



November 9, 2017

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



Submitted to:

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

Submitted by:

The Nevada Department of Education
Education Program Professional
Office of Student and School Supports

**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 **Keeping Individual Dreams Strong**) 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 which substantiate the finding 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 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 Statisticks Lottery*, 2014, video).

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 addressed SB 391 legal mandates to 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 in Nevada. 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 through a Read by Grade 3 competitive grant process. Across both of these audiences, the **primary intent** of Nevada’s Read by Grade 3 Program is clear; its aim 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 (inclusive of the 2015-2016 and the 2016-2017 academic years). At the start of this program, NDE chose to identify each year of Read by Grade 3 as a “Phase”. Therefore, the first year (2015-2016) became Phase I. The second year (2016-2017) became Phase II. The transition from Phase I to Phase II of this program has been quite significant; several predominant shifts in implementation transpired.

For example, the length of implementation varied greatly between these two years. Where Phase I was implemented across a very brief one-semester time period (January, 2016 – June, 2016), Phase II made the historic shift to being implemented across an entire academic year (August, 2016-June, 2017). It is critical to note that the Phase II component of Read by Grade 3 serves as the primary baseline year for this entire project.

While both phases were marked by the use of an assortment of assessment tools (which were approved by policy in 2015), Phase II was earmarked as a planning stage for another historic shift in early literacy assessment. Phase II became the year of preparation for the statewide adoption of two primary assessment tools for Nevada’s Read by Grade 3 Program: the Brigance Early Screen III Kindergarten Entry Assessment for all Nevada kindergarten students

and the MAP K-3 Reading Assessment (for all K, 1st, 2nd, and 3rd grade students). The comprehensive statewide implementation of these two early literacy assessments is scheduled to begin during the Phase III component of Read by Grade 3 (2017-2018).

The number of schools that were impacted also varied across the first two years. 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).

The amount of funding varied greatly between these two years of Read by Grade 3. The Phase I component of Read by Grade 3 funded ten programs during the 2015-2016 academic year (8 public school districts and 2 charter schools); a total of \$4.8 million dollars was funded for Phase I. 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 funded for Phase II. The following tables provide a detailed look into the initial funding provided by Read by Grade 3 competitive grants for each of these years.

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

Table 1.	
Nevada's <i>Read by Grade 3 Initiative</i> – Phase I Funding Allocations (2015-2016)	
Awarded Applicant	Amount Funded (\$)
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
TOTAL	\$4,879,489.00

Table 2.
Nevada's Read by Grade 3 Initiative – Phase II Funding Allocations (2016-2017)

Awarded Applicant	Amount Funded (\$)
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
<i>The Rural Nevada Consortium:</i>	
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
TOTAL	\$22,250,574.00

Phase II Implementation Timeline:

The following table (Table 3) provides a summarized *Phase II Implementation Timeline* which was established by NDE's Read by Grade 3 Team. This timeline guided both the state and local level work conducted for this program. It is categorized by three areas: a. Programmatic monitoring, b. NDE's technical assistance and professional learning training webinars, and c. Other key events.

Table 3. Phase II Implementation Timeline		
Action	Responsible Organization	Date
a. Programmatic Monitoring		
Start-Up Documents are submitted to NDE	District or Charter School	August 2016
Site-level Budget Breakdowns are submitted to NDE	District or Charter School	August 2016
Programs practice with RBG3 Implementation Guide	District or Charter School	Ongoing
NDE conducts Team Visits to RBG3 Local Programs	District or Charter School	Aug./Sept. 2016
Fall Regional Technical Assistance Meeting (Northern & Southern)	NDE and District/Charter School	October 2016
1 st Quarter Financial Status Update submitted to NDE	District or Charter School	October 2016
Ongoing Collection of Evidence for Programmatic Portfolio	District or Charter School	Ongoing
Programs submit Fall Data to NDE	District or Charter School	November 2016
Programs submit Mid-Year Portfolios to NDE	District or Charter School	December 2016
NDE conducts spring On-Site Monitoring Visits	NDE and District/Charter School	Feb./March 2017
Programs submit Winter Data to NDE	District or Charter School	March 2017
Programs submit Desk-Top Final Monitoring Reports to NDE (including Spring Data)	District or Charter School	June 2017
Summer Closing Technical Assistance Meeting	NDE and District/Charters	June, 2017

Table 3. Phase II Implementation Timeline		
Action	Responsible Organization	Date
b. Monthly Technical Assistance and/or Professional Learning Webinar Schedule		
Webinar #1: Intro. Session: Read by Grade 3 Start-Up	NDE	July 26, 2016
RBG3 Training Needs Assessment Sent to Programs	NDE	Sept. 8, 2016
Webinar #2: Timeline & Training	NDE	Sept. 8, 2016
Webinar #3: Read by Grade 3 101: Understanding SB 391	NDE	Sept. 29, 2016
Webinar #4: Data-Based Decision-Making	NDE	Oct. 13, 2016
Webinar #5: Early Literacy Instruction and Intervention	NDE	Nov. 10, 2016
Lunch & Learn TA Session - Completing the Data Submission Tool	NDE	Dec. 6, 2016
Webinar #6: Providing Literacy Support for Families	NDE	Jan. 26, 2017
Webinar #7: Strategies for Training Parents about their Struggling Readers	NDE	March 2, 2017
Lunch & Learn TA Session: End of Year Protocols for "Wrapping Up" Phase II of Read by Grade 3	NDE	May 11, 2017
c. Other Critical Events		
NDE submits Phase I Preliminary Report	NDE	August 31, 2016
NDE submits Phase I Final Report	NDE	November 15, 2016
Phase I & II External Evaluation Process	Outside Contractor	July-Dec. 2016
External Evaluator's Final Report Due	Outside Contractor	December 2016
4 Webinars Provided for 2017-2018 Grant Applicants	NDE	August 2017
2017-2018 Phase III 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
Carson City School District			
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
Churchill County School District			
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
Clark County School District			
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

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
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

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
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
Doral Academy of Nevada	1734	\$81,375.00	\$46.93

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
Douglas County School District			
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
Elko County School District			
Carlin Elementary	142	\$52,211.50	\$367.69
Grammar #2 Elementary	257	\$54,704.95	\$212.86
Jackpot Elementary	44	\$48,087.84	\$1092.91
Mountain View Elementary	461	\$61,534.01	\$133.47
Northside Elementary	346	\$56,119.39	\$162.19
Sage Elementary	374	\$55,227.63	\$147.66
Spring Creek Elementary	579	\$55,522.19	\$95.90
Southside Elementary	499	\$62,834.39	\$125.92
Wells Elementary	103	\$53,853.54	\$522.85
Honors Academy of Literature	93	\$106,805.00	\$1,148.44
Humboldt County School District			
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
Lyon County School District			
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
Mater Academy of Nevada Mountain Vista	416	\$272,400	\$654.80
Nevada Virtual Academy	376	\$11,412.00	\$30.35
Oasis Academy	160	\$72,135.00	\$450.84
Odyssey Elementary School	163	\$136,943.00	\$840.14
Pinecrest Academy of Nevada	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
The Rural Nevada Consortium			
Esmeralda County School District			
Dyer Elementary	23	\$26,733.59	\$1162.33
Goldfield Elementary	15	\$17,434.92	\$1162.33
Silver Peak Elementary	1	\$11,62.34	\$1162.55
Lander County School District			
Battle Mountain Elementary School	89	\$215,901.61	\$2425.86
Lincoln County School District			
Caliente Elementary School	58	\$80,852.24	\$1394.00
Pahrnagat 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
Mineral County School District			
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
Nye County School District			
Manse Elementary School	290	\$91,609.93	\$315.90
J.G. Johnson Elementary School	299	\$94,124.93	\$314.80
Hafen Elementary School	256	\$106,056.75	\$414.29
Floyd Elementary School	302	\$40,058.22	\$132.65
Tonopah Elementary School	106	\$65,770.58	\$620.48
Round Mountain Elementary School	92	\$55,194.09	\$599.94
Pershing County School District			
Lovelock Elementary School	195	\$201,386.52	\$1,032.75
Somerset Academy			
Somerset Sky Pointe	501	\$74,610.00	\$148.92
Somerset Stephanie	400	\$74,610.00	\$386.53
Somerset Lone Mountain	400	\$74,610.00	\$386.53
Somerset North Las Vegas	492	\$74,610.00	\$151.64
Somerset Losee	491	\$74,610.00	\$151.96
Washoe County School District			
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

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
Brown	543	\$113,634.00	\$209.27
Caughlin Ranch	272	\$59,772.00	\$219.75
Coral Academy	370	\$4,404.00	\$11.90
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

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
White Pine County School District			
David E. Norman Elementary	236	\$261,111.78	\$1,106.40
McGill Elementary	76	\$83,253.03	\$1,095.44
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 identifies **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)	KTEA-3 Assessment 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 & K-4 Teachers	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	Topic #1: Nevada's Pre-K Common- Core Crosswalk Module: 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	Topic #2: Effective Implementation of the NVACS – K-4 and Anchor Standards Module: CSD Literacy Plan Overview/SLPP	myON	After School Tutoring	DRA 2+ Kit 4-8	Parent Conferences
	Topic #3: NSLP – Overview (Literacy Guiding Principles/Birth – Pre-K & Elementary Age Band Module: Senate Bill 391	Imagine Learning	Small Groups during the 110 minute reading block		Parent Informational Meetings
	Topic #4: How to effectively deliver and receive constructive feedback. Module: 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
	Topic #5: How to maintain collaborative and reflective communication. Module: Partnering with Families to Support Struggling Readers Module: 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
	Topic #6: How to be a skillful evaluator of literacy needs through the use of identified assessment tools & student data. Module: DRA Module: 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
	Topic #7: How to effectively collaborate with peers in data- based decision-making teams & overall literacy instruction. Module: Professional Learning Communities	Flying Start			
	Topic #8: How to implement current K-4 evidence-based best practices in literacy instruction. Module: Novel Units	Accelerated Reader			
	Topic #9: How to implement current K-4 evidenced- based best practices in literacy intervention Module: 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 st 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)	No resources were funded under Phase II Grant 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 st 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 st 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)	

Elko 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
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)	

Esmeralda County 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) \$705.33	Monthly Learning Strategist Professional Learning Community Meetings/PD	All students receive 90 minutes of leveled reading instruction each day utilizing the Wonders Reading Program	Below grade level students receive 20-30 minutes of reading interventions daily.	Brigance Screener	Two Parent Information Nights were held at each elementary school site.
Certified Staff Extra Hours for Professional Development and Planning \$320.98	Nevada Department of Education RBG3 Monthly Webinars	Students are assessed quarterly to determine reading mastery.	Small group interventions utilizing the NWEA MAP Learning Continuum, occurs in all classrooms with teacher and Para-professional.		Parent/Teacher conferences were held with all parents in October and RBG3 letters were presented to parents of struggling readers.
Benefits \$32.45	The District sponsored Professional Development Days on reading skills.	Based on reading mastery levels, students are regrouped quarterly to meet instructional needs.	Reading Interventions done by teacher and Para-professional at each site. Teacher work with students who are struggling readers.		RBG3 Intervention Plan conferences were held with all parents of struggling readers
	NWEA MAP and Brigance Training.	Below grade level students receive 20-30 minutes of reading interventions daily.			
		Small group interventions utilizing the NWEA MAP Learning Continuum, occurs in all classrooms with the teacher and Para-professional	.		

Honors Academy of Literature 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
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)

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
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>Tier I-</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 Materials for Dyslexia</i>	Family engagement brainstorming sessions

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

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 Strategists offer cognitive coaching, whisper coaching, and modeling for K-4 teachers.	<u>Tier II-</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>Tier II-</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>Tier III-</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)

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
	<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>

Lander 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
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			

Lyon 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
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				

Mater Academy 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
<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.				

Nevada Virtual Academy 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
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

Nye County School District Snapshot of Read by Grade 3 Phase II Programs and 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
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				

Oasis Academy (page 1 of 2)
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
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 (post-poned to fall. NWEA wants it done no sooner than a few weeks before implementation)	Intensive tutoring provided for students struggling in reading	Summer school mandatory for all students below grade level in reading	Prior to grant, Oasis purchased LLI library for Interventions	
	Learning Strategist holds regularly scheduled PD, coaching, and modeling	Summer school mandatory for all students below grade level in reading		Additional leveled readers to use for summer school program	
	Learning Strategist attended Summer Institute of Literacy and National Charter School Conference				
	2 Teachers completed the entire 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	

Pershing 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
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)	KTEA-3 Assessment 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)

Snapshot of Read by Grade 3 Programs & Services					
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 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

Washoe County School District Snapshot of Read by Grade 3 Phase II Programs & Services (2016-2017) (page 1 of 2)					
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
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 Parent Teacher	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) Leveled Literacy	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 Kaufamn Tests Education Achievement	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 & Services (2016-2017) (page 2 of 2)

Home Visits Program, Classified Hourly	Interventions Training for 1 person at each school site (6 day)			Literacy Tip Sheets	
Parent Teacher Home Visits Program, Hourly Pay	aimswebsPlus			aimswebPlus Additional Professional Learning Books Provided by Lesley University	
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			"Data Driven Dialogue" by Bruce Wellman and Laura Lipton	
Interpreters Utilized	Brigance			"Groups at Work" by Bruce Wellman and Laura Lipton	
				"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"	

White Pine County School District Snapshot of Read by Grade 3 Phase II Programs & Services (2016-2017) (page 1 of 2)					
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
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 & 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

White Pine County School District Snapshot of Read by Grade 3 Phase II Programs & Services (2016-2017) (page 2 of 2)					
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
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

The Statutory Requirement

SB 391, Section 15, Number 4 identifies **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”.

Overall Levels of Impact

NDE has determined that the 2016-2017 Phase II component 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 a very strategic analysis of multiple data sources. Chart 1 below provides a graphic illustration of these three levels of impact. Throughout the course of the year NDE’s Read by Grade 3 program professionals systematically gathered both quantitative and qualitative data that supports this overall finding.

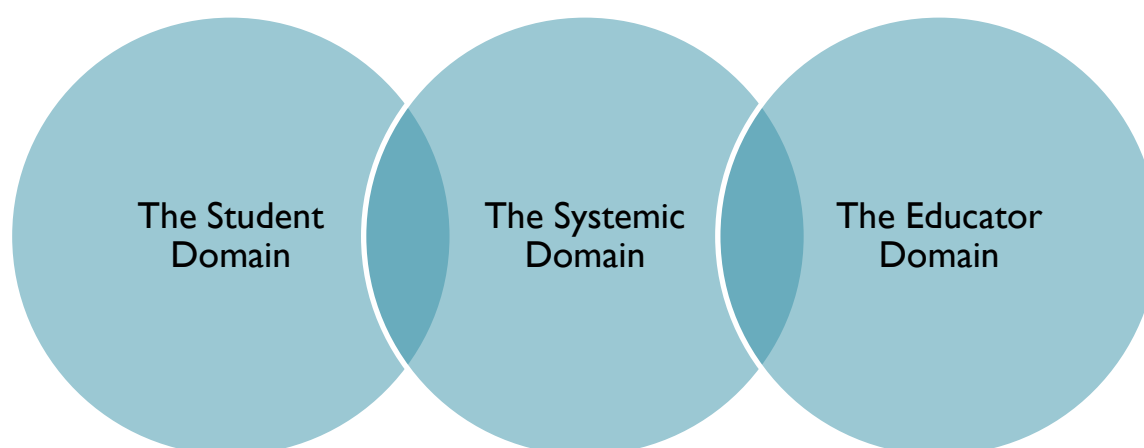


Chart 1: Sources of Impact – Nevada’s Read by Grade 3 2016-2017 Year

Data-Gathering Methodologies

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

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

Read by Grade 3's Impact on the Student Domain:

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 this school year, all grant-awarded programs were required to administer an approved reading

assessment across the K-3 grade range (as identified in the NDE 2015 policy list of approved assessments).

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 data point 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 deficiency rates. The aggregated data identified the percentage of all Kindergarten, first grade, second grade, and third grade students identified as “struggling readers” (i.e. students determined to be deficient in reading). The disaggregated data captured K-3 student reading performance across three primary subgroups: English learners, IEP students (Special Education), and students of poverty. This detailed level of data is available upon request.

The following 23 tables substantiate the claim that Nevada’s Phase II Read by Grade 3 Program has impacted the reading performance of Nevada’s K-3 students. When reviewing them, it becomes quite 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 Nevada’s struggling readers. The data also 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. They are being offered interventions that are proving to be effective. Many of them are beginning to reach a proficiency level in their reading performance through the efforts of this exciting new program.

This baseline year of data, however, also poses some issues with validity. Inferences made on statewide levels of performance pose a major problem since Phase II programs utilized different types of assessments in order to capture their data. The upcoming Phase III program (2017-2018) which requires all K-3 programs to utilize the

NWEA MAP K-3 Reading assessment will ameliorate some of these issues with validity. 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 Quantitative Student Data: Changes in the Read by Grade 3 Deficiency Rate: 2016-2017

The following tables illustrate the K-3 student reading performance data for each of the Phase II awarded programs. This data was submitted as part of the Read by Grade 3 Final Data Submission Tool at the end of the grant period in June, 2017. In order to understand how this data actually operates, it is critical to note that the year-long change in deficiency rate is calculated by subtracting the percentage of students identified as “deficient in reading” in the Spring, 2017 (the deficiency rate) from the percentage of students identified as “deficient in reading” (i.e. the deficiency rate) in the Fall, 2016. A decrease the deficiency rate at the end of the year means that the program was successful in moving students from a “deficient” level of reading to a “proficient level of reading”. A decrease in this rate is the preferred finding.

Carson City School District READ BY GRADE 3 END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016-2017)				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading FALL, 2016 DEFICIENCY RATE	Total Percentage (%) of Students Identified as Deficient in Reading WINTER, 2017 DEFICIENCY RATE	Total Percentage (%) of Students Identified as Deficient in Reading SPRING, 2017 DEFICIENCY RATE	YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE (Fall, 2016 – Spring, 2017) (as measured by %)
Kindergarten	43.8%	31.3%	27.6%	16.2% decrease
First Grade	37.3%	30.9%	23.6%	13.7% decrease
Second Grade	37.1%	30.6%	26.5%	10.6% decrease
Third Grade	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)				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading FALL, 2016 DEFICIENCY RATE	Total Percentage (%) of Students Identified as Deficient in Reading WINTER, 2017 DEFICIENCY RATE	Total Percentage (%) of Students Identified as Deficient in Reading SPRING, 2017 DEFICIENCY RATE	YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE (Fall, 2016 – Spring, 2017) (as measured by %)
Kindergarten	72%	80%	74%	2% increase
First Grade	74%	74%	65%	9% decrease
Second Grade	73%	70%	65%	8% decrease
Third Grade	64%	63%	60%	4% decrease

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

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

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

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

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

Humboldt County School District READ BY GRADE 3 END-OF-YEAR CHANGE IN DEFICIENCY RATE (2016–2017)				
Grade Level	Total Percentage (%) of Students Identified as Deficient in Reading FALL, 2016 DEFICIENCY RATE	Total Percentage (%) of Students Identified as Deficient in Reading WINTER, 2017 DEFICIENCY RATE	Total Percentage (%) of Students Identified as Deficient in Reading SPRING, 2017 DEFICIENCY RATE	YEAR-LONG CHANGE in READ BY GRADE 3 DEFICIENCY RATE (Fall, 2016 – Spring, 2017) (as measured by %)
Kindergarten	6%	6%	4%	2% decrease
First Grade	14%	13%	11%	3% decrease
Second Grade	24%	25%	17%	7% decrease
Third Grade	19%	21%	16%	3% decrease

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Read by Grade 3 Program Portfolios – Capturing the Student Impact

During the Phase II component of Nevada’s Read by Grade 3 Program, NDE’s Read by Grade 3 Team chose to extend the scope of its monitoring protocols beyond the required gathering of quantitative data. Hence, it developed a **Read by Grade 3 Program Portfolio**. This tool was designed to capture the impact that this program is having on actual struggling readers and on the adults working to assist them. All awarded Read by Grade 3 programs were instructed to identify one kindergarten, one first grade, one second grade, and one third grade student to follow at a very in-depth level throughout the school year. Documents were submitted to NDE at both the mid-term and end-of-year benchmarks. The Read by Grade 3 Program Portfolio was designed to capture a close-up interpersonal look at the human impact of this program through “student profiles”. The following graphic illustrates how each of these “student profiles” were built using 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 elements required in this anthropological data-gathering device.

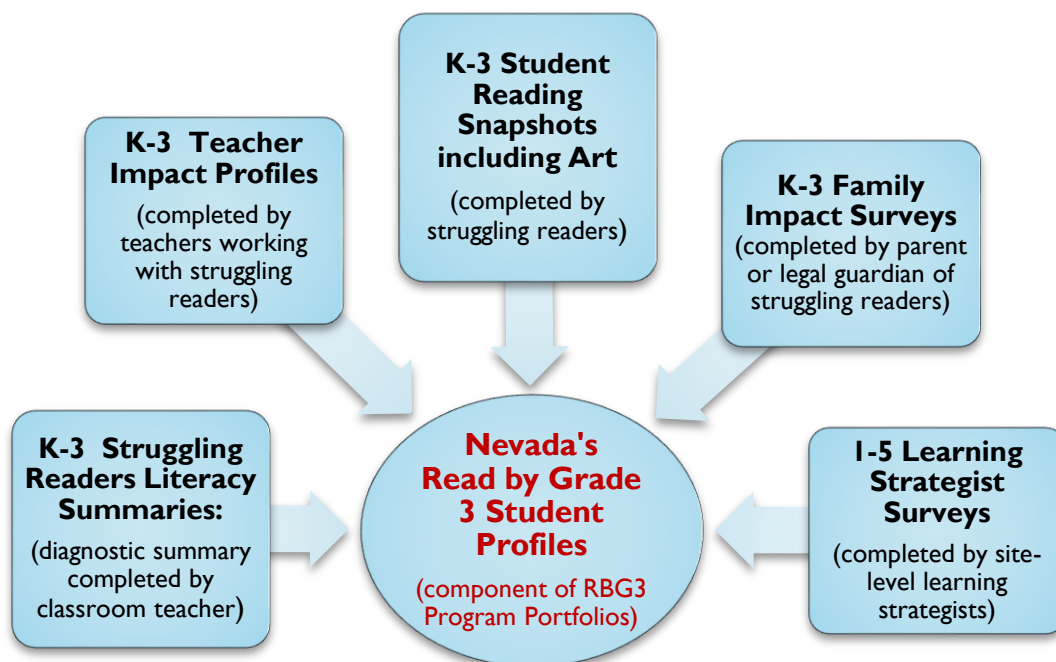


Chart 2: Components of Nevada’s Read by Grade 3 Program Portfolios

As Chart 2 indicates, multiple resources were used to complete the student profiles. Two of these resources included the “K-3 Student Snapshots” and the “Family Impact Surveys”. A brief sampling of student and parent quotes is provided below in order to give the reader a sense of some of their responses.

Capturing the Student Voices:

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

Student Response: “Yeeeeeeeeesssssssssssss!!!”

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 reading team. We could not be happier with the growth that we have witnessed in our child 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.”

Read by Grade 3 Program Portfolios – Capturing the Educator Impact

Qualitative data gathered through the Read by Grade 3 Portfolio Project also 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). This data demonstrates an improvement in K-3 literacy instruction as reported by learning strategists and K-3 educators. This set of data was gathered through “Teacher Impact Surveys” and “Learning Strategist Surveys”. The following table captures a sampling of educator voices:

Table 6. Read by Grade 3 Phase II Educator Voices
Learning Strategist Surveys:
“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.”
Teacher Impact Surveys (responding to the impact of working with one struggling student):
“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.”

Read by Grade 3 Program Portfolios: Capturing the Systemic Impact

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 its Read by Grade 3 Program.

The Read by Grade 3 External Evaluator's Report:

Per statutory mandates, NDE secured the expertise of an external evaluator to evaluate the Phase II Read by Grade 3 Program. A collaborative team comprised of ACS Ventures, UNLV's Center for Research, and the MYS Project and Brand Management Firm conducted an in-depth study of this program (as well as 6 additional grant-funded programs by NDE). Their findings have been attached to this report as Appendix C (pages 23-30 and 52-54).

An Outside Research Study:

During the spring of 2017, Nevada was invited to participate in a series of national research studies on the impact of Read by Grade 3 programs across the country. The RMC Research Corporation conducted its independent study through June of 2017. In July of 2017 it published its findings which were funded by a Kellogg Foundation grant. This in-depth look into Nevada's Read by Grade 3 Program has been attached to this report as Appendix D.

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”.

Table 6. Read by Grade 3 Recommendations for Legislation Phase II (2016-2017)
<ul style="list-style-type: none"> 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.)
<ul style="list-style-type: none"> 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"> Phase I = 10 Programs with 64 schools Phase II = 23 Programs with 315 schools (The Read by Grade 3 budget was reduced between these two phases)
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> To extend the funding of the Read by Grade 3 competitive grants from a one-year allocation to a two-year allocation.
<ul style="list-style-type: none"> To expand the funding of NDE’s Public Information Officer; the massive nature of this project has demonstrated a critical need for statewide communication
<ul style="list-style-type: none"> To support an expansion of collaborative efforts between the Read by Grade 3 Team and the NDE Office of Family and Community Engagement
<ul style="list-style-type: none"> To support efforts at updating NDE’s 2015 Nevada State Literacy Plan
<ul style="list-style-type: none"> To accompany NDE’s Read by Grade 3 Team during on-site visits to Read by Grade 3 Programs.
<ul style="list-style-type: none"> To support the new implementation of Nevada’s early reading assessments: The Brigance Screen III as a KEA; the MAP K-3 Reading assessment.
<ul style="list-style-type: none"> To include NDE programmatic staff during key committee hearing meetings regarding the progress of this program.

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

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 Independent Research: RMC Research Study