

Clark County School District Accountability Analysis Accountability Analysis

The introductory section of the district report includes all of the necessary information: mission statement, superintendent's message, district highlights, and specific goals, with a description of progress toward those goals. The goals ranged from strengthening the link between student achievement data and school performance to increasing parent and community involvement in the schools. Highlights included the building program and the accomplishments of the Human Resources Division in hiring over 1,100 new teachers each year. The Clark County School District report should be used as a model.

1. *A summary of the student performance and school characteristics deemed relevant to evaluation of the district's school performance based on data submitted to the State Board of Education and LeBEAPE in Part I school reports and Part II district-wide reports.*

Number of Pupils

The district-wide pupil enrollment increased from 190,822 (1997-98) to 203, 777 (1998-99), an increase of 6.8%. There are 227 schools in the district in various configurations, including 147 elementary schools, 34 middle schools, 28 high schools, 14 alternative schools and 4 special schools.

Student Attendance

The student attendance rate was 93.3% in 1998-1999 compared to 92.0% for the previous year for an increase of 1.3%. There was no elementary school where attendance fell below 90%. Western High School's attendance rate for the last two years; 1997-98 (84%) and 1998-99 (86%) stands out as quite low when being compared with the rest of the high schools.

Teacher Attendance Rate

The teacher attendance rate increased from 94% the previous year to 95% in 1998-99.

Dropout/Retention Rate

The dropout rate for grades 9-12 was 9% representing a decline of 3% from last year's rate of 11.8%. Twenty high schools showed a decline in dropouts; for example, some schools declined from 14% to 2%, 13% to 3%, 18% to 12% and 12% to 6%. Five high schools remained the same and none had substantial increases in dropouts. The retention rate in K-7 ranges from 0-2%, with a median of 1%.

Truancy Rate

The school district defines habitual truancy as 3 unexcused absences and reported a 0.4% district-wide habitual truancy rate for the 1998-1999 school year.

Transiency Rate

The transiency level has decreased district-wide by 2% from 45% in 1997-98 to 43% in 1998-99. In an analysis provided by the district, eighth grade students with two or more years in the district consistently perform higher on the TerraNova tests than students from the same schools with fewer than two years in the district. The margin at the eighth grade between students with two or more years residency and students with fewer than two years is somewhat greater for the subset of high transiency schools than for the district. Also, and even more significant, is that high transiency schools score lower than the district as a whole. **“Newer” students are more behind in the district than “established” students.** Tenth grade-students from the high transiency schools consistently showed a lower performance on TerraNova tests than students with two or more years than for the district overall. Equally significant is that the high transiency schools score lower than the overall district with the contrast becoming larger for students with fewer than two year years. Apparently high transiency has a cumulative effect. **Newer students at grade 10 score considerably lower than district averages, this is probably due to the cumulative effect of constantly moving.**

Student/Teacher Ratio(s)

The 1998-99 student teacher ratios vary from 24:1 in kindergarten (constant over last 2 years); 16:1 in grades one and two (no change from previous year) with range of 12-18:1 in grade one and in grade two and 19:1 (decrease by 4 students from previous year) in grade three with a range of 14-21:1; 28:1 in grade four (decrease by 1 student from previous year) and grade five has remained constant at 28:1. The school district includes grades 6-12 under secondary for student/teacher ratios. The class size average in all content areas is 28:1, with the exception of English reported as 27:1. This is consistent with the report from the previous year except for social studies, which decline by one student from the previous year.

Student Counselor Ratio

The district-wide counselor/student ratio showed a slight improvement from 1997-1999 to 1998-1999 declining from 1:553 to 1:521. The range, however, was quite wide with one elementary school (Garehime) having a ratio of 1:2074.

Suspension/Expulsion Rate

Possession and/or use of controlled substances, and possession and/or use of alcohol have both shown substantial increases from 1997-98 to 1998-99, there is also an increase in student-to-student acts of violence. The incidences of possession of weapons remained virtually flat despite growth in student population. At the elementary school level, Christensen reported five cases of violence to staff. No school reported more than 3 incidences of violence to other students for the year reviewed, In the middle schools, by far the highest suspension/expulsion rate came from violence of students-to-students, but there is an extreme variance of reported acts of violence.

The range of the suspensions at middle schools varies from 0 to 355, with 66 reported incidences as the median. For example, O’Callahan, Corteney, and Johnson Middle Schools have

significantly higher violence incidences when compared to the other middle schools. The reported incidences of violence to other students, in the high schools, ranged from 0-121; the median was 65. Mojave, Silverado, and Clark reported 121, 111, and 109, respectively. Several schools showed high increases when comparing the 1997-98 data to the 1998-99 report. Violence toward staff was reported in single digits consistent with last year's report. Drug possession incidents in middle schools ranged from 0-12, with most of the schools reporting 0 incidents. Drug and alcohol possession, at both middle and high school levels, ranged from 0-11, with 2-3 incidences being more indicative of the number reported in the individual schools.

State mandated testing results

State mandated testing results were reported for the TerraNova, Writing Proficiency, and High School Proficiency by individual schools and the district level. The results reported here are from the Clark County School District report and the State Data Tables. There was total consistency in both reports.

State Mandated Test Results: TerraNova: Fourth Grade

Terra Nova Results 4th Grade

SUBJECT	% BOTTOM QUARTER			% TOP QUARTER			AVERAGE PERCENTILE RANK		
	97-98	98-99	99-00	97-98	98-99	99-00	97-98	98-99	99-00
Reading	25	21	25.5	19	16	18.3	48	48	48
Language	21	22	21.0	31	27	30.7	56	53	57
Math	21	20	18.0	26	29	32.0	54	56	59
Science	27	18	27.9	18	17	16.6	46	50	45

While the TerraNova results for the fourth grade in the Clark County School District have been relatively stable over the past three years, there is a wide range of individual school results. Of great concern are the results of both Fitzgerald and Madison schools. Both schools have been designated "In Need of Improvement" for the past three years. In the cases of both Fitzgerald and Madison, average percentile scores have changed from 1997 to 1999 as follows:

Fitzgerald
 Reading 17 to 26
 Language 18 to 22
 Mathematics 17 to 32
 Science 13 to 19

Madison
 Reading 23 to 19
 Language 23 to 17
 Mathematics 24 to 31
 Science 13 to 14

An even more informative statistic is the relative percent of students who are in the bottom quarter of the norming population:

Fitzgerald
 Reading 66 to 54
 Language 62 to 55
 Mathematics 68 to 41
 Science 81 to 67

Madison
 Reading 60 to 62
 Language 58 to 57
 Mathematics 58 to 46
 Science 73 to 70

While progress has been made in improving student scores, this is noted as a continuing concern, particularly in light of significant state remediation funds and intervention by the State Department of Education targeted at these two schools. The district tested at least 91.4% of eligible students at every school with many schools testing 100%. Of note is the fact that Odyssey Charter School tested only 77.5% of eligible fourth graders.

State Mandated Test Results: TerraNova: Eighth Grade

**Terra Nova Results
 8th Grade**

SUBJECT	% BOTTOM QUARTER			% TOP QUARTER			AVERAGE PERCENTILE RANK		
	97-98	98-99	99-00	97-98	98-99	99-00	97-98	98-99	99-00
Reading	25	22	27.1	24	24	23.5	50	52	49
Language	25	25	25.8	23	23	23.7	50	49	50
Math	29	26	26.9	23	24	23.8	47	48	48
Science	29	19	29.8	17	16	17.4	44	49	44

For 1999-2000, the percent of eligible eighth graders completing the TerraNova tests is reported as 98.3 % in the district table.

There were three middle schools designated as “In Need of Improvement”

John C. Freemont Middle School
 Roy W. Martin Middle School
 Von Tobel Middle School

There were several other middle schools where at least 40% of the students taking the exam scored in the bottom quarter in one or more testing areas. A few of these same schools just missed being recognized for “In Need of Improvement” by a few percentile points in the fourth area. These schools should be well aware that without intervention, they could slip in to this category quite easily.

State Mandated Test Results: TerraNova: Tenth Grade

**Terra Nova Results
10th Grade**

SUBJECT	% BOTTOM QUARTER			% TOP QUARTER			AVERAGE PERCENTILE RANK		
	97-98	98-99	99-00	97-98	98-99	99-00	97-98	98-99	99-00
Reading	22	27	25.7	27	25	24.5	55	50	51
Language	19	18	22.3	27	26	26.4	54	55	53
Math	24	26	25.5	26	26	28.8	52	51	53
Science	21	12	25.4	26	22	25.2	53	56	50

The percent of eligible tenth graders completing the TerraNova test is reported as 95.2% in the district table.

Mojave High School was identified as “In Need of Improvement”. Desert Pines High School and Keystone Charter had at least 40% students scoring in the bottom quarter in 3 of the 4 subject areas. Again, this result should serve as a caution to encourage these schools to initiate programs that will assist in raising student performance.

State Mandated Test Results: Writing Exam

**Writing Examination
4th and 8th Grade**

MEASURED TRAIT	PERCENT PROFICIENT					
	4 TH GRADE			8 TH GRADE		
	97-98	98-99	99-00	97-98	98-99	99-00
Ideas	NA	60.7	51.4	62.1	74.4	77.1
Organization	NA	53.9	48.0	61.2	70.5	74.2
Voice	NA	56.4	46.4	58.4	70.9	72.1
Conventions	NA	57.3	51.8	68.1	65.1	71.6

Scores on the **fourth grade** Writing Examination were down from the previous year although they closely paralleled the statewide average. The percent of eligible **eighth graders** completing the Writing Proficiency Examination was reported as 95.6% in the district report. As the tables illustrate the district continues to demonstrate improvement on the 8th grade exam and is just below the statewide average in all areas.

State Mandated Test Results: High School Proficiency Exam

High School Proficiency Examination

PERCENT PASSING									% DENIED DIPLOMA		
READING			MATH			WRITING					
96-97	97-98	98-99	96-97	97-98	98-99	96-97	97-98	98-99	96-97	97-98	98-99
96.8	96.7	96.1	97.4	96.8	91.8	97.8	97.3	97.2	NA	NA	5.6

Reading and writing scores changed little from 1998 to 1999. Math, however, showed a significant decline where only 91.8% passed this portion of the proficiency examination compared to 96.8% in 1998. The district reported a 5.6% proficiency test failure. This percentage reflects June seniors who were credit sufficient but did not receive a diploma because they did not pass one or more portions of the exam.

ACT/SAT Results

ACT Results

% SENIORS TAKING ACT			ACT COMPOSITE SCORE		
1996-97	1997-98	1998-99	1996-97	1997-98	1998-99
25.9	23.7	22.4	21.2	21.4	21.4

SAT Results

% SENIORS TAKING SAT			SAT VERBAL AVERAGE			SAT MATH AVERAGE		
96-97	97-98	98-99	96-97	97-98	98-99	96-97	97-98	98-99
23.6	23.2	23.3	502	504	506	512	513	517

The average performance on the ACT exam was 21.4 for 1998-1999 for the 22.4% of eligible students district-wide taking this exam. The average score was the same as the previous year. Twenty-three percent of the seniors took the SAT with a verbal average of 506 and a math average of 517. This was a two-point increase in verbal and a four-point increase in math compared to seniors the previous year. The national average for the ACT is 21 and the SAT national averages are 505 for verbal and 511 for math in 1998-1999.

Technology/Computers

The percent of classrooms with Internet access increased from 11% to 46%; computer labs with Internet access increased from 33% to 51%; and libraries with Internet access increased from 31% to 50%. Overall, the computer-to-student ratio improved from 1:17 to 1:9 in the 1998-99 school year. The range for individual schools was from 3 to 29 students per computer.

Teacher Preparation/Experience

Forty-seven percent of the teachers have a bachelor's degree and 52% have master's degrees, with 1% having a doctoral degree. The district showed 14% new teachers each year (1997-1998 and 1998-1999). Twenty-seven percent have 1-3 years experience, 16% have 4-6 years experience, 15% have 7-9 years experience, and 28% have 10 or more years experience. Ninety-eight percent are teaching within their area of licensure.

Remedial College Courses (UCCSN Class Enrollments)

The high schools had 12% of their recent graduates enrolled in remedial college classes. The percentage varies from school to school with a 0% to 18% variance as reported in the district report.

Supplemental Assessments

The district uses the TerraNova in grade 6 to determine levels of achievement and to assist in identifying students with special needs. It administers the Test of Cognitive Skills (TCS/2), and uses these results with the achievement test results to determine areas of strengths and weaknesses for individual students, schools and the entire district. In addition the district uses the Curriculum-Based Assessment Program (their own criterion referenced tests) for assessment/diagnostic purposes.

Special and Highlighted Programs (K-12)

Several demographic indicators increased with the overall enrollment increase. The percentage of K-8 children qualifying for free lunch and reduced lunch was up from the previous year, 38% to 39%. Participation in the English Language Learners Program increased from 10% to 12% in 1998-99 and the percentage of K-8 students qualifying for Title I services jumped from 9% to 14%. This increase also reflects a change in Title I service recipients from selected individuals to school-wide programs.

Special and Highlighted Programs (Elementary)

Clark County School District reports 0% participation in migrant education in the elementary schools except for 2% in the Virgin Valley Elementary School. Special education participation ranges from 5% to 29%, consistent with numbers from last year. English as a Second Language participates may be varied from school to school. Herron had 61% while Martha King ES reported 0%. Elementary students participated fully in music, art, physical education and computer education.

Special and Highlighted Programs (Secondary)

Clark County School District reports 0% participation in migrant education in middle and high schools. Special education, in the middle schools, ranges from 8% to 20%, consistent with numbers from last year. The high schools range from 2% to 20% for special education placements. The results are very similar to the results reported in the previous year. English as a

Second Language programs for middle and high students show similar numbers as reported in the previous year. Middle schools show a range of 0% to 45%, with several schools reporting a 5% increase and high schools with a range of 0% to 21%. The percentage of middle school students in gifted programs remains consistent with last year's report. The range is from 0% to 15%, with slight increases and decreases from a few individual schools. High schools do not report student numbers for gifted programs, however they do report a range of 0% to 17% participation in advanced placement classes among the high schools, again consistent with percentages reported last year. Music and art had participation percentages that varied from 0% to 72% in secondary schools, consistent with percentages reported last year. Occupational education ranges from 25% to 100% participation and Athletics participation ranges from 12% to 72%. The middle schools report a very small percent (0% to 6%) participation in athletics.

Expenditures

The average per-pupil expenditure in 1998-1999 was reported as \$3,269 for instruction, \$624 for administration, \$521 for building operations, \$301 for staff support, and \$455 for student support. Total per-pupil expenditure is \$5,170. This is an increase of \$272 over previous year, with a \$203 increase in per-pupil instructional costs over the previous year.

Parent Involvement

The percentage of parents participating in parent-teacher conferences increased from 91% to 92% at the K-5 level; however participation dropped at the secondary level from 61% to 60%, with an overall district-wide parent participation at 77%, up 1% from the previous year.

2. *Areas the School Districts' Part III Report identified as examples of exemplary achievement at the school site and/or areas of improvement in outcomes from those reported in the previous year and evidence that the areas were exemplary or improved.*

The Advanced Technology Academy was identified as an “**exemplary**” school and the Las Vegas Academy as a “**high achieving**” school. These two high schools have high attendance rates, high-test scores, high parent participation, and low student/computer ratios. The district's 8th graders continue to improve their scores in the eighth grade writing exam. The district's seniors continue to score above the national norm on the ACT and SAT. The dropout rate has declined for at least 2 years in a row, even though the district continues to grow at a high rate. An additional achievement is the increase in internet access.

For each school site, areas of exemplary achievement were listed. The range of areas was diverse but most centered on academic achievement/improvement and attendance. In every case data were provided to support the listing. The Part III section of the Clark County School District's report is thorough and concise and should be considered as a model for districts that are struggling with their own Part IIIs.

3. *Areas the School Districts' Part III Report identified as in need of improvement at the school site(s) and evidence for any deficiencies addressed.*

Most areas identified for need of improvement at each school centered on improving academic achievement. Several schools identified and included plans for improving attendance, parental involvement and student behavior.

Some of the middle schools that have high suspension/expulsion rates are not specific how they attack this problem.

As was the case with Section 2, each school site listed areas of need and, in the case of lower performing schools the lists were extensive. The range of areas was diverse but most centered on academic achievement/improvement. In every case data were provided to support the listing. Again, the Part III section of the Clark County School District's report is thorough and concise and should be considered as a model for districts that are struggling with their own Part IIIs.

4. *Summary of the School Districts' plan for improvement at the school site.*

Plans for improvement were in evidence for all schools. All appeared to be on target given the data provided for each school. While the sheer number of schools precludes anything except examples, the following are provided as such: A number of academic enhancement programs were listed as being put into operation in the elementary schools section. The three middle schools (Fremont, Martin, Von Tobel) that have been designated as "In Need of Improvement" have specific site goals and programs in place to work on improving student performance by implementing the recommendations of the Clark County School District Mathematics Audit Team and by incorporating the four writing traits in written exams; it is also obvious that these schools are attempting to get higher parent participation in the academic endeavors of the students. The one high school (Mojave) designated as "In Need of Improvement" analyzed its test results and has implemented a plan to meet these deficiencies by providing outside resources and faculty development activities in addition to designing a plan to emphasize and support a safe, respectful school.

5. *Sources of information to be used in determining effectiveness of the plan for improvement.*

In addition to the primary sources of information/data (TerraNova, writing exams, proficiency exams, and the Test of Cognitive Skills, Second Edition) used in determining the effectiveness of the improvement programs, the district uses aptitude tests and district audit teams.

6. *Missing or incomplete data.*

No missing data were noted

7. *Recommendations of Panel members for improving analysis and use of accountability findings at the school level and, if applicable, at the district level.*

There is a multitude of evidence of positive efforts to increase student achievement and to meet the state standards and there is evidence of some real success. However, as mentioned last year, it may be appropriate to spend some significant time on developing programs and intervention that will assist in having more students scoring in the top quarter and simultaneously move students out of the bottom quarter. Many of the sites are getting better at focusing goals on specific needs for improvement, however some are still vague on how they prioritize goals.

In addition the reviewers offer the following recommendations:

That considerable improvement of achievement scores at the two elementary schools, Madison and Fitzgerald, be made a top priority of all agencies involved. Progress is occurring but the scores are much too low over the three-year period examined.

That Part I building reports be more user friendly by avoiding acronyms for tests and diagnostics that parents or other reader may find confusing.

1. That the Part I building reports include mention of all areas that are needing attention (and improvement) and should explain that while all issues merit concern only a few can be actively addressed effectively at any one time.
2. That Part I building reports include a more detailed action plan for all listed goals. (some are specific but many are not)
3. That a glossary of acronyms be provided with the Part I reports.

The Clark County School District is commended for addressing each of the recommendations from last year's review panel.