

# CONSOLIDATED STATE PERFORMANCE REPORT

## PART II

SCHOOL YEAR 2021-2022

NEVADA



The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)

### **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 36.50 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202.

## 2.1 ACCOUNTABILITY

### 2.1.2 Schools Identified for Comprehensive Support and Improvement

In the table below, provide the number of schools identified for comprehensive support and improvement by reason identified.

Populated with SY2022-2023 SCH-LEVEL FS206/DG842 and FS212/DG866.

Reason Type	Number of Schools	Number of Title I Schools	Number of Non-Title I Schools
Lowest performing five percent of Title I schools	129	.	.
High schools failing to graduate one third or more of their students	42	.	.

### 2.1.3 Schools Implementing Targeted Support and Improvement Plans

In the table below, provide the number of schools implementing targeted support and improvement plans.

Populated with SY2022-2023 SCH-LEVEL FS206/DG842 and FS212/DG867.

Reason Type	Number of Schools	Number of Title I Schools	Number of non-Title I Schools
Schools with One or More Consistently Underperforming Subgroups of Students	184	.	.

### 2.1.4 Section 1003 of the ESEA School Improvement Funds

In the tables below, provide the amount of Section 1003 funds of the ESEA allocated to each district and school.

#### 2.1.4.1 Section 1003 of the ESEA Allocations to LEAs

For each LEA receiving a 1003(a) allocation, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794.

Data published outside report.

#### 2.1.4.2 Section 1003 of the ESEA Allocations to Schools

For each school receiving a Section 1003(a) allocation of the ESEA, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794.

Data published outside report.

## 2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT

This section collects data on graduation rates and rates of postsecondary enrollment.

### 2.2.1 Four Year Adjusted Cohort Graduation Rates

In the table below, provide the State's four year adjusted cohort graduation rates for the current reporting period.

Populated with SEA-LEVEL FS150/DG695 and FS151/DG696.

Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
All students	S	36918	81.7
American Indian or Alaska Native	S	311	69
Asian or Pacific Islander	S	2964	91
Asian	S	2380	93
Native Hawaiian or Other Pacific Islander	S	584	84
Black or African American	S	4169	68.4
Hispanic or Latino	S	16113	80.7
White	S	11144	86.1
Two or more races	S	2217	82
Children with Disabilities (IDEA)	S	4224	65.9
English learners	S	5057	72.6
Economically disadvantaged students	S	31184	81.5
Children in foster care	S	305	47
Children who are homeless	S	760	67

#### Frequently asked questions (FAQs) on graduation rates:

What is the adjusted cohort graduation rate? The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

## 2.2.2 Postsecondary Enrollment

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period.

Populated with SEA-LEVEL FS160/DG739.

<b>Student Group</b>	<b># Enrolled in an IHE</b>	<b># Not Enrolled in an IHE</b>	<b># For Which Data Are Unavailable</b>	<b>Total</b>
All students	15026	15037	S	S
American Indian or Alaska Native	87	133	S	S
Asian or Pacific Islander	1795	950	S	S
Asian	1589	666	S	S
Native Hawaiian or Other Pacific Islander	206	284	S	S
Black or African American	1342	1627	S	S
Hispanic or Latino	5311	7189	S	S
White	5522	4266	S	S
Two or more races	969	872	S	S
Female	8563	6803	S	S
Male	6463	8234	S	S
Children with Disabilities (IDEA)	678	1923	S	S
English Learners	1140	2507	S	S
Economically disadvantaged students	9426	12195	S	S

## 2.3 TITLE I, PART A PROGRAM PARTICIPATION

The following sections collect data on students participating in Title I, Part A by various student characteristics.

### 2.3.1 Student Participation in Public Title I, Part A by Special Services or Programs

In the table below, provide the number of public school students served by either Public Title I Schoolwide Programs (SWPs) or Targeted Assistance programs (TAS) at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548.

Special Services or Programs	# Students Served
Children with disabilities (IDEA)	41052
English learners	53713
Homeless students	9045
Migrant students	59

### 2.3.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group

In the table below, provide the unduplicated number of public school students served by either Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548.

<b>Race Ethnicity</b>	<b># Students Served</b>
American Indian or Alaska Native	2227
Asian	14768
Black or African American	45320
Hispanic or Latino	155494
Native Hawaiian or Other Pacific Islander	4658
White	63945
Two or more races	19913
Total	306325

### 2.3.3 Student Participation in Title I, Part A by Grade Level

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public TAS, Title I SWP, private school students participating in Title I programs (private), and Part A local neglected programs (local neglected).

Populated with SEA-LEVEL FS134/DG670.

Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
Age Birth through 2	0	0	0	0	0
Age 3 through 5 (not Kindergarten)	3335	0	0	0	3335
Kindergarten	19027	0	0	206	19233
Grade 1	21394	0	0	218	21612
Grade 2	20327	0	5	207	20539
Grade 3	20795	0	3	204	21002
Grade 4	21311	0	4	167	21482
Grade 5	27830	0	11	198	28039
Grade 6	19995	0	8	172	20175
Grade 7	20454	0	7	150	20611
Grade 8	24884	0	16	135	25035
Grade 9	16969	0	35	85	17089
Grade 10	17053	0	54	109	17216
Grade 11	15575	0	49	73	15697
Grade 12	18100	0	62	72	18234
Ungraded	647	0	1	0	648
Total	267696	0	255	1996	269947

## 2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2021 through June 30, 2022.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:

**o Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.

**o At-Risk Programs:** Programs operated (through LEAs) that target students who are at risk of academic failure, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.

**o Juvenile Corrections:** An institution for delinquent children and youth that is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.

**o Juvenile Detention Facilities:** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.

**o Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.

**o Other:** Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

### 2.5.1 State Agency Title I, Part D Programs and Facilities - Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

#### 2.5.1.1 Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.



State Program or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	2	118
Juvenile corrections	33	20
Juvenile detention	6	60
Neglected programs	15	93
Other programs	0	0
Total	56	.

### FAQ on programs and facilities - subpart 1:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

#### Data Quality Comments

Average length of stay, in days. (The average number of days per student enrollment [for each facility or program] during the reporting year) Multiple visits can be included.

### 2.5.1.2 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

State Program Facility Type	# Reporting Data
Adult corrections	2
Juvenile corrections	33
Juvenile detention	6
Neglected programs	15
Other programs	0
Total	56

#### Data Quality Comments

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### 2.5.1.3 Students Served - Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide, in row 1, the unduplicated number of students served by each program, and, in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (IDEA) and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

Populated with SEA-LEVEL FS119/DG656.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Long-Term Students Served	.	.	.	112	.
Total Unduplicated Students Served	.	.	.	190	.

Provide the number of students served by special populations.

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Children with one or more disabilities (IDEA)	.	.	.	31	.
English learners	.	.	.	2	.

Provide the number of students served by race/ethnicity.

Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native	.	.	.	3	.
Asian	.	.	.	1	.
Black or African American	.	.	.	87	.
Hispanic or Latino	.	.	.	70	.
Native Hawaiian or Other Pacific	.	.	.	2	.
White	.	.	.	9	.
Two or more races	.	.	.	18	.
Total	.	.	.	190	.

Provide the number of students served by gender.

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Female	.	.	.	0	.
Male	.	.	.	66	.
Total	.	.	.	66	.

Provide the number of students served by age.

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Age 3 through 5	.	.	.	0	.
Age 6	.	.	.	0	.
Age 7	.	.	.	0	.
Age 8	.	.	.	0	.
Age 9	.	.	.	0	.
Age 10	.	.	.	0	.
Age 11	.	.	.	0	.
Age 12	.	.	.	0	.
Age 13	.	.	.	0	.
Age 14	.	.	.	0	.
Age 15	.	.	.	2	.
Age 16	.	.	.	7	.
Age 17	.	.	.	22	.
Age 18	.	.	.	14	.
Age 19	.	.	.	30	.
Age 20	.	.	.	27	.
Age 21	.	.	.	88	.
Total	.	.	.	190	.

**FAQ on unduplicated count:**

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

**FAQ on long-term:**

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021 through June 30, 2022.

### 2.5.1.4 Academic, Career, and Technical Outcomes While in the State Agency Program/Facility or within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled or planned to enroll in their local district school within 90 calendar days after exiting. A student may be reported only once per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the State agency program/facility column ('in fac.') or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods per program type.

The third table includes outcomes a student may achieve more than once. In the 'in fac.' column, provide the unduplicated number of students who attained academic, career and technical outcomes while enrolled in the State agency program/facility. In the '90 days after exit' column provide the unduplicated number of students who attained academic, career, and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90-day transition period, that student may be reported once in each column.

Populated with SEA-LEVEL FS180/DG783 and FS181/DG785.

Outcomes (Once per Student, Only after Exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Enrolled in local district school				124	

Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days after Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days after Exit	Juvenile Corrections - In Fac
Were accepted and/or enrolled into post-secondary education					
Obtained high school diploma					
Obtained employment					
Enrolled in job training courses/programs					
Enrolled in a GED program					
Earned high school course credits					
Earned a GED					

<b>Outcomes</b>	<b>Juvenile Corrections - 90 Days after Exit</b>	<b>Adult Corrections - In Fac</b>	<b>Adult Corrections - 90 Days after Exit</b>	<b>Other Programs - In Fac</b>	<b>Other Programs - 90 Days after Exit</b>
Were accepted and/or enrolled into post-secondary education		S	S		
Obtained high school diploma		17	17		
Obtained employment		S	S		
Enrolled in job training courses/programs		16	16		
Enrolled in a GED program		134	134		
Earned high school course credits		92	92		
Earned a GED		18	18		

## 2.5.2 Academic Performance - Subpart 1

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 1 in reading and mathematics.

### 2.5.2.1 Academic Performance in Reading - Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with SEA-LEVEL FS113/DG628.

<b>Performance Data (Based on Most Recent Pre Post-Test Data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students with negative grade level change from the pre- to post-test exams				S	
Long-term students with no change in grade level from the pre- to post-test exams				57	
Long-term students with improvement up to one full grade level from the pre- to post-test exams				49	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams				S	
Total students pre/post-tested				124	

## 2.5.2.2 Academic Performance in Mathematics - Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with SEA-LEVEL FS113/DG628.

<b>Performance Data (Based on most recent pre post-test data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students with negative grade level change from the pre- to post-test exams				S	
Long-term students with no change in grade level from the pre- to post-test exams				S	
Long-term students with improvement up to one full grade level from the pre- to post-test exams				S	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams				S	
Total students pre/post-tested				3	

## 2.5.3 LEA Title I, Part D Programs and Facilities - Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

### 2.5.3.1 Programs and Facilities - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	0	0
Juvenile corrections	5	86
Juvenile detention	4	44
Neglected programs	15	18
Other programs	0	0
Total	24	.

#### FAQ on average length of stay:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

#### Data Quality Comments

program] during the reporting year). Multiple days can be included.



### 2.5.3.2 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

LEA Program or Facility Type	# Reporting Data
At-risk programs	0
Juvenile corrections	5
Juvenile detention	4
Neglected programs	15
Other programs	0
Total	24

Data Quality Comments

### 2.5.3.3 Students Served - Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide, in row 1, the unduplicated number of students served by each program, and, in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (IDEA), and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

Populated with LEA-LEVEL FS127/DG657.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Long-Term Students Served	.	16	102	212	.
Total Unduplicated Students Served	.	750	1769	400	.

Provide the number of students served by special populations.

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Children with one or more disabilities (IDEA)	.	178	372	107	.
English learners	.	47	151	44	.

Provide the number of students served by race/ethnicity.

Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	.	3	14	5	.
Asian	.	10	22	5	.
Black or African American	.	301	660	166	.
Hispanic or Latino	.	185	584	113	.
Native Hawaiian or Other Pacific	.	9	31	2	.
White	.	141	352	89	.
Two or more races	.	101	106	20	.
Total	.	750	1769	400	.

Provide the number of students served by sex.

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Female	.	392	432	106	.
Male	.	358	1337	294	.
Total	.	750	1769	400	.

Provide the number of students served by age.

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Age 3 through 5	.	79	0	0	.
Age 6	.	60	0	0	.
Age 7	.	51	0	0	.
Age 8	.	48	0	0	.
Age 9	.	45	1	0	.
Age 10	.	58	3	0	.
Age 11	.	32	18	1	.
Age 12	.	64	59	5	.
Age 13	.	63	128	23	.
Age 14	.	62	266	28	.
Age 15	.	54	328	61	.
Age 16	.	75	436	104	.
Age 17	.	58	449	135	.
Age 18	.	0	67	34	.
Age 19	.	1	12	4	.
Age 20	.	0	2	1	.
Age 21	.	0	0	4	.
Total	.	750	1769	400	.

**FAQ on unduplicated count:**

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

**FAQ on long-term:**

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021 through June 30, 2022.

### 2.5.3.4 Academic, Career, and Technical Outcomes While in the LEA Program/Facility or within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled or planned to enroll in their local district school within 90 calendar days after exiting. A student may be reported only once per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the LEA program/facility column ('in fac.') or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods per program type.

The third table includes outcomes a student may achieve more than once. In the 'in fac.' column, provide the unduplicated number of students who attained academic, career and vocational outcomes while enrolled in the LEA program/facility. In the '90 days after exit' column provide the unduplicated number of students who attained academic, career and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Populated with LEA-LEVEL FS180/DG782 and FS181/DG784.

Outcomes(once per student, only after exit)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Enrolled in local district school		S	231	325	

Outcomes	At-Risk Programs - In Fac	At-Risk Programs - 90 Days After Exit	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac
Were accepted and/or enrolled into post-secondary education			S	S	S
Obtained high school diploma			18	S	4
Obtained employment			S	S	S
Enrolled in job training courses/programs			S	S	28
Enrolled in a GED program			6	S	3
Earned high school course credits			S	S	10
Earned a GED			6	S	3

<b>Outcomes</b>	<b>Juvenile Detention - 90 Days After Exit</b>	<b>Juvenile Corrections - In Fac</b>	<b>Juvenile Corrections - 90 Days After Exit</b>	<b>Other Programs - In Fac</b>	<b>Other Programs - 90 Days After Exit</b>
Were accepted and/or enrolled into post-secondary education	S	S	S		
Obtained high school diploma	4	7	5		
Obtained employment	S	S	S		
Enrolled in job training courses/programs	28	30	29		
Enrolled in a GED program	4	11	11		
Earned high school course credits	65	19	57		
Earned a GED	3	11	11		

### 2.5.3.5 Academic Performance - Subpart 2

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 2 in reading and mathematics.

#### 2.5.3.5.1 Academic Performance in Reading - Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with LEA-LEVEL FS125/DG629.

Performance Data(Based on Most Recent Pre Post-Test Data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams		S	S	32	
Long-term students with no change in grade level from the pre- to post-test exams		S	S	39	
Long-term students with improvement up to one full grade level from the pre- to post-test exams		S	14	75	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams		S	17	37	
Total students pre/post-tested		S	35	183	

**FAQ on long-term:**

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021, through June 30, 2022.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

### 2.5.3.5.2 Academic Performance in Mathematics - Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with LEA-LEVEL FS125/DG629.

<b>Performance Data(Based on most recent pre post-test data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Long-term students with negative grade level change from the pre- to post-test exams		S	S	32	
Long-term students with no change in grade level from the pre- to post-test exams		S	S	39	
Long-term students with improvement up to one full grade level from the pre- to post-test exams		S	14	75	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams		S	17	37	
Total students pre/post-tested		S	35	183	

## 2.6 STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A)

### 2.6.1 Funds Spent Under Title IV, Part A

This section collects data on the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the ESEA.

Content Area	Amount of Funds Spent
Well-Rounded	\$4,210,980
Safe and Healthy Students	\$4,072,486
Effective Use of Technology	\$434,953

Data Quality Comments

### 2.6.2 LEAs Who Spent Funds Under Title IV, Part A

This section collects data on the number of LEAs who spent funds by the content areas under Title IV, Part A of the ESEA. For the 'Any' category, report the number of LEAs that spent funds in any of the three content areas. An LEA should be included in the count of each content area it spent funds on (i.e. an LEA may be represented in more than one content area in the table below).

Content Area	Number of LEAs Spending Funds
Well-Rounded	14
Safe and Healthy Students	11
Effective Use of Technology	11
Any Content Area	17

Data Quality Comments



## 2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)

### 2.7.1 State Transferability of Funds

In the table below, indicate whether the State transferred funds under the state transferability authority.

<b>Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY2021-2022?</b>
No

<b>Data Quality Comments</b>

### 2.7.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified the State that they transferred funds under the LEA transferability authority.

<b>LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).</b>
0

<b>Data Quality Comments</b>

### 2.7.3 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	0
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	0
Rural Education Initiative (Title V, Part B)	.	0
Student Support and Enrichment Grants (Title IV, Part A)	0	2
Supporting Effective Instruction (Title II, Part A)	2	0

<b>Data Quality Comments</b>

In the table below provide the total amount of FY 2021 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$0
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	\$0
Rural Education Initiative (Title V, Part B)	.	\$0
Student Support and Enrichment Grants (Title IV, Part A)	\$0	\$0
Supporting Effective Instruction (Title II, Part A)	\$13	\$1

<b>Data Quality Comments</b>

## 2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

This section collects data on the Rural Education Achievement Program (REAP) Title V, Part B, Subparts 1 and 2.

### 2.8.1 LEA Use of Rural Low-Income Schools Program (RLIS) (Title V, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2020-21 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	1
Activities authorized under Part A of Title II	0
Activities authorized under Title III	0
Activities authorized under Part A of Title IV	0
Parental involvement activities	0

Data Quality Comments

### 2.8.2 RLIS Objectives and Outcomes

In the space below, describe the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

**Comments**

The Nevada Department of Education has incorporated multi-faceted indicators that results in the continuous improvement of all schools. This system is called the Nevada School Performance Framework (NSPF) and results in a school rating of 1- to 5- stars. This rating system will be applied to all public and charter schools that meet the minimum N size requirements. The ratings of schools will be determined by adding the points earned for each indicator in the school rating system. The indicators are Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators. Student performance in the status, ELPA, and graduation rates will be measured against the state's defined long term goals and measures of interim progress. Schools identified for targeted supports and improvements will be identified using the status and graduation rate reporting elements that will be associated with the respective indicators. Each of these reporting elements will be disaggregated to take into consideration the performance of each subgroup. Additionally, the school quality indicators are designed to further call attention to the performance of low achieving students and subgroups. Nevada's Title V RLIS support uses a narrative application, with needs assessment Information on specific measurable goals. The desired outcomes are increased student academic achievement and decreased student dropout rates. The school district uses state assessments, benchmark tests, writing assessments, classroom observations, parent/community surveys and School Star Rating to determine effectiveness of interventions, programs and strategies.

### 2.8.3 RLIS Technical Assistance

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments
<p>The Nevada Department of Education’s approach to differentiated school improvement identifies the roles and responsibilities for NDE and districts. To facilitate system level alignment and coherence on accountability and supports, Nevada prioritizes its work and more effectively targets resources, supports, and interventions. This will ensure that NDE and districts are aligned and responsive to specific school needs. Effective continuous improvement processes require transparency, strategic collaboration, skill in employing data-based decision-making, reflection, and expertise in providing successful interventions for struggling schools and students. NDE will annually review data that is collected at the school and district levels to determine whether LEAs and schools are achieving state goals and interim benchmarks. Technical assistance for RLIS districts is on-going and provided with on-site visits, emails and phone conversations. A RLIS desktop monitoring tool provides documentation and dialogue around program effectiveness and student achievement, expenditures, fiscal accountability, policies, procedures, and budgets.</p>

### 2.8.4 RLIS Subgrant Award Determination

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

Comments
<p>Nevada RLIS funds were distributed on a formula per pupil allocation based on the average daily attendance of the eligible LEAs. LEAs were asked to describe the scope and purpose of the project(s) for which funding will used. Include the following: Information provided should cover School Year 2020-2021; Information provided should cover the amount funded; Describe measurable goals and objectives that increase student academic achievement and/or decrease student dropout rates; Identify how funds are used to support district and schools aligned with authorized title activities; and level of evidence; Describe how funds are prioritized funds to schools that are identified for school improvement (comprehensive, Rising Stars, equity); and List the person(s) responsible for the development and execution of the project(s). In addition, Proposed Projects &amp; Associated Costs Summary include a complete Budget spreadsheet with General Federal Grant Assurances and Statement of Certification</p>

### 2.8.5 RLIS State Administrative Funds

In the table below, provide information on state administrative funds.

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	1
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	0

<b>Data Quality Comments</b>

### 2.8.6 RLIS LEAs Awarded Funds

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received.

Data published outside report.

<b>Data Quality Comments</b>

### 2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)

Populated with LEA-LEVEL FS131/DG614.

Number of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize AFUA, under Section 5211 of the ESEA.	Percent of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize AFUA, under Section 5211 of the ESEA.
11	55

## STATE CERTIFICATION

**Did the State certify  
this report?**

YES

**Date the State  
certified**

5/16/2023 3:43:59 PM