

Prepared for the Nevada Department of Education

Nevada External Outcomes Evaluation

**Zoom Schools, Victory Schools, Social Workers to Schools, Read by Grade 3,
Underperforming Schools Turnaround, Nevada Ready 21, Great Teaching and Leading
Fund**

Final Report

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Next, we would like to thank leadership, program leads, and staff from Nevada Department of Education for their assistance in providing program materials, documentation, and data to support the evaluation. We also appreciate their comments and clarifications about program characteristics that we received to better communicate the findings to policymakers.

Finally, we appreciate the efforts of district and school leadership, educators, and staff including from across Nevada that participated in the survey and interviews.

Executive Summary

The 79th session of Nevada’s Legislature resulted in continued funding to support programs designed to strengthen education in the state. These programs included Zoom Schools (SB 405), Victory Schools (SB 432), Read by Grade 3 (SB 391), Underperforming Schools Turnaround (SB 448), Social Workers in Schools (SB 515), Great Teaching and Leading Fund (SB 474), and Nevada Ready 21 (SB 515). The programs focused on the professional development of educators, factors that influence student achievement and growth, improving school safety and climate, and increased technology and resource availability in education. These programs were granted continued funding with the requirement of a second phase of external evaluation of the progress and outcomes for each program.

The second phase of the external evaluation was designed to independently collect and analyze evidence to inform policymakers of the progress of each program as a result of their continued funding. This report was designed to provide summative recommendations to the legislature regarding continued funding for each of these seven programs. In considering, the data collected was analyzed around the following evaluation questions: <insert questions here>. Therefore, the opportunity to refine goals, processes, and strategies as a result of the second phase of this evaluation has the potential to positively contribute to the long-term outcomes that these programs are intended to produce when given continued funding.

The evaluation was conducted by ACS Ventures, LLC (ACS), MYS Project and Brand Management, LLC (MYS), and the University of Nevada, Las Vegas’s Center for Research, Evaluation, and Assessment (CREA). The evaluation team relied on several sources of evidence including targeted interviews with state program leads, a survey of stakeholders, and measures of school and district demographics, school climate, and student achievement. Findings and recommendations for the programs collectively and for each program are provided in the subsequent sections.

Methodology

In the second phase of this evaluation, several approaches were utilized to collect and analyze data. A multitude of state-provided datasets enabled evaluators to assess how program goals were being met. These datasets included measures of student achievement via standardized testing, school climate and safety assessments, and school demographic information. These datasets were used by all applicable program evaluation leads to assess their individual programs.

Sources of perception evidence included interviews with program leads, and a survey of stakeholders— both designed to capture their perceptions of program implementation and activities within their school. These data were collected through interviews and a survey of stakeholders and were based on an adaption of Mehrens’ (1998) framework for evaluating the consequences or impact of an education program. The framework was based on five themes: 1) curricular and instructional adaptation, 2) educator motivation and stress, 3) student motivation and behavior, 4) changes in student achievement, and 5) public awareness of the program. Results from the multiple sources were analyzed and synthesized to form the basis for the findings and recommendations that follow.

PROGRAM FUNDING RECOMMENDATIONS

YES

Zoom Schools Program

Victory Schools Program

Read by Grade 3

**Great Teaching and
Leading Fund**

**Social Workers Grants
to Schools**

Nevada Ready 21

**Underperforming
Schools Turnaround**

Zoom Schools

We recommend continued funding for the Zoom Schools program.

In 2017, CCSD and WCSD each had ten Zoom schools that were at or below the lowest quartile. In 2018, CCSD has 3 elementary schools and 2 middle schools in the lowest quartile while WCSD has 2 elementary schools and 1 middle school in the lowest quartile. CCSD has increased the number of Zoom schools rated as 4-5 stars. Thus, we recommend that Zoom schools in the lowest quartile seek technical assistance from higher quartile schools. From the educator perspective survey, the evaluation generally observed agreement across all survey questions.

Victory Schools

We recommended continued funding for the Victory Schools program.

The recommendation for continued funding is based on several critical conclusions drawn from the evaluation of Victory Schools between 2015-16 and 2017-18.

1. There has been an increase in the achievement of students on the SBAC summative assessments in ELA and Mathematics between 2016-17 and 2017-18, with some of these increases being higher than the average overall increase across the state of Nevada.
2. The percentage of students who are proficient at Level 3 and 4 for both ELA and Math has increased between 2015-16 and 2017-18.
3. Regression discontinuity analysis indicates that Victory Schools in Clark and Washoe Counties are outperforming a comparison group of other 1- and 2-star schools with similar demographic profiles.
4. Graduation rates at the three high schools receiving Victory Schools funding have increased between 2015-16 and 2017-18, with Valley High School increasing by almost 15%. For the past two years, graduation rates at the two comprehensive high school campuses are higher than the state of Nevada graduation average.
5. Stakeholders report a positive impact of Victory Schools funding on measures of student achievement and feel that the program should be sustained to maintain school growth over time.

Read by Grade 3
We recommend continued funding for the Read by Grade 3 program.

We recommend continuation of this program for several reasons. First, when deployment of RBG3 was reviewed, the schools and districts that received funding successfully managed program implementation. Second, surveys focused on stakeholder perceptions reveal important supportive feedback on program goals. Third, when looking at measures of student achievement, the evaluation also demonstrated some initial results that support the effectiveness of the program. In sum, the program has demonstrated positive impact on student achievement, specifically, identifying struggling students, providing interventions, and improving student literacy.

Social Workers in Schools
We recommend continued funding for the Social Workers in Schools program.

The logic model of the SWxS program suggests that through placing social workers/mental health professionals in schools to implement multi-tiered interventions aimed at improving school safety and climate, the program will influence student, educator, and family outcomes. Short term outcomes include changing school climate and immediate health and safety related behaviors, which in turn, should have an impact on longer-term social-emotional and academic outcomes for students, teacher effectiveness, and family engagement.

Nevada Ready 21
We recommend continued funding for the Nevada Ready 21 program.

Despite the limited observable impact on the student achievement based on current measures, we encourage Nevada to think about how the state can support schools who are transitioning out of the NR21 program to continue this type of integration and how other schools (including those high schools aligned to the NR21 middle schools) could also work towards integration of these resources. The funding for this type of endeavor is quite extensive but a change in this direction does represent a fundamental shift to align students' learning environment with many aspects of the real world.

Great Teaching and Leading Fund
We recommend continued funding for the Great Teaching and Leading Fund program.

We recommend continuation of funding for this program because implementation has improved from the initial launch and been successful based on the intent to provide professional development opportunities for educators across the state and the program has been meeting the goals of the program with respect to teachers and administrators with an extension to secondary and post-secondary students as part of building an educator pipeline.

Underperforming Turnaround
We recommend continued funding for the Underperforming Schools Turnaround program.

The school-specific nature of the program means that global conclusions about methods or approaches to reform are not as meaningful. We also recommend that the program continue to seek opportunities to monitor school level implementation of the improvement efforts. Because each school will have its own plan for improvement, it will be important to ensure that the plan aligns with the schools needs.

Next Steps

Similar to the initial evaluation of these programs, we acknowledge that the evaluation design had limitations including:

- *Access*: Evidence collection and analyses were limited to documentation and data available through the state, districts, schools, and related documents; and
- *Availability of student achievement and behavior data*: Although most programs had statewide data, some programs are implemented more at the district or school level which makes data analysis and interpretation more contextual.

Our evaluation focused on the outcomes of the programs as determined by the logic models designed for each one. In some cases, these data were based on relatively shorter-term data recognizing the more longitudinal expectations for the program that will become more evident over a longer period of time.

Although some indicators are unique to the respective program, some of the indicators that apply across multiple programs include:

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

Indicators that are common across programs are useful for considering the relative effectiveness of different programs for meeting state objectives. The indicator evaluation activities suggested other possible common outcomes that spanned a range of programs, including school climate.

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

The programs in this evaluation represent continuing investment in important educational needs of students in Nevada. The emphasis among these programs on literacy, socioemotional support, and opportunities for innovation suggest reasonable investments in that can positively impact Nevada's education system and economic opportunities.

Next, as evidenced by the observations of the evaluation team and consistent input from stakeholders, there is a need for additional integration of the program characteristics into the academic culture of schools in Nevada. There has been good progress to date and we anticipate that these trends will continue with continued support.

Finally, the emphasis on accountability of public funds is encouraging as evidence of good stewardship. This is commendable and is a positive statement for the leadership and implementation of these programs in the Department of Education.

Chapter 1: The Context for the Evaluation

Policy Context

The 79th session of Nevada’s Legislature resulted in continued funding and resources for several programs designed to strengthen education in the state. These programs included Zoom Schools (SB 405), Victory Schools (SB 432), Read by Grade 3 (SB 391), Underperforming Schools Turnaround (SB 448), Social Workers in Schools (SB 515), Great Teaching and Leading Fund (SB 474), and Nevada Ready 21 (SB 515). These programs were granted continued funding with the requirement of continuing the initial external evaluation of outcomes.

Phase two of the evaluation was designed to collect and analyze evidence that will help policymakers to determine if the programs are meeting their goals and require ongoing support. This report was designed to provide summative recommendations to the legislature regarding continued funding for each of these seven programs. In addition, we provided formative recommendations where we observed opportunities for improvement. These formative aspects include opportunities to refine goals, processes, or strategies and have the potential to positively contribute to the long-term outcomes that these programs are intended to produce.

This evaluation was designed to collect and analyze evidence that can inform policymakers in determining the level of ongoing support for each of these programs.

The evaluation was conducted by a collaboration among ACS Ventures, LLC (ACS), MYS Project Management (MYS), and the University of Nevada, Las Vegas’s Center for Research, Evaluation, and Assessment (CREA). The evaluation team relied on several sources of evidence including targeted interviews with program leads, a survey of stakeholders, and state provided outcomes data, where appropriate. Findings and recommendations for the programs collectively and for each program are provided in the subsequent sections.

Indicators for several of these programs are similar, and, therefore provided similar outcome indicators. These include, for example, student achievement and student behavior. Student achievement can be interpreted across academic disciplines (e.g., English language arts, mathematics, science), in addition to the respective specific achievement indicators for each program. Furthermore, professional development opportunities and increased access to educator resources is a common theme across programs and can be analyzed as a whole, in addition to individual programs. The intersection of these indicators for these programs allowed us to interpret evidence across programs and then for individual programs in the evaluation.

The second phase evaluation targeted educators, including teachers, administrators, and support staff. Educators were able to comment on student and public perceptions of programs, but

additional information from these stakeholders would be beneficial for continued evaluation of these programs in the future.

With these outcomes and target stakeholders taken into consideration, the second phase of the external evaluation was conducted to assess the impact of funding on program success and goals. In continuation of the first phase of the evaluation, we maintained suggested framework adapted from Mehrens (1998) for evaluating consequences or impact of an education program. The framework was based on five themes: 1) curricular and instructional adaptation, 2) educator motivation and stress, 3) student motivation and behavior, 4) changes in student achievement, and 5) public awareness of the program. Results from the multiple data sources were analyzed and synthesized to form the basis for the findings and recommendations that follow.

Chapter 2: Methodology

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

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

Sources of Evidence

Scope and Levels of Analyses

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

Secondary Data

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

Interviews

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

Survey of Stakeholders

A 25-item questionnaire was designed to gather perceptions about implementation from survey stakeholders across the state (i.e., teachers, support staff, administrators, other school-based

personnel). Of the 25-item questionnaire, 20 Likert-style items assessed the level of educator agreement with statements about the program's implementation and impact within their school. In addition, five open-ended questions were included, and respondents were encouraged to elaborate on their responses in the context of specific framework-driven questions, providing a rich capture of program perceptions could be drawn upon for the evaluation.

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

Chapter 3: Analysis and Findings

In this chapter we discuss the analysis and findings for each of the programs in the evaluation. The findings are based on a synthesis of information from the sources of evidence that were prioritized for each program and described earlier.

Zoom Schools

Descriptive Statistics of the Zoom Schools Program

For 2017-18, the Zoom Schools program expanded across 17 districts and the State Public Charter School Authority and concentrated first on Clark County School District (CCSD) and then Washoe County School District (WCSD). CCSD served 11,296 English Learners (ELs) with an average amount of 305 ELs per school (Ranging between 146 and 485 ELs; Global Community High School and Tom Williams Elementary School). The average funding amount per school was \$1,022,203 and ranging between \$409,577 (Global Community High School) and \$2,354,838 (Robison Middle School). Of the 37 Zoom Schools in CCSD, 30 were elementary schools, 6 middle schools, and 1 was a high school. The SB 390/Zoom allocation to CCSD was \$38,741,220.

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

Linguistic and Academic Gains

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

below are presented so that Zoom Schools can learn from the success of others and adopt successful practices.

Zoom Elementary Schools

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

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

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

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

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

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

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

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

The largest linguistic growth among the Washoe County School District (WCSD) occurred at Lemelson STEM ES (30.75 from a 2017-18 difference of ACCESS percentile AGP). Lemelson STEM also moved from a 1-star rating to a 3-star rating for 2018 with a NSPF index of 62.5, which is an indication of academic growth. Such dramatic change is noteworthy in identifying what works

for increasing the linguistic and academic achievement for English learners, especially since Lemelson STEM's inception of 2013 indicates longer exposure of being a Zoom school is tied to linguistic and academic growth over time. Next, Smithridge ES and Risley ES demonstrated linguistic growth (20.29 and 19.11 2017-18 ACCESS gain) while maintaining their 2017 star rating for 2018 (2-star and 3-star) with a 2018 NSPF index of 46.5 and 56. Allen ES and Duncan ES had the least linguistic growth with a 2017-18 ACCESS gain of -4.12 and -3.48; their 2018 NSPF index were 43 and 17. Among ES in Washoe, Lemelson STEM and Risley should be used as a reference in determining what works for English learners (i.e., See Table 2A-B).

Zoom Middle Schools

Although CCSD middle schools retained their 2-star rating, there were positive gains in linguistic growth. For example, Fremont middle school (MS) had the largest gain with 30.8 when comparing 2017-18 ACCESS percentile AGP. Next was Robison MS with 20.8 gain followed by Brinley MS (17.2) and Cannon MS (9.2). On the lower spectrum, was Von Tobel MS (-0.8) and Orr MS (-2.1), which also dropped from a 2-star rating to 1-star. Model Zoom schools at the middle school level, which can help inform lower performing schools are **Fremont, Robison, and Brinley**.

Among WCSD Zoom middle schools, Sparks MS had the largest gain between 2017-18 ACCESS percentile AGP (35.95). Spark MS also maintained its 2-star rating with a 2018 NSPF total index score of 37. With a higher NSPF index (44.5), Dilworth MS also displayed linguistic growth with a difference of 29.94 for ACCESS gain. Dilworth and Sparks MS can serve as a reference for helping Traner MS, which increased from its 1-star rating to a 2-star rating with a NSPF index of 27 and linguistic gain of 17.07.

Zoom High Schools

The high school with the longest exposure as a Zoom school (2015 inception) is Global Community High School (HS). There was a linguistic growth from 2017 ACCESS percentile AGP (5.3) to 2018 ACCESS percentile AGP (17.65), which led to a growth of 12.4. Few high schools are Zoom schools.

Educator Perspective of Zoom School Program

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

In observing student performance on statewide and local assessments, educators agreed that **Zoom fostered a positive effect on student academic performance**, helped educators feel motivated by testing, and improved students' skills. As for the impact on educator motivation and stress level, educators agreed that it was positive. The awareness of parents and community members of the

Zoom program and related changes to school practices was informed by the educators, which educators agreed an awareness was taking place. Table 3 illustrates the 2018 educator survey, which corresponds with 2016 findings when educators were first surveyed.

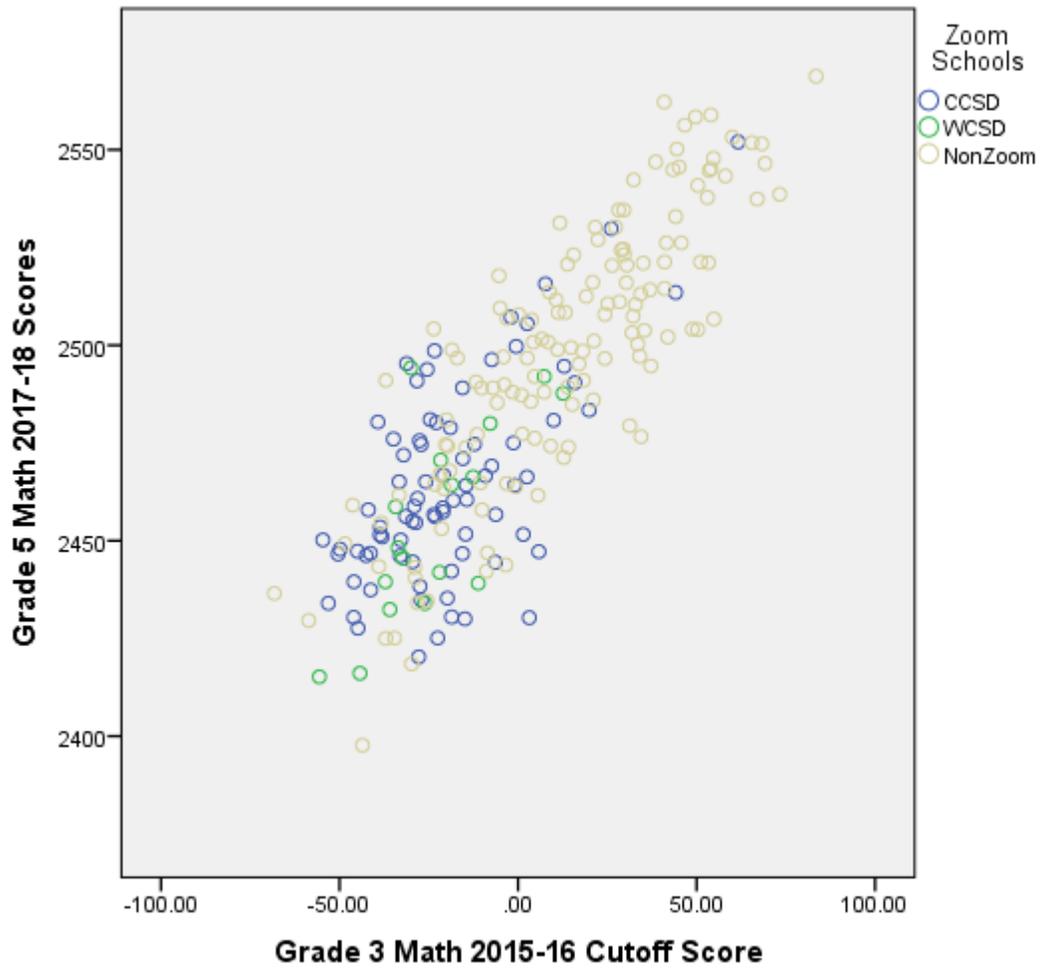
Comparing Schools

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

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

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

Figure 1. SBAC Mathematics Scores, 2015-16 to 2017-18 Comparison



Supplemental – Tables & Figures

Table 1. CCSD Zoom Elementary Linguistic and Academic Growth Indicator

Year	Year Inception	ES Name	2017 Star Rating	Trending	2018 Star Rating	2018 NSPF Index Score	2017 ACCESS %tile AGP	2018 ACCESS %tile AGP	Diff.
2018	2013	Herron	5	↔	*5	85.0	55.6%	73.1%	17.5
2018	2014	Diaz	4	↔	*4	71.0	45.4%	66.3%	20.9
2018	2013	Tate	2	↑	3	62.5	37.0%	64.1%	27.1
2018	2015	Rowe	4	↔	*4	79.5	55.0%	60.6%	5.6
2018	2013	Williams Tom	2	↑	3	66.5	54.8%	58.6%	3.8
2018	2015	Squires	2	↑	3	50.5	33.3%	58.0%	24.7
2018	2016	Crestwood	3	↑	*4	71.5	53.0%	57.2%	4.2
2018	2017	Cortez	3	↓	2	30.0	54.8%	57.2%	2.4
2018	2013	Martinez	3	↔	3	65.0	59.6%	57.1%	-2.5
2018	2015	Dailey	3	↔	3	52.5	59.4%	57.0%	-2.4
2018	2015	Pittman	2	↑	3	52.5	34.5%	56.2%	21.7
2018	2016	McWilliams	2	↔	2	34.0	39.6%	55.5%	15.9
2018	2015	Twin Lakes	2	↔	2	42.5	49.6%	53.3%	3.7
2018	2016	Beckley	2	↔	2	32.0	46.3%	52.8%	6.5
2018	2013	Lunt	3	↓	2	35.5	51.1%	52.8%	1.7
2018	2013	Petersen	2	↓	1	23.0	36.4%	52.1%	15.7
2018	2015	Stanford	2	↔	2	31.0	41.5%	51.4%	9.9
2018	2013	Craig ES	3	↓	2	29.5	47.6%	48.6%	1.0
2018	2016	Park ES	2	↔	2	33.5	43.0%	48.5%	5.5
2018	2013	Detwiler	1	↑	2	39.0	27.6%	49.4%	21.8
2018	2013	Warren	2	↔	2	35.0	38.0%	47.2%	9.2
2018	2015	Hewetson	2	↔	2	39.5	44.7%	47.2%	2.5
2018	2013	Cambeiro	1	↑	3	57.5	42.3%	45.3%	3.0
2018	2014	Earl Ira	2	↔	2	42.0	37.3%	45.6%	8.3
2018	2015	Lynch	1	↔	1	22.0	29.0%	45.0%	16.0
2018	2015	Ward Gene	1	↑	2	27.5	33.3%	44.5%	11.2
2018	2015	Edwards	2	↑	3	53.5	41.7%	42.6%	.9
2018	2013	Paradise	3	↓	2	33.5	50.0%	43.2%	-6.8
2018	2016	Thomas	2	↔	2	33.0	31.5%	39.1%	7.6
2018	2017	Ronzone	1	↑	2	32.5	38.2%	39.4%	1.2
2018	2015	Moore	1	↔	1	15.5	44.0%	36.8%	-7.2

Source. Nevada Department of Education and reproduced from Sophia Masewicz. ES = Elementary school, AGP=Adequate growth percentile, Diff.=Difference between 2017 and 2018 ACCESS %tile AGP.

Table 2. CCSD Zoom Middle School Linguistic and Academic Growth Indicator

Year	Year Inception	MS Name	2017 Star Rating	Trending	2018 Star Rating	NSPF Index Score	2017 ACCESS %tile AGP	2018 ACCESS %tile AGP	Diff.
2018	2015	Robison MS	2	↔	2	38.0	23.6	44.37	20.8
2018	2016	Fremont MS	2	↔	2	46.0	11.0	41.75	30.8
2018	2016	Cannon MS	2	↔	2	48.5	26.0	35.24	9.2
2018	2016	Brinley MS	1	↔	1	27.5	15.6	32.76	17.2
2018	2017	Von Tobel MS	2	↓	1	18.5	23.3	22.51	-0.8
2018	2015	Orr MS	2	↓	1	21.0	22.6	20.5	-2.1

Source. Nevada Department of Education and reproduced from Sophia Masewicz. MS = Middle school, AGP=Adequate growth percentile, Diff.=Difference between 2017 and 2018 ACCESS %tile AGP.

Table 3. CCSD Zoom High School Linguistic and Academic Growth Indicator

Year	Year Inception	HS Name	2017 Star Rating	Trending	2018 Star Rating	NSPF Index Score	2017 ACCESS %tile AGP	2018 ACCESS %tile AGP	Diff.
2018	2015	Global Community	NA		1	15.5	5.30	17.65	12.4

Source. Nevada Department of Education and reproduced from Sophia Masewicz. HS = High school, AGP=Adequate growth percentile, Diff.=Difference between 2017 and 2018 ACCESS %tile AGP.

Table 4. WCSO Zoom Elementary Linguistic and Academic Growth Indicator

Year	Year Inception	ES Name	2017 Star Rating	Trending	2018 Star Rating	2018 NSPF Index Score	2017 ACCESS %tile AGP	2018 ACCESS %tile AGP	Diff.
2018	2016	Smithridge	2 Star	↔	2 Star	46.5	41.81	62.10	20.29
2018	2015	Lincoln Park	2 Star	↔	2 Star	32.5	52.00	60.44	8.44
2018	2016	Palmer	2 Star	↔	2 Star	31	47.42	57.89	10.47
2018	2015	Mitchell	2 Star	↔	2 Star	37.5	49.21	58.70	9.49
2018	2016	Greenbrae	2 Star	↔	2 Star	44	47.62	56.52	8.9
2016	2016	Maxwell	2 Star	↑	3 Star	66.5	26.30	56.10	29.8
2018	2013	Lemelson STEM	1 Star	↑	3 Star	62.5	25.00	55.75	30.75
2018	2016	Risley	3 Star	↔	3 Star	56	36.15	55.26	19.11
2018	2016	Bennett	3 Star	↓	2 Star	47.5	37.35	52.50	15.15
2018	2013	Corbett	2 Star	↔	2 Star	48	36.53	51.61	15.08
2018	2015	Allen	2 Star	↔	2 Star	43	55.92	51.80	-4.12
2018	2013	Loder	1 Star	↔	1 Star	20	36.51	47.66	11.15
2018	2015	Smith Kate	2 Star	↔	2 Star	38.5	35.00	46.67	11.67
2018	2014	Sun Valley	2 Star	↔	2 Star	45.5	32.80	46.90	14.1
2018	2013	Anderson	3 Star	↓	1 Star	21.5	40.31	46.70	6.39
2018	2014	Cannan	2 Star	↓	1 Star	17	30.00	45.39	15.39
2018	2013	Duncan	1 Star	↔	1 Star	17	46.43	42.95	-3.48
2018	2013	Mathews	1 Star	↔	1 Star	22.5	41.26	40.69	-0.57
2018	2013	Veterans Mem	1 Star	↑	2 Star	31.5	26.36	39.69	13.33
2018	2015	Mariposa Acad	1 Star	↑	2 Star	31	34.18	35.37	1.19

Source. Nevada Department of Education and reproduced from Sophia Masewicz. ES = Elementary school, AGP=Adequate growth percentile, Diff.=Difference between 2017 and 2018 ACCESS %tile AGP.

Table 5. WCSO Zoom Middle School Linguistic and Academic Growth Indicator

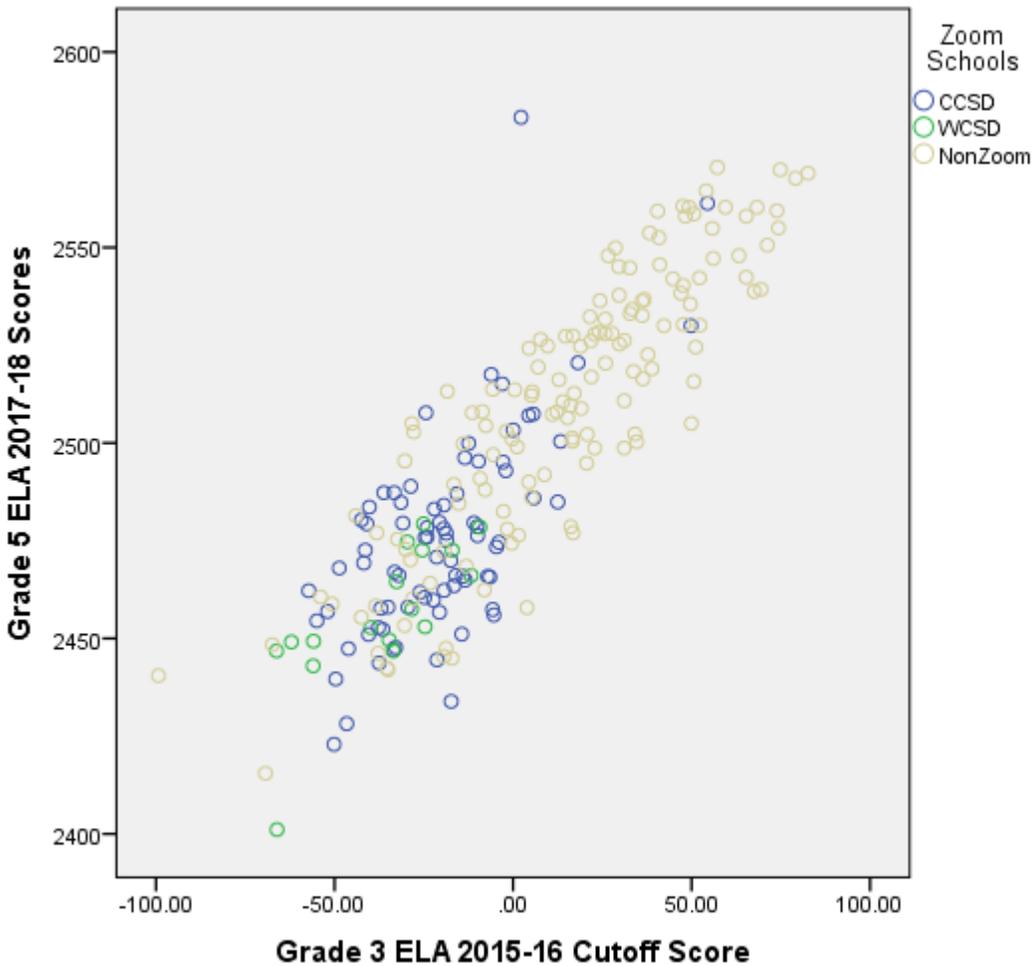
Year	Year Inception	MS Name	2017 Star Rating	Trending	2018 Star Rating	2018 NSPF Index Score	2017 ACCESS %tile AGP	2018 ACCESS %tile AGP	Diff.
2018	2016	Sparks	2 Star	↔	2 Star	37	20.6	56.55	35.95
2018	2016	Dilworth	2 Star	↔	2 Star	44.5	18.9	48.84	29.94
2018	2015	Traner	1 Star	↓	2 Star	27	17.8	34.87	17.07

Source. Nevada Department of Education and reproduced from Sophia Masewicz. MS = Middle school, AGP=Adequate growth percentile, Diff.=Difference between 2017 and 2018 ACCESS %tile AGP.

Table 6. 2018 Survey of Zoom Program Educators

Educator Question Stems	Agree* % (No.)	Strongly Agree % (No.)
Provides valuable professional development (PD)	52.7% (355)	20.9% (141)
Changes in instruction from PD	59.5% (367)	20.9% (129)
PD has improved my practice	61.8% (378)	19.6% (120)
The program is beneficial to students	57.1% (351)	33.7% (207)
Improved student learning strategies	62.8% (363)	24.9% (144)
Positive effect on school environment	59.2% (344)	25.6% (149)
Students show better learning behaviors	56.5% (327)	21.6% (125)
Students are motivated	56.8% (329)	18.0% (104)
Student classwork as improved	59.7% (341)	19.6% (112)
There is time to implement Zoom	56.0% (317)	12.4% (70)
Freedom to implement Zoom	61.3% (345)	15.1% (85)
Resources to implement Zoom	61.2% (345)	17.2% (97)
Student performance on statewide assessments motivates me	56.0% (317)	20.7% (117)
Positive impact on my motivation and stress level	50.8% (290)	13.5% (77)
School support to implement Zoom	61.1% (349)	18.7% (107)
Positive effect on student academic performance by statewide assessments	63.6% (357)	13.2% (74)
Positive effect on student academic performance by classroom work and local assessments	66.1% (377)	16.1% (92)
Students' skills have improved	66.4% (376)	18.0% (102)
Parents and community members are aware of Zoom	61.5% (358)	17.9% (104)
Parents and community members are aware of changes to school practices related to Zoom	58.5% (337)	13.0% (75)
<i>Note. 4-point Scale: (1) Strongly agree, (2) Agree, (3) Disagree, (4) Strongly disagree; %=percentage, No.=Number of participants</i>		

Figure 2. SBAC ELA Scores, 2015-16 to 2017-18 Comparison



Victory Schools

The focus of the Victory Schools initiative is to provide academic, social-emotional, and well-being supports to students attending low-performing, high-poverty schools in the state of Nevada. To qualify, schools need to have high percentages of students qualifying for Free and Reduced Lunch and have a star rating of 1- or 2-stars on the state’s accountability system. The Nevada Department of Education identified three primary goals for Victory Schools: (1) students read at or above third grade level by the end of third grade, (2) students are ready for a rigorous high school curriculum, and (3) students graduate high school with the skills they need to be college- and career-ready.

Each school identified as a Victory School is required to complete a comprehensive needs assessment to identify critical variables to be addressed through their Victory Schools plans. At least 51% of funding must be spent on strategies in one or more of the following areas:

- A prekindergarten program free of charge
- A summer academy

- Additional instruction or learning opportunities
- Professional development for teachers
- Incentives for hiring and retaining teachers
- Employment of paraprofessionals to provide services
- Reading skills centers
- Integrated student supports

The remaining 49% of funding can be spent on: evidence-based social, psychological, or health care services; programs to engage parents and families; programs to improve climate and culture; and funding to support elementary and middle school teachers in professional development aligned to high school expectations. Programs and interventions chosen must meet the federal Every Student Succeeds Act (ESSA) requirements for being evidentiary based.

The Victory Schools initiative was implemented in the 2015-16 academic year. This evaluation is focused on data aligned to the NDE’s three main goals of the Victory Schools program, including a:

- Summary of Victory School performance on statewide assessment metrics,
- Regression discontinuity analysis over time comparing Victory Schools performance to similar schools not receiving funding, and
- Summary of survey results from key stakeholders regarding perceived impact of Victory Schools programming.

Student Achievement Data on Statewide Assessment Metrics

Table 7 below displays changes in achievement as measured by the Smarter Balanced Assessment Consortium (SBAC) summative assessments for students in grades 3-8 between 2016-17 and 2017-18. Table 8 displays changes in the percentage of students scoring at a level 3 or 4 of proficiency on the SBAC assessments between 2015-16 and 2017-18. These data relate to the NDE’s goals related to third grade literacy and preparedness for a rigorous college- and career-readiness curriculum in high school. Related to third grade literacy, students at Victory Schools showed a **7-point increase** on the SBAC between 2016-17 and 2017-18, which is **equal to the average change** over time for students in the state of Nevada. Students in third grade at Victory Schools also showed an almost **25% increase** in the number of students displaying ELA proficiency at Levels 3 or 4 between 2015-16 and 2016-17; this is **slightly below the state of Nevada’s average** across the same time period.

For grade-level mastery of rigorous grade-level curricula, students at Victory Schools displayed growth in four out of six assessed grade levels in ELA (i.e., 3rd, 4th, 5th, 8th) and four out of six assessed grade levels in math (i.e., 3rd, 4th, 7th, 8th) between the 2016-2017 and 2017-2018 academic year. Three of these grades for ELA showed growth rates higher than the state of Nevada average for ELA; three of these grades for math showed the same or higher rates of growth when compared to the state of Nevada.

Table 7. Changes in SBAC Achievement between 2016-17 and 2017-18

	English Language Arts 2016-2017		English Language Arts 2017-2018		
	Mean Score	Standard Deviation	Mean Score	Standard Deviation	Change
State of Nevada					
3rd Grade	2412	76.8	2419	74.5	+7
4th Grade	2455	78.9	2466	76.8	+11
5th Grade	2493	81.5	2497	79.4	+4
6th Grade	2508	79.0	2517	76.1	+9
7th Grade	2526	83.5	2541	83.5	+15
8th Grade	2541	86.8	2552	83.7	+11
Victory Schools					
3rd Grade	2382	72.7	2389	73.3	+7
4th Grade	2420	76.8	2433	74.1	+13
5th Grade	2461	79.8	2462	76.5	+1
6th Grade	2461	65.1	2451	70.1	-10
7th Grade	2491	83.9	2484	76.7	-7
8th Grade	2481	92.5	2504	81.9	+23

	Math 2016-2017		Math 2017-2018		
	Mean Score	Standard Deviation	Mean Score	Standard Deviation	Change
State of Nevada					
3rd Grade	2421	73.3	2426	71.3	+5
4th Grade	2459	72.0	2464	71.3	+5
5th Grade	2483	98.9	2489	78.2	+6
6th Grade	2496	85.3	2506	83.7	+10
7th Grade	2495	88.3	2512	91.4	+17
8th Grade	2498	84.5	2519	95.7	+21
Victory Schools					
3rd Grade	2393	70.8	2402	71.9	+9
4th Grade	2428	69.4	2433	67.3	+5
5th Grade	2452	75.7	2451	73.4	-1
6th Grade	2451	77.1	2444	84.2	-7
7th Grade	2461	93.7	2473	79.9	+12
8th Grade	2451	95.4	2476	94.5	+25

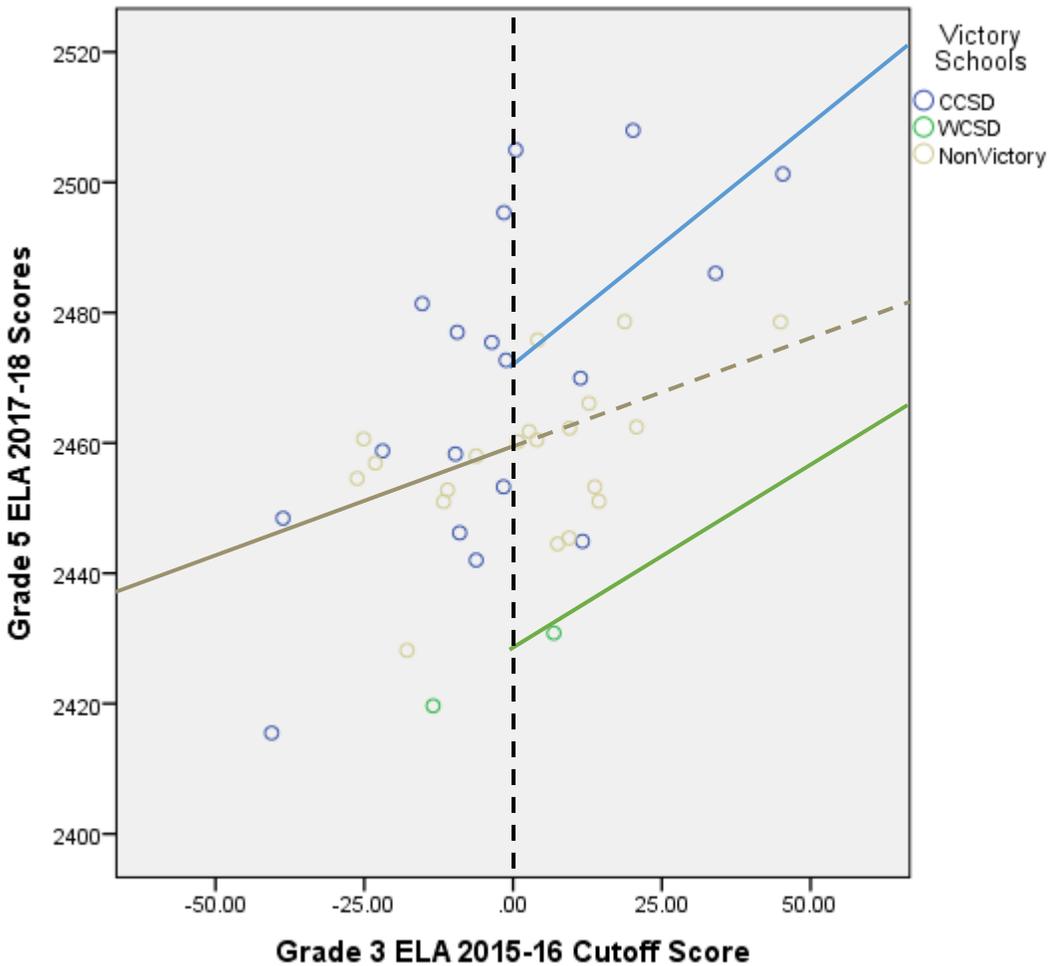
Table 8. Percentage of Students Performing at Level 3 or 4 of Proficiency on SBAC between 2015-16 and 2017-18

	2015-2016 SBAC Data		2017-2018 SBAC Data		Change Over Time for ELA	Change Over Time for Math
	Percent Scoring at Level 3 or 4 on SBAC ELA	Percent Scoring at Level 3 or 4 on SBAC Math	Percent Scoring at Level 3 or 4 on SBAC ELA	Percent Scoring at Level 3 or 4 on SBAC Math		
State of Nevada						
3 rd Grade	33.6%	32.91%	63%	47%	+29.4%	+14.9%
4 th Grade	34.1%	27.8%	66%	41%	+31.95%	+13.2%
5 th Grade	35.8%	22.8%	66%	35%	+30.20%	+12.2%
6 th Grade	16.5%	12.6%	60%	34%	+43.50%	+21.4%
7 th Grade	13.4%	9.02%	63%	32%	+49.6%	+23.0%
8 th Grade	13.9%	6.16%	60%	27%	+46.1%	+20.8%
Victory Schools						
3 rd Grade	22.1%	24.7%	47%	33.87%	+24.9%	+9.2%
4 th Grade	26.0%	21.4%	51%	24.78%	+25.0%	+3.4%
5 th Grade	26.2%	13.5%	47%	40.40%	+20.8%	+26.9%
6 th Grade	5.5%	3.8%	28%	11.20%	+22.5%	+7.4%
7 th Grade	3.0%	1.8%	32%	12.85%	+29.0%	+11.1%
8 th Grade	4.0%	1.3%	42%	12.49%	+38.0%	+11.2%

To determine the impact of the Victory Schools initiative over time when compared to similar profile schools not receiving Victory Schools supports, a regression discontinuity design was used. This approach compares the rate of change between two different groups. Comparison schools were chosen by identifying other 1- and 2-star schools in the state of Nevada that were not receiving Victory Schools supports. It should be noted that while every attempt was made to select schools similar in demographic profile to Victory Schools, there is no information available related to the program being implemented on comparison school campuses. Further, schools with the most severe need would be included in the Victory program, so there may be differences in student need not captured in the sampling strategy. *Because additional information is not available regarding the different types of programming and interventions happening on all school campuses, conclusions about the relative impact of programming should be viewed with caution.*

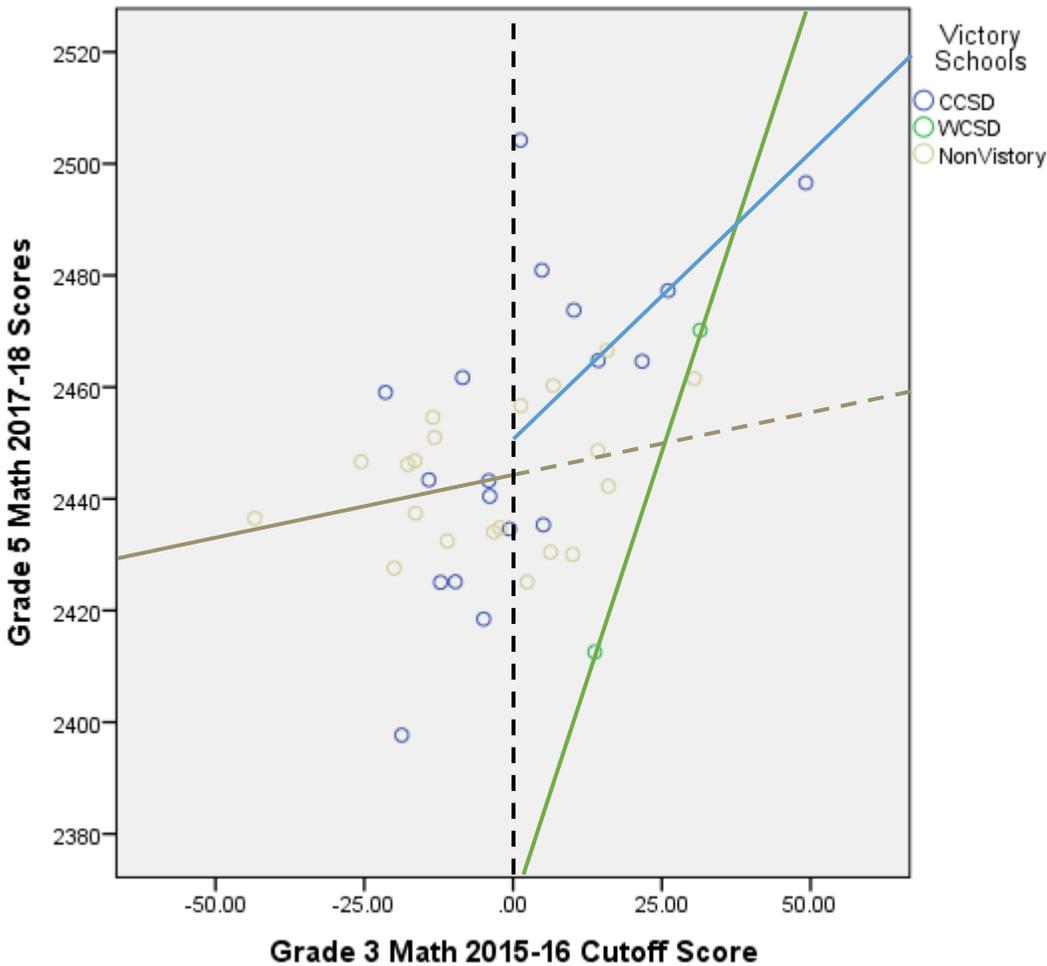
Additionally, the number of schools being supported through the Victory Schools initiative in the Achievement School District, Elko County, Humboldt County, and Nye County is too small to engage a regression discontinuity analysis. The number of schools being supported in Washoe County is high enough to conduct an analysis but should be interpreted with caution. Only Clark County had enough schools in the comparison to draw statistical inference. However, these **analyses indicate that for both ELA and mathematics, Victory Schools are outperforming other 1- and 2-star schools not identified as Victory.** These observations suggest that Victory Schools programming may be having a positive impact on the growth and achievement of students.

Figure 3. SBAC ELA Scores, 2015-16 to 2017-18 Comparison



Comparing schools through a regression discontinuity design where differences in the slopes of the regression lines are evaluated for different groups, Victory schools displayed a greater rate of increase in ELA achievement compared to non-Victory schools. Figure 3 illustrates the third grade 2015-16 ELA scores used as a baseline measure and compared longitudinally to fifth grade 2017-18 ELA scores. In Figure 3, Clark County School District (CCSD) Victory schools have a positive effect from the intervention and display an increased rate of ELA achievement compared to non-Victory schools (i.e., the solid and dashed line). The Washoe County School District (WCSD) ELA achievement rate has a greater rate compared to non-Victory schools and comparable to CCSD’s ELA achievement rate. However, the WCSD ELA achievement rate still needs further evaluation because the WCSD sample of Victory schools is small (i.e., consider the number of WCSD school in Figure 3). Thus, ELA achievement is observable for CCSD Victory schools and more sampling or time is needed in observing the impact of Victory on WCSD ELA achievement.

Figure 4. SBAC Mathematics Scores, 2015-16 to 2017-18 Comparison



Assessing the longitudinal achievement gains in mathematics starting with third grade 2015-16, the CCSD Victory schools displayed a positive math achievement rate compared to non-Victory schools in fifth grade 2017-18. The math achievement scores for WCSD are above the cutoff point, indicating above average performance in mathematics. The sample is too small to determine the most likely rate of math achievement but there is an indication that the performance is better than the non-Victory schools (i.e., the upward trend). The WCSD performance rate is displayed to provide some insight into WCSD Victory school progress, but with the caveat that more sampling is needed to get a better estimate of math achievement among WCSD Victory schools. **Generally, Victory schools are illustrating positive gains over the non-Victory schools.**

Graduation Rates for Victory Schools High Schools

Three high schools are funded through the Victory Schools initiative. To determine progress related to the third goal of Victory Schools, which is focused on students graduating college- and career-ready, trends in graduation rates over time were analyzed on the three high school campuses. However, it should be noted that Desert Rose High School is an adult-education high school

located in the Clark County School District. In particular, the students served and programming delivered are very different from a comprehensive high school. Therefore, data trends over time should be considered through that context.

Overall, all three high schools supported through Victory Schools displayed graduation rate increases between 2015-16 and 2016-17, with graduation rates at Valley High School improving faster than graduation rates across the state of Nevada during the same time period. It should also be noted that graduation rates at Hug High School and Valley High School in 2017-18 were both higher than the state average.

Table 9. Graduation Rates for Victory Schools High Schools Compared to State of Nevada

	2015-2016 Graduation Rate	2016-2017 Graduation Rate	2017-2018 Graduation Rate	Change Over Time
Desert Rose HS	16.88%	14.11%	22.19%	+5.31%
Hug HS	73.41%	73.61%	81.4%	+8%
Valley HS	68.9%	72.76%	83.33%	+14.43%
State of Nevada	67.0%	73.55%	80.85%	+13.85%

Perception of Stakeholders Regarding Victory Schools Programming

A total of 244 stakeholders associated with Victory Schools completed Phase 2 of the quantitative survey that assessed opinions about the implementation of NDE initiatives. Participants in the Phase 2 survey represented a variety of stakeholder groups on Victory School campuses (i.e., Teacher $n = 150$; Support staff $n = 39$; Administrator $n = 16$; Other $n = 39$). The majority of respondents worked at the elementary level ($n = 149$), which is reflective of the schools funded by the initiative. A total of 147 respondents indicated that they received other funding from the Nevada Department of Education, with the majority indicating the receipt of funding from the Read by Grade 3 ($n = 98$) or Social Workers Grants to Schools ($n = 26$) programs. However, all respondents indicated that their primary affiliation was with Victory Schools; it is important to note that a variety of initiatives are being implemented on school campuses. Stakeholders were asked a series of questions about their perceptions of the programs implemented on their school campuses. Each statement was rated on a scale of 1 to 4, with a 1 indicating strong agreement and a 4 indicating strong disagreement.

The percentage of respondents who either strongly agreed or agreed for each question of the survey are presented in Table 10. Overall, respondents had a positive opinion about the impact of the Victory Schools initiative on their school campus, with 80% of the respondents indicating that they felt Victory Schools was beneficial for students on their campus. Respondents tended to more strongly agree with statements that asked their perceptions of global learning outcomes and practices on the Victory Schools campuses. The percentage of respondents who strongly agreed or agreed was smaller when asked about specific impacts Victory Schools had on student outcomes and teacher work on the school campuses, although more than 50% of the respondents still strongly agreed or agreed with these statements.

Table 10. Stakeholder Perceptions of Victory Schools

Question	% Strongly Agree	% Agree	Total % Strongly Agree or Agree
Changes in Curriculum and Instruction			
In general, this program provides valuable professional growth opportunities.	28.3%	49.6%	77.9%
As a result of the professional development opportunities, changes in classroom instruction have occurred.	24.6%	50.4%	75%
The practices I learned during professional development activities has improved my classroom practice.	24.2%	49.2%	73.4%
The implementation of the program in the school has been beneficial to students.	32.4%	48.4%	80.8%
Student Motivation and Behavior			
The program implementation has resulted in students improving their learning strategies.	22.1%	50.8%	72.9%
The program has had a positive effect on the school environment.	25.8%	45.9%	71.7%
Students are demonstrating better learning behaviors at school as a result of this program.	19.7%	46.3%	66.0%
Students seem more motivated during classroom activities since the implementation of this program.	18.4%	44.3%	62.7%
Student classwork has improved as a result of this program.	18.4%	48.4%	66.8%
Educator Motivation and Stress			
I have the time to implement the program.	11.1%	48.4%	59.5%
I have the freedom to implement the program.	14.8%	51.2%	66.0%
I have the resources to implement the program.	18.9%	45.1%	64.0%
Student performance on statewide assessments impacts my motivation.	17.2%	46.3%	63.5%
Implementation of the program has impacted my motivation and stress level.	15.2%	38.9%	54.1%
The school is providing the necessary support for me to implement the program effectively.	17.6%	49.2%	66.8%
Changes in Student Achievement			
The program has had a positive effect on student academic performance in my school as measured by statewide assessments.	13.1%	49.2%	62.3%

The program has had a positive effect on student academic performance in my school as measured by classroom work and local assessments.	16.4%	50.0%	66.4%
I believe my students' skills have improved as a result of this program.	17.2%	48.4%	65.6%
Public Perceptions of Student Achievement			
Parents and/or community members are aware of this program in our school.	10.7%	50.0%	60.7%
Parents and/or community members are aware of changes to school practices related to the program.	10.2%	47.5%	57.7%

Qualitative questions asked respondents to give feedback on specific changes that have been made to practice based on Victory Schools funds, challenges implementing the program, specific examples in changes to student performance, and any additional information related to the impact of Victory Schools on school campuses. Brief summaries and specific examples of these qualitative responses are provided below.

Specific changes made to practice. The majority of the responses focused on specific programs or interventions that have been adopted due to Victory Schools funds (i.e., Tier I curriculum, technology updates to classrooms, attendance at conferences, implementation of small group interventions). The majority of these comments were positive. A few of these are included here:

- “I am so grateful for the extra support in mental health due to Victory support in funding.”
- “The Victory program enables this school to provide support staff that helps both individual students and small groups of students in and out of the classroom. This allows me to teach at a pace that challenges my other students and meet with more students during small group and guided reading.”
- “As a result of Victory funds, we have been able to hire additional faculty and staff, provide extra professional development, and instructional items and school supplies have been purchased. All of these additional resources have directly impacted student achievement and has provided an equitable learning environment.”
- “Victory funding has allowed [our school] to thrive as one of the top schools for teaching students in poverty. The system we have created allows teachers a support system and allows our school to hire master teachers who can support classroom instruction from the student and teacher level.”

One common thread that was noted throughout qualitative responses to this question was that stakeholders did not always know what professional development or programs were purchased through Victory funding, so they were unable to say exactly what practices had changed as a result of this funding. Additionally, a few respondents indicated that there were many programs being

implemented on their school campus, so it was difficult to determine which programs related specifically to Victory.

Challenges implementing the program. There were four main challenges identified in the qualitative responses:

1. The timing of the release of money to schools so that they could plan appropriately,
2. The time it takes to professionally develop teachers and ensure that they are integrating targeted skills into their classroom environments,
3. The alignment of school needs and the programming being purchased by Victory (e.g., behavioral and social-emotional supports and academic instruction, percentage of money spent on certain things), and
4. The ability to sustain successful programs after reaching three-star status/losing Victory funds. However, it should be noted that many of the respondents to this question indicating that they did not see challenges with Victory and reiterated that they felt Victory was positive. Some sample responses included:
 - “The biggest challenge is not receiving funding until November. Almost an entire semester is over before we can access funds. It is difficult to implement programs, training, etc. halfway through the school year.”
 - “The monies that will assist us in making the school grow will be taken away as soon as we make the 3-star status. The programs and ideas in place will be gone. I will not be able to sustain our growth or status when the money is taken away.”
 - “Finding the time to integrate techniques while maintaining instruction and not wasting time.”
 - “If funding lacks, sustainability would be a challenge.”
 - “I have lost count of how many new programs I have learned this year and am expected to do them to perfection with hardly any time to do them well.”

Specific examples of changes to student performance. Several specific examples were given related to improved student performance, with the vast majority of responses indicating that they felt student performance has improved as a result of Victory Schools funding (a finding that is supported by the improvement in the quantitative score related to this question). A few individuals did indicate that there are still many issues related to poverty faced by students on their campuses, but overall respondents felt that students improved their scores due to Victory.

- “Students have shown more confidence and have increased participation in class.”
- “Student scores have gone up on formative classroom assessments.”
- “[We had an improved graduation rate last year]. This can be directly attributed to all of the supports we were able to offer students and PD we can make available to teachers because of Victory funding.”
- “Students are more aware of where they are and where they need to go. As staff look more closely at data and are more aware themselves, the students’ awareness and desire to improve has increased.”

Additional information. Overall, these additional responses demonstrate the positive impact of Victory Schools funding on achievement and student social-emotional variables related to learning at school:

- “The Victory grant has provided us with some financial freedom to invest in things that we know will help our students compete with peers in more affluent neighborhoods.”
- “Human Capital has made a tremendous impact on student achievement. It is essential that schools that are demonstrating progress should have a sustainability plan and/or continue to receive additional funds. The resources, if removed, will only regress the schools’ progress.”
- “I have learned so much from this program and from my peers. This has led to the growth of my personal knowledge and confidence in my skills and abilities to properly and effectively educate our students and families.”

Read by Grade Three

Program Overview

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

Previous Recommendations

The initial evaluation provided a number of recommendations for improvements to the RBG3 program (Buckendahl et al, 2016). Recommendations focused on the procedures followed when implementing the program, the curriculum introduced through the program, the assessments adopted as part of the program, and practices that could be adopted to help maintain the health of the program. The recommendations were:

- *Implementation* – Because the learning strategist is a new position for schools, the initial program evaluation recommended continually monitoring the role of the learning strategist to help ensure that the role adds value for schools as they implement the Read by Grade 3 program.
- *Reading Instruction* – Reading instruction can be enhanced by making comprehension strategies an explicit part of instruction. Comprehension is an integral part of the Nevada

curriculum adopted for grades 3 to 8. As such, the initial evaluation recommended adopting strategies as part of the Read by Grade 3 program.

- *Assessments* – The initial evaluation recommended continued review of the assessments adopted as part of the program. Starting in the 2017-18 academic year, the NWEA Measures of Academic Progress (MAP) assessment program has been adopted by all schools in the program. However, given that the MAP may overlap with the SBAC assessments given at the end of grade 3, there may be unnecessary overlap in the assessments being used.
- *Practices* – The evaluation noted the similarity of the Read by Grade 3 program with programs being introduced in states such as Florida, Mississippi, and Indiana. The evaluation recommended continuous monitoring of these programs to help determine if any experiences in those states could provide direct experience to Nevada as they consider any changes to the program.

It is important to highlight that the implementation of this program is still new having only been in place for two complete years. This includes six months of implementation for Phase I and Phase III.

Additional methodology

In addition to reviewing the survey results and SBAC data, additional information for the evaluation of the Read by Grade 3 program was gathered from the program’s evaluator to discuss the most recent implementation efforts, findings from their own evaluation work, and their opinions and perspectives. This was accompanied by review of reports prepared by the program leaders and their evaluator of information they had collected.

Beyond the review, the evaluation also included a review of assessment results from the NWEA MAP assessment program. For a number of critical reasons, the use of the NWEA MAP assessment as part of the evaluation was critical for a thorough evaluation of the Read by Grade 3 program. First, the Read by Grade 3 program was designed as an intervention focused on grades K to grade 3. The SBAC assessment is first administered in grade 3 so additional information was needed for the earlier grades. Second, The NWEA MAP assessment has a more direct focus on reading than the SBAC English assessment, which means the NWEA MAP assessment can provide a more appropriate measure of the Read by Grade 3 program.

Program Implementation

The Read by Grade 3 program was introduced in three phases, starting with Phase 1 in the 2015-16 academic year. The Phase 1 component was introduced at 64 schools, spread across 8 school districts and 2 charter schools. In Phase 2, introduced in 2016-17, the number of schools increased dramatically, with 315 schools receiving funding, spreading across 15 school districts and 8 charter schools. Phase 3, for 2017-18, also included over 300 schools in the state of Nevada.

When developing a comprehensive evaluation of the program, it is essential that the scope and timing of legislation implementation is considered when evaluating expected outcomes. As with other programs, the key outcome indicator for the program is student achievement; specifically, that students can read proficiently by the end of grade 3. However, there are additional elements of

the legislation that are expected in all Nevada schools that have K-3 classrooms. For example, the following foundational characteristics of the program were included as an expectation within the legislation:

- Development of a local literacy plan:
 - Each school district and governing body of charter schools were responsible for creating a local literacy plan submitted to Nevada Department of Education (NDE) program staff for review and feedback
- Designation of a K-3 learning strategist:
 - Principals of each public elementary school were responsible for designating a licensed teacher employed by the school for the purposes of training and assisting educators in providing instruction to students who have been identified as deficient in reading.

Because there are multiple indicators of success of the Read by Grade 3 program, this evaluation will include multiple measures to obtain a more comprehensive picture of the program. In the evaluation of Read by Grade 3, there are three critical outcome measures that are used to track the effectiveness of the program.

The evaluation uses 1) baseline or foundational measures on how the program has been implemented at schools, 2) stakeholder perceptions about the program, and 3) measures of student achievement. For the first aspect, the evaluation uses information collected directly from program leaders and from reports from the schools and districts. The second measure primarily uses surveys of individuals at the schools and districts that have received funding from the Read by Grade 3 grant program. The measures of student achievement will come directly from scores of statewide assessments administered to all students in the state of Nevada. In the section *Indicators of Success* below, each of these measures are discussed in greater detail, along with the advantages and disadvantages of using each within the evaluation.

Evaluation Discussion

Indicators of Success: Baseline, Stakeholder and Student Achievement

To evaluate the impact of a program, multiple sources of evidence including baseline measures, stakeholders' perception, and student achievement will be used in the evaluation. Each aspect is discussed below.

In most evaluations, baseline measures can provide a valuable aspect of the overall evaluation. Baseline data collected as the program is implemented can be used to help evaluate the initial implementation of the program as well as provide data for the continuous monitoring of progress as the program is implemented. Because the RBG3 program was implemented for many schools in 2015-16, data from that year would generally be considered as a baseline target for the program. However, while 2015-16 does represent the first year of the program, it was only implemented with a limited number of schools where as Phase II and III were implemented with significantly more schools. As such, the baseline measure for the state would not be considered to be consistent across all schools. Instead, for this evaluation, the baseline measure is focused on the fidelity of the

implementation of the program with schools and districts that receive grant funding. This information was collected from the program leaders and from reports produced by the program.

For stakeholder perception, data was collected through surveys sent out to participants in the Read by Grade 3 program. Surveys were sent for the initial evaluation of the program in 2016-17, and the survey was updated and sent out again during the 2017-18 school year. In both cases, the surveys were answered by more than 1,000 participants in the program, which allows for a comprehensive evaluation of how participants feel about the program.

For student achievement data, two measures were used in the evaluation: the SBAC test scores for students in grade 3, and the NWEA MAP assessment administered to students in kindergarten through grade 3 throughout the school year. While both measures provide important information, both also have limitations that should be considered as the results of the evaluation are reviewed.

For the SBAC English assessment, the assessment includes both Reading and Writing, so the measure itself is not a completely appropriate measure for the Read by Grade 3 Reading program. In addition, the SBAC English test is only administered to students in grade 3 and does not provide any information for students at lower grades. Using SBAC assessments, the percentage of students that are considered Proficient (Levels 3 or 4) in ELA can be identified in each school and compared across schools that have and have not participated in the Read by Grade 3 program.

The second measure of student achievement is the NWEA MAP assessment. This assessment is administered three times a year, in the fall, winter, and spring of each year and is administered to students in grades Kindergarten through Grade 3. Using the NWEA MAP assessment, the evaluation reviews the percentage of students determined to be deficient in reading. The evaluation then compares the percentage of students identified as struggling readers in the fall to the percentage of students identified as struggling readers in the spring. *In this comparison, a decrease in the percentage of students identified as struggling readers would be considered a positive result.* One caveat to this analysis plan should be noted here: When students first enter kindergarten, they complete the Brigance screening assessment rather than the NWEA Map Assessment.

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

Evaluation Results

As noted earlier, two components of the program that apply to all schools in Nevada is the expectation of the development of a local literacy plan and then the school-level designation of a learning strategist. In both instances, evidence of implementation meets the intent of the legislation.

Schools designated local learning strategists and submitted their literacy plans as required. Specifically, almost all local literacy plans (98%) were received by May 2016 with review and feedback regarding the extent to which these plans aligned with the Nevada State Literacy Plan provided by NDE program staff (Nevada Department of Education, 2016). The implementation of these components are the first steps in providing evidence of the program's capacity for success.

Stakeholder perceptions about program implementation

In order to evaluate stakeholders' perceptions of the Read by Grade 3 program, data was gathered from interviews, focus groups, and survey responses. An initial survey was conducted at the conclusion of Phase II. The initial survey was completed by 1,405 educators in Nevada who worked with the program. The survey was followed up during the 2017-18 academic year and was completed by 1,833 educators working directly with the Read by Grade 3 program. These participants included classroom teachers, learning strategists, and school administrators. The key themes covered within both phases of the survey were: 1) curricular and instructional adaptation, 2) educator motivation and stress, 3) student motivation and behavior, 4) changes in student achievement, and 5) public awareness of student achievement.

Curricular and instructional adaptation questions focused on changes in curriculum, instruction, and assessment practices since the implementation of the RBG3 program. These changes included time management, classroom assessment, and barriers found when implementing the program. For questions in the 2017-18 survey that measured perceptions about changes to curriculum and instruction, 66% of respondents agreed or strongly agreed that the program provided valuable professional development opportunities. Respondents also agree that changes occurred in the classroom as a result of these professional development opportunities (71%) and that these changes have improved their classroom practice (68%). In addition, 71% of respondents believed that the implementation of the program has been beneficial to students. In general, these percentages are similar to the percentages observed in the 2015-16 academic year

Educators were also asked to describe some of the changes that occurred in their classroom or school as a result of the program. Some of the examples provided included additional intervention resources (e.g., curriculum or instructional materials, staffing), greater focus on small group activities and formative assessment, and the addition of more documentation for these activities. An additional open-ended question focused on challenges that respondents experienced in implementing the program. For this question, responses consistently referenced the need for more time and staffing support, and professional development. The note regarding the challenge of staffing and professional development is interesting because a fairly large percentage of respondents indicated that the professional development was a valuable aspect of the program. However, even with the strong support, some participants still felt that enhancements to the professional development could be useful.

Key findings for this theme were:

- Schools that received grants appreciated that it supported hiring additional staff or bringing in new or better instructional resources.

- Stakeholders generally believe that the program has led to additional professional development and changes in the classroom. However, some respondents raised concerns about the time needed to implement the program along with sufficient staffing and professional development to support the initiative.

Questions about **educator motivation and stress** included discussions of professional development opportunities, expectations and concerns regarding students' performance and assessments, and the support provided by schools to assist educators. For survey questions related to this theme, educators provide feedback that could highlight their struggles to fulfill all of the requirements of the program. Approximately 47% of respondents indicated that they had sufficient time to implement the program, with 64% indicating that they had the freedom to implement the program, and 58% indicating they had the resources necessary to implement the program. In a similar vein, 69% of survey respondents indicated that their schools were providing sufficient support to implement the program. At the same time, only 40% of respondents indicated that implementing the program has had a positive impact on their motivation or stress level.

Key findings from this theme included:

- Stakeholders report that their schools are supporting implementation, with the majority of respondents indicating that they had the freedom and resources necessary to implement the program.
- Respondents did appear to indicate some issues with the having sufficient time to implement the program, and only 40% indicated that the program had helped reduce their overall stress level.

Student motivation and behavior responses focused on the effect of the program on school policies and practices as they related to student motivation and behavior, how students have changed their learning, and observations of changes that occurred. Results from the survey suggest that the program is having some positive impacts, though the perception of positive impacts is not universal among the respondents. On the 2017-18 survey, 70% of educators agree that the program has improved students' learning strategies while 59% agree that the program has had a positive effect on the school environment. In addition, 58% believe that students are demonstrating better learning behaviors because of the program and 53% agree that students seem more motivated in classroom activities. In terms of student outputs in the classroom, 59% report that student classwork has improved.

Key findings from this theme include:

- A significant number of participants indicate that they observed some positive student impacts from the implementation of the program, including improved learning strategies and learning behaviors.
- Schools that received grants noted that smaller class sizes have helped with student motivation and behavior because they are receiving more focused attention.

Changes in student achievement questions assessed the effects of the program on student achievement, the perception of that achievement, and performance in the classroom and on assessments. The survey results suggested that 56% of educators agreed that the program has had a positive impact on students' performance on statewide assessments. Similarly, respondents agreed at a higher level (61%) that the program had a positive on students' performance on classroom work in local assessments. Similarly, 61% of respondents indicated their belief that students' skills have improved as a result of the program.

In addition, responses were collected on an open-ended question regarding perceptions of change in student performance. Respondents indicated a number of notable changes to their instructional activities, including allowing students more individual and partner reading time, more focus on discourse, more explicit teaching of vocabulary, and longer small group differentiated instruction.

Key findings from this theme:

- Some stakeholders suggested that positive gains in student achievement on classroom work and local assessments were being observed.
- Stakeholders reported a number of changes to their instructional activities that they believed helped enhance student performance on statewide and local assessments.

Public awareness of student achievement questions included what the public understands about the program and feedback regarding the program. Survey questions focusing on this topic suggested that 80% of educators believed that parents and/or community members were aware of the program. Similarly, 67% of respondents indicated that parents and/or community members were aware of changes in school practices as a result of the program.

Key findings from this theme include:

- Stakeholders indicated that parents had some knowledge of the program, in part, due to the requirement to communicate with parents about their child's reading proficiency early in the school year.
- Some stakeholders commented that parents felt more stress from the program and they did not understand the law, particularly the retention policy.

A global opportunity for feedback question asked the participants to suggest any changes that should be considered by the legislature to continue these programs or additional factors for the legislature to consider when discussing these programs. The most prevalent comments are noted here:

- A number of respondents indicated that the program has allowed them to introduce more reading time and practices with their students, which they believed would have significant long-term benefits for the students and the school.
- A number of respondents noted they felt the program's introduction of consistent assessment practices would provide positive long-term impacts but were not positive that the program introduced any new material to their school.

Measures of Student Achievement

Smarter Balanced Assessment

Mentioned earlier, the SBAC English assessment for grade 3 represents one measure of student achievement that can be used in this evaluation. For reasons described earlier, it is not necessarily an ideal measure for a Reading program, but still provides some useful information within the overall evaluation. In order to investigate performance on the SBAC English assessment, schools were reviewed and classified based upon their Read by Grade 3 participation. Looking at each academic year between 2015-16 to 2017-18, schools were classified into the following categories:

1. No participation in the Read by Grade 3 program
2. Participation in Phase I only
3. Participation in Phase II only
4. Participation in Phase III only
5. Participation in Phase I and II only
6. Participation in Phase II and III only
7. Participation in Phase I and III only
8. Participation in all three Phases
9. No data available

After the data was compiled, the number of schools falling into category 2, 3, 5, 7, and 9 above were all below five schools. Because of the small sample size, these categories were excluded from further analyses. The average performance of students at each was tabulated within each school. After that, the average performance, across all schools in each category was determined. Table 11 provides the mean score on the SBAC English assessment for all schools in each category. The data does not present any clear indication of significant differences in the trends across the groups. For all categories, a decrease in the overall score is observed between 2015-16 to the 2016-17 academic year. The shift is notably more dramatic for the group who participated in Year 3 only. Looking at the change from 2016-17 to 2017-18, we see a consistent increase across the school categories again. As with the previous year, the change is notably more dramatic for the school without any Read by Grade 3 participation information. It should also be noted that the number of schools in the last category is notably less in 2017-18, which makes the interpretation of any results decidedly more complicated.

Table 11: Average SBAC English Scores for Schools within each Read by Grade 3 Participation Category

	2015-16		2016-17		2017-18	
	Schools	Average score	Schools	Average score	Schools	Average score
None	79	2390.39	83	2387.85	105	2398.52
All three years	59	2414.65	57	2406.90	59	2411.99
Last 2 years	207	2431.95	206	2426.06	213	2430.81
Year 3 only	26	2433.98	29	2393.43	4	2437.76

NWEA MAP Assessment

The 2017-18 school year represents the first year that all school districts in Nevada used the NWEA MAP assessment, and thus allows for some more appropriate comparisons of performance. In previous reports (Nevada DOE, 2017), a high percentage of school districts reported a decrease in the percent of students identified as a struggling reader when comparing students at the beginning of the year (Fall) to students at the end of the school year (spring). For grade 3, 87% of the school districts reported a decrease in the percentage of students identified as Reading Deficient. Other grades also saw a decrease, with 83% of school districts reporting a decrease in Grade 2, 92% of school districts reporting a decrease in grade 1, and 70% of school districts in Kindergarten reporting a decrease. While these evaluation results are not as rigorous as would be preferred, they do provide some positive evidence for the effectiveness of the Read by Grade 3 program.

As the NWEA MAP Growth Reading assessment was investigated, the same categories for school participation in the Read by Grade 3 program was used. Within each school, the percentage of students identified as reading deficient was calculated for both the fall of 2017 and again in the spring of 2018. All schools were classified by the Read by Grade 3 categories listed above, and within each grade, the average RIT score as well as deficiency rate across all schools was determined. Tables 12 to 14 present this information for grades 1, 2, and 3. As a reminder, kindergarten was not included in this analysis because schools use the Brigance assessments for incoming students at the kindergarten level.

When looking at the mean RIT scores, we would like to see an increase in overall mean scores when moving from the fall of 2017 to the spring of 2018. But when looking at the deficiency rate, which records the percentage of students identified as reading deficient, we would like to see a decrease when moving from fall of 2017 to the spring of 2018. *A reported decrease indicates that a smaller percentage of students were identified as reading deficient.*

Table 12: Average NWEA MAP Performance for Grade 1 Students across Schools in 2017-18

	Schools	Fall17		Spring18		Difference	
		Average RIT	Average Reading Deficient Rate	Average RIT	Average Reading Deficient Rate	Average RIT	Average Reading Deficient Rate
None	87	155.35	58.26	172.03	56.40	16.68	-1.86
All 3 years	50	156.77	52.40	175.11	47.31	18.34	-5.09
Year 2 & 3	200	159.43	45.23	178.10	38.26	18.67	-6.97
Year 3	7	162.44	35.63	183.76	23.60	21.32	-12.03
No data	6	162.03	37.35	178.13	42.45	16.10	5.10

Table 13: Average NWEA MAP Performance for Grade 2 Students across Schools in 2017-18

	Schools	Fall17		Spring18		Difference	
		Average RIT	Average Reading Deficient Rate	Average RIT	Average Reading Deficient Rate	Average RIT	Average Reading Deficient Rate
None	87	168.92	42.17	182.17	44.45	13.25	2.29
All 3 years	53	170.81	47.02	185.06	51.33	14.25	4.31
Year 2 & 3	205	174.69	56.87	188.40	61.05	13.72	4.18
Year 3	9	175.46	56.16	191.94	68.34	16.48	12.18
No data	10	172.00	45.39	183.80	43.72	11.80	-1.68

Table 14: Average NWEA MAP Performance for Grade 3 Students across Schools in 2017-18

	Schools	Fall17		Spring18		Difference	
		Average RIT	Average Reading Deficient Rate	Average RIT	Average Reading Deficient Rate	Average RIT	Average Reading Deficient Rate
None	88	182.35	52.38	192.41	51.41	10.06	-0.97
All 3 years	51	183.78	48.64	194.65	43.54	10.87	-5.10
Year 2 & 3	200	188.19	38.00	198.28	35.45	10.09	-2.55
Year 3	6	192.74	25.64	202.56	25.00	9.82	-0.64
No data	6	189.28	33.35	196.32	44.39	7.04	11.04

Reviewing these results, there are some noteworthy trends that indicate the effectiveness of the Read by Grade 3 program. Within Table 12 focused on grade 1, we see that schools that have not participated in the Read by Grade 3 program experience an average increase in RIT scores of 16.68 points, as compared to those who have participated all three years, which saw an increase of 18.34 points. While the difference in mean scores is not that large, a number of factors make it noteworthy. First, the same trend is observed when looking at grade 2 and grade 3. In each case, schools that have participated in all three years of the Read by Grade 3 program demonstrate a slightly larger increase in mean scores on the RIT. In most cases, schools that have only participated in Year 2 and 3 (Phase II and III) also experience a larger increase in mean scores.

More importantly, the trend is even more noteworthy when we look at the percentage of students identified as reading deficient. When we compare the fall and spring rates, the categories of schools that have participated in the Read by Grade 3 program consistently report a larger decrease in the reading deficient rate. This trend can also be observed in Figures 5 to 7 which show this change. For example, in grade 1, schools that participated in all three years reported an average decrease of 5.09% in comparison to a decrease of 1.86% for those who have not participated in the program.

Again, this trend is consistently observed across grade levels and is also observed when looking at schools that participated in just Year 2 and Year 3 of the study.

Figure 5: Change in the Percent of Students Identified as Reading Deficient in Grade 1

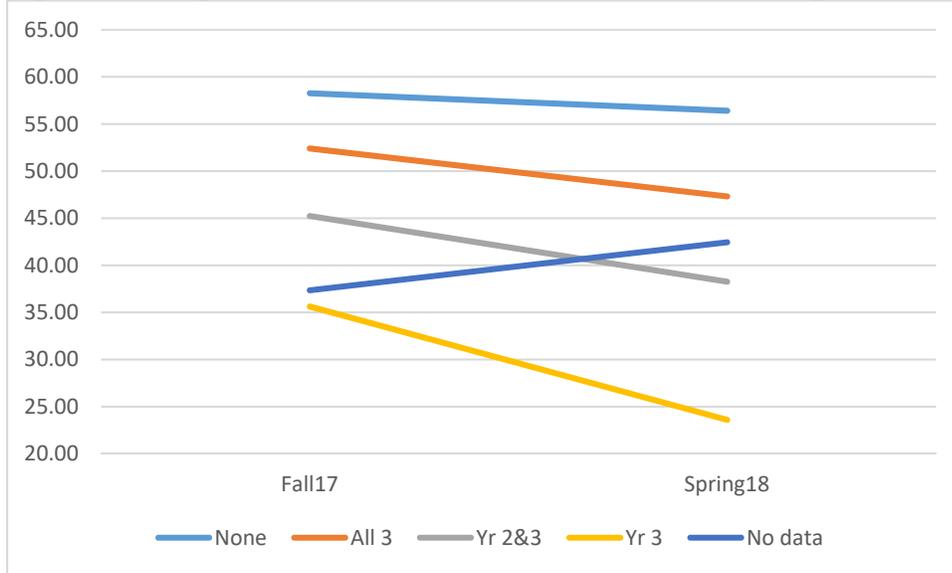


Figure 6: Change in the Percent of Students Identified as Reading Deficient in Grade 2

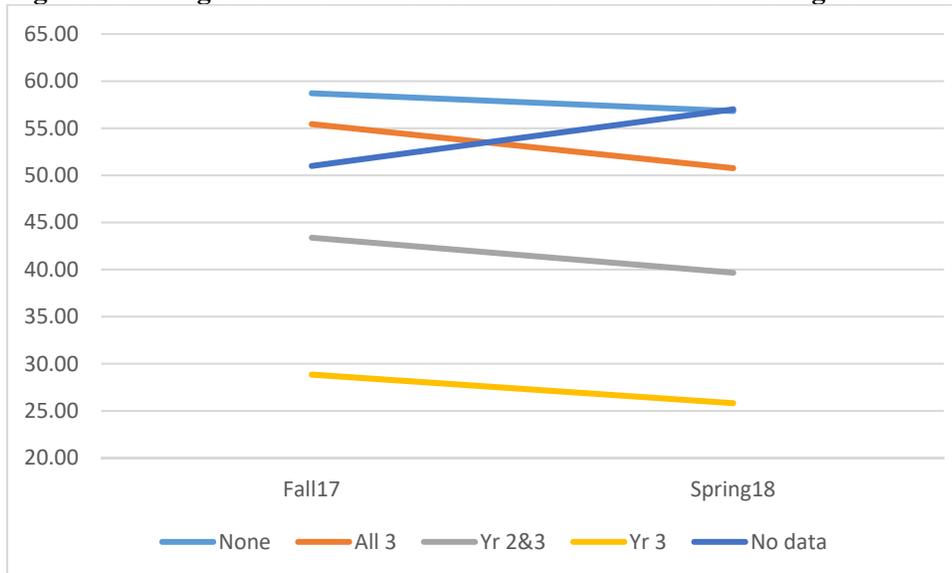
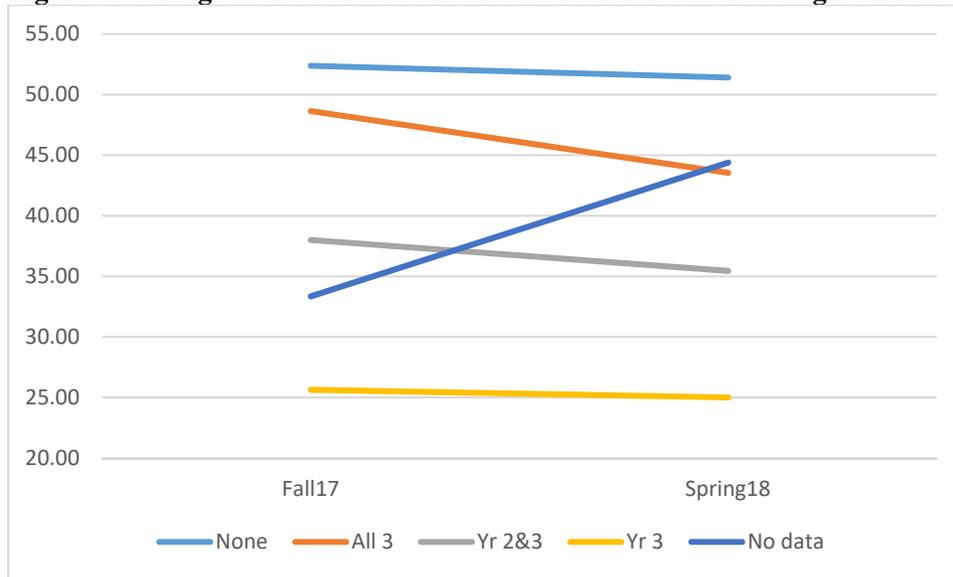


Figure 7: Change in the Percent of Students Identified as Reading Deficient in Grade 3



Data Trends

The Read by Grade 3 program was first introduced in 2015-16, with large scale adoption observed during the 2016-17 and 2017-18 academic years. The program is designed to provide students with instruction and intervention that students need to demonstrate grade-level proficiency in reading by the end of grade 3. The evaluation of this program reviewed information on the implementation of the program, stakeholder perceptions of the program, and initial impacts on student achievement. At this time, a few important points can be observed:

- Initial implementation of the program appears to have been appropriately developed at schools across Nevada.
- Stakeholders perceive the program to be an effective tool, providing critical resources, support, and aid in their professional development activities. There are some concerns raised about how much time and resources people have available to implement the program that could be investigated further.
- Looking at SBAC test results, there is no evidence for differential impacts on student performance from the Read by Grade 3 program.
- Looking at the NWEA MAP assessments, some promising results are observed that indicate schools that have participated in the Read by Grade 3 program see greater decreases in the percent of students identified as deficient readers.
- The collection of evidence suggests that ***students are being identified, receiving necessary interventions, and improving in their literacy abilities.***

Summary of lessons learned

Since implementation of Read by Grade 3, the program has gone through numerous investigations into the overall efficacy of the program. This evaluation investigated the initial implementation of the program, perceptions of stakeholders, and measures of student achievement. Across all these

components, the evaluation determined some positive aspects, such as changes in student performance on the NWEA MAP assessment, that support the efficacy of the program.

At the same time, the investigation also identified some aspects of the program that could be worthy of further investigation. In surveys of stakeholder perceptions, a fairly high percentage of stakeholders indicated that the program provided valuable resources and professional development activities. On the other hand, a high percentage of respondents indicated they did not have sufficient time and resources available to fully implement the program. This is a consistent theme across programs. These somewhat contradictory results could highlight a need within the program for further support of the educators involved. Further understanding of what resources could be provided, or better targeted to participants could help enhance the overall efficacy of the program.

Underperforming Schools Turnaround

Recommendations from External Outcomes December 2016 Report

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

Outcomes Highlights

Schools in the program used the funds for a variety of resources and activities that were aligned with the school's respective needs. For example, in some cases, professional development may have been prioritized, in others, school leadership development and mentorship may have been prioritized. The following list provides a summary for how the funds were used:

- Contracts with vendor services (e.g., TNTP, NYCLA, Pearson)
- Personnel salaries (e.g., paraprofessionals, tutors, coaches)
- Substitutes to allow for collaboration and peer walk-throughs
- Professional Development (e.g., data systems, formative assessments, aligning curriculum)
- Educators to facilitate and attend Leadership Network
- New Autonomy Schools (n=3) with staff trainings, retreats, leadership development and technology

Outcomes from this support resulted in:

- District to school coherence
- Alignment of curriculum
- Determining essential standards
- Capacity building of leaders
- Effective Professional Learning Communities (PLCs)

A critical point to make about the Underperforming Turnaround Schools program in efforts to compare the results of the 2016 evaluation with the 2018 evaluation is that the funding shifted its focus in 2017-18 to supporting downward trending schools. This change in eligibility and prioritization of schools that received funding means that direct comparisons between the prior evaluation and the current one is not meaningful. The idea behind this shift was to support schools before they hit the Comprehensive Support and Intervention level.

The funding was available to over 120 schools. It supported 79 schools in 15 districts. The application was part of our new consolidated application that included multiple grants the districts could apply for at one time. This allowed for applicants to consider how to braid funding to support larger areas of their district with greater depth of supports. For example, Nye County could use 1003(a) funds for schools eligible under that criteria and Turnaround funds for the other eligible schools to contract services with NYCLA under one contract therefore, getting better pricing and support every school in the district.

Communication with district and school leadership has been very positive in the rural areas. They were open with their challenges and in taking technical assistance to ensure positive outcomes. Urban areas still want to utilize internal personnel for monitoring success and it is more difficult to have open and honest conversations around school's root causes and needs. These program participants are still seeing NDE from a compliance frame of mind which may be inevitable when the monitoring does serve as a form of accountability for performance and for the funding that was provided.

Descriptive Statistics

Underperforming Schools Turnaround funds were provided to 30 schools (which was reduced to 29 schools during the 2017-2018 program year) across all levels of education. Funds from the Underperforming Schools Turnaround program impacted slightly more than 46,000 students across four school years (2014-2015, 2015-2016, 2016-2017, 2017-2018). Average demographic data for these students are presented in Table 15 below.

Table 15. Distribution of Students Served by the Underperforming Schools Turnaround Program

Category	2014 - 2015		2015 - 2016		2016 - 2017		2017 - 2018	
	Average N (# schools reporting data in parentheses)	Average % of schools with reporte d data	Average N (# schools reporting data in parentheses)	Average % of schools with reporte d data	Average N (# schools reporting data in parentheses)	Average % of schools with reporte d data	Average N (# schools reporting data in parentheses)	Average % of schools with reporte d data
Total # Students	11,936		12,471		11,794		9,933	
American Indian/Alaska n Native	8 (5)	3.71%	6 (4)	3.41%	6 (3)	3.41%	51 (3)	31.1%
Asian	5 (8)	0.86%	4 (7)	0.66%	6 (7)	0.59%	26 (5)	3.7%
Hispanic	173 (27)	34.35%	184 (28)	35.63%	187 (24)	35.29%	200 (23)	39.6%
Black	74 (15)	15.27%	74 (14)	14.54%	84 (19)	14.17%	103 (13)	24.0%
White	123 (24)	38.30%	117 (25)	37.01%	97 (22)	37.30%	130 (23)	38.2%
Pacific Islander	<1 (2)	0.13%	1 (3)	0.18%	0 (0)	0%	12 (1)	2.2%
Two or More Races	18 (21)	3.53%	18 (19)	3.45%	25 (21)	2.87%	29 (14)	4.9%
Male	211 (29)	51.97%	210 (30)	50.60%	209 (30)	50.98%	210 (24)	50.9%
Female	200 (29)	48.03%	205 (30)	49.40%	194 (29)	49.02%	204 (24)	49.1%
IEP	52 (27)	12.33%	53 (27)	12.84%	52 (24)	13.05%	61 (22)	14.9%
ELL	85 (19)	15.44%	99 (20)	16.59%	95 (19)	14.76%	132 (18)	23.7%
FRL Eligible	279 (27)	60.01%	182 (22)	43.51%	284 (28)	61.63%	288 (24)	64.7%
Migrant	0 (0)	0%	0 (0)	0%	0 (0)	0%	0 (0)	0%

Evaluation Results

The evaluation focused on the survey of program participants along with focus groups and interviews with individuals. The focus groups, interviews, and survey were designed to collect critical information about the implementation of programs across a wide variety of programs currently in effect in Nevada. Collectively, 226 educators familiar with the Underperforming Schools Turnaround program participated, including 163 teachers, 16 support staff, 15 administrators, and 31 other school-based roles participated.

Survey Responses

Survey responses indicate that the program experienced appropriate implementation to date and could have a positive impact in schools and on student achievement. Participants were asked a series of questions related to the impact the program has had on their school, and results were consistently positive.

Nearly 200 respondents provided feedback on the Underperforming Schools Turnaround program. Table 16 provides the percentage of participants who Strongly Agree or Agree with questions focused on the positive impact of professional development (PD) activities. Approximately 72% of respondents indicated that PD activities provided valuable growth opportunities and approximately 73% indicated that PD led to some change in classroom activity. In addition, approximately 75% of survey participants indicated that they believed the implementation of the program has been beneficial to students.

Table 16. Percent of Survey Respondents Who Strongly Agree or Agree on Curriculum and Instructional Adaptation Survey Questions - 2018

Changes in Curriculum and Instruction	% Strongly Agree or Agree
In general, this program provides valuable professional growth opportunities.	71.8%
As a result of the professional development opportunities, changes in classroom instruction have occurred.	72.5%
The practices I learned during the professional development activities have improved my classroom practice.	70.1%
The implementation of the program in the school has been beneficial to students.	74.6%

In other sections of the survey, respondents provided additional evidence that the program has had a reasonably successful implementation process. Table 17 shows results from a series of questions focused on student motivation and behavior. On 4 of the 5 questions, over 60% of survey respondents indicated that the program had positive impacts on student behavior.

These responses indicate that the program has impacted both student learning strategies and school environment. Note, survey participants had slightly higher agreement on the two items focused on behavior in the classroom and slightly less on indicators focused on student performance. This observation is expected since it takes time before a program can begin to impact student achievement.

Table 17. Percent of Survey Respondents Who Strongly Agree or Agree on Student Motivation and Behavior Survey Questions – 2018

Student Motivation and Behavior	% Agree or Strongly Agree
The program implementation has resulted in students improving their learning strategies.	70.9%
The program has had a positive effect on the school environment.	62.3%
Students are demonstrating better learning behaviors at school as a result of the program.	63.1%
Students seem more motivated during classroom activities since the implementation of this program.	55.1%
Student classwork has improved as a result of this program.	60.5%

The survey also provided other indicators that the program has experienced a successful implementation, with some others noting areas that could be monitored more closely. For example, approximately 80% of respondents indicated that community members around their school, including parents of students, were aware of the program and the changes being introduced. Along the same lines, almost 79% of survey participants indicated their belief that the program has already led to some positive changes in student classroom activities.

While the survey did indicate supportive feedback, it did highlight a few areas for future monitoring, including two areas of particular focus: Only 54% of respondents indicated they have the time necessary to implement the program, and almost 50% of survey respondents indicated they

feel implementation of the program has had a positive impact on motivation and stress level. Moving forward, it is critical to pay attention to these areas and make every adjustment possible to aid teachers in program implementation.

Table 18. Percent of Survey Respondents Who Strongly Agree or Agree on Teacher Motivation and Stress Survey Questions – 2018

Educator Perception	% Agree or Strongly Agree – 2018
I have the time necessary to implement the program.	53.8%
I have the freedom necessary to implement the program.	64.9%
I have the resources necessary to implement the program.	63.7%
Student performance on statewide assessments impacts my motivation.	68.6%
Implementation of the program has had a positive impact on my motivation and stress level.	49.7%
The school is providing the necessary support for me to implement the program effectively.	65.3%

Trend Data

Because the Underperforming Schools program is implemented at the school level, the aggregate outcomes are not as meaningful as what can be observed for individual schools participating in the program. Some of the program outcomes will be less quantitative in nature relevant to school leadership, professional development, and related infrastructure to support improvement for the school. In the shift of the criteria for which schools were identified for participation in the program, the 2018 data should be interpreted as a new baseline rather than comparing with previous observations by participants.

Analysis

From report observations and interviews with program staff, the program has been responsive to the recommendations of the initial evaluation in terms of infrastructure, monitoring, and documentation. The analysis of some data for the Underperforming Schools program is provided in the aggregate for this report. However, the benefit of the Underperforming Turnaround Schools program is the capacity to align it with the specific needs of an eligible school.

The student data outcome data were mixed this year. This was not surprising given the individualized nature of implementation of the program. There were schools that showed improvements and schools that dropped in achievement as measured by the statewide assessments. There was not a single pattern across schools that was observed. Consistent with research in school improvement and turnaround efforts, the greater the coherence and involvement of the district directly with the school leadership, the greater the overall improvement to the school. In other words, when the district and school leaders are learning and growing side-by-side, there is greater improvement. Also, there were many principals that shifted schools or leave districts. This can

disrupt the improvement cycle or plan. There was a general observation that schools that saw a shift in leadership also saw a decline in student achievement.

Another observation was due to the shift in eligible schools, many schools that were funded this year were first time Turnaround recipients. They are just beginning their improvement plan. When a district/school is trying to align and improve systems (which is our goal) it takes a while for these changes to reach the student level. It is likely that at least 2-3 years after a school begins the turnaround process is needed to begin to see results.

The evaluations submitted by sub-awardees demonstrated how districts were beginning to link or “braid” funds for greater output. Most of Nevada’s State grants are very specific to the uses such as Read by Grade 3 having a focus on early literacy and literacy coaches. These efforts must be focused on grades K-3. Turnaround funds allows the school to create a complete system of student support by using Turnaround funds to serve students in grades 4-6 with the same interventions/support. This is a goal of NDE. Braiding funds to increase the return on the investment. The ability to align the needs of the Turnaround with the priorities of a given school allows this to happen.

Leadership Network is supported by Turnaround funds. This was the first year NDE brought in a vendor to help facilitate and grow the internal capacity of the agency to then do the work independently in the future. The results from the end-of-year survey were very positive. Tables 19 and 20 show the levels of agreement among participants. Here are some highlights:

Table 19. SLN Support (N=50)

	% Agree or Strongly Agree – 2018
The SLN provided opportunities for me to discuss issues of equity with my colleagues.	98%
Engaging in the SLN regional sessions has been a valuable experience.	88%
I wouldn’t hesitate to reach out to someone I’ve met through the SLN if I had a question related to school leadership.	88%
Engaging in the SLN statewide convenings has been a valuable experience.	86%
Since engaging in the SLN, I am more likely to discuss issues of equity with colleagues outside of SLN activities.	86%

Table 20. Data-Informed Decisions (N=50)

	% Completely or Very Much Like Me – 2018
I frequently use data to help me make decisions.	88%
I am comfortable leading discussions about race, culture, religion, ethnicity, class, gender, and sexual orientation with staff.	84%
I am comfortable confronting inequitable practices in my school(s).	90%
I feel confident that the data I receive from the state is accurate.	58%

Pre vs. Post Survey Results

All questions asked in the EOY survey were asked prior to the first meeting of the SLN. All responses in the tables above had an increase ranging from 0.10% to 0.60% in self-perception. Some of the comments provided by program participants included:

- *I have truly enjoyed working with NDE staff this year in regards to the SLN and am thankful the relationships I have built with them and the knowledge and experience they have shared with me.*
- *I have grown and see equity issues differently as a result of this collaboration.*
- *In the 15 years that I have been an administrator, I have never had the kind of professional development that has had this kind of meaningful impact on me. It has truly made a difference in the way that I think about leading my school.*

Social Workers Grants to Schools

Reach of the Social Workers Grants to Schools Program (SWxS)

Two groups of schools are represented in this evaluation: schools that were involved in the program through several grant application periods prior to the 2016-17 academic year (referred to as primary funding group) and a second group of schools that were new to the SWxS program in the 2017-2018 academic year. Through re-allocation of positions and partnership described in the 2018 preliminary report, the Clark County School District added services to 44 new schools in 2017-2018 (referred to as secondary funding group). Most schools in the primary funding group have received at least two years of consistent funding (2016-17; 2017-18) and thus serve as the focus the evaluation. Both funding groups are represented in the stakeholder perception data and the programmatic staffing data.

By the beginning of the 2018-19 academic year, the placement of social workers (SW) had stabilized and no changes in staffing were reported to the evaluators at the beginning of the 2018-19 academic year. As reported in the preliminary report, through the 2017-18 academic year the SWxS program supported 266 positions across 12 districts, including the State Public Charter

School system¹. Of these 266 positions, 244 (91.7%) were filled. Hires fell within the scope of the State Policy and included individuals with bachelor's degrees (Tier I, 14.75%), master's degrees (Tier II, 53.69%), and clinical licensures (Tier III, 31.56%). Of these SWxS-funded professionals, 68% held degrees or were pursuing degrees in social work. Based on the enrollment totals for the schools represented in the 2017-2018 award cycle the SWxS program has the potential to serve nearly 200,000 of Nevada's school children. The SWxS program reaches students at all levels, with roughly 47% of schools served at the elementary level, 28% middle, 22% high school, and 3% reported as multiple level schools.

Stakeholder Perceptions and School Climate

The logic model of the SWxS program suggests that impact on school environment is likely the proximal outcome of the program. School environment influences may range from perceptions of educators that there are systems of support to assist students that extend beyond the classroom teacher, to feelings of preparedness to help students needing assistance with non-curricular challenges, to perceptions that educators and students are more positive about the school setting. These types of perceptions may translate to changes in school climate. Data on stakeholder perceptions were gathered from a survey asking educators to consider the SWxS program and its influence on their daily work. The primary foci of this survey is implementation of the program. A second data source was the state-sponsored climate survey (see below for additional description) that represents students' perceptions of their school environment.

Educator Perceptions of SWxS

The evaluation team administered a perceptions survey described previously in this report. The SWxS program was well represented in the responses, with 992 educators reporting on behalf of the SWxS program. Of these 992 educators, 14.7% were employed at the elementary level, 32% at the middle school level, 46.8% at the high school level, and the remainder reported "other". The participants were experienced educators, with only 14.2% of the participants in their first year at their current school and only 4% in their first year as an educator. The highest percentage of respondents were classroom teachers (58.3%), followed by other school-based roles (17.6%), support staff (13.7%), and administrators (10.4%). Over 81% of participants were Caucasian and 71% were female.

Overall, participants held positive perceptions about the SWxS program based on the closed response items (see Table 1). Table 1 includes the percent of participants who strongly agreed or

¹ Due to changes in 2017-18 in the way that State Funded Charter Schools, comparability over time was limited in behavioral indicators and State Funded Charter Schools are not included in the report beyond basic counts of position allocation.

agreed with each survey item. Between 10-20% of participants did not respond to the items in the table, with variability across the items. The percentages reported include the missing responses. Participants agreed that the SWxS program has positive impacts on classroom practice, stress levels, and student learning. Educators indicated agreement that they had time, support, and resources to implement the SWxS program. The items that educators reacted to in the most positive manner were questions associated with school environment and overall benefits to students. It should be noted that in the open-ended item responses, participants did mention frequently that there were not clear that the SWxS program had a professional development component and were not sure how to respond to some items.

Table 21. SWxS Educator Perceptions

Questions	% Agree or Strongly Agree
Changes in Curriculum and Instruction	
In general, this program provides valuable professional growth opportunities.	65.6
As a result of the professional development opportunities, changes in classroom instruction have occurred.	61.4
The practices I learned during professional development activities has improved my classroom practice.	61.4
The implementation of the program in the school has been beneficial to students.	79.8
Student Motivation and Behavior	
The program implementation has resulted in students improving their learning strategies.	65.5
The program has had a positive effect on the school environment.	74.5
Students are demonstrating better learning behaviors at school as a result of this program.	68.6
Students seem more motivated during classroom activities since the implementation of this program.	64.5
Student classwork has improved as a result of this program.	63.1
Educator Motivation and Stress	
I have the time to implement the program.	59.5
I have the freedom to implement the program.	64.0
I have the resources to implement the program.	58.8
Student performance on statewide assessments impacts my motivation.	56.8
Implementation of the program has impacted my motivation and stress level.	62.4
The school is providing the necessary support for me to implement the program effectively.	63.6
Changes in Student Achievement	
The program has had a positive effect on student academic performance in my school as measured by statewide assessments.	59.6
The program has had a positive effect on student academic performance in my school as measured by classroom work and local assessments.	62.6
I believe my students' skills have improved as a result of this program.	64.8
Public Perceptions of Student Achievement	
Parents and/or community members are aware of this program in our school.	63.8
Parents and/or community members are aware of changes to school practices related to the program.	56.0
<i>Note. 4-point Scale: (1) Strongly agree, (2) Agree, (3) Disagree, (4) Strongly disagree. M=mean, SD=standard deviation.</i>	

Open-ended survey items were included to gather feedback about specific changes that have been made to practice based on the SWxS program, challenges implementing the program, specific examples in changes to student outcomes, and any additional information related to the impact of SWxS on school campuses.

The responses were overwhelmingly positive. However, comments were also offered indicating that educators may not have had much contact with social workers beyond knowing that they were available for students. Some educators reported not being aware that their school was involved in the SWxS program or reported uncertainty about whether the professional development received was the result of the SWxS program. Additional detail on the open-ended responses may also be found in the appendices to this report.

Impact of SWxS

Educator responses included perceptions of how the work of the SWxS professionals impacted school practice and benefitted students.

Impact on Students and Families. Educators commented on a variety of ways that they saw the SWxS program benefitting students. Common responses focused on being able to refer students with needs that impacted their classroom learning but were not academic in nature. For example, educators remarked on benefits for students in terms of gaining access to food and clothing, having someone to assist during times of emotional stress, and referring students to the social worker for trauma-related assistance. Further, multiple respondents noted that students were not being referred for disciplinary aspects when the underlying problem could be addressed with help from a social worker. Participants reported that they saw having a social worker available to assist with mental health, physical, and emotional needs benefit students in the classroom by allowing students to focus better in the classroom. One educator captured this common sentiment through the following statement:

Students are getting emotional support and are being connected to social services outside of the school so that they can function within the classroom. This was desperately needed at my school.

Some participants noted that they had not observed their social worker engaging with students or that they had not noticed any impact on the campus on student behaviors. Educators also noted that sometimes students were not referred to the social worker due to lack of clarity about his/her role.

Educators also noted the benefit to families, including additional family involvement with school. Families are provided referrals and often receive tangible benefits, such as clothing and food, coordinated by the social worker.

Educator Impacts. Educators reported direct impact on their practice through using resources provided by social workers. For example, teachers mentioned incorporating information and lessons that the social workers provided into their lessons. Some teachers work with social workers to implement social-emotional curriculum and anti-bullying programs in their classroom. Others have implemented strategies to modify classroom behavior more successfully through the resources provided by social workers. One teacher discussed this idea:

I am more aware of adverse childhood experiences and how they impact my students within the classroom. I have been far more successful modifying behaviors this year than in years past, largely due to the partnership I've been able to develop with the Social Worker professional on my campus.

Teachers also mentioned increased awareness of their own language use in the classroom, being able to be more culturally and emotionally responsive to student needs and learning how to interact with families more effectively. Further, teachers reported learning how to develop better relationships with students, which has the effect of ameliorating disruptive behaviors and appropriately interpreting student behaviors. Teachers reported learning more about how to motivate students and help engage them with learning. Other teachers mentioned being more aware of students who are chronically absent or who may need assistance and feeling as if they have the ability to help these students now in a way they could not prior to the SWxS implementation.

Educators also reported benefits to their own practice that were more indirect in nature. Specifically, by having a designated, qualified individual on campus to assist students with problems that are not necessarily within their professional scope, teachers and other educators reported being able to concentrate more effectively on doing their jobs. This was a theme that emerged during the previous evaluation as well.

An example of this perspective is illustrated by the following quotation.

I am able to send students who otherwise would be disruptive to a caring professional who can listen, and who can actually do something to help the students. I am able to communicate my concerns with the social worker, and the student gets care where they otherwise would get in trouble. Caring social workers should be in every school!

Some teachers were less positive, stating that the social workers were not at the school enough to be able to make an impact, that they did not have regular interactions with the social workers on their campus, or that their social worker was too new to have created any meaningful change. Others noted specific benefits for students, but no benefit that they could see for their own professional growth. An example of this feedback is the following quotation:

There has been no professional development associated w/ getting a school social worker. She does a great job hooking our students up with needed resources such as Medicaid, housing and therapy.

Social Worker Activities and Interventions

A range of services were listed as offered by the social workers at school sites. A partial list is included below to provide an indication of how social workers impact school practice:

- Small Group & Individual Counseling at school for students needing help with severe emotional issues or in crisis
- Peer mediation/conflict resolution programs
- Bullying awareness, prevention
- Mindfulness sessions and training
- Suicide/Homicide Risk Assessments with CCSD Threat & Crisis Response Team
- Drug and Alcohol Referrals
- Homelessness Prevention
- Wellness checks with families
- Assist families with access to resources including food, health care, counseling, housing, child care, food, and clothing
- Wraparound services for students and families in need of counseling/therapy outside of school
- Professional Development with School Staff - CPI Skills to assist with De-escalation of students during physical altercations
- Cultural Awareness Activities
- Creation of lunch bag groups, clubs, and other resources for students to increase feelings of belongingness at school.

Implementation Challenges

Despite considerable progress in many schools, a large number of participants reported on implementation challenges and the newness of the program. Concerns included:

- Social workers still learning their roles and determining services at different Tiers
- Inadequate social workers to meet needs and split social workers between sites
- Role confusion in terms of administrative function and overlap with other educators
- Finding ways to minimize disruptions in class and loss of instructional time when students are receiving services but not in an immediate acute need
- Ensuring that referrals to the social worker when requested by students are actually needed and appropriate.

- Hiring and keeping qualified individuals due to tentative compensation levels and job security.
- Oversight to ensure services are provided and social workers are meeting contractual obligations

Despite these challenges, other participants reported that that program was going smoothly.

Climate survey results

A key component of the SWS program is the promotion of positive school climate. Schools across the State provided climate data to the OSRLE through the Nevada School Climate/Social Emotional Learning Survey (NV-SCSEL; www.nevadaschoolclimate.org), which was developed and administered by the American Institutes of Research (AIR) for the OSRLE2. Washoe County and Clark County do not participate in the NV-SCSEL because they conduct their own surveys. These surveys are not presently aligned with the SV-SCSEL, limiting statewide climate comparisons. As the goal of this evaluation is to assess the SWxS at the State level, only those schools who participated in the NV-SCSEL over time are included. In 2018, data were calibrated across the four years of administration to allow for longitudinal comparisons of climate subscales. Data for this report were drawn from the trend reports. Scale scores could range from 100 to 500, with higher scores indicating a more positive perception of that particular element of the school climate. Scale scores from 100-299 = Least favorable conditions, from 300 - 400 = Favorable conditions, and from 401 - 500 = Most favorable conditions.

The results of the survey are presented for two aspects of school safety that closely align with the goals of the SWxS: emotional and physical safety. Schools in the primary funding group that were in participating districts serve as the basis for analyses of climate trends spanning 3 or more years (beginning in 2015)³. It should be noted that these data are likely not representative of the impact of the program statewide, as the majority of schools represented are in rural counties.

Emotional safety indicates that students feel emotionally secure at school, which includes excitement to try new things, confident and trusting of others at school, and free from fear of humiliation (www.nevadaschoolclimate.org). Emotional security has been associated with deeper levels of school engagement and academic learning (Kaplan & Patrick, 2016). From 2015 through 2018, perceived emotional safety remained fairly stable in the schools included in this report. The mean levels ranged from 335.87 in 2015 to 334.27 in 2018. This range indicates that there were favorable conditions for student to feel confident that there are trusted others available to them at school.

² The Washoe and Clark instruments and timing do not align with the OSRLE survey. There are not presently meaningful comparisons to make across the state outside of the OSRLE survey.

³ Between 39-44 schools are represented in each year's mean score.

Physical safety is indicative of the extent to which students feel that all stakeholders in a school community are free of threats and actual violence, harsh punishment, and other physical harm. Scores from the schools included in this report over 4 years suggest an average level of favorable conditions over time for physical security. Scores ranged from 365.52 to 353.76, with the lowest point in 2016. There was significant variability over the 4 years of the data collection for this group, $F(2.48, 91.66) = 3.89, p < .05$, though the pattern was not consistent, with more similar scores in 2015 and 2017 (higher) and then in 2016 and 2018 (lower).

Behavioral Indicators

Based on State policy and guidance documents, the logic model, interviews with the State leads for the program, and data availability, the following indicators of behavioral and academic outcomes were selected for this report: average daily attendance, transiency rates, the number of incidents of various categories of disciplinary actions (e.g., violence, weapons possession) associated with suspension or expulsion, the number of bullying and cyber bullying incidents and disciplinary action, and the number of habitual truants. These indicators, rather than academic performance scores, are more proximal to the nature of services offered by the SWxS program and are likely more appropriate indicators for programmatic influence. Program theory also suggests that any potential pervasive academic performance impact is likely to be indirectly influenced by the program, working instead through changes in behavioral indicators and perceptions.

Data are presented for the 2016-2017 academic year as the first full year following the program implementation that was begun during the 2015-2016 fiscal year and through 2017-18. When possible, trend data extending back to 2014-2015 are presented to offer a baseline, though due to partial implementation, 2015-2016 may also be considered a baseline/transition year⁴.

The average (mean) and the standard deviation around the mean of various outcome indicators for the primary funding group receiving SWXS grants are presented in Table 22. These are the most complete data available for schools participating in the program.

⁴ Because the data reported on many of these indicators is raw numbers of students rather than ratios or percentages, a comparison to the overall state of Nevada is not meaningful. Rather change over time, using the schools as their own baseline, provides an indicator of potential impact.

Table 22. Behavioral Outcome Indicators Averaged Across SWxS Schools – Primary Funding Group

	14-15		15-16		16-17		17-18	
Outcome Indicator	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Average daily attendance	94.30	1.88	94.26	1.92	94.14	2.23	94.16	2.01
Transiency rate	25.62	13.57	26.89	14.92	24.24	13.67	24.08	13.04
Violence to students¹	23.93	31.81	24.50	27.10	24.63	28.65	30.16	36.14
Violence to staff¹	1.89	3.51	2.51	4.64	2.16	3.39	2.40	3.15
Weapons possession¹	2.20	3.36	2.63	3.75	2.54	3.31	2.77	3.82
Controlled substance use¹	6.82	12.77	6.52	11.51	6.64	12.19	7.77	15.34
Alcohol use¹	1.66	4.73	1.71	4.55	1.55	4.27	1.67	4.08
Bullying incidents reported²	15.82	21.35	25.08	30.38	22.16	30.91	31.36	42.73
Bullying incidents confirmed²	13.02	18.88	21.95	30.32	9.71	12.31	14.14	22.54
Bullying leading to suspension/expulsion	2.90	6.67	11.10	17.89	4.58	6.19	8.10	15.12
Cyber bullying reported²	1.46	284	1.61	2.99	1.61	3.04	2.16	3.90
Cyber bullying confirmed²	1.37	2.76	1.50	2.92	1.16	2.44	1.37	2.63
Cyber bullying leading to suspension/expulsion	.47	1.18	.96	2.89	.84	1.89	1.04	2.12
Habitual truants³	9.31	29.20	11.54	34.55	6.98	25.04	2.64	9.96

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

Trends in outcome data for the primary funding group from the 2014-15 through the 2017-18 academic years were analyzed using a repeated measures procedure with simple contrasts to determine if the annual measures differed from the baseline year.

The average daily attendance (ADA) across the three school years was fairly stable, holding at 94%. However, compared to baseline (2014-2015), schools participating in the SWxS program witnessed a small, but statistically significant decline in the percent of student transiency, $F(2.11, 322.97) = 8.70, p < .001^5$. Notably, transiency was statistically significantly lower in 2016-17 and 2017-18 compared to the baseline year. The number of habitual truants at SWxS schools also declined but the change was not statistically significant.

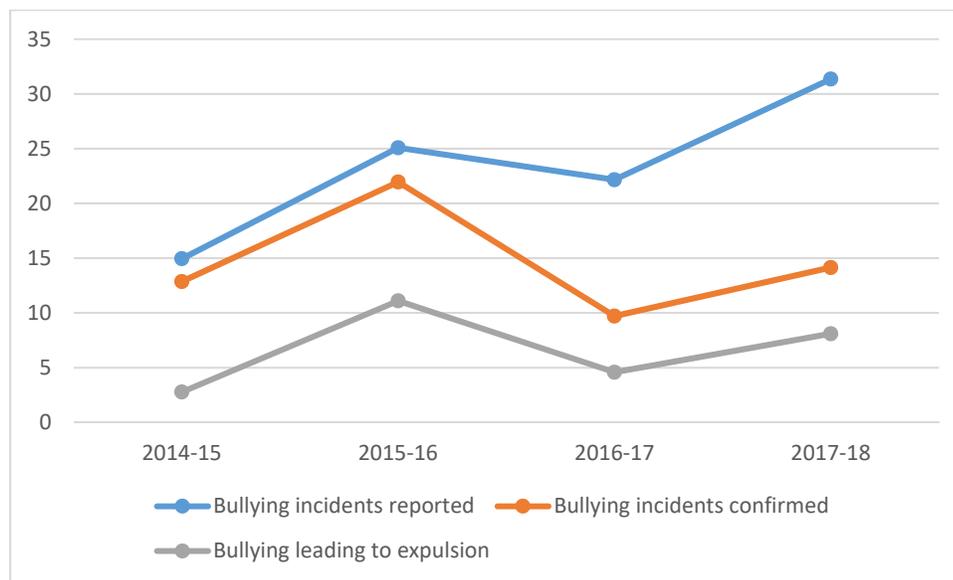
Analyses of trends in other measures of behavioral adjustment showed similar patterns. Trends in the number of incidents related to violence against staff, possession of weapons, possession of a

⁵ The Greenhouse-Geisser correction was used when violations of sphericity were detected during within-subjects effects.

controlled substance, or alcohol use remained nearly flat, with no statistically significant change over the 4 years. However, there was a small, but statistically significant increase in violence against students in 2017-18 compared to the 2014-15 baseline, $F(2.75, 420.33) = 6.52, p < .001$.

The mean-level trends and repeated measures analyses related to school safety demonstrated some patterns that suggest that schools participating in the SWxS program had changes in how bullying has been reported, investigated, and resolved. There was a significant increase in bullying incidents reported from baseline, $F(2.07, 317.15) = 18.00, p < .001$. The increases in reported bullying were found for all years compared to the baseline year. The cases confirmed varied over time, $F(2.48, 378.99) = 17.46, p < .001$, with 2017-18 levels not significantly different compared to 2014-15, although there were significant differences at previous time points. However, there was a significant increase the number of disciplinary actions taken in response to bullying, $F(2.22, 339.60) = 22.01, p < .001$. Figure 8 provides a visual schematic for the changes.

Figure 8. Bullying Incidents Reported, Confirmed, and Disciplined Over Time



Similarly, cyberbullying incidents reported also demonstrated a small, but steady increase from the 2014-15 baseline year, $F(2.44, 373.02) = 2.94, p < .05$, with a significant difference between the baseline year and 2017-18. The number of cases confirmed after investigation was nearly flat, although those confirmed were more likely to result in disciplinary action compared to baseline, $F(2.62, 400.92) = 4.96, p < .01$.

Nevada Ready 21

Program Overview

The purpose of the Nevada Ready 21 (NR21) program is to provide students with a technology-rich education that includes the development of 21st century skills. This includes providing students and teachers access to technology (e.g., computers), learning platforms and resources, and training and support for teachers on how the devices and software could be integrated within their classroom

that ultimately enhances the teaching and learning experience.

The short-term goals of this project included integration of the devices in instruction and assignments, use of the devices by students including self-directed learning, and an understanding from families about how this program is part of their students' experience. Long-term goals include committed support from the schools for this program, differentiated instruction, increased student engagement, increased academic achievement, and support from families for this type of programming. NR21 is based on the theory that schools who apply for such a grant are willing and ready to implement changes in the way that teachers design instruction and students learn. The grant program provides the tools, technology, and support necessary to succeed.

Additional methodology

In addition to reviewing the survey results and SBAC summative assessment data, information for the evaluation of the NR21 program was gathered from three sources. First, the evaluation team met with the leaders of the NR21 program and the program's external evaluator to discuss the most recent implementation efforts, findings from their evaluation work, and their opinions and perspectives. This was accompanied by a review of reports prepared by the program leaders and their evaluator that included information they had collected. Finally, three school administrators were interviewed to gather feedback on their experience integrating NR21 within their school.

Program Implementation

As of November 2018, the NR21 team implemented the program with 28 schools across 7 districts (including some state-sponsored charter schools) with 23 schools in the first cohort and 5 in the second cohort. In total, this represents 27% of the middle schools and junior high schools across Nevada. In addition, the team noted that other schools and districts have integrated 1:1 (one device per student) activities but without the support provided by this program.

This evaluation focused on how well the program implementation process was handled and if there were any implementation changes from Cohort 1 to Cohort 2. Overall, no major changes between cohorts were reported or observed.

Approximately 180 educators responded to the evaluation survey about the program. Program participants' responses to the survey indicated that schools experienced a successful implementation of NR21 and that the program could have positive long-term impacts in the schools and on student achievement. Shown in Table 23, survey responses indicated a positive trend over the two phases of implementation with 93% of respondents agreeing that the school provides necessary support to implement the program effectively. In addition, approximately 95% indicated they have the freedom necessary to implement the program and about 96% agreed that they have the resources to implement the program.

Table 23. Percent of Survey Respondents Who Strongly Agree or Agree on Survey Questions 1

Survey Prompt	Phase 1		Phase 2	
	% Agree	Mean	% Agree	Mean
I have the time necessary to implement the program.*	65%	2.29	81%	1.98
I have the freedom necessary to implement the program.*			95%	1.67
I have the resources necessary to implement the program.*			96%	1.70
The school is providing the necessary support for me to implement the program effectively.	86%	1.90	93%	1.68

** In the Phase 1 version of this survey, one question was asked about the time, freedom, and resources for implementation. In the second phase of evaluation, three separate questions were asked to treat each of these potential factors individually.*

Interviews with program leaders and external evaluators suggested that Cohort 1 teachers continued the implementation process into the Cohort 2 timeframe as they were able to learn new tools and share tips and tricks as a professional community. Program leads also noted that students used the devices in innovative ways. Finally, partnerships with the technology vendor continue to be successful and the vendor provides helpful support when issues arise, minimizing disruption.

Similar interviews with school administrators highlighted successful implementation outcomes. Coaches were a significant source of support for teachers participating in the program. Some educators were hesitant of integrating the technology at first, but the coaches were able to assist in the transition. Administrators noted that the program encountered a challenge with technology etiquette in the beginning stages but addressed this by putting procedures and rules in place to minimize disruptions in the learning environment.

“I know this was supposed to be about the students, but the increase in collaboration among the teachers has really been amazing. Even across subject areas - the technology has provided them a way - and the ability - to plan together.”

– NR21 Administrator survey quote

Both students and teachers appeared to have the foundational skills necessary to regularly use the tools provided. In addition, students and teachers reported reaching out to colleagues (e.g., other teachers, other students) for assistance when needed, indicating that this program has helped build strong collaborative communities of technology knowledge. Finally, teachers reported integration of technology-related topics within their professional development, departmental meetings, and feeling rewarded for using technology. In general, findings suggest the program helped create a culture that supports technology use in the classroom.

The NR21 leadership team is monitoring the implementation of the program through a measure of fidelity that considers network capacity, professional development, implementation/capacity

building, and program outcomes. According to the Year 2 program report, all NR21 schools had high fidelity with network capacity but fewer met the expectations for professional development, implementation or capacity building, and program outcomes.

Overall, implementation of the NR21 program was viewed in a positive manner and as very successful given the amount of resources (PD, coaches, technology support) that are now available to educators and students. The evaluation found that there is a great wealth of opportunity for integration within the classroom and teachers are continually learning ways to improve their practice, deepening their implementation.

Educator Outcomes and Experience

From the educator perspective, the evaluation focused on teachers’ abilities to integrate available technology features (e.g., device use, collaboration tools, research opportunities) into the instructional plan. Table 24 provides the percent of survey respondents who Agreed or Strongly Agreed with statements focused on professional development activities and their impact on teaching practices. Survey responses indicate that the program could have positive long-term impacts on these domains. Approximately 95% of respondents agree that the program provides professional growth opportunities. In addition, approximately 96% indicated that as a result of professional development opportunities provided by the program, changes in classroom instruction have occurred. Notably, between Phase 1 and Phase 2, a positive upswing was observed in the impact of the program on educator motivation and stress level (60% agreement in Phase 1 compared with 77% in Phase 2).

Table 24. Percent of Survey Respondents Who Strongly Agree or Agree on Survey Questions 2

Survey Prompt	Phase 1		Phase 2	
	% Agree	Mean ¹	% Agree	Mean ¹
In general, this program provides valuable professional growth opportunities.	93%	1.74	95%	1.59
As a result of the professional development opportunities, changes in classroom instruction have occurred.	94%	1.67	96%	1.60
The professional development activities I learned have improved my practice.	88%	1.85	92%	1.68
Implementation of the program has had a positive impact on my motivation and stress level.	60%	2.37	77%	1.99
The school is providing the necessary support for me to implement the program effectively.	86%	1.90	93%	1.68

¹ Response scale: 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree

Additionally, teachers provided comments focused on the following themes:

- Assignments are now online.
- There is more assessment of student feedback.
- Students are engaged in more self-directed learning.
- Teachers use differentiation of instruction.
- Students have unprecedented access to resources.

Interviews with program leads and external evaluators indicate that teachers are moving their classroom towards a student-centered learning environment where the teacher becomes the facilitator and students are driving much of their own learning. In addition, teachers are able to provide more frequent assessment and feedback on student learning and some tasks are becoming automated allowing for more time dedicated to personalized learning. 78% of participants reported that the 1:1 environment also allowed for more personalized learning and 78% reported daily use of the devices in their classroom. From Phase 1 to Phase 2, the percentage of teachers posting course materials online increased by 15%.

In interviews with administrators, they agreed that the program presented more opportunities for teacher feedback (such as observing a Google doc while the student is working on it). In addition, teachers are letting go from being “on stage” and allowing students to lead their own learning. Educators are trying new activities such as listening to guest speakers and interacting with them via video conference. Administrators report a sharp learning curve when teachers first engage with the program but note this is offset by the long-term benefits. Finally, teachers are communicating more frequently with students via the provided software.

The evaluation found that teachers seem to be embracing more of the technology options with continued professional development and experience. Teachers are using the technology to allow time (through efficiency) and resources to provide individualized instruction. Educators also use the technology to provide new and different ways to learn and increase student engagement with class material.

Student Outcomes and Experience

The evaluation studied student engagement with program devices and software, the impact on student motivation and achievement or performance, and opportunities to learn in new and different ways.

Table 25 provides the percent of survey respondents who Agreed or Strongly Agreed with prompts related to student performance and experience. Over 90% of respondents indicated that the program has beneficial to students, resulted in improved learning strategies, and had a positive effect on the school environment. Positive increases were seen from Phase 1 to Phase 2 in learning behaviors, quality of classroom work, and student skill level. However, respondents indicated less support for the idea that the 1:1 experience have an impact on students’ performance on the statewide assessments.

Table 25. Percent of Survey Respondents Who Strongly Agree or Agree on Survey Questions 3

Survey Prompt	Phase 1		Phase 2	
	% Agree	Mean ¹	% Agree	Mean ¹
The implementation of the program in the school has been beneficial to students.	94%	1.65	94%	1.58
The program implementation has resulted in improved student learning strategies.	88%	1.86	91%	1.69
The program has had a positive effect on the school environment.	88%	1.84	91%	1.69
Students are demonstrating better learning behaviors at school as a result of this program.	77%	2.03	83%	1.88
Students seem more motivated during classroom activities since the implementation of this program.	89%	1.82	87%	1.76
Student classwork has improved as a result of this program.	79%	2.03	80%	1.91
Student performance on statewide assessments impacts my motivation.	74%	2.13	77%	2.06
The program has had a positive effect on student academic performance in my school as measured by statewide assessments.	13%	3.07	82%	1.98
The program has had a positive effect on student academic performance in my school as measured by classroom work and local assessments.	82%	2.01	85%	1.90
I believe my students' skills have improved as a result of this program.	80%	2.02	88%	1.82

¹ Response scale: 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree

“Because the students are so excited to use the devices, many are actively participating in class work. I've seen several students that were previously "trouble makers" that have begun taking their own academic careers more seriously. The students have immediate access to their grades and can be proactive in correcting issues before it is too late. All of this can be tied to our school's emphasis on digital citizenship.”

– NR21 Teacher Survey Response

Teachers also provided comments on the following themes:

- Students are more motivated to learn and get involved in collaborative tasks.
- Students are more focused when they are given a specific task.
- Students have better research skills.
- Educators are skeptical about the impact of the program on statewide assessments.
- Increased comfort with technology
- Students are more aware of their own academic progress and engaged in learning.
- Student writing skill has improved (less focus on spelling, grammar, handwriting).
- Some students are more distracted by the Chromebook and more frequently off task

Students are readily able to research to clarify their understanding on any topic. One example of this is when we were reading about Jane Goodall, my students were able to go into Google Maps and look at the house where she lived when she did her research as well as see what the Gombi National Park looks like. The world is literally at their fingertips!
– NR21 Teacher Survey Response

Overall, program leaders had not defined a specific timeline as to when the impact of the device integration would be evident in performance on statewide assessments. However, the results from the past three years of administration of the SBAC was evaluated comparing students in NR21 schools with other schools. A major confound in this analysis is that there are some schools that are implementing 1:1 with devices but not through NR21 (so these schools do not have the full level of resources and coaching) which means there is not a clear control group.

Tables 26, 27, and 28 below represent the Scaled Scores from the SBAC ELA and Math tests from a baseline year (2015-16), the first year of the program (2016-17), and the second year (2017-18). Overall, there does not seem to be any difference between NR21 schools and the other schools as to how scores changed over time. In addition, those differences that are observable are very small when compared to the typical standard deviation of exam scores.

Table 26. Scores from SBAC ELA Test from 2015-2018 when Comparing NR21 and Non-NR21 Schools

Year/Group	Grade 6	Grade 7	Grade 8
2015 - 2016			
NR21 Schools	2525	2559	2573
Non-NR21 Schools	2507	2541	2553
2016 - 2017			
NR21 Schools	2526	2553	2563
Non-NR21 Schools	2504	2534	2545
2017 - 2018			
NR21 Schools	2534	2559	2573
Non-NR21 Schools	2510	2542	2558

Table 27 below shows the change in percentage of students falling within each of the four achievement levels, at each grade level (6, 7, 8), for each of the included school years (2015-16, 2016-17, 2017-18) comparing those schools in the NR21 program and all others. Overall these results parallel those from the scale scores – no notable differences in how scores changed with the implementation of the program.

Table 27. Change in Number of Students Falling within Achievement Levels (ELA)

Row Labels	Grade 6		Grade 7		Grade 8	
	NR21	Non-NR21	NR21	Non-NR21	NR21	Non-NR21
2015 - 2016						
AL1	21%	29%	18%	24%	18%	25%
AL2	28%	31%	27%	29%	26%	27%
AL3	39%	32%	40%	35%	42%	36%
AL4	12%	9%	15%	11%	14%	11%
2016 - 2017						
AL1	23%	32%	22%	28%	23%	28%
AL2	28%	29%	25%	27%	26%	27%
AL3	32%	29%	37%	34%	36%	34%
AL4	17%	11%	16%	12%	15%	11%
2017 - 2018						
AL1	9%	14%	9%	12%	8%	11%
AL2	21%	25%	20%	23%	20%	23%
AL3	42%	41%	44%	44%	45%	44%
AL4	28%	19%	27%	21%	26%	21%

Table 28. Scores from SBAC Math Test from 2015-2017 Comparing NR21 Schools with Non-NR21 schools

Year/Group	Grade 6	Grade 7	Grade 8
2015 - 2016			
NR21 Schools	2493	2510	2499
Non-NR21 Schools	2519	2528	2517
2016 - 2017			
NR21 Schools	2488	2501	2494
Non-NR21 Schools	2519	2525	2509
2017 - 2018			
NR21 Schools	2495	2510	2525
Non-NR21 Schools	2527	2536	2551

Table 29. Change in Number of Students Falling within Achievement Levels (Math)

Row Labels	Grade 6		Grade 7		Grade 8	
	NR21	Non-NR21	NR21	Non-NR21	NR21	Non-NR21
2015 - 2016	100%	100%	100%	100%	100%	100%
AL1	28%	39%	32%	39%	43%	54%
AL2	34%	33%	32%	32%	34%	28%
AL3	22%	18%	22%	18%	16%	13%
AL4	16%	10%	14%	11%	6%	5%
2016 - 2017	100%	100%	100%	100%	100%	100%
AL1	28%	41%	33%	43%	48%	55%
AL2	34%	32%	31%	29%	31%	28%
AL3	22%	16%	22%	18%	15%	12%
AL4	16%	10%	14%	10%	6%	5%
2017 - 2018	100%	100%	100%	100%	100%	100%
AL1	25%	38%	30%	39%	34%	46%
AL2	32%	32%	29%	30%	27%	27%
AL3	23%	18%	23%	19%	19%	14%
AL4	20%	11%	18%	11%	20%	13%

During interviews with program leads and external evaluators, it was reported that students are engaging in increased online research, completing their work, submitting their assignments, receiving feedback, and tracking their own success. In addition, students are engaged in more project-based learning and there is some anecdotal, but not empirical, evidence of student behavior improving in a 1:1 classroom setting. A frequently cited theme was “opportunity” – for research, use of tools, collaboration, learning from different sources, self-directed learning, and individualized instruction.

Similar interviews with administrators showed that students are getting more in-depth and more frequent feedback on their assignments. Students now have full access to the internet which presented a challenge, but schools implemented usage policies and monitoring software (i.e., Go Guardian) to ensure students were not viewing inappropriate content or engaging in improper behavior.

Overall, the evaluation found that use of the technology allows students to take more control and be an active leader in their own learning, and that students are frequently collaborating online with peers to solve problems and complete projects. In addition, teachers and administrators report an increase in student motivation and engagement as they try new things and focus particular activities on their area of interest.

Family Experience

The evaluation also looked at a limited number of family outcomes and experience, focusing on knowledge of device usage and support for the benefits the devices provide.

90% of survey respondents indicated they agreed that parents and/or community members are aware of the NR21 program. 85% also report that parents and/or community members are aware of changes to school practices related to the program. Table 30 shows slight differences in these responses from Phase 1 to Phase 2.

Table 30. Percent of Survey Respondents Who Strongly Agree or Agree on Survey Questions 4

Survey Prompt	Phase 1		Phase 2	
	% Agree	Mean	% Agree	Mean
Parents and/or community members are aware of this program in our school.	96%	1.52	90%	1.66
Parents and/or community members are aware of changes to school practices related to the program.	91%	1.68	85%	1.79

Through interviews with program leaders and external evaluators, the evaluation found that in general families are getting more comfortable with their student having this type of access:

- 81% are comfortable teaching their child about creating an online presence.
- 84% are comfortable teaching their child about the legal use of web content.
- 88% are comfortable teaching their child to recognize and prevent cyberbullying.
- 94% are comfortable teaching their child about online safety.

Administrators reported that some parents were very hesitant at the beginning of NR21, but most have experienced increased comfort over time. Interviewees noted that some schools have a parent/student orientation to the program before school starts to go over the rules and care of the Chromebook. One school reported a requirement of parent involvement in class if a student continually demonstrated improper use of the Chromebook.

The evaluators found that the integration of the devices into everyday learning was likely a huge change for some students and families. Given the potential for harm online, this could be a big threat for parents. However, it seems as if the program and the teachers/administrators have worked hard to involve the parents in this program from the beginning to increase comfort.

Program Challenges

While many positive impacts were found during the evaluation, the NR21 program has encountered some challenges since implementation:

First, administrators have found it very important to monitor student behavior online. The administrators all mentioned this as a major challenge that they had to face. The GoGuardian software was reported as a valuable resource where administrators could monitor student behavior online and identify those that need closer monitoring and/or intervention. This includes students searching for content that is inappropriate for minors, conducting searches which indicate they are having personal issues at school or at home, or who are thinking about harming themselves or others. Beyond monitoring behavior, challenges existed with punishing students for improper use of the device. For example, if a school takes away a student's Chromebook based on online behavior or inappropriate use, teachers may have to go to great lengths to create a paper-based learning environment that parallels the digital experience.

Second, program leaders and school administrators were concerned with the ability of the program schools to maintain the device use and program resources after the NR21 funding is complete. Programs in Cohort 1 are nearing the end of their grant funding. Teachers and students have now adapted their 1:1 educational experience to include constant integration of the technology including the resources (software, coaches) that are part of the program. The NR21 leadership team is working with the technology vendor to offer continuation of the services for a reasonable price but costs may exceed what some schools or districts can afford.

Finally, and related, students who are now accustomed to the NR21 learning environment (devices, software for collaboration and research, and teachers working online) are moving to high school that is not equipped with technology. Results from the surveys and interviews show a correlation from the technology to the way students learn, interact with other students and their teachers, and increase their motivation. As students from the NR21 program move to high school, program leaders and administrators are unsure how the motivation and learning behaviors will be impacted.

Great Teaching and Leading Fund

Program Overview

The Great Teaching and Leading Fund (GTLF) was designed to fund grant proposals that improve the quality of educators (teachers and leaders) through professional development across the state. The intended audience for the program may be pre-service or in-service educators. The four primary goals for this fund are adjusted based on identified needs within the educator population and are reflected in the grants awarded during each funding cycle.

Additional methodology

In addition to reviewing the survey results, for the GTLF evaluation we completed the following steps:

- Interviews with program leads about changes since the previous evaluation.
- Reviews of a sample of program participants' 120-day reports that documented activities for how specific grants were designed and implemented.

Final Recommendations from External Outcomes December 2016 Report

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

Program Implementation and Outcomes

Since the inception of the program, GTLF has grown in its scope of funding educators and have included schools, foundations, regional support agencies, and higher education institutions – individually and through collaboration. Across all funded school years, the overall goals associated with the program funds fell into the following categories:

- enhancing recruitment efforts
- providing mentoring and coaching to educators
- improving effective teacher retention
- facilitating capacity to support improvements in student achievement scores.

Overall, **program participants reported meeting or exceeding the majority of their goals**, and all proposed continued uses for the program funds. Although an increase in student achievement scores cannot be directly associated with participation in professional development activities, school reports demonstrate confidence in the ability of their teacher professional development programs to enhance student achievement over the long term. On survey questions about changes in curriculum and instruction due to implementing the program, about 95% of survey participants indicated that GTLF provides educators with valuable professional growth opportunities. Almost 94% agreed that implementation of the program has been beneficial to students. In addition, about 94% noted that as a result of the opportunities received, changes in classroom instruction and practice have occurred.

Table 31. Percentage of Respondents Who Agree or Strongly Agree on Curriculum and Instruction Survey Questions

In general, this program provides valuable professional growth opportunities.	95.40%
As a result of the professional development opportunities, changes in classroom instruction have occurred.	93.80%
The professional development activities I learned have improved my practice.	92.20%
The implementation of the program in the school has been beneficial to students.	93.80%

“The mentors have allowed new teachers the support they need to implement some key features of our school: Power Hour, Standards Based Grading, Infinite Campus, school wide student learning goal, and STEM practices.”

“We have mentors and deans that help us with our new teachers. However, as one of them, it is hard to be a mentor and teacher too. I think more funding to be able to do mentoring as a full time [role] to support the needs of our teachers would be better. I have seen some great things within my class as I have gained some wonderful training and have seen some teachers in action and helped them grow and impact others.”

“Teachers feel more comfortable and confident when they have support and that in turn helps student performance.”

As an improvement from the initial implementation of the program was the development of a more detailed proposal evaluation rubric. Additional changes included the ability for grant applicants to propose multiyear projects and to further encourage collaborative proposals that have the potential to have greater impact on the educators the project is intended to serve. An additional benefit of the program is its ability to adapt to the most pressing needs of the state.

In earlier stages of the program, district level leadership that participated in the study also indicated that there were areas of the program limitations and review process that could be improved. These concerns appear to have been addressed as survey ratings about the program were higher and comments from participants similar to those noted below suggest that the program has been responsive in improving the parts of the program’s infrastructure.

“The multiyear grant application was really great.”
“Processing time has been exceptionally fast.”

Implementation of Funded Programs

Overall, programs funded under the GTLF were implemented as planned and within the timeframes specified. Program leads were asked about the process of working with the state and implementing their program under the leadership and oversight of the NDE staff. Several of those who indicated challenges with communication (e.g., getting answers to questions, specifications on reporting requirements) reported improved processes in subsequent years. Survey highlights included positive comments about these improvements such that those noted below.

“The application is generally straight forward.”
“[Program staff] are always friendly and quick to respond!”
“Communication with NDE has been excellent. [Since 2016] this has improved.”

Services Provided

The funds allocated under the GTLF were used to support a number of program activities including:

- support for educators seeking National Board of Professional Teaching Standards certification
- online campaigns to recruit teachers to Nevada followed by mentorship for those selected
- full implementation of the NVACS for science in K-5 classroom
- development of a “Teacher Leader Academy”
- orientation of first-year teachers using professional development activities

Most of the projects funded were focused within a district or a region, but some proposals did suggest their work products could be expanded to other schools, districts, or regions in the future. Case studies of four of these programs are highlighted here to illustrate the range of activities supported by the GTLF funds.

Case Study 1: Carson City School District Nevada Academic Content Standards for Science Elementary Project

In 2017-18, Carson City School District (CCSD) worked to achieve full implementation of the NVACs for science in K-5 classes. 170 elementary teachers participated in the program, received ongoing professional development and administered the common unit assessments, and entered assessment data into MasteryConnect.

CCSD planned to complete the following objectives during the project period:

- 170 K-5 teachers completing at least 30 hours of intensive science professional development
- 90% of the District’s K-5 teachers demonstrating knowledge of NVACs for science and ability to implement these standards in classrooms
- 3,000 students taking common unit assessments to measure mastery of NVACs for science
- Tracking science assessment data over a two-year project period with data available at the classroom, site, and district level in real time
- At least 70% of K-5 students demonstrating mastery of NVACs for science

By June 2018, 71% of teachers participating in the program scored themselves at a high rate of knowledge and implementation. 100% of STEM coaches and administrators reported that science instruction observed in K-5 classrooms aligned with NVACs. Teachers believe that implementation will lead to improved student academic achievement in science over time. Data were entered into MasteryConnect for 80% of the 3,000 K-5 students.

“Now that all 170 K-4 teachers completed at least 30 hours of intensive science professional development, they are demonstrating their knowledge of the NVACs for science and their ability to implement these standards in their classroom.”

Case Study 2: Public Education Foundation Teacher Leader Academy

The Teacher Leader Academy (TLA) focused on creating a network of teachers in Clark County who can think about teaching in new ways that create lasting change. Select goals of the program were to cultivate good-to-great teacher leadership, aid educator retention, and connect TLA alumni to national education reform experts, ideas, and resources. In 2017-18, 67 K-12 teachers participated in the program, representing 42 different schools. Participants received four primary forms of support which include:

- Nine course modules consisting of face-to-face instruction led by expert faculty members
- Eight community leader sessions with state senators and local policy experts
- Monthly sessions culminating in a group Capstone Project based on site-specific problems of practice
- Monthly mentor sessions with Academy Alumni

Teachers who complete the program show a retention rate ranging from 94-98% across three years of alumni data. 61% of TLA participant schools show a reading median growth percentile above the state median of 50. No TLA school had “low growth,” defined as a median growth percentile below 35. TLA high schools show an average ACT composite score of 18.4 for 11th graders, higher than the state average of 17.5. TLA participant schools are associated with higher proficiency rates on the SBAC and higher growth on the SBAC.

“The instructional core and development of teachers/students/content was excellent. I’m looking forward to holding on to this pedagogy going forward in working with staff and students.”

Case Study 3: UNLV Professor Quinn’s A Collaborative Pyramid Supporting Professional Development, Teacher Leadership, and Teacher Retention: Phase 2

In 2017-18, 20 first-year teachers, 47 second-year teachers, 15 teacher leaders, and 9 university supervisors participated in the Collaborative Pyramid program. Teachers were recruited from Alternative Routes to Licensure (ARL) programs and Sierra Nevada College, National University, Clark County School District, and UNLV. Goals of the program included:

- Increase retention rates of teachers in Nevada
- Establish a process for inducting first-year teachers into the profession who will become effective educators and teacher leader of the future
- Create teacher professional learning communities
- Measure the success of the program

Program activities centered on four “Saturday Seminars” that provided mentoring opportunities, small group growth exercises, and best practice presentations. 99% of Collaborative Pyramid program participants indicated that the project helped them improve and grow as an educator.

“I have used many of the strategies we discussed and see improvement in my teaching.”

Case Study 4: Northeastern Nevada Regional Professional Development Program (NNRPDP) National Board Certification Cohort

The National Board Certification (NBC) project had three goals:

1. Support participants while they work through component requirements
2. Assist participants as they change instructional practices according to component requirements
3. Support participant growth as teacher-leaders

Three high school and three elementary teachers fully participated in the program. Interactive Audio Video was used to support distance-based participants. “Jumpstart” days were held to assist participants learn the requirements and expectations for each component and to plan for achievement ahead. Eight support workshops were held to help build community and create accountability, and participants received regular encouraging email communication.

Evaluation data suggested that NBC clearly achieved goals 1 and 2. 79% of participants report refinement of existing practices according to the components and educators indicate ample opportunities for interaction and reflection during training.

“Thank you! Working with [a facilitator] and [a peer] was very helpful in gaining an outside perspective about my lessons. It has helped me be more reflective about my teaching.”

“This support group is very helpful and revitalizes my excitement and interest in helping my students gain knowledge by continuing to improve and create more engaging lessons, even on days when I feel like a failure.”

Achievement of goal 3 is less clear but may be observed over a longer period of time with an increased number of program participants.

Impact on Nevada’s Educational System

The case studies described above represent a sample of the programs funded by that program. In reviewing summary reports from other fund recipients, similar findings regarding the breadth of participation and the value associated with the professional development support.

A survey of teachers who participated in the program revealed general agreement that the GTLF program has positively impacted student behavior. About 90% of respondents agreed that implementing the program has improved student learning strategies and 90% of teachers believe that their students have improved their skills since the inception of GTLF.

Table 32. Percent of Survey Respondents Who Strongly Agree or Agree on Motivation and Behavior Survey Questions

The program implementation has resulted in improved student learning strategies.	90.20%
The program has had a positive effect on the school environment.	88.30%
Students are demonstrating better learning behaviors at school as a result of this program.	81.70%
Students seem more motivated during classroom activities since the implementation of this program.	86.20%
Student classwork has improved as a result of this program.	84.70%
The program has had a positive effect on student academic performance in my school as measured by statewide assessments.	81.70%
The program has had a positive effect on student academic performance in my school as measured by classroom work and local assessments.	89.80%
I believe my students' skills have improved as a result of this program.	90.00%

Feedback and Perceptions on the Process

Within this second phase of evaluation, 72 participants provided feedback about the GTLF, including 49 teachers, 5 support staff, 8 administrators, and 10 other school-based roles. All program leads were also asked about their perception of the overall program, the goals, the approach to funding, and perceptions as to how it would impact the Nevada Educational system. Program leaders reinforced the intention of the GTLF and indicated that the funds were having a notable impact on teachers (e.g., recruitment, preparation, effectiveness), administrators (e.g., leadership, effectiveness), schools (e.g., teachers and administrators collaborating), and students (e.g., achievement). When asked about suggested areas of improvement, several key ideas emerged that are noted here.

- Additional support for more educators to participate in professional development in teacher leadership, national board certification, and self-reflection of practice. This is a growing trend and interest has been increasing in the field.
- Expanding content related priorities to include exposure and training for additional academic content standards (e.g., computer/technology literacy, financial literacy).
- Building the teacher pipeline to respond to growing demand along with an emphasis in recruitment and retention for students/teachers of color.

Trend Data

Because the Great Teaching and Leading Fund program is implemented based on which awards are funded, the aggregate outcomes are not as meaningful as what can be observed for the individual

schools/districts participating in the program. This diversity was illustrated in our discussion of the case studies noted above. Some of the trends that were observed included an increase in collaboration among program applicants with 23 examples of joint proposals along with an improvement to allow 2-year funding requests. One of the specific themes noted was the activities related to recruitment and retention as having a positive, and potential longer term, impact on the educator population.

Limitations

It is important to acknowledge that the evaluation design has limitations for each of the programs including:

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

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

Designing an evaluation plan that addresses program needs requires consideration of qualitative and quantitative data. Because many of these programs do not necessarily have direct quantitative indicators of outcomes, empirical evidence such as student achievement will be more difficult to interpret regarding the success of the program. Other factors that influence the interpretation and conclusion are the stability of the criteria for eligibility of participants in a program along with the availability and stability of outcomes measures. Another influencing factor is the ability to reasonably compare the effectiveness of a program for intended stakeholders with a similar sample of stakeholders who would be otherwise eligible, but not receive the benefits of the program.

Chapter 4: Recommendations and Next Steps

Zoom Schools

We recommend continued funding for Zoom schools. In 2017, CCSD and WCSD each had ten Zoom schools that were at or below the lowest quartile. In 2018, CCSD has 3 elementary schools and 2 middle schools in the lowest quartile while WCSD has 2 elementary schools and 1 middle school in the lowest quartile. CCSD has increased the number of Zoom schools rated as 4-5 stars. Thus, we recommend that Zoom schools in the lowest quartile seek technical assistance from higher quartile schools.

From the educator perspective survey, the evaluation generally observed agreement across all survey questions. The lack of more frequent responses toward ‘strongly agree’ indicates room for the Zoom School program to improve. One area of improvement, which is directly tied to survey responses is the continued action for professional development in preparing teachers to meet the educational needs of English learners in the classroom. We recommend that professional development include application of TESOL in the classroom and observable instruction connected to the Common Core State Standards. Instruction that does not illustrate observable or identifiable connection to the Common Core State Standards diminishes the academic achievement on standardized testing outcomes for our English learners.

Victory Schools

Based on the evaluation presented above, we recommend that Victory Schools continue to be funded. The recommendation for continued funding is based on several critical conclusions drawn from the evaluation of Victory Schools between 2015-16 and 2017-18.

1. There has been an increase in the achievement of students on the SBAC summative assessments in ELA and Mathematics between 2016-17 and 2017-18, with some of these increases being higher than the average overall increase across the state of Nevada.
 - a. For ELA, students in 3rd grade, 4th grade, and 8th grade had higher percentages of growth than the overall state average growth.
 - b. For math, students in 3rd, 4th, and 8th grade had the same or higher percentages of growth than the overall state average growth.
 - c. These rates of growth provide indication that programming funded by Victory Schools is having an impact on the 3rd-grade literacy rates and student mastery of rigorous curriculum to be prepared for high school.
2. The percentage of students who are proficient at Level 3 and 4 for both ELA and Math has increased between 2015-16 and 2017-18.
3. Regression discontinuity analysis indicates that Victory Schools in Clark and Washoe Counties are outperforming a comparison group of other 1- and 2-star schools with similar demographic profiles.
 - a. For ELA, these positive rates can be found in both Clark and Washoe Counties, although it should be noted that the sample size for Washoe County is small and a larger sample or more time is needed to verify this observation.
 - b. For math, Victory Schools in Clark County are outperforming non-Victory Schools.

- i. In Washoe County, the trend is positive related to math achievement, but due to the small sample size a specific rate of math achievement across time cannot be determined.
 - ii. However, overall achievement in Victory Schools is higher than non-Victory Schools used in this sample.
- 4. Graduation rates at the three high schools receiving Victory Schools funding have increased between 2015-16 and 2017-18, with Valley High School increasing by almost 15%. For the past two years, graduation rates at the two comprehensive high school campuses are higher than the state of Nevada graduation average.
- 5. Stakeholders report a positive impact of Victory Schools funding on measures of student achievement and feel that the program should be sustained to maintain school growth over time.
 - a. While some stakeholders had concerns about logistics related to the receipt and expenditure of funds, the vast majority of respondents felt that Victory Schools were having a positive impact on school climate overall.
 - b. The majority of respondents felt that Victory Schools had an overall positive impact on their schools and students for all questions asked, with 80% indicating that they felt Victory Schools had a positive impact on their school.
 - i. A smaller percentage of respondents agreed on specific questions related to the impact of Victory Schools on specific student and teacher behaviors, although a majority still felt the program had a positive impact.
 - ii. It may be worthwhile to continue to work with schools on pairing the impact of specific Victory Schools programs with specific indicators of student achievement and the work of teachers, and then making those connections clear to all stakeholders.

Along with the recommendation for continued funding, the following next steps are also recommended based on the evaluation delineated above for the implementation of Victory Schools on school campuses.

1. If feasible, adjust funding disbursement to ensure that schools can engage in a comprehensive needs assessment process prior to implementation of Victory Schools plans during the academic year. This will ensure that schools have time to fully determine the needs of students and families on their school campuses, explore evidence-based programs to implement and address identified needs, and fully determine assessment metrics that can be used to track progress over time.
2. Continue to refine program-specific assessment measures in addition to analysis of summative assessments.
 - a. For example, schools should develop specific assessment plans for targeted professional development related to teacher knowledge and skills to ensure that professional development is having the intended impact on the classroom. Right now, most data related to professional development are student-level. This is an appropriate secondary, indirect variable to monitor, but teacher skills and implementation should be the primary assessment focus of professional development strategies and techniques.

- b. While the example provided was specific to professional development, similar assessment plans should be developed for all programming (e.g., number of students served in after-school programs, impact of integrated student supports on behavior in schools).
3. Explore Victory Schools programming on middle school campuses; analysis of data indicates that scores in 5th, 6th, and 7th grades tend to be lower than state average. We recommend that middle schools look critically on how Victory Schools funds are being spent and align funded programming with specific needs of school campuses.
4. Begin to explore differential impacts of Victory Schools programming on levels of school campuses.
 - a. Regression discontinuity analyses indicated that some schools are performing better than others. We recommend that a deeper dive with Victory Schools that are outperforming the average be conducted to determine specific activities occurring there that might benefit other Victory Schools.
 - b. Additionally, specific analyses of interventions or programs that are funded using Victory Schools funds (e.g., professional development, specific literacy programs, integrated student support activities) would support the determination of which programs are having the greatest impact on student outcomes.
 - c. Professional development could then occur across Victory Schools campuses related to effective interventions and programs so that school leaders can learn from each other.
5. Collect data on all programs being implemented on Victory Schools campuses and communicate which programs are designed to address which specific outcomes.

Read by Grade Three

The Read by Grade 3 (RBG3) program was designed to prioritize literacy for students in grades K-3. One component of this legislation is a competitive grant program that is designed to support schools in their efforts to ensure that students are proficient in reading by the end of grade three. This intervention is designed to improve the Tier I level of instruction in early reading. It is also designed to improve all Tier II and Tier III levels of instruction (including research-based early reading interventions).

We recommend continuation of this program for several reasons. First, when deployment of RBG3 was reviewed, the schools and districts that received funding successfully managed program implementation. Schools indicated they have developed a schoolwide learning literacy plan and managed the introduction of learning strategists into their school. Although specific implementation strategies may differ across schools, the overall, positive impact of the program continues to increase.

Second, surveys focused on stakeholder perceptions reveal important supportive feedback on program goals. For example, a number of survey respondents indicated they used funding to support smaller class sizes, more personalized learning with students, and increased focus on literacy with students across all grade levels. The survey also highlighted possible issues: some respondents indicated they did not have the appropriate amount of time and resources necessary to

carry out program tasks. It would be valuable for the program to further investigate these concerns, as it could help build a more effective program for all schools involved.

The surveys also demonstrated that a significant number of program participants felt that the program had a direct positive impact on student performance. Respondents indicated the program was helped increase the students' focus on literacy, increased their motivation, and showed positive increases in students' overall literacy ability.

Third, when looking at measures of student achievement, the evaluation also demonstrated some initial results that support the effectiveness of the program. The program evaluation has been hampered in the past by inconsistent and unreliable measures across the state. However, initial evaluations indicated some positive progress for schools involved with the program. In 2017-18, for the first time, a consistent measure of student achievement (MAP) was implemented within all schools in the state. Using this measure, schools that participated in the program showed some greater decreases in the percentage of students identified as reading deficient. This initial difference demonstrates that the Read by Grade 3 program has the potential to significantly impact the proficiency level of students across the state of Nevada. It is important to note that the use of MAP statewide only has one year of data. Additional trend information will be available with multiple years of data.

In sum, we support continued funding of the Read by Grade 3 program. The program has demonstrated positive impact on student achievement, specifically, identifying struggling students, providing interventions, and improving student literacy. In addition, the evaluation also identified some areas of opportunity where more information could be used to help the program be most effective for schools across the state of Nevada.

Underperforming Schools Turnaround

We recommend continuing funding for the Underperforming Turnaround Schools program. The school-specific nature of the program means that global conclusions about methods or approaches to reform are not as meaningful.

We also recommend that the program continue to seek opportunities to monitor school level implementation of the improvement efforts. Because each school will have its own plan for improvement, it will be important to ensure that the plan aligns with the schools needs.

Social Workers Grants to Schools

Based on the findings from this evaluation the SWxS program is recommended for continued funding.

The goal of the SWxS program was to place school-based social workers/mental health (SW/MH) professionals in schools with demonstrated need to enact the goals, objectives, and activities outlined by the Nevada Office for Safe and Respectful Learning Environments (OSRLE). The logic model of the SWxS program suggests that through placing social workers/mental health professionals in schools to implement multi-tiered interventions aimed at improving school safety

and climate, the program will influence student, educator, and family outcomes. Short term outcomes include changing school climate and immediate health and safety related behaviors, which in turn, should have an impact on longer-term social-emotional and academic outcomes for students, teacher effectiveness, and family engagement.

Rationale for Recommendation of Funding

Stakeholder perceptions factor strongly into the recommendation for continued funding. Qualitative perception data from the evaluation survey of nearly 1,000 educators provides concrete examples of how the SWxS impacts students and provides resources for other staff at schools. Not all perceptions were positive and recommendations are offered related to social worker service delivery and visibility in the recommendations section below.

Findings are inconsistent across quantitative indicators and may mirror overall trends in the State, thus identifying clear impact of the SWxS program is challenging. For example, while there were significant declines in transiency between 2014-15 and 2017-18 at SWxS schools, there were also declines at the State level in transiency. Similarly, increases in violence against students resulting in suspension and expulsion over the reporting period seen at SWxS were also present at the State level, for example. Consistent climate data across the State is not currently available and the slight decreases in one element of climate reported in this document represents a small proportion of the schools receiving funding. The following recommendations section includes a description of emerging data sources (e.g., service utilization) and consistent data sources (e.g., climate) that are more closely aligned with the SWxS program. Further, as described in the recommendations section to follow, due to the nature of the program itself, the variability with how schools are enacting the SWxS, and the differences in need across geographic regions and grade levels, the implementation timeline for this program is likely long. Data concerns, coupled with the unfolding implementation of services, leads the evaluation team to be conservative in drawing strong conclusions from the available State-level indicators. As additional data sources come online and the program has more time to develop, comparisons in outcomes to non-funded schools may be appropriate if a legitimate comparison group can be identified.

Finally, the progress in supporting the program and forming partnerships to expand services and fill positions across the State on the part of staff associated with the State is very positive. The State has made rapid progress in creation of guidance documents for program implementation and service delivery and in forming partnerships to assist students and families. The SWxS program galvanized these products and seems to have created a centralized mechanism stemming from the commonality of education for service provision. Services provided by the social workers are variable, but the OSRLE and specifically the SWxS program staff, offer a unique opportunity to develop services at multiple tiers of intervention that can be monitored and implemented in a systematic way across the State. At present, it is not clear if the program is having impact primarily on the students in most critical need or if the program effects have made their way to improving the environment for all students. This issue is illustrated by many of the open-ended responses. Some educators felt impact in their classroom through supports from the SW to implement socioemotional curriculum or develop strategies to manage behavior. Others only saw impact on the students in most critical need. However, it does appear that systems of support are beginning to

come together to ensure that schools have professionals trained to meet all student needs, and incidentally, support the work of other educators at Nevada schools.

Overall Recommendations

Based on the findings from the evaluation process, there are several recommendations and next steps for policymakers and program leads to consider as the program develops.

- a) **Consistent Statewide Climate Measures.** Consistent application of a high-quality statewide climate survey is important for determining meaningful change over time in key climate indicators but also for comparing the programmatic impact of SWxS, as well as other climate-oriented programs, to schools not participating in the program or to state averages. The NV- SCSEL was developed, validated, and aligned over time by a reputable survey development group. The NV-SCSEL may be an option for implementing a statewide climate survey.

The influence of the SWxS program is likely not best measured by standard academic outcome indicators, such as performance on standardized exams or even graduation rates. The SWxS program logic model identifies indicators of success that are more closely tied to the activities of the program. However, at present the measurement of these variables is imperfect, absent, or inconsistent. For example, the increase in reported bullying incidents over the past several years may be due to success of the SWxS program in increasing student knowledge of resources for reporting bullying and educator awareness of the signs of bullying (expected short term outcomes of the program). In this case, the actual number of bullying incidents may not have changed or even could have declined, but increases could have come in reporting. Alternatively, the increases in reported bullying incidents may be reflective of increases in actual bullying behavior, which could signify a growing need that can't be met by the current program as enacted, or even the failure of the program. The totality of the findings do not suggest programmatic failure, but more exact data sources that are collected statewide are needed for making responsive programmatic decisions.

- b) **Expand Program Reach.** Expanded funding to increase services to schools that were desirous of SWxS funding is recommended. According to the State Program Office, nearly 200 new schools applied for funding in 2017-18 but were unable to utilize the program due to flat funding levels. Continued attention to school size, student need, and planned services when making allocation decisions will help ensure that the funding is maximized.
- c) **Leverage New Data for Future Program Changes.** The services provided at the school-level by SWxS professionals was beyond the scope of this evaluation. The program is intended to provide services and programming that will benefit all students (Tier 1 services), however, there is some indication through the climate survey data and behavioral data that whole school change may not yet have occurred. However, declines

in transiency and educator perception data suggest positive change. The inconsistent findings are plausibly related to how the SWxS program is being utilized in different locations. Survey data and interviews with program leads suggest that at some schools, SWxS are tasked with assisting students and families that are in crises (Tier III). This level of intervention is helpful to educators by providing resources for assisting students with acute needs, leaving more time for classroom instruction, and are likely helpful for keeping in school students that are facing acute needs. The collection of new data in the form of service utilization, which was recently rolled out by the State Program Leads, should provide insight into the nature of services provided and percent of time spent on different intervention tiers. Further, there is indication from the educator surveys that the nature of the services provided may differ at different schooling levels. This type of insight is important for making programmatic changes and for understanding reasonable levels of change in indicators.

- d) **Continued Strong Levels of State Support.** In the 2018 Preliminary Evaluation Report (Buckendahl et al., 2018), the evaluation team indicated that the State program office had been responsive to the recommendations offered in the previous evaluation cycle. The findings from the preliminary report are worth repeating and are directly restated in the following section: “The state also conducted a survey of SWxS funded professionals at the end of the 2016-17 academic year that yielded similar themes to those identified in the evaluation. Based on this combined set of information, the State took specific actions. The State created a series of documents that are hosted on a Trello site (private document sharing site) and can be accessed by all SWxS involved schools and district support personnel. These include, but are not limited to, (a) a Standard Award Guide, (b) a Standard Practice Guide, (c) a Scope of Practice Chart, (d) Standardized FERPA and HIPAA guidance training, and (e) additional resources, such as list of common school-based acronyms that might assist SW who are new to the school setting, and lists of community resources by district. The State also implemented new data capture systems to help identify service delivery and implemented new data crosswalk sessions to help districts and schools align climate data and academic data sources for school improvement planning. Finally, in response to concerns about workforce, there has been an increase in partnerships to support training of appropriate personnel while also enabling services to expand during a flat funding period. These partnerships included adding 45 Masters of Social Work (MSW) interns in Clark County and 9 practicum students from the University of Nevada Reno to serve counties in the northern portion of the state.”

The responsiveness and continued guidance by the State program office to districts and schools through the provision of guidance documents, practice guides, school safety resources, and formative data on which to base decisions, is a critical aspect of the success potential of the SWxS program. Schools in different regions of the State face distinct challenges in meeting diverse needs of students and families. Further, the specific services of the SWxS program are multi-tiered in nature and significant

variation in the services and roles of the SWxS by school are the expected depending on the school needs. In many cases, SWxS professionals introduce services that were unknown or minimal in schools. In other cases, educators did not see any impact on the school beyond a small group of students. Social workers face the challenge of creating a change in culture and helping the community learn about socioemotional aspects of development and education. If the demand for more critical or acute need is high at school sites, social workers may struggle to work with other educators on more broad initiatives. These challenges and factors provide a reasonable rationale for a long implementation timeline before which reasonable change in indicators may be expected. Continued intensive support for thinking about different possible models and types of service delivery will be important during the extended implementation period.

Nevada Ready 21

The purpose of the NR21 program is to provide students access to a connected portable device and to skilled educators who value personalized student-centered learning. This includes professional development for educators to grow in these areas. The initial focus is on middle school students and their transition to high school. The primary goals were about changing the educational experience for students to include more emphasis on 21st century skills, self-directed learning, and engagement.

We recommend continuation of this program for several reasons. First, we feel the implementation of the NR21 program followed the proposed model for school selection, technology equipment and supply, and resource allocation to maximize the impact of devices on the learning environment (e.g., software, coaches). The survey findings indicated that as teachers receive more professional development opportunities, they share ideas and grow in their own abilities to integrate technology into instruction, create assignments, monitor student programs, and provide student feedback.

Second, students show increased motivation (based on teacher and administrator reports), more control of their own learning, and increased engagement in 21st century skills. One example of this is growth observed in students' information and technology literacy. Students are now comfortable working online, communicating with their teacher online, and researching information online. This enables students to function well in similar environments in high school and beyond. As another example of 21st century skill development, students are now engaged in more self-directed learning where they utilize the resources they need for knowledge, while the teacher serves as more of a facilitator.

Although at first glance this could appear that teachers are devalued, the truth is very different. Teachers are now able to focus their time on providing students with individualized instruction by monitoring students' activities and progress, assessing their strengths and where they need to grow, and creating specific assignments that will help the achieve their goal in a way that maximizes their motivation to learn. With increased student motivation and engagement, students also have the opportunity to be more creative in how they approach classroom work and engage in more critical

thinking and problem-solving tasks. Both teachers and administrators reported that the NR21 program (tools and technologies) increased students' ability to collaborate/work in teams.

Third, there is evidence that the program enables teachers to successfully integrate tools and technology in their classroom allowing them to become more effective in reaching students and efficient with their time. Teachers and administrators underscored the importance of the program coaches to the overall success of this integration. The coaches not only provided instruction and guidance, but were available for help during the integration, provided suggestions for improvement of practices, and facilitated the sharing of ideas and collaboration among teachers.

Fourth, families of students are becoming increasingly more comfortable with their students' online presence. This program has included a number of safeguards to ensure students are acting responsibly online. Measures taken by teachers and administrators when students misbehave online often involve parents and guardians so that they are aware of the improper behavior, the consequences, and can be involved in helping to improve their students' behavior.

To date, there is limited empirical evidence of program impact on student achievement (i.e., test scores) – although some teachers indicated they would expect NR21 to have an impact (via the survey ratings), the evidence is not yet there in the statewide assessment data. However, this also may be due to the lack of a clear contrast group (as we don't know which schools are operating in a 1:1 environment, but not NR21 funded).

In sum, we recommend continuation of the NR21 program for the reasons provided above despite the limited observable impact on the student achievement based on current measures. In addition, we encourage Nevada to think about how the state can support schools who are transitioning out of the NR21 program to continue this type of integration and how other schools (including those high schools aligned to the NR21 middle schools) could also work towards integration of these resources. The funding for this type of endeavor is quite extensive but a change in this direction does represent a fundamental shift to align students' learning environment with many aspects of the real world.

Great Teaching and Leading Fund

The Great Teaching and Leading Fund provides professional development for educators that then increases capacity for positively impacting student outcomes. **We recommend continuation of funding for this program** because:

- Implementation has improved from the initial launch and been successful based on the intent to provide professional development opportunities for educators across the state
- The program has been meeting the goals of the program with respect to teachers and administrators with an extension to secondary and post-secondary students as part of building an educator pipeline
 - o Identifying and recruiting students earlier in the education process has the potential to create longer term success in finding teacher candidates who will be more likely to remain in the profession.

- Supporting in-service educators with maintaining and developing knowledge and skills in areas that are changing for students and classrooms. The need to adapt to these changing environments is a skill set needed for an evolving economy. This is something that benefits educators and students.
- The focus on evidence-based practice has been another improvement in the selection of proposals as well as the implementation of the program. This foundation provides greater opportunities for the program activities to succeed have the intended impact.

Because of the breadth of the direct and residual impact of the program, it is difficult to directly attribute increases in student achievement to the implementation of the program. Similarly, because some of the teacher pipeline development efforts are relatively new, opportunities to see the effects of this support will be a few years away. However, the continued support for building capacity among educators is essential for the related goals of recruitment and retention of educators along with effective classroom performance.

Next Steps

Similar to the initial evaluation of these programs, we acknowledge that the evaluation design had limitations including:

- *Access*: Evidence collection and analyses were limited to documentation and data available through the state, districts, schools, and related documents; and
- *Availability of student achievement and behavior data*: Although most programs had statewide data, some programs are implemented more at the district or school level which makes data analysis and interpretation more contextual.

Our evaluation focused on the outcomes of the programs as determined by the logic models designed for each one. In some cases, these data were based on relatively shorter-term data recognizing the more longitudinal expectations for the program that will become more evident over a longer period of time.

Although some indicators are unique to the respective program, some of the indicators that apply across multiple programs include:

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

Indicators that are common across programs are useful for considering the relative effectiveness of different programs for meeting state objectives. The indicator evaluation activities suggested other possible common outcomes that spanned a range of programs, including school climate.

Designing an evaluation plan that addresses longer-term needs requires consideration of qualitative and quantitative data. Because many of these programs are still in the relatively early phases of implementation, evidence currently available is more preliminary in nature. These qualitative data sources are critical in providing evidence about stakeholder experiences with the programs,

identification of factors that may facilitate or inhibit implementation, and describe contextualized implementation that leads to innovation.

The programs in this evaluation represent continuing investment in important educational needs of students in Nevada. The emphasis among these programs on literacy, socioemotional support, and opportunities for innovation suggest reasonable investments in that can positively impact Nevada's education system and economic opportunities.

Next, as evidenced by the observations of the evaluation team and consistent input from stakeholders, there is a need for additional integration of the program characteristics into the academic culture of schools in Nevada. There has been good progress to date and we anticipate that these trends will continue with continued support.

Finally, the emphasis on accountability of public funds is encouraging as evidence of good stewardship. This is commendable and is a positive statement for the leadership and implementation of these programs in the Department of Education.

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Appendix A: Project Team

