Senate Bill 504

Activity from July 2013–December 31 2014

Annual Summary Report

February 1, 2015

Submitted to:
Legislative Counsel Bureau

by CCSD, WCSD, & NDE

SB 504 Implementation Report
School Year 2013-14 and Fall 2014 Update
Nevada Zoom and Non-Zoom School Districts

Executive Summary

Since the enactment of Senate Bill 504 (SB 504), Clark County and Washoe County School Districts have provided intensive services to more than 17,000 of Nevada's English learners (ELs) in early grades through the Zoom Schools initiatives. Non-Zoom school districts have served more than 1,500 ELs in the more rural areas of the state. These intensive services have resulted in increased academic achievement and improvements in English language proficiency. These early gains help to ensure that Nevada's young English learners are better prepared to achieve success in school, from kindergarten through high school graduation.

* * *

In 2013, the Nevada Legislature enacted and the governor signed into law SB 504 to ensure that "children who are limited English proficient benefit from instruction that is designed to address the academic and linguistic needs of those children." The law states that, "It is the intent of the Legislature that children who are limited English proficient be provided with services and instruction which is designed to address the academic needs of such children so that those children attain proficiency in the English language and improve their overall academic and linguistic achievement and proficiency" (NRS 388.405).

The Nevada State Legislature appropriated $50,000,000 over a two-year period to support school districts in implementing the strategies defined in SB 504. Recognizing the large numbers of English learners in Nevada's urban centers, the majority of SB 504 funds were allocated directly to Clark County School District ($39,421,000) and Washoe County School District ($7,485,000) as part of the Zoom School Initiative.

The Nevada Department of Education (NDE) was directed to allocate the balance of the SB 504 appropriation ($2,994,000) through grants to the remaining school districts. Allocations to districts were determined based on the official 2012-13 and 2013-14 counts of ELs in Kindergarten through 4th grade in each district. The funds were awarded through a non-competitive application process developed and implemented through the NDE grants management system.

In accordance with statutory requirements, Clark County School District, Washoe County School District, and the Nevada Department of Education have prepared this annual report to the Director of the Legislative Counsel Bureau for transmittal to the 78th Session of the Nevada Legislature. This report covers the 2013-14 school year, with a fall 2014 update. It provides information regarding SB 504 funding, program implementation, preliminary data on student achievement, and recommendations to the State Legislature concerning the future of SB 504.

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Clark County School District

Zoom Report

SB 504 Implementation Summary
School Years 2013-2014 and 2014-2015
Clark County School District Zoom Schools

2013-2014

SB 504 funds were used in 14 Clark County School District elementary schools in 2013-2014 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 in 2013-2014. 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 on 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 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 World-Class Instructional Design and Assessment (WIDA) Measure of Developing English Language (MODEL) assessment for language acquisition, and Teaching Strategies GOLD for literacy, language, math, cognitive, physical, and social-emotional skills.

The cost of the Zoom Pre-K program in 2013-2014 was $3,514,173.78, serving 966 students, at an approximate cost of $3,640 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, the 14 original CCSD Zoom Schools had 18 pre-K classrooms.
- In the 2013-2014 school year, there were 28 Zoom Pre-K classrooms, 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.
- Home-school connection activities have occurred on Fridays, increasing parent engagement in their students' education.
- Per Teaching Strategies GOLD data for the 2013-2014 school year, 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."
- On the Oral Language Proficiency portion of the WIDA MODEL assessment, 77% of Zoom Pre-K students were above Entering level (1 or 1.5) on the pre-test. On the post-test, only 29% of students were at the Entering level. The average proficiency level increased from 1.4 (between Entering and Emerging) to an average of 2.7 (between Emerging and Developing).
    - See Figure 1, "CCSD Zoom Pre-K Data."
- Students that had attended at least 6 months of a CCSD Zoom Pre-K program showed better results on the Fall 2014-2015 kindergarten MAP assessment than students who had not attended 6 or more months of CCSD Zoom Pre-K.
    - See Figure 1, "CCSD Zoom Pre-K Data."
- Kindergarten teachers in 2014-2015 indicated on a survey that students who had been in a Zoom Pre-K program were more prepared than other students for specific literacy and math skills.
    - See Figure 5, "CCSD Zoom School Survey Data."

Program Successes Not Funded By SB 504:

- Professional development on Teaching Strategies GOLD has allowed teachers to analyze collected data. The data was collected using iPads purchased with funds from the Silver State KIDS (Kindergarten Inventory

of Development Statewide) grant. Teachers 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 attended a full-day program with a 21:1 student-to-teacher ratio in the 2013-2014 school year.

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, the WIDA Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) assessment for language acquisition, and the Zoom Kindergarten Data assessment for literacy skills.

The cost of the 90-classroom kindergarten program in 2013-2014 was $6,417,791.41, serving 1,997 students, at an approximate cost of $3,210 per student.

Program Successes Funded By SB 504:
- The adjusted ratio required 22 extra kindergarten classrooms to be created in 2013-2014, a 31% increase in the number of classrooms that would have existed under the then 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 2013-2014 Zoom Kindergarten Essential Skills data indicate that the majority of kindergarten students mastered all of the kindergarten essential skills.

    - See Figure 2, “CCSD Zoom Kindergarten Data.”
- Students who had attended at least 6 months of kindergarten at a CCSD Zoom School showed slightly better results on the Fall 2014-2015 first grade MAP assessment than students who had not attended 6 or more months of kindergarten at a CCSD Zoom School.
    - See Figure 2, “CCSD Zoom Kindergarten Data.”
- First grade teachers in 2014-2015 indicated on a survey that their students seemed more prepared for first grade than students had in previous years.
    - See Figure 5, “CCSD Zoom School Survey 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 CCSD Instructional Coaches and Project Facilitators.

Zoom Reading Centers

Program Description:

Zoom Project Facilitators and paraprofessional tutors provide daily small group instruction to identified first through third grade 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 the WIDA ACCESS assessment for language acquisition.

The cost of the Reading Centers was $2,438,675.36, serving 1,230 students, at an approximate cost of $2,060 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 services were below grade level at the beginning of the school year, and all made progress in their reading ability throughout the year.
    - 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 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 focused 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 was evaluated with the MAP assessment for reading and math, pre- and post- writing samples, pre- and post-tests for math, student enrollment, and attendance.

The cost of the Summer Academy was $3,880,559.15, serving 8,567 students, at an approximate cost of $450 per student. These cost figures do not include the professional development or operational costs (maintenance, air conditioning, food services, etc.) that were funded by the Clark County School District.

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.
    - 8,567 students attended Summer Academy in June 2014, 73.5% of the total student enrollment.
- Seventeen full days of instruction were provided, with all district services remaining in place. Teachers were paid 17 add-on days with PERS.
- Teachers and administrators felt that the curriculum that was designed for Zoom Summer Academy provided a valuable experience for the students and teachers.
    - Teachers felt that the curriculum had a positive impact on students, and the instructional strategies within the curriculum could be incorporated into their own lessons in 2014-2015.
        - See Figure 4, “CCSD Zoom Summer Academy Data.”
    - In the 2014-2015 schools year, school administrators have observed teachers using Tier I instructional strategies that were embedded into the Zoom Summer Academy curriculum.
- When comparing the results of the Spring 13-14 MAP assessment to the Fall 14-15 MAP assessment, students who attended Zoom Summer Academy showed better assessment results.
    - Students who attended Zoom Summer Academy did not show the regression that is typically observed after the summer break.

        - Students who attended Zoom Summer Academy for at least 14 days had an increased median percentile in reading, and maintained their median percentile in math.
        - Students who attended less than 14 days, or did not attend at all, had decreased median percentiles in both areas.
    - Students who attended at least 14 days of Zoom Summer Academy had higher median percentiles in reading and math on the Fall 14-15 MAP assessments than students who attended less than 14 days or did not attend at all.
        - See Figure 4, "CCSD Zoom Summer Academy Data."

Program Successes Not Funded By SB 504:

- All teachers who worked 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.

2014-2015

Two Additional Zoom Schools

In July 2014, in response to the successes seen at the CCSD Zoom Schools, it was determined that the remaining budget could support the addition of two more Zoom Schools for the 2014-2015 school year. Schools with similar English Language Learner percentages and Nevada School Performance Framework ratings were considered, and Ira J. Earl Elementary School and C. P. Squires Elementary School were selected.

Program Updates

With two additional CCSD Zoom Schools and year-to-year changes in enrollment at the other 14 CCSD Zoom Schools, the following changes have occurred:

- Pre-K
    - There are 29 Zoom Pre-K programs operating, serving approximately 1,040 students.
- Kindergarten
    - There are 105 Zoom Kindergarten classrooms, serving approximately 2,050 students.
    - A new statewide kindergarten staffing ratio of 21:1 was mandated for the 2014-2015 school year, but the slightly different staffing formula for the 21:1 ratio at Zoom Schools required 13 additional kindergarten classrooms. This represents a 14% increase over the

number of classrooms that would have existed with the standard ratio and staffing formula.

- Zoom Reading Centers
  - In addition to the Zoom Reading Centers at the two new CCSD Zoom Schools, additional staffing has allowed for a greater student capacity. Services are also being provided to identified 4th grade students as a result of the increased capacity. There are over 1,600 students receiving services from the Zoom Reading Centers in 2014-2015.
- Zoom Summer Academy
  - Two of the CCSD Zoom Schools, Lois Craig Elementary School and Bertha Ronzone Elementary School, were converted to a 12-month calendar for the 2014-2015 school year. Students at these schools with WIDA levels of 1, 2, 3, and 4 are invited to participate in 17 days of Zoom Intersession Academy during their track breaks. The curriculum and structure of the intersession program is similar to the Zoom Summer Academy.

Recommendations for Legislation

The following items are presented as recommendations for future legislation:

Item 1: Continuation or Expansion of Funding

The successful implementation of the Zoom School initiatives and the positive early results are encouraging. The Nevada School Performance Framework (NSPF) and student graduation rates are the most common measures of academic success, yet neither of these are able to capture the successes of a two-year implementation of initiatives that largely focus on early literacy for English Language Learners. To gauge the long-term impact of these initiatives, funding must continue for a period of time that is long enough for the intended results to be observed.

To have a definitive assessment of the impact Zoom Schools are having on their students, funding must be continued or increased to build on the early successes and to allow enough time for the return on investment to be accurately measured.

Item 2: 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 3: 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, 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

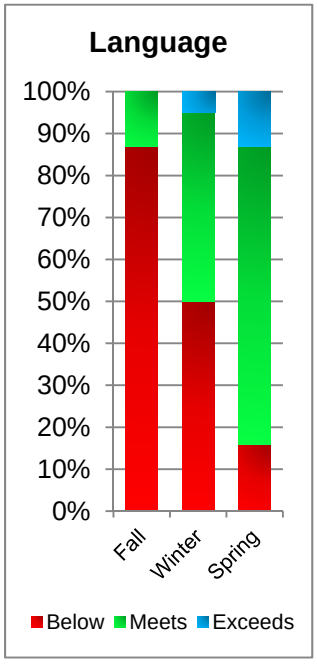
School	Total SB 504 Funds Used by School in 13-14	Student Enrollment on 13-14 Count Day (Pre-K not included)	Pre-K enrollment in 13-14	% ELL (Active and Monitored) in 13-14 (Pre-K not included)
Cambeiro ES	$988,052.43	599	34	71.9%
Cortez ES	$1,502,165.50	893	72	61.2%
Craig ES	$1,214,737.22	812	70	62.7%
Detwiler ES	$1,189,244.89	673	93	52.0%
Diaz ES	$1,059,171.72	769	80	61.3%
Herron ES	$1,436,497.18	880	114	82.4%
Lunt ES	$914,097.91	614	64	77.7%
Martinez ES	$1,167,702.31	618	69	59.5%
Paradise ES	$1,042,599.06	646	56	39.2%
Petersen ES	$1,213,296.33	828	78	55.2%
Ronzone ES	$1,405,328.36	955	76	52.5%
Tate ES	$1,058,732.63	705	64	51.1%
Warren ES	$1,037,289.34	675	71	59.5%
Williams (Tom) ES	$1,597,686.85	951	93	71.3%

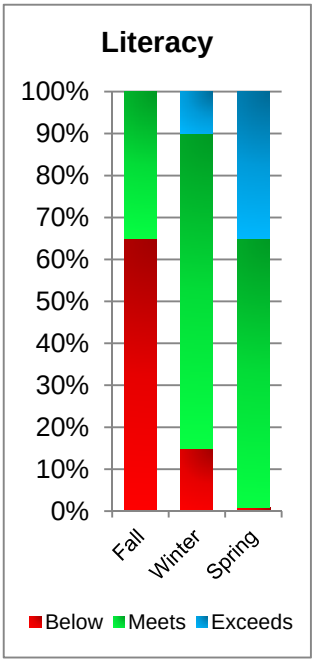
The differences in per-school costs are attributable to variables between school sites. These factors include, but are not limited to: student enrollment, number of pre-K and kindergarten classrooms, the addition of portable classrooms, and differing salaries of licensed personnel.

Figure 1

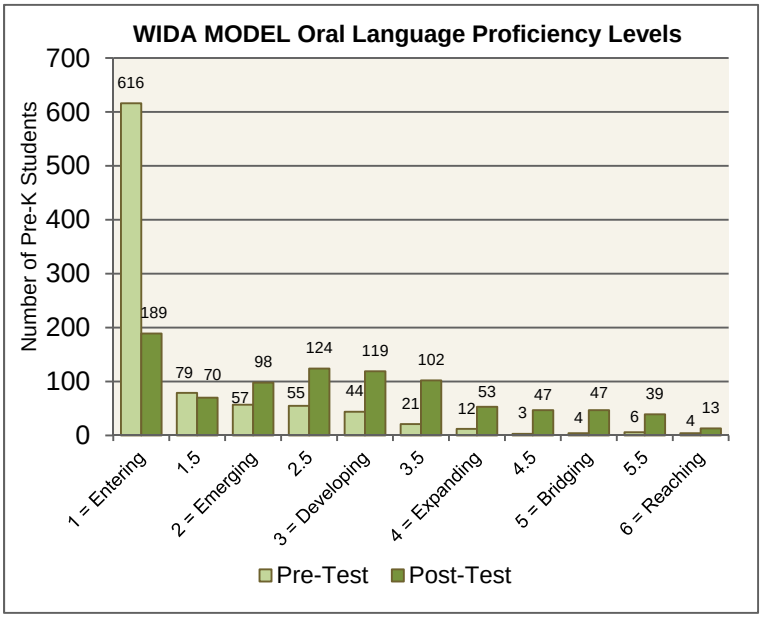
CCSD Zoom Pre-K Data
2013-2014

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.



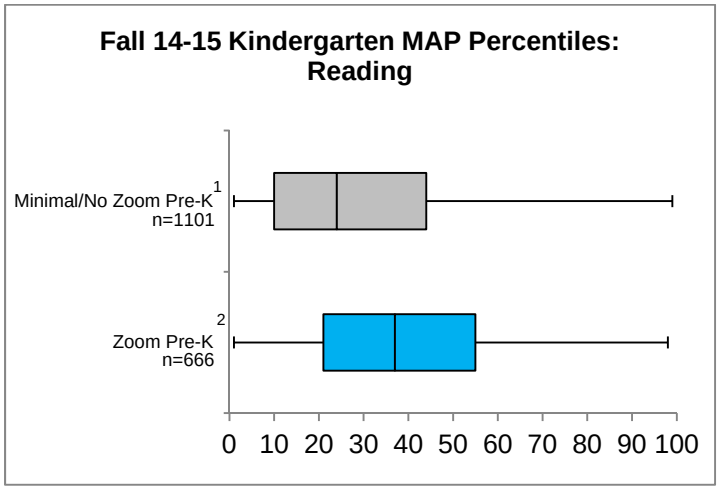


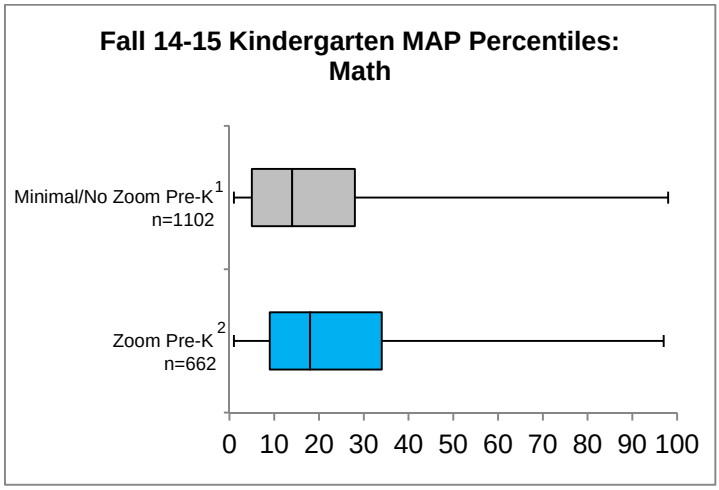
WIDA MODEL: Oral Language Proficiency
The Speaking and Listening portions of the Kindergarten WIDA MODEL assessment was administered to all Zoom Pre-K students upon entry, and again at the end of the school year. The scores from these two assessments were combined using WIDA's weighting formula to determine each student's Oral Language Proficiency Level. Among students who were given both the pre-test and post-test, oral proficiency increased from an average of 1.4 (between Entering and Emerging) to an average of 2.7 (between Emerging and Developing).



MAP (Measures of Academic Progress) Assessment: Fall 2014-2015
The graphs below show the results of the MAP assessment that was given to all CCSD Zoom School kindergarten students at the beginning of the 2014-2015 school year. While the majority of the percentile scores of the students were below national norms, students who had attended at least 6 months of Zoom Pre-K in 2013-2014 outperformed the students who either did not attend Zoom Pre-K or were enrolled for less than 6 months.

The median percentiles for students attending Zoom Pre-K were 37 for Reading and 18 for Math, while the median percentiles for students who did not attend at least 6 months of Zoom Pre-K were 24 for Reading and 14 for Math.





[1] Students in the "Minimal/No Zoom Pre-K" group either did not attend a CCSD Zoom School Pre-K program or were enrolled for less than 6 months.
[2] Students in the "Zoom Pre-K" group were actively enrolled in a CCSD Zoom School Pre-K program for 6 or more months.

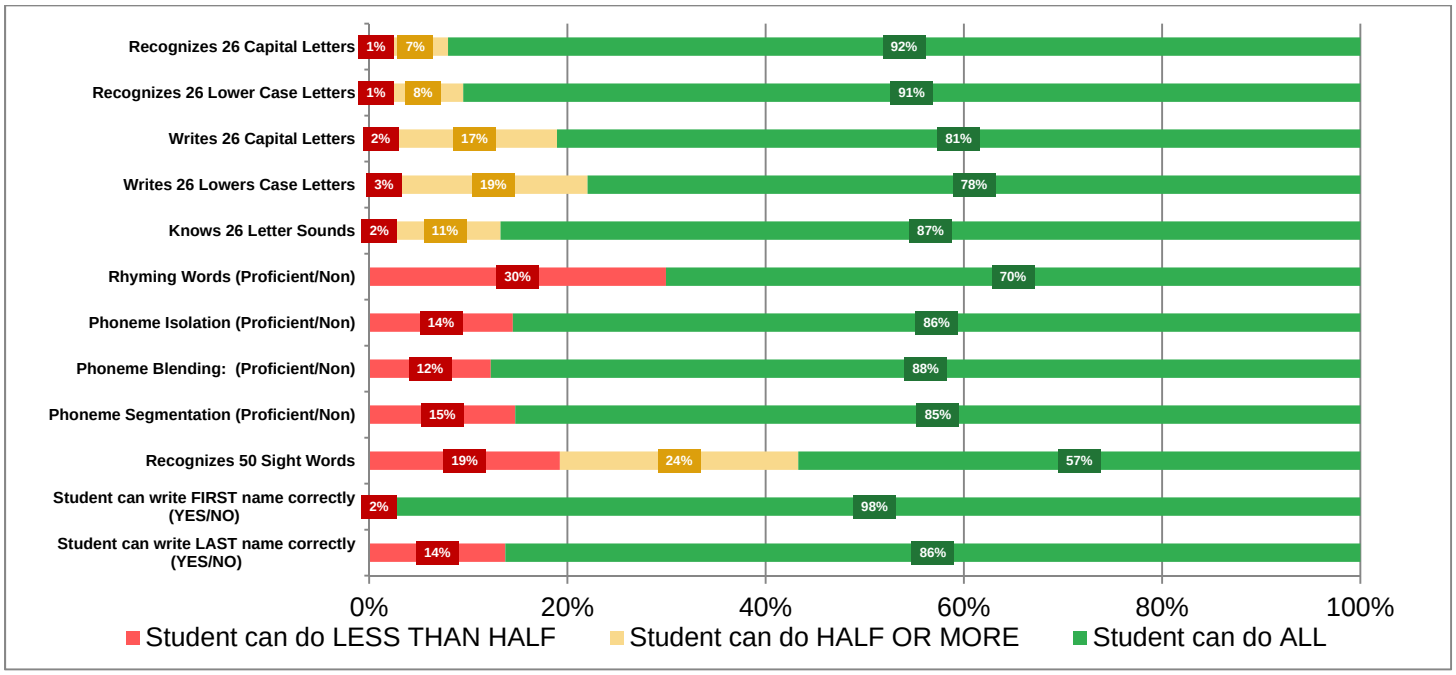
Figure 2

CCSD Zoom Kindergarten Data

2013-2014

Zoom Kindergarten Essential Skills (Literacy)

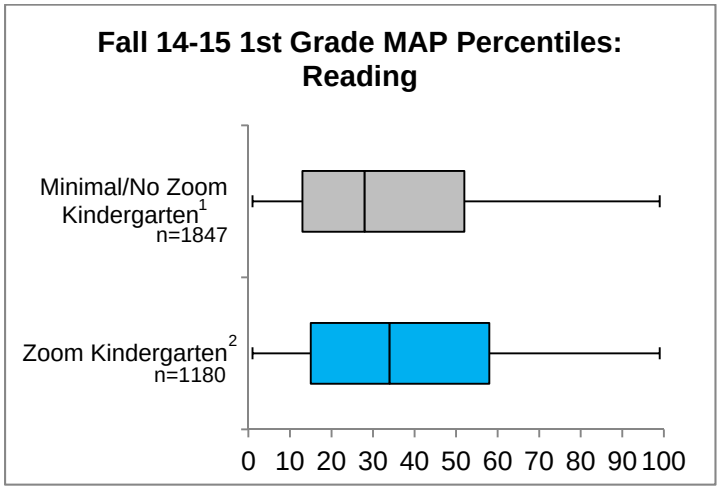
Kindergarten teachers assessed their students using the Zoom Kindergarten Data assessment at the end of the 2013-2014 school year, and the literacy skills appear in the chart below. In all but one category, over 70% of students were able to perform the given task completely.

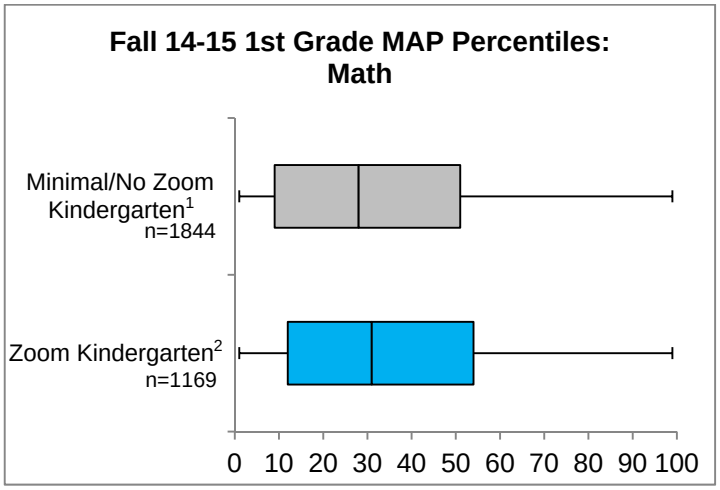


MAP (Measures of Academic Progress) Assessment: Fall 2014-2015

The graphs below show the results of the MAP assessment that was given to all CCSD Zoom School first grade students at the beginning of the 2014-2015 school year. Students who had attended at least 6 months of Zoom Kindergarten in 2013-2014 slightly outperformed the students who either did not attend a CCSD Zoom School Kindergarten class or were enrolled for less than six months.

The median percentiles for students attending Zoom Kindergarten were 34 for Reading and 31 for Math, while the median percentiles for students who did not attend at least 6 months of Zoom Pre-K were 28 for Reading and 28 for Math.





[1] Students in the "Minimal/No Zoom Kindergarten" group either did not attend a CCSD Zoom School Kindergarten program or were enrolled for less than 6 months.

[2] Students in the "Zoom Kindergarten" group were actively enrolled in a CCSD Zoom School Kindergarten program for 6 or more months.

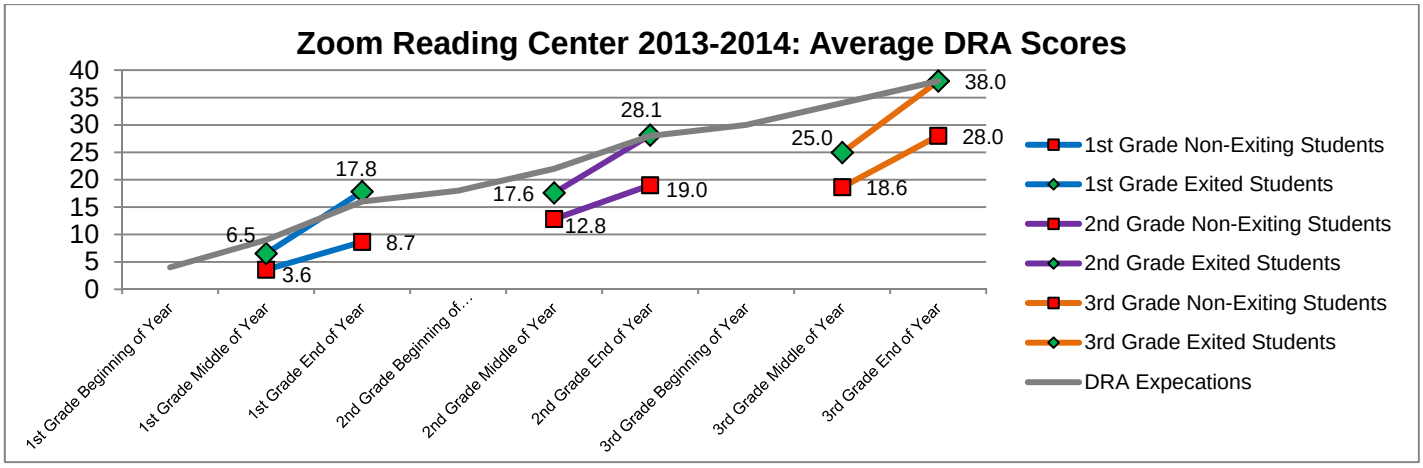
Figure 3

CCSD Zoom Reading Center Data
2013-2014

DRA (Developmental Reading Assessment)

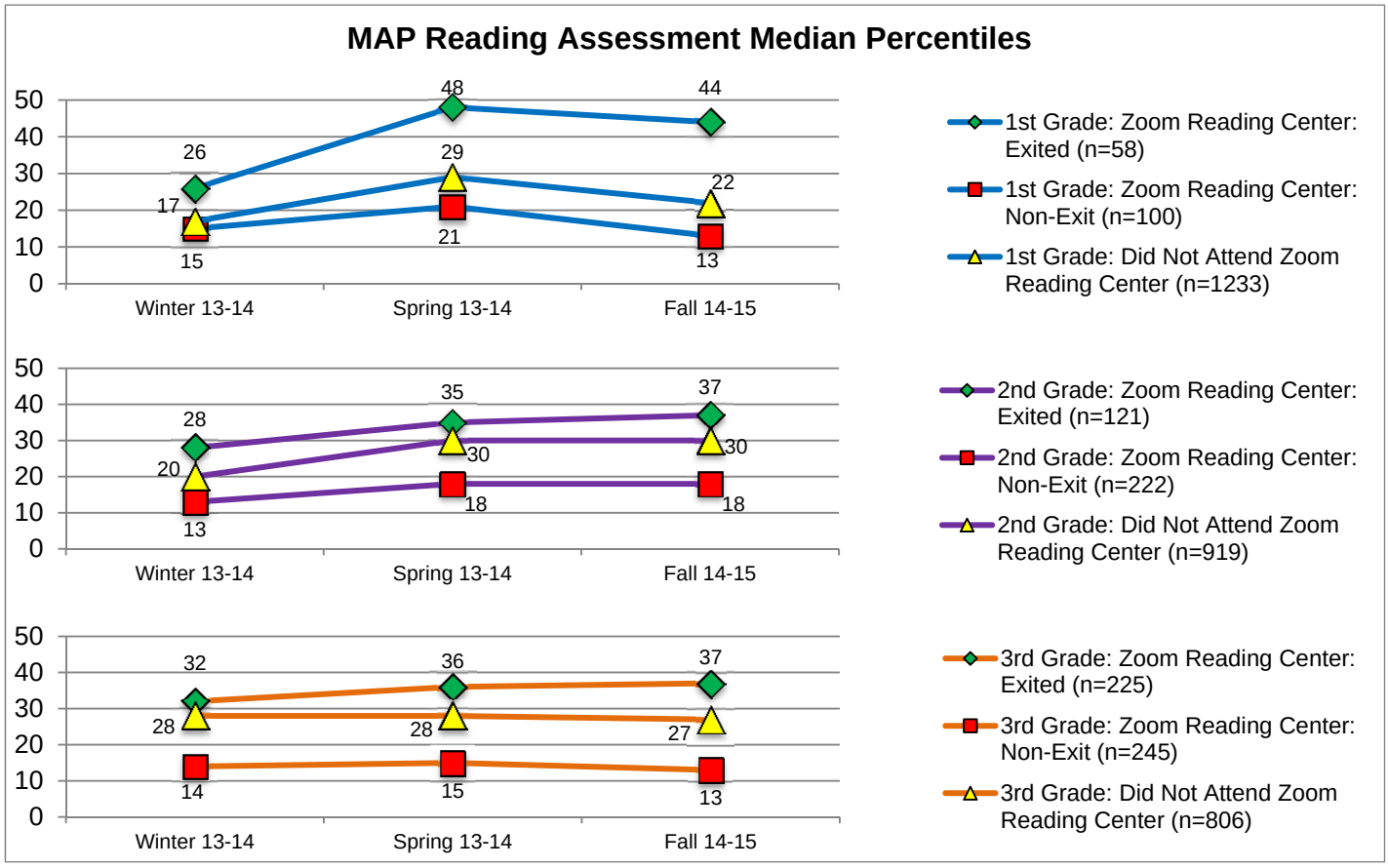
Students who exited the Reading Center were, on average, below grade level in December 2013, and were at or above grade level by May 2014. **Students who did not exit made growth comparable to the DRA expected growth, and the third graders who did not exit averaged a full year's growth in 6 months (from 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 also confirm that the students who exited the Zoom Reading Centers had started at higher levels of literacy than the students that did not exit. The performance of the group of students in each grade that did not attend the Zoom Reading Centers is included for comparison.



-Data is included for students who had valid results for all 3 assessment periods.

Figure 4

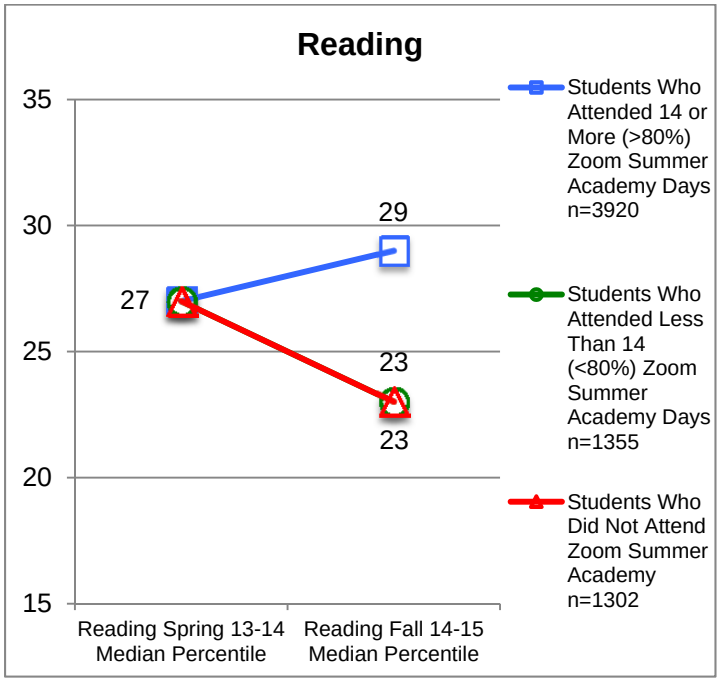
CCSD Zoom Summer Academy Data
2013-2014

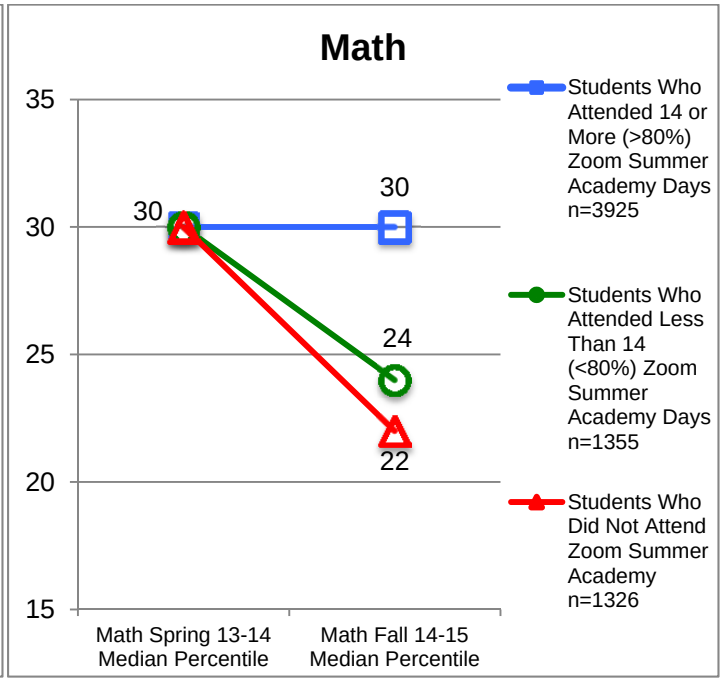
MAP (Measures of Academic Progress) Assessment: Fall 2014-2015

Students at CCSD Zoom Schools that had scores for the Spring 13-14 MAP and Fall 14-15 MAP assessments were disaggregated into students who attended at least 80% (14 or more days) of Zoom Summer Academy, students who attended less than 80% (1 to 13 days) of Zoom Summer Academy, and students who did not attend Zoom Summer Academy.

In reading, the median percentile for the students represented was 27 on the Spring 13-14 MAP assessment. On the Fall 14-15 MAP assessment, students who attended at least 80% of the Zoom Summer Academy days had a median percentile of 29. In the two other groups, the median percentile had fallen to 23.

In math, the median percentile for the students represented was on the Spring 13-14 MAP assessment. On the Fall 14-15 MAP assessment, students who attended at least 80% of the Zoom Summer Academy days maintained a median percentile of 30. The median percentile of students who attended less than 80% of the Zoom Summer Academy days decreased to 24, and the median percentile for the students who did not attend decreased to 22.





- Since the above data only includes students with scores from both the Spring 13-14 MAP and Fall 14-15 MAP assessments, students who were in pre-K (no Spring 13-14 MAP assessment) and Grade 5 (no Fall 14-15 MAP assessment) in 2013-2014 are not included.

Zoom Summer Academy Teacher Survey

Since the curriculum used for Zoom Summer Academy was designed and written by curriculum experts within CCSD, teachers who participated were surveyed in order to gain feedback on the curriculum and its effect on students. The below data shows the responses from the 428 teachers that completed the survey.

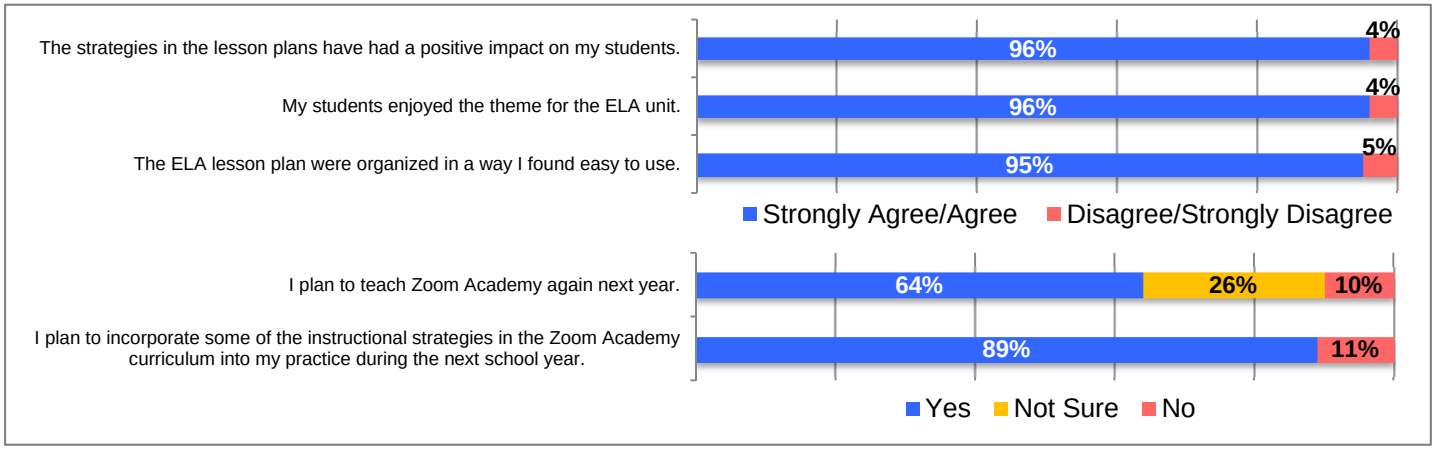


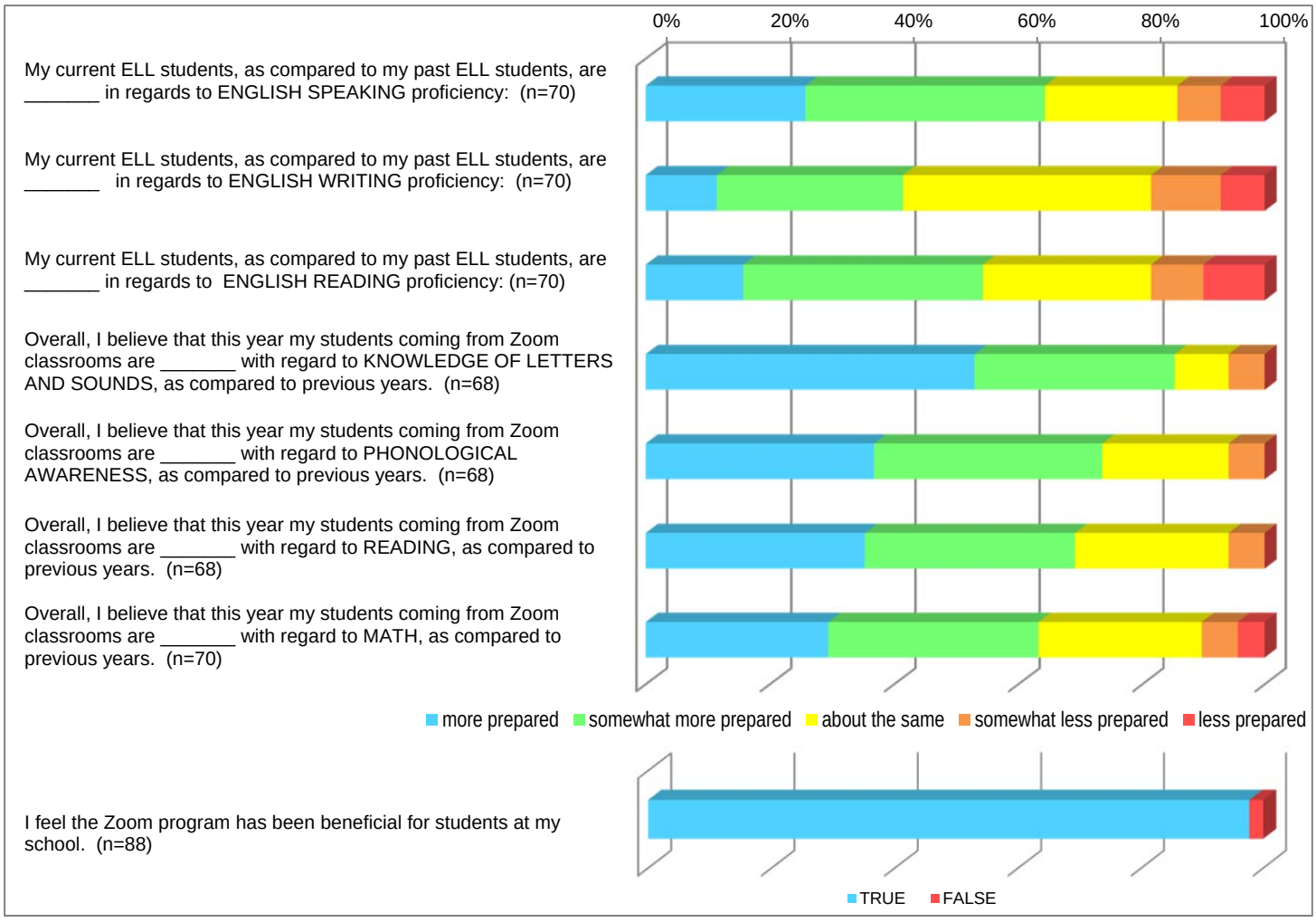
Figure 5

CCSD Zoom School Survey Data

Teacher Survey: Perceptions Regarding Student Preparedness in 2014-2015

In December 2014, teachers of kindergarten and grade 1 at CCSD Zoom Schools were surveyed with questions regarding the preparedness of their students at the start of the 2014-2015 school year. The purpose of this survey was to determine if teacher perceptions confirm the effectiveness of the Zoom School Pre-K and Kindergarten programs in 2013-2014. Approximately 44% of students in kindergarten at CCSD Zoom Schools in 2014-2015 were enrolled in pre-K at a CCSD Zoom School in 2013-2014. Approximately 76% of students in first grade at CCSD Zoom Schools in 2014-2015 were enrolled in kindergarten at a CCSD Zoom School in 2013-2014.

Kindergarten Teachers: Preparedness of Students in 2014-2015



- Not included in the data represented above were the responses from teachers who indicated that they had not taught kindergarten before, and had no basis for comparison. Of the 97 teachers who completed all or part of the survey, 27, or nearly 28%, made this indication.

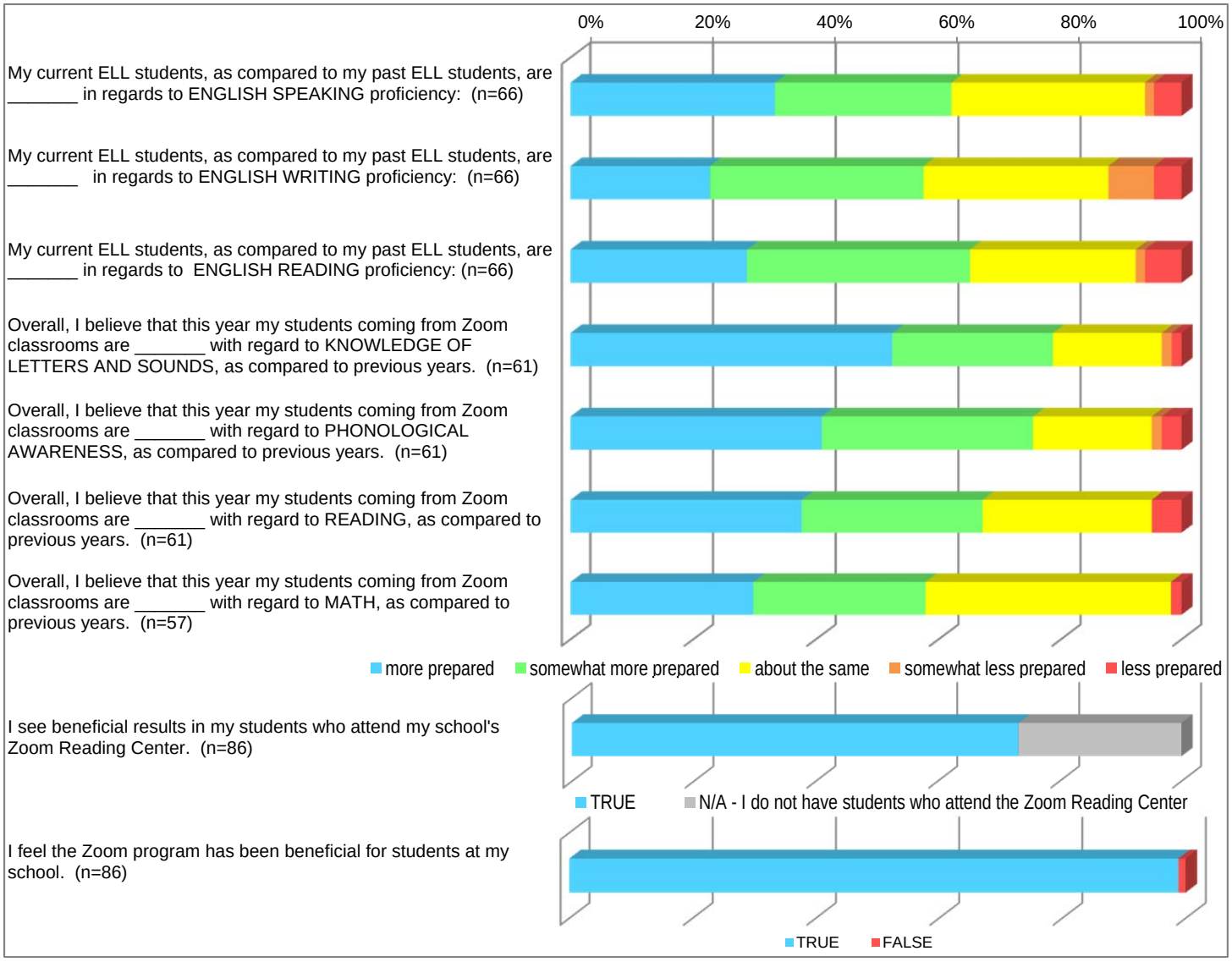
When asked, "In your perspective, what strategies/skills do you think students from Zoom classrooms are developing?" some responses were:

- "Students are able to speak in complete sentences, have a sense of routine, are able to start early writing skills much quicker, and have a better understanding of how the classroom works."
- "With the small class size my students are getting more of my attention."
- "Students in Pre-K Zoom classroom are given essential skills necessary to be success entering kindergarten. Students are learning letters, sounds, numbers and to write their name. When students from Zoom enter my class on the first day they are ready to learn and confident. I can definitely see a difference in the students that have attended a Zoom school versus those who have not."
- "I feel that Zoom kids are getting a significant head start. It is only December and I have 10 beginning readers. They will leave my classroom reading and writing."

Figure 5

CCSD Zoom School Survey Data - Continued

1st Grade Teachers: Preparedness of Students in 2014-2015



- Not included in the data represented above were the responses from teachers who indicated that they had not taught kindergarten before, and had no basis for comparison. Of the 90 teachers who completed all or part of the survey, 24, or nearly 27%, made this indication.

When asked, "In your perspective, what strategies/skills do you think students from Zoom classrooms are developing?" some responses were:

- "I see a more developed love of reading and different strategies to build comprehension."
- "Students are developing better comprehension and vocabulary skills, as well as blending skills to decode unfamiliar words. Students are also applying their skills of addition to solve complex word story problems and multiple digit problems."
- "Better: attendance habits, sight word acquisition, concepts of print, blending and segmenting words, math fact acquisition. In short, more students are ready for first grade."
- "Students coming from Zoom classrooms are learning skills at a higher level than students coming from non-Zoom classrooms. This is evident when the students coming from kindergarten enter first grade ready to read or are already reading."
- "Oral, comprehension and cooperative skills that will assist them for the rest of their lives. Zoom schools are working the hardest and giving our students the best!"
- "My students have grown in reading fluency and comprehension. Overall their reading has improved at a faster rate than students not in attending the Zoom reading center."
- "I think they are gaining knowledge with speaking English and gaining reading strategies."

Figure 5

CCSD Zoom School Survey Data - Continued

Parent Survey

In June 2014, a survey was given to parents of students at CCSD Zoom Schools. The survey questions focused on Pre-K, Kindergarten, Zoom Reading Centers, and general opinions about the experience at a Zoom School. A definite majority of the 4,962 parents who responded indicated that they felt their children's skills in literacy and math had improved, and 83% of parents felt that their child's Zoom School experience had increased his or her motivation and desire to go to school.

Zoom Pre-K					
Do you feel that your child is ready for kindergarten?	Yes	No	No answer		
	85%	5%	10%		
Did you attend Pre-K Parent Trainings?	Yes	No	No answer		
	57%	32%	11%		
(If attended parent trainings) The parent training provided you with strategies to assist your child at home.	Agree	Somewhat Agree	Somewhat Disagree	Disagree	No Answer
	74%	8%	1%	1%	16%
Acquired Skills	Writes first name correctly	Recognizes Numbers	Recognizes letters	Counts to 10	
	94%	93%	93%	94%	

Zoom Kindergarten						
Lower class sizes positively impacted your child's achievement.	Agree	Somewhat Agree	Somewhat Disagree		Disagree	No Answer
	73%	14%	1%		3%	9%
Acquired Skills	Writes first and last name correctly	Can identify all letters of the alphabet	Knows all letter sounds	Identifies numbers to 20	Counts to 100	Writes sentences
	93%	92%	88%	92%	84%	75%

Zoom Reading Centers					
My child's reading skills improved as a result of his/her participation in the Zoom Reading Center.	Agree	Somewhat Agree	Somewhat Disagree	Disagree	No Answer
	80%	14%	1%	1%	5%
Participation in the Zoom Reading Center had a positive impact on my child's overall attitude about reading.	Agree	Somewhat Agree	Somewhat Disagree	Disagree	No Answer
	80%	14%	1%	1%	5%

Overall Opinions about Participation in Zoom School					
My child's attendance at a Zoom School has had a positive impact on his/her academic success.	Agree	Somewhat Agree	Somewhat Disagree	Disagree	No Answer
	67%	14%	1%	2%	16%
Zoom Schools have high academic expectations for my child.	Agree	Somewhat Agree	Somewhat Disagree	Disagree	No Answer
	67%	14%	2%	1%	16%
Zoom Schools have improved my child's education in the following areas:	Oral language skills have improved	Writing is more complete and detailed	Reading has improved	Math skills have improved	Motivated and likes going to school
	76%	71%	79%	73%	83%

CCSD Zoom School Survey Data - Continued

Figure 5

Teacher Survey

In June 2014, a survey was given to the teachers at CCSD Zoom Schools. The survey questions focused on Pre-K, Kindergarten, and the Zoom Reading Centers, with other questions about the general experience of teaching at a CCSD Zoom School.

Access to early learning experiences via the **Zoom Pre-K** program at your school will have a positive impact on future student achievement. (n=416)	**Agree**	**Somewhat Agree**	**Somewhat Disagree**	**Disagree**
	87.3%	11.3%	0.2%	1.2%
Zoom Schools had class size reduction in **kindergarten**, 21:1 instead of the standard 28:1.Small class sizes in kindergarten will positively impact future student achievement. (n=416)	**Agree**	**Somewhat Agree**	**Somewhat Disagree**	**Disagree**
	95%	4.1%	0.7%	0.2%
You have seen evidence that your students transfer skills learned in the **Zoom Reading Center** into other areas of the curriculum in your classroom. (n=169)	**Agree**	**Somewhat Agree**	**Somewhat Disagree**	**Disagree**
	45%	41.4%	8.3%	5.3%
The focus on Tier 1 instruction in Zoom Schools increased rigor for all students. (n=416)	**Agree**	**Somewhat Agree**	**Somewhat Disagree**	**Disagree**
	57.2%	34.9%	5.3%	2.6%
Are you staying at a Zoom School for the 2014-2015 school year? (n=410)	**Yes**		**No**	
	81%		19%	

Administrator Survey

In June 2014, an open-ended set of survey questions was given to the administrators at the CCSD Zoom Schools. The survey questions focused on the 4 Zoom School components and the professional development (not funded by SB 504) that occurred during the 2013-2014 school year. Sample responses from the 26 respondents are included below.

Did the Zoom **Pre-K** program at your school provide the necessary academic skills to prepare students for kindergarten? Please provide examples.		• "Yes, it exposed them to the basics of numbers and number sense, basic problem solving and geometry. It exposed them to literature and non-fiction books. It exposed them to learning about using technology to gain information." • "Yes. Students exceeded the Pre-K standards and began working on Kindergarten standards. • "The Zoom Pre-K program gave our students a much needed "jump start" to prepare them for Kinder." Many of our Pre-K students know their letters and sounds and can identify some sight words. The students have also been exposed to letter writing, patterned sentence reading, and phonemic spelling which will have a positive impact when entering kindergarten next year."
As a result of the class size reduction, did you see changes in the teaching practices of **kindergarten** teachers? Please provide examples.		• "Absolutely, I see a great deal of engagement and explicit instruction during Tier I instruction as well as during small group instruction. I see less intervention and more rigor of grade level standards." • "Yes. Teachers seemed to enjoy their instruction; they have time to give individual attention to students. There is an atmosphere conducive to learning."
Is it evident that students are transferring the knowledge and skills gained from the **Zoom Reading Center** into all areas of the curriculum? Please provide examples.		• "Yes, teachers are recognizing the students are reading at a much higher level and comprehending the text better." • "The students from the Zoom Reading Center are growing in many ways. Each of the students is now able to recognize characteristics of good readers and also pull information from text. One of the main focuses of the Zoom Reading Center was vocabulary. The students have learned that good readers understand the words that they're reading. They ask questions when they don't understand something and they use tools that they've learned to figure out the meaning of unknown words. It is evident that the students are learning in the center because when I walk into the classroom they will automatically start looking back at the text that they're reading."
Zoom Summer Academy has provided the teachers with thematic units, lessons, and materials. Will this structured curriculum benefit your teaching staff and students? Please provide examples.		• "Yes, the teachers already have a clearer idea about what project based learning is. It allows us to specifically see what each child is able to produce. It takes the guess work out of planning and allows the teacher to put emphasis on instruction and working with students." • "Yes, teachers will and have benefited from a consistent base of instructional materials and strategies. Collaboration has continued to evolve in a positive manner due to this emphasis." • "This is something that has been long needed in CCSD. This helps me as an instructional leader assist the teachers in understanding NACS as well as some of the best ways to teach!"

Washoe County School District

Zoom Report

SB 504 Implementation Report
2013-14 School Year
Washoe County School District Zoom Schools

SB 504 funds were used in six Washoe County School District elementary schools during the 2013-14 school year to implement the initiatives mandated in the legislation: Pre-K, Full Day Kindergarten with reduced class sizes, Zoom Reading Centers, and Intersession/Summer Academy. The six schools were Anderson, Corbett, Duncan, Loder, Mathews and Veterans. Two additional schools, Cannan and Sun Valley, were added for the 2014-15 school year. [1]

Below are descriptions of the program design, program costs, number of students receiving services, cost per student, program successes with evidence, and data sources being used for ongoing program evaluation.

Zoom Pre-K

Washoe County School District Pre-K students gain important school readiness skills through high quality Pre-K programming that incorporates curricula based on the Nevada Pre-Kindergarten Content Standards. The Pre-K classrooms have learning centers that promote pre-reading and writing skills, math, movement and music, language, literacy, science, art, self-help skills and socialization. This type of environment and curriculum provides Pre-K students with the skills to be successful in Kindergarten. The program is 2.5 hours per day, 4 days per week.

The program is evaluated on an ongoing basis with district-approved language assessments (i.e. WIDA-Model), teacher effectiveness measures (ELLCO), and the Kindergarten Readiness Portfolio.

The estimated cost of the Pre-K program for the 13-14 SY was $368,773, serving 165 students, at an approximate cost of $2235 per student. With the addition of two, new Zoom schools for the 14-15 SY, the estimated cost of Pre-K programming is $532,915, serving 225 students, at an approximate cost of $2,368.

2013-14 SY Pre-K Program Successes Funded By SB 504:

- Implemented a new Pre-K program at Mathews Elementary (the other 5 Zoom schools had Pre-K programs already in place).
- Home-to-school support activities occurred on Wednesdays including home visits and site-based parent/guardian workshops.
- The Language & Literacy average score on ELLCO, a measure of teacher effectiveness in the classroom, increased from 3.9 (pre-test) to 4.3 (post-test).

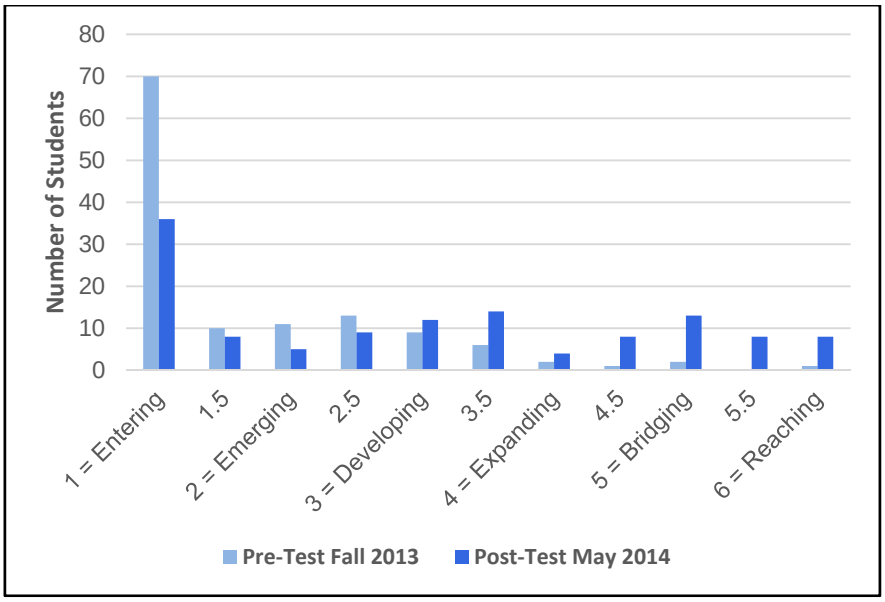
[1] A detailed list of the schools receiving SB 504 funds during the 13-14 SY is included in Table 9, "WCSD Zoom Schools Receiving SB 504 Funds in 2013-2014." Additionally, Table 10 shows those schools receiving SB 504 funds during the current school year.

- 2014-15 SY Kindergarten teachers indicated on a survey that students who had been in a Pre-K Zoom program were more prepared for Kindergarten than other students.

Students' Linguistic Achievement:

For the first time ever in the Washoe County School District, the Speaking and Listening portions of the Kindergarten WIDA-MODEL test were administered to Pre-K students (during the 13-14 SY) to assess their oral proficiency level on a scale of 1 (Entering) through 6 (Reaching). Among students who the Washoe County School District was able to record a Fall 2013 pre-test and May 2014 post-test (n=125), oral proficiency increased from an average of 1.7 (between Entering and Emerging) to 3.0 (Developing) (see Figure 1).

Figure 1. WIDA-MODEL Oral Proficiency Scores Among Pre-K Students (n=125)



The average Standard score on the Expressive One Word assessment has increased over 8 points (among Pre-K students who have pre-test scores during the Fall and post-test scores in the Spring), suggesting that many students' development has *accelerated* during their Pre-K year.

The average Standard scores on the Peabody Picture Vocabulary Test (among Pre-K students who have recorded pre-test scores during the Fall and post-test scores in the Spring) has increased over 7 points, suggesting that many students' development has *accelerated* during their Pre-K experience.

2013-14 SY Pre-K Program Successes Not Funded By SB 504:

- The Pre-K program provides ongoing parenting education that includes family literacy events, parent-child activities, and a variety of parent workshops. Parents set literacy goals, attend family workshops and agree to increase Parent and Child Time (PACT). Attendance at a variety of family engagement workshops during the 13-14 school year

numbered over 300; based upon survey feedback, 96% of Zoom families agreed that the workshops helped support their child's preparedness for Kindergarten.

Zoom Full Day Kindergarten

The Washoe County School District Kindergarten Program uses developmentally appropriate practices based on the Nevada Academic Content Standards in conjunction with the aligned WIDA Standards (standards that focus on academic language development and academic achievement for linguistically diverse students). 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 and physical development in order to support learning for the whole child.

During the 13-14 SY, 29 Kindergarten teachers served 551 full-day Kindergarten students at the Zoom schools with an average 19:1 student-to-teacher ratio. The estimated cost of the Kindergarten program was $1,706,974 at a cost of $3,098 per student.

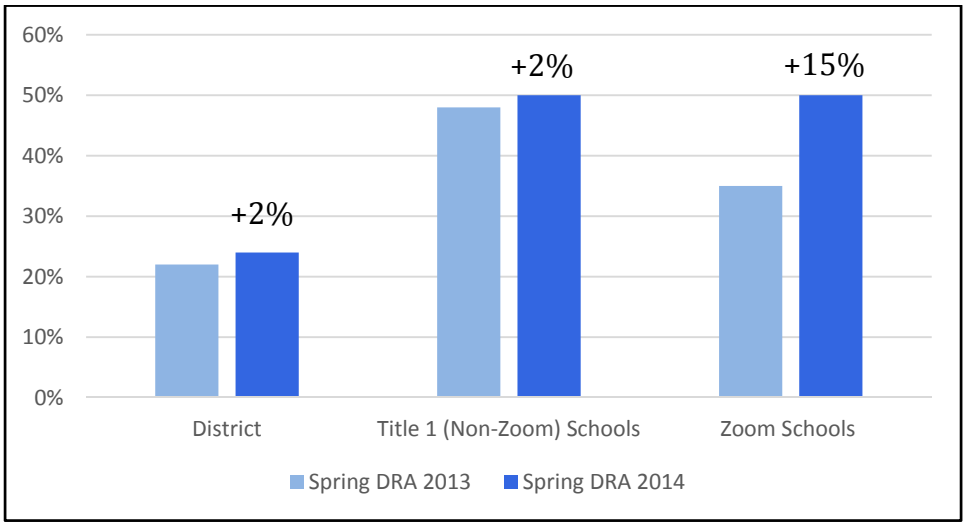
The program will continue to be evaluated on an ongoing basis with W-APT, ACCESS, and DRA assessments. The DRA (Developmental Reading Assessment) and ACCESS scores serve as the primary metrics to measure Zoom program effectiveness in Kindergarten.

During the 14-15 SY, 35 Kindergarten teachers are serving 702 full-day Kindergarten students at the eight Zoom schools with an average 20:1 student-to-teacher ratio. The estimated cost of the Kindergarten program is $2,371,233 at a cost of $3,377 per student.

2013-14 SY Kindergarten Program Successes Funded By SB 504:

- Additional Kindergarten teachers were hired to ensure that full-day programs with a 21:1 ratio were implemented at each Zoom school at the beginning of the school year.
- Additional instructional materials, including computer devices, were purchased for each Kindergarten classroom.
- Between the ELL (English Language Learner) Kindergarten cohorts of 2013 and 2014, those from Zoom schools evidenced the largest on-pathway increase of 15% as compared to ELL cohorts district-wide (2%) and ELL cohorts in non-Zoom Title 1 schools (2%) (see Figure 2)

Figure 2. Percent Increase in Spring DRA On-Pathway - 2013 and 2014 ELL Kindergarten Cohorts



2013-14 SY Kindergarten Program Successes Not Funded By SB 504:

- Ongoing professional development was provided to Kindergarten teachers with a focus on language acquisition skills including small group guided reading

Zoom Reading Centers

The Washoe County School District Zoom Reading Skills program provides targeted reading materials as well as additional staff to push into classrooms and assist with guided reading instruction. During guided reading, students receive rigorous and personalized instruction tailored to their reading level and focused upon the specific reading skills each student must master in order to access more challenging texts. Guided reading also serves as an excellent diagnostic exercise to ensure that students are making steady progress towards reading proficiency. One certified teacher continues to coordinate the Reading Skills program across all Zoom schools, and three site-based paraprofessionals are assigned to each school.

The program has been, and will continue to be, evaluated on an ongoing basis with the DRA (Developmental Reading Assessment) assessment for K-2, MAP for Grades 3-6, CRT/SBAC for Grades 3-6, and ACCESS for K-6. Additionally, a classroom observation tool has been implemented during the current school year that will provide school and Washoe County School District leaders with data on the consistency and quality of guided reading instruction. These data will be collected at common intervals throughout the school year and address areas that can be tracked for improvement including if the teacher or paraprofessional selects an appropriate instructional level text for students and if the introduction to the text is brief and leaves some problem solving for students to do.
For the 13-14 SY, the approximate cost of the Reading Centers was $354,594, serving 1712 students, at an estimated cost of $207 per student. For the 2014-15 SY, the approximate cost of the Reading Centers is $661,139, serving 2311 students, at an estimated cost of $286 per student.

2013-14 SY Reading Centers Program Successes Funded By SB 504:

- Schools purchased high quality reading materials for each classroom (e.g. Rigby readers, spelling cards, electronic book subscriptions) with Zoom funds.
- Schools worked with families to help implement home-based instructional strategies to further support and reinforce language development for Zoom students.
- Hired a teacher-on-special-assignment to provide students direct reading support as well as to train teachers and paraprofessionals in language acquisition methods.

Developmental Reading Assessment: A student's DRA reading level indicates where the student is currently reading at an independent level. The proficiency percentages, presented below, indicate the percentage of students on-pathway. On-pathway is defined by exceeding a certain cut score at each grade level. Additionally, schools worked with families to reinforce the importance of student attendance; the average attendance rate at the Zoom schools for the 13-14 SY was 95.2%.

Two years of DRA on-pathway levels are presented below for the Zoom schools, by grades K, 1, and 2, followed by data on LEP students.

Table 1. Zoom School Spring DRA Results
Overall Students

School	Grade	2013	2014	Change % 2013 to 2014
Anderson	K	24%	57%	33%
	1	54%	48%	-6%
	2	48%	51%	3%
Corbett	K	42%	64%	22%
	1	44%	48%	4%
	2	50%	56%	6%
Duncan	K	44%	60%	16%
	1	47%	54%	7%
	2	42%	38%	-4%
Loder	K	44%	38%	-6%
	1	53%	49%	-4%
	2	41%	47%	6%
Mathews	K	33%	70%	37%
	1	48%	48%	0%
	2	52%	49%	-3%
Veterans	K	30%	58%	28%
	1	19%	45%	26%
	2	17%	38%	21%

As seen in Table 1, the majority of grade bands (12 of 18, 67%) increased in DRA proficiency from Spring 2013 to Spring 2014 across Zoom schools.

Table 2 provides the results for all 13-14 SY Zoom schools compared to Title 1 schools and the Washoe County School District-wide proficiency levels. DRA on-pathway percentages increased across all grades and groupings with the largest increase evidenced for the Zoom Kindergarten grades (22%).

Table 2. Combined DRA Results Overall Students				
School	**Grade**	**Spring DRA 2013**	**Spring DRA 2014**	**Change %**
District	K	54%	64%	10%
	1	57%	62%	5%
	2	59%	63%	4%
Title 1 Schools Combined (minus Zoom)	K	53%	59%	6%
	1	50%	55%	5%
	2	48%	53%	5%
Zoom Schools Combined	K	36%	58%	22%
	1	44%	48%	4%
	2	44%	47%	3%

As with the entire Zoom population, the majority of ELL (English Language Learners) grade bands (12 of 18, 67%) increased in the percentage of students who were "on-pathway" per the DRA from Spring 2013 to Spring 2014 (see Table 3).

Table 3. Zoom School Spring DRA Results ELL Students				
School	**Grade**	**2013**	**2014**	**Change % 2013 to 2014**
Anderson	K	27%	31%	4%
	1	48%	44%	-4%
	2	35%	38%	3%
Corbett	K	39%	61%	22%
	1	46%	45%	-1%
	2	47%	56%	9%
Duncan	K	36%	57%	21%
	1	37%	50%	13%
	2	40%	29%	-11%
Loder	K	42%	32%	-10%
	1	52%	45%	-7%
	2	34%	44%	10%
Mathews	K	31%	63%	32%
	1	42%	47%	5%
	2	53%	40%	-13%
Veterans	K	30%	48%	18%
	1	18%	35%	17%
	2	8%	38%	30%

Table 4 presents a comparison of the 13-14 SY Zoom ELL students to ELL students district-wide and in Title 1 schools. The Zoom ELL Kindergarten cohorts evidenced the largest on-pathway increase of 15% from 2013 to 2014.

Table 4. Combined DRA Results ELL Students				
School	**Grade**	**Spring DRA 2013**	**Spring DRA 2014**	**Change %**
District	K	22%	24%	2%
	1	43%	44%	1%
	2	39%	45%	6%
Title 1 Schools Combined (minus Zoom)	K	48%	50%	2%
	1	43%	45%	2%
	2	38%	44%	6%
Zoom Schools Combined	K	35%	50%	15%
	1	41%	45%	4%
	2	40%	42%	2%

Reading by Grade Three: Table 5 details the ELL (English Language Learners) reading by grade 3 percentages across the initial six Zoom schools. As Zoom is focused on improving English language learning, measuring the reading proficiency of 3rd graders will be a valuable tracking instrument.

Table 5. Grade Three Reading Proficiency (English Language Learners)			
School	**2013**	**2014**	**Change**
Anderson	30%	47%	17%
Corbett	23%	41%	18%
Duncan	47%	34%	-13%
Loder	59%	49%	-10%
Mathews	35%	35%	0%
Veterans	37%	44%	7%

2013-14 SY Reading Centers Program Successes Not Funded By SB 504:

- The Washoe County School District Zoom principals traveled to Las Vegas to meet with the Clark County Zoom team. Our objectives were to understand Clark's previous experience with Reading Skills Centers, discuss the approach they are using for Zoom schools moving forward, and to visit a Reading Skills Center. Following this meeting, our team designed a strategy for Reading Skills Centers in Washoe County.
- Conducted ongoing formal guided reading professional development and support for teachers and paraprofessionals.
- Implemented robust family engagement plans that included home visits; some schools also adopted Academic Parent-Teacher Teams (APTT). As part of APTTs,

families visit the school for data nights to review students' progress in literacy and math and to set future growth goals.

Zoom Summer Academy and Intersessions

The 2014 Zoom Schools Summer Academy was held over a five-week period, 5 days/week from June 23-July 25. Students received breakfast and lunch and 3 hours of instruction each day. Each school identified 20 students per grade level who were below proficiency in reading and math for participation in Summer Academy.

The 2014 Summer Academy, conducted at seven Zoom schools, cost a total of $252,718. A total of 682 students participated under the supervision of 53 teachers who provided instruction in English Language Arts with an emphasis on reading skills. Students also received intervention and enrichment instruction in math and science.

Additionally, Washoe County School District's balanced calendar afforded the opportunity to provide additional instruction during designated breaks throughout the year. These intersession activities occurred for one week during each of the winter and spring breaks; 356 students from Zoom schools participated in winter intersession and 481 students participated in spring intersession.

2013-14 SY Summer Academy/Intersession Program Successes Funded By SB 504:

- All Zoom schools conducted intersession activities during the weeks of January 6 and April 7; activities ranged from classroom ELA (English Language Arts) and math instruction, small group instruction and remediation, enrichment activities, camps led by external partners and open libraries. Loder Elementary School also hosted a fall intersession which included teaching support from Northern Nevada PBS Station KNPB and open library time for the school community.
- 682 students attended Zoom Summer Academy activities.
- A 5-week Summer Academy was held at each Zoom school (including the new addition of Sun Valley Elementary School). Additionally, Washoe County School District developed strategies for managing all of the logistics for this new program (e.g. transportation, food service, enrollment, nursing services, etc.). Two field trips were also conducted as an incentive for 90+% daily student attendance.

Presently, students who enrolled in Summer Academy can be linked to individual level achievement data. Thus Tables 6 and 7 contain Summer Academy enrollee counts by school and grade, respectively.

Table 6. Number and percentage of Zoom school students enrolled in the Summer 2014 Academy.		
School	**Number enrolled**	**% of School Population (grades 0-5)**
Anderson	99	22.6%
Mathews	110	16.6%
Loder	118	22.8%
Duncan	62	17.1%
Corbett	127	28.2%
Sun Valley	86	14.2%
Veterans	80	21.3%
Total	**682**	

Table 7. Grade of Summer 2014 Academy enrollees in the 13-14 SY		
Grade	**Number enrolled**	**% of Summer Enrollees**
0	143	21.0%
1	143	21.0%
2	137	20.1%
3	102	15.0%
4	94	13.8%
5	63	9.2%
Total	**682**	**100.0%**

Summer Learning Loss Analysis – Within School/Grade

One of the primary reasons for conducting Summer Academies at Zoom schools was to help curb summer learning loss, so that students at Zoom schools would require less remediation and review time at the beginning of the 14-15 SY. For this report, summer learning loss was calculated using scaled RIT (Rasch Units) scores derived from the Measures of Academic Progress (MAP) assessment. Change scores were obtained by subtracting Spring 2014 RIT scores from Fall 2014 RIT scores. Each student's summer learning loss score was then aggregated by grade level.

A comparison was run to test if 2014 Summer Academy enrollees who attended ZOOM schools at any point in the 13-14 SY showed less "learning loss" than their fellow ZOOM students who did not enroll in the Summer Academy (see Table 8). This is an important measure because students who enrolled in the Summer Academy were targeted because they were struggling academically.

Table 8. Summer Learning Loss by Grade. Comparison of Zoom Summer Academy Enrollees and Zoom Non-Summer Academy Enrollees						
	Reading Summer Learning Loss		Math Summer Learning Loss		Number of Students	
Grade	Zoom Summer	Zoom Non-Summer	Zoom Summer	Zoom Non-Summer	Zoom Summer	Zoom Non-Summer
1	**-4.45**	-4.94	-5.71	**-5.66**	143	464
2	**0.17**	-1.44	**-1.07**	-2.86	137	476
3	-2.48	**-1.74**	**-1.04**	-3.13	102	418
4	**1.73**	0.12	**0.07**	-1.4	94	457
5	**1**	-0.29	**-2.75**	-6.23	63	439

Note: bolded numbers indicate the least summer learning loss across the groups

Table 8 includes data 539 summer enrollees for whom complete MAP data was available (the 143 Kindergarten students did not take the MAP).

In Reading, the Summer Academy enrollees at Zoom schools consistently tested with less summer learning loss – across grades – as compared to the Zoom Non-Summer students.
Only in grade 3 did the Non-Summer students test with less learning loss than their Summer Academy enrolled peers (-1.74 vs -2.48).

In Math, the Summer Academy enrollees at Zoom schools consistently tested with less summer learning loss – across grades – as compared to the Zoom Non-Summer students. Only in grade 1 did the Zoom Non-Summer students test with slightly less summer learning loss as compared to their fellow Zoom Summer Academy enrollees (-5.66 vs -5.71).

These results are promising as the Zoom Summer Academy was meant to help those students who were struggling academically. If summer loss can be minimized or eliminated for the targeted students, the result may be a brighter academic future.

2013-14 SY Summer Academy/Intersession Program Successes Not Funded By SB 504:

- One school used intersession time to simultaneously teach students and provide teachers with professional development in ELL instructional strategies.
- On May 30th, a curriculum planning day was held for all Summer Academy teachers to collaborate in designing rigorous curriculum and assessments for each Zoom school.

Teacher Perception

A survey was administered, in December 2014, to all Washoe County School District Zoom School Kindergarten and 1st Grade teachers. The questions addressed the teachers' perceptions of current students compared to past cohorts as a way to understand the Zoom program effects. As Zoom had been fully implemented in the initial six schools barely 12 months at the time of this survey, teachers may not yet perceive the program's full intended effects.

Answer choices included:

1) more prepared	2) somewhat more prepared	3) about the same	4) somewhat less prepared	5) less prepared	6) N/A – I've not had past students

If a question required a teacher to compare current students to past cohorts and she/he answered "6) N/A – I've not had past students", the teacher was not included in the aggregate reporting below.

- When asked how prepared their current ELL students are in the areas of English speaking, writing, and reading – over 30% of teachers (approx. 42 teachers) perceived their students to be "somewhat more" or "more" prepared this year as compared to past ELL students. The majority of teachers (40-50%) reported current and previous ELL students were "about the same" in regards to preparation in the areas of English speaking, writing, and reading. The remaining 14-15% reported current students "somewhat less" or "less" prepared.

- Approximately 50% of surveyed teachers (approx. 35 teachers) reported that their current students, who came from Zoom classrooms, are "somewhat more" or "more" prepared in regards to knowledge of letters, phonological awareness, and reading as compared to previous cohorts. About 15% of teachers reported current students, who came from Zoom classrooms, "somewhat less" or "less" prepared in regards to Knowledge of Letters, Phonological Awareness, and Reading as compared to past students. And the remaining teachers (33-40%) reported current and past students "about the same".

- Over 80% of surveyed teachers had received coaching/teaching assistance from a teacher's aide.

- An overwhelming majority (92%) of teachers believe the Zoom program has benefitted their school's students.

- When asked "In your perspective, what strategies/skills do you think students from Zoom classrooms are developing?" some responses were:

- ✓ Phonemic/Phonological Awareness (Reading & Writing) & Vocabulary/Sentence Structure (Reading, Writing, Conversation); # Sense & Cardinality & Vocabulary (Math)
- ✓ The Zoom classrooms are working on reading strategies and developing independent reading skills.
- ✓ They receive more small group instruction in reading, phonics, and comprehension which is very beneficial.
- ✓ I have my Zoom assistant working with the lowest students in my class on phonics, blending, and phonemic awareness. She also works with all the students in my class on building their fluency. I do feel my students are progressing much faster in their reading than they would without the Zoom assistance.
- ✓ They are becoming better readers and writers and ENJOY it. They enjoy the extra help from our Zoom aide as well.
- ✓ From my perspective, we work with the students to learn various strategies and skills to use in their academics. The students are learning how to think more deeply about concepts and are able to apply their knowledge when necessary. The students are gaining the confidence to be successful and persevere.
- ✓ These students are developing their speaking skills and are better prepared to explain their thinking in both reading and math.

Recommendations for Legislation

The following items are presented as recommendations for future legislation:

- Continue to support funding for the Zoom initiative targeting elementary schools with high percentages of English Language Learners. Washoe County School District would like to expand Zoom to a total of 16 schools. Additionally, due to the balanced school calendar in Washoe County School District, the ability to offer a 5-week Summer Academy in 2015 for the current Zoom schools will be dependent upon the legislators' decision to renew Zoom funds for the 2015-2016 school year.
- Family engagement is an important part of the success at Washoe County School District Zoom schools; Washoe County School District recommends that SB 504 funds should support this important work. Increasing the presence and involvement of parents at the Zoom schools will create a sense of community that will be beneficial to the students, the parents, and the schools.
- High-quality professional development is key to the success of the Zoom initiative. In order to maximize the effectiveness of Zoom programming, teachers and paraprofessionals must be trained and supported in the implementation of effective teaching strategies that support language acquisition for all students. Washoe County School District recommends that SB 504 funds be allowed to support this important work.

Table 9. WCSD Zoom Schools Receiving SB 504 Funds in 2013-2014 SY					
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)**	**% ELL in 12-13* (Pre-K not included)**
Anderson Elementary School	2	3	$413,892	441	50
Roger Corbett Elementary School	2	2	$403,159	480	70
Glenn Duncan STEM Academy	2	2	$368,061	439	63
Echo Loder Elementary School	3	3	$478,567	567	71
Bernice Mathews Elementary School	2	2	$503,452	651	59
Veterans Memorial STEM Academy	3	3	$376,095	404	57
Sun Valley Elementary School *(added in June 2014)*	2	3	$15,500	648	53

Table 10. WCSD Zoom Schools Receiving SB 504 Funds in 2014-15 SY					
School	**12-13 Nevada SPF Rating**	**13-14 Nevada SPF Rating**	**Approximate SB 504 Funds Used by School in 13-14**	**Student Enrollment on 13-14 Count Day (Pre-K not included)**	**% ELL in 12-13* (Pre-K not included)**
Anderson Elementary School	3	4	566,964.45	468	40.8
Rita Cannan Elementary School	2	2	675,313.60	730	43.0
Roger Corbett Elementary School	2	3	567,256.50	501	58.4
Glenn Duncan STEM Academy	2	2	546,164.00	425	50.0
Echo Loder Elementary School	3	2	709,944.50	569	67.8
Bernice Mathews Elementary School	2	2	684,764.50	593	55.0
Sun Valley Elementary School	3	2	677,773.75	668	46.0
Veterans Memorial STEM Academy	3	2	525,895.50	408	51.7

SB 504 Implementation Report

Non-Zoom Report

SB 504 Implementation Report
School Years 2013-14 & 2014-15
Nevada Non-Zoom School Districts

Introduction

This section of the SB 504 Annual Report to the Director of the Legislative Counsel Bureau for transmittal to the 78th Session of the Nevada Legislature has been prepared by the Nevada Department of Education (NDE). It documents the implementation of SB 504 in the Non-Zoom school districts. It includes information regarding the allocation of SB 504 funds, the services provided by school districts to English learners, performance results from the 2013-14 school year, and recommendations to the State Legislature concerning the future of SB 504.

The purpose of Senate Bill 504 (SB 504) is to ensure that "children who are limited English proficient benefit from instruction that is designed to address the academic and linguistic needs of those children." The law states that, "It is the intent of the Legislature that children who are limited English proficient be provided with services and instruction which is designed to address the academic needs of such children so that those children attain proficiency in the English language and improve their overall academic and linguistic achievement and proficiency." (NRS 388.405)

Starting with the 2013-14 school year, school districts developed or enhanced programs to serve English learners more effectively. The intent of SB 504 was to provide an intense focus on early intervention for English learners to ensure that they were on track to achieve both academic success and language development by the end of third grade. With only one year of implementation, local school districts and the Nevada Department of Education recognize the data limitations of not having multiple years of achievement data that demonstrate the long-term impact of SB 504 on English learner academic and linguistic achievements. School districts are continuing to implement, and in some cases expand, SB 504 services during the 2014-15 school year. In this report, the NDE will include instructional programs and projections for services from the school districts, however it is not able to provide performance data for the 2014-15 school year. This data will not be available until the end of the school year.

SB 504 Funds

The Nevada State Legislature appropriated $50,000,000 over a two-year period to support school districts in implementing the strategies defined in SB 504. Recognizing the large numbers of English learners in Nevada's urban centers, the majority of SB 504 funds were allocated directly to Clark County School District ($39,421,000) and Washoe County School District ($7,485,000) as part of the Zoom School Initiative.

The Nevada Department of Education (NDE) was directed to allocate the balance of the SB 504 appropriation ($2,994,000) through grants to school districts other than Clark and Washoe. The 2013-14 and 2014-15 allocations were based on the official 2012-13 and 2013-14 count of ELs in Kindergarten through 4th grade in each district. Districts that did not identify ELs in school years 2012-13 and 2013-14 were not eligible for SB 504 allocations. The funds were awarded through a non-competitive application process developed and implemented through the NDE grants management system.

Table 1 provides a detailed list of the school districts receiving SB 504 funds during the 2013-14 and 2014-15 school years. In accordance with statutory language, the NDE reserved $50,000 each year to support the activities associated with the English Mastery Council (EMC).

Table 1 – SB 504 Allocations to School Districts

School District	SB 504 Allocation 2013-14	SB 504 Allocation 2014-15	Total SB 504 Allocation
Carson	$416,416	$391,411	$807,827
Churchill	$86,714	$80,919	$167,633
Clark (ZOOM)	$19,710,500	$19,710,500	$39,421,000
Douglas	$101,007	$99,558	$200,565
Elko	$342,566	$338,677	$681,243
Esmeralda	$3,812	$3,637	$7,449
Humboldt	$134,835	$138,199	$273,034
Lander	$34,781	$34,550	$69,331
Lincoln	$1,429	$3,182	$4,611
Lyon	$184,385	$172,293	$356,678
Nye	$121,494	$99,558	$221,052
Pershing	$13,817	$14,547	$28,364
Washoe (ZOOM)	$3,742,500	$3,742,500	$7,485,000
White Pine	$8,576	$6,819	$15,395
State-Sponsored Charter Schools	$47,168	$113,650	$160,818
NDE Support of the EMC	$50,000	$50,000	$100,000
Totals	$25,000,000	$25,000,000	$50,000,000

*Note: Eureka, Mineral, and Storey County School Districts reported a count of zero English learners in both 2012-13 and 2013-14 school years so they were not eligible for SB 504 funds.

For a complete listing of the schools that received SB 504 allocations, please see Appendix A.

SB 504 Activities

SB 504 allowed for school districts other than Clark County School District and Washoe County School District to use SB 504 funding for specific programs and services that are designed to meet the needs of English learners. Many of the Non-Zoom school districts are rural and face the challenges of serving smaller numbers of English learners in more remote locations. In the district application process, Non-Zoom school districts were given the flexibility to determine which services they would provide to support their English learner population based on identified needs and available resources. Based on the amount of the SB 504 allocation, some school districts chose to provide multiple services while others focused on one allowable activity.

Table 2 outlines the specific initiatives defined to serve Nevada's English learners through SB 504 and the districts that implemented those options during the 2013-14 school year. Those districts that have added a new SB 504 initiative in the 2014-15 school year are indicated by an asterisk (*).

Table 2: Defined Initiatives to Serve English Learners in Nevada under SB 504

SB 504 Initiative	Description	Districts Implementing
1. Prekindergarten	Creation or expansion of high-quality, developmentally appropriate prekindergarten programs that will increase enrollment of children who are limited English proficient.	Carson Churchill Elko Humboldt Nye
2. Reading Acquisition	The acquisition and implementation of empirically proven assessment tools to determine the reading level of pupils who are limited English proficient and technology-based tools, such as software, designed to support the learning of pupils who are limited English proficient.	Elko Esmeralda*
3. Professional Development	Professional development for teachers and other educational personnel regarding effective instructional practices and strategies for children who are limited English proficient.	Churchill Douglas White Pine
4. Before-school, After-school, Summer-school, Intersession Programs	The provision of programs and services for pupils who are limited English proficient, free of charge, before and after school, during the summer or intersession for those schools that do not operate on a traditional school calendar.	Carson* Elko Humboldt* Pershing State Charter Authority
5. Other	District-designed and approved programs to serve English learners.	Douglas Lander* Lyon

The following sections provide greater detail regarding each of the SB 504 activities implemented at the local school district level.

SB 504 Pre-Kindergarten

SB 504 funds may be used for the creation or expansion of high-quality, developmentally appropriate prekindergarten programs. Table 3 identifies the five school districts that used SB 504 funding to create or expand Pre-Kindergarten services for children who were English learners.

Table 3: School Districts Providing SB 504 Pre-Kindergarten Services

School District	Number of Sites Providing SB 504 Pre-Kindergarten Services [2013-14]		Number of English Learners Served [2013-14]	Number of Sites Providing SB 504 Pre-Kindergarten Services [2014-15]		Projected Number of English Learners Served [2014-15]
	Sites	Classes		Sites	Classes	
Carson City	3	6	47	3	10	90
Churchill	1	1	8	1	1	28
Humboldt	1	1	36	1	1	33
Elko	2	4	69	2	4	54
Nye	1	2	27	1	2	30
Total	**8**	**14**	**187**	**8**	**18**	**235**

Performance Summary 2013-14

At this point in time, SB 504 Pre-Kindergarten program effectiveness is evaluated based on a comparison of student language proficiency scores using the WIDA-Model assessment. The state of Nevada has set the English language achievement goal as a minimum of 0.5 increase in the level of English proficiency each year. Those children who participated in Pre-Kindergarten services through SB 504 achieved an average of **1.29 increase** in English language proficiency.

WIDA Model Assessment Results

District(s) Reporting: Carson, Churchill, Elko, Humboldt, Nye;

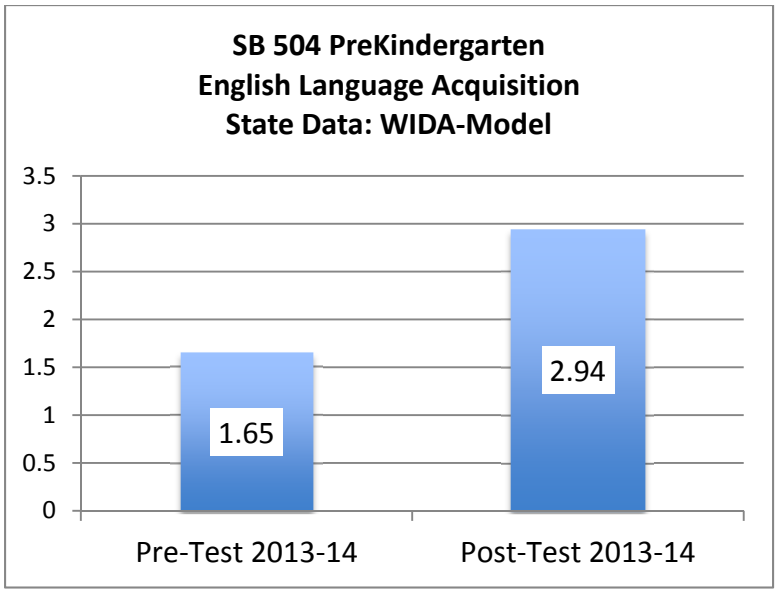
Number of students with both Pre- and Post-Test Scores in 2013-14: 131

- **77%** of children participating in the SB 504 Pre-Kindergarten programs showed significant improvement (at least the 0.5 increase) in English language proficiency as measured by the WIDA-Model assessment.

- On average, participating Pre-Kindergarten English learners are scoring between the Entering and Developing levels of English proficiency on the WIDA Model assessment.

Table 4 provides data related to English language acquisition of students participating in SB 504 Pre-Kindergarten services based on the WIDA Model assessment.

Table 4: English Language Proficiency of Pre-Kindergarten Students



The WIDA-Model assessment incorporates the six levels of English Language Proficiency as defined in the WIDA English Language Development Standards:

Level 6: Reaching
Level 5: Bridging
Level 4: Expanding
Level 3: Developing
Level 2: Beginning
Level 1: Entering

Program Cost

The cost of the Pre-Kindergarten programs in the five districts, for the 2013-14 school year, is summarized in the chart below. The program design, staffing, size of program, and other factors impact the actual per-pupil cost of providing SB 504 Pre-Kindergarten services across the districts and schools.

Total SB 504 Pre-K Expenditures	Total Pre-K Students Served	Average Per Pupil Expenditure
$1,017,427	187	$5,441

For a more complete listing of individual school district data, see Appendix B.

SB 504 Reading Acquisition

SB 504 funds may be used for the acquisition and implementation of empirically proven assessment tools to determine the reading level of pupils who are limited English proficient and technology-based tools, such as software, designed to support the learning of pupils who are limited English proficient. The chart below identifies the two school districts that used SB 504 funding to enhance reading services for children who were English learners: during the 2013-14 school year. Table 5 identifies which school districts implemented SB 504 Reading Acquisition Services. Additionally, Douglas and Lyon County School Districts utilized SB 504 funds to enhance reading services in a way that is described as "Other" in this report (see "SB 504 Other Programs" section pg. 15)

Table 5: School Districts Providing SB 504 Reading Acquisition Services

School District	Number of Sites Providing SB 504 Reading Acquisition Services [2013-14]	Number of English Learners Served [2013-14]	Number of Sites Providing SB 504 Reading Acquisition Services [2014-15]	Projected Number of English Learners Served [2014-15]
Elko	1	61	2	118
Esmeralda	NA	NA	1	10
Total	1	61	3	128

Performance Summary 2013-14

At this point in time, SB 504 Reading Acquisition effectiveness is evaluated based on STAR (Standardized Tests for the Assessment of Reading), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), and WIDA Model to measure gains in English Language proficiency.

STAR Assessment Results:

District(s) Reporting: Elko

Number of students with both Pre- and Post-Test Scores in 2013-14: 29

- **46%** of Grade 1 English learners participating in the SB 504 Reading programs showed improvement in Reading/Language Arts proficiency as measured by the STAR Early Literacy assessment with an average gain of **16.62** points.
- **69%** of Grades 2-4 English learners participating in the SB 504 Reading programs showed improvement in Reading/Language Arts proficiency as measured by the STAR Grade Equivalent assessment with an average of **0.24** gains in grade equivalents.

Tables 6-7 provide data related to reading achievement based on the STAR assessments.

Table 6: Grade 1 Reading Achievement – STAR

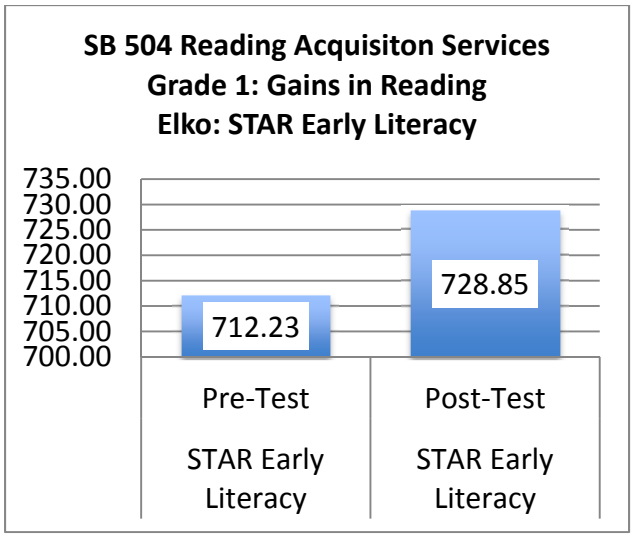
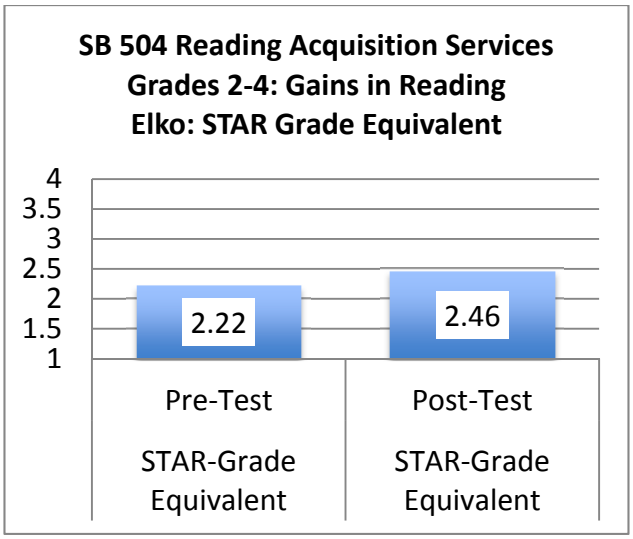


Table 7: Grades 2-4 Reading Achievement - STAR



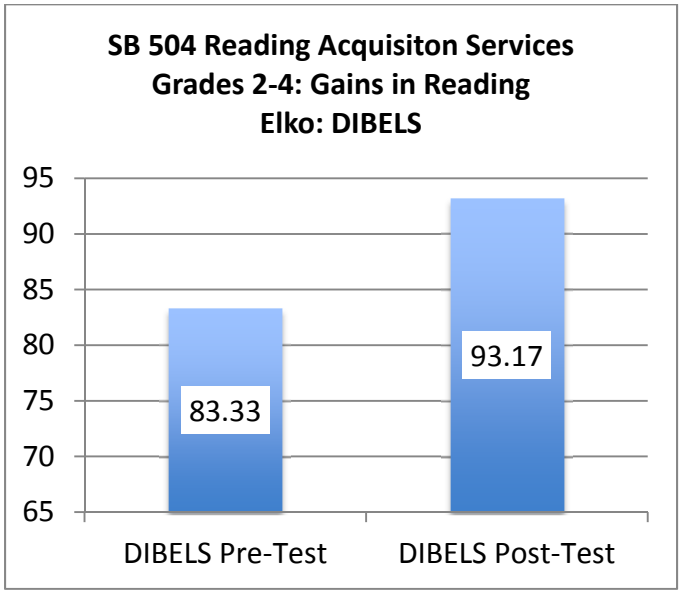
DIBELS Assessment Results

District(s) Reporting: Elko

Number of students with both Pre- and Post-Test Scores in 2013-14: 18

Table 8 provides data related to reading achievement based on the DIBELS assessment.

Table 8: Grade 2-4 Reading Achievement - DIBELS



67% of Grade 2-4 English learners participating in the SB 504 Reading programs showed improvement in Reading/Language Arts proficiency as measured by the DIBELS assessment with an average gain of 9.83 points.

WIDA Model Assessment Results

District(s) Reporting: Elko

Number of students with both Pre- and Post-Test Scores in 2013-14: 43

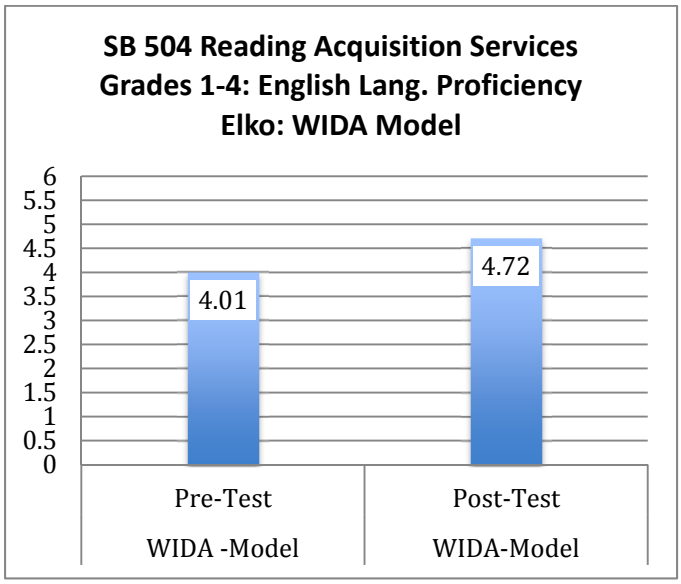
- **84%** of Grade 1-4 English learners participating in the SB 504 Reading programs showed improvement in English language proficiency as measured by the WIDA Model assessment.

- The English language achievement goal in the state of Nevada is a minimum of 0.5 increase in the level of English proficiency each year. The average gain in English proficiency for participating students was **0.71** levels.

- On average, participating English learners in grades 1-4 are scoring between the Expanding and Bridging levels of English proficiency on the WIDA Model assessment.

Table 9 provides data related to English language proficiency based on the WIDA Model assessment.

Table 9: Grade 1-4 English Language Proficiency



WIDA defines six levels of English Language Proficiency:

Level 6: Reaching
Level 5: Bridging
Level 4: Expanding
Level 3: Developing
Level 2: Beginning
Level 1: Entering

Program Cost

The cost of the SB 504 Reading programs in the two districts for the 2013-14 school year is summarized in the chart below. Please note that program design, staffing, size of program, and other factors impact the actual per-pupil cost of providing SB 504 Reading services across the districts and schools.

Total SB 504 Reading Expenditures	Total English Learners Served	Average Per Pupil Expenditure
$7,470	61	$122

For a more complete listing of individual school district data, see Appendix C.

SB 504 Professional Development

SB 504 funds may be used for the provision of professional development for teachers and other educational personnel regarding effective instructional practices and strategies for children who are limited English proficient. Table 10 identifies the three school districts that used SB 504 funding to provide professional development to support educators who serve children who were English learners during the 2013-14 school year.

Table 10: School Districts Providing Professional Development with SB 504 Funds

School District	Number of Educators Participating in Professional Development	Number of English Learners in District (Grades K-4)	Projected Number of Educators Participating in Professional Development	Projected Number of English Learners in District (Grades K-4)
Churchill	16	183	90	242
Douglas	65	212	495	218
White Pine	12	18	12	36
Total	93	413	597	496

Performance Summary

At this point in time, SB 504 professional development is evaluated based on the number of activities and participants using the service. The districts that utilized SB 504 funds to support professional development report that the educators who participated felt that the trainings were informative and that they are now better prepared to serve English Learners in their classrooms. The three districts using Professional Development services were: Churchill, Douglas, and White Pine County School districts.

Churchill County School District used SB 504 funds to provide two professional development opportunities: ELLEVATION and CoCoMo (Content Core and More). ELLEVATION trainings are for English Learner (EL) Specialists on a software system for teachers that help create an Instructional Academic Plan (IAP) catered to individual EL students. Sixty-seven percent of the participants felt the activity would help them meet the needs of a diverse student population. CoCoMo is a training course focusing on State Content Standards and English Language Development Standards.

Douglas County School District provided training in High Quality Sheltered Instruction (HQSI). This is an approach to teaching content to English learners in strategic ways that make the subject matter concepts comprehensible while promoting the students' English language development. Eighty-six percent of the participants thought the training provided new strategies to support their ELs. One hundred percent of those surveyed felt the on-site coaching and subsequent follow-ups to the training were especially beneficial.

White Pine County School District provided professional development in effective instructional practices for English Leaners using SB 504 funds. The training focused on how to effectively improve instruction leading to an increased student performance. Eighty percent of those surveyed felt the training was very helpful. One hundred percent of participants indicated that further training would be beneficial.

Program Cost

The cost of the SB 504 professional development in the three districts for the 2013-14 school year is summarized in the chart below. Please note that the number of participants, presenter costs, and other factors impact the actual per-pupil cost of providing SB 504 professional development across the districts.

Total SB 504 Professional Development Expenditures	Total EL Students (Grades K-4) in Districts Providing Professional Development	Average Per Pupil Expenditure for Educator Training
$83,889	413	$203.12

For a more complete listing of individual school district data, see Appendix D.

SB 504 Before, After, and Summer School Services (Extended Learning Time)

SB 504 funds may be used for the provision of programs and services for pupils who are limited English proficient, free of charge, before and after school, during the summer. Table 11 identifies the three school districts that used SB 504 funding to provide before-school, after-school, or summer-school services for children who were English learners during the 2013-14 school year. In this report, the term *"Extended Learning Time"* will be used to refer to before-school, after-school, or summer-school services.

Table 11: School Districts Providing SB 504 Extended Learning Time Services

School District	Number of Sites Providing SB 504 Extended Learning Time [2013-14]	Number of Children who are English Learners Served [2013-14]	Number of Sites Providing SB 504 Extended Learning Time [2014-15]	Number of Children who are English Learners Served [2014-15]
Elko	5	96	6	87
Pershing	1	29	1	30
State Charter	2	46	7	258
Total	8	171	14	375

Performance Summary (2013-14)

At this point in time, SB 504 extended learning time program effectiveness is evaluated based on the academic measures of STAR Grade Equivalent assessment and the MAP assessment; English proficiency is measured using the WIDA Model assessment. The data does show that, on average, English learners participating in the SB 504 Extended Learning Time programs showed improvement in reading as measured by the STAR or MAP assessment, as well as growth in English proficiency as measured by the WIDA Model assessment.

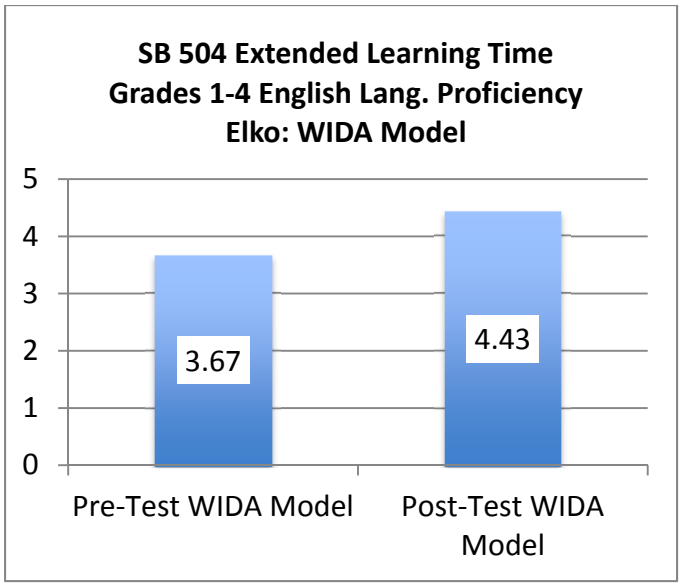
WIDA Model Assessment Results

District(s) Reporting: Elko

Number of students with both Pre- and Post-Test Scores in 2013-14: 22

Table 12 provides data related to English language proficiency based on the WIDA Model assessment.

Table 12: Grade 1-4 English Language Proficiency



- The English language achievement goal in the state of Nevada is a minimum of 0.5 increase in the level of English proficiency each year. The average gain in English proficiency for participating students in Elko was **0.76** levels.
- On average, participating English learners in grades 1-4 are scoring between the Developing (3.0) and Bridging (5.0) levels of English proficiency on the WIDA Model assessment.

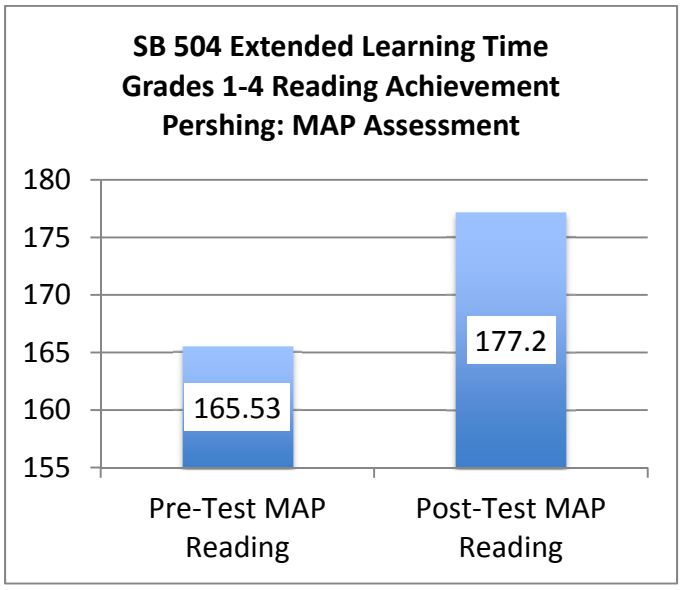
MAP Assessment Results

District(s) Reporting: Pershing

Number of students with both Pre- and Post-Test Scores in 2013-14: 15

Table 13 provides data related to reading achievement as measured by the MAP assessment.

Table 13: Grade 1-4 MAP Reading Assessment



- On average, participating English learners in grades 1-4 from Pershing School District achieved an average gain of **11.67** points as measured by the MAP assessment.

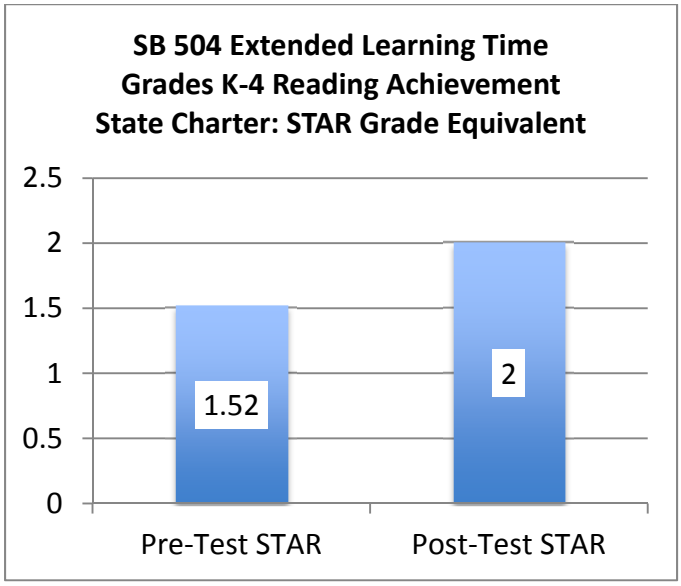
STAR Assessment Results

District(s) Reporting: State Public Charter Authority

Number of students with both Pre- and Post-Test Scores in 2013-14: 47

Table 14 provides data related to reading achievement as measured by the STAR Grade Equivalent assessment.

Table 14: Grade K-4 STAR Reading Assessment



- On average, participating English learners in grades K-4 from schools in the State Charter Authority achieved an average gain of **.48** grade-level equivalents as measured by the STAR Grade Equivalent assessment.

Program Cost

The cost of the SB 504 Extended Learning Time programs in the two districts and State Charter Authority for the 2013-14 school year is summarized in the chart below. Please note that program design, staffing, size of program, and other factors impact the actual per-pupil cost of providing SB 504 Extended Learning Time services across the districts and schools.

Total SB 504 Extended Learning Time Expenditures	Total English Learners Served	Average Per Pupil Expenditure
$60,985	171	$357

For a more complete listing of individual school district data, see Appendix E.

SB 504 Other Programs

The Nevada Department of Education allowed school districts to use SB 504 funds for the provision of other district-proposed services for pupils who are limited English proficient. Table 15 identifies the two school districts that used SB 504 funding to provide Other Approved Programs to serve English learners during the 2013-14 school year.

Table 15: School Districts Providing Other Approved Programs with SB 504 Funds

School District	Number of Sites Providing SB 504 Other Programs 2013-14	Number of Children who are English Learners Served 2013-14	Number of Sites Providing SB 504 Other Programs 2014-15	Projected Number of Children who are English Learners Served 2014-15
Douglas	4	75	4	208
Lander	NA	NA	2	47
Lyon	2	28	2	30
Total	6	103	8	285

Performance Summary (2013-14)

At this point in time, SB 504 Other Approved Program effectiveness is based on English learner performance on the MAP (Measures of Academic Performance) Reading Subtest or WIDA Models which is used to determine student academic improvement. Additionally, effectiveness is determined through evaluation of classroom practices based on effective strategies for serving English Learners.

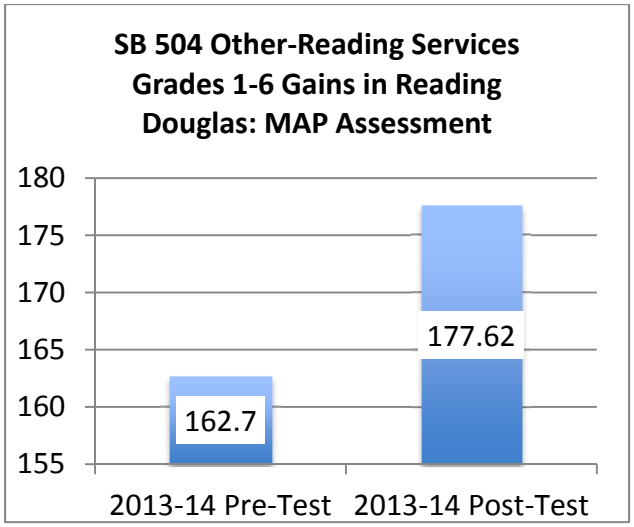
MAP Reading Assessment Results

District(s) Reporting: Douglas

Number of students with both Pre- and Post-Test Scores in 2013-14: 115

Table 16 provides data related to reading achievement in Douglas School District based on the MAP assessment.

Table 16: Grade 1-6 Reading Achievement - MAP



92% of Grade 1-6 English learners participating in the SB 504 Reading programs showed improvement in Reading/Language Arts proficiency as measured by the MAP assessment with an average gain of **14.92** points.

Douglas County School District (DCSD) used a push-in reading and instruction classroom program in Kindergarten through 4th grades. DCSD determined program effectiveness using walk-through evaluations that were conducted by trainers. The walk-through evaluations looked at eleven criteria of program effectiveness: content objectives, language objectives, key vocabulary, supplementary materials, preparation, scaffolding, supports, grouping options, integration of process, application, and formative assessments. Douglas County School District reported a high level of implementation based on the walk-through evaluations.

Lander County School District (LCSD) will use a push-in reading program for grades Prek-3. LCSD had planned to utilize its SB 504 funds to provide a reading and tutoring program for English learners during the school day. Services were designed as a "push-in" model to support students and teachers during regular instruction to support literacy in content areas. Because of staffing issues, the district was unable to begin the program during the 2013-14 school year. For the 2014-15 school year, Lander County School District plans to utilize its SB 504 funds to implement the Other-Reading Support program designed last school year.

Lyon County School District (LCSD) used a push-in reading classroom program in Kindergarten. LCSD determined program effectiveness using a combination of WIDA and MAP assessments. The MAP Pre-test was administered in the Fall of 2013 with Post-test administered in the Spring of 2014. Lyon County School District reported that **29%** of English learners in Kindergarten at Fernley Elementary School met their achievement targets as measured by MAP Reading assessment. The district also reported that **36%** of English learners in Kindergarten at Yerington Elementary School met their achievement targets as measured by MAP Reading assessment. The school district showed that the majority of English learners in Kindergarten who received SB 504 services demonstrated significant improvement in English language proficiency.

Program Cost

The cost of the SB 504 Other Approved Programs in the two districts for the 2013-14 school year is summarized in the chart below. Please note that program design, staffing, size of program, and other factors impact the actual per-pupil cost of providing SB 504 Other Approved Program services across the districts and schools.

Total SB 504 Other Program Expenditures	Total English Learners Served	Average Per Pupil Expenditure
$229,679	103	$2,230

For a more complete listing of individual school district data, see Appendix F.

Local School District Perspectives

All Nevada school districts that implemented SB 504 programs expressed positive feedback and identified that the English learners served achieved significant improvement in both English language acquisition and academic achievement. SB 504 has provided much needed support in areas such as early literacy, social skills, and cognitive development in meeting the needs of diverse learners of Nevada. This section will summarize general input and highlight a few quotes from Non-Zoom school districts.

Value of Pre-Kindergarten Services for English Learners: Districts reported a definite need for Pre-Kindergarten services for English learners. Districts also report that students from low-income families have similar needs. These programs serve a targeted population of young children. The latest research supports that children who participate in high-quality Pre-Kindergarten programs have higher levels of school success in the future and are better equipped to handle the academic rigor expected of today's students in a competitive global economy.

High quality Pre-Kindergarten programs are especially crucial for ELs so they may be ready to enter kindergarten or First Grade "ready to learn."

Thoughts from the Field:

Humblodt County School District (HCSD)

"SB 504 has provided a very needed support to HCSD in our efforts to meet the needs of diverse learners. The implementation of a Pre-K ELL classroom at Sonoma Heights Elementary School in the 2013-14 school year has helped to give our ELL students a needed and meaningful boost in early literacy skills...

ELL students who participated in the Pre-K ELL program outscored the total population…The achievement outcomes…were outstanding for our ELL Pre-K participants and offer hope for eliminating the achievement gap for diverse learners."

-Director of Special Services

Thoughts from the Field:

Carson City School District

"There is a definite need for Pre-K services for students who are English Language Learners and/or students from low-income families at the Empire School site and in the Carson City community. Children enter school with vastly different experiences and foundational bases for building language/literacy skills and other cognitive concepts. Family income, parental level of education and English language proficiency are factors that directly impact a child's school success.

There is much research and data to support the assertion that children who participate in quality Pre-Kindergarten programs have higher levels of school success in the future. They are much better prepared to handle the academic rigor expected of today's students in a competitive global economy. Funding quality Pre-K programs is especially crucial to the goal of "leveling the playing field" for English Language Learners so they may be ready to enter kindergarten or First Grade "ready to learn."

-Director of Grants and Special Projects

Thoughts from the Field:

Elko County School District

*"Rural community Pre-K sites are currently funded by their respective communities. They are important part of the very fabric of that rural community. I recommend SB 504 support of **rural** Pre-K sites that are not currently funded by the State Pre-K Literacy grant or by School District general funds."*

-Director of Special Services

Thoughts from the Field:

Nye County School District

"The value of this program for the ELL students and their families is significant. This program serves as an introduction to the educational world that the parent/guardian may not have experienced before. The requirement of parent involvement is a key component and builds a foundation for the student and family's participation in the student's future success."

-Grant Site Representative & Homeless Liaison

Recommendations for Legislation

The input from SB 504 Non-Zoom districts aligned with the recommendations that were submitted in the June 2014 report to the Legislative Council on Education (LCE). The following items are presented by the Nevada Department of Education on behalf of the Non-Zoom SB 504 school districts as recommendations for future legislation:

Pre-Kindergarten Services – ***Build on the commitment already established by increasing funding to ensure access for all Pre-Kindergarten English learners.*** Nevada's English learner population benefits significantly from the Pre-Kindergarten services that are preparing young children for success in school.

Alignment of Programs, Assessments, and Accountability - ***Ensure the alignment of all state funded and federally funded Pre-Kindergarten programs (i.e. SB 504, State Pre-K, Title I and Title III) and ensure that appropriate evaluation tools are available or provide resources for their development.*** All Nevada Pre-Kindergarten programs and the children they serve will benefit from requirements to ensure uniformity and consistency in implementation of standards, evidence-based practices and evaluation measures across programs. The NDE has negotiated with WIDA and is working to secure funding for a contract to develop and pilot a suite of assessments to identify and assess the English proficiency level and development for Pre-Kindergarten ELL students, ages 2.5 – 5.5.

Adequate Program Resources - ***Ensure availability of necessary resources, especially qualified/trained personnel, appropriate facilities, and quality assessments for program implementation and expansion.*** Districts experienced difficulty securing appropriate classroom facilities. Districts experienced difficulty recruiting and hiring qualified early childhood personnel.

Expansion to Middle School – ***Expand SB 504 services to support struggling middle school students.*** Districts recognize the positive impact that SB 504 has made on English learners grades Pre-Kindergarten – 4th. As they work to help all English learners achieve success, there is a real concern about students at the secondary level. Too many English learners who do not achieve English proficiency by the end of the 4th grade struggle to be successful in middle school and high school (as evidenced by high dropout rates).

Allowance for Professional Development – ***Provide greater flexibility to allow school districts to use SB 504 funds for quality professional development that aligns with the instructional needs of English learners.*** Districts report that quality professional development is essential to successful implementation of instructional services that meet the needs of English learners. In order to provide ongoing support necessary to sustain improved instruction, additional resources are needed.

Appendix A
List of Schools and Services - SB 504 Funds 2013-14 & 2014-15

Appendix A provides greater detail at the individual school level for each district receiving SB 504 funds for the 2013-14 school year. For the 2014-15 school year, a brief update of services is provided for each district.

In reading column 3, the following names are assigned to specific SB 504 initiatives:

Pre-K: Creation or expansion of Pre-Kindergarten services for English learners
Reading: Reading Acquisition - Increasing Reading Proficiency of English learners
PD: Professional Development related to Effective Instruction for English Learners
ELT: Extended Learning Time (Before-school, After-school, or Summer-school Programs)
O-____: Other District-developed Strategies to serve English Learners

Carson City School District	SB 504 Allocation 2013-14	SB 504 EL Service	# English Learners Served 2013-14	Average SB 504 Per Pupil Expenditure 2013-14
Mark Twain Elementary School	$138,786	Pre-K	16	$8,674
Empire Elementary School	$138,786	Pre-K	22	$6,308
Bordewich Bray Elementary School	$138,844	Pre-K	9	$15,427
Total	$416,416			

SB 504 Initiative(s): **Pre-Kindergarten** and **Extended Learning Time**

Description: 2013-14 (Pre-kindergarten)
Carson City School District utilized its SB 504 funds to expand Pre-Kindergarten programs by adding additional sections at Mark Twain, Empire, and Bordewich Bray Elementary Schools. The instructional design was modeled after the Nevada State Pre-K program and uses the *Curiosity Corner* preschool curriculum from the *Success for All* program. Sessions were held for 2 hours and 45 minutes, 4 times per week.

Description: 2014-15 (Pre-Kindergarten)
In addition to continuing the Pre-Kindergarten services established in 2013-14, Carson City School District plans to add 4 additional Pre-Kindergarten sections (2 at Mark Twain and 2 at Empire Elementary School).

Description: 2014-15 (Extended Learning Time)
Carson City School District has added Before-school and After-school services for English learners at the following 4 elementary schools: Fritsch, Fremont, Seeliger, and Mark Twain.

Churchill County School District	SB 504 Allocation 2013-14	SB 504 EL Service	# English Learners Served 2013-14	Average SB 504 Per Pupil Expenditure 2013-14
Northside Early Learning Center	$67,114	Pre-K	8	$8,389
Churchill Professional Development	$19,600	PD	236	$83
Total	$86,714			

SB 504 Initiative(s): **Pre-Kindergarten** and **Professional Development**

Description: 2013-14 (Pre-Kindergarten)
Churchill County School District utilized the majority of its SB 504 funds to expand its Pre-Kindergarten program at Northside Early Learning Center. The instructional design was modeled after the Nevada State Pre-Kindergarten program and uses the *Creative Curriculum* preschool curriculum from the *Success for All* program. The additional Pre-Kindergarten session served three-year old children and was held for 2 hours, 4 times per week.

Description: 2013-14 (Professional Development)
Churchill County School District used a portion of its SB 504 funds to provide training to teachers and administrators in Sheltered English instruction.

Description: 2014-15 (Pre-Kindergarten)
Churchill County School District is continuing to provide Pre-Kindergarten program at Northside Early Learning Center.

Description: 2014-15 (Professional Development)
Churchill County School District plans to continue to use a portion of its SB 504 funds to provide follow-up training to teachers and administrators, as well as additional educators, in strategies for Sheltered English instruction.

Douglas County School District	SB 504 Allocation 2013-14	SB 504 EL Service	# English Learners Served 2013-14	Average SB 504 Per Pupil Expenditure 2013-14
CC Mendeley Elementary School	$11,323	O-Reading	16	$708
Gardnerville Elementary School	$11,323	O-Reading	29	$390
Jacks Valley Elementary School	$11,323	O-Reading	16	$708
Minden Elementary School	$11,323	O-Reading	14	$809
Douglas Professional Development	$55,713	PD	208	$268
Total	$101,007			

SB 504 Initiative(s): **Other-Reading Support** and **Professional Development**

Description: 2013-14 (Other-Reading Support)
Douglas County School District utilized approximately 45% of its SB 504 funds to provide a reading and tutoring program for English learners during the school day. Services were designed as a "push-in" model to support students and teachers during regular instruction to support literacy in content areas.

(Douglas Continued)

Description: 2013-14 (Professional Development)
Douglas County School District used approximately 55% of its SB 504 funds to partially fund a Language Acquisition Specialist who provides training, modeling, coaching, and support to teachers and administrators in Sheltered English instruction.

Description: 2014-15 (Other-Reading Support)
Douglas County School District plans to continue to provide the reading and tutoring program established in 2013-14.

Description: 2014-15 (Professional Development)
Douglas County School District plans to continue to use its SB 504 funds to partially fund a Language Acquisition Specialist who provides training, modeling, coaching, and support to teachers and administrators in Sheltered English instruction.

Esmeralda County School District	SB 504 Allocation 2013-14	SB 504 EL Service	# English Learners Served 2013-14	Average SB 504 Per Pupil Expenditure 2013-14
Dyer Elementary School	$3,812	Reading	None	N/A
Total	$3,812			

SB 504 Initiative(s): **Reading Acquisition**

Description: 2013-14 (Reading Acquisition)
Esmeralda County School District had planned to utilize its SB 504 funds to implement a Reading Acquisition program for all English learners grades K-6. Because of staffing issues, the district was unable to begin the program during the 2013-14 school year.

Description: 2014-15 (Reading Acquisition)
Esmeralda County School District plans to utilize its SB 504 funds to implement a Reading Acquisition program for all English learners grades K-6. Sessions will run 45 minutes per day and use the program *SuccessMaker* to enhance reading skills of English learners.

Elko County School District	SB 504 Allocation 2013-14	SB 504 EL Service	# English Learners Served 2013-14	Average SB 504 Per Pupil Expenditure 2013-14
Northside Elementary School	$143,024	Pre-K	33	$4,334
Northside Elementary School	$7,470	Reading	61	$122
Southside Elementary School	$134,544	Pre-K	36	$3,737
Carlin Elementary School	$4,182	ELT	9	$465
Elko Grammar School	$5,214	ELT	5	$1,043
Mountain View Elementary School	$14,445	ELT	53	$273
Sage Elementary School	$5,210	ELT	8	$651
Wells Elementary School	$7,970	ELT	21	$380
Total	$342,566			

(Elko Continued)
SB 504 Initiative(s): **Pre-Kindergarten, Reading Acquisition,** and **Extra Time**

Description: 2013-14 (Pre-kindergarten)
Elko County School District utilized the majority of its SB 504 funds to expand its Pre-Kindergarten program at Northside and Southside Elementary Schools. The instructional design used the *Creative Curriculum* and *High Scope* preschool curriculum. SB 504 funding provided for two additional Pre-Kindergarten sessions at each school that were held for 2 hours and 30 minutes, 3 times per week.

Description: 2013-14 (Reading Acquisition)
Northside Elementary School used a portion of its SB 504 funds to implement a Reading Acquisition program for English learners grades K-4. Sessions ran daily and incorporated a leveled reader library to enhance reading skills of English learners.

Description: 2013-14 (Extended Learning Time: Before-school, After-school, and Summer-school programs)
After-school tutoring programs were available to English learners in grades K-4 at Carlin, Elko Grammar, Mountain View, Sage, and Wells Elementary Schools. In addition, Elko Grammar and Mountain View offered Before-school classes and Wells Elementary offered a Summer- school program.

Description: 2014-15 (Pre-kindergarten)
Elko County School District plans to continue to provide the Pre-Kindergarten programs at Northside and Southside Elementary Schools that were established in the 2013-14 school year.

Description: 2014-15 (Reading Acquisition)
In addition to continuing the Reading Acquisition program at Northside Elementary School established during the 2013-14 school year, Elko County School District plans to expand the service to provide similar services at Southside Elementary School.

Description: 2014-15 (Extended Learning Time: Before-school, After-school, and Summer-school programs)
Elko County School District plans to continue to provide similar Extended Learning Time services to English learners that were established in 2013-14. In addition, Elko County School District plans to expand services to include Jackpot Elementary School.

Humboldt County School District	SB 504 Allocation 2013-14	SB 504 EL Service	# English Learners Served 2013-14	Average SB 504 Per Pupil Expenditure 2013-14
Sonoma Heights Elementary School	$134,835	Pre-K	36	$3,745
Total	$134,835			

SB 504 Initiative(s): **Pre-Kindergarten** and **Extended Learning Time**

(Humboldt Continued)

Description: 2013-14 (Pre-Kindergarten)
Sonoma Heights Elementary School utilized its SB 504 funds to expand Pre-Kindergarten programs by adding two additional sections to increase services to preschool-aged English learners. The instructional design used the *Creative Curriculum* for preschool. Sessions were held for 2 hours and 30 minutes, 4 times per week.

Description: 2014-15 (Pre-Kindergarten)
Humboldt County School District plans to continue to the provide Pre-Kindergarten services to English learners at Sonoma Heights Elementary School that were established in the 2013-14 school year.

Description: 2014-15 (Extended Learning Time)
Humboldt County School District plans to use some of its SB 504 carryover funds to establish an After-school program at Sonoma Heights Elementary School to serve English learners in the area of Math.

Lyon County School District	SB 504 Allocation 2013-14	SB 504 EL Service	# English Learners Served 2013-14	Average SB 504 Per Pupil Expenditure 2013-14
Fernley Elementary School	$92,192	O-Specialist	14	$6,585
Yerington Elementary School	$92,193	O-Specialist	14	$6,585
Total	$184,385			

SB 504 Initiative(s): **Other – English Language Acquisition Specialists**

Description: 2013-14 (English Language Acquisition Specialists)
Lyon County School District utilized its SB 504 funds to create two English Language Acquisition Specialist positions to provide "push-in" support for English learners at Fernley and Yerington Elementary Schools. Specialists worked with students, teachers, and parents.

Description: 2014-15 (English Language Acquisition Specialists)
Lyon County School District plans to continue to provide the two English Language Acquisition Specialist that were established in the 2013-14 school year.

Nye County School District	SB 504 Allocation 2013-14	SB 504 EL Service	# English Learners Served 2013-14	Average SB 504 Per Pupil Expenditure 2013-14
Pahrump Pre-K Program	$121,494	Pre-K	27	$4,500
Total	$121,494			

SB 504 Initiative(s): **Pre-Kindergarten**

(Nye Continued)

Description: 2013-14 (Pre-Kindergarten)
Nye County School District utilized its SB 504 funds to expand Pre-Kindergarten programs by adding two additional sections at the Pahrump Pre-K site. The instructional design was modeled after the Nevada State Pre-K program and used the *StoryTeller* preschool curriculum. Sessions were held for 2 hours and 30 minutes, 4 times per week.

Description: 2014-15 (Pre-Kindergarten)
Nye County School District plans to continue to provide the Pre-Kindergarten programs established in the 2013-14 school year.

Pershing County School District	SB 504 Allocation 2013-14	SB 504 EL Service	# English Learners Served 2013-14	Average SB 504 Per Pupil Expenditure 2013-14
Lovelock Elementary School	$13,817	ELT	29	$476
Total	$13,817			

SB 504 Initiative(s): **Extended Learning Time**

Description: 2013-14 (Extended Learning Time: Summer-school program)
Lovelock Elementary offered a two-week Summer- school program for English learners in grades K-4 during the month of June. Students and parents were trained in the use of grade-level books to build family libraries and participated in a field trip to the Discovery Museum and Barnes & Noble in Reno.

Description: 2014-15 (Extended Learning Time: Summer-school program)
Pershing County School District plans to continue to provide a two-week Summer-school program at Lovelock Elementary similar to the program established in 2013-14.

White Pine County School District	SB 504 Allocation 2013-14	SB 504 EL Service	# English Learners Served 2013-14	Average SB 504 Per Pupil Expenditure 2013-14
White Pine professional Development	$8,576	PD	51	$168
Total	$8,576			

SB 504 Initiative(s): **Professional Development**

Description: 2013-14 (Professional Development)
White Pine County School District used its SB 504 funds to provide training to teachers and administrators in strategies that align with the Sheltered Instruction for English learners.

Description: 2014-15 (Professional Development)
White Pine County School District plans to continue to use its SB 504 funds to provide professional development opportunities to teachers and administrators similar to 2013-14.

State-Sponsored Charter Schools	SB 504 Allocation 2013-14	SB 504 EL Service	# English Learners Served 2013-14	Average SB 504 Per Pupil Expenditure 2013-14
Somerset Academy	$39,918	ELT	17	$2,348
Imagine Elementary School	$7,250	ELT	29	$250
Total	$47,168			

SB 504 Initiative(s): **Extended Learning Time**

Description: 2013-14 (Extended Learning Time: After-school program)
Somerset Academy and the Rochelle and Rainbow Campuses of Imagine Elementary School implemented After-school tutoring programs for English learners that focused on academic achievement in reading. Somerset offered two-hour sessions and Imagine School campuses provided tutoring sessions two days per week.

Description: 2014-15 (Extended Learning Time: After-school programs)
The State Charter Authority plans to continue to provide extended learning time opportunities for English learners similar to 2013-14. With the additional SB 504 funds, the Charter Authority plans to expand services. The following sites plan to provide After-school services: Rochelle and Rainbow Campuses of Imagine, Mater Academy, Quest Preparatory Academy sites (Montecito, Alexander, and Bridger), and Nevada Virtual Academy.

Lander County School District	SB 504 Allocation 2013-14	SB 504 EL Service	# English Learners Served 2013-14	Average SB 504 Per Pupil Expenditure 2013-14
Total	$34,781	O-Reading	None	N/A

SB 504 Initiative(s): **Other-Reading Support**

Description: 2013-14 (Other-Reading Support)
Lander County School District had planned to utilize its SB 504 funds to provide a reading and tutoring program for English learners during the school day. Services were designed as a “push-in” model to support students and teachers during regular instruction to support literacy in content areas. Because of staffing issues, the district was unable to begin the program during the 2013-14 school year.

Description: 2014-15 (Reading Acquisition)
Lander County School District plans to utilize its SB 504 funds to implement the Other-Reading Support program designed for the 2013-14 school year.

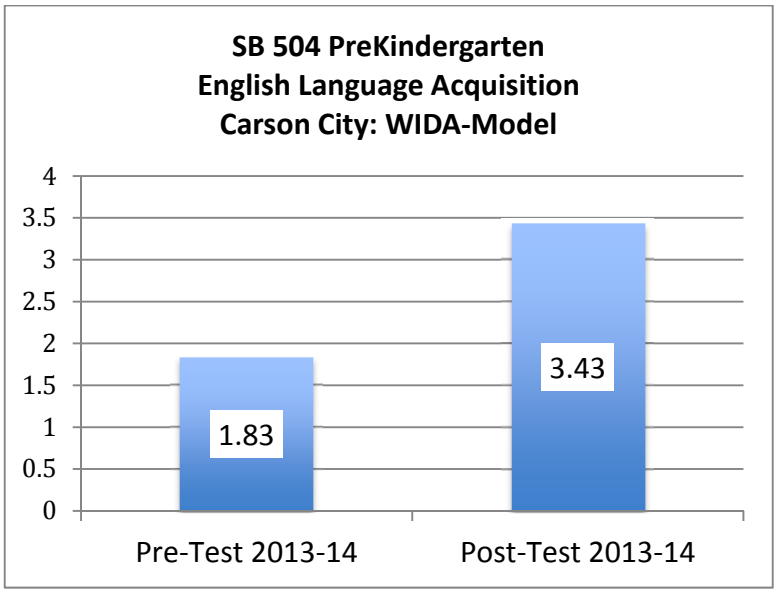
Lincoln County School District	SB 504 Allocation 2013-14	SB 504 EL Service	# English Learners Served 2013-14	Average SB 504 Per Pupil Expenditure 2013-14
Total	$1,429	None	None	N/A
SB 504 Initiative(s): Currently, NDE is working with Lincoln County School District to develop an appropriate SB 504 service to serve its English learners.				

Appendix B
SB 504 Pre-Kindergarten Services
District Summaries

Five schools districts utilized SB 504 funds to develop or enhance Pre-Kindergarten services for English learners. Appendix B provides greater detail regarding the state summary information on pages 4-5 of this report.

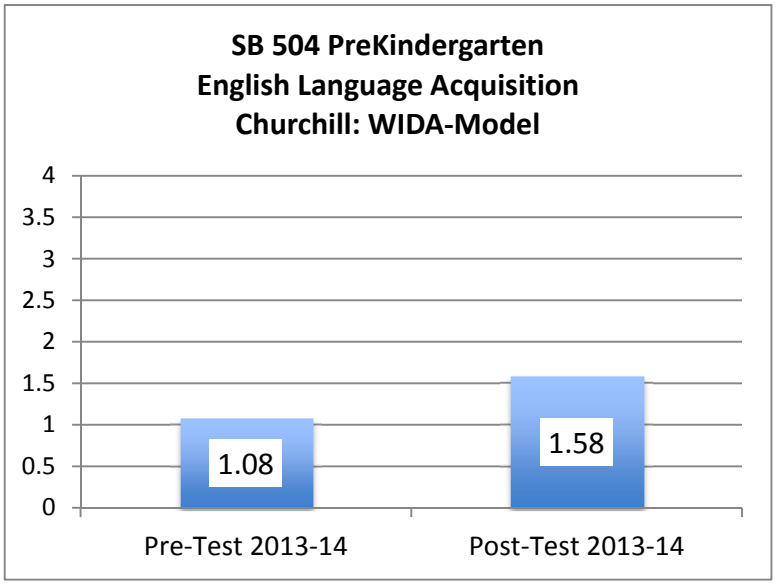
Carson City School District served 47 children through its SB 504 Pre-Kindergarten program. The elementary schools that hosted the Pre-Kindergarten classes were:

- Mark Twain (16 students)
- Empire (22 students)
- Bordewich Bray (9 students)



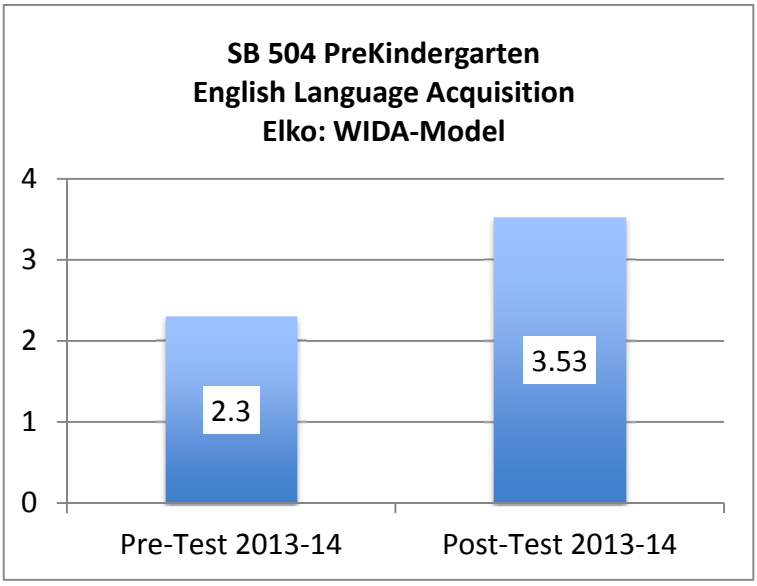
Churchill County School District provided its SB 504 Pre-Kindergarten program at one location:

- Northside Early Learning Center (8 students)



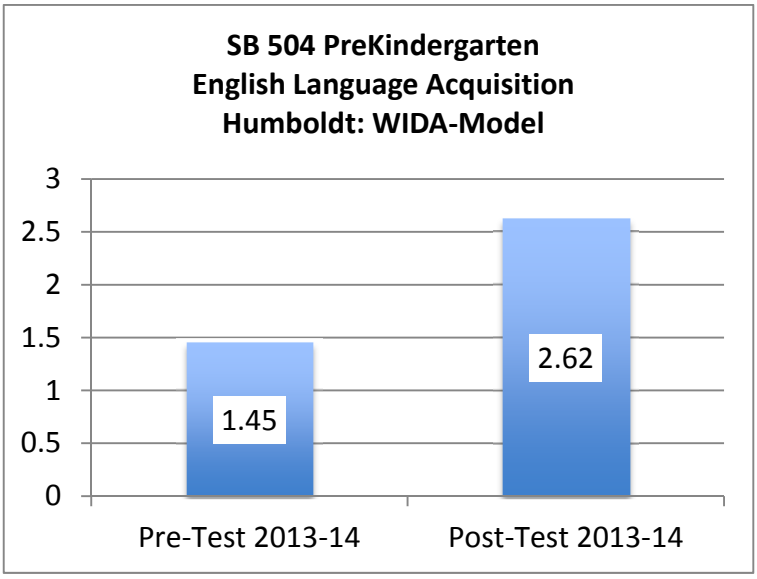
Elko County School District served 69 children through its SB 504 Pre-Kindergarten program. The elementary schools that hosted the Pre-Kindergarten classes were:

- Northside (33 students)
- Southside (36 students)



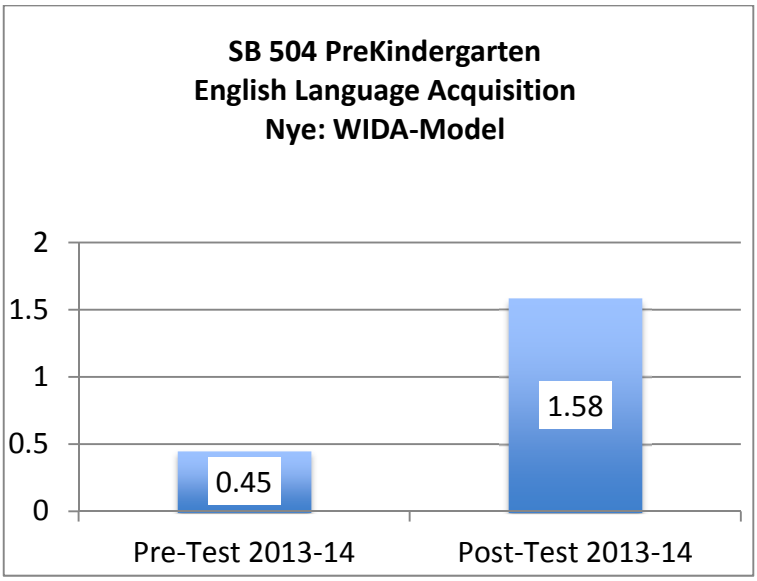
Humboldt County School District provided its SB 504 Pre-Kindergarten program at one location:

- Sonoma Heights Elementary School (36 students)



Nye County School District provided its SB 504 Pre-Kindergarten program at one location:

- Pahrump Pre-Kindergarten Site (27 students)



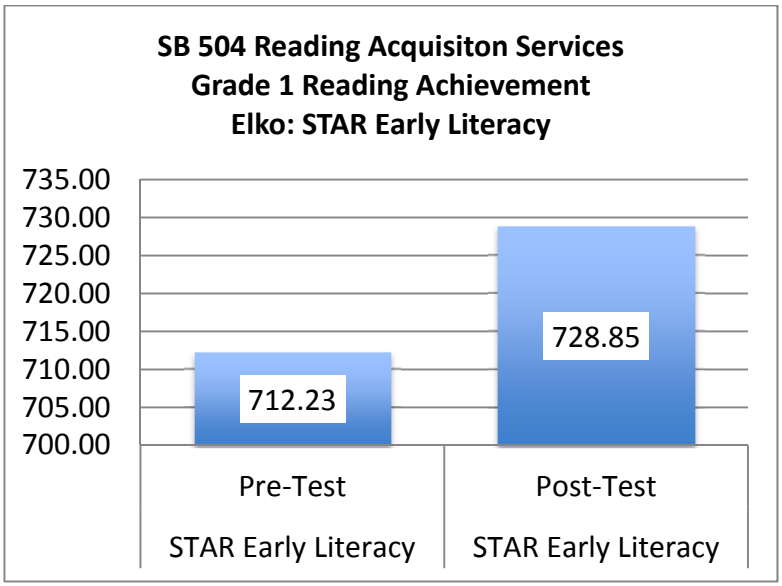
Appendix C
SB 504 Reading Acquisition Programs
District Summaries

Two schools districts utilized SB 504 funds to provide Reading Acquisition program services for English learners. Appendix C provides greater detail regarding the state summary information on pages 6-8 of this report.

Elko County School District served 61 English learners through its SB 504 Reading Acquisition programs at Northside Elementary School.

Grade 1: The STAR Early Literacy assessment measures Grade 1 student growth in reading achievement.

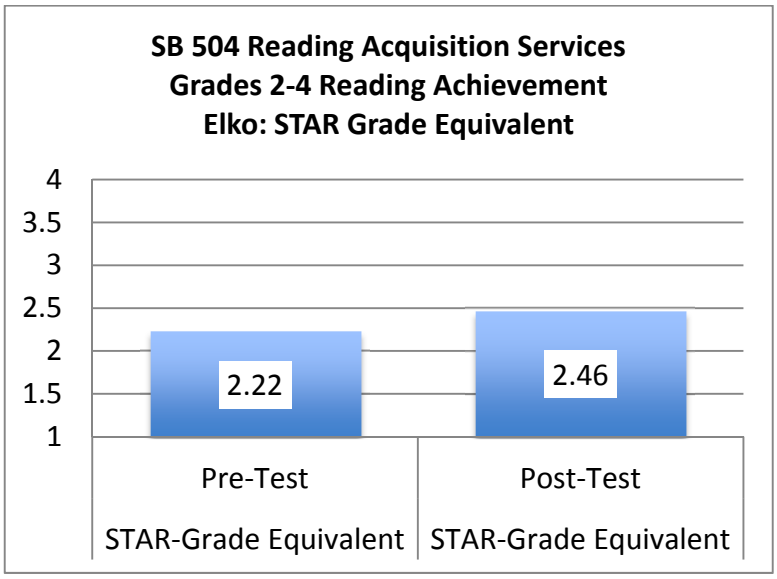
Participating English learners in grade 1 achieved an average gain of **16.62** points based on the STAR Early Literacy assessment.



Elko County School District (cont.)

Grades 2-4: The English learners served in Grades 2-4 are assessed using the STAR Grade Equivalent assessment process.

Participating English learners in grades 2-4 achieved an average gain of **0.24** grade equivalents based on the STAR Grade Equivalent assessment.



Appendix D
SB 504 Professional Development Services
District Summaries

Three schools districts utilized SB 504 funds to develop or enhance programs through Professional Development services for English learners. Appendix D provides greater detail regarding the state summary information on pages 9-10 of this report.

Churchill County School District used SB 504 funds to provide two professional development opportunities. The first was ELLEVATIONS, an on-site training for English Learner (EL) Specialists on the software system for teachers. Utilizing the WIDA standards and ACCESS Data, the program was designed to help create an instructional academic plan (IAP) catered to individual EL students to then be used in conjunction with the classroom teachers. The district reported 12 participants attended and evaluations show:

- 67% felt the facilitator clearly stated the goals and objectives of the workshop
- 83% felt the goals were met to a good extent
- 100% of the participants felt the facilitator modeled effective teaching strategies well
- 83% of the participants felt the facilitator modeled effective teaching methods to a good extent
- 50% of participants felt the activities and time management were appropriately handled
- 67% of the participants felt the activities would improve their teaching and management skills
- 67% of the participants felt the activity would help them meet their needs of a diverse student population.

The second training, provided through Washoe County School District, was Content Core and More (CoCoMo) and had 4 participants from the district. The training focused on the WIDA standards service and was surveyed by the professional development group.

Douglas County School District used High Quality Sheltered Instruction (HQSI) for their professional development to focus on classroom instructional strategies for ELs. The district reported 37 participants in the district across 3 schools participated in the training over the semester including follow up visits. The evaluations show:

- 97% found the content of the workshop met the created objectives
- 73% thought the workshop was well managed
- 70% felt the actives were appropriate for their learning
- 78% thought the training was useful
- 86% of the participants thought the training provided new strategies to support their ELLs
- 58% felt the training had changed their approach to instructing ELs
- 43% felt it improved their instruction somewhat
- 100% of those surveyed felt the on-site coaching and subsequent follow-ups to the training were especially beneficial

Participants reported the training has impacted their classroom instruction to help them better meet

the needs of English Learners as well as their Non-EL students. The training provided useful and innovative ideas for classroom instruction such as learning to write clearer language objectives to include the 4 modalities: speaking, listening, reading and writing. The training also helped teachers in scaffolding language through peer work and collaboration. Many participants found the one-on-one coaching significantly helped their classroom instruction.

White Pine County School District provided professional development in effective instructional practices for English Leaners using SB 504 funds. For 2 days the training focused on how to effectively improve instruction that leads to increased student performance. Teachers gained skills to assist EL students in their classroom and were better able to serve as a resource to other teachers within their individual building sites. 80% of those surveyed felt the training was very helpful. 100% of participants indicated that further training would be beneficial.

The participants reported the training impacted their classroom instruction to better meet the needs of ELs by encouraging them to use new and advanced words and techniques in the classrooms. The program also helped teachers to write clearer language objective for their EL students.
They were provided skills to create stronger and more dynamic family engagement opportunities and include the family in teaching models. The use of visual models and manipulatives helped to ensure greater understanding among the students. The training helped teachers to use more intentional language in their lesson plans. Participants concluded this instructional model was beneficial as an effective teaching methodology not just for EL students but also for all students.

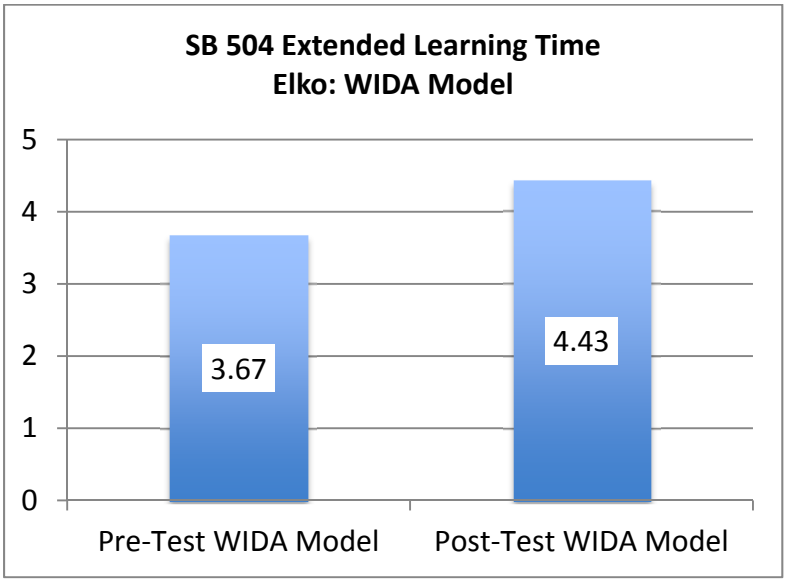
Appendix E
SB 504 Before-School, After-School, and Summer-School Programs (Extended Learning Time)
District Summaries

Two school districts and State-authorized charter schools utilized SB 504 funds to provide Extended Learning Time services for English learners. Appendix E provides greater detail regarding the state summary information on pages 11-13 of this report.

Elko County School District served 96 English learners through its SB 504 Extended Learning Time programs at the following elementary schools:

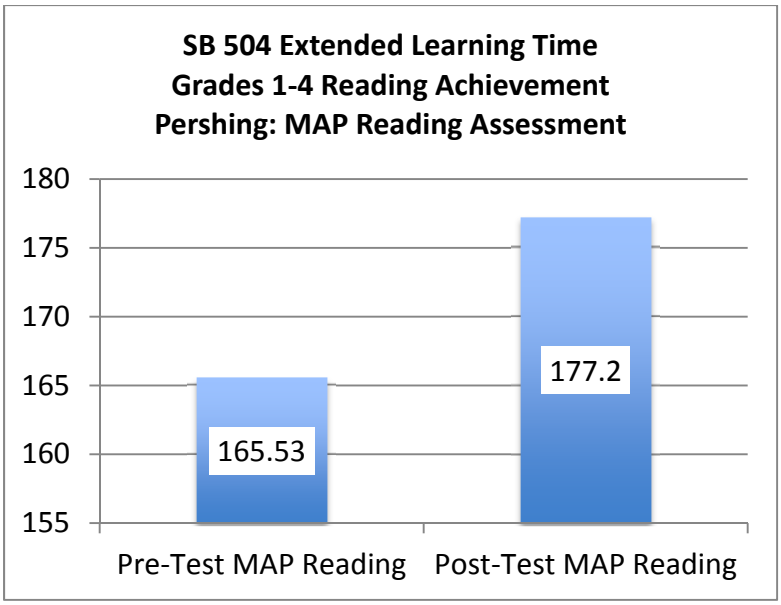
- Carlin (9 students)
- Elko Grammar (5 students)
- Mountain View (53 students)
- Sage (8 students)
- Wells (21 students)

Participating English learners averaged **0.76** increase in English proficiency based on WIDA-Model assessment results.



Pershing County School District served 29 English learners through its SB 504 Extended Learning Time programs at Lovelock Elementary School.

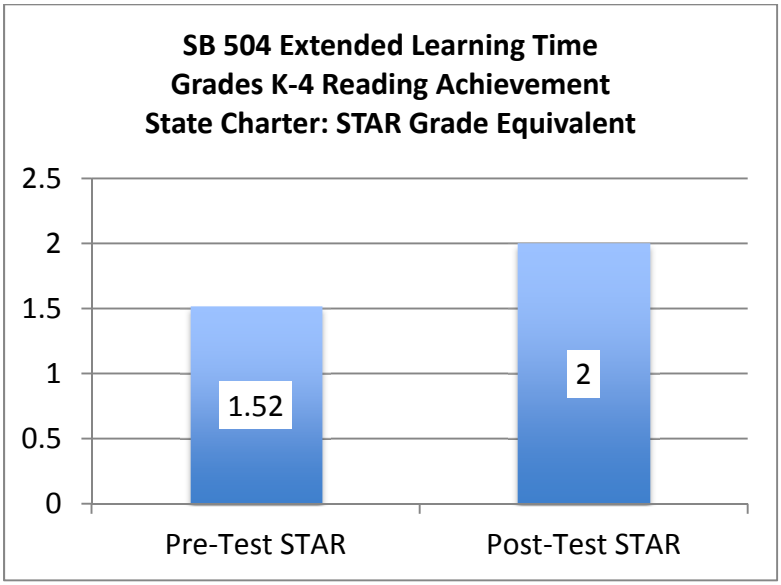
Participating English learners averaged a gain of **11.67** points based on the MAP Reading assessment.



State Charter Authority Schools served 46 English learners through its SB 504 Extended Learning Time programs at the following schools:

- Imagine: Rochelle and Rainbow Campuses (29 students)
- Somerset Academy (17 students)

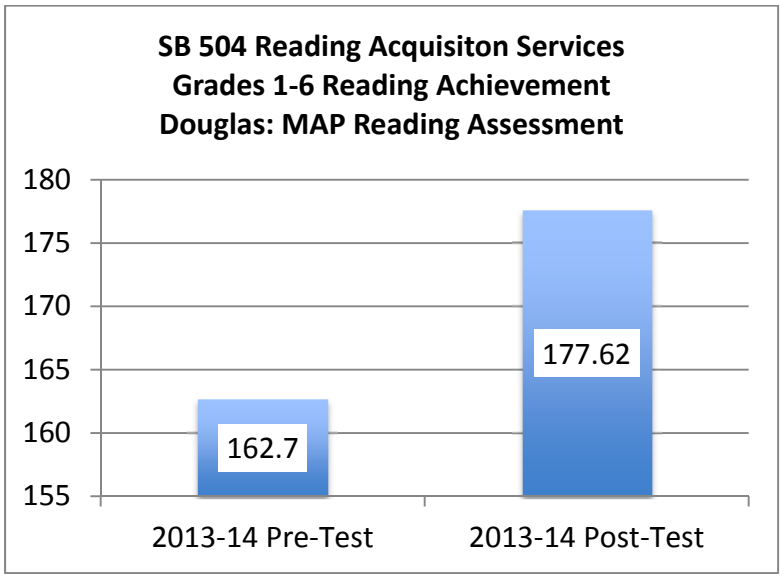
Participating English learners averaged a gain of **0.48** grade equivalents based on the STAR Grade Equivalent Reading assessment.



Appendix F
SB 504 Other Approved Programs to Serve English Learners
District Summaries

Two schools districts utilized SB 504 funds to provide Other Approved Programs to serve English learners. Appendix F provides greater detail regarding the state summary information on pages 14-15 of this report.

Douglas County School District served 75 English learners through its Other-Reading Supports program. **92%** of Grade 1-6 English learners participating in the SB 504 Reading programs showed improvement in Reading/Language Arts proficiency as measured by the MAP Reading assessment with an average gain of **14.92** points.



Lyon County School District (LCSD) served 28 students who had Pre- and Post-test scores. The LCSD determined program effectiveness using a combination of WIDA and MAP Reading assessments. The MAP Pre-test was administered in the Fall of 2013 with Post-test administered in the Spring of 2014. Lyon County School District reported that **29%** of English learners in Kindergarten at Fernley Elementary School met their achievement targets as measured by the MAP Reading assessment. The district also reported that **36%** of English learners in Kindergarten at Yerington Elementary School met their achievement targets as measured by the MAP Reading assessment. The school district showed that the majority of English learners in Kindergarten who received SB 504 services demonstrated significant improvement in English language proficiency.

SB 504 ELL Program Initiative
Evaluation Plan Report

January 29, 2015

Overview

This memorandum describes an evaluation plan for the English language learner (ELL) support initiatives pursuant to Nevada Senate Bill 504 (SB 504). Specifically, this memorandum describes the purpose, methodology (including data and analyses), and timeline of the evaluation. The Nevada Department of Education recognizes the need for an evaluation process that demonstrates the effectiveness of the SB 504 program in meeting the language and academic needs of English learners. Using consistent assessment tools across school districts would provide a better-aligned evaluation process yielding more comprehensive reporting.

This evaluation plan builds on the current program assessments being conducted by the Clark and Washoe County School Districts and the Nevada Department of Education. It is intended to provide Nevada's education policymakers—including state legislators, executive personnel, Nevada Department of Education staff, and school district staff—with rigorous and reliable information on the impact of the ELL support programs begun under SB 504 through the life of the initiative. This evaluation plan is not intended to be the only or exclusive assessment of the program effectiveness, such as changes in teacher practice, assessments on the extent and quality of implementation across the various school sites, or cost per participating student. Complementary assessments of differences related to the ELL support programs should be considered in addition to those described here.[1]

Key Terms

An **English language learner (ELL) student** is a student whose family speaks a language other than English at home and who scores less than proficient on Nevada's English language proficiency test.

An ELL student's level of **English proficiency** is determined by a score on Nevada's English language proficiency test. Minimum scores for each level of English proficiency differ for each grade level.

Reclassification as fluent English proficient generally occurs when an ELL student scores at the required proficiency level for their grade on Nevada's English language proficiency test.

WIDA MODEL for Pre-K and **WIDA ACCESS** for grades K–12 are Nevada's English language proficiency tests for ELL students.

MAP, **DRA**, **SBAC**, and **Teaching Strategies GOLD** are various assessments used with all students, both ELL students and non-ELL students, to determine their levels of academic achievement in literacy, reading, and math.

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[1] We would like to acknowledge the technical assistance provided by the Regional Educational Laboratory West English Learner Alliance at WestEd in the development and preparation of this evaluation plan.

Purpose

The purpose of the evaluation of the ELL programs initiated under SB 504 is to assess the differences in student achievement associated with the four programs being implemented in the Clark and Washoe County School Districts and the variety of ELL programs initiated in Nevada's 15 other school districts. The four SB 504–initiated programs in the Clark and Washoe County School Districts are known collectively as the Zoom programs:

1. Zoom Universal Pre-Kindergarten;
2. Zoom Full Day Kindergarten;
3. Zoom Reading Centers; and
4. Zoom Summer Academy and Extended Learning Opportunities.

Whenever possible, we will compare the achievement of students in the SB 504 programs or schools to those in similar non-SB 504 programs or schools, including comparing the achievement of students who participated in an SB 504 program to similar students in the same school who did not. Further, SB 504 and non-SB 504 school comparisons will be based on matching school-level factors, such as the percentage of students eligible to receive free or reduced-price lunch (FRL), the percentage of students eligible to receive individualized education program (IEP) services, and the percentage of ELL students in the school. Comparisons between similar students who did and did not participate in an SB 504 program will be based on matching individual students on characteristics such as gender, ethnicity, eligibility for FRL, eligibility for IEP services, and prior academic achievement. While the focus of the programs is support for ELL students, non-ELL students also participate. Wherever feasible, differences in impact for ELL and non-ELL students will be described.

This evaluation plan focuses on the four Zoom programs that are the focus of the SB 504 ELL support initiative. When the evaluation addresses a Zoom program, it will do so as a whole across both the Clark and Washoe County School Districts wherever feasible. Where implementation of a Zoom program is different in key elements across the districts, then the evaluation will be conducted separately for Clark County and Washoe County. For the non-Zoom ELL support programs implemented in the other 15 Nevada school districts, similar evaluations to those proposed here for the Zoom programs will be conducted separately for each district, as feasible. Determinations of feasibility will be based on the program type and the number of participating students.

The evaluation of the Zoom programs will address the following research questions, organized by annual and long-term differences in student achievement and by Zoom program:[2]

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[2] The elements of the evaluation plan are contingent upon the components of the programs initiated by SB 504 and their continuation. The evaluation plan will be revised, as needed, in response to any changes in the Zoom and non-Zoom programs.

Annual Estimates of Achievement Difference

1. Zoom Universal Pre-Kindergarten (Pre-K) program
    a. How many students participate in Zoom Pre-K programs? How does the number of Zoom Pre-K participants compare to previous years?
    b. To what extent do Pre-K students, both Zoom and non-Zoom, improve their English language proficiency (ELLs only) and literacy levels after one year in the program? How did the improvement differ by length of participation in a Pre-K program?
    c. How does the improvement of Pre-K students, both Zoom and non-Zoom, in English language proficiency (ELLs only) and literacy compare to that of similar students who did not participate in a Pre-K program?
2. Zoom Full Day Kindergarten program
    a. What is the range and average class size of Zoom Full Day Kindergarten classes? How does the range and average class size of Zoom Full Day Kindergarten classes compare to non-Zoom full day kindergartens in Nevada?
    b. To what extent do Zoom Full Day Kindergarten students improve their English language proficiency (ELLs only) and literacy levels after one year in their schools?
    c. How does the improvement of Zoom Full Day Kindergarten students in English language proficiency (ELLs only) and literacy compare to that of similar students who did not participate in a Zoom Full Day Kindergarten program?
3. Zoom Reading Center program
    a. To what extent do students who participate in a Zoom Reading Center program improve their reading performance after one year in the program? To what extent did the performance of the students depend on their level of participation in the Zoom Reading Center program?
    b. How does the improvement in reading performance among students who participated in a Zoom Reading Center program compare to that of similar students who did not participate in a Zoom Reading Center program?
4. Zoom Summer Academy and Extended Learning Opportunities program
    a. To what extent do students who participate in a Zoom Summer Academy or Extended Learning Opportunities program improve their performance in reading and math during the program period? How does the Zoom student's performance differ by attendance (length of stay) in the program?
    b. How does the performance in reading and math of students who participated in a Zoom Summer Academy or Extended Learning Opportunities program compare to that of similar students who did not participate in a Zoom Summer Academy or Extended Learning Opportunities program?

Long-Term Estimates of Achievement Difference

1. Zoom Universal Pre-K and Zoom Full Day Kindergarten programs
    a. How long does it take ELL students who participate in one or both of a Pre-K (Zoom and non-Zoom) program and Zoom Full Day Kindergarten program to be reclassified as fluent English proficient? How did the time to reclassification differ by level of participation in these two programs?
    b. How does the length of time it takes to be reclassified as fluent English proficient among ELL students who participate in one or both of a Pre-K program and Zoom Full Day Kindergarten program compare to that of similar ELL students who do not participate in either of these programs?
2. All four Zoom programs
    a. How well do students who participate in one or more of the Zoom programs perform academically in the late elementary, middle school, and high school years? How does this subsequent performance differ by the level of participation in the four Zoom programs?
    b. How does the subsequent academic performance of students who participated in one or more of the Zoom programs compare to similar students who do not participate in any of the Zoom programs?

Annual estimates of achievement are intended to describe differences associated with each year of a program, both for student achievement and other outcomes. Long-term estimates are intended to describe the extent to which differences in student achievement continue years after program participation ends. Some studies have found evidence that early childhood programs, such as pre-K and full day kindergarten programs, are related to achievement in high school and beyond (see, e.g., Schweinhart et al., 2005).

Since the Zoom programs were implemented in the two recent school years, they will be evaluated for two cohorts (2013/14 and 2014/15) of students in each relevant grade level separately. Subsequent cohorts of students will be similarly evaluated as the Zoom programs continue. More details are discussed in the next section.

Methodology

Tables 1 and 2 present the grade levels and assessments or benchmark measures to be used in the annual and long-term impact evaluations across the four Zoom programs. Long-term impact benchmarks and grade levels were chosen based on research evidence that these are key measures and moments in a student's developmental trajectory toward being college and career ready by the end of high school. For example, studies have found correlational evidence that students reading at or above grade level in third grade have higher graduation and college attendance rates than their peers who were reading below grade level (Lesnick et al., 2010).

Table 1. Grade levels and assessments to be used for annual estimates of achievement difference in each Zoom program

		Universal Pre-K	Full Day K	Reading Center	Summer Academy
Grade Level	Pre-K	X			X (CCSD only)
	K		X		X
	1			X	X
	2			X	X
	3			X	X
	4			X	X
	5			X	X
	6			X (WCSD only)	X (WCSD only)
Student-level Assessment	WIDA MODEL	X			
	WIDA ACCESS		X	X	X
	Developmental Reading Assessment (DRA) or Teaching Strategies GOLD	X	X	X (grade 1-2)	
	Measures of Academic Progress (MAP)			X (grade 3-6)	X
Program-level Assessment	Enrollment	X	X		

Note: Additional measurements of student achievement can be added wherever feasible and available.

Annual Estimates of Achievement Difference

Two sets of analyses will be conducted separately for each Zoom program, as listed in table 1:

1. A descriptive analysis of student achievement, disaggregated by level of attendance or participation.
2. An analysis of the differences in student achievement between otherwise similar Zoom and non-Zoom students.

In addition, for the Zoom Universal Pre-K and the Zoom Full Day Kindergarten programs, total enrollment and class size will be reported.

In the descriptive analysis of student achievement and Zoom participation levels, the average score and mean differences will be disaggregated by level of participation or attendance in three of the Zoom programs: Pre-K, Reading Center,

and Summer Academy. Statistical tests will be conducted to test the differences in means (ANOVA) and variances (F-test). For the Full Day Kindergarten program, the percentage of students scoring at the level of *proficient* on the WIDA ACCESS test and at the level of *meets or exceeds standards* on the DRA and Teaching Strategies GOLD will be analyzed in terms of level of participation in the program. Statistical tests will be conducted using the Chi-Square test.

In the comparison of Zoom and non-Zoom students, we will compare the achievement of students in the Zoom schools to students in similar non-Zoom schools and/or we will compare the achievement of students who participated in a Zoom program to similar students who did not. A two-level mixed-effects hierarchical linear model (for annual impact research questions 1c, 3b, and 4b) and non-linear model (for annual impact research question 2c) will be used to analyze and interpret the data to account for the nested structure of the data: students are nested within schools. For the analyses that compare Zoom students to non-Zoom students, we will adjust for differences in baseline student characteristics (e.g., gender, ethnicity, eligibility for IEP services, eligibility for FRL, prior student achievement). When comparing school averages, we will adjust for school-level factors, such as the percentage of students eligible for IEP services, the percentage of students eligible for FRL, and the percentage of ELL students in the school.

For both analyses, we will use propensity score matching to identify an appropriate comparison group, where appropriate (Hahs-Vaughn & Onwuegbuzie, 2006; Leow, Marcus, Zanutto, & Boruch, 2004; Stuart & Robin, 2007; Wu, West, & Hughes, 2008). Propensity score matching is a statistical method that is used to reduce differences between the treatment and comparison groups based on similar characteristics (e.g., student characteristics such as gender, eligibility for FRL, prior academic achievement), thus reducing the potential for biased impact estimates. In short, Zoom students will be compared to non-ZOOM students with similar student and baseline achievement characteristics.

Table 2. Benchmark measures to be used in the long-term estimates of achievement difference across the Zoom programs

Benchmark measurements	Universal Pre-K	Full Day K	Reading Center	Summer Academy
Time to be reclassified as English language proficient	X	X	X	
Measures of Academic Progress (MAP) and SBAC assessments in grade 3	X	X	X	X
Measures of Academic Progress (MAP) and SBAC assessments in grade 6	X	X	X	X
SBAC assessments in grade 8	X	X	X	X
State-determined HS assessments in grade 10	X	X	X	X
Graduation status within expected years	X	X	X	X

Note: Additional measurements of student achievement can be added wherever feasible and available.

Long-Term Estimates of Achievement Difference

Similar analyses to the annual impact analyses will be conducted to estimate long-term differences in achievement associated with participation in the Zoom programs:

1. A descriptive analysis of student achievement, disaggregated by attendance or participation across the four Zoom programs.
2. A comparison of student achievement outcomes between Zoom students and similar non-Zoom students for each of the four Zoom programs.

To address long-term research question 1a concerning the development of English proficiency of ELL students, survival analysis will be conducted to calculate the median time to be reclassified as fluent English proficient across the student sub-groups. The statistics from the analysis will be used to test the differences across the student participation level sub-groups.

To address long-term research question 2a, average achievement scores (on the MAP assessment), percentage of students meeting or exceeding grade level achievement scores (on the SBAC assessment), and percentage of on-time graduation will be disaggregated by participation across the four Zoom programs and statistical tests will be conducted to test the differences in means (ANOVA),

variances (F-test), and percentages (Chi-Square test). For the comparison of Zoom and non-Zoom students, a two-level mixed-effects hierarchical linear model (for the MAP assessment results) and non-linear model (for the SBAC assessment results and graduation status) will be used to analyze and interpret the data to account for the nested structure of the data and to control for student-level and school-level factors. Similar to the annual estimates, comparison between Zoom students and similar non-Zoom students will be based on propensity score matching.

The evaluation will use existing data in the school districts. The Clark and Washoe County School Districts will provide all the data during the study period needed to conduct the above analyses, including:

- student-level data (e.g., student identification number, student attendance in Zoom programs);
- student characteristics and achievement on the assessments listed in tables 1 and 2 in relevant grade levels from both Zoom schools and non-Zoom schools; and
- school-level data (e.g., school identification number; district identification number; school-level factors, such as percent of FRL, percent of ELL, and percent of IEP students for both Zoom schools and non-Zoom schools; middle schools and high schools associated with the students).

Timeline

The Clark and Washoe County School Districts began implementing the Zoom programs during the 2013/14 school year, adding school sites during the year. More school sites were added during the second year of implementation, 2014/15.

The evaluation will assess the impact of the Zoom programs beginning with those students who participated in the 2013/14 school year (Year 1) and continue with the annual and long-term assessments each year thereafter (i.e., 2014/15 (Year 2), 2015/16 (Year 3), etc.), assuming ongoing funding and implementation. Zoom students will be grouped based on their first year of participation in the Zoom programs. For example, students who participate in the Zoom program for the first time during the 2015/16 school year will be assessed as part of the Year 3 cohort. Differences in the characteristics in each year's cohort group will be accounted for in each analysis.

Data gathering will occur throughout each school year as data become available. Analyses will be conducted at the end of each school year, and the results will be reported during the following summer.

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HIGHLIGHTS & RECOMMENDATIONS

Zoom Implementation

Nevada Department of Education

CCSD CLARK COUNTY SCHOOL DISTRICT

Washoe County School District

Begun in Fall 2013, the four Zoom programs created by SB 504 provide Pre-K and early elementary English language learners in Nevada with school readiness skills and English language and content support, empowering them to become fluent in English faster and to meet math and English language arts content standards sooner.

IN BRIEF

- ✔ SB 504 funding ends in June 2015.
- ✔ Continued funding and expansion to more students needed to continue program success.

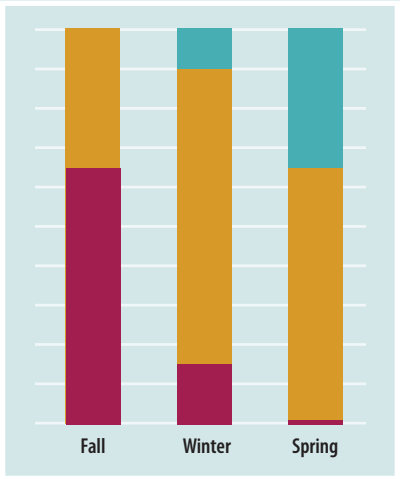
1 Universal Pre-Kindergarten

PARTICIPATION 74 CLASSES • 1,265 STUDENTS

Pre-K students gain important school readiness skills through high quality programming that incorporates curricula based on the NV Pre-K Content Standards. The Pre-K classrooms have learning centers that promote pre-reading and writing skills, math, movement, language, literacy, science, art, music, self-help skills and socialization. This type of environment and curriculum provides Pre-K students with the skills to be successful in kindergarten.

The program is 2.5 hours per day, 4 days per week.

Nearly every Clark County Zoom Pre-K student met or exceeded language and literacy standards for entering Kindergarten (Spring 2014).



2 Full Day Kindergarten

PARTICIPATION 140 CLASSES • 2,752 STUDENTS

The Full Day Kindergarten Program uses developmentally appropriate practices based on the NV Academic Content Standards aligned with WIDA English proficiency Standards. The smaller class sizes enable kindergarten teachers to improve instruction through guided small and whole group activities, one-on-one intervention, and center based explorations. Daily curriculum integrates academic instruction with the creative arts, social emotional and physical development in order to support learning for the whole child.

As first graders, students in Clark and Washoe Counties who participated in Zoom kindergarten outperformed other students (MAP, Fall 2014).

+ 6% POINTS IN READING

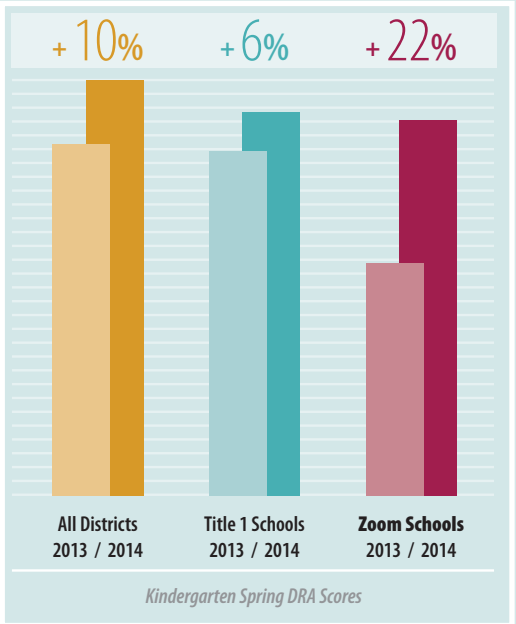
+ 3% POINTS IN MATHEMATICS

3 Reading Centers

PARTICIPATION 24 SCHOOLS ● 3,911 STUDENTS

Licensed teachers and paraprofessionals provide daily small group instruction to struggling English learners in grades K – 6. Instruction is tailored to the reading skills each child must master to understand challenging, complex texts, with a focus on guided reading, vocabulary, and word work activities to improve comprehension.

Washoe County schools with Zoom Reading Centers had a greater increase in the percent of students reading at grade level than similar non-Zoom schools and all district students (DRA 2013-14).

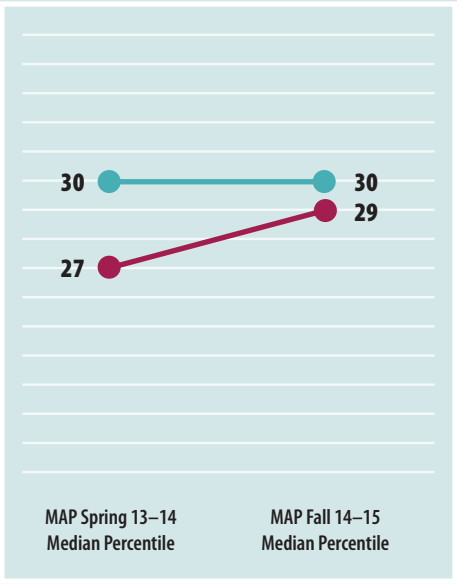


4 Summer Academy

PARTICIPATION 24 SCHOOLS ● 9,249 STUDENTS

Often student achievement levels slide backward during the summer break. Summer Academies support Zoom school students to maintain or increase their language skills and math content knowledge. Additional days of new instruction were added in the summer in grades K – 5. Special education, meals, and transportation were provided.

In math and reading, Clark County students who attended the entire Summer Academy increased or maintained their spring achievement level into the fall of the new school year (MAP Spring and Fall 2014).



Recommendations for Legislation

1. **Increased funding to expand Zoom services to more students.**
   On-going support will enable expanded success and program improvements.
2. **Allow funds to be used for family engagement activities.**
   A child's achievement accelerates when the family is engaged.
3. **Allow flexibility to use funds for professional development.**
   Well-qualified teachers and staff have tremendous impact on student achievement.

CCSD
CLARK COUNTY
SCHOOL DISTRICT

ZOOM SCHOOLS

The sixteen CCSD schools that are participating in the SB-504 Zoom School Program are Cambeiro ES, Cortez ES, Craig ES, Detwiler ES, Diaz ES, Ira Earl ES, Herron ES, Martinez ES, Lunt ES, Paradise ES, Petersen ES, Ronzone ES, Squires ES, Tate ES, Warren ES, and Tom Williams ES.

Successes in 2013-2014:

Pre-K: The total enrollment of students in Zoom Pre-K averaged around 980 students throughout the 2013-2014 school year. Students made significant progress in language and literacy, and are going to be ready for kindergarten in 2014-2015!

Kindergarten: Total kindergarten enrollment at Zoom Schools averaged around 2,000 students throughout the 2013-2014 school year. Because of the reduced class size and emphasis on literacy instruction, students made exceptional progress toward mastering the Kindergarten Essential Skills (letter names & sounds, sight words, writing, etc.).

Zoom Reading Centers: Over 1,200 students in grades 1 - 3 received 30 extra minutes of daily reading instruction during the 2013-2014 school year. During the 7 months of operation, 475 students (39%) exited the centers after demonstrating proficiency on grade level reading assessments!

Summer Academy: Nearly 8,600 students (approximately 75%) attended the Summer Academy in June 2014. The program consisted of 17 full instructional days, with a themed curriculum unit for each grade level. With a focus on intensive Tier 1 instruction, the entire curriculum was created and planned by Instructional Coaches. All plans and materials were provided to teachers so they could focus on providing high-quality instruction to their students.

Pre-Kindergarten

29 Zoom Pre-K classes in Zoom Schools in 14-15.

18 to 2 ratio: 1 teacher and 1 Teacher Family Assistant.

Open enrollment for all students zoned for identified schools.

4-day program: On Fridays teachers will conduct a Parent Engagement Program focused on building language and literacy skills and creating a home-school achievement connection.

Teachers supported through ELL and Performance Zone Instructional Coaches.

Zoom Reading Centers

Connecting language acquisition with literacy through daily tutoring in reading comprehension, fluency, vocabulary, and phonics.

Zoom Project Facilitator assigned to each school. Project Facilitators supervise the center for half of the day. During the other half they monitor student progress and support the teachers in literacy and language best practices.

3 Paraprofessional Tutors at each site.

Targeted instruction is provided for students reading below grade level based on the results of the Developmental Reading Assessment (DRA). Students exit the program when the DRA shows that they are reading independently at grade level.

Kindergarten

105 Kindergarten classes in Zoom Schools in 14-15.

Full day Kindergarten program.

Class Size Reduction: 21 to 1 ratio.

Targeted teacher professional development in ELL strategies and language acquisition.

Program is structured to maximize available time for literacy instruction.

Teachers supported through ELL and Performance Zone Instructional Coaches.

Summer Academy

Summer program operates for 17 days in June for all Zoom School students. Students continue to receive busing, breakfast, lunch, and special education services. Intersession program operates for 17 days during student track breaks.

The program consists of full days of intensive Tier 1 instruction across content areas to support language and literacy development.

Themed literacy units planned by Performance Zone Instructional Coaches and Zoom Project Facilitators. The themes were designed to maximize student interest, and include field trips and engaging presentations.

Math curriculum based on the Math Pathways & Pitfalls series published by WestEd. This series focuses on oral and written communication and academic language development.

ZOOM PRE-K

Vision

Students in Zoom Pre-K develop the skills, attitudes, and values necessary to achieve academically and contribute positively in a diverse global society. Students will have strong early literacy skills and confidence in language which will enable them to think critically, solve problems, and communicate with others. Students leave Zoom Pre-K as life-long inquisitive learners, and families become empowered to be advocates for their children's education.

Program Expectations

Planning and Instruction

- Teachers implement all components of the Program Structure in order to maximize learning during the half-day schedule.
- Instruction is based on the NV Pre-K Standards, incorporating Teaching Strategies GOLD objectives.
- Data is consistently utilized to adjust lesson plans in order to meet the needs of all students.

Parent Involvement

A family engagement opportunity is provided on Friday. Opportunities may include the following:

- Academic Workshop/Make and Take
- Parenting Class
- Community Based Instruction
- Tier 2 Instruction
- Parent Teacher Conferences

Assessment

- The WIDA MODEL is used as a pre- and post- assessment for speaking, listening, reading, and writing.
- Quarterly checkpoints are completed using Teaching Strategies GOLD.

Written Records

Classroom Binders are maintained by each teacher and include:

- Instructional Time lesson plans and Friday plans
- Parent sign in sheets for all parent components
- Copies of required weekly newsletters and other whole class communications
- Kindergarten Observation notes

ZOOM KINDERGARTEN

Zoom Kindergarten Overview

Students in Zoom kindergarten participate in a full day program with a reduced class size ratio of 21:1. The full day and reduced class size promotes students' ability to access the curriculum, while focusing on language and literacy standards through quality whole and small group Tier I instruction.

Program Design

Reduced Class Size

Class size ratios were reduced to 21:1, which is lower than the standard ratio for Clark County School District kindergarten classrooms.

Full Day Program

To maximize the potential of a full-day program with reduced class sizes, the instructional schedule was designed to increase the length and impact of Tier I instruction.

Tier I Instruction

Key components of Zoom Kindergarten Tier I instruction:

- Focus on small group instruction
- Language and literacy are prioritized
- 160 minute block for literacy instruction

Assessment

- Teachers administer an assessment three times per year to track student progress in skills such as recognizing and writing capital and lowercase letters, knowing letter sounds, recognizing sight words, and completing a writing sample.
- Kindergartners participate in the Measures of Academic Progress (MAP) assessment, which provides data showing a student's mastery of content compared to nationwide norm group studies.

ZOOM READING CENTERS

Mission Statement

The Zoom Reading Centers promote literacy to our diverse population by developing language, vocabulary, and comprehension skills so that students may become proficient readers to bridge the achievement gap and become productive, lifelong learners.

Program Overview

Lesson Framework

- An expert team designed the 30-minute Zoom Reading Center Lesson Framework, which consists of high impact literacy strategies focusing on vocabulary and comprehension.
- The framework encompasses before, during, and after reading strategies that connect students to each piece of text they read.
- The lesson concludes with an activity that allows students to respond to the text through writing.

Student Selection

- Students are initially identified through their performance on the Measures of Academic Progress (MAP) assessment. Students whose percentile rank (based on national norms) is between the 15th and 50th percentiles are identified for further assessment.
- Students are then given the Developmental Reading Assessment (DRA). Students who are determined to be reading below grade level are selected for the Reading Center. Priority is given to students who are designated English Learners.

Exit Criteria

- Two times per year, students in the Reading Center are given the DRA to determine their current reading levels.
- Exit criteria for the two benchmarking periods are used to determine if students are reading at the appropriate level for their grade at that time of the year.
- Students whose DRA results show that they are reading independently at grade level are exited from the program.
- In 2013-2014, 475 students (39%) were exited from the Reading Centers.

Project Facilitators and Tutors

- Each Reading Center is staffed by a Project Facilitator and three paraprofessional tutors.
- The paraprofessional tutors participate in training throughout the year to deepen their understanding of the framework, so that highly effective lessons are conducted daily for each student.
- The project facilitators ensure the delivery of quality instruction, analyze data, observe student and tutor performance, administer assessments to monitor student progress, and serve as the site-based literacy expert.

17 Days of Intensive Tier I Instruction

Zoom Academy provides 17 additional days of instruction to students at Zoom Schools. Zoom Summer Academy's 17 days occur in June at the 9-month schools, and Zoom Intersession Academy occurs during 17 days of track breaks at the year-round schools. The curriculum for these days is designed by expert teachers within the Clark County School District, focusing on solid Tier I instruction across content areas to support language and literacy development. All lesson plans and instructional materials are provided to the teachers.

Program Overview

More Time In School

- Zoom Academy starts on the very first day of the summer or track break to make the transition feel seamless for the students and their families.
- Students continue to receive busing, breakfast, lunch, and special education services. School hours remain the same, and all existing school policies and procedures remain in effect.
- Approximately 8,600 students attended Zoom Summer Academy in June 2014, which is 75% of the total enrollment at the Zoom Schools.
- 632 teachers participated in June 2014, including special education teachers and specialists (Library, PE, Music, Art, and Humanities).

Themed Literacy Units

- The literacy units were created by Performance Zone 5 Instructional Coaches and Zoom Project Facilitators.
- Themes were selected with student interest in mind, and include field trips and engaging presentations.
- The unit for each grade level includes literature and informational texts, activities, and materials that enhance the theme while supporting language and literacy development.
- All lesson plans, handouts, instructional materials, and activities are provided to teachers.

Math Curriculum

- The math curriculum is based on WestEd's *Math Pathways & Pitfalls* series, which focuses on building math skills through academic discourse. Lessons focus on oral and written communication and academic language development.
- *Math Pathways & Pitfalls* has been successful in increasing performance in math in other urban school districts with high numbers of English Learners.

Intersession

- In the 2014-2015 school year, Intersession Academy is being offered to students at the two year-round Zoom Schools.
- Students are selected for participation based on their WIDA levels. The curriculum for Intersession Academy is designed to meet the specific needs of English learners at each WIDA level.

Washoe County School District

Every Child, By Name And Face, To Graduation℠

Washoe County School District

ZOOM SCHOOL

Program Information and Zoom School Profiles

Anderson Elementary School

Bernice Mathews Elementary School

Echo Loder Elementary School

Glenn Duncan STEM Academy

Rita Cannan Elementary School

Roger Corbett Elementary School

Sun Valley Elementary School

Veterans Memorial STEM Academy

What is a Zoom School ?

Washoe County School District received state funding for a 2-year pilot program during the '13-'14 and '14-'15 school years that provides increased support to schools with high percentages of English Language Learner students.

The goal of the program is to ensure that all students, regardless of background, are reading at grade level by 3rd grade. The elementary schools in this "Zoom" pilot program offer instructional help to enable students to overcome literacy and language acquisition barriers. Specifically, Zoom schools:

- Offer **Pre-K** classes
- Provide **full-day** Kindergarten
- Implement a **Reading Skills Program**
- Conduct **Intersession** and **Summer Academy** programs

About the WCSD Zoom School Program

Pre-Kindergarten:

Zoom funding is providing early childhood education for 225 students in Washoe County School District.

Student practicing early literacy skills

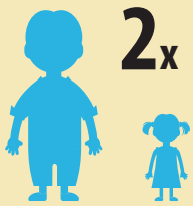
WCSD Pre-K students gain important school readiness skills through enriched high quality Pre-K programming. The program incorporates curricula that is based on the Nevada Pre-Kindergarten Content Standards. The Pre-K classrooms have learning centers that promote pre-reading and writing skills, math, movement, language, literacy, science, art, music, self-help skills and socialization. This type of environment and curriculum provides Pre-K children with the skills to be successful in kindergarten. The program is 2.5 hours per day, 4 days per week.

In addition to classroom instruction for Pre-K students, the Pre-K program provides ongoing parenting education that includes family literacy events, parent-child activities, and a variety of parent workshops. Parents set literacy goals, attend Family workshops and agree to increase Parent and Child Time (PACT) and reading time.

Full Day Kindergarten:

The WCSD Kindergarten Programs use developmentally appropriate practices based on the Nevada Academic Content Standards in conjunction with the aligned WIDA Standards (which are standards that focus on academic language development and academic achievement for linguistically diverse students). 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 and physical development in order to support learning for the whole child.

Did you know... that students from high-income families have an advantage when they enter school?



4 year olds from high income families have vocabularies that are 2x larger than low income families

Data Source: Betty Hart and Todd R. Risley, "The Early Catastrophe"

English Language Learner students at Title I schools have additional challenges because often they are not exposed to the same number of words.

The goal of the Zoom Pre-K and Full Day Kindergarten programs is to significantly reduce these gaps.

Zoom funds are helping over 700 kindergarteners in Washoe County School District this year!

Elementary Schools	Full K	Student: Teacher Ratio
Anderson Elementary School	84	17:1
Bernice Mathews Elementary School	112	18:1
Echo Loder Elementary School	102	16:1
Glenn Duncan STEM Academy	87	18:1
Rita Cannan Elementary School	117	16:1
Roger Corbett Elementary School	74	14:1
Sun Valley Elementary School	92	18:1
Veterans Memorial STEM Academy	49	12:1

A message from our Area Superintendents

The Zoom Schools initiative represents a major strategic effort by our State to ensure our English language learners are gaining the necessary skills to graduate on time and college and career ready. Washoe County School District's 8 Zoom schools are fully committed to improving student achievement by fostering a rich learning environment for all. These elementary schools, Anderson, Cannan, Corbett, Duncan, Loder, Mathews, Sun Valley and Veterans, are excited to be leading the Zoom initiative in our district. We will be closely monitoring student achievement in reading and language development, and we look forward to improved student outcomes we can all be proud of!

— Debra Biersdorff, Area Superintendent for Acceleration Zone and Roger Gonzalez, Area 2 Superintendent

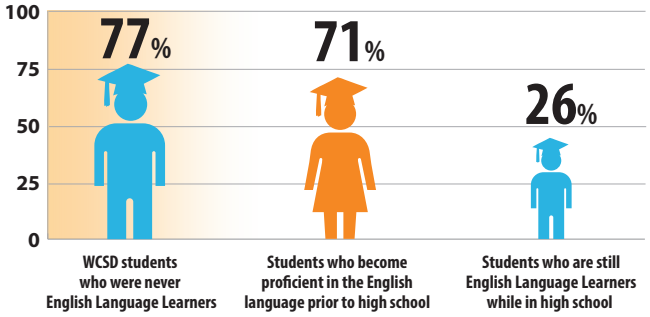
Students get help from their teachers to improve reading skills

Reading Skills

Strong reading skills are necessary for success in school and for graduating with promising college or career opportunities. The sooner we help our young students become great readers, the quicker they can move beyond learning how to read and focus on learning academic content. Better readers leads to smarter students.

The WCSD Zoom Reading Skills program will help to boost reading achievement by adding extra staff into classrooms to assist with strategic guided reading instruction. During guided reading, students receive personalized instruction that is tailored to their reading level and focused upon the specific reading skills each child must master in order to access more challenging texts. Guided reading also serves as an excellent diagnostic exercise to ensure that students are making steady progress towards reading proficiency.

2014 Graduation Success Rates for English Language Proficiency



The graph above shows how important it is for students to become proficient in the English language as early as possible. There is a dramatic decrease in the graduation rate between students who were proficient before entering high school and those who are still considered English Language Learners in high school.

A message from WCSD's Board of Trustees Representative on the English Mastery Council

I know that a school principal with a deep knowledge of instructional strategies in reading, writing, speaking, and listening skills for all students can lead to school success. Additionally, under effective leadership, a school-wide intensive plan focusing on the development of both language acquisition and literacy skills for all children will increase student achievement. By effectively utilizing resources, such as time, people, and materials, as well as building the capacity of our teachers through job-embedded professional development in the pursuit of meeting the needs of all students in these critical learning areas, we will have success in our Zoom schools. Additionally, meaningful engagement of our parents, families, and wider community in this effort assures us of meeting both short and long term goals and provides the support and commitment necessary to continue growth and improvement.

— Barbara McLaury, WCSD Board of Trustees Member

Zoom teacher assistant training

Intersession Activities and Summer Academy

WCSD's new balanced calendar provides breaks throughout the year. All Zoom schools are using intersession time to offer extra learning opportunities for students. Recent intersession activities have included guided reading, science and math instruction, and enrichment activities.

Each Zoom school will also be encouraging students to attend a 5 week 2015 Summer Academy to receive additional instruction aimed at improving literacy skills and expanding vocabulary. Additionally, several Zoom schools will provide families with access to the school library during the summer break.

State Performance Framework

Anderson Elementary School Profile

Grades K-6 • 468 Students

IEP 10% | ELL 47% | FRL 100%

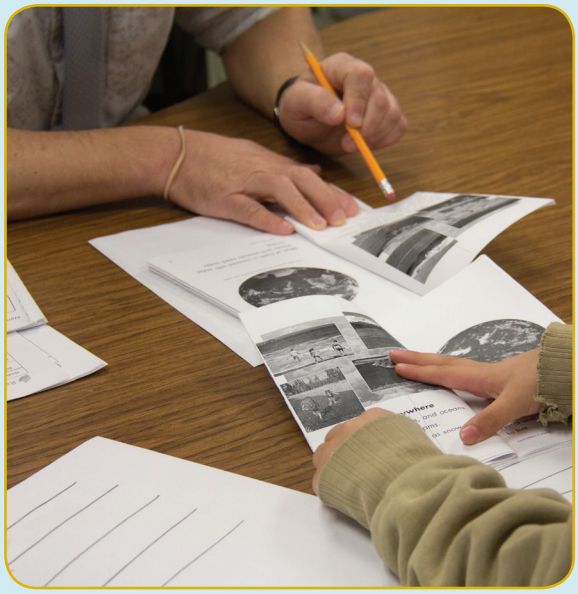
Percentage of students who:
IEP: Have an Individualized Education Plan
ELL: Are English Language Learners
FRL: Qualify for Free/Reduced lunch

Joe Ernst,
Anderson ES Principal

Anderson Elementary School – proud to be a WCSD Zoom School.

We have already begun to see a positive impact the funding is having on our students. With smaller student to teacher ratios our kindergarteners have shown outstanding growth in reading, with nearly 75% of our students on the pathway to meet grade level standards by the end of the school year. The reading centers will further extend our capacity to provide targeted small group English Language Arts instruction with highly trained teacher assistants. The additional Zoom funding allows us to purchase materials to support students' understanding of new Nevada Academic Content Standards, beginning with greater proficiency in understanding letter/sound relationships all way to becoming more proficient in reading new and relevant informational text. We have provided intersessions and summer school over the past year. Our students were motivated and greatly benefited from the extra time at school. At Anderson ES we are appreciative of Zoom funding and can already see the substantial impact on student learning.

— Joe Ernst, Principal of Anderson Elementary School



Zoom students receive targeted reading instruction

State Performance Framework

Bernice Mathews Elementary School Profile

Grades K-5 • 609 Students

IEP 12% | ELL 57% | FRL 100%

Percentage of students who:
IEP: Have an Individualized Education Plan
ELL: Are English Language Learners
FRL: Qualify for Free/Reduced lunch

Heidi Gavrilles,
Mathews ES Principal

Nevada is making the commitment to provide a good foundation for early success for our students.

Zoom is allowing us to focus on early intervention. Past initiatives and accountability systems have forced us to focus energy and resources beginning at third grade. That short-sighted approach often left our struggling young learners waiting until third grade for intensive intervention. This school year we had fewer than 3% of our kindergarten students beginning the year with the kindergarten readiness skills to be considered "on level." Schools struggle to catch them up and often are unable to do so by third grade. With Zoom, our children will have the benefit of effective PK-2 support, and will never be behind. This proactive approach will benefit Nevada's children immensely. Zoom is the educational equivalent of an "ounce of prevention being worth a pound of cure." At Mathews Elementary School we are using Zoom funds to provide Pre K programming; intersession during school breaks in the winter, spring and summer; small group reading for K-2; and leveled reading materials.

— Heidi Gavrilles, Principal of Bernice Mathews Elementary School

Explicit language instruction leads to confident students

State Performance Framework

Echo Loder Elementary School Profile

Grades K-6 • 581 Students

IEP 10% | ELL 68% | FRL 100%

Percentage of students who:
IEP: Have an Individualized Education Plan
ELL: Are English Language Learners
FRL: Qualify for Free/Reduced lunch

Dina Ciaramella,
Loder ES Principal

Echo Loder Elementary will benefit a great deal from the state Zoom funding initiative.

These funds allow us to provide an academic learning experience for our youngest students in preschool all the way to our transitional learners in third grade. The class size reduction in our kindergarten classrooms promotes a learning environment that meets the individual needs of every student and provides multiple opportunities to practice and improve upon speaking and language skills. We know through copious amounts of research data that students have a greater chance of graduating from high school and becoming college and career ready when they have been exposed to academic language and school environments at an early age. Along with the emphasis on Early Childhood education, the Reading Centers offer additional focused interventions for students in grades Kindergarten through third grade. These centers will support us in our continuous efforts in closing the achievement gap. Echo Loder looks forward to tracking the success of our students as they continue to grow and benefit from the Zoom Funding initiative.

— Dina Ciaramella, Principal of Echo Loder Elementary School

Writing skills are taught throughout each school day

State Performance Framework

Glenn Duncan STEM Academy Profile

Grades K-5 • 444 Students

IEP 15% | ELL 55% | FRL 100%

Percentage of students who:
IEP: Have an Individualized Education Plan
ELL: Are English Language Learners
FRL: Qualify for Free/Reduced lunch

Susan Kehoe,
Duncan ES Principal

I am pleased that Glenn Duncan STEM Academy is one of 8 recipients in Washoe County to receive Zoom funding for the 2013-14 and 2014-15 school years.

Research has clearly demonstrated the importance of high quality early childhood education and its strong influence on children's later development and learning. Zoom funding will allow us to focus more efforts on our Pre-Kindergarten through 3rd grade in a number of ways. In addition to our Pre-Kindergarten and Kindergarten teachers being funded by Zoom, I am very excited that Zoom is funding three Teacher Assistants and a shared Reading Facilitator at Duncan. This will allow us to provide more targeted reading instruction and support to our primary students. Two weeks of Intersession and five weeks of Summer Academy during each year will also allow our teachers to provide additional instruction with the goal of increasing students' reading proficiency. These supports would not be possible without the benefit of Zoom funding.

— Susan Kehoe, Principal of Glenn Duncan STEM Academy

Students attending a recent winter intersession at Duncan ES

State Performance Framework

Rita Cannan Elementary School Profile

Grades K-6 • 730 Students

IEP 15% | ELL 48% | FRL 100%

Percentage of students who:
IEP: Have an Individualized Education Plan
ELL: Are English Language Learners
FRL: Qualify for Free/Reduced lunch

Dr. Kelly Humphreys,
Cannan ES Principal

Rita Cannan Elementary School gratefully celebrates the tremendous support offered to our diverse learners through the Zoom initiative.

When serving populations of learners who are doubly impacted by poverty and the simultaneous acquisition of English Language and early literacy skills, teachers and resources can be stretched very thin. Zoom funding allows Rita Cannan to increase the quantity and quality of instructional minutes that our deserving and eager learners spend with teaching professionals. The addition of three teaching assistants to our staff has meant that students who previously had to wait for support from a single classroom teacher now have almost immediate access to reading professionals trained to support the rigorous demands of the new Nevada Academic Content Standards. We have been able to use Zoom resources to augment the amount of content-rich text our students encounter through guided reading, maximizing the coherence of our students' learning day.

— Dr. Kelly Humphreys, Principal of Rita Cannan Elementary School

Students work together to share their ideas and practice their literacy skills

State Performance Framework

Roger Corbett Elementary School Profile

Grades K-6 • 507 Students

IEP 11% | ELL 61% | FRL 100%

Percentage of students who:
IEP: Have an Individualized Education Plan
ELL: Are English Language Learners
FRL: Qualify for Free/Reduced lunch

Denise DuFrene,
Corbett ES Principal

Our school is excited for Zoom and how this initiative is supporting our students academically.

Students and their families access pre-school to gain readiness skills, increase their English language development and prepare them for Kindergarten. Students in our Pre-K class receive developmentally appropriate instruction in math and reading.

For our students in K-3 who need additional support, they are receiving intensive, small group instruction to meet their needs, which will allow them to become proficient readers. This funding gives the students the support they need in the early grades so that their reading skills are supported before they get into the upper grades. Zoom will make a difference for the students at Corbett because the funding gives our students the access to Pre-school and reading intervention support in the early years of schooling. We are thankful for this money!

— Denise DuFrene, Principal of Roger Corbett Elementary School

Zoom supports the success of all students!

State Performance Framework

Sun Valley Elementary School Profile

Grades K-6 • 668 Students

IEP 12% | ELL 48% | FRL 100%

Percentage of students who:
IEP: Have an Individualized Education Plan
ELL: Are English Language Learners
FRL: Qualify for Free/Reduced lunch

Prim Walters,
Sun Valley ES Principal

The Zoom initiative is providing powerful academic interventions for the students of Sun Valley Elementary School.

Zoom monies have provided a powerful intervention, helping our staff to get our PreK through 2nd grade students up to grade level in reading. Half of our students, entering PreK or Kindergarten, are ELL, and many have not even been exposed to reading, math or writing. With the help of Zoom, we are strategically working to ensure our 3rd graders are on grade level. The extra support of Zoom Assistants for differentiated guided reading, as well as the extra resources, will help us provide the education our student deserve. Zoom funding, along with all of our efforts, is already making a difference. Our formative assessments are showing immediate growth and proficiency in our primary grades. Not only are we using these funds during the school day, we are also looking forward to a focused intervention during our winter and spring breaks.

— Prim Walters, Principal of Sun Valley Elementary School

3rd grade students preparing to start their day at Sun Valley ES

State Performance Framework

Veterans Memorial STEM Academy School Profile

Grades K-6 • 408 Students

IEP 15% | ELL 55% | FRL 100%

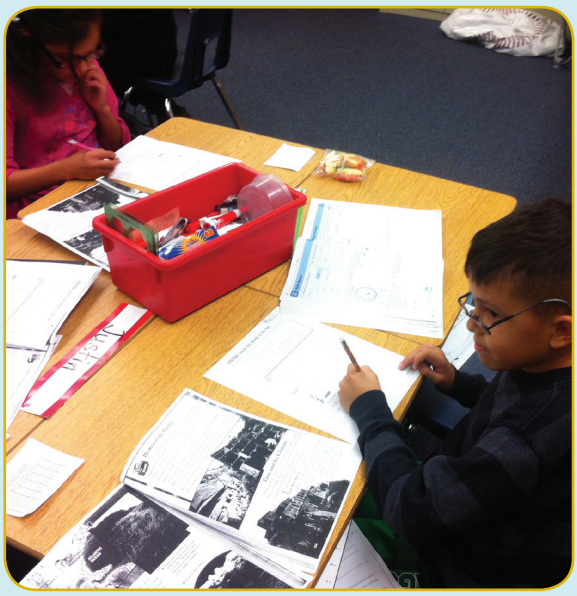
Percentage of students who:
IEP: Have an Individualized Education Plan
ELL: Are English Language Learners
FRL: Qualify for Free/Reduced lunch

Jenni Anderson,
Veterans ES Principal

Veterans Memorial STEM Academy has been serving the students of WCSD since 1948.

Our amazing staff works to ensure that students are continuously engaged in high level learning activities throughout the instructional day. The majority of our student population comes from Spanish speaking homes. Utilizing strategies suited for English Language Learners is a must. This is imperative not only for our bilingual students, but also for our students who come from families living in poverty. The Zoom funding that has been allocated for Veterans allows for us to bring on additional staff to support our diverse learners. Two additional teaching assistants will mean smaller group sizes for classroom instruction as well as intervention. Our school is spending significant time refocusing on core classroom instruction and our guided reading practices. With the addition of this new staff, our implementation will be seamless as students receive instruction from either classroom teachers or support staff.

— Jenni Anderson, Principal of Veterans Memorial STEM Academy



Rigorous academic expectations for all students are supported by Zoom

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