



**August 31, 2017**

**Preliminary Report  
Nevada K.I.D.S. Read ~  
Nevada's Read by Grade 3 Program  
Phase II (2016-2017)**



Submitted to:

- The Nevada State Board of Education
- The Nevada State Legislative Committee on Education

Submitted by:

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

In adherence to ~

**SB 391 (2015)**

**NEVADA'S**

**READ BY GRADE 3 ACT**

**Section 15: Number 4:**

**Items a-g**

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## I. Executive Summary

### 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) became effective on July 1, 2015. The writers of this legislation certainly understood the current findings of national reading research that consistently demonstrates that a child's future success in becoming "college or career-ready" is strongly determined by the ability to read proficiently by the end of grade 3. For example, the National Campaign for Grade Level Reading consistently reports 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.

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 primary goals of the Nevada Department of Education: "All students will be able to read proficiently by the end of grade 3" (NDE Website). The primary goals of Nevada's Read by Grade 3 Program include the following:

#### **The Goals of Nevada's Read by Grade 3 Program**

Goal 1: To Improve Student Achievement

Goal 2: To Improve K–3 Literacy Instruction

Goal 3: To Establish a Statewide K–3 Reading Assessment Framework

Goal 4: To Develop Cultures of Literacy

Goal 5: To Ensure Accessibility for All Learners

The writers of SB 391(2015) were very clear about their key objectives when they composed this statute. They deliberately framed their purpose by including SB 391 legal mandates intended for two distinctly different educational fronts. First, they included SB 391 mandates that explicitly address educators from **every** public school district and charter school that offers a K–3 program of study. Second, they included SB 391 mandates that explicitly address a smaller segment of Nevada educators – those Nevada public school districts and charter schools that are awarded *Read by Grade 3* allocated funds offered through the Read by Grade 3 competitive grant process. The **primary intent** of Nevada’s Read by Grade 3 Program is to provide effective, evidence-based early interventions for all K–3 students who are struggling in the area of reading.

## **Historical Context: Transitioning from Phase I to Phase II:**

As stated previously, the 2015 Nevada State Legislature originally funded Nevada’s Read by Grade 3 Program for one biennium that included the 2015-2016 fiscal year and the 2016-2017 fiscal year. NDE has chosen to identify each year of Read by Grade 3 as a “Phase”. The first year became Phase I. The second year became Phase II. The transition from Phase I to Phase II of this program has been quite significant; several predominant shifts in implementation have transpired. For example, the length of implementation varied greatly between the two years. Where Phase I was implemented across a very brief one-semester timeline (January, 2016 – June, 2016), the Phase II program made the historic shift to being implemented across an entire academic year (August, 2016-June, 2017). Phase II of Read by Grade 3, therefore, serves as the primary baseline year for this project. Transitions in numbers have occurred as well. During the Phase I year, a total of 64 Nevada schools received services, while Phase II exploded with over 315 Read by Grade 3 schools across the state (this was in great part due to the Clark County School District choosing to implement this initiative at every one of its elementary sites (other than Victory or Zoom). While both Phases were marked by the use of an array of assessment tools, Phase II was earmarked by the final stages of planning for a truly historic shift in early literacy assessment. Phase II

prepared the state for the upcoming statewide implementation of two primary assessment tools for early literacy - the Brigance Early Screen III Kindergarten Entry Assessment (KEA) and the MAP K-3 Reading Assessment slated to begin during the 2017-2018 academic year. The Phase I component of Read by Grade 3 funded ten programs during the 2015-2016 academic year (7 public school districts and 2 charter schools); a total of \$4.8 million dollars was allocated across these programs. The Phase II component of Read by Grade 3 funded twenty-three programs (15 school districts and 8 charter schools); a total of \$22,250,574.00 was allocated across these programs. The following tables provide a detailed look into the initial funding provided by Read by Grade 3 across both of these beginning phases.

### Read by Grade 3 Funding Tables (Phase I and Phase II):

<b>Table 1.</b>	
<b>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 2.**  
**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
<b><i>The Rural Nevada Consortium:</i></b>	
15. Esmeralda County School District	\$45,331.06
16. Lander County School District	\$215,901.60
17. Lincoln County School District	\$323,408.84
18. Mineral County School District	\$108,723.11
19. Nye County School District	\$452,814.50
20. Pershing County School District	\$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>

## Phase II Implementation Timeline:

Table 3. Action	Responsible Organization	Date
<b>Programmatic Monitoring</b>		
Submit Start-Up Documents	District or Charter School	August 2016
Submit Budget Breakdowns by Sites	District or Charter School	August 2016
Practice with Implement Guide	District or Charter School	Ongoing
Team Visits to RBG3 Local Programs	District or Charter School	Aug./Sept. 2016
Fall Regional Meeting(Northern & Southern)	NDE and District/Charter School	October 2016
1 <sup>st</sup> Quarter Financial Status Update	District or Charter School	October 2016
Ongoing Collection of Evidence for Programmatic Portfolio	District or Charter School	Ongoing
Mid-Year Portfolio Submissions	District or Charter School	December 2016
Spring On-Site Monitoring Visits Conducted	NDE and District/Charter School	Feb./March 2017
Desk-Top Monitoring Reports Due	District or Charter School	June 2017
Final Day of Read by Grade 3 Phase II Program	District or Charter School	June 30, 2017
Final Reports Due	District or Charter School	June 30, 2017
Summer Closing Meeting (Northern & Southern)	NDE and District/Charter School	June 2017
<b>Monthly Webinar Schedule</b>		
Intro. Session: Start-Up Webinar	NDE	July 26th, 2016
RBG3 Needs Assessment Sent to Programs	NDE	Sept. 8 <sup>th</sup> , 2016
Session #2:Timeline & Training	NDE	Sept. 8 <sup>th</sup> , 2016
Session #3: I've Screened My Students Now What?	NDE	Sept. 29 <sup>th</sup> , 2016
Session #4	NDE	Oct. 13th, 2016
Session #5	NDE	Nov. 10 <sup>th</sup> , 2016
Session #6	NDE	Dec. 8 <sup>th</sup> , 2016
<b>Other Critical Events</b>		
Phase I Preliminary Report Due	NDE	August 31, 2016
Phase I Final Report Due	NDE	November 2016

<b>Table 3. Action</b>	<b>Responsible Organization</b>	<b>Date</b>
Phase I & II External Evaluation Process	Outside Contractor	July-Dec. 2016
External Evaluator's Final Report Due	Outside Contractor	December 2016
Nevada State Legislature Begins		February 2016
TA Provided for 2017-2018 Grant Applicants	NDE	August 2017
2017-2018 Applications Due (via RFA process)	District or Charter School	Sept. 7, 2017
Nevada State Legislature Ends		June 2016
2017-2018 Grant Awards announced	NDE	October 2017



## II. READ BY GRADE 3 PHASE II LOCAL-LEVEL ACTIVITIES

SB 391, Section 15, Number 4 identifies four sets of site-level statistics as required components for reporting purposes. These components are listed as specific items within this section of the law. 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. (**Item c** is noted in the following section). Table 3 that follows provides a comprehensive listing of all Phase II Read by Grade 3 site-level statistics. It provides an alphabetized listing of the Phase II grant-awarded school districts and charter schools. Each section is then subcategorized into a complete listing of the schools where Read by Grade 3 has been implemented.

**Table 4. Site-Level Statistics - Phase I Read by Grade 3 Schools (2015-2016)**

Complete Name of Phase II Read by Grade 3 School	Number of students served at this school	Total RBG3 allocated funding for this school	Average Per Pupil Expenditure
<b>Carson City School District</b>			
Bordewich-Bray Elementary School	628	\$120,634.48	\$192.09
Empire Elementary School	558	\$120,412.20	\$215.79
Fremont Elementary School	500	\$192,965.69	\$385.93
Fritsch Elementary School	533	\$325,931.91	\$611.50
Mark Twain Elementary School	575	\$58,964.60	\$102.55
Seeliger Elementary School	604	\$260,771.76	\$431.74
<b>Churchill County School District</b>			
Lahontan Elementary School	489	\$30,024.55	\$61.40
E.C. Best Elementary School	529	\$25,054.20	\$47.36
Numa Elementary School	508	\$21,543.67	\$42.41
<b>Clark County School District</b>			
100 Academy of Excellence	261	\$81,000.00	\$310.34
Adams ES	307	\$81,000.00	\$263.84
Adcock ES	408	\$81,000.00	\$198.53
Alamo ES	689	\$81,000.00	\$117.56
Allen ES	387	\$81,000.00	\$209.30
Antonello ES	330	\$37,380.00	\$113.27
Bailey ES	652	\$81,000.00	\$124.23
Bartlett ES	506	\$74,845.00	\$147.92

Complete Name of Phase II Read by Grade 3 School	Number of students served at this school	Total RBG3 allocated funding for this school	Average Per Pupil Expenditure
Bass ES	574	\$80,730.00	\$140.64
Batterman ES	713	\$80,930.00	\$113.51
Beatty ES	373	\$81,000.00	\$217.16
Bell ES	567	\$81,000.00	\$142.86
Bendorf ES	468	\$42,906.00	\$91.68
Bennett ES	214	\$81,000.00	\$378.50
Bilbray ES	501	\$81,000.00	\$161.68
Blue Diamond ES	30	\$81,000.00	\$2,700.00
Bonner ES	567	\$81,000.00	\$142.86
Bowler (Grant) ES	420	\$81,000.00	\$192.86
Bowler (Joseph) ES	317	\$81,000.00	\$255.52
Bozarth ES	640	\$81,000.00	\$126.56
Bracken ES	332	\$81,000.00	\$243.98
Brookman ES	490	\$60,140.00	\$122.73
Bruner ES	446	\$81,000.00	\$181.61
Bryan (Richard) ES	323	\$81,000.00	\$250.77
Bryan (Roger) ES	482	\$48,339.00	\$100.29
Bunker ES	506	38,820.00	\$76.72
Cahlan ES	571	\$81,000.00	\$141.86
Carl ES	516	\$31,812.00	\$61.65
Carson ES	235	\$81,000.00	\$344.68
Cartwright ES	449	\$81,000.00	\$180.40
Christensen ES	375	\$68,529.00	\$182.74
Conners ES	483	\$77,424.00	\$160.30
Cox (Clyde) ES	468	\$81,000.00	\$173.08
Cox (David) ES	420	\$81,000.00	\$192.86
Cozine ES	485	\$81,000.00	\$167.01
Culley ES	557	\$73,182.00	\$131.39
Cunningham ES	531	\$81,000.00	\$152.54
Darnell ES	555	\$57,664.00	\$103.90
Dearing ES	529	\$20,020.00	\$37.84
Decker ES	519	\$38,769.00	\$74.70
Derfelt ES	425	\$87,000.00	\$204.71
Deskin ES	453	\$81,000.00	\$178.81
Dickens ES	533	\$41,130.00	\$77.17
Diskin ES	484	\$66,410.00	\$137.21
Dondero ES	471	\$60,480.00	\$128.41
Dooley ES	280	\$78,909.00	\$281.82
Duncan ES	413	\$81,000.00	\$196.13
Earl (Marion) ES	482	\$80,985.00	\$168.02
Eisenberg ES	431	\$56,775.00	\$131.73

Complete Name of Phase II Read by Grade 3 School	Number of students served at this school	Total RBG3 allocated funding for this school	Average Per Pupil Expenditure
Elizondo ES	481	\$29,448.00	\$61.22
Explore Knowledge Academy	329	\$81,000.00	\$246.20
Ferron ES	402	\$81,000.00	\$201.49
Fine ES	672	\$81,000.00	\$120.54
Fong ES	599	\$45,465.00	\$75.90
Forbuss ES	794	\$81,000.00	\$102.02
French ES	318	\$81,000.00	\$254.72
Frias ES	528	\$76,358.00	\$144.62
Fyfe ES	287	\$68,614.00	\$239.07
Galloway ES	472	\$63,075.00	\$133.63
Garehime ES	462	\$66,960.00	\$144.94
Gehring ES	390	\$81,000.00	\$207.69
Gibson ES	345	\$65,640.00	\$190.26
Gilbert ES	277	\$81,000.00	\$292.42
Givens ES	657	\$81,000.00	\$123.29
Goldfarb ES	578	\$81,000.00	\$140.14
Goodsprings ES	12	\$7,485.00	\$623.75
Goolsby ES	507	\$81,000.00	\$159.76
Goynes ES	522	\$81,000.00	\$155.17
Gragson ES	547	\$81,000.00	\$148.08
Gray ES	333	\$73,030.00	\$219.31
Griffith ES	365	\$70,160.00	\$192.22
Guy ES	403	\$81,000.00	\$200.99
Hancock ES	416	\$81,000.00	\$194.71
Harmon ES	508	\$81,000.00	\$159.45
Harris ES	455	\$81,000.00	\$178.02
Hayden ES	374	\$81,000.00	\$216.58
Hayes ES	431	\$81,000.00	\$187.94
Heckethorn ES	434	\$57,580.00	\$132.67
Herr ES	439	\$60,580.00	\$138.00
Hickey ES	515	\$48,345.00	\$93.87
Hill ES	465	\$71,430.00	\$153.61
Hinman ES	404	\$81,000.00	\$200.50
Hoggard ES	272	\$24,090.00	\$88.57
Hummel ES	467	\$81,000.00	\$173.45
Indian Springs ES	53	\$64,800	\$1,222.64
Iverson ES	612	\$56,790.00	\$92.79
Jacobson ES	396	\$81,000.00	\$204.55
Jydstrup ES	471	\$81,000.00	\$171.97
Kahre ES	308	\$58,100.00	\$188.64
Katz ES	452	\$73,665.00	\$162.98

<b>Complete Name of Phase II Read by Grade 3 School</b>	<b>Number of students served at this school</b>	<b>Total RBG3 allocated funding for this school</b>	<b>Average Per Pupil Expenditure</b>
Keller ES	495	\$62,232.00	\$125.72
Kesterson ES	441	\$81,000.00	\$183.67
Kim ES	345	\$73,986.00	\$214.45
King (Martha) ES	125	\$81,000.00	\$648.00
King (Martin) ES	360	\$54,580.00	\$151.61
Lamping ES	423	\$81,000.00	\$191.49
Lincoln ES	475	\$16,500.00	\$34.74
Lummis ES	309	\$69,852.00	\$226.06
Lundy ES	11	\$16,200.00	\$1,472.72
Mack ES	391	\$81,000.00	\$207.16
Mackey ES	358	\$20,948.00	\$58.52
May ES	399	\$81,000.00	\$203.01
McCaw ES	430	\$12,230.00	\$28.44
McDoniel ES	354	\$70,800.00	\$200.00
McMillian ES	407	\$46,905.00	\$115.25
Mendoza ES	519	\$81,000.00	\$156.07
Miller ES	445	\$81,000.00	\$182.02
Mitchell ES	313	\$81,000.00	\$258.79
Morrow ES	443	\$80,388.00	\$181.46
Mountain View ES	389	\$81,000.00	\$208.23
Neal ES	471	\$81,000.00	\$171.97
Newton ES	431	\$66,930.00	\$155.29
Ober ES	450	\$81,000.00	\$180.00
O'Roarke ES	483	\$81,000.00	\$167.70
Parson ES	258	\$81,000.00	\$313.95
Perkins (Claude) ES	452	\$54,983.00	\$121.64
Perkins (Ute) ES	103	\$79,545.00	\$772.28
Piggott ES	411	\$53,480.00	\$130.12
Priest ES	541	\$29,310.00	\$54.18
Rainbow Dreams ES	212	\$81,000.00	\$382.07
Red Rock ES	491	\$81,000.00	\$164.97
Reed ES	406	\$81,000.00	\$199.51
Reedom ES	754	\$68,496.00	\$90.84
Rhodes ES	378	\$81,000.00	\$214.29
Ries ES	688	\$80,466.00	\$116.93
Roberts ES	437	\$81,000.00	\$185.35
Rogers ES	573	\$61,332.00	\$107.04
Ronnow ES	511	\$81,000.00	\$158.51
Roundy ES	576	\$81,000.00	\$140.63
Rundle ES	528	\$74,640.00	\$141.36
Sandy Valley ES	71	\$50,150.00	\$706.34

<b>Complete Name of Phase II Read by Grade 3 School</b>	<b>Number of students served at this school</b>	<b>Total RBG3 allocated funding for this school</b>	<b>Average Per Pupil Expenditure</b>
Scherkenbach ES	451	\$81,000.00	\$179.60
Schorr ES	624	\$1,000.00	\$1.60
Scott ES	545	\$47,462.00	\$87.09
Sewell ES	614	\$81,000.00	\$131.92
Simmons ES	505	\$81,000.00	\$160.40
Smalley ES	449	\$81,000.00	\$180.40
Smith (Hal) ES	664	\$81,000.00	\$121.99
Smith (Helen) ES	359	\$80,960.00	\$225.52
Staton ES	579	\$81,000.00	\$139.90
Steele ES	655	\$20,460.00	\$31.24
Stuckey ES	669	\$60,900.00	\$91.03
Tanaka ES	670	\$81,000.00	\$120.90
Tarr ES	421	\$63,300.00	\$150.36
Tartan ES	417	\$81,000.00	\$194.24
Taylor (Glen) ES	613	\$73,616.00	\$120.09
Taylor (Robert) ES	467	\$81,000.00	\$173.45
Thiriot ES	518	\$81,000.00	\$156.37
Thompson ES	528	\$81,000.00	\$153.41
Thorpe ES	453	\$25,440.00	\$56.16
Tobler ES	345	\$81,000.00	\$234.78
Tomiysau ES	389	\$81,000.00	\$208.23
Treem ES	499	\$81,000.00	\$162.32
Triggs ES	520	\$81,000.00	\$155.77
Twitchell ES	603	\$50,130.00	\$83.13
Ullom ES	430	\$81,000.00	\$188.37
Vanderburg ES	598	\$15,975.00	\$26.71
Virgin Valley ES	477	\$81,000.00	\$169.81
Walker ES	450	\$81,000.00	\$180.00
Wallin ES	609	\$81,000.00	\$133.00
Ward ES	472	\$38,010.00	\$80.53
Wasden ES	373	\$68,950.00	\$184.85
Watson ES	465	\$25,440.00	\$54.71
Wengert ES	404	\$81,000.00	\$200.50
Whitney ES	304	\$50,876.00	\$167.36
Wiener ES	452	\$61,955.00	\$137.16
Wilhelm ES	454	\$38,250.00	\$84.25
Wolfe (Eva) ES	403	\$81,000.00	\$200.99
Wolff (Elise) ES	555	\$78,660.00	\$141.73
Wright ES	812	\$81,000.00	\$99.75
Wynn ES	606	\$81,000.00	\$133.66
<b>Doral Academy of Nevada</b>	<b>1734</b>	<b>\$81,375</b>	<b>\$46.93</b>

<b>Complete Name of Phase II Read by Grade 3 School</b>	<b>Number of students served at this school</b>	<b>Total RBG3 allocated funding for this school</b>	<b>Average Per Pupil Expenditure</b>
<b>Douglas County School District</b>			
C. C. Meneley Elementary	300	\$166,633.65	\$555.45
Gardnerville Elementary	280	\$94,471.74	\$337.40
Jacks Valley Elementary	250	\$166,633.65	\$666.53
Minden Elementary	230	\$94,471.74	\$410.75
Piñon Hills Elementary	210	\$94,471.74	\$449.87
Scarselli Elementary	272	\$94,471.74	\$347.32
Zephyr Cove Elementary	104	\$94,471.74	\$908.38
<b>Elko County School District</b>			
Carlin Elementary	142	\$52211.50	\$367.69
Grammar #2 Elementary	257	\$54704.95	\$212.86
Jackpot Elementary	44	\$48087.84	\$1092.91
Mountain View Elementary	461	\$61534.01	\$133.47
Northside Elementary	346	\$56119.39	\$162.19
Sage Elementary	374	\$55227.63	\$147.66
Spring Creek Elementary	579	\$55522.19	\$95.90
Southside Elementary	499	\$62834.39	\$125.92
Wells Elementary	103	\$53853.54	\$522.85
<b>Honors Academy of Literature</b>	93	\$106,805.00	\$1,148.44
<b>Humboldt County School District</b>			
Sonoma Heights Elementary School	550	\$80,927.69	\$148.68
Grass Valley Elementary School	455	\$81,960.83	\$180.13
Winnemucca Grammar School	401	\$81,975.69	\$204.42
Rurals: Denio, Paradise Valley, King's River, Orovida School	46	\$25,607.33	\$556.68
Mc Dermitt Combined Schools	81	\$25,741.00	\$317.79
<b>Lyon County School District</b>			
Cottonwood Elementary School	474	\$118,135.02	249.23
Dayton Elementary School	255	\$45,874.50	179.90
East Valley Elementary School	370	\$70,196.40	189.72
Fernley Elementary School	325	\$121,985.50	375.34
Riverview Elementary School	220	\$70,334.00	319.70
Silver Stage Elementary School	309	\$74,883.06	242.34
Smith Valley Elementary School	49	\$78,993.88	1,612.12
Sutro Elementary School	228	\$82,925.88	363.71
Yerington Elementary School	373	\$72,910.31	195.47
<b>Mater Academy of Nevada Mountain Vista</b>	416	\$272,400	\$654.80
<b>Nevada Virtual Academy</b>	376	\$11,412.00	\$30.35
<b>Oasis Academy</b>	160	\$72,135	\$450.84
<b>Odyssey Elementary School</b>	163	\$136,943.00	\$840.14
<b>Pinecrest Academy of Nevada</b>	1759	\$105,600.00	\$60.03

Complete Name of Phase II Read by Grade 3 School	Number of students served at this school	Total RBG3 allocated funding for this school	Average Per Pupil Expenditure
<b>The Rural Nevada Consortium</b>			
<b>Esmeralda County School District</b>			
Dyer Elementary	23	\$26733.59	\$1162.33
Goldfield Elementary	15	\$17434.92	\$1162.33
Silver Peak Elementary	1	\$1162.34	\$1162.55
<b>Lander County School District</b>			
<b>Lincoln County School District</b>			
Caliente Elementary School	58	\$80,852.24	\$1394.00
Pahranagat Valley Elementary	75	\$80,852.24	\$1078.03
Panaca Elementary School	70	\$80,852.24	\$1155.04
Pioche Elementary School	44	\$80,852.24	\$1837.55
<b>Mineral County School District</b>			
Hawthorne Elementary School	160 (This is the number of K-3 students, but textbooks were bought for grades 3-5) 233 students K-5	\$76,436.07	\$477.73
Schurz Elementary School	33 K-3 49 K-5 (Textbooks were bought for K-5)	\$28,832.31	\$873.71
<b>Nye County School District</b>			
<b>Pershing County School District</b>			
Lovelock Elementary School	195	\$201,386.52	\$1,032.75
<b>Somerset Academy</b>			
Somerset Sky Pointe	501	\$74,610	\$148.92
Somerset Stephanie	400	\$74,610	\$386.53
Somerset Lone Mountain	400	\$74,610	\$386.53
Somerset North Las Vegas	492	\$74,610	\$151.64
Somerset Losee	491	\$74,610	\$151.96
<b>Washoe County School District</b>			
Alice Taylor	387	\$83,785.00	\$216.50
Alice Smith	420	\$111,082.00	\$264.48
Bud Beasley	441	\$61,011.00	\$138.35
Beck	335	\$66,842.00	\$199.53
Brown	543	\$113,634.00	\$209.27
Caughlin Ranch	272	\$59,772.00	\$219.75
Coral Academy	370	\$4,404.00	\$11.90



Complete Name of Phase II Read by Grade 3 School	Number of students served at this school	Total RBG3 allocated funding for this school	Average Per Pupil Expenditure
Desert Heights	248	\$111,024.00	\$447.68
Diedrichsen	221	\$60,091.00	\$271.90
Dodson	228	\$67,434.00	\$295.76
Donner Springs	370	\$49,975.00	\$135.07
Double Diamond	624	\$155,745.00	\$249.59
Drake	147	\$58,878.00	\$400.53
Dunn	304	\$49,039.00	\$161.31
Elmcrest	245	\$54,083.00	\$220.75
Gerlach	7	\$8,742.00	\$1,248.86
Gomes	455	\$68,155.00	\$149.79
Gomm	235	\$3,790.00	\$16.13
Hall	342	\$67,551.00	\$197.52
Hidden Valley	245	\$73,451.00	\$299.80
High Desert Montessori	171	\$11,030.00	\$64.50
Huffaker	291	\$57,619.00	\$198.00
Hunsberger	421	\$75,731.00	\$179.88
Hunter Lake	220	\$48,523.00	\$220.56
Incline	238	\$81,127.00	\$340.87
Juniper	304	\$68,449.00	\$225.16
Lemmon Valley	393	\$79,977.00	\$203.50
Lenz	271	\$4,192.00	\$15.47
Melton	342	\$92,747.00	\$271.19
Moss	297	\$81,052.00	\$272.90
Mt. Rose	236	\$98,760.00	\$418.47
North Star	10	\$4,877.00	\$487.70
Peavine	227	\$68,040.0	\$299.74
Pleasant Valley	305	\$67,147.00	\$220.15
Sepulveda	448	\$88,028.00	\$196.49
Sierra NV Academy Charter	138	\$25,909.00	\$187.75
Silver Lake	453	\$109,287.00	\$241.25
Spanish Springs	486	\$85,957.00	\$176.87
Stead	390	\$81,732.00	\$209.57
Towles	181	\$83,761.00	\$462.77
Van Gorder	441	\$71,385.00	\$161.87
Verdi	166	\$73,728.00	\$444.14
Warner	197	\$124,559.00	\$632.28
Westergard	455	\$104,380.00	\$229.41
Whitehead	288	\$82,035.00	\$284.84
<b>White Pine County School District</b>			
David E. Norman Elementary	236	\$261,111.78	\$1,106.40
McGill Elementary	76	\$83,253.03	\$1,095.44



Complete Name of Phase II Read by Grade 3 School	Number of students served at this school	Total RBG3 allocated funding for this school	Average Per Pupil Expenditure
Lund Elementary	28	\$30,273.83	\$1,081.21
Baker Elementary	0 Baker currently serves 15 4th-6th grade students. We worked with the full-time teacher to implement best literacy practices in preparation for third grade students for the 2017-18 school year.	\$3,784.23	\$3,784.23

## Snapshots of Local-Level Programs and Services

SB 391, Section 15, Number 4 also includes **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”. Each of the Phase II twenty-three awarded programs has provided a comprehensive snapshot that illustrates specific programs and services that have been implemented during Phase II. 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 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.

Carson City School District Snapshot of Read by Grade 3 Phase II Programs & Services (2016-2017)					
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
Instructional Certified Staff & Classified Staff (Full Time Employees) \$342,425.96	Monthly Learning Strategist Professional Learning Community Meetings/PD	All students receive 90 minutes of leveled reading instruction each day utilizing the Success For All Reading Program	Below grade level students receive 20-30 minutes of reading tutoring daily.	KTEA-3 Dyslexia Screener  Reading Intervention resources and web-based programs.  Brigance Screener  Cengage National Geographic Reach Materials for Summer School	Read By Grade Three Parent Information Nights were held at each elementary school site.
Long Term Certified Substitutes in for Certified Full Time Employees \$81,741.20	Monthly ELA/RBG3 Grade Level Professional Learning Community Meeting/PD at each site.	Students are assessed quarterly to determine reading mastery.	Small group interventions utilizing the NWEA MAP Learning Continuum, occurs in all classrooms and with the reading interventionist.		Reading Connects Family Support Newsletters were purchased and are distributed to all elementary school families.
Certified Staff Extra Hours for Professional Development and Planning \$8,000.00	Nevada Department of Education RBG3 Monthly Webinars	Based on reading mastery levels, students are regrouped quarterly to meet instructional needs.	Before and after school programs are held at each elementary site to offer reading interventions to struggling readers.		Parent Reading Nights held at some elementary sites.
Certified & Classified After School Tutoring Program \$58,000	Three District sponsored RBG3 Professional Development Days on reading skills and interventions.	Below grade level students receive 20-30 minutes of reading tutoring daily.	A RBG3 summer school will be offered to all students reading below grade level in June 2017.		Parent/Teacher conferences were held with all parents in October and RBG3 letters were presented to parents of struggling readers.
Benefits \$284,892.82	Success For All Leadership meetings and point coach site visits and support.  NWEA MAP and Brigance Training	Small group interventions utilizing the NWEA MAP Learning Continuum, occurs in all classrooms and with the reading interventionist	Reading Interventionists at each site work with students who are struggling readers. KTEA-3 administered to students with little/no growth and interventions are incorporated into ILP.		RBG3 Intervention Plan conferences were held with all parents of struggling readers.

Churchill County School District Snapshot of Read by Grade 3 Phase II Programs & Services (2016-2017)					
Personnel Costs	Professional Development Delivered to Strategists & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
Grant provided Learning Strategist's salary/resigned Dec. 9,2017	CCSD's Training Provided to Learning Strategists and K-5 educators	K-5 teachers implement <i>CCSD's Literacy Best Practices</i> and utilize <i>The Instructional Consultation Process</i>	K-5 Classroom teachers implement Read Well for CCSD's <i>Reading Intervention Plan</i>	Leveled literacy intervention kits for each school with readers K-5 (Read Well)	Family & Community Engagement Coordinator hired
Grant provides stipends for 6 Learning Strategists specific to Essentials	Learning Strategists & K-3 and some 4-5 educators received <i>Read Well training</i>	Small group intervention provided in K-3 classrooms And some 4/5 classrooms (Tier 2)	Intensive tutoring provided for students struggling in reading (Tier 2 and Tier3)(K-3)	<i>KTEA-3 Assessment</i> Materials for Dyslexia	Parent/Student Literacy nights offered K-3
	Learning Strategists offer PD, coaching, and modeling for K-512 teachers : Reading Strategies Book 2-3 teachers	Intensive tutoring provided for students struggling in reading (Tier 2 and Tier3)(K-3)	Summer School Program is offered to struggling readers K-5	Purchased English/ Spanish Reading Books	Parents are provided w/ early literacy instructional materials, particularly for struggling students
	CCSD educators attend NDE's Summer Institute on Literacy ASCD Conference				
	CCSD Learning Strategists attend NDE dyslexia training. Lead Strategist is enrolled in Dyslexia Certification Impact Professional Learning Teams Dave Nagel				

Clark County School District					
Snapshot of Read by Grade 3 Phase II Programs and Services (2016-2017) (page 1 of 4)					
Personnel Costs	Professional Development Delivered to Strategist &	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
Full-time Learning Strategists funded by the RBG3 Grant	<b>Topic #1:</b> Nevada's Pre-K Common- Core Crosswalk <b>Module:</b> Nevada's Pre-K Common- Core Crosswalk	Tier I Literacy Instruction Framework developed by CCSD: 110 consecutive minutes that include: Whole Group and Small Group Literacy Block	Before School Tutoring	DRA 2+ Kit K-3	Family Engagement RBG3 Modules provided by IDPLD and FACES
Half-Position Learning Strategist funded by the RBG3 Grant	<b>Topic #2:</b> Effective Implementation of the NVACS – K-4 and Anchor Standards <b>Module:</b> CSD Literacy Plan Overview/SLPP	myON	After School Tutoring	DRA 2+ Kit 4-8	Parent Conferences
	<b>Topic #3:</b> NSLP – Overview (Literacy Guiding Principles/Birth – Pre-K & Elementary Age Band <b>Module:</b> Senate Bill 391	Imagine Learning	Small Groups during the 110 minute reading block		Parent Informational Meetings
	<b>Topic #4:</b> How to effectively deliver and receive constructive feedback. <b>Module:</b> How to Receive and Deliver	Reading A-Z	Saturday Tutoring		Snacks with Books

Clark County School District Clark County School District Snapshot of Read by Grade 3 Phase II Programs and Services (2016-2017) (page 2 of 4)					
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
	<b>Topic #5:</b> How to maintain collaborative and reflective communication. <b>Module:</b> Partnering with Families to Support Struggling Readers <b>Module:</b> Read by Grade 3 Information for Parents	i-Ready	Small Groups during the school day outside the 110 minute reading block (i.e. school-wide intervention block)		Family Workshops and Literacy Nights
	<b>Topic #6:</b> How to be a skillful evaluator of literacy needs through the use of identified assessment tools & student data. <b>Module:</b> DRA <b>Module:</b> Formative Assessment	Lexia	Small Groups Pull- Out during the school day outside the 110 minute reading block (i.e. Zoom Reading Centers, Resource Room)		

Clark County School District Clark County School District Snapshot of Read by Grade 3 Phase II Programs and Services (2016-2017) (page 3 of 4)					
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
	<b>Topic #7:</b> How to effectively collaborate with peers in data- based decision-making teams & overall literacy instruction. <b>Module:</b> Professional Learning Communities	Flying Start			
	<b>Topic #8:</b> How to implement current K-4 evidence-based best practices in literacy instruction. <b>Module:</b> Novel Units	Accelerated Reader			
	<b>Topic #9:</b> How to implement current K-4 evidenced- based best practices in literacy intervention <b>Module:</b> CCSD Literacy Plan Overview and SLPP	Fast ForWord			



Doral Academy Snapshot of Read by Grade 3 Phase II Programs and Services (2016-2017)					
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, System RbG3 Strategist (only funded 85% of salary through RbG3 Grant)	1. Overview of SB391 2. Overview of NSLP 3. Overview of Early Childhood Crosswalk 4. Charlotte Danielson Instructional Framework 5. Overview of Explicit Phonics 6. Phonemic Awareness Training 7. Phonics Survey Training 8. DIBELS Training 9. Wonders Literacy Program Overview 10. Dyslexia Training for all system coaches/SpED 11. Alphabetic Principal training for kinder and 1 <sup>st</sup> 12. Overview of Word Wall Implementation 13. Data Analysis training linked to writing of SLPPs *Best practices for whole group Tier I reading instruction	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 Grade 3 students  Tier III Support Unavailable	Tier II *Wonder Works *Blended Learning * Ticket to Read *Explicit Phonics  Tier III *Explicit Phonics *Wilson Reading Pilot (for suspected Dyslexia)	<b>No resources were funded under Phase II Grant</b> 1.CTOPP2 2.Ticket to Read 3.Wonders/ Wonderworks 4.STAR 5.DIBELS 6.Heggerty Phonological Awareness Wilson Reading	*Email Blasts to help struggling students *Website links for families * Parents are provided with early literacy strategies to help their struggling student at conferences *Curriculum Night at Red Rock for Parents



Douglas County School District Snapshot of Read by Grade 3 Phase II Programs and Services (2016-2017)					
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
9 Reading Tutors serving 7 elementary schools	Learning Strategists offer PD, coaching, and modeling for K-4 teachers in Balanced Literacy.	K-3 Teachers Implement Balanced Literacy in Every Classroom	K-3 Classroom teachers provide intervention for students struggling in reading (Tier 1)	Supplies for reading tutors	Family Literacy Nights and Family Literacy Fairs
Extended time for Kindergarten aids to assist with reading assessments	Training for Learning Strategists and Reading Tutors on use of Visualizing and Verbalizing Program.	Small group intervention provided in K-3 classrooms (Tier 2)	Intensive tutoring provided for students struggling in reading (Tier 2 and Tier3)	VOWAC Kits and Student Workbooks for 1 <sup>st</sup> Grade (Tier 1)	Literacy Education for Parents of Students Struggling with Reading
	Learning Strategists offer PD, coaching and modeling for K-4 teachers in Words Their Way	Intensive tutoring provided for students struggling in reading (Tier 2 and Tier3)		Learning Ally District License (Tier 3)	Food for Thought Nights focused on Literacy Education
	Learning Strategists offer PD for 1 <sup>st</sup> grade teachers in VOWAC.			Words Their Way support materials for classroom teachers (Tier 1)	
				Visualizing and Verbalizing Program (Tier 2)	
				LRI Phonemic Awareness Materials (Tier 1)	

<b>Elko County School District</b> <b>Snapshot of Read by Grade 3 Phase II Programs and Services (2016-2017)</b>					
<b>Personnel Costs</b>	<b>Professional Development Delivered to Strategist &amp; K-4 Teachers</b>	<b>Tiered Reading Instruction</b> (aligned to RTI framework)	<b>Intensive Intervention Programs</b>	<b>Reading Resources Purchased &amp; Utilized</b>	<b>Family Support</b>
Stipend provided to Learning Strategist at each grant funded site.	Learning Strategists offer PD, coaching, and modeling for K-4 teachers	K-3 teachers implement <i>ECSD's RAP: Reading Acceleration Plan</i> in every classroom	Classroom teachers implement <i>ECSD's RAP: Reading Acceleration Plan</i> as an intervention	NWEA (MAP) District Wide K-12	Parents are a partner and approve <i>ECSD's RAP: Reading Acceleration Plans</i> for
Salary provided for Literacy Instructional Asst. at each grant funded site	Provided a Spring Forum to allow for collaboration and Networking.	Small group intervention provided in K-3 classrooms (Tier 2)	Intensive tutoring provided for students struggling in reading (Tier 2 and Tier 3)	<i>KTEA-3 Assessment</i> Materials for Dyslexia	Establishing of community partnerships on literacy (e.g. Boys & Girls' Club, Communities in Schools)
Summer School salaries.		Literacy Instructional Asst. provide tutoring.	Summer Camp provided to struggling readers	Brigance III for all Kindergartens	Parents are provided with early literacy instructional materials, particularly for struggling students
	ECSD educators attend RTI training as site teams at NNRPDP			"The Reading Strategies Book"	District Family Engagement Committee Meetings Quarterly
	ECSD educators attended MAP report trainings for teachers and administrators			Pre-Referral Intervention Manual 4th edition from Hawthorne Publishing	
				Great Habits Great Readers from Follett	
				Read Write Lead, Breakthrough Strategies (Follett)	

## Snapshot of Esmeralda County

<b>Honors Academy of Literature</b> <b>Snapshot of Read by Grade 3 Phase II Programs &amp; Services (2016-2017)</b>					
<b>Personnel Costs</b>	<b>Professional Development Delivered to Strategists &amp; K-4 Teachers</b>	<b>Tiered Reading Instruction</b> (aligned to RTI framework)	<b>Intensive Intervention Programs</b>	<b>Reading Resources Purchased &amp; Utilized</b>	<b>Family Support</b>
1 Full Time Learning Strategist	Staff Trained on RBG3 K-3 Reading Assessments	K-3 teachers implement <i>Daily 5</i> 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:  CC Pensieve RAZ Kids Reading A-Z	Parent/Guardian Tip Sheet sent home
2 Part Time Supplemental Reading Interventionist	Literacy Lead presentation on Words Their Way & Literacy Notebooks	Reading strategies aligned to the five essential components of literacy instruction are introduced using the café menu	Classroom teachers implement research-based, web-based adaptive program (Success Maker) with Tier II scholars in the classroom	100 Words Their Way Student Notebooks	Parent University (online tutorials) offered on school website
	Learning Strategist, Literacy Lead attended NDE dyslexia training	Classroom teachers implement Words Their Way (developmental, small group word study)		Words Their Way Supplemental Word Sort Textbook Set for K-3 Teachers, learning strategist, and supplemental interventionists	Literacy Websites and Apps Resource Packet shared at conferences
	WestEd PD on curriculum alignment and standards map of NVACS in English and Language Arts	Online programs RAZ kids/ Reading A-Z are used for daily practice in the classroom and at home		K-3 Reading Suite of Assessments	

**Humboldt County School District**  
**Snapshot of Read by Grade 3 Phase II Programs & Services (2016-2017)**

<b>Personnel Costs</b>	<b>Professional Development Delivered to Strategists &amp; K-4 Teachers</b>	<b>Tiered Reading Instruction</b> (aligned to RTI framework)	<b>Intensive Intervention Programs</b>	<b>Reading Resources Purchased &amp; Utilized</b>	<b>Family Support</b>
Three full time Learning Strategists at our K-4 sites. Two part-time (extra duty) stipend positions in our rural schools.	Guided reading training provided by Fountas and Pinnell  Reading Cohort featuring instruction in creating Units of Study to increase use of literacy across content areas.  Next year 2 cohorts will be offered over the course of the year to reach more teachers.  Reading and Writing strategies PD will be held in June using the books by Jennifer Serravallo.	<u><b>Tier I-</b></u> Professional development across K-4 grades on improving practices in literacy instruction.	Teachers (In class interventions) -LLI -Researched based interventions -assistance available through onsite Strategists	-LLI (Leveled Literacy Intervention kits) at each school site	-Family Literacy Nights -Monthly Newsletter in the works - Web based homework help and parent PD started (Humboldt County Kids videos featuring students and accessible videos on dyslexia, literacy and helping kids read.
Sub costs for training.	Orton Gillingham training for strategists, Dyslexia staff, SPED, and teachers.	Noticed Students in classroom receive research based interventions and progress monitoring.	-Twice monthly progress monitoring with running records. (Data walls at every site)	<i>KTEA-3 Assessment</i> Materials for Dyslexia	Family engagement brainstorming sessions

**Humboldt County School District**  
**Snapshot of Read by Grade 3 Phase II Programs & Services (2016-2017) (Page 2 of 3)**

<b>Personnel Costs</b>	<b>Professional Development Delivered to Strategists &amp; K-4 Teachers</b>	<b>Tiered Reading Instruction</b> (aligned to RTI framework)	<b>Intensive Intervention Programs</b>	<b>Reading Resources Purchased &amp; Utilized</b>	<b>Family Support</b>
	Learning Strategists offer cognitive coaching, whisper coaching, and modeling for K-4 teachers.	<u><b>Tier II-</b></u> If adequate progress is not being made teachers refer cases to our ICAT teams for further assessment/interventions/monitoring.	ICAT- Instructional Consultation Teams at every school site. Teachers may request assistance at any time.	RAZ kids/Learning A-Z for every teacher K-3	Establishment of community partnerships on literacy (library, Boys and Girls club, local paper) -Humboldt County Kids (web based, which will expand next year.)
	Learning Strategists offer cognitive coaching, whisper coaching, and modeling for K-4 teachers.	<u><b>Tier II-</b></u> If adequate progress is not being made teachers refer cases to our ICAT teams for further assessment/interventions/monitoring.	ICAT- Instructional Consultation Teams at every school site. Teachers may request assistance at any time.	RAZ kids/Learning A-Z for every teacher K-3	Establishment of community partnerships on literacy (library, Boys and Girls club, local paper) -Humboldt County Kids (web based, which will expand next year.)
	CLIMBS training cohort (ELL training): academic language, WIDA model, language objectives.  Next year CLIMBS will be offered twice during the year.	<u><b>Tier III-</b></u> Students who do not make progress in ICAT would be referred for additional screening/testing (SPED, Dyslexia)	Sonoma Heights is offering intervention block time and afterschool tutoring in addition to other interventions.	WIDA materials to train teachers/EL Pros with essential actions/ can-do descriptors	Parent nights where strategists and teachers can collaborate with parents and parents are provided with early literacy instructional material/training

**Humboldt County School District**  
**Snapshot of Read by Grade 3 Phase II Programs & Services (2016-2017)**  
 (Page 3 of 3)

<b>Personnel Costs</b>	<b>Professional Development Delivered to Strategists &amp; K-4 Teachers</b>	<b>Tiered Reading Instruction</b> (aligned to RTI framework)	<b>Intensive Intervention Programs</b>	<b>Reading Resources Purchased &amp; Utilized</b>	<b>Family Support</b>
	<p>Weekly Thursday PD for all teachers planned and implemented by the Learning Strategists in all areas of Best practices in Literacy.</p> <p>(Schools have taken on their own PD towards the end of the year, creating PLC groups working collaboratively to increase literacy instruction.</p>				<p>-currently working on website (Humboldt County Kids where information/videos/tutorials/blogs will be housed in both English and Spanish. Working in conjunction with the JR. High technology class next year for kids to help create, produce, film, and edit the videos/tutorials</p>

<b>Lander County School District</b> <b>Snapshot of Read by Grade 3 Phase II Programs &amp; Services (2016-2017)</b>					
<b>Personnel Costs</b>	<b>Professional Development Delivered to Strategists &amp; K-4 Teachers</b>	<b>Tiered Reading Instruction</b> (aligned to RTI framework)	<b>Intensive Intervention Programs</b>	<b>Reading Resources Purchased &amp; Utilized</b>	<b>Family Support</b>
Full-time Learning Strategist on teacher's salary schedule	PD provided to K-5 teachers and LS twice monthly for 30 minutes	ICAT is in place and takes referrals from teachers after second MAP assessment results are in	ICAT is used for those students not progressing in RBG3	KTEA-3 Brigance/ Dyslexia materials	Parent Conferences
Stipend provided for part-time learning strategist/grant director	Professional reading	Small group interventions are provided daily to all K-5 students based upon student need	20 minutes daily one-on-one tutoring for all RBG3 students	Colored strips and pages for student support in reading	Letters home regarding student progress in RBG3
5 one-on-one reading tutors	Once a week training with LS and grant director for one-on-one reading tutors	Intensive one-on-one reading tutor focused instruction	After-school program and Friday school		Collaboration with Latino Family Literacy Project
	Classroom coaching provided by LS and grand director ongoing				
	NDE Dyslexia training; mega-conference				



Lincoln County School District Snapshot of Read by Grade 3 Phase II Programs & Services (206-2017)				
Personnel Costs	Professional Development Delivered to Strategist & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased and Utilized
Learning Strategists salary and benefits: \$183,681.04	*WIDA Screener *Wonders Reading Program *Best Practices in Literacy Instruction and Interventions	McGraw-Hill Wonders	McGraw-Hill Wonders Works Intervention	McGraw-Hill Wonders classroom materials
	*How to Deliver and Receive Constructive Feedback *Intro to NEPF *Screening and Intervention for Dyslexia		Lexia, a computer based reading intervention is utilized for every student.	Brigance Screeners
	*Best Practices: Phonemic Awareness and Scaffolding complex text *NWEA/MAPS assessment			

<b>Lyon County School District</b> <b>Snapshot of Read by Grade 3 Phase II Programs &amp; Services (2016-2017)</b>					
<b>Personnel Costs</b>	<b>Professional Development Delivered to Strategists &amp; K-4 Teachers</b>	<b>Tiered Reading Instruction</b> (aligned to RTI framework)	<b>Intensive Intervention Programs</b>	<b>Reading Resources Purchased &amp; Utilized</b>	<b>Family Support</b>
Partner Teacher Salary for learning strategist to teach ½ time and coach ½ time	LCSD's <i>Mission Literacy</i> Training Provided to Learning Strategists and K-3 educators	K-3 teachers implement <i>LCSD's RAP: Reading Acceleration Plan</i> in every classroom	Classroom teachers implement <i>LCSD's RAP: Reading Acceleration Plan</i> as an intervention	Leveled literacy intervention kits for each school with readers (Phase 1)	LCSD aligns work to NDE's six standards for Family & Community Engagement
Extra-duty pay for tutoring with LLI	Learning Strategists & K-3 educators bi-weekly meetings and training	Small group intervention provided in K-3 classrooms (Tier 2)	Intensive tutoring provided for students struggling in reading (Tier 2 and Tier3)	<i>KTEA-3 Assessment</i> Materials for Dyslexia (Phase I)	Site specific family engagement nights
Substitute teachers for instructional rounds	Learning Strategists offer PD, coaching, and modeling for K-4 teachers	Intensive tutoring provided for students struggling in reading (Tier 2 and Tier3)			Parents are provided with early literacy instructional materials, particularly for struggling students
	LCSD educators attend NDE's Summer Institute on Literacy				
	LCSD educators attend NDE dyslexia training				

<b>Mater Academy</b> <b>Snapshot of Read by Grade 3 Phase II Programs &amp; Services (2016-2017)</b>					
<b>Personnel Costs</b>	<b>Professional Development Delivered to Strategists &amp; K-4 Teachers</b>	<b>Tiered Reading Instruction</b> (aligned to RTI framework)	<b>Intensive Intervention Programs</b>	<b>Reading Resources Purchased &amp; Utilized</b>	<b>Family Support</b>
<p>\$185,000 in Salaries and \$66,572.98 in Benefits for: Reading Strategist Jaime Marker, Assistant Exter Lawrence.</p> <p>Aides include: Aracely Torres, Louisa Martinez, Yessica Velasquez, Armani Soto, AJ Gonzales, Alejandra Cardenas and Consuelo Cardenas</p>	<p>\$5,250 for MAP Training with NWEA (paid for, to be scheduled); other training provided but not paid for by RB3 grant: RTI (3/15/17), iReady (9/15/16), and ELA Assessment (12/12/16)</p> <p>Reading strategist received training on Wilson's Reading (Orton-Gillingham) program. Then provided training on Orton-Gillingham reading program to interventionist.</p> <p>CTOPP (dyslexia screener) training provided by reading strategist.</p>	<p>Tiered literacy instruction (per Rtl model) is clearly refined and implemented:</p> <p>-Multi-tiered (Rtl) instructional reading program.</p> <p>-Tier 1 Reading Instruction: Wonders Reading Program and Lucy Calkin's Writing Program (30min)</p> <p>-Tier 2 Reading Instruction: Blended learning, supported through instruction delivered by an adult. Instruction delivered along with online intervention programs to individual learning needs (50 min)</p>	<p>-Mater Academy will use their Rtl Progress Monitoring Tool and AIMSWeb graphing to monitor literacy for students that are deficient.</p>	<p>\$10,000 was spent towards digital books for all grade levels purchased through Overdrive</p>	<p>-Families are provided with "Read by 3 Questions and Answers for Nevada's Parents" in English and Spanish.</p> <p>-Family communication</p> <p>Mater Family Communication letter, conference and phone call throughout the school 2016-2017 school year.</p>

Mineral County School District Snapshot of Read by Grade 3 Phase II Programs & Services (2016-2017)					
Personnel Costs	Professional Development Delivered to Strategists and Teachers	Reading Instruction	Intervention Programs	Reading Resources Purchased and Utilized	Family Support
GLAD Training and teacher stipends covered through Turnaround Grant	GLAD training provided to Learning Strategist and K-6 teachers	Tier 1 reading instruction continues to be done by the regular classroom teachers.	ICAT teams have been implemented at all sites.	Journeys curriculum provided for grades K-5 at all sites.	Families are provided with early literacy techniques that can be done at home.
	Learning strategist attended Consortium trainings provided by Nye County School District	ICAT coaches are available to assist a teacher in meeting the needs of small groups or individual students.			Compass Learning is made available to parents for at home use.
	Learning Strategist attended NDE ICAT/Dyslexia training.	All students receive supplemental instruction on Compass Learning software.			
	Learning Strategist attends RBG3 webinars and other literacy based webinars from NWEA, and WestEd.				
	Learning strategist offers PD, coaching, and modeling for K-3 teachers.				

<b>Nevada Virtual Academy</b> <b>Snapshot of Read by Grade 3 Phase II Programs &amp; Services (2016-2017)</b>					
<b>Personnel Costs</b>	<b>Professional Development Delivered to Strategist &amp; K-4 Teachers</b>	<b>Tiered Reading Instruction</b> (aligned to RTI framework)	<b>Intensive Intervention Programs</b>	<b>Reading Resources Purchased &amp; Utilized</b>	<b>Family Support</b>
One ½ time substitute	Strategist and Asst. principal attended International Literacy Association Conference in Boston, MA in July '16 and NDE Dyslexia Training	All teachers implementing RAP Lessons	All teachers implementing RAP Lessons	All teachers implementing RAP Lessons  Brigance Assessment: Kindergarten	Parent Partners
	Strategist and Asst. principal attended Reno's RBG3 Conference	Core Knowledge Instruction daily for K-3 students	Intensive tier 3 tutoring	MAP Assessment: Grades K-3	FAST Team: Referral process for families needing extra support
	Bimonthly PDs delivered to teachers by Strategist on: Local Literacy Plan, Read Aloud Project, 6 shifts in literacy, foundational skills, and Fountas and Pinnell book study	Small group guided reading lessons for both tier 2 and tier 3 students provided daily	Summer Reading challenge program in summer of '17	Dibels weekly assessment for tier 3 students, monthly for tier 2 students	Family Engagement Coordinator
	PD delivered by Student Achievement Partners on Foundational Literacy Skills and 3 Literacy Shifts	Strategist teaches tier 3 students daily		Easy-CBM  KTEA assessment materials for Dyslexia	Fall Literacy Carnival  Spring Literacy Event

<b>Nye County School District</b> <b>Snapshot of Read by Grade 3 Phase II Programs and Services (2016-2017)</b>					
<b>Personnel Costs</b>	<b>Professional Development Delivered to Strategists &amp; K-4 Teachers</b>	<b>Tiered Reading Instruction</b> (aligned to RTI framework)	<b>Intensive Intervention Programs</b>	<b>Reading Resources Purchased &amp; Utilized</b>	<b>Family Support</b>
1 – 70% Lead Learning Strategist	Learning Strategists attend 3-day introduction to NSLP, local literacy plan, and roles & responsibilities of RBG3 coaches	Adoption of Wonders program; whole group and small group best practices	Early Interventions in Reading (EIR) and Corrective Reading (CR) used for students 2 or more years below benchmark	<i>KTEA-3 Assessment</i> Materials for Dyslexia screening	Parent newsletter with reading strategies and RBG3 overview provided quarter 1
4 Learning Strategists	Learning Strategists attend ongoing training and collaboration days through the year on assessment tools, student data, literacy instruction and interventions, progress monitoring, collaborative communication, feedback, dyslexia, and assessment/ Strategies for EL	Small group intervention structures in place at sites; some use “walk to read” and share students between classes and/or grade levels	Instructional Consultation, Assessment, and Teaming (ICAT) cases to clarify concerns, target need, determine intervention, and monitor progress	<i>Literacy Coach’s Handbook</i> purchased for all strategists	Parent conferences/ meetings held to review intervention plans and gain approval
	Learning strategists attend and/or facilitate site PLCs				Some schools held parent awareness night to provide information on RBG3
	Learning Strategists offer PD, conduct observations and give feedback, coach, and model for K-4 teachers				
	Training on screening and interventions for dyslexia provided for Learning Strategists by School Psych; strategists deliver overview at sites				

<b>Oasis Academy (page 1 of 2)</b> <b>Snapshot of Read by Grade 3 Phase II Programs &amp; Services (2016-2017)</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
Stipends provided for 6 week summer school for licensed staff members.	Teach Like a Champion Techniques- Ongoing	Differentiated instruction based on students needs provided to all K-4 students via balanced literacy approach	Small group or 1:1 intervention provided to K-4 students	KTEA Assessment for Dyslexia	
Portion of the Academic Strategies Specialist salary (aka learning strategist)	Brigance Training	Small group or 1:1 intervention provided to K-4 students	Intensive tutoring provided for students struggling in reading	Brigance and NWEA Maps	<p>School Improvement Plan includes the following: Survey parents regarding desire for family informational reading nights, spring 2016</p> <p>Language arts videos for how to read with your child, posted on school YouTube Channel and linked within blog for 2017-2018</p> <p>New Parent Section on the website 2017-2018</p>

Oasis Academy (page 2 of 2) Snapshot of Read by Grade 3 Phase II Programs & Services (2016-2017)					
Personnel Costs	Professional Development Delivered to Strategists & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
					K-2 Top 5 goals for the quarter permanently on blog starting quarter 3 of 2016-2017 school year.
	NWEA MAP Training <i>(postponed to fall NWEA wants it done no sooner than a few weeks before implementation)</i>	Intensive tutoring provided for students struggling in reading	Summer school mandatory for all students below grade level in reading	Prior to grant purchased leveled literacy library	
	Learning strategist hold regularly scheduled PD, coaching and modeling	Summer school mandatory for all students below grade level in reading		<i>Purchased additional leveled readers to be used during summer school.</i>	
	Learning Strategist attended Summer Institute of Literacy & National Charter School Conference  2 Teachers completed the complete Dyslexia Institute Training and Certification				



Odyssey Charter School Snapshot of Read by Grade 3 Phase II Programs & Services (2016-2017)					
Personnel Costs	Professional Development Delivered to Strategists & K-4 Teachers	Tiered Reading Instruction (aligned to RTI framework)	Intensive Intervention Programs	Reading Resources Purchased & Utilized	Family Support
Learning Strategist	Aims Web	i-Ready	i-Ready	i-Ready training and program	P.A.T. classes (Parent As Teacher) classes
Curriculum writers	MAPS  i-Ready	Reading A to Z	Lexia and Lexia Individual Print outs	Zoo Phonics	Intervention sent home
	Writing A to Z	Raz Kids  Lexia	Intervention small groups and labs	Novels	Phone calls by RBG3 strategist to families
	RTI and Intervention strategies	Reading Plus	Teacher-generated Send Home activities and games	Targeted skill based games	i-Ready, Lexia, Reading Plus for at home
	Writing with Design	Compass	Targeted skills geared toward CORE Phonics survey	Reading A to Z	

<b>Pershing County School District</b> <b>Snapshot of Read by Grade 3 Phase II Programs &amp; Services (2016-2017)</b>					
<b>Personnel Costs</b>	<b>Professional Development Delivered to Strategists &amp; K-4 Teachers</b>	<b>Tiered Reading Instruction</b> (aligned to RTI framework)	<b>Intensive Intervention Programs</b>	<b>Reading Resources Purchased &amp; Utilized</b>	<b>Family Support</b>
Stipends provided for grant management and program management responsibilities	k-3 classroom teacher training: using student data, best practices, & methods of screening	K-3 teachers implement <i>HMH Reading Series in every classroom.</i>	Classroom teachers implement <i>Raz Kids to support struggling readers.</i>	Complete HMH Journeys reading sets for all K-3 classrooms	PCSD aligns work to NDE's six standards for Family & Community Engagement
	Learning Strategists attends monthly consortium meetings.	Small group reading groups provided in K-3 classrooms (Tier 1)	Intensive tutoring provided for students struggling in reading (Tier 2)	<i>KTEA-3 Assessment</i> Materials for Dyslexia	Three Parent Engagement Nights offered this school year.
	Learning Strategists offer PD, coaching, and modeling for K-4 teachers	Intensive tutoring provided for students struggling in reading (Tier 2)		PALS online testing resources for all k-3 struggling readers.	Established monthly family engagement activities.
	Learning Strategist attends NWEA training.	Read by Grade 3 team developed for reviewing Tier 2 learning needs and implementing Tier 3 tutoring.		Raz Kids for leveled reading for all struggling readers in K-3 classrooms	Parents are provided with early literacy instructional materials, particularly for struggling students
	Learning Strategist attend NDE dyslexia training			Student resources for Tier 2 instruction in Reading Mastery.	Monthly newsletter established for RBG3 updates and school updates.
	Learning Strategist and ELL Specialist attend WEDA training.				Parent letters/contact after all quick checks.

**Somerset Academy**  
**Snapshot of Read by Grade 3 Phase II Programs & Services (2016-2017)**

<b>Snapshot of Read by Grade 3 Programs &amp; Services</b>					
<b>Personnel Costs</b>	<b>Professional Development Delivered to Strategist &amp; K-4 Teachers</b>	<b>Tiered Reading Instruction (aligned to RTI framework)</b>	<b>Intensive Intervention Programs</b>	<b>Reading Resources Purchased &amp; Utilized</b>	<b>Family Support</b>
Stipends provided for grant management and program management responsibilities	K-4 educators provided with PD on Literacy Programs, Read By Three Legislation, & related programs	K-4 teachers implement the Pinecrest Literacy Plan in every classroom	K-4 teachers implement the Pinecrest Literacy Plan in every classroom as an intervention	Leveled literacy intervention kits per school with readers - Wonders	Pinecrest aligns work to NDE's six standards for Family & Community Engagement
	Learning Strategist offer PD, coaching, and modeling for K-4 teachers	K-4 teachers implemented Pinecrest's SABIT intervention plans in Power Hour (homogenous, small groups)	K-4 teachers implement Wonder Works intervention program	CTOPP2 assessment for Dyslexia/Processing disorder screener per school & WILSON intervention program targeting Dyslexia per school	Curriculum Nights for Parents
	Learning Strategist attended mySciLEARN training and followed up with teacher training	Additional intensive intervention pull-out minutes provided by teaching assistants	Intensive intervention pull-out minutes provided by teaching assistants	MyOn digital library	Grade-Level resources and support provided to families per teacher
	Learning Strategists, SPED, and classroom teacher attended dyslexia training	Grade levels with great need run before and/or after school programs using Fast Forward	Fast ForWord/Reading Assistant program	Reading A-Z licenses	Enhanced parent-school Communication

<b>Washoe County School District</b> <b>Snapshot of Read by Grade 3 Phase II Programs &amp; Services (2016-2017) (page 1 of 2)</b>					
<b>Personnel Costs</b>	<b>Professional Development Delivered to Strategist &amp; K-4 Teachers</b>	<b>Tiered Reading Instruction</b> (aligned to RTI framework)	<b>Intensive Intervention Programs</b>	<b>Reading Resources Purchased &amp; Utilized</b>	<b>Family Support</b>
Read By Grade Three Project Coordinator with Benefits  Substitutes: Learning Strategist Professional Learning  39 Teaching Assistances with Benefits  Substitutes: GLAD, DRA2, Phonics First, Leveled Literacy Intervention, Professional Learning  MTSS Coach with Benefits  Hourly Pay  K4 teachers for PLC work around RbG3/Literacy Instruction  Academic Parent Teacher Teams, Interpreters Hourly Pay  Academic Parent Teacher Teams, Teacher Hourly Pay	Literacy Collaborative: Principal (Administrative) Leader Training  Teal Tuesdays, Monthly Professional Learning for Learning Strategists  RBG3 Training for Educational Support Staff  GLAD Training  Phonics First Training (dyslexia intervention training)  WestED: Coaching and Technical Support for 9 Schools Using APTT  Optional 12 hours of PLC time with Learning Strategist (per K-4 teacher)	Utilization of MTSS Framework (aligned to RTI)  Differentiated Tier 1 Instruction  Targets Group Instruction (Tier 2 and 3)  Core Curriculum and Instruction Implemented in K-3 Classrooms, Utilizing State-Adopted Houghton Mifflin Materials	Leveled Literacy Intervention Kits (Tier 2)  Phonics First Intervention Kits (Tier 3)  Additional Research Based Intervention Programs and Materials Are Used as Needed and Vary By School	Leveled Literacy Intervention Kits (Fountas and Pinnell)  "Literacy Continuum" Books (Fountas and Pinnell)  "Guided Reading Second Edition" (Fountas and Pinnell)  Phonics First Kits  Leveled Readers (Rigby, RAZ, Kids, or National Geographic)  DRA2 Management System and Profession Books: "Assessment in Perspective"  Comprehensive Test of Phonological Processing  Kaufman Tests Education Achievement  Literacy Tip Sheets aimswebPLUS	Literacy Information and Resources are Provided to Struggling Students' Families  Implementation of Literacy Tip Sheets for Parents and Families  Parent University Classes  Conferences to Discuss Reading Proficiency  Parent Communication Documentation (videos and resources) in Regards to RbG3  Academic Parent Teacher Teams

## Snapshot of Read by Grade 3 Phase II Programs &amp; Services (2016-2017) (page 2 of 2)

Parent Teacher Home Visits Program, Classified Hourly	Leveled Literacy Interventions Training for 1 person at each school site (6 day)			Additional Professional Learning Books Provided by Lesley University	
Parent Teacher Home Visits Program, Hourly Pay	aimswebsPlus			"Data Driven Dialogue" by Bruce Wellman and Laura Lipton	
Educational Consultants: Phonics First, WestEd, Lesley University	Professional Learning at Each Site, Content Provided to Learning Strategists at Teal Tuesday, Then Transferred back to Each Site			"Groups at Work" by Bruce Wellman and Laura Lipton	
Interpreters Utilized	Brigance			"The Writing Strategies Book" by Jennifer Serravallo	
				"The Reading Strategies Book" by Jennifer Serravallo	
				"When Readers Struggle": Fountas and Pinnell	
				LLI Take Home Books for Students	
				Fountas and Pinnell Prompting Guides	
				Fountas and Pinnell DVD Set LLI Choice Libraries "Simplifying RTI" by Buffum, Mattos, and Webber "It's About Time" by Buffum and Mattos	

<b>White Pine County School District</b> <b>Snapshot of Read by Grade 3 Phase II Programs &amp; Services (2016-2017) (page 1 of 2)</b>					
<b>Personnel Costs</b>	<b>Professional Development Delivered to Strategists &amp; K-4 Teachers</b>	<b>Tiered Reading Instruction (aligned to RTI framework)</b>	<b>Intensive Intervention Programs</b>	<b>Reading Resources Purchased &amp; Utilized</b>	<b>Family Support</b>
Salaries for 2 full-time Learning Strategists	Literacy Strategists attended Spalding Coaching classes to become certified Spalding coaches	K-5 teachers implement <i>Spalding methodologies and Writing Road to Reading</i>	K-5 teachers implement <i>Spalding methodologies and Writing Road to Reading Program in small group and one-on-one instruction (Tiers 2 &amp; 3)</i>	DRA-2 Assessment Kits purchased for every K-5 classroom	WPCSD aligns work to NDE's six standards for Family & Community Engagement
5 part time RBG3 tutors	Learning Strategists provide K-5 educators with 6 Literacy PD days and 1 day of Dyslexia training	Small group intervention provided in K-5 classrooms (Tier 2)	Before and After school Intensive tutoring provided for students struggling in reading (Tier 2 and Tier 3)	KTEA-3 Assessment Materials for Dyslexia	3 Family Literacy nights or lunches offered at each elementary school site
Stipends for 4 literacy team members or mentors	Learning Strategists and mentors offer PD, coaching, co-teaching and modeling for K-5 teachers	Intensive tutoring provided for students struggling in reading (Tier 2 and Tier3)	Audio Enhancement is provided in classrooms (not funded through RBG3 Grant)	Spalding Teacher Guides	Establishment of community partnerships on literacy (county library, State Farm Insurance, and literacy volunteers)
1 part-time EL tutor	WPCSD educators plan to attend NDE's Summer Institute on Literacy	Barton Reading and Spelling System being utilized (not funded through RBG3 Grant)	Summer Reading Program was offered August 2016 to struggling readers and will be offered in June 2017	Materials for family literacy nights/lunches	Parents provided with early literacy instructional materials, particularly for struggling students

<b>White Pine County School District</b> <b>Snapshot of Read by Grade 3 Phase II Programs &amp; Services (2016-2017) (page 2 of 2)</b>					
<b>Personnel Costs</b>	<b>Professional Development Delivered to Strategists &amp; K-4 Teachers</b>	<b>Tiered Reading Instruction (aligned to RTI framework)</b>	<b>Intensive Intervention Programs</b>	<b>Reading Resources Purchased &amp; Utilized</b>	<b>Family Support</b>
1 part-time RBG3 tutor	1 Learning Strategist participating in online Dyslexia certification program offered by Dyslexia Training Institute in San Diego, CA	95% Intervention Program being utilized (not funded through RBG3 Grant)	Readers and Leaders Academy (Friday school) provided for struggling readers to enhance reading, writing, listening, and speaking skills	Books for Classroom Libraries	Parent conferences to provide support with Progress Monitoring Plans
	1 Learning Strategist and 1 Mentor participating in Reading Endorsement courses offered through NNRPDP & UNLV- (not funded through RBG3 Grant)	Study Island/Reading Eggs utilized K-5 (not funded through RBG3 Grant)	Progress Monitoring Plan developed and implemented for all struggling readers	Books for Readers & Leaders Summer Academy	Parent volunteers and bi-weekly contact with regards to Readers & Leaders Academy
	5 District -wide literacy practices developed and implemented in K-5 classrooms	DRA-2 Assessments and progress monitoring tools utilized to inform instruction	Dyslexia screenings and interventions		
	Multisensory Instruction of Language Arts Part 2 for 10 certified teachers				

### III. EVALUATING THE EFFECTIVENESS OF THE READ BY GRADE 3 PHASE II PROGRAM

#### Overview:

SB 391, Section 15, Number 4 includes **item f** as a required component for reporting purposes. This section of the law is defined as “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”. As stated previously, Phase II of Read by Grade 3 serves as the baseline year for systemically capturing K-3 student performance reading data. During the Phase II school year, all grant-awarded programs were required to administer an approved early reading assessment across the K-3 grade range (utilizing approved interim reading assessments as identified in the NDE 2015 policy list).

Programs were required to submit their K-3 reading data to the Nevada Department of Education at three specific benchmarks: fall, winter, and spring. For this baseline year, NDE established a key data point to track across all grant-funded programs. NDE labelled this term “the Read by Grade 3 deficiency rate”. It is defined as the percentage of students who have been identified as performing at a “deficient level” in reading. Over the course of the year NDE required all programs to capture both aggregated and disaggregated student reading data. The aggregated data identified all Kindergarten, first grade, second grade, and third grade students identified as “struggling readers” (i.e. students who are deficient in reading). Programs were also required to submit disaggregated student data across three primary subgroups: English learners, IEP students (Special Education), and students of poverty. This detailed level of data is available upon request.

At the end of the Phase II Program, all grant-awarded programs were required to submit a 3-table document titled the “End of Year Final Data Submission Tool”. The following section provides the reader with one of these tables. It captures a year-long look into the reading deficiency rate across each grade level.



## Program-Level Student Reading Data Across the Year:

The year-long change in deficiency rate is calculated by subtracting the number identified in the Spring, 2017 deficiency rate from the number identified in the Fall, 2016 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.

<b>Carson City School District READ BY GRADE 3 END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016–2017)</b>				
<b>Grade Level</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>FALL, 2016 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>WINTER, 2017 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>SPRING, 2017 DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE (Fall, 2016 – Spring, 2017) (as measured by %)</b>
<b>Kindergarten</b>	43.8%	31.3%	27.6%	16.2% decrease
<b>First Grade</b>	37.3%	30.9%	23.6%	13.7% decrease
<b>Second Grade</b>	37.1%	30.6%	26.5%	10.6% decrease
<b>Third Grade</b>	31.1%	24.9%	21.0%	10.1% decrease

**Churchill County School District  
READ BY GRADE 3  
END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016–2017)**

<b>Grade Level</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading  FALL, 2016 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading  WINTER, 2017 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading  SPRING, 2017 DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE (Fall, 2016 – Spring, 2017) (as measured by %)</b>
<b>Kindergarten</b>	72%	80%	74%	2% increase
<b>First Grade</b>	74%	74%	65%	9% decrease
<b>Second Grade</b>	73%	70%	65%	8% decrease
<b>Third Grade</b>	64%	63%	60%	4% decrease

<b>Clark County School District</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016–2017)</b>				
<b>Grade Level</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>FALL, 2016 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>WINTER, 2017 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>SPRING, 2017 DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b> <b>(Fall, 2016 – Spring, 2017)</b> <b>(as measured by %)</b>
<b>Kindergarten</b>	40%	26.5%	17.8%	22% decrease
<b>First Grade</b>	39%	39.5%	30.9%	8.1% decrease
<b>Second Grade</b>	40%	35.9%	28.1%	11.9% decrease
<b>Third Grade</b>	37%	35.5%	28.0%	9% decrease

**Doral Academy  
READ BY GRADE 3  
END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016-2017)**

**Table 3. READ BY GRADE 3  
END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016-2017)**

<b>Grade Level</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading  FALL, 2016 DEFICIENCY RATE</b>	<b>Total Percentage(%) of Students Identified as Deficient in Reading  WINTER, 2017 DEFICIENCY RATE</b>	<b>Total Percentage(%) of Students Identified as Deficient in Reading  SPRING, 2017 DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE (Fall, 2016 – Spring, 2017) (as measured by %)</b>
Kindergarten	27	8.9	2.4	-24.6
First Grade	6	17	9.2	+3.2
Second Grade	12	10.2	7.2	-4.8
Third Grade	10	17.2	8.8	-1.2

**Douglas County School District**  
**READ BY GRADE 3**  
**END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016–2017)**

<b>Grade Level</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b> <b>FALL, 2016 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b> <b>WINTER, 2017 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b> <b>SPRING, 2017 DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE (Fall, 2016 – Spring, 2017) (as measured by %)</b>
Kindergarten MAP Spr 17 Reading	33.6%	55.2%	62.0%	28.4% increase
Kindergarten K-PALS Fall 16; DRA Spr 17	20.7%	20.7%	43.9%	23.2% increase
First Grade MAP Spr 17 Reading	54.0%	58.9%	57.5%	3.5% increase
First Grade DRA Spr 17	47.3%	47.3%	46.5%	0.8% decrease
Second Grade MAP Spr 17 Reading	57.1%	53.9%	49.5%	7.6% decrease
Second Grade DRA Spr 17	38.5%	38.5%	55.1%	16.6% increase
Third Grade MAP Spr 17 Reading	44.8%	42.9%	44.0%	0.8% decrease

**Elko County School District**  
**READ BY GRADE 3**  
**END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016–2017)**

<b>Grade Level</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b> <b>FALL, 2016 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b> <b>WINTER, 2017 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b> <b>SPRING, 2017 DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE (Fall, 2016 – Spring, 2017) (as measured by %)</b>
<b>Kindergarten</b>	32%	34%	27%	5% decrease
<b>First Grade</b>	22%	24%	21%	1% decrease
<b>Second Grade</b>	24%	27%	19%	5% decrease
<b>Third Grade</b>	25%	29%	24%	1% decrease

**Esmeralda County School District**

<b>Table 3. READ BY GRADE 3 END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016-2017)</b>				
<b>Grade Level</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>FALL, 2016 DEFICIENCY RATE</b>	<b>Total Percentage(%) of Students Identified as Deficient in Reading</b>  <b>WINTER, 2017 DEFICIENCY RATE</b>	<b>Total Percentage(%) of Students Identified as Deficient in Reading</b>  <b>SPRING, 2017 DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE (Fall, 2016 - Spring, 2017) (as measured by %)</b>
Kindergarten	29%	14%	0%	29%
First Grade	50%	36%	36%	14%
Second Grade	57%	43%	43%	14%
Third Grade	50%	43%	43%	7%

**Honors Academy  
READ BY GRADE 3  
END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016–2017)**

<b>Grade Level</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading  FALL, 2016 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading  WINTER, 2017 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading  SPRING, 2017 DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE (Fall, 2016 – Spring, 2017) (as measured by %)</b>
<b>Kindergarten</b>	30%	45%	30%	0 change
<b>First Grade</b>	46%	32%	35%	11% decrease
<b>Second Grade</b>	24%	19%	30%	6% increase
<b>Third Grade</b>	33%	24%	20%	13% decrease



## Humboldt County Data

**Lander County School District  
READ BY GRADE 3  
END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016-2017)**

**Table 3. READ BY GRADE 3  
END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016-2017)**

<b>Grade Level</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading  FALL, 2016 DEFICIENCY RATE</b>	<b>Total Percentage(%) of Students Identified as Deficient in Reading  WINTER, 2017 DEFICIENCY RATE</b>	<b>Total Percentage(%) of Students Identified as Deficient in Reading  SPRING, 2017 DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE (Fall, 2016 – Spring, 2017) (as measured by %)</b>
<b>Kindergarten</b>	Did not serve	100	86%	14%
<b>First Grade</b>	100	76%	76%	24%
<b>Second Grade</b>	100	66%	76%	24%
<b>Third Grade</b>	100	85%	72%	28%

<b>Lincoln County School District</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016–2017)</b>				
<b>Grade Level</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>FALL, 2016 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>WINTER, 2017 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>SPRING, 2017 DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE (Fall, 2016 – Spring, 2017) (as measured by %)</b>
<b>Kindergarten</b>	5%	9%	4%	1% decrease
<b>First Grade</b>	15%	21%	9%	6% decrease
<b>Second Grade</b>	32%	24%	16%	16% decrease
<b>Third Grade</b>	27%	26%	13%	14% decrease

**Lyon County School District  
READ BY GRADE 3  
END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016–2017)**

<b>Grade Level</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading  FALL, 2016 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading  WINTER, 2017 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading  SPRING, 2017 DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE (Fall, 2016 – Spring, 2017) (as measured by %)</b>
<b>Kindergarten</b>	55%	63%	59%	4% decrease
<b>First Grade</b>	66%	64%	60%	6% decrease
<b>Second Grade</b>	68%	61%	63%	5% decrease
<b>Third Grade</b>	63%	56%	57%	6% decrease

**Mater Academy  
READ BY GRADE 3  
END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016–2017)**

**Table 3. READ BY GRADE 3  
END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016–2017)**

<b>Grade Level</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading  FALL, 2016 DEFICIENCY RATE</b>	<b>Total Percentage(%) of Students Identified as Deficient in Reading  WINTER, 2017 DEFICIENCY RATE</b>	<b>Total Percentage(%) of Students Identified as Deficient in Reading  SPRING, 2017 DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE (Fall, 2016 – Spring, 2017) (as measured by %)</b>
Kindergarten	25	24	11%	14%
First Grade	27	25	26%	1%
Second Grade	26	26	25%	1%
Third Grade	25	24	30%	-5%

**Mineral County School District**  
**READ BY GRADE 3**  
**END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016–2017)**

<b>Grade Level</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading  FALL, 2016 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading  WINTER, 2017 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading  SPRING, 2017 DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE (Fall, 2016 – Spring, 2017) (as measured by %)</b>
<b>Kindergarten</b>	25%	53%	55%	45% increase
<b>First Grade</b>	35%	39%	31%	4% decrease
<b>Second Grade</b>	28%	48%	32%	12.5% increase
<b>Third Grade</b>	40%	39%	39%	1% decrease

**Nevada Virtual Academy  
READ BY GRADE 3  
END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016-2017)**

<b>Table 3. READ BY GRADE 3 END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016-2017)</b>				
<b>Grade Level</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading  FALL, 2016 DEFICIENCY RATE</b>	<b>Total Percentage(%) of Students Identified as Deficient in Reading  WINTER, 2017 DEFICIENCY RATE</b>	<b>Total Percentage(%) of Students Identified as Deficient in Reading  SPRING, 2017 DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE (Fall, 2016 - Spring, 2017) (as measured by %)</b>
Kindergarten	28%	33%	37%	+9%
First Grade	37%	44%	33%	-4%
Second Grade	51%	56%	33%	-18%
Third Grade	34%	34%	35%	+1%

<b>Nye County School District</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016–2017)</b>				
<b>Grade Level</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>FALL, 2016</b> <b>DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>WINTER, 2017</b> <b>DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>SPRING, 2017</b> <b>DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b> <b>(Fall, 2016 – Spring, 2017)</b> <b>(as measured by %)</b>
<b>Kindergarten</b>	23%	28.2%	19.5%	3.5% decrease
<b>First Grade</b>	34%	32.2%	26.3%	7.7% decrease
<b>Second Grade</b>	42%	37.3%	29.7%	12.3% decrease
<b>Third Grade</b>	34%	31%	25.1%	8.8% decrease



**Oasis Charter School**  
**READ BY GRADE 3**  
**END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016–2017)**

<b>Table 3. READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016–2017)</b>				
<b>Grade Level</b>	<b>Total Percentage (%) of</b> <b>Students Identified as</b> <b>Deficient in Reading</b>  <b>FALL, 2016</b> <b>DEFICIENCY RATE</b>	<b>Total Percentage(%) of</b> <b>Students Identified as</b> <b>Deficient in Reading</b>  <b>WINTER, 2017</b> <b>DEFICIENCY RATE</b>	<b>Total Percentage(%) of</b> <b>Students Identified as</b> <b>Deficient in Reading</b>  <b>SPRING, 2017</b> <b>DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in</b> <b>READ BY GRADE 3</b> <b>DEFICIENCY RATE</b> <b>(Fall, 2016 – Spring, 2017)</b> <b>(as measured by %)</b>
<b>Kindergarten</b>	22%	22%	10%	12%
<b>First Grade</b>	15%	15%	10%	5%
<b>Second Grade</b>	2%	2%	2%	0%
<b>Third Grade</b>	12.5%	12.5%	7%	5.5%

<b>Odyssey Charter School</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016–2017)</b>				
<b>Grade Level</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>FALL, 2016 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>WINTER, 2017 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>SPRING, 2017 DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b> <b>(Fall, 2016 – Spring, 2017)</b> <b>(as measured by %)</b>
<b>Kindergarten</b>	38%	33%	32%	6% decrease
<b>First Grade</b>	32%	30%	30%	2% decrease
<b>Second Grade</b>	50%	43%	46%	4% decrease
<b>Third Grade</b>	57%	43%	44%	13% decrease

<b>Pershing County School District</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016–2017)</b>				
<b>Grade Level</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>FALL, 2016 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>WINTER, 2017 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>SPRING, 2017 DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b> <b>(Fall, 2016 – Spring, 2017) (as measured by %)</b>
<b>Kindergarten</b>	32%	14%	30%	2% decrease
<b>First Grade</b>	23%	19%	16%	7% decrease
<b>Second Grade</b>	13%	23%	10%	3% decrease
<b>Third Grade</b>	17%	26%	16%	1% decrease

**Pinecrest Academy of Nevada  
READ BY GRADE 3  
END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016-2017)**

<b>Grade Level</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading  FALL, 2016 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading  WINTER, 2017 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading  SPRING, 2017 DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE (Fall, 2016 – Spring, 2017) (as measured by %)</b>
<b>Kindergarten</b>	21.3%	4%	7.6%	13.7% decrease
<b>First Grade</b>	26.6%	12.5%	10.6%	16% decrease
<b>Second Grade</b>	16.7%	7.5%	9.7%	7% decrease
<b>Third Grade</b>	17.4%	8.4%	10.9%	6.5% decrease

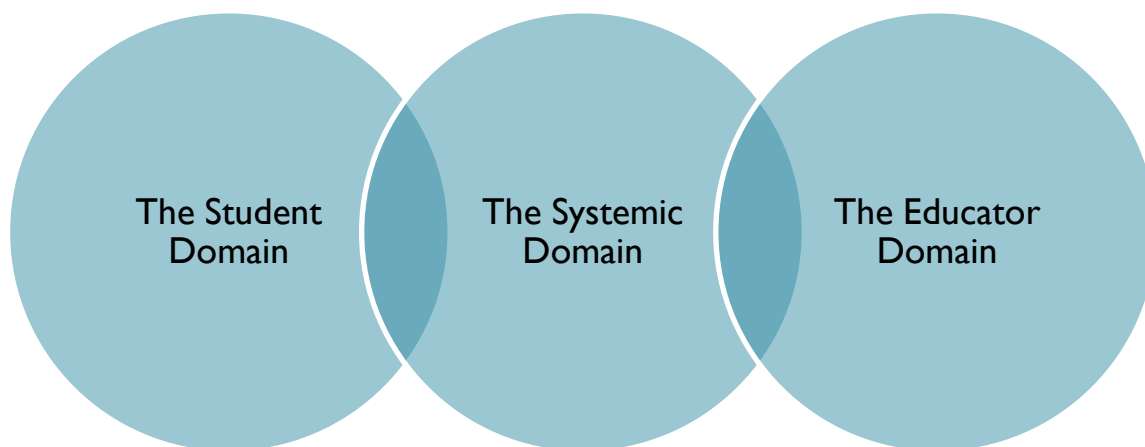
<b>Somerset Academy</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016-2017)</b>				
<b>Grade Level</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>FALL, 2016 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>WINTER, 2017 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>SPRING, 2017 DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b> <b>(Fall, 2016 – Spring, 2017)</b> <b>(as measured by %)</b>
<b>Kindergarten</b>	18%	14%	14%	4% decrease
<b>First Grade</b>	19%	14%	12%	7% decrease
<b>Second Grade</b>	13%	12%	10%	3% decrease
<b>Third Grade</b>	12%	13%	12%	0 change

<b>Washoe County School District</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016-2017)</b>				
<b>Grade Level</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>FALL, 2016 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>WINTER, 2017 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>SPRING, 2017 DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b> <b>(Fall, 2016 – Spring, 2017)</b> <b>(as measured by %)</b>
<b>Kindergarten</b>	N/A	24%	32%	N/A
<b>First Grade</b>	38%	36%	36%	2% decrease
<b>Second Grade</b>	36%	36%	34%	2% decrease
<b>Third Grade</b>	52%	54%	49%	3% decrease

<b>White Pine County School District</b> <b>READ BY GRADE 3</b> <b>END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016-2017)</b>				
<b>Grade Level</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>FALL, 2016 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>WINTER, 2017 DEFICIENCY RATE</b>	<b>Total Percentage (%) of Students Identified as Deficient in Reading</b>  <b>SPRING, 2017 DEFICIENCY RATE</b>	<b>YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE</b> <b>(Fall, 2016 – Spring, 2017)</b> <b>(as measured by %)</b>
<b>Kindergarten</b>	66%	69%	67%	1% decrease
<b>First Grade</b>	67%	60%	61%	6% decrease
<b>Second Grade</b>	72%	64%	66%	6% decrease
<b>Third Grade</b>	74%	74%	62%	12% decrease

## Phase II Levels of Impact

NDE has determined that the 2016-2017 Phase II of Nevada's Read by Grade 3 Program has impacted three primary domains across Nevada's educational landscape: the student domain, the educator domain, and the systemic domain. This determination has been made through an analysis of multiple sources of data. Throughout the course of the year NDE's Read by Grade 3 program professionals systematically gathered both quantitative and qualitative data to support this finding (these are discussed in detail in the following section). With regards to overall impact of this initiative, the graphic below depicts how it has occurred across three primary domains.



**Chart 1: Sources of Impact – Nevada's Read by Grade 3 2016-2017 Year**



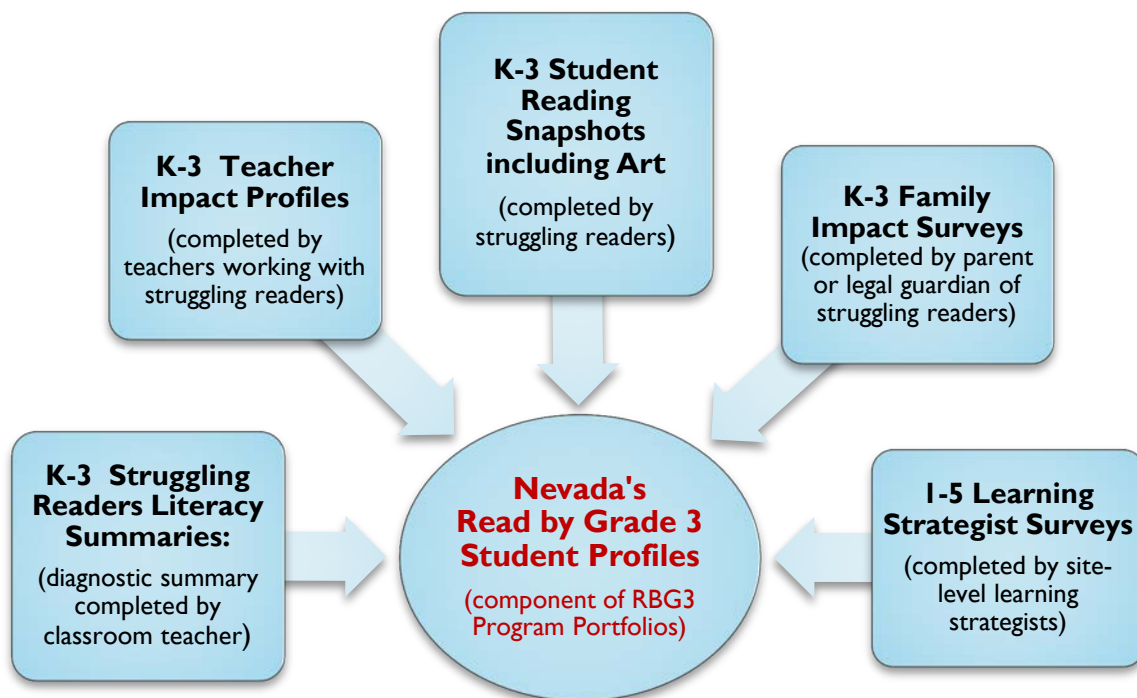
### Data-Gathering Methodologies:

The following table provides a listing of the primary data-gathering methodologies that were used to capture the impact of Nevada's Read by Grade 3 Program.

<b>Table 5 Data-Gathering Methodologies</b> <b>Nevada's Read by Grade 3 Phase II Program (2016-2017)</b>	
<b>Quantitative Measures</b>	<b>Qualitative Measures</b>
<b>K-3 Student Reading Performance Data</b> (fall, winter, spring data submissions to NDE)	<b>Program Interviews with Program Teams during Fall Introductory Team Meetings</b> (Conducted by NDE Read by Grade 3 EPPs)
<b>Baseline Scores from Nevada State Literacy Plan's Self-Assessments Tools</b> (Read by Grade 3 Program Portfolios)	<b>Programmatic Start-Up Data Files</b> (Beginning of year submissions)
<b>Annual On-Site Monitoring Reports</b> (NDE & Program Team conduct K-3 classroom walkthroughs utilizing Read by Grade 3 monitoring tool)	<b>On-Site Monitoring Reports</b> (NDE EPPs conduct site-level administrator and teacher data-team interviews utilizing Read by Grade 3 monitoring tool)
<b>Read by Grade 3 Phase II Programmatic Final Desktop Report</b> (End-of-Year Self-Reporting Tool on SB 391)	<b>Read by Grade 3 Student Profiles</b> (Capturing a year-long experience of one kindergarten, first, second, and third grade "struggling reader" in Read by Grade 3 Programmatic Portfolios)
	<b>Read by Grade 3 Learning Strategist Surveys</b> (Capturing a year-long experience of Read by Grade 3 Learning Strategists in Programmatic Portfolios)

During the Phase II component of Nevada's Read by Grade 3 Program, NDE's Read by Grade 3 Team determined that this initiative would extend the scope of its monitoring protocols beyond the aggregated gathering of data. Hence, it developed a **Read by Grade 3 Program Portfolio**. This tool was specifically designed to capture the impact that this program is having on actual struggling readers and on the adults working to

assist them. Each program was instructed to identify one kindergarten, one first grade, one second grade, and one third grade student to follow throughout the year. Documents were submitted to NDE at both the mid-term and end-of-year benchmarks. The Read by Grade 3 Program Portfolio is designed to capture this level of data through “student profiles”. The following graphic illustrates how each of these “student profiles” is established via classroom teacher surveys, parent surveys, learning strategist surveys, and student “snapshots” (surveys completed by the students themselves). The Phase II Portfolio Project effectively captured all of these critical voices. The following graphic illustrates the required elements of this unique data-gathering device.



**Chart 2: Components of Nevada’s Read by Grade 3 Program Portfolios**

**Impact on the Student Domain:**

Several layers of data substantiate the claim that Nevada's Phase II Read by Grade 3 Program has impacted the reading performance of Nevada's K-3 students. The first layer includes quantitative program-level K-3 student reading data captured through an interim assessment process. When examining the twenty-three tables of programmatic student data on pages 86-108, it becomes apparent that over 95% of the K-3 student performance growth measures demonstrate a decrease in the Read by Grade 3 "deficiency rate." These reductions range from 1% to over 22%. This means that the majority of Read by Grade 3 Phase II program interventions are demonstrating a positive impact on the reading performance of our young learners. The data indicates that this level of impact is occurring across all of these programs as well as across all K-3 grade levels. Struggling readers are being identified, offered interventions, and reaching proficiency in reading.

This baseline year of data, however, poses some issues with validity. Inferences made on statewide levels of performance pose a major problem since these programs utilized different types of assessments to capture this data. The upcoming Phase III program which requires all K-3 programs to utilize the MAP K-3 Reading assessment will ameliorate this issue. In the meantime, NDE will conduct deeper levels of data analysis in order to capture more specific findings (e.g. the impact on each of the identified sub-groups).

The second layer of data capturing the impact of Read by Grade 3 includes multiple levels of qualitative data captured through the Program Portfolio process. As Chart 2 indicates, multiple resources were used to complete the student profiles. Two of these resources included the Student "Snapshots" and the "Family Impact Surveys". A sampling of student and parent quotes is provided below in order to give the reader a sense of the intrapersonal impact of this program.

### **Capturing the Student Voices:**

**Question Posed:** “Have you grown as a reader during this school year?”

**Student Response:** “Yeeeeeeeeesssssssssss!!!”

**Question Posed:** “How have you grown as a reader during this school year?”

**Student Response:** “I didn’t read. I just looked at the pictures. Now I can read.”

**Question Posed:** “What is your next reading goal?”

**Student Response:** “All books!”

**Question Posed:** “Do you like to read out loud?”

**Student Response:** “No.”

**Question Posed:** Why?

**Student Response:** “Cuz people keep saying that I keep reading the words wrong.”

### **Capturing the Parent Voices:**

**Question Posed:** “What goals do you have for your child this year?”

**Parent Response:** That he will read . . . read . . . read!

**Question Posed:** “What type of support do you need at home?”

**Parent Response :** “I believe that throughout the year we have been given an abundance of helpful material from the educational/reading team. We could not be happier with the growth we have witnessed since working with this team.”

**Question Posed:** “What is your primary concern regarding your child’s reading?”

**Parent Response:** My concern was that he was falling behind and wouldn’t be able to catch up. He made comments like, “I’m stupid”, which, of course is not true. It was affecting his confidence.”

### Impact on the Educator Domain:

Several layers of data substantiate the claim that Nevada's Phase II Read by Grade 3 Program has impacted the role of the Read by Grade 3 educator (including the classroom teacher and the new role of the learning strategist). Quantitative data was gathered through the day-long monitoring visits conducted at each site utilizing the Read by Grade 3 monitoring tool. This data also indicates an improvement in K-3 literacy instruction as reported by learning strategists and K-3 educators. This data was gathered through "Teacher Impact Surveys" and "Learning Strategist Surveys". The following table captures a sampling of their words:

Table 6. Capturing the Educators' Voices
<b>Learning Strategist Surveys</b>
"I believe the greatest impact for our school site is being part of the gradual shift we are seeing in our school culture, in regards to data tracking for our struggling students. It's exciting to see teachers and students looking at data and setting goals to improve learning. What an empowering atmosphere!"
"The need for early literacy training has come front and center."
"Parent involvement has been impacted by Read by Grade 3. Once we have identified struggling readers, we are in contact with parents to share their child's data and our plans for intervention."
"Struggling readers are the responsibility of a team of educators rather than one classroom teacher."
<b>Teacher Impact Surveys (responding to the impact of working with this one student):</b>
"She has taught me that by upping my expectations (even with a child that really struggles), my student will progress faster and gain more confidence knowing they can do harder work."
"It has made us reflect on what we are doing for those noticed students and change our practices to make them more specific. It has also made us track our students' progress more thoroughly."
"My student has taught me that enormous obstacles can be overcome with hard work and a positive attitude. . . he came to the U.S. less than two years ago and at the time spoke no English. . . he has made phenomenal growth!"
"It is opening up channels of communication and support for families as well as building a rapport between parents and schools."
"With Read by Grade 3, we are analyzing data more frequently, have more funding for programs and staff, and have increased our communication and interactions with parents."

### Impact on the Systemic Domain:

Nevada's Read by Grade 3 Phase II program has made powerful impacts across multiple layers of education. The SB 391 requirement for all K-3 public and charter school sites to compose a research-based local literacy plan has resulted in the beginnings of a common statewide culture of literacy. As a guiding document, the Nevada State Literacy Plan has become the primary thread that connects all of these efforts. Through the Read by Grade 3 Portfolio Project, program educators were required to utilize the quantitative self-assessment tools provided in the NSLP in order to monitor their literacy progress across the five Key Essentials. This activity required local literacy teams to ensure that their local literacy plans remained viable and living documents (and not simply a plan to place upon a shelf). Educators across Nevada have acquired a common literacy vocabulary, set of protocols, and set of target behaviors based on this process. Nevada is, indeed, developing a statewide culture of early literacy due to the beginning efforts of Read by Grade 3.

## IV. Recommendations:

SB 391 includes **item g** as a required component for reporting purposes. Its wording includes, “any recommendations for legislation, including, without limitation, legislation to continue or expand programs or services that are identified as effective in improving the reading proficiency of pupils in kindergarten through grade 3”.

<b>Table 6. Read by Grade 3 Recommendations for Legislation</b> <b>Phase II (2016-2017)</b>
<ul style="list-style-type: none"> <li>To increase the funding for additional Education Program Professionals to coordinate the implementation of this critical state initiative. (The decision to fund only two individuals to coordinate the incredible scope of this project completely jeopardizes sustainable success of this program.)</li> </ul>
<ul style="list-style-type: none"> <li>To provide NDE with an appropriate administrative budget that grows in proportion to the rate of growth of this project:               <ul style="list-style-type: none"> <li>Phase I = 10 Programs with 64 schools</li> <li>Phase II = 23 Programs with 315 schools</li> </ul>               (The Read by Grade 3 budget was reduced between these two phases)             </li> </ul>
<ul style="list-style-type: none"> <li>To expand the collaborative efforts of data-based decision-making between the NDE Office of Student and School Supports and the Office of Assessment, Data Management, and Accountability in order to analyze Read by Grade 3 data.</li> </ul>
<ul style="list-style-type: none"> <li>To provide continued funding for Nevada’s Read by Grade 3 Program with competitive grant requirements that includes demonstration of impact on K-3 student performance in reading.</li> </ul>
<ul style="list-style-type: none"> <li>To extend the funding of the Read by Grade 3 competitive grants from a one-year allocation to a two-year allocation.</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 statewide communication</li> </ul>
<ul style="list-style-type: none"> <li>To support an expansion of collaborative efforts between the Read by Grade 3 Team and the NDE Office of Family and Community Engagement</li> </ul>
<ul style="list-style-type: none"> <li>To support efforts at updating NDE’s 2015 Nevada State Literacy Plan</li> </ul>
<ul style="list-style-type: none"> <li>To accompany NDE’s Read by Grade 3 Team during on-site visits to Read by Grade 3 Programs.</li> </ul>
<ul style="list-style-type: none"> <li>To support the new implementation of Nevada’s early reading assessments: The Brigance Screen III as a KEA; the MAP K-3 Reading assessment.</li> </ul>
<ul style="list-style-type: none"> <li>To include NDE programmatic staff during key committee hearing meetings regarding the progress of this program.</li> </ul>

## **V. Appendices:**

**Appendix A: Communications Milestones**

**Appendix B: Read by Grade 3 Contact Sheet**

**Appendix C: ACS State-Mandated External Evaluation  
(attached as a separate document)**

**Appendix D: Outside Evaluation: RMC Research Study  
(attached as a separate document)**



## Appendix A

Table 7. Read by Grade 3 Phase II Communication Milestones
Key Activities
<ul style="list-style-type: none"> <li>• Consultation with national organization, ExCel in Education, on the programmatic implementation of Read by Grade 3</li> </ul>
<ul style="list-style-type: none"> <li>• Development of Read by Grade 3 Communication Plan</li> </ul>
<ul style="list-style-type: none"> <li>• Update of NDE's Read by Grade 3 Website</li> </ul>
<ul style="list-style-type: none"> <li>• Expansion of Read by Grade 3 social media efforts</li> </ul>
<ul style="list-style-type: none"> <li>• Creation of Parent Flyer for Read by Grade 3</li> </ul>
<ul style="list-style-type: none"> <li>• Expansion of community-based messaging with additional Read by Grade 3 logo and tagline: <b><i>Nevada K.I.D.S. Read (Keeping Individual Dreams Strong)</i></b></li> </ul>
<ul style="list-style-type: none"> <li>• Disseminating Read by Grade 3 success stories through NDE press releases</li> </ul>
<ul style="list-style-type: none"> <li>• Expanding a community-based education effort with local non-profit entities such as the Northern Nevada United Way</li> </ul>
<ul style="list-style-type: none"> <li>• Conducting a Read by Grade 3 webinar on reading activities for the home-base in partnership with NDE's Family &amp; Community Engagement Division</li> </ul>
<ul style="list-style-type: none"> <li>• Partnering with ExCel in Education Communication Team's Kellogg Grant Activities including:               <ul style="list-style-type: none"> <li>○ Expert translation and re-design of key Read by Grade 3 documents</li> <li>○ The design and development of an animated Read by Grade 3 video aimed at educating Nevada parents (also provided in Spanish)</li> <li>○ The design and development of public information video-clip narrated by Governor Brian Sandoval (also provided in Spanish)</li> <li>○ The design and development of resource materials that coordinate with the new Read by Grade 3 animated video</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Disseminating Read by Grade 3 monthly updates to all grant-awarded programs</li> </ul>
<ul style="list-style-type: none"> <li>• Partnering with Curriculum Associates in providing Brigrance training sessions to Nevada kindergarten teachers</li> </ul>
<ul style="list-style-type: none"> <li>• Partnering with NWEA in providing MAP K-3 training sessions for K-3 educators</li> </ul>
<ul style="list-style-type: none"> <li>• Partnering with Nevada's Public Charter School Authority to inform charter school educators regarding Read by Grade 3 efforts</li> </ul>

## Appendix B

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For additional information visit:

[NDE Read by Grade 3 Website](#)

## **Appendix C**

**(Attached as a separate document)**

### **ACS State-Mandated External Evaluation**

## **Appendix D**

**(Attached as a separate document)**

**Outside Evaluation: RMC Research Study**