# SB 405 Zoom Annual Report

# SY 2017 – 2018

*Programs and Services: Evaluation of Effectiveness*

## June 1, 2018

# ABSTRACT

Reading proficiently by third grade is the most important predictor of high school graduation and career success. Yet every year, more than 80 percent of low-income children miss this crucial milestone. English Learners (EL) are the nation’s fastest growing, student population, yet they are disproportionately underserved and underachieving. The continuation of Zoom funding will better ensure that the “process of scaling up” across multiple schools has the time and continuity to experience and develop the ideas, goals, and changes in their full complexity. Major change takes time to enhance school environments for growth through the appropriation and experimentation of collective expertise and knowledge. Building strong internal accountability with 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 change, ultimately leading to growth and learning for children in our most urgent schools in need.

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# Executive Brief

#### WCSD ZOOM SCHOOLS

###### SY 2017-2018: 24 Schools (20 Elementary, 4 Middle Schools)

* + 12,289 students served at Zoom Schools (including Pre-K)
  + 63,914 students served in the District

#### PROGRAM IMPLEMENTATION

###### Pre-K Program

* + SY 2017-2018: 552 Pre-K students served at Zoom Schools
  + SY 2017-2018: 770 Pre-K students served in the District
* **Reading Skills Centers**—Daily small group language and literacy instruction provided
  + SY 2017-2018: 12,289 students served
* **Extended Day** – Accelerated Leveled Literacy Intervention (K-2
  + SY 2017-2018: 502 students served
  + SY 2017-2018: 120 teachers trained

#### STUDENT ACHIEVEMENT

###### Pre-K WIDA-MODEL—Oral Proficiency

* + Fall 2017 to Spring 2018: Data pending. Not available at the time of this report.

###### Pre-K Brigance Early Childhood III Screens—Ready to Learn

* + Fall 2017: Data pending. Not available at the time of this report.

###### ACCESS 2.0-MODEL—EL Exit Rates

* + SY 2017-2018: Data pending. Not available at the time of this report.

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

* + SY 2017-2018: Data pending. Not available at the time of this report.

#### PROFESSIONAL DEVELOPMENT

* Approximately **1,017** staff (teachers, assistants, principals, coaches) trained in ESSA evidenced-based literacy and language acquisition best practice, with learner-perspective ratings reporting increases in new knowledge/skills.

## 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. WCSD 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)** |
|  | Anderson ES | 287,205 | 277,156 | 423 | 43 |
|  | Corbett ES | 235,149 | 231,964 | 513 | 58 |
| **1** | Duncan ES | 253,546 | 249,309 | 403 | 53 |
| **2013-** | Loder ES | 237,757 | 179,824 | 550 | 61 |
| **2014** |
| Mathews ES | 287,580 | 192,109 | 579 | 50 |
|  | Veterans ES | 236,468 | 236,076 | 423 | 43 |
| **2** | Cannan ES | 301,099 | 271,969 | 518 | 40 |
| **2014-** |
| Sun Valley ES | 274,909 | 268,692 | 681 | 52 |
| **2015** |
|  | Kate Smith ES | 210,413 | 155,963 | 311 | 55 |
|  | Lemelson ES | 259,345 | 258,522 | 404 | 39 |
| **3** | Lincoln Park ES | 184,069 | 164,368 | 340 | 39 |
| **2015-** | Allen ES | 243,066 | 244,371 | 524 | 40 |
| Mariposa ES | 259,800 | 207,488 | 174 | 66 |
| **2016** |
|  | Mitchell ES | 213,852 | 198,219 | 384 | 38 |
|  | Traner MS | 714,980 | 524,774 | 802 | 36 |
|  | Bennett ES | 251,454 | 245,929 | 503 | 32 |
|  | Greenbrae ES | 299,271 | 228,756 | 387 | 45 |
|  | Maxwell ES | 230,913 | 290,759 | 521 | 33 |
| **4** | Palmer ES | 346,526 | 276,876 | 542 | 33 |
| **2016-** | Risley ES | 303,818 | 278,782 | 429 | 48 |
| **2017** | 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.



**Post-Spring 2016**

**Pre-Fall 2015**

**School Name**

1.3

1.0

2.1

1.6

1.31.4

2.8

1.7

1.7

1.7

1.6

1.7

1.6

2.4

2.5

1.7

3.1

3.0

2.9

3.2

3.1

4.0

3.6

3.1

4.3

5.4

5.1

5.2

**6.0**

**5.0**

**4.0**

**3.0**

**2.0**

**1.0**

**0.0**

**Pre-K: WIDA Oral Proficiency- SY 2015-2016**

**Scale Score**

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

**Scale Score**

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



**School Name**

**Pre-Fall 2016 Post-Spring 2017**

**0.0**

1.3

1.2

1.0

**1.0**

1.8

1.4

1.1

1.7

1.8

2.1

1.9

2.1

2.0

2.0

1.8

**2.0**

2.1

2.5

3.0 3.0

2.8

2.9

**3.0**

3.2

3.0

3.6

3.2

3.4

4.0

3.8

**4.0**

4.5

4.8

4.4

**6.0**

**5.0**

**Pre-K: WIDA Oral Proficiency- SY 2016-2017**

***Brigance Early Childhood Screens III***

The *Brigance Early Childhood Screens III* were 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. WCSD 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 |
| 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,

1. 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 ensurethat 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* |

*\*Projected figures*

**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 | | | RBG3 Parent | | Intervention Plans | Intervention Plans are in |
| Window using the *Brigance* | | | Notification Letter is | | are in place for | place for identified |
| *Early Childhood Screens III* | | | sent to Parents and/or | | identified | Kindergarten Students |
| The Brigance Tool will be | | | Guardians of | | Kindergarten |  |
| used solely for screening | | | identified | | Students |  |
| purposes. | | | Kindergarten Students | |  |  |
|  |  | | RBG3 Parent | | Intervention Plans | Intervention Plans are in |
|  | | Notification Letter sent | | are in place for | place for identified Grade |
| NDE | | to Parents and/or | | identified Grade 1- | 1-3 students |
| recommends | | Guardians of | | 3 students |  |
| the Grades 1- | | identified Grade 1-3 | |  |  |
| 3 Screening | | students | |  |  |
| Window using | | Fall 2017 ***Extended*** | | RBG3 Parent | Intervention Plans are in |
| the *MAP* | | ***Screening Window*** | | Notification Letter | place for identified Grade |
| *Reading* | | for Grade 1-3 | | sent to Parents | 1-3 students |
| *Assessment* | | students using the | | and/or Guardians |  |
|  | | MAP Reading | | of identified Grade |  |
|  | | Assessment | | 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** | **% Met Winter 2017 to Winter 2018 MAP Growth** | | | |
| **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 |
| 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 SY2016-2017and 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)* | **\*** |
| **3**  **2015-**  **2016** | Kate Smith ES | **11**  *(n=152)* | **9**  *(n=153)* | **6**  *(n=165)* | **20**  *(n=163)* | **5**.4  *(n=168)* | **\*** |
| 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)* | **\*** |
| Mariposa | **12**  *(n=109)* | **8**  *(n=100)* | **8**  *(n=93)* | **18**  *(n=99)* | **2.0**  *(n=101)* | **\*** |

**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**  **%** |
|  | 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=10,168)* | **11**  *(n=10,289)* | **11**  *(n=10,338)* | **16**  *(n=10,598)* | **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 % ≥ |

**Table 9. WCSD ZOOM Elementary Schools, SY2016-2017**

**% EL Students Who Met WIDA Adequate Growth Percentile (AGP)**

**\*\*Met 50th percentile, (≥ 44.04%)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Funding Year** | **School** | **# EL**  **Students 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** |
|  | Anderson | 189 | 129 | 52 | 67.7 | 42.6 | 40.31 | -2.29 | **\*pending** |
|  | Corbett | 289 | 219 | 80 | 74.3 | 43.4 | 36.53 | -6.87 | **\*** |
| **1** | **Duncan** | 207 | 168 | 78 | 55.4 | 47.7 | **\*\*46.43** | -1.27 | **\*** |
| **2013-** | Loder | 352 | 252 | 92 | 51.9 | 49.5 | 36.51 | -12.99 | **\*** |
| **2014** |
|  | Mathews | 301 | 223 | 92 | 61.6 | 48.7 | 41.26 | -7.44 | **\*** |
|  | Veterans | 165 | 129 | 34 | 67.0 | 50.9 | 26.36 | -24.54 | **\*** |
| **2**  **2014-**  **2015** | 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 | **\*** |
| **3** | **Lincoln** | 137 | 100 | 52 | 49.6 | 47.8 | **\*\*52.00** | +4.2 | **\*** |
| **2015-** | **Park** |
| **Allen** | 195 | 152 | 85 | 64.8 | 57.1 | **\*\*55.92** | -1.18 | **\*** |
| **2016** |
|  | Mariposa | 95 | 79 | 27 | 66.7 | 54.8 | 34.18 | -20.62 | **\*** |
|  | **Mitchell** | 174 | 126 | 62 | 41.4 | 50.8 | **\*\*49.21** | -1.59 | **\*** |
|  | Bennett | 149 | 115 | 43 | 57.7 | 54.7 | 37.39 | -17.31 | **\*** |
|  | **Greenbrae** | 144 | 105 | 50 | 65.6 | 54.3 | **\*\*47.62** | -6.68 | **\*** |
| **4** | Maxwell | 176 | 137 | 36 | 64.0 | 37.9 | 26.28 | -11.62 | **\*** |
| **2016-** | **Palmer** | 129 | 97 | 46 | 63.0 | 44.4 | **\*\*47.42** | +3.02 | **\*** |
| **2017** |
| Risley | 193 | 130 | 47 | 64.2 | 63.0 | 36.15 | -26.85 | **\*** |
|  | Smithridge | 346 | 232 | 97 | 65.6 | 71.4 | 41.81 | -29.59 | **\*** |

NDE recommended the AGP performance target for Zoom schools be set at the 50th percentile, as shown in Table 10, for all middle schools in the state with sufficient N-count of EL students (adopted by SBE June 2016). Table 11 shows the percentage of students at each WCSD Zoom Middle School who met AGP on the SY 2016-2017 ACCESS exam.

###### Table 10. Quartile Ranking, WCSD Zoom Middle Schools SY2016-2017

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MS: 99** | **Quartile: 24.75** | **Median: 49.5 (20.60%)** | | |
| **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 % ≤ 15.53% | 15.44% ≤ 20.59% | **20.60%** | 20.61 ≥ 29.99% | 30.00% ≥ |

**\*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%)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Total #** |  |  |  |  |  |  |
| **Funding Year** | **School** | **Total # EL**  **Students**  **SY2017** | **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** |
|  | Sparks | 188 | 165 | 34 | 49.5 | 37.3 | **\*\*20.61** | -16.7 | **\*** |
| **4** | Dilworth | 121 | 111 | 21 | 43.3 | 30.0 | 18.92 | -11.1 | **\*** |
| **2016-2017** |
| 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% SY2016-207**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School** | **# EL**  **Students 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 | **\*** |
| 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:

###### Reduce class sizes for EL students and provide English language literacy-based classes.

1. **Direct instructional intervention to each EL student using data from assessments.**
2. **Intersession and/or Extended Day intervention activities.**
3. **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**  **%** |
|  | Anderson | 17 | 32 | 29 | -3 | **\*Pending** |
| **1** | Corbett | 24 | 29 | 16 | -13 | **\*** |
| Duncan | 13 | 11 | 32 | **+21** | **\*** |
| **2013-** | Loder | 20 | 27 | 17 | -10 | **\*** |
| **2014** |
|  | Mathews | 23 | 28 | 23 | -5 | **\*** |
|  | Veterans | 29 | 37 | 24 | -13 | **\*** |
| **2** | Cannan | 14 | 26 | 11 | -15 | **\*** |
| **2014-** |
| Sun Valley | 14 | 10 | 13 | **+3** | **\*** |
| **2015** |
|  | Kate Smith | 35 | 43 | 31 | -12 | **\*** |
|  | Lemelson | 26 | 18 | 21 | **+3** | **\*** |
| **3** | Lincoln Park | 11 | 17 | 24 | **+7** | **\*** |
| **2015-** | Allen | 24 | 26 | 18 | -8 | **\*** |
| **2016** |
| Mariposa | NA | 23 | 25 | **+2** | **\*** |
|  | Mitchell | 26 | 13 | 19 | **+6** | **\*** |
|  | Bennett | 30 | 24 | 30 | **+6** | **\*** |
|  | Greenbrae | 39 | 47 | 33 | -14 | **\*** |
| **4** | Maxwell | 27 | 31 | 24 | -7 | **\*** |
| **2016-** | Palmer | 16 | 29 | 28 | -1 | **\*** |
| **2017** |
| 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** | **SBAC-ELA EL**  **SY2015**  **%** | **SBAC-ELA EL**  **SY2016**  **%** | **SBAC-ELA EL**  **SY2017**  **%** | **SBAC-ELA EL**  **± % Change SY2016 to SY2017** | **\*SBAC-ELA EL**  **SY2018**  **%** |
|  | Anderson | 8 | 16 | 10 | -6 | **\*Pending** |
| **1** | Corbett | 18 | 23 | 8 | -15 | **\*** |
| Duncan | 5 | 7 | 23 | **+16** | **\*** |
| **2013-** | Loder | 16 | 22 | 10 | -12 | **\*** |
| **2014** |
|  | Mathews | 18 | 19 | 19 | 0 | **\*** |
|  | Veterans | 17 | 31 | 11 | -20 | **\*** |
| **2** | Cannan | 3 | 19 | 0 | -19 | **\*** |
| **2014-** | Sun Valley | 8 | 3 | 3 | 0 | **\*** |
| **2105** |
|  | Kate Smith | 29 | 38 | 19 | -19 | **\*** |
|  | Lemelson | 17 | 17 | 7 | -10 | **\*** |
| **3** | Lincoln Park | 5 | 6 | 9 | **+3** | **\*** |
| **2015-** | Allen | 19 | 26 | 9 | -17 | **\*** |
| **2016** |
| Mariposa | NA | 11 | 6 | -5 | **\*** |
|  | Mitchell | 11 | 11 | 15 | **+4** | **\*** |
|  | Bennett | 43 | 10 | 15 | **+5** | **\*** |
|  | Greenbrae | 21 | 47 | 14 | -33 | **\*** |
| **4** | Maxwell | 26 | 10 | 18 | **+8** | **\*** |
| **2016-** | Palmer | 16 | 16 | 7 | -9 | **\*** |
| **2017** |
| 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 Name** | **SBAC-ELA SY2015**  **%** | **SBAC-ELA SY2016**  **%** | **SBAC-ELA SY2017**  **%** | **SBAC-ELA SY2016 to SY2017**  **± % Change** | **\*SBAC-ELA SY2018**  **%** |
| **3**  **2015-2016** | Traner MS | 29 | 31 | 33 | **+2** | **\*Pending** |
| **4**  **2016-2017** | Dilworth MS | 35 | 40 | 39 | -1 | **\*** |
| Sparks MS | 28 | 37 | 35 | -2 | **\*** |
| Vaughn MS | 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 Name** | **SBAC-ELA EL**  **SY2015**  **%** | **SBAC-ELA EL**  **SY2016**  **%** | **SBAC-ELA EL**  **SY2017**  **%** | **SBAC-ELA SY2016 – SY2017**  **± % Change** | **\*SBAC-ELA EL**  **SY2018**  **%** |
| **3**  **2015- 2016** | Traner MS | 11 | 10 | 8 | -2 | \*Pending |
| **4**  **2016- 2017** | Dilworth MS | 9 | 12 | 15 | **+3** | **\*** |
| Sparks MS | 2 | 4 | 5 | **+1** | **\*** |
| Vaughn MS | 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 2017-2017 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* |

*\*Projected figures*

##### 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.

1. **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

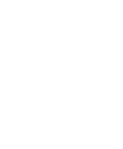
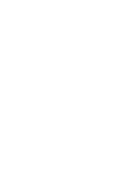
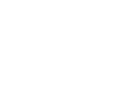
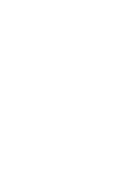
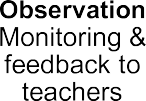
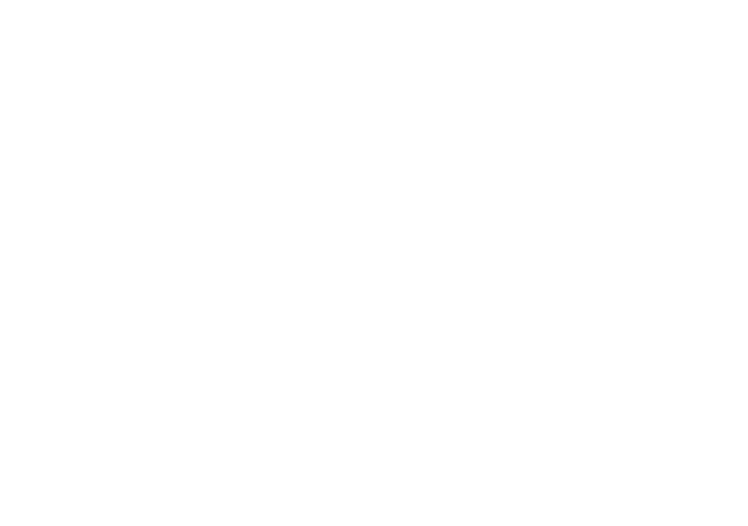
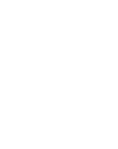
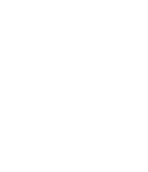
Each of these elements impacts and influences a school’s capacity for change. Figure 3 is a representative model highlighting critical performance elements as an important part of the **High- Performance Learning Model (HPLM)** used to guide the professional learning experiences of teachers embedded 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.



#### 70-Experience 20-Exposure 10-Education

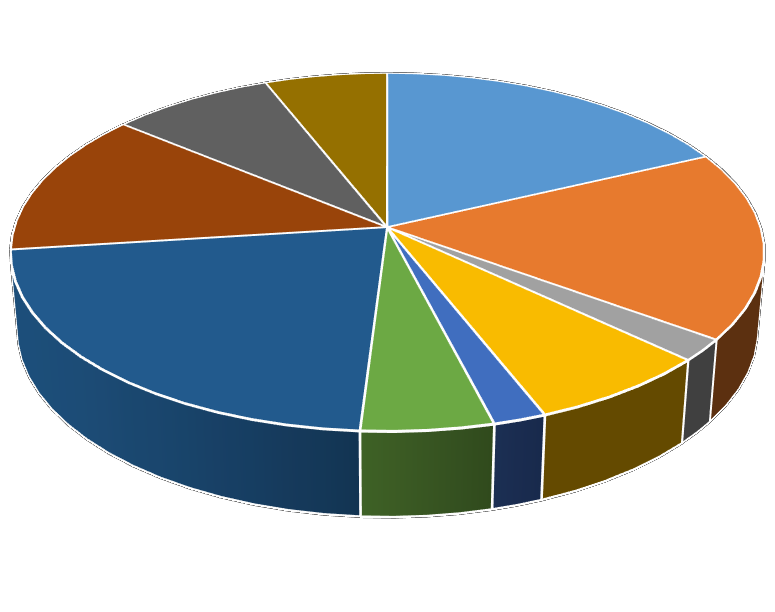
###### Figure 3. WCSD Zoom High Performance Learning Model

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.

## Professional Learning Methods



Coaching/Feedback (18%)

Co-Planning (17%)

Mentoring (2%)

Modeling (7%)

Peer Observations (2%)

Professional Growth (5%)

Strategic Planning (22%)

Team Collaboration (13%)

Training/Presenting (8%)

Walkthroughs (6%)

###### Figure 4. WCSD 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

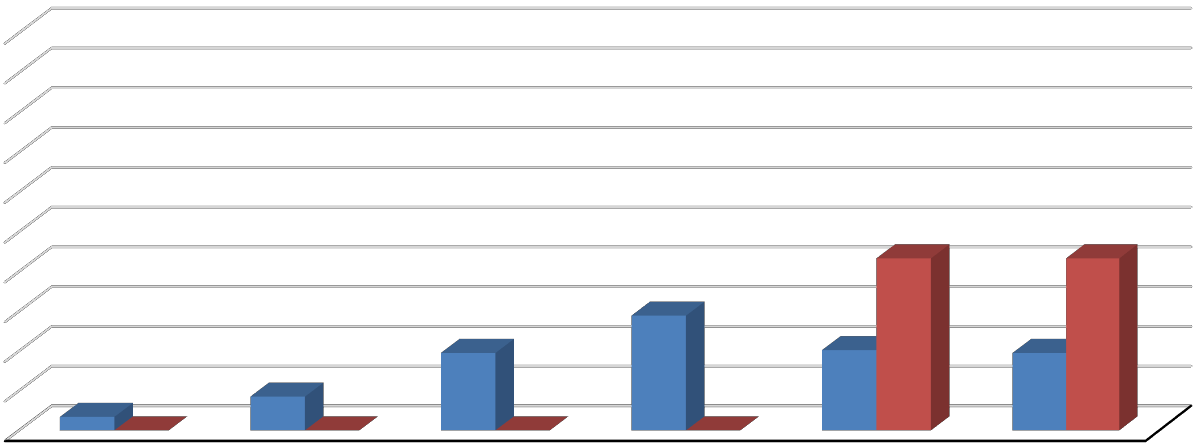
The LPA is designed around ESSA evidenced-based strategies aligned to the Fountas and Pinnell *Literacy Continuum* and essential elements that support language development practices in literacy. It considers foundational principles by increasing the depth of student understanding through engagement in 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.



Level of knowledge/skills after the training.

Level of knowledge/skills before the training.

1 (Low) 2 3 4 5 6 (High)

**Learning Level**

0%

0%

0%

0%

9%

3%

20%

20%

20%

29%

43%

43%

100%

90%

80%

70%

60%

50%

40%

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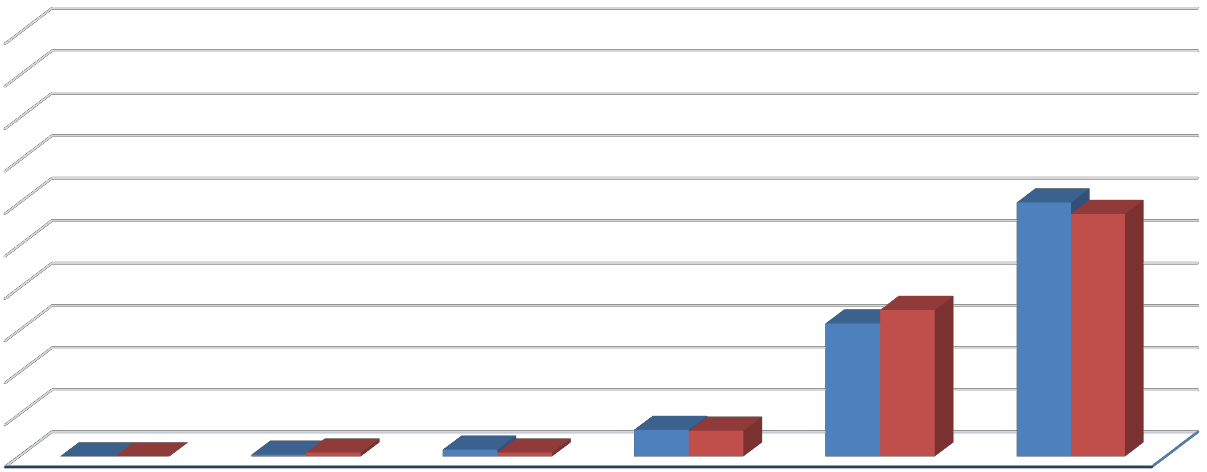
20%

10%

0%

**Literacy Knowledge & Skills**

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



**Usefulness of Learning**

100%

90%

80%

70%

60%

50%

40%

30%

60%

57%

32%

35%

20%

10%

0%

6% 6%

0% 0%

1 (Low)

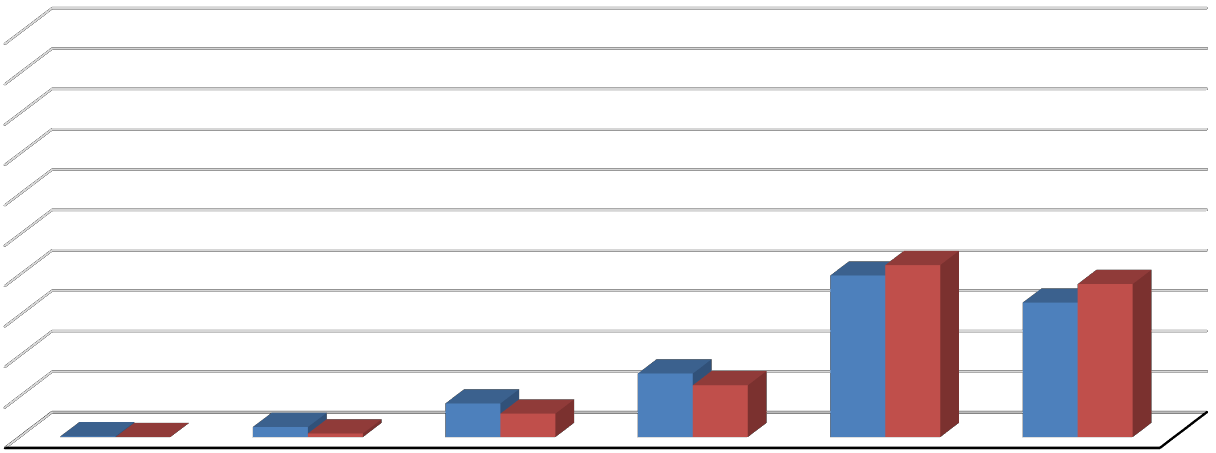
**Learning Level**

Instructor(s) of training supported my learning.

Usefulness of learning to support literacy and language practice.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 0% | 1% | 2% | 1% |  | | |
|  |  |  |  |  |  |  |
| 2 |  | 3 |  | 4 | 5 | 6 (High) |

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



Extensive resources available at my school to support new literacy and language practices.

Consistently use data to inform student grouping and differentiation literacy and language practices.

Very Strongly

Agree

Strongly

Agree

Agree

Disagree

Strongly

Disagree

Very Strongly

Disagree

6%

1%

3%

0% 0%

13%

8%

16%

38%

33%

40%43%

100%

90%

80%

70%

60%

50%

40%

30%

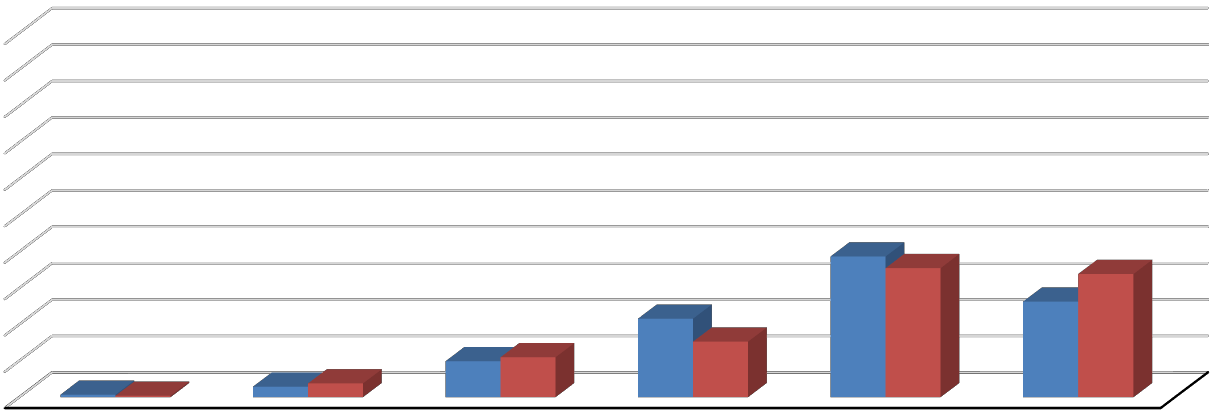
20%

10%

0%

**Access to Resources & Data**

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



Provided frequent and regular feedback on literacy and language practices.

Frequent and regular opportunities to collaborate with colleagues on literacy and language practices.

Very Strongly

Agree

Strongly

Agree

Agree

Disagree

Strongly

Disagree

Very Strongly

Disagree

10% 11%

3% 4%

0%

1%

15%

26%

22%

34%

36%

39%

100%

90%

80%

70%

60%

50%

40%

30%

20%

10%

0%

**Feedback and Collaboration**

**Figure 8. WCSD 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.