



**Washoe County School District**

Every Child, By Name And Face, To Graduation

# Data Summit 2011

Digging Deeper  
Becoming Better



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## Washoe County School District Overview Data Summit 2011 - 2012

2010-2011 WCSD Student Characteristics	
<b>Gender</b>	
Male	52%
Female	48%
<b>Ethnicity/Race</b>	
American Indian/Alaskan Native	2%
Asian	5%
Hispanic	38%
African American	3%
Pacific Islander	1%
White/Caucasian	48%
Multi-Racial	4%
<b>Special Program Enrollment</b>	
IEP	17%
LEP	17%
FRL	44%
Source: WCSD Student Information System. The IEP totals are not final. The final count is likely to be lower.	

The Washoe County School District (WCSD) is the 58th largest school district in the country and operates 101 schools (including charter schools) serving urban, suburban and rural settings. The WCSD has 62 elementary schools, 14 middle schools, 13 high schools, 2 K-12 schools (Gerlach and Picollo), 2 middle/high schools (Washoe Innovations High School and Washoe Inspire Academy), 1 online K-12 program (WOLF, which is part of Washoe Innovations High School), and 8 District sponsored charter schools. The WCSD includes schools in Gerlach /Empire, in Wadsworth, and in Incline Village. The remaining schools are located in the Reno/Sparks metropolitan area. Total enrollment is 62,220 for all WCSD schools, excluding charter schools. The WCSD employs approximately 6,962 full-time equivalent employees. This includes 374 administrators, 3,884 teachers, and 2,669 classified support professionals, and 35 school police officers, sergeants, and investigators.

### 2011 Performance Outcomes<sup>1</sup>

- The graduation rate increased by 7 percentage points from 63 percent in 2009-10 to 70 percent in 2010-11.
- Although gains have been made across the District in academic performance and rigor as evidenced by achieving “adequate” status for AYP, almost 42 percent of WCSD schools are in designated as “in need of improvement”.
- In math performance as measured by the state CRTs, the District demonstrated gains in the percentage of proficient students in every grade 3-8. This included a seven percentage point increase in grade 7 and an eight percentage point increase in grade 8.
- In both math and reading, the District outperformed the state at all school levels.

<sup>1</sup> From the Superintendent’s highlights in the District Accountability Summary Report for 2010-2011. Additional information regarding the WCSD’s performance on the CRT and HSPE can be found at [www.nevadareportcard.com](http://www.nevadareportcard.com)

- Looking at math performance by student groups, with few exceptions gains in the percentage of proficient students were observed for all ethnic minorities as well as special populations.
- During the 2010-11 school year there has been a significant decrease in the 9th grade credit deficiency rate.
- There continues to be a significant increase in the percentage of IEP students earning standard high school diplomas.
- The school district continues to work toward and has seen a narrowing of the gap between Title I and non-Title I schools in terms of teacher experience and the percentage of teachers with advanced educational degrees.
- In Title I schools, 100% percent of classes were taught by highly qualified teachers and Paraprofessionals.

### **A Brief Note on Targets and Target Attainment**

As components of the local accountability model adopted by the Board of Trustees are implemented, they will be introduced into the Data Summit. This year, many of the data displays will feature color-coded target attainment tables. The "Targets" are based on the performance targets in Envision WCSD 2015 — Investing in Our Future. There are targets for each milestone along the Pathway To Excellence\*. Targets are set separately for each school and student population, based on their previous performance. The color codes are as follows:

**Blue: Exceeded 2011 targets by a year or more**

**Green: Made 2011 Target**

**Yellow: Performance was flat or slightly increased, but did not make 2011 target**

**Red: Performance decreased in 2011**

*\*Some targets, notably Reading CRT performance, are not reportable this year, due to significant changes on the tests.*



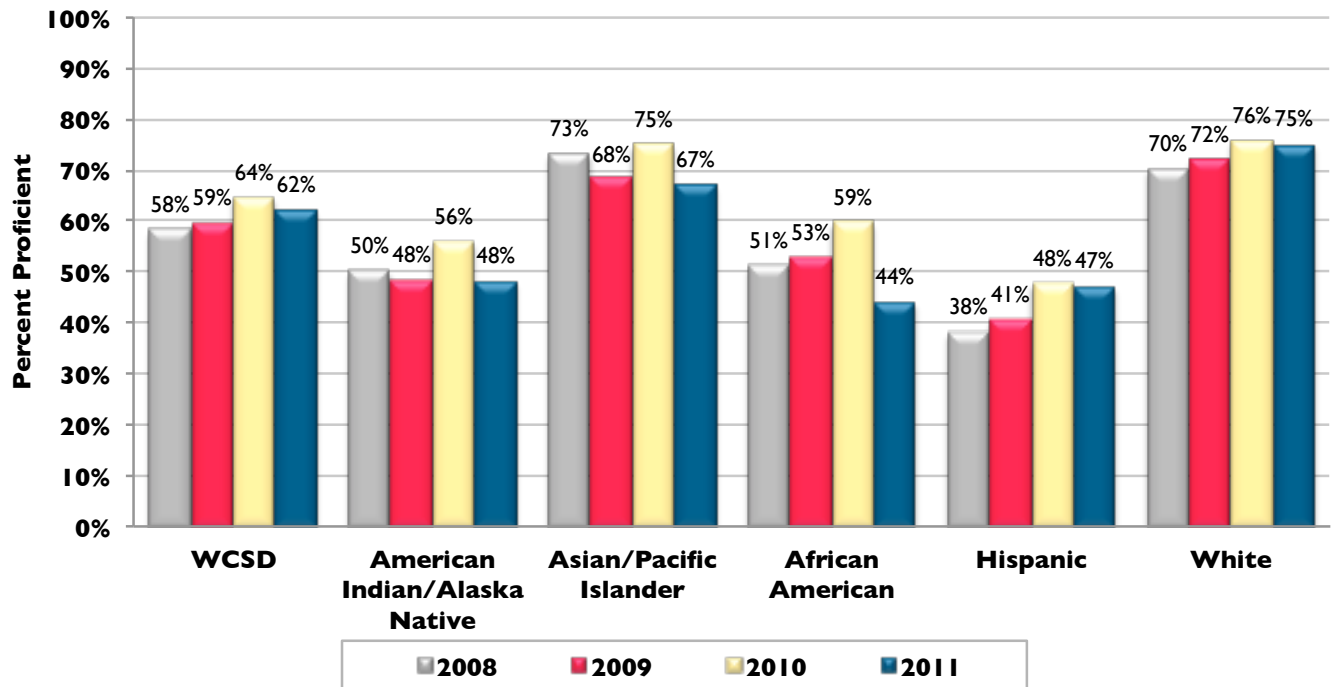
# **Early Literacy**

Kindergarten Developmental Reading Assessment  
and 3<sup>rd</sup> Grade Reading CRT

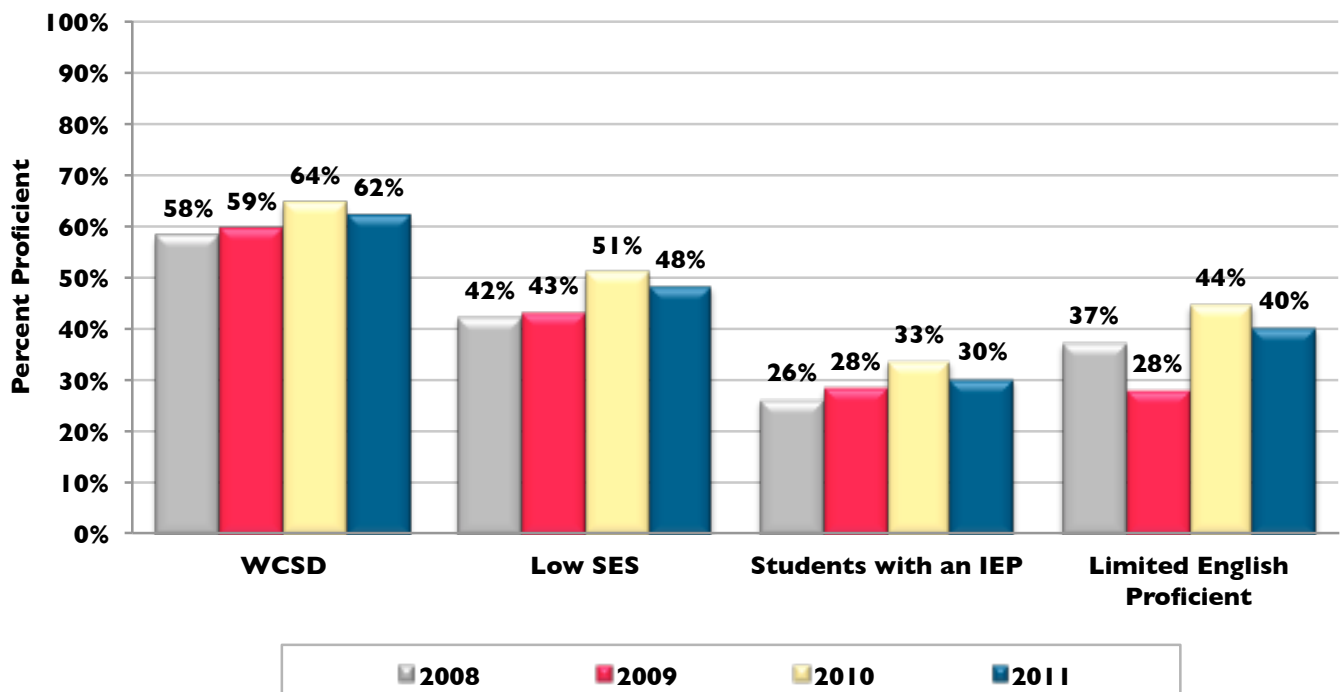
# 3rd Grade Reading Trends\* by Student Population

\*As a result of substantive changes to the content and rigor of the 2011 reading assessments, direct comparisons between 2011 performance and performance in previous years should not be made. Data are presented here for context and conversation.

## 3rd Grade Reading Trends by Race/Ethnicity

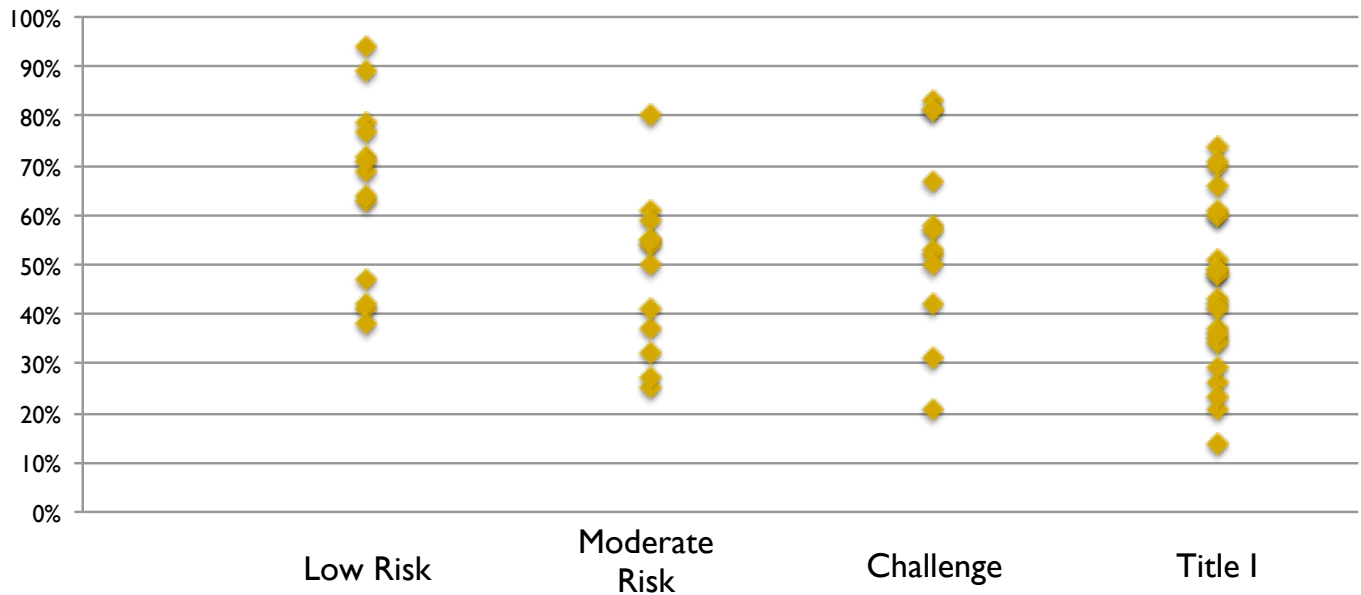


## 3rd Grade Reading Trends by Special Programs

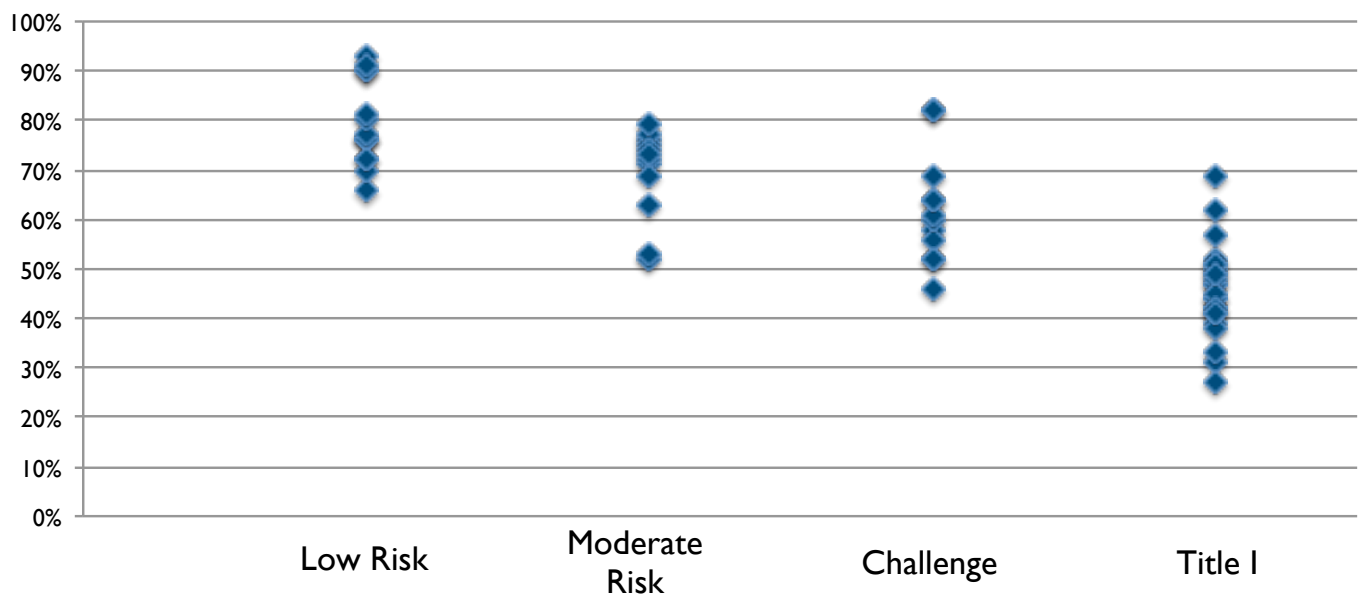


# 3rd Grade Reading and Kindergarten DRA School Variability by Risk Status

**Kindergarten DRA ( End of Year 2011)  
Percent "On-Pathway" by Risk Category**

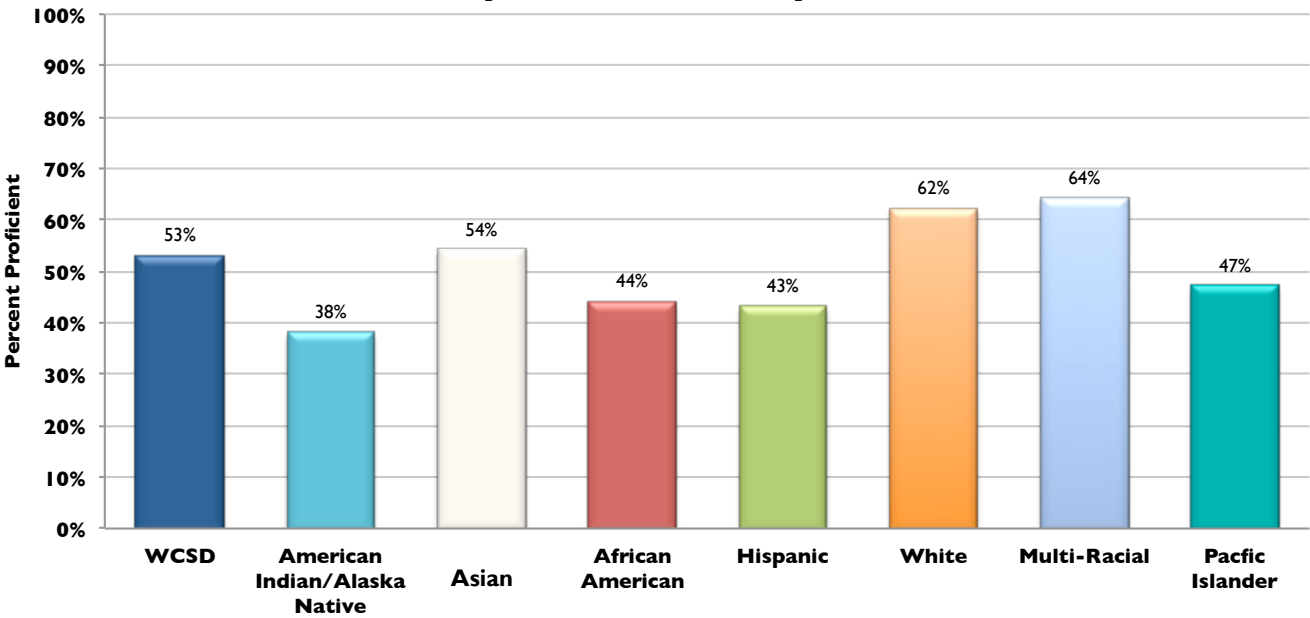


**Third Grade Reading CRT (2011)  
Percent Proficient by Risk Category**

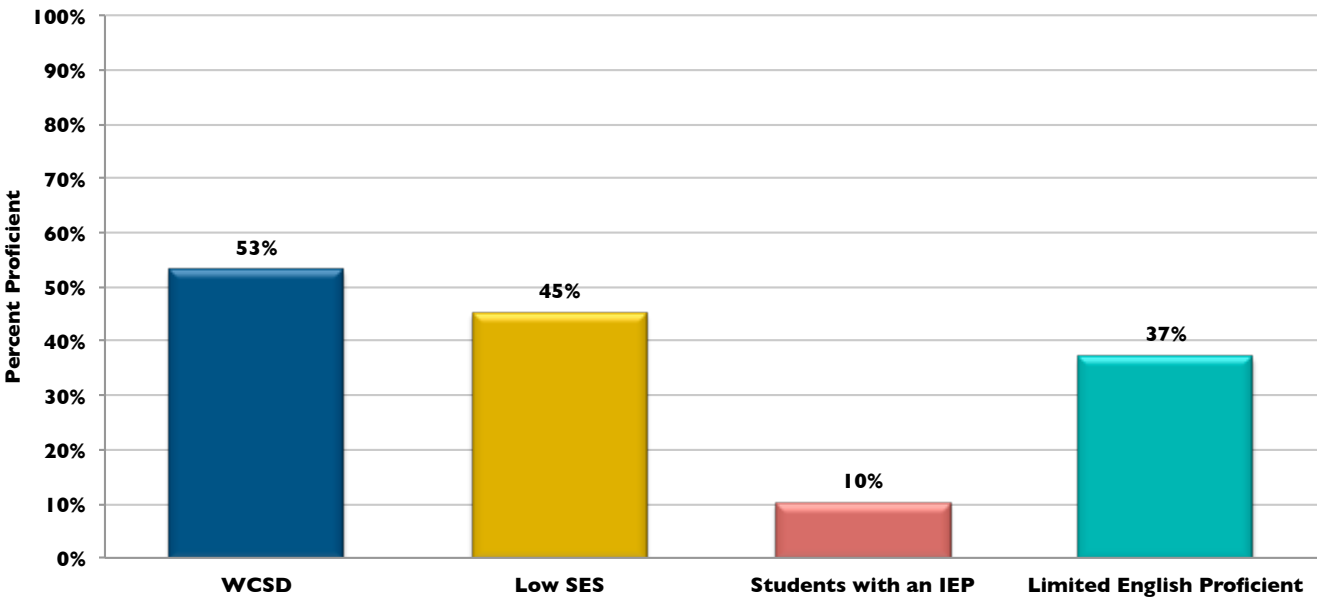


# Kindergarten Developmental Reading Assessment: "On-Pathway" Performance by Student Population

**Kindergarten DRA "On-Pathway" Performance  
by Race/Ethnicity**



**Kindergarten DRA "On-Pathway" Performance  
by Student Population**



## 3rd Grade Reading Performance by Zone & School

School Name	Zone	School	Asian	African American	White	Hispanic	Am Indian	FRL	IEP	LEP
		% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient
BROWN	1	70%	-	-	69%	65%	-	63%	21%	-
DONNER SPRINGS	1	52%	-	-	67%	38%	-	48%	19%	17%
DOUBLE DIAMOND	1	71%	86%	-	73%	53%	-	53%	36%	53%
PLEASANT VALLEY	1	72%	-	-	74%	-	-	36%	-	-
BERNICE MATHEWS	1	50%	-	-	73%	44%	-	49%	21%	46%
ESTHER BENNETT	1	47%	-	-	50%	46%	-	45%	-	35%
GLENN DUNCAN	1	47%	-	-	-	40%	-	47%	-	41%
LOIS ALLEN	1	49%	-	-	72%	35%	-	49%	40%	36%
RITA CANNAN	1	42%	-	30%	-	41%	-	42%	-	34%
ALICE SMITH	1	64%	-	-	67%	55%	-	49%	40%	40%
DESERT HEIGHTS	1	44%	-	-	60%	34%	-	41%	21%	30%
LEMMON VALLEY	1	69%	-	-	73%	65%	-	62%	38%	67%
NANCY GOMES	1	77%	-	-	83%	59%	-	76%	50%	-
NATCHEZ	1	41%	-	-	-	-	33%	41%	-	-
SILVER LAKE	1	73%	-	-	76%	62%	-	61%	36%	50%
STEAD	1	52%	-	-	71%	43%	-	49%	33%	42%
Zone 1 Aggregate Performance		59%	68%	30%	71%	46%	53%	49%	28%	41%
AGNES RISLEY	2	45%	-	-	-	38%	-	45%	14%	33%
ALICE MAXWELL	2	69%	-	-	70%	66%	-	69%	-	59%
FLORENCE DRAKE	2	82%	-	-	92%	78%	-	77%	-	67%
GREENBRAE	2	48%	-	-	45%	48%	-	46%	-	42%
KATE SMITH	2	57%	-	-	-	48%	-	51%	-	43%
KATHERINE DUNN	2	46%	-	-	48%	37%	-	39%	-	24%
LINCOLN PARK	2	62%	-	-	86%	52%	-	62%	-	40%
ROBERT MITCHELL	2	27%	-	-	-	26%	-	23%	-	18%
SUN VALLEY	2	41%	-	-	47%	42%	-	39%	0%	40%
VIRGINIA PALMER	2	51%	-	-	67%	45%	-	45%	17%	43%
ECHO LODER	2	52%	-	-	-	51%	-	52%	-	55%
EDWIN S. DODSON	2	58%	-	-	68%	52%	-	49%	42%	40%
HIDDEN VALLEY	2	56%	-	-	71%	50%	-	43%	33%	60%
LIBBY BOOTH	2	39%	-	-	-	36%	-	39%	-	33%
ROGER CORBETT	2	31%	-	-	-	30%	-	31%	-	30%
VETERANS MEMORIAL	2	51%	-	-	-	53%	-	51%	-	62%
Zone 2 Aggregate Performance		50%	72%	54%	62%	46%	7%	46%	19%	42%

## 3rd Grade Reading Performance by Zone & School

School Name	Zone	School	Asian	African American	White	Hispanic	Am Indian	FRL	IEP	LEP
		% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient
BUD BEASLEY	3	66%	-	-	69%	61%	-	44%	-	-
JERRY WHITEHEAD	3	79%	-	-	77%	87%	-	65%	-	-
LENA JUNIPER	3	61%	-	-	80%	37%	-	42%	-	35%
LLOYD DIEDRICHSEN	3	75%	-	-	74%	72%	-	68%	43%	60%
MARVIN MOSS	3	52%	-	-	75%	27%	-	39%	25%	27%
ANDERSON	3	44%	-	-	-	43%	-	44%	10%	31%
CAUGHLIN RANCH	3	90%	-	-	90%	-	-	-	-	-
HUNTER LAKE	3	82%	-	-	89%	-	-	75%	-	-
JESSIE BECK	3	76%	-	-	85%	57%	-	52%	-	53%
MOUNT ROSE	3	64%	-	-	61%	67%	-	60%	-	70%
ROY GOMM	3	93%	-	-	98%	-	-	-	-	-
ALYCE TAYLOR	3	77%	-	-	76%	92%	-	45%	42%	-
JESSE HALL	3	74%	-	-	80%	-	57%	54%	40%	-
MIGUEL SEPULVEDA	3	72%	-	-	84%	50%	-	43%	32%	47%
SPANISH SPRINGS	3	72%	-	-	75%	53%	-	47%	41%	-
VAN GORDER	3	80%	-	-	86%	57%	-	55%	44%	-
Zone 3 Aggregate Performance		73%	56%	78%	80%	54%	62%	52%	36%	42%
ELIZABETH LENZ	4	90%	-	-	89%	-	-	-	-	-
HUFFAKER	4	76%	-	-	81%	-	-	65%	-	-
SMITHRIDGE	4	42%	-	-	-	43%	-	42%	-	38%
TED HUNSBERGER	4	76%	92%	-	75%	-	-	-	62%	-
INCLINE	4	60%	-	-	90%	35%	-	31%	-	20%
ELMCREST	4	38%	-	-	45%	33%	-	39%	-	35%
GEORGE WESTERGARD	4	81%	-	-	81%	-	-	67%	-	-
GRACE WARNER	4	49%	-	-	62%	25%	-	43%	-	7%
MAMIE TOWLES	4	69%	-	-	74%	53%	-	59%	45%	-
PEAVINE	4	53%	-	-	57%	50%	-	40%	-	-
ROLLAN MELTON	4	76%	63%	-	87%	75%	-	64%	47%	47%
SARAH WINNEMUCCA	4	63%	-	-	68%	50%	-	50%	36%	45%
SIERRA VISTA	4	33%	-	-	-	29%	-	27%	0%	30%
VERDI	4	91%	-	-	88%	-	-	-	-	-
Zone 4 Aggregate Performance		65%	72%	33%	76%	44%	47%	44%	38%	33%

# Kindergarten Developmental Reading Assessment Performance by Zone & School

School Name	Zone	Vertical	School %	Asian %	African American %	White %	Hispanic %	Am Indian %	Multiracial %	Pac Islander %	FRL %	IEP %	LEP %
Proficient			Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient
BROWN	I	DRHS	69%	71%	-	72%	46%	-	-	-	-	55%	-
DONNER SPRINGS	I	DRHS	52%	-	-	55%	43%	-	-	-	48%	36%	35%
DOUBLE DIAMOND	I	DRHS	54%	-	-	56%	43%	-	-	-	26%	43%	-
PLEASANT VALLEY	I	DRHS	79%	-	-	78%	-	-	-	-	-	-	-
BERNICE MATHEWS	I	HUG	37%	-	-	69%	32%	-	-	-	36%	10%	28%
ESTHER BENNETT	I	HUG	49%	-	-	52%	48%	-	-	-	45%	-	36%
GLENN DUNCAN	I	HUG	21%	-	-	-	18%	-	-	-	21%	-	18%
LOIS ALLEN	I	HUG	51%	-	-	60%	42%	-	-	-	51%	37%	32%
RITA CANNAN	I	HUG	70%	-	-	80%	70%	-	-	-	70%	-	70%
ALICE SMITH	I	NVHS	81%	-	-	83%	72%	-	-	-	74%	-	65%
DESERT HEIGHTS	I	NVHS	26%	-	-	24%	30%	-	-	-	26%	31%	23%
LEMMON VALLEY	I	NVHS	81%	-	-	90%	56%	-	-	-	68%	-	50%
NANCY GOMES	I	NVHS	59%	-	-	63%	38%	-	-	-	45%	-	-
NATCHEZ	I	NVHS	14%	-	-	-	-	15%	-	-	14%	8%	-
SILVER LAKE	I	NVHS	37%	-	-	46%	24%	-	-	-	24%	18%	20%
STEAD	I	NVHS	50%	-	-	54%	38%	-	-	-	48%	-	35%
Zone 1 Aggregate			53%	70%	48%	63%	42%	38%	63%	40%	44%	36%	37%
AGNES RISLEY	2	SPKS	71%	-	-	-	71%	-	-	-	71%	-	67%
ALICE MAXWELL	2	SPKS	48%	-	-	65%	41%	-	-	-	43%	6%	33%
FLORENCE DRAKE	2	SPKS	58%	-	-	-	50%	-	-	-	57%	-	31%
GREENBRAE	2	SPKS	74%	-	-	-	74%	-	-	-	73%	-	72%
KATE SMITH	2	SPKS	60%	-	-	58%	60%	-	-	-	56%	-	58%
KATHERINE DUNN	2	SPKS	53%	-	-	55%	41%	-	-	-	51%	-	29%
LINCOLN PARK	2	SPKS	43%	-	-	71%	33%	-	-	-	43%	-	38%
ROBERT MITCHELL	2	SPKS	49%	-	-	71%	34%	-	-	-	46%	-	33%
SUN VALLEY	2	SPKS	41%	-	-	62%	31%	-	-	-	33%	-	24%
VIRGINIA PALMER	2	SPKS	42%	-	-	47%	33%	-	-	-	38%	-	31%
ECHO LODER	2	WSTR	29%	-	-	-	25%	-	-	-	29%	0%	26%
EDWIN S. DODSON	2	WSTR	83%	-	-	95%	75%	-	-	-	79%	-	70%
HIDDEN VALLEY	2	WSTR	21%	-	-	28%	11%	-	-	-	15%	-	0%
LIBBY BOOTH	2	WSTR	35%	-	-	31%	32%	-	-	-	35%	17%	25%
ROGER CORBETT	2	WSTR	48%	-	-	-	51%	-	-	-	47%	-	46%
VETERANS MEMORIAL	2	WSTR	36%	-	-	-	27%	-	-	-	36%	-	23%
Zone 2 Aggregate			48%	60%	38%	59%	44%	32%	65%	55%	46%	22%	38%

# Kindergarten Developmental Reading Assessment Performance by Zone & School

School Name	Zone	Vertical	School	Asian	African American	White	Hispanic	Am Indian	Multiracial	Pac Islander	FRL	IEP	LEP
			% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient
BUD BEASLEY	3	REED	47%	-	-	49%	42%	-	-	-	36%	31%	-
JERRY WHITEHEAD	3	REED	55%	-	-	57%	-	-	-	-	-	-	-
LENA JUNIPER	3	REED	42%	-	-	65%	17%	-	-	-	29%	-	14%
LLOYD DIEDRICHSEN	3	REED	55%	-	-	56%	-	-	-	-	-	-	-
MARVIN MOSS	3	REED	25%	-	-	30%	27%	-	-	-	31%	-	21%
ANDERSON	3	RNO	60%	-	-	91%	51%	-	-	-	60%	-	41%
CAUGHLIN RANCH	3	RNO	94%	-	-	97%	-	-	-	-	-	-	-
HUNTER LAKE	3	RNO	31%	-	-	29%	-	-	-	-	18%	-	-
JESSIE BECK	3	RNO	61%	-	-	76%	21%	-	-	-	10%	-	23%
MOUNT ROSE	3	RNO	67%	-	-	88%	50%	-	-	-	46%	-	-
ROY GOMM	3	RNO	72%	-	-	69%	-	-	-	-	-	-	-
ALYCE TAYLOR	3	SSHS	38%	-	-	34%	-	-	-	-	-	-	-
JESSE HALL	3	SSHS	80%	-	-	86%	-	50%	-	-	-	-	-
MIGUEL SEPULVEDA	3	SSHS	32%	-	-	39%	16%	-	-	-	8%	11%	9%
SPANISH SPRINGS	3	SSHS	42%	-	-	42%	57%	-	-	-	-	-	-
VAN GORDER	3	SSHS	64%	-	-	71%	50%	-	-	-	-	55%	-
Zone 3 Aggregate			53%	46%	50%	60%	41%	33%	52%	75%	41%	27%	30%
ELIZABETH LENZ	4	GLNA	41%	-	-	44%	-	-	-	-	-	-	-
HUFFAKER	4	GLNA	63%	-	-	73%	37%	-	-	-	21%	0%	30%
SMITHRIDGE	4	GLNA	61%	-	-	-	61%	-	-	-	61%	-	59%
TED HUNSBERGER	4	GLNA	71%	50%	-	72%	-	-	-	-	-	-	-
INCLINE	4	INCL	57%	-	-	75%	39%	-	-	-	40%	-	36%
ELMCREST	4	McQ	34%	-	-	43%	21%	-	-	-	32%	-	17%
GEORGE WESTERGARD	4	McQ	77%	-	-	85%	47%	-	-	-	-	-	30%
GRACE WARNER	4	McQ	66%	-	-	79%	55%	-	-	-	66%	45%	65%
MAMIE TOWLES	4	McQ	41%	-	-	38%	33%	-	-	-	30%	-	-
PEAVINE	4	McQ	50%	-	-	51%	43%	-	-	-	41%	-	-
ROLLAN MELTON	4	McQ	89%	-	-	88%	91%	-	-	-	-	-	-
SARAH WINNEMUCCA	4	McQ	27%	10%	-	34%	13%	-	-	-	29%	-	11%
SIERRA VISTA	4	McQ	23%	-	-	-	13%	-	-	-	13%	20%	11%
Zone 4 Aggregate			55%	43%	39%	65%	44%	64%	78%	33%	47%	26%	40%
DISTRICT			53%	54%	44%	62%	43%	38%	64%	47%	45%	10%	37%



## **Early Literacy**

### **(Kindergarten Developmental Reading Assessment and Grade 3 Reading CRT)**

- The Developmental Reading Assessment (DRA) was administered to all WCSD Kindergartners (as well as all 1<sup>st</sup> and 2<sup>nd</sup> graders) beginning in 2011.
  - Variability data and an examination of school by school performance suggests more standardization of the DRA assessment is needed within WCSD (i.e. there is more variability among similar schools than would be expected).
  - In general, DRA performance at a school appears to be related to 3<sup>rd</sup> grade reading performance at the school.
  - Although achievement gaps exist in K-DRA, they aren't as pronounced as in other grades and subjects, with the exception of IEP students.
    - More study is necessary to examine the influence of Full-Day K on the achievement gap.
- A new, more rigorous 3<sup>rd</sup> Grade Criterion Referenced Test (CRT) was implemented in 2011, making direct comparisons suspect. With that in mind, overall performance appears flat or down after several years of steady gains.
- Several observations can be made without examining trends. For example:
  - The new test is thought to be more reflective of a college readiness pathway. This makes the large achievement gap this early on in the Pathway to Excellence stand out with urgency.
  - Less than half of 3<sup>rd</sup> grade Native American, African American, Hispanic, Low-SES, English Language Learners, and IEP students met proficiency.
    - This is true for the DRA and the 3<sup>rd</sup> Grade CRT



**Data Summit/Pathway Topic:**

**What conclusions can I draw from the presented data?**

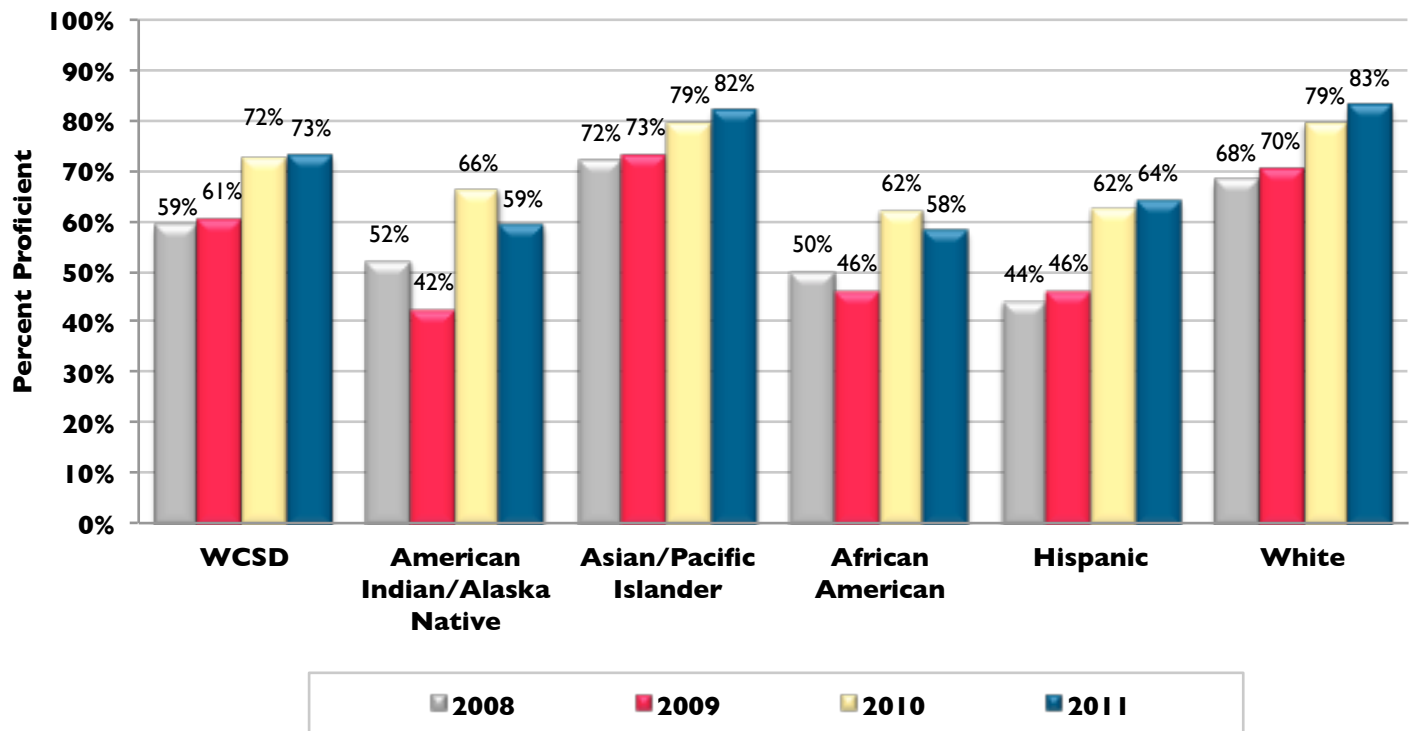
**What is the connection to other points along the Pathway? And to student achievement?**

**What is missing or needed to strengthen/complete this relationship or my understanding?**

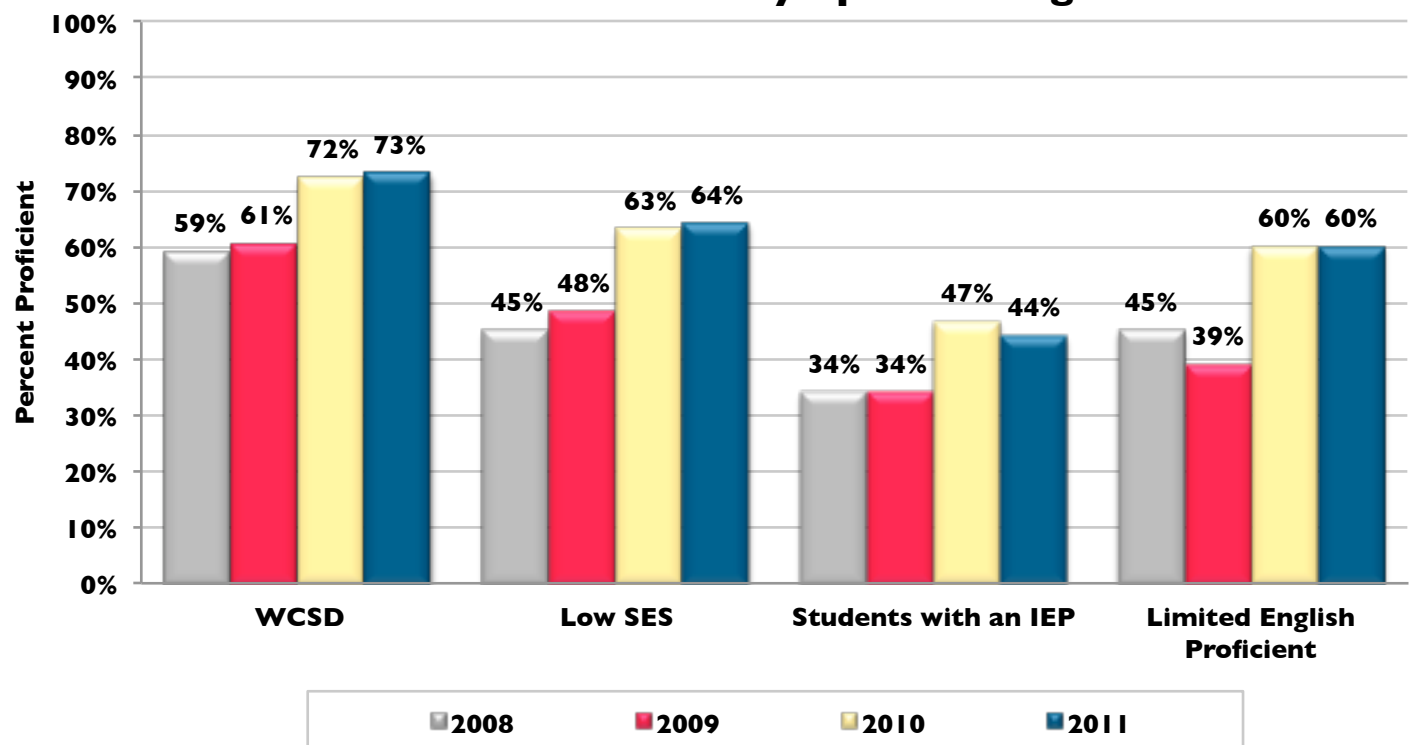
## **3<sup>rd</sup> and 5<sup>th</sup> Grade Math**

# 3rd Grade Math Trends by Student Population

## 3rd Grade Math Trends by Race/Ethnicity

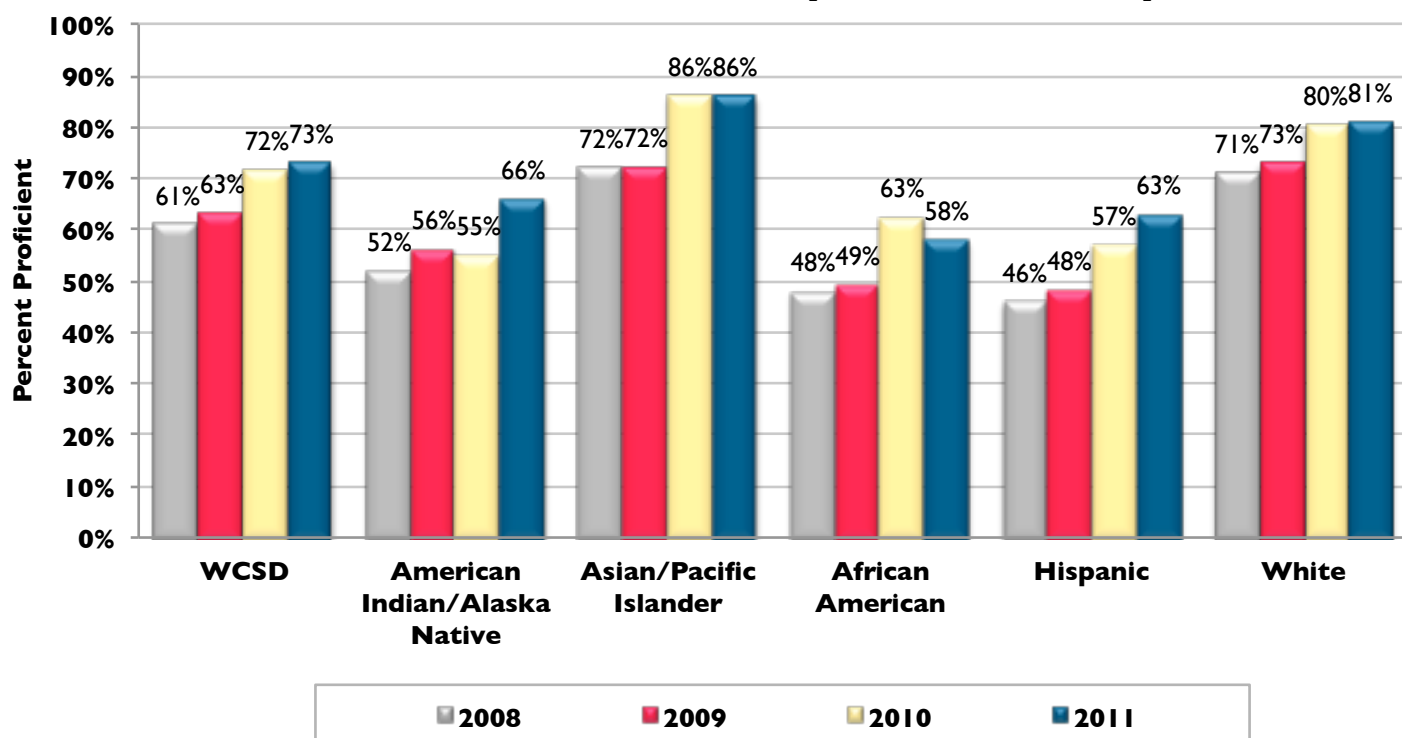


## 3rd Grade Math Trends by Special Programs

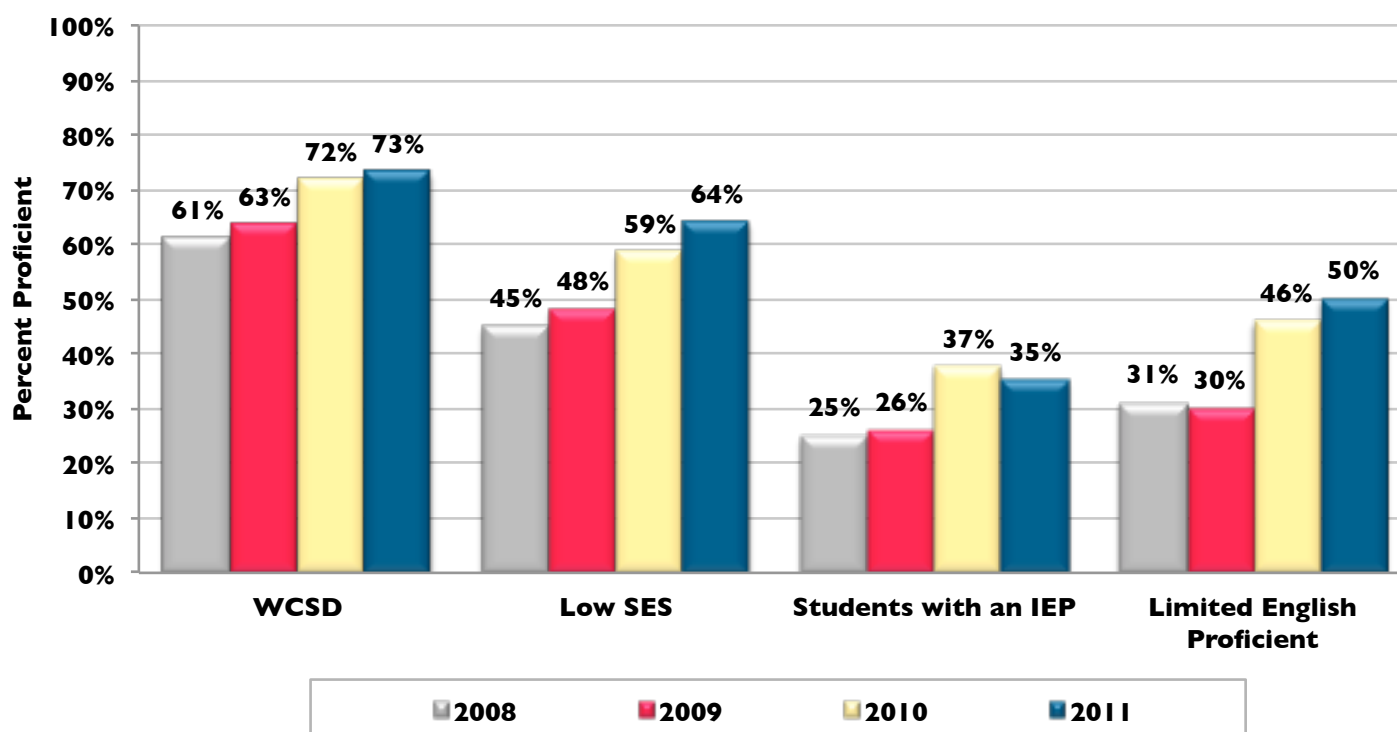


# 5th Grade Math Trends by Student Population

## 5th Grade Math Trends by Race/Ethnicity



## 5th Grade Math Trends by Special Programs



# Grade 3 Math:Target Attainment by School and Zone

			School	Asian	African American	White	Hispanic	Am Indian	Multiracial	Pac Islander	FRL	IEP	LEP
School Name	Zone	Vertical	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient
BROWN	I	DRHS	85%	-	-	86%	70%	-	-	-	69%	43%	-
DONNER SPRINGS	I	DRHS	64%	-	-	71%	64%	-	-	-	60%	19%	54%
DOUBLE DIAMOND	I	DRHS	79%	86%	-	84%	66%	-	-	-	70%	43%	79%
PLEASANT VALLEY	I	DRHS	82%	-	-	82%	-	-	-	-	64%	-	-
BERNICE MATHEWS	I	HUG	67%	-	-	82%	64%	-	-	-	63%	46%	80%
ESTHER BENNETT	I	HUG	60%	-	-	67%	56%	-	-	-	60%	-	42%
GLENN DUNCAN	I	HUG	68%	-	-	-	66%	-	-	-	68%	-	69%
LOIS ALLEN	I	HUG	71%	-	-	80%	65%	-	-	-	71%	40%	69%
RITA CANNAN	I	HUG	67%	-	50%	-	71%	-	-	-	68%	-	66%
ALICE SMITH	I	NVHS	81%	-	-	84%	75%	-	-	-	76%	90%	80%
DESERT HEIGHTS	I	NVHS	63%	-	-	67%	60%	-	-	-	62%	37%	52%
LEMMON VALLEY	I	NVHS	83%	-	-	86%	78%	-	-	-	81%	69%	58%
NANCY GOMES	I	NVHS	89%	-	-	91%	82%	-	-	-	82%	67%	-
NATCHEZ	I	NVHS	33%	-	-	-	-	38%	-	-	33%	-	90%
SILVER LAKE	I	NVHS	84%	-	-	91%	71%	-	-	-	68%	71%	67%
STEAD	I	NVHS	63%	-	-	71%	60%	-	-	-	60%	17%	61%
DISTRICT			73%	82%	58%	83%	64%	59%	78%	60%	64%	44%	60%
Zone I Aggregate Performance			73%	82%	50%	82%	66%	60%	78%	57%	66%	45%	65%

			School	Asian	African American	White	Hispanic	Am Indian	Multiracial	Pac Islander	FRL	IEP	LEP
School Name	Zone	Vertical	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient
AGNES RISLEY	2	SPKS	55%	-	-	-	51%	-	-	-	55%	14%	46%
ALICE MAXWELL	2	SPKS	75%	-	-	50%	81%	-	-	-	75%	-	66%
FLORENCE DRAKE	2	SPKS	84%	-	-	100%	78%	-	-	-	77%	-	58%
GREENBRAE	2	SPKS	64%	-	-	55%	65%	-	-	-	62%	-	64%
KATE SMITH	2	SPKS	56%	-	-	-	52%	-	-	-	51%	-	50%
KATHERINE DUNN	2	SPKS	56%	-	-	68%	40%	-	-	-	47%	-	34%
LINCOLN PARK	2	SPKS	72%	-	-	93%	63%	-	-	-	72%	-	-
ROBERT MITCHELL	2	SPKS	49%	-	-	-	46%	-	-	-	46%	-	59%
SUN VALLEY	2	SPKS	49%	-	-	65%	47%	-	-	-	49%	10%	47%
VIRGINIA PALMER	2	SPKS	66%	-	-	67%	64%	-	-	-	62%	42%	63%
ECHO LODER	2	WSTR	77%	-	-	-	78%	-	-	-	76%	-	64%
EDWIN S. DODSON	2	WSTR	60%	-	-	68%	55%	-	-	-	49%	42%	45%
HIDDEN VALLEY	2	WSTR	67%	-	-	79%	58%	-	-	-	52%	47%	80%
LIBBY BOOTH	2	WSTR	57%	-	-	-	50%	-	-	-	57%	-	50%
ROGER CORBETT	2	WSTR	68%	-	-	-	67%	-	-	-	68%	-	67%
VETERANS MEMORIAL	2	WSTR	75%	-	-	-	78%	-	-	-	75%	-	77%
DISTRICT			73%	82%	58%	83%	64%	59%	78%	60%	64%	44%	60%
Zone 2 Aggregate Performance			64%	86%	62%	71%	61%	27%	71%	67%	61%	28%	59%

# Grade 3 Math:Target Attainment by School and Zone

			School	Asian	African American	White	Hispanic	Am Indian	Multiracial	Pac Islander	FRL	IEP	LEP
School Name	Zone	Vertical	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient
BUD BEASLEY	3	REED	80%	-	-	85%	61%	-	-	-	62%	-	-
JERRY WHITEHEAD	3	REED	85%	-	-	83%	93%	-	-	-	77%	-	-
LENA JUNIPER	3	REED	67%	-	-	78%	56%	-	-	-	45%	-	-
LLOYD DIEDRICHSEN	3	REED	78%	-	-	81%	72%	-	-	-	71%	43%	70%
MARVIN MOSS	3	REED	64%	-	-	75%	46%	-	-	-	58%	33%	33%
ANDERSON	3	RENO	65%	-	-	-	64%	-	-	-	65%	30%	59%
CAUGHLIN RANCH	3	RENO	85%	-	-	85%	-	-	-	-	-	-	-
HUNTER LAKE	3	RENO	82%	-	-	86%	-	-	-	-	79%	-	-
JESSIE BECK	3	RENO	84%	-	-	96%	57%	-	-	-	61%	-	47%
MOUNT ROSE	3	RENO	79%	-	-	79%	73%	-	-	-	77%	-	55%
ROY GOMM	3	RENO	93%	-	-	97%	-	-	-	-	-	-	-
ALYCE TAYLOR	3	SSHS	91%	-	-	91%	100%	-	-	-	73%	83%	-
JESSE HALL	3	SSHS	89%	-	-	88%	-	79%	-	-	80%	60%	-
MIGUEL SEPULVEDA	3	SSHS	78%	-	-	82%	57%	-	-	-	68%	32%	56%
SPANISH SPRINGS	3	SSHS	83%	-	-	85%	65%	-	-	-	50%	47%	-
VAN GORDER	3	SSHS	89%	-	-	92%	86%	-	-	-	70%	81%	-
DISTRICT			73%	82%	58%	83%	64%	59%	78%	60%	64%	44%	60%
Zone 3 Aggregate Performance			81%	78%	83%	86%	67%	74%	85%	67%	65%	50%	60%

			School	Asian	African American	White	Hispanic	Am Indian	Multiracial	Pac Islander	FRL	IEP	LEP
School Name	Zone	Vertical	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient
ELIZABETH LENZ	4	GLNA	90%	-	-	89%	-	-	-	-	-	-	80%
HUFFAKER	4	GLNA	69%	-	-	73%	-	-	-	-	59%	-	-
SMITHRIDGE	4	GLNA	66%	-	-	-	65%	-	-	-	66%	-	64%
TED HUNSBERGER	4	GLNA	79%	85%	-	79%	-	-	-	-	-	69%	-
INCLINE	4	INCL	67%	-	-	93%	47%	-	-	-	48%	-	-
ELMCREST	4	McQ	60%	-	-	80%	48%	-	-	-	59%	-	48%
GEORGE WESTERGARD	4	McQ	92%	-	-	92%	-	-	-	-	94%	-	-
GRACE WARNER	4	McQ	50%	-	-	62%	30%	-	-	-	46%	-	14%
MAMIE TOWLES	4	McQ	77%	-	-	77%	73%	-	-	-	72%	55%	-
PEAVINE	4	McQ	82%	-	-	93%	67%	-	-	-	74%	-	-
ROLLAN MELTON	4	McQ	77%	81%	-	83%	69%	-	-	-	62%	47%	78%
SARAH WINNEMUCCA	4	McQ	71%	-	-	73%	59%	-	-	-	60%	36%	45%
SIERRA VISTA	4	McQ	66%	-	-	-	66%	-	-	-	63%	30%	62%
VERDI	4	McQ	91%	-	-	94%	-	-	-	-	-	-	-
DISTRICT			73%	82%	58%	83%	64%	59%	78%	60%	64%	44%	60%
Zone 4 Aggregate Performance			74%	83%	44%	82%	60%	59%	76%	56%	63%	47%	55%



# Grade 5 Math:Target Attainment by School and Zone

School Name	Zone	Vertical	School	Asian	African American	White	Hispanic	Am Indian	Multiracial	Pac Islander	FRL	IEP	LEP
			% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient
BROWN	I	DRHS	84%	-	-	85%	80%	-	70%	-	92%	70%	-
DONNER SPRINGS	I	DRHS	70%	-	-	68%	66%	-	-	-	67%	-	50%
DOUBLE DIAMOND	I	DRHS	82%	-	-	90%	77%	-	-	-	77%	33%	73%
PLEASANT VALLEY	I	DRHS	94%	-	-	93%	-	-	-	-	86%	-	-
BERNICE MATHEWS	I	HUG	54%	-	-	64%	47%	-	-	-	52%	18%	33%
ESTHER BENNETT	I	HUG	79%	-	-	78%	83%	-	-	-	76%	-	75%
GLENN DUNCAN	I	HUG	71%	-	-	-	72%	-	-	-	71%	0%	59%
LOIS ALLEN	I	HUG	73%	-	-	71%	74%	-	-	-	73%	50%	67%
RITA CANNAN	I	HUG	59%	-	-	18%	65%	-	-	-	59%	6%	55%
ALICE SMITH	I	NVHS	68%	-	-	76%	61%	-	-	-	65%	27%	48%
COLD SPRINGS	I	NVHS	65%	-	-	62%	71%	-	-	-	59%	38%	-
DESERT HEIGHTS	I	NVHS	43%	-	-	54%	23%	-	-	-	38%	7%	12%
LEMMON VALLEY	I	NVHS	76%	-	-	82%	70%	-	-	-	66%	44%	50%
NANCY GOMES	I	NVHS	-	-	-	-	-	-	-	-	-	-	-
NATCHEZ	I	NVHS	50%	-	-	-	-	64%	-	-	50%	-	-
SILVER LAKE	I	NVHS	79%	-	-	88%	67%	-	-	-	70%	25%	72%
STEAD	I	NVHS	70%	-	-	68%	68%	-	-	-	65%	20%	57%
DISTRICT			73%	86%	58%	81%	63%	66%	78%	63%	64%	35%	50%
Zone I Aggregate Performance			71%	82%	56%	77%	65%	65%	67%	69%	64%	31%	53%

School Name	Zone	Vertical	School	Asian	African American	White	Hispanic	Am Indian	Multiracial	Pac Islander	FRL	IEP	LEP
			% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient
AGNES RISLEY	2	SPKS	74%	-	-	-	67%	-	-	-	74%	-	61%
ALICE MAXWELL	2	SPKS	82%	-	-	100%	79%	-	-	-	82%	-	78%
FLORENCE DRAKE	2	SPKS	76%	-	-	92%	70%	-	-	-	75%	-	69%
GREENBRAE	2	SPKS	71%	-	-	-	68%	-	-	-	69%	-	54%
KATE SMITH	2	SPKS	47%	-	-	-	36%	-	-	-	45%	-	22%
KATHERINE DUNN	2	SPKS	60%	-	-	67%	56%	-	-	-	53%	-	32%
LINCOLN PARK	2	SPKS	56%	-	-	-	52%	-	-	-	56%	-	44%
ROBERT MITCHELL	2	SPKS	56%	-	-	50%	56%	-	-	-	57%	-	48%
SUN VALLEY	2	SPKS	65%	-	-	67%	63%	-	-	-	65%	-	53%
VIRGINIA PALMER	2	SPKS	49%	-	-	64%	40%	-	-	-	48%	24%	28%
ECHO LODER	2	WSTR	64%	-	-	-	64%	-	-	-	64%	-	59%
EDWIN S. DODSON	2	WSTR	67%	-	-	70%	61%	-	-	-	55%	-	40%
HIDDEN VALLEY	2	WSTR	77%	-	-	81%	71%	-	-	-	64%	-	58%
LIBBY BOOTH	2	WSTR	59%	-	-	64%	57%	-	-	-	59%	-	54%
ROGER CORBETT	2	WSTR	45%	-	-	-	45%	-	-	-	45%	-	31%
VETERANS MEMORIAL	2	WSTR	68%	-	-	-	61%	-	-	-	68%	-	55%
DISTRICT			73%	86%	58%	81%	63%	66%	78%	63%	64%	35%	50%
Zone 2 Aggregate Performance			63%	86%	50%	72%	59%	73%	72%	50%	61%	25%	49%

# Grade 5 Math:Target Attainment by School and Zone

			School	Asian	African American	White	Hispanic	Am Indian	Multiracial	Pac Islander	FRL	IEP	LEP
School Name	Zone	Vertical	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient
BUD BEASLEY	3	REED	71%	-	-	77%	57%	-	-	-	55%	40%	-
JERRY WHITEHEAD	3	REED	89%	-	-	89%	92%	-	-	-	89%	-	-
LENA JUNIPER	3	REED	93%	-	-	97%	90%	-	-	-	88%	-	73%
LLOYD DIEDRICHSEN	3	REED	85%	-	-	83%	85%	-	-	-	72%	45%	-
MARVIN MOSS	3	REED	77%	-	-	81%	79%	-	-	-	66%	-	70%
ANDERSON	3	RNO	49%	-	-	-	48%	-	-	-	49%	-	34%
CAUGHLIN RANCH	3	RNO	96%	-	-	97%	-	-	-	-	-	-	-
HUNTER LAKE	3	RNO	81%	-	-	85%	-	-	-	-	75%	-	-
JESSIE BECK	3	RNO	88%	-	-	92%	69%	-	-	-	73%	-	-
MOUNT ROSE	3	RNO	76%	-	-	64%	84%	-	-	-	74%	-	-
ROY GOMM	3	RNO	88%	-	-	93%	-	-	-	-	-	-	-
ALYCE TAYLOR	3	SSHS	95%	-	-	94%	100%	-	-	-	95%	70%	-
JESSE HALL	3	SSHS	81%	-	-	82%	-	60%	-	-	72%	29%	-
MIGUEL SEPULVEDA	3	SSHS	78%	-	-	76%	76%	-	-	-	63%	47%	55%
SPANISH SPRINGS	3	SSHS	69%	-	-	76%	33%	-	-	-	20%	24%	-
VAN GORDER	3	SSHS	90%	-	-	89%	89%	-	-	-	78%	50%	-
DISTRICT			73%	86%	58%	81%	63%	66%	78%	63%	64%	35%	50%
Zone 3 Aggregate Performance			82%	89%	82%	86%	72%	61%	89%	57%	69%	45%	51%

			School	Asian	African American	White	Hispanic	Am Indian	Multiracial	Pac Islander	FRL	IEP	LEP
School Name	Zone	Vertical	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient
ELIZABETH LENZ	4	GLNA	93%	-	-	91%	-	-	-	-	-	-	-
HUFFAKER	4	GLNA	81%	-	-	87%	62%	-	-	-	81%	-	-
SMITHRIDGE	4	GLNA	64%	-	-	-	60%	-	-	-	63%	22%	47%
TED HUNSBERGER	4	GLNA	95%	-	-	96%	-	-	-	-	-	-	-
INCLINE	4	INCL	63%	-	-	86%	41%	-	-	-	38%	30%	25%
ELMCREST	4	McQ	77%	-	-	88%	64%	-	-	-	78%	-	58%
GEORGE WESTERGARD	4	McQ	79%	91%	-	77%	94%	-	-	-	77%	-	-
GRACE WARNER	4	McQ	56%	-	-	63%	55%	-	-	-	52%	23%	38%
MAMIE TOWLES	4	McQ	75%	-	-	69%	73%	-	-	-	64%	54%	-
PEAVINE	4	McQ	79%	-	-	85%	67%	-	-	-	71%	33%	-
ROLLAN MELTON	4	McQ	73%	93%	-	73%	54%	-	-	-	75%	55%	-
SARAH WINNEMUCCA	4	McQ	73%	-	-	78%	57%	-	-	-	50%	50%	-
SIERRA VISTA	4	McQ	42%	-	-	-	39%	-	-	-	41%	-	33%
VERDI	4	McQ	76%	-	-	82%	-	-	-	-	-	-	-
DISTRICT			73%	86%	58%	81%	63%	66%	78%	63%	64%	35%	50%
Zone 4 Aggregate Performance			76%	91%	39%	82%	61%	70%	79%	67%	61%	37%	46%

## **3<sup>rd</sup> and 5<sup>th</sup> Grade Math Performance**

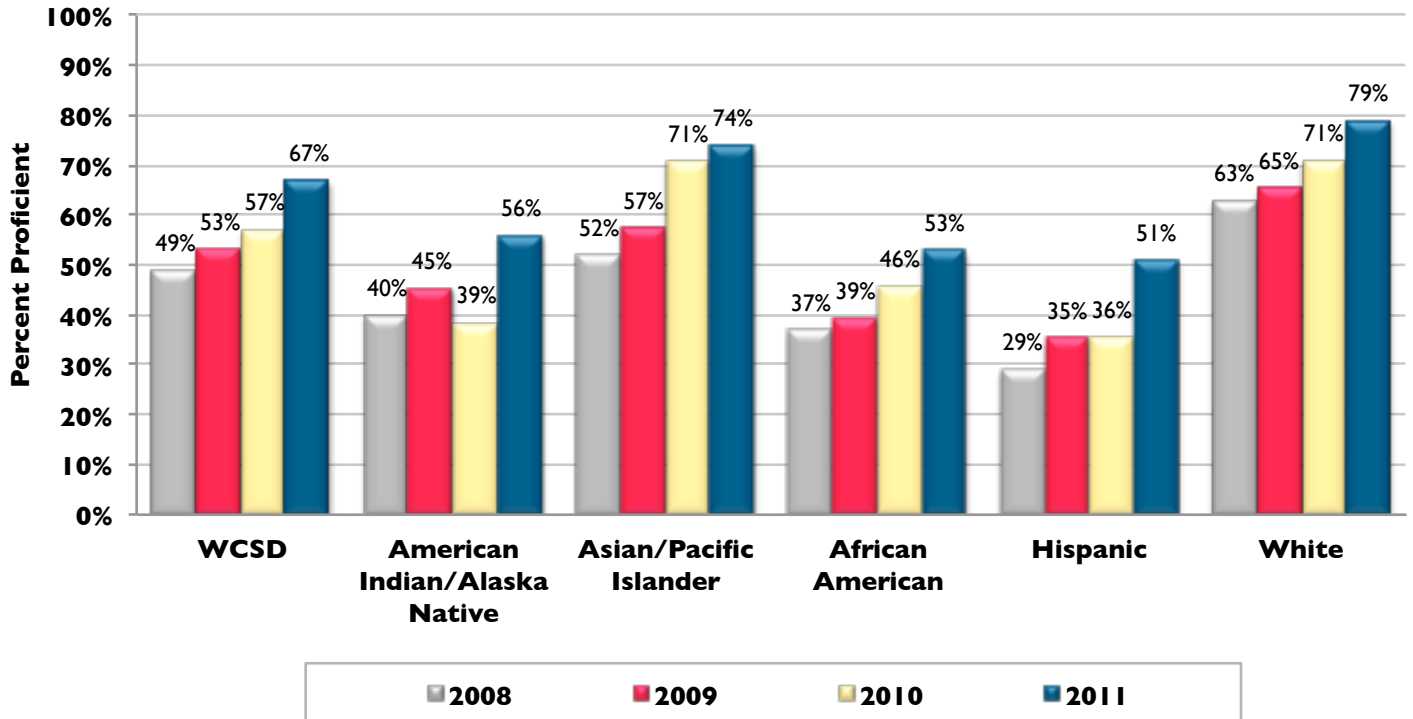
- 3<sup>rd</sup> Grade Math
  - Performance was up slightly, from 72% to 73%. The overall performance target of 74% was not met.
  - Performance was down among Native American, African American and IEP students.
  - However, performance still remains markedly higher than at any point prior to last year — this is especially true among African American, Hispanic, Low-SES, ELL and IEP students.
    - In fact, at 60%, ELL students this year are performing approximately equal to overall WCSD performance just two years ago.
  - Students with an IEP are the only student population with fewer than 50% proficient on the 3<sup>rd</sup> Grade Math CRT
- 5<sup>th</sup> Grade Math
  - Similar to 3<sup>rd</sup> Grade Math, performance was up slightly but not enough to make the performance target of 74%.
  - Hispanic, Native American, Low-SES and ELL students all made strong gains this year.
  - LEP students have made particularly impressive gains, performing 20 percentage points higher this year than two years ago. This is a nearly 67% gain in performance.
  - 100% of the Hispanic students at Alyce Taylor met or exceeded math proficiency in both 3<sup>rd</sup> and 5<sup>th</sup> grade .

## **5<sup>th</sup> and 8<sup>th</sup> Grade Reading**

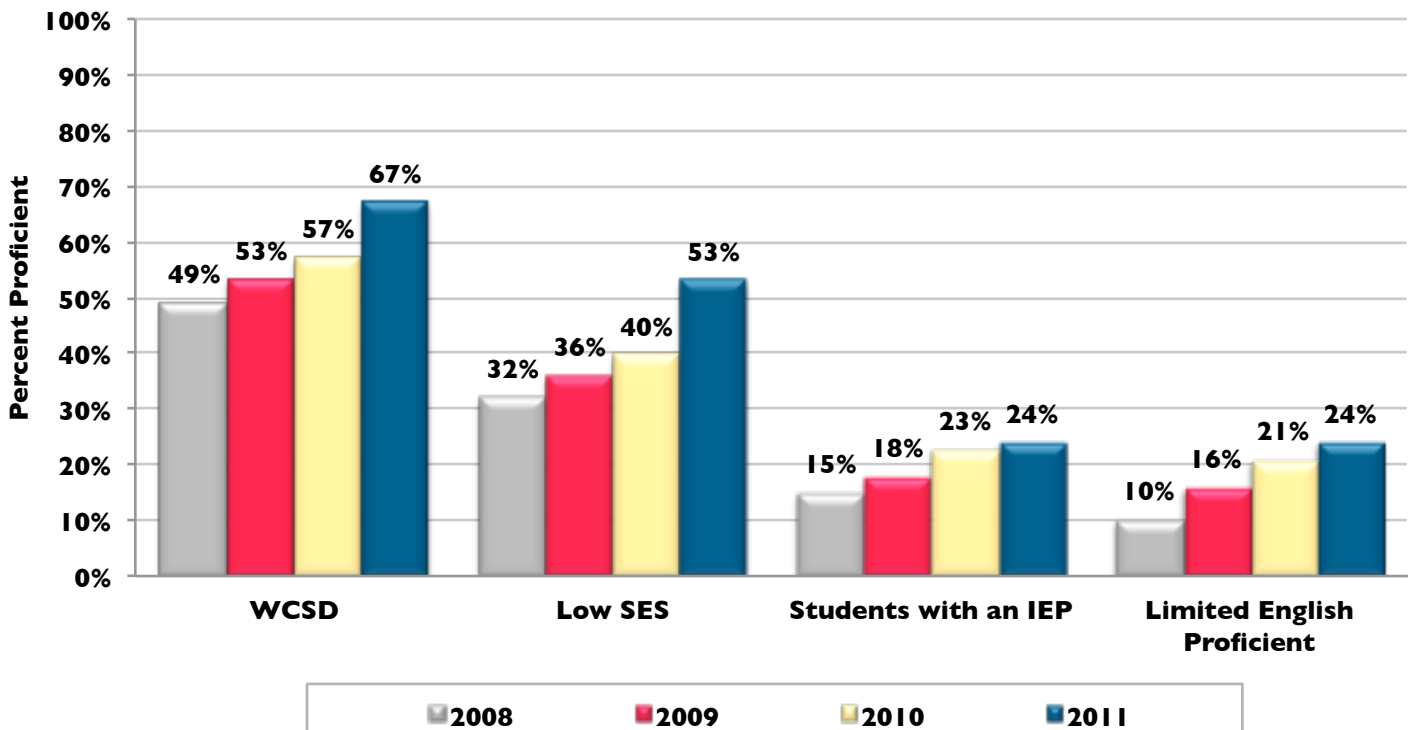
# 5th Grade Reading Trends\* by Student Population

\*As a result of substantive changes to the content and rigor of the 2011 reading assessments, direct comparisons between 2011 performance and performance in previous years should not be made. Data are presented here for context and conversation.

## 5th Grade Reading Trends by Race/Ethnicity



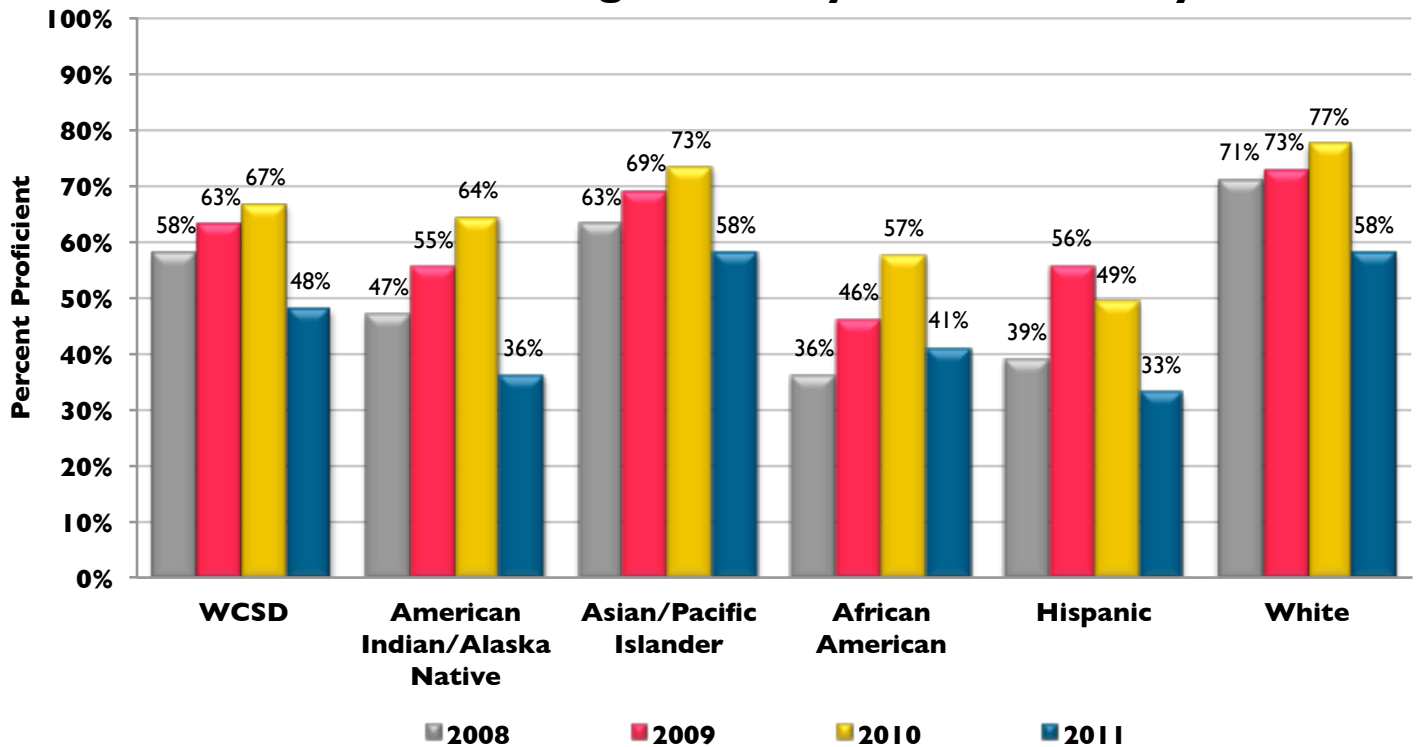
## 5th Grade Reading Trends by Special Programs



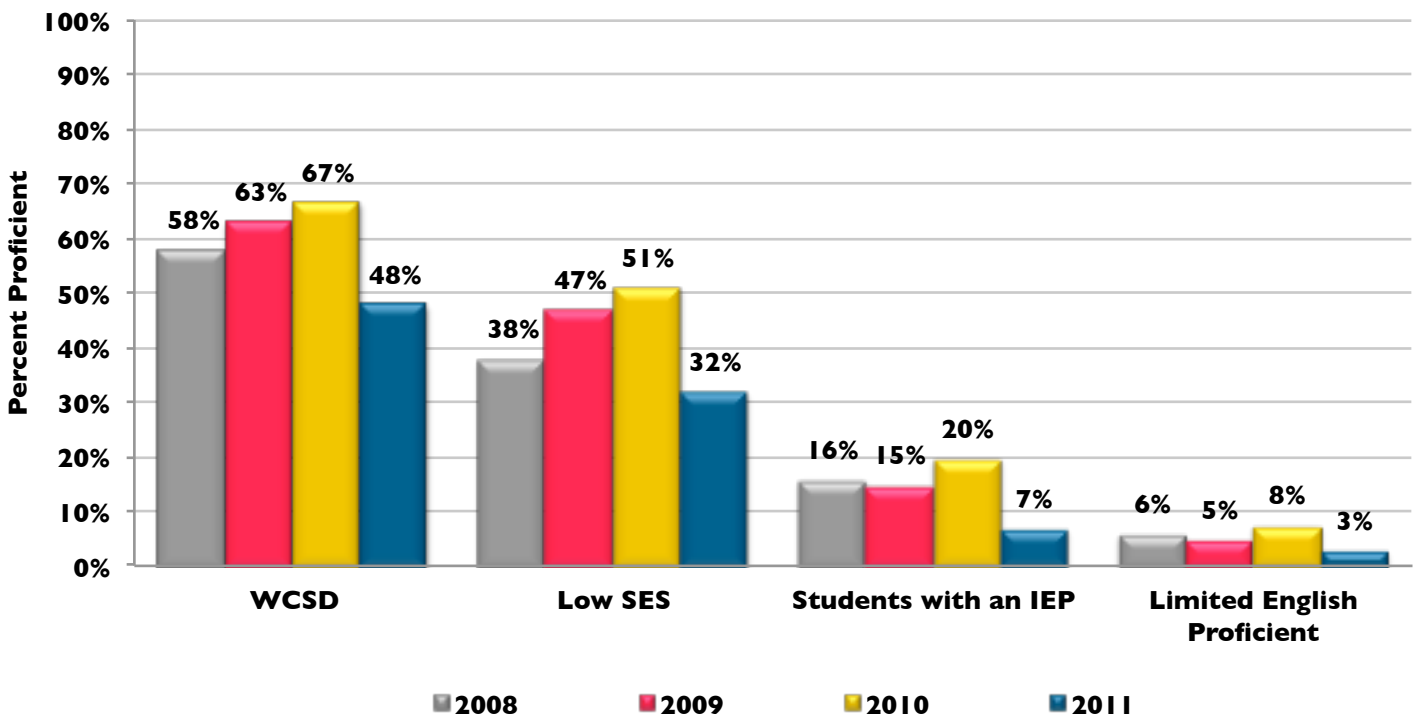
# 8th Grade Reading Trends\* by Student Population

\*As a result of substantive changes to the content and rigor of the 2011 reading assessments, direct comparisons between 2011 performance and performance in previous years should not be made. Data are presented here for context and conversation.

## 8th Grade Reading Trends by Race/Ethnicity

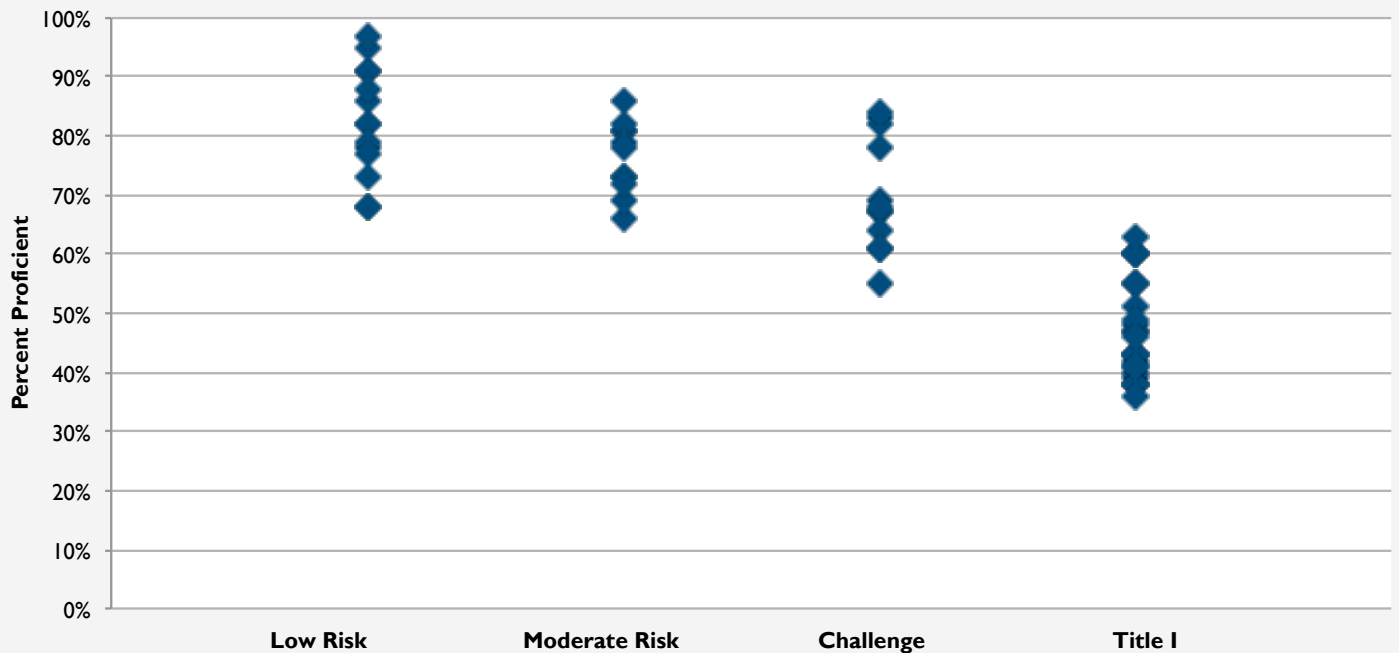


## 8th Grade Reading Trends by Special Programs

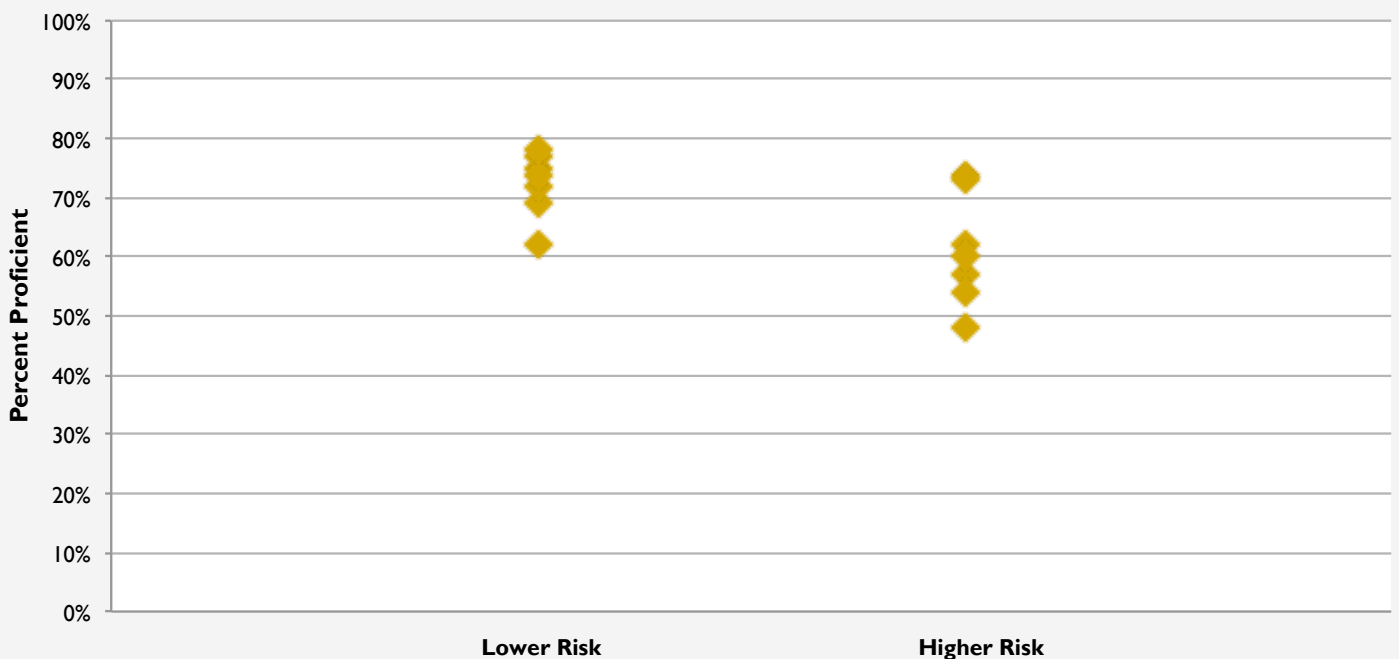


# 5th and 8th Grade Reading: School Variability by Risk Status

## Grade 5 Reading Overall Performance By Risk Group



## Grade 8 Reading Overall Performance By Risk Group



## 5<sup>th</sup> and 8<sup>th</sup> Grade Reading

A new, more rigorous Criterion Referenced Test (CRT) in Reading was implemented in 2011 grades 3 through 8, thus impacting both 5<sup>th</sup> and 8<sup>th</sup> Grades. This makes direct trend comparisons suspect.

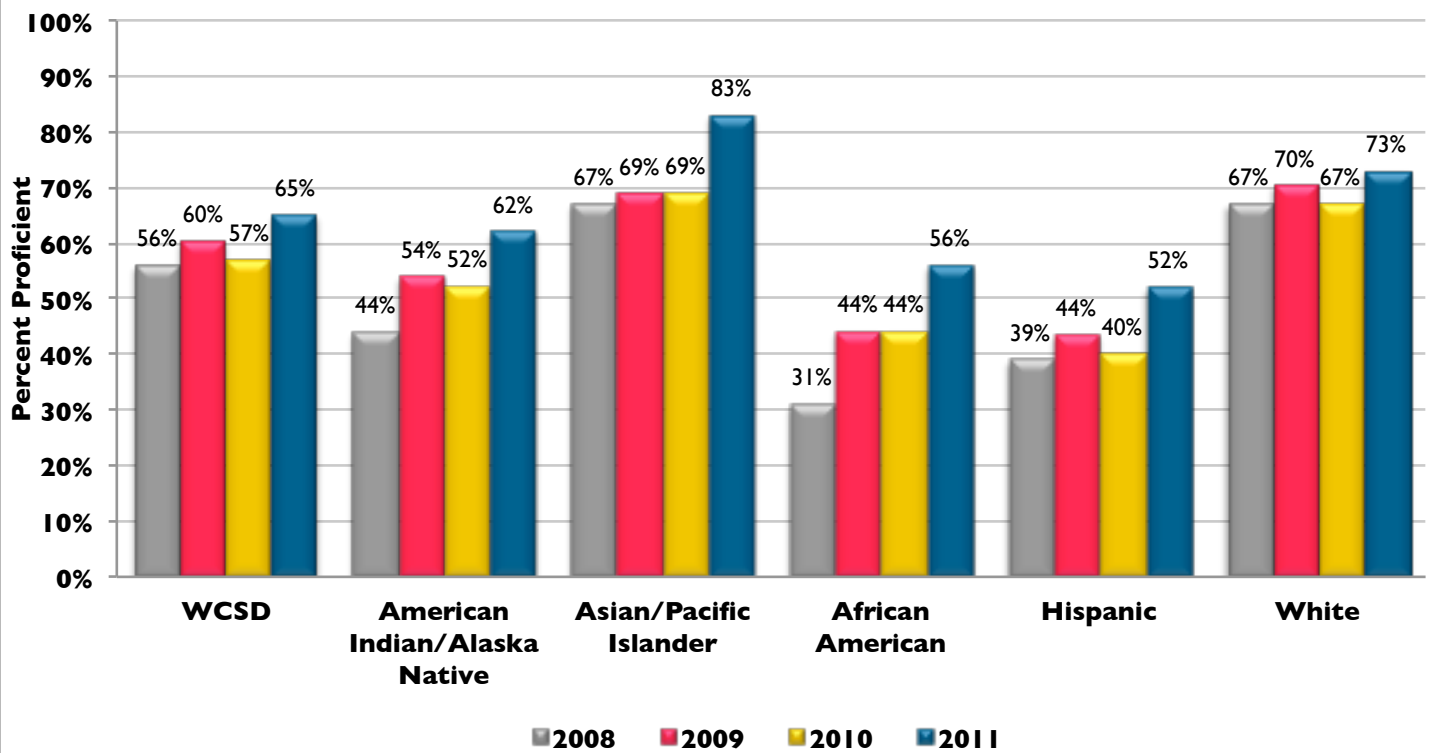
- Many observations can be made without examining trends, however:
  - The new test appears to have impacted 5<sup>th</sup> grade positively, while it impacted all other grades negatively — especially 8<sup>th</sup> grade.
    - Historically, the 5<sup>th</sup> Grade CRT has been the lowest scoring assessment in WCSD, so the increase results in some “smoothing” of performance across grades.
    - 5<sup>th</sup> Grade performance went up 10 percentage points, year over year, while 8<sup>th</sup> Grade performance went down by 19%.
      - While drastic decreases can be seen across student populations in 8<sup>th</sup> grade, special populations (Low-SES, ELL, and IEP) appear to be the most impacted, proportionately.
  - The new test is intended to be more reflective of a college readiness pathway, which in the context of the lowered performance is cause for concern.
    - Asian and White students are the only populations with more than 50% meeting or exceeding proficiency on the 8<sup>th</sup> Grade Reading test.
      - This is contrasted with 5<sup>th</sup> Grade, where all student populations except IEP and LEP are above 50% proficiency.
  - Target Attainment data for Reading was not possible this year due to the significant changes in the test.



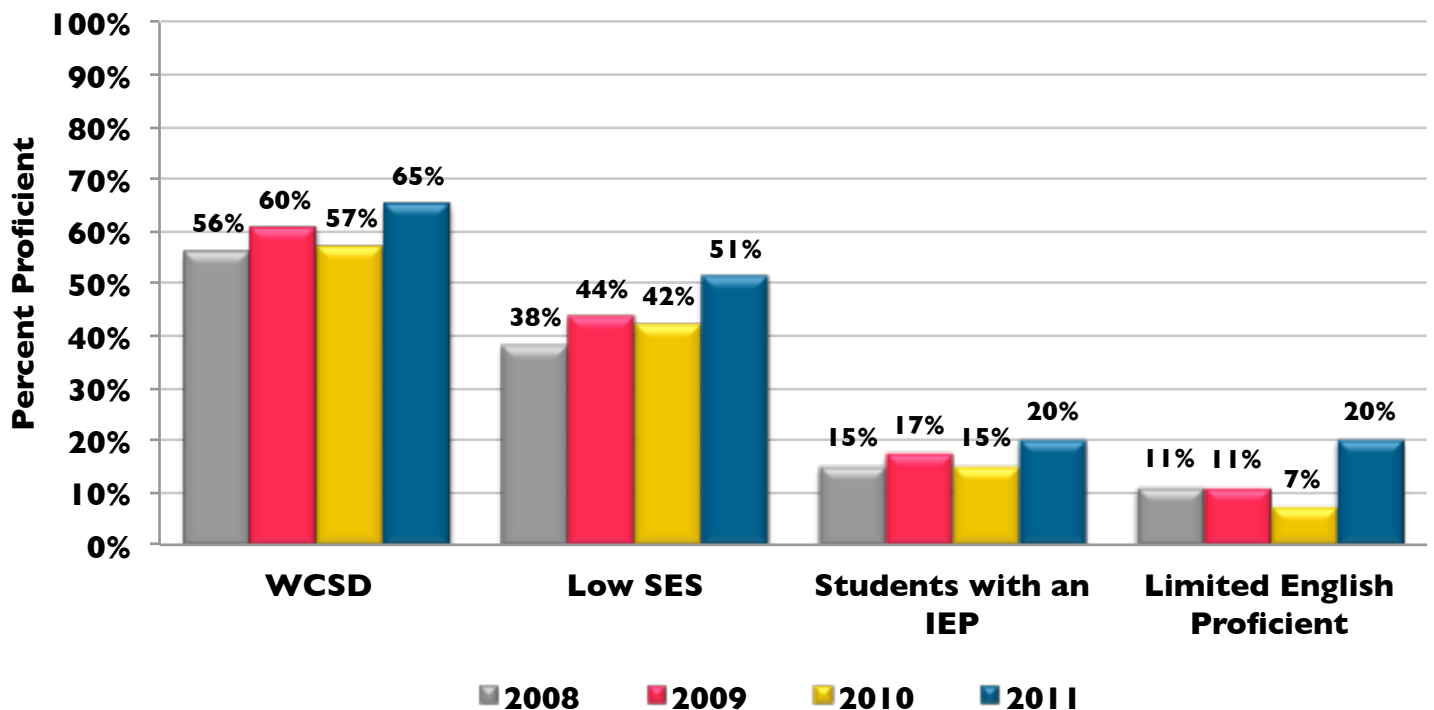
# **8<sup>th</sup> Grade Math and Algebra**

# 8th Grade Math Trends by Student Population

## 8th Grade Math Trends by Race/Ethnicity



## 8th Grade Math Trends by Special Programs



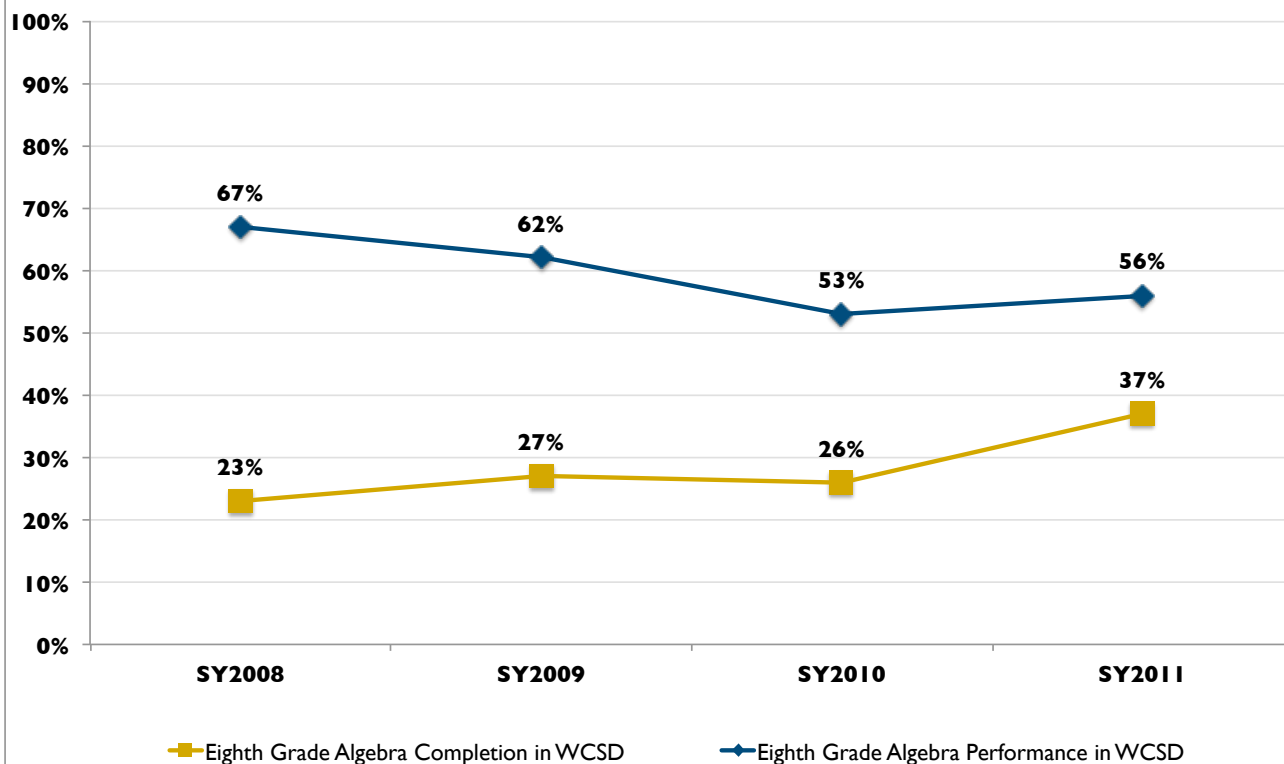
# 8th Grade Math Criterion Referenced Test (CRT) Performance

(Target Attainment)

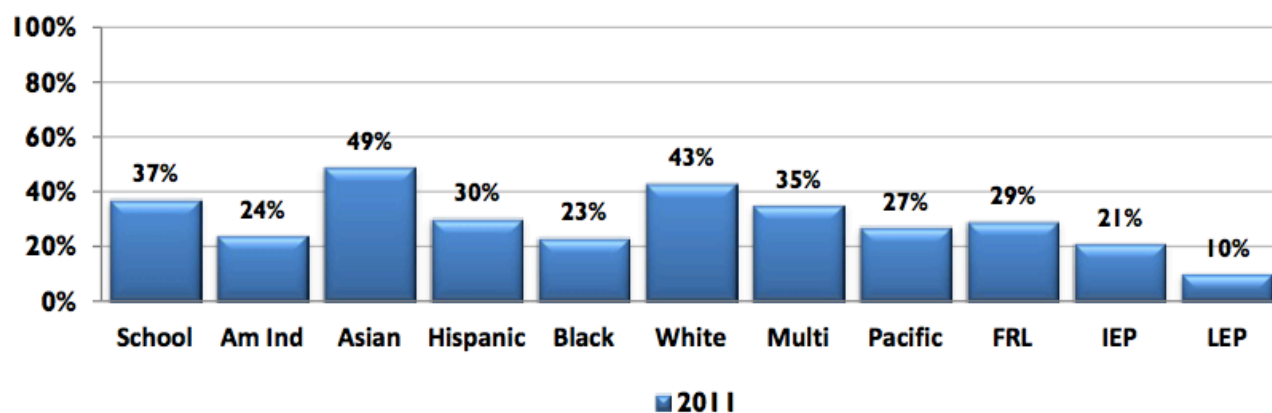
School Name	Zone	Vertical	School	Asian	African American	White	Hispanic	Am Indian	Multiracial	Pac Islander	FRL	IEP	LEP
			% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient
KENDYL DEPOALI	1	DRHS	72%	89%	-	75%	57%	-	74%	-	54%	16%	-
FRED W. TRAINER	1	HUG	53%	75%	40%	54%	53%	-	-	-	53%	15%	15%
COLD SPRINGS	1	NVHS	53%	-	-	57%	49%	-	60%	-	41%	13%	0%
WILLIAM OBRIEN	1	NVHS	55%	71%	-	55%	53%	-	-	-	49%	15%	17%
GEORGE L. DILWORTH	2	SPKS	58%	76%	-	72%	52%	-	-	-	55%	24%	32%
SPARKS	2	SPKS	54%	83%	-	60%	50%	-	-	-	50%	6%	27%
E. OTIS VAUGHN	2	WSTR	48%	-	30%	51%	47%	-	-	-	41%	14%	12%
LOU MENDIVE	3	REED	73%	92%	59%	73%	64%	79%	88%	82%	64%	35%	42%
DARREL SWOPE	3	RNO	70%	77%	40%	80%	43%	-	71%	-	41%	24%	14%
YVONNE SHAW	3	SSHS	79%	100%	92%	80%	66%	59%	88%	-	64%	31%	-
EDWARD L. PINE	4	GLNA	68%	64%	-	84%	46%	-	-	-	44%	22%	13%
INCLINE	4	INCL	74%	-	-	85%	42%	-	-	-	50%	-	-
ARCHIE CLAYTON	4	McQ	67%	82%	71%	79%	54%	-	54%	-	53%	20%	10%
BILLINGHURST	4	McQ	75%	92%	45%	76%	67%	-	78%	-	57%	29%	-
DISTRICT			65%	83%	56%	73%	52%	62%	71%	43%	51%	20%	20%

# 8th Grade Algebra Completion and Performance

**Eighth Grade Algebra Completion and Performance Trends  
(2008 through 2011)**



**Algebra 1 Enrollment By Group**



# 8th Grade Algebra Completion and Performance

## (Target Attainment)

### Completion

School Name	Zone	Vertical	School % Participation	Asian % Participation	African American % Participation	White % Participation	Hispanic % Participation	Am Indian % Participation	Multiracial % Participation	Pac Islander % Participation	FRL % Participation	IEP % Participation	LEP % Participation
KENDYL DEPOALI	I	DRHS	29%	41%	-	32%	20%	-	27%	-	13%	-	-
FRED W. TRANER	I	HUG	31%	-	30%	32%	31%	-	-	-	32%	-	6%
COLD SPRINGS	I	NVHS	42%	-	-	42%	46%	-	40%	-	34%	-	0%
WILLIAM OBRIEN	I	NVHS	34%	50%	40%	40%	26%	-	-	-	30%	-	4%
GEORGE L. DILWORTH	2	SPKS	27%	30%	-	33%	24%	-	-	-	22%	-	7%
SPARKS	2	SPKS	27%	50%	-	29%	23%	-	-	-	25%	-	2%
E. OTIS VAUGHN	2	WSTR	36%	-	18%	47%	34%	-	-	-	32%	-	2%
LOU MENDIVE	3	REED	26%	46%	17%	28%	17%	36%	23%	27%	15%	-	0%
DARREL SWOPE	3	RNO	47%	60%	14%	59%	17%	-	47%	-	16%	-	0%
YVONNE SHAW	3	SSHS	32%	41%	33%	33%	22%	13%	38%	-	22%	-	-
EDWARD L. PINE	4	GLNA	92%	92%	-	97%	85%	-	-	-	87%	-	61%
INCLINE	4	INCL	45%	-	-	60%	9%	-	-	-	13%	-	-
ARCHIE CLAYTON	4	McQ	26%	56%	11%	35%	14%	-	23%	-	16%	-	0%
BILLINGHURST	4	McQ	32%	34%	20%	38%	13%	-	32%	-	9%	-	-
DISTRICT			37%	49%	23%	43%	30%	24%	35%	27%	29%	5%	10%

### Performance

School Name	Zone	Vertical	School % Proficient	Asian % Proficient	African American % Proficient	White % Proficient	Hispanic % Proficient	Am Indian % Proficient	Multiracial % Proficient	Pac Islander % Proficient	FRL % Proficient	IEP % Proficient	LEP % Proficient
KENDYL DEPOALI	I	DRHS	87%	100%	-	86%	75%	-	90%	-	-	-	-
FRED W. TRANER	I	HUG	85%	-	-	88%	82%	-	-	-	84%	-	-
COLD SPRINGS	I	NVHS	18%	-	-	21%	11%	-	-	-	16%	-	-
WILLIAM OBRIEN	I	NVHS	62%	-	-	59%	70%	-	-	-	64%	-	-
GEORGE L. DILWORTH	2	SPKS	29%	-	-	27%	32%	-	-	-	31%	-	-
SPARKS	2	SPKS	45%	-	-	38%	52%	-	-	-	48%	-	-
E. OTIS VAUGHN	2	WSTR	35%	-	-	45%	28%	-	-	-	30%	-	-
LOU MENDIVE	3	REED	44%	54%	-	40%	35%	-	-	-	29%	-	-
DARREL SWOPE	3	RNO	55%	80%	-	55%	38%	-	-	-	31%	-	-
YVONNE SHAW	3	SSHS	89%	-	-	88%	86%	-	-	-	76%	-	-
EDWARD L. PINE	4	GLNA	32%	33%	-	49%	16%	-	-	-	15%	6%	10%
INCLINE	4	INCL	52%	-	-	52%	-	-	-	-	-	-	-
ARCHIE CLAYTON	4	McQ	86%	90%	-	82%	92%	-	-	-	86%	-	-
BILLINGHURST	4	McQ	94%	100%	-	96%	-	-	-	-	-	-	-
DISTRICT			56%	74%	56%	61%	46%	33%	57%	86%	48%	20%	24%

## **8<sup>th</sup> Grade Math**

### **8<sup>th</sup> Grade Algebra Completion & Performance**

#### **8<sup>th</sup> Grade Math**

- The proficiency rate for WCSD students went from 57% in 2010 to 65% in 2011 — this helped the district to meet not only the 2011 performance target, but the 2012 target as well.
  - Performance targets were met or exceeded by each student population.
  - All but three middle schools met their 8<sup>th</sup> Grade Math performance target. And those that didn't showed slight gains.
- The 8<sup>th</sup> Grade Math achievement gap between White and Minority students is narrower than it has ever been.
  - That said, there is still a 21percentage point difference between White and Hispanic students.
  - Only one out of five IEP and LEP students are achieving proficiency — less than one-third the rate of the overall performance in WCSD.

#### **8<sup>th</sup> Grade Algebra Completion and Performance**

- The percentage of students completing Algebra by the end of 8<sup>th</sup> grade went from 26% to 37%, moving the district well past its performance target of 30%.
- To compliment Algebra completion gains, the percentage of Algebra participants who scored proficient on the 8<sup>th</sup> Grade Algebra CBE increased from 53% to 56%. This increase in both participation and performance implies strong success at our middle schools in preparing students on their pathway to college readiness.
- The coupled gain of Completion and Performance from 2010 to 2011 represents an additional 7 out of every 100 students accessing and passing Algebra by 8<sup>th</sup> grade. This matches the additional 7 of each 100 Cohort students who walked the graduation stage this year.

# **High School Credit Attainment**

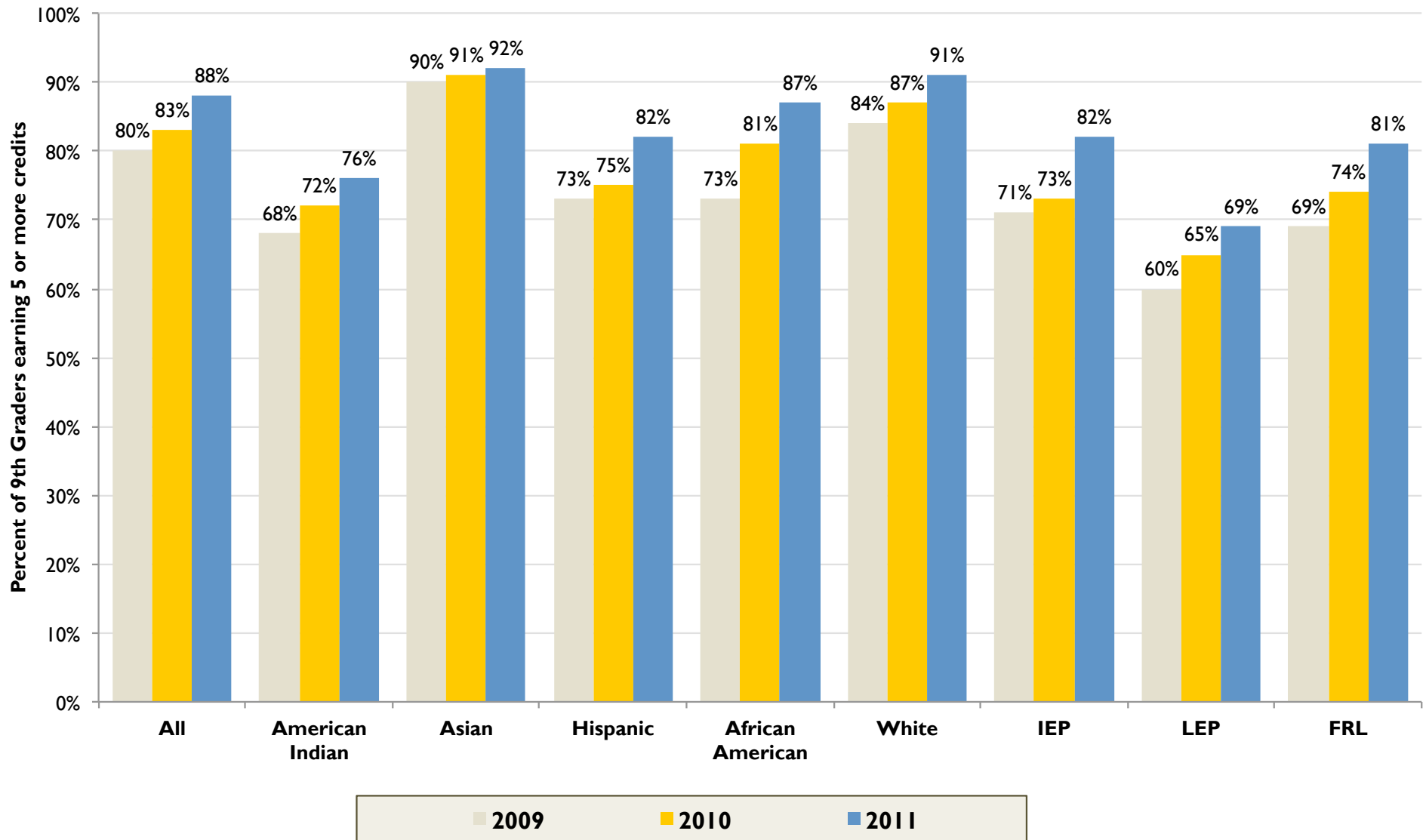
# Ninth Grade Credit Attainment

## (Target Achievement by School)

		School	Asian	African American	White	Hispanic	Am Indian	Multiracial	Pac Islander	FRL	IEP	LEP
School Name	Zone	Credit Att.	Credit Att.	Credit Att.	Credit Att.	Credit Att.	Credit Att.	Credit Att.	Credit Att.	Credit Att.	Credit Att.	Credit Att.
DAMONTE RANCH	1	88%	100%	93%	90%	78%	-	-	-	83%	78%	73%
NORTH VALLEYS	1	85%	96%	90%	87%	81%	80%	-	-	78%	79%	83%
PROCTER R. HUG	1	84%	86%	75%	83%	84%	-	-	-	83%	79%	80%
EARL WOOSTER	2	82%	95%	86%	89%	75%	75%	-	-	75%	68%	57%
SPARKS	2	80%	72%	-	82%	80%	-	-	-	80%	76%	71%
EDWARD C. REED	3	90%	98%	95%	91%	89%	65%	-	-	88%	84%	-
RENO	3	92%	83%	90%	95%	83%	-	-	-	81%	93%	-
SPANISH SPRINGS	3	88%	90%	91%	91%	84%	65%	-	-	79%	78%	57%
TMCC	3	-	-	-	-	-	-	-	-	-	-	-
GALENA	4	91%	91%	-	96%	79%	-	-	-	78%	92%	58%
INCLINE	4	94%	-	-	100%	89%	-	-	-	86%	89%	-
ROBERT MCQUEEN	4	93%	95%	100%	95%	86%	80%	-	-	88%	92%	-
DISTRICT		88%	92%	87%	91%	82%	76%	-	-	81%	82%	69%



## Ninth Grade Credit Attainment (% of 9th Graders Earning 5 or More Credits) Trends by Ethnicity and Student Population



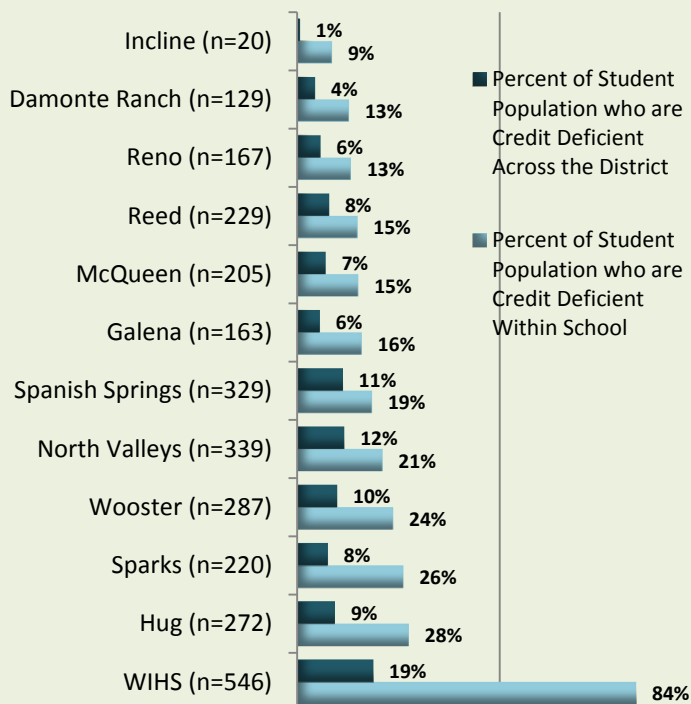
# The Status of Credit Deficiency within the Washoe County School District

## Credit Deficiency Defined

The expected pattern of credit accumulation for a four-year, on-time graduation requires students to earn five credits in grade 9, six credits in grades 10 and 11, and five and a half credits in grade 12, accumulating 22.5 course credits to graduate with a regular diploma. Students who do not accumulate the expected number of credits by the end of each grade level are defined as “credit deficient”.

*How are credit deficient students distributed across high schools (excluding sponsored charter schools) across the District?*

**Distribution of Credit Deficient Students in Grades 10-12 Across WCSD High Schools 2011-2012<sup>1,2</sup>**

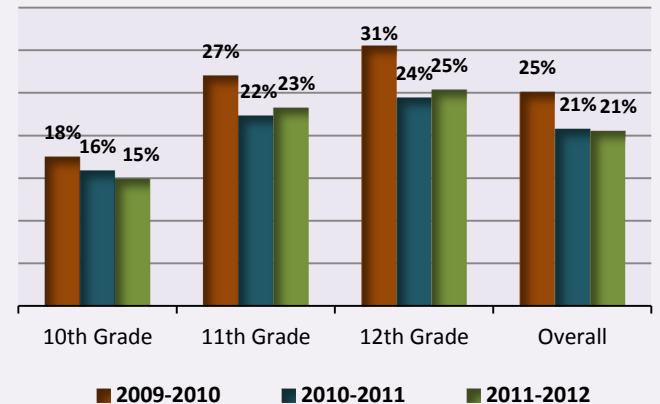


<sup>1</sup>Data was pulled from the current student enrollment on October 7, 2011. State and district excluded students are not included in the count.

<sup>2</sup>Includes 13th grade students.

*How have rates of credit deficiency changed over the last three years across Washoe County School District high schools?*

**District Percent of High School Students (grades 10-12)<sup>1,2</sup> who are Credit Deficient by Grade Level**

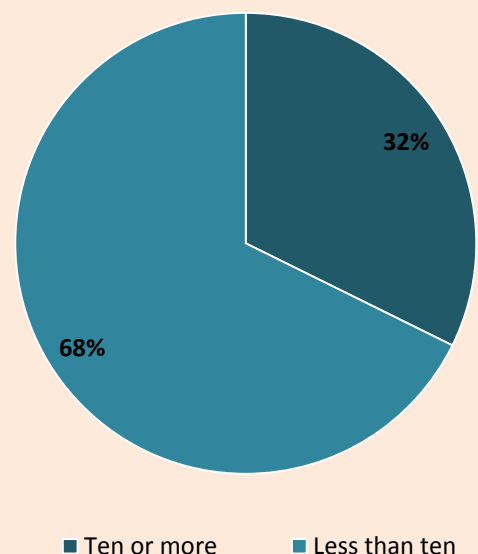


<sup>1</sup>Data as of count day.

<sup>2</sup>Twelfth grade includes 13th grade students who require one or less year to obtain the required credits to graduate.

*What is the rate of excused and unexcused absences (10 or more in a single course) among credit deficient students?*

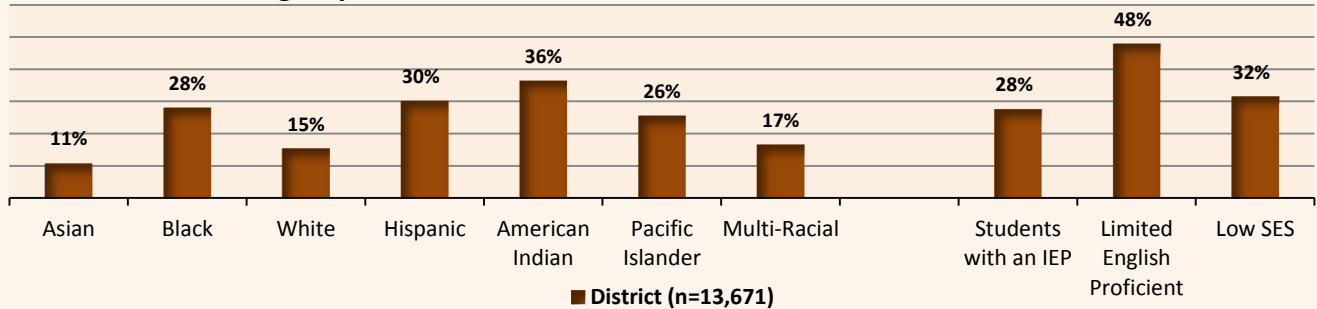
**2010-11, Percent of WCSD Credit Deficient Students in Grades 9-12 with ten or more Unexcused Absences in a Single Course**



# The Status of Credit Deficiency within the Washoe County School District

*What percentage of students is credit deficient across student subgroups?*

**2011-12 Percentage of WCSD Students in Grades 10-12 who are Credit Deficient by Student Subgroup.**

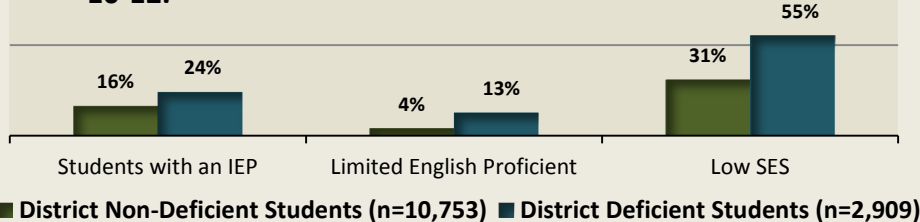


<sup>1</sup>Data was pulled from the current student enrollment on October 7, 2011. State and district excluded students are not included in the count.

<sup>2</sup>Includes 13th grade students.

*Is there disproportionate representation of student populations among students who are credit deficient?*

**Disproportionality: WCSD 2011-12 Demographic Characteristics of Credit Deficient Students for Grades 10-12.**

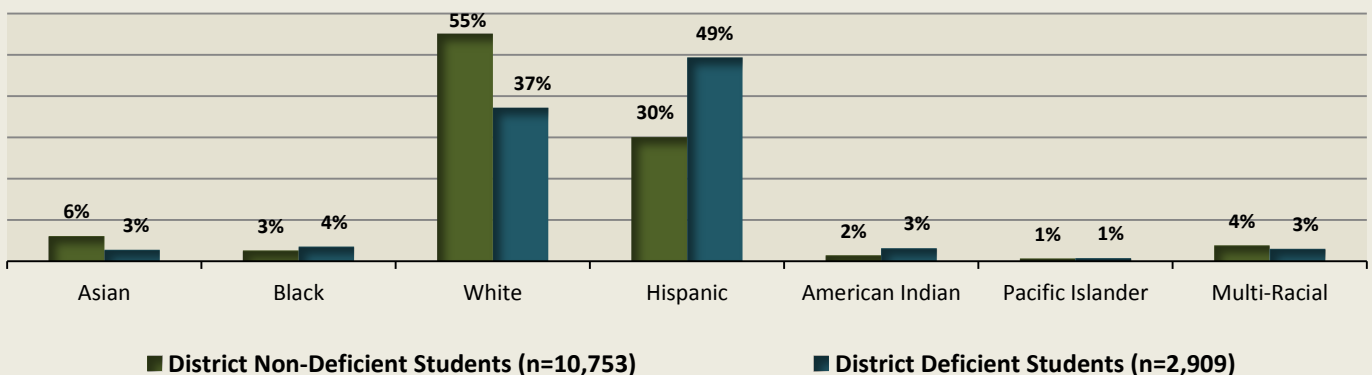


<sup>1</sup>Data was pulled from the current student enrollment on October 7, 2011. State and district excluded students are not included in the count.

## Disproportionality Defined

Disproportionality refers to the over or underrepresentation of certain groups in the credit deficient student population relative to the group's proportion in the district

**Disproportionality: WCSD 2011-12 Demographic Characteristics of Credit Deficient Students for Grades 10-12.**



<sup>1</sup>Data was pulled from the current student enrollment on October 7, 2011. State and district excluded students are not included in the count.

<sup>2</sup>Includes grades 10-13.

## High School Credit Attainment

- The percentage of 9<sup>th</sup> grade students earning five or more credits increased five percentage points in 2011, helping the district to exceed its 9<sup>th</sup> Grade Credit Attainment performance target.
  - Performance targets were met or exceeded among nearly all WCSD student populations.
  - The LEP, IEP, Hispanic and African American populations exceeded 2011 and 2012 targets.
- Every student population made gains in credit attainment for the second year in a row.
- 9<sup>th</sup> Grade Credit Attainment has been linked nationally and locally with HS Graduation.
  - This is cause for optimism in that more students than ever in WCSD are staying on the Pathway to College and Career Readiness.
  - While performance appears high, 12% of the overall population is falling off the Pathway during their first year of high school. This rate is nearly one in four among our Native American students, and one in three among students who have Limited English Proficiency.
- Although 9<sup>th</sup> Grade Credit Attainment has been shown to have the tightest link to graduation, our data show many students in grades 10 through 12 who are in danger of not graduating due to credit loss.
- There exists a disproportionate amount of minority and Low-SES students who are credit deficient in WCSD.

## **AP/IB Participation and Performance**

# 11th Grade AP Completion: Percentage of Students Completing One or More AP Courses by the End of 11th Grade

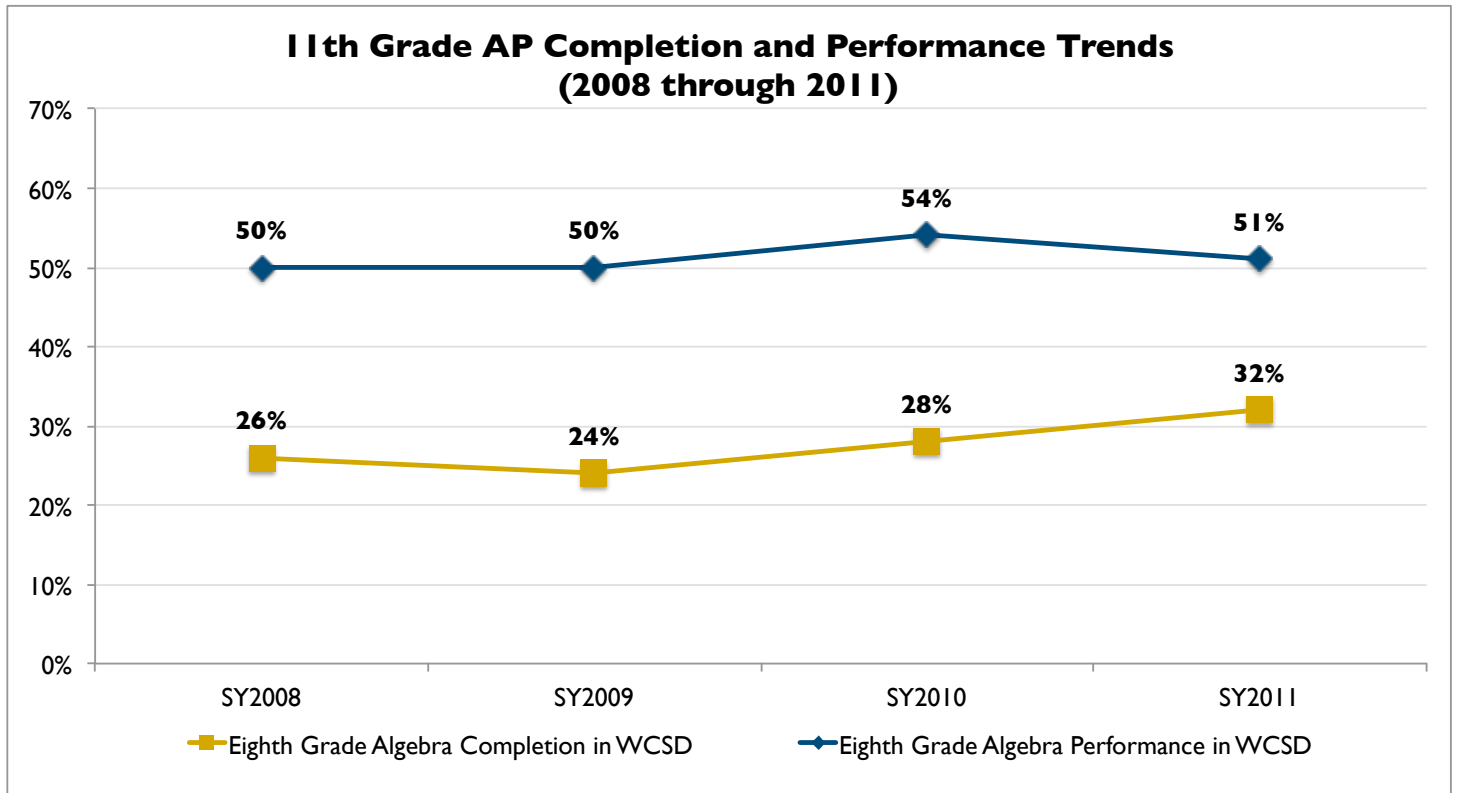
## Target Attainment by School and Zone

		School	Asian	African American	White	Hispanic	Am Indian	Multiracial	Pac Islander	FRL	IEP	LEP
School Name	Zone	AP-IB Completion	AP-IB Completion	AP-IB Completion	AP-IB Completion	AP-IB Completion	AP-IB Completion	AP-IB Completion	AP-IB Completion	AP-IB Completion	AP-IB Completion	AP-IB Completion
DAMONTE RANCH	1	27%	60%	-	27%	19%	-	23%	-	14%	0%	0%
NORTH VALLEYS	1	31%	44%	11%	31%	31%	25%	58%	-	30%	4%	10%
PROCTER R. HUG	1	30%	30%	33%	18%	32%	-	36%	-	30%	0%	11%
EARL WOOSTER	2	37%	58%	-	56%	20%	-	-	-	37%	5%	0%
SPARKS	2	23%	14%	9%	30%	20%	-	-	-	24%	9%	2%
EDWARD C. REED	3	24%	35%	5%	28%	16%	13%	-	-	15%	0%	0%
RENO	3	30%	53%	-	34%	12%	-	24%	-	18%	6%	-
SPANISH SPRINGS	3	30%	50%	20%	35%	19%	7%	29%	-	24%	3%	0%
TMCC	3	-	-	-	-	-	-	-	-	-	-	-
GALENA	4	46%	-	-	55%	19%	-	55%	-	16%	9%	15%
INCLINE	4	44%	-	-	58%	18%	-	-	-	7%	6%	0%
ROBERT MCQUEEN	4	33%	40%	20%	32%	30%	-	78%	-	32%	2%	-
DISTRICT		32%	45%	18%	36%	23%	13%	46%	25%	26%	4%	6%
Zone 1 Aggregate Performance		30%	48%	24%	29%	30%	17%	38%	-	29%	2%	9%
Zone 2 Aggregate Performance		32%	48%	0%	48%	20%	36%	91%	-	31%	7%	1%
Zone 3 Aggregate Performance		28%	42%	12%	32%	16%	8%	28%	-	19%	3%	2%
Zone 4 Aggregate Performance		40%	43%	19%	44%	23%	0%	66%	-	22%	5%	10%

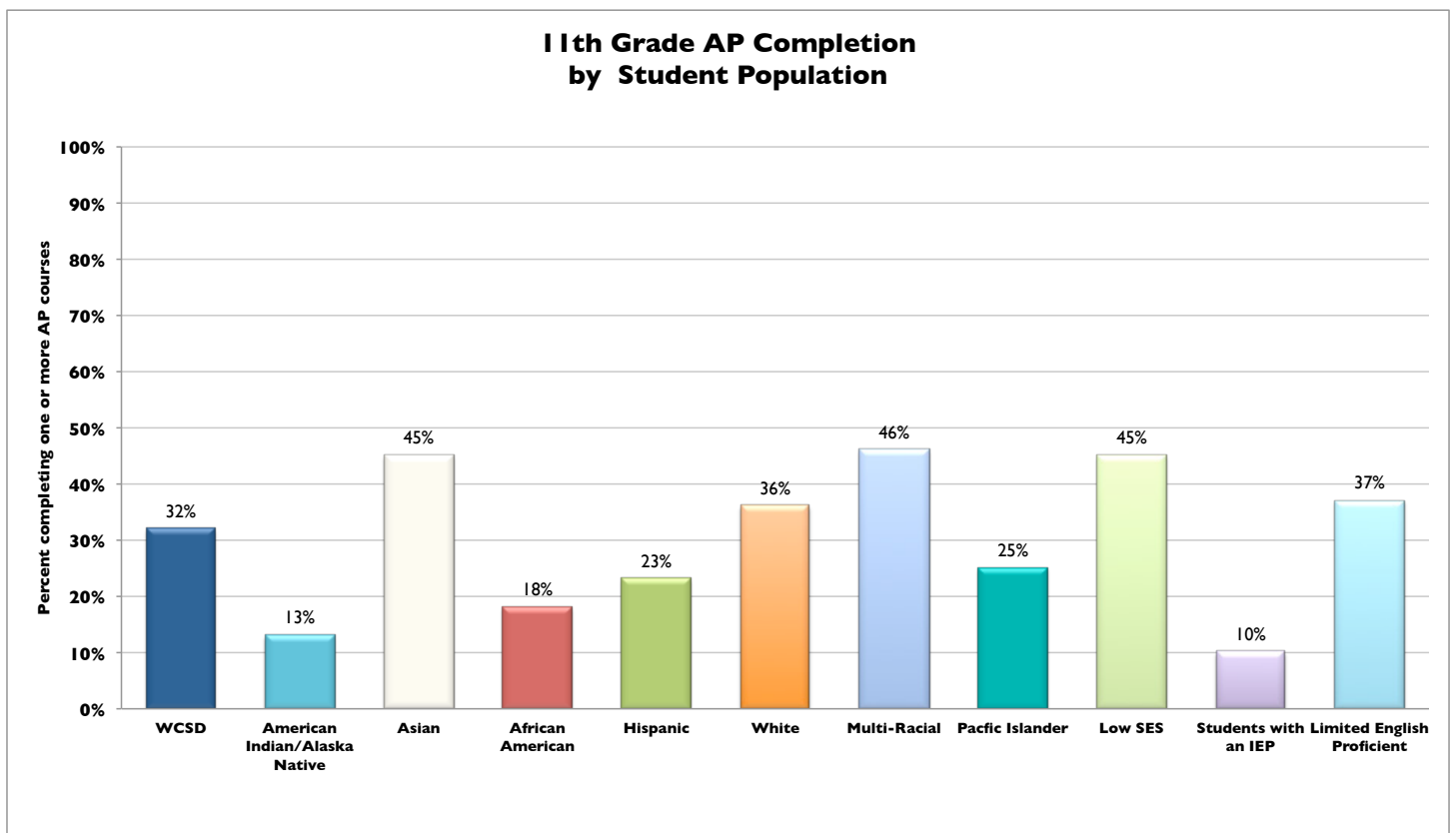
# 11th Grade AP Performance: Percentage of Students Passing One or More AP Exams by the End of 11th Grade Target Attainment by School and Zone

		School	Asian	African American	White	Hispanic	Am Indian	Multiracial	Pac Islander	FRL	IEP	LEP
School Name	Zone	AP Performance	AP Performance	AP Performance	AP Performance	AP Performance	AP Performance	AP Performance	AP Performance	AP Performance	AP Performance	AP Performance
DAMONTE RANCH	1	40%	10%	-	49%	43%	-	-	-	40%	-	-
NORTH VALLEYS	1	32%	-	-	31%	35%	-	-	-	43%	-	-
PROCTER R. HUG	1	17%	-	0%	0%	25%	-	0%	-	17%	-	-
EARL WOOSTER	2	60%	71%	-	69%	30%	-	-	-	42%	-	-
SPARKS	2	40%	-		46%	44%	-	-	-	45%	-	-
EDWARD C. REED	3	39%	47%	-	40%	35%	-	-	-	32%	-	-
RENO	3	74%	-	-	75%	-	-	-	-	-	-	-
SPANISH SPRINGS	3	44%	-	-	47%	30%	-	-	-	33%	-	-
TMCC	3	-			-	-	-		-	-	-	-
GALENA	4	68%	-		69%	43%	-	-	-	70%	-	-
INCLINE	4	81%	-		77%	-	-	-	-	-	-	-
ROBERT MCQUEEN	4	72%	54%	-	75%	78%	-	79%	-	67%	-	-
DISTRICT		51%	50%	27%	58%	37%	22%	49%	0%	36%	36%	33%
Zone 1 Aggregate Performance		25%	-	0%	27%	29%	-	0%	-	25%	-	-
Zone 2 Aggregate Performance		53%	71%	-	65%	36%	-	-	-	43%	-	-
Zone 3 Aggregate Performance		50%	47%	-	53%	32%	-	-	-	33%	-	-
Zone 4 Aggregate Performance		66%	47%	-	69%	57%	-	79%	-	61%	-	-

# 11th Grade AP Completion and Performance Trends



## Who is Completing AP?





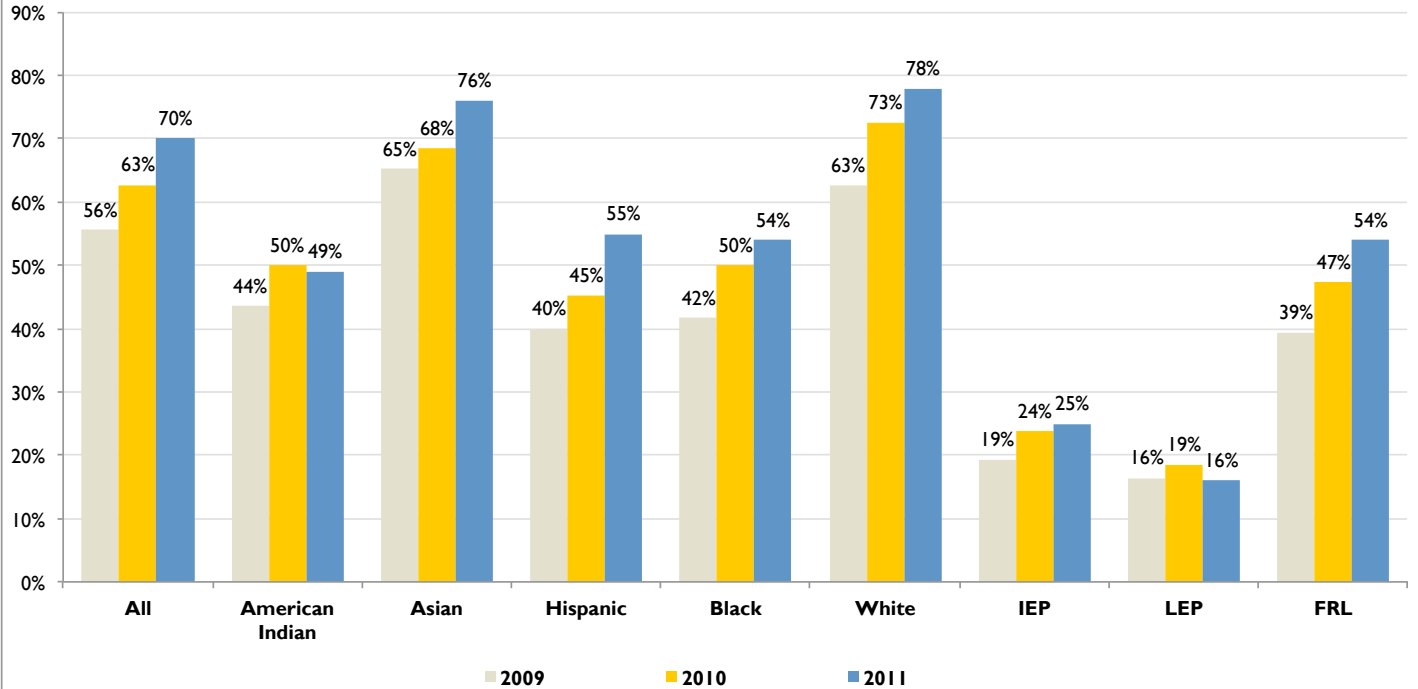
## **11<sup>th</sup> Grade AP/IB Completion and Performance**

- Overall AP/IB completion in WCSD increased four percentage points in 2011, from 28% to 32%. WCSD met its “AP Completion” Target for 2011.
- AP enrollment as of October 2011 projects solid gains and target attainment for 2012.
  - This is true for 11<sup>th</sup> and 12<sup>th</sup> grade AP completion
- 11<sup>th</sup> grade AP/IB performance declined from 54% to 51% in 2011.
  - Even with lower performance, WCSD now has more students accessing and passing AP courses than ever before.
- Pronounced achievement gaps remain in both AP Completion and AP Performance.
- Research nationally (Adelman 2006) and locally (Herzog 2010) demonstrates the link between AP course completion and College Readiness/Momentum.
  - Completing AP English in high school significantly reduces the need for English remediation. Non-AP English takers were three times as likely to require remediation when compared to AP English completers
  - The more AP subjects a student takes in high school, the greater the academic success at UNR.

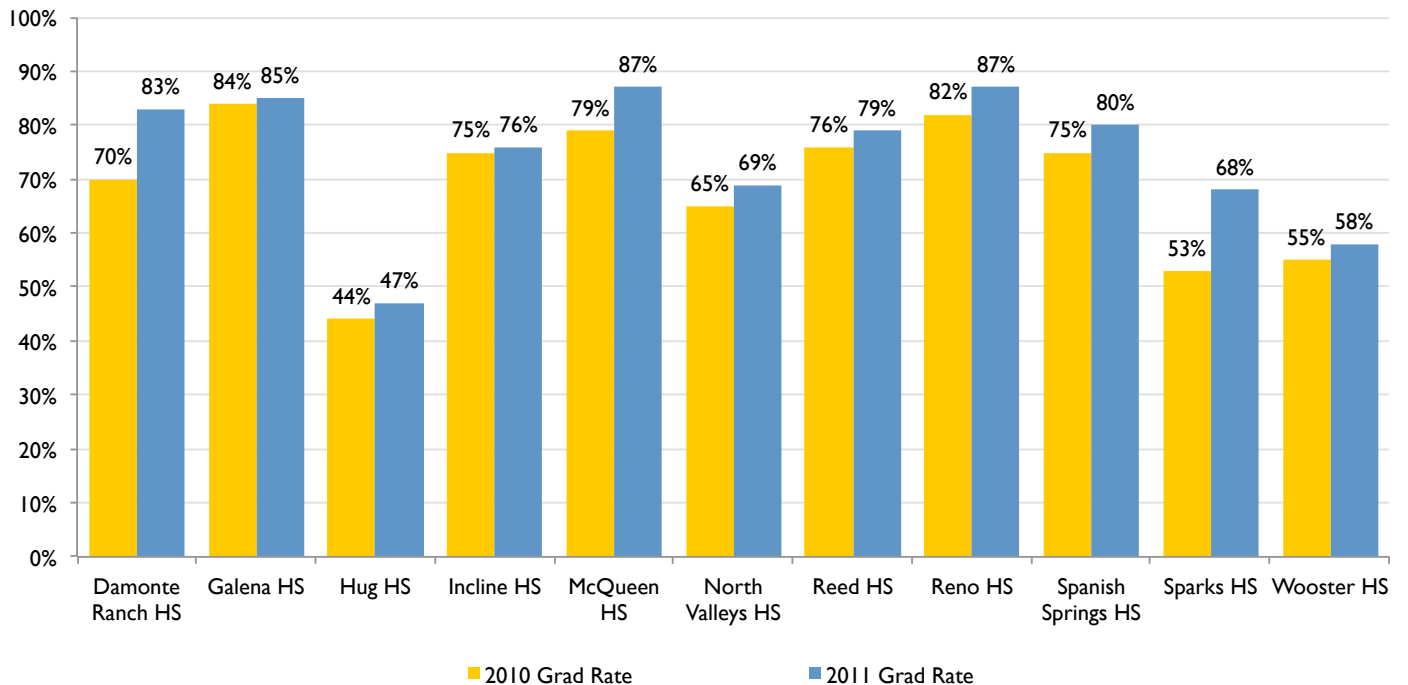
# **High School Graduation**

# Cohort Graduation Rate Trends

**Graduation Rate by Ethnicity and Student Population  
(Class of 2009 - Class of 2011)**



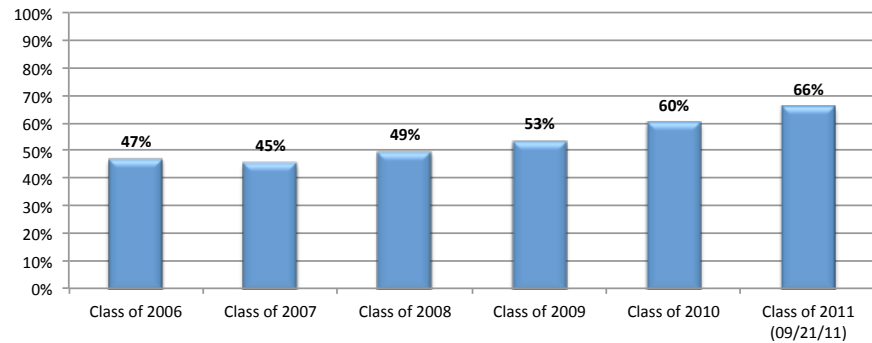
**Graduation Rate by School (Class of 2010 and Class of 2011)**



# Cohort Graduation Rate Trends by Zone

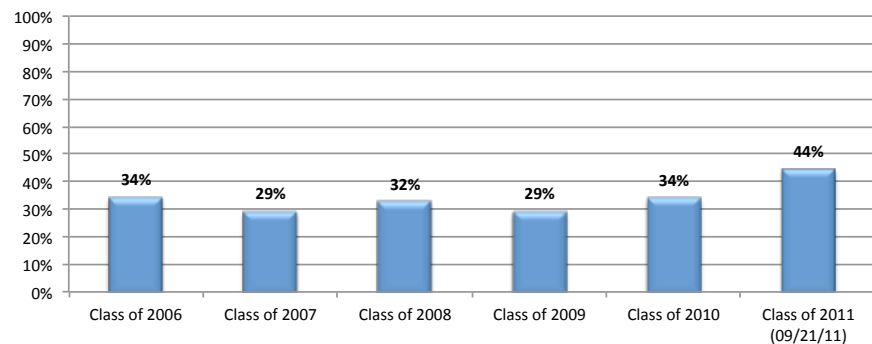
## Zone 1

Damonte Ranch  
Gerlach  
Hug  
North Valleys



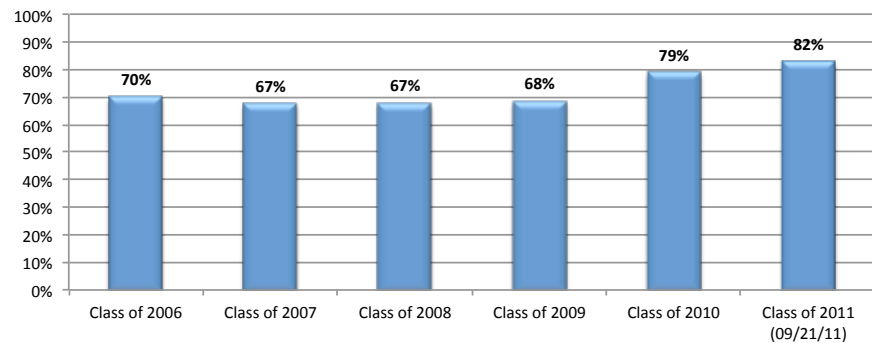
## Zone 2

Sparks  
Wooster  
Washoe Innovations



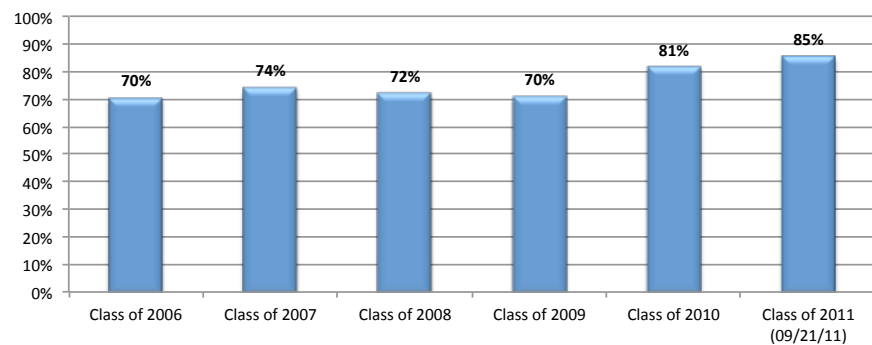
## Zone 3

Reed  
Reno  
Spanish Springs  
TMCC



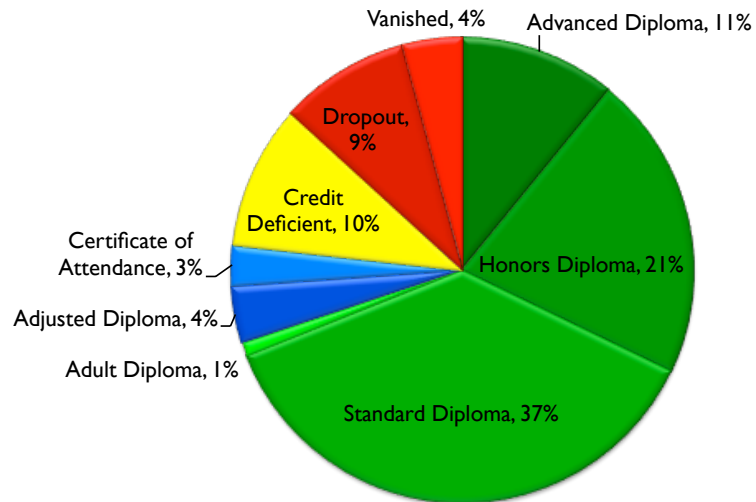
## Zone 4

Incline  
Galena  
McQueen  
AACT

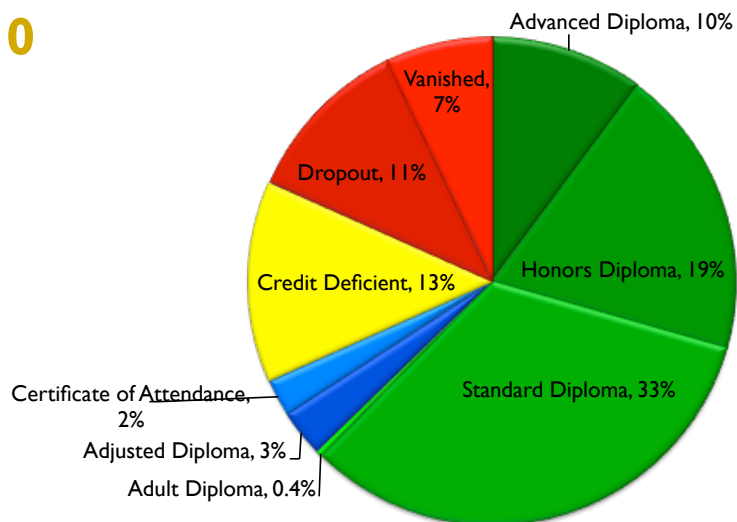


# Cohort Outcomes: 2009 through 2011

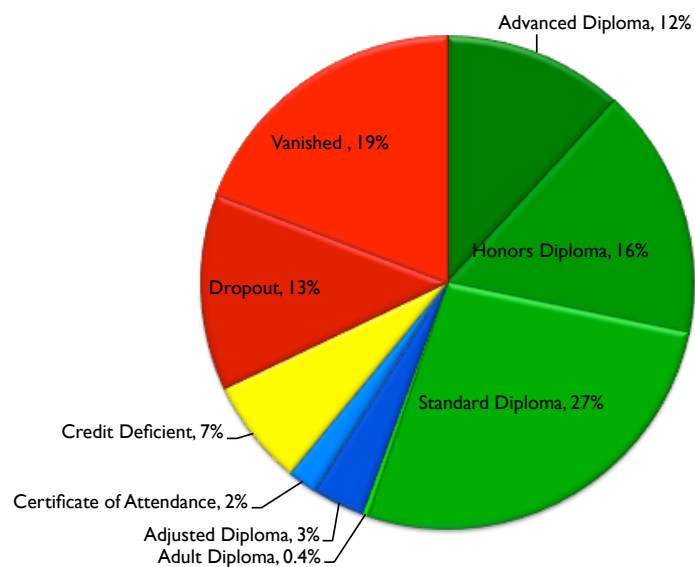
2011



2010



2009



# Cohort Graduation Rate

(Target Attainment)

School Name	Zone	School	Asian	African American	White	Hispanic	Am Indian	Multiracial	Pac Islander	FRL	IEP	LEP
		Grad Rate	Grad Rate	Grad Rate	Grad Rate	Grad Rate	Grad Rate	Grad Rate	Grad Rate	Grad Rate	Grad Rate	Grad Rate
DAMONTE RANCH	1	83%	86%	67%	86%	68%	100%	100%	100%	67%	21%	33%
NORTH VALLEYS	1	69%	50%	93%	71%	67%	25%	72%	100%	62%	20%	14%
PROCTER R. HUG	1	47%	45%	41%	49%	46%	20%	58%	100%	48%	14%	10%
EARL WOOSTER	2	59%	75%	40%	69%	48%	30%	100%	67%	50%	8%	11%
SPARKS	2	68%	79%	42%	65%	69%	67%	50%	100%	67%	36%	24%
EDWARD C. REED	3	79%	83%	56%	83%	74%	44%	89%	50%	69%	27%	31%
RENO	3	87%	91%	67%	88%	79%	75%	94%	100%	64%	30%	63%
SPANISH SPRINGS	3	80%	63%	58%	85%	65%	77%	80%	100%	66%	37%	22%
TMCC	3	96%	100%	-	97%	83%	100%	100%	-	100%	-	-
GALENA	4	85%	100%	33%	93%	64%	100%	100%	100%	61%	54%	25%
INCLINE	4	76%	100%	100%	89%	52%	-	-	100%	67%	33%	33%
ROBERT MCQUEEN	4	87%	86%	92%	90%	72%	80%	91%	100%	72%	42%	20%
DISTRICT		70%	77%	54%	78%	55%	49%	80%	77%	54%	25%	16%

# **Cohort Graduation Rate**

**For the second year in a row, the cohort graduation rate in WCSD increased by 7 percentage points, bringing it from 56% in 2009 to 70% in 2011.**

- Nearly all subgroups increased from 2010 to 2011
- The biggest gain was seen among our Hispanic population, whose graduation rate went from 45% to 55%
- A pronounced achievement gap remains in graduation rates, especially among IEP and LEP students.
- While seven of ten WCSD students graduate overall, the rate for Native American, Hispanic, and African American students still remains close to five out of every ten.

**Graduation rates increased among all WCSD High Schools for the second year in a row.**

## **Examining outcomes for all cohort members:**

- The proportion of students who “Vanish” has decreased from 19% in 2009 to 4% in 2011.
- The proportion who become official dropouts has decreased from 13% to 9% since 2009.
- The proportion of students receiving either an advanced or an honors diploma has increased from 28% in 2009 to 32% in 2010.
- As students become reengaged and/or encouraged to stay in the system, the proportion of credit deficient students has increased from 7% in 2008 and 2009 to 13% and 10% in 2010 and 2011, respectively.

## **Risk Index**



# Risk Indices

Risk is based on CRT reading & math performance, attendance, mobility, and retention. Students receive a 0, 1, or 2 for each factor and those points are summed (0-10). Higher scores equal greater risk.

- Risk is more pronounced among certain ethnic and special student groups.
- All schools serve at-risk students but risk across schools is uneven.

Student risk as kids entered the 7<sup>th</sup> and 9<sup>th</sup> grades was compared to key year-end outcomes.

- At both grades, students with a risk index of 4 or higher were far less likely to complete the 2009-10 school year. Poor attendance was the greatest single predictor of “completion”.
- At both grades, risk was significantly associated with year-end GPA, credit attainment, suspensions (for grade 7 also CRT reading and math scores)
  - Both academic and behavioral risk factors are significant predictors
- Based on the validation of Risk as a predictor, the Index has been expanded to grades 3 through 12 for the 2011-2012 school year.

A key initiative in Envision 2015 is to build the capacity of schools to engage and build partnerships specifically among diverse families.

- The family engagement office is using the student risk index to help schools identify families and to build connections with them.

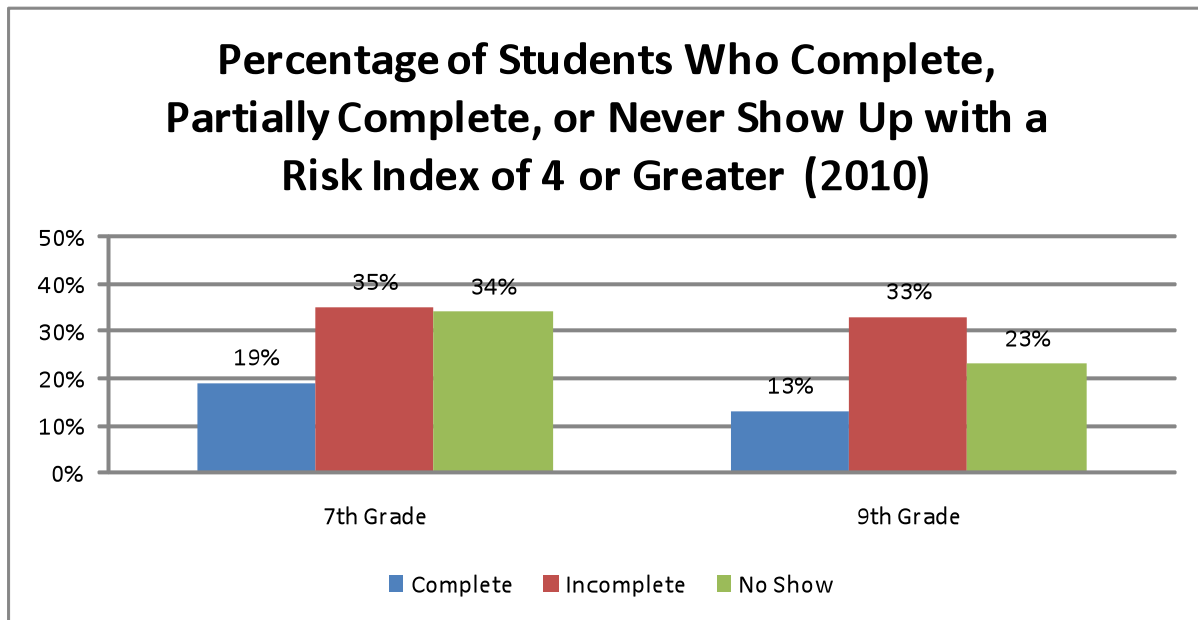
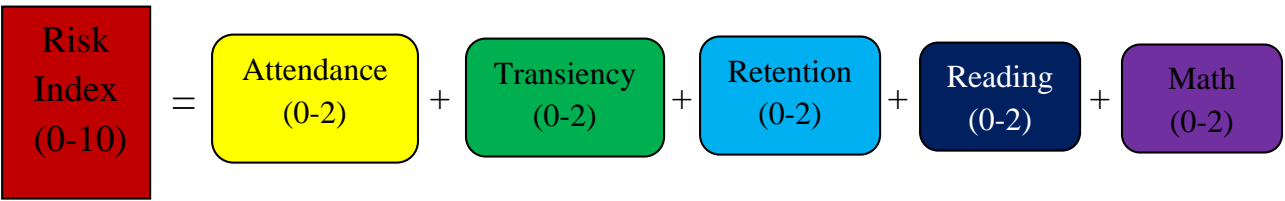
A key initiative in Envision 2015 is to use a multi-tiered prevention and intervention system to promote positive school culture.

- The counseling department will continue to use the risk index in combination with other available data to support RTI and the ASCA counseling model.

A key initiative in Envision 2015 is to develop and implement Academic Personalized Plans (APPs) to help students succeed along the Pathway.

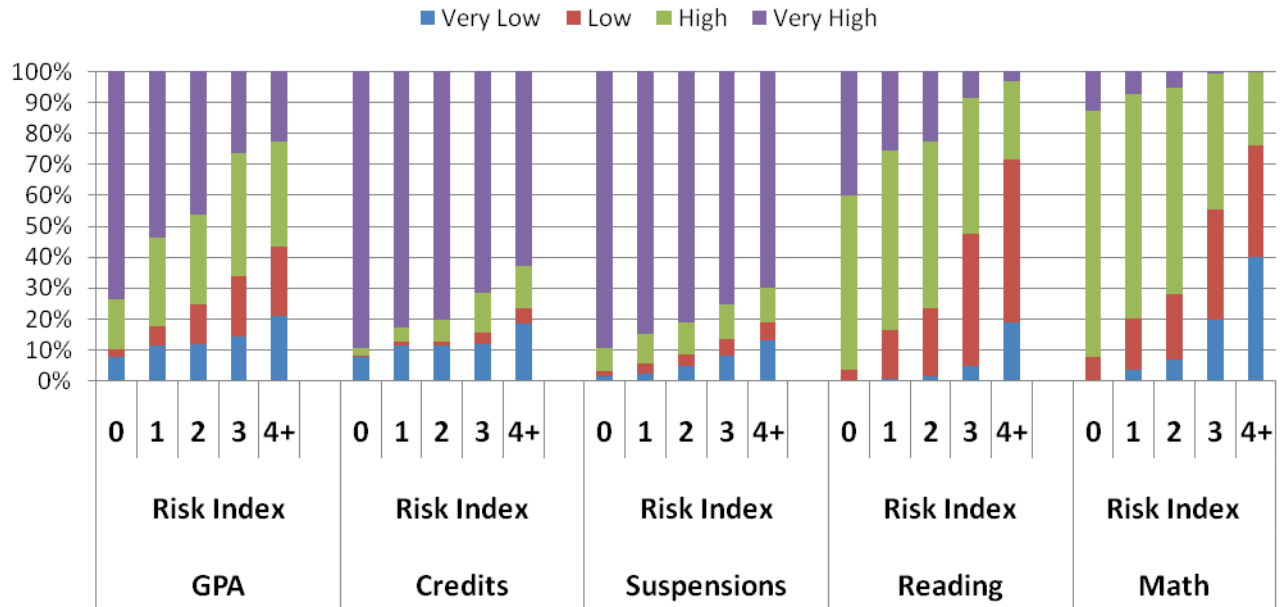
- The selection and development of APPs will be based in large part on the Risk Index and its relationship to student outcomes.

## Can the risk indices be used valuably as students transition from elementary to middle school and from middle school to high school?

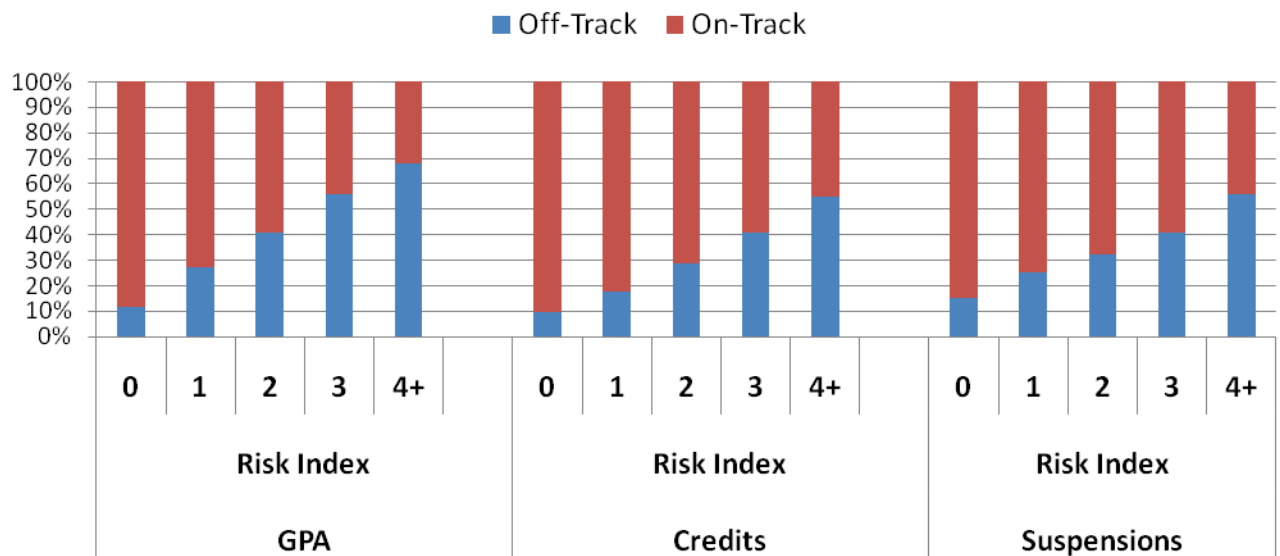


Correlations Between the Risk Index and Key End-Of-Year Outcomes (2009-10)						
		GPA	Credits Earned	Suspensions	Reading	Math
Risk Index	7th Grade	-0.344	-0.157	0.25	-0.571	-0.582
	9th Grade	-0.548	-0.463	0.336	<i>na</i>	<i>na</i>
*All coefficients are statistically significant at the $p < .01$ level.						

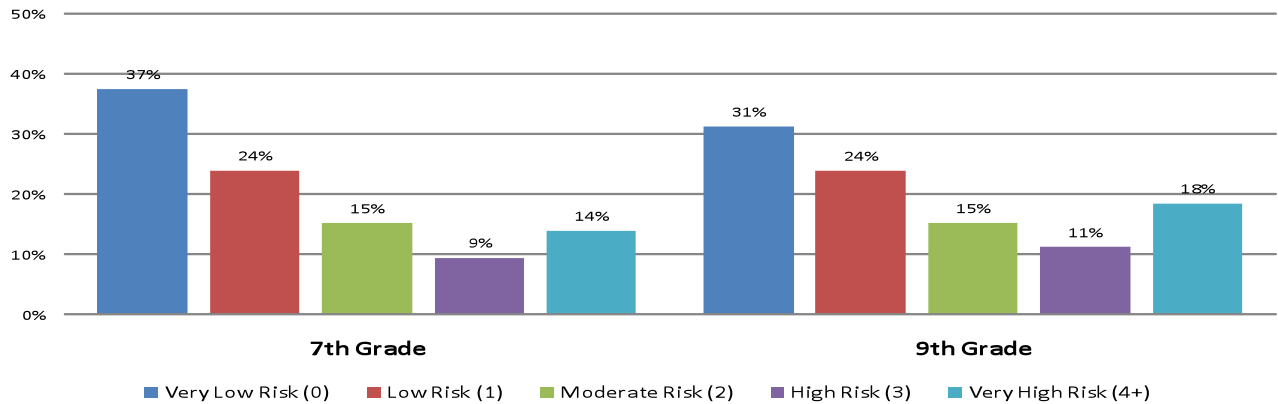
## Percentage of 7th Grade Students Falling into Performance Categories for Multiple Outcomes Disaggregated by Risk (2009-10)



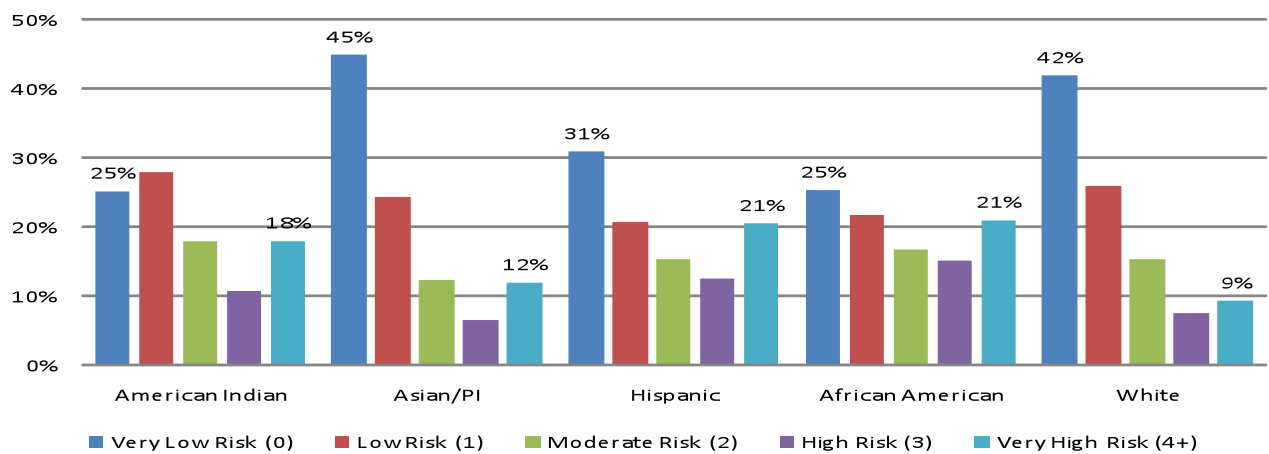
## Percentage of 9th Grade Students Falling into Performance Categories for Multiple Outcomes Disaggregated by Risk (2009-10)



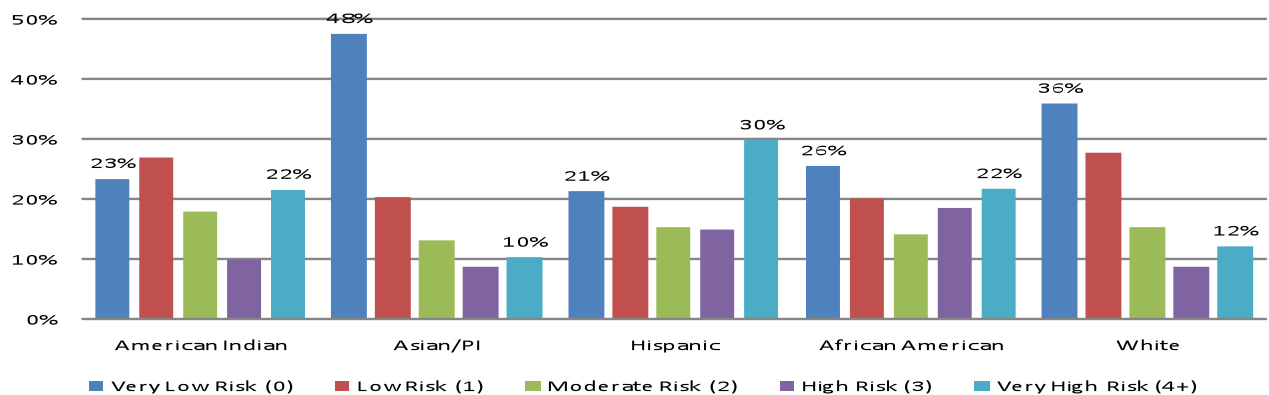
**Percentage of Students Falling into the Various Risk Categories as They Transition to 7th & 9th Grades (2010-2011)**



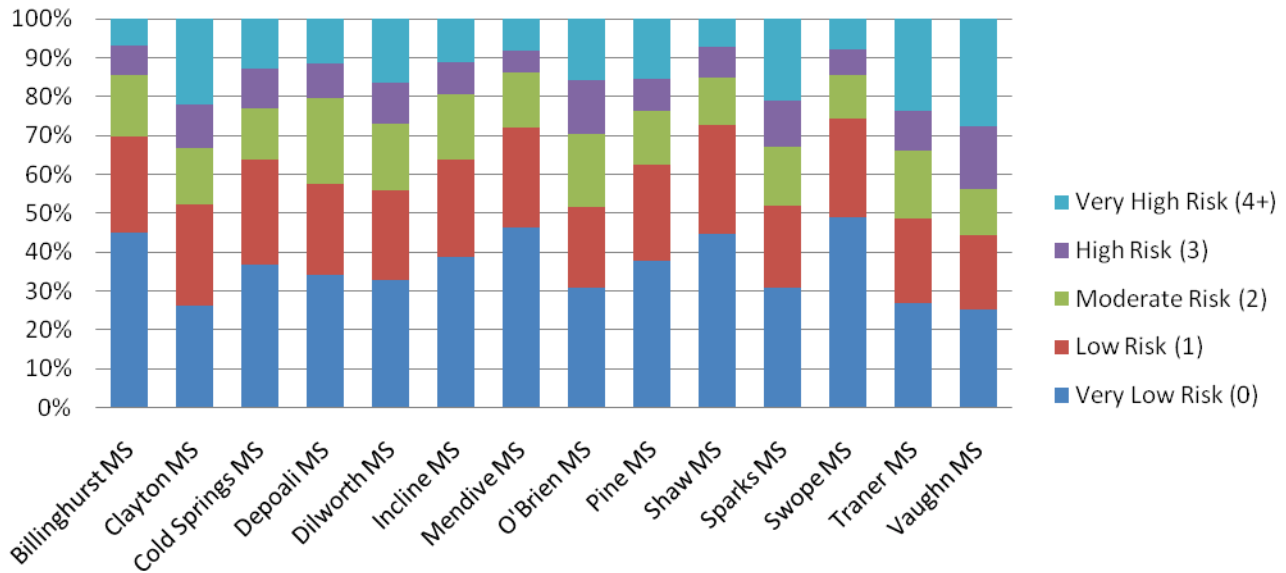
**Percentage of Students Falling into the Various Risk Categories Disaggregated by Race/Ethnicity as They Transition to 7th Grade (2010-11)**



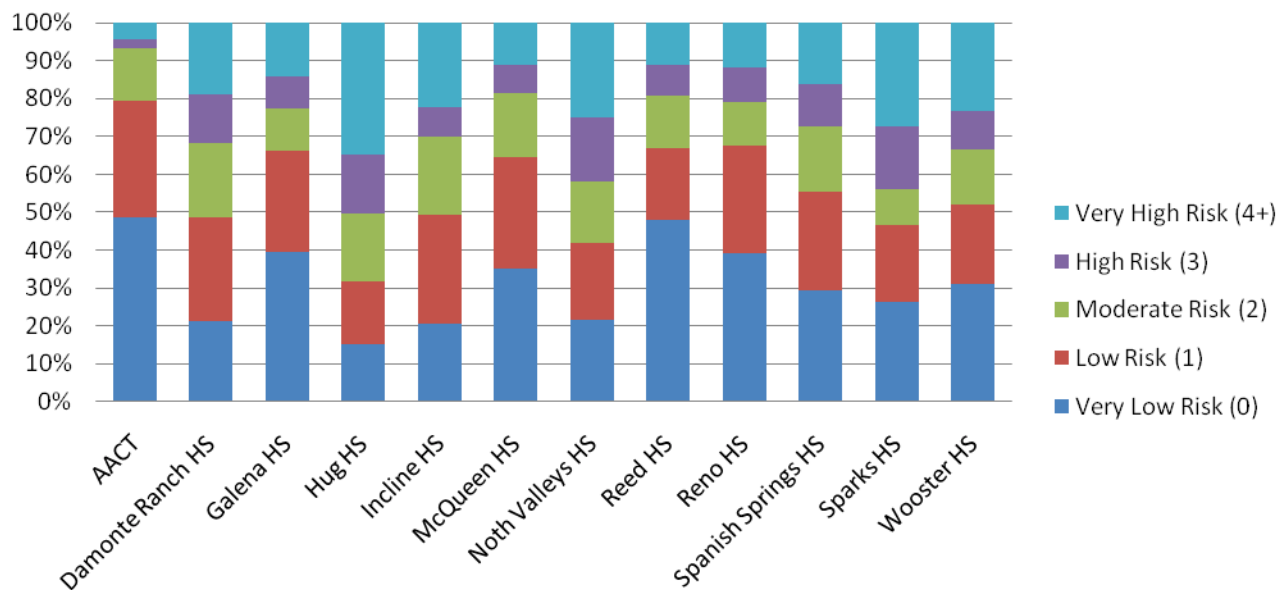
**Percentage of Students Falling into the Various Risk Categories Disaggregated by Race/Ethnicity as They Transition to 9th Grade (2010-11)**



## Percentage of Students Falling into the Various Risk Categories by School as They Transition to 7th Grade (2010-11)



## Percentage of Students Falling into the Various Risk Categories by School as They Transition to 9th Grade (2010-11)



# **Poster/Gallery Walk 1**

Framework for Teaching and Learning

Common Core State Standards

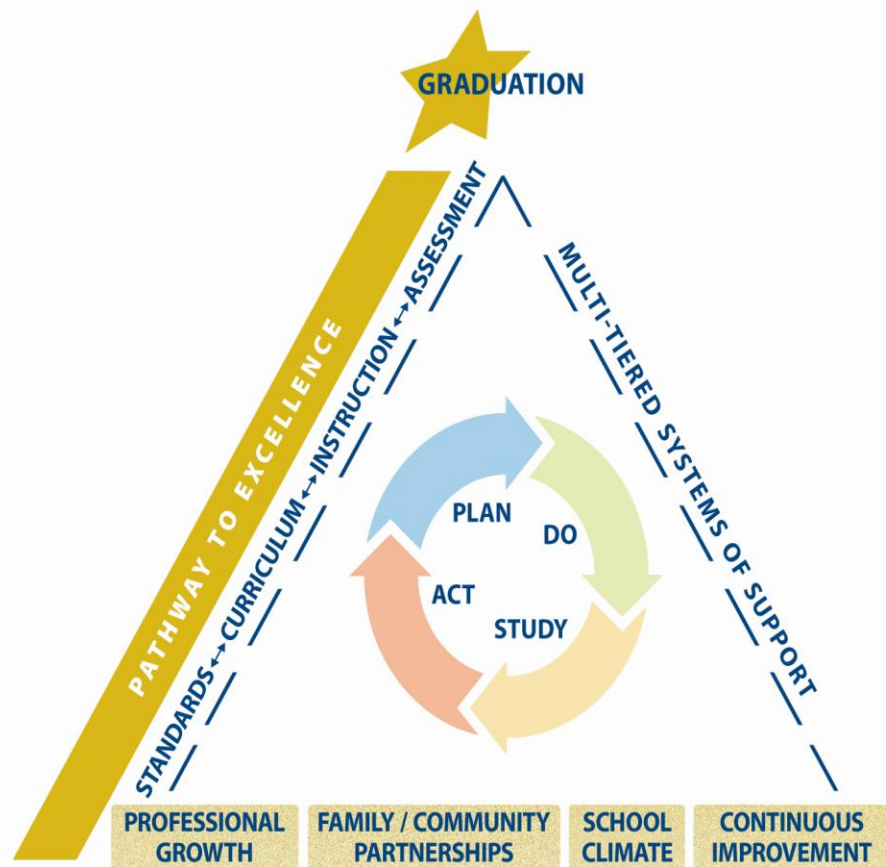
Response to Instruction/MTSS

Interactive Data Tools

# Teaching and Learning Framework

The WCSD is committed to creating an education system where all students achieve academic success, develop personal and civic responsibility, and achieve career and college readiness for the 21<sup>st</sup> century. To that end, the WCSD Teaching and Learning Framework has been designed to ensure we meet the needs of every child, by name and face, to graduation.

At the heart of the Teaching and Learning Framework sits a process for continuous improvement. The **Plan Do Study Act (PDSA)** process serves as an engine in elevating student achievement. The **foundational supports**, as presented in the WCSD strategic plan, serve as the base of the Framework. **Alignment of standards, curriculum, instruction, and assessment** is



represented as an underpinning along the Pathway to Excellence toward college and highly-skilled career readiness. **Multi-Tiered Systems of Support** within the Teaching and Learning Framework reflects a concentrated effort to provide for students' individual academic, social, and emotional needs.

As a district, we are committed to giving all teachers the tools they need to work effectively with every student so that each child can reach his/her potential. The Framework provides the foundation for instructional excellence. It outlines the most essential components of teaching and learning and provides educators the flexibility to exercise their professional judgment to ensure their students success along the Pathway.

# Introduction of CCSS-Aligned Items

	ELA	Mathematics
Spring 2012	Up to 15% of <b><u>field test items</u></b> on NV CRT will be double coded or unique to CCSS; NO live items aligned to CCSS	Up to 15% of <b><u>field test items</u></b> on NV CRT will be double coded or unique to CCSS; NO live items aligned to CCSS
Spring 2013	Up to 15% of items on NV CRT field test items will be double coded or unique to CCSS; up to 15% of live items aligned to CCSS	Up to 15% of items on NV CRT field test items will be double coded or unique to CCSS; up to 15% of live items aligned to CCSS, selected domains only in each grade level
Spring 2014	Up to 15% of items on NV CRT field test items will be double coded or unique to CCSS; up to 30% of live items aligned to CCSS. Separate, online fully CCSS-aligned assessment field tested.	Up to 15% of items on NV CRT field test items will be double coded or unique to CCSS; up to 30% of live items aligned to CCSS, selected domains only in each grade level. Separate, online fully CCSS-aligned assessment field tested.
Spring 2015	Fully CCSS aligned summative assessments go live	Fully CCSS aligned summative assessments go live
Spring 2018	First graduating class (2011-2012 6 <sup>th</sup> graders) required to pass SBAC HSPE for graduation	First graduating class (2011-2012 6 <sup>th</sup> graders) required to pass SBAC HSPE for graduation



# CCSS



		English Language Arts	Mathematics
2011-2012	Grades K-2	Full CCSS Implementation	Full CCSS Implementation
	Grades 3-8	Full CCSS Implementation	Nevada State Standards with Targeted CCSS
	Grades 9-12	Nevada State Standards	Nevada State Standards
2012-2013	Grades K-2	Full CCSS Implementation	Full CCSS Implementation
	Grades 3-8	Full CCSS Implementation	Nevada State Standards with Targeted CCSS
	Grade 9	Full CCSS Implementation	CCSS Implementation in Algebra I or Geometry
	Grades 10-12	Full CCSS Implementation	Nevada State Standards
2013-2014	Grades K-8	Full CCSS Implementation	Full CCSS Implementation
	Grade 9	Full CCSS Implementation	CCSS Implementation in Algebra I or Geometry
	Grade 10	Full CCSS Implementation	CCSS Implementation in Geometry or Algebra II
	Grades 11-12	Full CCSS Implementation	Nevada Standards
2014-2015	Grades K-8	Full CCSS Implementation	Full CCSS Implementation
	Grade 9	Full CCSS Implementation	CCSS Implementation in Algebra I or Geometry
	Grade 10	Full CCSS Implementation	CCSS Implementation in Geometry or Algebra II
	Grade 11	Full CCSS Implementation	CCSS Implementation in Algebra II or Higher
	Grade 12	Full CCSS Implementation	Nevada State Standards
2015-2016	Grades K-12	Full CCSS Implementation	Full CCSS Implementation



## Introduction to the Common Core State Standards

On June 2, 2010, the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) were pleased to present the final Kindergarten-12 Common Core State Standards documents that both organizations produced on behalf of 48 states, two territories, and the District of Columbia. The English language arts and mathematics standards represent a set of expectations for student knowledge and skills that high school graduates need to master to succeed in college and careers. To develop these standards, CCSSO and the NGA Center worked with representatives from participating states, a wide range of educators, content experts, researchers, national organizations, and community groups. The final standards reflect the invaluable feedback from the general public, teachers, parents, business leaders, states, and content area experts and were informed by the standards of other high performing nations.

The criteria that were used to develop the college- and career-readiness standards, as well as these K-12 standards are:

- Aligned with college and work expectations;
- Include rigorous content *and* application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Informed by top-performing countries, so that all students are prepared to succeed in our global economy and society; and,
- Evidence and/or research-based.

The standards development process incorporated the best practices and research from across the nation and the world. While we used all available research to shape these documents, we recognize that there is more to be learned about the most essential knowledge for student success. As new research is conducted and we evaluate the implementation of the common core standards, we plan to revise the standards on a set review cycle.

## Shifts in ELA / Literacy

<b>Shift 1: K-5 Balancing Informational &amp; Literary Texts</b>	Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational.
<b>Shift 2: 6-12 Knowledge in the Content Areas</b>	Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.
<b>Shift 3: Staircase of Complexity</b>	In order to prepare students for the complexity of college and career-ready texts, each grade level requires a “step” of growth on the “staircase.” Students read the central, grade-appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that the text is possible for students reading below grade level to read.
<b>Shift 4: Text-based Answers</b>	Students have rich and rigorous conversations which are dependent on all students reading a common text. Teachers insist that classroom experiences stay deeply connected to the text and that students develop habits for making evidentiary arguments based on the text both in conversation as well as in writing, to assess their comprehension of a text.
<b>Shift 5: Writing from Sources</b>	Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.
<b>Shift 6: Academic Vocabulary</b>	Students constantly build the vocabulary they need to be able to access grade-level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) teachers constantly build students’ ability to access more complex texts across the content areas.

### **6: Shifts in the Learning Standards**

Increase in Nonfiction Text

Content Area Literacy in Science, History, SS, & Technical Subjects

Increased Complexity of Texts

Focus on Text Based Questions

Writing Arguments with Text Based Support

Focus on Academic Vocabulary



# Common Core State Standards Mathematics

## Standards (Students) Mathematical Practice

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The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their **students**.

### 1. Make sense of problems and persevere in solving them.

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Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

### 2. Reason abstractly and quantitatively.

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Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved.

### 3. Construct viable arguments and critique the reasoning of others.

---

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.

### 4. Model with mathematics.

---

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas.

## 5. Use appropriate tools strategically.

---

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations.

## 6. Attend to precision.

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Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context.

## 7. Look for and make use of structure.

---

Mathematically proficient students look closely to discern a pattern or structure. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects.

## 8. Look for and express regularity in repeated reasoning.

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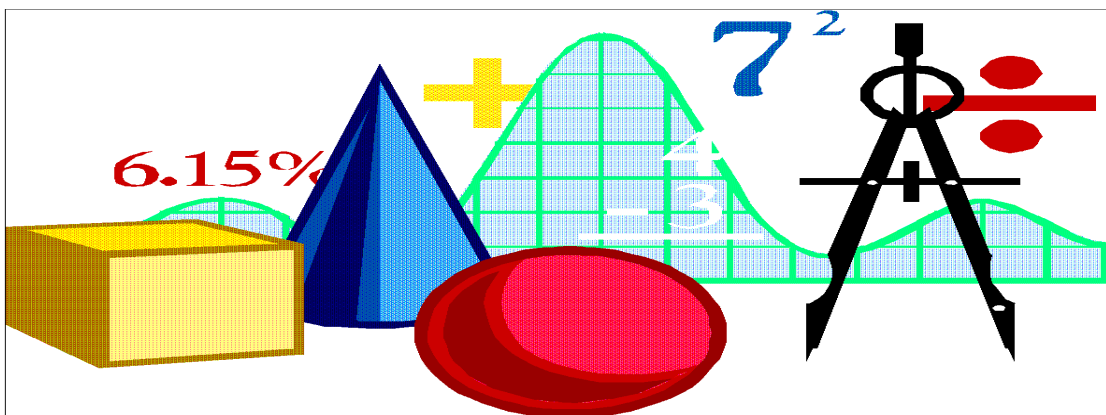
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.



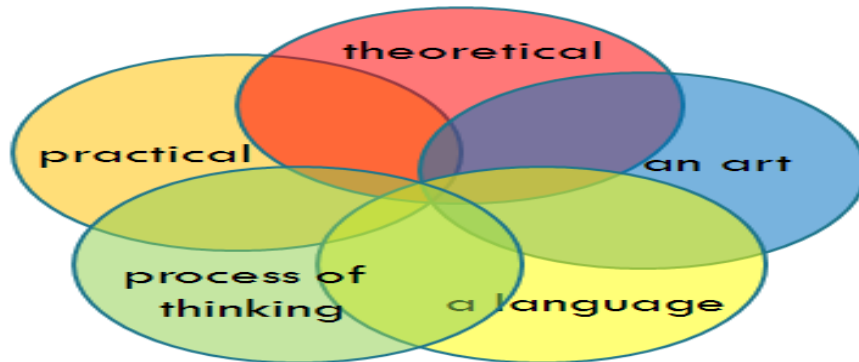
## STANDARDS FOR MATHEMATICS

### Key Points in Mathematics

- The K-5 standards provide students with a *solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals*—which help young students **build the foundation** to successfully apply more demanding math concepts and procedures, and move into applications.
- In kindergarten, the standards follow successful international models and recommendations from the National Research Council's Early Math Panel report, by focusing kindergarten work on the **number core**: learning how numbers correspond to quantities, and learning how to put numbers together and take them apart (the beginnings of addition and subtraction).
- The K-5 standards build on the best state standards to provide detailed guidance to teachers on how to navigate their way through knotty topics such as *fractions, negative numbers, and geometry*, and do so by maintaining a **continuous progression from grade to grade**.
- The standards stress not only procedural skill but also **conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels** - rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review again the following year.



# Mathematics is ...



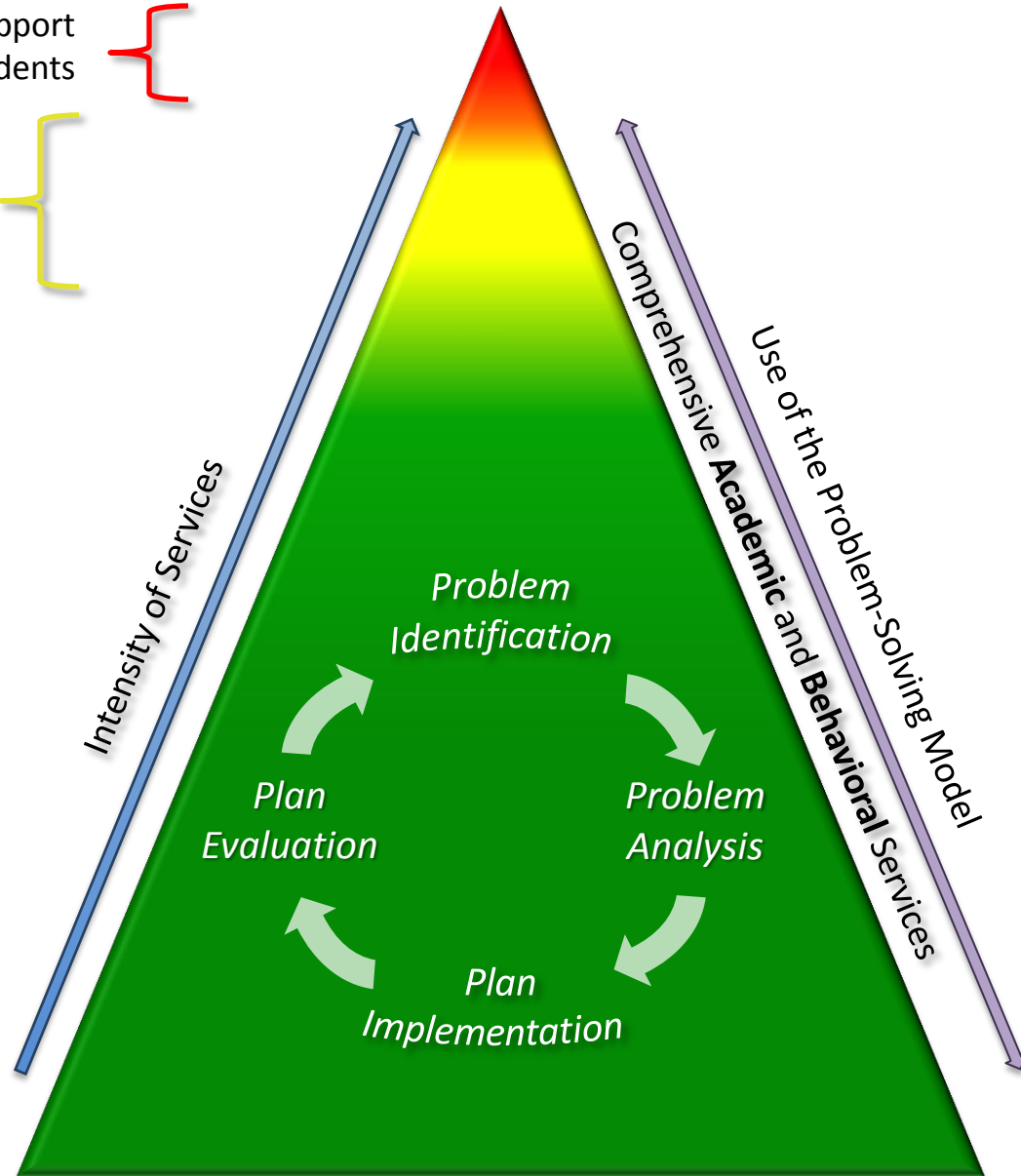
- Having built a strong foundation K-5, students can **do hands on learning** in geometry, algebra and probability and statistics. Students who have completed 7th grade and mastered the content and skills through the 7th grade will be *well-prepared for algebra* in grade 8.
- The middle school standards are **robust** and provide a coherent and rich *preparation for high school mathematics*.
- The high school standards call on students to *practice applying mathematical ways of thinking to real world issues and challenges*; they **prepare students to think and reason mathematically**.
- The high school standards set a *rigorous definition of college and career readiness*, by helping students develop a **depth of understanding and ability to apply mathematics to novel situations**, as college students and employees regularly do.
- The high school standards *emphasize mathematical modeling*, the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions.

# Multi-Tiered Systems of Support

Intensive individualized support  
provided to 3-5% of students

Targeted group support  
provided to 10-15%  
of students

Universal  
instruction and  
support is  
provided to all  
students. At least  
80% of students'  
needs are met  
through this level  
of support.

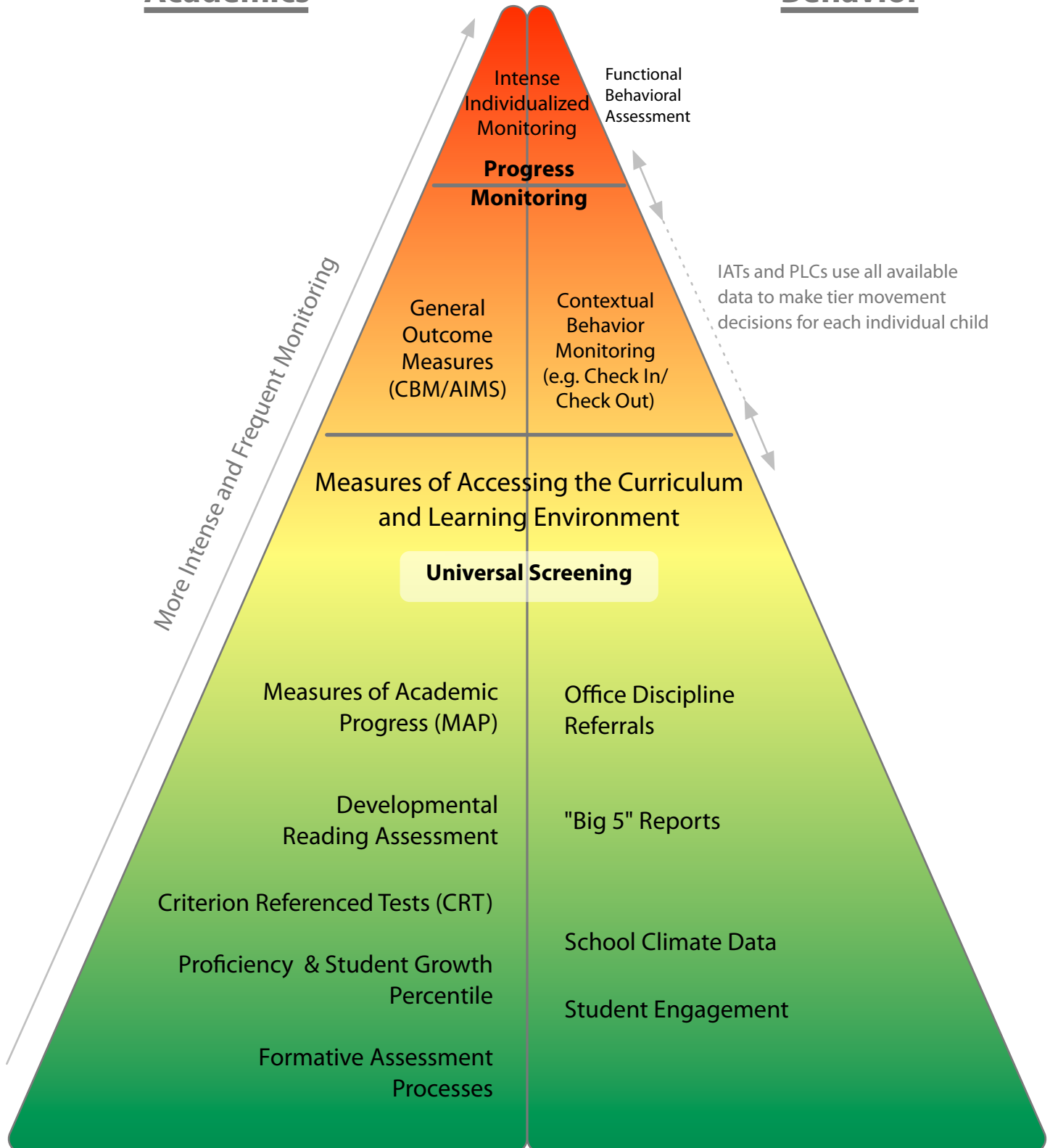




# Using Data To Inform Multi-Tiered Systems of Support

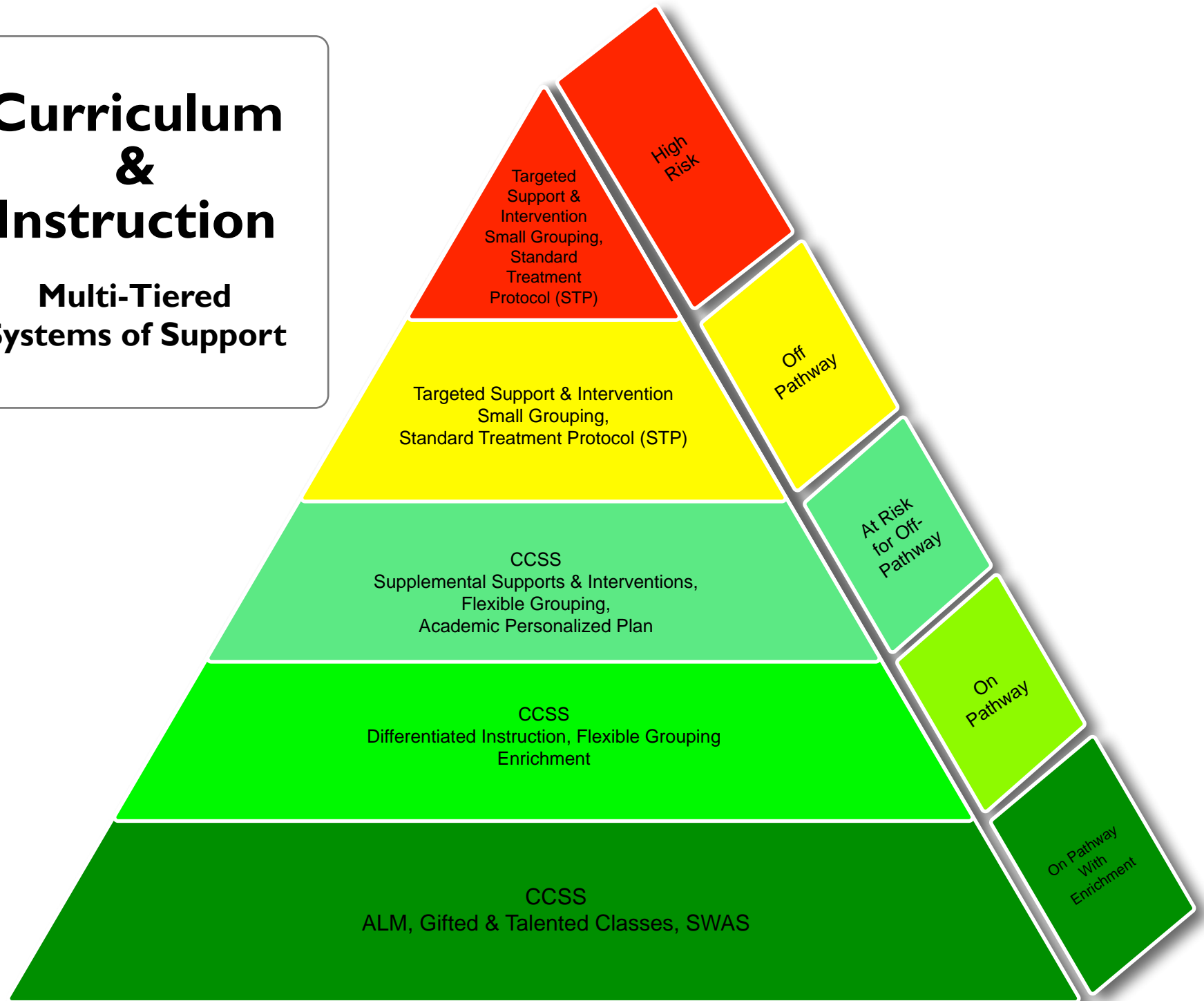
## Academics

## Behavior



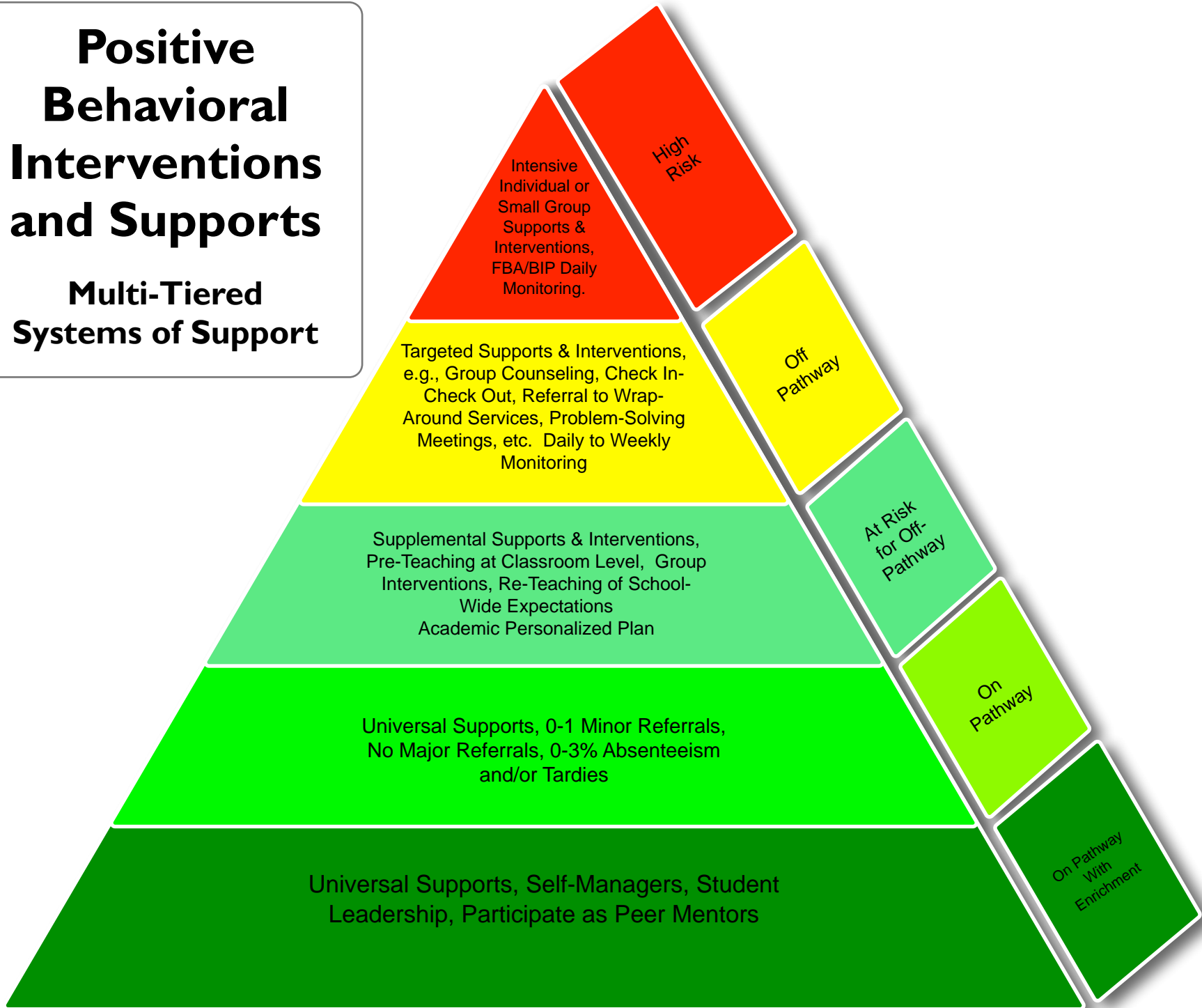
# Curriculum & Instruction

## Multi-Tiered Systems of Support

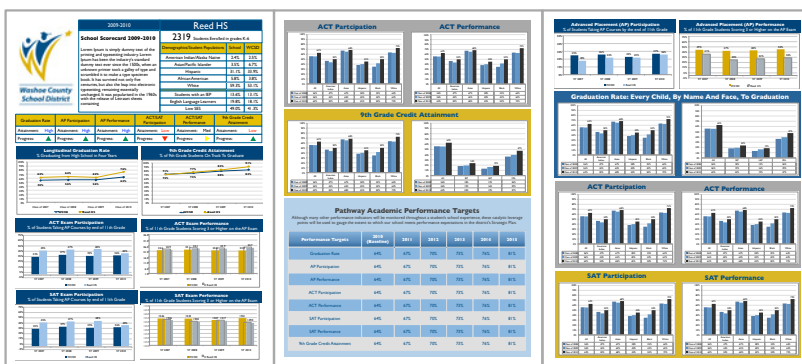


# Positive Behavioral Interventions and Supports

## Multi-Tiered Systems of Support

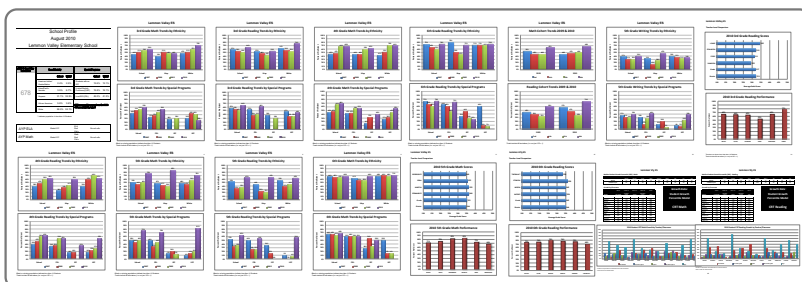


## Key WCSD Data Tools



## Scorecards

## Pathway Indicators and Growth



## School Profiles

Intended for School Improvement Planning. All grades. Trends, growth, school variability, target comparisons.

School Name	Zone	Vertical	% Caucasian Participation	% Asian Participation	% Black Participation	% Hispanic Participation	% Indian Participation	% Multi Participation	% Pacific Participation	% FRL Participation	% IEP Participation	% LEP Participation
KENDYL DEPAUL	1	DHHS	27%	61%	-	32%	20%	-	27%	-	13%	-
FRED W. TRAINER	1	HUG	31%	-	30%	32%	31%	-	-	32%	-	6%
COLD SPRINGS	1	NVHS	42%	-	-	42%	46%	-	40%	-	34%	-
WILLIAM O'BRIEN	1	NVHS	34%	50%	40%	40%	26%	-	-	30%	-	0%
GEOURGE L. DELWORTH	2	SPKS	27%	30%	-	33%	24%	-	-	22%	-	7%
SPARKS	2	SPKS	17%	50%	-	29%	23%	-	-	23%	-	2%
LOTS VAUGHN	2	WSTR	38%	-	18%	47%	-	-	-	22%	22%	-
LOU MENDIVE	3	KEED	26%	46%	17%	28%	17%	36%	23%	27%	15%	-
DARREL SWOPE	3	RNO	47%	60%	14%	59%	17%	-	47%	-	16%	-
TYONNE SHAW	3	SSH-	32%	41%	33%	33%	22%	13%	38%	-	22%	-
EDWARD L. PINE	4	GLNA	92%	92%	-	97%	85%	-	-	87%	-	61%
INGLIS	4	INCL	45%	-	-	60%	9%	-	-	13%	-	-
ARCHIE CLAYTON	4	MHC	24%	56%	11%	33%	14%	-	23%	-	18%	-
BELLINGHAMST	4	MHC	32%	34%	20%	38%	13%	-	32%	-	9%	-
DISTRICT			37%	49%	22%	43%	30%	24%	33%	27%	29%	10%

## PM Tool

Color coded examination of target attainment. Done for all Pathway Targets -- school wide and for disaggregated student populations

[illegible]

# Student Monitoring Tool

Leading indicators of academic performance. Designed to track all students individually throughout the year.



*Interactive versions of these tools will be available during the morning poster gallery*

## **Poster/Gallery Walk 2**

School Climate Survey

Cultural Competency and Proficiency

Teacher Incentive Fund

High School Graduation Initiative

# WCSD Diversity and Equity

## Diversity Equity Leadership Team

### Role:

Serves as the collective conscience and guide of the Cultural Competence Initiative in WCSD

### Goal:

To close the racial achievement gap through strengthening the capacity of district leaders to participate in a thoughtful examination of institutionalized racism in WCSD

## Beyond Diversity

### Role:

Serves to increase the capacity of district leadership to engage in a thoughtful examination of individual racial identity resulting in a professional plan of action to address institutionalized racism and equity in WCSD

### Goal:

To close the racial achievement gap

## Equity Alliance

### Role:

To serve as a "Critical Friend" and support in building capacity for educational equity through cultural competence in WCSD

### Goal:

To create an increase in educational equity in WCSD through professional development and technical assistance.

## Building Community Relationships

### Role:

To encourage community collaboration and voice in closing the racial achievement gap and increasing educational equity in WCSD

### Goal:

To create and sustain collaborative structures in the community that support the increase of cultural competence in WCSD

## Human Resources

### Role:

To serve as a leadership and support network for recruiting training and retaining a highly qualified and diverse workforce.

### Goal:

To achieve a level of diversity in the WCSD workforce that mirrors the demographics of our student population.

# Cultural Competency Strands

## Outcomes: WCSD Envision 2015- Goal 4: Value and Strengthen A Positive, Self-Renewing Culture

- Support people's encounters with their own cultural memberships, individual beliefs, and biases that impact teaching and learning.
- Explore the relationships between the United States dominant culture and cultural practices.
- Understand how power and privilege play out in schools.
- Establish frameworks and processes for engaging in culturally responsive leadership to build equitable practices in schools.

### Race — The Power of Illusion

Race- The Power of Illusion is a provocative three-hour series that questions the very idea of race as biology. The series provides for eye-opening discussions on beliefs about race, privilege, policy, and justice.



### Closing the Achievement Gap- A Video Series Featuring Glenn Singleton

A significant achievement gap exists between students of color and their white counterparts. This program statistically establishes the reality of this gap and provides tools to help engage in Courageous Conversations to change classroom practices.



### Study Circles

The goal of Study Circles is to help remove racial and ethnic barriers to student achievement and family engagement in Washoe County School District. Participants meet for six two-hour sessions in safe and productive conversation while developing an action plan.



### Courageous Conversations about Race

Creates a learning community that establishes a common language around cultural responsiveness, power, privilege, and social justice. Centered on Glenn Singleton's Courageous Conversations about Race.



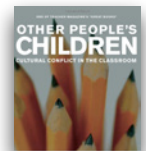
### Culturally Responsive Practices/Equity Walk-Throughs

Principal leaders work side by side with Equity Alliance in establishing a framework for principals to utilize a walk-through system with a focus on equity in classrooms.



### Book Study: A) Other People's Children

Other People's Children provides an important discussion regarding how everyday interactions are loaded with assumptions about the capabilities, motivations, and integrity of low-income children and children of color.



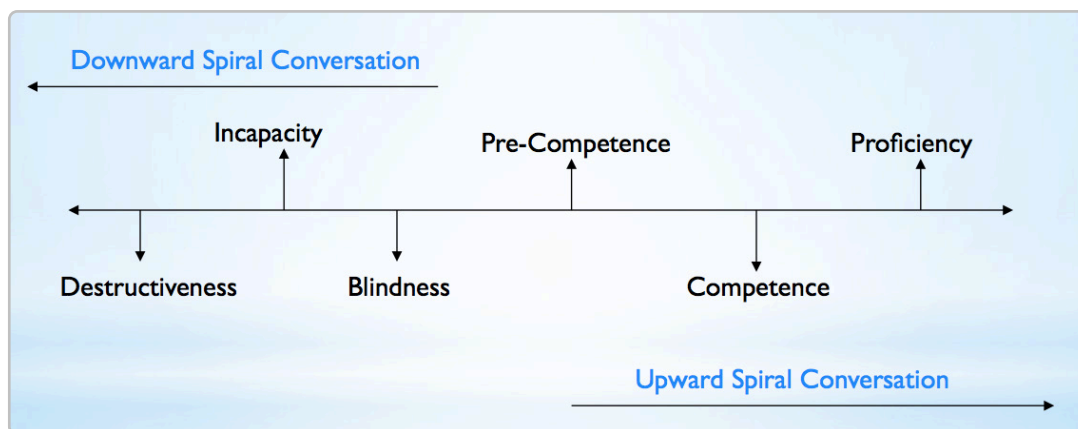
### B) Everyday Antiracism

Everyday Antiracism describes concrete ways to analyze classroom interactions that may or may not be "racial," deal with racial inequality and "diversity," and teach to high standards across racial lines.





# Cultural Proficiency Continuum



## Cultural Destructiveness

*"See the difference; stomp it out."*

Using one's power to eliminate the culture of another.

### Examples

- Genocide or Ethnocide
- Exclusion Laws
- Shun/Avoid certain curriculum topics

"When we redistrict we can get rid of THAT neighborhood!"

"Why are those kids speaking Spanish at lunch?"

"There are so many problems coming from the corridor kids."

"If we could get rid of the special needs students, our scores would improve."

## Cultural Incapacity

*"See the difference; make it wrong."*

Believing in the superiority of one's own culture and behaving in ways that disempower another's culture.

### Examples

- Disproportionate allocation of resources to certain groups
- Lowered expectations
- Expecting "others" to change: My way or the highway.

"Another generation to never leave the trailer park."

"His mom admitted he was special education when she went to school, so we can't expect him to do well!"

"The apple doesn't fall far from the tree."

Lack of an equal representation of staff/administrators that reflect diversity in our district.

## Cultural Blindness

*"See the difference; act like you don't."*

Acting as if cultural differences do not matter or as if there are not differences among/between cultures.

### Examples

- Discomfort in noting difference
- Beliefs/actions that assume world is fair and achievement is based on merit

"Our school does not need to focus on multicultural education- we have no diversity."

"Everyone learns the same."

"Just don't recognize their religion. We don't want to offend."

"I'm not prejudiced. I don't see color in my students."

## Cultural Proficiency

*"See the difference; respond positively. Engage and adapt."*

Esteem culture; knowing how to learn about organizational culture; interacting effectively in a variety of cultural groups.

### Examples

- Interdependence
- Personal change and transformation
- Alliance for groups other than one's own

Differentiate to the needs of all learners.

My boys aren't doing well in reading. I need to start integrating more non-fiction.

"With the addition of \_\_\_\_\_, our classroom experience has become richer. The other students are learning from him also."

"Thank you for calling the parents and explaining in Spanish about our field trip."

## Cultural Competence

*"See the difference; understand the difference that difference makes."*

Interacting with others using the five essential elements of cultural proficiency as the standard for behavior and practice.

### Examples

- Advocacy
- On-going education of self and others
- Support, modeling, and risk-taking behaviors

"You are you. I am me. But together, we are we."

Individual Academic goals for all students.

"I think it is interesting to look at another's perspective through another lens."

We TRULY BELIEVE all kids can learn.

## Cultural Pre-Competence

*"See the difference; respond to it inappropriately."*

Recognizing the limitations of one's skills or an organization's practices when interacting with other cultural groups.

### Examples

- Delegate diversity work to others, to a committee
- Quick fix, packaged short-term programs
- Unclear rules, expectations for all diversity programs for staff

"Diversity is covered through our Language Arts curriculum."

Cultural programs asked to be lead by those of that background.

"I'll do my best to make the Special Education student feel part of the course."

"Make sure you do an activity for Black History month."



# Teacher Incentive Fund (TIF)

In support of *Envision WCSD 2015 Investing in our Future*, the TIF Program is a federal grant to develop and implement improved educator evaluation systems. The overarching goal is to improve student achievement by increasing teacher and principal effectiveness. Through strong collaboration with our employee associations, state leadership and community, the WCSD is designing the major components of TIF listed below.

**Redesigned Teacher Evaluation Rubric:** Thoroughly detailed rubric based teacher evaluation framework based on four standards (See “Teacher Effectiveness: Practice to Outcomes” poster).

- This will be part of a Professional Growth System implemented to support educators throughout the District. The teacher evaluation rubric was developed with the support of over 90 constituents representing teachers, site administrators, district office personnel, classified staff, university partners, and parents.
- The WCSD Teacher Evaluation Rubric is being piloted at 17 schools in the 2011/2012 school year, with implementation for all schools scheduled for the 2012/2013 school year.

## Schools Participating in the Pilot of New Teacher Evaluation Rubric

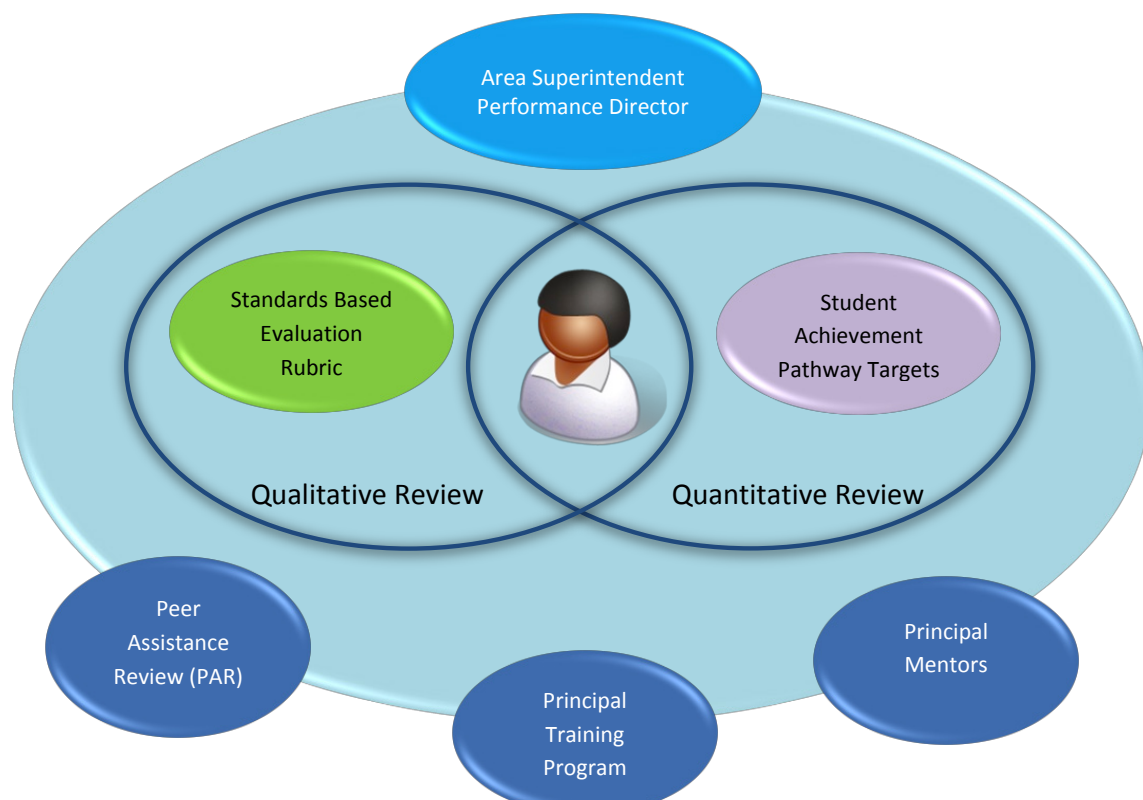
TIF Schools	Volunteer Pilot Schools
Duncan ES	Cannan ES
Loder ES	Huffaker ES
Smithridge ES	Lenz ES
Sun Valley ES	Smith (Alice) ES
Veterans ES	Taylor ES
Clayton MS	Winnemuca ES
Dilworth MS	Pine MS
O’ Brien MS	Wooster HS
Vaughn MS	

## **Performance Management and the Use of Student Achievement in Educator Evaluation Systems:**

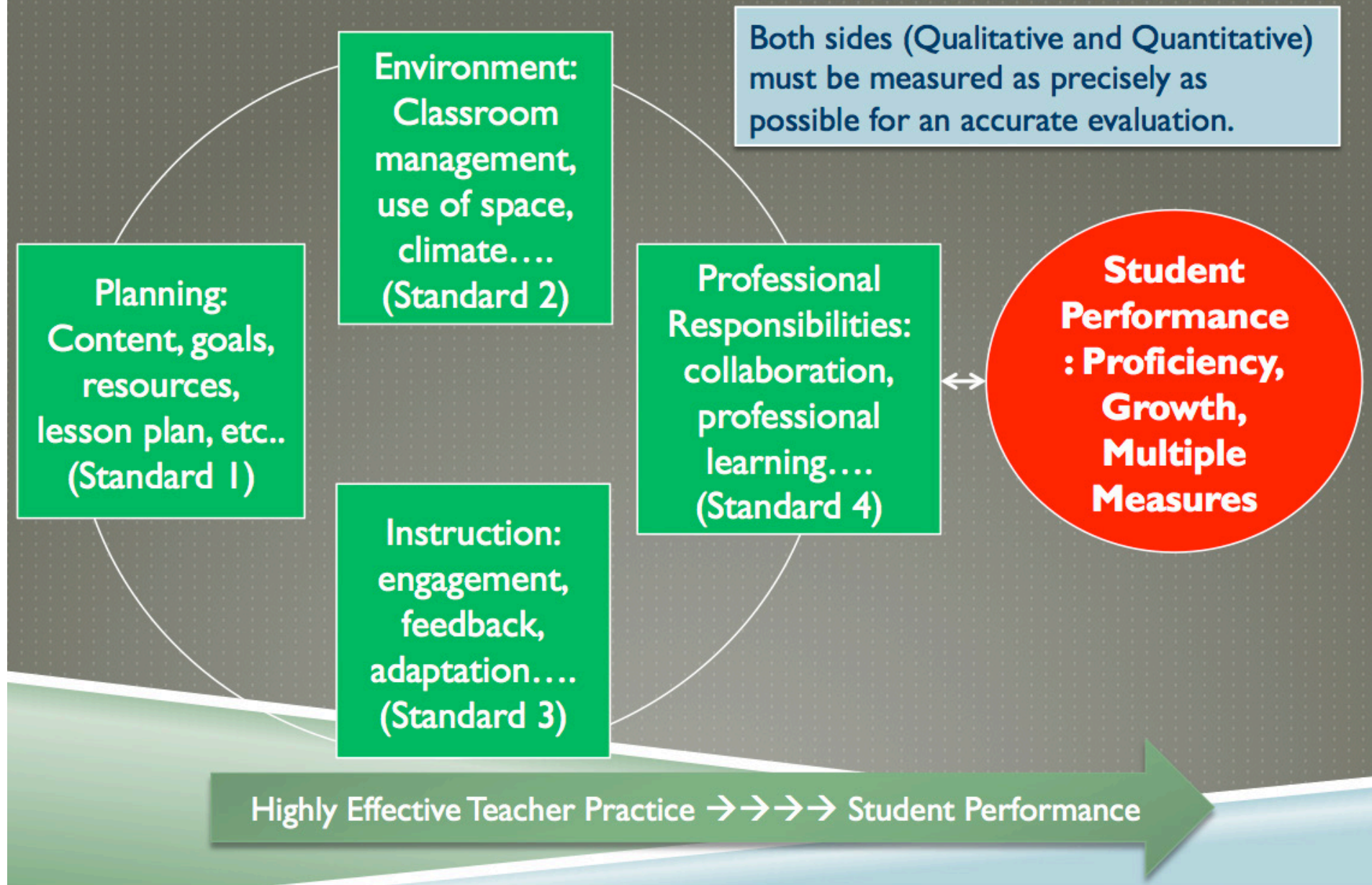
The TIF grant supports, in part, the development of the data systems to carry out performance management accountability systems in *Envision WCSD 2015*. Additionally, it supports the development of systems by which student achievement, including longitudinal growth and status improvement measures can be used in educator evaluation. Feedback and input will be sought from stakeholders throughout, especially in Fall 2012 when the “first run” of results will be available.

**Performance Based Compensation:** A key component of the TIF program is to implement performance based compensation systems by which teachers and principals are rewarded for effectiveness and increases in student achievement. This will be rolled out and improved iteratively in WCSD. TIF schools become eligible for performance based compensation in the Fall of 2012, based on 2011-2012 performance.

## **THE PROFESSIONAL GROWTH SYSTEM**



# TEACHER EFFECTIVENESS: PRACTICE TO OUTCOMES





## Re-Engagement Centers

### Data Examining the Student Population and Early Activity

#### Re-Engagement Activity

441 students that had dropped out, vanished, stopped attending, or in danger of dropping out were contacted by Re-Engagement Specialists and brought into the centers.

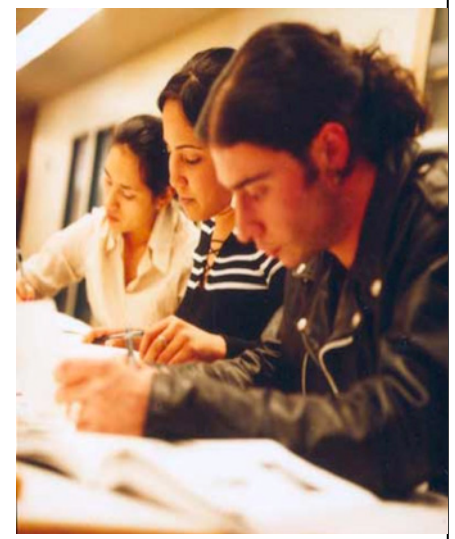
- 85% (n=375) of these students were enrolled in the WCSD as of Oct 7<sup>th</sup>, 2011.

226 students are currently enrolled at Re-Engagement Centers

- Primary Enrollment for 116 students
- Secondary Enrollment for 110 students

146 students re-engaged that were not enrolled at the end of the 2010-11 school year.

- 63 Dropout or Vanished students
- 83 Students who stopped attending



#### Enrollment by Re-Engagement Center

Boys and Girls Club

\* 19 students

Children's Cabinet

\* 20 students

O'Brien Middle

\* 32 students

Record Street

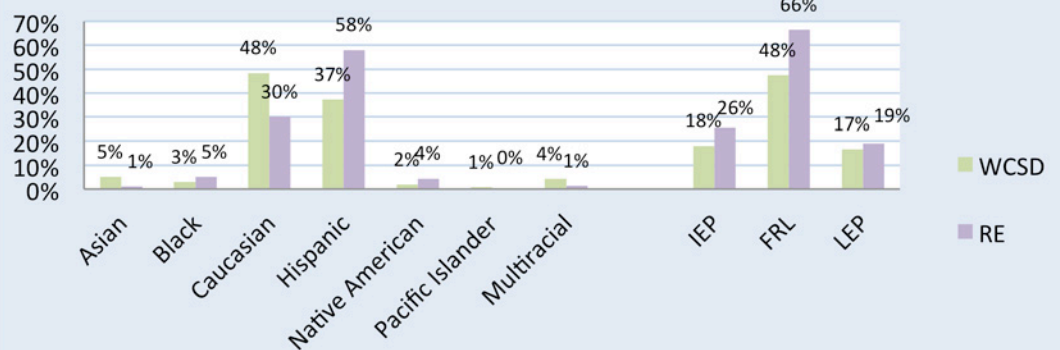
\* 61 students

Sparks

\* 64 students

\*location information only  
available for 196 RE students

#### 2010-11 WCSD Student Population\* vs. Re-Engagement Student Population\*\*



\* 2010-2011 District Student Data

\*\*2011 Re-Engagement Student Data (from April 1<sup>st</sup> to Oct 7<sup>th</sup> 2011)



#### Early Educational Accomplishments

Several Re-Engaged Students earned credit during the summer of 2011

- 54 re-engagement students earned credit over the summer
- 38 (70%) earned .5 credits
- 15 (27%) earned 1 or more credits

26 students completed courses online using the A+ learning system

10 Health Courses Completed	3 Pre-Algebra Courses Completed
6 Physical Ed Courses Completed	2 Biology Courses Completed

# Washoe County School District Re-Engagement Centers

## Re-Engaging Students No Longer Enrolled in School

The WCSD Re-Engagement Program is an intervention designed to capture students who have dropped out, are no longer enrolled and/or “vanished” from the district. This program provides re-engaged students the opportunity to receive an education in a climate of their choosing while earning credit toward a degree.

### Who is being Re-Engaged?

**Vanished Students:** Students who have not been enrolled in any school for 60 school days.

**Dropout Students:** Students who have officially withdrawn from school.

**Students No Longer Attending:** Students who stopped attending (whereabouts unknown for 10 or more days) without transferring to another school.

### What does Re-Engagement Entail?

**Re-Engagement Specialists:** Locate and contact students who are not enrolled and assist them in participating in the Re-Engagement Center Intake process.

**Family Advocates:** Provide intake and assessment services for Re-Engaged Students.

**Educational Counseling:** Students are actively involved in developing an Academic Personalized Plan (APP) that maps their path to graduation

**Tutors:** Certified tutors provide on-site assistance with lessons.

### Services Offered

Ensure basic needs are being met

- Food
- Rent Assistance

Referral to services

- Family Resource Center
- Boys and Girls Club
- Children’s Cabinet

Educational Services

- Transportation
- Educational Counseling (APP)
- Tutoring

### Goal of Re-Engagement

**Provide Mentorship:**

Assisting students with their basic needs and providing intense educational support.

**Student Support:**

Show students that there are people at the Re-Engagement Centers and throughout the WCSD that want to see them succeed in school and inspire them to use it to better their future.

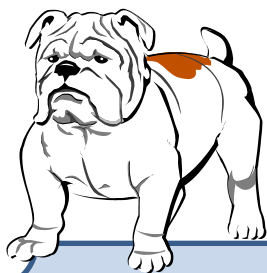
**Reconnect Vanished and Un-Enrolled Students**

- Zoned school
- Variance
- Alternative educational path

**Dropouts**

- Enrolled in Adult Education
- Work to earn a GED





# Washoe Innovations High School

## Many Options for Success under the WIHS Umbrella!

**The High School Graduation Initiative (HSGI)** is a grant awarded to rethink and redesign alternative education in WCSD to better serve students. In 2011-12, Washoe High School was renamed to reflect the reorganization that has resulted from, in part, the focused attention brought to alternative education through HSGI programming. The new name includes the word **Innovations** to represent the creative and engaging approaches to learning adopted by WIHS.

### Washoe Innovations High School

- ❖ Available to students in grades 10-13
- ❖ Four 85 minute classes on a quarter system
- ❖ Day and evening options
- ❖ Variety of engaging courses
- ❖ Dedicated staff in a small school setting at this location.

### Reengagement Centers

Five centers whose purpose is to locate vanished and dropped out students and bring back into the folds of the WCSD.

- ❖ Provides wraparound services and case management to meet immediate life needs
- ❖ Focus is on building strong relationships between re-engagement staff and students
- ❖ Support for transition back into zoned schools
- ❖ Removal of barriers that prohibit access to education
- ❖ Established through strong community partnerships and financial support from the High School Graduation Initiative grant

### Washoe Online Learning for the Future (WOLF)

- ❖ Online learning program
- ❖ Serves grades k-12.
- ❖ Allows students to work from home while having access to a teacher at the convenience of the parent or student
- ❖ Rigorous curriculum
- ❖ Achieved "exemplary" status for AYP in 2011

### Adult Education

- ❖ Adult diploma and GED options
- ❖ Combination of traditional classroom and online settings

### School within a School (SWAS)

- ❖ Satellite program located at North Valleys High School
- ❖ Students have access to the facilities and special course offerings that are not available at the WIHS main campus
- ❖ Small classroom settings
- ❖ Credit recovery options and focused personalized instruction

### Turning Point

- ❖ Available to students who have an Individual Education Plan (IEP)
- ❖ Highly personalized instruction
- ❖ Small classroom environment with dedicated staff

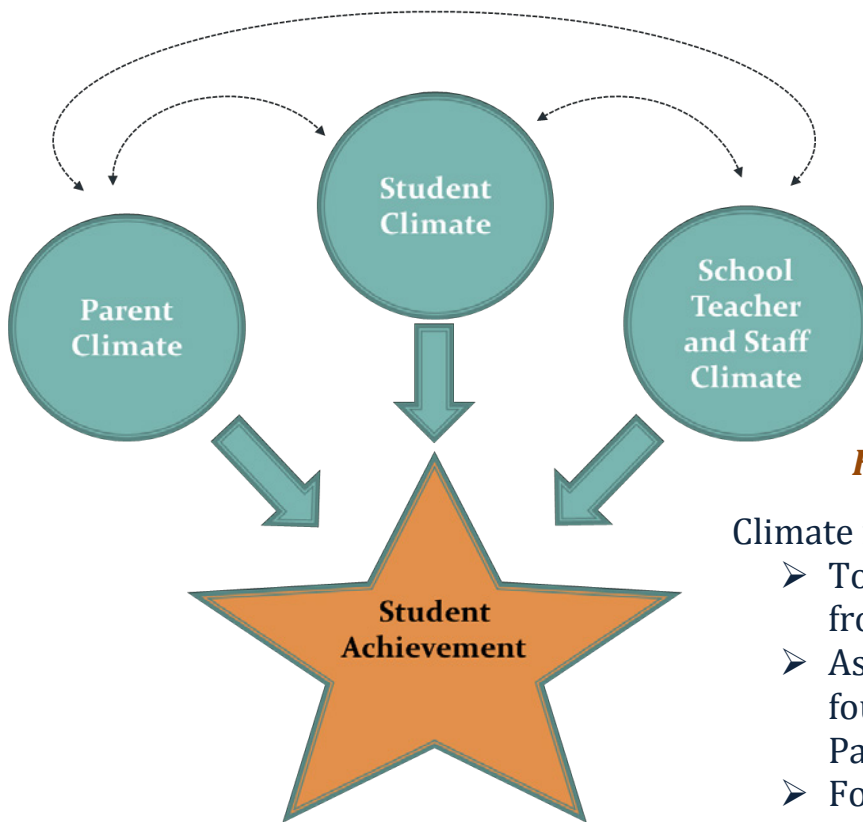
### *What is alternative education?*

Alternative education is a system by which students are provided **access to a range of instructional options** to serve youth who, for a variety of reasons, are not benefitting from the traditional school structure or who are not being adequately challenged to reach their full academic potential.

To learn more about Washoe Innovations High School, please contact one of the people below.

- Frank Selvaggio, Re-Engagement & Graduation Director, WIHS Principal (775) 333-5150, [FSelvaggio@washoeschools.net](mailto:FSelvaggio@washoeschools.net)
- Paul Mendive, Adult Education Administrator (775) 333-5020, [PMendive@washoeschools.net](mailto:PMendive@washoeschools.net)
- Rechelle Murillo, Re-Engagement Community Outreach Coordinator (775) 353-6931, [rmurillo@washoeschools.net](mailto:rmurillo@washoeschools.net)
- Sandi Foster, Director, WOLF and Supplemental Credit (775) 333-6100, [SKFoster@washoe.k12.nv.us](mailto:SKFoster@washoe.k12.nv.us)
- Dallas McCord, Administrator, Turning Point (775) 333-5360, [DMcCord@washoe.k12.nv.us](mailto:DMcCord@washoe.k12.nv.us)
- Julia Doebling, Administrator, School within a School at North Valleys High School (775) 333-5150, [JDoehring@washoeschools.net](mailto:JDoehring@washoeschools.net)

# School Climate Survey



**Research consistently finds a positive correlation between better school climate and increased student learning and achievement.**

## *How is the climate data used?*

Climate information is used...

- To gain perception of environment from multiple perspectives
- As a tool to monitor data indicators of foundational (non-assessment) Pathway targets.
- For setting foundational targets
- To target police and student services

## Highlights

- Across school levels, 97% of students feel that education is important to their future, and 96% believe that they can learn new things.
- Staff expectation of student success is high, with 87% believing that all students can learn. This sentiment is shared by students who agree that their teachers believe they can learn (88%).

## Requiring Attention

- 50% of middle school and 42% of high school students do not feel that teachers relate their schoolwork to their life outside the classroom.

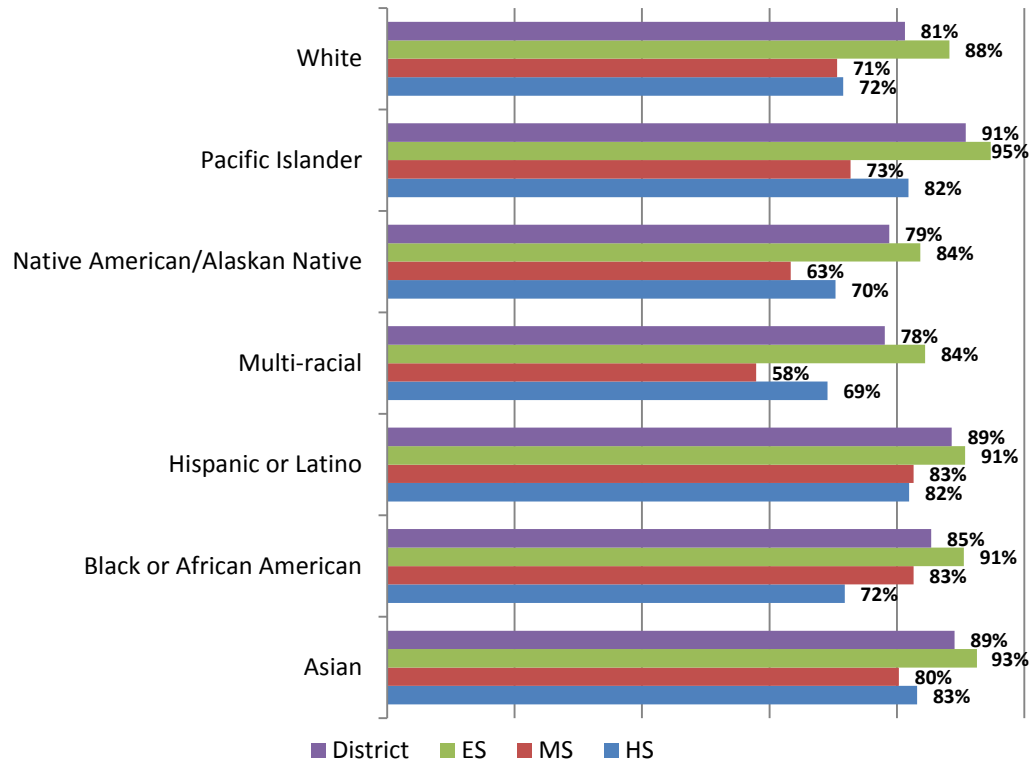
## Requiring Immediate Attention

- Bullying is prevalent at all levels, but particularly at middle schools, where 56% of students agree that it occurs and 52% of staff believe that harassment or bullying is high.
- High school teachers believe that alcohol (48%), drug (47%) and tobacco use (58%) is moderately or very common at their school.
- In the past 30 days: (1) 23% of students were physically harmed and 34% verbally harmed on the bus; (2) 54% verbally and 40% physically harmed while at school, and (3) 20% physically and 28% verbally harmed at an extra-curricular activity.

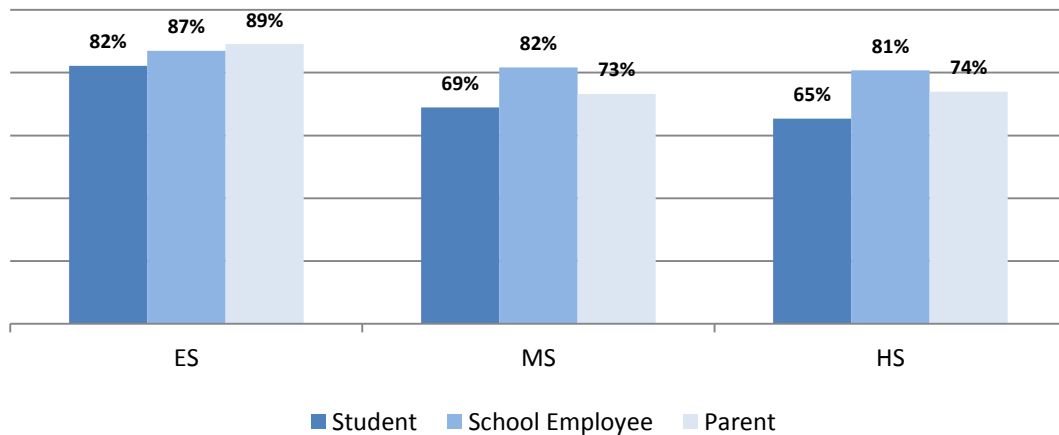
# CLIMATE SURVEY

## A FOCUS ON PARENTS

Percentage of WCSD parents who agree or strongly agree to the statement "My child's school sees parents as important partners" by school level and race.



Percentage of students, school employees, and parents who agree or strongly agree that parents are viewed as partners in the educational process by school level.

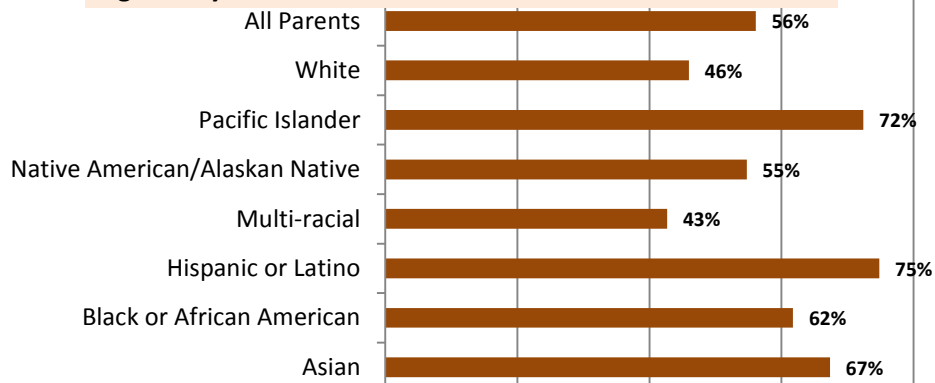




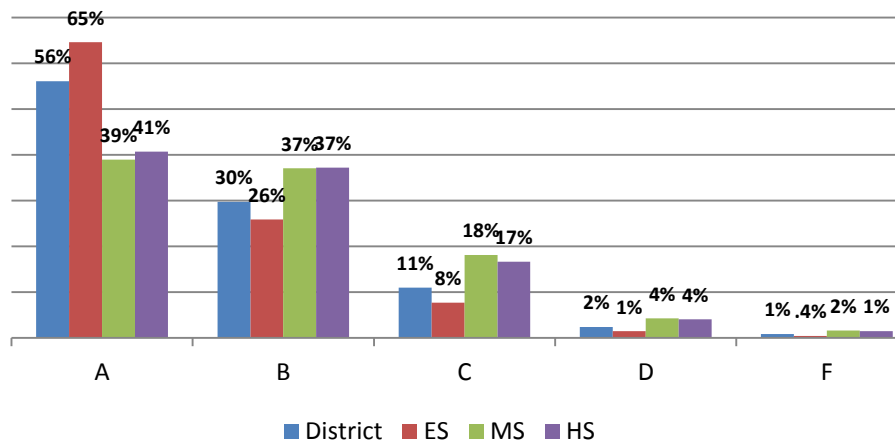
# CLIMATE SURVEY

## A FOCUS ON PARENTS

**Percentage of WCSD parents who give their child's school an A grade by race.**



**Percentage of WCSD parent responses to the question "What grade would you give to your child's school for how well it is educating your child?" by race.**



**Student Climate Survey - Parent Engagement Items**

Parent engagement items	Percent who Agree or Strongly Agree by School Type		
	ES	MS	HS
<b>Q7a. Adults at my school view parents or other family members as partners in supporting my education.</b>	82.2%	68.9%	65.4%
<b>Q7b. My parent or other family member attends school activities.</b>	59.2%	43.0%	41.8%
<b>Q7c. My parent or other family member encourages me to do my best in school.</b>	95.4%	92.5%	88.2%
<b>Q7d. Parents and other family members are welcome at my school.</b>	91.2%	81.2%	88.0%