

**Senate Bill 178 Summary  
Form A**

During the 79<sup>th</sup> Legislative Session, Senate Bill (SB) 178 was passed to prioritize additional per-pupil allocations to provide support for students performing in the bottom quartile of student achievement who may also be Free and Reduced Lunch (FRL) and/or English Language Learners (ELL). Funding was prioritized; beginning with 1 and 2-star schools, and then to 3-star schools until the funds allocated to the Clark County School District were exhausted. The information provided below includes information which focuses on the components of the plan. A final version of this form will be posted on your website.

**School Information**

Name of School	Name of Principal	Name of SAS
Rainbow Dreams Academy-MS	King Duncan	Daniel Tafoya

**Student Demographic Information for Bottom Quartile Performing Students**

Ethnicity	Student Number	Percent
Asian	0	0.0
Black	17	77.3
Caucasian	0	0.0
Hispanic	4	18.2
Alaskan Native/Native American	0	0.0
Multiracial	1	4.5
Pacific Islander	0	0.0
English Learners	1	4.5
FRL	22	100

**Allocation and Coordinated Funding**

Allocation Amount	\$39,600.00
Coordinated Funding	SB 178 will be supported by funds from Title I that will be used to provide a Teacher's Aid to help facilitate the implementation of <i>Success for All</i> . The schools budget will be used to provide updated classroom technology and one-to-one technology for students in order to support full implementation of <i>Success for All</i> .

**Plan**

The Academic Unit worked collaboratively with the Research Department to identify students in the bottom quartile at each school. Schools refined the initial list taking into account any specific factors that affected each student, inherent transiency and instructional practice.

Consultation meetings were held with parents, legal guardians, and/or School Organizational Teams to determine the needs of pupils and preferred services.

Date(s) of Meeting(s)	02/16/2018
Audience	Parents, Teachers and Staff

Feedback	Requests for additional staff and/or a Middle School Specific Teachers Aid. There were also request for additional learning opportunities for students outside of the regular classroom.
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**Measurable Goals**

Measurable goals for the 2018-2019 school year was developed and aligned with the Every Student Succeeds Act (ESSA).

School Year	Goal(s)
2018-2019	Formative Assessments; increase percent proficient in ELA from baseline of 23.1% to 27% by the second assessment and 34.5% by the third assessment.
2018-2019	Increase the percentage proficient in math, as determined by formative assessments from a baseline of 10.4% to 15% on the second and 19.5% on the third.

**Action Steps**

The following actions steps were developed and implemented, which include programs and services and supports that meet the Every Student Succeeds Act research tiers, Evidence-based Initiative (EBI).

Action Step	Description
	<p><u>Action Step 1:</u><b>Action Step 1:</b> The hiring of personnel to implement an academic intervention supported by <b>EBI levels 1-3. 9.4 b4</b></p> <p><b>Associated Expenses:</b> Intensive Reading Instructor (\$39,600.00)</p> <p><b>EBI Level:</b> 1 (Strong)</p> <p><b>Citation or rationale:</b> Borman, G. D., Slavin, R. E., Cheung, A. C. K., Chamberlain, A. M., &amp; al, et. (2007). Final Reading Outcomes of the National Randomized Field Trial of Success for All. American Educational Research Journal, 44(3), 701–731.</p> <p>Correnti, R. (2009). Examining CSR Program effects on student achievement: casual explanation through examination of implementation rates and student mobility.</p> <p>Madden, N., Slavin, R., Karweit, N., Dolan, L., &amp; Wasik, B. (1993). Success for All: Longitudinal effects of a schoolwide elementary restructuring program. American Educational Research Journal, 30, 123-148.</p> <p>Quint et al. (2015). Scaling Up the Success for All Model of School</p>

Reform: Final Report from the Investing in Innovation (i3) Evaluation. MDRC.

Ross, S.M., Wang, L.W., Sanders W.L., & Wright S.P. (1999). Two- and three-year achievement results on the Tennessee value-added assessment system for restructuring schools in Memphis

Action Step 1: Progress Monitoring Summary

Number of Students Targeted in this Action Step	Number of Students Making Progress Towards ESSA Targets	Success Rate (%)	Assessment(s) and/or Metric(s) Used to Monitor Student Progress
82			NWEA, STRIDE

Mid-course Adjustment(s): NWEA Progress Monitoring Assessments for the Winter window just opened, upon conclusion of this testing the number of students making progress will be determined.