

# SB 504 Implementation Report 2013-2014

## Clark County School District Zoom Schools

SB 504 funds were used in 14 Clark County School District elementary schools to implement the initiatives mandated in the legislation: universal Pre-K, Full Day Kindergarten with reduced class sizes (21:1), Zoom Reading Centers, and universal Summer Academy. These initiatives were fully implemented in all 14 of the Clark County Zoom Schools. Below are descriptions of the program design, program costs, number of students receiving services, cost per student, program successes (with evidence), and the data sources identified for ongoing program evaluation.

A detailed table of this information is included in Table 1, "CCSD Zoom Schools Receiving SB 504 Funds in 2013-2014."

### Zoom Pre-K

#### **Program Description:**

To provide a universal program with an 18:2 student-to-adult ratio, 28 Pre-K teachers and 28 Teacher Family Assistants were employed. The half-day program consists of instructional days on Monday through Thursday, with home-to-school activities scheduled on Fridays. All programs were opened and serving students by September 3, 2013.

Pre-K students gain important school readiness skills through enriched high quality Pre-K programming curricula based on the Nevada Pre-Kindergarten Standards. The Pre-K classrooms promote pre-reading and writing skills, math, movement, language, literacy, science, art, music, and socialization. The Pre-K program provides ongoing parent education that includes parent-child activities and a variety of parent workshops.

Student progress is evaluated on an ongoing basis with the WIDA MODEL assessment for language acquisition and Teaching Strategies GOLD for literacy, language, math, and social-emotional skills.

The approximate cost of the Pre-K program was \$3,300,000, serving 966 students, at an approximate cost of \$3,400 per student. This is on par with other pre-k programs funded by state or federal sources.

### **Program Successes Funded By SB 504:**

- In the 2012-2013 school year, there were 18 Pre-K classrooms at the CCSD Zoom Schools.
- An additional 10 teachers were hired for 2013-2014, a 56% increase.
- Additional Pre-K teachers were trained, and AM/PM programs were implemented at all 14 CCSD Zoom Schools at the beginning of the 2013-2014 school year for all interested families of 4 year olds. Where availability existed, 3 year olds were enrolled to maximize resources.
- Home-school connection activities have occurred on Fridays, increasing parent engagement in their students' education.
- Per TSG data, the percentage of Zoom Pre-K students at the Meets/Exceeds level increased in Language from 13% in November 2013, to 84% in May 2014; in Literacy from 35% to 99% during the same time period. See Figure 1, "CCSD Zoom Pre-K Data."

### **Program Successes Not Funded By SB 504:**

- Professional development on Teaching Strategies GOLD has allowed teachers to analyze collected data. They were able to create instructional plans that focus on what students need to make progress.
- Teachers facilitated weekly family involvement activities, including parenting classes, academic workshops, interactive read-aloud, and presentations from community partners.

## **Zoom Full Day Kindergarten**

### **Program Description:**

Kindergarten students in 90 classrooms attend a full-day program with a 21:1 student-to-teacher ratio.

The kindergarten programs use developmentally appropriate practices based on the Nevada Academic Content Standards. Kindergarten instruction includes teacher directed small group activities, whole group experiences, one-on-one intervention, and explorations in center based environments. Daily curriculum integrates academic instruction with the creative arts, social-emotional learning, and physical development in order to support learning for the whole child.

Student progress is evaluated on an ongoing basis with the Measures of Academic Progress (MAP) assessment for literacy, WIDA ACCESS for language acquisition, and the Kindergarten Essential Skills for literacy skills.

The approximate cost of the Kindergarten program was \$6,000,000, serving 1,997 students, at an approximate cost of \$3,000 per student.

#### **Program Successes Funded By SB 504:**

- The adjusted ratio required 22 extra kindergarten classrooms to be created, a 31% increase in the number of classrooms that would have existed under the standard 28:1 ratio.
- Additional classrooms were supplied and 12 portables were ordered and placed at school sites to accommodate the growth.
- Additional kindergarten teachers were hired to ensure that a full-day program with a 21:1 ratio was implemented at the beginning of the 2013-2014 school year.
- End-of-year Essential Skills data indicate that the majority of students have mastered the kindergarten essential skills.
  - See Figure 2, “CCSD Zoom Kindergarten Data.”
- Kindergartners showed above-average improvement compared to national norms on the MAP assessment from the Winter 13-14 testing period to the Spring 13-14 testing period.
  - See Figure 2, “CCSD Zoom Kindergarten Data.”

#### **Program Successes Not Funded By SB 504:**

- Professional development was provided to kindergarten teachers with a focus on using the reduced class sizes to maximize the available instructional time. Specific professional development topics included small group guided reading, writing, and engaging literacy stations.
  - Kindergarten teachers have been observed using these strategies, and follow-up support has been provided by Instructional Coaches.

## **Zoom Reading Centers**

### **Program Description:**

Zoom Project Facilitators and paraprofessional tutors provide daily small group instruction to selected 1<sup>st</sup>-3<sup>rd</sup> students at each Zoom School. The tutoring lesson framework focuses on literacy and language acquisition through reading comprehension, fluency, vocabulary, and word work activities.

This service is being provided as a supplement to the Tier I literacy instruction at each school. During the reading center lesson, students receive personalized instruction that is tailored to their reading level and focused upon the specific reading skills each individual must master in order to access more challenging texts.

Student progress is evaluated on an ongoing basis with the Developmental Reading Assessment (DRA2) for reading comprehension, the MAP assessment for literacy, and WIDA ACCESS for language acquisition.

The approximate cost of the Reading Centers was \$2,500,000, serving 1230 students, at an approximate cost of \$2,030 per student.

#### **Program Successes Funded By SB 504:**

- An instructional framework incorporating proven effective literacy and language strategies was developed by the Zoom Project Facilitators.
  - Tutors were observed using this framework on a daily basis when giving lessons to their students.
- The grand opening for the CCSD Reading Centers took place on October 23, 2013, making it available for 77% of the school year.
- Students receiving the service were below grade level at the beginning of the school year, and all have made progress in their reading ability.
  - During the year, DRA assessment data indicated that 475 students, approximately 39%, who had received services had made above average growth compared to expected DRA growth trajectories and were reading at grade level.
    - These students were no longer in need of direct support from the tutors, but after exiting the program they continued to be monitored in their classrooms by the project facilitators
  - The students who did not exit made growth that was comparable to, and in some cases higher than, the expected growth trajectory of the DRA Independent Reading Levels. See Figure 3, “CCSD Zoom Reading Center Data.”

#### **Program Successes Not Funded By SB 504:**

- Professional development was provided for literacy centers, and the Zoom Project Facilitators have worked with their paraprofessional tutors to implement effective strategies.

## **Zoom Summer Academy**

### **Program Description:**

Seventeen additional full days of instruction were provided to all Zoom School students who registered at their home school. An entire curriculum was developed for all subject areas, with a focus on intensive Tier I instruction to continue literacy and language development. Each grade level’s ELA curriculum

focuses on a highly engaging theme, such as Plants, Inventors, Walt Disney, and Rainforests. The curricula were developed by expert teachers in the Clark County School District. The teachers who opted to work the summer academy were trained on the curriculum in order to maximize the experience for their students and to impact their learning. In most cases, students remained with the same teacher for Summer Academy, making the transition as seamless as possible.

The program ran from June 5 – June 27, and all services (special education, breakfast and lunch, and transportation) continued to be provided during this time, bridging the traditional school year calendar to the Summer Academy dates. This was done to increase enrollment and promote regular attendance.

Student progress is evaluated with pre- and post- writing samples, pre- and post-tests for math, and student enrollment and attendance.

The approximate cost of the Summer Academy was \$4,800,000, serving approximately 7,800 students, at an approximate cost of \$615 per student.

#### **Program Successes Funded By SB 504:**

- Implementing Summer Academy and providing teachers with all curricular materials for exciting themed units generated high student enrollment and teacher participation.
  - Based on enrollment numbers Zoom Schools fully staffed their schools to provide 17 extra days of instruction.
  - As of June 12, 2014, approximately 7,800 students had attended Summer Academy, 67.2% of the total student enrollment.
- 17 full days of instruction were provided, with all district services remaining in place. Teachers were paid 17 add-on days with PERS.

#### **Program Successes Not Funded By SB 504:**

- All teachers who are working Summer Academy were given a full day of professional development on the curricula.
- Extended insurance, facility operation, and police services were secured to ensure that the Summer Academy operated under “business-as-usual” terms.

## Recommendations for Legislation

The following items are presented as recommendations for future legislation:

### **Item 1: Allowability of Professional Development Costs**

A major challenge in meeting the requirements of SB 504 is due to the fact that the Zoom schools have hired significant numbers of new staff. In addition, schools are to be changing the way they serve children so that LEP students experience accelerated academic growth. To have maximum effectiveness, staff must be trained and new teaching strategies provided to everyone.

CCSD had planned to work with higher education to implement professional development (PD) to maximize teacher effectiveness. It was the understanding of CCSD that this was part of the intention of the SB 504 plan. This would allow for both effective professional development for existing teachers, and new teacher recruitment/placement from their SEA.

It seems contradictory that legislators would understand the need for PD in the rural districts and not understand the same need would exist in Clark and Washoe in order to fully implement the four areas specifically written in the SB 504.

Due to CCSD's understanding of early guidance and the intent of the legislation, some of the funding sources previously received by the Zoom schools were directed to needs in other schools. At this time, these dollars cannot be directed back to the Zoom schools. Additionally, the "qualification" requirements tied to most funding would prohibit this being a universal service for teachers at all Zoom schools. Despite these challenges, CCSD has collaborated across departments to provide funding for some PD; however, this is not the level of immersion that CCSD had envisioned for its Zoom teachers.

### **Item 2: Allowability of Parent Engagement Costs**

Research shows that a child's education is accelerated when the family is engaged. Limiting parent engagement by not providing a funding stream reduces effectiveness of program plans, discontinues existing services in schools, and does not allow CCSD to meet full SB 504 compliance. Families need to be involved to make a sustainable systemic shift in school-based operations.

Legislation states that services were not to be discontinued at any of the Zoom schools. In fact, CCSD understood the intent of the legislation was to provide specific targeted family engagement activities in order to fully meet the four areas specifically written into the legislation. Disallowing parent engagement

discontinues the monthly Pre-K meeting practices for parents. All previously existing CCSD Pre-K programs have a required monthly parent meeting where parents are engaged in the classroom for literacy development and student progress and planning.

The SB 504 legislation describes a comprehensive plan to improve outcomes for ELL students. While not all sections are specific to Zoom school operations, it is reasonable to assume that Zoom schools would meet the requirements set forth in this same legislation. Specifically, Section 1.7(2) requires that parents (family) of ELL students be provided an opportunity to participate in the program. Section 4(1)(k) describes that teachers who teach these students must have experience with and knowledge of parental and family engagement. It would be unreasonable to anticipate these outcomes without identifying a funding source to support such practices.

Table 1

## CCSD Zoom Schools Receiving SB 504 Funds in 2013-2014



School	11-12 Nevada SPF Rating	12-13 Nevada SPF Rating	Approximate SB 504 Funds Used by School in 13-14	Student Enrollment on 13-14 Count Day (Pre-K not included)	Pre-K enrollment in 13-14	% ELL (Active and Monitored) in 13-14 (Pre-K not included)
Cambeiro ES	1 star	1 star	\$1,000,000	599	34	71.9%
Cortez ES	2 stars	2 stars	\$1,600,000	893	72	61.2%
Craig ES	2 stars	2 stars	\$1,250,000	812	70	62.7%
Detwiler ES	2 stars	3 stars	\$1,200,000	673	93	52.0%
Diaz ES	3 stars	2 stars	\$1,150,000	769	80	61.3%
Herron ES	2 stars	3 stars	\$1,500,000	880	114	82.4%
Lunt ES	2 stars	2 stars	\$950,000	614	64	77.7%
Martinez ES	2 stars	3 stars	\$1,200,000	618	69	59.5%
Paradise ES	2 stars	2 stars	\$1,050,000	646	56	39.2%
Petersen ES	2 stars	2 stars	\$1,250,000	828	78	55.2%
Ronzzone ES	2 stars	3 stars	\$1,450,000	955	76	52.5%
Tate ES	2 stars	3 stars	\$1,100,000	705	64	51.1%
Warren ES	2 stars	3 stars	\$1,050,000	675	71	59.5%
Williams (Tom) ES	2 stars	2 stars	\$1,600,000	951	93	71.3%

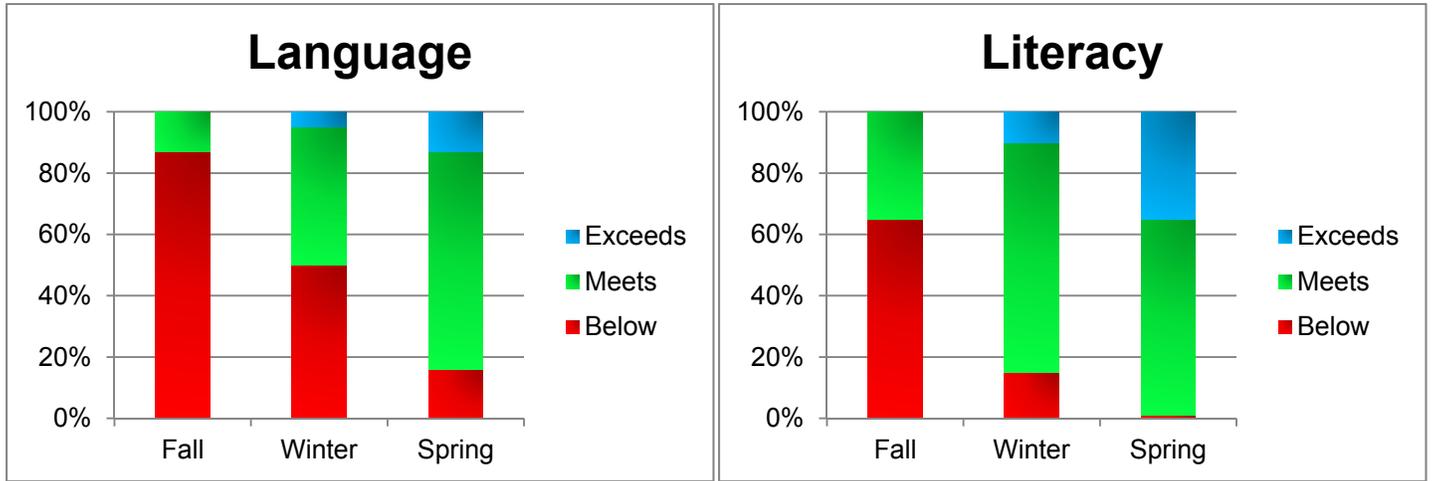
Figure 1

# CCSD Zoom Pre-K Data End-of-Year 2013-2014



## Teaching Strategies GOLD: Summary

The ongoing assessment and observation that teachers recorded using Teaching Strategies GOLD showed dramatic improvements in students' abilities in language and literacy. The graphs below show the progress of the Zoom Pre-K students throughout the 2013-2014 school year.



## Teaching Strategies GOLD: Objectives Breakdown

The graphs below show the end-of-year data for Pre-K students, broken down into the individual skills assessed.

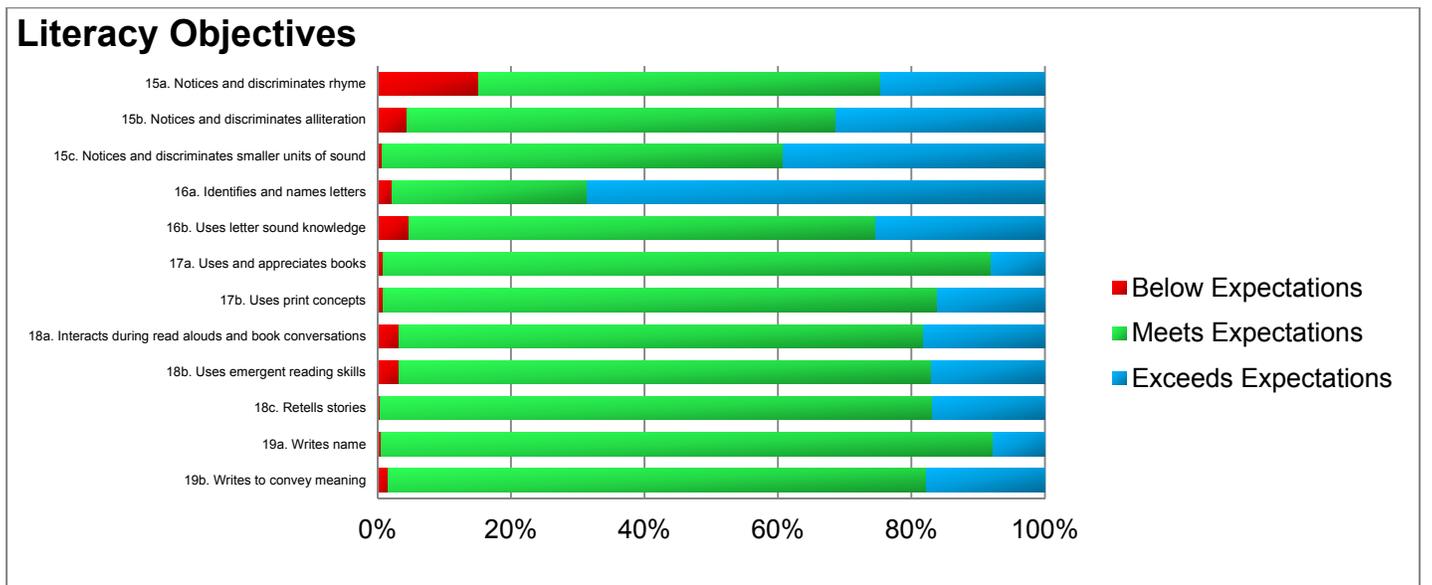
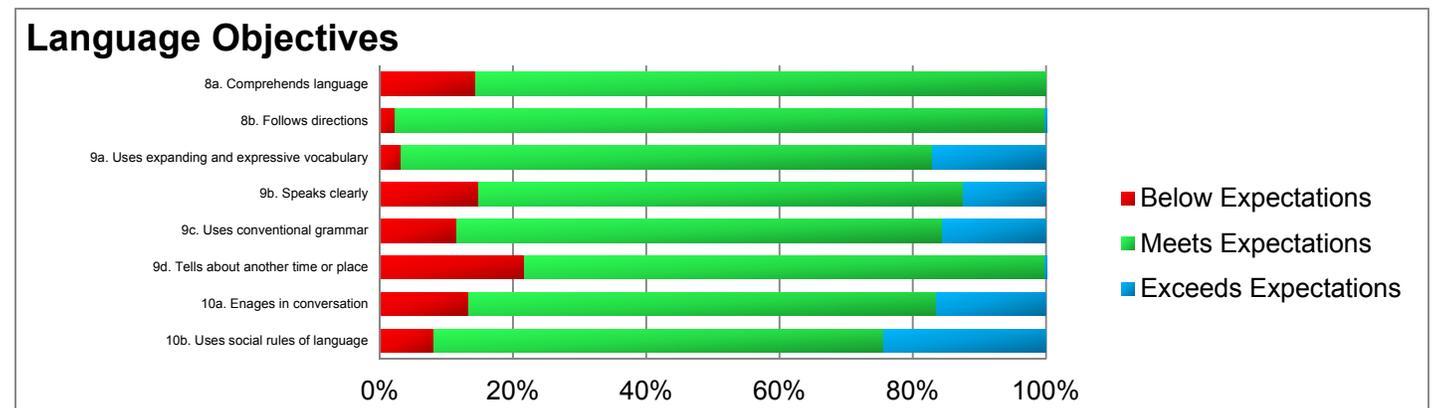


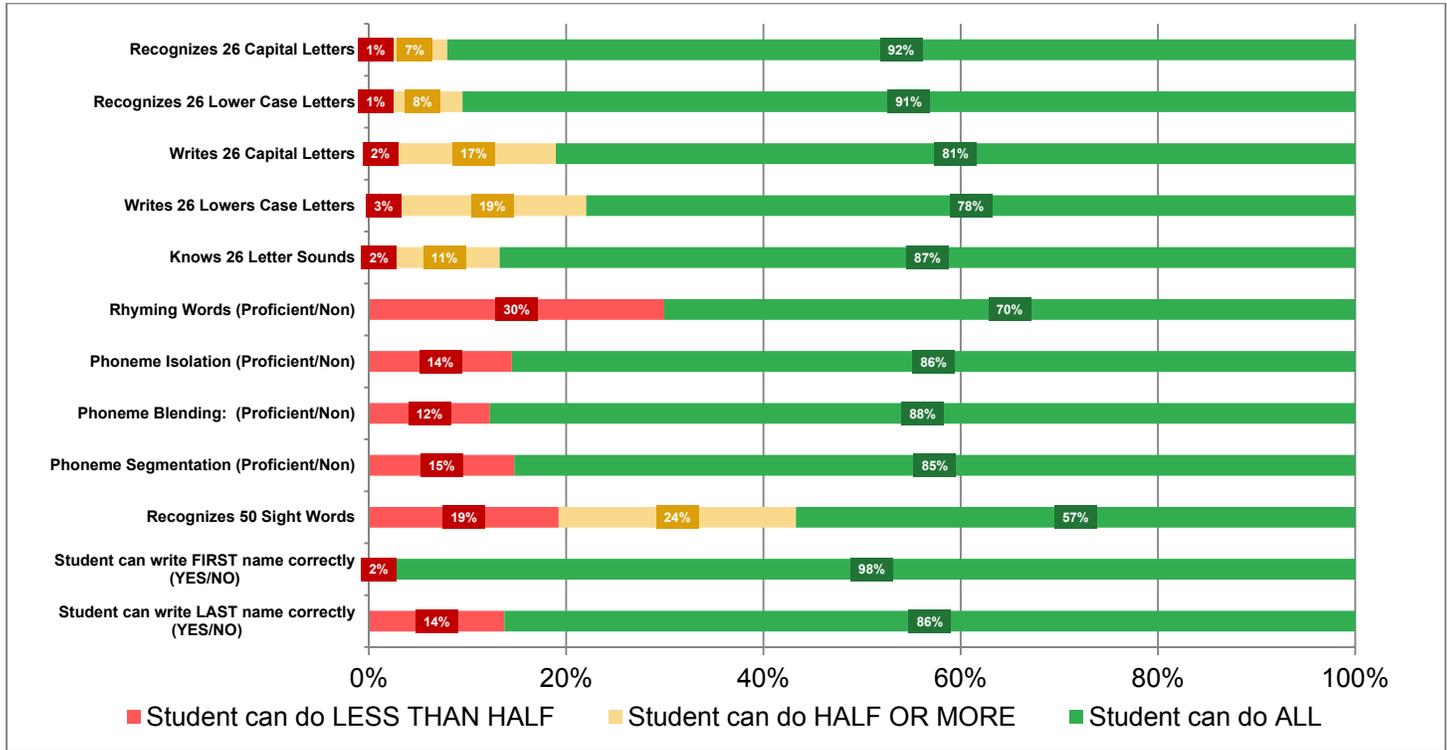
Figure 2

## CCSD Zoom Kindergarten Data End-of-Year 2013-2014



### Kindergarten Essential Skills (Literacy)

Kindergarten teachers assessed their students in the CCSD Kindergarten Essential Skills at the end of the 2013-2014 school year, and the literacy skills appear in the chart below. In all but one category, over 70% of students were able to perform the given task completely.



### MAP (Measures of Academic Progress) Reading Assessment

The percentile scores of the CCSD Zoom School Kindergarten indicate that the majority of the students were below national norms on the Winter 13-14 MAP Reading assessment. While the Spring 13-14 MAP Reading assessment indicates that the majority of kindergartners are still below the national norms, there are increases in the number of students who were in the 60<sup>th</sup>-99<sup>th</sup> percentiles, and a significant decrease in the number of students in the 1<sup>st</sup>-39<sup>th</sup> percentiles.

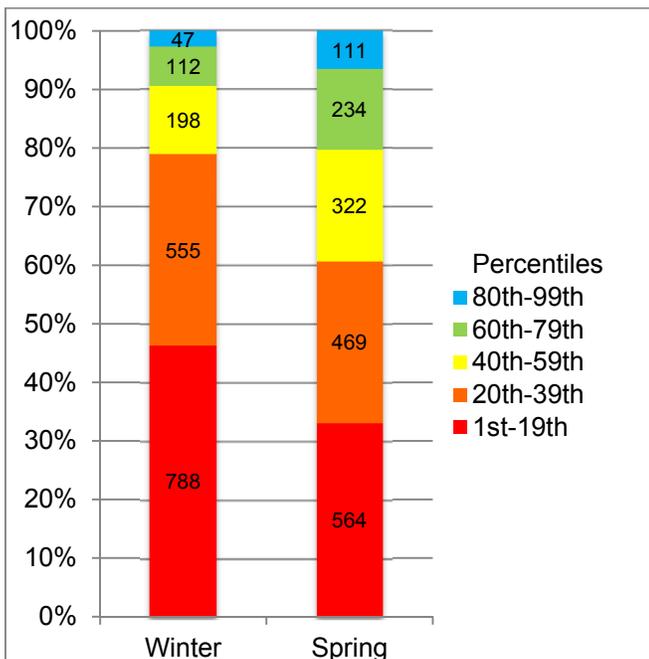


Figure 3

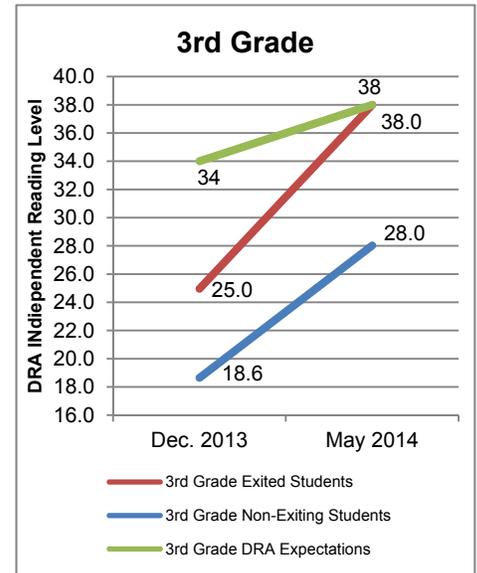
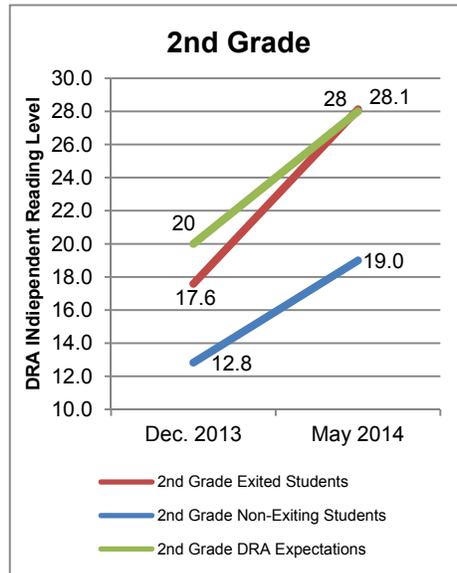
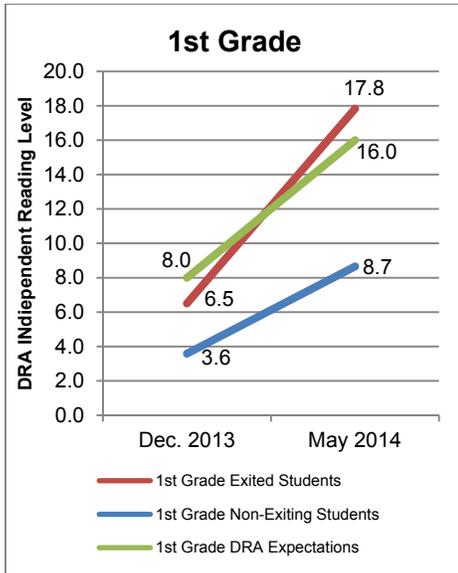
## CCSD Zoom Reading Center Data End-of-Year 2013-2014



### DRA (Developmental Reading Assessment)

Students who exited the Reading Center were, on average, below grade level in December 2013, and were at or above grade level by May 2014. **Students who did not exit made growth comparable to the DRA expected growth, and the third graders who did not exit averaged an entire year's growth from December 2013 to May 2014.**

Using the DRA scores to determine grade level reading ability, a total of 475 students—69 first graders, 150 second graders, and 256 third graders—were exited from the Zoom Reading Centers during the 2013-2014 school year.



### MAP (Measures of Academic Progress) Reading Assessment

The percentile scores of the students who received services from the Zoom Reading Centers indicate that the majority of the students were below national norms on the Winter 13-14 MAP Reading assessment. While the Spring 13-14 MAP Reading assessment also indicates that the majority of these students are below the national norms, there are increases in the number of students who were in the 60<sup>th</sup>-99<sup>th</sup> percentiles, and a decrease in the number of students in the 1<sup>st</sup>-19<sup>th</sup> percentiles.

