

## PHASE III (2017-2018) NEVADA K.I.D.S. READ | NEVADA'S READ BY GRADE 3 PROGRAM

# Revised Final Report

### *Submitted to:*

- The Honorable Governor of the State of Nevada: Brian Sandoval
- Director Rick Combs: The Nevada State Legislative Counsel Bureau
- The Nevada State Legislative Committee on Education
- The Nevada State Board of Education

### *Submitted by:*

The Nevada Department of Education  
Office of Student and School Supports  
Read by Grade 3 Education Program Professionals

**Date:** November 20, 2018

### *In adherence to:*

*the Nevada Read by Grade 3 Act of 2015 (SB 391)*

*Section 15: Number 4*

*Items a - g*



# TABLE OF CONTENTS

<u>Section</u>	<u>Page(s)</u>
<b>I. EXECUTIVE SUMMARY</b>	
<b>A. Introduction</b>	
• The Purpose of Nevada’s Read by Grade 3 Program .....	3-4
• The Goals of Nevada’s Read by Grade 3 Program.....	4-5
• Two Specific “Lines of Attack” .....	5-6
<b>B. Brief Chronology of Nevada’s Read by Grade 3 Program</b>	
• Phase I and Phase II.....	7
• Phase III and Phase IV.....	7
• Read by Grade 3 Historical Funding Tables (Phase I – Phase III).....	8-10
<b>C. Overview of the Phase III Year (2017-2018) of Nevada’s Read by Grade 3 Program</b>	
• Implementation Timeline.....	11-12
• Critical Initiating Forces Impacting the Phase III Program.....	12-13
• Demographic Descriptors of the Phase III Program.....	14
<b>II. READ BY GRADE 3 PHASE III LOCAL-LEVEL ACTIVITIES</b>	
<b>A. Site-Level Statistics Across Awarded Programs.....</b>	<b>14-21</b>
<b>SB 391, Section 15, Number 4:</b>	
<i>Item a:</i> Identification of the Read by Grade 3 funded schools (i.e. sites)	
<i>Item b:</i> The amount of funding received by each school	
<i>Item d:</i> The number of pupils who participated in a funded program or service	
<i>Item e:</i> The average per pupil expenditure for Read by Grade 3	
<b>B. Snapshots of Local-Level Programs and Services</b>	
<b>SB 391, Section 15, Number 4:</b>	
<i>Item c:</i> A description of the programs or services for which the funding was used.....	22-49
<b>III. EVALUATING THE EFFECTIVENESS OF THE PHASE III (2017-2018) PROGRAM</b>	
<b>A. Historical Overview.....</b>	<b>50</b>
<b>SB 391, Section 15, Number 4:</b>	
<i>Item f:</i> Data regarding participants’ academic and linguistic achievement	
<b>B. Examining the Phase III Program Data .....</b>	<b>51-105</b>
<i>Item f:</i> Data regarding participants’ academic and linguistic achievement	
<b>IV. RECOMMENDATIONS (SB 391, Section 15, Number 4: <i>Item g</i> ).....</b>	<b>106</b>
<b>V. APPENDICES.....</b>	<b>107-108</b>

# I. Executive Summary

## A. Introduction

The Nevada Department of Education's (NDE's) Read by Grade 3 Program, which is now also referred to as the Nevada K.I.D.S. Read Program (where the acronym K.I.D.S. refers to **K**eeping **I**ndividual **D**reams **S**trong) originated with the *Nevada Read by Grade 3 Act* in 2015. This statute (Senate Bill 391) was enacted on July 1, 2015. The writers of this legislation certainly understood current findings of national reading research that consistently report how a child's future success in successfully becoming "college or career-ready" is strongly determined by his/her ability to read proficiently by the end of grade 3.

The National Campaign for Grade Level Reading describes how a child's ability to read proficiently by the end of grade 3 is "a key indicator for high school graduation and/or academic success." This renowned national organization also describes how "most students who fail to reach this critical milestone falter in the later grades and often drop out before ever earning a high school diploma." They additionally note that "this disturbing statistic is made even worse by the fact that more than four out of every five low-income students miss this critical milestone." These messages are powerfully delivered by the actor Morgan Freeman in a 2017 Campaign for Grade Level Reading video titled *The Statisticks Lottery*. The following link will take you to this brief yet very powerful video: <https://www.youtube.com/watch?v=52KuhCpiOUE>

The national reading research is quite clear – a solid trajectory to future academic success is established **only** when a student is able to develop a strong foundation in early reading by the end of third grade. Over the past decade twelve states across the nation have taken proactive measures to meet this challenge head-on by establishing sound policy. Nevada joined this national effort in 2015 with its Read by Grade 3 Program.

- **The Purpose of Nevada's Read by Grade 3 Program:**

The purpose of Nevada's Read by Grade 3 Program is to dramatically improve student achievement by ensuring that all Nevada students are able to read proficiently by the end of third grade. This purpose directly aligns with one of the six primary goals of the Nevada Department of Education. This goal reads as "All students will be able to read proficiently by the end of 3rd grade" (NDE Website, 2018). The *Nevada Read by Grade 3 Act* also requires the board of trustees of each school district and the governing bodies of charter schools to develop locally based literacy plans

aimed at improving the literacy skills of all kindergarten, first, second, and third grade students. In addition, the principal of every Nevada K–3 elementary school is required to designate a Read by Grade 3 Learning Strategist whose role it is to oversee literacy-based professional learning for the site educators. The required Read by Grade 3 training for both the learning strategists and the K-3 educators is now firmly established in Nevada State Regulations (NAC, Chapter 388, Sections 3–5).

Two primary intents of Nevada’s Read by Grade 3 Program are:

- to implement ESSA (Every Child Succeeds Act, 2015) evidence-based practices in early reading instruction within the Tier 1 level of classroom instruction for all kindergarten, grade 1, grade 2, and grade 3 students.
- to implement ESSA evidence-based practices in early reading intervention for all kindergarten, grade 1, grade 2, and grade 3 who have been identified as struggling in early reading (both pre-reading and reading skills).

- **The Goals of Nevada’s Read by Grade 3 Program:**

The primary goals of Nevada’s Read by Grade 3 Program are depicted in Chart 1 below:



**Chart 1: The Goals of Nevada’s Read by Grade 3 Program**

Like spokes in a wheel, the graphic above illustrates the five goals of Nevada's Read by Grade 3 Program. These goals serve as a solid foundation to springboard many early literacy activities across the state. In order to meet Goal 1, strategic methods for implementing effective K-3 reading instruction and intervention are now in place. To meet Goal 2, a whole host of professional development opportunities aimed at improving K-3 literacy instruction are offered throughout the year. A variety of professional experts provide this training including contracted external service providers, NDE's Read by Grade 3 team, other NDE experts, national assessment trainers, and local literacy experts. With the adoption of two new literacy assessments (The Brigance Kindergarten Entry Assessment and the NWEA MAPGrowth K-3 Reading Assessments), Nevada's early grades have now secured a solid position within NDE's comprehensive K-12 assessment framework. Thus meeting Goal 3. As a consequence, elementary school educators from across the state have systematically begun analyzing their students' common early reading data in order to inform both K-3 classroom instruction and programmatic review. This, in turn, has enhanced the efforts toward meeting Goal 4 – to develop cultures of early literacy. Goal 5 makes reference to the addition of one single word within the language of SB 391. This one word clearly aims to achieve a true level of *accessibility of **all** learners*. The word is **all**. By addressing every Nevada K-3 student within the language of this law, a huge paradigm shift in practice has resulted. No longer can a primary educator "simply send out a struggling reader to receive extra services outside of his/her classroom." Under Read by Grade 3 the entire school must now provide a more holistic approach to meeting the needs of his/her struggling readers. SB 391 has created an educational arena where an entire team of educators at each site (including classroom teachers, interventionists, site administrators, etc.) work together day-in and day-out to ensure the reading success of **all** their K-3 students – particularly those who have been identified as struggling in reading.

- **Two Specific *Lines of Attack*:**

As stated previously, the writers of SB 391 (2015) were very clear about their objectives when they designed this law. One way in which they demonstrated their intent was a clear delineation of two very different *lines of attack*. First, they composed specific SB 391 mandates that explicitly address educators from every Nevada public school district and charter school that offers a K-3 program of study. Second, they included a narrower set of mandates that explicitly address a smaller segment of Nevada educators – those districts and charter schools that have been awarded Read by Grade 3 allocated funds through the Read by Grade 3 annual competitive grant process. This duality of focus has required the NDE Read by Grade 3 team to oversee this program with a strategic twofold approach. A specific description of all of the responsibilities set forth for each of these two "fronts"

is provided in NDE's *Read by Grade 3 Guidance Document of 2017*. The following link provides access to this document.

[http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Read\\_by\\_Three/RBG3GuidanceDocument.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Read_by_Three/RBG3GuidanceDocument.pdf)

## B. Brief Chronology of Nevada's Read by Grade 3 Program:

In order to acquire a solid level of understanding about this program, it is important to examine it through a brief historical lens. It should also be noted that NDE originally chose to identify each year of its Read by Grade 3 Grant-awarded programs as distinct *phases*. The following table depicts key events that have transpired during each of the three initial phases of this project.

Table 1. KEY EVENT TIMELINE OF NEVADA'S READ BY GRADE 3 PROGRAM Phase I, Phase II, and Phase III			
Competitive Grant Allocations Authorized by 2015 Nevada State Legislature (Biennium included Phase I and Phase II)			Competitive Grant Allocations Authorized by 2017 Nevada State Legislature (Biennium included Phase III and Phase IV)
Start-Up Process (July – Dec., 2015)	Phase I (2015-2016)	Phase II (2016-2017)	Phase III (2017-2018)
<ul style="list-style-type: none"> <li>• Law Enacted: July 1, 2015</li> <li>• 1st NDE Read by Grade 3 Program Professional hired: October, 2015</li> <li>• Read by Grade 3 launch: October – December, 2015</li> <li>• 1st grant application process: December, 2015</li> </ul>	<ul style="list-style-type: none"> <li>• 6-month initial implementation</li> <li>• 8 districts and 2 charter schools awarded grants</li> <li>• \$4,879,489 in allocated funds</li> <li>• 21,119 students served</li> <li>• All K-3 Programs submit local literacy plans by June, 2016</li> <li>• Nevada Department of Education provides feedback on local literacy plans</li> <li>• Baseline (pretest or initial) data collected to measure program success</li> </ul>	<ul style="list-style-type: none"> <li>• First full school-year implementation</li> <li>• Student achievement gains in reading made in 23 of 23 programs</li> <li>• 15 districts and 8 charter schools awarded grants</li> <li>• \$22,250,544 in allocated funds</li> <li>• 113,429 students served</li> <li>• Second Read by Grade 3 program professional hired by Nevada Department of Education</li> </ul>	<ul style="list-style-type: none"> <li>• 6-month implementation</li> <li>• 15 districts and 5 charter schools awarded grants</li> <li>• \$20,500,000 in allocated funds</li> <li>• 185,693 students served</li> <li>• Kindergarten entry exam (Brigance Assessment) to screen students for Kindergarten readiness</li> <li>• Kindergarten – 3rd grade MAP assessment to measure students' growth in reading</li> </ul>

- **Phase I and Phase II:** Table 1 illustrates how the first biennium (2015-2017) of this project



was allocated competitive grant funding during the 2015 legislature, while the second biennium (2017-2019) was allocated funding during the 2017 legislature. The initial year of the program (2015-2016) was allocated a much smaller amount of funding in order to act as an initial *pilot*. During that year only ten programs were awarded funds. In addition, local implementation efforts transpired over a very short 6-month time period. The second year of the first biennium (2016-2017) marked the first full academic year of implementation of Nevada's Read by Grade 3 Program. The Phase II year demonstrated a marked increase in funded programs. Awarded programs more than doubled from 10 subgrantees during Phase I to 23 subgrantees during Phase II.

- **Phase III and Phase IV:** During the 2017 Nevada State Legislature, funding for Read by Grade 3 was re-authorized through Governor Brian Sandoval's Budget Bill (SB544). At that time no changes were made to the original statutory language. Allocated funding for competitive grants was authorized for both years of the biennium: 2017-2018 and 2018-2019. Twenty local programs were awarded funds during the Phase III year. This report chronicles the Phase III year of Nevada's Read by Grade 3 – the 2017-2018 year. In a similar fashion to the first year of Read by Grade 3 competitive grants, Phase III implementation only transpired over a six-month time period (due to the incorporation of the new federal ESSA requirements). Phase IV of Read by Grade 3 was recently inaugurated on July 1 of this year. Phase IV programs are currently underway. Implementation is back on track and will transpire over the entire academic year. The Phase IV component of Read by Grade 3 includes 17 awarded programs.

- **Read by Grade Allocated Funding Tables (Phase I through Phase III)**

The following three tables illustrate the specific allocations of Read by Grade 3 competitive grant funding awarded per year; awarded programs are listed.

<b>Table 2. Nevada's Read by Grade 3 Initiative – Phase I Funding Allocations (2015-2016)</b>	
<b>Awarded Applicant</b>	<b>Amount Funded</b>
1. Carson City School District	\$400,000.00
2. Churchill County School District	\$191,222.73
3. Clark County School District	\$2,261,135.38
4. Douglas County School District	\$277,332.11
5. Elko County School District	\$100,995.40
6. Lyon County School District	\$274,475.38
7. Mater Academy of Nevada	\$139,656.00
8. Odyssey Charter School of Nevada	\$80,000.00
9. Washoe County School District	\$1,000,000.00
10. White Pine County School District	\$154,672.00
<b>TOTAL</b>	<b>\$4,879,489.00</b>



**Table 3. Nevada's Read by Grade 3 Initiative – Phase II Funding Allocations  
(2016-2017)**

<b>Awarded Applicant</b>	<b>Amount Funded</b>
1. Carson City School District	\$1,079,680.69
2. Churchill County School District	\$191,770.49
3. Clark County School District	\$11,864,779.77
4. Doral Academy	\$81,375.00
5. Douglas County School District	\$805,625.49
6. Elko County School District	\$783,134.00
7. Honors Academy of Literature	\$106,805.00
8. Humboldt County School District	\$463,512.45
9. Lyon County School District	\$937,046.40
10. Mater Academy of Nevada	\$272,400.00
11. Nevada Virtual Academy	\$11,412.00
12. Oasis Academy	\$72,135.00
13. Odyssey Charter School	\$136,943.00
14. Pinecrest Academy of Nevada	\$105,600.00
The Rural Nevada Consortium:	
15. <i>Esmeralda County School District</i>	\$45,331.06
16. <i>Lander County School District</i>	\$215,901.60
17. <i>Lincoln County School District</i>	\$323,408.84
18. <i>Mineral County School District</i>	\$108,723.11
19. <i>Nye County School District</i>	\$452,814.50
20. <i>Pershing County School District</i>	\$201,386.52
21. Somerset Academy of LV	\$373,050.00
22. Washoe County School District	\$3,239,316.20
23. White Pine County School District	\$378,422.88
<b>TOTAL</b>	<b>\$22,250,574.00</b>

<b>Table 4. Nevada's Read by Grade 3 Initiative – Phase III Funding Allocations (2017-2018)</b>	
<b>Awarded Applicant</b>	<b>Amount Funded</b>
1. Carson City School District	\$1,382,473.14
2. Churchill County School District	\$187,255.66
3. Clark County School District	\$11,924,607.95
4. Doral Academy of Nevada	\$175,068.60
5. Douglas County School District	\$655,182.08
6. Elko County School District	\$653,090.05
7. Explore Knowledge Academy	\$120,706.61
8. Honors Academy of Literature	\$108,951.68
9. Humboldt County School District	\$776,372.13
10. Lyon County School District	\$671,825.76
11. Mater Academy of Nevada	\$111,462.74
The Rural Nevada Consortium	
12. <i>Esmeralda County School District</i>	\$33,053.83
13. <i>Lander County School District</i>	\$179,993.34
14. <i>Lincoln County School District</i>	\$204,177.42
15. <i>Mineral County School District</i>	\$84,247.94
16. <i>Nye County School District</i>	\$608,061.38
17. <i>Pershing County School District</i>	\$183,947.25
18. Somerset Academy of Las Vegas	\$204,776.02
19. Washoe County School District	\$1,635,283.36
20. White Pine County School District	\$599,463.05
<b>TOTAL</b>	<b>\$20,4999,999.99</b>

For the purpose of this report the following information addresses only those local programs that received Read by Grade 3 Phase III competitive grant funding during the 2017-2018 academic year. The seven required reporting requirements identified under SB 391: Section 15, Number 4 (Items a-g) are addressed individually.

### C. Overview of Nevada's Phase III (2017-2018) Read by Grade 3 Program:

- **Implementation Timeline:** The following table summarizes the timeline that was utilized to guide the 2017-2018 academic year of Nevada's Read by Grade 3 Program.

<b>Table 5. Read by Grade 3 Phase III Implementation Timeline (2017-2018)</b>		
<b>Action</b>	<b>Responsible Party</b>	<b>Date</b>
<b>Phase III Grant Review Process</b>		
Technical Assistance Webinar is conducted on methods for completing the Phase III competitive grant application	Nevada Department of Education (NDE)	July 2017
Phase III Request for Application (RFA) is posted	NDE	Late August 2017
Formal grant reviews are conducted	NDE facilitates review by team of experts	October 2017
Preliminary grant awards are disseminated to awarded programs	NDE	Oct. – Nov. 2017
Implementation technical assistance webinars are conducted for awarded programs	NDE	December 2017
Read by Grade 3 is implemented across all funded school sites	District or Charter School	January-June 2018
<b>Phase III Programmatic Monitoring</b>		
Start-up webinar is conducted for all new recipients of RBG3 grants	NDE	December 2017
Start-up documents are submitted	District or Charter School	December 2017
Budget breakdowns are submitted	District or Charter School	December 2017
MAP Data submission tools are submitted (Fall/Winter/Spring)	District or Charter School	November 2017 March & June 2018
End-of-Year RBG3 PH III Regional Meetings are conducted	NDE	June 2018
Final RBG3 PH III Desktop Monitoring reports are submitted to NDE	District or Charter School	June 2018
<b>Phase IV Partial Continuation (P.C.) Grant Review Process</b>		
Phase IV (2018-2019) Partial Continuation Technical Assistance Webinar is conducted	NDE	January 2018
Phase IV (2018-2019) Partial Continuation Request for Application (RFA) is posted	NDE	February 2018
Formal P.C. grant awards are disseminated to awarded programs	NDE	Feb. - March 2018

Action	Responsible Party	Date
<b>Phase IV Competitive Grant Review Process</b>		
Phase IV Competitive Grant Technical Assistance Webinar is conducted	NDE	March 2018
Request for Applications (RFA) is posted	NDE	April 2018
Formal grant reviews are conducted	NDE	April 2018
Preliminary grant awards are announced to awarded programs	NDE	May 2018
<b>Other Critical Events</b>		
Phase II SB 391 Required Preliminary Report is Submitted to Nevada Policymakers	NDE	August 31, 2017
Phase II SB 391 Required Final Report is Submitted to Nevada Policymakers	NDE	November 15, 2017
Phase II External Evaluation Process is conducted	ACS Ventures, LLC Outside Contractor	July-Dec. 2017
External Evaluator's Phase II Final Report is Submitted to Nevada Policymakers	ACS Outside Contractor	December 2017
Phase III External Evaluation Process	ACS Outside Contractor	July-Dec. 2018
External Evaluator's Phase III Final Report is to be Submitted to Nevada Policymakers	ACS Outside Contractor	December 2018

- Critical Initiating Forces Impacting Nevada's Read by Grade 3 Phase III Program:**

The 2017-2018 Phase III year of Nevada's Read by Grade 3 Program is a distinct year in the history of this Nevada initiative. This distinction arises out of several newly mandated activities which were incorporated into this grant over the 2017-2018 year.

1. The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015. This federal act reauthorizes the 1965 Elementary and Secondary Education Act (ESEA), which was previously reauthorized as No Child Left Behind (NCLB). NDE embraced the new ESSA federal guidelines by being one of the first states in the union to submit a required ESSA State Plan to the U.S. Department of Education in July, 2017.
2. NDE chose to immediately implement one ESSA mandate by requiring all NDE grant applicants to demonstrate within their application that all proposed "activities, strategies, programs, and supports" must meet the brand-new federal ESSA evidence-based requirements. Nevada's Read by Grade 3 Phase III grant application became one of

NDE's first competitive grant applications requiring a demonstration of meeting the new ESSA evidence-based requirements. This decision required the NDE Read by Grade 3 team to design and conduct specialized technical assistance training to all grant applicants on the new ESSA evidence-based requirements. This add-on resulted in multiple delays to the already established Read by Grade 3 grant timeline.

3. The Phase III year also marked a historic assessment milestone for Read by Grade 3. The 2017-2018 year established a standardized set of K-3 reading assessments to be administered across the entire state. First, all public and charter elementary schools in Nevada were required to screen all of its kindergarten students with a kindergarten entry assessment (the Brigance Screen III by Curriculum Associates). They were also required to administer the NWEA MAPGrowth K-3 Reading Assessments to all K-3 students. The adoption of these two assessments has provided Nevada educators with several strategic tools. The Brigance informs them of the early skill levels which kindergarten students are entering the K-12 system with. Across the K-3 grade span, educators are now utilizing a consistent statewide measure of all Nevada K-3 students in pre-reading and early reading behaviors. MAP is an interim assessment. Student growth is measured across three benchmarks: fall, winter, and spring. MAP has also become a primary method for identifying struggling readers. Thus providing educators with a consistent tool for placing these students on individualized reading plans and providing them with expert-level Read by Grade 3 services and interventions.
4. The Phase III year marked the beginning development of a very collaborative relationship between experts across multiple offices at NDE and experts representing both the Brigance Kindergarten Entry Assessment (Curriculum Associates) and, in particular, the MAPGrowth K-3 Reading Assessment (NWEA).
5. The 2017-2018 year of Read by Grade 3 served as the primary baseline year for the gathering of one single set of early reading data for Nevada's K-3 students. Data gathered from this year will serve as a statewide starting point from which to measure future student growth.

- **Demographic Descriptors of Nevada's Phase III Read by Grade 3 Program:**

As Table 4 on page 10 depicts, twenty different public school districts and charter schools were

awarded Read by Grade 3 competitive grants during the Phase III year. Of the twenty awarded programs, fifteen were public school districts and five were charter schools. An exponential growth in the program resulted in over 300 Read by Grade 3 awarded elementary schools being impacted by the broad strokes of this project. Ultimately across the K-3 classrooms of Nevada over 300 Read by Grade 3 elementary schools emerged. This resulted in a total of 185,693 kindergarten through grade 3 Nevada students receiving early literacy support through this historic initiative.

## II. Read by Grade 3 Phase III Local Level Activities

SB 391, Section 15, Number 4 identifies four sets of site-level statistics required for reporting purposes. They are referenced as: **Item a)** Identification of the Read by Grade 3 schools; **Item b)** the amount of funding received by each school; **Item d)** the number of pupils who participated in a Read by Grade 3 programs or services; and **Item e)** the average expenditure per pupil for each program or service. (**Items c and g** are addressed in subsequent sections of this report). Table 6 below provides a comprehensive listing of all Phase III Read by Grade 3 site-level statistics. It is alphabetized by district or charter school organization. This exhaustive list captures the over 300 Nevada elementary schools that have benefited from Read by Grade 3 grant funding during Phase III.

<b>Table 6. Site-Level Statistics - Phase III Read by Grade 3 Schools (2017-2018)</b>			
<b>Item a: Identification of all Read by Grade 3 awarded schools</b>	<b>Item d: Number of pupils served at each site</b>	<b>Item b: Total RBG3 Allocated funding for each site</b>	<b>Item e: The Average per Pupil Expenditure for each site</b>
<b>Carson City School District</b>			
Bordewich Bray Elementary School	420	\$90,580.00	\$215.67
Fritsch Elementary School	340	\$210,558.52	\$619.29
Fremont Elementary School	340	\$268,919.77	\$790.94
Seeliger Elementary School	375	\$210,126.27	\$560.34
Empire Elementary School	351	\$152,483.20	\$434.43
Mark Twain Elementary School	377	\$168,605.00	\$447.23
<b>Churchill County School District</b>			
Lahontan Elementary School			
E. C. Best Elementary School			

Clark County School District			
Adams, Kirk	314	\$26,636.00	\$84.83
Adcock, O.K.	350	\$87,182.00	\$249.09
Alamo, Tony	650	\$87,182.00	\$134.13
Allen, Dean	336	\$70,182.00	\$208.88
Antonello, Lee	331	\$44,682.00	\$134.99
Bailey, Sister Robert Joseph	611	\$87,182.00	\$142.69
Bartlett, Selma	512	\$22,382.00	\$43.71
Bass, John	531	\$43,182.00	\$81.32
Batterman, Kathy	510	\$87,182.00	\$170.95
Beatty, John R.	398	\$87,182.00	\$219.05
Bell, Rex	519	\$45,182.00	\$87.06
Bendorf, Patricia	455	\$87,182.00	\$191.61
Bennett, William	224	\$87,182.00	\$389.21
Berkley, Shelley	398	\$87,182.00	\$219.05
Bilbray, James	477	\$87,182.00	\$182.77
Blue Diamond	25	\$3,182.00	\$127.28
Bonner, John	521	\$87,182.00	\$167.34
Bowler, Grant	415	\$87,182.00	\$210.08
Bowler, Joseph	316	\$87,182.00	\$275.89
Bozarth, Henry and Evelyn	648	\$87,182.00	\$134.54
Bracken, Walter	336	\$87,182.00	\$259.47
Brookman, Eileen	456	\$45,182.00	\$99.08
Bruner, Lucile	411	\$87,182.00	\$212.12
Bryan, Richard	315	\$87,182.00	\$276.77
Bryan, Roger	485	\$45,182.00	\$93.16
Bunker, Berkeley	483	\$45,182.00	\$93.54
Cahlan, Marion	525	\$87,182.00	\$166.06
Carl, Kay	467	\$87,182.00	\$186.69
Carson, Kit	215	\$87,182.00	\$405.50
Cartwright, Roberta	435	\$87,182.00	\$200.42
Christensen, M.J.	363	\$45,182.00	\$124.47
Conners, Eileen	465	\$87,182.00	\$187.49
Cox, Clyde	411	\$87,182.00	\$212.12
Cox, David	406	\$87,182.00	\$214.73
Cozine, Steve	425	\$87,182.00	\$205.13
Culley, Paul	529	\$87,182.00	\$164.81
Cunningham, Cynthia	492	\$87,182.00	\$177.20
Darnell, Marshall	549	\$45,162.00	\$82.26
Dearing, Laura	558	\$45,182.00	\$80.97
Decker, C.H.	487	\$43,182.00	\$88.67
Derfelt, Herbert	401	\$87,182.00	\$217.41
Deskin, Ruthe	404	\$87,182.00	\$215.80
Dickens, D.L.	482	\$45,182.00	\$93.74



Diskin, Pat	454	\$87,182.00	\$192.03
Dondero, Harvey N.	479	\$44,242.00	\$92.36
Dooley, John	296	\$45,182.00	\$152.64
Duncan, Ruby	384	\$87,182.00	\$227.04
Earl, Marion	461	\$45,182.00	\$98.01
Eisenberg, Dorothy	374	\$45,182.00	\$120.81
Elizondo, Raul	420	\$45,182.00	\$107.58
Ferron, William	371	\$87,182.00	\$234.99
Fine, Mark	496	\$87,182.00	\$175.77
Fong, Wing and Lilly	518	\$32,582.00	\$62.90
Forbuss, Robert	480	\$87,182.00	\$181.63
French, Doris	341	\$87,182.00	\$255.67
Frias, Charles and Phyllis	522	\$45,182.00	\$86.56
Fyfe, Ruth	260	\$45,182.00	\$173.78
Galloway, Fay	416	\$29,182.00	\$70.15
Garehime, Edith	466	\$87,182.00	\$187.09
Gehring, Roger	416	\$11,562.00	\$27.79
Gibson, James	327	\$87,182.00	\$266.61
Gilbert	276	\$87,182.00	\$315.88
Givens, Linda Rankin	468	\$87,182.00	\$186.29
Goldfarb, Daniel	496	\$87,182.00	\$175.77
Goodsprings	13	\$3,182.00	\$244.77
Goolsby, Judy and John	486	\$87,182.00	\$179.39
Goynes, Theron and Naomi	455	\$87,182.00	\$191.61
Gragson, Oran	525	\$87,182.00	\$166.06
Gray, R. Guild	282	\$45,182.00	\$160.22
Griffith, E.W.	348	\$49,182.00	\$141.33
Guy, Addeliar	303	\$87,182.00	\$287.73
Hancock, Doris	412	\$87,182.00	\$211.61
Harmon, Harley	465	\$40,482.00	\$87.06
Harris, George	459	\$87,182.00	\$189.94
Hayden, Don	373	\$87,182.00	\$233.73
Hayes, Keith and Karen	418	\$87,182.00	\$208.57
Heard, Lomie	400	\$87,182.00	\$217.96
Heckethorn, Howard	417	\$45,182.00	\$108.35
Herr, Helen	437	\$45,182.00	\$103.39
Hickey, Lilliam Lujan	483	\$45,182.00	\$93.54
Hill, Charlotte	377	\$87,182.00	\$231.25
Hinman, Edna	308	\$87,182.00	\$283.06
Hoggard, Mabel	273	\$11,182.00	\$40.96
Hummel, John	518	\$87,182.00	\$168.31
Indian Springs	53	\$87,182.00	\$1,644.94
Iverson, Mervin	634	\$43,158.00	\$68.07
Jacobson, Walter	379	\$87,182.00	\$230.03

Jones Blackhurst, Jan	443	\$45,182.00	\$101.99
Jydstrup, Helen	426	\$87,182.00	\$204.65
Kahre, Marc	321	\$45,182.00	\$140.75
Katz, Edythe and Lloyd	425	\$45,182.00	\$106.31
Keller, Charotte and Jerry	421	\$45,182.00	\$107.32
Kesterson, Lorna J.	455	\$87,182.00	\$191.61
Kim, Frank	354	\$45,182.00	\$127.63
King, Jr. Martin Luther	312	\$87,182.00	\$279.43
King, Martha	99	\$87,182.00	\$880.63
Lamping, Frank	430	\$87,182.00	\$202.75
Lincoln	433	\$14,982.00	\$34.60
Lummis, William	320	\$45,097.00	\$140.93
Mack, Nate	382	\$87,182.00	\$228.23
Mackey, Jo	334	\$32,806.00	\$98.22
Mathis, Dr. Beverly	569	\$14,182.00	\$24.92
May, Ernest	357	\$87,182.00	\$244.21
McCaw, Gordon	434	\$27,082.00	\$62.40
McDoniel, Estes M.	351	\$87,182.00	\$248.38
McMillan, James	375	\$39,542.00	\$105.45
Mendoza, John	488	\$87,182.00	\$178.65
Miller, Sandy	399	\$87,182.00	\$218.50
Mitchell, Andrew	324	\$87,182.00	\$269.08
Morrow, Sue H.	428	\$87,182.00	\$203.70
Mountain View	376	\$87,182.00	\$231.87
Neal, Joseph	422	\$87,182.00	\$206.59
Newton, Ulis	432	\$87,182.00	\$201.81
Ober, D'Vorre and Hal	483	\$87,182.00	\$180.50
O'Roarke, Thomas	445	\$87,182.00	\$195.91
Parson, Claude and Stella	231	\$87,182.00	\$377.41
Perkins, Claude	373	\$87,182.00	\$233.73
Perkins, Ute	86	\$27,172.00	\$315.95
Piggott, Clarence	430	\$28,382.00	\$66.00
Priest, Richard	448	\$44,982.00	\$100.41
Red Rock	464	\$87,182.00	\$187.89
Reed, Doris	351	\$87,182.00	\$248.38
Reedom, Carolyn	377	\$87,182.00	\$231.25
Rhodes, Betsy	380	\$87,182.00	\$229.43
Ries, Aldeane Comito	581	\$45,182.00	\$77.77
Roberts, Aggie	411	\$87,182.00	\$212.12
Rogers, Lucille	621	\$45,182.00	\$72.76
Ronnow, C.C.	500	\$87,182.00	\$174.36
Roundy, Dr. C. Owen	530	\$87,182.00	\$164.49
Rundle, Richard	473	\$87,182.00	\$184.32
Sandy Valley	73	\$45,182.00	\$618.93

Scherkenbach, William and Mary	413	\$87,182.00	\$211.09
Schorr, Steve	642	\$45,182.00	\$70.38
Scott, Jesse	453	\$45,182.00	\$99.74
Sewell, C.T	457	\$87,182.00	\$190.77
Simmons, Eva	475	\$87,182.00	\$183.54
Smalley, James E and A. Rae	486	\$87,182.00	\$179.39
Smith, Hal	620	\$87,182.00	\$140.62
Smith, Helen	368	\$87,182.00	\$236.91
Snyder, Don and Dee	468	\$87,182.00	\$186.29
Staton, Ethel	489	\$27,182.00	\$55.59
Steele, Judith	463	\$27,082.00	\$58.49
Stevens, Josh	587	\$45,182.00	\$76.97
Stuckey, Evelyn	709	\$45,182.00	\$63.73
Tanaka, Wayne	503	\$87,182.00	\$173.32
Tarr, Sheila	434	\$87,182.00	\$200.88
Tartan, John	344	\$87,182.00	\$253.44
Taylor, Glen	560	\$45,182.00	\$80.68
Taylor, Robert L.	388	\$87,182.00	\$224.70
Thiriot, Joseph	461	\$87,182.00	\$189.11
Thompson, Sandra	538	\$87,182.00	\$162.05
Thorpe, Jim	318	\$45,182.00	\$142.08
Tobler, R.E.	332	\$87,182.00	\$262.60
Tomiyasu, Bill	334	\$87,182.00	\$261.02
Treem, Harriet	364	\$87,182.00	\$239.51
Triggs, Vincent	483	\$87,182.00	\$180.50
Twitchell, Neil	606	\$45,382.00	\$74.89
Ullom, J.M.	372	\$87,182.00	\$234.36
Vanderburg, John	619	\$24,182.00	\$39.07
Vassiliadis, Billy and Rosemary	463	\$27,182.00	\$58.71
Virgin Valley	444	\$87,182.00	\$196.36
Walker, J. Marlan	441	\$87,182.00	\$197.69
Wallin, Shirley and Bill	666	\$87,182.00	\$130.90
Ward, Kitty McDonough	491	\$45,182.00	\$92.02
Wasden, Howard	326	\$87,182.00	\$267.43
Watson, Fredric	418	\$87,182.00	\$208.57
Wengert, Cyril	375	\$87,182.00	\$232.49
Whitney	302	\$45,182.00	\$149.61
Wiener, Jr. Louis	348	\$44,282.00	\$127.25
Wilhelm, Elizabeth	365	\$45,182.00	\$123.79
Wolfe, Eva	329	\$87,182.00	\$264.99
Wolff, Elise	515	\$27,082.00	\$52.59
Wright, William V.	741	\$87,182.00	\$117.65
Wynn, Elaine	579	\$87,182.00	\$150.57

<b>Doral Academy of Nevada</b>			
Cactus Elementary Campus	408	\$23,000.00	\$56.37
Fire Mesa Elementary Campus	408	\$83,067.00	\$203.60
Pebble Elementary Campus	408	\$23,000	\$56.37
Red Rock Elementary Campus	408	\$23,000.00	\$56.37
Saddle Elementary Campus	408	\$23,000.00	\$56.37
<b>Douglas County School District</b>			
C. C. Meneley Elementary	292	\$96,534.45	\$330.60
Gardnerville Elementary	240	\$82,192.14	\$342.47
Jacks Valley Elementary	263	\$92,810.18	\$352.89
Minden Elementary	246	\$95,506.12	\$388.24
Piñon Hills Elementary	184	\$88,176.68	\$479.22
Scarselli Elementary	276	\$102,567.56	\$371.62
Zephyr Cove Elementary	105	\$97,266.20	\$926.34
<b>Elko County School District</b>			
Carlin Elementary School	119	\$51,240.44*	\$430.60*
Grammar #2 Elementary School	237	\$51,749.94*	\$218.35*
Jackpot Elementary School	36	\$51,749.94*	\$1437.50*
Mountain View Elementary School	459	\$5194.44*	\$11.32*
Northside Elementary School	328	\$8491.94*	\$25.89*
Sage Elementary School	344	\$44174.48*	\$128.41*
Southside Elementary School	474	\$51,749.94*	\$109.18*
Spring Creek Elementary School	573	\$5,194.44*	\$9.06*
Wells Elementary School	98	\$48452.44*	\$494.41*
<b>Explore Knowledge Academy</b>	317	\$120,706.61	\$380.78
<b>Honors Academy of Literature</b>	94	\$108,951.68	\$1,159.06
<b>Humboldt County School District</b>			
Denio School	5	\$16,142.52	\$3,228.40
Grass Valley Elementary School	344	\$240,479.44	\$669.07
King's River School	6	\$16,142.51	\$2,690.42
Orovada School	14	\$16,142.51	\$1,153.03
Paradise Valley Elementary School	25	\$16,142.51	\$645.70
Sonoma Heights Elementary School	417	\$235,661.32	\$565.14
Winnemucca Grammar School	315	\$235,661.32	\$748.13
<b>Lyon County School District</b>			
Cottonwood Elementary School	503	\$71,126.24 total	\$141.40
Dayton Elementary School	253	\$88,975.41 total	\$351.68
East Valley Elementary School	360	\$79,334.58 total	\$220.37
Fernley Elementary School	318	\$89,579.70 total	\$281.70
Riverview Elementary School	213	\$71,112.38 total	\$333.86
Silver Stage Elementary School	299	\$62,109.29 total	\$207.72
Smith Valley Schools	55	\$68,013.64 total	\$1,236.61
Sutro Elementary School	217	\$69,630.17 total	\$320.87
Yerington Elementary School	385	\$71,944.35 total	\$186.87

<b>Mater Academy of Nevada</b>			
Mater Academy of Nevada – Bonanza	413	\$55,731.37	\$134.94
Mater Academy of Nevada – Mt. Vista	413	\$55,731.37	\$134.94
<b>The Rural Nevada Consortium</b>			
<b>Esmeralda County School District</b>			
Dyer Elementary School	22	\$23,457.55	\$1,066.25
Goldfield Elementary School	9	\$9,596.25	\$1,066.25
<b>Lander County School District</b>			
Battle Mountain Elementary School	312	\$195,068.00	\$625.22
<b>Lincoln County School District</b>			
Pioche Elementary School	38	\$51,044.35	\$1,343.27
Panaca Elementary School	77	\$51,044.36	\$662.91
Caliente Elementary School	50	\$51,044.35	\$1,020.88
Pahrnagat Valley Elementary School	74	\$51,044.36	\$689.78
<b>Mineral County School District</b>			
Hawthorne Elementary School	161	\$3,750.00	\$23.29
Schurz Elementary School	29	\$1,250.00	\$43.10
<b>Nye County School District</b>			
Beatty Elementary School	35	\$7,158.20	\$204.52
Duckwater Elementary School	4	\$814.34	\$203.59
Floyd Elementary School	311	\$63,605.72	\$204.52
Gabbs Elementary School	7	\$1,431.64	\$204.52
Hafen Elementary School	246	\$145,777.75	\$592.60
Johnson Elementary School	254	\$98,305.72	\$387.03
Manse Elementary School	306	\$159,815.25	\$522.28
Round Mountain Elementary School	87	\$55,131.80	\$633.70
Tonopah Elementary School	119	\$76,020.97	\$638.84
<b>Pershing County School District</b>			
Lovelock Elementary School	223	\$183,947.25	\$824.88
<b>Somerset Academy</b>			
Somerset Lone Mountain	400	\$40,955.00	\$102.49
Somerset Sky Pointe	515	\$40,955.00	\$79.52
Somerset Losee	500	\$40,955.00	\$81.91
Somerset North Las Vegas	500	\$40,955.00	\$81.91
Somerset Stephanie	400	\$40,955.00	\$102.49
<b>Washoe County School District</b>			
Alice Taylor Elementary School	386	\$37,154.58	\$96.26
Alice Smith Elementary School	390	\$93,350.28	\$239.36
Bud Beasley Elementary School	432	\$28,318.48	\$65.55
Jesse Beck Elementary School	337	\$31,277.59	\$92.81
Brown Elementary School	531	\$29,393.12	\$55.35
Caughlin Ranch Elementary School	311	\$23,670.40	\$76.11
Coral Academy of Science	372	\$13,117.56	\$35.26
Desert Heights Elementary School	230	\$26,712.85	\$116.14

Diedrichsen Elementary School	212	\$32,352.12	\$152.60
Edwin S. Dodson Elementary School	233	\$93,160.04	\$399.83
Donner Springs Elementary School	336	\$26,209.84	\$78.07
Double Diamond Elementary School	577	\$35,264.44	\$61.12
Florence Drake Elementary School	158	\$24,698.62	\$156.32
Katherine Dunn Elementary School	311	\$26,822.04	\$86.24
Elmcrest Elementary School	247	\$94,979.22	\$384.53
Gerlach K-12 School	7	\$10,891.04	\$1,555.86
Nancy Gomes Elementary School	453	\$35,926.46	\$79.31
Roy Gomm Elementary School	263	\$24,034.40	\$91.39
Jesse Hall Elementary School	348	\$35,587.50	\$102.26
Hidden Valley Elementary School	220	\$90,812.15	\$412.78
High Desert Montessori Charter School	155	\$16,634.01	\$107.32
Huffaker Elementary School	260	\$24,668.47	\$94.88
Ted Hunsberger Elementary School	411	\$17,854.65	\$43.44
Hunter Lake Elementary School	204	\$32,433.23	\$158.99
Incline Elementary School	198	\$86,904.78	\$438.91
Lena Juniper Elementary School	328	\$26,640.45	\$81.22
Lemmon Valley Elementary School	385	\$38,869.00	\$100.96
Elizabeth Lenz Elementary School	262	\$21,189.66	\$80.88
Rollan Melton Elementary School	330	\$22,260.73	\$67.46
Marvin Moss Elementary School	333	\$37,584.67	\$112.87
Mt. Rose Elementary School	249	\$30,874.54	\$123.99
North Star Online School	12	\$2,610.21	\$217.52
Peavine Elementary School	253	\$18,134.68	\$71.68
Pleasant Valley Elementary School	306	\$22,179.51	\$72.48
Miguel Sepulveda Elementary School	467	\$34,767.80	\$74.45
Sierra NV Academy Charter School	167	\$15,285.11	\$91.53
Silver Lake Elementary School	451	\$38,651.00	\$85.70
Spanish Springs Elementary School	489	\$40,081.33	\$81.97
Stead Elementary School	396	\$29,222.86	\$73.80
Mamie Towles Elementary School	180	\$30,002.10	\$166.68
Ed Van Gorder Elementary School	455	\$31,699.42	\$69.67
Verdi Elementary School	173	\$25,996.78	\$150.27
Grace Warner Elementary School	188	\$26,252.67	\$139.64
George Westergard Elementary School	427	\$29,414.61	\$68.89
Jerry Whitehead Elementary School	289	\$38,468.04	\$133.11
Sarah Winnemucca Elementary School	363	\$32,870.32	\$90.55
<b>White Pine County School District</b>			
Baker Elementary	2	\$1,798.39	\$899.20
David E. Norman Elementary	265	\$419,624.13	\$1,583.49
Lund Elementary	33	\$52,153.29	\$1,580.40
McGill Elementary	80	\$125,887.24	\$1,573.59

## Snapshots of Local Level Programs and Services

SB 391, Section 15, Number 4 lists **item c** as a required component for reporting purposes. **Item c** is defined as “a description of the programs or services for which the funding was used by each school”. For this purpose, each of the twenty Phase III awarded programs has provided a comprehensive snapshot that illustrates specific programs and services that they implemented during the 2017-2018 academic year. Each snapshot includes: personnel costs; professional development delivered to the Read by Grade 3 learning strategist and K-4 educators; tiered reading instruction (that has been aligned to the RTI (Response to Intervention Framework)); a listing of the intensive intervention programs provided to struggling readers; a listing of reading resources purchased and utilized; and a listing of Read by Grade 3 family support activities. The following programmatic snapshots are provided in alphabetical order by program

<b>Carson City School District</b> <b>Snapshot of Read by Grade 3 Phase III Programs &amp; Services</b> <b>(2017-2018)</b>					
Personnel Costs	Professional Development Delivered to Strategist & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
\$949,786.88	Dyslexia Overview	Success For All Reading	Tutoring with Lightning Squad	Success for All Reading	Academic Parent Teacher Teams
	Brigance Training		Exact Path		
	MAP training				



**Churchill County School District**  
**Snapshot of Read by Grade 3 Phase III Programs & Services**  
**(2017-2018)**

Personnel Costs	Professional Development Delivered to Strategist & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
Learning Strategist Full time	Voyager Sopris DIBELS Next training to Learning Strategist and K-3 teachers and assistants	K-4 teachers implement Best Practices in all areas of Literacy.	K-4 teachers implement Best Practices in all areas of Literacy.	ELL level books both in English and Spanish have been purchased and provided to our ELL population Level books have been purchased and provided to grades K-4	Site Specific Family Engagement Nights
Grade Level Learning Strategists – Extra Duty	Learning Strategists and grade level strategists meetings and trainings	Tier 2 interventions are implemented in K-3 grades for all students through small group with Read Well Reading program.	Tier 2 interventions are implemented in K-3 grades for all students through small group with Read Well Reading program.		Parents are provided with early literacy instructional material beginning in our Pre-K program.
Substitute teachers for guided coaching, observations, trainings	Learning Strategists offer PD, coaching, and modeling for K-4 teachers.	Tier 2 & 3 Intensive tutoring is provided for struggling readers.	Reading Horizons is provided for Tier 3 students through Instructional Consultant Teams		ChurchillCSD aligns work to NDE's six standards for Family * Community Engagement
Summer School teachers and Instructional assistants			Tier 2 & 3 Intensive tutoring is provided for struggling readers.		

**Clark County School District**  
**Snapshot of Read by Grade 3 Phase III Programs & Services**  
**(2017-2018)**

Personnel Costs	Professional Development Delivered to Strategist & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
Learning Strategists Salary (LS)	August SB 391 (2015), Roles and Responsibilities of LS, MAP Assessment, BRIGANCE, Coaching	Small Group Intervention in All K-3 Classrooms (Tier 2)	Small Group Intervention in All K-3 Classrooms (Tier 2)	Professional Development Books (for LS professional development and book studies at the school level)	Family and Community Engagement Services (FACES)
Preparation Buy-Outs (for professional development and small group instruction)	October Writing Strategies, Interventions, NDE Updates, Student Literacy Performance Plan, Coaching	Small Group Intervention in All K-3 Classrooms (Tier 3)	Small Group Intervention in All K-3 Classrooms (Tier 3)		Literacy Nights
Certified Temporary Tutors (for small group instruction)	January Great Habits/Great Readers, Interventions, NDE Updates, Student Literacy Performance Plan, Coaching	Intensive Instruction Small Group Tutoring (provided for students struggling in reading)	Intensive Instruction Small Group Tutoring (provided for students struggling in reading)		Reading Week
Extra Duty Pay (for before or after school small group tutoring)	March (Vendor Lead) Partners In School Innovation Administrator and LS Collaboration, Visible Learning , Interventions	Under AB-469, each elementary school utilizes programs, materials, resources, and schedules to best meet the needs of the teachers, students, and parents they serve.			
Substitute Teachers (for professional development and instructional rounds)	March Visible Learning, Implementing Best Practices, NDE Updates, Student Literacy Performance Plan, Coaching				
	April (Vendor Lead) Partners In School Innovation Visible Learning, Interventions, Coaching				
	May End-of-Year Procedures, Summer Resources for Students, Review of Data				

**Doral Academy of Nevada**  
**Snapshot of Read by Grade 3 Phase III Programs & Services**  
**(2017-2018)**

Personnel Costs	Professional Development Delivered to Strategist & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
2- Full-time, System RbG3 Strategists	1. MAP Trainings for teachers and administrators 2. Explicit Phonics PDE provided for all educators 3. Overview of SB391 4. Overview of NSLP 5. Overview of Early Childhood Crosswalk 6. Charlotte Danielson Instructional Framework training 7. Overview of Explicit Phonics 8. Phonemic Awareness Training 9. Phonics Survey Training 10. DIBELS Training 11. Wonders Literacy Program Overview 12. Dyslexia Training for all system coaches/SpED (Spring 2017) 13. Alphabetic Principal training for kinder and 1st 14. Overview of Word Wall Implementation 15. Data Analysis training linked to writing of SLPPs *Best practices for whole group Tier I reading Instruction 16. Brigance training for all Kinder teachers	Tier I- *Whole Group Literacy Instruction using Wonders throughout Grades K-3 *Differentiated Small Group Literacy Instruction  Tier II *1:1 Focused Literacy Instruction with classroom teachers or Instructional Assistants *3+ Intervention blocks a week/ 25 min each (Intervention/ Acceleration Groups) *Afterschool tutoring for RbG3 students  Tier III Support Unavailable	Tier II *Wonder Works *Blended Learning * Ticket to Read *Explicit Phonics  Tier III *Explicit Phonics *Wilson Reading	<b>No resources were funded under Phase III Grant</b> 1. CTOPP2 2. Ticket to Read 3. Wonders/ Wonderworks 4. STAR 5. DIBELS 6. Heggerty Phonological Awareness 7. Wilson Reading 8. Mobi Max 9. Explicit Phonics PDE Materials 10. Sharon Walpole Differentiated Reading Instruction Books	*Email Blasts to help struggling students *Website links for families * Parents are provided with early literacy strategies to help their struggling student at conferences *Parent Night for understanding and helping students with MAP Assessments *Learning Strategists readily available for conferencing and individual, differentiated support

**Douglas County School District**  
**Snapshot of Read by Grade 3 Phase III Programs & Services**  
**(2017-2018)**

Personnel Costs	Professional Development Delivered to Strategist & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
Seven full-time RbG3 Program Learning Strategists (provided by DCSD and paid for out of general fund)	Training for K-4 teachers on Lucy Calkins Reading Workshop	K-4 teachers implement Balanced Literacy and Reading Workshop in every classroom (Tier 1)	K-4 classroom teachers provide intervention for students struggling in reading (Tier 1)	Classroom libraries Brigance Screening Materials Literacy Grade Level Libraries Supplies for reading tutors	Family Literacy Nights and Family Literacy Fairs
Seven full time Reading Tutors	Peer observation facilitated by the learning strategist	Small group intervention provide in K-4 classrooms (Tier 2)	Intensive tutoring provided for students struggling in reading (Tier 2 and Tier 3)		Literacy education for parents of students struggling with reading
Additional hours for Kindergarten classroom aides to support required assessments	Learning strategists offer individual coaching and modeling for K-4 teachers	Intensive tutoring provided for students struggling in reading (Tier 2 and Tier 3)			

**Elko County School District**  
**Snapshot of Read by Grade 3 Phase III Programs & Services**  
**(2017-2018)**

Personnel Costs	Professional Development Delivered to Strategist & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
Stipend pay for Literacy Strategist	Knowledge, Literacy, and the Common Core Training provided to Literacy and Dyslexia Strategists and K-3 educators	K-3 teachers implement ECSD's RAP: Reading Acceleration Plan in every classroom	Classroom teachers implement ECSD's RAP: Reading Acceleration Plan as an intervention	New ELA curriculum (not purchased with RBG3 funding)	Site specific family engagement nights: some examples are Increase Reading Skills through music and poetry, Cowboy poetry, Reading Week events, Publishing Parties, Read-a-thon, Foundational Skills parent informational events, community reading events, and Author Open Mic nights
Stipend pay for Dyslexia Strategist (not purchased with RBG3 funding)	Text Complexity: A Cornerstone for Aligned Instruction and Planning with New ELA Materials provided to Literacy and Dyslexia Strategists and K-3 educators	Small group intervention provided in K-3 classrooms (Tier 2)	Intensive instruction provided for students struggling in reading (Tier 2 and Tier 3)	Brigance Materials for Kindergarten teachers	Parents are provided with early literacy instructional materials, particularly for struggling readers

	Analyzing Prompts for Tex-Dependency provided to Literacy and Dyslexia Strategists and K-3 educators	Intensive instruction provided for students struggling in reading (Tier 2 and Tier 3)			
	Text-Based Writing and Discussion Provided to Literacy and Dyslexia Strategists and K-3 educators				
	Using Text Sets to Build Knowledge and Vocabulary provided to Literacy and Dyslexia Strategists and K-3 educators				
	Making the Most of the Instructional Practice Guides: Planning, Feedback and Reflection provided to Literacy and Dyslexia Strategists and K-3 educators				
	Leading the Instructional Shifts provided to Literacy and Dyslexia Strategists and K-3 educators				

	Foundational Skills Refresher provided to Literacy and Dyslexia Strategists and K-3 educators				
	College and Career Ready Assessments in Literacy provided to Literacy and Dyslexia Strategists and K-3 educators				
	NWEA Professional Development provided to Literacy and Dyslexia Strategists and K-3 educators				



**Esmeralda County School District  
Snapshot of Read by Grade 3 Phase III Programs & Services  
(2017-2018)**

Personnel Costs	Professional Development Delivered to Strategist & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
\$13844.61	\$735.48 \$448.93 \$4,111.33	\$5,738.22	\$2,348.28 \$462.37	\$15,137.04	

**Explore Knowledge Academy**  
**Snapshot of Read by Grade 3 Phase III Programs & Services**  
**(2017-2018)**

Personnel Costs	Professional Development Delivered to Strategist & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
1 Learning Strategist Salary and Benefits - Full time	Learning Strategist and K-3 educators monthly meetings and training	Small group intervention provided in K-3 classrooms (Tier 2)	Intensive tutoring provided for students struggling in reading (Tier 2 and Tier 3)	Reading A-Z, Raz-Kids, Headsprout intervention programs for struggling readers easyCBM and AIMSweb for progress monitoring and evaluation Core Phonics program for K/1 students to assess phonics and phonics related skills Kindergarten Skills Assessment	Family engagement - Breakfast with Books in collaboration with school PTSA
0.15 Learning Strategist Salary and Benefits to cover Maternity Leave for Learning Strategist	Learning Strategist coaching and modeling for K-3 teachers	Intensive tutoring provided for students struggling in reading (Tier 2 and Tier 3)	Ability Leveled reading classes for 1st - 3rd grade students and Power Hour for Kindergarten		Family engagement - Literacy Night event
2 Paraprofessionals Salary and Benefits - Full time to provide intensive tutoring to students	NWEA MAP training for Learning Strategist and all K-5 educators	Collaborative meetings with Learning Strategist and Tier 1 instructors to analyze winter NWEA data.			Families provided with early literacy instructional materials, particularly for struggling students
	Learning Strategist training/modeling for paraprofessionals providing RTI				Families given access code to Reading A to Z program to support literacy at home
	Learning Strategist trained staff on SLPP data and interpretation				Communicated with families supporting at-home summer program support
	Learning Strategist attended Brigrance training. Kinder teachers and paraprofessionals were subsequently trained by the Learning Strategist.				Bilingual paraprofessionals to offer support for ESL families.

**Honors Academy of Literature**  
**Snapshot of Read by Grade 3 Phase III Programs and Services**  
**(2017-2018)**

Personnel Costs	Professional Development Delivered to Strategist & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
1 Full Time Learning Strategist	Staff Trained on MAP Growth	K-3 teachers implement Daily 5 model: meeting regularly with scholars one-on-one and in targeted small groups (word study & guided reading)	Intensive interventions are provided by the learning strategist or supplemental interventionists in a small group setting on the primary elements of reading (Tier II & Tier III)	Online subscriptions provided to K-3 Teachers, Learning Strategist, & Supplemental Interventionists on: RAZ Kids Reading A-Z	3 Data Nights
2 Part Time Supplemental Reading Interventionist	Kindergarten and First Grade Teachers attend NDE Dyslexia Training	Classroom teachers implement Words Their Way (developmental, small group word study)	Classroom teachers implement research-based, web-based adaptive program(s) with Tier II scholars in the classroom	Leveled literacy intervention kits for K-3 Teachers	Family Literacy Night
	Staff Trained on Fountas and Pinnell BAS	Online programs RAZ kids and Reading A-Z are used for daily practice in the classroom and at home		Fountas and Pinnell BAS for K-3 Teachers	Literacy Websites and Apps Resource Packet shared at conferences
	K-4 Teachers Trained on Fountas and Pinnell LLI	Interventions provided for students struggling in reading (Tier 2 and Tier3) using Fountas and Pinnell LLI		MAP Growth Assessment	
	Literacy Lead trains staff on foundational skills and resources			Brigance Assessment	
	WestEd PD on curriculum alignment and standards map of NVACS in English and Language Arts				

**Humboldt County School District**  
**Snapshot of Read by Grade 3 Phase III Programs & Services**  
**(2017-2018)**

Personnel Costs	Professional Development Delivered to Strategist & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
Salaries for 3 full-time Learning Strategists and stipends for 2 part-time Learning Strategists	Multiple Professional Development opportunities and coaching based upon Balanced Literacy provided to HCSD staff	Teachers in K-3 classrooms implement Balanced Literacy practices	Teachers in K-3 classrooms design implement RBG3 intervention plans based upon HCSD's Literacy Plan and HCSD progress monitoring procedures	Fountas and Pinnell Classroom , Leveled Literacy Intervention Kits, Learning A-Z, ANET, Brigance, MAP	Parent conferences with written intervention plans for struggling readers. Assessment Data to Parents
Substitute teachers for multiple reading cohorts and professional development trainings	Reading cohorts, specialized instructional practices for EL's, Balanced Literacy trainings, FPC instructional practices	Teachers in K-3 classrooms implement Balanced Literacy practices	Teachers in K-3 classrooms design implement RBG3 intervention plans based upon HCSD's Literacy Plan and HCSD progress monitoring procedures	Fountas and Pinnell Classroom , Leveled Literacy Intervention Kits, Learning A-Z, ANET, Brigance KEA, MAP	Parent conferences with written intervention plans for struggling readers. Assessment Data to Parents
4 Learning Strategists	Response to Intervention Professional Development for Learning Strategists 10-20 days	Tier One through PD around whole-class cases and strategies	Preparing for and managing increased number of cases due to RBG3	Instructional Consultation and Teaming	
5 Learning Strategists	Dyslexia Training Reno Learning Strategists 2 days	Tier One through PD around simple classroom strategies to help all readers	Preparing for and managing dyslexia screenings, sharing dyslexia strategies		

**Lander County School District**  
**Snapshot of Read by Grade 3 Phase III Programs & Services**  
**(2017-2018)**

Personnel Costs	Professional Development Delivered to Strategist & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
Full-time Learning Strategist	Phonics Instruction during PLC Meetings twice a month	Small-group reading instruction by paraprofessionals in classroom (Tier 2)	ICAT provide improvement of staff capacity in identifying and addressing learning concerns	Reading A-Z Online reading program	Teacher/ Parent communication during parent/ teacher conferences
4 Full-time reading tutors	Reading Strategy Instruction during individual grade level meetings	One-on-one intensive phonics instruction by paraprofessionals (Tier 2)	After-School tutoring with focus on reading instruction and practice		Periodic progress letters sent home to parents for RBG3 students
	Professional Readings	One-on-one intensive phonics/ word instruction by Learning Strategist (Tier 2)			
		Push-in support during grade level intensive instruction (Tier 1)			

**Lincoln County School District**  
**Snapshot of Read by Grade 3 Phase III Programs & Services**  
**(2017-2018)**

Personnel Costs	Professional Development Delivered to Strategist & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
\$195,531.04 Two full-time learning strategists shared among 4 schools within a 90 mile (one-way) driving distance	WIDA training from NDE RPDP literacy training for K-4 teachers and strategists	McGraw-Hill Wonders (Tier 1 core instruction)	McGraw Hill Wonders Works Intervention (Tier 2 and 3)	Enhanced Core Reading Instruction (RBG3 funds)	Family Literacy nights (4/yr) with make and takes for families to use at home with their struggling readers.
Extra duty pay to attend/host PD outside of contract time/day	K-3 teachers and strategists weekly meetings- and monthly district-wide PLC trainings	Daily (30 min.) small group reading interventions (Tiers 2 and 3)	Enhanced Core Reading Instruction implemented in small groups (Tiers 2)	Lexia (other funds)	Facebook posts and newsletters with reading tips, facts, inspiration
	Learning strategists offer PD, coaching, and modeling for K-4 teachers by request		Lexia, computer based reading intervention (All tiers)	Learning Dynamics (other funds)	
	NWEA training on the use of MAPs and MAP reports		Learning Dynamics (K-1)		

**Lyon County School District**  
**Snapshot of Read by Grade 3 Phase III Programs & Services**  
**(2017-2018)**

Personnel Costs	Professional Development Delivered to Strategist & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
Cottonwood Elementary School (CES) \$67,365.01	Sub-release time for PD \$905 Consultant for PD \$595.82	Tier 1: Classroom Instruction using Lucy Calkins Units of Study in Reading and Writing within a Balanced Literacy Framework Tier 2: Leveled Literacy Intervention (LLI) Tier 3: Special Services as Needed	After-School Tutoring (split with other funding source) \$2,100	Fountas/F&P Literacy Continuum Prek-8 Instructional Materials \$160.41	Site-Based Family Learning Nights
Dayton Elementary School (DES) \$87,484.18	Sub-release time for PD \$735 Consultant for PD \$595.82	Tier 1: Classroom Instruction using Lucy Calkins Units of Study in Reading and Writing within a Balanced Literacy Framework Tier 2: Leveled Literacy Intervention (LLI) Tier 3: Special Services as Needed	After-School Tutoring (tutoring paid by other funds) 0.00	Fountas/F&P Literacy Continuum Prek-8 Instructional Materials \$160.41	Site-Based Family Learning Nights
East Valley Elementary School (EVES) \$77,392.76	Sub-release time for PD \$540 Consultant for PD \$595.82	Tier 1: Classroom Instruction using Lucy Calkins Units of Study in Reading and Writing within a Balanced Literacy Framework Tier 2: Leveled Literacy Intervention (LLI) Tier 3: Special Services as Needed	After-School Tutoring (split with other funding source) \$645.59	Fountas/F&P Literacy Continuum Prek-8 Instructional Materials \$160.41	Site-Based Family Learning Nights



Fernley Elementary School (FES) \$86,453.47	Sub-release time for PD \$270 Consultant for PD \$595.82	Tier I: Classroom Instruction using Lucy Calkins Units of Study in Reading and Writing within a Balanced Literacy Framework Tier 2: Leveled Literacy Intervention (LLI) Tier 3: Special Services as Needed	After-School Tutoring (split with other funding source) \$2,100	Fountas/F&P Literacy Continuum Prek-8 Instructional Materials \$160.41	Site-Based Family Learning Nights
Riverview Elementary School (RES) \$69,683.82	Sub-release time for PD \$465 Consultant for PD \$595.82	Tier I: Classroom Instruction using Lucy Calkins Units of Study in Reading and Writing within a Balanced Literacy Framework Tier 2: Leveled Literacy Intervention (LLI) Tier 3: Special Services as Needed	After-School Tutoring (split with other funding source) \$207.33	Fountas/F&P Literacy Continuum Prek-8 Instructional Materials \$160.41	Site-Based Family Learning Nights
Silver Stage Elementary School (SSES) \$59,354.88	Sub-release time for PD \$505 Consultant for PD \$595.82	Tier I: Classroom Instruction using Lucy Calkins Units of Study in Reading and Writing within a Balanced Literacy Framework Tier 2: Leveled Literacy Intervention (LLI) Tier 3: Special Services as Needed	After-School Tutoring (split with other funding source) \$1,493.18	Fountas/F&P Literacy Continuum Prek-8 Instructional Materials \$160.41	Site-Based Family Learning Nights
Smith Valley Schools (SVS) \$66,937.41	Sub-release time for PD \$320 Consultant for PD \$595.82	Tier I: Classroom Instruction using Lucy Calkins Units of Study in Reading and Writing within a Balanced Literacy Framework	After-School Tutoring (tutoring paid by other funds) 0.00	Fountas/F&P Literacy Continuum Prek-8 Instructional Materials \$160.41	Site-Based Family Learning Nights

		Tier 2: Leveled Literacy Intervention (LLI) Tier 3: Special Services as Needed			
Sutro Elementary School (SES) \$68,218.94	Sub-release time for PD \$655 Consultant for PD \$595.82	Tier I: Classroom Instruction using Lucy Calkins Units of Study in Reading and Writing within a Balanced Literacy Framework Tier 2: Leveled Literacy Intervention (LLI) Tier 3: Special Services as Needed	After-School Tutoring (tutoring paid by other funds) 0.00	Fountas/F&P Literacy Continuum Prek-8 Instructional Materials \$160.41	Site-Based Family Learning Nights
Yerington Elementary School (YES) \$70,668.12	Sub-release time for PD \$520 Consultant for PD \$595.82	Tier I: Classroom Instruction using Lucy Calkins Units of Study in Reading and Writing within a Balanced Literacy Framework Tier 2: Leveled Literacy Intervention (LLI) Tier 3: Special Services as Needed	After-School Tutoring (tutoring paid by other funds) 0.00	Fountas/F&P Literacy Continuum Prek-8 Instructional Materials \$160.41	Site-Based Family Learning Nights

**Mater Academy of Nevada  
Mt. Vista and Bonanza Campuses  
Snapshot of Read by Grade 3 Phase III Programs & Services  
(2017-2018)**

Personnel Costs	Professional Development Delivered to Strategist & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
RBG3 Learning Strategist (2)	RBG3 Student Literacy Plans / State Literacy Plan Training	Wonders Reading implemented in all classrooms. (Tier 1)	Wonders Reading (Tier 2) embedded interventions	Accelerated Reader leveled books (not RBG3 funded, used as supplemental materials) for struggling readers	Family Literacy Nights
	Wonders Reading Implementation and classroom structure	Embedded Wonders Reading interventions (Tier 2)	I-Ready Small group or 1-1 lessons		Parent Involvement Committee
	Local Literacy Plan Training- How can teachers effectively implement effective instructional strategies	I-Ready tiered lessons in a small group or 1-1 setting. Small group interventions aligned with student diagnostic / growth monitoring scores (Tier 3)			Conference with parents on a 1-1 basis in regards to student literacy plans. Discuss with parents in detail the outline of their child's Literacy Plan and what strategies we are using for students to become proficient
	Nevada Academic Content Standards Training(s) – Grade K-3				
	Weekly Data Chats – Using Data to drive effective instruction				

**Mineral County School District**  
**Snapshot of Read by Grade 3 Phase III Programs and Services**  
**(2017-2018)**

Personnel Costs	Professional Development Delivered to Strategist & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
<p>-2 PT Paraprofessionals Hawthorne ES;</p> <p>-Professional stipend to four (4) Learning Strategists at \$1,250 each x 4 = \$5,000</p>	<p>-All four (4) Learning Strategists participated in monthly trainings with the Nye County School District (Sept, Oct, Nov 2017, Feb, Mar, April, May 2018)</p> <p>-Two (2) of the four (4) Learning Strategists attended a week long training at the Standards Based Institute in Los Angeles, CA; (January, 2018)</p> <p>-Professional development was provided to K-4 teachers at both elementary schools based on the training the Learning Strategists had received with Nye County, 1x per month during grade level PLC meetings</p> <p>-Schurz ES teachers participated in monthly trainings with Lyon Co. Dist.</p>	<p>-Effective, early interventions are provided to students using Tiered level of instruction with an emphasis on grades K-3</p> <p>-Use of ESSA approved curriculum to provide intensive instruction for students identified as being deficient in reading</p> <p>-summer school instruction for students identified as being deficient in reading in grades K-3</p>	<p>The use of an ESSA approved supplemental curriculum (National Geographic REACH) for EL students at Schurz ES</p>		<p>-Parent notification(s) for K-3 students identified as struggling in the area of reading</p> <p>-parent/family notification of NWEA MAP progress and proficiency in ELA</p>

**Nye County School District**  
**Snapshot of Read by Grade 3 Phase III Programs & Services**  
**(2017-2018)**

Personnel Costs	Professional Development Delivered to Strategist & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
\$396,042.40	Dyslexia	Whole Group/Tier I Using Wonders program	Corrective Reading	Sound Partners	Parent Training—reading to child
	Assessment systems (Brigance, NWEA)	Tier II instruction in small groups and/or walk-to-read model (many use Wonders Tier II materials)	Early Interventions in Reading (EIR)		Family literacy activities
	Data based decision making	Tier III instruction with Corrective Reading, EIR, other in small group and/or walk-to-read model			Parent information and guidance for RBG3
	NVACS ELA K-3				Parent information and support at P/T conferences
	Instruction and intervention best practices				
	NEPF				

**Pershing County School District**  
**Snapshot of Read by Grade 3 Phase III Programs & Services**  
**(2017-2018)**

Personnel Costs	Professional Development Delivered to Strategist & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
Learning Strategist Salary Coach ½ time Tutor/small group ½ time	ANet Provide for principal and learning strategist	K-1 Teachers implement Haggerty Phonological Awareness	Intensive tutoring provided for students struggling in reading K-3	Houghton Mifflin Write-In Readers Support intervention	After School Family Engagement Activities
Para-professional Small group tutor 4/5 time Assist with progress monitor 1/5 time	Standards Institute Provide for ELL teacher and learning strategist	Small group intervention provided in K-3 classrooms. (TIER 2)	Extra Support for kindergarten struggling readers with phonological awareness tutoring	Learning A-Z Provides independent practice for struggling readers	Parent Night for SB 391 information.
	Learning Strategist offer PD, coaching, and modeling for K-4 teachers.	Intensive tutoring provided for students struggling in reading. (Tier 3)		Haggerty Phonological Awareness within all K-1 classrooms.	Parents are provided with literacy instructional materials for struggling readers.

**Somerset Academy of Las Vegas**  
**Snapshot of Read by Grade 3 Phase III Programs & Services**  
**(2017-2018)**

Personnel Costs	Professional Development Delivered to Strategist & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
Half-time Learning Strategists at 5 five campuses	Explicit Phonics (PDE offered to K-4 teachers and SPED teachers) and training to inst aides	Tier 1 Instruction and benchmark screening using Brigance, MAP, and DIBELS	Explicit Phonics	Wonders Reading Program	Parent Conferences
Substitute Teachers for release PD time	RTI Process	Tier 2 and 3 instruction utilizing instructional aides	Wilson Reading	Super Kids	Parent University Sessions based on early reading skills
	Reflective Practices	Frequent data analysis	Wonders Intervention Materials	Brigance Assessment	Family Engagement Nights
	Bi-Monthly meetings scheduled with Learning Strategists			MAP Assessment	Early Literacy Materials provided to parents of identified RB3 students
	Training on administering the CTOPP assessment (Dyslexia Screener)				

**Washoe County School District**  
**Snapshot of Read by Grade 3 Phase III Programs & Services**  
**(2017-2018)**

Personnel Costs	Professional Development Delivered to Strategist & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
RBG3 Coordinator	WCSD's Learning Strategist Institute (aka Teal Tuesdays) provided to Learning Strategists (LS). These Professional Learning (PL) opportunities are directly aligned to Appendix B - Roles and Responsibilities of LS.	K-3 teachers implement the elements of comprehensive literacy, as outlined in WCSD's Literacy Framework, in their classrooms (Tier 1).	Intensive intervention provided for students struggling in reading using Leveled Literacy Intervention (LLI - Tier 2).	LLI systems purchased for schools.	Academic Parent Teacher Teams (APTTs) supported to provide families at selected schools with data on foundational skills in literacy as well as modeling home learning activities tied to the data.
Stipend pay for K-4 educators participating in additional PLC around RB3/Literacy instructional and interventions after contract time.	WCSD's Team Teal Tuesday PL was provided to LS, building administrators, counselors and psychologists.	Small group intervention provided in K-3 classrooms (Tier 2).	Intensive intervention provided for students struggling in reading using Phonics First (Tier 3).	Phonics First intervention kits purchased for schools.	Parent Teacher Home Visit Project supported at selected schools to build the capacity of teachers to outreach to families, building stronger relationships and share literacy resources.
Substitute teachers for professional learning: LS PL , LLI, GLAD, APTTs, Brigrance and MAP training, Parent U Lit Clubs	Comprehensive Literacy PL was provided to K-4 educators in line with Appendix C - Roles and Responsibilities of Classroom Teachers.	Intensive intervention provided for students struggling in reading using LLI (LLI - Tier 2).	Additional research-based intervention programs and materials are used as needed and vary by school.	"Literacy Continuum" Books purchased and used to support Tier 1 instructional planning	Parent University supported a cohort of teachers to implement their own Literacy Clubs with families in their classrooms, modeling home learning activities.



Substitute teachers for professional learning: LS PL , LLI, GLAD, APTTs, Brigrance and MAP training, Parent U Lit Clubs	Comprehensive Literacy PL was provided to K-4 educators in line with Appendix C - Roles and Responsibilities of Classroom Teachers.	Intensive intervention provided for students struggling in reading using LLI (LLI - Tier 2).	Additional research-based intervention programs and materials are used as needed and vary by school.	"Literacy Continuum" Books purchased and used to support Tier 1 instructional planning	Parent University supported a cohort of teachers to implement their own Literacy Clubs with families in their classrooms, modeling home learning activities.
Certified hourly pay to support parent engagement programs: Individualized Intervention Plan Workshops, APTTs, Parent Teacher Home Visit Program, Parent U Lit Clubs.	LS offered additional PL, coaching and modeling for K-4 educators.	Intensive intervention provided for students struggling in reading using Phonics First (Tier 3).		aimswebPlus licenses purchased and utilized to progress monitor student reading growth.	Districtwide communication to K-3 families regarding community literacy resources available during Winter, Spring and Summer breaks.
Classified hourly pay to support parent engagement programs: APTTs, Parent Teacher Home Visit Program, Parent U Lit Clubs.	WCSD educators attended NDE's dyslexia training.	Utilization of MTSS Framework (aligned to Rtl).			Professional Learning with select Kinder teachers to offer a Summer Transition Learning event with their families, providing books and activities to reduce summer slide.
Educational Consultants: Lesley University, Partners in School Innovation.	Phonics First PL offered to 1 K-3 educator per elementary school.	Differentiated Tier 1 Instruction			Professional Learning with Kinder teachers to model a Fall transition event with families to model learning practices and emphasize the importance of attendance, explaining the learning consequences of chronic absenteeism.

	LLI PL offered to 1 K-3 educator per elementary school.				
	Additional after contract PLC time was offered to K-4 educators to continue PL on early literacy instruction, intervention and data analysis.				
	Brigance and MAP Assessment PL provided to K-4 educators.				
	Literacy Continuum professional learning for 20 priority schools.				

**White Pine County School District**  
**Snapshot of Read by Grade 3 Phase III Programs & Services**  
**(2017-2018)**

Personnel Costs	Professional Development Delivered to Strategist & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
2 full-time learning strategists 7.25 hrs. per day 5 days per week 202 days per year	Brigance Training in Elko, NV 1 learning strategist, 2 kindergarten teachers, 2 pre-k teachers	Phonological awareness plus letter knowledge (Tier 1 & 2)	Wilson Reading System (Tier 2 & 3)	Wilson Reading System	Book Club books for parent support Dyslexia & other reading differences support groups
4 literacy site mentors 10 hours per month 90 hours per year	1 Learning Strategist completed Structured Word Inquiry class through University of San Diego	Wilson Reading System (Tier 2 & 3)	Barton (Tier 3)	Mentor Texts for classroom teachers	Literacy lunches parents have lunch and read with students- each student receives a book to take home
4 RBG3 literacy tutors/Friday & Summer Academy para-pros 29 hours per week	MAP Training 2 Sessions in Elko, NV 2 learning strategists & 1 data coach ----- MAP webinars learning strategists,	After school tutoring from RBG3 tutors	95% (Tier 3)	Guided reading book sets & classroom book sets K-5 teachers	FACE (Family & community engagement) partnership with Scholastic books-students are given books to build home libraries
8 Summer Academy teachers 25 hours per week 2 weeks	4 professional development training days delivered by Pearson Consultant centered around literacy capacities	Friday Academy small group instruction taught by learning strategists, site mentors & RBG3 tutors		Book Club books for professional development	End-of-Year literacy BBQ for whole family
8 Summer Academy para-pros 25 hours per week 2 weeks	1 learning strategist completed 3 reading endorsement classes offered through UNLV 1 site mentor earned reading endorsement through UNLV	Summer Academy 8 teachers & 8 para-pros (12 students per grade level K-5)		Scholastic News Magazines purchased and used for Friday Academy, Summer Academy, & after- school tutoring	PTO provides scholastic book fair twice a year. Books are donated to teachers to build classroom libraries or to gift books to students to take home

1 Pearson Literacy Consultant 30 days	1 learning strategist provided 6 hours of Wilson Language System introduction to Special Ed., RTI, RBG3 tutors & para-pros (15 participants)	Reading Eggs and Study Island (not purchased through this program) is used as additional online strategies for Tier I and II		KTEA-3 Assessment materials for Dyslexia screenings- Q-global reporting purchased	Learning Strategists provided a booth with RBG3 information for parents at Kindergarten Registration
1 Multisensory Instruction of Language Arts Instructor 10 days	Wilson Training courses Levels K-3 1 learning strategist & 1 special education teacher completed all four courses	Houghton Mifflin Journeys resources used (Tier I and II)		Brigance 3 Kits purchased and utilized as a kindergarten screening.	Progress Monitoring Plans and Individual parent letters sent three times per year
	RBG3 Webinars learning strategists & administration attended each session that was provided by NDE			MAP Assessment utilized but not purchased through this grant	Parent - Teacher Conferences held biannually
	Multisensory Instruction of Language Arts Level 1 14 teachers Multisensory Instruction of Language Arts Level 2 MILA 2 10 teachers			Irlens Screening utilized but not purchased through this grant	Love and Logic Six week parent courses taught by Social Service Team
	1 site mentor & 1 administrator attended 3 NNRDPD RTI Professional Development				Families invited to 4 site based literacy nights that involved training and materials
	2 site mentors, 2 site admin, and 1 district admin attended year-long NISL (National Institute for School Leadership) Training which included 24 six hour sessions				Parent, teacher, & student conferences to discuss & implement reading strategies for students that present with symptoms of dyslexia

	1 administrator and 3 site mentors completed STEM course through Pearson.				
	Coaching and mentoring K-5 classroom teachers provided by learning strategists.				
	1 site mentor completed 3 classes towards Special Education Endorsement through Great Basin College				
	1 administrator and 3 site mentors completed Pearson Literacy Course through Pearson.				

### **III. Evaluating the Effectiveness of Nevada’s Read by Grade 3 Program:**

#### **A. Historical Overview:**

SB 391, Section 15, Number 4 lists **item f** as a required component for reporting purposes. This section of the law requires “An evaluation of the effectiveness of the programs or services, including, without limitation, data regarding the academic and linguistic achievement of pupils who participate in such a program or receive services”. Historically during Phase I and Phase II of Read by Grade 3, local programs were allowed to choose from a set of twelve different Board-approved K-3 reading assessment measures. This diversity of assessments made it difficult to extrapolate a statewide pattern of performance (and to compare one awarded program to another). In an effort to gather more in-depth programmatic data, a unique Read by Grade 3 Portfolio Project was implemented during the Phase II year. In order to continue such a comprehensive project, both state and local experts reported how lack of capacity has made it impossible to repeat the incredible scope that the 2016-2017 Read by Grade 3 Portfolio Project captured.

#### **B. Examining the Phase III (2017-2018) Read by Grade 3 Program Data:**

At the start of this baseline year of collecting NWEA K-3 MAP data, NDE determined that a variety of key Read by Grade 3 data points would be utilized to capture the effectiveness Nevada’s K-3 student performance in reading. The following table provides a summarized listing of the primary data points that have been gathered in an effort to evaluate the 2017-2018 Phase III program. Subsequent sections will address each data point in detail.

<b>Table 7. Data Points: Phase III Awarded Read by Grade 3 Programs (2017-2018)</b>		
<b>Assessment(s)</b>	<b>Phases Reported by Read by Grade 3</b>	<b>Data Table(s) or Graph (s)</b>
1. State Board Approved Reading Assessment	<ul style="list-style-type: none"> <li>Phase I</li> <li>Phase II</li> <li>Phase III</li> </ul>	<b>Program Level Deficiency Rate Tables:</b> Self-Reported Changes in Read by Grade 3 Deficiency Rates (comparing Fall to Spring)
2. MAP K-3 Reading Assessments (NWEA)	Phase III	<b>Deficiency Rate Comparison Bar Graphs:</b> Grade Level Deficiency Rates compared across Funded Programs
3. MAP K-3 Reading Assessments (NWEA)		<b>CGI &amp; CGP School Level Table:</b> School-Level Performance Measures (Green White, & Red)
4. MAP K-3 Reading Assessments (NWEA)		<b>CGI &amp; CGP Program Level Table:</b> Aggregated Program Levels
5. MAP K-3 Reading Assessment (NWEA)		<b>Nevada's MAP Baseline Year Data Table:</b> K-3 data listed in four MAP quartiles.
6. Smarter Balanced (SBAC) Grade 3 ELA (English Language Arts Scores)		<b>2017-2018 SBAC Grade 3 ELA Table:</b> Aggregated data from all awarded programs.
7. Smarter Balanced (SBAC) Grade 3 ELA (English Language Arts Scores)		<b>2017-2018 SBAC Grade 3 ELA Table:</b> Disaggregated data (EL, IEP, FRL students) from all awarded programs
8. Smarter Balanced (SBAC) Grade 3 ELA (English Language Arts Scores)		<b>Read by Grade 3 Funded versus Non-funded SBAC Grade 3 ELA Comparison Table</b>

- **The Phase III Read by Grade 3 Change in Deficiency Rate:**

Since the start of this initiative in 2015, NDE established a key data point to track across all grant-funded programs. NDE labelled it the **Read by Grade 3 deficiency rate**. This data point is defined as the percentage of students who have been identified as performing at a **deficient level** in reading. From Phase I through Phase III all local programs were required to submit both aggregated and disaggregated student reading data via the Read by Grade 3 deficiency rate. This data identified the number and percentage of kindergarten, first grade, second grade, and third grade students identified as **struggling readers** (i.e. students who are deficient in reading). With the onset of the new statewide K-3 NWEA MAP Assessment during the 2017-2018 Phase III year, the level of deficiency has been quantitatively set at the 40% level or below on the MAP assessment. Programs were also required to submit disaggregated data across the three primary sub-populations: English learners (EL), students with disabilities (IEP), and students living in poverty (FRL). (This detailed level of disaggregated data is available upon request).

At the end of the academic year, awarded programs were directed to calculate their year-long change in the Read by Grade 3 deficiency rate by subtracting the number identified in the Spring, 2018 deficiency rate from the number identified in the Fall, 2017 deficiency rate. A decrease in score signifies *a reduction in the number of students who have been identified as being “deficient in reading”*.

**A decrease in this rate is the preferred finding.** The following tables were submitted by each of the Phase III awarded programs; they depict the rate of change of deficiency noted across each of the K-3 grade levels during the Phase III year.



- The Phase III Program Level Deficiency Rate Tables:

<b>Carson City School District</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2017–2018)</b>				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading  <b>FALL 2017 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading  <b>WINTER 2018 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading  <b>SPRING 2018 DEFICIENCY RATE</b>	Final Percentage (%) of Students Identified as Deficient in Reading  <b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b>
Kindergarten	N/A*	45.04%	39.35%	N/A
First Grade	42.91%	37.76%	33.86%	9.05% Decrease
Second Grade	31.52%	43.98%	43.68%	12.16% Increase
Third Grade	41.83%	38.95%	36.99%	4.84% Decrease

<b>Churchill County School District</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2017–2018)</b>				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading  <b>FALL 2017 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading  <b>WINTER 2018 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading  <b>SPRING 2018 DEFICIENCY RATE</b>	Final Percentage (%) of Students Identified as Deficient in Reading  <b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b>
Kindergarten	N/A	57%	42%	N/A
First Grade	49%	58%	43%	6% Decrease
Second Grade	50%	47%	38%	12% Decrease
Third Grade	37%	44%	32%	5% Decrease

\*N/A = kindergarten percentages are not applicable – they do not capture a year's worth of data.

<b>Clark County School District</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2017–2018)</b>				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading  <b>FALL 2017 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading  <b>WINTER 2018 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading  <b>SPRING 2018 DEFICIENCY RATE</b>	Final Percentage (%) of Students Identified as Deficient in Reading  <b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b>
Kindergarten	N/A	41.4%	44.5%	N/A
First Grade	47.7%	41.3%	41.2%	6.50% Decrease
Second Grade	43.2%	40.9%	43.0%	0.20% Decrease
Third Grade	39.7%	40.2%	38.3%	1.40% Decrease

<b>Doral Academy</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2017–2018)</b>				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading  <b>FALL 2017 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading  <b>WINTER 2018 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading  <b>SPRING 2018 DEFICIENCY RATE</b>	Final Percentage (%) of Students Identified as Deficient in Reading  <b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b>
Kindergarten	N/A	37%	22%	N/A
First Grade	26%	30%	15%	11% Decrease
Second Grade	22%	26%	17%	5% Decrease
Third Grade	20%	24%	18%	2% Decrease

<b>Douglas County School District</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2017–2018)</b>				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading <b>FALL 2017 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading <b>WINTER 2018 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading <b>SPRING 2018 DEFICIENCY RATE</b>	Final Percentage (%) of Students Identified as Deficient in Reading <b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b>
Kindergarten	N/A	45.4%	31.09%	N/A
First Grade	39.6%	40.4%	33.51%	6.09% Decrease
Second Grade	49.8%	49.0%	44.02%	5.78% Decrease
Third Grade	37.0%	34.8%	29.10%	7.9% Decrease

<b>Elko County School District</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2017–2018)</b>				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading <b>FALL 2017 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading <b>WINTER 2018 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading <b>SPRING 2018 DEFICIENCY RATE</b>	Final Percentage (%) of Students Identified as Deficient in Reading <b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b>
Kindergarten	N/A	56%	42%	N/A
First Grade	47%	47%	32%	15% Decrease
Second Grade	51%	52%	38%	13% Decrease
Third Grade	43%	44%	34%	9% Decrease

<b>Esmeralda County School District</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2017–2018)</b>				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading <b>FALL 2017 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading <b>WINTER 2018 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading <b>SPRING 2018 DEFICIENCY RATE</b>	Final Percentage (%) of Students Identified as Deficient in Reading <b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b>
Kindergarten	N/A	20%	33.3%	N/A
First Grade	66.6%	62.5%	55.5%	11.1% Decrease
Second Grade	62.5%	44.4%	44.4%	18.1% Decrease
Third Grade	66.6%	57%	57%	9.6% Decrease

<b>Explore Knowledge Academy</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2017–2018)</b>				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading <b>FALL 2017 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading <b>WINTER 2018 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading <b>SPRING 2018 DEFICIENCY RATE</b>	Final Percentage (%) of Students Identified as Deficient in Reading <b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b>
Kindergarten	N/A	44%	41%	N/A
First Grade	49%	35%	44%	5% Decrease
Second Grade	61%	42%	41%	20% Decrease
Third Grade	27%	23%	26%	1% Decrease

<b>Honors Academy of Literature</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2017–2018)</b>				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading  <b>FALL 2017 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading  <b>WINTER 2018 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading  <b>SPRING 2018 DEFICIENCY RATE</b>	Final Percentage (%) of Students Identified as Deficient in Reading  <b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b>
Kindergarten	N/A	24%	40%	N/A
First Grade	48%	52%	38%	10% Decrease
Second Grade	52%	38%	42%	10% Decrease
Third Grade	38%	39%	34%	4% Decrease

<b>Humboldt County School District</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2017–2018)</b>				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading  <b>FALL 2017 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading  <b>WINTER 2018 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading  <b>SPRING 2018 DEFICIENCY RATE</b>	Final Percentage (%) of Students Identified as Deficient in Reading  <b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b>
Kindergarten	N/A	40%	30%	N/A
First Grade	45%	55%	44%	1% Decrease
Second Grade	53%	44%	45%	8% Decrease
Third Grade	52%	41%	39%	13% Decrease

<b>Lander County School District</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2017–2018)</b>				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading <b>FALL 2017 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading <b>WINTER 2018 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading <b>SPRING 2018 DEFICIENCY RATE</b>	Final Percentage (%) of Students Identified as Deficient in Reading <b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b>
Kindergarten	N/A	51%	48%	N/A
First Grade	34%	43%	36%	2% Decrease
Second Grade	40%	40%	27%	13% Decrease
Third Grade	27%	31%	23%	4% Decrease

<b>Lincoln County School District</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2017–2018)</b>				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading <b>FALL 2017 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading <b>WINTER 2018 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading <b>SPRING 2018 DEFICIENCY RATE</b>	Final Percentage (%) of Students Identified as Deficient in Reading <b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b>
Kindergarten	N/A	26%	19%	N/A
First Grade	12%	12%	6%	6% Decrease
Second Grade	46%	45%	24%	22% Decrease
Third Grade	26%	31%	23%	3% Decrease

<b>Lyon County School District</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2017–2018)</b>				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading  <b>FALL 2017 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading  <b>WINTER 2018 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading  <b>SPRING 2018 DEFICIENCY RATE</b>	Final Percentage (%) of Students Identified as Deficient in Reading  <b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b>
Kindergarten	N/A	43%	41%	N/A
First Grade	40%	42%	41%	1% Decrease
Second Grade	47%	45%	44%	3% Decrease
Third Grade	35%	35%	33%	2% Decrease

<b>Mater Academy of Nevada</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2017–2018)</b>				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading  <b>FALL 2017 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading  <b>WINTER 2018 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading  <b>SPRING 2018 DEFICIENCY RATE</b>	Final Percentage (%) of Students Identified as Deficient in Reading  <b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b>
Kindergarten	N/A	42%	41%	N/A
First Grade	42%	52%	51%	9% Increase
Second Grade	47%	56%	53%	6% Increase
Third Grade	40%	55%	51%	11% Increase

<b>Mineral County School District</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2017–2018)</b>				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading  <b>FALL 2017 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading  <b>WINTER 2018 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading  <b>SPRING 2018 DEFICIENCY RATE</b>	Final Percentage (%) of Students Identified as Deficient in Reading  <b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b>
Kindergarten	N/A	45%	67%	N/A
First Grade	66%	69%	59%	7% Decrease
Second Grade	63%	52%	57%	6% Decrease
Third Grade	60%	54%	34%	26% Decrease

<b>Nye County School District</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2017–2018)</b>				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading  <b>FALL 2017 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading  <b>WINTER 2018 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading  <b>SPRING 2018 DEFICIENCY RATE</b>	Final Percentage (%) of Students Identified as Deficient in Reading  <b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b>
Kindergarten	N/A	47.4%	35.6%	N/A
First Grade	45.1%	55.8%	39.9%	5.1% Decrease
Second Grade	43.6%	52.4%	47.8%	4.2% Decrease
Third Grade	47.6%	52.1%	45.8%	1.8% Decrease



<b>Pershing County School District</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2017–2018)</b>				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading <b>FALL 2017 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading <b>WINTER 2018 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading <b>SPRING 2018 DEFICIENCY RATE</b>	Final Percentage (%) of Students Identified as Deficient in Reading <b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b>
Kindergarten	N/A	54%	47%	N/A
First Grade	58%	45%	61%	3% Decrease
Second Grade	47%	39%	46%	1% Decrease
Third Grade	53%	28%	45%	8% Decrease

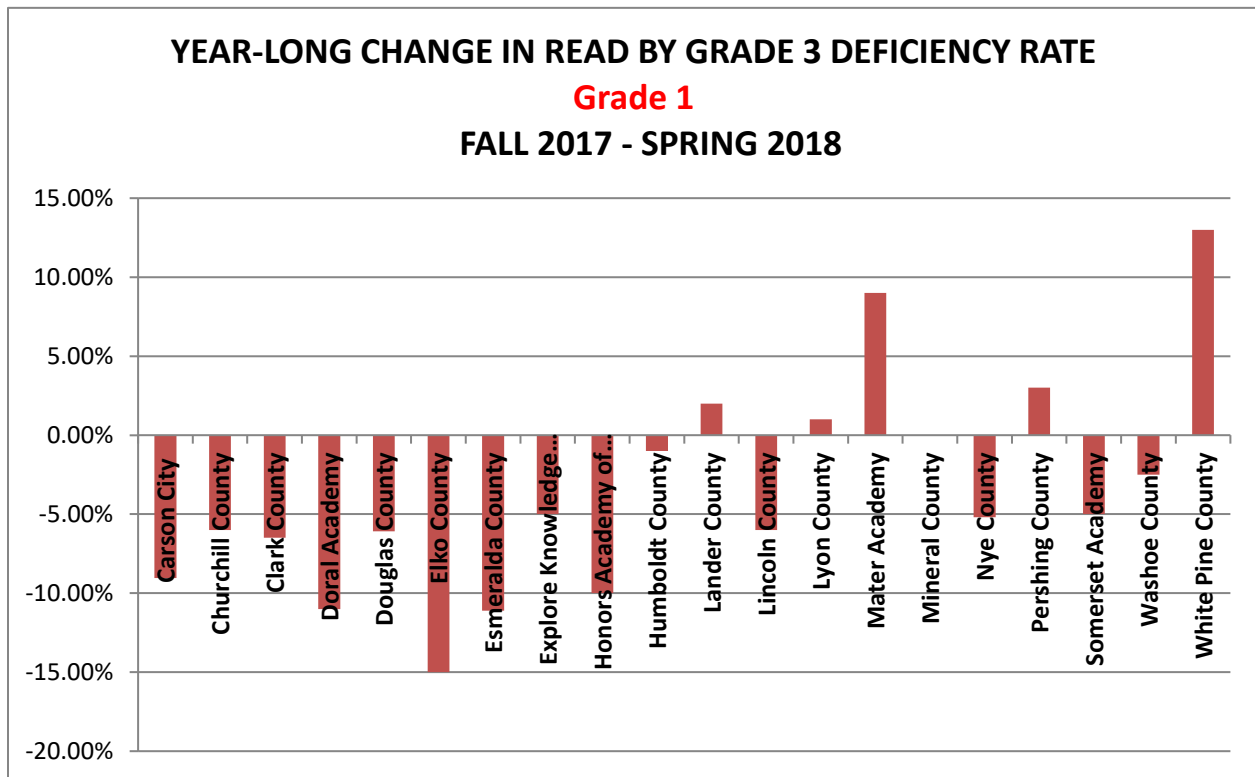
<b>Somerset Academy of Nevada</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2017–2018)</b>				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading <b>FALL 2017 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading <b>WINTER 2018 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading <b>SPRING 2018 DEFICIENCY RATE</b>	Final Percentage (%) of Students Identified as Deficient in Reading <b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b>
Kindergarten	N/A	30%	29%	N/A
First Grade	36%	32%	31%	5% Decrease
Second Grade	36%	31%	27%	9% Decrease
Third Grade	23%	26%	26%	3% Decrease

<b>Washoe County School District</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2017–2018)</b>				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading <b>FALL 2017 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading <b>WINTER 2018 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading <b>SPRING 2018 DEFICIENCY RATE</b>	Final Percentage (%) of Students Identified as Deficient in Reading <b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b>
Kindergarten	N/A	43.1%	43.8%	N/A
First Grade	48.4%	55.5%	45.9%	2.5% Decrease
Second Grade	50.6%	51.8%	45.3%	5.3% Decrease
Third Grade	39.8%	45.3%	40.6%	0.8% Decrease

<b>White Pine County School District</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2017–2018)</b>				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading <b>FALL 2017 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading <b>WINTER 2018 DEFICIENCY RATE</b>	Total Percentage (%) of Students Identified as Deficient in Reading <b>SPRING 2018 DEFICIENCY RATE</b>	Final Percentage (%) of Students Identified as Deficient in Reading <b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b>
Kindergarten	N/A	71%	44%	N/A
First Grade	51%	68%	64%	13% Increase
Second Grade	69%	75%	67%	2% Decrease
Third Grade	62%	67%	54%	8% Decrease

- **The Phase III Read by Grade 3 Deficiency Rate Comparison Bar Graphs**

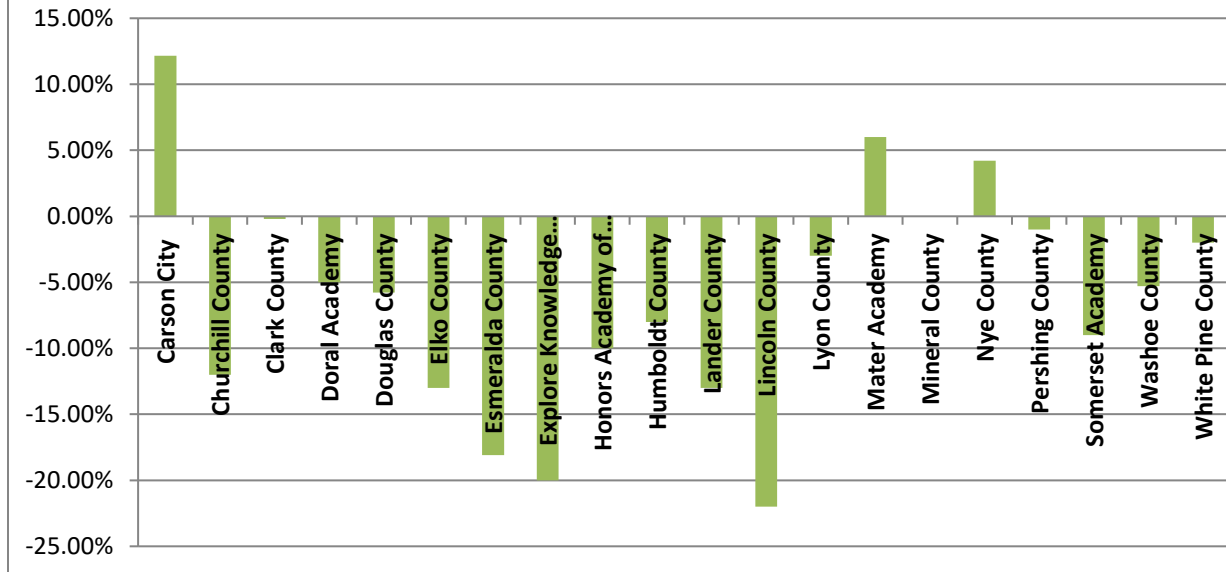
The following three graphs depict the Read by Grade 3 deficiency rates across all Phase III funded programs by grade level. In examining these graphs it's important to note that this year-long data was not captured at the kindergarten level. This is due to the fact that during the Read by Grade 3 fall semester all kindergarten students are screened with the Brigance kindergarten entry assessment and not the MAP reading assessment. The kindergarten students begin testing with MAP at the winter benchmark. Therefore, their scores cannot be included as a comparison graph due to the fact that they do not represent a year-long timeframe.



## YEAR-LONG CHANGE IN READ BY GRADE 3 DEFICIENCY RATE

**Grade 2**

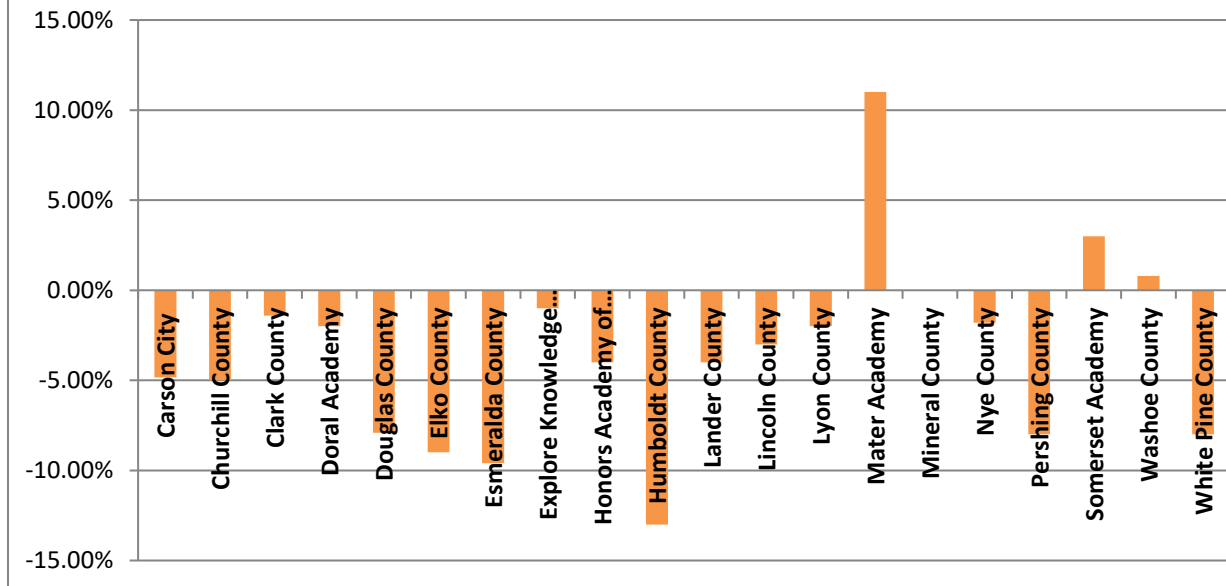
**FALL 2017 - SPRING 2018**



## YEAR-LONG CHANGE IN READ BY GRADE 3 DEFICIENCY RATE

**Grade 3**

**FALL 2017 - SPRING 2018**



## ➤ ANALYSIS OF DEFICIENCY RATE DATA:

**Research Question:** *What is the Read by Grade “Change in Deficiency Rate” data telling us?*

### **Preliminary Observations:**

- Of the sixty submitted scores documented on the local tables, 92% indicated a drop in deficiency rates. This means that across the 1<sup>st</sup> through 3<sup>rd</sup> grade levels, 92% of the programs have successfully accelerated the reading performance of identified ***struggling readers***.
- This level of decrease ranged from a .20 % level to a 26% level across the K-3 grade levels of the twenty programs (these numbers are impacted by the size of student population).
- The Deficiency Rate bar graphs demonstrate that a majority of the programs have succeeded in decreasing the deficiency rates (with only 5 increases in grade 1; 3 increases in grade 2; and 3 increases in grade 3).

### **The Phase III MAP Conditional Growth Index Data:**

Before examining actual MAP data, it is critical to first understand that the MAPGrowth Reading Assessment which was launched for Nevada’s Read by Grade 3 Program in 2017-2018 measures student **growth** over time. Student growth is captured across three assessment benchmarks during the academic year: fall, winter, and spring. MAP is not a measure of proficiency or mastery on a scale score that meets or exceeds a predetermined level. An annual measure of proficiency in reading is captured on the Nevada criterion-referenced Smarter Balanced (SBAC) through the Grade 3 ELA measure. This data will be discussed in subsequent sections of this report. When comparing the two measures utilized in the Read by Grade 3 Program one must understand that MAP measures growth while SBAC measures proficiency.

In order to analyze aggregated MAP data NWEA has identified the **conditional growth index** (CGI) as its normative growth metric. “The CGI is a standardized measure of observed student or school growth compared to the 2015 NWEA student or school growth norms.” (NWEA, 2018). The following table illustrates (per program) the CGI score and its corresponding percentile level (CGP) for each Phase III school. The colors represent the following: Green = Above Average Growth, White = Average Growth, and Red = Below Average Growth.

**Table 8. Nevada's Read by Grade 3 Phase III (2017-2018)  
MAP School Level CGI and CGP Scores**

<b>Carson City School District</b>			
<b>School and Grade</b>	<b>N</b>	<b>Weighted Aggregate Conditional Growth Index (CGI)</b>	<b>Aggregate Student Growth Percentile (%) (CGP)</b>
<b>Bordewich Elementary</b>			
1	85	0.50	69
2	90	-0.39	35
3	103	0.28	61
<b>Empire Elementary</b>			
1	84	0.03	51
2	71	-0.66	25
3	83	0.09	54
<b>Fremont Elementary</b>			
1	53	0.39	65
2	95	-0.52	30
3	85	-0.13	45
<b>Fritsch Elementary</b>			
1	81	0.49	69
2	98	-0.33	37
3	85	-0.01	50
<b>Mark Twain Elementary</b>			
1	86	0.37	65
2	87	-0.31	38
3	96	0.06	53
<b>Seeliger Elementary</b>			
1	90	0.64	74
2	83	-0.63	26
3	102	-0.17	43

<b>Churchill County School District</b>			
<b>School and Grade</b>	<b>N</b>	<b>Weighted Aggregate CGI</b>	<b>Aggregate Student Growth Percentile</b>
<b>E C Best Elementary</b>			
2	204	0.16	57
3	245	0.18	57
<b>Lahontan Elementary School</b>			
1	233	0.64	74

Clark County School District			
School and Grade	N	Weighted Aggregate CGI	Aggregate Student Growth Percentile
<b>Adams, Kirk ES</b>			
1	69	0.28	61
2	73	-0.09	46
3	81	0.07	53
<b>Adcock, O K ES</b>			
1	77	-0.17	43
2	98	-0.58	28
3	78	-0.27	39
<b>Alamo, Tony ES</b>			
1	143	0.21	58
2	169	-0.04	49
3	168	-0.10	46
<b>Allen, Dean LaMar ES</b>			
1	74	0.54	70
2	79	-0.04	48
3	84	0.07	53
<b>Antonello, Lee ES</b>			
1	79	0.10	54
2	80	0.00	50
3	84	-0.51	31
<b>Bailey, Sister Robert Joseph ES</b>			
1	157	-0.14	44
2	145	-0.33	37
3	131	-0.14	44
<b>Bartlett, Selma F ES</b>			
1	137	0.52	70
2	113	-0.39	35
3	129	0.24	60
<b>Bass, John C ES</b>			
1	115	-0.09	46
2	138	-0.07	47
3	146	-0.08	47
<b>Batterman, Kathy L ES</b>			
1	121	0.57	71
2	136	0.43	67
3	132	-0.05	48
<b>Beatty, John R ES</b>			
1	91	0.10	54
2	97	-0.13	45
3	96	0.05	52

<b>Bell, Rex ES</b>			
1	124	0.04	52
2	125	-0.25	40
3	126	-0.20	42
<b>Bendorf, Patricia A ES</b>			
1	104	0.66	75
2	110	0.10	54
3	105	0.16	56
<b>Bennett, William G ES</b>			
1	47	0.24	59
2	46	0.00	50
3	57	0.20	58
<b>Berkley, Shelley ES</b>			
1	117	0.29	62
2	87	-0.06	48
3	89	-0.50	31
<b>Bilbray, James ES</b>			
1	127	0.24	59
2	107	0.01	50
3	121	-0.03	49
<b>Blue Diamond ES</b>			
1	10	0.65	74
2	n/a	n/a	n/a
3	n/a	n/a	n/a
<b>Bonner, John W ES</b>			
1	120	0.24	59
2	129	-0.51	31
3	138	-0.08	47
<b>Bowler, Grant ES</b>			
1	99	0.16	56
2	91	0.33	63
3	100	-0.13	45
<b>Bowler, Joseph L ES</b>			
1	79	-0.05	48
2	66	-0.12	45
3	81	-0.50	31
<b>Bozarth, Henry &amp; Evelyn ES</b>			
1	158	0.26	60
2	161	-0.12	45
3	149	-0.03	49
<b>Bracken, Walter ES</b>			
1	102	-0.57	28
2	102	-0.07	47
3	88	0.28	61



<b>Brookman, Eileen B ES</b>			
1	100	0.18	57
2	110	-0.41	34
3	137	0.29	62
<b>Bruner, Lucile ES</b>			
1	91	-0.44	33
2	92	-0.77	22
3	94	-0.52	30
<b>Bryan, Richard H ES</b>			
1	72	0.81	79
2	73	-0.12	45
3	81	-0.49	31
<b>Bryan, Roger M ES</b>			
1	115	0.11	54
2	110	-0.19	42
3	121	-0.09	46
<b>Bunker, Berkeley L ES</b>			
1	118	-0.15	44
2	122	-0.05	48
3	129	-0.25	40
<b>Cahlan, Marion ES</b>			
1	137	0.34	63
2	120	0.04	52
3	115	-0.01	50
<b>Carl, Kay ES</b>			
1	118	0.46	68
2	119	0.00	50
3	112	-0.44	33
<b>Carson, Kit ES</b>			
1	54	0.49	69
2	62	0.19	57
3	61	-0.09	46
<b>Cartwright, Roberta C ES</b>			
1	98	0.40	66
2	109	-0.24	40
3	104	0.08	53
<b>Christensen, M J ES</b>			
1	81	-0.14	45
2	76	-0.61	27
3	81	-0.21	42
<b>Connors, Eileen ES</b>			
1	120	0.82	79
2	116	-0.02	49
3	118	0.30	62

<b>Cox, Clyde C ES</b>			
1	93	0.87	81
2	97	0.09	54
3	111	0.24	59
<b>Cox, David M ES</b>			
1	97	0.48	68
2	87	0.10	54
3	96	0.27	61
<b>Cozine, Steve and Linda ES</b>			
1	111	-0.18	43
2	94	-0.27	39
3	118	-0.30	38
<b>Culley, Paul E ES</b>			
1	117	0.07	53
2	144	-0.34	37
3	119	-0.02	49
<b>Cunningham, Cynthia ES</b>			
1	123	0.30	62
2	108	0.38	65
3	104	-0.62	27
<b>Darnell, Marshall C ES</b>			
1	125	0.32	62
2	124	0.35	64
3	127	0.07	53
<b>Dearing, Laura ES</b>			
1	145	-0.39	35
2	136	-0.63	26
3	124	-0.21	42
<b>Decker, C H ES</b>			
1	128	0.36	64
2	117	-0.17	43
3	105	-0.21	42
<b>Derfelt, Herbert A ES</b>			
1	93	0.09	54
2	94	-0.15	44
3	103	-0.17	43
<b>Deskin, Ruthe ES</b>			
1	106	0.14	56
2	90	-0.41	34
3	95	-0.35	36
<b>Dickens, D L Dusty ES</b>			
1	115	0.22	59
2	128	0.18	57
3	117	-0.21	42

<b>Diskin, P A ES</b>			
1	110	0.04	52
2	122	-0.23	41
3	97	0.00	50
<b>Dondero, Harvey N ES</b>			
1	114	0.10	54
2	120	0.21	58
3	111	-0.46	32
<b>Dooley, John ES</b>			
1	79	0.52	70
2	59	0.16	56
3	67	-0.41	34
<b>Duncan, Ruby ES</b>			
1	80	-0.18	43
2	101	-0.24	41
3	73	0.07	53
<b>Earl, Marion B ES</b>			
1	101	0.28	61
2	108	-0.18	43
3	116	-0.67	25
<b>Eisenberg, Dorothy ES</b>			
1	83	0.52	70
2	94	0.02	51
3	73	-0.47	32
<b>Elizondo, Raul P ES</b>			
1	85	0.42	66
2	116	0.13	55
3	102	0.03	51
<b>Ferron, William E ES</b>			
1	74	0.17	57
2	96	-0.15	44
3	79	-0.51	30
<b>Fine</b>			
1	119	0.35	64
2	125	-0.27	39
3	107	0.14	55
<b>Fong, Wing and Lilly ES</b>			
1	134	0.49	69
2	131	0.09	53
3	126	0.08	53
<b>Forbuss</b>			
1	114	-0.10	46
2	116	-0.15	44
3	116	-0.29	39

<b>French, Doris ES</b>			
1	70	0.31	62
2	79	-0.11	46
3	98	0.02	51
<b>Frias, Charles &amp; Phyllis ES</b>			
1	128	0.40	65
2	107	-0.27	39
3	138	0.07	53
<b>Fyfe, Ruth ES</b>			
1	74	-0.04	49
2	66	-0.17	43
3	68	-0.21	42
<b>Galloway, Fay ES</b>			
1	103	-0.12	45
2	96	0.13	55
3	118	0.02	51
<b>Garehime, Edith ES</b>			
1	126	0.76	78
2	105	0.01	51
3	112	-0.08	47
<b>Gehring, Roger D Acad of Science &amp; Technology ES</b>			
1	97	-0.14	44
2	94	-0.24	41
3	98	-0.14	44
<b>Gibson, James ES</b>			
1	90	0.37	64
2	80	-0.15	44
3	71	0.36	64
<b>Gilbert, CVT ES</b>			
1	85	-0.01	50
2	83	-0.22	41
3	89	-0.64	26
<b>Givens, Linda Rankin ES</b>			
1	126	0.19	58
2	100	-0.35	36
3	111	-0.25	40
<b>Goldfarb, Daniel ES</b>			
1	133	0.14	56
2	128	-0.20	42
3	114	-0.49	31
<b>Goodsprings ES</b>			
1	n/a	n/a	n/a
2	n/a	n/a	n/a
3	n/a	n/a	n/a

<b>Goolsby, Judy &amp; John L ES</b>			
1	157	0.23	59
2	102	-0.03	49
3	117	0.27	61
<b>Goynes, Theron H &amp; Naomi D ES</b>			
1	101	0.17	57
2	123	-0.05	48
3	112	0.15	56
<b>Gragson, Oran K ES</b>			
1	119	0.34	63
2	133	-0.26	40
3	124	-0.25	40
<b>Gray, R Guild ES</b>			
1	68	0.42	66
2	81	0.07	53
3	78	-0.20	42
<b>Griffith, E W ES</b>			
1	83	0.20	58
2	82	0.08	53
3	75	0.04	51
<b>Guy, Addeliar D III ES</b>			
1	68	0.25	60
2	76	-0.14	45
3	79	0.11	55
<b>Hancock, Doris ES</b>			
1	92	-0.63	26
2	89	-0.49	31
3	94	-0.06	48
<b>Harmon, Harley ES</b>			
1	90	0.05	52
2	116	0.22	59
3	119	-0.18	43
<b>Harris, George E ES</b>			
1	117	-0.33	37
2	106	-0.22	41
3	101	-0.16	43
<b>Hayden, Don E ES</b>			
1	90	-0.01	50
2	85	-0.40	34
3	91	-0.25	40
<b>Hayes, Keith C &amp; Karen W ES</b>			
1	103	0.36	64
2	97	-0.03	49
3	115	0.00	50

<b>Heard, Lomie G ES, A Marzano Academy</b>			
1	134	0.18	57
2	135	-0.18	43
3	129	-0.07	47
<b>Heckethorn, Howard E ES</b>			
1	105	0.49	69
2	117	0.03	51
3	97	0.31	62
<b>Herr</b>			
1	94	-0.58	28
2	108	-0.41	34
3	116	-0.45	33
<b>Hickey, Liliam Lujan ES</b>			
1	113	0.31	62
2	132	0.18	57
3	102	0.01	51
<b>Hill, Charlotte ES</b>			
1	85	0.40	65
2	81	-0.28	39
3	84	0.15	56
<b>Hinman, Edna F ES</b>			
1	79	-0.01	50
2	63	-0.47	32
3	78	-0.11	46
<b>Hoggard, Mabel ES</b>			
1	64	0.31	62
2	63	0.09	54
3	72	0.23	59
<b>Hummel, John R ES</b>			
1	122	0.17	57
2	113	0.33	63
3	130	0.16	56
<b>Indian Springs ES</b>			
1	12	1.32	91
2	10	0.90	82
3	15	-0.48	32
<b>Iverson, Mervin ES</b>			
1	135	0.41	66
2	161	-0.45	33
3	175	0.36	64
<b>Jacobson, Walter ES</b>			
1	86	0.27	61
2	87	0.23	59
3	98	-0.16	44

<b>Jydstrup, Helen ES</b>			
1	92	0.53	70
2	87	-0.72	24
3	99	-0.08	47
<b>Kahre, Marc ES</b>			
1	69	0.37	65
2	85	-0.54	30
3	73	-0.83	20
<b>Katz, Edythe &amp; Lloyd ES</b>			
1	100	0.77	78
2	89	0.09	54
3	107	0.16	56
<b>Keller, Charlotte &amp; Jerry ES</b>			
1	101	-0.15	44
2	98	-0.33	37
3	93	-0.16	44
<b>Kesterson, Lorna J ES</b>			
1	112	0.47	68
2	102	-0.21	42
3	118	-0.11	46
<b>Kim, Frank ES</b>			
1	81	-0.16	44
2	96	-0.23	41
3	83	-0.27	39
<b>King Jr , Martin Luther ES</b>			
1	67	-0.16	44
2	76	-0.53	30
3	74	-0.61	27
<b>King, Martha P ES</b>			
3	94	0.50	69
<b>Lamping, Frank ES</b>			
1	108	0.10	54
2	112	-0.01	50
3	101	0.19	57
<b>Lincoln ES</b>			
1	120	-0.21	42
2	100	-0.31	38
3	105	0.15	56
<b>Lummis, William ES</b>			
1	73	0.21	58
2	84	-0.24	41
3	78	0.12	55

<b>Lundy, Earl B ES</b>			
1	n/a	n/a	n/a
2	n/a	n/a	n/a
3	n/a	n/a	n/a
<b>Mack, Nate ES</b>			
1	94	0.30	62
2	94	-0.15	44
3	96	-0.24	40
<b>Mackey, Jo ES</b>			
1	90	-0.02	49
2	95	0.14	56
3	92	-0.37	35
<b>Mathis, Dr. Beverly S ES</b>			
1	135	0.40	66
2	119	-0.38	35
3	145	0.01	51
<b>May, Ernest ES</b>			
1	84	0.70	76
2	67	0.17	57
3	95	-0.05	48
<b>McCaw, Gordon ES</b>			
1	110	0.48	68
2	112	-0.06	48
3	113	0.04	52
<b>McDoniel, Estes M ES</b>			
1	90	0.05	52
2	78	0.16	56
3	85	0.10	54
<b>McMillan, James B ES</b>			
1	90	0.34	63
2	77	-0.27	39
3	96	-0.40	35
<b>Mendoza, John F ES</b>			
1	95	-0.13	45
2	128	-0.56	29
3	127	0.01	50
<b>Miller, Sandy Searles ES</b>			
1	112	-0.03	49
2	145	-0.11	45
3	137	-0.46	32
<b>Mitchell, Andrew ES</b>			
1	103	1.07	86
2	93	0.23	59



<b>Morrow, Sue H ES</b>			
1	101	0.38	65
2	135	-0.17	43
3	91	0.09	54
<b>Neal, Joseph M ES</b>			
1	104	0.63	74
2	92	0.25	60
3	93	0.18	57
<b>Newton, Ulis ES</b>			
1	100	-0.20	42
2	92	-0.07	47
3	115	0.15	56
<b>O Roarke, Thomas ES</b>			
1	109	0.97	83
2	109	0.28	61
3	139	0.39	65
<b>Ober, D'Vorre &amp; Hal ES</b>			
1	105	0.29	61
2	105	0.13	55
3	105	-0.25	40
<b>Parson, Claude &amp; Stella ES</b>			
1	67	0.32	63
2	44	-0.18	43
3	47	-0.15	44
<b>Perkins, Dr Claude G ES</b>			
1	97	-0.14	45
2	87	0.34	63
3	83	0.34	63
<b>Perkins, Ute ES</b>			
1	20	0.65	74
2	24	0.47	68
3	23	0.05	52
<b>Piggott Academy ES</b>			
1	112	0.19	57
2	104	0.08	53
3	115	-0.35	36
<b>Priest, Richard C ES</b>			
1	115	0.84	80
2	110	-0.11	45
3	128	0.11	54
<b>Red Rock ES</b>			
1	116	0.08	53
2	117	-0.88	19
3	98	-0.54	29

<b>Reed, Doris M ES</b>			
1	100	-0.15	44
2	82	-0.33	37
3	81	-0.44	33
<b>Reedom</b>			
1	92	0.13	55
2	100	-0.02	49
3	85	-0.42	34
<b>Rhodes, Betsy ES</b>			
1	97	0.71	76
2	92	-0.27	39
3	95	0.32	62
<b>Ries</b>			
1	143	-0.53	30
2	144	-0.40	34
3	145	-0.37	36
<b>Roberts, Aggie ES</b>			
1	85	0.07	53
2	92	-0.31	38
3	118	-0.53	30
<b>Rogers, Lucille S ES</b>			
1	144	0.66	75
2	153	-0.01	50
3	143	0.11	54
<b>Ronnow, C C ES</b>			
1	99	-0.62	27
2	126	-0.62	27
3	115	-0.53	30
<b>Roundy, Dr C Owen ES</b>			
1	120	-0.33	37
2	120	-0.53	30
3	155	0.02	51
<b>Rundle, Richard ES</b>			
1	113	-0.48	32
2	113	-0.13	45
3	109	-0.10	46
<b>Sandy Valley ES</b>			
1	15	-0.36	36
2	20	-0.42	34
3	18	-0.18	43
<b>Scherkenbach, William &amp; Mary ES</b>			
1	101	0.41	66
2	99	-0.01	50
3	103	-0.02	49

<b>Schorr, Steve ES</b>			
1	141	0.35	64
2	154	0.03	51
3	163	-0.05	48
<b>Scott, Jesse D ES</b>			
1	117	0.04	52
2	84	-0.05	48
3	102	-0.62	27
<b>Sewell, C T ES</b>			
1	100	-0.20	42
2	112	-0.29	39
3	128	-0.06	48
<b>Simmons, Eva G ES</b>			
1	93	0.29	61
2	114	-0.37	36
3	118	0.00	50
<b>Smalley, James E &amp; A Rae ES</b>			
1	121	0.25	60
2	114	-0.04	48
3	118	-0.08	47
<b>Smith, Hal ES</b>			
	<b>440</b>	<b>-0.15</b>	<b>44</b>
1	145	0.13	55
2	149	-0.24	41
3	138	-0.42	34
<b>Smith, Helen M ES</b>			
1	77	0.91	82
2	98	-0.07	47
3	89	0.50	69
<b>Snyder, Don &amp; Dee ES</b>			
1	124	0.05	52
2	101	-0.21	42
3	113	0.19	58
<b>Staton, Ethel W ES</b>			
1	114	1.15	87
2	118	0.09	54
3	121	0.15	56
<b>Steele, Judith D ES</b>			
1	100	0.47	68
2	118	-0.35	36
3	107	-0.03	49
<b>Stevens, Josh ES</b>			
1	136	-0.01	49
2	132	-0.06	48
3	128	-0.30	38

<b>Stuckey, Evelyn ES</b>			
1	192	0.07	53
2	176	-0.16	44
3	149	0.19	58
<b>Tanaka, Wayne N ES</b>			
1	130	0.93	82
2	125	0.28	61
3	126	0.11	54
<b>Tarr, Sheila Academy of Int'l Studies ES</b>			
1	110	0.45	67
2	122	0.02	51
3	118	0.49	69
<b>Tartan, John ES</b>			
1	79	-0.24	41
2	51	-0.62	27
3	60	-0.12	45
<b>Taylor, Glen C ES</b>			
1	133	0.26	60
2	129	-0.05	48
3	153	0.02	51
<b>Taylor, Robert L ES</b>			
1	102	0.05	52
2	87	-0.11	46
3	81	-0.49	31
<b>Thiriot, Joseph E ES</b>			
1	137	0.35	64
2	107	-0.04	48
3	103	-0.28	39
<b>Thompson, Sandra L ES</b>			
1	147	0.60	72
2	128	-0.16	44
3	116	-0.21	41
<b>Thorpe</b>			
1	72	0.28	61
2	76	-0.40	35
3	63	0.05	52
<b>Tobler, R E ES</b>			
1	95	0.33	63
2	70	0.24	59
3	76	-0.09	46
<b>Tomiyasu, Bill Y ES</b>			
1	77	0.06	53
2	82	-0.20	42
3	89	-0.44	33

<b>Treem</b>			
1	84	-0.12	45
2	96	-0.49	31
3	74	-0.29	39
<b>Triggs, Vincent L ES</b>			
1	117	0.12	55
2	116	0.16	57
3	103	-0.01	49
<b>Twitchell, Neil C ES</b>			
1	144	0.47	68
2	134	0.14	56
3	159	-0.03	49
<b>Ullom, J M ES</b>			
1	99	0.13	55
2	85	-0.63	26
3	88	-0.06	48
<b>Vanderburg, John ES</b>			
1	150	0.48	69
2	139	-0.15	44
3	161	0.31	62
<b>Vassiliadis, Billy &amp; Rosemary ES</b>			
1	136	0.32	63
2	88	-0.07	47
3	124	0.13	55
<b>Virgin Valley ES</b>			
1	98	-0.02	49
2	114	-0.09	46
3	108	-0.41	34
<b>Walker, J Marlan Int'l School ES</b>			
1	89	0.54	70
2	125	-0.37	35
3	101	-0.14	45
<b>Wallin</b>			
1	182	0.63	74
2	136	0.69	75
3	156	0.34	63
<b>Ward, Kitty McDonough ES</b>			
1	120	0.63	74
2	100	0.44	67
3	115	0.24	60
<b>Wasden, Howard ES</b>			
1	68	-0.03	49
2	83	-0.31	38
3	88	-0.52	30

<b>Watson, Fredric W ES</b>			
1	97	-0.02	49
2	87	-0.62	27
3	102	-0.42	34
<b>Wengert, Cyril ES</b>			
1	92	-0.04	48
2	94	-0.22	41
3	92	-0.08	47
<b>Whitney ES</b>			
1	68	0.15	56
2	61	-0.52	30
3	64	0.30	62
<b>Wiener, Jr , Louis ES</b>			
1	87	-0.23	41
2	83	-0.11	46
3	68	0.16	56
<b>Wilhelm, Elizabeth ES</b>			
1	92	-0.17	43
2	75	-1.00	16
3	79	-0.25	40
<b>Wolfe, Eva ES</b>			
1	75	0.22	59
2	85	-0.07	47
3	80	-0.26	40
<b>Wolff, Elise L ES</b>			
1	115	0.34	63
2	123	-0.13	45
3	145	-0.01	49
<b>Wright</b>			
1	175	0.55	71
2	174	0.14	56
3	195	-0.15	44
<b>Wynn, Elaine ES</b>			
1	137	-0.28	39
2	127	0.20	58
3	153	0.16	56

<b>Doral Academy</b>			
<b>School and Grade</b>	<b>N</b>	<b>Weighted Aggregate CGI</b>	<b>Aggregate Student Growth Percentile</b>
<b>Cactus Campus</b>			
1	99	0.69	75
2	103	0.12	55
3	103	-0.02	49

<b>Fire Mesa Campus</b>			
1	97	0.73	77
2	95	0.33	63
3	98	0.30	62
<b>Pebble Campus</b>			
1	99	0.66	75
2	97	0.53	70
3	100	0.19	58
<b>Red Rock Campus</b>			
1	124	0.18	57
2	130	0.40	66
3	128	0.21	58
<b>Saddle Campus</b>			
1	99	1.22	89
2	100	0.07	53
3	100	0.16	57

<b>Douglas County School District</b>			
<b>School and Grade</b>	<b>N</b>	<b>Weighted Aggregate CGI</b>	<b>Aggregate Student Growth Percentile</b>
<b>CC Meneley</b>			
1	59	0.39	65
2	75	0.23	59
3			
<b>Gardnerville Elementary</b>			
1	58	0.15	56
2	60	0.13	55
3	58	-0.04	48
<b>Jacks Valley Elementary</b>			
1	46	-0.09	46
2	68	-0.20	42
3	64	0.42	66
<b>Minden Elementary</b>			
1	53	0.31	62
2	59	0.05	52
3	71	-0.06	47
<b>Pinon Hills Elementary</b>			
1	42	-0.01	50
2	42	0.78	78
3	44	0.77	78
<b>Scarselli Elementary</b>			
1	62	0.29	61
2	72	-0.32	37
3	62	0.30	62

<b>Zephyr Cove Elementary</b>			
1	31	-0.19	43
2	19	0.46	68
3	26	0.24	60

<b>Elko County School District</b>			
<b>School and Grade</b>	<b>N</b>	<b>Weighted Aggregate CGI</b>	<b>Aggregate Student Growth Percentile</b>
<b>Carlin Elementary School</b>			
1	39	0.16	56
2	22	0.03	51
3	31	0.44	67
<b>Grammar School #2</b>			
1	48	0.73	77
2	59	0.49	69
3	63	0.41	66
<b>Independence Valley Elementary School</b>			
2	n/a	n/a	n/a
3	n/a	n/a	n/a
<b>Jackpot Elementary School</b>			
1	n/a	n/a	n/a
2	n/a	n/a	n/a
3	11	0.66	75
<b>Mound Valley Elementary School</b>			
1	n/a	n/a	n/a
2	n/a	n/a	n/a
3	n/a	n/a	n/a
<b>Mountain View Elementary School</b>			
1	125	1.23	89
2	106	0.34	63
3	115	0.21	58
<b>Northside Elementary School</b>			
1	70	1.04	85
2	82	0.32	63
3	84	0.78	78
<b>Owyhee Elementary</b>			
1	19	0.23	59
2	31	-0.43	34
3	24	0.18	57
<b>Ruby Valley Elementary School</b>			
1	n/a	n/a	n/a
2	n/a	n/a	n/a
3	n/a	n/a	n/a



<b>Sage Elementary School</b>			
1	76	0.15	56
2	103	0.42	66
3	77	0.50	69
<b>Southside Elementary School</b>			
1	108	0.30	62
2	115	0.82	79
3	111	0.00	50
<b>Spring Creek Elementary School</b>			
1	121	0.77	78
2	135	0.51	70
3	156	0.17	57
<b>Wells Elementary School</b>			
1	27	0.69	75
2	24	0.48	69
3	20	0.76	78
<b>West Wendover Elementary School</b>			
1	77	0.06	52
2	77	0.31	62
3	73	-0.12	45

<b>Esmeralda County School District</b>			
School and Grade	N	Weighted Aggregate CGI	Aggregate Student Growth Percentile
<b>Dyer Elementary</b>			
1	n/a	n/a	n/a
2	n/a	n/a	n/a
3	n/a	n/a	n/a
<b>Goldfield Elementary</b>			
1	n/a	n/a	n/a
2	n/a	n/a	n/a

<b>Explore Knowledge Academy</b>			
School and Grade	N	Weighted Aggregate CGI	Aggregate Student Growth Percentile
<b>EKA Elementary School</b>			
1	65	0.28	61
2	82	0.60	72
3	67	0.49	69

Honors Academy of Literature			
School and Grade	N	Weighted Aggregate CGI	Aggregate Student Growth Percentile
<b>Honors Academy of Literature</b>			
1	18	0.15	56
2	23	-0.05	48
3	26	-0.18	43

Humboldt County School District			
School and Grade	N	Weighted Aggregate CGI	Aggregate Student Growth Percentile
<b>Denio</b>			
1	n/a	n/a	n/a
2	n/a	n/a	n/a
3	n/a	n/a	n/a
<b>Grass Valley Elementary</b>			
1	86	-0.11	46
2	74	0.14	56
3	69	0.05	52
<b>Kings River</b>			
2	n/a	n/a	n/a
<b>McDermitt Combined Schools</b>			
1	11	0.00	50
2	15	-0.34	37
3	10	-0.63	26
<b>Orovada School</b>			
1	n/a	n/a	n/a
3	n/a	n/a	n/a
<b>Paradise Valley School</b>			
1	n/a	n/a	n/a
2	n/a	n/a	n/a
3	n/a	n/a	n/a
<b>Sonoma Heights Elementary</b>			
1	100	-0.10	46
2	105	0.39	65
3	79	0.47	68
<b>Winnemucca Grammar School</b>			
1	70	0.10	54
2	66	0.19	57
3	80	0.45	67

Lander County School District			
School and Grade	N	Weighted Aggregate CGI	Aggregate Student Growth Percentile
<b>Austin School K-12</b>			
1	n/a	n/a	n/a
2	n/a	n/a	n/a
<b>Battle Mountain Elementary School</b>			
1	85	-0.06	48
2	69	0.27	61
3	67	0.09	54

Lincoln County School District			
School and Grade	N	Weighted Aggregate CGI	Aggregate Student Growth Percentile
<b>Caliente Elementary</b>			
1	16	0.22	59
2	14	0.61	73
3	n/a	n/a	n/a
<b>Pahranagat Valley Elementary</b>			
1	13	0.19	58
2	16	-0.13	45
3	23	0.37	65
<b>Panaca Elementary</b>			
1	15	0.50	69
2	17	0.15	56
3	22	0.04	52
<b>Pioche Elementary</b>			
1	n/a	n/a	n/a
2	14	0.65	74
3	n/a	n/a	n/a

Lyon County School District			
School and Grade	N	Weighted Aggregate CGI	Aggregate Student Growth Percentile
<b>Cottonwood Elem</b>			
1	124	-0.04	49
2	108	-0.02	49
3	115	0.17	57
<b>Dayton Elementary</b>			
1	57	-0.12	45
2	62	0.33	63
3	63	-0.32	37
<b>East Valley Elementary School</b>			
1	81	0.20	58
2	83	0.03	51
3	85	0.04	51

<b>Fernley Elementary</b>			
1	66	-0.31	38
2	72	0.00	50
3	75	-0.25	40
<b>Riverview Elementary School</b>			
1	40	0.74	77
2	62	-0.11	46
3	46	0.03	51
<b>Silver Stage Elementary</b>			
1	72	-0.43	34
2	70	-0.59	28
3	70	-0.12	45
<b>Smith Valley</b>			
1	11	0.96	83
2	12	0.49	69
3	10	0.58	72
<b>Sutro Elementary</b>			
1	67	0.24	59
2	50	-0.39	35
3	45	0.00	50
<b>Yerington Elementary</b>			
1	94	-0.34	37
2	97	0.32	62
3	89	0.07	53

<b>Mater Academy of Nevada</b>			
<b>School and Grade</b>	<b>N</b>	<b>Weighted Aggregate CGI</b>	<b>Aggregate Student Growth Percentile</b>
<b>Mater Academy Bonanza</b>			
1	92	-0.73	23
2	97	-0.50	31
3	95	-0.58	28
<b>Mater Academy Mountain Vista</b>			
1	100	-0.36	36
2	90	-0.79	22
3	98	-0.51	30

Mineral County School District			
School and Grade	N	Weighted Aggregate CGI	Aggregate Student Growth Percentile
<b>HAWTHORNE ELEMENTARY SCHOOL</b>			
1	39	-0.49	31
2	35	-0.33	37
3	29	0.49	69
<b>SCHURZ ELEMENTARY SCHOOL</b>			
1	n/a	n/a	n/a
2	11	-0.72	23
3	n/a	n/a	n/a

Nye County School District			
School and Grade	N	Weighted Aggregate CGI	Aggregate Student Growth Percentile
<b>Amargosa Elementary</b>			
1	14	0.01	50
2	23	-0.53	30
3	16	0.22	59
<b>Beatty Elementary</b>			
1	n/a	n/a	n/a
2	n/a	n/a	n/a
3	n/a	n/a	n/a
<b>Duckwater</b>			
1	n/a	n/a	n/a
3	n/a	n/a	n/a
<b>Floyd Elementary</b>			
1	70	-0.30	38
2	72	-0.37	36
3	81	-0.14	44
<b>Gabbs Elementary</b>			
1	n/a	n/a	n/a
2	n/a	n/a	n/a
<b>Hafen Elementary</b>			
1	51	0.13	55
2	57	-0.93	18
3	50	0.30	62
<b>JG Johnson Elementary</b>			
1	58	0.14	55
2	38	-1.26	10
3	69	-0.16	44
<b>Manse Elementary School</b>			
1	63	0.39	65
2	56	0.19	58
3	73	-0.19	42

<b>Round Mtn. Elementary</b>			
1	16	0.33	63
2	22	-0.91	18
3	18	0.34	63
<b>Tonopah Elementary</b>			
1	32	1.05	85
2	21	0.18	57
3	27	-0.13	45

<b>Pershing County School District</b>			
<b>School and Grade</b>	<b>N</b>	<b>Weighted Aggregate CGI</b>	<b>Aggregate Student Growth Percentile</b>
<b>Imlay Elementary School</b>			
1	n/a	n/a	n/a
2	n/a	n/a	n/a
3	n/a	n/a	n/a
<b>Lovelock Elementary School</b>			
1	53	-0.09	46
2	45	0.32	62
3	52	-0.51	30

<b>Somerset Academy</b>			
<b>School and Grade</b>	<b>N</b>	<b>Weighted Aggregate CGI</b>	<b>Aggregate Student Growth Percentile</b>
<b>Somerset Academy - Lone Mountain</b>			
1	97	0.39	65
2	99	0.36	64
3	98	-0.16	43
<b>Somerset Academy Losee</b>			
1	120	-0.06	48
2	123	-0.13	45
3	122	0.00	50
<b>Somerset Academy North Las Vegas</b>			
1	112	0.15	56
2	120	0.15	56
3	110	-0.02	
<b>Somerset Academy Sky Pointe</b>			
1	129	0.47	68
2	124	-0.08	47
3	128	-0.14	44
<b>Somerset Academy Stephanie</b>			
1	97	0.40	65
2	99	0.20	58
3	97	-0.16	44

Washoe County School District			
School and Grade	N	Weighted Aggregate CGI	Aggregate Student Growth Percentile
<b>ALLEN ES</b>			
1	58	0.37	65
2	74	-0.32	37
3	68	-0.40	34
<b>ANDERSON ES</b>			
1	68	-0.32	38
2	45	-0.17	43
3	57	-0.34	37
<b>BEASLEY ES</b>			
1	113	0.27	61
2	104	0.79	79
3	101	0.04	52
<b>BECK ES</b>			
1	80	0.56	71
2	91	0.25	60
3	72	0.39	65
<b>BENNETT ES</b>			
1	62	0.20	58
2	65	-0.70	24
3	79	-0.19	42
<b>BOOTH ES</b>			
1	45	0.18	57
2	60	0.15	56
3	52	0.53	70
<b>BROWN ES</b>			
1	102	0.45	67
2	144	0.44	67
3	123	0.28	61
<b>CANNAN ES</b>			
1	73	-0.71	24
2	82	-0.47	32
3	79	-0.56	29
<b>CAUGHLIN RANCH ES</b>			
1	60	0.51	70
2	61	0.25	60
3	91	0.13	55
<b>CORBETT ES</b>			
1	72	0.11	54
2	67	-0.23	41
3	74	-0.33	37

<b>DESERT HEIGHTS ES</b>			
1	57	-0.26	40
2	53	-0.22	41
3	51	-0.18	43
<b>DIEDRICHSEN ES</b>			
1	49	0.36	64
2	46	0.00	50
3	48	0.04	52
<b>DODSON ES</b>			
1	57	0.10	54
2	54	-0.23	41
3	57	0.00	50
<b>DONNER SPRINGS ES</b>			
1	85	0.83	80
2	82	0.36	64
3	87	0.23	59
<b>DOUBLE DIAMOND ES</b>			
1	142	0.52	70
2	143	-0.01	49
3	125	0.11	54
<b>DRAKE ES</b>			
1	39	0.51	70
2	37	-0.25	40
3	36	0.39	65
<b>DUNCAN ES</b>			
1	53	-0.45	33
2	76	-0.37	36
3	57	-0.01	50
<b>DUNN ES</b>			
1	80	-0.22	41
2	72	0.02	51
3	63	-0.02	49
<b>ELMCREST ES</b>			
1	53	0.08	53
2	58	0.15	56
3	55	-0.45	33
<b>Gerlach K-12</b>			
1	n/a	n/a	n/a
2	n/a	n/a	n/a
3	n/a	n/a	n/a
<b>GOMES ES</b>			
1	105	-0.11	46
2	124	-0.14	44
3	104	0.27	60



<b>GOMM ES</b>			
1	61	0.62	73
2	67	0.45	67
3	64	0.04	52
<b>GREENBRAE ES</b>			
1	46	0.06	52
2	44	0.21	58
3	51	0.45	67
<b>HALL ES</b>			
1	76	0.10	54
2	98	0.45	68
3	80	-0.04	48
<b>HIDDEN VALLEY ES</b>			
1	57	0.39	65
2	47	-0.02	49
3	46	0.01	50
<b>HUFFAKER ES</b>			
1	57	-0.34	37
2	57	0.19	58
3	59	-0.04	48
<b>HUNSBERGER ES</b>			
1	88	0.34	63
2	115	0.16	56
3	116	0.30	62
<b>HUNTER LAKE ES</b>			
1	49	0.41	66
2	45	0.37	64
3	44	0.72	76
<b>INCLINE ES</b>			
1	51	0.49	69
2	50	0.22	59
3	54	-0.17	43
<b>JUNIPER ES</b>			
1	85	0.72	76
2	74	0.39	65
3	65	0.51	70
<b>LEMMON VALLEY</b>			
1	84	-0.14	45
2	100	-0.37	36
3	81	0.01	50
<b>LENZ ES</b>			
1	73	0.72	77
2	56	0.47	68
3	60	0.30	62

<b>LINCOLN PARK ES</b>			
1	41	-0.34	37
2	37	0.21	58
3	45	0.14	55
<b>LODER ES</b>			
1	82	-0.15	44
2	71	-0.12	45
3	82	-0.19	43
<b>MATHEWS ES</b>			
1	98	0.62	73
2	81	-0.15	44
3	91	-0.52	30
<b>MAXWELL ES</b>			
1	57	0.01	51
2	65	-0.11	46
3	69	-0.02	49
<b>MELTON ES</b>			
1	83	1.19	88
2	88	0.14	55
3	76	0.40	65
<b>MITCHELL ES</b>			
1	55	0.40	65
2	56	-0.30	38
3	65	-0.08	47
<b>MOSS ES</b>			
1	62	0.07	53
2	88	-0.12	45
3	66	-0.04	49
<b>MOUNT ROSE ES</b>			
1	57	0.45	67
2	69	0.20	58
3	51	-0.01	50
<b>NATCHEZ ES</b>			
1	21	-0.93	18
2	19	-0.38	35
3	15	-0.62	27
<b>NORTH STAR ONLINE SCHOOL</b>			
1	n/a	n/a	n/a
2	n/a	n/a	n/a
3	n/a	n/a	n/a
<b>PALMER ES</b>			
1	70	0.20	58
2	68	-0.16	44
3	58	0.01	50

<b>PEAVINE ES</b>			
1	58	0.51	69
2	59	0.27	61
3	58	0.34	63
<b>PLEASANT VALLEY ES</b>			
1	75	0.44	67
2	77	0.60	73
3	70	0.35	64
<b>RISLEY ES</b>			
1	55	0.07	53
2	59	-0.13	45
3	51	-0.27	39
<b>SEPULVEDA ES</b>			
1	111	0.28	61
2	113	0.03	51
3	114	0.30	62
<b>SIERRA VISTA ES</b>			
1	50	-0.13	45
2	47	-0.63	27
3	55	-0.30	38
<b>SILVER LAKE ES</b>			
1	109	0.57	72
2	109	0.25	60
3	95	-0.07	47
<b>SMITH, ALICE ES</b>			
1	88	-0.23	41
2	102	0.16	56
3	105	-0.37	36
<b>SMITH, KATE ES</b>			
1	51	-0.11	46
2	46	0.36	64
3	49	0.35	64
<b>SMITHRIDGE ES</b>			
1	107	0.19	57
2	91	0.01	50
3	95	0.13	55
<b>SPANISH SPRINGS ES</b>			
1	115	0.16	56
2	134	0.44	67
3	104	0.06	52
<b>STEAD ES</b>			
1	96	0.05	52
2	81	0.13	55
3	101	0.06	52

<b>SUN VALLEY ES</b>			
1	98	0.10	54
2	82	-0.35	36
3	92	-0.03	49
<b>TAYLOR ES</b>			
1	98	0.56	71
2	95	0.04	51
3	77	-0.11	45
<b>TOWLES ES</b>			
1	38	0.44	67
2	51	0.00	50
3	35	0.12	55
<b>VAN GORDER ES</b>			
1	104	0.31	62
2	116	0.38	65
3	115	0.18	57
<b>VERDI ES</b>			
1	46	0.01	51
2	35	0.21	58
3	42	0.05	52
<b>VETERANS ES</b>			
1	63	0.35	64
2	49	-0.26	40
3	41	-0.32	38
<b>WARNER ES</b>			
1	35	-0.34	37
2	45	0.02	51
3	50	-0.28	39
0	1	3.36	100
<b>Washoe Inspire Academy</b>			
3	n/a	n/a	n/a
<b>WESTERGARD ES</b>			
1	90	0.33	63
2	90	0.30	62
3	116	-0.04	49
<b>WHITEHEAD ES</b>			
1	70	0.04	52
2	64	-0.24	41
3	71	-0.24	41
<b>WINNEMUCCA ES</b>			
1	86	0.02	51
2	91	0.04	52
3	85	-0.24	40

White Pine County School District			
School and Grade	N	Weighted Aggregate CGI	Aggregate Student Growth Percentile
<b>Baker Elementary</b>			
3	n/a	n/a	n/a
<b>DEN Elementary</b>			
1	55	-0.78	22
2	52	-0.61	27
3	60	-0.32	37
<b>Lund Combined101</b>			
1	n/a	n/a	n/a
2	n/a	n/a	n/a
3	n/a	n/a	n/a
<b>McGill Elementary</b>			
1	17	0.28	61
2	17	1.04	85
3	20	0.44	67

- **MAP Program Level CGI Table:**

The following table depicts the MAP Conditional Growth Index (CGI) and Conditional Growth Percentiles (CGP) in aggregated levels across all of the Phase III Read by Grade 3 awarded programs.

<b>Table 9. Read by Grade 3 Phase III MAP CGI and CGP Program Level Scores (2017-2018)</b>			
<b>Read by Grade 3 Funded Program</b>	<b>N Count</b>	<b>Weighted Aggregate CGI</b>	<b>Aggregate Student Growth Percentile</b>
Carson City School District	1680	-0.05	48
Churchill County School District	683	0.35	64
Clark County School District	52829	0.02	51
Doral Academy of Nevada	1572	0.40	65
Douglas County School District	1134	0.18	57
Elko County School District	2257	0.44	67
Esmeralda County School District	21	-0.09	46
Explore Knowledge Academy	214	0.46	68
Honors Academy of Literature	67	-0.03	49
Humboldt County School District	797	0.13	55
Lander County School District	225	0.07	53
Lincoln County School District	175	0.32	63
Lyon County School District	1826	-0.02	49
Mater Academy of Nevada	572	-0.57	28
Mineral County School District	123	-0.36	36
Nye County School District	956	-0.08	47
Pershing County School District	158	-0.08	47
Somerset Academy of Las Vegas	1675	0.10	54
Washoe County School District	13472	0.11	55
White Pine County School District	246	-0.25	40

## ➤ ANALYSIS OF CGI/CGP DATA:

**Research Question:** *What is the MAP Conditional Growth Index & Conditional Growth Percentile (CGI/CGP) data telling us?*

### **Preliminary Observations:**

- There is a great deal of diversity across the Read by Grade 3 Phase III CGI/CGP levels of growth.
- The Clark County School District demonstrated a great deal of diversity across its school sites (this might be attributed to this being the first year that this district has implemented the MAP assessment).
- Some programs demonstrated different levels of growth across different grade levels. Models may be available within a school site and/or within a program.
- Fifteen of the twenty Phase III sub-grantees demonstrated an **average** or **above average** levels of growth, while five exhibited a **below average** rate of growth.
- Some programs strongly demonstrated average or above average levels of growth. They could possibly provide some insight for other programs across the state.
- Some sites demonstrated average levels of growth; identifying strategies for advancing these students is recommended.

- **Nevada's MAP Baseline Year Data Table:**

The following table illustrates the entirety of Nevada's Phase III MAP scores. Aggregated N scores and percentiles are provided across the K-3 grade levels. Scores are depicted at the 40% or below – this is the Read by Grade 3 indicator for struggling readers. Additional scores are categorized across the 5 MAP quintiles: Low, Low-Average, Average, and High-Average, and High. Positive patterns are highlighted in yellow.

<b>Table 10. Nevada's MAP Baseline Year Data Table Phase III (2017-2018)</b>															
Test Name	Grade	Term	Mean RIT	Percentile ≤ 40: N	Percentile ≤ 40: %	Lo %ile < 21: N	Lo %ile < 21: %	LoAvg %ile 21-40: N	LoAvg %ile 21-40: %	Avg %ile 41-60: N	Avg %ile 41-60: %	HiAvg %ile 61-80: N	HiAvg %ile 61-80: %	Hi %ile > 80: N	Hi %ile > 80: %
Growth: Reading K-2	K	Winter 2017-2018	149.8	14955	44%	6218	18%	8737	26%	7006	21%	6727	20%	5078	15%
Growth: Reading K-2	K	Spring 2017-2018	157.4	15235	46%	7506	22%	7729	23%	6039	18%	6291	19%	5896	18%
Growth: Reading K-2	1	Fall 2017-2018	158.4	16114	47%	9099	27%	7582	22%	6424	19%	5800	17%	5429	16%
Growth: Reading K-2	1	Spring 2017-2018	176.1	15223	44%	8326	24%	6897	20%	6105	18%	6494	19%	6683	19%
Growth: Reading 2-5	2	Fall 2017-2018	172.8	15816	48%	10293	31%	5525	17%	5193	16%	5671	17%	6599	20%
Growth: Reading 2-5	2	Spring 2017-2018	185.9	15665	46%	9587	28%	6078	18%	5806	17%	6932	20%	5981	17%
Growth: Reading 2-5	3	Fall 2017-2018	186.5	14063	40%	8442	24%	6256	18%	6951	20%	7113	20%	6186	18%
Growth: Reading 2-5	3	Spring 2017-2018	196.4	14078	40%	8469	24%	5609	16%	7087	20%	7681	22%	6112	17%



## ➤ ANALYSIS OF MAP BASELINE DATA:

**Research Question:** *What is the MAP baseline data telling us?*

### **Preliminary Observations:**

- The shift from winter to spring at the kindergarten level depicts 2 positive patterns in growth - at the low-average level and high level.
- The shift from fall to spring at the first grade level depicts 5 positive patterns in growth - at the struggling reader level, the low level, the low-average level, the high-average level, and the high level.
- The shift from fall to spring at the second grade level depicts 4 positive patterns in growth - at the struggling reader level, the low level, the average level, and the high-average level.
- The shift from fall to spring at the third grade level depicts 2 positive patterns in growth: at the low-average level and high-average level.
- A higher number of positive patterns emerge at the low-average and high-average levels.

- **Smarter Balanced (SBAC) Aggregated Grade 3 ELA Data:**

The following table lists the Read by Grade 3 Phase III funded programs and their average level of proficiency on the SBAC Grade 3 ELA (English Language Arts) assessment.

<b>Table 11. SBAC Aggregated Data - Grade 3 ELA: Phase III Funded Programs (2017-2018)</b>	
<b>Program</b>	<b>Percent Proficient ELA Read By 3 (3rd Grade ELA SBAC)</b>
Carson City School District	44.40%
Churchill County School District	42.68%
Clark County School District	49.23%
Doral Academy	50.64%
Douglas County School District	57.52%
Elko County School District	43.75%
Esmeralda County School District	n/a
Explore Knowledge Elementary School	69.23%
Honors Academy of Literature	54.93%
Humboldt County School District	42.17%
Lander County School District	51.82%
Lincoln County School District	17.74%
Lyon County School District	33.92%
Mater Academy	18.87%
Mineral County School District	65.05%
Nye County School District	31.09%
Pershing County School District	28.72%
Somerset Academy	52.15%
Washoe County School District	52.07%
White Pine County School District	25.38%
<b>State</b>	<b>46.1%</b>

➤ **ANALYSIS OF SBAC GRADE 3 ELA DATA :**

**Research Question:** *What is the aggregated SBAC Grade 3 ELA data telling us?*

**Preliminary Observations:**

- Almost half of the Phase III programs scored above the state average on the SBAC Grade 3 ELA Assessment (9 out of 20).
- Read by Grade 3 averages that fall above the state average ranged from 3% to over 23%.
- Phase III programs that are struggling are easily identifiable.

- **Smarter Balanced (SBAC) Disaggregated Grade 3 ELA Data:**

<b>Table 12. SBAC Disaggregated Data - Grade 3 ELA: Phase III Funded Programs (2017-2018)</b>			
<b>Program</b>	<b>Percent Proficient</b>		
	<b>Percent Proficient IEP Students</b>	<b>Percent Proficient EL Students</b>	<b>Percent Proficient FRL Students</b>
Carson City School District	18.22%	24.82%	36.62%
Churchill County School District	13.51%	22.58%	29.93%
Clark County School District	26.02%	31.96%	45.43%
Doral Academy	29.49%	18.34%	81.25%
Douglas County School District	31.30%	27.08%	42.95%
Elko County School District	19.56%	29.67%	35.47%
Esmeralda County School District	n/a	n/a	n/a
• Explore Knowledge Academy	n/a	n/a	78.57%
• Honors Academy of Excellence	n/a	n/a	n/a
• Humboldt County School District	15.63%	26.36%	38.91%
• Lander County School District	n/a	n/a	40.74%
• Lincoln County School District	n/a	n/a	51.97%
• Lyon County School District	26.37%	24.91%	43.58%
• Mater Academy of Nevada	22.22%	24.80%	31.39%
• Mineral County School District	n/a	n/a	31.25%
Nye County School District	33.33%	37.30%	45.67%
Pershing County School District	20.00%	n/a	35.48%
Somerset Academy	26.78%	13.84%	37.42%
Washoe County School District	30.13%	32.80%	38.64%
White Pine County School District	0.00%	n/a	21.54%
<b>State</b>	<b>18.2%</b>	<b>23.8%</b>	<b>37.8%</b>

➤ **ANALYSIS OF DISAGGREGATED SBAC GRADE 3 ELA DATA :**

**Research Question:** *What is the disaggregated SBAC Grade 3 ELA data telling us?*

**Preliminary Observations:**

- 6 sets of program-level data on IEP students were suppressed due to small n counts
- 92% of the IEP data (12 out of 13) reported a score higher than the state average
- 8 sets of program-level data on EL students were suppressed due to small n counts
- 75% of the EL data (9 out of 12) reported a score higher than the state average
- 2 sets of program-level data on FRL students were suppressed due to small n counts
- 61% of the FRL data (11 out of 18) reported a score higher than the state average

- **Comparison SBAC Performance Data: Phase III Funded Schools versus Non-Funded Schools**

Table 13. SBAC - Grade 3 ELA Comparison Table Read by Grade 3 Phase III Funded vs. Non-Funded Schools			
Funded Schools Aggregate Scores	Percent Proficient Grade 3 ELA	Non-Funded Schools Aggregate Scores	Percent Proficient Grade 3 ELA
Carson City School District*	44.40%	American Leadership Academy	32.14%
Churchill County School District	42.68%	American Preparatory Academy	53.7%
Clark County School District*	49.23%	Carson City School District*	57.89%
Doral Academy	50.64%	Clark County School District*	33.52%
Douglas County School District	57.52%	Coral Academy of Science	69.90%
Elko County School District*	43.75%	Discovery Charter School	42.31%
Explore Knowledge ES	69.23%	Doral Academy of Northern Nevada	64.29%
Honors Academy of Literature	54.93%	DP Agassi ES	53.85%
Humboldt County School District	42.17%	Elko County School District*	33.33%
Lander County School District	51.82%	Elko Institute for Academic Achievement	35%
Lincoln County School District	17.74%	Eureka County School District	45%
Lyon County School District	33.92%	Founders Academy	38.6%
Mater Academy	18.87%	Imagine School At Mountain View	44.44%
Mineral County School District	65.05%	Learning Bridge Charter School	70%
Nye County School District*	31.09%	Legacy Charter School	41.61%
Pershing County School District	28.72%	Mater Academy of Northern Nevada	20%
Somerset Academy	52.15%	Nevada Connections Academy	38.57%
Washoe County School District*	52.07%	Nevada Virtual Academy	35.38%
White Pine County School District	25.38%	Nye County School District*	33.33%
		Oasis Academy	70.83%
		Pinecrest Academy	78.25%
		Quest Academy	32.97%
		Silver Sands Charter School	45.45%
		Storey County School District	34.74%
		Washoe County School District*	29.07%
<b>State</b>		<b>46.1%</b>	

\*Some programs included funded and non-funded schools.

➤ **ANALYSIS OF COMPARISON SBAC GRADE 3 ELA DATA :**

**Research Question:** *What is the funded versus non-funded comparison SBAC Grade 3 ELA data telling us?*

**Preliminary Observations:**

- A broad range of scores occur across both funded and non-funded programs
- Numbers are impacted by student population counts.
- Some small charter schools appear to perform well above the state average.
- CCSD funded schools out-performed its non-funded schools almost twice as well.
- WCSD funded schools out-performed its non-funded schools almost twice as well.

#### IV. Required Recommendations (SB 391, Section 15, Number 4, Item g)

<b>Table 14. Read by Grade 3 Recommendations for Nevada Policymakers Based on Phase III (2017-2018) Findings</b>
<ul style="list-style-type: none"> <li>To provide continued funding for Nevada's Read by Grade 3 Program; funding aimed at supporting the implementation of ESSA evidence-based practices.</li> </ul>
<ul style="list-style-type: none"> <li>To allocate sufficient funding that would cover the cost of a Read by Grade 3 learning strategist at every Nevada elementary school (public and charter).</li> </ul>
<ul style="list-style-type: none"> <li>To increase funding that would ensure the hiring of additional NDE Education Program Professionals (EPPs) for this program. This step would ensure an appropriate level of staffing required for effective oversight of this massive state initiative. (When comparing Nevada to other states, NDE's current staffing (2 employees) is insufficient for ensuring program success).</li> </ul>
<ul style="list-style-type: none"> <li>To provide NDE with an administrative budget that would ensure sufficient funding for the NDE Read by Grade 3 EPPs to be able to provide quality oversight of over 300 schools across the state (particularly for the cost of travel to attend statewide meetings and to conduct on-site monitoring of Read by Grade 3 schools).</li> </ul>
<ul style="list-style-type: none"> <li>To support an expanded level of collaboration between NDE's Read by Grade 3 team and ADAM (Assessment, Data Accountability and Management) team in order to establish a viable system of data management and analysis with the new K-3 MAP data.</li> </ul>
<ul style="list-style-type: none"> <li>To expand Read by Grade 3 competitive grants from a one-year funding cycle to a two-year funding cycle.</li> </ul>
<ul style="list-style-type: none"> <li>To expand the funding of NDE's Public Information Officer; the massive nature of this project has demonstrated a critical need for a statewide communication effort.</li> </ul>
<ul style="list-style-type: none"> <li>To support the critical work required to update the 2015 Nevada State Literacy Plan.</li> </ul>
<ul style="list-style-type: none"> <li>To support an expanded level of professional development on ESSA evidence-based requirements with all Nevada educators (including NDE) .</li> </ul>
<ul style="list-style-type: none"> <li>To support an expanded role of family engagement within NDE's Read by Grade 3 program.</li> </ul>
<ul style="list-style-type: none"> <li>To conduct on-site visits to local Nevada Read by Grade 3 sites: to listen to student voices, parent voices, teacher voices, and administrator voices.</li> </ul>
<ul style="list-style-type: none"> <li>To examine the possibility of shifting the oversight of Nevada's RPDP Program back to the Nevada Department of Education.</li> </ul>
<ul style="list-style-type: none"> <li>To encourage NDE to establish an accountability system for all contracted external providers of professional training across the state.</li> </ul>

## **VI. Appendices:**

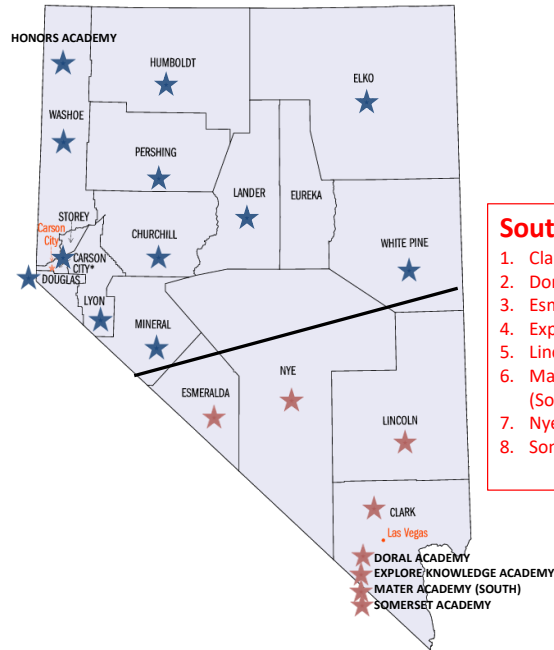
### **Appendix A: MAP of Phase III Programs**

## Appendix A: MAP of Read by Grade 3 Phase III Programs

### Nevada K.I.D.S Read - Read by Grade 3 Statewide Demographics of Phase III Programs (2017-2018)

#### Northern Region:

1. Carson City School District
2. Churchill Co. School District
3. Douglas Co. School District
4. Elko Co. School District
5. Honors Academy of Literature
6. Humboldt Co. School District
7. Lander Co. School District
8. Lyon Co. School District
9. Mineral Co. School District
10. Pershing Co. School District
11. Washoe Co. School District
12. White Pine Co. School District



#### Southern Region:

1. Clark County School District
2. Doral Academy of Nevada
3. Esmeralda Co. School District
4. Explore Knowledge Academy
5. Lincoln Co. School District
6. Mater Academy of Nevada (South)
7. Nye County School District
8. Somerset Academy of Las Vegas





## NDE Read by Grade 3 Education Team

**Dr. Kevin Marie Laxalt**

Read by Grade Three  
Northern Nevada  
Education Program Professional  
NDE Carson City Office  
(775) 687-9261  
klaxalt@doe.nv.gov

**Joan Jackson**

Read by Grade Three  
Southern Nevada  
Education Program Professional  
NDE Las Vegas Office  
(702) 668-4343  
joanjackson@doe.nv.gov

**Karl Wilson**

Supervisor - Assistant Director  
Office of Student and School  
Supports  
(702) 668-4311  
NDE Las Vegas Office  
karlwilson@doe.nv.gov

**James Kirkpatrick**

Grants Management Team Supervisor  
Grants Division  
(775) 687-9246  
NDE Carson City Office  
jkirkpatrick@doe.nv.gov

## NDE Read by Grade 3 Support Team

**Mindy Montoya**

NDE Administrative Assistant II  
(702) 668-4342  
NDE Carson City Office  
mmontoya@doe.nv.gov

**Brandi Roberts**

NDE Administrative Assistant II  
(775) 687-9218  
NDE Carson City Office  
broberts@doe.nv.gov

