Data Profile 2016

For the 2015-2016 School Year

education A+lliance of Washoe County

Washoe County School District

TMCC Truckee Meadows Community College

University of Nevada, Reno

Prepared By: Education Alliance of Washoe County Data Profile Team

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Introduction

History of the Data Profile

The Education Alliance of Washoe County is a community partnership that fosters educational excellence and student achievement in Washoe County through leadership, advocacy, and resource development. Education Alliance's Board of Directors has always drawn a majority of its members from business, industry, and the community. Likewise, the P-16 Advocacy Council of the Education Alliance, formerly called the Washoe K-16 Council, is a collaboration of business, industry, and the community at large, in addition to representatives from the University of Nevada Reno (UNR), Truckee Meadows Community College (TMCC), and Washoe County School District (WCSD), resulting in a more comprehensive approach to education. Members work on initiatives that improve student achievement in K-12 and higher education in Washoe County so all students graduate and are prepared for productive careers. In 1997, the Washoe K-16 Council initiated the Data Profile project to compile and present statistics on high school performance, college enrollment, and college success of WCSD students and to compare the results to statewide data for Nevada. The resulting publication, known as the "Data Profile," debuted in 1998. The P-16 Advocacy Council has continued to produce an annual Data Profile, expanding and modifying its contents as needed.

In addition to tracking performance measures for each WCSD graduating class since the Class of 1997, the Data Profile has investigated and reported on key secondary and post-secondary education issues:

- In 2002, the Data Profile published a first-of-its-kind report that showed quantitative values regarding WCSD students' need for English and math remediation upon entering college.
- In 2007, the Data Profile reported on the six graduation rate formulas most commonly used throughout the United States at that time, and how they compared to the newly proposed Cohort Graduation Rate formula developed by the National Governors' Association. As part of that Data Profile initiative, WCSD became the first school district in Nevada to adopt the Cohort Graduation Rate formula, which became mandatory in 2011, under federal No Child Left Behind legislation.
- In 2011, the Data Profile reported on WCSD's entry into the burgeoning number of U.S. school districts with minority-majority populations.

In contrast to 1998, student data are now ubiquitous in primary, secondary and post-secondary institutions. And while the Data Profile is no longer the sole source of WCSD performance measures and longitudinal comparisons, it still serves as the bridge document bringing together data from the WCSD Performance Framework, School Profiles and the Data Summit, and the Nevada System of Higher Education's Remedial Placement & Enrollment Report.

In an effort to increase awareness of the multitude of support programs available to students, the Data Profile provides an overview of the remediation program, and other distinct programs available in high schools for low income/first generation students, as well as online options.

New for 2016

This years' Data Profile promises a more streamlined and accessible format including links to data online. It contains sections connecting educational opportunities in Northern Nevada with the business community, including the connection between educational opportunities such as, Career & Technical Education (CTE), and workforce preparation needs. This Data Profile report contains an overview of career categories used to describe the workforce as well as identifies the need for In- demand occupations in Nevada. Likewise, the traditional information on student demographics and performance has been expanded to include some information from Charter and private schools. Special Projects, such as teacher pipeline, are in the research stage with reports slated for 2017 and beyond.

Data are subject to change and are current as of publication date.

The electronic version of this report is available at:

http://www.ed-alliance.org

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Debra Feemster * Veronica Frenkel* John Mayer * Malena Raymond * Traci Davis, Superintendent

April 2017

Congratulations Education Alliance Data Profile Team,

Our goal at the Washoe County School District is a 90% graduation rate by the year 2020. How will we achieve this goal? By focusing on the data that will enlighten our instruction and efforts to help every child, by name and face, to graduation.

The Data Profile has been reporting information about our students as they transition up the pathway to college and career readiness since 1998 and tells an important story about our graduates. Information in the Data Profile can specifically help inform our community on the achievements and challenges facing not only Pre-Kindergarten through 12th grade educators, but our higher education partners and employers as well.

WCSD's mission is to create an education system where all students achieve academic success, develop personal and civic responsibilities, and achieve college and career-readiness for the 21st century. The stories and numbers within this report demonstrate our collective commitment to achieving our goal of *90 by 20.*

My thanks to the Data Profile Team in collaboration with our partners, the University of Nevada Reno, Truckee Meadows Community College, for supporting this commitment.

Sincerely yours,

Traci Davis

Traci Davis
Superintendent

Certificate No. 41433

TMCC
Truckee Meadows
Community College

Dr. Karin Hilgersom
President
khilgersom@tmcc.edu

March 31, 2017

Timely, relevant and accurate data is essential for effective decision making in K-12 and higher education. Our collective goal is to raise the level of educational attainment for Nevada's children and residents. The Data Profile is an example of a P-16 partnership that provides insights into how to foster student success across the educational continuum: from school to college. It serves as an excellent source of information for educational institutions, legislators, parents, students and community.

Truckee Meadows Community College is committed to providing viable pathways to career training, degree completion, transfer and lifelong learning to members of our diverse community. TMCC values its partnerships with the Washoe County School District and University of Nevada, Reno to ensure all levels of education are working together to improve educational opportunities for all. TMCC, along with its partners, is invested in the success of Washoe County School District graduates, many of whom continue their education at TMCC or UNR.

I am delighted that TMCC is able to contribute important work that strengthens collaboration between Truckee Meadows Community College, Washoe County School District and University of Nevada, Reno.

Karin Hilgersom

Dr. Karin Hilgersom, President

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Nevada System of Higher Education – Dedicated to Equal Opportunity

University of Nevada, Reno

Marc A. Johnson
President

March 6, 2017

Kendall Inskip
Executive Director
Education Alliance of Washoe County
425 East Ninth Street
Reno, NV 89512

Dear Kendall,

The mission of the University of Nevada, Reno encompasses learning, discovery, and engagement. As Nevada's Land Grant University, we are committed to improving the lives of Nevadans generally and to collaborating with our local partners, the Washoe County School District and Truckee Meadows Community College. The Education Alliance's Data Profile has long provided essential information to leaders in government, business, and education for planning and decision making. The 2015-2016 edition continues to document the successes of our joint enterprise, and to direct attention to the challenges faced by our community.

I thank the Data Profile Committee for their efforts in assembling this year's Data Profile, and I am delighted to have UNR contribute to this effort. I also thank WCSD and TMCC staff for their collaboration.

Sincerely,

Marc A. Johnson

Marc Johnson

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Executive Summary

Data Profile
2016

WCSD Graduation Rate

Class of 2016

77%

2% Increase from previous year

3% Higher than State of Nevada

3,608 Students Graduated

Page 2

TMCC IPEDS* Graduation Rates

31%

1% Higher than previous year

new, full-time, degree-seeking students in Fall 2013 were awarded degrees or certificates within 3 years (150% of normal time to completion)

*Integrated Postsecondary Education Data System

Page 26

UNR IPEDS* Graduation Rates

54%

5% Lower than previous year

new, full-time, degree-seeking students in Fall 2010 were awarded degrees within 6 years (150% of normal time to completion)

*Integrated Postsecondary Education Data System

Page 24

Advanced Courses

Page 7

Completion

66% of 2016 WCSD graduates completed at least one AP, IB, or Dual Credit course with a C or better, or CTE course with a B or better by graduation

5% Increase from previous year

Performance

45% of 2016 WCSD graduates passed one or more AP, IB Exam or earned Dual Credit

3% Increase from previous year

Workforce Development

Page 9 & Page 34

This Data Profile report contains an overview of career categories used by various groups to describe the workforce as well as baseline to identify the need for various career opportunities in northern Nevada.

WCSD - **56%** CTE Certificate Earners

TMCC - **2,431** Degrees, Certificates of Achievement and Skill Certificates were awarded during the 2015-16 academic year

UNR - **1,164** students earned a Degree or Certificate of Achievement during fall 2016

College-Going Rates

Page 12

Class of 2016

The overall college-going rate for WCSD graduates decreased to **60%.**

1% lower than previous year

Alternative Pathways

Page 18

Beginning in fall 2013, WCSD graduates may use high school GPA to meet pre-requisites for college math and English in lieu of qualifying test scores. Such students have college math and English pass rates that exceed those of students who meet pre-requisites in other ways.

Co-Enrollment and Swirling

Page 28

Approximately **50% of all TMCC graduates** who attended a WCSD high school, will have attended UNR within a three year window either before or after graduating from TMCC.

College Remediation

Page 15

Good News! The percent of WCSD recent high school graduates who were placed into remedial English or math was **53%.**

5% lower than previous year

College Preparedness Initiative

Page 17

WCSD students who take a MATH 096 content course while in high school do better in college-level math than those who take MATH 096 after high school graduation at either UNR or TMCC.

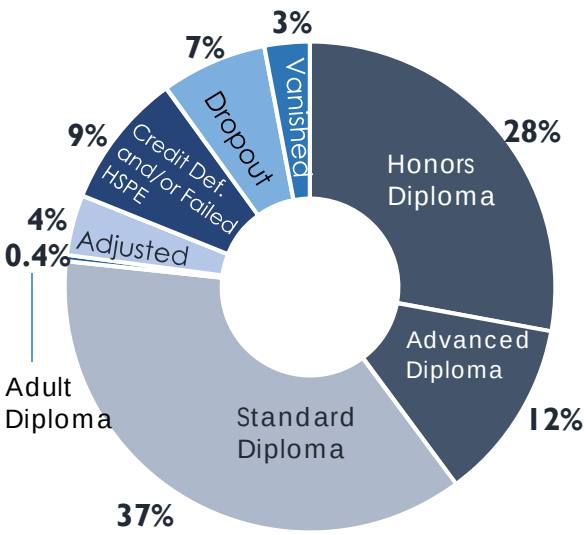
3

Summary of High School Data

Graduation Rate

WCSD - 2016 Cohort

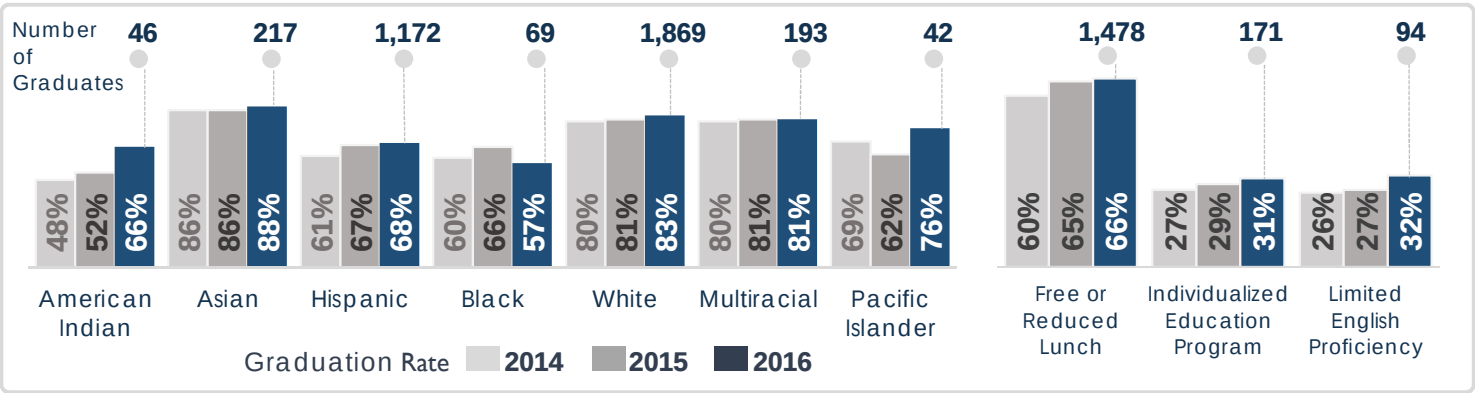
Data Profile
2016



	2014 %	2014 # Students	2015 %	2015 # Students	2016 %	2016 # Students
Total Graduates	73%	3,474	75%	3,467	77%	3,608
Honors	26%	1,249	27%	1,247	28%	1,330
Advanced	10%	481	10%	472	12%	540
Standard	36%	1,727	38%	1,735	37%	1,719
Adult	0%	17	0%	13	0.4%	19
Adjusted Diploma [1]	4%	204	4%	169	4%	186
Credit Deficient - Failed HSPE	10%	480	11%	492	9%	435
Dropout [3]	9%	410	7%	308	7%	324
Vanished [4]	4%	198	4%	188	3%	155
Full Cohort	5,812		5,713		5,694	
Verified Transfer Out [5]	1,046		1,089		986	
Final Adjusted Cohort	4,766		4,624		4,708	

The Cohort Graduation Rate tracks individual students in a given freshman class, including transfers into and out of the cohort over their four high school years. For a detailed description of the Cohort Graduation Rate methodology, **follow this link*** to open the 2007 edition of the Data Profile.

Cohort 4-Year Graduation Rate by Race/Ethnicity



1. Adjusted diplomas are available only for students with disabilities and are not equivalent to a regular diploma. Students who receive adjusted diplomas are counted as non-grads.
2. Certificates of Attendance: As of 2014 certificates of attendance are no longer issued. Students who had enough credits to graduate but did not pass the High School Proficiency Exam (HSPE) are counted in the Credit Deficient/ Failed HSPE category.
3. Dropout includes cohort members who withdrew before graduating and did not enroll in another school district, as well as students who left with the intent to obtain a GED or other high school equivalency certificate.
4. Vanished consists of cohort members who were withdrawn after an absence of 10 or more days with whereabouts unknown, plus cohort members who withdrew to another district, but no transcript request was received from the new school.
5. Verified Transfer Out includes all cohort members for whom enrollment in another school district was verified through an official transcript request or enrollment verification.

In 2014, the Nevada Department of Education (NDE) changed the methodology used to calculate the Cohort Graduation Rate. Previously, the NDE removed students from the cohort if they transferred to the Washoe Adult program. Now the NDE treats Washoe Adult transfers like transfers to any other WCSD school. If Washoe Adult transfers earn an adult diploma within four years of their first ninth grade enrollment, they are counted as graduates; if not, they are counted as non-grads.

***2007 Data Profile Source**
http://www.washoeschools.net/cms/lib08/NV01912265/Centricity/Domain/166/Data%20Profiles/DP_Class_of_2006.pdf

Data Profile 2016

Charter Schools - 2016 Cohort

	Graduation Rate 2014	2015	2016
Coral Academy Charter School	81%	79%	88%
Academy of Career Education	79%	91%	96%

Private Schools - 2016 Cohort

	Graduation Rate 2014	2015	2016
Bishop Manogue*	100%	98.72%	100%
Sage Ridge*	100%	100%	100%

*Data has not been verified by NDE but verified by the school

State high school graduation requirements are defined by each state's statutes and regulations. There is significant variation between the states regarding course requirements, total credit requirements and high school proficiency exams. State assessments, which are used to measure student achievement in reading, math, and science, are designed by each state to measure the content the state has determined appropriate for that grade and subject. As a result, both the content on the tests and achievement standards students must meet to be considered "proficient" vary widely across states, so proficiency rates should not be compared across states. Many states have also changed their standards and assessments at some point in the process of measuring their students, so it is often not possible to create a trend line that looks at changes in achievement across years, since a change could actually reflect a change in the assessment.

Source: eddataexpress.ed.gov

Graduation Rate by State and District- 2015 Cohort*

Iowa	91%	Indiana	87%	Utah	85%	Georgia	79%
New Jersey	90%	Maryland	87%	South Dakota	84%	Washington	78%
Alabama	89%	North Dakota	87%	Rhode Island	83%	Florida	78%
Texas	89%	West Virginia	87%	Oklahoma	83%	Louisiana	78%
Nebraska	89%	Montana	86%	California	82%	Arizona	77%
Wisconsin	88%	Kansas	86%	Minnesota	82%	Colorado	77%
New Hampshire	88%	Virginia	86%	Hawaii	82%	Alaska	76%
Tennessee	88%	Delaware	86%	Ohio	81%	Mississippi	75%
Missouri	88%	Illinois	86%	South Carolina	80%	Oregon	74%
Vermont	88%	North Carolina	86%	Michigan	80%	NEVADA	71%
Maine	88%	Arkansas	85%	New York	79%	New Mexico	69%
Massachusetts	87%	Pennsylvania	85%	Idaho	79%	D.C.	69%

*National data is lagging one year

4 Year Adjusted Cohort Graduation Rate by District

WCSD

Cohort	2015	2016
Carson City	74 %	80%
Churchill	67 %	60%
Clark	72 %	75%
Douglas	91 %	89%
Elko	80 %	85%
Eureka	100 %	100%
Humboldt	83 %	76%
Lander	75 %	80%
Lyon	73 %	82%

Cohort	2015	2016
Mineral	89 %	74%
Nye	69 %	69%
Pershing	83 %	83%
State Charters	46 %	59%
Storey	80 %	100%
University Sch**	100 %	100%
Washoe	75 %	77%
White Pine	81 %	84%
State	**71%**	**74%**

** Davidson Academy

College Entrance Exams
WCSD Graduates

Data Profile
2016

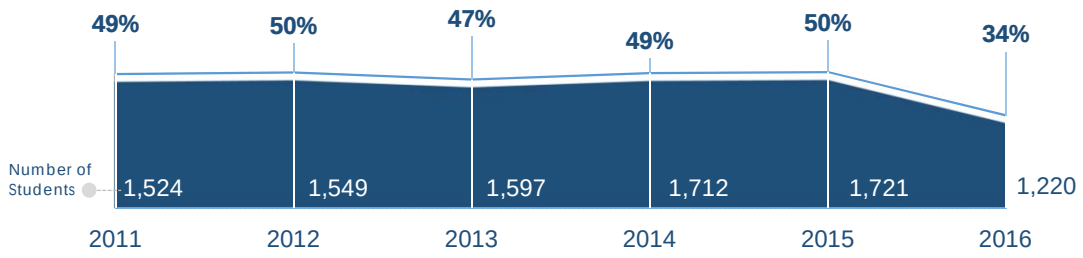
SAT

Many factors can contribute to fluctuations in SAT school participation levels and mean scores, including efforts to foster a college-going culture, the academic preparedness of test-takers and changes in student self-reported information during SAT registration.

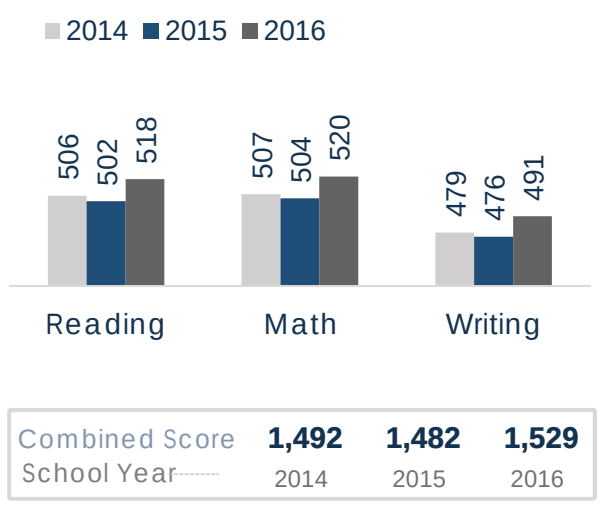
The College Board carefully monitors changes in student data and has enhanced the registration process to require students to report their school affiliation. As a result, the percentage of students reported by school type in the classes of 2011 through 2015 has increased. As with any data, fluctuations from year to year should be interpreted with appropriate consideration.

Source: WCSD Integrated Summary 2015-2016

Percent of Graduates Taking the **SAT**



Average Scores for WCSD Participants



State and National Comparison

		2014	2015	2016
Writing	National	478	475	472
	Nevada	466	466	484
	WCSD	479	476	491
Math	National	501	498	494
	Nevada	492	490	506
	WCSD	507	504	520
Reading	National	492	489	487
	Nevada	493	491	508
	WCSD	506	502	518

ACT

All juniors are required to take Nevada's College and Career Readiness (CCR) assessment. However, only participation in the assessment is required for graduation. For school year 2015-16, the NDE chose the ACT as Nevada's CCR assessment. A student's ACT scores will not be used to determine graduation eligibility, but they can be submitted with college applications.

Nevada juniors take the ACT Plus Writing, which consists of a 30-minute writing test and 215 multiple-choice questions in four subject areas: English, mathematics, reading, and science. The test is administered at the student's school during the regular school day.

All Nevada juniors take the ACT free of charge. This gives all Nevada students the opportunity to take a nationally recognized college admissions exam.

Why is this requirement important?

Studies show that students who take the ACT are more likely to apply to and attend college. Parents and guardians can look at a student's ACT results and work together to determine the best college and career paths.

Source: www.doe.nv.gov

ACT Benchmarks*

English Composition

* **Score Range:** 13-36
* **The benchmark for college and career readiness:** 18
* **Topic development in terms of purpose and focus**
* **Organization, unity, and cohesion**
* **Knowledge of language**
* **Sentence structure and formation**
* **Usage conventions**
* **Punctuation conventions**

Reading

* **Score Range:** 13-36
* **The benchmark for college and career readiness:** 22
* **Close reading**
* **Central ideas, themes, and summaries**
* **Relationships**
* **Word meanings and word choice**
* **Text structure**
* **Purpose and point of view**
* **Arguments**
* **Multiple texts**

Mathematics

* **Score Range:** 13-36
* **The benchmark for college and career readiness:** 22
* **Number and quantity**
* **Algebra**
* **Functions**
* **Geometry**
* **Statistics and probability**

Science

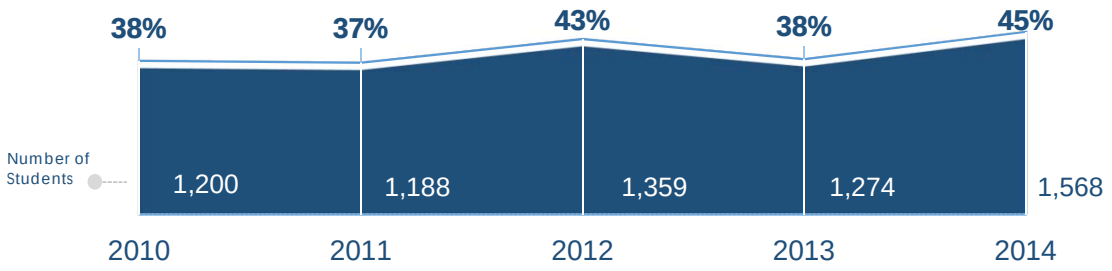
* **Score Range:** 13-36
* **The benchmark for college and career readiness:** 23
* **Interpretation of data**
* **Scientific investigation**
* **Evaluation of models, inferences, and experimental results**
* **ACT CCR's are measured in rich and authentic contexts based on science content that students encounter in the following science courses: Life Science, Biology, Physical Science, Chemistry, Physics, Earth, and Space Science**

Detailed information on the scoring rubric can be found at: www.act.org/standard/

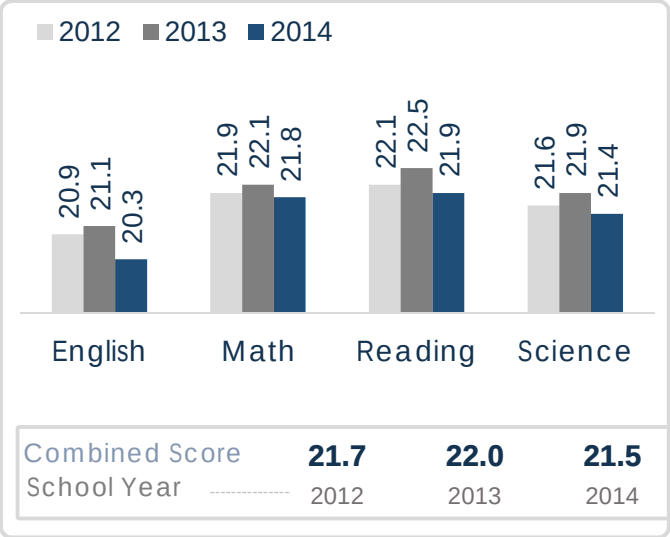
The Benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses.* ***Source:* ***ACT.org***

ACT Historical Data - 2012 to 2014 Cohort

Percent of Graduates Taking the **ACT**



Average Scores



State and National Comparison

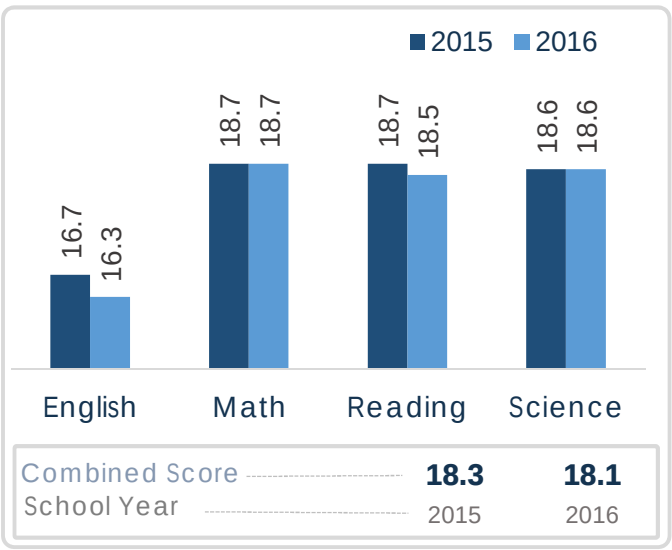
		2012	2013	2014
Science	National	20.9	20.7	20.8
	Nevada	21.1	21.1	21.1
	WCSD	21.6	21.9	21.4
Math	National	21.1	20.9	20.9
	Nevada	21.4	21.3	21.2
	WCSD	21.9	22.1	21.8
English	National	20.5	20.2	20.3
	Nevada	20.5	20.4	20.2
	WCSD	20.9	21.1	20.3
Reading	National	21.3	21.1	21.3
	Nevada	21.6	21.7	21.7
	WCSD	22.1	22.5	21.9

2012 2013 2014

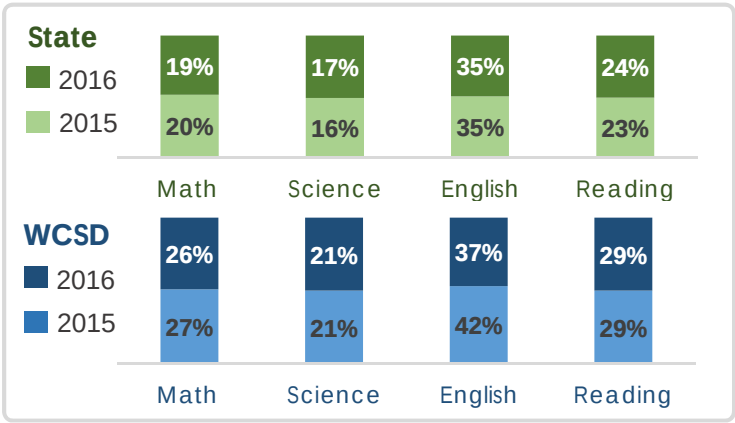
Grade 11 Universal ACT

The Grade 11 Universal ACT scores are expected to be significantly lower than scores reported in the past because the past scores were primarily of 12th grade students who selected to take the test for college entrance and therefore were an older, self-selected college-going group of students.

Average Scores



Percent of Students Meeting ACT Career/College Ready Benchmark



	2015 WCSD	2015 State	2016 WCSD	2016 State
Overall	13%	10%	14%	10%

College and Career Prep Courses

Data Profile
2016

WCSD

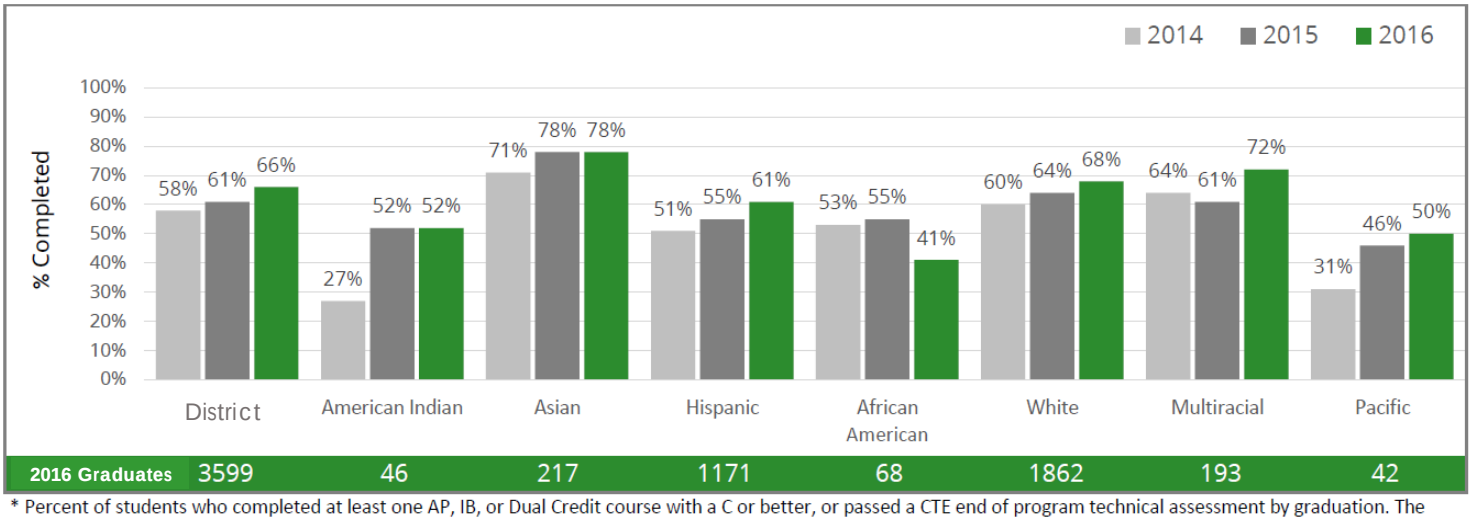
12th Grade Advanced Placement/International Baccalaureate/Career and Technical Education/Dual Credit

Advanced Placement (AP) and International Baccalaureate (IB) courses have nationally standardized curricula and are considered introductory college level. Many colleges and universities will award credit if students perform above an established score on national tests. Students may also take college/university courses which are approved as meeting high school graduation requirements. These are called Dual Credit courses. The percentage of graduates completing these college level courses at a high school is an indication of the extent to which the high school students are participating in a more rigorous academic program.

Completion

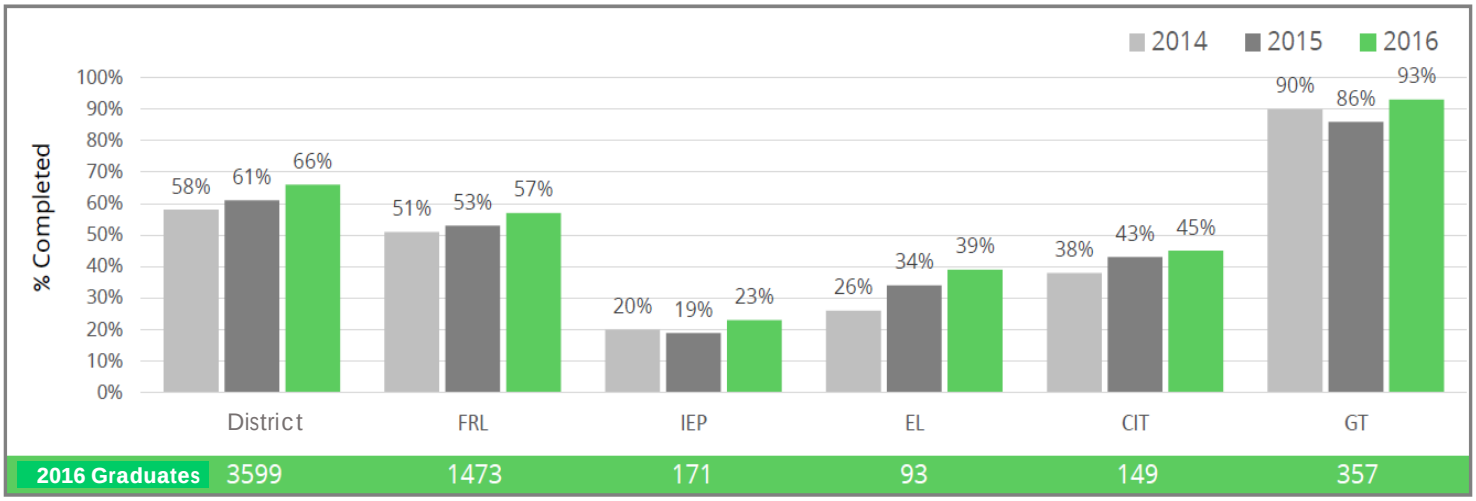
Percentage of students who completed at least one AP, IB, or Dual Credit course with a C or better, or CTE course with a B or better by graduation. The denominator is the number of 2015-2016 graduates.

Graduate AP/IB/CTE/Dual Credit Completion by Race/Ethnicity



* Percent of students who completed at least one AP, IB, or Dual Credit course with a C or better, or passed a CTE end of program technical assessment by graduation. The denominator is the number of 2015-2016 graduates.

Graduate AP/IB/CTE/Dual Credit Completion by Special Program



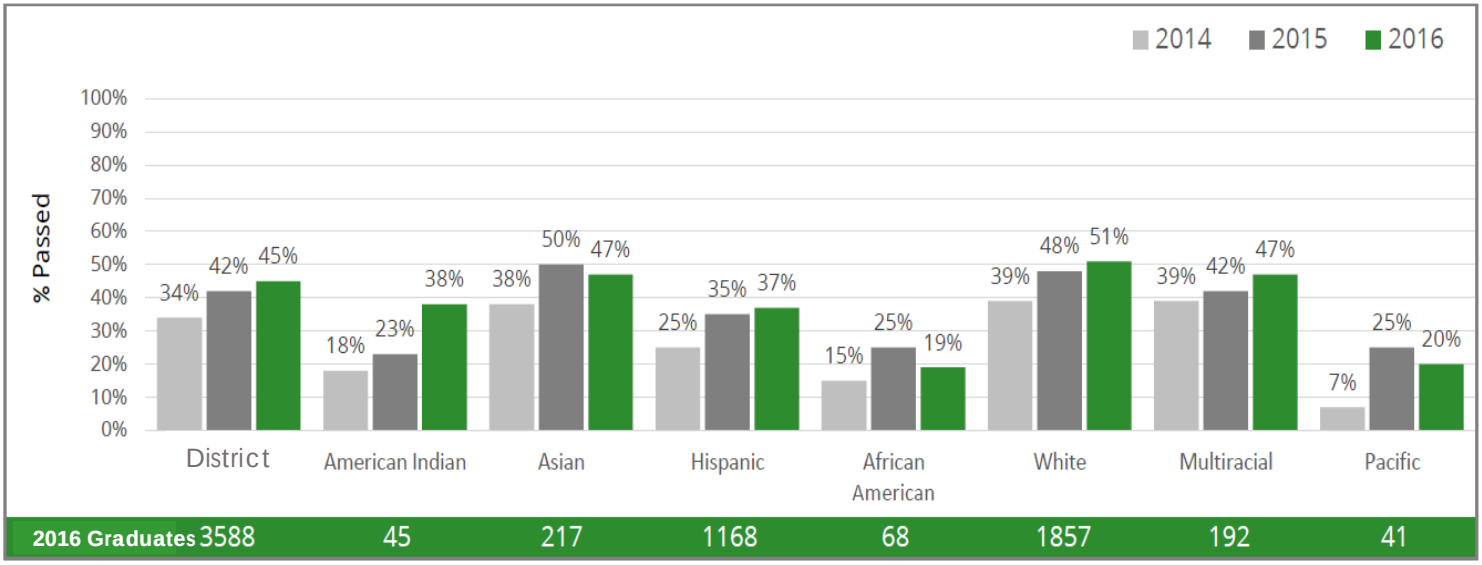
Please refer to the glossary section regarding acronyms and terminology.

WCSD - 12th Grade AP/IB

Performance

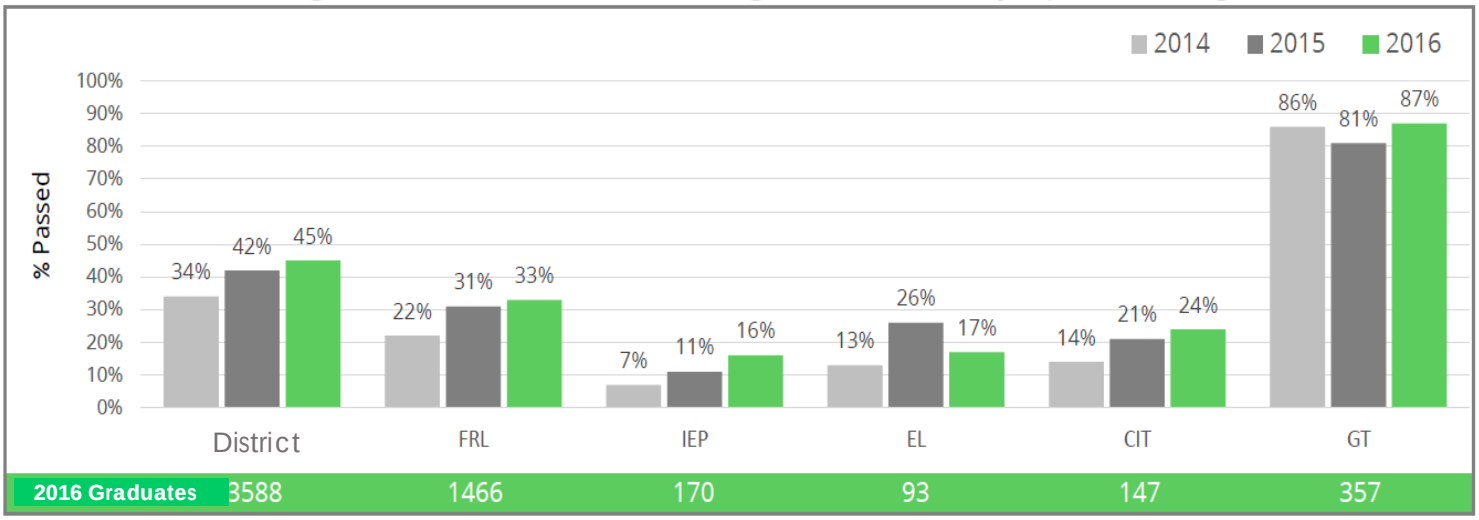
Percent of graduates who passed at least one AP exam (*Score of 3 or higher*) or IB exam (*Score of 4 or higher*) or Earned Dual Credit in a Dual Credit Course by graduation. The denominator is the number of 2015-2016 graduates.

Graduates Passing an AP/IB Exam or Earning Dual Credit by Race/Ethnicity



* Percent of graduates who passed at least one AP or IB exam or Earned Dual Credit in a Dual Credit Course by graduation. The denominator is the number of class of 2016 graduates.

Graduates Passing an AP/IB Exam or Earning Dual Credit by Special Program



Career & Technical Education (CTE)

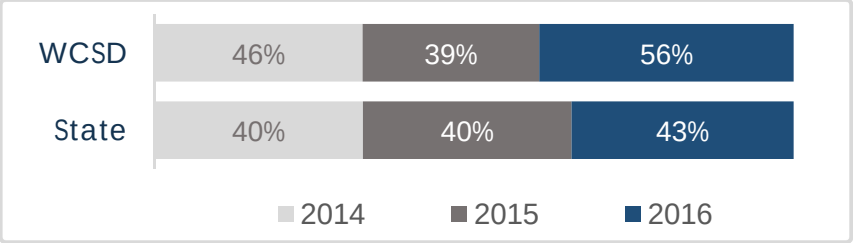
Program of Study Sequence

Level 1 (L1)	1st Year	Introductory
Level 2 (L2)	2nd Year	Intermediate
Level 3 (L3)	3rd Year	Advanced - State Test
Advanced Studies (AS)	3rd or 4th Year	Special Projects
Work Experience (WE)	3rd or 4th Year	Internship

What is CTE:

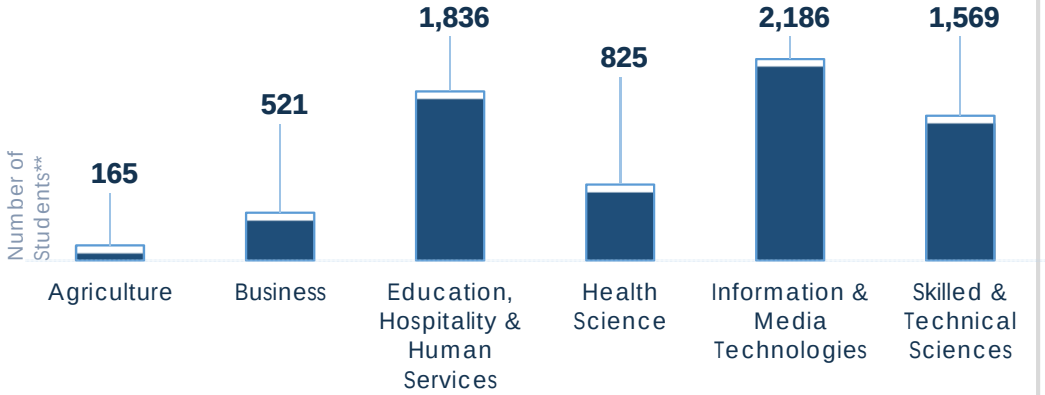
Organized educational activities that offer a sequence of courses that provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem- solving skills, work attitudes, general employability skills, technical skills, and occupation specific skills, and knowledge of all aspects of an industry, including entrepreneurship, or an individual.

CTE Certificate Earners



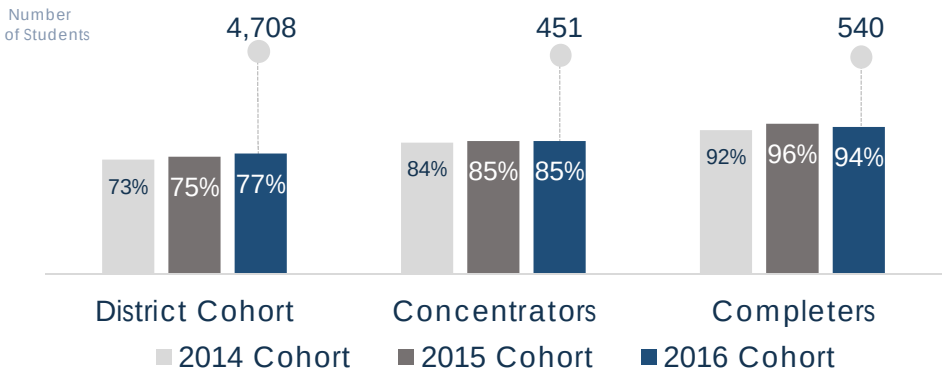
CTE Enrollment by Program

2015-2016
Enrollment
6,151 Students
(Distinct Student Count)



**Duplicated student count. A student could be in one or more programs

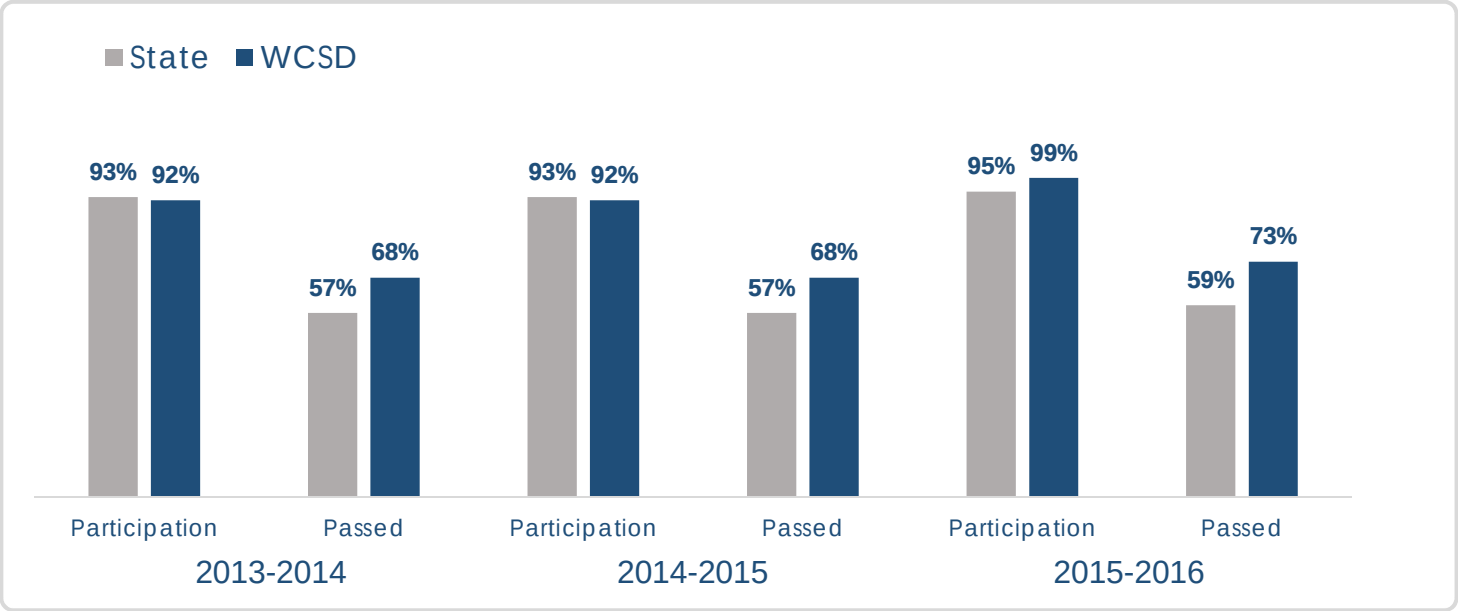
CTE Cohort Graduation Rate by Year



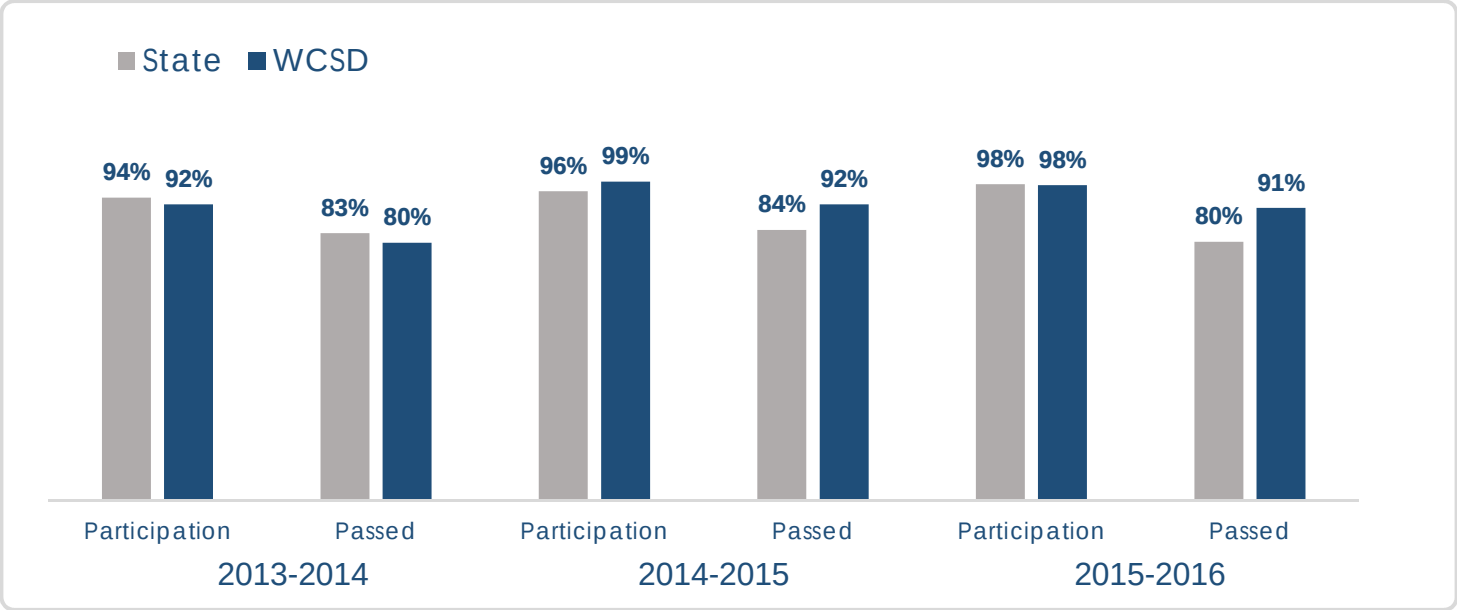
Concentrator
A student who completes two years in the same program of study

Completer
A student who completes three years in a program of study and sits for the completion test

CTE End- of- Program Technical Assessment Data



CTE Workplace Readiness Skills Assessment Data



Support Programs

First-generation college students are generally defined as students where neither parent has earned a bachelor's degree. These students commonly experience a variety of barriers throughout their educational careers, especially those who come from low-income households. Strong collaborations between school districts and support programs are necessary in order to improve high school graduation rates and college access.

In WCSD, there are a variety of support programs that help close the achievement gap for underrepresented students and while each program has its own unique approach to supporting families, they all have made a big difference in changing the educational trajectory of hundreds of Northern Nevada students. These support programs utilize best practices, such as, academic advising/counseling, mentoring, tutoring, career exploration, financial literacy, parent engagement, college visits, and assistance with college matriculation and financial aid to generate successful student outcomes.

Advancement Via Individual Determination (AVID)

Selection Criteria:

* Students are recommended by Sparks and Dilworth Middle Schools counselors
* First-generation college student
* Low-Income *(qualifies for free and reduced lunch)*
* Special circumstances

Grades Served: 9th - 12th

Funding: *WCSD
*Grants
*Private Donors

Locations:

Sparks High School
Incline High School

Sparks Middle School
Incline Middle School
Dilworth Middle School

		2015	2016*
Current Students Served:		225	**420**
HS Seniors: 2016 Cohort		31	**49**
Graduation Rate: 2016 Cohort			
2016 Cohort	Sparks High School	92%	**93%**
	Incline High School	-	**100%**
Planning to attend college:			
	Sparks High School	-	**98%**
	Incline High School	-	**88%**

*Incline HS included for the first time in 2016 for HS data. Middle school data included for the first time in 2016

Dean's Future Scholars

Selection Criteria:

* Students recommended by 18 Title I elementary schools in WCSD
* First-generation college students
* Low-income *(qualifies for free and reduced lunch)*

Grades Served: 6th - College

Funding: *WCSD
*UNR
*Grants

Locations:

30 different WCSD schools and UNR

	2015	2016
Current Students Served:	362	**353**
HS Seniors: 2016 Cohort	54	**47**
Graduation Rate: 2016 Cohort	92%	**98%**
College Enrollment: 2016 Cohort	65%	**76%**

Upward Bound

Selection Criteria:

* Income-qualified *(based on US Department of Education Federal TRiO Guidelines)*
* First-generation college students
* U.S. citizen, naturalized, or permanent resident
* Between the ages of 14-18 years of age
* Attending one of six target high schools in Washoe or Lyon counties

Grades Served: 9th - 12th

Funding: *Federal grants

Locations:

* Hug HS
* North Valeys HS
* Sparks HS
* Spanish Springs HS
* Fernley HS
* Silver Stage HS

	2015	2016
Current Students Served:	186	**186**
HS Seniors: 2016 Cohort	58	**39**
Graduation Rate: 2016 Cohort	100%	**98%**
College Enrollment: 2016 Cohort	86%	**80%**

College - Going Rates

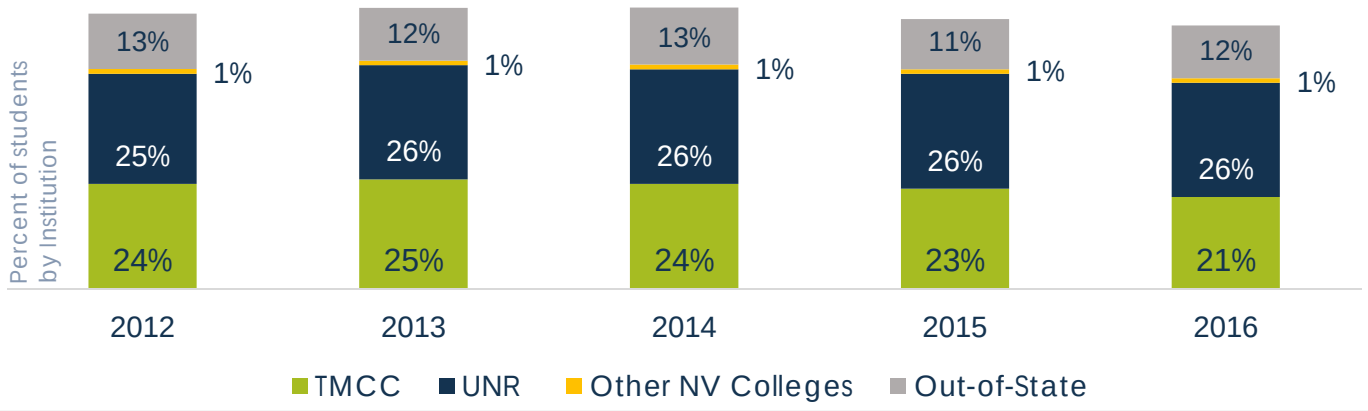
WCSD - **2016 Cohort**

Data Profile
2016

WCSD College - Going Rates

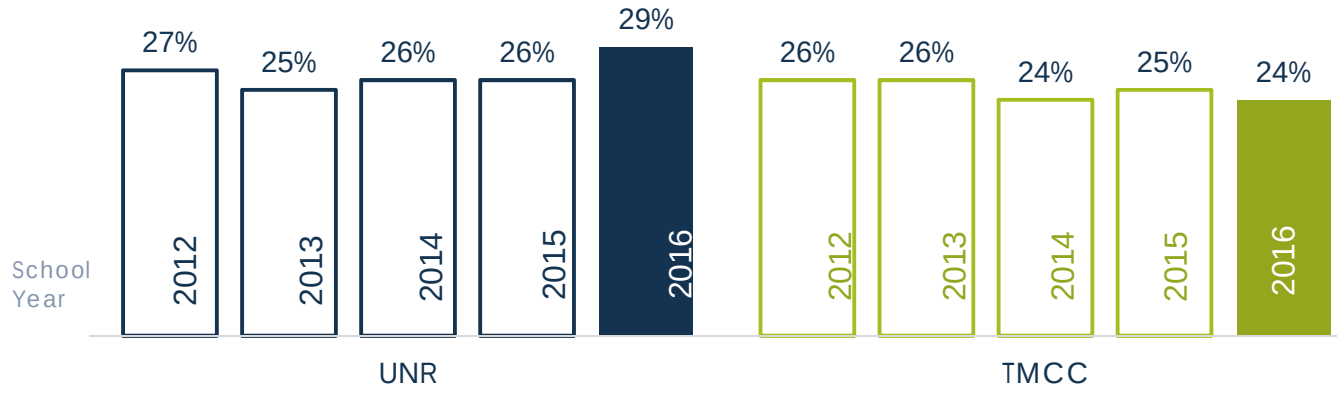
	2012	2013	2014	2015	2016
College Enrollments	1,968	2,137	2,235	2,130	2,147
HS Graduates	3,137	3,321	3,474	3,467	3,608
College-Going Rate	**63%**	**64%**	**64%**	**61%**	**60%**

WCSD College - Going Enrollment



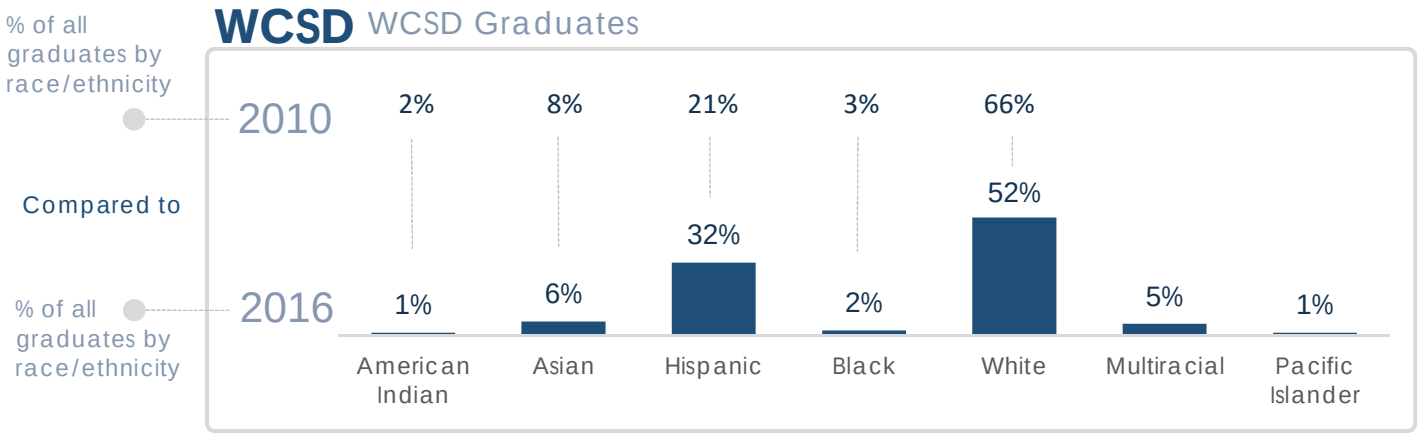
Source: www.bls.gov

Capture Rates - WCSD Graduates Attending UNR or TMCC

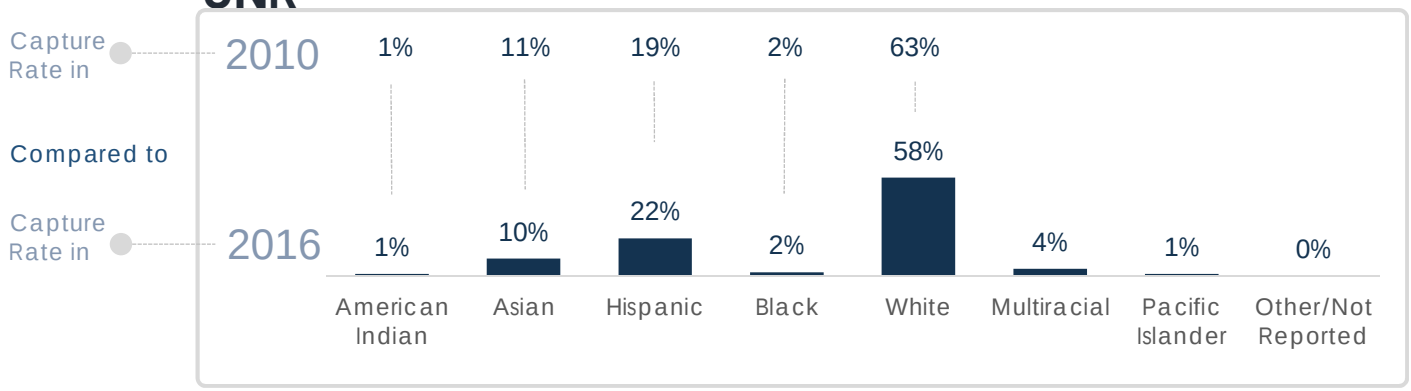


Capture Rates - Racial/Ethnic Composition

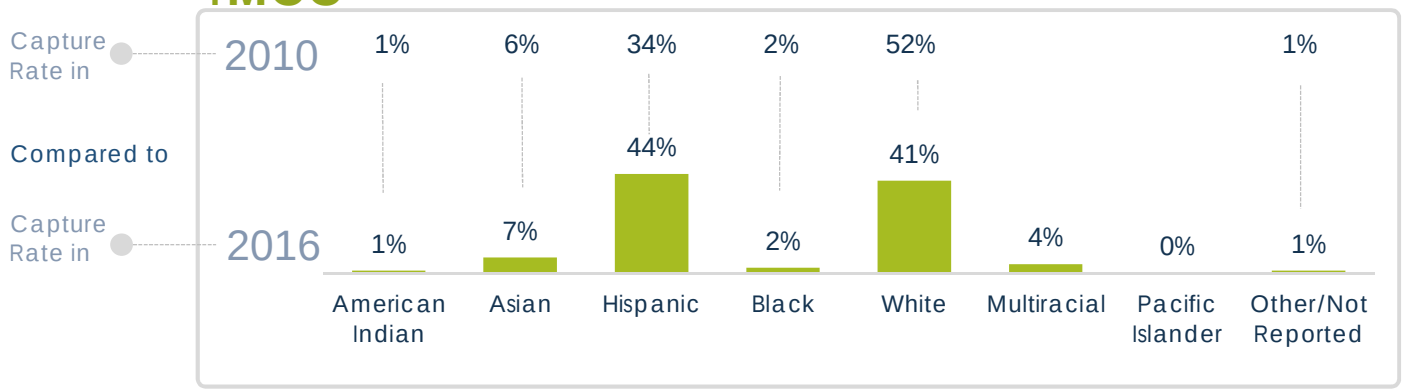
WCSD WCSD Graduates



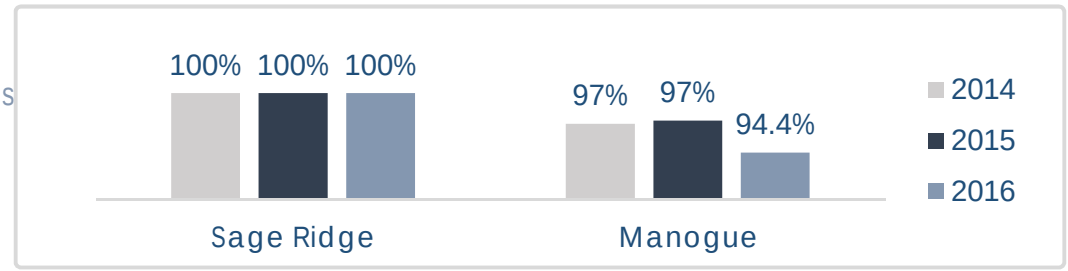
UNR



TMCC



College - going rates for private schools*



* Schools who agreed to participate in this year's data profile. Data has not been verified by NDE but it has been verified by the school.

Average ACT Scores- First-Time Freshmen Attending UNR

ACT **Mathematics**

	2012	2013	2014	2015	2016	Percent Change 2012 - 2016
WCSD Grads	23.2	22.9	23.4	23.6	23.6	0.4
Nevada Grads	23.4	23.6	23.2	23.6	23.6	0.2
Out-of-State Grads	23.9	23.8	23.8	23.6	23.6	-0.3
All	23.4	23.5	23.5	23.6	23.6	0.2

ACT **English**

	2012	2013	2014	2015	2016	Percent Change 2012 - 2016
WCSD Grads	22.5	21.8	22	22.6	22.9	0.4
Nevada Grads	22.8	22.9	22.8	23	23	0.2
Out-of-State Grads	23.1	23.2	23.2	23.4	23.4	0.3
All	22.8	22.7	22.7	23.1	23.1	0.3

ACT **Composite**

	2012	2013	2014	2015	2016	Percent Change 2012 - 2016
WCSD Grads	23.1	22.7	22.7	23.4	23.6	0.5
Nevada Grads	23.3	23.6	23.4	23.6	23.6	0.3
Out-of-State Grads	23.6	23.7	23.8	23.7	23.7	0.1
All	23.3	23.4	23.4	23.7	23.6	0.3

Nevada System of Higher Education (NSHE) minimum score for placement into credit bearing college level courses*

English Placement Exams	Minimum Score
ACT English	18
SAT Critical Reading	440
Compass Writing Skills	69
Accuplacer Sentence Skills	80-86

Math Placement Exams	Minimum Score
ACT Math	18
SAT Math	440
Compass Mathematics	69
Accuplacer College Level Math	80-86

***For a complete NSHE report on remediation, see:**
https://www.nevada.edu/ir/Documents/Remedial_Enrollment/Main_Page/2016_Remedial_Databook_Final.pdf

Remedial Placement and Enrollment

Brief Summary of Nevada System of Higher Education (NSHE) Methods for Determining Remediation Need

A student's English and mathematics placement test scores will serve as the foundation for decisions about the appropriate first college-level course. However, in addition to these scores, institutions may rely on other factors such as high school courses and grade point average, demonstrable competencies, and work experience to predict student success and recommend

Due to the initiatives at NSHE institutions to improve the delivery of remedial instruction and the success of students placed into remedial courses, it is no longer sufficient to report enrollments only in traditional remedial courses (English and math courses below the 100-level) as reported in past reports. Therefore, this report includes enrollment in the following:

- Skills labs and modules that are an alternative to traditional remedial math courses enables the institutions to address specific deficiencies allowing students to move through their remedial sequences more quickly and complete their college-level courses more quickly.
- Co-requisite courses that enable a student to enroll in college level instruction while receiving additional support related to deficiencies that would have resulted in the student being placed into remedial coursework. Co-requisite courses enable students to complete gateway courses faster than enrolling in a traditional remedial course sequence. Data show that students who complete a gateway course within the first year, regardless of the level of their first math or English course, persist and graduate at a higher rate than those who do not.
- Technical courses with no remedial co-requisites that provide English and math content to meet college-level English and math requirements for specific community college certificates and degrees.

Other changes in addition to those related to placement and the types of courses captured include:

- Enrollment into a remedial course for an additional semester beyond the summer and fall semesters included in past reports.
- Including the subsequent spring semester allows NSHE to capture the enrollment of students who may defer their remedial coursework due to course availability, part-time enrollment or self advising.
- Enrollment of students who place into remedial coursework at one institution but enroll in a remedial course at another NSHE institution.
- Reporting enrollments system wide enables NSHE to eliminate the effect "swirling" has on the enrollment rate using the old methodology.

For a complete NSHE report on remediation, see:
https://www.nevada.edu/ir/Documents/Remedial_Enrollment/Main_Page/2016_Remedial_Databook_Final.pdf

2015 High School Graduates Enrolled in NSHE Institutions *

All higher education degree programs require quantitative and language skills at a more advanced level than typically provided by high school programs. Some students who are otherwise prepared for college may need to improve their mathematics or English skills so they can be successful in subsequent college courses in these critical subject areas. As a service for students, most colleges and universities provide this coursework in the form of remedial courses designed to quickly achieve high school level proficiency but do not count toward a degree.

NSHE establishes criteria such as ACT or SAT scores to be used for placement into college credit courses or remedial courses in mathematics and English.

Percent of All Recent High School Grads Placed in Remediation

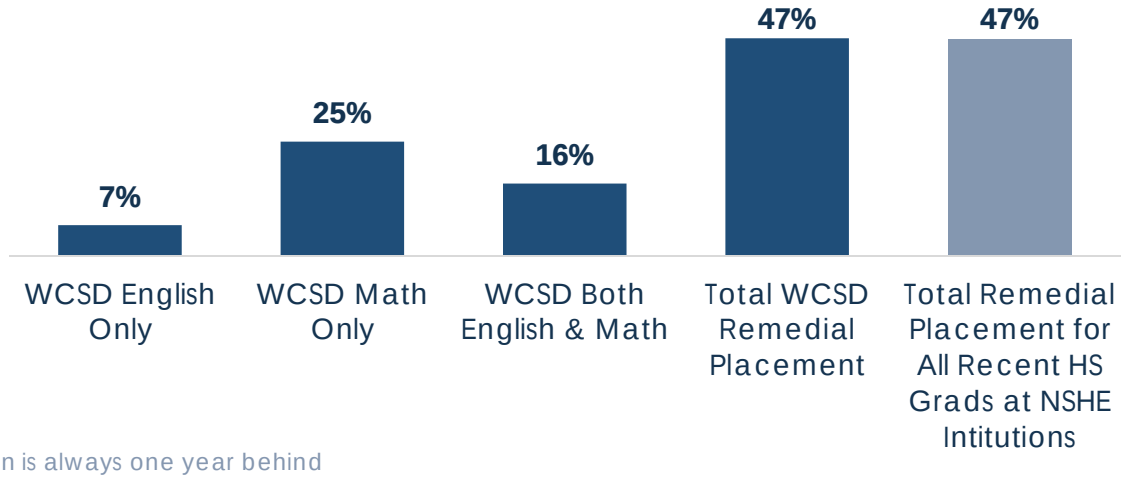
	University of Nevada, Las Vegas		University of Nevada, Reno		Nevada State College		College of Southern Nevada		Great Basin College		Truckee Meadows Community College		Western Nevada College	
Year	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
	58%	44%	37%	33%	81%	76%	60%	66%	68%	68%	68%	60%	57%	53%

	NSHE Total	
Year	2014	2015
	58%	53%

	NSHE University Total	
Year	2014	2015
	49%	39%

	NSHE Comm. College Total	
Year	2014	2015
	61%	64%

Remedial Need: WCSD 2015 Graduates Enrolled at NSHE Institutions



*Data in this section is always one year behind

Source:
https://www.nevada.edu/ir/Documents/Remedial_Enrollment/Main_Page/2016_Remedial_Databook_Final.pdf

Other available NSHE Remediation Reports

- ***Highest Math:*** ***https://www.nevada.edu/ir/Page.php?p=hs_cont&sel=hi_math***
- ***Diploma Type:*** ***https://www.nevada.edu/ir/Page.php?p=hs_cont&sel=dip_type***

College Preparedness Initiative

In 2011, administration officials from UNR, TMCC, and WCSD brought together mathematics and English faculty to discuss the high rates of remediation among WCSD graduate students, and discussed of ideas on how to lower the remediation rate. By 2013, a model (known as the College Preparedness Initiative or CPI) was developed by which WCSD teachers teach the exact same content in NSHE Math 95 and Math 96 courses to high school seniors who have been identified as not yet meeting the benchmarks for college readiness. These teachers are trained and supervised by UNR faculty, using the same curriculum and materials and the same grading method. (A similar program to offer remedial English content under the supervision of TMCC English faculty was also part of the CPI initially, but has been discontinued.)

Students who reach 75% overall score on the assessments provided by the UNR faculty in the Math 96-aligned WCSD courses are granted admission into gateway baccalaureate-credit-bearing courses at UNR or TMCC without further need for placement testing, and students who reach that level in Math 95-aligned courses are granted admission into Math 96 courses at either institution.

The WCSD courses offered through the CPI are paid for by the school district, and offered at no cost to the students (saving the student many hundreds of dollars over taking these courses at TMCC or UNR). The courses count for high school credit (and count towards the math requirements for Millennium Scholarship eligibility at NSHE institutions), and are part of the normal student schedule.

Furthermore, a 3-institution Memo of Understanding allows for all data regarding placement of the students into the CPI courses, performance in the CPI courses, and subsequent placement and performance in first year mathematics courses to be shared among the institutions, for continuing assessment and improvement of the program.

WCSD Students Enrolled in Math 120 or 126 at TMCC and UNR
via the College Preparedness Initiative vs. All Others who meet the College Math Pre-Requisite
with successful completion of Math 096

TMCC

Pre-Requisite for MATH 120 / 126	Fall 2016 Cohort MATH 120			Fall 2016 Cohort MATH 126			Fall 2016 Cohort Either MATH 120 or 126		
	# Enrolled	# Passed	Pass Rate	# Enrolled	# Passed	Pass Rate	# Enrolled	# Passed	Pass Rate
MATH 096 WCSD Content Course	5	2	40%	29	17	59%	34	19	56%
MATH 096 at TMCC After High School Graduation	75	36	48%	469	257	55%	544	293	54%

UNR

Pre-Requisite for MATH 120 / 126	Fall 2016 Cohort MATH 120			Fall 2016 Cohort MATH 126			Fall 2016 Cohort Either MATH 120 or 126		
	# Enrolled	#Passed	Pass Rate	# Enrolled	#Passed	Pass Rate	# Enrolled	#Passed	Pass Rate
MATH 096 WCSD Content Course	12	10	83%	67	62	93%	79	72	91%
MATH 096 at UNR After High School Graduation	187	156	83%	558	447	80%	745	603	81%

Alternative Pathways

Beginning Fall 2013, WCSD high school graduates can use "Alternate Pathways" for placement into entry-level college courses. Alternate Pathways allows students to enroll in college Math and English using HS GPA in lieu of qualifying test scores. It is open to students who graduate from a WCSD high school in spring with a 3.0 GPA or better, get a grade of B or better in Intermediate Algebra for the math pathway, and who enroll at TMCC in the first summer or fall following their graduation. The data in the tables below represents the first English or math course taken at TMCC following graduation from high school.

"All Other WCSD Recent Graduates" are students who graduate from WCSD high schools in spring who did not qualify for entry level math and/or English via Alternative Pathways, and have qualified in some other way such as test scores. The data in the tables below represents the first English or math course taken at TMCC following graduation from high school.

"All Other Students Enrolled in the Course" includes students who are not necessarily recent high school grads, and who may have gone through a sequence of remedial instruction prior to enrolling in college English or math.

English

	Fall 2015			Fall 2016		
	# Enrolled	# Retained	**% Retained**	# Enrolled	# Retained	**% Retained**
ENG 101	182	164	90%	202	177	88%
ENG 102	13	13	100%	12	11	92%

	Fall 2015			Fall 2016		
	Alternative Pathways	All other WCSD Recent Grads	All Other Students Enrolled in Course	**Alternative Pathways**	All other WCSD Recent Grads	All Other Students Enrolled in Course
ENG 101	90%	68%	77%	88%	67%	78%
ENG 102	100%	80%	76%	92%	n<5	73%

Mathematics

	Fall 2015			Fall 2016		
	# Enrolled	# Retained	**% Retained**	# Enrolled	# Retained	**% Retained**
MATH 120	8	7	88%	18	13	72%
MATH 126	85	67	79%	100	76	76%

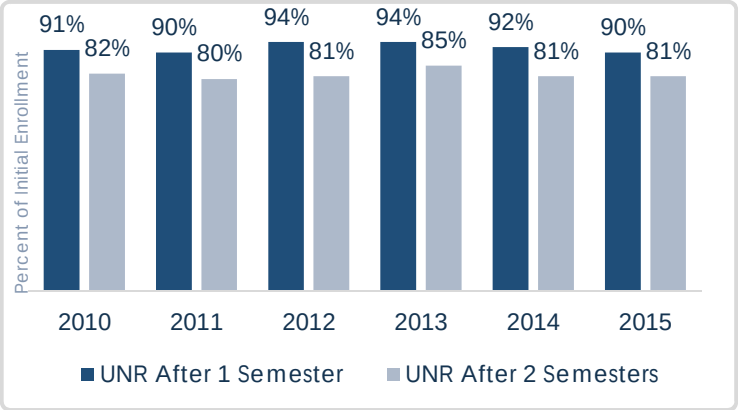
	Fall 2015			Fall 2016		
	Alternative Pathways	All other WCSD Recent Grads	All Other Students Enrolled in Course	**Alternative Pathways**	All other WCSD Recent Grads	All Other Students Enrolled in Course
MATH 120	88%	73%	77%	72%	33%	44%
MATH 126	79%	61%	56%	76%	70%	62%

Persistence Rates

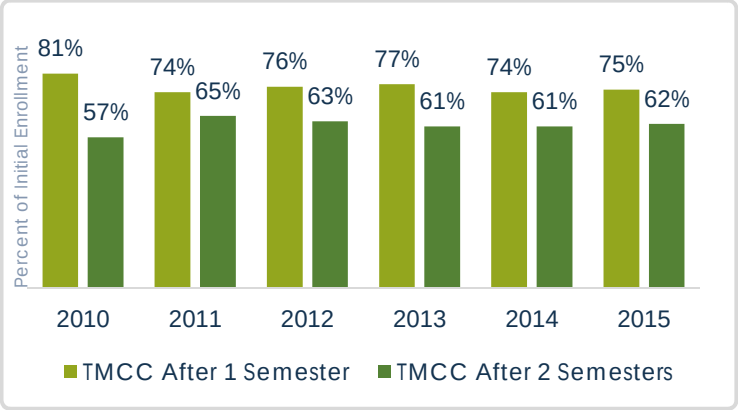
WCSD Graduates - Attending UNR or TMCC

Percent Returning After One and Two Semesters

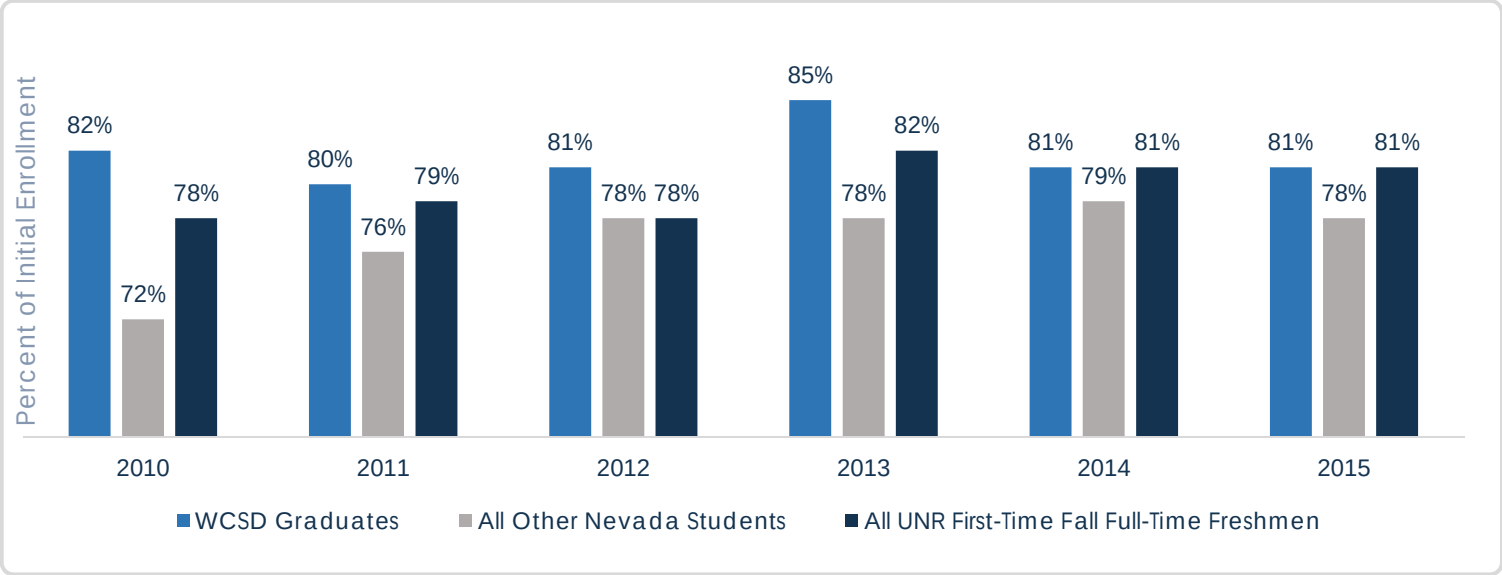
UNR



TMCC



UNR Persistence Comparisons: Percent Returning After Two Semesters



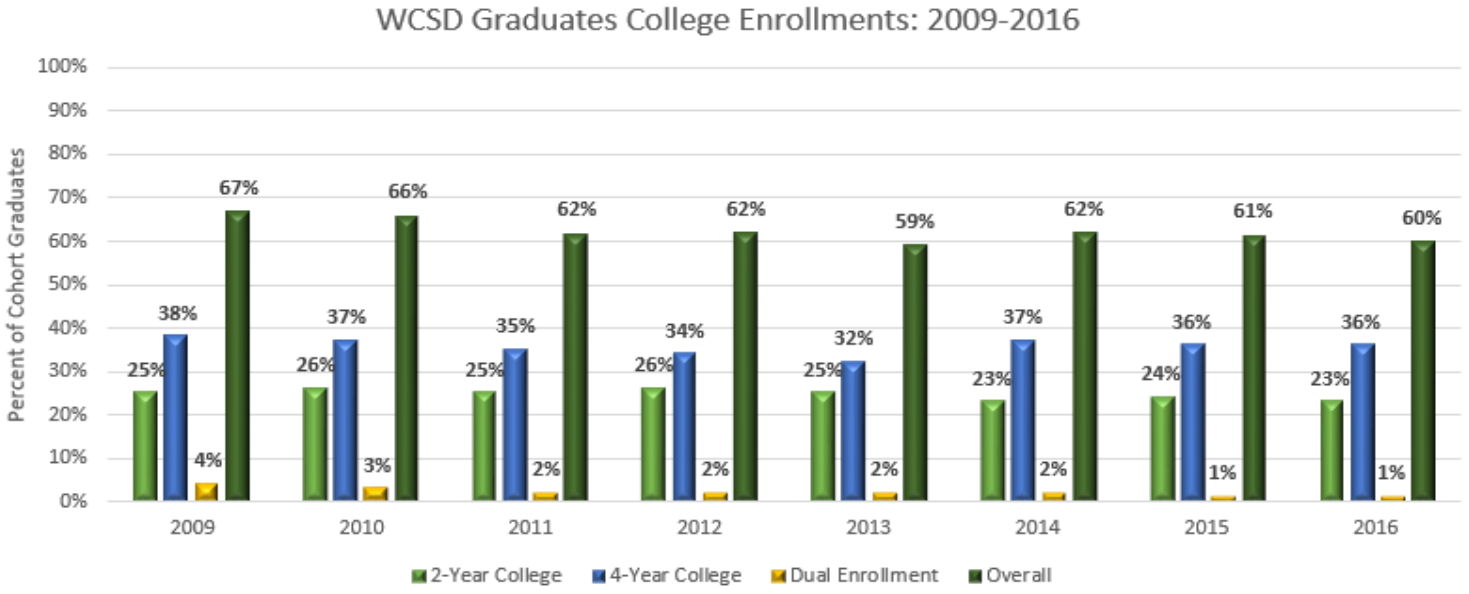
*Reporting data in this section is always one year behind

Overall College - Going Rates of WCSD

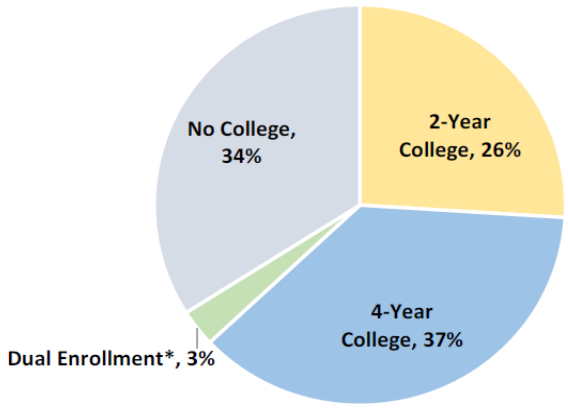
Overall college-going rates held steady at around 66% for the 2008 through 2010 graduating cohorts, then dropped in following years. The college-going rate for the 2016 cohort was 60%. The proportion of two year college and four year college enrollments has remained relatively steady over the years, with about 24% of graduates enrolling in two year colleges, and 36% enrolling in four year colleges/universities for their freshman year. Dual enrollment rates, where students enroll in both a two and four year institution in their freshman year, have decreased from 7% of grads from the 2008 cohort, to only 1% of the 2016 cohort.

WCSD Cohort	WCSD Grads	First College Enrollment: 2-Year College	2-Year College-Going Rate	First College Enrollment: 4-Year College	4-Year College-Going Rate	First College Enrollment: Dual 2-Year/4-Year*	Dual Enrolllment College-Going Rate*	Overall College Enrollment	Overall College-Going Rate
Year	N	N	% of WCSD Grads	N	% of WCSD Grads	N	% of WCSD Grads	N	% of WCSD Grads
2008	2884	674	23%	1028	36%	211	7%	1913	66%
2009	2957	761	25%	1112	38%	107	4%	1980	67%
2010	3095	810	26%	1141	37%	92	3%	2043	66%
2011	3115	775	25%	1077	35%	76	2%	1928	62%
2012	3119	814	26%	1068	34%	56	2%	1938	62%
2013	3299	642	25%	1045	32%	63	2%	1954	59%
2014	3474	813	23%	1269	37%	78	2%	2160	62%
2015	3467	868	24%	1238	36%	23	1%	2129	61%
2016	3608	823	23%	1285	36%	39	1%	2147	60%

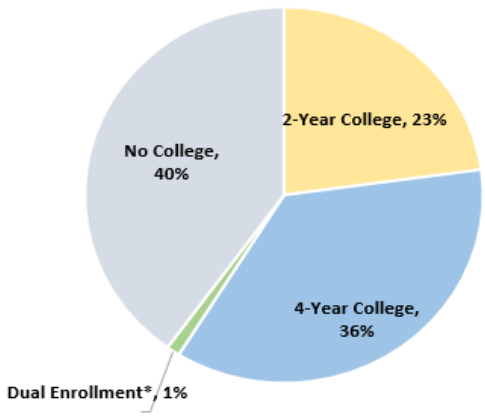
* Students who were dually enrolled in both a 2-year and 4-year college during their first college year.



WCSD 2010 Grad Cohort



WCSD 2016 Grad Cohort

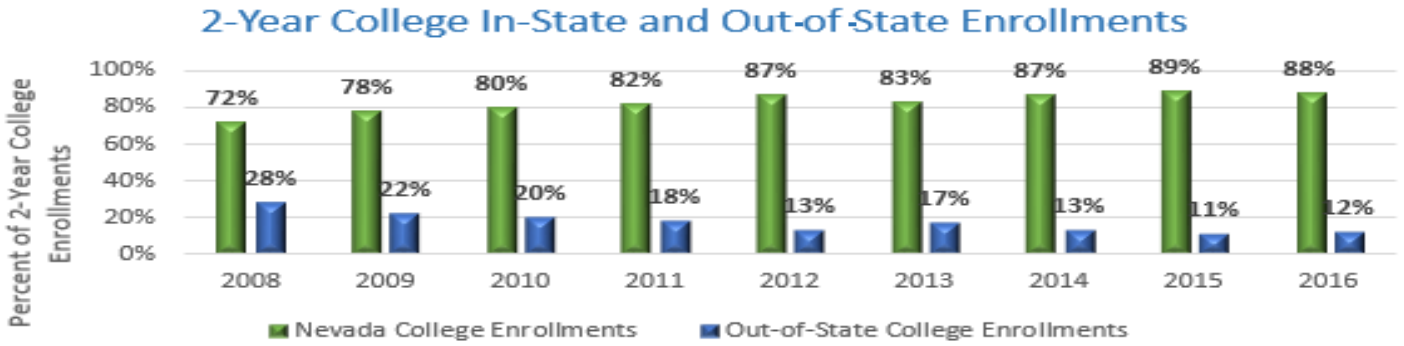


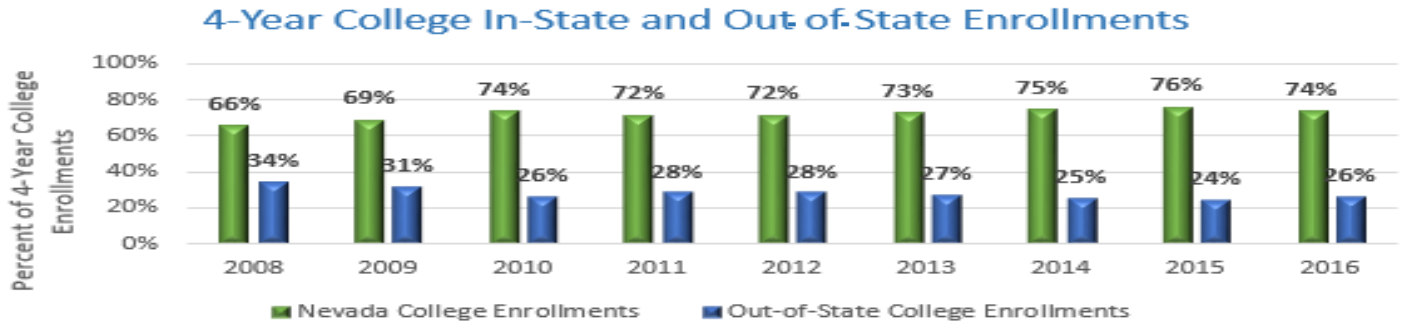
*Students who were dually enrolled in both a 2-year and a 4-year college during their first college year.

Where Do Our Graduates Enroll?

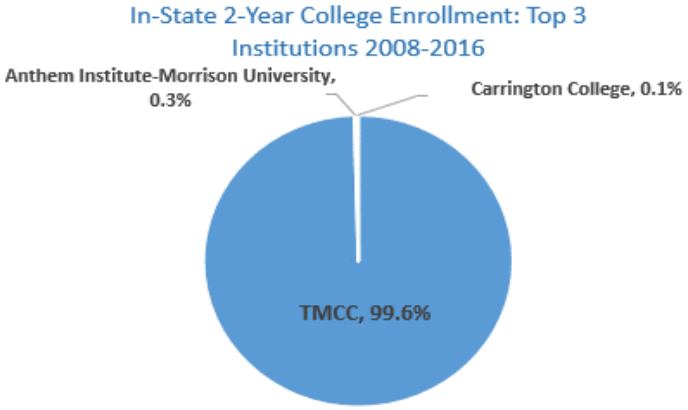
The proportion of enrollments in Nevada institutions versus out-of-state institutions has steadily increased from 2008 to 2016 for both 2-year and 4-year college enrollments.

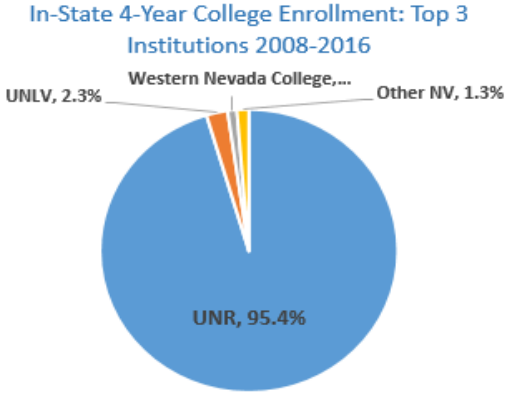
WCSD Cohort	2-Year College Enrollments		4-Year College Enrollments	
Year	% Nevada Colleges	% Out of State Colleges	% Nevada Colleges	% Out of State Colleges
2008	72%	28%	66%	34%
2009	78%	22%	69%	31%
2010	80%	20%	74%	26%
2011	82%	18%	72%	28%
2012	87%	13%	72%	28%
2013	83%	17%	73%	27%
2014	87%	13%	75%	25%
2015	89%	11%	76%	24%
2016	88%	12%	74%	26%



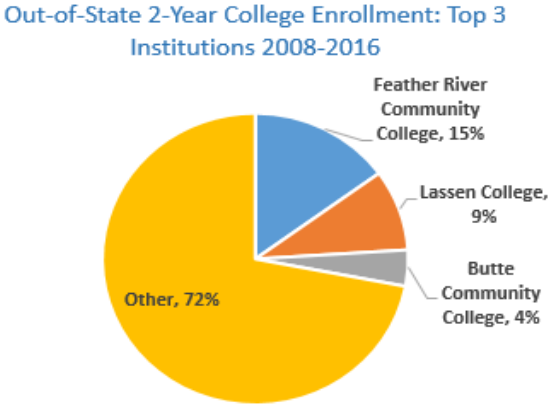


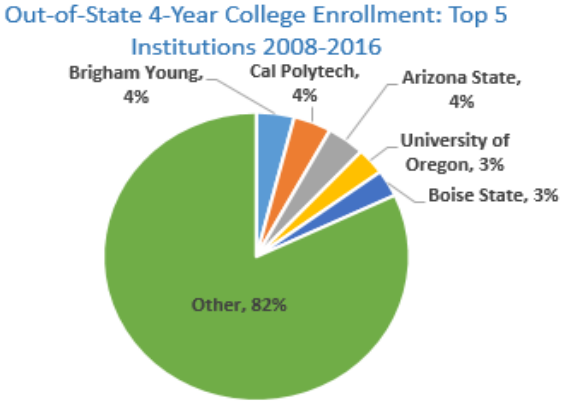
A majority of WCSD graduates who attend in-state colleges or universities enroll at TMCC or UNR.

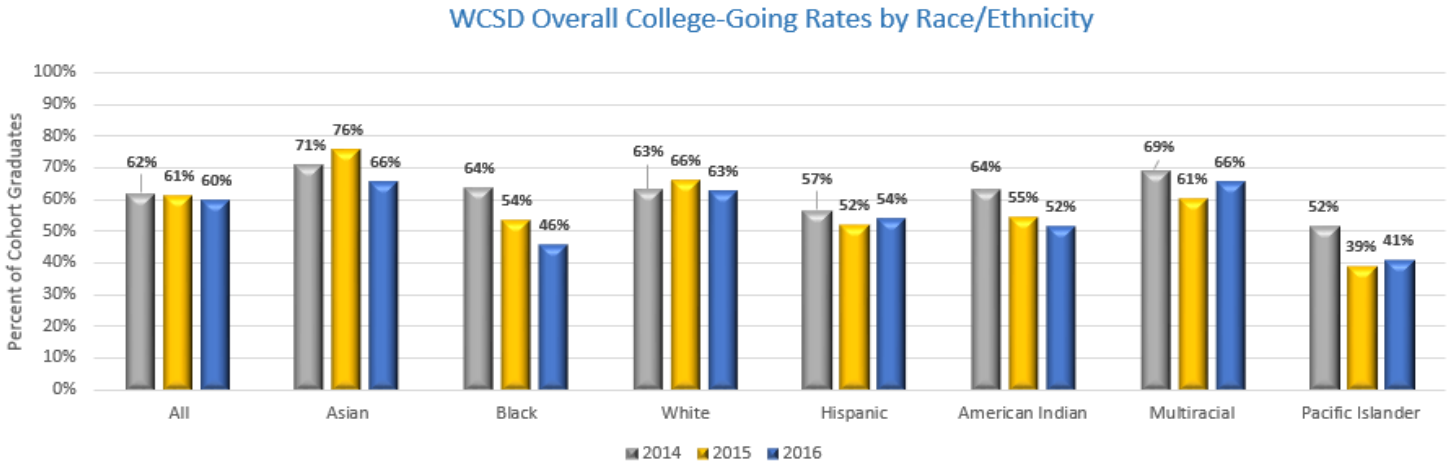




Although most WCSD graduates who enroll in out-of-state institutions attend in nearrby states, our graduates enroll in colleges and universities all over the United States.







4

University of Nevada Reno (UNR)

UNR Student Success

Overview

Success for students in four-year colleges or universities is completion of a degree. University programs are designed to be completed in four years; however, most students take longer and the typical measure of success for a university is graduation after six years or 150% of the design time.

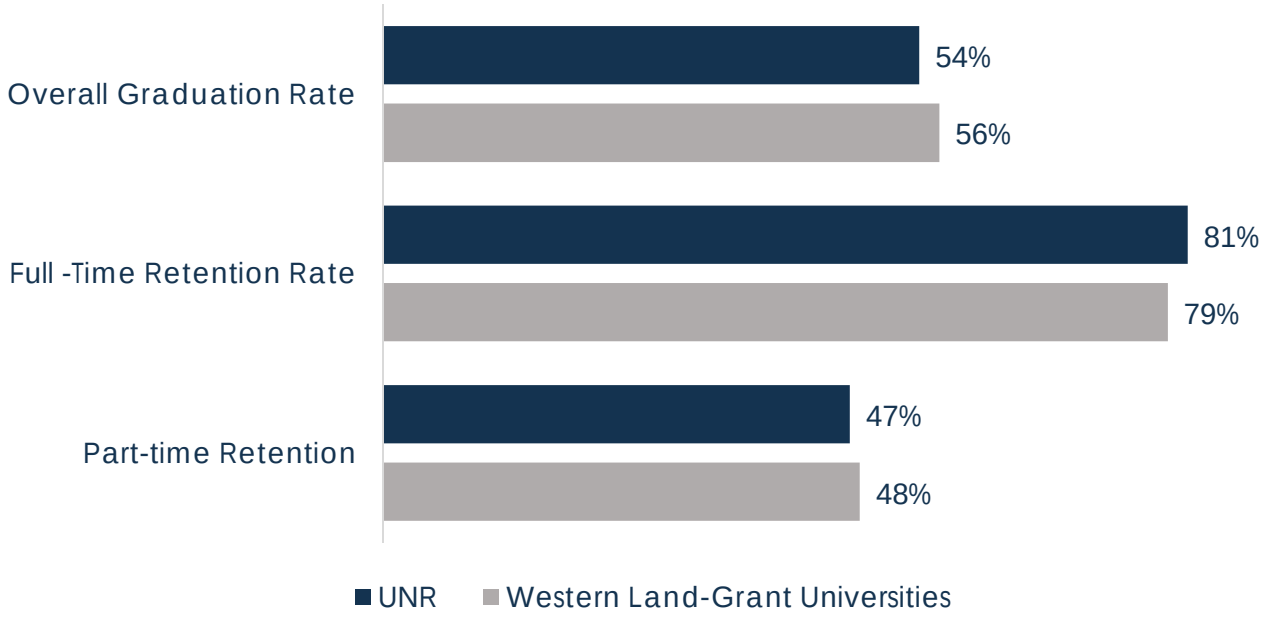
Graduation rates in higher education are complex because not all students attend full time. Also some students transfer to other institutions and/or change their academic major. Both may extend the time to graduation.

Recently published research by the National Student Clearinghouse[1] enables public institutions to also monitor the graduation and continuation of students that moved to other institutions. From this work it is noted that of the 2010-11 academic year students who started at UNR as first-time, full-time students in 2005-06, 51% graduated from UNR, 9% graduated from other institutions (4- or 2-year), 10% were still enrolled at UNR, and 10% were still enrolled at other institutions (4- or 2-year).

Cohort graduation rate includes all full-time, first time, degree/certificate-seeking undergraduate students. Retention rates are measured from the fall of first enrollment to the following fall. Western Land-Grant Universities: Colorado State University, Montana State University, New Mexico State University, Oregon State University, University of Arizona, University of Hawaii at Manoa, University of Idaho, University of Wyoming, Utah State University, Washington State University

UNR Student Success Compared to All Western Land-Grant Universities

First Time Students Six Years After Initial Enrollment: Fall 2015 (2009 Cohort)

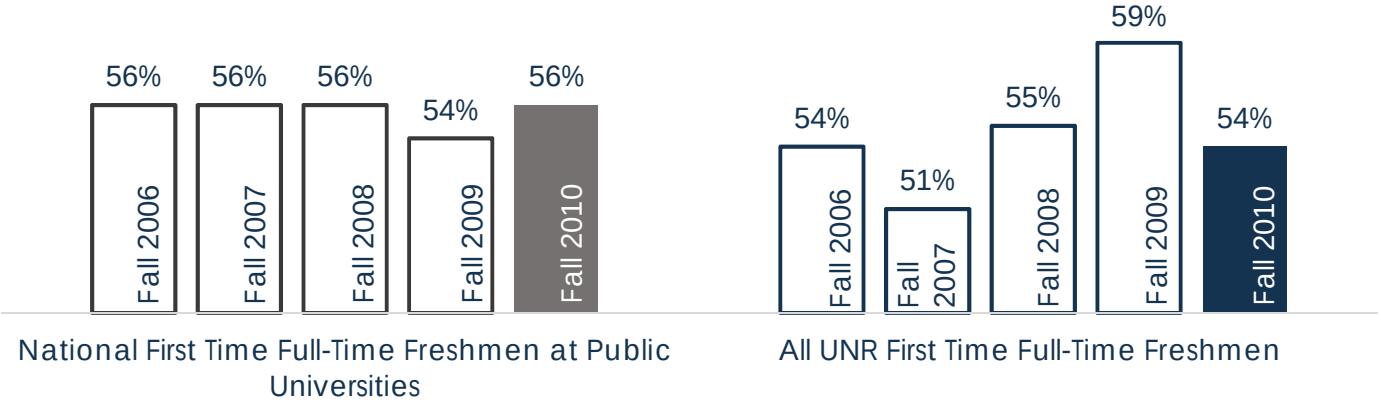


Source: National Center of Education Statistics, IPEDS Data Feedback Report 2016

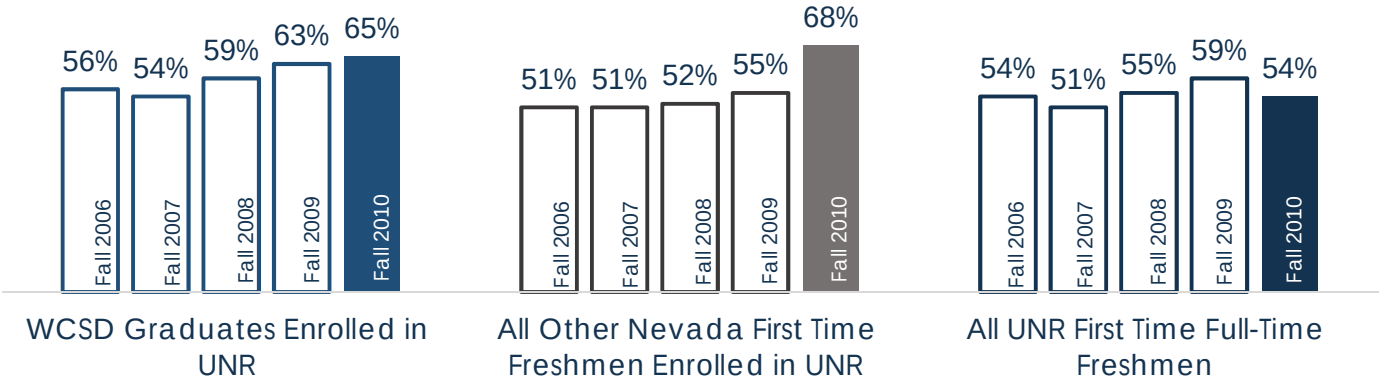
1. : National Student Clearinghouse Research Center Signature Report (http://www.studentclearinghouse.info/signature/4/NSC_Signature_Report_4.pdf)

UNR **Six Year IPEDS** Graduation Rates

Percent of Students Awarded Degrees Within Six Years of Initial College Enrollment



UNR **Six - Year IPEDS** Graduation Rates



UNR **Six - Year** Graduation Rates of WCSD Graduates by Race/Ethnicity

	Fall 2008 Entering Cohort	Fall 2009 Entering Cohort	Fall 2010 Entering Cohort
American Indian	56%	14%	43%
Asian/Pacific Islander	62%	68%	64%
Black	55%	43%	40%
Hispanic	45%	50%	41%
Unknown	30%	0%	0%
Caucasian	53%	53%	49%

*Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion.

5

Truckee Meadows Community College (TMCC)

Overview

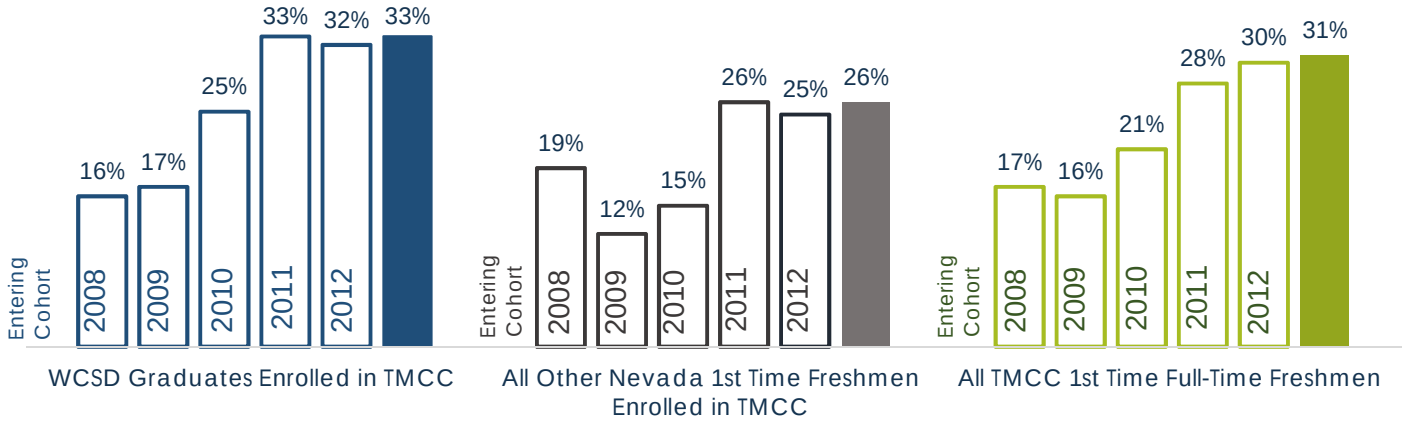
Typically, at community colleges, student success is measured by the percent of new degree-seekers who attend full-time and who graduate with a degree or certificate within "150% normal time to completion." For an Associate's Degree, which is designed to take two years, this means graduation within three years. However, new measures of student success are emerging.

Transfer-out rate is recognized to be an important alternative measure of success, as many students who do not graduate from one community college, transfer and go on to graduate at another institution. Data on transfer patterns of students is now easily obtainable through use of the National Student Clearinghouse, and IPEDS is now tracking combined graduation/transfer-out rate.

Many new students who start at community colleges and attend full-time, will drop to part-time for various reason, thereby extending their time to graduation. To account for this, IPEDS is now also tracking a "200% of normal time to completion" metric which allows students four years to graduate with an Associate's Degree. At TMCC, the additional year results in an increase in graduation rate of about 5%.

TMCC offers a variety of short-term training and instructional opportunities for students related to basic skills, such as English as a Second Language (ESL) or industry-focused skills certificates leading to professional certification and employment. Examples of such skills certificates include, certified nursing assistant (CNA), phlebotomy, automotive, welding, computer, and others. In the near future, TMCC will be incorporating these accomplishments into its success model. The result will be an even more accurate picture of student success at

TMCC Three - Year IPEDS Graduation Rates



TMCC WCSD Grads Three - Year IPEDS Graduation Rates by Race/Ethnicity

	Fall 2010 Entering Cohort	Fall 2011 Entering Cohort	Fall 2012 Entering Cohort	Fall 2013 Entering Cohort
American Indian	14%	n < 6	n < 6	14%
Asian	25%	44%	35%	40%
Black	0%	n < 6	43%	20%
Hispanic	23%	34%	35%	31%
Hawaiian or Pacific Islander	n < 6	n/a	n/a	n<6
Two or more races	35%	18%	30%	30%
Unknown	n < 6	n < 6	n < 6	22%
Caucasian	23%	27%	30%	34%
Not a Pell Recipient*	22%	30%	26%	32%
Pell Recipient	24%	28%	37%	34%

*A Federal Pell Grant, unlike a loan, does not have to be repaid. Eligibility is determined from the Free Application for Federal Student Aid (FAFSA), which takes into account family income, household size and available financial resources, among other items. The FAFSA produces the Expected Family Contribution (EFC) which is the amount that the government expects the family to contribute towards their cost of education. The EFC remains the same regardless of the institution the student attends. Students whose total family income is $50,000 a year or less may generally qualify for the Pell Grant but most Pell Grant money goes to students with a total family income below $20,000. The EFC also works as an index to determine the level of Pell Grant the student receives, which is also dependent upon enrollment level. The maximum award for the 2016-2017 academic year was $5,815. Using information about Pell Grant recipients is therefore a close approximation for poverty, and is used as a designator for low income students in most grant applications and by the Nevada System of Higher Education.

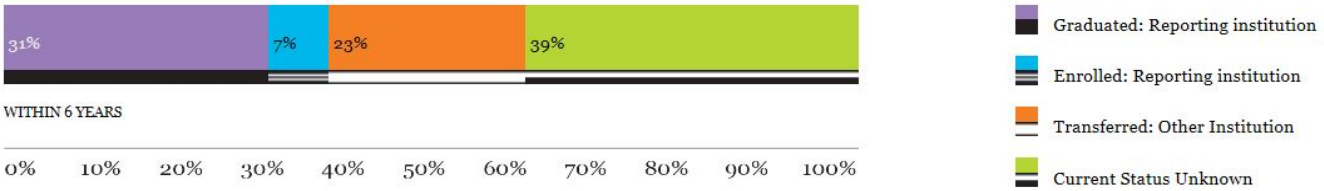
https://studentaid.ed.gov/sa/types/grants-scholarships/pell

TMCC Student Achievement Measure (SAM)

Last year, the NSHE Institutional Research office adopted a new national benchmark called the Student Achievement Measure (SAM). SAM tracks student movement across postsecondary institutions to provide a more complete picture of undergraduate student progress and completion within the higher education system. SAM is an alternative to the IPEDS graduation rate, which is limited to tracking the completion of first-time, full-time students at one institution. Using the SAM methodology, we are able to track the academic progress of the majority of a first-time student cohort after six years. Specifically, 70% of our cohort either graduated from TMCC, were still enrolled at TMCC, or had transferred to another institution. By accounting for a greater number of students, SAM provides a more complete picture of student success.

First-time-at-Institution, All Students Starting Fall 2010

Number of students: 1,870



hide detail data for graph »

Truckee Meadows Community College | Associate / Certificate Seeking Model - All Students

OUTCOMES FOR STUDENT STARTING AT TRUCKEE MEADOWS COMMUNITY COLLEGE IN FALL 2010 BY SUMMER 2016		
	Associate degree from Truckee Meadows Community College	11%
+	Associate degree from Truckee Meadows Community College - with later transfer to another institution	16%
+	Certificate award from Truckee Meadows Community College	3%
+	Certificate award from Truckee Meadows Community College - with later transfer to another institution	1%
=	**Total Graduated from Truckee Meadows Community College**	**31%**
	Enrolled at Truckee Meadows Community College	**7%**
	Transferred with no degree or certificate from Truckee Meadows Community College*	**23%**
	Current Status Unknown	**39%**

*** Students who transferred may have subsequently earned a degree or award or be still enrolled; their status is not tracked after their transfer from Truckee Meadows Community College.**

Source: http://www.studentachievementmeasure.org/participants

TMCC graduates (coming from Washoe County high schools) and Their Attendance at UNR Before and After Graduation

TMCC is a large, urban community college offering two-year associate degrees, certificates of achievement and short-term workforce development training. TMCC students take a variety of different pathways to earn a degree, certificate or a skill-based credential that do not always fit traditional graduation rate methodology. Close proximity to a four-year institution allows many of our students to 'swirl' between the two schools, which often prolongs their degree attainment. The table below demonstrates that on average, 50% of WCSD high school graduates who get a degree from TMCC, will have attended UNR within a 3-year window either before or after graduating from TMCC.

Academic Year	Number of WCSD High-School Graduates who Received a Degree or Certificate from TMCC During the Academic Year	Number of WCSD Students Attending UNR Within a 3-year window Prior to Graduating from TMCC		Number of WCSD Students Attending UNR Within a 3-year window After Graduating from TMCC		Number of WCSD Students Attending UNR Within a 3-year window either Before or After Graduating from TMCC	
2010-2011	649	166	26%	294	45%	348	54%
2011-2012	563	78	14%	263	47%	294	52%
2012-2013	530	86	16%	245	46%	276	52%
2013-2014	702	111	16%	294	42%	327	47%

6

Online Courses

Online Courses

Online education has expanded and is expected to continue growing rapidly in time along with technological innovations. Fully online courses are being taught in the K-12 level as well as throughout higher education. According to a national survey, the number of higher education students taking at least one distance education course in 2014 was up 3.7 percent from the previous year, accounting for nearly three-quarters of all US higher education's enrollment increases in last year. **Source: http://onlinelearningconsortium.org/press-release-online-learning-survey-report-2014/**

WCSD - Online Courses

North Star Online School is a tuition-free full-time virtual public school providing students in grades K-12 with the flexibility to learn how they need, with a curriculum that meets rigorous state education standards, taught by local, highly-skilled teachers. Curriculum is fully accredited, even by the National Collegiate Athletic Association (NCAA), and correlates to the curriculum taught in Washoe County School District's traditional schools.

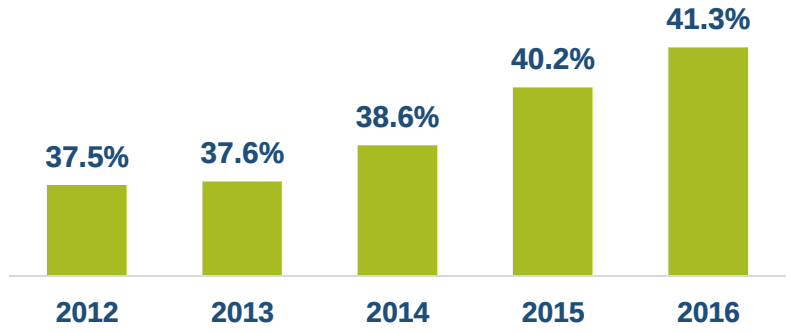
All WCSD high schools offer online education throughout various programs

	14-15	15-16
Enrollment*	191	174
Graduation Rate	65%	90%

*Number of students

TMCC - Online Courses

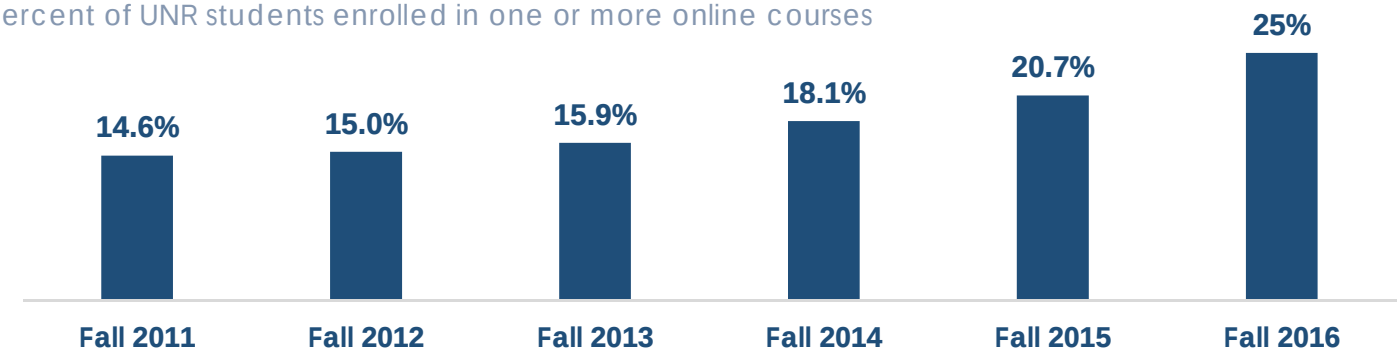
Percent of TMCC students enrolled in one or more online courses (Fall 2012 - Fall 2016)



This graph represents the percent of TMCC students enrolled in one or more online courses. It does not represent the percent of credit hours or sections that TMCC teaches online. For example in Fall 2015, 40.2% of students took at least one online class, while the percent of credit hours taught online that Fall was only18%.

UNR - Online Courses

Percent of UNR students enrolled in one or more online courses



7

Workforce Connection

Education connection to workforce needs

As employers look to build their workforce, they are increasingly aware they must work with our education community to convey the specific skills and occupations that will fulfill their future workforce requirements and to ensure adequate educational pathways and opportunities are available to their prospective employees. To meet this need, the Governor and various education-related entities have requested the school systems track and promote growth of education specializing in trades and expected needed workforce resource areas in the short future.

As such, a highlight in the Data Profile is making the connection between educational options and workforce preparation needs. This year we are specifically highlighting the research of the Governor's Office of Workforce Innovation (OWINN) in collaboration with the Nevada Governor's Office of Economic Development (GOED), and the Nevada Department of Employment Training and Rehabilitation (DETR), which resulted in the January 2017 Report In-Demand Occupations: Leveraging Labor-Market Data with Industry Insights to Strategically Align Nevada's Education and Workforce.

OWINN's goals are to:

1. Address labor market workforce needs by incorporating evidence-based and outcome-based strategies;
2. Identify innovative practices and solutions and recommend improvements to the allocation of federal and state dollars;
3. Develop a career pathways strategy in high demand and high growth areas such as advanced manufacturing, education, healthcare, and technology.

This effort coordinated and convened industry representatives of Nevada business, education, and labor to acquire insights concerning sector-specific workforce needs and challenges to help guide state workforce development efforts. The eight Governor's Workforce Development Board (GWDB) Industry Sector Councils (Aerospace and Defense, Construction, Information Technology, Health Care and Medical Services, Manufacturing and Logistics, Mining and Materials, Natural Resources, and Tourism, Gaming, and Entertainment) that serve as the backbone of Nevada's economy and emerging industries that complement and align with the state's vision of a vibrant and sustainable economy through diversification were established after information was presented during two rounds of meetings. The resulting Report is a resource for K-12, Career Technical Education (CTE), and postsecondary institutions as well as nonprofits, government entities, and workforce boards to leverage in preparing Nevada's workforce to make informed decisions about program or training offerings that align to research and labor market data as well as the state's needs.

But, as the report states, even more importantly, leveraging the 2017 In-demand Occupation and Insights information provides a level of information and security for students and adults engaging in various career pathways and spending precious time, energy, and financial resources to make informed decisions and understand the consequences of the choices they make when pursuing skills and training.

From the Report:

Implications for K-12, Postsecondary, employers, and training providers

Leveraging labor market data, employer input, and engaging educational and workforce stakeholders are explicit strategies being utilized by the state of Nevada to create a skilled, diverse, and aligned workforce. Thus, the in-demand occupations and the insights obtained from the Industry Sector Councils should serve as an important guide to stakeholders engaged in training and development.

For example, CTE programs provide critical pipelines for talent into high paying jobs, requiring 21st century skills. CTE students also have higher graduation rates than their non-CTE peers. Further, many employers have shared positive experiences recruiting or hiring CTE students. Thus, it is imperative for K-12 and postsecondary institutions to continue to further partner in aligning programs and course offerings that leverage CTE and career pathways that fill critical talent needs identified by labor market research and employer input. It is also imperative to scale programs that will provide individuals with great return on investment and curtail programs that are becoming obsolete or not supported by the labor market. Training to the consensus occupations is a more compelling way to ensure individuals are positioned to receive a greater return on their investments and grow the economy through workforce development.

Since the purpose of the research and Sector Councils is to identify in-demand workforce that supports economic growth within the eight target sectors there may be occupations that fall outside of those sectors relevant to institutions or training organizations. However, educational institutions and training programs would still be prudent to align programs and build skills that lead to in-demand occupations or pathways articulated in this consensus report. This supports efforts to grow and diversify Nevada's economy and the economic capacity of its citizens by strategically investing public funding

Moreover, though many employers on the Sector Council are already engaged with school districts and postsecondary institutions through some form of student engagement projects, STEM outreach, internships, mentorship programs, CTE competitions and outreach, scholarships, speaking and lecturing, industry tours, and apprenticeships it is important for all employers to continue to make these types of time and financial investments to not only grow the economy, but to ensure their viability through a trained workforce. However, as some employers have shared, it is equally important for institutions to make it easier for employers to engage.

Finally, there is no substitute for relevant work experience. K-12 and postsecondary institutions should always strive to provide individuals with relevant work experience via internships, on-the-job training, or other work-based learning opportunities as individuals' progress through educational institutions and complete coursework. Council members consistently shared that work experience can sometimes be more valuable than a degree because of the experience gaining relevant soft and technical skills. Developing a skilled, competitive, 21st century workforce will allow traditional industries that have served as the foundation of Nevada's economy to continue to thrive as well as new and emerging industries critical to the state's diversification efforts to fortify against future economic downturns.

Click here to read the complete report, or input into your browser:
http://gov.nv.gov/uploadedFiles/govnvgov/Content/OWINN/features/InDemandOccupationsSector

Other Workforce Connection Efforts

Nevada System of Higher Education (NSHE)

The Nevada P-20 to Workforce Research Data System (NPWR) is a state of the art research tool that provides Nevadans with unparalleled access to the knowledge needed to understand the trends shaping our state's education and workforce outcomes. Using state of the art technology and best-in-class security, NPWR is designed to inform education and workforce policies and initiatives across Nevada.

NPWR is the result of a collaborative effort by the Nevada Department of Education (NDE), the Nevada System of Higher Education (NSHE), the Department of Employment, Training and Rehabilitation (DETR), and the Center for Innovative Technology (CIT), a nonprofit technology organization. NPWR's dynamic reporting functionality provides Nevadans with unprecedented insight into education and workforce outcomes.

To explore the reports, see: http://npwr.nv.gov/reports

Economic Development Authority of Western Nevada (EDAWN) EPIC Report:

The Economic Planning Indicators Committee (EPIC) of the EDAWN reported the Northern Nevada Regional Growth Study 2015-2019. The purpose of the study is to forecast how many jobs and residents will potentially be located in the Study Areas by 2020, based on current and anticipated growth trends. It projects a population jump of 7.1 percent during the five-year study period from 2015 through 2019, or 1.4 percent growth per year for the five counties: Carson City, Douglas, Lyon, Storey and Washoe.

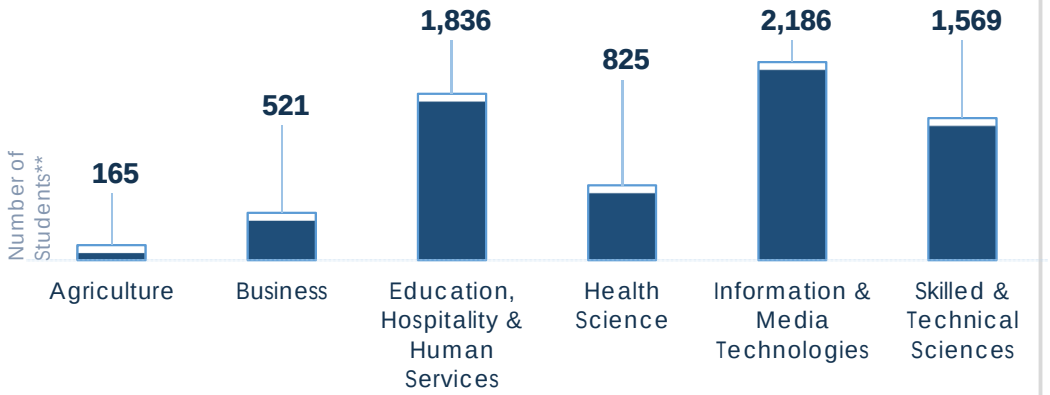
For full report, see http://edawn.org/epic-report/

Career Clusters

WCSD

Career & Technical Education Enrollment by Program

2015-2016
Enrollment
6,151 Students
(Distinct Student Count)

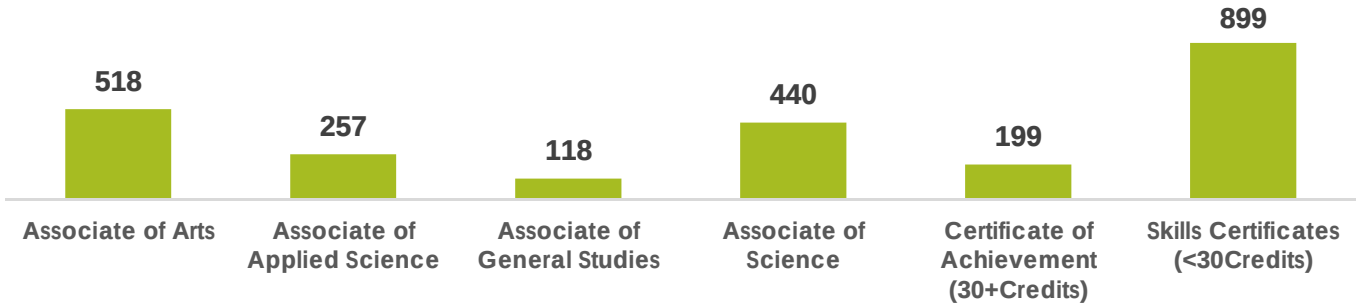


**Duplicated student count. A student could be in one or more programs

TMCC

Degrees, Certificate of Achievement, and Skills Certificates (AY 2015-2016) and Alignment to Nevada Governors Industry Sectors

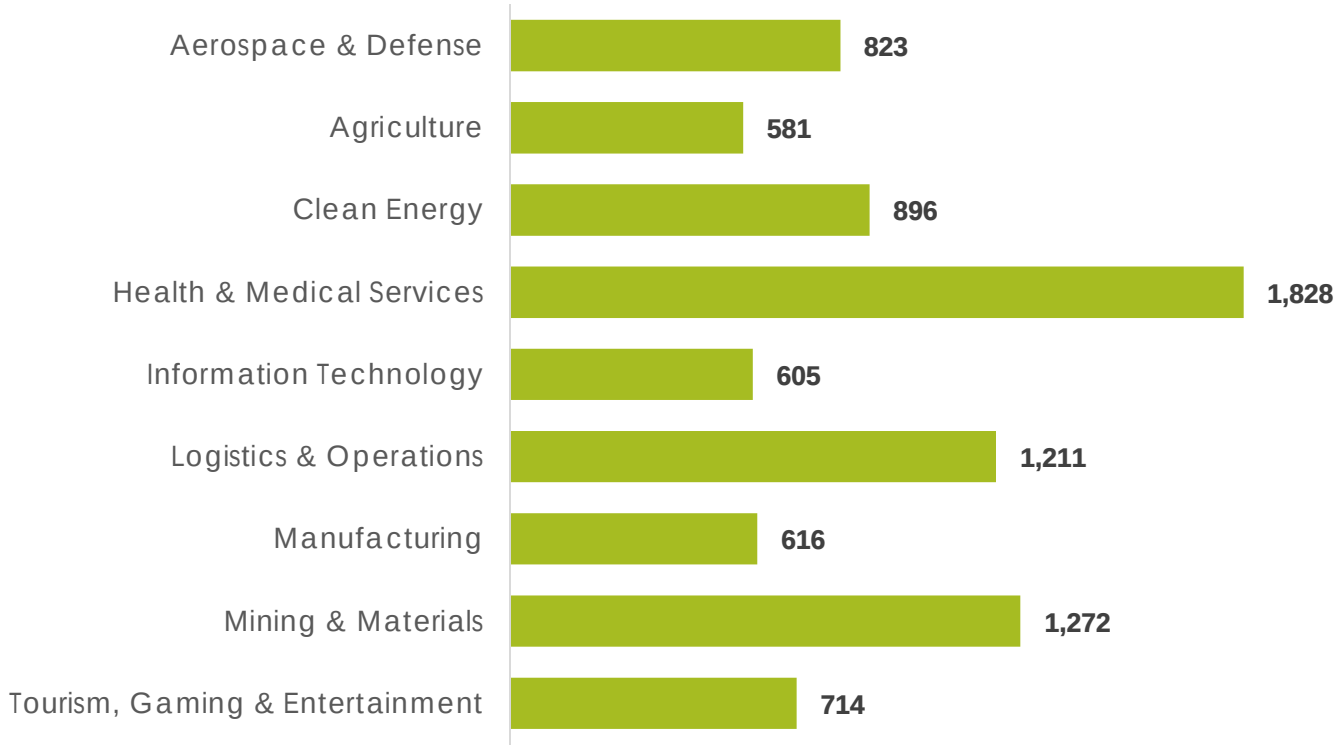
A total of 2,431 Degrees, Certificates of Achievement, and Skills Certificates were awarded to TMCC students during the 2015-2016 academic year which includes summer and fall '15 and spring '16. The breakdown of these awards by type is shown in the bar chart below.



As mentioned, in 2013, the Governor's Workforce Development Board established nine Industry Sector Councils, one for each industry sector, to identify job training and educational programs that best meet regional economic development goals. In 2015, all NSHE institutions were tasked with identifying how the degrees and certificates we award are aligned with and support these nine industry sectors.

Any degree or certificate can be aligned with multiple industry sectors. This means that a count of sector "flags" in the following chart is a much larger number than the 2,431 distinct degrees and certificates TMCC awarded last year.

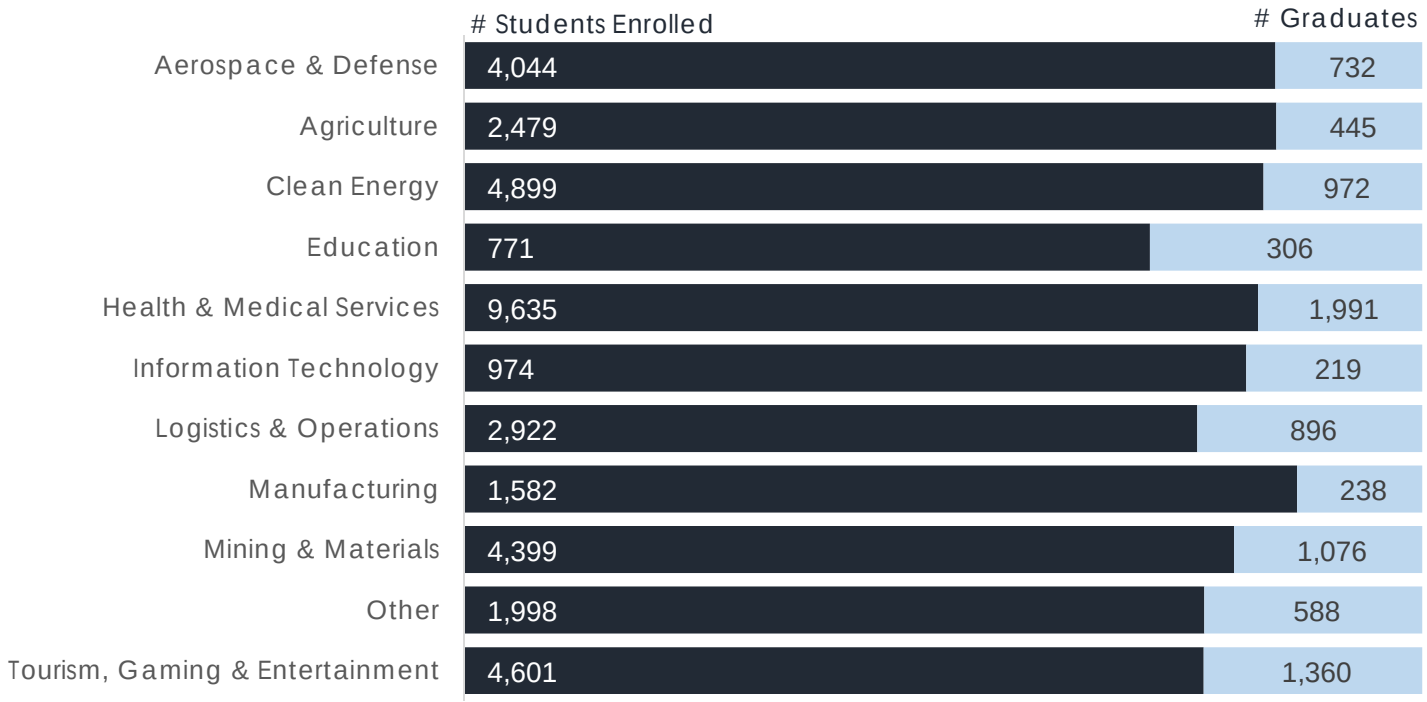
TMCC Degrees, Certificate of Achievement, and Skills Certificates Awarded during 2015-2016 and Alignment to Nevada Governor's Industry Sectors



*one award can align to multiple industry sectors so the numbers above are not additive to a count of awards at TMCC

UNR

Undergraduate enrollment and graduation by academic program/degree or certificate (Fall 2016)



The Partner in Education (PiE) program of the Education Alliance provides opportunities for relationship building between Washoe County School District (WCSD) schools and business, government, nonprofits, industry, civic, and other organizations, focusing on leveraging community resources to strengthen academics. Business and community organizations partner with K-12 schools to provide expertise, school supplies, financial contributions, volunteers, and other needed resources. The PiE relationships are symbiotic; partners collaborating with schools also have the opportunity to host interns, share their workforce needs, guide the direction of education, and strengthen their future employee pipeline. The Partners program has been in existence for 25 years and in 1999 was brought under the Education Alliance organization. Staff consists of Kendall Inskip (Executive Director), Brittani Keefe (Collaborative Coordinator) and Kelli Pennington (Administrative Assistant).

PiE Champion Highlights

- **Circus Circus Reno, Eldorado Resort and Casino, and Silver Legacy Resort and Casino**

These legendary properties have been supporting Washoe County Schools for more than 20 years. The Eldorado and Silver Legacy recognize stellar students (as identified monthly by their teachers) by sending limousines to Wooster and Sparks High Schools respectively to take them and their teacher for lunch with executives at each property. Parents are also invited and various property executives speak about what it takes to work in their different departments. Circus Circus Reno recently adopted Hunter Lake Elementary School and provides in-kind support, like food for events and student incentives

- **Washoe County**

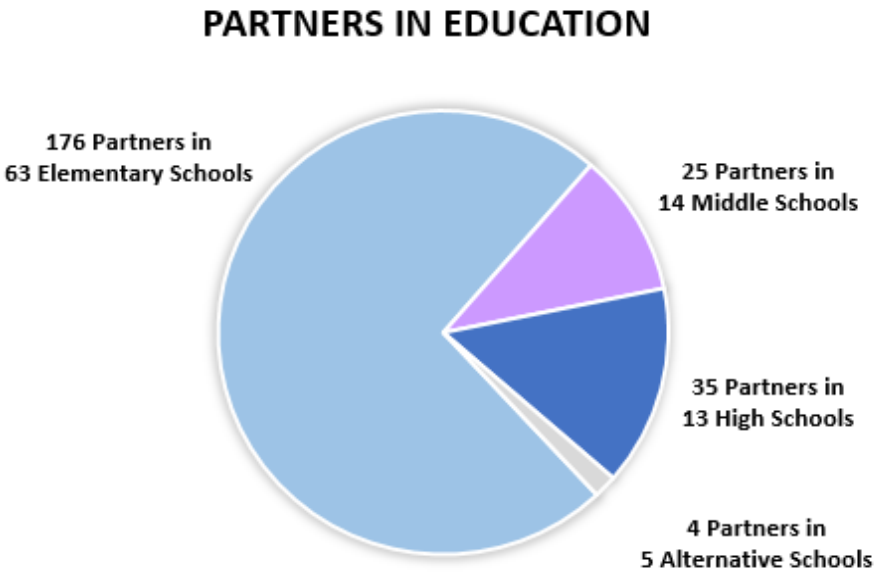
Washoe County has been a proud Partner in Education with Glenn Duncan Elementary School since 2013. County staff has provided support for Glenn Duncan initiatives, such as mentoring opportunities and reading programs in the past. Funding to revamp Duncan's community garden is the latest PiE project. Washoe County staff have been working with school faculty to make the garden a more attractive learning site for students, volunteers and teachers by building garden beds, boxes, a greenhouse, fencing and gate shade structures.

- **The Associated General Contractors – Nevada Chapter (AGC)**

Each year the AGC Education Committee spends time with elementary school students by hosting a Construction Career Day. Lemelson STEM Academy is thrilled to have AGC – Nevada Chapter as their new Partner in Education. Students take turns sitting on bulldozers and backhoes, and hearing from industry professionals with companies such as Q&D and CORE Construction. Partners like AGC – Nevada Chapter are helping build the construction workforce pipeline and educate students about high paying careers in a booming industry.

PiE Distribution

There are 240 recognized partners distributed across 95 schools including Alternative Schools. More than 94% of the WCSD schools have at least one partner; and many schools enjoy multiple partners. The breakdown by grade level is shown in the chart below.



Indicators of performance include the number of signed Partner Agreements. In 2017-18, the Education Alliance will begin collecting additional metrics of PiE support as outlined below:

New Partners in Education Data	SY 16-17 (Baseline)	SY 17-18 Target
Run for Education Sponsors	45	50
Principal/Executive for a Day Participants	76	95
Teachers' Warehouse Significant Donors	10 (SY 15-16) 15 Target (SY 16-17)	20
Intern Work Experience Hosts*	0	25
District or Multi-School Partners, such as, The Chamber, Nevada State Apartment Association, Red Wagon Network, Nell J. Redfield Foundation, Professional Sports Catering, RGJ, and KTVN Channel 2.	8	10

**The Education Alliance is currently working with CTE/Signature Academies to establish a district Intern Work Experience program with a portal on the ed-alliance.org website for business and industry. The website also serves as a point of entry to support all educators with classroom speakers and other educator resources.*

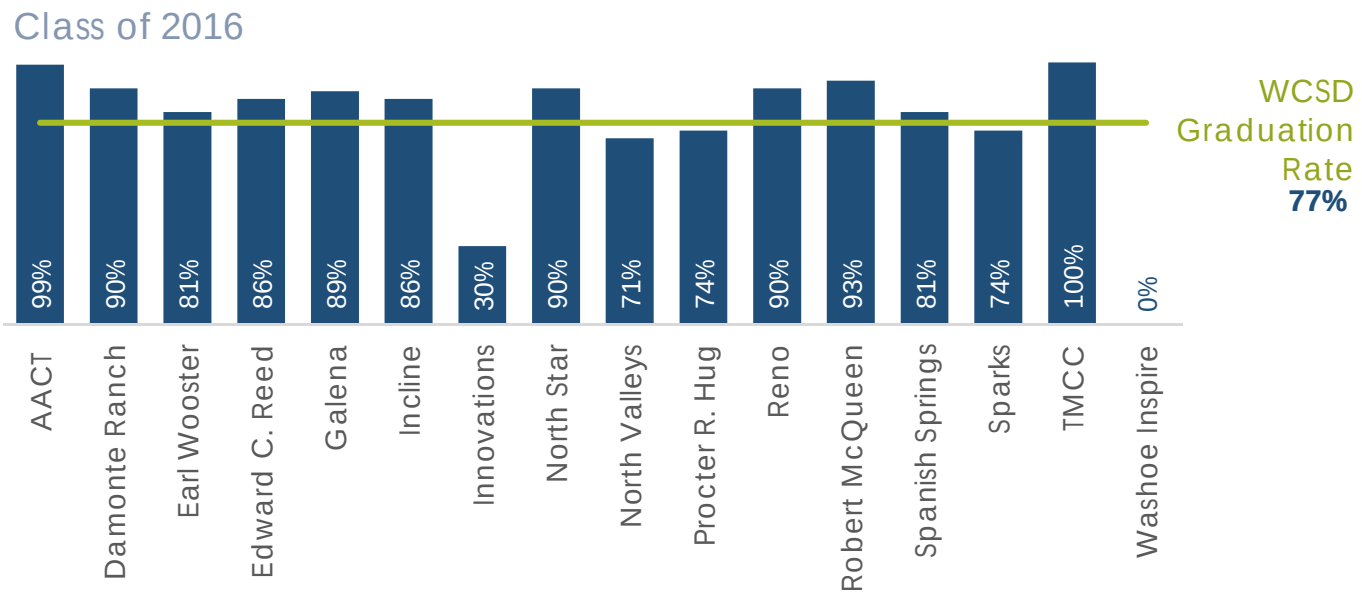
8

Data by High School

Cohort Graduation Rate

WCSD Graduates - 2016 Cohort

	Class of 2012		Class of 2013		Class of 2014		Class of 2015		Class of 2016	
	N	%	N	%	N	%	N	%	N	%
AACT	-	**-**	84	**98%**	93	**99%**	106	**99%**	119	**99%**
Damonte Ranch	219	**80%**	273	**83%**	290	**86%**	284	**88%**	354	**90%**
Earl Wooster	268	**75%**	268	**76%**	298	**81%**	282	**76%**	313	**81%**
Edward C. Reed	387	**77%**	386	**85%**	385	**84%**	376	**81%**	423	**86%**
Galena	275	**87%**	258	**88%**	263	**86%**	274	**89%**	271	**89%**
Incline	70	**77%**	58	**88%**	59	**79%**	69	**83%**	65	**86%**
Innovations[1]	71	**15%**	72	**16%**	52	**14%**	46	**19%**	21	**30%**
North Star[2]	(Previously reported under Innovations HS)				37	**60%**	32	**65%**	44	**90%**
North Valleys	334	**71%**	352	**73%**	322	**72%**	364	**74%**	317	**71%**
Procter R. Hug	166	**51%**	171	**59%**	180	**61%**	243	**73%**	212	**74%**
Reno	321	**87%**	343	**87%**	343	**88%**	311	**89%**	378	**90%**
Robert McQueen	352	**83%**	349	**87%**	401	**88%**	366	**88%**	371	**93%**
Spanish Springs	388	**79%**	421	**77%**	460	**81%**	416	**81%**	429	**81%**
Sparks	172	**64%**	173	**69%**	199	**68%**	205	**74%**	176	**74%**
TMCC	88	**94%**	89	**100%**	79	**100%**	80	**98%**	93	**100%**
Washoe Inspire	-	-	2	**0.06**	2	**5%**	3	**7%**	-	**-**
WCSD[3,4]	3137	**66%**	3321	**70%**	3474	**73%**	3467	**75%**	3608	**77%**



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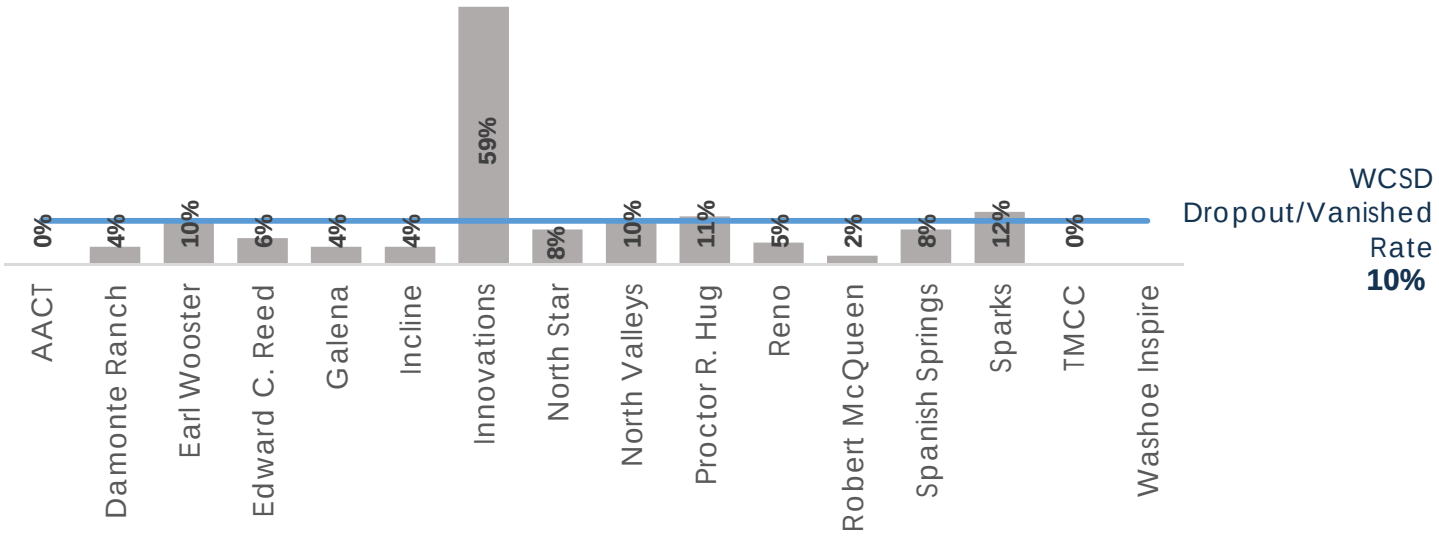
WCSD Non-Graduates - 2016 Cohort

Dropout and Vanished

	Class of 2012		Class of 2013		Class of 2014		Class of 2015		Class of 2016	
	N	%	N	%	N	%	N	%	N	%
AACT	-	**-**	1	**1%**	0	**0%**	0	**0%**	0	**0%**
Damonte Ranch	15	**6%**	17	**5%**	11	**3%**	11	**3%**	15	**4%**
Earl Wooster	36	**10%**	23	**6%**	17	**5%**	20	**5%**	37	**10%**
Edward C. Reed	50	**10%**	24	**6%**	34	**7%**	38	**8%**	28	**6%**
Galena	10	**3%**	8	**3%**	8	**3%**	10	**3%**	12	**4%**
Incline	6	**7%**	2	**3%**	3	**4%**	6	**7%**	3	**4%**
Innovations[1]	250	**51%**	224	**48%**	190	**53%**	130	**53%**	41	**59%**
North Star[2]	(Previously data reported under Innovations HS)				18	**29%**	10	**20%**	4	**8%**
North Valleys	49	**10%**	33	**11%**	44	**10%**	39	**8%**	44	**10%**
Procter R. Hug	54	**17%**	27	**9%**	40	**13%**	27	**8%**	31	**11%**
Reno	18	**5%**	12	**4%**	21	**5%**	29	**5%**	22	**5%**
Robert McQueen	17	**4%**	20	**6%**	20	**4%**	14	**3%**	6	**2%**
Spanish Springs	25	**5%**	39	**7%**	34	**6%**	34	**7%**	42	**8%**
Sparks	33	**12%**	31	**12%**	28	**9%**	24	**9%**	29	**12%**
TMCC	1	**1%**	0	**0%**	0	**0%**	1	**1%**	0	**0%**
Washoe Inspire	17	**43%**	21	**66%**	34	**86%**	26	**59%**	-	**-**
WCSD[3,4]	807	**17%**	720	**15%**	608	**13%**	496	**11%**	479	**10%**

Class of 2016



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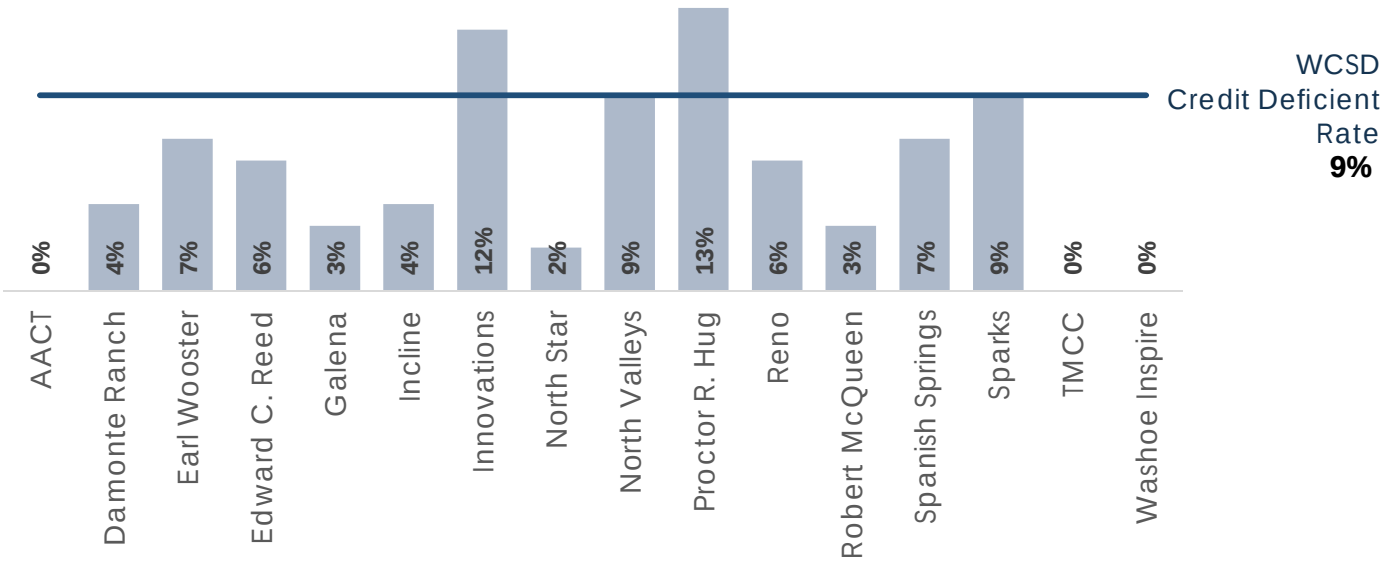
Credit Deficient[5]

	Class of 2012		Class of 2013		Class of 2014		Class of 2015		Class of 2016	
	N	%	N	%	N	%	N	%	N	%
AACT	-	**-**	-	**0%**	1	**1%**	0	**0%**	0	**0%**
Damonte Ranch	12	**4%**	12	**4%**	18	**5%**	11	**3%**	13	**4%**
Earl Wooster	34	**9%**	28	**8%**	42	**11%**	51	**14%**	24	**7%**
Edward C. Reed	26	**5%**	15	**3%**	25	**5%**	38	**8%**	27	**6%**
Galena	14	**4%**	14	**5%**	14	**5%**	12	**4%**	7	**3%**
Incline	7	**8%**	4	**6%**	8	**11%**	4	**5%**	3	**4%**
Innovations[1]	153	**31%**	158	**34%**	110	**31%**	64	**26%**	7	**12%**
North Star[2]	(Previous data reported under Innovations HS)				7	**11%**	7	**14%**	1	**2%**
North Valleys	51	**11%**	42	**9%**	63	**14%**	56	**11%**	37	**9%**
Procter R. Hug	40	**12%**	37	**13%**	46	**16%**	50	**15%**	37	**13%**
Reno	16	**4%**	20	**5%**	16	**4%**	9	**3%**	12	**6%**
Robert McQueen	35	**8%**	16	**4%**	27	**6%**	22	**5%**	11	**3%**
Spanish Springs	46	**9%**	46	**8%**	48	**8%**	48	**9%**	32	**7%**
Sparks	35	**13%**	12	**5%**	38	**13%**	34	**12%**	21	**9%**
TMCC	3	**3%**	0	**0%**	0	**0%**	1	**1%**	0	**0%**
Washoe Inspire	9	**23%**	7	**22%**	4	**10%**	15	**34%**	-	**-**
WCSD[3,4]	452	**10%**	383	**8%**	480	**10%**	492	**11%**	435	**9%**

Class of 2016



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'-' Too few students to report.
5. Didn't meet the 22.5 credit requirement for a standard diploma or didn't complete the required courses

College Entrance Exams

WCSD Graduates - Attending UNR

	2012		2013		2014		2015		2016	
	ACT*	SAT+	ACT*	SAT+	ACT*	SAT+	ACT*	SAT+	ACT*	SAT+
AACT	-	**-**	22	**1038**	24.6	**1030**	22.9	**1013**	23.2	**1021**
Damonte Ranch	21.7	**1032**	24.5	**1080**	23.1	**1077**	23.3	**1061**	23.4	**1064**
Earl Wooster	22.3	**1103**	22.0	**1096**	24.6	**1105**	24.0	**1141**	24.5	**1151**
Edward C. Reed	22.7	**1021**	22.6	**1016**	21.7	**1018**	22.7	**1064**	22.9	**1076**
Galena	24.1	**1057**	23.7	**1079**	24.0	**1070**	24.0	**1103**	24.2	**1113**
Incline	26.0	**1101**	27.5	**1260**	24.0	**970**	25.0	**1146**	24.6	**1179**
Innovations[1]	-	**-**	-	**-**	-	**-**	-	**-**	-	**-**
North Star[2]	(Previous years' data reported under Innovations)						N/A	**N/A**	24.6	**1017**
North Valleys	22.9	**1000**	21.2	**1052**	22.0	**1015**	23.1	**1050**	23.2	**1066**
Procter R. Hug	19.2	**819**	17.2	**857**	18.7	**886**	19.2	**901**	19.3	**909**
Reno	24.9	**1096**	23.8	**1093**	24.6	**1106**	24.6	**1118**	24.7	**1127**
Robert McQueen	24.6	**1050**	23.9	**1063**	24.1	**1059**	24.1	**1083**	24.3	**1090**
Spanish Springs	23.4	**1085**	22.4	**1027**	22.0	**1043**	24.1	**1074**	24.3	**1082**
Sparks	21.8	**1001**	20.2	**986**	20.0	**925**	20.7	**1045**	20.7	**1048**
TMCC	24.3	**1048**	26.5	**1059**	22.7	**1091**	25.1	**1120**	25.0	**1041**
Washoe Inspire	Not Open		-	-	-	-	-	-	-	-
WCSD[3,4]	23.1	**1057**	22.7	**1054**	22.7	**1058**	23.4	**1074**	23.5	**1070**

* ACT Composite
\+ SAT Math and Reading combined
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'-' Too few students to report.

College Remedial Placement

Data Profile 2016

WCSD 2015 Graduates - Enrolled at NSHE Institutions*

School	Recent Grads Enrolled in NSHE	Remedial Placements				
		English Only	Math Only	Both English & Math	Total Remedial Placement	Percent Placed into Remediation
AACT	59	One or more value <5			23	**39.0%**
Damonte Ranch	177	14	41	28	83	**46.9%**
Earl Wooster	151	9	36	27	72	**47.7%**
Edward C. Reed	200	10	50	33	93	**46.5%**
Galena	156	6	34	17	57	**36.5%**
Incline	23		5	5	10	**43.5%**
Innovations[1]	18	One or more value <5			15	**83.3%**
Inspire	-	-	-	-	-	**-**
North Star[2]	13	One or more value <5			8	**61.5%**
North Valleys	196	12	61	35	108	**55.1%**
Proctor R. Hug	110	10	38	32	80	**72.7%**
Reno	196	16	38	18	72	**36.7%**
Robert McQueen	225	27	41	29	97	**42.1%**
Spanish Springs	228	17	63	35	115	**50.4%**
Sparks	94	One or more value <5			63	**67.0%**
TMCC	50+	One or more value <5				**3.4%**
WCSD	**1906**	**127**	**473**	**299**	**899**	**47.2%**

Source: 2016_Remedial_Databook_Final.pdf

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*NSHE Institutions: UNLV, UNR, NV State College, College of Southern NV, Great Basin College, TMCC, Western NV College

College Persistence Rates UNR and TMCC

Percent of graduates-First time college freshman returning after one semester

School	2011		2012		2013		2014		2015	
	TMCC	UNR	TMCC	UNR	TMCC	UNR	TMCC	UNR	TMCC	UNR
AACT	-	-	-	-	85%	92%	87%	89%	83%	83%
Damonte Ranch	79%	72%	67%	74%	78%	90%	71%	76%	82%	84%
Earl Wooster	75%	90%	75%	91%	67%	98%	87%	79%	80%	74%
Edward C. Reed	73%	79%	73%	83%	70%	93%	77%	75%	79%	84%
Galena	76%	90%	83%	90%	78%	97%	87%	89%	68%	88%
Incline	80%	79%	-	-	-	-	-	-	83%	77%
Innovations[1]	-	-	-	-	-	-	44%	-	62%	-
North Star[2]							-	-	60%	100%
North Valleys	71%	75%	71%	78%	72%	91%	80%	88%	69%	77%
Procter R. Hug	64%	68%	71%	73%	75%	89%	56%	62%	61%	61%
Reno	77%	86%	77%	88%	94%	97%	77%	82%	84%	87%
Robert McQueen	76%	83%	74%	91%	80%	95%	68%	86%	66%	83%
Spanish Springs	85%	76%	85%	82%	81%	91%	77%	81%	78%	83%
Sparks	78%	83%	78%	81%	83%	90%	71%	74%	72%	77%
TMCC	74%	94%	74%	93%	90%	94%	78%	84%	72%	84%
Washoe Inspire	-	-	-	-	-	-	-	-	-	-
WCSD	74%	90%	76%	94%	77%	94%	74%	81%	75%	81%

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Governor Guinn's Millennium Scholarship

Data Profile
2016

Graduates -Number and Percent of students who qualified

Nevada high school students are eligible for the Millennium Scholarship if they meet the following criteria (applicable to the Class of 2009 and later graduates):

1. Graduate with a diploma from a Nevada public or private high school;
2. Complete high school with at least a 3.25 overall grade point average;
3. Pass all areas of the Nevada High School Proficiency Exam;
4. Complete four high school English courses, four high school math courses including Algebra II, three natural science courses, and three social science or history courses;
5. Were residents of Nevada for at least two of their high school years.

Source: nevadatreasurer.gov

	Class of 2012		Class of 2013		Class of 2014		Class of 2015		Class of 2016	
	N	%	N	%	N	%	N	%	N	%
AACT	-	**-**	54	**61%**	64	**69%**	69	**65%**	89	**75%**
Damonte Ranch	104	**47%**	140	**51%**	148	**51%**	145	**51%**	207	**58%**
Earl Wooster	151	**56%**	149	**55%**	177	**59%**	153	**54%**	188	**60%**
Edward C. Reed	192	**49%**	186	**48%**	192	**50%**	171	**45%**	211	**50%**
Galena	174	**63%**	170	**65%**	174	**66%**	188	**69%**	205	**76%**
Incline	48	**68%**	37	**64%**	31	**53%**	37	**54%**	40	**62%**
Innovations[1]	12	**11%**	-	**-**	-	**-**	-	**-**	21	**5%**
North Star[2]	(Previous years' data reported under Innovations)						-	**-**	26	**59%**
North Valleys	123	**36%**	146	**40%**	123	**38%**	136	**37%**	132	**42%**
Procter R. Hug	72	**41%**	71	**41%**	63	**35%**	95	**39%**	75	**35%**
Reno	192	**59%**	221	**64%**	192	**56%**	181	**58%**	252	**67%**
Robert McQueen	201	**56%**	178	**50%**	221	**55%**	195	**53%**	240	**65%**
Spanish Springs	178	**45%**	193	**45%**	236	**51%**	206	**50%**	212	**49%**
Sparks	73	**42%**	60	**34%**	74	**37%**	64	**31%**	78	**44%**
TMCC	57	**65%**	71	**79%**	53	**67%**	70	**88%**	82	**88%**
Washoe Inspire	-	**-**	-	**-**	-	**-**	-	**-**	-	**-**
WCSD	1577	**49%**	1683	**49%**	1757	**50%**	1719	**50%**	2038	**56%**

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9

Glossary

Glossary

Academic Support The term **academic support** may refer to a wide variety of instructional methods,educational services, or school resources provided to students in the effort to help them accelerate their learning progress, catch up with their peers, meet learning standards, or generally succeed in school.

Accountability **Accountability** means holding key individuals and groups responsible for student achievement through the systematic collection, analysis, use, and reporting of valid and reliable information.

ACT The **ACT** is a three hour multiple choice test of 215 questions which measures achievement in English, Mathematics, Reading and Science. The ACT Plus includes a 30 minute writing test. Scores on each section are averaged to create a composite score. Scores range from 13 to 36.

Advanced Placement (AP) The **Advanced Placement** Program is a cooperative educational endeavor between secondary schools and colleges/universities. Since its inception in 1955, the Program has provided motivated high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the Program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school.

Assessment In education, the term **assessment** refers to the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students from preschool through college and adulthood.

Benchmarks Educators use the term **benchmarks** to indicate a detailed description of a specific level of student achievement expected of students at particular ages, grades, or developmental levels; academic goals set for each grade.

Charter Schools In education, the term **charter schools** is used to describe publicly funded schools that are exempt from many state laws and regulations for school districts. They are run by groups of teachers, parents, and/or foundations.

CIT **Children In Transition.** Children living in motels, homeless shelters, domestic violence shelters, Kids Cottage, doubled up, or an unaccompanied youth.

Cluster This term is used by educators to describe placing small groups of students together for instruction.

Cohort Often used in research literature and technical reporting, the term **cohort** refers to a group of individuals who have something in common. In education, cohort is typically applied to students who are educated at the same period of time—a grade level or class of students

College Entrance Exams A **college entrance exam** refers to any standarized test which is needed in order to be considered eligible for application by a post-secondary intitution or placement into college credit bearing courses

Dropout Rate According to the Nevada Department of Education's informational materials, the overall school/program **dropout rate** is based upon 9–12 grade students who dropped out of school during the previous school year. The dropout statistic applies to schools/programs with any of grades 9-12.

EL **English Learners (EL)** are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

FERPA **The Family Educational Rights and Privacy Act (FERPA)** (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

FRL **Free and reduced price lunches** are provided to students whose families fall below a minimum income threshold as determined by the federal government.

Graduation Rate 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 the graduating class. For any given cohort, students who are entering grade 9 for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. This definition is defined in federal regulation 34 C.F.R. §200.19(b) (1) (i)-(iv).

IEP The **individualized education program (IEP)** is a written education plan for a school-aged child with disabilities that is developed by a team of professionals (teachers, therapists, etc.) and the child's parents or family to meet the unique needs of students with disabilities who require specially designed instruction. This plan must be reviewed and updated yearly. It describes how the child is presently doing, specifies the child's learning needs, and describes what services the child will need.

LEP **Limited English Proficient (LEP)** students are those for whom English is a second language and who are not reading or writing in English at grade level. This is another term for describing students who are English Language Learners (ELL).

Participation Rate This term is applied to the percentage of students who participate in the assessment when compared to the number of eligible students. NCLB requires that 95% of all children in each subgroup be tested.

SAT The **SAT** reasoning test is a four hour multiple choice test, comprised of a 70 minute critical reading section, a 70 minute mathematics section and a 60 minute writing section. Scoring on each section ranges from 200 to 800 points. Scores on the essay range from 1-6 points. The SAT is usually taken at the end of 11th grade or the fall of the 12th grade.

Title I This term describes a federal program that provides funds to improve the academic achievement for educationally disadvantaged students who score below the 50th percentile on standardized tests, including the children of migrant workers.

Data Profile Participants

WCSD High Schools

Academy of Arts, Careers & Technology
Damonte Ranch
Earl Wooster
Edward C. Reed
Galena
Incline
Innovations
North Star Online
North Valleys
Procter R. Hug
Reno
Robert McQueen
Spanish Springs
Sparks
TMCC High School
Washoe Inspire

Charter Schools

Coral Academy Charter School
Academy of Career Education

Private Schools

Bishop Manogue
Sage Ridge

Nevada System of Higher Education

Truckee Meadows Community College
University of Nevada, Reno

Data Profile Team

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Ben Hayes
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Cody Grigg
Senior Data Warehouse Analyst

Serge Herzog
Director of Institutional Analysis

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Elena Bubnova
Executive Director of Institutional Research Analysis and Effectiveness

Cheryl Scott
Assistant Director of Institutional Research Analysis and Effectiveness

Nevada System of Higher Education

Linda Heiss
Director of Institutional Research

Education Alliance of Washoe County

Kendall Inskip
Executive Director

Bill Cathey
Co-Chair
Data Profile Team
UNR Vice Provost/ Physics Professor, Emeritus

Eric Scheetz
Co-Chair
Data Profile Team
Truckee River Flood Management

Mariah Evans
Board Member
UNR Faculty Senate

Mindy Lokshin
Board Member
Community Representative