

**Monitoring Report  
E-2: Academic Achievement  
2009-2010**

I hereby present the monitoring report on Ends Policy, E-2: Academic Achievement, according to the schedule set by the Board of School Trustees. I certify that the information contained in this report is true and in compliance with Board policy.

Date: December 9, 2010

Signed:

Walt Rulffes  
Superintendent

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ALL STUDENTS HAVE THE KNOWLEDGE, SKILLS, ATTITUDES, AND VALUES NECESSARY TO ACHIEVE ACADEMICALLY, PROSPER ECONOMICALLY, AND PARTICIPATE IN DEMOCRACY.

THE FOLLOWING ARE LISTED IN PRIORITY ORDER:

**I. STUDENTS MEET STATE AND FEDERAL GUIDELINES AS WELL AS APPROPRIATE BENCHMARKS FOR ACADEMIC PROFICIENCY IN ALL AREAS AND ALL GRADE LEVELS AND PASS THE HIGH SCHOOL PROFICIENCY EXAM (HSPE).**

**A. LANGUAGE ARTS**

1. FOREIGN LANGUAGE
2. ORAL AND WRITTEN COMMUNICATION
3. PROFICIENCY IN ENGLISH
4. READING FLUENCY AND COMPREHENSION

**B. MATHEMATICS**

1. ALGEBRA AND FUNCTIONS
2. DATA ANALYSIS, STATISTICS AND PROBABILITY
3. MEASUREMENT AND GEOMETRY
4. NUMBERS AND NUMBER SENSE

**C. SCIENCE**

1. EARTH AND SPACE SCIENCE
2. LIFE SCIENCE
3. NATURE OF SCIENCE
4. PHYSICAL SCIENCE

**D. SOCIAL STUDIES**

- 1. CIVICS**
- 2. ECONOMICS**
- 3. GEOGRAPHY**
- 4. HISTORY**

**II. STUDENTS MEET STATE AND DISTRICT GUIDELINES IN THE FOLLOWING AREAS:**

**A. ARTS**

- 1. MUSIC**
- 2. THEATER**
- 3. VISUAL ARTS**

**B. CAREER & TECHNICAL EDUCATION**

**C. PHYSICAL EDUCATION AND LIFELONG WELLNESS**

- 1. DANCE**
- 2. FITNESS**

**III. STUDENTS DEMONSTRATE PERSONAL AND WORKPLACE SKILLS WHICH ARE INTEGRATED THROUGHOUT THE CURRICULUM AND INCLUDE:**

- A. CREATIVITY AND INNOVATION**
- B. CRITICAL THINKING**
- C. GOAL SETTING**
- D. INITIATIVE**
- E. INTERPERSONAL SKILLS**
- F. LEADERSHIP**
- G. ORGANIZATION**
- H. PERSONAL FINANCES**
- I. PROBLEM SOLVING**
- J. TEAM BUILDING AND COLLABORATION**
- K. TECHNOLOGY**

**IV. STUDENTS DEMONSTRATE POSITIVE CHARACTER TRAITS WHICH ARE INTEGRATED THROUGHOUT THE CURRICULUM AND INCLUDE:**

- A. CITIZENSHIP**
- B. COURTESY AND RESPECT**
- C. GOOD SPORTSMANSHIP**
- D. HONESTY AND TRUSTWORTHINESS**
- E. KINDNESS AND CARING**
- F. RESPONSIBILITY**

### **Superintendent's Interpretation**

In accordance with B/SL-5, which states that, in order to be effective for the subsequent school year, Ends policies must be approved no later than the preceding February, this Ends report is predicated upon E-2 language approved by the Board prior to February of 2010.

The Board of School Trustees' Global Governance Commitment states, "The purpose of the Board, on behalf of the people of Clark County, is to ensure that the Clark County School District achieves appropriate results for students" (Ends – desired outcomes or results) "at a cost comparable to like school districts and avoids unacceptable actions and situations" (Executive Limitations – unacceptable procedures and behaviors in executing the means or the day-to-day practices, activities, and programs undertaken to achieve the Ends). The Board is charged with monitoring the Superintendent's performance in direct relation to the Ends and Executive Limitations as identified in Governance Policy 3: Board Responsibilities. This monitoring is further delineated in B/SL-5: Monitoring Superintendent Performance (Board and Superintendent Linkage).

In order to effectively move the Clark County School District to achieve the desired results or Ends, all within the system must be well versed not only on the desired outcomes but, as importantly, on the indicators or data-driven results that identify progress towards reaching stated Ends. The Quality Assurance Framework (QAF) has been developed for the sole purpose of ensuring that a common vision is shared by all as to the discrete indicators that directly align to the Ends associated with academic achievement (E-2: Academic Achievement). The QAF is focused on E-2, defined by indicators and targeted at the school, area/division, and District levels. The QAF provides each school with its own data targeting the desired outcomes as reflected in E-2: Academic Achievement. Subsequently, each area/division is presented with its own data targeting the desired outcomes as reflected in E-2: Academic Achievement. The Quality Assurance Framework becomes the means by which growth towards desired outcomes targeting the academic achievement of Clark County School District's students is reflected.

Indicators contained in the QAF are subject to ongoing review and evaluation. As an example, notations have been made with the addition of targets (i.e., biology course and health course pass rates, math common semester exams, core math course grade distributions, and specific districtwide survey results). Also added was a column indicating District standards. This column allows schools that consistently meet adequate levels of attainment to receive credit for their accomplishments even if gains are not made (i.e., in the past, a school that had 99% attendance one year and 98.6% the next would have been designated with a "red" arrow).

For the 2010 Monitoring Report, 66.5% of the indicators in the QAF showed improvement or remained constant. Further breakdown evidences the following: 40.4% of the indicators reflect growth by meeting or exceeding the identified target ranges for improvement, 26.1% of the indicators evidenced growth less than the identified targets or remained constant, and 33.5% of the indicators declined.

To summarize, all levels in a school district system (classroom level, school level, area/division level, and District level) must be able to identify the desired outcomes for students along with the data or indicators that demonstrate progress towards these outcomes. The Quality Assurance Framework presents both the goals and accompanying indicators providing us with a comprehensive profile of each school, area/division, and the District as a whole as we look to fulfill the Ends.

**Supporting Data/Information**

See pages 5 through 46.

**Monitoring Report  
E-2: Academic Achievement  
Quality Assurance Framework**

<b>Indicator</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>General Information</b>			
<b>Demographics</b>			
<b>Total Enrollment</b>	<b>308,783</b>	<b>311,240</b>	<b>309,476</b>
<b>Enrollment American Indian</b>	<b>0.8%</b>	<b>0.8%</b>	<b>0.7%</b>
<b>Enrollment Asian Pacific</b>	<b>9.3%</b>	<b>9.4%</b>	<b>9.6%</b>
<b>Enrollment Hispanic</b>	<b>39.9%</b>	<b>40.4%</b>	<b>41.0%</b>
<b>Enrollment Black</b>	<b>13.9%</b>	<b>14.0%</b>	<b>14.1%</b>
<b>Enrollment White</b>	<b>36.1%</b>	<b>35.3%</b>	<b>34.6%</b>
<b>Total special education enrollment by year</b>	<b>32,462*</b> <b>(10.5%)</b>	<b>32,441</b> <b>(10.4%)</b>	<b>32,167</b> <b>(10.4%)</b>
<b>Percentage of students receiving GATE services. (Grades 3, 4, and 5 only)</b>	<b>7.0%</b>	<b>8.4%**</b>	<b>7.4%***</b>
<b>Number of students receiving LEP services****</b>	<b>56,991</b> <b>(18.5%)</b>	<b>56,991</b> <b>(18.5%)</b>	<b>65,134</b> <b>(21%)</b>
<b>Number of students identified as receiving FRL</b>	<b>131,272</b> <b>(42.5%)</b>	<b>113,727</b> <b>(36.5%)</b>	<b>137,048</b> <b>(44.3%)</b>


\*Number reflects the December 1, 2007 student count.

\*\* 8.4% reflects the percentage of students receiving GATE services in Grades 3, 4, and 5. Previous figures reported on December 2009 Monitoring Report for the 2008/2009 school year represented the comparison of GATE students to the entire student population in Grades K-12.



\*\*\* End of year Grade 2 GATE testing window was changed with GATE testing now occurring at the beginning of Grade 3.




\*\*\*\*As reported to the Nevada Department of Education at end of fiscal year.






**MONITORING REPORT – E-2: ACADEMIC ACHIEVEMENT  
QUALITY ASSURANCE FRAMEWORK**

ALL STUDENTS HAVE THE KNOWLEDGE, SKILLS, ATTITUDES, AND VALUES NECESSARY TO ACHIEVE ACADEMICALLY, PROSPER ECONOMICALLY, AND PARTICIPATE IN DEMOCRACY.										
INDICATOR	RESULTS				TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10		Adequate Growth	Moderate Growth	Superior Growth			
MIDDLE SCHOOL										
Decrease the percent of middle level students retained in grade eight (8) by 0.3, 0.6, or 0.9 percentage points by 2012.	3.4%	1.4%	1.2%		1.3%	1.2%	1.1%		0.5%-0%	<ul style="list-style-type: none"><li>Area/Division Maintenance of Effort (MOE) Menu Options</li><li>Attendance Incentive Programs</li><li>Focus on Standards Model</li><li>Graduation Advocate Program</li><li>Individual Academic Plans</li><li>Online Course Retrieval (Compass Learning Advanced Academies...)</li><li>On-Track Database</li><li>School Tutorials</li><li>Site-Based Mentoring and Coaching</li><li>Summer School</li></ul>
HIGH SCHOOL										
Graduation Rate: Increase the graduation rate by 3, 6, or 9 percentage points by 2012 (as reported in 2013). *Results pending from state	65.1%	68.0%	*		69.0%	70.0%	71.0%		95%-100%	<ul style="list-style-type: none"><li>21<sup>st</sup> Century Course of Study (HS)</li><li>AVID (9 Schools)</li><li>Career &amp; Technical Education</li><li>College Ed (7<sup>th</sup> Grade)</li><li>College Readiness Education Workshop</li><li>College Recruiting Kiosks</li><li>Counselor Connection Grant</li><li>Credit Retrieval Opportunities</li><li>Dropout Prevention ARRA Grant</li><li>Drop Out Student Phone Survey</li><li>Dual Credit Program</li><li>Equity &amp; Diversity Surveys, Classroom Observations, and Professional Development</li><li>Freshman Academies/Smaller Learning Communities</li></ul>
Dropout Rate: Decrease the dropout rate by 1.5, 2, or 3 percentage points by 2012. (as reported in 2013) *Results pending from state	5.8%	4.6%	*		4.1%	3.9%	3.6%		2%-0%	
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INDICATOR	RESULTS				TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10		Adequate Growth	Moderate Growth	Superior Growth			
<b>CONTINUED FROM PAGE 5</b>										<ul style="list-style-type: none"> <li>▪ GEAR UP Program</li> <li>▪ GotoCollegeNV.org</li> <li>▪ HSPE Tutoring</li> <li>▪ Indian Education College Tours</li> <li>▪ Individual Academic Plans</li> <li>▪ Nevada Career Information System</li> <li>▪ Online Course Retrieval (Compass Learning Advanced Academies...)</li> <li>▪ Portfolio of Schools</li> <li>▪ Proficiency Tutoring</li> <li>▪ Summer School</li> <li>▪ Superintendent's Initiative "Keep Your Eye on the CAP"</li> <li>▪ Truancy Diversion Program</li> </ul>
Increase the number of high school students participating and receiving a passing grade in dual credit courses by 3, 6, or 9 percentage points by 2012.	439	740	1138		747	755	762		25%-100%	<ul style="list-style-type: none"> <li>▪ Dual Credit Program</li> <li>▪ NSHE Collaboration</li> </ul>
Reduce the percent of 2nd year high school students that are credit deficient by 3, 6, or 9 percentage points by 2012.	31.1%	25.7%	27.2%		24.7%	23.7%	22.7%		5%-0%	<ul style="list-style-type: none"> <li>▪ Advanced Academics Credit Retrieval</li> <li>▪ Credit Retrieval Opportunities</li> <li>▪ Individual Academic Plan</li> <li>▪ Online Course Retrieval (Compass Learning Advanced Academies...)</li> <li>▪ Transitional Planning Guide</li> </ul>
<b>Non-Return Students: Reduce the percentage of non-return students by 3, 6, or 9 percentage points by 2012. (05-06 baseline targets)</b> *Results pending from state	53.5%	58.9%	*		46.8%	45.8%	44.8%		30%-0%	<ul style="list-style-type: none"> <li>▪ Counselor Connection Grant – Drop Out Student Phone Survey</li> <li>▪ Graduation Advocate Program</li> <li>▪ On-Track Database</li> <li>▪ Site-Based Initiatives/Actions</li> <li>▪ Vertical Articulation</li> </ul>

INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
AYP									
District Elementary School AYP: Increase the percentage of District elementary schools making AYP by 3, 6, or 9 percentage points by 2012. (05-06 baseline targets)	49.0%	55.8% *change in target	38.4% *change in tests	64.0%	65.0%	66.0%		90%-100%	<ul style="list-style-type: none"><li>Area/Division Proficiency Tutoring Funding</li><li>Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC)</li><li>Data Driven Decision-Making</li><li>Dual Language, Content Based Instruction, Language Acquisition Summer Program</li><li>Graduation Advocate Program</li><li>HSPE Tutoring</li><li>Inclusive Practices</li><li>Language Acquisition Models – Dual Language, Content Based Instruction, Language Acquisition Summer Program, High Quality Sheltered Instruction (HQSI)</li><li>Maintenance of Effort (MOE) Menu Options</li><li>Response to Instruction (RTI)</li><li>School/Area Improvement Process (SIP)</li></ul>
District Middle School AYP: Increase the percentage of District middle schools making AYP by 3, 6, or 9 percentage points by 2012.	51.3%	46.2% *change in target	29.9% *change in tests	47.2%	48.2%	49.2%		90%-100%	<ul style="list-style-type: none"><li>Summer School Tuition Assistance</li><li>Super Tutor Math</li><li>Title I – Supplemental Educational Services (SES); Learning Together Peer Tutoring Program; Before/After School Tutoring; Funded Summer School</li><li>Title I and Title I ARRA Funds</li><li>Tutoring for Proficiency</li><li>Vertical Articulation</li></ul>
District High School AYP: Increase the percentage of District high schools making AYP by 3, 6, or 9 percentage points by 2012. (05-06 baseline targets)	66.7%	50.0% *change in target	63.4% *change in tests	51.8%	52.8%	53.8%		90%-100%	





INDICATOR	RESULTS				TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10		Adequate Growth	Moderate Growth	Superior Growth			
ATTENDANCE										
Increase the average daily attendance by 1, 2, or 3 percentage points by 2012.	94.2%	94.5%	94.5%		94.8%	95.2%	95.8%		95%	<ul style="list-style-type: none"><li>Attendance Incentive Programs (Site Based)</li><li>Community Partnerships</li><li>Feeder School Articulation Activities</li></ul>
Increase the average daily attendance at the elementary school level by 1, 2, or 3 percentage points by 2012.	95.0%	95.7%	95.3%		96.0%	96.3%	96.7%		95%	<ul style="list-style-type: none"><li>Graduation Advocate Programs (MS/HS)</li><li>Homeless High School Resource Centers</li></ul>
Increase the average daily attendance at the middle school level by 1, 2, or 3 percentage points by 2012.	93.7%	94.9%	94.7%		95.2%	95.6%	95.9%		95%	<ul style="list-style-type: none"><li>On-Track Database</li><li>Parent Link</li><li>Social Work Services</li><li>Student Success Advocates</li><li>Support for Title I Schools to Monitor Attendance</li></ul>
Increase the average daily attendance at the high school level by 1, 2, or 3 percentage points by 2012.	90.9%	92.4%	92.9%		92.7%	93.1%	93.4%		95%	<ul style="list-style-type: none"><li>Title I Homeless Outreach Program for Education (HOPE)</li><li>Truancy Diversion Court Program</li></ul>
SCHOLARSHIPS										
Scholarships: Increase the amount of scholarship awards to students attending postsecondary institutions by 3%, 6%, or 9% by 2012.	\$142,390,722	\$154,494,121	\$188,708,968		\$156,039,062	\$157,584,003	\$159,128,947		NA	<ul style="list-style-type: none"><li>College Board Plan of Action</li><li>College Counselor Professional Development</li><li>College Readiness Educational Workshops (CREW)</li><li>Counselor Connection with Community</li><li>GEAR UP Program</li><li>Indian Education Scholarship Assistance</li><li>PSAT for All Sophomores</li><li>Site-Based Scholarship Nights</li><li>Superintendent's Initiative "Keep Your Eye on the CAP"</li><li>Title I HOPE Scholarship</li></ul>





INDICATOR	RESULTS				TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10		Adequate Growth	Moderate Growth	Superior Growth			
National Merit: Increase the number of National Merit Semifinalists by 3, 6, or 9 students by 2012. (05-06 baseline)	34	34	40		40	41	42		NA	<ul style="list-style-type: none"><li>▪ 21<sup>st</sup> Century Course of Study (HS)</li><li>▪ Annual Guaranteed Levels of Service (AGLS) - Counselors</li><li>▪ GEAR UP Program</li><li>▪ Transitional Planning Guide</li></ul>
Millennium Scholarship: Increase the percentage of Millennium Scholarship recipients by 3, 6, or 9 percentage points by 2012. (05-06 baseline) **requirements have become more rigorous since 05-06).	45.0%	39.8%	37.4%		47.0%	48.0%	49.0%		75%-100%	
POSTSECONDARY										
Post Secondary: Increase the percentage of students reporting their intention to enter the workforce by 3, 6, or 9 percentage points by 2012.	17.8%	21.4%	19.3%		22.4%	23.4%	24.4%		NA	<ul style="list-style-type: none"><li>▪ 21<sup>st</sup> Century Course of Study</li><li>▪ Annual Guaranteed Levels of Service (AGLS) - Counselors</li><li>▪ Career Centers</li><li>▪ Career &amp; Technical Education</li><li>▪ College Board Plan of Action</li><li>▪ College Readiness Educational Workshops (CREW)</li><li>▪ Community-Based Instruction for Students with Disabilities</li><li>▪ Community Partnerships<ul style="list-style-type: none"><li>○ Industry Certification</li><li>○ Internship</li><li>○ Paybac</li></ul></li><li>▪ Dual Credit Opportunities</li><li>▪ Individual Academic Plans</li><li>▪ New College Counselor PD</li><li>▪ Opportunity Village Job Discovery Program</li><li>▪ Post-Secondary Transition Services for Students with Disabilities</li><li>▪ PSAT for All Sophomores</li></ul>
Post Secondary: Increase the percentage of students reporting their intention to attend a two- or four-year postsecondary institution by 3, 6, or 9 percentage points by 2012. (05-06 baseline targets)	73.0%	70.8%	68.7%		74.0%	75.0%	76.0%		85%-100%	

INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
I. STUDENTS MEET STATE AND FEDERAL GUIDELINES AS WELL AS APPROPRIATE BENCHMARKS FOR ACADEMIC PROFICIENCY IN ALL AREAS AND ALL GRADE LEVELS AND PASS THE HIGH SCHOOL PROFICIENCY EXAM (HSPE).									
A. LANGUAGE ARTS									
1. CRITERION-REFERENCED TESTS (CRT)									
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 3 reading CRTs by 3, 6, or 9 percentage points by 2012.	58.0%	60.0%	59.8%	61.0%	62.0%	63.0%		90%-100%	<ul style="list-style-type: none"><li>Academic Support &amp; Community Service Center Proficiency Tutoring</li><li>Adolescent Reading Academy</li><li>AIMSWeb</li><li>Area Tutoring Funds</li><li>Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC)</li><li>Components of an Effective Lesson</li><li>Customized Training for Special Educators in Explicit Phonics</li><li>Data Driven Decision-Making</li><li>Depth of Knowledge Professional Development</li><li>Elementary Reading Academy</li><li>Emphasis on Nonfiction Text</li><li>English Language Proficiency Assessment (ELPA)</li><li>Focus on Standards Model</li><li>Formative Assessments</li><li>High Quality Sheltered Instruction (HQS)</li><li>Inclusive Practices</li><li>Instructional Programs<ul style="list-style-type: none"><li>Compass Learning</li><li>Earobics</li><li>Fast ForWORD</li><li>Imagine Learning</li><li>Read 180</li><li>ReadWell</li><li>Rosetta Stone</li></ul></li></ul>
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 4 reading CRTs by 3, 6, or 9 percentage points by 2012.	56.0%	61.0%	64.1%	62.0%	63.0%	64.0%		90%-100%	
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 5 reading CRTs by 3, 6, or 9 percentage points by 2012.	46.0%	51.0%	52.4%	52.0%	53.0%	54.0%		90%-100%	
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INDICATOR	RESULTS				TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10		Adequate Growth	Moderate Growth	Superior Growth			
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 6 reading CRTs by 3, 6, or 9 percentage points by 2012.	56.0%	59.0%	62.8%		60.0%	61.0%	62.0%		90%-100%	<ul style="list-style-type: none"> <li>Instructional Programs (continued)               <ul style="list-style-type: none"> <li>Skills Tutor</li> <li>Study Island</li> <li>Systems 44</li> </ul> </li> <li>Literacy Specialists &amp; Strategists</li> <li>Maintenance of Effort (MOE) Menu Options</li> <li>Moapa Educational Support Center Proficiency Tutoring</li> <li>Response to Instruction (RTI)</li> <li>School Support &amp; Professional Development               <ul style="list-style-type: none"> <li>CPDD</li> <li>RPDP</li> <li>SSSD</li> </ul> </li> <li>Site-Based Language Support provided by ELL Specialists</li> <li>Schoolwide Instructional Support Systems (SWISS) Team Customized Assistance</li> <li>Standards-Based Report Card (SBRC) – Elementary School</li> <li>Structured Teacher Planning Time (STPT) Professional Learning Communities (PLC)</li> <li>Title I Support Staff Instructional Assistants Training in Language Arts</li> <li>Turnaround Team Planning and Development</li> <li>Voyager Program</li> </ul>
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 7 reading CRTs by 3, 6, or 9 percentage points by 2012.	63.0%	68.0%	72.9%		69.0%	70.0%	71.0%		90%-100%	
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 8 reading CRTs by 3, 6, or 9 percentage points by 2012.	52.0%	59.0%	65.0%		60.0%	61.0%	62.0%		90%-100%	
<b>2. WRITING PROFICIENCY EXAM</b>										
Writing Proficiency: Increase the percentage of 5 <sup>th</sup> grade students passing the writing assessment by 3, 6, or 9 percentage points by 2012.	44.2%	46.8%	46.8%		47.8%	48.8%	49.8%		90%-100%	<ul style="list-style-type: none"> <li>Components of an Effective Lesson</li> <li>Moapa Educational Support Center Summer School</li> <li>Path to Proficiency</li> <li>Step Up to Writing</li> <li>Vertical Articulation</li> <li>Write from the Beginning Program</li> <li>Writing Prompts and Collaborative Scoring</li> </ul>

INDICATOR	RESULTS				TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10		Adequate Growth	Moderate Growth	Superior Growth			
<b>Writing Proficiency:</b> Increase the percentage of 8 <sup>th</sup> grade students passing the writing assessment by 3, 6, or 9 percentage points by 2012. (05-06 baseline targets)	54.5%	55.5%	56.8%		59.8%	60.8%	61.8%	↔	90%-100%	<ul style="list-style-type: none"> <li>▪ Jane Schaffer Writing Model</li> <li>▪ Nonfiction Writing</li> <li>▪ School Support &amp; Professional Development               <ul style="list-style-type: none"> <li>○ CPDD</li> <li>○ RPDP</li> <li>○ SSSD</li> </ul> </li> <li>▪ Step Up to Writing</li> <li>▪ Targeted Writing Modules</li> <li>▪ Teacher Expectancies</li> <li>▪ Write from the Beginning Program</li> <li>▪ Writing Academy</li> <li>▪ Writing Program</li> </ul>
<b>3. HIGH SCHOOL PROFICIENCY EXAM</b>										
<b>HSPE Proficiency:</b> Increase the percentage of 12 <sup>th</sup> grade credit-sufficient students passing the reading portion of the HSPE by 3, 6, or 9 percentage points by 2012.	97.0%	96.7%	96.3%		97.7%	98.7%	99.7%	↑	95%-100%	<ul style="list-style-type: none"> <li>▪ Academic Support &amp; Community Service Center Proficiency Tutoring</li> <li>▪ Advancement Via Individual Determination (AVID)</li> <li>▪ ARRA-Funded Class Size Reduction for Co-Taught Classes</li> <li>▪ Customized Training for Special Educators in Explicit Phonics</li> <li>▪ GEAR UP Program</li> <li>▪ HSPE Tutoring</li> <li>▪ Inclusive Practices</li> <li>▪ Individual Academic Plan</li> <li>▪ Instructional Programs               <ul style="list-style-type: none"> <li>○ Compass Learning</li> <li>○ Read 180</li> <li>○ Rosetta Stone</li> <li>○ Skills Tutor</li> <li>○ Systems 44</li> </ul> </li> <li>▪ Moapa Educational Support Center Proficiency Tutoring</li> <li>▪ School Support &amp; Professional Development               <ul style="list-style-type: none"> <li>○ CPDD</li> <li>○ RPDP</li> <li>○ SSSD</li> </ul> </li> <li>▪ Transitional Planning Guide</li> </ul>




INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
<b>HSPE Proficiency: Increase the percentage of 12<sup>th</sup> grade credit-sufficient students passing the writing portion of the HSPE by 3, 6, or 9 percentage points by 2012. (05-06 baseline targets)</b>	95.8%	94.9%	93.5%	97.1%	98.1%	99.1%		95%-100%	<ul style="list-style-type: none"> <li>Academic Support &amp; Community Service Center Proficiency Tutoring</li> <li>Area Differentiated Funds</li> <li>ARRA-Funded Class Size Reduction for Co-Taught Classes</li> <li>Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC)</li> <li>Customized Training for Special Educators in Explicit Phonics</li> <li>High Quality Sheltered Instruction (HQS)</li> <li>HSPE Tutoring</li> <li>Inclusive Practices</li> <li>Moapa Educational Support Center Proficiency Tutoring</li> <li>School Support &amp; Professional Development               <ul style="list-style-type: none"> <li>CPDD</li> <li>RPDP</li> <li>SSSD</li> </ul> </li> <li>Targeted Writing Modules</li> <li>Writing Programs – Site Based</li> </ul>
<b>First Time Pass Rate HSPE: Increase the percent of 10<sup>th</sup> grade CCSD students passing the reading portion of the HSPE by 3, 6, or 9 percentage points by 2012.</b>	77.3%	78.1%	77.6%	79.1%	80.1%	81.1%		85%-100%	<ul style="list-style-type: none"> <li>Academic Support &amp; Community Service Center Proficiency Tutoring</li> <li>ARRA-Funded Class Size Reduction for Co-Taught Classes</li> <li>Customized Training for Special Educators in Explicit Phonics</li> <li>High Quality Sheltered Instruction (HQS)</li> <li>HSPE Tutoring</li> <li>Inclusive Practices</li> </ul>

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INDICATOR	RESULTS				TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10		Adequate Growth	Moderate Growth	Superior Growth			
<u>CONTINUED FROM PAGE 13</u>										<ul style="list-style-type: none"> <li>Instructional Programs               <ul style="list-style-type: none"> <li>Compass Learning</li> <li>Read 180</li> <li>Rosetta Stone</li> <li>Skills Tutor</li> <li>Systems 44</li> </ul> </li> <li>Moapa Educational Support Center Proficiency Tutoring</li> <li>School Improvement Plans</li> <li>School Support &amp; Professional Development               <ul style="list-style-type: none"> <li>CPDD</li> <li>RPDP</li> <li>SSSD</li> </ul> </li> </ul>
First Time Pass Rate HSPE: Increase the percent of 11 <sup>th</sup> grade CCSD students passing the writing portion of the HSPE by 3, 6, or 9 percentage points by 2012.	86.9%	85.5%	83.5%		86.5%	87.5%	88.5%		95%-100%	<ul style="list-style-type: none"> <li>Academic Support &amp; Community Service Center Proficiency Tutoring</li> <li>Academic Support Courses</li> <li>ARRA-Funded Class Size Reduction for Co-Taught Classes</li> <li>High Quality Sheltered Instruction (HQSI)</li> <li>Inclusive Practices</li> <li>Moapa Educational Support Center Proficiency Tutoring</li> <li>Proficiency Tutoring (CPDD, RPDP, SSSD)</li> <li>Read 180 Program</li> <li>Targeted Writing Modules</li> </ul>
<b>4. ACHIEVEMENT GAP: ENGLISH LANGUAGE ARTS</b>										
Decrease the percent difference between District white percent proficient and the percent proficient elementary IEP students in ELA by 3, 6, or 9 percentage points by 2012. (2005-06 Baseline)	-37.7%	-40.9%	-40.6%		-36.9%	-35.9%	-34.9%		-10%-0%	<ul style="list-style-type: none"> <li>AIMSweb</li> <li>Articulation between Regular and Special Education</li> <li>Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC)</li> <li>Compass Learning Online Credit Retrieval</li> </ul>

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INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
Decrease the percent difference between District white percent proficient and the percent proficient <u>middle</u> school IEP students in ELA by 3, 6, or 9 percentage points by 2012.	-43.8%	-49.3%	-49.3%	-48.3%	-47.3%	-46.3%	↔	-10%-0%	<ul style="list-style-type: none"> <li>Compliance Monitoring to Ensure Access to General Education Curriculum</li> <li>Components of an Effective Lesson</li> <li>Co-Teaching Model (ISP)</li> <li>Customized Training for Special Educators in Explicit Phonics</li> <li>Data Driven Decision-Making</li> <li>DIBELS</li> <li>Extended School Year</li> <li>Federal Program Support &amp; Monitoring</li> <li>Focus on Standards Model</li> <li>Formative Assessments</li> <li>Inclusive Practices</li> </ul>
Decrease the percent difference between District white percent proficient and the percent proficient <u>high</u> school IEP students in ELA by 3, 6, or 9 percentage points by 2012.	-34.8%	-43.5%	-41.5%	-42.5%	-41.5%	-40.5%	↑	-10%-0%	<ul style="list-style-type: none"> <li>Instructional Programs               <ul style="list-style-type: none"> <li>Compass Learning</li> <li>Earobics</li> <li>Fast ForWORD</li> <li>Imagine Learning</li> <li>Read 180</li> <li>ReadWell</li> <li>Rosetta Stone</li> <li>Skills Tutor</li> <li>Study Island</li> <li>Systems 44</li> </ul> </li> <li>Response to Instruction (RTI)</li> <li>School Improvement Plans</li> <li>School Support &amp; Professional Development               <ul style="list-style-type: none"> <li>CPDD</li> <li>RPDP</li> <li>SSSD</li> </ul> </li> <li>Schoolwide Instructional Support Systems (SWISS) Team Customized Assistance</li> <li>Standards Based Report Card (SBRC)</li> <li>Voyager Program</li> </ul>

INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
Decrease the percent difference between District white percent proficient and the percent proficient <u>elementary</u> LEP students in ELA by 3, 6, or 9 percentage points by 2012.	-31.1%	-28.9%	-26.3%	-27.9%	-26.9%	-25.9%		-10%-0%	<ul style="list-style-type: none"> <li>▪ After School Tutoring</li> <li>▪ AIMSWeb</li> <li>▪ Components of an Effective Lesson</li> <li>▪ Content Based Instruction</li> <li>▪ Cultural Competency</li> <li>▪ Data-Driven Decision Making</li> <li>▪ Dual Language Programs</li> <li>▪ ELL Professional Development Support/Resources</li> <li>▪ English Language Proficiency Assessment (ELPA)</li> <li>▪ Focus on Standards Model</li> <li>▪ Formative Assessments</li> <li>▪ High Quality Sheltered Instruction (HQSI)</li> <li>▪ Instructional Programs               <ul style="list-style-type: none"> <li>○ Earobics</li> <li>○ Imagine Learning</li> <li>○ Read 180</li> <li>○ Rosetta Stone</li> <li>○ Study Island</li> <li>○ Systems 44</li> </ul> </li> <li>▪ Language Acquisition Summer Program and Camps</li> <li>▪ Multicultural Education/Cultural Proficiency Emphasis</li> <li>▪ Newcomer Programs</li> <li>▪ New Teacher Mentors</li> <li>▪ Parent &amp; Family Support Programs</li> <li>▪ Response to Instruction (RTI)</li> <li>▪ School Improvement Plans</li> <li>▪ Site-Based Language Support provided by ELL Specialists</li> <li>▪ Targeted Professional Development Support</li> <li>▪ Teacher Expectancies</li> <li>▪ Title III Federal Program Support &amp; Monitoring</li> <li>▪ Tutoring Opportunities</li> </ul>
Decrease the percent difference between District white percent proficient and the percent proficient <u>middle</u> school LEP students in ELA by 3, 6, or 9 percentage points by 2012.	-29.4%	-27.6%	-26.8%	-26.6%	-25.6%	-24.6%		-10%-0%	
Decrease the percent difference between District white percent proficient and the percent proficient <u>high</u> school LEP students in ELA by 3, 6, or 9 percentage points by 2012.	-15.3%	-12.7%	-12.6%	-11.7%	-10.7%	-9.7%		-10%-0%	










INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
Decrease the percent difference between District white percent proficient and the percent proficient <u>elementary</u> FRL students in ELA by 3, 6, or 9 percentage points by 2012.	-25.1%	-24.9%	-23.2%	-23.9%	-22.9%	-21.9%	↑	-10%-0%	<ul style="list-style-type: none"> <li>21<sup>st</sup> Century Grant</li> <li>Adult ELL Program</li> <li>After-School All Star Programs</li> <li>Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC)</li> <li>Community Partnerships               <ul style="list-style-type: none"> <li>APPLE Partnership</li> <li>CC Reads</li> <li>Communities in Schools</li> <li>Kids to Kids</li> <li>NV Partners</li> <li>Public Education Foundation (PEF)</li> <li>Reading Counts</li> </ul> </li> <li>Data Driven Decision-Making</li> <li>Family Math and Literacy Nights</li> <li>Focus on Standards Model</li> <li>Formative Assessments</li> <li>Full-Day Kindergarten</li> <li>High Quality Sheltered Instruction (HQSI)</li> <li>Pre-Kindergarten Programs</li> <li>Response to Instruction (RTI)</li> <li>School Improvement Plans</li> <li>Standards-Based Report Card (SBRC)</li> <li>Student Success Advocates</li> <li>Title Before/After School Tutoring</li> <li>Title I Homeless High School Resource Centers</li> <li>Title I Homeless Outreach Program for Education (HOPE)</li> </ul>
Decrease the percent difference between District white percent proficient and the percent proficient <u>middle school</u> FRL students in ELA by 3, 6, or 9 percentage points by 2012.	-25.6%	-23.5%	-21.9%	-22.5%	-21.5%	-20.5%	↑	-10%-0%	
Decrease the percent difference between District white percent proficient and the percent proficient <u>high school</u> FRL students in ELA by 3, 6, or 9 percentage points by 2012.	-12.3%	-10.7%	-10.3%	-9.7%	-8.7%	-7.7%	↔	-10%-0%	
Decrease the percent difference between District white percent proficient and the percent proficient <u>elementary</u> Hispanic students in ELA by 3, 6, or 9 percentage points by 2012.	-23.7%	-23.3%	-22.3%	-22.3%	-21.3%	-20.3%	↑	-10%-0%	
Decrease the percent difference between District white percent proficient and the percent proficient <u>middle school</u> Hispanic students in ELA by 3, 6, or 9 percentage points by 2012.	-24.8%	-22.6%	-20.6%	-21.6%	-20.6%	-19.6%	↑	-10%-0%	

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INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
Decrease the percent difference between District white percent proficient and the percent proficient <u>high</u> school Hispanic students in ELA by 3, 6, or 9 percentage points by 2012.	-10.2%	-9.5%	-8.9%	-8.5%	-7.5%	-6.5%	↔	-10%-0%	<ul style="list-style-type: none"> <li>* Title I Learning Together Peer Tutoring Program</li> <li>* Title I Summer School &amp; Tuition Assistance</li> <li>* Title I Supplemental Educational Services (SES)</li> <li>▪ Title I and Title I ARRA Funding</li> <li>▪ Vertical Articulation</li> </ul> <ul style="list-style-type: none"> <li>▪ 21<sup>st</sup> Century Grant</li> <li>▪ After-School Programs</li> <li>▪ Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC)</li> <li>▪ Community Partnerships <ul style="list-style-type: none"> <li>○ APPLE Partnership</li> <li>○ CC Reads</li> <li>○ Communities in Schools</li> <li>○ Kids to Kids</li> <li>○ NV Partners</li> <li>○ Public Education Foundation (PEF)</li> <li>○ Reading Counts</li> </ul> </li> <li>▪ Data Driven Decision-Making</li> <li>▪ Family Math and Literacy Nights</li> <li>▪ Formative Assessments</li> <li>▪ Full-Day Kindergarten</li> </ul>
Decrease the percent difference between District white percent proficient and the percent proficient <u>elementary</u> black students in ELA by 3, 6, or 9 percentage points by 2012. (2005-06 baseline)	-24.6%	-26.2%	-25.5%	-24.3%	-23.3%	-22.3%	↔	-10%-0%	
Decrease the percent difference between District white percent proficient and the percent proficient <u>middle</u> school black students in ELA by 3, 6, or 9 percentage points by 2012.	-25.8%	-24.4%	-24.2%	-23.4%	-22.4%	-21.4%	↔	-10%-0%	
Decrease the percent difference between District white percent proficient and the percent proficient <u>high</u> school black students in ELA by 3, 6, or 9 percentage points by 2012.	-10.0%	-8.9%	-10.8%	-7.9%	-6.9%	-5.9%	↓	-10%-0%	
Decrease the percent difference between District white percent proficient and the percent proficient <u>elementary</u> Asian students in ELA by 3, 6, or 9 percentage points by 2012.	NA	-0.8%	NA	0%	0%	0%	↑	-10%-0%	

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INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
Decrease the percent difference between District white percent proficient and the percent proficient <u>middle</u> school Asian students in ELA by 3, 6, or 9 percentage points by 2012.	NA	NA	NA	0%	0%	0%	↑	-10%-0%	<ul style="list-style-type: none"><li>Pre-Kindergarten Programs</li><li>Response to Instruction (RTI)</li><li>Standards-based Report Card (SBRC) - Elementary</li><li>Structured Teacher Planning Time (STPT)/Professional Learning Communities (PLC)</li><li>School Improvement Plans</li><li>Title I and Title I ARRA Funding</li><li>Vertical Articulation</li></ul>
Decrease the percent difference between District white percent proficient and the percent proficient <u>high</u> school Asian students in ELA by 3, 6, or 9 percentage points by 2012.	-1.9%	-0.4%	-1.8%	0%	0%	0%	↑	-10%-0%	
5. OTHER									
Increase the percent of middle school students enrolled in accelerated English courses by 3, 6, or 9 percentage points by 2012.	22.7%	24.0%	24.2%	25.0%	26.0%	27.0%	↔	35%-100%	<ul style="list-style-type: none"><li>Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC)</li><li>Data-Driven Decision Making</li><li>Feeder School Vertical Articulation</li><li>Structured Teacher Planning Time (STPT)/Professional Learning Communities (PLC)</li></ul>
PSAT: Increase the reading mean score on the 10th grade PSAT by 3, 6, or 9 points by 2012,	37.9	37.6	37.1	38.6	39.6	40.6	↓	41.8*-80	<ul style="list-style-type: none"><li>21<sup>st</sup> Century Course of Study</li><li>College Board Plan of Action</li><li>College Readiness Education Workshops (CREW)</li><li>GEAR UP Program</li></ul>
PSAT: Increase the writing mean score on the 10th grade PSAT by 3, 6, or 9 points by 2012. (2005-06 baseline)	36.9	37.0	36.0	41.5	42.5	43.5	↓	39.9*-80	
PSAT: Increase the number of 11th graders participating in the PSAT by 3, 6, or 9 percent of students by 2012.	4,378	4,678	4396	4,725	4,772	4,818	↓	NA	
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INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
SAT: Increase the verbal mean score on the SAT by 3, 6, or 9 points by 2012.	489	492	489	493	494	495		500*-800	<ul style="list-style-type: none"> <li>Individual Academic Plan</li> <li>PSAT for all 10<sup>th</sup> Graders</li> <li>PSAT for All Sophomores</li> <li>Silver State AP Summer Institute</li> </ul>
ACT: Increase the English score on the ACT by 0.3, 0.6, or 0.9 points by 2012. (2005-06 baseline)	20.2	20.5	20.4	20.7	20.8	20.9		20.7*-36	
ACT: Increase the reading score on the ACT by 0.3, 0.6, or 0.9 points by 2012. (2005-06 baseline)	21.3	21.5	21.5	22.0	22.1	22.2		21.5*-36	
AP: Increase the number of students enrolling in language arts Advanced Placement courses by 3, 6, or 9 percentage points by 2012 (2nd semester).	3,070	3,278	3,823	3,311	3,344	3,376		NA	<ul style="list-style-type: none"> <li>21<sup>st</sup> Century Course of Study</li> <li>AP Extended Study Courses</li> <li>AP Fee Waivers</li> <li>AP Potential Software</li> <li>AP Professional Development</li> <li>College Board Plan of Action</li> <li>Global Studies Program</li> <li>Language Immersion Schools</li> <li>Silver State AP Summer Institute</li> </ul>
AP: Increase the percent of students passing the language arts Advanced Placement Exams with a 3 or better by 3, 6, or 9 percentage points by 2012 (Based upon exams taken).	53.4%	49.6%	51.8%	50.6%	51.6%	52.6%		85%-100%	
Increase the percent of high school students passing level III or IV foreign language courses by 3, 6, or 9 percentage points by 2012.	93.9%	94.8%	96.1%	95.8%	96.8%	97.8%		95%-100%	
AP: Increase the number of students enrolling in foreign language Advanced Placement courses by 3, 6, or 9 percent by 2012 (2nd semester).	582	551	619	557	562	568		NA	

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INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
AP: Increase the percent of students passing the foreign language Advanced Placement exams with a 3 or better by 3, 6, or 9 percentage points by 2012. (2005-06 baseline)	60.0%	60.7%	66.0%	62.5%	63.5	64.5%	↑	85%-100%	<ul style="list-style-type: none"> <li>Summary of Answers and Skills (SOAS) Professional Development</li> <li>Virtual High School</li> </ul>
Increase the percentage of ELL students that make at least one level progress on the ELPA with language acquisition by 3, 6, or 9 percentage points by 2012.	49.8%	37.3%	51.6%	38.3%	39.3%	40.3%	↑	85%-100%	<ul style="list-style-type: none"> <li>Annual ELPA Assessment</li> <li>Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC)</li> <li>Data Driven Decision-Making</li> <li>Dual Language Programs</li> <li>Family/Community Programs and Partnerships</li> <li>Focus on Standards Model</li> <li>Formative Assessments</li> <li>Full-Day Kindergarten</li> <li>High Quality Sheltered Instruction (HQSI)</li> <li>Language Acquisition Programs</li> <li>Newcomer Programs</li> <li>Pre-Kindergarten Programs</li> <li>Response to Instruction (RTI)</li> <li>School Improvement Plans</li> <li>Standards-based Report Card (SBRC)</li> </ul>
Increase the percentage of ELL students that make 2 levels or more progress on the ELPA with language acquisition by 3, 6, or 9 percentage points by 2012.	13.0%	12.0%	10.7%	13.0%	14.0%	15.0%	↓	60%-100%	
Increase the percentage of ELL students that move from level 4 to level 5 on the ELPA by 3, 6, or 9 percentage points by 2012. (attainment)	13.4%	13.1%*	14.4%	14.1%	15.1%	16.1%	↑	75%-100%	
Increase the percent of ELL students that are eligible to exit the ELL program within three years by 3, 6, or 9 percentage points by 2012. **Change in regulation.	13.2%	10.7%	1.45%**	11.7%	12.7%	13.7%	↓	30%-100%	

\* **Revised change in calculations.** The reported percentage for SY 08-09 was not calculated using the same formula as previous Years. The SY 08-09 data did not reflect the percentage of ELL students who were assessed progressing from level 4 to level 5. The data has been recalculated to reflect information consistent with previous reports.

\*\* **Change in regulation.** In 2009 it was determined that all ELL students must be monitored for two years after meeting language proficiency to ensure academic success. Previously, students were exited immediately upon meeting language proficiency.



INDICATOR	RESULTS				TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10		Adequate Growth	Moderate Growth	Superior Growth			
B. MATHEMATICS										
1. CRITERION-REFERENCED TESTS (CRT)										
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 3 mathematics CRTs by 3, 6, or 9 percentage points by 2012.	60.0%	61.0%	65.3%		62.0%	63.0%	64.0%		90%-100%	<ul style="list-style-type: none"><li>21<sup>st</sup> Century Course of Study</li><li>Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC)</li><li>Common Semester Exams in 4 Core Classes</li><li>Common Unit Assessments</li><li>Components of an Effective Lesson (5+1)</li><li>CRT Camps</li><li>CRT Math Posters</li><li>Data Driven Decision-Making</li><li>Depth of Knowledge</li><li>Professional Development</li><li>Elementary Mathematics Site Leaders</li><li>Expert Math Committee</li><li>Focus on Standards Model</li><li>Formative Assessments</li><li>FOSL – Walk Through</li><li>Guide for Aligning Mathematics Program (GAP) Resource</li><li>High Quality Sheltered Instruction (HQSII)</li><li>Inclusive Practices</li><li>Mathematics Lesson Studies</li><li>New Teacher Mentors</li><li>Pacing Calendars</li><li>Response to Instruction (RTI)</li><li>RPDP/Exeter Summer Math Institutes</li><li>RPDP Middle School Math Certificate Program</li></ul> CONTINUED ON NEXT PAGE
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 4 mathematics CRTs by 3, 6, or 9 percentage points by 2012.	66.0%	64.0%	65.8%		65.0%	66.0%	67.0%		90%-100%	
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 5 mathematics CRTs by 3, 6, or 9 percentage points by 2012.	62.0%	62.0%	65.7%		63.0%	64.0%	65.0%		90%-100%	
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 6 mathematics CRTs by 3, 6, or 9 percentage points by 2012.	60.0%	66.0%	61.1%		67.0%	68.0%	69.0%		90%-100%	

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INDICATOR	RESULTS				TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10		Adequate Growth	Moderate Growth	Superior Growth			
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 7 mathematics CRTs by 3, 6, or 9 percentage points by 2012.	57.0%	61.0%	63.7%		62.0%	63.0%	64.0%		90%-100%	<ul style="list-style-type: none"><li>▪ RPDP Quarterly Training for Middle Schools Math, Algebra and Geometry</li><li>▪ RPDP Website Materials</li><li>▪ School Improvement Plans</li><li>▪ School Support &amp; Professional Development<ul style="list-style-type: none"><li>○ CPDD</li><li>○ RPDP</li><li>○ SSSD</li></ul></li><li>▪ Standards-based Report Card (SBRC )</li><li>▪ Teachers of Struggling Students Training (TOSS)</li><li>▪ Test-taking Strategies Training</li><li>▪ Title I Program Support</li></ul>
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the meets and/or exceeds levels on the state grade 8 mathematics CRTs by 3, 6, or 9 percentage points by 2012.	50.0%	53.0%	55.7%		54.0%	55.0%	56.0%		90%-100%	
2. HIGH SCHOOL PROFICIENCY EXAM (HSPE)										
HSPE Proficiency: Increase the percentage of 12 <sup>th</sup> grade credit-sufficient students passing the mathematics portion of the HSPE by 3, 6, or 9 percentage points by 2012.	89.9%	89.8%	89.0%		90.8%	91.8%	92.8%		95%-100%	<ul style="list-style-type: none"><li>▪ Academic Support Courses</li><li>▪ ARRA-Funded Class Size Reduction for Co-Taught Classes</li><li>▪ Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC)</li><li>▪ Common Semester Exams in 4 Core Math Classes</li><li>▪ Common Unit Assessments</li><li>▪ Components of an Effective Lesson (5+1)</li><li>▪ Data-Driven Decision Making</li><li>▪ Depth of Knowledge Professional Development</li><li>▪ District Formative Assessments</li><li>▪ Math Camps</li><li>▪ Mathematics Lesson Studies Classes</li><li>▪ Practice Proficiency Exams</li></ul>
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INDICATOR	RESULTS				TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10		Adequate Growth	Moderate Growth	Superior Growth			
First Time Pass Rate HSPE: Increase the percent of 10 <sup>th</sup> grade students passing the mathematics portion of the HSPE by 3, 6, or 9 percentage points by 2012.	45.6%	46.4%	49.6%		47.4%	48.4%	49.4%		70%-100%	<ul style="list-style-type: none"> <li>RPDP/CCSD Silver State Advanced Placement Summer Institute</li> <li>RPDP High School Math Certificate Program</li> <li>RPDP Math Certificate HS Level Teacher</li> <li>RPDP Quarterly Training for Middle Schools Math, Algebra and Geometry</li> <li>RPDP Website Materials</li> <li>School Support &amp; Professional Development               <ul style="list-style-type: none"> <li>CPDD</li> <li>RPDP</li> <li>SSSD</li> </ul> </li> <li>SuperMathTutor.com</li> <li>Teachers of Struggling Students Training (TOSS)</li> <li>Test-taking Strategies Training</li> <li>Unit Demonstration Lessons</li> </ul>
<b>3. ACHIEVEMENT GAP: MATHEMATICS</b>										
Decrease the percent difference between District white percent proficient and the percent proficient elementary IEP students by 3, 6, or 9 percentage points by 2012 in mathematics.	-33.5%	-35.7%	-35.4%		-34.7%	-33.7%	-32.7%		-10%-0%	<ul style="list-style-type: none"> <li>Academic Support &amp; Community Service Center Proficiency Tutoring</li> <li>AIMS Web for all IEP students</li> <li>Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC)</li> <li>Common Semester Exams in 4 Core Math Classes</li> <li>Common Unit Assessments</li> <li>Components of an Effective Lesson (5+1)</li> <li>Co-Teaching Model</li> <li>Data-Driven Decision-Making</li> <li>Focus on Standards Model</li> <li>Formative Assessments</li> <li>HSPE Tutoring</li> </ul>

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INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
Decrease the percent difference between District white percent proficient and the percent proficient <u>middle</u> school IEP students by 3, 6, or 9 percentage points by 2012 in mathematics.	-42.1%	-47.3%	-47.5%	-46.3%	-45.3%	-44.3%		-10%-0%	<ul style="list-style-type: none"><li>▪ Inclusive Practices</li><li>▪ Instructional Programs<ul style="list-style-type: none"><li>○ Compass Learning</li><li>○ Fast ForWORD</li><li>○ Imagine Learning</li><li>○ Skills Tutor</li><li>○ Study Island</li></ul></li><li>▪ Moapa Educational Support Center Proficiency Tutoring</li><li>▪ Response to Instruction (RTI)</li><li>▪ School Improvement Plans</li><li>▪ School Support &amp; Professional Development<ul style="list-style-type: none"><li>○ CPDD</li><li>○ RPDP</li><li>○ SSSD</li></ul></li><li>▪ Schoolwide Instructional Support Systems (SWISS)</li><li>▪ Team Customized Assistance</li><li>▪ Standards-based Report Card (SBRC)</li><li>▪ Title I and Title I ARRA Funding</li></ul>
Decrease the percent difference between District white percent proficient and the percent proficient <u>high</u> school IEP students by 3, 6, or 9 percentage points by 2012 in mathematics.	-51.9%	-55.1%	-55.7%	-54.1%	-53.1%	-52.1%		-10%-0%	
Decrease the percent difference between District white percent proficient and the percent proficient <u>elementary</u> LEP students by 3, 6, or 9 percentage points by 2012 in mathematics.	-21.6%	-20.4%	-16.7%	-19.4%	-18.4	-17.4%		-10%-0%	<ul style="list-style-type: none"><li>▪ Adult ELL Programs</li><li>▪ AIMSWeb</li><li>▪ Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC)</li><li>▪ Common Semester Exams in 4 Core Math Classes</li><li>▪ Common Unit Assessments</li><li>▪ Components of an Effective Lesson (5+1)</li><li>▪ Data-Driven Decision Making</li><li>▪ Dual Language Programs</li><li>▪ English Language Proficiency Assessment (ELPA)</li><li>▪ Family Math and Literacy Nights</li><li>▪ Formative Assessments</li></ul> CONTINUED ON NEXT PAGE







INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
Decrease the percent difference between District white percent proficient and the percent proficient <u>middle</u> school LEP students by 3, 6, or 9 percentage points by 2012 in mathematics.	-27.3%	-25.8%	-27.4%	-24.8%	-23.8%	-22.8%		-10%-0%	<ul style="list-style-type: none"> <li>High Quality Sheltered Instruction (HQSI)</li> <li>HSPE Tutoring</li> <li>Inclusive Practices</li> <li>Instructional Programs               <ul style="list-style-type: none"> <li>Compass Learning</li> <li>Fast ForWORD</li> <li>Imagine Learning</li> <li>Skills Tutor</li> <li>Study Island</li> </ul> </li> <li>Language Acquisition Models</li> <li>Language Acquisition Summer Programs and Camps</li> <li>Mathematics Lesson Studies Classes</li> </ul>
Decrease the percent difference between District white percent proficient and the percent proficient <u>high</u> school LEP students by 3, 6, or 9 percentage points by 2012 in mathematics.	-26.2%	-20.5%	-23.3%	-19.5%	-18.5%	-17.5%		-10%-0%	<ul style="list-style-type: none"> <li>Newcomer Programs</li> <li>Parent and Family Support Programs</li> <li>Response to Instruction (RTI)</li> <li>School Improvement Plans</li> <li>School Support &amp; Professional Development</li> <li>Site-Based Language Support provided by ELL Specialists</li> <li>Standards-Based Report Card (SBRC)</li> <li>Targeted Professional Development Support</li> <li>Title I and Title I ARRA Funding</li> <li>Title III Federal Program Support &amp; Monitoring</li> <li>Tutoring Opportunities</li> </ul>
Decrease the percent difference between District white percent proficient and the percent proficient <u>elementary</u> FRL students by 3, 6, or 9 percentage points by 2012 in mathematics.	-20.6%	-20.5%	-18.5%	-19.5%	-18.5%	-17.5%		-10%-0%	<ul style="list-style-type: none"> <li>21<sup>st</sup> Century Grant Program</li> <li>After-School All Star Programs</li> <li>Common Semester Exams in 4 Core Math Classes</li> <li>Common Unit Assessments</li> <li>Community Partnerships               <ul style="list-style-type: none"> <li>APPLE Partnership</li> <li>CC Reads</li> <li>Communities in Schools</li> <li>Kids to Kids</li> </ul> </li> </ul>
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INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
Decrease the percent difference between District white percent proficient and the percent proficient <u>middle</u> school FRL students by 3, 6, or 9 percentage points by 2012 in mathematics.	-25.8%	-23.7%	-24.5%	-22.7%	-21.7%	-20.7%		-10%-0%	<ul style="list-style-type: none"> <li>○ Multicultural Education / Cultural Proficiency</li> <li>○ NSHE</li> <li>○ NV Partners</li> <li>○ PEF</li> <li>○ Reading Counts</li> <li>▪ Components on an Effective Lesson (5+1)</li> <li>▪ Data Driven-Decision-Making</li> <li>▪ Feeder School Vertical Articulation</li> <li>▪ Student Success Advocates</li> <li>▪ Title I Before/After School Tutoring</li> <li>▪ Title I Homeless High School Resource Centers</li> <li>▪ Title I Homeless Outreach Program for Education (HOPE)</li> <li>▪ Title I Learning Together Peer Tutoring Program</li> <li>▪ Title I Summer School &amp; Tuition Assistance</li> <li>▪ Title I Supplemental Educational Services (SES)</li> </ul>
Decrease the percent difference between District white percent proficient and the percent proficient <u>high</u> school FRL students by 3, 6, or 9 percentage points by 2012 in mathematics.	-25.6%	-22.8%	-22.8%	-21.8%	-20.8%	-19.8%		-10%-0%	
Decrease the percent difference between District white percent proficient and the percent proficient <u>elementary</u> Hispanic students by 3, 6, or 9 percentage points by 2012 in mathematics.	-18.3%	-18.0%	-15.6%	-17.0%	-16.0%	-15.0%		-10%-0%	<ul style="list-style-type: none"> <li>▪ Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC)</li> <li>▪ Family Math and Literacy Nights</li> <li>▪ Focus on Standards Model</li> <li>▪ Formative Assessments</li> <li>▪ Full-Day Kindergarten</li> <li>▪ High Quality Sheltered Instruction (HQSI)</li> </ul>
Decrease the percent difference between District white percent proficient and the percent proficient <u>middle</u> school Hispanic students by 3, 6, or 9 percentage points by 2012 in mathematics.	-24.6%	-23.1%	-23.3%	-22.1%	-21.1%	-20.1%		-10%-0%	
Decrease the percent difference between District white percent proficient and the percent proficient <u>high</u> school Hispanic students by 3, 6, or 9 percentage points by 2012 in mathematics.	-22.1%	-20.5%	-20.3%	-19.5%	-18.5%	-17.5%		-10%-0%	CONTINUED ON NEXT PAGE

INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
Decrease the percent difference between District white percent proficient and the percent proficient elementary black students by 3, 6, or 9 percentage points by 2012 in mathematics.	-27.0%	-27.6%	-26.0%	-26.6%	-25.6%	-24.6%	↑	-10%-0%	<ul style="list-style-type: none"> <li>▪ HSPE Tutoring</li> <li>▪ Inclusive Practices</li> <li>▪ Maintenance of Effort (MOE) Menu Options</li> <li>▪ Mathematics Lesson Studies Classes</li> <li>▪ Parent and Family Support Programs</li> <li>▪ Pre-Kindergarten Programs</li> <li>▪ Response to Instruction (RTI)</li> <li>▪ School Improvement Plans</li> <li>▪ School Support for Parents</li> <li>▪ Standards-Based Report Card (SBRC)</li> <li>▪ Targeted School Improvement Plans</li> <li>▪ Title I and Title I ARRA Funding</li> <li>▪ Tutoring Opportunities</li> </ul>
Decrease the percent difference between District white percent proficient and the percent proficient middle school black students by 3, 6, or 9 percentage points by 2012 in mathematics. ( 2005-06 baseline)	-30.4%	-30.2%	-29.6%	-27.6%	-26.6%	-25.6%	↔	-10%-0%	
Decrease the percent difference between District white percent proficient and the percent proficient high school black students by 3, 6, or 9 percentage points by 2012 in mathematics.	-29.7%	-28.9%	-31.7%	-27.9%	-26.9%	-25.9%	↓	-10%-0%	
Decrease the percent difference between District white percent proficient and the percent proficient elementary Asian students by 3, 6, or 9 percentage points by 2012 in mathematics.	NA	NA	NA	0%	0%	0%	↑	-10%-0%	
Decrease the percent difference between District white percent proficient and the percent proficient middle school Asian students by 3, 6, or 9 percentage points by 2012 in mathematics.	NA	NA	NA	0%	0%	0%	↑	-10%-0%	
Decrease the percent difference between District white percent proficient and the percent proficient high school Asian students by 3, 6, or 9 percentage points by 2012 in mathematics.	-1.8%	1.7%	-0.9%	0%	0%	0%	↑	-10%-0%	

INDICATOR	RESULTS				TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10		Adequate Growth	Moderate Growth	Superior Growth			
4. OTHER										
Increase the percent of middle school students passing Algebra I Honors by 3, 6, or 9 percentage points by 2012. ("C" or better) (2005-06 baseline)	94.1%	94.9%	83.1%		96.4%	97.4%	98.4%		95%-100%	<ul style="list-style-type: none"><li>▪ Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC)</li><li>▪ Common Semester Exams in 2 Core Math Courses</li><li>▪ Common Unit Assessments</li><li>▪ Components of an Effective Lesson (5+1)</li><li>▪ Interim Assessments</li><li>▪ RPDP Middle School Math Certification Program</li><li>▪ School Support &amp; Professional Development<ul style="list-style-type: none"><li>○ CPDD</li><li>○ RPDP</li><li>○ SSSD</li></ul></li><li>▪ Teachers of Struggling Students Training (TOSS)</li></ul>
Decrease the second semester middle school Pre-Algebra course D/F rate to 10% or less by 2012.		41%	39%		31%	28%	25%		10%-0%	
Decrease the second semester middle school Algebra I Honors course D/F rate to 9% or less by the 2012 school year.		17%	17%		10%	9%	8%		10%-0%	
Decrease the second semester high school Algebra I course D/F rate to 20% or less by 2012.		64%	62%		55%	52%	49%		10%-0%	
Decrease the second semester high school Geometry course D/F rate to 20% or less by 2012.		52%	51%		40%	37%	34%		10%-0%	
Decrease the second semester high school Algebra II course D/F rate to 20% or less by 2012.		47%	47%		36%	33%	30%		10%-0%	
Increase the second semester middle school Pre-Algebra common assessment pass rate to 90% or more by 2012.		25%	35%		55%	58%	60%		90%-100%	



INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
Increase the second semester middle school Algebra I Honors common assessment pass rate to 90% or more by 2012.		57%	63%	75%	78%	81%	↔	90%-100%	<ul style="list-style-type: none"> <li>Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC)</li> <li>Common Semester Exams in 2 Core Math Courses</li> <li>Common Unit Assessments</li> <li>Components of an Effective Lesson (5+1)</li> <li>Interim Assessments</li> <li>RPDP Middle School Math Certification Program</li> <li>School Support &amp; Professional Development               <ul style="list-style-type: none"> <li>CPDD</li> <li>RPDP</li> <li>SSSD</li> </ul> </li> <li>Teachers of Struggling Students Training (TOSS)</li> </ul>
Increase the second semester high school Algebra I common assessment pass rate to 80% or more by 2012.		12%	13%	35%	38%	41%	↔	90%-100%	
Increase the second semester high school Geometry common assessment pass rate to 80% or more by 2012.		36%	35%	55%	58%	61%	↓	90%-100%	
Increase the second semester high school Algebra II common assessment pass rate to 80% or more by 2012.		12%	14%	50%	53%	56%	↔	90%-100%	
Increase the percent of middle school students enrolled in accelerated mathematics courses by 3, 6, or 9 percentage points by 2012.	43.5%	44.7%	43.4%	45.7%	46.7%	47.7%	↓	50%-100%	<ul style="list-style-type: none"> <li>Area Math Success Plans</li> <li>Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC)</li> <li>Feeder School Vertical Alignment</li> <li>Pre-AP Workshops</li> </ul>
21st Century Course of Study: Increase the percentage of students taking four years of mathematics by 3, 6, or 9 percentage points by 2012.	60.6%	65.1%	68.1%	66.1%	67.1%	68.1%	↑	90%-100%	<ul style="list-style-type: none"> <li>21<sup>st</sup> Century Course of Study</li> <li>College Board Plan of Action</li> <li>Course Sequence for HS</li> <li>Districtwide PSAT for All Sophomores</li> <li>GEAR UP Program</li> <li>Teachers of Struggling Students Training (TOSS)</li> </ul>

INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
PSAT: Increase the mathematics mean score on the PSAT by 3, 6, or 9 points by 2012.	38.3	40.0	37.7	41.0	42.0	43.0		48.2*-80	<ul style="list-style-type: none"> <li>College Board Plan of Action</li> <li>College Readiness Educational Workshop (CREW)</li> <li>Components of an Effective Lesson/Teacher Expectancies</li> <li>Formative Assessments</li> </ul>
PSAT: Increase the number of 11th graders participating in the PSAT by 3, 6, or 9 points by 2012.	4,378	4,678	4409	4,725	4,772	4,818		NA	
SAT: Increase the mathematics mean score on the SAT by 3, 6, or 9 points by 2012. (2005-06 baseline)	497	498	497	505	506	507		509*-800	
ACT: Increase the mathematics score on the ACT by .03, .06, or .09 points by 2012. (2005-06 baseline)	21.0	21.1	21.1	21.7	21.8	21.9		21.0*-36	
AP: Increase the number of students enrolling in mathematics Advanced Placement courses by 3, 6, or 9 percentage points by 2012. (2nd semester)	1,785	1,952	2,064	1,972	1,991	2,011		NA	<ul style="list-style-type: none"> <li>AP Extended Study Courses</li> <li>AP Fee Waiver Grants</li> <li>AP Potential Software</li> <li>AP Professional Development – RPDP</li> <li>College Board Plan of Action</li> <li>PSAT Early Identification</li> </ul>
AP: Increase the percent of students passing the mathematics Advanced Placement exams with a 3 or better by 3, 6, or 9 percentage points by 2012. (2005-06 baseline)	51.5%	47.1%	50.7%	56.7%	57.7	58.7		85%-100%	<ul style="list-style-type: none"> <li>AP Course Audits</li> <li>AP Fee Waiver</li> <li>Silver State AP Summer Institute</li> <li>SOAS Professional Development</li> <li>Virtual High School</li> </ul>








INDICATOR	RESULTS				TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10		Adequate Growth	Moderate Growth	Superior Growth			
C. SCIENCE										
1. CRITERION-REFERENCED TESTS (CRT)										
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 5 science CRTs by 3, 6, or 9 percentage points by 2012. *NEW TEST	51.0%	54.0%	49.2%*		55.0%	56.0%	57.0%		90%-100%	<ul style="list-style-type: none"><li>21<sup>st</sup> Century Course of Study</li><li>ARRA-Funded Class Size Reduction for Co-Taught Classes</li><li>Components of an Effective Lesson</li><li>Data-Driven Decision Making</li><li>Depth of Knowledge</li><li>Professional Development</li><li>Elementary Science Site Leaders</li><li>Formative Assessments</li><li>High Quality Sheltered Instruction (HQSI)</li><li>Inclusive Practices</li><li>Nonfiction Literacy and Writing</li><li>Practice CRT Resources</li><li>RPDP Middle School Science Certificate Program</li><li>RPDP Web site materials</li><li>School Support &amp; Professional Development<ul style="list-style-type: none"><li>CPDD</li><li>RPDP</li><li>SSSD</li></ul></li><li>Teacher Expectancies</li><li>Test Taking Strategies Training</li></ul>
Criterion-Referenced Tests: Increase the percent of students within each subgroup performing at the proficient and/or exceeds levels on the state grade 8 science CRTs by 3, 6, or 9 percentage points by 2012. *NEW TEST	55.0%	59.0%	47.6%*		60.0%	61.0%	62.0%		90%-100%	
2. HIGH SCHOOL PROFICIENCY										
HSPE Proficiency: Increase the percentage of 12 <sup>th</sup> grade credit-sufficient students passing the science portion of the HSPE by 3, 6, or 9 percentage points by 2012. *1st Year for Science	NA	NA	90.2%		*	*	*	*	95%-100%	<ul style="list-style-type: none"><li>21<sup>st</sup> Century Course of Study Expectations</li><li>Academic Support Course</li><li>ARRA-Funded Class Size Reduction for Co-Taught Classes</li><li>Components of an Effective Lesson</li><li>Data-Driven Decision Making</li><li>Formative Assessments</li></ul>
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INDICATOR	RESULTS				TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10		Adequate Growth	Moderate Growth	Superior Growth			
<b>First Time Pass Rate HSPE:</b> Increase the percent of 10 <sup>th</sup> grade students passing the science portion of the HSPE by 3, 6, or 9 percentage points by 2012. <b>*NEW TEST</b>	56.8%	58.4%	44.0%*		59.4%	60.4%	61.4%		60%-100%	<ul style="list-style-type: none"> <li>HSPE Tutoring</li> <li>Inclusive Practices</li> <li>Recommended Science Course Sequencing (HS)</li> <li>RPDP Middle School Science Certificate Program</li> <li>RPDP Web site materials</li> <li>School Support &amp; Professional Development               <ul style="list-style-type: none"> <li>CPDD</li> <li>RPDP</li> <li>SSSD</li> </ul> </li> <li>Teacher Expectancies</li> <li>Test Taking Strategies Training</li> </ul>
<b>3. OTHER</b>										
<b>21st Century Course of Study:</b> Increase the percentage of students taking three years of science by 3, 6, or 9 percentage points by 2012.	77.4%	80.0%	84.8%		81.0%	82.0%	83.0%		90%-100%	<ul style="list-style-type: none"> <li>21<sup>st</sup> Century Course of Study Expectations</li> <li>AVID (9 Schools)</li> <li>College Board Plan of Action</li> <li>GEAR UP Program</li> <li>NSHE Collaboration</li> </ul>
Increase the second semester high school Biology I passing rate ("C" or better) by 3, 6, or 9 percentage points by 2012. <b>*2009-10 1st Year Reporting</b>			56.6%*		*	*	*	*	*	<ul style="list-style-type: none"> <li>ARRA-Funded Class Size Reduction for Co-Taught Classes</li> <li>Backwards Assessment Model (BAM), Structured Teacher Planning Time (STPT), and Professional Learning Communities (PLC)</li> <li>Compass Learning Credit Retrieval</li> <li>Components of an Effective Lesson</li> <li>Content-Specific Professional Development</li> <li>Course Sequencing</li> <li>Inclusive Practices</li> <li>School Support &amp; Professional Development               <ul style="list-style-type: none"> <li>CPDD</li> <li>RPDP</li> <li>SSSD</li> </ul> </li> <li>Teacher Expectancies</li> </ul>
Increase the second semester high school Biology I Honors passing rate ("C" or better) by 3, 6, or 9 percentage points by 2012. <b>*2009-10 1st Year Reporting</b>			82.3%*		*	*	*	*	*	







INDICATOR	RESULTS				TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10		Adequate Growth	Moderate Growth	Superior Growth			
AP: Increase the number of students enrolling in science Advanced Placement courses by 3, 6, or 9 percentage points by 2012. (2nd semester)	1,358	1,387	1,636		1,401	1,415	1,429	↑	NA	<ul style="list-style-type: none"><li>AP Course Audits</li><li>AP Extended Study Courses</li><li>AP Fee Waiver Grants</li><li>AP Potential Software</li><li>AP Professional Development – RPDP</li></ul>
AP: Increase the percent of students passing the science Advanced Placement exams with a 3 or better by 3, 6, or 9 percentage points by 2012. (2005-06 baseline)	40.2%	36.3%	39.9%		50.0%	50.0%	51.0%	↔	85%-100%	<ul style="list-style-type: none"><li>College Board Plan of Action</li><li>PSAT Early Identification</li><li>Silver State AP Summer Institute</li><li>SOAS Professional Development</li><li>Virtual High School</li></ul>
D. SOCIAL STUDIES										
AP: Increase the number of students enrolling in social studies Advanced Placement courses by 3, 6, or 9 percentage points by 2012.	5,706	6,388	7,575		6,452	6,516	6,580	↑	NA	<ul style="list-style-type: none"><li>AP Course Audits</li><li>AP Fee Waivers</li><li>AP Potential Software</li><li>AP Professional Development – RPDP</li><li>College Board Plan of Action</li></ul>
AP: Increase the percent of students passing the social studies Advanced Placement exams with a 3 or better by 3, 6, or 9 percentage points by 2012. (2nd semester) (2005-06 baseline)	41.1%	39.1%	39.0%		47.4%	48.4%	49.4%	↓	85%-100%	<ul style="list-style-type: none"><li>Components of an Effective Lesson</li><li>PSAT Early Identification</li><li>Silver State AP Summer Institute</li><li>SOAS Professional Development</li><li>Teacher Expectancies</li><li>Virtual High School</li></ul>
Increase the percent of middle school students passing ("C" or better) U.S./Nevada history by 3, 6, or 9 percentage points by 2012.	72.4%	74.7%	75.5%		75.7%	76.7%	77.7%	↔	85%-100%	<ul style="list-style-type: none"><li>ARRA-Funded Class Size Reduction for Co-Taught Classes</li><li>Compass Learning Online Credit Retrieval</li></ul>
Increase the percent of middle school students passing ("C" or better) world geography by 3, 6, or 9 percentage points by 2012.	71.1%	72.7%	74.4%		73.7%	74.7%	75.7%	↑	85%-100%	<ul style="list-style-type: none"><li>Components of an Effective Lesson</li><li>Inclusive Practices</li><li>Middle School Promotion requirements</li><li>Teacher Expectancies</li></ul>

INDICATOR	RESULTS				TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10		Adequate Growth	Moderate Growth	Superior Growth			
Increase the percent of high school students passing ("C" or better) world history by 3, 6, or 9 percentage points by 2012. (2005-06 baseline)	62.5%	64.4%	65.8%		65.5%	66.5%	67.5%		90%-100%	<ul style="list-style-type: none"><li>21<sup>st</sup> Century Course of Study</li><li>ARRA-Funded Class Size Reduction for Co-Taught Classes</li><li>Compass Learning Online Credit Retrieval</li><li>Components of an Effective Lesson</li><li>Content-Specific Professional Development</li><li>Inclusive Practices</li><li>Teacher Expectancies</li></ul>
Increase the percent of high school students passing ("C" or better) U.S. history by 3, 6, or 9 percentage points by 2012.	69.2%	71.5%	72.5%		72.5%	73.5%	74.5%		90%-100%	
Increase the percent of high school students passing ("C" or better) U.S. government by 3, 6, or 9 percentage points by 2012. (2005-06 baseline)	80.3%	79.8%	79.0%		81.0%	82.0%	83.0%		90%-100%	
II. STUDENTS MEET STATE AND DISTRICT GUIDELINES IN THE FOLLOWING AREAS:										
A. ARTS										
Increase the percent of middle school students participating in fine and performing arts by 3, 6, or 9 percentage points by 2012.	51.6%	54.9%	67.2%		55.9%	56.9%	57.9%		50%-100%	<ul style="list-style-type: none"><li>AP Course Audits</li><li>AP Extended Study Courses</li><li>AP Fee Waiver Grants</li><li>Articulated Programs</li><li>College Board Plan of Action</li><li>Elementary ORFF Programs</li><li>Fine Art Festivals</li><li>Inclusive Practices</li><li>Magnet Programs</li><li>PSAT Early Identification</li><li>Silver State AP Summer Institute</li><li>SOAS Professional Development</li></ul>
Increase the percent of high school students participating in fine and performing arts by 3, 6, or 9 percentage points by 2012.	52.1%	56.8%	46.3%		57.8%	58.8%	59.8%		50%-100%	
AP: Increase the number of students enrolling in fine arts Advanced Placement courses by 3, 6, or 9 percentage points by 2012.	433	355	322		359	362	366		NA	
AP: Increase the percent of students passing the fine arts Advanced Placement exams with a 3 or better by 3, 6, or 9 percentage points by 2012.	63.6%	68.8%	82.6%		69.8%	70.8%	71.8%		85%-100%	

INDICATOR	RESULTS				TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10		Adequate Growth	Moderate Growth	Superior Growth			
B. CAREER & TECHNICAL EDUCATION										
Increase the number of students participating in career and technical education and career-related activities by 3, 6, or 9 percentage points by 2012.	85,694	120,915	136,863		122,124	123,333	124,542	↑	NA	<ul style="list-style-type: none"><li>▪ Business &amp; Community Partnerships</li><li>▪ Career and Technical Academies</li><li>▪ CCSD/CSN Articulation</li></ul>
Increase the percentage of students participating in 2 + 2 tech prep courses by 3, 6, or 9 percentage points by 2012.	4.9%	5.1%	5.2%		6.1%	7.1%	8.1%	↔	30%-100%	<ul style="list-style-type: none"><li>▪ Community-Based Instruction for Students with Disabilities</li><li>▪ CTE Endorsement on Diploma</li><li>▪ CTE Student Organizations</li><li>▪ HS Career Fair</li><li>▪ Industry Certifications</li></ul>
Increase the number of students attending magnet schools and career technical academies by 3, 6, or 9 percentage points by 2012.	12,571	13,046	14,084		13,176	13,307	13,437	↑	30%-100%	<ul style="list-style-type: none"><li>▪ NSHE Articulation</li><li>▪ Opportunity Village Job Discovery Program</li><li>▪ Post-Secondary Transition Services for Students with Disabilities</li></ul>
Post Secondary: Increase the percentage of students reporting their intention to attend a trade school or enlist in the military by 3, 6, or 9 percentage points by 2012.	10.0%	20.9%	11.5%		21.9%	22.9%	23.9%	↓		<ul style="list-style-type: none"><li>▪ Provide Translation Services</li><li>▪ Site-Based Career/Tech Strand Development</li><li>▪ Work-Based Student Opportunities</li></ul>
Increase the number of students receiving industry competency certificates by 3, 6, or 9 percentage points by 2012.	3,156	3,459	3,102		3,584	3,528	3,563	↓	95%-100%	<ul style="list-style-type: none"><li>▪ 21<sup>st</sup> Century Course of Study</li><li>▪ Business &amp; Community Partnerships</li><li>▪ Career and Technical Academies</li><li>▪ CCSD/CSN Articulation</li><li>▪ CTE Endorsement on Diploma</li><li>▪ HS Career Fair</li><li>▪ Industry Certifications</li></ul>

INDICATOR	RESULTS				TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10		Adequate Growth	Moderate Growth	Superior Growth			
C. PHYSICAL EDUCATION AND LIFELONG WELLNESS										
Increase the percent of students in elementary schools participating in physical fitness programs by 3, 6, or 9 percentage points by 2012.	82.0%	87.9%	99.0%		88.9%	89.9%	90.9%		95%-100%	<ul style="list-style-type: none"><li>Adapted PE Services</li><li>Districtwide In-Services</li><li>Fitness Testing</li><li>National, State, and District Emphasis on Fitness</li><li>Pre and Post Fitness Assessment</li></ul>
Increase the middle school Health passing rate (“C” or better) by 3, 6, or 9 percentage points by 2012. <i>*2009-10 1st Year Reporting</i>			81.6%*		*	*	*	*	*	<ul style="list-style-type: none"><li>Districtwide In-Services</li><li>National, State, and District Emphasis on Wellness</li></ul>
Increase the high school Health passing rate (“C” or better) by 3, 6, or 9 percentage points by 2012. <i>*2009-10 1st Year Reporting</i>			73.6%*		*	*	*	*	*	<ul style="list-style-type: none"><li>Districtwide In-Services</li><li>National, State, and District Emphasis on Wellness</li></ul>
Increase the percent of students in secondary schools participating in physical fitness programs by 1 percentage point by 2012.	95.0%	97.0%	97.0%		98.0%	99.0%	100.0%		95%-100%	<ul style="list-style-type: none"><li>Adapted PE Services</li><li>Districtwide In-Services</li><li>Fitness Testing</li><li>National, State, and District Emphasis on Fitness</li><li>Pre and Post Fitness Assessments</li></ul>
IV. STUDENTS DEMONSTRATE POSITIVE CHARACTER TRAITS WHICH ARE INTEGRATED THROUGHOUT THE CURRICULUM AND INCLUDE:										
Decrease the percent of students suspended, referred to alternative schools, or expelled by 0.3, 0.6, or 0.9 percentage points by 2012.	2.5%	2.2%	2.0%		2.1%	2.0%	1.9%		2%-0%	<ul style="list-style-type: none"><li>Capturing Kids Hearts</li><li>Character Education Programs</li><li>Differentiated Instruction</li><li>Instructional Academic Plan</li><li>Positive Behavioral Supports</li><li>Progressive Discipline Plans</li><li>Project GO</li><li>STARon Program Pilot</li></ul>







INDICATOR	RESULTS				TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10		Adequate Growth	Moderate Growth	Superior Growth			
Increase the percentage of elementary school "O" and "S" citizenship grades by .03, .06, or .09 percentage points by 2012. (2005-06 baseline)	92.9%	92.6%	92.0%		93.9%	94.9%	95.9%	↑	90-100%	<ul style="list-style-type: none"><li>▪ Capturing Kids Hearts</li><li>▪ Character Education Programs</li><li>▪ K-12 Counselors</li><li>▪ Progressive Discipline Plans</li><li>▪ Superintendent's Initiative "Keep Your Eye on the C.A.P." (Climate)</li></ul>
Increase the percentage of middle school "O" and "S" citizenship grades by 3, 6, or 9 percentage points by 2012.	87.4%	87.9%	88.8%		88.9%	89.9%	90.9%	↔	90%-100%	
Increase the percentage of high school "O" and "S" citizenship grades by 3, 6, or 9 percentage points by 2012.	82.4%	83.9%	85.1%		84.9%	85.9%	86.9%	↑	90%-100%	
TREATMENT OF STAFF, STUDENTS, AND PARENTS:										
Increase the percent of students reporting overall satisfaction with the school based on the District-wide survey by 3, 6, or 9 percentage points by 2012. (2005-06 baseline)	78.0%	78.6%	81.2%		82.0%	83.0%	84.0%	↔	90%-100%	<ul style="list-style-type: none"><li>▪ Customer Service Initiatives</li><li>▪ District/Area/School PAC/PTA/PTOs</li><li>▪ District/Area/School Strategic Plans</li><li>▪ District/School Publications</li><li>▪ <b>Keep Your Eye on the C.A.P.</b></li><li>▪ ParentLink</li><li>▪ Parent Outreach</li><li>▪ Professional Development for Customer Service (RAVE)</li><li>▪ Vegas PBS</li></ul>
Increase the percent of staff reporting overall satisfaction with the school based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	78.9%	87.1%	85.2%		88.1%	89.1%	90.1%	↓	90%-100%	
Increase the percent of parents reporting overall satisfaction with the school based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	80.3%	83.1%	92.0%		84.1%	85.1%	86.1%	↑	90%-100%	







INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
Increase the percent of <u>students</u> reporting students are encouraged to be creative and innovative based on the District-wide survey by 3, .6, or 9 percentage points by 2012.	80.1%	80.5%	80.3%	81.5%	82.5%	83.5%		90%-100%	<p>NOTE: Annually, Clark County School District sends a district-wide survey to students, staff, and parents. These indicators (creative and innovative, critical thinking and problem-solving, goal setting and taking the initiative, etc.) are included on this survey. Upon receiving survey results, individual schools analyze the data and identify appropriate actions. Likewise, areas/divisions take similar steps based on the results they receive at the area/division level. These indicators align to E-2: Academic Achievement, III. Students demonstrate personal and work place skills which are integrated throughout the curriculum. The personal and work place skills that are identified are as follows: Creativity and Innovation, Critical Thinking, Goal Setting, Initiative, Interpersonal Skills, Leadership, Organization, Personal Finances, Problem Solving, Team Building and Collaboration, and Technology.</p>
Increase the percent of <u>staff</u> reporting students are encouraged to be creative and innovative based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	81.4%	79.9%	77.5%	80.9%	81.9%	82.9%		90%-100%	
Increase the percent of <u>parents</u> reporting students are encouraged to be creative and innovative based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	84.8%	90.2%	90.5%	91.2%	92.2%	93.2%		90%-100%	
Increase the percent of <u>students</u> reporting students are learning to develop critical thinking and problem-solving skills based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	83.3%	86.1%	86.3%	87.1%	88.1%	89.1%		90%-100%	
Increase the percent of <u>staff</u> reporting students are learning to develop critical thinking and problem-solving skills based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	77.9%	81.4%	80.3%	82.4%	83.4%	85.4%		90%-100%	
Increase the percent of <u>parents</u> reporting students are learning to develop critical thinking and problem-solving skills based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	85.2%	91.9%	92.0%	92.9%	93.9%	94.9%		90%-100%	



INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
Increase the percent of <u>students</u> reporting students are learning leadership skills such as goal setting and taking initiative based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	82.5%	82.5%	82.7%	83.5%	84.5%	85.5%	↔	90%-100%	<p>NOTE: Annually, Clark County School District sends a district-wide survey to students, staff, and parents. These indicators (creative and innovative, critical thinking and problem-solving, goal setting and taking the initiative, etc.) are included on this survey. Upon receiving survey results, individual schools analyze the data and identify appropriate actions. Likewise, areas/divisions take similar steps based on the results they receive at the area/division level. These indicators align to E-2: Academic Achievement, III. Students demonstrate personal and work place skills which are integrated throughout the curriculum. The personal and work place skills that are identified are as follows: Creativity and Innovation, Critical Thinking, Goal Setting, Initiative, Interpersonal Skills, Leadership, Organization, Personal Finances, Problem Solving, Team Building and Collaboration, and Technology.</p>
Increase the percent of <u>staff</u> reporting students are learning leadership skills such as goal setting and taking initiative based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	74.6%	77.0%	75.9%	78.0%	79.0%	80.0%	↓	90%-100%	
Increase the percent of <u>parents</u> reporting students are learning leadership skills such as goal setting and taking initiative based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	80.2%	87.8%	88.2%	88.8%	89.8%	90.8%	↔	90%-100%	
Increase the percent of <u>students</u> reporting CCSD provides collaborative and team building activities for students to strengthen their interpersonal skills based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	86.3%	85.3%	86.0%	86.3%	87.3%	88.3%	↔	90%-100%	
Increase the percent of <u>staff</u> reporting CCSD provides collaborative and team building activities for students to strengthen their interpersonal skills based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	77.4%	79.9%	78.9%	80.9%	81.9%	82.9%	↓	90%-100%	
Increase the percent of <u>parents</u> reporting CCSD provides collaborative and team building activities for students to strengthen their interpersonal skills based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	81.6%	89.9%	90.5%	90.9%	91.9%	92.9%	↑	90%-100%	



INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
Increase the percent of <u>students</u> reporting CCSD assists students to strengthen their organizational skills based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	68.8%	71.9%	71.9%	72.9%	73.9%	74.9%		90%-100%	<p>NOTE: Annually, Clark County School District sends a district-wide survey to students, staff, and parents. These indicators (creative and innovative, critical thinking and problem-solving, goal setting and taking the initiative, etc.) are included on this survey. Upon receiving survey results, individual schools analyze the data and identify appropriate actions. Likewise, areas/divisions take similar steps based on the results they receive at the area/division level. These indicators align to E-2: Academic Achievement, III. Students demonstrate personal and work place skills which are integrated throughout the curriculum. The personal and work place skills that are identified are as follows: Creativity and Innovation, Critical Thinking, Goal Setting, Initiative, Interpersonal Skills, Leadership, Organization, Personal Finances, Problem Solving, Team Building and Collaboration, and Technology.</p>
Increase the percent of <u>staff</u> reporting CCSD assists students to strengthen their organizational skills based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	81.1%	81.5%	80.1%	82.5%	83.5%	84.5%		90%-100%	
Increase the percent of <u>parents</u> reporting CCSD assists students to strengthen their organizational skills based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	81.4%	88.6%	88.7%	89.6%	90.6%	91.6%		90%-100%	
Increase the percent of <u>students</u> reporting CCSD encourages students to be courteous and respectful toward others based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	78.5%	83.3%	83.8%	84.3%	84.3%	85.3%		90%-100%	
Increase the percent of <u>staff</u> reporting CCSD encourages students to be courteous and respectful toward others based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	83.7%	85.5%	84.8%	86.5%	87.5%	88.5%		90%-100%	
Increase the percent of <u>parents</u> reporting CCSD encourages students to be courteous and respectful toward others based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	89.8%	93.7%	94.2%	94.7%	95.7%	96.7%		90%-100%	

INDICATOR	RESULTS			TARGETS			STATUS	DISTRICT STANDARDS	QUALITY ASSURANCE
	2007-08	2008-09 (Baseline)	2009-10	Adequate Growth	Moderate Growth	Superior Growth			
Increase the percent of <u>students</u> reporting CCSD encourages students to be honest and trustworthy based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	76.3%	81.7%	82.2%	82.7%	83.7%	84.7%		90%-100%	NOTE: Annually, Clark County School District sends a district-wide survey to students, staff, and parents. These indicators (creative and innovative, critical thinking and problem-solving, goal setting and taking the initiative, etc.) are included on this survey. Upon receiving survey results, individual schools analyze the data and identify appropriate actions. Likewise, areas/divisions take similar steps based on the results they receive at the area/division level. These indicators align to E-2: Academic Achievement, III. Students demonstrate personal and work place skills which are integrated throughout the curriculum. The personal and work place skills that are identified are as follows: Creativity and Innovation, Critical Thinking, Goal Setting, Initiative, Interpersonal Skills, Leadership, Organization, Personal Finances, Problem Solving, Team Building and Collaboration, and Technology.
Increase the percent of <u>staff</u> reporting CCSD encourages students to be honest and trustworthy based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	78.3%	82.8%	82.4%	83.8%	84.8%	85.8%		90%-100%	
Increase the percent of <u>parents</u> reporting CCSD encourages students to be honest and trustworthy based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	87.4%	92.3%	93.0%	93.3%	94.3%	95.3%		90%-100%	
Increase the percent of <u>students</u> reporting CCSD fosters character traits such as kindness and caring based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	72.1%	77.6%	78.2%	78.6%	79.6%	80.6%		90%-100%	
Increase the percent of <u>staff</u> reporting CCSD fosters character traits such as kindness and caring based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	79.6%	83.0%	82.2%	84.0%	85.0%	86.0%		90%-100%	
Increase the percent of <u>parents</u> reporting CCSD fosters character traits such as kindness and caring based on the District-wide survey by 3, 6, or 9 percentage points by 2012.	86.0%	91.0%	91.7%	92.0%	93.0%	94.0%		90%-100%	

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QUALITY ASSURANCE FRAMEWORK  
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**APPENDIX A  
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21<sup>st</sup> Century Course of Study – The *21<sup>st</sup> Century Course of Study* is a rigorous four-year high school academic plan in which students take a fourth year of mathematics and a third year of science, beyond the requirements of the standard diploma, to better prepare themselves for an increasingly competitive world of work and higher education. This course of study is in alignment with the new requirements of the Governor Guinn Millennium Scholarship.

Adolescent Reading Academy – This course provides secondary English language arts teachers with current research and effective instructional strategies to develop students' knowledge and enhance their literacy skills. The essential areas of instructional focus include motivation and engagement, vocabulary, comprehension, and fluency.

Advancement via Individual Determination (AVID) – *Advancement via Individual Determination* is a program that offers students an academic elective that helps them learn to master rigorous coursework through a variety of collaborative and inquiry-based learning activities. The AVID elective prepares students in the academic middle to be successful in honors and Advanced Placement courses. It includes access to a site team of core teachers and college-educated tutors trained in research-based instructional strategies. Upon graduation from high school, students are prepared for college or university enrollment. Schools currently participating in AVID programs include Basic High School, Cannon Middle School, Chaparral High School, Desert Pines High School, Findlay Middle School, Legacy High School, Mojave High School, O'Callaghan Middle School, and Spring Valley High School.

Annual Guaranteed Levels of Service (AGLS) – The *Annual Guaranteed Levels of Service* (AGLS) is a component of the Clark County School District's K-12 Comprehensive Guidance and Counseling Program. Provided to all counselors as the framework for guidance activities, the AGLS is designed to ensure district wide consistency while in alignment with identified guidance goals in the academic, career, and personal/social domains. The AGLS is reviewed and revised each year by all K-12 counselors to include current CCSD initiatives and goals.

Area Differentiated Funds – Each Area/Division with responsibility for direct supervision of schools receives an annual allocation of funding that may be used to support school needs. Areas/Divisions are utilizing these funds to support a variety of school needs including, but not limited to, tutoring, professional development, prep buyouts, provision of substitutes, and technology.

Attendance Incentive Programs – Attendance incentive programs are specific strategies designed to encourage and promote regular attendance in school. Research indicates that regular attendance is correlated to improved academic performance and, as such, these programs explore methods by which students are encouraged to attend class on a daily basis. Individual schools develop and implement site-based Attendance Incentive Programs.

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Backward Assessment Model (BAM) – The *Backward Assessment Model* (BAM) focuses professional development on what teachers teach, how they teach it, student performance, assessment, specific content strategies and resources as well as strategies that address special populations; special education, poverty, and English Language Learners that lead to increased student achievement.

Career & Technical Academy (CTA) – A Career and Technical Academy school offers students an opportunity to select a career and technical area of emphasis for their four years of high school. Programs of study reflect industry standards and prepare students with rigorous coursework to pursue future education in post-secondary institutions, apprenticeships, or the military. Students have access to state-of-the-art technology and have hands-on experiences through internships, clinical, or other work-based learning activities.

Character Education – The Clark County School District (CCSD) emphasizes and integrates character education within instructional content areas. CCSD staff members strive to reflect these characteristics in all phases of school life and students are afforded opportunities to participate in programs and extracurricular activities that support and assist in developing these traits. The domains of character education incorporated into the instructional program are:

- Responsibility
- Respect
- Integrity
- Justice
- Manners
- Courage
- Empathy

Collaborative Scoring – Collaborative scoring is a process used to assess student writing and increase teachers' understanding of the Nevada proficiency examination scoring process.

College Board Plan of Action – CCSD developed the *College Board Plan of Action* as a mechanism to organize and support the goals and programs that support student college readiness. The Plan of Action is sequential, and provides a measure of accountability by denoting delivery strand and target audience. CCSD schools must document completion and implementation of the Plan of Action at the conclusion of each school year.

College Counselor Professional Development – CCSD provides training opportunities for college and scholarship counselors throughout the school year in order to increase student college readiness skills. Information, materials, resources, and workshops are provided to counselors regarding in-state and out-of-state college/university admissions; local, state, and national scholarships; and institutional, state, and federal financial aid programs.

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College Readiness Educational Workshop (CREW) – The Guidance and Counseling Department and the Equity and Diversity Education Department host the CREW. The purpose of the workshops is to provide students and their families with scholarship, financial aid, and college readiness information. The educational evening includes a general college presentation with information regarding the importance of the PSAT. Breakout sessions on scholarships, Earn While You Learn, ACT/SAT Test-Taking Strategies, and Gates Millennium Scholars Programs are also conducted.

Community Partnerships – Community partnerships are an alliance of relationships between the Clark County School District and various business and social organizations whose sole desire is to improve student performance and increase community involvement in our children's education.

Compass Learning Intervention Program – Compass Learning Odyssey Math and Odyssey Language Arts are supplemental products that provide: explicit, systematic direct instruction; online tools; periodic formative assessment; embedded writing activities; a fast-paced and engaging format; parallel learning for Spanish-speaking students; home extension opportunities and parent reporting; and comprehensive teacher training. All online learning activities and assessments are aligned to Nevada state academic standards.

Compass Learning Online Credit Retrieval – Supported by ARRA funds, Student Support Services Division has purchased a site license of the Compass Learning Online Credit Retrieval Program for all CCSD high schools and ESD schools. The Compass Learning Online Credit Retrieval Program provides internal credit retrieval options for high school students who have previously failed a core class and need a credit retrieval course to fulfill graduation requirements.

Components of an Effective Lesson – The components of an effective lesson and the basic principles of learning are used when providing instruction, such as:

- Reviewing recently taught material.
- Setting the stage for learning.
- Identifying and focusing attention on the learning objective(s).
- Linking previously learned concepts to new concepts.
- Using appropriate teacher-facilitated and student-directed instruction.
- Assessing student understanding as the lesson progressed.
- Using effective questioning techniques.
- Using appropriate closure activities.
- Modeling sensitivity to the cultural diversity of students.
- Reviewing to address long-term knowledge and student deficiencies.

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Components of an Effective Lesson (continued)

5+1 Essentials – The 5+1 Essentials include the following components: 1) concept development/linkage in instruction, 2) connecting concept development/linkage to the notes students take, 3) homework, 4) test preparation & parallel constructed practice tests, and 5) the actual unit assessments that tie back into the semester exams. The +1 relates to the importance of developing positive student teacher relationships and contacting (phoning) each parent/guardian for the purpose of discussing how teachers are going to help their children be very successful in their math classes.

Teacher Expectancies – Expectations of instruction include:

- Success on Success Model
- Student -Teacher Relationships
- Use Simple Straight-Forward Examples
- Assessment
- Note-Taking
- Vocabulary
- Reading
- Writing
- Facts and Procedures.
- Technology Implementation
- Problem Solving Process
- Memory Aids
- Questioning Strategies

Co-Teaching Model – Co-Teaching is an instructional approach that increases the intensity of instruction in the general education classroom setting. The Co-Teaching approach is led by a licensed teaching pair; a general educator and special educator, who address the diverse needs of all students within the classroom. There are six models of the Co-Teaching approach: one teach-one assist, one teach-one observe, station teaching, parallel teaching, alternative teaching, and teaming (Friend, 2008). Co-Taught classrooms are identified in a school's master schedule to reflect a year-long daily commitment between the general educator and special educator based on the needs of the students. Co-Teaching classrooms are part of the continuum of services available to students with special needs.

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Culturally Competency-Responsive Teaching – Professional learning for culturally responsive teaching has the potential to address achievement and opportunity gaps across ethnic groups and disproportionate representation in special education for students from culturally and linguistically diverse backgrounds. Professional learning for culturally competency teaching is grounded in research on teacher learning that is mindful of the role culture plays regarding student academic progress. Equity Classroom Practices include utilizing an observation tool to indicate evidence of the following components in a school setting: Physical/Ecological Environment, Instruction, and Classroom Climate.

Depth of Knowledge (DOK) – DOK is a scale of cognitive demand intended to describe the complexity of thinking required to complete a task, answer a question, or solve a problem. The Nevada Department of Education adopted and modified Norman Webb's DOK levels to replace ability levels (A1, A2, and A3) on state assessments. These DOK levels are incorporated into all of Nevada's State assessments.

Differentiated Instruction – Differentiated instruction is an instructional methodology for which the needs of diverse learners are met in the today's classroom of varied learners, versus the less efficacious method of "teach to the middle." Through flexible grouping techniques, instructional and assessment activities are differentiated by students' learning styles, talents and interests, as well as ability levels. CCSD readily recognizes the need to effectively teach all students, including the disaggregated populations prescribed by *No Child Left Behind*. As a result, training for teachers in differentiation is offered through a variety of venues: Inclusive Schools' Practices, English Language Learner Highly Qualified Sheltered Instruction (HQS), Curriculum and Professional Development, Gifted and Talented Education, and region-based initiatives.

Dual Credit Program – CCSD developed a Memorandum of Understanding (MOU) with the College of Southern Nevada (CSN), Nevada State College (NSC), and the University of Nevada, Las Vegas (UNLV) to offer 100-level or lower and 200-level college courses that qualify for both high school and college credit. The intent of the program is to provide rigorous college-level coursework at a reduced cost on the student's high school campus. CCSD juniors and seniors may take a dual credit course taught by an approved high school instructor on their high school campus for a cost of \$25 per course.

Dual Language Instruction – Dual Language programs can vary generally in design and implementation but they share primarily the same characteristics. Students in the programs include native English Speakers and native speakers of the other language. For most of the day, these students study together. In their classes, students learn language through academic content instruction in both languages. This aids in acquiring the languages more naturally and thus more effectively. The goal of Dual Instruction is that all students become proficient in both languages, both socially and academically



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Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – The DIBELS are individual standardized assessments designed to assess and monitor a student's development of critical literacy skills. There are five one-minute assessments that measure, phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Elementary Standards Based Report Cards – (SBRC – ES) – The Clark County School District elementary grades' Standards Based Report Card (SBRC) was developed to report student progress toward meeting the Nevada Content Standards. These standards outline essential student learning standards for each grade level and core course. The Nevada Content Standards are used by classroom teachers as the curricular scope for planning and delivering instruction and for monitoring student learning and progress. Benchmarks, reflecting the Nevada Content Standards, distribute the learning into twelve-week periods known as trimesters. The Clark County School District's SBRC is issued to parents at the end of each trimester, three times a year.

English Language Learner (ELL) Specialist – The ELL Specialist provides enhanced language acquisition support to classroom teachers with English Language Learner students. The ELL Specialists act in the capacity of program facilitator for all ELL Fast students. The ELL Specialist provides professional development to teachers in HQSI.

English Language Proficiency Assessment (ELPA) – The annual test for English Language Learner (ELL) students that measures the increase in English language proficiency within the four area of language production (speaking, listening, reading, writing).

Extended School Year – Extended School Year services are provided to students with disabilities in accordance with the students' Individualized Education Programs. Under the Individuals with Disabilities Education Act, Extended School Year services must be provided if a child's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child.

Fast ForWORD – Fast ForWORD is a supplemental program to help build the basic foundational skills for reading and language. The software provides a strong cognitive and oral language foundation for reading for all students, leading to better reading, better student self-esteem, and more motivation to learn

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Focus on Standards Model – There are five components to the Focus on Standards (FOS) school improvement model: **Power Standards**, a representation of the most critical skill requirements at each grade level as defined by what students are held accountable for knowing on the Nevada High School Proficiency Exam (NHSPE), and the prerequisite skills necessary to be successful at the next grade level; **Classroom Instruction**, a road map of what is taught and approximately when it is taught, delivering high quality instruction based upon best practices, ensuring that there is no gap in instruction when students move from school to school; **District-wide Interim Assessments**, formative assessments that are used to measure students' level of mastery of the benchmarked Power Standards as they are taught, providing teachers and students with information on student performance, guides to future instruction, and designs for academic interventions for students to show increased progress; **Structured Teacher Planning Time (STPT)**, regularly scheduled meetings for teachers to collaboratively review and analyze Interim Assessment data, determine students' level of mastery of the standards, unwrap or deconstruct standards, establish clear learning targets, and plan academic interventions; **Intervention**, an instructional plan devised during STPT that provides support through teaching, re-teaching, and reviewing Power Standards based on the specific needs of each student.

Focus on Student Learning (FOSL) – *Focus on Student Learning* is a classroom observation protocol which allows administrators and staff to gather and examine trend data directly related to student learning in a collaborative format. Collected through brief and ongoing visits to the classroom, the main focus is on student engagement as noted through the representations of assignments, assessments, activities, Bloom's Taxonomy, instructional strategies, and standards in the classroom during visits. Data is collectively organized and reported to staff by department, by subject or by whole group for reflection, discussion to guide instruction.

Freshman Academies/Smaller Learning Communities – Freshman academies are a unique small learning community of 9<sup>th</sup> graders in the high school environment. This special organizational structure allows high schools to focus on the transition from middle school to high school, with special emphasis on the academic, social, and extra-curricular opportunities available for educational success.

Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP) – *Gaining Early Awareness and Readiness for Undergraduate Programs* is a federally funded initiative to prepare disadvantaged youth for post-secondary education. It provides resources that promote greater parent involvement, smaller class sizes, tutorial support, mentoring, and other instructional resources to enhance student mastery of a college prep curriculum. Documented students who pass the Nevada High School Proficiency Exam and graduate with a grade point average that matches or exceeds the entrance requirements for colleges and universities in the Nevada System of Higher Education may earn a \$10,000 scholarship.

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Graduation Advocate Program (GAP) – Implemented in December 2009, high schools and middle/junior high schools receive prep buyouts ranging from 1 to 4 depending on school size to support Graduation Advocates (GradAds). GradAds target students (8th and 9th graders) identified through OnTRACK (early warning database/system identifying potential dropouts) for the purpose of tracking their attendance and academic progress. Additionally, GradAds work with their caseloads of students and families to educate them about higher education and workforce opportunities beyond the 12th grade year. GradAds serve as advocates for the students on their caseloads.

High Quality Sheltered Instruction (HQSI) – HQSI is a research-based approach to instruction proven effective for teaching specific academic content while promoting English language development. This model takes into account the special language development needs of English language learners which distinguishes it from high quality non-sheltered teaching.

The eight components include the following:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review/Assessment

High School Proficiency Exam (HSPE) Tutoring – Proficiency tutoring is available at each high school and participating public libraries three weeks prior to each administration of the proficiency examination in mathematics, reading, writing, and science. Proficiency tutoring provides students with opportunities for more intensive development of necessary skills required to successfully complete the required high school proficiency examinations.

Imagine Learning – The program gives individualized instruction based on English Language development pedagogy in order to assist students in learning English as quickly as possible.

Inclusive Practices – Inclusive Practices (IP) is a philosophy, framework, and expectation for all CCSD schools to address the diverse needs of all students within the school community. Inclusive Practices school communities embrace the philosophy of a shared ownership and responsibility to educate all students. The Inclusive Practices framework includes professional development district-wide and at school sites for the entire school staff or individual teachers; online modules; district and community advisory; and research development.

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Indian Education Opportunities Program – The Indian Education Opportunities Program is a federally funded program offering services to American Indian/Alaska Native students supporting their academic needs by providing summer school tuition assistance, scholarship assistance, individual and group tutoring, ACT/SAT test fee payment, financial aid and scholarship workshop, college tour, and cultural activities.

Individual Academic Plans – Students in grades 6-12 complete the CCSD Online Academic Plans with guidance counselors. Plans are reviewed each year for progress toward promotion and graduation. Parents are also encouraged to review the plans with their students.

Instructional Data Management System (IDMS®) – IDMS® is a Web-based application that assists K-12 educators in creating/administering tests and managing/using data to inform instructional practices, improve student achievement and optimize learning results. The IDMS application supports a standards-based instructional approach that brings data directly to the desktop computers of classroom teachers and school administrators. It allows educators to pace instruction, create formative assessments, and generate District, school, class, and student reports that target instruction and document learning.

Job Discovery – The Job Discovery program is a partnership with Opportunity Village to provide supervised work experiences for students with disabilities according to Individualized Education Program goals and objectives.

Keep Your Eye on the Cap – *Keep Your Eye on the Cap* is a dynamic initiative developed by CCSD Superintendent, Walt Rulffes. CAP is an acronym for three key components in achieving success in the Clark County School District – Climate, Achievement, and Participation. The Superintendent's emphasis is that regardless of the number of hats that one may wear in their lifetime, none is as important as the cap you will wear for graduation. The goal remains of increasing both the number and quality of CCSD graduates through all that we do, K-12.

Language Acquisition Models – In the CCSD, English Language Learners are instructed in English through content-based ESL with myriad supports to assist their learning while acquiring the English language. Techniques utilized in schools across CCSD and supported by the English Language Learner program include but are not limited to, instruction by teachers who are endorsed to teach second language students through use of specific strategies in the classroom; teacher professional development in HQSI (Highly Qualified Sheltered Instruction) or Sheltered Instruction Observation Protocol (SIOP), which increases teacher ability to utilize proven research-based strategies that support learning of instruction and language simultaneously and Dual Language Schools. Dual Language Schools are schools that provide instruction in English and Spanish to all learners, enhancing student cognitive capability while providing an opportunity for students to acquire bilingual and bi-literate skills in school-aged years.

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Language Immersion Schools – Language immersion schools were created to provide all students enrolled at the schools with the opportunity to graduate from high school proficient in multiple languages, as well as to support students who are English Language Learners. Language immersion provides students with the powerful learning opportunity to become bi-literate in Spanish and English by 5<sup>th</sup> grade, the potential to acquire one or more language credits in middle school, and the chance to learn multiple languages in high school.

Literacy Specialists – The literacy specialist is a literacy leader, a coach for the classroom teacher, and an onsite expert in reading instruction and assessment. The Curriculum and Professional Development Division, Literacy Department, supports these roles by offering trainings such as Reading Academy, Coaching Academy, Coaching Cohort, and Effective Writing Instruction.

Maintenance of Effort (MOE) Funds – MOE funds are used to support district-wide initiatives and to support a menu of options that schools may self-select to apply for at the Area/Division level. Elementary school district-wide initiative was that of purchasing Envision Math or Investigations Math consumables for each of the 2009/10 and 2010/11 school years. Elementary school area/division "menu options" include: Tutoring, Structured Teacher Planning Time/Professional Learning Communities/Backwards Assessment Model, Cultural Proficiency Training and Summer or Intersession Language Camps for English Language Learner students. Middle school district-wide initiative is the Graduation Advocate Program. Middle school area/division "menu options" include: 2nd Semester Mathematics Prep Buyout, Tutoring, Online Course/Credit Retrieval, Structured Teacher Planning Time/Professional Learning Communities/Backwards Assessment Model, Summer Language Camps for English Language Learner students; and Core Curriculum Prep Buyouts. High School district-wide initiatives are the Graduation Advocate Program, STARon (Schools Targeting Alternative Reform Onsite) Pilot program at 3 high schools, SuperTutorMath, and Tutoring for Proficiency. High school area/division "menu options" include: 2nd Semester Mathematics (PreAlgebra or Algebra I) Prep Buyout, Summer School Tuition Reimbursement (PreAlgebra or Algebra I Second Semester only), High School Proficiency Exam Camps, Structured Teacher Planning Time/Professional Learning Communities/Backwards Assessment Model, Cultural Proficiency Training, Summer Language Camps for English Language Learners, AVID Tutors, Core Curriculum Prep Buyouts and Online Credit Retrieval.

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Mathematics Lesson Studies – The goal of the Mathematics Lesson Studies is to increase student achievement in secondary mathematics. Professional development focusing on lesson plan design and pacing calendar alignment of upcoming mathematics content is provided. A collaborative, professional learning community to share instructional strategies, methodologies, and resources is promoted. Teachers meet by grade level/subject twice a month on Saturdays from 8:00 a.m.—12:00 p.m. Through the Backward Assessment Model (BAM), teachers share information and prepare unit lessons. Selected expert secondary mathematics teachers facilitate the sessions. These facilitators share model lessons that incorporate the Components of an Effective Lesson (CEL) with an emphasis on the 5+1 essentials. Facilitators and participants share content knowledge, instructional strategies and methodologies, and resources in an effort to create effective lessons that foster student understanding and application to improve student achievement. All lessons and resources are posted online on InterAct. Participants are required to utilize these lessons, strategies and methodologies, and resources in classroom instruction. Random classroom observations are conducted and feedback is provided to ensure effective implementation.

Moapa Educational Support Center – The Moapa Educational Support Center (MESC) is open to all CCSD students on and off the Moapa Band of Paiute Indian Reservation. The MESC provides after school tutoring assistance to American Indian/Alaska Native students as well as skill remediation (Kindergarten - Proficiency test preparation) using of the *SkillsTutor* program. The Equity and Diversity Education Department project facilitator has also offered GED class support to residents of the community and parenting classes to the families of the participating CCSD students.

Nevada Career Information System (NCIS) – The NCIS is an Internet-based system that combines current comprehensive information on careers, education and educational planning, assessment tools, and the labor market. Secondary counselors are provided professional development training in the NCIS program each year by representatives of the Nevada Department of Employment, Training and Rehabilitation. In the Clark County School District, all 6<sup>th</sup> grade students are introduced to the NCIS as a career exploration tool in their Computer Literacy 6 course, while access to the NCIS is promoted throughout the secondary school years to include career, college, scholarship and post-graduate planning. A Junior NCIS is now available for elementary students; the program is utilized by elementary counselors.

Newcomer Program – The *Newcomer Program* is a grade 3-12, language acquisition instructional model specifically designed for ELL students who have been in the United States for two years or less and who are not proficient in the English language. The program's entry criteria are based on results from the language proficiency assessment, LAS Placement Assessment and the Developmental Reading Assessment (DRA) which is administered in both English and Spanish.

ParentLink – *ParentLink* is a computerized parent communication tool designed to ensure that families are able to regularly access general information about the school and the progress of their student via the computer or telephone. In addition to providing attendance and grade information, this tool is able to contact parents in case of emergency and provide notification of school events and activities.

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Path to Proficiency – Path to Proficiency is used to make connections for teachers of ELL students to adapt and extend the use of Thinking Maps to meet the needs of English Language Learners at all levels of language proficiency and in all content areas.

Preliminary Scholastic Achievement Test (PSAT) Administration – CCSD entered into a Partnership with College Board to provide the PSAT to all sophomores at no cost to the student. Following the assessment, CCSD receives the following reports/programs to increase student college readiness skills: Summary of Answers and Skills (SOAS) Reports, AP Potential, *MyRoad* and *MyCollegeQuickStart*, Student/School Score Reports, and District/Area/School Integrated Summary Reports.

Project Go – Project Go aims to increase the number of students with IEPs graduating from high school with a regular diploma, decreasing the number of students with IEPs dropping out of high school, and decreasing the recidivism rate for expulsions and behavior school. Project Go facilitators provide support related to instructional and behavioral interventions for at-risk students. This includes assessing problem situations, brainstorming solutions, evaluating alternatives and recommending strategies to address behavioral issues of student with disabilities who are at risk for dropping out of school; providing high-quality professional development activities in the areas of differentiated instruction, positive behavior support, and transition; providing assistance to schools with technical issues related to behavior management techniques, behavior management plans, and class modeling; and providing supports, strategies and information to students with disabilities, parents, staff and schools related to transition programs to meet students' needs.

RPDP/CPD/SSSD Professional Development – The mission of the Curriculum and Professional Development Division (CPDD) is to support increased student achievement by: 1) providing relevant curriculum materials and training for teachers and administrators, 2) offering academic services for parents and community members, 3) coordinating and promoting leadership and extracurricular activities for students. The recent projects that CPD, RPDP, and the Testing Department have worked on together include revision and alignment of the Interim Assessments and Common Semester Exams in Pre-Algebra, Algebra, Algebra IH, Geometry, Geometry IH, Algebra II and Algebra IIH.

READ 180 – *READ 180* is an intensive reading intervention program that confronts the problem of adolescent illiteracy on multiple fronts, using technology, print, and professional development. *READ 180* is proven to meet the needs of students whose reading achievement is below proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

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Reading Academy – This professional development opportunity provides elementary teachers with the skills and practices needed to implement a comprehensive, balanced reading program. It is entirely research-based and each session is designed to address different aspects of the reading process. Educators will have opportunities to consider the latest research and best practice in all aspects of effective instruction which constitute a comprehensive, reading program. These components include the following: phonemic awareness, phonics and decoding, fluency, spelling, vocabulary, comprehension, diagnostic tools- and how to put them together in the classroom to maximize results and truly become intentional educators.

Recruiting Kiosk Program (College) – Recruiting kiosks are centralized locations in CCSD high schools providing a regular presence and information to all students about post-secondary educational options in the State of Nevada. Kiosks provide information ranging from admission requirements, to course offerings, to educational options. The kiosks have been developed in partnership with the Nevada System of Higher Education and the Clark County School District. This program is available in some of our CCSD high schools.

Response to Instruction (RTI) – The Clark County School District endorses a comprehensive framework of instruction and instructional support for schools that addresses the academic and behavioral needs of all students, including students at risk of educational failure or in need of enrichment. The focus of this RTI framework is improved student achievement. RTI is the practice of providing high quality instruction and intervention matched to students' needs, and using learning rate over time and level of performance to make important instructional decisions. RTI is not intended to be a new initiative, but rather a progressive effort to realign resources, personnel, service delivery models, and professional development activities under common and interconnected CCSD goals and initiatives for improved student outcomes. Fundamental to the process are collaborative problem solving, data-based decision making, parent communication, and ongoing professional development. An operations manual entitled, *Response to Instruction: A K-12 Multi-Tiered System of Support – A General Education Initiative* (CCSD Literacy Services, 2010), is available to CCSD schools.

Rosetta Stone – Uses imagery to help students learn and think in English. Rosetta Stone systemically builds nouns and verbs into complete sentences and build everyday proficiency in each of the four language skills (listening, speaking, reading, writing).

School Improvement Plans – In compliance with NRS 385, *School Improvement Plans* are strategic and continuous site-based plans that focus on providing quality education and high levels of student achievement. This is achieved through meaningful teamwork, clear and measurable goals, and the regular collection and analysis of performance data to best identify goals and areas of improvement.

Silver State Advanced Placement (AP) Summer Institute – This institute targets professional development of AP teachers.



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Skills Tutor – Skills Tutor is an online curriculum tutorial program that provides differentiated instruction and intervention strategies. Lessons and activities in reading, language arts, writing, math, science, information skills, and workforce readiness support continuous academic improvement, and foster student achievement and career preparedness.

SMART Goals – The Expert Mathematics Committee (EMC) was established in 2008 and was charged with providing recommendations, ensuring coherence to expectations, establishing adult professional development and learning and developing districtwide non-negotiable goals. Using the SMART Goal School Improvement Process, the EMC established districtwide data targets for improvement in the Mathematics Common Semester Assessment pass rates as well as grade distribution rates in Pre-Algebra, Algebra I, Algebra I Honors, Geometry, and Algebra II. SMART (Specific, Measurable, Achievable, Relevant, and Timely) Goals provide a foundation for future action planning for both first and second semesters. District goals include both short-term and long-term goals with semester benchmark targets. To ensure continuity and the ability for school staff to implement these goals seamlessly into established improvement efforts, SMART Goals and action steps were aligned to School Improvement Plans.

Structured Teacher Planning Time (STPT) and Professional Learning Communities (PLC) – STPT and PLC are regularly scheduled meetings for teachers to collaboratively review and analyze interim and classroom assessment data, determine students' level of mastery of the standards and curriculum, unwrap or deconstruct standards, establish clear learning targets, and plan academic interventions.

Study Island – A web based CRT preparation and standards mastery program designed to assist students in mastering The Nevada State Standards. Each section has a pre and post - test with State specific lessons in the core areas of Math and Reading.

System 44 – System 44 was designed for our *most* challenged, struggling readers in Grades 3–12. Intentionally metacognitive, *System 44* helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. The program invites students to “crack the code” and join the community of readers, and provides educators with a comprehensive set of tools to meet this challenge including: validated assessment for screening and placement, research-based phonics instruction, and highly motivating and age-appropriate adaptive technology.

Targeted Writing Modules – Writing modules have been developed for secondary English Language Arts teachers that focus on instructional strategies for teaching different modes of writing (narrative, descriptive, expository, persuasive), the writing traits, and the writing process. Participants examine the current research in composition pedagogy; learn strategies for teaching the various text structures within the modes of writing; and explore ways to improve achievement in writing not only within an individual classroom but also within the school itself by looking at student placement, scheduling, and assessment of writing across content areas.

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Teachers of Struggling Students (TOSS) – *Teachers of Struggling Students* (TOSS) training is offered by the SNRPDP. The focus of this training is on “Organizing Student Learning” by using the specific math curriculum teachers are assigned to teach and the “5+1” Essentials to increase student achievement. The 5+1 Essentials encompasses: 1) concept development/linkage in instruction, 2) connecting concept development/linkage to the notes students take, 3) homework, 4) test preparation & parallel constructed practice tests, and 5) the actual unit assessments that tie back into the semester exams. The +1 relates to the importance of developing positive student teacher relationships and contacting (phoning) each parent/guardian for the purpose of discussing how teachers are going to help their children be very successful in their math classes.

Title I Homeless Outreach Program for Education (HOPE) – Title I HOPE provides services for homeless students; facilitates enrollment into school, transportation to school of origin, facilitates obtaining free breakfast and lunch, takes student to school bell, hands out backpacks with school/hygiene supplies, one on one tutoring services for children, and for High School students a respite area where students receive food, guidance and school work assistance.

Title I Staff Development – Funds are set aside for staff development activities at Title I sites to increase teacher knowledge so that they may better meet the needs of all students.

Truancy Diversion Program – The Truancy Diversion Program is a collaborative effort between the Clark County School District and the Eighth District Judicial Court aimed at decreasing absenteeism and improving academic achievement. Judges volunteer their time to conduct weekly “court” sessions at eight CCSD middle schools and two high schools. Students at risk of dropping out, and their parents, attend the court sessions during which the Judge reviews weekly attendance, grades, and disciplinary records. Students attend for 10-12 weeks. Those who show improvement in grades and attendance are honored with a “graduation” ceremony at the end of the session.

Turnaround Team – In accordance with the American Recovery and Reinvestment Act of 2008, and CCSD Title I efforts, *Turnaround Teams* will be created to provide focused professional development, coaching, and intensive support for schools on the watch list or in need of improvement. *Turnaround Teams* will consist of four highly proficient teachers in the areas of reading and mathematics (2 reading/language arts, 2 mathematics). Coordinating of teams and initial training took place during the 2009-2010. These teams will provide intensive modeling, side-by-side lesson planning, coaching, feedback, and data analysis support to teachers. *Turnaround Teams* will assist in turning around school climate and instructional practices in order to increase student achievement and build sustainability. These teams will fall under the supervision of the Curriculum and Professional Development Division.

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Virtual HS Classes – Virtual HS is providing unique experiences for students to take distance education classes during and outside of the normal school day. Classes are offered online with students accessing content either from their home or from a unique school program at their home schools.

Voyager Programs – *Voyager Passport* is a K-8 Tier II reading intervention for students who encounter reading difficulty and are performing below grade level. The lessons focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension. *Voyager Universal Literacy System®* is a Tier I, scientifically research-based, comprehensive K-3 reading program.

Writing Academy – This professional development opportunity provides elementary teachers, grades 2-5, with the skills and practices needed to implement effective writing instruction to increase student achievement. This academy is designed to help educators become familiar with best practices in teaching writing. Educators will have opportunities to learn concrete instructional techniques for teaching the sentence, the paragraph, and multiple paragraph papers. Consideration of the latest research and best practice in all aspects of effective writing instruction which constitute a comprehensive writing program will be examined. These components include the following: expository writing, persuasive writing, narrative writing, and analytic scoring.

Writing Across the Curriculum – *Writing Across the Curriculum* is a pedagogical movement that maintains the theory that writing is a valuable learning tool that can help students synthesize, analyze, and apply course content. Approaches to writing across the curriculum include *Writing to Learn* and *Writing in the Disciplines*.

Write...from the Beginning – *Write...from the Beginning* is a developmental writing program for Kindergarten through 5th Grade which focuses on criteria necessary for successful writing achievement beyond the elementary years. The program includes both narrative and expository writing, each utilizing the *Thinking Maps Common Visual Language*. Teachers build upon and extend the instruction of previous grades by using Modeled Instruction, Improvement Rubrics, and Focused Mini-Lessons.

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- ☐ In Compliance
- ☐ Out of Compliance
  - o With Exception
  - o With Commendation