

Annual Summary Report

Senate Bill 390

Zoom Schools & Districts Receiving SB 390 Funding

Activity from July 2017–May 2018

Annual Report

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SB 390 Annual Report

School Year July 2017 – February 2018 Update

Nevada Zoom School and Districts Receiving Zoom Funding

Executive Summary

In response to historic academic performance gaps of English learners, the Nevada State Legislature (Legislature) in 2013 enacted Senate Bill (SB) 504, which established the Zoom school program. The Zoom school program is making a positive impact on Nevada’s growing English learner population. SB 504 states, “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).

SB 504 allocated a total of \$25 million per year to Clark County School District (CCSD), Washoe County School District (WCSD), and other districts and charter schools to provide specific programs and services in the lowest performing elementary schools with the highest percentage of English learners. In 2015, the Legislature increased the categorical funding to \$50 million per year and expanded Zoom programs and services to include secondary schools (SB 405). In 2017, the Legislature continued the level of funding at \$50 million per year and directed CCSD and WCSD to continue to serve the same Zoom schools that were served during the 2015-17 biennium (SB 390). The Legislature allocated the following SB 390/Zoom Funding for the 2017-18 school year:

- CCSD Zoom School Funding: \$38,741,220
- WCSD Zoom School Funding: \$7,307,685
- Other School Districts & Charter Schools SB 390/Zoom Funding: \$3,901,095

In 2017-18, SB 390 funding provided programs and services in more than 100 schools for English learners in grades Pre-K – 12. SB 390 authorized CCSD and WCSD to provide the following programs and services in identified Zoom schools:

Table 1: Zoom School Programs & Services

Zoom Elementary Schools	Zoom Secondary Schools
Mandated Zoom Programs & Services	Must choose at least 1
Prekindergarten programs	Reduce class size for English Learners
Reading Skills Center	Direct Instructional Intervention
Summer Academy, Intercession, or Extended Day	Professional Development*
	Recruitment and Retention Incentives*

Zoom Elementary Schools	Zoom Secondary Schools
<i>Optional Services</i>	Parental & Family Engagement*
Professional Development*	Provide Other Evidence-Bases services
Recruitment and Retention Incentives*	Intercession or Summer Academy
Parental & Family Engagement*	Extended school day

*No more than 5% of Zoom funds may be used for these options (combined).

Based on statutory requirements, the Nevada State Board of Education (SBE) adopted Performance Levels and Outcome Indicators for Zoom schools that align with the Nevada State Plan for implementing the Every Student Succeeds Act (ESSA). By 2017 Zoom schools and Districts Receiving SB 390 Funding began to more clearly identify the evidence-based interventions in their Zoom school plans. That plan includes specific goals and interim measures for English learners in both English language acquisition and academic achievement. The Nevada Department of Education (NDE) uses those measures to determine if Zoom schools are to be identified in need of improvement and are required to develop a corrective action plan. Beginning with the fall 2017 school ratings under the Nevada School Performance Framework (NSPF), schools are accountable for progress toward English language proficiency by measuring the percentage of English learners who achieve Adequate Growth Percentile (AGP) based on the WIDA English language proficiency assessment. Zoom schools that are in the bottom quartile of all schools with a sufficient number of English learners (minimum 10) in percent of English learners achieving AGP are identified for improvement.

The NDE has conducted on-site visits to the highest performing Zoom schools to identify effective practices that can be replicated in other schools that serve English learners. NDE staff has also met with district leaders to provide training and technical assistance for the Zoom schools that have been identified in need of improvement and are developing corrective action plans.

As directed by legislation, this report includes three sections: A) CCSD Zoom School Report; B) WCSD Zoom School Report; and C) NDE SB 390 Report for Districts Receiving SB 390 funding including Charter Schools. These three reports provide data regarding the Zoom programs and services, including number of students served, costs per pupil, student outcomes, and preliminary recommendations for the 2019 session of the Legislature. Because of the timing for submitting this report (June 15, 2018), end-of-year SBAC assessment results are not yet available. New NSPF school ratings that incorporate assessment and accountability data for the 2017-18 school year will be available by October 2018. The NDE has contracted for an external evaluation of the Zoom school program that will be available in December 2018. The additional Zoom school data and the external evaluation will be included in the February 2019 Zoom Report. The student outcome data that are available reflect that, overall as a state, English learners benefit from participation in Zoom programs and services.

Zoom Performance Levels & Outcome Indicators

The Nevada State ESSA Plan outlines new state goals and measures of school accountability. To ensure that federal initiatives support the educational priorities defined by Nevada, the State Board of Education has determined that there should be one set of statewide performance levels and outcome indicators to measure the progress of all English learners and schools in the state. More information regarding long-term goals and interim measures for English learners is available within the Nevada State ESSA Plan.

To determine the effectiveness of Zoom programs and services (as outlined under SB 390), the NDE will use the accountability measures defined in the updated Nevada School Performance Framework (NSPF) for all English learners across the state.

English Language Proficiency and Growth

To assess progress in English language proficiency, the State Board identified the percentage of English learners achieving adequate growth percentile (AGP) as measured by the annual WIDA English language proficiency assessment as the outcome indicator.

Academic Achievement and Growth

To measure academic proficiency and growth of English learners, Nevada will determine the percent of English learners meeting state performance levels in Reading/Language Arts and Mathematics using results from SBAC assessments.

The spring 2017 assessment results serve as the baseline to which the spring 2018 assessment results will be compared to determine growth calculations.

Zoom Schools Identified for Improvement

The Nevada Department of Education (NDE) is responsible for identifying Zoom schools that have not met Zoom Performance Levels and Outcome Indicators. The NDE will annually prepare a rank order of all schools in Nevada with a sufficient number ($n = 10$) of English learners. Based on the results of the WIDA English language proficiency assessments and SBAC assessments, Zoom schools identified below the 25th percentile of Nevada schools will be identified for improvement. Zoom schools identified for improvement are to submit an improvement plan to their respective school district offices and the Nevada Department of Education within 45 days.

Nevada Department of Education Analysis and Findings

The analysis and findings for each of the reports, Clark County School District, Washoe County School District Zoom Schools, and Districts Receiving SB 390 Funding, are based on a synthesis of information examined from the assessments of districts and schools and other descriptive information. SB 390 mandated specific programs and services in Clark and Washoe Zoom schools. In the other Districts Receiving SB 390 Funding, a menu of selected program options and services was provided. These other districts and charter schools were expected to write SMART goals (Specific, Measureable, Agreed upon, Realistic, and Time-Based) for the appropriate program aligned to NDE student achievement goals, and Nevada interim measures for English learners.

Nevada State Board of Education Goals:

- All students are proficient in reading by the end of 3rd grade.
- All students enter high school with the skills necessary to succeed.
- All students graduate college, career, and community ready.
- All students served by effective educators.
- Efficient and effective use of public funds in service to students.
- All students learn in an environment that is physically, emotionally, and intellectually safe.

Nevada Interim Goals for English Learners:

- All schools with at least 10 or more English learners will achieve 50% of English learners meeting the 50th quartile of Adequate Growth Percentile (AGP) on the English Language Proficiency Assessment (WIDA ACCESS) state assessment.
- All Nevada districts and charter schools are expected to meet the Nevada interim goal of thirteen percent (13%) of English learners achieving the “Exit” criteria of English language proficiency each year through 2022

The findings across the three SB 390 annual reports (Clark and Washoe Zoom schools, and Districts Receiving SB 390 Funding), show distinguished evidence of overall positive results in the key SB 390 program interventions: Pre-kindergarten programs; kindergarten through fifth grade interventions; Reading Skill Centers; Extended Learning Time; implementation of reading acquisition tools for English learners; and other approved program Interventions.

Strong evidence of positive impact from the data in **Pre-kindergarten** programs is observed across the state. The assessment data and the conclusions drawn in each of the three (3) reports of Clark County School District (CCSD), Washoe County School District (WCSD), and Districts Receiving SB 390 Funding, verify the positive results of pre-kindergarten interventions that build critical early language and literacy skills of English learners.

The **Reading Skills Centers** have proven to be an effective intervention in SB 390 Zoom schools, particularly in Clark County School District. The Guided-Reading groups (Reading Skills Centers) conducted during the regular reading class period in Washoe County School District show some notable impact. See the results in the Clark County School District and Washoe County School District reports included in the SB 390 Annual Report.

Kindergarten through fifth-grade Intervention program data results in Districts Receiving SB 390 Funding schools across the state have varying program impact in the extent of the program effectiveness. The interventions provide support to English learners primarily using an approved model for “push-in” to regular classrooms or in a separate intervention time for English learners. As noted in district discussions and reviews of SB 390 program implementation, small or rural districts appear to have more difficulty in hiring and retaining qualified staff with knowledge and experience in working with English learners.

SB 390 Secondary Program Interventions results indicate some positive trends noted in the SB 390 district school reports. However, the data results from secondary program interventions reveal less than desired impact on the achievement outcomes for English learners. The secondary program interventions are program activities listed in the three (3) district school reports as class-size reduction in middle schools, sixth through twelfth grade interventions of Extended Learning Time (before, during, and after school programs, intersession or summer school).

Additional information used to determine the SB 390 program impact was the 2017-18 Zoom Schools Performance Summary, an NDE data table (Fall 2017). The data table listed the Adequate Growth Percentile (AGP) ranking of all schools in the state based on the state assessment, WIDA ACCESS 2.0 for ELLs. Ten SB 390 Zoom schools in Clark County School District demonstrated significant or notable improvements to accelerate the English language development and content achievement of English learners.

From the 2017-18 Zoom Schools Performance Summary data, ten (10) CCSD SB 390 Zoom elementary schools and two (2) WCSD Zoom elementary schools demonstrated significant or notable improvements to accelerate the English language development and content achievement of English learners.

- In CCSD, ten (10) of the 31 elementary SB 390 Zoom schools made the expected Adequate Growth Percentile (AGP) on the state English Language Proficiency Assessment of at least 50% of English learners at or above the 50th quartile.
- Three (3) of the 10 elementary schools increased their school STAR rating by 2 additional stars (2 to 4 and 3 to 5);
- Four (4) of the 10 elementary schools increased their school rating by 1 additional star (2 to 3)
- Three (3) of the 10 elementary schools, met Adequate Growth Percentile (AGP) and maintained their 3-Star school rating.
- In WCSD, 2 of the 20 elementary Zoom schools met the expected Adequate Growth Percentile (AGP) on the state English Language Proficiency Assessment.

Nevada Department of Education Analysis and Findings (Continued)

Additional qualitative information was collected – principal interviews and classroom observations – to document the effective behaviors and practices in high-performing Zoom schools. High performing Zoom schools were found to have the following laser-like focused priorities:

- An in-depth analysis of English learners assessment results and the identification of root causes of low academic performance to inform next steps of adult actions;
- An intense focus on standards-based instruction to ensure that all students, including English learners, are engaged in rigorous, academic tasks aligned to the grade-level standards;
- Targeted and focused professional development for staff in the areas of English language development, student discourse, and standards-based instruction;
- Extensive efforts in grade-level collaborative planning to align instruction, classroom and other formative assessments to the grade-level standards;
- A priority focus on teacher collaborative lesson planning and data analysis to adjust classroom instruction;
- Frequent and ongoing classroom instructional monitoring and data review on the part of the leadership to determine the implementation and impact of standards-based, rigorous instruction;
- A priority to build the capacity of teachers to deliver effective standards-based Tier I instruction versus building a system of Tier II instruction of student remediation programs; and
- A climate of adult collaborative learning and high expectations for English learners.

As further evidence of a positive impact of SB 390 funded interventions in SB 390 schools, the WIDA ACCESS 2.0 for ELLs results indicate that SB 390 funded schools compared to Non-SB 390 schools across the state outperformed Non SB 390 schools in meeting the Nevada state English learner interim outcome measure. Schools must meet or exceed the expected percentage (13%) of English learners who met English language proficiency Exit Criteria from the programs and services for English learners.

Table 2 provides a comparison of SB 390 Schools to Non-SB 390 Schools Meeting NV Interim Outcome Measure of Percent of ELs Proficient in the English Language for the state of Nevada.

Table 2: Comparison SB 390 to Non-SB 390 schools

2018 ACCESS District Results	# of English Learners SB 390 ACCESS Results	# of ELs at ACCESS English Language Proficiency Outcome Measure: 4.5≥	NV EL Prof. Interim Measure: 13% ≥	SB 390 Schools Meeting State Outcome Measure	# of Non-SB 390 English Learners District ACCESS Results	# of Non-SB 390 at ELs ACCESS English Language Proficiency Outcome Measure: 4.5≥	NV EL Prof. Interim Measure: 13% ≥	Non-SB 390 District Schools Meeting State Outcome Measure
Carson City SD	1098	166	15.0%	Yes	1187	178	15.0%	Yes
Churchill SD	60	12	20.0%	Yes	257	38	14.8%	Yes
Clark SD	10,967	1,468	13.4%	Yes	47,350	5,096	10.8%	No

2018 ACCESS District Results	# of English Learners SB 390 ACCESS Results	# of ELs at ACCESS English Language Proficiency Outcome Measure: 4.5≥	NV EL Prof. Interim Measure: 13% ≥	SB 390 Schools Meeting State Outcome Measure	# of Non-SB 390 English Learners District ACCESS Results	# of Non-SB 390 at ELs ACCESS English Language Proficiency Outcome Measure: 4.5≥	NV EL Prof. Interim Measure: 13% ≥	Non-SB 390 District Schools Meeting State Outcome Measure
Douglas SD	22	2	1.0%	No	289	32	11.1%	No
Elko SD	772	131	17.0%	Yes	382	46	12.0%	No
Esmeralda SD	12	2	17.0%	Yes	12	2	17.0%	Yes
Humboldt SD	52	7	13.5%	No	185	17	9.2%	No
Lander SD	49	14	28.6%	Yes	20	0	0.0%	No
Lincoln SD	5	0	0.0%	No	13	0	0.0%	No
Lyon SD	137	14	10.2%	No	364	51	14.0%	Yes
Pershing SD	56	6	10.7%	No	56	6	10.7%	No
Mineral SD	33	1	3.0%	No	17	0	0.0%	No
Washoe SD	4,592	624	13.6%	Yes	5,779	661	11.4%	No
White Pine	13	0	0.0%	No	22	1	4.5%	No
SPCSA (Charters) *Coral Academy	101	20	19.8%	Yes				
*Equipo Academy	184	18	9.8%	No				
*Imagine Schools	75	10	13.3%	Yes				
*Mater Academy of NV	817	117	14.3%	Yes				
*Mater of Northern NV	81	6	7.4%	No				

2018 ACCESS District Results	# of English Learners SB 390 ACCESS Results	# of ELs at ACCESS English Language Proficiency Outcome Measure: 4.5≥	NV EL Prof. Interim Measure: 13% ≥	SB 390 Schools Meeting State Outcome Measure	# of Non-SB 390 English Learners District ACCESS Results	# of Non-SB 390 at ELs ACCESS English Language Proficiency Outcome Measure: 4.5≥	NV EL Prof. Interim Measure: 13% ≥	Non-SB 390 District Schools Meeting State Outcome Measure
*Pinecrest Academy	100	26	26.0%	Yes				
*Quest Academy	95	14	14.7%	Yes				
Overall Average EL Proficiency Interim Measure							9.2%	

Table 3 provides data from 2017 to 2018 for SB 390 Schools with respect to WIDA Adequate Growth Percentile (AGP) Comparison

Table 3: 2017 – 2018 SB 390 Schools WIDA AGP Comparison

SB 390 2017 ACCESS to 2018 ACCESS District Comparison NV EL Meeting NV Interim Measure	2017 # SB 390 English Learners	2017 % of ACCESS English Language Proficient Students at NV Outcome Measure: 4.5≥	2018 # SB 390 English Learners	2018 % of ACCESS English Language Proficient Students at NV Outcome Measure: 4.5≥	Met 2017 NV EL Interim Measure: 13% ≥	Met 2018 NV EL Interim Measure: 13% ≥	Growth
Carson City SD	1202	163	1098	166	13.6%	15.0%	1.4%
Churchill SD	37	1	60	12	2.7%	20.0%	17.3%
Clark SD	13,066	1198	10,967	1,468	9.2%	13.4%	4.2%
Douglas SD	25	3	22	2	12.0%	9.1%	-2.9%

SB 390 2017 ACCESS to 2018 ACCESS District Comparison NV EL Meeting NV Interim Measure	2017 # SB 390 English Learners	2017 % of ACCESS English Language Proficient Students at NV Outcome Measure: 4.5≥	2018 # SB 390 English Learners	2018 % of ACCESS English Language Proficient Students at NV Outcome Measure: 4.5≥	Met 2017 NV EL Interim Measure: 13% ≥	Met 2018 NV EL Interim Measure: 13% ≥	Growth
Elko SD	750	72	772	131	9.6%	17.0%	7.4%
Esmeralda SD	14	2	12	2	15.4%	17.0%	1.6%
Humboldt SD	53	1	201	23	1.9%	11.4%	9.5%
Lander SD	61	7	49	14	11.5%	28.6%	17.1%
Lincoln SD	3	0	5	0	0.0%	0.0%	0.0%
Lyon SD	125	15	137	14	12.0%	10.2%	-1.8%
Mineral SD	41	2	33	1	4.9%	3.0%	-1.9%
Pershing SD	27	1	56	6	3.7%	10.7%	7.0%
Washoe SD	4,851	395	4,592	624	8.1%	13.6%	5.5%
White Pine	16	1	13	0	6.3%	0.0%	-6.3%
SPCSA (Charters) *Coral Academy	76	22	101	20	28.9%	19.8%	-9.1%

SB 390 2017 ACCESS to 2018 ACCESS District Comparison NV EL Meeting NV Interim Measure	2017 # SB 390 English Learners	2017 % of ACCESS English Language Proficient Students at NV Outcome Measure: 4.5≥	2018 # SB 390 English Learners	2018 % of ACCESS English Language Proficient Students at NV Outcome Measure: 4.5≥	Met 2017 NV EL Interim Measure: 13% ≥	Met 2018 NV EL Interim Measure: 13% ≥	Growth
*Equipo Academy	78	8	184	18	10.3%	9.8%	-0.5%
*Imagine SCH	83	13	75	10	15.7%	13.3%	-2.4%
*Mater Academy of NV	571	131	817	117	22.9%	14.3%	-8.6%
*Mater of Northern NV	NA	NA	81	6	NA	7.4%	
*Pinecrest Academy	97	23	100	26	23.7%	26.0%	2.3%
Overall SB 390 Average ACCESS Growth 2017-2018							2.5%

Clark County School District Zoom Schools

Senate Bill 390 Zoom Implementation Year 5: 2017-2018

Senate Bill (SB) 390 funded 31 Clark County School District (CCSD) elementary schools and seven CCSD secondary schools for the 2017-2019 biennium to implement legislative initiatives: Universal Pre-K, Zoom Reading Centers, and Extended Year/Day to include Zoom Summer Academy at four elementary schools, Zoom extended day at twenty-seven elementary schools, Zoom University at six middle schools, and extended day and extended year at Global Community High School. Below are the descriptions of the program design, program costs, number of students receiving services, cost per student, program successes (with evidence), and the data sources identified as objectives in the Senate Bill 390 application filed in the fall of 2017 by the Clark County School District.

As of July, 2016, the Zoom Initiative was shifted from the Instructional Design and Professional Learning (IDPL) Division to the English Language Learner Division (ELLD). ELLD is in the process of realigning the Zoom Initiative to the *Master Plan for ELL Student Success* to address English Language Learner Development (ELLD) practices within CCSD.

ELLD is providing, in collaboration with national experts, professional learning aligned to the Academic Language and Content Achievement Model (ALCA-M) for all Zoom School teachers. Zoom School principals and teachers are walking classrooms during ELLD Instructional Rounds and Student Shadowing. Each Zoom School has identified a Focus of Practice (FOP) aligned with the ELLD Six Principles of Effective ELL Instruction. Appendix A attached shows a list of funds used through May, 2018, to support each Clark County School District (CCSD) Zoom school. Each CCSD Zoom school was funded with the specific tenets of Senate Bill 390, as is appropriate for elementary, middle, and high schools.

English Language Proficiency Assessment (ELPA)

An examination of the data from Nevada's English Language Proficiency Assessment (ELPA), the WIDA Assessing Comprehension and Communication in English for English State to State for English Language Learners (ACCESS for ELLs) from 2015-2016 to 2016-2017, show that Zoom schools in CCSD are making gains. Overall, across all Zoom schools, there were 13,154 English Language Learners enrolled. During the 2017-2018 school year this number was 12,962. See Appendix B attached for specific schools and number of student identified as English Language Learners.

Annual Growth Percentage (AGP)

Zoom schools in CCSD are expected to score above the 50th percentile as an achievable goal and at or above the 75th percentile as a reaching goal. During the 2015-2016 school year, there were two Zoom schools that ranked in the "At or Above the 75th Percentile" on AGP. During the 2016-2017 school year, there were seven CCSD Zoom schools that ranked in the "At or Above the 75th Percentile" on AGP.

In addition, in 2015-2016 there were thirteen CCSD Zoom schools above the 50th percentile on AGP and in 2016-2017 there were twelve Zoom schools above the 50th percentile. Four Zoom Schools moved from below the 50th percentile to above the 50th percentile.

Zoom Schools demonstrating WIDA AGP results below the 25th percentile in 2016-2017 have been involved in Zoom Corrective Action and are making adjustments to better service ELL students. With the movement of the Zoom Initiative into the CCSD English Language Learner Division, schools are receiving specific support targeted toward servicing English Language Learners.

WIDA AGP data for the 2017-2018 school year is not yet available. This will be included in the next State Report.

Zoom Pre-K

PROGRAM DESCRIPTION:

During the 2017-2018 school year, Zoom Pre-K has been offered as a half-day program which provides instructional days on Monday through Thursday, with family-home-to-school activities scheduled on Fridays. The universal program employed Pre-K teachers and Teacher Family Assistants in 2017-2018 at the 31 CCSD Zoom elementary schools. Each Pre-K classroom had a 20:2 student-to-adult ratio. All programs were opened and began serving students on August 21, 2017.

Zoom Pre-K teachers are required to have or obtain an Early Childhood credential. 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 through a variety of parent workshops.

Student progress is evaluated on an ongoing basis with Teaching Strategies GOLD (TSG) for literacy and language. The language assessment has three main areas: listens to and understand increasingly complex language, uses language to express thoughts and needs, and uses appropriate conversational and other communication skills. The literacy assessment has five main areas: demonstrates phonological awareness, demonstrates knowledge of the alphabet, demonstrates knowledge of print and its uses, comprehends and responds to books and text, demonstrates writing skills (names, conveys ideas, etc.) Appendix C attached shows the language assessment. Although 80.25% of students were below grade level in the fall, only 13.40% remained below by the spring 2018 assessment administration.

Appendix D attached shows the TSG data for the 2017-2018 school year for the literacy assessment. Although 69.59% of the Pre-K students began the school year below level, only 5% of the students were below level in the spring, 2018. In the fall of 2017, less than 1% of students scored exceeding standards on TSG but by the spring, 20.13% of the students scored in the exceeding standards category. In the fall, there were 30.35% of students meeting standards, but by spring, 74.87% were meeting standards. Growth for Zoom Pre-K students is evident.

In addition, as is required by the State, the Measures of Academic Progress (MAP) Assessment is administered to Zoom kindergarten students. Kindergarten students at Zoom Schools were administered the MAP Assessment during the winter benchmark of 2017-2018. Appendix E attached shows current kindergarten students who attended Zoom Pre-K and students who did not attend Zoom Pre-K, during the 2016-2017 school year, and how they scored on the winter MAP Assessment during their kindergarten year. Students who attended Zoom Pre-K scored, at a higher percent, in the "Not at Risk" category for both reading and mathematics.

To further demonstrate the impact of Zoom Pre-K, the Brigance Assessment is also administered as a pre- and post-assessment to Pre-K students. Brigance assesses students on three categories, Physical Development, Language Development, and Academic Skills/Cognitive Development (Literacy and Mathematics). There were 1,662 students in attendance in Zoom Pre-K classes during the 2017-2018 school year. Of the 1,662 students, only 1,540 students were in attendance for four or more months. Spring Brigance data for the 1,540 students shows that 78.1% of these students scored at or above 80 on the Brigance Composite. On the Language Development portion of the Brigance Assessment, of students attending for four or more months, 85% of the 1,540 students scored at or above 80 points. See Appendix F attached for data results on the Brigance for Zoom Pre-K students for the 2017-2018 school year.

Pre-K Costs

The projected cost, based on current allocations, of the Zoom Pre-K program in 2017-2018 was \$8,492,240.00, serving 1,736 students, at an approximate cost of \$4,891.00 per student. This is consistent with other Clark County School District Pre-K programs funded by state or federal sources.

Program Success Funded by SB 390 in 2017-2018:

- Teaching Strategies GOLD (TSG) for Early Childhood is an authentic, on-going, and observation-based assessment system that teachers use to record the student's abilities in language development and literacy. TSG Assessments are embedded into the curriculum to support ongoing authentic assessment.
- TSG data for the 2017-2018 school year in language depicts an increase in Pre-K students at the Meets/Exceeds level in the spring. The percentage of Pre-K students at the Meets/Exceeds level increase from 19.75% in the fall to 86.6% in spring.
- TSG data for the 2017-2018 school year in literacy depicts an increase in Pre-K students at the Meets/Exceeds level in the spring. The percentage of Pre-K students at the Meets/Exceeds level increase from 30.42% in the fall to 95% in spring.
- The Zoom Pre-K curriculum includes ten integrated thematic units with a focus on building language and hands-on experiences. During the 2017-2018 school year, a Zoom Pre-K Task Force was established to rewrite the Zoom curriculum. The Task Force team is currently working to align the Pre-K curriculum with the CCSD ELL Master Plan and the Six Principles of Effective ELL Instruction.
- The Zoom Pre-K Curriculum Task Force Team of teachers, developed to revise the Zoom Pre-K curriculum, is in the process of making revisions to include attention to the Asset Orientation of students, including more opportunities to learn, and developing autonomy in students. For example, when writing the Question of the Day, teachers now attend to students' previous assets students bring to the conversation. Teachers are more in tune with providing opportunities to learn through planned student discourse structures. In addition, formative assessment of language is planned with included. Student-friendly objectives, aligned to the Nevada Academic Content Standards (NVACS) are written in each component of the lesson plan: whole group, small group, read aloud, and center work.
- Pre-K teachers were provided professional learning, and morning and afternoon programs were implemented at all 31 CCSD Zoom Schools at the beginning of the 2017-2018 school year for all interested families of four-year olds.
- Family-home-school connection activities occurred on Fridays, increasing parent engagement in their students' education.

Program Success Not Funded by SB 390 in 2017-2018:

- Professional development on TSG has allowed teachers to analyze collected data. Teachers were able to create instructional plans that focus on what students need to make progress.
- Teachers facilitated monthly family involvement activities, including parenting classes, academic workshops, interactive read-alouds, and presentations from community partners.
- Zoom Pre-K teachers attended monthly professional learning sessions.
- Zoom Pre-K Teaching Family Assistants attended professional learning sessions.

Zoom Pre-K Alignment with Nevada Department of Education Goals

Nevada Department of Education (NVDOE) Goals

Goal 1: All students are proficient in reading by the end of third grade.

Clark County School District Measurable District Objectives for Zoom Schools

By the end of the program period, 90% of Pre-K students attending for four or more months will meet, or exceed, the objectives for language and literacy development by age range, as measured by TSG.

As displayed in Appendix D, and discussed earlier in this report, 95% of students met or exceeded the TSG goal on the TSG Literacy Assessment. On the TSG Language Assessment, evidenced on Appendix C attached, 86.6% of students met or exceeded the goal.

By the end of the program period, 90% of Pre-K students attending for four or more months will score 80, or above, on the Brigance.

There were 1,662 students in attendance in Zoom Pre-K classes during the 2017-2018 school year. Of the 1,662 students, 1,540 students were in attendance for four or more months. Spring Brigance data for the 1,540 students shows that 78.1% of these students scored at or above 80 on the Brigance Composite.

When analyzing specifically the Language Development portion of the Brigance Assessment, of students attending for four or more months, 85% of the 1,540 students scored at or above 80 points. See Appendix F.

Program Analysis

In the 2017-2018 school year, the Zoom Pre-K program demonstrated growth in language and literacy development. There was an increase in the percentage of students that are meeting the Pre-K standards in language and literacy development. This was the first year the Brigance Assessment was administered to Zoom Pre-K students and 92% of students in attendance for four or more months scored 80 or higher on the language portion of the Brigance Assessment. The evidence is clear the intervention of an early childhood Pre-K opportunity is making a difference in the lives of students at Zoom schools and that the increased outcomes continue to be apparent through the kindergarten year. Brigance Assessment data is included on Appendix F attached.

Program Summary and Updates

As a result of SB390, Zoom funding, Pre-K students are better prepared academically and socially when entering Kindergarten. Zoom Pre-K provides a solid foundation of skills that enhances students' educational experience and reduces the need for intervention or remediation, and reduces the incidence of over identification of early childhood special education (ECSE) students. As Nevada moves toward universal Pre-K, Zoom Pre-K is taking the initiative to provide quality Pre-K instruction for all Zoom Schools.

- There are 63 Zoom Pre-K programs operating in 2017-2018, with a total enrollment of 1,736 students.
- Professional learning opportunities have been provided for Zoom Pre-K teachers and Teacher Family Assistants focused on literacy instruction and language development, with an emphasis on CCSD's Six Principles of Effective ELL Instruction.
- At the beginning of the 2017-2018 school year, 19% of the Pre-K students were meeting standards in language and 30% in literacy based on the TSG Assessment. The end-of-the-year results indicate 86% of the Pre-K students met or exceeded standards in language and 95% in literacy.
- During the 2018-2019 school year, Zoom Schools are projected to open nine full-day Pre-K programs. Full-day Pre-K programs, with additional instructional time, will include language development across all content areas and additional minutes for Music, Art, Physical Movement, and Cultural Relevant Pedagogy.

Zoom Reading Centers

PROGRAM DESCRIPTION:

Zoom Reading Centers serve students at 31 elementary schools. CCSD recognizes the Zoom initiative as a school-wide and ELL student-targeted initiative. Zoom legislation charges CCSD with getting ELL students on level with their peers using Zoom Reading Centers and increased rigor in all Zoom classrooms. Effective Tier I instruction aligned with Tier II Zoom Reading Center interventions closes the achievement gap for ELL students. Each Zoom Reading Center is equipped with a classroom library of 1,000 books and has access to a digital library (myON). This provides students with access to quality grade-level reading materials and strengthens the home-to-school connection. The pullout component of the reading center is also supplied with an extensive book room. These are sets of leveled readers, in packs of six, used in small group providing high-interest topics for various grade levels, in both informational and literary text.

During the instructional time in the Reading Center, Zoom Project Facilitators and paraprofessional tutors work directly with students in grades one through five. Small-group instruction following a lesson framework that focuses on literacy and language acquisition through reading comprehension, fluency, vocabulary, and word work activities is provided to students in first- through third-grade.

Per Senate Bill 390, the addition of fourth- and fifth-grade students to the reading centers provided an additional opportunity. When fourth- and fifth-grade students were selected for additional instruction in the reading centers, several assessments were considered. Students in danger of becoming long-term English language learners, scoring below grade level on literacy assessments, and students who had not exited the Centers in third-grade were prime candidates.

Fourth- and fifth-grade students are provided with lessons that focus on literacy and language acquisition through opportunities modeled after Quality Teaching for English Language Learners (QTEL). A partnership between the CCSD ELL Division and WestEd has been instrumental in this work. The QTEL tasks provide a foundation for how to teach content and language simultaneously.

All lessons include the Six Principles of Effective ELL Instruction from the CCSD Master Plan. Questions that include attention to students' asset orientation (a students' background, schema, culture) are implemented to give all reading center students an entry point to connect with the text. Opportunities to learn are included throughout the lessons and provide multiple scaffolds to support the learning and development of language. Formative assessment is also used continually to determine next steps in developing autonomy within students.

Zoom Reading Centers are the "hub of literacy and language activity" within the school. Student assessment data is shared with teachers and Zoom Reading Center Project Facilitators are encouraged to engage with the school's Response to Instruction Team. Several Zoom Schools in CCSD have expanded the Zoom Reading Centers to create an additional center to meet the needs of more students.

In addition to the substantial growth in number of students serviced during the 2016-2017 school year, in Zoom Reading Centers, with the addition of fourth- and fifth-grade students to the Zoom Reading Centers during the 2017-2018 school year, the overall number of students serviced grew from 3,474 in 2016-2017 to 4,383 students in 2017-2018.

Zoom Reading Center instruction is provided as a literacy and language intervention with an additional 30 minutes of reading and language instruction provided for identified students at each school. As stated previously, the number of students serviced in the Zoom Reading Centers expanded this year to include students working at lower literacy levels and students in fourth- and fifth-grade who continue to experience reading and literacy problems and language acquisition barriers. For example, at schools who have received Zoom funding

for four years, there were less students working just below grade level in need of additional reading instruction so the parameters were expanded and students scoring lower on entry level assessments were included in the Zoom Reading Center. During the reading center lesson, students received targeted instruction tailored to their reading level and focused on the specific reading skills needed to read and write proficiently and access texts that are more challenging. Additionally, writing instruction and student discourse instruction continued to be strengthened during the 2017-2018 school year in Zoom Reading Centers.

The lessons written and implemented for fourth- and fifth-grade students focus on reading, writing, listening, and speaking every day. For students continuing to exhibit reading and literacy problems, small-group reading instruction continues. For students who are reading near grade-level and experiencing continued language barriers, lessons are written to engage students in QTEL tasks providing extended opportunities for student discourse. The instructional paths are differentiated and are fluid throughout the year as needs are evidence in ongoing progress monitoring assessments.

Student progress was evaluated on an ongoing basis with the i-Ready Assessment for literacy, formative writing and comprehension assessments, and the WIDA ACCESS 2.0 assessment for language acquisition, and Measures of Academic Progress.

Reading Center Costs

The projected cost, based on current allocations, of the Reading Centers in 2017-2018 was \$15,109,350.00, serving 4,383 students, at an approximate cost of \$3,447.00 per student. Research in support of preventive measures in education would support this investment in students.

Program Success Funded by SB 390 in 2017-2018

- Zoom Project Facilitators revised the instructional framework incorporating proven effective literacy and language strategies.
- Tutors were observed using this framework and provided feedback for continuous improvement. Tutors were provided feedback on their delivery of the lessons in order to continually improve their skills in working with students.
- Zoom Reading Centers were staff at 95% throughout the 2017-2018 school year with fewer vacancies resulting in consistent opportunities for students.
- The CCSD Zoom Reading Centers provided services to students from September 20, 2017, through May 18, 2018, making it available for 87% of the school year.
- Students who received services were below grade level at the beginning of the school year, and all made progress in their reading ability throughout the year.

Program Success Not Funded by SB 390 in 2017-2018

- Professional development was provided for support staff within the Centers, and the Zoom Project Facilitators worked continually with their paraprofessional tutors to implement effective literacy and language instruction.
- Ongoing coaching is a key component in the model of the Zoom Reading Centers. The use of paraprofessional tutors is greatly enhanced through daily support from project facilitators who have a teaching license and years of experience in education.
- Zoom Reading Center Project Facilitators receive monthly professional learning and ongoing coaching and weekly visits from CCSD ELL/Zoom Project Facilitators.
- Many of the Center Project Facilitators have advanced degrees and receive professional development with a focus on partnership coaching, language acquisition, and literacy.
- Zoom Reading Center personnel were included in CCSD ELL Division Instructional Rounds and Student Shadowing. This work supported the school-wide efforts of improving instruction for English Language Learners in the classroom.

- CCSD ELL Division, in partnership with WestED, provided six days of professional learning on Quality Teaching for English Language Learners, for all Zoom Reading Center Project Facilitators.

Zoom Reading Center Alignment with Nevada Department of Education Goals

Nevada Department of Education (NVD OE) Goals

Goal 1: All students are proficient in reading by the end of third grade.

Clark County School District Measurable District Objectives for Zoom Schools

The average AGP for the Zoom Reading Center 3rd, 4th and 5th graders, attending for 4 or more months, will exceed their peers AGP.

WIDA results are pending at the writing of this report for the 2017-2018 school year. AGP data will be included in the next State Report. Fourth and fifth-grade students began receiving services in the Zoom Reading Centers in November, 2017.

As a baseline, the 2016-2017 AGP data, comparing students receiving services in the Zoom Reading Center with students not receiving services in the Zoom Reading Centers is included in Appendix G. This data includes first, second, and third-grade students because students in the primary grades were the only students serviced in the Zoom Reading Centers, under the previous Senate Bill. Of the first-grade students receiving services in the Zoom Reading Centers, during the 2017-2017 school year, 55.5% made AGP as opposed to 49.2% who did not receive services in the ZRC. Of the second-grade students receiving services in the Zoom Reading Centers, during the same year, 53.6% made AGP as opposed to 46.2% who did not receive services in the ZRC. Of the third-grade students receiving services in the ZRCs during the same time, 47.8% of the students receiving ZRC services made AGP as opposed to 41.9% of the students not receiving services. See Appendix G.

Zoom Reading Center students in first and second grade, attending for four or more months, will exceed their peers in growth on the i-Ready Reading Assessment.

Appendix H attached shows that in the fall, on the i-Ready Reading Assessment, 95.1% of the first-grade students selected for the Reading Center, were at least 1 grade-level below expectations. In the spring, on the same assessment, 55.4% of students, working in the Zoom Reading Center, scored in the on-level category. For first-grade students not receiving services in the Zoom Reading Center, 12.4% began the year on level, and 39.8% ended the year on level. Of the students who attended the Zoom Reading Center the percent scoring on grade level showed a 54% gain, while non-ZRC students showed a 27.8% gain.

See Appendix I. Of the second-grade students, on the fall i-Ready Assessment, who did receive ZRC services, 1.9% were on level. By the spring, for students in the ZRCs, 37.4% were on level. Of the second grade students not receiving support in the ZRCs, 23.2% were on level in the fall, and 47.3% were on level in the spring. For second-grade, of the students who attended the Zoom Reading Center the percent scoring on grade level showed a 35.5% gain, while non-ZRC students showed a 24.5% gain.

For third-grade students, Appendix J demonstrates, on the i-Ready Reading Assessment, a comparison between students who received Zoom Reading Center instruction and students who did not attend the Zoom Reading Centers. Third-grade students were serviced in the Zoom Reading Centers for the entire 2017-2018 school year.

Appendix J shows the difference between third-grade students who attended the Zoom Reading Centers (ZRC) and third-grade students who did not attend the Centers (NON ZRC). Of the third grade-students serviced in the Zoom Reading Centers 9.6% began the year on level and 46.8% scored on level in the spring. For third-grade students not attending the ZRCs, 32.3% scored on level in the fall, and 50.8% scored on level in the spring. For

third-grade students who attended the Zoom Reading Center, the percentage scoring on grade level showed a 37.2% gain, while non-ZRC students showed an 18.5% gain.

Program Analysis

Although WIDA ACCESS 2.0 data is not yet available, the i-Ready Reading Assessment data for the third-grade students is included in the Appendix J attached.

As was true in the primary grades, students receiving support in third-grade, from the Zoom Reading Center, outpaced their peers in growth.

The work of the Zoom Reading Centers continues to expand. During the 2016-2017, 3,474 students were serviced in thirty-one Centers across all Zoom elementary schools. Based on the requirements of Senate Bill 390, during the 2017-2018 school year, fourth- and fifth-grade students began receiving services in the Centers, 4,388 students.

CCSD Project Facilitators worked to establish a framework specific to long-term English language learners, assess students, and design instructional paths. This work will continue to be developed and implemented under the guidance of the CCSD ELL Division.

Program Summary and Updates

- All Zoom school sites are supported through Tier I instructional resources and reading center work occurs as a partnership with schools through Tier II instruction.
- All Zoom Schools engage with Zoom Reading Center personnel to make decisions concerning placement for students and best practices for instruction.
- Project facilitators continue to participate in monthly professional learning and opportunities for collaboration across sites. In addition, Zoom Reading Center Project Facilitators engaged in CCSD ELL Instructional Rounds at the Zoom sites where they work.
- Zoom Reading Center support staff, which includes Title I Literacy and Language Reading Specialists and paraprofessional tutors, also have opportunities for not only ongoing coaching and mentoring from the project facilitators, but also collaborative hands-on professional learning tailored to the needs of those who work directly with students.
- All work of the Zoom Reading Centers has been aligned with the CCSD ELL Master Plan and the Six Principles of Effective ELL Instruction.

Zoom Summer Academy Program for Elementary Schools

PROGRAM DESCRIPTION:

Zoom Summer Academy program provides students with additional instructional time. During the 2017-2018 school year, there were no year-round schools and therefore, no Intersession. During Extended Year (Zoom Summer Academy), students receive full-day intensive instruction across content areas to support language and literacy development. Students continue to receive busing, breakfast, and lunch. Extended Year occurs from May 25, 2018, to June 15, 2018, for 15 additional instructional days for students. Four elementary schools elected to participate in Zoom Summer Academy for the 2017-2018 school year but will move to Extended Day for the 2018-2019 school year.

During the 2017-2018 school year, the Zoom Summer Program curriculum was revised to prepare for Zoom Summer Academy during May and June 2018. The curriculum was enhanced through the implementation of tasks that accentuate language development. After the project facilitators attended a six-day Quality Teaching for English Language Learners institute, provided by the CCSD ELL Division, curriculum was revised to include specific opportunities for ELL students.

Summer Academy Program Costs

The projected cost, based on current allocations, of the Zoom Summer/Intersession program in 2017-2018 was \$1,634,634.00, serving 1,590 students, at an approximate cost of \$2,618.07 per student.

Program Success Funded by SB 390 in 2017-2018

- One thousand, five hundred, ninety students are enrolled and expected to attend Zoom Summer Academy program.
- Teachers at Zoom schools were anxious to teach the program and, with only four schools electing to run Zoom Summer Academy, more teachers applied than needed to be hired.
- Students engaged in revised curriculum focused on language development on the following themes: The World of Water, Wonders of the Night, Inventors and Inventions, Rain Forest, Disney Wonders, Animal Habitats, and the Magic of Houdini.
- For the first time, during the 2017-2018 school year, Pre-K students will have an opportunity to engage with SeaQuest marine animals at their sites.
- Students are able to attend field trips or presentations at SeaQuest, High Roller, StarLab, Adam London the magician, and Imagine Learning, expanding their life experiences.
- Zoom Summer Academy curriculum was revised to include the Quality Teaching for English Learners tasks including an Oral Development Jigsaw, Think/Pair/Share, and Four Corners for primary grades. In intermediate grades, the following tasks were included: Clarifying Bookmark, Double Entry Journal, and Collaborative Poster and Presentation. These tasks increase opportunities for meaningful and supported discourse for students.
- In Zoom Summer Academy Pre-K classrooms, additional discourse stems and frames were utilized to increase student discourse.

Program Successes Not Funded by SB 390 in 2017-2018

- Extended insurance, facility operation, and police services were secured to ensure the Zoom Summer Academy operated under “business-as-usual” terms.
- CCSD supported the hiring of nurses, site-based technicians, and custodians to support the work of Zoom Summer Academy.

- A mandatory three-hour professional learning session, focused on sociocultural theory, effective instruction for ELLs, and the newly revised curriculum, was attended by all teachers scheduled to teach Zoom Summer Academy, 120 teachers.

Zoom Summer Program Alignment with Nevada Department of Education Goals

Nevada Department of Education (NVDOE) Goals

Goal 1: All students are proficient in reading by the end of third grade.

Clark County School District Measurable District Objectives for Zoom Schools for Zoom Summer Academy and Zoom Extended Day

Increase by 5% the number of students, who are on or above grade level in ELA as measured by the end-of-year assessment by June 2018.

End-of-year SBAC Reading Assessment data is not yet available. This will be included in the next report.

Increase the percent of K-5 students, who are on or above grade level in reading as measured by i-Ready Reading Assessment in June 2018.

Students in kindergarten through fifth grade in Zoom Schools participated in the i-Ready Diagnostic Assessment in the fall, winter, and spring for reading. Appendix K attached shows the increases in the percent of students on level per Zoom elementary school for reading.

Increase the percent of ELLs meeting AGP as measured by WIDA ACCESS 2.0 from June 2018.

End-of-year WIDA ACCESS 2.0 AGP data is not yet available. This will be included in the next State Report and included under the Zoom Extended Day project.

Program Analysis

Although four CCSD Zoom elementary schools elected to participate in the Zoom Summer Academy in May/June, 2018, this program will be phased out during the 2018-2019 school year to ensure all students are enrolled in the extended day. Impact is anticipated to increase due to the fact that Zoom Summer Academy reaches 55% or less of students while Zoom Extended Day is a whole-school initiative, serving 100% of students.

Data provided to support the Zoom Summer Academy initiative is, in part, reflective of all students in the Zoom elementary schools.

Program Summary and Updates

Zoom Summer Academy curriculum was revised to include specific attention to the needs of English Language Learners, and Zoom Summer Academy teachers were motivated and willing to teach the Zoom Summer Academy students. Zoom Summer Academy Project Facilitators worked hard to plan enrichment activities and field trips for students.

However, the attendance from families and students is projected to be below 55% for the summer of 2018. All Zoom site-based principals are planning toward the 2018-2019 school year and all have indicated a shift toward extended day. Zoom Summer Academy will be phased out during the 2018-2019 school year.

Zoom Extended Day Program for Elementary Schools

PROGRAM DESCRIPTION

Zoom Extended Day Program provides an additional 20-49 minutes of instructional time for students. The twenty-minute school-wide additional instructional time is added to the schools' master schedule in a variety of ways. Twenty-seven CCSD Zoom elementary schools elected to participate in the Extended Day Program during the 2017-2018 school year. Twenty-seven of these schools chose the additional 20-minute block for the whole school. One school chose to implement an additional 49 minutes of instruction for selected staff and students, with priority enrollment given to English Language Learners.

Zoom elementary schools were provided with several options for the implementation of the additional 20-minutes of extended day. Option 1 included an extension of the Tier I Literacy Block to create a Tier I Literacy and Language Block. Eleven Zoom elementary schools implemented this option during the 2017-2018 school year. Option 2 designated the additional minutes to the existing intervention/enrichment block. Ten Zoom elementary schools implemented this option during the 2017-2018 school year. In both Option 1 and Option 2, students received an additional 60 hours of instruction annually.

Option 3 focused on additional instruction time to develop and practice language in action through highly engaging project-based learning. Two Zoom elementary schools implemented this option during the 2017-2018 school year. Students at these schools received an additional 60 hours of instruction annually.

Option 4 was chosen by one CCSD Zoom elementary school. This school arranged for the Zoom Reading Center to be duplicated for specific students and for literacy and language instruction to be offered in small groups after school by specific highly-qualified teachers. In addition to the small-group reading lessons (no more than six students per teacher), students had opportunities for computer-based learning including extended time on a language-focused computer program. Option 4 allowed for 49 additional minutes of instructional time, for identified students (ELLs) and identified staff. Students in this option received an additional 147 hours of instruction.

Option 5 was Zoom Summer Academy, chosen by four schools and addressed earlier in this report.

All extended day options are supported through research as follows: Expanded learning time facilitates greater language development for ELLs and could be a key step in closing the achievement gap between ELL and non-ELL students. Studies also suggest that the greatest results come from whole school implementation of an expanded time program (Lazarin, 2008). Research notes the need for additional blocks of times designated to help ELLs explicitly develop academic uses of English for core content-area practices (Farbman, 2015; Goldenberg, 2013; Saunders & Marcelletti, 2013).

Extended Day Program Costs

The projected cost, based on current allocations, of the Zoom Extended Day program in 2017-2018 was \$5,737,345.00, serving 2,957 students, at an approximate cost of \$1,940.00 per student.

Program Success Funded by SB 390 in 2017-2018

- Every student in twenty-six Zoom elementary schools received an additional 20 minutes of instruction during the 2017-2018 school year.
- Over 300 students at one Zoom elementary school received 49 additional minutes of instruction during the 2017-2018 school year.
- Students at one Zoom elementary school, over 300, specifically ELLs, received additional instruction focused on newcomers and students in danger of becoming Long-term English Language Learners.

Program Successes Not Funded by SB 390 in 2017-2018

- Schools were open for an additional time each day and office staff, custodial staff, and all facilities needed for additional instructional time were in place (lights, air conditioning, etc.) to support the extended day.

Zoom Extended Day Program with Nevada Department of Education Goals

Nevada Department of Education (NVDOE) Goals

Goal 1: All students are proficient in reading by the end of third grade.

Clark County School District Measurable District Objectives for Zoom Schools for Zoom Summer Academy and Zoom Extended Day

Increase by 5% the number of students, who are on or above grade level in ELA as measured by the end-of-year assessment by June 2018.

End-of-year SBAC Reading Assessment data is not yet available. This will be included in the next report.

Increase the percent of K-5 students, who are on or above grade level in reading as measured by i-Ready Reading Assessment in June 2018.

Students in kindergarten through fifth grade in Zoom Schools participated in the i-Ready Diagnostic Assessment in the fall, winter, and spring for reading. Appendix K attached shows the increases in the percent of students on level per Zoom elementary school for reading.

Increase the percent of ELLs meeting AGP as measured by WIDA ACCESS 2.0 from June 2018.

End-of-year WIDA ACCESS 2.0 AGP data is not yet available. This will be included in the next State Report and included under the Zoom Extended Day project.

Program Analysis

The 2017-2018 school year was the first year in which schools were able to implement the Extended Day Program. The transition to the Zoom Extended Day Program was made in August 2017. The quick transition did not allow schools to be as purposeful in planning toward the implementation of Zoom Extended Day instruction and master schedules.

More time and specific guidance from the CCSD ELL Division are needed to ensure Zoom Extended Day school programs are aligned strongly with the ELL Master Plan and the Six Principles of Effective ELL Instruction.

Program Summary and Updates

During the 2017-2018 school year, a new CCSD Job Description was written and shared with schools that details the work of a Language Learner Specialists (LLS). Currently, all Zoom Elementary Schools have hired for the 2018-2019 school year, a full-time Language Learner Specialist. Each LLS will reside at the Zoom school site but attend monthly professional learning sessions with ELL/Zoom Project Facilitators and engage in CCSD ELL Division Instructional Rounds and Student Shadowing sessions. The LLS will be heavily involved in the delivery of the CCSD ELL Academic Language and Content Achievement Model (ALCA-M) professional learning sessions.

The Extended Day program will be utilized by all thirty-one Zoom elementary schools during the 2018-2019 school year, and will have a positive impact on all students, staff, and families, at all Zoom elementary schools.

Zoom Secondary

PROGRAM DESCRIPTION:

Seven secondary schools are designated as Zoom Schools and implemented initiatives to affect language acquisition and student achievement in the school year 2017-2018. The initiatives implemented were reduced class sizes, instructional interventions, and universal summer instructional program. Six of the Zoom secondary schools are middle schools and the only Zoom high school is Global Community High School.

Annual Growth Percentile (AGP)

WIDA ACCESS 2.0 results are pending and AGP results will be shared from the Nevada State Department of Education. These results will be included in the next State Report.

Secondary Program Costs

The projected cost, based on current allocations, of the Zoom Secondary Program in 2017-2018 was \$4,284,817.00, serving 7,102 students, at an approximate cost of \$7,705.00 per student.

Program Success Funded by SB 390 in 2017-2018

- During the 2017-2018 school year, Global Community High School and the six Zoom middle schools were engaged in building master schedules, and incorporating additional teachers, under the class size reduction line of the Zoom Initiative. Across all Zoom secondary schools, there were twenty-six full-time teacher positions funded.
- During the 2017-2018 school year, secondary school implemented the newly created Language Learner Specialist (LLS) positions.
- Language Learner Specialists attended professional learning sessions focused on each school site's Focus of Practice (ELL Instruction Rounds focus), the CCSD ELL Newcomer Toolkit, the CCSD ELL Long-term English Language Learner (LTELL) Toolkit, WIDA data analysis, the WIDA website resources, Achieve3000 resources, and ELLD services including Refugee Services, University of Family Learning Services, and Transcripts and Translations.

Program Success Not Funded by SB 390 in 2017-2018

- Zoom Secondary Project Facilitators and Zoom funded school-site LLSs engaged in professional learning around the Quality Teaching for English Language Learners WestEd tasks.

Zoom Secondary with Nevada Department of Education Goals

Nevada Department of Education (NVDOE) Goals

Goal 2: All students enter high school with the skills necessary to succeed.

Goal 3: All students' graduate college and career ready.

Clark County School District Measurable District Objectives for Zoom Schools

Class Size Reduction

This strategy will result in Zoom secondary schools having classes with lower ratios in targeted core classes than comparative non-Zoom schools during the project period.

During the 2017-2018 school year, across all secondary Zoom schools, there were twenty-six full-time teacher positions funded. The class size reduction teacher positions were funded to lower numbers across classes, resulting in lower class sizes and additional support for students.

Direct Intervention

The school will administer the eValue test utilizing appropriate testing schedule throughout the year.

All six CCSD Zoom middle schools administered the eValue test monthly for mathematics and reading. Zoom middle school teachers use the assessment data to engage in Professional Learning Communities (PLCs) and make instructional decisions for students. Teaching teams are encouraged to meet every month and analyze the eValue results through the use of Data Chats that will allow for instructional adjustments to meet the needs of all students. Appendix L attached show participation rates by middle schools in the eValue assessments. See attached Appendix L.

Increase the percent of ELLs receiving direct instructional intervention in middle schools.

Seventy-one teachers, across all Zoom secondary schools, were paid an additional 50 minutes of time, through a prep buyout, to work with English Language Learner students. Of specific focus were Newcomer students and Long-term English Language Learners.

Increase the number of long-term ELLs exiting ELL services in all grades at the site, as measured by WIDA ACCESS 2.0 by the end of the project period.

WIDA ACCESS 2.0 assessment data is pending at the time of this writing. These results will be included in the next State Report.

Increase the percentage of ELL students who end the school year at, or above, proficiency in ELA, as measured by end of year assessments over prior school year.

SBAC assessment data is pending at the time of this writing. These results will be included in the next State Report.

Extended Day

Global Community High School students will average a credit gain higher than the prior semester at Global Community High School.

During Semester 1 of the 2016-2017 school year, students at Global Community High School earned 576.5 credits. During semester 1 of the 2017-2018 school year, students at Global Community High School acquired 646 credits, an increase of 69.5 credits.

Program Analysis

In the 2017-2018 school year, Zoom Secondary Schools implemented initiatives to impact language acquisition and student achievement. The initiatives implemented were reduced class sizes, instructional interventions, and universal summer instructional programs. Moving toward 2018-2019 Zoom Secondary work will be strengthened through the reallocation of funds and personnel from Zoom University and toward Zoom initiatives such as Direct Instructional Interventions and reduced class sizes that emphasize the needs of English language learners.

Program Summary and Updates

CCSD Zoom secondary schools have much work to do in improving outcomes for secondary English language learners. During the 2018-2019 school year each Zoom secondary school will have a newly hired Language Learner Specialist (LLS). This position will be coached and mentored by a Zoom ELL Project Facilitator. Through monthly meetings, LLSs will learn more deeply about the most effective ways to work with students who continue to struggle with reading difficulties or language barriers.

ELL/Zoom personnel will be working more closely with Zoom schools to ensure Class Size Reduction positions and Language Learner Specialists are strategically working with English language learners.

Zoom University

PROGRAM DESCRIPTION:

Zoom University is a 15-day summer program offered during the 2017-2018 school year at all six Zoom middle schools. Middle school students have an opportunity to attend Zoom University from May 25, 2018, to June 15, 2018. Students choose a content to study Culinary Arts Fun With Food, Construction Technology, Cosmetology Salon Basics, Engineering and Design, or Theatre, Ready for the Stage. In addition, Career and Technology. Teachers are hired to work in partnership with the classroom teachers, giving students support with career goals and content.

Annual Growth Percentile (AGP)

WIDA ACCESS 2.0 results are pending and AGP results will be included from the Nevada State Department of Education. These results will be included in the next State Report.

Zoom University Program Costs

The projected cost, based on current allocations, of the Zoom University Program in 2017-2018 was \$1,500,309.00, serving 1,353 students, at an approximate cost of \$1,108.00 per student.

Program Success Funded by SB 390 in 2017-2018

- Zoom Project Facilitators revised the Zoom University curriculum to more specifically focus on CCSD English Language Learners.
- Zoom University curriculum provides an opportunity for students to engage in an online career and work force assessment which provides students with guidance in planning their high school career and college aspirations.

Program Success Not Funded by SB 390 in 2017-2018

- Extended insurance, facility operation, and police services were secured to ensure that the Zoom Summer Academy operated under “business-as-usual” terms.
- CCSD supported the hiring of nurses, site-based technicians, and custodians to support the work of Zoom Summer Academy.
- A mandatory 3-hour professional learning session, focused on sociocultural theory, effective instruction for ELLs, and the newly revised curriculum, was attended by all teachers scheduled to teach Zoom University, including 96 classroom teachers and 26 Career and Technical Education teachers.

Zoom Secondary with Nevada Department of Education Goals

Nevada Department of Education (NVDOE) Goals

Goal 2: All students enter high school with the skills necessary to succeed.

Goal 3: All students' graduate college and career ready.

Clark County School District Measurable District Objectives for Zoom Schools

Increase by the number of students attending Zoom University for 13 or more days, compared to prior years.

During the 2016-2017 school year, there were 604 middle school students who attended Zoom University for 13 or more days. At the time of this report, Zoom University projected enrollment is at 1,353 students. The number of students attending 13 or more days will be determined after June 18, 2018. ELL/Zoom Project Facilitators created a promotional video to be shared at all middle school sites. In addition, project facilitators attended Zoom Family Nights and encouraged parents and students to enroll in Zoom University.

80% of students attending Zoom University for 13 or more days will demonstrate maintenance of language skills as measured by a pre- and post-test.

Students attending Zoom University were given a pretest in the spring of 2018 and will complete the post-test in the fall of 2018. The results will be included in the next State Report.

Increase the number of students gaining credit through Summer Block, compared to prior year (Global only).

Global Community High School is currently engaged in the delivery of summer school courses. Additional information will be included in the next State Report.

Program Analysis

Although all six CCSD Zoom middle schools elected to participate in Zoom University in May/June, 2018, this program will be phased out during the 2018-2019 school year to ensure all students are enrolled in the extended day. Impact is anticipated to increase due to the fact that Zoom University reaches 20% or less of students while Zoom Extended Day is a whole-school initiative, which will serve 100% of students.

Program Summary and Updates

Zoom University curriculum was revised to include more specific attention to the needs of English Language Learners, and Zoom University teachers were motivated and willing to teach the Zoom University students. Zoom University Project Facilitators worked hard to plan enrichment activities and field trips for students.

However, the attendance from families and students is projected to be below 20% for the summer of 2018. All Zoom site-based principals are planning toward the 2018-2019 school year and all have indicated a shift toward extended day. Although Zoom University curriculum will still be available for Zoom secondary schools, Zoom University will be phased out during the 2018-2019 school year.

Recruitment, Retention, Professional Development

PROGRAM DESCRIPTION:

Senate Bill 390 provides funds for recruitment and retention of teachers, and/or professional development. CCSD uses these funds entirely for recruitment and retention of teachers.

Recruitment, Retention, and Professional Development Program Costs

The projected cost, based on current allocations, of the Zoom Recruitment, Retention, and Professional Program in 2017-2018 was \$1,982,525.00, serving 1,905 teachers, at an approximate cost of \$1,040.00 per teacher.

Program Success Funded by SB 390 in 2017-2018

- Teachers are staying at Zoom Schools. CCSD teacher vacancies in the fall of 2014-2015 were 118. In the fall of 2015-2016, there were 170 teacher vacancies in Zoom schools.
- In the fall of 2016-2017, there were 40 teacher vacancies, and in the spring of 2017-2018, there are 53 teacher vacancies but two more months to hire. See Appendix M for additional information on teacher vacancies per school.

Program Success Not Funded by SB 390 in 2017-2018

- CCSD ELL Division provided Academic Language and Content Achievement Model professional learning sessions for all Zoom schools.
- CCSD ELL personnel engaged in ELL Instructional Rounds and Student Shadowing with school-site personnel.

Zoom Recruitment and Retention with Nevada Department of Education Goals

Nevada Department of Education (NVDOE) Goals

Goal 1: All students are proficient in reading by the end of third grade.

Goal 2: All students enter high school with the skills necessary to succeed.

Goal 3: All students' graduate college and career ready.

Clark County School District Measurable District Objectives for Zoom Schools

The program will keep the vacancies below 3% by offering the recruitment and retention incentives.

As mentioned above, the Zoom school vacancies have decreased over the past four years. The Recruitment and Retention Program is having a positive impact on Zoom schools.

The program will decrease the percent of probationary teachers compared to the prior year.

During the 2016-2017 school year, there were 638 probationary teachers in Zoom school. During the 2017-2018 school year, there were 626 probationary teachers in Zoom schools. Included in this data are all Zoom schools, including schools new to the Zoom Initiative during the 2016-2017 school year. See Appendix N.

Zoom Family Engagement

In collaboration with the CCSD ELL Division, Zoom personnel worked with the CCSD Family and Community Engagement Services (FACES) Department to offer several University of Family Learning courses for families. The following courses were offered:

Our Journey Together – Professional learning for families focused on the CCSD ELL Master Plan.

Language Development at Home and at School – This session provides parents and caregivers an understanding of how ELL students are identified based on language development levels, the difference between social and academic language, and ways to promote academic conversations in everyday interactions.

Unity in Diversity: Preparing Your Newcomer for Success – This session provides support for families new to country with a smooth transition into the school community.

Unity in Diversity: A Long-term English Language Learner (LTELL) Framework – Supports are shared in this session with specific recommendations for accelerating the learning of LTELLs.

As of May 21, 2018, sixty-five UFL classes were delivered at CCSD Zoom schools. In attendance were 1,017 parents, 290 children, and 137 staff members.

In addition to the UFL courses above, during the 2017-2018 school year, 15 Zoom elementary schools and one Zoom middle school also offered Zoom Family Nights and Zoom Families were provided with a monthly newsletter to encourage participation.

Appendix A

Senate Bill 390 appropriated fund for Zoom Schools Clark County School District (CCSD)

School	Total SB 390 Funds Used by Zoom Schools in 17-18 Through May 7, 2018
Zoom Elementary Schools	
Beckley, Will Elementary	\$896,807.40
Cambiero, Arturo Elementary	\$687,615.40
Cortez, Manuel Elementary	\$988,939.40
Craig, Lois Elementary	\$859,099.00
Crestwood Elementary	\$912,652.00
Dailey, Jack Elementary	\$832,748.40
Detwiler, Ollie Elementary	\$1,012,185.80
Diaz, Ruben Elementary	\$963,547.40
Earl Ira J. Elementary	\$867,756.00
Edwards, Elbert Elementary	\$842,948.00
Herron, Fay Elementary	\$1,089,944.00
Hewetson, Halle Elementary	\$1,240,815.20
Lunt, Robert Elementary	\$874,089.20
Lynch, Ann Elementary	\$932,051.20
Martinez, Reynaldo Elementary	\$970,126.60
McWilliams, J.T. Elementary	\$862,747.80
Moore, William Elementary	\$981,513.80
Paradise Elementary	\$682,761.80
Park, John S. Elementary	\$732,780.40
Petersen, Dean Elementary	\$1,009,794.40
Pittman, Vail Elementary	\$914,363.60
Ronzzone, Bertha Elementary	\$983,894.00
Rowe, Lewis E. Elementary	\$1,071,485.80
Squires, C.P. Elementary	\$951,479.20
Stanford Elementary	\$850,629.60
Tate, Myrtle Elementary	\$892,882.40
Thomas, Ruby Elementary	\$1,245,777.20
Twin Lakes Elementary	\$911,913.80
Ward, Gene ES	\$864,549.00
Warren, Rose ES	\$981,623.00
Williams, Tom ES	\$1,090,270.40
Zoom Middle Schools	
Brinley, Harold J. MS	\$851,440.70
Cannon, Helen MS	\$1,094,627.40
Fremont, John C. MS	\$849,235.80
Orr, William E. MS	\$804,564.50
Robison, Dell MS	\$749,446.90
Von Tobel, Ed MS	\$946,965.10
Zoom High School	
Global HS	\$556,651.10

Each CCSD Zoom school was funded with the specific tenets of Senate Bill 390, as is appropriate for elementary, middle, and high schools. The table shows the funds utilized by each school.

Appendix B

CCSD Zoom School Student Count 2016-2017 and 2017-2018

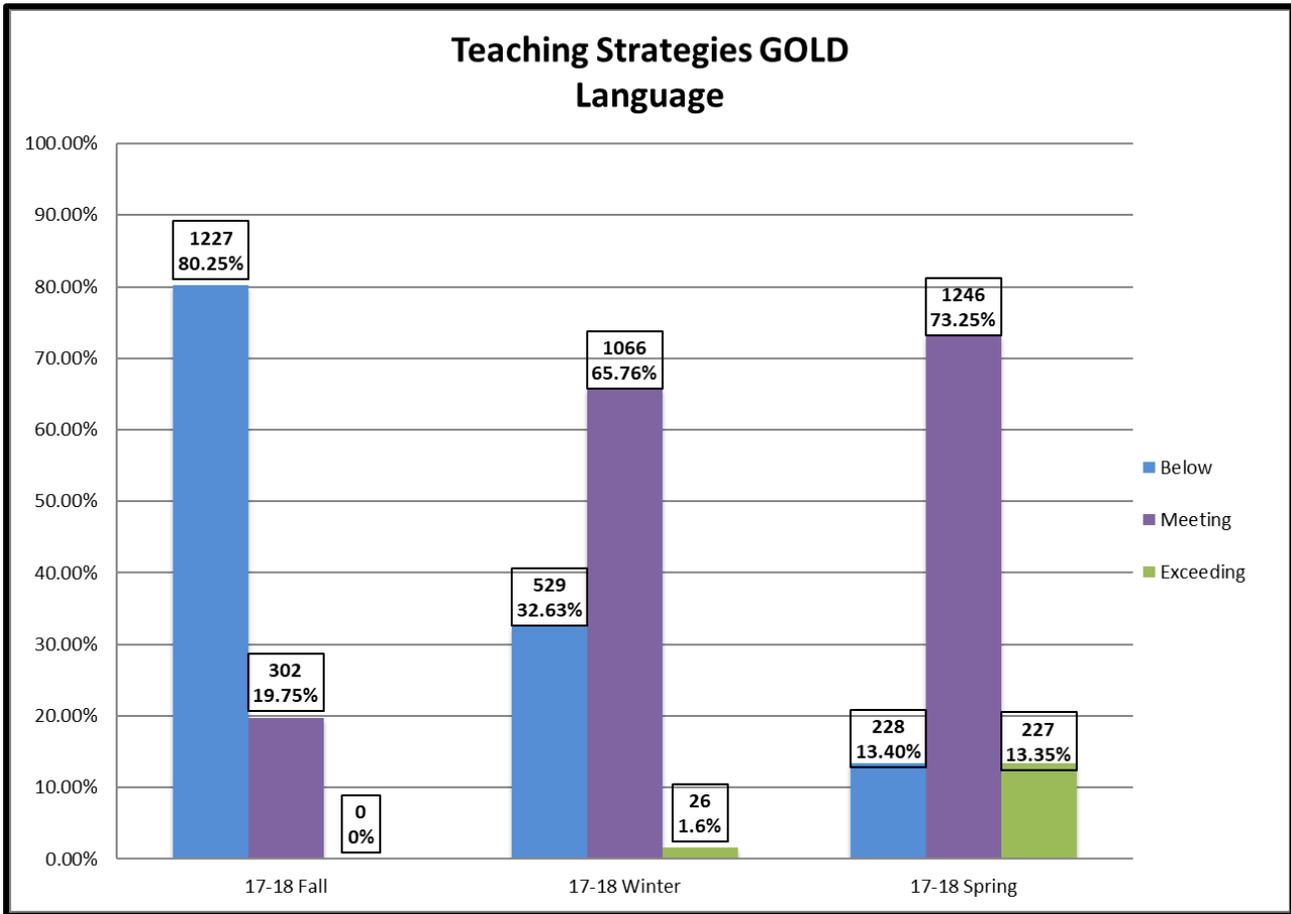
Zoom Student Count School Name	2016-2017		2017-2018	
	Total Students	Total LEP	Total Students	Total LEP
Elementary Schools				
Beckley Elementary	804	390	826	384
Cambeiro Elementary	619	323	640	341
Cortez Elementary	823	426	765	393
Craig Elementary	699	285	698	303
Crestwood Elementary	674	373	616	368
Dailey Elementary	734	316	735	366
Detwiler Elementary	726	270	744	251
Diaz Elementary	743	368	700	363
Earl Ira Elementary	860	473	708	440
Edwards Elementary	753	358	688	325
Herron Elementary	827	477	774	455
Hewetson Elementary	973	541	874	513
Lunt Elementary	612	347	614	343
Lynch Elementary	704	347	653	340
Martinez Elementary	651	264	660	259
McWilliams Elementary	738	372	728	367
Moore Elementary	632	313	674	309
Paradise Elementary	547	216	506	201
Park Elementary	805	324	758	323
Petersen Elementary	923	373	876	388
Pittman Elementary	610	221	577	212
Ronzone Elementary	884	355	875	336
Rowe Elementary	660	269	659	231
Squires Elementary	701	447	654	415
Stanford Elementary	632	239	637	269
Tate Elementary	779	353	768	339
Thomas Elementary	823	386	874	410
Twin Lakes Elementary	615	359	598	348
Ward Gene Elementary	746	318	721	297
Warren Elementary	662	330	651	328
Williams Tom Elementary	924	571	849	561
Middle Schools				
Brinley MS	921	238	935	251
Cannon MS	938	294	955	318
Fremont MS	884	274	824	265
Orr MS	973	316	999	318
Robison MS	1138	429	1130	391
Von Tobel MS	1179	440	1212	476
High School				
Global Community	174	159	175	165
Total Number	29090	13154	28330	12962

Zoom schools serviced a high number of students which include English Language learners.

Appendix C

Pre-K Language Assessment - Teaching Strategies GOLD

2017-2018

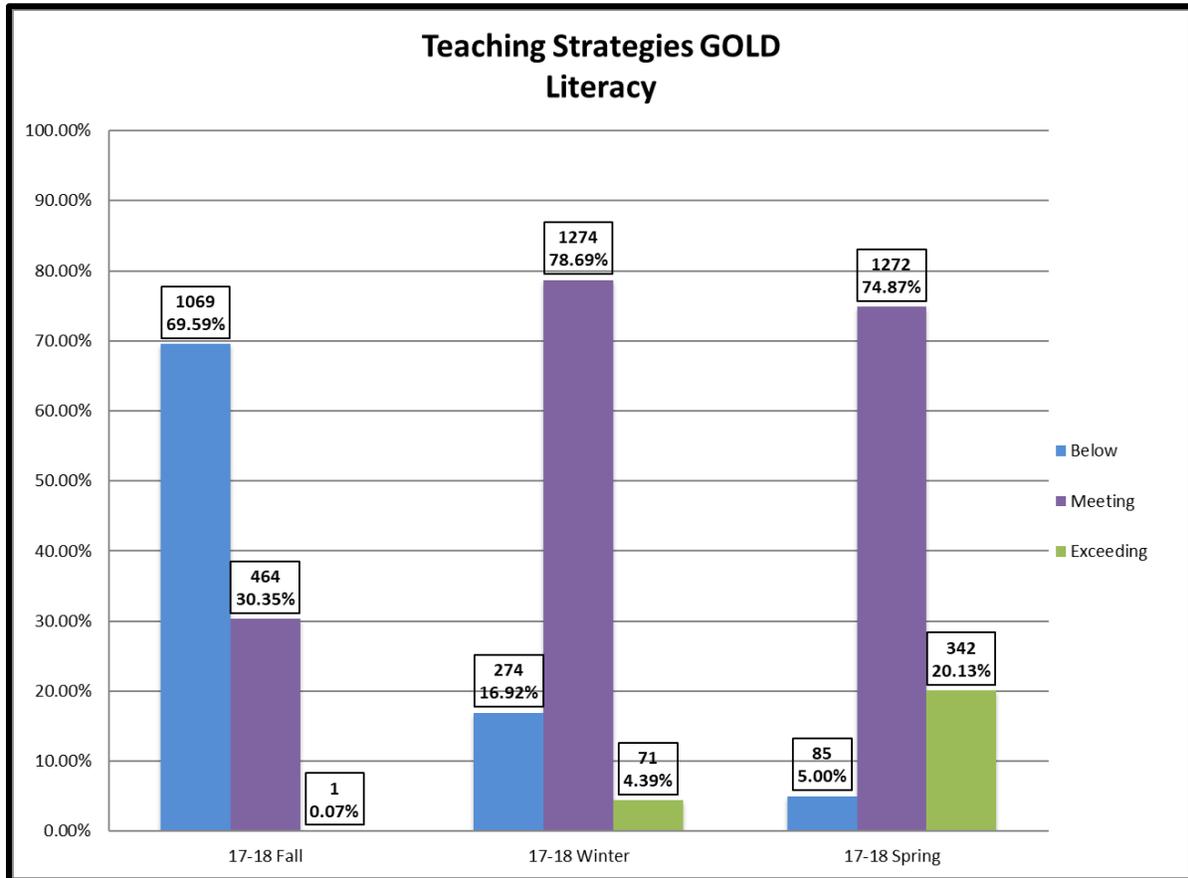


Although 80.25% of students were below grade level in the fall, only 13.4% remained below by the spring, 2018.

Appendix D

Pre-K Literacy Assessment - Teaching Strategies GOLD

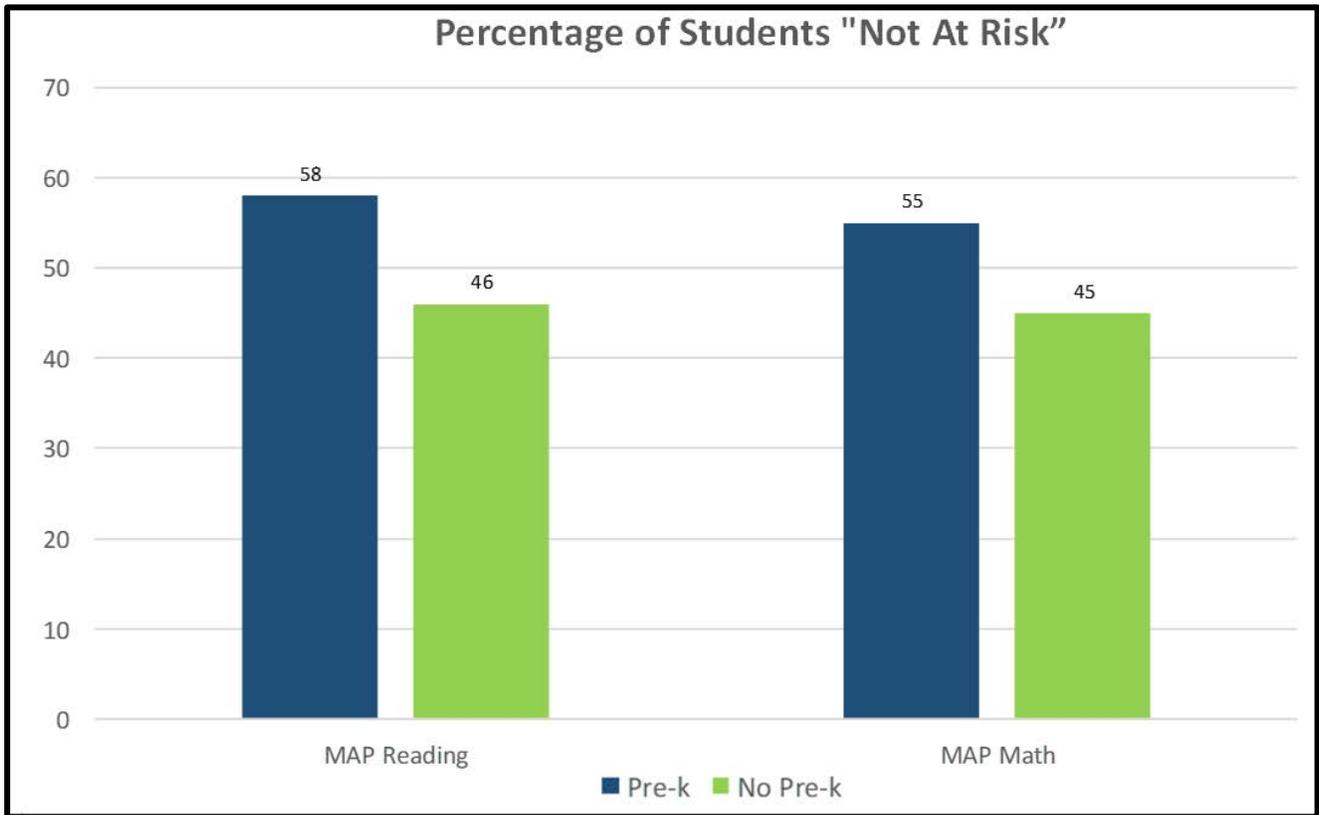
2017-2018



Although 69.59% of the Pre-K students began the school year below level, only 5% of the students were below level in the spring, 2018. In the fall of 2017, less than 1% of students were exceeding standards on TSG but by the spring, 20.13% of the students scored in the exceeding standards category. In the fall, there were 30.35% of students meeting standards, but by spring, 74.87% were meeting standards.

Appendix E

Kindergarten MAP Assessment Students "Not At Risk" Reading and Math 2017-2018

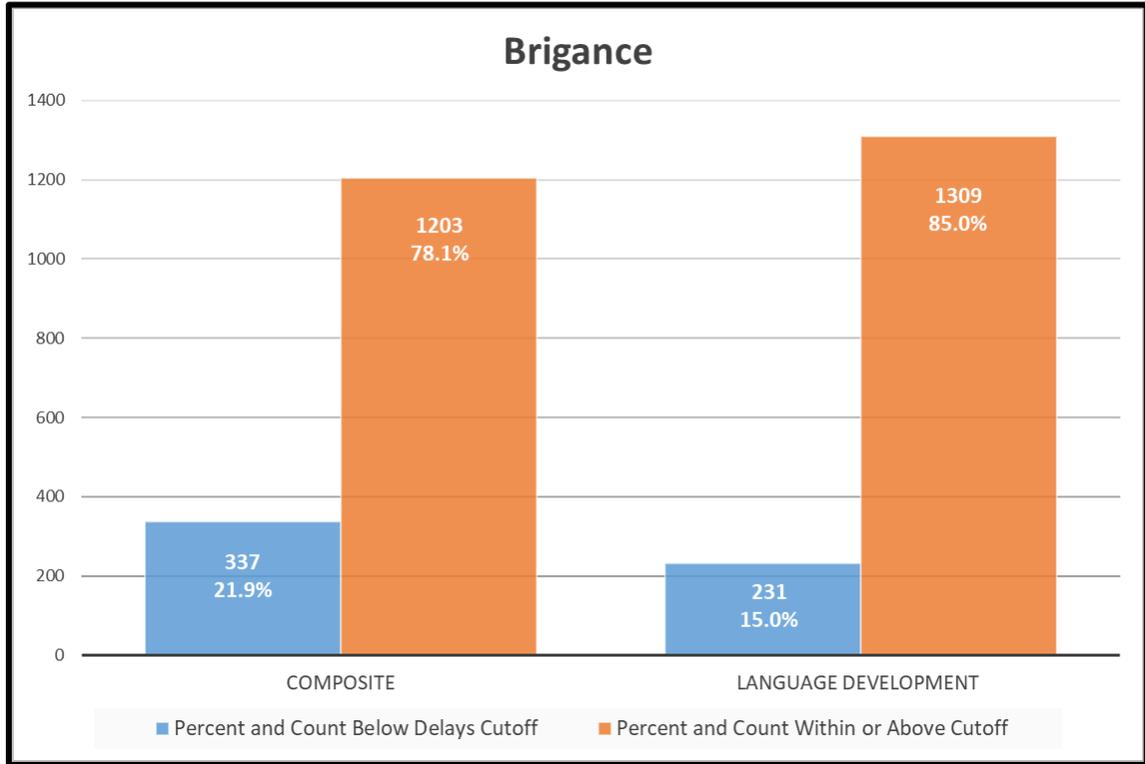


The table displays kindergarten students who attended Zoom Pre-K and students who did not attend Zoom Pre-K, during the 2016-2017 school year, and how they scored on the MAP assessment of their kindergarten year.

Students who attended Zoom Pre-K scored, at a higher percent, in the "Not at Risk" category for both reading and mathematics.

Appendix F

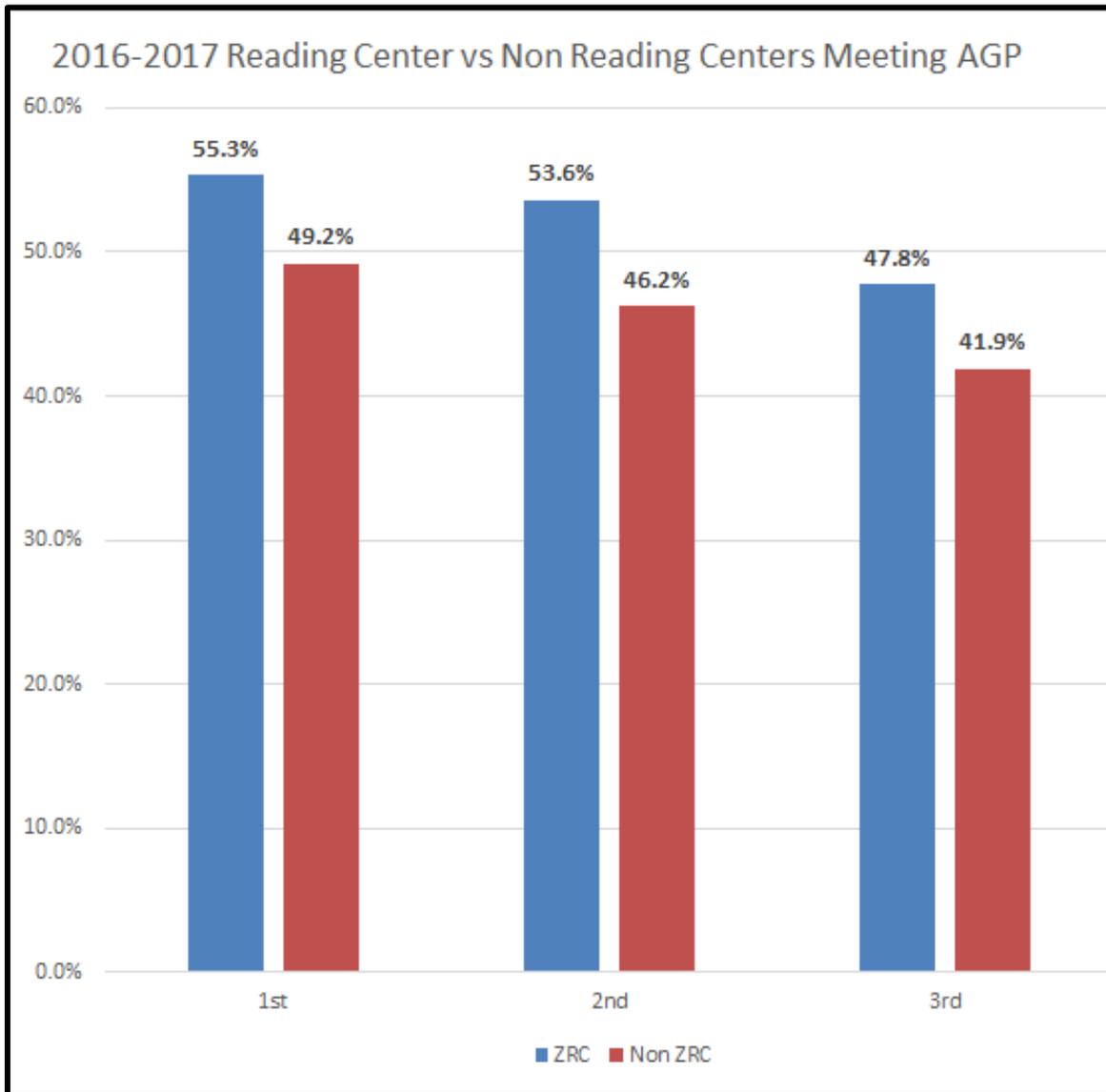
Brigance Assessment - 2017-2018



The Brigance Assessment results are shown for the Overall Composite and for the Language Composite.

Appendix G

Zoom School AGP Data - 2016-2017



During the 2016-2017 school year, WIDA AGP results showed students receiving support in Zoom Reading Centers met their Annual Growth Percentile at a higher rate.

Appendix H

i-Ready Reading Assessment Grade 1

Window 1, 2, and 3

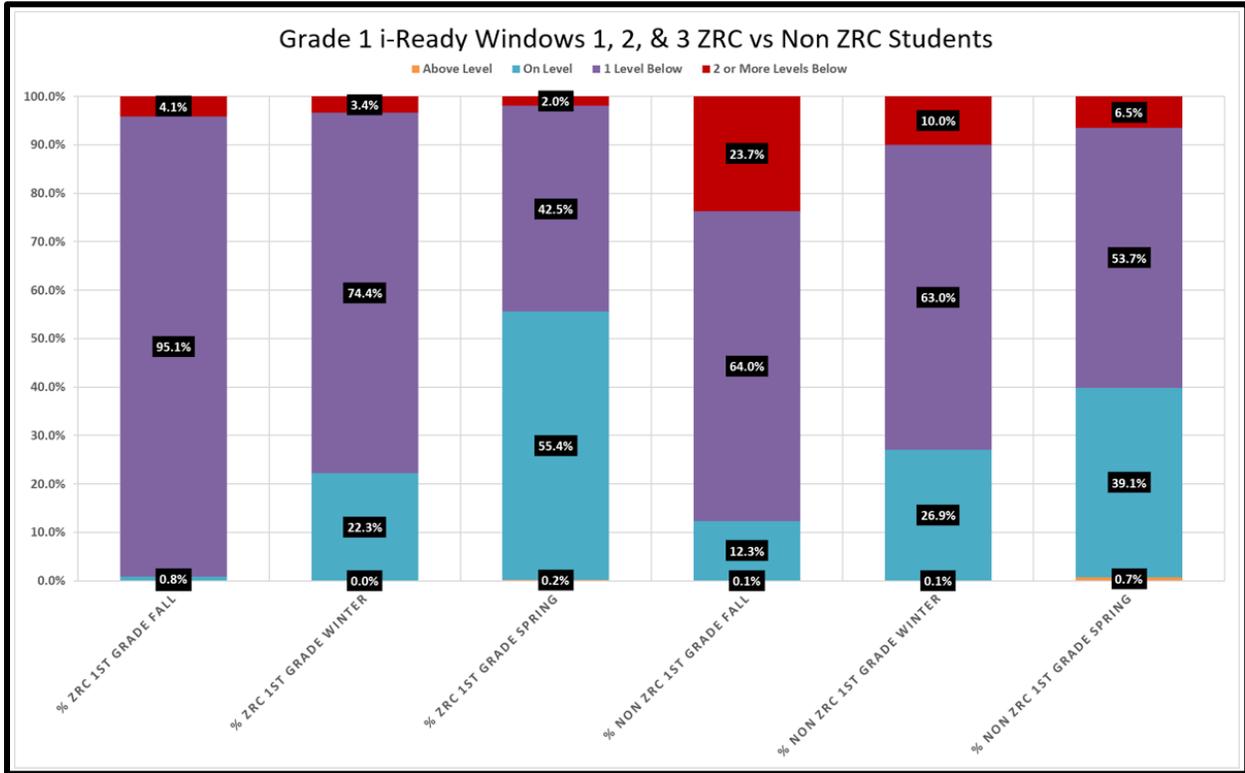
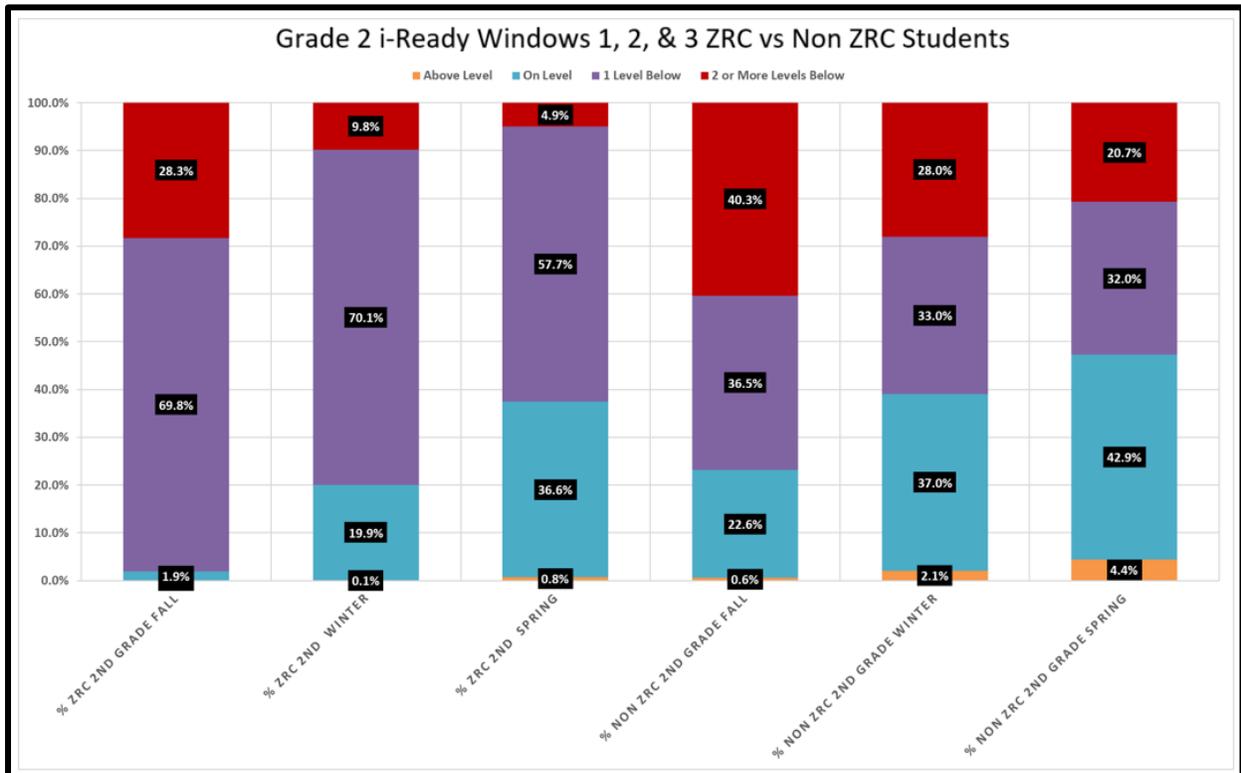


Table H shows the difference between students who attended the Zoom Reading Centers (ZRC) and students who did not attend the Centers (NON ZRC). First-grade students who attended the Zoom Reading Center the percentage scoring on grade level showed a 54% gain, while non-ZRC students showed a 27.8% gain.

Appendix I

i-Ready Reading Assessment Grade 2

Window 1, 2, and 3

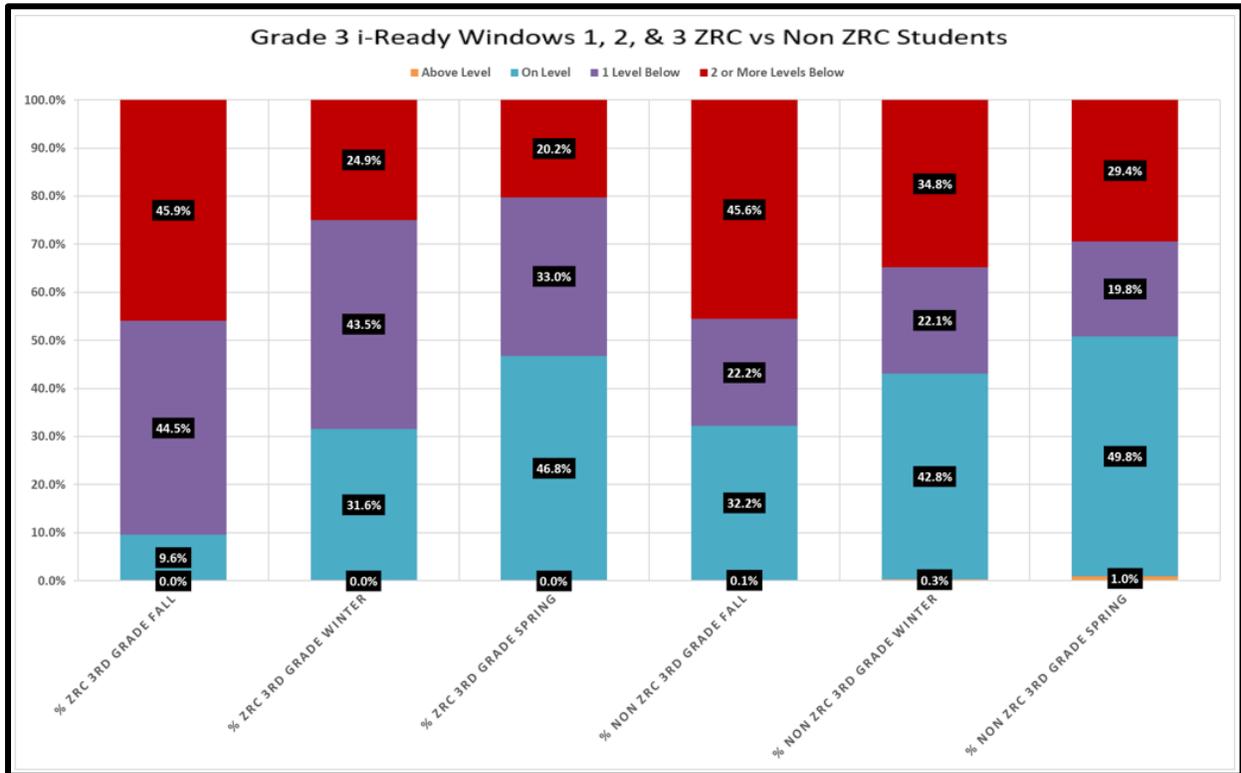


Appendix I shows the difference between second-grade students who attended the Zoom Reading Centers (ZRC) and second-grade students who did not attend the Centers (NON ZRC). For second-grade students who attended the Zoom Reading Center, the percentage scoring on grade level showed a 34.5% gain, while non-ZRC students showed a 24% gain.

Appendix J

i-Ready Reading Assessment Grade 3

Window 1, 2, and 3



Appendix J shows the difference between third-grade students who attended the Zoom Reading Centers (ZRC) and third-grade students who did not attend the Centers (NON ZRC). For third-grade students who attended the Zoom Reading Center, the percentage scoring on grade level showed a 37.2% gain, while non-ZRC students showed a 18.5% gain.

Appendix K

i-Ready Performance on Overall Reading K-5

On-level in Fall and Spring

Zoom Overall Reading i-Ready Performance	On or Above			
	2016-2017		2017-2018	
School	Diagnostic 1	Diagnostic 3	Diagnostic 1	Diagnostic 3
Beckley Elementary School	20%	51%	16%	49%
Cambeiro Elementary School	15%	43%	14%	42%
Cortez Elementary School	16%	57%	15%	53%
Craig Elementary School	14%	40%	13%	41%
Crestwood Elementary School	18%	43%	16%	42%
Dailey Elementary School	23%	57%	20%	57%
Diaz Elementary School	16%	53%	15%	50%
Earl Elementary School	13%	39%	10%	42%
Edwards Elementary School	18%	41%	10%	27%
Herron Elementary School	20%	68%	20%	59%
Hewetson Elementary School	12%	47%	13%	47%
Lunt Elementary School	12%	43%	10%	42%
Martinez Elementary School	18%	44%	15%	41%
McWilliams Elementary School	14%	41%	11%	44%
Moore Elementary School	13%	45%	13%	42%
Paradise Elementary School	15%	40%	16%	34%
Park Elementary School	12%	43%	16%	51%
Petersen Elementary School	12%	47%	15%	44%
Pittman Elementary School	19%	50%	17%	54%
Ronzone Elementary School	13%	47%	15%	42%
Rowe Elementary School	20%	56%	25%	61%
Squires Elementary School	11%	43%	13%	47%
Stanford Elementary School	17%	40%	11%	37%
Tate Elementary School	12%	48%	9%	51%
Twin Lakes Elementary School	16%	54%	15%	50%
Ward, Gene Elementary School	13%	38%	11%	38%
Warren Elementary School	13%	49%	13%	46%
Average	15%	47%	14%	46%
*Zoom Schools not participating in extended day	Diagnostic 1	Diagnostic 3	Diagnostic 1	Diagnostic 3
Detwiler Elementary School	12%	34%	13%	40%
Lynch Elementary School	9%	30%	7%	28%
Thomas Elementary School	11%	35%	11%	34%
Moore Elementary School	13%	45%	13%	42%
Average	11%	35%	11%	36%

Students in kindergarten through fifth grade in Zoom Schools participated in the i-Ready Diagnostic Assessment in the fall, winter, and spring for reading. Table K shows the increases in the percent of students on-level per Zoom elementary school for reading.

Appendix L

eValuate - Middle School Participation

Evaluate Participation						
	Brinley MS	Cannon JHS	Fremont MS	Orr MS	Robison MS	Von Tobel MS
Oct Math	92%	79%	82%	83%	95%	1%
Oct ELA	91%	86%	90%	89%	91%	1%
Nov Math	93%	86%	87%	81%	92%	97%
Nov ELA	95%	84%	92%	85%	92%	97%
Dec Math	93%	91%	91%	74%	90%	96%
Dec ELA	95%	86%	90%	86%	91%	97%
Jan Math	88%	93%	96%	86%	96%	96%
Jan ELA	94%	92%	97%	90%	96%	96%
Feb Math	89%	90%	94%	0%	94%	95%
Feb ELA	94%	84%	96%	3%	94%	97%
March Math	94%	93%	94%	84%	94%	95%
March ELA	95%	92%	93%	87%	95%	95%
April Math	82%	63%	92%	81%	87%	96%
April ELA	91%	87%	90%	79%	82%	96%
May Math *	3%	33%	0%	0%	1%	0%
May ELA *	50%	23%	0%	0%	6%	3%
* Principals decided not to mandate the May assessment due to SBAC testing.						

The table shows participation rates by middle schools in the eValuate assessments.

Appendix M

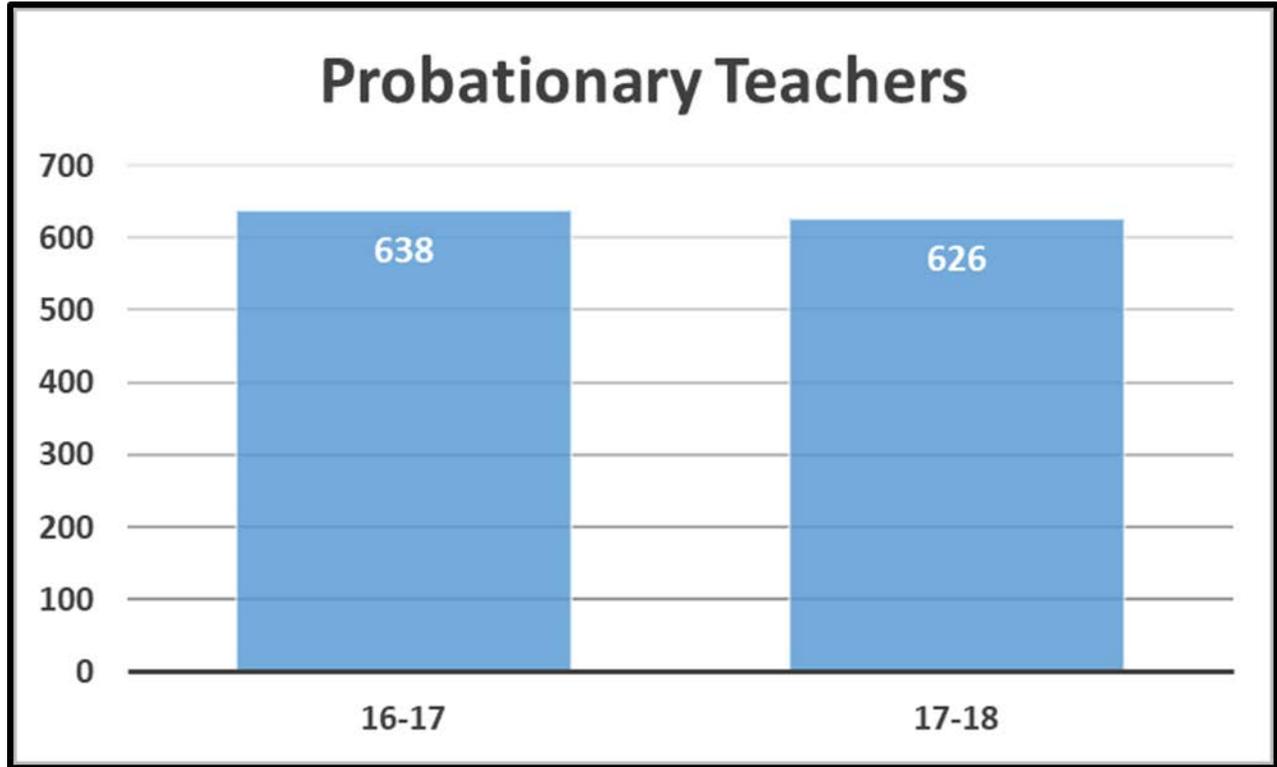
Zoom School - Teacher Vacancies

ZOOM SCHOOL	2013-14	2014-15	2015-16	2016-17	2017-18
Elementary Schools					
BECKLEY ES	1	1	6	1	3
CAMBEIRO ES	2	4	7	0	1
CORTEZ ES	0	6	2	2	2
CRAIG ES	0	12	13	1	1
CRESTWOOD ES	0	1	3	0	1
DAILEY ES	1	0	1	0	0
DETWILER ES	4	3	6	0	0
DIAZ ES	2	5	3	2	1
EARL IRA ES	0	4	7	2	2
EDWARDS ES	0	4	5	1	3
HERRON ES	0	2	4	1	1
HEWETSON ES	0	0	3	1	0
LUNT ES	2	2	3	1	1
LYNCH ES	2	9	10	0	2
MARTINEZ ES	1	2	2	0	0
MCWILLIAMS ES	0	1	7	0	2
MOORE ES	0	9	5	1	2
PARADISE ES	0	5	3	3	1
PARK ES	0	5	10	0	2
PETERSEN ES	1	3	4	0	0
PITTMAN ES	1	2	9	2	4
RONZONE ES	2	3	6	2	1
ROWE ES	2	4	3	0	0
SQUIRES ES	3	2	6	0	0
STANFORD ES	0	1	1	1	1
TATE ES	0	3	1	1	2
THOMAS ES	1	1	8	1	3
TWIN LAKES ES	0	6	7	4	4
WARD GENE ES	0	1	4	1	0
WARREN ES	0	2	0	0	0
WILLIAMS TOM ES	2	3	6	2	2
Middle Schools					
BRINLEY MS	0	0	2	1	0
CANNON JHS	0	1	3	2	1
FREMONT MS	0	1	0	0	1
ORR MS	1	4	2	4	2
ROBISON MS	0	5	4	2	2
VON TOBEL MS	1	0	4	1	5
High School					
GLOBAL COMMUNITY HS	0	1	0	0	0
Total	27	118	170	40	53

The table shows teachers are staying at Zooms schools. CCSD teacher vacancies in the fall of 2014-2015 were 118. In the fall of 2015-2016, there were 170 teacher vacancies in Zoom schools. In the fall of 2016-2017, there were 40 teacher vacancies, and in the spring of 2017-2018, there are 53 teacher vacancies but two more months to hire.

Appendix N

Zoom School - Number of Probationary Teachers



WCSD Zoom Schools

INTRODUCTION

Millions of American children get to fourth grade without learning to read proficiently, and that puts them on the high school dropout track. The ability to read by grade three is critical to a child's success in school, life-long earning potential and their ability to contribute to the nation's economy and its security. Children can succeed at reading proficiency when policymakers focus on school readiness, school attendance at an early age, summer learning, family support and high-quality teaching (Casey, A. E. Foundation, 2010).

SB 405 funds were used for programming in 24 schools (20 elementary and 4 middle schools) during SY 2016-2017 and SY 2017-2018 to implement key initiatives mandated in the legislation:

1. **Pre-K Program** – critical early literacy skill development;
2. **Reading Skills Centers** – daily responsive small group literacy instruction; and
3. **Extended Day Program** – Leveled Literacy Intervention (LLI) program for struggling readers.

Although WCSD elected to use funds primarily for the purpose of **professional learning** – in lieu of family engagement, and recruitment and retention incentives for teachers – schools were able to leverage other funds and resources to support Zoom schools with **family engagement**, working successfully with families through a variety of programs and structures:

- Parent Involvement Facilitator (PIF) – All Zoom schools
- Family Engagement Plan – All Zoom schools
- Parent Teacher Home Visit Project – 14 Zoom schools
- Academic Parent Teacher Teams (APTT) – Three Zoom schools
- Parent University – 12 Zoom schools

Table 1 presents the 24 Zoom schools by funding year. Also shown are the Actual Funds Used by each school for SY 2016-2017 and Projected Funds to be used for SY 2017-2018. Student enrollment totals (minus Pre-K) are shown, along with the percent of EL students at each Zoom school. These figures are based on official *Count Day* numbers.

Table 1. WCSO Zoom Schools—SB 405 Funding SY2017 & SY2018

Funding Year	School Name	Actual Funds Used 2016-2017 \$	Projected Funds Used 2017-2018 \$	Enrollment Count-Day 2017-2018 (No Pre-K)	% EL 2017-2018 (No Pre-K)
2013-2014	Anderson ES	287,205	277,156	423	43
	Corbett ES	235,149	231,964	513	58
	Duncan ES	253,546	249,309	403	53
	Loder ES	237,757	179,824	550	61
	Mathews ES	287,580	192,109	579	50
	Veterans ES	236,468	236,076	423	43
2014-2015	Cannan ES	301,099	271,969	518	40
	Sun Valley ES	274,909	268,692	681	52
2015-2016	Kate Smith ES	210,413	155,963	311	55
	Lemelson ES	259,345	258,522	404	39
	Lincoln Park ES	184,069	164,368	340	39
	Allen ES	243,066	244,371	524	40
	Mariposa ES	259,800	207,488	174	66
	Mitchell ES	213,852	198,219	384	38
	Traner MS	714,980	524,774	802	36

Funding Year	School Name	Actual Funds Used 2016-2017 \$	Projected Funds Used 2017-2018 \$	Enrollment Count-Day 2017-2018 (No Pre-K)	% EL 2017-2018 (No Pre-K)
2016-2017	Bennett ES	251,454	245,929	503	32
	Greenbrae ES	299,271	228,756	387	45
	Maxwell ES	230,913	290,759	521	33
	Palmer ES	346,526	276,876	542	33
	Risley ES	303,818	278,782	429	48
	Smithridge	214,789	179,401	671	53
	Dilworth MS	445,176	354,925	679	23
	Sparks MS	530,796	582,166	736	29
	Vaughn MS	531,589	359,457	594	29
	Zoom TOTAL:	\$7,353,572	\$6,457,885	12,091	42

Zoom schools play a critical part in supporting *Nevada’s Read by Grade Three Plan (SB 391)*, which was designed to develop effective literacy instruction in grades K-3 and ensure pupils’ achievement proficiency in the subject area of reading; ensuring all students will be able to read proficiently by the end of third grade. Below are descriptions and highlights of the program structure and design, including program costs, number of students receiving services, cost-per-student, evidence of program successes, and data sources being used to monitor effectiveness and for ongoing Zoom program evaluation.

WCSD Zoom Pre-Kindergarten (Pre-K)

A large and growing body of research shows that investing in high-quality Pre-K education yields benefits for children, schools, and communities (Center for Public Education). *School readiness* research continues to show that fewer children from low-income families (less than half) are ready for school at kindergarten entry, compared to 3/4 of children from families with moderate or high incomes. For children from low-income families, preschool attendance is one of the strongest factors in school readiness.

Attending a high-quality early childhood program also predicts higher levels of achievement at age 11.

A follow-up study of the Abecedarian Project found that by age 30, participants were four times more likely to obtain a college degree than nonparticipants. Entering school ready to learn can improve one’s chances of reaching middle-class status by age 40. And a study of the Child-Parent Center program found a long-term return to society of \$8.24 for every dollar invested during the first four to six years of school, including prekindergarten.

During SY 2017-2018, Pre-K programs were implemented and served approximately 770 students in the District, and 552 students at 22 Zoom schools. The program structure was 2.5 hours per day, four days per week. Pre-K students gained important school readiness skills through high quality Pre-K programming that incorporated curricula based on the Nevada Pre-K Content Standards. Pre-K classrooms used learning centers that promoted pre- reading and writing skills, math, movement, music, language, literacy, science, art, self-help skills, and socialization. This type of learning environment and curriculum provided Pre-K students with the foundational skills necessary to make a successful transition to kindergarten. The program is evaluated using District-approved language assessments:

1. WIDA MODEL—Measure of Developing English Language
2. Brigance Early Childhood III Screens

The estimated *Cost-Per-Student* of Pre-K programming in SY2016, SY2017, and SY2018 is reported in Table 2.

Table 2. WCSD Estimated Cost-Per-Student of Pre-K Programming SY2016, SY2017 & SY2018

School Year	Total Cost of Pre-K	Number of Pre-K Students Served	Cost-Per-Student
2015 – 2016	\$577,226	520	\$1,110
2016 – 2017	\$987,400	714	\$1,383
2017 – 2018	*\$917,578	770	*\$1,192

*Projected figures

Pre-K WIDA-MODEL— Linguistic Achievement

WCSD continued to administer the Speaking and Listening portions of the Kindergarten WIDA- MODEL assessment to Pre-K students during SY 2017-2018 to assess their oral proficiency level using a scale of 1 to 6 as follows:

1 – Entering 2- Emerging 3 - Developing 4 - Expanding 5 - Bridging 6 - Reaching

Figure details the change in average oral proficiency scores by each Zoom school between Fall 2015 and Spring 2016, and Figure 2 presents the change in average oral proficiency scores between Fall 2016 and Spring 2017.

NOTE: Zoom Elementary Schools WIDA Oral Proficiency data for the SY 2017-2018 are currently in progress. Updated results will be provided in the interim report.

As shown in Figure 1, all schools showed an increase in oral proficiency, with 3 schools achieving “Bridging” skills—scale score 5. As shown in Figure 2, all Zoom schools in SY 2016-2017 demonstrated an increase in oral proficiency, with 4 schools achieving “Expanding” skills—scale score 4. The overall average score increased from 1.8 to 3.4, or 87% of growth. Zoom Pre-K programming continues to be a critical link to preparing students with early language and literacy skills necessary to be successful in kindergarten.

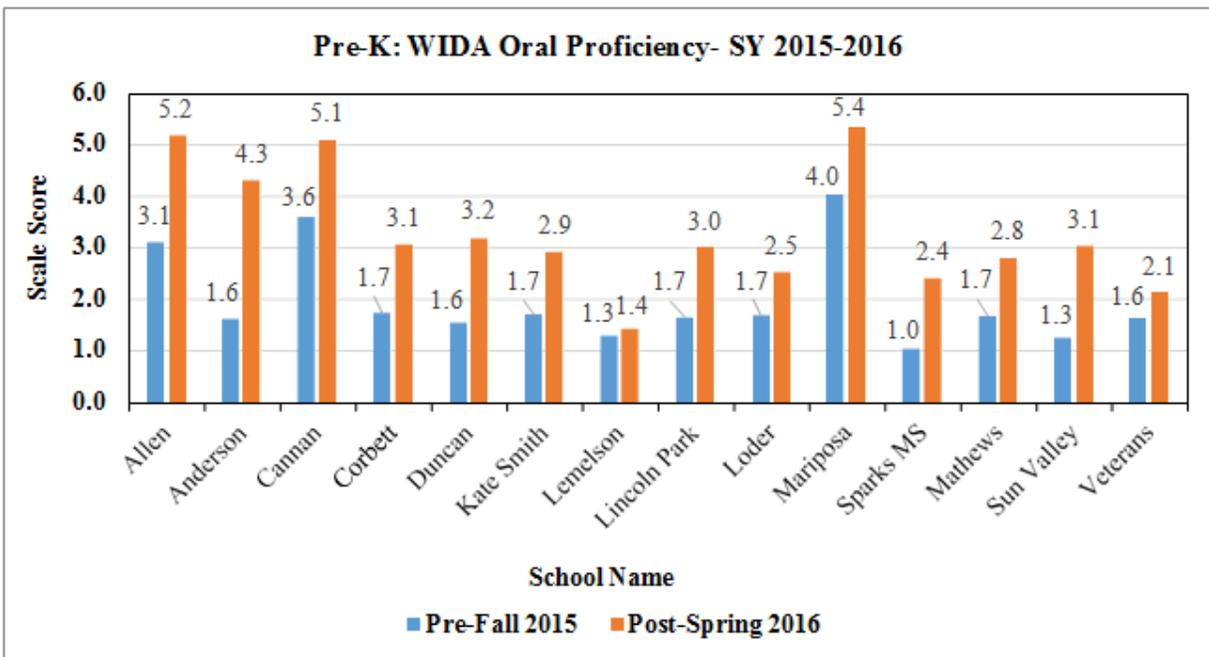


Figure 1. WCSD Zoom Schools, Pre-K WIDA-MODEL Oral Proficiency Scores (n=318)

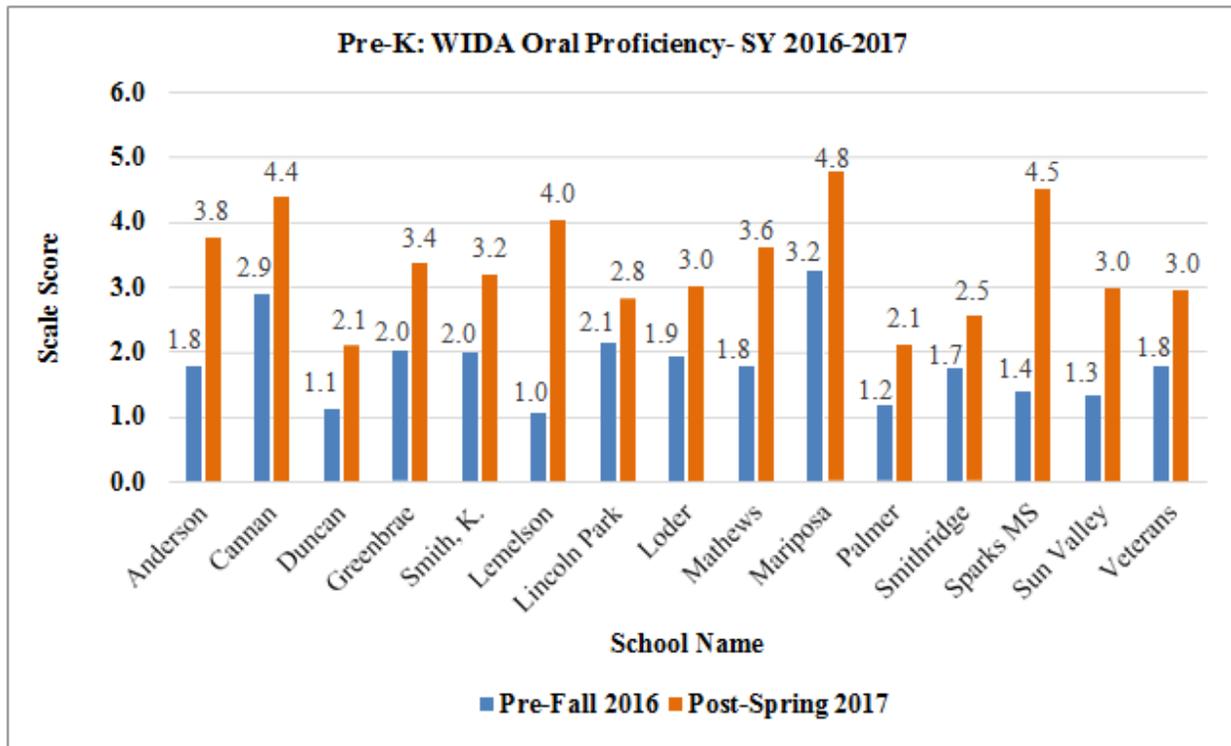


Figure 2. WCSD Zoom Schools, Pre-K WIDA-MODEL Oral Proficiency Scores (n=383)

Brigance Early Childhood Screens III

The *Brigance Early Childhood Screens III* was used to meet the Kindergarten Entry Assessment (KEA) requirement of Nevada’s Preschool Development Grant, which is overseen by NDE’s Office of Early Learning. All Pre-K students in WCSD were screened in the Fall 2017 and Spring 2018 (results pending).

***NOTE:** Zoom Elementary Schools Brigance Childhood Screens III data for the SY 2017-2018 are currently in progress. Updated results will be provided in the interim report.

Pre-K Program Successes

Qualitative Results: Teacher Reflections

- My students know the daily routine, and they can read the schedule and tell you exactly how the next center will run. They started cleaning the other day prior to my signal, when I asked them how they knew it was time to clean up they told me "because the line was on the 9" they've matched transitions to the clock all on their own!
- My student’s social/emotional development has blossomed as they problem solve without solution cards. The amount of empathy shown is heartwarming. They genuinely care about one another's feelings and are creative in lifting each other's spirits. When a child is out sick they make them get well cards (completely their idea!)

- I feel like I have too many stories to share!!! I have been thinking of everything from the new students we have added to our classroom fitting in so perfectly and forming strong bonds almost right away to old students who have moved but we still count them in our daily “who is absent” check...that just shows how much these kids care about them and it puts such a smile on my face! But I think one accomplishment that was so wonderful for me as their teacher is something that I heard from multiple families over conferences. We were able to have Washoe County public library cards made for every single student (and some siblings) in my class and our visit to the library over spring break was a delight – we had 12 families show up and since then, the parents reported at conferences that most of them have gone and revisited the library since then, even if it was just to walk around and look at their resources while running errands! One parent told me she has plans to go for their story times over the summer break and wants to share the info with some other families she knows with preschool aged children. Hearing about how our study of people and places in our local community started as just naming places the students had been to or seen around town to visiting them or having guest speakers come in, and now the families getting involved and prolonging this conversation and using the resources themselves.

WCSD Zoom Kindergarten Program

WCSD’s Kindergarten Program uses developmentally appropriate practices based on the Nevada Academic Content Standards (NVACS) in conjunction with the aligned WIDA Standards (i.e., standards that focus on academic language development and academic achievement for linguistically diverse students). Kindergarten instruction includes teacher facilitated small group activities, whole group experiences, one-on-one intervention, and explorations in center-based environments. Daily curriculum objectives integrate academic instruction with the creative arts, social-emotional, and physical development to support learning for the whole child.

The Kindergarten Program evaluation changed with DRA assessments were replaced with Brigance Early Childhood Screens III assessments for SY2017-2018. Additionally, the NDE Nevada Kids Read mandated MAP Growth assessments for Kindergarten during the Winter 2018 and Spring 2018 testing sessions, as shown in Table 3.

Brigance Early Childhood Screens III

The *Brigance Early Childhood Screens III* was also used to meet the early screening requirement of Read by Grade 3:

- SB 391—Nevada’s Read by Grade 3—requires all public and charter school Kindergarten students to be screened within 30 days of the start of school or within 30 days upon their enrollment.
- Nevada State Regulations mandated the *Brigance Early Childhood Screens III* as the required tool for Read by Grade 3 early screening of kindergarten students in SY 2017-2018.
- The Brigance *Core Assessments* component was used for Read by Grade 3.
- Kindergarten students’ chronological ages were used to determine which screen was applied— 3–5 years or K–1 grades.

Brigance Cut-off Scores for Grades K-1 are based on age-specific screens:

- 5 years 0 months to 5 years 5 months >88
- 5 years 6 months to 5 years 11 months >91
- 6 year 0 months to 6 years 5 months >88
- Over 6 years 6 months >96

Scores were converted to a percentile as follows:

- ≤ 60th percentile = Likely to have developmental or academic delays
- >60th and ≤87 = Read to learn
- >87th percentile = May be gifted or academically talented

Table 3. WUSD Zoom Schools: Kindergarten % Meeting Brigance >60th Percentile—Ready to Learn SY2017-2018

School Name	Fall 2017 Benchmark Brigance %EL	Fall 2017 Benchmark Brigance % Non-EL
Anderson (n=34)	2.9	29.4
Corbett (n=40)	0.0	7.9
Duncan (n=46)	4.3	6.5
Loder (n=32)	6.3	9.4
Mathews (n=43)	0.0	16.3
Veterans (n=24)	4.2	25.0
Cannan (n=63)	1.6	15.9
Sun Valley (n=48)	0.0	12.5
K. Smith (n=37)	2.7	18.9
Lemelson (n=30)	6.7	20.0
Lincoln Park (n=24)	0.0	16.7
Allen (n=48)	2.1	22.9

School Name	Fall 2017 Benchmark Brigance %EL	Fall 2017 Benchmark Brigance % Non-EL
Mariposa (n=11)	9.1	18.2
Mitchell (n=43)	0.0	16.3
Bennett (n=29)	0.0	17.2
Greenbrae (n=34)	5.9	20.6
Maxwell (n=48)	10.4	20.8
Palmer (n=42)	4.8	31.0
Risley (n=39)	0.0	20.5
Smithridge (n=83)	12.0	14.5

Kindergarten Program Successes:

- Between 2013 and 2017, kindergarten students in both Overall population and EL populations at Year 1-4 Zoom schools continued to close the achievement gap. An important success to highlight is that EL students from Zoom schools have made faster gains than EL students in the district or at other Title I schools.
- WCSD continued to provide additional literacy curriculum, instruction, and assessment resources, such as computer technology, leveled readers, and literacy intervention resources were purchased for teachers to support instruction in all kindergarten classrooms.

WCSD Zoom READING SKILLS CENTERS

During SY 2017-2018, Zoom schools continued implementation of an embedded Reading Skills Center model. The Reading Skills Centers were embedded in the regular classroom where students received daily responsive small group instruction (e.g., Guided Reading) as part of a structured literacy block (i.e. 60-90 minutes) built into the school's regular instructional day. The Reading Skills Centers provided all students access to high quality Tier 1 instruction, while also receiving small group instruction. The Reading Skills Centers provided targeted intervention using ESSA evidenced- based literacy curriculum resources, as well as additional staff, such as Teaching Assistants, who collaborated with teachers with planning and facilitating small student intervention groups with guided reading as an essential part of a comprehensive literacy day. In addition, five Zoom School Facilitators continued to monitor, provide training, and ongoing technical support to teachers to strengthen language and literacy instruction across all Zoom schools.

Tiered Interventions, Monitoring, and Targeted Support

Comprehensive Reading Skills Centers encompass intensive literacy instruction that include: regularly scheduled reading sessions in small groups; specific instruction on phonological and phonemic awareness, decoding skills, and reading fluency; specific instruction on reading comprehension.

Struggling readers participate in a daily literacy block with time for small-group and intensive instruction in the five essential literacy elements 1) phonological awareness, 2) phonemic awareness, 3) decoding skills, 4) reading fluency, and 5) comprehension using these interventions. WCSD uses ESSA Tiers 1-3 interventions for students identified with a reading deficiency. WCSD began intensive training with select K-3 teachers in SY 2016-17 and continued in SY 2017-18 in how to use these literacy intervention programs with fidelity. This training provided additional teachers the skills to be responsive and adaptive in their literacy instruction and will continue building capacity with additional teachers trained this year in Leveled Literacy Intervention System (LLI) and Phonics First®. Zoom schools will continue to use these programs and materials as part of the Reading Skills Center to make a systemic change in implementing early literacy interventions for all K-3 students; especially targeting English Learners.

All K-3 students who have been identified as “deficient” in reading are provided access to a three-tiered system of intervention monitoring and support to ensure all students are making gains in language acquisition and reading proficiency.

Tier 1: Principals working with a Multi-Tiered-System-Support (MTSS) coach and the Learning Strategist (LS) provide school-site leadership throughout the MTSS process at all three tiers. Principals and LSs lead implementation, participate on an Intervention Assistance Team, provide professional development linked to the MTSS Framework, and incorporate MTSS into their school improvement plans. Principals and LSs review universal screening data to ensure Tier 1 instruction is meeting the needs of a minimum of 80% of the school population. Principals develop the master schedule to include blocks of time for intervention. Principals and LSs monitor fidelity of instruction at all tiers of instruction and consider: 1) Monitoring comprehensive literacy instruction; 2) Monitoring intervention integrity; and 3) Establishing feedback system regarding instructional integrity. As a part of their participation in the Intervention Assistance Team process, principals sign all Intervention Plan Forms to indicate they have been involved in the data-based decision making and development of the intervention and progress monitoring plan.

For students identified for Tier 1-3 interventions, each student must have a corresponding Individualized Intervention (Reading) Plan to address their learning needs and progress is recorded in the corresponding Intervention Plan Form. Tier 1: Monthly progress monitoring using aimsWebPlus Early Literacy and/or Oral Reading Fluency and/or common classroom assessments are conducted. Tier 1 Reading Plans are embedded in comprehensive literacy instruction using a variety of methods. To illustrate:

Differentiated Instruction: Lessons that engage students in active learning according to needs. The content, delivery, and targeted level of instruction can be differentiated;

Flexible Grouping: A combination of whole-group, small-group, and individual instruction allows teachers to create fluid groups that meet the needs of all students;

Curriculum: Curriculum used is rigorous and aligned with the NVACS; and

Environment: The environment may be adjusted to ensure: a) active student engagement for all students (i.e., involved during instruction, not off task, and not passive recipients); b) effective classroom behavior strategies (i.e., explicitly teach expected behaviors and routines, use reinforcement and praise frequently, transition quickly, and respond to misbehavior consistently and instructionally).

Tier 2: Biweekly progress monitoring using aimsWebPlus' Early Literacy measuring Oral Reading Fluency is conducted for these students. These data are used to monitor individual growth in response to the intervention. To evaluate Tier 2 services, school teams examine student growth and the implementation integrity of the intervention plan. The Tier 2 Intervention Plan supplements Tier 1 instruction and involves an additional 90-135 minutes of instruction each week (e.g., two 45-minute intervention periods). Tier 2 interventions are more explicit; more intensive than Tier 1 instruction; more supportive in the form of encouragement, feedback, and positive reinforcement; with scaffolding; and occur in groups of approximately six to eight students.

Tier 3: Weekly progress monitoring using aimsWebPlus' Early Literacy measures and/or Oral Reading Fluency are conducted for students in Tier 3. Students receive differentiated Tier 1 instruction plus Tier 3 intervention, which is intensive, supplemental instruction in a small group individualized to the student's needs based on the individual problem-solving process. Interventions may include LLI and Phonics First®.

Guided Reading and Language Acquisition

Guided Reading is used throughout all WCSD's elementary schools as part of balanced literacy instruction. Guided Reading is designed to provide small group differentiated instruction to support students' individual needs in developing reading proficiency in all five essential literacy elements. Highly-qualified certified teachers implement Guided Reading daily to work with students at the lowest reading levels. "Kamps et al. (2007) compared outcomes for native English speakers and English language learners at risk for reading difficulties when provided with supplemental reading intervention in Grades 1 and/or 2 consisting of either (a) highly explicit decoding or fluency instruction, followed by balanced literacy instruction that incorporated Guided Reading, or (b) balanced literacy instruction only. Students in the explicit instruction plus balanced literacy group had significantly better outcomes than those in the balanced literacy only group on measures of decoding at the end of Grade 1 and oral reading fluency at the end of Grade 2. English language learners in the explicit intervention group performed significantly better than those who received only the balanced literacy intervention on measures of decoding, word reading, and comprehension, with large effect sizes."

A diagnostic assessment (e.g., running records) informs how students are leveled and strategically placed into small groups (i.e., five-six students) based on analysis of data. During guided reading instruction, students receive rigorous and personalized instruction tailored to their *instructional* reading level with a focus on specific reading skills each student must master to access more challenging texts. Using running records and kid watching (i.e., formative assessment), guided reading serves as a comprehensive reading intervention that utilizes authentic diagnostic assessments, as well as targeted instructional support in literacy to ensure that students are making steady progress toward reading proficiency by grade three.

Guided Language Acquisition and Design (GLAD): GLAD promotes instructional practices addressing the development of English language while providing students with strategies to increase reading comprehension in any content area, student interaction, higher order thinking, and use of learning strategies. WCSD's English

Language Department will use an innovative strategy for intersession or afterschool tutoring times by having both students receive instruction and teachers receive PL. The five-day GLAD Demonstration uses one GLAD trainer to teach students modeling GLAD strategies through a standards-based thematic unit. The other GLAD trainer coaches the teachers who observe the class. Follow-up PL includes modeling GLAD strategies for PLC teams and individual teachers

Purpose and Use of Assessments for EL Students:

WCSD used multiple assessment tools to monitor the implementation and effectiveness of the Reading Skills Centers. The Reading Skills Centers have:

- Helped students and families understand current level of English Language proficiency along the developmental continuum
- Served as part of a plan that used multiple measures to determine whether students were On-Pathway and/or prepared to exit English Language support programs
- Generated information that helped in determine if ELs attained the language proficiency needed to participate and access Tier 1 instruction in classrooms without program support
- Provided teachers with information they could use to enhance instruction and learning in programs for English Learners
- Provided WCSD with information that helped evaluate the effectiveness of the EL programs

The program was evaluated using the MAP assessment K-3, SBAC assessment for Grades 3-6, and ACCESS assessment for K-6. Additionally, principals used classroom observation evidence throughout the school year to monitor and evaluate literacy instruction, which provided school leaders with data on the consistency and quality of guided reading implementation. These data were used throughout the school year to identify areas for improvement and to provide feedback on key literacy components as part of an effective guided reading lesson (e.g., selecting an appropriate level text, introducing the text, students reading and problem-solving with text, and checks for understanding) to teachers and teacher assistants.

The estimated *Cost-Per-Student* to operate the Reading Skills Centers for SY 2015-2016, SY 2016-2017 and SY 2017-2018 are reported in Table 4.

Table 4. WCSD Zoom Schools, Reading Skills Centers: Estimated Cost-Per-Student SY2016, SY2017, SY2018

School Year	Total Cost of Reading Skills Centers	Number of Students Served	Cost-Per-Student
2015 – 2016	\$1,322,497	5,396	\$245
2016 – 2017	\$3,289,057	12,319	\$267
2017 – 2018	*\$2,368,090	12,289	*\$193

Reading Skills Center Program Successes:

Reading Skills Centers as a school-based model embedded in each classroom creates a systematic and flexible methodology aimed to improve evidence-based literacy practices through iterative analysis, design, development, and implementation, based on collaboration among teachers in every-day-practice; leading to contextually-sensitive design principles about why readers struggle in the classroom and how best to design instructional elements and interventions to address them.

Main characteristics of school-based reading centers

There has been significant growth and development of basic characteristics of school-based reading centers:

First, a school-based reading center is pragmatic because its goals are solving current student literacy problems by designing and enacting interventions as well as extending theories on why readers struggle and refining literacy systems in the classroom.

In a pull-out reading center model, existing theories are usually tested through artificial treatments in controlled contexts. Teachers engaged in these approaches hope to be able to design instruction based on the principles that the theory and associated experimental results support. In school-based reading centers embedded in classrooms, however, the goal is not testing whether the theory works. Rather, both instruction and theory are mutually developed through the teaching process. Therefore, teachers use both whole group and small group instruction to enact and refine theories about why a student in his/her classroom may be struggling continuously so that the theories “do real work” in practice and eventually lead to substantial change in teachers’ day-to-day literacy practice in the classroom and suited to the individual needs of the child.

Second, in terms of teaching process, a school-based reading center is interactive, iterative and flexible.

A school-based reading center requires interactive collaboration among teachers, coaches, Learning Strategists, and principals. Without such collaboration, interventions are unlikely to effect changes in the real classroom context. Also, a school-based reading center usually takes a long period of time because theories and interventions tend to be continuously developed and refined through an iterative design process from analysis to design to evaluation and redesign of literacy systems in the classroom and school. This ongoing recursive nature of the design process also allows greater flexibility than do traditional pull-out intervention approaches.

Third, a school-based reading center is integrative because teachers need to integrate a variety of evidence-based methods and approaches, depending on the needs of a student.

The integrative use of multiple intervention methods in the teaching process results in data from multiple sources, which serves to confirm and enhance the “credibility” of findings on why students may be successful or not. In a school-based reading center all teachers must utilize multiple intervention methods over time to build up a comprehensive body of evidence that supports the evidence-based principles underlying a specific literacy practice as well as refining the practice itself in situ.

Finally, a school-based reading center is contextualized because teachers’ results relate to both the teaching process through which results are generated and the setting where the intervention is conducted, which is also the same setting where the child spends most of his/her time each day.

It is imperative that teachers keep detailed reading records during the teaching/intervention process concerning how the outcomes (e.g., improved comprehension, fluency, and problem-solving) have worked or have not worked, how the literacy practice has been improved, and what kind of changes have been made. Through this

formative documentation, other teachers and grade-level teams who are interested in those findings can examine them in relation to their own classrooms and students' needs.

To increase the “adaptability” of the findings in the new settings, guidance from coaches or Learning Strategists on how to apply those findings is also vital.

Program development outcomes

A school-based reading center produces both theories and practical literacy interventions as its outcomes. Reading Skills Centers have proposed two kinds of theories that can be generated from the practice:

Literacy Framework: A comprehensive literacy framework is a “design solution” that provides a set of key planning components (e.g., use of common text-based assessments to level students) as guidelines for an instructional element (e.g., Guided Reading).

Intervention Methodologies: Intervention methodologies are prescriptive in nature, serving as guidelines for how to implement a set of literacy interventions, what kind of expertise is required and who should provide the expertise. Because of the iterative intervention process, teachers continuously refine literacy interventions to make them more applicable to practice. The forms of interventions vary from concrete artifacts (e.g., writing journals) to learning activities and curricula (e.g., oral language and student discussion). These interventions are more usable and applicable because they are developed and enacted based upon theories that are elaborated and revised during the day-to-day instructional process.

MAP—MEASURES OF ACADEMIC PROGRESS

Nevada State Regulations mandated that the *MAP Reading Assessment* be used for all Grade K-3 students beginning in SY2017-2018. The *MAP Reading Assessment* was used to assess the early reading skills of Kindergarten students during the Winter 2018 and Spring 2018 benchmarks (note: Spring 2018 MAP results are not available at the time of this report).

As shown in Table 5, NDE’s Read by Grade 3 program has mandated that students in grades 1–3 be assessed within the first 30 days of the start of the school year. However, due to the immense statewide roll-out of this new requirement, NDE extended the Fall 2017 initial MAP Reading Assessment **up to 60 days of the start of school** to provide the schools with an additional 30 days to meet the requirement.

The *MAP Reading Assessment* is computer-adaptive and administered in an online format. The *MAP Reading Assessment* was administered at all WCSD schools, Grades K-3, during the Fall 2017, Winter 2018, and Spring 2018 testing sessions. Results are shown in Table 6.

Table 5. Nevada K.I.D.S. Read (NVKR): Read by Grade 3 Mandated Assessment Timeline, SY2017–2018

15 days prior to the start of the school year	Within 30 days after the start of the school year	Within 60 days after the start of the school year	Within 90 days after the start of the school year	Within 120 days after the start of the school year
The Kindergarten Screening Window using the <i>Brigance Early Childhood Screens III</i> . The Brigance Tool will be used solely for screening purposes.		RBG3 Parent Notification Letter is sent to Parents and/or Guardians of identified Kindergarten Students	Intervention Plans are in place for identified Kindergarten Students	Intervention Plans are in place for identified Kindergarten Students
	NDE recommends the Grades 1-3 Screening Window using the <i>MAP Reading Assessment</i>	RBG3 Parent Notification Letter sent to Parents and/or Guardians of identified Grade 1-3 students	Intervention Plans are in place for identified Grade 1-3 students	Intervention Plans are in place for identified Grade 1-3 students
		Fall 2017 Extended Screening Window for Grade 1-3 students using the MAP Reading Assessment	RBG3 Parent Notification Letter sent to Parents and/or Guardians of identified Grade 1-3 students	Intervention Plans are in place for identified Grade 1-3 students
Grade Level	Fall 2017 Benchmark	Winter 2018 Benchmark	Spring 2018 Benchmark	
Kindergarten	Brigance Early Childhood Screens III	MAP Reading Assessment	MAP Reading Assessment	
1, 2, 3	MAP Reading Assessment	MAP Reading Assessment	MAP Reading Assessment	

Table 6. % Met Winter SY2017 to Winter SY2018 MAP Growth Zoom Schools

School Name	Kindergarten	Grade 1	Grade 2	Grade 3
Anderson (n=245)	0.0	0.4	6.5	11.4
Corbett (n=296)	0.3	5.1	11.5	14.9
Duncan (n=256)	0.0	3.01	11.7	16.4
Loder (n=303)	0.3	3.0	10.9	17.2
Mathews (n=376)	0.0	4.0	14.4	13.8

School Name	Kindergarten	Grade 1	Grade 2	Grade 3
Veterans (n=214)	0.0	4.7	11.7	11.2
Cannan (n=336)	0.0	2.4	12.8	12.2
Sun Valley (n=357)	0.0	3.6	12.3	17.1
K. Smith (n=214)	0.5	5.6	16.4	21.0
Lemelson (n=220)	0.0	3.2	11.8	20.0
Lincoln Park (n=175)	0.0	1.7	10.9	16.0
Allen (n=275)	0.4	3.3	7.6	12.0
Mariposa (n=Not Avail)	NA	NA	NA	NA
Mitchell (n=252)	5.6	9.5	14.3	27.0
Bennett (n=262)	0.0	0.0	1.5	2.3
Greenbrae (n=200)	0.5	3.5	10.5	16.0
Maxwell (n=262)	0.0	4.2	9.5	14.9
Palmer (n=281)	0.0	6.4	11.4	14.9
Risley (n=229)	0.0	0.4	5.2	9.6
Smithridge (n=421)	0.0	4.3	10.5	13.5

**ACCESS Exit Rates –
(Assessing Comprehension and Communication in English State-to-State for English Learners)**

The ACCESS is an annual summative assessment of the developing social and academic English language proficiency for EL students in kindergarten through 12th grade.

***NOTE: Zoom Elementary Schools ACCESS Exit Rates data for the SY 2017-2018 have not been validated at the time of this report. Updated results will be provided in the interim report.**

However, preliminary results for SY 2018 indicate that 19 of the WCSD Zoom schools will show an increase in the total number of students exited between SY2016-2017 and SY2017-2018. Preliminary results for WCSD also indicate an increase between SY2016-2017 and SY2017-2018. (SY2018 results are not presented in Table 7).

WCSD EL Interim Benchmarks

NDE has revised exit criteria for exiting EL students from services. The new exit criteria were applied to SY2016-2017 and Exit Criteria for EL students are 4.5 overall.

Table 7. WCSD Zoom Schools, EL %Exit Rates SY2013 to SY2017

Funding Year	School Name	Baseline SY2013 %	Year 1 SY2014 %	Year 2 SY2015 %	Year 3 SY2016 %	Year 4 SY2017 %	*Year 5 SY2018 %
1 2013-2014	Anderson ES	10 (n=215)	10 (n=209)	10 (n=205)	10 (n=194)	7.7 (n=181)	*Pending
	Corbett ES	14 (n=327)	16 (n=296)	11 (n=297)	16 (n=310)	7.1 (n=296)	*
	Duncan ES	16 (n=251)	11 (n=242)	6 (n=219)	12 (n=224)	5.0 (n=220)	*
	Loder ES	10 (n=390)	8 (n=379)	6 (n=394)	13 (n=387)	7.2 (n=349)	*
	Mathews ES	15 (n=446)	13 (n=364)	11 (n=347)	12 (n=334)	6.5 (n=308)	*
	Veterans ES	11 (n=230)	5 (n=225)	9 (n=221)	17 (n=204)	7.4 (n=163)	*
2 2014-2015	Cannan ES	12 (n=375)	9 (n=366)	7 (n=306)	21 (n=273)	6.5 (n=200)	*
	Sun Valley ES	14 (n=313)	13 (n=307)	5 (n=315)	11 (n=340)	7.8 (n=321)	*

Funding Year	School Name	Baseline SY2013 %	Year 1 SY2014 %	Year 2 SY2015 %	Year 3 SY2016 %	Year 4 SY2017 %	*Year 5 SY2018 %
3	Kate Smith ES	11 (n=152)	9 (n=153)	6 (n=165)	20 (n=163)	5.4 (n=168)	*
2015-2016	Lemelson ES	19 (n=193)	15 (n=162)	4 (n=152)	11 (n=159)	6.8 (n=147)	*
	Lincoln Park ES	15 (n=158)	11 (n=151)	9 (n=152)	12 (n=145)	11.8 (n=136)	*
	Allen ES	11 (n=242)	9 (n=248)	13 (n=247)	17 (n=235)	15.9 (n=208)	*
	Mitchell ES	17 (n=99)	10 (n=192)	13 (n=187)	10 (n=173)	13.3 (n=173)	*
	Traner MS	1 (n=111)	2 (n=226)	2 (n=253)	2 (n=259)	3.8 (n=262)	*
4 2016-2017	Bennett ES	14 (n=303)	16 (n=273)	16 (n=234)	15 (n=156)	5.6 (n=144)	*
	Greenbrae ES	16 (n=237)	11 (n=221)	17 (n=206)	15 (n=166)	9.7 (n=154)	*
	Maxwell ES	2 (n=86)	4 (n=146)	5 (n=158)	17 (n=185)	5.1 (n=177)	*
	Palmer ES	13 (n=153)	10 (n=166)	6 (n=151)	19 (n=145)	12.7 (n=134)	*
	Risley ES	16 (n=204)	8 (n=193)	14 (n=189)	21 (n=214)	6.8 (n=205)	*
	Smithridge ES	17 (n=456)	15 (n=423)	12 (n=418)	33 (n=421)	13.7 (n=342)	*
	Dilworth MS	1 (n=127)	5 (n=170)	5 (n=206)	3 (n=160)	8.1 (n=124)	*
	Sparks MS	2 (n=94)	2 (n=173)	3 (n=180)	3 (n=195)	12.2 (n=188)	*
	Vaughn MS	18 (n=187)	18 (n=165)	17 (n=144)	0 (n=158)	6.8 (n=162)	*
	WCSD	13 (n=10,18)	11 (n=10,289)	11 (n=10,33)	16 (n=10,59)	9.2 (n=10,223)	*

Nevada Growth Model (NGM) – English Learners AGP Performance Targets

The Nevada Growth Model (NGM) measures student growth compared to other students in the state with a similar score history. The Adequate Growth Percentile (AGP) on the ACCESS test is the Student Growth Percentile (SGP) an EL student needs to stay on track to reach a proficient level within five years or by grade 10.

The Nevada Department of Education (NDE) has established recommended performance levels and outcome indicators for Zoom funded schools. It is important to note that the AGP is only one of several measures used to evaluate progress of EL students in the state. NDE recommended the AGP performance target for Zoom schools be set at the 50th percentile, as shown in Table 8, for all elementary schools with sufficient N-count of EL students (adopted by SBE June 2016). Table 9 shows the percentage of students at each WCSD Zoom School who met AGP on the SY 2016-2017 ACCESS exam.

*NOTE: Zoom Elementary Schools AGP data for the **SY 2017-2018 are not available** at the time of this report. Updated results will be provided in the interim report.

Table 8. Quartile Ranking, WCSD Zoom Elementary Schools SY2016-2017

ELEM: 318	Quartile: 79.5	Median: 159 (44.04%)		
At or Below the 25th % tile	Below the 50th % tile	At the 50th % tile	Above the 50th % tile	At or Above the 75th% tile
0.0 % ≤ 37.08%	37.09% ≤ 44.03%	44.04%	44.03 ≥ 52.12%	52.13 % ≥

*NOTE: Zoom Middle School WIDA AGP data for the **2017-2018 SY are not available** at the time of this report. Updated results will be provided in the interim report.

**Table 11. WCSD ZOOM Middle Schools, SY2016-2017
% EL Students Who Met WIDA Adequate Growth Percentile (AGP)
Met 50th percentile (≥ 20.60%)

Funding Year	School	Total # EL Students SY2017	Total # EL with AGP Score SY2017	Total # EL Met AGP SY2017	% EL Met AGP SY2015	% EL Met AGP SY2016	% EL Met AGP SY2017	±% Change between SY2016 to SY2017	% EL Met AGP SY2018
3 2015-2016	Traner	255	214	38	26.7	23.5	17.76	-5.7	*Pending

Funding Year	School	Total # EL Students SY2017	Total # EL with AGP Score SY2017	Total # EL Met AGP SY2017	% EL Met AGP SY2015	% EL Met AGP SY2016	% EL Met AGP SY2017	±% Change between SY2016 to SY2017	% EL Met AGP SY2018
2016-2017	Sparks	188	165	34	49.5	37.3	**20.61	-16.7	*
	Dilworth	121	111	21	43.3	30.0	18.92	-11.1	*
	Vaughn	162	151	29	37.9	20.9	19.21	-1.7	*

Corrective Action Schools

The Nevada State Board of Education (SBE) has determined that the primary indicator for determining Zoom schools identified as “in need of improvement” is the percentage of English learners achieving adequate growth percentile (AGP). The Nevada Department of Education annually prepares a quartile ranking of all schools in Nevada with sufficient “n” based on WIDA language proficiency growth scores. **Zoom schools below the 25th percentile of Nevada schools are identified for improvement.**

The Nevada SBE established statewide performance levels and outcome indicators for Zoom schools adopting ESSA Long-term Goals and Measures for Interim Progress. The 10 WCSD Zoom elementary schools identified in Table 12 did not meet adequate progress toward these long-term goals and measures of interim progress.

**Table 12. WCSD ZOOM Elementary Schools:
Corrective Action Did Not Meet WIDA Adequate Growth Percentile (AGP)
Below 25th percentile, ≤ 44.04% SY2016-2017

School	# EL Student 2016-17	# EL with AGP Score 2016-17	# EL Met AGP 2016-17	% EL Met AGP 2014-15	% EL Met AGP 2015-16	% EL Met AGP 2016-17	±% Change between SY2016 to SY2017	% EL Met AGP 2017-18
Corbett	289	219	80	74.3	43.4	36.53	-6.87	*Pending
Loder	352	252	92	51.9	49.5	36.51	-12.99	*
Veterans	165	129	34	67.0	50.9	26.36	-24.54	*

School	# EL Student 2016-17	# EL with AGP Score 2016-17	# EL Met AGP 2016-17	% EL Met AGP 2014-15	% EL Met AGP 2015-16	% EL Met AGP 2016-17	±%Change between SY2016 to SY2017	% EL Met AGP 2017-18
Cannan	204	150	45	67.3	49.1	30.00	-19.1	*
Sun Valley	332	250	82	51.4	44.4	32.80	-11.6	*
Smith, K.	169	120	42	72.2	63.4	35.00	-28.4	*
Lemelson	148	108	27	45.7	38.5	25.00	-13.5	*
Mariposa	95	79	27	66.7	54.8	34.18	-20.62	*
Maxwell	176	137	36	64.0	37.9	26.28	-11.62	*
Risley	193	130	47	64.2	63.0	36.15	-26.85	*

The Zoom schools listed in Table 12 have each prepared a *Corrective Action Plan (CAP)* that were reviewed and approved by NDE. The CAP outlines how each school will address the needs of English learners and improve the percentage of students achieving adequate growth toward English language acquisition. Each CAP includes the following priority-focused action statements, emphasizing evidence-based priorities with the greatest potential to address root causes:

- Priority 1:** Teachers lack an understanding of the stages of development for language for a second language learner. As a result, teachers struggle to extend students' language progress through the process of lesson plans that create the contexts for meaningful language use within the settings that integrate content and academic language learning. Building teacher capacity is important in the implementation of language rich strategies and activities that provide opportunities for EL students to make progress in the four domains of language.
- Priority 2:** Teachers lack an understanding of formative and summative language assessment practices that are designed to advance the academic achievement and academic language development for culturally and linguistically diverse students. Building teacher capacity to use language data to backward plan for student language proficiency outcomes is also critical to gaining an understanding of language development practices that are crucial for second language learners to become proficient in English.

- **Priority 3:** Teachers at Zoom schools in WCSD lack an understanding of how to utilize the Interim Assessment Block (IAB) portion of the SBAC Interim package (or may choose to use School City interim assessment tools) as classroom instructional activities. Teachers will use the IABs throughout the school year to focus on a set of ELA and Mathematics concepts as an instructional tool during the appropriate unit of study. Teachers will be able to provide a practice opportunity for students as they monitor and facilitate classroom discussions of items that align to the Smarter Summative Assessment Blueprint. This is critical in aligning the language development to practice opportunities that prepare students for the types of items found on SBAC, so that ELs increase achievement not only on formative language assessment(s) but state mandated assessments.

WCSD Zoom Middle Schools (n=4) – Program Implementation

Zoom middle schools—Dilworth, Sparks, Traner, and Vaughn—aim to create and foster a literacy environment to improve the culture with a focus on language and literacy development for all students. Specific Zoom goals include the following key components:

- 1. Reduce class sizes for EL students and provide English language literacy-based classes.**
- 2. Direct instructional intervention to each EL student using data from assessments.**
- 3. Intersession and/or Extended Day intervention activities.**
- 4. Other evidence-based programs and services approved by NDE.**

Through responsible scheduling, middle schools continue to identify, and target students based on ACCESS/WIDA/ELPA assessment results, current coding as EL students, and other assessment data to drive responsible scheduling into classes taught by certified teachers with a TESL endorsement. For example, Traner Middle School students are scheduled into a daily 30-minute literacy enrichment class facilitated by a highly-qualified TESL endorsed teacher implementing the Achieve3000 Reading Program designed to address student enrichment and deficiencies using individual student assessment results.

The goal of this program is to accelerate literacy and language gains for EL students through targeted instruction in general classrooms, as well as specialized classrooms.

Each middle school used Zoom funds to hire additional highly-qualified staff ranging from EL teacher assistants to highly qualified EL teachers as a strategy to reduce class sizes to be more responsive to EL students' needs. For example, Traner Middle School used an additional certified/TESL endorsed English Language Arts 7/8 teacher to reduce class size and provide more intensive support for EL learners, while also strategically scheduling three teacher assistants for intervention support in classrooms with high EL student populations. Traner will continue to monitor the language assessment data based on a student reaching a level 5 or level 6 score on the ACCESS as an improvement measure for the Zoom initiative using EL exit rates calibrated to a four-year trend establishing a baseline to measure changes from SY 2016-2017 to SY 2017-2018.

In addition, each middle school provided Intersession(s) and/or Extended Day as an intervention to support the language and literacy development for English Learners. For example, Sparks Middle School has developed and begun implementation of an extended day intervention program that runs after school three-days/week from 2:00-4:00 pm. The program served approximately 100 students, primarily English Learners, and focused on literacy and academic language acquisition.

Smarter Balanced Assessment Consortium (SBAC)

The new Nevada State Law (NRS 392.750-775) known as Nevada K.I.D.S (Keeping Individual Dreams Strong) and previously Read by Grade 3, is designed to ensure all children acquire the reading skills they need to be successful learners. Nevada’s first group of students to be impacted by the retention component of the law is the 2016-2017 kindergarten students, and retention will commence at the end of the 2020–2021 school year. Retention recommendations may be made by school teams using various types of data such as teacher observations, test scores, reading portfolios, and progress monitoring history. **Reading proficiency is defined as achieving a Level 3 or Level 4 on the Smarter Balanced Assessment Consortium (SBAC)-ELA summative assessment for Grade 3 students.**

SBAC is administered at the end of the school year and consists of two parts: a computer adaptive test and a performance task. As Zoom continues to focus on improving students’ English language arts/literacy, the reading proficiency of third graders as measured by SBAC will be a critical external accountability assessment tool used to monitor the overall effectiveness of the Zoom initiative.

SBAC-ELA—WCSD Zoom Elementary Schools

Table 13 details the percentage of Grade 3 students “Overall” who are proficient in reading for the SY 2014-2105 and SY 2015-2016. There was an increase in the percentage of students reading proficiently in Grade 3 in (15 of 19, 79%) Zoom schools. Table 14 further reports the percentage of “EL” students in Grade 3 who are proficient in reading for these school years. There was an increase in the percentage of EL students reading proficiently in Grade 3 in (12 of 19, 63%) Zoom schools.

NOTE: SBAC-ELA testing for Grade 3 students is currently in progress. Data for the SY 2017- 2018 are not available at the time of this report. Updated results will be provided in the interim report.

**Table 13. WCSD Zoom Elementary Schools
% SBAC Reading Proficiency—Grade 3, Overall Students SY2015, SY2016, SY2017**

Funding Year	School Name	SBAC-ELA SY2015 %	SBAC-ELA SY2016 %	SBAC-ELA SY2017 %	± % Change SY2016 to SY2017	*SBAC-ELA SY2018 %
2013-2014	Anderson	17	32	29	-3	*Pending
	Corbett	24	29	16	-13	*
	Duncan	13	11	32	+21	*
	Loder	20	27	17	-10	*
	Mathews	23	28	23	-5	*
	Veterans	29	37	24	-13	*

Funding Year	School Name	SBAC-ELA SY2015 %	SBAC-ELA SY2016 %	SBAC-ELA SY2017 %	± % Change SY2016 to SY2017	*SBAC-ELA SY2018 %
2 2014- 2015	Cannan ES	14	26	11	-15	*
	Sun Valley	14	10	13	+3	*
	Kate Smith	35	43	31	-12	*
	Lemelson	26	18	21	+3	*
3 2015- 2016	Lincoln Park	11	17	24	+7	*
	Allen	24	26	18	-8	*
	Mariposa	NA	23	25	+2	*
	Mitchell	26	13	19	+6	*
	Bennett	30	24	30	+6	*
	Greenbrae	39	47	33	-14	*
4 2016 2017	Maxwell	27	31	24	-7	*
	Palmer	16	29	28	-1	*
	Risley	29	31	24	-7	*
	Smithridge	30	29	29	0	*
	WCSD	39	47	43	-4	*

***NOTE: SBAC–ELA testing for Grade 3, EL students is currently in progress. Data for the SY 2017-2018 are not available at the time of this report. Updated results will be provided in the interim report.**

**Table 14. WCSD Zoom Elementary Schools
% SBAC Reading Proficiency—Grade 3, EL Students SY2015, SY2016, SY2017**

Funding Year	School Name	SBAC-ELA EL SY2015 %	SBAC-ELA EL SY2016 %	SBAC-ELA EL SY2017 %	SBAC-ELA EL ± % Change SY2016 to SY2017	*SBAC-ELA EL SY2018 %
1 2013- 2014	Anderson	8	16	10	-6	*Pending
	Corbett	18	23	8	-15	*
	Duncan	5	7	23	+16	*
	Loder	16	22	10	-12	*
	Mathews	18	19	19	0	*
	Veterans	17	31	11	-20	*
2 2014- 2015	Cannan ES	3	19	0	-19	*
	Sun Valley	8	3	3	0	*
3 2015- 2016	Kate Smith	29	38	19	-19	*
	Lemelson	17	17	7	-10	*
	Lincoln Park	5	6	9	+3	*
	Allen	19	26	9	-17	*
	Mariposa	NA	11	6	-5	*
	Mitchell	11	11	15	+4	*
4 2016	Bennett	43	10	15	+5	*
	Greenbrae	21	47	14	-33	*

Funding Year	School Name	SBAC-ELA EL SY2015 %	SBAC-ELA EL SY2016 %	SBAC-ELA EL SY2017 %	SBAC-ELA EL ± % Change SY2016 to SY2017	*SBAC-ELA EL SY2018 %
2017	Maxwell	26	10	18	+8	*
	Palmer	16	16	7	-9	*
	Risley	30	16	13	-3	*
	Smithridge	23	26	13	-13	*
	WCSD	19	23	16	-7	*

SBAC-ELA — WCSD Zoom Middle Schools

Table 15 reports the percentage of *Overall* students in Grade 8 who are proficient in reading as measured by the SBAC assessment administered in Spring 2015, Spring 2016, and Spring 2017. Results indicate that students are showing a steady increase in the level of reading proficiency for (three of four, 75%) Zoom middle schools. Note, only one middle school, Traner, had received Zoom funding prior to the SY 2016-2017.

***NOTE: SBAC-ELA testing for Grade 8, Overall Students, is currently in progress. Data for the SY 2017-2018 are not available at the time of this report. Updated results will be provided in the interim report.**

**Table 15. WCSD Zoom Middle Schools
% SBAC ELA—Grade 8, Overall Students
SY2015, SY2016, SY2017**

Funding Year	School	SBAC- ELA SY2015	SBAC- ELA SY2016 %	SBAC-ELA SY2017 %	SBAC-ELA SY2016 to SY2017 ± % Change	*SBAC-ELA SY2018 %
3 2015- 2016	Traner	29	31	33	+2	*Pending
4	Dilworth	35	40	39	-1	*

Funding Year	School	SBAC-ELA SY2015	SBAC-ELA SY2016 %	SBAC-ELA SY2017 %	SBAC-ELA SY2016 to SY2017 ± % Change	*SBAC-ELA SY2018 %
2016-2017	Sparks	28	37	35	-2	*
	Vaughn	40	34	40	+6	*
	WCSD	50	53	53	0	*

Table 16 reports the percentage of EL students in Grade 8 who are proficient in reading as determined by the SBAC assessment administered in Spring 2015, Spring 2016, and Spring 2017.

NOTE: SBAC-ELA testing for Grade 8, EL Students, is currently in progress. Data for the SY 2017-2018 are not available at the time of this report. Updated results will be provided in the interim report.

**Table 16. WCSD Zoom Middle Schools
% SBAC Reading Proficiency—Grade 8, EL Students
SY2015, SY2016, SY2017**

Funding Year	School	SBAC-ELA SY2015	SBAC-ELA SY2016 %	SBAC-ELA SY2017 %	SBAC-ELA SY2016 to SY2017 ± % Change	*SBAC-ELA SY2018 %
3 2015-2016	Traner	11	10	8	-2	*Pending
4 2016-2017	Dilworth	9	12	15	+3	*
	Sparks	2	4	5	+1	*
	Vaughn	11	2	4	+2	*
	WCSD	9	9	8	-1	*

WCSD Zoom Extended Day LLI (K-2)

All Zoom Elementary Schools ($N=20$) were required to participate in a 20-week pilot study that *targets the impact of an ESSA evidenced-based Leveled Literacy Intervention (LLI) system on student reading proficiency and teacher practice*. This case study is comprised of two cohorts of students in grades K-2.

Extended Day LLI Model

LLI instruction is supported through an extended day at each school. (*Note: Winter and Spring Intersessions, and Summer Academies have been replaced by an extended day structure for SY 2017- 2018 Zoom School funding cycle*). K-2 students were identified by participating teachers and received 30-minutes of additional LLI instruction outside of the regular school day, 4 days-per-week for 20 weeks. The students were leveled according to reading ability and placed into groups of four using a diagnostic assessment.

The following outlines an overview provided as a guide for communicating with Administrators of the structure and expectations of this important new Extended Day LLI initiative.

Summary and Overview: Selected K-2 students received Leveled Literacy Intervention (LLI) after school, 4 days-per-week for 20 weeks. Teachers received a stipend to deliver the intervention 4.5 hours per week:

Structure

- 4 days-per-week for 20 weeks;
- 4 students per group, maximum;
- 4.5 hours-per-week teacher professional work
 - 2 hours direct instruction (30-minute lesson per day); and
 - 2.5 hours planning, data management, coaching, technical support, and participation in PLC work.

Teacher Support

- Two half-day trainings for all teachers;
- One additional half-day training for school site lead teachers;
- Two coaching sessions (formal observation, Teacher Practice Assessment (TPA) scoring, debrief); and
- Ongoing instructional and technical support with a coach (Modeling, PLC, Feedback, Problem solving etc.).

The estimated cost-per-student for the SY 2017-2018 is reported in Table 17.

**Table 17. WCSD Zoom Schools Extended Day
Estimated Cost-Per-Student
SY2017-2018**

School Year	\$ Total Cost of Extended Day	Number of Students Served	\$ Cost-Per-Student
2017 – 2018	*\$415,517	502	\$828

Professional Learning Design for Extended Day LLI

The Extended Day LLI, K-2 program is a school-based model that had several effective features of professional development built into the design. The Extended Day LLI program includes key structural features—form, duration, and participation, and three core features—content focus, active learning, and coherence, which have

shown potential for great results (Birman, *et al.*). The WCSD Extended Day LLI K-2 program for SY2018 included the following:

- **Form**—Professional learning was structured as a reform learning design that included activities such as modeling, coaching, and feedback versus only traditional workshops
- **Duration**—Participants engaged in intervention activities 4.5 hours-per-week for 20 weeks
- **Participation**—Teachers from each school were grouped by grade level (K-2) and participated collectively
- **Content Focus**—Learning activities focused on improving and deepening teachers’ early literacy content knowledge, as well as skill in implementing the LLI (K-2)
- **Active Learning**—Teachers were actively engaged in a meaningful analysis of teaching and learning through independent self-reflection, data analyses, and discussing feedback from coaching observations
- **Coherence**—PLC activities encouraged continued professional communication among teachers that incorporated experiences that were consistent with teachers’ goals and aligned with the Extended Day LLI goals

These effective features have become not only a compass for guiding practice for current professional development providers, but they also provide a framework for conducting and interpreting the future direction of research on professional development. Although few studies have been able to empirically connect the specific features of learning activities to specific changes in teacher learning and change, the Extended Day design and model can give us insight into considering other factors that affect teachers’ participation in learning activities to extend the work beyond just looking at features of effective professional development (Opfer *et al.*, 2011). Teachers’ professional learning is influenced by a multitude of factors, including personal as well as contextual factors (Clardy, 2000; Retallick, 1999; Scribner, 1999). In one study, Eraut (1998) showed that informal learning was inseparable from the work context and that learning grows out of purposeful social interactions. When considering the modeling of workplace learning, it can be problematic if we limit our thinking regarding learning processes as either, formal or informal, planned or unplanned, didactic or learner-centered (Fuller & Unwin, 2002).

A school-based professional learning design embedded in the workplace has common attributes of learning progressing for teachers, as well as for students. Workplace pedagogies (e.g., critical reflection, collaborating with peers, experimentation, modeling, asking colleagues for help, peer observations, analyzing student reading records) give instructional leaders the best opportunity to expand learning opportunities by using a range of resources and activities to develop teachers’ capacities to be strategic, adaptive, and innovative in practice. Workplace learning is “an important essential component of the overall professional development of teachers. It occurs largely in school settings and involves the transformation of knowledge, values and beliefs into classroom practice. It includes both informal and planned learning, often involves input from others such as academics or consultants and has the intention of improving the quality of teaching” (Retallick, 1999, p. 35). Learning in the workplace involves participation in activities at an individual and at a collaborative level that help support teachers’ professional learning (Kwakman, 2003).

Extended Day LLI Program Successes:

***NOTE: Validation of Extended Day data is currently in progress. Data for the SY 2017-2018 are not available at the time of this report. Updated results will be provided in the interim report.**

Qualitative Results: Program Experience on Extended Day LLI, Grades K-2

- **Student Experience:** Teachers reported that they saw an increase in student reading confidence because of the program and its design. Students were able to read at both an instructional level (focusing on word solving strategies) and at an independent level (focusing on fluency and confidence).

Students reported that they enjoyed the atmosphere of the Extended Day program and had a positive experience.

- **Teacher Experience:** Through the coaching cycle, we saw vast improvement around pacing. Near the end of the program most teachers were able to complete all required elements of the program in the desired 30-minute time frame. Teachers deepened their knowledge of program design increasing their capacity to deliver effective instruction. Teachers also gained a greater respect for the leveling process and its impact on the delivery of instruction and student success.
- **LLI Fidelity:** As teacher knowledge increased so did the fidelity of implementation. Teachers took ownership of their learning as they reflected on their own practice. Teachers also feel better equipped to explain the rationale behind the elements of the program, such as group size, to those at their site. The use of a common fidelity rubric allowed school sites to move closer to fidelity and set goals for next steps.
- **Scaling:** Through Extended Day we were able to support the professional learning of 120 teachers around the implementation of the LLI system. As a direct consequence, teachers were then able to be responsive in a strategic and informed way to support the learning of over 500 students reading below grade-level who would not otherwise have had access to the curriculum.

Taking the Leveled Literacy Intervention system to scale involves building on five dimensions that reflect different aspects of making an intervention effective in one school useful across a wide spectrum of different contexts and schools.

1. **Depth** – The Extended Day LLI structure engaged teachers in a learning process that produced deep and consequential changes in practice.
 - Next steps will require evaluation and research to understand and enhance the causes of effectiveness.
2. **Sustainability** – Sustaining scaled growth will mean maintaining these changes in practice over substantial periods of time.
 - Next steps will require robust design to enable adapting to negative shifts in contexts and schools.
3. **Spread** – Scaling up is achieved by diffusion of the LLI system to large numbers of teachers and students.
 - Next steps will require modifications to retain effectiveness while reducing the resources and expertise required.
4. **Shift** – Ownership of the LLI system is assumed by teachers, who deepen and sustain the innovation via adaptation.
 - Next steps will require moving beyond a “program” to one of supporting teachers’ agency– capacity of teachers to act purposefully and constructively– as co-evaluators, co-designers, and co-scalers of literacy intervention systems.
5. **Evolution** – The LLI system as revised by **teachers’ agency** (i.e., adaptive, flexible, and responsive skills) is influential in reshaping the thinking of designers of literacy intervention systems.
 - Next steps will require learning from teachers’ adaptations about how to rethink literacy intervention systems as an innovative and continually changing model embedded in teachers’ day-to-day practice.

Qualitative Results: Teacher Reflection on Extended Day LLI, Grades K-2

- We had great growth from our students! Great structure of the program. Materials we used (especially the take home books!). We also loved having a quiet room to work with our students in. Teachers used techniques back in their regular school day classrooms. Also, the prompting guide was very useful in helping students who are struggling.
- We have seen lots of growth in reading accuracy and comprehension.

- Most students in the LLI after school program have made growth in class.
- Several students were able to exit the program and are reading on grade level. Many teachers were able to incorporate the lessons and/or other components of the LLI into their classroom and that's where we saw the greatest growth.
- Students not only grew as readers, they really liked the books and other students would ask if they could be in the group. It also solidified the relationship between the teacher and those students.
- The students that attended regularly showed growth and transferred the skills to the general day classroom.
- Improved test scores, e.g. MAP and AIMSWebPlus, and improved Fluency, Reading Confidence, Comprehension, Writing, and Classroom Instruction—encourages the love of reading.
- All the teachers at our school noticed growth in both reading and confidence due to consistent participation of the LLI extended day intervention.
- All students made growth. Classroom teachers noticed the improvements with their students.
- All our students showed tremendous growth. Many students who qualify for EL services can now read with great fluency and intonation in their reading.

PROFESSIONAL DEVELOPMENT

Zoom Professional Development (PD) goals are to design professional learning systems that support educators in implementing effective instructional practices as part of a comprehensive literacy day to support and accelerate students' reading growth, thus developing proficient readers with the capacity to comprehend texts across a range of types and disciplines.

There are five key performance elements to evaluate when determining a school's readiness for learning:

1. Training
2. Coaching/Feedback
3. Monitoring
4. Collaboration
5. Network of Resources

High-Performance Learning Model: 70:20:10

Each of these elements impacts and influences a school's capacity for change. Figure 3 is a representative model highlighting critical performance elements as an important part of the High- Performance Learning Model (HPLM) used to guide the professional learning experiences of teachers embedded in each Zoom school. Research tells us that people generally learn best when their learning and their work are aligned. Learning integrated with work will produce better results in terms of behavior change and performance improvement than when learning is entirely separated from work (Billet, 2004; Jennings, 2012).

Why we're thinking beyond training

- A training, on its own, will not deliver the skill development and behavior changes necessary to embed learning into practice.
- A training, on its own, will not create learning organizations or empower staff to take control of their own learning.
- Opens opportunity for building an interdependent culture; challenging a dependency culture: here I am, train me!
- A distribution and deployment model of formal training, alone, puts the major responsibility of the learning process on the learning team instead of on the learners.
- Frames the learning embedded in the school context promoting learning from day-to-day practice.
- Shifts emphasis from an isolated view of learning only happening in a formal training, to developing a culture within a school that merges work and learning.
- If you can sustain a continuous process of knowledge and skills acquisition and share that across the school, you have the essence of a learning organization and, by extension, the essence of a high-performance culture.

Methodology — 70:20:10

- **'70' Experience** – On-the-Job School Embedded; Collaborative work; Reflective Practice.
- **'20' Exposure** – Coaching, Feedback, and Monitoring; Communities and Networks.
- **'10' Education** – Formal Structured Training(s) such as Guided Reading

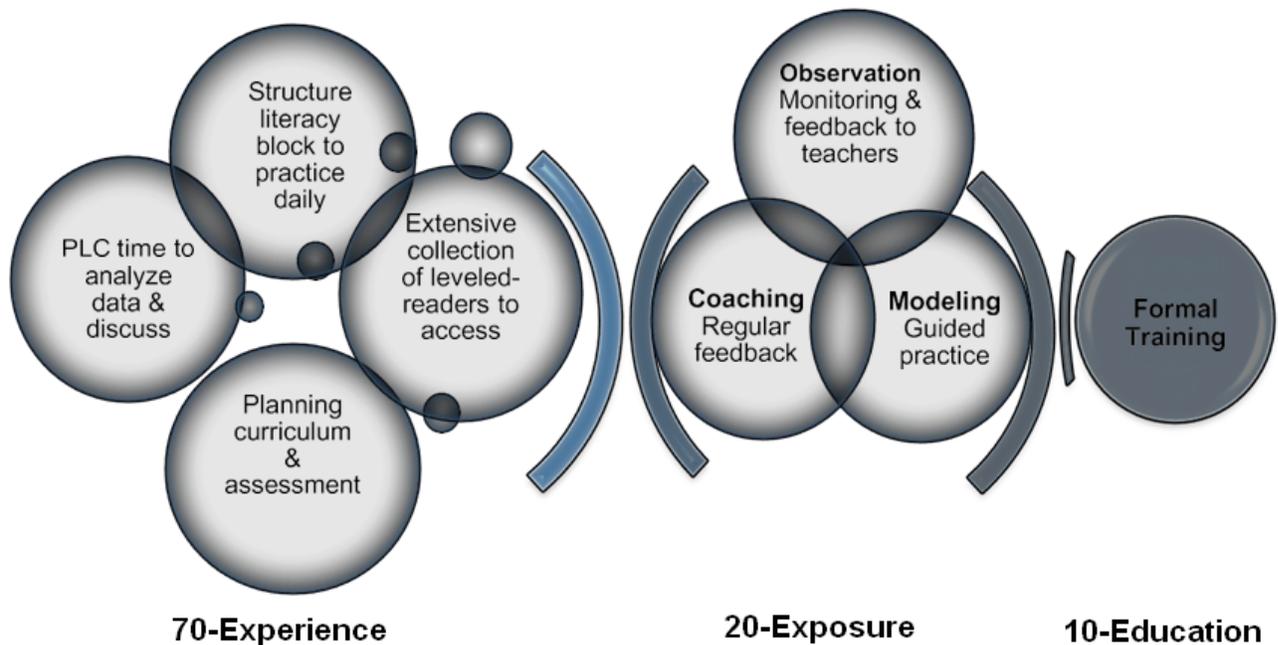


Figure 3. WCSD Zoom High Performance Learning Model

Benefits of workplace learning

- Cost effective and manageable
 - Sustainable at the school and classroom level (micro-level);
 - Scalable across many schools (macro-level);
- Performance ‘outcomes’ are actionable, (e.g., change in teachers’ practice) observable, and transparent - consistent with indicators of success - on a broad scale;
- Supports a strategic alignment of resources;
- Supports consistent learning design, systematic strategy development, and differentiated implementation based on a school’s readiness level; and
- Strengthens effectiveness of current personnel without contributing to the shortage of hard-to-fill positions by pulling strong teachers out of the classroom.

Figure 4 highlights the different high-performance professional learning methods Zoom School facilitators utilized throughout SY 2017-2018 to support principals, teachers, coaches, Learning Strategists (LS), and assistants working in Zoom schools.

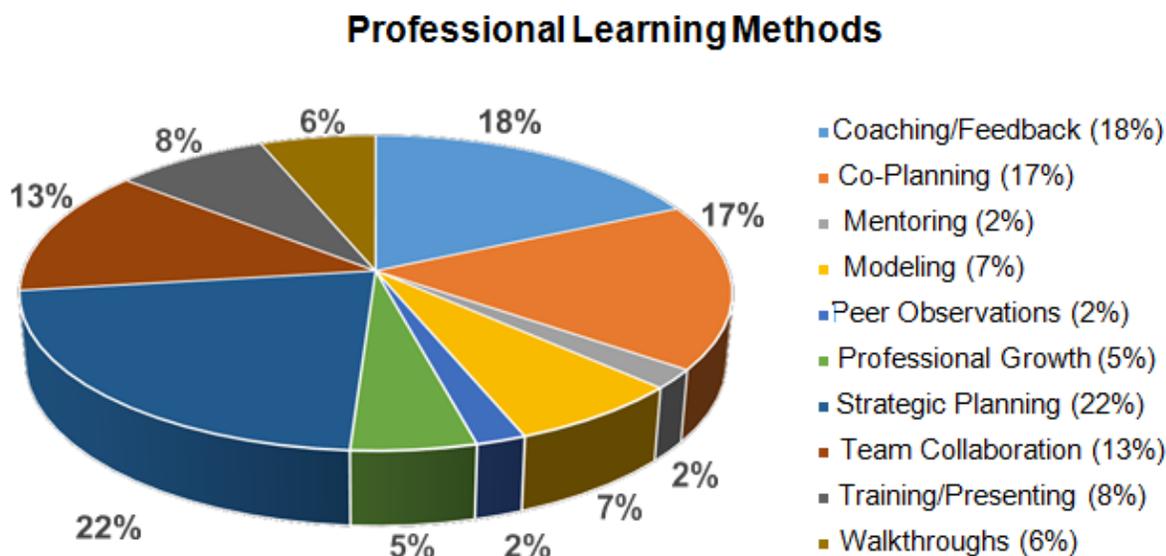


Figure 4. WCSO Zoom Schools, Professional Learning Methods—SY2017-2018

School Support and Comprehensive Literacy

Zoom funding is strategically used to provide increased support to schools with high percentages of English Learners (EL), as well as students who are reading below grade-level. Zoom schools offer instructional interventions to enable students who are reading deficient to overcome literacy and language acquisition barriers.

Zoom School Facilitators are guided by a mission to design a more coherent professional learning approach to support schools in implementing effective instructional practices as part of a comprehensive literacy day, which (a) accelerates the reading process, and (b) develops proficient readers with the capacity to comprehend texts across a range of types and disciplines. Zoom Facilitators also address equity issues faced by underserved

Limited English Proficient (LEP) students, who are often excluded from access to the most rigorous curriculum that will better prepare them to be college and/or career ready.

Zoom Facilitators provide ongoing training and support to administrators, teachers, and teacher assistants who design and implement comprehensive literacy instruction and reading support to students. Zoom Facilitators also make recommendations for instructional strategies to increase student performance based upon analysis of instruction and student performance data shaped by best practices in language acquisition and literacy.

Zoom Facilitators take a strategic and comprehensive approach utilizing a **Literacy Potential Appraisal (LPA)** to better focus and align resources based on a school's need. The purpose of the LPA is to serve as a teacher's entry point into a more comprehensive planning approach focused on strengthening teachers' classroom literacy curriculum and instruction plan. Seven critical instructional components align to Nevada Academic Content Standards (NVACS) with an emphasis on language and literacy standards that provide a model for assessing, planning, and teaching literacy for all grade levels.

1. Oral and Visual Communication
2. Interactive Read-Aloud & Literature Discussion
3. Shared and Performance Reading
4. Guided Reading
5. Independent Reading & Independent Learning Tasks
6. Writing
7. Phonics, Spelling & Word Study

The LPA is designed around ESSA evidenced-based strategies aligned to the Fountas and Pinnell *Literacy Continuum* and essential elements that support language development practices in literacy. It considers foundational principles by increasing the depth of student understanding through engagement in listening, reading, speaking, and writing. This is accomplished through a variety of text levels, genres, and text complexities. The LPA is intended to serve as a deliberate planning tool that can help focus and guide teachers through a comprehensive literacy framework, while reflecting on their current instructional practices. Its design is versatile and can be used for individual teachers, grade-level teams, and/or school-wide teams. Zoom Facilitators lead schools in designing a professional learning plan using the LPA as a readiness assessment and guide to best practice for advancing literacy instruction in the classroom.

Training Evaluations: Participant Ratings

During SY 2017-2018, literacy and language acquisition training was provided to approximately 1,017 principals, coaches, Learning Strategists, teachers, and assistants. Data were obtained from training sessions conducted between August 2017 and May 2018.

Professional Learning: Participants were asked to complete a pre- and post- survey to assess the usefulness of learning, and the level of knowledge and skills, before and after each session. The survey scale included 1—Very Low to 6—Very High and results are shown in Figures 5 and 6. respectively.

System Support: Participants were asked to complete a survey to determine teachers' access to literacy resources, use of data to inform literacy instruction, and opportunities provided for feedback and collaboration. The survey scale included 1—Very Strongly Disagree to 6—Very Strongly Agree, and results shown in Figures 7 and 8, respectively.

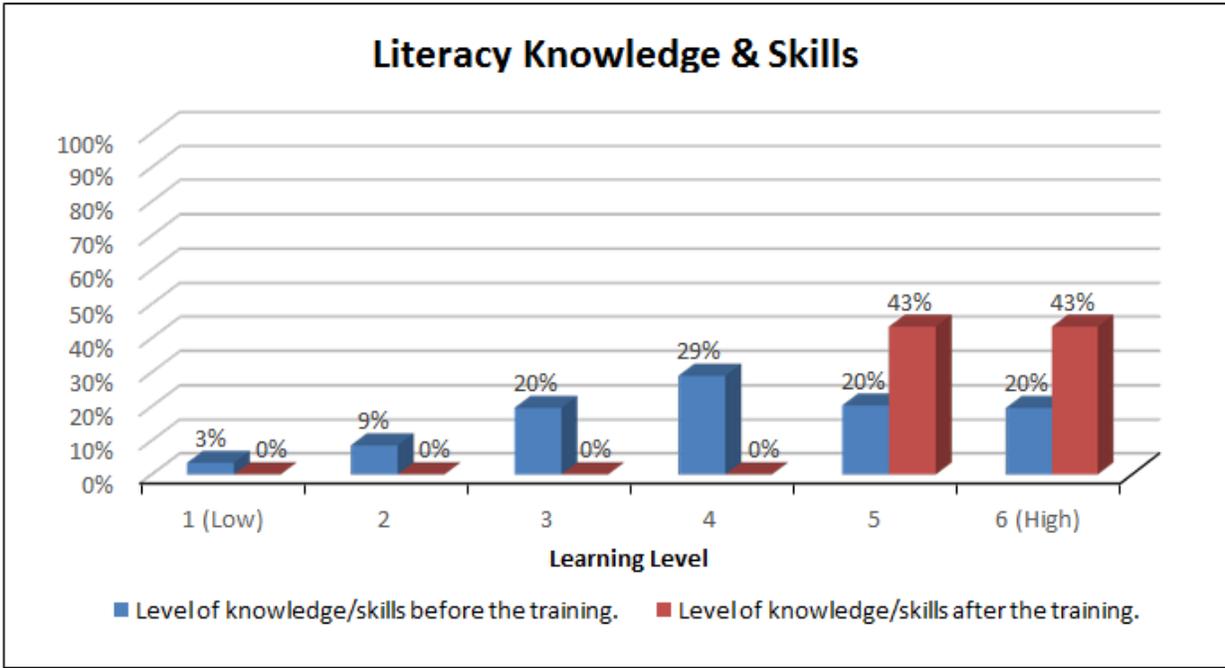


Figure 5. WUSD Zoom Schools, Professional Learning Participant Ratings (n=468)

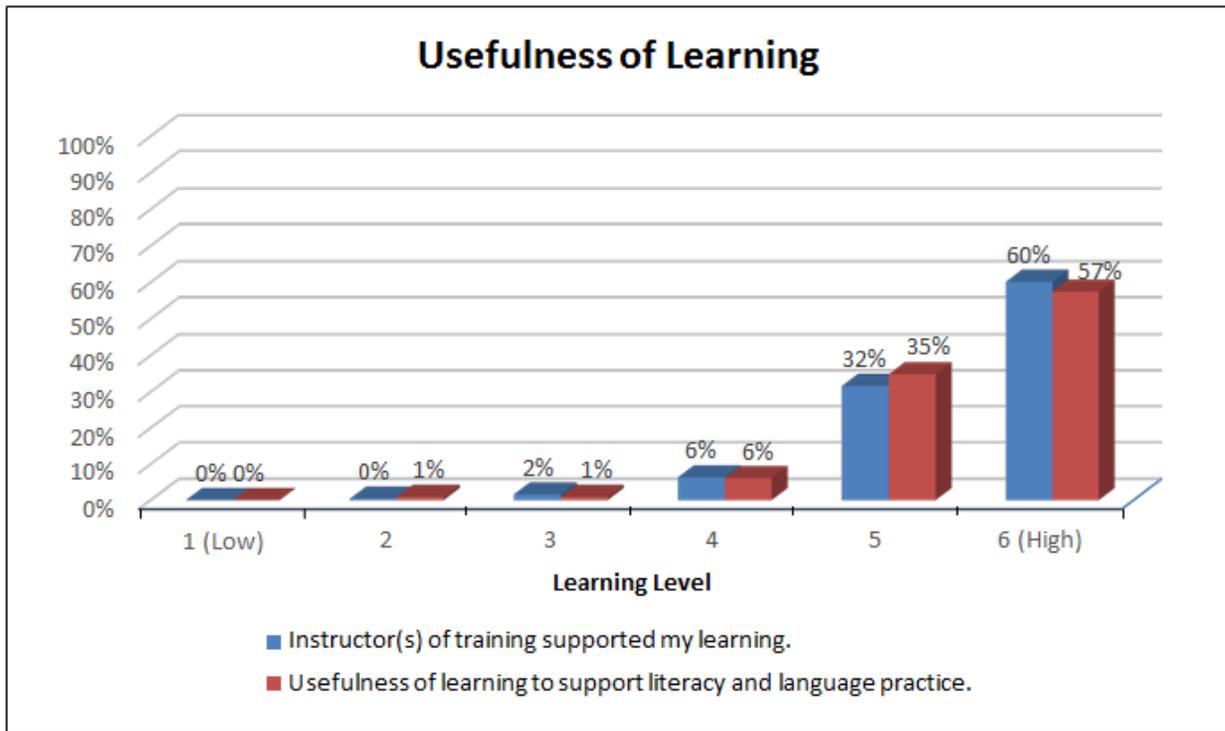


Figure 6. WUSD Zoom Schools, Professional Learning Participant Ratings (n=468)

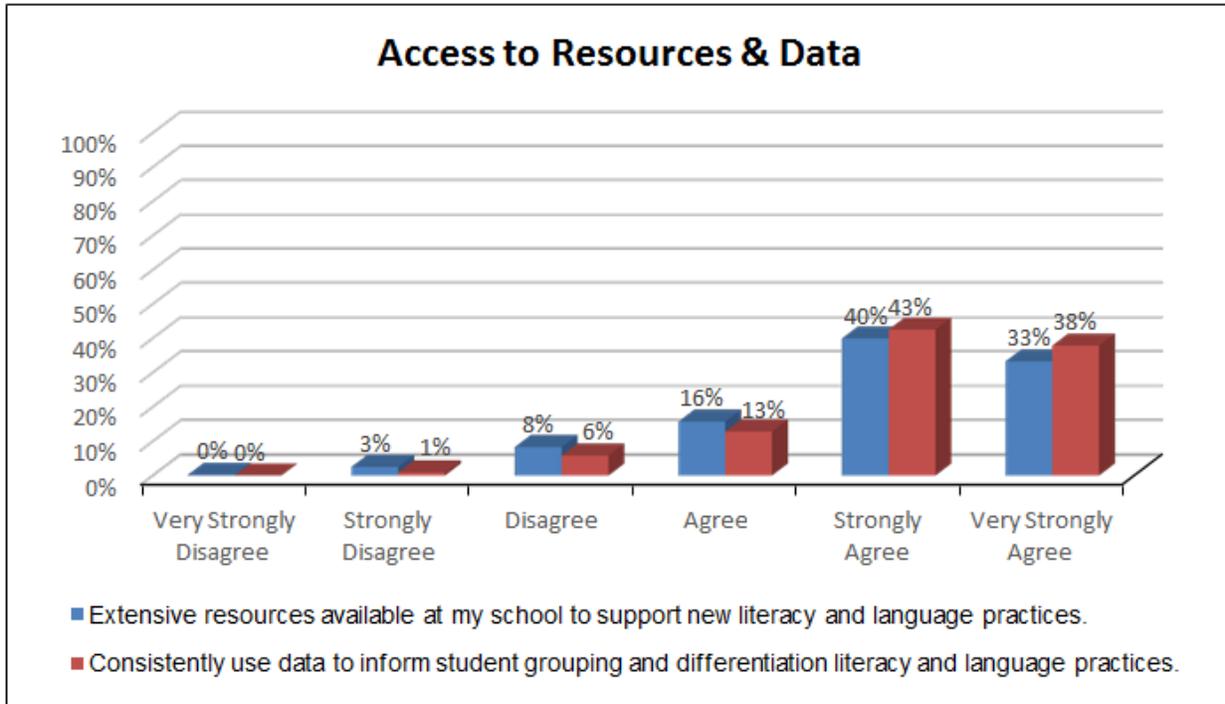


Figure 7. WUSD Zoom Schools, System Support Participant Ratings (n=468)

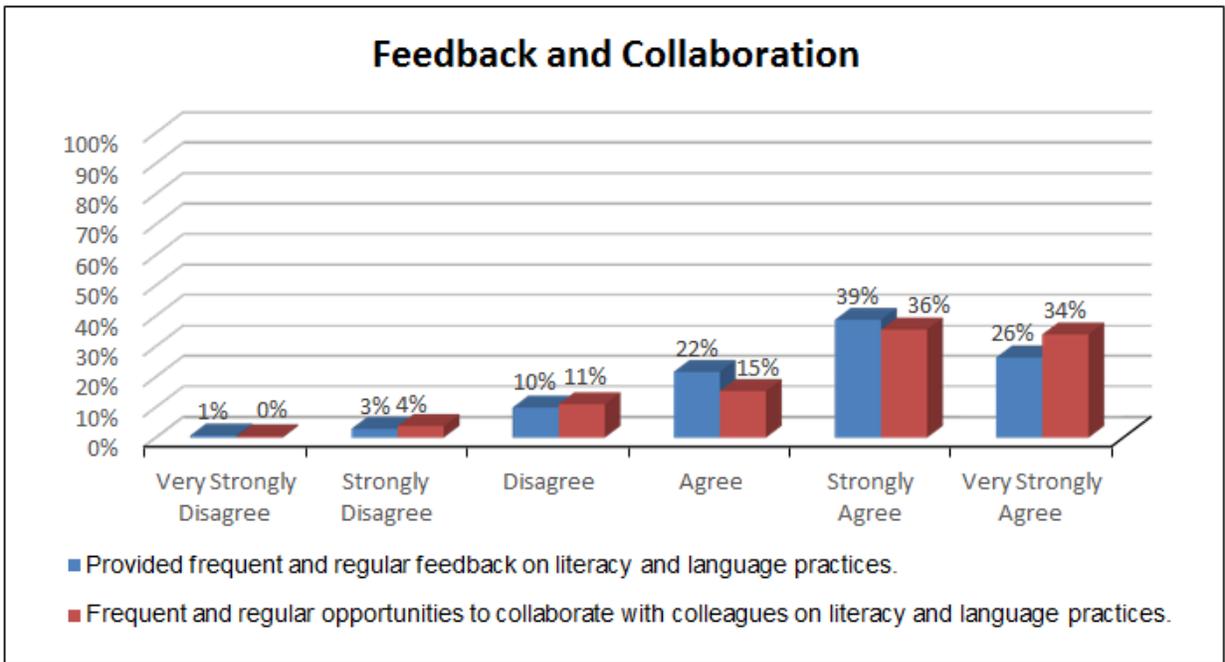


Figure 8. WUSD Zoom Schools, System Support Participant Ratings (n=468)

RECOMMENDATIONS

The Zoom School initiative has enabled WCSD to reconsider and restructure thinking and practice regarding the appropriation of new models for growth, as well as modes of teaching and learning to support English Learners (EL). The expansion of Zoom goals must include the establishment of a small number of ambitious goals related to improvements in literacy and language acquisition.

However, the major investments must focus on strengthening the collective capacity of teachers, school principals, and district leaders to create conditions for improved instructional practice and student achievement (Glaze, Mattingley, & Andrews, 2013).

Investing in, growing and circulating the professional capital of schools (building capacity) to improve instructional practices by fostering teacher collaboration and collective responsibility, while setting high instructional targets, attracting and developing talent, aligning resources to key literacy improvement priorities, constantly monitoring progress, and providing timely targeted supports when needed (Zavadsky, 2009) – will better ensure that the process of scaling up across multiple Zoom schools has the time and continuity to experience and develop the ideas and *internal accountability* augmentation in its full complexity. Major change takes time to enhance school environments for growth through the appropriation and experimentation of collective expertise and knowledge. Building an interdependent culture—peer-to-peer interchange of ideas, concrete exemplars, and explanations from practitioners at a variety of levels of expertise and experience enhances the depth and sustainability of learning, ultimately leading to successful growth and change.

Contingent on Legislative 2019-2021 Policy and Funding Changes

WCSD Zoom schools will maintain uninterrupted programming and services as a result of legislators' decision to *continue* Zoom funding for the next biennium– 2019-2021. The program impact will:

1. Allow sustained support through SY 2019-20 and SY 2020-2021 for all 24 Zoom schools. Continued Zoom funding will provide WCSD the resources and opportunity to continue the following critical programming:
 - **Pre-K**—critical early literacy skill development;
 - **Reading Skills Centers**—daily responsive small group literacy instruction; and
 - **Extended Day, Intersession(s), and Summer Academy**—additional intervention instruction outside the regular school day for students reading deficient.
2. In addition, the elimination of the 5% spending cap will allow WCSD the flexibility and ability to better support Zoom schools through high quality teacher professional development opportunities, exploring potential strategy development of effective teacher recruitment and retention incentives, and exploring potential increases in family engagement activities leading to successful language acquisition growth for all Zoom school students.

SB 390 Annual Report

School Year 2017-18

Districts Receiving SB 390 Funding

Introduction

Earlier sections of this report dealt with Zoom School Programs specifically in Clark and Washoe County School Districts. This section of the report deals exclusively with the Districts Receiving SB 390 Funding, (all districts other than Clark and Washoe). The SB 390 Annual Report is required for submission to the State Board of Education and the Legislative Committee on Education for a June 15, 2018 submission date. The report has been prepared by the Nevada Department of Education (NDE) and documents the implementation of SB 390 in the Districts Receiving SB 390 Funding. The NDE portion of this report includes information regarding the allocation of SB 390 funds, identification of schools receiving SB 390 funds, the services provided by school districts to English learners (ELs), a description of programs and services by the school or district, the number of children who participated in the program, the average per-child expenditure per program or services, the performance results of English learners from the end of 2016-17 school year, and some initial data for the 2017-18 school year. As required by legislation, the annual report also provides information concerning Zoom performance and outcome indicators, an analysis of findings from NDE, the results of the independent evaluator, the process and plans for those schools in corrective action, and recommendations to the State Legislature concerning the future of SB 390 and services to ELs in the state of Nevada.

The purpose of Senate Bill 390 (SB 390) 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 utilizing the funds provided from SB 504. Since its creation Districts Receiving SB 390 Funding services have doubled the number of schools and tripled the number of EL students served with the SB 390 districts. Starting with the 2015-16 school year, the funds and program services associated with this bill were expanded. While the intent of SB 504 was to provide an intense focus on early intervention for English learners ensuring they were on track to achieve both academic success and language development by the end of third grade, SB 405 expanded services to middle school, junior high and high school. The goal was to ensure students enter high school ready to succeed and to graduate college and career ready. Now completing its fifth year of implementation, SB 390 services and programs have achieved success and growth levels in those districts that have received funding for the past 5 years. School districts in Nevada have maintained SB 390 services during the 2017-18 school year. In this report, the NDE will include instructional programs and projections for services from the school districts, including performance data from 16 out of the 18 districts in Nevada for the 2017-18 school year (Storey and Eureka counties did not participate).

SB 390 Funds

The Nevada State Legislature appropriated \$100,000,000 over a two-year period to support school districts in implementing the strategies defined in SB 390. Recognizing the large numbers of English learners in Nevada’s urban centers and their continued growth, the majority of SB 390 funds were allocated directly to Clark County School District (\$38,741,220 for the 2017-18 school year and \$38,564,579 for the 2018-19 school year) and Washoe County School District (\$7,307,685 for the 2017-18 school year and \$6,782,721 for the 2018-19 school year) as part of the SB 390/Zoom School programs and services. For each year of the biennium, \$50,000 was

reserved for costs associated with an external evaluation of the Zoom program effectiveness and support of the English Mastery Council (EMC).

The Nevada Department of Education (NDE) was directed to allocate the balance of the SB 390 appropriation (\$3,901,095 in 2017-18 school year and \$4,602,700 in 2018-19 school year) through grants to school districts other than Clark and Washoe Districts who received SB 390 funding. The 2017-18 allocations are based on the official spring 2017 EL counts of Kindergarten through 12th grade in each district. The funds were awarded through a non-competitive application process developed and implemented through the NDE grants management system based on a per pupil allocation rate.

Table 1 provides a detailed list of the school districts receiving SB 390 funds during the 2017-18 and projected allocation for 2018-19 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) and an independent evaluator of the Zoom program.

Table 1: SB 390 Allocations to School Districts

School District	SB 390 Allocation 2017-18	SB 390 Allocation 2018-19	Total SB 390 Allocation
Carson	\$794,812	\$786,686	\$1,581,498
Churchill	\$147,887	\$168,296	\$316,183
Clark (ZOOM)	\$38,741,220	\$38,564,579	\$77,305,799
Douglas	\$217,596	\$206,782	\$424,378
Elko	\$705,558	\$699,929	\$1,405,487
Esmeralda	\$8,470	\$7,828	\$16,298
Eureka	\$5,212	\$3,914	\$9,126
Humboldt	\$281,442	\$254,401	\$535,843
Lander	\$53,422	\$45,009	\$98,431
Lincoln	\$10,424	\$11,089	\$21,513
Lyon	\$321,834	\$335,940	\$657,774
Mineral	\$37,135	\$32,616	\$69,751
Nye	\$243,656	\$292,887	\$536,543
Pershing	\$28,014	\$36,529	\$64,543
Washoe (ZOOM)	\$7,307,685	\$6,782,721	\$14,090,406
Storey	\$0	\$0	\$0
White Pine	\$22,150	\$22,179	\$44,329
State-Sponsored Charter Schools	\$1,023,483	\$1,673,176	\$2,696,659
Futuro Academy (ASD)		\$25,441	\$25,441
NDE Support of the EMC & Independent Evaluation	\$50,000	\$50,000	\$100,000
Totals	\$50,000,000	\$50,000,000	\$100,000,000

SB 390 Programs and Services

SB 390 allowed school districts (other than CCSD and WCSD) and charter schools (in this report referred to as Districts Receiving SB 390 Funding) to use SB 390 funding for specific programs and services that are designed to meet the needs of English learners. Many of these Districts Receiving SB 390 Funding face the challenges of serving smaller numbers of English learners in more remote locations. In the district application process, Districts Receiving SB 390 Funding were given the flexibility to determine which services they would provide to support their English learner population based on identified needs and available resources rather than having to implement all of the programs and services. Based on the amount of the SB 390 allocation, some school districts chose to provide multiple services while others focused on one allowable activity. In many cases this decision was based on prior experience with the Zoom programs, growth of the English Learner population, and the needs of the district.

Table 2 outlines the specific programs and services defined to serve Nevada’s English learners through SB 390 and the districts that implemented those programs during the 2017-18 school year.

Table 2: Defined programs and services to Serve English Learners in Nevada under SB 390 for the 2017-18 school year.

<i>SB 390 programs and services</i>	<i>Description</i>	<i>Districts Implementing</i>
1. Pre-kindergarten	Creation or expansion of high-quality, developmentally appropriate pre-kindergarten programs that will increase enrollment of children who are limited English proficient.	Carson Churchill Douglas Elko Esmeralda Humboldt Lyon 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 State Charter
3. Before-school,	The provision of programs and services for pupils who are limited English proficient, free of charge, before and after school, during the	Carson

SB 390 programs and services	Description	Districts Implementing
After-school, Summer-school, Intersession, Extended Learning Time Programs	summer or intersession for those schools that do not operate on a traditional school calendar.	State Charter
4. Other Evidence based programs and services	District-designed and approved programs to serve English learners.	Carson Churchill Lander Lincoln Mineral Pershing White Pine
5. Professional Development	Professional development for teachers and other educational personnel regarding effective instructional practices and strategies for children who are limited English proficient.	Carson
6. Parent & Family Engagement	The provision of programs and services designed to engage the families of students who are limited English proficient.	Carson Elko
7. Recruitment and Retention Incentives	The provision of incentives for school districts to attract and retain highly qualified teachers for the purposes of employment for personnel connected to Zoom programs and services.	No Districts Implemented

The following sections provide greater detail regarding each of the SB 390 programs and services implemented at the local school district level.

SB 390 Pre-Kindergarten

SB 390 funds may be used for the creation or expansion of high-quality, developmentally appropriate pre-kindergarten programs. Table 3 identifies the eight school districts that used SB 390 funding to create or expand Pre-Kindergarten services for children who were ELs.

Table 3: School Districts Providing SB 390 Pre-Kindergarten Services: creation and implementation of Zoom Pre-Kindergarten programs in Nevada since July 2014.

School District	Number of Sites SB 504 Pre-K Services [2014-15]	Number of classes SB 504 Pre-K Services [2014-15]	Number of ELs Served 2015	Number of Sites SB 405 Pre-K Services [2015-16]	Number of classes SB 405 Pre-K Services [2015-16]	Number of ELs Served 2016
	Sites	Classes		Sites	Classes	
Carson City	3	10	90	4	8	53
Churchill	1	1	28	1	1	11
Douglas				1	1	11
Elko	2	4	54	5	7	95
Esmeralda				1	1	7
Humboldt	1	2	33	2	3	47
Lincoln				1	1	2
Lyon						
Nye	1	2	30	2	2	22
Total	8	19	235	17	24	248

School District	Number of Sites SB 405 Pre-K Services [2016-17]	Number of classes SB 405 Pre-K Services [2016-17]	Number of ELs Served 2017	Number of Sites SB 390 Pre-K Services [2017-18]	Number of classes SB 390 Pre-K Services [2017-18]	Number of ELs Served 2018 Classes
	Sites	Classes		Sites	Classes	
Carson City	4	8	63	5	10	48
Churchill	2	4	60	1	2	13
Douglas	1	1	24	1	2	28
Elko	4	7	127	2	4	51
Esmeralda	1	1	4	1	1	12
Humboldt	2	4	58	1	4	55
Lincoln	1	1	2			
Lyon				2	4	18
Nye	2	2	12	2	4	26
Total	17	28	350	15	31	251

Performance Summary 2017-18

SB 390 Pre-Kindergarten programs and services align with the State performance goal to “Increase the percentage of students who enter Kindergarten ready to succeed...” SB390 Pre-Kindergarten programs have been successful in preparing Pre-K students to succeed in Kindergarten. The funding has enabled the districts to increase Pre-Kindergarten capacity from 187 students in 2013-14 to 251 Pre-Kindergarten students enrolled in SB 390 programs in 2017-18. Districts report a clear advantage for SB 390 Pre-K students in Kindergarten readiness. Schools have increased the Kindergarten academic expectations and the rigor of Pre-K and Kindergarten programs.

SB 390 Pre-Kindergarten program effectiveness is evaluated based on a primary assessment, the

Brigance Screen III (3 – 5 years). The Brigance Screen III is administrated in all state pre-kindergarten programs, including SB 390. The assessment items in the age-specific screens are norm-referenced as well as criterion-referenced and cover a broad sampling of a child’s skills and behavior. Key developmental areas include: Physical Development, Language Development, and Academic Skills/Cognitive Development (Literacy and Math). The assessment, however, is not used to determine an English learner’s proficiency levels in English language development. Pre-Kindergarten English learners are assessed in with the WIDA ACCESS 2.0 for ELLs in the spring of their Kindergarten year. The WIDA ACCESS 2.0 for ELLs results for the 2017-18 SB 390 cohort of pre-kindergarten English learners will be available spring 2019.

Table 4: Pre-Kindergarten Brigance Screen III Results

Pre-K Assessment Average Results: Brigance Screen III

District	# of English Learners	Pre	Post	Growth	At-Risk Indicator <71
Carson	57	82.6	89.8		Above
Churchill	13	64.6	66.0	1.4	Below
Douglas	28	83.6	87.5	3.9	Above
Elko	51	51.0	60.5	9.5	Below
Humboldt	55	81.2	87.9	6.7	Above
Lyon	18	16.9	30.1	13.2	Below
Nye	26	80.8	83.5	2.7	Above

Brigance Screen III Assessment Results

District(s) Reporting: Carson, Churchill, Douglas, Elko, Esmeralda, Humboldt, Lyon and Nye.
 Number of English learners tested in districts other than Clark or Washoe: **236 students**

- The averaged Brigance Screen III assessment showed positive results from pre-assessment to post assessment in all district sites. The Brigance Screen III At-Risk Indicators for students age 4 is a composite score less than 71. In Table 4, four (4) of the seven (7) districts had averaged post-assessment results for Pre-Kindergarten English learners that indicated that the students were on-track for Kindergarten.

Program Cost

The cost of the Pre-Kindergarten programs in the eight districts, for the 2017-18 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 390 Pre-Kindergarten services across the districts and schools. Because the districts will not have finalized actual expenditures until August 1, the following table represents projected expenditures through the end of the 2017-18 fiscal year.

Table 5: Pre-Kindergarten Per Pupil Expenditures

Total Projected SB 390 Pre-K Expenditures	Total EL Pre-K Students Served	Average Per Pupil Expenditure (Projected)
\$1,554,921.49	267	\$5,823.68

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

SB 390 Reading Acquisition

SB 390 funds may be used for the acquisition and implementation of empirically proven assessment tools and for technology based tools, such as software designed to support the learning of pupils who have not yet met proficiency in English. Table 6 identifies which school districts implemented SB 390 Reading Acquisition Services.

Table 6: School Districts Providing SB 390 Reading Acquisition Services: creation and implementation of Reading Acquisition programs since July 2014 in Nevada.

School District	Number of Sites SB 504 Reading Acquisition Services [2014-15]	# of ELs Served [2015]	Number of Sites SB 405 Reading Acquisition Services [2015-16]	# of ELs Served [2016]	Number of Sites SB 405 Reading Acquisition Services [2016-17]	# of ELs Served [2017]	Number of Sites SB 390 Served [2017-2018]	# of ELs Served [2018]
Elko	2	118	4	89	5	182	10	708
State Charter	NA	NA	7	561	3	224	3	774
Total	3	118	11	650	8	406	13	1482

Performance Summary 2017-18

The SB 390 Reading Acquisition effectiveness is evaluated based on assessment results provided by the districts and charter schools. Districts and charters choosing the reading acquisition technology tools purchased a variety of assessments to determine students’ language and content development. Numerous assessments that measure similar but different designs and constructs do not provide consistent clarity in determining the program effectiveness across participating schools. However, results can be observed in the administered assessment(s) in each district and charter school.

2018 Elko MAPs Mid-Year Reading:

District(s) Reporting: Elko

Various schools provided English learners access to English Language Acquisition Tools: Adobe MS, Elko HS, Grammar School #2, Jackpot ES, Mountain View ES, Northside ES, Sage ES, and Wells ES. The number of students: 774

Table 7: 2018 Elko (ECSD) Measure of Academic Progress (MAPs) Mid-Year Reading and Math Results

# of English Learners	Grade	Read Mid-Year	Read Mid-Year Expected Growth Mean	Read Diff.	Math Mid-Year	Math Mid-Year Expected Growth Mean	Math Diff.
83	K	142	151	-9	140	152	-12
102	1st	162	172	-10	162	174	-12
67	2nd	174	184	-10	176	186	-10
91	3rd	186	196	-10	187	198	-11
111	4th	194	204	-10	197	209	-12
60	5th	194	210	-16	199	217	-18
68	6th	199	214	-15	205	222	-17
67	7th	196	217	-21	208	226	-18
61	8th	207	219	-12	213	229	-16
61	9th	208	221	-13	213	232	-19
56	10th	200	221	-21	216	232	-16
54	11th	197	223	-26	218	234	-16

The data above in **Table 7** are the results from Measure of Academic Progress (MAPs) assessment pre-test to mid-year reading and math English learners performance. The data indicate that English learners made growth in reading and math; however English learners did not meet the Mean Mid-Year Expected Growth for that grade level. It would be expected given the developing English proficiency of English learners that some students may not demonstrate the expected level of proficiency as non-English learners. The differences between the Mid-Year Expected Growth and the Pre-tests in each grade level - low to significant – in several grades would suggest a need for further English language development supports.

STAR Reading and Math Tests Results:

District(s) Reporting: State Public Charter Authority

Number of students given the STAR Reading and Math Assessment (Mater Academy of Nevada): 332

Number of students given the STAR Reading and Math Assessment (Pinecrest Academy): 92

The STAR Reading and Math Assessments are benchmark tests that provide student progress data on student achievement in grade-level expectations. The achievement results in **Table 8 (next page)** are used to determine the instructional needs of students and the program impact. The student progress in **Table 8** is the averaged Grade Equivalent (GE) of English learners reading/math gap in achievement or the on-target grade-level expectations.

Table 8: Mater Academy of Nevada STAR Reading and Math Tests Results

# of English Learners	Grade	Read Mid-Test	Read Post-Test	Read Grade Equivalent Growth	Read Grade Equivalent Proficiency	Math Mid-Test	Math Post-Test	Math Grade Equivalent Growth	Math Grade Equivalent Proficiency

The STAR Reading and Math Test results for Mater Academy of Nevada indicate positive impact of the SB 390 option (Reading Acquisition Tools). In grades Kindergarten through 4th grade, the averaged Grade Equivalent Proficiency of STAR Reading and Math indicated that on the average, English learners were on grade-level. Beginning in grade 5, with the exception of Math (5th), the results revealed that English learners were below the grade-level expectation. English Learners in all grades as observed in the data showed growth toward Grade Equivalent Proficiency (GE) as indicated in the STAR Reading and Math assessment.

Table 9: Pinecrest Academy STAR Reading and Math Tests Results

# of English Learners	Grade	Read Mid-Test	Read Post-Test	Read Grade Equivalent Growth	Read Grade Equivalent Proficiency	Math Mid-Test	Math Post-Test	Math Grade Equivalent Growth	Math Grade Equivalent Proficiency
3	1st	1.33	1.80	0.47	Yes	1.73	1.93	0.20	Yes
9	2nd	2.68	3.19	0.51	Yes	3.20	3.48	0.28	Yes
16	3rd	3.59	3.99	0.40	Yes	4.26	4.56	0.30	Yes
13	4th	4.18	4.72	0.54	Yes	5.50	5.76	0.26	Yes
13	5th	4.45	4.58	0.13	No	5.68	5.41	-0.27	Yes
8	6th	6.41	6.73	0.32	Yes	6.80	7.76	0.96	Yes
13	7th	5.80	6.24	0.44	No	8.38	8.37	-0.01	Yes
6	8th	5.45	5.60	0.15	No	7.54	9.06	1.52	Yes
7	9th	4.93	5.50	0.57	No	5.33	6.50	1.17	No
4	10th	4.00	4.00	0.0	No	6.0	6.20	0.20	No

The STAR Reading and Math Test results for Pinecrest Academy indicate a positive impact of the SB 390 option (Reading Acquisition Tools) significantly in math. The Math STAR averaged Grade Equivalent for all grades, with the exception of grades 9 and 10, indicated that English learners were on grade-level in math. English learners in reading for Five (5) of the Ten (10) grades levels were at Grade Equivalent (GE) indicating grade-level reading proficiency based on the STAR Reading assessment. English Learners in reading as observed in the data showed growth toward Grade Equivalent Proficiency (GE) in 8 of 10 grade-levels.

Program Cost

The cost of the SB 390 Reading programs in the district and charter schools for the 2017-18 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 390 Reading services across the districts and schools.

Table 10: Reading Programs/Services Per Pupil Expenditures

Total Projected SB 390 Reading Expenditures	Total English Learners Served	Average Per Pupil Expenditure (Projected)
\$696,054.04	1,154	\$603.17

SB 390 Before, After, and Summer School Services (Extended Learning Time)

SB 390 funds may be used for the provision of programs and services, free of charge, before and after school, or during the summer for pupils who have not met English proficiency. Table 11 identifies the one (1) district and the State Public Charter School Authority (SPCSA) charter that used SB 390 funding to provide before-school, after-school, and summer-school services for children who were English learners during the 2017-18 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 390 Extended Learning Time Services since July 2014 in Nevada.

School District	Number of sites SB 504 Extended Learning Time [2014-15]	Number of ELs Served 2015	Number of Sites SB 405 Extended Learning Time [2015-16]	Number of ELs Served 2016	Number of sites SB 405 Extended Learning Time [2016-17]	Number of ELs Served 2017	Number of sites SB 390 Extended Learning Time [2017-18]	Number of ELs Served 2018
Carson			1	58	2	458	5	1238
Douglas					4	144		
Elko	6	87	10	146	9	247		
Mineral			1	8	1	54		
Pershing	1	30	1	32	1	30		
State Charter	7	258	8	640	4	425	5	1031
White Pine			1	6				
Total	14	375	22	890	21	1358		

Performance Summary (2017-18)

SB 390 extended learning time program, provides various supplemental programs and services before- school, after-school, intervention-block, and summer school. The programs and services are aligned with the state goals to increase the percentage of students “... proficient in reading by the end of 3rd grade, ...enter high school with the skills necessary to succeed... and graduate students college and career ready.”

The effectiveness of the programs is evaluated based on a variety of assessments administered by Carson City School District schools and State Public Charter School Authority (SPCSA) charter schools. The STAR tests and the MAPs assessments are the primary reading and math tests used by the charter schools. Coral Academy Charter School used the WIDA Model English Language Proficiency Assessment for English learners; whereas, Carson City School District reported the 2018 WIDA ACCESS state assessment results for the English language development of English learners.

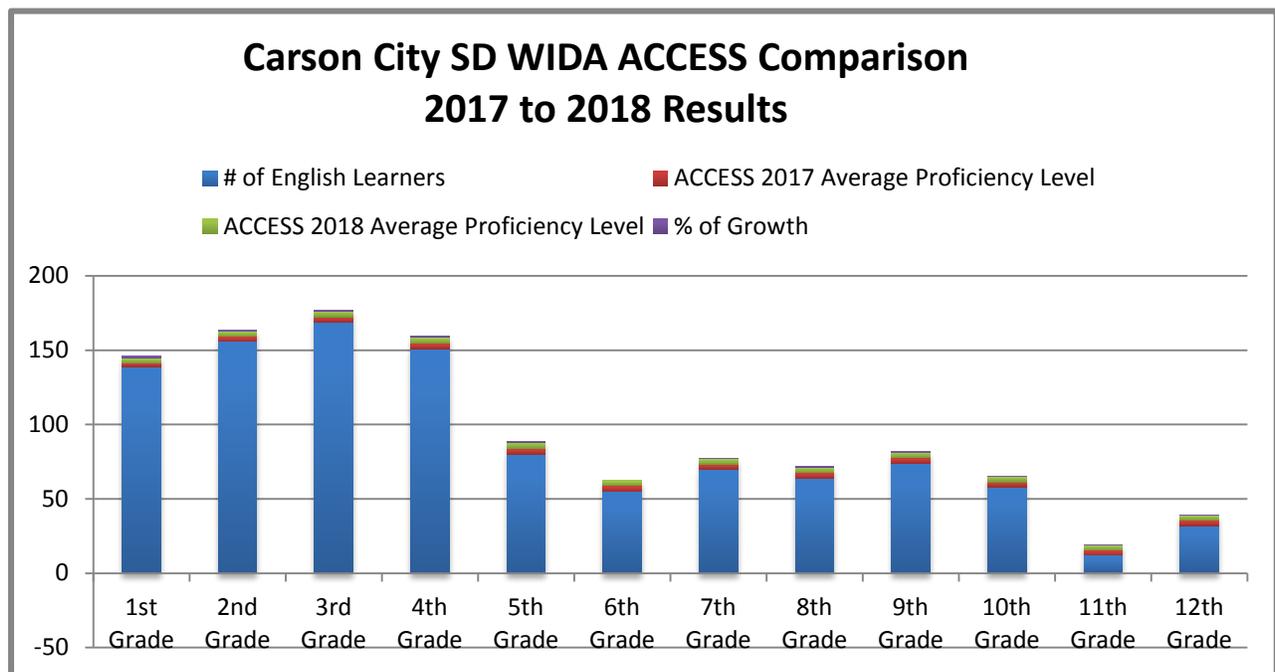
District(s) Reporting: Carson

Number of program students tested in 2017-18: **569 Students**

Schools: Fritsch Elementary; Seeliger Elementary; Eagle Valley Middle School; Carson Middle School, Carson High School.

Figure 1 provides a graphic picture of the data observed in Carson City School District Extended Learning Time program schools.

Figure 1: Carson City WIDA ACCESS Comparison 2017 to 2018 Results for Program Schools



In the observed data for WIDA ACCESS 2.0 for ELLs, the state English language proficiency assessment, the program schools for extended learning time, the averaged proficiency level data results revealed less than the expected one (1) incremental level proficiency growth for English learners in English proficiency levels 1-4. First grade English learners as observed in the data are the exception (1.20) growth in English language proficiency

STAR Reading and Math Test Results

District(s) Reporting: State Public Charter School Authority

Number of students given the STAR Reading and Tests (Mater Academy of Nevada, Mater Academy of Northern Nevada, and Imagine Schools: 445 Students

The STAR Reading Test is a benchmark assessment that provides student progress data on their achievement in grade-level expectations. Table 12 shows the observed results for Mater Academy of Nevada and Imagine Schools.

Table 12: Mater Academy of Nevada and Imagine Schools STAR Reading Results
Mater Academy of Nevada STAR Reading Results

Number of ELs	Grade	Read Mid-Test	Read Post-Test	Read *GE Growth	Read *GE Prof.

Imagine Schools STAR Reading Results

Number of ELs	Grade	Read Pre-Test	Read Post-Test	Read *GE Growth	Read *GE Prof.
17	K	0.6	1.3	0.7	Yes
11	1st	1.6	2.5	0.9	Yes
13	2nd	2.4	3.4	1.0	Yes
13	3rd	3.2	4.5	1.3	Yes
11	4th	3.9	4.8	0.9	Yes
9	5th	4.8	5.7	0.9	Yes
1	6th	6.0	6.4	0.4	Yes

*Grade Equivalent Proficiency

The STAR Reading results for Mater Academy of Nevada and Imagine Schools indicated positive impact on the reading of English learners, in all grades in Imagine Schools, and in Kindergarten through 4th grade in Mater Academy of Nevada. Growth in reading for English learners is observed in all grade levels represented. Mater Academy of Northern Nevada is a new 2017-18, charter school and as of this report date, the administration has not provided the school’s interim assessment results. The WIDA ACCESS 2.0 for ELLs, the state assessment results, did include Mater Academy of Northern Nevada and the results aggregated in data in the NDE Analysis and Finding section of the 2017-18 SB 390 Annual Report.

Measure of Academic Progress (MAPs) Reading and Math Assessment Results

District(s) Reporting: State Public Charter School Authority

Number of students given the MAPs Reading and Math Assessment (Equipo Academy): 172 Students

Table 13 displays the Measure of Academic Progress Reading and Math assessment results for Equipo Academy. An observed positive impact would indicate that students are at the Grade-Level Expected Mean score, grade-level proficiency. Equipo Academy has varied results.

Table 13: Equipo Academy Measure of Academic Progress Reading Assessment Results

# of ELs	Grade	Read Mid-Year	Read Mid-Year Expected Growth Mean	Diff.	Read Grade Level Prof.	Math Mid-Year	Math Mid-Year Expected Growth Mean	Diff.	Math Grade Level Prof.
39	6th	209.9	214	-4.1	No	212.2	222	-9.8	No
37	7th	215.2	217	-1.8	No	216.8	226	-9.2	No
48	8th	213.4	219	-5.6	No	217.3	229	-11.7	No
25	9th	221.1	221	0.1	Yes	225.4	232	-6.6	No
20	10th	221.3	221	0.3	Yes	232.1	232	0.1	Yes
10	11th	227.8	223	4.8	Yes	234.7	234	0.7	Yes

The impact of the Extended Learning Time reading and math, as indicated in the MAPs assessments, appear to have a more positive effect at the upper grade-levels (9th through 12th) with the exception of math in the 9th grade. The effectiveness of the Extended Learning Time at Equipo Academy is less than expected.

WIDA Model Assessment of English Language Development

District(s) Reporting: State Public Charter School Authority

Number of students given the MAPs Reading and Math Assessment (Coral Academy): 41 Students

The WIDA MODEL (Measure of Developing English Language) is a series of English language proficiency assessments for Kindergarten through Grade 12. Educators can use WIDA MODEL as an identification/placement assessment for newly enrolled English learners or as an interim progress monitoring assessment. Coral Academy’s data presented in Table 14 below displays the averaged results in each grade level tested from fall 2017 to spring 2018.

Table 14: Coral Academy WIDA Model Assessment of English language Development

# of English Learners	Grade	Fall 2017 WIDA Model	Spring 2018 WIDA Model	Change in EL Proficiency Levels
11	1st	2.85	3.23	0.38
5	2nd	3.00	4.10	1.10
3	3rd	3.61	3.71	0.10
4	4th	3.58	4.40	0.82
4	5th	3.75	4.23	0.48
1	6th	3.45	4.00	0.55
1	7th	3.80	4.30	0.50
1	8th	3.10	3.50	0.40
1	9th	2.00	2.70	0.70
1	10th	1.00	4.40	3.40
1	11th	3.20	2.90	-0.30

The data in **Table 14** signal results of less than expected growth in each of the grade-levels, except in grade 2 (1.10). English learners (ELs) in English language proficiency levels (1-3) are expected to grow at least one (1) proficiency level each year. English learners (ELs) in English language proficiency level (4) are expected to make adequate progress to exit the EL program of services within 2 years. The results of students in the higher grades may indicate that these students are Long-Term English Learners (LTELs) and have not exited the EL programs of services within the expected time of 6 years. The entry date into the program would determine this status.

Program Cost

The cost of the SB 390 Extended Learning Time programs in the districts for the 2017-18 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 390 Extended Learning Time services across the districts and schools. Because the districts will not have finalized actual expenditures until August 1, the following table represents projected expenditures through the end of the 2017-18 fiscal year.

Table 15: Extended Learning Time Per Pupil Expenditures

Total Projected SB 390 Extended Learning Time Expenditures	Total English Learners Served	Average Per Pupil Expenditure (Projected)
\$678,603.35	1,018	\$666.60

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

SB 390 Other Evidence Based Programs and Services

The Nevada Department of Education allowed school districts to use SB 390 funds for the provision of other district-proposed services for pupils who are limited English proficient. Table 16 shows that eight Nevada School Districts utilized SB 390 funds to create Other Evidence Based Programs and services.

Table 16: School Districts Providing Other Approved Programs with SB 390: creation and implementation of Other Evidence Based Programs since July 2014 in Nevada.

School District	Number of Sites SB 504 Other Programs [2014-15]	Number of ELs Served 2015	Number of Sites SB 405 Other Programs [2015-16]	Number of ELs Served 2016	Number of Sites SB 405 Other Programs [2016-17]	Number of ELs Served 2017	Number of Sites SB 405 Other Programs [2017-18]	Number of ELs Served 2018
Carson			1	208				
Churchill			1	58	1	35		
Douglas	4	208	6	153				
Elko			1	25				
Lander			1	58	1	51		
Lincoln								
Lyon			2	20	2	27		
Mineral			1	20	1	54		
Pershing								
SPCSA								
White Pine			1	17	1	14		
Total			14	559	6	181		

Performance Summary (2017-18)

Due to the flexibility in the selection of best practice strategies SB 405 Other Approved Programs effectiveness is examined through a variety of district assessments and district reported classroom practices, effective strategies for serving English learners.

MAP Reading Assessment Results

District(s) Reporting: Lander and Lincoln

Number of students with post-assessment results in 2017-18: 58 Students

SB 390 Schools: Battle Mountain ES (Lander); Pahrnagat Valley Elementary School (Lincoln)

Table 17 provides data related to the reading achievement of English learners on the reading MAP assessment. The averaged mean MAP score at each grade-level of the spring assessment is compared to the Expected Grade-Level Mean score to determine differences or gaps students reading proficiency, if overall on the average, students are at or above grade-level reading proficiency. The MAPs data also used to determine program impact.

Table 17: Lander and Lincoln County SD Measure of Academic Progress (MAPs) Reading Assessment

Lander	# of English Learners	2018 End-Year MAPs	Grade-Level Expected Growth Mean	Diff.
K	4	143.2	158.1	-14.9
1st	9	171.8	177.5	-5.7
2nd	15	181.6	188.7	-7.1
3rd	7	199.7	198.6	1.1
4th	16	203.0	205.9	-2.9
5th	4	209.8	211.8	-2.0
Lincoln	# of English Learners	2018 End-Year MAPs	Grade-Level Expected Growth Mean	Diff.
3rd	1	198	198.6	-0.6
5th	2	199.5	211.8	-12.3

In review of the data in Table 17, using the averaged end-of-year mean score of English learners, students were below the grade-level reading expectations, with the exception of grade 3 (Lander). In several grade levels in Lander and Lincoln schools, English learners were approaching the grade-level expectation in all grades with the exception of K (Lincoln), and 5th grade (Lander). Given the MAPs results in reading, the observed data would indicate that the program has a positive impact.

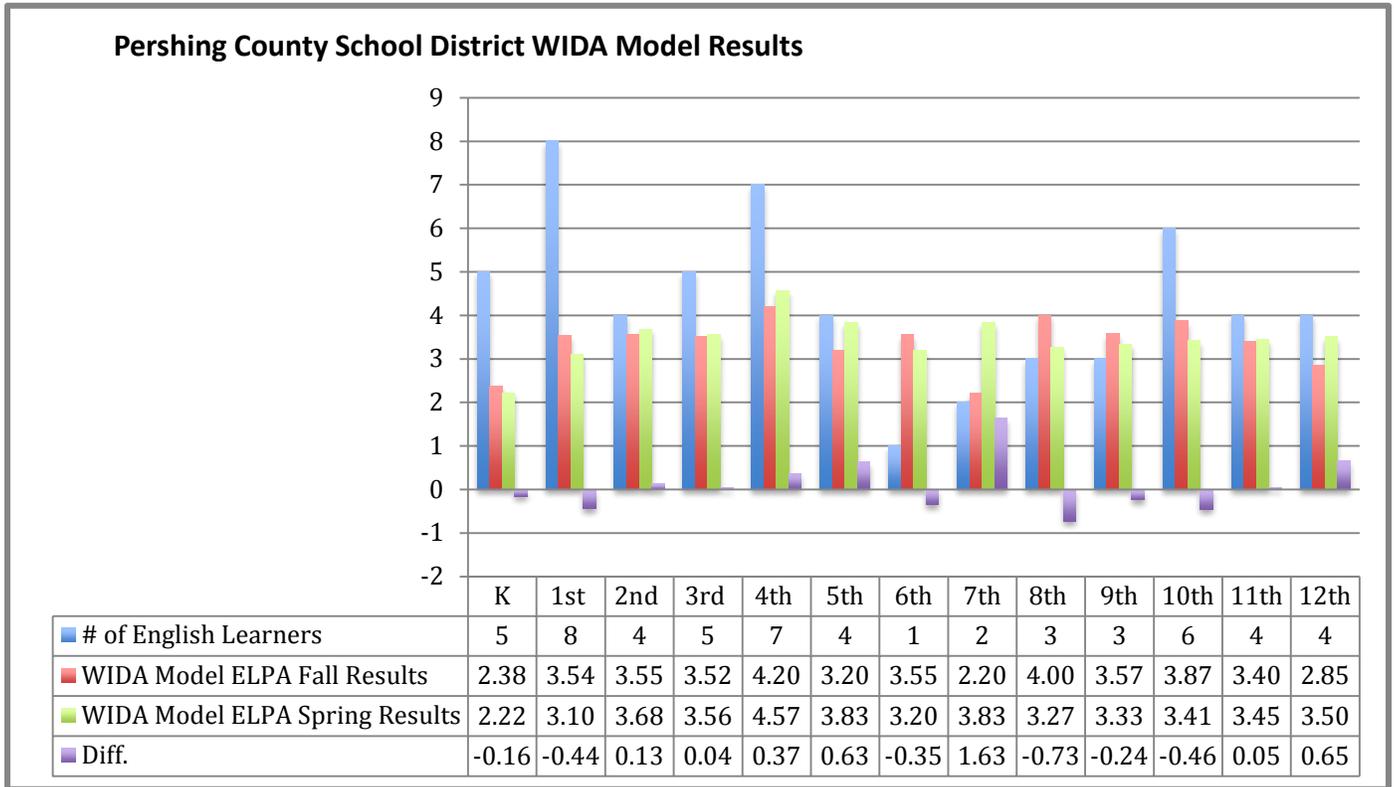
WIDA Model Assessment of English Language Development

District(s) Reporting: Pershing, White Pine, and Mineral

Number of students with post-assessment results in 2017-18: 115 Students

The WIDA Model Assessment results for Pershing, White Pine, and Mineral School Districts are displayed in Figure on the next page. The data is the averaged proficiency level for each grade-level from fall to spring administration to determine growth. See Figure 2 for Pershing County School District results.

Figure 2: Pershing County School District WIDA Model Results



The data results in **Figure 2** indicate less than expected growth in each of the grade-levels, except in grade 7 (1.63). English learners (ELs) in English language proficiency levels (1-3) are expected to grow at least one (1) proficiency level each year. English learners (ELs) in English language proficiency level (4) are expected to make adequate progress to exit the EL program of services within 2 years. The results of students in the higher grades may indicate that these students are Long-Term English Learners (LTELs) and have not exited the EL programs of services within the expected time of 6 years. The entry date into the program would determine this status.

As noted, White Pine County SD presented WIDA Model for end-of-year results only. The data did not indicate a grade-level met the proficiency level exit criteria of 4.5. Mineral County SD submitted data in the form of averaged scale scores and the percentage of growth. The elementary percentage of English language development growth was (-2.50% to 7.70%); middle school (.40% to 2.30%), and high school (.60% - 6.40%). The range of growth is less than the expected growth of at least one (1) proficiency level each year (Levels 1-3).

Program Cost

The cost of the SB 390 Other Evidence Based Programs in the districts for the 2017-18 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 390 Other Approved Program services across the districts and schools. Because the districts will not have finalized actual expenditures until August 1, the following table represents projected expenditures through the end of the 2017-18 fiscal year.

Table 18: Other Evidence Based Programs Per Pupil Expenditures

Total Projected SB 390 Other Evidence Based Programs	Total English Learners Served	Average Per Pupil Expenditure (Projected)
\$706,485.83	2,597	\$272.03

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

SB 390 Parent & Family Engagement

The Nevada Department of Education allowed school districts to use SB 390 funds for the provision of services engaging and involving parents and families of children who are limited English proficient including, without limitation, increasing effectiveness, culturally appropriate communication with and outreach to parents and families to support the academic achievement of the children. **Table 19** shows that Carson County School District and Elko County School District used SB 390 funding to provide Parent and Family Engagement to serve English learners during the 2017-18 school year. Other districts reported that due to the 5% of budget restriction most chose not to utilize this program option for the SB 390 support services.

Table 19: School Districts Providing SB 390 Parent & Family Engagement: creation and implementation of Parental Engagement activities since July 2014 in Nevada.

School District	Number of Sites SB 504 Parent and Family Engagement [2014-15]	# of ELs Served [2015]	Number of Sites SB 504 Parent and Family Engagement [2015-16]	# of ELs Served [2016]	Number of Sites SB 405 Parent and Family Engagement [2016-17]	# of English Learners Served [2017]	Number of Sites SB 390 Parent and Family Engagement [2017-18]	# of English Learners Served [2018]
Carson							2	249
Elko			13	422	2	100	2	230
Total					2	100	4	479

Program Cost

The cost of the SB 390 Parent and Family Engagement programs in the districts for the 2017-18 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 390 Parent and Family Engagement services across the districts and schools. Because the districts will not have finalized actual expenditures until August 1, the following table represents projected expenditures through the end of the 2017-18 fiscal year.

Table 20: Parent and Family Engagement Per Pupil Expenditures

Total Projected SB 390 Parent and Family Engagement	Total English Learners Served	Average Per Pupil Expenditure (Projected)
\$17,036.60	1,419	\$12.00

SB 390 Professional Development

SB 390 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 have not met English proficiency. Table 21 identifies the one school district that used SB 390 funding to provide professional development to support educators who serve children who were English learners during the 2017-18 school year. Many districts reported that the 5% restriction on budget for Professional Development inhibited most districts from utilizing Professional Development as a viable program service.

Table 21: School Districts Providing Professional Development with SB 390 Funds since 2017.

School District	Projected Number of Educators Participating in Professional Development [2016-2017]	Projected Number of English Learners Impacted [2017]	Projected Number of Educators Participating in Professional Development [2017-2018]	Projected Number of English Learners Impacted [2018]
Carson	8	225	4	90
Total	8	225	4	90

Program Cost

The cost of the SB 390 professional development for the 2017-18 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 390 professional development across the districts. Because the districts will not have finalized actual expenditures until August 1, the following table represents projected expenditures through the end of the 2017-18 fiscal year.

Table 22: Professional Development Per Pupil Expenditure

Total Projected SB 390 Professional Development Expenditures	Total EL Students in Districts Providing Professional Development	Average Per Pupil Expenditure for Educator Training (Projected)
\$7,200.00	1,246	\$5.78

For a more complete listing of individual school district data, see [Appendix A](#).

SB 390 Recruitment & Retention Incentives

The Nevada Department of Education allowed school districts to use SB 390 funds for the provision of offering recruitment and retention incentives for the 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. Districts reported that due to the 5% of budget restriction, no districts or charter schools utilized this program option for the SB 390 support services.

2017 Independent Evaluation

In preparation for the 2017 legislative session, the Nevada Department of Education contracted for an independent evaluation of the effectiveness of the Zoom programs and services. The independent evaluation team recommended continuing funding for the zoom schools program. It recognized that providing sufficient instructional support for Nevada's English Learners continues to be a challenge. The initial findings suggested the implementation of the program was reaching the target EL population, and that more time was required to observe the effect of the program on English Learners. The preliminary gains in EL proficiency suggested the potential that the ELs in the state would be on-track for on-time graduation and college and career readiness.

The Zoom program represents an investment in the education priorities of Nevada. As with any investment, there is a need for several factors contributing to the program's successes: First, identifying opportunities for an acceptable return on investment means looking at long-term outcomes and consequences such as the emphasis on literacy, opportunities for innovation, and socio-emotional support suggest reasonable investments that will potentially impact Nevada's education system and economic opportunities. Second, as suggested by the evaluation team and input from the stakeholders, there is a need for patience in determining whether the investments are succeeding as intended. Finally, any investment requires accountability to realize its full purpose and produce the desired outcomes. The external evaluators have recommended that these programs remain as stand alone programs. However, they have formative recommendations for improvements that will improve the processes across programs and specifically for individual programs.

The independent evaluation stated that future evaluations of Zoom school performance in terms of change over time as well as Zoom School comparisons with non-Zoom Schools would benefit from additional years of data from WIDA for English language proficiency in addition to SBAC data related to English language arts and mathematics. Additional information regarding the 2017 independent evaluation is available upon request.

In preparation for the 2019 legislative session, a follow-up independent evaluation of the Zoom school program is in process and the independent evaluation report is scheduled to be released prior to the 2019 legislative session. Findings from the 2019 independent evaluation will be included in the February 2019 Annual Zoom report.

Zoom School Corrective Action Plan Process

Identification & Communication Process:

Based on statutory requirements, the Nevada State Board of Education (SBE) adopted Performance Levels and Outcome Indicators for Zoom schools that align with the Nevada State Plan for implementing the Every Student Succeeds Act (ESSA). That plan includes specific goals and interim measures for English learners in both English language acquisition and academic achievement. The Nevada Department of Education (NDE) uses those measures to determine if Zoom schools are to be identified in need of improvement and are required to develop a corrective action plan. Beginning with the fall 2017 school ratings under the Nevada School Performance Framework (NSPF), schools are accountable for progress toward English language proficiency by measuring the percentage of English learners who achieve Adequate Growth Percentile (AGP) based on the WIDA English language proficiency assessment. Zoom schools that are in the bottom quartile of all schools with a sufficient number of English learners (minimum 10) in percent of English learners achieving AGP are identified for improvement.

The Nevada Department of Education identified twenty Zoom schools (10 in Clark and 10 in Washoe) to be in need of improvement. The Nevada Department of Education contacted district leadership and Zoom school principals to provide notification of the requirement to complete a Zoom school corrective action plan. Table 23 lists the Zoom schools identified for corrective action.

Table 23: Zoom Schools Identified for Corrective Action

Clark School District	% of ELs making AGP	Washoe School District	% of ELs making AGP
Tate ES	36.99%	Corbett ES	36.53%
Peterson ES	36.4%	Loder ES	36.51%
Pittman ES	34.6%	Risley ES	36.15%
Ward Gene ES	33.3%	K. Smith ES	35%
Squires ES	33.3%	Mariposa Academy ES	34.18 %
Thomas ES	31.5%	Sun Valley ES	32.80%
Lynch ES	29%	Cannan ES	30%
Detwiler ES	27.6%	Veterans Memorial	26.36%
Fremont MS	11%	Maxwell ES	26.28%
Global Community	5.3%	Lemelson STEM	25%

Several meetings were held to create a more succinct and efficient corrective plan for the schools in question. Below is (the process taken to provide technical assistance and feedback to help these schools improve.

Formal Notification & Communication:

- NDE sent notification to superintendents of Clark and Washoe County School Districts and principals of Zoom schools identified in need of improvement based on the lowest quartile for percentage of English learners achieving AGP in the state. These schools were required to develop a Zoom school Corrective Action Plan (CAP).
- NDE set up group webinars with districts to provide technical assistance in the development of Corrective action plans.
- NDE set up individual meetings with districts to provide technical assistance in the development of school CAPs.
- NDE conducted meetings with districts focused on the development and feedback of submitted CAPs.

Development of a Corrective Action Plan and NDE monitoring:

- Zoom Collaborative meetings were held with districts to discuss the development of the Zoom CAPs, and review process.
- Districts sent NDE the Zoom CAPs for NDE’s review.
- NDE Zoom team met to review and discuss submitted CAPs and develop feedback regarding the Root Cause Analysis, SMART goals, and identified strategies.
- NDE contacted districts’ and sent feedback regarding CAP reviews. NDE set up face-to-face meetings to review the CAP and accompanying feedback with specific districts.
- Final submissions from districts regarding revised CAP for Zoom schools submitted in early summer 2018.
- NDE will provide technical assistance and follow-up meetings and webinars in the 2018-19 year to monitor schools identified as CAP.
- NDE will monitor Zoom school implementation of their corrective action plans during the 2018-19 school year.

In order to identify effective practices, NDE interviewed principals in high performing Zoom schools and summarized leadership and instructional practices that appear to have strong positive impact on English learner achievement.

Recommendations for Legislation

This section of the Annual Zoom Report summarizes the input submitted by the Districts Receiving SB 390 Funding regarding recommendations to the state legislature. Many of the recommendations align with those submitted in the February 2017 Annual Zoom Report to the State Board of Education and the Legislative Counsel Bureau. The following items are presented by the Nevada Department of Education on behalf of the Districts Receiving SB 390 Funding as recommendations for future legislation:

- 1. 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. This program has been the most utilized during the Zoom program. It has also demonstrated the greatest gains and growth in preparing children for kindergarten. An expansion in Early Childhood Zoom programming allowing more 0-5 would allow for more instruction and guidance needed to enter Kindergarten on the path to pre-literacy and to reading by grade 3. Increasing the funding to expand the program to include all pre-kindergarten students throughout the state would provide early intervention and academic language development.
- 2. Maintain Program Flexibility while Expanding Resources & Funding- *Ensure availability of necessary resources, especially qualified/trained personnel, appropriate facilities, and quality assessments for program implementation and expansion.*** Flexibility remains an integral part of success in districts receiving zoom funding. The flexibility of funding allows districts to use data and evaluate their unique needs to design the programs that will help them meet the needs of their students. Some districts experienced difficulty securing appropriate classroom facilities and instructional materials. Allowances for expansion of resources and development in the smaller districts would ensure the ability to build capacity
- 3. Removal of 5% budget restriction for Professional Development, Parental Engagement and Recruitment and Retention Incentives – *Provide greater flexibility to allow school districts to use SB 390 funds for quality professional development that aligns with the instructional needs of English learners.*** A needed improvement from SB 504 to SB 405 was allowing the districts to use SB 405 funds for Professional Development, Parent and Family Engagement and Recruitment and Retention Incentives. However, with the 5% budget cap in SB 390 for all three programs, only 1 district was able to use funding for these allowable services. The current 5% budget restriction prevents districts from utilizing this program for much needed professional development, and the recruitment and hiring of qualified staff in areas where such incentives would greatly improve the ability to retain quality teachers. Districts reported that quality professional development; parent and family engagement and recruitment and retention incentives are essential to a successful implementation of instructional services that meet the needs of English learners.
- 4. Provisions for resource development for services for Refugee, Newcomers, and ELs – *Build on the commitment to English Learners who are new in country and need continued supports for language development.*** Nevada’s Newcomer and Refugee EL population is growing each year. There is much needed technical assistance and training on how to support and provide quality teacher instruction for this special population of ELs. Rural districts require technical assistance implementing appropriate models of instruction and student orientation to meet the special needs of these populations. Greater provisions emphasizing career training or college readiness at the 6-12 grade level would allow more English learner students to benefit from college and industry partnerships with school districts.

5. Serious concerns about the proposal to transition to a weighted formula – In an effort to provide funding to targeted special needs populations, the state has discussed moving to a weighted funding formula. The smaller rural districts have concern in transitioning to a weighted funding formula. It appears that this type of formula might benefit districts with larger populations, such as Clark and Washoe, but might be too restrictive and not provide sufficient funding to the districts with smaller populations. This could have a detrimental impact on EL students’ academic achievement and social well-being (protections afforded by case law, federal law, and state laws to ensure responsible allocation of resources for English Learners). If the State of Nevada implements a weighted formula for English Learners, systemic accountability checks need to be included to ensure that school districts do not use the weighted funding for other purposes. Any weighted funding formula that would provide less funding to small/rural school districts would disrupt the ability for districts to meet the needs of their EL population.

Appendix A

List of Schools and Services - SB 390 Funds 2017-18 Districts Receiving SB 390 Funding

Appendix A provides greater detail at the individual school level for each district receiving SB 390 funds for the 2017-18 school year. For the 2017-18 school year, a brief update of services is provided for each district.

In reading column 3, the following names are assigned to specific SB 390 initiatives:

- Pre-K:** Creation or expansion of Pre-Kindergarten services for English learners
- Reading:** Reading Acquisition - Increasing Reading Proficiency of English learners
- ELT:** Extended Learning Time (Before-school, After-school, or Summer-school Programs)
- PD:** Professional Development related to Effective Instruction for English Learners
- O:** Other Evidenced-based Strategies to serve English Learners
- PFE:** Parent and Family Engagement related to family services and programs.
- R&RI:** Recruitment and Retention Incentives - recruiting and hiring quality instructors

Table 1: Carson Cities School District: projected expenditures through the end of the 2017-18 fiscal year.

Carson City School District	SB 390 Allocation 2017-18	SB 390 EL Service	# English Learners Served 2017-18	Average SB 390 Per Pupil Expenditure 2017-18
Empire Elementary School	\$42,100.00	Pre-K	25	\$1,674.33
Empire Elementary School	\$28,000.00	O	264	\$106.06
Fremont Elementary School	\$35,064.16	Pre-K	3	\$11,688.05
Fremont Elementary School	\$117,216.74	O	141	\$831.32
Mark Twain Elementary School (includes Boys and Girls Club)	\$74,708.64	Pre-K	26	\$2,873.40
Mark Twain Elementary School	\$21,727.43	O	167	\$130.10

Carson City School District	SB 390 Allocation 2017-18	SB 390 EL Service	# English Learners Served 2017-18	Average SB 390 Per Pupil Expenditure 2017-18
Fritsch Elementary School	\$21,000.00	O	83	\$253.01
Seeliger Elementary School	\$28,000.00	O	101	\$277.22
Carson Middle School	\$28,000.00	O	110	\$254.54
Eagle Valley Middle School	\$109,985.24	O	79	\$1,392.21
Eagle Valley & Carson Middle Schools	\$16,647.50	PFE	189	\$40.15
Eagle Valley & Carson Middle Schools	\$2,350.00	Reading	90	\$26.11
Carson High School	\$94,300.00	O	163	\$578.52
Carson District	\$7,200.00	PD	1246	\$5.77
Carson District: Family Engagement	\$7,952.50	PFE	1246	\$6.38
Carson District: After School	\$37,276.50	ELT	1246	\$29.91
Carson District: Summer	\$27,607.54	ELT	13	\$2,123.65
Carson District: Other Evidence Based	\$76,631.25	O	1246	\$61.50
Total	\$775,767.50		6438	\$1,241.79

SB 390 Programs and Services: Pre-Kindergarten, Professional Development, Extended Learning Time, & Parent and Family Engagement

Program Description: 2017-18 Pre-Kindergarten

Carson City Continued its Pre-Kindergarten services has 3 sites with a total of 6 classes: 2 classes at Mark Twain, 2 at Fremont, 2 at Empire Elementary School and 2 at Fremont. *Curiosity Corner* was developed as a comprehensive school reform program by the Success for All Foundation. The program was piloted in the winter of 1999 and then implemented and evaluated in 1999-2000 and 2000-2001. The curriculum provides a developmental approach emphasizing language and literacy as well as physical, emotional and interpersonal development, math, science, social studies, music, movement and art. The literacy-focused, problem solving program provides teachers and children with structured thematic units that include concrete, interactive experiences with detailed instructions and materials. Effective instruction is built around the concept of cooperative learning within a carefully designed and supportive structure. Extensive training and support for teachers is integral to ongoing curriculum implementation (Success for All Foundation, 2005). **Districts SMART Goals:** Eighty percent (80%) of pre-kindergarten students with a minimum of four months of participation will increase their Reading Readiness on the Brigance Early Childhood Screen III (3-5 years) assessment”.

Appendix A (Continued)

Program Description: 2017-18 Extended Learning Time

Increased Learning Time for English Learners: Extended day and /or extended school year programs are necessary for CCSD K-12 English Learner students to have more “time on task” opportunity to 1) attain English proficiency, 2) attain academic proficiency in one or more content areas, or (secondary only) 3) receive specialized assistance to complete requirements for grades 7 – 12 course credit requirements. 2017 ACCESS K-12 Exit criteria data indicates a 2% exit rate (n=1230) from the English Learner program. MAP Data indicates at least 1/3 of English Learner students in grades K - 8 reading below grade level. 2016 SBAC and End of Course data indicates proficiency rates at less than 10% for English Learners in English Language Arts. English Learner students, for the most part, do not currently have the language proficiency skills to access content area curriculum without carefully implemented academic interventions. **Districts SMART Goals:** 80% of students who participate in online language learning Rosetta Stone program will demonstrate at least 1 ACCESS level of growth in the Listening and Speaking domains.

Program Description: 2017-18 Parent & Family Engagement

The CCSD has created the position of Family Engagement Coordinator to lead all stakeholders through the needs assessment process. Under the direction of the Associate Supt. Of Education Services, the Family Engagement Coordinator will lead a parent engagement committee will to plan the processes and procedures necessary to carry out an effective system for Parent Engagement. The district Title III Director will serve on the Parent Engagement committee and work in close collaboration with the office of Family Engagement to ensure that English Learner families’ communication and engagement needs are met. Additionally, per ESSA, the Title III Director will formulate and meet regularly with an English Learner Parent Advisory group in order to provide opportunity for EL parent leadership and opportunity for parents to provide ongoing input on matters that are pertinent to their children’s education. All schools will have a Parent Involvement Facilitator (PIF). SB390 funding is being utilized to provide a middle school bilingual PIF. All PIFs will collaborate and coordinate appropriate parent engagement activities under the direction of the Family Engagement Coordinator. **Districts SMART Goal:** 90% of English Learner parents who participate in Title III Advisory capacity will express satisfaction with opportunities for parent leadership and substantive input regarding student achievement and school improvement

Table 2: Churchill County School District: projected expenditures through the end of the 2017-18 fiscal year.

Churchill County School District	SB 390 Allocation 2017-18	SB 405 EL Service	# English Learners Served 2017-18	Average SB 390 Per Pupil Expenditure 2017-18
Northside Early Learning Center	\$110,301.80	Pre-K	12	\$9191.82
Lahontan Elementary School	\$34,042.20	O	59	\$576.99
Total	\$144,344.00		71	\$4,884.41

SB 390 Programs and Services: Pre-Kindergarten & Other Evidence Based Program

Program Description: 2017-18 Pre-Kindergarten

Churchill County School District utilized part of its SB 390 funds for 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. These programs are

based on sound research based principles for literacy and second language acquisition and provide high quality instruction in an ECE program offering opportunities for developmentally appropriate experiences focusing on language and skill and acquisition. **Districts SMART Goals:** To increase the percentage of EL students who enter Kindergarten ready, as measured by kindergarten readiness assessment from 11% to 50%.

Program Description: 2017-18 Other Evidence based programs

In the 2015-16 school year additional support was added to K-1 Classrooms. This support has continued with SB 390. This represents a more comprehensive approach to deliver a targeted support to the ELs in the district. The program uses sound research based principles for literacy and second language acquisition based on the WIDA principles and high quality sheltered instruction from the EL Literacy plan. The program includes one full time highly qualified instructional assistant and one highly qualified teacher. The teacher works on a push in basis where students with the greatest needs receive targeted and intense instruction to assist them in accelerating toward the program goals. These students are additionally supported through the paraprofessional who pushes into classrooms to reinforce the targeted instruction and work with students to assist them socially. **Districts SMART Goals:** To increase the percentage of EL 3rd graders who are on or above grade level in reading as measured by the end of year assessment, from 19% to 50%.

Table 3: Douglas County School District: projected expenditures through the end of the 2017-18 fiscal year.

Douglas County School District	SB 390 Allocation 2017-18	SB 390 EL Service	# English Learners Served 2017-18	Average SB 390 Per Pupil Expenditure 2017-18
Minden Elementary	\$212,382.25	Pre-K	31	\$6851.04
Total	\$212,382.25		31	\$6851.04

SB 390 Programs and services: Pre-K

Program Description: 2017-18 Pre-Kindergarten

Douglas County School District utilized some of its SB 390 funds to create a Pre-Kindergarten program at Minden Elementary School. The instructional design was a research based curriculum model aligned with the Nevada Pre-K Standards. It used the High Scope Preschool Curriculum, High Scope Growing Readers Early Literacy Curriculum, Peabody Picture Vocabulary Test, Brigance Screens, and the WIDA MODEL Assessments. The Pre-Kindergarten session served three and four-year old children in 2.5 hour sessions, 2 times a day, 5 days a week. Districts SMART Goals: Eighty percent (80%) of pre-kindergarten students with a minimum of four months of participation will increase their Reading Readiness on the Brigance Early Childhood Screen III (3-5 years) assessment. ECE student will demonstrate readiness for Kindergarten and literacy achievement skills including oral language development that will indicate data documented growth in all subpopulations on the WIDA-MODELS, Brigance, and Peabody Picture Vocabulary Test (PPVT) by June 2018.

Appendix A (Continued)

Table 4: Elko County School District: projected expenditures through the end of the 2017-18 fiscal year.

Elko County School District	SB 390 Allocation 2017-18	SB 390 EL Services	# English Learners Served 2017-18	Average SB 390 Per Pupil Expenditure 2017-18
Adobe Middle School	\$50,850.00	Reading	76	\$664.02
Elko High School	\$45,788.36	Reading	120	\$64.38
Flag View Intermediate	\$60,499.20	Reading	173	\$349.71
Flag View Intermediate	\$9,084.60	PFE	173	\$40.50
Grammar School #2	\$10,899.10	Reading	27	\$403.67
Jackpot Combined	\$10,899.10	Reading	61	\$178.67
Mountain View Elementary	\$10,899.10	Reading	76	\$143.41
Northside Elementary School	\$126,044.16	Pre-K	30	\$4,125.52
Northside Elementary School	\$99,955.82	Reading	98	\$383.47
Sage Elementary School	\$10,899.10	Reading	20	\$544.96
Spring Creek Elementary School	\$10,899.10	Reading	9	\$1,211.01
Southside Elementary School	\$119,595.13	Pre-K	30	\$3,812.09
Southside Elementary School	\$98,294.62	Reading	260	\$378.06
Wells Elementary School	\$10,899.10	Reading	48	\$227.06
Total	\$675,506		1201	\$894.75

SB 390 programs and services: Pre-Kindergarten, Reading Acquisition, and Family Engagement

Program Description: 2017-18 Pre-kindergarten

Elko County School District used its SB 390 funds to continue its Pre-Kindergarten program at Northside and Southside Elementary Schools. The instructional design used the Creative Curriculum using the Nevada Pre-K Standards and High Scope preschool curriculum. SB 390 funding provided for two additional Pre-Kindergarten sessions held for 2 hours and 30 minutes, 4 days per week. **Districts SMART Goals: Northside & Southside ES -** 80% of ECE children with a minimum of four months of participation will increase their stand score on the expressive communication subtest of the EOWPVT. =80% of pre-kindergarten students with a minimum of four months participation will increase their Reading Readiness on the Brigance Early Childhood Screen III (3-5 years). 92% of participating adults enrolled in ECE for at least one goal related to parenting skills (e.g. developmental appropriateness, positive discipline, teaching and learning, care-giving, environment) within the reporting year.

Program Description: 2017-18 Reading Acquisition

Elko County's Secondary schools used a portion of its SB 390 funds to implement a Reading Acquisition program for English learners grades K-12. This was implemented at Adobe Middle School, Elko High School, Flag View Elementary School, and Southside Elementary School. Sessions ran 5 days a week and incorporated a leveled reader library to enhance reading skills of English learners. **Districts SMART Goals: Adobe, EHS, Flag View, Grammar #2, Jackpot, Mt. View, Northside, Sage, Spring Creek and Wells –** K-6 targeted Intervention Program incorporating technology and small group instruction. Identified student will meet their growth targets set by NWEA MAPS assessments in the winter and fall. **Adobe MS & Elko HS –** Achieve 3000 will be used. Throughout the 2017-18 school year, 5% of student enrolled in Achieve 3000 will meet the program exit requirements. Southside ES – Throughout the 2017-18 school year 5% of student enrolled in System 44 will meet the program exit requirements.

Program Description: 2017-18 Parent and Family Engagement

Elko County School District used SB 390 funds to develop a Parent and Family Engagement program for students at Flag View Intermediate. The multicultural Carnival and movie nights occurred throughout the year and served 55 EL students and their families. **Adobe MS & Flag View Intermediate School** – Increase the number of families participating in family engagement activities 2% to 7% of EL families attending.

Table 5: Esmeralda County School District: projected expenditures through the end of the 2017-18 fiscal year.

Esmeralda County School District	SB 390 Allocation 2017-18	SB 390 EL Service	# English Learners Served 2017-18	Average SB 390 Per Pupil Expenditure 2017-18
Dyer Elementary School	\$8,267.00	Pre-K	12	\$688.92
Total	\$8,267.00		12	\$688.92

SB 390 Programs and services: Pre-Kindergarten

Program Description: 2017-18 Pre-Kindergarten

Esmeralda County School District used SB 390 funds to create a Pre-Kindergarten program at Dyer Elementary school. The instructional design was modeled after the currently used curriculum modified to suit the Pre-K needs of the students. Curriculum includes: Star Reading Success Maker, Scott Foresman, EveryDay Mathematics, and IXL. The Pre-Kindergarten session served three and four year old children and was held for 4 hours, 2 days per week. **Districts SMART Goals:** By the end of the 2017-2018 school years, 75 percent of students will identify letters in their own name.

Table 6: Humboldt County School District: projected expenditures through the end of the 2017-18 fiscal year.

Humboldt County School District	SB 390 Allocation 2017-18	SB 390 EL Service	# English Learners Served 2017-18	Average SB 390 Per Pupil Expenditure 2017-18
Grass Valley Elementary School (includes Sonoma Heights and Winnemucca Grammar)	\$274,698.00	Pre-K	54	\$3,433.72
Total	\$274,698.00		54	\$3,433.72

SB 390 Programs and services: Pre-Kindergarten

Program Description: 2017-18 Pre-Kindergarten

Humboldt County School Districts used SB 390 funds to increase services to preschool-aged English learners by continuing their Pre-kindergarten program at Sonoma Heights and Winnemucca Grammar School. Humboldt moved all Pre-k classes to Grass Valley Elementary School (though kids originate at Sonoma and Grammar). The instructional design used the Creative Curriculum for preschool. Sessions were held at Grass Valley for an all-day 6-hour session. **Districts SMART Goals:** For the 2017-18 school years, 100% of Pre-K students will make measureable growth on the Brigance Early Childhood Screening tool by increasing their scores on this tool by 8-month age equivalency.

Appendix A (Continued)

Table 7: Lander County School District: projected expenditures through the end of the 2017-18 fiscal year.

Lander County School District	SB 390 Allocation 2017-18	SB 390 EL Service	# English Learners Served 2017-18	Average SB 390 Per Pupil Expenditure 2017-18
Battle Mountain Elementary School	\$52,141.75	O	62	\$847.61
Total	\$52,141.75	O	62	\$847.61

SB 390 Programs and services: Other Evidence Based Program

Program Description: 2017-18 English Language Acquisition Specialists for Other Evidence Based programming

Lander County School District utilized its SB 390 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. The program had “push-in” instruction in 2-hour blocks, each day, in grades K-4. **Districts SMART Goals:** EL Students will show a 10 point RIT gain in Reading as measured by NWEA MAP test from Spring 2018 to Spring 2019.

Table 8: Lyon County School District: projected expenditures through the end of the 2017-18 fiscal year.

Lyon County School District	SB 390 Allocation 2017-18	SB 390 EL Service	# English Learners Served 2017-18	Average SB 390 Per Pupil Expenditure 2017-18
Fernley Elementary School	\$157,061.12	Pre-K	10	\$4,058.00
Yerington Elementary School	\$157,061.13	Pre-K	8	\$4,869.00
Total	\$314,122.26		18	\$4,463.50

SB 390 Programs and services: Pre-Kindergarten

Program Description: 2017-18: Pre-Kindergarten

For the 2017-2018 school year, Lyon County School District will develop and implement high quality Pre-kindergarten classrooms for 3 and young 4 year old students at Yerington Elementary School and Fernley Elementary School while utilizing braided funding approaches to best meet the needs of the students in these age groups. This program will allow for 3-4 year old dual language learners in both attendance area to have access to a high quality, language rich environment. Yerington Elementary School currently has the largest population of EL students in the district and Fernley in general has a large population of EL students. Since Fernley has three elementary schools, any student in Fernley who qualify for EL will be served at FES, and transportation will be provided. Providing early intervention support with a focus on building academic language will have a positive impact on students and increase their future success rate. **Districts SMART Goals:** 1. To increase and accelerate language proficiency for EL students prior to exiting kindergarten as measure by the WIDA pre and post assessments; 2. Increase student proficiency in ELA and Math to a minimum of 50% (cut scores) as measured by the Measures of Academics Performance, Spring 2017; 3. Increase the academic proficiency levels (ELA and Math) of the EL student as evidence by the reduction in the achievement GAP by 15-percentage point.

Table 9: Nye County School District: projected expenditures through the end of the 2017-18 fiscal year.

Nye County School District	SB 390 Allocation 2017-18	SB 390 EL Service	# English Learners Served 2017-18	Average SB 390 Per Pupil Expenditure 2017-18
J.G.Johnson Elementary	\$139,151.07	Pre-K	16	\$8,696.94
Manse Elementary	\$98,487.04	Pre-K	10	\$9,848.70
Total	\$237,638.11		16	\$9,272.82

SB 390 Programs and services: Pre-Kindergarten

Program Description: 2017-18 Pre-Kindergarten

Nye County School District utilized its SB 390 funds to expand Pre-Kindergarten programs by adding two additional sections: J.G Johnson Elementary and Manse Elementary. 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. **Districts SMART Goals:** 80% of ECE children with a minimum of four months of participation will make an average gain of 10 standard score points in expressive communication on the EOWPVT by May 2018.

Table 10: Pershing County School District: projected expenditures through the end of the 2017-18 fiscal year.

Pershing County School District	SB 390 Allocation 2017-18	SB 390 EL Service	# English Learners Served 2017-18	Average SB 390 Per Pupil Expenditure 2017-18
Lovelock Elementary School	\$27,342.60	ELT	59	\$463.43
Total	\$27,342.60		59	\$463.43

SB 390 Programs and services: Extended Learning Time

Program Description: 2017-18 Other Evidence Based Program

Lovelock Elementary offered a two-week Summer- school program for English learners in grades K-4 during the month of June proceeded by spring after-school tutoring sessions. 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. **Districts SMART Goals:** To increase the number of English learners demonstrating proficiency from spring 2017 to spring 2018 by 15% on the WIDA ACCESS.

Table 11: White Pine County School District: projected expenditures through the end of the 2017-18 fiscal year.

White Pine County School District	SB 390 Allocation 2017-18	SB 390 EL Service	# English Learners Served 2017-18	Average SB 390 Per Pupil Expenditure 2017-18
David E. Norman ES	\$21,619.75	O	13	\$1,663.06
Total	\$21,619.75		13	\$1,663.06

Appendix A (Continued)

SB 390 Programs and services: Other Evidence Based programs

Program Description: 2017-18 Other Evidence Based programs

White Pine School District used the SB 405 funds to develop other evidence-based program in push in model of instruction to provide individual and small group instruction using SIOP instructional strategies. Districts SMART Goals: By June 2018 80% of EL students at David E. Norman Elementary will demonstrate growth in the ELPA by obtaining an Adequate Growth Percentile (AGP) in the 50th percentile.

Table 12: State Sponsored Charter Authority: projected expenditures through the end of the 2017-18 fiscal year.

State-Sponsored Charter Schools	SB 390 Allocation 2017-18	SB 390 EL Service	# English Learners Served 2017-18	Average SB 390 Per Pupil Expenditure 2017-18
Coral Academy of Science	\$69,640.00	ELT	50	1392.80
Equipo Academy	\$130,189.00	ELT	181	\$540.00
Imagine Schools at Mountain View	\$107,614.35	ELT	39	\$ 2,196.20
Mater Academy of Nevada	\$320,760.00	ELT	672	\$477.32
Mater Academy of Nevada of Northern Nevada	\$50,400.00	ELT	76	\$663.15
Mater Academy of Nevada of Northern Nevada	\$66,385.60	Reading	83	\$800.00
Pinecrest	\$209,185.84	Reading	103	\$2,030.93
Total	\$809,835.57		719	\$1,126.34

SB 390 Programs and services: Reading Acquisition and Extended Learning Time

Program Description: 2017-18 Reading Acquisition

Charter Authority schools used a portion of its SB 405 funds to implement a Reading Acquisition program for English learners grades K-12. The goal was to increase fluency and grade level ELA standards and to increase overall student efficacy. Sessions ran 5 days a week in 30-minute blocks integrated during regular instruction and incorporated a leveled reader library to enhance reading skills of English learners. **Districts SMART Goals:**

1. The goal was to increase the percentage of ELs meeting the proficiency targets of their English Only peers in reading as measured by the end of year results in STAR Reading/Early Literacy, from 40% to 50% by May 2018.
2. 10% or more of the ELL participants will successfully be able to pass their WiDA assessments with scores that qualify them to be exited from the program.

Program Description: 2017-18 Extended Learning Time: After-school programs

The State Charter Authority used its SB 390 funds to provide extended learning time opportunities for English learners similar. The Charter Authority implemented After-school tutoring programs for English learners that focused on academic achievement in reading. The school offered services for 1.5 hours after school, 4 days a week for the year. **Districts SMART Goals: Coral Academy-** the goal was to increase the percentage of student identified as ELs meeting on level proficiency targets as measured by end of year MAP reading interim/benchmark assessment, from 25% to 75% by May 2018; **Imagine Schools** - during the 2017-18 academic

school year, ISMV will increase the percentage of student who scored 5 to 6 in speaking on the ACCESS for ELs assessment by a minimum of 30%. During the 2017-18 academic school year, ISMV will increase the percentage of student who scored 5 to 6 in Writing on the ACCESS for ELs assessment by a minimum of 30%; Mater Academy and Quest Academy – Increase the percentage of student identified as ELs meeting the proficiency targets of their English-only peers in reading as measured by the end of year results in STAR Reading/Early Literacy, from 40% to 50% by May 2018; **Equipo Academy-** 1. Identified EL student will average 1.5 years growth in ELA course as measured on the NWEA MAP assessment. 2. All struggling and Newcomer EL student will receive at least 3 additional hours of additional interventions from instructional aides and teacher to supplement existing school day interventions.

Table 13: Lincoln County School District: projected expenditures through the end of the 2017-18 fiscal year.

Lincoln County School District	SB 390 Allocation 2017-18	SB 390 EL Service 2017-18	# English Learners Served 2017-18	Average SB 390 Per Pupil Expenditure 2017-18
Pahrnagat Valley ES	\$10,174.00	0	3	\$3,391.33
Total	\$10,174.00		3	\$3,391.33

SB 390 Programs and services: Other Evidence-Based Program

Program Description: 2017-Other Evidence-Based Program

Lincoln County School District utilized its SB 390 funds to LCSD is providing funding to support 17 EL students within the school district. LCSD has four elementary schools, two middle schools, and two high schools where these 17 EL students are educated. Currently, Pahrnagat Valley Elementary School has the largest EL number in 3rd and 5th grades. It is our intent to use these funds braided with Read By These funds to best serve our EL population at PVES. Wonders- program used for Nevada Read By Third Grade, Lexia- program is state and nationally recognized for rigor in areas of reading, MAPs- nationally recognized as assessment tools in many areas including reading, language usage, comprehension, math and science. **Districts SMART Goals:** 1. Daily tutoring and intervention times. 2. 3 times a year MAP testing and analysis of data. 3. Weekly teacher collaboration to study student progress 4. Referral to RBG3 interventionists.

Table 14: Mineral County School District: projected expenditures through the end of the 2017-18 fiscal year.

Mineral County School District	SB 390 Allocation 2017-18	SB 390 EL Service 2017-18	# English Learners Served 2017-18	Average SB 390 Per Pupil Expenditure 2017-18
Schurz ES	\$36,244.87	ELT	47	\$771.00
Total	\$36,244.87		47	\$771.00

SB 390 Programs and services: Extended Learning Time and Other Evidence Based Programs

Program Description: 2017-18 After-school program

Mineral County School District utilized its SB 390 funds to create an afterschool program at Hawthorne elementary school to serve only its English Learners. The program will focus on improving students' reading, speaking, listening and writing skills to help them engage during normal class periods. Sessions were held for 1

hour after school, 3 days per week throughout the year. **Districts SMART Goals:** During the 2017-2018 school year, all students designated as English Learners (EL) at Schurz Elementary School will increase their reading MAP scores by 15 points, as measured by their Fall, Winter and Spring scores.

Appendix B

Results of Independent Evaluation

Recommendations Summary

The external independent evaluation team recommended continuing funding for the zoom schools program. It recognizes that providing sufficient instructional support for Nevada's English Learners continues to be a challenge. The initial findings suggest the implementation of the program is reaching the target EL population, and that more time is required to observe the effect of the program on English Learners. The preliminary gains on EL proficiency suggest the potential for the ELs in the state will succeed on a college-bound and on-time graduation path.

Next Steps

The external, independent evaluation team recognizes there were limitations in the evaluation design:

- *Scope:* the evaluation focus was on intended outcome indicators, not other potential types of evaluation questioning such as cost/benefit analysis or needs assessment.
- *Access:* The evidence collection and analysis were limited to documents and data from the state, districts and schools; and
- *Availability* of student achievement data: most programs lacked multiple years of statewide assessment data to inform some of the empirical outcome questions.

Many of the programs are based on theories of change that include intermediate or short-term outcomes that may reflected progress toward eventual achievement of long-term outcomes (see Buckendahl, et al., 2016). The external evaluator focused on program outcomes based on short-term outcomes and implementation to date with primary goals based on long-term outcomes as evidence is collected over time.

Many indicators apply across programs such as:

- Comparisons of program participants with non-participants
- Class-size reduction impact
- Educator practice changes
- Academic achievement and growth impacts
- Recruiting and retaining educators

Common indicators can determine the effectiveness of different programs in meeting state objectives. With the state moves to understand tied to outcomes, data and analysis for this program, needs may emerged like: (a) reflecting on expanded definition of common outcomes; (b) suggesting a consistent collection of common data points beyond the current set of outcomes data; and (c) contribute toward disentangling mechanisms for change by ordering outcomes to reflect changes processes. This requires an evaluation of short- and long- term goals that must consider qualitative and quantitative data. With the early implementation of the programming the evidence provided is more qualitative. To lay a foundation for long-term evaluation of the effectiveness of the programs, an examination of empirical baseline and progress data will be required.

The Zoom program represents an investment in the education priorities of Nevada. As with any investment, there is a need for several factors contributing to the program's successes: First, identifying opportunities for an acceptable return on investment means looking at long-term outcomes and consequences such as the emphasis on literacy, opportunities for innovation, and socio-emotional support suggest reasonable investments that will potentially impact Nevada's education system and economic opportunities. Second, as suggested by the evaluation team and input from the stakeholders, there is a need for patience in determining whether the investments are succeeding as intended. Finally, any investment requires accountability to realize its full purpose and produce the desired outcomes. The external evaluators have recommended that these programs remain as stand alone programs. However, they have formative recommendations for improvements that will improve the processes across programs and specifically for individual programs.

Analysis and Findings: Zoom Schools

The goal do the Zoom program has been to provide English Learners access to intensive education services through increasing academic achievement and English language proficiency. The targeted outcome levels involve educators, students, and families of students. The logic model for the Zoom Schools program conceptualized anticipated outcomes ranging from short term to long term (Buckendahl et al., 2016). The foundational theory for Zoom programming suggested the following short-term evaluation indicators: documentation on implementation, focus groups and survey data, WIDA assessment (gains on statewide assessment of English Language proficiency), and use of English language proficiency strategies among teachers.

Documentation of program implementation

The analysis of program documentation for the Zoom Schools program had school-level plans, annual reports, and class size data with data focused on Clark and Washoe counties, the program was primarily implemented.

Pre-K is not a universal program in Nevada and efforts at the Pre-K level were on track in preparing student both academically and linguistically. Clark reported 29 Pre-k teachers and assistances while Washoe County School District (WCSD) reported 14 classrooms and 520 students served by Pre-K. some things that are missing from the previous reports and represent an opportunity for future data collection improvement are for non-Zoom Schools and statewide assessments (e.g. Smarter Balanced, WIDA) are not yet fully developed for a Pre-K student base.

Zoom School reports in 2014 & 2015 for Clark, Washoe and Nevada Department of Education, indicated an increase in oral language proficiency, language and literacy assessment among Pre-K students based on local assessments. Reports have been consistent with goals of the Zoom program. In addition to the challenge of measuring academic achievement for English learners, there is a lack of statewide assessment data and descriptive information about how teachers used their professional development to serve English learners in the classroom.

Zoom programming called for Full Day Kindergarten with a reduced class size (21:1) and schools reported achieving this. However, more data is needed from Zoom Schools to verify class size per grade-level at each Zoom School.

The Zoom program also included development and implementation of Reading Centers and Summer Academy/Intercession as added interventions. Information about best practices or strategies adopted during the Reading Center development was not included in reports. Summer Academy/Intercession served to increase credit sufficiency but would not be observable given the program's length of existence. The Reading Center was the only intervention across grade levels 1 through 8, presenting a challenge to Zoom Schools in producing observable change.

Appendix B (Continued)

Perceptions of Stakeholders

Stakeholder input was collected from focus groups and a survey of educators. During the focus groups, 927 educators were asked about their experiences with Zoom Schools during the focus groups, interviews and surveys. 638 were teachers, 118 support staff, 46 administrators, and 114 had other school-based roles. The number of valid responses for the survey varied from 783 to 856 and these responses to these different data collection sources were clustered around five themes adapted from Mehrens (1998). The following are a summary of the findings.

Curricular & Instructional Adaptation

Under the theme of impact of the Zoom Schools program on changes in curriculum, instruction and assessment practices, focus group attendees described frustration related to time management, increased classroom assessment, and barriers related to implementation. Teachers and administrators were frustrated with the introduction of new curriculum with little accompanying instruction or training. Some of these frustrations were a result of how a district or school chose to design and implement the plan for the program, such as additional assessments, even though the state did not require it.

Administrators noted the changes occurring in their schools were positive and had noticeable effects in hiring new staff in assisting current staff and accessing new resources to support schools in addressing the language needs of English learners. Teachers and administrators stated the level of procedures and number of assessments administered during the year increased significantly compared to other programs. With this increase, administrators noted the beneficial aspect of being able to report findings but also expressed the increased assessment was overwhelming. They also expressed a lack of consensus regarding the effects of new assessment measures implemented. Despite this increase of assessments, several administrators noted it was too early to observe any differences.

On average, 83% of respondents state the education programs had a positive effect on curriculum and instructional practices and services to English learners. However there were challenges in implementation and frustrations related to increased paperwork, assessment and testing overload and deficient in teacher training.

Educator Motivation & Stress

The theme of educator motivation and stress included discussions of professional development, expectations regarding student academic performance and school support to educators. Lack of communication regarding standards, roles of staff, and program requirements contributed to the overall stress. The lack of pay increases or incentives while increasing workloads has demotivated teachers. Hiring more staff and Professional Development opportunities did decrease stress overall. Administrators suggest that teachers are stressed about the new standards, but those who received training felt more comfortable with implementing the standards. The consensus among teachers was a feeling of pressure to produce results and to not contribute to the “dire situation” of the school. 79% of respondents of the survey reported the implementation process affected their motivation and stress.

Student Motivation & Behavior

On the theme of student motivation and behavior, teachers recognized observable gains even with a high transiency rate being an issue in student behavior. It was expressed that students ought to be interviewed to get a better sense of English Learners' feelings about Zoom schools. As a means to academically social. To improve the transition to school for English Learners, teachers stated a need to academically socialize English Learners at an earlier age (e.g. Pre-K). From the survey, 69% of respondent indicated the Zoom Schools program had an effect on student motivation and behavior.

Changes in Student Achievement

On the theme of changes in student achievement, the issue of student transiency as a challenge in measuring student achievement and a seeing state-funded programs (e.g. Zoom School program) continue into the later grade levels. Because statewide assessments are administered across schools, this suggested the need for common interim assessments rather than varied assessments currently implemented across the districts. 77% of respondents to the survey attributed positive local changes in student achievement. Respondents mentioned English Learners seemed more engaged on developing their reading skills such as writing words and reading. However, on an open-ended question, respondents suggested not enough time had passed since implementation to adequately plan the measurement of student achievement.

Public Awareness of the Program

Administrators suggested the public was aware of the Zoom schools program citing campaigns, letters to home, and parent nights and 79% of the survey respondents agreed.

Global Feedback

Regarding global feedback, participants in the different data collection efforts expressed a need for program longevity to observe program effects, increased teacher salaries based on the increased workload, and clearly defined terms and guidelines were needed. Adding to program challenges were such things as materials to support the program arriving not until the beginning of the school year, increased teacher demand regarding program implementation and paperwork. Parental involvement was increased and beneficial regarding the program implementation.

Academic Growth in English Language Proficiency

The 2015-16 academic year provided baseline data for English Language Arts and Mathematics on Smarter Balanced (SBAC) assessment, but evidence of change requires additional years of data to evaluate the trend (comparing with non-Zoom schools) and to determine impact. In a similar context Nevada does have information about student performance and change from statewide assessment of English Language proficiency (from WIDA data from 2014-15 and 2015-16). Regarding linguistic outcomes across 2 years, Zoom schools have demonstrated the potential to increase linguistic scores of English learners and in some cases comparable to schools with fewer English learners. Comparing linguistic average scores between two academic years, Clark and Washoe Zoom Schools have demonstrated observable gains among English learners' linguistic outcomes in listening, reading, writing, speaking, literacy, and composite scores.

Future evaluations of Zoom school performance in terms of change over time as well as Zoom School comparisons with non-Zoom Schools will benefit from additional years of data from WIDA for English language proficiency in addition to SBAC data related to English language arts and mathematics.