



To: Chair Mo Denis; Vice Chair Shannon Bilbray Axelrod; Members, Joint Interim Standing Committee on Education

Cc: Jen Sturm, Senior Policy Analyst; Alex Drozdoff, Senior Policy Analyst, Legislative Counsel Bureau

From: Alex Bybee, Senior Director of Strategic Affairs, Communities In Schools of Nevada

Re: Response to Legislator Questions from Agenda Item VIII (*Presentation on the Evidence-Based Model of Integrated Student Supports in Various Title I and High-Needs Schools Across Nevada*) at the March 16 Joint Interim Standing Committee on Education

The below questions were posed by legislators at the March 16 Joint Interim Standing Committee on Education meeting during Communities In Schools of Nevada's (CIS of Nevada) presentation, *Presentation on the Evidence-Based Model of Integrated Student Supports in Various Title I and High-Needs Schools Across Nevada*, which was Item VIII on the agenda. A copy of that presentation is uploaded to the Nevada Electronic Legislative Information System (NELIS) and linked [here](#) for convenience. Members of the public are encouraged to review the presentation prior to reading this memo for full context of CIS of Nevada's work.

Included in this memo are responses from CIS of Nevada's staff. Should any Member of the Committee have additional follow-up questions to these responses, CIS Senior Director of Strategic Affairs, Alex Bybee, is available for a separate meeting or via email at alexby@cisnevada.org.

All student outcomes data contained herein is from the 2020-21 school year and verified in partnership with the data and research team from Communities In Schools National.

For context, Communities In Schools of Nevada served 75 Title I or high-needs schools with the model of Integrated Student Supports (ISS) in the Clark, Elko, Humboldt and Washoe County school districts. There were 70,558 students who had access to Tier 1, school-wide supports and 3,665 students received Tier 2 and Tier 3 supports (case management). Of the students we serve statewide, 96% are on free or reduced price lunch.

In a typical year, CIS of Nevada case manages an average of 5-10% of the total students served by the model of ISS statewide. Throughout the disruptions to student learning and the acute nature of individual student need during the COVID-19 pandemic, the total case managed portfolio was reduced to 5% to provide a quality level of intensive care.

Responses to the questions are continued on the following page



For the data provided on slide 17, what was used to measure these results? How were these results quantified? Additionally, is there a way to disaggregate the data on this slide?

The response outlined in this section answers the first two parts of the above question: what was used to measure these results, and how were they quantified? The response to the third part of the above question, regarding disaggregated data, is found in the final question of this memo under the “gold standard schools.” Additional data disaggregation is available upon request.

Every student receiving Tier 2 or Tier 3 supports from Communities In Schools of Nevada (case management) has one of the following goals, which are referred to as “the ABC’S”:

- Attendance
- Behavior
- Coursework
- Social-Emotional Learning

The first three of the four goals are based on the early warning indicators for students who are at higher risk of dropping out of high school.¹ Methodology for how these goals are developed and monitored is included below. Goals are always set in collaboration with the student and tracked with a baseline and target. These individualized goals vary from student to student; however, all are designed to create student-level improvement. **Below is a detailed description of the data we use to quantify and measure these goals.**

Attendance Outcome Metrics – All grade levels

- Students must have below 90% Average Daily Attendance or a minimum of 5 days absent in the most recent quarter to qualify for an attendance goal
- Baseline data is taken from the most recent quarter and is attendance rate or number of days absent
- Outcomes are based on whether the student met their goal, or if they made progress toward their goal

Behavioral Outcomes

- At the **Elementary School** level, student conduct is tracked
 - Baselines are taken from the completion of a Behavior Conduct Survey conducted by the student's teacher
 - A post-test survey is conducted by the same person who completed the initial survey to determine progress towards goal
- At the **Middle or High School** levels either disciplinary referrals or suspensions can be tracked
 - Disciplinary referrals cannot include dress code, truancy, tardy, or absences
 - Students must have at least two disciplinary referrals or suspensions
 - Disciplinary referrals and suspensions cannot be combined
 - Baseline data is taken from the most recent quarter – number of referrals

¹ <https://files.eric.ed.gov/fulltext/ED504129.pdf>

Coursework Outcomes

- **Elementary School** students can track Reading Level or standardized test scores if they are below grade level
 - Baseline data is taken from the most recent testing data
- **Middle and High School** students can track Core Course grades if they have a grade of C or below
 - Baseline data is taken from the most recent quarter
- **High School Seniors** can use a credit retrieval/credit deficient metric
 - Baseline data is determined by the number of classes the student has failed

Social-Emotional Outcomes-All grade levels

- **Elementary School** students track baseline data from a Social-Emotional Learning Assessment such as the CYRM-R
- **Middle and High School** students track baseline data from Social-Emotional Learning Assessments such as the SEAD
- A post-test survey is completed for all students to determine if a student has made progress



Do you have any student achievement data for the schools that CIS is in, and would it be possible to share that information?

This isn't data that we currently track for all case managed students. As noted above, some, but not all, of our students have coursework goals that are tracked using standardized test scores, typically MAPS.



For J.E. Manch school, how many of the students have parents who are military members versus students with parents who are civilians?

The majority of students of military families attend Coral Academy of Science, located on the base. Although there are some students of military families who attend Manch Elementary School, we are not currently serving any case managed students who are documented as being in military families.



Is it possible to detail two or three “gold standard” schools that might be used as examples or demonstrations for other schools to highlight the important work of CIS?

Below are three examples of Gold Standard Schools from Clark, Elko, and Washoe Counties. Each example includes disaggregated data and an example of qualitative success. The elements that went into defining a Gold Standard School include: partnership with school leaders, the integration of the CIS site coordinator into the fabric of the school community, and quality of student outcomes.

Myrtle Tate Elementary School, Clark County

- 751 students in grades K-5 were provided with Tier 1 whole schools supports
 - Tier 1 supports were offered to the entire school
 - They included family engagement, technology assistance, and attendance monitoring
- 52 students were provided with Tier 2 and 3 moderate and intensive case management
 - 100% of those students identified as students of color
 - 95% of students school wide identified as students of color
 - 52 students had academic goals
 - 100% of those students were students of color
 - 92% of students met their goal
 - 8% of students made progress toward their goal
- Over 900 school supplies were distributed to students

The Impact of One-on-One Relationships. Myrtle Tate Elementary School has a receptive and enthusiastic administration around the CIS partnership. They clearly understand the roles and responsibilities of the CIS Site Coordinator. They leverage the Site Coordinator on their campus to successfully integrate and coordinate CIS with their school support team. The Site Coordinator at Myrtle Tate Elementary School, Agustin Luna-Plascencia, is integral to the school community.

One example of this is the Site Coordinator's work with an English Language Learning student who came from Guatemala. This student came to Tate with a low first-grade reading level. Our Site Coordinator worked with her on sight words and ensured she joined the ELL tutoring club. By the middle of the school year, she had a 90-point improvement and was reading at the 4th-grade reading level.

At Tate, over 28% of students are English language learners, which is just over 13% more than the Clark County average and nearly 15% more than the statewide average. At CIS, we believe relationships, not programs, change children and that the most essential basic need for youth is a one-on-one relationship with a caring adult. With the support of school leaders and faculty members, CIS Site Coordinators like Agustin can be that person.

Flagview Intermediate School, Elko County

- 682 students in grades 5 and 6 were provided with Tier 1 whole school supports
 - 31 Tier 1 supports were offered to the entire school
 - They included professional mental health counseling, academic assistance, enrichment activities, and technology distribution
- 35 students were provided with Tier 2 and 3 moderate and intensive case management
 - 71% of those students identified as students of color
 - 52% of students school wide identified as students of color
 - 8 students had behavior goals
 - 62.5% of students met their goal
 - 80% of students who met their goal were students of color
 - 37.5% of students made progress toward their goal
 - 80% of students who made progress toward their goal were students of color
 - 27 students had coursework goals

- 85% of students met their goal
 - 67% of those students were students of color
 - 11% of students made progress toward their goal
 - 61% of those students were students of color
- A total of over \$8,000 in basic needs supplies were distributed to students and parents
 - The supplies included food and clothing

Engaging the School and the Community to Ensure Student Success. The Site Coordinator at Flagview Intermediate School hosts various school and community events that are designed to bring together school and community leaders. One example is a health and wellness event that is being coordinated by CIS in collaboration with the Elko County School District, Flagview Intermediate School leaders, Northern Nevada Regional Hospital, and Kinross Mines. This initiative will bring community members into the classroom to conduct lessons and include an event in the evening for parents, which will focus on health and wellness. Facilitating an event of this magnitude requires a significant time commitment from the Site Coordinator and a strong relationship with the school administration and community partners.

In order for CIS to be successful in a school, we require more than just financial support and allowing one of our Site Coordinators onto the campus. School administrators need to have open and consistent communication with the Site Coordinator. The school leaders set the tone for the school and their support and promotion of the program helps ensure the faculty buy into the program too.

Thanks to the support of our partners, our team has made a difference in the lives of over 7,000 in just this past year. As we continue to grow, innovate, and deepen our impact in Northeastern Nevada, we do so with the help of over a dozen community partners.

Hug High School, Washoe County

- 1,598 students in grades 9-12 were provided with Tier 1, whole school supports
 - 29 Tier 1 supports were offered to the entire school
 - They included enrichment activities, motivational activities, technology distribution, attendance incentives, and family engagement
- 79 students were provided with Tier 2 and 3 moderate and intensive case management
 - 89% of those students identified as students of color
 - 87% of students school wide identified as students of color
 - 16 students had coursework goals
 - 88% of students with this goal were students of color
 - 69% met their goals
 - 91% of students who met their goal were students of color
 - 13% made progress toward their goals
 - 100% of students who made progress towards their goal were students of color
 - 63 students had social-emotional learning goals
 - 89% of students with this goal were students of color
 - 51% met their goals
 - 84% of students who met their goal were students of color
 - 46% made progress toward their goals

- 93% of students who made progress towards their goal were students of color
- A total of nearly \$26,000 worth of basic needs supplies were distributed to students and parents
 - The supplies included food, clothing, school supplies, personal hygiene products, transportation, and household items

Eliminating Barriers to Ensure Student Success. In this unprecedented year of student suicides, mental illness, and depression, CIS Site Coordinators focused on student and family engagement. In addition to increasing housing, food, and employment insecurities, the COVID-19 pandemic increased the need for social-emotional support. To meet this need, the CIS team worked with school counselors, administrators, and support staff to conduct weekly phone calls and home visits to provide students and families with the support they need.

At Hug High School, the focus was on social-emotional goals, relationship building, and mentoring. CIS Site Coordinators Robert and Alex knew the past two years were especially difficult for students and they did whatever it took to help students eliminate barriers to ensure they were successful in school and in life. Together, they provided over 600 Tier 2 and 3 supports, which is nearly 400 hours of support. Their work was instrumental in getting students across the finish line and graduating from high school, 100% of case managed students at Hug High School were promoted to the next grade on time and 100% of seniors graduated.



Additional Resources:

- [MDRC 2017 Study](#)
- [Economic Impact of CIS 2012 Study](#)
- [NDE Revised Expanded Evidence Based Intervention List](#)
- [Evidence-Based Practices to Support College and Career Readiness in High School](#)
- [AB 275 \(2017 legislative session\)](#)
- [U.S. Dept. Of Education COVID-19 Handbook](#)
- [Legislative Committee on Education Interim Study Report \(Bulletin 21-13\)](#)