



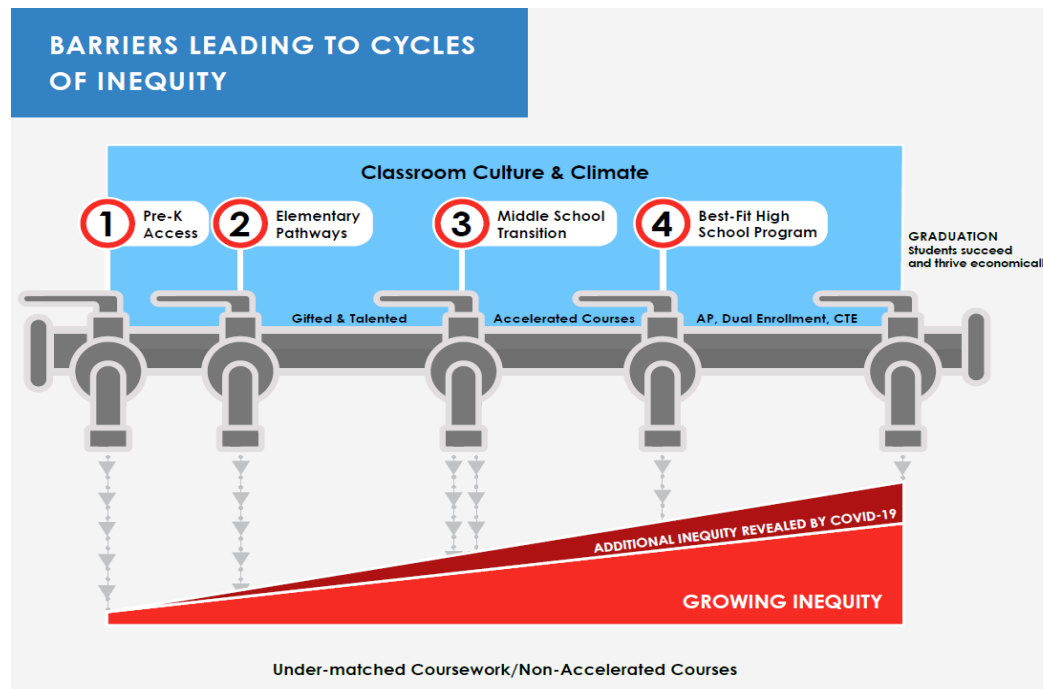
ACHIEVING EQUITY AND ACCESS IN THE CLARK COUNTY SCHOOL DISTRICT

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2023 Scorecard

Fall 2023

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Clark County School District
Superintendent's Student
Equity and Access Advisory
Commission

This is a scorecard created by the *Superintendent's Equity and Access Commission* to measure our community's progress in addressing the four "failure points" originally identified in the Commission's report from January 2020.



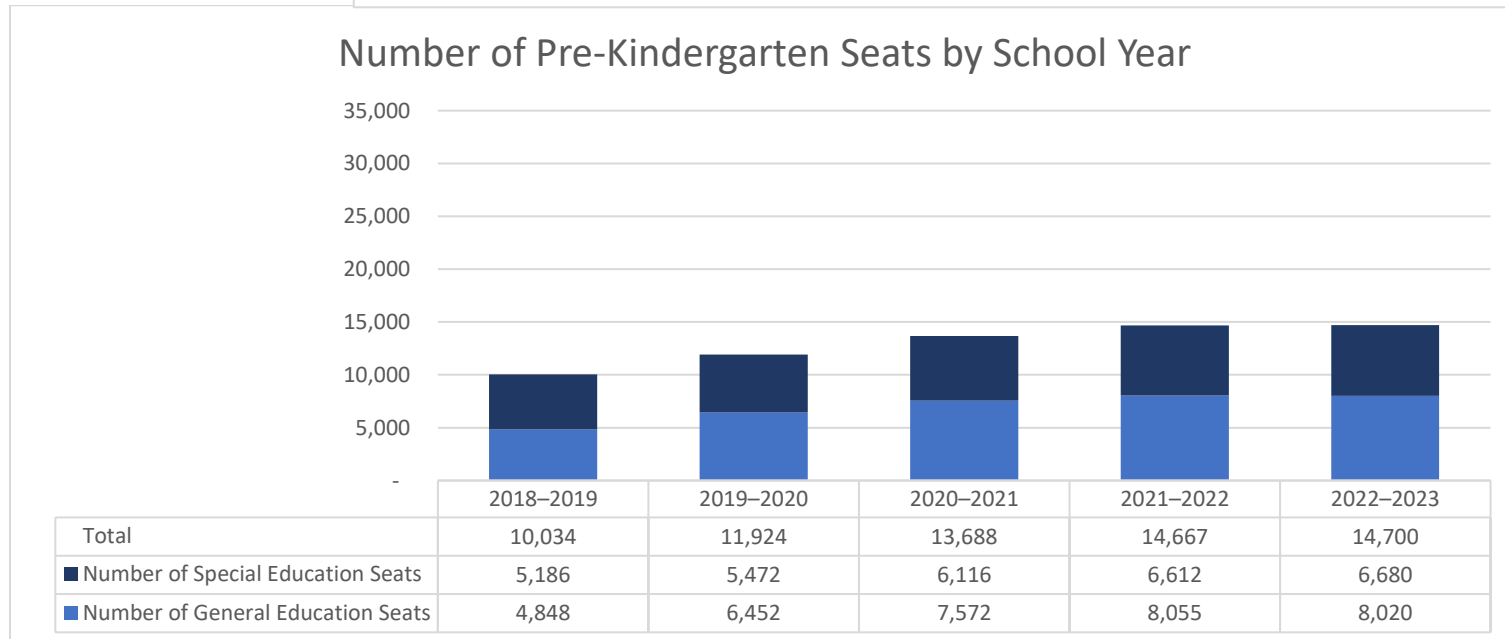
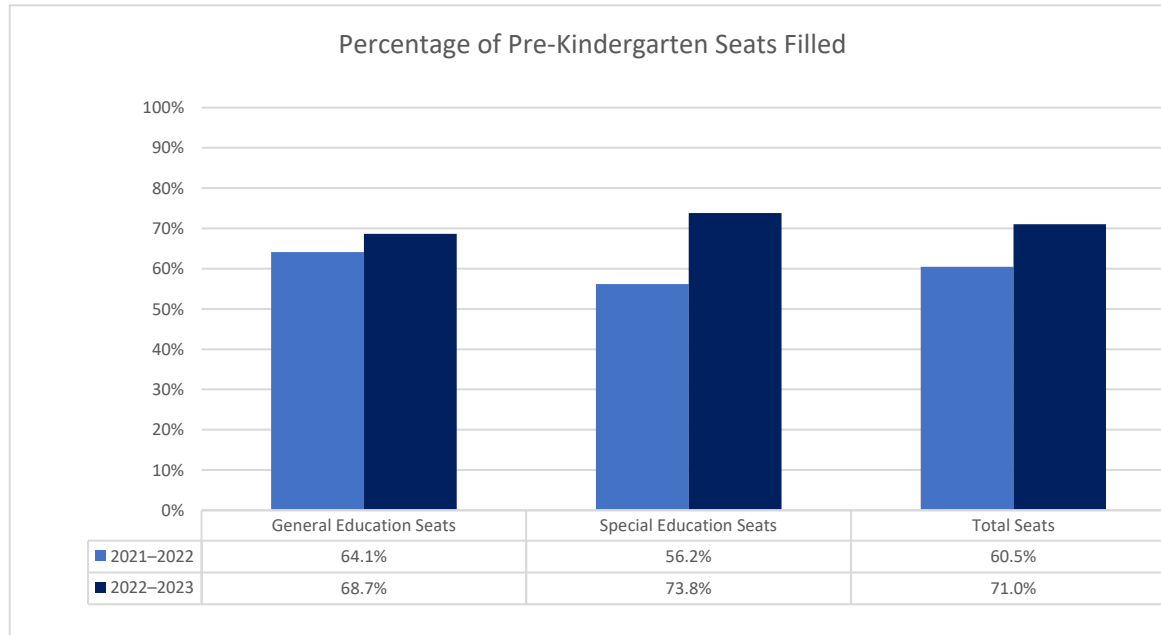
See the [original report](#) and the update from [January 2022](#).

See the [2022 Scorecard](#).

The Scorecard illustrates student achievement data pertaining to the four "failure points" identified by the Commission in January 2020. This data is juxtaposed against the broader demographic composition of the District. Aligned with the Commission's overarching vision of eliminating barriers for every student, the Scorecard serves as an instrumental tool for both the Commission and the community to gauge the actual pace of progress and its swiftness. Furthermore, it offers invaluable insights as strategies and tactics are consistently put into action to narrow disparities in both opportunities and achievements. Importantly, the Scorecard is scheduled for annual updates, ensuring that it remains a current and relevant resource.

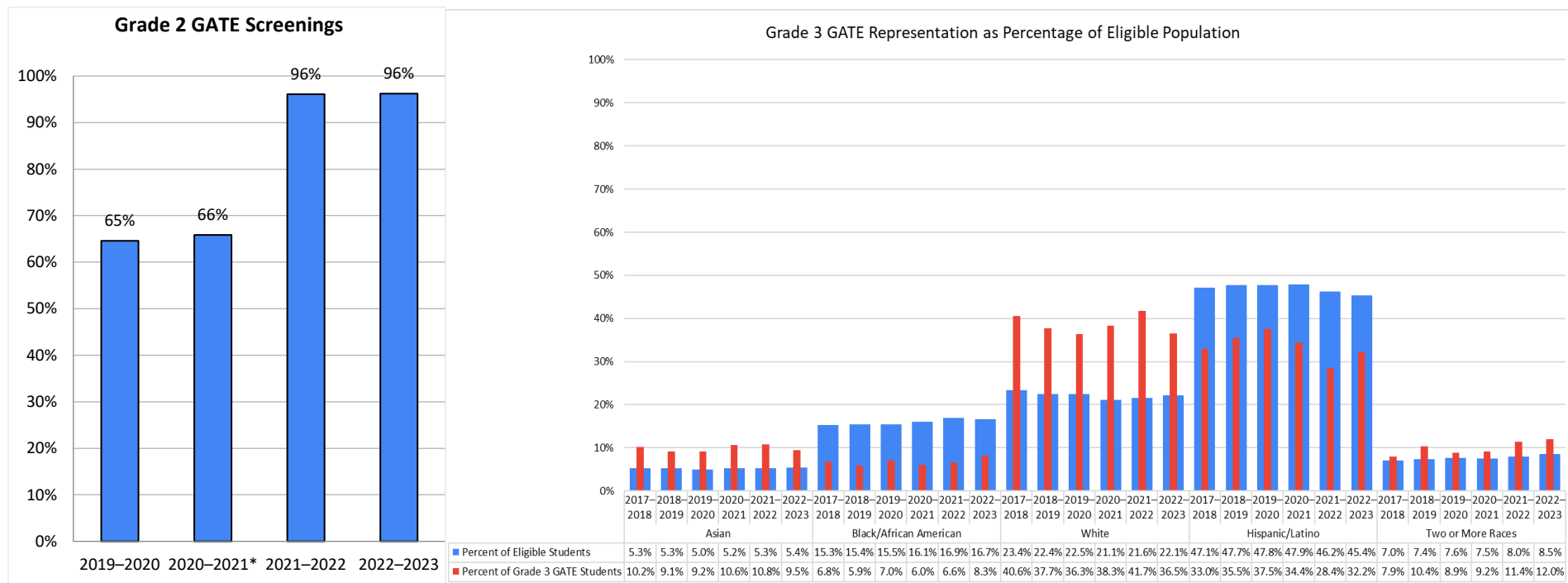
Pre-Kindergarten Access

Opportunities continue to expand to additional elementary school campuses to serve more school communities. At the end of the 2022–2023 school year, 71% of total Pre-K seats were filled, increasing by 10.5% when comparing the 2021–2022 data.



Elementary Pathways: Gifted and Talented

In the 2020–2021 school year, the Gifted and Talented Education (GATE) program introduced universal screening for all Grade 2 students. This universal screening process in Grade 2 extends to Grade 3 students in the following school year. In the 2022–2023 school year, roughly 96% of Grade 2 students took part in universal screening, marking the second consecutive year with a screening participation rate exceeding 95%.

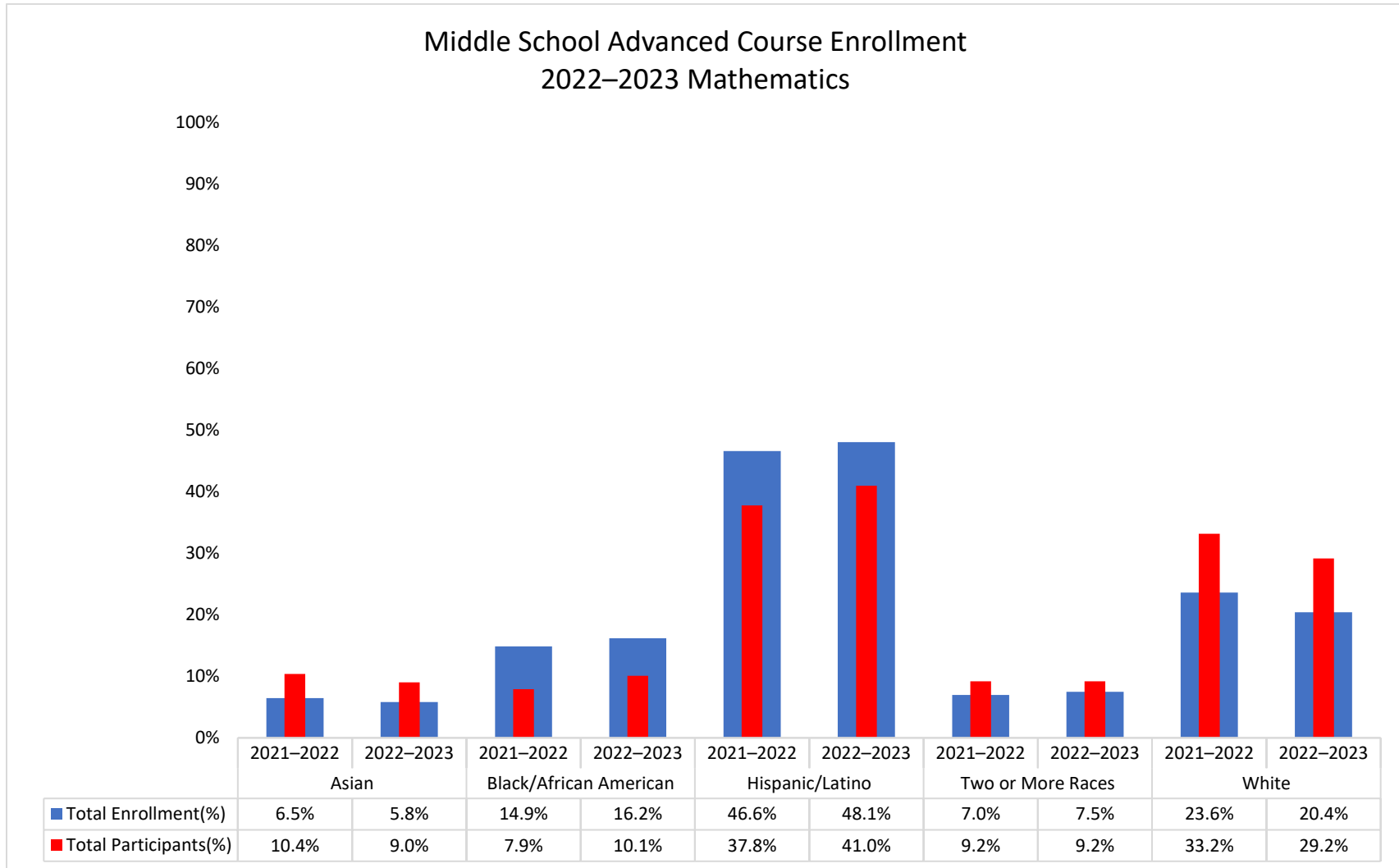


*The 2020–2021 school year was the initial year of the universal screening.

During the 2022–2023 school year, the District still witnessed a higher representation of Asian and White students, although the extent of overrepresentation decreased. Moreover, there was a sustained year-over-year rise in the representation of Black/African American students, increasing from 6.6% to 8.3% even with the overall Black/African American population decreasing by .2%. Additionally, there was a consecutive year-over-year increase in the representation of Hispanic/Latino students, from 28.4% in the 2021–2022 school year to 32.2% even with the overall Hispanic/Latino population decreasing by .7%.

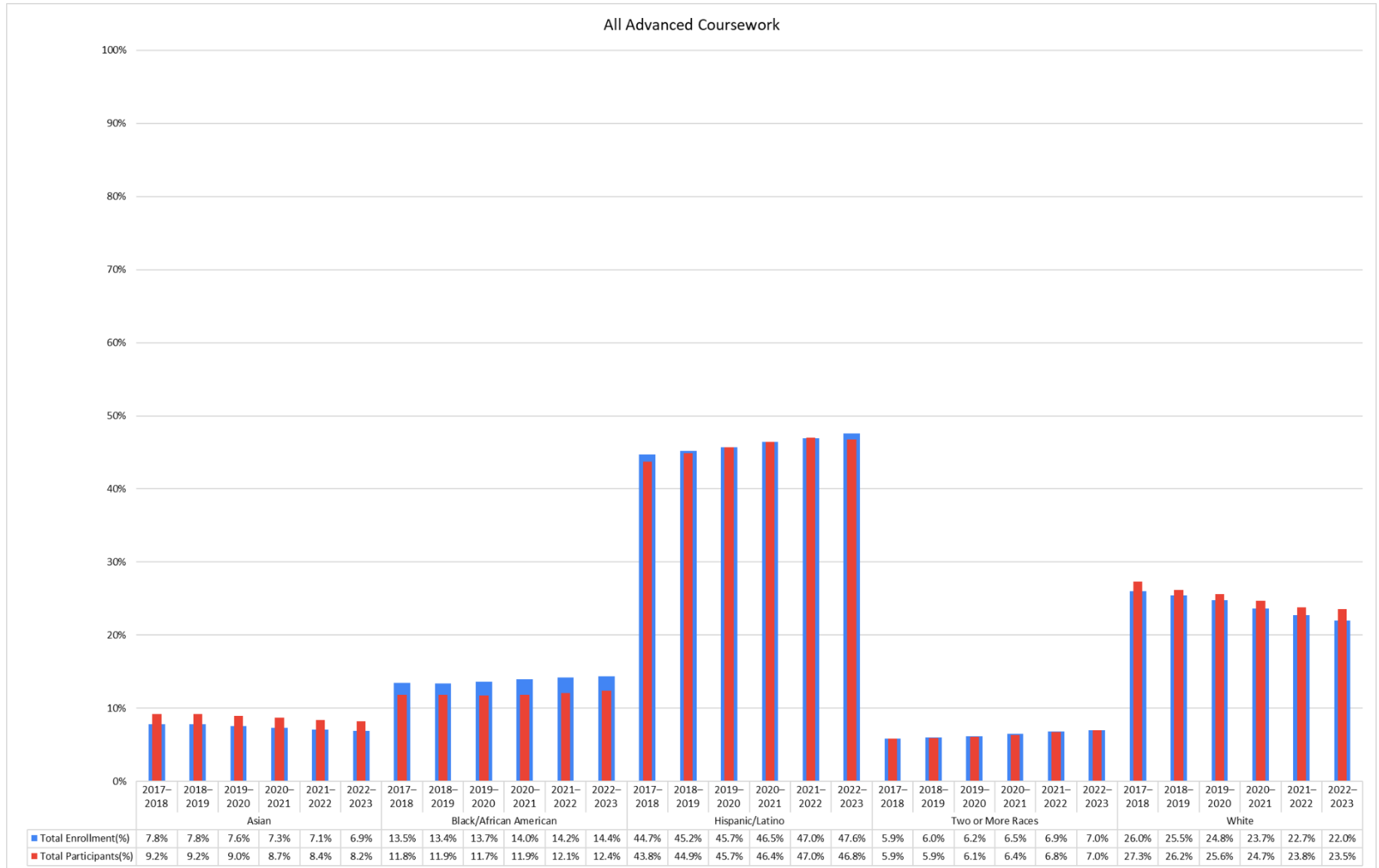
Middle School Transition: Advanced Courses

In the 2022–2023 school year, there has been noticeable improvement in the percentage of Black/African American students enrolled in advanced mathematics courses in middle school. This percentage has risen from around 7% in 2019–2020 to 10% in 2022–2023. Similarly, for Hispanic/Latino students, there has been a progression from 36% in 2019–2020 to 41% in the 2022–2023 school year. While there is still a gap in representation for both student groups, this marks the second consecutive year of progress, aligning closer to the overall student population.



Best-Fit High School Program: AP, Dual Enrollment, CTE

When considering all high school advanced coursework opportunities, the District has consistently shown an underrepresentation of Black/African American students, with a gap of approximately 2%. However, during the 2022–2023 school year, this gap narrowed slightly. With a focus on equity in building master schedules, student participation in advanced coursework increased by 5,443 students across all student groups in 2022–2023. With this across the board increase, there remains a slight, consistent overrepresentation of Asian and White students in these advanced coursework opportunities.



CALL TO ACTION

Upon reviewing the data presented in the Scorecard, it's only natural for individuals to contemplate how they can actively contribute to the initiative initiated by the Superintendent's Equity and Access Commission. Every member of the community has a role to play in supporting the efforts to address the identified shortcomings within the K-12 system. We wholeheartedly encourage you to reach out to a local school and explore opportunities to engage, whether through mentoring, participation in parent groups, or involvement in existing initiatives. Additionally, parents and guardians should persist in advocating for their own children by communicating with counselors, principals, and teachers regarding their child's progress and course placement throughout the Pre-Kindergarten-Grade 12 educational journey. Your active involvement and support are vital in ensuring the success of these equity and access initiatives.