



Annual Summary Report

Senate Bill 467

Zoom Schools & Districts Receiving SB 467 Funding

Activity from June 2020 -January 2021

Zoom Annual Report
Submitted February 1, 2021

Submitted to:

State Board of Education
Director, Legislative Counsel Bureau

Table of Contents

Executive Summary.....	4
Purpose	4
Historical Overview.....	4
SB 467 District Executive Summaries	6
Overall Impact of SB 467 Funding	6
Impact of COVID 19 on the Implementation and Progress of SB 467 Funded Program(s)	6
Positive Implications	6
Challenges	6
Next Steps.....	8
Zoom/SB 467 Zoom Program Progress and Outcomes.....	8
NDE Analysis and Findings	9
Zoom Pre-Kindergarten Programs.....	9
Reading Skills Center Programs.....	11
Extended-Day Learning Programs	11
SB 467 Secondary Program Interventions.....	16
SB 467 ZOOM Program Promising Practices	19
Zoom Lessons Learned.....	21
Zoom School Corrective Action Plan Process.....	22
Identification & Communication Process.....	22
Formal Notification & Communication:	23
Clark County School District Corrective Action Plan (CAPs) ZOOM Schools	23
Washoe County School District Corrective Action Plan (CAPs) ZOOM Schools	24
Clark County School District Zoom Report 2020-2021	1
Zoom Implementation	3
Zoom Pre-K.....	9
Program Description.....	9
Alignment with Nevada Department of Education and CCSD Goals and Objectives	9
Program Costs	11
Student Achievement Results and Program Analysis	11
Program Success Funded by SB 467 for 2020-2021	11
Program Success Not Funded by SB 467 for 2020-2021	11
Program Summary and Updates	12
Zoom Reading Centers	12
Program Description.....	12
Alignment with Nevada Department of Education and CCSD Goals and Objectives	14
Program Costs	15
Student Achievement Results and Program Analysis	15
Program Success Funded by SB 467 for 2020-2021	15
Program Success Not Funded by SB 467 for 2020-2021	16
Program Summary and Updates	16
Zoom Summer Academy (ZSA) Program-Elementary Schools	16
Program Description.....	16
Zoom Extended Day Program-Elementary Schools.....	16
Program Description.....	16
Alignment with Nevada Department of Education and CCSD Goals and Objectives	16
Program Costs	19
Student Achievement Results and Program Analysis	19
Program Success Funded by SB 467 for 2020-2021	19
Program Success Not Funded by SB 467 for 2020-2021	19
Program Summary and Updates	19
Zoom Secondary Program.....	19
Program Description.....	19

Alignment with Nevada Department of Education and CCSD Goals and Objectives	19
Program Costs	22
Student Achievement Results and Program Analysis	22
Program Success Funded by SB 467 for 2020-2021	23
Program Success Not Funded by SB 467 for 2020-2021	23
Program Summary and Updates	23
Zoom Extended Day-Secondary Schools	24
Program Description.....	24
Alignment with Nevada Department of Education and CCSD Goals and Objectives	24
Program Costs	25
Student Achievement Results and Program Analysis	25
Program Success Funded by SB 467 for 2020-2021	25
Program Success Not Funded by SB 467 for 2020-2021	25
Program Summary and Updates	26
Zoom Extended Year-Secondary Schools.....	26
Program Description.....	26
Alignment with Nevada Department of Education and CCSD Goals and Objectives	26
Program Costs	26
Student Achievement Results and Program Analysis	26
Program Success Funded by SB 467 for 2020-2021	26
Program Success Not Funded by SB 467 for 2020-2021	26
Program Summary and Updates	26
Recruitment, Retention, and Professional Development.....	27
Program Description.....	27
Alignment with Nevada Department of Education and CCSD Goals and Objectives	27
Program Costs	28
Student Achievement Results and Program Analysis	28
Program Success Funded by SB 467 for 2019-2020.....	28
Program Success Not Funded by SB 467 for 2019-2020.....	28
Program Summary and Updates	28
Zoom Family Engagement	28
Program Description.....	28
Recommendations CCSD.....	29
Washoe County School District Zoom Report 2020-2021.....	1
Washoe County School District	2
SB 467 Zoom Schools Annual Report	2
Program and Services	2
School Year 2019-2020.....	2
December 18, 2020.....	2
Executive Summary.....	3
Introduction – WCSD Zoom School Programming	8
WCSD Zoom Pre-Kindergarten (Pre-K).....	9
Results of Pre-K Brigance Early Childhood Screens III	10
Zoom Reading Skills Centers.....	11
Tiered Interventions, Monitoring, and Targeted Support:	11
Reading Skills Center Program Successes	13
Impact of COVID-19 on Reading Skills Center:.....	13
Measures of Academic Progress (MAP) Growth Reading Assessment:.....	14
Elementary Schools, Grades K-3	14
Kindergarten Results	14
ACCESS Exit Rates for English Learners (EL)—Zoom Elementary Schools	21
Elementary School Results.....	21
Zoom Elementary School Extended Day.....	24
ACCESS Exit Rates for English Learners (EL)—Zoom Middle Schools.....	32

Professional Learning	35
Recommendations	36
Nevada Department of Education Report.....	1
Introduction	2
SB 467 Funds	2
SB 467 Programs and Services.....	3
SB 467 Pre-Kindergarten.....	4
Program Cost.....	5
SB 467 Reading Acquisition	5
Program Cost.....	6
SB 467 Before, After, and Summer School Services (Extended Learning Time).....	6
Program Cost.....	6
SB 467 Other Evidence Based Programs and Services	6
Program Cost.....	7
SB 467 Parent & Family Engagement.....	7
Program Cost.....	8
SB 467 Professional Development	8
Program Cost.....	9
SB 467 Recruitment & Retention Incentives.....	9
Recommendations for Legislation.....	9
Conclusion.....	10
Appendix A	11
List of Schools and Services Receiving SB 467 Funding	11
Appendix B.....	21
Results of Independent Evaluation	21
Recommendations Summary	21
Next Steps.....	21
Full Independent Evaluation:	23
Analysis and Findings of Zoom Schools.....	23
Methodology.....	23
Sources of Evidence	23

SB 467 Annual Report School Year 2020-21 Update

Executive Summary

Purpose

Over the last seven years, Zoom funding has supported the expanding English Learner (EL) population of Nevada. Prior to 2013, the Nevada state budget did not include targeted funding for English learners to provide the needed services and programs to help English learners achieve academic success and English proficiency. With the inception of the Zoom program in 2013, the state committed \$25 million per year to local education agencies (LEAs) for targeted supports for English Learners. Now in its seventh year, the state provides \$50 million per year in targeted funding to LEAs to support English learners with specifically designed programs and services to enhance reading, literacy, content achievement in English Language Arts (ELA) and Math, and early developmental learning with Prekindergarten programs. As of 2021, Zoom funding supports over 40,000 English learners each year, with programs and services to improve the English language and academic proficiency of Nevada's English learners, to change the trajectory for success in college, career, and civic life.

This report includes four sections:

- A. An overall executive summary including the overall analysis of SB 467 funding and the impact of COVID-19 on that funding in 2020, concluding with recommendations from all districts;
- B. Clark County School District (CCSD) Zoom School Report;
- C. Washoe County School District (WCSD) Zoom School Report; and
- D. Nevada Department of Education (NDE) SB 467 Report for Other Districts and Charter Schools Receiving SB 467 funding. The three reports provide data regarding progress and impact of the Zoom programs and services on student outcomes, the number of students served, costs per pupil, and preliminary recommendations for the 2021 session of the Legislature.

Historical Overview

SB 504 (2013-15) allocated a total of \$25 million per year to Clark County School District (CCSD), Washoe County School District (WCSD), and other districts and charter schools to provide specific programs and services in the lowest performing elementary schools with the highest percentage of English learners. In the 2015-17 biennium, the Legislature increased the categorical funding to \$50 million per year and expanded Zoom programs and services to include secondary schools (SB 405). For the 2017-19 biennium, the Legislature continued the level of funding at \$50 million per year and directed CCSD and WCSD to continue to serve the same Zoom schools that were served during the 2015-17 biennium (SB 390).

In 2020-21, SB 467 funding provided programs and services in more than 100 schools for English learners in Pre-Kindergarten through 12th grade. SB 467 authorized CCSD and WCSD to provide the following programs and services in identified Zoom schools:

Table 1: Zoom School Programs & Services

Zoom Elementary Schools	Zoom Secondary Schools
<p>Mandated Zoom Programs & Services</p> <ul style="list-style-type: none"> • Prekindergarten programs • Reading Skills Center • Summer Academy, Intercession, or Extended Day • <i>Optional Services</i> • Professional Development* • Recruitment and Retention Incentives* • Parental & Family Engagement* 	<p>Must choose at least 1</p> <ul style="list-style-type: none"> • Reduce class size for English Learners • Direct Instructional Intervention • Professional Development* • Recruitment and Retention Incentives* • Parental & Family Engagement* • Provide Other Evidence-Bases services • Intercession or Summer Academy • Extended school day

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

Other school districts and charter schools that received Zoom funds were authorized to provide one more of the following programs and services options:

Table 2: Other Grant Districts and Charter School Programs and Services Options

Zoom Programs and Services Menu of Options
<ul style="list-style-type: none"> • Pre-Kindergarten Programs • Reading Acquisition Assessment Tools • Summer Academy, Before/After School, or Extended Learning Time • Other Evidence-Based Programs <p><i>Optional Services</i></p> <ul style="list-style-type: none"> • Professional Development* • Recruitment and Retention Incentives* • Parental & Family Engagement*

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

SB 467 District Executive Summaries

Overall Impact of SB 467 Funding

The long-term data shows that ZOOM programming has been highly effective for student language and academic achievement for Nevada's EL students. The targeted flexible funding has allowed for services that prepare students with vital literacy skills as it promotes language acquisition and development. Examining scores in districts using Zoom funding over the long term there is an increase in Math, Reading and Language over those school without zoom funding. In districts where early learning programs such as PreK were implemented, the youngest learners benefitted greatly from the SB467. SB467 has given many English Learners the opportunity to build foundational academic skills that will support their continued academic and non-academic futures.

Impact of COVID 19 on the Implementation and Progress of SB 467 Funded Program(s)

Positive Implications

The most notable positive effect of COVID-19 has been Nevada school districts and charter schools' innovative and diligent implementation of new systems of instruction in a very short period of time. Overall, Nevada's districts re-evaluated their programs and methods of instruction and developed strategies to deal with COVID-19 in the following innovative areas:

Hybrid Model of Instruction: Many districts and charter schools implemented a hybrid model of instruction (both online and face-to-face) using new distance learning methods. Some positive outcomes have been smaller classroom sizes, more frequent one on one instruction, teaching environments with modeling and positive peer interaction, greater development of relationships, and more focused individual learning plans incorporating the total needs of the student.

Teacher, Student, and Family Engagement: Districts and charter schools have experienced greater student, teacher, and family engagement through COVID-19. Online platforms have allowed school staff to share engaging best practice activities with students and families in new ways. In many cases, the behavior issues associated with lunch in the cafeteria have been reduced. Most students have benefited from extended time with family by gaining knowledge and skills relevant to their culture and home language. Parents have become even more active participants in their child's education.

Proficiency in Technology: Students, teachers, and parents have increased their proficiency in technology. Online meeting platforms such as *Zoom* and *Google Meets* have created new opportunities for staff meetings and trainings allowing educators and administrators to connect when on-site meetings are not feasible. Training and use of online platforms have increased technology knowledge of families. Technology supplies, such as Chrome books and internet hot spots, have been distributed to students who had limited, or no access to technology. Technology training to extend virtual connections during student absences and/or school closure helped educators connect with the students.

Challenges

COVID 19 has had a substantial impact on education in Nevada, especially on the implementation and progress of the SB467 funded programming. As reported by educators, English learners in SB 467 programs and services, who were succeeding over several years, the English language development of these students appear to have diminished. The following represents a list of some of those challenges that may affect the English language development and content achievement of English learners:

Transition Teaching: Transitioning to a hybrid model of instruction in a very short period of time proved challenging. Educators worked hard to ensure the health and safety of students and families as

they focused on meeting the language and academic needs of English learners. Due to lack of training, resources, and available personnel the desired expectations were difficult to meet. The lack of face-to-face instruction impacted students in their goals of language development and proficiency.

Remote Learning: Though the challenges, EL specialists and teachers continually worked to support ELs in their language and academic development. With a high percentage of ELs attending school in a fully remote capacity, face-to-face intervention programs were significantly reduced. A significant portion of online students were inconsistent in login and participation requirements. Many remote students experienced connectivity issues or were delayed in their work. The practicing of English language skills and development was less frequent with a virtual learner than when in a face-to-face capacity. The issues in connectivity, resources, lack of instructional English language supports, and content knowledge made learning and assignments difficult for students.

Parental Engagement: EL specialists and social workers reached out to families, but the results were mixed. With increasing workload of parents outside the home, there was less time to devote to education supports and many students continued to struggle. With increased home and work demands, families had less time to devote to training and knowledge surrounding technology engagement, to join meetings, or support school assignments. Reduced face-to-face contact with students meant teachers and teacher paraprofessionals had a more difficult time in building rapport. Language barriers presented challenges as parents not yet fluent in English and newcomer students attempted to navigate an online component.

Early Learning and Literacy: According to district Zoom program leaders, Early Childhood Education (ECE) has suffered especially under COVID-19 with Pre-K technology requirements far different from K-12 students. Pre-K students need greater support for technology use and proven practices of hands-on activities such as the manipulation of letters, numbers, and activity items to support learning and development. The social distancing and mask requirements expected for older students were not feasible for young children. Other challenges included multiple day quarantine requirements for Pre-K programs. From this, the confidence in the safety of a face to face environments changed. While SB 467 funds provided individualized instruction and supports for EL students and families, in some districts, “at home” Pre-K instruction was challenging. Some families chose either remote learning opportunities or simply did not enroll their students in ECE programs.

Social Emotional Considerations: With students attending in-person half the time they would during a typical year, the opportunities for in-person supports has been prohibitive. Often, this restriction doubles the amount of "classroom" support needed for students to attend in a hybrid model. Social and emotional well-being was a challenge, especially when the school was closed. Food security has been a challenge when bagged meals were unable to be delivered or when the campus or classrooms were closed. Consequently, many students experienced high levels of social and emotional stress.

Testing, Assessments, and Progress: From COVID-19, standardized testing and progress monitoring remains difficult throughout the State. Minimal face to face contact coupled with a lapse in time for progress monitoring made gauging a students’ progress difficult to ascertain. Pre and post testing have been uncertain. Credit deficient students, in some places, lack proper preparation for them to succeed in reading, writing, or math at grade level.

Inequities in the EL Community: The pandemic magnified the inequities that exist for the EL population, e.g. access to high-quality instruction, technology and resources. The home and family work schedules, particularly for many EL families, have contributed to unsustainable learning situation. Distance learning requires effective instructional planning and delivery, effective student engagement

practices, student self-motivation, collaboration with families and reliable access to technology and resources to facilitate learning. The pandemic has led to a disproportional impact on EL students.

Next Steps

Given the challenges and consequences of this past year, districts are considering new directions in learning to help mitigate and prepare their communities for the new education landscape. Districts have identified the following five areas for potential next steps:

EL Identification: Districts must develop a plan to identify students who struggle academically and determine new ways to address these opportunities for growth and acceleration. A re-evaluation of the design and delivery of ESL/ELD language development instruction across all content areas would be an appropriate first step.

Online Upgrade and Outreach: Based on data, districts should be assessing the differences between virtual and face-to-face learners. This could include outreach to families and offering assistance to support their educational needs. Districts will need to continue more rigorous online programs, resources, and training to implement online virtual or hybrid models of learning. Ongoing research is needed to identify the best platform to meet the academic needs of all students.

Learning Acceleration: Increase collaboration between English language acquisition and classroom/content area teachers in order to ensure appropriate supports and scaffolding in language acquisition. Continue providing resources to students to support their learning in content classes. Create extended learning opportunities to provide additional learning time for students.

Family Outreach: Districts should continue to provide differentiated engagement opportunities such as: polling parents and family stakeholders on their needs; weekly parent “virtual hours”; parent classes and check-ins; and updates and training on hybrid and full distance learning models to support the education process.

Early Learning: Early learning program revisions could include: a Pre-K task force to focus on recruitment activities; provide follow-up conversations and meeting to support families with their children on a Pre-K waiting list; and create an innovative transition program for students advancing into Kindergarten to minimize the disruption and anxiety.

Zoom/SB 467 Zoom Program Progress and Outcomes

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

To determine the impact of Zoom programs and services funded under SB 467, the Nevada Department of Education reviewed and analyzed the progress and outcomes of English learners in the Clark County School District and Washoe County School District reports, along with the other school district and charter schools participating in Zoom. The Nevada Department of Education also used statewide assessment data to determine the progress and impact of the Zoom programs and services on the English language development and academic achievement of English learners over time. Tread data from 2017 through 2019 was analyzed to determine the progress of the Zoom programs and services for English learners. Due to the emergency closure of school buildings in early spring 2020, the statewide

summative assessments of SBAC ELA and Math and district benchmark assessments could not be administered. However, the progress and impact of programs and services are observed over time to understand the effectiveness of the intervention or innovation. Using the available qualitative and quantitative data from State assessments and from districts and charter schools, a synopsis of the progress, outcomes, and findings are reported in the *NDE Analysis and Findings*.

NDE Analysis and Findings

The analysis and findings for each of the reports—Clark County School District (CCSD), Washoe County School District (WCSD) Zoom Schools, and other districts receiving SB 467 funding are based on a synthesis of information examined from State assessments, the school districts and the charter schools.

SB 467 mandated specific programs and services in Clark and Washoe Zoom schools. In the other districts receiving SB 467 funding, a menu of program options and services was provided. All district and charter schools were expected to write SMART goals (Specific, Measurable, Agreed-upon, Realistic, and Time-Based) for the appropriate program aligned to NDE’s short or long-term outcome measures of progress as defined in the Nevada State ESSA Plan.

In the fourth quarter of the 2019-2020 school year as noted previously, critical student data to inform SB 467 funded schools of the academic progress of students as measured by district, charter and State summative assessments could not be completed due to the State’s emergency school closure, caused by the COVID-19 pandemic. The Clark and Washoe Zoom annual reports, and the NDE report of other districts receiving SB 467 funding detail data trends over time and any current available student data to inform Legislators and other stakeholders of the impact of SB 467 funds.

The trend analysis and findings conducted by Nevada Department of Education reveal the impact of the interventions provided through SB 467 funding on the English language development and content proficiency of English learners. The essential question is as follows:

- **How are English learners progressing in both English language development and content proficiency given the program and services of SB 467 (Zoom) when compared to a similar population, Title I/ Non-Zoom schools, and the State’s measures of interim progress?**

The findings across the three SB 467 annual reports (Clark and Washoe Zoom schools, and other districts receiving SB 467 funding) show a positive impact in several programs and services. The listed programs below are identified as effective interventions supported by SB 467 that have a positive impact on the English language development and academic achievement of English learners.

Zoom Pre-Kindergarten Programs

Strong evidence of positive impact from the data for **ZOOM Pre-kindergarten (Pre-K)** programs is observed across the State. English learners in ZOOM pre-kindergarten programs are provisionally identified as English learners based on the Home Language Survey used during enrollment. The Home Language Survey questions ask parents or guardians if another language other than English is spoken in the home, or if the student uses another language other than English to communicate with peers and other relatives? A WIDA pre-kindergarten screener for English language development is not available currently. Therefore, beginning in school year 2017-2018, Zoom Pre-K cohorts’ students who enter kindergarten with a provisional identification as an English learner are given a Kindergarten WIDA screener assessment. Students who are identified as English learners are noted within the Infinite Campus system and provided program services.

The English language development progress of Zoom Pre-K cohorts are tracked by districts to determine the impact of the Zoom Pre-K program on students' subsequent years – Kindergarten, 1st, 2nd, and 3rd grade. Clark County and Washoe County school districts are mandated in SB 467 to provide pre-kindergarten programs. Seven other school districts (Carson, Churchill, Douglas, Elko, Esmeralda, Humboldt, and Nye) selected a ZOOM Pre-K program option. In the other SB 467 funded districts, the average 2020 WIDA assessment proficiency levels in grades Kindergarten through 3rd grade showed continuous growth at each grade level, respectively (K: 2.0; 1st: 3.0; 2nd: 3.4 and 3rd: 3.6).

The English proficient level for the WIDA assessment is an exit criterion of 4.5 overall composite proficiency level overall. Students are expected to reach English language proficiency within a five-year period depending on their initial entry level: 1(beginning), 2(emerging), 3(developing) or 4 (expanding). Zoom Pre-kindergarten cohort students in other district receiving SB 467 funding, appear to be on-track to reach English language proficiency within the expected time.

In the Clark County School District SB 467 Annual Report (page 16) the Measure of Progress (MAP) growth of students who attended Zoom Pre-K in the previous year showed double-digit growth on the 2019-2020, MAP winter growth data. Those that attended Zoom Pre-K outperformed students who did not attend Zoom Pre-K in both reading and mathematics.

Some of the strongest evidence of the positive impact of Zoom Pre-K programs has been in the Clark County School District Zoom Pre-K programs. Clark County School District has monitored and tracked cohort groups, identified Pre-K students in the program, starting in school year 2014-2015 through 2018-2019.

Clark County School District grants development and administrative staff conducted an evaluation of Pre-kindergarten Zoom programs, students who were enrolled in the Pre-K Zoom program in the 2014-2015 school year. The 16 schools involved were labeled as “Cohort 2” in that the schools were in the second year of the Zoom program implementation. The focus of the evaluation was on the outcomes for students who attended the Zoom half-day Pre-K program in 2014-2015 school year. The long-term data of SBAC math and ELA proficiency on students who tested at the “Cohort 2” schools in the 2018-2019 school year was examined Grade 3. The findings suggest that there is a significant difference in proficiency rates when compared to Zoom Pre-K students who did not attend Zoom Pre-K programs. Zoom Pre-K students outperformed their peers by approximately 10% on the State assessment (SBAC) in ELA and Math in school year 2018-2019:

SBAC ELA Clark County School District Pre-K Cohort 2 Comparison Proficiency Rates

- Zoom Cohort 2 students remaining in the school, Pre-K through 3, were 39% proficient in 3rd grade ELA
- Zoom Pre-K students who moved to other Zoom Cohort 2 schools, were 40% proficient in 3rd grade ELA
- Non -Zoom Pre- K students at Zoom cohort 2 school for grade 3, were 31% proficient in 3rd grade ELA

SBAC Math Clark County School District Pre-K Cohort Comparison Proficiency Rates

- Zoom Cohort 2 students remaining in the school, Pre-K through 3, were 45% proficient in 3rd grade Math
- Zoom Pre-K students who moved to other Zoom Cohort 2 schools, were 39% proficient in 3rd grade Math
- Non -Zoom Pre- K students at Zoom Cohort 2 school for grade 3, were 34% proficient in 3rd grade Math

The data analysis report that was prepared by CCSD grants development and administration was shared with the Nevada Department of Education in November 2019.

Reading Skills Center Programs

The Reading Skills Centers have demonstrated to be an effective intervention in SB 467 Zoom schools. Washoe and Clark County school districts are required to implement Reading Skills Centers in Zoom schools. Reading Skills Centers are implemented differently in the two districts. In Clark County Zoom schools, the Reading Skills Centers are in separate classrooms within building or on the campus of the school. The center is staffed with a teacher with expertise in English language development and literacy along with several trained tutors to provide language and literacy instruction to targeted students. The 30-minute, small-group instructional lessons are designed to provide grade-level content with language support practices for students to develop both language and content proficiency.

Washoe County Zoom schools use the Fountas and Pinnell classroom reading program and practices, conducted during the regular reading class period through small-group instruction to address students' language and literacy needs. Since the Guided-Reading, small-group instruction, is used in elementary schools throughout Washoe County School District, isolating the intervention unique to Zoom schools makes it difficult to determine the impact for student groups receiving the Guided-Reading intervention.

In the Clark County School District Zoom Reading Skills Center model, positive results are observed in the reported data that reveal promising practices that significantly increase students' proficiency in English language development for students who participate in Zoom Reading Centers compared to non-Reading Center students:

- 2019-2020, Zoom Reading Centers WIDA ACCESS Adequate Growth Percentile (AGP) results in the Clark County School District showed significant growth of English learners participating in the Zoom Reading Center. These students outperformed other English learners in Zoom schools who did not participate in the Zoom Reading Center, and all other English learners in CCSD elementary schools cross all grade-levels (1st through 5th). The average WIDA ACCESS AGP, the expected growth target to reach English language proficiency for participating English learners was 10% to 20% higher than English learners who did not participate in the CCSD Zoom Reading Centers. See page 9 of the CCSD SB 457 Annual Report.

Extended-Day Learning Programs

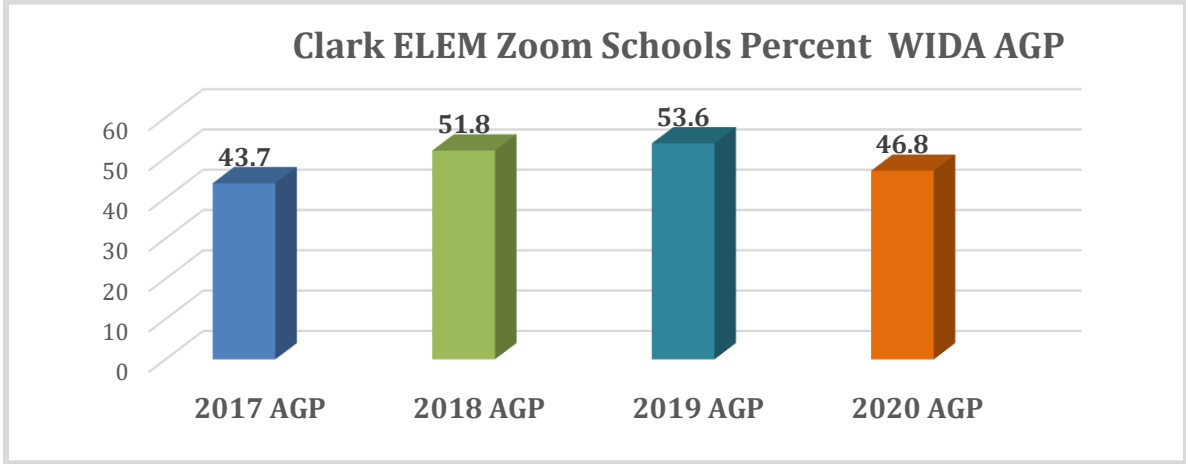
The Clark County School District and the Washoe County School District Elementary Extended-Day learning programs are distinctively different in their program models. Since 2017-2018, The CCSD Zoom Extended-Day program has expanded the school day to 19 to 49 minutes in Zoom elementary schools with 27 of 31 schools participating. During 2019-2020 school year the Extended-Day learning program is an addition of 19-minutes of instructional time in all 31 CCSD elementary Zoom schools.

Washoe County School District has consistently offered its Extended-Day Learning Programs in before or after-school sessions. During SY 2019-20, WCSD Zoom elementary schools continued to offer extended learning day to students beyond the normal school day. Zoom elementary schools that had 21st Century Community Learning Centers utilized this after-school program to incorporate the Zoom Extended-Day program. Elementary schools that did not have the 21st Century Community Learning Centers created their own extended day program. Students identified in the schools' Multi-Tiered Systems of Support (MTSS) process as needing the additional academic support for the Extended-Day program were invited to attend. The number of English learners attending the Expended-Day program in each school is found in the WCSD SB 467/Zoom Annual Report. See page 26 of the WCSD SB 467/Zoom Annual Report.

Although the individual program results of Clark and Washoe for Pre-K, Reading Skills Centers, and Extended-Day programs have been analyzed as separate programs, the overall effects of the confluence of these programs work in tangent to impact the academic progress of English learners. The State summative assessment results of student growth and proficiency in WIDA ACCESS 2.0 for ELLs and SBAC (ELA and Math) are means to observe that impact.

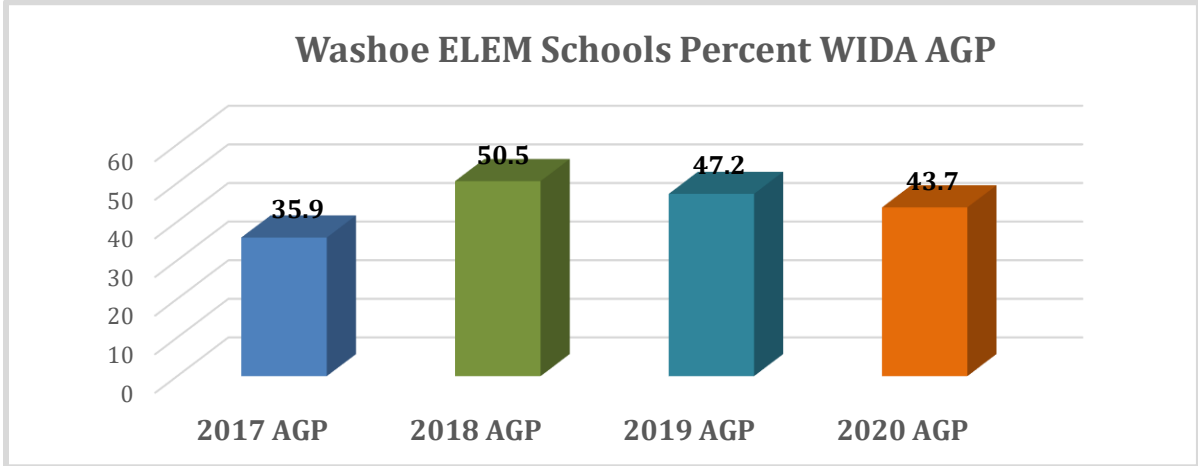
Figure 1, Clark County School District) and **Figure 2**, (Washoe County School District) results of the WIDA ACCESS 2.0 for ELLs, Adequate Growth Percentile (AGP) are a means to observe the English language development progress of English learners. The data informs educators of the percentage of students who are making their individual English language development target toward proficiency. The State’s English language development outcome goal is that at least 50% of English learners in a school meet their expected growth target toward English language proficiency. See below the percentage of English language development progress of English learners in Clark (**Figure1**) and Washoe (**Figure 2**) elementary SB 467/Zoom schools’ over time, 2017 through 2020.

Figure1: Clark Elementary Zoom Schools Percent WIDA AGP



- The English language development of English learners in CCSD Zoom schools consistently has improved overtime, 2017 through 2020.

Figure 2: Washoe Elementary Zoom Schools Percent WIDA AGP



- The English language development of English learners in WCSD Zoom schools also has improved consistently overtime, 2017 through 2020.

Additional evidence of positive results for Clark and Washoe Elementary SB 467/Zoom schools for English learners is based on a comparison of WIDA ACCESS AGP results of elementary Zoom schools, Title I/Non-Zoom schools, and Non-Title I/Non-Zoom schools. The WIDA ACCESS AGP is a measure of English language development growth of English learners who met their expected growth target toward proficiency. The trend data results from 2017 to 2020 are displayed in **Figure 3**.

Figure 3: Clark-Washoe Elementary Zoom Comparison to Non-Zoom Schools

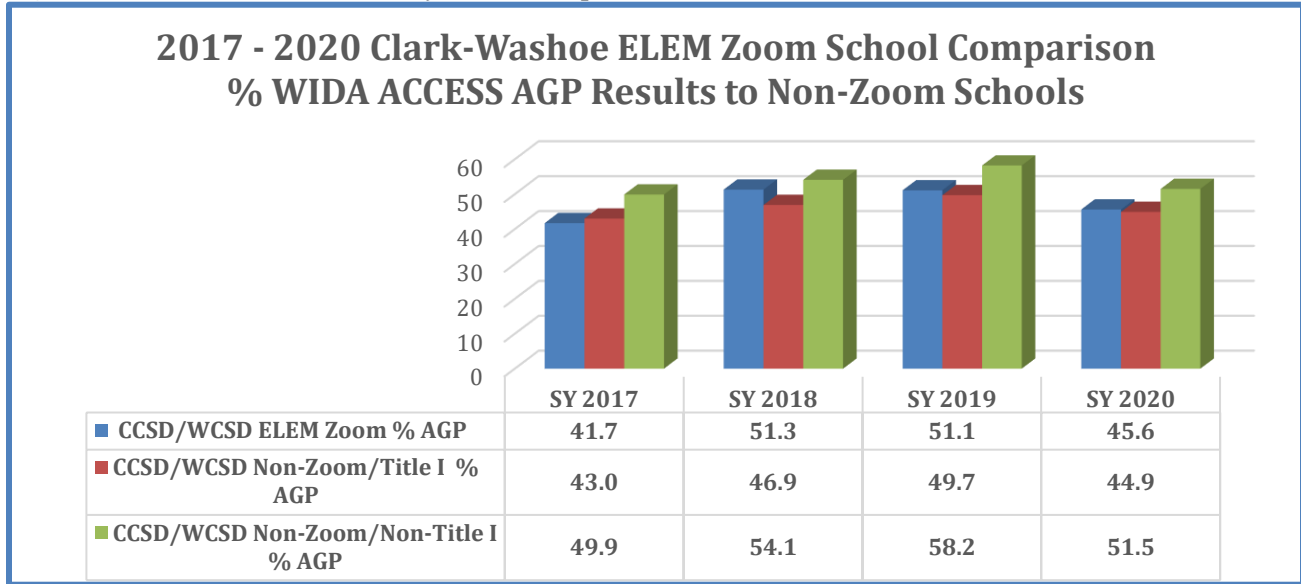
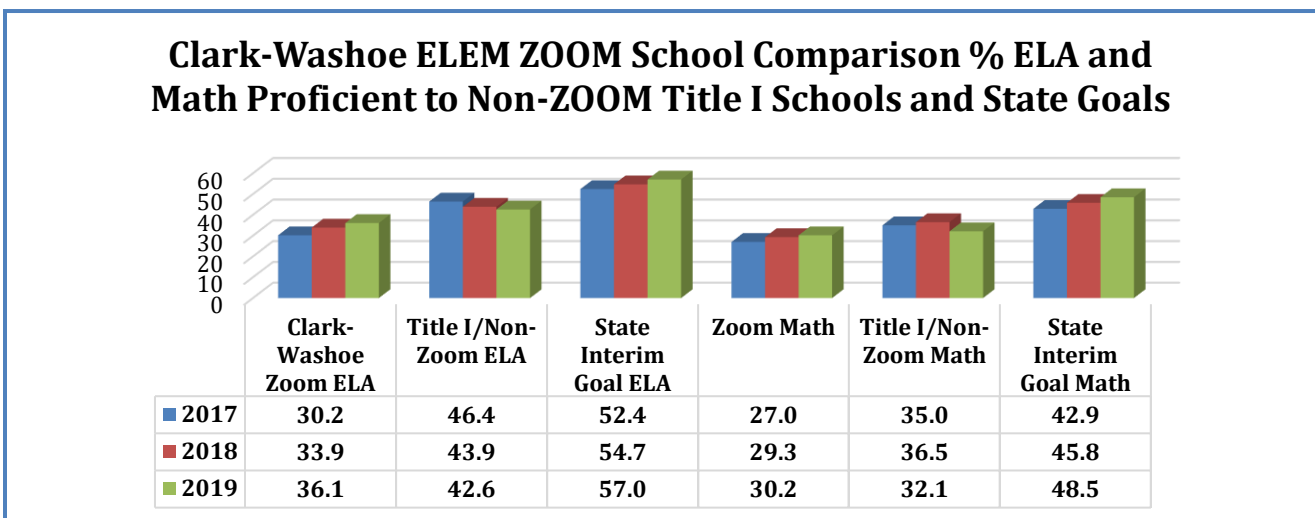


Figure 3 compares elementary Zoom schools in Clark and Washoe with Non-Zoom schools across the two districts. The WIDA ACCESS AGP in Zoom schools show consistent growth in English language development over the 4-year period, outperforming all schools except for Non-Title I/Non-Zoom schools.

In **Figure 4**, the Clark-Washoe elementary Zoom school comparison data of Title I/Non-Zoom, and the State’s Measure of Interim Progress goals in both SBAC ELA and Math percent of proficient students show CCSD and WCSD schools incrementally trending upward in content proficiency.

Figure 4: Clark-Washoe ELEM Zoom School Comparison % Proficient SBAC ELA and Math



As observed in the data in **Figure 4**, a sizable gap remains between the State’s expected Measure of Interim Progress goals for each year and the Zoom schools’ percent of content proficiency Zoom elementary students:

- **2017 ELA** [30.2/52.4],
- **2018 ELA** [33.9/54.7], and
- **2019 ELA** [36.1/57.0] respectively
- **2017 Math** [27.0/42.9],
- **2018 Math** [29.3/45.8], and
- **2019 Math** [32.1/48.5] respectively

SB 467 includes other districts receiving SB 467 funded programs and services. The SB 467 options selected by other districts and charter schools in 2019 -2020 school year are **Pre-K** (Carson, Churchill, Douglas, Lyon, Humboldt, Nye); **Reading Assessment Technology-based Tools** (Elko, Mineral, Mater Academy Bonanza, Mater Academy Mt. Vista, Sports Leadership and Management Academy); **Summer School or Before/After School program and Extended Learning Time activities** (Elko, Carson, Mater Academy Mt. Vista, Equipo Academy, Freedom Classical Academy), and **Other Evidence-based Programs** approved by the Nevada Department of Education (Carson, Churchill, Douglas, Elko, Lander, Lincoln, Lyon, Pershing, Beacon Academy, Futuro Academy, Nevada High School Sunrise, Nevada Rise Academy).

Other districts and charters receiving SB 467 funding were asked to submit an SB 467 Executive Summary. In the executive summary, districts/charters receiving SB 467 funding were asked to analyze their tend data, draw conclusions about the impact of the SB 467 selected program or services, and discuss the impact of COVID-19 period on the implementation of SB 467 funded programs for school year 2020 and 2021. The districts and charter schools were also asked to provide their recommendations to Legislators.

In the review of the submitted SB 467 Executive Summary Report of school districts and charter schools’ positive evidence is apparent in the English language development proficiency growth of English learners. Such evidence documents this growth:

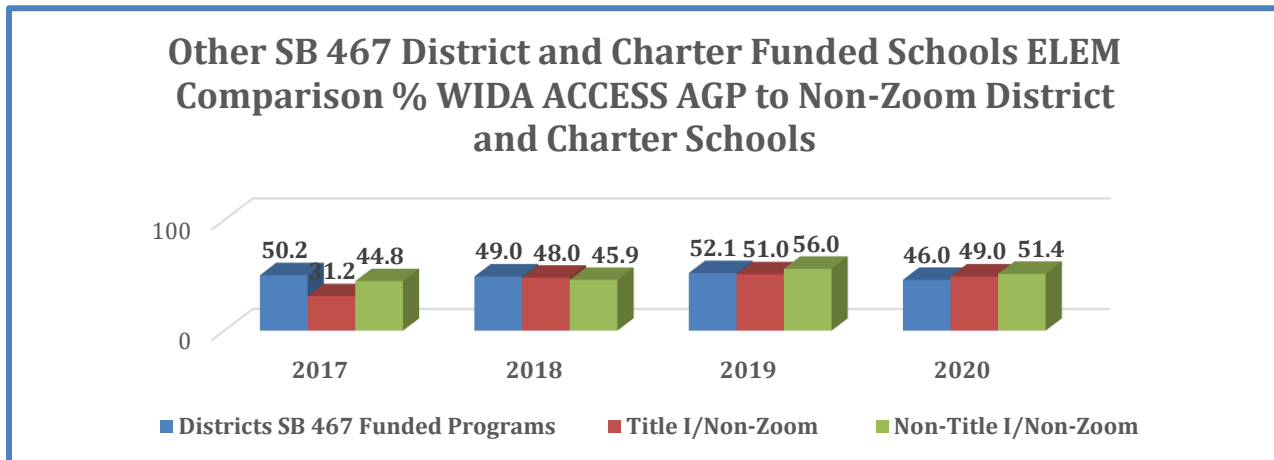
- **Carson City School District** among all SB 467 schools had an averaged ACCESS AGP of (61%) in the 75th quartile of all schools in Nevada. Carson City School District has two 4-5 Star SB 467 schools (Seeliger Elementary and Mark Twain Elementary) with a SB 467 Pre-K Option at Mark Twain Elementary and Other Evidence-based Programing option at Seeliger Elementary School.
- **Douglas County School District** has utilized its SB 467 funds to create a Pre-kindergarten program at Minden Elementary School that serves three and four- year old students. Minden elementary School is a 4-Star SB 467 school.
- **Elko County School District** has two 4 -5 STAR SB 467 schools (Southside Elementary and Mountain View Elementary) that are highly effective in providing program supports for English learners that include the SB 467 option of a Reading Acquisition technology tool.
- **Lyon County School District SB 467** schools (Yerington Elementary, Fernley Elementary, and Dayton Intermediate School) used the Other Evidenced-based Program and have implemented academic discourse structures through professional development, teacher feedback, and classroom supports that are best practices for English learners. The instructional shift has had notable impact on the English language development of English learners.
- **SPCSA Equipo Academy Middle and High School** use Zoom funding for its Extended Learning Time program and have significant positive results. Equipo Academy Middle School and the

Equipo Academy High School are both 5-Star SB 467 schools, serving 236 English learners in the SB 467 program.

- **SPCSA Freedom Classical Academy** also use SB 467 funding for the Extended Learning Time option and professional development. Freedom Classical Academy Middle School is a 4-Star SB 467 school.
- **SPCSA Mater Academy Mt. Vista Elementary School, Mater Academy Mt. Vista Middle School, and Mater Academy Bonanza**, school campuses have demonstrated a significant impact on the English language development and content achievement of English learners. The SB 467 program option is the Reading Acquisition technology/tools. The school has the largest population of English learners of charter schools and serves 1617 English learners. The school has focused intentionality on meeting the English language development and content proficiency of English learners. The schools in 2019 have become 4-5 Star schools with the second highest WIDA ACCESS (AGP) percent (62.5%) of students meeting their English language development targets. The results in both English language development and content achievement Reading and Math is a distinguished achievement among high performing, 4-5 Star SB 467/Zoom, Title I schools.

Figure 5 shows the progress of other districts receiving SB 467 funding elementary schools’ percent of WIDA ACCESS Adequate Growth Percentile (AGP), a measure of English language development growth of English learners who met their expected growth target toward proficiency, as compared to Title I/ Non-SB 467/Zoom schools.

Figure 5: 2017-2020 Other SB 467 District and Charter Funded Elementary Schools % of ACCESS AGP

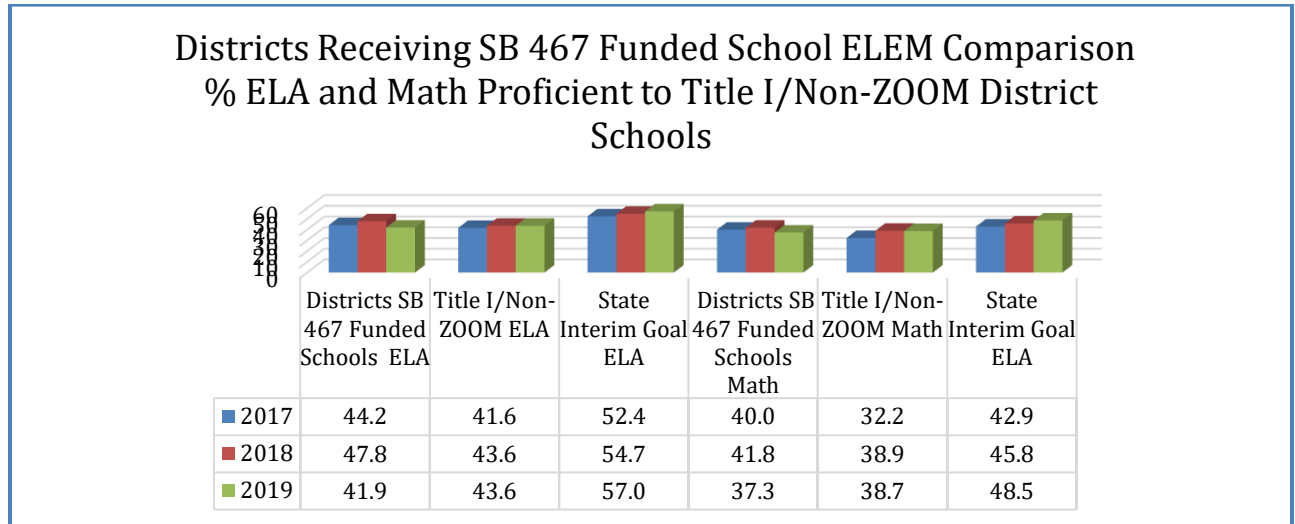


In **Figure 5** as observed in the data across three (3) consecutive years, 2017-2020, other SB 467 grant funded district and charter elementary schools outperformed both Title I/Non-Zoom schools and Non-Title I/Non-Zoom in 2017 and 2018. The exception was in 2019 and 2020, when the Non-Title I/Non-Zoom schools within the districts had a higher ACCESS AGP, the Adequate Growth Percentile. The Districts Receiving SB 467 funded elementary school comparisons to Title I/Non-Zoom ELEM schools, and Non-Title I/Non-Zoom ELEM are as follows:

- **2017** [50.2/31.2/44.8] respectively.
- **2018** [49.0/48.0/45.9] respectively.
- **2019** [52.1/51.0/56.0] respectively.
- **2020** [46.0/49.0/51.4] respectively.

Figure 6 displays the other districts and charters receiving SB 467 funding percentage of elementary schools who met ELA and Math proficiency as compared to similar elementary schools, Title I/Non-Zoom schools within the districts, and the State content achievement goals.

Figure 6: Districts and Charters Receiving SB 467 Funding ELEM School Comparison % ELA and Math Proficient to Title I/Non-Zoom Schools



As observed across three (3) consecutive years, 2017-2019, Other SB 467 grant-funded districts and charters had a higher percent of SBAC ELA and Math proficient students, except for school year 2019 as compared to Title I/Non-Zoom elementary schools. There remains a sizable gap between the State Interim Goals for ELA and Math and elementary SB 467 funded schools. The SBAC assessment results of ELA and Math are as follows:

- **2017** ELA [44.2/41.6] Math [40.0/32.2] respectively.
- **2018** ELA [47.8/43.6] Math [41.8/38.9] respectively.
- **2019** ELA [41.9/43.6] Math [37.3/38.7] respectively.

SB 467 Secondary Program Interventions

The SB 467 **Secondary Program Interventions** results indicate an overall “trending upward” pattern in ZOOM middle schools. The secondary program interventions are program activities for sixth through twelfth grade. The SB 467 ZOOM secondary programs for Clark County School District and Washoe County School District include the following:

1. Reduce class sizes for EL students and provide English language literacy-based classes;
2. Direct instructional intervention to each EL student using data from assessments;
3. Intersession and/or Extended Day intervention activities; and
4. Other evidence-based programs and services approved by NDE.
5. Family Engagement opportunities;
6. Offer Recruitment and Retention Incentives.

Other district and charter schools receiving SB 467 funding selected SB 467 Zoom programs and services from a menu of choices as listed below:

1. Reading Acquisition Assessment Tools;
2. Summer School Before/After school;
3. Extended Learning Time during the school day;
4. Other Evidence-based programs;
5. Professional development;
6. Family Engagement opportunities;
7. Offer Recruitment and Retention incentives.

The Nevada Department of Education (NDE) analyzed the assessment data and narrative summaries of the districts and charter schools, and other data to determine the impact of SB 467 funding. The essential question is as follows:

- **How are English learners progressing in both English language development and content proficiency given the program and services of SB 467 (Zoom) when compared to a similar population, Title I/ Non-Zoom schools, and the State’s measures of interim progress?**

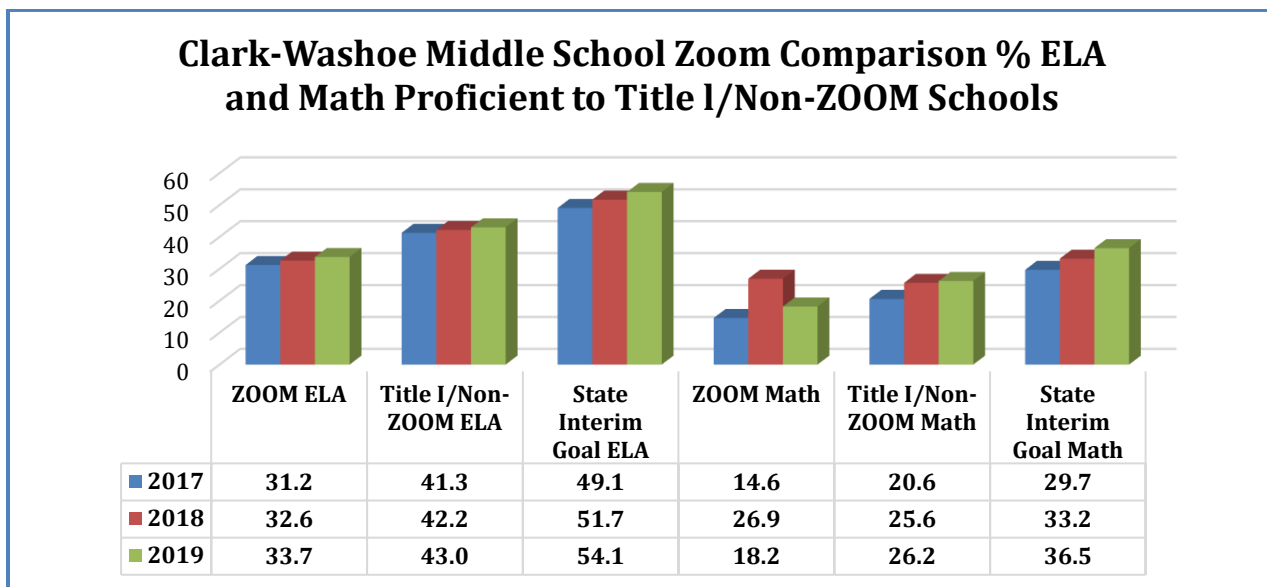
Clark County School District and Washoe County School District chose primarily the options of class-size reduction to provide English language literacy-based classes, extended learning time, and direct instructional interventions. Clark County School District in addition to the class-size reduction option to provide English language literacy-based classes, established a Zoom Extended Day, of 19 to 30 minutes of additional instructional time added to the school day. The Extended Day program provided an intervention period called Zoom Secondary Language and Content Achievement Academy. The focus of instruction was on newcomers and Long-term English learners in need of language and literacy instruction.

In Washoe County School District, Zoom middle schools used a variety of other extended learning options such as intersession, before/after school tutoring program, and “JumpStart” program for entering 6th grade students. The WIDA data for all English learners in Clark and Washoe Zoom schools was analyzed to determine student placement in the various programs and services.

In Washoe County School District Zoom middle schools, English Learners meet the English Proficiency Exit criteria at a higher rate than similar Title I Non-Zoom schools. The State’s established Exit criteria to designate English Proficiency is an ACCESS proficiency level of 4.5 overall composite score. In school year 2019, the exit rate of English learners from English Learner programs for WCSD Zoom middle school was 6.7% versus 2.5% in Title I/Non-ZOOM schools.

The Clark and Washoe has a total of ten (10) SB467/Zoom middle schools. The schools have shown a small but incremental growth in ELA but not Math, 2017 through 2019 school year. **Figure 7** displays the growth in the comparison to Title I/Non-Zoom and the State expected outcomes.

Figure 7: Clark-Washoe Middle School Zoom Comparison % ELA and Math Proficient to Title I/Non-Zoom Schools



- **2017 ELA** [31.2/49.1],
- **2018 ELA** [32.6/51.7], and
- **2019 ELA** [33.7/54.1] respectively
- **2017 Math** [14.6/29.7],
- **2018 Math** [26.9/33.2], and
- **2019 Math** [18.2/36.5] respectively

The other SB 467 grant funded districts and charter secondary program options demonstrated progress in the English language development and content achievement of English Learners. The districts and SPCSA charters with SB 467 funded middle school program and service options demonstrated positive results.

Figure 8 below displays the WIDA ACCESS AGP results of districts and charters receiving SB 467 funding for middle schools, the percentage of English learners who met their English proficiency growth target as compared to Non-ZOOM schools in those districts for school years 2017 through 2020.

Figure 8: Districts and Charters Receiving SB 467 Funded Middle Schools Comparison Percent of WIDA ACCESS AGP to Non-ZOOM Schools

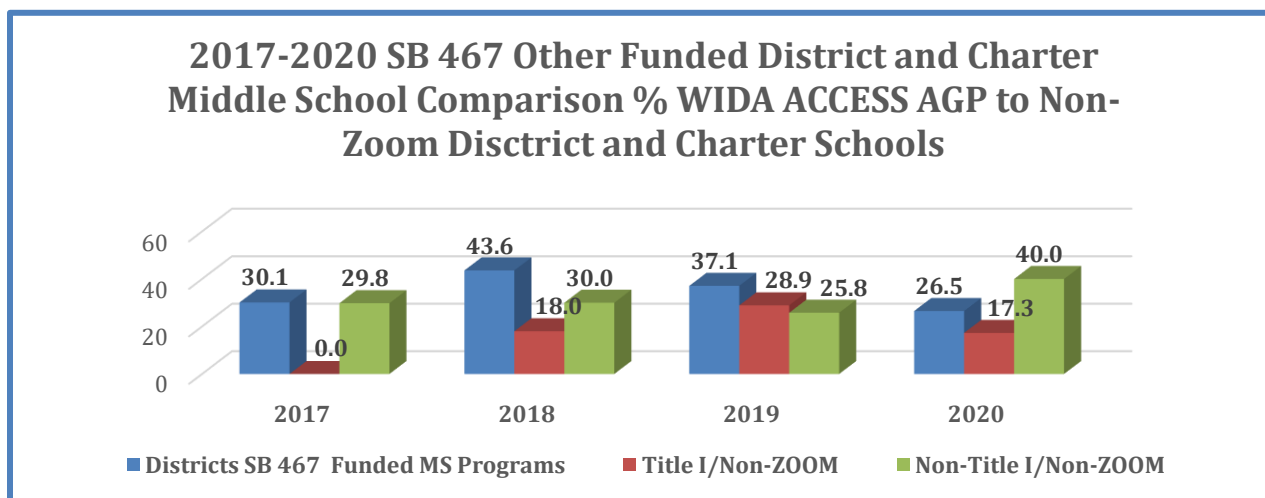


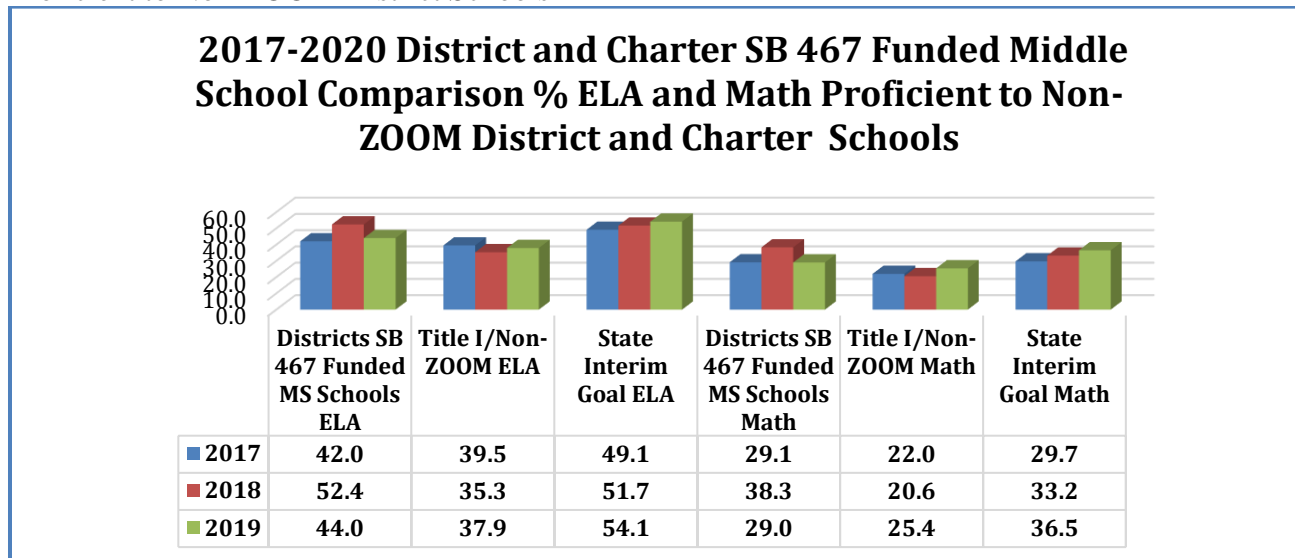
Figure 8 reveals that English learners in other SB 467 grant-funded district and charter middle schools outperformed Title/Non-ZOOM, and Non-Title I/ Non-Zoom middle schools across those districts on the WIDA ACCESS AGP, the growth measure for English language development:

- **2017** [30.1/0.0/29.8] respectively.
- **2018** [43.6/18.0/30.0] respectively.
- **2019** [37.1/28.9/25.8] respectively.
- **2020** [26.5/17.3/40.0] respectively.

English learners in SB 467 other districts and charter middle schools receiving funds outperformed the Title I/Non-Zoom schools in those districts, and outperformed other Non-Title/Non-Zoom schools within those districts and charters in 2017, 2018 and 2019 school years.

Figure 9 is presented below of the districts and charters receiving SB 467 funding for middle schools. Middle school performance on the ELA and Math SBAC assessment is compared to similar Title I/Non-ZOOM schools within the districts.

Figure 9: Districts Receiving SB 467 Funding Middle Schools Comparison % ELA and Math Proficient to Non-ZOOM District Schools



The observed data revealed in **Figure 9** indicate that districts and charters receiving SB 467 funding for middle schools had a higher percentage of proficient students than Title I/Non-Zoom schools in those districts, across all 3 years in SBAC ELA and Math:

- **2017 ELA** [42/39.5];
- **2018** [52.4/35.3];
- **2019** [44.0/37.9] respectively.
- **2017 Math** [29.1/22.0];
- **2018** [38.3/20.6];
- **2019** [29.0/25.4] respectively.

The evidence of increased program impact is emerging in the various data results at the state-level and district-level. Continued acceleration is needed to provide English learners with effective Tier 1 (grade-level, standards-based instruction) and evidence-based interventions specifically designed for English learners. In addition, continued professional development is needed to expand the capacity all of educators - teachers, principals, and other school and district instructional leaders - to address the English language development and content proficiency of English Learners.

SB 467 ZOOM Program Promising Practices

In the 7 years since the enactment of the Zoom legislation, promising programs and practices have emerged from the data. For schools to impact the successful implementation of Zoom programs and services, specific characteristics of high-performing schools must be in place. The Zoom programs and services will expectedly have moderate to little impact without key conditions within the schools. The following are a list of promising practices found in Zoom schools, supported through school improvement research, and Nevada’s qualitative and quantitative data over time.

- **Effective school leaders** who have knowledge in English language development and standards-based instruction are essential to the effective implementation of Zoom programs and services. Example of this promising practice can be seen in Clark County School District (CCSD), Zoom schools of Fay Herron Elementary School, CCSD Ruben P. Diaz Elementary School, CCSD Lewis E. Rowe Elementary School, and SPCSA Mater Academy of Nevada Mountain Vista.

- **Pre-K Zoom Programs** that build early readiness skills through enriched high-quality instruction aligned to the Nevada Pre-K Standards and ongoing parent/guardian educational workshops to promote students’ learning at home; An example of this promising practice is Clark County School District Pre-K program as demonstrated in the data results presented in the Pre-kindergarten section of the *NDE Analysis and Findings*.
- **Reading Skills Centers** structured to aligned with standards-based Tier I instruction in English language and literary development for English learners, e.g. Clark County School District Reading Skills Center structured model;
- **Extended learning time** opportunities within the school-day that support English language development and literacy aligned to grade-level, standards-based instruction. An example of this promising practice can be found in Carson City School District’s several schools in SB 467 SPCSA schools receiving funding: Equipo Academy Middle School and High School, Freedom Classical Academy, and Mater Academy of Nevada Mountain Vista and Bonanza campuses.

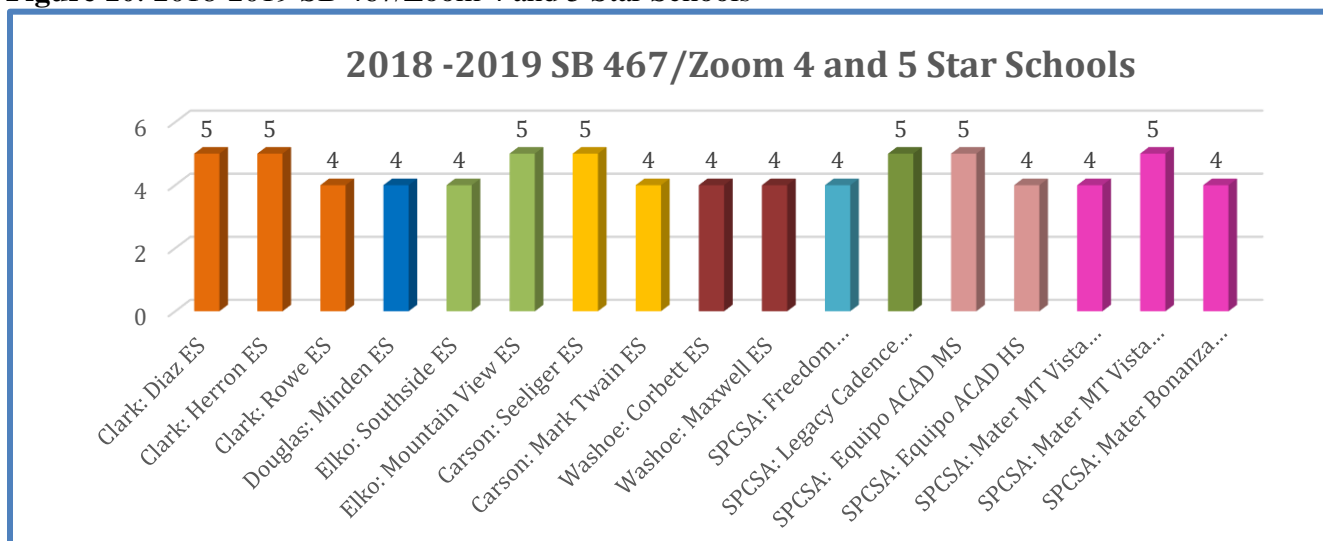
Other promising practices in SB 467 Clarks-Washoe Zoom schools and other district schools receiving SB 467 funding schools as observed in State monitoring of programs through onsite visits, programs and services reviewed through fiscal and program data systems. These relational associated practices found in SB 467 schools are well-documented as effective practices in the school improvement research:

- **Effective Standards-based, Tier I instruction** for all students inclusive of evidence-based practices for English Learners is fundamental; examples of Tier I instruction of evidence-based practices for English learners are demonstrated in the following district schools (Data collected in 2018-2019):
 - Washoe County School District: Corbett Elementary School (ELA 56.2% student proficiency);
 - Clark County School District: Diaz Elementary School (ELA 59.2% of student proficiency) and Herron Elementary School (ELA 67.2% and Math 64.2% of student proficiency);
 - Carson City School District: Mark Twain Elementary School (ELA 50.7% of student proficiency);
 - SPCSA – Mater Academy of Nevada Mountain Vista Elementary School (ELA 62.5% and Math 51.8% student proficiency).
- **Professional learning** to build the capacity of all content teachers, principals, and instructional leaders to address the academic language and content achievement of English learners; examples of promising practices for professional learning can be found in the English Language Learner (ELL) Plan of Clark County School District; ELL Division; Washoe County School District, English Learner (EL) Plan, EL Division, and Carson City School District, Comprehensive District ELD plan.
 - Professional learning is a common strategy listed for school improvement; however, the impact of professional learning varies given the focus of districts, schools, and charter schools, the attention given to extensive training to build educators’ knowledge and capacity of English language development within standards-based instruction.
 - Professional learning must have intensity, duration, and sustained efforts of required training for all teachers, principals and instructional leaders.
- **Frequent classroom** instructional monitoring and feedback to teachers on evidence-based practice for English learners in Tier I instruction and Tier II intervention implementation are also essential practices.

- **Data-driven, decision-making** at the district and school-level to target effective Tier 1 instruction is central to the collaboration among educators to address the academic needs of English learners; examples in Zoom schools include SPCSA Mater Academy of Nevada, Clark County School District schools (Diaz Elementary School and Herron Elementary School).

Figure 10 presents the SB 467/Zoom schools that were rated by the Nevada Department of Education in 2018-2019 as Star-4 and Star-5 schools the last reported rating in the State. The Star- 4 and Star-5 schools in the NDE accountability system, Nevada School Performance Framework (NSPF), identifies the schools listed as exceeding the establish English language development and academic outcome measures. The SB 467/Zoom schools listed have implemented proven best practices for academic achievement of all students, including effective practices for English learners within the SB 467 programs and services.

Figure 10: 2018-2019 SB 467/Zoom 4 and 5 Star Schools



Zoom Lessons Learned

Table 3: Zoom Lessons Learned

What is working?	What is not working?
<ul style="list-style-type: none"> • Interventions for English learners that districts/charters did not have before the Zoom initiative. 	<ul style="list-style-type: none"> • The multiple program options for Zoom with wide-ranging flexibility, varying structures in the implementation of programs and services create consistency and difficulty in the evaluation of Zoom programs across the State.
<ul style="list-style-type: none"> • The ability of districts and charters to blend funding sources with other programs to provide the greatest opportunity to leverage resources for quality professional development, instructional resources, and other supports for English learners. 	<ul style="list-style-type: none"> • The 5% funding cap on family engagement, professional development, and teacher incentives is a limitation on these needed options. Several districts and charters have fewer blending funding sources for these options.
<ul style="list-style-type: none"> • Districts that selected and maintained the Zoom program options over several years had 	<ul style="list-style-type: none"> • Districts that changed program options yearly or maintain programs that are not working, had little evidence of impact.

better results in the language and academic achievement of English learners.	
<ul style="list-style-type: none"> Districts and charters that sustained effective leaders who were knowledgeable in English language development and standard-based instruction were more successful in leading their school in the academic achievement of all students including English learners. 	<ul style="list-style-type: none"> Frequent transitions in district/charter leadership staff assigned to the Zoom program and changes in site-level principals impacted the consistent implementation of Zoom programs and the progress of the schools.
<ul style="list-style-type: none"> Schools that focused on building the capacity of teachers to deliver effective Tier I instruction for English learners had better results (e.g. STAR 4 – 5 Zoom Schools) 	<ul style="list-style-type: none"> The plethora of interventions in schools that are not specifically designed for English learners to build both language and content have shown inconsistent data results.

Zoom School Corrective Action Plan Process

Based on statutory requirements, the Nevada State Board of Education (SBE) adopted Performance Levels and Outcome Indicators for Zoom schools that align with the Nevada State Plan for implementing Every Student Succeeds Act (ESSA). The ESSA plan includes specific goals and interim measures for English learners in both English language acquisition and academic achievement. The Nevada State Board of Education is also responsible for identifying Zoom schools that:

1. Have not implemented required ZOOM programs and services;
2. Have not met long-term goals and measures of interim progress; or
3. Have not made adequate progress toward long-term goals and measures of interim progress.

The Nevada Department of Education has the responsibility of providing the Nevada State Board of Education the information of Zoom schools that have not met one or more of the three (3) goals listed above.

Identification & Communication Process

Beginning with the fall 2017 school ratings under the Nevada School Performance Framework (NSPF), schools are accountable for progress toward English language proficiency by measuring the percentage of English learners who achieve Adequate Growth Percentile (AGP) based on the WIDA English language proficiency assessment. Zoom schools that are in the bottom quartile of all schools in the State with a sufficient number of English learners (minimum 10), low content proficiency and content growth on the State summative assessments (SBAC and ACT) are identified for improvement.

Ten (10) schools in Clark County School District and ten (10) schools in Washoe County School District were identified for corrective action in school year 2017. The corrective action plans focused explicitly on the improvement of the English language development and content proficiency of English learners. The process for the development of the corrective action plans with district staff and site administrators included a collaborative process of site self-assessment and analysis of school data to determine root causes of underperformance, Nevada Department of Education, Office of Student and School Supports has provided support in the development of corrective action plans through onsite and desktop monitoring, and guidance to districts and schools. Below is the process taken to provide technical assistance and feedback to help schools improve.

As a note, in school year 2019-2020, the process of identifying and exiting Corrective Action schools for school year 2020-2021 was paused due to the lack of available State assessment data in spring 2020, COVID-19 school closure.

Formal Notification & Communication:

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

Clark County School District Corrective Action Plan (CAPs) ZOOM Schools

Table 4 lists the Zoom schools identified in 2017 for corrective action and their progress in 2018 as demonstrated on the WIDA ACCESS 2.0 AGP.

Table 4: 2017 Clark County Zoom Schools Identified for Corrective Action and 2018 and 2020 WIDA ACCESS AGP Growth

Clark SD (CCSD)	CCSD 2017 % AGP	CCSD 2018 % AGP	CCSD 2019 % AGP	Total Growth 2017-2019
Tate ES	37.0%	64.1%	56.3%	19.3%
Peterson ES	36.4%	51.1%	42.4%	6.0%
Pittman ES	34.6%	56.2%	65.0%	30.4%
Ward ES	33.3%	44.5%	54.0%	20.7%
Squires ES	33.3%	58.0	49.4%	16.1%
Thomas ES	31.5%	39.1%	56.6%	25.1%
Lynch ES	29.0%	45.0%	27.6%	-1.4%
Detwiler ES	27.6%	49.4%	48.4%	20.8%
Fremont MS	11.0%	41.8%	38.6%	27.6%
Global Com. HS	5.3%	12.4%	11.1%	5.8%

- Seven (7) of the ten (10) 2017 identified CCSD Corrective Action Plan ZOOM schools made double-digit WIDA ACCESS AGP growth over the three-year period, 2017 through 2019. Schools must remain on a corrective action plan for 3 consecutive years with continuous growth in ACCESS AGP and content achievement as measured on the Nevada School Performance Framework. In 2019, three (3) CCSD ZOOM schools on corrective action plans met the requirement to “Exit” from the corrective action plan status and advised to continue the school’s improvement plan efforts. The remaining seven (7), 2017 identified schools continued in Corrective Action Plan status and were advised to refined or adjusted the plan based on data to inform decision-making.
- Additional Clark County District ZOOM schools were identified in school year 2018 and 2019. **Table 5** identifies the Clark County Zoom Schools that scored in the lowest quartile for percentage of English learners achieving AGP (2018 WIDA ACCESS 2.0) and were newly identified for improvement for the 2018-19 school year.

Table 5: 2018 and 2019 Identified CCSD ZOOM Schools

Clark County Zoom School	CCSD 2018 % AGP	CCSD 2019 % AGP	Total Growth 2018-2019
Ronzone Elementary School	39.4%	47.3%	7.9
Moore Elementary School	36.8%	51.9%	15.1
Brinley Middle School		13.8%	

Washoe County School District Corrective Action Plan (CAPs) ZOOM Schools

Table 6 lists the Zoom schools identified in 2017 for corrective action and their progress in 2018 as demonstrated on the WIDA ACCESS 2.0 AGP.

Table 6: 2017 Washoe County Zoom Schools Identified for Corrective Action and 2018 and 2020 WIDA ACCESS AGP Growth

Washoe SD (WCSD)	WCSD 2017 % AGP	WCSD 2018 % AGP	WCSD 2019 % AGP	Total Growth 2017-2019
Corbett ES	36.5%	51.6%	56.4%	19.9%
Loder ES	36.5%	47.7%	44.0%	7.5%
Risley ES	36.2%	55.3%	37.9%	1.7%
K. Smith ES	35.0%	46.7%	59.0%	24.0%
Mariposa Acad. ES	34.2 %	35.4%	59.2%	24.7%
Sun Valley ES	32.8%	46.9%	51.1%	18.3%
Cannan ES	30.0%	45.4%	45.9%	14.9%
Veterans Memorial	26.4%	39.7%	32.3%	5.9%
Maxwell ES	26.3%	56.1%	48.7%	22.4%
Lemelson STEM	25.0%	55.8%	34.1%	9.1%

- Six (6) of the ten (10) 2017 identified WCSD Corrective Action Plan ZOOM schools made double-digit WIDA ACCESS AGP growth over the three-year period, 2017 through 2019. In 2019, none of the WCSD ZOOM schools on corrective action plans met the requirement to “Exit” from the corrective action plan status. Two schools that may have exited were identified in 2019 on the State’s AB 219 list that identified schools in the lowest 30% of content performance for English learners. Washoe School District was advised to support the revision of the ZOOM corrective action plan for the two schools to meet the requirements of AB 219. The ten (10) schools identified in school year 2017 continued in Corrective Action Plan status and were advised to refined or adjusted the plan based on data to inform decision-making.
- Additional Washoe County District ZOOM schools were identified in school year 2018 and 2019. **Table 7** identifies the Clark County Zoom Schools that scored in the lowest quartile for percentage of English learners achieving AGP (2018 WIDA ACCESS 2.0) and were newly identified for improvement for the 2018-19 school year.

Table 7: 2018 and 2019 Identified WCSD ZOOM Schools

Washoe County Zoom School	WCS D 2018 % AGP	WCS D 2019 % AGP	Total Growth 2018-2019
Vaughn Middle School	23.1%	13.7%	-9.4
Allen Elementary School		43.0%	
Anderson Elementary School		37.5%	
Duncan Elementary School		42.4%	
Mitchell Elementary School		37.3%	
Traner Middle School		9.9%	

In conclusion, the thirteen (13) CCSD ZOOM schools identified from 2017 to 2019, three (3) school exiting the corrective action plans leave 10 schools on corrective action plans out of the thirty-eights ZOOM schools in Clark County School District. The sixteen (16) WCS D ZOOM schools identified from 2017 to 2019, on corrective action plans out of twenty-four (24) Zoom schools will remain on corrective action plans. Given the suspension of the 2020 state accountability measures, due to COVID 19 emergency school closure, all ZOOM schools on corrective action plan status in 2020 will remain in corrective action.

Clark County School District Zoom Report 2020- 2021

State Report Addendum

As requested by the Nevada Department of Education (NVDOE), each Local Education Agency (LEA) must provide answers to the questions below as an addendum to the Executive Summary of the Zoom State Report due January 4, 2020.

What impact has SB 467 funding had on the language and content academic achievement of English language learners?

CCSD, SB 467 funding has provided 60 Pre-Kindergarten classrooms, impacting 1,612 students in 2019-2020. Based on the Measures of Academic Progress (MAP) assessment results for Winter 2020, of the students who attended Zoom Pre-Kindergarten, 45.5 percent were not at risk, as compared to students who did not attend Zoom Pre-Kindergarten, 34.2 percent were not at risk, a difference of 11.3 percent.

Students receiving services in the Zoom Reading Centers (ZRCs) during the 2019-2020 school year, 55.9 percent met WIDA AGP compared to students not receiving services in the ZRC, 39.8 percent of students met WIDA AGP, a difference of 16.1 percent.

Zoom schools demonstrated increases in Smarter Balanced Assessment Consortium (SBAC), English Language Arts (ELA), and mathematics. SBAC ELA data for Zoom elementary schools demonstrated a gain of 6.9 percent of students proficient from 2016-2017 to 2018-2019 and a gain of 5.1 percent proficient in mathematics for the same time.

SBAC ELA for Zoom middle schools demonstrated a gain of 4.9 percent of students proficient from 2016-2017 to 2018-2019 and a gain of 4.7 percent proficient in mathematics. In 2019-2020, two Zoom secondary schools performed in the top quartile across the State of Nevada on WIDA AGP, Dell H. Robison Middle School, and John C. Fremont Professional Development Middle School.

What has been the Impact of COVID 19 on the implementation and progress of SB 467 funded programs?

CCSD, Zoom schools have been impacted by the closure and move to distance education. Positive implications include the development of technology in classrooms and additional resources for families. Families have been more involved in the instruction for students in primary grades. Zoom professional learning has been provided through online platforms, and teacher attendance has remained high. During the spring of 2020, ZRC families were provided support with over 24,000 phone calls and emails. Over 9,000 two-way communication phone calls with students occurred, and over 10,000 books were assigned for students to read digitally. Students' weekly minutes read in Zoom schools increased from 30,214 minutes for the week of March 23, 2020, to 311,062 minutes read for the week of May 1, 2020. During the 2020-2021 school year, ZRCs are providing instruction for 2,647 students through distance education.

Challenges encountered during school closures include enrollment and attendance.

Pre-Kindergarten enrollment decreased from 1,612 students in 2019-2020 to 1,056 students in 2020-2021, a decrease of 556 students. Zoom Reading Centers decreased in enrollment from 4,414 in 2019-2020 to 2,647 in 2020-2021, a decrease of 1,767 students.

What are the LEA Legislative Recommendations?

The additional funding provided through the Zoom Initiative has enabled CCSD to increase outcomes for ELLs. Under the leadership of the ELLD, there has been a shift to focus on the Six Principles of Effective ELL Instruction and the CCSD Language Development Approach. The continued focus must be on building capacity with teachers, principals, and district leaders through sustained partnerships and collaborative work that impacts classroom instruction.

CCSD recommends continued funding for the following:

- Zoom elementary school projects including, Zoom Pre-K, ZRCs, Zoom Extended Day, and Zoom Extended Year, continue with flexibility and differentiation for schools.
- Recommend Zoom elementary school project adds a focus on Class Size Reduction.
- Zoom secondary school projects, including Class Size Reduction, Direct Intervention, and Extended Day/Year continue with flexibility and differentiation for schools.

In addition, CCSD recommends the elimination of the five percent spending cap. This would allow for recruitment and retention incentives to be increased and for schools to receive extended opportunities to engage in high-quality professional learning focused on language acquisition. Family engagement opportunities would also be extended.

Zoom Implementation

Zoom transitioned to the English Language Learner Division (ELLD) in July 2016. Zoom is aligned with the Clark County School District's (CCSD) Language Development Approach (LDA). As English language learners (ELL) are challenged with simultaneously learning academic content while learning English, the utilization of the LDA, as adapted from the language initiative at Stanford University, has been important. This approach utilizes the Six Principles of Effective ELL Instruction, which are organized into three domains, including asset orientation, opportunities to learn, and developing autonomy.

SB 467 provided funding for 31 elementary schools and seven secondary schools in CCSD to implement initiatives for the 2019-2021 biennium, including Zoom Pre-K, Zoom Reading Centers (ZRC), Zoom Class Size Reduction, Direct Intervention, Recruitment/Retention Incentives, and Zoom Extended Year and/or Day. During the 2019-2020 and 2020-2021 school years, Zoom Extended Day was implemented at 31 elementary schools and at six middle schools. Zoom Extended Day and Zoom Extended Year were implemented at Global Community High School. Provided within this report are the descriptions of each program, alignment with Nevada Department of Education (NDE) and the CCSD *Focus: 2024* goals and objectives, program costs, student achievement results and program analysis, program successes, and program summary and updates aligned with the objectives in the SB 467 application filed in summer of 2020 by CCSD.

ELLD is providing professional learning aligned to the CCSD *Focus: 2024* plan and the LDA for Zoom schools, and monthly professional learning is provided by Zoom project facilitators to Zoom Pre-K teachers, ZRC project facilitators, and Zoom elementary and secondary Language Learner Specialists (LLSs). Zoom school principals and teachers are observing instruction during distance education.

Overall, CCSD Zoom schools have previously demonstrated increases in the percent of students achieving Adequate Growth Percentile (AGP) on the WIDA and the Smarter Balanced Assessment Consortium (SBAC) in English language arts (ELA) and mathematics. CCSD Zoom schools demonstrated an increase of two percent of students meeting WIDA AGP from 39.7 percent of students meeting WIDA AGP in 2017-2018 to 41.7 percent of students meeting WIDA AGP in 2019-2020. Zoom schools demonstrated a decrease of 7.3 percent from 49 percent of students meeting WIDA AGP in 2018-2019 to 41.7 percent of students meeting WIDA AGP in 2019-2020. CCSD non-Zoom schools demonstrated a decrease of 4.7 percent from 32.8 percent of students meeting WIDA AGP in 2018-2019 to 28.1 percent of students meeting WIDA AGP in 2019-2020.

The WIDA assessment measures the four domains of language acquisition for ELLs: reading, writing, speaking, and listening. Students attending ZRCs outperformed students in Zoom schools not attending

ZRCs and the CCSD average on WIDA AGP. For students attending ZRCs, 55.9 percent met WIDA AGP as compared to 39.8 percent of Zoom students not attending ZRCs, and 30.3 percent of CCSD students. Near Zoom schools are defined as schools with an ELL population within one standard deviation of the population of the Zoom schools. A comparison of Zoom schools with Near Zoom schools demonstrated a 10.4 percent difference with Zoom schools demonstrating 41.7 percent of students meeting WIDA AGP and Near Zoom schools demonstrating 31.3 percent of students meeting WIDA AGP.

Students who attended Zoom Pre-K performed better in kindergarten. The Measures of Academic Progress (MAP) Growth assessment administered during the winter benchmark in 2019-2020 to kindergarten students in Zoom elementary schools indicated that students who attended Zoom Pre-K in 2018-2019 outperformed students who did not attend Zoom Pre-K in 2018-2019 in both reading and mathematics. On the MAP assessment in reading, of the kindergarten students who did attend Zoom Pre-K in 2018-2019, 45.5 percent scored in the "Not at Risk" category and of the students who did not attend Zoom Pre-K in 2018-2019, 34.2 percent scored in the "Not at Risk" category, a difference of 11.3 percent. On the MAP assessment in mathematics, of the students who did attend Zoom Pre-K in 2018-2019, 45.6 percent scored in the "Not at Risk" category and of the students who did not attend Zoom Pre-K in 2018-2019, 33.5 percent scored in the "Not at Risk" category, a difference of 12.1 percent.

Zoom schools demonstrated increases in Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA) and mathematics. SBAC ELA data for Zoom elementary schools demonstrated a gain of 6.9 percent of students proficient from 2016-2017 to 2018-2019 and a gain of 5.1 percent proficient in mathematics for the same time. SBAC ELA for Zoom middle schools demonstrated a gain of 4.9 percent of students proficient from 2016-2017 to 2018-2019 and a gain of 4.7 percent proficient in mathematics for the same time. SBAC testing results for the spring 2020 are not available.

The table below displays a listing of funds used through June 2020 to support each Zoom school. Each Zoom school was funded with the specific tenets of SB 467, as is appropriate for elementary, middle, and high schools.

Total SB 467 Funds Used by Zoom Schools in 2019-2020

Elementary Schools	Amount
Beckley ES	\$1,003,682.68
Cambeiro ES	\$841,427.89
Cortez ES	\$1,122,475.85
Craig ES	\$989,269.14
Crestwood ES	\$962,166.52
Dailey ES	\$959,957.80
Detwiler ES	\$922,024.84
Diaz ES	\$1,142,185.17
Earl, Ira J. ES	\$929,457.89
Edwards ES	\$990,559.98
Herron ES	\$1,371,757.18
Hewetson ES	\$934,297.43
Lunt ES	\$986,166.93
Lynch ES	\$756,080.01
Martinez ES	\$970,943.24
McWilliams ES	\$969,312.83
Moore ES	\$998,652.38

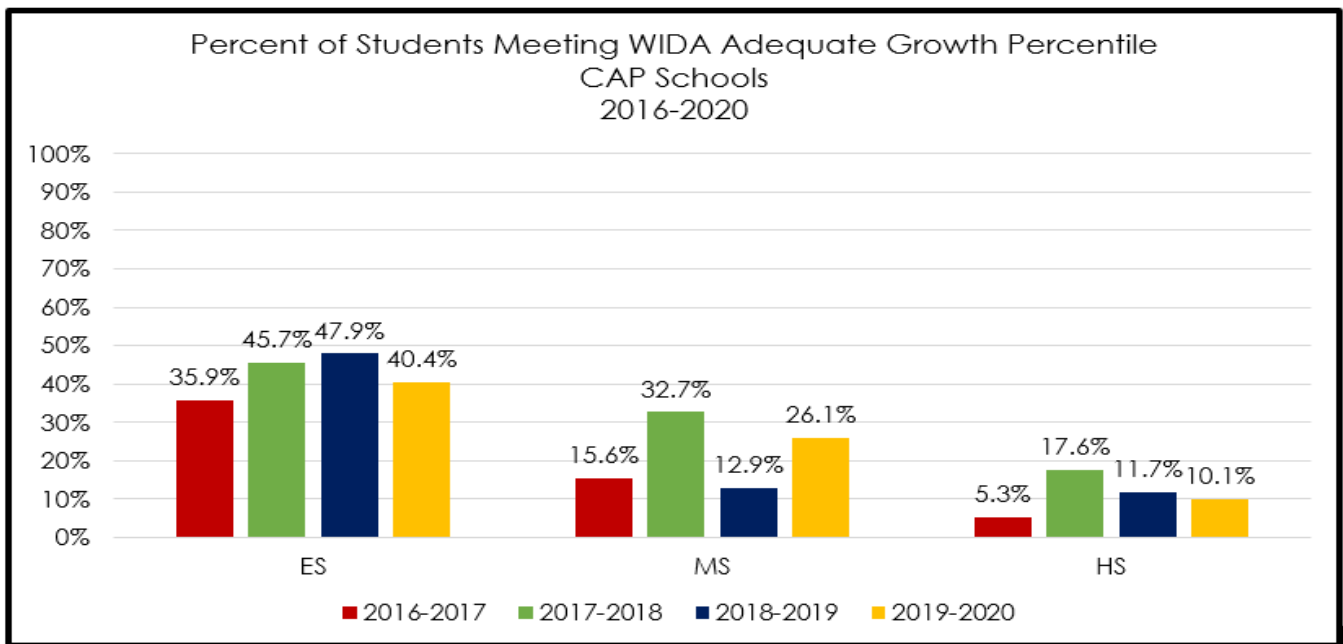
Elementary Schools	Amount
Paradise ES	\$855,245.35
Park ES	\$941,183.49
Petersen ES	\$957,187.83
Pittman ES	\$913,105.43
Ronzone ES	\$1,037,550.35
Rowe ES	\$1,136,300.30
Squires ES	\$1,209,690.13
Stanford ES	\$948,786.41
Tate ES	\$1,182,990.51
Thomas ES	\$1,153,120.77
Twin Lakes ES	\$795,666.30
Ward, Gene ES	\$989,639.81
Warren ES	\$1,019,392.68
Williams, Tom ES	\$989,825.38
Elementary Total (approximate)	\$30,980,102.50
Secondary Schools	Amount
Brinley MS	\$948,058.17
Cannon JHS	\$952,572.98
Fremont MS	\$973,038.75
Orr MS	\$870,443.95
Robison MS	\$1,045,849.64
Von Tobel MS	\$1,210,483.27
Global Community HS	\$586,433.28
Secondary Total (approximate)	\$6,586,880.04
Total Direct Services-All Schools (approximate)	\$37,566,982.54

During the 2019-2020 school year, Zoom schools serviced 27,780 students, including 9,858 ELLs, as evidenced in the table below which displays specific schools and the number of students identified as ELLs. During the 2020-2021 school year, Zoom schools are servicing 26,290 students, including 8,181 ELLs. As the Zoom initiative partners with schools to meet the needs of ELLs and more students are proficient on the WIDA, the ELL enrollment numbers in Zoom schools have trended downward.

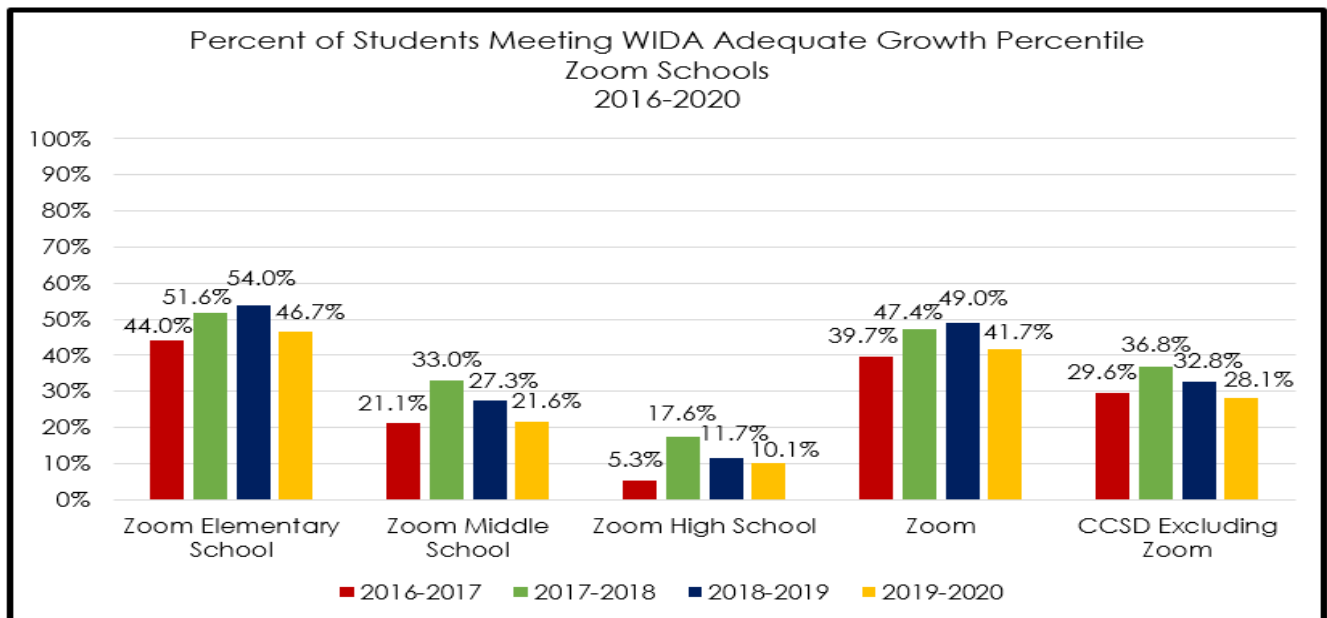
Zoom Student Count	2018 -2019		2019 -2020		2020 -2021	
	Students	ELLs	Students	ELLs	Students	ELLs
Elementary Schools						
Beckley ES	867	341	843	304	790	221
Cambeiro ES	613	275	596	245	566	194
Cortez ES	698	313	729	290	700	255
Craig ES	640	227	649	202	633	190
Crestwood ES	644	332	702	324	679	276
Dailey ES	725	290	654	229	651	221
Detwiler ES	654	203	672	185	666	141
Diaz ES	660	306	654	268	669	203
Earl, Ira J. ES	744	401	678	336	510	105
Edwards ES	625	264	551	214	578	218
Herron ES	774	330	768	309	639	206
Hewetson ES	882	445	844	368	729	267

Zoom Student Count	2018 -2019		2019 -2020		2020 -2021	
	Students	ELLs	Students	ELLs	Students	ELLs
Lunt ES	576	306	560	285	788	324
Lynch ES	598	262	658	250	551	245
Martinez ES	690	243	654	212	562	184
McWilliams ES	788	354	749	328	602	173
Moore ES	611	268	674	251	702	281
Paradise ES	490	167	486	152	631	210
Park ES	698	260	632	223	459	121
Petersen ES	931	339	901	291	636	186
Pittman ES	572	174	547	159	853	228
Ronzone ES	838	321	777	296	552	143
Rowe ES	634	178	657	180	753	255
Squires ES	632	352	668	353	629	161
Stanford ES	593	203	532	154	712	303
Tate ES	756	281	776	252	522	146
Thomas ES	830	325	806	264	751	213
Twin Lakes ES	517	256	590	274	755	217
Ward, Gene ES	654	249	662	240	527	200
Warren ES	654	276	663	233	644	179
Williams, Tom ES	760	409	711	335	665	280
Middle Schools						
Brinley MS	1,014	237	1,063	241	1,033	244
Cannon JHS	993	249	994	211	940	196
Fremont MS	847	236	825	224	843	212
Orr MS	1,049	293	1,110	284	931	230
Robison MS	1,288	382	1,309	353	1,129	318
Von Tobel MS	1,166	362	1,232	351	1,149	288
High School						
Global Community HS	157	138	204	188	161	147
Total	27,862	10,847	27,780	9,858	26,290	8,181

Zoom schools demonstrating WIDA AGP results below the 25th percentile in 2016-2017 were involved in the first year of Zoom corrective action and improved to better service ELLs. Three of these schools, Fremont Middle School, Vail Pittman Elementary School, and Myrtle Tate Elementary School, exited corrective action status at the end of the 2018-2019 school year. Schools not exiting corrective action status continue to receive additional support through on-site coaching and professional learning provided by Zoom central office. During the 2017-2018 school year, two additional Zoom schools were identified as schools in corrective action and were required to write a Corrective Action Plan (CAP), working closely with ELLD to increase outcomes for students. During the 2018-2019 school year, one school was identified as a school in need of corrective action, Brinley Middle School, and was required to submit a CAP. In 2019-2020, there were no new corrective action designations from the NDE.

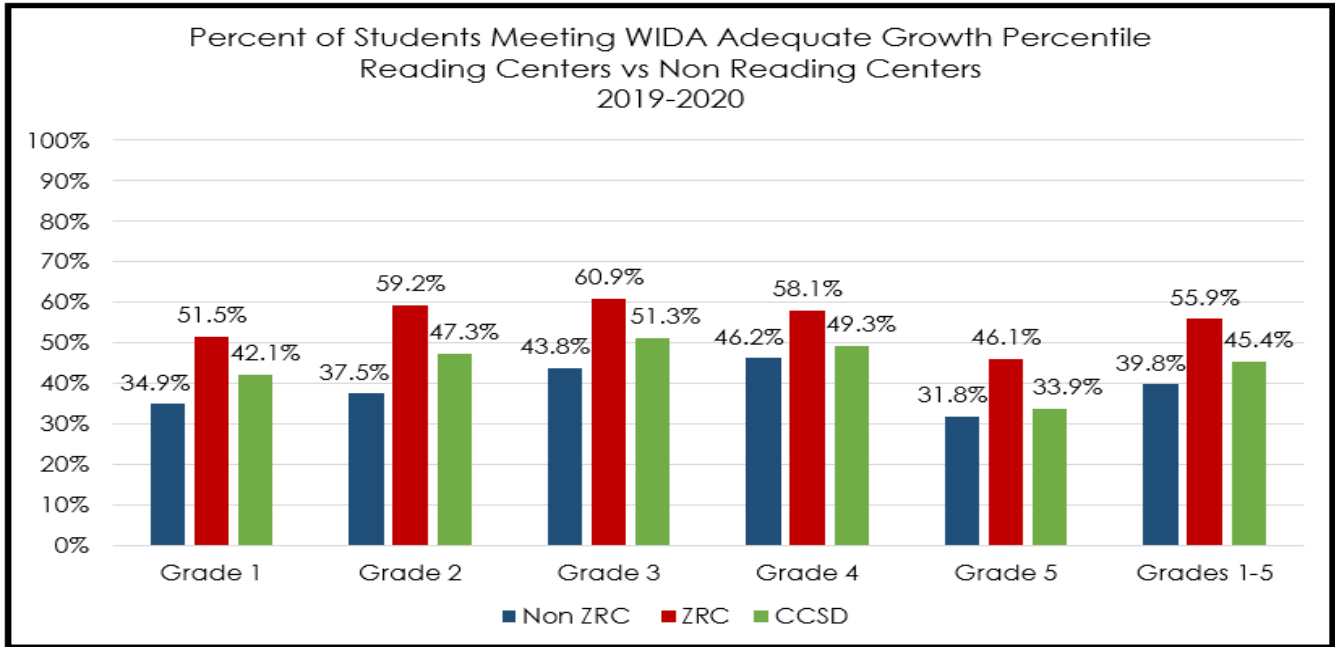


The graph below displays the percent of students meeting WIDA AGP for all Zoom schools from 39.7 percent of students meeting WIDA AGP in 2016-2017 to 41.7 percent of students meeting WIDA AGP in 2019-2020. Zoom elementary schools demonstrated a 2.7 percent increase in WIDA AGP from 44 percent of students meeting WIDA AGP in 2016-2017 to 46.7 percent of students meeting WIDA AGP in 2019-2020. Zoom middle schools demonstrated .5 percent increase from 21.1 percent of students meeting AGP in 2016-2017 to 21.6 percent of students meeting AGP in 2019-2020. Global Community High School demonstrated 4.8 percent increase from 5.3 percent of students meeting AGP in 2016-2017 to 10.1 percent of students meeting AGP in 2019-2020. Zoom schools continue to perform higher than the CCSD averages on WIDA AGP.

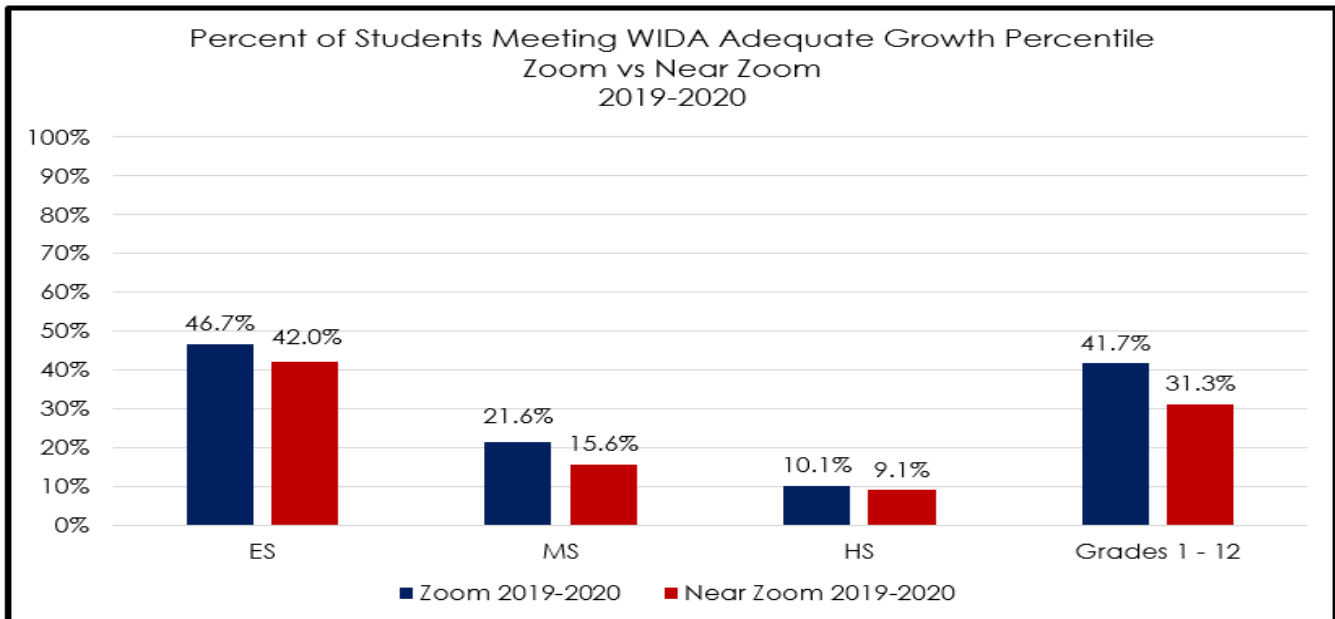


The graph below demonstrates the percent of students meeting WIDA AGP for 2019-2020 Reading Centers vs. Non Reading Centers meeting WIDA AGP for Grades 1-5 and overall. In every grade level students receiving services in ZRCs outperformed the Non Reading Center percent of students meeting

the WIDA AGP and outperformed the CCSD percent of students meeting the WIDA AGP.



The table below demonstrates the percent of students meeting WIDA AGP Zoom vs. Near Zoom schools for 2019-2020. In Zoom elementary schools, 46.7 percent of students met WIDA AGP as compared to 42 percent of students in Near Zoom schools who met WIDA AGP, a difference of 4.7 percent. In Zoom middle schools 21.6 percent of students met WIDA AGP as compared to 15.6 percent of students in Near Zoom middle schools who met WIDA AGP, a difference of 6 percent. At Global Community High School 10.1 percent of students met WIDA AGP as compared to 9.1 percent of students in Near Zoom high schools who met WIDA AGP. Global Community High School is a CCSD high school for newcomer students. For Grades 1-12 in Zoom schools 41.7 percent of students met WIDA AGP as compared to 31.3 percent of students in Near Zoom schools who met WIDA AGP, a difference of 10.4 percent.



Zoom Pre-K

Program Description

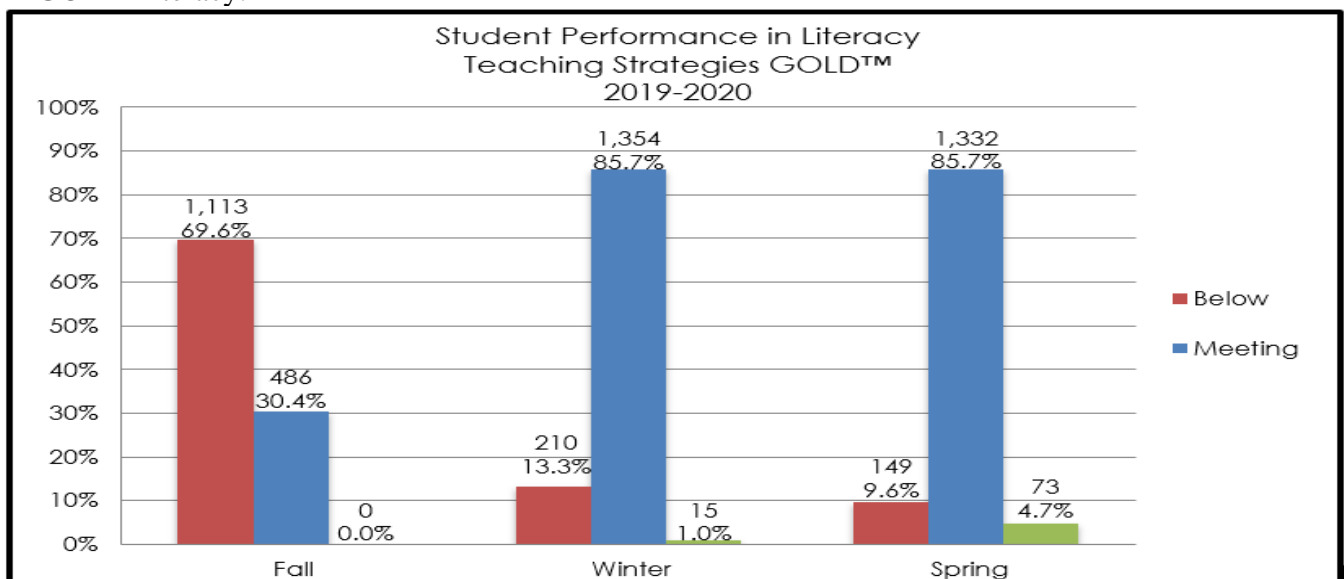
During the 2019-2020 and 2020-2021 school years, Zoom Pre-K was provided as a half-day program with instructional days on Monday through Thursday with school activities every Friday to provide support and resources for parents/guardians to work with their students at home to promote each student's academic success. Each Zoom Pre-K classroom had a 20:2 student-to-adult ratio with Zoom Pre-K teachers and teacher family assistants at 31 Zoom elementary schools. Zoom Pre-K teachers are required to have or obtain an early childhood credential. Zoom Pre-K students gain important school readiness skills through enriched high-quality Zoom Pre-K instruction aligned to the Nevada Pre-K Standards. Classrooms promote pre-reading and writing skills, mathematics, movement, language, literacy, science, art, music, and socialization. The Pre-K program provides ongoing parent/guardian educational workshops that include hands-on activities to promote students' learning at home.

Alignment with Nevada Department of Education and CCSD Goals and Objectives

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

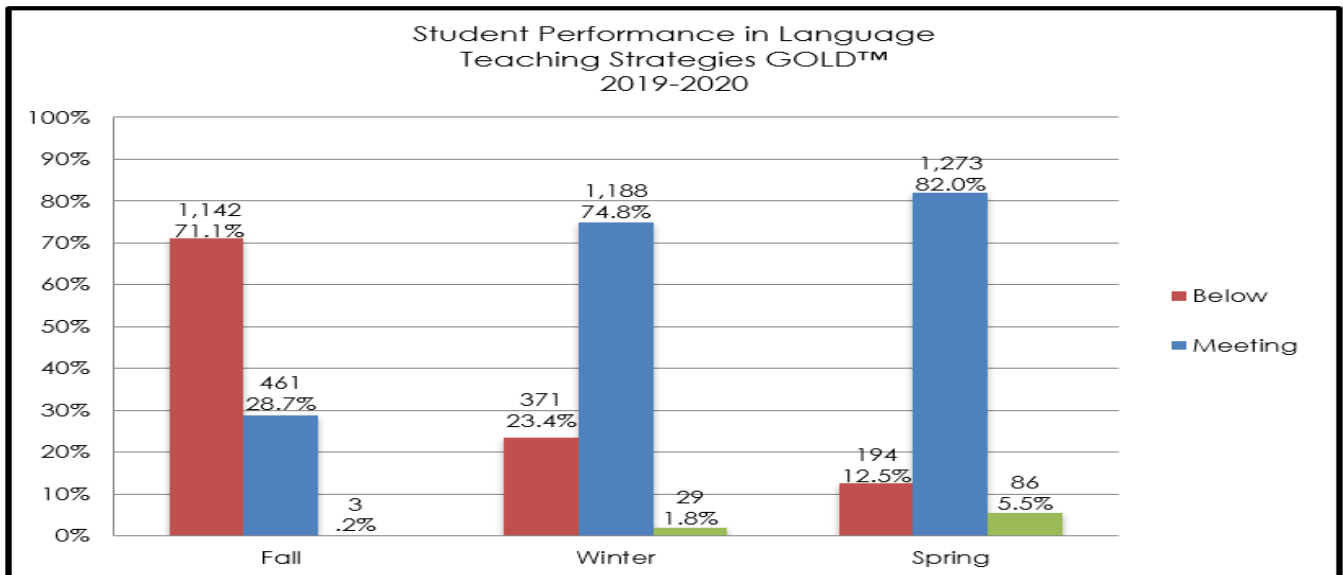
CCSD Measurable Objective for Zoom Schools: By the end of the Pre-K program period, 90 percent of Zoom Pre-K students attending for four or more months will meet, or exceed, the objectives for language and literacy development by age range, as measured by Teaching Strategies GOLD (GOLD).

The graph below demonstrates student performance in literacy on GOLD for 2019-2020. In fall 2019, 69.6 percent of Zoom Pre-K students scored below level on GOLD Literacy. In spring 2020, only 9.6 percent of Zoom Pre-K students scored below level on GOLD Literacy. In fall 2019, 30.4 percent of Zoom Pre-K students met level on GOLD Literacy. In spring 2019, 85.7 percent of Zoom Pre-K students met level on GOLD Literacy. In fall 2019, zero percent of students were exceeding standards on GOLD Literacy. In spring 2019, 4.7 percent of Zoom Pre-K students scored in the exceeding standards category on GOLD Literacy. As a result, the data reflects that 90.4 percent of the students who attended Zoom Pre-K met or exceeded the GOLD target on the GOLD Literacy assessment as displayed in GOLD Literacy.



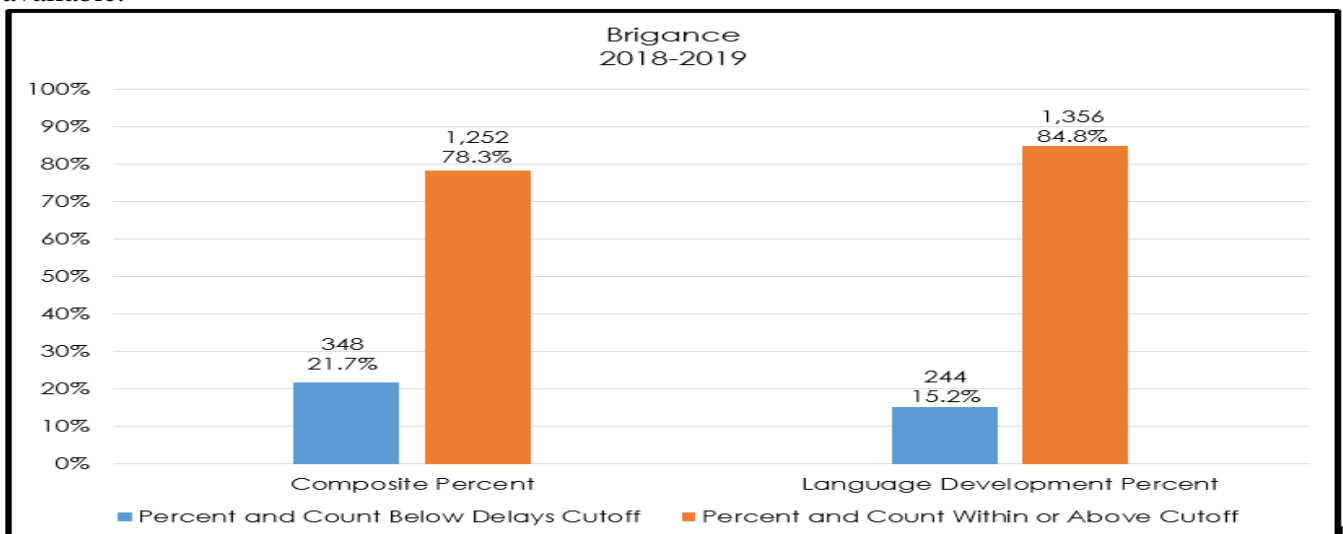
The graph below demonstrates student performance in language on GOLD for 2019-2020. In spring 2020, only 12.5 percent of Zoom Pre-K students scored below level on GOLD Language. In fall 2019, 28.7 percent of Zoom Pre-K students met level on GOLD Language. In spring 2020, 82 percent of Zoom Pre-K students met level on GOLD Language. In fall 2019, .2 percent of students were exceeding level

on GOLD Language. In spring 2019, 5.5 percent of Zoom Pre-K students scored in the exceeding level category on GOLD Language. As a result, the data reflects that 87.5 percent of the students who attended Zoom Pre-K met or exceeded the GOLD target on the GOLD Language assessment as displayed in GOLD Language.



CCSD Measurable Objective for Zoom Schools: By the end of the program period, 90 percent of Zoom Pre-K students attending for four or more months will score 80 or above on the Brigance.

The Brigance evaluates students on physical development, language development, and academic skills/cognitive development. Based on the 2018-2019 school year, 1,626 students attended Zoom Pre-K and 1,600 students attended Zoom Pre-K for four or more months. Brigance results collected in the spring 2019 indicated that 78.3 percent of the 1,600 students earned a composite score of 79 or higher on the Brigance. On the language development domains of the Brigance, 84.8 percent of the 1,600 students earned a score of 80 or higher. As articulated in the Brigance Early Childhood Screens III Manual, four-year old students demonstrating a score of 71 or higher are “not likely to have development or academic delays.” NDE established the end-of-year goal for the Brigance at 80 points. The graph below displays the overall composite score and the language composite score on the Brigance for students in Zoom Pre-K for the 2018-2019 school year. Student results on the Brigance for the 2019-2020 school year are not available.



Program Costs

Based on the 2019-2020 allocation, the Zoom Pre-K program was \$8,244,281.49, which served 1,626 students at an approximate cost of \$5,070.28 per student.

Student Achievement Results and Program Analysis

The GOLD language domain is comprised of three areas, including listens to and understands increasingly complex language, uses language to express thoughts and needs, and uses appropriate conversational and other communication skills. Based on the GOLD language domain administered in the fall 2019, 71.1 percent of the students were below grade level; however, in the spring 2020, 12.5 percent of the students remained below grade level, demonstrating a 58.6 percent decrease in the number of students remaining below grade level.

The GOLD literacy domain is comprised of five areas, including demonstrates phonological awareness, knowledge of the alphabet, knowledge of print and its uses, comprehends and responds to books and text, and demonstrates writing skills. Based on the GOLD literacy domain administered in the fall 2019, 69.6 percent of the students were below grade level; however, in the spring 2020, 9.6 percent of the students were below grade level, demonstrating a 60 percent decrease in the number of students remaining below level.

Program Success Funded by SB 467 for 2020-2021

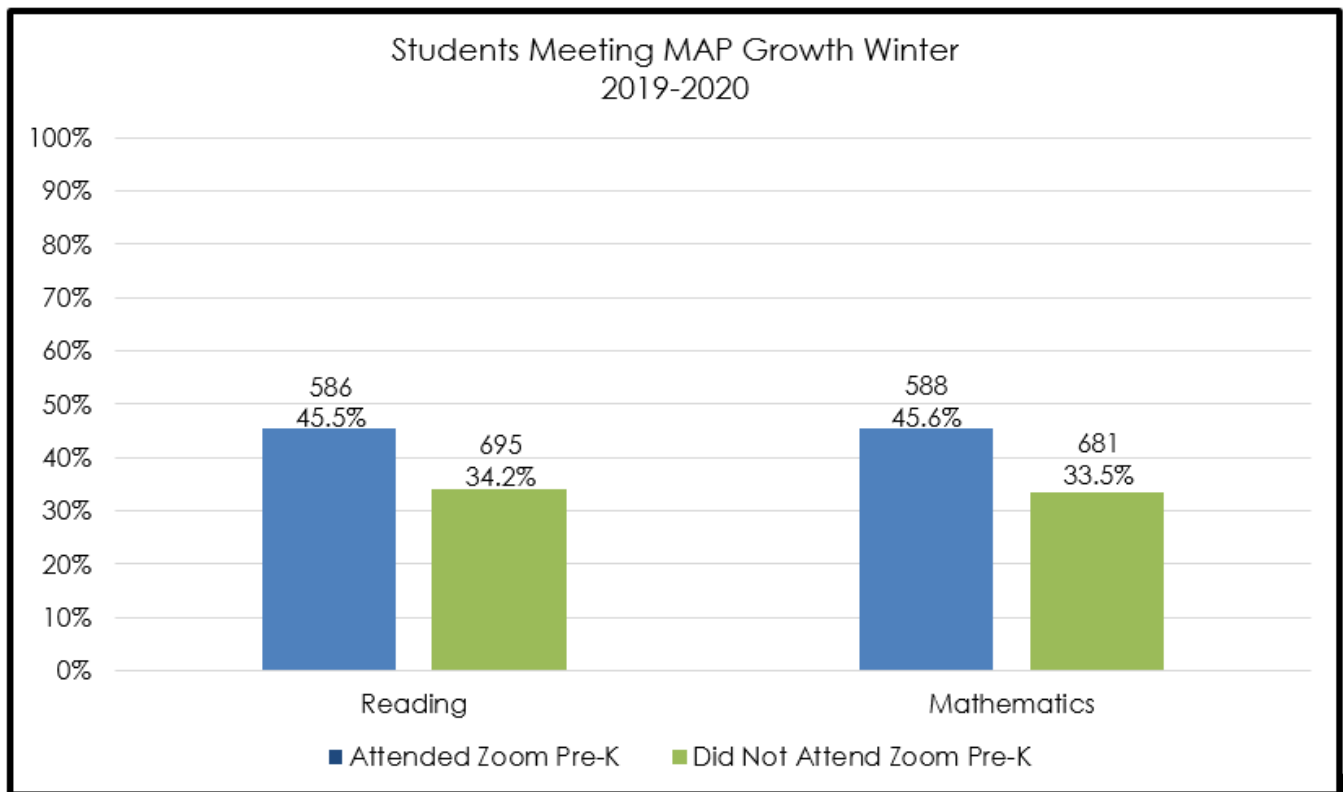
- Morning and afternoon programs were implemented at all 31 Zoom elementary schools for all interested families.
- GOLD for early childhood represented an authentic, ongoing, and observation-based assessment system that teachers used to record each student's abilities in language and literacy development. GOLD was embedded into the curriculum to support ongoing, formative assessments.
- The Zoom Pre-K curriculum included ten integrated thematic units with a focus on building language and hands-on learning experiences. During the 2017-2018 school year, a Zoom Pre-K task force worked to review and revise the Zoom Pre-K curriculum. The curriculum has also been aligned with CCSD LDA and GOLD Standards during the 2019-2020 school year.
- Teachers facilitated monthly family involvement activities, including parent classes, academic workshops, interactive read-alouds, and presentations from community partners.
- Zoom Pre-K teachers continued to support Pre-K students and families through distance education during the spring 2020. Families were provided with support through an online digital library and read alouds.
- During 2020-2021, Zoom Pre-K teachers and teaching family assistants are conducting family well checks, teachers are delivering modified lesson plans through Google Meet sessions, and teachers are engaged in online professional learning.
- Vegas PBS continues to offer family engagement courses through digital platforms at all Zoom elementary schools.

Program Success Not Funded by SB 467 for 2020-2021

- Professional learning sessions focusing on GOLD provided opportunities for teachers to analyze and utilize student achievement data to inform and guide instruction. Teachers created instructional lesson plans focused on students' needs to accelerate and enrich learning.
- Teachers were provided professional learning focused on the curriculum, alignment to the Nevada Educator Performance Framework (NEPF), and effective, research-based Pre-K teaching strategies for ELLs.
- During 2020-2021 teachers continue to be provided professional learning opportunities focused on how to deliver effective distance education to Zoom Pre-K students.

Program Summary and Updates

The graph below demonstrates students meeting MAP Growth in winter 2019-2020. Students in Zoom Pre-K are better prepared academically to enter kindergarten. The Zoom Pre-K program provides a foundation of skills that enhance students' educational experiences. Zoom Pre-K is a program that provides high-quality Zoom Pre-K instruction for all Zoom elementary schools. During the 2019-2020 school year, Zoom Pre-K included 60 classrooms with a total enrollment of 1,612 students. During the 2020-2021 school year, 1,056 students are enrolled in Zoom Pre-K. The MAP assessment administered during the winter benchmark in 2019-2020 to kindergarten students in Zoom elementary schools documents those students who attended Zoom Pre-K in 2018-2019 outperformed students who did not attend Zoom Pre-K in 2018-2019 in both reading and mathematics. On the MAP assessment in reading, of the students who did attend Zoom Pre-K in 2018-2019, 45.5 percent scored in the "Not at Risk" category. Of the students who did not attend Zoom Pre-K in 2018-2019, 34.2 percent scored in the "Not at Risk" category. On the MAP assessment in mathematics, of the students who did attend Zoom Pre-K in 2018-2019, 45.6 percent scored in the "Not at Risk" category. Of the students who did not attend Zoom Pre-K in 2018-2019, 33.5 percent scored in the "Not at Risk" category. MAP winter assessment data for 2020-2021 is not yet available at the time of this report.



Zoom Reading Centers

Program Description

ZRCs serve students at 31 elementary schools. Zoom legislation charged CCSD with ensuring that ELL students perform on grade level with their peers. High-quality, standards-based Tier I instruction aligned with Tier II interventions in the ZRC helped close the achievement gap for many ELL students. Each Tier I classroom is equipped with a classroom library of 1,000 books with access to a digital library, myON. Students have access to high-quality, grade-level reading materials that strengthen the home-to-school connection. The ZRC is also supplied with an extensive book room. These are sets of leveled readers used during small-group instruction providing high-interest topics for various grade levels in both informational and literary texts.

During instructional time in the ZRC, project facilitators and paraprofessional tutors work directly with Grade 1-5 students. Small-group instruction follows a lesson framework focusing on literacy and language acquisition through reading comprehension, fluency, vocabulary, student discourse, word-work activities, and writing. During the spring 2020 ZRC families were provided support with over 24,000 phone calls and emails. Over 9,000 two-way communication phone calls with students occurred and over 10,000 books were assigned for students to read digitally. Students' weekly minutes read in Zoom schools increased from 30,214 minutes for the week of March 23, 2020, to 311,062 minutes read for the week of May 1, 2020. During the 2020-2021 school year ZRCs are providing instruction for 2,647 students through distance education.

Per SB 467, students in Grades 4 and 5 continue to be included in the ZRC during the 2020-2021 school year. Language and literacy assessments were utilized to select students. Students at risk of becoming long-term English language learners (LTELLs), scoring below grade level on literacy assessments, and students who had not exited the ZRC in Grade 3, were candidates for the ZRC. Students in Grades 4 and 5 were provided lessons that focus on literacy and language acquisition through opportunities modeled after Quality Teaching for English Learners (QTEL). The QTEL tasks provide a foundation for how to simultaneously teach content and language. All lessons include the Six Principles of Effective ELL Instruction from the CCSD LDA. Questions that include attention to students' asset orientation (background, schema, culture) are implemented to provide all ZRC students an entry point to connect with the text. Opportunities to learn are included throughout the lessons and provide multiple scaffolds to support content learning and development of language. Formative assessments are used continually to determine next steps in developing autonomy within students. During distance education, ZRC students continue to be provided 30 minutes of additional language and literacy instruction through Google Meets and Canvas.

The ZRCs are the "hub of literacy and language activity" within Zoom elementary schools. Student assessment data is shared with teachers, and the ZRC project facilitators are encouraged to engage with the school's Multi-tiered Systems of Support team. Several Zoom elementary schools have created an additional center to meet the needs of more students.

As a result of realizing substantial growth in the number of students serviced in the ZRCs during the last several school years, and the addition of students in Grades 4 and 5 during the 2019-2020 school year, the overall number of students serviced increased from 3,826 students in 2017-2018 to 4,414 students in 2019-2020.

ZRC instruction is provided as a literacy and language intervention with an additional 30 minutes of reading and language instruction for identified students at each school. The number of students serviced in the ZRCs has expanded to include students working at lower literacy levels and students in Grades 4 and 5 who continue to experience reading and literacy difficulties and barriers to language acquisition. For example, schools receiving Zoom funding for the last four years had fewer students working below grade level; therefore, the parameters to receive services were expanded and students scoring lower on entry-level assessments were included in the ZRC. During the lessons, students received targeted instruction tailored to their reading level and focused on the specific reading skills required to read and write proficiently and access more challenging texts.

The lessons written and implemented for students in Grades 4 and 5 focused on daily reading, writing, listening, and speaking. For students continuing to exhibit barriers to language and reading challenges, small-group reading instruction continued. For students reading near grade level and continuing to experience language barriers, lessons were written to engage students in QTEL tasks providing extended learning opportunities for student discourse and writing. The instructional pathways were differentiated and fluid throughout the year as students' skill deficits were evidenced in progress monitoring.

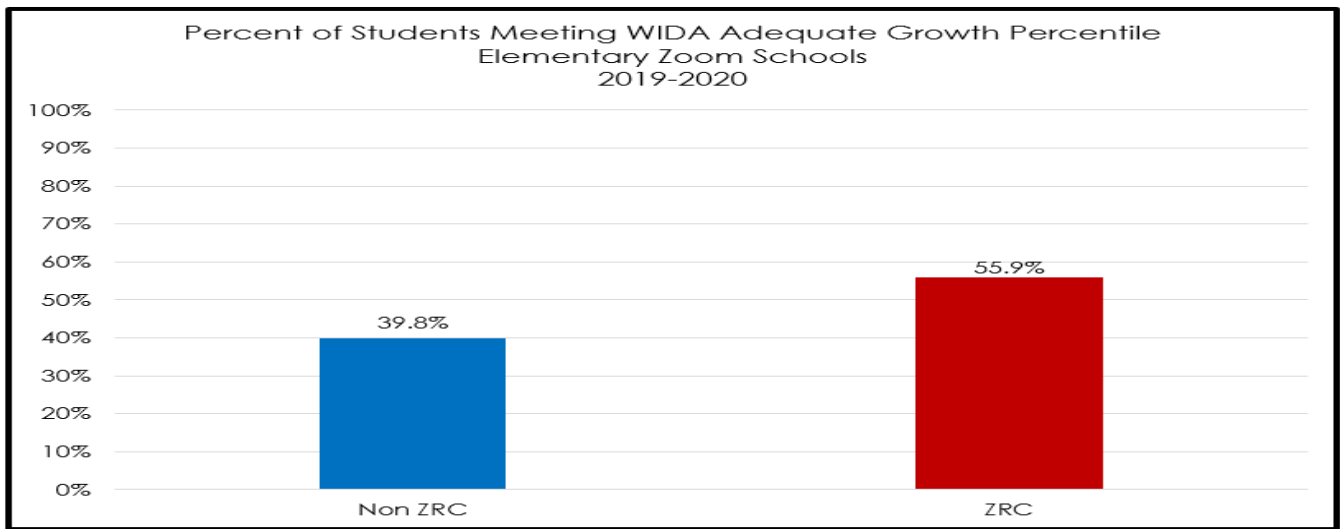
Student progress was evaluated annually and on an ongoing basis utilizing MAP, formative writing assessments, Zoom comprehension quick checks, word work dictation weekly assessments, and the WIDA.

Alignment with Nevada Department of Education and CCSD Goals and Objectives

NDE Goal 1: All students are proficient in reading by the end of Grade 3.

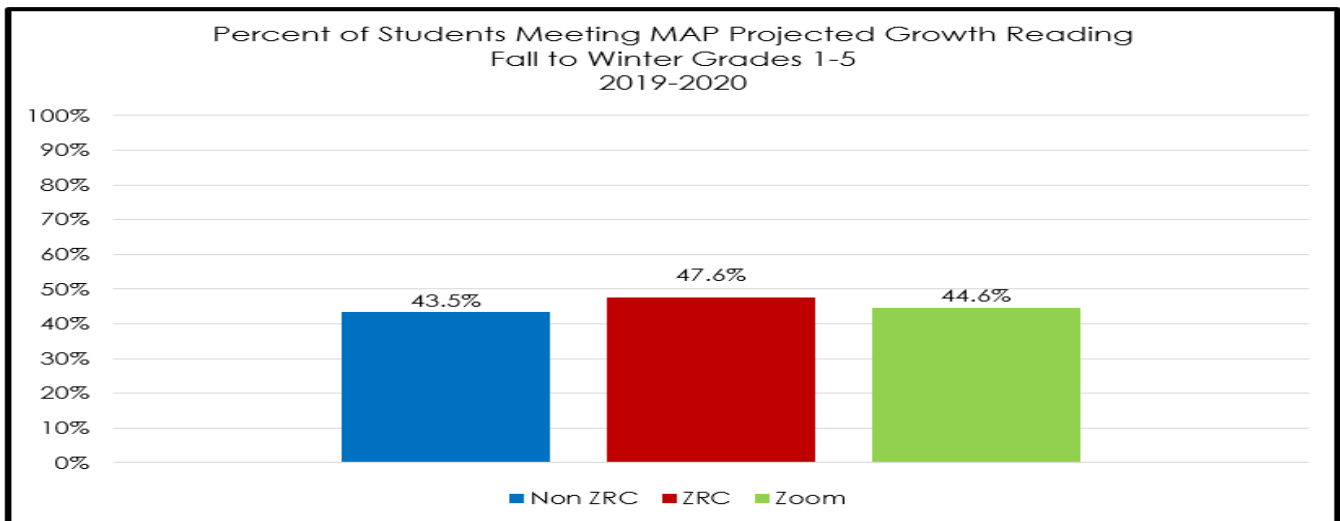
CCSD Measurable Objective for Zoom Schools: The percent of Grades 1-5 students attending the ZRC for four or more months and meeting WIDA AGP will exceed the percent of students meeting WIDA AGP not attending the ZRC.

The graph below demonstrates the percent of students meeting WIDA AGP in Zoom elementary schools in 2019-2020. A comparison of students receiving services in the ZRC with students not receiving services in the ZRC is included in the graph below. For example, of the students receiving services in the ZRCs during the 2019-2020 school year, 55.9 percent made WIDA AGP, and of the students not receiving services in the ZRC, 39.8 percent of students made their WIDA AGP.



CCSD Measurable Objective for Zoom Schools: The percent of Grades 1-5 students attending the ZRC for four or more months and meeting MAP Projected Growth will exceed the percent of students meeting MAP Projected Growth not attending the ZRC.

The graph below displays the percent of students meeting MAP Projected Growth fall to winter in Grades 1-5 in 2019-2020 for ZRC vs Non ZRC. Of the students receiving services in the ZRCs during the fall 2019, 47.6 percent met the projected growth goal, and of the students not receiving services in the ZRC, 43.5 percent met the projected growth goal. On MAP winter reading, 44.6 percent of all Zoom students met the projected growth goal. Winter 2020 MAP Projected Growth data is not available.



Program Costs

Based on the 2019-2020 allocation, the ZRC program was \$15,293,952.61 which served 4,414 students at an approximate cost of \$3,464.87 per student.

Student Achievement Results and Program Analysis

The work in the ZRCs continues to expand. During the 2018-2019 school year, 3,826 students were serviced in 31 ZRCs across all Zoom elementary schools. Based on the requirements of SB 467, during the 2019-2020 school year, 975 students in Grades 4 and 5 received services. During 2019-2020, 4,414 students were receiving services in ZRCs across all 31 Zoom schools. During the 2020-2021 school year 3,321 students are enrolled in ZRCs and students are being added to the Centers daily.

During 2019-2020, Zoom project facilitators worked to establish a new framework specific to Grades 4 and 5 LTELLs, assessed students, and designed differentiated instruction. This work has continued to be developed and implemented under the guidance of CCSD ELLD and include attention to the implementation of QTEL. During 2020-2021, ZRC lessons were revised to assist project facilitators and teachers with delivery of distance education.

Program Success Funded by SB 467 for 2020-2021

- Zoom project facilitators revised the instructional framework by incorporating effective literacy and language strategies.
- Tutors were observed using the ZRC framework and provided feedback for continuous improvement. Tutors were provided feedback on lesson delivery to continually improve their skills in working with students.
- The ZRCs provided services to students from September 12, 2019 through March 13, 2020, making the ZRCs available face-to-face for 75 percent of the school year.
- Students receiving services were below grade level at the beginning of the school year. Students served in the ZRC made progress in their reading ability and language difficulties throughout the school year.
- LLSs were funded to collaborate with ZRC project facilitators and ensure effective instruction transfers to Tier I instruction.
- ZRCs provided phone calls to families and guidance in accessing an online digital library of books from March 16, 2020 to the end of the year.
- During distance education, ZRC personnel made over 24,000 phone calls to families and more than 9,000 two-way communication calls with students to encourage reading through a digital library.

Program Success Not Funded by SB 467 for 2020-2021

- Professional learning was provided for support professionals within the school ZRCs and the Zoom project facilitators continually worked with the paraprofessional tutors to implement effective literacy and language instruction.
- Ongoing coaching was a key component in the model of the ZRCs. The use of paraprofessional tutors is greatly enhanced through daily support from ZRC project facilitators.
- ZRC project facilitators received monthly professional learning on early literacy, behavior management, domains of language development, the ZRC framework, and the Six Principles of Effective ELL Instruction. In addition, ZRC project facilitators were provided ongoing coaching and weekly visits from Zoom project facilitators.
- Many of the ZRC project facilitators have advanced degrees and received professional learning with a focus on coaching, language acquisition, and literacy.
- ZRC personnel were encouraged to collaborate with Zoom funded LLSs at the school site to increase outcomes for ELLs. This work supported schoolwide efforts of improving instruction for ELLs in the classroom.
- ELLD provided four days of professional learning on QTEL for all new ZRC project facilitators and LLSs.
- LLSs are provided with monthly professional learning and ongoing coaching by the Zoom project facilitators.
- Professional learning is being provided during the 2020-2021 school year focused on delivery of distance education.

Program Summary and Updates

Students who received services in ZRCs show more growth in literacy and language than students who do not receive support in ZRCs. Students who receive support in ZRCs scored higher on literacy and language assessments than students across CCSD. ZRCs are impacting students in all Zoom elementary schools. All Zoom elementary schools are supported through Tier I instructional resources and the work in the ZRCs occurs as a partnership with schools through Tier II instruction. Zoom elementary schools engage with ZRC personnel in making decisions concerning placement for students and best practices for instruction. All work of the ZRCs is aligned with the CCSD LDA and the Six Principles of Effective ELL Instruction.

Zoom Summer Academy (ZSA) Program-Elementary Schools

Program Description

ZSA program was eliminated for the 2019-2020 school year as all CCSD Zoom elementary schools transitioned to the extended day model.

Zoom Extended Day Program-Elementary Schools

Program Description

Zoom Extended Day Program provided, during the 2019-2020 school year and continued during the 2020-2021 school year, an additional 19-minutes of instructional time for students. The 19-minute schoolwide additional instructional time was added to each school's master schedule in a variety of ways. All 31 Zoom elementary schools participated in the Zoom Extended Day Program during the 2020-2021 school year through offering additional distance education opportunities.

Alignment with Nevada Department of Education and CCSD Goals and Objectives

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

CCSD Measurable Objective for Zoom Schools: Increase the percentage of students proficient in ELA

from 39.1 percent to 47.1 percent, and in mathematics from 33 percent to 40.6 percent by May 2020, as measured by SBAC.

The graph below displays SBAC data for Zoom elementary schools for 2017-2018 and 2018-2019 percent proficient in ELA and mathematics. The data displays a 2.8 percent increase in the percent of students proficient in ELA and a 1.5 percent increase in the percent of students proficient in mathematics. SBAC assessment results are not available for 2019-2020.

School Name	2017-2018 Percent Proficient ELA	2018-2019 Percent Proficient ELA	2017-2018 Percent Proficient Mathematics	2018-2019 Percent Proficient Mathematics
Beckley ES	29.8	37.3	30.8	27
Cambeiro ES	35.6	50.1	29	33.8
Cortez ES	34.2	40	28.9	34.6
Craig ES	29.3	27.1	19.9	27.1
Crestwood ES	46.7	45.3	40.2	30.6
Dailey ES	44.5	51	43.4	46.3
Detwiler ES	31.6	37.5	26.7	33.2
Diaz ES	45.2	52.6	35	46.2
Earl, Ira J. ES	28.2	32.7	23.8	21.8
Edwards ES	40.7	36.2	25	28.6
Herron ES	52.3	60.1	58.4	64.2
Hewetson ES	37.4	34.7	31.5	29.6
Lunt ES	28.5	28	23.1	24.6
Lynch ES	21.3	21.5	22.9	19.5
Martinez ES	41.2	40.1	32.4	40.7
McWilliams ES	34	37.8	25.8	29.8
Moore ES	24.9	33	19.1	25.1
Paradise ES	34.2	34	24.4	23.3
Park ES	35.3	48.5	29.6	33
Petersen ES	30.8	26.1	27.5	28.3
Pittman ES	38.2	46.1	32.3	32.2
Ronzone ES	35.9	36.8	29.4	29.3
Rowe ES	57.3	53.3	48.2	56.7
Squires ES	33.6	34.5	32.7	27.3
Stanford ES	39.6	46.2	26.8	35.2
Tate ES	42.4	39	43.2	37.2
Thomas ES	20.5	21.3	23.4	20.1
Twin Lakes ES	43.3	38.7	30	34.5
Ward, Gene ES	34	32.1	29.8	25.5
Warren ES	30.2	36.5	34.3	33.3
Williams, Tom ES	41.8	44.2	38.6	36.7
Zoom ES Average	36.3	39.1	31.5	33

CCSD Measurable Objective for Zoom Schools: Increase the percent of ELLs meeting WIDA AGP from 54 percent to 59 percent by May 2020, as measured by WIDA AGP. The table below displays 2017-2018 through 2019-2020 percent of ELL students meeting WIDA AGP. Data for Zoom elementary schools displays a 4.8 percent decrease in the percent of students meeting WIDA AGP from 2017-2018 to 2019-2020.

School Name	2017-2018 Percent Meeting WIDA AGP	2018-2019 Percent Meeting WIDA AGP	2019-2020 Percent Meeting WIDA AGP
Beckley ES	52.8	51.5	43.9
Cambeiro ES	45.3	60.3	63.5
Cortez ES	57.2	64.5	51.4
Craig ES	48.6	51.1	43.3
Crestwood ES	57.2	56.3	38.9
Dailey ES	57	47.6	50.6
Detwiler ES	49.4	50	36.0
Diaz ES	66.3	59.2	68.7
Earl Ira J. ES	45.6	55.7	44.5
Edwards ES	42.6	49.2	42.2
Herron ES	73.1	67.2	62.7
Hewetson ES	47.2	53.8	46.2
Lunt ES	52.8	48.7	40.6
Lynch ES	45	26.5	36.8
Martinez ES	57.1	39.6	44.2
McWilliams ES	55.5	57.3	56.8
Moore ES	36.8	52.2	47.9
Paradise ES	43.2	64.2	47.8
Park ES	48.5	50	58.2
Petersen ES	52.1	43.2	32.8
Pittman ES	56.2	64.4	55.2
Ronzone ES	39.4	47.3	37.3
Rowe ES	60.6	57	43.9
Squires ES	58	49.7	43.9
Stanford ES	51.4	56.6	44.5
Tate ES	64.1	58.1	56.3
Thomas ES	39.1	56.8	37.3
Twin Lakes ES	53.3	60.1	51.1
Ward Gene ES	44.5	54.8	51.5
Warren ES	47.2	67.2	43.8
Williams, Tom ES	58.6	52.8	35.8
Zoom ES Average	51.5	54	46.7

Program Costs

Based on the 2019-2020 allocation, the Zoom Extended Day program was \$6,026,165.20 which served 21,043 students at an approximate cost of \$286.37 per student.

Student Achievement Results and Program Analysis

During 2019-2020 and 2020-2021 schools continued implementation of the Zoom Extended Day program. Specific guidance was offered to ensure Zoom Extended Day school programs were strongly aligned with the CCSD LDA and the Six Principles of Effective ELL Instruction.

Program Success Funded by SB 467 for 2020-2021

- Every student in 31 Zoom elementary schools received an additional 19 minutes of instruction during the 2019-2020 school year.
- Zoom schools have added at least one LLS at each Zoom elementary school to increase outcomes for ELLs in the classroom and assist teachers with effective Tier I instruction.
- Zoom elementary schools have a Read by Grade 3 (RBG3) strategist who collaborates with the Zoom LLSs and ZRC project facilitator to ensure all students receive effective Tier I instruction and Tier II intervention.

Program Success Not Funded by SB 467 for 2020-2021

- Monthly professional learning is provided for LLSs focused on QTEL lessons, coaching on effective ELL instruction in the classrooms, and WIDA analysis. Strong collaborative efforts exist between the LLS, RBG3 strategist, and the ZRC project facilitators.

Program Summary and Updates

Zoom elementary schools are provided with a LLS to focus specifically on effective ELL instruction. Each LLS resides at the Zoom school and attends monthly professional learning sessions with Zoom project facilitators. The LLSs have been heavily involved in collaborating with ZRC personnel and RBG3 strategists to participate in Zoom professional learning.

Zoom Secondary Program

Program Description

Seven secondary schools are designated as Zoom schools and implemented initiatives to positively affect language acquisition and student achievement in 2019-2020 and 2020-2021. The initiatives implemented were class-size reduction, direct instructional interventions, and a consistent assessment. Six of the Zoom secondary schools are middle schools and Global Community High School is the only Zoom high school. The secondary initiatives continued for the 2020-2021 school year.

Alignment with Nevada Department of Education and CCSD Goals and Objectives

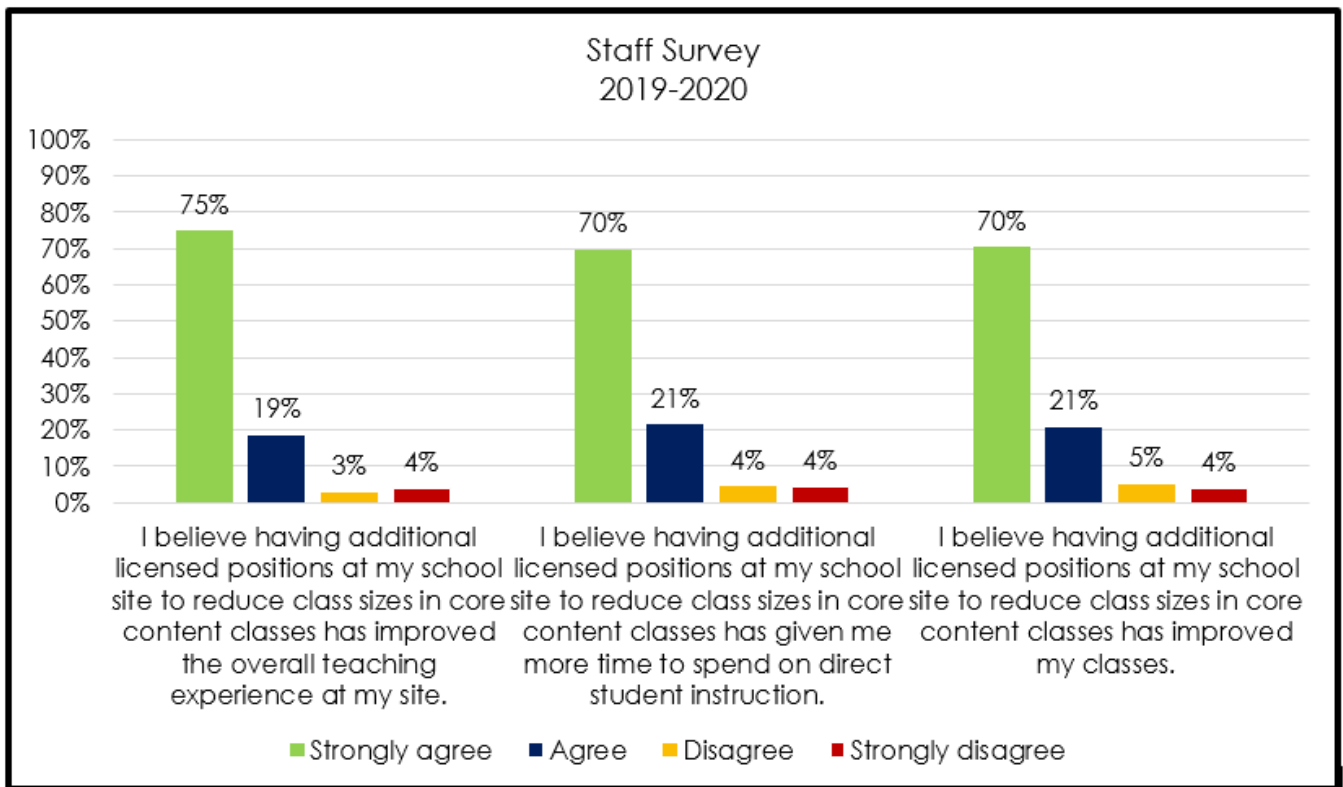
NDE Goal 2: All students enter high school with the skills necessary to succeed.

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

CCSD Measurable Objective for Zoom Schools–Class Size Reduction: In the 2019-2020 school year, CCSD will determine a baseline level of teachers’ perceptions of having additional staff to reduce core class sizes. This intervention will show that a minimum of 80 percent of teachers have an improved experience at their site, have more time to spend on direct student instruction and perceive an improvement in their classes impacted by class size reduction.

The graph below demonstrates the results on a staff survey for 2019-2020. During the 2019-2020 school year, 31 full-time teacher positions were funded. The class size reduction teacher positions were funded to lower numbers across classes, resulting in lower class sizes and additional support for students. Teacher survey results are shown in the graph below.

- In response to the question, “I believe having additional licensed positions at my school site to reduce class sizes in core content classes has improved the overall teaching experience at my site,” 126 of 135 teachers responded, “strongly agree” or “agree.”
- In response to the question, “I believe having additional licensed positions at my school site to reduce class sizes in core content classes has given me more time to spend on direct student instruction,” 123 of 135 teachers responded, “strongly agree” or “agree.”
- In response to the question, “I believe having additional licensed positions at my school site to reduce class sizes in core content classes has improved my classes,” 123 of 135 teachers responded, “strongly agree” or “agree.”
- During the 2020-2021 school year, 31 full-time teacher positions continue to be funded.



CCSD Measurable Objective for Zoom Schools–Direct Intervention: Increase the number of ELLs exiting ELL services in all grades at the site, as measured, by WIDA by the end of May 2020, from 6.9 percent to 12 percent.

During the 2018-2019 school year, 50 teachers across all Zoom secondary schools were paid an additional 50 minutes through a prep buyout to work with ELL students. Instruction was designed to meet the needs of newcomers and LTELLs. During the 2019-2020 school year, 25 teachers were paid an additional 50 minutes of time to intervene specifically with ELLs. The table below displays ELLs exiting ELL services in Zoom secondary schools for the 2017-2018, 2018-2019 and 2019-2020 school years. During the 2020-2021 school year, 11 teachers across three Zoom secondary schools are being paid an additional 50 minutes through a prep buyout to work with ELL students.

School Name	2017-2018 WIDA Exit Rate	2018-2019 WIDA Exit Rate	2019-2020 WIDA Exit Rate
Brinley MS	4.0	3.7	3.7
Cannon JHS	6.1	10.0	3.5
Fremont MS	7.0	10.0	7.5
Orr MS	3.5	5.7	2.0
Robison MS	5.3	6.8	7.2
Von Tobel MS	2.6	5.8	1.3
Zoom MS Average	4.6	6.9	4.1

CCSD Measurable Objective for Zoom Schools: Increase the percent of ELLs meeting WIDA AGP from 27.3 percent to 50 percent by May 2020, as measured by WIDA AGP.

Zoom middle school WIDA AGP results are displayed in the table below. Zoom middle school ELLs decreased in the percent of students meeting their WIDA AGP from 2017-2018 to 2019-2020, from 33 percent of students meeting their WIDA AGP to 21.6 percent of students meeting their WIDA AGP, a decrease of 11.4 percent.

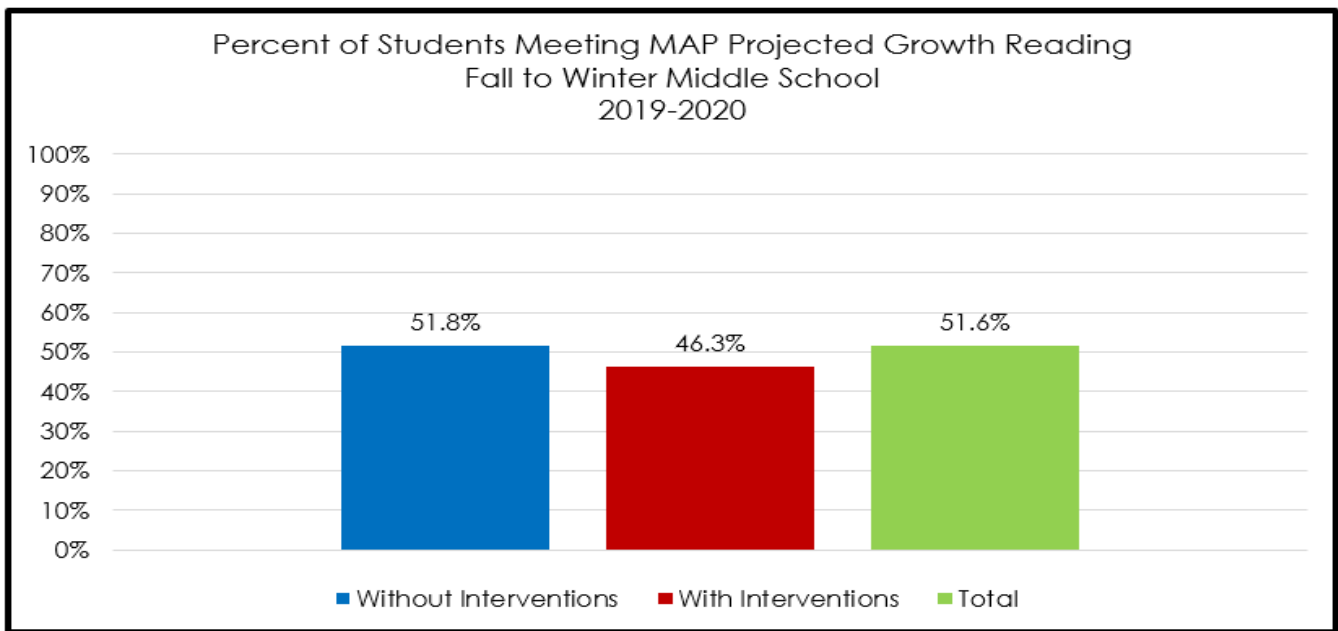
School Name	2017-2018 Percent Meeting WIDA AGP	2018-2019 Percent Meeting WIDA AGP	2019-2020 Percent Meeting WIDA AGP
Brinley MS	32.7	12.9	26.1
Cannon JHS	35.2	30.3	19.0
Fremont MS	41.7	39	32.0
Orr MS	20.5	26.1	16.4
Robison MS	44.3	30.6	32.4
Von Tobel MS	22.5	24.5	7.0
Zoom MS Average	33	27.3	21.6

CCSD Measurable Objective for Zoom Schools–Direct Intervention: The percent of students receiving direct intervention for four or more months and meeting MAP Projected Growth will exceed the percent of students meeting MAP Projected Growth not receiving direct intervention.

The graph below demonstrates the percent of students meeting MAP Projected Growth Reading from fall to winter for middle schools in 2019-2020. One hundred and nine Zoom middle school ELLs received direct intervention during prep buyouts during the 2019-2020 school year. Zoom middle school students in need of intervention are not likely to catch up with peers in one school year.

MAP Fall to Winter Projected Growth Reading

Met Projected Growth	Without Interventions	With Interventions	Total
No	2,452	109	2,561
Yes	2,631	94	2,725
Total	5,083	203	5,286
Percentage	51.8%	46.3%	51.6%



CCSD Measurable Objective for Zoom Schools–Summer Program: Increase the number of students gaining credit through summer block, compared to prior year.

Global Community High School continues to be the only Zoom secondary school offering a summer program. The summer program for 2019-2020 provided 100 students with distance education opportunities to complete additional courses including Computer Science and Technology Concepts, Health, and Study Skills to Build Literacy.

Program Costs

The projected costs based on allocations of the Zoom Secondary Program in 2019-2020 was \$4,849,296.61 which served 6,737 students at an approximate cost of \$719.80 per student.

Student Achievement Results and Program Analysis

Two Zoom middle schools showed growth by reaching two-star status on the Nevada School Performance Framework (NSPF) in 2018-2019, Orr Middle School and Fremont Middle School. Trend data for Zoom middle schools showed growth from 2016-2017 to 2018-2019 in the percent of students proficient on SBAC ELA from 29.8 percent to 34.7 percent, an increase of 4.9 percent. The percent of students proficient on SBAC mathematics show an increase of 4.7 percent from 13 percent proficient in 2016-2017 to 17.7 percent proficient in 2018-2019. SBAC data for the 2019-2020 school year is not available.

Zoom middle schools showed a 6.2 percent increase in the percent of students meeting WIDA AGP for the same period from 21.1 percent to 27.3 percent of students. WIDA AGP for Zoom middle schools in 2019-2020 showed two schools in the top quartile in the State of Nevada, Fremont Middle School with 32.4 percent of students meeting WIDA AGP and Robison Middle School with 32 percent of students meeting WIDA AGP. Brinley Middle School, which was a school in corrective action, showed an increase in students meeting WIDA AGP from 12.9 percent in 2018-2019 to 26.1 in 2019-2020.

Global Community High School showed an increase in NSPF ELL points earned from two to six, an increase of four NSPF points in 2018-2019. Global Community High School percent of students meeting WIDA AGP showed an increase of 6.2 percent of students meeting, from 5.3 percent in 2016-

2017 to 11.5 percent of students meeting WIDA AGP in 2018-2019. For 2019-2020, Global Community High School showed a decrease from 27.3 percent of students meeting WIDA AGP in 2018-2019 to 26.1 percent of students meeting WIDA AGP in 2019-2020, a decrease of 1.2 percent.

Additional funding provided schools with opportunities for lower class sizes, additional interventions, consistent analysis of data, and additional instructional personnel. Zoom funded LLSs worked at every Zoom secondary school to serve as liaisons between ELLD and the Zoom school. LLSs focus specifically on the needs of ELLs and completed a QTEL Institute. During the 2020-2021 school year Zoom secondary project facilitators are meeting weekly with LLSs and providing professional learning focused on distance education.

Program Success Funded by SB 467 for 2020-2021

- During the 2019-2020 school year, six Zoom middle schools were engaged in building master schedules and funding additional teachers under the class size reduction of Zoom. Across Zoom secondary schools, 26 full-time teacher positions were funded to impact class size reduction. During the 2020-2021 school year, 26 full-time teacher positions continued to be funded.
- During the 2019-2020 school year, secondary schools implemented the newly created LLS positions. Every Zoom secondary school has additional personnel to meet the needs of ELLs.

Program Success Not Funded by SB 467 for 2020-2021

- Zoom secondary project facilitators and Zoom funded school site LLSs engaged in monthly professional learning focused on each school site's needs, implementation of web-based program Achieve3000, the ELL Newcomer Toolkit, the LTELL Toolkit, and WIDA data analysis. Additional professional learning included a focus on the WIDA website resources, Achieve3000 resources, myON online library, and ELLD services.
- During the 2019-2020 school year, Zoom secondary project facilitators and Zoom funded school site LLSs engaged in monthly professional learning focused on delivering distance education, coaching, and effective instruction for ELLs.

Program Summary and Updates

In 2019-2020 and 2020-2021, Zoom secondary schools implemented initiatives to influence language acquisition and student achievement. The initiatives implemented were class size reduction, instructional interventions through prep buyout for teachers, and data analysis. During 2019-2020, Zoom secondary work was strengthened through the reallocation of funds to hire two LLSs at every school. Zoom secondary schools engaged in the work of collaborating with ELLD to improve outcomes for ELLs. WIDA AGP results show growth for ELLs in Zoom secondary schools. The mean percent proficient in SBAC ELA for Zoom middle schools showed a 5.5 percent increase in the percent of students proficient from 29.2 percent proficient in 2017-2018 to 34.7 percent proficient in 2018-2019. The 2019-2020 WIDA AGP results show a decrease from 27.3 percent of students meeting WIDA AGP in 2018-2019 to 21.6 percent of students meeting WIDA AGP in 2019-2020. The mean percent proficient in SBAC mathematics for Zoom middle schools showed a 2.3 percent increase in the percent of students proficient from 15.4 percent proficient in 2017-2018 to 17.7 percent proficient in 2018-2019. LLSs are coached and mentored by Zoom project facilitators. Through monthly meetings, LLSs are learning about the most effective ways to work with students who continue to struggle with reading difficulties or language barriers. In addition, all LLSs were invited, and all have completed a QTEL Institute. SBAC assessment results are not available for the 2019-2020 school year.

Zoom Extended Day-Secondary Schools

Program Description

During the 2019-2020 and 2020-2021 school years, all Zoom middle schools adjusted master plans to implement a Zoom Extended Day which included an intervention period titled Zoom Secondary Language and Content Achievement Academy. WIDA data for all ELLs was analyzed to inform students' placement. Students were grouped according to WIDA and SBAC data in order to focus instruction specifically on each student's needs. Schools are servicing newcomers, LTELLs, and ELLs in differentiated curriculum and class structures. For students in need of both literacy and language instruction, Zoom secondary project facilitators write weekly lesson plans based on QTEL and post in the Google Drive for classroom teacher use. For students scoring higher on SBAC and lower on WIDA, Achieve3000 is utilized as a supplemental program. At Zoom middle schools, teachers are working in after-school planning meetings to focus on lesson plans for the students. Resources, such as NewsELA and myON library, are also utilized in lesson development. Zoom project facilitators have provided research-based lesson plans and resources for Zoom middle school teachers.

Alignment with Nevada Department of Education and CCSD Goals and Objectives

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

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

CCSD Measurable Objective for Zoom Schools: Increase the percentage of students proficient in ELA from 34.7 percent to 43.3 percent and in mathematics from 17.7 percent to 27 percent by May 2020, as measured by state summative assessments (SBAC/ACT).

The table below displays the 2016-2017, 2017-2018, and 2018-2019 percent of ELL students meeting SBAC proficiency in ELA and mathematics. Data for Zoom middle schools displays 4.9 percent increase in the percent of students meeting proficient in SBAC ELA. Data for Zoom middle schools displays a 4.7 percent increase in the percent of students meeting proficient in SBAC mathematics. SBAC data for the 2019-2020 school year is not available.

School Name	2016-2017 Percent Proficient ELA	2017-2018 Percent Proficient ELA	2018-2019 Percent Proficient ELA	2016-2017 Percent Proficient Mathematics	2017-2018 Percent Proficient Mathematics	2018-2019 Percent Proficient Mathematics
Brinley MS	22.4	23.6	26.3	8.6	11.8	12.3
Cannon JHS	34.8	36.6	43.2	14.5	19.1	19.5
Fremont MS	33.2	31.6	41.5	14.3	19.9	26.8
Orr MS	24	25.5	31.3	14.5	10.1	12.1
Robison MS	33.3	35.1	33.5	12.6	15.3	14.8
Von Tobel MS	30.1	22.5	31.3	13.1	15.8	20.8
Zoom MS Average	29.8	29.2	34.7	13	15.4	17.7

CCSD Measurable Objective for Zoom Schools: Increase the percent of ELLs meeting WIDA AGP from 11.5 percent to 50 percent by May 2020, as measured by WIDA AGP.

The table below displays the 2017-2018, 2018-2019, and 2019-2020 percent of ELL students meeting WIDA AGP. Data for Zoom secondary schools displays an 11.4 percent decrease in the percent of students meeting WIDA AGP from 2017-2018 to 2019-2020.

School Name	2017-2018 Percent Meeting WIDA AGP	2018-2019 Percent Meeting WIDA AGP	2019-2020 Percent Meeting WIDA AGP
Brinley MS	32.7	12.9	26.1
Cannon JHS	35.2	30.3	19.0
Fremont MS	41.7	39	32.0
Orr MS	20.5	26.1	16.4
Robison MS	44.3	30.6	32.4
Von Tobel MS	22.5	24.5	7.0
Zoom MS Average	33	27.3	21.6

Program Costs

The cost based on current allocations of the Zoom Extended Day and Year program for 2019-2020 was \$1,424,496.24 serving 6,737 students at an approximate cost of \$211.44 per student.

Student Achievement Results and Program Analysis

The Zoom Extended Day program for secondary schools was newly implemented during the 2018-2019 school year. Zoom middle schools have revised master schedules to create an additional instructional period. ELL students were grouped based on WIDA and SBAC ELA data. Zoom Language and Content Achievement Academy framework is utilized during this time. The framework provides guidance and instructional recommendations, additional assessments, and ELL instructional resources including Achieve3000, myON online libraries, and speaking, writing, reading, listening lessons.

Program Success Funded by SB 467 for 2020-2021

- All Zoom middle schools engaged in Zoom Extended Day and the Zoom Language and Content Achievement Academy.
- Zoom middle schools demonstrated growth for ELLs on the SBAC ELA and mathematics scores.
- Fremont Middle School exited CAP status in 2018-2019 and Brinley Middle School shows an increase of 13.2 in the percent of students meeting WIDA AGP for the 2019-2020 school year.
- Zoom Extended Day is a schoolwide initiative, which serves 100 percent of enrolled students.
- As Zoom Extended Day replaced Zoom University in all six Zoom middle schools for the 2018-2019 and 2019-2020 school years, a Zoom Secondary Language and Content Achievement Academy was developed. Zoom middle schools adjusted master schedules to allow for a 30-50 minute period during which ELLs receive differentiated instruction. WIDA data was analyzed and students were placed in classes specific to their language barriers and literacy deficits for additional instructional time.
- Two Zoom middle schools, Robison Middle School and Fremont Middle School demonstrated an increase in proficiency, scoring in the top quartile on WIDA AGP percent of students proficient.

Program Success Not Funded by SB 467 for 2020-2021

- Zoom middle school LLSs were engaged in monthly professional learning focused on the Zoom Secondary Language and Content Achievement Academy, differentiated instruction for ELLs, and the ELL LDA for ELL student success.
- Zoom secondary LLSs attend professional learning and serve as liaisons to schools in supporting the Zoom Secondary Language and Content Achievement Academy.

- Zoom LLSs engaged in weekly, bi-monthly, and monthly professional learning focused on effective delivery of distance education during the 2020-2021 school year.

Program Summary and Updates

Zoom secondary schools are provided with two LLS positions to focus specifically on effective ELL instruction. All LLSs reside at the Zoom schools and attend monthly professional learning sessions with Zoom project facilitators. Through collaboration with QTEL and Achieve3000, LLSs have grown in their ability to coach teachers on effective instruction for ELLs. The LLSs have been heavily involved in collaborating with Zoom project facilitators and engaging in continued professional learning.

Zoom Extended Year-Secondary Schools

Program Description

Zoom Global Community High School Summer Program is a 6-week summer program and provides ELLs an opportunity to retrieve credits.

Alignment with Nevada Department of Education and CCSD Goals and Objectives

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

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

CCSD Measurable Objective for Zoom Schools: At Global Community High School, offer a summer program for students to work toward credit retrieval. During the 2019-2020 school year, Global Community High School provided distance education to 100 students, with 96 of them earning additional credits.

Program Costs

Based on the 2019-2020 allocation, Zoom Extended Year program at Global Community High School was \$47,702.26 serving 100 students at an approximate cost of \$477.02 per student.

Student Achievement Results and Program Analysis

During the summer 2020, Global Community High School teachers provided distance education for 100 students with 96 students earning credit.

Program Success Funded by SB 467 for 2020-2021

- Zoom project facilitators partnered with Global Community High School to ensure teachers received professional learning prior to teaching the summer program.
- Zoom project facilitators worked with Global Community High School staff to ensure student selection for summer program.
- Global Community High School offered a variety of summer courses for students through distance education during the summer 2020.

Program Success Not Funded by SB 467 for 2020-2021

- Global Community High School provided students with bus passes to ensure attendance at the summer program during the 2018-2019 school year.
- Global Community High School LLSs attended monthly professional learning.

Program Summary and Updates

During the 2019-2020 school year, Global Community High School teachers and Zoom project facilitators planned collaboratively toward the implementation of the summer program. Global Community High School summer program ensures students have an opportunity for credit retrieval and

graduation. During the 2020-2021 school year Zoom project facilitators are meeting weekly with LLSs and providing monthly professional learning to plan toward effective distance education.

Recruitment, Retention, and Professional Development

Program Description

SB 467 provides funds for recruitment and retention of teachers and/or professional learning. CCSD uses the majority of these funds for recruitment and retention of teachers.

Alignment with Nevada Department of Education and CCSD Goals and Objectives

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

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

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

CCSD Measurable Objective for Zoom Schools: Increase the percent of teachers who received a recruitment and retention bonus and were retained at Zoom schools. In 2020-2021, Zoom school teacher vacancies decreased.

Zoom Schools	2017-2018	2018-2019	2019-2020	2020-2021
Elementary Schools				
Beckley ES	3	5	1	0
Cambeiro ES	1	1	0	1
Cortez ES	2	6	8	4
Craig ES	1	1	4	1
Crestwood ES	1	4	1	0
Dailey ES	0	0	2	2
Detwiler ES	0	1	3	2
Diaz ES	1	1	0	0
Earl, Ira J. ES	2	3	3	5
Edwards ES	3	0	0	0
Herron ES	1	0	3	1
Hewetson ES	0	1	1	0
Lunt ES	1	4	2	0
Lynch ES	2	5	4	0
Martinez ES	0	0	0	0
McWilliams ES	2	3	4	0
Moore ES	2	5	2	0
Paradise ES	1	0	4	0
Park ES	2	0	1	0
Petersen ES	0	5	4	0
Pittman ES	4	2	2	3
Ronzone ES	1	2	5	3
Rowe ES	0	0	3	0
Squires ES	0	1	0	0
Stanford ES	1	4	0	1
Tate ES	2	1	2	0
Thomas ES	3	4	2	2
Twin Lakes ES	4	1	2	0
Ward, Gene ES	0	3	2	0
Warren ES	0	1	3	0

Zoom Schools	2017-2018	2018-2019	2019-2020	2020-2021
Williams, Tom ES	2	4	3	1
Middle Schools				
Brinley MS	0	1	2	4
Cannon JHS	1	0	1	0
Fremont MS	1	0	2	1
Orr MS	2	4	5	0
Robison MS	2	4	7	0
Von Tobel MS	5	5	4	3
High School				
Global Community HS	0	0	0	0
Total	53	82	92	34

Program Costs

Based on the 2019-2020 allocation, the Zoom Recruitment, Retention, and Professional Learning program was \$1,685,793.00 which served 27,780 students at an approximate cost of \$61.00 per student.

Student Achievement Results and Program Analysis

Teacher and administrator recruitment and retention incentives are provided to influence consistency in leadership and teaching staff at the site.

Program Success Funded by SB 467 for 2019-2020

- In the fall 2017, there were 53 teacher vacancies in Zoom schools.
- In the fall 2018, there were 82 teacher vacancies in Zoom schools.
- In the fall 2019, there were 92 teacher vacancies in Zoom schools.
- In the fall 2020, there were 34 teacher vacancies in Zoom schools.
- Zoom school teachers had opportunities to participate in incentives, and additional pay for extended day.

Program Success Not Funded by SB 467 for 2019-2020

- Zoom schoolteachers had opportunities to participate in prep buyouts.

Program Summary and Updates

Zoom Recruitment, Retention, and Professional Development funds are utilized in CCSD for recruitment and retention. The majority of professional development funds are provided by alternative funding streams. The recruitment and retention funds have a positive impact on staffing at Zoom schools.

Zoom Family Engagement

Program Description

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

- Our Journey Together – Provides professional learning for families focused on the LDA.
- Language Development at Home and at School – Provides parents/guardians an understanding of how ELL students are identified based on language development levels, the difference between social and academic language, and ways to promote academic conversations in everyday interactions.

- Unity in Diversity: Preparing Your Newcomer for Success – Provides support for families new to the country with a smooth transition into the school community.
- Unity in Diversity: A LTELL Framework – Provides supports for families of LTELLs with specific recommendations for accelerating the learning.

Using the most recent data for the 2019-2020 school year, UFL courses were delivered at CCSD Zoom schools. In attendance were 534 parents, 310 children, and 77 staff members. In addition to the UFL courses, 23 Zoom elementary schools and two Zoom secondary schools also offered Zoom Family Nights. Zoom families were provided with a monthly newsletter to encourage engagement in the education of their children.

Recommendations CCSD

The additional funding provided through the Zoom Initiative has enabled CCSD to increase outcomes for ELLs. Under the leadership of the ELLD, there has been a shift to focus on the Six Principles of Effective ELL Instruction and the CCSD LDA. Continued focus must be on building capacity with teachers, principals, and district leaders through sustained partnerships and collaborative work that impacts classroom instruction.

Zoom funding will provide CCSD the opportunity to continue moving forward.

CCSD recommends continued funding for the following:

- Zoom elementary school projects including Zoom Pre-K, ZRCs, Zoom Extended Day, and Zoom Extended Year continue with flexibility and differentiation for schools. Zoom elementary school project adds a focus on Class Size Reduction.
- Zoom secondary school projects including Class Size Reduction, Direct Intervention, and Extended Day/Year continue with flexibility and differentiation for schools.

In addition, CCSD recommends the elimination of the five percent spending cap. This would allow for recruitment and retention incentives to be increased and for schools to receive extended opportunities to engage in high-quality professional learning focused on language acquisition. Family engagement opportunities would be extended.

Washoe County School District Zoom Report 2020-2021

Report Prepared by:

Karen Perisho, Zoom School Coordinator
Norma Velasquez-Bryant, PhD, Program Evaluator
Kimberly Lynch, Grant Accountant
Lauren Ohlin, Director of Grants

Washoe County School District
SB 467 Zoom Schools Annual Report
Program and Services
School Year 2019-2020
December 18, 2020

Report Prepared by:

Karen Perisho, Zoom School Coordinator
Norma Velasquez-Bryant, PhD, Program Evaluator, Accountability
Kimberly Lynch, Grant Accountant
Lauren Ohlin, Director of Grants

Executive Summary

In 2013, the Nevada Legislature enacted Senate Bill 504 aimed at improving the academic performance of English Learners. SB 504 specifically states, “*It is the intent of the Legislature that children who are limited English proficient be provided with services and instruction which is designed to address the academic needs of such children so that those children attain proficiency in the English language and improve their overall academic and linguistic achievement and proficiency.*” (NRS 388.405). By way of SB 504, the Nevada Department of Education (NDE) allocated money to school districts to provide specific programs and services to the lowest performing schools with the highest percentage of English Learners. These schools are known as Zoom schools, and SB 504 has continued through successive legislative cycles. The continuation of funding has allowed Nevada school districts to sustain programming and services implemented in an effort to continue to improve the academic and language achievement of English Learners.

The 2019 Nevada legislature enacted SB 467, providing funding to Washoe County School District (WCSD) to maintain 24 Zoom schools - 19 District elementary schools, one District-sponsored charter elementary school, and four District middle schools. WCSD Zoom schools served 11,273 students, with 4,115 (36.5%) identified as EL in School Year (SY) 2019-20.

In accordance with the requirements of the law, WCSD continued the implementation of a variety of programs and services aimed at helping to improve the academic and language achievement of English Learners. The main programs included:

Pre-K Programs: Early instruction and intervention is crucial to a child’s development, including their language and academic achievement. In alignment with the state performance goal to “Increase the percentage of students who enter kindergarten ready to succeed...” WCSD has continued to offer pre-K services across the District. During SY 2019-20, WCSD provided Pre-K programming to an average of 805 students across the District, with an average of 325 (40.4%) of those students attending Pre-K at Zoom schools.

Reading Skill Centers: Access to high-quality, grade level instruction can help to accelerate both academic and linguistic achievement. Through the embedded Reading Skills Center design in WCSD, students are engaged in high-quality, Tier 1 instruction that also focuses on increasing language proficiency. At the elementary level, Reading Skills Centers engage students in daily, small group language and literacy instruction. In the middle schools, additional staff were hired to reduce class sizes to provide smaller group instruction in literacy and language.

Extended Day Program, K-5: Sixteen of the Zoom elementary schools (N=20) utilized the 21st CCLC/TEAM UP TEAM UP academic hour for their extended day programming in SY 2019-20. The remaining four schools that did not have TEAM UP used Zoom funding to provide extended learning time outside of the normal school day. Each school designed programs to meet their unique needs.

Middle School Extended Day: Vaughn and Sparks middle schools used the 21st CCLC/TEAM UP TEAM UP academic hour for extended day programming in SY 2019-20. Traner and Dilworth middle schools used Zoom funding to provide extended learning time for students. Each of these schools designed a unique program to meet their needs. Sparks Middle School also intended to offer a summer jump start program to incoming 6th graders, but due to COVID-19, the program was cancelled.

In conjunction with these main programs, WCSD has continued to include teacher professional learning (PL) and collaboration as part of the Zoom plan. A variety of opportunities provided teachers with learning and critical professional collaboration that allowed them to explore the link between language and learning, plan for high-quality language and content-based instruction, and continue to improve the fidelity of implementation of programs that best served the students in WCSD.

Due to COVID-19, many of the annual assessments were cancelled. However, WCSD was still able to capture some student achievement data, including the English Language Proficiency Assessment (ELPA). A summary of each assessment that took place prior to COVID-19 and the corresponding results are as follows:

Brigance Early Childhood III Screens were used in the Pre-K program to screen students for readiness for learning: “Ready to Learn” $\geq 60^{\text{th}}$ percentile. During the Fall 2018 - Spring 2019, approximately 538 Pre-K students were screened with an Average Score-Pre of 84, and an Average Score-Post of 88. All students met the Ready to Learn threshold. Data are not available for SY 2019-20.

During SY 2016-17, Zoom schools received funding to implement Pre-K programs. Students who attended the Zoom Pre-K programs during this time have been grouped as a cohort and various data are being monitored to assess student performance through Grade 3 in SY 2021. These will include MAP Growth Reading, ACCESS Exit Rates, and SBAC-ELA levels. Four Pre-K cohorts have been defined as follows for future comparison: The number of students who were designated as an EL in Grades 1-2 that attended Zoom Pre-K in SY2016-17 (N=550): SY 2018-19 Grade 1=36 (7%); SY 2019-20 Grade 2=34 (6%); the number of students who were designated as an EL in Grades 1-2 that DID NOT attend a Zoom Pre-K in SY 2016-17 (N=331), but attended another Title I, non-Zoom school: SY 2018-19 Grade 1=21 (6%); SY 2019-20 Grade 2=18 (5%); the number of students who were designated as an EL in Grades 1-2 that attended an external Pre-K program (non-District program) in SY 2016-17 (N=210): SY 2018-19 Grade 1=16 (8%); SY 2019-20 Grade 2=154 (73%); and the number of students who were designated as an EL in Grades 1-2 that did not attend a Pre-K in SY 2016-17 (note: attendance data were not reported): SY 2018-19 Grade 1=602; SY 2019-20 Grade 2=593.

Beginning in SY 2018-19, NDE mandated that kindergarten programs use the Brigance Early Childhood Screens III, with the fall assessment used for placement purposes only. Nevada State Regulations also mandated MAP Growth Reading assessments for kindergarten during Winter and Spring testing sessions. The MAP Growth Reading-ELA Proficiency level is defined as $>40^{\text{th}}$ percentile.

NOTE: Results presented in this report reflect SY 2018-19 due to the transition to distance learning and suspension of end-of-year assessment testing for SY 2019-20. Where possible, results are presented for Winter 2019 assessments for SY 2019-20. The ELPA was administered prior to the transition to distance learning and reflect SY 2019-20 results.

For SY 2018-19, kindergarten results show that 16% (3 schools) had less than 20% of students that met proficiency; 11% (two schools) had 20-29% of students that met proficiency; 32% (six schools) had 30-39% of students that met proficiency; 26% (five schools) had 40-49% of students that met proficiency; 5% (one school) had 50-59% of students that met proficiency; 11% (two schools) had 60-69% of students that met proficiency; and, collectively, Zoom schools had an average of 37% of kindergarten students that met proficiency compared to the overall District at 55%. Additionally, a comparison of kindergarten EL students vs. Non-EL students at Zoom schools, other Title I Non-Zoom schools, and WCSD indicate that EL kindergarten students are performing at approximately the same level as other Title I schools, and slightly less, 6.4%, than EL kindergarten students in the rest of the District.

Spring 2019 MAP Growth Reading for Grade 1 results show schools that met the 40th Percentile Proficiency - as follows: 5% (one school) had less than 20% of students that met proficiency; 21% (four schools) had 20-29% of students that met proficiency; 32% (six schools) had 30-39% of students that met proficiency; 26% (five schools) had 40-49% of students that met proficiency; 16% (three schools) had 50-59% of students that met proficiency; and Overall Zoom schools had an average of 37% of Grade 1 students that met reading proficiency compared to the Overall District at 54%. A comparison of EL students vs. Non-EL students in Grade 1 at Zoom schools, other Title I Non-Zoom schools, and WCSD indicate that EL Grade 1 students are performing slightly less (-1.8%) than other Title I schools, and less than (-7.1%) EL Grade 1 students in the rest of the District.

Spring 2019 MAP Growth Reading for Grade 2 results show schools that met the 40th Percentile Proficiency - as follows: 0% (0 schools) had less than 20% of students that met proficiency; 11% (two schools) had 20-29% of students that met proficiency; 32% (six schools) had 30-39% of students that met proficiency; 47% (nine schools) had 40-49% of students that met proficiency; 11% (two schools) had 50-59% of students that met proficiency; and Overall Zoom schools had an average of 41% of Grade 2 students that met proficiency compared to the Overall District at 55%. A comparison of EL students vs. Non-EL students in Grade 2 at Zoom schools, other Title I Non-Zoom schools, and WCSD indicate that EL Grade 2 students are performing slightly better (+1.3%) than other Title I schools, and less than (-5.2%) EL Grade 2 students in the rest of the District.

Winter 2019 MAP Growth Reading for kindergarten results show that only 32.3% of students in Zoom schools met >40th percentile proficiency.

Grade 3 students were assessed using the SBAC-ELA. Results for Zoom school students showed no change in proficiency (met AL Level 3 and 4), at 27% for both SY 2017-18 and SY 2018-19, with a slight increase (+3.0%) from SY 2016-17. Overall Zoom students had lower proficiency rates than similar Title I non-Zoom schools who experienced a slight decrease in Grade 3 proficiency from 2018 to 2019 (33% to 32%, respectively). Overall, students in WCSD decreased slightly from 45% to 44%, respectively, for SY 2017-18 and SY 2018-19. In Grade 3, there was no change for non-EL students - 27% each year; and a decrease for EL students, from 17% to 14%.

Grade 8 students were also assessed using the SBAC-ELA. Results for Zoom school students showed an increase for non-EL students - 32% to 35%, SY 2017-18 to SY 2018-19, respectively; and no change for EL students at 5% each year.

The ACCESS (Assessing Comprehension and Communication in English State-to-State for English Learners) is an annual summative assessment of the developing social and academic English language proficiency for EL students in kindergarten through 12th grade.

Results indicate WCSD Zoom elementary schools showed a slight increase of 0.8% in the total number of students exited between SY 2018-19 and SY 2019-20, from 11.8% to 12.5%. Zoom school students also exited at a slightly higher rate than similar Title I non-Zoom schools in SY 2019-20 - 12.5% versus 11.0%, respectively. The overall exit rates for WCSD elementary schools show an increase between SY 2018-19 and SY 2019-20, from 10.8% to 13.0%, and an increase of 0.5% compared to Zoom schools. WCSD is also 2.0% higher than similar Title I non-Zoom schools, 13.0% vs. 11.0%, respectively.

Results indicate that WCSD Zoom middle schools showed a decrease of 2.1% in the total number of students exited between SY 2018-19 and SY 2019-20, from 6.7% to 4.6%. Additionally, Zoom middle schools exited at a higher rate than similar Title I non-Zoom schools did in SY 2019-20, 4.6% versus 3.0%. The results for WCSD middle schools overall show a decrease of 2.2% between SY 2018-19 and SY 2019-20.

The Nevada Growth Model (NGM) measures student growth on state assessments 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. 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 for all elementary schools with sufficient N-count of EL students (adopted by SBE in June 2016).

Results from WCSD Zoom middle schools, SY 2019-20, percentage of EL students who met WIDA AGP, show that three Zoom middle schools showed a slight decline in AGP between SY 2018-19 and SY 2019-20, and one middle school remained flat.

The NSPF consists of a Star Rating based on various metrics, one of which is AGP. A comparison of star ratings for Zoom elementary schools between SY 2017-18 and SY 2018-19 show that seven (35%) schools increased their rating, 11 schools (55%) maintained the same rating, and only two (10%) schools decreased by one star. A comparison of star

ratings for Zoom middle schools between SY 2017-18 and SY 2018-19 show two schools maintaining their rating, and two schools increasing their star rating by one star.

Impact of COVID-19

The COVID-19 pandemic had a significant impact on Zoom schools during the spring of SY 2019-20. After spring break, all schools abruptly transitioned to distance learning due to the stay-at-home order issued by Governor Sisolak. Without an adequate number of devices for students and the lack of connectivity for many families, WCSD distance learning was available to students through a paper packet form, online assignments, or a combination of both.

During this time of distance learning, academic learning was solely focused on review of content taught prior to spring break. This decision was made based on the fact that WCSD did not have the adequate resources to ensure that all students could access online learning. Without access to online instruction, students would not be able to receive the new content instruction for those standards that would have been taught in 4th quarter. Language instruction and support was also a challenge during this time. While teachers did offer online assistance to students and families through office hours, class meetings, etc., not all students were able to participate due to a technology void. For those families who were not able to check in online, school staff reached out via the phone to check in and offer assistance. Despite these efforts, some students and families were not connected with school during the entire 4th quarter.

Academic assessments, both local and state, were not given during 4th quarter. This lack of data made it hard to gauge student proficiency on standards moving into the next grade level. It also made it difficult to analyze the success and challenges of various programs and initiatives across the District.

During distance learning, the entire District worked tirelessly to adapt to the new normal and to help ensure students had what they needed to be successful. School site staff continued to work with students remotely; Nutrition Services offered meal services through a pickup program; Central Office staff, teams of administrators, and teachers worked together to continue to build the distance learning assignments; Transportation worked to delivery packets and meals; IT and school sites worked to check out devices to students; and the entire WCSD team worked to keep students and families engaged. However, despite these supports, many students still struggled during this time of distance learning.

Conclusions

There is still a critical need for continued focus on the progress and achievement of EL students in WCSD. To this end, WCSD will continue to focus on high-quality, grade-level Tier 1 instruction that includes intentional language learning strategies and supports. Evidence-based interventions will continue to be used to accelerate the growth of students that are not at grade-level, and professional learning will continue to be implemented to build the capacity of all educators in WCSD around the language and content needs of ELs. WCSD will continue to incorporate best practices for both in-person and distance learning, with a focus on teacher professional development in these areas as well student engagement in all learning models.

Recommendations:

The Zoom School initiative has enabled WCSD to reconsider and restructure thinking and practice regarding the appropriation of new models for growth and modes of teaching and learning to support EL students. The major investments must focus on strengthening the collective capacity of teachers, school administrators, and district leaders to create conditions for improved instructional practice and student achievement.

WCSD Zoom schools will maintain uninterrupted programming and services as a result of legislators' decision to continue Zoom funding for the next biennium, 2021-2023. The program impact will allow sustained support through SY 2021-22 and SY 2022-23 for all 24 Zoom schools. Zoom funding will provide WCSD the resources and opportunity to continue critical programming.

WCSD recommends continued funding for the following:

1. Certified teachers and classified staff to reduce class size and provide students with the high-quality, targeted

EL and literacy instruction they need.

2. Professional learning for teachers to ensure that EL, literacy, and intervention instruction is delivered to the highest degree possible.
3. Intersession and/or extended day programs to provide students additional instructional time outside of the regular school day and to continue work with existing afterschool programs such as 21st CCLC/TEAM UP Community Learning Centers to maximize efficiency (teachers' availability) and not compete with other after school programs to ensure student attendance.
4. Pre-K programs to strengthen kindergarten readiness.
5. Critical resources to enhance EL, literacy, and intervention instruction and programs (e.g. Reading Skills Centers, ELLevation).

WCSD recommends the elimination of the 5% spending cap. This would allow all Zoom-funded LEAs the flexibility and ability to better support schools through high-quality teacher professional development opportunities. LEAs would also be able to explore potential strategy development of effective teacher recruitment and retention incentives, and potential increases in family engagement activities leading to successful language acquisition growth for all Zoom school students.

WCSD has a significant concern around the timing of grant funding availability. While it is understood that funding must wait on legislative timelines, this makes planning difficult.

- Schools often lose highly qualified individuals from their staff at the end of a grant cycle due to the overage of the grant funded position and the next cycle of funding not being available to renew the position in time to guarantee the individual a job for the upcoming year.
- Districts are often waiting on initial budgets to be approved until late fall which makes it difficult to hire new individuals and purchase necessary items to support instruction and student achievement in the first quarter or so of school.
- Budget revision requests are often delayed at NDE for four to eight weeks, again delaying schools' opportunity to spend money on current needs. This delay has even resulted in schools missing important professional learning opportunities.
- The funding timeline overall delays services to students and ultimately results in schools and districts not being able to spend funds in a timely or fully executed manner.

WCSD recommends that NDE work to expedite the timeline for budget approvals and revision requests. Another recommendation is to create a pre-approval process where districts could outline the intent for funding in the spring and obtain pre-approval on items that could then quickly be approved once final budget numbers are awarded.

WCSD would also like to share some concerns regarding the new weighted funding formula:

- The current level of weighted funding per student is inadequate.
- There may need to be legislative cleanup of current statutes and regulations to better align with the new Pupil-Centered Funding Plan's requirements.
- The current weighted funding for EL, as recommended by the Commission on School Funding, provides one tier (i.e., one weight), which does not account for the different levels of aptitude and levels of service required for the multiple categories of EL students. There may need to be clarifying language in statute or regulations to allow school districts to provide differing levels of service, versus a one-size-fits-all approach based on one weight.
- There is no funding provided for the follow-up of EL students that have graduated out of EL instruction. These students are not counted in the tabulation of EL students for which the District will receive funding under the new Pupil-Centered Funding Plan. However, school districts are required by federal law to monitor exited students for four years and this increases the case load of EL teachers.

Introduction – WCSD Zoom School Programming

SB 467 funds supported programming in 24 schools (20 elementary and four middle schools) during SY 2019-20 to implement key initiatives mandated by the Nevada Legislature. These included:

1. Pre-K Program - critical early literacy skill development.
2. Reading Skills Centers - daily responsive small group literacy instruction.
3. Extended Day Program - additional instruction beyond the school day.

Additionally, although WCSD elected to use funds primarily for professional learning in lieu of family engagement, 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, including:

- Parent Involvement Facilitator (PIF) - All Zoom schools;
- Family Engagement Plan - All Zoom schools;
- Parent Teacher Home Visit Project - 16 Zoom schools;
- Academic Parent Teacher Teams (APTT) - One Zoom school; and
- Parent University - All Zoom schools.

Table 1 details the 24 Zoom schools by *Funding Year*, *Actual Funds Used* by each school for SY 2018-19 and SY 2019-20, and total student enrollment along with the percent of EL students at each Zoom school. These results are based on official SY 2019-20 *Count Day* numbers.

Table 1. WCSD Zoom Schools—SB 390 Funding SY 2018-19 and SY 2019-20

Original Funding Year	School Name	\$ Actual Funds Used SY 2018-19	\$ Actual Funds Used SY 2019-20	Enrollment Count-Day SY 2019-20	% EL SY 2019-20	Enrollment Count-Day SY 2020-21	% EL SY 2020-21
2013-2014	Anderson ES	263,332	289,415	468	28.2 (n=132)	434	26.2 (n=114)
	Corbett ES	300,767	298,737	506	49.8 (n=252)	375	46.9 (n=176)
	Duncan ES	222,696	292,636	402	48.2 (n=194)	381	42.5 (n=162)
	Loder ES	239,651	276,293	528	52.1 (n=275)	436	50.5 (n=220)
	Mathews ES	233,687	269,307	553	41.6 (n=230)	489	40.7 (n=199)
	Veterans ES	272,792	276,530	400	42.0 (n=168)	314	42.4 (n=133)
2014-2015	Cannan ES	354,128	332,343	429	32.6 (n=140)	398	30.1 (n=120)
	Sun Valley ES	342,731	317,017	522	46.6 (n=243)	497	42.9 (n=213)
2015-2016	Kate Smith ES	223,291	213,008	238	50.4 (n=120)	225	49.8 (n=112)
	Lemelson ES	320,086	255,447	282	38.3 (108)	264	37.5 (n=99)
	Lincoln Park ES	195,007	169,611	420	31.2 (n=131)	390	31.8 (n=124)
	Allen ES	297,411	304,015	423	42.6 (n=180)	414	41.8 (n=173)

Original Funding Year	School Name	\$ Actual Funds Used SY 2018-19	\$ Actual Funds Used SY 2019-20	Enrollment Count-Day SY 2019-20	% EL SY 2019-20	Enrollment Count-Day SY 2020-21	% EL SY 2020-21
	Mariposa ES	274,903	181,227	141	46.8 (n=66)	172	38.4 (n=66)
	Mitchell ES	214,970	184,148	389	30.3 (n=118)	347	27.4 (n=95)
	Traner MS	533,811	357,158	685	28.2 (n=193)	616	25.2 (n=155)
2016-2017	Bennett ES	257,207	311,057	438	31.9 (n=140)	410	34.9 (n=143)
	Greenbrae ES	276,853	317,492	301	42.9 (n=129)	331	37.2 (n=123)
	Maxwell ES	306,877	207,035	449	30.9 (n=139)	415	28.7 (n=119)
	Palmer ES	324,233	312,084	452	35.8 (n=162)	441	33.8 (n=149)
	Risley ES	350,945	240,047	458	45.4 (n=208)	420	41 (n=172)
	Smithridge	191,481	248,076	613	44.9 (n=275)	662	45.8 (n=303)
	Dilworth MS	397,226	273,815	748	16.2 (n=121)	658	15.7 (n=103)
	Sparks MS	666,313	243,923	788	29.1 (n=229)	742	26.7 (n=198)
	Vaughn MS	275,718	286,205	640	24.5 (n=157)	749	25.5 (n=191)
TOTAL:	24 Zoom Schools	\$7,336,115	\$6,456,626	11,273	36.5%	10,580	34.6%

NOTE: The majority of academic achievement results presented in this report reflect SY 2018-19 due to the transition to distance learning and suspension of end-of-year assessment testing for SY 2019-20. Where possible, results are presented for Winter 2019 assessments for SY 2019-20.

Descriptions and highlights of the Zoom program structure and design, including program costs, number of students receiving services, cost-per-student, evidence of program successes, and effectiveness of ongoing Zoom programs are included in this report.

WCSD Zoom Pre-Kindergarten (Pre-K)

During SY 2019-20, Pre-K programs served an average of 805 students in the District and an average of 325 students at Zoom schools. The program structure was either full day or half-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 was evaluated using District-approved language assessments and the Brigance Early Childhood III Screens.

NOTE: Due to COVID-19 school closures, Pre-K instruction looked different during the 4th quarter of SY 2019-20. The WCSD Early Childhood Education (ECE) programs moved to a distance-learning model of instruction in March 2020. The CFSD Director and the ECE Coordinators developed and provided distance-learning curricula to teachers and families. Take-home packets were created to support student learning at home and included a variety of materials that were used while students were learning at home. The packets were delivered by WCSD's Transportation Department and were also

available for parents to pick up. Teachers continued to engage students in daily and weekly Zoom meetings and provided small and whole group learning online. Despite the move to distance learning, the majority of families kept their children enrolled and engaged in learning.

Table 2 reports the estimated *Cost-Per-Student* of Pre-K Programming in SY 2017-18, SY 2018-19 and SY 2019-20.

Table 2. WCSD Zoom Cost-Per-Student of Pre-K Programming, SY 2017-18, SY 2018-19, SY 2019-20

School Year	Total Cost of Pre-K	Number of Pre-K Students Served	Cost-Per-Student
2017 – 2018	\$807,705	552	\$1,463
2018—2019	\$933,889	550	\$1,698
2019—2020	\$883,511	325	\$2,719

Results of Pre-K Brigance Early Childhood Screens III

WCSD administered the Brigance Early Childhood Screens II assessment for Pre-K students at Zoom schools, which replaced the Pre-K WIDA Oral Proficiency assessment. Students met the $\geq 60^{\text{th}}$ percentile, “Ready to Learn” benchmark are shown in Figure 1. Note: WCSD does not assess students as EL until Kindergarten. The transition to distance learning created challenges regarding Pre-K student spring assessments. Students were not assessed on the Brigance Post Screen, as it can only be provided in person. Teachers did complete the Brigance Inventory assessments through earlier observations and student work prior to the move to distance learning and with the observations and activities that they provided to their students online.

Pre-K EL Students

During SY 2016-17, Zoom schools received funding to implement Pre-K programs. Students who attended the Zoom Pre-K programs during this time have been grouped as a cohort and various data are being monitored to assess student performance through Grade 3 in SY 2020-21. These will include MAP Growth Reading, ACCESS Exit Rate, and SBAC-ELA levels. Four Pre-K cohorts have been defined for future comparison:

- Number of students who were designated as an EL in Grades 1-2 that attended Zoom Pre-K in SY 2016-17 (N=550): SY 2018-19 Grade 1=36 (7%); SY 2019-20 Grade 2=34 (6%).
- Number of students who were designated as an EL in Grades 1-2 that DID NOT attend a Zoom Pre-K in SY 2016-17 (N=331), but attended another Title I, non-Zoom school: SY 2018-19 Grade 1=21 (6%); SY 2019-20 Grade 2=18 (5%).
- Number of students who were designated as an EL in Grades 1-2 that attended an *external Pre-K program (non-District program) in SY 2016-17 (N=210): SY 2018-19 Grade 1=16 (8%); SY 2019-20 Grade 2=154 (73%).
- Students who were designated as an EL in Grades 1-2 that did not attend a Pre-K in SY 2016-17 (note: attendance data were not reported): SY 2018-19 Grade 1=602; SY 2019-20 Grade 2=593.

*[*External Pre-K providers included friends/family/neighbor care; Head Start; home-based/family care center (child care provided by someone else); provided by a private child care facility or other daycare center; and provided by or at a university or college campus.]*

Zoom Reading Skills Centers

Zoom schools play a critical part in supporting *Nevada's SB391 Read by Grade 3* legislation designed to ensure all students are reading proficiently by the end of Grade 3. During SY 2019-20, 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 as part of comprehensive literacy instruction built into the school's regular instructional day. The Reading Skills Centers provided all students access to high quality Tier I instruction, while also receiving small group instruction. In SY 2019-20, WCSD adopted a new ELA curriculum and began implementation at all District elementary schools. This curriculum helped align instruction across the District and provided teachers and students with common resources and pacing guides. Daily, students participated in literacy instruction with time for small-group and intensive instruction in the five essential literacy elements (1) phonological awareness, (2) phonemic awareness, (3) decoding skills, (4) reading fluency, and (5) comprehension.

The Reading Skills Centers also provided targeted intervention using ESSA evidenced-based literacy curriculum resources (Leveled Literacy Intervention (LLI) and Phonics First) and additional staff, such as Teaching Assistants, who collaborated with teachers in planning and facilitating small group intervention. In addition, Literacy Specialists and the Zoom Coordinator continued to monitor and provide training and ongoing technical support to teachers and teacher assistants to strengthen language and literacy instruction and intervention across all Zoom schools.

Tiered Interventions, Monitoring, and Targeted Support:

Using the Multi-Tiered System of Supports (MTSS) framework, WCSD implements ESSA Tiers 1-3 interventions for students identified with a reading deficiency. WCSD began intensive professional learning with select elementary teachers in SY 2016-17 and continued in SY 2019-20 on the use these literacy intervention programs with fidelity. The professional learning provided additional teachers the skills necessary to be responsive and adaptive in literacy intervention instruction. Zoom schools continue to use intervention programs and materials as part of the Reading Skills Center to make a systemic change in implementing early literacy interventions for all elementary students, with an emphasis on English Learners.

All elementary students who were identified as "deficient" in reading in SY 2019-20 were provided access to a three-tiered system of intervention monitoring and support to ensure they made gains in language acquisition and reading proficiency. Each student had a reading plan that outlined the intervention instruction and progress monitoring they received.

Tier 1: Students with a Tier 1 plan received on-going progress monitoring using aimswebPlus Early Literacy and/or Oral Reading Fluency and/or common classroom assessments. Tier 1 Reading Plans were embedded in comprehensive literacy instruction using a variety of methods.

Tier 2: Monthly progress monitoring using the aimswebPlus Early Literacy measures and/or Oral Reading Fluency were conducted for these students. These data were used to monitor individual growth in response to the intervention. To evaluate Tier 2 services, school teams examined student growth and the implementation fidelity of the intervention plan. The Tier 2 Intervention Plans supplemented Tier 1 instruction and involved an additional 90-135 minutes of instruction each week (e.g., two 45-minute intervention periods). Tier 2 interventions were more explicit; more intensive than Tier 1 instruction; more supportive in the form of encouragement, feedback, and positive reinforcement; with scaffolding; and occurred in groups of approximately three to six students. These interventions may have included LLI or Phonics First®.

Tier 3: Bi-weekly progress monitoring using the aimsebPlus Early Literacy measures and/or Oral Reading Fluency were conducted for students in Tier 3. Students received differentiated Tier 1 instruction and Tier 3 *intervention*, which was intensive, supplemental instruction in a small group individualized to the student's needs based on the individual problem-solving process. Interventions may have included LLI or Phonics First®.

Small Group Instruction and Language Acquisition:

Small Group Instruction was used throughout all WCSD's elementary schools as part of balanced literacy instruction. This provides small group differentiated instruction to support students' individual needs in developing reading proficiency in all five essential literacy elements and also allows for a more individualized focus on language development.

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 Department of English Language Development uses 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. Some Zoom schools have engaged in this professional learning and implementation of GLAD.

ELLevation:

During SY 2018-19, Zoom schools began to learn about and implement ELLevation and this continued into the SY 2019-20. ELLevation is approved by NDE as a technology solution focused exclusively on improving the language proficiency and academic content achievement of ELs, offering technology and professional development to help educators enhance their instruction, productivity, and collaboration. ELLevation organizes all EL information and data from an entire school district into one dashboard. It allows teachers, specialists, and administrators to collaborate on individual EL instruction plans and goals, communicate with parents, and access district wide aggregate assessment data. The ELLevation InClass component allows classroom teachers to identify their EL students, access their Individual Education Plans (IEPs) in class, and organize their instruction accordingly. Educators can track test-taking accommodations for students in addition to information for reclassified students. Teachers and language specialist educators can use ELLevation by logging on to their district dashboard and searching for individual or aggregate student data and information. Using a drop-down menu, they select which data or individual student information to view and work on. Choosing an appropriate menu, they can set goals for individual students and access EL learning plans. The ELLevation Dashboard is an effective tool to be used to track students and identify language goals and student learning needs. In addition, ELLevation is also used to store formative assessment documents which allows educators to have a historical perspective of student progress and a system to document the monitoring of former ELs.

During SY 2019-20, teachers, with the support of their Literacy Specialist and the EL Department, used ELLevation to plan and differentiate their instruction using strategies that target language development at various levels. WCSD aligned these strategies with the core curriculum so that they could be embedded into lessons to make them both language and literacy rich and engaging.

WCSDs unique embedded Reading Skills Center design ensures that all students across the district, regardless of school funding, labels, or other factors receive equitable access to the instruction and additional support (s) they need to reach both language and academic proficiency. Due to the nature of the design, it is difficult to report on the number of students who "passed through" a Reading Skills Center. Instead, this design is fluid and meets the needs of students as they arise. The support is daily and embedded. The program was intended to be evaluated using the MAP Growth Reading assessment K-3, SBAC-ELA assessment for Grades 3-6, and ACCESS (EL Exit Rate) assessment for K-6. Due to the COVID-19 pandemic, the only data available for spring 2020 was EL exit rates. Additionally, administrators and District-level Teachers on Special Assignment (TOSAs) 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 instruction. These data were used throughout the school year to identify areas for improvement.

The *Cost-Per-Student* to operate the Reading Skills Centers for SY 2018-19, and SY 2019-20 are reported in Table 3.

**Table 3. WCSD Zoom Schools, Reading Skills Centers: Cost-Per-Student
SY 2018-19, SY 2019-20**

School Year	Total Cost of Reading Skills Centers	Number of Students Served	Cost-Per-Student
2018—2019	\$5,800,657	12,050	\$482
2019—2020	\$4,090,460	11,273	\$486

Reading Skills Center Program Successes

- The data in the next sections outline the impact of the Reading Skills Center in the Zoom schools as compared to other Title I schools and WCSD as a whole. Due to COVID-19, the available data is limited.
- WCSD provided additional literacy curriculum, instruction, and assessment resources, such as computer technology, leveled readers, EL materials, and literacy intervention resources for teachers to support EL and literacy instruction in classrooms.
- Additional Zoom certified teachers and teaching assistants were able to reduce class sizes to provide students with more individualized EL, literacy, and intervention instruction.
- The targeted professional learning, and the use of GLAD and ELLevation, supported teachers lesson planning and implementation of intentional language strategies into content lessons.

Impact of COVID-19 on Reading Skills Center:

During the COVID-19 pandemic school closure in the spring, schools moved to full distance learning. Not all students had access to devices or the internet; therefore, learning focused on the review of concepts previously taught during the year. This allowed students to work solely with paper pencil packets, with online assignments or a combination of the two. Teachers facilitated class meetings and reviewed previously taught instruction via Zoom/Microsoft Teams to students who were able to participate. Students who did not have devices or connectivity were not able to participate in these meetings. Content that was planned for 4th quarter was not taught because not all students had access to online instruction. Language instruction and support were not consistently provided during this time due to the lack of ability for students to engage in online learning.

Providing intervention to students during this time was extremely difficult and did not happen at the majority of sites. Zoom TAs continued to support teachers with online class meetings and small group or individual student support via Zoom/Teams when possible. TAs also assisted the school in keeping families connected to school through phone calls and translation.

Overall, the impact of COVID-19 on Zoom Reading Skills Center was significant. Instruction, intervention, and assessment were not able to continue as planned. The void of spring data also made it difficult to fully analyze the success and challenges of this Zoom program.

Measures of Academic Progress (MAP) Growth Reading Assessment: Elementary Schools, Grades K-3

Kindergarten Results

The kindergarten program Nevada state mandates replaced the previous DRA assessments with Brigance Early Childhood Screens III for SY 2018-19 for placement purposes only. Nevada state regulations also mandated MAP Growth Reading assessments for kindergarten during Winter 2018 and Spring 2019 testing sessions.

The Spring 2019 MAP Growth Reading results for overall kindergarten students are shown in Table 4. Results show Zoom schools that met the 40th Percentile—Proficiency—as follows (note—data were not available for Mariposa Charter; totals may not equal 100% due to rounding):

- 16% (three schools) had less than 20% of students that met proficiency.
- 11% (two schools) had 20-29% of students that met proficiency.
- 32% (six schools) had 30-39% of students that met proficiency.
- 26% (five schools) had 40-49% of students that met proficiency.
- 5% (one school) had 50-59% of students that met proficiency.
- 11% (two schools) had 60-69% of students that met proficiency.
- Zoom schools had an average of 37% of kindergarten students that met proficiency compared to the overall District average of 55%.

Figure 2 provides a comparison of kindergarten EL students vs. Non-EL students at Zoom schools, other Title I Non-Zoom schools, and WCSD. Results indicate that EL kindergarten students are performing at approximately the same level as other Title I schools and slightly less, 6.4%, than EL kindergarten students in the rest of the District.

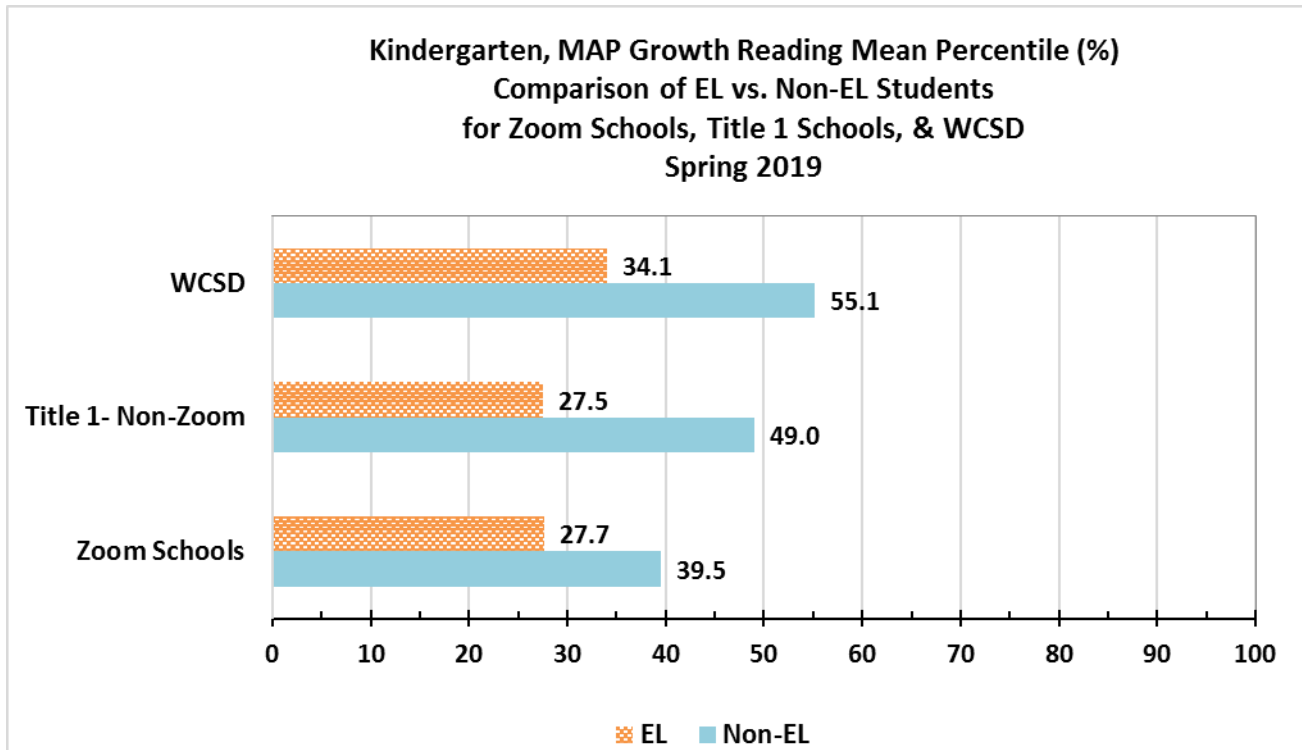


Figure 2. Comparison of Kindergarten EL students vs. Non-EL students at Zoom Schools, other Title I Non-Zoom schools and WCSD

determine student achievement but to provide guidance for support and intervention as necessary. The data present a snapshot in time of how students were performing before the transition to distance learning in the spring.

Table 4. Percent of Kindergarten Students Meeting >40th Percentile MAP Growth Reading, Winter 2019, SY 2019-20

School Name	# Students Testing (N)	Kindergarten, Winter 2019 % Met >40 th Percentile MAP Growth Reading
Anderson	59	35.6
Corbett	45	26.6
Duncan	58	25.8
Loder	71	35.2
Mathews	78	32.0
Veterans	55	25.5
Cannan	73	37.0
Sun Valley	76	34.2
K. Smith	51	38.7
Lemelson	40	20.0
Lincoln Park	57	33.4
Allen	65	36.9
Mariposa Charter	Not Available	Not Available
Mitchell	57	45.6
Bennett	74	29.8
Greenbrae	45	22.2
Maxwell	69	28.9
Palmer	87	46.0
Risley	67	28.4
Smithridge	80	32.6
Overall Zoom ES MAP Growth Reading Proficiency	1,207	32.3%

Grade 1-2 Results:

In SY 2018-19, the 40th percentile on the MAP Growth Reading assessment was Nevada’s Read by Grade 3 indicator for reading proficiency. Results for Spring 2019 MAP Growth Reading for Grade 1 and Grade 2 are shown in Table 5.

Grade 1 results show Zoom schools (N=19) that met >40th Percentile Proficiency as follows, (note—data were not available for Mariposa Charter; totals may not equal 100% due to rounding):

- 5% (one school) had less than 20% of students that met proficiency.
- 21% (four schools) had 20-29% of students that met proficiency.
- 32% (six schools) had 30-39% of students that met proficiency.
- 26% (five schools) had 40-49% of students that met proficiency.
- 16% (three schools) had 50-59% of students that met proficiency.
- Zoom Schools had an average of 37% of *Grade 1* students that met reading proficiency compared to the overall District at 54%.

Grade 2 results show Zoom schools (N=19) that met the 40th Percentile—Proficiency—as follows, (note—data were not available for Mariposa Charter; totals may not equal 100% due to rounding):

- 0% (0 schools) had less than 20% of students that met proficiency.
- 11% (two schools) had 20-29% of students that met proficiency.

- 32% (six schools) had 30-39% of students that met proficiency.
- 47% (nine schools) had 40-49% of students that met proficiency.
- 11% (two schools) had 50-59% of students that met proficiency.
- Zoom Schools had an average of 41% of *Grade 2* students that met proficiency compared to the overall District at 55%.

Table 5. Percent (%) of Students Meeting >40th Percentile MAP Growth Reading, Spring 2019, Grade 1

School Name	Grade 1 Spring 2019 %Met 40 th Percentile MAP Growth	Grade 2 Spring 2019 %Met 40 th Percentile MAP Growth
Anderson	35.1	43.7
Corbett	30.4	49.2
Duncan	20.0	21.8
Loder	17.9	22.1
Mathews	55.8	55.7
Veterans	54.0	46.0
Cannan	32.5	33.3
Sun Valley	38.5	40.0
Kate Smith	23.6	43.1
Lemelson	38.3	38.2
Lincoln Park	40.5	40.9
Allen	46.8	39.3
Mariposa Charter	Not Available	Not Available
Mitchell	57.1	37.5
Bennett	25.5	38.7
Greenbrae	41.1	41.7
Maxwell	32.4	46.0
Palmer	44.9	54.4
Risley	27.9	37.5
Smithridge	46.4	43.8
Overall Zoom ES: MAP Growth Reading Proficiency	37.3%	40.7%
Overall District ES: MAP Growth Reading Proficiency	54.3%	55.3%

Figure 3 provides a comparison of EL students vs. Non-EL students in *Grade 1* at Zoom Schools, other Title I Non-Zoom schools, and WCSD. Results indicate that EL *Grade 1* students are performing slightly less (-1.8%) than other Title I schools and less than (-7.1%) EL *Grade 1* students in the rest of the District.

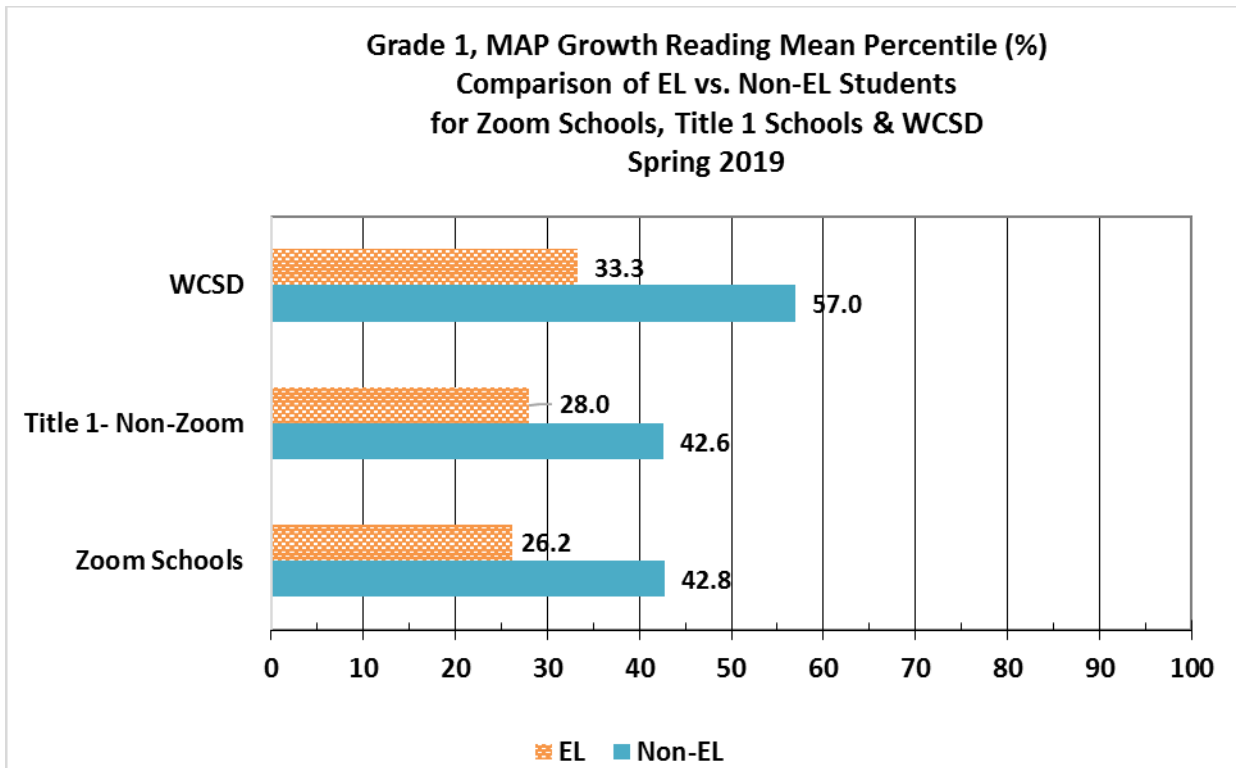


Figure 3. Comparison of Grade 1 EL students vs. Non-EL students at Zoom Schools, other Title I Non-Zoom schools, & WCSD

Figure 4 provides a comparison of EL students vs. Non-EL students in *Grade 2* at Zoom Schools, other Title I Non-Zoom schools, and WCSD. Results indicate that EL *Grade 2* students are performing slightly better (+1.3%) than other Title I schools and less than (-5.2%) EL *Grade 2* students in the rest of the District.

**Grade 2, MAP Growth Reading Mean Percentile (%)
Comparison of EL vs. Non-EL Students
for Zoom Schools, Title 1 Schools & WCSD
Spring 2019**

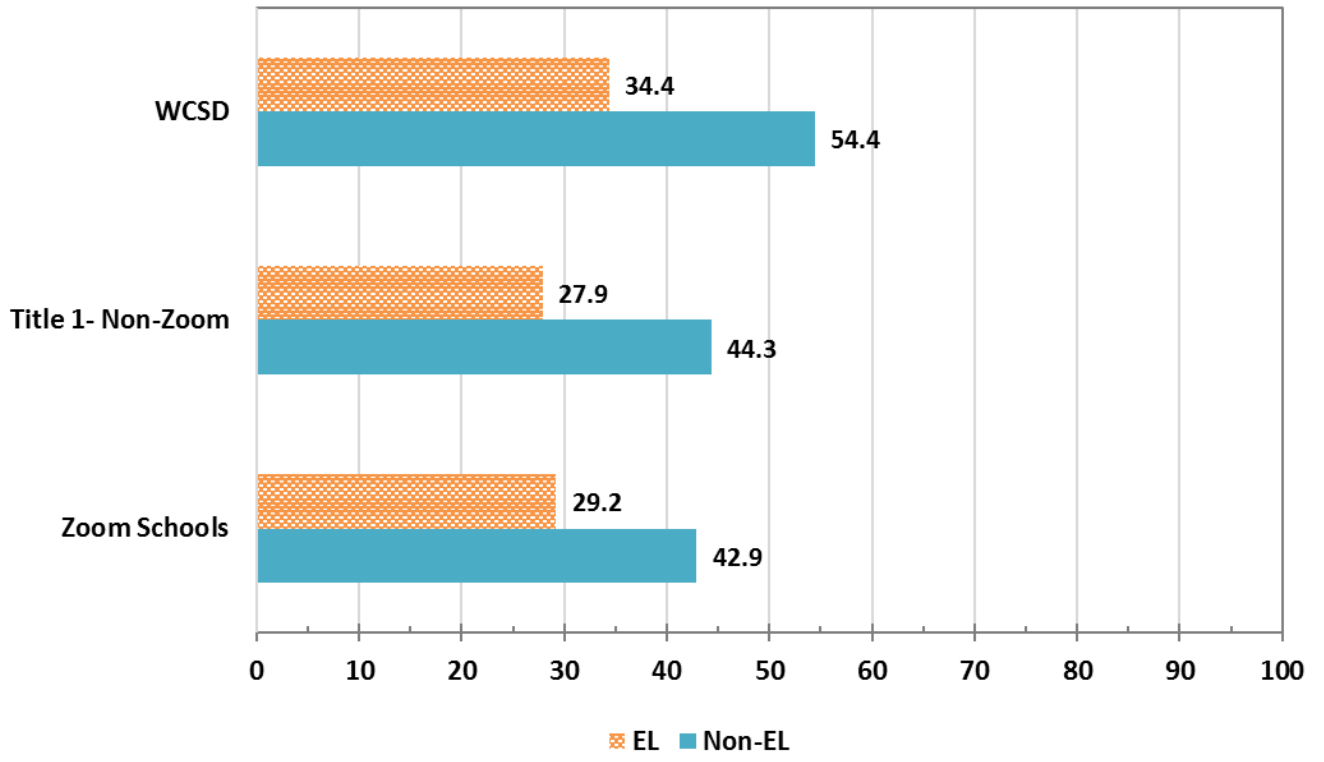


Figure 4. Comparison of Grade 2 EL students vs. Non-EL students at Zoom Schools, other Title I Non-Zoom schools, & WCSD

Smarter Balanced Assessment Consortium (SBAC)-ELA

SBAC is typically administered at the end of each 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. **NOTE: Due to the transition to distance learning in the spring 2020 caused by the COVID-19 pandemic, SBAC-ELA testing was not administered for SY 2019-20. However, results from previous years are presented in Figure 5 and 6.**

SBAC-ELA Zoom Elementary Schools Results: Grade 3

Figure 5 details the percentage of Grade 3 students who met SBAC-ELA AL Level 3 and 4 Proficiency for the SY 2016-17, SY 2017-18, and SY 2018-19. Zoom students showed no change in proficiency—27% for both SY 2017-18 and SY 2018-19, with a slight increase (+3.0%) from SY 2016-17. Overall Zoom students had lower proficiency rates than similar Title I non-Zoom schools who experienced a slight decrease in Grade 3 proficiency from SY 2017-18 to SY 2018-19, 33% to 32%, respectively. WCSD decreased slightly from 45% to 44%, respectively, for SY 2017-18 and SY 2018-19.

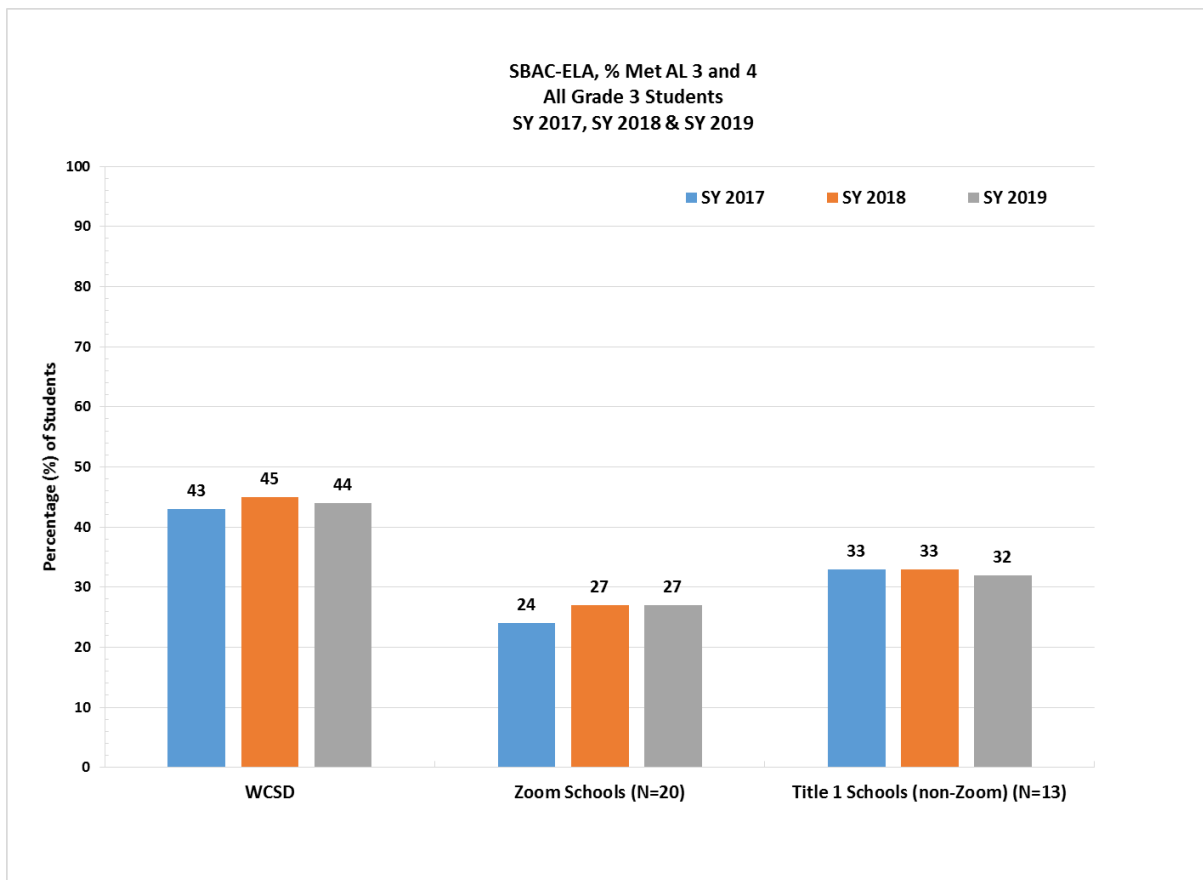


Figure 5. WCSD Zoom Elementary Schools, Percent SBAC - ELA - Grade 3 Overall Students

Figure 6 details the percentage of Grade 3 EL students who met SBAC-ELA AL Level 3 and 4 Proficiency for SY 2016-17, SY 2017-18, and SY 2018-19. EL students at Zoom schools showed a decrease in 3rd-grade ELA proficiency, from 17% to 14%, from SY 2017-18 and SY 2018-19. They had lower proficiency rates than other Title I non-Zoom schools that experienced an increase in proficiency from 19% to 21% during, from SY 2017-18 to SY 2018-19. Grade 3 EL students in WCSD showed no change in proficiency between SY 2017-18 and SY

2018-19, staying at 18%.

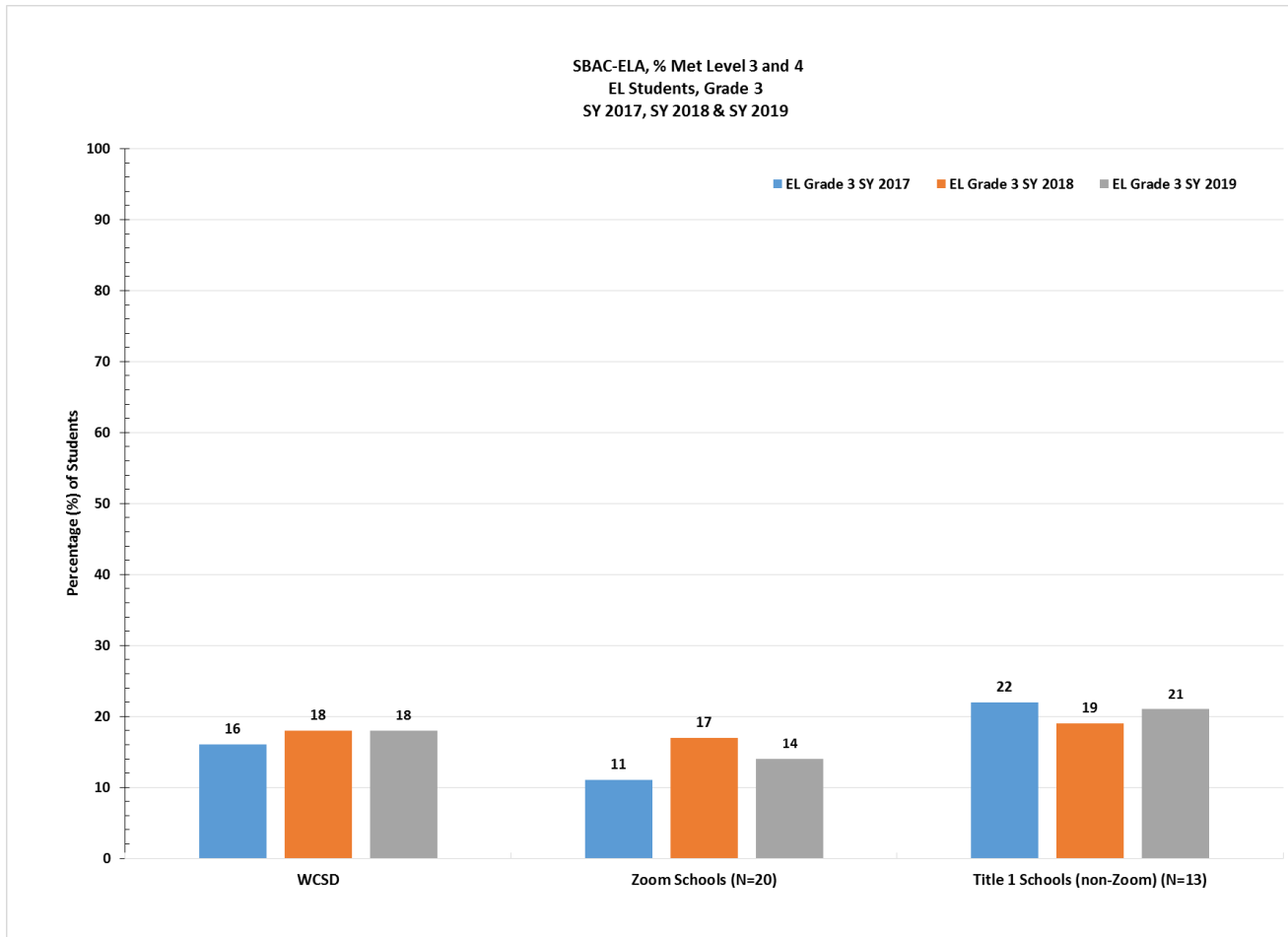


Figure 6. WCS Zoom Elementary Schools, Percent SBAC-ELA Grade 3 EL Students

ACCESS Exit Rates for English Learners (EL)—Zoom Elementary Schools

The ACCESS (Assessing Comprehension and Communication in English State-to-State for English Learners) is an annual summative assessment of the developing social and academic English language proficiency for EL students in kindergarten through 12th grade.

As shown in Figure 7, results indicate WCSD Zoom schools showed a slight increase of 0.8% in the total number of students exited between SY 2018-19 and SY 2019-20, from 11.8% to 12.5%. Zoom school students also exited at a slightly higher rate than similar Title I non-Zoom schools in SY 2019-20 - 12.5% versus 11.0% in SY 2018-19.

The overall exit rates for WCSD elementary schools show an increase between SY 2018-19 and SY 2019-20, from 10.8% to 13.0%, and an increase of 0.5% compared to Zoom schools. WCSD is also 2.0% higher than similar Title I non-Zoom schools, 13.0% vs. 11.0%, respectively.

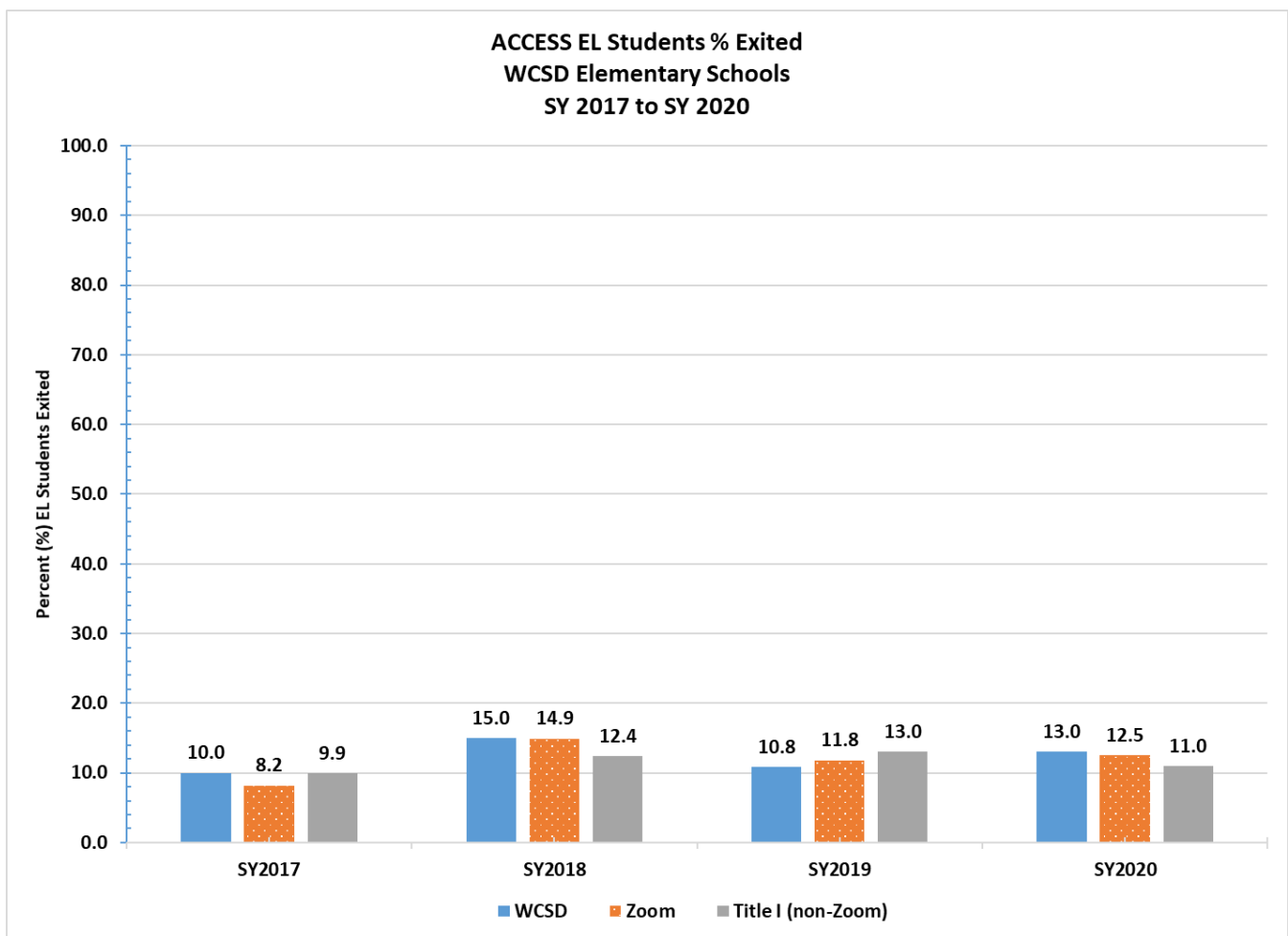


Figure 7. Comparison of WCSD Elementary Schools, EL Students Percent Exit Rates, SY 2016-17 to SY 2019-20

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

Elementary School Results

The NGM measures student growth on state assessments compared to other students in the state with a similar score history.

The 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.

NOTE: In accordance with the U.S. Department of Education ESEA waiver to suspend accountability requirements in response to the COVID-19 pandemic, the following directions from the Nevada Department of Education were implemented (Retrieved on December 7, 2020 from [Nevada Report Card PPT](#); and [Nevada Report Card](#)):

- NSPF Star Ratings**
 NSPF school ratings and accountability indicators have been carried over from the 2018-19 reporting year. State and District information that can be reported for the current reporting year such as student enrollment, graduation rates, etc. will be reported. The most recent NSPF school rating report should be presented for SY 2018-19.
- Assessment Results**
 All state assessments and reporting of assessments are waived for SY 2019-20. The most recent academic achievement results should be presented for the SY 2018-19 reporting year.

Additionally, 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 6, for all elementary schools with sufficient N-count of EL students (adopted by SBE in June 2016).

Table 7 shows the percentage of students at each WCSD Zoom elementary school that met AGP on the SY 2019-20 ACCESS exam, with seven (35%) schools demonstrating slight positive growth, and 13 (65%) schools showing a decrease in AGP.

[Star Ratings are shown for SY 2018-19 as directed by NDE. A comparison of star ratings between SY 2017-18 and SY 2018-19 show that seven (35%) schools increased their rating, 11 (55%) maintained the same rating, and only two (10%) schools decreased by one star for SY 2018-19.]

Table 6. Quartile Ranking, WCSD Zoom Elementary Schools, SY 2018-19

ELEM Schools: 343		Half Midpoint 171.5		Median 85.75	
<i>At or Below the 25th Percentile</i>		<i>Below the 50th Percentile</i>		<i>Above the 50th Percentile</i>	
0.00% ≤ 39.99%		40.00% ≥ 47.90%		47.91% ≥ 56.91%	
				<i>At or Above the 75th Percentile</i>	
				56.92.% ≤	

**Table 7. WCSD Zoom Elementary Schools, SY 2019-20
Percent EL Students Who Met WIDA Adequate Growth Percentile (AGP)**

Original Funding Year	School Name <i>(*Denotes Corrective Action School)</i>	2018 Star Rating	Trend	2019 Star Rating	2019 NSPF Total Index Score	2018 % EL Met AGP	2019 % EL Met AGP	2020 % EL Met AGP	AGP Diff. from 2019 to 2020
2016	Smithridge ES	2	↔	2	48.5	62.10	53.8	44.0	-9.8
2015	Lincoln Park ES	2	↔	2	27.0	60.44	44.4	48.0	3.6
2016	Palmer ES	2	↑	3	52.5	56.0	55.4	60.0	4.6

2015	Mitchell ES	2	↔	2	29.0	57.0	37.0	41.0	4.0
2016	Greenbrae ES	2	↔	2	47.5	56.52	57.0	50.0	-7.0
2016	* Maxwell ES	3	↑	4	79.5	54.0	48.6	47.0	-1.6
2013	* Lemelson ES	3	↔	3	56.0	57.0	34.2	48.0	13.8
2016	* Risley ES	3	↓	2	37.0	55.26	38.0	33.0	-5.0
2016	Bennett ES	2	↔	2	47.0	52.50	53.0	34.0	-19.0
2013	* Corbett ES	2	↑	4	69.5	51.61	56.2	51.0	-5.2
2015	Allen ES	2	↔	2	36.0	51.85	42.9	47.0	4.1
2013	* Loder ES	1	↑	2	32.5	47.66	44.4	43.0	-1.4
2015	* Smith Kate ES	2	↔	2	47.5	46.67	58.8	45.0	-13.8
2014	* Sun Valley ES	2	↔	2	47.5	46.92	51.0	47.0	-4.0
2013	Anderson ES	1	↔	1	18.5	46.70	38.0	34.0	-4.0
2014	* Cannan ES	1	↑	2	28.5	45.39	45.7	39.0	-6.7
2013	Duncan ES	1	↑	2	32.0	42.95	42.0	44.0	2.0
2013	Mathews ES	1	↑	2	29.0	40.69	52.0	30.0	-22.0
2013	* Veterans ES	2	↓	1	23.0	39.69	32.0	41.0	9.0
2015	* Mariposa ES	2	↔	2	34.5	38.0	59.2	48.0	-11.2

Zoom Elementary School Extended Day

During SY 2019-20, WCSD Zoom elementary schools continued to offer extended learning day to students beyond the normal school day. All of the Zoom schools who also had 21st Century Community Learning Center (21st CCLC) / TEAM UP chose to use the Academic Hour of 21st CCLC/TEAM UP as their extended learning day. In the past, these schools had chosen to run both 21st CCLC/TEAM UP and Zoom extended day. That model resulted in competing initiatives, with neither one being able to attract enough teachers and/or students. By focusing only on the 21st CCLC/TEAM UP in SY 2019-20, schools were able to have more consistent staffing, student enrollment, and instruction. Elementary schools that did not have the 21st CCLC/TEAM UP program continued to run their own extended day program.

Extended Learning Day – 21st CCLC/TEAM UP Program

The extended day program used the 21st CCLC/TEAM UP model, where students were targeted for the 21st CCLC/TEAM UP using each school’s MTSS process. The 21st CCLC/TEAM UP academic hour is considered a Tier 2 intervention for ELA and/or Math. The program is administered in three separate sessions and adjusted based on the needs of the students and includes extra opportunities for students to read and apply math concepts that support future learning and academic growth/ achievement. The enrichment hour also provides additional support in STEM education, Civics education, Anti-bullying, Social Emotional Learning, Nutrition/Physical Fitness, Drug/Alcohol Prevention, Character Education, and Arts education. Students attend 21st CCLC/TEAM UP five days-per-week at the elementary level. Student enrollment totals in the 21st CCLC/TEAM UP at Zoom elementary schools are shown in Table 8.

Table 8. Extended Day: Team Up Enrollment by Zoom Elementary School, SY 2019-20

School Name	# of Students Enrolled in 21 st CCLC/TEAM UP	# of EL Students Enrolled in 21 st CCLC/TEAM UP
Allen	116	4
Anderson	95	0
Cannan	93	27
Corbett	100	18
Duncan	100	38
Greenbrae	111	52
K. Smith	91	49
Lemelson	126	13
Loder	78	26
Mathews	91	3
Maxwell	72	10
Mitchell	93	16
Smithridge	108	50

School Name	# of Students Enrolled in 21 st CCLC/TEAM UP	# of EL Students Enrolled in 21 st CCLC/TEAM UP
Sun Valley	82	24
Veterans	62	8
Total Student Enrollment:	1,418	338

General Overview of TEAM UP Elementary Academic Hour

The 21st CCLC/TEAM UP staff supports and monitors the reading activities implemented by teachers at the various 21st CCLC/TEAM UP sites. The academic hour of the 21st CCLC/TEAM UP aligns with the NVACS “all students are college and career ready in literacy no later than the end of high school.” ELA standards embedded into the curriculum include:

- Reading and comprehending a variety of complex texts;
- Writing and responding to text and research;
- Communicating and collaborating with peers; and
- Utilizing language and vocabulary appropriately.

The Fountas & Pinnell Classroom™ Guided Reading Collection: Is used during the academic hour of the program in a small-group instructional context. The curriculum supports each reader’s ability to read new and challenging texts. Curriculum is systematically constructed to develop students’ reading ability by guiding them to process text that is ability leveled.

Benchmark Advance: This is part of WCSD’s NDE-approved adopted ELA curriculum and is designed for students to master rigorous learning goals with the support of strong differentiated instruction and responsive teaching based on ongoing assessment. In *Benchmark Advance*, there are the four key foundational areas—print concepts, phonological awareness, phonics and word recognition, and fluency—are integrated into the meaningful context of each unit.

Phonics First®: This curriculum is used during the academic hour and adheres to new Common Core State Standards and meets Learning Forward’s standards for professional development. *Phonics First®* programs are accredited through both the IDA (International Dyslexia Association) under their Knowledge and Practice Standards for Teachers of Reading and through IMSLEC (International Multisensory Structured Language Education Council) at the Teaching Level and Instructor of Teaching Levels.

Please note: Both Fountas & Pinnell and Phonics First are in place via Read by Grade Three, Zoom, and Victory programming. Other ELA interventions are iReady Diagnostic/Intervention, RAZ Kids, A-Z Reading Books (all ESSA Evidence 1-3).

MATH ACTIVITIES: Teachers submit the program’s weekly lesson plans to the site leader and site administrator. Teachers post learning objectives and promote “I can” statements to assist in skill and knowledge acquisition, which are essential to student learning.

The academic hour of the 21st CCLC/TEAM UP Program aligns with the NVACS and focus on “processes and proficiencies” of mathematical practices. The National Council of Teachers of Mathematics (NCTM) emphasizes student problem solving, reasoning and proof, communication, representation, and connections. Teachers also use a variety of research based instructional strategies to assist students in the learning process. Students have opportunities to practice their skills both formally and informally. Students will learn to:

- Access a variety of math concepts, mnemonics, and procedures;
- Calculate with accuracy and fluency of math facts; and
- Apply mathematical knowledge correctly.

Bridges in Mathematics: This program, in the Math Learning Center, was used for kindergarten and 1st grades. This comprehensive curriculum aligns with NVACS and focuses on mathematical concepts, proficiency with key skills, and the ability to solve complex problems.

enVision Mathematics 2.0: This program, from Pearson Publishing, was used for grades 2-5. This mathematical curriculum aligns with NVACS and provides resources to assist all levels of learners. The curriculum teaches problem-based learning embedding student conversations. Lessons reinforce math practices, performance tasks, and higher order thinking (Depth of Knowledge). Additional ESSA evidence-based math activities and programs (Levels 1-3) include PLATO, Study Island, and DreamBox.

College and Career Readiness: Career and Technical Education (CTE) is a key objective in the District's strategic plan, *Envision 2020*, Goal 1: Ensure annual student academic growth through a vertically aligned system of curriculum and instruction founded on rigorous and relevant instruction designed to meet the needs of every child in our student population. All District school's SPP must have goals and objectives that are preparing students along The Pathway to graduate career and college ready.

Impact of COVID-19 on TEAM UP Extended Learning Day Model: The impact of COVID-19 was significant for SY 2019-20. WCSD chose not to provide any virtual after school programming from Spring Break to the end of the year. The focus for program staff was professional development and supporting the regular day with parent/student communication. This was an option provided to WCSD by NDE. Due to COVID-19, MAP data was not collected for spring 2020.

Extended Learning Day – School Based Model: Four of the Zoom elementary schools did not have the 21st CCLC / TEAM UP last year and ran their own extended day programs as outlined below:

- **Agnes Risley's** ELD program in SY 2019-20 focused on reading with a specific emphasis on foundational skills. The Avenues curriculum was used to support instruction. Twenty EL students were selected to participate based on their Access Data and reading level. This program was staffed by six teachers who each worked with either individual or small groups of students four days a week for one hour. Teachers used running records to monitor student progress. Throughout the length of the program, student attendance was an ongoing issue. Students were not consistently attending, which impacted student progress. Due to COVID-19 and the shift to distance learning, Risley's ELD programming ended early.
- **Esther Bennett's** SY 2019-20 extended learning day program focused on reading, writing, phonics and word study through the use of Reading A-Z and Fountas and Pinnell. School staff selected 30 students to participate in this program based on the criteria that they were flagged as a student who would receive T2 services based on their Benchmark assessment by Fountas and Pinnell. Eighteen of the students who were selected were English Learners. Seven teachers worked with small groups of students three days a week for 45 minutes before school and used a combination of benchmark assessments, running records, and observation notes to monitor student progress. Although the program ended early due to COVID-19 and the transition to distance learning, many students increased one or two levels on their Benchmark assessments.
- **Lincoln Park's** extended learning day program for SY 2019-20 focused on reading comprehension, vocabulary, and fluency through the use of the District's adopted ELA curriculum and chapter books for the other students. Teachers worked with students to reteach things that were being taught in the classroom and focus on basic reading skills. Two teachers worked with a total of about 10 students in small groups four days per week for 30 minutes each day. Student attendance and family commitment to the program was an on-going challenge and

resulted in a revolving door of students. Initially, students who were identified to receive Tier 2 and Tier 3 intervention were also EL.

- Virginia Palmer’s** extended learning day program focused on reading skills through the use of Leveled Literacy Intervention (LLI) for 1st-5th grades and Phonics First for kindergarten students. Teachers selected students to participate in the program based on EL status if they were falling below grade level in reading and family commitment to the program. Ten teachers worked with small groups of students four days a week for one hour. A total of 60 students participated, and 40 of those students were EL. Throughout the three months of ELD, students were monitored using running records and Aimsweb data. Due to COVID-19, the program had to end early. Based on MTSS data, those students who participated in the program made average growth.

Table 9 outlines the amount of Zoom funds spent on the school-based models only. No Zoom funding was needed to support the 21st CCLC/TEAM UP TEAM UP Academic Hour model.

Table 9. WCSD Zoom Elementary Schools Extended Day Cost-Per-Student, SY 2019-20

School Year	\$ Total Cost of Extended Day	Number of Students Served	\$ Cost-Per-Student
2019—2020	\$38,022	120	\$317

Zoom Middle Schools - Program Assessment Results

Zoom middle schools—Dilworth, Sparks, Traner, and Vaughn—created and fostered a literacy environment to improve the culture with a focus on language and literacy development for all students. Specific Zoom goals at the middle school level included the following key components:

7. Reduce class sizes for EL students and provide English language literacy-based classes;
8. Direct instructional intervention to each EL student using data from assessments;
9. Intersession and/or Extended Day intervention activities; and
10. Other evidence-based programs and services approved by NDE.

Zoom Reduced Class Size and Direct Instructional Intervention

Through responsible scheduling, middle schools continued 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.

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, Dilworth Middle School hired an interventionist that was able to push into EL and ELA classes that had a high number of EL students. This individual provided targeted language and content support to students on a daily basis. Table 10 presents the total cost, number of students served, and cost per student for reduced class size and direct instructional intervention funding.

**Table 10. WCSD Zoom Schools, Reduced Class Size and Direct Instructional Intervention:
Cost-Per-Student, SY 2019-20**

School Year	Total Cost of Reduced Class Size/Intervention	Number of Students Served	Cost-Per-Student
2019—2020	\$821,080	2,861	\$287

Other Evidence-based Programs and Services Approved by NDE:

Zoom middle schools also provided additional classes and programs to advance language and academic achievement. For example:

- At Dilworth Middle School, Zoom funds were used to hire a full time AVID teacher. This teacher was able to offer an AVID elective to students that focused on WICOR: writing, inquiry, collaboration, organization and reading. This class not only helped students advance their reading and writing skills, but it helped to teach them important academic practices that they could apply across content.
- Traner Middle School and Dilworth Middle School purchased Achieve 3000. Achieve 3000 aims to differentiate and accelerate individual student achievement through high quality instruction and materials. These materials and instructional practices were used to supplement core instruction, intervention, and Special Education.
- All four middle schools purchased ELlevation. As described in the elementary reading skills center portion of this report, ELlevation was used at the middle school level to support teachers planning and implementation of intentional language instruction and support into content area lessons.

Table 11 presents the total cost of other evidence-based programs and services, and cost per student.

Table 11. WCSD Zoom Schools, Other Evidence-Based Programs and Services:

Cost-Per-Student, SY 2019-20

School Year	Total Cost of Other Programs	Number of Students Served	Cost-Per-Student
2019—2020	\$295,780	2,861	\$103

Zoom Middle School Extended Learning Day:

Each middle school provided an Extended Learning Day time as an intervention to support the language and literacy development for EL students. Schools did not choose to run intersession programs in SY 2019-20 as student attendance and teacher recruitment proved to pose challenges in years past. Vaughn and Sparks middle schools already had a 21st CCLC/TEAM UP and chose to use the academic hour for their extended learning day. The other two schools designed and implemented their own school-based extended learning day program.

Extended Learning Day–TEAM UP Model

Students are targeted for the 21st CCLC/TEM UP using the school site’s MTSS process. The program’s academic hour is considered a Tier 2 intervention for ELA and/or math. The program runs in three separate sessions and adjusted based on the needs of the students and includes extra opportunities for students to read and apply math concepts that support future learning and academic growth/achievement. The enrichment hour also provides additional support in STEM education, Civics education, Anti-bullying, Social Emotional Learning, Nutrition/Physical Fitness, Drug/Alcohol Prevention, Character Education, and Arts education. Middle school students generally attend TEAM UP Academic Hour, but an additional day is sometimes added for additional support or for special events. Student enrollment is shown in Table 12.

Table 12. Extended Day: 21st CCLC/TEAM UP Program Enrollment by Zoom Middle School, SY 2019-20

School Name	Total # of Students	# of EL Students
Sparks MS	120	39
Vaughn MS	68	9

General overview of middle school academic hour:

The middle school model is similar to the elementary school model outlined in the elementary section of this report since these sites also service 6th grade. Middle school students receive intervention in ELA and Mathematics. Most of their support is targeted towards mini-instructional lessons coupled with homework assistance. The middle schools also focus on the AVID curriculum which includes reinforcing academic behaviors and higher-level thinking. Students learn about organization, study skills, communication, and self-advocacy.

Impact of COVID-19 on TEAM UP Extended Learning Day Model:

The impact of COVID-19 was significant for SY 2019-20. WCSD chose not to provide any virtual after-school programming from Spring Break to the end of the year. The focus for program staff was professional development and supporting the regular day with parent/student communication. This was an option provided to WCSD by NDE. Due to COVID-19, MAPS data was not collected for the end of year.

Extended Learning Day – School-Based Model

Two of the Zoom middle schools, Traner and Dilworth, did not have 21st CCLC/TEAM UP and ran school-based extended learning day models as outlined below:

- **Traner Middle School’s** extended learning day focused around supporting reading, speaking, and listening skills. Lexia, Read 180, and student’s classwork were used to support instruction. Students were selected on a voluntary basis and through EL teacher recommendations. A total of eight teachers supported 83 students, 51 being EL. The program ran three days per week for one hour and also occurred on four Saturdays for three hours each. The intent was to look at MAP/SBAC data to determine student growth; however, due to COVID-19, that data was not collected. Eighty-five percent of the students who participated had a higher grade in ELA and Math in 3rd quarter than in 1st quarter.
- **Dilworth Middle School** ran an after-school extended studies program that provided additional instructional support and intervention to students identified through a combination of data review, teacher recommendation and parent recommendation. Students were placed in the program for at least a unit of instruction (three to four weeks) and often longer based on need. The program was fluid and served approximately 35 students each month. Due to COVID-19, this program ended abruptly at spring break and did not continue during the distance learning portion of the 4th quarter.

Table 13 outlines the expenses for the school-based extended day models only. Zoom money was not spent on the 21st CCLC/TEAM UP Model because it has its own funding source.

Table 13. WCSSD Zoom Schools, Extended Learning Day: Cost-Per-Student, SY 2019-20

School Year	Total Cost of Extended Learning Day	Number of Students Served	Cost-Per-Student
2019—2020	\$31,606	118	\$268

SBAC–ELA Zoom Middle Schools

NOTE: Due to the school closures in the spring 2020 caused by the COVID-19 pandemic, SBAC-ELA testing was not administered for SY 2019-20. However, results from previous years are presented in Figures 14 and 15. Figure 14 details the percentage of Grade 8 students overall who met SBAC-ELA AL Level 3 and 4 Proficiency for SY 2016-17, SY 2017-18, and SY 2018-19. Students at Zoom schools showed an increase from 32% to 35%, between SY 2017-18 and SY 2018-19, respectively. Zoom school proficiency rates were higher at 35% in SY 2018-19 than similar Title I non-Zoom schools who showed a decrease of 44% to 31% between SY 2017-18 and SY 2018-19. Additionally, WCSSD 8th grade students performed higher with 50% proficiency vs. Zoom Schools at 35%, and Title I schools at 31% in SY 2018-19.

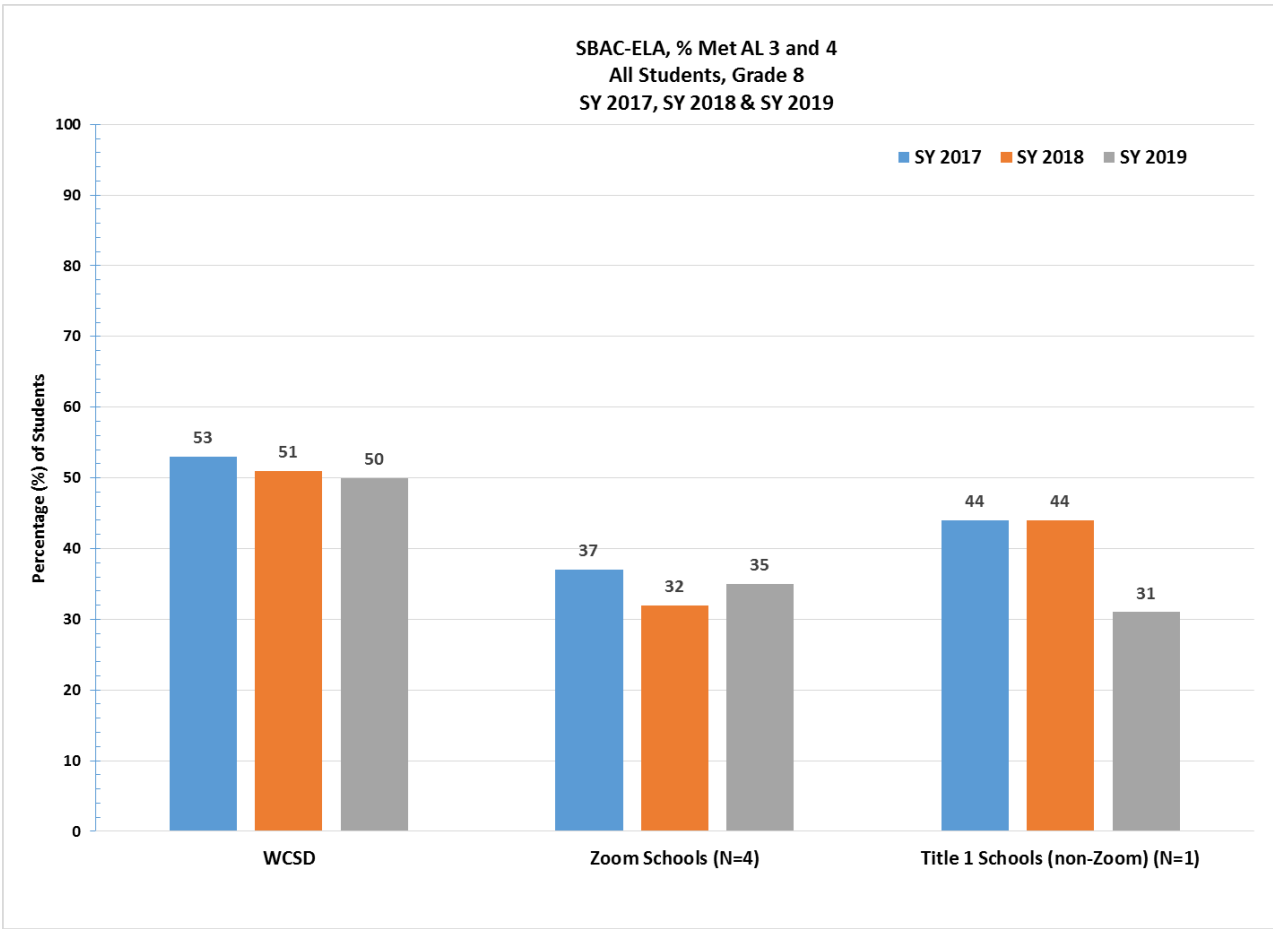


Figure 14. WCSD Zoom Middle Schools, Percent SBAC — ELA Grade 8 Overall Students, SY 2016-17, SY 2017-18, & SY 2018-19

Figure 15 details the percentage of Grade 8 EL students who met SBAC-ELA AL Level 3 and 4 Proficiency for the SY 2016-17, SY 2017-18, and SY 2018-19. EL students at Zoom schools showed no change at 5%, between SY 2017-18 and SY 2018-19; and was the same as similar Title I non-Zoom schools who experienced a decrease from 8% to 5%, between SY 2017-18 and SY 2018-19, respectively. WCSD 8th grade EL students showed an increase from 5% to 7% between SY 2017-18 and SY 2018-19 and was higher than Zoom and similar Title I schools for SY 2018-19.

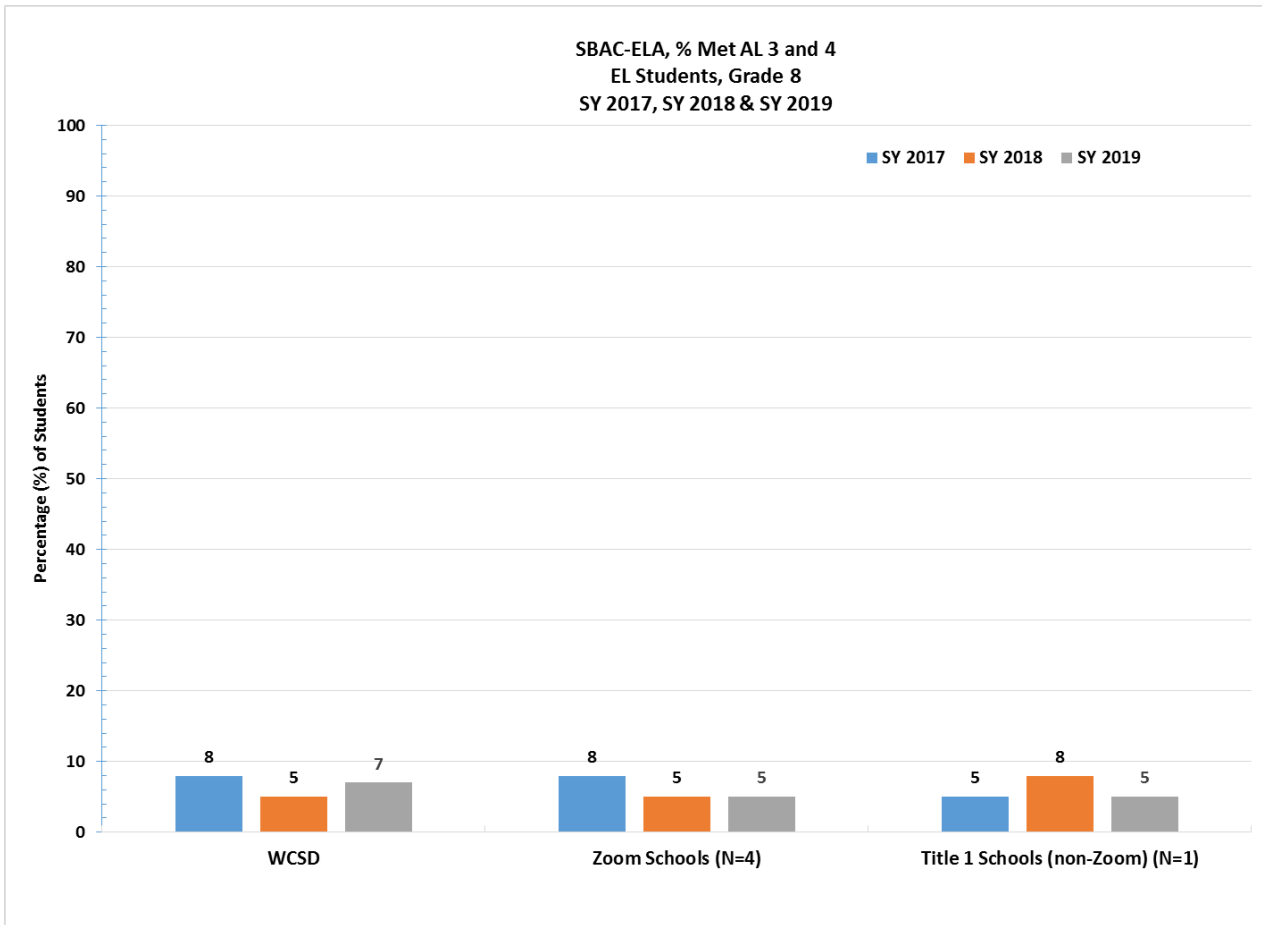


Figure 15. WCSD Zoom Middle Schools, Percent SBAC – ELA Grade 8 EL Students, SY 2016-17, SY 2017-18 & SY 2018-19

ACCESS Exit Rates for English Learners (EL)—Zoom Middle Schools

The ACCESS (Assessing Comprehension and Communication in English State-to-State for English Learners) is an annual summative assessment of the developing social and academic English language proficiency for EL students in kindergarten through 12th grade.

In Figure 16, results for SY 2019-20 indicate that WCSD Zoom middle schools showed a decrease of 2.1% in the total number of students exited between SY 2018-19 and SY 2019-20, from 6.7% to 4.6%. Additionally, Zoom middle schools exited at a higher rate than similar Title I non-Zoom schools did in SY 2019-20, 4.6% versus 3.0%. The results for WCSD middle schools overall show a decrease of 2.2% between SY 2018-19 and SY 2019-20.

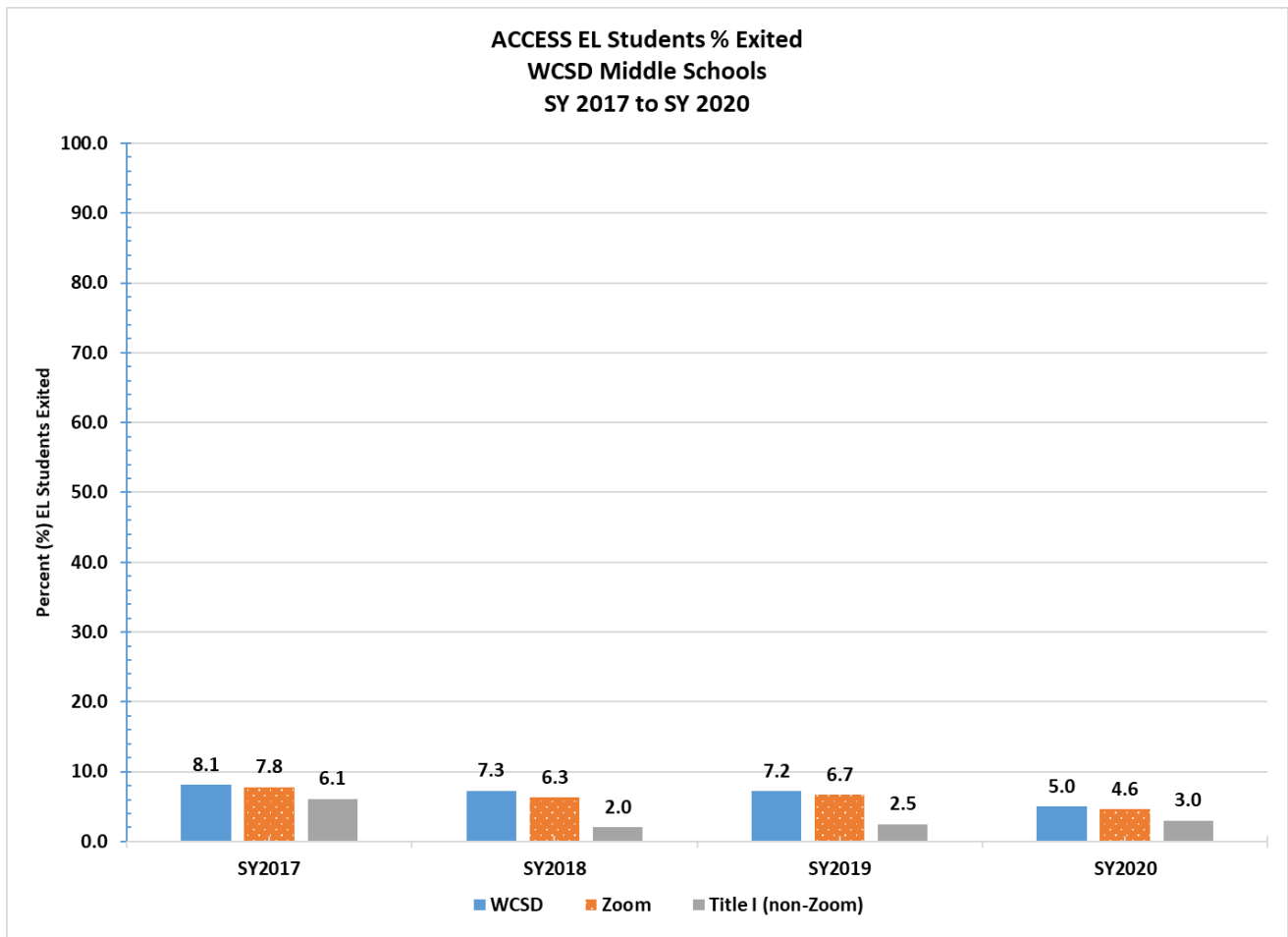


Figure 16. Comparison of WCSD Middle Schools, EL Students ACCESS Percent Exit Rates SY 2016-17 to SY 2019-20

Nevada Growth Model (NGM)—English Learners’ AGP Performance:

Middle School Results

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

NOTE: In accordance with the U.S. Department of Education ESEA waiver to suspend accountability requirements in response to the COVID 19 pandemic, please review the following direction from the Nevada Department of Education (Retrieved on December 7, 2020 from [Nevada Report Card PPT](#); and [Nevada Report Card](#)):

- NSPF Star Ratings**
 NSPF school ratings and accountability indicators have been carried over from the 2018-2019 reporting year. State and District information that can be reported for the current reporting year such as student enrollment, graduation rates, etc. will be reported. The most recent NSPF school rating report is presented for SY 2018-19.
- Assessment Results**
 All state assessments and reporting of assessments are waived for SY 2019-20. The most recent academic achievement results are presented for SY 2018-19.

NDE recommended the AGP performance target for Zoom schools be set at the 50th percentile, as shown in Table 14, for all middle schools in the State with sufficient N-count of EL students (adopted by State Board of Education, June 2016). Table 14 shows the percentage of students at each WCSD Zoom middle school who met AGP on the SY 2019-20 ACCESS assessment.

Results in Table 15 show that three Zoom middle schools showed a slight decline in AGP between SY 2018-19 and SY 2019-20. [Star Ratings are shown for SY 2018-19 as directed by NDE. Between SY 2017-18 and SY 2018-19, two schools maintained their rating, and two schools increased their Star Rating by one star.]

Table 14. Quartile Ranking, WCSD Zoom Middle Schools

SY 2019-20			
Middle Schools: 96		Median 48.00	
At or Below the 25 th Percentile	Below the 50 th Percentile	Above the 50 th Percentile	At or Above the 75 th Percentile
0.00% ≤ 23.99%	24.00% ≥ 35.33%	35.34% ≥ 48.10%	48.11% ≤

Table 15. WCSD Zoom Middle Schools, SY 2019-20
Percent EL Students Who Met WIDA Adequate Growth Percentile (AGP)

Original Funding Year	School Name	2018 Star Rating	Trend	2019 Star Rating	2019 NSPF Total Index Score	2018 % EL Met AGP	2019 % EL Met AGP	2020 % EL Met AGP	AGP Diff. from 2019 to 2020
2016	Sparks MS	2	↔	2	46.0	54.0	37.20	38.0	0.8
2016	Dilworth MS	2	↔	2	41.0	48.84	26.80	22.0	-4.8
2015	Traner MS	1	↑	2	34.5	34.87	9.90	9.0	-0.9
2016	Vaughn MS	1	↑	2	32.0	22.0	14.0	13.0	-1.0

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 AGP. NDE 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 for the ACCESS AGP 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 Corrective Action Plan (CAP) outlines how each school will address the needs of EL students and improve the percentage of students achieving adequate growth toward English language acquisition. Each CAP plan includes the following priority-focused action statements, emphasizing evidence-based priorities with the greatest potential to address root causes:

- **Priority 1:** Teachers lacked an understanding of the stages of development for language for a second language learner. As a result, teachers struggled 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 continued to be critical in the implementation of language rich strategies and activities that provided opportunities for EL students to make progress in the four domains of language.
- **Priority 2:** Teachers lacked an understanding of formative and summative language assessment practices that were 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 continued to play a critical role to gain understanding of language development practices that are crucial for second language learners to become proficient in English.
- **Priority 3:** Teachers lacked 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 used 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 were able to provide a practice opportunity for students as they monitored and facilitated classroom discussions of items that align to the Smarter Summative Assessment Blueprint. This continues to be critical in aligning the language development to practice opportunities that prepares students for the types of items found on SBAC, so that ELs increase achievement on not only formative language assessment but also state mandated assessments.

Professional Learning

Zoom Professional Learning (PL) goals were to design professional learning systems to support educators in implementing effective instructional practices as part of a comprehensive literacy day to support and accelerate students’ reading and language growth, thus developing proficient readers, writers, listeners and speakers with the capacity to comprehend texts across a range of types and disciplines. As part of WCSD’s Read by Grade Three program, this PL around T1 literacy was provided to Learning Specialists who then brought the content back to their school sites where they shared it with administrators and teachers through professional learning and PLCs. At the secondary level, this PL was embedded in secondary content PL. In addition, many Zoom schools used Zoom funds to pay teachers to engage in extended PLC time outside of the contract day.

As shown in Table 16, various topics were presented to educators across the District. The total number of participants receiving PL during the SY 2019-20 included the Learning Strategists from all Zoom schools, teachers, administrators, and other educators. Please note: the available data do not disaggregate by specific schools but represent the District as a whole.

Participant ratings for all professional learning sessions listed were *Agree-Strongly Agree* across all components presented and were well-received by all participants.

Table 16. Professional Learning Topics for SY 2019-20

Topic	Educators (N)
Literacy Specialist Institute: Coaching, Foundational Skills	159
Literacy Specialist Institute: Tier I Literacy Instruction – Foundational Skills	89
Literacy Specialist Institute: NVAC, Family School Partnerships, Purposeful Planning of Literacy Instruction, Content Coaching	90
Literacy Specialist Institute: Content Coaching, Family School Partnerships, Literacy Assessments, PLCs	73
Literacy Specialist Institute: Dyslexia, Equity in Literacy Instruction	99
Dyslexia	62
Leveled Literacy Intervention (LLI)	77
Phonics First	160

In addition, Zoom school PL focused on increasing educators’ capacity to deliver content embedded language instruction that is targeted to the needs of individual learners and aims to improve language proficiency across all four domains of language. During SY 2018-19, WCSD purchased ELLevation and began the very early stages of professional learning. This professional learning continued and expanded in SY 2019-20, with more teachers utilizing the resource to intentionally plan language into their content lessons. This tool continued to provide educators with access to data and resources that helped them provide language support and instruction to students.

Recommendations

The Zoom School initiative has enabled WCSD to reconsider and restructure thinking and practice regarding the appropriation of new models for growth and modes of teaching and learning to support EL students. The major investments must focus on strengthening the collective capacity of teachers, school administrators, and District leaders to create conditions for improved instructional practice and student achievement.

WCSD Zoom schools will maintain uninterrupted programming and services as a result of legislators’ decision to continue Zoom funding for the next biennium, 2021-2023. The program impact will allow sustained support through SY 2021-22 and SY 2022-23 for all 24 Zoom schools. Zoom funding will provide WCSD the resources and opportunity to continue critical programming.

WCSD recommends continued funding for the following initiatives/programming:

1. Certified teachers and classified staff to reduce class size and provide students with the high-quality, targeted EL and literacy instruction that they need.
2. Professional learning for teachers to ensure that EL, literacy, and intervention instruction is delivered to the highest degree possible.
3. Intersession and/or extended day programs to provide students additional instructional time outside of the regular school day and to continue work with existing afterschool programs such as 21st CCLC/TEAM UP Community Learning Centers to maximize efficiency (teachers’ availability) and not compete with other after-school programs to ensure student attendance.
4. Pre-K programs to strengthen kindergarten readiness.

5. Critical resources to enhance EL, literacy, and intervention instruction and programs (e.g. Reading Skills Centers, ELLevation).

WCSD recommends the elimination of the 5% spending cap. This would allow all Zoom-funded LEAs the flexibility and ability to better support schools through high-quality teacher professional development opportunities. LEAs would also be able to explore potential strategy development of effective teacher recruitment and retention incentives, and potential increases in family engagement activities leading to successful language acquisition growth for all Zoom school students.

WCSD has a significant concern around the timing of grant funding availability. While it is understood that funding must wait on legislative timelines, this makes it very difficult to plan and efficiently start the subsequent year.

- Schools often lose highly qualified individuals from their staff at the end of a grant cycle due to the overage of the grant funded position and the next cycle of funding not being available to renew the position in time to guarantee the individual a job for the upcoming year.
- Districts are often waiting on initial budgets to be approved until late fall which makes it difficult to hire new individuals and purchase necessary items to support instruction and student achievement in the first quarter or so of school.
- Budget revision requests are often delayed at NDE for four to eight weeks, again delaying schools' opportunity to spend money on current needs. This delay has even resulted in schools missing important professional learning opportunities.
- The funding timeline overall delays services to students and ultimately results in schools and districts not being able to spend funds in a timely or fully executed manner.

WCSD recommends that NDE work to expedite the timeline for budget approvals and revision requests. This may mean that more staff is needed at NDE to help lessen the workload on individuals. Another recommendation is to create a pre-approval process in which districts could outline the intent for funding in the spring and get pre-approval on items that could then quickly be approved once final budget numbers are awarded.

WCSD would also like to share some recommendations/concerns regarding the new weighted funding formula:

- The current level of weighted funding per student is inadequate.
- There may need to be legislative cleanup of current statutes and regulations to better align with the new Pupil Centered Funding Plan's requirements.
- The current weighted funding for EL, as recommended by the Commission on School Funding, provides one tier (i.e., one weight), which does not account for the different levels of aptitude and levels of service required for the multiple categories of EL students. There may need to be clarifying language in statute or regulations to allow school districts to provide differing levels of service, versus a one-size-fits-all approach based on one weight.
- There is no funding provided for the follow-up of EL students that have graduated out of EL instruction. These students are not counted in the tabulation of EL students for which the District will receive funding under the new Pupil-Centered Funding Plan. However, school districts are required by federal law to monitor exited students for four years and this increases the case load of EL teachers.

Nevada Department of Education Report

Nevada Department of Education Report

Introduction

This section of the 2021 Zoom Annual report deals exclusively with the school districts receiving SB 467 funding and pertains to all districts other than Clark and Washoe county school districts. As per SB 467 legislation, the Zoom Annual Report submitted on February 1, 2021 to the State Board of Education and the Legislative Committee on Education and prepared by the Nevada Department of Education (NDE), documents the implementation of Zoom programming in the school districts receiving SB 467 funding. This section of the report includes the allocation of SB 467 funds, identification of schools receiving SB 467 funds, identification of schools providing EL services, a program and services description by the school or district, student program participation numbers, the average per-child expenditure per program or services, and recommendations to the Nevada Legislature concerning the future of SB 467 and services to ELs in the state of Nevada. The two appendices included in this report are Appendix A which provides a district breakdown of expenditures along with program logistics and details and appendix B which provides the results of Independent Evaluator Report.

Starting with the 2013-14 school year, Nevada school districts receiving SB 467 funding have developed their English Learner programs to individually fit the needs of their unique English Learner population. Now in the middle of its seventh year of implementation, the Zoom services and programs have achieved success and growth levels in those districts that have received funding. In this report, NDE will include instructional programs and projection costs for services from the school districts from 16 out of the 18 districts in Nevada for the 2020-21 school year.¹

SB 467 Funds

Recognizing the expanding EL population needs in Nevada, the Nevada Legislature has appropriated \$100,000,000 in each biennium to support the implementation of Zoom Services. For the 2020-21 school year the following amounts were reserved: \$38,741,220 for Clark County School District, \$7,307,685 for Washoe County School District and the balance of the SB 467 appropriation, \$5,051,416, was directed to the remaining Nevada school districts and the State Public Charter School Authority (SPCSA). **Table 1** provides a detailed list of the school districts receiving SB 467 funds during the 2020-21 school year.

¹ Storey and Eureka counties choose not to utilize SB467 funding.

Table 1: SB 467 Allocations to School Districts

School District	SB 467 Allocation 2019-20	SB 467 Allocation 2020-21
Carson	\$766,881.57	\$714,182.97
Churchill	\$167,408.02	\$168,378.80
Clark (ZOOM)	\$37,981,010.00	\$37,649,072.05
Douglas	\$216,032.76	\$206,906.16
Elko	\$694,639.10	\$678,509.49
Esmeralda	\$9,030.31	\$7,134.70
Eureka	\$9,030.31	\$7,134.70
Humboldt	\$245,207.60	\$230,450.65
Lander	\$47,235.46	\$50,656.33
Lincoln	\$9,030.31	\$14,269.39
Lyon	\$368,158.72	\$391,694.76
Mineral	\$57,655.05	\$54,223.68
Nye	\$331,342.85	\$324,628.62
Pershing	\$29,869.48	\$37,813.88
Washoe (ZOOM)	\$6,917,574.00	\$7,042,657.43
Storey	\$0	\$0.00
White Pine	\$23,617.73	\$20,690.62
State Public Charter School Authority	\$1,976,248.24	\$2,351,595.47
Futuro Academy (ASD)	\$67,379.99**	
Nevada Prep Charter	\$15,976.00**	
Nevada Rise Academy	\$16,671.34**	
*English Mastery Council & Independent Evaluation	\$50,000	\$50,000
Totals	\$50,000,000	\$50,000,000

* In accordance with statutory language, the NDE reserves \$50,000 each year to support the activities associated with the English Mastery Council (EMC) and an independent evaluation of the Zoom program.

**Indicates schools that were designated under the State Public Charter School Authority (SPCSA). SPCSA determined school allocations.

SB 467 Programs and Services

Receiving most of the funding, WCSD and CCSD were expected to implement the entire Zoom Services and programing in Zoom schools. Other districts receiving SB 467 funding and the State Public Charter School Authority (SPCSA) were given the flexibility to determine which services they would provide to support their English learner population based on identified needs and available resources rather than having to implement all the programs and services. **Table 2** outlines the specific English Learner programs and services through SB 467 and the districts that implemented those programs during the 2019-20 and 2020-2021 school year.

Table 2: Districts receiving SB 467 funding programs and services for 2019-20 school year

SB 467 Programs and Services	Description	Districts Implementing
1. Pre-kindergarten	Creation or expansion of high-quality, developmentally appropriate pre-kindergarten programs that will increase enrollment of children who are limited English proficient.	Carson, Churchill, Douglas, Elko, Esmeralda, Humboldt, Nye
2. Reading Acquisition	The acquisition and implementation of empirically proven assessment tools to determine the reading level of pupils who are limited English proficient and	Elko, Mineral, SPCSA

SB 467 Programs and Services	Description	Districts Implementing
	technology-based tools, such as software, designed to support the learning of pupils who are limited English proficient.	
3. Before-school, After-school, Summer-school, Intersession, Extended Learning Time Programs	The provision of programs and services for pupils who are limited English proficient, free of charge, before and after school, during the summer or intersession for those schools that do not operate on a traditional school calendar.	Carson, Nye, SPCSA
4. Other Evidence based programs and services	District-designed and approved programs to serve English learners.	Carson, Churchill, Lander, Lincoln, Lyon, SPCSA, White Pine
5. Professional Development	Professional development for teachers and other educational personnel regarding effective instructional practices and strategies for children who are limited English proficient.	Lyon, SPCSA
6. Parent & Family Engagement	The provision of programs and services designed to engage the families of students who are limited English proficient.	Elko, Lyon, Pershing
7. Recruitment and Retention Incentives	The provision of incentives for school districts to attract and retain highly qualified teachers for the purposes of employment for personnel connected to Zoom programs and services.	No school districts or SPCSA Implemented

The following sections provide greater detail regarding each of the SB 467 programs and services implemented at the local school district level for the 2020-21 school year. In the following sections, all tables for program data collection and program costs were determined by the individual districts reporting the data collected for SB 467 funding.

SB 467 Pre-Kindergarten

SB 467 funds may be used for the creation or expansion of high-quality, developmentally appropriate pre-kindergarten programs. **Table 3a & b** below identifies the eight school districts that used SB 467 funding to create or expand Pre-Kindergarten services for children who were ELs. In the table, after the school district designation column, in the “number of sites” of Pre-K column, the number of schools and then number of classes at those schools are provided. The proceeding column then lists the number of English Learners served by the Zoom program.

Table 3a: SB 467 Pre-Kindergarten Services 2015-2021

School District	SB 405 2015-16 #Sites	SB 405 2015-16 #Classes	# of Els Served 2016	SB 405 2016-17 #Sites	SB 405 2016-17 #Classes	# of Els Served 2017	SB 390 2017-18 #Sites	SB 390 2017-18 #Classes	# of Els Served 2018
Carson City	4	8	53	4	8	63	5	10	48
Churchill	1	1	11	2	4	60	1	2	13
Douglas	1	1	11	1	1	24	1	2	28
Elko	5	7	95	4	7	127	2	4	51
Esmeralda	1	1	7	1	1	4	1	1	12
Humboldt	2	3	47	2	4	58	1	4	55
Lyon	N/A	N/A	N/A	N/A	N/A	N/A	2	4	18
Nye	2	2	22	2	2	12	2	4	26
Total	16	23	246	16	27	348	15	31	251

Table 3b: SB 467 Pre-Kindergarten Services 2018-2020

School District	SB 390 2018-19 #Sites	SB 390 2018-19 #Classes	# of Els Served 2019	SB 467 2019-20 #Sites	SB 467 2019-20 #Classes	# of Els Served 2020	SB 467 2020-21 #Sites	SB 467 2020-21 #Classes	# of Els Served 2021
Carson City	3	6	54	3	6	61	1	2	9
Churchill	1	2	15	1	2	13	1	2	9
Douglas	1	2	40	1	2	25	1	2	10
Elko	3	6	60	2	4	34	2	4	70
Esmeralda	1	1	4	1	1	5	1	1	4
Humboldt	1	4	45	1	4	54	1	2	6
Lyon	3	4	86	8	14	52	-	-	-
Nye	4	8	43	1	2	28	1	2	31
Total	17	33	347	18	35	272	8	15	139

Program Cost

For the 2020-21 school year, the cost of the Pre-Kindergarten programs in the seven participating districts is summarized in **table 4** below. It lists the projected SB 467 expenditure divided by the Els served to arrive at the per pupil expenditure. Please note that the number of participants, the program design, staffing, size of program, and other factors impact the actual per-pupil cost of providing SB 467 Pre-Kindergarten services across the districts and schools. Because the districts will not have finalized actual expenditures for the 2020-21 school year until August 1, 2021 the following table represents projected expenditures.

Table 4: Pre-Kindergarten program costs, Els served, and per pupil expenditures

Total Projected SB 467 Pre-K Expenditures	Total EL Pre-K Students Served	Average Per Pupil Expenditure (Projected)
\$806,579.35	139	\$5,802.72

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

SB 467 Reading Acquisition

SB 467 funds may be used for the acquisition and implementation of empirically proven assessment tools and for technology-based tools, such as software designed to support the learning of pupils who have not yet met proficiency in English. **Table 5** below identifies which school districts implemented SB 467 Reading Acquisition Services. In the table, the school district designation column is followed by the number of participating schools. The proceeding column then lists the number of English Learners served by the Zoom program.

Table 5: SB 467 Reading Acquisition Services

School District	# of Sites SB 405 Served [2016-17]	# of ELs Served [2017]	# of Sites SB 390 Served [2017-18]	# of ELs Served [2018]	# of Sites SB 390 Served [2018-19]	# of ELs Served [2019]	# of Sites SB 467 Served [2019-20]	# of ELs Served [2020]	# of Sites SB 467 Served [2020-21]	# of ELs Served [2021]
Elko	5	182	10	708	6	381	8	454	9	618
Mineral	N/A	N/A	N/A	N/A	N/A	N/A	1	60	1	67
SPCSA	3	224	3	774	4	1133	3	1024	3	213
Total	8	406	13	1482	10	1514	12	1538	13	898

Program Cost

The cost of the SB 467 Reading programs in the district and charter schools for the 2020-21 school year is summarized in **table 6** below. It lists the projected SB 467 expenditure divided by the ELs served to arrive at the per pupil expenditure. Please note that program design, staffing, size of program, and other factors impact the actual per-pupil cost of providing SB 467 Reading services across the districts and schools. Because the districts will not have finalized actual expenditures for the 2020-21 school year until August 1, 2021 the following table represents projected expenditures.

Table 6: Reading Programs/Services costs, ELs served, and per pupil expenditures

Total Projected SB 467 Reading Expenditures	Total English Learners Served	Average Per Pupil Expenditure (Projected)
\$549,560.44	898	\$611.98

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

SB 467 Before, After, and Summer School Services (Extended Learning Time)

SB 467 funds may be used for the provision of programs and services, free of charge, before and after school, or during the summer for pupils who have not met English proficiency. **Table 7** below identifies the districts that used SB 467 funding to provide before-school, after-school, and summer-school services for children who were English learners during the 2020-21 school year. In this report, the term “*Extended Learning Time*” will be used to refer to before-school, after-school, or summer-school services. In the table, the school district designation column is followed by the number of participating schools. The proceeding column then lists the number of English Learners served by the Zoom program.

Table 7: SB 467 Extended Learning Time Services

School District	# of Sites SB 405 Served [2016-17]	# of ELs Served [2017]	# of Sites SB 405 Served [2017-18]	# of ELs Served [2018]	# of Sites SB 405 Served [2018-19]	# of ELs Served [2019]	# of Sites SB 467 Served [2019-20]	# of ELs Served [2020]	# of Sites SB 467 Served [2020-21]	# of ELs Served [2021]
Carson	2	458	5	1238	2	1081	N/A	N/A	3	75
NYE	-	-	-	-	-	-	-	-	5	313
SPCSA	4	425	5	1031	7	563	4	386	5	1107
Total	21	1358	10	2269	9	1644	4	386	13	1495

Program Cost

The cost of the SB 467 Extended Learning Time programs in the districts for the 2019-20 school year is summarized in **table 8** below. It lists the projected SB 467 expenditure divided by the ELs served to arrive at the per pupil expenditure. Please note that program design, staffing, size of program, and other factors impact the actual per-pupil cost of providing SB 467 Extended Learning Time services across the districts and schools. Because the districts will not have finalized actual expenditures until August 1, the following table represents projected expenditures through the end of the 2019-20 fiscal year.

Table 8: Extended Learning Time costs, ELs served, and per pupil expenditures

Total Projected SB 467 Reading Expenditures	Total English Learners Served	Average Per Pupil Expenditure (Projected)
\$1,054,542.34	1,495	\$705.37

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

SB 467 Other Evidence Based Programs and Services

SB 467 funds may be used for the provision of other evidenced-based district-proposed services for

pupils who are English learners. **Table 9** below shows the school districts utilizing SB 467 funds to create Other Evidence Based Programs and Services such as reading intervention, push-in supports, blended learning, or targeted tutoring. In the table, the school district designation column is followed by the number of participating schools. The proceeding column then lists the number of English Learners served by the Zoom program.

Table 9: SB 467 Other Evidenced Based Programs and Services

School District	# of Sites SB 405 Served [2016-17]	# of ELs Served [2017]	# of Sites SB 390 Served [2017-18]	# of ELs Served [2018]	# of Sites SB 390 Served [2018-19]	# of ELs Served [2019]	# of Sites SB 467 Served [2019-20]	# of ELs Served [2020]	# of Sites SB 467 Served [2020-21]	# of ELs Served [2021]
Carson	N/A	N/A	N/A	N/A	7	955	7	194	8	1770
Churchill	1	35	N/A	N/A	1	54	1	52	1	44
Elko	N/A	N/A	N/A	N/A	1	20	N/A	N/A	N/A	N/A
Lander	1	51	N/A	N/A	1	50	1	43	3	66
Lincoln	N/A	N/A	N/A	N/A	1	4	1	2	1	1
Lyon	2	27	N/A	N/A	1	15	2	13	8	1054
Mineral	1	54	N/A	N/A	1	63	N/A	N/A		
Pershing	N/A	N/A	N/A	N/A	1	25	N/A	N/A		
SPCSA	N/A	N/A	N/A	N/A	4	745	5	398	11	2046
White	1	14	N/A	N/A	1	9	1	7	2	13
Total	6	181			19	189	18	245	34	4,994

Program Cost

The cost of the SB 467 Other Evidence Based Programs in the districts for the 2020-21 school year is summarized in **table 10** below. It lists the projected SB 467 expenditure divided by the ELs served to arrive at the per pupil expenditure. Please note that program design, staffing, size of program, and other factors impact the actual per-pupil cost across the districts and schools. Because the districts will not have finalized actual expenditures until August 1, the following table represents projected expenditures through the end of the 2020-21 fiscal year.

Table 10: Other Evidence Based programs costs, ELs served, and per pupil expenditures

Total Projected SB 467 Other Evidence Based Programs	Total English Learners Served	Average Per Pupil Expenditure (Projected)
\$2,246,289.68	4,994	\$449.79

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

SB 467 Parent & Family Engagement

SB 467 funds may be used for the provision of services engaging and involving parents and families of English Learners including without limitation, increasing effectiveness, culturally appropriate communication with and outreach to parents and families to support the academic achievement of the children. **Table 11** below shows the school districts that used SB 467 funding to provide Parent and Family Engagement to serve English learners during the 2020-21 school year. In the table, the school district designation column is followed by the number of participating schools. The proceeding column then lists the number of English Learners served by the Zoom program. Other districts reported that due to the 5% of budget restriction most chose not to utilize this program option for the SB 467 support

services.

Table 11: Parent and Family Engagement Activities

School District	# of Sites SB 405 Served [2016-17]	# of ELs Served [2017]	# of Sites SB 390 Served [2017-18]	# of ELs Served [2018]	# of Sites SB 390 Served [2018-19]	# of ELs Served [2019]	# of Sites SB 467 Served [2019-20]	# of ELs Served [2020]	# of Sites SB 467 Served [2020-21]	# of ELs Served [2021]
Carson	N/A	N/A	2	249	1	90	N/A	N/A	N/A	N/A
Elko	2	100	2	230	1	79	3	112	1	22
Lyon	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	7	527
SPCSA	N/A	N/A	N/A	N/A	2	47	N/A	N/A	2	141
Pershing	N/A	N/A	N/A	N/A	N/A	N/A	1	53	3	46
Nye	N/A	N/A	N/A	N/A	N/A	N/A	1	84	N/A	N/A
Total	2	100	4	479	4	216	5	249	13	736

Program Cost

The cost of the SB 467 Parent and Family Engagement programs in the districts for the 2020-21 school year is summarized in **table 12** below. It lists the projected SB 467 expenditure divided by the ELs served to arrive at the per pupil expenditure. Please note that program design, staffing, size of program, and other factors impact the actual per-pupil cost of providing SB 467 Parent and Family Engagement services across the districts and schools. Because the districts will not have finalized actual expenditures until August 1, the following table represents projected expenditures through the end of the 2020-21 fiscal year.

Table 12: Parent and Family Engagement costs, ELs served, and per pupil expenditures

Total Projected SB 467 Parent and Family Engagement	Total English Learners Served	Average Per Pupil Expenditure (Projected)
\$102,678.41	1,263	\$81.29

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

SB 467 Professional Development

SB 467 funds may be used for the provision of professional development for teachers and other educational personnel regarding effective instructional practices and strategies for children who have not met English proficiency. **Table 13** identifies the one school district that used SB 467 funding to provide professional development to support educators who serve children who were English learners during the 2019-20 school year. Many districts reported that the 5% restriction on budget for Professional Development inhibited most districts from utilizing Professional Development as a viable program service.

Table 13: SB 367 Professional Development Services

School District	Projected # of Educators Participating in PD [2017-18]	Projected # of English Learners Impacted [2018]	Projected # of Educators Participating in PD [2018-19]	Projected # of English Learners Impacted [2019]	Projected # of Educators Participating in PD [2019-20]	Projected # of English Learners Impacted [2020]	Projected # of Educators Participating in PD [2020-21]	Projected # of English Learners Impacted [2021]
Carson	4	90	7	1081	N/A	N/A	N/A	N/A
Lyon							7	527

School District	Projected # of Educators Participating in PD [2017-18]	Projected # of English Learners Impacted [2018]	Projected # of Educators Participating in PD [2018-19]	Projected # of English Learners Impacted [2019]	Projected # of Educators Participating in PD [2019-20]	Projected # of English Learners Impacted [2020]	Projected # of Educators Participating in PD [2020-21]	Projected # of English Learners Impacted [2021]
NYE							5	313
SPCSA	N/A	N/A	3	248	13	105	2	146
Mineral	N/A	N/A	5	60	1	60	N/A	N/A
Total	4	90	10	1105	14	165	13	986

Program Cost

The cost of the SB 467 professional development for the 2019-20 school year is summarized in **Table 14** below. Please note that the number of participants, presenter costs, and other factors impact the actual per-pupil cost of providing SB 467 professional development across the districts. Because the districts will not have finalized actual expenditures until August 1, the following table represents projected expenditures through the end of the 2019-20 fiscal year.

Table 14: Professional Development Per Pupil Expenditure

Total Projected SB 467 Professional Development Expenditures	Total EL Students in Districts Providing Professional Development	Average Per Pupil Expenditure for Educator Training (Projected)
\$41,146.80	986	\$41.73

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

SB 467 Recruitment & Retention Incentives

SB 467 funds may be used for the provision of offering recruitment and retention incentives for the teachers and other licensed educational personnel who provide any of the programs and services set forth in this subsection from the list of incentives prescribed by the state board of education. Districts reported that due to the 5% of budget restriction, no districts or charter schools utilized this program option for the SB 467 support services.

Recommendations for Legislation

This section of the Annual Zoom Report provides the input submitted by the Districts Receiving SB 467 funding regarding their recommendations to the State Legislature. The following represents a condensed summary of the overall recommendations submitted by the sixteen districts receiving SB 467 funding in Nevada, (excluding Clark and Washoe County School Districts):

- 1. Maintain Designated Funding for English Learners- Continue with targeted funding, rather than a weighted formula, to allow districts the ability to provide targeted funding and programming for English Learners.***

A weighted funding formula may impact the ability for districts to target funding for specifically designed EL programs. In most districts the EL program is not funded sufficiently to provide supplemental programming to meet the demonstrated needs of EL students. Allowing districts to provide specialized programs with designated funding will allow districts to assess their unique needs and develop programs to meet those needs. Nevada’s EL students have unique struggles that require

different personnel and programs providing equal access to quality education. Districts strongly urge and recommend that legislation continue to support EL students by providing the necessary funding to supplement where the general public funding does not reach. If the funding is added to the general fund account (DSA), districts should be required to use the funding for EL, just as it has been. Districts request legislative guidance be provided assuring the supplemental nature of the funding.

2. Pre-Kindergarten Services – *Build on the established commitment to increase funding to ensure access for all Pre-Kindergarten English learners*

Nevada’s English learner population benefits significantly from the Pre-Kindergarten (Pre-K) services preparing young children for success in school. Across the state of Nevada, this program has been the most utilized during the Zoom program demonstrating the greatest gains and growth in preparing children for kindergarten. These programs positively impact language, academic/cognitive, and socio-emotional measures dramatically increasing students’ readiness scores for Kindergarten. An expansion in Early Childhood Zoom programming, such as universal PreK, would ensure children from the early developmental stages would help children from all backgrounds and socioeconomic levels to develop positive social skills. Increasing the funding to accordingly expand Zoom services would provide early intervention and academic language development for Nevada’s children in the early developmental years.

3. Maintain Program Flexibility while expanding resources, funding & program sustainability- *Ensure availability of necessary resources, especially qualified/trained personnel, appropriate facilities, and quality assessments for program implementation and expansion.*

Flexibility remains an integral part of success in smaller districts receiving zoom funding. The flexibility of funding allows districts to use data and evaluate their unique needs to design the programs that will help them meet the needs of their students. Some districts experience difficulty as funding becomes inadequate for the LEA’s short-term and long-term sustainability. Allowances for expansion of resources and development in the smaller districts would ensure the ability to build capacity.

Conclusion

School districts and charter schools are using the SB 467 funding to provide services supporting language acquisition and academic achievement for ELs. The state is also working with local education agencies to implement new requirements outlined in Assembly Bill 219 (2019) which prescribes additional supports to English learners, including: enhancements to annual data reporting; development of corrective action plans for low-performing schools; and language supports for student assessment. The Nevada Department of Education is also partnering with West ED on two key initiatives: 1) West Ed will conduct an impact analysis of Zoom programming; and 2) West Ed is providing expertise to support the implementation of the English Language Development Standards Framework which will build teacher capacity to design instruction that better meets the language development and academic content needs of English learners. The English Mastery Council (EMC) reviews policies and makes recommendations relating to the education of English learners to the Superintendent of Public Instruction, the Commission on Professional Standards in Education, the Board of Regents, of the University of Nevada, the Boards of trustees of school districts and the State Board of Education. These combined efforts continue to enhance Nevada’s ability to ensure educational success for its English learners.

Appendix A

List of Schools and Services Receiving SB 467 Funding

2020-21 School Year

Appendix A provides greater detail at the individual school level for each district receiving SB 467 funds for the 2020-21 school year along with a brief update of services provided for each district. All the tables in Appendix A represent expenditures for the 2020-21 school year. Please note: These numbers are projections as full costs aren't submitted by school districts until August 1. The projections are based on costs and data associated with SB 467 funding.

The following names are assigned to specific SB 467 initiatives:

Pre-K: Creation or expansion of Pre-Kindergarten services for English learners

Reading: Reading Acquisition - Increasing Reading Proficiency of English learners

ELT: Extended Learning Time (Before-school, After-school, or Summer-school Programs)

PD: Professional Development related to Effective Instruction for English Learners

O: Other Evidenced-based Strategies to serve English Learners

PFE: Parent and Family Engagement related to family services and programs.

R&RI: Recruitment and Retention Incentives - recruiting and hiring quality instructors

Table 15: Carson City School District: Projected expenditures through the end of the 2020-21 fiscal year

Carson City School District	SB 467 Allocation 2020-21	SB 467 EL Service	# English Learners Served 2020-21	# of Non-ELs Served 2020-21	Average SB 467 Per EL Stud. Expenditure 2020-21
Empire Elementary School	\$38,265.25	O	141	385	\$271.38
Fremont Elementary School	\$36,649.54	O	125	473	\$293.20
Mark Twain Elementary School	\$21,320.20	Pre-K	9	19	\$761.43
Mark Twain Elementary School	\$91,501.60	O	144	448	\$683.78
Seeliger Elementary School	\$124,883.57	O	78	475	\$1,601.07
Carson Middle School	\$39,227.18	O	82	1190	\$478.38
Carson Middle School	\$3,997.60	ELT	14	0	\$285.54
Eagle Valley Middle School	\$21,732.77	O	60	595	\$362.06
Eagle Valley Middle School	\$9,476.16	ELT	10	0	\$947.61
Carson High School	\$131,070.48	O	200	2089	\$655.35
Carson High School	\$9,476.16	ELT	51	0	\$185.80
District Wide – Other Evidence Based ELL programs	\$186,591.46	O	940	6942	\$198.50
Total	\$714,191.97	-	1,854*	12,616*	-

*These numbers represent students participating in more than one program or duplicated students.

SB 467 Programs and Services: Pre-Kindergarten, Other Evidence-based Programs

Program Description: 2020-21 Pre-Kindergarten

Carson City continued its Pre-Kindergarten services at 1 site for the 2020-21 year with a total of 6 classes: 2 classes at Mark Twain and is based on the Nevada Prekindergarten Standards. Specific to the needs of Dual Language Learners (DLLs) the PreK program is strengthened by its alignment with World Class Instructional Design and Assessment (WIDA) English Development Standards. District PreK programming also aligns with the Nevada Prekindergarten Standards Common Core Crosswalk: A Supplement to the Nevada Pre-K Standards (NDE-Pre-K Crosswalk, 2014). The program was determined by ESSA Evidence-based Practices Criteria (Tier 1-4).

Program Description: 2020-21 Other Evidenced Based programing

SB 467 funding is to be utilized to ensure and amplify the staffing of highly qualified ESL teachers and ESL paraprofessionals to meet the educational needs of English Learners in K-12 district schools. Annually, 16-18% of the Pre-K – 12th grade student body is comprised of students who have been identified as English Learners. Consistent with the Nevada State Literacy Plan (NDE, 2015), the Carson City School District has adopted a Pre-K through Adult education system that will meet the following objectives: 1) All students are proficient in reading by 3rd grade; 2) All students enter high school with the skills necessary to succeed; and 3) All student’s graduate college career ready.

Program Description: 2020-21 Extended Learning Time programing

The Carson City School District programming for Increased Learning Time will consist of several types of programming in order to meet individual student learning styles and academic needs. Site-based programming may include: Online learning in the school setting; online learning in the home setting; traditional academic support in the school setting before school; traditional academic support in the school setting after school. Drop in settings that are optional; structured settings that are required. Traditional summer school credit recovery; project based learning summer school programming.

Table 16: Churchill County School District: Projected expenditures through the end of the 2020-21 fiscal year

Churchill County School District	SB 467 Allocation 2020-21	SB 467 EL Service	# ELs Served 2020-21	# of Non-ELs Served 2020-21	Average SB 467 Per EL Student Expenditure 2020-21
Northside Early Learning Center	\$117,531.00	Pre-K	9	7	\$13,059.00
Lahontan Elementary School	\$50,865.80	O	44	392	\$1156.04
Total	\$168,396.80		53	399	-

SB 467 Programs and Services: Pre-Kindergarten & Other Evidence Based Program

Program Description: 2020-21 Pre-Kindergarten

Churchill County School District (CCSD) has developed and implemented a model early learning pre-kindergarten program at Northside Early Learning Center (NELC). This Center combines the Special Education Pre-K program, the NELC Pre-K 4-year-old program and the 3-year program in a cooperative model serving all students based on their needs and the program criteria. The three major components to the program are classroom direct instruction, family education/workshops and parent involvement. The 3-year-old program classroom service delivery model is class taught by one highly qualified early childhood licensed teacher, inclusion by a highly qualified special education teacher and supported by a

highly qualified instructional assistant, bilingual in Spanish. The program for dual-Language learners at NELC utilizes the Creative Curriculum. The components of the curriculum that research supports for Dual-Language Learners includes social-emotional and environmental supports, oral language supports, literacy supports, mathematics supports, and assessment supports.

Program Description: 2020-21 Other Evidence-Based Programs

Churchill County School District (CCSD) has developed and implemented a model early learning program that includes our English Language Learners (ELL). Students are then enrolled in Lahontan Elementary School (LES) which is CCSD’s designated Kindergarten and 1st grade school. In the 2015/2016 school year additional support was added to K-1 Classrooms. This support represents a more comprehensive approach by the Churchill County School District, to address the needs of our EL population. In many cases this support will target students that have attended our Early Childhood programs. However, students new to the area or newly enrolled will also benefit.

Table 17: Douglas County School District: Projected expenditures through the end of the 2020-21 fiscal year

Douglas County School District	SB 467 Allocation 2020-21	SB 467 EL Service	# ELs Served 2020-21	# of Non-ELs Served 2020-21	Average SB 467 Per EL Student Expenditure 2020-21
Minden Elementary	\$20,6906.16	Pre-K	10	NR	\$20,690.62
Total	\$20,6906.16		10	NR	\$20,690.62

*NR= Not Reported

SB 467 Programs and Services: Pre-K

Program Description: 2020-21 Pre-Kindergarten

Douglas County School District utilized its SB 467 funds to create a Pre-Kindergarten program at Minden Elementary School. A large unserved population of EL students exists throughout the district and not necessarily within the JVES and CCMES attendance zones. The last two years of the SB405 funded EL ECE program were well attended with interest snowballing by word of mouth, etc. We anticipate a full program of up to 40 students (if blended 3 and 4) and 36 if 3 year and 4-year programs are run. The instructional design was a research-based curriculum model aligned with the Nevada Pre-K Standards. It used the *High Scope Preschool Curriculum, High Scope Growing Readers Early Literacy Curriculum, Peabody Picture Vocabulary Test, Brigance Screens, and the WIDA MODEL Assessments*. The Pre-Kindergarten session served three and four-year old children in 2.5-hour sessions, 2 times a day, 5 days a week.

Table 18: Elko County School District: Projected expenditures through the end of the 2020-21 fiscal year

Elko County School District	SB 467 Allocation 2020-21	SB 467 EL Services	# ELs Served 2020-21	# of Non-ELs Served 2020-21	Average SB 467 Per EL Student Expenditure 2020-21
Adobe Middle School	\$51,911.00	Reading	46	0	\$1,128.50
Elko High School	\$56,240.40	Reading	71	0	\$792.11
Flag View Intermediate	\$48,546.38	Reading	57	0	\$851.69
Grammar School #2	\$40,150.00	Reading	22	0	\$1,825.00
Jackpot Elementary School	\$10,022.59	Reading	28	0	\$357.94
Mountain View Elementary	\$54,926.68	Reading	83	0	\$661.77
Northside Elementary School	\$1242,16.68	Pre-K	30	10	\$4,140.55
Northside Elementary School	\$52,670.00	Reading	44	0	\$1,197.05

Elko County School District	SB 467 Allocation 2020-21	SB 467 EL Services	# ELs Served 2020-21	# of Non-ELs Served 2020-21	Average SB 467 Per EL Student Expenditure 2020-21
Southside Elementary School	\$109,661.40	Pre-K	40	10	\$2,741.53
Southside Elementary School	\$104,379.36	Reading	200	0	\$521.89
Spring Creek	\$54,129.72	Reading	67	0	\$807.90
Wells Combined	\$15,225.60	PFE	22	0	\$692.087
Total	\$597,863.13		710*	20*	-

*These numbers represent students participating in more than one program or duplicated students.

SB 467 Programs and Services: Pre-Kindergarten, Reading Acquisition and Family Engagement

Program Description: 2020-21 Pre-Kindergarten

Continue two Pre-K classrooms in order to expand the literacy base, jump start gains in academics, and align experiences with Kindergarten and early grades, for EL students. Pre-Kindergarten English language learners will communicate for social and instructional purposes within the school setting and will communicate ideas and concepts necessary for academic success in the content areas of Language Arts, Mathematics, Science and Social Studies. The Creative Curriculum will be implemented using Nevada Pre K standards. The two EL pre-schools currently provide services to a combined 80 EL and English-speaking students.

Program Description: 2020-21 Reading Acquisition

Elko County's Primary and Secondary schools used a portion of its SB 467 funds to implement a Reading Acquisition program for English learners' grades K-12. Successful RTI implementations are dependent on effective rotation models, which allow for small-group, teacher-led instruction that target specific skills deficits. The Achieve3000 Classroom is designed for Tier II small group instruction or Tier III intensive one-to-one intervention and is fully equipped to support instruction in reading comprehension, writing, vocabulary, fluency, and foundation skills. Given Achieve3000's focus on nonfiction content and vocabulary, intervention students will not miss out on the essential grade-level, standards-aligned instruction in Science and Social Studies classes.

Program Description: 2020-21 Parent and Family Engagement

Adobe Middle School and Flag View Intermediate will work collaboratively to implement home visits for EL students and their families. These home visits will discuss the educational programming their students will be receiving as well as provide them with a schedule of upcoming family engagement events throughout the school year. Meeting EL staff and site administration allows families to feel more comfortable to become part of the local learning community. Family engagement events will consist of movie nights at Flag View Intermediate school and family academic nights at Flag View and Adobe Middle School. Each student participant at the movie nights receives a book the movie is based on prior to attending the event.

Table 19: Esmeralda County School District: Projected expenditures through the end of the 2020-21 fiscal year

Esmeralda County School District	SB 467 Allocation 2020-21	SB 467 EL Service	# of ELs Served 2020-21	# of Non-ELs Served 2020-21	Average SB 467 Per EL Student Expenditure 2020-21
Dyer Elementary School	\$7,134.70	Pre-K	4	4	\$1,783.675

Esmeralda County School District	SB 467 Allocation 2020-21	SB 467 EL Service	# of ELs Served 2020-21	# of Non-ELs Served 2020-21	Average SB 467 Per EL Student Expenditure 2020-21
Total	\$7,134.70		4	4	\$1,783.675

SB 467 Programs and services: Pre-Kindergarten
Program Description: 2020-21 Pre-Kindergarten

Esmeralda County School District used SB 467 funds to create a Pre-Kindergarten program at Dyer Elementary school. Using learning centers is a research-based education practice that promotes successful outcomes for preschool students. (Conn-Powers, Michael C., 2010). The Dyer Elementary preschool program uses a balance of direct instruction and learning centers. The centers allow the students to use hands on activities to further explore what they have been taught, to develop problem-solving skills, and to move around the classroom. Centers include literacy, math, science, technology, and pretend play.

Table 20: Humboldt County School District: Projected expenditures through the end of the 2020-21 fiscal year

Humboldt County School District	SB 467 Allocation 2020-21	SB 467 EL Service	# ELs Served 2020-21	# of Non-ELs Served 2020-21	Average SB 467 Per EL Student Expenditure 2020-21
Grass Valley Elementary School (includes Sonoma Heights and Winnemucca Grammar)	\$230,450.65	Pre-K	6	14	\$38,408.44
Total	\$230,450.65		6	14	\$38,408.44

SB 467 Programs and services: Pre-Kindergarten
Program Description: 2020-21 Pre-Kindergarten

Beginning in the 17-18 school year, all Pre-K students' programs were housed at Grass Valley Elementary School in the Early Learning Center. All Pre-K students zoned for other schools will be transported to this site. This location change allows for collaboration between staff members to ensure a high-quality preschool environment and allows for a system in which funds can be braided to best meet the needs of students in a fiscally responsible manner. This program will allow for 3-5-year-old dual language learners across the district to have access to a high quality, language rich environment.

Table 21: Lander County School District: Projected expenditures through the end of the 2020-21 fiscal year

Lander County School District	SB 467 Allocation 2020-21	SB 467 EL Service	# ELs Served 2020-21	# of Non-ELs Served 2020-21	Average SB 467 Per EL Student Expenditure 2020-21
Battle Mountain Elementary School	\$16,885.44	O	20	392	\$844.27
Eleanor Lemaire Jr. High	\$16,885.44	O	28	287	\$603.05
Battle Mountain High School	\$16,885.44	O	18	281	\$938.08
Total	\$50,656.32		66	960	-

SB 467 Programs and services: Other Evidence Based Program

Program Description: 2020-21 English Language Acquisition Specialists for Other Evidence Based programing

Lander County School District utilized its SB 467 funds to provide a reading and tutoring program for English learners during the school day. Lander serves students by providing support within classrooms with teachers working to meet the needs of EL students using newly learned SIOP strategies in K-12th grade. Services were designed as a “push-in” model to support students and teachers during regular instruction to support literacy in content areas.

Table 22: Lincoln County School District: Projected expenditures through the end of the 2020-21 fiscal year

Lincoln County School District	SB 467 Allocation 2020-21	SB 467 EL Service	# ELs Served 2020-21	# of Non-ELs Served 2020-21	Average SB 467 Per EL Student Expenditure 2020-21
Pioche Elementary School	\$14,269.39	O	1	14	\$14,269.39
Total	\$14,269.39		1	14	\$14,269.39

SB 467 Programs and services: Other Evidence-Based Program

Program Description: 2020-21-Other Evidence-Based Program

LCSD is providing funding to support 2 EL students within the school district. LCSD has four elementary schools, two middle schools, and two high schools where these 2 EL students are educated. Because of our low incidence of EL population within Lincoln County School District, the funds will be braided with existing funds to ensure all EL students receive proper educational services in order to show growth and grade level proficiency.

Table 23: Lyon County School District: Projected expenditures through the end of the 2020-21 fiscal year

Lyon County School District	SB 467 Allocation 2020-21	SB 467 EL Service	# ELs Served 2020-21	# of Non-ELs Served 2020-21	Average SB 467 Per EL Student Expenditure 2020-21
Dayton Elementary School	\$40,158.57	O	38	-	\$ 1,056.80
Fernley Elementary School	\$40,158.57	O	28	-	\$ 1,434.23
Fernley Intermediate School	\$40,158.57	O	24	-	\$ 1,673.27
Sutro Elementary School	\$40,158.57	O	38	-	\$ 1,056.80
Yerington Elementary School	\$40,158.57	O	113	-	\$355.39
Yerington Intermediate School	\$40,158.57	O	42	-	\$ 956.16
Dayton Intermediate	\$40,158.57	O	23	-	\$ 1,746.02
District Wide – Extended discourse	\$91,000.00	O	748	-	\$121.65
District Wide	\$9,792.37	PD	527	-	\$18.58
District Wide	\$9,792.37	PFE	527	-	\$18.58
Total	\$391,694.73		2108*	-	-

*These numbers represent students participating in more than one program or duplicated students.

SB 467 Programs and services: Family Engagement Programing

Program Description: 2020-21 Family Engagement and Professional Development

During the Pandemic, parents are going to be provided with professional development opportunities and materials to support their students in the blended/ hybrid and full distance learning models. This support will be provided through weekly virtual office hours with the English Language Implementation Specialist (ELIS) as well as pre-recorded, on-demand videos, also provided by the ELIS on a monthly

basis. Parents and students will participate in learning activities via Google meets and facilitated by the English Language Implementation Specialist. The focus will be on supporting students while learning remotely as well as in-person. WIDA Family Engagement Resources-Learning Language Everyday Activity packets and Family connections Through Home languages activity Packets will also be shared on a weekly basis.

Program Description: 2020-21 Other Evidenced-Based Program

This program will allow 4-year-old dual language learners in both attendance area to have access to a high quality, language rich environment. Yerington Elementary School currently has the largest population of EL students in the district and Dayton intermediate requires supports for EL students. Providing early intervention support with a focus on building academic language will have a positive impact on students and increase their future success rate. Paraprofessionals will be used to support the students’ instruction and language development for students.

Table 24: Mineral County School District: Projected expenditures through the end of the 2020-21 fiscal year

Mineral County School District	SB 467 Allocation 2020-21	SB 467 EL Service	# ELs Served 2020-21	# of Non-ELs Served 2020-21	Average SB 467 Per EL Student Expenditure 2020-21
Schurz ES	\$54,223.68	Reading	67	1	\$809.30
Total	\$54,223.68	Reading	67	1	\$809.30

SB 467 Programs and services: Reading Acquisition program

Program Description: 2020-21 Reading Acquisition program

The Zoom K-6 reading classrooms are designed to build strong connections between the learn experiences of children across the elementary learning years. The components of the program that educational standards, curricula, assessments, instruction, and professional development strongly aligned across classrooms/grades starting in Kindergarten – 6th grade. The Schurz Elementary School (SES) Zoom reading classrooms are implemented in each class and focus on language, vocabulary, reading, writing, and content for elementary students Kind – 6th grade. Reading interventions occur in the classroom, pull out sessions, home study, and peer mentoring groups. Schurz Elementary runs a school wide program due to the large academic achievement gap with the majority of the student population. With the small population, all students benefit from interventions. The SES reading classrooms use the National Geographic Reach curriculum and supporting National Geographic Explorer Magazine which actively engages and immerses students connected, expanding, and dynamic language environment. The Reach curriculum layers and essential skills and strategies to move all learners toward independent reading.

Table 25: Nye County School District: Projected expenditures through the end of the 2020-21 fiscal year

Nye County School District	SB 467 Allocation 2020-21	SB 467 EL Service	# ELs Served 2020-21	# of Non-ELs Served 2020-21	Average SB 467 Per EL Student Expenditure 2020-21
Mt. Charleston Elementary School	\$113,575.24	Pre-K	31	93	\$3,663.72
District Wide	\$172,644.66	ELT	313	95	\$462.86
District Wide	\$16,200.00	PD	313	95	\$462.86
Total	\$302,419.90		657*	283*	-

*These numbers represent students participating in more than one program or duplicated students.

SB 467 Programs and services: Pre-Kindergarten

Program Description: 2020-21 Pre-Kindergarten

NCSD is re-opening a school for the 2020-2120 school year. Mt. Charleston Elementary will be the new home to all Pre-K students in the community of Pahrump. The elementary school will expand during the 2020-2021 school year to include Kindergarten, filling the school to capacity. This new opportunity will put all 4-year-olds and all Pre-K teachers in one school allowing for efficiency and consistency.

Table 26: Pershing County School District: Projected expenditures through the end of the 2020-21 fiscal year

Pershing County School District	SB 467 Allocation 2020-21	SB 467 EL Service	# ELs Served 2020-21	# of Non-ELs Served 2020-21	Average SB 467 Per EL Student Expenditure 2020-21
Lovelock Elementary School	\$22,198.59	PFE	27	0	\$411.08
Pershing Middle school	\$8,221.70	PFE	10	0	\$822.17
Pershing High School	\$7,399.60	PFE	9	0	\$822.17
Total	\$37,819.89		46	0	-

SB 467 Programs and services: Family Engagement

Program Description: 2020-21 Family Engagement Program

Houghton Mifflin’s Six Reading Strategies: Predict/Infer, Question, Monitor/Clarify, Summarize, Evaluate, and Phonics/Decoding. Vocabulary of the classroom and/or Parent Engagement topics will be heavily emphasized. Reading Recovery Strategies will be used with all levels.

Table 27: State Sponsored Charter Authority: Projected expenditures through the end of the 2020-21 fiscal year

State-Sponsored Charter Schools	SB 467 Allocation 2020-21	SB 467 EL Service	# ELs Served 2020-21	# of Non-ELs Served 2020-21	Average SB 467 Per EL Student Expenditure 2020-21
Beacon Academy of Nevada	\$58,349.51	O	41	282	\$180.65
Equipo Academy	\$259,820.47	ELT	281	72	\$736.04
Freedom Classical Academy	\$123,304.63	O	126	0	\$978.61
Futuro Academy	\$160,736.39	O	201	0	\$799.68
Imagine Schools at Mountain View	\$25,743.80	Reading	72	28	\$357.55
	\$61,230	ELT	72	28	\$850.42
Mater Academy of Northern Nevada	\$143,121.45	O	161	271	\$888.95
Mater Academy: Bonanza	\$161,749.39	O	623	447	\$259.63
Mater Academy: Mt. Vista	\$161,749.40	O	623	447	\$259.63

State-Sponsored Charter Schools	SB 467 Allocation 2020-21	SB 467 EL Service	# ELs Served 2020-21	# of Non-ELs Served 2020-21	Average SB 467 Per EL Student Expenditure 2020-21
Mater Academy: East	\$500,000.00	ELT	638	513	\$783.69
Nevada Prep Charter	\$25,348.18	O	29	71	\$253.48
	\$16,460.63	Reading	67	29	\$171.46
	\$25,348.18	PFE	67	0	\$378.33
Nevada Rise Academy	\$12,000.00	ELT	74	256	\$36.36
	\$5900.00	Reading	74	256	\$17.88
	\$21,148.58	PD	74	0	\$285.79
	\$4700.00	PFE	74	0	\$63.51
Quest Academy	\$21,442.88	O	42	0	\$510.54
	\$25,897.29	ELT	42	0	\$274.05
Signature Preparatory	\$72,166.24	O	72	36	\$668.21
	\$3,798.22	PD	72	36	\$35.17
Silver Sands Montessori	\$22,018.68	O	20	40	\$366.98
SLAM Academy of Nevada	\$117,788.96	O	95	980	109.57
Total	\$2,004,079.08		3640	3792	-

SB 467 Programs and services: Reading Acquisition, Other Evidence Based Programs, Extended Learning Time, Professional Development and Parent/Family Engagement

Program Description: 2020-21 Reading Acquisition

Charter Authority schools used a portion of its SB 467 funds to implement a Reading Acquisition program for English learners in various programs for each SPCSA campus for grades K-12. The goal was to increase fluency and grade level ELA standards and to increase overall student efficacy. Between each campus the reading sessions varied from intermittent blocks to reading integration during regular instruction. The program incorporated leveled readers and library resources to enhance reading skills of English learners.

Program Description: 2020-21 Professional Development

Attendance at WIDA and webinar PD for identified curriculum (iLit and Successmaker) were identified as a need in our Needs Assessment via survey of administrators and teachers. The district superintendent, principals, and EL Coordinator were selected to attend WIDA so they would be able to lead the EL program and train staff as required. PD webinars for iLit and Successmaker will be made available to all certified staff.

Program Description: 2020-21 Extended Learning Time: After-school programs

The State Charter Authority used its SB 467 funds to provide extended learning time opportunities for English learners similar. The Charter Authority implemented After-school tutoring programs for English learners that focused on academic achievement in reading. The SPCSA offered several types of services the 5 different schools after school for 4-5 days a week.

Program Description: 2020-21 Other Evidence-Based Programs

During the school day, small group interventions, continued progress monitoring of students, and instruction from Wonders, Interactive Science, and Investigations will provide intensive instruction. Progress monitoring, assessments, and Response to Intervention (RTI) will provide needed data to identify ELL students and recognize their level of language acquisition. application or any reporting requirements for NDE.

Table 28: White Pine County School District: Projected expenditures through the end of the 2020-21 fiscal year

White Pine County School District	SB 467 Allocation 2020-21	SB 467 EL Service	# ELs Served 2020-21	# of Non-ELs Served 2020-21	Average SB 467 Per EL Student Expenditure 2020-21
David E. Norman Elementary School	\$10,345.31	0	5	0	\$2,069.06
White Pine Middle School	\$10,345.31	0	8	0	\$1,293.16
Total	\$20,690.62		13	0	-

SB 467 Programs and services: Other Evidence Based programs

Program Description: 2018-19 Other Evidence Based programs

EL identified students will receive direct services through reading interventions in a pull-out setting. Funding from SB 467 will be used to hire an instructor to provide these services. Methodologies used will align with the WPCSD’s Literacy Plan which addresses pedagogy aligned to Nevada’s Read by Third Grade initiative. WPCSD has elected to provide focused, intensive small-group interventions for English Learners in a pull-out environment.

Appendix B

Results of Independent Evaluation

Recommendations Summary

The external independent evaluation team recommended continuing funding for the Zoom school program. In 2017 CCSD and WCSD had ten zoom schools at or below the lowest quartile. By 2018, CCSD has three elementary and two middle schools and WCSD has two elementary schools and 1 middle school in the lowest quartile. CCSD increased the number of Zoom schools rated as 4-5 stars. While providing sufficient instructional support for Nevada's English Learners continues to be a challenge, continued Zoom funding to ELs for their continued improvement are demonstrating measurable successes. The initial findings suggest the implementation of the program is reaching the target EL population, and that more time is required to observe the long-term effects of the program on English Learners. The preliminary gains on EL proficiency suggest the potential for the ELs in the state will succeed on a college-bound and on-time graduation path.

Next Steps

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

- *Access*: The evidence collection and analysis were limited to documents and data from the state, districts and schools; and
- *Availability* of student achievement data: While most programs had statewide data, some programs were implemented more at the district or school level which makes data analysis and interpretation more contextual.

This evaluation was focused on the results of the specific programs and were determined by logic models designed for each individual program. Many of the programs are based on theories of change that include intermediate or short-term outcomes that may reflected progress toward eventual achievement of long-term outcomes (see Buckendahl, et al., 2016). In some cases, the data was based on short-term data recognizing the more longitudinal expectations for the program as it becomes more evidence over a longer, sustained period of time.

While some indicators are unique to a particular program, a few that apply across multiple programs include:

- Impact on Academic achievement and growth.
- Comparisons of program participants with non-participants
- Impact on types and rates of documented disciplinary incidents.

Common indicators can determine the effectiveness of different programs in meeting state objectives. The indicator evaluation activities suggested other possible common outcomes spanning a range of programs including school climate.

Developing an evaluation plan addressing longer-term needs requires consideration of qualitative and quantitative data. Because many of these programs are still in the relatively early phases of implementation, evidence currently available is more preliminary in nature. These qualitative data sources are critical in providing evidence about stakeholder experiences with the programs, identification of factors that may facilitate or inhibit implementation, and describe contextualized implementation that leads to innovation.

First, the Zoom program represents a continuing investment in important educational needs of English Learners in Nevada. The Zoom's emphasis on academic literacy, language instruction, and opportunities for innovation and equity suggest important investments impacting Nevada's education

system and economic opportunities.

Second, as evidenced by the observations of the evaluation team and consistent input from stakeholders, there is a need for additional integration of the program characteristics into the academic culture of schools in Nevada. To date, good progress has occurred, and the evaluation team anticipates this trend will continue with further support.

Finally, the emphasis on accountability of public funds is encouraging as evidence of good stewardship. This is commendable and is a positive statement for the leadership and implementation of the Zoom program and others like it, in the Department of Education.²

² Nevada External Outcomes Evaluation Final Report, January 7, 2019, p. 4.

Full Independent Evaluation: Analysis and Findings of Zoom Schools

Methodology

This section describes qualitative and quantitative methods for the evaluation of these programs. A mixed methods approach was taken for this evaluation, with qualitative methods employed to identify indicators, capture stakeholder perceptions of outcomes, and describe program implementation; quantitative data were gathered to provide baseline levels of outcomes and initial evidence of program effectiveness. The sources of evidence relied on documentation and data primarily from state administrative sources in addition to a survey and interviews with stakeholders.

By taking a mixed methods approach, we were able to provide multiple perspectives that may be missed when using a single methodology. Diverse viewpoints are used to provide a more holistic evaluation of all programs to inform theory and practice. Details on sources of evidence are provided in the following sections.

Sources of Evidence

Scope and Levels of Analyses

The scope of the evaluation was at the level of the state and in some cases, individual districts or schools for some of the grants. Data were generally aggregated across schools and districts to provide a representation of how each program was implemented and potential programmatic impacts at a broad scale.

Secondary Data

Selected quantitative data sources included several datasets provided by the state, program leads, school level sources, and open-access online reports. These data sources included student achievement tests (e.g., SBAC, MAP, and WIDA), school-level graduation rates, and school climate data from school safety surveys. Additional data were pulled from the Nevada Report Card website, including student demographics, attendance and truancy rates, and summary disciplinary reports. Data were assembled representing multiple years of program implementation, beginning in the 2014-15 academic year as baseline in some cases and extending through the 2017-18 academic years. Specific data sources are described within each program section.

Interviews

Telephone interviews were conducted primarily with program leads from NDE and school district stakeholders (e.g., classroom teachers, administrators, staff, social workers, technology specialists). The interviews focused on programmatic changes from the first funding cycle, perceptions of program implementation, and discussion of sources of evidence.

Survey of Stakeholders

A 25-item questionnaire was designed to gather perceptions about implementation from survey stakeholders across the state (i.e., teachers, support staff, administrators, other school-based personnel). Of the 25-item questionnaire, 20 Likert-style items assessed the level of educator agreement with statements about the program's implementation and impact within their school. In addition, five open-ended questions were included, and respondents were encouraged to elaborate on their responses in the context of specific framework-driven questions, providing a rich capture of program perceptions could be drawn upon for the evaluation.

The survey was distributed via e-mail to all schools receiving funding for one of the seven identified programs implemented in the state of Nevada education system. In total, 5,944 educators from across Nevada participated in the survey. Teachers represented most of the survey respondents--comprising nearly 71% of survey participants; whereas administrators comprised approximately 7% of survey participants; School support staff about 12%; and other school-based personnel around 11%. Respondents were asked to indicate any program within their school and were then asked to identify the program with which they were most involved. The survey was then tailored to this response, prompting respondents to answer the remaining questions with their selected program in mind. To offset nonresponses to survey items, survey analyses report on the percent of respondents in a respective program agreeing with specific statements. Content analyses of the open-ended questions provide a set of salient themes that are discussed in the next section.

Descriptive Statistics of the Zoom Schools Program

For 2017-18, the Zoom Schools program expanded across 17 districts and the State Public Charter School Authority and concentrated first on Clark County School District (CCSD) and then Washoe County School District (WCSD). CCSD served 11,296 English Learners (ELs) with an average amount of 305 ELs per school (Ranging between 146 and 485 ELs; Global Community High School and Tom Williams Elementary School). The average funding amount per school was \$1,022,203 and ranging between \$409,577 (Global Community High School) and \$2,354,838 (Robison Middle School). Of the 37 Zoom Schools in CCSD, 30 were elementary schools, 6 middle schools, and 1 was a high school. The SB 467/Zoom allocation to CCSD was \$38,741,220.

WCSD served 4,247 ELs with an average amount of 185 ELs per school (Ranging between 96 and 312 ELs; Mariposa Academy Charter School and Sun Valley Elementary School). The average funding amount per school was \$531,654 and ranging between \$168,245 (Lincoln Park Smithridge Elementary Schools) and \$315,530 (Vaughn Middle School). Excluding Vaughn Middle School, produces an average of \$261,638 per school, which is more representative of what other WCSD schools received. Of the 23 Zoom Schools in WCSD 20 were elementary schools and 3 were middle schools. The SB 390/Zoom allocation to WCSD was \$7,307,685. The other 16 school districts combined served 5,988 ELs (K-12) with the least number of ELs in Storey and Eureka Districts (<10 ELs) and the most ELs served by the State Public Charter School Authority (1,571 ELs). Excluding zero dollars, the Eureka District received the least allocation of funds (\$5,212), while the State Public Charter School Authority received the most (\$1,023,483). The combined total of SB/Zoom allocation to local education agencies (LEAs) other than CCSD or WCSD was \$3,901,095. The total number of ELs served across all districts was 21,531.

Linguistic and Academic Gains

Assessing both linguistic and academic gains in relation to one another provides the ideal context for English learner's academic achievement in high-stakes state-wide assessment. The linguistic gain between 2017 and 2018 WIDA ACCESS percentile Average Growth Percentiles (AGP) serves as an indicator for Zoom schools' call to serve English learners. The linguistics gains are observed in relation to academic gains such as the Nevada School Performance Framework (NSPF) and Star Ratings. For Zoom schools to have both linguistic and academic gains is acknowledgement of the successful practices taken to serve Nevada's English learners. Zoom schools generally do well academically when their linguistic gains increase. For instance, the Zoom schools observed with the highest linguistic growth are illustrated below and generally have an upward trend in star rating and in the first or second quartile for NSPF index. Zoom schools with the least linguistic growth will experience minimal to no academic gains. However, by identifying Zoom schools' linguistic and academic gains all schools can benefit by identifying what works. The Zoom schools listed below are presented so that Zoom Schools can learn from the success of others and adopt successful practices.

Zoom Elementary Schools

Comparing 2017 WIDA ACCESS percentile AGP with 2018, the highest growth among elementary school in CCSD was in the following order:

1. Tate Elementary School (27.1)
2. Squires ES (24.7)
3. Detwiler ES (21.8)
4. Pittman ES (21.7)
5. Diaz ES (20.9)

CCSD elementary schools with the least growth from 2017 to 2018 in ACCESS percentile AGP were:

1. Moore ES (-7.2)
2. Paradise ES (-6.8)
3. Martinez ES (-2.5)
4. Dailey ES (-2.4)
5. Edwards ES (0.9)

Also, Squires and Tate ES both increased their star rating from 2 to 3. Zoom schools assessed by the 2018 NSPF and have positive gains from 2017-18 ACCESS percentile AGP were:

- Herron ES (NSPF index = 85; 17.5 ACCESS gain)
- Diaz ES (NSPF index = 71; 20.9 ACCESS gain)
- Tate ES (NSPF index = 62.5; 27.1 ACCESS gain)

In relation to linguistic and academic growth (i.e., student outcomes from the Zoom logic model) CCSD Zoom schools to potentially learn from are Herron, Diaz, Tate, and Squires. Notable linguistic growth and star increases were Pittman (2-star rating to 3-stars; 21.7 gain ACCESS percentile AGP from 2017-18) and Detwiler (1-star rating to 2-stars; 21.8 gain ACCESS percentile AGP from 2017-18) ES.

It is also important to acknowledge that the longer a school is a Zoom school the more likely they are to illustrate gains in linguistic and academic growth over time (i.e., several successful Zoom schools had their inception in 2013). To see the academic and linguistic gains among CCSD schools please see Table 1A, B, and C (provided by the Nevada Department of Education).

The largest linguistic growth among the Washoe County School District (WCSD) occurred at Lemelson STEM ES (30.75 from a 2017-18 difference of ACCESS percentile AGP). Lemelson STEM also moved from a 1-star rating to a 3-star rating for 2018 with a NSPF index of 62.5, which is an indication of academic growth. Such dramatic change is noteworthy in identifying what works for increasing the linguistic and academic achievement for English learners, especially since Lemelson STEM's inception of 2013 indicates longer exposure of being a Zoom school is tied to linguistic and academic growth over time. Next, Smithridge ES and Risley ES demonstrated linguistic growth (20.29 and 19.11 2017-18 ACCESS gain) while maintaining their 2017-star rating for 2018 (2-star and 3-star) with a 2018 NSPF index of 46.5 and 56. Allen ES and Duncan ES had the least linguistic growth with a 2017-18 ACCESS gain of -4.12 and -3.48; their 2018 NSPF index were 43 and 17. Among ES in Washoe, Lemelson STEM and Risley should be used as a reference in determining what works for English learners (i.e., See Table 2A-B).

Zoom Middle Schools

Although CCSD middle schools retained their 2-star rating, there were positive gains in linguistic growth. For example, Fremont middle school (MS) had the largest gain with 30.8 when comparing 2017-18 ACCESS percentile AGP. Next was Robison MS with 20.8 gain followed by Brinley MS (17.2) and Cannon MS (9.2). On the lower spectrum, was Von Tobel MS (-0.8) and Orr MS (-2.1), which also

dropped from a 2-star rating to 1-star. Model Zoom schools at the middle school level, which can help inform lower performing schools are **Fremont, Robison, and Brinley**.

Among WCSD Zoom middle schools, Sparks MS had the largest gain between 2017-18 ACCESS percentile AGP (35.95). Spark MS also maintained its 2-star rating with a 2018 NSPF total index score of 37. With a higher NSPF index (44.5), Dilworth MS also displayed linguistic growth with a difference of 29.94 for ACCESS gain. Dilworth and Sparks MS can serve as a reference for helping Traner MS, which increased from its 1-star rating to a 2-star rating with a NSPF index of 27 and linguistic gain of 17.07. Zoom High Schools The high school with the longest exposure as a Zoom school (2015 inception) is Global Community High School (HS). There was a linguistic growth from 2017 ACCESS percentile AGP (5.3) to 2018 ACCESS percentile AGP (17.65), which led to a growth of 12.4. Few high schools are Zoom schools.

Educator Perspective of Zoom School Program

In surveying 674 educators active in Zoom Schools, educators agreed that **professional development was valuable in improving their practice and the Zoom program was beneficial to students** (this is in line with short- and long-term educator outcomes in the Zoom logic model). Educators agreed there was an improvement on student learning strategies, motivation, improved students' classwork, learning behaviors, and had a positive effect on the school environment. Educators also agreed that they had time, the freedom, resources, and school support to implement the Zoom program (see Table 3).

In observing student performance on statewide and local assessments, educators agreed that **Zoom fostered a positive effect on student academic performance**, helped educators feel motivated by testing, and improved students' skills. As for the impact on educator motivation and stress level, educators agreed that it was positive. The awareness of parents and community members of the Zoom program and related changes to school practices was informed by the educators, which educators agreed an awareness was taking place. Table 3 illustrates the 2018 educator survey, which corresponds with 2016 findings when educators were first surveyed.

Comparing Schools

A regression discontinuity analysis that evaluates the potential for differential rates of change between groups was conducted to observe the academic progress of Zoom schools in comparison with other schools. In Figure 1, we assess the Grade 3 students' ELA score from 2015-16 and compare it to their Grade 5 ELA scores in 2017-18. The solid line passing through the centered dashed line (at 0.00 X-axis) is the ELA academic progress of non-Zoom schools. We expect non-Zoom schools to have a higher achievement rate compared to Zoom schools, because for Zoom Schools the efforts are focused on closing the ELA achievement gap for English learners or surpassing the non-Zoom school rate of change in achievement. The right-side of Figure 1 illustrates the ELA academic progress for CCSD and WCSD Zoom schools in comparison to each other and with non-Zoom Schools. From Figure 1, both CCSD and WCSD closely parallel the non-Zoom schools indicating the effort of both districts to meet the educational needs of English learners in SBAC ELA. Both districts have a positive ELA achievement rate and are not far from the non-Zoom school ELA achievement rate, which illustrates the districts' commitment to serving English learners well in SBAC ELA.

Although, the regression lines appear to be observed at the same rate as non-Zoom Schools (slopes for CCSD=0.86, for WCSD=0.77, and non-Zoom=0.87), the indication is that non-Zoom Schools are generally outpacing Zoom Schools marginally. This is no surprise, since Zoom Schools start with lower English language proficiency, which influences academic achievement in SBAC ELA. The notable achievement of Zoom Schools is the proximity to non-Zoom School achievement in SBAC ELA when language proficiency is expected to start at a higher level. The intent at this point in Zoom school ELA

progress is to increase the intensity of the program, so that the level of ELA academic achievement for Zoom Schools begins to outpace the non-Zoom school rate for SBAC ELA.

In the area SBAC mathematics, Figure 1 depicts an assessment of grade 3 students' math scores in 2015-16 in comparison to a post score in grade 5 math scores in 2017-18. The results indicate a positive outcome for WCSD in relation to CCSD and non-Zoom schools, which describes WCSD's methods for aiding English learner achievement as surpassing the non-Zoom school rate of achievement in mathematics. CCSD Zoom schools need to focus on addressing mathematics achievement for English learners more so compared to ELA results because of the of math achievement.

For access to the full independent evaluation report including tables please see pages 13-18 of the report.