



# Data Summit 2016-2017

**Data | Information | Knowledge**



***Washoe County School District***

***Every Child, By Name And Face, To Graduation<sup>SM</sup>***

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# The Four Fundamentals, Risk Status, and the Road to 90 by 20

Data Summit  
October 14, 2016



## 90 by 20 & Our Four Fundamentals

- Our goal and expectation is that 90% of students in the class of 2020 will graduate with a standard or advanced diploma.
  - We expect our graduates to be college and career ready.
- Our Four Fundamentals provide a focused set of high level expectations and strategies designed to optimize our support for students as they march toward graduation and post-secondary success.



# Student Learning and Risk Status

- In WCSD we use an early-warning system to identify students that may be at-risk for academic struggle.
- The risk is not attributed to the child. It belongs to a system that has not traditionally served certain children well.
- A variety of factors (transiency, attendance, suspensions, retention, academic performance) are used to calculate risk.
- There are other factors (e.g. poverty) not included in the early-warning system, associated with academic struggle.
- To reach 90 by 20, we have to reach our at-risk students!



# Climate & Engagement

- We must create an optimal learning environment.
- This begins by knowing and valuing each child.
- It requires a welcoming environment rich in diversity.
- Classroom and school conditions should promote the development of social emotional competencies.
- The safe learning environment affords rigorous and relevant learning opportunities wherein students are willing to take risks without a fear of failure.



# Climate & Engagement

## Fundamental III: Climate and Engagement

**A. Position Statement:** School staff use relevant data (race/ethnicity, student behavior, student access, family engagement, school climate, academic achievement) and effective practices when making decisions to optimize the learning environment to ensure student success.

**B. Expectations:**

- Positive, proactive, and restorative relationships are built with ALL students and families.
- Knowledge of student backgrounds and interests as well as relationships with families drives positive engagement strategies and relevance of class work and homework assignments.
- Schools honor and recognize students' and families' funds of knowledge by creating welcoming, inviting cultures, giving voice, and connecting family engagement to student learning.
- Administration and teachers, through the PLC and collaborative structures, will explore disproportionality and the associations between relevant indicators and student success.
- Reinforcing positive behavior is exhausted before the use of office referrals and other disciplinary strategies that limit access to instruction.
- Schools implement PBIS and SEL framework, and monitor effectiveness through MTSS process.
- Schools track and monitor student behavior data through IC.
- Teachers intentionally work toward developing cultural connections for more effective culturally responsive instruction and learning opportunities in and outside of the classroom.

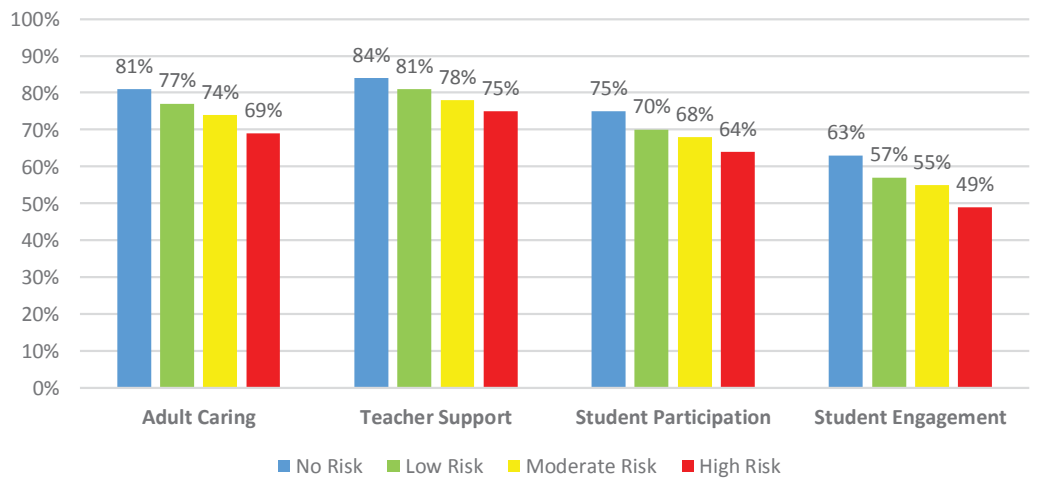


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# Climate & Engagement

Percentage of "Agree" and "Strongly Agree" Responses on 2016 Student Climate Survey Scales by Students' Level of Risk for Dropout



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## Climate & Engagement: Helping Children Succeed (2016)

- "Students feel competent, they say, when their teachers give them tasks that they can succeed at but that aren't too easy...and they feel a sense of relatedness when they perceive that their teachers like and value and respect them." Pg 63
- "I would argue, a more accurate representation of what is happening in effective classrooms: teachers create a certain climate, students behave differently in response to that climate, and those new behaviors lead to success." Pg. 72



## Climate & Engagement

- What patterns do we see in the data display?
- Looking at the data and the quotes, what ideas come to mind?
- What might be done to improve the learning climate?



# Inclusive Practice

- We embrace and are responsible for all children.
- It is a moral imperative that all children receive equitable access to core instructional practice.
- The diversity in our student population is vast providing many opportunities for learning.
- This requires scaffolding and differentiated instructional practice.



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# Inclusive Practice

## Fundamental II: Inclusive Practice

- A. Position Statement:** Through collaboration among general education, special education, gifted and talented, and ELL staff, ALL students will be provided Tier I core instruction in the general education classroom environment.
- B. Expectations:**
- ALL instructional staff embrace and demonstrate ownership for ALL students.
  - All resource teachers and liaisons to families (special education, ELL, GATE, etc.) are included in PLCs and unit/lesson planning.
  - All students are held to grade level expectations and beyond. These expectations are communicated to families in family-friendly, jargon-free language.
  - Scaffolding is a key component of differentiated classrooms.
  - All staff participate in professional learning to develop crucial cultural competency to enhance understandings and practices with diverse students and families in alignment with the federal Dual Capacity Building Framework for Family-School Partnerships.
  - Time is reserved in each teacher's schedule for collaborative planning that enhances inclusive practice.
  - Student centered scheduling is in place and monitored.

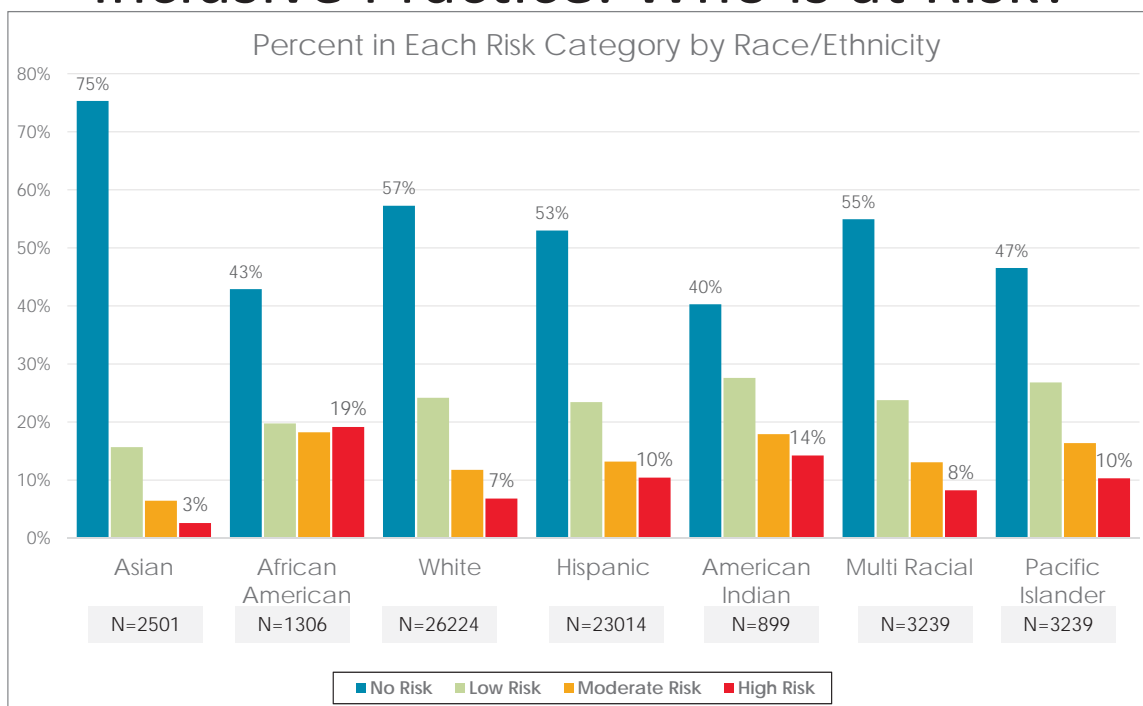


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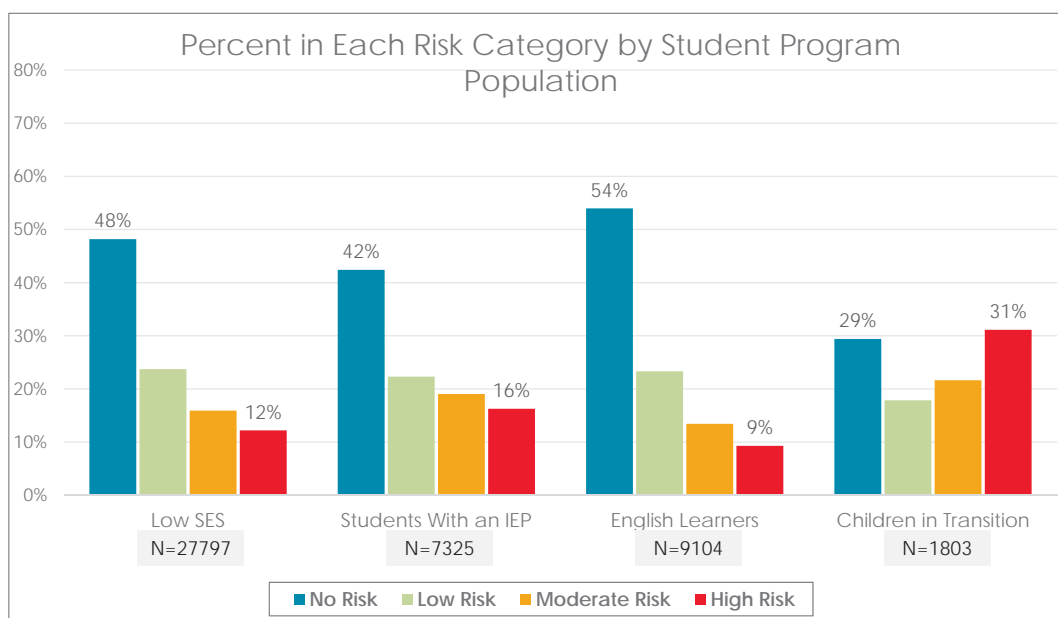
# Inclusive Practice: Who is at Risk?



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# Inclusive Practice: Who is at Risk?



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# Inclusive Practice: Helping Children Succeed (2016)

- "If you work with kids growing up in poverty or other adverse circumstances, you know that they can be difficult for teachers and other professionals to reach, hard to motivate, hard to calm down, hard to connect with." Pg. 3
- "Poor children on average, eat less nutritious food than well-off children, and they get worse medical care...they live in homes with fewer books and educational toys in early childhood....and are less likely to live in neighborhoods with good libraries, museums, and other enrichment opportunities...." pg 13



## Inclusive Practice

- What patterns do we see in the data displays?
- Looking at the data and the quotes, what ideas come to mind?
- What might be done to improve Inclusive Practice?



# Multi-Tiered Systems of Support

- Problem solving framework encompassing both academic and behavioral support.
- Tiered system employing monitoring tools to best ensure the needs of each and every student are being met.
- Through it, extended learning opportunities beyond core will support students along their pathway.



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# Multi-Tiered Systems of Support

## Fundamental IV: Multi-Tiered System of Support

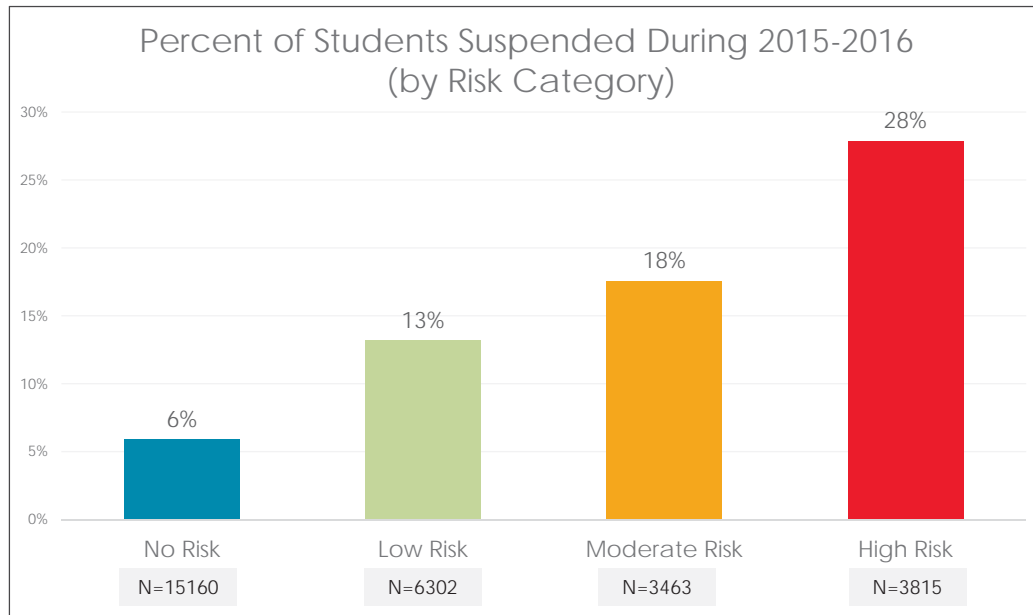
- A. Position Statement:** ALL students are provided Tier I core instruction in the general education classroom environment and their individual needs are addressed through collaboration between general education staff, special education staff, ELL staff, and families.
- B. Expectations:**
- The MTSS process aligns the functioning of school leadership structures to create student academic and behavioral success.
  - The ICEL model is used in the MTSS referral process: instruction, curriculum, and learning environment are ruled out as “causal” factors before attributions to learners requiring interventions are made.
  - Using local and district measures, explicit connections are made between academic and behavioral indicators to monitor effectiveness of core instruction and interventions, including student responsiveness to core instructional practice and intervention as necessary.
  - Functioning PLCs and MTSS teams meet on a regular basis to review student outcomes and determine needed supports.
  - Documentation of student interventions and outcomes are maintained in the MTSS tab of IC.
  - A special education referral is only considered after interventions at all tiers have been implemented with fidelity and student outcomes are insufficient. (MTSS is the evaluation strategy for determining specific learning disability.)
  - Families are a critical partner in the MTSS process and schools actively engage families in problem solving, outreach to underrepresented families and partner with families to build their capacity to support their children’s learning.



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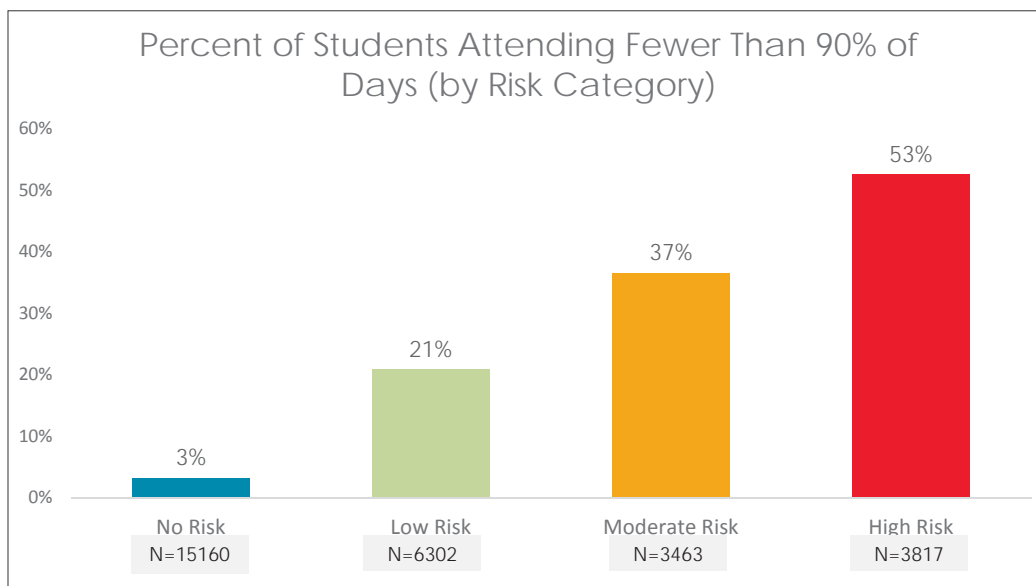
# MTSS: A Behavioral Link



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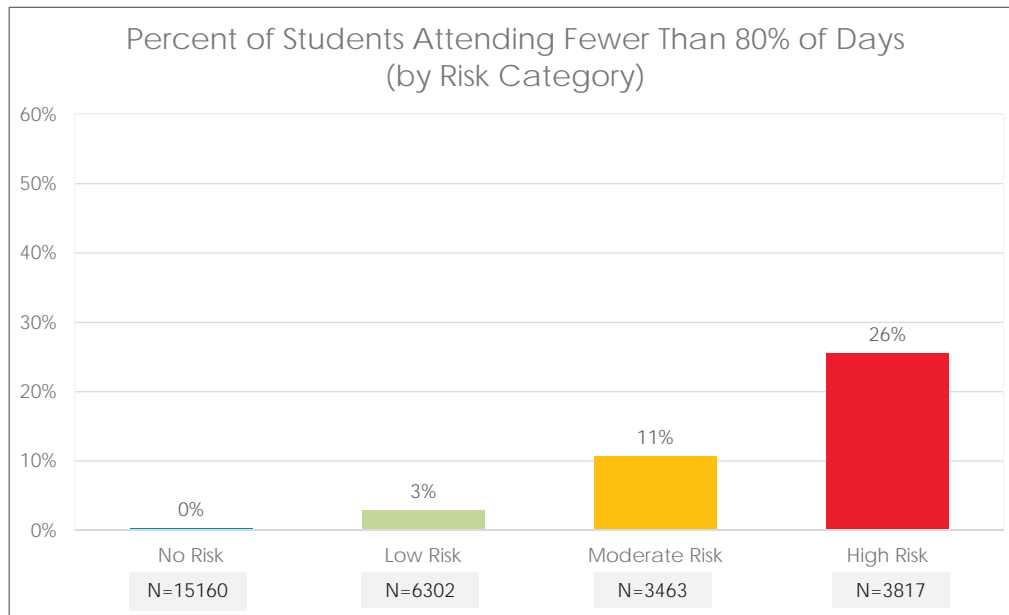
# MTSS: A Behavioral Link



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# MTSS: A Behavioral Link



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## MTSS: Helping Children Succeed (2016)

- "As academic material becomes more complicated, they fall behind. As they fall behind, they feel worse about themselves and worse about school. That creates more stress which often feeds into behavioral problems, which leads, in the classroom, to stigmatization and punishment...." Pg. 50
- "This does not mean teachers should ignore bad behavior....It suggests that discipline programs might be more effective if they were to focus less on imposing punishment and more on creating a classroom environment in which students that lack self-regulatory capacities can find the tools and context they need to develop them." Pg. 54



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# Multi-Tiered Systems of Support

- What patterns do we see in the data displays?
- Looking at the data and the quotes, what ideas come to mind?
- What might be done to improve MTSS?



## Core Instructional Practice

- Rigorous and relevant opportunities will prepare our children for post-secondary success.
- Academic content demands (e.g. reading & math) must be interwoven with key 21st Century Learning dimensions.
  - Collaboration
  - Real World problem solving
  - Technology use
  - Knowledge Construction
  - Self-Regulation
  - Skilled Communication



# Core Instructional Practice

## Fundamental I: Core Curriculum and Instruction

**A. Position Statement:** All students are provided Tier I core instruction as aligned to the Nevada Academic Content Standards (NVACS).

**B. Expectations:**

- The Core Actions are evident in planning throughout the PLC process and observable in instruction. Schools use primary and supplementary curricular materials, horizontally and vertically articulated, and documented.
- ALL intervention time is scheduled outside Tier I core instruction periods.
- Students receiving intervention are provided equitable access/opportunities for non-core and elective instruction with the collaboration of families in these instructional decisions.
- School leaders monitor and support the improvement of culturally responsive instructional practices of teachers to ensure student success.
- Families are critical partners in core instruction.

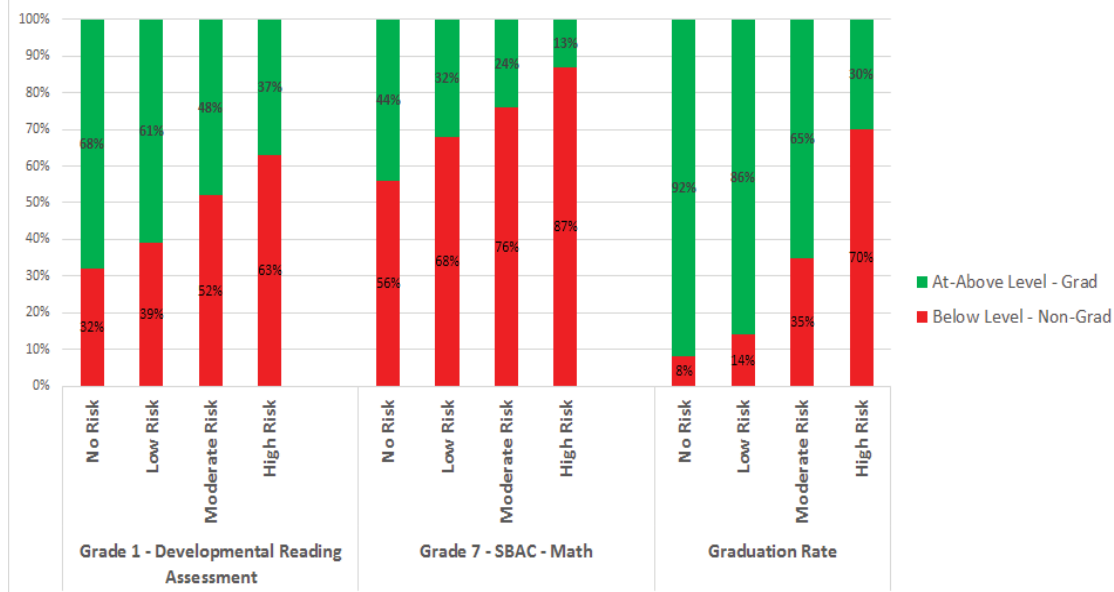


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## Core Instructional Practice: Performance

Comparison of Student Performance Across Grade Levels Based on Student Risk Status



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# Core Instructional Practice: Helping Children Succeed (2016)

- "Researchers have found, in fact, that most of the achievement gap between well off and poor children opens up before age 5; for most children, the gap then stays pretty steady from kindergarten through the end of high school." Pg 43
- "Farrington concluded that that the key factor behind academic perseverance was students' academic mindset...key beliefs that contribute most significantly to students' tendency to persevere in the classroom:
  1. I belong in this academic community;
  2. My ability and competence grow with my effort;
  3. I can succeed at this; and
  4. This work has value for me.
- (Pg. 78)



## Core Instructional Practice

- What patterns do we see in the data displays?
- Looking at the data and the quotes, what ideas come to mind?
- What might be done to improve Core Instructional Practice?





## What Should We Expect Students to Know and Be Able to Do?

- As a function of federal and state accountability mandates, much of our attention is drawn to "academic" outcomes.
- We need to ask ourselves what it means to be College/Career ready?
- Key employability characteristics include:
  - Critical thinking and applied problem solving
  - Collaboration and teamwork
  - Conflict resolution and self-management
  - Skilled communication



## What Should We Expect Students to Know and Be Able to Do?

- The complexity of student learning and the unintended consequences influenced by external accountability requires our attention.
- We must understand the relationships between climate, inclusive practice, and 21st Century Learning (Core instructional practice) if we hope to effectively solve problems and support students to graduation and beyond.



**Data Summit Advanced Organizer:**

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

**What is the connection to other points along the pathway to graduation and post-secondary readiness?**

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



# **WCSD: A College and Career Readiness Story**



## **Chapter One: The ACT and College and Career Readiness**



# ACT College and Career Readiness

- ACT/NCEA (National Center for Educational Achievement) readiness benchmarks are minimum ACT test scores required for students to have a high probability of success in credit-bearing college courses (English comp, social sciences, algebra, and biology).
- According to ACT research, the level of achievement necessary to be college-ready is also necessary to be career-ready.
- ACT/NCEA are research-based and linked to ACT's College Readiness Benchmarks. ACT's College Readiness Benchmarks are empirically derived, based on the actual performance of students in college.



# ACT College and Career Readiness

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• <b>English Composition</b><ul style="list-style-type: none"><li>– Score Range: 13-36</li><li>– The benchmark for College and Career Readiness is: 18</li><li>– Topic Development in Terms of Purpose and Focus</li><li>– Organization, Unity, and Cohesion</li><li>– Knowledge of Language</li><li>– Sentence Structure and Formation</li><li>– Usage Conventions</li><li>– Punctuation Conventions</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Mathematics</b><ul style="list-style-type: none"><li>– Score Range: 13-36</li><li>– The benchmark for College and Career Readiness is: 22</li><li>– Number and Quantity</li><li>– Algebra</li><li>– Functions</li><li>– Geometry</li><li>– Statistics and Probability</li></ul></li></ul> |
|---|--|



# ACT College and Career Readiness

## • Reading

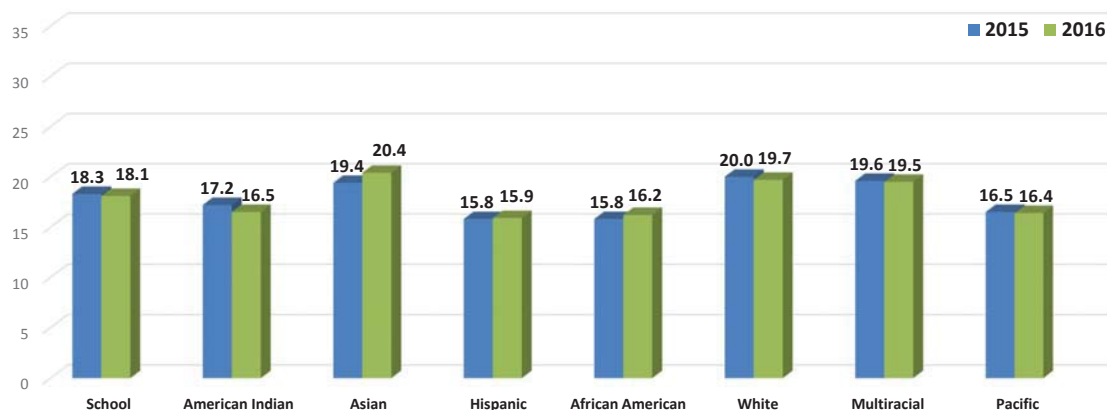
- Score Range: 13-36
- The benchmark for College and Career Readiness is: 22
- Close Reading
- Central Ideas, Themes, and Summaries
- Relationships
- Word Meanings and Word Choice
- Text Structure
- Purpose and Point of View
- Arguments
- Multiple Texts

## • Science

- Score Range: 13-36
- The benchmark for College and Career Readiness is: 23
- Interpretation of Data
- Scientific Investigation
- Evaluation of Models, Inferences, and Experimental Results
- ACT CCR's are measured in rich and authentic contexts based on science content that students encounter in the following science courses: Life Science, Biology, Physical Science, Chemistry, Physics, Earth, and Space Science
- *\*ACT also tests for Writing, detailed information on the scoring rubric can be found at: <http://www.act.org/standard/>*



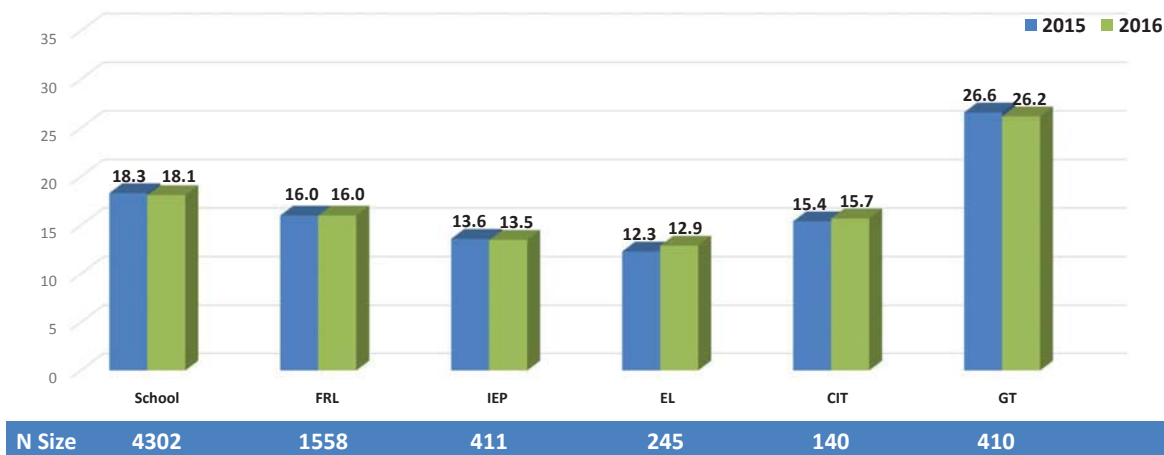
## Overall Composite Average Scores by Race/Ethnicity



N Size	4302	61	249	1604	106	2033	206	43
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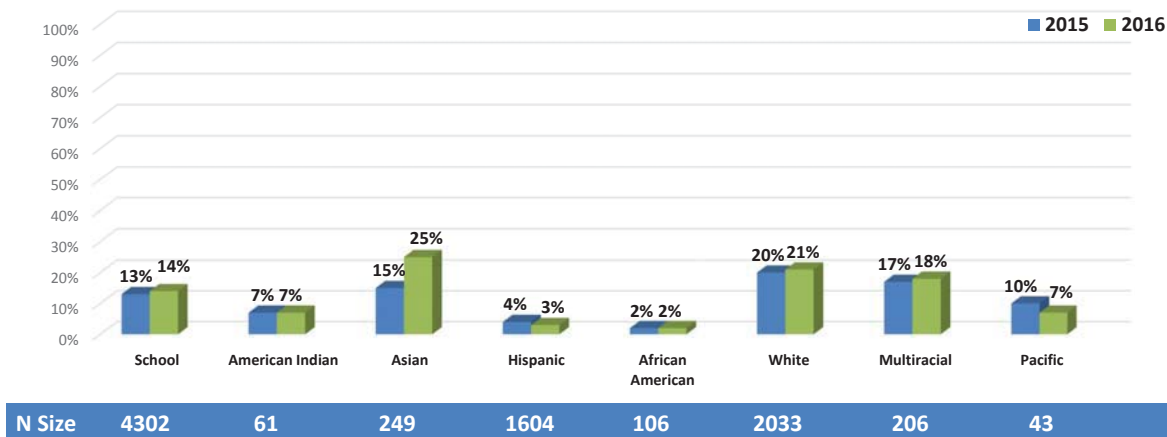
## Overall Composite Average Scores by Special Program



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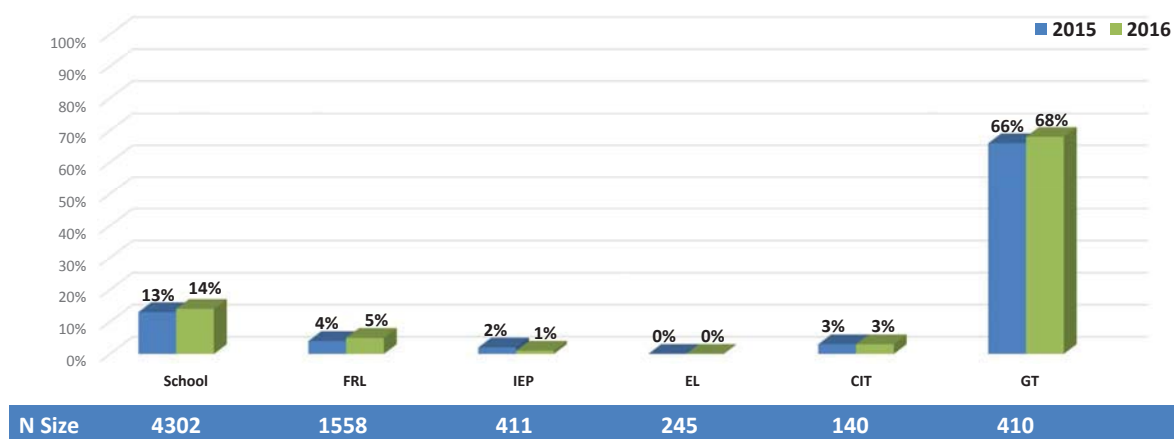
## Students Testing College Ready in All Four Subjects by Race/Ethnicity



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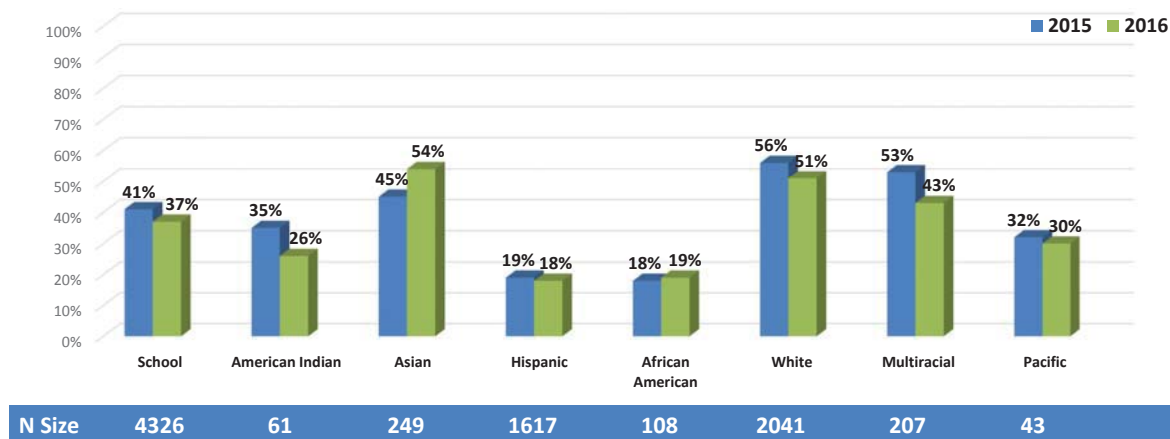


## Students Testing College Ready in All Four Subjects by Special Program



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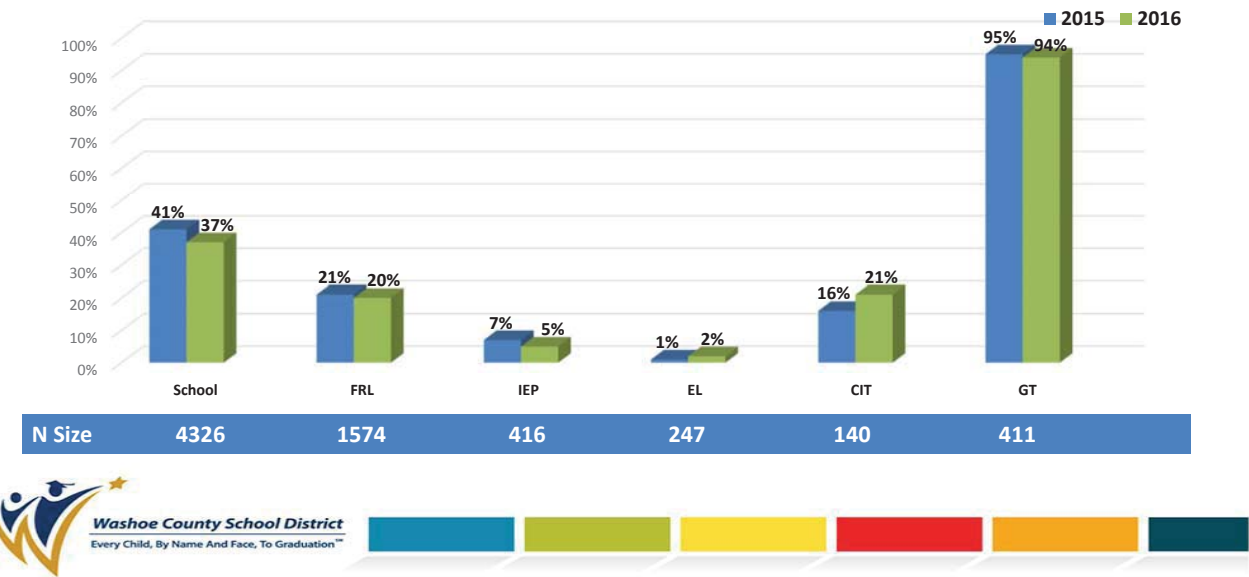
## Students Testing Ready in English by Race/Ethnicity



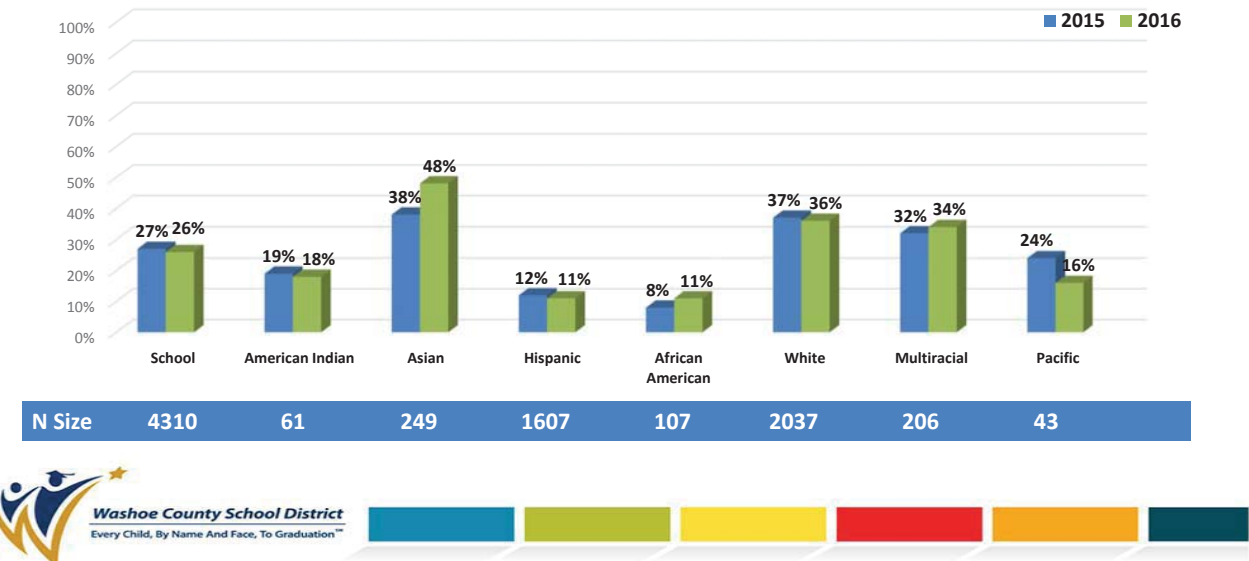
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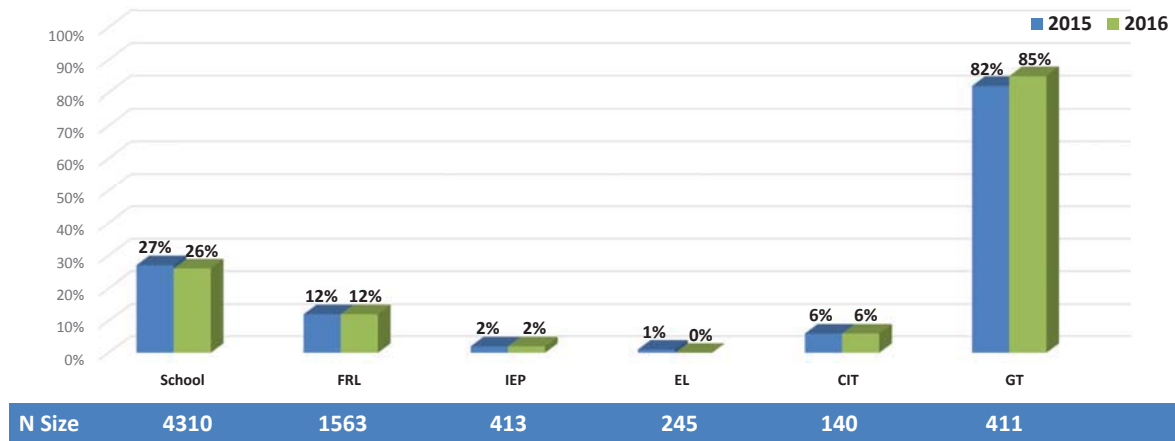
## Students Testing Ready in English by Special Program



## Students Testing Ready in Math by Race/Ethnicity

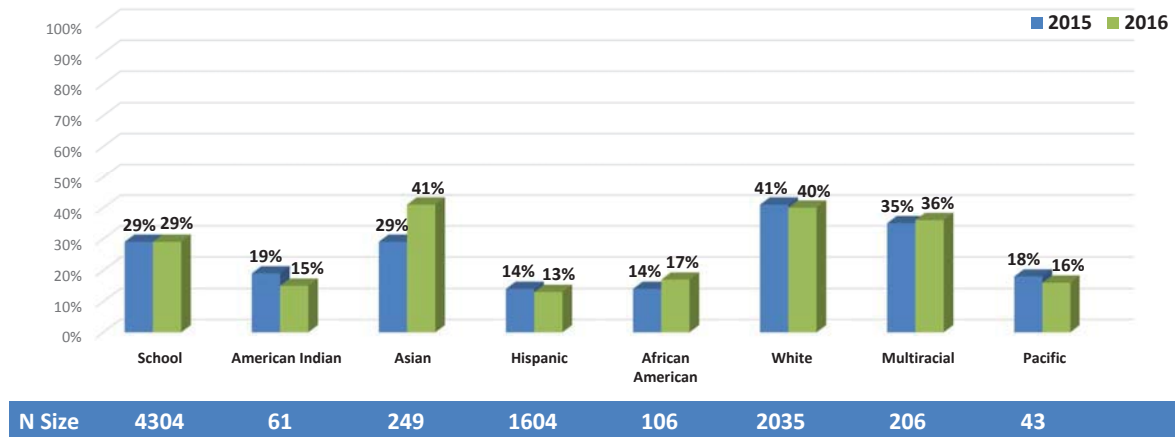


## Students Testing College Ready in Math by Special Program



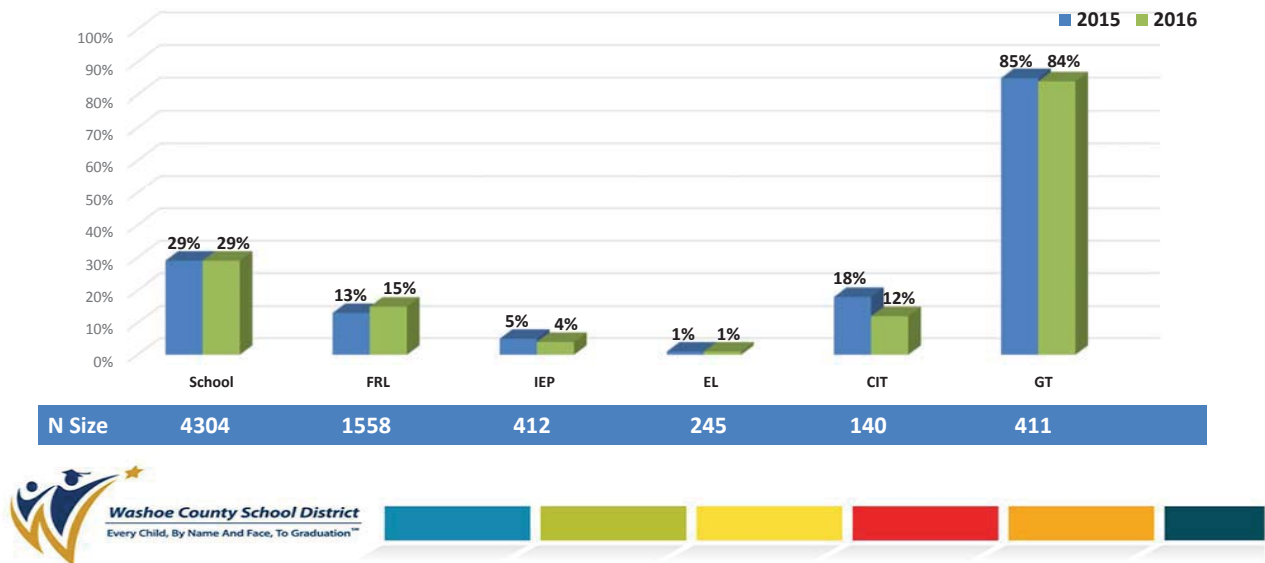
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## Students Testing Ready in Reading by Race/Ethnicity

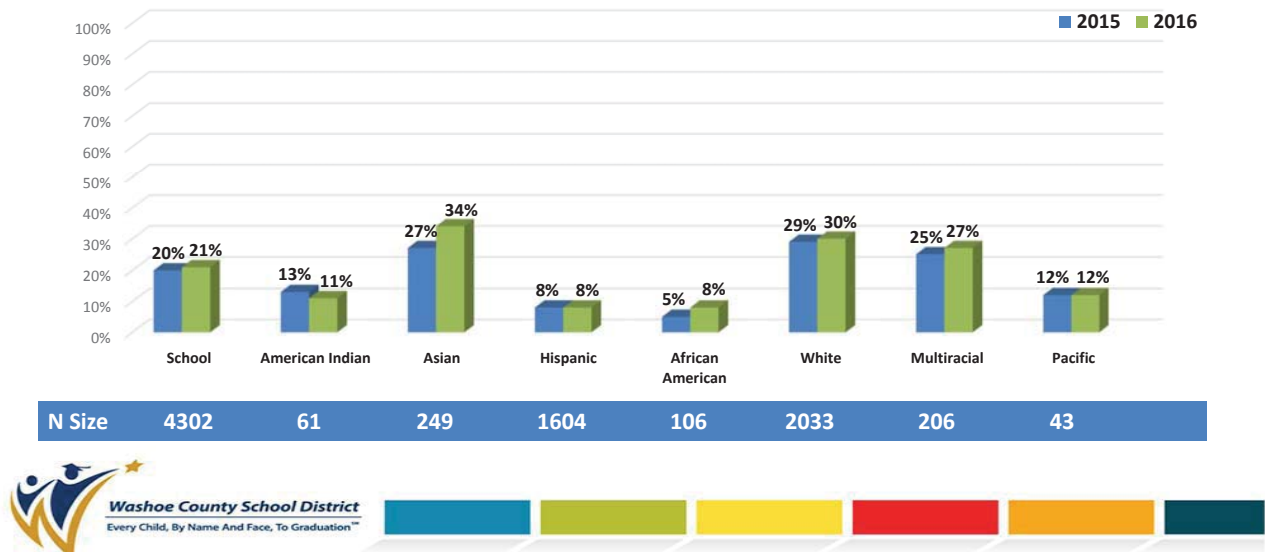


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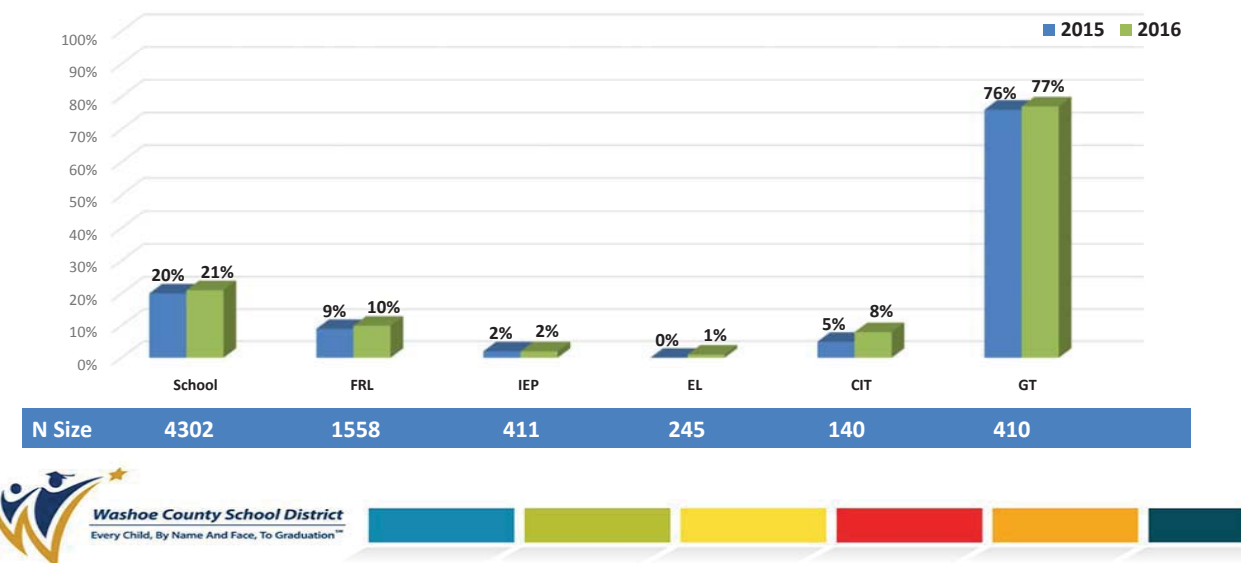
## Students Testing College Ready in Reading by Special Program



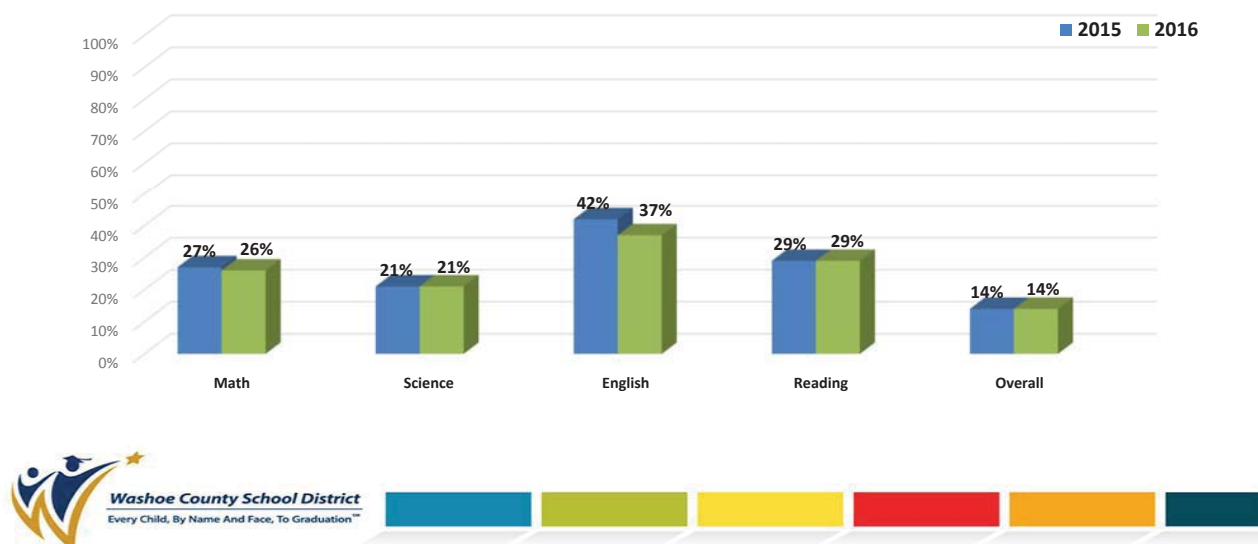
## Students Testing College Ready in Science by Race/Ethnicity



## Students Testing College Ready in Science by Special Program

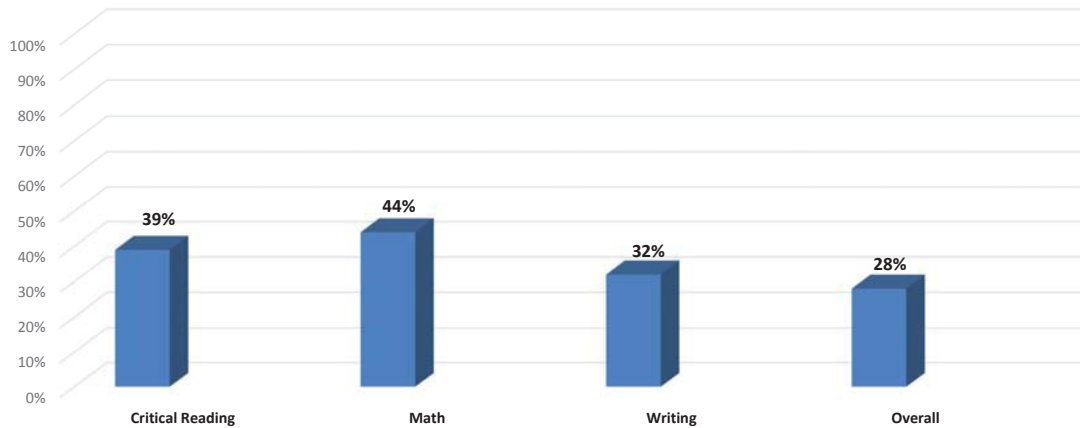


## Students Meeting College Ready Benchmarks by Subject



## PSAT Students Scoring As College Ready

\*Percentage of Students Scoring Above the 50<sup>th</sup> Percentile Which Is Roughly Where the College Ready Pathway Line of Demarcation Would Be



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2015



## Chapter Two: Advanced Placement/International Baccalaureate

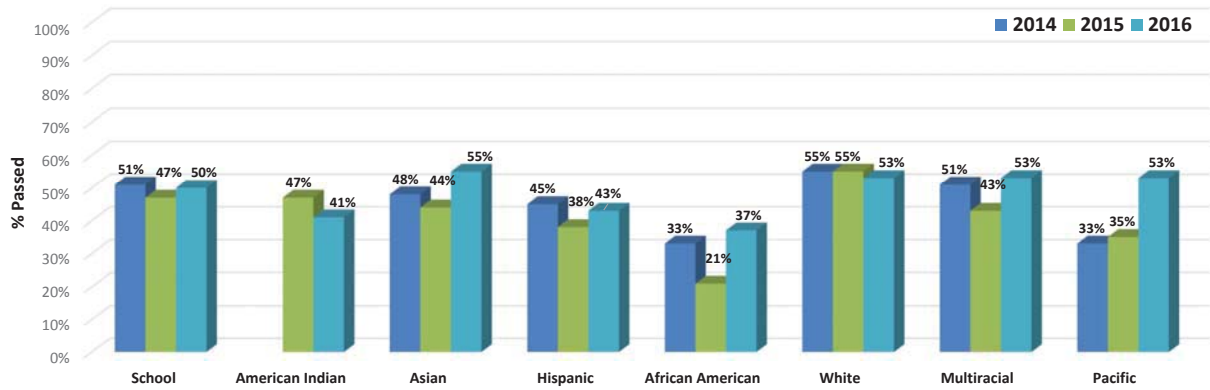


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## 11<sup>th</sup> Grade AP/IB Performance by Race/Ethnicity

\*Percentage of students who passed at least one AP or IB exam by the end of 11<sup>th</sup> grade. The denominator is the number of 11<sup>th</sup> graders who have taken at least one AP or IB exam



N Size	1798	17	171	526	27	949	93	15
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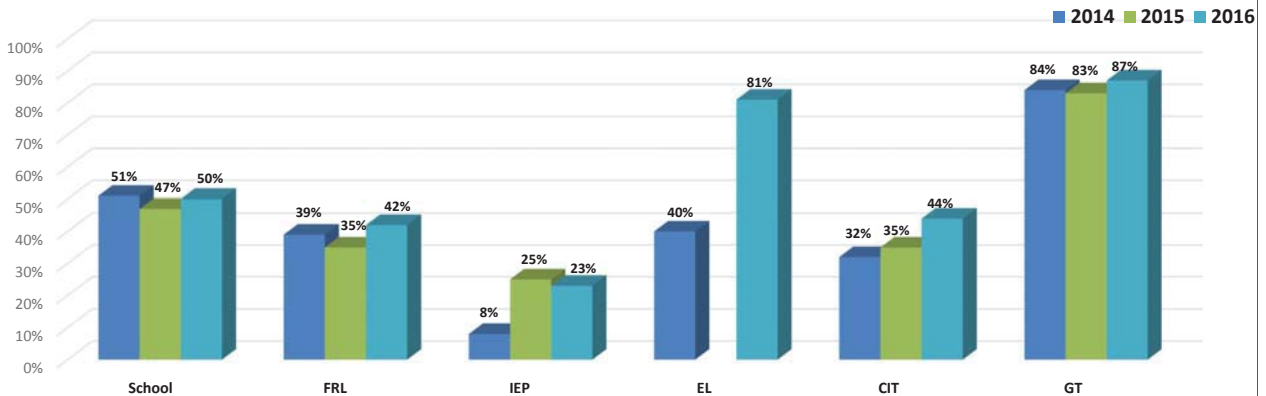


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## 11<sup>th</sup> Grade AP/IB Performance by Special Program

\*Percentage of Students who passed at least one AP or IB exam by the end of 11<sup>th</sup> grade. The denominator is the number of 11<sup>th</sup> graders who have taken at least one AP or IB exam



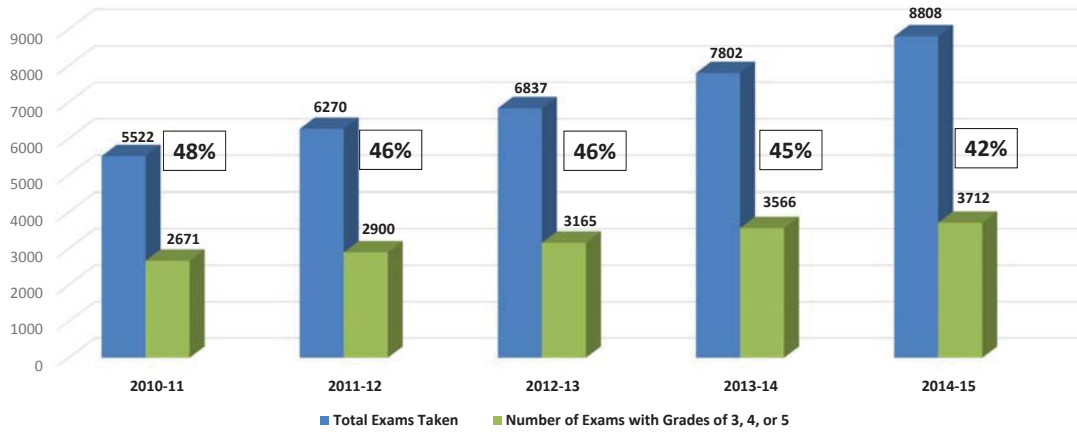
N Size	1798	514	13	16	25	341
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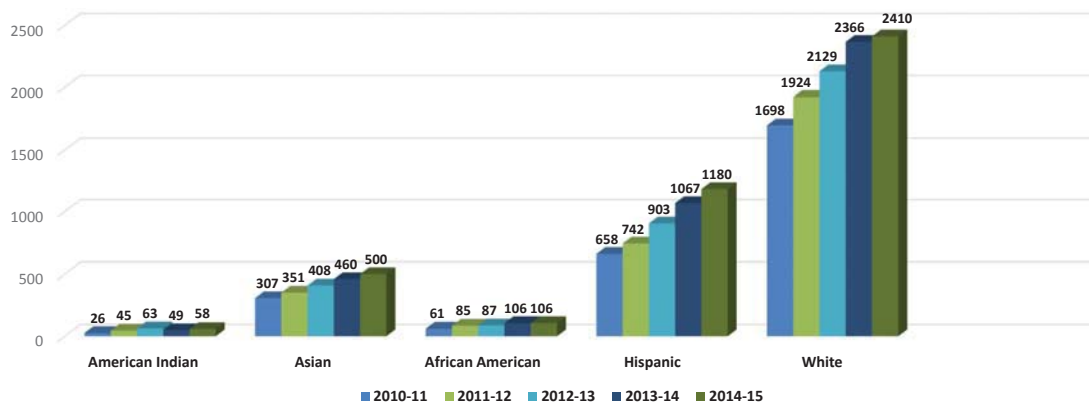
## Number of Exams Taken Compared to Number of Exams With Scores of Three, Four, or Five



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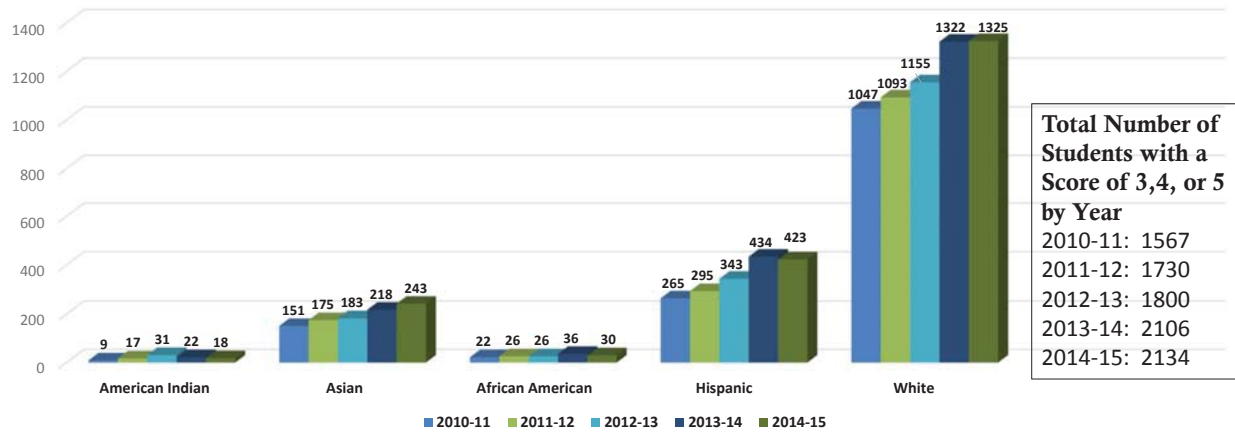
## Participation by Ethnic Groups Taking One or More Exams



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## Participation by Ethnic Groups With Scores of Three, Four, or Five



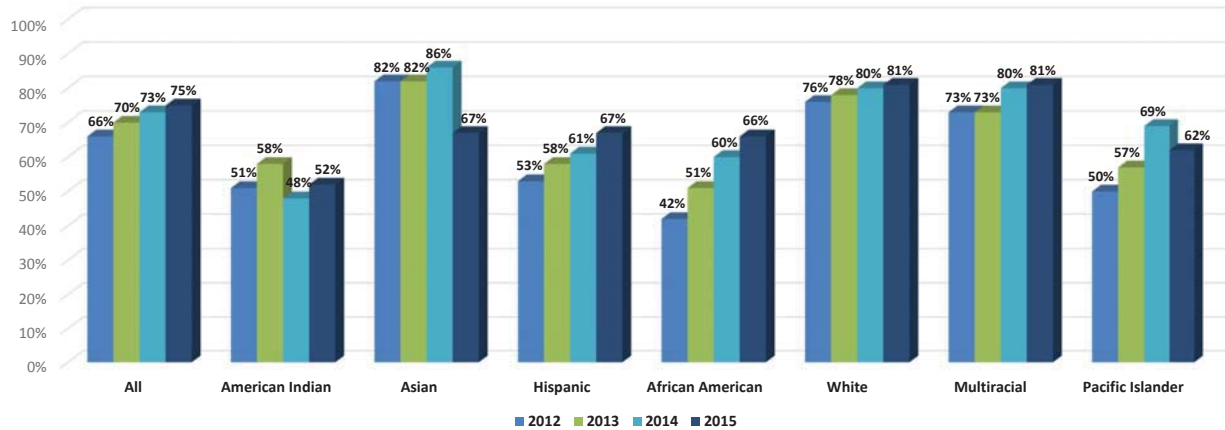
## Chapter Three: Graduation





## Cohort Graduation Rates by Race/Ethnicity

\*Percent of Students Graduating

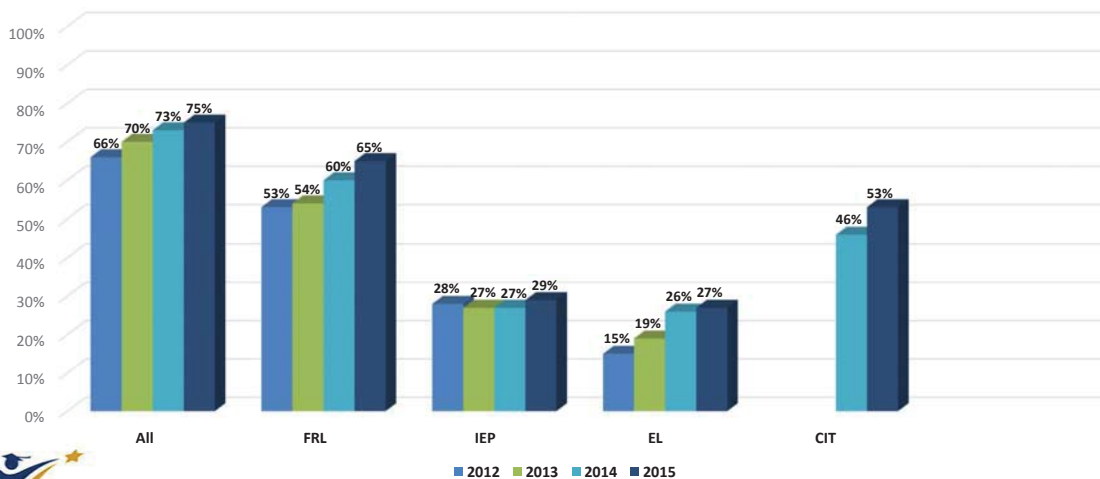


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## Cohort Graduation Rate by Student Groups

\*Percent of Students Graduating

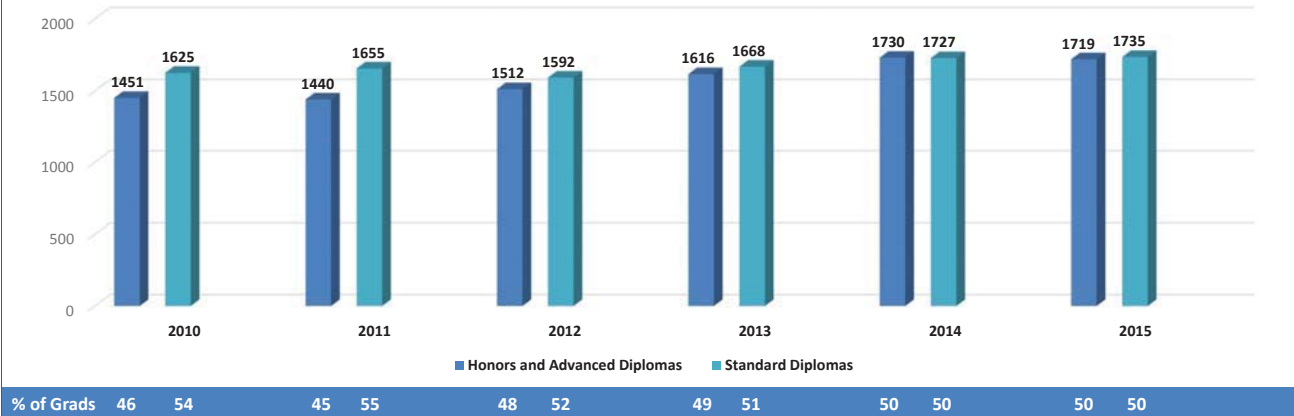


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## Honors and Advanced Diplomas

Total Number of Diplomas by Type



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## Chapter Four: College and Career Ready



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# WCSD College Enrollments

2008 through 2015 Graduation Cohorts

WCSD Cohort	WCSD Grads	First College Enrollment: 2-Year College	2-Year College-Going Rate	First College Enrollment: 4-Year College	4-Year College-Going Rate	First College Enrollment: Dual 2-Year/4-Year	Dual Enrollment College-Going Rate	Overall College Enrollment	Overall College-Going Rate
Year	N	N	% of WCSD Grads	N	% of WCSD Grads	N	% of WCSD Grads	N	% of WCSD Grads
2008	2884	674	23%	1028	36%	211	7%	1913	66%
2009	2957	761	25%	1112	38%	107	4%	1980	67%
2010	3095	810	26%	1141	37%	92	3%	2043	66%
2011	3115	775	25%	1077	35%	76	2%	1928	62%
2012	3119	814	26%	1068	34%	56	2%	1938	62%
2013	3299	642	25%	1045	32%	63	2%	1954	59%
2014	3474	813	23%	1269	37%	78	2%	2160	62%
2015	3467	868	24%	1238	36%	23	1%	2129	61%

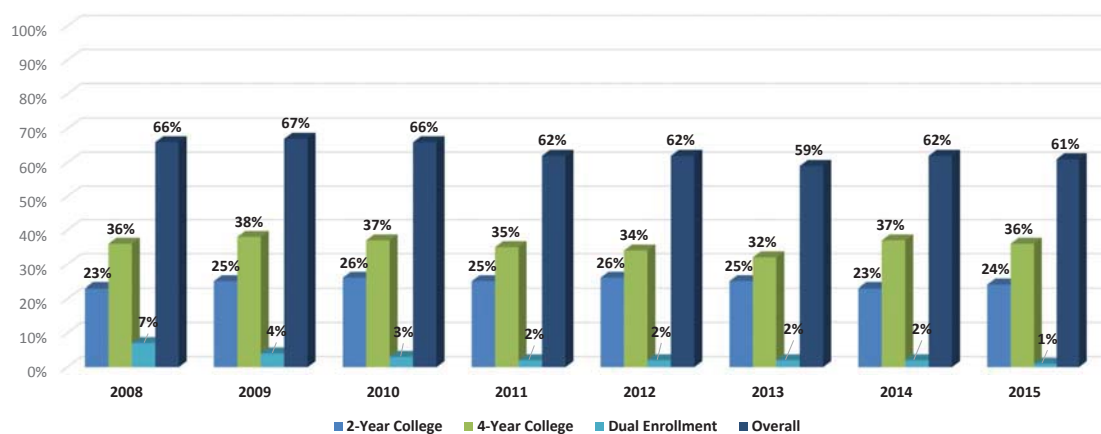


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## WCSD Graduates College Enrollment

\*Percentage of Students Enrolling for the 2008 through 2015 Graduation Cohorts

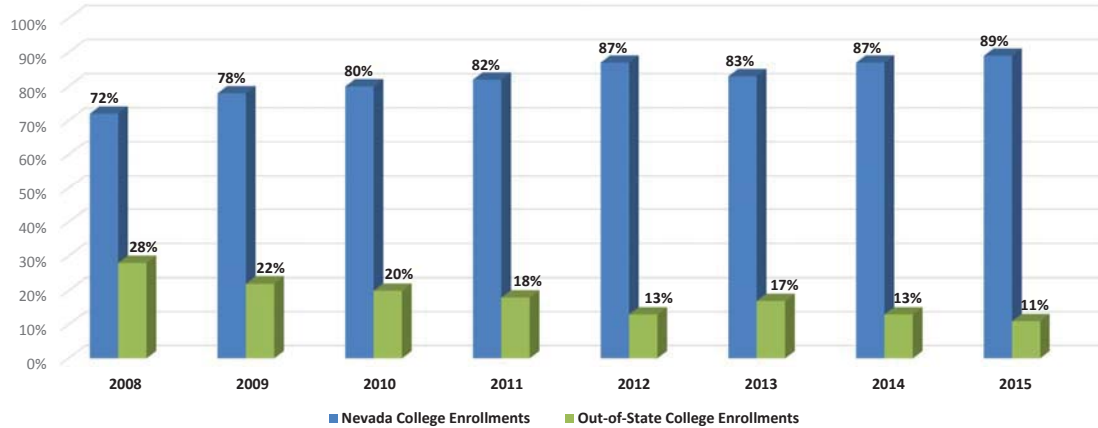


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## Two-Year College Enrollments

\*Percentages for In-State and Out-of-State Enrollment

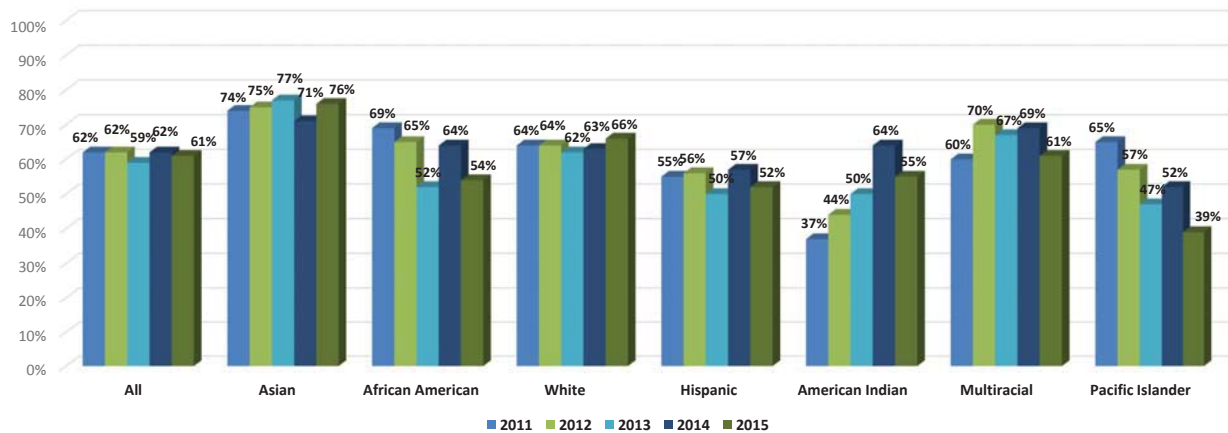


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## WCSD Overall College-Going Rates

\*Percentages by Race/Ethnicity

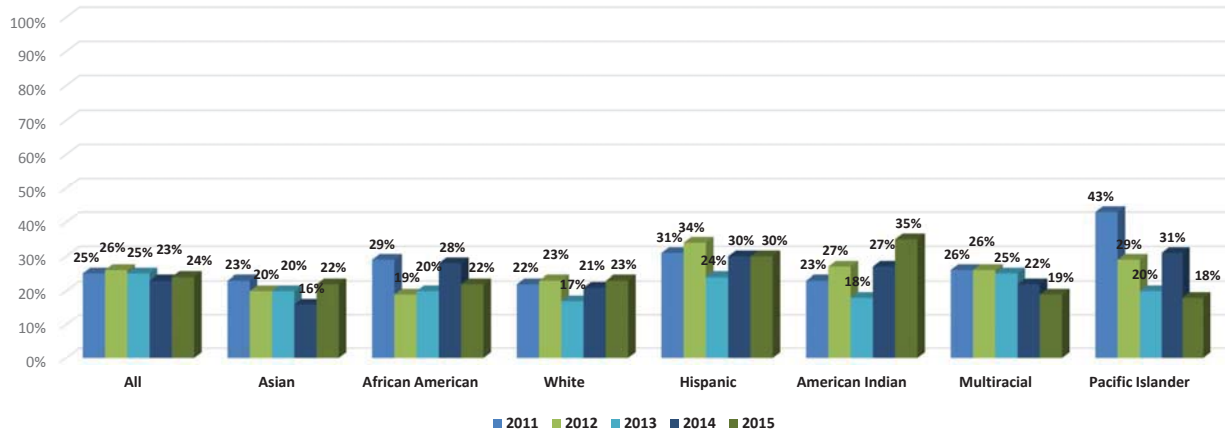


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## WCSD Two-Year College Enrollments

\*Percentages by Race/Ethnicity

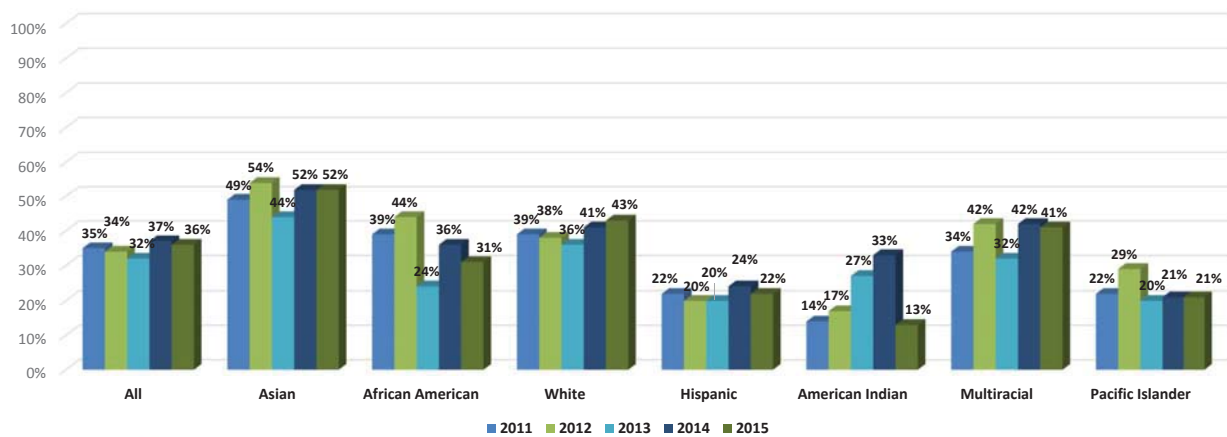


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## WCSD Four-Year College Enrollments

\*Percentages by Race/Ethnicity

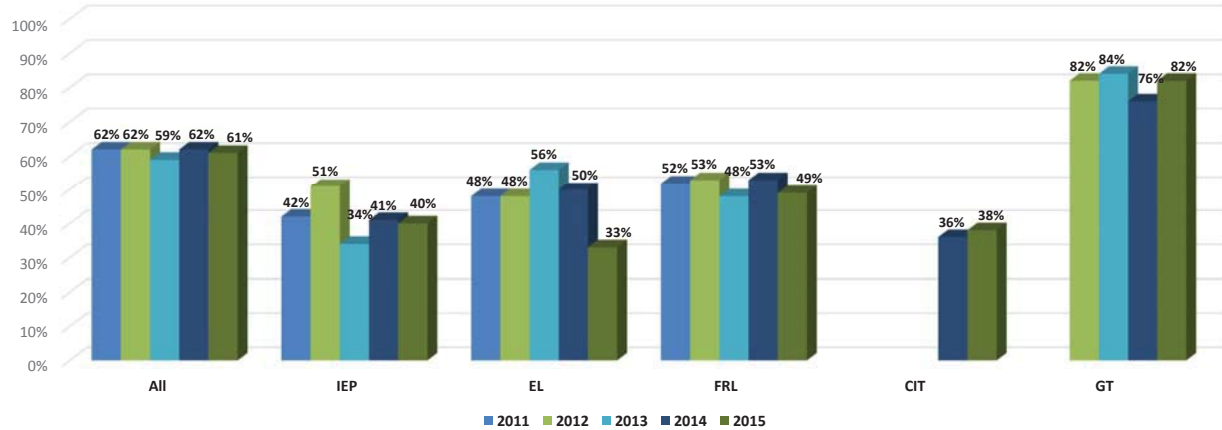


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## WCSD Overall College-Going Rates

\*Percentages by Group



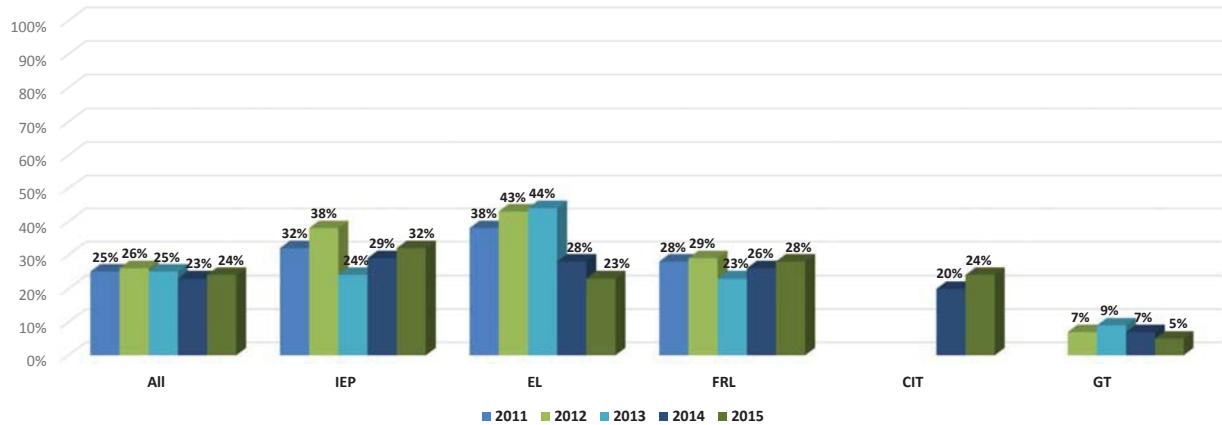
CIT was not tracked 2011-13; GT was not tracked in 2011

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## WCSD Two-Year College Enrollments

\*Percentages by Group



CIT was not tracked 2011-13; GT was not tracked in 2011

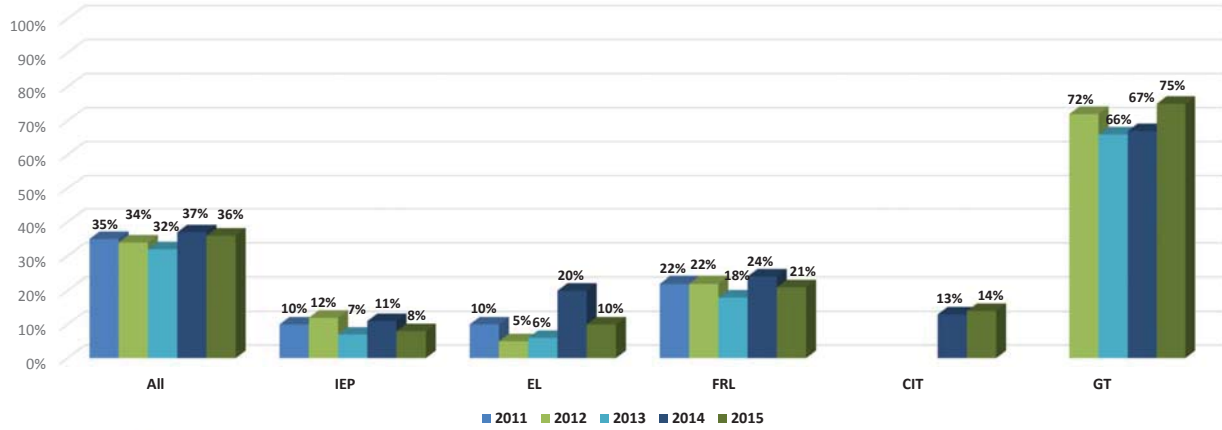


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# WCSD Four-year College Enrollments

\*Percentages by Group



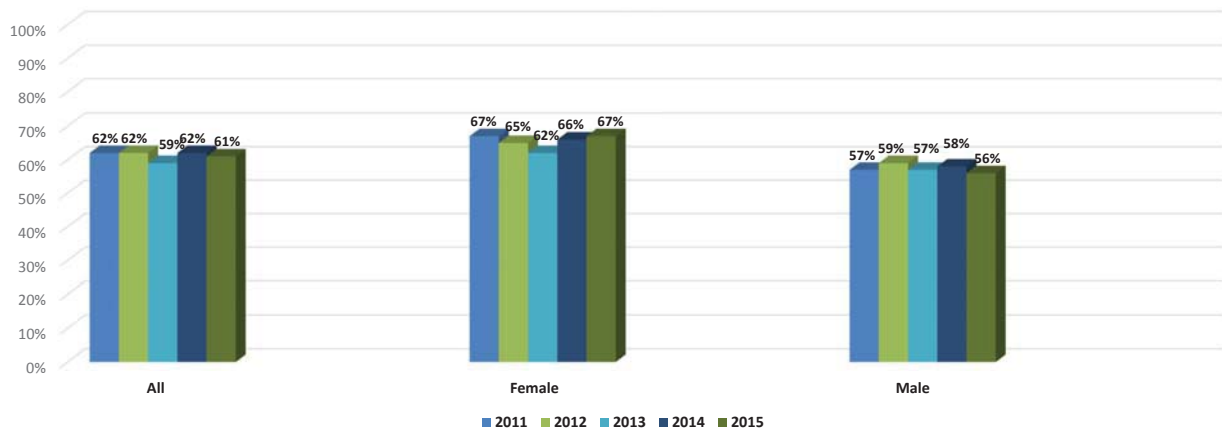
CIT was not tracked 2011-13; GT was not tracked in 2011

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# WCSD Overall College-Going Rates

\*Percentages by Gender

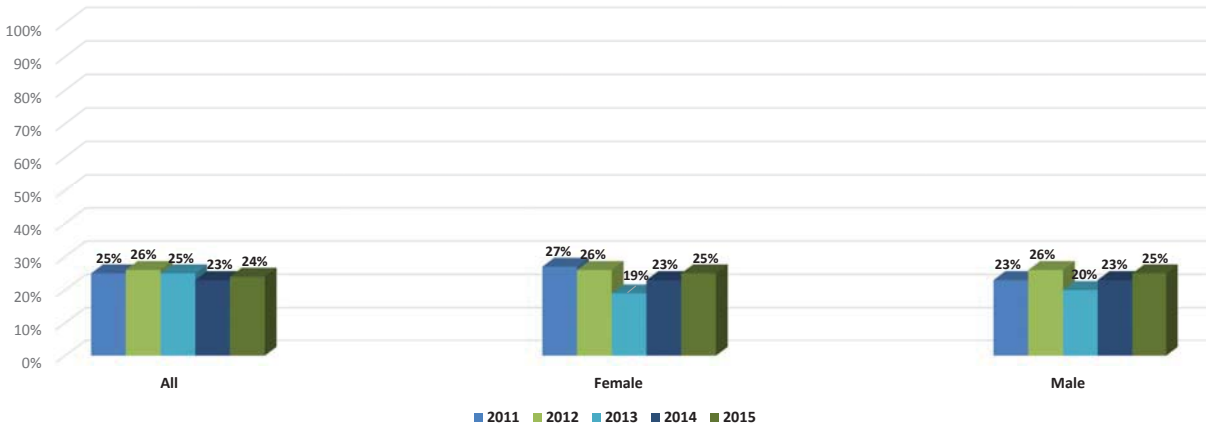


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## WCSD Two-Year College Going Rates

\*Percentages by Gender

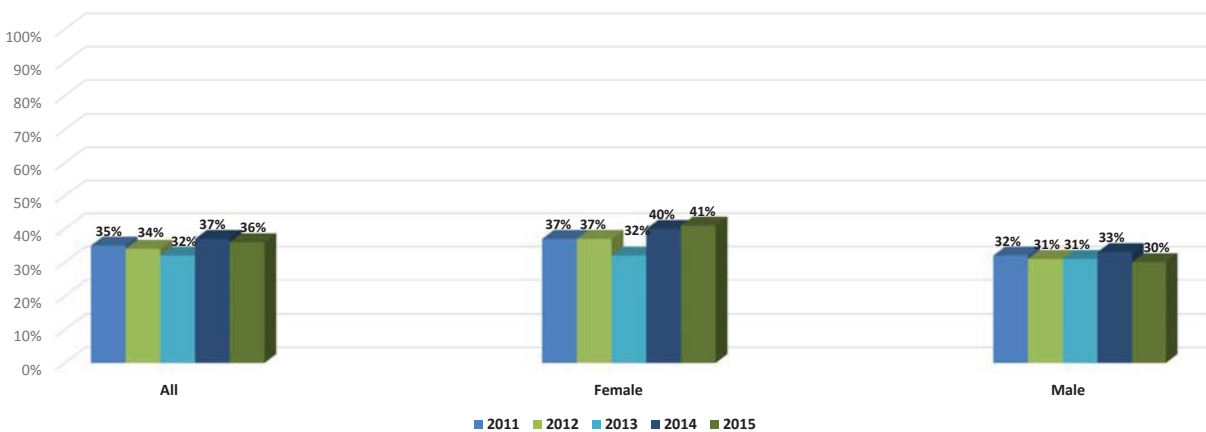


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## WCSD Four-Year College Going Rates

\*Percentages by Gender



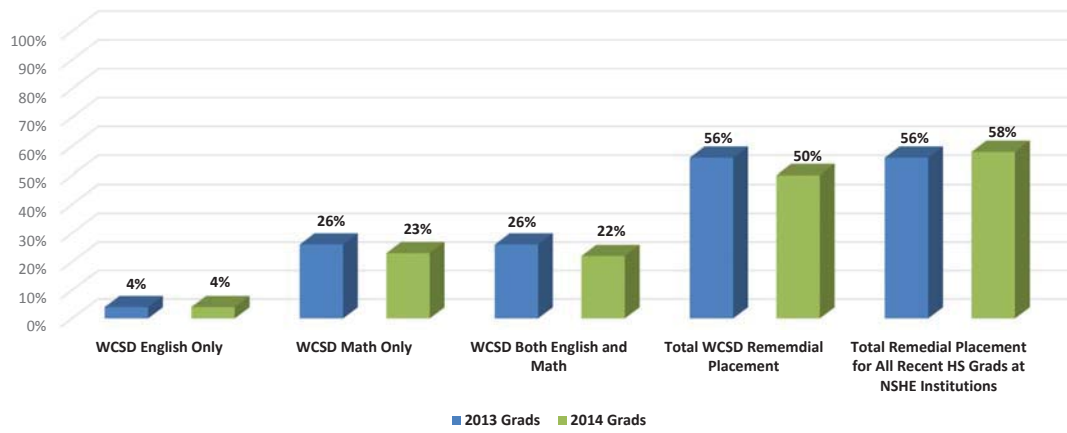
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# Remedial Placement and Enrollment

\*Percentages of WCSD Graduates Enrolled at NSHE Institutions



NSHE Institutions: University of Nevada, UNLV, NV State College, College of Southern NV, Great Basin College, TMCC, Western NV College



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**Data Summit Advanced Organizer:**

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

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



# 2015-2016 Climate Survey

Staff, Student, and Parent  
Perceptions of School Climate and  
Their Relation to Outcomes



## Climate Survey Background

- All students in grades 5 – 9 and 11
  - Climate Survey ( $N = 11,566$ )
  - Safety Survey ( $N = 11,822$ )
  - Online only, 82% response rate
- All parents in district
  - $N = 8,667$
  - Paper or online
  - 16% response rate
- All school staff in district
  - $N = 3,932$
  - Online
  - 68% response rate

### Did you know?

We have **6** years of data from  
the three surveys!

All reports available on School  
Climate Website:  
<http://www.washoeschools.net/Domain/231>

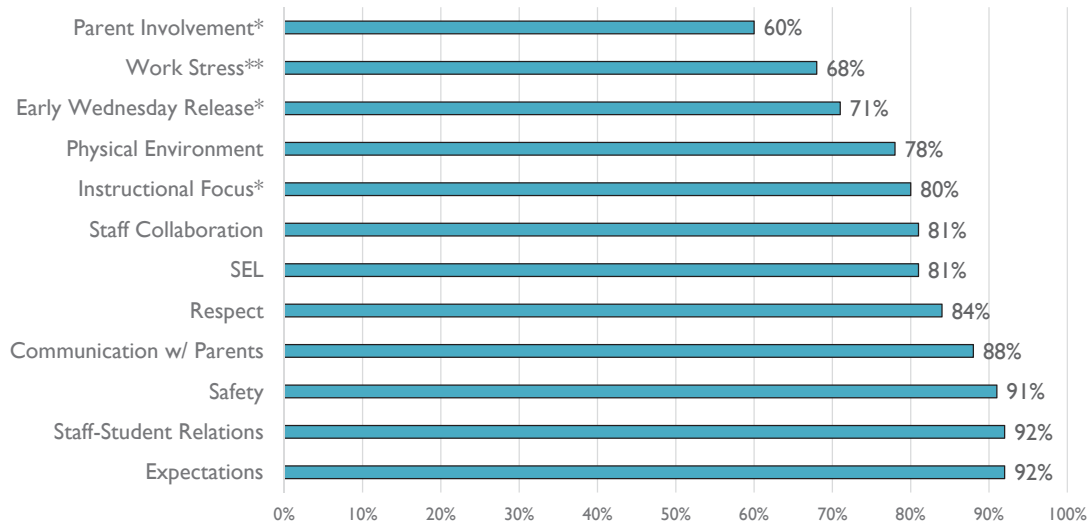


# Climate Survey

## Staff Perceptions of School by Retention Rates



## Percentage of Staff Who "Agree" / "Strongly Agree" with Questions in Each Climate Domain



\*Only teachers respond to these questions

\*\*Agreement indicates teachers believe they have excessive work stress



## Staff and Teacher Retention Rates

All School Staff Retention Rate		Teacher Retention Rate	
Title I	Non-Title I	Title I	Non-Title I
77.8%	74.7%	78.8%	75.2%

- **Retention Rate** = Percentage of Staff Returning to the Same School between 2015-16 and 2016-17 School Years.
- **Title I Schools** = Highest Student Poverty Rates in District.



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## Correlation between Staff Attitudes and Staff/Teacher Retention Rates

Scale Name	Sample Q's	Staff Retention	Teacher Retention
Parent Involvement	How many students' parents support your teaching efforts?	-.126	-.115
Home School Communication	My school is welcoming to parents.	.049	-.019
Instructional Focus	Teachers focus on learning, not just remembering facts.	-.086	-.102
SEL Implementation	Staff are expected to address students' SEL needs.	.076	.025
Expectations of Success	Staff do not allow students to give up in class.	-.022	.056
Staff Respect	Staff are professional when speaking of each other.	.004	.058
Staff-Student Relationships	Teachers care about students.	.017	.049
Early Release Wednesday	The time provided for Early Release is used productively.	-.031	-.103
Staff Collaboration	I feel supported by my administrator; There is teamwork.	.223*	.097
Work Stress	I feel burnt out; I feel like an outsider in work community.	-.177	.044
Safety	I feel safe inside my school/after hours/on weekends	.209*	.240*
Attitudes towards WCSD	I feel like my work is valued by this District.	-.011	-.203*

\*p < .01 \*\*p < .001



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## Correlation between Staff Attitudes and Staff/Teacher Retention Rates: Title I Schools Only

Scale Name	Sample Q's	Staff Retention	Teacher Retention
Parent Involvement	How many students' parents support your teaching efforts?	.193	.151
Home School Communication	My school is welcoming to parents.	.003	.004
Instructional Focus	Teachers focus on learning, not just remembering facts.	-.097	-.001
SEL Implementation	Staff are expected to address students' SEL needs.	.127	.203
Expectations of Success	Staff do not allow students to give up in class.	-.043	.025
Staff Respect	Staff are professional when speaking of each other.	.052	.194
Staff-Student Relationships	Teachers care about students.	.093	.062
Early Release Wednesday	The time provided for EWR is used productively.	.168	.108
Staff Collaboration	I feel supported by my administrator; There is teamwork.	.236	.227
Work Stress	I feel burnt out; I feel like an outsider in work community.	<b>-.358*</b>	<b>-.362*</b>
Safety	I feel safe inside my school/after hours/on weekends.	.177	.172
Attitudes towards WCSD	I feel like my work is valued by this District.	.073	-.137

\*p < .01 \*\*p < .001



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## Correlation between Staff Attitudes and Staff/Teacher Retention Rates: Non-Title I Schools Only

Scale Name	Sample Q's	Staff Retention	Teacher Retention
Parent Involvement	How many students' parents support your teaching efforts?	<b>-.422**</b>	<b>-.392**</b>
Home School Communication	My school is welcoming to parents.	-.036	-.191
Instructional Focus	Teachers focus on learning, not just remembering facts.	-.150	-.268
SEL Implementation	Staff are expected to address students' SEL needs.	-.019	-.208
Expectations of Success	Staff do not allow students to give up in class.	-.122	-.036
Staff Respect	Staff are professional when speaking of each other.	-.130	-.170
Staff-Student Relationships	Teachers care about students.	-.117	-.046
Early Release Wednesday	The time provided for EWR is used productively.	-.146	-.236
Staff Collaboration	I feel supported by my administrator; There is teamwork.	.159	-.096
Work Stress	I feel burnt out; I feel like an outsider in work community.	-.041	<b>.389**</b>
Safety	I feel safe inside my school/after hours/on weekends	.012	.071
Attitudes towards WCSD	I feel like my work is valued by this District.	.029	-.165

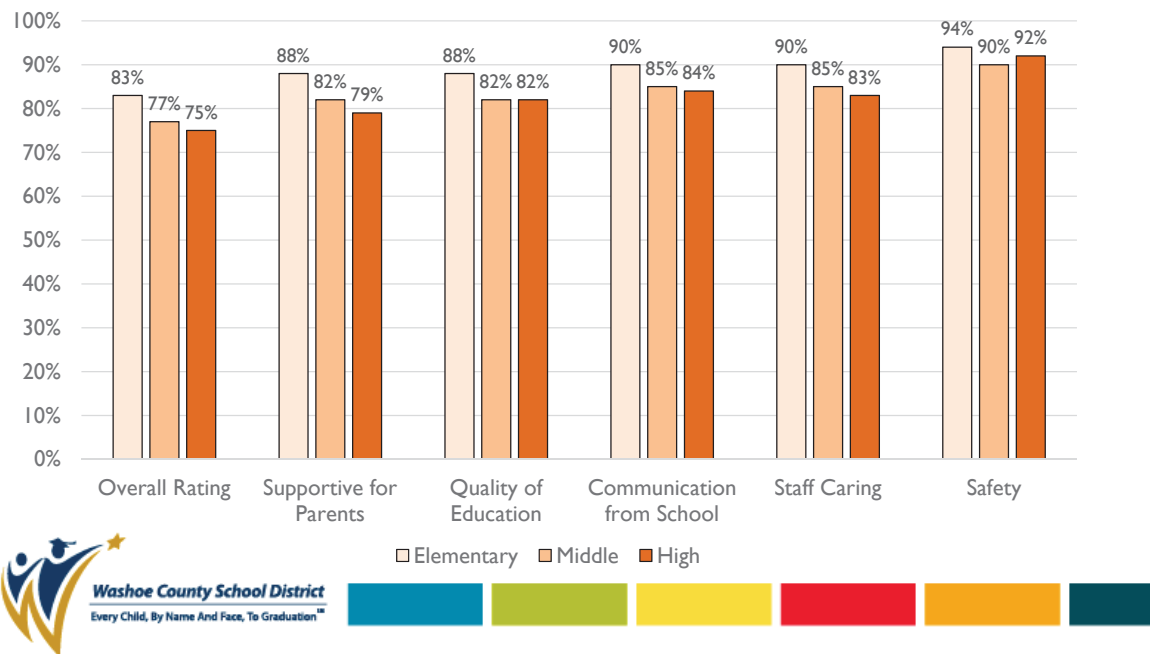
\*p < .01 \*\*p < .001



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## Percentage of Parents Who "Agree" or "Strongly Agree" to Items in Scales by Children's School Level



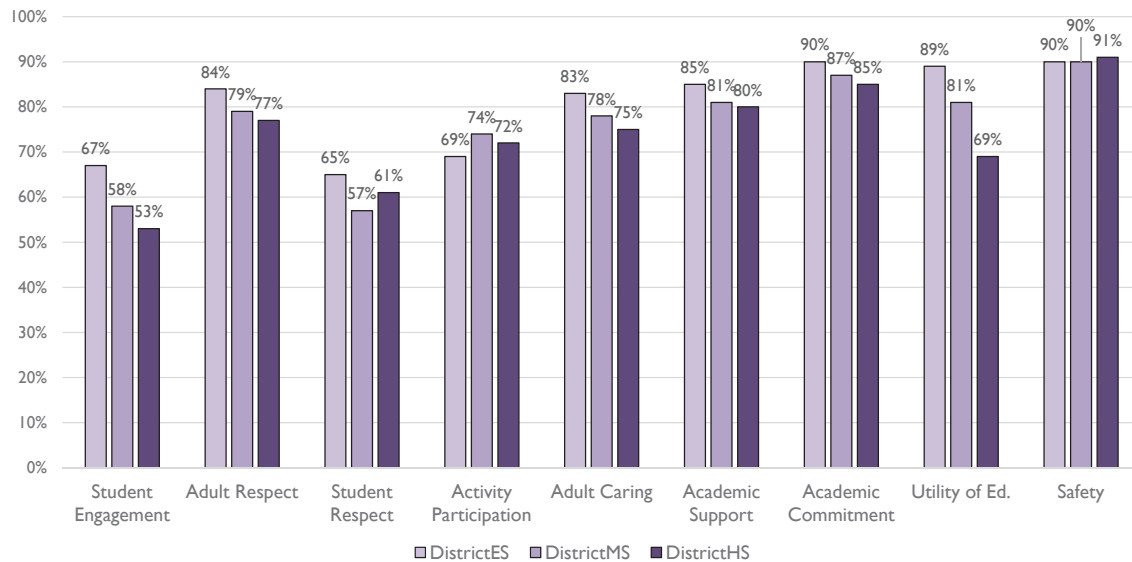
## Climate Survey

### Student Perceptions of School by School Level





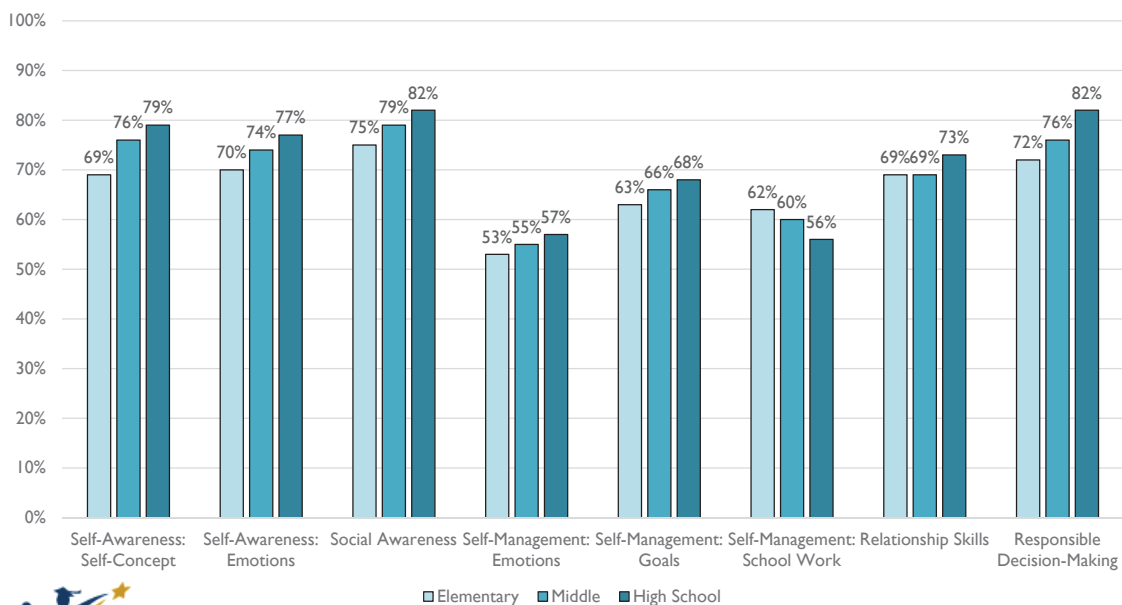
## Percentage of Students Who Agree or Strongly Agree to Each Scale, by School Level



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## Percentage of Students Who Believe Each SEL Skill Is "Easy" or "Very Easy", by School Level



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# Climate Survey

Student Perceptions of School and  
Self and Their  
Relation to Risk for Not Graduating



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## WCSD Early Warning System

Attendance (0 - 2)

Transiency (0 - 2)

Retention (0 - 2)

Credit Deficiency (0 - 4)



Suspension (0 - 2)

0 = No Risk

1 = Low Risk

2 = Moderate Risk

3+ = High Risk

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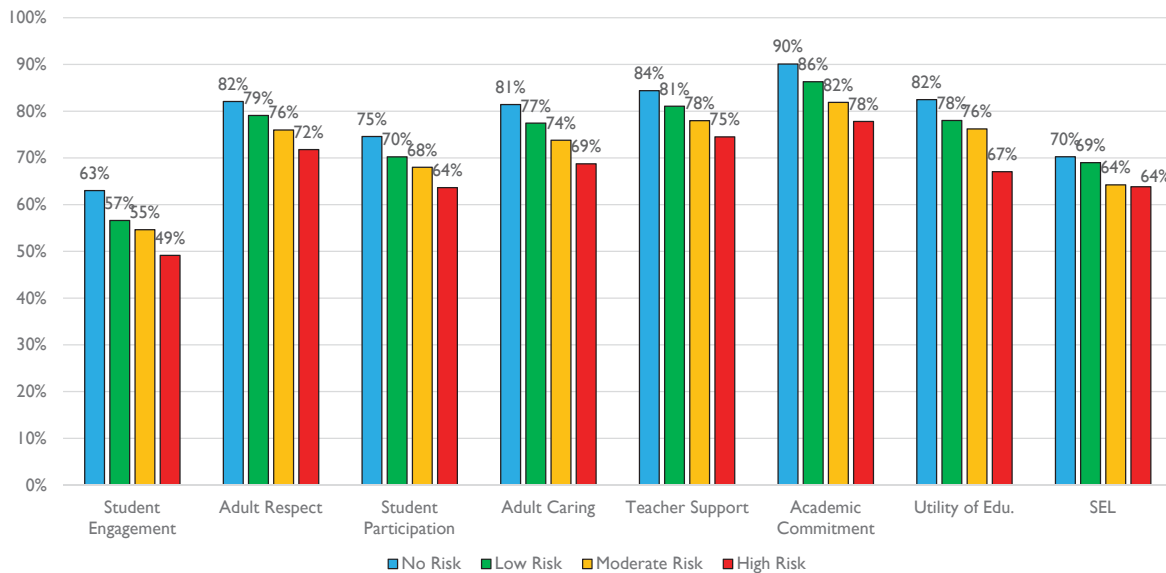
**TOTAL RISK SCORE (0 – 12)**



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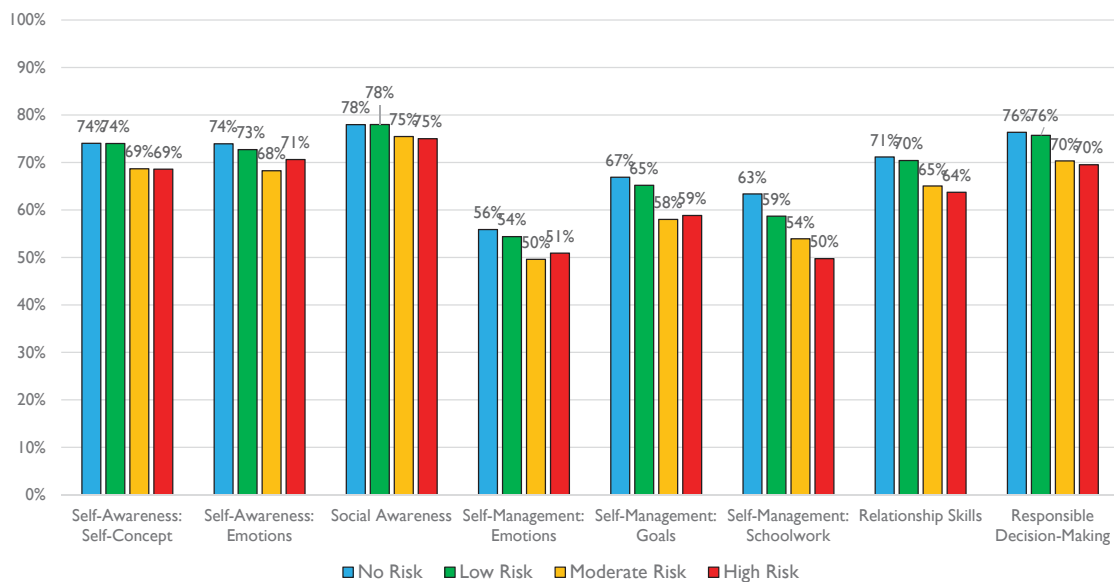
## Percentage of "Agree" and "Strongly Agree" Responses on Student Climate Survey Scales by Students' Level of Risk for Not Graduating



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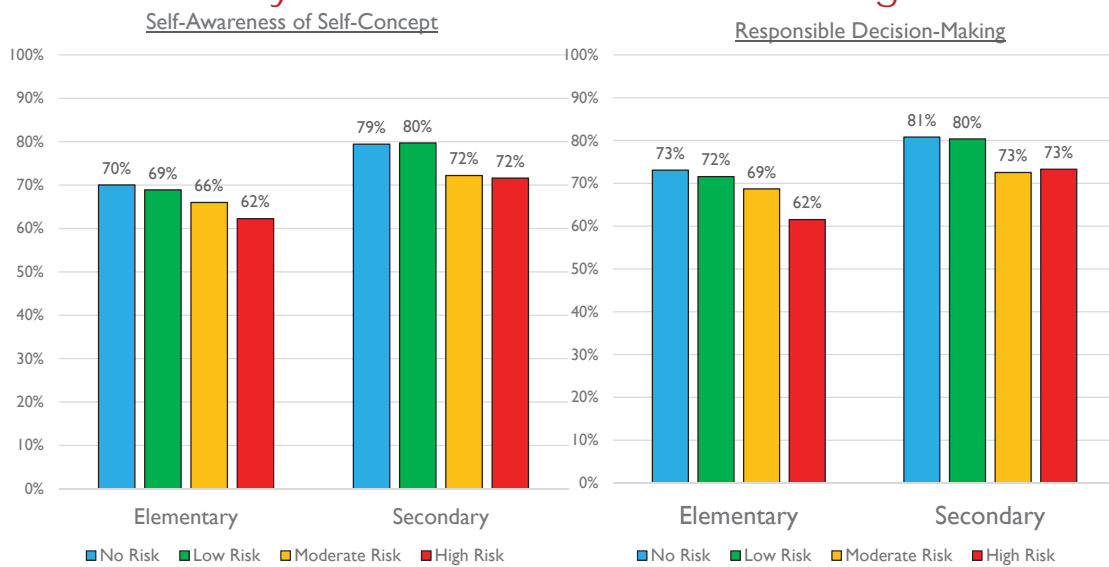
## Percentage of Students Who Report Each Social and Emotional Competency Is "Easy" or "Very Easy" for Them by Students' Level of Risk for Not Graduating



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## Percentage of Elementary vs. Secondary Students Who Report SEL Competency Is Easy Or Very Easy, by Level of Risk for Not Graduating



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## Climate Survey

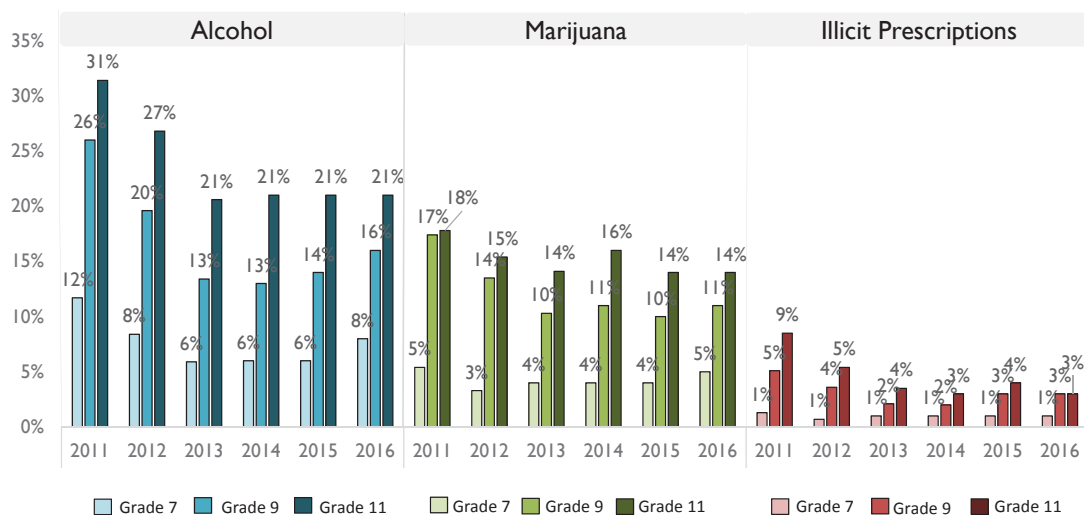
### Student Substance Use



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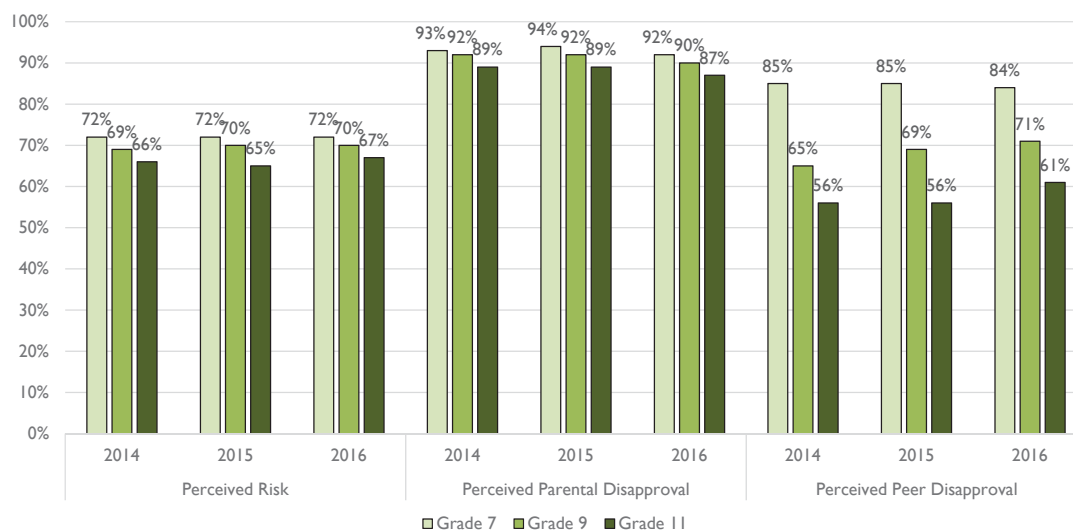
## Percentage of Students Using Alcohol, Marijuana, Illicit Prescription Drugs at Least One Time in Past 30 Days by Grade Level (2011-2016)



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## Percentage of Students Who Believe There Is Risk and Social Disapproval for Misusing Alcohol and Marijuana (2014-2016)



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# The Portrait of Disability in the Washoe County School District



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## Academic Performance

There is an **achievement GAP** between students with disabilities and their peers without disabilities

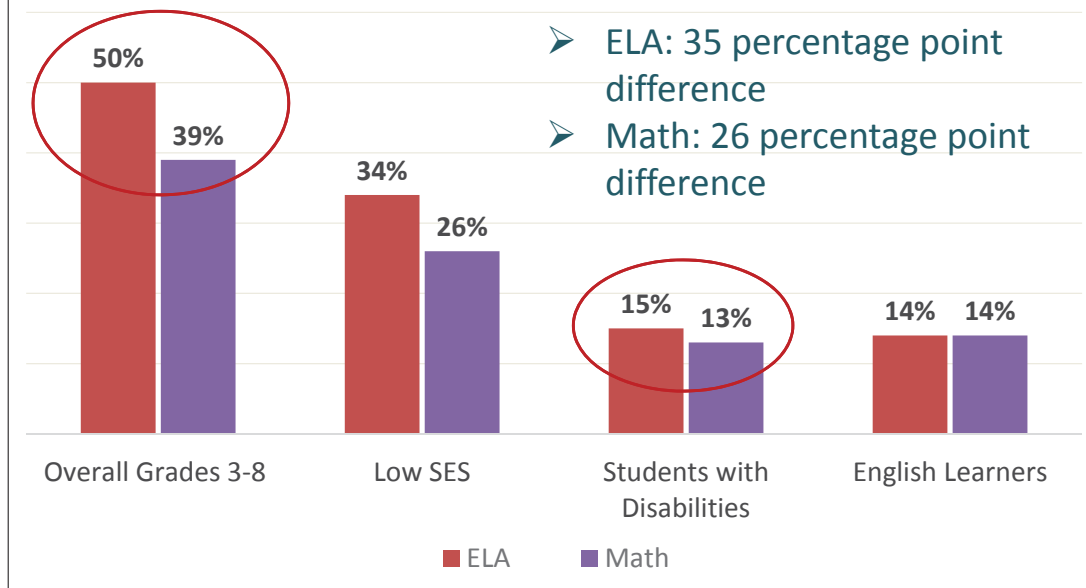


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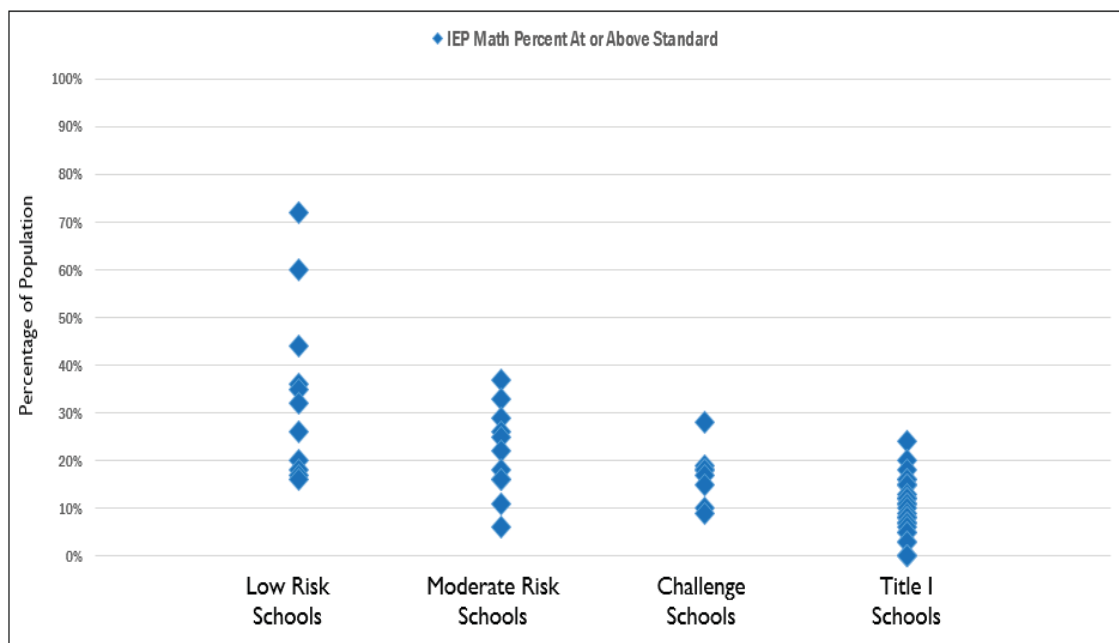
Percent Meeting Standard on Smarter Balanced Assessment  
by Student Population, 2015/16



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IEP: Math Percent At or Above Standard in Elementary School (by School Groups)



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## Academic Performance

### **Working diligently to close the GAP**

- Four Fundamentals
- SPED Advisory Panel
- Shift in mindset: SPED is a service, not a place
- High quality IEPs



***We must know our students!***



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## Description of Students

### **Nearly 14% of WCSD students receive special education services**

- 12-14% grades k-8
- Decreases from 13% to 7%, grades 9-12
- 18% of males and 10% of females



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## Placements and Programs



Most students (68%)  
with a disability spend  
80-100 percent of time  
in a regular classroom

- 4 percentage point  
increase from 2013



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Table 1. Number and Percentage of Students Classified with Disabilities in the Washoe County School District and Nationally, by Disability Category, 2015/16

<i>Disability Category</i>	Washoe County School District		National IDEA estimates for children ages 3-21
	Number of students	Percentage of students	
Specific Learning Disability	4257	47.4%	35.0%
Speech/Language Impairment	1315	14.6%	20.6%
Health Impairment	1203	13.4%	12.6%
Autism Spectrum Disorder	795	8.8%	8.3%
Developmental Delay	485	5.4%	6.3%
Intellectual Disability	313	3.5%	6.6%
Emotional Disturbance	291	3.2%	5.5%
Multiple Impairments	211	2.3%	2.0%
Total Number	8989	100%	100%

Note: Table reads, of all students with a disability who were enrolled in the WCSD on October 1, 2015, 47 percent of them had a specific learning disability. Disability categories with less than 1 percent in WCSD are not included in table.

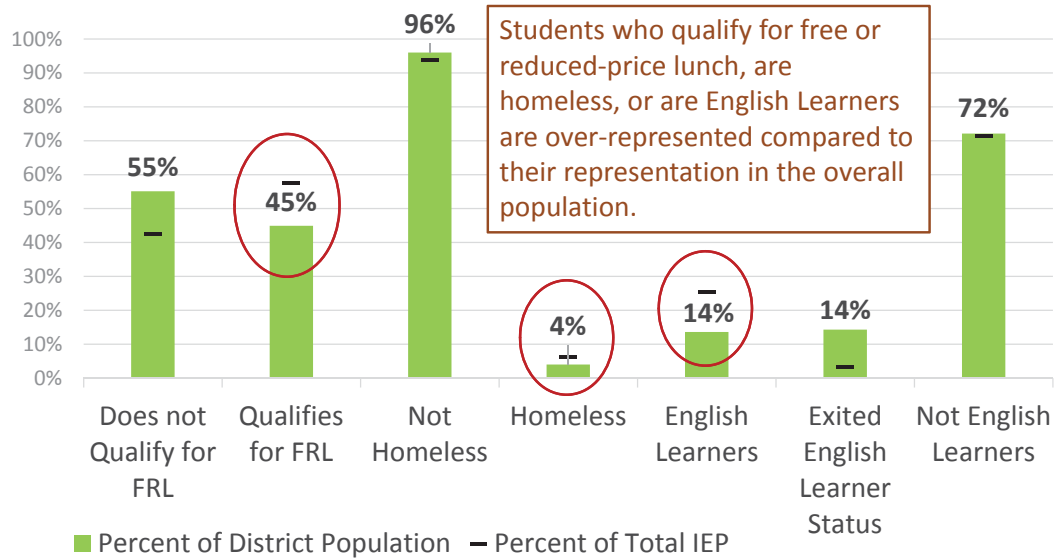
SOURCE: U.S. Department of Education, Digest of Education Statistics 2015, retrieved August 26, 2016, from [http://nces.ed.gov/programs/digest/2015menu\\_tables.asp](http://nces.ed.gov/programs/digest/2015menu_tables.asp); See tables 204.30 and 204.50.



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Washoe County School District Proportionality of Individualized Education Plans by Student Population, 2015/16



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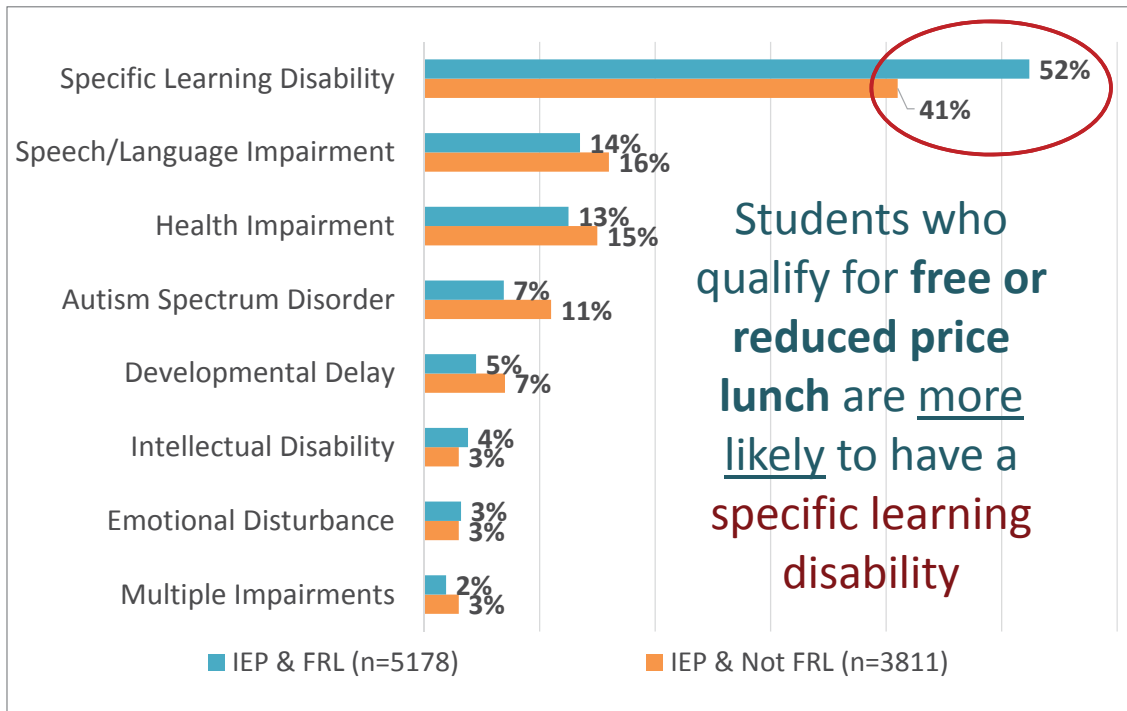
## Free or Reduced Price Lunch

**58% (5178) of students with disabilities qualify for free or reduced price lunch**



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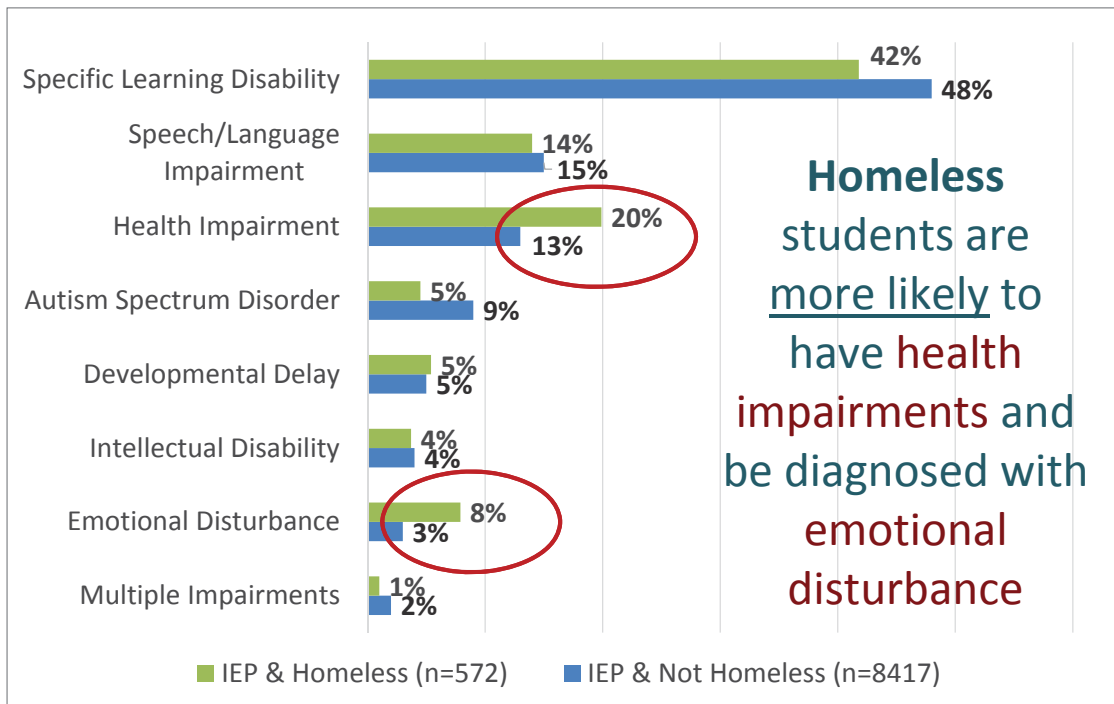
## Homeless Students

**6% (572) of students with disabilities are homeless**



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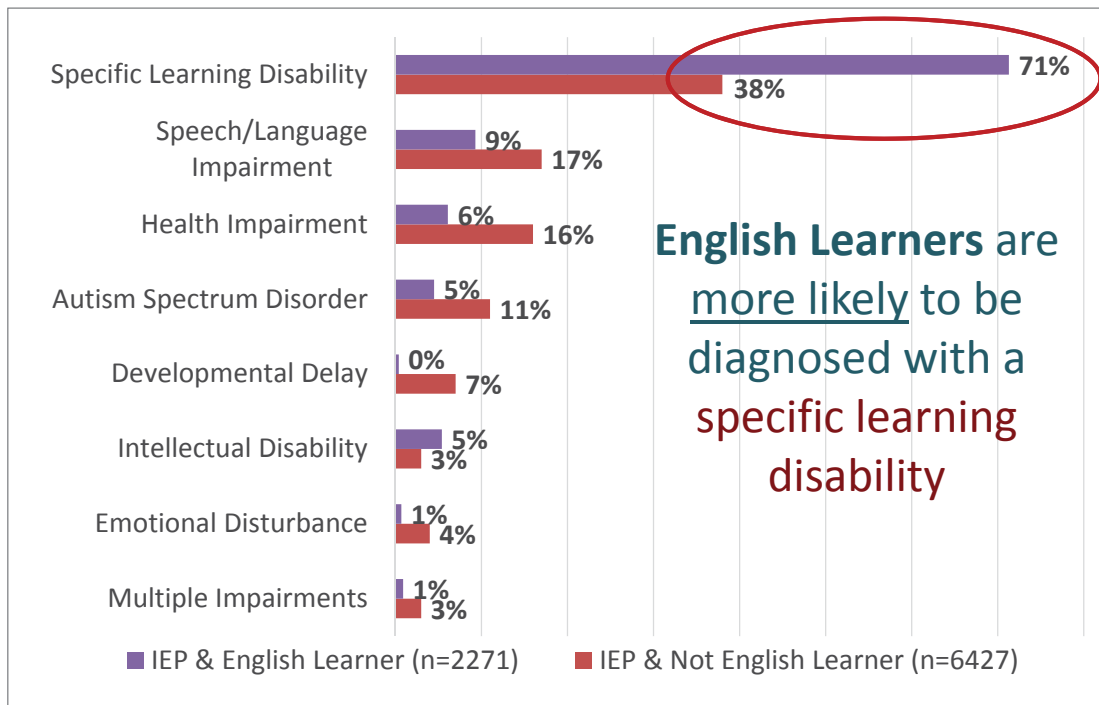
## English Learners

**A quarter (2271) of students with disabilities are English Learners**



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## Disability by Race

### Rates differ by race

- Of students with disabilities, 23% are Native American, 22% Black, and 15% Hispanic
- Varying prevalence of disability type
- WCSD rates differ from national estimates



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Table 2. Number and Percentage of Students Classified with Disabilities in the Washoe County School District and Nationally, by Race, 2015/16

Race	Washoe County School District		National IDEA estimates for children ages 3-21
	Number of students	Percentage of students	
American Indian/Alaska Native	230	23.3%	16.5%
Black/African American	314	21.7%	15.3%
Hispanic	3892	15.4%	11.8%
Multi-Racial	491	13.4%	12.3%
White	3804	13.2%	13.4%
Pacific Islander	78	10.6%	11.2%
Asian	180	6.7%	6.5%
Total	8989	14.1%	12.9%

Note: Percentage is of total population of students within the WCSD on October 1, 2015. Table reads, of all American Indian students enrolled in the WCSD on October 1, 2015, 23 percent of them had a disability.

SOURCE: U.S. Department of Education, Digest of Education Statistics 2015, retrieved August 26, 2016, from [http://nces.ed.gov/programs/digest/2015menu\\_tables.asp](http://nces.ed.gov/programs/digest/2015menu_tables.asp); See table 204.30 and table 204.50.



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## Prevailing Views on Proportional Representation

- View 1: Bias in identification leads to overrepresentation of students of color
- View 2: Black and Hispanic students are universally underrepresented (Morgan & Farkas 2015)
- View 3: National comparisons are too simplistic (Harry 2006; Sullivan, et al. 2009)



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## Victimization Rates

Students with disabilities are **victimized at higher rates** than general education students

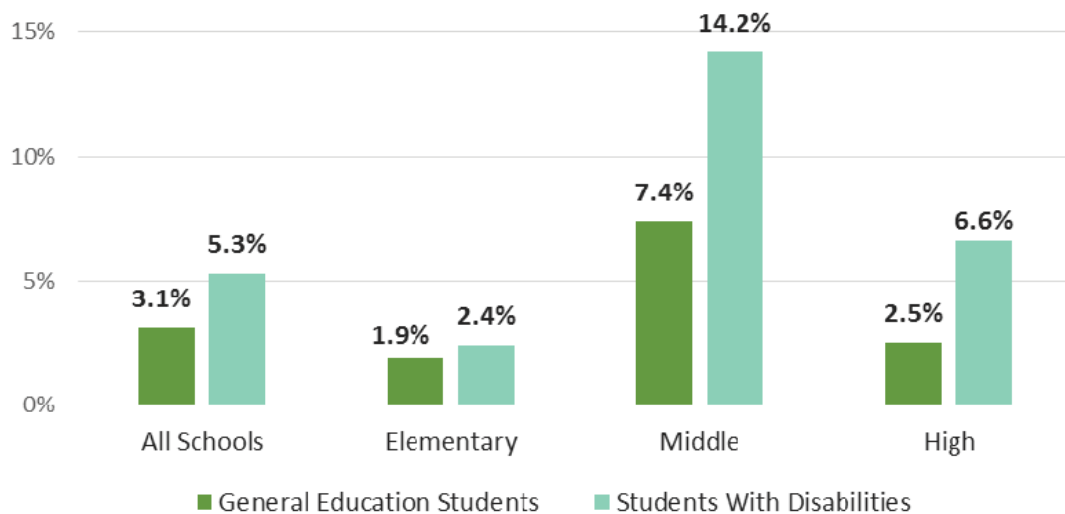
- Differs by school level and disability type



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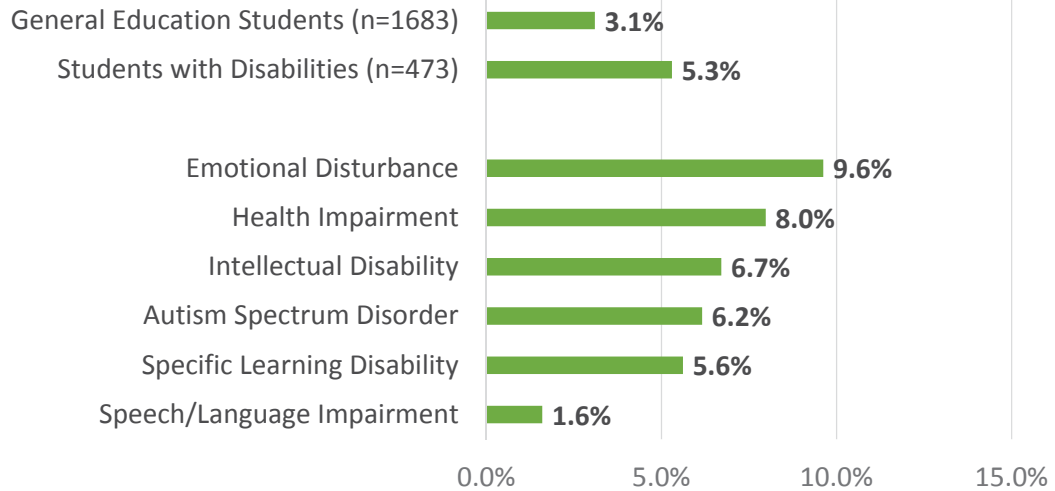
Percent of Students Reported as Victim At Least One Time Among  
General Education Students and Students With Disabilities



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Percentage of Students with Disabilities who Were Reported as a Victim in At Least One Incident by Disability Category, 2015/16



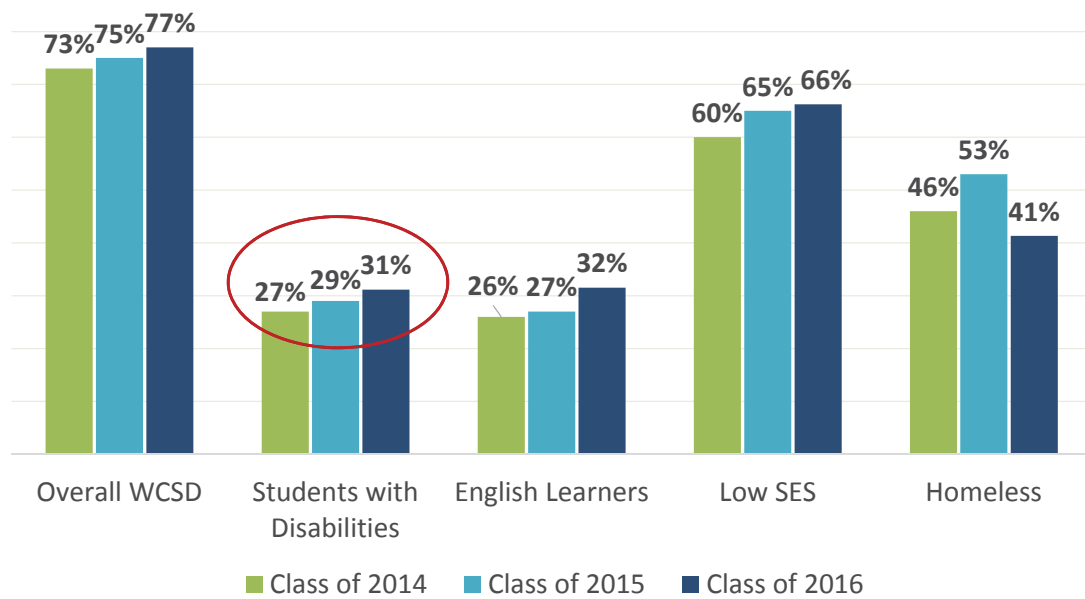
Note: Disability categories with less than 10 students are excluded from the graph.



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Graduation Rates by Student Population, 2014 through 2016



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## 2016 4-Year Graduation Rates

**31% (165) of students with disabilities graduated with standard, honors, or advanced diplomas.**

- highest among autism (46%), health impairments (39%), and specific learning disabilities (32%)



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## Resources

**WCSD Student Services:** <http://www.washoeschools.net/Domain/76>

**IDEA Website:** <http://idea.ed.gov>

**State of Nevada Department of Education, Office of Special Education:**  
[http://www.doe.nv.gov/Office\\_of\\_Special\\_Education](http://www.doe.nv.gov/Office_of_Special_Education)

**Center for Parent Information and Resources:**  
<http://www.parentcenterhub.org>



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## **References**

Harry, E. (2014). *Why are so Many Minority Students in Special Education?: Understanding Race and Disability in Schools, 2<sup>nd</sup> ed.* New York, NY: Teachers College Press.

Morgan, P. L., Farkas, G., Hillemeier, M., Mattison, R., Maczuga, S., Li, H., & Cook, M. (2015). Minorities are disproportionately underrepresented in special education: Longitudinal evidence across five disability conditions. *Educational Researcher*, 2015; DOI: 10.3102/0013189X15591157

Oswald, D. , Coutinho, M., Best, A., & Singh, N. (1999). Ethnic representation in special education: The influence of school-related economic and demographic variables. *The Journal of Special Education*, 32(1), 194–206.

Sullivan, A. L., A'Vant, E., Baker, J., Chandler, D., Graves, S., McKinney, E., et al. (2009). Inequity in special education, part I: Understanding the problem of disproportionality. *Communiqué*, 38(1), 1, 14–15.



## Categories of Disability in Federal Special Education Law

The following list outlines the definitions of each of the disability categories established under the Individuals with Disabilities Education Act of 2004 (“IDEA”).

1. **Autism** means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, which adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.
2. **Deaf-blindness** means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
3. **Deafness** means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects a child’s educational performance.
4. **Emotional disturbance** means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance: A) An inability to learn that cannot be explained by intellectual, sensory, or health factors. B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. C) Inappropriate types of behavior or feelings under normal circumstances. D) A general pervasive mood of unhappiness or depression. E) A tendency to develop physical symptoms or fears associated with personal or school problems.
5. **Hearing impairment** means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but that is not included under the definition of deafness in this section.
6. **Mental retardation/intellectual disability** means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child’s educational performance.
7. **Multiple disabilities** means concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.

8. **Orthopedic impairment** means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (for example, poliomyelitis and bone tuberculosis), and impairments from other causes (for example, cerebral palsy, amputations, and fractures or burns that cause contractures).
9. **Other health impairment** means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and adversely affects a child's educational performance.
10. **Specific learning disability** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
11. **Speech or language impairment** means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.
12. **Traumatic brain injury** means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.
13. **Visual impairment** means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Note: In Nevada, the categories of deafness and hearing impairment are reported in combination as "hearing impairment/deafness".

Source: U.S. Department of Education, 2011. Retrieved on October 10, 2016 from <http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C300%2CA%2C300%252E8%2C>

**Data Summit Advanced Organizer:**

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

**What is the connection to other points along the pathway to graduation and post-secondary readiness?**

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







# English Learner Students in WCSD



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## ELs in WCSD?

Currently this year (2016-17 school year):

- **16%** of WCSD students are classified as EL
- **90%** speak Spanish, **10%** speak other Languages
- **71%** were born in Washoe County
- **88%** were born in the U.S.

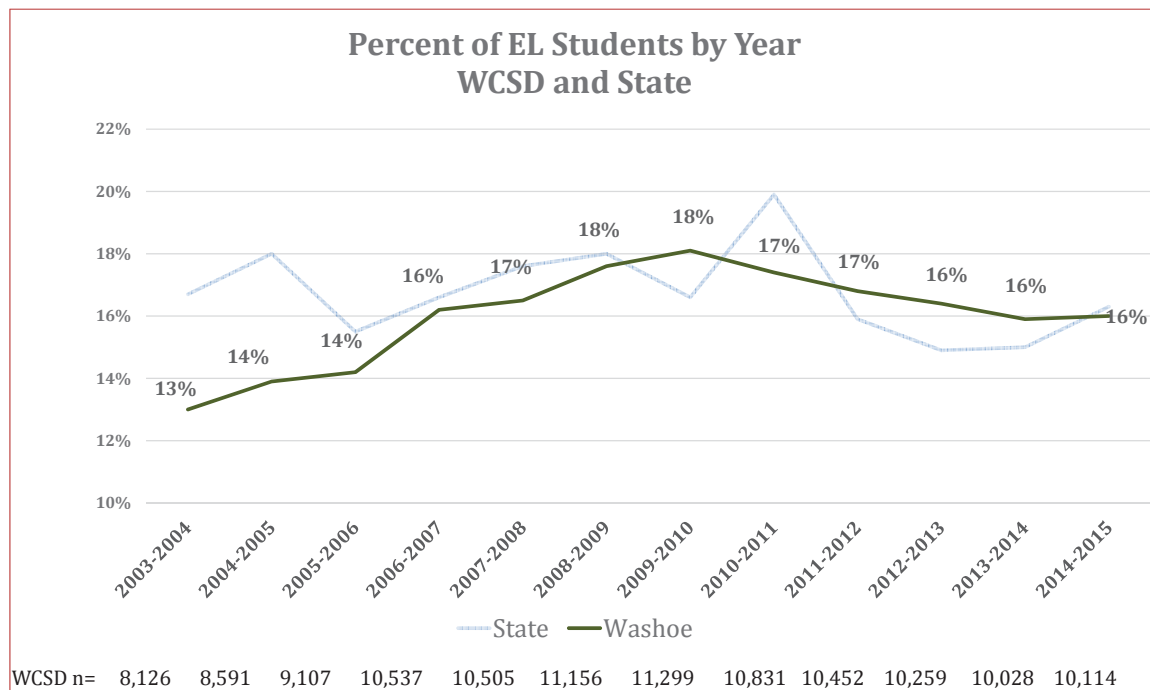
Primary Language of all currently enrolled EL and former EL students	N	%
Spanish	16933	90%
Tagalog	417	2.21%
Filipino	163	0.86%
Bengali; Bangla	118	0.63%
Vietnamese	107	0.57%
Cantonese Chinese	90	0.48%
Punjabi, Panjabi	82	0.44%
Chinese, Zhongwen	72	0.38%
Tongan	71	0.38%
Korean, Choson-O	57	0.30%
Hindi	56	0.30%
Urdu	53	0.28%
Russian	40	0.21%
Mandarin Chinese	39	0.21%
Arabic	24	0.13%
Gujarati	22	0.12%
Portugese	20	0.11%
Ilcano	19	0.10%



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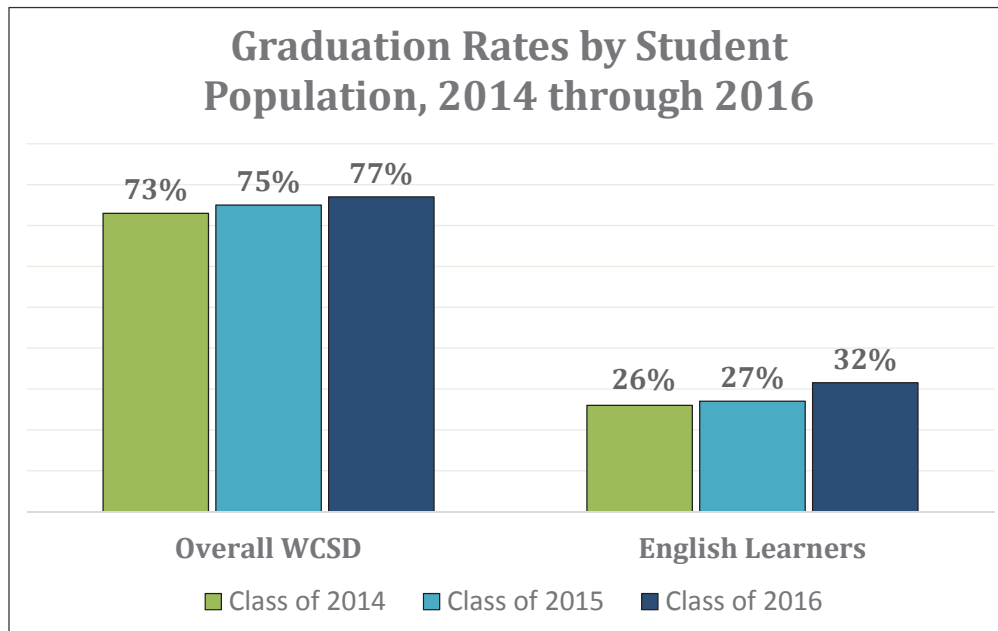
## The proportion of EL students in WCSD has increased over the last 10 years



## EL Population is Always Flowing

- EL students vary when they *enter* and *exit* services.
- The federal govt., state govt., and WCSD operationalize EL students as only those who are currently receiving services.
  - This creates a caveat when reporting data on EL students.

## Data Reporting of EL Student Graduation Rates



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**Reporting on current students receiving EL services only provides part of the picture.**



We are often asked about the students who exit.

***How do students who exit out of services do in the WCSD?***



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## We looked at the past three graduation cohorts to get some perspective

Gathered and analyzed data to provide information.

- Data obtained from the graduation data files.

Graduation Cohort	Total Students in Cohort	Total EL Students Ever
2014	4,766	1309
2015	4,624	1436
2016	4,711	1444
	14,101	4,189

**30%** of the students in these three cohorts were at one time classified as EL students.



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Of the students who ever received EL services (N=4,189), continuous enrollment was a major factor of student success.

EL Student Cohort Outcomes				
	Students Not Continuously Enrolled		Students Continuously Enrolled	
	n	%	n	%
Graduate	872	53%	1535	73%
Nongrad	787	47%	572	27%
Transferred Out of the District	423		0	
Total	2082		2107	



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## We conducted an analysis on the 2,107 EL students who are continuously enrolled since Kindergarten



**For students who have been in the WCSD since Kindergarten, how does time of exit relate to their educational success?**

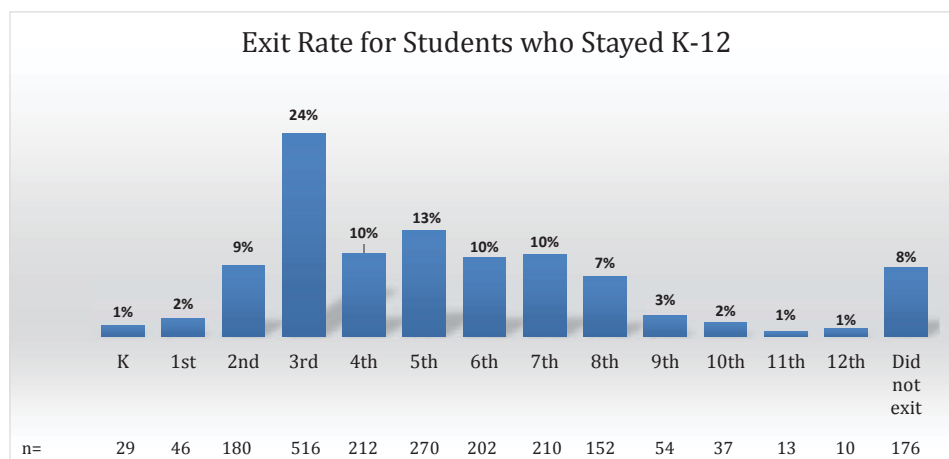
- ELs who were with us from **K-12**.
- Success will be determined by **graduation**.



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## So when does this group of kids exit?



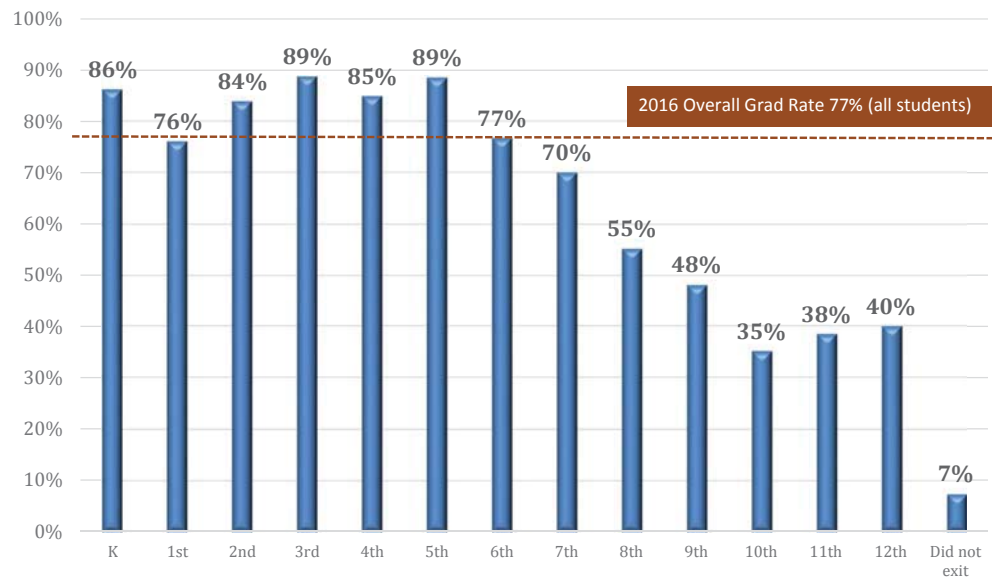
Point-biserial correlation coefficient,  $r_{pb} = -.494$ , which is statistically significant ( $p = .023$ )



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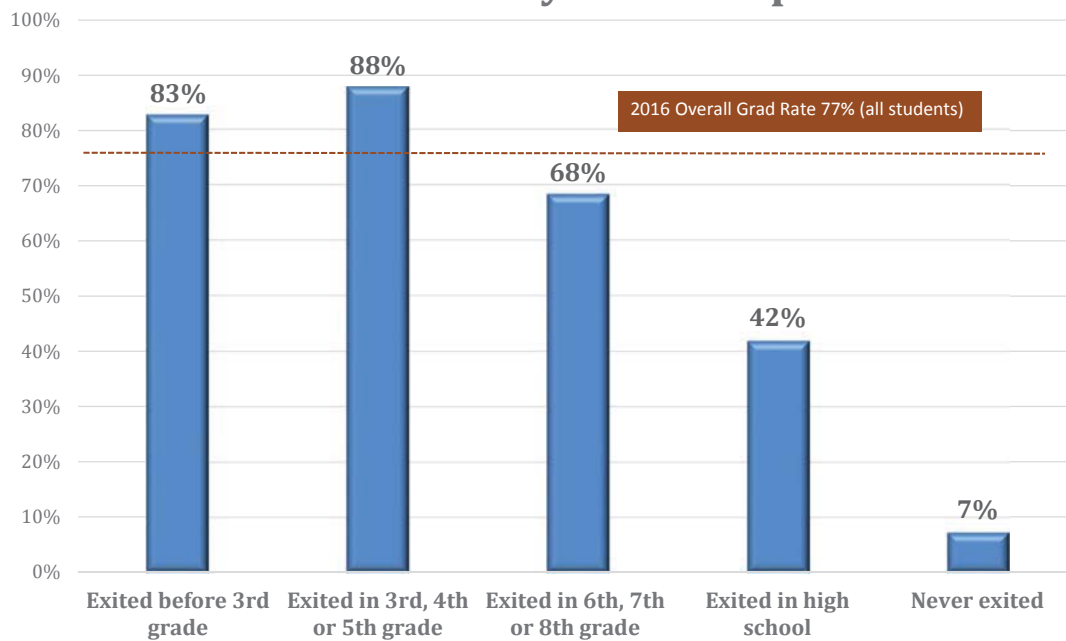
## EL Grad Rates by Exit Grade



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## Grad Rate by Exit Group

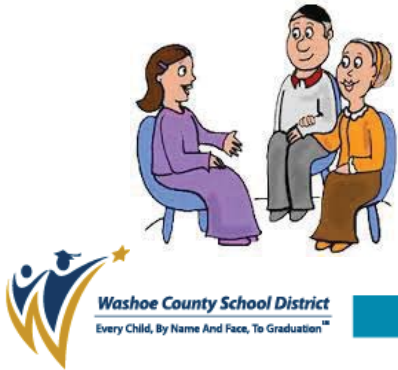


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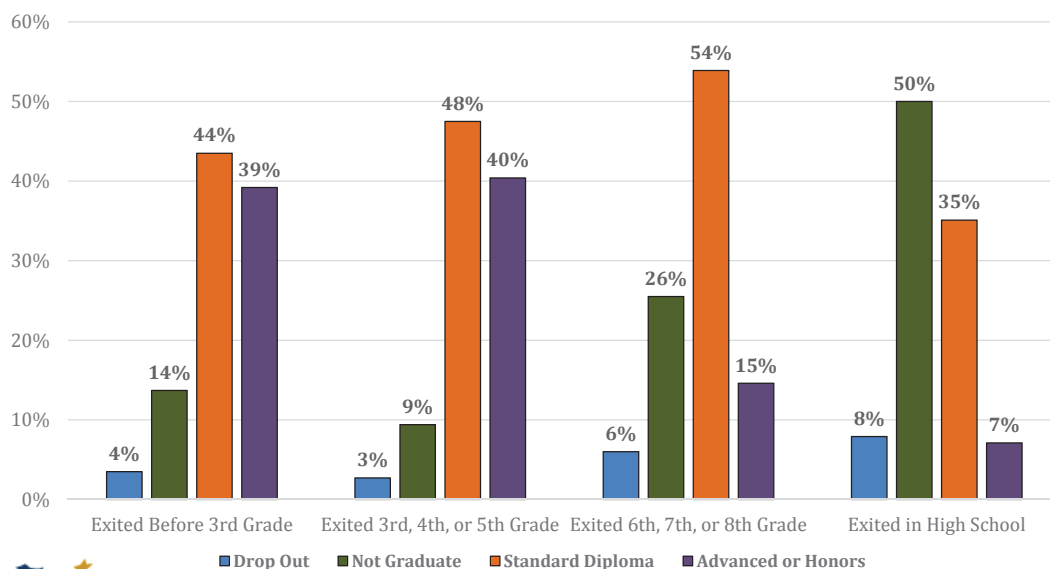


# Talking Points

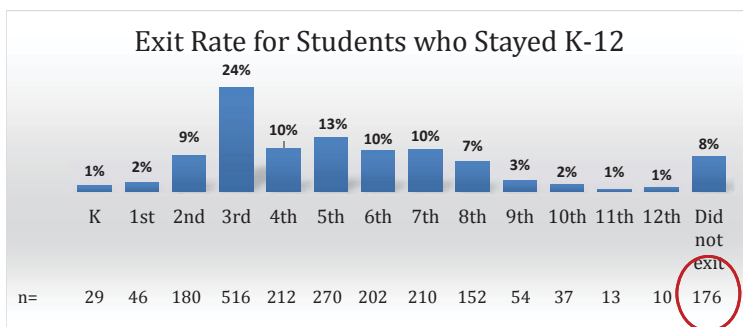
- What do we see?
- How does this data relate to our earlier thoughts?
- Are there any surprises?



## Cohort Outcomes by EL Exit Category







**Approximately 80% of EL students who were continuously enrolled from kindergarten and never exited services also had an Individualized Education Plan.**

**- Of the overall EL sample who had IEPs, 49% (n=140 of 285) never exited.**

	Total EL Exits	Number of Students with IEP	Percent of ELs Exiting with IEP
Kindergarten	29	--	--
First	46	--	--
Second	180	--	--
Third	516	--	--
Fourth	212	--	--
Fifth	270	--	--
Sixth	202	--	--
Seventh	210	30	14%
Eighth	152	35	23%
Ninth	54	19	35%
Tenth	37	17	46%
Eleventh	13	6	46%
Twelfth	10	5	50%
Did not exit	176	140	80%



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**Data Summit Advanced Organizer:**

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

**What is the connection to other points along the pathway to graduation and post-secondary readiness?**

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





# Smarter Summative Assessments (ELA and Math CRTs)

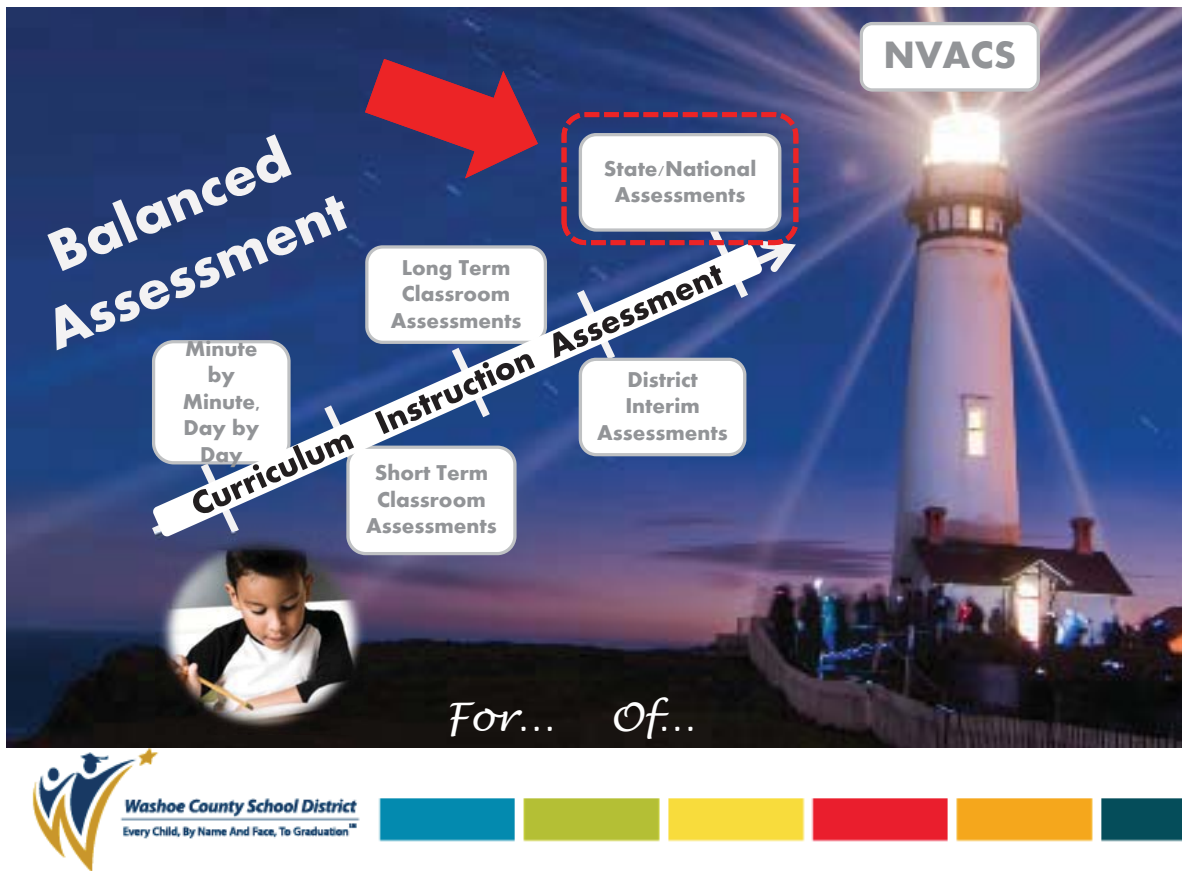
## Department of Assessment



## Objectives

- Clarify the purpose of Smarter Summative Assessments.
- Examine a *Smarter Summative Assessments Student Report*.
- Engage in data inquiry.





## Purpose



# Smarter Summative Assessments Student Report

**NEVADA**  
Student Assessment System

Smarter Summative Assessments
 **Student Report**

Name: Student  
 Grade: 03  
 Birth Date: MM/DD/YYYY  
 State Student ID: XXXXXXXXXX  
 School: X Elementary School  
 District: Washoe  
 Test Date: Spring 2016

	Achievement Levels			
	Level 1	Level 2	Level 3	Level 4
Mathematics		✓		
English Language Arts/Literacy		✓		

**About the Nevada Student Assessment System**

The Smarter Summative Assessments are Nevada's criterion referenced test (CRT) for English Language Arts/Literacy and Mathematics for grades 1-8. The assessments are administered to Nevada students each spring during a 12-week window.

The assessments are composed of two parts:

1. A computer adaptive test
2. A performance task

The Smarter Summative Assessments are a key part of preparing all Nevada students for success in college and career readiness. The computer adaptive format and online administration of these new assessments will provide more meaningful feedback that teachers and parents can use to help students succeed.

**For More Information**  
For more information about the Nevada Ready Student Assessment System, please visit the Nevada Department of Education website at [www.nvde.gov/assessments](http://www.nvde.gov/assessments)

**Achievement Levels**

**Level 1:** The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for study success in future coursework.

**Level 2:** The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for study success in future coursework.

**Level 3:** The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for study success in future coursework.

**Level 4:** The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for study success in future coursework.

**Nevada Department of Education**

Page 1



# Smarter Summative Assessments Student Report

**NEVADA**  
Student Assessment System

Smarter Summative Assessments
 **Student Report**

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 Grade: 03  
 Birth Date: MM/DD/YYYY  
 State Student ID: XXXXXXXXXX  
 School: X Elementary School  
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	Level 1	Level 2	Level 3	Level 4
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**Nevada Department of Education**

Page 1

**Name:** Student  
**Grade:** 03  
**Birth Date:** MM/DD/YYYY  
**State Student ID:** XXXXXXXXXX  
**School:** X Elementary School  
**District:** Washoe  
**Test Date:** Spring 2016



# Smarter Summative Assessments Student Report

**NEVADA**  
Smarter Summative Assessments Student Report

Name: Student  
Grade: 5th  
Birth Date: MM/DD/YYYY  
State Student ID: XXXXXXXX  
School: S Elementary School  
District: Washoe  
Test Date: Spring 2016

	Achievement Levels			
	Level 1	Level 2	Level 3	Level 4
Mathematics			✓	
English Language Arts/Literacy				

**About the Nevada Student Assessment System**  
The Smarter Summative Assessments are Nevada's criterion-referenced test (CRT) for English Language Arts/Literacy and Mathematics for grades 3–8. The assessments are administered to Nevada students each spring during a 12-week window.  
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Nevada Department of Education

Page 1

## About the Nevada Student Assessment System

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The assessments are composed of two parts:

- ★ 1. A computer adaptive test
- ★ 2. A performance task

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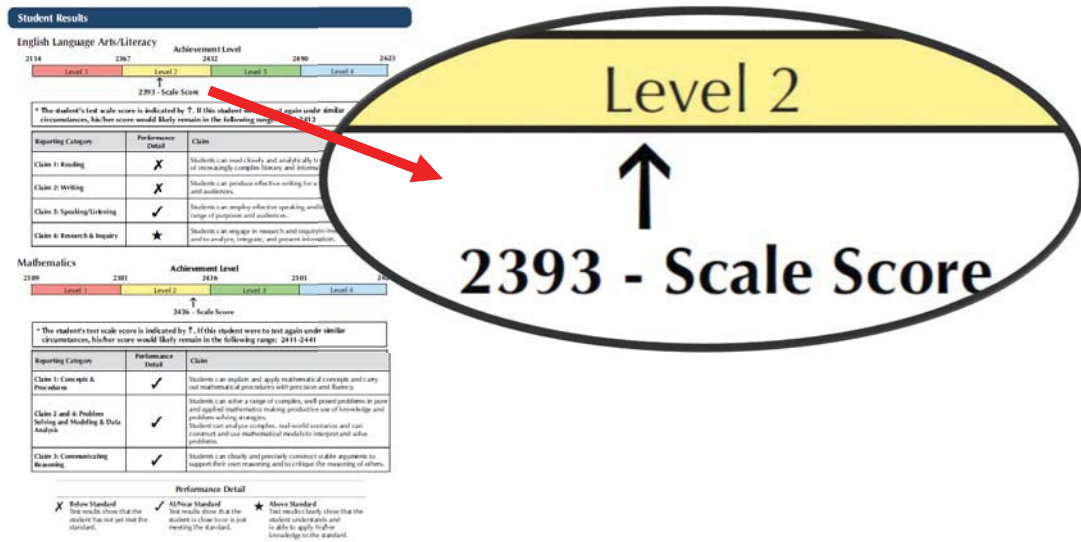


## Reported Scores

- Scores are reported in two ways:
  - Scale Scores
  - Achievement Levels



# Scale Scores



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# Achievement Levels



**Level 2** - The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in future coursework.

For more information  
for more information about the Nevada Ready Student  
Assessment System, please visit the Nevada  
Department of Education website at  
[www.doe.nv.gov/assessment](http://www.doe.nv.gov/assessment)

Students who demonstrate advanced progress require  
mastery of the knowledge and skills needed to likely  
succeed in future coursework.



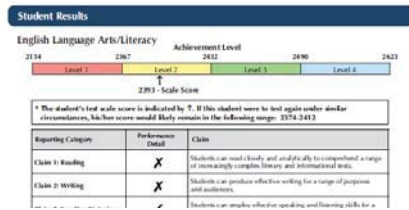
Page 1



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# Performance Detail



## Performance Detail

- X Below Standard**  
Test results show that the student has not yet met the standard.
- ✓ At/Near Standard**  
Test results show that the student is close to or is just meeting the standard.
- ★ Above Standard**  
Test results clearly show that the student understands and is able to apply his/her knowledge to the standard.



**Washoe County School District**  
Every Child, By Name And Face, To Graduation™





**Name:** Student

**Grade:** 03

**Birth Date:** MM/DD/YYYY

**State Student ID:** XXXXXXXXXX

**School:** X Elementary School

**District:** Washoe

**Test Date:** Spring 2016

Student Results				
Achievement Levels				
	Level 1	Level 2	Level 3	Level 4
Mathematics		✓		
English Language Arts/Literacy		✓		

### About the Nevada Student Assessment System

The Smarter Summative Assessments are Nevada's criterion referenced test (CRT) for English Language Arts/Literacy and Mathematics for grades 3–8. The assessments are administered to Nevada students each spring during a 12-week window.

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### Achievement Levels

**Level 1** - The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in future coursework.

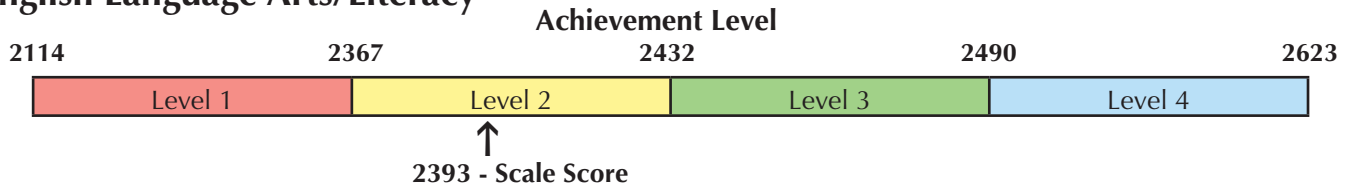
**Level 2** - The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in future coursework.

**Level 3** - The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in future coursework.

**Level 4** - The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework.

## Student Results

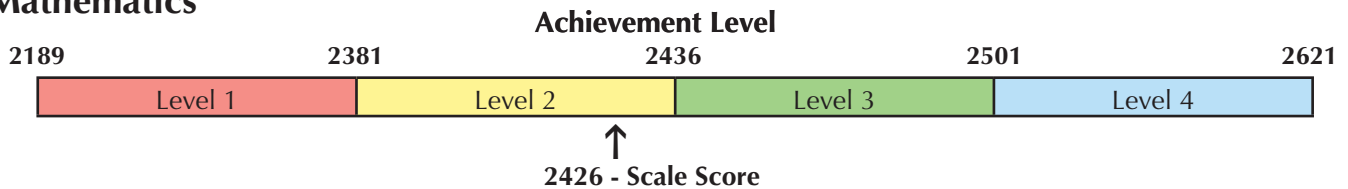
### English Language Arts/Literacy



\* The student's test scale score is indicated by ↑. If this student were to test again under similar circumstances, his/her score would likely remain in the following range: 2374-2412

Reporting Category	Performance Detail	Claim
Claim 1: Reading	✗	Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Claim 2: Writing	✗	Students can produce effective writing for a range of purposes and audiences.
Claim 3: Speaking/Listening	✓	Students can employ effective speaking and listening skills for a range of purposes and audiences.
Claim 4: Research & Inquiry	★	Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.

### Mathematics



\* The student's test scale score is indicated by ↑. If this student were to test again under similar circumstances, his/her score would likely remain in the following range: 2411-2441

Reporting Category	Performance Detail	Claim
Claim 1: Concepts & Procedures	✓	Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Claim 2 and 4: Problem Solving and Modeling & Data Analysis	✓	Students can solve a range of complex, well-posed problems in pure and applied mathematics making productive use of knowledge and problem-solving strategies. Student can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.
Claim 3: Communicating Reasoning	✓	Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

#### Performance Detail

- |   |  |   |
|---|--|---|
| <p>✗ <b>Below Standard</b><br/>Test results show that the student has not yet met the standard.</p> | <p>✓ <b>At/Near Standard</b><br/>Test results show that the student is close to or is just meeting the standard.</p> | <p>★ <b>Above Standard</b><br/>Test results clearly show that the student understands and is able to apply his/her knowledge to the standard.</p> |
|---|--|---|

## District - Elementary School 2015-2016 School Profile

Year Built: -

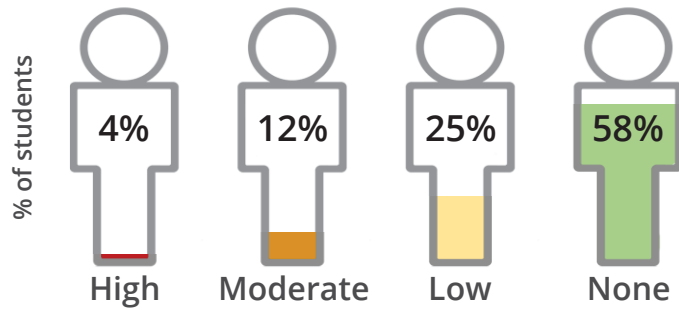
Grades Served: K-6

Count Day Enrollment: 33778

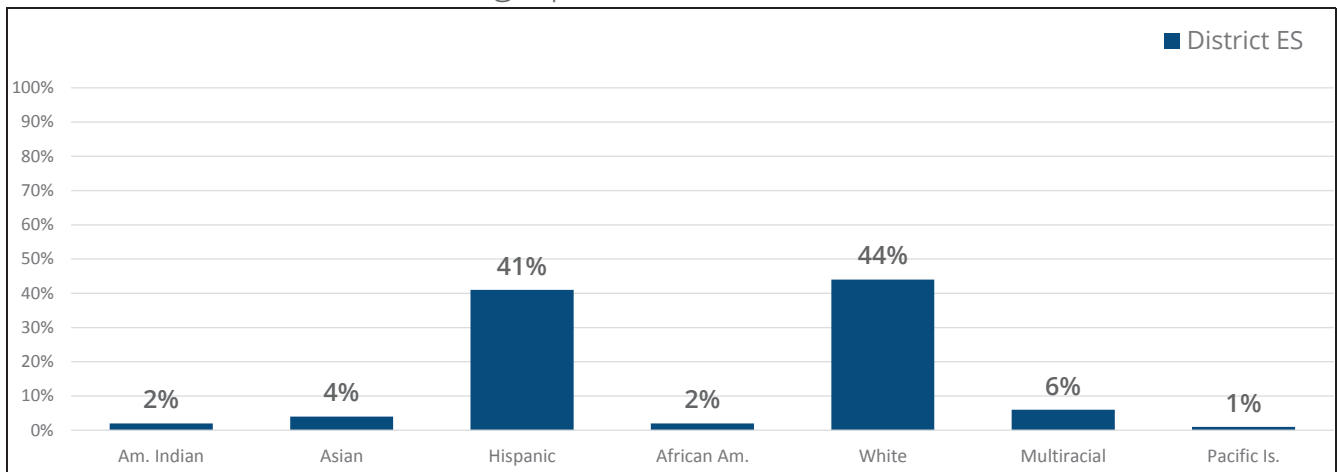
Ever Enrolled: 37898

Transiency Rate: 19%

### Early Warning System

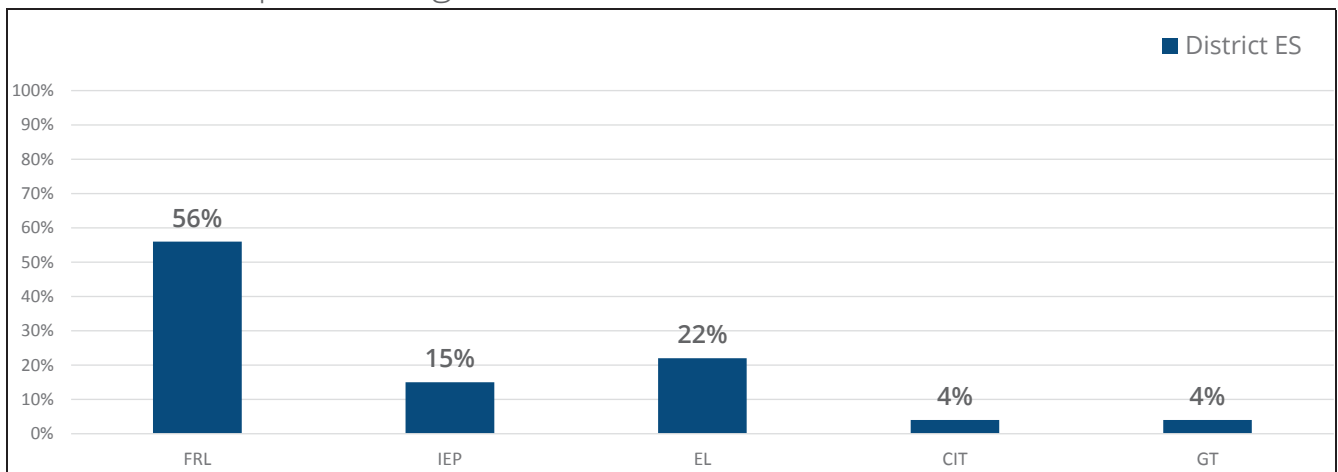


### 2015 - 2016 Student Demographics



\* Populations may not equal 100% due to rounding. Missing bars without a percentage indicates population is less than 10 students.

### 2015 - 2016 Special Programs



\* Missing bars without a percentage indicates population is less than 10 students.

## District - Middle School 2015-2016 School Profile

Year Built: -

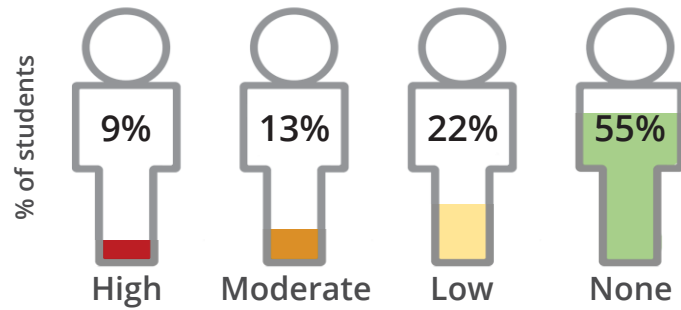
Grades Served: 6-8

Count Day Enrollment: 11097

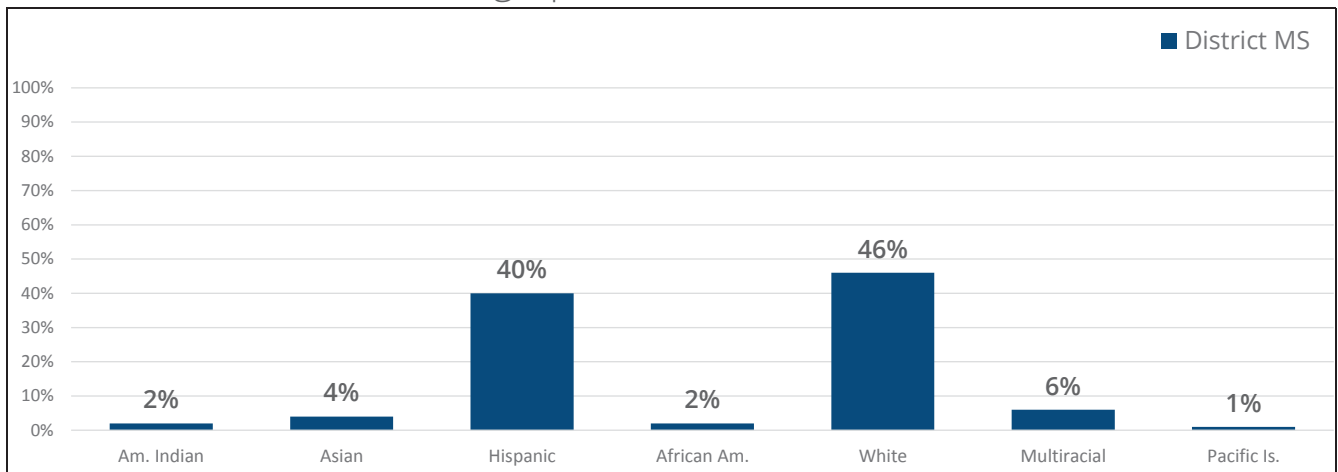
Ever Enrolled: 12020

Transiency Rate: 21%

### Early Warning System

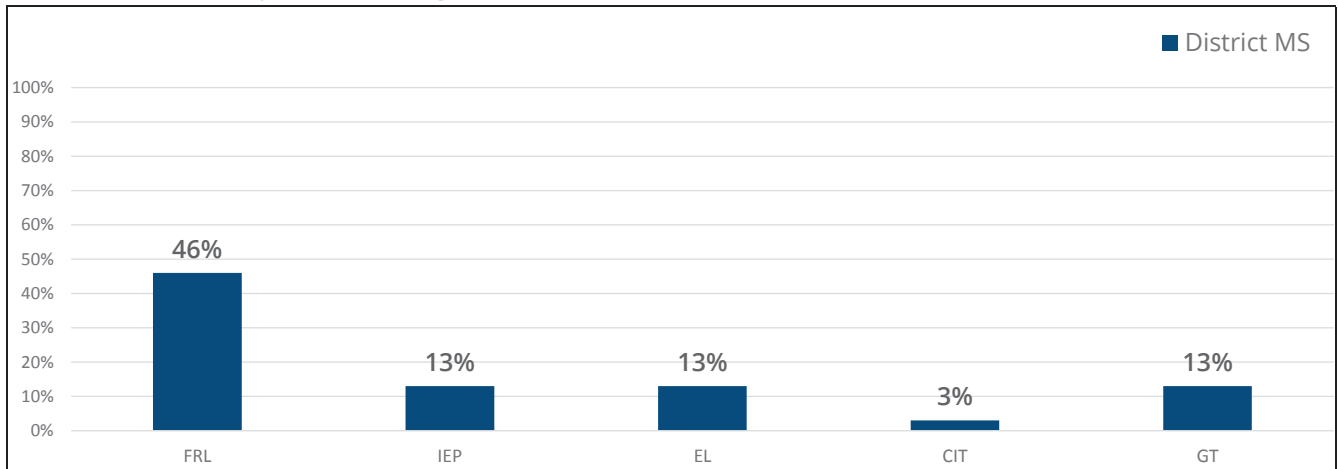


### 2015 - 2016 Student Demographics



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### 2015 - 2016 Special Programs

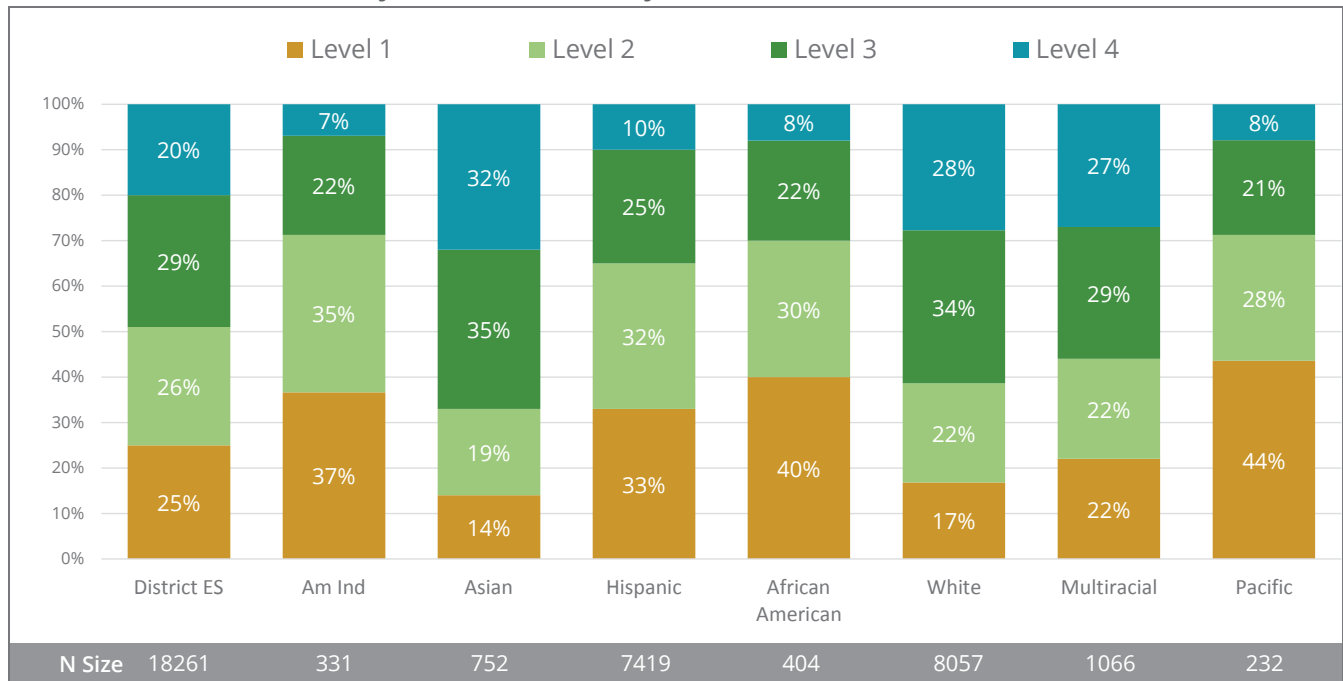


\* Missing bars without a percentage indicates population is less than 10 students.

## District - Elementary School

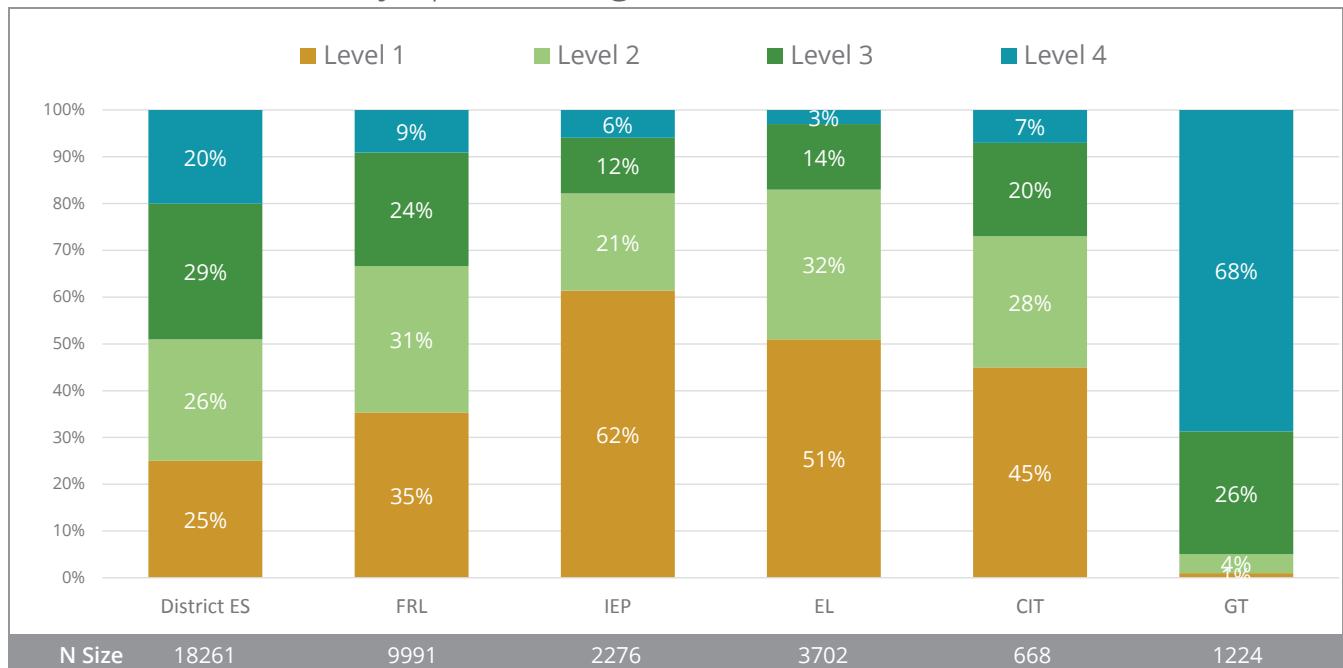
### Overall English/Language Arts 2016 Levels

#### Overall ELA Levels by Race/Ethnicity



\* Populations may not equal 100% due to rounding.

#### Overall ELA Levels by Special Program

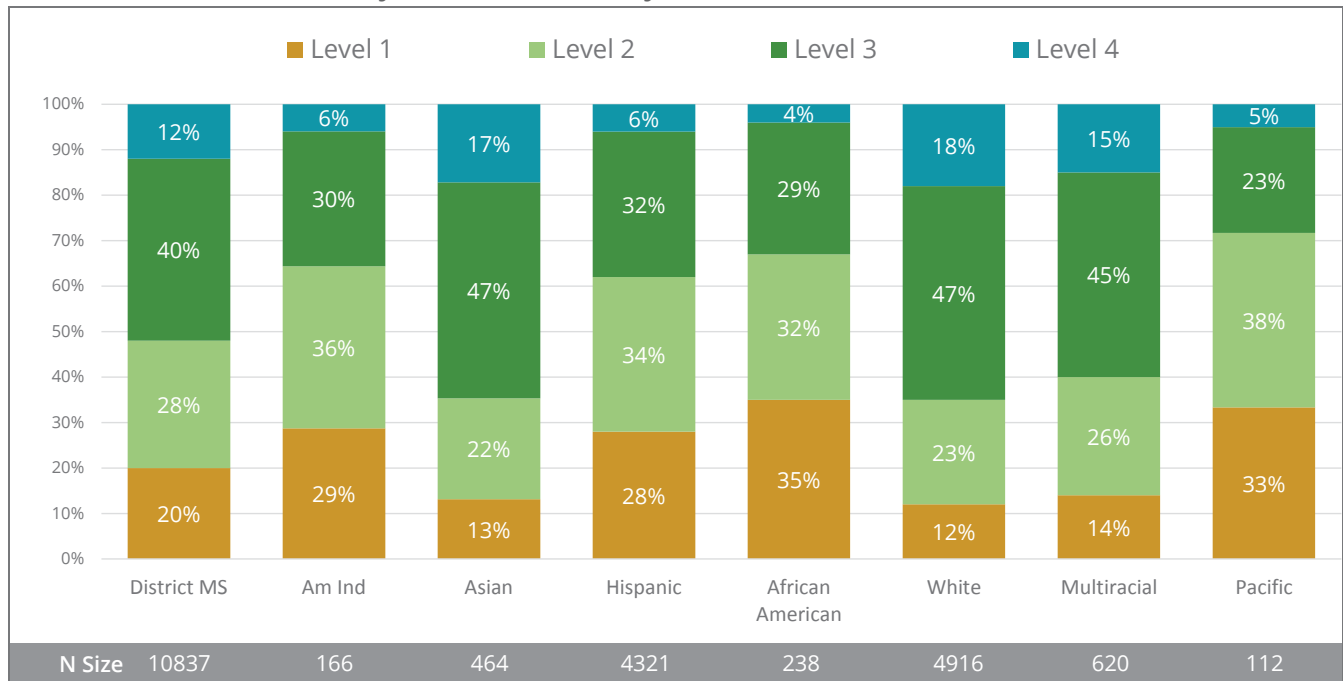


\* Populations may not equal 100% due to rounding.

## District - Middle School

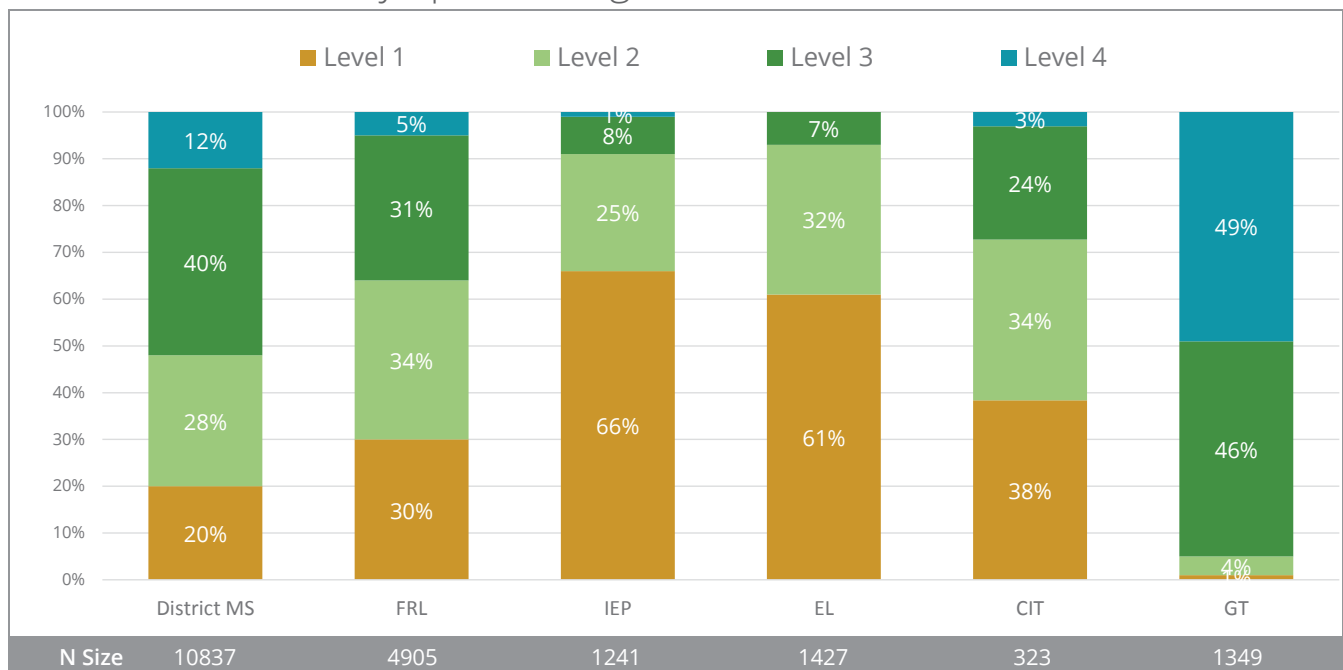
### Overall English/Language Arts 2016 Levels

#### Overall ELA Levels by Race/Ethnicity



\* Populations may not equal 100% due to rounding.

#### Overall ELA Levels by Special Program



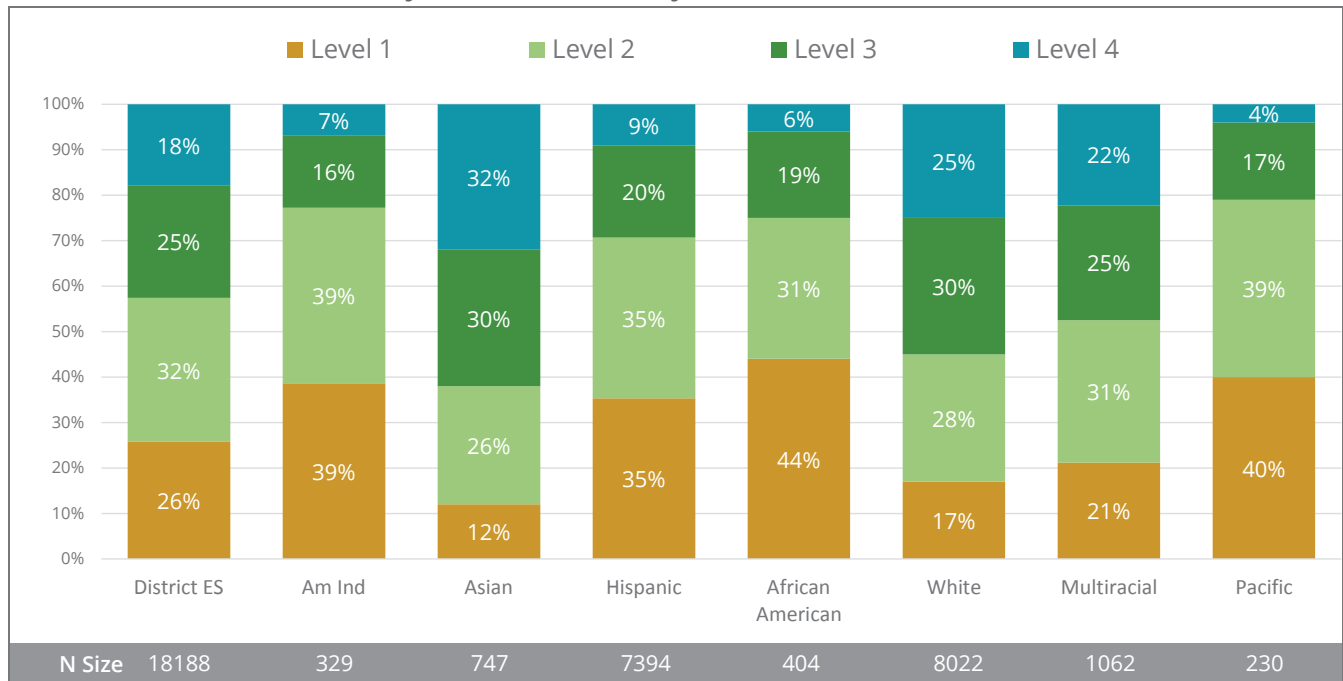
\* Populations may not equal 100% due to rounding.



## District - Elementary School

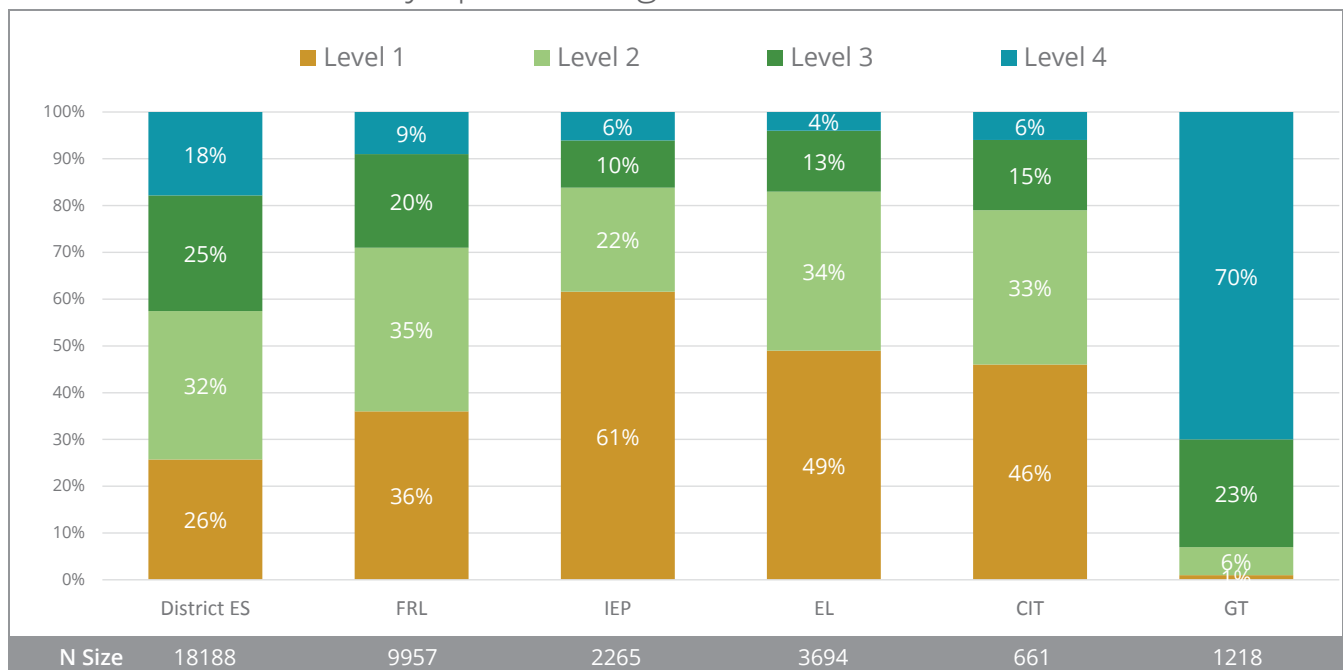
### Overall Math 2016 Levels

#### Overall Math Levels by Race/Ethnicity



\* Populations may not equal 100% due to rounding.

#### Overall Math Levels by Special Program

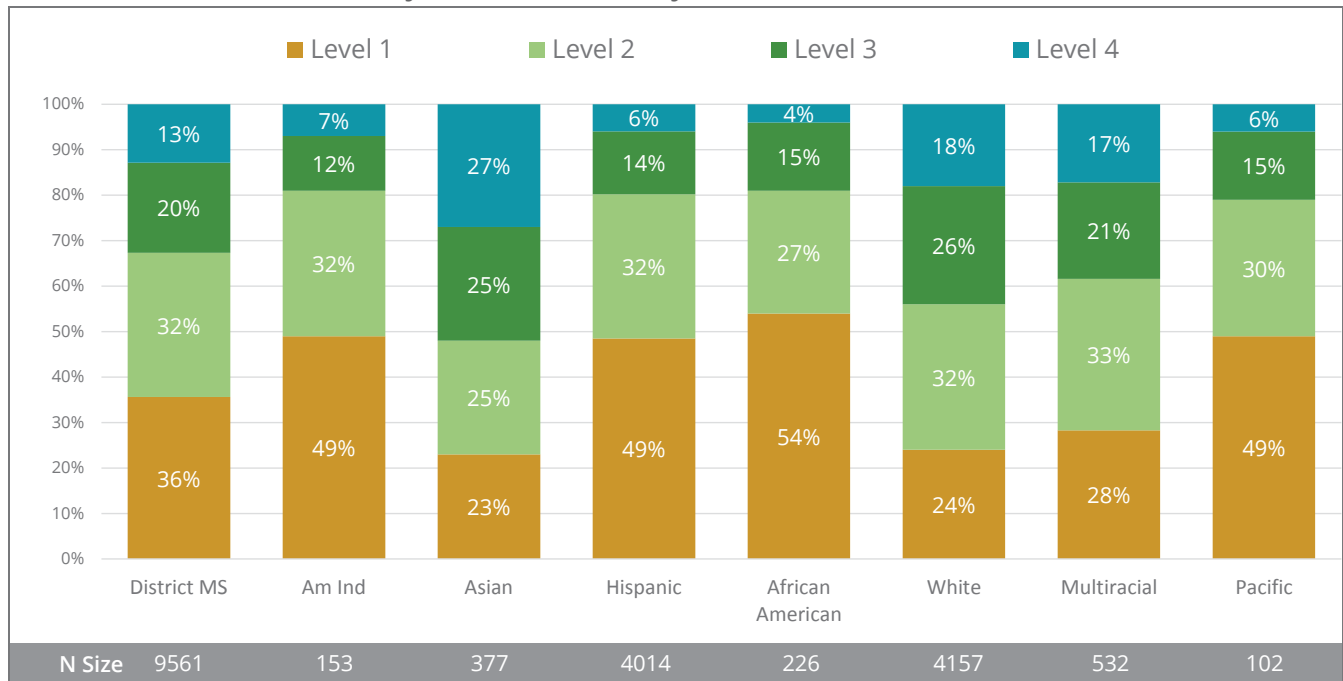


\* Populations may not equal 100% due to rounding.

## District - Middle School

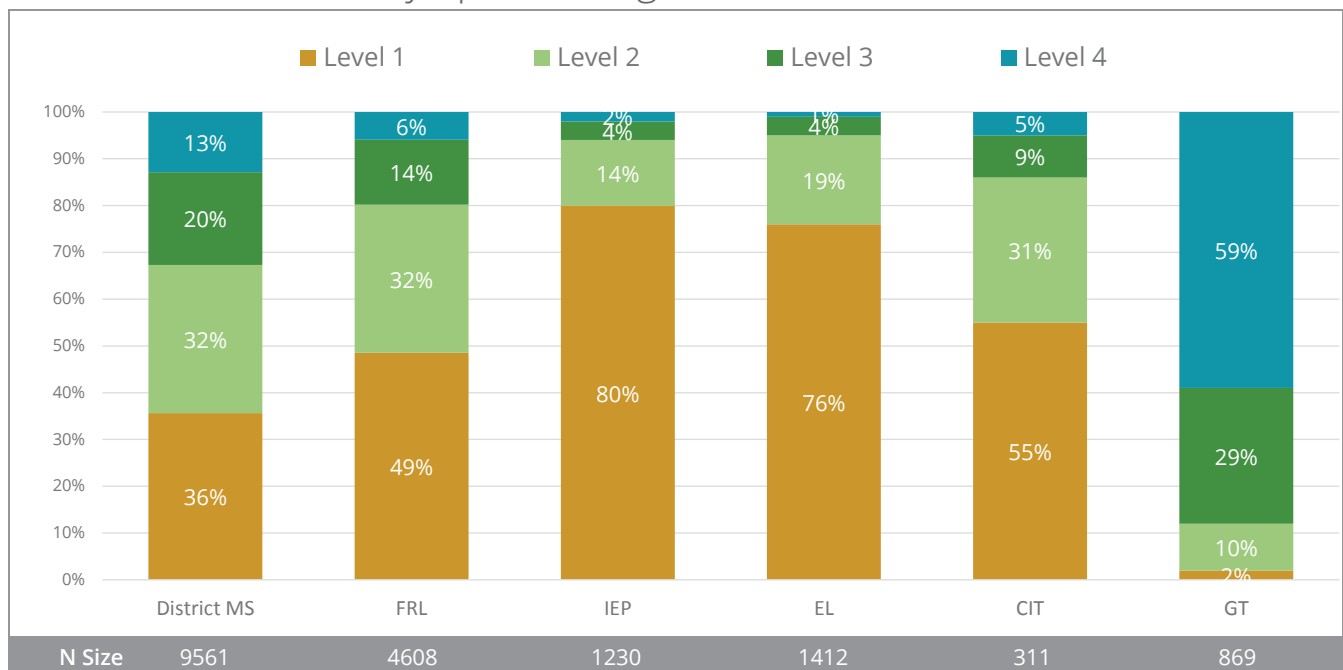
### Overall Math 2016 Levels

#### Overall Math Levels by Race/Ethnicity



\* Populations may not equal 100% due to rounding.

#### Overall Math Levels by Special Program



\* Populations may not equal 100% due to rounding.

**Data Summit Advanced Organizer:**

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

**What is the connection to other points along the pathway to graduation and post-secondary readiness?**

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



# Glossary of Terms and Acronyms

**Academic Growth:** For an individual student, academic growth is the progress shown by the student, in a given subject area, over a given span of time. The Nevada Growth Model expresses annual growth, for an individual, with a student growth percentile in reading and mathematics. This percentile describes how much growth a student has made, year to year, relative to his/her "academic peers" (See "[Student Growth Percentile](#)"). For a school, district, or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that grouping.

**Academic Proficiency Status:** A single point in time score on an assessment. Status for an individual is expressed as a test score (or "scale score"), or it may be described using an achievement level. When we discuss the percentage of proficient students, we are discussing status. And when we discuss gains in proficiency we are discussing improvement in status, rather than growth.

**Achievement Gap:** Persistent differences in achievement among different types of students

## **ACT: American College Testing**

Standardized test for high school achievement and college admission in the United States

## **ADA: Average Daily Attendance**

Percentage of school enrollment in attendance on an "average school day" as of the 100<sup>th</sup> day of school.

## **AP: Advanced Placement**

The AP Program is a cooperative educational endeavor between secondary schools to accelerate learning by exposing students to college-level material through involvement in an Advanced Placement course at their high school. AP then gives students the opportunity to show that they have mastered the AP course by taking an AP exam. Colleges and universities grant credit, placement or both to students who have completed AP.

## **APR: Action Plan for Reform**

Plan to accomplish WCSD's goals for every child to graduate and be college, career ready.

## **BOT: Board of Trustees**

The Washoe County School District Board of Trustees is an elected board of seven members. Five members are elected from geographical districts. Two members are elected as at-large. All members serve four-year terms. Please continue reading to "meet your Board of Trustees."

## Catching Up, Keeping Up, Moving Up and Staying Up:

### ***CATCHING UP DEFINITION***

Students who are eligible to Catch Up were NOT at the Proficient level in the prior year. They are considered to be Catching Up or Not Catching Up as follows:

<b>Catching Up:</b>	<b>Not Catching Up:</b>
Students who reached the <i>Proficient</i> level in the current year OR grew enough to be on a trajectory to reach the <i>Proficient</i> level within three years, or by grade 10, whichever comes first.	Students who did not grow enough to be on a trajectory to reach the <i>Proficient</i> level within three years, or by grade 10, whichever comes first.

### ***KEEPING UP DEFINITION***

Students who are eligible to Keep Up were at the Proficient level in the prior year. They are considered to be Keeping Up or Not Keeping Up as follows:

<b>Keeping Up:</b>	<b>Not Keeping Up:</b>
Students who did not drop below the <i>Proficient</i> level in the current year AND grew enough to remain on trajectory to be proficient for the next three years, or by grade 10, whichever comes first.	Students who dropped below the <i>Proficient</i> level in the current year OR did not grow enough to remain on trajectory to be proficient for the next three years, or by grade 10, whichever comes first.

### ***MOVING UP DEFINITION***

Students who are eligible to Move Up were proficient, but not at the Exceeds Standard level in the prior year. They are considered to be Moving Up or Not Moving Up as follows:

<b>Moving Up:</b>	<b>Not Moving Up:</b>
Students who reached the <i>Exceeds Standard</i> level in the current year OR grew enough to be on a trajectory to reach the <i>Exceeds Standard</i> level within three years, or by grade 10, whichever comes first.	Students who did not grow enough to be on a trajectory to reach the <i>Exceeds Standard</i> level within three years, or by grade 10, whichever comes first.

### ***STAYING UP DEFINITION***

Students who are eligible to Stay Up were at the Exceeds Standard level in the prior year. They are considered to be Staying Up or Not Staying Up as follows:

<b>Staying Up:</b>	<b>Not Staying Up:</b>
Students who did not drop below the <i>Exceeds Standard</i> level in the current year AND grew enough to remain on trajectory to be at the <i>Exceeds Standard</i> level for the next three years, or by grade 10, whichever comes first.	Students who dropped below the <i>Exceeds Standard</i> level in the current year OR did not grow enough to remain on trajectory to be at the <i>Exceeds Standard</i> level for the next three years, or by grade 10, whichever comes first.

## **CRT: Criterion Referenced Tests**

Federally mandated standardized, standards-based assessment in math, reading and science for grades 3<sup>rd</sup>-8<sup>th</sup>. These tests are designed by each state and tied to the state's academic standards.

**Disaggregated Group:** A demographic set or population of students. Nevada reports student academic growth and status in disaggregated groups: students eligible for Free/Reduced

Lunch, students with various races and/or ethnicities, students with disabilities and English Language Learners. For accountability, data are disaggregated by: each race/ethnicity category, students eligible for Free/Reduced lunch, English Language Learners, and students with disabilities.

### **DRA: Developmental Reading Assessment**

The Developmental Reading Assessment (DRA) is an interim benchmark assessment that is specifically designed for students in grades K-3. It enables teachers to systematically observe, record, and evaluate change in student reading performance over time.

### **ELA: English Language Arts**

#### **EL: English Learners**

The EL program is an English language development program using content for the development of Speaking, Listening, Reading and Writing skills for non-English proficient or English Language Learners (ELs).

**ESEA Waiver:** The U.S. Department of Education (ED) announced guidelines for state educational agencies to apply for flexibility that would allow relief from existing sanctions under the No Child Left Behind (NCLB) accountability system. In order to obtain a waiver, states are required to meet certain conditions including adoption of the Common Core State Standards, which Nevada had adopted in June 2010, as well as the creation of a statewide system for evaluating teacher and administrator performance that relies in part on student achievement data. Nevada passed such legislation in June 2011.

### **ESEA: Elementary and Secondary Education Act**

ESEA was passed in 1965 as a part of the "War on Poverty." ESEA emphasizes equal access to education and establishes high standards and accountability. The law authorizes federally funded education programs that are administered by the states. In 2002, Congress amended ESEA and reauthorized it as the No Child Left Behind Act (NCLB).

### **EWS: Early Warning System**

The [Risk index](#) to identify if a student is at risk of falling off of the Pathway.

### **FRL: Free and Reduced Lunch**

Free and reduced price lunches are provided to students whose families fall below a minimum income threshold as determined by the federal government.

### **GPA: Grade Point Average**

**GT: Gifted and Talented**

Program to provide our gifted and talented students differentiated instruction that is commensurate with their exceptional abilities through a spectrum of curricular and instructional gifted services and opportunities. The District will provide programs for gifted and talented students to work together under the guidance of trained teachers in an atmosphere that is intellectually and academically rigorous, fosters creativity, and provides emotional support.

**HSPE: High School Proficiency Examination**

Standardized, summative, standards-based assessment in math, reading and science.

**IB: International Baccalaureate**

The International Baccalaureate Program is a comprehensive and rigorous curriculum designed to prepare students for a quality university education. The primary objective of the IB Program is to provide students with a balanced, integrated curriculum in all academic areas.

**IEP: Individualized Education Plan**

The IEP is a written education plan for a school-aged child with disabilities that is developed by a team of professionals (teachers, therapists, etc.) and the child's parents or family to meet the unique needs of students with disabilities who require specially designed instruction. This plan must be reviewed and updated yearly. It describes how the child is presently doing, specifies the child's learning needs, and describes what services the child will need.

**LEA: Local Education Agencies****LEP: Limited English Proficient**

LEP students are those for whom English is a second language and who are not reading or writing in English at grade level. This is another term for describing students who are English Language Learners (ELL).

**MAP: Measures of Academic Progress**

**Mean:** A summary measure of a collection of numbers, calculated by adding all of the numbers together and dividing by how many numbers were in the collection (commonly known as the average).

**Median:** A number that summarizes a set of numbers, similar to an average. When a collection of numbers is ordered in a list from smallest to largest, the median is the middle score of the ordered list. The median is therefore the point below which 50 percent of the scores fall. Medians are more appropriate to calculate than averages in particular situations,



especially since it is less sensitive to skew and outliers. Skew is the bigger issue in the case of Student Growth Percentile ranks because the highest or lowest outlier can only be 99 or 1, respectively. But if there was a small clump of very high SGP students in a school the mean (and distribution), it would skew and mask the fact that the median SGP in the school may be low (e.g. 40), which would be a better description of the student population.

### **MGP: Median Growth Percentile**

Median growth summarizes student growth rates by district, school, grade level, or other group of interest. It is measured using the median student growth percentile, which is calculated by taking the individual student growth percentiles of the students, in the group of interest, and calculating the median.

### **NAA: Nevada Alternate Assessment**

NAA is the Nevada Alternate Assessment. A student may participate in NAA if the IEP team has determined that the student cannot participate in a particular general assessment, even with appropriate modifications and accommodations.

### **Nevada Growth Model (NGM)**

The Nevada Growth Model measures how much a student improves in academic performance over time, rather than simply whether he or she passed a test. It answers the question, “How much progress on statewide assessments did a student or group of students make in one year, as compared to academic peers across the state?” Examining student academic growth will help districts and schools to better plan learning experiences to help more students achieve higher levels of academic performance.

Results are currently based on the Criterion-Referenced Tests (CRTs) and High School Proficiency (HSPE) in Reading and Mathematics for students in grades 4-8 & 10. The NGM is a statistical model to calculate each student’s progress on state assessments and a tool for displaying student, school, and district results to educators and to the public.

### **NCCAT: Nevada Comprehensive Curriculum Audit Tool For Schools**

The Nevada Comprehensive Curriculum Audit Tool for Schools ([NCCAT-S](#)) is designed to assist schools, districts, and the state in identifying the needs of schools that have been designated as “In Need of Improvement” (INOI) with the intent to prioritize the types of technical assistance a school will need in order to improve. The NCCAT-S was developed in response to the 2009 Nevada Legislature’s Senate Bill (SB) 389. The purpose of the NCCAT-S is to provide an in-depth analysis of the school in three key categories—Curriculum and Instruction, Assessment and Accountability, and Leadership.

## **NMSQT: National Merit Scholarship Qualifying Test**

### **NSPF: Nevada School Performance Framework**

The NSPF is the result of the state's 2012 "Elementary and Secondary Education Act (ESEA) flexibility request. The NSPF quantifies school performance using measures of growth and proficiency, based on statewide assessments, and "other" indicators that may or may not be assessment driven. Assessment data used in determining status and growth include the state's Criterion Referenced Tests (CRT), High School Proficiency Exam (HSPE), and the Nevada Alternative Assessment (NAA).

**Percentile:** A percentile is a way of showing how a particular score compares with all the other scores, in a dataset, by ranking ranges of scores from 1 to 99. The higher the percentile, the higher ranking the score is among all the other values. Each range of scores represents 1% of the pool of scores. For example, if your vocabulary knowledge is at the 60th percentile for people your age, that means that you are higher in the distribution than 60% of other people - in other words, you know more words than 60% of your peers. Conversely, 40% of people know more words than you. The percentile is useful because you do not need to know anything about the scales used for particular metrics or tests - if you know that your score was at the 50th percentile, you know that your score is right in the middle of all the other scores, an average score.

**Performance:** General term used to encompass growth and achievement (Used to discuss both student and school level attainment).

### **PSAT: Preliminary SAT/National Merit Scholarship Qualifying Test**

**Qualitative:** refers to a rating score that is derived from the observation of classroom instruction and practice.

**Quantitative** - refers to a rating score that is derived from student achievement scores.

**Risk Index:** (Early Warning System) Risk is based on CRT reading & math performance, attendance, mobility, credit attainment and retention. Students receive a 0, 1, or 2 for each factor and those points are summed (0-10) and then put into "Risk" categories (No Risk, Low Risk, Moderate Risk, and High Risk. Higher scores equal greater risk.

### **SAT: Scholastic Assessment Test or Scholastic Aptitude Test**

Standardized test for college admission. The SAT assess a student's readiness for college.

**SGP: Student Growth Percentile**

A way of understanding a student's current CRT scale score based on his/her prior scores and relative to other students with similar prior scores. The student growth percentile provides a measure of academic growth (i.e. relative position change) where students who have similar academic score histories provide a baseline for understanding each student's progress. For example, a growth percentile of 60 in mathematics means the student's growth exceeded that of 60 percent of his/her academic peers. In other words, the student's latest score was somewhat higher than we would have expected based on past score history. Also referred to as a "growth percentile."

**SMT: Student Monitoring Tool**

The Student Monitoring Tool is a digital listing of every student enrolled in a school along with select background/demographic information, previous assessment/academic performance, and current performance levels on interim assessments. Interim assessments include Measures of Academic Progress (MAP), Developmental Reading Inventory (DRA), and Kindergarten Portfolio. The tool is updated quarterly to reflect new assessment and credit attainment data as they become available. This tool is intended to help monitor each student on their path to graduation. The SMT also includes a "Risk Index" which provides an early warning index score to identify students who are at risk of academic failure based on previous performance and attendance disruptions.

**SPP: School Performance Plan**

For more information visit the SPP webpage at: <http://www.washoeschools.net/Domain/261>

**WCSD: Washoe County School District**