

CARSON CITY SCHOOL DISTRICT
1402 West King Street
Carson City, Nevada
Tuesday, September 25, 2018

SCHOOL BOARD MEETING

LOCATION OF MEETING: **Sierra Room**
 Community Center
 851 E. William Street
 Carson City, Nevada

CALL BOARD WORKSHOP TO ORDER – 6:00 P.M.

1. Flag Salute: **Don Carine**
2. Round table discussion among Board Members, Staff and Principals addressing the following topics: – **for discussion only; no action.**
 - Presentation of the 2017-2018 Nevada School Performance Framework (NSPF) Results for the Carson City School District School

CALL BOARD MEETING TO ORDER – 7:00 P.M.

3. Adoption of the Agenda, as submitted – **for possible action (public comment will be taken prior to any action).**
Please Note: The Board reserves the right to (1) take items in a different order, (2) combine two or more Agenda items for consideration, and (3) to remove an item from the Agenda or delay discussion relating to an item on the Agenda at any time, in or to accomplish the business on the Agenda in the most efficient manner.
4. Superintendent's Report – **for information only.**
 - *Follow-up on inquiries made to the Superintendent
 - Announcements
5. Board Reports/Board Member Comments – **for information only.**
 - Carson High School Board Representative
 - Pioneer High School Board Representative
 - Nevada Association of School Boards (NASB) Update
 - Announcements
6. Association Reports – **for discussion only.**
7. Public Comment – Comments may be made by members of the public on any matter within the authority of this Board. Please note that Public Comment will be taken on items marked “for possible action” before action is taken on such items, and members of the public are encouraged to comment on such items at the time they are being considered. Although members of the Board may respond to questions and discuss issues raised during Public Comment, no action may be taken on such a matter until the matter is placed on an agenda for action at a meeting of the Board. In making Public Comment, speakers are asked come to the podium, sign in, speak into the microphone, and identify themselves for the record. Speakers are asked to limit their comments to no more than three (3) minutes and to not simply repeat comments made by others. – **for discussion only.**
8. Annual Report from the Carson City School District Family Life Committee for the 2017-2018 School Year **Sheila Story**

– for discussion only. (15 minutes)

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| 9. | Report on the types of services provided to CCSD by Northwestern Regional Professional Development Program (NWRPDP) for the 2017-2018 School Year – for discussion only. (15 minutes) | Susan Keema
Kirsten Gleissner |
| 10. | Informational Presentation from “Fund our Future Nevada”; a Coalition of Student, Parent, Teacher and Education Partners seeking Sufficient Funding for Nevada Public Schools to Provide Appropriate and Necessary Resources Needed for Student Success – for discussion only. (15 minutes) | Richard Stokes
Amanda Morgan
Caryne Shea |
| 11. | Discussion and Possible Action to Designate Critical Labor Shortages in the Job Positions of Bus Drivers and School Nurses, and to Allow Acceptance of Applications from Retirees to fill the aforementioned Positions, as Allowed under NRS 286.523 – for possible action. (15 minutes) | Dr. Jose Delfin |
| 12. | Discussion and Possible Action to Approve Proposed Changes to CCSD Policy 543, Safe and Respectful Learning Environment Free from Bullying or Cyber-Bullying: Second Reading – for possible action. (10 minutes) | Susan Keema |
| 13. | Discussion on Proposed Changes to CCSD Policy 516, Class Rank: First Reading – for discussion only. (15 minutes) | Susan Keema |
| 14. | Discussion on Proposed Changes to CCSD Regulation 516, Computation of GPA and Class Rank– for discussion only. (15 minutes) | Susan Keema |
| 15. | Discussion and Possible Action on Selecting a Topic for the 2018-2019 Carson City School District Board of Trustees’ Sponsored American Citizen Essay Contest – for possible action. (15 minutes) | Richard Stokes |
| 16. | Approval of Consent Agenda – for possible action (public comment will be taken prior to any action). | |

ALL MATTERS LISTED UNDER THE CONSENT AGENDA ARE CONSIDERED ROUTINE AND MAY BE ACTED UPON BY THE CARSON CITY BOARD OF SCHOOL TRUSTEES WITH ONE ACTION AND WITHOUT EXTENSIVE HEARING. ANY MEMBER OF THE BOARD OR ANY CITIZEN MAY REQUEST THAT AN ITEM BE TAKEN FROM THE CONSENT AGENDA, DISCUSSED AND ACTED UPON SEPARATELY DURING THIS MEETING.

- a. Approval and Ratification of Purchase Orders and Payables, and Authorization for Signing of Warrant Registers, Payroll Journals and other orders for goods and services for Processing and Payment
- b. Approval of Offers of Employment to Certified Staff, Notice of Non-Hires and Notice of Terminations
- c. Request permission for 16-year old to withdraw from school to take the HSE
- d. Request permission for student exemption of required vaccinations pursuant to NRS 392.437 (religious beliefs) or NRS 392.438 (medical condition)
- e. Approval of Board Meeting minutes; August 28, 2018

17. Informational Items – **for discussion only; no action will be taken.**

ALL MATTERS LISTED UNDER INFORMATIONAL ITEMS ARE CONSIDERED ROUTINE NON-ACTION ITEMS. ANY MEMBER OF THE BOARD OR ANY CITIZEN MAY REQUEST THAT AN ITEM BE TAKEN FROM INFORMATIONAL ITEMS AND DISCUSSED DURING THIS MEETING.

- a. Notification of Changes in the Classified and Nursing Staff, including New Hires and Terminations
- b. Activities and Events:
 - Wednesday, September 26, 2018, Community PLC, Carson High School Library, 6:00 p.m.
 - Monday, October 1, 2018 is Professional Development Day for staff; no school for students
 - Monday, October 8 & 15, 2018, Early Release Days for ALL students; classes dismiss at the following times:
 - Pre-K Classes – 12:15 p.m.
 - Pioneer High School – 12:50 p.m.
 - Carson High School – 1:00 p.m.
 - Middle Schools – 1:20 p.m.
 - Elementary Schools – 2:00 p.m.

18. Requests for Future Agenda Topics

19. Adjournment

A copy of the Agenda of this meeting has been posted before 9:00 AM on Thursday, September 20, 2018, at the following locations: 1) Department of Education, 700 E. Fifth Street; 2) School Administration Office, 1402 W. King Street; 3) Carson City Community Center, 851 E. William Street; and 4) Carson City Manager's Office, 201 N. Carson Street.

Copies of supporting material may be requested from Mrs. Renae Cortez, Executive Administrative Assistant, at 1402 W. King Street, Carson City, NV 89703; by mail addressed to Mrs. Cortez at Carson City School District, Administrative Offices, P.O. Box 603, Carson City, NV 89702; by phone at (775) 283-2100 or by email to rcortez@carson.k12.nv.us. Copies of supporting material are available to the public at the District Office, 1402 W. King Street, Carson City, NV 89703, on the District website, www.carsoncityschools.com, and at the meeting on the date and place listed on the first page of this document.

Carson City School District is pleased to provide accommodations for individuals with disabilities. If you have a disability, please contact us at 775-283-2100, and we will provide assistance or accommodate you in any way that we possibly can. The meeting can be accessed at the following website: <http://carson.org/index.aspx?page=6204>

BOARD OF TRUSTEES MEETING
September 25, 2018

EXECUTIVE SUMMARY

Workshop

2. Presentation of the 2017-2018 Nevada School Performance Framework (NSPF) Results for the Carson City School District

In July 2012, Nevada's ESEA Flexibility request was approved officially, marking an end to the school accountability system known as Adequate Yearly Progress (AYP). AYP has now been replaced by the Nevada School Performance Framework (NSPF). The NSPF is an integrated component of the Educator Performance System that defines the State's shift away from AYP to a five-star classification approach, with schools earning a rating of 1, 2, 3, 4 or 5 stars.

The NSPF is Nevada's new school accountability system. Elementary and middle schools have received NSPF ratings for two years. This is the baseline year for high school NSPF ratings. It moves away from labeling schools as failing when they aren't reaching the proficiency targets. The NSPF recognizes that nuances exist in school performance and that rating every school performance as passing or failing is not singularly helpful. The NSPF classifies schools within a five-star performance rating system. The system does not give schools a "pass" and it doesn't re-set the clock. The NSPF includes multiple measures of student achievement and growth, and aligns the designation for schools to the delivery of appropriate supports and rewards. A copy of each *School Year 2017-18 Nevada School Rating* report of each elementary and middle school is enclosed in board packets. For more information regarding the NSPF, click on: <http://www.nevadareportcard.com/di/>

Board Meeting

8. Annual Report from the Carson City School District Family Life Committee for the 2017-2018 School Year

The Family Life Advisory Committee conducted monthly meetings during the 2017-2018 school year. A brief summary of materials and programs reviewed by the committee will be presented by Mrs. Sheila Story, Committee Coordinator.

9. Report on the types of services provided to CCSD by Northwestern Regional Professional Development Program (NWRPDP) for the 2017-2018 School Year

A report on the types of services provided to CCSD by Northwestern Regional Professional Development Program (NWRPDP) for the 2017-18 school year will be presented. Per NRS 391A.205 an annual report provided by Northwestern Regional Professional Development Program (NWRPDP) must be submitted to each district as well as the appropriate State agencies and committees. This report will detail professional development services provided to District employees for the 2017-18 school year. Information on NWRPDP's professional development plan for the 2018-19 school year will also be presented.

10. Informational Presentation from the Fund Our Future Nevada; a Coalition of Student, Parent, Teacher, and Education Partners seeking Sufficient Funding for Nevada Public Schools to Provide Appropriate and Necessary Resources Needed for Student Success

Fund Our Future Nevada (FOFNV) is a newly formed coalition of parent, student, teacher and education partners determined to ensure Nevada public schools have sufficient funds to provide all the appropriate and necessary resources students need to succeed.

Their goal is to educate the community about the need for increased funding for our K-12 public schools.

The FOFNV coalition is looking to work with individual school boards to be a part of the coalition and to appropriately represent the needs of the students and educators of every Nevada County.

11. Discussion and Possible Action to Designate Critical Labor Shortages in the Job Positions of Bus Drivers and School Nurses, and to Allow Acceptance of Applications from Retirees to fill the aforementioned positions, as Allowed under NRS 286.523

In order to recruit any retired public employee to fill vacant School Nurse and School Bus Driver positions, Board approval is required to accept applications. Dr. Delfin, Associate Superintendent, Human Resources will outline the efforts that have been taken to fill the vacant positions.

12. Discussion and Possible Action to Approve Proposed Changes to CCSD Policy 543, Safe and Respectful Learning Environment Free from Bullying or Cyber-Bullying: Second Reading

Existing law requires the Board of Trustees to prescribe a policy for all District schools to provide a safe and respectful learning environment and prohibits bullying and cyber-bullying. Existing law also requires the Board of each school district to adopt a policy to provide for the training of members of the governing body and certain other personnel employed by the District. Mrs. Keema will present the second reading of Policy 543. Staff recommends Board approval.

13. Discussion on Proposed Changes to CCSD Policy 516, Class Rank: First Reading

Policy 516 *Class Rank*, was reviewed with Carson High School Principal, Tasha Fuson and Lead Counselor, Nicole Hendee on September 17, 2018. All parties found that Policy 516 as written is still used in the current practice of computing grade point averages and class ranking for secondary graduates. Policy 516, Class Rank will be presented with only one change addressing the title of the Board of Trustees.

14. Discussion on Proposed Changes to CCSD Regulation 516, Computation of GPA and Class Rank

Regulation 516, *Computation of GPA and Class Rank* is still used in current practice. The value of added weight for transferable dual credit courses is being added to Regulation 516.

15. Discussion and Possible Action on Selecting a Topic for the 2018-2019 Carson City School District Board of Trustees' Sponsored American Citizen Essay Contest

Mr. Stokes will present information outlining the Board sponsored American Citizen Essay Contest. Included in the board packets is a timeline, along with an overview and list of possible topics for the 2017-2018 Essay Contest.

NRS Information for 9-25-18 Board Meeting Agenda Items

Agenda Item #11 – Discussion and Possible Action to Designate Critical Labor Shortages in the Job Positions of Bus Drivers and School Nurses, and to Allow Acceptance of Applications from Retirees to fill the aforementioned Positions, as Allowed under NRS 286.523

NRS 286.523 Employment of retired employee: Exception for reemployment of certain retired employees to fill positions for which critical labor shortage exists; determination and designation of such positions; limitation on length of designation of position.

1. It is the policy of this State to ensure that the reemployment of a retired public employee pursuant to this section is limited to positions of extreme need. An employer who desires to employ such a retired public employee to fill a position for which there is a critical labor shortage must make the determination of reemployment based upon the appropriate and necessary delivery of services to the public.

2. The provisions of subsections 1 and 2 of [NRS 286.520](#) do not apply to a retired employee who accepts employment or an independent contract with a public employer under the System if:

(a) The retired employee fills a position for which there is a critical labor shortage; and

(b) At the time of the retired employee's reemployment, the retired employee is receiving:

(1) A benefit that is not actuarially reduced pursuant to subsection 6 of [NRS 286.510](#); or

(2) A benefit actuarially reduced pursuant to subsection 6 of [NRS 286.510](#) and has reached the required age at which the retired employee could have retired with a benefit that was not actuarially reduced pursuant to subsection 6 of [NRS 286.510](#).

3. A retired employee who is reemployed under the circumstances set forth in subsection 2 may reenroll in the System as provided in [NRS 286.525](#).

4. Positions for which there are critical labor shortages must be determined in an open public meeting held by the designating authority as follows:

(a) Except as otherwise provided in this subsection, the State Board of Examiners shall designate positions in State Government for which there are critical labor shortages.

(b) The Supreme Court shall designate positions in the Judicial Branch of State Government for which there are critical labor shortages.

(c) The Board of Regents shall designate positions in the Nevada System of Higher Education for which there are critical labor shortages.

(d) The board of trustees of each school district shall designate positions within the school district for which there are critical labor shortages.

(e) The governing body of a charter school shall designate positions within the charter school for which there are critical labor shortages.

(f) The governing body of a local government shall designate positions with the local government for which there are critical labor shortages.

(g) The Board shall designate positions within the System for which there are critical labor shortages.

5. In determining whether a position is a position for which there is a critical labor shortage, the designating authority shall make findings based upon the criteria set forth in this subsection that support the designation. Before making a designation, the designating authority shall consider all efforts made by the applicable employer to fill the position through other means. The written findings made by the designating authority must include:

(a) The history of the rate of turnover for the position;

(b) The number of openings for the position and the number of qualified candidates for those openings after all other efforts of recruitment have been exhausted;

(c) The length of time the position has been vacant;

(d) The difficulty in filling the position due to special circumstances, including, without limitation, special educational or experience requirements for the position; and

(e) The history and success of the efforts to recruit for the position, including, without limitation, advertising, recruitment outside of this State and all other efforts made.

6. A designating authority that designates a position as a critical need position shall submit to the System its written findings which support that designation made pursuant to subsection 5 on a form prescribed by the System. The System shall compile the forms received from each designating authority and provide a biennial report on the compilation to the Interim Retirement and Benefits Committee of the Legislature.

7. A designating authority shall not designate a position pursuant to subsection 4 as a position for which there is a critical labor shortage for a period longer than 2 years. To be redesignated as such a position, the designating authority must consider and make new findings in an open public meeting as to whether the position continues to meet the criteria set forth in subsection 5.

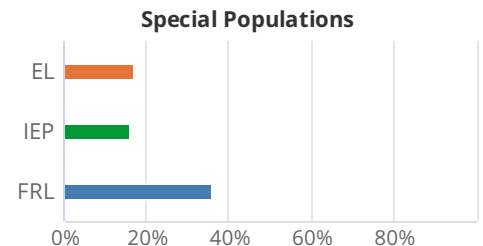
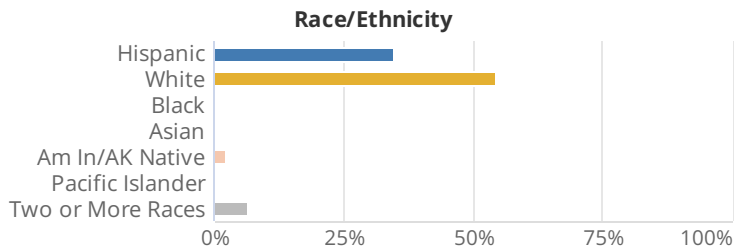
(Added to NRS by [2001, 2400](#); A [2003, 2062](#); [2005, 1077](#); [2009, 1549](#); R [2009, 1550](#); A [2011, 90](#); [2015, 2739, 2740](#))

School Year 2017-2018 Nevada School Rating for Al Seeliger Elementary School



School Type: Zoom Regular
School Level: Elementary School
Grade Levels: 0K-05
District: Carson
Website:

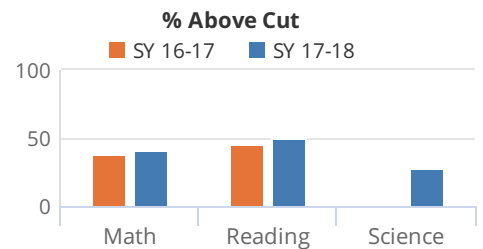
Total Index Score: 62.5
School Designation:
2800 South Saliman Road
Carson City, NV 89706
Phone: 775-283-2200



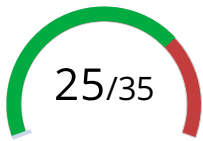
Academic Achievement



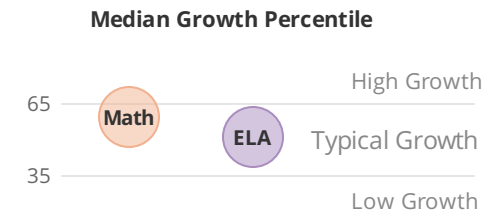
	% Above Cut	% District
Math CRT	41.6	38.3
ELA CRT	49.8	45.6
Science CRT	27.6	24.3
<i>Pooled Average</i>	42.9	39.4
Read by Grade 3	39.7	45.7



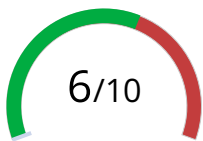
Student Growth



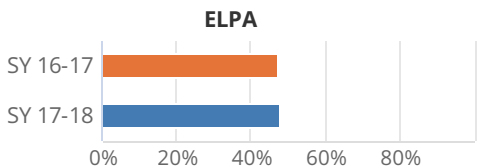
	% SY 17-18
Math CRT MGP	59.0
ELA CRT MGP	51.0
Math CRT AGP	46.8
ELA CRT AGP	53.1



English Language



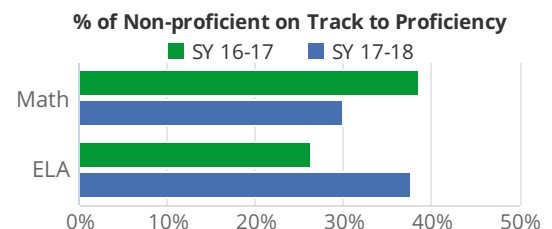
	% of EL Meeting AGP	% District
ELPA	47.8	61.5



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	30.1	
ELA CRT	37.7	

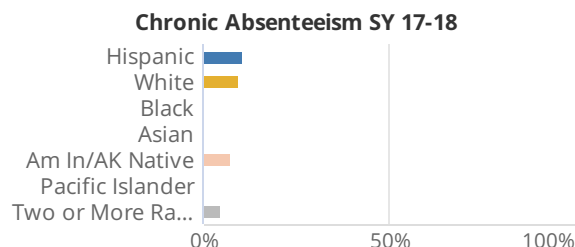


Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	9.9	11.4
	% Participation	Met Target
Climate Survey	92.5	YES



Student CRT Proficiency

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	15.2	30.9	-	26	39.5	-	13.6	N/A
Asian	-	56.2	67.2	-	62.5	74.1	-	-	N/A
Black/African American	-	9	28.8	-	36.3	39.6	-	-	N/A
Hispanic/Latino	36.3	29	36.5	42.7	36.5	45.5	14.6	16	N/A
Pacific Islander	-	-	45.6	-	-	55.7	-	-	N/A
Two or More Races	35.2	57.8	52.9	35.2	61.8	62.6	-	38.8	N/A
White/Caucasian	46.2	46.2	57.2	57.4	53.2	65.7	36.5	31.7	N/A
Special Education	20.4	15.1	24.8	20.4	16.5	26.3	5.5	6.6	N/A
English Learners Current + Former	28.5	24.3	32.4	31.4	30.7	38.4	6.9	14.2	N/A
English Learners Current	14.6	14.2		12.1	14.2		-	0	N/A
Economically Disadvantaged	27.9	30.2	35.7	31.5	37.1	44	13.1	19.8	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	36.3
Asian	-	80
Black/African American	-	-
Hispanic/Latino	39.4	38
Pacific Islander	-	-
Two or More Races	-	62.5
White/Caucasian	41.2	50.9
Special Education	10	10.6
English Learners Current + Former	24	29.1
English Learners Current	9.5	19.7
Economically Disadvantaged	22.5	39.4

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	56.5	50	36.1	45.8
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	62	52.5	52.6	60.5
Special Education	62	42.5	38.2	23.5
English Learners Current + Former	47	51	28.8	40
English Learners Current	59	48	30	30
Economically Disadvantaged	56.5	46	32.8	41.4

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	25	36.9
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	35.3	42.3
Special Education	37	10.7
English Learners Current + Former	20.5	34.1
English Learners Current	25	32
Economically Disadvantaged	18.7	28.3

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	7.6	23.9
Asian	-	11.1
Black/African American	-	9.6
Hispanic/Latino	10.8	9.7
Pacific Islander	-	-
Two or More Races	5.1	17.8
White/Caucasian	9.8	11.6
Special Education	20.3	15.9
English Learners Current + Former	N/A	N/A
English Learners Current	5.8	8.6
Economically Disadvantaged	14.1	13.3

What does my school rating mean?

3 Star school: Identifies an **adequate school** that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating



Index Score

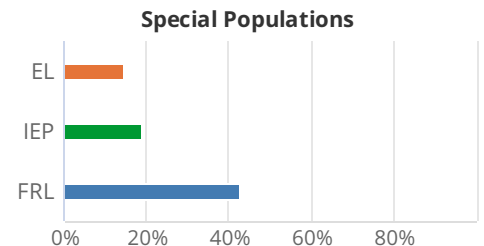
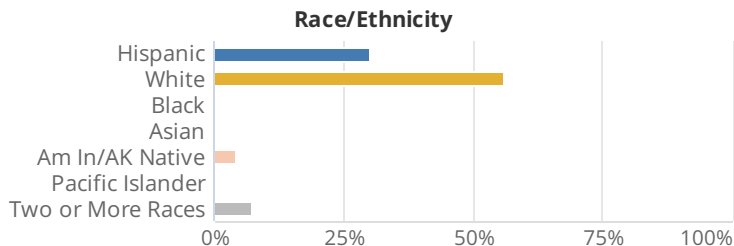
at or above 84
at or above 67, below 84
at or above 50, below 67
at or above 27, below 50
below 27

School Year 2017-2018 Nevada School Rating for Grace Bordewich Mildred Bray Elementary



School Type: Zoom Regular
School Level: Elementary School
Grade Levels: PK-05
District: Carson
Website:

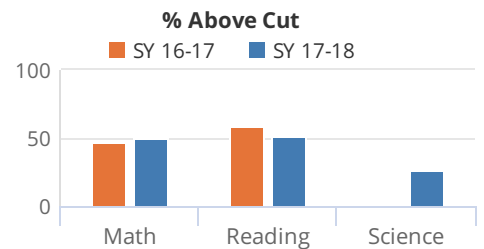
Total Index Score: 46
School Designation:
110 Thompson Street
Carson City, NV 89703
Phone: 775-283-2400



Academic Achievement



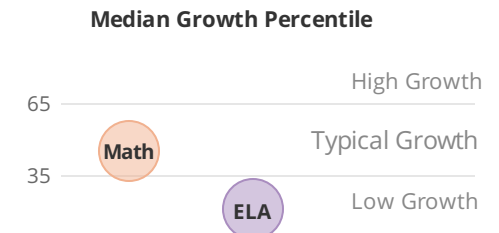
	% Above Cut	% District
Math CRT	49.5	38.3
ELA CRT	51.6	45.6
Science CRT	26.1	24.3
<i>Pooled Average</i>	47.0	39.4
Read by Grade 3	60.3	45.7



Student Growth



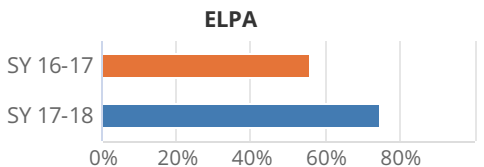
	% SY 17-18
Math CRT MGP	45.0
ELA CRT MGP	21.0
Math CRT AGP	39.5
ELA CRT AGP	31.0



English Language



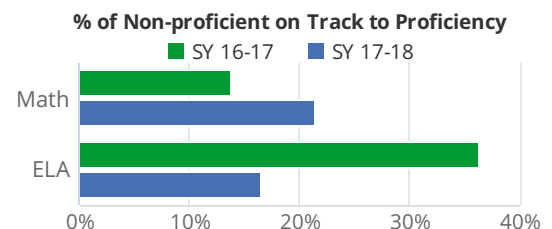
	% of EL Meeting AGP	% District
ELPA	74.5	61.5



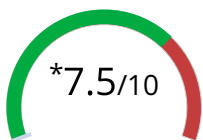
Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	21.4	~21%
ELA CRT	16.6	~17%

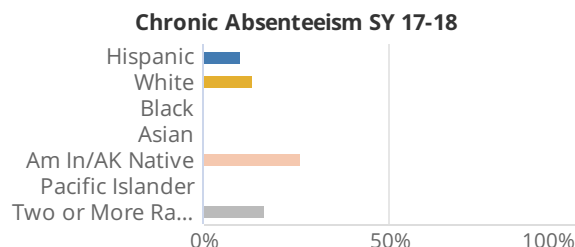


Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	13.3	11.4
	% Participation	Met Target
Climate Survey	99.0	YES



Student CRT Proficiency

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	10	15.2	30.9	40	26	39.5	-	13.6	N/A
Asian	-	56.2	67.2	-	62.5	74.1	-	-	N/A
Black/African American	-	9	28.8	-	36.3	39.6	-	-	N/A
Hispanic/Latino	41.2	29	36.5	46.8	36.5	45.5	16.2	16	N/A
Pacific Islander	-	-	45.6	-	-	55.7	-	-	N/A
Two or More Races	66.6	57.8	52.9	71.4	61.8	62.6	-	38.8	N/A
White/Caucasian	53.9	46.2	57.2	52.7	53.2	65.7	29	31.7	N/A
Special Education	10	15.1	24.8	5	16.5	26.3	0	6.6	N/A
English Learners Current + Former	43.1	24.3	32.4	45.1	30.7	38.4	14.2	14.2	N/A
English Learners Current	50	14.2		39.2	14.2		-	0	N/A
Economically Disadvantaged	36.3	30.2	35.7	42.2	37.1	44	23.9	19.8	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	36.3
Asian	-	80
Black/African American	-	-
Hispanic/Latino	67.6	38
Pacific Islander	-	-
Two or More Races	-	62.5
White/Caucasian	54.7	50.9
Special Education	14.2	10.6
English Learners Current + Former	66.6	29.1
English Learners Current	61.1	19.7
Economically Disadvantaged	50.9	39.4

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	48	18	30	20
Pacific Islander	-	-	-	-
Two or More Races	63	25	69.2	46.1
White/Caucasian	39	25	40.7	33.9
Special Education	64	33	16.6	12.5
English Learners Current + Former	39	17	24.1	20.6
English Learners Current	53.5	25	20	30
Economically Disadvantaged	39	20	32.5	27.7

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	15.3	14.8
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	27.7	12.5
Special Education	20	14.2
English Learners Current + Former	8.6	25
English Learners Current	16.6	33.3
Economically Disadvantaged	13.4	16.6

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	26.6	23.9
Asian	-	11.1
Black/African American	-	9.6
Hispanic/Latino	10.2	9.7
Pacific Islander	-	-
Two or More Races	16.9	17.8
White/Caucasian	13.6	11.6
Special Education	20.3	15.9
English Learners Current + Former	N/A	N/A
English Learners Current	6.3	8.6
Economically Disadvantaged	15.7	13.3

What does my school rating mean?

2 Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating



Index Score

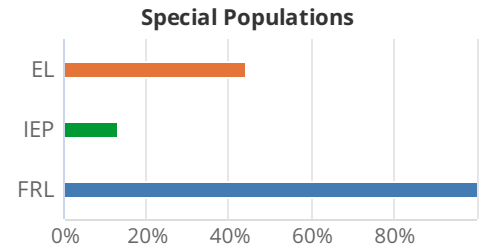
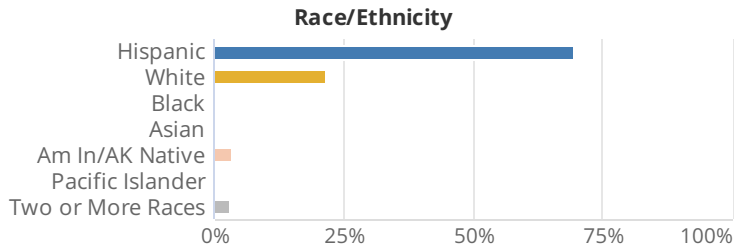
at or above 84
at or above 67, below 84
at or above 50, below 67
at or above 27, below 50
below 27

School Year 2017-2018 Nevada School Rating for Empire Elementary School



School Type: Zoom Regular
School Level: Elementary School
Grade Levels: PK-05
District: Carson
Website:

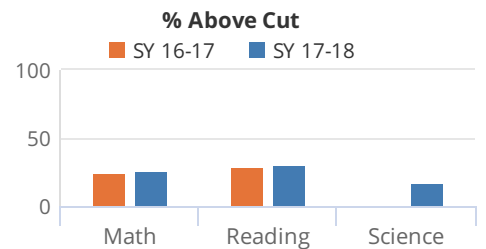
Total Index Score: 41
School Designation:
1260 Monte Rosa
Carson City, NV 89703
Phone: 775-283-1100



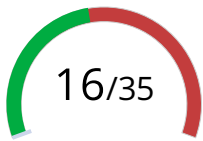
Academic Achievement



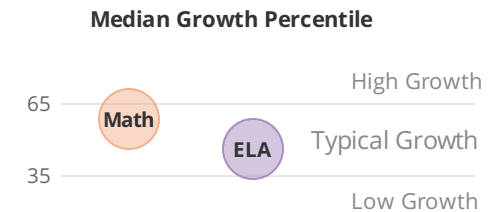
	% Above Cut	% District
Math CRT	26.4	38.3
ELA CRT	30.6	45.6
Science CRT	17.5	24.3
<i>Pooled Average</i>	26.8	39.4
Read by Grade 3	31.3	45.7



Student Growth



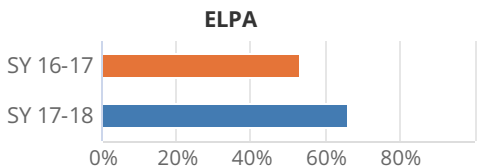
	% SY 17-18
Math CRT MGP	58.0
ELA CRT MGP	46.0
Math CRT AGP	32.7
ELA CRT AGP	35.6



English Language



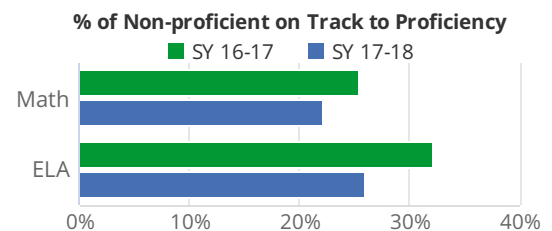
	% of EL Meeting AGP	% District
ELPA	65.9	61.5



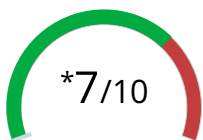
Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	22.2	
ELA CRT	26.0	

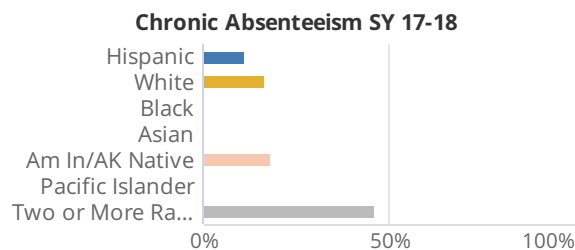


Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	14.3	11.4
	% Participation	Met Target
Climate Survey	97.0	YES



Student CRT Proficiency

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	15.3	15.2	30.9	15.3	26	39.5	10	13.6	N/A
Asian	-	56.2	67.2	-	62.5	74.1	-	-	N/A
Black/African American	-	9	28.8	-	36.3	39.6	-	-	N/A
Hispanic/Latino	24.4	29	36.5	28.5	36.5	45.5	13.2	16	N/A
Pacific Islander	-	-	45.6	-	-	55.7	-	-	N/A
Two or More Races	-	57.8	52.9	-	61.8	62.6	-	38.8	N/A
White/Caucasian	40.9	46.2	57.2	47.7	53.2	65.7	41.1	31.7	N/A
Special Education	8	15.1	24.8	12	16.5	26.3	-	6.6	N/A
English Learners Current + Former	21.8	24.3	32.4	25	30.7	38.4	14.8	14.2	N/A
English Learners Current	10.8	14.2		9	14.2		0	0	N/A
Economically Disadvantaged	26.4	30.2	35.7	30.6	37.1	44	17.5	19.8	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	36.3
Asian	-	80
Black/African American	-	-
Hispanic/Latino	30.8	38
Pacific Islander	-	-
Two or More Races	-	62.5
White/Caucasian	41.6	50.9
Special Education	-	10.6
English Learners Current + Former	25	29.1
English Learners Current	17.6	19.7
Economically Disadvantaged	31.3	39.4

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	57	33	30.7	7.6
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	59	46	31.9	34.4
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	49	50	38.7	51.6
Special Education	63	41.5	33.3	22.2
English Learners Current + Former	59	46	32	33
English Learners Current	60	43.5	21.4	14.2
Economically Disadvantaged	58	46	32.7	35.6

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	25	0
Asian	-	-
Black/African American	-	-
Hispanic/Latino	23.8	26.3
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	17.6	41.1
Special Education	26.3	26.3
English Learners Current + Former	23.3	27
English Learners Current	21.8	19
Economically Disadvantaged	25	23.3

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	18.1	23.9
Asian	-	11.1
Black/African American	-	9.6
Hispanic/Latino	11.3	9.7
Pacific Islander	-	-
Two or More Races	46.4	17.8
White/Caucasian	16.9	11.6
Special Education	14.2	15.9
English Learners Current + Former	N/A	N/A
English Learners Current	8.6	8.6
Economically Disadvantaged	14.3	13.3

What does my school rating mean?

2 Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

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Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey

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Growth

Student growth is a measure of performance on the state assessments over time.

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- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating



Index Score

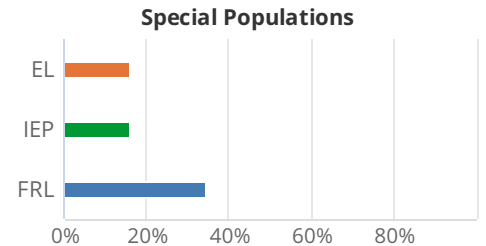
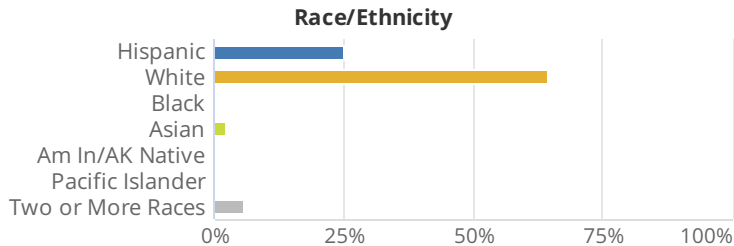
at or above 84
at or above 67, below 84
at or above 50, below 67
at or above 27, below 50
below 27

School Year 2017-2018 Nevada School Rating for Edith West Fritsch Elementary School

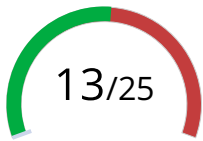


School Type: Zoom Regular
School Level: Elementary School
Grade Levels: 0K-05
District: Carson
Website:

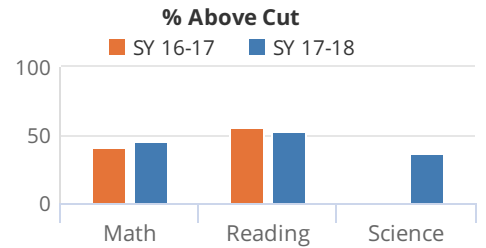
Total Index Score: 65
School Designation:
504 Bath Street
Carson City, NV 89701
Phone: 775-283-1400



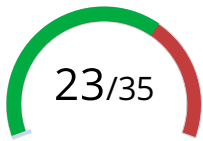
Academic Achievement



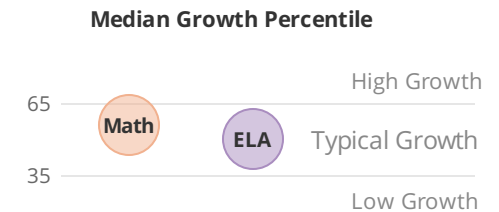
	% Above Cut	% District
Math CRT	45.9	38.3
ELA CRT	53.0	45.6
Science CRT	36.3	24.3
<i>Pooled Average</i>	47.7	39.4
Read by Grade 3	45.2	45.7



Student Growth



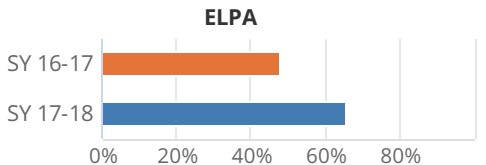
	% SY 17-18
Math CRT MGP	55.5
ELA CRT MGP	50.0
Math CRT AGP	42.2
ELA CRT AGP	56.1



English Language



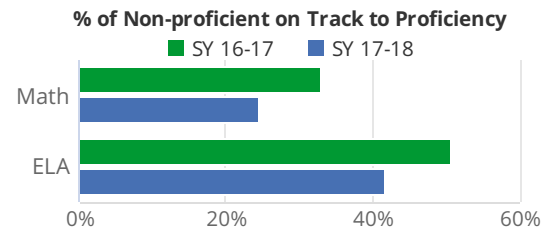
	% of EL Meeting AGP	% District
ELPA	65.5	61.5



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	24.6	
ELA CRT	41.7	

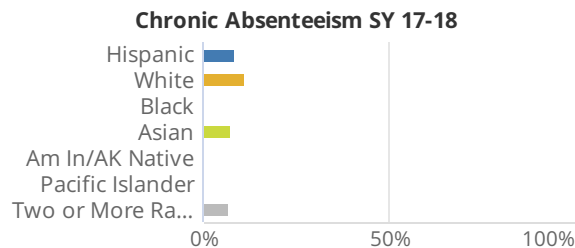


Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	10.2	11.4
	% Participation	Met Target
Climate Survey	96.2	YES



Student CRT Proficiency

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	15.2	30.9	-	26	39.5	-	13.6	N/A
Asian	-	56.2	67.2	-	62.5	74.1	-	-	N/A
Black/African American	-	9	28.8	-	36.3	39.6	-	-	N/A
Hispanic/Latino	27.2	29	36.5	31.8	36.5	45.5	5.8	16	N/A
Pacific Islander	-	-	45.6	-	-	55.7	-	-	N/A
Two or More Races	66.6	57.8	52.9	73.2	61.8	62.6	-	38.8	N/A
White/Caucasian	52.2	46.2	57.2	59.6	53.2	65.7	49	31.7	N/A
Special Education	20.5	15.1	24.8	25.6	16.5	26.3	14.2	6.6	N/A
English Learners Current + Former	25	24.3	32.4	29.5	30.7	38.4	7.6	14.2	N/A
English Learners Current	15.6	14.2		12.5	14.2		-	0	N/A
Economically Disadvantaged	22.6	30.2	35.7	29.7	37.1	44	22.5	19.8	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	36.3
Asian	-	80
Black/African American	-	-
Hispanic/Latino	24	38
Pacific Islander	-	-
Two or More Races	-	62.5
White/Caucasian	48.9	50.9
Special Education	0	10.6
English Learners Current + Former	21	29.1
English Learners Current	0	19.7
Economically Disadvantaged	24.2	39.4

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	58	47	30.7	41
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	53	50.5	45.5	60.7
Special Education	42	36	25.9	37
English Learners Current + Former	47	60	32	48
English Learners Current	44	60	23.5	41.1
Economically Disadvantaged	46.5	38.5	19.5	30.4

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	17.8	33.3
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	26.4	46.8
Special Education	20	23
English Learners Current + Former	20	38.1
English Learners Current	20	41.1
Economically Disadvantaged	12.5	24.3

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	23.9
Asian	7.6	11.1
Black/African American	-	9.6
Hispanic/Latino	8.8	9.7
Pacific Islander	-	-
Two or More Races	6.9	17.8
White/Caucasian	11.4	11.6
Special Education	13.7	15.9
English Learners Current + Former	N/A	N/A
English Learners Current	11.9	8.6
Economically Disadvantaged	15.7	13.3

What does my school rating mean?

3 Star school: Identifies an **adequate school** that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating



Index Score

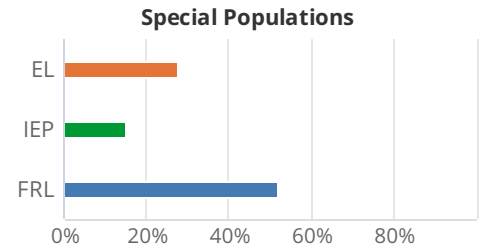
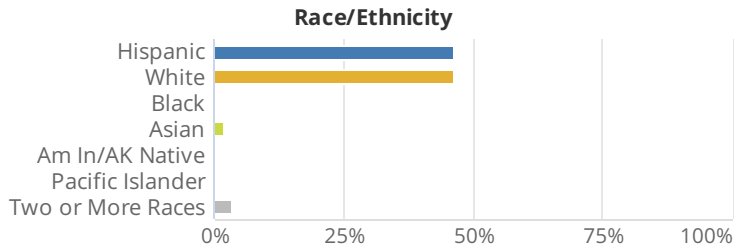
at or above 84
at or above 67, below 84
at or above 50, below 67
at or above 27, below 50
below 27

School Year 2017-2018 Nevada School Rating for J C Fremont Elementary School



School Type: Zoom Regular
School Level: Elementary School
Grade Levels: PK-05
District: Carson
Website:

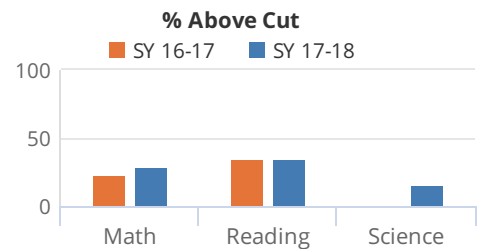
Total Index Score: 48.5
School Designation:
1511 Firebox Road
Carson City, NV 89701
Phone: 775-283-1200



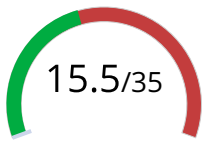
Academic Achievement



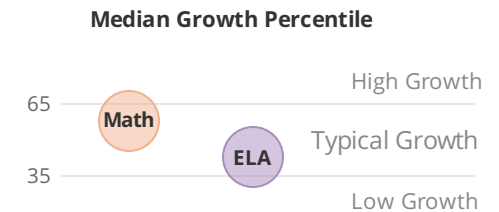
	% Above Cut	% District
Math CRT	29.9	38.3
ELA CRT	36.0	45.6
Science CRT	15.9	24.3
<i>Pooled Average</i>	30.6	39.4
Read by Grade 3	37.3	45.7



Student Growth



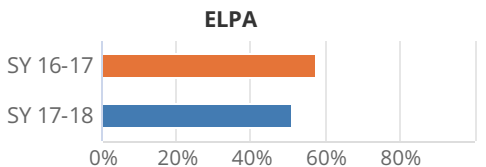
	% SY 17-18
Math CRT MGP	57.5
ELA CRT MGP	43.0
Math CRT AGP	36.6
ELA CRT AGP	39.1



English Language



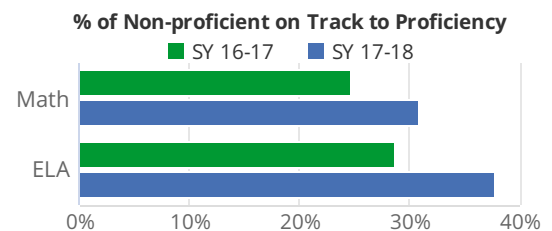
	% of EL Meeting AGP	% District
ELPA	51.3	61.5



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	31.0	31.0
ELA CRT	37.8	37.8

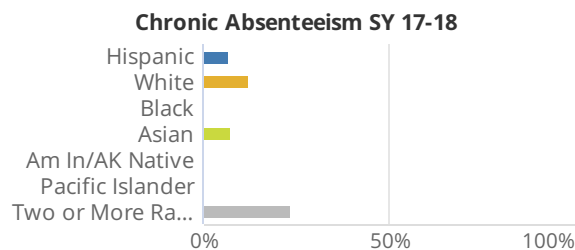


Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	10.3	11.4
	% Participation	Met Target
Climate Survey	97.9	YES



Student CRT Proficiency

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	15.2	30.9	-	26	39.5	-	13.6	N/A
Asian	-	56.2	67.2	-	62.5	74.1	-	-	N/A
Black/African American	-	9	28.8	-	36.3	39.6	-	-	N/A
Hispanic/Latino	20.5	29	36.5	34.8	36.5	45.5	16	16	N/A
Pacific Islander	-	-	45.6	-	-	55.7	-	-	N/A
Two or More Races	-	57.8	52.9	-	61.8	62.6	-	38.8	N/A
White/Caucasian	40.1	46.2	57.2	35.8	53.2	65.7	16.2	31.7	N/A
Special Education	20	15.1	24.8	17.2	16.5	26.3	8.3	6.6	N/A
English Learners Current + Former	12.5	24.3	32.4	27.5	30.7	38.4	12.1	14.2	N/A
English Learners Current	4.7	14.2		14.5	14.2		0	0	N/A
Economically Disadvantaged	26.2	30.2	35.7	30.6	37.1	44	16.6	19.8	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	36.3
Asian	-	80
Black/African American	-	-
Hispanic/Latino	30.9	38
Pacific Islander	-	-
Two or More Races	-	62.5
White/Caucasian	45	50.9
Special Education	-	10.6
English Learners Current + Former	16	29.1
English Learners Current	12.5	19.7
Economically Disadvantaged	38.4	39.4

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	55.5	49	29.7	39.7
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	58	38	43.8	35.6
Special Education	77.5	25	31.8	19
English Learners Current + Former	57	45.5	30.1	33.8
English Learners Current	76	55.5	33.3	31.5
Economically Disadvantaged	60	42	31.8	32.1

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	28.3	41.1
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	30.4	29.7
Special Education	17.6	17.6
English Learners Current + Former	29.8	39.2
English Learners Current	34.1	40
Economically Disadvantaged	29.4	37.2

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	23.9
Asian	7.6	11.1
Black/African American	-	9.6
Hispanic/Latino	6.9	9.7
Pacific Islander	-	-
Two or More Races	23.8	17.8
White/Caucasian	12.4	11.6
Special Education	11.9	15.9
English Learners Current + Former	N/A	N/A
English Learners Current	8.1	8.6
Economically Disadvantaged	10.8	13.3

What does my school rating mean?

2 Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating



Index Score

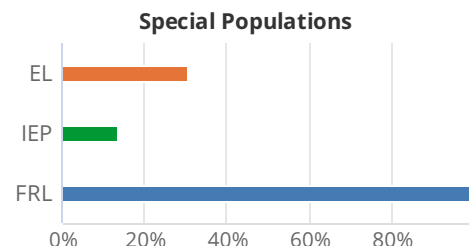
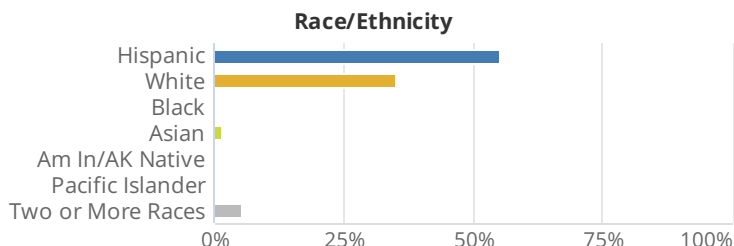
at or above 84
at or above 67, below 84
at or above 50, below 67
at or above 27, below 50
below 27

School Year 2017-2018 Nevada School Rating for Mark Twain Elementary School



School Type: Zoom Regular
School Level: Elementary School
Grade Levels: PK-05
District: Carson
Website:

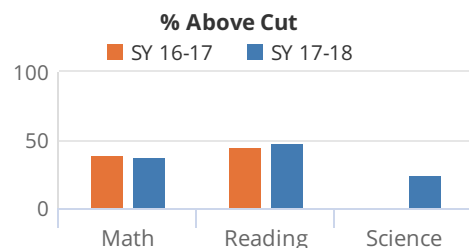
Total Index Score: 35.5
School Designation:
2111 Carriage Crest Drive
Carson City, NV 89703
Phone: 775-283-1000



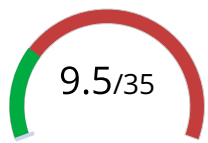
Academic Achievement



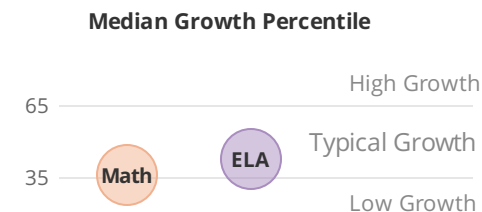
	% Above Cut	% District
Math CRT	38.3	38.3
ELA CRT	47.8	45.6
Science CRT	24.5	24.3
<i>Pooled Average</i>	40.3	39.4
Read by Grade 3	52.2	45.7



Student Growth



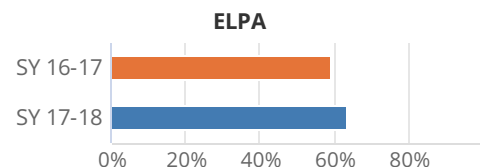
	% SY 17-18
Math CRT MGP	36.0
ELA CRT MGP	43.0
Math CRT AGP	25.4
ELA CRT AGP	46.8



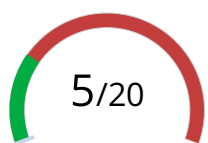
English Language



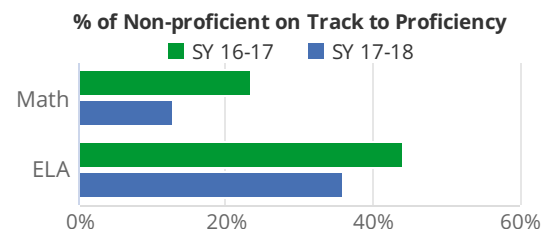
	% of EL Meeting AGP	% District
ELPA	63.7	61.5



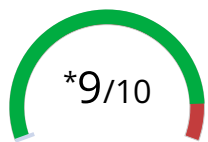
Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	12.9	
ELA CRT	35.9	

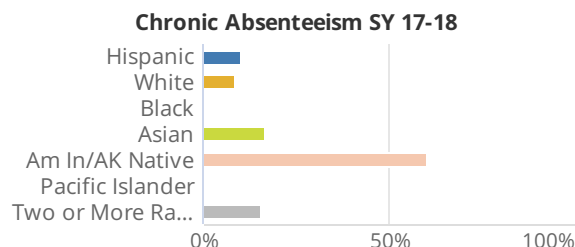


Student Engagement



	% Chronically Absent	% District
Chronic Absenteeism	10.9	11.4

	% Participation	Met Target
Climate Survey	95.1	YES



Student CRT Proficiency

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	15.2	30.9	-	26	39.5	-	13.6	N/A
Asian	-	56.2	67.2	-	62.5	74.1	-	-	N/A
Black/African American	-	9	28.8	-	36.3	39.6	-	-	N/A
Hispanic/Latino	31.4	29	36.5	37	36.5	45.5	25	16	N/A
Pacific Islander	-	-	45.6	-	-	55.7	-	-	N/A
Two or More Races	72.7	57.8	52.9	72.7	61.8	62.6	-	38.8	N/A
White/Caucasian	44.4	46.2	57.2	60	53.2	65.7	22.5	31.7	N/A
Special Education	9	15.1	24.8	15.1	16.5	26.3	7.6	6.6	N/A
English Learners Current + Former	25.2	24.3	32.4	33.6	30.7	38.4	22.7	14.2	N/A
English Learners Current	13.9	14.2		15.1	14.2		0	0	N/A
Economically Disadvantaged	38.3	30.2	35.7	47.8	37.1	44	24.4	19.8	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	36.3
Asian	-	80
Black/African American	-	-
Hispanic/Latino	36.1	38
Pacific Islander	-	-
Two or More Races	-	62.5
White/Caucasian	66.6	50.9
Special Education	20	10.6
English Learners Current + Former	29.4	29.1
English Learners Current	23.3	19.7
Economically Disadvantaged	52.2	39.4

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	34	39.5	24.5	38.1
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	42	56	24.5	58.4
Special Education	44	39.5	11.1	22.2
English Learners Current + Former	34	40	20.9	37
English Learners Current	35	37	13.3	17.7
Economically Disadvantaged	36	43	25.4	46.8

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	13.5	28.3
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	14.2	53.3
Special Education	7.6	26.6
English Learners Current + Former	10.1	28.5
English Learners Current	13.5	19.5
Economically Disadvantaged	17.6	39

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	60	23.9
Asian	16.6	11.1
Black/African American	-	9.6
Hispanic/Latino	10.2	9.7
Pacific Islander	-	-
Two or More Races	15.6	17.8
White/Caucasian	8.8	11.6
Special Education	14.4	15.9
English Learners Current + Former	N/A	N/A
English Learners Current	10.2	8.6
Economically Disadvantaged	10.9	13.3

What does my school rating mean?

2 Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.

Participation Penalty: Schools where assessment participation rates are below 95% for the overall student group or any subgroup and failing to meet the weighted average calculated participation rate of 95 percent over the most recent two to three years for a second consecutive year are assessed a penalty of 9 index points off the total points earned for Academic Achievement. If the original points earned in AA was 9 or less, the school is credited zero points in AA.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey

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Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating



Index Score

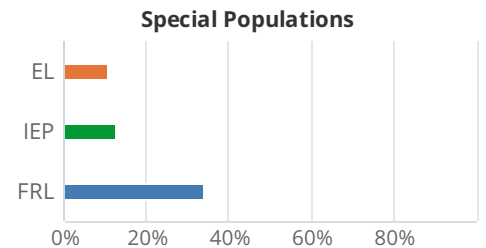
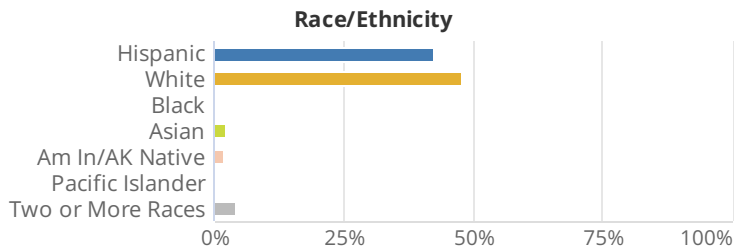
at or above 84
at or above 67, below 84
at or above 50, below 67
at or above 27, below 50
below 27

School Year 2017-2018 Nevada School Rating for Carson Middle School

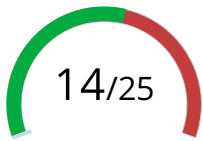


School Type: Zoom Regular
School Level: Middle School
Grade Levels: 06-08
District: Carson
Website:

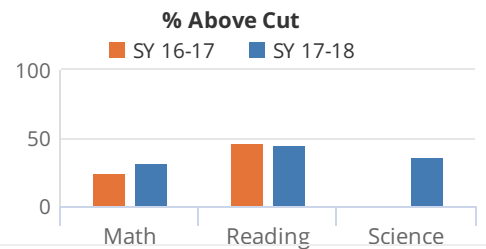
Total Index Score: 63
School Designation:
1140 West King Street
Carson City, NV 89701
Phone: 775-283-2800



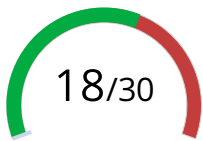
Academic Achievement



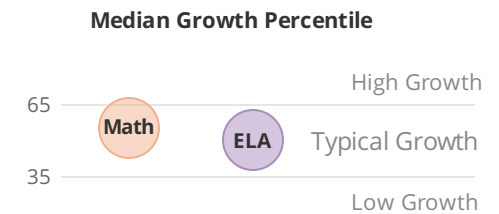
	% Above Cut	% District
% Math CRT	32.8	30.5
% ELA CRT	46.3	43.3
% Science CRT	36.2	39.5
% Pooled Average	39.1	37.3



Student Growth



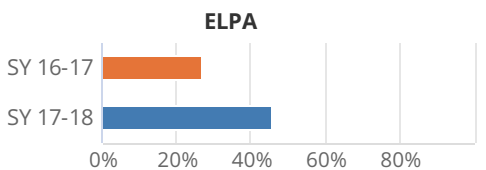
	% SY 17-18
Math CRT MGP	55.0
ELA CRT MGP	50.0
Math CRT AGP	34.6
ELA CRT AGP	45.8



English Language



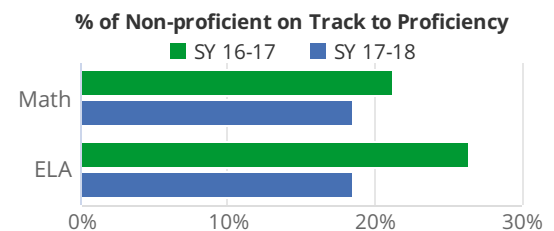
	% of EL Meeting AGP	% District
ELPA	45.7	49



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	18.5	18.5
ELA CRT	18.6	18.6



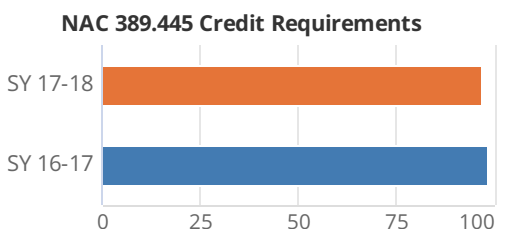
Student Engagement



*Bonus points included

	% School	% District
Chronic Absenteeism	14.0	13.7
Academic Learning Plans	100	100
NAC 389.445 Credit Requirements	96.8	97

	% Participation	Met Target
Climate Survey	87.8	YES



Student CRT Proficiency

	% Above the Cut								
	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
American Indian/Alaska Native	13.6	15.2	24.6	31.8	32.6	40.5	-	25	N/A
Asian	70.3	67.6	56.4	77.7	70.5	74.6	-	-	N/A
Black/African American	-	-	19.5	-	-	34.5	-	-	N/A
Hispanic/Latino	21.2	18.8	25.5	38.4	34	42.2	22.9	24.6	N/A
Pacific Islander	-	-	33.6	-	-	50.7	-	-	N/A
Two or More Races	31.1	25	37.5	42.2	38.2	59.2	-	45	N/A
White/Caucasian	43.1	42.1	44.4	53.3	52.6	64.6	48.9	53.1	N/A
Special Education	4.5	3.3	14.3	8.3	8	17.8	2.9	4.1	N/A
English Learners Current + Former	17	15	16	32.7	28.2	20.3	10.4	11.9	N/A
English Learners Current	2.8	2.3		5.7	4		6.8	5	N/A
Economically Disadvantaged	20.4	19.2	25.5	32.2	30.1	41.4	23.2	26.3	N/A

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	57.5	49	22.7	22.7
Asian	56	65	54.1	80
Black/African American	-	-	-	-
Hispanic/Latino	57	51	24.8	39.5
Pacific Islander	-	-	-	-
Two or More Races	43.5	55	30	40
White/Caucasian	54	49	43.8	51.6
Special Education	49	44	7.9	13.3
English Learners Current + Former	56	53	20.6	36.8
English Learners Current	59.5	52.5	6.2	13.5
Economically Disadvantaged	56	51	24.7	33.5

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	11.1	6.6
Asian	-	-
Black/African American	-	-
Hispanic/Latino	13.8	19.3
Pacific Islander	-	-
Two or More Races	24	6.6
White/Caucasian	24.6	18.5
Special Education	6.3	11.3
English Learners Current + Former	12.6	21.7
English Learners Current	8.7	14.8
Economically Disadvantaged	13.1	15.6

Student Engagement

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	22.2	22.2	100	100	-	100
Asian	3.5	2.8	100	100	-	-
Black/African American	-	0	-	-	-	-
Hispanic/Latino	11.3	11.1	100	100	98.1	98.4
Pacific Islander	-	-	-	-	-	-
Two or More Races	25	21.5	100	100	90.9	90.9
White/Caucasian	15.7	15.5	100	100	95.5	95.8
Special Education	19.1	20.9	100	100	95.3	92.6
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	8.7	11.1	100	100	94.4	94.5
Economically Disadvantaged	15.9	15.4	100	100	94.4	94.5

What does my school rating mean?

3 Star school: Identifies an **adequate school** that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism, Academic Learning Plans, NAC 389.445 Credit Requirements and Climate Survey Participation.

Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Academic Learning Plan reflects the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. Including this measure in the Nevada Accountability System signifies the state's commitment to college and career readiness for all students.

The NAC 389.445 Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating



Index Score

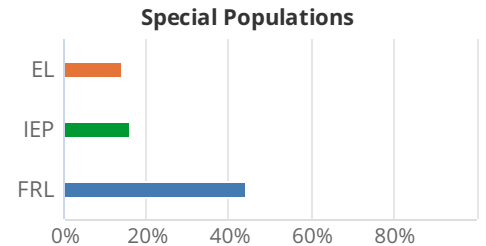
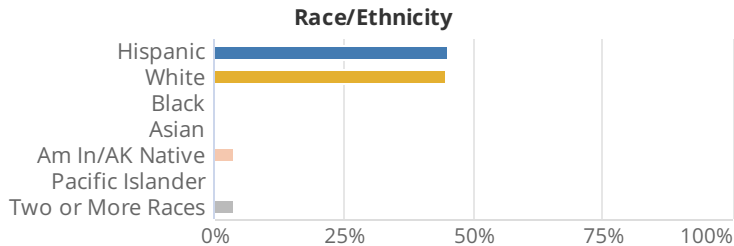
at or above 80
at or above 70, below 80
at or above 50, below 70
at or above 29, below 50
below 29

School Year 2017-2018 Nevada School Rating for Eagle Valley Middle School

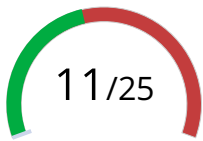


School Type: Zoom Regular
School Level: Middle School
Grade Levels: 06-08
District: Carson
Website:

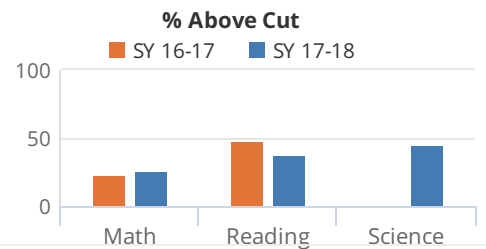
Total Index Score: 57.5
School Designation:
4151 East 5th Street
Carson City, NV 89703
Phone: 775-283-2600



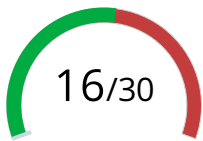
Academic Achievement



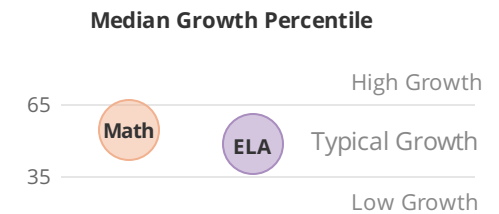
	% Above Cut	% District
% Math CRT	26.7	30.5
% ELA CRT	38.3	43.3
% Science CRT	45.2	39.5
% Pooled Average	34.4	37.3



Student Growth



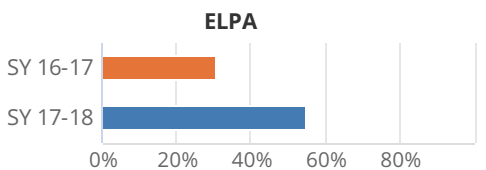
	% SY 17-18
Math CRT MGP	54.0
ELA CRT MGP	48.0
Math CRT AGP	26.5
ELA CRT AGP	39.3



English Language



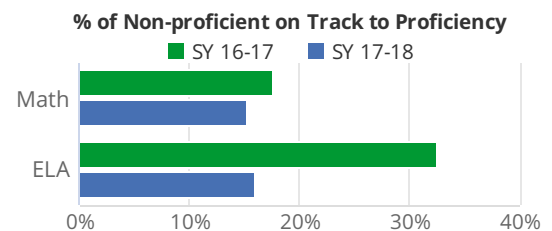
	% of EL Meeting AGP	% District
ELPA	54.6	49



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~15%	15.3
ELA CRT	~15%	16



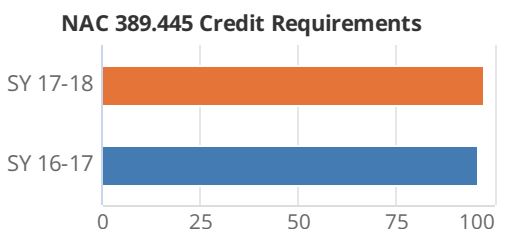
Student Engagement



*Bonus points included

	% School	% District
Chronic Absenteeism	13.1	13.7
Academic Learning Plans	100	100
NAC 389.445 Credit Requirements	97.3	97

	% Participation	Met Target
Climate Survey	86.0	YES



Student CRT Proficiency

	% Above the Cut								
	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
American Indian/Alaska Native	17.3	15.2	24.6	34.7	32.6	40.5	-	25	N/A
Asian	-	67.6	56.4	-	70.5	74.6	-	-	N/A
Black/African American	-	-	19.5	-	-	34.5	-	-	N/A
Hispanic/Latino	14.7	18.8	25.5	26.4	34	42.2	28.9	24.6	N/A
Pacific Islander	-	-	33.6	-	-	50.7	-	-	N/A
Two or More Races	13.6	25	37.5	31.8	38.2	59.2	36.3	45	N/A
White/Caucasian	40.7	42.1	44.4	51.9	52.6	64.6	59	53.1	N/A
Special Education	1.2	3.3	14.3	7.6	8	17.8	7.1	4.1	N/A
English Learners Current + Former	11.8	15	16	20.1	28.2	20.3	16.6	11.9	N/A
English Learners Current	1.4	2.3		1.4	4		0	5	N/A
Economically Disadvantaged	17.2	19.2	25.5	27.1	30.1	41.4	31.7	26.3	N/A

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	47	64	17.3	43.4
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	49	45.5	14.5	29.7
Pacific Islander	-	-	-	-
Two or More Races	46	40	19	38.1
White/Caucasian	61.5	50	40.6	49.5
Special Education	42	57	2.8	12.6
English Learners Current + Former	49	46	11.6	24.5
English Learners Current	44	56	1.5	4.6
Economically Disadvantaged	51	48	17.9	31.5

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	11.1	25
Asian	-	-
Black/African American	-	-
Hispanic/Latino	9.5	14.6
Pacific Islander	-	-
Two or More Races	12.5	10
White/Caucasian	25	18.4
Special Education	1.6	10
English Learners Current + Former	8.6	15.5
English Learners Current	2.6	5.5
Economically Disadvantaged	11.3	13.7

Student Engagement

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	22.2	22.2	100	100	-	100
Asian	-	2.8	-	100	-	-
Black/African American	-	0	-	-	-	-
Hispanic/Latino	10.9	11.1	100	100	98.9	98.4
Pacific Islander	-	-	-	-	-	-
Two or More Races	14.8	21.5	100	100	90.9	90.9
White/Caucasian	14.9	15.5	100	100	96.2	95.8
Special Education	23.3	20.9	100	100	88	92.6
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	14.4	11.1	100	100	94.7	94.5
Economically Disadvantaged	14.5	15.4	100	100	94.7	94.5

What does my school rating mean?

3 Star school: Identifies an **adequate school** that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.

What do the performance indicators mean?

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Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

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Student Engagement

Student Engagement is a measure of Chronic Absenteeism, Academic Learning Plans, NAC 389.445 Credit Requirements and Climate Survey Participation.

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The NAC 389.445 Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Student Growth

Student growth is a measure of performance on the state assessments over time.

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- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating



Index Score

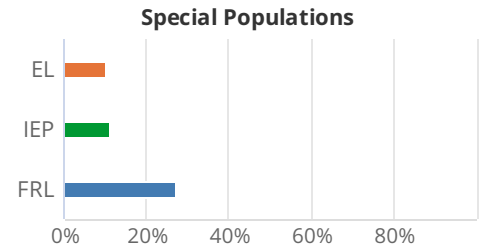
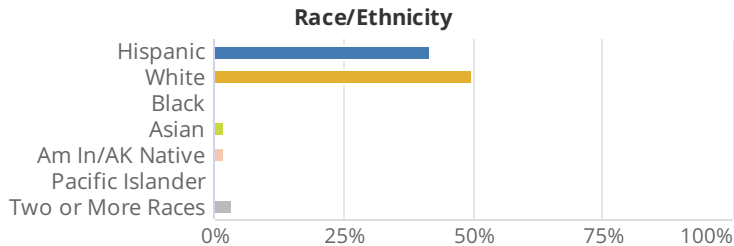
at or above 80
at or above 70, below 80
at or above 50, below 70
at or above 29, below 50
below 29

School Year 2017-2018 Nevada School Rating for Carson High School



School Type: Zoom Regular
School Level: High School
Grade Levels: 09-12
District: Carson
Website:

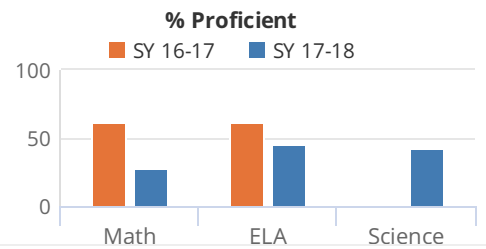
Total Index Score: 79
School Designation:
1111 North Saliman
Carson City, NV 89701
Phone: 775-283-1600



Academic Achievement



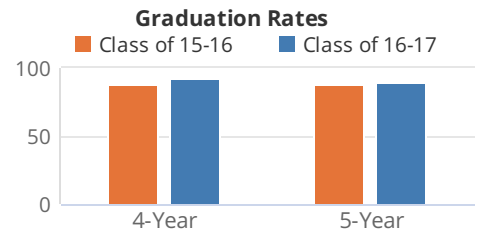
	% Proficient	% District
CCR Math	28	26.9
CCR ELA	46.3	45.3
Nevada High School Science	42.1	41.7



Graduation



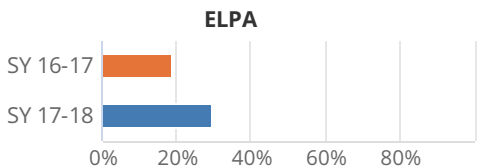
	Graduation Rate	% School	% District
4-Year	93.2	93.2	83.9
5-Year	90	90	81.4



English Language Proficiency



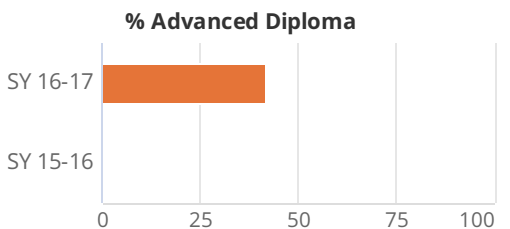
	% of EL Meeting AGP	% District
ELPA	29.5	28.6



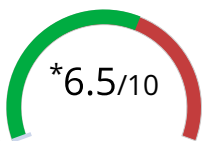
College and Career Readiness



	% School	% District
Post-Secondary Preparation Participation	70.8	65.7
Post-Secondary Preparation Completion	46.2	42.6
Advanced Diploma	41.6	38.5

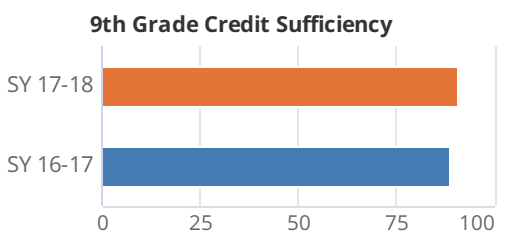


Student Engagement



*Bonus points included

	% School	% District
9th Grade Credit Sufficiency	90.9	88.6
Chronic Absenteeism	18.3	21.4
	% Participation	Met Target
Climate Survey	75.3	YES



Academic Achievement

	% Above the Cut					
	Math	Math MIP	ELA	ELA MIP	Science	Science MIP
American Indian/Alaska Native	15.3	19.07	23	33.43	25	N/A
Asian	71.4	47.65	64.2	63.27	50	N/A
Black/African American	-	14.12	-	27.78	-	N/A
Hispanic/Latino	15.9	18.87	29.1	33.15	29.7	N/A
Pacific Islander	-	25.54	-	46.05	-	N/A
Two or More Races	40.9	33.64	63.6	55.86	35.7	N/A
White/Caucasian	35.7	41.31	58.8	60.26	54	N/A
Special Education	2.3	7.77	5	11.27	11.7	N/A
English Learners Current + Former	2.9	10.02	6.2	13.18	14.6	N/A
English Learners Current	3.2	6.96	0	6.9	7	N/A
Economically Disadvantaged	15.7	20.01	27.6	34.37	27.1	N/A

Graduation Rates

Graduation Measures	% 4-year	% 4-year MIP	% 5 year	% 5 year MIP
American Indian/Alaska Native	-	73.9	-	75.9
Asian	76.9	93.1	94.1	95.1
Black/African American	-	67.7	-	69.7
Hispanic/Latino	95.9	79.7	86.9	81.7
Pacific Islander	-	82.3	-	84.3
Two or More Races	-	81.3	80	83.3
White/Caucasian	91.8	84.2	92.2	86.2
Special Education	70.5	64.7	35.2	66.7
English Learners Current + Former	74.3	81.7	48	83.7
Economically Disadvantaged	91.6	76.8	86.7	78.8

College and Career Readiness

	Post-Secondary Preparation		Advanced Diploma	
	% Participation	% Completion	% School	% District
American Indian/Alaska Native	-	-	-	-
Asian	60	40	80	72.7
Black/African American	-	-	-	-
Hispanic/Latino	61.2	38.7	34.2	31
Pacific Islander	-	-	-	-
Two or More Races	84.6	38.4	-	-
White/Caucasian	79	53.5	48.6	45.7
Special Education	33.9	9.4	8.3	6.6
English Learners Current + Former	N/A	N/A	10.3	9
English Learners Current	17.8	3.5	10.3	9
Economically Disadvantaged	63.2	37.5	26.1	23.3

Student Engagement

	% 9 th Grade Credit Sufficiency Measure		% Chronically Absent	
	School	District	School	District
American Indian/Alaska Native	-	70	34	36.3
Asian	100	92.3	12.2	14
Black/African American	-	-	45.4	50
Hispanic/Latino	89.3	87.8	18.3	20.9
Pacific Islander	-	-	-	-
Two or More Races	83.3	81.4	16.8	23.4
White/Caucasian	93.3	90.6	17.8	21.2
Special Education	88.8	85.5	25.3	28.2
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	86	80.7	24.5	26.4
Economically Disadvantaged	86	80.7	24	30.6

***95% Participation on State Assessments**

	% Math	% ELA
All Students	99.8	99.8
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	99.5	99.5
Pacific Islander	-	-
Two or More Races	100	100
White/Caucasian	100	100
Special Education	100	100
English Learners Current + Former	100	100
English Learners Current	100	100
Economically Disadvantaged	99.4	99.4

Post-Secondary Preparation Program Information

	Advanced Placement (AP)		Dual Credit/Dual Enrollment		International Baccalaureate		Career and Technical Education	
	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	60	20	10	10	0	0	40	20
Black/African American	-	-	-	-	-	-	-	-
Hispanic/Latino	25.2	16.2	13.4	12.3	0	0	38.7	15.7
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	53.8	30.7	0	0	0	0	61.5	15.3
White/Caucasian	36.3	25.9	17.9	16.7	0	0	56.8	29.2
Special Education	3.7	0	3.7	1.8	0	0	28.3	7.5
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	3.5	0	3.5	3.5	0	0	10.7	0
Economically Disadvantaged	27.3	18.7	10.1	7.8	0	0	40.6	18.7

What does my school rating mean?

4 Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school's graduation rate meets expectations. The school does not fail to meet expectations for any group on any indicator. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.

What do the performance indicators mean?

Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment.

Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on assessment scores.

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA.

The NSPF includes Adequate Growth Percentiles (AGP) to determine if English Language Learners are meeting the goal toward English Language Proficiency.

Students meeting their growth targets should be on track to become English proficient and exit English Language Learner status in five years.

Student Engagement

Student Engagement is a measure of 9th Grade Credit Sufficiency and Chronic Absenteeism.

Ninth-grade credit sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school.

Research shows attendance matters and chronic absenteeism places students at risk of academic failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey Bonus

The Climate Survey is a State Survey administered to students in certain grades across the State. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points are reflected in the Student Engagement section.

Graduation

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December.

Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

College and Career Readiness

The college and career readiness indicator is made up of three measures. These include the percent of students:

- participating in post-secondary preparation programs
- completing post-secondary preparation programs
- earning an Advanced Diploma*

Post-secondary preparation programs includes Advanced Placement (AP), International Baccalaureate, Dual Credit/Dual Enrollment and Career and Technical Education.

Dates a for Advanced Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

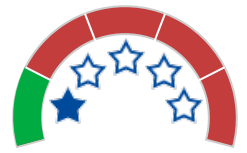
Star Rating



Index Score

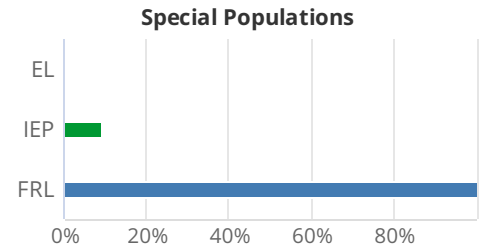
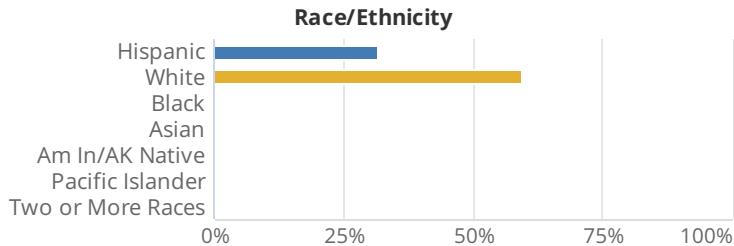
at or above 82
at or above 70, below 82
at or above 50, below 70
at or above 27, below 50
below 27

School Year 2017-2018 Nevada School Rating for Pioneer (Alternative) High School



School Type: Alternative
School Level: High School
Grade Levels: 09-12
District: Carson
Website:

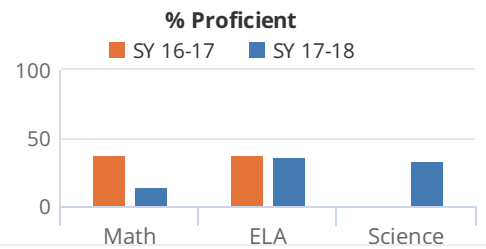
Total Index Score: 24.22
School Designation: CSI
225 E. Park Street
Carson City, NV 89701
Phone: 775-283-1300



Academic Achievement



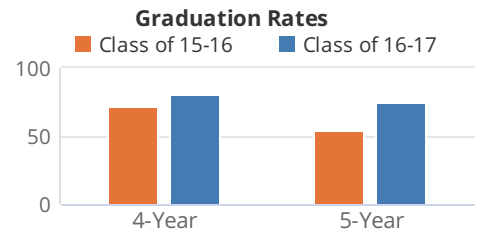
	% Proficient	% District
CCR Math	14.2	26.9
CCR ELA	37.1	45.3
Nevada High School Science	33.3	41.7



Graduation



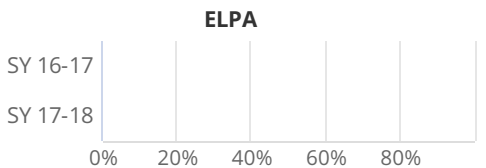
	Graduation Rate	% School	% District
4-Year	80.8	80.8	83.9
5-Year	75	75	81.4



English Language Proficiency



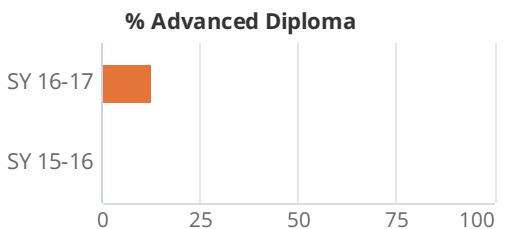
	% of EL Meeting AGP	% District
ELPA	-	28.6



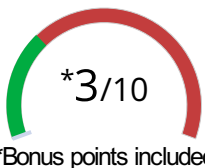
College and Career Readiness



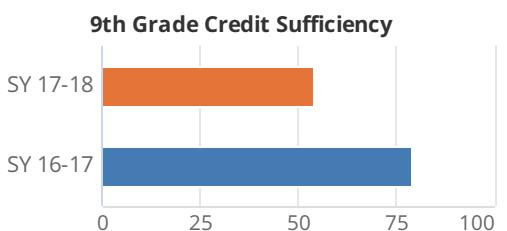
	% School	% District
Post-Secondary Preparation Participation	20	65.7
Post-Secondary Preparation Completion	10	42.6
Advanced Diploma	12.7	38.5



Student Engagement



	% School	% District
9th Grade Credit Sufficiency	54	88.6
Chronic Absenteeism	51.2	21.4
Climate Survey	82.8	YES



Academic Achievement

	% Above the Cut					
	Math	Math MIP	ELA	ELA MIP	Science	Science MIP
American Indian/Alaska Native	-	19.07	-	33.43	-	N/A
Asian	-	47.65	-	63.27	-	N/A
Black/African American	-	14.12	-	27.78	-	N/A
Hispanic/Latino	10	18.87	30	33.15	-	N/A
Pacific Islander	-	25.54	-	46.05	-	N/A
Two or More Races	-	33.64	-	55.86	-	N/A
White/Caucasian	17.3	41.31	39.1	60.26	30	N/A
Special Education	-	7.77	-	11.27	-	N/A
English Learners Current + Former	-	10.02	-	13.18	-	N/A
English Learners Current	-	6.96	-	6.9	-	N/A
Economically Disadvantaged	14.2	20.01	37.1	34.37	-	N/A

Graduation Rates

Graduation Measures	% 4-year	% 4-year MIP	% 5 year	% 5 year MIP
American Indian/Alaska Native	-	73.9	-	75.9
Asian	-	93.1	-	95.1
Black/African American	-	67.7	-	69.7
Hispanic/Latino	88	79.7	63.1	81.7
Pacific Islander	-	82.3	-	84.3
Two or More Races	-	81.3	-	83.3
White/Caucasian	83.3	84.2	79	86.2
Special Education	81.8	64.7	-	66.7
English Learners Current + Former	-	81.7	-	83.7
Economically Disadvantaged	78.5	76.8	76.4	78.8

College and Career Readiness

	Post-Secondary Preparation		Advanced Diploma	
	% Participation	% Completion	% School	% District
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	72.7
Black/African American	-	-	-	-
Hispanic/Latino	21.4	0	0	31
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	21.2	15.1	23.3	45.7
Special Education	-	-	-	6.6
English Learners Current + Former	N/A	N/A	-	9
English Learners Current	-	-	-	9
Economically Disadvantaged	20	10	3	23.3

Student Engagement

	% 9 th Grade Credit Sufficiency Measure		% Chronically Absent	
	School	District	School	District
American Indian/Alaska Native	-	70	-	36.3
Asian	-	92.3	-	14
Black/African American	-	-	-	50
Hispanic/Latino	54.5	87.8	57.1	20.9
Pacific Islander	-	-	-	-
Two or More Races	-	81.4	60	23.4
White/Caucasian	57.1	90.6	46.9	21.2
Special Education	-	85.5	53.5	28.2
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	54	80.7	-	26.4
Economically Disadvantaged	54	80.7	51.2	30.6

***95% Participation on State Assessments**

	% Math	% ELA
All Students	95.8	95.8
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	-	-
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	93	93
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	95.8	95.8

Post-Secondary Preparation Program Information

	Advanced Placement (AP)		Dual Credit/Dual Enrollment		International Baccalaureate		Career and Technical Education	
	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	-	-	-	-	-	-	-	-
Hispanic/Latino	0	0	0	0	0	0	21.4	0
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	6	0	9	9	0	0	6	6
Special Education	-	-	-	-	-	-	-	-
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	-	-	-	-	-	-	-
Economically Disadvantaged	4	0	6	6	0	0	10	4

What does my school rating mean?

1 Star school: Identifies a school that has **not met** the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state interventions.

Participation Penalty: Schools where assessment participation rates are below 95% for the overall student group or any subgroup and failing to meet the weighted average calculated participation rate of 95 percent over the most recent two to three years for a second consecutive year are assessed a penalty of 9 index points off the total points earned for Academic Achievement. If the original points earned in AA was 9 or less, the school is credited zero points in AA.

Comprehensive Support and Improvement Designation (CSI): Low performing schools, schools with persistently low performing subgroups and high schools with graduation rates below 67% are designated to be CSI schools.

What do the performance indicators mean?

Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment.

Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on assessment scores.

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA.

The NSPF includes Adequate Growth Percentiles (AGP) to determine if English Language Learners are meeting the goal toward English Language Proficiency.

Students meeting their growth targets should be on track to become English proficient and exit English Language Learner status in five years.

Student Engagement

Student Engagement is a measure of 9th Grade Credit Sufficiency and Chronic Absenteeism.

Ninth-grade credit sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school.

Research shows attendance matters and chronic absenteeism places students at risk of academic failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey Bonus

The Climate Survey is a State Survey administered to students in certain grades across the State. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points are reflected in the Student Engagement section.

Graduation

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December.

Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

College and Career Readiness

The college and career readiness indicator is made up of three measures. These include the percent of students:

- participating in post-secondary preparation programs
- completing post-secondary preparation programs
- earning an Advanced Diploma*

Post-secondary preparation programs includes Advanced Placement (AP), International Baccalaureate, Dual Credit/Dual Enrollment and Career and Technical Education.

Dates a for Advanced Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

Star Rating



Index Score

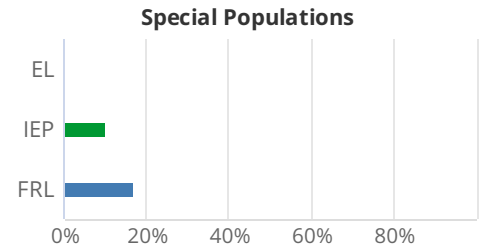
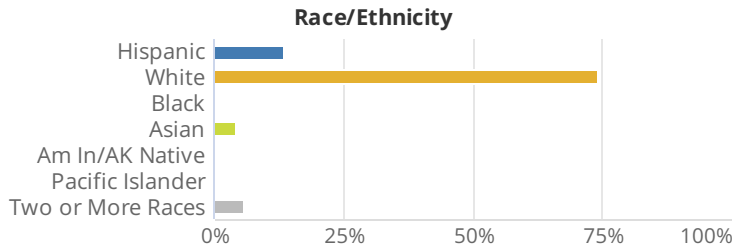
at or above 82
at or above 70, below 82
at or above 50, below 70
at or above 27, below 50
below 27

School Year 2017-2018 Nevada School Rating for Carson City Montessori Charter School



School Type: Charter District
School Level: Elementary School
Grade Levels: 0K-06
District: Carson
Website:

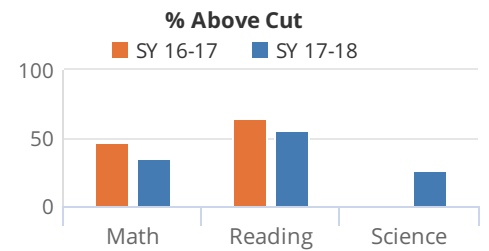
Total Index Score: 34.22
School Designation:
2263 Mouton Drive
Carson City, NV 89706
Phone: 775-887-9500



Academic Achievement



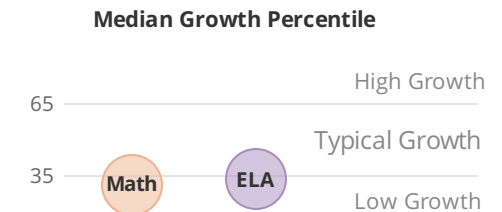
	% Above Cut	% District
Math CRT	35.0	38.3
ELA CRT	55.9	45.6
Science CRT	27.1	24.3
<i>Pooled Average</i>	42.7	39.4
Read by Grade 3	57.8	45.7



Student Growth



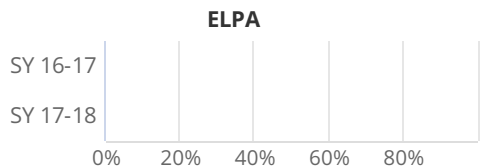
	% SY 17-18
Math CRT MGP	31.5
ELA CRT MGP	34.0
Math CRT AGP	30.8
ELA CRT AGP	44.6



English Language



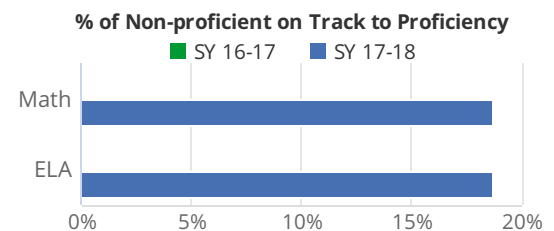
	% of EL Meeting AGP	% District
ELPA	-	61.5



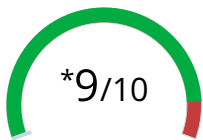
Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	18.7	18.7
ELA CRT	18.7	18.7

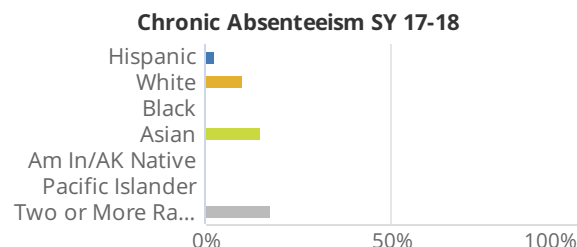


Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	10.1	11.4
	% Participation	Met Target
Climate Survey	91.0	YES



Student CRT Proficiency

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	15.2	30.9	-	26	39.5	-	13.6	N/A
Asian	-	56.2	67.2	-	62.5	74.1	-	-	N/A
Black/African American	-	9	28.8	-	36.3	39.6	-	-	N/A
Hispanic/Latino	28.5	29	36.5	57.1	36.5	45.5	-	16	N/A
Pacific Islander	-	-	45.6	-	-	55.7	-	-	N/A
Two or More Races	-	57.8	52.9	-	61.8	62.6	-	38.8	N/A
White/Caucasian	36.7	46.2	57.2	56.1	53.2	65.7	27.5	31.7	N/A
Special Education	20	15.1	24.8	26.6	16.5	26.3	-	6.6	N/A
English Learners Current + Former	33.3	24.3	32.4	50	30.7	38.4	-	14.2	N/A
English Learners Current	-	14.2		-	14.2		-	0	N/A
Economically Disadvantaged	24.1	30.2	35.7	55.1	37.1	44	-	19.8	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	36.3
Asian	-	80
Black/African American	-	-
Hispanic/Latino	-	38
Pacific Islander	-	-
Two or More Races	-	62.5
White/Caucasian	56	50.9
Special Education	-	10.6
English Learners Current + Former	-	29.1
English Learners Current	-	19.7
Economically Disadvantaged	50	39.4

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	27	32	26.6	46.6
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	32	35	30.9	45
Special Education	27	52	30	30
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	35	45.5	33.3	55.5

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	20	-
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	18.1	20.8
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	-	-

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	23.9
Asian	15.3	11.1
Black/African American	-	9.6
Hispanic/Latino	2.6	9.7
Pacific Islander	-	-
Two or More Races	17.6	17.8
White/Caucasian	10.4	11.6
Special Education	6.4	15.9
English Learners Current + Former	N/A	N/A
English Learners Current	-	8.6
Economically Disadvantaged	15.4	13.3

What does my school rating mean?

2 Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.

Participation Warning: Schools where assessment participation rates are below 95% for the overall student group or any subgroup and failing to meet the weighted average calculated participation rate of 95 percent over the most recent two or three years for the first year receive a Participation Warning.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating



Index Score

at or above 84
at or above 67, below 84
at or above 50, below 67
at or above 27, below 50
below 27

**Carson City School District
Family Life Advisory Committee
2018-2019**

Committee Members

Sheila Story – Committee Chair

Christina Shillings - Teacher

Whitney Tynes - Counselor

Ann Dankworth - Nurse

Chris White – Religious

Mary Covington – Parent

Jen Cherpeski – Parent

Candace McDaniel– Parent

Christina Peterson- Parent

Gabrial Covington – 12th CHS Student

Family Life Advisory Committee Report for 2017/2018

The Family Advisory Committee met a total of 5 times over the 2017/2018 school year. We had a great group of individuals who attended and participated in the committee this year. They brought great insight, knowledge and understanding to the discussions and the committee as a whole.

- ✓ Review and Approved the Family Life Advisory Committee Rules and Procedures
- ✓ Reviewed and Approved the 2017/2018 Health Class Permission Slip for the High School and Middles Schools
- ✓ Reviewed and Approved “Making Proud Choices” on STD’s DVD
- ✓ Reviewed and Approved of “Reproductive System Overview” Video
- ✓ Reviewed and Approved “Medical – Female Reproductive System in 3D” Video
- ✓ Reviewed and Approved “Fertilization” Video
- ✓ Reviewed and Approved “Human Reproduction and Childbirth” Video
- ✓ Reviewed and Approved “Straight Talk About Sexting and Messaging” Video
- ✓ Reviewed and Approved “In the Heat of the Moment: Making Different Decision About Sex”

**Family Life Advisory Committee
2018-2019
Meeting Schedule**

October 15, 2018	6:30 PM	CHS
November 19, 2018	6:30 PM	CHS
December 17, 2018	6:30 PM	CHS
February 11, 2019	6:30 PM	CHS
March 11, 2019	6:30 PM	CHS
April 15 2019	6:30 PM	CHS

Appendix B: Carson City School District Services Summary 2017-18

Carson City School District has 11 schools: six elementary schools, two middle schools, one comprehensive high school, one alternative high school, and one charter school. Carson has 7% of the schools in the NWRPDP Region, which includes 154 schools. Two full-time learning facilitators are housed in Carson.

Training focused mainly on the Nevada Academic Content Standards in Literacy and Math, followed by the Nevada Educator Performance Framework, Computer Education and Tech, Computer Science, and Social Studies.

Participant Mean Ratings on Quality of RPDP Trainings

<i>(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)</i>	CCSD	Region
The activity matched my needs	4.71	4.74
The activity provided opportunities for interactions and reflections	4.85	4.83
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.83	4.87
The presenter/facilitator efficiently managed time and pacing of activities.	4.85	4.81
The presenter/facilitator modeled effective teaching strategies.	4.80	4.79
This activity added to my knowledge of standards and/or subject matter content.	4.81	4.73
The activity will improve my teaching skills.	4.76	4.74
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.83	4.80
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.60	4.66

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	234	474
MS Teachers	9	25
HS Teachers	17	39
Administrators	37	53
Others	20	38
Totals	317	629

Carson educators were 13% of the educators served in the region (Using the unduplicated regional count of 2,507 educators).

Overall Regional Learning Facilitator (LF) Productivity:

- LFs spent 907 hours planning for CCSD interactions.
 - This was 18% of the total planning time (5,086 hours).

- LFs spent 874 hours in interactions with CCSD employees.
 - This was 19% of total interaction time (4,570 hours).
- Overall, LFs spent 18% of their time working with educators in CCSD.
- LFs spent approximately 6% of their time working with the Nevada Department of Education and other state committees in support of the Nevada Academic Content Standards and 11% of their time engaged in regional support.

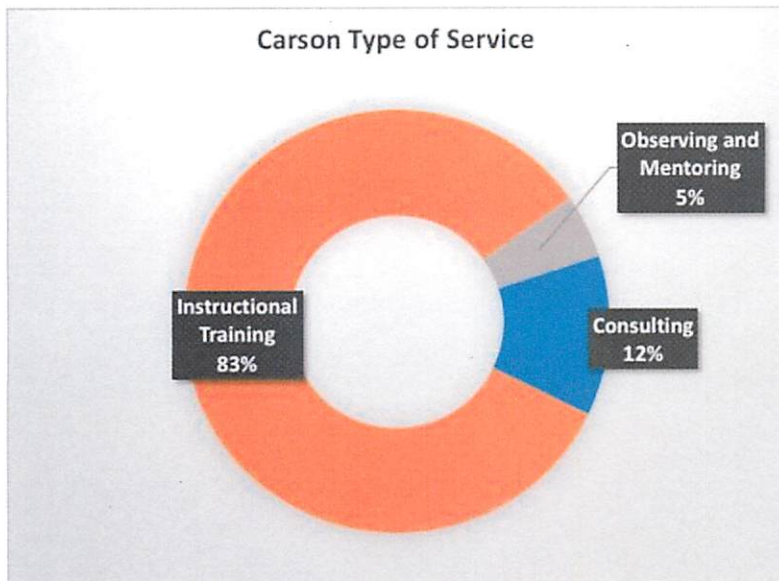


Figure 1: Types of Services Provided

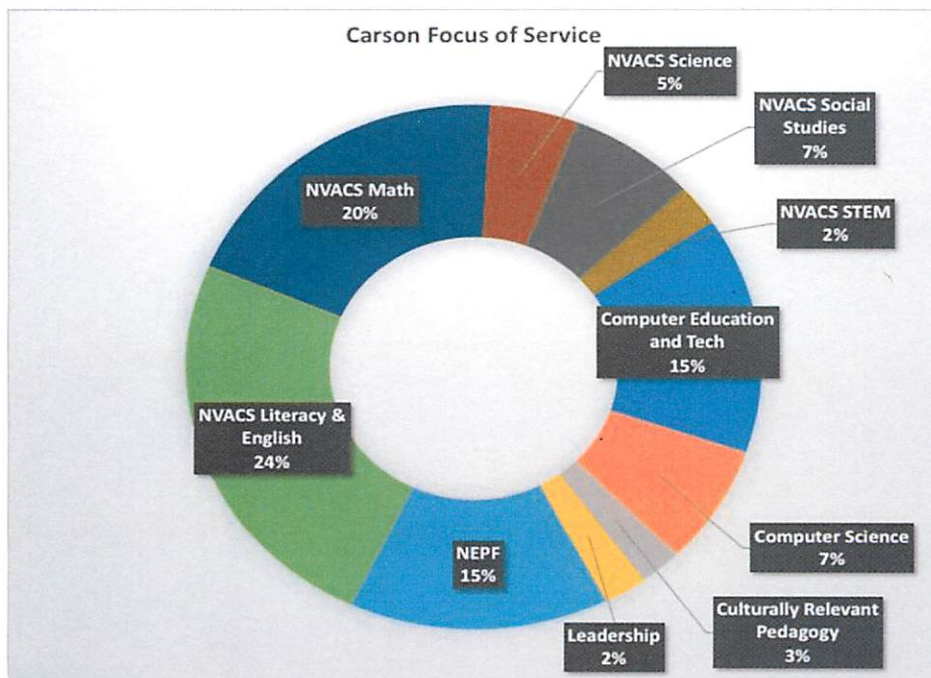


Figure 2: Focus of Services



FUND OUR FUTURE
N E V A D A

Carson City School District

FOFNV Vision

All students deserve appropriate resources to reach their full academic potential and graduate to be college and career ready.



FOFNV Mission

Coordinate and collaborate with statewide partners to ensure lawmakers:

- Develop and fully fund a cost/evidenced-based funding formula, where research and evidence is used to drive what is needed to ensure all students have the opportunity to succeed
- Ensure new revenue for education moves us toward the goal of adequate funding (IP 1, marijuana, etc.)
- Ensure reasonable accountability measures

What value does Nevada place on its students?

- Largest class sizes in the country
- The latest “Is School Funding Fair?” report reveals Nevada has one of the most regressive funding formulas in the country
- 2018 APA study found school funding falls short at least \$4,000 per pupil on average
- Teachers make the 3rd worst salaries in the country when accounting for number of pupils in the classroom
- The 2018 Quality Counts gives Nevada a “D” in Education.
- Nevada awarded an “F” in education funding distribution and fiscal effort.
- Nevada ranks 48th in education funding.

Antiquated Funding Formula

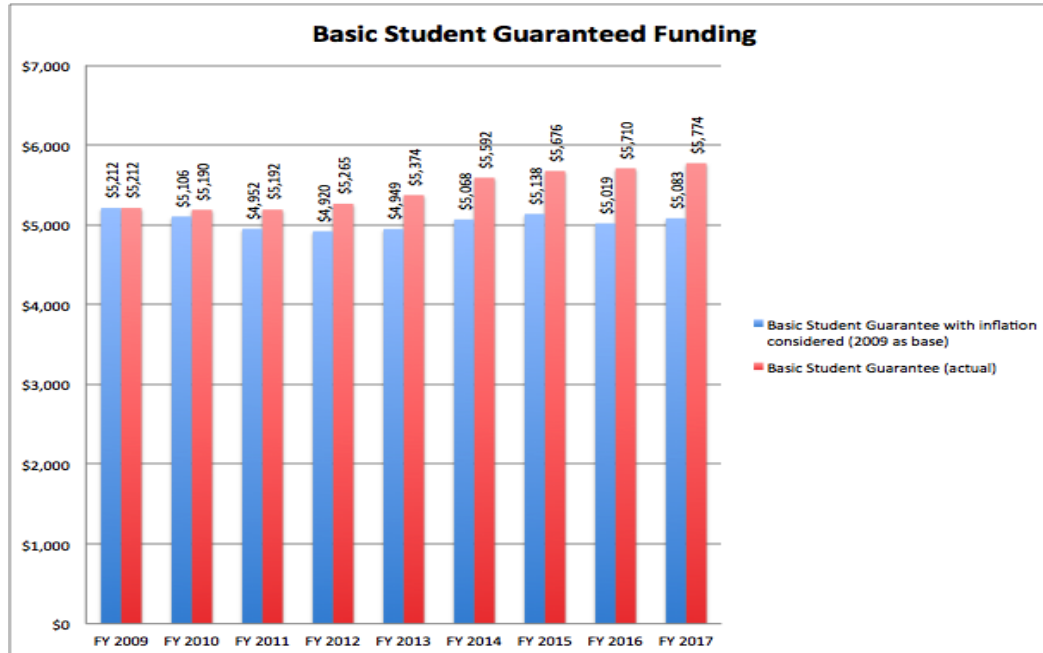
The Nevada Plan, developed in 1967...

- Fails to take into account the actual costs schools and districts face (modern mandates, standards, and expectations)
- Fails to take into account the unique needs of different student populations (English learners, students in poverty, GATE)
- Doesn't even keep up with actual inflation rates.

It's old, outdated, and bears no relationship to what it costs to educate our students.

Flat Funding

Despite new revenue sources (ie. room tax, marijuana) going to education, per-pupil funding has remained flat. New revenue supplants education funds, doesn't grow the pie.



Projections for Carson City School District

We expect the Nevada Department to reduce District revenues by about \$5 million via NV Plan revision - correction.

- Could negatively impact the 1 to 1 mobile device program (technology)
- Would likely increase class sizes
- Would likely result in a reduction of staff, licensed and support staff
- Loss of employment will negatively impact the community
- Career-ready programs could be at risk

HOW FOFNV IS DIFFERENT

- The only non-government, statewide coalition focused on education
- Only organization focused on additional funding for ALL NV students
- Only group actively proposing to change the Nevada Plan
- Grassroots - parents, teachers, students and education leaders

Why FOFNV and Carson CSD?

- To coordinate efforts of advocates and stakeholders in statewide push to fulfill our mission
- To communicate a clear message on positive reforms
- Ensure Carson City School District is included in the messaging and its needs are taken into account.
- To provide legislators the guidance and support necessary for big change
- FOFNV is an unbiased third-party voice

FOFNV Understands

- Budget deficits are primarily the result of poor state funding and rising employee costs. Not necessarily mismanagement of funds.
- Restricted-use (categorical funds)— do not aid in operations budget
- Increase of underfunded mandates and toll on school districts
- “New” revenue sources to education don’t necessarily *increase* education funding


How to collaborate with FOFNV

- Data - Sharing data gathering and analysis, maximize resources
- Messaging - Consistent and clear messaging utilizing data. Social media, Letters to the Editor, Op-eds, community organization groups.
- Legislative Advocacy – Be part of an organized and larger group active during session.
- Joining the coalition - Join as an institutional or individual partner
- Community Outreach – Help us understand Carson City and communicate their needs.


What FOFNV Is Doing

- Presenting K-12 funding to various organizations.
- Op-eds, letters to the editor, press releases.
- Social media marketing campaign and newsletters.
- Presenting at Legislative sessions and community forums.
- Statewide tour, North and South and rural areas.

#ReturnTheRoomTax
\$1.2 Billion withheld from teachers and students



DID YOU KNOW?: THE NEW IP1 ROOM TAX RAISED FOR TEACHER RECRUITMENT AND RETENTION WAS INSTEAD USED TO FILL BUDGET HOLES. TELL YOUR LEGISLATOR TO #RETURNTHEROOMTAX

 **FUND OUR FUTURE**
NEVADA

DID YOU KNOW?

Nevada received an
F in Education
Funding by the
National Report
Card



Our Students Deserve Better!

An investment in our students is an investment in our future.

WWW.FundOurFutureNV.com

 **FUND OUR FUTURE**
NEVADA

NEVADA TEACHERS



It's time to #FundOurFutureNV

 **FUND OUR FUTURE**
NEVADA

Learn more at: www.fundourfuturenv.com

Official Funding Formula Proposal

- Cost based model formulas cost out the resources necessary for students to achieve the state's own mandates and assessments, using best available research and evidence
- The costs create each districts unique “adequacy target,” the funding necessary to ensure equitable and adequate educational opportunities
- Several states use these models to modernize their funding formulas

***Ends the guessing game on what is needed for districts
and students to be successful***

(Presented to the Interim Education Committee)

ILLINOIS EXAMPLE

STEP 1

Calculate Cost of 27 Essential Elements



Reading Interventionists



Student Activities



Full-day Kindergarten



Special Education Teachers & Aides



Smaller Class Size



Technology



Nurses & Guidance Counselors



Professional Development



Up-to-date materials

Illinois commissioned working groups and government/stakeholder commissions to completely revamp their old formula.

STEP 2

Apply Essential Elements to Each District Based on Demographics, Local Wealth



STEP 3

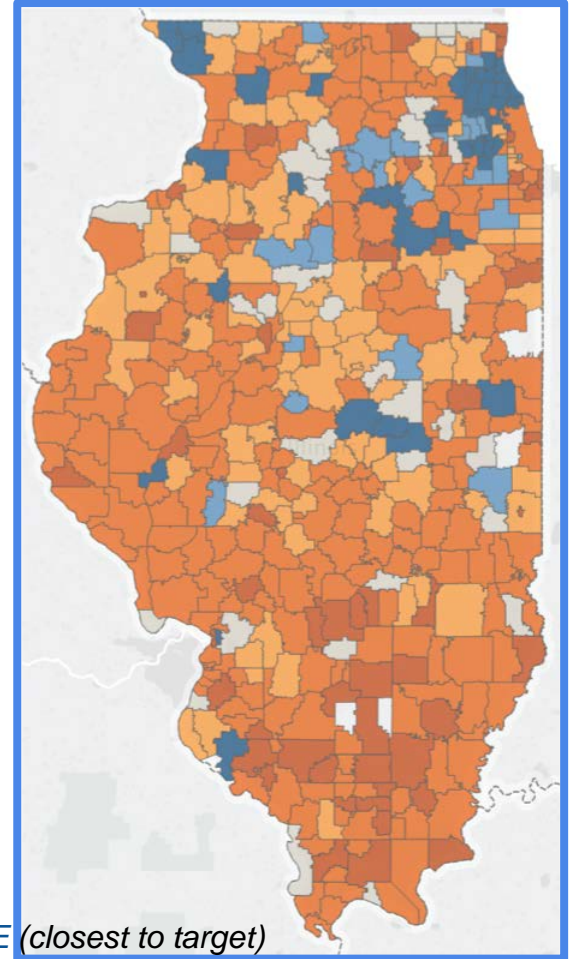
Adjust salary based on regional salary differences (look at regional inflation)

= DISTRICT ADEQUACY TARGET

Other Important Features

- Mandates dialogue between the districts and the Dep't of Education (no surprises)
- Commitment that no district receives LESS funding under the new formula, while districts furthest from formula received more of new dollars
- Focus on evidence and best practices to guide districts' use of funds in ways proven to have a *statistically significant impact on student achievement*.

RED (furthest from target) → BLUE (closest to target)



Examples of coalitions in other states

Utah - [Our Schools Now](#)

OUR SCHOOLS NOW!

Illinois - [Funding Illinois Future](#)



Arizona - [Arizona Business and Education Coalition \(ABEC\)](#)

Arizona Business & Education Coalition



Members

Several hundred people have signed the FOFNV pledge.



Carson City School District

Thank you!

Questions or comments? Amanda Morgan, amorgan@educatenevadanow.com



Public Employees Retirement System of Nevada
693 W. Nye Lane, Carson City, NV 89703 (775) 687-4200 Fax (775) 687-5131
5820 S. Eastern Ave. Suite 220, Las Vegas, NV 89119 (702) 486-3900 Fax (702) 678-6934
7455 W. Washington Ave. Suite 150, Las Vegas, NV 89128 (702) 486-3900 Fax (702) 304-0697
Toll Free 1-866-473-7768 Website www.nvpers.org

Critical Need Position Designation Form

Reemployment of a retired public employee pursuant to NRS 286.523 is limited to positions of extreme need. An employer who desires to employ a retired public employee to fill a position for which there is a critical labor shortage must make the determination of reemployment based upon appropriate and necessary delivery of services to the public. The critical need designation must be made by the designating authority of the agency in an open meeting. The designated authority shall not designate a position for more than 2 years. To be redesignated, the designating authority must consider and make new findings in an open public meeting as to whether the position continues to meet the criteria established by law. PERS will compile the forms received from each designating authority and provide a biennial report to the Interim Retirement and Benefits Committee (IRBC) of the Legislature.

Agency Contact: Jose Delfin, Associate Superintendent Agency Phone: 775-283-2003

Agency Name: Carson City School District

Critical Need Position Title: School Bus Driver

Effective Date of Critical Need Designation: 9/20/2018

In an open meeting the designating authority shall make findings based upon the below criteria that supports the designation using this form provided by PERS. Before making a designation, the designating authority shall consider all efforts made by the public employer to fill the position through other means. The written findings to be made by the designating authority must include:

History of the rate of turnover for the position: For the past 2 years, the District has experienced school bus driver shortages.

Number of openings for the position and the number of qualified candidates for those openings after all other efforts of recruitment have been exhausted: As of September 21, 2018, the Carson City School District has 1 school bus driver vacancy with no applicants.

Length of time the position has been vacant: For the past 2 years, the District typically has about 1 to 2 school bus driver vacancies.

Difficulty in filling the position due to special circumstances, including special education or experience required for the position: There are very few people than can obtain a valid CDL driver's license.

History and success of the efforts to recruit for the position, including advertising, out-of-state recruitment and all other efforts made (include copies of advertising or electronic recruitment notices, specifying targeted geographic areas:

In addition to online advertising, the District participates in face-to-face job fairs.



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Agency Contact: Jose Delfin, Associate Superintendent Agency Phone: 775-283-2003

Agency Name: Carson City School District

Critical Need Position Title: Registered Nurse or School Nurse

Effective Date of Critical Need Designation: 9/20/2018

In an open meeting the designating authority shall make findings based upon the below criteria that supports the designation using this form provided by PERS. Before making a designation, the designating authority shall consider all efforts made by the public employer to fill the position through other means. The written findings to be made by the designating authority must include:

History of the rate of turnover for the position: For the past 4 years, the District has experienced school nurse shortages.

Number of openings for the position and the number of qualified candidates for those openings after all other efforts of recruitment have been exhausted: As of September 20, 2018, the Carson City School District has 1 school nurse vacancy with no applicants.

Length of time the position has been vacant: For the past 4 years, the District typically has about 1 school nurse vacancy.

Difficulty in filling the position due to special circumstances, including special education or experience required for the position: Due to the national nursing shortage and typically higher wages in clinics and hospitals, school nursing isn't quite as financially lucrative, therefore our applicant pool is non-existent.

History and success of the efforts to recruit for the position, including advertising, out-of-state recruitment and all other efforts made (include copies of advertising or electronic recruitment notices, specifying targeted geographic areas):
In addition to online advertising, the District continues to post vacancies on with various career centers.

**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**POLICY No. 543
STUDENTS**

**SAFE AND RESPECTFUL LEARNING ENVIRONMENT
FREE FROM BULLYING OR CYBER-BULLYING**

In accordance with NRS 388.121 to 388.145, inclusive, the Carson City School District strives to provide a learning environment that is safe and respectful, in which persons of differing beliefs, races, colors, national origins, ancestries, religions, *diverse* gender identities or expressions, sexual orientations, physical or mental disability, sexes, or any other distinguishing characteristics and backgrounds can realize their full academic and personal potential. The Board of Trustees of the District declares that any form of bullying or cyber-bullying is prohibited and will not be tolerated.

No member of the Board, employee of the District, *or* member of a club or organization which uses District or school facilities (regardless of whether the club or organization has any connection to the District or a school) shall tolerate or engage in bullying or cyber-bullying anywhere on District property, a school campus, on school transportation, or at school activities.

The Superintendent will establish regulations consistent with this policy and the requirements of NRS 388.133 and 389.520 which will provide for:

1. Training of members of the Board of Trustees, administrators, ~~principals~~, teachers, and *all* other personnel of the District on ~~appropriate behavior~~ *the elements of bullying and cyber-bullying, effective methods of interventions and remediation for bullying or cyber-bullying behavior, strategies to build positive school culture, rights and needs of special populations, and available community resources;*
2. Dissemination of information concerning the need for a safe and respectful learning environment, free from bullying and cyber-bullying; *and*
3. ~~Reporting violations~~ *The requirements of reporting violations of NRS 288.135.*
4. ~~Establishing disciplinary action, and.~~

The Board of Trustees shall determine the most effective manner for the delivery of information to the students of the Carson City School District not only during the “Week of Respect” proclaimed by the Governor each year, but throughout the year.

Reference: ~~NRS 392.463, NRS 388.121 through 388.145; NRS 389.520; NRS 236.073; NRS 385A.250, 385.3483 and 385.3484; NRS 392.915; NRS 200.737; NRS 200.900; Administrative Regulation 343~~

Adopted: January 14, 1992

Revised: January 11, 1994
September 8, 1998
November 28, 2006
August 25, 2009
October 9, 2012 - Title Change
March 10, 2015
August 11, 2015

**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**POLICY No. 516
STUDENTS**

CLASS RANK

The Board *of Trustees* acknowledges the usefulness of a system of computing grade point averages and class ranking for secondary graduates, both to inform students of their relative academic placement among their peers and to provide students, prospective employers, and institutions of higher learning with a predictive device so that each student is more likely to be placed in an environment conducive to success.

The Board authorizes a system of class ranking by grade point average.

The Superintendent shall develop procedures for the computation of grade point averages and the assignments of rank in class to implement this policy.

Adopted: August 29, 1979

Revised: February 10, 2009

October 9, 2012 - Title Change

??

**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**REGULATION No. 516
STUDENTS**

COMPUTATION OF GRADE POINT AVERAGE (GPA) AND CLASS RANK

The cumulative Grade Point Average (***GPA***) is calculated by averaging the grade points for each senior at the conclusion of their sixth, seventh and eighth semester. The eighth semester GPA is recorded on each transcript and becomes part of each student's permanent record.

Class rank is established for all seniors at the conclusion of their sixth semester, and updated at the end of the seventh and eighth semester. Students are ranked from highest cumulative GPA to the lowest. The eighth semester class rank is recorded on each transcript, and becomes part of the permanent record.

The point scale for use in computing Grade Point Averages for all classes are as follows:

A = 4.0
B = 3.0
C = 2.0
D = 1.0
F = 0.0

A value added weight is given for successful completion of Honors (.025), and AP (.05), ***dual credit transferable to a 2-year institution (.025) and dual credit transferable to a 4-year institution (.05)*** courses.

Students with identical Grade Point Averages are given the same class rank.

Adopted: September 1, 1983

Revised: April 25, 1995

March 24, 2009

October 9, 2012 - Title Change

MEMORANDUM

Carson City School District
Superintendent's Office
(775) 283-2100 Phone
(775) 283-2090 Fax

Date: September 25, 2018
To: Board Members
From: Richard Stokes
Subject: 2018-2019 American Citizen Essay Contest

The following is a review of the Board of Trustees sponsored American Citizen Essay Contest:

- The annual essay contest began in 2002 to honor the memory and events of 9/11
- A fund has been established by the Board of Trustees
- There will be cash awards for each level; elementary, middle and high school age student
- Any public, private, charter or home-schooled student in Carson City may participate in this contest
- Participation is entirely voluntary
- Essays will be judged within each grade level as follows:
 1. Adherence to topic
 2. Quality of writing
 3. Originality of thought
- Previous essay topics were:

2002 – “The Pledge of Allegiance after September 11: What it means to me and My Country.”

2003 – “Liberty and Justice for All.” Define these precepts and write how and why you think they affected the way Americans responded to the attack on September 11th.

2004 – What Does the Statue of Liberty Mean to Americans and What does it Say to the Rest of the World?

2005 – Amendment I of the United State Constitution states, “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”
(Students were directed to address a specific clause or the amendment in its entirety in their essay.)

2006 – “If you could talk with anyone from American history, who would it be, why would you choose this person, and what would you ask them?”

2007 – “My Favorite American Patriot and Why?”

2008 – “Freedom Isn’t Free – The Sacrifices Our Military Makes For Us”

2009 – “Ask Not What Your Country Can Do For You – Ask What You Can Do For Your Country.”

2010 – “What I would do to make Carson City a better place to live.”

2011 – “Who is Uncle Sam?”

**2012 – What do the following words from the National Anthem mean to you?
“...that our flag was still there.”**

2013 - If I had to explain to someone who lived in another country why I am thankful to live in America, I would say...

2014 – “The Land of Liberty: What it Means to Me”

2015 – “In your opinion, what is the most important freedom in the Bill of Rights?”

2016 - “In your opinion, how do you feel about the controversy of those refusing to stand during the National Anthem?”

2017- “We the People: What It Means to Me?”

- **Possible topics include:**

1. *The Pride of Our Country: What it means to me.*
2. *The Land of Liberty: What it means to me.*
3. *The American Flag: What it means to me*
4. **Discuss the Vietnam Veterans War Memorial (aka The Wall).**
5. *America the Beautiful, What it means to me.*
6. *This Land is your Land, What it means to me.*
7. *The USA – Home of the Brave, What it means to me.*
8. *“We the People”, what it means to me.*
9. *Think of someone in your life who is a hero and Why?*
10. *Discuss the significance of patriotism in your life, and how certain events have changed the way you perceive the United States of America.*
11. *In your opinion, what is the most important freedom in the Bill of Rights?*
12. *What do you think our founding fathers like George Washington would think about the United State of America today? What would they like and dislike about it?*
13. *People through the ages have carried out horrible and wonderful acts under the banner of patriotism. In your opinion, what makes a patriot?*

M E M O R A N D U M

**Carson City School District
Superintendent's Office
(775) 283-2100 FAX (775) 283-2090**

Date: September 25, 2018

Re: CCSD School Board Sponsored American Citizen Essay Contest

Time Line

September 26	Flyers are mailed to private and charter schools in the area and sent to District schools
October 10	Judges are selected – (6 judges, 2 for each of the 3 levels; elementary, middle and high school)
November 6	Essays are due to the District Office for judging
November 9	Essays are distributed to judges
November 13	Judges return student essays and completed judging sheets to the District Office
November 15	Final scores are tabulated and winning essays determined. In the event of a tie, Mrs. Keema and Mr. Stokes will read essays to determine a winner.
November 20	Parents of students with winning essays are contacted and invited to attend the Board Meeting
November 27	Winners are publicly introduced at the Board Meeting. The winners for each level; elementary, middle and high school will receive a certificate of appreciation, along with the following cash prizes: 1st place - \$80.00, 2nd place - \$30.00, 3rd place - \$15.00.

CONSENT AGENDA

ITEMS

CARSON CITY SCHOOL DISTRICT - STAFF INFORMATION

September 25, 2018

ADMINISTRATIVE STAFF

NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace
None				

RESIGNATIONS/RETIREMENTS					
Name	Position/Subject	Location	Hire Date	Term Date	Resign/Retire
None					

CERTIFIED STAFF

NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace
Kristen Jacobson	3rd Grade Teacher (Remainder of Year ONLY)	Seeliger Elementary School	TBD	Replace - FY 19
Kristin Steinkraus	Science Teacher (Remainder of Year ONLY)	Pioneer High School	TBD	Replace - FY 19
Cheryl Valcarce	5th Grade Teacher (Remainder of Year ONLY)	Fremont Elementary School	TBD	Replace - FY 19

RESIGNATIONS/RETIREMENTS					
Name	Position/Subject	Location	Hire Date	Term Date	Resign/Retire
Renee Passero	7th Grade English Teacher	Carson Middle School	8/12/2016	9/14/2018	Resignation
Karin Randle	Computer Teacher	Prison Education Program	8/24/1984	9/14/2018	Retirement

CARSON CITY SCHOOL DISTRICT CONSENT AGENDA ITEM SUMMARY September 25, 2018

EMPLOYEE LEAVE REQUESTS			
Name	Position/Subject	Location	Type of Leave

REQUEST WITHDRAWAL TO TAKE HSE			
Name	Grade	School	
Araya Vlach	11	Dayton High School	
Austin Martinez	10	Carson High School	

[illegible]

**MINUTES OF THE MEETING OF THE
CARSON CITY SCHOOL DISTRICT
BOARD OF TRUSTEES**

Tuesday, August 28, 2018

7:00 p.m.

CALL TO ORDER

The Regular Meeting of the Carson City School District Board of Trustees was called to order at 7:00 p.m. by President Swirczek at the Sierra Room, Community Center, 851 E. William Street, Carson City, Nevada.

ROLL CALL: Members Present
 Ron Swirczek, President
 Stacie Wilke-McCulloch, Vice President
 Laurel Crossman, Member
 Ryan Green, Member
 Joe Cacioppo, Member
 Donald Carine, Member
 Richard Stokes, Superintendent
 Mike Pavlakis, Legal Counsel

Members Absent
 Mike Walker, Clerk

Trustee Wilke-McCulloch led the Pledge of Allegiance.

ACTION TO ADOPT THE AGENDA

It was moved by Trustee Green, seconded by Trustee Crossman, **that the Carson City School District Board of Trustees adopt the agenda as submitted.** Motion passed unanimously. (Trustee Walker was not present for the vote.)

For the record, Trustee Swirczek welcomed District 4 Trustee Elect, Mr. Richard Varner to the meeting.

SUPERINTENDENT'S REPORT

Mr. Stokes provided a report on the following items:

- At this time there are 7,708 students enrolled vs. 7,709 at the same time last year. The eleventh day of school will be on Monday, September 4, 2018, which allows students that have not attended school to be removed from class rosters.
- The District received their 9th Energy Star School Certification; to be considered an Energy Star building, guidelines are provided by the Environmental Protection Agency (EPA), which include an energy audit. The building being considered is compared to other energy star buildings, which must be at 75% of a similar building type. At this time, Pioneer High School is the only school that does not have an energy star rating.
- Recently attended a construction meeting at Pioneer High School where work on the construction project continues. Pouring of a concrete slab will begin early in the morning on September 5, 2018.

Trustee Swirczek asked for the number of students currently enrolled at Pioneer High School. Mrs. Susan Keema, Associate Superintendent, Educational Services explained that 152 students are currently enrolled at Pioneer High School.

BOARD REPORTS

Amanda Nichols reported on the following activities at Pioneer High School:

- Several students are participating in the Rock Sport Creek trip, where they will be learning leadership skills, and participating in team building activities
- Savannah Lavey is the Senior in the Spotlight for September 18, 2018. Savannah has a caring disposition and has helped mentor new students. She has helped as an aide in the office, served as a leadership student, and coordinated several school activities. Savannah is in her second year of the Career and Technical Education (CTE) program, and maintains a Grade Point Average (GPA) of 3.25 while working. Savannah would like to attend college and plans on majoring in education.
- Casey Beauford was awarded the first annual Paula Cannon Service Award for his volunteer service
- Families need to update their student information in Infinite Campus; Student Information System
- Students interested in participating in school sports need to come by the office for additional information
- In honor of the Labor Day Holiday, there will be no school on Monday, September 3, 2018
- Students will have school pictures taken on Thursday, September 6, 2018
- Construction on campus is moving forward

Trustee Swirczek asked how the students are doing during the construction at Pioneer High School. Amanda explained that things are going well, with just a few inconveniences.

Ryan Lawlor reported on the following activities at Carson High School:

- Homecoming Week will begin during the week of October 5, 2018, which includes different activities, themed dress-up days and concludes with a dance
- First week of school went well with a few complaints regarding the headphone policy

Trustee Crossman reported on activities at the following schools:

- Fritsch Elementary School
 - Attended the Back to School event, which was well attended
- Carson Middle School
 - Attended the Back to School Sneak Peek, which was well attended

Trustee Carine reported on activities at the following school:

- Seeliger Elementary School
 - Kindergarten Measures of Academic Progress (MAP) test will be given to students from September 4 – 7, 2018
 - September 18, 2018 is Family Night with a theme of Fluency for Reading and Math; families will be able to play fluency games. Refreshments will be provided by the Parent Teacher Organization (PTO).
 - Students will have pictures taken on September 20, 2018
 - Annual Pumpkin Patch will be held on Saturday, October 13, 2018 from 9:00 a.m. – 3:00 p.m.

Trustee Carine reported that the Carson High School Band Program has a fundraiser on Saturday, September 15, 2018 from 8:00 a.m. – 12:00 p.m.; Capital Ford is sponsoring Drive 4 UR School fundraiser, where the program will receive \$20 for each car that is test driven.

Trustee Cacioppo reported on activities at the following school:

- Carson High School
 - Students had the opportunity to take the SAT test on August 25, 2018
 - All seniors need to see their counselor to complete their grad check
 - Construction to connect the transportation department to Carson High School in an effort to get the buses off of Robinson Street will begin soon

Trustee Wilke-McCulloch reported on activities at the following school:

- Mark Twain Elementary School
 - Open House will be held on August 29, 2018 at 5:30 p.m.

On behalf of the Nevada Association of School Boards (NASB), Trustee Wilke-McCulloch provided the following update:

- Recently attended and represented NASB at the Summer Leadership Conference in Chicago, Illinois
- Thank you extended to Trustee Crossman, and staff for their work on the NASB nominations
- Teleconference with the Joint Board and Executive Committee was held on August 27, 2018 to discuss the hiring process for selecting a new Executive Director. Dr. Dotty Merrill, Executive Director received a proposal from the Executive Search Consultant from the Oregon School Board Association, which was voted on to proceed with a consultant for an approximate cost of \$10,000; additional information should be available for the September 28-29, 2018 meeting.
- Annual NASB Conference will be held in November in Las Vegas, Nevada, and the schedule is available for review

Trustee Swirczek met with Mr. Lee Conley, Principal, Eagle Valley Middle School and Mr. Dan Sadler, Principal, Carson Middle School regarding social and emotional learning, along with the importance of the learning guides, how are they used, and how do they link with the Learner Centered Model. Trustee Swirczek referred to social and emotional learning, Partnership Carson City, and the One Up Club at Carson High School, which is now in both middle schools. The objective is to address peer to peer issues affecting students. The issue selected at Carson High School is drug issues, and at Carson Middle School there are 50+ students that want to help. The issues selected at Carson Middle School are kindness and suicide prevention, which is based on the Signs of Suicide Program that was presented last year.

ASSOCIATION REPORTS

There were no association reports.

PUBLIC COMMENT

Mr. James McDuffie, parent of three students in the District addressed the Board with concerns regarding the issue of dropping students off at school, specifically his kindergarten student. Students are dropped off at the front door vs. with their teacher in the kindergarten playground area.

DISCUSSION ON PROPOSED CHANGES TO CCSD POLICY 513, REPORTING PUPIL PROGRESS: FIRST READING

Mrs. Susan Keema, Associate Superintendent, Educational Services presented changes to Policy 513, Reporting Pupil Progress, which has not been reviewed since 1979. The changes include updated language around the Strategic Plan, Empower Carson City 2022 and the Learner Centered Model. Policies are expected to represent the vision of the Board, and regulations provide details pertaining to the policy.

Trustee Crossman referred to the first sentence, which in previous policies begins with the "The Board of Trustees" vs. "The Board". Trustee Crossman asked if there is an additional "and" before the word "meaningful". Mrs. Keema agreed, and will remove the first "and" before the word "meaningful".

Trustee Swirczek referred to the term "mastery", and suggested that the definition be included in the policy. Trustee Swirczek referred to the learning guides and the importance of including them in the policy.

Trustee Crossman noted that the word "credit barring" should be "credit bearing".

Trustee Cacioppo suggested adding the word “timely” to the first sentence; “grades are accurate, consistent ...”.

Mrs. Keema will present the second reading of Policy 513 at the September 11, 2018 Board meeting.

DISCUSSION ON PROPOSED CHANGES TO CCSD REGULATION 513, REPORTING PUPIL PROGRESS

Mrs. Keema presented Regulation 513, Reporting Pupil Progress, which includes the details of current practice. The language is important and includes the expectations and culture the District is aiming to strive for; Learner Centered.

Mrs. Keema summarized the changes in the regulation:

- Expectations of communicating student progress with parents and guardians towards mastery of standards or learning targets
- Secondary level – grades are issued at the end of each semester; 2nd and 4th quarters, which is when students earn credit. The end of the 1st and 3rd quarters are progress reports.

Mrs. Keema commented on the Measurable Units of Instruction (MUI), which at the secondary level can go from two to four weeks.

- Elementary level – grading period ends at the end of the school year. They do not receive credit, but have an indication of meeting the standards by their grade promotion at the end of the year. 1st, 2nd, and 3rd quarters are progress reports of mastery on the standards students are expected to learn at the respective grade levels. The final grade is issued at the end of the 4th quarter.

Trustee Swirczek referred to the first sentence in the sixth paragraph; “The parents or guardians of students in secondary grades, 6 – 12 will receive a progress report midway through the first nine weeks of instruction if his or her student is failing”. Trustee Swirczek confirmed that the learning guides are in three week units. Mrs. Keema explained that the learning guides at the secondary level can be anywhere from two to five weeks. At the elementary level, the learning guides are shorter, and can range from two to three weeks.

Trustee Swirczek confirmed that parents are made aware that additional support and assistance is available for students needing additional help. Mrs. Keema explained that a district wide training on gradebook was provided to staff on August 16, 2018. In addition, teachers are setting up their trackers in Mastery Connect; assessment and tracking software. Parent Teacher conferences will be held in October 2018, where teachers will show parents how to log into Mastery Connect so they can check their student’s progress on a regular basis. Parents also receive a weekly folder that has additional information on their student. Teachers are expected to communicate with families before the first progress report is issued, if they see a student is not doing well.

Mr. Stokes explained that during a grading period, there are a number of formative grades that can be placed in the gradebook.

Trustee Swirczek asked that the definition of “mastery” be moved from the second page to the first page.

Trustee Crossman noted there was an additional “and” before the word “meaningful”, and asked that the additional “and” be removed. Trustee Crossman referred to grades for elementary students and expressed several concerns. Trustee Crossman asked if the grade a student receives at each quarter will be on the mastery of what has been taught. Mrs. Keema confirmed that the grade received at each quarter will be based on what the student has been taught. Trustee Crossman asked if the elementary grades of 3, 2, and 1 are required by the Nevada Department of Education (NDE). Mrs. Keema explained that the grading system is a district

based grading system. Mrs. Keema referred to the high school grading scale, which is embedded in law. Several years ago, the NDE went to a statewide grading scale for high schools. For clarification, Mrs. Keema explained that the only state mandated grading system is for high schools.

Trustee Crossman explained that when her children attended middle school, they were uncertain of what 90% was equivalent to. To help 4th and 5th grade students have a better understanding and prepare them for middle school, Trustee Crossman suggested introducing them to secondary level grading; A, B, etc. Mrs. Keema believes that information is important to share with students during the transition time from 5th to 6th grade; tour the middle schools, sign-up for classes, etc.

Mrs. Keema explained that middle school grading will now match the high schools; there are no longer any pluses (+), or minuses (-) at the middle school level.

As a parent, Trustee Green would like to receive notification when his student has an area of concern, prior to the student failing.

Trustee Cacioppo referred to the elementary grading scale; 1, 2, 3, and confirmed that a student is doing well if they receive a 2. Mrs. Keema explained that in a Standards Based System, a 3 is proficient, a 2 means the student is getting close, but not consistent, and a 1 means additional interventions may be needed. As a parent, Trustee Cacioppo asked if he should be worried if his student receives a 2; is the range too big. Mrs. Keema reiterated that if a student receives a 3, they are proficient and understand the standard. For clarification, Mrs. Keema explained that the standards are to be mastered by the end of the year. In middle school, the rigor is higher vs. what the student is used to; some work has not been done at the elementary level.

Trustee Cacioppo noted that other states include a plus or minus in their grading scale, and asked if students in the District are at a disadvantage by not having the plus or minus. Mrs. Keema explained that colleges do not look at pluses and minuses, as they have different meanings in other states.

Trustee Crossman expressed concerns with removing a "4" from the elementary grades, as some student's master various concepts and standards in their respective grade level.

Trustee Wilke-McCulloch questioned whether students will strive to do better without having a 4 available as a grade.

Mrs. Keema referred to Dr. Thomas Guskey, Professor, Educational Psychology, University of Kentucky and based on his research, four levels of performance is the most common. In addition, most educators feel that a scale of 1, 2, and 3 is sufficient to differentiate the differences in student performance. Mrs. Keema also explained that grading scales with more than a 5 or 6, become diluted, and lose their meaning. Mrs. Keema reiterated the meaning of the grading scale of 1, 2, and 3; 3 = proficient, 2 = student may need additional support, and 1 = needs improvement and may need some interventions. Mrs. Keema commented on the difficulty of defining a 4; nationwide parents say that a 4 is unclear. Within the District, the definition of a 4 was widespread, and teachers were generously giving students a 4 on their report card, however, students are scoring a 2 on the Smarter Balanced Assessment Consortium (SBAC). Mrs. Keema referred to Mastery Connect, and commented on the importance of having consistent communication with families throughout the District.

Trustee Swirczek referred to the executive summary that mentions the Learner Centered Model, which he believes the definition should be included in the policy and regulation. Trustee Swirczek commented on the process of identifying students that are exceptional; met the standards, but want more and how they should be recognized.

Trustee Swirczek referred to the last paragraph and asked that the word "building" be changed to "school".

Trustee Green referred to 1st, 2nd, and 3rd grade, which he believes there are no incentives for students. Trustee Green also commented on the importance of educating parents, as well as teachers and students on the grading system. Mrs. Keema explained that students, as well as parents will be able to see how close their student is to a 2 or 3 once they are in the Mastery Connect program.

Trustee Swirczek called for Public Comment:

Mr. McDuffie believes the incentive for students is the Gifted and Academically Talented Education (GATE) Program, which provides additional challenges. As a parent, Mr. McDuffie has questioned the meaning of a 4 on his child's report card. Mr. McDuffie commented on the importance of communicating with families the meaning of 1, 2, and 3 on the report card.

Trustee Cacioppo explained that not every high achieving student gets into the GATE program.

Trustee Crossman explained that the GATE program is not just based on grades, there are other qualifications considered. Trustee Crossman provided comparisons for a GATE student vs. a high achieving student; high achieving students earn "A's", still going above and beyond. A GATE student generally understands things prior to the explanation, and they learn differently. Trustee Crossman does not believe the GATE program is a reward for high achievement, but a way of teaching students who learn differently.

As a correction, Mrs. Keema explained that the Infinite Campus Parent Portal will be open to families during the Parent Teacher Conferences in November 2018, as families can access Mastery Connect at any time to check their student's progress.

Mr. Jeremy Lewis, Accountability and Assessment Analyst and Mastery Connect Coordinator addressed Trustee Green regarding "incentives", and Trustee Swirczek regarding the learner centered approach; traditional system of grading terms like "exceptional", "average", or "above average" were used, which is a comparative way of grading, not a criterion way of grading. The learner centered approach to grading is based on criteria, not comparing students to other students. The incentive is now intrinsic incentive; "I need to reach that level" vs. extrinsic incentive; competing against fellow students.

Mr. Lewis noted that students earning 3's on their report cards, are not necessarily receiving 3's on the SBAC. Mr. Lewis believes there's a disconnect between reported student performance in the classroom vs. their performance on state assessments. The goal is to have clear criteria for the standards; what is a 1, 2, and 3. A smaller scale provides a narrow range of definitions vs. a broad range; i.e., "2" vs. "B", which is ten points, 80 – 89%. Mr. Lewis commented on the importance of clarifying the rubrics, and the meaning of what a standard is so teachers have a clear understanding of them, and students earn the grades they deserve.

Ms. Loretta Marcin, Paraprofessional, Empire Elementary School commented on students having benchmarks for each grading quarter, where a student has potentially not mastered the standard. In addition, by the end of the school year, they might receive a "3", which identifies that the student is met mastery of the standard. For clarification, Ms. Marcin asked if the grade of 1, 2, or 3 is given to a student at the end of each quarter or at the end of the year.

Trustee Crossman shared a situation regarding another district where they had to show student growth academically; students were receiving lower grades at the beginning of the year because they hadn't mastered the lesson.

Mr. Lewis explained that last year, as well as previous years there were four terms for elementary grades within Infinite Campus, therefore, grades were posted four times. There is now only one single term for elementary grades; the grade in the teacher gradebook for what is considered 1st, 2nd, and 3rd quarters is pulled as a progress report. During discussions among the team that consisted of Principals, Vice Principals, and Science, Technology, Engineering and Math (STEM) Coaches it was decided to report on what students have been assessed on, and taught to date.

Mr. Lewis reiterated that the progress reports are based on the student's present level of performance at that time.

Trustee Swirczek referred to the Learner Centered Model and asked Mr. Lewis if he thinks it is working as intended. Mr. Lewis believes the goal is about transparency, and letting students know what the expectations are so they know how to achieve mastery or meet the goal.

Trustee Swirczek referred to the learning guides, along with pre and post assessments, and asked for additional information on what links everything together. Mr. Lewis explained that most learning guides identify the expectation, and how students will be assessed. Learning guides are the way to communicate the standards or learning targets. Trustee Swirczek believes 20% of the students don't need a learning guide, as they are likely independent learners, however, 80% need the learning guides, which he believes is an important tool that could change the SBAC scores. Mr. Lewis concurred, the learning guides are a tool and if used to communicate expectations to students, the tool becomes effective.

Mr. Lewis provided information on comments made by students several years ago when they were asked what they're learning in the classroom, which they explained that they were comparing the pros and cons of two articles on cursive vs. comparing and contrasting, which is how they explained what they were doing the following year.

DISCUSSION ON PROPOSED CHANGES TO CCSD REGULATION 214, CARSON CITY SCHOOL DISTRICT ATHLETIC GUIDELINES AND CODE OF ETHICS

Mr. Stokes presented proposed changes to Regulation 214, Carson City School District Athletic Guidelines and Code of Ethics. Mr. Stokes explained that the title of Policy and Regulation 214 did not match, therefore, Mr. Stokes recommended that the title of Regulation 214 be changed to *Interscholastic Athletics; Code of Ethics and Athletic Guidelines*.

Mr. Stokes summarized the proposed changes:

- Article 2, Section 3 – Complaint Resolution changed to Resolving Athletic Program Complaints; other various complaints to be resolved come to the District Office
- Section 5 – added job title of Athletic Administrator, specifically for Carson High School, which provides an additional step in resolving a complaint. Superintendent and Board of Trustees removed, as Policy and Regulation 903, *Process for Resolving Complaints* would be used if a complainant needed to take the situation to the next level.

Trustee Crossman referred to the last sentence on page 2; the Board of Trustees is the final level of appeal, and asked if "the Board of Trustees" should also be removed.

Mr. Stokes asked Mr. Pavlakis for clarification. Mr. Pavlakis explained that if the intent is to resolve complaint issues at the Principal level, the language on page 2 would be deleted, however, if not, the language on page 3 would need to be changed.

Trustee Wilke-McCulloch suggested adding Item 6; "If a discrimination or Title IX complaint, please see Policy and Regulation 903." Mr. Stokes concurred, and will strike "the Board of School Trustees" from page 2.

Trustee Wilke-McCulloch asked for additional information regarding the Athletic Administrator. Mr. Stokes explained that Mr. Marc Rodina, Dean of Students, Carson High School also serves as the Athletic Administrator. Mr. Rodina works closely with Mr. Blair Roman, Athletic Director regarding athletics at Carson High School.

- Article 3, Section 2 – addition of three sentences
 - 1. Except where critical need exists, administrators will not be hired as coaches. Mr. Stokes explained that when an administrator serves as a coach, the process for resolving complaints changes. Mr. Stokes noted that in the event a coach is not hired for a sport, then an administrator could be hired to serve as the coach, so the sport or activity could continue.

Trustee Cacioppo asked for clarification on the meaning of “critical need”; no one has applied or the person may not be competent.

Trustee Crossman asked for additional information on how this might impact Mr. Roman as the Athletic Director. For clarification, Trustee Green explained that Mr. Rodina would be the supervisor for Mr. Roman. Mr. Stokes explained that Mr. Roman is a teacher and athletic director, and not working as an administrator.

Trustee Crossman asked if the Nevada Interscholastic Activities Association (NIAA) recommends that administrators not serve as coaches. Trustee Wilke-McCulloch explained that there is nothing written in the NIAA handbook or the Nevada Administrative Code (NAC) that pertains to this item.

Trustee Wilke-McCulloch would like to see a Code of Conduct for coaches included in the regulation; “Coaches need to adhere to the NIAA Code of Conduct.”

Trustee Cacioppo expressed concerns with nepotism if the coach’s child plays on the athletic team.

- 2. When a new head coach is selected, he or she may hire assistant coaches and select volunteers of his or her choice, subject to the approval of the Athletic Director. In the event the Athletic Director is the coach, the approval will be sought from the Athletic Administrator.

Trustee Cacioppo referred to Article 1, Section 3, and suggested it be changed to match Article 2, Section 3, Resolving Athletic Program Complaints.

- 3. Coaches must adhere to all District policies, rules and regulations.

Trustee Green suggested adding a fourth bullet that pertains to applicable codes of conduct for the conference the team is participating; e.g., NIAA.

For clarification, Trustee Carine referred to item 2 and asked if the Athletic Director is the coach, would the level of approval for volunteers, etc. be the Athletic Administrator.

Trustee Swirczek noted that the regulation refers to Carson High School, and verified that the regulation also pertains to the middle schools. Mr. Stokes explained that the regulation would be used for schools throughout the District.

- Article 4, Section 2 – addition of one sentence
 - District incident and accident protocols and reporting procedures will be followed.

Trustee Wilke-McCulloch confirmed that the concussion protocol will be followed.

Trustee Green commented on the number of abrasions and bumps that occur daily in football, and expressed concern with the impact this could have on the work load of the Risk Manager.

For clarification, Mr. Stokes explained that if a student has a head injury, they would be required to follow-up with a physician.

Trustee Cacioppo referred to Section 3, page 4 and suggested that “during a game” be changed to “an athletic event”.

Trustee Wilke-McCulloch referred to page 1, first paragraph, and suggested that the word “profession” be changed to “professional”. Trustee Crossman explained that the word “profession” does not need to be changed.

Trustee Wilke-McCulloch referred to Section 6, page 5; “every coach should initiate a positive letter...” and asked if coaches are sending letters home. Mr. Stokes explained that there are pre-season meetings, where parents are invited to attend and held at the beginning of each athletic sport.

Trustee Cacioppo suggested that the word positive correspondence be added.

Trustee Wilke-McCulloch suggested additional language to Section 3 regarding good sportsmanship.

**INFORMATIONAL UPDATE AND STATUS REPORT ON ITEMS RELATING TO EDUCATION
FROM THE 2017 NEVADA LEGISLATIVE SESSION, REQUIRING ACTION BY THE DISTRICT**

As requested by Trustee Wilke-McCulloch, Mr. Stokes provided an update on the 2017 Nevada legislative bills, as they relate to education that require action by the District.

- Senate Bill 322 (SB322) – effective date is July 1, 2019; students will be required to pass an examination in order to graduate, which is similar to the Naturalization Test given to individuals trying to become citizens. The Nevada Department of Education (NDE) should provide guidance regarding the exam.
- Assembly Bill 292 (AB292) – the District has provided a significant amount of training regarding bullying laws. Staff is continuing to work on several policies.

Trustee Green asked if it has to be substantiated bullying. Mr. Stokes explained that if a family is unhappy with their placement, staff works hard to find a place where the student will be happy.

- Assembly Bill 305 (AB305) – not completed; awaiting guidance from the Division of Child and Family Services (DCFS)
- Senate Bill 287 (SB287) – requires all employees and volunteers to report suspected abuse or neglect within 24 hours. At this time, the District completes a background check on all employees and volunteers, which is good for three years. Due to the law, all volunteers become mandatory reporters.

Trustee Crossman asked if the District has a video regarding mandatory reporting. Dr. Jose Delfin, Associate Superintendent, Human Resources spoke with Mrs. Ann Cyr, Risk Manager regarding videos, and the possibility of partnering with the NDE for resources.

- Assembly Bill 117 (AB117) – requires updates to Policy and Regulation 514, Promotion and Retention, and the need to create an academic plan for all students in grades 9 – 12
- Senate Bill 213 (SB213) – some work has already been done
- Senate Bill 273 (SB273) – permits probationary employees to request expedited arbitration before being recommended for termination
- Assembly Bill 451 (AB451) – pertains to six hours of training expected for Trustees during their first and third year
- Assembly Bill 275 (AB275) – provide a mechanism to make data based decisions, implement support systems; District is meeting some needs with social workers. Some items still need to be completed.
- Senate Bill 66 (SB66) – details the requirements for a Work Based Learning Program
- Senate Bill 112 (SB112) – teach about being an organ donor; partially complete at the high school level, and should be taught at the middle school level
- Senate Bill 132 (SB132) – invite students back to school that may not have graduated with their cohort class

Trustee Cacioppo asked if the same opportunities are available to students taking one or two additional semesters vs. up to three semester to graduate. Mr. Stokes believes the intent of SB132, is for a student take go longer than three semesters.

Trustee Wilke-McCulloch recognized the principals' at Carson High School, Pioneer High School, and the Adult Education Program for their work in this area.

- Senate Bill 241 (SB241) – provides students the opportunity to receive multiple educational seals on their diploma; Science, Technology, Engineering, Arts, and Math (STEAM)

Trustee Wilke-McCulloch confirmed that the District has the requirements from the NDE regarding SB241. Mr. Stokes explained that additional information is needed from the NDE.

- Senate Bill 386 (SB386) – need to formalize a process to provide relief for the teacher, and provide due process for the student. Requires the formation of a committee.

Trustee Wilke-McCulloch thanked Mr. Stokes for his work in completing the legislative update.

INFORMATIONAL UPDATE REGARDING THE USE AND PLACEMENT OF SUBSTITUTE TEACHERS IN THE ELEMENTARY SCHOOLS IN THE CARSON CITY SCHOOL DISTRICT, TO INCLUDE AVAILABLE VARIOUS DATA POINTS

Mr. Stokes thanked the Trustees for their commitment to education and the students in the District. Mr. Stokes provided an update on the use and placement of substitute teachers in the elementary schools in the district, which included a power point presentation. (A copy is included in the permanent record.)

Mr. Stokes explained that other districts have similar problems with substitute teachers, and ensuring that students are taught by fully credentialed teachers, and not taught for consecutive years by a long-term substitute teacher.

Mr. Stokes presented the current number of long-term substitute teachers in the District, along with the grade taught and the number of students affected:

- Seeliger Elementary School has one substitute teacher in 4th grade, which affects 23 students
- Bordewich Bray Elementary School has two substitute teachers; 3rd and 4th grade, which affects 40 students. One of the substitute teachers just received their formal teaching license from the NDE.
- Fremont Elementary School has three substitute teachers in 3rd and 5th grade, which affects 104 students
- Fritsch Elementary School has three substitute teachers; 3rd and 5th grade, as well as Physical Education (PE), which affects all 585 students, as all the students have PE.
- Mark Twain Elementary School has two substitute teachers; kindergarten and 1st grade, which affects 49 students.

Mr. Stokes provided several examples of situations regarding long-term substitute teachers; completed course work necessary to apply, Alternate Route to Licensure (ARL), etc. An ARL has a four-year degree, but may have not received training similar to a licensed teacher; classroom management, use of technology, etc.

Mrs. Keema provided information on the current types of long-term substitute teachers and support provided to them:

- Student teachers – 2, both are currently at Mark Twain Elementary School
- ARL – 3; person has a degree, but still needs courses in teaching. Staff works with the person through an accredited program to obtain the teaching license.
- Former fully licensed teacher – 1, which could be a retired teacher from the District, or another state
- Substitute license – 6; don't have a degree, were never a teacher, but have completed the courses to obtain a substitute teaching license

Mrs. Keema explained that support is the same for all categories of long-term substitutes; receive new hire training and mentoring through site coaches, etc. In addition, university support is provided to all student teachers and those working through the ARL program. All long-term substitute teachers were invited to this year's new hire training. Mrs. Keema noted that many teachers have gone through the process of serving as a substitute teacher or a para-professional on their way to becoming teachers in the District.

Mrs. Keema presented several resolutions for solving the problem of practice:

- Continue to recruit highly qualified permanent employees
- Continue to work with colleges and universities in providing support for student teachers and ARL candidates
- Continue to seek retired teachers to fill long-term substitute teaching positions
- In the Spring, code students with long-term substitutes for fall class placement to avoid having a long-term substitute two years in a row
- Provide quarterly reports to the Board on progress made in reducing the number of long-term substitutes in the elementary schools

In an attempt to recruit teacher's mid-year, Dr. Jose Delfin, Associate Superintendent, Human Resources keeps track of December graduates coming out of the universities; University of Nevada, Reno (UNR), Sierra Nevada College (SNC), etc.

Trustee Green asked if actual data would be presented. Mrs. Keema explained that the information presented is the data, and confirmed the previous request of having five years' worth of data for elementary students. Mrs. Keema referred to some of the challenges:

- Long-term substitute varies in definition
- Four out of six elementary principals have been in their position for five years or less
- Two student information systems (PowerSchool and Infinite Campus) in the last three years
- Student information systems are labeled with permanent teacher
- Fluidity of issuance of teacher licenses
- Transiency of student population
- Home room teacher may not be a long-term substitute, but the reading teacher could be
- Teacher and substitute teacher shortages
- Colleges report declining enrollment in education

Mrs. Keema reiterated that the problem of practice is not to have students exposed to a long-term substitute teacher for two years in a row. The information presented represents what things looked like on the first day of school; August 20, 2018.

Trustee Swirczek spoke with Mr. Stokes regarding the requested data, and believes it's important in moving forward to look at ways to prevent students from having a long-term substitute teacher for two years in a row. As a resolution, Trustee Swirczek asked for a quarterly update on the steps taken to avoid the potential situation.

Trustee Green believes the presentation is an attempt to avoid what was asked for during the August 13, 2018 Board meeting.

Trustee Crossman believes there are significant difficulties in collecting the data that would take up an enormous amount time, and would likely not be valuable in moving forward.

Mrs. Keema commented on the importance of reducing the number of long-term substitutes in the classrooms.

Trustee Swirczek does not believe anyone is trying to hide anything, and in moving forward believes staff has found a way to minimize the risk of students having long-term substitute teachers for consecutive years in the future by providing quarterly reports to the Board.

Trustee Cacioppo concurred, and does not believe anything is being hidden, but would also have liked to have data presented; is long-term substitutes in the District impacting test scores and student achievement?

Trustee Crossman noted that most students have a different teacher for reading and math, which she believes would be difficult to track students who may have had a long-term substitute in one subject vs. another.

Trustee Wilke-McCulloch would like to have staff follow the long-term substitutes that have been identified at this point, which would provide a benchmark for this year; move forward from this year.

In moving forward, Trustee Swirczek would like to use Measured Academic Progress (MAP), Smarter Balanced Assessment Consortium (SBAC), and other data to monitor students with long-term substitutes for two or more years.

APPROVAL OF CONSENT AGENDA

It was moved by Trustee Cacioppo, seconded by Trustee Wilke-McCulloch **that the Carson City School District Board of Trustees approve the consent agenda as submitted.** Motion carried unanimously. (Trustee Walker was not present for the vote.)

Trustee Swirczek commented on the number of requested vaccine exemptions. Mr. Stokes explained that due to the start of school, the number of requests for vaccine exemptions is not excessive.

INFORMATIONAL ITEMS

Trustee Swirczek reminded everyone of the Community Professional Learning Community (PLC) that is scheduled on September 26, 2018 at 6:00 p.m. in the library at Carson High School.

Trustee Wilke-McCulloch will be attending the NIAA meeting on September 10, 2018.

No additional informational items were presented or discussed.

REQUEST FOR FUTURE AGENDA TOPICS

Present agenda items to Mr. Richard Stokes or President Swirczek.

ANNOUNCEMENT OF MEETINGS

The next regular meeting of the Carson City School District Board of Trustees will be on Tuesday, September 11, 2018.

ADJOURNMENT

There will be no further business to come before the members of the Board in public meeting; President Swirczek declared the meeting adjourned at 9:34 p.m.

Mike Walker, Clerk

Date

SCHOOL BOARD MEETING

September 25, 2018

Informational Items – A
Notification of Changes in the Classified and Nursing
Staff, including New Hires and Terminations

CARSON CITY SCHOOL DISTRICT - STAFF INFORMATION

September 25, 2018

CLASSIFIED STAFF

NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace
Denise Hanby	Para Professional IV	Empire Elementary School	TBD	New - FY 19
Esteban "Steve" Martinez	Custodian	Seeliger Elementary School	TBD	Replace - FY 19

RESIGNATIONS/RETIREMENTS					
Name	Position/Subject	Location	Hire Date	Term Date	Resign/Retire
H Matthew Davis	Bus Driver	Transportation Department	8/24/2009	9/28/2018	Resignation
Karla Valverde	Administrative Secretary II - ELL	Grants Department - ELL	2/3/2014	9/14/2018	Resignation

NURSING STAFF

NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace
None				

RESIGNATIONS/RETIREMENTS					
Name	Position/Subject	Location	Hire Date	Term Date	Resign/Retire
None					

EXECUTIVE STAFF

NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace
None				

RESIGNATIONS/RETIREMENTS					
Name	Position/Subject	Location	Hire Date	Term Date	Resign/Retire
None					