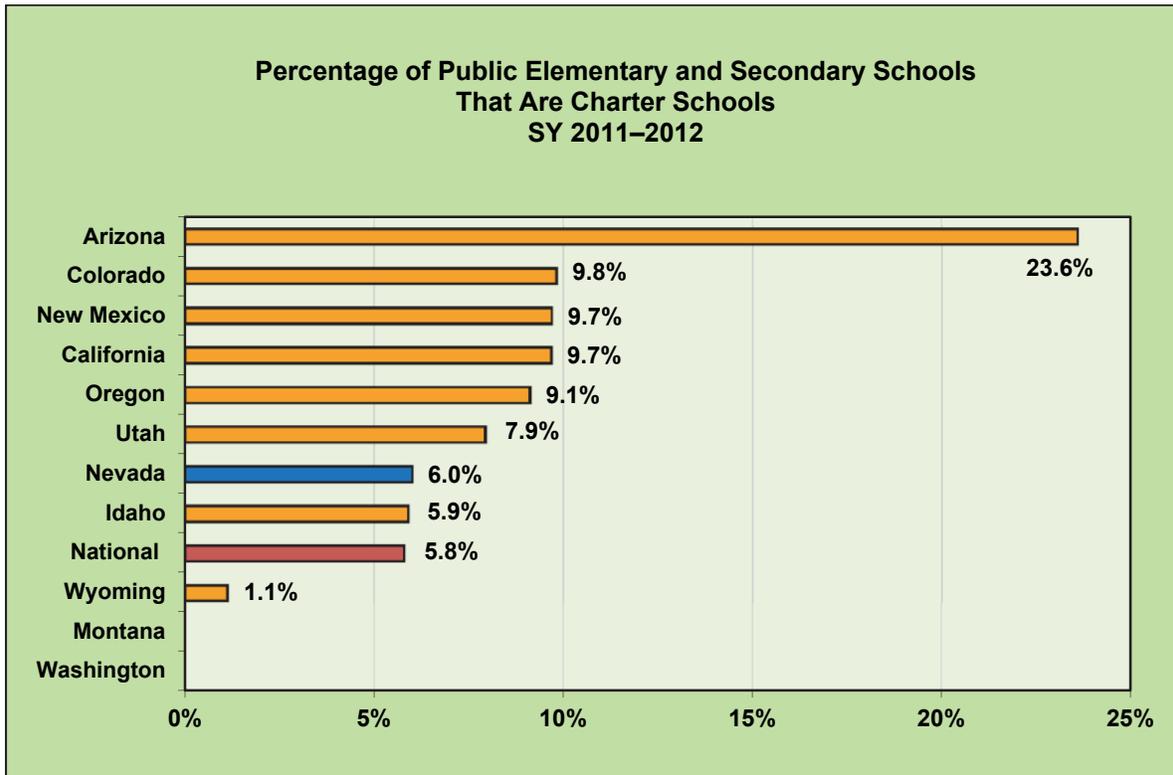
CHARTER SCHOOLS IN NEVADA

There were 32 charter schools operating in Nevada during SY 2012–2013. Local school boards sponsored 16 schools and the SPCSA sponsored the remaining 16 schools. There were 17 charter schools located in the Clark County School District, 11 in the Washoe County School District, 2 in the Carson City School District, 1 in the Churchill County School District, and 1 in the Elko County School District.



In 1956, Nevada's more than 250 local school districts were consolidated into 17 countywide districts.

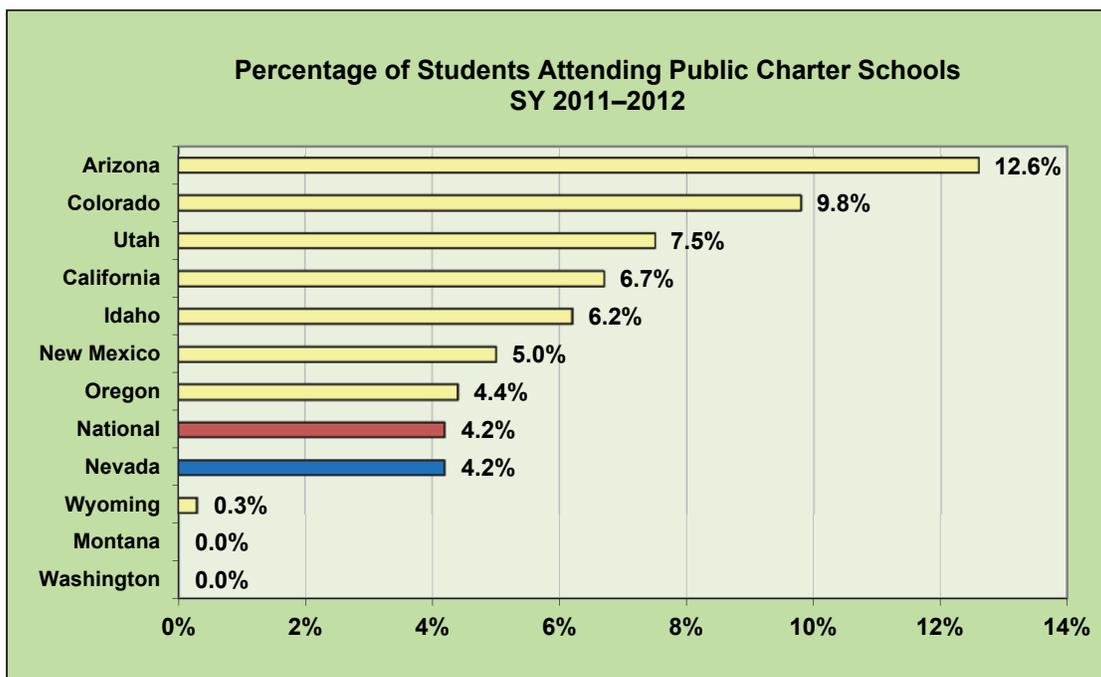
Charter Schools—Western States



Western States	Number	Percentage
Arizona	531	23.6%
California	985	9.7%
Colorado	178	9.8%
Idaho	45	5.9%
Montana	0	0
Nevada	32	6.0%
New Mexico	84	9.7%
Oregon	115	9.1%
Utah	81	7.9%
Washington	0	0
Wyoming	4	1.1%
National	5,696	5.8%

Source: United States Department of Education, National Center for Education Statistics, *The Condition of Education 2014* (NCES 2014-083), May 2014.

Charter Schools—Western States Enrollment

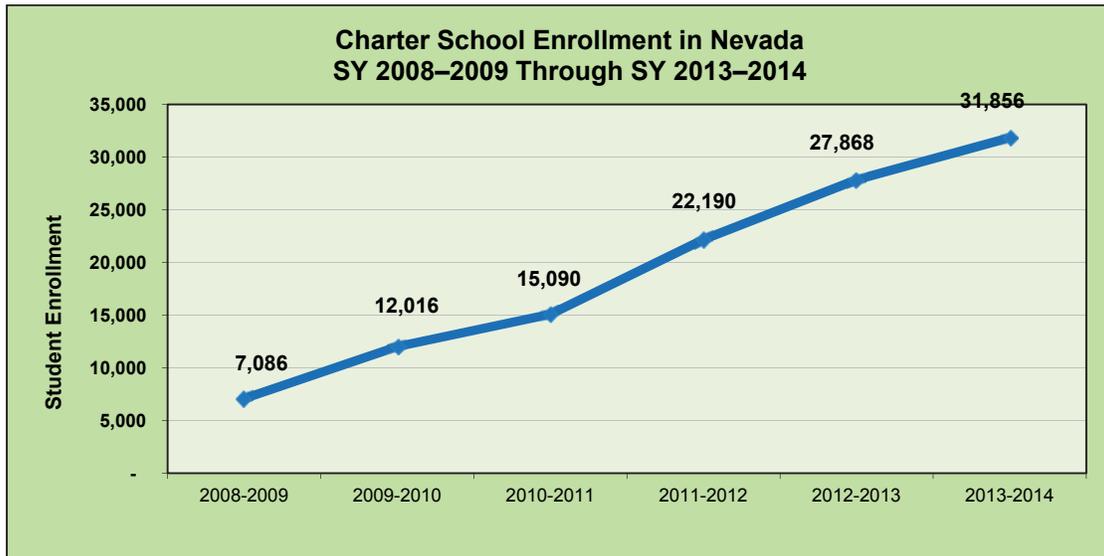


**Number and Percentage of Students Attending Public Elementary
and Secondary Schools That Are Charter Schools
SY 2011–2012**

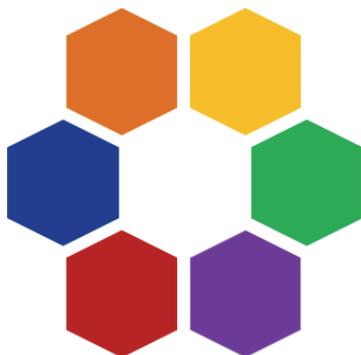
Western States	Number	Percentage
Arizona	136,323	12.6%
California	413,124	6.7%
Colorado	83,478	9.8%
Idaho	17,257	6.2%
Montana	0	0%
Nevada	18,255	4.2%
New Mexico	16,864	5.0%
Oregon	24,205	4.4%
Utah	44,687	7.5%
Washington	0	0%
Wyoming	306	0.3%
National	1.8 million	4.2%

Source: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2014* (NCES 2014-083), May 2014.

Charter Schools—Nevada Enrollment

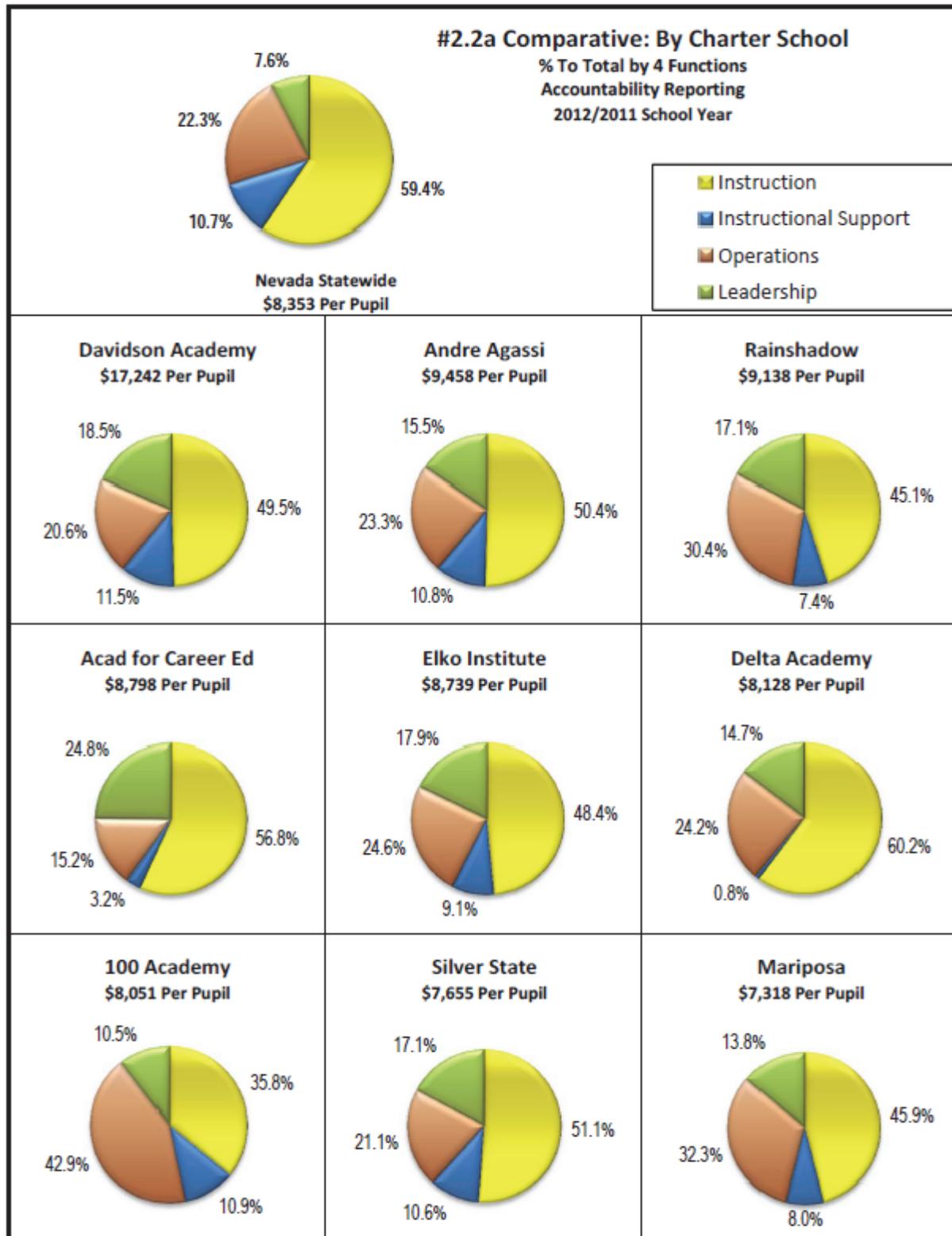


Source: NDE.



At the 13th Special Session of the Nevada Legislature in February 1968, legislation was passed that designated Elko Community College as a pilot project to determine the feasibility of community colleges in Nevada, which ultimately sparked a large-scale community college program.

Charter Schools—Expenditures Per Pupil

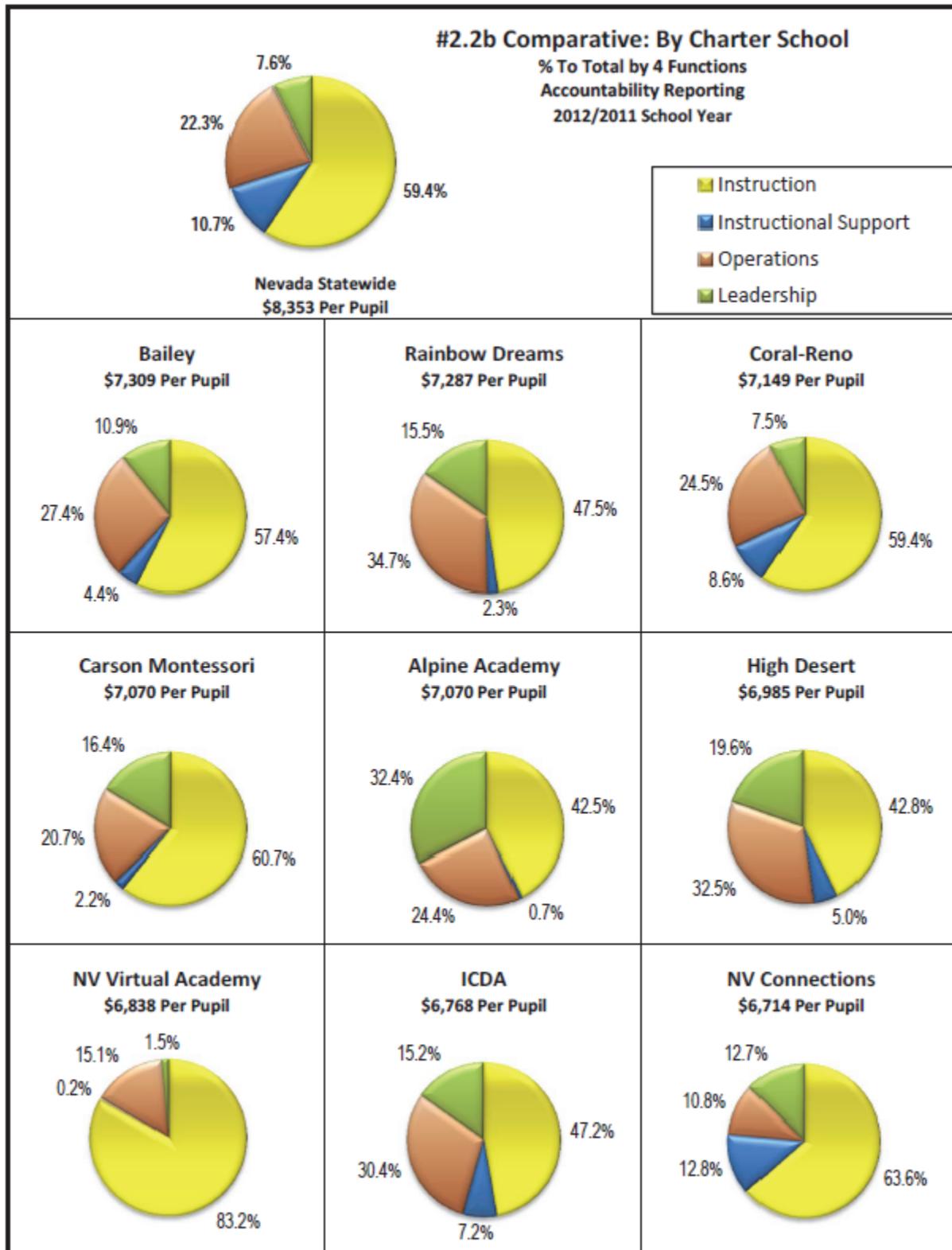


A-COMP-2.2a

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

Source: <http://edmin.com>

Charter Schools—Expenditures Per Pupil (continued)

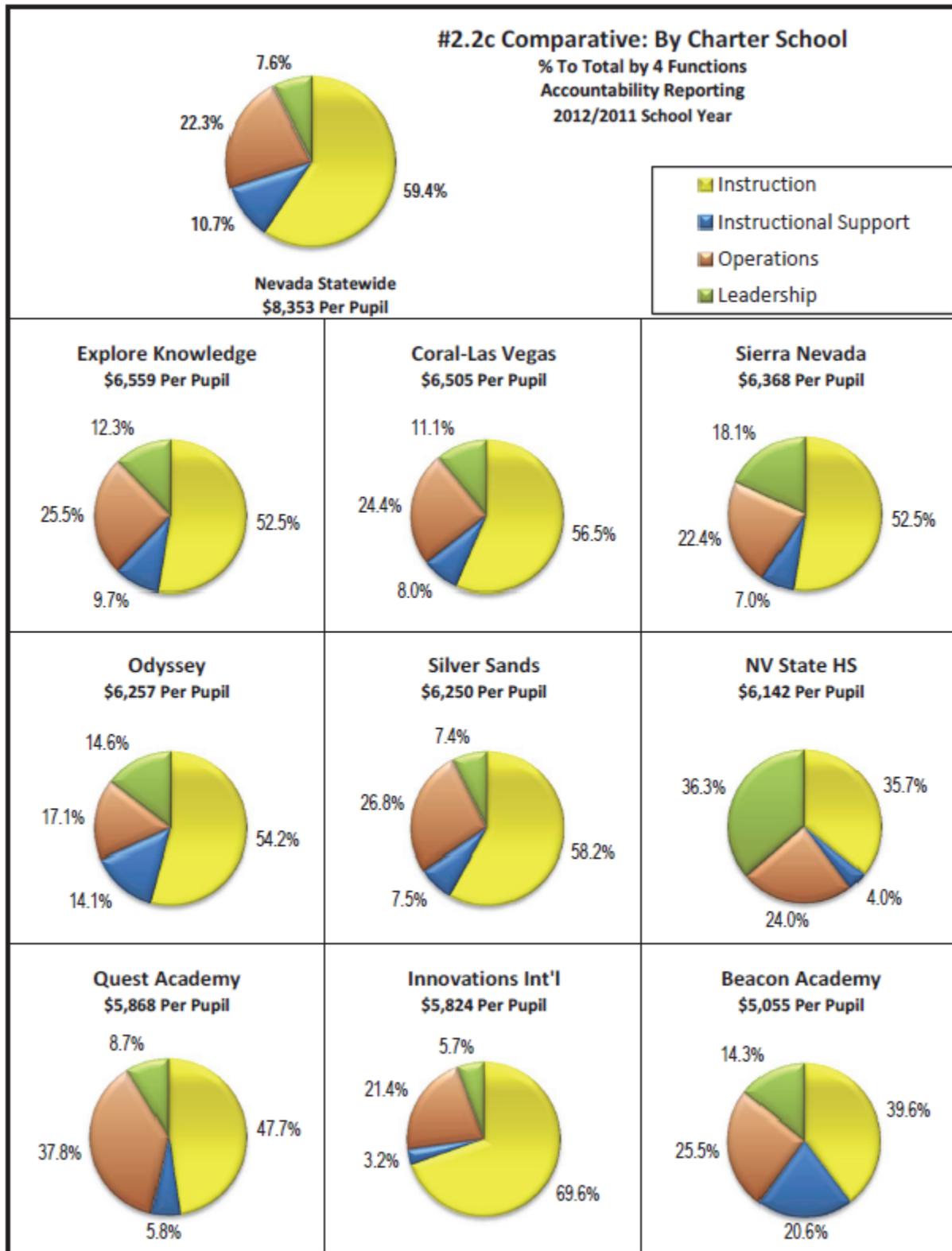


A-COMP-2.2b

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

Source: <http://edmin.com>

Charter Schools—Expenditures Per Pupil (continued)



A-COMP-2.2c

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

Source: <http://edmin.com>

Charter Schools—Laws Compared to Other States

The Center for Education Reform publishes an annual review of state charter school laws. Through the review, a numerical value is placed on the four major components of a charter law that have been determined to have the most impact on the development and creation of charter schools. States may earn a maximum of 55 points based upon their laws and practice in the following areas:

1. Multiple Authorizers (15 points): Does the state permit entities other than traditional school boards to create and manage charter schools independently, and does the existence of such a provision actually lead to the active practice of independent authorizing?
2. Number of Charter Schools Allowed (10 points): How many charter schools are allowed to open, whether annually, in total throughout the state, or on a local level?
3. Operations (15 points): How much independence from existing state and district operational rules and procedures is codified in law and results in that independence being asserted?
4. Equity (15 points): Is the amount of money allotted for each charter student the same, and do charter schools receive their funding from the identical sources as other public schools?

The following illustrates western state performance for SY 2011–2012; it should be noted that Nevada has made substantial changes to its charter school laws since this assessment:

Western States	Overall Grade	Rank	Review Components: Total Points				
			Multiple Authorizers (15 points)	Number of Charter Schools (10 points)	Operations (15 points)	Equity (15 points)	Implementation Points*
Arizona	A	5	11	10	12	8	0
California	B	8	5	5	11	7.5	0
Colorado	B	9	4	10	11	7.5	0
Idaho	B	10	6	10	11	5.5	0
Montana	No Charter Schools						
Nevada	C	27	5	9	7	6	-3
New Mexico	C	21	4	4	11	8	0
Oregon	C	26	3	9	7	5	0
Utah	B	11	6	8	10	8	0
Washington	No Charter Schools						
Wyoming	C	24	4	4	11	6	0

*States were able to earn or lose points for accountability and implementation.

Source: The Center for Education Reform; *Charter School Laws Across the States, Rankings and Scorecard*; 13th Edition, 2014; <https://www.edreform.com/wp-content/uploads/2014/03/2014CharterSchoolLawScorecardLink.pdf>.

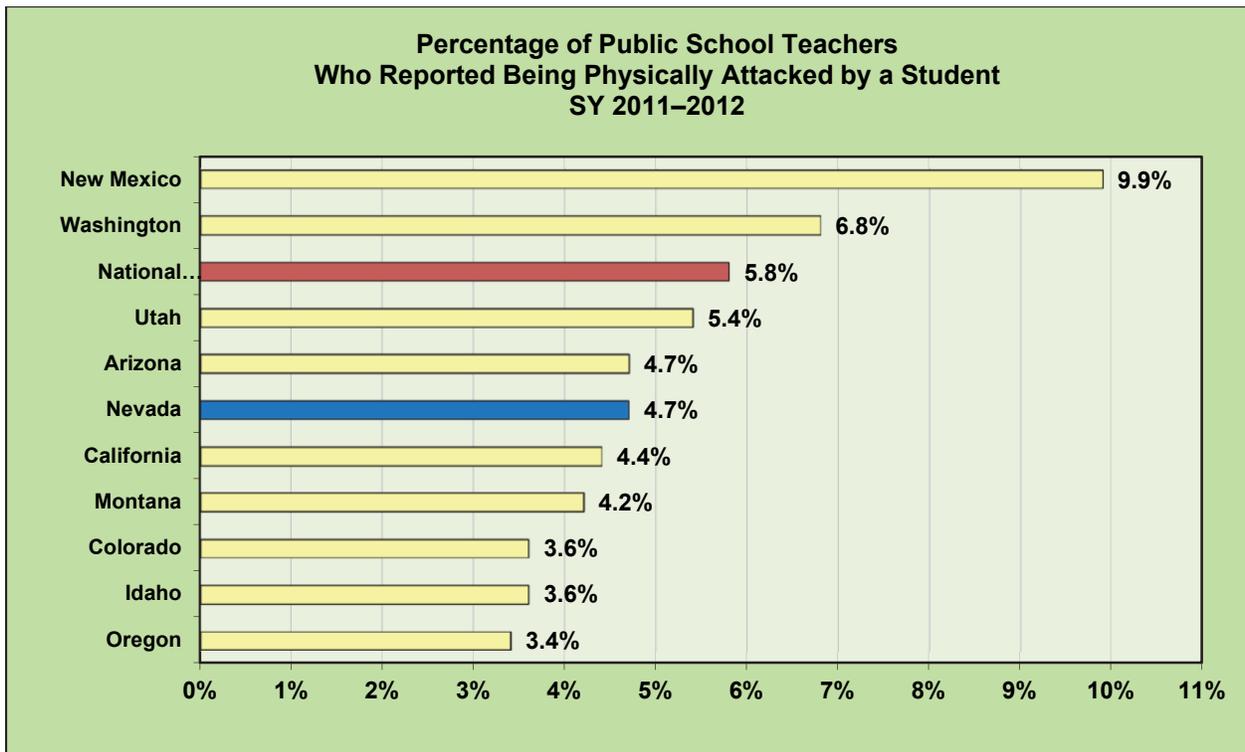
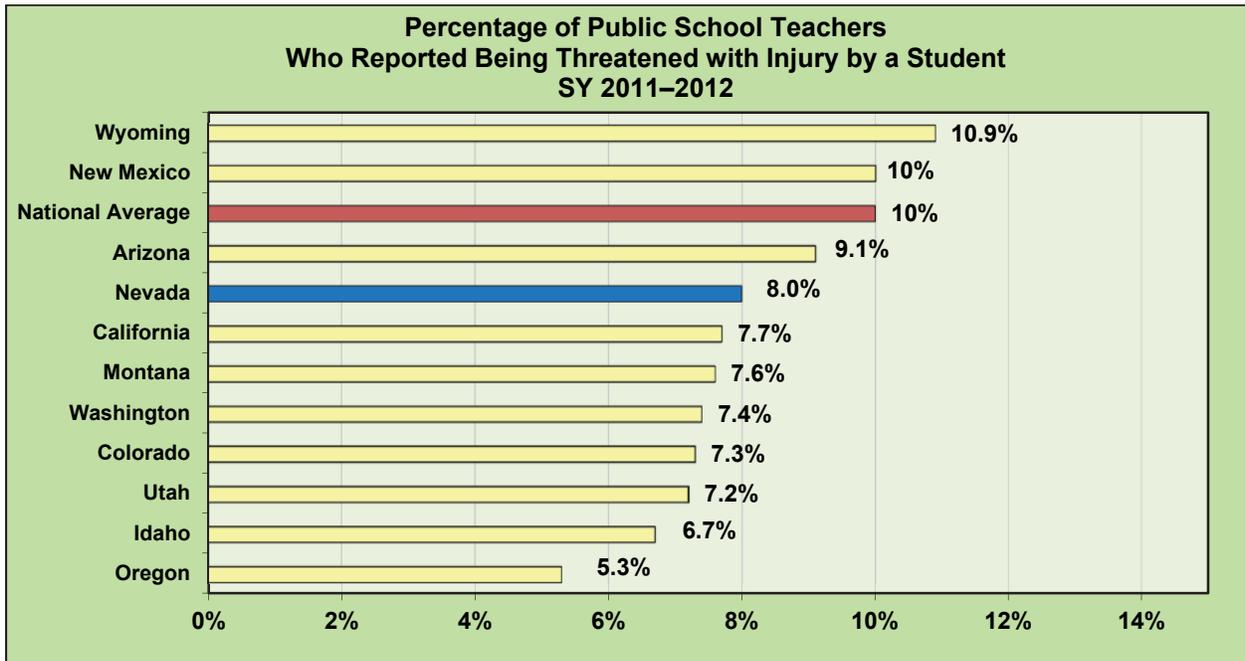
School Safety—Background

The Nevada Legislature has approved legislation addressing safe schools in several recent legislative sessions.

- The 2005 Legislature enacted Assembly Bill 202 (Chapter 217, *Statutes of Nevada*), which requires NDE to adopt a policy for safe and respectful learning environments, including relevant training for school personnel. The measure further requires each school district board of trustees to adopt a policy in conformance with NDE policy, which was effective beginning with SY 2006–2007. The districts must report policy violations resulting in personnel actions, or pupil suspensions or expulsions, to the Superintendent of Public Instruction, who must submit a compilation of these reports to Nevada’s Attorney General on or before October 1 of each year.
- The 2009 Legislature enacted Senate Bill 163 (Chapter 188, *Statutes of Nevada*), which revises the provisions governing safe and respectful learning environments for all school districts and public schools to include a prohibition on bullying and cyber-bullying. Bullying is defined as a willful act that exposes a pupil repeatedly to negative actions that are highly offensive and intended to cause harm or emotional distress. Cyber-bullying is defined as bullying through the use of electronic communication. In addition, this measure requires the Council to Establish Academic Standards for Public Schools to include a policy in the academic standards for courses in computer education and technology for the ethical, safe, and secure use of computers and other electronic devices.
- The 2011 Legislature enacted Senate Bill 276 (Chapter 376, *Statutes of Nevada*), which requires the principal of each school to establish a school safety team to foster and maintain a school environment that is free from bullying, cyber-bullying, harassment, and intimidation. Through the program, teachers or other staff members must verbally report any violations and the principal is required to review the matter and conclude the investigation within ten days.
- The 2013 Legislature enacted Senate Bill 427 (Chapter 339, *Statutes of Nevada*), which revises the definition of bullying and cyber-bullying to include harassment and intimidation and removes the separate references to harassment and intimidation throughout the statutes concerning a safe and respectful learning environment in public schools. The bill also requires a court or a department of juvenile services to inform school districts if the court or department determines that a child enrolled in the district has engaged in bullying or cyber-bullying. Finally, the measure prohibits a member of a club or organization that uses school facilities from engaging in bullying and cyber-bullying on school premises.

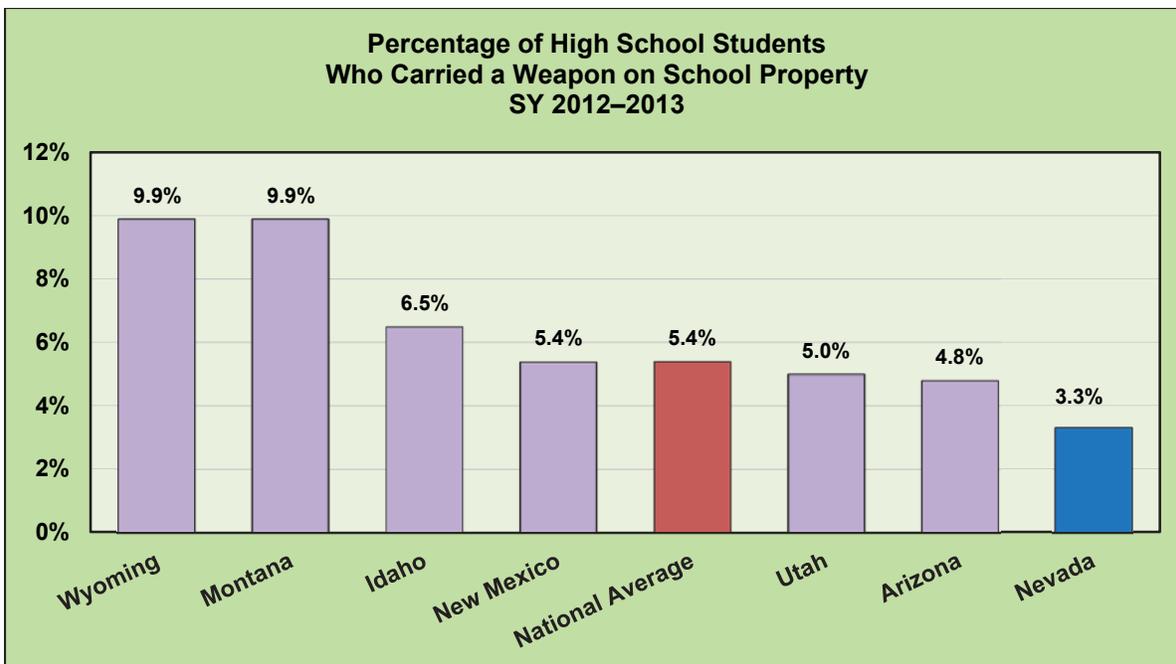
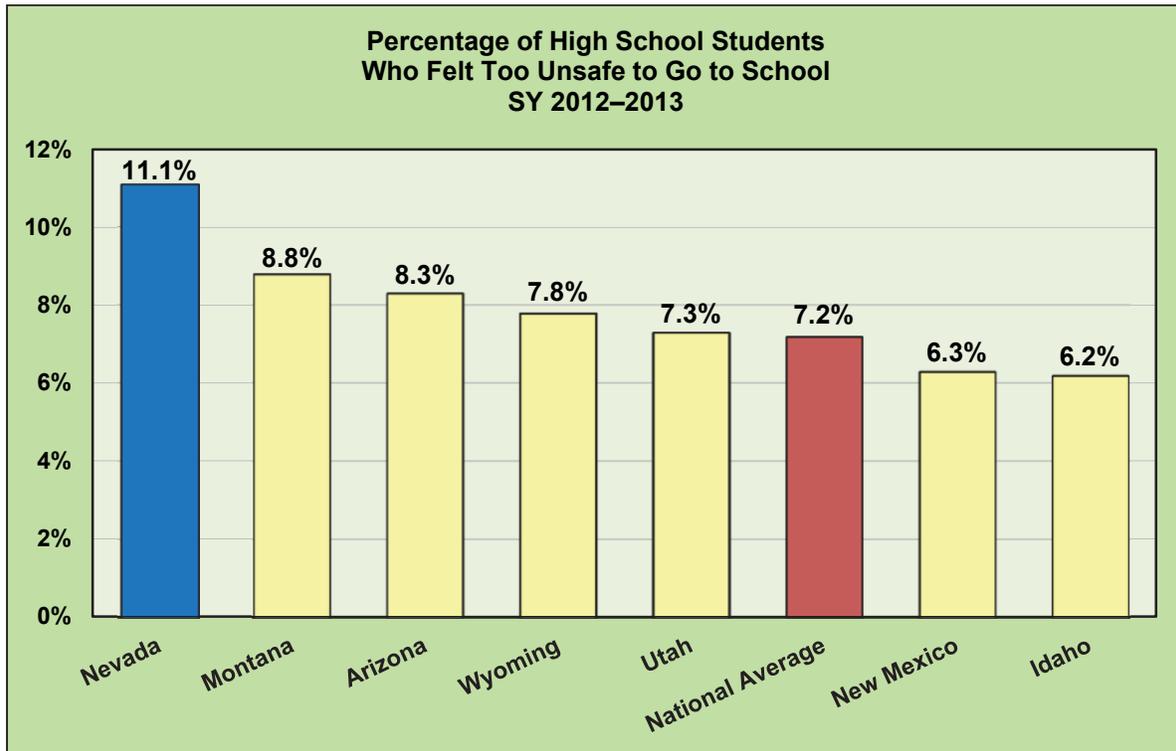
These bills are codified in NRS 388.121 through 388.139.

School Safety—Teachers



Source: Centers for Disease Control and Prevention; Youth Risk Behavior Surveillance System, 2012–2013;
<http://www.cdc.gov/HealthyYouth/yrbs/index.htm>.

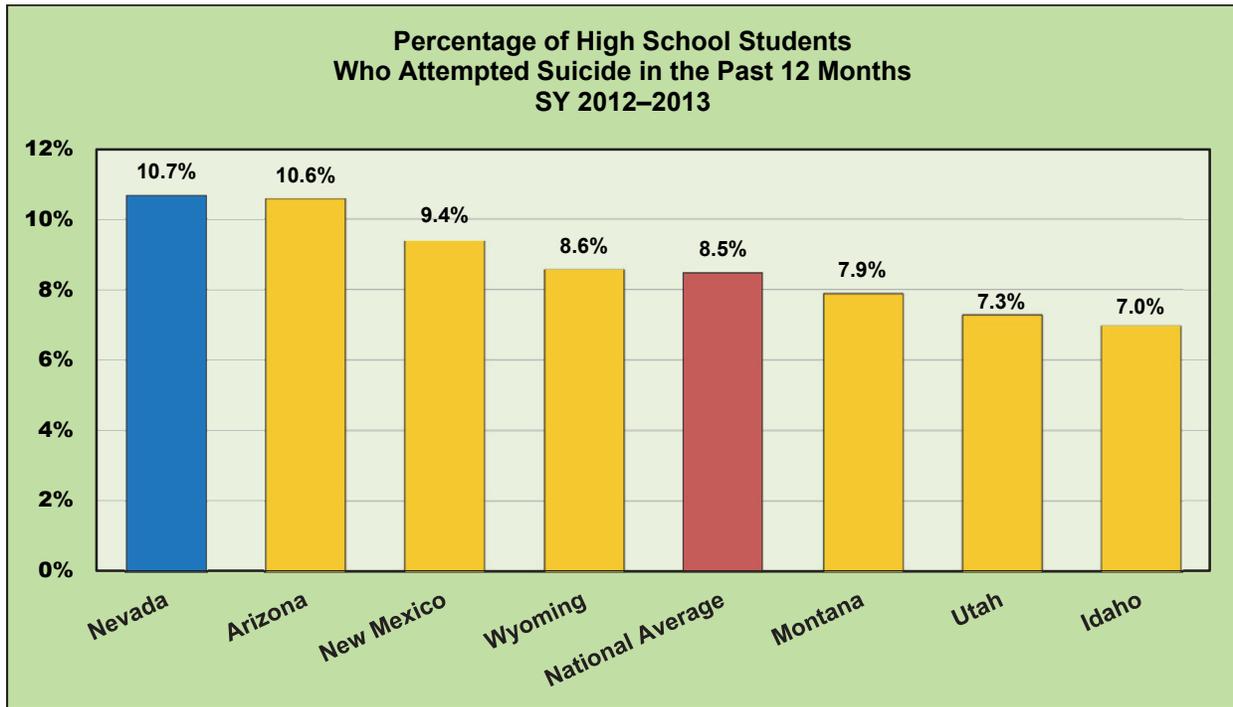
School Safety—Students



Note: Data includes only those western states that reported.

Source: Centers for Disease Control and Prevention; Youth Risk Behavior Survey, 2012–2013; <http://www.cdc.gov/HealthyYouth/yrbs/index.htm>.

School Safety—Students (*continued*)



Note: Data includes only those western states that reported.

Source: Centers for Disease Control and Prevention; *Youth Risk Behavior Survey, 2012–2013*; <http://www.cdc.gov/HealthyYouth/yrbs/index.htm>.



In 1974, the University of Nevada became the first university to sponsor an annual worldwide symposium on gambling.

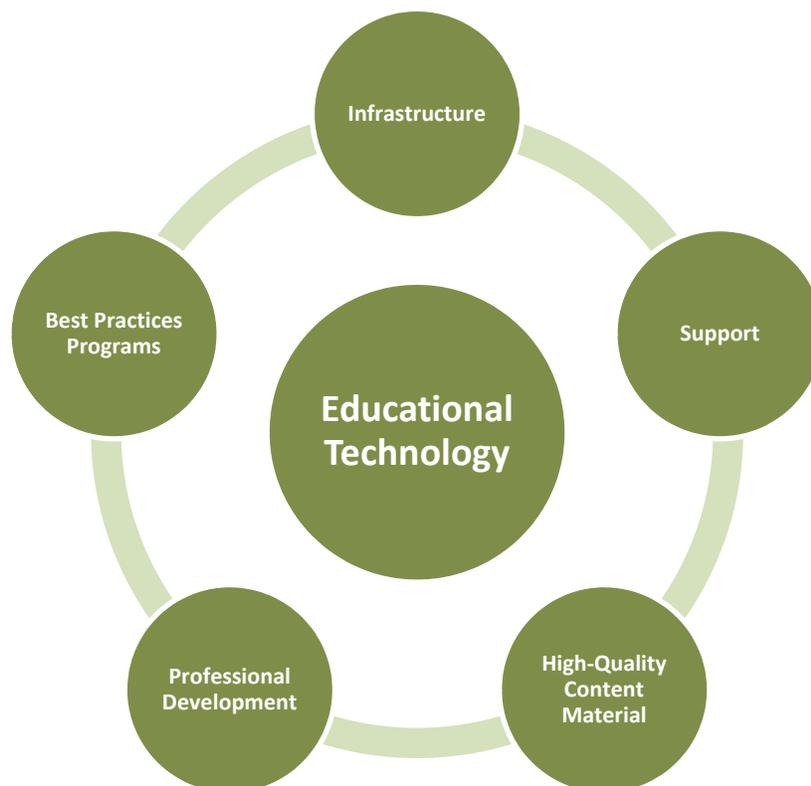
Educational Technology—Background

The 1997 Legislature created the Commission on Educational Technology to:

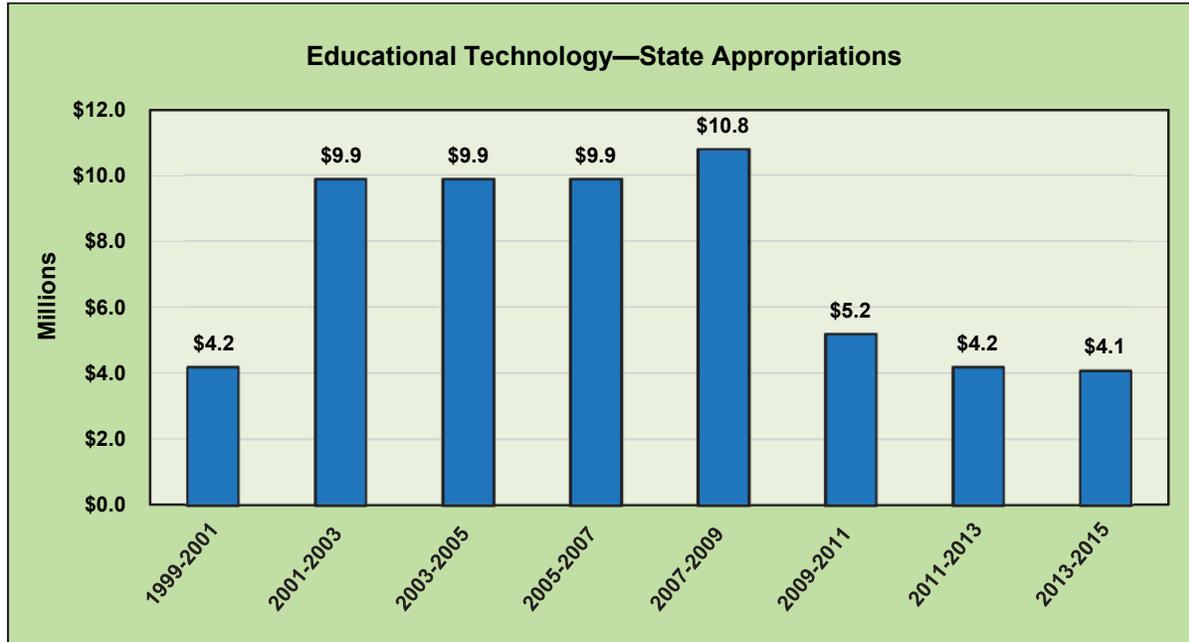
- Establish the State’s educational technology plan;
- Develop statewide technical standards; and
- Allocate funds to school districts for support of educational technology in the schools.

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. State funding supports such items as:



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.



The University of Nevada Library is the largest library in the State, with more than 800,000 volumes in its repository.

Adult Education Programs—Background

ADULT EDUCATION 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 adult education classes and apprenticeship courses in the evening.
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 and older who are not currently enrolled in school and do not have a high school diploma may be served by adult education programs.
- Individuals who are 17 years of age and are enrolled in alternative education programs may be served by adult education programs.
- Individuals who are 16 years of age may participate in GED 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—Background (*continued*)

ADULT EDUCATION PROGRAMS

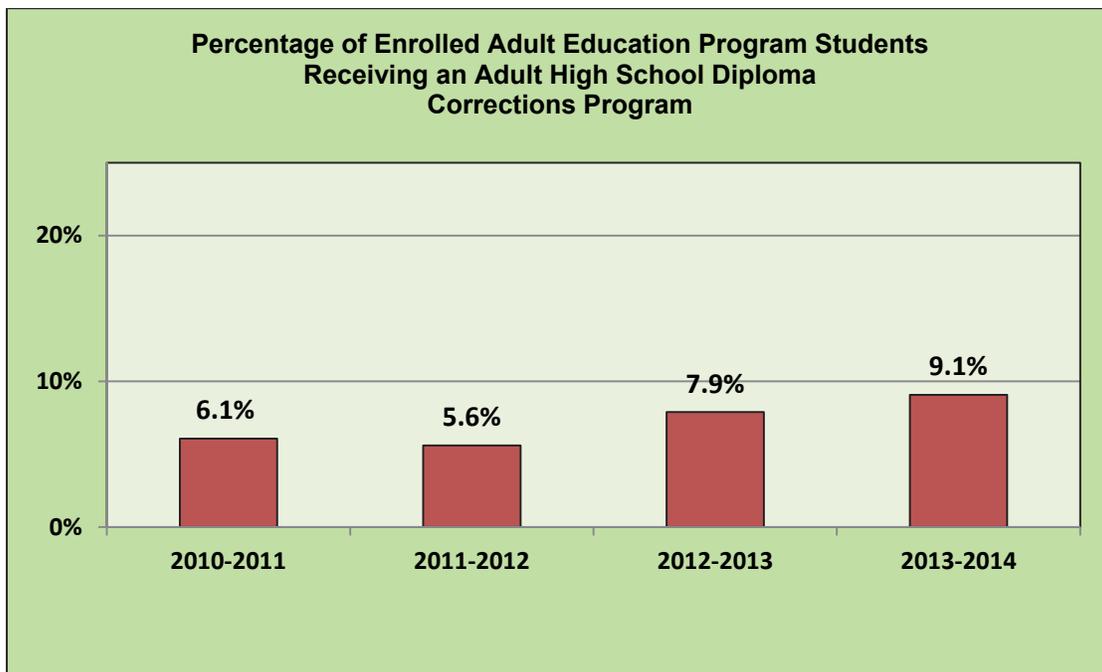
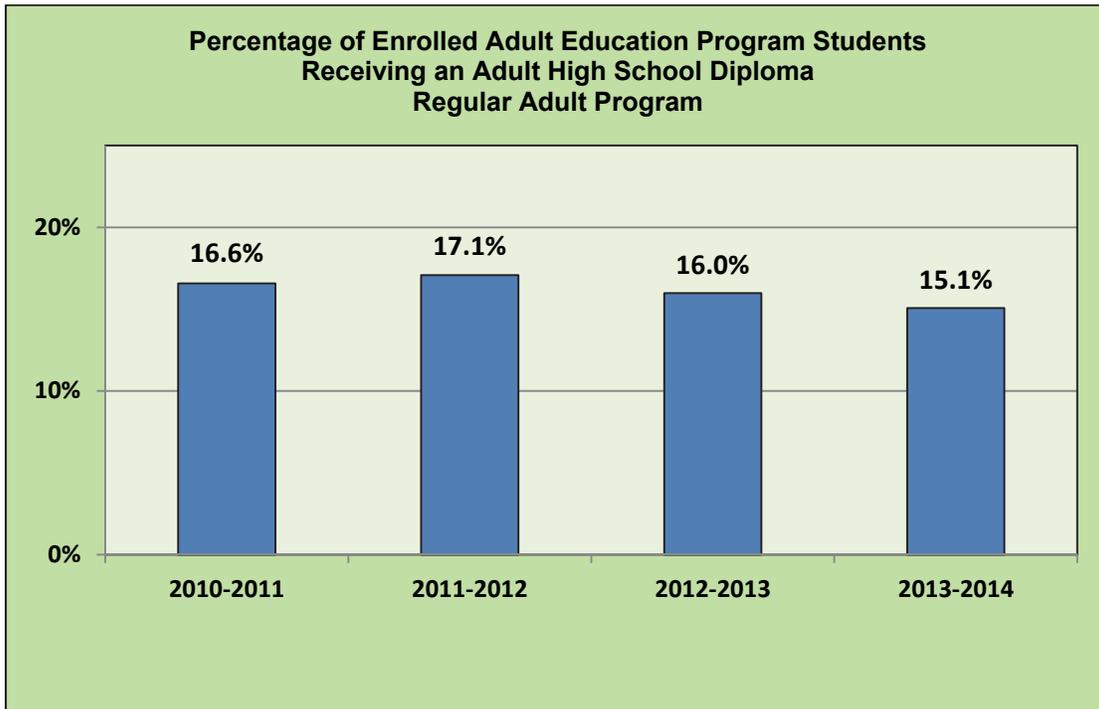
Adult education programs cover several distinct programs, including:

- *Adult High School Diploma (AHSD)*—This program provides services to adults with educational levels of ninth grade or higher who are working toward their high school diplomas.
- *GED*—This program provides services to individuals who are pursuing General Education Diplomas, rather than adult high school diplomas.
- *English as a Second Language (ESL)*—This program provides services to those individuals whose primary languages are not English, but who are interested in working toward English proficiency.
- *Proficiency Only*—This program provides services for those individuals who have completed the necessary credits to graduate from high school, but have not yet passed the High School Proficiency Examination.



Former Nevada Governor Paul Laxalt, who had proposed the idea for a community college during the 1966 election campaign, said about the resilient Elko Community College, “I have never worked on a project that died so many times but wouldn’t stay dead,” indicating the public’s strong interest in a previously unavailable level of education in Nevada.

Adult Education Programs—Completers



Source: NDE, Annual Adult High School Performance Reports, various years.



Testing in Nevada Public Schools

The system of student assessments in Nevada’s K–12 Schools is in the midst of 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. As a result of this legislative action, the State Board of Education has outlined a plan to transition from the current system to a new one, under the basic tenet that a student’s testing requirements (i.e., the assessment and standards of performance or “cut scores”) should not be changed while they are in high school. Therefore, although the transition in grades 3–8 can take place in one year, the transition to new high school graduation requirements will require time. Rather than presenting the nuances of the transition, the tables below show the prior testing system, before the transition began, and the anticipated system after the transition is complete.

The following table presents the prior statewide assessment system in Nevada, as of School Year (SY) 2013–2014:

Prior System of Statewide Examinations for Nevada’s Students 2013–2014 Testing Schedule										
	Grade									
	3	4	5	6	7	8	9	10	11	12
National Assessment of Education Progress (NAEP) ¹		▲				▲				▲
Nevada Analytical Writing Examination (NAWE) ²			▲			▲			▲	▲
High School Proficiency Examination (HSPE)								▲	▲	▲
Nevada Criterion-Referenced Tests (CRTs) ³	▲	▲	▲	▲	▲	▲				
System of Statewide Examinations for <i>Special Student Populations</i>										
Nevada Alternate Assessment (NAA) ⁴	▲	▲	▲	▲	▲	▲			▲	
English Language Proficiency Assessment (ELPA) ⁵	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲

¹The NAEP is a federal testing program administered to a sample of schools.

²The Writing Examinations in grades 11 and 12 are part of the HSPE. Only those twelfth graders who have failed the Writing Examination in grade 11 are required to take the examination.

³In order to prepare students to take the science portion of the HSPE, pupils in grades 5 and 8 are required to take a science CRT.

⁴Eligible students are only required to participate in the NAA once during high school; participation must occur during eleventh grade.

⁵All Limited English Proficient (LEP) students (K through 12) must take the ELPA to determine English proficiency.

Chapter 9

The following table presents the anticipated statewide assessment system in Nevada, as of SY 2014–2015:

Anticipated System of Statewide Examinations for Nevada's Students 2014–2015 Testing Schedule										
	Grade									
	3	4	5	6	7	8	9	10	11	12
National Assessment of Education Progress (NAEP)		▲				▲				▲
Criterion-Referenced Tests (CRTs) ¹	▲	▲	▲	▲	▲	▲				
High School Proficiency Examination (HSPE) ²								▲ ³	▲	▲
End-of Course Assessments ⁴					▲	▲	▲	▲		
ACT Plus Writing and/or WorkKeys ⁵									▲	
System of Statewide Examinations for <i>Special Student Populations</i>										
Nevada Alternate Assessment (NAA)	▲	▲	▲	▲	▲	▲			▲	
English Language Proficiency Assessment (ELPA)	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲

¹The Smarter Balanced assessments cover English language arts (including writing) and mathematics. Additional details about the consortium and its assessments are available at www.smarterbalanced.org. Nevada continues to develop its own CRT for science.

²Students in the Class of 2016 will be the last class of high school students required to pass each of the HSPEs. These students will take the writing section of the HSPE for the first time in fall 2014 and retain the opportunity to retake any other sections they have not passed. The last HSPE tests will be administered in summer 2016 to provide this cohort with every opportunity to pass. The HSPE will continue to be administered beyond summer 2016 for certain student populations (i.e., special education and adult education students).

³Passing the State's HSPE in science is NOT required for high school graduation for the Class of 2017 and beyond. However, taking the test in the tenth grade is required for federal school accountability. The science HSPE will continue to be administered until an end-of-course exam in science is added in 2017.

⁴Beginning in 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.

⁵During SY 2014–2015, the ACT exam will be administered to all eleventh grade students and the WorkKeys exam will be piloted among up to 1,000 students. A plan for college and career readiness testing in future years is yet to be determined.

Criterion-Referenced Tests (CRTs)—Background

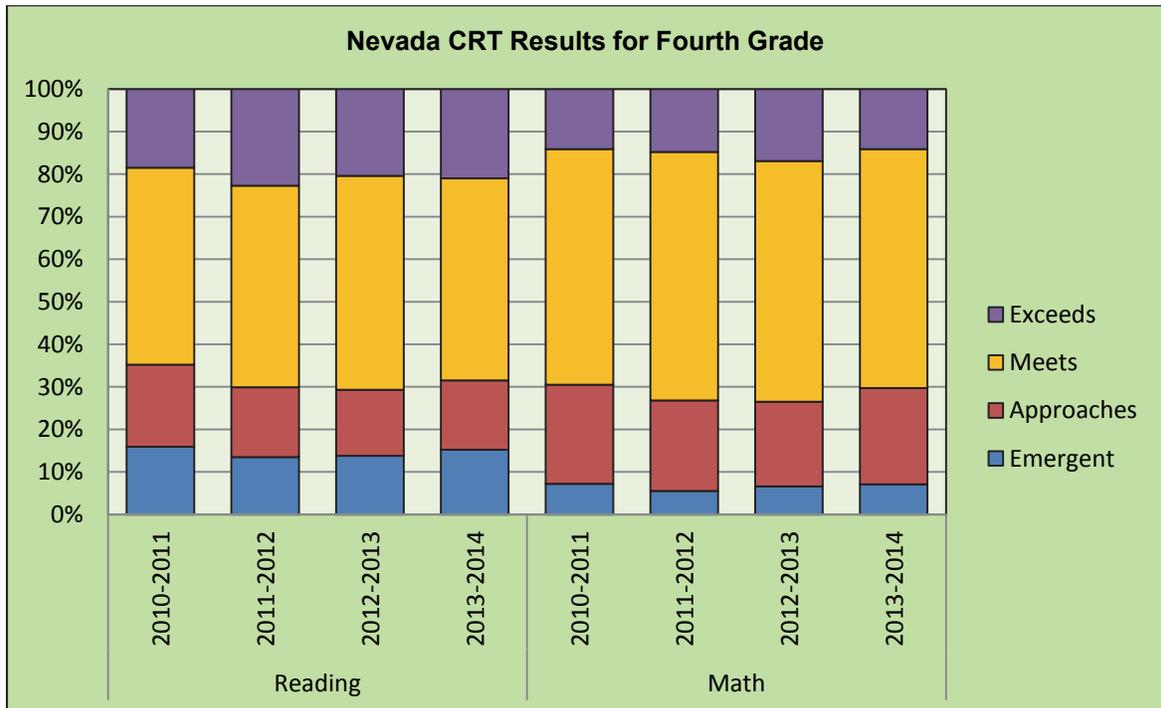
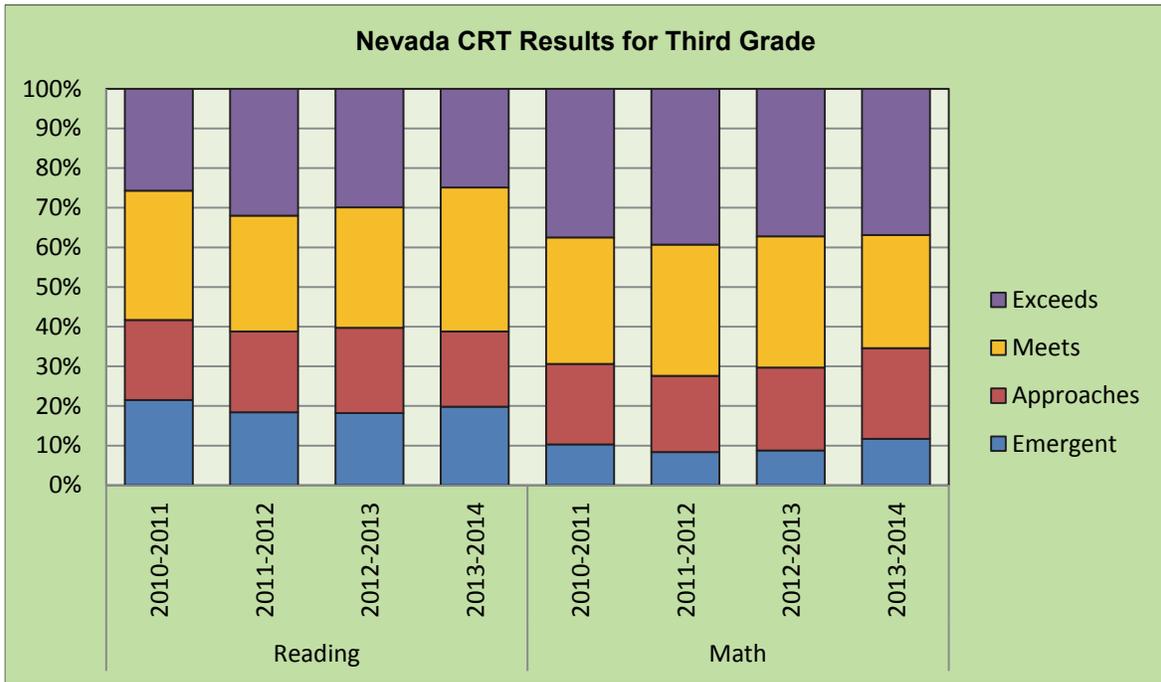
Criterion-referenced tests are designed to measure student achievement against an objective criteria, instead of against the performance of other students as is the case with norm-referenced tests. For many years Nevada administered a series of CRTs to students in grades 3 through 8.

With Nevada’s adoption of the Nevada Academic Content Standards (NVACS), based on the Common Core State Standards (CCSS), in June 2010, an assessment system aligned to the new standards was needed. To this end, Nevada’s Department of Education (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 has been 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.” Nevada will continue its legacy science test and is developing a new CRT for science that will be aligned with the new standards.



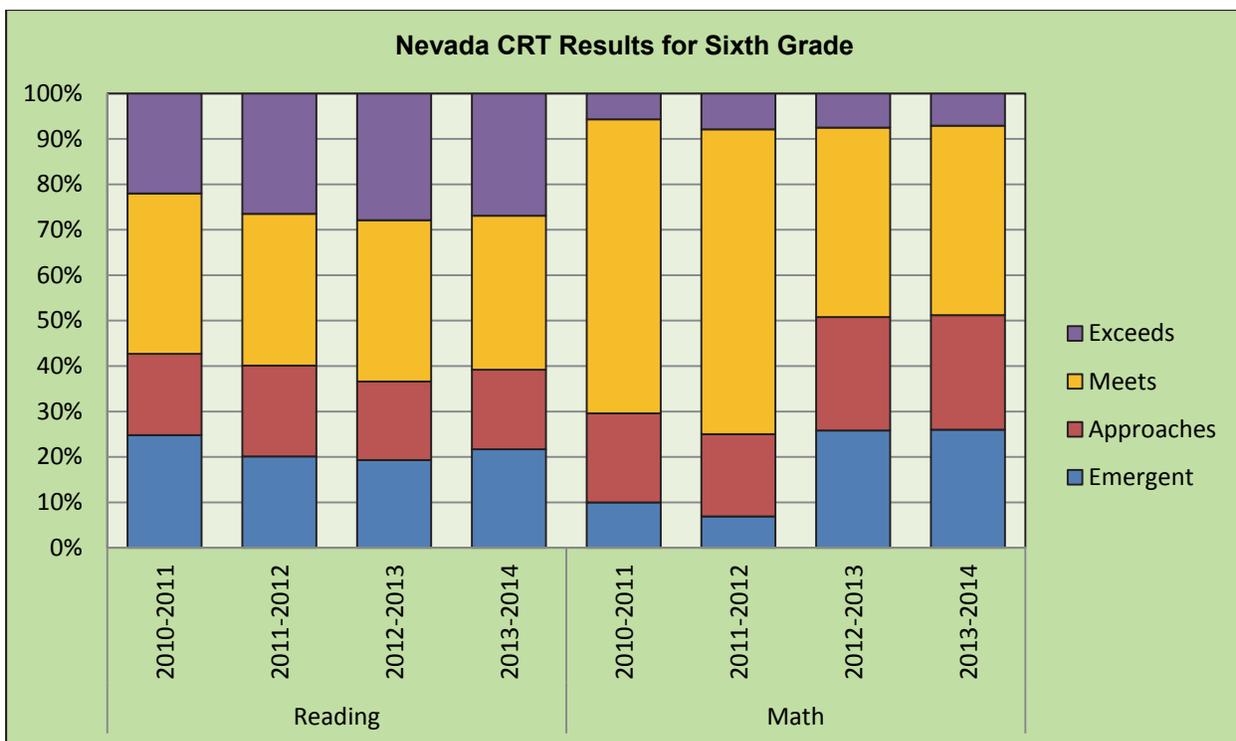
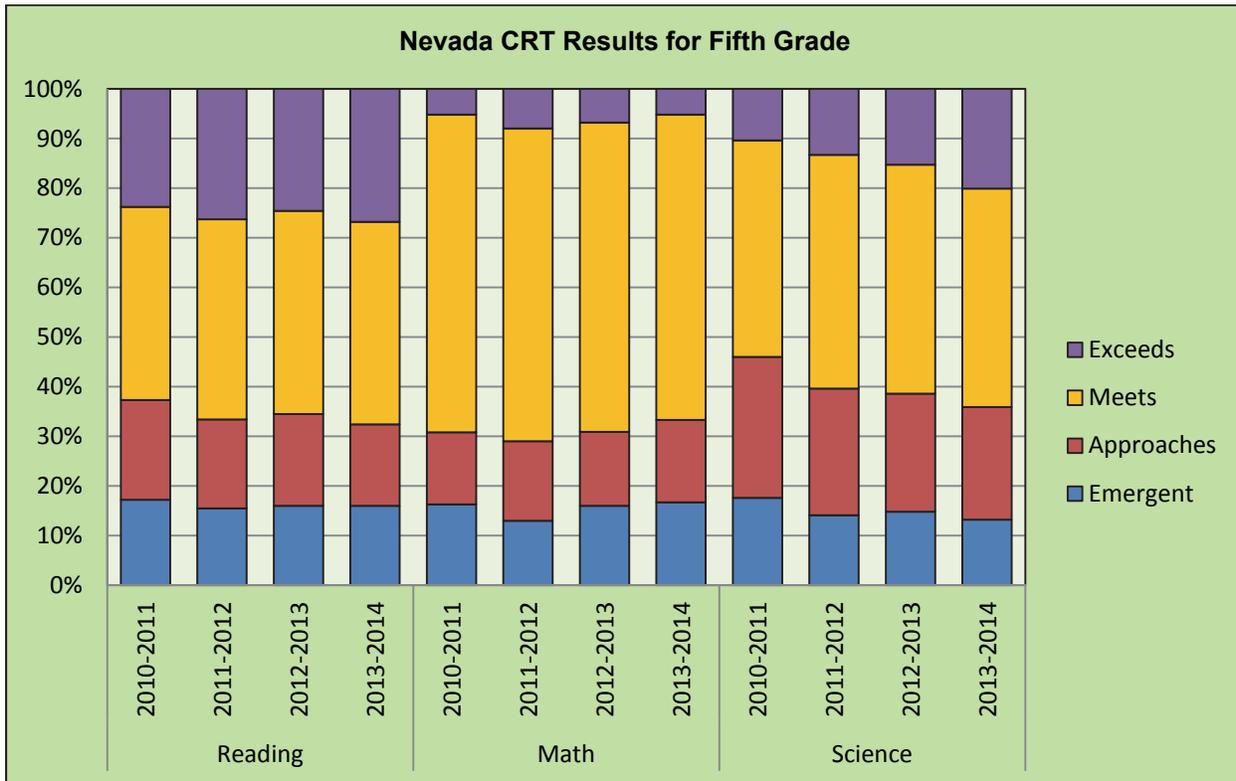
Nevada’s first public library was established in Reno in 1895.

Criterion-Referenced Tests—Grades 3 and 4



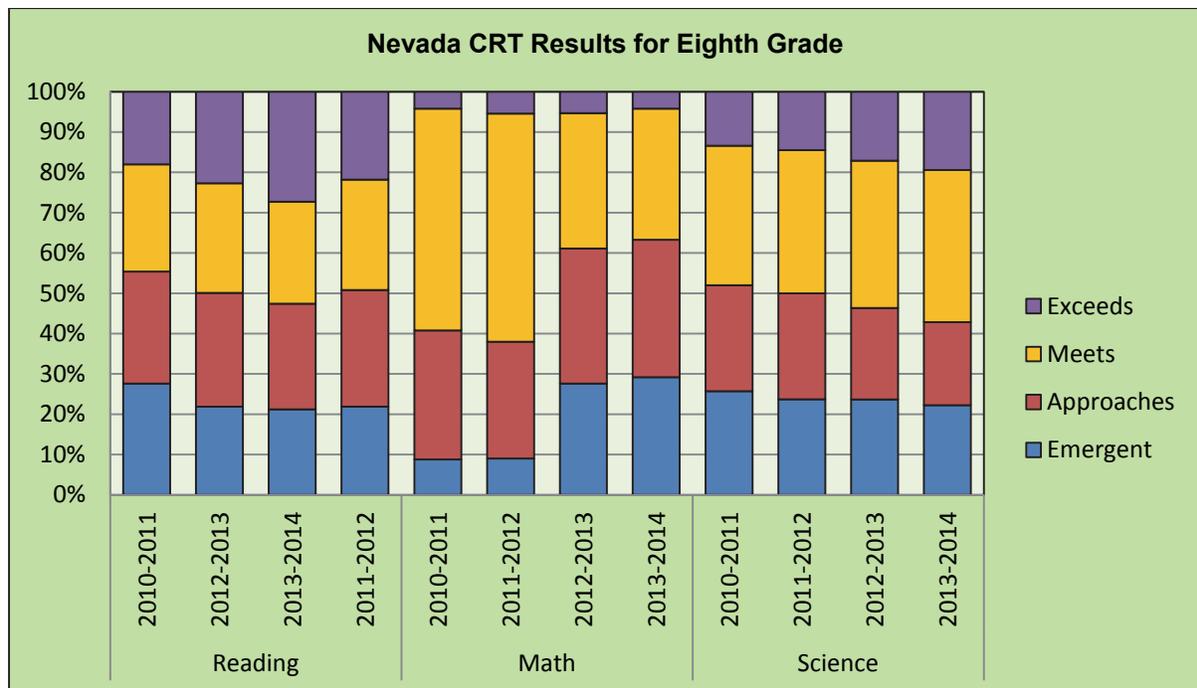
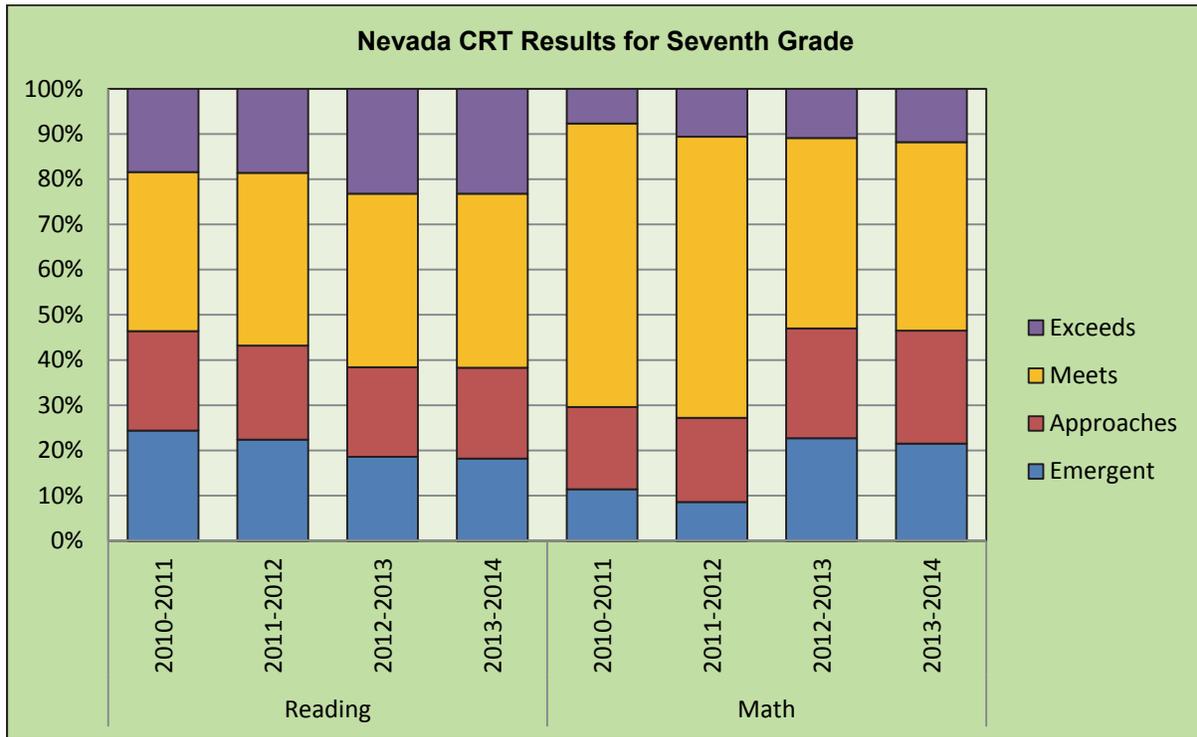
Source: NDE, Nevada Report Card Database: State Profile, various years.

Criterion-Referenced Tests—Grades 5 and 6



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

Criterion-Referenced Tests—Grades 7 and 8



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

Smarter Balanced Assessments (Grades 3–8)

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 college and career ready and include a summative test for grades 3 through 8 and 11 that provides accurate student performance and growth information to meet state and federal accountability requirements. In addition, optional interim assessments and teaching resources give teachers and principals tools to help students meet academic standards as they progress through school; as of SY 2014–2015, Nevada has chosen not to purchase these optional resources. Assessment results will be internationally benchmarked and comparable across all participating states. All SBAC assessments are computer adaptive, meaning that 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.

Along with Nevada, the following 21 states participate in the SBAC: California, Connecticut, Delaware, Hawaii, Idaho, Iowa, Maine, Michigan, Missouri, Montana, New Hampshire, North Carolina, North Dakota, Oregon, Pennsylvania, South Dakota, Vermont, Washington, West Virginia, Wisconsin, and Wyoming. 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 is being used in Nevada, beginning in SY 2014–2015. Additional information and sample test questions are available online at: <http://www.smarterbalanced.org>.



At its beginning, the University of Nevada in Elko only had one department—the Preparatory Department.

High School Exit Examinations, End-of-Course Examinations, and the College and Career Readiness Assessment

For many years, Nevada administered a comprehensive high school exit examination, known as the 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 a college and career readiness assessment to determine the proficiency 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 college and career readiness assessment, but must include a requirement that students successfully pass at least four end-of-course (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 Plus Writing exam as Nevada's college and career readiness assessment for SY 2014–2015. The assessment to be used in future years has yet to be determined. Nevada's Department of Education is partnering with the Department of Employment, Training and Rehabilitation to pilot the WorkKeys assessment with up to 1,000 students during SY 2014–2015, to gauge its potential as an additional tool for assessing students' readiness for the workforce.

During SY 2014–2015, EOC exams will be administered for the following subjects:

- Math I, with a focus on algebra I;
- Math II, with a focus on geometry;
- English Language Arts I, with a focus on reading comprehension; and
- English Language Arts II, with a focus on writing.

These four EOC exams will be given for the first time in the spring semester of 2015 as a paper-and-pencil test. During this time of transition, the Classes of 2017 and 2018 will need to take the exams and no passing scores are required. The Class of 2019 will be the first class of students required to receive passing scores on the exams, which will be set by the State Board of Education. In SY 2016–2017 and thereafter, a science exam will be added and the SBE may add additional exams.

National Assessment of Educational Progress (NAEP)

The NAEP (also referred to as The Nation’s Report Card) is the only 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, United States 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.

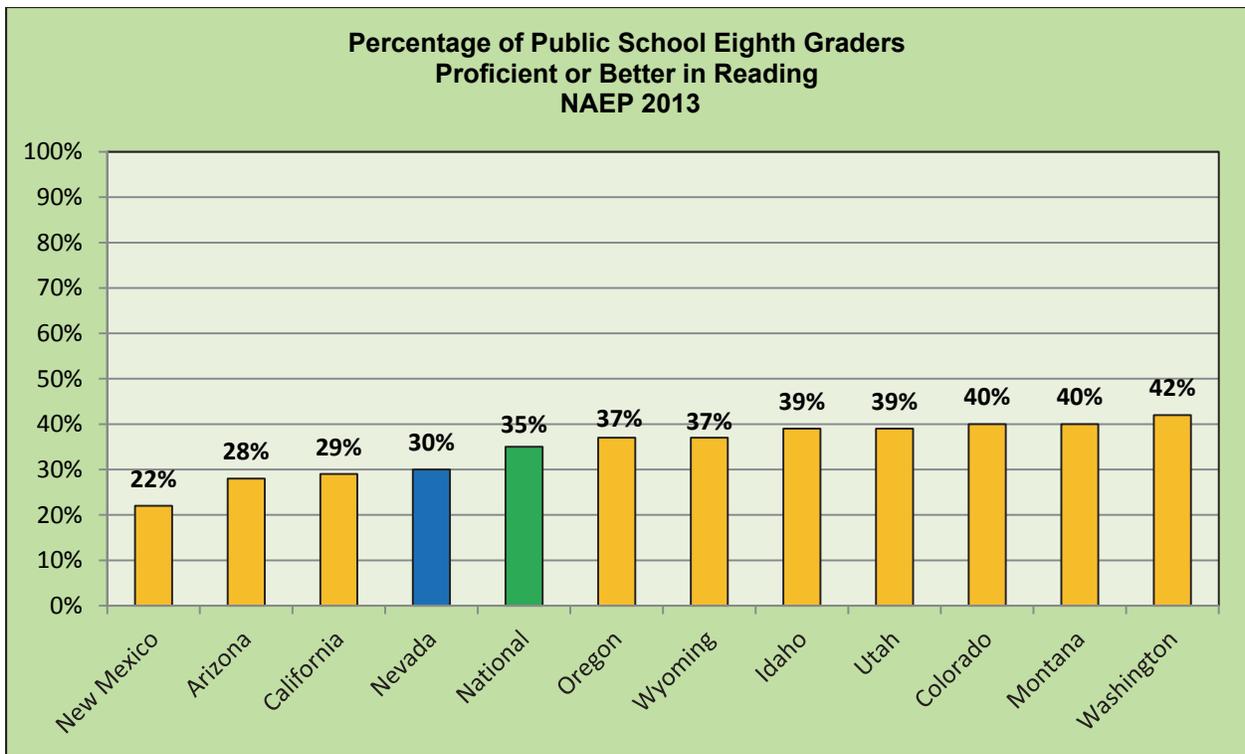
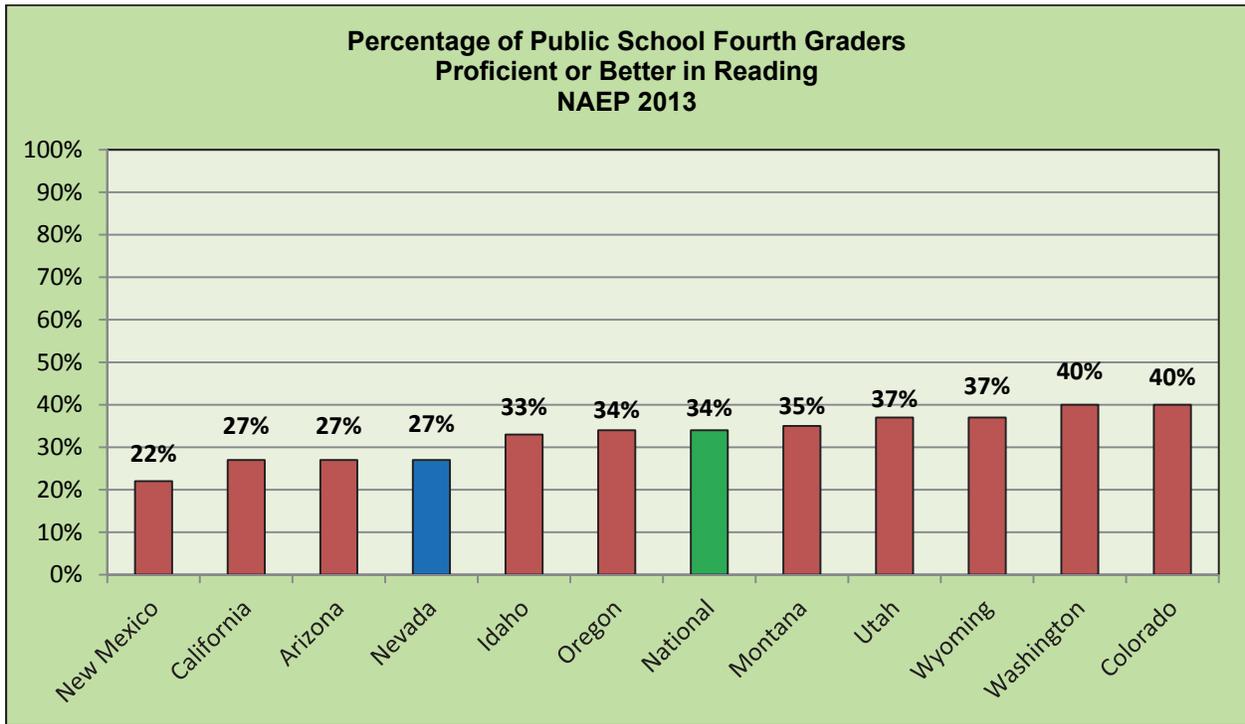
The term “proficient” represents solid academic performance for tested students. Students reaching this level have demonstrated competency over challenging subject matter, including subject matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter. The NAEP does not provide scores for individual students or schools.

Source: National Center for Education Statistics, <http://nces.ed.gov/nationsreportcard/>.



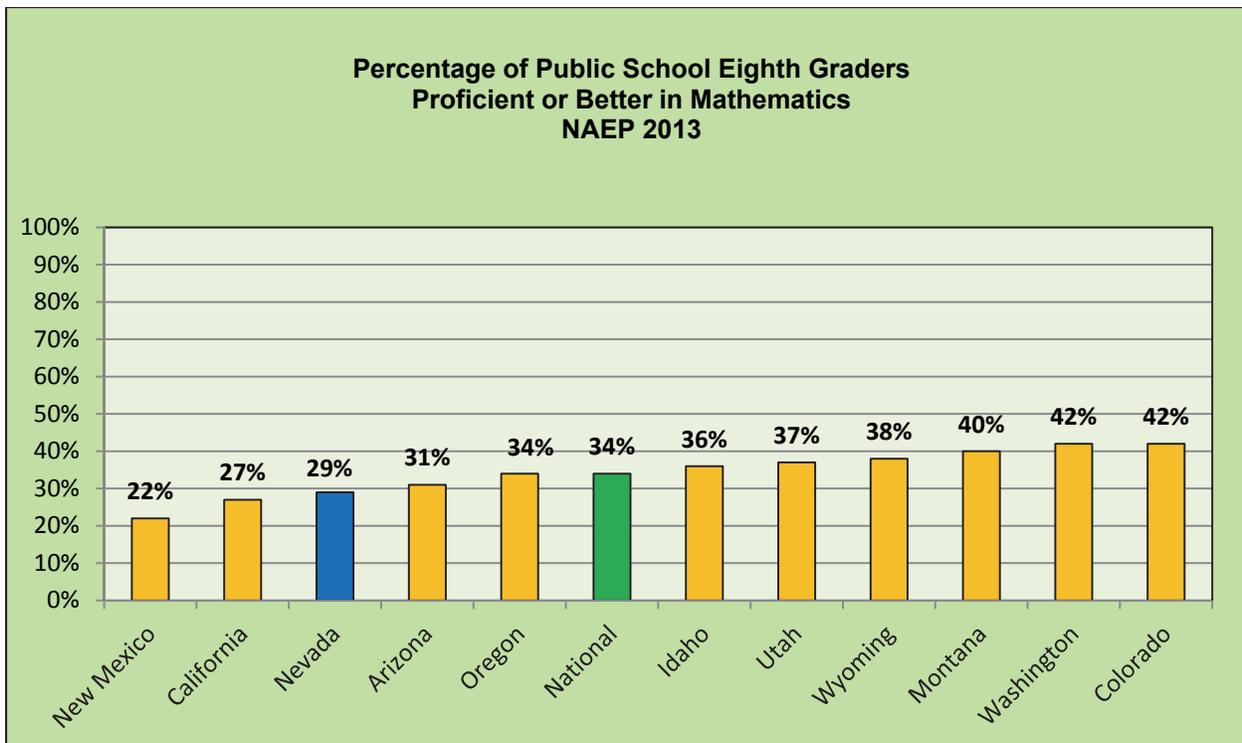
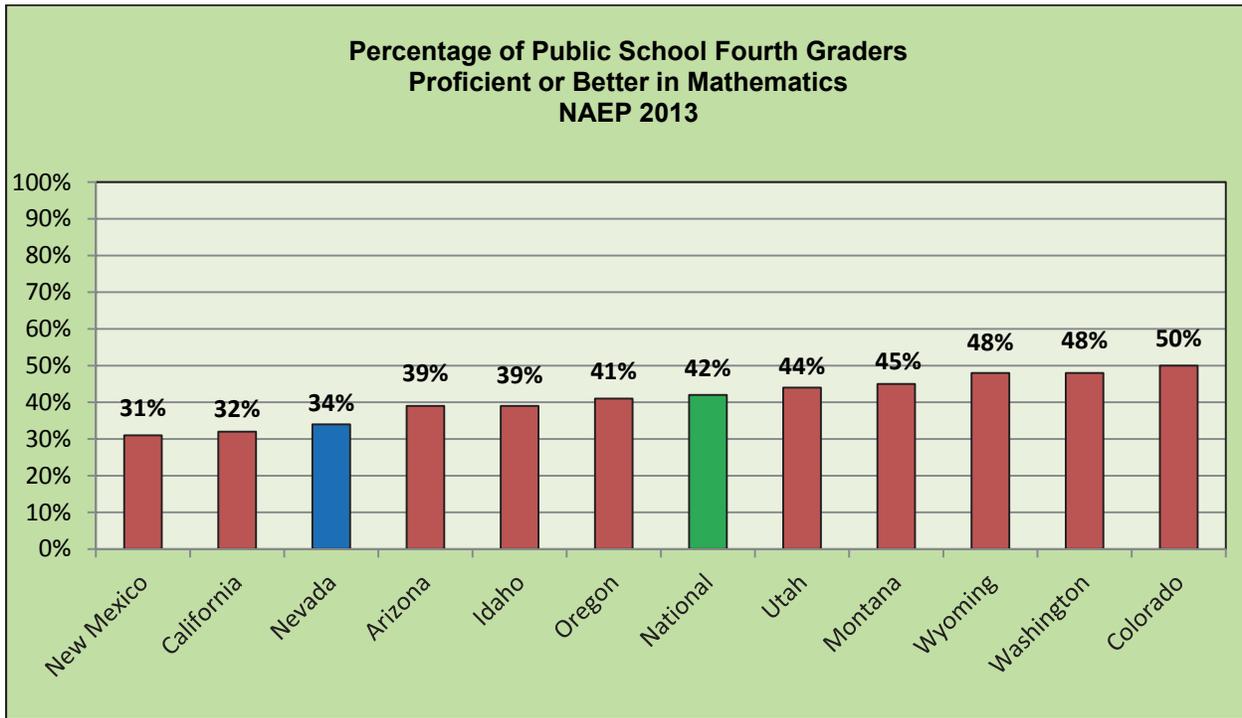
In 1957, Nevada Southern University opened its first building—Maude Frazier Hall.

National Assessment of Educational Progress—Reading



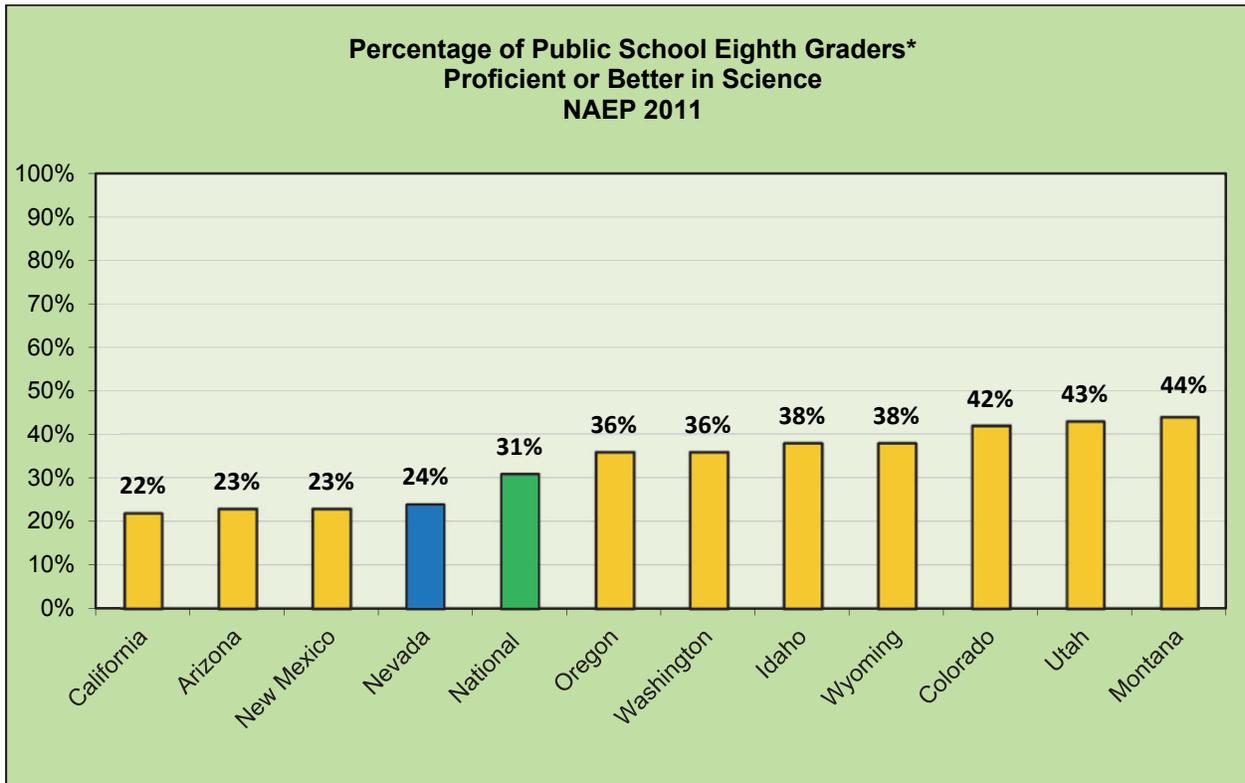
Source: National Center for Education Statistics, *The Nation's Report Card, A First Look: 2013 Mathematics and Reading*.

National Assessment of Educational Progress—Mathematics



Source: National Center for Education Statistics, *The Nation's Report Card, A First Look: 2013 Mathematics and Reading*.

National Assessment of Educational Progress—Science



*The NAEP in Science was not administered to grade 4 students in 2011.

Source: National Center for Education Statistics, *The Nation's Report Card: Science 2011*.

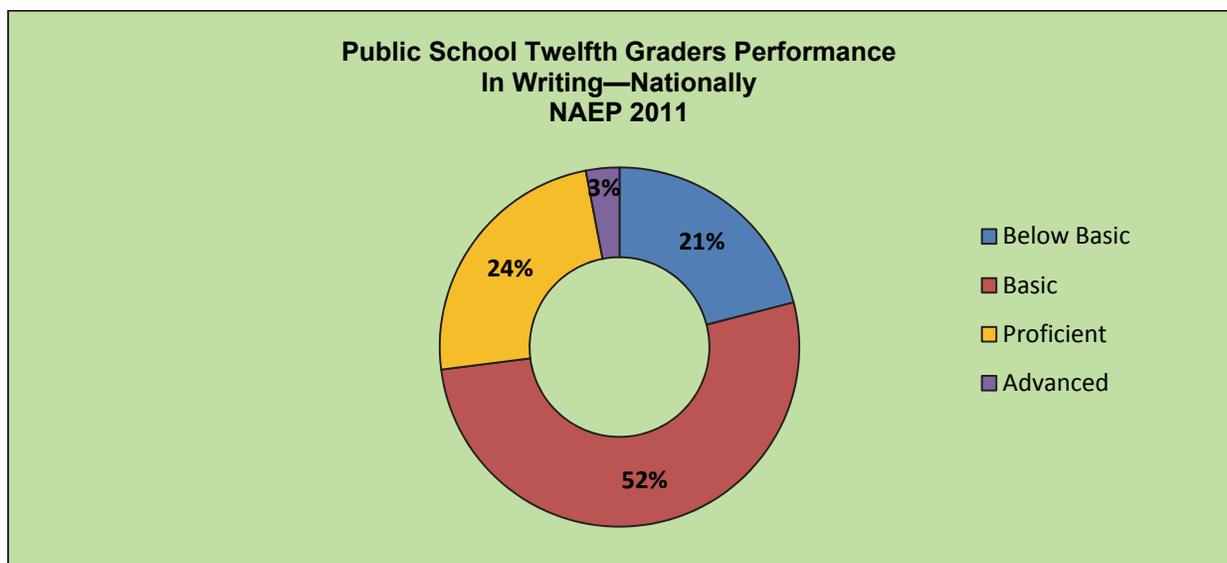
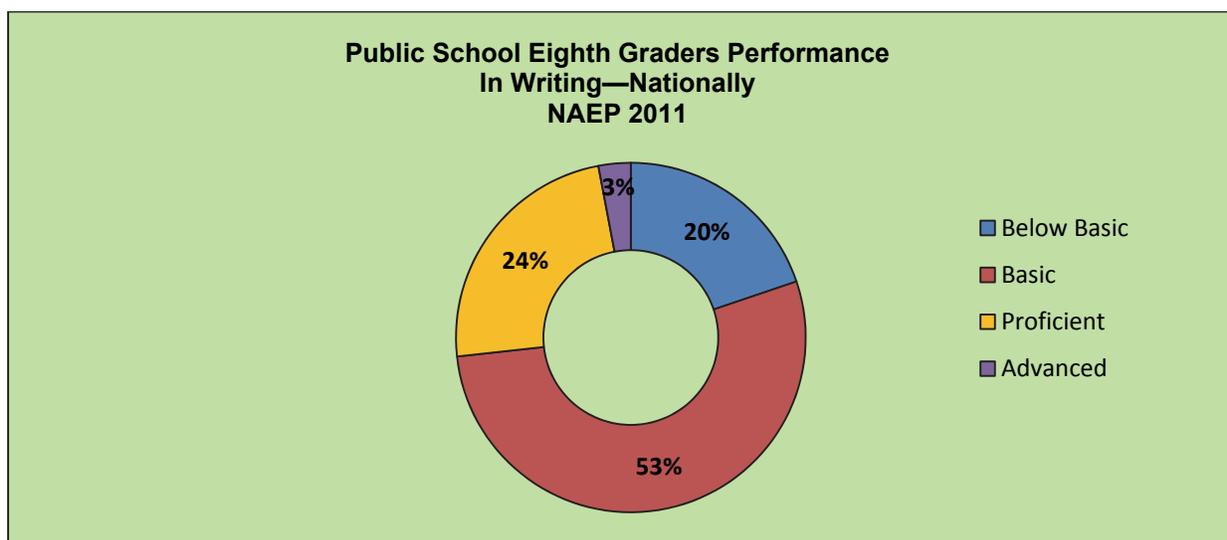


Nevada Southern University officially became the University of Nevada, Las Vegas in 1969.

National Assessment of Educational Progress—Writing

The NAEP administered the first national computer-based writing assessment in 2011. The population of test-takers included 24,100 eighth graders and 28,100 twelfth graders. Students were asked to engage in writing tasks and compose responses on a computer. The assessment tasks reflected writing situations common to both academic and workplace settings, and students were asked to write for several purposes and communicate to different audiences.

For the first administration, results were not reported at the state level. Overall results are as follows:



Source: National Center for Education Statistics, *The Nation's Report Card: Writing 2011*.

ACT, Inc.—ACT Examination

The ACT examination 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. Beginning in the spring of 2015, Colorado, Nevada, Utah, and Wyoming will join other states in requiring that all eleventh grade students take the ACT exam as a measure of their college and career readiness. In Nevada, the ACT Plus Writing will be the required exam for all eleventh graders, but a student’s performance on the exam will not impact his or her eligibility for graduation.

PERCENT OF HIGH SCHOOL GRADUATES TESTED, AVERAGE COMPOSITE SCORE, AND PERCENT MEETING BENCHMARKS BY SUBJECT—2014

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	55	19.7	54	37	37	29
California	29	22.3	71	51	57	43
Colorado	100	20.6	63	43	39	36
Idaho	45	22.4	75	55	53	45
Montana	100	20.5	60	44	39	33
Nevada	36	21.2	65	47	46	37
New Mexico	69	19.9	55	37	33	29
Oregon	36	21.4	67	49	47	40
Utah	100	20.8	63	43	39	36
Washington	22	23.0	74	58	62	52
Wyoming	100	20.1	59	40	34	31
National	57	21.0	64	44	43	37

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, Inc.; 2014 ACT National and State Scores; <http://ACT.Org>.

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

²The College Readiness Benchmark for English is 18.

³The College Readiness Benchmark for Reading is 22.

⁴The College Readiness Benchmark for Math is 22.

⁵The College Readiness Benchmark for Science is 23.

The College Board—SAT Examination

The SAT examination 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 SCORES¹ FOR READING, MATHEMATICS, AND WRITING WESTERN STATES BY SUBJECT—2013

Western States	Percent of Graduates Tested	Reading	Mathematics	Writing	TOTAL	Rank (Based on Total Score)
Arizona	35	521	528	502	1551	26
California	57	498	512	495	1505	34
Colorado	14	578	581	562	1721	13
Idaho	99	454	459	451	1364	50
Montana	25	539	540	516	1595	23
Nevada	48	492	494	468	1,454	43
New Mexico	12	550	545	531	1626	21
Oregon	49	520	520	499	1539	28
Utah	6	569	566	549	1684	17
Washington	60	515	523	499	1537	29
Wyoming	4	581	588	588	1757	9
National	50	496	514	488	1498	N/A

Source: <http://www.commonwealthfoundation.org/policyblog/detail/sat-scores-by-state-2013>

¹SAT 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: <http://media.collegeboard.com/digitalServices/pdf/research/SAT-Percentile-Ranks-2012.pdf>.

The College Board—Advanced Placement (AP) and International Baccalaureate (IB) Programs: Background

AP PROGRAM

The College Board administers the AP Program, which provides opportunities to students in grades 10 through 12 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.

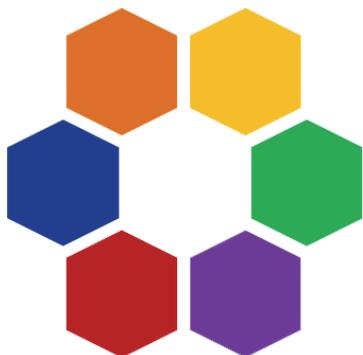
The AP examinations are scored on a five-point scale, with 5 being the highest mark attainable. The coursework in a given subject is generally equivalent to a first-year college course. As a result, a student who achieves a 4 or 5 is usually permitted to skip the corresponding course as a freshman in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

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.

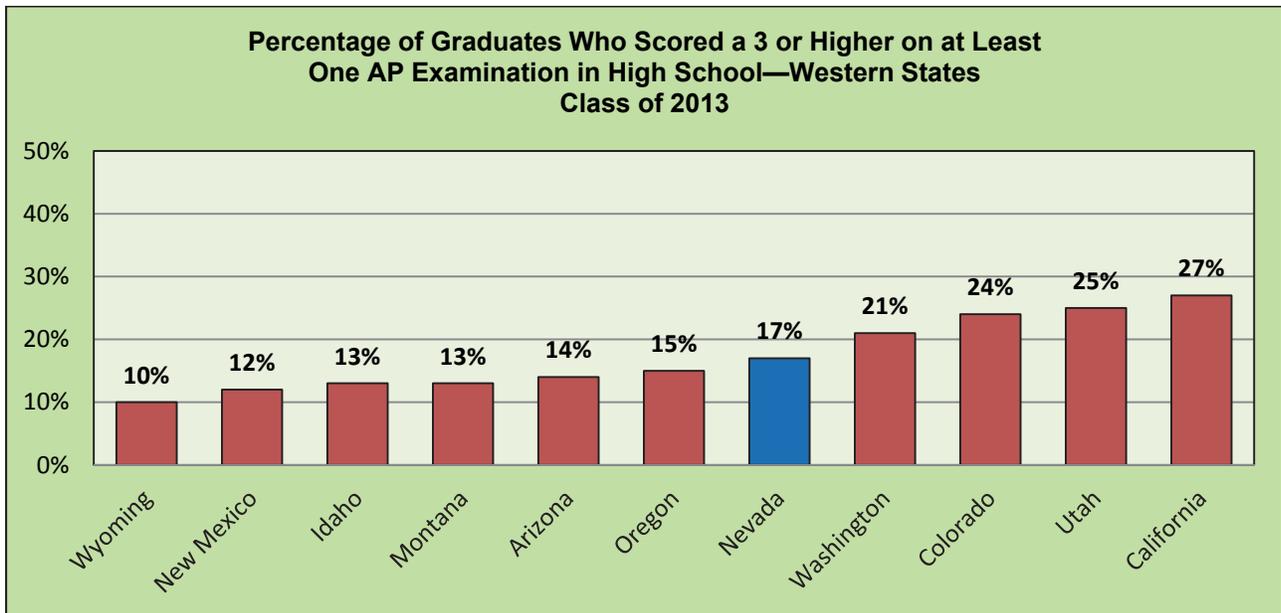
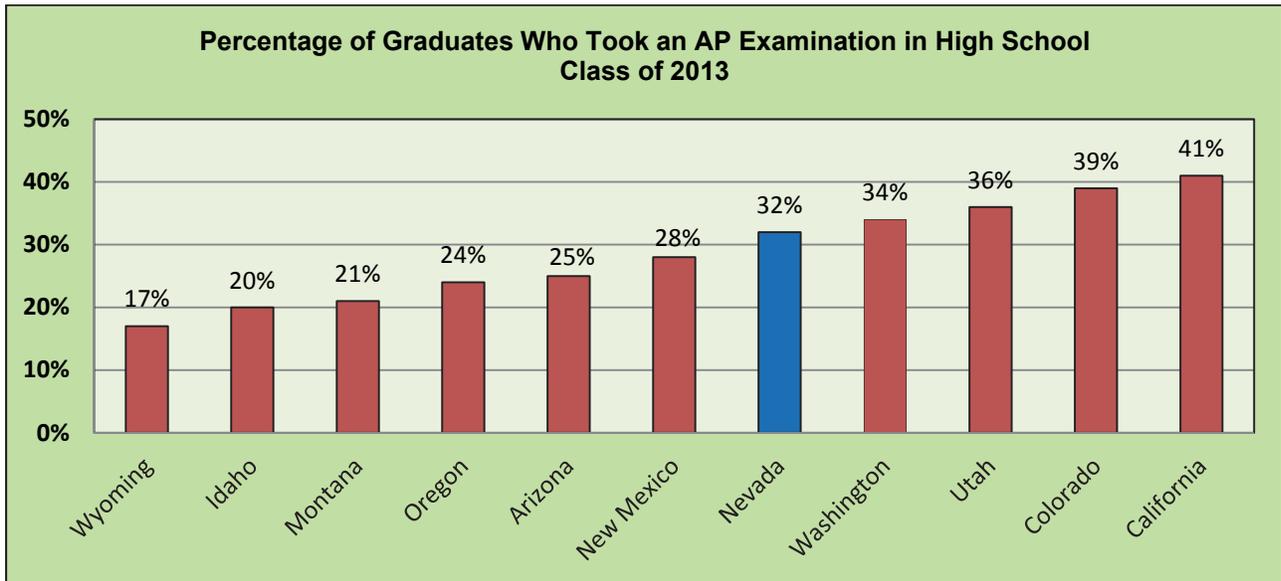
At the high school level, there are two programs offered:

1. The Diploma Program is a two-year curriculum leading to final examinations and a qualification that is welcomed by universities around the world.
2. The IB Career-Related Certificate (IBCC) incorporates the vision and educational principles of the IB Program into a unique offering specifically designed for students aged 16 to 19 who wish to engage in career-related learning.



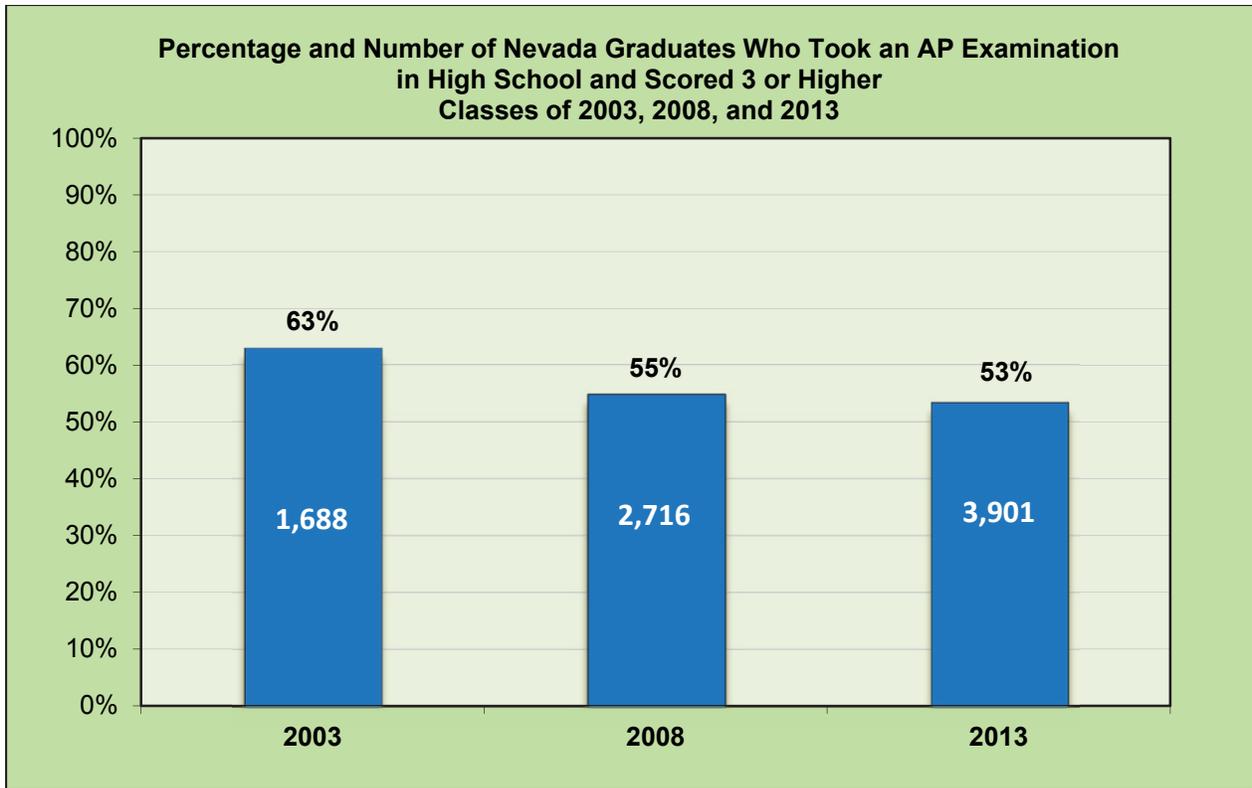
Governor Jewett Adams signed a legislative bill in 1885 moving the University of Nevada to Reno.

The College Board—AP Exam Participation and Performance

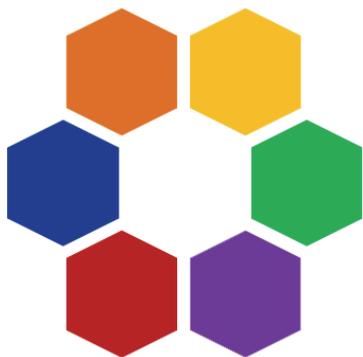


AP Scoring Interpretation				
5 Extremely Well Qualified	4 Well Qualified	3 Qualified	2 Possibly Qualified	1 Not Qualified

Source: The College Board; *The 10th Annual AP Report to the Nation*; February 11, 2014.



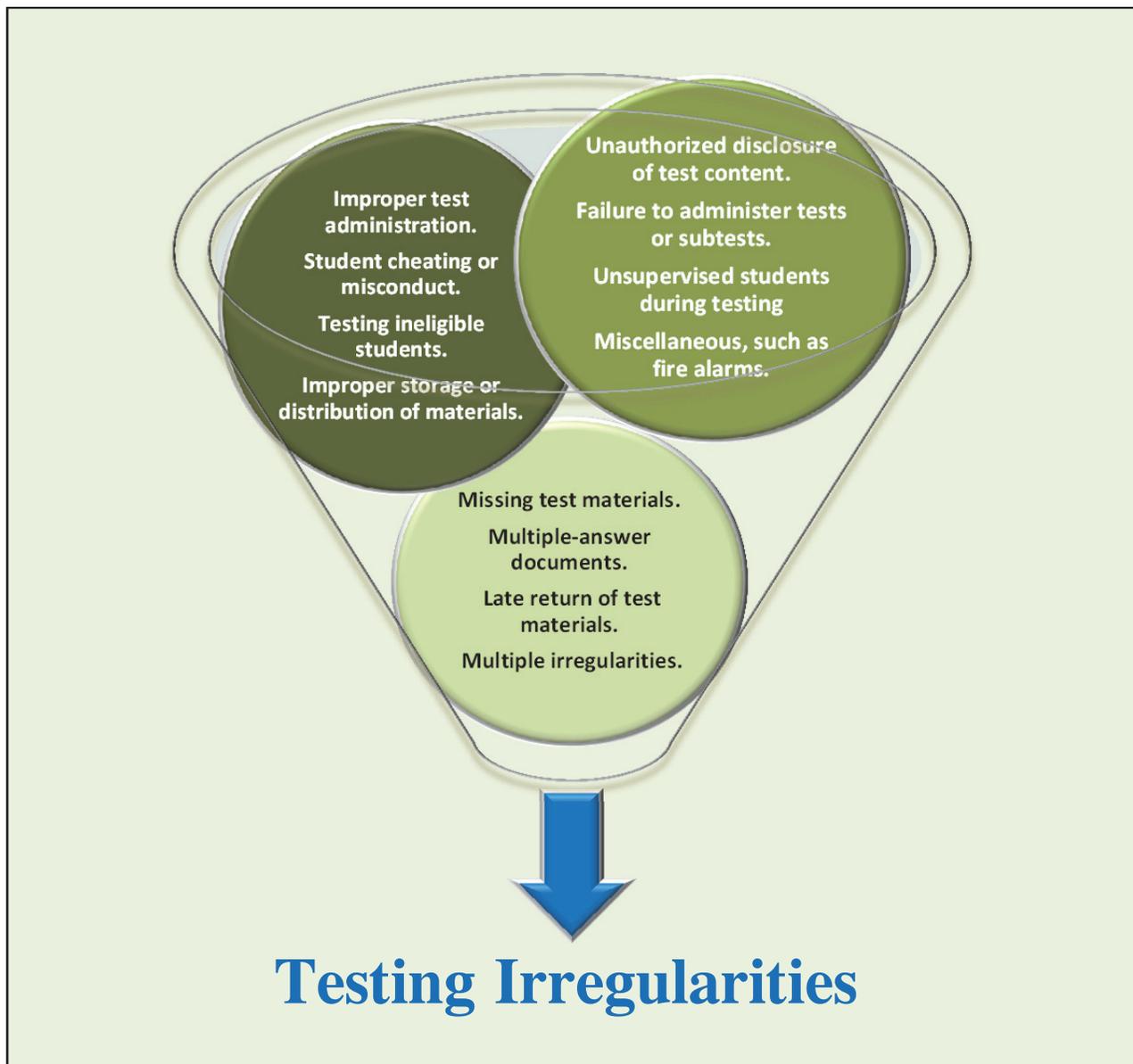
Source: The College Board; *The 10th Annual AP Report to the Nation*; February 11, 2014.



At its inception, Elko Community College offered courses in business and office, agriculture and industry, engineering, economics, law enforcement, general education, and adult education.

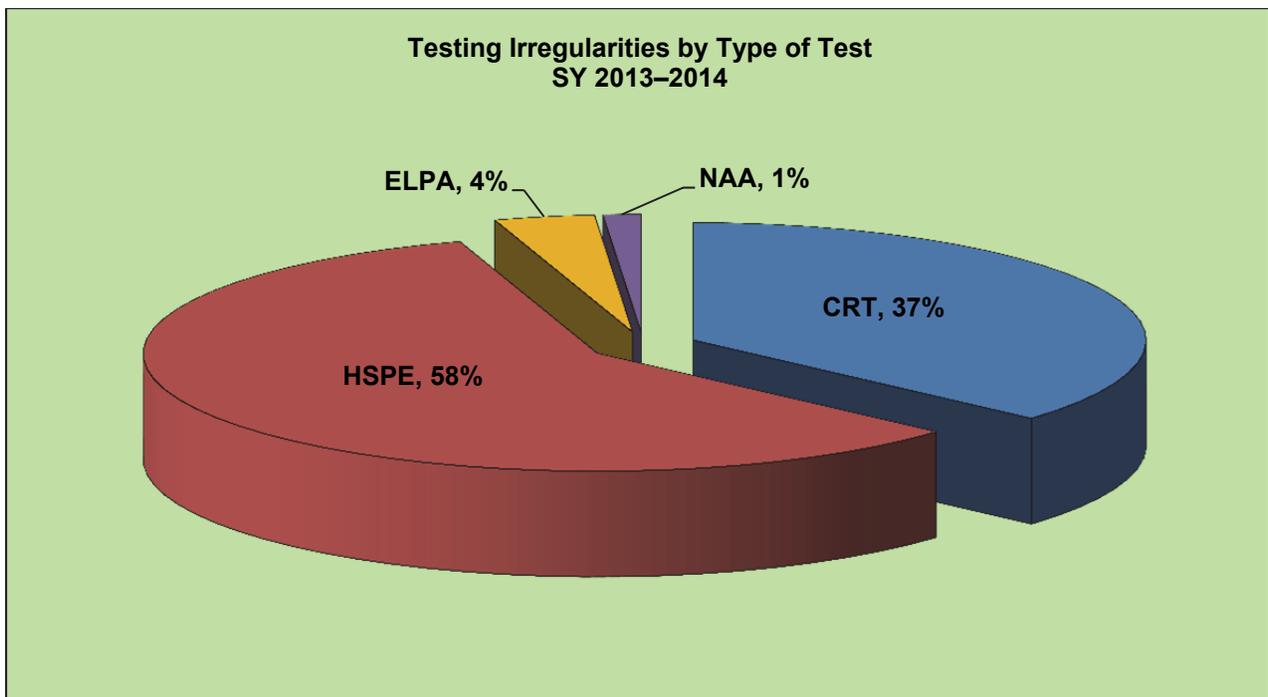
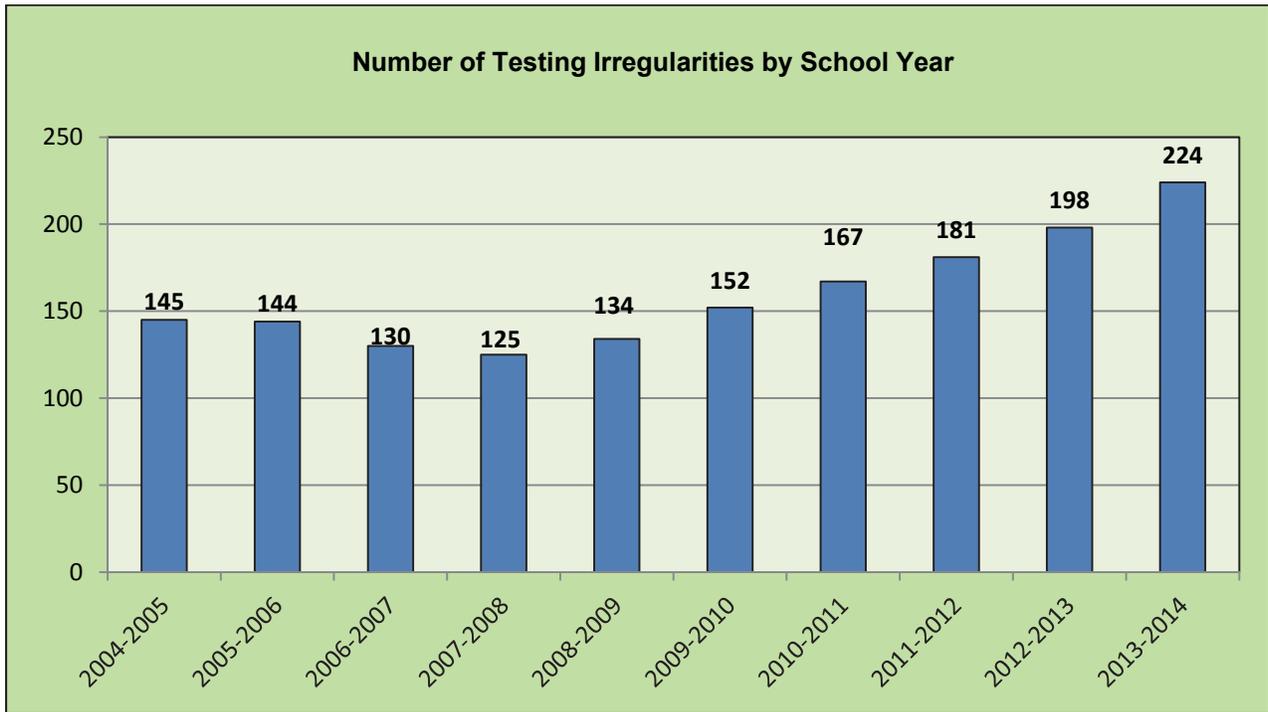
Testing Irregularities—Background

The 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 2013–2014, approximately 300,000 students participated in multiple assessments that were administered in grades 3 through 8, grades 10 through 12, and in adult programs. Through nearly 900,000 separate test administrations in over 600 locations, a total of 224 reported testing irregularities occurred (0.02 percent of tests administered).



Source: NDE; *Report of Test Security Activity for Nevada Public Schools, School Year 2013–2014.*

Testing Irregularities



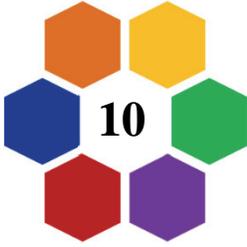
Source: NDE; *Report of Test Security Activity for Nevada Public Schools, School Year 2013-2014.*

Testing Irregularities (*continued*)

Number of occurrences and types of testing irregularities:



Source: NDE; *Report of Test Security Activity for Nevada Public Schools, School Year 2013–2014*.

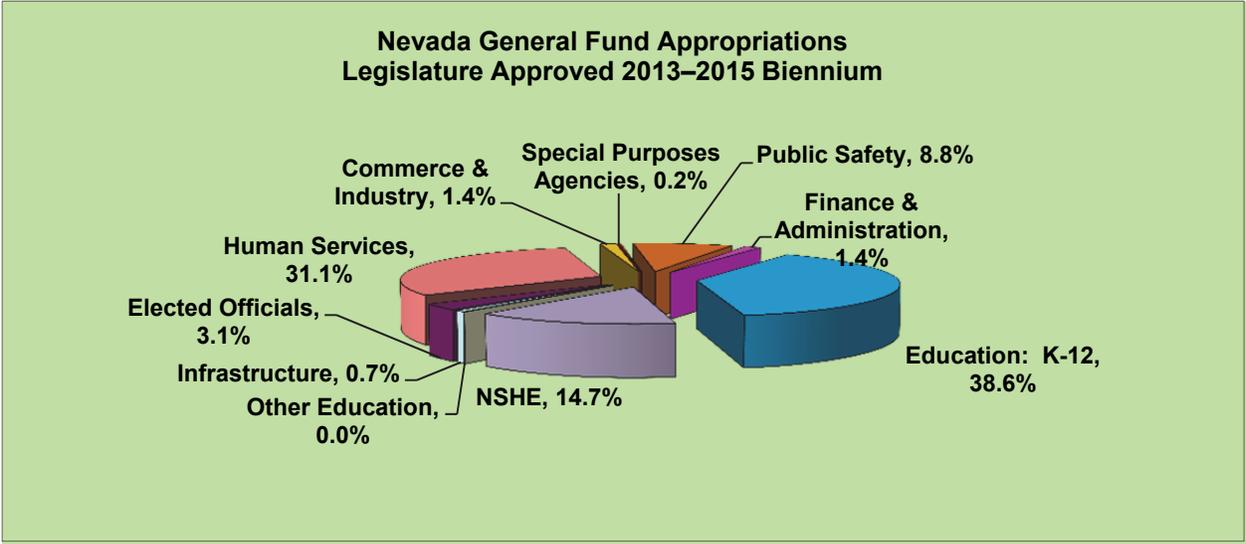


Higher Education

According to the United States Census Bureau’s American Community Survey, as of 2013, 84.7 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 the national average: 22.5 percent of Nevadans aged 25 and older have completed a minimum of a bachelor’s degree, compared to 29.1 percent of similarly aged Americans.

GENERAL FUND APPROPRIATIONS

In its 77th Session, the Nevada Legislature approved a General Fund operating budget for the 2013–2015 Biennium in excess of \$6.7 billion. Appropriations to public education totaled \$3.52 billion, or 53.3 percent of the budget; the share marked for the Nevada System of Higher Education (NSHE) was \$971 million, or 14.7 percent of all General Fund appropriations.



TUITION AND FEES

Nevada public institutions of higher education rely more on tuition and fees to finance operations than all other western states, except Arizona and Idaho. Nevada System of Higher Education institutions received 32 percent of their total operating revenue from tuition and fees in Fiscal Year (FY) 2003–2004, compared to 20 percent in other western states. By FY 2011–2012, NSHE dependence on tuition and fees had grown to 48 percent in Nevada, compared to 28 percent in western states.

Chapter 10

Despite Nevada's greater reliance on tuition and fees, the State's public universities remain relatively affordable. In School Year (SY) 2014–2015, the average undergraduate tuition—including mandatory fees—for Nevada residents was \$5,947, compared to \$7,872 in other Western Interstate Commission for Higher Education (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 the 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 program had distributed more than \$298 million, helping nearly 78,000 Nevada high school graduates, and 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 about 55 percent of those eligible in 2013.

ENROLLMENT

Enrollment at NSHE institutions increased from just over 61,000 in 1990 to more than 100,000 in 2013. However, in recent years enrollment has actually declined. The percentage of recent Nevada high school graduates enrolling in an NSHE institution directly following high school also increased from 30 percent in 2000 to 41 percent in 2012.

COMPLETION

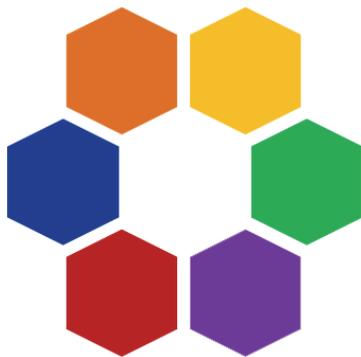
According to WICHE, the SY 2013–2014 graduation rate at Nevada's four-year public institutions is 52.3 percent, compared to 70.6 percent in WICHE states and 73 percent nationwide.

REMEDIAL COURSEWORK

In Fall 2013, approximately 55 percent of recent Nevada high school graduates were placed in one or more remedial courses at NSHE institutions. For SY 2013–2014, the NSHE instituted a new methodology for calculating the number of students in remediation, leading to more accurate identification. The NSHE also re-formatted its annual report on remediation; the new report has garnered national recognition.

STUDENT DEBT

In 2013, 43 percent of students who graduated from public universities in Nevada had accumulated student loan debt—the lowest percentage of any state. Nationwide, 69 percent of public and nonprofit graduates left college with an average of \$28,400 in student loans. In contrast, the average borrower in Nevada owed \$21,666 in student loans. Graduates in only two states (California and New Mexico) emerged from college with less debt than those in Nevada.



To aid Nevada in the establishment of a State university, the federal government donated 72 sections of land (42,000 acres), and another grant was given of 30,000 acres for each State representative of Congress (90,000 acres) for the maintenance of a School of Agriculture and the Mechanic Arts.

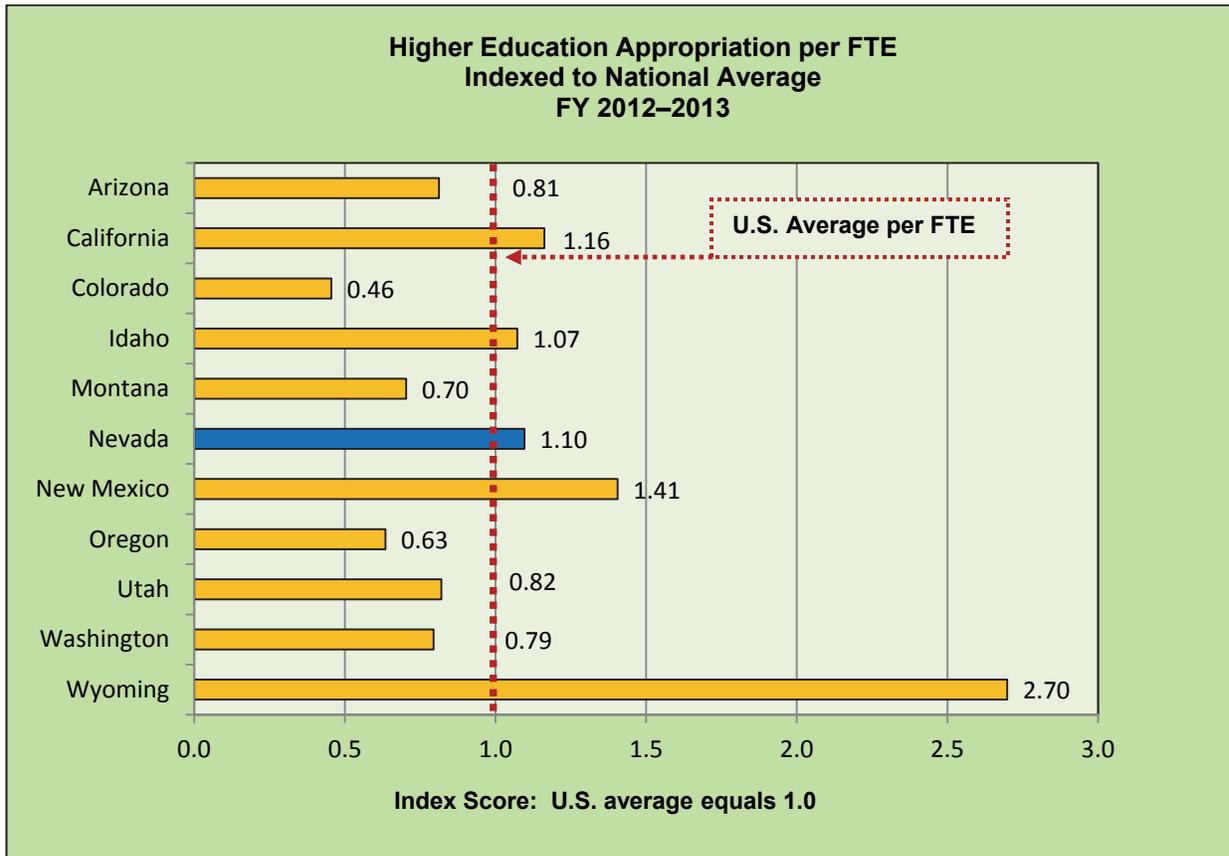
Nevada Universities and Colleges

	College of Southern Nevada (CSN)
	Great Basin College (GBC)
	Nevada State College at Henderson (NSC)
	Sierra Nevada College (SNC)
	Truckee Meadows Community College (TMCC)
	University of Nevada, Las Vegas (UNLV)
	University of Nevada, Reno (UNR)
	Roseman University of Health Sciences (RUHS)
	Western Nevada College (WNC)

Higher Education—Funding

**EDUCATIONAL APPROPRIATIONS PER FULL-TIME EQUIVALENT (FTE)
STUDENT PUBLIC HIGHER EDUCATION
NEVADA AND WESTERN STATES**

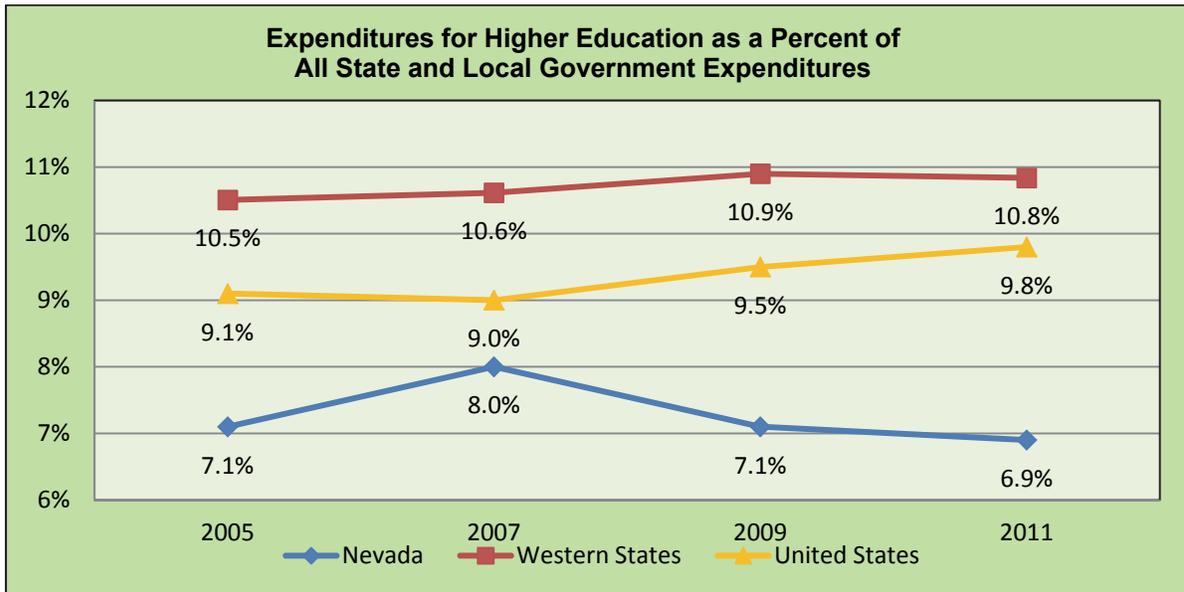
State	FY 2007–2008	FY 2012–2013	Five-Year Percentage Change
Arizona	\$7,886	\$4,958	-37%
California	\$8,650	\$7,096	-18%
Colorado	\$4,090	\$2,779	-32%
Idaho	\$10,311	\$6,546	-37%
Montana	\$5,101	\$4,294	-16%
Nevada	\$9,938	\$6,693	-33%
New Mexico	\$10,320	\$8,580	-17%
Oregon	\$5,853	\$3,875	-34%
Utah	\$7,259	\$5,007	-31%
Washington	\$7,464	\$4,849	-35%
Wyoming	\$16,101	\$16,474	2%
National	\$7,924	\$6,105	-23%



Source: State Higher Education Executive Officers; *State Higher Education Finance, FY 2013*.

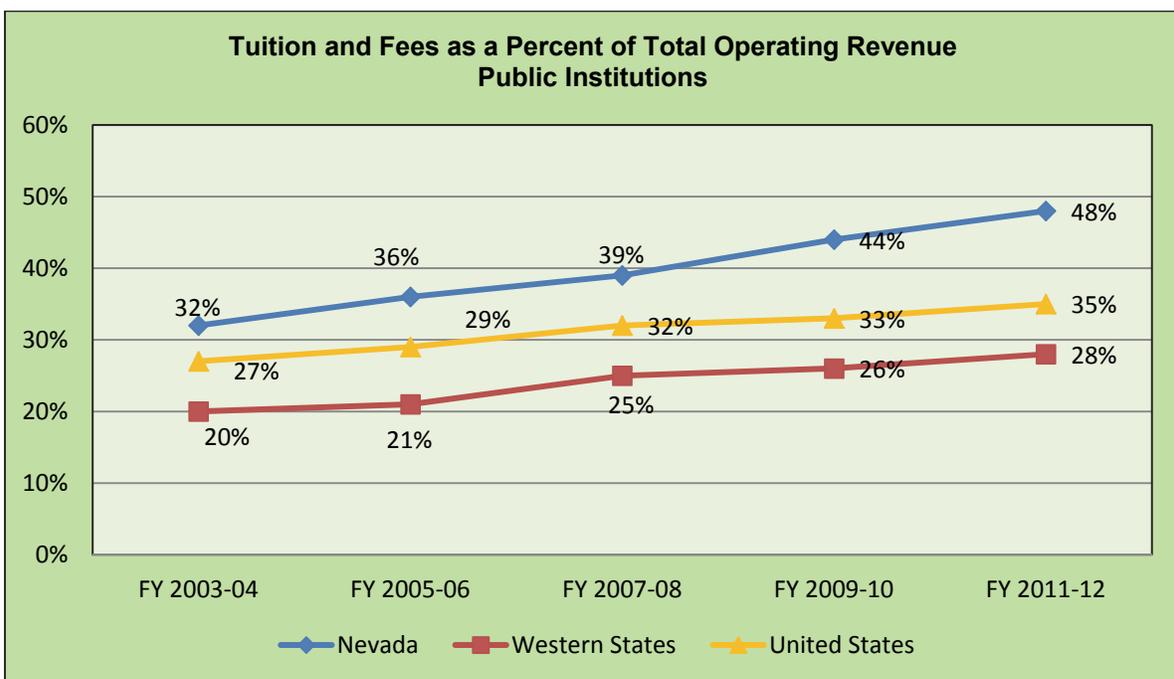
Chapter 10

Higher Education—Expenditures

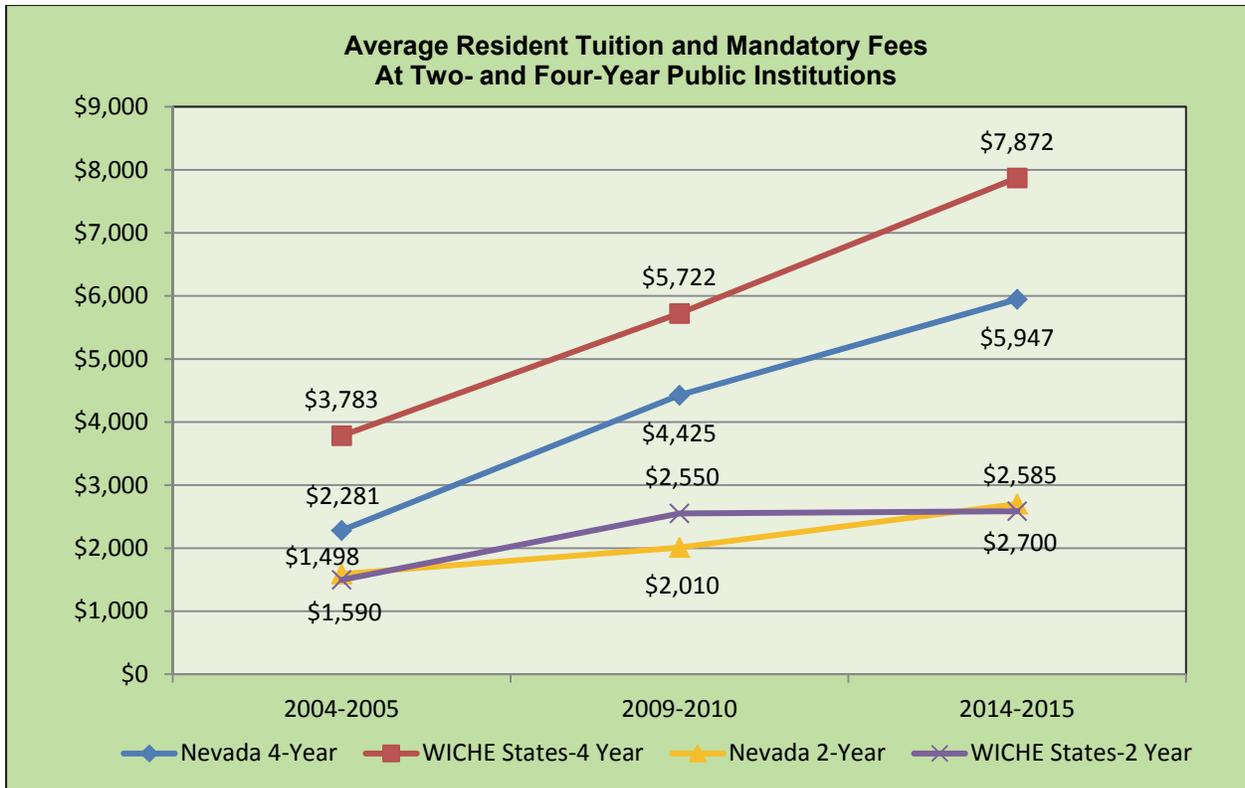


Source: CQ Press, *State Stats*, 2014.

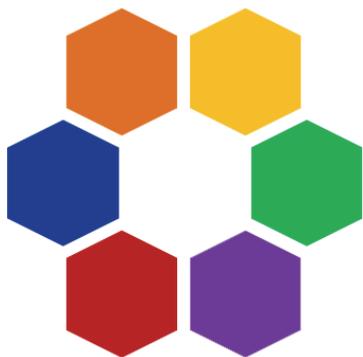
Higher Education—Tuition and Fees



Source: National Center for Education Statistics, *Digest of Education Statistics 2013*.



Source: WICHE; *Tuition & Fees in Public Higher Education in the West, 2014-2015: Detailed Tuition and Fees Tables*; November 2014.



After the Community College Division began operating, community college enrollment figures were 402 in Clark County, 494 in Elko, and approximately 705 in Western Nevada.

Higher Education—Tuition and Fees (*continued*)

**RESIDENT UNDERGRADUATE TUITION AND FEES AT
PUBLIC FOUR-YEAR INSTITUTIONS
NEVADA AND WESTERN STATES**

	2004–2005	2014–2015	Percentage Change
Arizona	\$4,069	\$10,283	153%
California	\$3,794	\$8,608	127%
Colorado	\$3,614	\$9,082	151%
Idaho	\$3,561	\$6,473	82%
Montana	\$4,198	\$5,690	36%
Nevada	\$2,821	\$5,947	111%
New Mexico	\$2,700	\$5,401	100%
Oregon	\$4,671	\$ 8,393	80%
Utah	\$2,975	\$5,898	98%
Washington	\$4,346	\$9,885	127%
Wyoming	\$3,243	\$4,646	43%
WICHE States	\$3,783	\$7,872	108%

Source: WICHE; *Tuition & Fees in Public Higher Education in the West, 2014–2015: Detailed Tuition and Fees Tables*; November 2014.



Built in 1887, Morrill Hall was the first structure erected on the University of Nevada, Reno campus.

Higher Education—Tuition and Fees (*continued*)

**NONRESIDENT UNDERGRADUATE TUITION AND FEES AT
PUBLIC FOUR-YEAR INSTITUTIONS
NEVADA AND WESTERN STATES**

	2004–2005	2014–2015	Percentage Change
Arizona	\$12,882	\$25,088	95%
California	\$15,224	\$23,064	51%
Colorado	\$13,722	\$22,788	66%
Idaho	\$10,660	\$18,888	77%
Montana	\$12,747	\$8,720	47%
Nevada	\$10,829	\$18,646	72%
New Mexico	\$9,067	\$14,342	58%
Oregon	\$12,942	\$23,595	82%
Utah	\$9,269	\$17,283	86%
Washington	\$14,025	\$23,670	69%
Wyoming	\$9,273	\$14,876	60%
WICHE States	\$12,570	\$20,316	62%

Source: WICHE; *Tuition & Fees in Public Higher Education in the West, 2014–2015: Detailed Tuition and Fees Tables*; November 2014.



The “Wolf Pack” was chosen as the University of Nevada, Reno’s mascot in 1923.

Higher Education—Tuition and Fees (*continued*)

**HISTORICAL COST PER CREDIT HOUR FOR
UNDERGRADUATE RESIDENT STUDENTS**

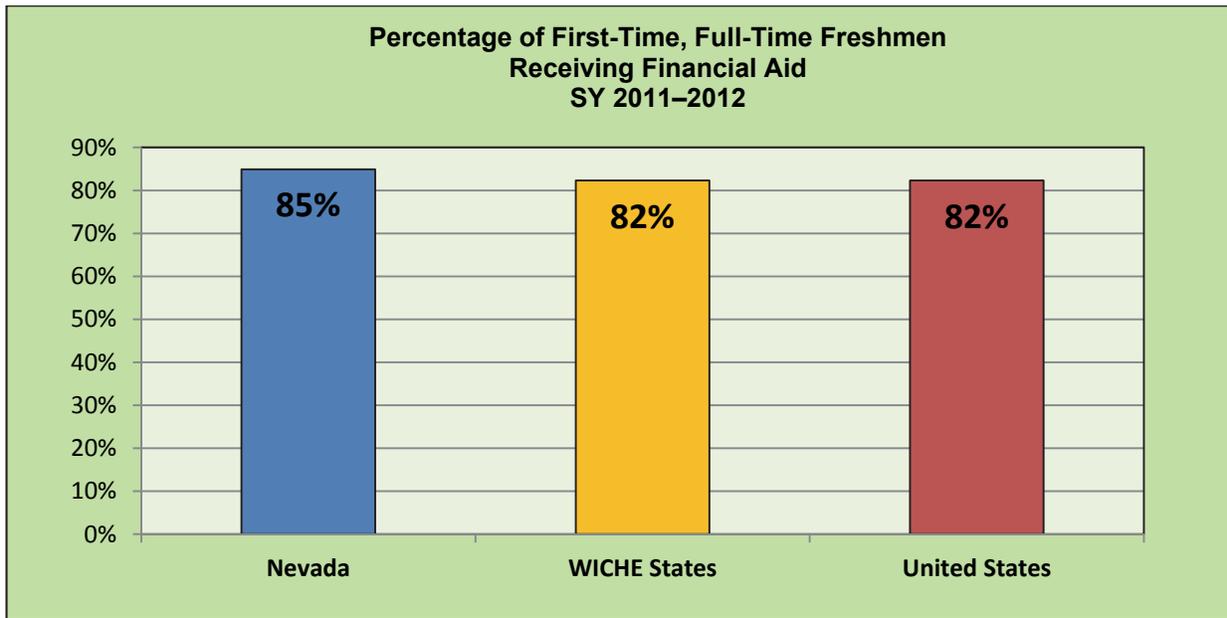
FY	Universities	Annual Percentage Increase	State College	Annual Percentage Increase	Community Colleges	Annual Percentage Increase
1998	\$66.50	3.9	N/A	N/A	\$38.50	4.1
1999	\$69.00	3.8	N/A	N/A	\$39.50	2.6
2000	\$71.50	3.6	N/A	N/A	\$41.00	3.8
2001	\$74.00	3.5	N/A	N/A	\$42.50	3.7
2002	\$76.50	3.4	\$60.00	N/A	\$44.00	3.5
2003	\$79.00	3.3	\$62.00	3.3	\$45.50	3.4
2004	\$85.00	7.6	\$66.00	6.5	\$47.25	3.8
2005	\$91.00	7.1	\$70.00	6.1	\$49.00	3.7
2006	\$98.00	7.7	\$74.50	6.4	\$50.75	3.6
2007	\$105.25	7.4	\$79.00	6.0	\$52.50	3.5
2008	\$116.75	10.9	\$85.75	8.5	\$54.75	4.3
2009	\$129.50	10.9	\$93.50	9.0	\$57.25	4.6
2010	\$136.00	5.0	\$98.25	5.1	\$60.00	4.8
2011	\$142.75	5.0	\$103.25	5.1	\$63.00	5.0
2012	\$156.75	9.8	\$113.25	9.7	\$69.25	9.9
2013	\$171.00	9.1	\$123.50	9.1	\$75.50	9.0
2014	\$191.50	12.0	\$138.25	11.9	\$84.50	11.9

Source: Fiscal Analysis Division, Legislative Counsel Bureau; *Nevada Legislative Appropriations Report*; various years; and NSHE, *Procedures and Guidelines Manual*.



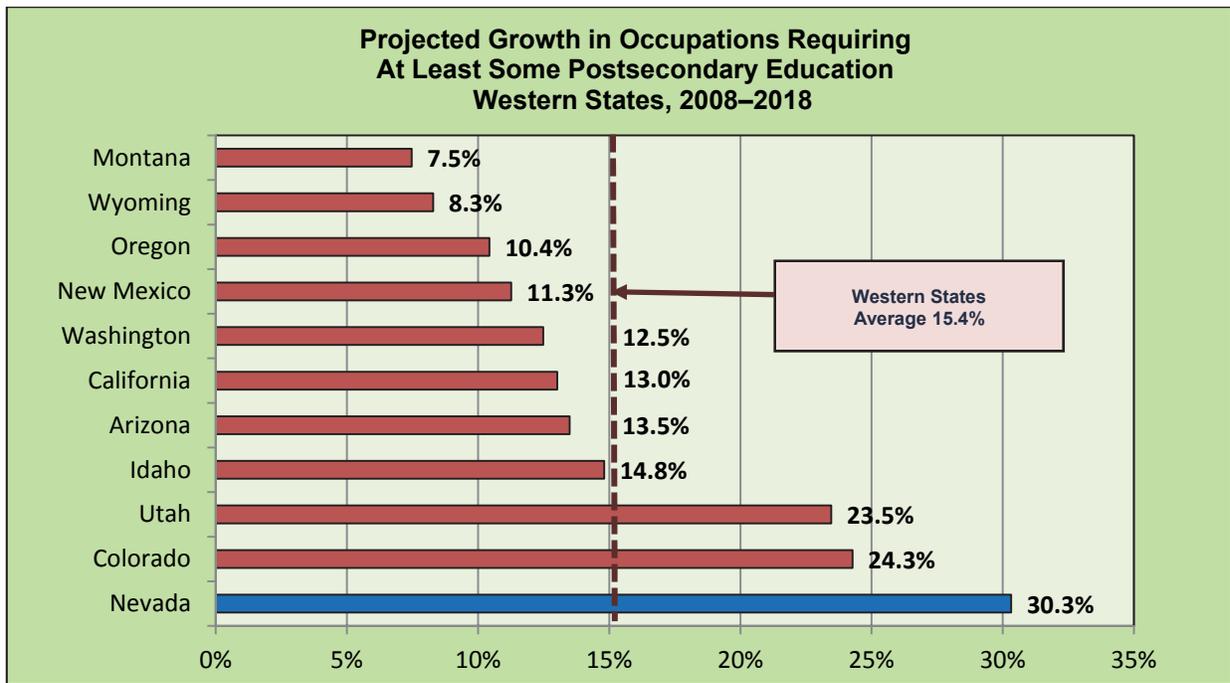
In 2005, the University and Community College System of Nevada was renamed the Nevada System of Higher Education.

Higher Education—Student Financial Aid



Source: WICHE, *Regional Fact Book for Higher Education in the West*, 2014.

Occupations Requiring Postsecondary Education



Source: Georgetown University Center on Education and the Workforce, *Help Wanted: Projections of Jobs and Education Requirements Through 2018*, June 2010.

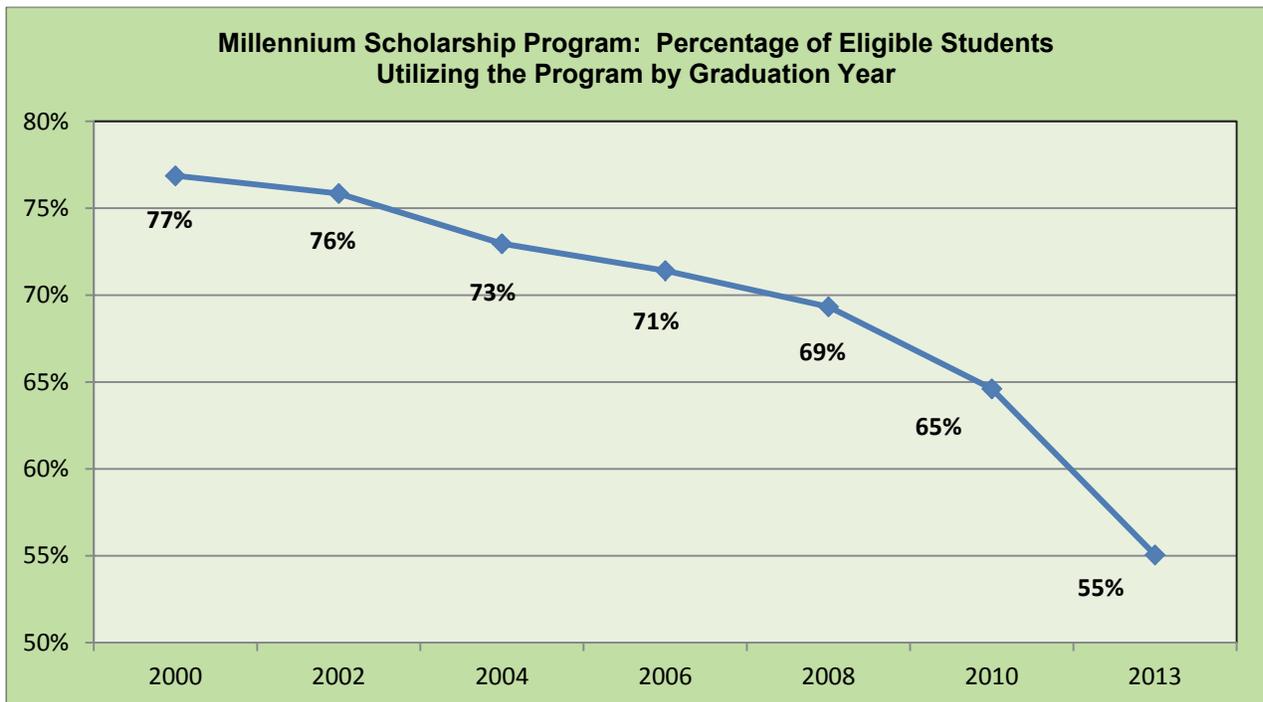
Governor Guinn Millennium Scholarship Program—Revenues

**MILLENNIUM SCHOLARSHIP TRUST FUND
TOBACCO MASTER SETTLEMENT AGREEMENT REVENUES**

FY	Tobacco Revenue	Interest Revenue	FY Ending Fund Balance
2000	\$17,166,864	\$378,143	\$17,426,528
2002	\$17,755,833	\$875,464	\$31,082,831
2004	\$15,231,231	\$312,194	\$17,461,914
2006	\$14,106,876	\$894,676	\$31,634,416
2008	\$18,196,213	\$854,187	\$29,770,881
2010	\$16,586,869	\$71,062	\$12,193,881
2012	\$15,828,273	\$0	\$10,675,794
2014	\$15,658,925	\$0	\$18,304,354

Source: Office of the State Treasurer, *Annual Report Fiscal Year 2014*.

Governor Guinn Millennium Scholarship Program—Eligibility and Utilization



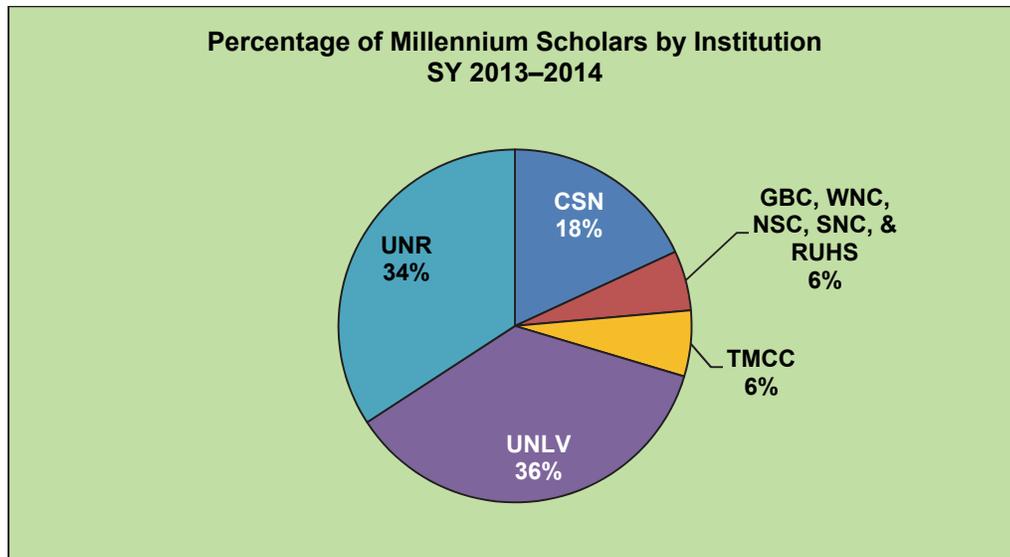
**NEVADA MILLENNIUM SCHOLARSHIP PROGRAM:
ELIGIBILITY AND UTILIZATION 2000 TO 2013**

Term 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

*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*, February 2013.

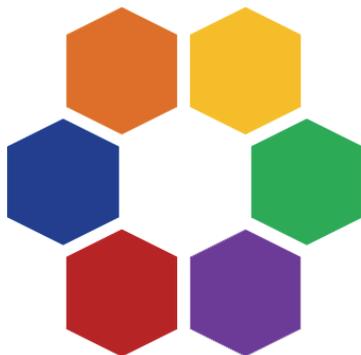
Governor Guinn Millennium Scholarship Program—Scholars by Institution



**NEVADA MILLENNIUM SCHOLARSHIP PROGRAM
TOTAL SCHOLARS BY INSTITUTION**

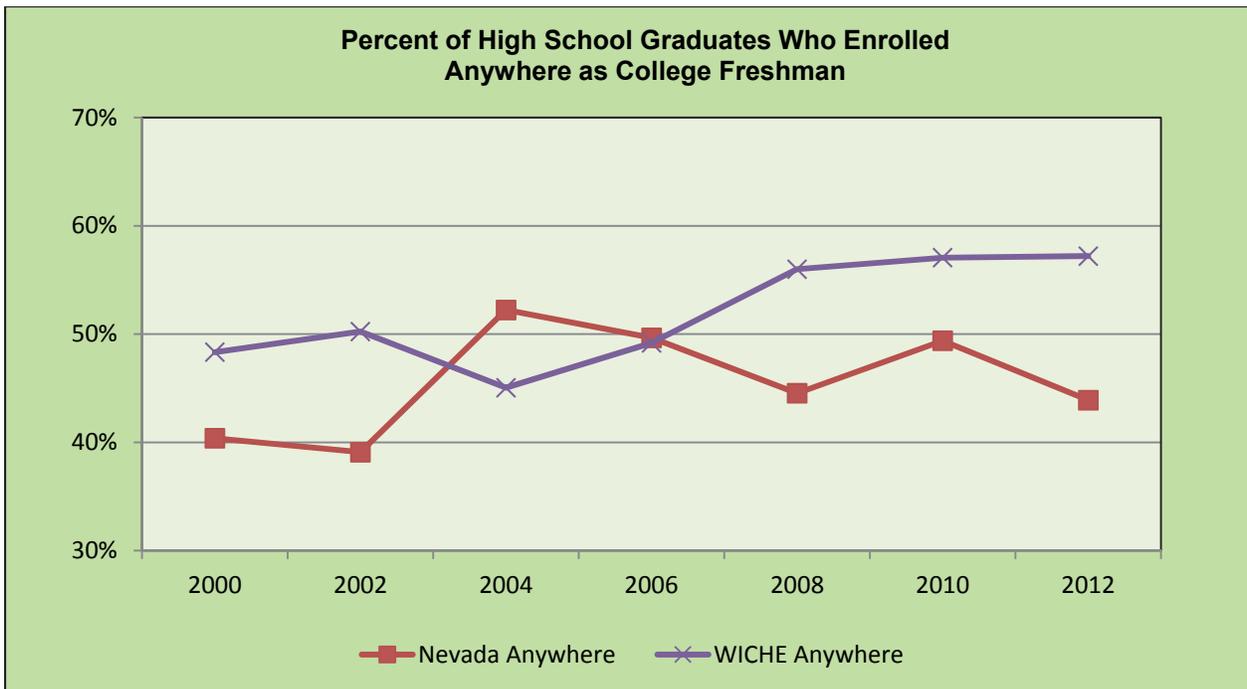
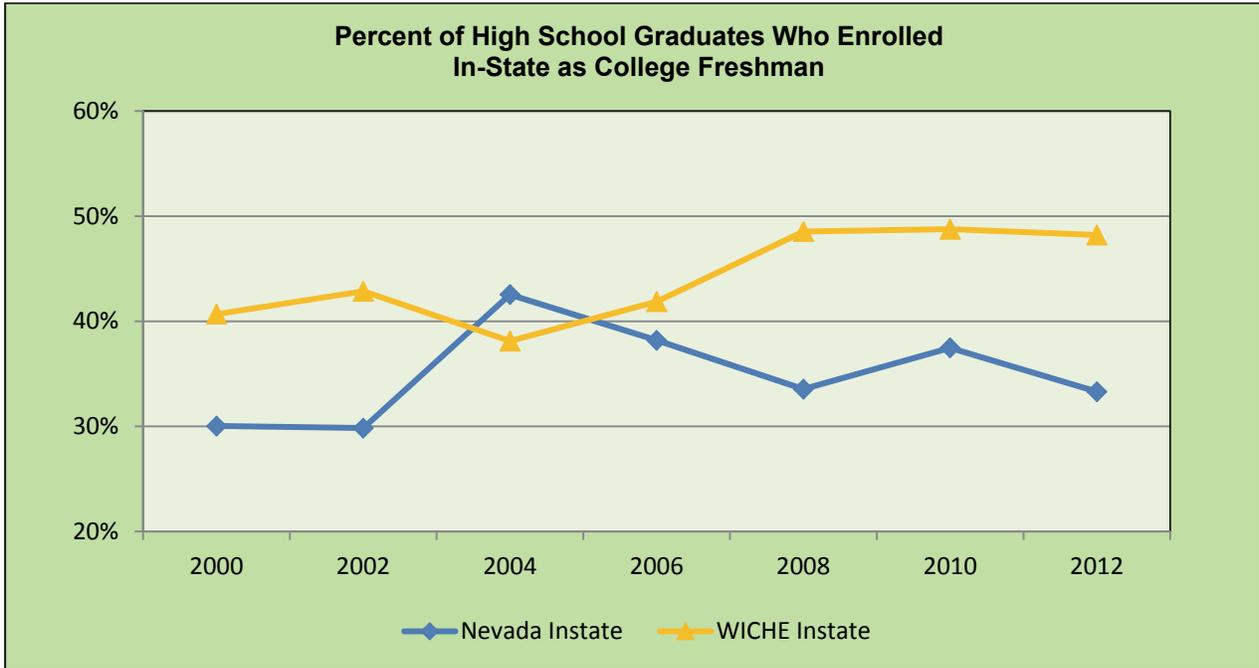
School Year	CSN	GBC	TMCC	WNC	NSC	UNLV	UNR	SNC	RUHS	Total
2001–2002	2,558	197	894	328	31	3,848	3,861	17	N/A	11,734
2003–2004	3,379	293	1,467	493	128	6,201	5,493	22	N/A	17,476
2005–2006	3,022	298	1,369	466	270	6,095	5,596	16	N/A	17,132
2007–2008	2,913	286	1,235	446	248	6,226	5,373	22	N/A	16,749
2009–2010	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

Source: Office of the State Treasurer, *Annual Report Fiscal Year 2014*.



The National Judicial College, the country’s leading institution for the education of judges, is located on the campus of the University of Nevada, Reno.

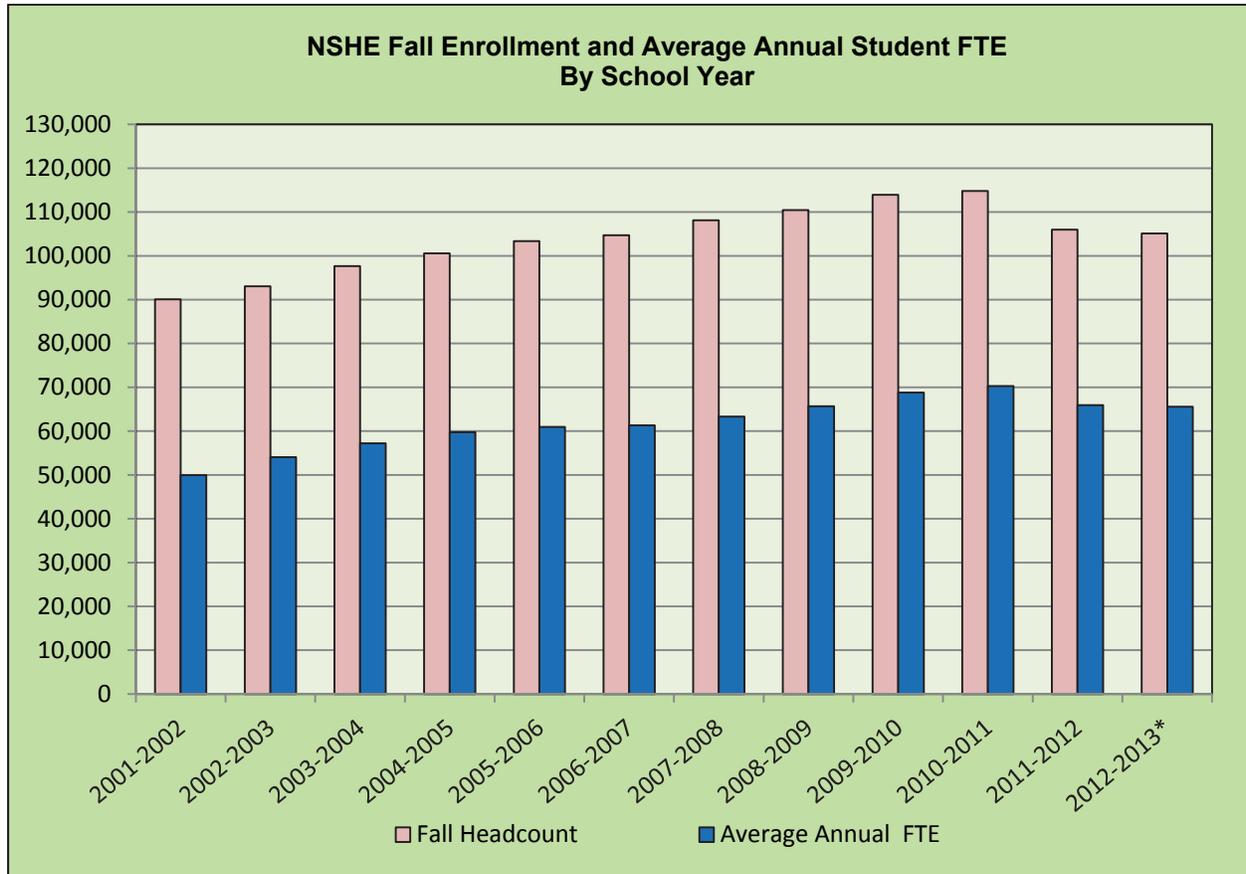
Higher Education—Enrollment



Source: WICHE, *Regional Fact Book for Higher Education in the West*, 2014.

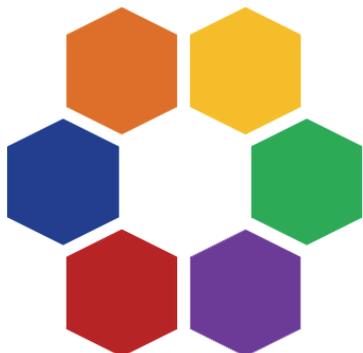
Higher Education Enrollment (*continued*)

NSHE HISTORICAL FALL HEADCOUNT AND AVERAGE ANNUAL FTE ENROLLMENT



***Note:** SY 2012–2013 figures are preliminary.

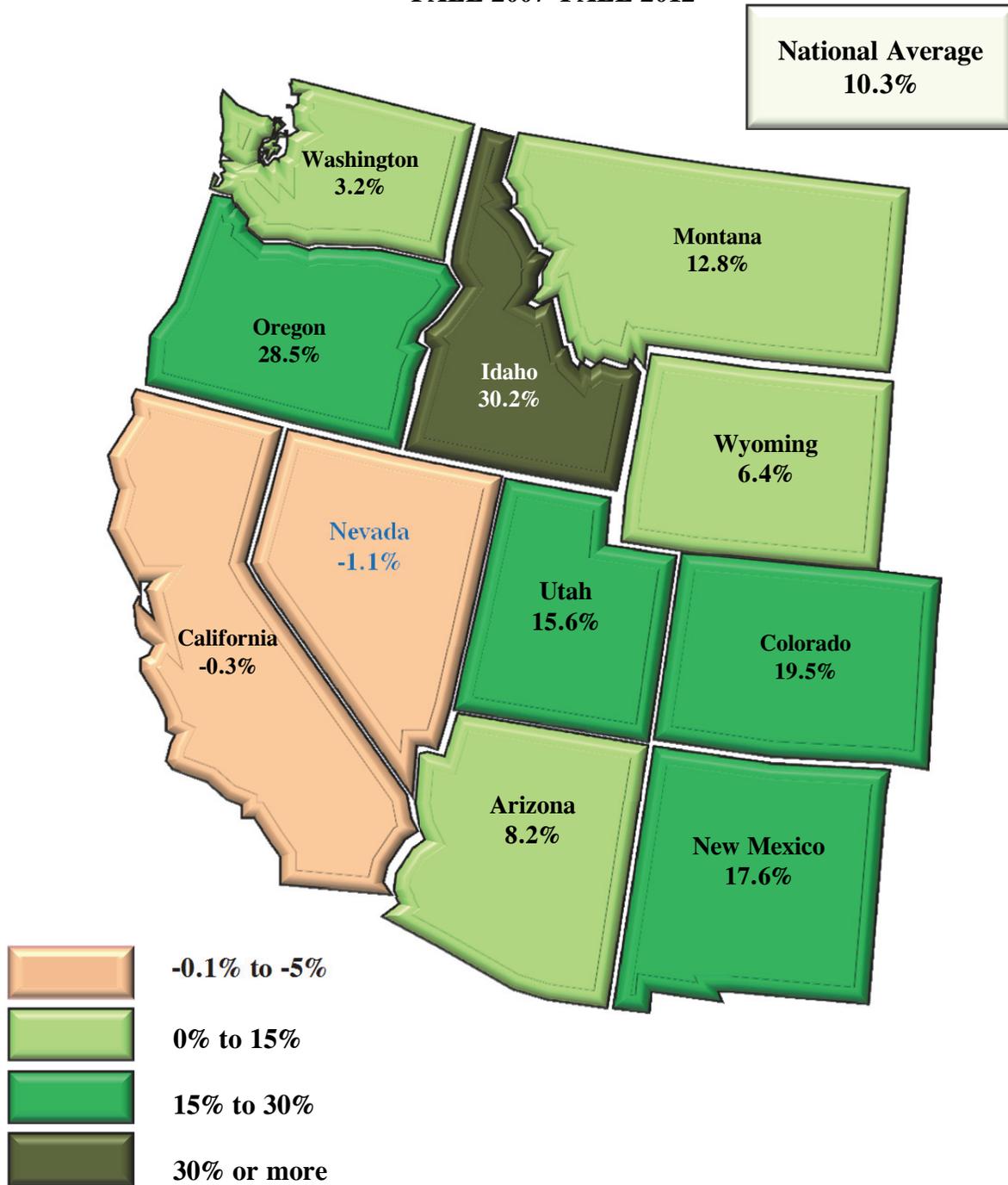
Source: NSHE, Data Dashboards: Enrollment, <http://system.nevada.edu/Nshe/index.cfm/data-reports/data-dashboards/enrollment/>.



Regular university classes were offered in Las Vegas beginning in 1951 at Las Vegas High School.

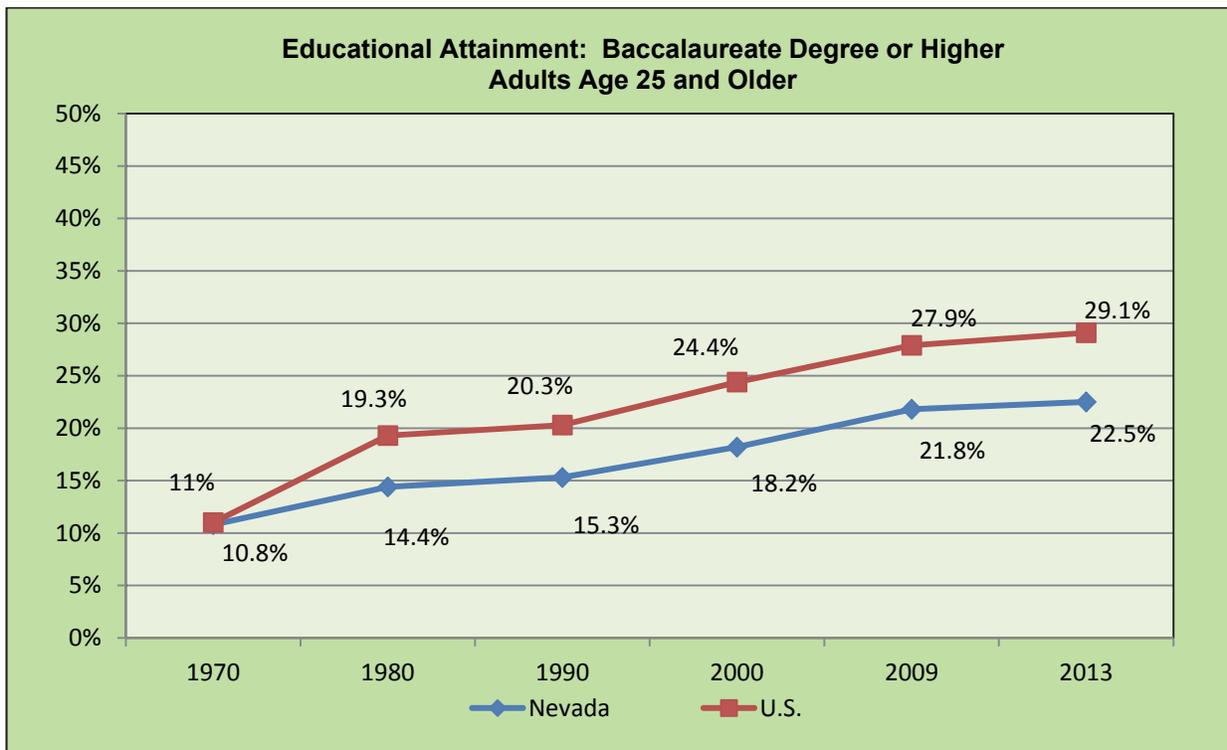
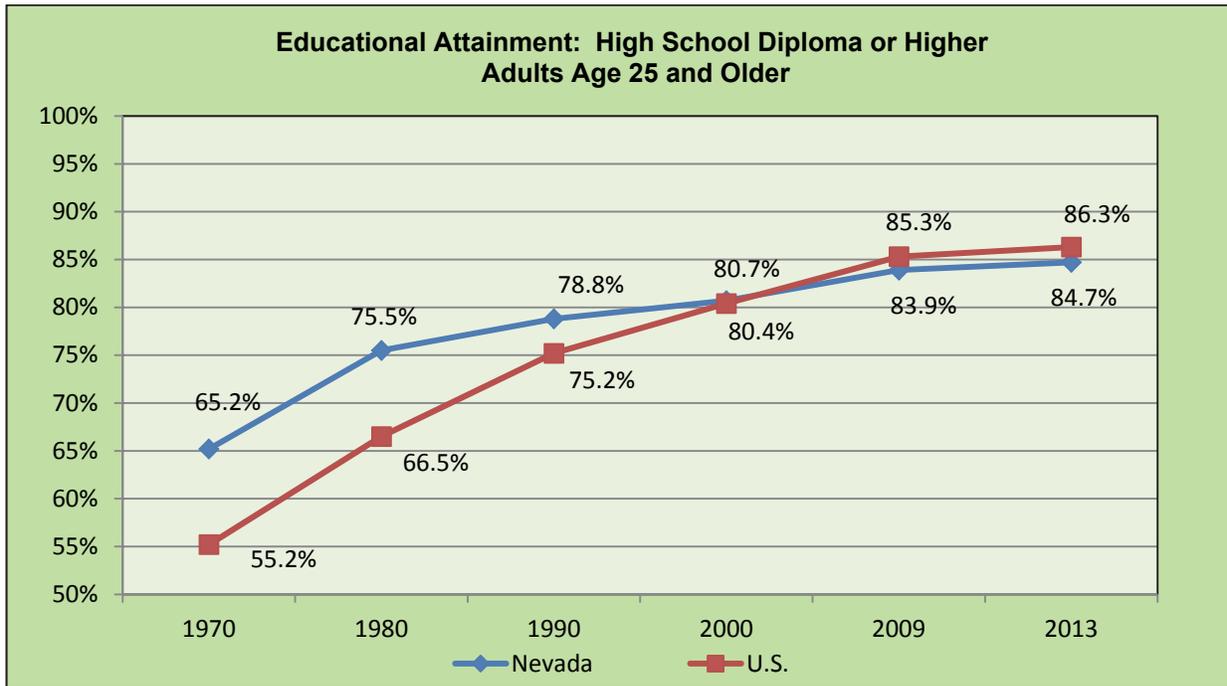
Higher Education Enrollment (*continued*)

CHANGE IN ENROLLMENT IN PUBLIC DEGREE-GRANTING POSTSECONDARY INSTITUTIONS—WESTERN STATES
FALL 2007–FALL 2012



Source: NCES, *Digest of Educational Statistics 2013*, Table 304.15.

Higher Education—Educational Attainment



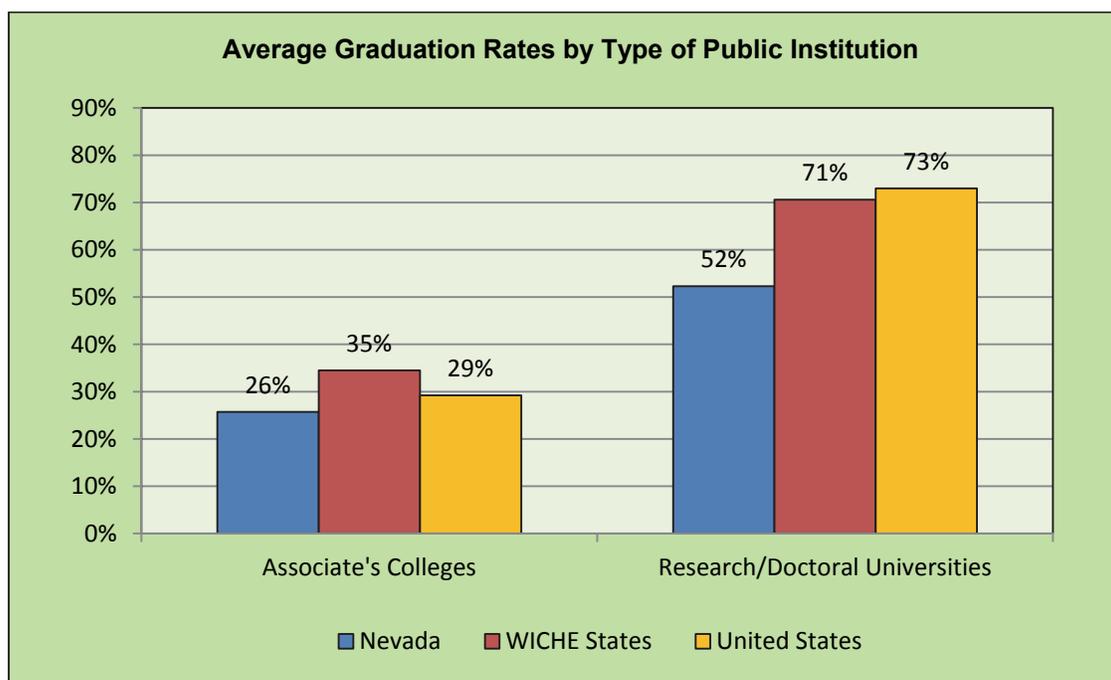
Source: U.S. Census Bureau, *Decennial Census*, 1970 to 2010; and WICHE, *Regional Fact Book for Higher Education in the West*, 2014.

Higher Education—Transition and Completion Rates

TRANSITION AND COMPLETION RATES FROM NINTH GRADE TO COLLEGE NEVADA AND WESTERN STATES—2012

State	For Every 100 Ninth Graders	Number Who Graduate from High School	Number Who Enter College	Number Who Graduate from College
Arizona	100	68	31	14
California	100	66	37	20
Colorado	100	70	44	22
Idaho	100	79	36	14
Montana	100	79	46	28
Nevada	100	50	26	10
New Mexico	100	62	44	13
Oregon	100	71	33	15
Utah	100	79	37	18
Washington	100	69	33	17
Wyoming	100	75	44	25
Nation	100	69	43	21

Source: National Center for Higher Education Management Systems (NCHEMS), *Student Pipeline – Transition and Completion Rates from 9th Grade to College*, 2014.



Source: WICHE, *Regional Fact Book for Higher Education in the West*, 2014.

NSHE Remediation Rates—By Institution

RECENT NEVADA HIGH SCHOOL GRADUATES PLACED IN REMEDIAL CLASSES AS A PERCENTAGE OF ALL RECENT NEVADA HIGH SCHOOL GRADUATES ENROLLED IN THE NSHE 2013 (NEW 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	1,649	675	182	2,603	144	793	246	6,203
	Percentage	56.8%	33.5%	80.9%	54.1%	54.1%	77.2%	51.5%	55.6%

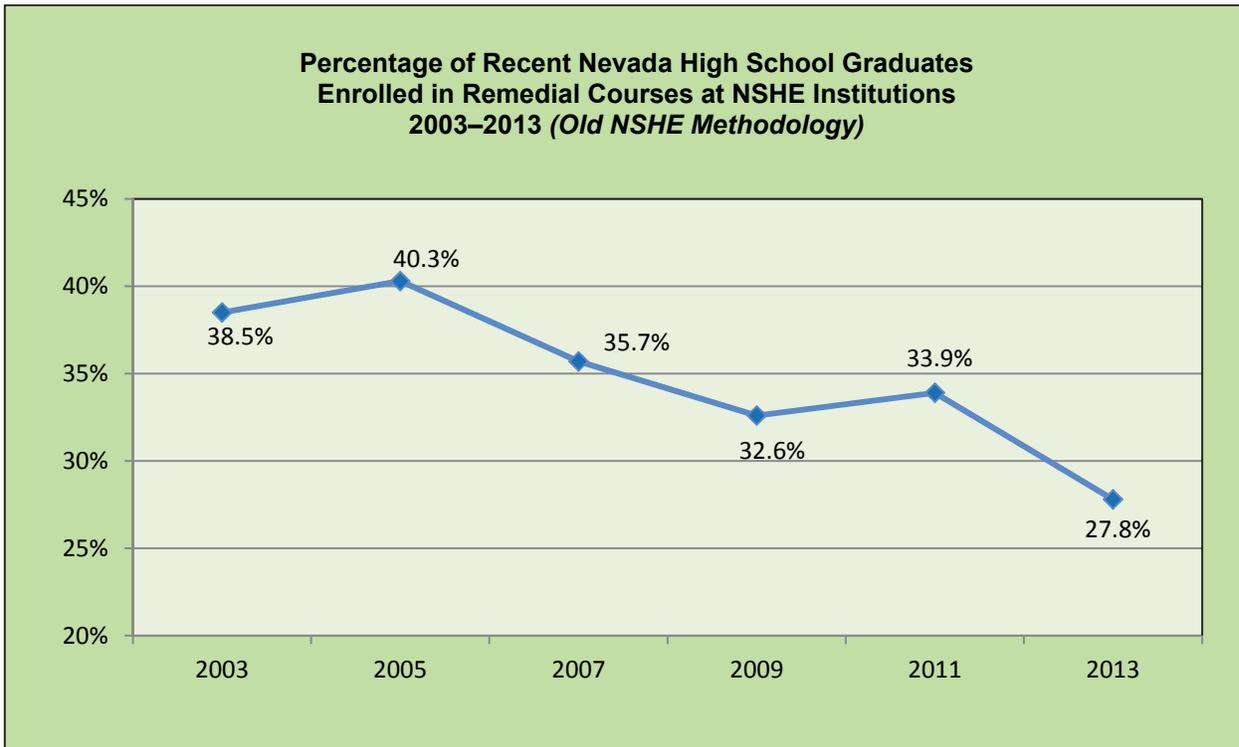
RECENT NEVADA HIGH SCHOOL GRADUATES ENROLLED IN REMEDIAL CLASSES AS A PERCENTAGE OF ALL RECENT NEVADA HIGH SCHOOL GRADUATES ENROLLED IN THE NSHE 2003–2013 (OLD NSHE METHODOLOGY)

		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%

*NSHE employed new methodology for 2013 figures. For more information, go to: https://www.nevada.edu/ir/Documents/RemedialEnrollment/2013_14_Remedial_Placement_&_Enrollment_Report.pdf.

Source: NSHE, *2013–14 Remedial Placement & Enrollment Report* and *Remedial/Developmental Report*, various years.

NSHE Remediation Rates—By Institution (*continued*)



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

RECENT NEVADA HIGH SCHOOL GRADUATES ENROLLED IN REMEDIAL COURSES AS A PERCENTAGE OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN REMEDIATION SY 2013–2014

	UNLV	UNR	NSC	CSN	GBC	TMCC	WNC	Total
All students in remedial education	2,806	1,360	469	9,851	897	4,009	1,351	20,743
Recent Nevada high school graduates in remedial education	1,531	626	158	1,527	148	650	250	4,890
Recent Nevada high school graduates as percentage of total in remedial education	54.6%	46%	33.7%	15.5%	16.5%	16.2%	18.5%	23.6%

Source: NSHE, *2013–14 Remedial Placement and Enrollment Report*, 2014.

NSHE Remediation Rates—By Millennium Scholarship Program Status

RECENT NEVADA HIGH SCHOOL GRADUATES ENROLLED IN REMEDIATION IMMEDIATELY FOLLOWING GRADUATION (UNDUPLICATED COUNTS) SUMMER AND FALL 2003 THROUGH 2013

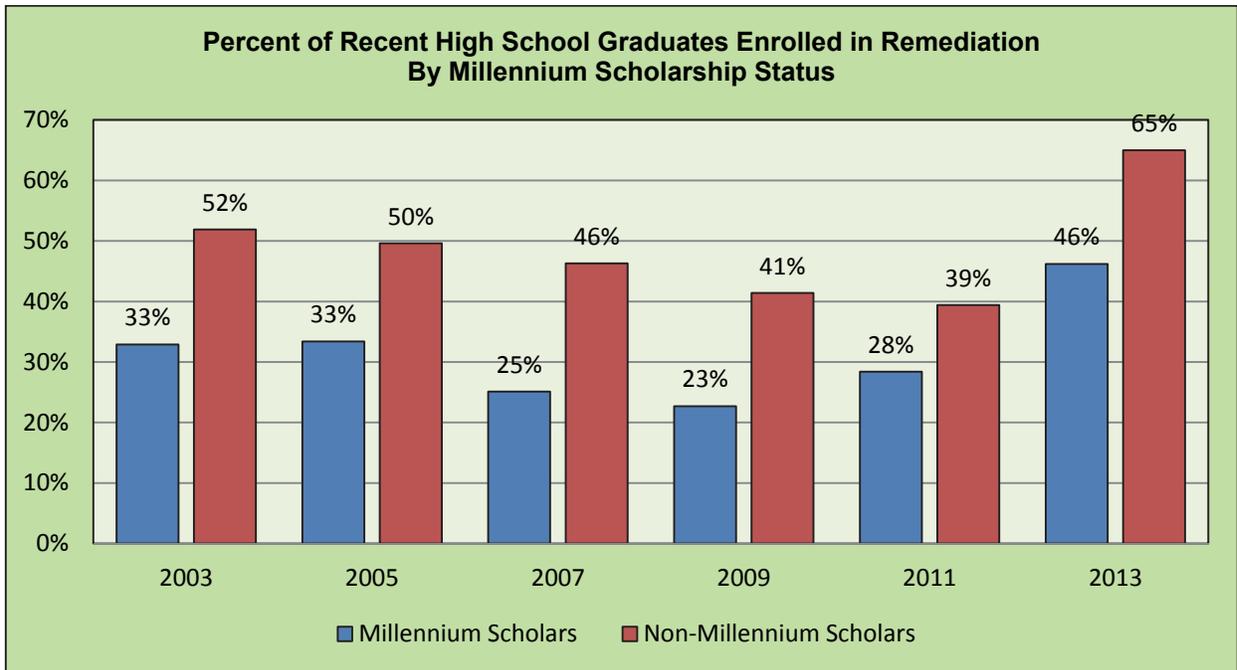
School Year	Millennium Scholars			Non-Millennium Scholars		
	Enrolled in NSHE	Enrolling in Remedial Courses	Percent Enrolled in Remedial Courses	Enrolled in NSHE	Enrolling in Remedial Courses	Percent Enrolled in Remedial Courses
2003	5,048	1,662	32.9	2,099	1,089	51.9
2005	4,667	1,560	33.4	3,444	1,709	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	Enrolling 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

*NSHE methodology for calculating students in remediation changed in SY 2013–2014. For more information: https://www.nevada.edu/ir/Documents/RemedialEnrollment/2013_14_Remedial_Placement_&_Enrollment_Report.pdf.

Source: NSHE, *2013–14 Remedial Placement & Enrollment Report* and *Remedial/Developmental Report*, various years.

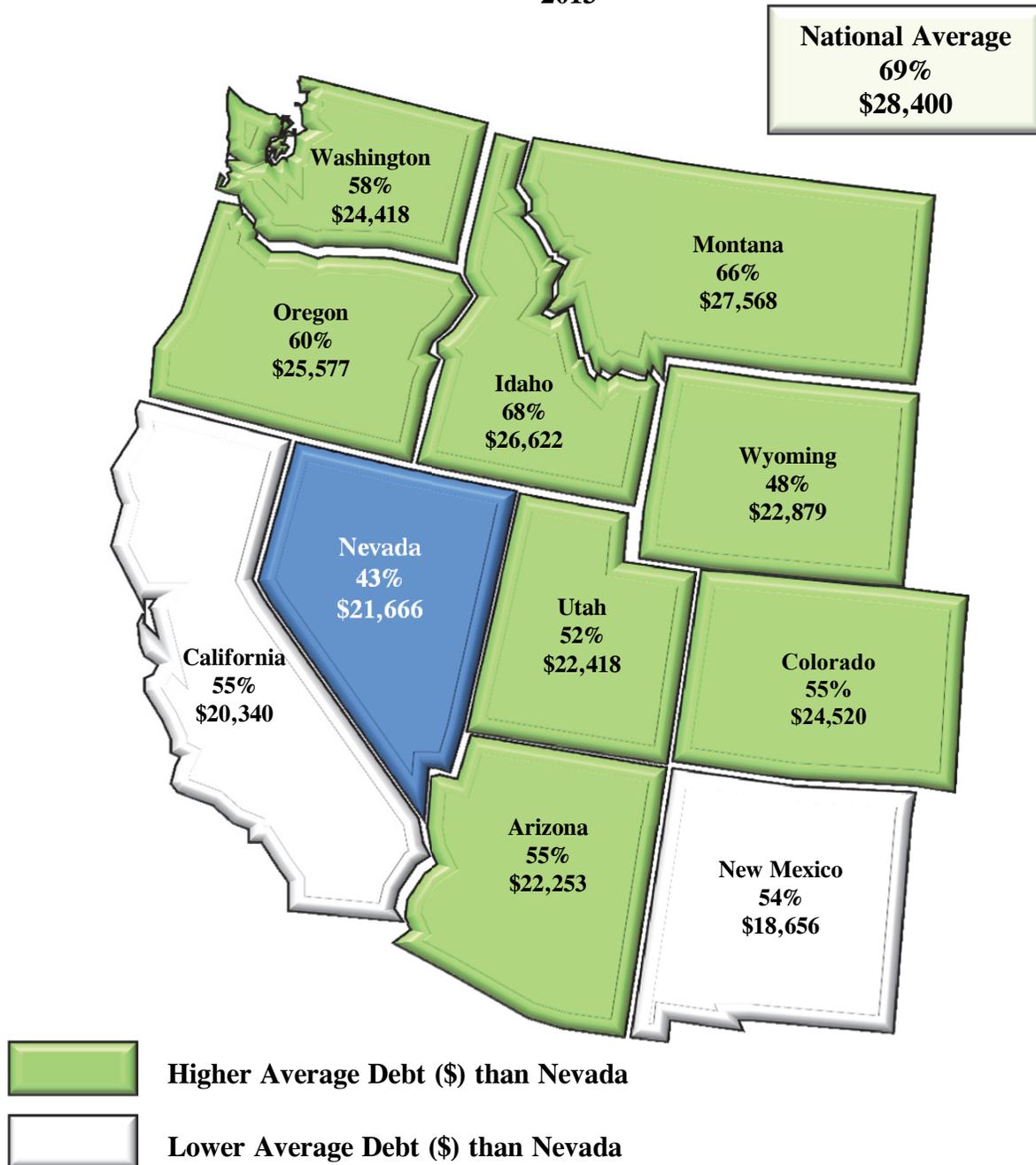
NSHE Remediation Rates—By Millennium Scholarship Program Status
(continued)



On May 27, 1970, Elko Community College held its first commencement ceremony and awarded seven associate degrees and three adult high school diplomas.

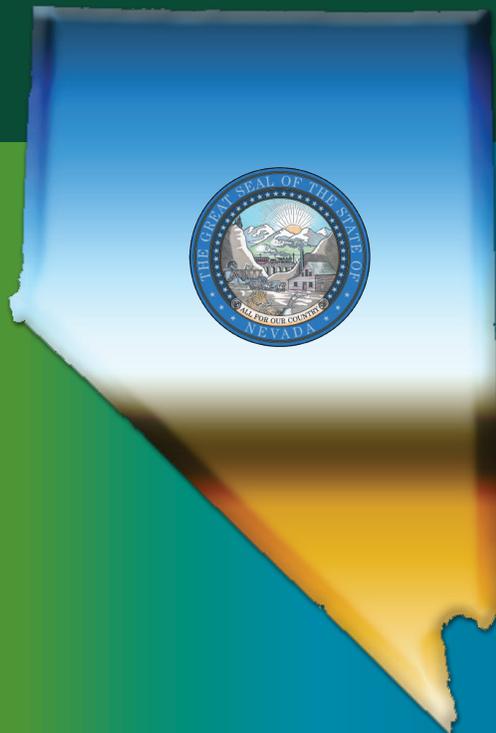
Higher Education—Student Loan Debt

**PERCENTAGE OF GRADUATES WITH DEBT AND
AVERAGE DEBT OF THOSE WITH LOANS
WESTERN STATES
2013**



Source: The Institute for College Access & Success, *Student Debt and the Class of 2013*, November 2014.

**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
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**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/>.**