



ACHIEVING EQUITY AND ACCESS IN THE CLARK COUNTY SCHOOL DISTRICT

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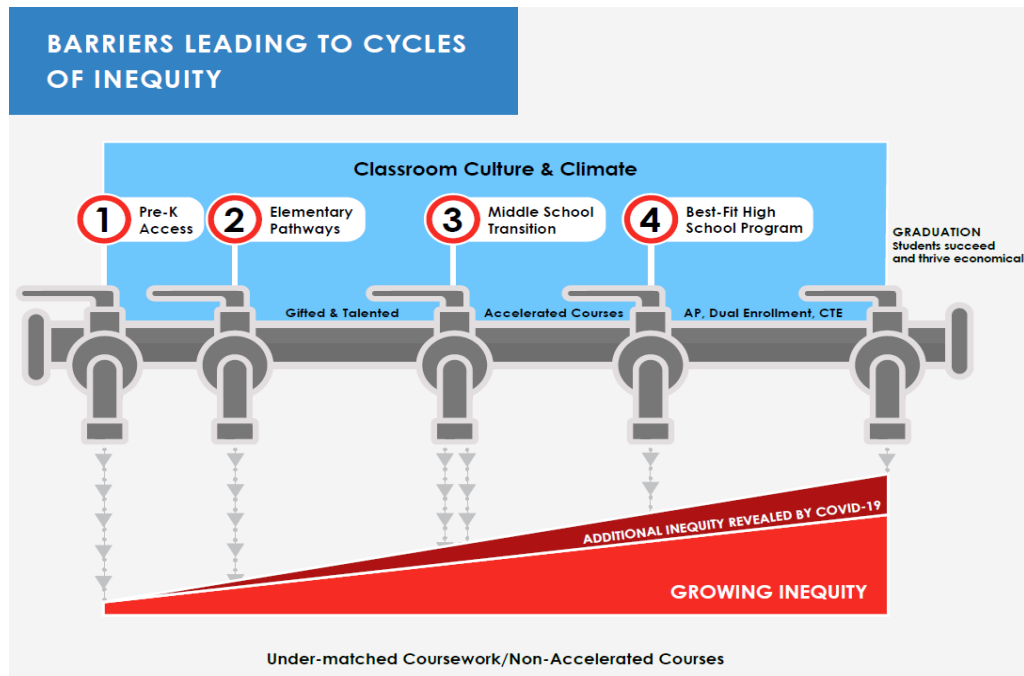
2022 Scorecard

Fall 2022

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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 earnestly 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](#).

The Scorecard depicts student achievement data in each of the four “failure points” the Commission identified in January 2020, as compared to the overall demographic profile of the District. With the Commission’s vision to remove all barriers for all students, this scorecard will be useful to the Commission and the community in determining if progress is, in fact, occurring and how rapidly. It will also provide valuable feedback as strategies and tactics continue to be implemented to close opportunity and achievement gaps. The Scorecard will be updated annually.

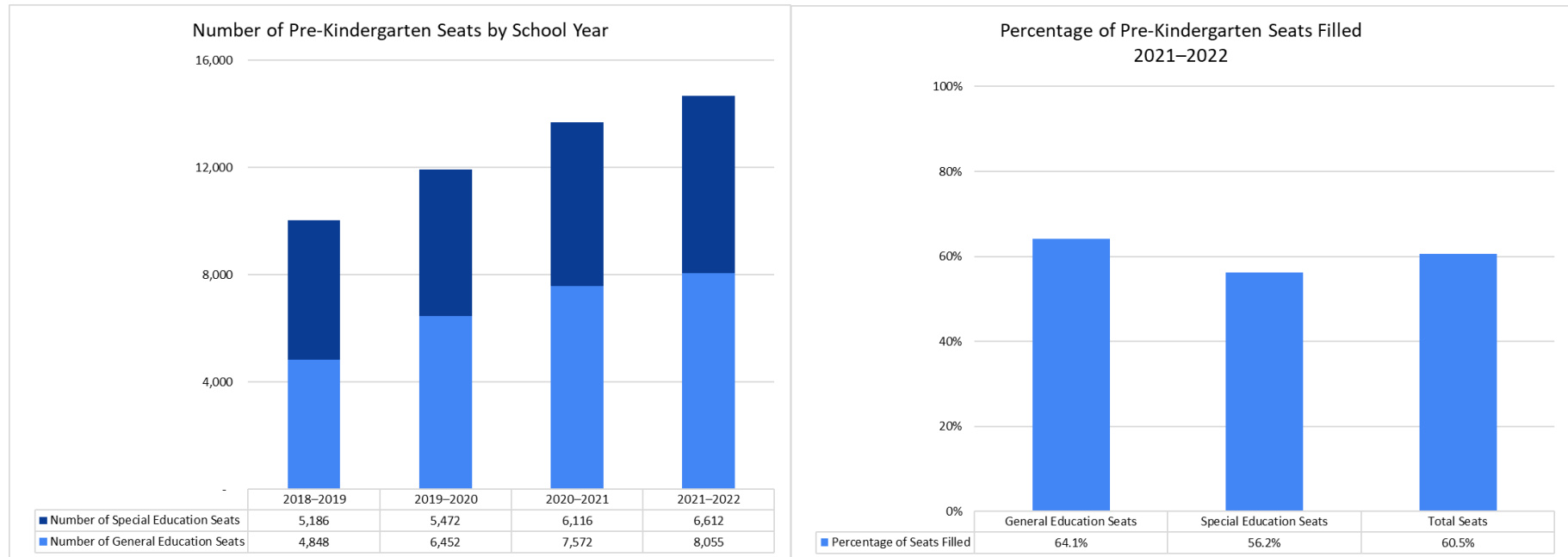
UPDATE

The Commission’s focus on four “failure points” as primary pathways to advance its commitment to equity and access was, by necessity, refocused in response to COVID-19 and school closures. Specifically, the Commission and the community demonstrated an unwavering commitment to equity and access by launching Connecting Kids, an effort to ensure one-to-one device and reliable connectivity for every student during the school closures. We did it! Connecting Kids has become a nationally-recognized effort and is a clear demonstration that “focus matters,” an important reminder as the Commission refocuses fully on the four “failure points.”

Since January 2020, when the Commission released its original report, and despite the unanticipated and unprecedented challenges since then, some progress has been evident to close the four “failure points.” What is also true is that alarming gaps still exist and there remains a lot more work to do.

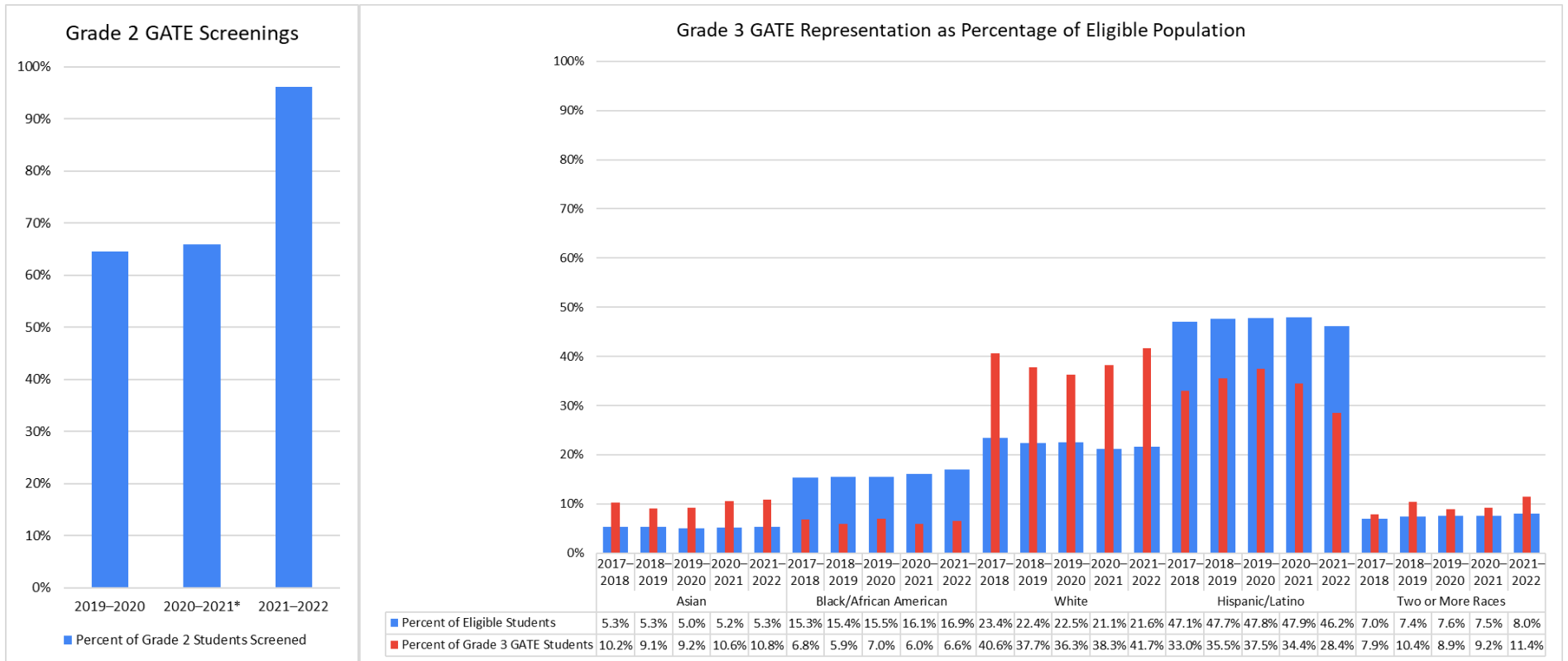
Pre-Kindergarten Access

Based on the number of Pre-Kindergarten (Pre-K) seats at the end of each school year between 2018–2019 and 2021–2022, the number of available Pre-K seats has increased by 46%, with the highest increase in general education Pre-K seat availability. Opportunities have also expanded to additional elementary school campuses to serve more school communities. Based on enrollment and seat totals at the end of the school year, the percentage of Pre-K seats reserved for students with Individualized Education Programs and disabilities has increased from 37% during the 2020–2021 school year to 56% during the 2021–2022 school year. The percentage of general education Pre-K seats filled has decreased from 71% during the 2020–2021 school year to 64% during the 2021–2022 school year based on enrollment and seat totals at the end of the school year. At the end of the 2021–2022 school year, 60% of total Pre-K seats were filled.



Elementary Pathways: Gifted and Talented

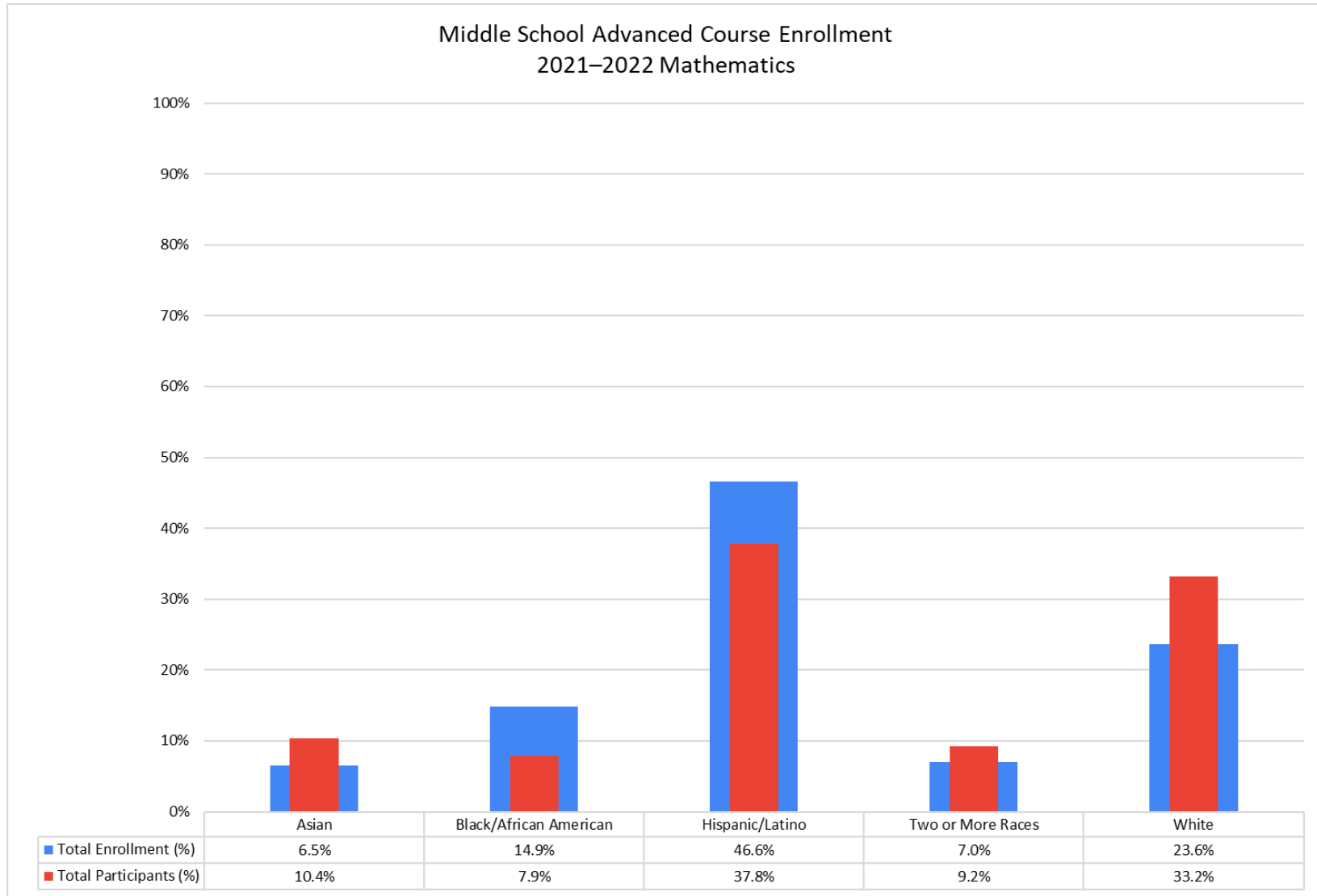
Starting in the 2020–2021 school year, universal screening for Gifted and Talented Education (GATE) was initiated for all Grade 2 students. The universal screener in Grade 2 applies to the population of Grade 3 students in the subsequent school year. In the 2021–2022 school year, the District observed an overrepresentation of Asian and White students, nearly double the percentage of the eligible population. The District observed a 0.6 percentage point increase from 2020–2021 to the 2021–2022 school year for Black/African American students from 6.0% to 6.6%. There is a decline in the representation of Hispanic/Latino students from 2019–2020 through the 2021–2022 school year. It is important to note that the 2021–2022 Grade 3 students finished Grade 1 during the 2019–2020 school year when the COVID-19 pandemic began and received a majority of their Grade 2 education during distance learning, which also presented challenges for participation in the GATE screening process with a participation rate of 64%. During the 2021–2022 school year, approximately 96% of Grade 2 students participated in universal screening.



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

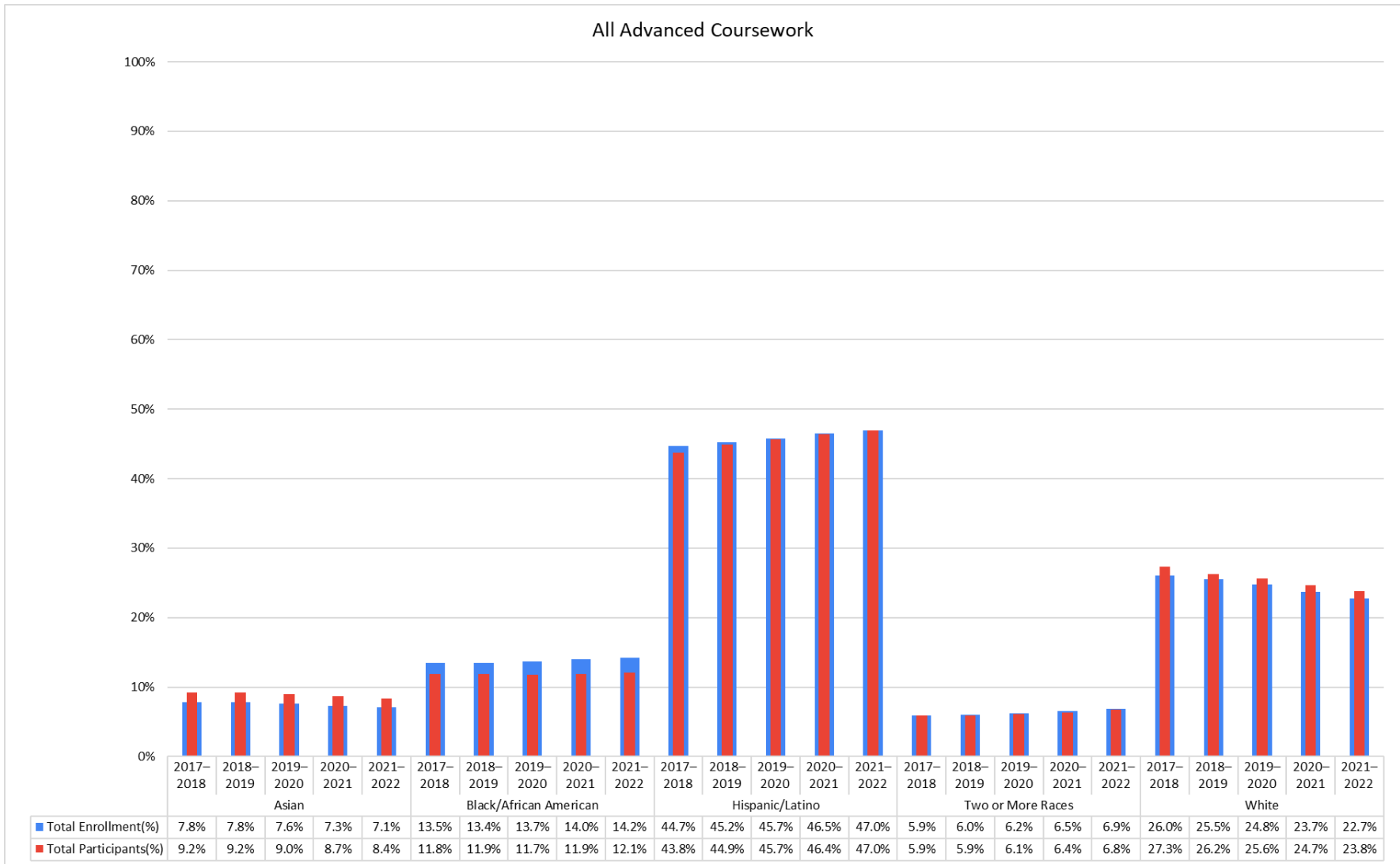
Middle School Transition: Advanced Courses

For the 2021–2022 school year, improvement in the percent of students enrolled in advanced mathematics courses in middle school shows an increase from approximately 7% in 2019–2020 to 8% in 2021–2022 for Black/African American students and from approximately 36% in 2019–2020 to 38% in 2021–2022 for Hispanic/Latino students. While this still indicates underrepresentation for both student groups, there are indicators that the trajectory is closing the gap to align with the representation of the student population more closely.



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

When all high school advanced coursework opportunities are combined, the District observed a consistent underrepresentation of Black/African American students by approximately 2%. Additionally, there is a consistent slight overrepresentation of Asian and White students.



CALL TO ACTION

After reviewing the data contained in the Scorecard, individuals may naturally reflect on how they can be part of the initiative started by the Superintendent's Equity and Access Commission. All community members play a role to assist with the closing of the failure points in the K-12 system. We encourage you to contact an area school and get involved in mentoring, parent groups, or other existing structures. Parents/Guardians should also continue to advocate to counselors, principals, and teachers regarding their own children and course placement in the Pre-Kindergarten-Grade 12 continuum.