

Senate Bill 178

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

School Information

Name of School	Name of Principal	Name of SAS
Las Vegas High School	Debbie Brockett	Rebecca Kaatz

Student Demographic Information

Ethnicity	Student Number	Percent
Asian	22	4.7
Black	54	11.4
Caucasian	22	4.7
Hispanic	357	75.0
Alaskan Native/Native American	8	1.7
Multiracial	12	2.5
Pacific Islander	0	0.0
English Learners	111	23.3
Free or Reduced Lunch	444	93.2

Allocation and Coordinated Funding

Allocation Amount	SB 178 Allocation \$571,200
Coordinated Funding	With these funds, we purchased a computer-adaptive program to remediate students identified in the bottom 25-percent of math and literacy proficiency and English Language Learners (ELLs). We provided additional teaching positions directly impacting our students with lowest math performance and those who are not on track to graduate due to missing credits to serve the identified students in a smaller learning environment. In addition, we purchased technology to ensure equitable access to technology to our identified at-risk students with factors such as ELL and/or Free and Reduced Lunch (FRL). Finally, with these funds we can increase the efficacy of our teachers while offering them an incentive to get TESL endorsements and to continue to work within our school directly impacting the students of poverty, other language backgrounds, and low academic proficiency levels in math and literacy.

Plan

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

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

Date(s) of Meeting(s)	9/2/2017
Audience	School Organizational Team (SOT)
Feedback	The SOT recommended offering additional time throughout the year and through extended school year (summer) opportunities to struggling students with proficiency levels within the bottom 25th-percentile in math and literacy and ELL students. In addition, the team recommended the need for a cohesive curriculum that is evidence-based to best support the struggling ELL Students.

Measurable Goals

Measurable goals for the 2017-2018 and 2018-2019 school years were developed and aligned with the Every Student Succeeds Act (ESSA).

School Year	Goal(s)
2017-2019	<ol style="list-style-type: none"> 1. By the end of the 2018-2019 school year, 73.0 % of students will be proficient in EOC ELA I. 2. By the end of the 2018-2019 school year, 73.1 % of students will be proficient in EOC ELA II. 3. By the end of the 2018-2019 school year, 78.1 % of students will be proficient in EOC Math I. 4. By the end of the 2018-2019 school year, 43.4 % of students will be proficient in EOC Math II. 5. By the end of the 2018-2019 school year, 92.0 % of students will graduate from LVHS with each subgroup increasing their graduation rate by 2-6 %. 6. By the end of the 2018-2019 school year, LVHS juniors will increase their composite ACT scores from 15.8 to 18.3. 7. By the end of the 2018-2019 school year, 51.0 % of EL students will reach English language proficiency (Bridging and Reaching). 8. LVHS will increase graduation rate of EL students to 51.7 % by 2018 and 56.3 % by 2019.

Action Steps

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

Action Step	Description
Provide extended learning opportunities and diversify instructional program options for EL and non-proficient students using a computer adaptive mathematics program.	We have established an after-school tutoring program for 844 students that were identified in the bottom 25th-percentile of math proficiency level. This program is designed to provide data-driven extended learning opportunities to increase their math proficiency levels. These students spend 60-120 minutes every school day to fill gaps and increase mathematics proficiency. As of 2/8/2018, 308 (36.5%) students are making satisfactory growth in mathematics proficiency. (EBI: 3)
Provide extended learning opportunities and diversify instructional program options for EL and non-proficient students using a computer adaptive literacy program.	We have identified 844 students in the bottom 25th-percentile of literacy proficiency level. We are addressing these students' needs with extended learning opportunities using a computer-adaptive literacy program for 60-120 minutes every school day to fill gaps and increase literacy proficiency. As of 2/8/2018, 138 (16.3%) students are making satisfactory growth in literacy proficiency. (EBI: 3)
Provide credit recovery opportunities to students off-track for graduation, and provide alternative credit options to our incoming refugee students.	We have provided additional teaching positions and opportunities after school and Saturdays to get students on track to graduate. The identified students are off-track due to failed courses or late arrival into the country. LVHS has a total of 1,019 APEX active credits, with 26.3% of credits completed. (EBI: 2)
Providing all teachers who directly impact our identified students incentives to receive TESL training/endorsements and to continue teaching our struggling students.	We will reimburse teachers who directly teach our identified students on best practices that benefit students with English language learning needs. There will be incentives for these highly trained teachers to remain at our school to continuously make a difference with our EL learners, especially LTELLs and newcomers. (EBI: 3)
Provide summer school opportunity to students identified in the bottom 25-percent in math and literacy proficiency levels, EL students to advance academic and language skills, and for credit recovery opportunities to off-track students.	We will target 485 LTELLs and all Grade 12 students who are off-track for graduation for four hours daily, four days a week for 12 days in June to advance their language acquisition levels, academic proficiency in math and literacy, and credit recovery. (EBI: 3) Citations: Measuring the Impact of IXL Math and IXL Language Arts in California Schools. (2016, February 29). Retrieved from https://www.ixl.com/research/Impact-of-IXL-in-California.pdf APEX Learning (2017). A Study of the Impact of APEX Learning Digital Curriculum on Credit Recovery Student Outcomes Year 1. Retrieved September 8, 2017, from https://cdn.apexlearning.com/al/dallas-credit-recovery-yr2-efficacy-study.pdf