

Data Profile 2018



education
A⁺lliance
of Washoe County



Education Alliance of Washoe County Data Profile Team

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Introduction

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. P-16 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 Data Profile project was developed 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 2018, the Data Profile Team focused on special reports of interest to our community and education leaders. With recent national recognition of teacher shortages, a report was commissioned assessing the teacher pipeline in Northern Nevada and identifying where challenges and successes may occur.

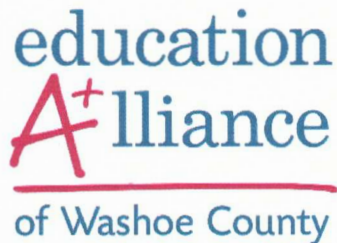
In contrast to 1998, student data are now ubiquitous in primary, secondary and post-secondary institutions. And while the Data Profile is no longer the sole source of WCSD performance measures and longitudinal comparisons, it still serves as the bridge document bringing together data from the WCSD Performance 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.

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>



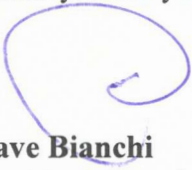
Education Alliance is laser-focused on bringing business, industry and education together to support Washoe County students and educators. Working closely with our partners, Washoe County School District (WCSD), University of Nevada, Reno (UNR), and Truckee Meadows Community College (TMCC), we are excited to present the 2017-18 Data Profile, which tells the story of how students are transitioning from K-12 to post-secondary education, and how prepared they are for college, and ultimately, the workforce.

Our sincerest thanks to the University of Nevada, Reno, College of Education, who produced an enlightening report assessing the teacher workforce in Northern Nevada. Other initiatives this year:

- Sponsored SkillsUSA Nevada Job Interview Competition – 80 Students Interviewed
- Cultivated and strengthened 455 Partners in Education
- Donated \$2,000 each to 55 Elementary Schools through our Kids in Motion Program from Run for Education sponsorships, grants, and donations
- Launched the Partner in Education PiE Champion Awards to recognize outstanding partners and their school principals
- Matched 96 community leaders with WCSD educators at Principal for a Day
- Secured \$37,000 in classroom learning supplies for the Teachers' Warehouse for teachers during Teacher Appreciation Week
- Sponsored the CTE Teacher and Counselor of the Year Awards
- Hosted seven student interns from WCSD and UNR
- Recognized as Outstanding Community Partner Nominee by EDAWN
- Selected as Charity of the Year by the Nevada State Apartment Association for the third year

Successful students raise the quality and skills of our workforce and contribute to a thriving community. Our time-honored partnerships have always emphasized the engagement of family and community members to provide meaningful opportunities to increase their educational expertise and trust, and to share responsibility for student success.

Thank you for your commitment to student success in Washoe County,



Dave Bianchi
President, Board of Directors



Kendall Inskip
Executive Director



Washoe County School District

425 East Ninth Street * P.O. Box 30425 * Reno, NV 89520-3425
Phone (775) 348-0200 * (775) 348-0304 * www.washoeschools.net

Board of Trustees: Katy Simon Holland, President * Malena Raymond, Vice President * John Mayer, Clerk
* Debra Feemster * Verónica Frenkel * Scott Kelley * Angela Taylor * Traci Davis, Superintendent

November 2018

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 Education Alliance 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
Superintendent



Karin Hilgersom, Ph.D.

President

khilgersom@tmcc.edu

May 1, 2018

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

Dear Kendall,

Since 1998, the Data Profile has remained a P-16 partnership that provides a collaborative look at the trends in education, including the journey of our local students from college to careers.

Accurate, relevant data from our partners, including the Washoe County School District and the University of Nevada, Reno, is the touchstone of the profile. Our shared goals of student success and educational access are highlighted in the collective data points. Our commitment to Washoe County students has not waned. We have learned to rely upon this P-16 data to inform legislators, business leaders, educational institutions, students, families and community, and take action that transforms lives.

Truckee Meadows Community College is committed to enhancing educational opportunities in Washoe County through pathways to workforce training, successful transfer pathways and degrees, and continuing education. I am proud that TMCC partners with WCSD and UNR not only to invest in student success in Washoe County, but to do so through frequent data analysis and action.

Sincerely,

A handwritten signature in blue ink that reads 'Karin Hilgersom'. The signature is fluid and cursive, with a large loop at the end.

Karin Hilgersom, Ph.D.
President

Office of the President

Dandini Campus – 7000 Dandini Boulevard – Reno, Nevada 89512-3999
775 673 7025 – www.tmcc.edu

Nevada System of Higher Education – Dedicated to Equal Opportunity



University of Nevada, Reno

Marc A. Johnson
President

September 21, 2018

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 2016-2017 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.

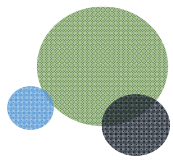
Sincerely,

Marc Johnson

Office of the President
Clark Administration, Room 201
University of Nevada, Reno/001
Reno, Nevada 89557-0001
(775) 784-4805
marc@unr.edu
www.unr.edu/president

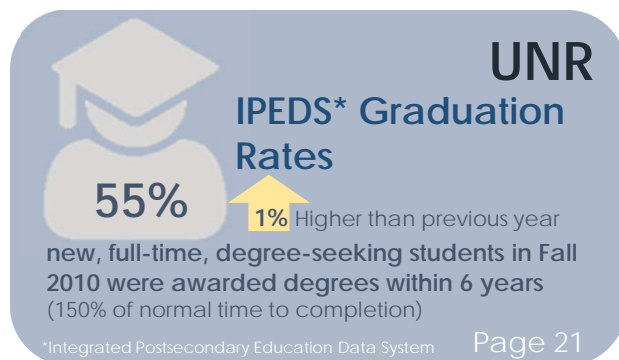
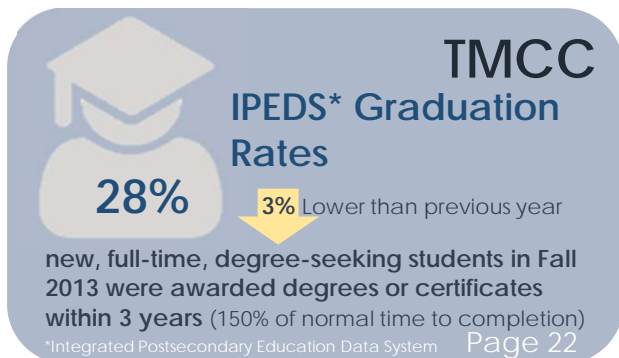
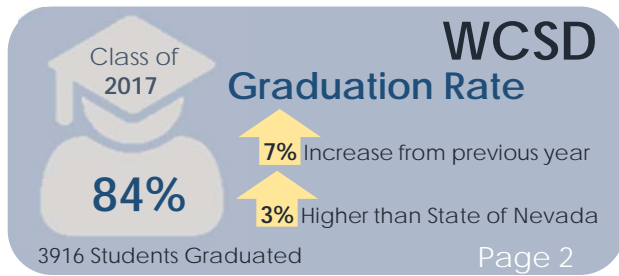
2

Executive Summary



Executive Summary

Data Profile
2018



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.

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.

Advanced Courses

Page 7

Completion

61% of 2017 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% lower from previous year

Performance

42% of 2017 WCSD graduates passed one or more AP, IB Exam or earned Dual Credit

3% lower from previous year

Workforce Development

Page 9 &
Page 31

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 - 81% CTE Certificate Earners

TMCC - 2,389 Degrees, Certificates of Achievement and Skill Certificates were awarded during the 2016-17 academic year

UNR - 4102 students earned an Undergraduate or Graduate Degree during the 2016-17 academic year

College-Going Rates

Page 12

Class of 2017

The overall college-going rate for WCSD graduates decreased to **56%**.

4% lower than previous year

Co-Enrollment and Swirling

Page 25

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 16

The percent of WCSD high school graduates who were placed into remedial English or math at NSHE institutions was **47%**. (Class of 2016)

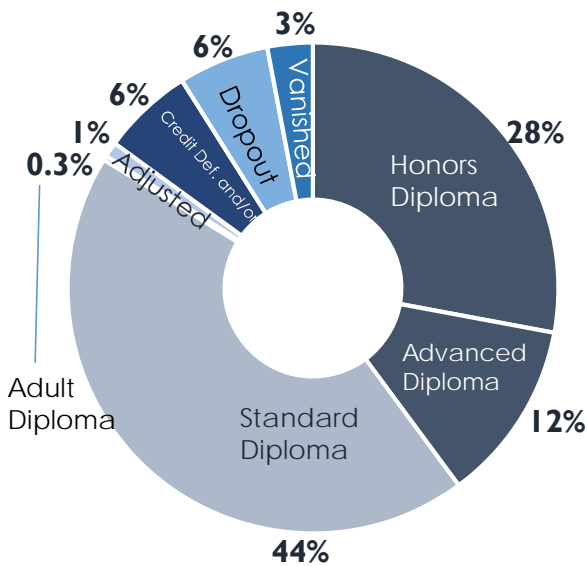


Summary of High School Data

Graduation Rate

WCSD - 2017 Cohort

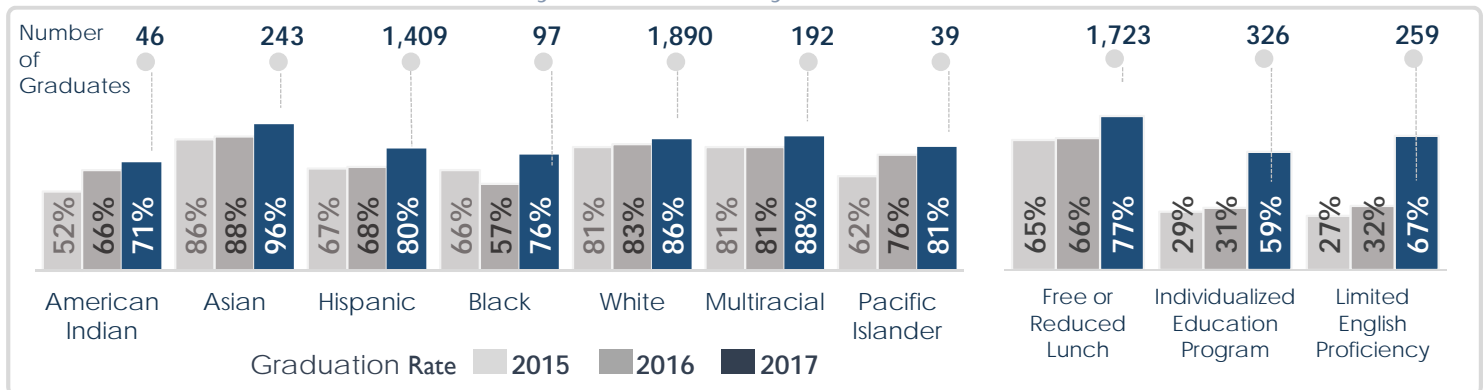
Data Profile
2018



	2015		2016		2017	
	%	# Students	%	# Students	%	# Students
Total Graduates	75%	3,467	77%	3,608	84%	3,916
Honors	27%	1,247	28%	1,330	28%	1,313
Advanced	10%	472	12%	540	12%	537
Standard	38%	1,735	37%	1,719	44%	2,054
Adult	0%	13	0%	19	0.3%	12
Adjusted Diploma ¹	4%	169	4%	186	1%	58
Credit Deficient - Failed HSPE	11%	492	9%	435	6%	262
Dropout ³	7%	308	7%	324	6%	279
Vanished ⁴	4%	188	3%	155	3%	147
Full Cohort	5,713		5,694		5,709	
Verified	1,089		986		1,047	
Transfer Out ⁵						
Final Adjusted Cohort	4,624		4,708		4,662	

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

Charter Schools - 2017 Cohort

	Graduation Rate		
	2015	2016	2017
Coral Academy Charter School	79%	88%	100%
Academy of Career Education	91%	96%	94%

Private Schools - 2017 Cohort

	Graduation Rate		
	2015	2016	2017
Bishop Manogue*	99%	100%	99%
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- 2016 Cohort*

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

*National data is lagging one year

4 Year Adjusted Cohort Graduation Rate by District

	Cohort		2016	2017
WCSD				
Carson City			80 %	84%
Churchill			60 %	73%
Clark			75 %	83%
Douglas			89 %	88%
Elko			85 %	88%
Eureka			100 %	100%
Humboldt			76 %	90%
Lander			80 %	92%
Lyon			81 %	86%
Mineral			74 %	84%
Nye			69 %	79%
Pershing			83 %	100%
State Charters			59 %	65%
Storey			100 %	91%
University Sch**			100 %	100%
Washoe			77 %	84%
White Pine			84 %	70%
State			71%	74%

** Davidson Academy

SAT

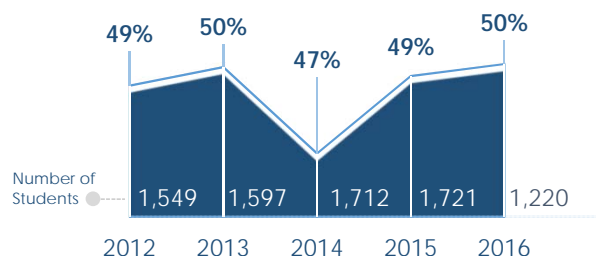
Many factors can contribute to fluctuations in SAT school participation levels and mean scores, including efforts to foster a college-going culture, the academic preparedness of test-takers and changes in student self-reported information during SAT registration.

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.

In March 2016, College Board released a new SAT test. Students planning to graduate in 2017 or any year after were able to take the new version of the test. Some of the major features include new scale scores and changes to the benchmarks definitions. For more information, please click following link. [SAT outcomes from the new exam are not comparable to previous years.](https://collegereadiness.collegeboard.org/sat/inside-the-test/compare-old-new-specifications)

<https://collegereadiness.collegeboard.org/sat/inside-the-test/compare-old-new-specifications>

Percent of Graduates Taking the SAT

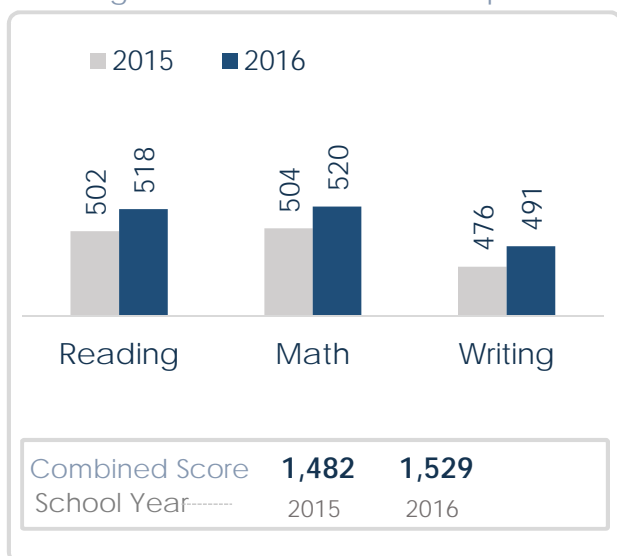


Source: WUSD Integrated Summary 2015-2016

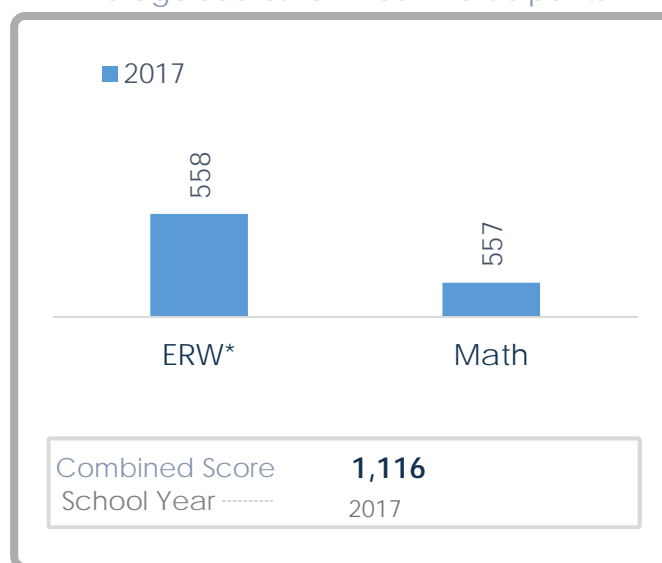
Percent of Graduates Taking the SAT

Class of 2017 ● **30%**
(1172 Students)

Average Scores for WUSD Participants



Average Scores for WUSD Participants



ERW : Evidence-Based Reading and Writing

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

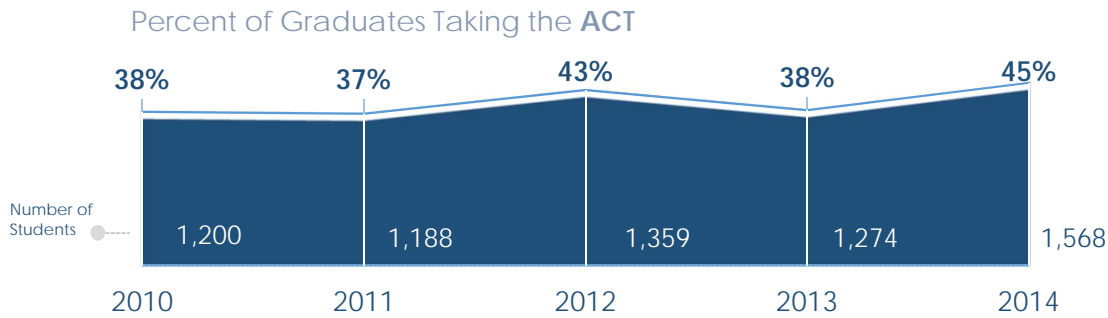
Science

- * 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

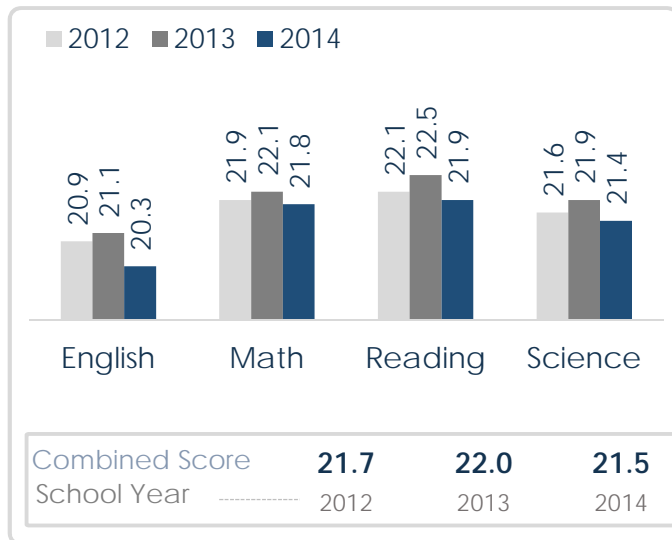
Detailed information on the scoring rubric can be found at: www.act.org/standard/

**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*

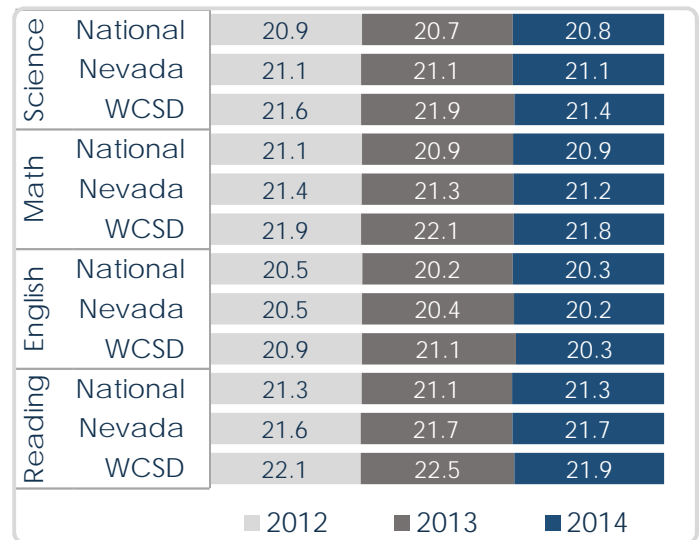
ACT Historical Data - 2012 to 2014 Cohort



Average Scores



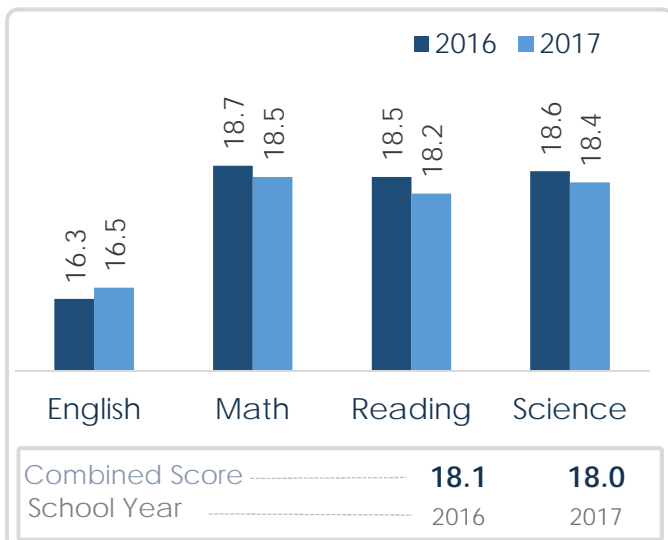
State and National Comparison



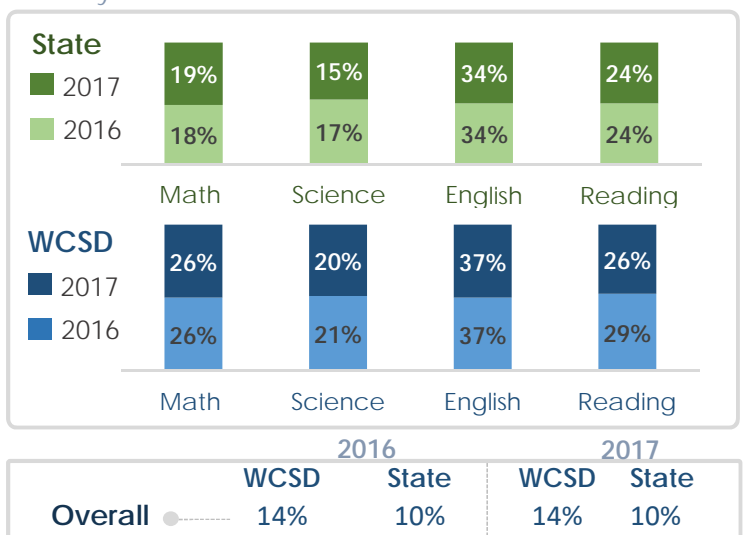
Grade 11 Universal ACT

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





WCSD

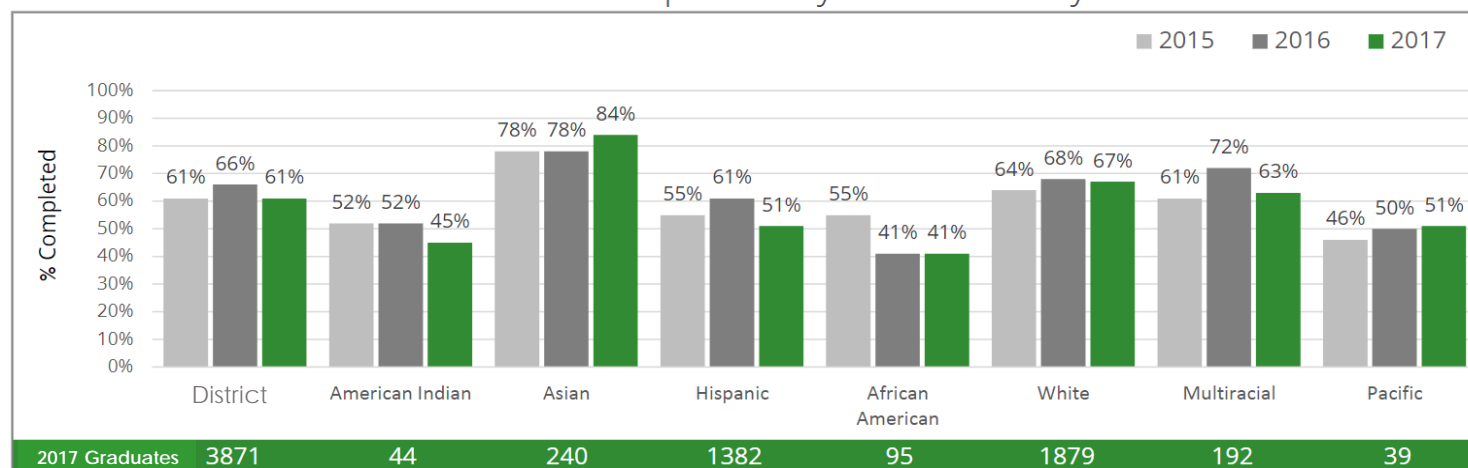
12th Grade Advanced Placement/International Baccalaureate/Career and Technical Education/Dual Credit

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

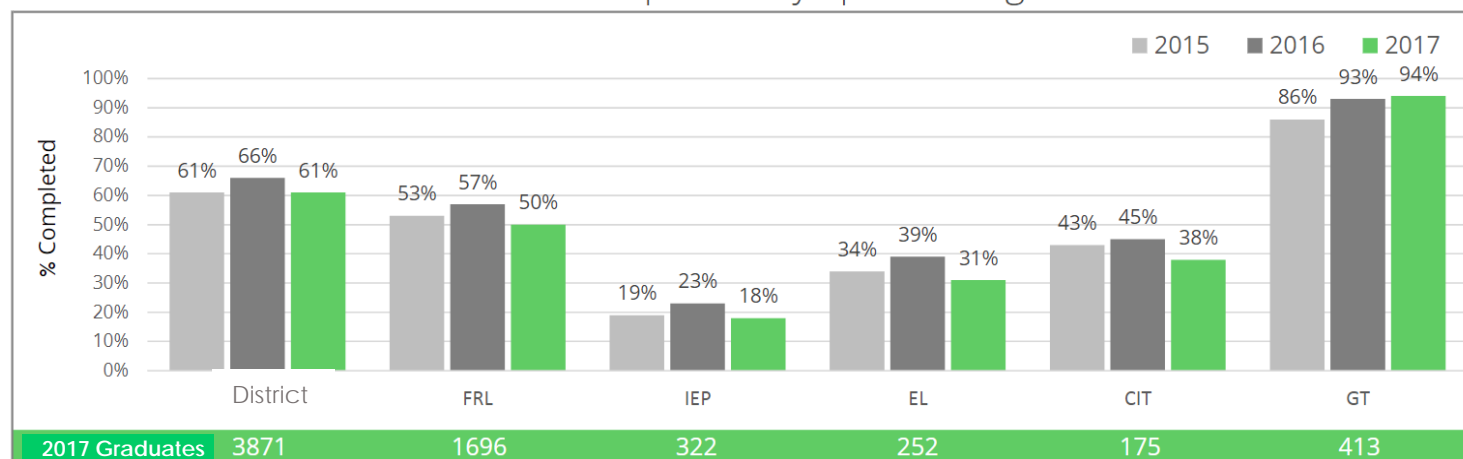
Percentage of students who completed at least one AP, IB, or Dual Credit course with a C or better, or CTE course with a B or better by graduation. The denominator is the number of 2016-2017 graduates.

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 2016-2017 graduates.

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



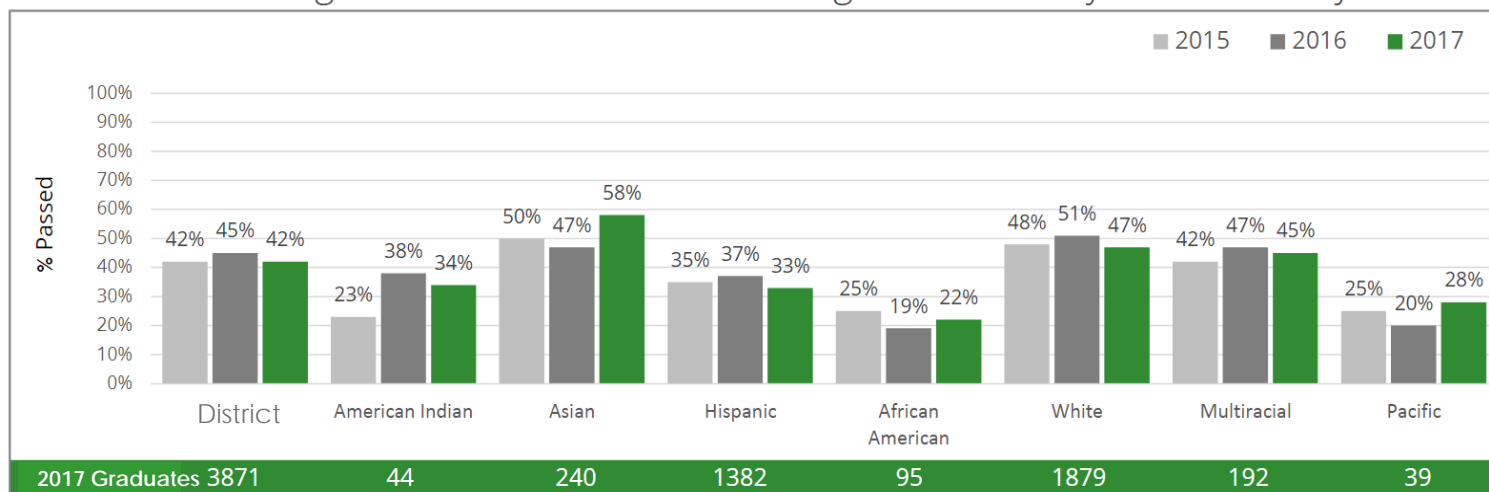
Please refer to the glossary section regarding acronyms and terminology.

WCSD - 12th Grade AP/IB

Performance

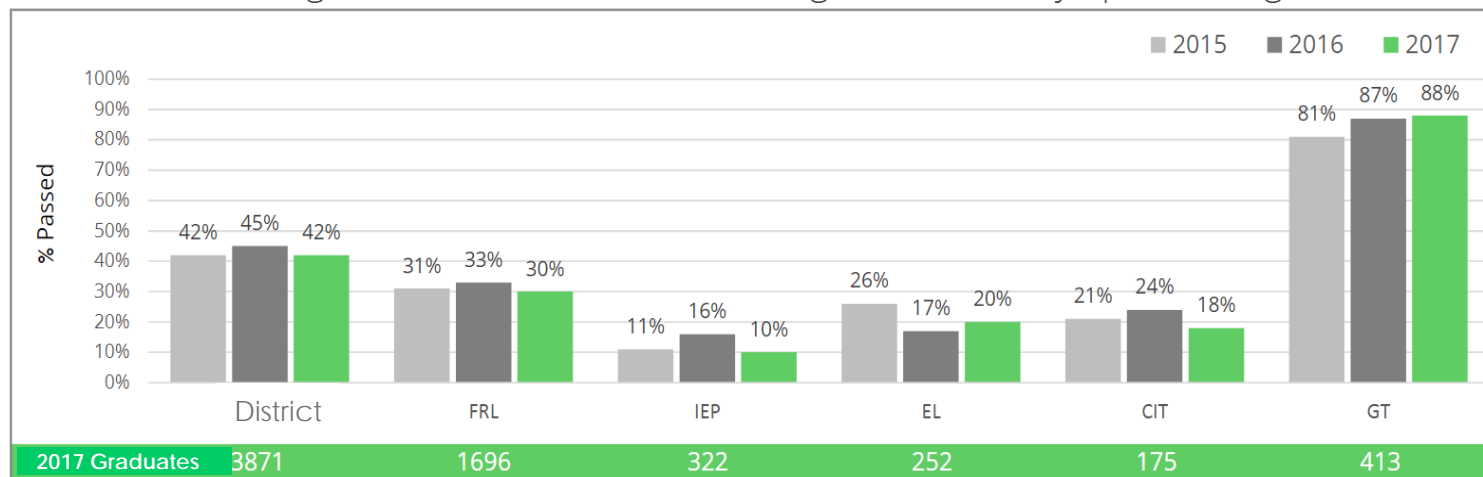
Percent of graduates who passed at least one AP exam (*Score of 3 or higher*) or IB exam (*Score of 4 or higher*) or Earned Dual Credit in a Dual Credit Course by graduation. The denominator is the number of 2016-2017 graduates.

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



* Percent of graduates who passed at least one AP, IB or CTE end of program technical assessment by graduation, or Earned Dual Credit in a Dual Credit Course by graduation. The denominator is the number of class of 2017 graduates.

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

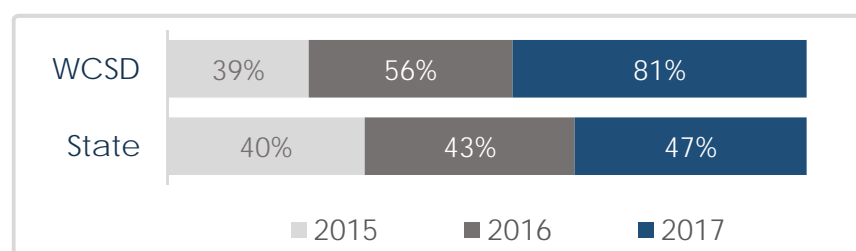


Career & Technical Education (CTE)

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

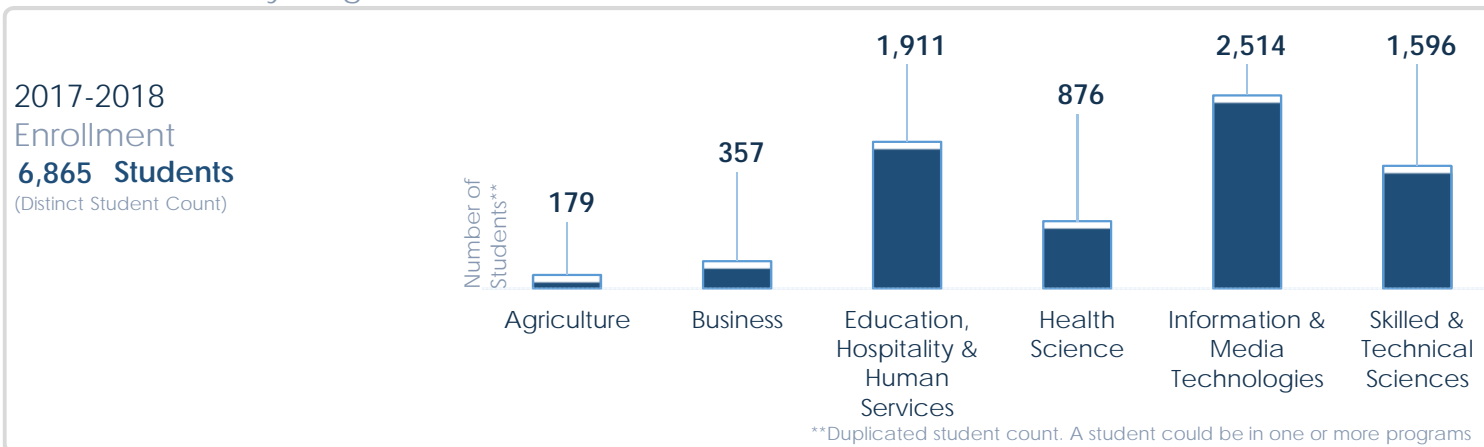
CTE Certificate Earners



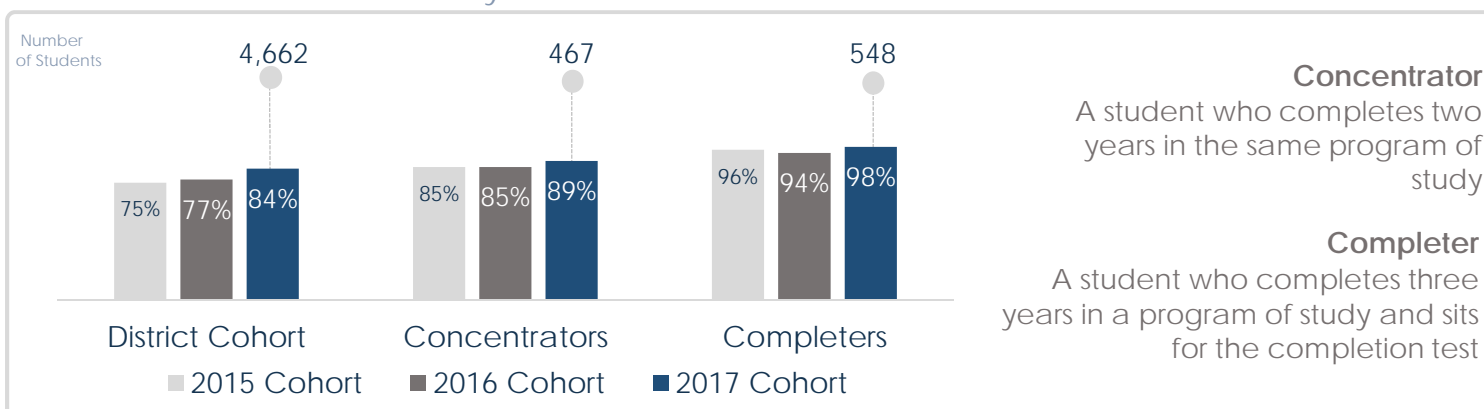
What is CTE:

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.

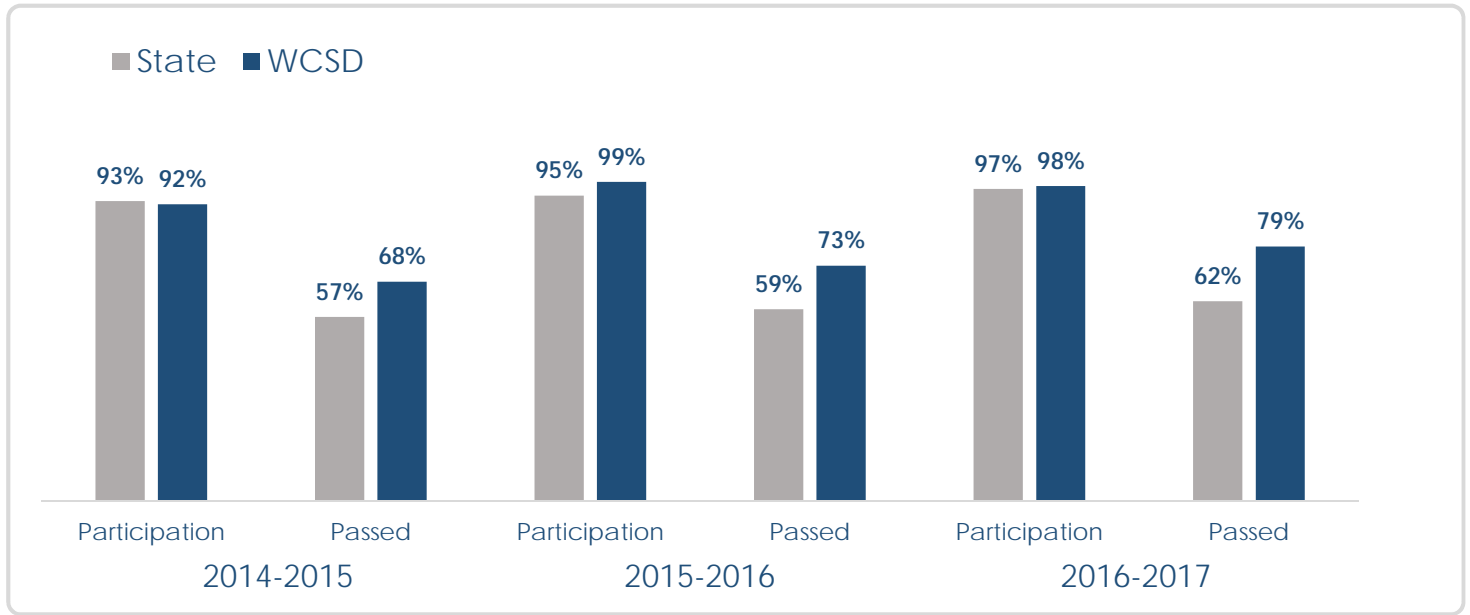
CTE Enrollment by Program



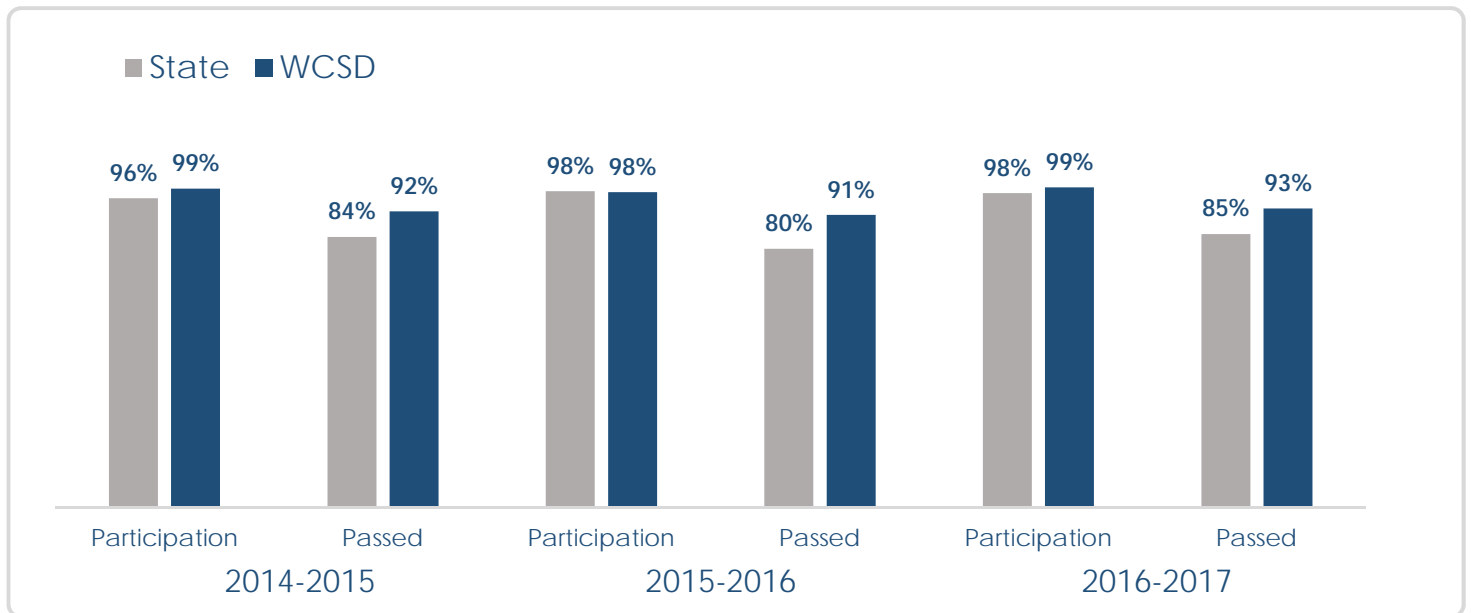
CTE Cohort Graduation Rate by Year

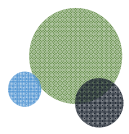


CTE End- of- Program Technical Assessment Data



CTE Workplace Readiness Skills Assessment Data





Support Programs

Data Profile
2018

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 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

	2016 ¹	2017
Current Students Served:	420	N/A
HS Seniors:	49	88
Graduation Rate:		
Sparks High School	93%	100%
Incline High School	100%	N/A
Planning to attend college:		
Sparks High School	98%	80%
Incline High School	88%	N/A

1.-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 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
❖ Private Donors

Locations:

- ❖ 30 different WCSD schools and UNR

	2016	2017
Current Students Served:	353	435
HS Seniors:	47	61
Graduation Rate:	98%	95%
College Enrollment:	76%	69%

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

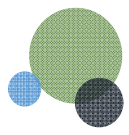
Grades Served: 9th - 12th

Funding: ❖ Federal grants

Locations:

- ❖ Hug High School
- ❖ North Valeys High School
- ❖ Sparks High School
- ❖ Spanish Springs High School
- ❖ Fernley High School
- ❖ Silver Stage High School

	2016	2017
Current Students Served:	186	186
HS Seniors:	39	50
Graduation Rate:	98%	100%
College Enrollment:	80%	87%

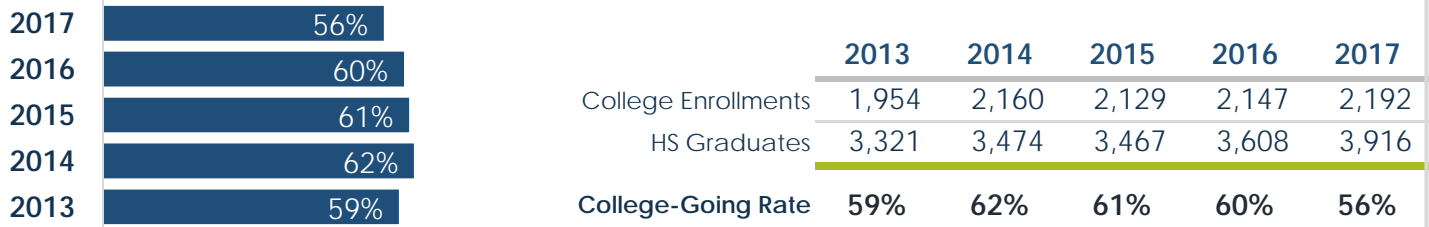


College - Going Rates

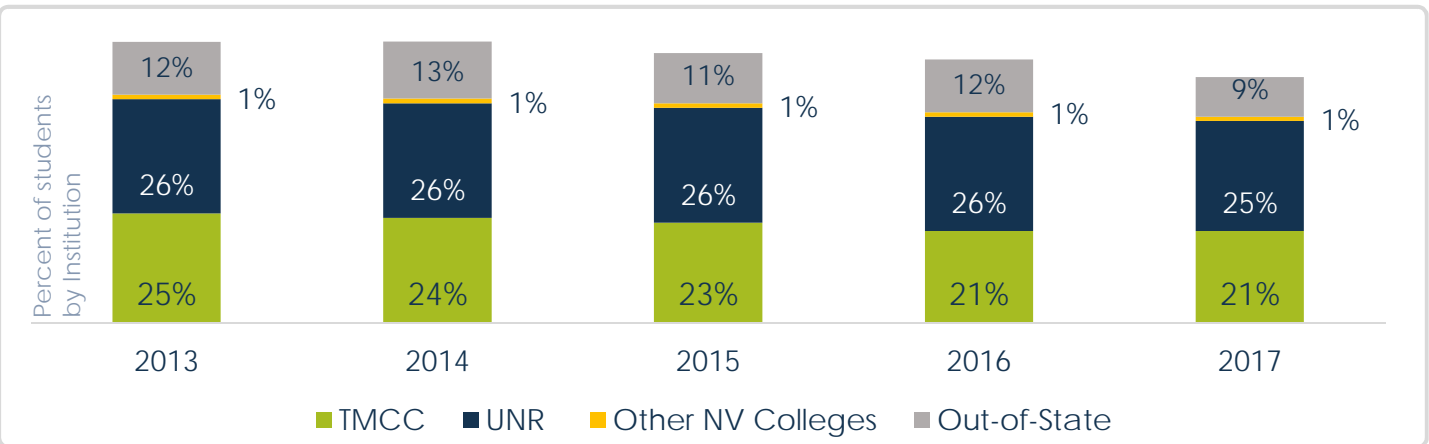
WCSD - 2017 Cohort

Data Profile
2018

WCSD College - Going Rates

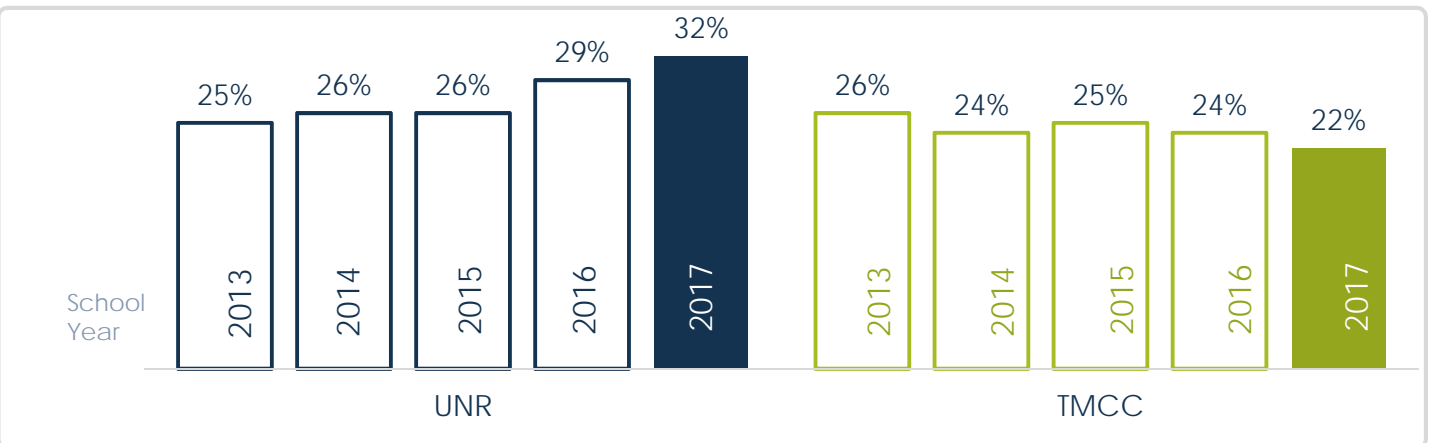


WCSD College - Going Enrollment



Source: www.bls.gov

Capture Rates - WCSD Graduates Attending UNR or TMCC



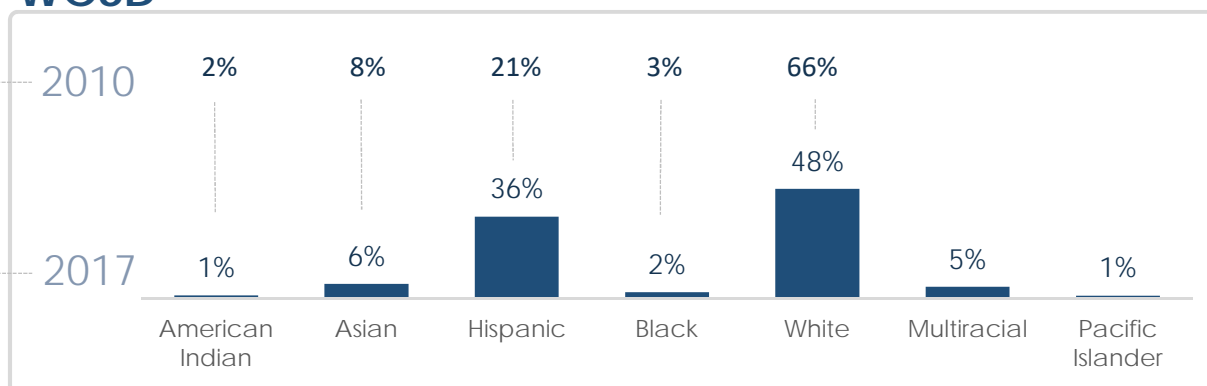
Capture Rates - Racial/Ethnic Composition

% of all graduates by race/ethnicity

WCSD WCSD Graduates

Compared to

% of all graduates by race/ethnicity

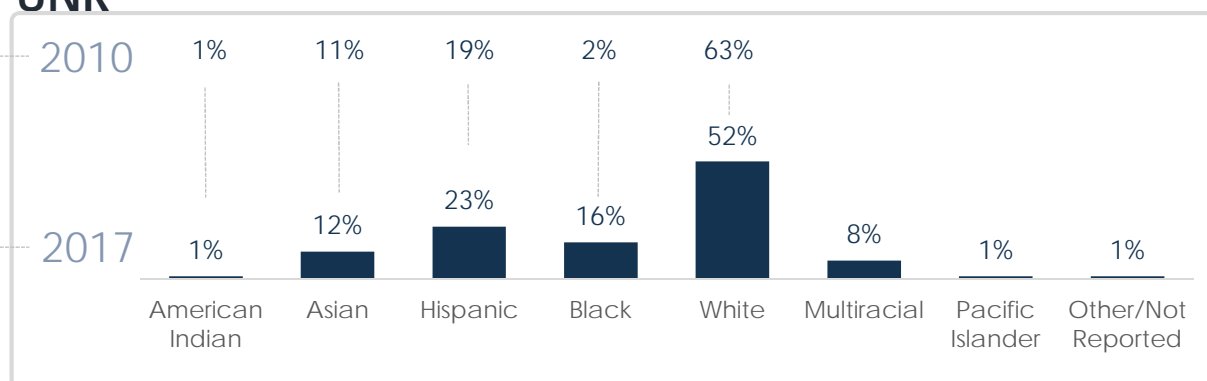


UNR

Capture Rate in

Compared to

Capture Rate in

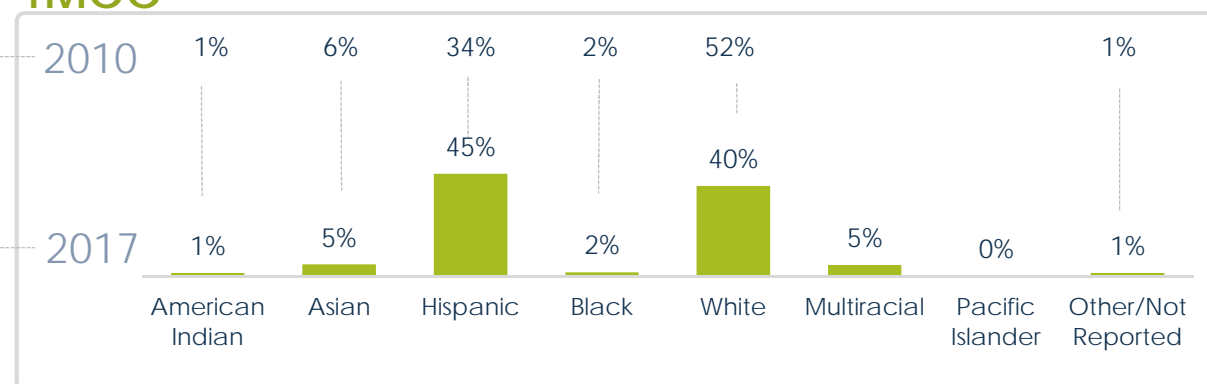


TMCC

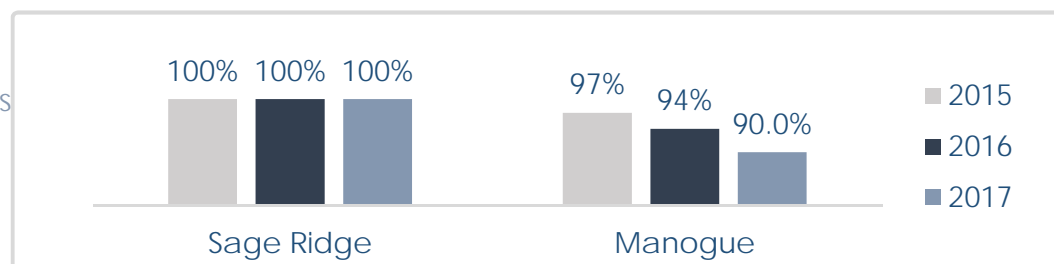
Capture Rate in

Compared to

Capture Rate in



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

	2013	2014	2015	2016	2017	Percent Change 2012 - 2017
WCSD Grads	22.9	23.4	23.6	23.6	23	0.1
Nevada Grads	23.6	23.2	23.6	23.6	22.98	-0.62
Out-of-State Grads	23.8	23.8	23.6	23.6	23.85	0.05
All	23.5	23.5	23.6	23.6	23.14	-0.36

ACT English

	2013	2014	2015	2016	2017	Percent Change 2012 - 2017
WCSD Grads	21.8	22	22.6	22.9	22.24	0.44
Nevada Grads	22.9	22.8	23	23	22.66	-0.24
Out-of-State Grads	23.2	23.2	23.4	23.4	23.87	0.67
All	22.7	22.7	23.1	23.1	22.88	0.18

ACT Composite

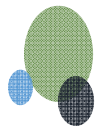
	2013	2014	2015	2016	2017	Percent Change 2012 - 2017
WCSD Grads	22.7	22.7	23.4	23.6	23	0.3
Nevada Grads	23.6	23.4	23.6	23.6	23.24	-0.36
Out-of-State Grads	23.7	23.8	23.7	23.7	24.19	0.49
All	23.4	23.4	23.7	23.6	23.41	0.01

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 placement.

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

2016 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.

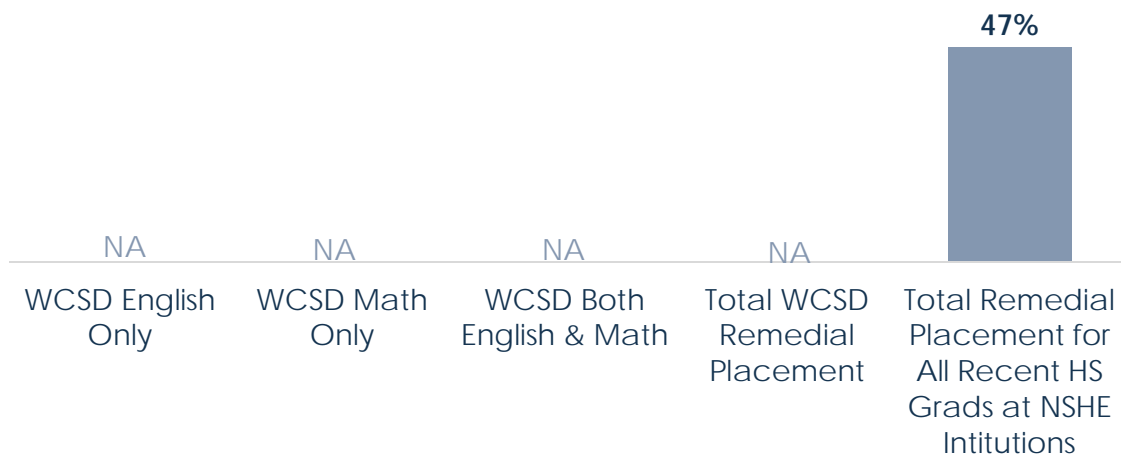
NSHE establishes criteria such as ACT or SAT scores to be used for placement into college credit courses or remedial courses in mathematics and English.

Percent of All Recent High School Grads Placed in Remediation

Year	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	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
	43%	36%	32%	37%	76%	79%	61%	68%	58%	55%	53%	53%	49%	47%

NSHE Total			NSHE University Total			NSHE Comm. College Total		
Year	2015	2016	Year	2015	2016	Year	2015	2016
	53%	53%		40%	39%		59%	63%

Remedial Need: WCSD 2016 Graduates Enrolled at NSHE Institutions



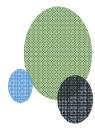
*Data in this section is always one year behind

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

Data Profile
2018

In 2011, administration officials from UNR, TMCC, and WUSD brought together mathematics and English faculty to discuss the high rates of remediation among WUSD graduate students, and discussed ideas on how to lower the remediation rate. By 2013, a model (known as the College Preparedness Initiative or CPI) was developed by which WUSD 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 WUSD 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 WUSD 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.

WUSD 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 2017 Cohort MATH 120			Fall 2017 Cohort MATH 126			Fall 2017 Cohort Either MATH 120 or 126		
		# Enrolled	# Passed	Pass Rate	# Enrolled	# Passed	Pass Rate	# Enrolled	# Passed	Pass Rate
	MATH 096 WUSD Content Course	5	3	60%	49	32	65%	54	35	65%
	MATH 096 at TMCC After High School Graduation	59	40	68%	427	257	60%	486	297	61%

UNR	Pre-Requisite for MATH 120 / 126	Fall 2017 Cohort MATH 120			Fall 2017 Cohort MATH 126			Fall 2017 Cohort Either MATH 120 or 126		
		# Enrolled	# Passed	Pass Rate	# Enrolled	# Passed	Pass Rate	# Enrolled	# Passed	Pass Rate
	MATH 096 WUSD Content Course	6	6	100%	78	56	72%	84	62	74%
	MATH 096 at UNR After High School Graduation	235	203	86%	713	557	78%	948	760	80%

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

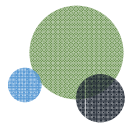
	Fall 2016			Fall 2017		
	# Enrolled	# Retained	% Retained	# Enrolled	# Retained	% Retained
ENG 101	202	177	88%	167	147	88%
ENG 102	12	11	92%	19	17	89%

	Fall 2016			Fall 2017		
	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	88%	67%	78%	88%	71%	76%
ENG 102	92%	n<5	73%	89%	n<5	73%

Mathematics

	Fall 2016			Fall 2017		
	# Enrolled	# Retained	% Retained	# Enrolled	# Retained	% Retained
MATH 120	18	13	72%	12	11	92%
MATH 126	100	76	76%	83	69	83%

	Fall 2016			Fall 2017		
	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	72%	33%	44%	92%	44%	68%
MATH 126	76%	70%	62%	83%	59%	67%

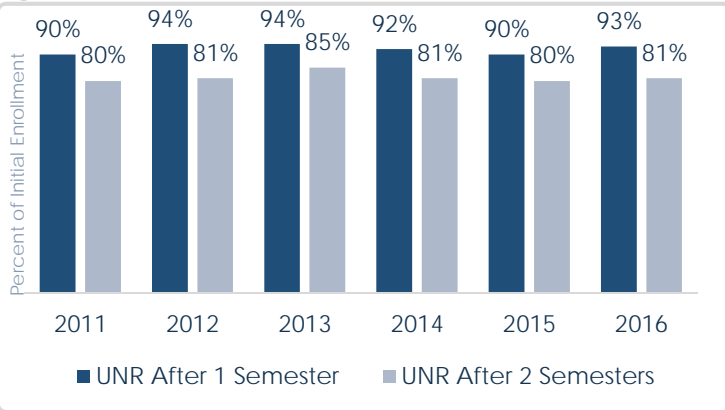


Persistence Rates

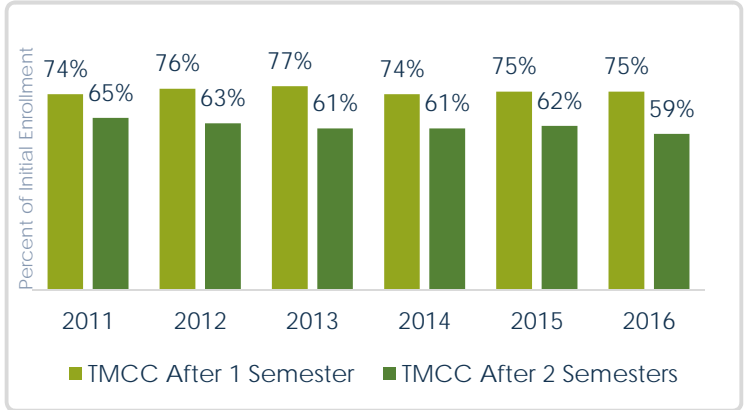
WCSD Graduates - Attending UNR or TMCC

Percent Returning After One and Two Semesters

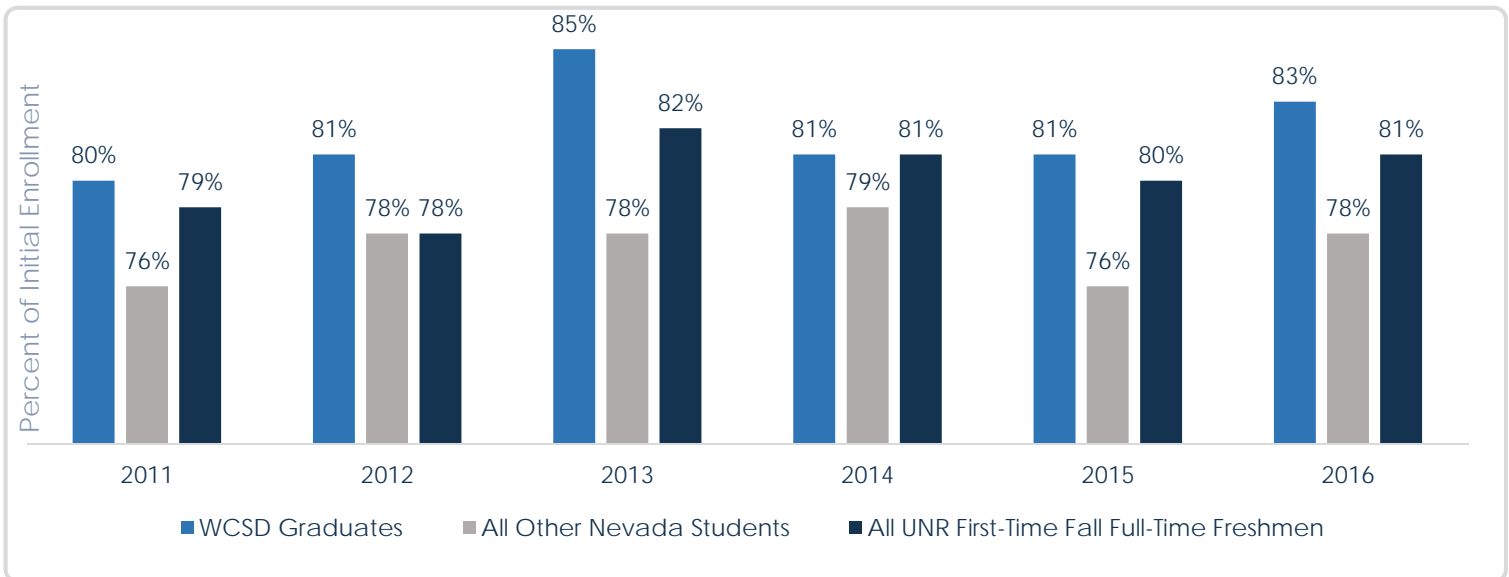
UNR



TMCC



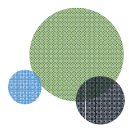
UNR Persistence Comparisons: Percent Returning After Two Semesters



*Reporting data in this section is always one year behind

4

**University of Nevada
Reno (UNR)**



Overview

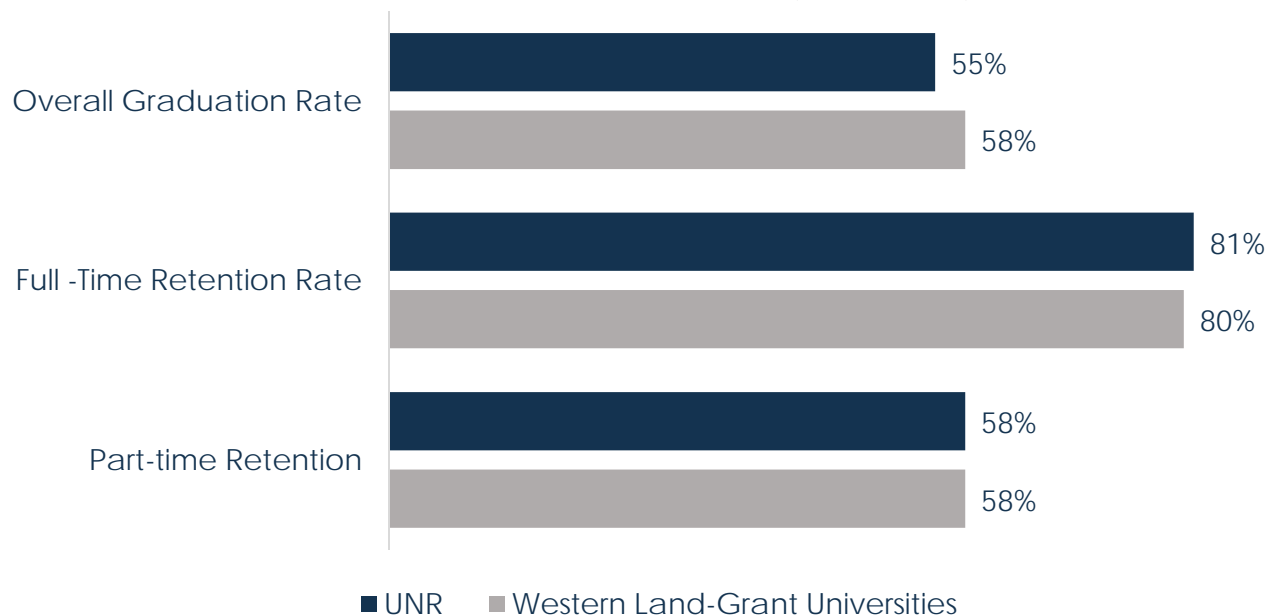
Success for students in four-year colleges or universities is completion of a degree. University programs are designed to be completed in four years; however, most students take longer and the typical measure of success for a university is graduation after six years or 150% of the design time.

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 Clearinghouse¹ 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 2016 (2009 Cohort)

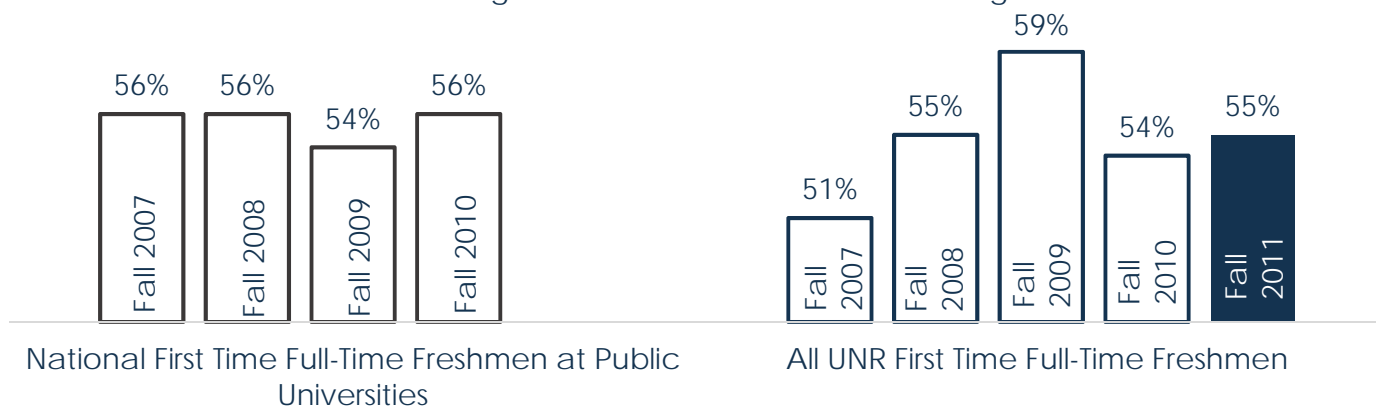


Source: National Center of Education Statistics, IPEDS Data Feedback Report 2016

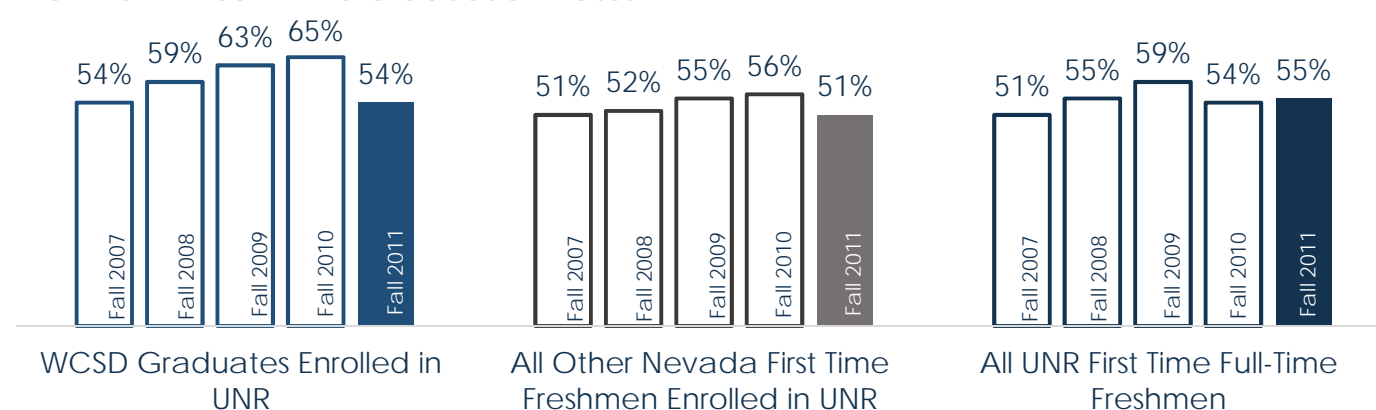
1. : National Student Clearinghouse Research Center Signature Report
(http://www.studentclearinghouse.info/signature/4/NSC_Signature_Report_4.pdf)

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 2009 Entering Cohort	Fall 2010 Entering Cohort	Fall 2011 Entering Cohort
American Indian	14%	43%	50%
Asian/Pacific Islander	68%	64%	66%
Black	43%	40%	50%
Hispanic	50%	41%	50%
Unknown	0%	0%	38%
Caucasian	53%	49%	57%

*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

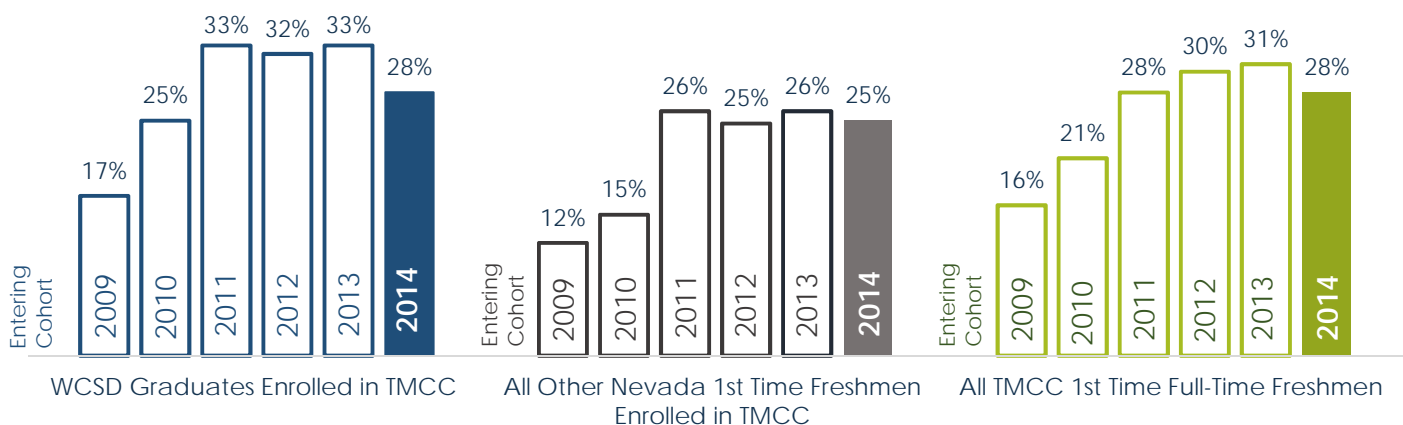
Typically, at community colleges, student success is measured by the percent of new degree-seekers who attend full-time and who graduate with a degree or certificate within “150% normal time to completion.” For an Associate’s Degree, which is designed to take two years, this means graduation within three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

TMCC Three - Year IPEDS Graduation Rates



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

	Fall 2011 Entering Cohort	Fall 2012 Entering Cohort	Fall 2013 Entering Cohort	Fall 2014 Entering Cohort
American Indian	n < 6	n < 6	14%	14%
Asian	44%	35%	40%	29%
Black	n < 6	43%	20%	33%
Hispanic	34%	35%	31%	27%
Hawaiian or Pacific Islander	n/a	n/a	n<6	
Two or more races	18%	30%	30%	31%
Unknown	n < 6	n < 6	22%	21%
Caucasian	27%	30%	34%	28%
Not a Pell Recipient*	30%	26%	32%	24%
Pell Recipient	28%	37%	34%	32%

*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.

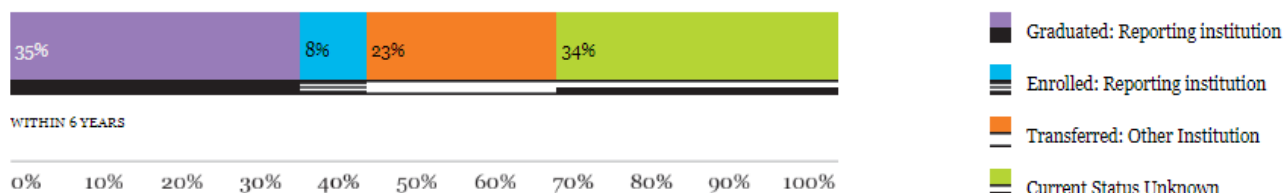
<https://studentaid.ed.gov/sa/types/grants-scholarships/pell>

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 2011

Number of students: 1,363



[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 2011 BY SUMMER 2017		
	Associate degree from Truckee Meadows Community College	12%
+	Associate degree from Truckee Meadows Community College - with later transfer to another institution	17%
+	Certificate award from Truckee Meadows Community College	5%
+	Certificate award from Truckee Meadows Community College - with later transfer to another institution	1%
=	Total Graduated from Truckee Meadows Community College	35%
	Enrolled at Truckee Meadows Community College	8%
	Transferred with no degree or certificate from Truckee Meadows Community College*	23%
	Current Status Unknown	34%

* 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 <u>Prior to</u> Graduating from TMCC		Number of WCSD Students Attending UNR Within a 3-year window <u>After</u> Graduating from TMCC		Number of WCSD Students Attending UNR Within a 3-year window either <u>Before or After</u> Graduating from TMCC	
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%
2014-2015	697	87	13%	282	41%	324	47%



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

Enrollment*
Graduation Rate

15-16

174

90%

16-17

175

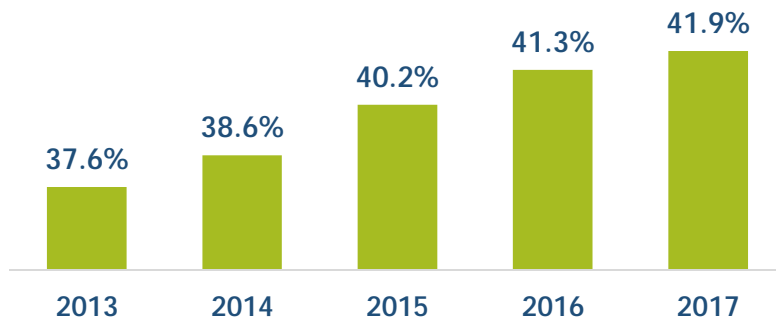
98%

*Number of students

TMCC - Online Courses

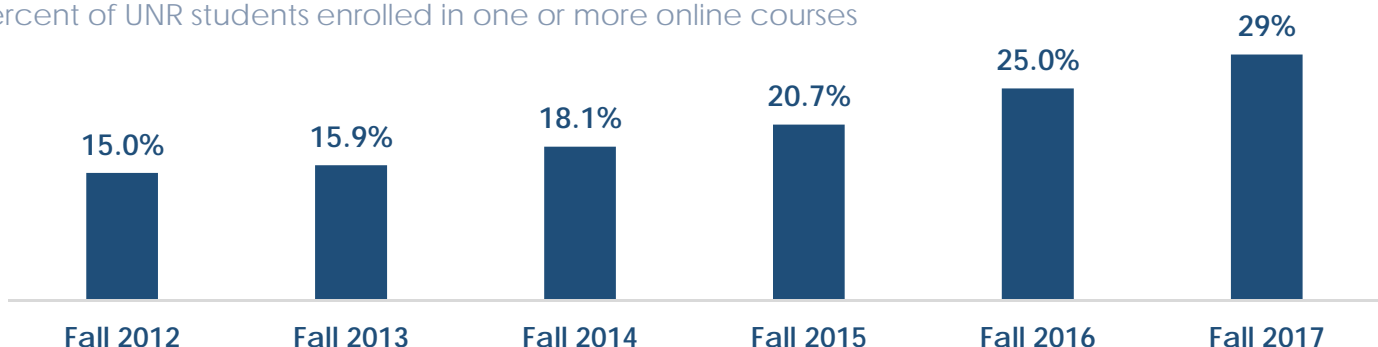
Percent of TMCC students enrolled in one or more online courses (Fall 2012 - Fall 2017)

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 only 18%.



UNR - Online Courses

Percent of UNR students enrolled in one or more online courses





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 for education and workforce development.

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/govnv.gov/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 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:

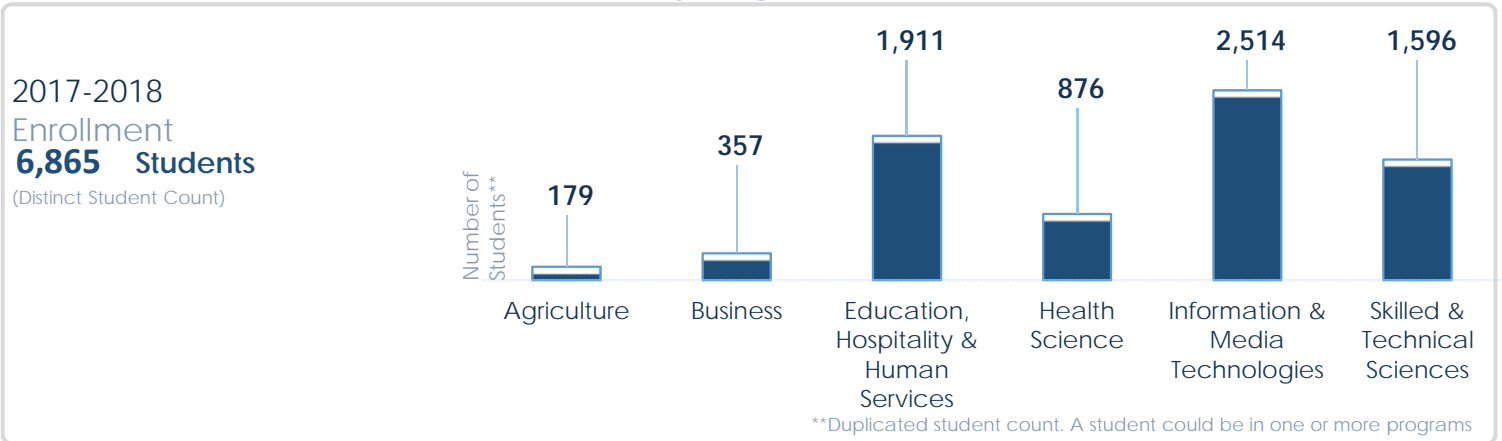
The Economic Planning Indicators Committee (EPIC) of the EDAWN reported the Northern Nevada Regional Growth Study 2015-2019. The purpose of the study is to forecast how many jobs and residents will potentially be located in the Study Areas by 2020, based on current and anticipated growth trends. It projects 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

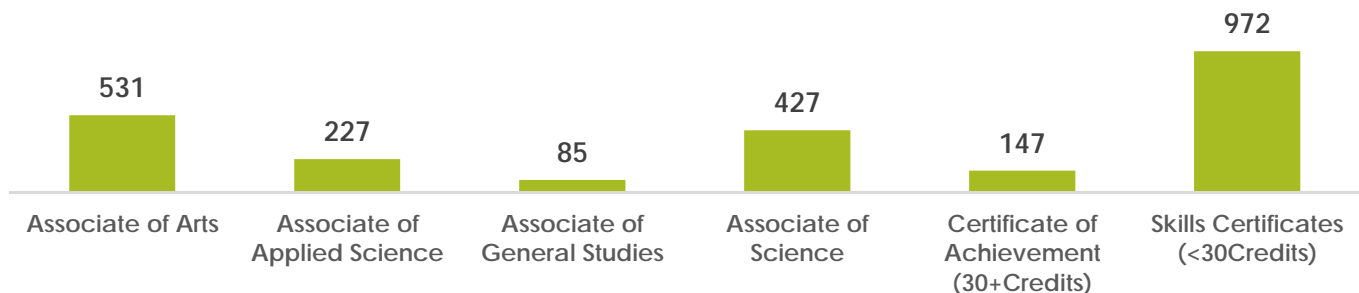
Career & Technical Education Enrollment by Program



TMCC

Degrees, Certificate of Achievement, and Skills Certificates (AY 2016-2017) and Alignment to Nevada Governor's Industry Sectors

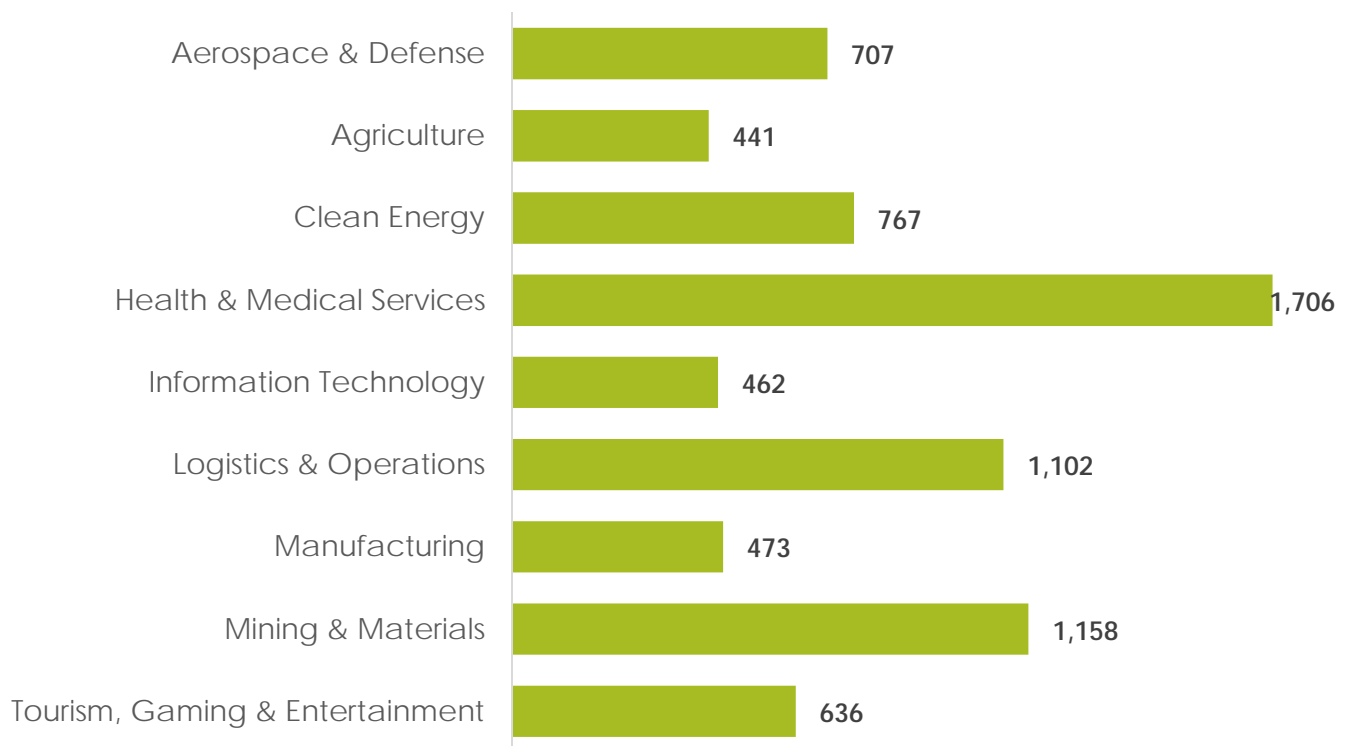
A total of 2,389 Degrees, Certificates of Achievement, and Skills Certificates were awarded to TMCC students during the 2016-2017 academic year which includes summer and fall '16 and spring '17. The breakdown of these awards by type is shown in the bar chart below.



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 2,389 distinct degrees and certificates TMCC awarded last year.

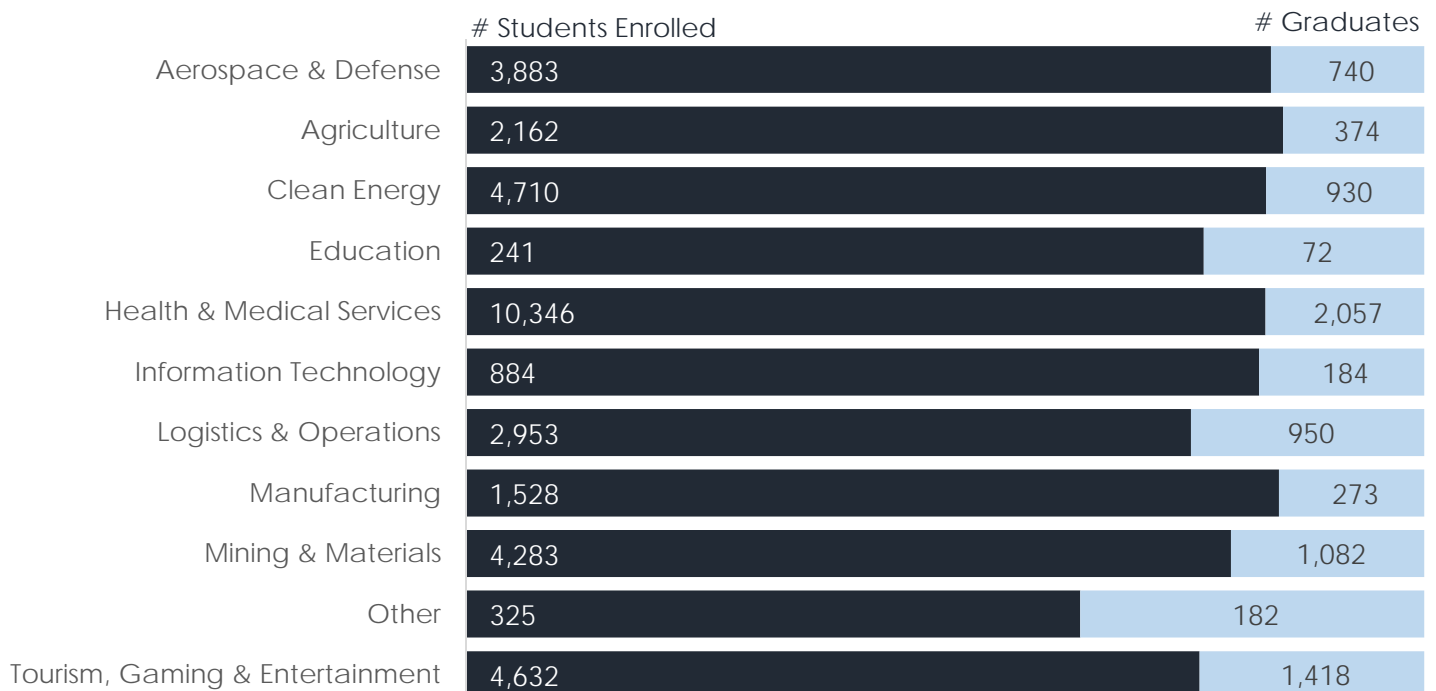
TMCC Degrees, Certificate of Achievement, and Skills Certificates Awarded during 2016-2017 and Alignment to Nevada Governor's Industry Sectors



**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 2017)



Partners in Education (PiE)

The Partner in Education (PiE) program of the Education Alliance provides opportunities for relationships between Washoe County School District (WCSD) and business, government, nonprofits, industry, civic, and other organizations, focusing on leveraging community resources to strengthen academics along the pathway to career and college readiness. Partners of K-12 schools provide expertise, school supplies, financial contributions, volunteers, and other needed resources. PiE relationships are symbiotic: partners host interns; invite students to tour their locations; share their workforce needs; guide the direction of education; and strengthen their future employee pipeline. The Partners program has been in existence since 1988 and acquired 501(c)3 designation in 1992. Staff includes Kendall Inskip, Executive Director, Brittani Haggarty, Collaborative Coordinator, and Kelli Pennington, Administrative Assistant, as well as a governing Board of 23 dynamic business, community, and education leaders.

PiE Champions

To recognize outstanding business and school partnerships, the first annual PiE Champion Awards were presented on February 7th. Nominations for the Award were submitted by Washoe County School District (WCSD) educators and reviewed by a panel of community and district leaders. Criteria include: duration of the partnership; number of schools supported; depth/level of engagement; and, financial/in-kind contributions. PiE Champions Awards were presented to Renown Health (Large Employer) and Steak 'n Shake (Small Employer) and presented at the 'Meet your Match' Principal for a Day kickoff mixer hosted by the Reno+Sparks Chamber of Commerce where more than 200 business and school leaders met and celebrated. 2017-18 Outstanding PiE Champion nominees included: Circus Circus/Eldorado Properties; Farmer's Insurance-Shane McCartin; Living Stones Church; Northern Nevada Medical Center; Pinocchio's; Read with Me; The Rock Church; and, St. Catherine's of Siena Episcopal.

In support of art in schools, Education Alliance held a PiE Emblem Design contest and invited WCSD high school graphic and fine art students to design an emblem for the PiE program for business partners to display in store windows, on their websites, and social media platforms. A distinguished panel reviewed student submissions and chose the design of Natasha Santiago, a senior at McQueen High School. Washoe County Manager, John Slaughter, and Education Alliance Board President Alex Woodley, unveiled it in front of an audience of 200 local leaders and WCSD educators at Renown Health. Natasha was presented with a \$1,000 scholarship to be used for post-secondary education. Participating high school graphic and fine art programs were also awarded \$300 for art software or materials. Funding for this PiE expansion was generously provided Washoe County.



Pictured left to right: McQueen High School Principal Amy Marable, Natasha Santiago, Washoe County Manager John Slaughter, McQueen High School Art Teacher Skye Snyder

Partners in Education Impact

The Education Alliance Partners in Education program supports students, schools, and educators through volunteer hours, in-kind goods/services, financial donations, sponsorships, and expertise in the classroom. There are 261 recognized partnerships across 103 schools, including Charter and Alternative schools. Of these 103 Washoe County schools, 97% have at least one partner, and many schools enjoy multiple partners.

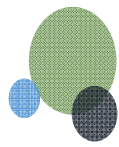


Indicators of performance include the number of signed Partner Agreements, financial and in-kind contributions, and written commitments, as outlined below:

Partners in Education Data	SY 16-17 (Baseline)	SY 17-18 Target	SY 17-18 Actual
Partners in Education Supporting Schools	240	250	261
Run for Education Sponsors	45	50	51
Principal for a Day Participants	76	95	96
Teachers' Warehouse Significant Donors	10 (SY 15-16) 15 Target (SY 16-17)	20	31
District or Multi-School Partners, such as, Reno+Sparks Chamber, NV State Apartment Assn., Nell J. Redfield Foundation, Professional Sports Catering, RGJ, KTVN Channel 2, among others.	8	10	16
TOTAL ACTUAL:			455



Data by High School

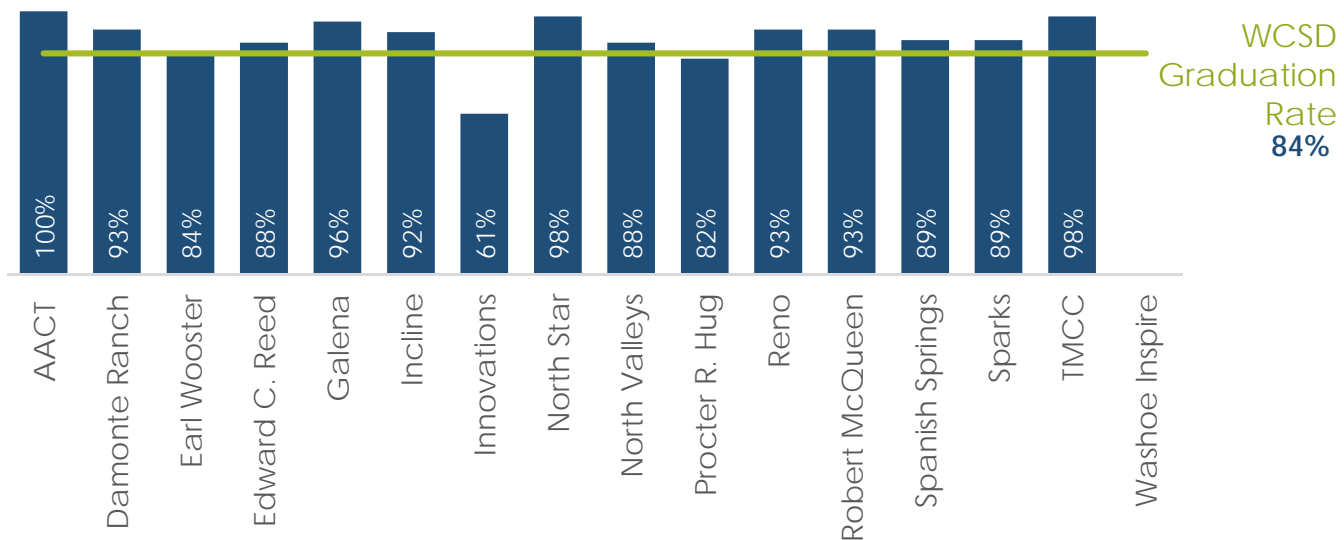


Cohort Graduation Rate

WCSD Graduates - 2017 Cohort

	Class of 2013		Class of 2014		Class of 2015		Class of 2016		Class of 2017	
	N	%	N	%	N	%	N	%	N	%
AACT	84	98%	93	99%	106	99%	119	99%	106	100%
Damonte Ranch	273	83%	290	86%	284	88%	354	90%	400	93%
Earl Wooster	268	76%	298	81%	282	76%	313	81%	354	84%
Edward C. Reed	386	85%	385	84%	376	81%	423	86%	441	88%
Galena	258	88%	263	86%	274	89%	271	89%	306	96%
Incline	58	88%	59	79%	69	83%	65	86%	65	92%
Innovations¹	72	16%	52	14%	46	19%	21	30%	37	61%
North Star²	***		37	60%	32	65%	44	90%	51	98%
North Valleys	352	73%	322	72%	364	74%	317	71%	396	88%
Procter R. Hug	171	59%	180	61%	243	73%	212	74%	245	82%
Reno	343	87%	343	88%	311	89%	378	90%	330	93%
Robert McQueen	349	87%	401	88%	366	88%	371	93%	369	93%
Spanish Springs	421	77%	460	81%	416	81%	429	81%	466	89%
Sparks	173	69%	199	68%	205	74%	176	74%	239	89%
TMCC	89	100%	79	100%	80	98%	93	100%	84	98%
Washoe Inspire	2	6%	2	5%	3	7%	-	-	-	-
WCSD^{3,4}	3321	70%	3474	73%	3467	75%	3608	77%	3916	84%

Class of 2017



1. Innovations was previously named 'Washoe Innovations'.

2. North Star (previously 'WOLF') is now a stand-alone school. (WOLF data were reported under Innovations, so there are no North Star data for previous years.)

3. WCSD grad rates have been recalculated for 2010-2013, using the new state methods. Individual school grad rates were not affected by the new methods.

4. Under the new state methodology, the number of WCSD grads includes graduates from the Washoe Adult program, which is not listed here, so the sum of grads from each listed school will not equal the WCSD total N.

'-' Too few students to report.

***Previously data reported under Innovations HS

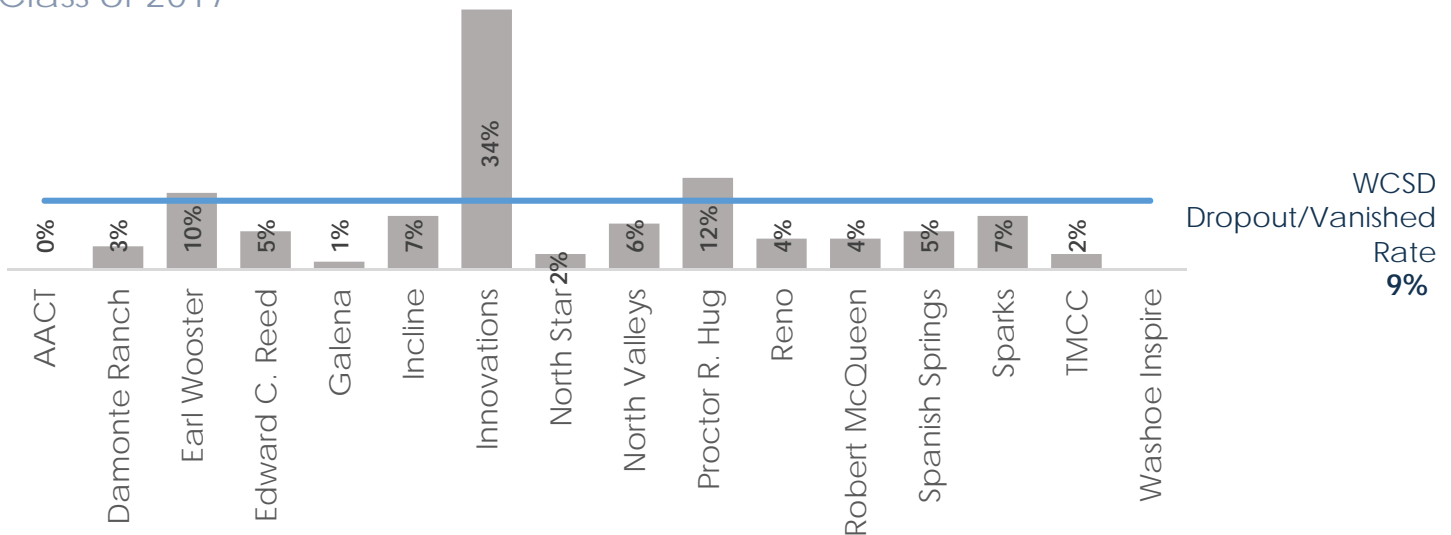
WCSD Non-Graduates - 2017 Cohort

Data Profile
2018

Dropout and Vanished

	Class of 2013		Class of 2014		Class of 2015		Class of 2016		Class of 2017	
	N	%	N	%	N	%	N	%	N	%
AACT	1	1%	0	0%	0	0%	0	0%	0	0%
Damonte Ranch	17	5%	11	3%	11	3%	15	4%	11	3%
Earl Wooster	23	6%	17	5%	20	5%	37	10%	40	10%
Edward C. Reed	24	6%	34	7%	38	8%	28	6%	33	5%
Galena	8	3%	8	3%	10	3%	12	4%	4	1%
Incline	2	3%	3	4%	6	7%	3	4%	5	7%
Innovations¹	224	48%	190	53%	130	53%	41	59%	21	34%
North Star²	***		18	29%	10	20%	4	8%	1	2%
North Valleys	33	11%	44	10%	39	8%	44	10%	28	6%
Proctor R. Hug	27	9%	40	13%	27	8%	31	11%	35	12%
Reno	12	4%	21	5%	29	5%	22	5%	13	4%
Robert McQueen	20	6%	20	4%	14	3%	6	2%	15	4%
Spanish Springs	39	7%	34	6%	34	7%	42	8%	27	5%
Sparks	31	12%	28	9%	24	9%	29	12%	20	7%
TMCC	0	0%	0	0%	1	1%	0	0%	2	2%
Washoe Inspire	21	66%	34	86%	26	59%	-	-	-	-
WCSD^{3,4}	720	15%	608	13%	496	11%	479	10%	426	9%

Class of 2017



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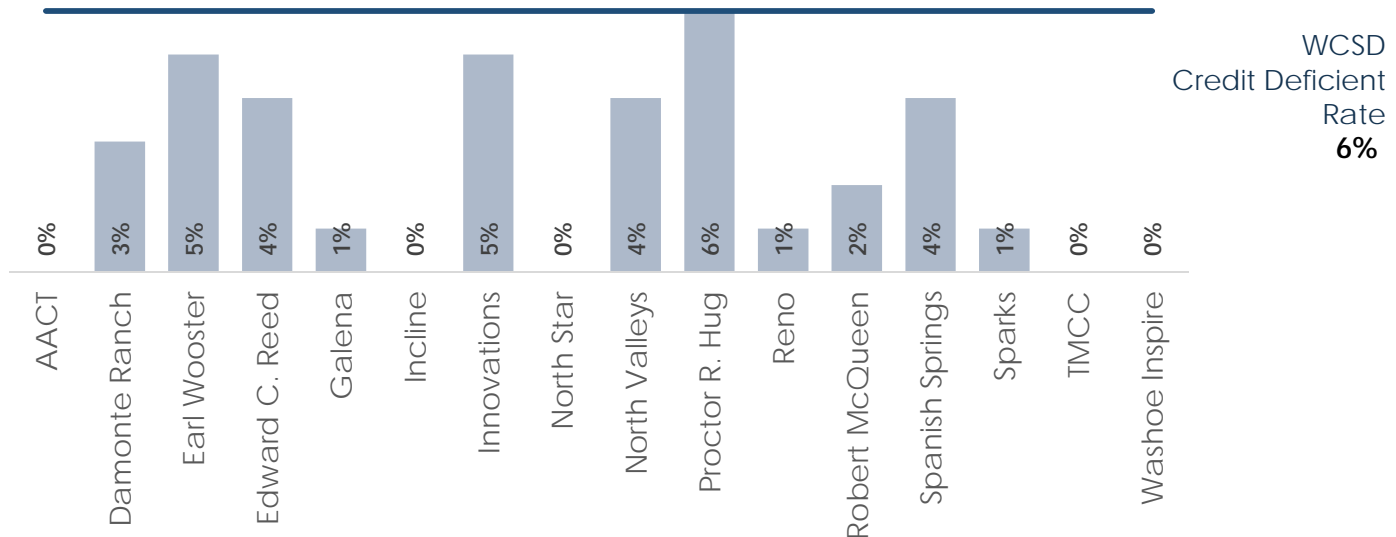
'-' Too few students to report.

***Previously data reported under Innovations HS

Credit Deficient⁵

	Class of 2013		Class of 2014		Class of 2015		Class of 2016		Class of 2017	
	N	%	N	%	N	%	N	%	N	%
AACT	-	0%	1	1%	0	0%	0	0%	0	0%
Damonte Ranch	12	4%	18	5%	11	3%	13	4%	15	3%
Earl Wooster	28	8%	42	11%	51	14%	24	7%	22	5%
Edward C. Reed	15	3%	25	5%	38	8%	27	6%	21	4%
Galena	14	5%	14	5%	12	4%	7	3%	4	1%
Incline	4	6%	8	11%	4	5%	3	4%	0	0%
Innovations¹	158	34%	110	31%	64	26%	7	12%	3	5%
North Star²	***		7	11%	7	14%	1	2%	0	0%
North Valleys	42	9%	63	14%	56	11%	37	9%	18	4%
Proctor R. Hug	37	13%	46	16%	50	15%	37	13%	17	6%
Reno	20	5%	16	4%	9	3%	12	6%	5	1%
Robert McQueen	16	4%	27	6%	22	5%	11	3%	7	2%
Spanish Springs	46	8%	48	8%	48	9%	32	7%	20	4%
Sparks	12	5%	38	13%	34	12%	21	9%	4	1%
TMCC	0	0%	0	0%	1	1%	0	0%	0	0%
Washoe Inspire	7	22%	4	10%	15	34%	-	-	-	-
WCSD^{3,4}	383	8%	480	10%	492	11%	435	9%	262	6%

Class of 2017



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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

***Previous data reported under Innovations HS

	2013		2014		2015		2016		2017	
	ACT*	SAT+	ACT*	SAT+	ACT*	SAT+	ACT*	SAT+	ACT*	SAT+
AACT	21.9	1038	25	1030	22.9	1013	23.2	1021	21.9	1150
Damonte Ranch	24.5	1080	23.1	1077	23.3	1061	23.4	1064	22.9	1165
Earl Wooster	22.0	1096	24.6	1105	24.0	1141	24.5	1151	23.5	1173
Edward C. Reed	22.6	1016	21.7	1018	22.7	1064	22.9	1076	21.6	1096
Galena	23.7	1079	24.0	1070	24.0	1103	24.2	1113	23.7	1201
Incline	27.5	1260	24.0	970	25.0	1146	24.6	1179	22.9	1158
Innovations¹	-	-	-	-	-	-	-	-	-	-
North Star²	***				N/A	N/A	24.6	1017	22.8	890
North Valleys	21.2	1052	22.0	1015	23.1	1050	23.2	1066	20.9	1077
Procter R. Hug	17.2	857	18.7	886	19.2	901	19.3	909	18.0	1000
Reno	23.8	1093	24.6	1106	24.6	1118	24.7	1127	23.8	1209
Robert McQueen	23.9	1063	24.1	1059	24.1	1083	24.3	1090	23.9	1194
Spanish Springs	22.4	1027	22.0	1043	24.1	1074	24.3	1082	22.9	1146
Sparks	20.2	986	20.0	925	20.7	1045	20.7	1048	20.5	1062
TMCC	26.5	1059	22.7	1091	25.1	1120	25.0	1041	24.0	1170
Washoe Inspire	-	-	-	-	-	-	-	-	-	-
WCSD^{3,4}	22.7	1054	22.7	1058	23.4	1074	23.5	1070	23.0	1149

* ACT Composite

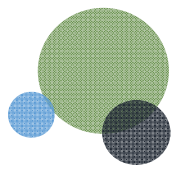
+ SAT Math and Reading combined

1. Innovations was previously named 'Washoe Innovations'.

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'-' Too few students to report.

***Previous years' data reported under Innovations



College Remedial Placement

WCSD 2016 Graduates - Enrolled at NSHE Institutions*

Data Profile
2018

School	Recent Grads Enrolled in NSHE	Remedial Placements				Percent Placed into Remediation
		English Only	Math Only	Both English & Math	Total Remedial Placement	
AACT	82	6	16	16	38	46.3%
Damonte Ranch	183	16	39	22	77	42.1%
Earl Wooster	168	9	34	22	65	38.7%
Edward C. Reed	231	18	76	27	121	52.4%
Galena	168	9	44	17	70	41.7%
Incline	24	-	-	-	15	62.5%
Innovations ¹	<10	-	-	-	-	33.3%
Inspire	NA	NA	NA	NA	NA	NA
North Star ²	19	-	-	-	8	42.1%
North Valleys	140	10	52	13	75	53.6%
Proctor R. Hug	99	6	42	24	72	72.7%
Reno	220	28	40	19	87	39.5%
Robert McQueen	215	18	41	16	75	34.9%
Spanish Springs	244	26	68	39	133	54.5%
Sparks	87	17	25	15	57	65.5%
TMCC	64	-	-	-	15	23.4%
WCSD	NA	NA	NA	NA	NA	46.7%

Source: www.nevada.edu/ir

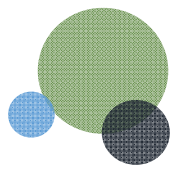
1. Innovations was previously named 'Washoe Innovations'.

2. North Star (previously 'WOLF') is now a stand-alone school.

(WOLF data were reported under Innovations, so there are no North Star data for previous years.)

'-' Too few students to report.

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



College Persistence Rates UNR and TMCC

Data Profile
2018

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

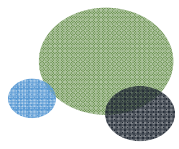
School	2012		2013		2014		2015		2016	
	TMCC	UNR	TMCC	UNR	TMCC	UNR	TMCC	UNR	TMCC	UNR
AACT	-	-	85%	92%	87%	89%	83%	83%	82%	84%
Damonte Ranch	67%	74%	78%	90%	71%	76%	82%	84%	72%	81%
Earl Wooster	75%	91%	67%	98%	87%	79%	80%	74%	68%	85%
Edward C. Reed	73%	83%	70%	93%	77%	75%	79%	84%	76%	89%
Galena	83%	90%	78%	97%	87%	89%	68%	88%	82%	85%
Incline	-	-	-	-	-	-	83%	77%	60%	91%
Innovations ¹	-	-	-	-	44%	-	62%	-	73%	-
North Star ²	-	-	-	-	-	-	60%	100%	82%	83%
North Valleys	71%	78%	72%	91%	80%	88%	69%	77%	75%	72%
Procter R. Hug	71%	73%	75%	89%	56%	62%	61%	61%	77%	75%
Reno	77%	88%	94%	97%	77%	82%	84%	87%	68%	95%
Robert McQueen	74%	91%	80%	95%	68%	86%	66%	83%	77%	85%
Spanish Springs	85%	82%	81%	91%	77%	81%	78%	83%	80%	84%
Sparks	78%	81%	83%	90%	71%	74%	72%	77%	75%	84%
TMCC	74%	93%	90%	94%	78%	84%	72%	84%	75%	74%
Washoe Inspire	-	-	-	-	-	-	-	-	-	-
WCSD	76%	94%	77%	94%	74%	81%	75%	81%	75%	84%

1. Innovations was previously named 'Washoe Innovations'.

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Governor Guinn's Millennium Scholarship

Data Profile
2018

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 2013		Class of 2014		Class of 2015		Class of 2016		Class of 2017	
	N	%	N	%	N	%	N	%	N	%
AACT	54	61%	64	69%	69	65%	89	75%	81	76%
Damonte Ranch	140	51%	148	51%	145	51%	207	58%	193	48%
Earl Wooster	149	55%	177	59%	153	54%	188	60%	204	58%
Edward C. Reed	186	48%	192	50%	171	45%	211	50%	225	51%
Galena	170	65%	174	66%	188	69%	205	76%	189	62%
Incline	37	64%	31	53%	37	54%	40	62%	38	58%
Innovations¹	-	-	-	-	-	-	21	5%	1	3%
North Star²	Previous years' data reported under Innovations						26	59%	21	41%
North Valleys	146	40%	123	38%	136	37%	132	42%	123	31%
Procter R. Hug	71	41%	63	35%	95	39%	75	35%	68	28%
Reno	221	64%	192	56%	181	58%	252	67%	214	65%
Robert McQueen	178	50%	221	55%	195	53%	240	65%	203	55%
Spanish Springs	193	45%	236	51%	206	50%	212	49%	250	54%
Sparks	60	34%	74	37%	64	31%	78	44%	83	35%
TMCC	71	79%	53	67%	70	88%	82	88%	73	87%
Washoe Inspire	-	-	-	-	-	-	-	-	-	-
WCSD	1683	49%	1757	50%	1719	50%	2038	56%	1969	50%

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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 standardized test which is needed in order to be considered eligible for application by a post-secondary institution 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).

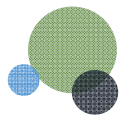
IEP The **individualized education program (IEP)** is a written education plan for a school-aged child with disabilities that is developed by a team of professionals (teachers, therapists, etc.) and the child’s parents or family to meet the unique needs of students with disabilities who require specially 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	Innovations	Spanish Springs
Damonte Ranch	North Star Online	Sparks
Earl Wooster	North Valleys	TMCC High School
Edward C. Reed	Procter R. Hug	Washoe Inspire
Galena	Reno	
Incline	Robert McQueen	

Charter Schools

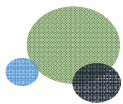
Coral Academy Charter School	Academy of Career Education
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Private Schools

Bishop Manogue	Sage Ridge
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Nevada System of Higher Education

Truckee Meadows Community College	University of Nevada, Reno
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Data Profile Team

Washoe County School District

Ben Hayes

Chief Accountability Officer

Laura Davidson

Director of Research and Evaluation

Brenda Chavez

Data and Research Analyst

University of Nevada, Reno

Joe Cline

Vice Provost, Professor of Chemistry

Cody Grigg

Senior Data Warehouse Analyst

Serge Herzog

Director of Institutional Analysis

Truckee Meadows Community College

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

