



Reforming Professional Development to Improve Literacy Outcomes in Nevada



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About Nevada Succeeds

Nevada Succeeds is a bi-partisan education policy organization founded by concerned members of Nevada's business community. We seek to bring effective, evidence based education practices to Nevada's P-20 Education System by engaging education professionals, policy makers, and the public to understand the needs of our State and to advance the policy solutions that will improve literacy outcomes for all students by improving the quality of teachers, leaders, and systems in Nevada.

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Executive Summary

Nevada currently faces significant challenges in literacy. Only 27 percent of fourth grade students and 30 percent of eighth grade students were proficient in reading on the 2013 National Assessment of Educational Progress (NAEP). Two statewide organizations, the Kenny Guinn Center for Policy Priorities and Nevada Succeeds, have focused on how to improve literacy outcomes for all Nevada students. In March 2014, Nevada Succeeds hosted a Literacy Summit in Las Vegas, Nevada, and the Guinn Center released a Policy Brief titled *Literacy Challenges in Nevada Schools*.¹ These efforts have helped provide an overall framework for how to improve literacy outcomes. Among these approaches, we identified professional development for teachers as an essential driver for improving literacy outcomes for Nevada's students.

This paper aims to answer two fundamental questions:

1. What are the shortcomings of current professional development efforts in Nevada and what steps should school districts take to improve the quantity, quality, and consistency of professional development?
2. How are existing funds available for professional development spent in Nevada and how can resources be reprioritized to improve this critical educational component?

Many professional development efforts in place at Nevada's schools are grounded in research-based best practices. These practices call for professional development to be sustained and embedded in the classroom. However, these practices have not been implemented with fidelity and literacy outcomes for students remain unacceptably low. Our analysis indicates that several key barriers exist to providing quality professional development programs, including lack of coordination of efforts within school districts, lack of standards for training provided by local educational agencies, inconsistent implementation and quality of programs, limited resources and time, and lack of effective evaluation mechanisms.

Given limited resources, we examined what current federal, State, and local resources are available to fund professional development and how those resources are being used. Statewide, school districts and the Regional Professional Development Programs budgeted \$70 million in 2013-14 for professional development activities, which is approximately \$158 per pupil. While this amount represents only 2 percent of budgeted expenditures for 2013-14, it is a substantial amount given that the majority of funds (54 percent) were budgeted for instructional staff, leaving limited funds for all other uses. The principal funding source for professional development is Title I, Part A (Education for the Disadvantaged) of the Elementary and Secondary Education Act (ESEA), but districts also use a variety of other State and federal funds such as the Individuals with Disabilities Education Act (IDEA). School districts spend the majority of professional development funds on salaries.

We found that districts are not maximizing use of federal funds available for professional development. In 2012-13, school districts Statewide carried over \$21.3 million in Title I, Part A funds to the following fiscal year. While the amount of carryover varies from year to year, it represents unspent funds that could be prioritized for one-time professional development activities in Title I schools. In addition, with no State directive to use a set portion of federal ESEA or IDEA funds for professional development, districts are not required to prioritize spending for this use. Consequently, districts are using funds for a variety of purposes, some of which have generated positive outcomes for students and others which have not.

To improve the quality of professional development with the objective of boosting literacy outcomes in Nevada, we recommend that the state and school districts make the following policy changes:

State-level recommendations

1. Adopt legislation requiring the Nevada State Board of Education to adopt uniform professional development standards that apply to the Regional Professional Development Programs and Local Educational Agencies. The standards must ensure that the training provided is of high quality and is evaluated to determine the impact on instruction and student achievement.
2. Adopt legislation requiring the Nevada State Board of Education to establish specific percentages of the following funding sources that must be set aside for professional development:
 - a. ESEA Title I, Part A funds;
 - b. ESEA Title I Section 1003(a) funds for Focus Schools;
 - c. The set-aside equal to 5 to 15 percent of Title I, Part A funds for low performing schools required by the ESEA waiver; and
 - d. The IDEA early intervening services set-aside.

School District-level recommendations

1. *Program Recommendations*
 - a. Prioritize improving the quality of professional development.
 - b. Provide a coordinated, coherent professional development program that is driven by needs instead of funding requirements.
 - c. Improve the quality of implementation to ensure that every teacher has access to effective professional development.
 - d. Create structured time for teacher collaboration by standardizing school schedules and funding approaches so that schools have designated time each week for collaborative models such as Professional Learning Communities.
 - e. Encourage innovation by allowing schools the flexibility to design their own training models and require rigorous evaluation of the results.
 - f. Shift the focus of evaluation from measuring participants' reactions to evaluating the effectiveness of implementation and the impact on student learning.
2. *Fiscal Recommendations*
 - a. Utilize Title I carryover funds for evidence-based, one-time professional development activities at Title I schools.
 - b. Critically analyze return on investment of existing spending of federal funds and eliminate expenditures shown to be ineffective based on national research and/or local results to free up funding for professional development.
 - c. Develop strategies to coordinate funding to implement the coherent professional development program designed by the district.

Conclusion

Improving teacher professional development is one part of a comprehensive set of reforms needed to improve literacy outcomes in Nevada. Our review of current professional development efforts in Nevada suggests that it is not sufficient to simply invest in research-based practices. Rather, it is just as important to put an infrastructure into place that generates buy-in from all levels of the educational system, creates incentives for teachers to improve instruction, and ensures that practices are implemented with fidelity. Systems also need to be in place to promote innovation while demanding accountability. Providing high quality professional development to every teacher will require a substantial investment of time and resources. We identify existing funds that are not being fully expended, as well as other funds that could be reprioritized for professional development. Using professional development to improve teacher quality will help improve literacy outcomes to ensure that all of Nevada's students are ready for the next generation of jobs that demand a highly literate and skilled workforce.

Part I: Challenges in Professional Development

A. Professional Development is Key to Improving Literacy

Nevada currently faces significant challenges in literacy. Only 27 percent of fourth grade students and 30 percent of eighth grade students were proficient in reading on the 2013 National Assessment of Educational Progress (NAEP).² In addition, 39 percent of Nevada's fourth grade students were reading at a level considered "below basic," which indicates that students are reading more than a year below grade level. While the percentage of students proficient in reading has improved since 2009, these scores remain unacceptably low. These outcomes illustrate that Nevada's education system is not preparing emerging leaders for careers that demand 21st Century skills.

A variety of approaches can be used to improve literacy outcomes for students. The Guinn Center's policy brief, *Literacy Challenges in Nevada Schools*, identifies several policy changes that should be made, such as requiring universal assessments to identify students needing assistance, involving parents in development of strategies, providing intervention programs, and evaluating of the effectiveness of the efforts. Other strategies include increasing access to early childhood education and full-day kindergarten.

Improving the quality and competency of teachers in the classroom can also play a critical role in solving this literacy crisis. Research indicates that quality of classroom instruction is the most important factor for student success.³ If Nevada can train and develop quality teachers who can help struggling readers to excel in school, the State will likely be able to change outcomes for the next generation.

Research finds that job-embedded, sustained professional development can improve classroom instruction and significantly improve student achievement.⁴ Job-embedded professional development includes Professional Learning Communities (PLCs), which provide teachers with time within the school day to meet in collaborative teams to plan instruction, review data, and determine best strategies. It also includes opportunities to work with instructional coaches, who have succeeded as teachers in similar teaching environments.

One of the first programs to empirically quantify the impact of job-embedded professional development on literacy outcomes is Literacy Collaborative, a "comprehensive school reform program designed to improve elementary reading, writing, and language skills, primarily through school based coaching."⁵ Coaches receive a full year of professional development before they begin to work with teachers. The model is also "organized around a detailed and well-specified literacy instructional system that includes a repertoire of instructional practices."⁶ A four-year longitudinal study on the effects of the program in 17 schools found that, in the first year, students made 16 percent larger learning gains than observed during the baseline no-treatment period. In the second and third years, these gains increased to 28 percent and 32 percent above the baseline.

B. Large Number of Novice Teachers and Weak Teacher Pipeline Create Challenges

The large number of novice teachers in Nevada accentuates the need to invest in professional development to improve teacher quality and competency in the classroom. Research shows that novice teachers are less effective than more senior teachers.⁷ As of 2012-13, there were 22,584 teachers in Nevada's schools.⁸ The Clark County School District hired 2,312 new teachers for the 2013-14 school year. Table 1 illustrates that 1,241 of these teachers (57 percent) had no experience or had only substitute teaching experience prior to assuming a classroom.⁹ Fifty-one of these new teachers were assigned to teach kindergarten at the 14 Zoom Schools, which received \$39.4 million in State funding in

2013-15 from SB 504 in the 2013 legislative session to provide full-day kindergarten and other services to improve outcomes for English Language Learners (ELLs).

Table 1. Teacher Experience in the Clark County School District (CCSD)

Experience Level	Alternative Routes to Licensure	Regular	Grand Total	Percent
CCSD Teacher returning from leave	0	60	60	3%
Former CCSD Teacher Reemployed	2	339	341	15%
New- no experience	61	619	680	29%
New- Substitute experience inside CCSD	67	292	359	16%
New- Substitute experience outside CCSD	2	200	202	9%
New- Previous teaching outside CCSD	2	668	670	29%
Grand Total	134	2,178	2,312	100%

Source: Clark County School District

The Clark County School District plans to hire more than 2,000 teachers for the 2014-15 school year to fill positions created by retirements, staffing turnover, and reduced class size requirements.¹⁰ However, historically, recruitment of new teachers has been difficult in Nevada. As shown in Table 2, the number of teachers completing licensing programs in Nevada has ranged from 593 to 658 over the last five years, making Nevada a net importer of teachers.¹¹ To compound this issue, enrollment in colleges of education has been declining across the country in recent years.¹²

Table 2. Number of Students Completing Teacher Licensing Programs

Year	2008-09	2009-10	2010-11	2011-12	2012-13
University of Nevada, Las Vegas	423	413	381	405	351
University of Nevada, Reno	185	199	203	198	204
Nevada State College	31	1	25	38	25
Great Basin College	19	20	14	15	13
TOTAL	658	633	623	656	593

Source: UNR, UNLV, NSC, and GBC

Additionally, many existing and new teachers do not have the training necessary to teach literacy to ELLs. In 2013, the Nevada Legislature created the English Mastery Council, which is responsible for reviewing standards for Teaching English as a Second Language (TESL), recommending certification requirements, ensuring that districts have strong annual plans to allow all students to master the English language, and developing standards and criteria for curriculum for ELLs. High quality professional development for both new and current teachers will be necessary to successfully implement these provisions.

C. Current Professional Development Efforts are Insufficient

Teachers currently receive professional development from a variety of sources, including the Regional Professional Development Programs (RPDPs), school districts, individual schools, and other independent programs such as universities and online professional development programs. Clark and Washoe counties tend to provide more training "in-house" using their own experts as trainers, while the smaller districts rely more on the RPDPs. Professional development is offered through various models, including, but not limited to, classes, coaching, mentoring and leadership models, and PLCs.

Each school in Nevada is required to complete an annual School Performance Plan (SPP). For each goal in the plan, schools must list professional development efforts to help achieve that goal. To obtain insight into the type of professional development occurring at the schools struggling the most in reading proficiency outcomes, we reviewed the 2013-14 professional development portion of the SPPs for each school in Clark and Washoe counties that had a reading proficiency score of less than 50 percent in 2012-13 as measured by the Criterion Referenced Test (CRT) (see Appendix A). We also visited a selection of schools in Clark and Washoe counties to see how these professional development plans were being implemented.

While there are some promising models of professional development throughout the State, we found that examples of quality professional development are isolated and have not been scaled up to include all teachers. Our analysis finds that current professional development programs across the State share the following challenges:

1. System Lacks Coordination

Professional development programming is often delivered in silos or in isolated structures based on which entity is providing the training and the source of funding. This culture of silos leaves professional development efforts disjointed, unfocused, and uncoordinated. As a result, teachers often experience a patchwork of training that is not unified around a central focus. Without a central focus, the large number of strategies taught during professional development can be overwhelming, which makes it difficult for teachers to implement the strategies cohesively in the classroom.

For example, natural silos exist because the RPDPs are separate entities from the school districts. In large school districts, the RPDPs and school districts both provide professional development. While the two entities sometimes work together to design professional development programs, in many cases the two entities have different goals, objectives, and approaches. In small school districts, the district requests services of the RPDP and the RPDP does its best to meet the request. However, because the district does not control the professional development or funding, it has no guarantee of the frequency of coaching or training, or whether the professional development will actually meet the needs of its teachers.

The use of various funding sources for professional development also fosters the culture of silos. Each grant or funding source has its own purpose and requirements. In smaller districts, the amount of funding is limited and it can be difficult to comply with all the grant requirements and create a comprehensive professional development program that meets the needs of teachers. In large school districts, a separate department administers each of these funding sources, and each of these departments provides its own professional development.

For example, in the Clark County School District, a single school can receive a variety of instructional coaches who report to various departments throughout the district. Schools can also hire their own coaches with Title I funds. These coaches have various titles, including Project Facilitator, Learning Strategist, Literacy Specialist, and ELL Specialist. Each of these coaches can have different goals, functions, and supervisors. At the school level, it can be challenging for principals to bring these coaches together to create a coordinated professional development program that addresses teachers' and students' needs. To improve coordination of professional development, the Clark County School District brings its professional development providers together for monthly meetings of the Superintendent's Professional Development Planning Team.

The Washoe County School District also has a variety of coaches who report to different departments or to individual schools. These coaches have a number of titles, including Implementation Specialists, Consulting Teachers, and Teachers on Special Assignment (TOSAs). The Washoe County School District has made efforts to improve coordination by creating a Professional Learning Design Team that brings directors of professional development programs together every two weeks.

2. Standards Have Not Been Adopted for School Districts

Nevada currently has professional development standards in place for the RPDPs but not for school districts. Nevada Revised Statutes (NRS) 391.520 requires the Statewide Council for the Coordination of the Regional Training Programs to adopt uniform standards for use by the governing body of each regional training program. These standards must ensure that the training provided by the regional training programs is of high quality.

School districts provide a substantial amount of professional development in Nevada. Districts can voluntarily choose to follow these standards, but they are not required to do so. Without uniform standards for both RPDPs and school districts, there is no statewide guidance as to what constitutes quality professional development.

Additionally, the current standards for RPDPs have not been updated to reflect national standards released in 2011 by Learning Forward, a professional learning association. These standards have been adopted by school districts and state policymakers in 20 states.¹³ These standards include: ¹⁴

- Utilizing learning communities;
- Prioritizing, monitoring, and coordinating resources;
- Using research-driven learning designs;
- Aligning professional learning with educator performance and student curriculum standards;
- Building skillful leaders who develop capacity, advocate, and create support systems for professional learning;
- Using student, educator, and system data to plan, assess, and evaluate professional learning; and
- Sustaining support for implementation of professional learning for long term change.

3. Implementation is Inconsistent

Many professional development efforts in Nevada are based on research-driven best practices that call for professional development to be sustained and embedded in the classroom.¹⁵ Quality of implementation, however, is inconsistent and structures are not always in place to ensure these efforts are successful. No two schools in Nevada have implemented their professional development strategies in the exact same way. While this characteristic alone does not necessarily lead to poor outcomes, many schools are not consistently using research-proven methods.

The Clark County School District has placed a strong emphasis on providing professional development through instructional coaches. In 2013-14, the district budgeted for 617 positions that can be categorized as coaches, of which 537 were filled as of April 2014.¹⁶ These positions include Literacy Specialists, Literacy Strategists, ELL Specialists, Project Facilitators, Curriculum Specialists, and Special Education Intervening Services.

While this effort to hire instructional coaches is based on sound research, the fidelity of implementation has been inconsistent, which has undermined its effectiveness. For example, there is wide variation in the competencies of the coaching staff. All of the district's coaching positions are held by licensed certified teachers and many were selected based on their success in the classroom. However, when teachers are promoted to coaches, they are not required to have the skills needed to mentor new teachers, design

curriculum, or facilitate new school projects. Additionally, many of these teachers view coaching positions as a stepping stone towards administration, since coaching positions include more management responsibilities than traditional teaching. Another example of inconsistent quality is that some of the coaches were initially literacy coaches who are now expected to coach teachers in math.

The role of coaches also varies across the district and is highly dependent on the particular coach and principal. Some coaches are highly involved with teachers and provide consistent mentoring, modeling, and feedback while others spend more time developing curriculum and conducting other administrative tasks. The principal plays a critical part in defining the role of coaches by determining the amount of access coaches will have to teachers.

The coaching model has been implemented in various ways across the Clark County School District. Some coaches are assigned to performance zones, while others are assigned to school sites. In 2013-14, there were 115 coaches funded by Title I, Part A. These coaches were allocated by performance zone rather than by the school site. Most coaches rotated between several schools each week. Coaches in remote areas such as Searchlight were based specifically at one school. Zones with lower proficiency rates and more Title I schools were allocated more coaches. For example, all of the schools in Performance Zone 7 in East Las Vegas receive Title I funding and that zone received 11 coaches. In contrast, the district initially allocated only 2 coaches to Performance Zone 10 in Henderson, where students have higher income and performance levels. However, in the middle of the 2013-14 school year, the district decided to allocate at least 6 coaches to each zone given that all schools have struggling students and teachers, even high performing ones. For 2014-15, the district increased the number of performance zones from 13 to 17 and has allocated at least 4 coaches to each zone, with higher allocations in zones with more Title I schools and lower student outcomes. In addition, in 2013-14, some schools paid to have their own coaches exclusively at the school site using Title I funds. This option was only available to schools with substantial Title I allocations.

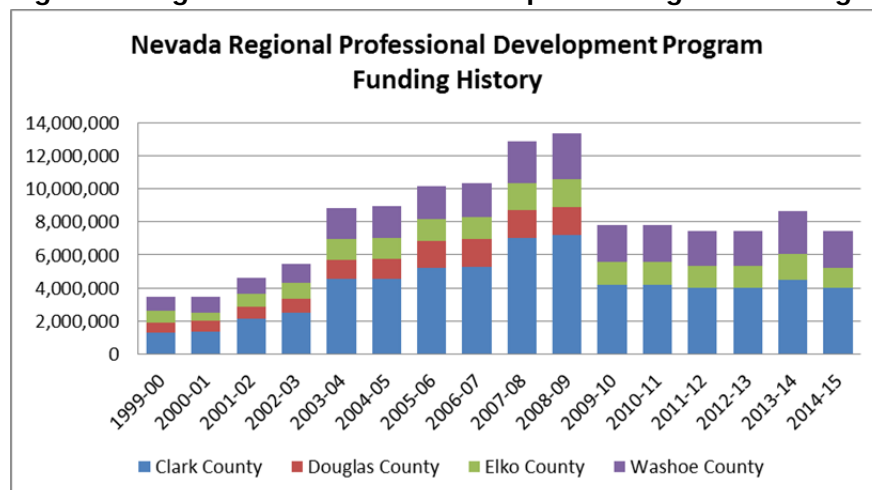
Each approach has advantages and disadvantages. Having a coach based at the zone level means less time in each school. Zone-level coaches also lose time with teachers when they are at the zone office or traveling between schools. In contrast, being based at a single school allows the coach to develop strong relationships with teachers and their students, and have a better understanding of the school climate. This model also allows the coach to spend extensive time working with teachers who need assistance. However, coaches based at school sites can be assigned to non-coaching tasks by their principals, such as substitute teaching and other administrative duties.

Another challenge in the Clark County School District's coaching model is a lack of consistency in which coaches are assigned to a particular school. Principals indicated that they may start out the year with two coaches, but that staff may change throughout the year through reassignments. The number of coaches assigned to a particular school can also vary throughout the school year. The lack of a consistent coaching team makes it difficult to build rapport with teachers and track their growth over time.

4. Resources are Limited

Professional development resources have not been sufficient to adequately serve all teachers or to scale up high quality models. As of 2012-13, Nevada had 22,584 licensed teachers.¹⁷ State and federal resources for professional development have declined over the past several years. State RPDP funds decreased from a high of \$13.3 million in 2008-09 to \$8.6 million in 2013-14 and \$7.5 million in 2014-15 (see Figure 1).¹⁸

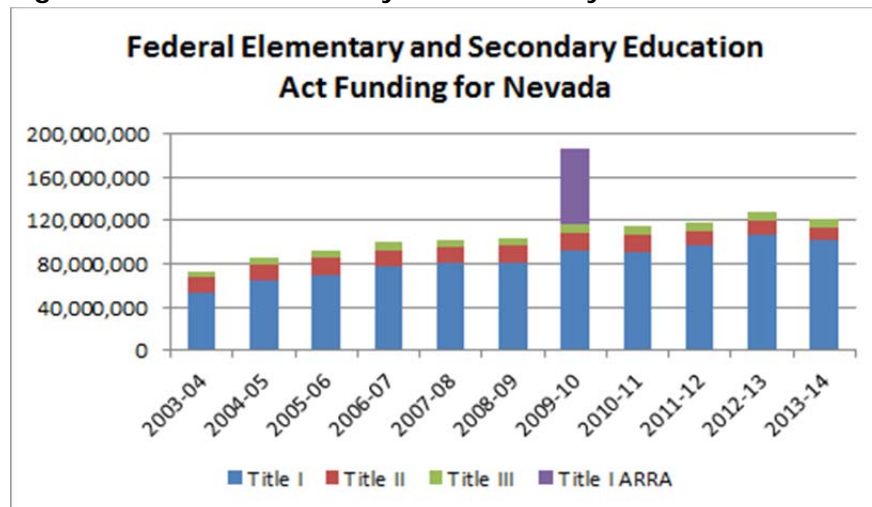
Figure 1. Regional Professional Development Program Funding



Source: Nevada State Appropriations Bills

Several funding sources available under the ESEA can be used for professional development, including Title I, Part A (Education for the Disadvantaged), Title II, Part A (Improving Teacher Quality), and Title III (English Language Acquisition). Of these funding sources, only Title II, Part A is primarily for professional development. Figure 2 shows how the amount of ESEA funding has changed over recent years. In 2009-10, funding increased substantially due to stimulus dollars provided under the American Recovery and Reinvestment Act (ARRA).¹⁹ In contrast, from 2012-13 to 2013-14, sequestration resulted in a 5 percent decrease in funds.

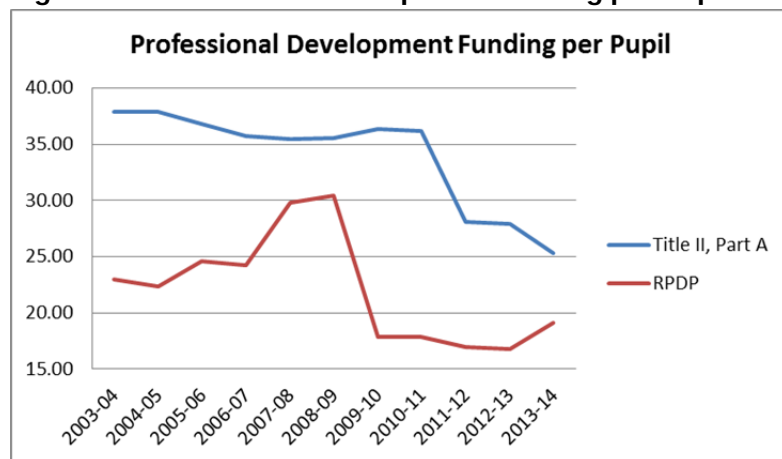
Figure 2. Federal Elementary and Secondary Education Act Funding



Source: U.S. Department of Education

The two funding sources that are specifically for professional development, RPDP funds and Title II, Part A funds, have not kept pace with Nevada's growing student population. Both sources have declined on a per pupil basis over time (see Figure 3).

Figure 3. Professional Development Funding per Pupil: 2003-04 to 2013-14



Source: U.S. Department of Education, Nevada State Appropriations Bills

5. Time is Limited

Research suggests that effective PLCs should meet weekly to analyze student data. However, data analysis should only be one aspect of peer collaboration. Teachers should also be working together on lesson plans, curriculum development, and other joint tasks that will support students. Additionally, evidence-based studies report that PLCs are more successful when they are led by teacher leaders within the building, as opposed to principals. Use of teacher leaders also provides opportunities for teachers-in-training to go into the teacher leader's classroom to observe best practices. Research shows that strong relationships among teachers can help improve teaching ability for novice teachers in their first three years.²⁰ Finally, having an explicit protocol for the PLCs can help the sessions stay on task and run more effectively, and can improve the likelihood that teachers will use data to help improve instruction.

It can be challenging to structure the school day to provide teachers with sufficient time for embedded professional development and PLCs. For example, at the Clark County School District, the school district has not integrated professional development into the school schedule. Instead, each school must determine how to carve out time for professional development. Contractual provisions can also limit use of teacher preparation time for professional development. Consequently, some schools conduct PLC meetings before the school day begins. Other schools use Title I funding to buy-out teacher preparation time so that it can be used for professional development. Schools have also obtained waivers from the collective bargaining agreement to conduct professional development during preparation periods.

6. Rigorous Evaluation is Not Conducted

Research indicates that rigorous evaluation of professional development activities is necessary to determine the impact on instructional practices and student outcomes.²¹ While most professional development is evaluated with participant surveys, more in-depth evaluations that explore the impact on instructional practices and student achievement are not usually conducted at the district or school level. The RPDPs conduct in-depth evaluations annually as required by NRS 391.542 through self-reporting; however, external, objective evaluations are the gold standards for determining the effectiveness of programs.²² Ongoing evaluation and reform are tenets of any strong organization to ensure continuous improvement over time.

Part II: Reforming Professional Development

Nevada's system of professional development can be improved by making the following changes.

A. Prioritize Professional Development and Adopt Standards

To improve literacy outcomes, decision makers at the State, district, and school level should prioritize improving the quality of professional development. In recent months, several organizations, including the RPDPs and the Nevada State Education Association, have highlighted the importance of improving professional development. Adopting standards of professional learning at the State level would provide a clear message that high quality professional development is a Statewide priority for both RPDPs and school districts.

At the State level, professional development should also be emphasized more in the State's ESEA waiver, which articulates the school accountability system for the State. The original waiver approved in 2012 included professional development as an intrinsic intervention for Focus schools, which the State has identified as low performing schools needing improvement. The new ESEA waiver recently approved for 2014-15 does not call out professional development as explicitly. The ESEA waiver is a critical driver of State education policy and should place a strong emphasis on professional development.

At the school district level, the Clark County School District has developed a strategic plan called the Pledge of Achievement.²³ To meet the goals in the plan, high-quality job-embedded professional development is mentioned 17 times. It is encouraging that the District has begun to change its structures in an effort to provide higher quality professional development. In July 2014, the district combined its professional development and ELL departments into the Instructional Design and Professional Learning Division. The new division will place "a greater focus on a job-embedded approach based on Learning Forward's professional learning standards."²⁴ The combined department can also help break down existing silos that have prevented previous collaborations.

The Washoe County School District has taken proactive steps to prioritize professional development through its Peer Assistance and Review (PAR) program, Teacher Incentive Fund (TIF) grants, and its strong relationship with the Northwest RPDP. The focus of PAR is to pair mentors (Consulting Teachers) with all new teachers and teachers who have received an unsatisfactory evaluation (or 'minimally effective' and 'ineffective' ratings once the Nevada Educator Performance Framework (NEPF) is implemented). The goal of this program is to improve the first-year quality of instruction, raise retention rates for effective teachers, and dismiss/find alternative paths for ineffective teachers. Each teacher must be given adequate support to become an effective teacher. However, teachers who do not become effective after receiving this support are released. The PAR program has produced positive results in Montgomery County, Maryland, where teacher turnover rates were 31 percent after five years compared to the national average of 50 percent for similar school districts.²⁵ The TIF grants have enabled the Washoe County School District to develop a career ladder with a system of master and lead site mentor teachers (see inset box for more detail on this program).

Lyon County's Striving Readers program provides another promising model of how to prioritize professional development to improve literacy. This federal grant provides \$14 million each school year from 2012-2017 to improve literacy at schools in Clark, Washoe, Douglas, and Lyon Counties. While all grantees are using the funds to hire literacy coaches, Lyon County is the only one that has assigned a full-time literacy coach to all schools, not just elementary schools. After two full years of implementation,

Lyon County has experienced the largest gains in student literacy outcomes according to the Nevada Department of Education (NDE), which has heralded this county's implementation as a national model.²⁶

Professional Development Innovation Spotlight Washoe County School District Teacher Incentive Fund

The Washoe County School District has begun to experiment with new, promising models of teaching and coaching using federal Teacher Incentive Fund (TIF) 3 and TIF 4 grants. These competitive grants were awarded in 2010 and 2012. In 2012-13, the district developed a career ladder with a system of master and lead site mentor teachers at 9 schools using the TIF 3 grant. In 2013-14, the program was expanded to 9 more schools using the TIF 4 grant. Each master and mentor teacher must maintain an excellent evaluation through the teacher evaluation program to stay in the program.

The master teacher at the school helps the principal implement the Nevada Academic Content Standards, pedagogical skills, educational research, lesson modeling, lesson critique, lesson coaching, classroom management, positive behavior support, and parental engagement efforts.ⁱ While spending the majority of their day instructing a typical classroom, master teachers also receive additional prep periods to facilitate PLCs and time to observe and coach other teachers within their school site. Beginning in 2014-15, the master and mentor teacher will share a long-term substitute, so they can spend additional periods assisting other teachers in the building. Each master teacher receives a \$10,000 stipend annually.

The lead mentor teacher coaches the novice teachers. This type of coaching can include, "one-on-one support to the novice teacher, classroom observation of novice teachers, and feedback to the novice teacher assisting in reaching needed standard."ⁱⁱ The mentor teacher serves as the point person for all new teachers in the building to ensure that they get the local and district support they need to excel in the classroom. The mentor teachers are also part of the Peer Assistance and Review (PAR) program that is mandatory for all new teachers in Washoe County. This system provides the additional support first-year teachers need and helps develop their professional growth plan. If a teacher is not meeting his or her goals, then PAR is a mechanism to allow the district to either release a teacher or coach the teacher out of the profession. Mentor teachers receive an annual \$7,000 stipend as well as a reduced teaching load.

It is too early to assess the impact of this model on student achievement and an evaluation should be conducted. In addition, since this initiative is funded by grants, the district will need to explore how it can maintain and scale-up the program using other funds once initial grant funds have been depleted.

i Career Lattice Positions. (April 2012) http://washoecountyschools.org/docs/Career_Lattice_Incentives-Principal_Instruction_Sheet_for_Website.pdf

ii Ibid.

B. Coordinate Efforts and Funding

When providing professional development, school districts should start with a central core vision of what training needs to be provided and then coordinate the activities of various agencies and departments around the core vision. To achieve this result, districts need to actively work to break down silos within and across agencies. Some school districts may want to assign an existing staff member to act as a liaison across all departments and agencies that provide professional development.

A good example of an initiative to coordinate professional development efforts is occurring in Performance Zone 7 in the Clark County School District. In 2013-14, this Zone implemented Reading Rangers, which emphasizes independent reading through a motivational system for students that features different Reading Rangers characters for each reading level. All professional development in the Zone is now framed around the context of Reading Rangers, including the Nevada Academic Content Standards, strategies for teaching ELLs, and the NEPF. In spring 2014, teacher leaders in the Zone came together to work on integrating these efforts around the core focus of Reading Rangers. These teacher leaders have committed to sharing what they have learned with other teachers at their school sites in fall 2014. These efforts were funded largely with federal Title I, Part A and Title III funds.

Some promising examples of collaboration also exist between school districts and RPDPs. In June 2014, the Southern Nevada RPDP and the Clark County School District collaborated to plan and conduct a literacy conference in June 2014 at the Southwest Career and Technical Academy in Las Vegas. In Washoe County, the Northwest RPDP is housed at the district office in Reno, making coordination easier with the Washoe County School District. The RPDP trainers make frequent visits to the other five neighboring counties (Douglas, Lyon, Carson City, Storey, and Churchill) to ensure that teachers receive the proper training and support. Each district must take a proactive approach to determine how to best utilize the RPDP's services and coordinate these services with district efforts.

Districts should also make concerted efforts to ensure that federal funding sources do not create barriers to providing a coordinated professional development program. Districts should design high quality programs that meet the needs of teachers and students and then figure out how to coordinate funding sources to achieve goals. There are supplanting limitations on the use of federal funds, but districts can work within these requirements to provide a coordinated professional development program. For example, Title I funds can only be used at Title I schools and cannot be used in conjunction with general funds. However, a professional development program could be funded using Title I funds paired with Title II funds, which can be used districtwide. Title I funds can also be used in conjunction with a State-funded program that meets the intents and purposes of Title I funding, such as SB 504 funds, which provide funding for Zoom schools and ELL programs.

C. Improve Quality of Implementation

We found that implementing research-based practices is not singularly sufficient to ensure high quality professional development. Rather, school districts need to create an infrastructure to ensure quality implementation of research-based best practices, such as coaching and collaborative learning teams.²⁷ For any professional development coaching model a district or school chooses to implement, research shows that the following strategies are critical to ensure quality implementation.

- Generating buy-in from principals and teachers by creating professional development plans collaboratively at the school district and school levels.
- Identifying and training teacher leaders within each school to conduct mentoring and coaching.
- Ensuring every teacher has access to individualized, high quality coaching.
- Using teacher leaders to facilitate collaborative models such as PLCs.
- Utilizing specific protocols to identify student learning problems, selecting instructional strategies, analyzing results, and revising strategies until they achieve results.
- Assigning specific authority and responsibility to staff to support, oversee, and reinforce professional development.

The inset box provides an example of a professional development model that includes these components.

The Master/Lead Teacher Model

Changing the Structure of Professional Development to Improve Quality

One new, innovative model of job-embedded professional development for school districts to consider is a master/lead teacher model based on the work of Jal Mehta at the Harvard School of Education.ⁱ The goal of this model is to provide every student with consistent access to a quality teacher by creating a structure of training, coaching, and mentorship at each school site led by master and lead teachers.

Having a master teacher at each school site is a central component of this model. There would be a master teacher for every subject taught in a middle or high school, and a master teacher for every grade span in an elementary school (K-2, 3-5). The Clark County School District would have about 1,000 master teachers. The district could reallocate current teachers and coaches to fill these positions to minimize additional costs. The master teacher would maintain regular communication with the school district and RPDP to learn about best instructional practices and bring them back to the school. Unlike most current coaching models, this person would be school-based and teach part of the day, so that he or she would still be viewed as a peer teacher in the school. For the non-teaching portion of the day, the master teacher would facilitate PLCs so that all teachers can appropriately use their student data to drive future instruction. Master teachers would also coach each other as well as student teachers.

All of the master teachers would be proven, successful classroom teachers, coaches, and leaders who can impart knowledge to fellow staff members. These teachers would receive an annual stipend to compensate them for additional work during the school year and over the summer. This salary boost could make staying in the classroom competitive with many administrator jobs and could provide an incentive for good teachers to stay in the classroom. This would also create incentives for high quality teachers to go to low-performing schools where they can make the biggest impact on improving literacy.

Each master teacher would oversee 3 lead teachers. A lead teacher would be equivalent to a grade level chair at the elementary level or a subject area chair at the middle or high school level. This teacher would get an additional preparation period in the day, so that he or she could spend time directly coaching the 5 classroom teachers who report to him or her. In theory, this teacher could spend a period with each teacher each week to help improve quality of instruction. In reality, this model would allow a lead teacher to intensively focus on new and struggling teachers while conducting occasional check-ins with higher performing teachers. This model would provide all students with direct or indirect access to an excellent teacher. Lead teachers would also receive an annual stipend for their additional work, although it would be less than the stipend for master teachers.

Master and lead teachers would have to prove their competency as effective instructors and coaches to become eligible for either position. To generate buy-in from teachers, the criteria and assessment for becoming a master or lead teacher could be designed by fellow teachers. Master teachers would be required to show that they are capable of learning best practices and instructing teachers throughout the school on how to implement them. Districts would need to develop a pool of eligible master and lead teachers so that these positions would remain filled.

This structure could improve the quality of professional development by providing consistent, customized professional development. It moves the focus of professional development from an external model to one that fits the specific needs of teachers. While this model has not yet been scientifically studied, its innovative approach has the potential to improve quality of instruction and increase literacy outcomes.

ⁱ Mehta, Jal & Doctor, Joe, "Raising the Bar for Teaching," Phi Delta Kappan. (April 2013)

http://www.edweek.org/ew/articles/2013/04/01/kappan_mehta.html and interview with Jal Mehta September 2013.

D. Create Structured Time for Teacher Collaboration

Teachers need structured, weekly opportunities to engage in professional development activities. Research shows that the frequency of interventions is intrinsic to success. School districts should explore ways to structure the school day so that all schools have opportunities for weekly professional development. Examples of successful models are discussed below.

The Washoe County School District has addressed this issue by implementing early-release Wednesdays, which creates time for weekly professional development. The district releases students 45 minutes early each Wednesday. During some weeks, this time is used for PLCs where teachers sit down and examine student data to best determine how to drive future instruction. During other weeks, teachers receive district-wide trainings on the Nevada Academic Content Standards or other district initiatives. Changing the schedule required transportation adjustments. However, it was easier to make transportation changes for the entire school district rather than a select number of schools. Similarly, Agassi Prep in Las Vegas has instituted early-release Tuesdays to provide regular time for teacher collaboration.

If early release is not possible, there are a variety of other models to create structured collaboration time.²⁸ The schedule can be built so that teachers are freed up by “specials” (art, music, physical education, assemblies, etc.) Classrooms can also be combined to free teachers to meet together.

In addition to changing the layout of the school day, the Washoe County School District just completed its first year of a new school calendar that has a shorter summer break and longer breaks during the school year. The breaks during the school year provide more time for teachers to engage in professional development opportunities than during the traditional nine-month school year. This calendar readjustment should also help prevent some of the student learning loss over the summer.²⁹ Therefore, rearranging the school year calendar can be a gain for both teachers and students.

Aside from these conventional options, some principals have developed innovative ways to extend time for teacher professional development. At Goldfarb Elementary in Las Vegas, the principal turned the school’s cafeteria into an academic carnival for a week. Each day, one of the grades (1-5) spent the entire day at the carnival, playing academic games and honing up on various skills with the school’s coaches. Teachers in each grade level then had a full day to plan together for the next school year. This approach did not cost the school any extra money; it simply used existing resources in a creative way to extend teacher planning time. While this school is in a neighborhood with a Free and Reduced lunch rate of 80 percent, innovative practices such as the academic carnival have helped it achieve status as a 4-star school.

E. Encourage Innovation

School districts should allow schools the flexibility to design their own training models to improve literacy outcomes. In return, school districts should require rigorous evaluation of the results. Encouraging innovation can help develop a sense of ownership and empowerment among teachers and increase motivation. Each year, many new programs and methods are achieving great results for students across the world. If a school wants to try out a new model, it should be given the flexibility to do so as long as it increases student achievement.

A good example of an innovative model being implemented in Nevada is the Washoe County School District Teacher Incentive Fund discussed earlier. While academic research has not yet shown that performance based compensation systems produce significant, sustained increases in student achievement, allowing the District to design and implement this program helps generate buy-in and produce systemic change. Evaluation will be important to ensure positive effects on literacy outcomes.

F. Change the Focus of Evaluation

To effectively evaluate professional development programs, school districts should shift the focus of evaluation from measuring participants' reactions to measuring the impact on classroom instruction and student learning. There are various ways to evaluate professional development efforts. School districts must first decide whether to use internal or external evaluators. Using external evaluators provides objectivity and credibility to the evaluation process but is more costly than using internal staff.³⁰

One prominent researcher recommends that school districts conduct five levels of professional development evaluation.³¹ These levels include: participants' reactions, participants' learning, organization support and change, participants' use of new knowledge and skills; and student learning outcomes. Table 3 provides guidance on how to conduct the evaluation at each level, including what questions should be addressed, what information should be gathered, and what should be measured or assessed.

Table 3. Levels of Evaluation of Professional Development

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What Is Measured or Assessed?
1. Participants' Reactions	<ul style="list-style-type: none"> • Did they like it? • Was their time well spent? • Did the material make sense? • Will it be useful? • Was the leader knowledgeable and helpful? 	<ul style="list-style-type: none"> • Questionnaires administered at the end of the session 	<ul style="list-style-type: none"> • Initial satisfaction with the experience
2. Participants' Learning	<ul style="list-style-type: none"> • Did participants acquire the intended knowledge and skills? 	<ul style="list-style-type: none"> • Paper-and-pencil instruments • Simulations • Demonstrations • Participant reflections (oral and/or written) • Participant portfolios 	<ul style="list-style-type: none"> • New knowledge and skills of participants
3. Organization Support & Change	<ul style="list-style-type: none"> • Was implementation advocated, facilitated, and supported? • District and school records • Were successes recognized and shared? • Were sufficient resources made available? • Was the support public and overt? • Were problems addressed quickly and efficiently? • What was the impact on the organization? • Did it affect the organization's climate and procedures? 	<ul style="list-style-type: none"> • Minutes from follow-up meetings • Questionnaires • Structured interviews with participants and district or school administrators • Participant Portfolios 	<ul style="list-style-type: none"> • The organization's advocacy, support, accommodation, facilitation, and recognition
4. Participants' Use of New Knowledge and Skills	<ul style="list-style-type: none"> • Did participants effectively apply the new knowledge and skills? 	<ul style="list-style-type: none"> • Questionnaires • Structured interviews with participants and their supervisors • Participant reflections (oral and/or written) • Participant portfolios • Direct observations • Video or audio tapes 	<ul style="list-style-type: none"> • Degree and quality of implementation
5. Student Learning Outcomes	<ul style="list-style-type: none"> • What was the impact on students? • Did it affect student performance or achievement? • Did it influence students' physical or emotional well-being? • Are students more confident as learners? • Is student attendance improving? Are dropouts decreasing? 	<ul style="list-style-type: none"> • Student records • School records • Questionnaires • Structured interviews with students, parents, teachers, and/or administrators • Participant portfolios 	<ul style="list-style-type: none"> • Student learning outcomes: <ul style="list-style-type: none"> • Cognitive (Performance & Achievement) • Affective (Attitudes & Dispositions) • Psychomotor (Skills & Behaviors)

Source: Thomas R. Guskey. "Does it Make a Difference? Evaluating Professional Development." Educational Leadership

The State of Maryland has also designed a model for how to effectively evaluate professional development. After bringing together many stakeholders, including teachers, providers, administrators, and district leaders, the State wrote a comprehensive plan with the following components to evaluate the effectiveness of professional development in improving student achievement:

- Conduct a formative evaluation of each teacher before beginning professional development to understand each teacher's previous experience with professional development in terms of learning and classroom implementation. Obtaining a formative base point is fundamental to understanding the effectiveness of additional professional development.
- Conduct an evaluation at the end of each session to see if the session met the teacher's goals.
- Conduct subsequent evaluations throughout the year to ensure that the professional development actually changed teaching practice as well as school organization and culture, a common secondary goal of professional development.
- Design all training sessions with key takeaways that can be implemented to improve the quality of instruction in the classroom/school.
- Include teachers in the planning process to ensure that the material is relevant to them.
- Separate the evaluation of professional development from teacher evaluation to solely focus on improving the quality of professional development.
- Include student work as part of a professional development evaluation to serve as a validating measure and as an indicator of future student outcomes.
- Partner with external entities such as local universities and consulting evaluation firms to analyze the effectiveness of large-scale professional development projects instead of using self-evaluation.

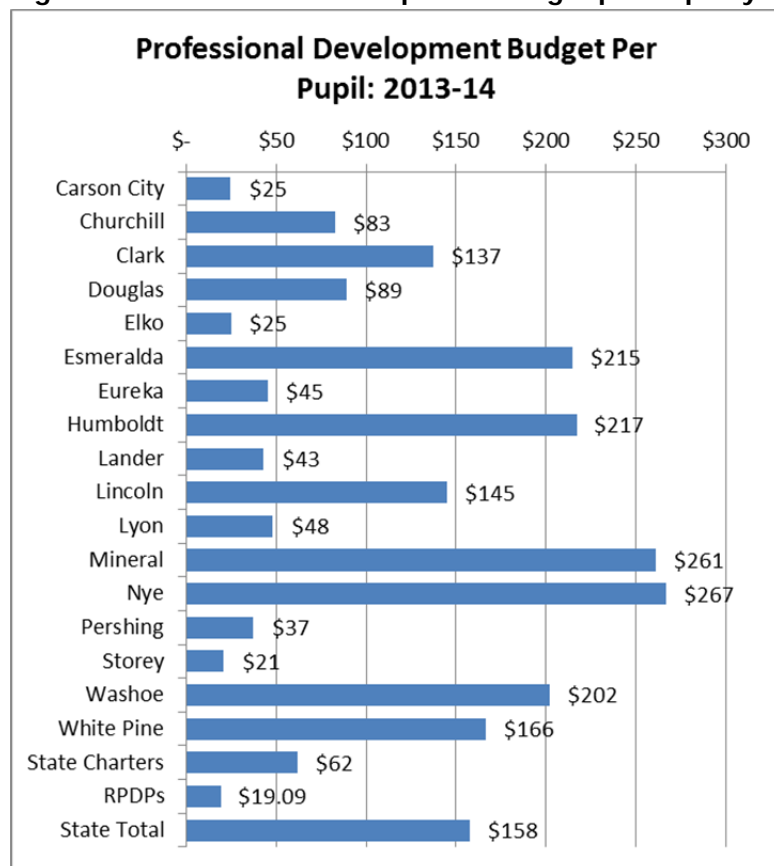


Part III: Reprioritizing Funding for Professional Development

Nevada's school districts budgeted approximately \$70 million in 2013-14 for professional development, which is approximately \$158 per pupil.³² While this amount represents only 2 percent of budgeted expenditures for 2013-14, it is a substantial amount given that the majority of funds (54 percent) were budgeted for instructional staff, leaving limited funds for all other uses. Districts use a variety of funding sources, including district general funds, State RPDP funds, and federal funds. The primary federal funds include Title I, Part A (Education for the Disadvantaged), Title II, Part A (Improving Teacher Quality), and Title III (English Language Acquisition).

Figure 4 provides the amount per pupil each district budgeted for professional development in 2013-14, which ranged from a low of \$21 in Storey County to a high of \$267 in Nye County. The largest district, Clark County, budgeted approximately \$137 per pupil, which was below the Statewide average of \$158.

Figure 4. Professional Development Budget per Pupil by District: 2013-14



Source: School district responses to public records requests

To understand how the schools struggling the most in reading proficiency allocate funds for professional development and interventions to improve literacy, we reviewed the 2013-14 School Performance Plans for all schools in Clark and Washoe Counties that had reading proficiency rates of less than 50 percent in 2012-13. Appendix B shows the funding sources and amounts for reading interventions and related professional development.

For each Nevada school district and the State Public Charter School Authority, we also reviewed the 2013-14 budgets for Title I, Part A, Title II, Part A, and Title III funds. The goal of this analysis was to

understand how much school districts currently use these funds for professional development and to identify opportunities to reprioritize existing funds towards professional development. Appendix C provides an overview of the amount of grant funds available to each school district in 2013-14. Appendix D provides detail on how each school district budgeted Title I funds in 2013-14 by object code. This appendix also includes detail on the Title I budget for each school in Clark and Washoe counties. Appendices E and F provide detail on how each school district budgeted Title II, Part A and Title III funds respectively.³³

Our findings on the use and availability of these funding sources for professional development are discussed below.

A. Title I, Part A

Title I, Part A is the largest federal funding source in Nevada at \$120 million Statewide for 2013-14 (see Appendices C and D). These funds must be used to help students who are at risk of not meeting the State's challenging achievement standards and must be allocated to schools with the highest levels of poverty. Funds can also be reserved and expended at the district level to assist these schools.

Statewide, districts budgeted 63 percent of Title I funds for salaries and benefits in 2013-14 as shown in Appendix D. Primary uses included additional teachers to reduce class sizes, teachers to provide interventions for struggling students, instructional coaches, stipends to attend training, substitutes used during training, and teacher aides. Several districts provided detailed salary information, excluding the Clark County School District. Table 4 shows the percentage of Title I funds budgeted for salaries that these districts designated for regular teachers, other certificated staff, administration, classified staff, substitutes, and extra pay for teachers. Districts with small grants of less than \$200,000-- Lincoln, Lander, and Pershing-- budgeted 100 percent of salaries for classified staff. In contrast, there was substantial variation in how districts with larger grants budgeted these funds. Some districts budgeted a majority of funds for teachers while others budgeted a majority for classified staff.

Table 4. Detail of Title I, Part A Funds Budgeted for Salaries: 2013-14

Category	Carson	Churchill	Douglas	Elko	Lander	Lincoln	Lyon	Nye	Pershing	Washoe	State Charters
Regular Teachers	27%	75%	31%	46%	0%	0%	90%	57%	0%	24%	59%
Other Certificated	4%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
Administration	0%	0%	8%	0%	0%	0%	0%	0%	0%	11%	24%
Classified	64%	25%	56%	36%	100%	100%	5%	26%	100%	33%	1%
Substitutes	1%	0%	4%	17%	0%	0%	0%	5%	0%	16%	2%
Extra Pay	3%	0%	1%	2%	0%	0%	5%	11%	0%	17%	14%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: School district responses to public records requests

Supplies are the next most common use of Title I funds. Statewide, 17 percent of Title I funds were budgeted for supplies in 2013-14 as shown in Appendix D. Supplies funded with Title I funds must be supplemental to the core curriculum. Across the State, the most common types of supplies purchased are general supplies, technology supplies, and software. Schools have had a historical tendency to use Title I funds for supplies late in the school year to try to spend down grant funds.³⁴ This practice can lead to spending that was not included in the school's original plan and may not reflect the best use of funds to improve student achievement.

1. Title I Set Asides for Professional Development

School districts may set aside a portion of Title I funds for professional development at the district level prior to allocating funds to schools. Individual schools may also use Title I funds for professional development. These set-asides are optional. Prior to federal approval of the ESEA Waiver in 2012, Nevada schools that did not meet Adequate Yearly Progress for two consecutive years were designated as In Need of Improvement (INOI) and were required to set aside 10 percent of Title I funds for professional development. School districts identified as INOI were also required to set aside 10 percent for professional development at the district level.

In 2013-14, the Clark County School District set aside 10 percent of Title I funds for professional development and the Washoe County School District set aside 6.4 percent. In the Clark County School District, these funds were primarily used for instructional coaches assigned to Title I schools and other employee training. The Washoe County School District used its professional development set-aside primarily for contracts, stipends, and substitutes for teachers to attend the district's Professional Learning Initiative. This initiative included training on the Nevada Academic Content Standards, the Implementation Specialist Institute on early-release Wednesdays, Saturday conferences on the Multi-Tiered Systems of Support, and School Performance Planning.

At the school level, each school must include professional development in its School Performance Plan and Title I, Part A funds are the primary source of money used for this purpose. Schools in the Clark County School District used these funds for a variety of professional development activities such as consultants, learning strategists, stipends to buy-out teacher preparation time for staff development, and substitutes to cover teachers during professional development. In the Washoe County School District, funds at the school level were used for 11 site-based instructional coaches and other professional development activities.

2. School Performance Support Set-Aside

As part of the ESEA Waiver, the NDE requires each school district with low-performing schools to create a School Performance Support set-aside equal to 5 to 15 percent of the amount of Title I funds to meet the needs of these struggling schools. This requirement applies to districts with schools that the Nevada School Performance Framework has identified as Focus Schools, Priority Schools, or schools with 1 or 2 stars. Professional development can be a component of this support but it is not required.

The first year of this set-aside was 2013-14. The Clark County School District used these funds for enhanced technology infrastructure for the identified schools (see detail in Appendix D). It also used these funds to support high schools receiving the School Improvement Grant. In contrast, the Washoe County School District used this set aside for site-specific supports, which included additional staff, professional development, extended learning time, technology, and instructional supplies.

3. Title I Carryover is Significant

Federal law allows school districts to carry over 15 percent of Title I funds each year. Waivers of this requirement can be granted under certain conditions. We found that school districts annually carry over a significant amount of Title I funding to the next school year. As shown in Appendix C, the carryover from 2012-13 to 2013-14 was \$21.3 million Statewide, of which \$15.1 million was in the Clark County School District. School districts indicate that the carryover from 2012-13 to 2013-14 was atypically high because districts were conservative in their spending due to the uncertainty associated with sequestration. The Clark County School District anticipates that carryover from 2013-14 to 2014-15 will be about \$8 million, which is still a significant amount.

This carryover funding represents unspent money that could be used for one-time intensive professional development at Title I schools. Each district has the flexibility to either use carryover as originally intended or to reallocate the funds for a new use. In addition, carryover can be either spent centrally by the district or allocated to the schools. In order to fully expend these carryover funds, districts would need to make decisions early in the school year, rather than waiting until the exact carryover amount is known when the federal fiscal year ends on September 30th.

B. Title II, Part A Teacher Quality Funds

Title II, Part A funds totaled \$11.9 million Statewide in 2013-14 (see Appendices C and E). The primary use of this money is for professional development. Title II, Part A funds can be used districtwide. Consequently, the funds are spent centrally and are not distributed to schools. Examples of how Nevada's school districts use these funds are discussed below.

The Clark County School District budgeted 72 percent of Title II funds for curriculum and professional development support and training for new employees in 2013-14. These funds were primarily allocated to provide professional development on the Nevada Academic Content Standards in mathematics and English language arts and the Nevada State Content Standards in science, social studies, and health. For new teachers, the district allocated funds for a comprehensive mentorship program as well as a series of professional development seminars for beginning teachers to increase effectiveness and retention.

The Washoe County School District budgeted 55 percent of Title II funds on professional development in 2013-14. Major expenditures in Washoe included extra duty pay for training on the Nevada Academic Content Standards, extra duty pay and consultant costs for leadership training, and regular teacher salaries for training on ELL strategies. Title II funds were also budgeted to augment professional development initiatives funded with Title I, such as the Saturday conferences and the Implementation Specialist Institute.

C. Title III Limited English Proficient

Title III funds totaled \$10.4 million Statewide in 2013-14 (see Appendices C and F). This money must be used to supplement instruction for ELLs and can be used for related professional development activities.

As shown in Appendix C, the Title III grant amounts for each district are substantially less than Title I or Title II, which limits flexibility for use of the funds. Statewide, 76 percent of Title III funds were budgeted for salaries and benefits in 2013-14 as shown in Appendix F. Several districts provided detailed salary information, excluding the Clark County School District. Table 5 shows the percentage of Title III funds budgeted for salaries that these districts designated for regular teachers, other certificated staff, administration, classified staff, substitutes, and extra pay for teachers. There is considerable variation in how districts spent salary funds. No district budgeted Title III funds for regular teachers. The most common uses were for substitutes and extra pay for teachers to enable them to attend professional development activities. Two districts budgeted the majority of their salary funds for classified staff.

Table 5. Detail of Title III Limited English Proficient Funds Budgeted for Salaries: 2013-14

Category	Carson	Churchill	Douglas	Elko	Lander	Nye	Washoe	State Charters
Regular Teachers	0%	0%	0%	0%	0%	0%	0%	0%
Other Certificated	0%	0%	94%	0%	0%	0%	0%	0%
Administration	62%	0%	0%	0%	0%	0%	0%	0%
Classified	15%	100%	0%	0%	0%	0%	84%	0%
Substitutes	13%	0%	6%	51%	0%	43%	0%	100%
Extra Pay	10%	0%	0%	49%	0%	57%	16%	0%
TOTAL	100%	100%	100%	100%	0%	100%	100%	100%

Source: School district responses to public records requests

Looking at total Title III expenditures from the programmatic side, the Clark County School District budgeted 81 percent of 2013-14 Title III funds for professional development activities. The district utilized these funds to provide job-embedded professional development on ELL teaching strategies using instructional coaches and other best practices. The district also used this money for consultants, travel for conferences, and reimbursement to teachers for TESL endorsement costs.

In contrast, the Washoe County School District allocated the majority of its Title III funds for program costs. The district used 70 percent of its Title III funds for 23 teacher aides and assistants. The district designated approximately \$132,000 in Title III funds for professional development on Sheltered Instruction Observation Protocol (SIOP) and for tuition and books necessary for TESL endorsements.

D. Special Education Funds

The federal Individuals with Disabilities Education Act (IDEA) allows 15 percent of funds to be set aside for early intervening services for students in grades K-12 who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.³⁵ The IDEA specifically calls out that these funds may be used for professional development on scientifically based literacy instruction, as well as literacy interventions.³⁶

The Washoe County School District indicates that it uses a portion of the early intervening services set-aside for professional development for literacy. In contrast, the Clark County School District uses its early intervening services set-aside for a program called Proficiency Academy for Student Success (PASS). A review of School Performance Plans shows that these funds are primarily used for tutoring services.

E. Other Federal Grants

School districts use a portion of Title I Section 1003(a) Focus Schools and Title I School Improvement Grants for professional development activities (see Appendix C). The original ESEA Waiver approved in 2012 emphasized that funds allocated to Focus Schools be used for professional development. However, the waiver recently approved by the federal government for 2014-15 does not explicitly require professional development for Focus Schools.

Clark, Washoe, Douglas, and Lyon counties have received the Striving Readers Grant from the Federal Government. A key goal of this grant is to provide job-embedded professional development on literacy. As discussed earlier, Washoe County also received the TIF competitive grant, which is primarily used for the salaries of master and lead teachers who provide professional development to other teachers in the school.

F. General Funds

Federal funds can only be used for activities that are supplemental to the core instructional program, so school districts use their general funds for a variety of professional development activities throughout the year, including district-wide staff development days. The amount of general funds used by each district varies substantially, but it is much less than the amount of federal grants used for professional development.

G. Reprioritize Resources for Professional Development

Given that State and federal funds for professional development are limited and have been decreasing over the past several years, we examined how existing funds can be reprioritized to maximize use for professional development.

At the State level, we recommend the following:

1. Adopt legislation requiring the Nevada State Board of Education to establish specific percentages of the following funding sources that must be set aside for professional development:
 - a. ESEA Title I, Part A funds;
 - b. ESEA Title I Section 1003(a) funds for Focus Schools;
 - c. The set-aside equal to 5 to 15 percent of Title I, Part A funds for low performing schools required by the ESEA waiver; and
 - d. The IDEA early intervening services set-aside.

At the school district level, we recommend the following:

1. Utilize Title I carryover funds for evidence-based, one-time professional development activities at Title I schools. Districts can use these funds to provide sustained training to building capacity for teachers to provide training to other teachers in future years.
2. Critically analyze existing return on investment of spending of federal funds and eliminate expenditures shown to be ineffective based on national research and/or local results to free up funding for professional development.
3. Develop strategies to coordinate funding to implement the coherent professional development program designed by the district.

These recommendations will help Nevada build a sustainable professional development system. Federal carryover funds are one-time funds that have not been spent and can be allocated for start-up costs and intensive training to implement research-based professional development practices and establish evaluation systems. Existing annual federal grant funds can be reprioritized to create sustainable professional development models that are evaluated and retooled annually as part of a model of continuous improvement. Reprioritizing existing federal grant funds for professional development will involve critically evaluating the effectiveness of current uses of funds. Ineffective programs should be discontinued in order to implement high quality professional development.

Conclusion

Improving teacher professional development is one part of a comprehensive set of reforms needed to improve literacy outcomes in Nevada. Other policy changes recommended in *Literacy Challenges in Nevada Schools* include requiring universal assessments to identify students needing assistance, involving parents in development of strategies, providing intervention programs, and evaluating the effectiveness of the efforts. Professional development also lies within the broader goal of creating a personnel system

that improves teaching. The personnel system is a continuum that begins with teacher certification programs, and includes hiring, pay, ongoing training, and teacher evaluation.

Our review of current professional development efforts suggests that it is not sufficient to simply invest in research-based practices. Rather, it is just as important to put an infrastructure into place that generates buy-in from all levels of the educational system, creates incentives for teachers to improve instruction, and ensures that practices are implemented with fidelity. Systems also need to be in place to promote innovation while demanding accountability. Providing high quality professional development to every teacher will require a substantial investment of time and resources. We identify existing funds that are not being fully expended, as well as other funds that could be reprioritized for professional development. Using professional development to improve literacy outcomes will help ensure that Nevada's students are ready for the next generation of jobs that demand a highly literate and skilled workforce.

Appendices

- A. 2013-14 Professional Development Plans at Schools with Reading Proficiency Rates of Less than 50 Percent in 2012-13
- B. 2013-14 Intervention Funds for Literacy in School Performance Plans at Schools with Reading Proficiency Rates of Less than 50 Percent in 2012-13
- C. 2013-14 Federal Allocations by School District
- D. 2013-14 Title I, Part A Budget by School District and Title I Funding by School (Clark and Washoe)
- E. 2013-14 Title II, Part A Budget by School District
- F. 2013-14 Title III Limited English Proficient Budget by School District

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- ¹⁶ Data from Clark County School District Human Resources. April 2014. These positions are also known as “off-ratio” positions.
- ¹⁷ Nevada Department of Education. FY 2013-NRS 387-303 Report, Available: http://www.doe.nv.gov/Business_Support_Svc_Reports/ Additionally, not every classroom teacher in Nevada is currently licensed.
- ¹⁸ Chapter 343, *Statutes of Nevada* 2007 and Chapter 382, *Statutes of Nevada* 2013. The 2014-2015 figure for RPDP is pending Interim Finance Committee review in August 2014.
- ¹⁹ US Department of Education, Department of Education Budget Tables. See links for State Tables for FY 2013-2015 and Budget History. Available: <http://www2.ed.gov/about/overview/budget/tables.html?src=rt>
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- ³² This figure is based on data provided by school districts. Submissions varied as to which funding sources were included and which types of expenditures were included.
- ³³ The Nevada Department of Education provided the grant amounts shown in Appendix C. These amounts do not always match the district-provided budget for each grant shown in Appendices D through F.
- ³⁴ Gibson Consulting, Educational and Operational Efficiency Study of the Clark County School District. 2011. p 23 Available: <http://ccsd.net/resources/budget-finance-department/pdf/gibson-report/executive-summary-stand-alone.pdf>
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- ³⁶ Individuals with Disabilities Education Act Title IB 613(f)(2)

2013-14 Professional Development Plans at Schools with Reading Proficiency Rates of less than 50% in 2012-13

District	School	2012-13 Reading Proficiency Rate	Focus	Zoom	Professional Development to Increase Reading Proficiency
Clark	Miller (John) Elementary School (ES)	0			Plan from 2012--13. Professional development mentioned to improve achievement but specific programs not described
Clark	Miller (John) School Middle School (MS)	0			Plan from 2012--13. Professional development mentioned to improve achievement but specific programs not described
Clark	Stewart School MS	5.3			Plan from 2012-13. Professional development in integrating communication, ELA, math standards, using appropriate curriculum, into everyday instruction. Staff development 4 times per year
Clark	Variety School E MS	6.5			Plan from 2012-13. Professional development (PD) on computer assessments to monitor student progress
Clark	Miley Achievement Center MS	9.1			Plan from 2012-13. Ongoing professional development in reading strategies, implemented across curriculum.
Clark	Global Community High School (HS)	13.2			Conferences and Teaching English as a Second Language (TESL) endorsements
Clark	Miley Achievement Center ES	17.6			No plan specifically for elementary school. See info for middle school.
Clark	Delta Charter MS	24.1			Not available
Clark	West Prep Sec MS	25.9	Focus		PD provided in collaboration, modeled and observed High Quality Sheltered Instruction(HQSI), cooperative learning & engagement strategies to support the implementation of an aligned, rigorous curriculum focusing on Individualized Education Plan (IEP)/ English Language Learner (ELL)/ Free and Reduced Lunch (FRL). DE PD with site coaching and data analysis will be embedded to address engagement of FRL/IEP/ELL students. Substitute days for collaboration and Discovery Education (DE) PD (174 days = FOCUS) and Data Walks (200 days =Title I) - monthly, iPads for peer and self reflection observations (FOCUS), ongoing throughout 2013-14 coaching DE Consultant (FOCUS) and Instructional Coaches (Curriculum and Professional Development Division (CPD) and Title 1), ELL Instructional Coach (CPD)
Clark	Petersen ES	27.4	Focus	Zoom	1. Use Plan Do Check Act (PDCA)/ Professional Learning Community (PLC) Guiding Questions during weekly meetings to guide planning, instruction, and assessment. 2. Coaches provide PD for long-term plans, Common Core State Standards (CCSS), inclusion, co-teaching, World Class Instructional Design and Assessment (WIDA) standards, high quality ELL lesson design, Imagine Learning data analysis, STAR/ Accelerated Reader (AR), Tier 1 SG/WG
Clark	Delta Charter HS	30			Not available
Clark	Sandy Valley MS	32.8			CPD and Regional Professional Development Program (RPDP) to provide staff development. With the implementation of Response to Intervention (RTI) and inclusive instructional practices, teachers and staff will attend professional development focused on two areas: differentiated instruction strategies and common formative assessments.
Clark	Bailey MS	33.8			Monthly professional development for teachers to utilize/ track Common Core Standards and Discovery Education data, as well as, how to effectively implement constructed responses across the curriculum
Clark	Innovations International ES	34.5			Elementary teachers will receive professional development by consultants in reading comprehension skills. They will receive directed instruction in differentiating instruction to utilize leveled reading groups for applying comprehension skills in a variety of reading genres.

2013-14 Professional Development Plans at Schools with Reading Proficiency Rates of Less than 50% in 2012-13

District	School	2012-13 Reading Proficiency Rate	Focus	Zoom	Professional Development to Increase Reading Proficiency
Clark	Cambeiro ES	35.6		Zoom	Prof. Dev. will focus on Tier I instruction, vocabulary, language, and close readings. PD on Nov. 4th using Journeys. In Sept., Strategist will assist w/grade level planning and modeling of Tier I instruction); Structured Teacher Planning Time (STPT)-twice a trimester (Administrators, grade level chairs; strategist and teachers); Instructional Coaches (ICs) will assist throughout year. Staff development will be provided by administrators, learning strategist, and Instructional Coaches pertaining to Tier I instruction. Consultants from Journeys will provide additional training with the use of Journeys in Tier I and Tier II. The ZOOM Reading Facilitator will provide training on the purpose of the center and effective teaching strategies within reading.
Clark	Smith MS	35.7			To better provide Tier I instruction and increase daily rigor, professional development will be provided in the following areas on a monthly basis: Tier I instruction, components of an effective lesson, differentiated Spring Board lessons, student engagement strategies, and reading strategies.
Clark	Manch ES	35.9			Teachers will receive Professional Development to strengthen and provide rigor in Tier 1 instruction; including (but not limited to) Components of an Effective Lesson and Checks for Understanding and ELL "Can Do" Descriptors (as based on WIDA assessments) Bi-weekly Staff Development provided by RPD, CPD, ELL and Title 1 Coach (Title 1 funded) and Administration.
Clark	Monaco MS	36.3			Learning Strategists will provide professional development on 3 staff development days: Professional Development will be provided to increase staff members' ability to utilize data to identify and address areas of student need and re-align instruction in English Language Arts classes.
Clark	Innovations International MS	36.7			Middle school teachers will receive professional development by consultants in reading comprehension and vocabulary development skills. They will receive directed instruction in utilizing informational and fictional materials to draw extensive passage understanding of materials from content subjects.
Clark	Williams (Tom) ES	37.1	Focus	Zoom	Book studies on vocabulary instruction and improving reading comprehension. Professional development on long-term planning and curriculum mapping to align instruction with Common Core State Standards. Performance Zone instructional coaches and Title I learning strategists provide coaching and instructional support in English Language Arts (ELA) and mathematics. Professional development throughout the year on language acquisition as part of Zoom School initiative
Clark	Fitzgerald ES	37.5	Focus		Monthly PD on high cognitive tasks, text dependent questions, technology integration, and CCSS. Performance Zone Instructional Coach (PZIC) will provide differentiated support to classroom teachers. PD on using WIDA results and vocabulary and leveled questioning for ELL students. Professional Development and Coaching will be provided to all teachers in research-based strategies specifically designed for ELL students, based on classroom observations conducted by October 18, 2013 by ELL Project Facilitator and School Administration.
Clark	Lunt ES	37.5		Zoom	Teachers will receive PD (individual and school-wide) designed to support development and implementation of instruction that is correlated to the expectations of the CCSS. Performance Zone (PZ_ Instructional Coaches, Title I Learning Strategists, and the ZOOM Reading Coach will support this process. PDD, October 2013; November 2013; February 2014; May 2014; Continuous PD to support individualized Goal Setting Conference Professional Development Plans, September 2013; January 2014; March 2014 Leadership Team ZOOM Reading Coach
Clark	Orr MS	37.5			Teachers will participate in professional development focused on data analysis and NACS. Use Title I for subs

2013-14 Professional Development Plans at Schools with Reading Proficiency Rates of Less than 50% in 2012-13

District	School	2012-13 Reading Proficiency Rate	Focus	Zoom	Professional Development to Increase Reading Proficiency
Clark	100 Academy MS	38.5	Focus		Success For All will provide professional development for thirty two days this first year of implementation of the comprehensive reading program. Success for All is a whole-school reform strategy that features research-proven tools and cooperative learning to engage students.
Clark	100 Academy ES	39.1			Success For All will provide professional development for thirty two days this first year of implementation of the comprehensive reading program. Teachers/Strategist with FRL, ELL and IEP students will be provided additional support to modify and enhance instruction for those students needs.
Clark	Warren ES	39.5		Zoom	Teachers will receive professional development in appropriate Tier 1 reading instruction. This will occur at the 4 staff development days.
Clark	Brinley MS	39.6			Professional development on Close Reading Strategies and increasing the use of (Depth of Knowledge) DOK level 3 & 4 questions/tasks across the curriculum so strategies are used consistently Faculty Book Study on differentiating instruction specifically with boys After contract PD on Total Participation Techniques. Our plan is to send four teachers to the National Council on Teaching English conference in Boston. They will return and share the most recent strategies with the staff on various Staff Development Sessions. All Staff Development plans will include one session on close reading.
Clark	Reed ES	40.7	Focus		Ensure professional development for teachers to effectively integrate DOK level 2/3 in reading and writing, as well as planning for effective ELL and IEP strategies. Follow up coaching to support PD in RTI: Tier I, Tier II, Tier III small group instruction. PZ3 Instructional Coach (CPD funded) to give ongoing PD, model, and support for Tier I instruction, including ELL and Sped strategies. PLC/PDCA collaboration planning time (FOCUS) PZ ELL Coordinator to provided Staff Dev. Day/Follow-up. Teachers participate in weekly Round Table PD focused on school/district initiatives including: technology integration, Kagan, CCSS, DOK, explicit instruction and planning, and vocabulary development. Specific to ELA would be the PD on RTI, small group instruction, text complexity, close reads, CORE Phonics survey, and AIMS.
Clark	Cortez ES	40.9		Zoom	Create clear, consistent, high standards of Tier I ELA instruction through curriculum analysis, single-gender education, and application of research-based instructional strategies.
Clark	Williams Wendell ES	41			Every Thursday teachers will participate in Professional Development that addresses Unwrapping CCSS, Common Formative and Summative assessments, differentiated instruction, lesson planning, and data analysis. PD on structure of Effective STPT will be provided.
Clark	Craig ES	41.1	Focus	Zoom	1. Teachers will participate in a monthly, half-day STPT to analyze, research, and be coached in the CCSS in ELA 2. Teachers will receive PD from ELL department on utilizing embedded academic discourse in daily instructional to engage ELL Learners
Clark	Garside MS	41.9			Deliver ongoing biweekly professional development focused on student engagement strategies, higher level text questioning, and ELL vocabulary support strategies. Foster and facilitate dialogue related to rigor and innovative practice sharing through professional collaboration. Implement individual professional development growth goals with teachers and monitor progress toward the goal. 1. Bi-weekly professional development 2. Weekly STPT 3. Two Learning Coaches 4. PZ 13 ELL facilitator support 5. Time for PD, collaboration, and planning

2013-14 Professional Development Plans at Schools with Reading Proficiency Rates of Less than 50% in 2012-13

District	School	2012-13 Reading Proficiency Rate	Focus	Zoom	Professional Development to Increase Reading Proficiency
Clark	Swainston MS	42.4			Teachers will implement Tier 1 instruction in Reading using CCSS with focused attention to academic rigor, scaffolding, and differentiation. Tier 2, 3 interventions will continue from last year and focus on student skill gaps to improve student achievement. ONGOING Title 1 substitute funding to allow stakeholders time needed to plan and implement strategic initiatives designed to increase performance of all subgroups. Title 1 Professional Development funds will be used for after school professional development for data analysis to drive instruction. MONTHLY To increase ELA/Reading teacher efficiency in using Springboard Embedded and Web-based assessments and other pertinent teaching strategies, Professional Development training based upon identified school needs will be conducted by the Strategists. After school training will also be held in identified needs as determined by the School Improvement and Staff Development Committees.
Clark	Agassiz Prep MS	42.5			Teachers will be offered department wide and individual coaching from a K-12 Learning Strategist, specializing in incorporating writing in all subjects. Teachers will learn strategies on implementing writing assignments, teaching writing skills, and keeping subject-specific writing portfolios.
Clark	Paradise ES	43.7	Focus	Zoom	PD on creating common assessments and utilizing Measures of Academic Progress (MAP), using data to monitor progress of ELL, IEP, and FRL students, and adjusting instruction based on data from assessments. PD on planning linguistic support for high cognitive rigor. 9 monthly early release days
Clark	West Prep ES	43.7			Teachers in Grade K-5 will receive on-going, job-embedded professional development to support the implementation of the CCSS, incorporation of informational text and Explicit Phonics in curriculum, and increasing the level of rigor through the use of DOK.
Clark	Hollingsworth ES	43.8			Professional development will be provided focusing on the Components of an Effective Lesson and the concepts and the skills of the Common Core State Standards in English Language Arts to promote high quality Tier I instruction in English Language Arts.
Clark	Keller MS	44			SpringBoard coach will model and meet with ELA teachers to review pacing guide and address instructional strategies weekly.
Clark	Robison MS	44.1			PD will be provided to support all instruction using: Springboard curriculum, Kagan collaborative structures, Advancement via Individual Determination (AVID) strategies, technology integration, explicit vocabulary strategies, ELL strategies, Achieve 3000, and Read 180 to improve the reading proficiency of students.
Clark	Sedway MS	44.3			Teachers will participate in professional development in order to align their instructional plans to match the rigor of the "unwrapped" Common Core State Standards, so the number of students that exceed standards increases. Topics to include Technology, SpringBoard, Collaborative Coaching.
Clark	Vegas Verdes ES	44.3			Teachers will participate in PD on: PLC, school wide assessments (AIMSweb, A-Z, CORE Phonics, DE, Kinder), unwrapping CCSS, instructional environment, differentiated instruction, Hybrid Reading, writing in content areas, literature centers, data-driven instruction, reading intervention, Accelerated Reader, Ticket to Read (T2R), Explicit Phonics/Vocabulary instruction
Clark	Dearing ES	44.4			1. Title I funds will be used for professional development of CCSS, sub-release time for STPT after each Launch Into Teaching assessment. (40 classroom teachers x 4 sub release days. 2. PZ Instructional Coach to provide mentoring and coaching to teachers on CCSS.
Clark	Lowman ES	44.4	Focus		To meet the learning needs of students (ELL/FRL/IEP), ongoing PD on data-driven direct, explicit, differentiated, whole & flexible small group instruction targeting student learning errors utilizing the Read Well & instructional supplies incorporating HQSI strategies for reading & writing.

2013-14 Professional Development Plans at Schools with Reading Proficiency Rates of Less than 50% in 2012-13

District	School	2012-13 Reading Proficiency Rate	Focus	Zoom	Professional Development to Increase Reading Proficiency
Clark	Fremont MS	45			ELA teachers will participate in professional development focusing on SpringBoard to promote high-quality, uniform Tier 1 instruction, aligned to CCSS.
Clark	Diaz ES	45.1	Focus	Zoom	Twenty teachers will participate in the Clark County School District Reading Academy which will be provided on-site & after-school.
Clark	Earl (Ira) ES	45.1			Teachers will actively participate in professional development and coaching activities in reading instruction provided by strategists and instructional coaches.
Clark	Von Tobel MS	45.1			Teachers will participate in a systemic, ongoing, scheduled professional development program, based on a Structured Teacher Planning (STP) model. Through STPT teachers do the following: - Acquire collaboration skills, create common lesson plans and assessments, and unpack and pace for the CCSS.
Clark	Watson ES	45.3			Teachers will receive professional development in the gradual release model and the components of an effective lesson to increase their knowledge of quality Tier I instruction. Substitute release time paid by Title I for lesson study- once per trimester Facilitator/PZIC to lead lesson study- once per trimester Thursday morning training sessions led by Principal, PZIC, and Lead teachers- weekly
Clark	Harris ES	45.9			Teachers will receive professional development via Staff Development Days and weekly staff trainings to provide them with effective and highly engaging instructional strategies and activities to improve and enhance their ELA/Reading instruction.
Clark	Explore Knowledge MS	46.6			1. Continued professional development on Common Core State Standards and the implementation of these standards for each grade level. 2. Specifically targeting deficiencies using formal and informal assessments. 3. Apply reteaching tools and tier two interventions.
					1. Discovery Education Assessment and Resources 2. Study Island, skill building and test preparation 3. Connected McGraw-Hill online curriculum and resources 4. Professional Learning Communities analyze data, determine needs, and create action steps monthly.
Clark	Johnston MS	46.6			Teachers will receive training from subject area coaches on using resources appropriately to incorporate the Components of an Effective Lesson (COEL), purpose statements for activities related to assessment, and incorporating DOK Level 2 and 3 activities into daily lessons.
Clark	Mountain View ES	47.1			Shift teacher focus to keeping proficient students proficient by focusing on rigor to move all students higher. August - May PD: CEL, Unwrapping CCCS, Grad Release, HQSI, DOK, Reading/Writing Academy strategies, writing rubrics Instructional Coach, 2 Title 1 Strategists Title 1 Liaison, Title 1 -Subs, Title 1 Carry Over- Subs, PASS Grant- instruction materials, Carry Over - Books/Supplies, Gifted and Talented Education (GATE) Teacher, RPPD Personnel, and ELL Department Personnel
Clark	Moore ES	47.3			Teachers will be receive PD in CORE reading instruction practices that concentrates on Tier I instruction and small group differentiation as well as allowing for wide independent prescriptive reading times. Reading Ranger Framework, ELL (0); Learning Strategists, Title 1, 8 Sub Day for Daily 5 Observations Model School Visits, Title I
Clark	Tate ES	48		Zoom	Instructional staff will engage in professional development designed to improve knowledge of Common Core State Standards and effective instructional strategies. Two Coaches/Learning Strategists, after school PD for licensed teachers, substitutes to release teachers for peer observation/collaboration, prep buyouts for PD

2013-14 Professional Development Plans at Schools with Reading Proficiency Rates of Less than 50% in 2012-13

District	School	2012-13 Reading Proficiency Rate	Focus	Zoom	Professional Development to Increase Reading Proficiency
Clark	Whitney ES	48.8			Teachers will unwrap standards to analyze learning targets to embed in daily instruction. Teachers will collaboratively analyze data pieces to guide instruction from Discovery Education and Criterion Referenced Test (CRT) strand information. PD on unwrapping common core standards on Curriculum Engine and PD to analyze data pieces (P-Values, Jackpot Standards specifically for Whitney, Discovery Education Assessment (DEA), CRTs, Three year Trend, site specific sources) from administration and PD coach. Title I for PD Coach.
Clark	Mack (Jerome) MS	49			Provide ongoing professional development focused on vocabulary and decoding instruction strategies using grade-level nonfiction and Springboard text. Requires three strategists, funded with Striving Readers grant, Title 1, and District Springboard grant. Requires Word Intelligence program and materials funded with Striving Readers grant, and Scholastic Magazines funded with General Budget. Requires initial training funded with Striving Readers.
Clark	Wynn ES	49			Provide trainings in the following areas: Smarter Balanced Assessment Consortium (SBAC), Professional Learning Communities (PLC), and Reading Academy to ensure performance tasks are embedded in instruction that are aligned to CCSS and utilize data to drive instruction. Performance Zone Instructional Coach (PZIC), Learning Strategists, Curriculum Professional Development (CPD) Assessment materials from SBAC and Discovery Education (DE)
Clark	Rundle ES	49.1			Teachers will participate in research based PD on developing a literacy block that includes access to grade level and instructional level materials, increased sustained independent reading time, and explicit instruction in phonics, phonemic awareness, and comprehension strategies. Reading Rangers Training, Explicit Phonics Training, Wide Independent Prescriptive Reading (WIPR) (Training, Teacher pay for after school PD, Subs for PD
Clark	Priest ES	49.3			Professional Development provided in Accountable Talk, Anchor Charts, Student Goal Walls, and a book study on academic vocabulary to develop higher level questioning strategies within the classroom and better Tier 1 instruction with more student discourse and accountability. Teachers, Performance Zone Instructional Coaches, Administration PD - whole staff - November and February as well as ongoing one to one/small group - throughout the year through coaching Book Study - Bringing Words to Life book - ongoing- once a month throughout the year
Clark	Tobler ES	49.3			Teachers will receive DOK question Levels 3 and 4 and Explicit Phonics professional development. Teachers will create materials aligned with CCSS that will be utilized in Tier 1 instruction, interventions, and enrichment. Teachers, Performance Zone Instructional Coach, GATE teacher, administration Collaboration through grade levels during PD and grade level meetings November - PD, ongoing - grade level meetings Title I collaboration funding/ Explicit Phonics materials funded by General Fund
Clark	Squires ES	49.4	Focus		Teachers will receive training in Kagan structures and strategies to improve ELL, FRL, and IEP student engagement. The school's learning strategist will provide training, modeling and coaching to improve instruction provided to ELL, FRL and IEP students not meeting benchmark goals.
Clark	Bruner ES	49.5			1. Daily 5 training in management and implementation of various components. 2. Write From the Beginning for Response to Literature 3. Unwrap Common Core State Standards and address vertical alignment. Instructional Coach Learning Strategist (Title I) Write From the Beginning....Response to Literature Trainer (Teacher Trainer) Librarian Sept. 11, 2013 - Professional Development Daily 5 Oct 24/Nov 4 - Write From the Beginning Quarterly Unwrap CCSS and vertical alignment

2013-14 Professional Development Plans at Schools with Reading Proficiency Rates of Less than 50% in 2012-13

District	School	2012-13 Reading Proficiency Rate	Focus	Zoom	Professional Development to Increase Reading Proficiency
Clark	Detwiler ES	49.6		Zoom	Teachers will participate in professional development focused on implementing best practice reading instruction using a variety of strategies and resources. (Read Well, Text Dependent Questioning, Cloze Reads), Title I Strategist, Zoom Reading Coach Performance Zone #5 Instructional Coaches
Clark	Cortney MS	49.7			Co-Teaching professional development for special education and core teachers through Instruction and Behavioral Support Department. -Continuing SpringBoard professional development with a focus on Tier II instruction. Instruction and Behavioral Support Department for Collaborative Consultant (C/C) model teachers. -Professional development through the CPD SpringBoard Team, SpringBoard online community, peer teachers, and SpringBoard coach -SpringBoard curriculum in ELA and math. - Title 1 funds to pay for substitutes for STPT.
Clark	Bell ES	49.8			Teachers will conduct grade level planning times to create rigorous lesson plans, in reading and writing. All grade levels will create a pacing calendar in alignment with the Common Core State Standards, and create common formative assessments that are meaningful and measurable. Research-Based text book study on Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn will be purchased ; Common Formative Assessments. Write From the Beginning training Being a Writer training for all grade levels HQSI professional development. 8/26/13-6/4/13
Washoe	Duncan STEM Academy	45.1		Zoom	Raise Adequate Growth to Higher Level (AGHL) and School Growth Percentile (SGP) with aligned, focused, and effective ELA instruction. LEAD 21, Daily 5, Writing (Step Up to Writing), Discussion Techniques Teach Like a Champion, Core Task Implementation Project (CTIP). Implementation Specialists, Master/Mentor Teachers, Funds for sub--teacher observations/teacher planning, Daily 5 / Comprehension Accuracy Fluency and Expanding Vocabulary (CAFE) books, Teach Like a Champion books, Modeling, Common teacher planning time, Instructional planning guides
Washoe	Traner MS	46.1			Traner Middle School will provide professional development and coaching support to all staff in the area of teaching reading across all content areas. People: Striving Readers coaches/support staff, Internal Coaches, Professional Learning Communities, Administration, Time: Early Release Wednesdays, Professional Learning Communities (prep), Professional Development Sub Days
Washoe	Corbett ES	46.4	Focus	Zoom	Guided Language Acquisition Design (GLAD) training for all staff not trained followed up by one-to one coaching by the GLAD trainers and site coaches to support implementation in the classroom.
Washoe	Dilworth MS	46.7			Monthly Sheltered Instruction Observation Protocol (SIOP) strategy that will address vocabulary instruction, all core staff will receive feedback from SIOP coach on implementation. -Co-Teaching staff will train on co-teaching model, differentiation PD will be provided via team meetings, walk-throughs to include differentiation look fors and feedback provided, teams to also reflect and evaluate methods and implementation -CUBE: Circle key words, Underline questions, Box action word, Evaluate what needs to be done to completely solve or answer the question, SIOP, PLC - how to build awareness of instructional strategies to address root cause issues of instructional strategies -clarify expectations of required grade level expectations around passing classes, completing assignments

2013-14 Professional Development Plans at Schools with Reading Proficiency Rates of less than 50% in 2012-13

District	School	2012-13 Reading Proficiency Rate	Focus	Zoom	Professional Development to Increase Reading Proficiency
Washoe	Booth ES	46.8			All classroom teachers will meet in extended vertical PLC meetings throughout the school year. the focus of the time will be spent on refining common instructional practices in literacy. Teachers will develop common language, research based practices, and formative assessment methods. Throughout all meetings, staff will enhance skills in understanding, developing and using authentic formative assessment practices. Seven teachers will participate in CTip 2. Twelve teachers will participate in P3 Student Centered Learning Teams.
Washoe	High Desert Montessori Charter	48.6			Increase professional development in working with our super groups (special education, English as a Second Language (ESL), FRL) with focus on the Montessori Curriculum and Common Core State Standards. PLCs will meet regularly utilizing the PLAN-DO-STUDY-ACT model to closely monitor instructional practices with targeted groups of students. Continue to educate ourselves through the RTI process on how to best increase support and resources for the Super Groups. Reinforce academic language, vocabulary instruction and pre-reading strategies with students in the super groups.
Washoe	Sparks MS	48.6			Professional development opportunities will be extended to the staff throughout the course of the school year, focusing on the Common Core State Standards. Teachers will receive multiple training opportunities through whole staff development, PLCs, and individualized support opportunities as it pertains to their content area needs, including: Student Learning Objective (SLO) training, ELA/Math connection training, Lego training, Instructional Practice Guide training, Descartes Reports training, Accountable Talk training, 21st Century Skills training, Standards tracking training, As needed, based on walk-through data. Building Level Instructional Coach, Science Technology Engineering Math (STEM) Implementation Specialist, Master Teacher and Mentor Teacher, 21st Century Academy Team, PLC leaders and early release Wednesdays, Title 1 PD funds, general budget funds
Washoe	Mariposa Academy Charter	49.1			Glad training for all Teaching staff, Probationary Teacher cohort, Common core strategies staff development, Comprehensive Instructional Methodologies, MAP data interpretation and application
Washoe	Vaughn MS	49.5			PD /PLC will be differentiated based on teacher need/choice in the following areas: IB, Understanding by Design, CCSS, data-driven instruction, strategies to improve student engagement, differentiation, Next Generation Science Standards (NGSS), book studies, and Multi-Tiered Systems of Support (MTSS) and American School Counselor Association (ASCA) standards. PD related to use of Descartes for differentiation of instruction. International Baccalaureate Middle Years Programme (IB/MYP) Coordinator, Instructional Coach, Instructional Leaders, School Psychologist, Administration, Washoe County School District (WCSD) staff, Striving Readers Coaches, PLC/PD time, Counselors, Teacher Incentive Fund (TIF) Master and Mentor

District	School	2012-13 Reading Proficiency Rate	Source	\$ Amount	Use of Funds
Clark	Miller (John) School ES	0 Not stated	Not Stated	Plan from 2012--13. Professional development mentioned to improve achievement but specific programs not described	
Clark	Miller (John) School MS	0 Not stated	Not Stated	Plan from 2012--13. Professional development mentioned to improve achievement but specific programs not described	
Clark	Stewart School MS	5.3 Not stated	Not Stated	Plan from 2012-13. Professional development in integrating communication, ELA, math standards, using appropriate curriculum, into everyday instruction. Staff development 4 times per year	
Clark	Variety School E MS	6.5 Not stated	Not Stated	Plan from 2012-13. Professional development on computer assessments to monitor student progress	
Clark	Miley Achievement Center MS	9.1 Not stated	Not Stated	Plan from 2012-13. Ongoing professional development in reading strategies, implemented across curriculum.	
Clark	Global Community HS	13.2 General Fund	\$5,600.00	Conferences and TESL endorsements	
Clark	Global Community HS	13.2 ELL Department	\$15,250.00	Scholastic Reading and phonics inventory, before and after school tutoring	
Clark	Miley Achievement Center ES	17.6	No plan specifically for ES. See info for high school.		
Clark	Delta Charter MS	24.1	Not available		
Clark	West Prep Sec MS	25.9 PASS	23940	Prep buyouts for teachers to provide Graduate Advocate Program (GAP) classes for FRL/IEP/ELL students in ELA and Math	
Clark	West Prep Sec MS	25.9 Focus	\$81,150.00	Substitute teachers provided for collaboration and data analysis of FRL/IEP/ELL DE consult and PD for data analysis/instruction, iPads for observations and implementation of DE for FRL/IEP/ELL	
Clark	West Prep Sec MS	25.9 Title I	\$396,900.00	Funding of 4 full time licensed employees for class size reduction. Instructional Coaches funding for modeling and providing PD. Prep buyouts for GAP classes focusing on FRL/IEP/ELL in ELA and Math	
Clark	Petersen ES	27.4 Zoom	Not Stated	Zoom Pre-K, Kinder class-size reduction, summer academy, reading center	
Clark	Petersen ES	27.4 Title I	\$243,337.50	Learning Strategists, Licensed Extra Duty - Collaboration, Licensed Extra Duty - Tutoring, PD Substitutes, Computer Software: Learning A-Z, Computer Supplies (computers), PD Dues and Fees: NAPDS Conference, PD Training Pay - Licensed	
Clark	Petersen ES	27.4 PASS	\$41,617.00	Certified Temporary Tutors(CTTs) to provide intervention throughout the day, Tutoring, and Compass Learning Renewal	
Clark	Petersen ES	27.4 General Fund	\$41,066.00	General Supplies, Textbooks, Instructional Materials, Technology, and Supplies	
Clark	Petersen ES	27.4 Title I Focus	\$66,000.00	Certified Temporary Tutor to provide intervention to FRL, IEP, and ELL students. Book Studies (Marzano Academic Vocabulary, 99 Strategies for ELL Students, Cognitive Guided Instruction, and Number Talks), Licensed Extra Duty - Instruction, Substitute	
				Training to provide release for data analysis, PD, RTI, and Long Range Planning in response to interim assessments. Licensed Stipend for Coaches/PD Leaders to plan, coach, and train building teachers outside of contract time, Technology Supplies for	
				Students (Spatial-Temporal (ST) Math Renewal and Accelerated Reader)	
Clark	Delta Charter HS	30	Not available		
Clark	Sandy Valley MS	32.8 Title I	\$6,010.00	RTI remediation materials, Netbooks, Parent Engagement Nights	
Clark	Sandy Valley MS	32.8 PASS	\$4,897.00	After School Tutoring (RTI)	
Clark	Bailey MS	33.8 Title I	\$347,625.00	Strategist, class size reduction and family nights	
Clark	Bailey MS	33.8 Title I Carryover	\$51,500.00	Prep buy outs, technology, substitute days, ST math, Study Island and STAR reading	
Clark	Bailey MS	33.8 PASS	\$23,900.00	CTT, Read 180 and System 44	
Clark	Innovations International ES	34.5 Title I	\$47,550.00	Tutoring, Instructional Materials, Technology, Parent Involvement	
Clark	Innovations International ES	34.5 Title I Carryover	\$15,850.00	Tutoring, Instructional Materials, Technology, Parent Involvement	

2013-14 Intervention Funds for Literacy in School Performance Plans at Schools with Reading Proficiency Rates of Less than 50% in 2012-13

District	School	2012-13 Reading Proficiency Rate	Source	\$ Amount	Use of Funds
Clark	Cambeiro ES	35.6 Title I		\$228,500.00	Three licensed personnel: Learning Strategist First Grade Teacher for class size reduction (CSR) Third Grade Teacher for CSR Parent Involvement Professional Development - substitutes Resources
Clark	Cambeiro ES	35.6 Zoom		\$1,400,000.00	18:2 Pre-K program, Full-Day 21:1 Kindergarten, Zoom Reading Center, Summer Academy
Clark	Cambeiro ES	35.6 PASS		\$13,400.00	Expenditures not specified
Clark	Smith MS	35.7 Title I		\$279,112.50	Class size reduction in mathematics and ELA classes. Provides staff development funding.
Clark	Smith MS	35.7 21st Century Grant		\$100,000.00	After school academic and enrichment classes. Provides after school tutoring in math and ELA.
Clark	Smith MS	35.7 General Fund		\$94,779.00	Textbooks, computer programs, classroom materials, and special education needs.
Clark	Manch ES	35.9 Title I		\$291,923.87	3 Strategists to assist in reading and math. STAR Reading/AR/Math Facts in a Flash, Translation and Parent Engagement, Parent University, Smartboards, PLCs/collaboration, Data analysis, PD in ELA/Math
Clark	Manch ES	35.9 ELL		Not Stated	ELL Coach
Clark	Manch ES	35.9 PASS		\$37,400.00	Literacy Intervention Group, Prep buyout, Literacy Coach and 2 CTTs to assist with interventions
Clark	Monaco MS	36.3 Title I		\$399,937.50	Class size reduction, 8 extended day intervention classes, substitutes for professional development and best practices observations, professional development
Clark	Monaco MS	36.3 PASS		\$18,783.33	Two extended day reading intervention classes
Clark	Monaco MS	36.3 General Budget		\$10,025.00	Classworks intervention software
Clark	Monaco MS	36.3 ELL		\$6,600.00	5 sections of after school tutoring in ELA
Clark	Monaco MS	36.3 Striving Readers		\$3,960.00	2 sections of after school tutoring in ELA
Clark	Innovations International MS	36.7 Title I Carryover		\$10,050.00	Tutorial Assistance
Clark	Innovations International MS	36.7 Title I		Not Stated	Instructional Software - Compass Learning, credit retrieval
Clark	Williams (Tom) ES	37.1 Title I		\$311,915.00	Learning Strategists (2) to support professional development and data analysis. Interventionist (1) for Tier II and Tier III literacy support in fourth and fifth grade classrooms. CSR Teacher for 1st Grade (1). Certified Tutor (1) to work with struggling students. Software License -Renewals for STAR, Accelerated Reader and Overdrive license for e-books to support literacy instruction. Substitutes for 10 days of professional development and data analysis.
Clark	Williams (Tom) ES	37.1 Zoom		\$70,000.00	Zoom Reading Center
Clark	Williams (Tom) ES	37.1 21st Century Grant		\$80,000.00	Provides after school academic support and enrichment for 3rd, 4th, and 5th graders Monday through Thursday. Funding provides staffing and materials needed for the program.
Clark	Williams (Tom) ES	37.1 PASS		\$42,000.00	Pays for two CTTs as well as Fast Forward and ST Math computer programs.
Clark	Williams (Tom) ES	37.1 Focus		\$72,700.00	Technology Supplies/Instruction (IPads, Laptop Computers, SMARTboards)
Clark	Williams (Tom) ES	37.1 Title I Carryover		\$47,300.00	SMARTboards, Laptops, Toner for Printers
Clark	Fitzgerald ES	37.5 Title I		\$155,250.00	K Class Size Reduction Teacher Learning Strategist (Part-Time Coach, Part Time Direct Intervention Support to Students) Certified Temporary Tutor (Reading Intervention) Interpreter for Parent Meetings, Conferences, Trainings Parent Involvement/Training 2 Pre-K Programs (This is paid for out of additional Title I funding)
Clark	Fitzgerald ES	37.5 Focus		\$48,500.00	NCCAT review Afterschool PD Subs for 1/2 day STPTs Licensed Certified Temporary Tutor Data Coordinator Stipend Technology (laptops) to support IEP, ELL, FRL subgroups intervention

2013-14 Intervention Funds for Literacy in School Performance Plans at Schools with Reading Proficiency Rates of Less than 50% in 2012-13

District	School	2012-13 Reading Proficiency Rate	Source	\$ Amount	Use of Funds
Clark	Fitzgerald ES	37.5 PASS		\$25,332.00	Lexia Core 5 Reading Intervention Program Ascend Math Intervention Program Extra Duty Pay for Before School Tutoring Part Time Certified Temporary Tutor (Provide additional direct support to Tier II and Tier III students)
Clark	Fitzgerald ES	37.5 General Fund		\$2,211,897.00	Staffing (Administration, Licensed Teachers, Support Staff, Counselor) General Supplies Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next/BURST Intervention Program (We have utilized this program for three years and teachers are trained in the program, and we did not want to fully transition to Lexia and Ascend, as this program is teacher directed and the others are computer-based, and we believe it is important to have a year of data from the other programs (Lexia/Ascend) to see how effective they are.
Clark	Lunt ES	37.5 Title I		\$208,575.00	Licensed teaching staff, substitutes for collaboration and parent involvement
Clark	Lunt ES	37.5 Title I Carryover		\$31,900.00	Extra-duty pay for tutoring and computer supplies
Clark	Lunt ES	37.5 Zoom		\$1,400,000.00	18:2 Pre-K program, Full-Day 21:1 Kindergarten, Zoom Reading Center, Summer Academy
Clark	Lunt ES	37.5 PASS		\$39,807.00	Funding for three (3) Certified Temporary Tutors to provide differentiated literacy instruction during intervention/enrichment block
Clark	Orr MS	37.5 Title I		\$275,175.00	Class-size reduction, professional development, tutoring, CRT preparation camp, parent involvement
Clark	Orr MS	37.5 Title I Carryover		\$38,100.00	Professional development, supplies, tutoring
Clark	Orr MS	37.5 ELL Grant		\$11,352.00	ELL extended day enrichment
Clark	Orr MS	37.5 PASS		\$17,323.00	Class size reduction
Clark	Orr MS	37.5 Gear-Up and After School All Stars		\$100,000.00	After-school tutoring and enrichment, in-school tutoring, summer school, parent involvement
Clark	100 Academy MS	38.5 Title I		\$44,212.50	Staff Supplies Instructional Support Equipment
Clark	100 Academy MS	38.5 Federal Grant		\$69,675.00	Success for All
Clark	100 Academy MS	38.5 School Instructional Support		\$33,776.50	Success for All
Clark	100 Academy MS	38.5 Focus		\$50,000.00	Intervention Strategist, software programs (Renaissance, Reading A_Z), IPADS, Supplies and Equipment
Clark	100 Academy ES	39.1 Title I		\$140,737.50	Staff Instructional Support Supplies Equipment
Clark	100 Academy ES	39.1 Federal Grant		\$69,675.00	Success for All
Clark	100 Academy ES	39.1 Focus		\$48,950.00	Intervention Strategist, software programs (Renaissance, Reading A_Z), IPADS, Supplies and Equipment.
Clark	100 Academy ES	39.1 Special Education		\$123,280.00	Staff Supplies Instructional Support Contractual Services (Amount for ES and MS)
Clark	100 Academy ES	39.1 General Fund		\$4,221,450.00	Staff equipment supplies, technology, maintenance, utilities, instructional support (Amount for ES and MS)
Clark	Warren ES	39.5 Flex Budget		\$2,704,260.00	Teachers will receive professional development in appropriate Tier 1 reading instruction. This will occur at the 4 staff development days.
Clark	Warren ES	39.5 Title I		\$210,262.00	Parent involvement, Math Strategist, Learning Strategist, Class size reduction.
Clark	Warren ES	39.5 Zoom		\$1,400,000.00	18:2 Pre-K program, Full-Day 21:1 Kindergarten, Zoom Reading Center, Summer Academy
Clark	Warren ES	39.5 PASS		\$10,000.00	After-school tutoring and substitutes for teacher collaboration.
Clark	Brinley MS	39.6 Title I		\$262,000.00	Class size reduction (3.5 staff) PD- Subs and stipend pay RTI technology
Clark	Brinley MS	39.6 Title I Carryover		\$38,600.00	Professional Development Tutoring Outside of the School Day Notebook Carts for Student Use

District	School	2012-13 Reading Proficiency Rate	Source	\$ Amount	Use of Funds
Clark	Brinley MS	39.6 PASS		\$17,000.00	Tutor for RTI lab
Clark	Brinley MS	39.6 Energy Rebate		\$4,500.00	National Council of Teachers of English (NCTE) conference
Clark	Reed ES	40.7 Title I		\$194,000.00	Intervention and professional development support
Clark	Reed ES	40.7 Focus		\$62,950.00	PD in engagement, CCSS, small group, RTI, and common assessments and intervention support aide for Tier I, II, III- math & ELA specifically ELL/SPED education (SPED), Coach to support PD ELA Tier I & II, ELL/SPED
Clark	Reed ES	40.7 PASS		\$28,951.00	Support low performing, non proficient students: tutoring and planning
Clark	Cortez ES	40.9 Title I		\$323,175.00	Professional development, parent involvement, intervention, instructional materials
Clark	Cortez ES	40.9 General Fund		\$5,000.00	Professional development books
Clark	Cortez ES	40.9 PASS		\$36,176.00	Math and Reading enhancement
Clark	Cortez ES	40.9 Zoom		\$1,400,000.00	18:2 Pre-K program, Full-Day 21:1 Kindergarten, Zoom Reading Center, Summer Academy
Clark	Williams Wendell ES	41 Title I		\$3,600.00	Cross Content Solution includes A-Z, Raz-Kids, Vocabulary, Science and Writing Extra-Duty
Clark	Williams Wendell ES	41 PASS		\$19,903.00	Extra Duty pay for additional tutoring tier 2/3 students, PD for interventionists in ELA/Math, Subs for STPT to analyze data, plan grouping to meet the needs of Tier 2/3 and materials and books.
Clark	Williams Wendell ES	41 21st Century Grant		\$72,900.00	Three hours extend tutoring four days a week (125 day a year). Provides services to 100 students
Clark	Williams Wendell ES	41 Prime 6 Funds		\$10,000.00	License Staff, extended school day (19 minutes) and materials
Clark	Craig ES	41.1 Title I		\$263,250.00	Learning Strategist Class Size Reduction Teacher (first grade) RTI Instructional Assistant School Leadership Collaborate Lesson Study
Clark	Craig ES	41.1 Zoom		Not Stated	Reduced class size in kindergarten (21 to 1) Additional Preschool Class Reading Development Center Assessment Programs
Clark	Craig ES	41.1 Focus		\$72,400.00	20 iPads, Extra Duty pay (PD/Data Analysis), Sub. money for teacher release, (National Council of Teachers of Mathematics) NCTM Conference, and Success Reader to support achievement of FRL, IEP, and ELL students.
Clark	Craig ES	41.1 General Fund		\$76,000.00	Instructional Supplies Technology Parent Involvement Student Incentives
Clark	Craig ES	41.1 Striving Readers		Not Stated	iPads
Clark	Craig ES	41.1 21st Century Grant		\$90,000.00	After School Academic and Enrichment classes for students Summer Camps
Clark	Garside MS	41.9 Title I		\$399,083.38	3 classroom teachers, 1.5 learning coaches, 2 prep buy-outs, Fast Forward, subs for collaboration, extra duty pay for parent involvement, Collaboration, extra duty pay, Social Studies textbook, Ascend Math
Clark	Garside MS	41.9 PASS		\$22,852.00	Prep buy-out, Read 180, System 44, Lexia, extra duty pay tutoring
Clark	Garside MS	41.9 ELL		Not Stated	ELL Facilitator support
Clark	Swainston MS	42.4 Title I		\$116,768.00	Professional Development, tutoring, data analysis, Springboard Coach/Learning Strategist
Clark	Swainston MS	42.4 HGSI		\$21,000.00	Class size reductions //Tier 2/3 interventions//targeted assistance for low achievers // credit retrieval
Clark	Swainston MS	42.4 PASS		\$9,800.00	Class size reductions //Tier 2/3 interventions//targeted assistance for low achievers // credit retrieval
Clark	Swainston MS	42.4 Striving Readers		\$3,000.00	Purchase Core Word Vocabulary Books Part Time Coach
Clark	Swainston MS	42.4 Title I carryover		\$30,129.00	4 prep buyouts for class size reduction //Title 1 budget and paperwork
Clark	Agassi Prep MS	42.5 Title I		\$60,000.00	Hiring a Learning Strategist to assist with aligning the school's curriculum for students in grades 6-12 and managing testing results/data.
Clark	Agassi Prep MS	42.5 Title I Carryover		\$10,000.00	Tutoring students after school and during Saturday sessions

2013-14 Intervention Funds for Literacy in School Performance Plans at Schools with Reading Proficiency Rates of Less than 50% in 2012-13

District	School	2012-13 Reading Proficiency Rate	Source	\$ Amount	Use of Funds
Clark	Agassi Prep MS	42.5	Special Education	\$270,912.00	Hiring adequate staff in order to provide necessary services for our special education students
Clark	Paradise ES	43.7	Focus	\$57,900.00	Two Certified Temporary Tutors at \$22/hour, 5 hours/day, 5 days/week, Materials to support the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) intervention program
Clark	Paradise ES	43.7	Zoom	\$1,400,000.00	Imagine Learning, Zoom Project Facilitator, Zoom Reading Center, 3 paraprofessional tutors, Pre-K TFA, Pre-K teacher, 1 Kinder teacher, summer school, and Pre-K and Zoom Reading Center materials
Clark	Paradise ES	43.7	PASS	\$36,188.00	5 tutors @ \$22/hour for planning and instruction time (3 days/week for 1 hour 10/8-3/30), tutoring materials
Clark	Paradise ES	43.7	ELLP Tutoring	Not Stated	4 teachers, 2 days/week, 1 hour/day (Jan-May 2014), After school tutoring for fluency, comprehension, and skill development for ELL students
Clark	Paradise ES	43.7	General Budget	\$29,000.00	General supplies, instructional supplies, technology, textbooks
Clark	West Prep ES	43.7	Title I	\$133,312.50	Funding of three (3) 7 hour Instructional Assistants to support Full-Day Kindergarten (\$121,500) Accelerated Reader (\$5,160.50)
Clark	West Prep ES	43.7	Title I Carryover	\$19,750.00	Professional Development NCTM and Association for Supervision and Curriculum Development (ASCD) conferences to build educational strategies in reading and math and build leadership capacity in reading and math
Clark	West Prep ES	43.7	PASS	\$25,322.00	3 Prep Buy-outs
Clark	Hollingsworth ES	43.8	Title I	\$222,075.00	Professional development, parent involvement, staffing
Clark	Hollingsworth ES	43.8	PASS	\$32,569.00	After school tutoring and intervention programs
Clark	Hollingsworth ES	43.8	ELL Grant	\$15,500.00	Before school tutoring and intervention K-2.
Clark	Keller MS	44	Title I	\$630,000.00	36 iPad with supports, Instructional supplies, Subs for PD, Subs for STPT, Licensed Extra Duty Pay for PD, Tutoring, STPT, 4 Core Teachers, Learning Strategist
Clark	Keller MS	44	PASS	\$17,604.00	TransMath-Teacher & Student Materials, Language! Teacher & Student Materials, Read180 Site License & Support Materials, Trans Math Consultant for PD
Clark	Robison MS	44.1	Title I Carryover	\$49,150.00	Monthly staff development, Extra duty PD for new Teachers (Kagan collaborative structures and Coaching), Supplies for instruction, Laptops/iPAD chargers/cables, Brain Pop site license
Clark	Robison MS	44.1	Title I	\$335,079.00	Teacher staffing (class size reduction), Learning strategists, CRT camp staffing, HALO 6th grade entry academy/6th grade orientation supplies, iPASS math intervention site license, (CTT) tutor hours
Clark	Robison MS	44.1	PASS	\$21,764.00	CTT (tutor) for math intervention program, Read 180 consumables & license maintenance
Clark	Robison MS	44.1	E3 Grant	\$600,060.00	Funding for iPADS-teachers and students, professional development for teachers
Clark	Robison MS	44.1	Striving Readers	\$45,233.90	CORE Word Intelligence materials, Striving readers/instructional coach, literacy professional development for staff, 2 iPad/carts for parent training
Clark	Sedway MS	44.3	Title I	\$417,150.00	5 teacher staffing positions 2 Family Aides PD (Data Analysis, Technology, Reading Comprehension Strategies, Summer Institute, SB, iPads) STPT e-Book licenses Mileage Reimbursement Family Nights
Clark	Sedway MS	44.3	Title I Carryover	\$61,800.00	iPad Deployment Nights Computer Equipment Teachers to attend Annual Title 1 Conference Collaboration (STPT)
Clark	Sedway MS	44.3	Gear-Up	Not Stated	Student incentives and e-book licenses
Clark	Vegas Verdes ES	44.3	Title I	\$185,612.50	Tier 1 ELA & Math instruction, Tier 2 ELA intervention, Collaboration subs, Family Engagement, Licensed Extra Duty pay

District	School	2012-13 Reading Proficiency Rate	Source	\$ Amount	Use of Funds
Clark	Vegas Verdes ES	44.3 PASS		\$23,522.00	CTTs to provide Tier 2 reading intervention
Clark	Dearing ES	44.4 Title I		\$249,861.38	Extra Duty for Family Nights, PD subs, Computer Supplies, Kegan PD, Lexia, ST Math, Reading A-Z, Paraprofessional Staffing, Lic Extra Duty for STPT, Audio visual supplies, 2 Learning Strategists
Clark	Dearing ES	44.4 Striving Readers		\$9,152.00	After School Tutoring on Tuesdays and Thursdays (2:30 - 3:30) from 11/14/13 - 12/12/13.
Clark	Dearing ES	44.4 PASS		\$37,928.88	Sat Tutoring for Tier II & III in grades 2-5, 2 CTT's for intervention for Tier II & III (T, W, Th), Instructional Materials
Clark	Dearing ES	44.4 ELLP Tutoring		\$31,680.00	After school tutoring for Active ELL students at Levels 1 - 4. Tutoring to occur Mondays - Thursdays from 2:30 - 3:30.
Clark	Lowman ES	44.4 Title I		\$227,137.50	Parent involvement materials and translators, Learning strategist to coach teacher and student support in math and ELA, Book studies for students low level students
Clark	Lowman ES	44.4 Title I Carryover		\$33,650.00	Read Well materials for students approaching and barely meeting standards in ELA and Investigation materials to supplement math instruction
Clark	Lowman ES	44.4 PASS		\$41,616.00	Read Well Reading intervention program for Reading intervention specifically ELL and IEP
Clark	Lowman ES	44.4 Focus		\$69,900.00	Sub-release days for data analysis & planning for scaffolding learning gaps in ELA/Math, CTT for RTI instruction, and Read Well materials to build proficiency in all students, specifically ELL/IEP/FRL
Clark	Lowman ES	44.4 21st Century Grant		\$115,000.00	Tutoring, homework and study skills assistance, and enrichment program for students
Clark	Fremont MS	45 Title I		\$265,612.50	Teacher staffing for reduced class sizes, prep buyouts for fundamental classes
Clark	Fremont MS	45 Title I Carryover		\$39,350.00	prep buyouts, PD extra duty pay, Springboard collaboration/planning for teachers, books
Clark	Fremont MS	45 General Fund			varies Books, Teacher Supplies
Clark	Fremont MS	45 Not stated			varies Achieve 3000 license, after school tutoring
Clark	Diaz ES	45.1 Title I		229, 837.50	Staffing: 2 Learning Strategists, 1 Kinder Assistant Professional Development: Attendance at conferences - Kagan, PLC conference, ASCD, Common Assessment, I Teach Kindergarten
Clark	Diaz ES	45.1 Focus		\$62,250.00	Accelerated Reader/STAR, Reading A-Z to progress monitor the ELL, IEP & FRL subgroups. Planning and collaboration time to build common assessments. Reading Academy.
Clark	Diaz ES	45.1 PASS		\$32,564.00	Staffing: Certified Temporary Tutor After school/Saturday Tutoring (Jan - Mar, 2x/month)
Clark	Diaz ES	45.1 Zoom			Not Stated Reading Skills Center, licensed teachers, para-professionals. Pre-k program & Kindergarten classes Summer school (1/2 days for 3 weeks) to meet the needs of the ELL students.
Clark	Earl (Ira) ES	45.1 Title I		\$288,900.00	Strategists STPT-sub release AR books
Clark	Earl (Ira) ES	45.1 PASS		\$39,807.00	2 CTT Tutoring
Clark	Von Tobel MS	45.1 Title I		\$356,602.53	Funding for: 2 CSR teachers (1 ELA, 1 MATH). Instructional Coach full time and 1/2 funding of GTT Instructional Coach \$ 245,000. 8 Prep buy outs to support the block of ELA \$ 64,600
Clark	Von Tobel MS	45.1 Title I Carryover		\$52,741.34	iPads/Covers/Screen Protectors. Library book purchases.
Clark	Von Tobel MS	45.1 PASS Grant		\$22,852.00	Read 180, System 44, Compass Learning = \$ 3075 Saturday and after school tutoring \$ 13,200
Clark	Watson ES	45.3 General Fund		\$4,500.00	Purchase of Scholastic Reading Counts

District	School	2012-13 Reading Proficiency Rate	Source	\$ Amount	Use of Funds
Clark	Watson ES	45.3 Title I		\$87,220.00	Technology for integration, Kinder Aide for early intervention, Leveled Reader library, subs for lesson study, training, long term planning, and book study, and Family engagement supplies
Clark	Watson ES	45.3 PASS		\$37,997.00	Read 180, System 44, My Sidewalks, FASTT Math, and Do the Math, PD on using interventions with Tier II and Tier III Students
Clark	Harris ES	45.9 General Fund		\$70,000.00	Learning Strategist
Clark	Harris ES	45.9 Title I		\$170,400.00	2 Learning Strategists, Renaissance Learning Software, Subs for PD, Tutoring
Clark	Harris ES	45.9 Title I Carryover		\$25,000.00	50 iPads, iPad cart, laptop computer, printer, 100 headphones
Clark	Harris ES	45.9 PASS Grant		\$37,998.00	SuccessMaker site licenses, CTT, licensed extra duty tutoring
Clark	Explore Knowledge MS	46.6 General Fund		Not Stated	Education of Students
Clark	Johnston MS	46.6 Title I		\$149,100.00	Special Projects Facilitator, Professional Learning Communities, Capturing Kids' Hearts training, teacher release time to observe other teachers, computers and iPad to use vendor approved software
Clark	Johnston MS	46.6 Title I Carryover		\$49,700.00	PLC, computers, teacher release time - to increase student achievement
Clark	Johnston MS	46.6 PASS Grant		\$22,852.00	Teacher prep buy out, software for tier III, tutoring - to raise student achievement
Clark	Mountain View ES	47.1 Title I		\$149,850.00	Professional Development, Collaboration, Personnel, Instructional Supplies, Parenting, AV Equipment, Webinars
Clark	Mountain View ES	47.1 Title I Carryover		\$22,200.00	Professional Development, Personnel, X Duty pay, Instructional Materials, Subs, Computer, Collaboration
Clark	Mountain View ES	47.1 PASS Grant		\$36,187.75	Personnel, Subs, Collaboration, extra duty pay, Computer Software Licenses, audio visual supplies, Instructional Materials, Webinars, Tutoring
Clark	Moore ES	47.3 Title I		\$208,275.00	Two learning strategists, 1 assistant, Accelerated Reader Books, training before school, subs for teacher PD, subs for STPT Data Analysis, Reading is Fundamental (RIF), Scholastic News, Dickey PD, parent meeting materials
Clark	Moore ES	47.3 Title I Carryover		\$29,992.00	laptops, CD players, subs for school visits to Wilhelm ES, PD for teachers
Clark	Moore ES	47.3 Striving Readers		\$40,000.00	Reading tutoring, 1 stations computer program as intervention for students in reading.
Clark	Moore ES	47.3 General Fund		\$6,000.00	Accelerated Reader Site License
Clark	Tate ES	48 Title I		\$177,705.63	2 Licensed Teaching Staff (Coaches/Strategists), Parent Involvement materials and refreshments, Professional Development Extra Duty Pay for After-School Trainings, 1 Certified Temporary Tutor (CTT) for Tier II/Tier III Intervention and Enrichment, Extra Duty Pay for licensed teachers providing after-school tutoring.
Clark	Tate ES	48 Zoom		Not Stated	
Clark	Whitney ES	48.8 Title I		\$179,525.00	Extra collaboration pay, PD Coach, RTI Strategist, supplies (see plan)
Clark	Whitney ES	48.8 Title I Carryover		\$26,700.00	Extra duty collaboration, pay, substitutes for PD, ReadWell, Daily 5, and ear buds
Clark	Mack (Jerome) MS	49 Title I		\$449,105.00	class size reduction, Tier 2 and Tier 3 tutoring, family outreach, student advocate. Title 1 parent nights, providing staffing, refreshments and materials.
Clark	Mack (Jerome) MS	49 Striving Readers		\$146,000.00	Audience is 6-8th grade students. Funds provide staff position, prep buyout, professional development, 5 carts 30 iPad each, Tier 2 vocabulary instruction, Tier 3 tutoring. Outcome raise proficiency
Clark	Mack (Jerome) MS	49 General Fund		\$134,273.00	Audience is 6-8th grade students. Funds used for instructional materials and technology. Outcome is to increase student proficiency
Clark	Mack (Jerome) MS	49 Gear-Up		\$65,000.00	Audience is 7th-8th grade students. Funds for organizational skills, college awareness trips, Tier 2 instructional technology. Outcome is preparing students to take and gain High School level credits

District	School	2012-13 Reading Proficiency Rate	Source	\$ Amount	Use of Funds
Clark	Wynn ES	49 Title I		\$30,339.00	Pastres with Principal meetings, Certified Temporary Tutor- Intervention, Collaborative Sub Days
Clark	Wynn ES	49 School Generated Funds	700+ Refreshments and Attendance Incentives		
Clark	Rundle ES	49.1 Title I		\$240,637.50	Title 1 liaison, math strategist, Academic Parent Teacher Teams (APTT) supplies, APTT planning time, translation services, iPads, teacher training, Kinder CSR teacher, refreshments, instructional games, subs, PD, books.
Clark	Rundle ES	49.1 Title I Carryover		\$35,650.00	Leveled books for Reading Rangers, Licensed duty extra pay, substitutes for PD, computer supplies
Clark	Rundle ES	49.1 PASS Grant		\$25,332.00	Lexia, Ascend Math, pay for teacher tutors, paper for running Ascend reports
Clark	Rundle ES	49.1 General Fund		\$61,403.00	Accelerated Reader program, Number Talks books.
Clark	Priest ES	49.3 Title I Carryover		\$29,100.00	Extra Duty Pay and Substitutes for teacher collaboration, Smartboards and Laptops for technology integration into reading and math
Clark	Priest ES	49.3 Title I		\$87,300.00	Parent Involvement, Teacher Staffing (Learning Strategist), Substitutes for Professional Development and instructional materials
Clark	Priest ES	49.3 PASS		\$39,790.00	Tutoring for students in Kindergarten - 5th grades in August (prior to the start of the school year), before & after school (during the school year) , and in June (after the end of the school year).
Clark	Tobler ES	49.3 Title I		\$51,750.00	Licensed Collaboration, AR/STAR/FASTForward License Renewal/Instructional Supplies/Support Staff Duties/Smart Boards
Clark	Tobler ES	49.3 PASS		\$25,305.00	After-School Tutoring, Compass Learning Software and Support, Certified Tutor Voyager Program
Clark	Tobler ES	49.3 Title I Carryover		\$11,250.00	Supplemental math materials/Lucy Calkins Writing/Number Talks/Reflex Math/Webinar Training/Document Camera Elmo/Instructional Supplies
Clark	Squires ES	49.4 PASS		\$37,997.00	CTT, Leveled Books, Instructional Materials, Data Collection, and Software
Clark	Squires ES	49.4 Title I		\$271,013.00	Learning Strategists, Supplies
Clark	Squires ES	49.4 Focus		\$66,850.00	Subs for STPT, Licensed CTT, Learning Strategists, 20 Ipad, Instructional Strategist Kagen Winter, Academy, EIRLA & Pace Software, cords for iPads to CPU connection, 330 Go Math Workbooks
Clark	Bruner ES	49.5 PASS		\$36,175.00	2 Extend Kindergarten Programs 3-5 Grade Tutoring Teachers (5) After School Computer Lab Monitor 225 Assessment and Learning in Knowledge Spaces (ALEKS) Math Computer License
Clark	Bruner ES	49.5 Title I		\$75,900.00	Learning Strategist Title I Liaison CTT tutor for Extended Kindergarten Tutoring Program 2 Academic Nights (30 teachers) Academic Night Supplies
Clark	Bruner ES	49.5 Title I Carryover		\$25,300.00	Tutoring for Reading PD Daily 5 PD Data Analysis PD Anchor Charts Supplies for Anchor Charts Supplies for Academic Nights 40 iPads and cases
Clark	Detwiler ES	49.6 Title I		\$223,954.88	Tier II instruction Professional Development Coaching
Clark	Detwiler ES	49.6 PASS		\$32,569.00	After school tutoring Professional Development Language Camp
Clark	Detwiler ES	49.6 Title I Carryover		\$32,580.00	Extra Duty Tutoring Extra Duty Professional Development Substitutes Professional Development Computer Supplies
Clark	Detwiler ES	49.6 Zoom		\$1,400,000.00	18:2 Pre-K program, Full-Day 21:1 Kindergarten, Zoom Reading Center, Summer Academy
Clark	Detwiler ES	49.6 Smart Start		\$5,000.00	Instructional Materials Student incentives
Clark	Cortney MS	49.7 Title I		\$334,800.00	Prep buy outs, Learning Strategist, three CSR teachers, after school tutoring in math and ELA, PD for teachers, three parent nights

2013-14 Intervention Funds for Literacy in School Performance Plans at Schools with Reading Proficiency Rates of Less than 50% in 2012-13

District	School	2012-13 Reading Proficiency Rate	Source	\$ Amount	Use of Funds
Clark	Cortney MS	49.7 Title I Carryover		\$49,600.00	Technology, technology cart, instructional supplies
Clark	Bell ES	49.8 Title I		\$283,125.00	A Reading Strategist, a Math Strategist, a Science/Computer Strategist, an Instructional Aide.
Clark	Bell ES	49.8 PASS Grant		\$22,000.00	Part-time Tutor will assist the Reading/RTI Strategist with remediation of students who are in the 10th%ile-24th%ile.
Clark	Bell ES	49.8 General Fund		\$53,061.15	Printing and binding, general supplies, technology supplies, library books, field trips, medical supplies, custodial supplies, postage, general supplies
Clark	Bell ES	49.8 21st Century Grant		\$115,000.00	Remediation in reading, and math.
Washoe	Duncan STEM Academy	45.1 Zoom		\$521,110.00	Pre K, Full Day K, Reading Skills Centers, and Winter/Spring intersessions focused on ELL students in prek and 3rd along with a Summer Academy
Washoe	Duncan STEM Academy	45.1 Title I		\$252,680.00	RTI Teacher, STEM Specialist, Parent Involvement Facilitator (PIF), Teacher Assistant, KinderAmiga, Professional Books for Teachers, Student Supplies
Washoe	Duncan STEM Academy	45.1 School Improvement Grant Carryover		\$26,028.00	Web Support for Students and Teachers, Resources for STEM Lab, Infotech Supplies, Funds for 17 Teachers to attend Math Solutions PD, Daily 5/CAFE Online Membership
Washoe	Duncan STEM Academy	45.1 Teacher Incentive Fund		\$17,000.00	Master/Mentor Teachers to assist with PD, .5 Math Implementation Support for teachers
Washoe	Duncan STEM Academy	45.1 21st Century Grant		Not Stated	TEAM UP after school program: Site Coordinator, Certified teachers as tutors, Teacher Assistants
Washoe	Traner MS	46.1 Title I		\$298,486.00	Supports curriculum, instruction, and assessment, student intervention, and teacher professional development, parent/family involvement, PIF, Family Data Nights
Washoe	Traner MS	46.1 General Fund		\$50,786.00	General Support that is similar to Title I
Washoe	Traner MS	46.1 Striving Reading		Not Stated	Literacy Teacher Professional Development, Developed a Data Based Decision Making Team to use data to improve student learning, helped with Family Data Nights, and teacher coaching
Washoe	Traner MS	46.1 21st Century Grant		\$137,500	The grant includes a full-time Parent Involvement Facilitator and Counselor. The grant also includes family nights to provide critical information about college.
Washoe	Traner MS	46.1 Gear-Up		\$8,600	We have used one time only funding from the district to upgrade our wireless infrastructure and purchase Microsoft Surfaces (devices) that will give us a 1:2 ratio of devices to students.
Washoe	Corbett ES	46.4 Zoom		\$649,000.00	Pre K, Full Day K, Reading Skills Centers, and 6 Week intersessions focused on ELL students in prek and 3rd
Washoe	Corbett ES	46.4 Title I		\$196,500.00	Assistant Principal, 3 bilingual aides to support ELLs, PIF to engage families and provide ongoing home support, Intervention and PD Sub Days, supplies, technology, and textbooks
Washoe	Corbett ES	46.4 Performance Support		\$36,000.00	Coach to support reading, math, and parent engagement
Washoe	Corbett ES	46.4 Intervention Initiative		\$18,078.00	100 Intervention Hours in an extended day program, 136 Intervention Sub Days for Small Group Instruction
Washoe	Dilworth MS	46.7 Title I		\$263,834.00	PD for staff, extra duty stipend, Students Project Lead the Way (PLTW) Teacher, Substitutes, Student Supplies, Technology, Textbooks
Washoe	Dilworth MS	46.7 Middle School Intervention Initiative		\$33,566.00	Increasing Growth and Proficiency for high approaching students (bubble kids)

2013-14 Intervention Funds for Literacy in School Performance Plans at Schools with Reading Proficiency Rates of Less than 50% in 2012-13

District	School	2012-13 Reading Proficiency Rate	Source	\$ Amount	Use of Funds
Washoe	Dilworth MS	46.7	General Fund	\$48,134.00	Technology, Supplies, PD/extra duty stipends, substitutes, printing, community, textbooks, library books
Washoe	Dilworth MS	46.7	School Improvement Grant	\$7,598.43	Students/Staff STEM supplies - increased proficiency and growth school-wide as measured by core Benchmark Assessments (BMAS) and CRTs.
Washoe	Booth ES	46.8	Title I	\$268,000.00	Intervention Substitutes for extended vertical PLC Time, 1/2 prek-3 intervention specialist, parent involvement facilitator, assistant principal, two 25 hours/week bilingual aides, leveled readers, magazine, professional books, instructional kits, I-Pads, computers, software, before school tutoring, stipends for data events, additional hours for parent classes
Washoe	Booth ES	46.8	Striving Readers	\$35,000.00	Trainer who works with the school interventionist to begin Student Center Learning Teams Professional Development to implement the P3 strategy
Washoe	Booth ES	46.8	21st Century Grant	\$100,000.00	After school extended learning classes.
Washoe	High Desert Montessori Charter	48.6	General Fund	\$102,000.00	ESL Tier III interventionist, Montessori Mentor and interventionist, Special Education Assistant, Professional Development Consultants, Study Islands, MAPs, Avenues Basel Reading Program
Washoe	Sparks MS	48.6	Title I	\$284,466.00	Instructional Support, Professional Development, Parenting Education, Admin, and Library Resources
Washoe	Sparks MS	48.6	TIF 4	\$18,000.00	Creation, Development, and Monitoring of Student Learning Objectives, Teachscape PD, and STEM Curriculum Support
Washoe	Sparks MS	48.6	EL Cord	\$20,000.00	Extend interventions on Tuesdays, Thursdays, and Saturdays
Washoe	Mariposa Academy Charter	49.1	Title I	\$61,950.00	Family Resource Center, KC Inc, Mentoring, Observations, Probation Teacher Support, CCSS PD
Washoe	Mariposa Academy Charter	49.1	School Intervention Initiative	\$5,428.00	Winter School, grades 3,4, and 5; Saturday School, grades 3,4, and 5.
Washoe	Vaughn MS	49.5	General Fund	Not Stated	Teachers, Admin, Counseling Staff, Data Analysis, IB Coordinator, Instructional Leaders, School Psych
Washoe	Vaughn MS	49.5	Title I	Not Stated	PD Days, After-School & Saturday Intervention, Smart Boards, Home Visits
Washoe	Vaughn MS	49.5	TIF	Not Stated	Master Teacher and Lead Mentor Teacher
Washoe	Vaughn MS	49.5	Striving Readers	Not Stated	Coaches
Washoe	Vaughn MS	49.5	Gear-Up	Not Stated	Gear-Up Staff

2013-14 Federal Allocations by School District

School District	Title I	Title I PY Carryover	Title I Focus	Title I Focus Carryover	NCCAT	Title I SIG	Title I SIG Carryover	Title II	Title III LEP	Title III Immigrant
Carson City	1,752,181.98	474,603.98	53,000.00	30,794.30	20,000.00	5,763,237.01	991,038.71	296,537.47	149,991.81	2,553.30
Churchill	730,443.06	135,937.06	820,300.00	242,457.09	30,000.00	7,668,797.07	212,441.39	212,441.39	37,028.74	
Clark	94,065,119.43	15,087,920.43	820,300.00	242,457.09	30,000.00	5,763,237.01	991,038.71	212,441.39	37,028.74	
Douglas	815,156.83	215,115.83						207,568.83	33,136.27	16,002.40
Elko	959,524.47	219,877.47	68,050.00		20,000.00			267,245.09	151,426.40	20,679.56
Esmeralda	15,745.00	-						16,992.00		
Eureka*	24,866.00	-								
Humboldt	305,823.16	26,826.16	33,300.00	3,438.86	18,382.63		113,529.14	51,012.18	45.10	
Lander	84,664.00	-					42,356.00	11,641.00		
Lincoln**	140,498.36	15,384.36	36,900.00		15,000.00		37,076.00			
Lyon	1,466,170.29	365,963.29					210,417.00	62,858.00	15,200.00	
Mineral	222,784.91	97,322.91					64,617.74			
Nye	1,647,914.48	374,046.48					272,477.36	70,516.20	7,224.00	
Pershing**	149,456.00	-	83,100.00	7,193.19			49,071.85		4,800.00	
State Charters	2,160,878.41	500,917.41					469,822.00	26,828.00	17,150.00	
Storey	42,087.00	-					8,192.00			
Washoe	15,511,647.09	3,796,918.09	204,150.00	51,236.50	30,000.00	384,351.00	168,641.47	1,855,070.74	1,305,926.71	
White Pine	175,823.00	-	38,350.00	23,925.01	24,000.00		57,646.00			
Total	120,270,783.47	21,310,833.47	1,337,150.00	359,044.95	157,382.63	6,147,588.01	1,159,680.18	11,849,857.68	10,350,031.64	83,654.36

Source: Nevada Department of Education

*Eureka County School District indicates that it does not receive Title I funding while NDE shows that funding is allocated to this district

**Pershing and Lincoln indicate they do not receive Title II funding while NDE shows that funding is allocated to these districts.

2013-14 Title I Part A Budget by School District

District	Personnel Services - Salaries	Personnel Services - Employee Benefits	Purchased Professional and Technical Services	Purchased Property Services	Other Purchased Services	Supplies	Debt Service and Miscellaneous	Other Items	TOTAL
Carson City	572,782	392,234	16,000		91,320	407,210	4,000		1,483,547
Churchill	376,750	178,916	36,000		2,000	108,655	22,040	6,082	730,443
Clark	42,944,028	15,072,400	4,586,915	7,480	525,324	16,696,570	11,854,763	2,377,640	94,065,119
Douglas	560,934	154,645	9,035		1,000	63,866		25,677	815,157
Elko	337,184	120,571	163,460		45,600	264,462	28,247		959,524
Esmeralda	10,031	5,561				153			15,745
Eureka (1)									0
Humboldt	140,923	50,621	26,258		5,898	75,837	420		299,956
Lander	56,064	28,500							84,564
Lincoln	73,000	28,114	5,000		5,000	14,000			125,114
Lyon (2)	510,180	198,590	113,425					335,001	1,157,196
Mineral	96,019	29,660	26,360		13,500	41,447			222,785
Nye	820,978	282,501	187,935		151,188	205,311			1,647,914
Pershing	89,164	60,292							149,456
Storey	29,878	12,209				500			42,587
Washoe	6,167,551	2,568,423	316,039	79,900	334,793	1,634,116	613,907		11,714,729
White Pine	136,272	included in salaries	1,000		2,515	27,139	8,897		175,823
State Charters	904,383	381,901	179,250		217,325	303,545		174,474	2,160,878
State Total	53,826,122	19,565,138	5,666,677	87,380	1,395,463	19,842,812	12,532,274	2,918,874	115,850,538

2013-14 Title I Part A Budget: Distribution by Object

District	Personnel Services - Salaries	Personnel Services - Employee Benefits	Purchased Professional and Technical Services	Purchased Property Services	Other Purchased Services	Supplies	Debt Service and Miscellaneous	Other Items	TOTAL
Carson City	39%	26%	1%		6%	27%	0%		100%
Churchill	52%	24%	5%		0%	15%	3%	1%	100%
Clark	46%	16%	5%	0%	1%	18%	13%	3%	100%
Douglas	69%	19%	1%		0%	8%		3%	100%
Elko	35%	13%	17%		5%	28%	3%		100%
Esmeralda	64%	35%				1%			100%
Eureka (1)									0%
Humboldt	47%	17%	9%		2%	25%	0%		100%
Lander	66%	34%							100%
Lincoln	58%	22%	4%		4%	11%			100%
Lyon (2)	44%	17%	10%					29%	100%
Mineral	43%	13%	12%		6%	19%			100%
Nye	50%	17%	11%		9%	12%			100%
Pershing	60%	40%							100%
Storey	70%	29%				1%			100%
Washoe	53%	22%	3%	1%	3%	14%	5%		100%
White Pine	78%		1%		1%	15%	5%		100%
State Charters	42%	18%	8%		10%	14%		8%	100%
State Average	46%	17%	5%	0%	1%	17%	11%	3%	100%

(1) Does not receive funding

(2) Other items for Lyon County includes district set asides for administration, professional development, homeless, migrant, and parent involvement

Clark County School District 2013-14 Title I Part A Budget by School/Program

School/Program	Personnel Services - Salaries	Personnel Services - Employee Benefits	Purchased Professional and Technical Services	Purchased Property Services	Other Purchased Services	Supplies	Debt Service and Miscellaneous	Other Items	TOTAL	Detail of School Performance Support by School	School Improvement Grant	Grand Total
HOMELESS PROGRAM SET-ASIDE	639,371	246,082					2,500		1,182,272			1,182,272
INSTRUCTIONAL SUPPORT SET-ASIDE	1,641,078	360,278	326,321	1,480	53,120	2,296,916	11,417,937	1,762,746	17,865,096			17,865,096
PARENT CENTERS SET-ASIDE	963,932	444,413				461,140			1,468,985			1,468,985
PARENTING SCHOOLS SET-ASIDE	160,047	9,031			12,500			5,547	378,594			378,594
PRE-SCHOOL SET ASIDE	6,313,315	2,700,267			17,000	261,626	318,470		9,610,878			9,610,878
PRIVATE SCHOOLS					132,317	42,343			174,660			174,660
SCHOOL PERFORMANCE SUPPORT SET-ASIDE	461,805	112,217	900,000		32,200	4,823,778			6,330,000	Set aside amount		6,330,000
STAFF DEVELOPMENT SET-ASIDE	4,271,430	1,749,482	2,546,603	6,000	113,000	359,689		5,000	9,051,204			9,051,204
TECHNICAL ASSISTANCE SET-ASIDE	4,364,657	1,629,287	127,383		94,520	261,400	400		6,477,647			6,477,647
TITLE I SCHOOL SUPPORT SET-ASIDE	1,963,252	114,136	152,092		60,240	5,047,975	115,056	147,150	7,599,900			7,599,900
100 ACADEMY OF EXCELLENCE ES (TITLE I)						53,758		86,980	140,738		48,950	189,688
100 ACADEMY OF EXCELLENCE SEC (TITLE I)						13,501		30,712	44,213			58,650
ADDELAIR D. GUY ES (TITLE I)	27,434	1,584				29,632		135,675	135,675			135,675
AGASSI PREPARATORY ES (TITLE I)								60,000	43,650			60,000
ALDEANNE RIES ES (TITLE I)	5,263	437				37,950			43,650			43,650
ANN T. LYNCH ES (TITLE I)	167,083	61,755	26,650						255,488			255,488
ARTURO CAMBEIRO ES (TITLE I)	141,011	58,114				199,125			199,125			199,125
B. MAHLON BROWN MS (TITLE I)	41,966	874							42,840			42,840
BASIC HS (TITLE I)	61,716	1,284	5,048			11,377			79,425			79,425
BERKLEY BUNKER ES (TITLE I)	51,730	21,020				72,750			72,750			72,750
BERTHA RONZONE ES (TITLE I)	176,226	74,656	3,000			28,268			282,150			282,150
BILL V. TOMIVASU ES (TITLE I)	21,679	2,482				3,379		27,540	27,540			27,540
BONANZA HS (TITLE I)	62,434	16,395				2,996		81,825	81,825			81,825
BRIAN R. TERRI GRAM MS (TITLE I)	39,014	813	3,000			29,623			72,450			72,450
C. C. RONNOW ES (TITLE I)	151,692	61,321	14,350			28,125		255,488	255,488			255,488
C. H. DECKER ES (TITLE I)	101,890	40,966				13,407			156,263			156,263
C. P. SQUIRES ES (TITLE I)	191,966	79,047							271,013	211,613	66,850	549,475
C. T. SEWELL ES (TITLE I)	52,534	20,666				73,200			73,200			73,200
C. V. T. GILBERT ES (TITLE I)	264	6	1,200			22,470			23,940			23,940
C. W. WOODBURY MS (TITLE I)	163,192	52,208	8,500			5,600			229,500			229,500
CANYON SPRINGS HS (TITLE I)	109,639	41,471				34,490			185,600	450,010		635,610
CARROLL JOHNSON MS (TITLE I)	104,396	27,098	3,000			14,606			149,100			149,100
CHAPARRAL HS (TITLE I)	99,356	40,844				140,200			428,960			569,160
CHARLES ARTHUR HUGHES MS (TITLE I)	16,113	1,199				36,238			53,550			53,550
CHARLES SILVESTRI MS (TITLE I)	37,732	2,682				32,846			73,260			73,260
CHARLOTTE & JERRY KELLER ES (TITLE I)	118,197	41,966	4,800			70,275			235,238			235,238
CHARLOTTE HILL ES (TITLE I)	7,987	173				19,290			27,450			27,450
CHEYENNE HS (TITLE I)	77,246	21,570				34			98,850			98,850
CIMARRON MEMORIAL HS (TITLE I)	83,863	21,137				105,000			105,000			105,000
CLAUDE & STELLA PARSON ES (TITLE I)	3,088	124				49,588			52,800			52,800
CLIFFORD LAWRENCE MS (TITLE I)	41,779	1,030				28,741			71,550			71,550
CLIFFORD O. FINDLAY MS (TITLE I)	106,541	31,784	670			18,055			157,050			157,050
CLYDE COX ES (TITLE I)	144,905	46,229				63,341			254,475			254,475
CRESTWOOD ES (TITLE I)	142,191	46,509	14,350			21,725			224,775			224,775
CYNTHIA CUNNINGHAM ES (TITLE I)	130,839	54,327	9,000			27,234			221,400			221,400
CYRIL WENGERT ES (TITLE I)	105,825	41,680	3,600			9,855			161,325			161,325
DANIEL GOLDFARB ES (TITLE I)	58,364	21,019	600			262			82,500			82,500
DEAN PETERSEN ES (TITLE I)	162,832	61,831	2,675			16,000			243,338	217,043	66,400	526,781
DEL SOL HS (TITLE I)	72,008	21,684				33,608			127,300	724,748		852,048
DELL ROBISON MS (TITLE I)	231,455	92,308				8,000			331,763			331,763
DELTA ACADEMY (TITLE I)						12,124		9,326	21,450			21,450
DESERT PINES HS (TITLE I)	115,200	41,860				40			157,100	446,314		603,414
DON HAYDEN ES (TITLE I)	11,488	591				20,321			32,400			32,400
DORIS FRENCH ES (TITLE I)	36,799	3,051				1,400			41,250			41,250
DORIS HANCOCK ES (TITLE I)	99,883	40,855				140,738			140,738			140,738
DORIS REED ES (TITLE I)	137,680	56,045				193,725			204,402	62,950		461,077
DOROTHY EISENBERG ES (TITLE I)	7,653	298	3,000			15,779			26,730			26,730

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DR. CLAUDE G. PERKINS ES (TITLE I)	74,560	6,480	900			1,760			83,700			83,700
DR. OWEN C. ROUNDY ES (TITLE I)	203,580	65,265				8,580			277,425	207,912	67,050	552,387
DURANE KELLER MS (TITLE I)	255,455	92,740				105			348,300			348,300
DURANGO HS (TITLE I)	61,531	20,669							82,200			82,200
DUSTY DICKENS ES (TITLE I)	53,926	20,591				4,233			78,750			78,750
E. W. GRIFFITH ES (TITLE I)	122,055	54,179				11,079			187,313			187,313
ED VON TOBEL MS (TITLE I)	261,963	74,763			7,400	9,837			356,063			356,063
ED W. CLARK HS (TITLE I)	132,547	3,130	3,000		9,038	32,386			180,100			180,100
EDNA HINMAN ES (TITLE I)	47,597	19,603				67,200			67,200			67,200
EDYTHE & LLOYD KATZ ES (TITLE I)	9,186	428	2,600			64,436			76,650			76,650
EILEEN BROOKMAN ES (TITLE I)	21,939	2,651				9,160			33,750			33,750
ELAINE WYNN ES (TITLE I)	184,082	75,323	2,000			2,520			263,925			263,925
ELBERT EDWARDS ES (TITLE I)	108,483	41,308	36,000		8,999	20,535			215,325			215,325
ELDORADO HS (TITLE I)	104,846	2,954							107,800			107,800
ELIZABETH WILHELM ES (TITLE I)	48,131	19,819				67,950			67,950			67,950
ERNEST BECKER MS (TITLE I)	41,454	16,956				58,410			58,410			58,410
ESTES MCDOONEL ES (TITLE I)	12,172	735				13,193			26,100			26,100
EVA SIMMONS ES (TITLE I)	22,784	655		3,000		5,421			31,860			31,860
EVA WOLFE ES (TITLE I)	23,037	1,502				10,651			35,190			35,190
FAY GALLOWAY ES (TITLE I)	21,609	1,791				23,400			23,400			23,400
FAY HERRON ES (TITLE I)	202,497	77,470				31,546			311,513			311,513
FORDON MCCAW ES (TITLE I)	7,007	147				24,076			31,230			31,230
FRANCIS CORTNEY MS (TITLE I)	260,276	73,524			1,000				334,800			334,800
FRANK GARSDIE MS (TITLE I)	240,827	92,661				11,100			344,588			344,588
FRANK KIM ES (TITLE I)	17,268	1,432			250	9,760			28,710			28,710
FREDERICK WATSON ES (TITLE I)	41,150	14,850				9,550			65,550			65,550
GENE WARD ES (TITLE I)	148,743	61,257				3,300			213,300			213,300
GEORGE HARRIS ES (TITLE I)	112,926	41,512	3,000			13,000			170,438			170,438
GOODSPRINGS ES (TITLE I)	1,134	28				1,876			3,038			3,038
GRANT SAWYER MS (TITLE I)	102,898	12,640	3,000			17,212			135,750			135,750
GWENDOLYN WOOLLEY ES (TITLE I)	167,451	62,029				695			230,175			230,175
H. P. FITZGERALD ES (TITLE I)	113,015	41,985				250			155,250	205,837	48,500	409,587
HAL SMITH ES (TITLE I)	112,361	48,007				71,157			231,525			231,525
HALLE HEWITSON ES (TITLE I)	198,322	81,678				1,475			281,475			281,475
HARLEY HARMON ES (TITLE I)	152,750	61,479				15,946			230,175			230,175
HAROLD BRINLEY MS (TITLE I)	188,512	71,860				178			260,550			260,550
HARRIET TREEM ES (TITLE I)	31,087	2,721				8,133			41,940			41,940
HARRY REID ES (TITLE I)	1,176	98			285	5,191			6,750			6,750
HARVEY DONDERO ES (TITLE I)	49,580	20,420				13,250			83,250			83,250
HEIDI & LAWRENCE CANARELLI MS (TITLE I)	4,399	366				60,215			64,980			64,980
HELEN C. CANNON MS (TITLE I)	157,836	65,702				6,975			230,513			230,513
HELEN HEHR ES (TITLE I)	138,285	43,437				13,691			195,413			195,413
HELEN YOSTRUP ES (TITLE I)	5,125	475			6,468	31,578			60,450			60,450
HELEN MARIE SMITH ES (TITLE I)	32,761	10,635				1,830			52,050			52,050
HERBERT DERFELT ES (TITLE I)	6,183	367	6,825			15,080			27,630			27,630
HOWARD HOLINGSWORTH ES (TITLE I)	152,618	57,046				12,411			222,075			222,075
HOWARD WADSEN ES (TITLE I)	41,347	17,003				58,350			80,370			80,370
HYDE PARK MS (TITLE I)	56,112	20,833				3,425			4,770			4,770
INDIAN SPRINGS ES (TITLE I)	314	8				4,448			2,250			2,250
INDIAN SPRINGS MS (TITLE I)	314	8				1,928			47,550			47,550
INNOVATION INTERNATIONAL SEC (TITLE I)									18,090			18,090
IRA J. EARL ES (TITLE I)	189,041	76,795				23,064			288,900			288,900
IRWIN MOLASKY MS (TITLE I)	75,958	30,762				15,080			121,800			121,800
J. D. SMITH MS (TITLE I)	195,187	83,713				213			279,113			279,113
J. E. MANCH ES (TITLE I)	195,761	62,238		1,000		239			262,238			262,238
J. T. MCWILLIAMS ES (TITLE I)	125,879	42,599			3,000	47,860			216,338			216,338
J.M. ULLOM ES (TITLE I)	140,964	58,036				125			199,125			199,125

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JACK DAILEY ES (TITLE I)	164,996	62,604	6,150			6,550			240,300			240,300
JACK SCOFIELD MS (TITLE I)	44,915	2,325				3,610			50,850			50,850
JAMES R. McMILLAN ES (TITLE I)	104,812	41,980				23,308			170,100			170,100
JAMES CASHMAN MS (TITLE I)	85,390	12,847	9,000			51,463			158,700			158,700
JAY JEFFERS ES (TITLE I)	201,308	81,855				283,163			283,163			283,163
JEROME MACK MS (TITLE I)	260,451	92,380				34,957			387,788			387,788
JESSE SCOTT ES (TITLE I)	59,915	3,710	9,000			24,575			97,200			97,200
JIM BRIDGER MS (TITLE I)	265,206	107,994	2,100		6,750	31,079			382,050			382,050
JIM THORPE ES (TITLE I)	6,144	412			975	50,410			38,610			38,610
JO MACKAY ES (TITLE I)	2,193	47				32,110			36,990			36,990
JOHN C. BASS ES (TITLE I)	4,732	148							265,613			265,613
JOHN C. FREMONT MS (TITLE I)	188,439	77,174				9,825			227,475			227,475
JOHN MENDOZA ES (TITLE I)	147,159	67,491	3,000			30,174			276,075			276,075
JOHN R. HUMMEL ES (TITLE I)	5,338	398				275			35,910			35,910
JOHN S. PARK ES (TITLE I)	195,348	80,452				7,769			153,225			153,225
JOHN TARTAN ES (TITLE I)	23,988	1,153	3,000			50,796			197,438			197,438
JOSEPH BOWLER ES (TITLE I)	78,197	22,792			1,440	36,032			135,900			135,900
JOSEPH THIRIOT ES (TITLE I)	111,285	41,611	8,510			22,320			195,150			195,150
K. O. KNUDSON MS (TITLE I)	79,656	30,984	2,940			13,203			33,210			33,210
KATHLEEN & TIM HARNEY MS (TITLE I)	176,715	5,232				540			26,010			26,010
KAY CARL ES (TITLE I)	30,374	2,296				722			88,200			88,200
KEITH & KAREN HAYES ES (TITLE I)	84,905	2,573				55			182,250			182,250
KENNY GUINN MS (TITLE I)	127,458	54,622			115	15,000			49,050			49,050
KIRK ADAMS ES (TITLE I)	32,113	1,937				140			109,688			109,688
KIT CARSON ES (TITLE I)	75,582	33,966				925			16,800			16,800
LAS VEGAS HS (TITLE I)	98,412	21,438				400			247,388			247,388
LAUGHLIN HS (TITLE I)	15,159	316							31,320			31,320
LAURA DEARING ES (TITLE I)	150,390	57,230	3,000			23,695			104,775			104,775
LEE ANTONELLO ES (TITLE I)	5,059	1,410	1,156			8,672			204,863			204,863
LEGACY HS (TITLE I)	58,575	3,131				38,567			54,090			54,090
LEWIS ROWE ES (TITLE I)	125,514	37,781	3,000			21,319			216,338			216,338
LIED MS (TITLE I)	31,550	1,221				84			236,250			236,250
LILIAN LUJAN HICKEY ES (TITLE I)	154,868	61,386				7,175			231,525			231,525
LILLY & WING FONG ES (TITLE I)	166,267	69,984	14,350			9,955			263,250			263,250
LINCOLN ES (TITLE I)	148,743	61,257				23,436			75,900			75,900
LOIS CRAIG ES (TITLE I)	178,293	75,002				4,477			33,840			33,840
LOUIS WIENER ES (TITLE I)	404	10				2,640			29,250			29,250
LUCILE BRUNER ES (TITLE I)	55,039	20,861				8,480			44,100			44,100
LUCILE ROGERS ES (TITLE I)	27,277	2,086				22,477			281,475			281,475
LYAL BURKHOLDER MS (TITLE I)	35,789	1,261	6,000			8,435			22,860			22,860
M. J. CHRISTENSEN ES (TITLE I)	14,009	761				29,000			36,090			36,090
MABEL HOGGARD ES (TITLE I)	3,830	290				490			38,700			38,700
MANUEL CORTEZ ES (TITLE I)	184,036	74,962				8,010			162,000			162,000
MARC KAHRE ES (TITLE I)	10,573	852	3,000			417,150			197,136			197,136
MARION CAHLAN ES (TITLE I)	155,614	61,509	11,390			15,689			112,050			112,050
MARION EARL ES (TITLE I)	22,310	13,290				30,174			276,075			276,075
MARK FINE ES (TITLE I)	7,458	570				50			146,100			146,100
MARTIN LUTHER KING ES (TITLE I)	112,864	41,126				301			308,297			308,297
MARVIN SEDWAY MS (TITLE I)	300,709	114,556				15,689			451,197			451,197
MARY & ZEL LOWMAN ES (TITLE I)	150,159	61,290				34,366			399,938			399,938
MATT KELLY ES (TITLE I)	63,227	16,329			58	2,900			142,900			142,900
MERVIN IVERSON ES (TITLE I)	57,890	21,110				79,050			149,850			149,850
MIKE O'CALLAGHAN MS (TITLE I)	104,879	41,221				308,297			222,413			222,413
MONACO MS (TITLE I)	99,162	40,838				1,772						
MONAHAN VIEW ES (TITLE I)	305,715	94,223				7,490						
MOUNTAIN VIEW ES (TITLE I)	105,144	41,336	1,598									
MYRTLE TATE ES (TITLE I)	171,358	43,565										

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NATE MACK ES (TITLE I)	5,251	165				19,514			24,930			24,930
O K ADDOCK ES (TITLE I)	86,221	22,566	4,339			52,249			165,375			165,375
ODYSSEY ES (TITLE I)								8,640	8,640			8,640
ODYSSEY HS (TITLE I)								35,025	35,025			35,025
ODYSSEY MS (TITLE I)								18,090	18,090			18,090
OLIE DETWILER ES (TITLE I)	141,908	73,830	6,000						221,738			221,738
ORAN GRAGSON ES (TITLE I)	197,923	73,090							271,013			271,013
PARADISE ES (TITLE I)	126,147	42,501	4,500			11,802			184,950	192,648	57,900	435,498
PAT A. DISKIN ES (TITLE I)	126,082	41,714				17,830			185,625			185,625
PATRICIA BENDORF ES (TITLE I)	19,832	8,168				6,740			34,740			34,740
PAUL CULLEY ES (TITLE I)	191,878	79,022				113			271,013			271,013
QUANNAH MCCALL ES (TITLE I)	110,237	41,563				8,850			160,650			160,650
R. E. TOBLER ES (TITLE I)	28,470	3,028	858			19,394			51,750			51,750
R. GUILD GRAY ES (TITLE I)	33,215	2,755	4,025			9,655			49,650			49,650
RAINBOW DREAMS ACADEMY (TITLE I)								25,200	25,200			25,200
RANCHO HS (TITLE I)	143,785	59,215				900			203,900			203,900
RAUL ELIZONDO ES (TITLE I)	99,162	40,838	28,650			16,638			185,288			185,288
RED ROCK ES (TITLE I)	151,647	61,319	2,000			12,509			227,475			227,475
REX BELL ES (TITLE I)	185,324	69,502				17,536			272,363			272,363
REYNALDO MARTINEZ ES (TITLE I)	155,112	61,563							216,675			216,675
RICHARD PRIEST ES (TITLE I)	65,092	21,708				500			87,300			87,300
RICHARD RUNDLE ES (TITLE I)	165,949	62,300				12,389			240,638			240,638
ROBERT E. LAKE ES (TITLE I)	200,350	81,720				755			282,825			282,825
ROBERT GIBSON MS (TITLE I)	262,947	73,728				9,938			346,613			346,613
ROBERT LUNT ES (TITLE I)	147,880	60,695				208,575			208,575			208,575
ROBERT TAYLOR ES (TITLE I)	107,475	41,449				4,639			153,563			153,563
ROBERTA CARTWRIGHT ES (TITLE I)	6,143	510				21,607			28,260			28,260
ROGER BRVAN ES (TITLE I)	21,334	2,080				6,556			29,970			29,970
ROGER GEHRING ES (TITLE I)	4,788	239				26,293			31,320			31,320
ROSE WARREN ES (TITLE I)	148,999	61,264							210,263			210,263
ROY MARTIN MS (TITLE I)	234,835	93,784			221	35,323			364,163			364,163
RUBEN DIAZ ES (TITLE I)	131,270	54,707	14,501		11,239	18,121			229,838	203,356	62,250	495,443
RUBY DUCCAN ES (TITLE I)	33,989	13,962				16,399			64,350			64,350
RUBY THOMAS ES (TITLE I)	207,462	49,732			2,551	468			260,213			260,213
RUTH FYFE ES (TITLE I)	119,488	49,212				50			168,750			168,750
RUTH DESKIN ES (TITLE I)	21,837	1,738				4,055			27,630			27,630
SANDY MILLER ES (TITLE I)	29,051	2,409	4,800			26,140			62,400			62,400
SANDY VALLEY ES (TITLE I)	1,242	69				10,539			11,850			11,850
SANDY VALLEY MS (TITLE I)	1,133	109				6,768			8,010			8,010
SISTER ROBERT BAILEY ES (TITLE I)	49,580	20,420				17,000			87,000			87,000
SPRING VALLEY HS (TITLE I)	44,622	18,378				750			63,750			63,750
STANFORD ES (TITLE I)	128,340	41,528				907			170,775			170,775
STEVE COZINE ES (TITLE I)	59,088	21,116				46			80,250			80,250
SUNRISE ACRES ES (TITLE I)	172,309	74,691				388			247,388			247,388
SUNRISE MOUNTAIN HS (TITLE I)	128,911	53,089				100			182,100			182,100
THERON SWANSTON MS (TITLE I)	91,515	30,990				3,045			125,550			125,550
THURMAN WHITE MS (TITLE I)	7,761	200				59,809			67,770			67,770
TOM WILLIAMS ES (TITLE I)	227,938	84,133				7,204			319,275	214,159	72,700	606,134
TWIN LAKES ES (TITLE I)	150,757	69,543				88			220,388			220,388
UTE PERKINS ES (TITLE I)	4,189	89				4,092			8,370			8,370
VAL PITTMAN ES (TITLE I)	142,778	56,026				2,008			200,813			200,813
VALLEY HS (TITLE I)	117,898	41,782	19,000			13,420			192,100	697,102		889,202
VEGAS VERDES ES (TITLE I)	117,218	41,525				2,920			161,663			161,663
VICTORIA FERTITTA MS (TITLE I)	24,302	507				31,441			56,250			56,250
VIRGIN VALLEY ES (TITLE I)	22,759	13,301				26,940			63,000			63,000
VIRGIN VALLEY HS (TITLE I)	8,133	171				17,646			25,950			25,950
WALTER BRACKEN ES (TITLE I)	14,653	5,860				7,297			27,810			27,810
WALTER JACOBSON ES (TITLE I)	38,750	11,367				6,883			57,000			57,000

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WALTER JOHNSON MS (TITLE I)	69,464	20,315				18,221			108,000			108,000
WALTER LONG ES (TITLE I)	164,177	62,436			12,000				238,613			238,613
WAYNE TANAKA ES (TITLE I)	41,388	3,325				17			44,730			44,730
WENDELL WILLIAMS ES (TITLE I)	74,634	34,466				250			109,350			109,350
WEST PREP ES (TITLE I)	84,277	43,875				5,161			133,313			133,313
WEST PREP MS (TITLE I)	245,221	93,719		21,000	2,560	34,400			396,900	140,152	80,150	617,202
WESTERN HS (TITLE I)	116,516	47,984							164,500	458,081		622,581
WHITNEY ES (TITLE I)	125,839	54,386							180,225			180,225
WILL BECKLEY ES (TITLE I)	31,593	10,355				15,022			56,970			56,970
WILL BECKLEY ES (TITLE I)	167,866	71,818				9,728			249,413			249,413
WILLIAM BENNETT ES (TITLE I)	7,987	171				26,942			35,100			35,100
WILLIAM E. ORR MS (TITLE I)	206,833	50,342							257,175			257,175
WILLIAM FERRON ES (TITLE I)	110,555	48,429				2,679			161,663			161,663
WILLIAM H. BAILEY MS (TITLE I)	252,103	90,214				5,308			347,625			347,625
WILLIAM K. MOORE ES (TITLE I)	136,342	54,768		3,000		12,103			206,213			206,213
WILLIAM SNYDER ES (TITLE I)	189,539	62,107				9,579			261,225			261,225
Grand Total	42,944,028	15,072,400		4,586,915	7,480	525,324	16,696,570	11,854,763	2,377,640	94,065,119	820,300	94,885,419

Washoe County School District 2013-14 Title I Part A Budget by School/Program

School/Program	Personnel Services - Salaries	Personnel Services - Employee Benefits	Purchased Professional and Technical Services	Purchased Property Services	Other Purchased Services	Supplies	Debt Service and Miscellaneous	TOTAL
Gen Admin	331,881	166,498	-	79,900	44,000	27,000	2,000	651,279
Admin/Indirect	94,906	-	-	-	-	-	455,641	550,547
School Imp	53,370	50,096	-	-	7,000	5,000	-	115,466
Prof Develop	415,176	105,996	142,275	-	53,000	26,000	10,000	752,447
Homeless	181,607	103,442	-	-	6,000	-	-	291,049
School Performance Support	306,909	46,010	91,175	-	117,640	101,839	-	663,573
Parenting	234,974	53,102	20,150	-	24,000	12,768	-	344,994
Early Child	393,213	256,858	-	-	-	-	-	650,071
Private	43,340	3,948	3,000	-	3,000	2,929	-	56,217
Allen	149,255	84,689	-	-	3,500	85,242	-	322,686
Anderson	114,939	48,934	-	-	-	43,607	-	207,480
Bennett	141,729	35,320	-	-	-	47,903	-	224,952
Booth	134,023	61,145	4,000	-	5,000	46,446	-	250,614
Canman	179,288	76,699	2,000	-	5,000	49,325	-	312,312
Corbett	129,020	53,490	-	-	3,000	29,068	-	214,578
Desert H	154,421	60,237	-	-	-	16,846	-	231,504
Duncan	142,691	61,745	-	-	-	13,964	-	218,400
Elmcrest	98,142	45,456	-	-	-	-	-	143,598
Greenbrae	90,576	38,043	-	-	-	48,285	-	176,904
L Park	79,800	28,312	7,814	-	5,000	45,604	-	166,530
Loder	144,881	55,306	5,000	-	6,000	73,279	-	284,466
Mathews	135,483	57,748	-	-	2,000	171,135	-	366,366
Maxwell	130,392	65,517	1,500	-	4,000	64,493	-	265,902
Mitchell	34,705	8,382	1,600	-	-	133,855	-	178,542
Natchez	29,332	13,969	1,500	-	6,000	15,811	-	66,612
Palmer	111,787	50,276	-	-	-	51,423	-	213,486
Risley	155,062	68,399	-	-	-	8,043	-	231,504
Lemelson	111,781	56,387	-	-	-	-	-	168,168
K Smith	59,224	11,297	1,525	-	1,500	46,028	-	119,574
Smithridge	196,394	102,642	-	-	-	8,908	-	307,944
Stead	187,677	83,076	-	-	-	18,627	-	289,380
Sun Valley	143,570	67,307	1,800	-	5,700	53,531	-	271,908
Veterans	109,712	34,640	3,000	-	5,635	26,101	-	179,088
Warner	85,144	50,364	700	-	2,300	28,568	-	167,076
Dilworth	119,197	49,227	-	-	-	69,632	-	238,056
Sparks MS	167,082	70,861	1,000	-	3,000	42,523	-	284,466
Traner	152,807	71,000	17,000	-	-	38,745	-	279,552
Vaughn	136,884	63,688	-	-	1,000	47,950	-	249,522
Hug	307,914	150,289	11,000	-	20,518	95,591	-	585,312
W/HS	179,263	58,028	-	-	-	6,225	-	243,516
Bailey	-	-	-	-	1,000	26,103	87,557	114,660
Mariposa	-	-	-	-	-	5,719	58,709	64,428
TOTAL	6,167,551	2,568,423	316,039	79,900	334,793	1,634,116	613,907	11,714,729

2013-14 Title II Part A Budget by School District

District	Personnel Services - Salaries	Personnel Services - Employee Benefits	Purchased Professional and Technical Services	Purchased Property Services	Other Purchased Services	Supplies	Debt Service and Miscellaneous	Other Items	TOTAL
Carson City	194,319	42,933	22,632		6,621	13,369			279,874
Churchill	116,152	45,180	28,118		10,616	4,500	7,876		212,441
Clark	5,977,399	Included in salaries	494,512	52,000	328,337	316,445		180,127	7,348,820
Douglas	150,862	50,168						6,538	207,569
Elko	216,525	38,946			3,000	990		7,784	267,245
Esmeralda	10,000	145	3,637		3,140	70			16,992
Eureka (1)									0
Humboldt	35,520	2,846	45,400		4,400	25,363			113,529
Lander			30,000		3,692	5,714	2,950		42,356
Lincoln (1)									0
Lyon	112,604	18,000	12,513		59,480	7,820			210,417
Mineral	9,800	316	50,434				4,068		64,618
Nye	185,622	51,908	16,000		18,947	-			272,477
Pershing (1)									0
Storey			8,192						8,192
Washoe	1,138,219	196,003	144,546		35,242	40,213		67,387	1,621,610
White Pine	26,325	3,505	10,390		14,509		2,917		57,646
State Charters	122,368	71,525	43,000		9,046	6,377	480	217,025	469,822
State Total	8,295,716	521,476	909,374	52,000	497,030	420,861	18,291	478,861	11,193,608

2013-14 Title II Part A Budget: Distribution by Object

District	Personnel Services - Salaries	Personnel Services - Employee Benefits	Purchased Professional and Technical Services	Purchased Property Services	Other Purchased Services	Supplies	Debt Service and Miscellaneous	Other Items	TOTAL
Carson City	69%	15%	8%		2%	5%			100%
Churchill	55%	21%	13%		5%	2%	4%		100%
Clark	81%		7%	1%	4%	4%		2%	100%
Douglas	73%	24%						3%	100%
Elko	81%	15%			1%	0%		3%	100%
Esmeralda	59%	1%	21%		18%	0%			100%
Eureka (1)									0%
Humboldt	31%	3%	40%		4%	22%			100%
Lander			71%		9%	13%	7%		100%
Lincoln (1)									0%
Lyon	54%	9%	6%		28%	4%			100%
Mineral	15%	0%	78%				6%		100%
Nye	68%	19%	6%		7%				100%
Pershing (1)									0%
Storey			100%						100%
Washoe	70%	12%	9%		2%	2%		4%	100%
White Pine	46%	6%	18%		25%		5%		100%
State Charters	26%	15%	9%		2%	1%	0%	46%	100%
State Average	74%	5%	8%	0%	4%	4%	0%	4%	100%

(1) Does not receive funding

2013-14 Title III Limited English Proficient Budget by School District

District	Personnel Services - Salaries	Personnel Services - Employee Benefits	Purchased Professional and Technical Services	Purchased Property Services	Other Purchased Services	Supplies	Debt Service and Miscellaneous	Other Items	TOTAL
Carson City	46,375	14,382	38,175		5,929	51,600			156,461
Churchill	17,000	9,910	464		800	8,115	740		37,029
Clark	4,445,000	included in salaries	484,818	40,000	56,000	573,000	113,052	663	5,711,870
Douglas	23,372	9,102							33,136
Elko	61,204	5,296	29,930		12,000	40,027		2,969	151,426
Esmeralda (1)									0
Eureka (1)									0
Humboldt	17,090	1,606	19,000		5,652	7,664			51,012
Lander			10,000			1,641			11,641
Lincoln (1)									0
Lyon	15,000	5,000	25,000		6,500	11,358			62,858
Mineral (1)									0
Nye	4,920	258	10,000		21,000	34,338			70,516
Pershing (1)									0
Storey (1)									0
Washoe	695,340	265,385	47,000		48,000	50,887	22,598		1,129,210
White Pine (1)									0
State Charters	2,640	1,760	5,000		4,628	11,000		1,800	26,828
State Total	5,327,941	312,699	669,387	40,000	160,509	789,630	136,390	5,432	7,441,987

2013-14 Title III Limited English Proficient Budget: Distribution by Object

District	Personnel Services - Salaries	Personnel Services - Employee Benefits	Purchased Professional and Technical Services	Purchased Property Services	Other Purchased Services	Supplies	Debt Service and Miscellaneous	Other Items	TOTAL
Carson City	30%	9%	24%		4%	33%			100%
Churchill	46%	27%	1%		2%	22%	2%		100%
Clark	78%		8%	1%	1%	10%	2%		100%
Douglas	71%	27%						2%	100%
Elko	40%	3%	20%		8%	26%		2%	100%
Esmeralda (1)									0%
Eureka (1)									0%
Humboldt	34%	3%	37%		11%	15%			100%
Lander			86%			14%			100%
Lincoln (1)									0%
Lyon	24%	8%	40%		10%	18%			100%
Mineral (1)									0%
Nye	7%	0%	14%		30%	49%			100%
Pershing (1)									0%
Storey (1)									0%
Washoe	62%	24%	4%		4%	5%	2%		100%
White Pine (1)									0%
State Charters	10%	7%	19%		17%	41%		7%	100%
State Average	72%	4%	9%	1%	2%	11%	2%	0%	100%

(1) Does not receive funding