ACS VENTURES
BRIDGING THEORY & PRACTICE

Nevada Department of Education Outcomes Evaluation

Preliminary Report - FINAL

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Introduction

During its 79th Session, the Nevada Legislature extended policy and resource allocation for education programing. Legislation was passed to support programs focused on critical characteristics of education systems in Nevada, including quality of teachers and administrators, student literacy, professional development, school safety, and access to educational technology. The seven programs that were included in the legislation are the Zoom Schools, Victory Schools, Social Workers in the Schools, Read by Grade 3, Underperforming Schools Turnaround, Nevada Ready 21, and Great Teaching and Leading Fund. Funding for a continuation of external evaluation of the outcomes of these programs was included in the legislation. The evaluation is focused on whether the current support for these programs is accomplishing its intended goals for stakeholders including Nevada's students, educators, families, and the community. The evaluation team for the project is a partnership among ACS Ventures, LLC (ACS); MYS Project and Brand Management (MYS); and the University of Nevada, Las Vegas's Center for Research, Evaluation, and Assessment (CREA).

This evaluation is intended to provide external, independent evidence that can inform policymakers in determining the level of ongoing support for each of these programs. Most of these programs are beginning to mature in that they have been designed and implemented over the last two to three years and are beginning to yield data of outcomes with respect to information such as student achievement, student behaviors, school climate, and educator professional development. Therefore, sufficient data to evaluate many of the empirical, intended outcomes are beginning to become available. The initial evaluation report focused on program implementation which served as a foundation for an evaluation plan analyzing impact to the stakeholders of each program, further described below.

Status and Progress of the Programs

Each of the seven programs included in this evaluation have been responsive to the recommendations from the initial evaluation and continue to make improvements with respect to implementation that has the potential to contribute to student outcomes. The focus of this phase of the evaluation is on the preliminary outcomes that are emerging for each of the programs. The next steps in terms of data collection and evaluation, in the service of a final report for this biennium, are also included for each of the program level reports.

Purpose of Preliminary Report

This document outlines evidence of outcomes that will be collected and evaluated during this 2017-2019 evaluation phase. Specifically, we are collecting and analyzing outcomes data from a number of indicators of program success. We are also conducting interviews with program leads to determine the changes or improvements in the program since the initial report was delivered. Finally, we are also conducting a survey of stakeholders for the program to evaluate changes or improvements in the program since the delivery of the initial phase of the project. This document is intended to provide preliminary findings, but not conclusions, regarding the programs.

Evaluation Activities

The outcomes goals for many of these programs are similar with respect to indicators such as student achievement, student behavior, school climate, and educator professional development. Logic models for each program were originally developed for the first phase of the evaluation and were included to illustrate the shorter- and longer-term evaluation design for each of the programs. Shorter term indicators and evidence will provide the foundation for our preliminary findings described in this report. Key components of the elements of this phase of the evaluation are:

- Interviews with program leads from each program to discuss responsiveness to the recommendations of the initial evaluation along with additional evidence of program implementation.
- Initial data analyses of outcomes data for each program.

- Preliminary findings of any trends within these data, where applicable.

As additional evidence collection to inform the December 2018 report, we will be conducting a survey of stakeholders to ask questions about program implementation related to themes of changes to curriculum and instruction, student attitude and behavior, educator attitude and behavior, student achievement, and public perception of programs. The survey will replicate one that was conducted during the initial phase of the evaluation to permit a comparison and interpretation of potential change from baseline information that was previous collected.

In the sections that follow, preliminary analysis and findings are provided for each of the seven programs contained in this evaluation.

Zoom Schools Program

GOAL
To determine if English learners have access to intensive educational services with the intent to increase academic achievement and improvements in English language proficiency.

TARGETED OUTCOME LEVELS
Schools, Educators, and Students

INTERVENTION

Identify and observe effective intervention components that contribute to English learners' academic achievement and English language proficiency

IMPLEMENTATION

Examine statewide data on English learner academic and linguistic performance; Survey educators on Zoom performance; and highlight high performing Zoom Schools to aid low performance Zoom Schools.

SHORTER TERM
- SBAC ELA/Math gains
- WIDA increase

LONGER TERM
- Adequate growth percentile increase
- Star rating increase

SHORTER TERM
- Access to professional development

LONGER TERM
- Instructional changes
- Effective intervention components

SHORTER TERM
- Gains in academic achievement
- Gains in English language proficiency

LONGER TERM
- Student achievement and growth
- English language growth

Logic Model Timeframe

Shorter term = Any outcomes that can be reasonably measured and evaluated by December 2018

Longer term = Any outcomes that will require data collection beyond December 2018 to reasonably measure and evaluate. We recommended NDE annually revisit these outcomes to determine if they remain viable.

Final Recommendations from External Outcomes December 2016 Report

To improve behaviors and instruction for aiding English Learner (EL) student performance and continue to build off Zoom School success, there needs to be continued effort to identify what works. Identifying high performing Zoom Schools is one indicator and response to aiding lower performing Zoom Schools. From high performing Zoom Schools, other Zoom School can adopt practices and be informed of potential improvements to their own educational services for ELs. Pertaining to professional development (PD) offered to teachers, it is assumed that PD will increase teacher instruction in serving ELs. Teacher instruction that impacts EL learning and academic achievement can be fostered by professional development. However, without measuring how well professional development is being transferred into the classroom, the effect of professional development is not clearly apparent. Another means for increasing teacher instruction is to identify all those teachers who are prepared to provide instruction to ELs, such as teachers with a Teaching English as a Second Language (TESL) endorsement. Teachers with TESL endorsement have at least undergone training for serving ELs. The next step in building teacher capacity to provide the essential educational services to ELs would be to undergo teacher testing (e.g., certification examination) for teacher knowledge and understanding of how to enhance instruction so that it meets the needs of ELs in the classroom.

Overview of Zoom Schools Program Logic Model

The goal of this evaluation is to examine the Zoom Schools Program capacity to provide English learners access to intensive educational services with the intent to increase academic achievement and improvements in English language proficiency. Thus, indicators of the program's progress and success are tied to Smarter Balanced Assessment Consortium (SBAC) for academic achievement and WIDA Consortium (WIDA) for English language improvement. Related to observing increases in student academic and linguistic growth are educator and school outcomes (i.e., adaptations to the 2016 Zoom Schools Program Logic Model). There is a continued need for access to raw data and information pertaining to educator outcomes tied to English language proficiency strategies used in the classroom, attitudes and beliefs among educators toward the instruction of English learners, and the identification of strategies for effective reading centers and intersession/Summer academy activity. Related to SBAC and WIDA assessment, the use of raw data and information concerning school outcomes can build context toward the level of support English learners have from designated Zoom Schools. However, in evaluating performance of Zoom Schools the attention converges on English language proficiency and academic achievement, which naturally are WIDA and SBAC.

During the three academic years of analysis (2014-2015, 2015-2016, 2016-2017), different WIDA scores were collected for K-12. In 2014-2015 and 2015-2016, five WIDA measures were recorded (i.e., listening, reading, speaking, writing, and literacy). In 2016-2017 eight WIDA measures were recorded (i.e., listening, reading, speaking, writing, literacy, comprehension, oral, and overall composite). Thus, over time more WIDA measures have been recorded in providing a robust measure of English proficiency. Additionally, Clark and Washoe schools became Zoom Schools at different times during the three-year academic span, which increased from 24 schools in 2014-15 to 44 schools in 2015-16 to 62 schools in 2016-17. The SBAC data is from the last two academic years (2015-16, 2016-17) and covers third- through eighth-grade. Thus, there are differences between SBAC and WIDA data coverage.

Descriptive Statistics of the Zoom Schools Program

For 2017-18, the Zooms Schools program expanded across 18 districts 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 390/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 $6,472,015 (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 pf 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.

Measures of Central Tendency and Deviation for 2015-2017 Zoom Schools

Among CCSD, WCSD, and other funded (i.e., LEAs) Zoom schools, the average central tendency for achievement in English Language Arts (ELA) across grades 3-8 was level two from 2015-16 to 2015-17 (see Table 1). Although achievement levels are only used for beginning the conversation about student performance, the four levels of achievement have been described as an oversimplification by the Smarter Balanced Assessment Consortium. Level two achievement can be considered developing.

Table 1: ***SBAC 2015-16, 2016-17 ELA***

	Clark County School District				Washoe County School District				Other LEAs			
	2015-16 ELA		2016-17 ELA		2015-16 ELA		2016-17 ELA		2015-16 ELA		2016-17 ELA	
Gr	Mean (SD)	N	Mean (SD)	N	Mean (SD)	N	Mean (SD)	N	Mean (SD)	N	Mean (SD)	N
3	2392 (17)	26	2388 (21)	30	2378 (19)	14	2379 (14)	20	2423 (37)	343	2416 (45)	337
4	2428 (20)	26	2424 (17)	31	2421 (14)	14	2420 (19)	20	2464 (40)	346	2460 (41)	338
5	2467 (16)	26	2464 (22)	31	2466 (11)	14	2457 (22)	20	2501 (38)	339	2498 (43)	334
6	2470 (9)	2	2472 (12)	6	2496 (18)	12	2490 (22)	16	2513 (42)	191	2511 (47)	196
7	2498 (25)	2	2498 (19)	6	2511	1	2508 (23)	4	2539 (50)	150	2528 (60)	154
8	2506 (15)	2	2505 (18)	6	2530	1	2538 (7)	4	2553 (47)	152	2543 (57)	151

Note. Gr = Grade; SD = Standard Deviation; LEA = Local education agencies. ELA Achievement Level 1: Grade 3= <2367, Grade 4= <2416, Grade 5= <2442, Grade 6=2457, Grade 7= <2479, Grade 8= <2487; ELA Achievement Level 2: Grade 3= 2367–2431, Grade 4= 2416–2472, Grade 5= 2442–2501, Grade 6= 2457–2530, Grade 7= 2479–2551, Grade 8=2487–2566.

CCSD Zoom Schools average SBAC mathematics achievement was Level 2 for Grades 3 and 4. Grade 5, 6, 7, and 8 had Level 1 achievement during 2015-16 (see Table 2). In 2016-17, CCSD math achievement increased to level 2 for Grade 5. However, Grades 6, 7, and 8 remained at Level 1 for the 2016-17 academic year. Level 1 can be considered novice compared to Level 2, which is developing. Among WCSD Zoom Schools, Grades 3, 4, 5, and 6 were at Level 2 during 2015-16, while Grade 7 and 8 were at Level 1. Moving into the next academic year (2016-17), WCSD Zoom Schools remained in Level 2 for Grades 3, 4, 5, and 6. Grade 7 increased from Level 1 (2015-16) to Level 2 for 2016-17. However, Grade 8 remained in

Level 1 (see Table 2). Among other LEAs, all grades (i.e., 3, 4, 5, 6, 7, and 8) had an Achievement Level of 2 during the 2015-16 academic year. The next year (2016-17), LEA Grades 3, 4, 5, 6, and 7 remained the same at Level 2 achievement in mathematics. However, LEAs average math achievement for Grade 8 dropped from Level 2 in 2015-16 to Level 1 for 2016-17.

Table 2: ***SBAC 2015-16, 2016-17 Mathematics***

	Clark County School District				Washoe County School District				Other LEAs			
	2015-16 Math		2016-17 Math		2015-16 Math		2016-17 Math		2015-16 Math		2016-17 Math	
Gr	Mean (SD)	N	Mean (SD)	N	Mean (SD)	N	Mean (SD)	N	Mean (SD)	N	Mean (SD)	N
3	2397 (18)	26	2399 (21)	31	2397 (19)	14	2398 (19)	20	2426 (33)	343	2424 (35)	337
4	2428 (23)	26	2431 (20)	31	2437 (15)	14	2440 (19)	20	2461 (37)	346	2462 (39)	338
5	2451 (23)	26	2456 (23)	31	2461 (15)	14	2458 (19)	20	2488 (38)	339	2487 (41)	334
6	2449 (18)	2	2449 (10)	6	2496 (29)	12	2481 (21)	16	2504 (55)	191	2498 (61)	196
7	2461 (7)	2	2459 (8)	6	2477	1	2484 (16)	4	2512 (57)	150	2497 (67)	154
8	2465 (5)	2	2462 (13)	6	2474	1	2485 (24)	4	2505 (49)	151	2500 (56)	149

Note. Gr = Grade; SD = Standard Deviation; LEA = Local education agencies. Math Achievement Level 1: Grade 3= <2381, Grade 4= <2411, Grade 5= <2455, Grade 6=2473, Grade 7= <2484, Grade 8= <2504; Math Achievement Level 2: Grade 3= 2381–2435, Grade 4= 2411–2484, Grade 5= 2455–2527, Grade 6= 2473–2551, Grade 7= 2484–2566, Grade 8=2504–2585.

The central tendency among WIDA scores by grade levels and by CCSD, WCSD, and other LEAs, can be summed up by the depiction of the next section (i.e., Overall Data Trends), which focuses on WIDA data followed by achievement data from adequate growth percentiles or AGP (i.e., student growth) and Star ratings. However, a supplemental Table 4 is provided to illustrate the change in WIDA scores from 2015-16 to 2016-17 among CCSD, WCSD, and LEA Zoom Schools.

Trend Data

To assess trends across the three academic years within the 24 Clark and Washoe schools, WIDA school data on the five consistent measures available (i.e., listening, reading, speaking, writing and literacy) were analyzed. From 2014-2015 and from 2015-2016, schools overall showed an increase in their WIDA scores. From 2016-2017, schools overall showed a decrease in their WIDA scores.

A one-way repeated measure analysis of variance (ANOVA) was conducted to compare WIDA scores of listening, reading, speaking, writing, and literacy, across three years. The means and standard deviations are provided in Table 3. There was a statistically significant effect for time across all measures[1+]. Across all measures, there was a large effect size (i.e., partial η^2; greater than 0.14 indicated a large effect).

[1+](Listening: Wilks' $\Lambda = .23$, $F(2,22) = 36.00$, $p < .05$, partial $\eta^2 = .77$; Reading: Wilks' $\Lambda = .02$, $F(2,22) = 541.10$, $p < .05$, partial $\eta^2 = .98$; Speaking: Wilks' $\Lambda = .02$, $F(2,22) = 627.80$, $p < .05$, partial $\eta^2 = .98$; Writing: Wilks' $\Lambda = .06$, $F(2,22) = 184.66$, $p < .05$, partial $\eta^2 = .94$; Literacy: Wilks' $\Lambda = .02$, $F(2,22) = 448.98$, $p < .05$, partial $\eta^2 = .98$).

Table 3: ***Three-Year WIDA School Averages, Repeated Measures ANOVA.***

Year	2014-15		2015-16		2016-17	
	Mean	SD	Mean	SD	Mean	SD
Listening	4.72	.17	4.95[1]	.12	4.71	.16
Reading	4.04*	.31	4.23*	.16	3.24*	.23
Speaking	4.43*	.25	4.26*	.22	3.04*	.20
Writing	3.64*	.23	3.41*	.09	3.06*	.10
Literacy	3.75	.18	3.71[2]	.12	3.06	.14

Note. N = 24 for all three years. SD = Standard Deviation. All repeated measures estimates had a statistically significant effect for time. [1]The mean differences that are statistically significant are between Listening 2014-15 and 2015-16, Listening 2015-16 and 2016-17 (There is no statistically significant difference between Listening 2014-15 and 2016-17). *The mean difference is statistically significant at the .05 level. [2]The mean differences that are statistically significant are between Literacy 2014-15 and 2016-17, Literacy 2015-16 and 2016-17 (There is no statistically significant difference between Literacy 2014-15 and 2015-16).

Given that interventions start off with high and low performance scores in the first year until leveling into a more reliable estimate, the increase of WIDA scores in 2014-2015 and 2015-2016 followed by a drop in 2016-2017 is inconclusive in determining Zoom school performance. An additional year (i.e., 2017-18) of WIDA data would provide a better estimation of Zoom School performance because more than 24 schools would be part of the analysis and more WIDA measures could be included in the analysis (i.e., all eight measures could be compared).

Trends Across Grade Levels. Across three academic school years (2014-2015, 2015-2016, 2016-2017) each Clark and Washoe Zoom school's WIDA sample was assessed by grade level for average WIDA proficiency scores based on the WIDA scores available. The averages were used because schools and their grade levels had different sample sizes. Descriptive findings based on data patterns point to a need for schools to focus on (a) reading, writing, and literacy at the kindergarten level; (b) writing and literacy at the first-grade level; (c) speaking at the second- through twelfth-grade levels, and (d) reading at the sixth- through eighth-grade levels.

Trends Across Schools. During the three-year time span (from 2014 to 2017), gains in Zoom School star ratings and student growth (i.e., as reported in Nevada Report Card) were observed among the following seven schools: Diaz, Lunt, Cortez, Herron, Rowe, Craig, and Paradise elementary schools. Three of these schools exhibited high student growth in mathematics scores (i.e., Diaz, Lunt, and Herron), and three of these schools exhibited high student growth in English Language Arts scores (i.e., Diaz, Herron, and Craig). Given these findings, it would be helpful to identify what instructional practices or resources are present at these Zoom Schools to provide recommendations to lower performing Zoom Schools.

Analysis

A one-way repeated measure analysis of variance is planned for the inclusion of the following year (2017-2018) concerning both WIDA and SBAC data. For WIDA data, a composite score is recorded after 2015-16, which is a score across all seven WIDA measures (i.e., listening, reading, speaking, writing, literacy, comprehension, and oral). The composite score will be used as a general estimate of English language proficiency, while SBAC data will be analyzed from 2015-16 to 2017-18.

Victory Schools (SB 432)

GOAL

Provide academic, social-emotional, and well-being supports to students attending schools in high-poverty, low-performing public schools in the state of Nevada in order to increase: (1) grade-level literacy, (2) student preparedness for rigorous college- and career-ready curricula, and (3) college- and career-readiness at the conclusion of high school.

TARGETED OUTCOME LEVELS

Students, Schools, Families

INTERVENTION

- Expansion of early learning opportunities (e.g., early childhood, Kindergarten)
- Out-of-school learning programs (e.g., before- and after-school programs, summer learning)
- Support for teachers (e.g., incentive pay, evidence-based professional development)
- Increased provision of wraparound services and supports
- Family and community engagement opportunities
- Programs to address school culture and climate (e.g., positive behavior supports, quality of school climate)
- Intervention support (e.g., evidence-based curricula, staffing of paraprofessionals)

IMPLEMENTATION

- Identification of schools targeted for Victory Schools
- Completion of comprehensive needs assessment, asset mapping, and gap analysis
- Development of Victory Schools plans as a component of individual School Performance Plan*
- Communication of Victory Schools plans to key stakeholders
- Selection of evidence-based programs to support Victory Schools initiatives
- Identification of evaluation techniques
- Determination of investment in specific activities delineated in the Victory Schools plans

STUDENT OUTCOMES

SHORTER TERM

- Higher rates of participation in early childhood classrooms
- Increased performance on progress monitoring metrics
- Higher participation in out-of-school learning

LONGER TERM

- Increased kindergarten readiness
- Increased early literacy scores
- Increased performance on summative, standards-based assessments
- Improved student perceptions regarding climate of school
- Higher graduation rates
- Higher rates of college acceptance and college success during first two years
- Reduction in credit deficiency for 9th grade students (HS

SCHOOL OUTCOMES

SHORTER TERM

- Increased number of highly qualified, highly effective teachers
- Increased number of seats for early learning opportunities
- Increased opportunities for out-of-school learning

LONGER TERM

- Improvement in the provision of coordinated wraparound services for students living in poverty
- Improvement on the Nevada School Performance Framework (i.e., star rating)
- Reduction in achievement gaps
- Reduction in number of students requiring intervention
- Improvement in climate and

FAMILY OUTCOMES

SHORTER TERM

- Increased parent and family participation in the school environment
- Improved access to wraparound social supports
- Parent and family understanding of role in academic achievement of students

LONGER TERM

- Improved parent and family perceptions regarding climate of school
- Improved parent and family perceptions regarding access to wraparound services
- Increased use of

Logic Model Timeframe

Shorter term = Any outcomes that can be reasonably measured and evaluated by December 2018

Longer term = Any outcomes that will require data collection beyond December 2018 to reasonably measure and evaluate. We recommended NDE annually revisit these outcomes to determine if they remain viable

Final Recommendations from External Outcomes December 2016 Report

1. Addition of program-specific assessment and evaluation criteria specific to the components of Victory Schools so that schools can report similar data regarding effectiveness.
    a. Tracking similar academic data.
    b. Coordinated evaluation of social-emotional well-being interventions.
    c. Measurement of impact of professional development (i.e., teacher knowledge and skills, perception, implementation in classroom).
2. Oversight of professional development to ensure it reflects evidence-based practices.

Overview of Victory Schools Logic Model

The overall goal of Victory Schools is to address the academic, social-emotional, and well-being supports to students attending schools in high-poverty, low-performing public schools in the state of Nevada in order to increase: (1) grade-level literacy, (2) student preparedness for rigorous college- and career-ready curricula, and (3) college- and career-readiness at the conclusion of high school. Schools were identified by the Nevada Department of Education as Victory Schools if they met two criteria: (1) have a high percentage of students living below the federal poverty level and (2) receive a 1- or 2-star rating according to the criteria of the Nevada School Performance Framework. The theory of change underlying Victory Schools is that if schools and communities invest funding in issues related to poverty, then in-school time can be spent focused on academic instruction and intervention.

Descriptive Statistics for Victory Schools Fund

Victory Schools funds were distributed across five school districts (i.e., Clark, Elko, Humboldt, Nye, Washoe) to 35 schools at all levels of education. Funds from Victory Schools impacted approximately 22,000 students across the state of Nevada. Average demographic data related to students served in the 35 Victory Schools, as well as demographic data from the state of Nevada, are presented in Table 4.

Table 4. Victory School Characteristics

	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	ELL	FRL
State of Nevada	5%	42%	11%	33%	1%	6%	12%	16%	61%
Victory Schools	3%	47%	17%	28%	1%	4%	13.9%	24.7%	78.5%

Data related to the three primary goals of the Victory Schools initiative from 2015-2016 (year one of implementation, although it should be noted this was partial implementation) and 2016-2017 (first full year of implementation) are reported below; data are reported as an average for all Victory Schools, with state data provided as a comparison. For third grade reading levels (see Table 5) and college- and career-ready curriculum mastery goals (see Table 6), data on the number of students who achieved a level 3 or 4 (i.e., proficiency or above) on the SBAC are reported. For the graduation goal, data related to graduation rates are reported (see Table 7).

Relative to measure of third grade reading, the percentage of students enrolled at Victory Schools who scored at the proficiency level or above increased by 5.7%; on average, students in the state of Nevada improved by 8.5%.

Table 5. Third Grade Reading

	Percent of Third Grades Scoring at Level 3 or 4 on SBAC 2015-2016	**Percent of Third Grades Scoring at Level 3 or 4 on SBAC 2016-2017**
State of Nevada	33.6%	42.1%
Victory Schools	22.1%	27.8%

On the SBAC assessment, the percentage of students enrolled at Victory Schools who scored at the proficiency level or above in ELA increased by 10.6% and in math by approximately 6%. For the state of Nevada, the increase in percentage of proficient students in ELA increased by 18.7% and in math by 13.4%.

Table 6. College- and Career-Ready Curriculum by End of 8th Grade

	2015-2016 SBAC Data		**2016-2017 SBAC Data**			
	Percent Scoring at Level 3 or 4 on SBAC ELA	*Percent Scoring at Level 3 or 4 on SBAC Math*	*Percent Scoring at Level 3 or 4 on SBAC ELA*	*Percent Scoring at Level 3 or 4 on SBAC Math*	*Change Over Time for ELA*	*Change Over Time for Math*
			State of Nevada			
3rd Grade	33.6%	32.91%	42.1%	44.7%	8.5%	11.8%
4th Grade	34.1%	27.8%	44.1%	38.6%	10%	10.8%
5th Grade	35.8%	22.8%	47.4%	32.5%	11.6%	9.7%
6th Grade	16.5%	12.6%	41.8%	30.6%	25.3%	17.7%
7th Grade	13.4%	9.02%	41.9%	26.7%	28.5%	17.7%
8th Grade	13.9%	6.16%	42.4%	18.9%	28.5%	12.7%
			Victory Schools			
3rd Grade	22.1%	24.7%	27.8%	30.02%	5.7%	5.3%
4th Grade	26.0%	21.4%	26.2%	24.3%	0.2%	2.9%
5th Grade	26.2%	13.5%	32.7%	19.3%	6.5%	5.8%
6th Grade	5.5%	3.8%	15.2%	10.7%	9.7%	6.9%
7th Grade	3.0%	1.8%	27.7%	11.2%	24.7%	9.4%
8th Grade	4.0%	1.3%	20.8%	6.7%	16.8%	5.4%

Related to graduation rates, Victory Schools graduation rates increased 11.9% and the state of Nevada rates increased by 6.9%.[2]

Table 7. Graduation Rates

	2015-2016 Graduation Rate	2016-2017 Graduation Rate
State of Nevada	67.00%	73.90%
Victory Schools	63.94%	75.85%

Measures of Central Tendency and Deviation for 2017-2018 Schools

Mean scores, range scores, and standard deviations for SBAC scores across the state of Nevada and Victory schools are reported below. Additionally, changes in these scores across time are also reported. For more information on the interpretation of scale scares on the SBAC, see http://www.smarterbalanced.org/assessments/scores/.

Table 8. SBAC Mean Scale Scores.

	English Language Arts 2015-2016			English Language Arts 2016-2017			Change
	Mean Score	Range	Standard Deviation	Mean Score	Range	Standard Deviation	
State of Nevada							
3rd Grade	2419	2197-2504	36.844	2412	2079-2641	44.27	-7
4th Grade	2460	2263-2620	40.475	2455	2240-2554	40.742	-5
5th Grade	2498	2329-2627	38.052	2493	2318-2701	42.465	-5
6th Grade	2511	2362-2691	40.704	2508	2319-2678	45.889	-3
7th Grade	2539	2351-2745	50.057	2526	2258-2726	58.81	-13
8th Grade	2553	2369-2741	46.721	2541	2346-2727	55.441	-12
Victory Schools							
3rd Grade	2384	2345-2433	23.197	2382	2327-2451	29.894	-2
4th Grade	2430	2373-2478	28.21	2420	2357-2467	29.15	-10
5th Grade	2462	2412-2540	32.018	2461	2379-2534	36.129	-1
6th Grade	2471	2438-2506	21.5	2461	2449-2482	11.7	-10
7th Grade	2481	2458-2504	17.922	2491	2477-2503	11.41	10
8th Grade	2506	2484-2527	18.13	2481	2426-2508	33.404	-25

[2] Note that graduation rates should be interpreted with caution due to a policy change between 2015-16 and 2016-17 that had a positive impact. Specifically, an assessment based component of graduation requirements was eliminated in 2016-17 which contributed to this increase.

	Math 2015-2016			Math 2016-2017			
	Mean Score	Range	Standard Deviation	Mean Score	Range	Standard Deviation	
State of Nevada							
3rd Grade	2423	2241-2510	32.876	2421	2265-2514	34.336	-2
4th Grade	2458	2260-2542	37.058	2459	2293-2599	38.226	1
5th Grade	2485	2320-2666	38.303	2483	2334-2671	40.7001	-2
6th Grade	2503	2235-2743	53.851	2496	2237-2722	58.59	-7
7th Grade	2511	2284-2733	56.72	2495	2250-2728	65.819	-16
8th Grade	2504	2355-2780	48.846	2498	2321-2787	55.23	-6
Victory Schools							
3rd Grade	2401	2357-2448	22.549	2393	2325-2449	31.293	-8
4th Grade	2438	2384-2509	30.19	2428	2352-2492	30.317	-10
5th Grade	2455	2407-2517	29.601	2452	2383-2519	28.251	-3
6th Grade	2452	2393-2524	36.291	2451	2423-2504	23.174	-1
7th Grade	2449	2394-2477	33.463	2461	2443-2470	10.854	12
8th Grade	2459	2427-2480	20.442	2451	2415-2476	23.054	-8

Trend Data

Some important trends are noted in Victory Schools data related to the targeted primary outcomes of the Victory School initiatives. It should be noted that, while schools received money in 2015-2016, Victory Schools plans were not fully implemented during that year and served as a baseline measure. Victory Schools plans were fully implemented during the 2016-2017 academic year. Since a focus of the Victory Schools initiative is to improve growth and close achievement gaps, it is important to contextualize Victory Schools' growth compared to the state as a whole.

- The percentage of students attending Victory Schools who displayed proficiency on the SBAC in third grade increased by 5.6%. Victory Schools growth rates were slightly lower than the state increase of 8.5%.
- Overall, Victory Schools displayed an increase of 10.6% in number of students proficient on the SBAC ELA test and 6% on the SBAC math test. This is lower than the state growth of 19% on SBAC ELA and 13% on SBAC math.
- Mean scores on the SBAC ELA and math tests decreased across time for both Victory Schools and the state of Nevada, although this decrease was smaller for Victory Schools than it was for the state of Nevada average. The mean score of the state of Nevada dropped by about 7.5 points on the ELA SBAC, and by about 6.3 points for Victory Schools. On the math test, the state of Nevada mean score dropped by 5.3 points and the Victory Schools mean score dropped by about 3 points.
- Graduation rates across the state of Nevada increased by 6.9%; for Victory Schools, these rates increased by 11.91%.

Analysis

This preliminary analysis focuses on the academic goals of Victory Schools compared to state averages but does not include an analysis of the behavioral and social-emotional variables that can be addressed by Victory Schools. Additional analyses will occur related to social-emotional and behavioral variables on Victory Schools campuses, as well as comparing Victory Schools' academic results compared to the districts in which they reside. Additionally, qualitative analysis of the Victory Schools plans to determine the types of programming that were selected and implemented will be conducted. Survey data related to stakeholder perceptions of Victory Schools will also be collected, and changes across time will be measured. Additional analyses to be conducted include correlation and regression analyses.

Social Workers Grants to Schools

GOAL
Place school-based social workers/mental health (SW/MH) professionals in schools with demonstrated need to enact the goals, objectives, and activities outlined by the Nevada Office for Safe and Respectful Learning Environments (OSRLE).

TARGETED OUTCOME LEVELS
Students (primary), Educators, Families

INTERVENTION

- Hire school-based social worker/mental health workers
- SW/MH professionals catalyze practices designed to foster safe and respectful school learning environments at schools in need

IMPLEMENTATION

- Selection of schools to receive hiring grants
- Successful selection of SW/MH professional
- SW/MH professional assess need
- Develop multi-tiered strategy to improve school climate
- Educator professional development on bullying prevention, social and emotional learning, and positive classroom climate/supports
- Demonstrate availability and caring to students through interaction and serious consideration of all bullying complaints

STUDENT OUTCOMES

SHORTER TERM

- Increased understanding of problem behaviors
- Knowledge of adult resources for reporting bullying
- Decreased experiences of victimization and aggression
- Improved school engagement

LONGER TERM

- Improved student experiences of school climate
- Improved social, emotional, mental and behavioral health of students
- Improved attendance, academic outcomes and

EDUCATOR OUTCOMES

SHORTER TERM

- Increased ability to recognize indicators of bullying, victimization, aggression, and other threats to student wellness
- Increased efficacy and knowledge of intervention practices to address threats to student wellness

LONGER TERM

- Improved school climate
- Reduction in classroom management/disciplinary problems and referrals
- Improved evidence of teaching effectiveness

FAMILY OUTCOMES

SHORTER TERM

- Increased ability to recognize indicators of bullying, victimization, aggression, and other threats to student wellness
- Improved knowledge of reporting processes related to student concerns
- Increased access to needed services

LONGER TERM

- Increased family engagement
- Improved sense of belonging and family-school relations

Logic Model Timeframe

Shorter term = Outcomes that are more proximal or likely to occur as a direct result of the actions of the SW.

Longer term = Annual measurable outcomes that indicate program impact and can be tracked over time. We recommended NDE annually revisit these outcomes to determine if they are viable and appropriate to measure

Final Recommendations from External Outcomes December 2016 Report

The 2016 final report to the State on the evaluation of the Social Workers Grants to Schools (SWxS) program implementation and outcomes between 2015-2017 included four recommendations. An overall formative recommendation to the State suggested that the OSRLE office or an external team develop a set of best process practices to help schools transition to having a social worker in the school. Three specific process recommendations followed: (1) Evaluation of the school process for navigating supervision of individuals in social worker positions depending on the status of the social worker as a district or contract employee and how this status relates to hiring, retention, compensation, and commitment; (2) Continue to support creative approaches to ensuring more rural areas are able to fill positions and provide clinical supervision for individuals working toward licensure; and (3) Establish a mentorship program to ensure less experiences individuals are equipped to facilitate schoolwide changes and ensure that individuals are working within the appropriate scope for their training.

Preliminary findings based on interviews with the State Program Leads and document review suggests that the State has been responsive to these recommendations. The state also conducted a survey of SWxS funded professionals at the end of the 2016-17 academic year that yielded similar themes to those identified in the evaluation. Based on this combined set of information, the State took specific actions. The State created a series of documents that are hosted on a Trello site (private document sharing site) and can be accessed by all SWxS involved schools and district support personnel. These include, but are not limited to, (a) a Standard Award Guide, (b) a Standard Practice Guide, (c) a Scope of Practice Chart, (d) Standardized FERPA and HIPAA guidance training, and (e) additional resources, such as list of common school-based acronyms that might assist SW who are new to the school setting and lists of community resources by district. The State also implemented new data capture systems to help identify service delivery and implemented new data crosswalk sessions to help districts and schools align climate data and academic data sources for school improvement planning. Finally, in response to concerns about workforce, there has been an increase in partnerships to support training of appropriate personnel while also enabling services to expand during a flat funding period. These partnerships included adding 45 Masters of Social Work (MSW) interns in Clark County and 9 practicum students from the University of Nevada Reno to serve counties in the northern portion of the state.

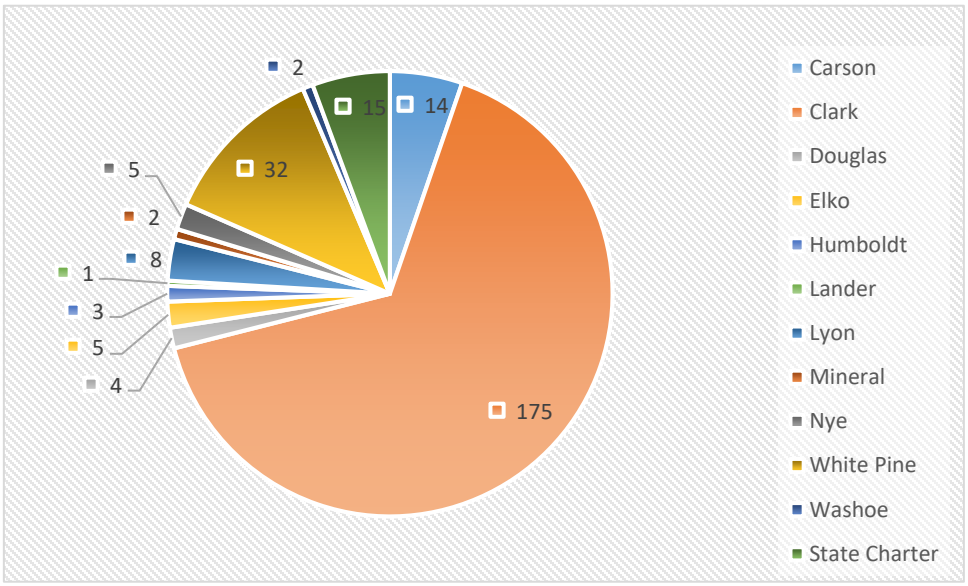
Overview of the Social Workers Grants to Schools Program Logic Model

The basic logic behind the SWxS program has not changed. The logic model suggests that through placing social workers/mental health professionals in schools to implement multi-tiered interventions aimed at improving school safety and climate, the program will influence student, educator, and family outcomes. Short term outcomes include changing school climate and immediate health and safety related behaviors, which in turn, should have an impact on longer-term socio-emotional and academic outcomes for students, teacher effectiveness, and family engagement. However, there are some modifications from the 2017 legislative that were made to the program that impact that way that the program is implemented. Notably, although the funding levels remained consistent, rollover funding was approved. Further, districts were allowed to formally hire SW professionals as opposed to hiring as contractors, and hiring and approved licensures/endorsements were clarified. As mentioned in the previous section, as this program enters its second biennium, the state continues to work on new ways to support schools and sustain the program, including seeking Medicaid and Title 4 funding beginning the fall of 2018. This expansion of services is also reflected in a new network of community partners, including qualified health centers, that can help address Tier 2 and 3 needs, so that SWxS professionals can distribute services more widely across the campuses they serve. The SWxS program has also responded to specific community events, providing needed infrastructure and services to students and families affected by the mass shooting in Las Vegas on October 1, 2017. The SWxS program developed an ongoing school informed trauma plan to support children and families during this, as well as other, traumas as they unfold.

Descriptive Statistics of the Social Workers Grants to Schools Program

As of February 2018, the SWxS program had awarded 266 positions across 12 districts, including the State Public Charter School system (see Figure 1). Of these 266 positions, 244 (91.7%) were filled to date. Based on the 2016-2017 enrollment totals for the schools represented in the 2017-2018 award cycle, the SWxS program has the potential to serve approximately 197,585 of Nevada's school children. The SWxS program reaches students at all levels, with roughly 46% of schools served at the elementary level, 27% middle, 21% high school, and 5% reported as multiple level schools. It should be noted that 190 new schools applied for funding in 2017-18 but due to flat funding for the program, these schools were not able to access the SWxS program; though new partnerships affiliated with the program, such as expanded internship programs, have been able to provide some additional services.

Figure 1: 2017-18 SWXS Positions Awarded by District



The data for this preliminary report includes academic and behavioral indicators of programmatic impact. Data available for this preliminary report was procured through state-level databases and only includes indicators that were reported in common across districts through the 2016-2017 academic year. As such, any schools that were new to the SWxS program in the 2017-2018 academic year were excluded from the analyses for the preliminary report. For example, through re-allocation of positions and partnerships (mentioned above), the Clark County School District added services to 44 new schools in 2017-2018, but these schools are excluded from the preliminary report analyses. In consulting State policy and guidance documents, the logic model, and the State leads for the program, the following indicators were selected for the interim report: average daily attendance, transiency rates, the number of incidents of various categories of disciplinary actions (e.g., violence, weapons possession) associated with suspension or expulsion, the number of incidents of bullying and cyber bullying, and the number of habitual truants.

Data are presented for the 2016-2017 academic year as the first full year following the program implementation that was begun during the 2015-2016 fiscal year. When possible, trend data extending back to 2014-2015 are presented to offer a baseline, though due to partial implementation, 2015-2016 may also be considered a baseline/transition year.

It should be noted that some sources of data, such as climate data and implementation data, are not included in this preliminary analysis but will be included in the December outcome report.

Measures of Central Tendency and Deviation for SWxS from 2016-17

The average (mean) and the standard deviation around the mean of various outcome indicators for the 2016-2017 academic year for schools receiving SWxS grants are presented in Table 9. This is the most complete data available for schools participating in the program.

Table 9. 2016-17 Behavioral Outcome Indicators Averaged Across SWxS schools

Outcome Indicator	Mean	SD
Average daily attendance	94.18	2.23
Transiency rate	23.70	13.67
Violence to students[1]	23.69	27.89
Violence to staff[1]	2.04	3.17
Weapons possession[1]	2.45	3.25
Controlled substance use[1]	6.42	12.05
Alcohol use[1]	1.53	4.23
Bullying incidents reported[2]	21.59	30.35
Bullying incidents confirmed[2]	9.38	12.13
Bulling leading to suspension/expulsion	4.56	6.14
Cyber bullying reported[2]	1.64	3.12
Cyber bullying confirmed[2]	1.18	2.47
Cyber bullying leading to suspension/expulsion	0.85	1.90
Habitual truants[3]	7.39	25.50

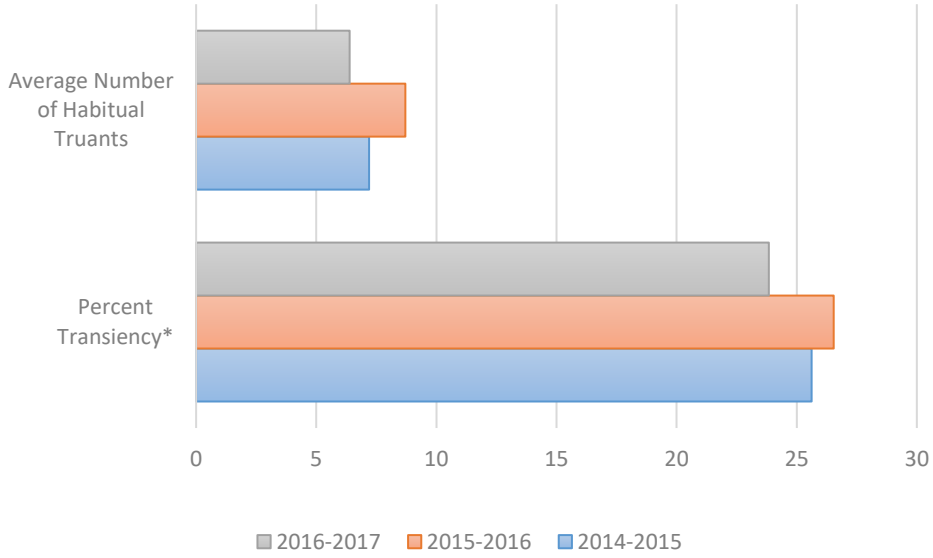
Note. Some data were not available for all schools. [1] Number of incidents leading to suspension or expulsion. [2] Number of incidents. [3] Number of students.

Trend Data

Trends in outcome data from the 2014-15 through the 2016-17 academic years were analyzed using a repeated measures procedure with simple contrasts to determine if the annual measures differed from the baseline year. The trend data is provided in Figures 2 & 3. Note that due to the emphasis on behavioral indicators, only these indicators are included in the trend analyses for the preliminary report, as it is unlikely that measurable impact on SBAC scores would be obtained in such a short implementation period.

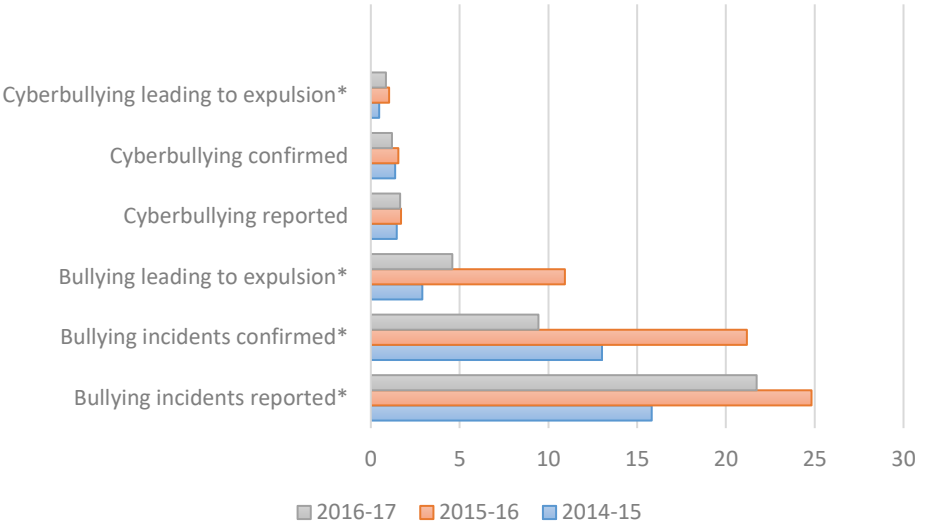
The average daily attendance (ADA) across the three school years was fairly stable, holding at 94%. However, compared to baseline (2014-2015), schools participating in the SWxS program witnessed a small, but significant decline in the percent of student transiency. The number of habitual truants at their schools also declined but the change was not statistically significant (Figure 2).

Figure 2. Attendance-related Trends at SWxS Schools



Analyses of trends in other measures of behavioral adjustment showed similar trends. Trends in the number of incidents related to violence against students or staff, possession of weapons, controlled substance, or alcohol use remained nearly flat, with no statistically significant change from 2014-2015.

Figure 3. Number of Incidents of Bullying and Cyberbullying



The mean-level trends and repeated measures analyses for the indicators in Figure 4 demonstrated some patterns that suggest that schools participating in the SWxS program had changes in how bullying and cyberbullying have been reported, investigated, and resolved. There was a significant increase in bullying incidents reported from baseline, but a significant decline in the number of incidents confirmed, and a significant increase the number of disciplinary actions taken. The information contained in these numbers is insufficient to interpret these trends. There are a number of plausible interpretations and additional data collection planned for this evaluation phase may aid in interpretation of these trends. The number of cyberbullying incidents reported, confirmed, and resolved is much smaller than bullying incidents.

Analyses for 2018 Final Report

Analyses for the final report will describe student social, emotional, mental or behavioral health during the baseline year and subsequent to the implementation of the program using indicators obtained from relevant records. In addition to the outcomes included in this report, which will be updated with 2017-18 data and analyzed more extensively, the final report will include the following additional data sources:

- Data on perceptions of school climate collected from annual surveys.
- Service delivery counts from the daily service provision sheets completed by Clark County School District SWxS professionals during the 2017-18 academic year.
- Hiring and licensure reports from all districts for the 2017-18 and 2018-19 academic years.
- Implementation and service perception data from the educator survey administered by the evaluation team in April 2018.
- Descriptions of educational and professional development materials and activities.
- Trend data from SBAC and other academic performance data from 2015-16, 2016-17, 2017-18.

Analyses of these data will be conducted both cross-sectionally to reflect activity in the current biennium, but also longitudinally to begin to identify possible trends in schools served by the SWxS program. It is important to note that it is possible that in the near-term reports of bullying, victimization, and aggression by students and educators may increase as the result of initial awareness activities. Analyses that examine the potential changes in student outcomes for schools that received funds for this program will be conducted to evaluate the rate of change, if any, observed at this phase of the implementation. The evaluation team will explore a possible comparison group for regression discontinuity or other inferential analyses from the 190 schools who were interested in receiving services during the 2017-18 academic year but were not able to access them due to flat funding levels. Finally, the logic model does suggest that any relationship of the SWxS services to performance on standardized tests is likely to be indirect; thus, when indicated, relationships within the data, as specified by the logic model, will be explored for predictive relationships (e.g., climate related to change in behavioral outcomes).

Read by Grade 3 Program

GOAL

This program includes targeted intervention, professional development, and rigorous monitoring of student progress in reading and literacy. The program was designed to provide funds to schools to develop and implement literacy plans that will facilitate students reaching proficiency in reading by the end of grade 3.

TARGETED AUDIENCE

Educator, Student, Family

INTERVENTION

- Adoption of statewide literacy assessments
- Identification of a school learning strategist who is responsible for oversight for all literacy-based professional learning activities for educators in the school
- Provide effective, early interventions for all K–3 students struggling in the area of reading.

IMPLEMENTATION

- Schools can apply for grant funding to support literacy based intervention for students in grades K to grade 3
- Identification of a school learning strategist with each school for all literacy based professional development
- Every K–3 program develops a K–3 local literacy plan that is aligned to the Nevada State Literacy Plan.
- Nevada state regulations require all public and charter K–3 programs to assess the early literacy skills of all K–3 students

EDUCATOR OUTCOMES

SHORTER TERM

- Engaged in literacy focused Professional development
- Use of learning strategies

LONGER TERM

- Changes in instructional practice
-

STUDENT OUTCOMES

SHORTER TERM

- Participation in the program
- Establish baseline achievement data

LONGER TERM

- Progress in literacy across grades K-3
- Proficiency by Grade 3

FAMILY OUTCOMES

SHORTER TERM

- Level of understanding about program

LONGER TERM

- Support for students
- Attitudes and beliefs about the program

Logic Model Timeframe

Shorter term = Any outcomes that can be reasonably measured and evaluated by December 2018

Longer term = Any outcomes that will require data collection beyond December 2018 to reasonably measure and evaluate. We recommended NDE annually revisit these outcomes to determine if they remain viable.

Final Recommendations from External Outcomes December 2016 Report

The initial evaluation did provide a number of recommendations for improvements to the Read by Grade 3 program. The recommendations were focused on the procedures followed when implementing the program, the curriculum being introduced through the program, the assessments being adopted as part of the program, and practices that could be adopted to help maintain the health of the program. The recommendations were:

- Implementation – Because the learning strategist is a new position for schools, the initial program evaluation recommended continually monitoring the role of the learning strategist to help ensure that the role provides a valuable role for schools as they implement the Read by Grade 3 curriculum.
- Reading Instruction – Reading instruction can be enhanced my making comprehension strategies an explicit part of instruction. Comprehension is an integral part of the Nevada curriculum adopted for grades 3 to 8. As such, the initial evaluation recommended adopting strategies as part of the Read by Grade 3 program.
- Assessments – The initial evaluation recommended continued review of the assessments adopted as part of the program. Starting in the 2017-18 academic year, the NWEA Measures of Academic Progress (MAP) assessment program has been adopted by all schools in the program. However, given that the MAP may overlap with the SBAC assessments given at the end of grade 3, there may be unnecessary overlap in the assessments being used.
- Practices – The evaluation noted the similarity of the Read by Grade 3 program with programs being introduced in states such as Florida, Mississippi, and Indiana. The evaluation recommended the continuous monitoring of these programs to help determine if any experiences in those states could provide direct experience to Nevada as they consider any changes to the program.

Overview of Read by Grade 3 Logic Model

The Read by Grade 3 (RBG3) program was designed to prioritize literacy for students in grade K-3. One component of this legislation is a competitive grant program that is designed to support schools in their efforts to ensure that students are proficient in reading by the end of grade three. This intervention is designed to improve the Tier I level of instruction in early reading. It is also designed to improve all Tier II and Tier III levels of instruction (including research-based early reading interventions). A program to provide intensive instruction for students who have been identified as “deficient” in reading is required. This program must include: regularly scheduled reading sessions in small groups, specific instruction on phonological and phonemic awareness, decoding skills, reading fluency, and reading comprehension. Each site is also required to establish a systematic process for the progress monitoring of all K–3 students struggling in reading.

Descriptive Statistics of the Read by Grade 3 Program

The Read by Grade 3 program is somewhat different than other programs funded by the Nevada department of Education. Rather than targeting a specific subset of schools, the Read by Grade 3 program is designed to apply to all public schools in the state of Nevada. The Read by Grade 3 program was introduced in three phases, starting with Phase 1 in the 2015-16 academic year. The Phase 1 component was introduced at 64 schools, spread across 8 school districts and 2 charter schools. In Phase 2, introduced in 2016-17, the number of schools increased dramatically, with 315 schools receiving funding, spreading across 15 school districts and 8 charter schools. Phase 3, for 2017-18, has also included over 300 schools in the state of Nevada.

Because the Read by Grade 3 program is designed to be implemented across the entire state, the demographic characteristics of the entire student population will need to be considered. In Table 10 below, the demographic profile of students in the 2016-17 academic year is provided. As the evaluation of the Read by Grade 3 programs progresses, these demographic characteristics will be important, as changes in literacy will need to be evaluated across the key demographic groups below.

Table 10: Demographic profile of public school students in Nevada

	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	ELL	FRL
State of Nevada	5%	42%	11%	33%	1%	6%	12%	16%	61%

In the evaluation of the Read by Grade 3 program, there will be two critical outcome measures that will be used to track the effectiveness of the program. The first variable that will be investigated is the percentage of students determined to be deficient in reading. This variable will be calculated through the NWEA's *Measures of Academic Progress (MAP) K-3 Reading* assessment. This assessment is administered three times a year, in the fall, winter, and spring of each year and is administered to students in grades Kindergarten through Grade 3. This evaluation will compare the percentage of students identified as struggling readers in the fall to the percentage of students identified as struggling readers in the spring. In this comparison, a decrease in the percentage of students identified as struggling readers would be considered a positive result.

An important consideration for this evaluation should be noted here. Previous reports on the Read by Grade 3 program have reported the percentage of students determined to be deficient in reading. However, as noted in these reports, prior to the 2017-18 academic year, an important limitation to this variable needs to be considered. In prior years, the percentage of students determined to be deficient in reading was calculated within each school, but the measurement instrument used to estimate this value in each school was not consistent. Some schools used the NWEA MAP assessment, but other used different measures. Because of this inconsistency, the estimates of Reading Deficient should not be considered as valid indicators that would be appropriate for high stakes evaluation.

A second variable that will be used in the evaluation is the end of year student performance on the Smarter Balanced Assessment Consortium (SBAC) English language Arts (ELA) test. Using the SBAC test, the percentage of students that are considered *Proficient* (Levels 3 or 4) in ELA can be identified in each school. An important aspect of the SBAC ELA assessment should be noted here. The SBAC ELA assessment includes not just Reading, but also has a Writing component. As such, the Read by Grade 3 program would not be expected to directly influence all

aspects of the SBAC test. Nonetheless, the assessment can provide some insight into student performance and will help complete a more holistic evaluation of the Read by Grade 3 program.

Measures of Central Tendency and Deviation for 2017-2018 Schools

Because the 2017-18 academic year represents the first year where a consistent measure will be used across all students, the end of the 2017-18 academic year will be the first opportunity to report on the percentage of student determined to be deficient in reading observed across the Read by Grade 3 program. The evaluation report that is scheduled for completion in December 2018, the change in percentage of students determined to be deficient in reading observed from the fall of 2017 to the spring of 2018 will be reported. These changes will be reported for grade 3, grade 2, grade 1, and Kindergarten. When a sufficient number of students is available, the rates will also be reported across the demographic variables identified in Table 10.

In previous reports (REFERENCE), a high percentage of school districts reported a decrease in the percent of students identified as a struggling reader. For grade 3, 87% of the school districts reported a decrease in the percentage of students identified as Reading Deficient. Other grades also saw a decrease, with 83% of school districts reporting a decrease in Grade 2, 92% of school districts reporting a decrease in grade 1, and 70% of school districts in Kindergarten reporting a decrease. While these evaluation results are not as rigorous as would be preferred, they do provide some positive evidence for the effectiveness of the Read by Grade 3 program.

Reviewing the Nevada SBAC results, some mixed evidence for the progress of students in Nevada can be observed. As can be seen in Table 11, the percentage of students identified as proficient increased, moving from 33.60% in the 2015-16 academic year to 42.10% in the 2016-17 academic year. However, the mean score on the assessment decreased, moving from 2419 in 2015-16 to 2412 in 2016-17. The mean score is not a dramatic change, and as such, it would be advisable not too read too much into the small decrease observed.

Table 11. Mean Scale Scores for SBAC ELA

	2015 – 16				2016 - 17			
	Mean Score	Range	Standard Deviation	% Proficient	Mean Score	Range	Standard Deviation	% Proficient
3rd Grade	2419	2197-2504	36.844	33.60%	2412	2079-2641	44.27	42.10%

It should also be noted that the 2016-17 academic year was the first year where the Read by Grade 3 Program was adopted on a large scale in the state. As such, it would be expected that the impact of the program would not be observed immediately. As such, continued monitoring of these measures will be essential for the evaluation moving forward.

Trend Data

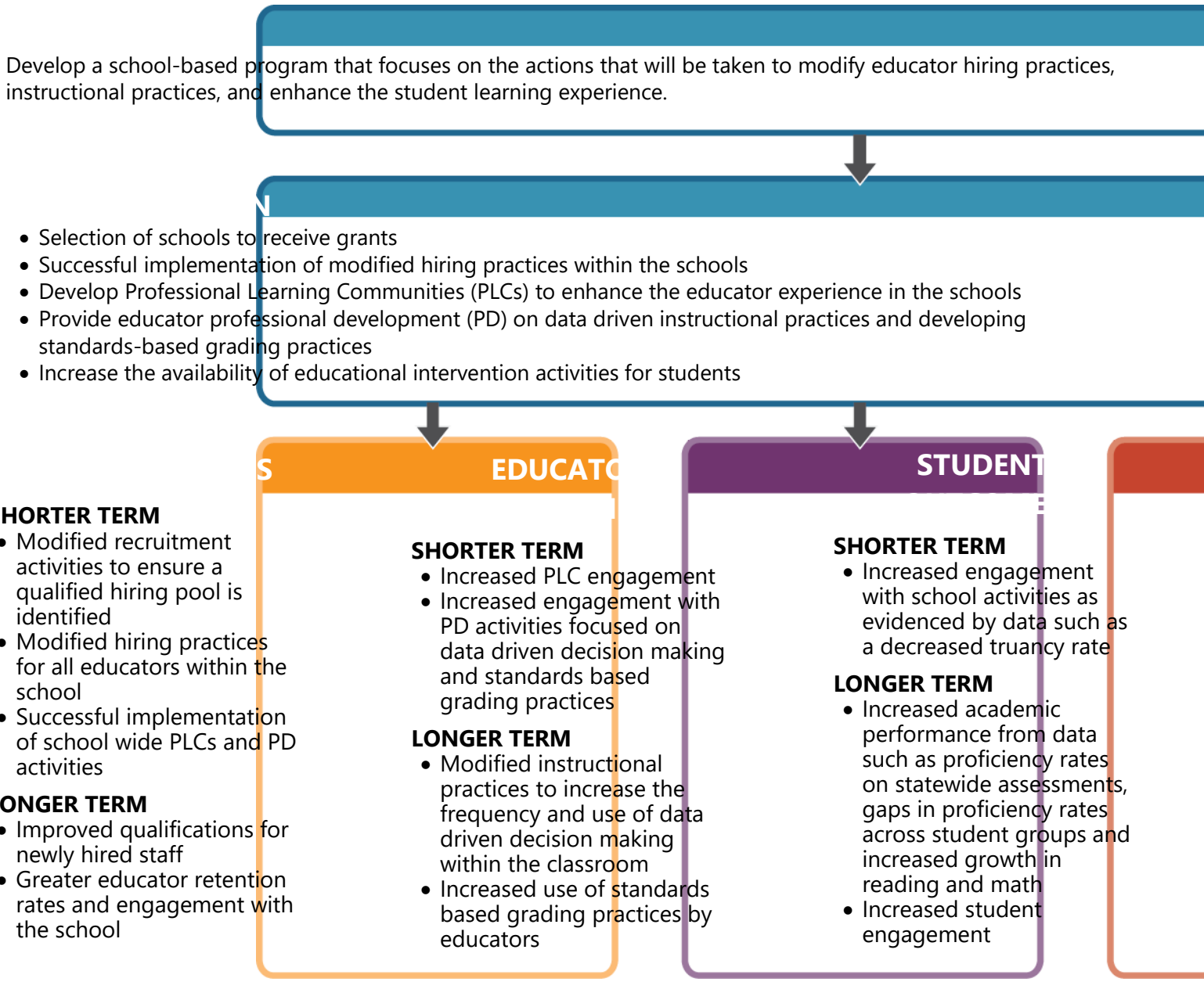
The Read by Grade 3 program was first introduced in 2015-16, with large scale adoption observed during the 2016-17 academic year. The program is designed to provide students with instruction & intervention that students need to demonstrate grade-level proficiency in Reading by the end of grade 3. The evaluation of this program is somewhat hampered by the lack of an ideal outcome variable, and with the MAP K-3 Reading assessment results not being available until the end of the 2017-18 academic year. Nonetheless, a few important points can be observed at this time:

- Using the data available at that time, high percentages of school districts reported decreases in the percentage of Struggling Readers, within grades of Kindergarten to grade 3, from the fall of 2016 to the spring of 2017. While this measure is tentative, it does provide some positive evidence of the effectiveness of the program.
- The SBAC assessment results also provide some positive evidence for improvement in student proficiency, with an increase observed between the 2015-16 results at the 2016-17 results for grade 3 students.

Analysis

The Read by Grade 3 program has demonstrated some positive indicators for the effectiveness of the program. It will be critical that continued evaluation of the effectiveness of the program be continued to better understand what impact can be observed. The introduction of the NWEA MAP K-3 reading assessment will provide a critical standardized piece of information regarding the impact of the program. The NWEA MAP K-3 reading assessment results should be available in June 2018, with this evaluation report updated by December 2018. The future evaluations will review:

- The percentage of schools and school districts that observe a decrease in the percentage of students identified as reading deficient.
- The percentage of students with each of the key demographic groups identified as struggling readers, and whether the change in these percentages is consistent with the overall state trends.
- When available, future will evaluation reports will also report on trends in performance on the SBAC assessments.


Develop a school-based program that focuses on the actions that will be taken to modify educator hiring practices, instructional practices, and enhance the student learning experience.
N
Selection of schools to receive grants
Successful implementation of modified hiring practices within the schools
Develop Professional Learning Communities (PLCs) to enhance the educator experience in the schools
Provide educator professional development (PD) on data driven instructional practices and developing standards-based grading practices
Increase the availability of educational intervention activities for students
S
EDUCATO
STUDENT
SHORTER TERM
Modified recruitment activities to ensure a qualified hiring pool is identified
Modified hiring practices for all educators within the school
Successful implementation of school wide PLCs and PD activities
LONGER TERM
Improved qualifications for newly hired staff
Greater educator retention rates and engagement with the school
SHORTER TERM
Increased PLC engagement
Increased engagement with PD activities focused on data driven decision making and standards based grading practices
LONGER TERM
Modified instructional practices to increase the frequency and use of data driven decision making within the classroom
Increased use of standards based grading practices by educators
SHORTER TERM
Increased engagement with school activities as evidenced by data such as a decreased truancy rate
LONGER TERM
Increased academic performance from data such as proficiency rates on statewide assessments, gaps in proficiency rates across student groups and increased growth in reading and math
Increased student engagement

Logic Model Timeframe

Shorter term = Any outcomes that can be reasonably measured and evaluated by December 2018;

Longer term = Any outcomes that will require data collection beyond December 2018 to reasonably measure and evaluate. We recommended NDE annually revisit these outcomes to determine if they remain

Turnaround program. In addition, there was a recommendation to acknowledge the challenge in standardizing implementation of the program (e.g., schools determine the most appropriate direction to move forward, thus reducing a common implementation plan). Finally, the evaluators recommended that policymakers consider the time required by educators to implement the respective program (e.g., recognize the effect of potential staffing limitations on implementing funds).

Overview of Underperforming Schools Turnaround Program Logic Model

The logic model shown above illustrates how the Underperforming Schools Turnaround is expected to influence shorter and longer-term outcomes for students, schools and educators. The indicators that may be reviewed to evaluate these outcomes include the implementation of professional development for educators, the impact on new or modified instructional practices, and the impact on changes in student engagement. In comparison to most of the other programs, the implementation of the program will be somewhat unique to each of the schools receiving funds. This means that the specific needs of schools in this program are not uniform. As a result, the interpretation of outcomes data in the aggregate should be made with caution. The next section describes preliminary descriptive data that are part of the outcomes that are associated with this program.

Descriptive Statistics for Underperforming Schools Turnaround Program

Underperforming Schools Turnaround funds were provided to 30 schools across all levels of education. Funds from the Underperforming Schools Turnaround program impacted between 400-500 students per year across three school years (2014-2015, 2015 – 2016, 2016 – 2017). Average demographic data of these students are presented in Table 12 below.

Table 12. Distribution of students served by the Underperforming Schools Turnaround Program

	2014 - 2015		2015 - 2016		2016 - 2017	
Category	Average N (# schools with non-zero values reported)	Average %	Average N (# schools with non-zero values reported)	Average %	Average N (# schools with non-zero values reported)	Average %
Total	11,936		12,471		11,794	
American Indian/Alaskan Native	8 (5)	3.71%	6 (4)	3.41%	6 (3)	3.41%
Asian	5 (8)	0.86%	4 (7)	0.66%	6 (7)	0.59%
Hispanic	173 (27)	34.35%	184 (28)	35.63%	187 (24)	35.29%
Black	74 (15)	15.27%	74 (14)	14.54%	84 (19)	14.17%
White	123 (24)	38.30%	117 (25)	37.01%	97 (22)	37.30%
Pacific Islander	<1 (2)	0.13%	1 (3)	0.18%	0 (0)	0%
Two or More Races	18 (21)	3.53%	18 (19)	3.45%	25 (21)	2.87%

Male	211 (29)	51.97%	210 (30)	50.60%	209 (30)	50.98%
Female	200 (29)	48.03%	205 (30)	49.40%	194 (29)	49.02%
IEP	52 (27)	12.33%	53 (27)	12.84%	52 (24)	13.05%
ELL	85 (19)	15.44%	99 (20)	16.59%	95 (19)	14.76%
FRL Eligible	279 (27)	60.01%	182 (22)	43.51%	284 (28)	61.63%
Migrant	0 (0)	0%	0 (0)	0%	0 (0)	0%

Additionally, data related to the disciplinary issues encountered at the schools are presented in Table 13 below for the three school years.

Table 13. Student behavior indicators for schools participating in the Underperforming Schools Turnaround Program.

	2014 – 2015	2015 – 2016	2016 - 2017
Category	Mean N* (# schools with non-zero values reported)	Mean N* (# schools with non-zero values reported)	Mean N* (# schools with non-zero values reported)
Violence to Other Students	7.07 (18)	9.53 (22)	8.47 (25)
Violence to School Staff	0.79 (7)	0.57 (11)	0.37 (8)
Possession of Weapons	0.43 (6)	0.63 (11)	0.53 (12)
Distribution of Controlled Substances	0.11 (2)	0.10 (2)	0.37 (3)
Possession or Use of Controlled Substances	0.75 (5)	0.63 (7)	0.73 (8)
Possession or Use of Alcoholic Beverages	0.07 (2)	0.07 (2)	0.07 (2)
Habitual Disciplinary Problems [Expulsion Only]	0 (0)	0.00 (0)	0.00 (0)
Habitual Truants [no suspension or expulsion]	2.13 (3)	3.16 (3)	0.87 (1)
Bullying Incidents Reported	1.93 (16)	6.60 (19)	4.57 (22)
Bullying Incidents Determined after Investigation	1.64 (15)	6.00 (17)	2.00 (19)
Bullying Incidents Suspension/Expulsion	0.29 (8)	2.20 (17)	1.13 (15)
Cyber Bullying Incidents Reported	0.04 (1)	0.33 (6)	0.27 (6)
Cyber Bullying Incidents Determined after Investigation	0.04 (1)	0.23 (5)	0.13 (4)
Cyber Bullying Incidents Suspension/Expulsion	0.04 (1)	0.33 (6)	0.13 (4)

Trend Data

Because the Underperforming Schools program is implemented at the school level, the aggregate outcomes are not as meaningful as what can be observed for the individual schools that are participating in the program. Some of the program outcomes will be less quantitative in nature with respect to school leadership, professional development, and related infrastructure to support improvement for the school. Some of this information will be available for analysis later this calendar year to permit inclusion in the final report.

Analysis

From observations of reports and interviews with program staff, the program has been responsive to the recommendations of the initial evaluation in terms of infrastructure, monitoring, and documentation. The analysis of data for the Underperforming Schools program is provided in the aggregate for this preliminary report. Additional data will be collected over the next few months from program staff reports, in a survey of stakeholders in the program, and outcomes data for the 2017-18 year to continue to evaluate the trend.

Nevada Ready 21 Technology Program

GOAL

Provide students access to skilled educators who value connected personalized student-centered learning as well as a connected portable device. This includes professional development for educators to develop in these areas. The initial focus is on middle schools and the transition to high school.

TARGETED OUTCOME LEVELS

INTERVENTION

- Acquisition of devices for students
- Teacher/Student interaction involving device
- Technology infrastructure

IMPLEMENTATION

- Selection of schools for device use
- Improvement to infrastructure to support device use
- Educator professional development on device use
- Student training on devices
- Family training on device program

SHORTER TERM

- Improved integration of device use in instructional practice
- Improved integration of device use in assignments

LONGER TERM

- Increased support for the use devices within schools
- Increase in the creation of personalized lesson plans
- Increased engagement and commitment by schools to support technology

SHORTER TERM

- Increased use of device for assignments
- Improvement in attitudes towards self-directed learning

LONGER TERM

- Increased engagement in self-directed learning activities
- Reduction in the number of disciplinary actions
- Improvement in academic achievement and growth
- Increased development of 21st Century skills.

SHORTER TERM

- Improved knowledge on the use of devices within an educational program

LONGER TERM

- Increased family support for students using devices
- Improved belief that devices and the program have a positive benefit on student education outcomes

Logic Model Timeframe

Shorter term = Any outcomes that can be measured and evaluated by December 2018

Longer term = Any outcomes that will require data collection beyond December 2018 to reasonably measure and evaluate. We recommended NDE annually revisit these outcomes to determine if they remain viable.

Final Recommendations from External Outcomes December 2016

From the previous evaluation report, there were two main recommendations to follow the continuation of this grant program. First, evidence suggested that there was wide variation in activities related to implementation of the program. For example, some schools were primarily using the funds to deliver more efficient assessment feedback and better control of student assignments. Other schools appeared to implement a more holistic program (e.g., individualized student instruction). It seems that the more comprehensive implementation of the program would be more consistent with the legislative intent. As such, the evaluation recommended continued efforts to support professional development and integration.

Second, the evaluation suggested that future work should include validation studies (e.g., content, response processes, relationship with other variables) related to the 21st Century Skills assessments that are being incorporated as part of the program. Limited evidence was publicly available in the initial program documentation or from the state's vendor regarding the development and validation of these instruments.

Overview of Nevada Ready 21 Logic Model

The intention of the Nevada Ready 21 (NR21) program is to provide students with a technology-rich education that includes the development of 21st century skills. This includes providing students and teachers access to technology (computers) as well as learning platforms and resources, training and support for teachers as to how this could be integrated within their classroom and ultimately enhance the teaching and learning experience. The short-term goals of this project included integration of the devices in instruction and assignments, use of the devices by students including self-directed learning, and an understanding from families as to how this program is part of their students' experience. The longer-term goals included committed support from the schools for this program, differentiated instruction, increase in student engagement, increase in academic achievement, and support from families for this type of programming. The theory of change underlying the Nevada Ready 21 project is that schools who apply for such a grant are willing and ready to implement the opportunity to change the way in teachers can design instruction and students can learn. The grant program provides the tools, technology, and support necessary to do so successfully.

Descriptive Statistics of the Nevada Ready 21 Program

As of April 2018, the Nevada Ready 21 team has implemented the program with 23 schools across 6 districts (including some state-sponsored charter schools) for the first cohort and 5 schools across 3 districts for the second cohort. In total, this represents 28 out of the 103 middle schools/junior high schools across Nevada (27%). In addition, the team noted that other schools/districts have integrated 1:1 (1 one device per student) activities but without the support provided by this program.

At this point in the program, the primary source of information is data from the BrightBytes system which is designed to collect and report out findings to the state and schools to understand how the technology and tools are being used and what can be done to better meet student needs. The NR21 team used this information to compile the Year 2 report for this program and provide teacher feedback to this evaluation team.

Although the program is still new, data was available to look at differences in student achievement scores on the SBAC assessment for those schools involved in the NR21 program. This was identified by the internal team and the evaluation team as a longer-term expectation but was included as a preliminary check.

Measures of Central Tendency and Deviation for 2017-2018 Schools

Implementation

The documentation provided by the NR21 program leadership highlights that the successes they are seeing are coming from the comprehensive nature of their program. Meaning, they believe the benefits realized by program participants are achieved because the device availability is supported by providing the appropriate professional development for educators, availability of WiFi for all instructional areas of the schools, and the availability of the various software options that facilitate collaboration and provide learning resources.

The success of the implementation is being tracked by the NR21 team via the BrightBytes CASE™ framework: Classroom, Access, Skills, and Environment. Within the Classroom component, the results included evidence that students were using the computers in the classrooms, using online space for documents, conducting online research, specialized software that was subject- or grade-specific software to enhance learning, collaborate with classmates, and solving real-world (authentic) problems. Although these activities were reported as occurring quite frequently, there were a few teachers who reported that they occurred "never". Pertaining to access, the overall score was high given the availability of devices and the integration of WiFi at the schools. However, there was only 59% of teachers who reported high speed internet at their school. Within the Skills domain, both students and teachers appeared to have the foundational skills necessary to regularly use the tools provided. In addition, both students and teachers reported reaching out to colleagues (e.g., other teachers, other students) for assistance when needed indicating that this program was helping to build strong collaborative communities of technology knowledge. Finally, for the Environment domain, teachers reported integration of technology-related topics within their professional development, departmental meetings, and feeling rewarded them for using technology. In general, the findings from this domain suggested the program was helping to create a culture that supported the use of technology in the classroom.

Finally, the NR21 leadership team is monitoring the implementation of the program through a measure of fidelity that considers network capacity, professional development, implementation/capacity building, and program outcomes. According to the Year 2 program report, all NR21 schools had high fidelity with network capacity but fewer met the expectations for professional development, implementation/capacity building, and program outcomes. Additionally, site visits are being conducted with a sample of schools to gather qualitative data on the implementation of the program.

Changes for Educators, Students, and Families

Some of the desired outcomes of this program are not directly observable through demographic metrics (e.g., attendance, graduation rates) or standardized test scores (e.g., ELA or math achievement). Rather, some of the goals of this program were looking for changes in the way teachers designed instruction, students engaged in learning, students and teachers interacted. Through a recent survey of program participants, respondents (educators, administrators) were asked to report the changes they observed as a result of this program. The following highlight some of the consistently reported observations from educators:

- Students are more engaged when the technology is a part of instruction and assignments. This has led to students taking ownership of their learning and demonstrating more accountability. This was the most frequently reported benefit.
- Students are benefiting from the consistent access they had to their work, assignment, and resources. The devices enabled them to be connected in the classroom as well as at home (which helped daily but also when a student was home sick).

- Students were more regularly interacting with other students to collaborate on projects and reaching out to their teachers when needing assistance which enhanced their learning experience.
- A few teachers felt the changes brought about by the integration of 1:1 was already having an impact of student achievement and grades.
- Teachers have greater efficiency with their daily activities including creating instructional activities, grading (no more lost work or poor handwriting) and organizing student work.
- Teachers reported more communication with students including interim feedback on in-progress work.
- Teacher reported being excited about how these tools changed their teaching and enabled them to try new ideas.
- Teachers indicated that the technology and tools afforded them the ability to differentiate instruction to meet the needs of individual students, create assignments that involved research activities through access to resources and information, and more closely monitor work and progress.
- The tools and technology allowed for more frequent communication between educators and families which led to parents being more informed as to what students were working on, how students were progressing in their learning, and what their future schedule looks like for the class.

Trend Data

The primary goals of the Nevada Ready 21 program center on changing the way students learn, have access to information and resources, and their overall preparedness to enter a technology-rich world. However, the connection of these areas to the statewide content standards is clear as one of the goals (and observed outcomes from teachers) is student engagement/motivation. Therefore, there is a potential connection between the integration of this program and measures of student learning. For that reason, student performance was evaluated on the statewide assessment at 6th, 7th, and 8th grades comparing performance of students in NR21 schools (cohort 1) to all middle schools/Jr. high schools in the state of Nevada. As a reference for these comparisons, the performance of these two groups (all schools, NR21 schools) was examined for the 2015-2016 school year as well as the 2016-2017 school year. The data from the 2015-2016 school year can serve as a baseline and provide an indicator of how similar the NR21 schools are to all middle schools in Nevada before any implantation efforts began. Therefore, any potential impact on student test performance would first be noticeable in the data from the 2016-2017 school year.

The results of this analysis for English Language Arts (ELA) assessment data are shown in Table 14. Across the grade levels (6-8), the NR21 Schools performed ~ 1% better based on the average scale score[3] and had ~10% more students in performance levels 3 and 4 than the full set of schools in Nevada. Similar differences in mean scale score and percent of students at performance levels 3 and 4 were again observed from the testing in the 2016-2017 school year. This similarity indicates that any differences observed in statewide testing score after implementation likely reflect existing differences in overall student performance at this school. Therefore, the impact the NR21 program has not yet observable in the performance of students on the ELA statewide assessment.

Table 14. ELA Assessment Results by School Type and Year

			6	7	8
2015-2016	Students Tested				
		All Schools	27,595	31,863	31,983
		NR21 Schools	5,494	5,886	5,394
	Mean Scale Score				
		All Schools	2498	2544	2556
		NR21 Schools	2529	2564	2577
		Difference (%)	1.2%	0.8%	0.8%
	% of Students at L3 & L4				
		All Schools	43%	49%	49%
		NR21 Schools	53%	58%	59%
		Difference (%)	10%	9%	10%
2016-2017	Students Tested				
		All Schools	28898	33036	33239
		NR21 Schools	5014	5389	5613
	Mean Scale Score				
		All Schools	2507	2537	2548
		NR21 Schools	2530	2558	2567
		Difference (%)	0.9%	0.8%	0.7%
	% of Students at L3 & L4				
		All Schools	41%	46%	46%
		NR21 Schools	51%	55%	53%
		Difference (%)	10%	9%	7%

[3] This is a weighted average computed by combining average scores across schools while accounting for number of students tested: Weighted average = School sums/total number of students tested in all schools, school sums = average school/grade score X number of students tested in that school/grade.

The results of this analysis for Mathematics assessment data are shown in Table 15. Across the grade levels (6-8), the NR21 Schools performed ~ 1% better based on the reported scale score and had ~8% more students in performance levels 3 and 4 than the full set of schools in Nevada. For the 2016-2017 school year, the differences between the NR21 schools and all schools were greater (compared to the 15-16 scores). Specifically, the difference in mean scale scores was slightly greater for all grades and the percent of students at performance levels 3 and 4 were greater for grades 6 and 7 (but not 8). These differences will be explored more fully in subsequent analyses.

Table 15. Mathematics Assessment Results by School Type and Year

			6	7	8
2015-2016	Students Tested				
		All Schools	27432	31411	25804
		NR21 Schools	5493	5760	4258
	Mean Scale Score				
		All Schools	2498	2513	2501
		NR21 Schools	2523	2532	2522
		Difference (%)	1.0%	0.8%	0.8%
	% of Students at L3 & L4				
		All Schools	30%	31%	19%
		NR21 Schools	40%	37%	25%
		Difference (%)	9%	7%	7%
2016-2017	Students Tested				
		All Schools	28850	32329	26482
		NR21 Schools	5006	5226	4106
	Mean Scale Score				
		All Schools	2492	2503	2493
		NR21 Schools	2523	2529	2509
		Difference (%)	1.2%	1.0%	0.6%
	% of Students at L3 & L4				
		All Schools	29%	29%	17%
		NR21 Schools	40%	38%	22%
		Difference (%)	12%	9%	5%

Analysis

At this point in the process, the NR21 leadership team has successfully implemented the program with a full cohort of schools and is working with a second cohort to get them engaged. With two cohorts in the program, the NR21 program was now reaching approximately one-third of the middle schools in Nevada. It was clear from the feedback provided through interviews (*Nevada Ready 21 Year 2 Implementation Report*) and from surveys (BrightBytes data) that students and educators using the tools and technology provided by this program found numerous benefits.

The Year 2 report published by the NR21 leadership highlighted some examples of the use of the technology and tools for 21st century learning for project-based learning, development of critical thinking skills integrating communication, collaboration, and creativity, and also meeting the needs of special education students while they are part of the general classroom and assisting ELL students. Many of the educators reported a number of ways in

which they integrated the technology in their classroom and various types of success they observed. However, there were some reports of low fidelity with the project goals. Specifically, the BrightBytes data included some responses indicating minimal use of the technology or very few integration points. The continued evaluation will look more closely into these incidents to determine if there are any ways the program goals could be better achieved in these areas. This specific line of investigation is aligned with the first recommendation from the previous evaluation.

In addition, one of the primary goals of NR21 is to help students develop 21st century skills. The Year 2 implementation report for the project included some anecdotal evidence that this was occurring. However, as recommended in the previous evaluation, this evaluation will explore ways to gather empirical evidence of this outcome through the tools and technology made available through the program.

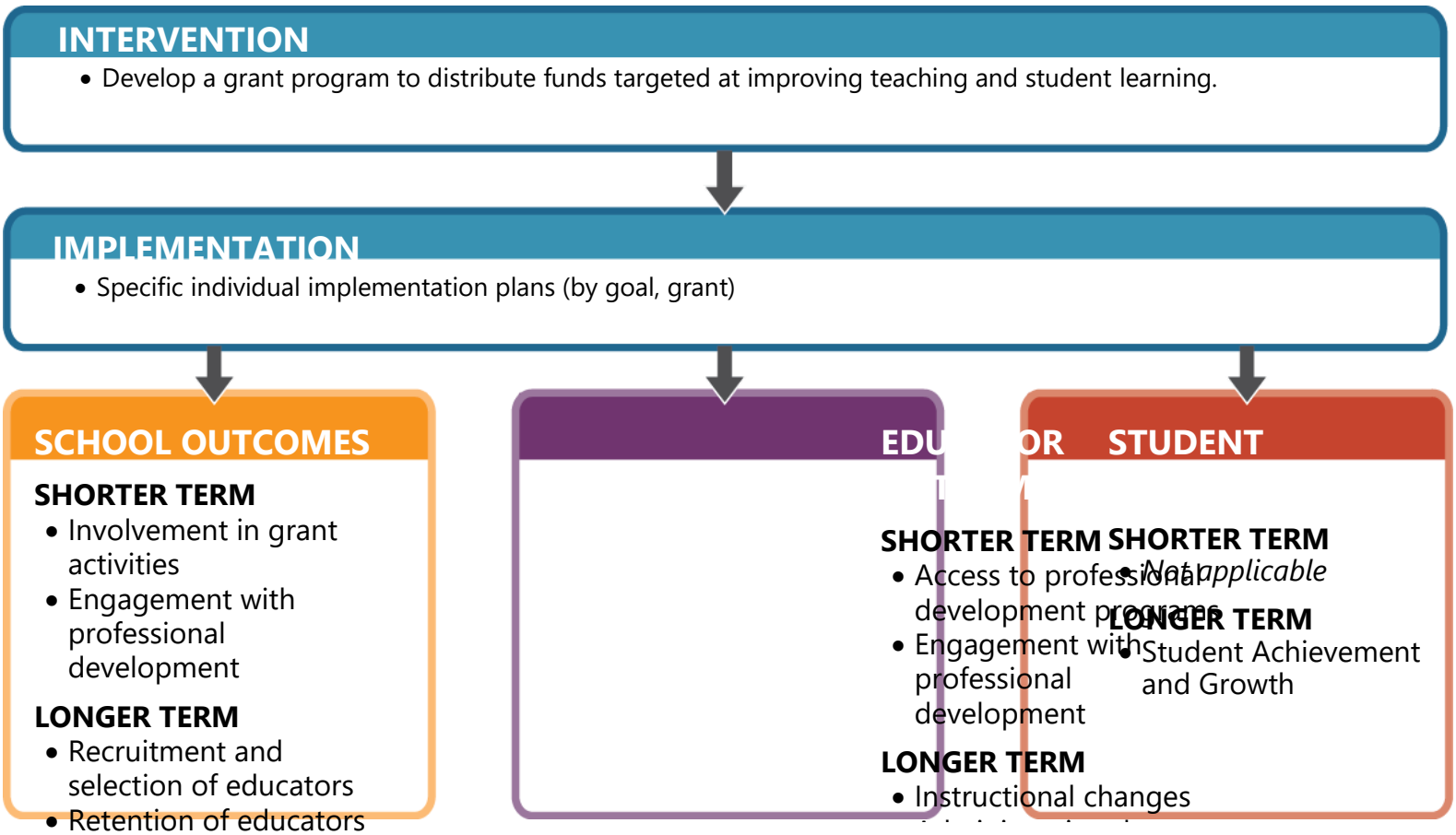
Finally, an initial analysis of the statewide assessment data at grades 6, 7, and 8 did not include any measurable benefit for the NR21 schools (in contrast to all Nevada middle schools). However, this same analysis will be conducted for the 2017-2018 school year assessment data to determine if an additional year of implementation yields notable results.

Great Teaching and Leading Fund

GOAL

This fund was developed to support programs that strive to enhance professional development for teachers in one or more of four areas: instruction around the Next Generation Science Standards (NGSS), implementation of the Nevada Educator Performance Framework (NEPF), recruitment/selection/retention of educators, and leadership training/development. These funds were distributed through a competitive grant program to several organizations.

TARGETED OUTCOME LEVELS



Logic Model Timeframe

Shorter term = Any outcomes that can be reasonably measured and evaluated by December 2018

Longer term = Any outcomes that will require data collection beyond December 2018 to reasonably measure and evaluate. We recommended NDE annually revisit these outcomes to determine if they remain viable.

Final Recommendations from External Outcomes December 2016 Report

The initial evaluation recommended continued funding to afford opportunities for multiple solutions across schools, districts, and regions. Additionally, there was a recommendation to implement review processes to ensure that professional development activities were evidence based. Also, the evaluators recommended considering multiyear funding opportunities with renewal accountability as well as standardized processes for the grant programs in general. In response to these recommendations, the program has developed systems and processes to award grants, monitor progress, and evaluate accountability for the funds that are awarded.

Overview of Great Teaching and Leading Fund Logic Model

The logic model shown above illustrates how the Great Teaching and Leading Fund is expected to influence shorter-term and longer-term outcomes for schools, educators, and students. The Great Teaching and Leading Fund (GTLF) was designed to fund grant proposals that will improve the quality of educators (teachers and leaders) through professional development across the state. The four primary goals for this fund are listed below:

1) instruction around the Next Generation Science Standards (NGSS)
2) implementation of the Nevada Educator Performance Framework (NEPF)
3) recruitment/selection/retention of educators
4) leadership training/development

The next section describes preliminary findings that are part of the outcomes associated with this program. These findings are based on school and district-level reports.

Descriptive Statistics for Great Teaching and Leading Program

For the 2015-2016 school year, 12 schools/districts provided reports detailing their goals and outcomes related to the funds received through the Great Teaching and Leading program. For the 2016-2017 school year, 18 schools/districts provided these reports. Across both school years, the overall goals associated with the program funds fell into the categories of (1) enhancing recruitment efforts, (2) providing professional coaching to educators, (3) improving effective teacher retention, and (4) increasing student achievement scores (specifically as related to the Nevada Academic Content Standards for Science).

Overall, all schools reported meeting or exceeding the majority of their goals, and all proposed continued uses for the program funds. Although an increase in student achievement scores cannot be directly associated with participation in professional development activities, the school reports demonstrated confidence in the ability of their teacher professional development programs to enhance student achievement over the long term.

Trend Data

Because the Greater Teaching and Leading program is implemented at the school or district level and focuses on teachers, the aggregate outcomes are not as meaningful as what can be observed for the individual schools/districts participating in the program. Many of the program outcomes will be qualitative in nature with respect to professional leadership/coaching, recruitment efforts, and discussion around the implementation and understanding/teaching of the Next Generation Science Standards. Some of this information along with the number of educators – and by extension, students – served by this program may be available for analysis later this calendar year to permit inclusion in the final report.

Analysis

The analysis of outcomes for the GTLF focuses primarily on the number of educators served as well as the diversity and quality of the activities provided by this support. As part of next steps for the evaluation of this program to

inform the final report, we will summarize the types of grants awarded along with the range of participation by educators in the professional development activities that were funded.

Limitations and Next Steps

It is important to acknowledge that the evaluation design will have limitations for each of the programs. Some of these key limitations include:

- ***Access***: Evidence collection and analysis will be primarily limited to documentation and reports available through state sources;
- ***Availability of student achievement data***: Some programs will not have statewide assessment data to inform some of the empirical outcomes questions. As a result, this preliminary evidence will provide a starting point for determining trends and for future evaluations; and
- ***Historical policies***: Changes in local, state, or federal educational policies may affect generalization efforts.

Nevertheless, information included in this preliminary report describes how to proceed so that the December 2018 final report provides useful information for policymakers in their deliberations of support for these programs in the next biennium. The final report and presentations to the education subcommittees will discuss findings from each program based on the outcomes evidence available at the time and provide recommendations for each with respect to the current phase of implementation.

Designing an evaluation plan that addresses program needs requires consideration of qualitative and quantitative data. Because many of these programs do not necessarily have strong quantitative indicators or are in earlier phases of outcomes data collection, empirical evidence is less stable than it would be with multiple years' outcomes data. To lay a foundation for longer term evaluation efforts to gauge the effectiveness of the programs, an examination of empirical baseline and progress data are required. The logic models included in the report are intended to provide guidance for a plan to evaluate whether funding for each of these seven programs is having the desired effect. It would be premature and inappropriate at this point in the project to draw any conclusions. Evidence collection is ongoing and the evaluation team appreciates the opportunity collaborate with Department of Education staff and legislative stakeholders in the process.