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**DALE A.R. ERQUIAGA**  
Superintendent of Public Instruction



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July 1, 2015

## **GUIDANCE MEMORANDUM #15-06**

**TO:** All School Districts and Charter Schools

**FROM:** Dale A.R. Erquiaga  
Superintendent of Public Instruction

**SUBJECT:** Zoom Schools – Senate Bill 405

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This guidance memorandum is issued pursuant to the authority provided in NRS 385.175(5), directing the Superintendent of Public Instruction to enforce the observance of Title 34 of Nevada's statutes and all other statutes and regulations governing public education.

Senate Bill 405 (SB 405) of the 78<sup>th</sup> Regular Session expanded programs and services for English Learners across the state, and the bill becomes effective July 1, 2015. Through SB 405, significant increased funding was appropriated for Clark and Washoe County School Districts to continue and expand the programming at Zoom elementary schools and to expand programs and services to secondary schools during the 2015-17 biennium. SB 405 also authorizes school districts other than Clark and Washoe and the governing body of a charter school to apply to the Department of Education for a grant to provide programs and services to eligible children who are English Learners.

With the increased focus on program accountability, SB 405 requires the State Board of Education to prescribe statewide performance levels and outcome indicators to measure the effectiveness of the programs and services. SB 405 also requires the Department of Education to contract for an independent evaluation of the effectiveness of the programs and services provided by the school districts and charter schools that received SB 405 funding.

The attached documents are intended to provide guidance related to the implementation of SB 405, you will find two guidance documents: Nevada Zoom Grant Districts and Nevada's Zoom Schools (Clark and Washoe). Many of the questions asked by Clark County School District in their letter dated June 10, 2015, are addressed in the attached guidance documents. The following questions not specifically answered within the guidance documents will be addressed in future memorandum or action.

- Full-day Kindergarten – Guidance forthcoming.
- Recruitment and Retention Incentives – The State Board of Education will prescribe, through policy in advance of regulation, the list of recruitment/retention incentives at the July 23, 2015 meeting.

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- Corrective Action for Districts –The State Board of Education will address this responsibility in due course. No district/charter school action is necessary at this time. The Superintendent of Public Instruction maintains the authority to issue Corrective Action in the enforcement of Title 34.
- Evidence-based Programs – The approval of programs meeting the evidence-based criteria is addressed within district and school plans submitted to the Department for review and approval. Districts and charter schools are encouraged to review the literature and offer those programs that meet this rigorous standard.
- Performance Levels and Outcomes – The State Board of Education will address this responsibility in due course. Within the attached guidance you will find the state theory of action and adopted goals. Districts are encouraged to align strategy to the state goals.
- K-3 Assessment System – The State Board of Education will take the first steps in identifying K-3 assessments for literacy under the requirements of Senate Bill 391 at the July 23, 2015 meeting.

A handwritten signature in blue ink, reading "Dale A. Equiano". The signature is written in a cursive style with a large initial "D" and a long, sweeping underline.

June 10, 2015

BOARD OF SCHOOL TRUSTEES

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Pat Skorkowsky, Superintendent

Dale A.R. Erquiaga  
Superintendent of Public Instruction  
Nevada Department of Education  
700 E. Fifth Street  
Carson City, NV 89701

Dear Mr. Erquiaga:

The Clark County School District is ready to implement the work the Department of Education was able to accomplish during this legislative session. At this time, we are requesting a guidance memo related to legislation recently passed and signed into law. As the state superintendent of instruction, you were instrumental in the passage of these new programs, and we seek your guidance as we implement the new requirements. Many of the newly passed bills become effective on July 1, 2015. This requires immediate action by school districts across the state, given the current date and unclear scope of work and expectations in each bill.

**Senate Bill 405 Questions:**

1. If a Zoom School falls under the criteria established under Section 30 of SB515 (“A school district shall allocate the money by assigning first priority to those schools within the school district that have the highest percentage of pupils who are eligible for free or reduced price lunches”), will full-day kindergarten be funded out of funds allocated per SB405 funds or SB515 Section 30?
  - a. Because SB504 states that a Zoom elementary school “shall offer each of the programs,” including full-day kindergarten, how should the provision on full-day kindergarten be included on the annual report required by SB405, Section 1, Subsection 15, if funds are allocated per SB515, Section 30?
2. Does Section 1, Subsection 6, limit school districts to the use of 2 percent of the funds on Professional Development, Recruitment and Retention Incentives, and Parent/Family Engagement activities *inclusively*? Or does this Subsection limit 2 percent of the funds to be used on *each* of those programs/services?
3. May Zoom dollars be used to pay for any expenses related to the Zoom school, thereby freeing up dollars for other uses?
4. When will the Board of Education prescribe the recruitment and retention incentives available to Zoom Schools required by Section 1, Subsection 12(a)?

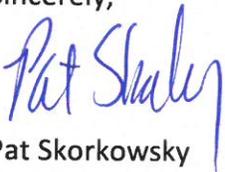
Mr. Erquiaga  
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June 10, 2015

5. When will the Board of Education prescribe the criteria and procedures required by Section 1, Subsection 12(b)?
6. When and how will the Department of Education provide the approved list for secondary evidence-based programs required by Section 1, Subsection 7?
7. When will the Board of Education prescribe the performance levels and outcome indicators required by Section 1, Subsection 13?
8. Regarding the annual report required of school districts by Section 1, Subsection 15, does the format and type of information included for last session's implementation of Zoom Schools meet this requirement?
9. Can a school have more than one designation (i.e. Zoom and Victory)?
10. When will the State designate a K-3 assessment system that aligns directly to the CRT to measure our primary students to determine if they are proficient by the end of Grade 3?
11. Will districts be allowed to continue to budget by project, allowing for flexibility and bridge programming?

Since Senate Bill 405 becomes effective on July 1, 2015, a response to the questions above is requested by July 1, 2015, to ensure compliance, as well as a consistent and successful implementation. Without this vital information and clarification of these questions, it will be extremely difficult to be ready for full implementation.

We appreciate your immediate attention to this request. Our team is ready and willing to meet with individuals or teams from the Department to work through these questions. I cannot overstate the sense of urgency that the diligent staff of the Clark County School District feels at this critical time.

Sincerely,



Pat Skorkowsky  
Superintendent of Schools

"Every student in every classroom, without exceptions, without excuses"

cc: Clark County School District Board of Trustees  
Elaine Wynn, president, Nevada State Board of Education  
Members, Nevada State Board of Education  
Nevada Association of School Superintendents

# NEVADA'S ZOOM GRANT DISTRICTS



*GUIDANCE*  
*July 2015*

Information in this document is designed to provide initial guidance to school districts other than Clark and Washoe and to the state public charter school authority. Hereafter they will be referred to as Zoom Grant Districts. Additional guidance will be provided as the 2015-16 school year progresses.

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# **A. Nevada English Learner Program- Senate Bill 405: Zoom Grant Districts**

## **Historical Background**

The 2013 77<sup>th</sup> Nevada legislative session delivered groundbreaking legislation for Nevada's English Language (ELs). Senate Bill 504 (SB 504), signed into law in June of 2013, stated that "children who are limited English proficient benefit from instruction that is designed to address the academic and linguistic needs of those children" [SB 504 Sec.2.1(b)]. "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" [SB 504 Sec 2.1(c)].

## **Introduction**

During the 78<sup>th</sup> Nevada legislative session, Governor Sandoval supported the expansion of programs and services for English Learners through Senate Bill 405 (SB 405). Through SB 405, significant increased funding was appropriated for Clark and Washoe County School Districts to continue the programming of Zoom elementary schools and to expand programs and services to secondary schools during the 2015-17 biennium. SB 405 also authorizes school districts other than Clark and Washoe and the governing body of a charter school to apply to the Department of Education for a grant to provide programs and services to eligible children who are English Learners.

With the increased focus on program accountability, SB 405 requires the State Board of Education to prescribe statewide performance levels and outcome indicators to measure the effectiveness of the programs and services. SB 405 also requires the Department of Education to contract for an independent evaluation of the effectiveness of the programs and services provided by the school districts and charter schools that received SB 405 funding.

This document is intended to provide guidance related to the implementation of SB 405. Districts are encouraged to review the full text of SB 405 available at the following link:

<https://www.leg.state.nv.us/App/NELIS/REL/78th2015/Bill/2043/Overview>

## **NDE State Goals and Theory of Action**

State law requires the State Board of Education to develop an annual plan to improve the achievement of pupils enrolled in Nevada public schools. This plan, commonly referred to as the "State Improvement Plan," or "STIP," is prepared for Board consideration by the Superintendent of Public Instruction and staff of the NDE, as well

as a variety of stakeholders. The focus of the current plan is college and career readiness of all students in the K-12 public education system, as well as the system's own state of readiness for fully realizing the kind of change required by recent reform initiatives, such as Zoom Schools, and the current realities of Nevada's student population. Guiding the department's work are the established goals of the STIP:

- Goal 1: All students are proficient in reading by the end of 3<sup>rd</sup> grade.
- Goal 2: All students enter high school with the skills necessary to succeed.
- Goal 3: All students graduate college and career ready.
- Goal 4: Effective educators serving students at all levels.
- Goal 5: Ensure efficient and effective use of public funds to achieve the highest return on education investment.

Aligned with the state goals, the NDE's Theory of Action on statewide initiatives describes the department's orientation and focus on the imperative of preparing Nevada's children for future success. It also demonstrates its commitment to the goals of the Zoom Schools program by strategically aligning specific programs to target improved outcomes for students. The current Theory of Action is as follows:

***If the state***

- *provides for differentiated funding based on student need,*
- *establishes a policy and funding framework that balances local implementation with statewide evaluation for purposes of accountability,*
- *ensures alignment of existing and new programming across the state, and*
- *uses state dollars effectively and efficiently...*

***Then our state's children will***

- *be proficient readers upon exit from third grade,*
- *be adequately prepared in middle school to engage and succeed in rigorous high school curriculum,*
- *graduate college or career ready, and*
- *be served by effective educators.*

The statewide Theory of Action is coupled with the Theory of Action for Underperforming Schools. This Theory of Action is specifically focused on moving underperforming schools towards successful outcomes for students. Zoom Schools are not only designated due to their English Learner status, but they are also designated due to their low-performing status. The following Theory of Action guides the NDE's work with Underperforming Schools and, to a certain extent, the department's work with Zoom Schools:

***If the NDE provides underperforming schools with a structured diagnostic and planning process focused on three priority areas:***

- *School leadership,*
- *Tier 1 instruction aligned to standards,*

- *Teacher professional learning communities that analyze and use data to strengthen instruction; and*

*Districts provide schools with the conditions required for successful school turnaround, including freedom from certain all district programs and requirements and the freedom and resources to identify and build programs and capacity to address their specific needs; and*

*The NDE identifies external organizations that can provide schools with support in diagnostic and planning and the three priority areas; and*

*The NDE establishes a Leadership Network to support school leaders; and*

*The NDE, school and district leaderships utilize all available resources to provide schools with that support; and*

*The NDE works with schools, district and support organizations to monitor implementation and identify and solve problems; and*

*The NDE, Districts, and Schools build shared social trust among parents, students, teachers, administrators and staff;*

***Then all underperforming schools will exit their low-performing status within three years.***

Alignment of the department's work is key towards moving schools to successful outcomes for Nevada's students. NDE Goals and Theory of Action guides and focuses the work necessary for rapid and improved achievement for all of Nevada's students.

## ***B. Zoom Grant District Program Selection (districts other than Clark and Washoe)***

### **B.1. Participating SB 405 Schools**

Zoom Grant Districts are to determine which allowable SB 405 programs and services for English Learners will be provided and will submit to the Nevada Department of Education (NDE) an application that includes:

1. the number of pupils in the school district or charter school who are English Learners (ELs); and
2. a description of the programs and services the school district or charter school will provide with SB 405 funds [*SB 405 Sec. 1.8(a-b)*].

### **B.2. Restriction on Multiple Designations**

No school may be eligible to receive funding from more than one of the following state grants: Zoom, Victory, and Read by Third Grade. It may be possible in a rural or small school context where a Zoom school may apply for a Read by Third Grade grant.

### **B.3. Report to State of Zoom Grant District Programs and Services**

On or before August 1, 2015 Zoom Grant Districts shall submit to the Department of Education the required information through the ePAGE system that includes:

- a list of the SB 405 programs and services that will be provided by the Zoom Grant Districts; and
- the plan for carrying out the programs and services, including the names of schools/sites where the programs and services will be provided [*SB 405 Sec 1.11(b)*].

## **C. Zoom Grant District Requirements**

### **C.1. SB 405 Programs and Services**

SB 405 allows Zoom Grant Districts to provide one or more of the following programs and services:

- Creation or expansion of Prekindergarten programs;
- Acquisition of reading assessment tools and/or the implementation of technology-based tools to support EL student learning;
- Professional Development;
- Summer School or Before/After school activities;
- Family Engagement opportunities;
- Offer Recruitment and Retention Incentives;
- Other evidenced based programs [Sec 1.8(b)(1-7)].

SB 405 requires that districts shall not use more than 2% of the SB 405 money for the purposes of:

- Professional Development,
- Recruitment and Retention Incentives, and
- Family Engagement (SB 405 Sec 1.10).

#### **To clarify:**

- *The total amount of SB 405 funds spent on Professional Development, Recruitment and Retention Incentives, and Family Engagement, inclusively, cannot exceed 2% of the SB 405 allocation.*

### **C.2. Use of Funds and Allocations**

All SB 405 funds must be used only for allowable programs and services as identified in SB 405 sec 1.8(b)(1-7). The funds may not be used for any other purpose.

Zoom Grant Districts must be able to account for funds separately, may not be used to settle or arbitrate disputes, and may not be used to adjust the district-wide schedules of salaries and benefits of the employees of a school district [SB 405 Sec 1.18(a-c)].

The 2015-16 allocations to districts are based on the 2014-15 K-12 count of ELs in each district at a rate of \$660 per pupil. Each district must submit an application for funds through the ePAGE system (details provided in section C.4. of this guidance). The awards are not competitive. Carryover of unused funds is allowable for the first year (2015-16). Funds not expended by June 30, 2017 will revert to the state.

Districts	Number of K-12 ELLs SY 2014-15	Allocation FY 2015-16
Carson City	1,385	\$915,016
Churchill	276	\$182,343
Douglas	334	\$220,661
Elko	1,119	\$739,280
Esmeralda	13	\$8,589
Eureka*	6	\$3,964
Humboldt	461	\$304,565
Lander	94	\$62,102
Lincoln	12	\$7,928
Lyon	524	\$346,187
Mineral*	14	\$9,249
Nye	368	\$243,124
Pershing	47	\$31,051
Storey*	1	\$661
State Charter Authority	783	\$517,298
White Pine	33	\$21,802
<b>Total</b>	<b>5,470</b>	<b>\$3,613,820</b>

### C.3. Monitoring and Data Collection

Districts, in collaboration with the NDE, are responsible for ensuring that SB 405 programs and services are implemented with fidelity at each of the participating schools/sites. Additionally, the NDE will conduct monitoring to verify that SB 405 programs and services are being implemented appropriately as defined in the district plans. NDE will contact districts to schedule annual monitoring for the SB 405 programs and services and reserves the right to schedule more monitoring if deemed necessary. Monitoring may include, but is not limited to, on-site or desktop monitoring, district meetings, conference call and webinars.

To meet the annual report deadline for 2016, Zoom Grant Districts are asked to submit data results by May 15, 2016 to be included in the Annual Report [SB 405 Sec 15-16].

### C.4. Application Process

Zoom Grant Districts will submit an application for SB 405 funds through the ePAGE system, NDE's Electronic application and grant management system. The ePAGE system is available at: <http://ePAGE.doe.nv.gov/ePAGE/user/signin.aspx>. The 2015-16 ePAGE application will be available July 1, 2015 and is due August 1, 2015.

SB 405 requires the submission of district-level programs and services plans. Zoom Grant Districts must submit a plan for implementing the SB 405 programs and services through the ePAGE system by August 1, 2015 [SB 405 Sec 1.8]. This is done by

completing the SB 405 District Programs and Services Plan template and by uploading the file as a “Related Document” in the district ePAGE Application for SB 405 Funds. The Nevada Department of Education reserves the right to require Local Education Agencies (LEAs) to amend any and all applications before subgrant awards are approved.

Schools within Zoom Grant Districts that provide SB 405 programs and services should integrate a description of all school improvement efforts into a consolidated school performance plan (SPP). NDE will be providing guidance to districts and schools on how this will be achieved. At a minimum, schools providing SB 405 programs and services will need to include those activities on the SPP’s budget page. Additionally, NDE staff will guide schools to also include information relative to SB 405 activities within their Comprehensive Needs Analysis as well as Action Steps under identified goals. The school will need to update the SPP prior to the SB 405 monitoring.

### **C.5. New Requirements: Implementation Procedures and Performance Levels**

SB 405 requires the State Board of Education (SBE) to prescribe specific criteria and procedures for identifying and notifying a district or charter school that is not implementing the programs and services for which the SB 405 were allocated.

The statute also directs the SBE to prescribe statewide performance levels and outcome indicators to measure the effectiveness of the programs and services for which the SB 405 funds were allocated. Performance levels and outcome indicators will track short-term and long-term impacts on the progress of children who participate in the programs and services. Zoom Grant Districts will be accountable for progress of students in acquiring language proficiency and academic achievement and growth in English Language Arts and Mathematics.

As the SBE establishes new policies related to SB 405 further guidance will be provided to districts.

If it is determined that a school district is not implementing the programs or services for which it received money or does not meet the performance levels prescribed by the State Board of Education, a plan of corrective action must be developed and implemented and that results in meeting the requirements and/or performance levels *[SB 405 Sec 1.12(b)]*.

### **C.6. Assessment**

In order for districts to demonstrate that Zoom Grant Districts are achieving SBE prescribed performance levels, participating schools will need to assess student performance using assessments identified in the SB 405 District Programs and Services Plan template.

To measure English Language acquisition, the State of Nevada prescribes WIDA assessments (E.g. ACCESS 2.0, ALT ACCESS, MODELS).

To measure academic achievement and growth in language arts and mathematics, the state of Nevada is in the process of determining allowable assessments that are valid and reliable. Until then, Zoom schools must measure academic achievement and growth in language arts and mathematics, using assessments that are valid and reliable.

## **C.7. Evaluation**

SB 405 outlines two specific program evaluation components: an NDE-generated evaluation report of districts and an independent evaluation (*SB 405 Sec 14 & 15*).

Districts will collect and submit their own data in preparation for the NDE-generated evaluation report based on data analysis to be submitted as part of the annual report.

As required by law, the NDE will also contract for an independent evaluation of the effectiveness of the programs and services offered under SB 405. Information regarding the independent evaluation process will be provided to school districts through the NDE website.

## **C.8. Annual Report**

Through collaboration, NDE will establish a consistent format for districts to submit data for the required annual report. By law, this report will include (*SB 405 Sec 15*):

1. A list of identified schools that received money from the districts;
2. The amount of money each school received;
3. A description of the programs or services for which the money was used;
4. The number of children who participated in programs offered;
5. The average per-child expenditure per program or service funded;
6. An evaluation of the effectiveness of such programs and services, including data regarding the academic and linguistic achievement and proficiency of children who participated in the programs or received services; and
7. A list of any recommendations for legislation including:
  - a. The continuation or expansion of programs; and
  - b. A plan for transitioning the funds from a categorical funding to weighted funding.

NDE will complete and submit the annual report for 2015-16 on or before June 15, 2016 (*SB 405 Sec 16*).

## **Section D. Zoom School/Program Timeline 2015/16:**

The following timeline outlines the estimated/proposed dates for SB 405 activities:

<b>PROPOSED TIMELINE for Zoom Schools/Zoom Programs</b>	
<b>DATE</b>	<b>ACTIVITY</b>
July 1, 2015	Initial Guidance for Zoom Grant Districts released
July 1, 2015	SB 405 ePAGE Application released by NDE
August 1, 2015	2015-16 Zoom Grant District Application due in ePAGE
August 17, 2015	NDE submission of SB 405 report due to Director of Legislative Counsel Bureau
May 15, 2016	Zoom Grant Districts submit SB 405 programs and services data to NDE for Annual Report
June 15, 2016	Annual Report to the Legislative Committee on Education submitted by NDE
June 30, 2016	End of FY16
August 15, 2016	SB 405 FY16 Final Financial Report (FFR) due to NDE

## Section E: Contacts

Zoom NEVADA DEPARTMENT OF EDUCATION CONTACTS		
Name	Title	Contact Information
Jane Splean	Supervisor, Office of School and Support Services, EL Services	775-687-9148 <a href="mailto:jsplean@doe.nv.gov">jsplean@doe.nv.gov</a>
Blakely Hume	Education Programs Professional, EL Services	775.687.9192 <a href="mailto:bhume@doe.nv.gov">bhume@doe.nv.gov</a>
Karl Wilson	Education Programs Professional, EL Services	702-668-4311 <a href="mailto:karlwilson@doe.nv.gov">karlwilson@doe.nv.gov</a>

# NEVADA'S ZOOM SCHOOLS (Clark and Washoe)



***SB 405 GUIDANCE***  
*July 2015*

Information in this document is designed to provide initial guidance to Clark and Washoe County School districts and their Zoom Schools for the 2015-16 school year. Additional guidance will be provided as the 2015-16 school year progresses.

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## **A. Nevada English Learner Program- Senate Bill 405: Zoom Schools**

### **Historical Background**

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Goal 4: Effective educators serving students at all levels.

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- *provides for differentiated funding based on student need,*
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- *School leadership,*
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- *Teacher professional learning communities that analyze and use data to strengthen instruction; and*

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***Then all underperforming schools will exit their low-performing status within three years.***

Alignment of the department's work is key towards moving schools to successful outcomes for Nevada's students. NDE Goals and Theory of Action guides and focuses the work necessary for rapid and improved achievement for all of Nevada's students.

## ***B. Zoom School Identification***

### **B.1. Zoom Elementary Schools**

The Board of Trustees of Clark and Washoe County School Districts shall identify the elementary schools within the school district to operate as Zoom elementary schools based upon which elementary schools:

1. have the highest percentage of pupils who are limited English proficient or eligible for designation as limited English proficient; and
2. are the lowest performing academically (*SB 405 Sec 1.1*).

### **B.2. Zoom Secondary Schools**

The Board of Trustees of Clark and Washoe County School Districts shall identify the secondary schools within the school district to operate as Zoom secondary schools based upon which secondary schools:

1. have the highest percentage of pupils who are limited English proficient or eligible for designation as limited English proficient; and
2. are the lowest performing academically (*SB 405 Sec 1.5*).

Clark County School District is required to identify at least three secondary schools (middle, junior high or high schools) within the school district as Zoom schools.

Washoe County School Districts is required to identify at least one secondary school (middle, junior high or high school) within the school district as a Zoom school (*SB 405 Sec 1.5*).

### **B.3. Restriction on Multiple Designations**

The legislative intent is clear that no school may be eligible to receive funding from more than one of the following state grants: Zoom, Victory (SB 432) and Read by Third Grade (SB 391).

### **B.4. Report to State of Zoom School Identification**

On or before August 1, 2015 Clark County and Washoe County School Districts must submit a report to the Department of Education that includes:

1. Zoom Elementary schools identified by the School Districts and the plan of each school for carrying out the Zoom programs and services; and
2. Zoom secondary schools identified by the School District and the plan of each school for carrying out the programs and services (*SB 405 Sec 1.7*).

## C. Zoom School Requirements

### C.1. Zoom Elementary School Programs and Services

The Board of Trustees of the Clark and Washoe County School Districts will determine the allocations for the identified elementary Zoom Schools. Each Zoom elementary School must provide **all** of the following programs and services:

- Provide Prekindergarten programs free of charge;
- Expand full-day kindergarten classes;  
*The NDE is working with Legislative Counsel Bureau staff and Department of Administration to develop guidance regarding the funding for full day kindergarten in Zoom elementary schools. The NDE will update this guidance document as new information becomes available.*
- Operate reading skills centers;
- Provide summer academy or intersession activities;
- Provide professional development;
- Offer recruitment and retention incentives; and
- Provide family engagement opportunities [SB 405 Sec 1.2(a-g)].

SB 405 requires that districts shall not use more than 2% of the SB 405 money for the purposes of:

- Professional Development,
- Recruitment and Retention Incentives, and
- Family Engagement (SB 405 Sec 1.3).

#### **To clarify:**

- *The total amount of SB 405 funds spent on Professional Development, Recruitment and Retention Incentives, and Family Engagement, inclusively, cannot exceed 2% of the SB 405 allocation.*
- *Schools may utilize other funding sources to satisfy implementation requirements of SB 405 programs and services.*

### C.2. Zoom Secondary School Programs and Services

The Board of Trustees of the Clark and Washoe County School Districts will determine the allocations for the identified secondary Zoom Schools. Each Zoom secondary school must provide **at least one** of the following programs and services:

- Reduce class sizes for pupils who are limited English proficient and provide English language literacy based classes;
- Provide direct instructional intervention to each pupil who is limited English proficient using the data available from applicable assessments of that pupil;

- Provide for an extended school day;
- Provide, free of charge, a summer academy or an intersession academy for those schools that do not operate on a traditional school calendar, including, without limitation, the provision of transportation to attend the summer academy or intersession academy;
- Provide professional development for teachers and other licensed educational personnel regarding effective instructional practices and strategies for pupils who are limited English proficient;
- Offer recruitment and retention incentives for teachers and other licensed educational personnel who provide any of the programs and services set forth in this subsection from the list of incentives prescribed by the State Board of Education;
- Engage and involve parents and families of pupils who are limited English proficient, including, without limitation, increasing effective, culturally appropriate communication with and outreach to parents and families to support the academic achievement of those pupils; and
- Provide the other evidence-based programs and services that are approved by the Department of Education and are designed to meet the specific needs of pupils enrolled in the school who are limited English proficient.

*Because student and school needs are unique and individual, the NDE will not provide an approved list for secondary based programs [Sec 1.6(h)]. NDE will review district proposals for evidence based secondary programs for approval.*

SB 405 requires that districts shall not use more than 2% of the SB 405 money for the purposes of:

- Professional Development,
- Recruitment and Retention Incentives, and
- Family Engagement (SB 405 Sec 1.3).

**To clarify:**

- *The total amount of SB 405 funds spent on Professional Development, Recruitment and Retention Incentives, and Family Engagement, inclusively, cannot exceed 2% of the SB 405 allocation to the school.*

**C.3. Use of Funds and Allocations**

All SB 405 funds must be used only for prescribed programs and services for Zoom elementary schools as identified in SB 405 Sec 1.2(a-g) and in Zoom secondary schools as identified in SB 405 Sec 1.6(a-h). They may not be used for any other purpose (SB 405 Sec 1.3).

Zoom schools must be able to account for funds separately, may not be used to settle or arbitrate disputes, and may not be used to adjust the district-wide schedules of salaries and benefits of the employees of a school district [SB 405 Sec 1.18 (a-c)].

## SB 405 Allocations to Clark and Washoe County School Districts

Districts	Allocation FY 2015-16	Allocation FY 2016-17	Total Allocations 2015-17
Clark	\$39,350,342	\$39,350,342	\$78,700,684
Washoe	\$6,985,838	\$6,985,838	\$13,971,676
<b>Total</b>	<b>\$46,336,180</b>	<b>\$46,336,180</b>	<b>\$92,672,360</b>

### C.4. Monitoring and Data Collection

Districts, in collaboration with the NDE, are responsible for ensuring that SB 405 programs and services are implemented with fidelity at each of the Zoom schools. Additionally, the NDE will conduct monitoring to verify that SB 405 programs and services are being implemented appropriately as defined in the Zoom school plans. NDE will contact districts to schedule annual monitoring for the SB 405 programs and services and reserves the right to schedule more monitoring if deemed necessary. Monitoring may include, but is not limited to, on-site or desktop monitoring, district meetings, conference call and webinars.

To meet the annual report deadline for 2016, Zoom schools are asked to submit data results by May 15, 2016 to be included in the Annual Report [SB 405 Sec 15-16].

### C.5. Application Process

Clark and Washoe County School Districts will submit an application for SB 405 funds through the ePAGE system. The 2015-16 ePAGE application will be available July 1, 2015 and is due August 1, 2015.

SB 405 requires the submission of school-level Zoom programs and services plans. Zoom schools in Clark and Washoe must submit a plan for implementing the Zoom programs and services through the ePAGE system by August 1, 2015 [SB 405 Sec 1.7]. This is done by completing the Preliminary Zoom School Plan template and by uploading the file as a "Related Document" in the district ePAGE Application for SB 405 Funds. The Nevada Department of Education reserves the right to require Local Education Agencies (LEAs) to amend any and all applications before subgrant awards are approved.

Zoom Schools should integrate a description of all school improvement efforts into a consolidated school performance plan (SPP). NDE will be providing guidance to districts and schools on how this will be achieved. At a minimum, schools providing SB 405 programs and services will need to include those activities on the SPP's budget page. Additionally, NDE staff will guide schools to also include information relative to SB 405 activities within their Comprehensive Needs Analysis as well as Action Steps under identified goals. The school will need to update the SPP prior to the SB 405 monitoring.

## **C.6. New Requirements: Implementation Procedures and Performance Levels**

SB 405 requires the State Board of Education (SBE) to prescribe specific criteria and procedures for identifying and notifying a district or charter school that is not implementing the programs and services for which the SB 405 were allocated.

The statute also directs the SBE to prescribe statewide performance levels and outcome indicators to measure the effectiveness of the programs and services for which the SB 405 funds were allocated. Performance levels and outcome indicators will track short-term and long-term impacts on the progress of children who participate in the programs and services. Zoom schools will be accountable for progress of students in acquiring language proficiency and academic achievement and growth in English Language Arts and Mathematics.

As the SBE establishes new policies related to SB 405 further guidance will be provided to districts.

If it is determined that a school district is not implementing the programs or services for which it received money or does not meet the performance levels prescribed by the State Board of Education, a plan of corrective action must be developed and implemented and that results in meeting the requirements and/or performance levels [SB 405 Sec 1.12(b)].

## **C.7. Assessment**

In order for districts to demonstrate that Zoom schools are achieving SBE prescribed performance levels, Zoom schools will need to assess student performance using assessments identified in the Zoom school plans.

To measure English language acquisition, the State of Nevada prescribes WIDA assessments (E.g. ACCESS 2.0, ALT ACCESS, MODELS).

To measure academic achievement and growth in language arts and mathematics, the state of Nevada is in the process of determining allowable assessments that are valid and reliable. Until then, Zoom schools must measure academic achievement and growth in language arts and mathematics, using assessments that are valid and reliable.

## **C.8. Evaluation**

SB 405 outlines two specific program evaluation components: a district-generated evaluation and an independent evaluation (*SB 405 Sec 14-15*).

Districts will collect their own data and prepare an evaluation based on data analysis to be submitted as part of the annual report.

As required by law, the NDE will also contract for an independent evaluation of the effectiveness of the programs and services offered under SB 405 for each elementary school, middle school, junior high school or high school that receives SB 405 funding. Information regarding the independent evaluation process will be provided to school districts through the NDE website.

## **C.9. Annual Report**

Through collaboration, Clark and Washoe County School Districts and the NDE will establish a consistent format for the required annual report. By law, this report will include (*SB 405 Sec 15*):

1. A list of identified schools that received money from the districts;
2. The amount of money each school received;
3. A description of the programs or services for which the money was used;
4. The number of children who participated in programs offered;
5. The average per-child expenditure per program or service funded;
6. An evaluation of the effectiveness of such programs and services, including data regarding the academic and linguistic achievement and proficiency of children who participated in the programs or received services; and
7. A list of any recommendations for legislation including:
  - a. The continuation or expansion of programs; and
  - b. A plan for transitioning the funds from a categorical funding to weighted funding.

The annual report for 2015-16 must be submitted to the NDE on or before June 1, 2016. NDE will submit the compiled annual report for 2015-16 on or before June 15, 2016 (*SB 405 sec 16*).

**Section D. Zoom School/Program Timeline 2015/16:**

The following timeline outlines the estimated/proposed dates for SB 405 activities:

<b>PROPOSED TIMELINE for Zoom Schools/Zoom Programs</b>	
<b>DATE</b>	<b>ACTIVITY</b>
July 1, 2015	Initial Guidance for Zoom Schools/Zoom Programs released
July 1, 2015	Zoom ePAGE Application released by NDE
August 1, 2015	Clark and Washoe County School Districts 2015-16 Zoom Application due in ePAGE
August 17, 2015	NDE submission of Zoom identification report due to Director of Legislative Counsel Bureau
May 15, 2016	School level Zoom data submitted to Clark and Washoe County School Districts for Annual Report
June 1, 2016	Annual Report from Clark County and Washoe County submitted to Department of Education
June 15, 2016	Annual Report to the Legislative Committee on Education submitted by NDE
June 30, 2016	End of FY16
August 15, 2016	SB 405 FY16 Final Financial Report (FFR) due NDE

## Section E: Contacts

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