

# Title 1A Overview

2023-2024

C.C. Meneley Elementary School  
Douglas County School District

# What is Title 1A?

- A federal grant that supports local educational agencies (LEAs).
- Provides high-quality opportunities for students in high-poverty schools.
- Helps these students and schools to meet the same challenging state content and performance standards that are being developed for all children.
- Requirements come from the Every Student Succeeds Act (ESSA).

# What is the Douglas County School District Title 1A Program?

- The DCSD Title 1A program is a school-wide program that provides academic services and interventions to any student in our school.
- Title 1A schools develop a school-wide plan based on the School Performance Plan to identify areas of focus and improvement.
- A Professional Development Trainer provides support to teachers in their implementation of literacy instruction to all students.

# Curriculum & Intervention

- Standards Based System: NVACS
- Students are taught grade appropriate content aligned with Nevada Academic Content Standards
- Interventions are provided through Title 1A funding for students who need additional assistance in Reading and/or Math.
- Our school also utilizes the i-Ready online program for personalized learning and progress monitoring as identified in our School-wide Performance Plan.

# Assessments

- Students in grades 3-8 take the Smarter Assessments in the Spring in Reading and Math (gr. 3-8) and Science (gr. 5 & 8).
  - Assessments determine how well a student is performing on the Nevada Academic Content Standards.
- Students in grades K-9 take the Measure of Academic Progress (MAP) assessments in the Fall, Winter, and Spring for Reading and Math (K-9).
  - Assessments provide teachers with additional data to help plan instruction to meet the academic needs of the students.
  - Data reveals areas of strength and areas of potential growth by goal area within Reading, Math.
  - Gives teachers another data point to show growth across the school year.
- Developmental Reading Assessment (DRA2) is used in grades K-2 to determine a student's reading fluency.

# Parent Involvement Policy

- Every Title I school must have a written parent involvement policy that is developed with and approved by parents.
  - It should spell out how parents will be involved in a meaningful way.
  - It must be updated periodically.
  - It must be in a language and format parents can understand.
  - We welcome your involvement in reviewing this plan.

# School Report Cards

## (Accountability Report Cards)

Every school and school district (even non-Title I) must have an annual report card that includes data for the state, district and local school including:

- Achievement information by subgroups;
- Percent of students not tested by subgroups;
- Information about Nevada School Performance Framework (NSPF) ratings;
- Data;
- Teacher qualifications.

Current and historical Accountability Report Card information is available on the Nevada Department of Education website at:

<http://nevadareportcard.nv.gov/di/>

# Highly Qualified Teachers

Highly Qualified Teachers (HQ) must demonstrate competency in the subjects they teach through:

- Passing the State assessments (Praxis) in the appropriate subject areas or level exams
- Have earned a college degree and completed a program of teacher preparation
- Have full certification to teach the level (elementary) or content area (secondary)



# Highly Qualified Para Pros

Highly Qualified Para Pros (HQ) must demonstrate competency through:

- A High School Diploma or equivalent, and:
- Passing the Praxis Para Pro, or
- Associate's or higher degree or 32 college credits, or
- Two years of study at higher educational institution completing 48 semester hours.

# Notice

Each year, schools have to notify parents in a language and format they can understand (whenever possible) about:

- school progress (school report cards);
- schools placed in improvement or corrective action;
- school-parent accord & compact – this comes home at the beginning of the school year and must be reviewed, signed and returned to the school office.
- teacher and paraprofessional qualifications; and
- Title I services (the annual Title I meeting).

# Additional Notices

- If students are taught for 4 or more consecutive weeks in a core class by a teacher who is not highly qualified, parents must be notified.
- Schools must inform parents of limited English proficient children of how they can be involved in their children's education and be active participants in their child's education, including notice of opportunities for and holding regular meetings.
- Schools must inform parents of students with the most significant cognitive disabilities that their child's achievement will be based on alternate achievement standards. They also have to tell parents the actual achievement levels of their students.

# Nevada School Performance Framework (NSPF)

- Part of the Every Student Succeeds Act (ESSA) - No Child Left Behind (NCLB) legislation.
- A differentiated system of accountability and support that values growth and proficiency.
- Provides elementary schools with a point-based index score based on student growth, proficiency, subpopulation performance gaps, and average daily attendance.
- The index score is converted to a five star system, 100 points with 5 star schools as the highest achieving.
- Our school received an index score of 22.5 and a star rating of 1 for the 2022-2023 school year.

*\*This was the first updated rating, due to the pandemic, since 2018-19*

# How Can You Be Involved?

- Volunteer in your child's class or at the school
- Participate in PTO activities
- Participate in school activities
- Check your child's teacher's landing page
- Support students with reading and math facts at home
- Volunteer to assist with reviewing and updating the School Performance Plan (SPP)
- Help review and update the School Parent Involvement Policy (PIP)
- Participate with the Douglas Parent Advisory Council (DPAC) which meets across the school year. Dates available on the DCSD webpage.

# School Performance Plan Goals

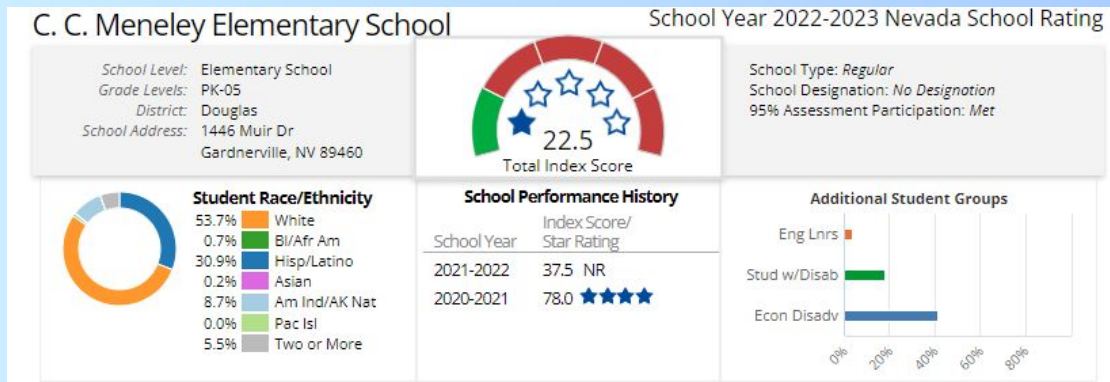
- Student Success: Increase student proficiency in math and reading to 45% or higher on SBAC assessments.
- Adult Learning Culture: 95% of staff will meet their expected targets on their Student Learning Goal.
- Connectedness: Increase parental understanding of the standards, academics, and programs in the classroom; this will be based on the parent survey

# C.C. Meneley Data Review



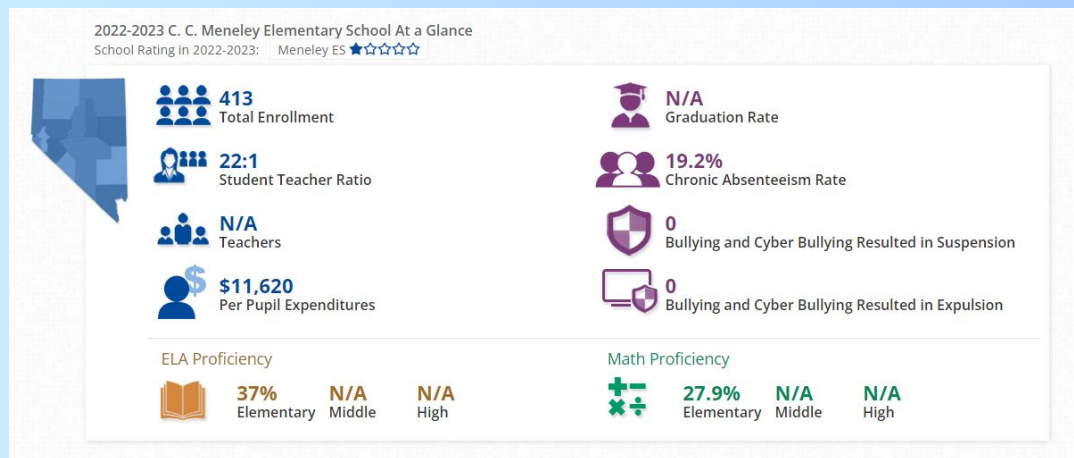
- **We will review our current Star Rating from the State of Nevada.**
- **We will share strategies and resources we have in place to best support our teachers and student learning.**
- **We will also share our goals for the year.**

# Nevada School Performance Framework (NSPF)



## Takeaways

- **This data is solely based on 3-5 grade students who take the SBAC exams at the end of the year.**
- **There are concerns in every academic area.**
- **Chronic Absenteeism looks at all students in K-5.**





# Star Rating Details

- 22.5 points out of 100 possible.
- Our English Learners are not meeting proficiency targets on SBAC
  - We had 12 students last year who took the SBAC. We had four students who passed the ELA assessment. All scored a 3. The lowest performing area was Claim 2 – Writing.
  - On the math tasks, 2 students passed. Claim 1 - Concepts and Procedures was the most challenging with 9 students scoring a 1 and only 1 student passing with a 3.
- Chronic Absenteeism - Defined as students who miss more than 10% of the school year.
  - 19.2% of students met this definition last year
  - **ALL absences count regardless of whether they are excused or unexcused.**



# Star Rating Details

- 37% proficiency in ELA
- 28% proficiency in Math
- 29% proficiency in 5th grade science
- 3rd grade proficiency in reading, 45.5%
- Growth is determined over time for each cohort of students. Are students on track to be proficient in 3 years?
- Opportunity Gap - Did students meet their individual growth target if they were not proficient last year?



# Current Class Size Ratios



Kindergarten: 22 and 21, each class has an aide.

First Grade: 18, 17, 17

Second Grade: 24, 22, 23

Third Grade: 16, 17, 18

Fourth Grade: 24, 23, 23

Fifth Grade: 28, 28

NRS 388.700 - K , 1, 2 = 16:1 / 3 = 18:1 and 4, 5 = 25:1

These numbers can be averaged across schools in a district.





# Additional Details



MIP - Measure of Interim Progress: Annual goals set by Nevada for academic achievement that are focused on reducing the percentage of non-proficient students in Math/ELA from the previous year and increasing high school graduation rates. This varies on each cohort.

Sub Populations: A group that is part of a larger group; in Nevada, examples of subgroups include various race/ethnicity categories, English learners (ELs), students with disabilities, students who are economically disadvantaged, students in foster care, students with military-connections, etc; subgroups may vary in different reporting categories per federal and state laws

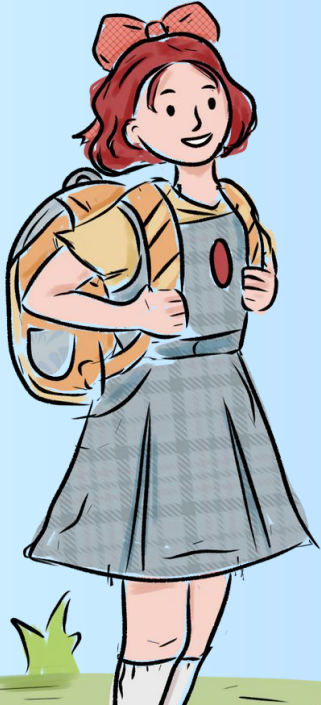


# Why These Numbers?



Our School Performance Plan has a team that determines root causes and establishes goals for the year.

- *Increase student proficiency in math and reading to 45% or higher on SBAC assessments.*



## Math:

- Inconsistent number sense
- Inconsistent use of math operations
- Not enough opportunities for productive struggle
- Absenteeism
- Lower reading and writing skills

## Reading:

- Lower proficiency and development in early grade literacy skills
- Lower academic skills when entering kindergarten
- Lack of independent reading time in and out of school
- Student motivation to read a variety of texts.
- Absenteeism





- Intentional English Language Arts (ELA) blocks. Min. 90 minutes of uninterrupted instruction. 600 plus minutes a week.
- Title 1 Interventionist, Speech Language Pathologists, Literacy Specialists, United Way Tutors, additional staff.
- Strategic use of Raz-Kids, Learning A-Z, Zoophonics, Handwriting Without Tears, Phonics to Reading, and Heggerty Phonics Instruction.
- Personalized learning, metacognition, data notebooks, unpacked standards, and learning progression. Clarity of learning.

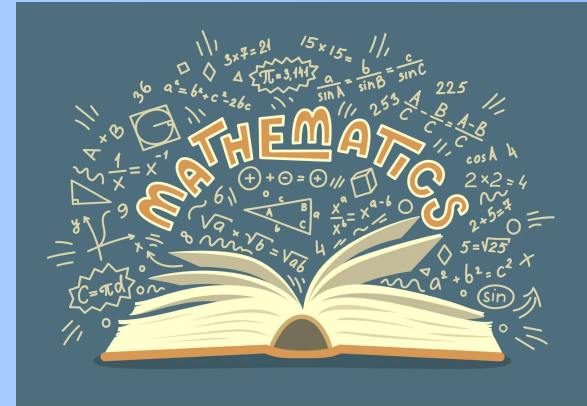






# Continued...

- Math - United Way Tutors focusing on math.
- Grades 3-5 are focused on math fluency and 3 priority standards.
- Strategic use of Zearn
- Math strategies groups
- Grade level teams differentiating groups and instruction
- Increase in STEM activities and robots



# Collective Efficacy

This idea is guiding all of our work this year.



*The research on teachers' collective efficacy is consistent. With an effect size of 1.34, effective teacher teams have the power to accelerate student learning more than just about any other practice.*

*-As evidenced in Visible Learning: The Sequel by John Hattie (2023)*

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# Celebrations

- Effective MTSS team to support teachers and students
- Two United Way Tutors for extra support
- Strategic interventions in reading with the use of Literacy Specialist, Interventionist and Speech Language Pathologist.
- Second year of EL teacher
- School Psychologist

**DOUGLAS COUNTY SCHOOL DISTRICT**  
**ASSESSMENT DATA ANALYSIS - NEVADA SCHOOL DISTRICTS**  
**Grades 3-8 SBAC Proficiency - Math & English Language arts**


District	2022-23 # Tested	2020-21				2021-22				2022-23					
		Math	Rank	ELA	Rank	Math	Rank	ELA	Rank	Math	% Change	Rank	ELA	% Change	Rank
Carson	3,261	28.2%	6	39.7%	6	33.8%	5	44.5%	6	32.0%	-1.8%	6	37.9%	-6.6%	7
Churchill	1,363	22.5%	8	39.7%	7	24.5%	12	37.8%	9	21.7%	-2.8%	13	32.0%	-5.8%	10
Clark	129,783	21.3%	12	37.1%	10	26.4%	9	41.2%	7	28.2%	1.8%	8	39.0%	-2.2%	6
Douglas	2,269	37.9%	3	50.9%	3	34.9%	4	48.2%	3	34.0%	-0.9%	4	46.6%	-1.6%	3
Elko	4,359	22.2%	9	38.4%	8	26.4%	10	37.6%	10	27.5%	1.1%	10	35.4%	-2.2%	8
Esmeralda	34	21.1%	14	32.1%	15	---	---	---	---	---	---	---	---	---	---
Eureka	164	39.7%	2	54.1%	2	47.1%	1	61.3%	1	51.8%	4.7%	1	51.8%	-9.5%	1
Humboldt	1,435	26.8%	7	37.6%	9	29.8%	7	38.8%	8	31.2%	1.4%	7	34.7%	-4.1%	9
Lander	441	19.7%	16	33.9%	12	18.3%	14	31.1%	16	15.0%	-3.3%	14	21.3%	-9.8%	16
Lincoln	348	42.5%	1	45.8%	4	46.1%	2	51.1%	2	42.5%	-3.6%	2	50.3%	-0.8%	2
Lyon	3,880	21.5%	11	34.5%	11	26.8%	8	34.5%	14	24.4%	-2.4%	11	29.2%	-5.3%	13
Mineral	369	16.0%	17	31.1%	17	14.9%	16	32.4%	15	8.9%	-6.0%	16	23.3%	-9.1%	15
Nye	2,504	21.3%	13	33.4%	13	21.8%	13	34.7%	13	23.3%	1.5%	12	31.0%	-3.7%	12
Pershing	301	19.9%	15	32.9%	14	17.2%	15	36.0%	11	14.3%	-2.9%	15	31.6%	-4.4%	11
Storey	173	32.7%	4	54.4%	1	36.5%	3	48.0%	4	38.7%	2.2%	3	45.3%	-2.7%	4
Washoe	28,590	30.9%	5	43.5%	5	33.6%	6	45.4%	5	33.6%	0.0%	5	41.2%	-4.2%	5
White Pine	539	22.2%	10	31.5%	16	26.0%	11	35.5%	12	28.0%	2.0%	9	27.7%	-7.8%	14
State of NV	210,963	26.3%	---	41.4%	---	29.8%	---	43.7%	---	31.3%	1.5%	---	41.0%	-2.7%	---



## DOUGLAS COUNTY SCHOOL DISTRICT CHRONIC ABSENTEEISM RATES

SCHOOL	2022-23	2021-22	2020-21	2019-20	2018-19
Douglas County School District	24.3%	22.6%	16.9%	N/A	12.7%
State of Nevada	34.9%	36.0%	31.2%	N/A	18.8%
C C Meneley Elementary School	19.2%	20.4%	12.8%	N/A	7.6%
Gardnerville Elementary School	19.6%	18.5%	8.1%	N/A	8.1%
Jacks Valley Elementary School	17.2%	21.8%	7.6%	N/A	11.3%
Minden Elementary School	16.1%	17.5%	9.0%	N/A	8.2%
Piñon Hills Elementary	14.7%	13.5%	5.0%	N/A	<5%
Scarselli Elementary School	19.7%	18.5%	14.6%	N/A	8.1%
Zephyr Cove Elementary School	30.7%	34.4%	20.7%	N/A	11.9%

As of today there are 34 students that are considered chronically absent. That is 9% of students.



**Our SPP team meet on Nov. 20th to  
review our goals.**

**If there are any questions please  
contact me at [bspires@dcasd.k12.nv](mailto:bspires@dcasd.k12.nv).**