

NEVADA STATE BOARD OF EDUCATION
NEVADA STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

Thursday, July 23, 2015

Department of Education
700 East Fifth Street
Board Conference Room
Carson City, Nevada

And

Department of Education
9890 South Maryland
Board Conference Room
Las Vegas, Nevada

MINUTES OF THE REGULAR MEETING
(Video Conferenced)

BOARD MEMBERS PRESENT:

In Las Vegas:

Elaine Wynn
Tonia Holmes-Sutton
Mark Newburn
Allison Serafin
Victor Wakefield

In Carson City:

Kevin Melcher
Freeman Holbrook
Teri Jamin
Lisa Noonan

DEPARTMENT STAFF PRESENT:

In Las Vegas

Dena Durish, Director, Educator Effectiveness & Family Engagement

In Carson City

Steve Canavero, Deputy Superintendent, Student Achievement
Mindy Martini, Deputy Superintendent, Business and Support Services
Jane Splean, Assistant Director, Student and School Support
Kevin Laxalt, Literacy Coordinator
Matt Smith, Education Programs Professional
Katherine Rohrer, Education Programs Professional
Tracy Gruber, Education Programs Professional
Diane Mugford, Education Programs Supervisor
Michael Shafer, Chief Auditor, Business and Support Services
Mayita Sanchez, Administrative Assistant

Cindy Little, IT Department
Shawn Osborne, IT Department
Karen Johansen, Assistant to the State Board of Education

LEGAL STAFF PRESENT:

In Carson City:

Greg Ott, Deputy Attorney General

AUDIENCE IN ATTENDANCE:

In Las Vegas:

Nicole Rourke, Clark County School District
Mary Pike, Clark County School District
R.D. Nordgren, National University, San Diego, CA
Dina Pacis, National University, San Diego, CA
Katie Dunlap, DRC-CTB, Oklahoma City, OK
Andre Yates, Clark County School District
Lauren Casillas, Grayling, Denver, CO
Craig Stevens, Clark County School District
Victoria Carreon, Guinn Center for Policy Priorities
Adam Johnson, Teach For America
Judy Mantee, National University
Jason Lamberth
Evangelyn Visser, Nye County School District
Andrea Klafter-Rakita, Clark County School District
Nya Berry, State Sponsored Charter School Authority
Lori Herz, Huntington Learning Center
Lindsay Anderson, Washoe County School District
Grant Hanevold, Clark County School District
Karl Man, Fox 5 KVVU
Ignacio Ruiz, Assistant Superintendent, Clark County School District
Tiffany Seibel, Assessment, Clark County School District
Ann Jacklin, Clark County School District
Jenn Blackhurst, HOPE
Tom Avery, Clark County School District
Seth Rau, Nevada Succeeds
Justin Jones
Ben Gerhardt, Nevada Virtual Academy
Justin Harrison, Las Vegas Metro Chamber
Punam Mathur, University of Reno
Sharie Johnson, 8NewsNow
Henry Takai, 8NewsNow
Sylvia Lazos, Latino Leadership Council
Amber Lopez Laster, Clark County Education Association

Carson City:

Sue Wheeler, ACT

Kirsten Gleissner, Northwest Regional Professional Development Program

Scott Bailey, Washoe County School District

Kristen McNeil, Washoe County School District

Jim Bell, Washoe County School District

Carol Gebhardt, Washoe County School District

Emily Ellison, Washoe County School District

Todd Butterworth, Legislative Counsel Bureau

Mary Pierczynski, Nevada Association of School Superintendents

Allison Combs, Nevada System of Higher Education

Public Comment #1

Approval of Flexible Agenda

Member Serafin moved to approve a flexible agenda. Member Cook seconded the motion. The motion carried.

President's Report

Superintendent's Report

The meeting was called to order at 9:01 a.m.

Victoria Carreon, Guinn Center, informed the Board that the Guinn Center has written a policy brief titled *Integrated Implementation of Nevada Literacy and Intervention Programs*. The policy brief contains recommendations on Read by 3, Zoom Schools and Victory Schools. She requested that the report be included in the minutes. (Attachment A)

Ms. Carreon stated The Guinn Center thinks it is important to move to a single K-2 assessment across the state and support the NDE's recommendation to implement a statewide assessment system by 2016-2017. They recommend that each district use the same assessment to enable comparisons for evaluation purposes for the 2015-2016 school year. They also agree with the staff recommendation that duties and professional development for the learning strategist should be aligned to the Nevada State Literacy Plan. Ms. Carreon cautioned there is not enough funding in the Read by 3 grant for a learning strategist at each school. The total cost would be \$31 million and the grant only includes \$4.9 million for the first year. They recommend other options are explored to mitigate funding the financial impact.

Ms. Carreon noted Item 10 provides a proposed list of recruitment and retention incentives for Zoom and Victory Schools. Research shows financial incentives alone are not effective. They agree with staff recommendations that there should be both monetary and non-monetary financial incentives. The Nevada Educator Plan presented to the Board last month showed that Nevada has a disproportionate number of first year teachers in high poverty schools. She recommended countering this, financial incentives provided through Zoom and Victory schools should be limited to experienced teachers who have been rated as highly effective teachers.

Nicole Rourke, executive director, government affairs, Clark County School District (CCSD) informed the Board that CCSD representatives have already testified at the English Mastery Council's (EMC) on Recommendation 3.2 at the Commission on Professional Standard meeting. She said they understand why the Commission did not accept the recommendation, however they believe the recommendation will adversely impact their ability to recruit teachers coming from other states. Not all teacher preparation programs include a requirement for a TESL/ELAD endorsement, or the equivalent, and with the current nationwide teacher shortage they need to be able to recruit qualified teachers from all over the country. For those reasons, she encouraged the board to not accept the EMC recommendation 3.2 under item 7.

Jennifer Manning, asked the Board to consider moving the start time of the meetings to the afternoon so more teachers could attend.

Danielle Miller, assistant superintendent, CCSD, commented on Read by 3 recognizing learning strategists cannot be in every school. She asked how that can be maximized and suggested there are instructional coaches that could fill some of those rolls. Ms. Miller encouraged a broader discussion about how to maximize dollars to ensure students are making achievement gains and taking it to the next level. She suggested professional development to include administrators to ensure everyone is a literacy leader, not just one person. Ms. Miller also recommended a formal discussion regarding assessment tools for Read by 3.

Adam Berger, special education teacher, CCSD, posed historical questions in relation to student test scores and the country's obsession with raising test scores. He observed that since no child left behind was passed in 2001, child poverty has skyrocketed, the concentration of wealth at the top of the society has grown, the present industrial complex has expanded and the gap in college admission and retention between poor and wealthy students has expanded. The wealthy are sending their children to private schools with few tests and huge emphasis on the arts. The poor and the rapidly shrinking middle class send their kids to schools which are stripped down test factories with beaten demoralized teachers. This is the ugly reality that the flowery rhetoric of inclusion hides. If narrowing the achievement gap is an anti-poverty strategy it is the single most ineffective strategy in American history. With regards to children in poverty, he thinks that what transpired this last legislative session and \$800 million put forth that there will be drastic gains with students in poverty in the state and CCSD.

Approval of Flexible Agenda

Member Serafin moved to approve a flexible agenda. Member Holmes-Sutton seconded the motion. The motion carried

President's Report

President Wynn announced that Anthony Martinez was appointed as the new student representative. He is an incoming senior at Desert Oasis High School in CCSD. He is nominated by the Student Council Association and approved by Governor Sandoval for one year of service on the Board. Today he is at a leadership camp but will join the Board in September.

President Wynn informed the Board that she appointed Member Newburn and Member Wakefield to an interim task force that will examine educator professional development and recommend improvements to the superintendent, the Governor and the legislature.

She recognized Member Serafin who wanted to make a comment. Member Serafin informed the Board that this past week she had the opportunity to visit the Dawson College Bound group. Dawson is a private school in CCSD that has a summer program where they partner with CCSD students. They have 134 7th and 8th graders from CCSD schools. The program gives high achieving students in the CCSD greater access to opportunities that will better equip them to be successful in high school and then college. Students must have at least a 3.5 average. Mentors and volunteers work with students on legal questions building critical thinking, and also on financial analysis.

Member Serafin served as the key note speaker. A Teach for America teacher from 2008 manages the program. His focus was on partnering with CCSD and bridging the gap between a private school and kids who are not in a position to that access. There were two students she wanted to highlight; Alika Williams who is a student at Tarkanian middle school and Defne Egbo who is an 8th grader at KN Knudson. Both of these students, thanks to the College Bound program at Dawson, received full ride scholarship to Thatcher. Thatcher is a boarding school and the scholarships equals about \$100,000 a year total for each child. She said this is a perfect example of having partners working together to give families and kids opportunities.

Superintendent's Report

Superintendent Erquiaga informed the board about recent action with Congress and the Senate regarding two pieces of legislation on the reauthorization of the elementary and secondary education act. The bills are dramatically different from each other; however both represent progress for their respective houses in moving forward. Hopefully the houses can agree and there will be an authorization within this congress. The fear is reauthorization might not occur until a new president takes office.

Superintendent Erquiaga reported the NDE applied for a State Personnel Development Grant in special education, (SPDG) and the grant was received for \$3.78 million dollars over the next five years. The grant has two goals. One goal is to increase the academic performance of students with IEPs who are in the general education classroom at least 80 percent of the day through using a particular program called instructional consultation assessment in teaming. It requires professional development strategies, and it is used in rural districts in Nevada for great success. Goal two is the NDE has been working with the CCSD on the performance of 3rd grade students with disabilities on statewide assessments in reading and English language arts (ELA) through building their capacity. They will be able to scale up that program. It is gratifying to see the special education unit work closely with CCSD in an outcome based program. The NDE is historically a compliance entity and to move to an outcome based entity is very different, and this grant is a great opportunity for that.

Superintendent Erquiaga provided staff updates announcing that Dena Durish will serve as the deputy superintendent for Educator Effectiveness and Family Engagement. A new position has been posted for the director of the office of the Safe and Respectful Learning Environment. This office was created by S.B.504 and it is the second office in the NDE that is specifically required by state law. The office of Parental Involvement and Family Engagement is also required in statute. The director is required to report directly to the superintendent, and the job has been posted. This will be the office that handles anti-bullying efforts. A national search will be

launched for the executive director of the Achievement School District created by A.B. 448. The district will be located within the NDE. Five or six positions have been hired associated with the pre-school development plan. It is a four-year grant from the federal government to scale up early learning. In October there will be 16 additional program positions.

Superintendent Erquiaga provided information about legislative implementation and informed that updates can be tracked on the NDE web site. The requests for proposal applications have been released for the Great Teaching and Leading Fund from A.B. 474. Those applications are due on July 31, 2015. They will be screened by a review committee then brought to the Board for approval. Those are funds for professional development and the recruitment and redemption of educators. The Board will then set next year's priorities for the fund and to do so will review the funding priorities established by the regional training programs and their needs assessments.

He advised much of the legislation is effective in this school year, and quick action was required. Today the Board will be asked to adopt as policy measures the bills that require the Board to ultimately place in regulation. The regulation process is long. To move quickly policy can be adopted and then form working groups over the school year to advise the NDE as regulations are brought to the Board. We are doing it as quickly as we can and then we are tightening it up over the next year to provide guidance to the districts.

Superintendent Erquiaga provided additional information about the Choice Scholarship Program that is a tax incentive program. Temporary regulations have been adopted by the NDE. A similar bill creates an Education Savings Account and it is more complex. The State Treasurer administers this program and is working through their regulatory process. The NDE will provide the Treasurer with data about student enrollment and attendance, and the NDE is responsible for aggregating academic testing information from students. This bill goes into effect January 1, 2016 but preparatory work and working with families is being done now.

Superintendent Erquiaga informed the Board that on August 11, 2015 the Board of Examiners will consider the contract for a new testing vendor. Data Recognition Corporation (DRC) and CTB McGraw Hill were awarded the testing vendor contract for certain services primarily in ELA and math in grades 3-8, science in grades 5 and 8, science in grade 10 which is required for federal accountability purposes, the EOC examinations which have been prescribed, alternative assessments and the legacy high school proficiency exam. Since the award by purchasing, DRC and CTB McGraw Hill have merged, and the ultimate relationship will be with DRC. That contract must be approved by the Board of Examiners on August 11. The Board may wish to attend the meeting. DRC will be present, and it is almost a guarantee, that the Governor, the Attorney General and the Secretary of State who comprise that Board will take a presentation on that contract given the challenges that occurred with testing vendors this year.

Superintendent Erquiaga reported for the first time, the Governor has included K-12 education on a trade mission. Governor Sandoval is already overseas with a delegation from Nevada Economic Development and he has been in Ireland and England. This week the Governor will be in Berlin, and Superintendent Erquiaga said he is honored to be joining him to participate in the trade mission with a delegation from the Nevada System of Higher Education (NSHE). They will visit Germany, Poland and Italy. The trade mission is about export, import and business development opportunities between Nevada and foreign countries. This trade mission is also

about work force development. The NSHE and K-12 will participate in an exchange with high school and early college institutions in Europe. Their system is different; they run a very aggressive apprenticeship program in Germany. It is heavily focused on career readiness which will be a major topic for the NDE. Superintendent Erquiaga has agreed to participate in a national effort by the state chiefs on career readiness and how that aligns with college readiness. President Wynn commended the superintendent and the NDE for the extraordinary amount of work that has been done. She said the Board is there to work with all of the school districts, and the reason they exist is to try and make their work easier, better, more appropriate and to have students fulfill their potential.

Approval of Consent Agenda

(Information/Discussion/For Possible Action) President

- a. Possible Approval of:
 - Re-licensing of a Clark County Private School for a four-year period: Kids' Co-op
 - Re-Licensing of a Clark County Private School for a two year period: Omar Haikal Islamic Academy, Candil Hall Early Childhood Education
 - Re-Licensing of a Washoe County Private School for a Four Year Period: The Goddard School – Somerset
- b. Possible Approval of Special Education Advisory Committee (SEAC) Nominations
 - Ellen Richardson Adams I Parents of Children with Disabilities and/or Individual with Disabilities.
 - Diana Cannon – Parents of Children with Disabilities and/or Individual with Disabilities
 - Caroline Longre – Parents of Children with Disabilities and/or Individual with Disabilities.
 - Jan Albertson – Special Education Administrator – North
 - Joseph Holguin – Special Education Teacher – South
 - Joseph Morgan – Universities – South
- c. Possible Approval of the SEAC Annual report
- d. Possible Approval of June 11, SBE minutes
- e. Possible Approval of Career and Technical Education Standards
 - Architectural Design
 - Food Science Technology
 - Manufacturing Technologies
- f. Possible Approval of appointment of Member Serafin to the Technical Advisory Committee created by A.B. 394.
- g. Possible approval of Western Nevada College Jump Start Dual Credit Courses for Lyon County School District.

Member Holmes-Sutton moved to approve the Consent Agenda. Member Serafin seconded the motion. The motion carried.

Information, Discussion and Possible Action regarding recommendations of the English Mastery Council. The Board will receive information on three recommendations for action, following deliberation by the English Mastery Council and Commission on Professional Standards over the last 12 months:

- a. A recommendation that all educator preparation programs approved in this state include a TESL/ELAD endorsement as part of their core curriculum.
- b. A recommendation that future licensees in this state have received the TESL/ELAD endorsement prior to a certain date.
- c. A recommendation that current licensees in this state participate in continuing education related to English Language Learners as a condition of license renewal.

Karl Wilson, education programs professional informed, the Board that the chair of the English Mastery Council (EMC) had a family emergency and is unable to attend today. Mr. Wilson said today's report is a brief update about next steps. Specifically, the first recommendation from the EMC to the Board is that all Nevada teacher preparation programs that prepare pre-service and initial licensure students must include preparation for the Teaching English as a Second Language (TESL) or English Language Acquisition and Development (ELAD) endorsement no later than two years after that is approved by the appropriate board.

Mr. Wilson advised the board that his office has had informal discussions with NSHE members regarding recommendations. At the May EMC meeting a letter was received from Dean Metcalf. He referred to a letter that was sent to EMC in January which provided support for all educators to be better prepared to meet the needs of English Learners (EL), but raised the concern about the number of credits that are required and the additional credits required to receive a degree and an ELAD endorsement. In the follow up letter in April, Dean Metcalf stated *"I am completely committed to ensuring our College of Education does everything possible to ensure that every graduate from our programs, whether that be traditional 4 year undergraduate programs, our alternative licensure programs or our professional graduate programs, is prepared to provide optimally effective education to all children. In southern Nevada where 98.3 percent of UNLV's education graduates are employed, this absolutely must include effectiveness in working with children and families whose primary language is not English."* UNLV has made a commitment over this past year to bring in additional staff to support their preparation program. Mr. Metcalf continued *" I also note that I am completely supportive of the EMC intention to stipulate some enforceable requirement for previously licensed teachers to develop proficiency in working with EL populations whether this is done through recertification requirements or other means, he believes he must ensure that every teacher possess the professional tools to effectively serve EL students."*

Mr. Wilson said he thinks NSHE is supportive but there are concerns about how to actually deliver on preparing all teachers meet the needs of EL. Discussions are continuing with NSHE related to that recommendation.

The second recommendation is that all new licensees be required to hold the TESL/ELAD endorsement. The Commission on Professional Standards did not accept that recommendation. When the EMC shared that recommendation with the Board at the March meeting, the Board did not take formal action. There is no additional information to provide at this time.

The third recommendation relates to teachers already in the field. The proposal from the EMC is that as part of the re-licensure process, teachers be required to participate in training that would provide them with the skills necessary to meet the needs of EL in their classroom. When that presentation was made to the Commission on Professional Standards, they encouraged the EMC

to go back and clarify their recommendation. At the May 7 EMC meeting, a recommendation was proposed by the TESL sub-committee of the EMC council. The full EMC approved the recommendation and brought it back to the Commission on Professional Standards.

In addition, the EMC requested sharing a recommendation from NAC 391.065, subsection a. It specifies six semester credit hours required for re-licensure, clarified through a revision, that three of those six be tied to services for EL learners or directly the course work under the ELAD endorsement, and that requirement remain in place until, as teachers go through the re-licensure process, they either achieve the ELAD or its comparable so they might have that requirement through several phases of re-licensure. And then that is tied specifically to teachers that are renewing a standard licensure.

Member Wakefield noted that statute offers an opportunity to review the rigor and efficacy of the ELAD or TESL currently offered in the state. He inquired whether the EMC reviewed the impact of those programs, or how the NSHE institutions are doing and whether those programs actually lead to student achievement in the classroom. Mr. Wilson responded he understood there was a lengthy review and discussion with NSHE which lead to recommendations to modify some of the course work and those recommendations have been approved by the Commission on Professionals Standards. Member Wakefield requested an update for the Board in the near future.

Member Serafin asked if data has been reviewed from teachers who have exited students from EL within one year or demonstrated significant proficiency increases with EL to determine if TESL is a key area the teachers all have in common. Is there enough evidence from the best teachers serving EL to draw that conclusion? Mr. Wilson reported they have not been able to do that kind of conclusive review of data recognizing in part because the rate at which students gain both English proficiency and success in the academic world is very individual. It may take some students, even with the best training and support, four or six years to attain full English proficiency.

Member Serafin said she asked that question because when she taught in Houston she had a high percentage of EL students. The district would identify teachers that had demonstrated good success with EL. Then those teachers worked in partnership with the district to identify strategies, areas of knowledge or course work that enabled them to be equipped with the skills necessary to lead to those outcomes. Teachers that demonstrated success with EL were recognized for their leadership in the classroom. The district has policies about bilingual education to ensure kids are exited on an urgent timeline. If kids stayed in EL too long, there were bigger challenges with content.

Member Holmes-Sutton concurred with Member Serafin and added she completed a TESL 18 credit program. It has helped her to better serve her students and pieces involved in the curriculums helped her to serve all her students.

Member Melcher commented he has always been a strong supporter of EL. He chaired an ESL committee when he worked for Elko County School District (ECSD) and attended TESL national conferences. He brought in a program from Pearson Education and had trainings at numerous schools to help teachers develop skills. The idea was not to pull kids out of regular

classrooms for EL instruction, but to help build those skills so they are able to teach EL in regular classrooms. That is critical because if they are pulled out too long they become good at the English language but miss class content. It is a delicate balance of getting language proficiency while ensuring students do not miss out on content. He is a strong supporter of teacher preparation in EL. If teacher requirements are very stringent there can be difficulty recruiting teachers into areas that are already struggling to find quality teachers.

Member Melcher said that he has a letter dated January 8 from the deans of the colleges of education at UNR, UNLV, Nevada State and Great Basin but he did not see the letter mentioned by Karl Wilson. He stressed the need to ensure that teachers are able to effectively instruct students in EL but also have skills they can use with all students. Member Melcher stated he has a problem with the first recommendation that it is required for all and cannot support the second recommendation either. He supports the direction of the recommendation that is effective October 1, 2018 to require three of the six continuing education credits gets more to the core and using teachers already in the classroom. Colleges and universities are already working to ensure their teachers are prepared to teach ELL, and then teachers in the classroom need to receive help as well. He said we need to get it right, there are still many questions to be answered and suggested forming a committee to answer the questions.

Member Melcher asked about NRS 388.411 that specifies this statute only takes effect through June 30, 2019 and if that is a drop dead date? Mr. Wilson replied that date authorizes the work of EMC through that period, then the legislature would review that work and decide the future. The original S.B. 504 was for the last biennium, they foresaw the need to have an advisory group that would go beyond those first two years.

President Wynn asked what percentage of the teaching working force is comprised of teachers recruited to come to Nevada for whom the TESL requirement would be mandated. In addition, where else in our region are there examples of effective TESL efforts? Mr. Wilson said much of the work of the EMC has been simultaneous with the implementation of ZOOM in the first two years. The ZOOM schools in WCSD and CCSD have seen growth in both English proficiency and academic achievement. The ZOOM initiative is multi-faceted with different opportunities for students, including a greater focus on pre-school, full day kindergarten, a reading center to build literacy for students with summer and inner session opportunities. Mr. Wilson added there is also a need for effective professional development to build the capacity of staff working with EL. The EMC has also looked at what other states are doing.

Member Melcher asked if it has been compiled what each county is doing in this area. He suggested that because of the diversity in the counties it might helpful to see what is being implemented in the school districts. He added part of getting teachers to step forward is providing incentives to teachers and asked if something could be done through the professional development programs.

Member Newburn said he understood from discussions at the last board meeting that the Commission on Professional Standards did not accept some of these recommendations, particularly number 2, and that considerable debate, testimony and public comment occurred. He expressed concern because the Board has not heard the public comment, debate or testimony on the subject. He felt at a disadvantage not having heard the pros and cons for the recommendation

and was expecting some of that would be heard today. He said he does not understand why the Commission did not accept these recommendations. What was their reasoning, what was the testimony?

Superintendent Erquiaga disclosed that by statute he sits on the EMC and served on the council for the first 18 months of its operations. Recommendation 3.1 is about prep programs. Law presumed the endorsement would be good and directed the council to review it with NSHE. After that review the EMC changed the name and content. The Board's decision is, should the endorsement be required to be incorporated in the prep programs. That triggers issues about the 120 credit requirement, and will a fifth year be a problem. That is a topic the Board will deal with. Is it important to have the endorsement available, or is it important to have the endorsement embedded so everyone who goes through the program obtains it. The Board will consider that and provide direction to bring additional items, or appoint a committee to deal with that issue. Recommendation 3.2 is a broader application of the idea that would apply to all licensees coming in.

Much of the public comment from Clark County at the Commission on Public Standards and at the EMC is that would be an onerous requirement. What if a teacher came from Iowa and they did not have an ELAD or TESL endorsement and to get in the queue they would need to get that added. Would that delay their hiring or would there be a certain amount of time to add those endorsements? Law specifies if it is not accepted by the Commission it must come to the Board for consideration. It is unusual for the Board to set a requirement in licensure that was built into S.B. 504 of the 2013 session. It requires more examination and information. The Board may request more information is brought to a board meeting, or appoint a committee. The Board has two roles. One which is the Board's by law including prep programs, and the other that is required by the transitory language of S.B. 504 to consider this.

President Wynn asked what "endorsement available" refers to. Superintendent Erquiaga said there are endorsements in the regulation which is an additional certificate that one can add to one's license. An endorsement might be in TESL, or an endorsement in a content area. They are not required but they add value to the teacher's credentials. President Wynn asked regarding recommendation four, what push back would there be from existing teachers who would be forced to dedicate some time to that. Superintendent Erquiaga responded, as example, an art teacher may question why they would be required to have this training in continuing education and how can the state tell them what their continuing education should be. The other side of that is, virtually everyone has EL students in their class or program, and this helps those students acquire specific skills in academic language, The content is everybody's job.

Member Wakefield asked what the current process is for teachers to obtain their continuing education credits. Is it self-selection by the teachers, or is it required based upon their areas of professional growth from their evaluations, or something in between? Deputy Durish replied that currently it is six credits for the majority of licensees upon renewal, and the Commission sets that number. It is not in statute. Typically, it is every five or six years depending on the type of license. It is broad, stating it must be in an area related to their area of teaching. Assembly Bill 234 directs the Commission to set regulations for licensure for all new licensees after July upon renewal requiring they take a course in multi-cultural education. The discussion has already begun. Member Wakefield clarified he asked the question because there seems to be independent

work streams in relation to the same item. It is not clear if there is evidence to know if there is efficacy of the continuing education credits for how programs are evaluated or if the credits help teachers become better practitioners. He asked if the Board could have a complete look at the idea of continuing of educations credits. He said he would like to understand more and it is difficult to make such an important decision on continuing education credits. President Wynn added the average tenure of teachers is not even five years, and it is conceivable teachers could come in and out and not be required to do that training.

Superintendent Erquiaga observed the Board has rightly focused on the right cause and data question. Nevada does not collect, in any organized manner, the kinds of root cause data nor has an analysis been performed that the Board has discussed. Knowledge cannot be stated that the TESL/ELAD endorsement is the item that directly changes student outcome. In this phase there is only the statutory requirement to begin tracking and identifying long term ELL. It is not known in this phase if is the endorsement, or the continuing requirement because it is entirely up to the licensee today. It is work that requires significant research beyond the ability of the NDE and would also require additional future funding.

Member Wakefield said the difference between the ZOOM work that has been done and the EMC should be clarified and he understood there was no required inter connection in the law. There was no ZOOM effort from statute to ensure there was more TESL/ELAD endorsed teachers at the Nevada schools. Superintendent Erquiaga agreed adding the ZOOM school initiative in the prior biennium as carried forward and scaled up is about certain prescribed interventions at a school identified with a high EL population. The EMC's role assigned in 2013 was the policy regarding district curriculum, licensure, endorsement and continuing education. The EMC is the body that deals with policy, the district implement, the ZOOM funding and the actual instruction of EL.

President Wynn expressed concern about making policy without data. She suggested the discussion continue and for the Board to consider what they could do moving forward parallel to the policy making. Member Melcher said incentives are important and he asked which teachers need this endorsement more than others. Is it elementary teachers, certain content area teachers, where is the priority? He recommended considering a committee from the NDE, EMC, school districts and NSHE to collect more data and information that would help school districts.

President Wynn asked the Board for their thoughts about creating a commission or committee for further study. Member Serafin asked if the Board could request that the EMC do extra research as opposed to creating an additional committee that would need to coordinate with the EMC and other committees. The request would be to ask the EMC to come back to the Board with additional data and she suggested looking at other states that have similar high percentages of ELL learners with districts and schools that demonstrate significant student achievement. Then the EMC could bring back trends leading the Board to make decision aligned to what is occurring in other areas.

Superintendent Erquiaga agreed that staff can work with the EMC to present more robust data gathered from elsewhere regarding the first two recommendations. President Wynn requested that Member Wakefield work with staff as a liaison. No action will be taken today on this agenda item.

Member Jamin suggested a sense of urgency on this item. Achievement with the EL sub-population is suffering and she asked if the EMC could provide a schedule about when they would address these matters. Mr. Wilson said he would bring that request to the EMC. President Wynn said she hoped to have updated recommendations and information in October.

Information and discussion regarding the report required pursuant to NRS 387.304 and NRS 387.3045,

Michael Shafer, chief auditor, Business and Support Services presented a report required by NRS 387. The CPA reports were reviewed to determine whether the school districts have any long term obligations in excess of the general obligation debt limit of the 17 school districts. When information was compiled, the determination was there are not. Mr. Shafer provided further details in the report.

Member Newburn asked what the role of the Board is regarding these reports. Superintendent Erquiaga explained the law requires that the NDE provides the information, but the Board has no financial oversight over a district unless they reach a point of financial emergency and are requesting aid. The role of the Board today is to receive information. If any items are of concern, the audit office can be asked to bring information back.

Information, Discussion and Possible Action regarding the requirements of Senate Bill 391 of the 78th Regular Legislative Session, S.B. 391 requires that the State Board:

- a. Prescribe the assessments for determining a pupil's proficiency in the subject area of reading; and
- b. The training, duties, responsibilities, and professional development required to be a learning strategist; and
- c. The professional development a teacher is required is required to receive from a learning strategist.

Deputy Superintendent Canavero informed the Board there are two recommendations for the Board to consider today. One is related to the adoption of the assessment (9a) and the other is regarding the learning strategist roll (9b-c). These are preliminary steps to be taken today.

Deputy Canavero explained that 9a are the assessments for determining a pupil's proficiency in the subject area of reading. Senate Bill 391 requires school districts use procedures for assessing a pupils proficiency in the subject area of reading, using valid and reliable assessments that have been approved by the State Board by regulation. The Board is required to adopt regulations that would allow a school district to select an assessment from a list for the purposes of the regulation. He provided information titled Comprehensive Pre-K Early Literacy Assessment and Support System and critical questions for the Board. There have been many suggestions about how the assessment should function, and the purpose of administering it to children in the early elementary years for reading. More discussions need to occur and many components need to be considered and discussed with policy makers.

Considerations include the purpose and how long it will take to deliver. This information needs to be vetted across the state and the result would be a request for qualifications (RFQ). An RFQ

would go out to the vendor community and then come back. A committee will review the results and then the assessment recommendations would be brought to the Board for regulations.

The immediate work is adopting assessments for the 2015-16 school year ensuring the field what is accepted in the first school year while working on long range plan. This summer a survey was conducted with district superintendents and the charter school authority about what assessments are being used. A list was generated details were provided about the results of the survey. Deputy Canavero said the NDE recommended the Board approve the list with the addition of acuity of reading assessments presently being used in the field for the 2015-16 school year, as the K-3 reading assessments would enable districts to comply with S.B. 391.

President Wynn asked for clarification and why is it necessary to have 13 items. Deputy Canavero said the Board is considering these because they appear on other state's approved assessment lists, they appeared on the American Institute for Research Response to Intervention approved assessment list, and they met reasonable measures of validity and reliability. The necessity comes from the process to engage districts, stakeholders, and answer key questions about the values underlying the particular assessment. Then issue an RFQ to the vending community and return to the Board with a Pre k-3 list that clearly identifies why it is one, or more than one.

Superintendent Erquiaga added the practicality is there are 17 school districts and many charters that are inside the charter school authority. There is no aligned assessment system in Nevada. They have all done their own thing and have contracts with vendors. If we pick one of these now, someone has to cancel contracts, or may result in over testing. Nevada needs a year of transition for a practical reason while moving to an aligned assessment system in K-3.

Member Melcher observed when he reviewed the provided list he was familiar with most from the school district he worked in. Many teachers and students have spent a lot of time learning how to use these assessments and they are comfortable with them. From a student and teacher standpoint it is good to have the assessments they are already using.

President Wynn agreed, but said now we are entering into an area of high stakes and before much of this was voluntary. Now there are dire consequences to these assessments. Member Serafin asked if it is possible to get a matrix to understand all the components of developmental literacy, what each of those assessments assess. Understanding the assessments would allow a teacher to understand the literacy development of their students.

President Wynn agreed her observations are correct, however it has been clarified there are contractual obligations making this necessary now. Going forward the substance of the assessment will be important when decisions are considered. Member Serafin said wants to ensure Nevada is going in the right direction with robust assessments that will provide parents, students and teachers the right indicators about a child's preparedness going into third grade. Superintendent Erquiaga agreeing said next year's kindergarten class is the first class to which the retention requirement applies. Member Serafin is correct, by the time that class is assessed the instruments approved should be aligned to the third grade test that will be imposed on that class that will result in their retention. This is a transition year where it is recommended that the

Board accepts what the field is doing. But by next year's kindergarten's class the Board must go through the long play because there are consequences for that class.

Member Serafin added she wants to be certain that it is not about the third grade test, rather, it is about ensuring third graders have the knowledge and skills that put them on a college and career ready path. The test is the validation of strong instruction to ensure kids are headed in the right direction to achieve their dreams.

Member Jamin encouraged the NDE to work closely with the Nevada Association of State Superintendent's (NASS) in this process. It will accomplish what Member Serafin requested which is that districts do not enter into contracts for assessments beyond the appropriate period and also that the assessment chosen is one all districts use and will be the best to accomplish the objectives.

Member Wakefield asked if the appropriate learning score for the grade level equivalent in each of the tests can be shared with the field so that in the transition years the state, parents, students, and principals become familiar with what it means to be able to read at the appropriate grade level. Deputy Canavero replied that requirement is based on law, how reading deficiency is identified based on assessment. Measuring literacy assessments is complex. The Board's discussion necessitates additional discussions with the NDE to focus on key questions, and then bring the answers and assessments with a clear vision for implementation back to the Board. The NDE has the matrix with the skills assessed and the time required. This information will be provided for the Board.

Member Holbrook asked how the third grade SBAC test relates to this test. Deputy Canavero said there are a few ways a child demonstrates proficiency in third grade reading, one is the SBAC score. If a student does not demonstrate proficiency on the SBAC, there is an alternative assessment that could be used. The third grade CRT is the ultimate benchmark.

Member Holmes-Sutton moved to accept the recommendations in 9a to move forward with the list of assessments. Member Wakefield seconded the motion. The motion carried.

Deputy Canavero commented that item 9 b-c includes three areas in statute that the State Board must prescribe by regulation. The principal of every elementary school must designate a licensed employee to be the learning strategist. It does not necessarily mean that the learning strategist is a new hire. This could be an additional responsibility for a teacher already on staff. There are three areas in law related to the professional development the learning strategist must complete as well as the professional development required along with skills and attributes the learning strategist must have.

Deputy Canavero explained the approval for 9b,3 is to approve the first step pending significant feedback and then work with school districts, noting the criteria may change as the NDE comes back to the Board to adopt regulations. That addresses the various context so the best situation can be created to ensure support is received.

Kevin Laxalt, education programs professional, informed the Board that she is the lead literacy coordinator for the Striving Readers Comprehensive Literacy initiative at the NDE. She provided

context about the document titled *NDE Preliminary Version of Learning Strategist Position for 2015-2016 School Year* that was provided to the Board. Information included:

- Professional development that a learning strategist must complete,
- Professional development that teachers much receive from the learning strategist
- Duties and responsibilities of a learning strategist.

Member Serafin asked about districts that do not have the capacity or money to assign a full time learning strategist. What should a district consider if they have a split strategist role and or a teacher that may take on this work? Ms. Laxalt said she created a second document to address this issue. Qualifications were suggested for the districts to consider and part of the law defines a learning strategist as one who has leadership skills. The goal should be to establish a culture of literacy.

Deputy Canavero agreed with Ms. Laxalt's comments and stressed a critical component is the ability of the learning strategist to interact with adults. He added another practical item is the corresponding grant funds to implement the program. The first year there is about \$4.8 million in competitive grant awards and the second year it goes up to \$22 million. The first year is a way to incubate this program within specific districts, learn from that then to continue to develop tools to use models for the following school year.

In response to a question from Member Serafin, Superintendent Erquiaga clarified the intent is to have the exemplary and the good enough while working with the districts and charter schools. Further division and edification of the list is envisioned while learning from the grant process, and as discussions occur. It is necessary to get started and so the list was brought today as districts are identifying their learning strategists. Every elementary school must have a learning strategist. As they begin to do that, the Board is asked by policy to provide this year's guidance in a transitional year. Member Serafin asked if guidance can be provided to districts about the prioritization of schools that need a full time learning strategist

Superintendent Erquiaga responded he would be glad to discuss that with the districts. Member Serafin asked if the leaders who take on those shared roles as a learning strategist could be recognized for taking on additional responsibility. Superintendent Erquiaga said he would ask staff to consider, either as requirements of the grant, or as a scan of information at the end of the school year to collect data identifying schools where there was a full time learning strategist distinct from schools where there a teacher assigned additional duties because they were exemplary. Over time they will begin to build data.

Member Jamin expressed appreciation to staff for their work on this item.

Member Holbrook move to accept the recommendations in 9b-c. Member Holmes-Sutton seconded the motion. The motion carried.

Information, Discussion and Possible Action regarding the requirements of Senate Bills 405 and 432 of the 78th Regular Legislative Session, S.B. 405 and 243 requires that the State Board prescribe a list of recruitment and retention incentives for teachers and other licensed educational personnel at Zoom Schools and Victory Schools.

Deputy Canavero explained that through this process the SBE creates a list of acceptable uses, and the districts will choose from the list to implement in the schools. These two bills are categorically different, but similar in supporting students whether they are EL or students in poverty who are often EL. There are also similarities in statute for the bills to include a list of recruitment and retention incentives that bridge both programs. The list can be used by Zoom or Victory schools, and hopefully by districts as they work through their pay for performance plans.

Jane Splean, assistant director, School and Student Support stated there was a team that worked closely with administration and leadership on the development of the recruitment and retention list that was provided. She explained how the list was developed.

Matt Smith, education programs professional, explained the differences between Zoom and Victory schools. One key difference is a cap in the Zoom legislation. Up to two percent of a Zoom allocation may be spent on professional development, recruitment or retention incentives and family engagement. Victory legislation has no limitation. A school district could choose to use 100 percent of their Victory school allocation on recruitment and retention incentives. Research indicates that financial incentives matter, particularly in scale. There is a big difference in a classroom between a \$1000 and a \$10,000 incentive. However, financial incentives alone are unlikely to hold a teacher or recruit a teacher to a specific school.

Ms. Splean said they knew the incentives had support and built effective leaders and teachers, reflected the input and recommendations received, had alignment with the NDE mission, goals and theories of action as well as coordinated with some of the other recruitment and retention incentives in legislation. Research indicated the challenges are complex and there are no simple answers. However, four recurring themes that include factors that influence recruitment and retention of effective educators include:

- Financial Incentives
- Opportunities for Professional Growth
- Administrative Support and Leadership
- School Culture/Working Conditions

Staff recommends that the Board approve the attached list that prescribes the recruitment and retention incentives for school districts and the sponsors of charter schools for teachers and other licensed educational personnel at Zoom Schools and Victory Schools for the 2015-16 school year.

Superintendent Erquiaga reminded the Board the way both bills operate, the school or district receives these funds and these are eligible uses of Zoom or Victory dollars. There is a host of recruitment and retention incentives. The districts are also required to have a pay for performance and enhanced compensation plan or program as of July 1, for their district. That program morphs over this biennium as well. This is a specific use of Zoom and Victory dollars. The Board's duty under the bills is to prescribe a list of incentives. That list is provided for school year 2015-16.

Member Serafin said she reviewed the list and asked if schools that have incentives over the biennium are budgeting available dollars beyond the biennium. Superintendent Erquiaga stated

all legislative appropriations are only for two years, the funds in total expire. The local board or the governing board of a charter school has a pool of money available for this year and next year. Contemplation of how to continue dollars is a local determination on collective bargaining decisions, and a host of other decisions. It is not contemplated in the state framework, all of the money expires. Member Serafin asked if it can be ensured that is a guiding question for schools that are engaging in the distribution of dollars. Superintendent Erquiaga said the Board has a representative from the superintendents association and the board of trustees for a reason. Those are the entities that will make those decisions. The two entities are here for a reason, to advise as non-voting members, but to carry messages back. He requested they do that.

Member Wakefield observed law has a board accountability mechanism, and he asked the superintendent to comment on that. Superintendent Erquiaga responded the two bills have distinct mechanisms. Victory Schools are explicit that this Board can seize distributions if funding is not resultant in achievement. That statute assumes the program will continue. He said he did not think the Zoom bill contains such an explicit demarcation of ending money. The money is distributed to CCSD and WCSD. Member Wakefield clarified his question was in regards to Victory Schools. Superintendent Erquiaga said because of operating in the biennium, the first application would occur at the end of this school year for next year Victory's dollars. Member Wakefield asked if they will be able to review the impact of dollars looking at the 2016 year. Dale said that was the legislature's intent. Some of this will depend on what the Victory plans look like. Different schools will emphasis different areas. Victor clarified, whenever there is a review mechanism, it can cause fear that if something is not done to show impact this school year, it is not an effective use of funds. He said he hopes as a Board that is not how they will look at funds. They will look at a comprehensive plan for victory schools that is responsive to the needs assessment of the community per the law. It is not a gotcha provision that demands results tomorrow, but rather it is looking at how to partner effectively and ensure dollars are being used in the most effective way using the school based needs assessments as the guide post.

Member Serafin asked if the Board could get information about the additional categorical cash flow allocation to each campus for Zoom and Victory schools at the October meeting. There are many categorical programs and would like to know what the districts officer. Also she requested a list of schools and asked how much additional cash they are receiving for the 2015-16 school year. Superintendent Erquiaga explained the two bills operate in slightly differently ways. In the Zoom school, the two large districts which receive a direct allocation will submit to the department by August 1, their plans and schools.

The NDE is engaged in the Zoom grants process. All of that information must go to the IFC by a date certain in August. He said he will provide the Zoom school report. Zoom schools do not require a by school budget, but he has the authority to ask for that. Victory schools operate in a different way. They require the submission of a plan and there are both district and charter schools on that list. The plans will come in different forms. Those plans must be approved and there is a mechanism in the law to allow a statement of intent if the plan is not done by a hard date set in law. Those require a budget because the intention for the Victory dollars all along has been that they are the last dollar in, as reported, all those schools have assistance from a number of revenue streams. He advised he will provide reports, that are slightly different, and that should be feasible for both at the October meeting.

President Wynn asked for clarification regarding 3-c which specifies “*to provide opportunities to provide leverage to the district for securing the placement of highly effective staff in Zoom Victory Schools*”. Jane Splean responded this is about opportunities of leadership within the district and getting the staff they need and want. Another example is that they can outsource a recruitment organization that has a proven record of hiring highly effective staff.

Superintendent Erquiaga confirmed that all board members have seen and reviewed a copy of the Recruitment and Retention incentives. Member Wakefield recused himself from the vote because his employer may be one of the vendors that could help with district improvement.

Member Serafin moved to approve the staff recommendation. Member Holmes-Sutton seconded the motion. The motion carried. Member Wakefield abstained from voting.

Information and Discussion regarding the personnel recruitment activities of the Clark County School District (CCSD). The Board will receive an informational update from CCSD regarding the current teacher shortage and the success of recruitment campaigns.

Ryan Yanagi, deputy chief human resources officer, CCSD and Jennifer Varrato, director of employee onboarding and development, CCSD, provided an update on their expanded recruitment efforts in the hiring season. A [PowerPoint](#) presentation was conducted that provided information in four main areas:

- Accomplishments
- New Recruitment Innovations
- Challenges
- Next Steps

Member Serafin remarked that as a former teacher recruiter she understands it is a tremendous amount of work given the number of hires CCSD needs. She recognized CCSD continues to have a tremendous amount of vacancies, some in schools prioritized from the past legislative session as not meeting expectations for school achievement. It is a concern because this is year two, and she questioned the prioritization and strategy. She asked if CCSD is able to calculate their cost per hire, and from there measure conversion rates. Given the tremendous amount of effort, energy and dollars, 131 new teachers are not serving its purpose.

Mr. Yanagi said what they realized in the beginning of the year is that their traditional candidates were not there. They put focus back onto what was giving them candidates, which was the Alternate Routes to Licensure (ARL) program. As they advertised nationwide, CCSD was looking for both types of candidates, traditional and ASL. Using the Teach for America (TFA) strategies about how to recruit other candidates, they looked at how to get candidates to Las Vegas into an ARL program. A large focus was put on ARL and numbers have been increasing from that point on. Member Serafin asked what the cost is per ARL candidate, including time, talent and resources. Mr. Yanagi said he does not have the exact breakdown, but it comes out to about \$1500 per candidate. That is cost for administration, teachers and support staff that are being hired. There were about 3,600 applicants hired this year for all three groups.

Member Serafin questioned what is working and what is not working. Mr. Yanagi said last year CCSD had a large internet presence on monster.com, Career Builders and others, and received a lot of applications. The majority of the candidates are out of state, and the competition was

challenging this year. In the past when he went to recruitment fairs, he would sit at a table that said Las Vegas, and people would just walk by. All the amazing aspects of Las Vegas need to be shared with the candidate to stop them from walking by. That is why they hired four recruiters to establish relationships with Universities and with candidates.

Member Serafin requested he walk her through the success of those recruiters. It is one thing to look at the total numbers, but she said she still does not understand, being as year two, what is not being done. Where is support needed? If year three has 1,000 vacancies going into the 2017 legislative session, families will be let down. Mr. Yanagi said the majority of their candidates are from out of state, and now that every state is hiring again, the candidate needs to be convinced to move to Las Vegas. Human Resources have focused efforts on candidate cultivation. That is not only getting the candidate to Las Vegas, but providing. It is not only getting them there, but providing support afterwards and convincing them throughout the entire process of their being hired, and even into the start of the school year to come to Las Vegas.

What was seen in the past, even though people were hired in July, the teacher may be picked up in their home state and take that contract instead. It is finessing them all the way through the summer until they are on campus with their kids. That support mechanism was put back in. There are many opportunities in Las Vegas for candidates. Member Serafin asked to be walked through year three. If CCSD continues to grow at 1 or 1.5 percent, a significant number of teachers will be needed for next year. She asked what is going to happen differently over the course of the next 90 days to fill existing vacancies and what will be different in year three so the same conversation does not occur next summer.

Mr. Yanagi explained if they do not get enough candidates by the start of the school year, they still recruit for substitutes. He is putting out a big campaign for the substitutes. He realized from last year that substitutes need support to get into the classroom. For new teacher induction day the substitutes are being separated from new teachers and focused training is put on just substitutes with ongoing support. It is a constant discussion of looking at the numbers and they are trying to get accurate data on how candidates hear about coming to Las Vegas. The ARL will continue to grow. Member Serafin asked what the retention is of ARL candidates from last year. Ms. Varrato said the retention for ARL is higher than for new experienced teachers coming in. She added that their big recruitment push was the end of January. That is when the recruiters began, and there was a sharp spike in the number of visits to their web site. Much of that interest is in ARL, many people are changing careers. While they are the largest ARL providers, there are other approved providers in the state they want to partner with to work collaboratively together to get more teachers in CCSD.

Member Serafin said it would be helpful to have a breakdown by supply line of teachers from last year and this year. She requested information on the traditional routes, from three or four Universities as well as raw numbers and percentages of hires from last year and this year, including ARL program through the district, Teach for America and Troops to Teachers. She would like to work as a Board with the district and it would be good to have a clear baseline to understand where to increase investment, and what partners are not in a position to deliver the volume and quality of talent needed. Member Serafin expressed interest in what the outcomes are now and what the focus on the 2015-16 school year should be to ensure hiring targets are hit. That means 100 percent of the classrooms have a licensed teacher in 2016.

President Wynn asked if a performance self-evaluation is required each year. Mr. Yanagi said their Board of Trustees was provided a report on the status of the recruitment campaign in the beginning of the year and another update was provided in June. President Wynn suggested in addition to a status report an evaluation on the methods used that produced the most success would be valuable. A lifestyle in Las Vegas is being marketed and sold similar to selling a product like many businesses. She suggested taking advantage of local companies HR for good ideas in view of their expertise.

Mr. Yanagi responded every company you can think of is in Las Vegas. He has invited MGM Grand, Caesars Entertainment and more to round table discussions. Before their campaign was launched those companies provided feedback on all aspects, it was a great partnership and experience with community members. As recruiters went out they were asked the same common question. Whenever someone was asked what they think of Las Vegas, the first thing asked is do you live in a hotel on the strip. Candidates must be educated about everything outside of the strip and they are looking at ways to measure the investment in various advertisement products.

Member Serafin asked Mr. Yanagi his prediction for the number of new hires they will have in the next 30 days, there are 813 vacancies effective July 13. Mr. Yanagi responded the goal was to hire 2600 teachers and currently 1300 have been hired. His personal goal is to hire 1600 although he would like to hire at least 2000. Member Serafin asked if there was a plan to reach 1600. Mr. Yanagi said his plan is cultivating the candidates in their pool and the ARL program. Member Serafin said it would be helpful if he came back in October with an update. She expressed interest in seeing his operating budget for recruitment from last year and this year and partner with the Board to ensure this does not happen again.

Member Jamin asked whether the poor ranking of Nevada comes up with the applicants, and if so is information provided to show the efforts Nevada is making to improve. Mr. Yanagi said you might think that is a frequent question, but it is not. The question is as simple as what is Las Vegas, define Las Vegas. He shares what Las Vegas is about and the variety CCSD has to offer its candidates.

President Wynn asked if there has been thought to reaching out to communities or cities that have experienced contraction in business, such as Detroit, that might have populations of people that want to relocate because of circumstances. Mr. Yanagi responded they are hunters for unemployment so they look for states that are laying off teachers. The hard part about recruiting teachers from the east and Midwest is the moving cost. The interest can be captured, but getting them here is hard.

Member Newburn said he would like to get a sense of openings. Are these created through growth, or are teachers being lost to retirement, are teachers leaving the state, or are teachers exiting the profession. It appears to be a high churn profession. Mr. Yanagi said it is a combination of everything. Retirement and resignations is slightly up. The retention of out of state candidates that were hired and keeping them in the CCSD is difficult. Discussions need to occur with those out of state candidates to stay in the state. Focus needs to be on the retention. Member Newburn said he was interested in ratios of growth and what factors are creating the openings. There may be other ways than recruiting to address the shortage.

Superintendent Erquiaga said because a member has asked Mr. Yanagi to come back, he suggested the Board work with him on the retention questions. Responding to Member Newburn's question, he suggested the Board can work with him to understand what is being lost out of the pipeline and what causes from a policy perspective could be addressed. It is less expensive to retain a good employee than to recruit a new one. That would be helpful to the Board from a policy perspective.

Member Wakefield commented much of the discussion has been about the short term and doing the best we can for this year. It is hard to hear there will be at least 700 teacher vacancies the first day of school as a best case scenario. He said he would like to consider long range efforts, and asked about three conditions:

1. What is occurring within the school district making it harder to hire and retain teachers? There were teachers picketing at the last school board meeting because of a salary freeze while CCSD is trying to hire new teachers, which makes recruitment efforts difficult. He asked how the salary negotiations affect the process.
2. He was surprised there was not more information in the presentation about NSHE institutions and growing the traditional pipelines. He said he would like to understand the roll of the colleges of education.
3. Are there legislative investments, reforms and programs that can help with this teacher shortage.

Member Melcher said the information has been helpful to get an understanding of where we are and where we are going. Clark County is not the only school district struggling with hiring issues. He said he would like to see a report from the CCSD board of trustees regarding their ideas and how they are dealing with the problem. Partnership is important, but in reality it is their job to do and our job to support them. He said he would like more involvement from the school district.

President Wynn remarked the Board would like deeper discussion at a future meeting about this topic, not only from the largest school district, but to get a profile of the entire state.

Information, Discussion and Possible Action regarding the requirements of Senate Bill 511 of the 78th Regular Legislative Session, S.B. 511 requires that the Board approve the distribution of money to the boards of trustees of local school districts to provide financial incentives to newly hired teachers in certain schools. The Board will receive information concerning school district programs prepared pursuant to NRS 391.168 and may allocate funds based on applications from some or all school districts in accordance with those plans.

Dena Durish, deputy superintendent, Educator Effectiveness and Family Engagement, explained S.B. 511 specifies a \$5 million increment in each fiscal year, and S.B. 515 which is a funding bill, added an additional \$5 million for a total of \$10 million to be used statewide for each of the two fiscal years.

Ms. Durish conducted a [PowerPoint](#) presentation about teacher incentives. The money may only be used to provide incentives to new teachers or those employed fulltime in a Title I school, or a school that has received one of the two lowest possible ratings indicating underperformance of a

public school. Ms. Durish provided further information about the new teacher incentives and provided recommendations for a Board motion:

- \$4,000 per teacher* to be awarded, based on 2,427 requested (unless less requested by district)
- \$9,671,000 to 10 applying districts on or before August 1, 2015
- \$112,000 for possible remaining 4 districts on or before October 1, 2015
- Remaining funds as of October 2, 2015 carried forward to 2016-2017

* Districts may still pay up to \$5,000 per teacher based on local plans, availability of funds, etc

Member Serafin asked where the dollars will go, how accurate the projections are and will charter schools have access to this money. Deputy Durish replied charter schools are not subject to the plan and none of them will receive these funds. Member Serafin asked whether schools that may be entering the Achievement School district will be able to apply for this money. Superintendent Erquiaga responded no, the schools become an Achievement Charter School, which is a defined term. Future legislation could bind charters and achievement school district charters to have a pay for performance and an enhanced compensation plan. They are not bound today. Charters are excluded from the requirement and are therefore excluded from the revenue.

Member Newburn asked in reference to the last item, it is possible districts will not hire all the teachers they projected to hire. In that instance, what happens to those teacher dollars? Ms. Durish responded the bill is clear the dollars will revert back and can be used the next year. The bill is also clear that each individual teacher cannot receive more than \$5,000.

Superintendent Erquiaga stated the job of the Board is to allocate money, and based on S.B. 511 to pro-rate that money if there are insufficient funds for the number of requests. This body does not set the level of compensation; rather a proration is used to get to the \$4,000 number. It appears that \$4,000 is how much there is. The money goes out in a block to each of the districts as shown in the PowerPoint. They can spend \$1,000 or \$5,000; it is dependent at the district level on how they write their enhanced compensation plan pursuant to NRS 391.168. The Board is not setting compensation at \$4,000 per teacher, that is a district decision and it will be scaled from district to district. To be clear, the Board's job is only to do proration. This is the simplest way conceived of to prorate \$10 million to \$10.9 million.

President Wynn clarified this is purely an incentive measure without any performance requirements attached to it. Ms. Durish agreed.

Member Wakefield asked if this could be prorated based upon the plan. Deputy Durish responded the role of the Board and the NDE is not to approve or deny the plan and that is why the plans were not provided today. Superintendent Erquiaga reinforced that the language in the bill states *on or before October 31, 2015 the State Board shall distribute the money to each board of trustees of a school district that submits an application in proportion to the number of teachers to whom the board of trustees plans to provide incentives.*

In response to questions from member Wakefield regarding agenda items, Superintendent Erquiaga explained a member of the board requested a report on the CCSD recruitment efforts, and the Board received a report on their recruitment efforts. Unrelated to that request, the law

operates as such in three different bills that the Board allocates money for purposes of retention and recruitment in two bills, and so the Board received a presentation about recruitment and retention on S.B. 405 and S.B. 432 and a presentation on S.B. 511 about retention. Going forward in the year, and bringing back more information and bringing back CCSD, there will be some improvement reporting, and some retention. The items brought forward were simply because of how the request was made by a board member in June.

President Wynn clarified the Board's role is to oblige with the spirit of this legislation which is to approve this funding to the various school districts based on the NDE evaluation of how to allocate that money.

Member Serafin moved to approve the recommendation. Member Wakefield seconded the motion. The motion carried.

Information, Discussion and Possible Action regarding the requirements of Assembly Bill 447 of the 78th Regular Legislative Session, A.B. 448 requires that the Board may provide for evaluations of counselors, librarians and other licensed educational personnel, except for teachers and administrators, and determine the manner in which to measure the performance of such personnel, including, without limitation, whether to use pupil achievement data as part of the evaluation. The Board may provide an evaluation for 2015-16 and may direct staff to gather further information

Ms. Durish conducted a [PowerPoint](#) presentation including two additional documents that provided extended facts about A.B. 447. She explained this legislation relates to the group three teachers, or the other licensed personnel. The Board will have a role in three components of the bill and Ms. Durish explained amendments in the bill that resulted from legislation.

- Student Achievement Data – requires that future use of student achievement data include both state and local data sources.
 - ✓ 2015-2016: Includes no student achievement data
 - ✓ 2016-2017: Includes 20% student achievement data
 - 10% statewide assessment data
 - 10% district determined data (TLC to recommend to SBE for regulation change)
 - ✓ 2017-2018: Includes 40% student achievement data
 - 20% statewide assessment data
 - 20% district determined data
- Principal Supervisors
 - ✓ The policy must also provide for the evaluation of those administrators at the district level who provide direct supervision of the principal of a school. The policy must comply with the statewide performance evaluation system established by the State Board pursuant to NRS 391.465.
- Other Licensed Personnel
 - ✓ Pursuant to NR S391.3123, The State Board may provide for evaluations of counselors, librarians and other licensed educational personnel, except for teachers and administrators, and determine the matter in which to measure the performance of such personnel, including, without limitation, whether to use pupil achievement data as part of the evaluation.

Deputy Durish recommended the Board motion include;

- 2015-2016: NEPF for teachers and building-level administrators only
- 2015-2016: Districts continue to use local evaluations, approved by board of trustees, for principal supervisors and other licensed educational personnel
- 2016-2017: Direct TLC/NDE staff to make future recommendations to Board for statewide evaluation system for:
 - ✓ Principal supervisors
 - ✓ Other licensed educational personnel
 - Which (if any) should be included in a statewide system
 - What the system(s) should look like
 - What (if any) student measures should be included

Member Newburn said his preference would be not to have the evaluation creep through other professions, such as the nurses.

Member Melcher commented that in many of the smaller districts superintendent's evaluate the principals. That could pose a question when public boards hire superintendents on multiple year contracts. Deputy Durish agreed the dynamics are different in each of the districts. She added this is just for 2015-16. It is law that everyone who supervises has a standard measure or a statewide evaluation system. The law specifies for the 2016-17 school year, that all principal supervisors would have a standard evaluation system. Member Melcher said it is an area that needs review to be certain there are not conflicting laws regarding supervision of school district superintendents and their hiring. Also, there will be a system where some superintendents will be evaluated through this process, and some will not.

Member Serafin move to approve the above recommendation. Member Holmes-Sutton seconded the motion. The motion carried.

Information and Discussion regarding the results of the recent statewide administration of the ACT Complete, Nevada's approved college and career readiness assessment. The Board will receive a report from ACT on this year's test and prior year's data concerning the college-going behavior of Nevada graduates.

Richard Vineyard, education programs supervisor, conducted a [PowerPoint](#) presentation. He explained that after the slides for this presentation were produced, there was an update with results and new numbers. All the 11th grade students in Nevada were eligible to take the ACT funded by the state. The tests were administered April 28, 2015 and the make-up test was May 12. Students should have received their individual student reports by mail the beginning of June. The reports are based on the 11th grade participation and graduating class results accumulated by all students who took the test in grade 10, 11, and 12 over their high school career. Every school district, the state public charter schools, the Davidson Academy and about 170 students that were not assigned to any school participated in the test.

Mr. Vineyard presented the preliminary results. The biggest difference is that in 2014 there were approximately 7,000 students participating and about 24 percent of graduates were tested. This year 95.1 percent of those students will participate in the class of 2016. Students who did not participate this year as 11th graders will get the opportunity to participate next year as grade 12

students because it is a graduation requirement for participation. The average composite scores dropped from 2014 – 2015 across every content area, which was expected for the first statewide adoption of ACT. There is a negative correlation between the participation rate and the average composite score because it was a much larger population of students taking the test. In 2014 and previous years, the students who took the ACT were students who were motivated to take it, paid for the test and had a clear expectation of going on to post-secondary education. It was required that all students participate and there was a larger population, including students who did not have an interest in going to college but had the opportunity to take the test to see where they were on the path towards being ready.

In 2014 there were 7,169 students who participated in the test, and 1,815 of those students, or 24 percent, met all four of the college and career benchmarks set by ACT. In 2015 there were 29,554 tested in Nevada, and 2,955, or about 10 percent, met all four of the college and career benchmarks. It is a smaller percentage, but it also means 1,040 more students this year met all four of the college and career ready benchmarks in Nevada than in 2014. Further statistics were provided.

Member Newburn said when this program rolled out, it was designed to give parents an early warning that if a student was college ready they could take college classes their senior year, or if not college ready they change senior classes to become college ready, or if they had never thought of college but discovered they were close, they could take college preps classes. It was designed to get more kids ready for college. Will there be any way of measuring whether the bill is having its intended effect, and will taking the test change senior behavior.

Deputy Canavero said there are opportunities for the state to work in consultation with school districts to establish a policy concerning the 12th grade year. Feedback from NASS was that the ACT was too late this year, which is why the ACT contract negotiated March 1 as the test date. Receiving test results earlier allows the student to contemplate what next.

Mr. Vineyard agreed with member Newburn, and said he understands the intent of the administration is not to provide data for the state to worry about the scores, but to provide an opportunity for students to get another measure of how they are progressing towards their post-secondary, whether it is college or career. For the purpose that it was selected the test is doing that by providing basic information to students. What comes next is important and he said he hopes by bringing the test earlier in the year and getting the results back, students will have an opportunity with a better knowledge base to work from as they plan for their 12th grade year.

Superintendent Erquiaga informed the Board that the new incoming president of NASS is Dave Jensen, who is the superintendent of Humboldt County. The ACT results were discussed and NASS has been asked to the Board meeting in September to discuss a planned response. The schools and the districts are required to respond based on the students identified college or career ready indicator. Statute specifies this board may collaborate with districts using that information to lead in establishing policies, remediation, to occur in high school rather than in college.

Member Serafin asked if they can get the scores by school. Mr. Vineyard said yes, the schools and districts will receive a data file with reports for the schools in their jurisdictions around the beginning of August. Member Serafin said she disagreed with Member Newburn regarding the

ACT test. When she took the test it enabled her to know what schools she would get into and what her options were. She said it is about providing accurate indicators so students so students know what is possible for them and they are not surprised.

Member Wakefield asked if these results can be included in the school performance framework. Superintendent Erquiaga said yes, and added the NEPF is due for revision as part of the waiver renewal. One suggestions that came from the preliminary advisory task force was to look at the high school measures and consider the ACT as a per school indicator point. That will be further discussed in the coming months. Member Wakefield asked if there could be a state by state comparison of the result. Superintendent Erquiaga said he would ask ACT to provide a full response but would need to wait until all state results are final, and then wait until ACT has a final publication of results.

Sue Wheeler, ACT, informed the Board they will provide a comparison on the high school graduating class profile report so Nevada will be able to see how they measure up with other states. That will not be apparent until the 2016 graduating class data. Then a comparison between Nevada's average ACT scores will be matched up against other states

Superintendent Erquiaga said it is a blow to see the test results. But as stated it is a baseline of where we are and a call to action. It is also a reminder of why Nevada, nor just in this legislative session, is investing and modernizing the education system that was out of sync with the 21st century. He asked to think back to the work that has been done on college and career ready standards. Remember how the common core standards were rolled out in Nevada, mathematics was not brought to high school for these kids we are not testing. That can be seen in their results. Our old math standards were not college ready standards. You can see it in our ACT score. As we bring mathematics standards to all students in high school and the next generation science standards to all students in high school, we should expect that number to go up. Be mindful the standards were changed for this reason. We were preparing students for basic proficiency, not college. There is a better jump in English, because Nevada English standards were more in line with the common core standards. These 11th graders had more years with higher standards in English. When we switched over that standard implementation four and five years ago, we switched over fully in English across all grades. There was better reinforcement. Yes, these test results are a blow and a reminder we must do better for all children not just those who self-identified as college ready. It is also an affirmation that we as Nevadans by increasing our focus on college and career ready standards, assessment, data and preparing kids for the New Nevada through this legislative session.

Information, Discussion and Possible Action regarding the granting of provisional approval to three educator preparation programs pursuant to NRS 391.038 and NAC 391.558. The Board will receive a report from the Review Teams recommending provisional approval for:

- a. National University - administrators
- b. National University - special education
- c. University of Nevada, Las Vegas (UNLV) – administrators

Deputy Durish informed the Board there are three items for Board consideration. She explained the National University submitted two programs for approval, and UNLV one program. The

Board can grant provisional approval at this time. There is an additional 12 month process with site visits with the provisional approval to ensure what is outlined in the plan is occurring. If the Board approves the three programs, which have made all the revisions requested of them, then at that point the team would pursue the 12 months outlined in NAC, then come back for a final approval rating to move forward with their programs. In the meantime the programs will be offered with provisional approval. The decision today is to grant provisional to one, two or all three of the institutions.

In response to a question from Member Melcher regarding the National University accreditation letters not being on public record, Member Serafin said a supplemental process was used for the report and it is not subject to public record. These letters of accreditation were submitted and are on file. Member Melcher noted the signatures as well as noting approval or provisional approval was inconsistent on the documents.

He suggested the forms need to be cleaned up. Deputy Durish said this is the first time for this process and there was a decision to not revise the forms from the last review team meeting. She was challenged with confusing NAC language and the intent is to clean it up. The review team does not recommend full approval, rather the choice is provisional approval or not provisional approval.

Member Wakefield commented he was excited to see the UNLV administrator program come to fruition.

Member Wakefield moved to approve the three programs. Member Holmes-Sutton moved to second the motion. The motion carried.

Future Agenda Items

Future agenda items include further information concerning teacher recruitment and retention in Nevada and further plans for the ACT test.

Public Comment

Sylvia Lazos provided a series of comments. She noticed the Latino students ACT scores were extremely low compared to any group. Currently the Latino population is 46 percent of CCSD and within ten years they will be the majority. If the Latino students are not helped to address the gap, the work force will be impacted. Ms. Lazos informed the Board that in 2012 a report indicated that in Las Vegas only one teacher out of 65, in 15 schools was teaching language development to the level of the common core. The rest of the teachers were not able to teach language development to the level of common core expectations. The quality of teaching in 2012 was not where it should have been in CCSD and she hopes there has been progress since then. But she fears there is still a situation with teachers in the classroom and they cannot address the new Nevada population. The Commission on Professional Standards has resisted EMC recommendations because of a lack of understanding of what helps retain teachers in the classroom. You cannot have a teacher who comes to a classroom and has no knowledge based upon which to teach and expect that teacher not to panic and have the confidence to stay in the classroom. Our Victory schools are one third ELL and the ZOOM schools are 50 percent ELL. If

we do not address teacher preparation issue we will not have good results with this large investment.

Lindsay Anderson, Washoe County School District said that Washoe County School District would like to make a point on Item 13, about the possibility of a State Board prescribing a form by which districts could apply to use an equivalent evaluation system. On behalf of WCSD they would be happy to make that request in writing to staff.

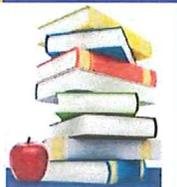
The meeting adjourned at 3:28 p.m.



JULY 2015

POLICY BRIEF

guinncenter.org



Integrated Implementation of Nevada Literacy & Intervention Programs

Executive Summary

The Nevada Legislature and Governor Brian Sandoval took bold steps during the 2015 Legislative session to make targeted investments to improve student achievement. Three of the major programs approved include Read by 3 (\$27 million), Zoom Schools (\$100 million), and Victory Schools (\$50 million). Each of these programs has a different emphasis: Read by 3 aims to ensure that all students read proficiently by grade 3; Zoom Schools target English Language Learners (ELLs); and Victory Schools focus on students living in poverty. However, these programs also share overlapping goals and will serve similar populations.

Guiding Principles

To maximize the impact on student achievement, the Guinn Center for Policy Priorities recommends that policies implemented by the Nevada Department of Education (NDE), State Board of Education, and governing boards of school districts and charter schools follow five guiding principles:

1. Emphasize integrated implementation: The three programs should be viewed as integrated components of a comprehensive intervention strategy that utilizes all of the funding sources available at each school.
2. Align goals and metrics to the State Improvement Plan and the Nevada State Literacy Plan: These plans have been approved by the State Board of Education and should be used to ensure that all of Nevada's schools are working towards the same statewide policy goals.
3. Provide flexibility in use of funds: Policies and regulations approved by NDE and the State Board of Education should provide flexibility to school districts and charter schools in the use of funds to meet the unique needs of each school and to achieve program goals.
4. Minimize duplication of effort: Needs assessments and plans should be integrated into existing efforts. Uniform interim and summative assessments should be used to evaluate progress under all three programs.
5. Emphasize accountability across all levels: Accountability is integral to success at all levels, including schools, local governing boards, and the State.

Recommendations

Using these guiding principles, this policy brief provides specific recommendations for policies being developed to implement these three initiatives. Key decisions for each program include determining:

- Read by 3: (1) how to integrate and align literacy plans into existing efforts; (2) how to standardize early literacy assessments; (3) how to prioritize funding for learning strategist positions; (4) how to define learning strategist duties and provide them with professional development; (5) how to create statewide outcome measures; and (6) how to implement third grade retention policies.
- Zoom Schools: (1) how to integrate funds into existing planning processes; (2) how to maximize flexibility of funds; (3) how to use funds for recruitment and retention of teachers; and (4) how to determine performance outcomes and provide support to help schools meet these outcomes.

- Victory Schools: (1) how to integrate needs assessments and plans into existing efforts; (2) how to coordinate administration of Victory Schools with Zoom Schools and Read by 3; (3) how to maximize flexibility of funds; (4) how to use funds for recruitment and retention of teachers; and (5) how to define measurable objectives, evaluate performance, and impose sanctions.

Implementation Challenges Ahead

There are several key challenges that school districts, charter schools, and NDE will face as implementation of these initiatives moves forward.

1. Short implementation timeline: School districts and charter schools face very short implementation timelines which makes it difficult to conduct in-depth needs assessments, critically evaluate why some past investments have not been successful, and design quality programs. It is also challenging to make investments that will be sustainable since funding for Zoom and Victory schools may not continue at the same level in future years.
2. Capacity to implement changes: Existing staff at school districts and charter schools have varying levels of capacity to implement transformative change. It will also likely be challenging for school districts and charter schools to implement plans in a timely manner due to inadequate staffing pipelines and limited availability of contract services.
3. Learning strategist impact on General Fund: There is limited Read by 3 grant funding available to fund the required learning strategist position at each elementary school. Because Federal funds cannot be used for this position due to supplanting restrictions, there could be a significant impact on the General Fund of school districts and charter schools.
4. State capacity for oversight: NDE has not previously provided oversight that emphasizes outcomes over compliance. The Department will need to build this capacity to ensure programs are implemented successfully.

How will the public know if these programs are successful?

Accountability is a central theme of these initiatives, with an independent evaluation required for each program. However, actually determining whether these programs have been successful will be challenging. First, the evaluation will only measure the impact of the first school year of these programs because results are needed by February 2017 when the next Legislative session begins. Some schools may not be able to implement initiatives at the beginning of the school year, so the results may not reflect the impact of a full year of interventions. In addition, many interventions will take several years to show an impact and this timeline does not allow schools to show longitudinal results.

Second, the independent evaluations will be challenging due to the lack of baseline data. Because of testing problems, 2015 Smarter Balanced Assessment Consortium (SBAC) data is not available for reading and mathematics. However, baseline data is available for assessments of English language proficiency (WIDA assessments). Interim assessments can be used to assess gains in reading and math throughout the year but it is difficult to compare these results to prior years because the same assessments have not been used consistently from year to year. Interim assessment results will need to be compared to schools with similar demographics that did not receive funding in order to determine whether the interventions made a positive difference.

Ultimately, student achievement data from one year will be helpful to understand the impact of these initiatives, but longitudinal data tracking student performance on the SBAC will be more indicative of long term academic gains.



Integrated Implementation of Nevada Literacy & Intervention Programs

Introduction

Nevada's K-12 educational outcomes have persistently lagged behind other states. In 2013, Nevada's fourth and eighth grade students performed significantly lower than the national average in math and reading on the National Assessment of Educational Progress (NAEP).¹ The 2015 Legislative Session was marked by efforts to increase funding for targeted K-12 education reforms with accountability measures.

Three major K-12 initiatives approved include: Read by 3 (SB391), Zoom Schools (SB405), and Victory Schools (SB432).² These three programs share many common goals and target similar populations. This policy brief recommends a framework for implementing these efforts in a comprehensive and integrated manner to maximize the impact on student achievement.

1. Programs Have Common Goals and Overlapping Populations

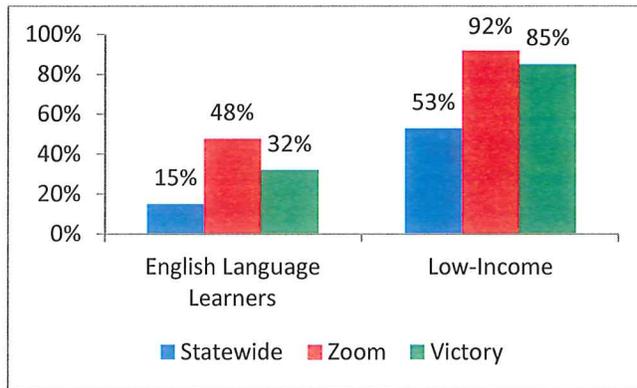
Read by 3, Zoom Schools, and Victory Schools were each created to address different issues: Read by 3 aims to ensure that all students read proficiently by grade 3; Zoom Schools target English Language Learners (ELLs); and Victory Schools focus on students living in poverty. Upon closer examination, these programs share common goals, target overlapping populations, and can be viewed as elements of a comprehensive plan to improve student achievement in Nevada.

A common goal running through all three of these initiatives is to help students achieve reading proficiency by the end of grade 3:

- Reading proficiently by the end of third grade is the central goal of Read by 3. In addition, the plan required by the initiative must address the reading proficiency of ELLs;
- The reading skills centers required by the Zoom School program must provide instructional intervention to enable students to overcome literacy problems and language acquisition barriers by the completion of grade 3; and
- One of the three goals of the Victory Schools program is to ensure each pupil reads at or above the level of the average pupil before completing third grade.

Zoom Schools and Victory Schools also share a common goal to improve academic outcomes for underperforming students in middle and high school. The Zoom Schools legislation requires four middle or high schools to be identified that have the highest levels of ELLs and the lowest academic performance: three schools in the Clark County School District (CCSD) and one school in the Washoe County School District (WCSD). The legislation for Victory Schools outlines two overall goals for middle and high school students: (1) being prepared to engage in rigorous high school curriculum after completion of eighth grade; and (2) graduating from high school with skills and attributes necessary to immediately succeed in college or a career. The Nevada Department of Education (NDE) has designated five middle schools and four high schools as Victory Schools.

Figure 1: Comparison of Special Populations for State, Zoom Schools, and Victory Schools

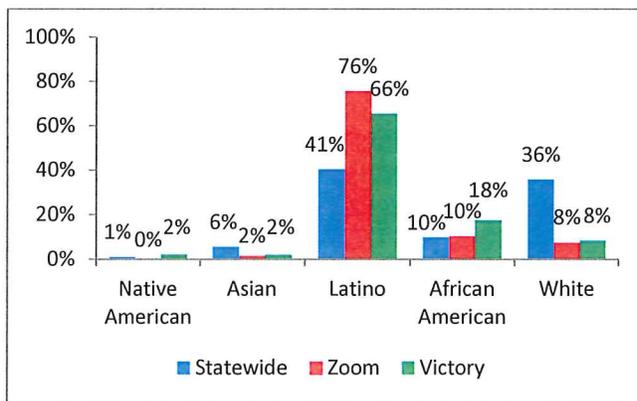


Source: NDE Nevada Report Card 2013-14

There is significant overlap in the populations served by schools that have been identified as Zoom Schools and Victory Schools.³ Figure 1 reveals that both programs serve higher percentages of ELLs than the statewide average, even though only Zoom Schools are targeted at ELLs. Similarly, the low-income student population for both programs exceeds the statewide average, even though only Victory Schools focus on poverty. The figure shows that Zoom Schools actually have higher rates of low-income students than Victory Schools.

The schools that will receive Read by 3 funds have not yet been determined, but these schools will also likely include significant populations of ELL and low-income students.

Figure 2: Comparison of Race/Ethnicity for State, Zoom Schools, and Victory Schools



Source: NDE Nevada Report Card 2013-14

The percentage of Latino students is markedly higher than the statewide average for both Zoom and Victory Schools (see Figure 2). In contrast, the percentage of white students is far lower than the statewide average for both Zoom Schools and Victory Schools. There are also some key differences in the populations served by these programs. Victory Schools have larger percentages of African American and Native American students than Zoom Schools and the state as a whole.

2. Guiding Principles for Implementation

Given the overlapping goals and populations served by these three initiatives, the Guinn Center for Policy Priorities recommends five principles to guide implementation of policies being developed by NDE, the State Board of Education, and the governing boards of school districts and charter schools:

- Emphasize integrated implementation: The three programs should be viewed as integrated components of a comprehensive intervention strategy that utilizes all of the funding sources available at each school, including Federal Title I funds and private donations. In lieu of concentrating on how schools can use available funds, planning efforts at each school should first focus on analyzing needs and determining which strategies would best meet those needs. The second step should be analyzing how available funding sources could be used to implement these strategies. School districts should also minimize creation of silos, which can occur when each program is segregated under a different

department or administrator and staff do not communicate or collaborate effectively. Instead, school districts should place all three programs under one point of contact to allow schools to collaborate and share ideas and services.

- Align goals and metrics to the State Improvement Plan and the Nevada State Literacy Plan: The Nevada State Board of Education has adopted statewide policy goals through the State Improvement Plan and Nevada State Literacy Plan.⁴ The metrics and objectives designed by NDE, school districts, and charter schools for these programs should align to these existing State plans. For example, at the elementary school level, reading proficiently by grade 3 should be the overall policy goal across all three programs. For middle school, the overall goal for Zoom Schools and Victory Schools should be that all students enter high school with the skills necessary to succeed. Lastly, high schools funded under these programs should have a goal of ensuring students graduate college and career ready.
- Provide flexibility in use of funds: Policies and regulations approved by NDE and the State Board of Education should provide flexibility to school districts and charter schools in the use of State grant funds to meet the unique needs of each school and to achieve program goals. Given that some school districts are facing General Fund shortfalls, State grant funds should also be allowed to backfill certain existing costs. NDE should balance this flexibility with accountability to ensure funds are being used for authorized uses. Schools should also ensure that Federal supplement, not supplant requirements are met.
- Minimize duplication of effort: These programs create new planning and evaluation requirements. To minimize duplication of effort, NDE should integrate any new needs assessments and planning processes into existing efforts required under the Federal Local Education Agency (LEA) Plan, District Performance Plan, and School Performance Plan. In addition, needs assessments should draw from work completed through other initiatives such as the City of Las Vegas' Downtown Achieves. To track progress across the three programs, the assessments used within each school district should be standardized for grades K-2. For grades 3-8, progress can be measured using State interim and summative assessments from the Smarter Balanced Assessment Consortium (SBAC). For high school, schools can use a combination of districtwide interim assessments; end of course exams, and the ACT.
- Emphasize accountability across all levels: Accountability is a common theme across these initiatives, with an independent evaluation required for each program. Accountability should also extend to NDE and the State Board of Education, and should include review of how well the State provided oversight and technical assistance to school districts and charter schools receiving funds.

To implement Read by 3, Zoom Schools, and Victory Schools in time for the beginning of the 2015-16 school year, numerous actions will need to be taken by NDE, the State Board of Education, and the governing boards of school districts and charter schools. NDE has begun to release policy guidance on each program, which is available on its website.⁵ The sections that follow provide recommendations for implementation of each program based on these guiding principles.

3. Read by 3 Implementation

Program Summary: Read by 3 sets the overall policy for improving early literacy throughout Nevada. It seeks to ensure that all students across the State can read proficiently by the end of grade 3. This bill requires each school district and charter school to develop a plan to improve literacy in grades K-3. The plan must include a program to improve the reading proficiency of ELLs. The bill also requires early identification and intervention for students with reading deficiencies. In addition, it emphasizes professional development by requiring each elementary school to designate a learning strategist to train teachers on best practices for instruction of struggling readers. Students who do not meet designated performance criteria by the end of third grade will be retained unless they meet certain exceptions. The State budget includes \$4.9 million in Fiscal Year (FY) 2016 and \$22.3 million in FY 2017. The bill goes into effect on July 1, 2015 but the provisions related to retention go into effect on July 1, 2019 and will affect students who enter kindergarten in the fall of 2016.

Recommendations for implementation include:

- a. Incorporate the literacy plan into existing plans: (School Districts and Charter Schools) To ensure that the required literacy plan fits into each school district and charter school's overall instructional goals and strategies, the literacy plan should be incorporated into the state-required District/School Performance Plan and/or the LEA Plan required by the Federal Elementary and Secondary Education Act (ESEA).
- b. Align literacy plans to the Nevada State Literacy Plan: (School Districts and Charter Schools) Each literacy plan should be aligned to the Nevada State Literacy Plan, which the State Board of Education approved in draft form in April 2015.⁶ The Nevada State Literacy Plan includes information on best practices for elementary school literacy, as well as self-assessment tools focusing on five key areas: (1) leadership and sustainability; (2) data-driven and standards-based instructional intervention; (3) literacy assessment systems; (4) professional learning; and (5) family and community engagement. It also includes strategies for assisting ELLs.
- c. Provide flexibility in what evidence-based interventions are allowable: (Department of Education) NDE should provide flexibility in the type of interventions that can be provided under Read by 3. All interventions should align to the Nevada State Literacy Plan and should be evidence-based. Each school district or charter school should maintain responsibility for providing evidence demonstrating the effectiveness of interventions included in their literacy plans.
- d. Phase-in adoption of a single statewide assessment for early identification of reading deficiencies in grades K-2: (State Board) Schools currently use a variety of formative and interim assessments to identify students with reading deficiencies in grades K-2. Beginning in FY 2016, all schools will have access to the SBAC interim assessments for grades 3-8. In order to have uniform and comparable data statewide, the long-term goal should be to have a single statewide assessment for grades K-2. Without this, it will be difficult to compare results across school districts and charter schools. Because school districts and charter schools have existing and pending contracts for interim assessments, a statewide K-2 assessment will need to be phased in over time. The State Board can adopt a list of assessment options for use during the 2015-2017 biennium. This list can expire in two years so Nevada can move to a statewide assessment for the 2017-18 school year. To compare outcomes across programs, the K-2 assessment chosen by each district

should also be the same assessment used to evaluate progress at Zoom Schools and Victory Schools.

- e. Track and publish statewide English Language Learner Assessment data: (Department of Education) All three programs will address ELLs so it is important to measure the language acquisition growth of this population. All school districts and charter schools currently utilize WIDA assessments. The WIDA MODEL assessment is used as a screening tool to identify ELL students. Later in the school year, WIDA ACCESS is used to measure English language proficiency across the four language domains of listening, speaking, reading, and writing. There are six performance levels: entering, beginning, developing, expanding, bridging, and reaching. Detailed ACCESS results are not currently published.⁷ However, NDE is considering creating a website to begin tracking growth in English language proficiency using data from ACCESS. Publishing this data would increase transparency and provide enhanced statewide focus on ELL outcomes. It would also provide more focus on long-term ELLs and literacy gaps. Due to privacy laws, it would not be possible, however, to provide school-level data in areas with small ELL populations.
- f. Prioritize implementation of Learning Strategists in underperforming schools: (State Board) Given limited availability of funds for the Read by 3 grant, the State Board should prioritize funding for schools with the lowest schoolwide reading proficiency levels that do not have access to other State funding sources such as Zoom Schools and Victory Schools. The State budget includes \$4.9 million in FY 2016 and \$22.3 million in FY 2017 for the Read by 3 initiative. The Legislative Counsel Bureau (LCB) indicated in its budget closing documents that NDE plans to provide grants to approximately 30 schools in FY 2016 and 145 schools in FY 2017 to fund learning strategists and other activities eligible under the grant.⁸

Because Read by 3 grant funding is very limited, the cost of learning strategists will largely be borne by other State and local funds. This will be a significant impact on the General Fund of school districts and charter schools. While school districts could designate an existing teacher to perform the duties of a learning strategist, it would be difficult for a teacher to fulfill the requirements in the bill and teach a full day of regular classes. The duties of this position are to train and assist teachers to provide intensive instruction in reading. The legislation also specifically requires this position to provide professional development to each teacher in grades K-4. To ensure that the professional development provided by learning strategists is job-embedded and sustained, each learning strategist would either need to be a separate position or the designated teacher would require significant course relief that would need to be backfilled by another teacher. The statewide costs of the learning strategists will be significant. As of FY 2014, there were 400 elementary schools in Nevada. Assuming average teacher salary and benefits of \$76,908 for FY 2016 per NDE, the cost to place a learning strategist at each school would be \$30.8 million while the cost to place one learning strategist at every two schools would be \$15.4 million.

To partially address this funding shortfall, schools could potentially use other funding sources for learning strategists but schools would need to be cautious in using Federal funds. Zoom School and Victory School funds could be used for this position since these funding sources can be used

for professional development. Use of Federal Title I funds is more problematic due to supplanting restrictions. Some school districts currently use Title I funds for positions that train and assist teachers to provide intensive instruction in reading. Federal guidance indicates that once a service is required by State law, it is considered a mandate and Title I funds can no longer be used.⁹ Accordingly, NDE advises that only State and local funds be used to cover the costs of learning strategists required under Read by 3.¹⁰ Federal funds can be used for additional learning strategists beyond what is legislatively required.

Schools also currently use the Federal Striving Readers grant to fund positions similar to learning strategists. These positions can be supplemental to the State-required learning strategist but cannot be used to meet the State mandate. This grant will expire at the end of FY 2016. Many of these schools would likely be prioritized for Read by 3 funds since they have low reading proficiency rates.

- g. Align the duties and responsibilities of learning strategists with the Nevada State Literacy Plan: (State Board) The State Board is also required to define the duties and responsibilities of learning strategists. These duties should be flexible enough to accommodate the job descriptions for similar positions in different districts and should be aligned to the Nevada State Literacy Plan.¹¹ As recommended in this plan, professional learning should be based on analysis of student literacy data and should also include explicit instruction on comprehension strategies, identification and use of text structures, rich discussion around text, purposeful text selection, and student engagement and motivation.¹² Learning strategists should also receive professional development on actions to implement the WIDA standards for ELLs.¹³
- h. Utilize the Regional Professional Development Programs (RPDPs) to provide professional development to learning strategists: (State Board) The Read by 3 legislation requires the State Board to prescribe training that a learning strategist must complete. To quickly create a coordinated statewide professional development program, the State Board could require that the initial training be provided by the RPDPs, which have staff trained in this area and already have an infrastructure in place to reach the entire State, including both urban and rural areas. To enhance capacity to meet this demand, the RPDPs could partner with local institutions of higher education and utilize online resources created by other states such as Colorado.¹⁴ In addition, NDE could provide oversight over development of this curriculum to ensure it aligns with the Nevada State Literacy Plan. Given limited availability of Read by 3 grant funding, the State Board could require that RPDPs utilize their existing funds for this purpose.
- i. Create uniform statewide measurable objectives for evaluation: (Department of Education) School districts and charter schools that receive funds are required to set measurable performance objectives based on aggregated pupil achievement data and submit a report to NDE with the results by July 1, 2016. In addition, NDE will hire an independent consultant to evaluate the program. To ensure that all grantees are evaluated against the same standards, the Department of Education should define measurable objectives for the short and long term that are aligned to the State Improvement Plan. For instance, Objective 1.2 of the State Improvement Plan seeks to increase the percentage of third graders who are at or above grade level in reading from 61.1 percent to 82 percent in 2020 (subject to change based on future SBAC results). Since

the evaluation will be based on only one year of data, NDE can develop measures to evaluate progress towards this goal. In addition, because this is the first year of the program and grantees may not have comparable prior-year assessment data, the evaluator should compare the results of the funded schools with a list of comparison schools with similar demographics.

- j. Develop and implement parent notification procedures and family engagement initiatives: (School Districts and Charter Schools) As required by the bill, school districts and charter schools must develop notification procedures for parents of students with reading deficiencies. Schools with access to supplemental funding from programs such as Title I, Zoom Schools, or Victory Schools should also go beyond this mandate to implement family engagement initiatives to help families learn how to work with struggling readers and ELLs. Schools can draw from the best practices for parent engagement identified in the Nevada State Literacy Plan. Retention of third grade students will apply to students entering kindergarten in Fall 2016, so school districts and charter schools should also begin developing information to share with families so they have a clear understanding of the new requirements.
- k. Develop policies related to retention before Fall 2016: (State Board) The retention provisions in the Read by 3 legislation do not go into effect until July 1, 2019. Since the first class of students subject to retention in third grade will be kindergarten students who enter school in the Fall of 2016, regulations should be drafted by the end of the 2015-16 school year so that expectations are clear for students and educators at the beginning of the 2016-17 school year. One key provision that will be decided by the State Board is the passing score on the State criterion-referenced examination, which is currently the SBAC. It will likely take several years of experience with the SBAC before scores stabilize. Accordingly, scores from the 2016, 2017, and 2018 SBAC can be used to determine the passing score. The State Board will also need to address the timing of availability of score information for purposes of retention. Currently, test scores are not available until the summer. To enable schools to make retention decisions, test data will need to be available prior to the end of the school year, with sufficient time for schools to determine whether to grant good cause exemptions.

4. Zoom Schools Implementation

Program Summary: In 2013, the Legislature provided \$25 million per year for programs targeted towards ELLs.¹⁵ This marked the first time the Nevada Legislature had invested supplemental State funds for this population. The legislation required CCSD and WCSD to designate schools with high levels of ELLs and low achievement as Zoom Schools. These schools were required to provide pre-kindergarten, full-day kindergarten, reading skills centers, and extended year programs. Zoom grants also supported ELL programs in rural school districts and charter schools. For the 2015-2017 biennium, the Legislature doubled the State's investment from \$25 million to \$50 million per year, expanded the uses of funds, and extended the program to secondary schools. The bill allows schools to use up to two percent of the allocation for professional development, family engagement, and recruitment/retention incentives for teachers. The bill also requires the State Board of Education to prescribe statewide performance levels and outcome indicators, and requires a third-party evaluation of the program.

A total of 37 Zoom Schools have been identified so far for the 2015-2017 biennium. CCSD has identified 29 schools and WCSD has identified 8 schools. WCSD will identify additional Zoom Schools by August 1,

2015. Zoom Schools have been historically low-performing and there have been various other efforts to improve student achievement at these schools (see glossary in Appendix A). For example, seven of the 37 schools have been placed in an Acceleration Zone in WCSD, one school in CCSD is part of Las Vegas Downtown Achieves, and one school in CCSD is an Empowerment School (see Appendix B). There has also been a substantial investment of Federal funds in these schools (see Appendix B). All Zoom Schools received Title I funding in FY 2015, three have received School Improvement Grants, and 11 have received Striving Readers grant funds. In addition, 13 of these schools are on NDE's list of underperforming schools because they have been identified as Focus Schools, Priority Schools, or have one star under the Nevada School Performance Framework.

Recommendations for implementation include:

- a. Integrate Zoom funding into the existing school planning process: (School Districts and Charter Schools) School districts and charter schools receiving Zoom funds should engage in a comprehensive needs assessment and planning process that takes into account goals and objectives identified in the State Improvement Plan and the goals of the Read by 3 initiative. This process should include a critical review of how other funding sources such as Title I and Striving Readers have been used in the past and how all funding sources can be utilized to create a comprehensive intervention plan for struggling students. This analysis should inform the plan that school districts and charter schools are required to submit to receive Zoom funds as well as the existing School Performance Plan. Schools and districts currently have varying levels of capacity to conduct this analysis.
- b. Develop guidance that allows for flexible use of funds: (Department of Education) The NDE has the authority to interpret how Zoom funding can be used. It is important for NDE to be flexible in its determinations so that school districts and charter schools can best respond to the unique needs of each school using evidence-based practices. Flexibility is also needed since some school districts have been required to make budget reductions in their General Funds. In exchange for this flexibility, NDE should place a high priority on accountability by ensuring that funds are being used for authorized purposes. Guidance on use of funds should be posted on NDE's website so that interpretation is consistent across the State. Key areas that should be clarified include:
 - Pre-kindergarten: Clarify that Zoom School funds can be used to fund pre-kindergarten programs previously funded with Title I funds or other grant funds.
 - Kindergarten: Clarify whether Zoom Funds may be used to pay for the district/charter school's share of full-day kindergarten costs. As of the 2015-2017 biennium, school districts and charter schools are required to use a portion of their basic support guarantee for full-day kindergarten and the State full-day kindergarten program covers the remaining cost;
 - Reading Skills Centers: Clarify that reading skills centers can be administered either as interventions outside of the regular classroom (pull-out programs) as is done in CCSD, or as interventions inside the regular classroom (push-in programs) as is done in WCSD;
 - Facilities: Allow funds to be used for portables to expand pre-kindergarten programs or to reduce class sizes for full-day kindergarten;
 - Transportation: Allow funds to be used for transportation costs for after school programs and intersession/ extended-year programs; and
 - Administration: Define what administrative costs can be charged to the Zoom program, including costs for assessments, technical assistance to schools, and evaluation.

- c. Focus recruitment and retention strategies on reducing educator equity gaps and providing both compensation and non-compensation incentives: (State Board) The Zoom Schools legislation requires the State Board to prescribe a list of recruitment and retention incentives for school districts and charter schools to offer teachers and other licensed educational personnel. Incentives approved by the State Board should focus on two key goals: (1) decreasing equity gaps in teacher experience levels between high poverty schools and other schools as recommended in NDE's Nevada Educator Equity Plan; and (2) providing both compensation and non-compensation based incentives.

Data reviewed by NDE as part of the Nevada Educator Equity Plan showed that the percentage of inexperienced teachers in their first year of teaching was greatest at Nevada's highest poverty schools in FY 2014.¹⁶ In addition, data from CCSD shows that it has been difficult to retain staff at Zoom Schools. In May 2015, after teachers completed the voluntary transfer process, there were 111 vacancies at the 16 Zoom Schools.¹⁷ Research reveals that financial incentives alone will not help retain quality teachers. For example, in studies of incentives offered in Massachusetts and North Carolina, "researchers concluded that even when bonuses succeeded in drawing teachers to the poorest schools, such incentives could not compensate for the lack of support they encountered in these schools, which in turn contributed to the departure of many of these teachers."¹⁸

Financial incentives should be capped at 10 percent of base pay, to be consistent with the pay for performance program recently approved in AB483.¹⁹ Based on research of best practices, compensation incentives could include:²⁰

- An increase in base pay for post-probationary teachers who are rated as highly effective under the Nevada Educator Performance Framework (NEPF);
- Extra pay for highly effective teachers who are willing to become mentors to new teachers;
- Extra pay for highly effective teachers who are willing to lead Professional Learning Communities;
- Loan forgiveness for teachers rated as highly effective;
- Payment of tuition for an endorsement to Teach English as a Second Language (TESL) or a bilingual endorsement;
- Tuition for administrators to attend leadership courses; and
- Scholarships for paraprofessionals to attend teacher preparation programs.

Drawing on evidence-based practices, non-compensation incentives could include:²¹

- Mentoring for new teachers;
- Training on cultural competency;
- Job-embedded professional development on teaching ELLs and other struggling students; and
- Allowing teachers to visit other model classrooms with ELLs and other at risk students.

- d. Create uniform performance levels and outcome indicators and utilize the same K-2 assessments used for Read by 3: (Department of Education) When the Zoom program was initiated in 2013, a statewide evaluation plan was not put in place. While internal evaluations showed academic

growth during the school year, school districts used different assessments to determine growth and it was not possible to compare student achievement at Zoom Schools with students in similar schools or with students who attended the same school in the prior year. The legislation approved in 2015 seeks to standardize evaluation of these programs. It requires NDE to create performance levels and outcome indicators to measure effectiveness of programs and services funded by the grant. Two evaluations are required, a district-generated evaluation and an independent evaluation.

To determine whether schools have met these performance levels in grades K-2, NDE should use data from the same interim assessments used for the Read by 3 initiative and should align the performance goals with the State Improvement Plan. For grades 3-8, NDE should use interim and summative assessment data from the SBAC. End of course exams, ACT results, and districtwide interim assessments can be used at the high school level. Because this program is focused on ELLs, data from the WIDA ACCESS assessment should also be used to measure growth. It will be difficult to establish a performance baseline for FY 2015 because a variety of assessments were used in the past and there will be no SBAC data in FY 2015 due to testing problems. Therefore, it will be important to establish a list of comparable schools to measure effectiveness of the program.

- e. Provide technical support to schools that do not meet performance measures (State Board and Department of Education) The Zoom legislation allows the State Board to prescribe criteria and procedures for taking corrective action against grantees that do not meet program requirements or prescribed performance levels. The State budget includes two positions at NDE to work with Zoom Schools. Staff should take a proactive role in monitoring and oversight. If a school does not meet the performance measures after the first year of the program, NDE should provide technical support to the school district or charter school to analyze how Zoom funds were used in the context of the overall School Performance Plan. This technical assistance should include a review of whether the plan targeted root causes, how well the plan was implemented, and what barriers or challenges arose. NDE should also assist the district or charter school in revising its School Performance Plan(s), recommending professional development, creating interim performance goals, and monitoring progress towards these goals.

5. Victory Schools Implementation

Program Summary: The Victory Schools program seeks to improve outcomes for low-performing schools in low-income areas. The goals of the program are to ensure that each student served achieves reading proficiency by the end of third grade, is prepared for high school by the end of eighth grade, and graduates from high school with skills necessary to succeed in college or a career. This program is similar to Zoom Schools but includes a more expansive list of eligible uses of funds and requires the school to conduct a needs assessment and submit a plan to receive funds. The governing boards of school districts and charter schools with Victory Schools are required to determine the appropriate means to determine effectiveness and NDE is required to contract out for a third-party evaluation of the program. The State can require Victory Schools that demonstrate unsatisfactory performance to take corrective action and can withhold money if unsatisfactory pupil achievement continues.

Many of the 35 schools identified for the Victory Schools program have been low-performing for many years and have been subject to myriad efforts to improve student achievement (see Appendix C). For example, 16 of the 19 Victory Schools in CCSD have been targeted by one or more of the following local initiatives: Turnaround Zone, Prime 6, My Brother's Keeper, Downtown Achieves, and Empowerment Schools. There has also been a substantial investment of Federal funds in these schools. All Victory Schools received Title I funding in FY 2015, two have received School Improvement Grants, and 12 have received Striving Readers grant funds. In addition, 14 of these schools are on NDE's list of underperforming schools because they have been identified as Focus Schools, Priority Schools, or have one star under the Nevada School Performance Framework.

Recommendations for implementation include:

- a. Integrate needs assessment and plan into existing efforts: (School Districts and Charter Schools) The timeline to conduct a needs assessment and create a plan is very short, with a preliminary plan due August 15, 2015 and a final plan due September 15, 2015. The short timeline will make it challenging to develop a quality plan. All Nevada schools currently undertake needs assessments as part of the School Performance Plan. Some Victory Schools have also completed comprehensive needs assessments and plans through initiatives such as Downtown Achieves and My Brother's Keeper. The needs assessment and plan should draw on work previously completed through these efforts. It should also examine all funding sources available and critically analyze available data to determine what strategies have and have not been successful. The focus of the plan should be on determining how to best meet the needs of students and then reviewing what funding sources are available to meet these needs. The final Victory School Plan should be integrated into the School Performance Plan.

Given the short planning timeframe, large school districts should identify a menu of services that could be provided to Victory Schools and identify whether services could be provided with additional staff or whether they would need to be provided by contractors. For contract services, districts and charter schools should determine whether existing contracts could be expanded to provide more services or whether the services would need to be competitively bid.

- b. Coordinate administration of Victory Schools with Zoom Schools and Read by 3: (School Districts and Charter Schools) Administration of Victory Schools, Zoom Schools, and Read by 3 should be viewed holistically due to the interrelated nature of these programs. In a small district, the three programs could be under one administrator. In a larger district, there could be a single point of contact with authority to direct work across zones and departments. If Victory Schools and Zoom schools are divided into separate zones, the administrators could be housed in the same building and could be encouraged to collaborate, share resources, and share lessons learned. For example, if some of the Victory Schools choose to implement reading skills centers, they could draw on the infrastructure built by Zoom Schools, including curriculum and professional development. Staff managing reading skills centers could be co-funded by Zoom Schools and Victory Schools. Innovative ideas and new instructional approaches should also be shared across programs. For example, Victory Schools in CCSD could experiment with implementing the reading skills center as a push-in program or an extended-day program.

- c. Develop guidance that allows for flexible use of funds: (Department of Education) The list of eligible uses for Victory Schools is more expansive than for Zoom Schools. As with Zoom Schools, NDE has the authority to interpret how funds are used. NDE should provide flexibility in use of funds while also maintaining accountability to ensure funds are used for authorized purposes. Guidance on use of funds should be posted on NDE's website so that interpretation is consistent across the State. Key areas that should be clarified include:
- Pre-kindergarten: Clarify that Victory School funds can be used to fund Pre-kindergarten programs previously funded with Title I funds or other grant funds.
 - Kindergarten: Clarify whether schools can use Victory School funds to pay for the district's share of the cost for full-day kindergarten programs. As of the 2015-2017 biennium, school districts are required to use a portion of their basic support guarantee for full-day kindergarten and the State full-day kindergarten program covers the remaining cost;
 - Reading Skills Centers: Clarify that reading skills centers can be administered as either pull-out programs or push-in programs;
 - Facilities: Allow funds to be used for portables to expand pre-kindergarten programs or to reduce class sizes for full-day kindergarten;
 - Transportation: Allow funds to be used for transportation costs for after school programs and intersession/ extended-year programs;
 - Evidence-based social programs: Provide examples of evidence-based social, psychological, and health services that would be permitted under the grant;
 - School climate and culture: Provide examples of programs that can improve school climate and culture; and
 - Administration: Define what administrative costs can be charged to the Victory Schools program, including costs for assessments, technical assistance to schools, and evaluation.
- d. Focus recruitment and retention strategies on reducing educator equity gaps and providing both compensation and non-compensation incentives: (State Board) The focus of recruitment and retention incentives should be similar to the recommendation above for Zoom Schools since there is a significant overlap in the population served by the two programs. Incentives approved by the State Board should focus on two key goals: (1) decreasing equity gaps in teacher experience levels between high poverty schools and other schools as recommended in the Nevada Educator Equity Plan; and (2) providing both compensation and non-compensation recruitment and retention incentives. See section 4.c. under Zoom Schools for a specific list of incentives.
- e. Define statewide and local measurable objectives: (School Districts and Charter Schools) Because the plan for each Victory School will be unique, the legislation places the responsibility for defining measurable objectives with school districts and charter schools instead of the State. It is important for NDE to be able to compare outcomes across Nevada and across programs. Therefore, at a minimum, school districts and charter schools should adopt the same measurable objectives and assessments used by the State for Zoom Schools and Read by 3. The State can ensure that these objectives align to the goals stated in the Victory Schools legislation, which are reading proficiently by the end of third grade, being prepared for high school by the end of eighth grade, and graduating from high school with skills necessary to succeed in college or a career.

School districts and charter schools can also develop objectives that are tied to each unique plan. For example, a school could use resiliency assessments to identify root causes of student academic and behavior problems and measure the impact of services provided.

- f. Create timelines and mechanisms to evaluate school performance and impose sanctions: (State Board and Department of Education) Responsibility for evaluating Victory Schools rests primarily with NDE. The Victory Schools legislation requires the Department of Education to contract with an independent evaluator to determine the effectiveness of the program. School districts and charter schools must submit an annual report each November on services and expenditures, but this report does not contain outcome data.

The legislation gives the State Board the ability to take corrective action if pupil achievement and school performance are unsatisfactory. If inadequate performance continues, the State Board can direct NDE to withhold disbursement of additional funds. To ensure fairness across schools, the State Board should use the uniform metrics recommended above and set performance levels that are considered unsatisfactory for elementary, middle, and high schools. Schools should be informed of these objectives prior to final submission of their plans so the goals can be incorporated.

The State Board should also develop a uniform timeline for evaluating performance, taking corrective action, and withholding funds. To provide actionable data in a timely manner, the third-party evaluation should be based on the first year of the program. Since there will not be baseline data in the first year of the program, NDE can develop a list of comparison schools with similar demographics for the evaluation. If a school does not meet the performance measures after the first year of the program, NDE should take corrective action by analyzing the school's plan, how well it was implemented, and what barriers or challenges arose. NDE should also assist the district/school to revise its plan, create interim performance goals, and monitor progress towards these goals. Performance should be reevaluated after the end of the second school year to determine whether future funds should be withheld.

6. State Monitoring and Oversight

Accountability is a major theme running through the legislation creating Read by 3, Zoom Schools, and Victory Schools. Traditionally, NDE's oversight of school funding has focused on compliance. NDE has an opportunity to take a more innovative approach and focus on outcomes. This will be challenging because NDE has not traditionally had the capacity or authority to take on this oversight role.

NDE is required to contract for an independent evaluation of each program and also has budget authority for two positions to oversee each program. These positions can be responsible for providing ongoing technical assistance, monitoring progress, and prescribing corrective actions as part of a continual cycle of improvement. They can also analyze outcomes across the three programs.

Since NDE only has two positions for each program, it should focus its intervention efforts at the LEA level, which is the school district or charter school authorizer. The LEA in turn should be responsible for working directly with schools under its purview.

Recommendations for implementation include:

- a. Provide constructive feedback on plans: (Department of Education) NDE should critically evaluate plans submitted by school districts and charter schools for the three programs to determine whether the plans address root causes of poor academic performance and whether the schools will have adequate staff and resources to successfully implement the plans. NDE can also review prior-year plans to assess what promising efforts are in place and what efforts have been unsuccessful. For the most persistently struggling schools, NDE could conduct site visits and interview focus groups of school leaders, teachers, and parents. Based on this review, NDE should provide constructive feedback and recommend any changes necessary.
- b. Prescribe corrective measures to school districts based on data after the first year of the biennium: (Department of Education) Using data from the first year of the three programs, NDE should identify schools that are not meeting performance goals and prescribe corrective actions that must be implemented by school districts and charter schools. NDE may also require that plans and metrics be adjusted. NDE could also provide training to LEAs on how to effectively use data to make changes at the instructional level.
- c. Analyze outcomes across Read by 3, Zoom Schools, and Victory Schools in the required reports to the State Board and Legislature: (Department of Education) For the Read by 3 and Zoom School programs, NDE is required to prepare a report using the results of the evaluation and other data and submit it to the State Board and the Legislative Committee on Education. For the Victory Schools program, the independent evaluation will be transmitted directly to the State Board and Legislature and there will not be a separate report from NDE. As part of its reports on each program to the State Board and Legislature, NDE should analyze outcomes across the three programs. For example, the Read by 3 report should compare K-3 reading proficiency for schools receiving funding from Read by 3, Zoom Schools and Victory Schools. NDE should compare these results to schools with similar demographics that did not receive funding. Similarly, for middle and high schools, the Zoom School report could compare outcomes on the same measures for Zoom Schools and Victory Schools and compare results to other schools with similar demographics.
- d. Ensure there is independent review of the quality of NDE's implementation and oversight: (Legislative Committee on Education) Implementation of Read by 3, Zoom Schools, and Victory Schools will be a significant challenge for NDE given that it has not previously had this level of responsibility for oversight. The independent evaluations should also focus on the quality of technical assistance and oversight provided by NDE. The Legislative Committee on Education should review this information prior to the 2017 Legislative Session.

Conclusion

The programs approved during the Nevada 2015 Legislative session provide an unprecedented opportunity to demonstrate how targeted State investments can have a positive impact on student achievement. The Read by 3 initiative will provide longitudinal data on the impact of early literacy interventions. In addition, the experiences of Zoom Schools, and Victory Schools will help drive future discussion on how to implement a weighted funding formula that targets ELLs and at risk students.

To implement these initiatives successfully, this policy brief recommends that decisionmakers follow five guiding principles: (1) emphasize integrated implementation; (2) align goals and metrics to the State Improvement Plan and the Nevada State Literacy Plan; (3) provide flexibility in use of funds; (4) minimize duplication of effort; and (5) emphasize accountability across all levels. Using these principles will help ensure that schools are all striving to meet the same overarching goals while providing flexibility to respond to local needs.

There are several key challenges that school districts, charter schools, and NDE will face as implementation of these initiatives moves forward.

1. Short implementation timeline: School districts and charter schools face very short implementation timelines which makes it difficult to conduct in-depth needs assessments, critically evaluate why some past investments have not been successful, and design quality programs. It is also challenging to make investments that will be sustainable since funding for Zoom and Victory schools may not continue at the same level in future years.
2. Capacity to implement changes: Existing staff at school districts and charter schools have varying levels of capacity to implement transformative change. It will also likely be challenging for school districts and charter schools to implement plans in a timely manner due to inadequate staffing pipelines and limited availability of contract services.
3. Learning strategist impact on General Fund: There is limited Read by 3 grant funding available to fund the required learning strategist position at each elementary school. Because Federal funds cannot be used for this position due to supplanting restrictions, there will likely be a significant impact on the General Fund of school districts and charter schools.
4. State capacity for oversight: NDE has not previously provided oversight that emphasizes outcomes over compliance. The Department will need to build this capacity to ensure programs are implemented successfully.

If the interventions implemented through Read by 3, Zoom Schools, and Victory Schools are not successful, the State has two new tools to provide more intensive interventions: (1) turnaround schools (SB92) creates a process for systemic changes at underperforming schools; and (2) the Achievement School District (AB448) allows underperforming schools to be converted to charter schools. Strategic use of resources could help prevent the need to use one of these more extensive interventions.

Ultimately, strong leadership and collaboration will be necessary at all levels to achieve success. Teachers will need to embrace evidence-based strategies, become adept at using data to guide instruction, and feel empowered to become instructional innovators and leaders. School administrators will need to create cultures of high expectations and ensure that reforms are being implemented with fidelity. District administrators will need to clearly articulate goals and ensure that resources, technical assistance, and monitoring are in place to achieve these goals. Lastly, NDE and the State Board of Education will need to build capacity and develop a collaborative relationship with school districts and charter schools that emphasizes outcomes over compliance.

Appendix A: Glossary of School Intervention Programs and Terms

Appendix B: Interventions at Zoom Schools

Appendix C: Interventions at Victory Schools

About the Kenny C. Guinn Center for Policy Priorities



The Kenny C. Guinn Center for Policy Priorities is a 501(c)(3) nonprofit, bipartisan, think-do tank focused on independent, fact-based, relevant, and well-reasoned analysis of critical policy issues facing Nevada and the Intermountain West. The Guinn Center engages policy-makers, experts, and the public with innovative, data-driven research and analysis to advance policy solutions, inform the public debate, and expand public engagement. The Guinn Center does not take institutional positions on policy issues.

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Address

Kenny C. Guinn Center for Policy Priorities
c/o Innevation Center
6795 Edmond Street, Suite 300
Las Vegas, NV, 89118
Phone: (702) 522-2178
Email: info@guinncenter.org
Website: www.guinncenter.org

Contacts

Dr. Nancy E. Brune, Executive Director
Phone: (702) 522-2178
Email: nbrune@guinncenter.org

Victoria Carreón, Director of Education Policy
Phone: (702) 522-2178
Email: vcarreon@guinncenter.org

¹ National Center for Education Statistics. The Nation's Report Card. 2013 Mathematics and Reading
http://www.nationsreportcard.gov/reading_math_2013/#/state-performance

² SB391, Chapter 334, Statutes of Nevada 2015; SB405, Chapter 335, Statutes of Nevada 2015; and SB432, Chapter 389, Statutes of Nevada 2015

³ CCSD has identified Zoom Schools for the 2015-2017 biennium. WCSD will identify additional Zoom Schools by August 1, 2015.

⁴ Nevada Department of Education. State Improvement Plan 2015.

[http://www.doe.nv.gov/Boards_Commissions_Councils/State_Board_of_Education/State_Improvement_Plan\(STIP\)/](http://www.doe.nv.gov/Boards_Commissions_Councils/State_Board_of_Education/State_Improvement_Plan(STIP)/) and Nevada Department of Education. Draft Nevada State Literacy Plan (April 15, 2015)

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⁵ Nevada Department of Education. Legislative Implementation Report.

http://www.doe.nv.gov/Legislative/NDE_Legislative_Implementation_Report/

⁶ Department of Education. Draft Nevada State Literacy Plan (April 15, 2015)

http://www.doe.nv.gov/Boards_Commissions_Councils/State_Board_of_Education/2015/April/DRAFTNevadaStateLiteracyPlan/

⁷ The only publicly available ACCESS results are the Annual Measurable Achievement Objectives (AMAOs) required by Title III. AMAO 1 is 50% of ELs taking the ACCESS for at least the second time score a .5 Proficiency Level increase. AMAO 2 is 12% of ELs taking the ACCESS meet the exit criteria scores of 5.0 Composite and 5.0 Literacy.

⁸ Nevada Legislative Counsel Bureau. Senate Committee on Finance and Assembly Committee on Ways and Means CLOSING LIST #3. Department of Education. May 16, 2015.

<https://www.leg.state.nv.us/App/NELIS/REL/78th2015/ExhibitDocument/OpenExhibitDocument?exhibitId=16412&fileDownloadName=Joint%20Full%20May%202016.pdf>

⁹ U.S. Department of Education. Non-Regulatory Guidance. Title I Fiscal Issues: Maintenance of Effort, Comparability, Supplement not Supplant, Carryover, Consolidating Funds in Schoolwide Programs, Grantback Requirements. Revised February 2008.

<http://www2.ed.gov/programs/titleiparta/fiscalguid.pdf>

¹⁰ Conversation with Dr. Steve Canavero and Janie Lowe, Nevada Department of Education. July 2, 2015.

¹¹ Department of Education. Draft Nevada State Literacy Plan (April 15, 2015)

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¹² Ibid p. 76

¹³ Ibid p. 75

¹⁴ Colorado Department of Education. READ Act Professional Development Opportunities.

<http://www.cde.state.co.us/coloradoliteracy/professionaldevelopmentopportunities>

¹⁵ SB504, Chapter 515, Statutes of Nevada 2013

¹⁶ Nevada Department of Education. Nevada Plan to Ensure Equitable Access to Excellent Educators (June 2015):

http://www.doe.nv.gov/Educator_Effectiveness/Educator_Develop_Support/Nevada_Equity_Plan/Documents/NVEducatorEquityPlan_FINALJune_2015/

¹⁷ Clark County School District. Transfer Vacancies. May 13, 2015.

¹⁸ David, J. *What Research Says About ... / Teacher Recruitment Incentives*. Educational Leadership. April 2008. Volume 65, Number 7. Poverty and Learning. Pages 84-86. <http://www.ascd.org/publications/educational-leadership/apr08/vol65/num07/Teacher-Recruitment-Incentives.aspx>

¹⁹ AB483, Chapter 540, Statutes of Nevada 2015

²⁰ Goe, L. Recruiting and Retaining Highly Effective Teachers: What Works and How Do You Know? National Comprehensive Center for Teacher Quality. April 5, 2010.

http://www.gtlcenter.org/sites/default/files/docs/Presentation_TeacherRecruitmentAndRetention_toWesternRegionalSIGConference_April_6_2011.pdf, Allen, B. Eight Questions on Teacher Recruitment and Retention: What does the Research Say? Education Commission of the States (September 2005)

<http://www.ecs.org/html/educationIssues/TeachingQuality/TRRreport/home/TeacherRecruitmentRetention.pdf>, and Hammer, P et.

al. Rural Teacher Recruitment and Retention Practices: A Review of the Research Literature, National Survey of Rural Superintendents, and Case Studies of Programs in Virginia. Appalachia Educational Laboratory (December 2005)

<http://files.eric.ed.gov/fulltext/ED489143.pdf>

²¹ Ibid

Glossary of School Intervention Programs and Terms

- **Clark County School District (CCSD) Turnaround Zone:** CCSD created the Turnaround Zone in 2011 for schools with persistently low academic achievement. There are currently 16 schools in the Turnaround Zone.¹ Schools in the zone target the following areas: clear and shared focus; high standards and expectations for all students; effective school leadership; high level of communication and collaboration; curriculum, instruction, and assessment aligned with state standards; frequent monitoring of learning and teaching; focused professional development; supportive learning environment; and a high level of family and community engagement. After three years of intensive support, schools in the Turnaround Zone will be reviewed for gradual release to their geographic performance zone.
- **Washoe County School District (WCSD) Acceleration Zone:** WCSD created the Acceleration Zone in 2013 to target underperforming schools.² Schools that have been identified as Priority or Focus Schools, have one or two stars on the district accountability framework, or have been identified by the Superintendent can be placed in the Acceleration Zone. There are currently 13 schools in the Acceleration Zone.³ Significant effort is placed on planning and implementation of successful practices, including curriculum, resources, personnel (professional development), school climate, and monitoring. Schools remain in the zone for three years. If significant gains have not been made after three years, further actions will be taken.
- **Clark County School District Prime 6:** The Prime 6 initiative began in 1994 as a voluntary integration program targeting schools in West Las Vegas.⁴ The purpose is to enhance learning opportunities in culturally and racially diverse school settings and increase school choice options. There are six traditional elementary schools and three magnet schools in the Prime 6 program. Kindergarten students living near these schools attend the local area school. For first through fifth grades, students in West Las Vegas and other parts of CCSD are eligible for admission to the magnet schools. Additional funding is provided to increase the instructional day, decrease class sizes, provide learning strategists, provide campus monitors and teaching assistants, and offer enrichment opportunities.
- **Las Vegas Downtown Achieves:** Downtown Achieves is a collective impact effort facilitated by multiple government, non-profit, and private sector partners that began in 2013.⁵ The effort now includes 11 schools located in downtown Las Vegas that are part of a feeder pattern of elementary, middle, and high schools. The effort seeks to transform children's lives and school operations, and ensure every student is college and career ready. Success will be defined through a variety of tools that gauge efforts in the sectors of education, health and human services, arts and culture, natural and built environment, and jobs/economy.
- **Clark County School District Empowerment Schools:** The Empowerment School model began in 2006 and is designed to improve learning and student performance through a collaborative partnership that includes students, parents, community members and the school staff. There are currently 28 Empowerment Schools. Decisions regarding governance, instruction, budget, staffing, staff incentives and schedule/calendar are made at the school level. The Public Education Foundation identifies potential partners and matches them with an Empowerment School to leverage resources and strengthen the social, emotional, and academic growth of every student.

- **Las Vegas My Brother's Keeper:** This initiative is a collaborative effort between the City of Las Vegas and Nevada Partners, Inc., a community-based, non-profit organization, that grew out of an Executive Order signed by President Barack Obama in 2014 to address the persistent opportunity gaps faced by boys and young men of color, with an emphasis on African-American boys.⁶ Similar to Las Vegas Downtown Achieves, this effort uses a collective impact model to create change. The target area includes six schools in West Las Vegas. The goals of the initiative are: all children will be ready for kindergarten and reading at grade level by grade 3; young people will graduate from high school ready for college and career; and the "school to prison" pipeline will be eliminated.
- **Title I of the Elementary and Secondary Education Act:** Title I is the largest source of Federal education funds. It is a compensatory education program that provides supplemental funds to low-income schools. The intent and purpose of the program is to help students at risk of not meeting the State's challenging achievement standards. Title I funds a variety of services, including preschool, professional development, intervention programs, and technology. In FY 2015, there were 350 Title I schools in Nevada.⁷
- **School Improvement Grant (SIG):** The Federal SIG program provides funding to Local Educational Agencies (LEAs) with underperforming schools that have both the greatest need and demonstrate the strongest commitment to use the funds to significantly raise the achievement of their students.⁸ SIG funds are used to implement one of six rigorous school intervention models – Turnaround Model, Transformation Model, Restart Model, School Closure, Evidence-Based Whole School Reform Model, and Early Learning Model. Since FY 2011, there have been 20 SIG schools in Nevada.
- **Striving Readers:** This Federal grant aims to improve literacy from birth through 12th grade.⁹ Subgrants have been awarded to four school districts: Clark, Douglas, Nye, and Washoe. A total of 104 schools have participated in the program. Funds are used to provide teachers with statewide intensive, individualized, cross-discipline literacy instruction, diverse professional development activities, training, technical assistance, networking, and peer coaching and support. The last year of the grant is FY 2016.
- **State Underperforming Schools List:** In January 2015, the Nevada Department of Education identified 78 underperforming schools.¹⁰ This list includes schools that earned one star on the Nevada School Performance Framework, Focus Schools, and Priority Schools.
 - The Nevada School Performance Framework ranks schools with one to five stars. One star schools have the lowest number of index points under the framework.
 - Focus Schools are those with the greatest achievement gaps for students with Individualized Education Plans, students eligible for Free and Reduced-Price Lunch, and English Language Learners.
 - Priority Schools represent the lowest 5 percent of schools in academic proficiency and growth, as well as high schools that have graduation rates of less than 60 percent.

¹ Clark County School District. Turnaround Zone. <http://www.ccsdturnaroundzone.net/>

² Washoe County School District. 2013-2014 Acceleration Zone of Schools. <http://www.leg.state.nv.us/Interim/77th2013/Exhibits/Education/E022514U-1.pdf>

³ Washoe County School District. Acceleration Zone. <http://washoeschools.schoolwires.net/Page/668>

⁴ Clark County School District. CCSD Prime 6 Program: Executive Summary: <http://www.iomackeymagnet.org/pdf/resource/P6%20Powerpoint%20for%20Magnet%20Schools.pdf> and Terriquez, V. et al. Expanding Student Opportunities: Prime 6 Program Review Clark County School District Las Vegas, Nevada. UCLA Civil Rights Project (2009) <http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/expanding-student-opportunities-prime-6-program-review-clark-county-school-district-las-vegas-nevada/terriquez-expanding-student-opportunities-2009.pdf>

⁵ City of Las Vegas. Las Vegas Downtown Achieves. <http://downtownachieves.org/our-schools/> and <http://downtownachieves.org/wp-content/uploads/2013/10/Downtown-Achieves-August-8-Summary-2.pdf>

⁶ City of Las Vegas. Las Vegas My Brother's Keeper Plan (2015) http://www.lasvegasnevada.gov/cs/idcplg?IdcService=GET_FILE&dDocName=BROTHERS_KEEPER_COMM_PLAN&RevisionSelectionMethod=LatestReleased

⁷ Nevada Department of Education. FY 2015 Title I Schools List http://www.doe.nv.gov/Title_I/

⁸ Nevada Department of Education. School Improvement Grant. http://www.doe.nv.gov/SchoolImprovement/School_Improvement_Grant/

⁹ Nevada Department of Education. Striving Readers Comprehensive Literacy. http://www.doe.nv.gov/Striving_Readers/

¹⁰ Nevada Department of Education. Statement from State Superintendent of Public Instruction Dale Erquiaga regarding Governor Sandoval's Education Proposals and Underperforming Schools. (January 16, 2015) http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/SchoolImprovement/UnderperformingSchools_List.pdf

Interventions at Zoom Schools

Appendix B

District Name	School Name	Enrollment 2013-14	Stars 2013-14	% Proficient Math 2013-14	% Proficient Reading 2013-14	Turnaround/Acceleration Zone	Downtown Achieves	Empowerment Schools	Title I 2014-15	School Improvement Grant (SIG)	Striving Readers (Phase 1, 2, 3)	State Underperforming Schools List
Clark	Cambeiro ES	599	1	32.8	36.2				1			1 star
Clark	Cortez ES	893	2	47	43.9				1			Focus
Clark	Craig ES	812	2	46.9	43.3				1		1	Focus
Clark	Detwiler ES	673	3	57.8	55.9				1			Focus
Clark	Diaz ES	769	2	56	48.5				1			Focus
Clark	Earl Ira ES	886	2	45.6	50				1		1	Focus
Clark	Herron ES	880	3	72.6	54.5				1			Focus
Clark	Lunt ES	614	2	42.8	43.5				1			Focus
Clark	Martinez ES	618	3	54.4	56.2				1			Focus
Clark	Paradise ES	646	2	44.7	49.4				1			Focus
Clark	Petersen ES	828	1	42.5	36.4				1			Priority
Clark	Ronzone ES	955	3	61.6	56.7				1			Focus
Clark	Squires ES	790	2	53.8	49				1			Focus
Clark	Tate ES	705	2	54.7	46.4				1		1	Focus
Clark	Warren ES	675	2	56	43.1			1	1			Focus
Clark	Williams Tom ES	951	1	49.4	39.9				1			Focus
Clark*	Dailey ES	686	3	59	57.2				1		2	Focus
Clark*	Edwards ES	666	2	50.5	59.5				1		2	1 star
Clark*	Global Community HS	185	1	18.8	12.5				1			1 star
Clark*	Hewetson ES	955	3	70.9	68.2				1			Focus
Clark*	Lynch ES	763	3	66.1	62.1				1			Focus
Clark*	Moore ES	656	2	47.9	51.2				1		2	Focus
Clark*	Orr MS	895	2	23.7	32.5				1			Focus
Clark*	Pitman ES	620	2	57.6	49.1				1			Focus
Clark*	Robison MS	1133	2	25.2	41.3				1		2	Focus
Clark*	Rowe ES	657	2	53.1	54.1				1			Focus
Clark*	Stanford ES	625	2	55.9	56.8				1			Focus
Clark*	Twin Lakes ES	682	3	51.6	59.7		1		1			Focus
Clark*	Ward Gene ES	684	3	57.6	59.4				1		2	Focus
Washoe	Anderson ES	441	4	67.2	59.1	1			1			Focus
Washoe	Cannan ES	781	2	49.8	38.3				1		2	Focus
Washoe	Corbett ES	480	3	58	57	1			1			Focus
Washoe	Duncan G. ES	439	2	53.7	41.7	1			1	1		Focus
Washoe	Loder ES	567	2	60.7	51.1	1			1	1		Focus
Washoe	Mathews ES	651	2	54	47.4	1			1			Focus
Washoe	Sun Valley ES	648	2	45.6	49.1	1			1	1		Focus
Washoe	Veterans Mem ES	404	2	53.9	55.2	1			1	1		Focus
Total		37				7	1	1	37	3	11	13

*CCSD Zoom Schools identified for 2015-2017 biennium. WCSD has not identified new Zoom Schools as of this writing.

Interventions at Victory Schools

Appendix C

District Name	School Name	Enrollment 2013-14	Stars 2013-14	% Proficient Math 2013-14	% Proficient Reading 2013-14	Turnaround/ Acceleration Zone	Prime 6	My Brother's Keeper	Downtown Achieves	Empowerment Schools	Title I 2014-15	School Improvement Grant (SIG)	Striving Readers (Phase 1, 2, 3)	State Underperforming Schools List
Clark	Agassi ES	482	2	59.6	62.6						1			
Clark	Booker ES	524	2	44.2	57.4		1	1		1	1		2	
Clark	Desert Rose HS	364	1	18.8	46.7						1			1 star
Clark	Fitzgerald ES	428	1	27.7	24.3		1	1		1	1			Priority
Clark	Hollingsworth ES	678	2	45.9	37.4				1		1		3	
Clark	Innovations ES	542	1	38.6	43.2						1		1	Priority
Clark	Jeffers ES	839	2	68.9	55.5					1	1		1	Priority
Clark	Kelly ES	294	1	31.9	30.5		1	1		1	1			Priority
Clark	Lake ES	974	2	61.1	62.1				1		1		3	
Clark	Long ES	846	2	48.9	52						1			
Clark	Lowman ES	740	1	31.8	40.9		1				1			Priority
Clark	Manch ES	728	2	49	44.7		1				1			
Clark	McCall ES	416	2	52.7	47.7					1	1			Priority
Clark	Monaco MS	1,291	2	25.1	31.9			1		1	1			Priority
Clark	Reid ES	21	1	42.9	42.9			1			1		2	Priority
Clark	Smith MS	931	2	22.8	34.2						1			1 star
Clark	Snyder ES	876	2	62.2	61.2					1	1			Focus
Clark	Sunrise Acres ES	778	2	60.4	52.6		1				1		2	
Clark	Valley HS	2,863	2	68.7	69				1		1		1	Priority
Clark	Vegas Verdes ES	485	2	48.3	48.8		1				1			
Clark	West Prep Acad	455	2	47.1	47.9			1			1		2	
Clark	West Prep Sec	999	2	17.9	29.8			1			1		2	Priority
Clark	Williams Wendell ES	326	2	59.5	56.2		1	1		1	1			
Clark	Woolley ES	748	2	58.3	55.3					1	1		1	
Elko	Owyhee ES	174	1	28.9	43.4						1			Focus
Elko	Owyhee HS	58	2	**	**						1			
Elko	West Wendover ES	605	2	41.3	40.7						1			
Elko	West Wendover MS	189	2	26.6	34.5						1			
Humboldt	McDermitt ES	67	1	25.8	41.9						1			Focus
Humboldt	McDermitt MS	22	2	15.8	36.8						1			
Nye	Arnargosa Vly ES	97	1	26.2	31						1		1	Priority
Washoe	Bailey Charter ES	267	2	41.5	37.6						1			
Washoe	Booth ES	432	2	57.2	46.8		1				1		1	
Washoe	Hug HS	1,351	2	65	73.8						1		2	Priority
Washoe	Natchez ES	182	2	52.1	58.9						1			
Total		21,072				5	5	6	3	6	35	2	12	14