

Nevada's Consolidated Annual Report Program Year 2007-2008

Executive Summary

Nevada's Consolidated Annual Report (CAR) for program year 2007-2008 reviews:

- the implementation of the required and permissible uses of Perkins funds to further career and technical education (CTE) in Nevada,
- Nevada's progress in developing technical skills assessments,
- the implementation of state program improvement plans,
- areas that Nevada school districts must address in their individual local CTE improvement plans,
- reports of Nevada's financial status with regard to Perkins funds,
- secondary and postsecondary CTE student enrollments by demographic categories,
- unduplicated counts of CTE concentrator enrollments by career clusters; and
- CTE student performance on three secondary accountability indicators.

While Nevada merged the Tech Prep appropriations with the Basic Grant funds under the reauthorized Carl D. Perkins Act of 2006 (Perkins IV), the State maintained the integrity of the tech prep concept. Merging the tech prep appropriations with the basic funds was a coordinated decision by the State Office and the State Tech Prep Advisory Committee. The existing tech prep system will be maintained in Nevada throughout the duration of Perkins IV.

Nevada exceeded the overall adjusted level of performance on all three accountability indicators: reading/language arts proficiency, mathematics proficiency, and graduation rate. Further, each subpopulation measured on the three accountability indicators exceeded the adjusted level of performance except limited English proficient students on the two academic proficiency performance indicators.

For the graduation rate performance indicator, Nevada used the program year 2006-2007 because dropout rates for 2007-2008 school year that are critical to calculating graduation rate are not available to the state until March, 2009. Also, Nevada's collection of individual postsecondary CTE students did not include a field for concentrator, so the unduplicated career cluster counts for CTE concentrators could not be provided this year. Demographic data on CTE enrollment was provided at the secondary and postsecondary level, and unduplicated career cluster counts for secondary CTE concentrators were provided.

- **NARRATIVE PERFORMANCE INFORMATION**

1. **Implementation of State Leadership Activities**

- a. **Required Uses of Funds**

- **Offering technical assistance for eligible recipients**

The Office of Career, Technical and Adult Education (OCTAE) provided ongoing technical assistance to sub-grant recipients in the following primary areas: (1) application development, focusing on comprehensive program improvement and development; (2) recommendations for uses of funds targeted for program improvement objectives; (3) best practices for grants management; and (4) clarification of purposes of Perkins IV. Department staff members also provide guidance for LEAs in using the State Program Quality Criteria to help focus program-improvement initiatives.

- **Conducting an assessment of the career and technical education programs funded under Perkins**

In order to promote a more comprehensive approach to improve CTE programs, OCTAE has customized the state's Lifelong Learning Initiative or Program Quality Criteria for various CTE program areas. Using these Quality Criteria, the Lifelong Learning Initiative was also incorporated into Nevada's Five-Year Carl D. Perkins State Plan. A site-based assessment instrument based on the Program Quality Criteria has been developed for school districts and individual high schools to use as needed to review and evaluate CTE programs.

- **Developing, improving, or expanding the use of technology in career and technical education**

State skill standards have been a driving force in identifying program improvement needs, specifically with regard to technology. Funding authorized by the Perkins Act has greatly enhanced the availability of technology in CTE programs. All programs are encouraged to incorporate technology to every degree possible. Examples include state-of-the-art technical equipment used for hands-on learning, computer lab upgrades, software purchases and subscriptions, and educational technology to enhance teaching methods.

State-of-the-art equipment was purchased by local educational agencies to improve existing programs and develop new programs. Development of new state skill standards for CTE programs provided another impetus for expanding the use of technology. Whenever possible, national standards were used and/or modified. Nevada's state skill standards help define the skills and technology needed to meet high standards and; therefore, provide a means to identify and direct program improvement. Funds were also used to purchase equipment and supplies in several middle school technology education programs.

- **Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels**

The following are examples of how Nevada CTE staff has provided new and successful professional development opportunities for local CTE educators. State and local sponsored professional development and teacher preparation activities assisted with preparing technical education personnel, academic personnel, guidance staff, administrators, and department staff.

During the 2008 Annual Summer and Winter Nevada Agriculture Teachers Association Conference, instructors focused on State Agriculture Skill Standards and business certification

opportunities through the Nevada Landscape Association. Two professional development sessions were provided for business education teachers in winter conferences that focused on Financing Your Future and Stock Market Game trainings. Department staff assisted with four business education trainings throughout the state. Staff also hosted a health occupations in-service that focused on academic integration in medical photography. Other statewide in-services included training for automotive teacher, implementation of employability skills, and advisor training to implement local CTSO chapters. Department staff also presented implementation strategies for the State's Five Year Plan. Additional training was provided for counselors, work-based learning specialists, with a focus on promoting enrollments and success in programs leading to nontraditional employment. OCTAE staff have also provided professional development to two school districts on civil rights compliance to train participants on meeting the education requirements of the Office of Civil Rights.

Over 200 secondary and postsecondary instructors and administrators attended OCTAE's Nevada Association for Career and Technical Education Annual Conference. Participants were able to attend a variety of curriculum development and hands-on workshops.

OCTAE staff will continue to engage in strategies to improve teacher quality through professional development activities consistent with the provisions in the *No Child Left Behind Act*. This collaborative effort will include activities to seek the input of teachers, principals, parents, administrators, paraprofessionals, and other school personnel regarding the professional development needs of career and technical education teachers throughout the state.

Many of Nevada's CTE educators had the opportunity to attend the Nevada Department of Education's Mega Conference, as well as the statewide Leadership Summit, both presented by the International Center for Leadership in Education, which featured academic and CTE information provided in sessions that included selected best academic and CTE practices in traditional and CTE schools.

- **Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education**

CTE staff currently participates in two major initiatives promoted by the Nevada Department of Education, the High School Reform and the State Improvement Plan. Staff members have served on multiple committees for these initiatives. Data that illustrates CTE students have lower dropout rates, higher proficiency scores, and higher graduation rates have been included in both initiatives as innovative programs for high school reform in Nevada. Currently, CTE courses qualify for one graduation credit, and over 60 percent of the agriculture science courses meet biological science credit requirements for high school graduation and college entrance.

The OCTAE *Career and Technical Education Skills for Employment and Lifelong Learning* was developed to improve the quality of career and technical education in Nevada. This plan addresses the four pillars of *No Child Left Behind* and the key issues of the *Nevada P-16 Initiatives, 2002-2007*. OCTAE will continue to execute the initiatives and to revise the goals outlined in this plan.

OCTAE has created over thirty sets of statewide skill standards approved by the State Board of Education. The development of additional skill standards will be a major activity for OCTAE in the coming year. These standards are integrated with academics while focusing on improving skill attainment and professional development.

OCTAE has engaged the Nevada legislature over the past three sessions to fund and support the establishment, maintenance, and operation of career and technical education programs. During the 2007 legislative session, bills were introduced to fund the improvement of CTE, as well as to give districts the opportunity to pool funds and create regional CTE centers. The state funded one-shot budget of four million dollars each for FY-08 and FY-09 to expand, improve, and

maintain Career and Technical Education during this past session. These funds were partially cut during the FY-08 and fully cut during the FY-09 due to the current economic recession.

- **Providing preparation for nontraditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable**

One career education consultant focuses a third of his time on nontraditional activities, including the continuation of Nevada Nontraditional and Emerging Technologies for Success (NvNETS). NvNETS members meet semi-annually and include CTE educators, counselors, and administrators from secondary and postsecondary institutions who are committed to assisting students to successfully complete training and become employed in nontraditional careers.

An aggressive ongoing marketing effort has been made across the state, including assembling a team to visit high schools and provide information about nontraditional classes and future careers. These visits often focus on ninth graders and include administering the Career Cluster Inventory to all students. Also, an exciting interactive exercise is provided that uses nontraditional employees from the local community, and students try to guess what each employee does for a living. The employees briefly talk to the students, telling them what they enjoy about their work, how they were trained, and any barriers they encountered along the way.

For the third year, feature articles highlighting nontraditional programs were written and published in CLASS Magazine each month during the nine-month school year. These articles were disseminated to every high school student in Clark County, or to about 40,000 high school readers. Clark County School District is the nation's fifth largest school district. An OCTAE staff member conducted several one-day workshops in various regions of the state discussing a variety of nontraditional topics, such as recruitment, retention, and gender equity. Several competitive nontraditional grants totaling \$30,000 were awarded to two community colleges. These grants will perpetuate future careers in nontraditional employment. More than 1,000 students and 350 educators participated in the above-mentioned activities.

- **Supporting partnerships among local educational agencies, institutions of higher education, adult education providers and, as appropriate, other entities such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study**

Partnerships among secondary and postsecondary education are fostered through the collaboration promoted by the tenets of tech prep, primarily through articulation agreements and program oversight by tech prep consortia. Additionally, dual enrollment opportunities are expanding in the state through the use of online and video-based instruction as well as by sharing instructors and/or facilities. Technical skills committees have representation from postsecondary and secondary local education agencies. Secondary students are invited to participate in events held by postsecondary institutions, such as the College of Southern Nevada Annual Expo, Truckee Meadows Community College's Business/IT recruitment days, and diversity programs held at the University of Nevada Las Vegas. The postsecondary division of Nevada ACTE collaborates with secondary educators in professional development activities at the annual summer conference as well as throughout the year.

OCTAE uses business and industry technical skills advisory committees to solidify and expand business and industry linkages with employers in local communities. These committees are organized by school districts and community colleges for each program area. The advisory committees meet a minimum of three times each year per Nevada State Statute, and their business and industry representatives provide essential leadership for program development and improvement.

OCTAE staff facilitates the Statewide Tech Prep Steering Committee, a committee of stakeholders that guide the development and implementation of policies and procedures to maintain and expand curricular linkages between secondary and postsecondary education. The committee meets a minimum of two times per year.

Career and Technical Student Organizations (CTSOs) partner with numerous business leaders who serve the organizations as speakers, subject matter experts, judges, and board members.

Nevada's Career and Technical Education Steering Committee consists of members of the business community and state agencies, secondary and postsecondary educators, and local workforce board representatives. It was expanded to forty-four members to develop the Perkins IV Five-Year Plan. During the development of the plan in FY 07-08, the Committee met five times, including two public hearings. Three of the various topics of discussion were the expansion of business partnerships, the promotion of CTE, and CTE's future direction in Nevada.

The OCTAE director and two staff members continued to be involved in Nevada's Dropout Initiative. (See Adult/Dropout in Permissible Activities).

The OCTAE director continued to serve as chair for the Individual Training Account (ITA) Taskforce, a standing committee of the State Workforce Investment Board.

OCTAE partners with the Nevada Council on Economic Education to provide professional development to business, marketing, and family and consumer sciences teachers in areas such as financial literacy, the Stock Market Game, and ethics in economics. This partnership includes sponsoring the Nevada High School Business Plan Competition.

OCTAE business/marketing staff and CTSO students are involved with Nevada E-week, which is spearheaded by the Nevada Center for Entrepreneurship and Technology. The planning committee consists of many businesses and non-profit organizations to promote entrepreneurship in Nevada during National Entrepreneurship Week, which was February 23-March 1, 2008.

The OCTAE director serves as a Commissioner on the Governor-appointed Nevada Commission for National and Community Service.

OCTAE's agriculture education consultant serves on the National FFA Board of Directors.

OCTAE staff provides assistance as requested to local advisory committees and administrators to develop programs of study within districts. Rural districts are not as far along in the process as the three largest districts that have completed the process. To assist all stakeholders, the state staff is completing a career cluster model for Nevada, which will align the sixteen career clusters with Nevada's program areas and career pathways. This project should be completed by the spring of 2009. Training will be provided to educators at various times such as at the Nevada ACTE Summer Conference (NACTE). Postsecondary partners are a part of the pathway development process and articulations are included in the programs of study.

Other partnerships exist through statewide committees and foundations that directly serve CTE programs and Career and Technical Student Organizations, such as the Nevada FFA Foundation, the Family and Consumer Sciences Advisory Board, the CTE State Plan Advisory Committee, and the State CTE Tech Prep Steering Committee.

- **Serving individuals in State institutions**

The Nevada Five-Year State Plan designates one percent funding for state institutions, as stipulated in Section 124 of the Carl D. Perkins Act of 1998. In FY08, the funds were issued on a

competitive basis and were awarded to two youth corrections institutions: C.O. Bastian High School in Lincoln County (awarded \$49,959.28) and the Nevada Youth Training Center in Elko County (awarded \$36,667.05).

- **Providing support for programs for special populations that lead to high skill, high wage, and high demand occupations**

Funding was provided to assist secondary and postsecondary students with financial assistance for various needs that enabled them to continue their educational plans.

Several programs were funded to assist limited English proficient students at the secondary and postsecondary levels. These included interpreters where needed and links to live interpreters off Web sites. Announcements and various student information publications were printed in Spanish and translation services were made available.

Funds were utilized to accommodate students with disabilities both at the high school and post-secondary levels. Interpreters and note takers were contracted to assist deaf students enrolled in community college CTE courses. Classroom aides were hired to assist students enrolled in courses in high school. The College of Southern Nevada was awarded \$136,905.21 to its Disability Resource Center to assist students with various academic and physical barriers.

The Civil Rights Compliance team conducted an on-site review of Western Nevada College. Several accessibility issues were brought to the college's attention. Based on the Voluntary Compliance Plan, construction on ADA (Americans with Disabilities Act) compliant projects began in FY-08.

b. Permissible Uses of Funds

- **Improving career guidance and academic counseling programs**

Improvement of career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions included:

- The career education consultant continued to coordinate the efforts of the Leadership Forum. This forum meets semi-annually and is comprised of middle and high school guidance counselors and administrators statewide. The mission of the forum is to research, develop, and disseminate information that will assist students in developing plans to obtain their chosen careers.
 - During the past biennial Nevada Legislative session, Assembly Bill 212 was passed. This bill paved the way for counselors to move away from test administration and spend more time assisting students and parents with counseling issues. It also contained wording for each high school student to have a four year plan in place, and that the plan would contain a CTE component.
 - Career Clusters are used throughout the state. For the third consecutive year, efforts were made to align course sequences to the career cluster pathways.
 - Partial funding has been provided in Clark County for WorkBased Learning Specialists. These individuals work in the career centers at the high schools to assist students with career exploration information, after-school employment, college and technical school experiences, and military service.
- **Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students**

To assist with secondary–postsecondary articulation agreements, school districts in Nevada are served regionally through college service areas. Each community college has an established

tech prep consortium staffed with a designated tech prep coordinator. The Five-Year State Plan requires the development of articulation agreements for every eligible program. Eleventh and twelfth grade students may earn up to fifteen college credits while in high school through their enrollment in articulated classes. The earned college credit is transcribed upon completion of the course with a course grade of B or higher. In 2007-08, 12,244 eleventh and twelfth-grade students were enrolled in articulated CTE courses. Of that number, 8,135 or 66 percent earned a grade of B or higher and were thereby eligible for college credit.

The statewide Tech Prep Steering Committee provides guidance to further the development of policies and initiatives to better enable students to transition from secondary to postsecondary education. The committee, comprised of key stakeholders, met three times in 2007-08.

- **Supporting career and technical student organizations**

Career and Technical Student Organizations (CTSO) are supported in Nevada by both local and State match of Perkins funds. Many of the local agencies support local CTSOs through training, equipment, travel funds and a co-curricular approach to the inclusion of CTSOs in our educational courses. At the state level, CTSOs are supported and developed through the use of some Perkins Leadership funds. These funds are used to support travel, conference development, chapter development at the site level, and training of state officer teams.

- **Supporting family and consumer sciences programs**

In FY-08, the Nevada Family and Consumer Sciences (FCS) program included 172 teachers serving 14,455 students in 314 different courses. The program areas within the FCS program include: Child/Human Development, Clothing and Fashion, Culinary Arts, Fashion Merchandising, Foods and Nutrition Science, Home and Careers, Independent Living, and Housing and Interior Design. Several schools offer the GRADS program which serves the unique needs of pregnant and parenting students. Food Production/Culinary Arts is a popular program in Nevada with over 7,000 students participating in 62 schools. Many of the school districts have adopted the National Restaurant Association's ProStart Program that served over 900 students in 39 schools. The ProStart state and national competitions are popular with Nevada students. Participants do very well in the national competition, generally placing in the top ten in both culinary and management events.

Last spring, standards documents were completed in the areas of Clothing and Fashion, Foods and Nutrition, and Housing and Interior Design. Each set of standards has been cross-walked with academic standards and employability skills, as well as being validated by business and industry. The career and technical student organization Family, Career, and Community Leaders of America, (FCCLA) is supported in Nevada as an integral component of FCS programs. This past year, there were 406 affiliated students who participated in 18 chapters of FCCLA, with an increase by four chapters and 23 students. Thirty-four students traveled to compete in the national competition.

- **Supporting partnerships between education and business or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels**

Students in many CTE programs have opportunities for internships and job shadowing through partnerships with business. These partnerships with business require efforts from the student, educator, and business partner to ensure that a meaningful experience takes place. Cooperative work experience allows students to earn high school credit while working in a field related to their CTE course. Training agreements between the cooperating teacher, parent, student, and business partner are vital to the success of the program. Teachers have the opportunity to build

relationships with businesses which leads to further support of programs. Over 700 students in Clark County are enrolled in Cooperative or Exploratory Work Experience.

Secondary students in some districts have the opportunity to take dual enrollment courses for college credit in addition to Tech Prep articulated credits. In rural districts, this is often through online courses or by attending at a satellite campus adjacent to the high school. A few programs are sharing high school facilities to offer dual enrollment courses.

- **Providing activities to support entrepreneurship education and training**

Entrepreneurship has become a popular and important course throughout Nevada. It is also incorporated into several program areas such as agriculture, marketing, business and the trades. Some educators attend the Entrepreneurship Education Forum each year, and Nevada has become a participating state in the Consortium for Entrepreneurship Education.

The Department hosts the annual Nevada High School Business Plan Competition with support from the Nevada Center for Entrepreneurship and Technology and the Nevada Council on Economic Education. This February 2009, participants in the competition will be invited to attend the first ever High School Entrepreneurs Conference. Students will attend seminars on marketing and financing their business and the finalists will present their plans to judges. The event will end with the awards to the winners.

The business/marketing consultant and CTSO students are involved with Nevada E-week that is spearheaded by the Nevada Center for Entrepreneurship and Technology. The planning committee consists of many businesses and non-profit organizations to promote entrepreneurship in Nevada during National Entrepreneurship Week, February 23-27, 2009.

- **Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education**

Initiatives toward aligning CTE courses with the National Career Clusters model have been initiated. Courses are being aligned into sequences in each of our six program areas. Within the Nevada model, a student will be able to track a program area to various courses offered, view which of the national clusters it falls under, and access information on many career options/pathways. Students accessing the Nevada model will eventually be able to research career information from a variety of sources: brochures, Web sites, and posters. With links to the Nevada Career Information System, students will be able to learn about employment trends in Nevada with data on job openings, growth rates, necessary training, and salary.

Currently in Nevada, there are five career and technical academies, three in Clark County and two in Washoe County. The Northwest CTA was opened in 2007 and currently has 1,299 students. The East CTA opened in fall of 2008 with 9th and 10th graders totaling 846 students. Southeast CTA was first opened in 1966 and in 2007 went through renovations and currently has over 1,600 students. In addition, two more career and technical academies are due to open in Clark County in 2009, Southwest CTA and Central CTA. In Washoe County, there are currently two career and technical academies; Academy for Arts, Careers, and Technology with over 400 students and Academy for Career Education with 205 students.

The four community colleges in Nevada offer 835 distance education courses. In FY-08, the College of Southern Nevada offered 377 courses and 53 percent were in career and technical education; Truckee Meadows Community College offered 225 courses and 40 percent were in CTE; Great Basin College offered 135 courses with 40 percent in CTE; and Western Nevada College offered 97 courses with 42 percent in CTE.

2. Progress in Developing and Implementing Technical Skill Assessments

Nevada has started an incremental approach to developing and implementing technical skill assessments and the information in this narrative refers to actions taken last year and this current year. The following action steps were determined in the planning process in 2008:

- Ensure state skill standards for exit-level programs are current
- Compare and contrast assessment models used in other states
- Determine the feasibility of implementing third-party assessments
- Determine how third-party assessment results would be integrated into Nevada's Career and Technical Education Reporting System
- Develop a pilot test model
- Analyze pilot-test results to determine the best model to expand to a greater scale

In FY-08, the Department of Education and representatives from secondary and postsecondary career and technical education reviewed the assessment model used in Virginia. Specifically, the credentialing model used in Virginia Beach City Schools was reviewed in depth. Following that model, an implementation plan is under development. When completed, the plan will include a proposed system for aligning all CTE exit-level programs with one or more potential assessments to include industry certifications, state certifications, and/or third party assessments. The plan will include a structural model to provide Department of Education oversight under State Board of Education approval.

Other models reviewed by the OCTAE staff include Utah's Computerized Skill Certificate Program and the paper and pencil skills evaluation system in Ohio.

3. Implementation of State Program Improvement Plans

The state educational agency and the local educational agencies were responsible for three secondary performance indicators in the first year of the revised Perkins Act reported in the present CAR: 1S1: Secondary Academic Attainment – Reading/Language Arts; 1S2: Secondary Academic Attainment – Mathematics; and 4S1: Graduation Rates.

- **The core indicators that Nevada failed to meet at the 90 percent threshold**

Nevada met or exceeded the actual State Adjusted Level of Performance for each of the three overall performance indicators for all students.

- **The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students**

The only category of CTE student which failed to meet the 90 percent threshold for student academic attainment in both Reading/Language Arts and Mathematics was Limited English Proficient students. All categories of CTE students met the actual State Adjusted Level of Performance for the Graduation Rate performance indicator.

- **The action steps which will be implemented, beginning in the current program year, to improve the State's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified**

The State staff will continue to work with LEAs to provide technical assistance to ensure measures are maintained or exceeded. Technical assistance will be provided through site visits, professional development, and one-on-one communications. The branch statistician will continue to work with data input operators to ensure accuracy of the data and to provide training when necessary.

State staff and Nevada ACTE are committed to professional development activities focused around academic integration in FY-09 which directly impacts these performance indicators. Assistance will be sought from the LEP staff at the department to provide training for educators and to develop specific strategies to address the gap between LEP learners and academic achievement.

Additionally, the established CTE Program Quality Criteria, approved by the Board of Education, and the Program Review document serve as aids for site-based program improvement. The program review document was developed recently with input from educators and administrators and is an evaluation tool designed for CTE educators to examine strengths and weaknesses of CTE at their schools.

- **The staff member(s) in the State who are responsible for each action step**

All CTE State staff is responsible for working with assigned districts and colleges.

- **The timeline for completing each action step**

Support and professional development will be ongoing throughout the year. The LEP staff will be contacted this winter to identify training needs and strategies to assist teachers, including a request to present at the NACTE Summer Conference. The program review document is now available to administrators and educators via the department Website. Districts will be encouraged to conduct self-evaluations of their CTE programs.

4. Implementation of Local Program Improvement Plans

School districts in Nevada are determined by county boundaries. Nevada has 17 counties, but only 16 have high schools with grades 9-12 and those are featured in the present discussion.

It should be noted that for Nevada, in order to provide a valid and reliable indication of meeting an overall performance indicator, there must be at least 20 CTE students in the finding, i.e., in the denominator. For the subgroups, there must be at least 10 CTE students in the finding. Nevada considers any comparison with less than those numbers to be unreliable and, therefore, not applicable (N/A). This is consistent with Nevada's approach in analyzing No Child Left Behind data.

- **The number of school districts that failed to meet the core indicators at the 90 percent threshold**

One district of the 16 school districts failed to meet the 1S1: Secondary Academic Attainment in Reading/Language Arts at the 90 percent threshold. Likewise, 1 district of the 16 failed to meet the 1S2: Secondary Academic Attainment in Mathematics at the 90 percent threshold. Five of the 16 school districts failed to meet the 90 percent threshold for 4S1: Graduation Rate. This spring, each of these school districts will be required to meet with the appropriate representatives of State and local agencies and committees to develop a local program improvement plan to be implemented in the succeeding school year.

- **The disaggregated categories of students within each school district for which there were quantifiable disparities or gaps in performance compared to all students in that school district**

Local Disparities for 1S1: Secondary Academic Attainment in Reading/Language Arts

In most Nevada school districts, there were pretty consistent percentages of proficient CTE students among the various subpopulations for reading/language arts. In one school district, there were lower percentages of proficient CTE males on the high school proficiency tests in reading/language arts,

with poor percentages for white CTE students although there were not enough minorities to provide valid and reliable comparison groups. In 3 of the 16 school districts, CTE students with disabilities had lower percentages of proficient students in reading/language arts. In one school district, economically disadvantaged CTE students had lower percentages of proficient students, and in another school district, American Indian CTE students had lower percentages of proficient students in reading/language arts. Two of the 16 school districts had lower percentages of proficient limited English proficient CTE students in reading/language arts.

In improvement plans this coming spring, school districts with discrepancies in reading/language arts proficiency for category(ies) of CTE students will be asked to address methods to reduce the disparities or gaps in proficiency for these students.

Local Disparities for 1S2: Secondary Academic Attainment in Mathematics

As was the case for reading/language arts, most school districts in Nevada had fairly consistent percentages of proficient CTE students among the various subpopulations for mathematics. One district had lower percentages of mathematics proficient CTE students among individuals with disabilities and students with limited English proficiency. One other school district had lower percentages of mathematics proficient limited English proficiency CTE students and two others had lower percentages of proficient CTE students for individuals with disabilities. Economically disadvantaged CTE students in one district had lower percentages of proficient students in mathematics. Both males and females performed poorly in the school district that failed to meet 1S2 Secondary Academic Attainment in Mathematics.

Like the school districts that showed subpopulation disparities in reading/language arts, school districts with discrepancies in mathematics proficiency for category(ies) of students will be asked to address methods to reduce the disparities or gaps in proficiency for these CTE students in improvement plans this spring.

Local Disparities for Graduation Rates

The five school districts that failed to meet 4S1 Graduation Rates were smaller districts in Nevada. In four of the five, both males and females had low graduation rates, and males had lower graduation rates in the other district, but in that district the number of females was too low to adequately serve as a valid and reliable comparison group. White students had low graduation rates in all five school districts, but in three of them, there were insufficient minority students to allow comparisons for disparities among race/ethnicity groups and in the other two districts, any minority CTE students with sufficient numbers for comparison all had low graduation rates. One of those districts had sufficient numbers of black and Hispanic CTE students, and the other had sufficient numbers of Asian CTE students. Tech prep students had low graduation rates in four of the five districts, but higher graduation rates in the fifth district. Many of the other special populations did not have sufficient students for a valid and reliable comparison for disparities in the five smaller districts. In three of the five districts, economically disadvantaged students had lower graduation rates and students with disabilities had lower graduation rates in two of the five districts.

In three of the remaining districts that did meet 4S1, economically disadvantaged students had lower graduation rates. In two of those three districts, individuals with disabilities had lower graduation rates. In one of those two, Asian CTE students had lower graduation rates and in the other, Hispanic CTE students had lower graduation rates.

In improvement plans this coming spring, school districts with discrepancies in graduation rates for categories of CTE students will be asked to address methods to reduce the disparities or gaps in graduation rates for these groups of students.

FINANCIAL STATUS REPORTS (FSR)

Please see electronically submitted Financial Status Reports Forms.

PERFORMANCE REPORTS

Student Enrollment Forms

- CTE Participants' Demographics Form

The secondary and postsecondary columns and the two tech prep columns are completed for this form. Perkins in Nevada does not include Adult. Also, Nevada does not have Single Parent or Displaced Homemaker data for the 2007-08 school/program year. This data will be provided in the next CAR for the 2008-09 year. Also, Gender Unknown is reported for postsecondary enrollment by the postsecondary institutions. This is likely to be due to the availability of this selection on the IPEDS enrollment submissions. For this reason, the Gender Unknown counts are divided into Male and Female counts using the proportion of enrollments of each identified sex.

- CTE Concentrator Cluster Form

While OCTAE has unduplicated cluster data for secondary and postsecondary CTE participants and has unduplicated cluster data for secondary CTE concentrators, it does not have unduplicated cluster data for postsecondary CTE concentrators. Individual student data is maintained by the Office for secondary CTE students, courses, and teachers. Individual postsecondary CTE student, courses, and teacher data are maintained by the postsecondary institutes. Secondary and postsecondary agencies have different governing Boards. Next year, the unduplicated postsecondary CTE concentrators' counts will be available for the career clusters and will be reported on the CAR.

The method for deriving the unduplicated counts within and across career clusters is:

1. Within each cluster, remove duplicated counts of any student, making the within cluster count unduplicated.
2. Assign students that are enrolled in only one cluster to that cluster.
3. For students enrolled in more than one cluster, of the clusters the student is enrolled in, select the cluster with highest enrollment (i.e., the most probable cluster) resulting in unduplicated counts across clusters.

Also, Gender Unknown counts are divided into Male and Female counts using the proportion of each identified sex within each cluster.

Accountability Data Forms

Results for Single Parents and Displaced Homemakers will not be provided since such information was not provided in the 2007-08 data collected. This information will be available in the next CAR.