2015 Data Summit
Notes

Topic A: We are WCSD: A look at our students

Conclusions:

- Difference of comparisons…multiracial/Hispanic
- Kids need to look at people like themselves
- Recession influenced special pops
- Pre-k programs making difference in ELL pop
- Impact of ELL/IEP because students are 'hopefully' exiting ELL/IEP status
- Cultural competency and how we engage family
- Definition of poverty
- Historically we have underrepresented Hispanics
- Overwhelming number of teachers are white, but to what extent do hiring practices (I.e. Recruiting) affect this? Also, hiring administrator stated that she hires the best/most qualified for the job and pays no attention to ethnicity
- LEP going down as students progress through high school grades
- There was a decline in the black population but this might be attributed to adding multiracial
  - It's easier for a student to relate if the (teacher looks like the student)
- Kids don't want to engage because nobody looks like him or her
- Pre-service education and talking about cultural competency - higher Ed doesn't do a good enough job with this., critical conversation and people don't want to talk about race but we need to talk about it
- How do we bring more diverse population to Reno, grow your own and catching high school students early - this might be a possibility
- Drop in student population for ELL, or are we exiting students out quicker
- The numbers for FRL and CIT have grown, it looks like we are doing a better job exiting kids, maybe our high school GT kids have exited early, what's the overall district transiency rate
- Enrollment growth and shifting demographics - has changed to "majority minority"
- Change in teachers is slower than the change in students… takes time because of longevity of teachers compared to constant movement of students through the system.
- The district is not doing a good job at diversifying its workforce.
- Misconception that Latino means LEP. This data contradicts that notion
- Student Population has Grown, Minority more so than white students. Overall Growing as well.
- Teacher population has NOT reflected the same change
- IEP change is fairly flat – This is a GOOD thing. MTSS/RTI doing its job
- LEP Growth and then tailing off
- FRL Still growing
- Two or more Special pops decreasing from ES to HS
- There has not been much change in SPED populations over time period reviewed
- With new focus on CIT students, numbers will increase from current rate
- Roughly half of all students in SPED are categorized as Learning Disabled
- More funding for teacher aides is a must in the new budget

Connections:

- Race/ethnicity teacher by school level changes
- Highlights need of equity/diversity in PD
- Are we keeping these teachers?
- FRL consistent with nations…will it begin to drop because of economy
- Number of students that are not reported FRL/CIT
- If there's no PIF at schools…how are schools communicating/educating with families
- FRL forms are very hard to complete
- To what extent does the way the OMB classify demographics affected the numbers?
- Economy over the past 6 years may be a factor in these increases in FRL, CIT etc.
- Are FRL numbers underreported in high school?
- Relates to gap in achievement and climate data
- ELL teachers growing but PD has to focus around diversity and using appropriate language
- SIOP – Sheltered Instruction Operation Protocol (?) (needs Funding)
- Mt Rose has 2-way immersive language programs
- Partnerships with college. Early conversations and making resources available.
- LEP Students are NOT just Hispanic
- Exiting students has changed as well
- FRL Change – Unemployment going down but Incomes are not going up.   Family income still low
- "Pride" can be a barrier to getting good data as well.
- FRL rates are going up but national unemployment numbers are down, this is a reporting and measurement issue

What's Missing:
- What Race/Ethnicity identification process is…by parent
- Community comparison vs. WCSD comparisons of race/ethnicity
- Gender comparison
- Break out by school level
- Comparison of classified staff, admin staff, school police
- State comparison of special pops
- Fluctuation of IEP by disability
- LEP/IEP level…speech, HS student vs. ES student
- HS closed vs open campus FRL status
- ELL…home language
- Students involved in activities vs. credits, gpa VS. students not involved in activities vs. credits, gpa
- STEM data and how it affects HS success…enrollments, courses, grades, higher level
- CTE
- Male/female teacher numbers
- Comparison to Clark county
- Lack of minority applicants
- Have social issues been exacerbated in our schools?
- How are kids using technology
- Need to couple high school graduation with student engagement numbers
- How many seat are available for the engagement activities
- Interest to see proportionally our city/county demographics to teachers where we are recruiting from. Does our staff represent our community? And report by school and grade level (ES, MS, HS)
- Looking to recruit and RETAIN minority teachers

- Teachers need to Recognize diversity and we need to focus on PD. No "generalizations", recognize the Message being sent. PD cannot be "One and Done"
- More bilingual teachers needed
- College needs more programs to bring in diverse student population: scholarships, inclusion, HOW to be college students. Not just "equal", but "easier".
- Need Graph of Administrators
- Do FRL/CIT percentages reflect National data? It DOES reflect Nye county and the rest of NV
- Number of students classified as IEP due to language (literate in native language)
- Consistency of reporting by students (proud poor)
- Closed and open campus FRL numbers
- Feeder schools-why does the Title 1 train stop after elementary school?
- Data reflecting "white flight" among teachers
- How does data relate to workforce, especially for higher wage jobs
- Administration diversity charts
- Correlation between spending (nationally) and graduation rates (does more money equal more graduates?)
- Data on pull out students (charter and private)
- Number of LEP/SPED constant students (what is the exit rate?)

Comments:
- Expand ES Assistant program (i.e. HS buddies). Matched students based on need and provides ½ credit
- Need to make teaching sexier to students to grow our own
- Teach tolerance and provide training to teachers to embrace other cultures
- Non-white students are required to adapt to the institutional climate of the district, not the other way around.
- There is danger in relating teacher demographics to student success.
- LEP: related to time removed from immigration? Spanish speaking households may impact that theory.
- Doing a better job at identifying students who are FRL and CIT than in the past
- Saw a dramatic increase in CIT when housing market hit with families doubling and tripling up in homes.
- Not signing up for CIT because of stigma, especially in higher SES schools.
- Sometimes too much pride: Waiver to take tests without pay will encourage people to sign-up and identify.
- Income problem, not a job problem

Topic B: Climate Survey – What do our students think?

Conclusions:
- Students struggling with competencies will have harder time with academics, SEL necessary in schools
- We can measure SEL but it's challenging to figure out the scale and authentic answers for the survey
- Severity of bullying incidents is factored in
- SE: Data is self-reporting, which can become problematic
- Relationship to victimization data
- Climate survey should continue
- "I don't know if I would've been honest when I was in high school"
- "For some of our students, the feeling of being valued and safe is so important"
- We've seemed to get away from the whole child and moved towards academics
- We need to have children feel like they've come to a safe harbor before they can learn

- "If we are trying to move from good to great in the district, we must measure the heartbeat of our children." It's great when we have student voice. There are a lot of invisible barriers and this addresses some of those. We need to elicit student voice through social media
- The teachers who love the kids more than the content are the game changers
- Likely not everyone is engaged, especially parents
- Relationships are most important
- Feeling relevant and engaged is important
- Time of day is a factor
- Same patterns as previous years. Different Approach. Where are we going? Focus on SEL
- Victimization data not changing over 4 years
- High Risk students: 31% still graduating.   Why? What sets them apart?
- SEL Skills (can be measured? What do we with the info?)
- Quite a few students Max Out the survey (Higher Competence, Bored, Low Comprehension)
- Stable family life helps students to achieve higher and for longer, this can include parental, teacher, counselor, administrator support
- Bottom line is that students are more likely to stay in school if they have an adult to relate to at the site
- Randomization of the survey (how it's given, when it's given, way questions are grouped) could lead to better or more information
- An individualized setting would help students in taking the survey more seriously, group testing turns into a joke
- Teaching teachers that SEL is valuable and can help improve their work environment can help with the survey being seen and presented as more valuable

Connections:
- School district does a good job with multiple support systems
- Teachers willing to help make differences to these students
- Message between teacher/site to student and how well they take the survey
- The Myth of Privacy…very concerned around their own privacy and responses
- Does bullying consist of a mutually involved scenario
- Wondering about the cross reference between Risk Index and bullying. Are these the same children?
- Springboard for Parent Engagement
- Teach children how to interact – Target those that are not happy with themselves
- Measure of Connectedness
- Climate: After CRT's, End of Year – Contributes to higher % "Maxing out the Scale"
- Test students too much – Not taking the survey serious
- "How many times a year do I have to be told that I'm not average." - Anonymous Student
- How the Climate Survey is presented? That will affect how serious the students take the survey
- Accepting Rejection is one of the hardest to deal with – Sometimes leads to biggest problems (Suicide, even)
- SEL is not separate from academic success. The two are intertwined
- Schools that take SEL seriously, will see increased student achievement and comfort
- Teachers that promote/use SEL are the ones with the highest results in their classroom
- Schools that value the survey should share that information out with other school administrators to increase the data collection and its effectiveness

What's Missing
- How well are kids able to reflect be more 'self-aware'

- % of in class vs. out of class
- Do students WANT to remain anonymous? Possibility of asking students to choose not to be anonymous
- showing climate data to teachers and students (does it matter) should increase
- Student said that his perception is that we focus on the easy changes resulting from the survey instead of hard ones
- More questions about family life
- Do you take into consideration that kids might take the question too literal, don't understand it or might not have an understanding of what the social expectations are?
- Could someone walk them through the survey? Maybe that's how you should give them the survey,
- Through Tweets.
- Present data in a more accessible way, possibly through interactive means (i.e. hand that waives w/#s, informatics)
- Have to analyze the data in the correct environment
- Give survey to Entire school? (Principal suggestion)
- End of Course exams are supposed to be Harder, but students are "giving up" – Over-testing?
- Timing of the survey is a big factor Early (Winter MAP)
- Climate is really what goes on every day, all year long.   Survey is only a Snapshot
- How is risk calculated and identified?
- Data with teachers with SEL as a focus in their classroom and correlation of achievement
- Can survey be modified for elementary and middle school levels?

Comments:
- Would like to have the survey shortened
- Explore other ways to get the same information
- Change time of year when the survey is given
- Break-up the survey over an extended period of time: Require and answer to a question to log into the computer (Capta?)
- Work with one role type to administer the survey (school counselors, APs)
- Students have to know that something happens with this data, otherwise they will stop taking it seriously
- Good to know that the survey is being discussed globally
- Couple survey with focus groups

Topic C: Discipline Indicators in WCSD

Conclusions:
- Disproportionality in teach race/ethnicity attribute to discipline data
- Students need to see someone 'like' them to be able to communicate
- Students who want to be there or feel connected succeed
- In house- more effective than sending home with nobody there
- Gender plays an important role, different developmental stages
- Suspensions have a significant impact on academic proficiency
- Suspensions have a significant impact on graduation
- Instruction matters
- You are not as good at math, that might lead you to lash out
- You have different groups and you have to treat it individually
- We talked about family and a trusting relationship, do they value education

- Why is this kid cussing, did the child eat last night, were there police at the house. Level of severity.
- Escape is a major reason why students act out. Finding a safe place for students is key to having students succeed.
- Suspension is a by-product of other issues, such as poor academic performance.
- Discipline events are not proportional
- Both by Special Pop and Gender
- Link between suspensions/discipline and reading/math proficiency
- Most suspensions are for major violations. The district needs to offer better support systems for schools to support our student population more effectively and decrease out of school suspensions

Connections:
- Higher female grad rates vs. male discipline
- Is it better to discipline or keep student in class
    - How teachers deal with problems
- How to meet child's expectations?
- Does teacher ethnicity impact disproportionality?
- Student Engagement in class critical factor in reducing behavior events.
- Student growth is a great measure because it looks at performance over time.
- Parent said that 1st grade teacher used breathing exercises and meditation to handle discipline issues
- Where do the families feel the students need more support? Parents can walk-in and ask to receive support.
- Built up aggression - learned behaviors over time. Can also be a learned escape route for students to hide from their academic struggles
- More discipline incidents lead to lower proficiency (CRT)
- And vice-versa due to "frustration" – lead to discipline
- Knowing situations with contributing factors (home, etc)
- Building relationships is the key – (tie back to Climate)
- Discipline process varies by site, particularly for suspensions. Schools many times utilize a progressive plan for discipline and this can skew suspension numbers

What's Missing:
- Discipline data broken down by ES, MS and HS
- In-house suspension vs. grad rates
- Data broken down in different ways: time of day, subject of course, age of teachers etc.
- Why do you think there's such a high number for the African American population?
- Is there a graph of repeat offenders and how many kids have been suspended twice vs. more times, which teachers are suspending kids – are there repeat offender teachers
- Break down by repeat offenders
- Are dress code violations included? Answer: Depends on the practice of the school
- Data related to single parent households - would like to have this data
- What are the tools that teachers have to work with students who are culturally different than them?
- What information is given to parents when behavior incident takes place?
- Is low achievement contributing to behavior?
- Everyone has a different definition of "Major"
- Concern/confusion about proportionality data, especially around gender.
- Missing Support around people once they've had an event - perception
- Explanations of the discrepancies in Growth data (Asian and Multiracial)

- What are we Doing with the at risk population? (slide is there – "How are we responding?)
- Does the sex of the teacher play a role in the amount of referrals sent?
- How do we evaluate and track a student that has multiple violations, does this skew overall numbers?
- How many suspensions are automatic (fight, drugs, weapon)?
- Breakdown of suspension rates for both sexes
- How does the n size relate to suspensions, for example Percentage v. Performance, Achievement v. Behavior
- How do in-school v. out of school suspensions impact the data?

Comments:
- Issue with teachers not communicating/understanding cultural and gender issues, especially when combined (i.e. young black male communicating with an older white female… likely to lead to misunderstanding)
- Suspension does not have an impact on academics
- Foundation: Need a larger foundation of SEL and academics. Without it leads to growing frustration that looks like behavioral issues/problems
- Must look at each population in isolation for differences and different approaches.
- Principals are working on supporting teachers. It is a process on a continuum and effort is being made.
- Teachers are being asked to do so much, but may do not have the skill
- Different skills are being taught… providing family supports.
- Some teachers are not confident.
- Disagree with how data is presented - looks like suspensions are leading to poor academic performance

Topic D: An examination of data on Children in Transition

Conclusions:
- Numbers cut in half because they are unidentified or could be dropping out of school
- Population size is much different in ES vs HS
- If teachers haven't built a solid relationship with CIT kids, they are at higher risk
- What are the most impactful services: transportation
- Awareness at schools help to identify CIT kids
- CIT children are at every school in the district
- When families get in to this situation, they are concerned about survival
- An assumption that homelessness impacts only certain schools
- You (as an administrator) are in a parent conference and how you come off to families is important, not judging
- From an elementary perspective you have to keep your eyes and ears to the ground
- You must communicate with central office
- Teachers need to understand what is presenting
- The children are the ones that will let you know, the babies and families want to talk about it at the elementary school, but older kids might not want to talk about it
- Kids stay here to finish and families have moved out of state
- Are we saving spots in our pre-schools for children who are experiencing homelessness?
- The most important thing is keeping the kids in the same school so there is a constant in their lives
- Stigma associated with homelessness - impacts identification of homeless populations
- Average Age of Homeless Pop = 9
- Foster Care added to CIT definition – Not included in the data(!)
- CIT creates Many Barriers to Youth Education
- Enrolling in more than one school drives down rate of graduation

- o   - CIT and Non-CIT
- Funding for Transportation will heavily impact data
- CIT situations need to be looked at indivdually – Each situation is unique
- One reason for increased numbers is due to new methods of tracking students and new definitions under McKinney-Vento
- RTC is a vital partner in helping CIT students get to school, roughly 7000 bus passes are given for our CIT population

Connections:
- Economy has impact on CIT
- Disciplinary issues and relationships with staff at school based on school level similar to CIT identification
- Variety of reasons why there is a drop from elementary to high school
- Is a possible reason under reporting by high school students
- Barriers are cumulative and cyclical which makes them harder to address
- "Children lose many things when they become homeless. Education does not have to be one of them"
- Self-worth and homelessness, how do kids identify themselves, behavior and child putting up a wall because they've been bounced around.
- CIT corresponds to other major transition points - they go to wherever they find their village (safe place)
- Trend of the day goes back to building relationships and knowing students on a personal level to learn what the needs are so that we can target those needs
- "Imaginary barriers" created from being CIT
- Labeling issue – Families/children don't want to be categorized
- Need Centralized set of Resources
- Older students are more "Silent" – harder to find out the situation
  - o   Reflected in Data
- Higher numbers in 12th Grade – Support for Graduation? Reaching out
  - o   Turning 18 and getting kicked out of their homes
- Elementary students may be more willing than high school students to share information, leading to greater numbers at the elementary school level
- Students in high school are likely increasing the number of CIT students due to the ability to leave home at 18
- Greater funding at the high school level may increase the graduation rates of students. If we can keep them in school, we can help them to graduate

What's Missing
- Transportation issues (Risley)
  - o   Bus passes aren't always available
- Financial impact and gains
  - o   What are cost effective and have impact
- Counseling for CIT students
- CIT and Discipline connection
- CIT students with IEP may be different needs than a non-CIT IEP student
- More access to mental health services
- Cultural awareness of different groups will help understand better if a child is really homeless
- If parents don't tell educators they are homeless it can be extremely difficult to identify CIT kids
- Kids are missing out on extra-curricular activities and things that help them stick in school when transportation is provided at a specific time back to the shelter or where they are living

- Would like to see overlap between special populations, the "twice exceptional" groups.
- Are CIT students being misidentified for IEP?
- Variation in resources and funding to specific schools
  - Differentiation by need?
- Wider range of transiency and how it affects grad rates
- More differentiation of data by CIT (being worked on)
- Historic data/correlation with IEP and CIT?
- Different "approaches" to how to speak with minority/special populations
  - Guide for what to look for
- Correlation of feeder schools to high schools. Why do the numbers change?
- When was McKinney-Vento passed? Does this show that percentages are increasing or just numbers? Do we show an increase in numbers at the younger levels due to newness of these programs?
- How does current employment data impact CIT?
- Tracking mental health numbers and how it impacts CIT
- Is there a connection to discipline issues and CIT?
- Data tracking numbers between urban and rural schools
- Breakdown of families with multiple CIT

Comments:
- 3-4 months waiting list at family shelter
- Access to food, etc. outside of school. Have to access transportation is barrier.
- Building relationships repeatedly
- Some families squat in foreclosed homes for 3 months until kicked out or evicted
- Waiting lists for shelter space
- When the students get into trouble is a point of opportunity to identify homelessness
- MS has students for only two years, which is not enough time to figure them out and go deep enough to know when they are homeless
- Transitions are always hard… how to support students at those transition points
- The increase in resources to students to meet basic needs in the WCSD is huge and has helped to keep students in their schools.
- Different cultures approach things differently

Topic E: Equity – A look at achievement and access gaps
Conclusions:
- Prepare teachers to teach in a certain environment and certain 'type' of student. Haven't prepared teachers for the diversity
- Easier to change people's behavior vs. thinking
- Need to be aware of cultural issues that face kids when addressing achievement gaps
- How parents feel about the school affect how students perform in school
- Native American population has a serious issue as far as the gap
- The students come in and then it drops, widening achievement gap by 8th grade
- Achievement gap is so severe it's almost impossible to make it up
- There's a stigma if you do well in school (that's unfortunate if you want to succeed)
- When you look at the front of the book – our teachers are overwhelmingly White
- If we don't encourage folks to stop and get to know kids, then we are missing out, we need to work at trust with our communities

- LEP tank from k to 8th in ability to keep up with academic language. Where do we lose them?
- Gaps are consistent from K through 8. White and Asian above, other groups below
- Gap gets wider the higher the grade level (Reading)
- Grad rate shows a different trend, gap is getting narrower (except Am Ind)
- Teacher perception data on SEL reflects the gap (3rd grade) Low expectations
- Gaps are closing but are still there
- The district needs to do a better job of community outreach particularly in schools with higher numbers of underserved populations
- Family engagement at the school site can serve a vital role to higher levels of achievement

Connections:
- University and how teachers are prepared for diversity
- Relevance of material in classrooms
- proficiency seems to go down as kids advance through grade levels
- Gaps are seen from the beginning (kindergarten)
- Disconnect between achievement gap and parent climate survey results
- Certain implicit judgments can possibly affect student outcomes
- If we have our ideas about what good discipline looks like that might be coming from our own backgrounds as educators
- We need to get better at recruiting teachers
- We've got to be aggressive at attracting diverse teachers
- There is a lot of connections that need to occur at school sites with achievement data and understanding our own cultural proficiencies
- "We are trying to build a house on one brick, and it is not working!"… Referring to lack of early childhood education and reading skills at the early grade levels
- Data isn't a Cohort – Snapshot of one why
- Working on mending broken relationships – Building Cultural Competencies
- Students enter school with gaps
- Narrowing gaps in smaller groups is easier than larger groups (African American vs Hispanic)
- Have to be strategic. Individual students needs have to be addressed
- Distance is often one of the greatest challenges - Miss a bus, there isn't another one coming
- Tutoring program started at Natchez to help students needing assistance
- PD around improving teacher perception (cultural expectations)
- Reflected in Discipline
- If there are programs that are working, they need to be implemented and expanded to help more schools and more teachers.

What's Missing:
- What are Asian/Caucasian pops doing that we can do for other race/ethnicities?
- University collaboration
- Does turn in rate of surveys negatively reflect on minority groups?
- How does a teacher drill down on this data
- It always go back to that relationship piece?

- If we recruit more diverse teachers from different areas are we asking if our environment is conducive to welcoming these professionals? We need to have the conversations (without judgment) about what we see and help you address your behaviors
- We need to see increases in the amount of professional development our staff receive on cultural competency.
- Question on core credits - is it 5 credits in grade 9 or is it 5 core credits? Answer: 3 core credits in grade 9.
- What did the data look like 5 years ago? 10 years ago?
- What led to the reduction in achievement gaps? What are we doing as a district that is working?
- What is SES? Does SES explain the gaps?
- African American Drops at gr 3 and stays consistent for grade 3 6 8. Why?
- Cohort data for grade 3-8
- Head start/ Early Intervention/ Pre-K programs for Kinder
- Vanished Kids removed from the data?
- Include n-sizes on data
- Needs to change the perception across the board with all programs: IEP through GT
- How many of the students listed fall into our CIT programs or other sub-groups?
- What can be done to attract or catch students earlier to get them to buy into education?
- How do we better engage our communities culturally?
- Do we have SEL data that shows these programs can and are working with diverse populations?

Comments:
- Research is clear about the value of two-way immersion models.
- Second language learners are smart, but they need more attention than other students
- Need to eliminate gap!
- Need more time for discussion

Topic F: Farewell CRT, Hello SBAC

Conclusions:
- Intent of test is great but stamina not fair for students—9 days of students testing
- Moving towards claims as opposed to strands of learning (I.e. Discreet skills)
- It's great that we are starting at an early age with communicating data and results
- How is the instruction now going with students that are slower developmentally?
- We are backfilling now and do teachers have all of the information necessary to support kids and provide scaffolding
- If kids feel like there's a return on their scores, they might try harder and do better on the tests if they understand the importance of the tests
- What types of interim assessments are building throughout the year, how does this relate with special education, education the parents about the importance of the exam
- Businesses want to know how our schools are succeeding
- Middle school tests are tough because in high school you can say "you aren't going to graduate"
- Clayton middle school their teams are college names, hallways are named for colleges, getting that word out early that college is possible
- Engaging, especially modeling with math skills
- Measuring something different now (knowledge only vs knowledge and skills)
- Teaching to new standards (NVACS) – assessing old standards (CRT)
- Smarter Balance is a "college readiness" assessment

- SBAC testing will give us a more realistic picture or our student populations and where they are.
- Instead of using college as the tag line, post-secondary education should be utilized
- This means any type of professional or technical school after graduation so as to not confuse continuing education programs or minimize alternative education opportunities

Connections:
- SBAC and ACT projections
- SBAC seems to focus on real world skills
- Variety of factors that make CRT tests a 'just good enough' measure (kids can meet standards but not meet college/university definition of college/career readiness and have to take remedial courses
- Change creates anxiety
- College readiness is the level of preparation that a child needs to enroll in a for credit course in any education beyond postsecondary without having to take a remedial course in college. This is a paraphrase of the ACT testing organization's definition of college readiness
- Need to prepare students for a potential drop in scores with the change to SBAC.
- Grading done by outside vendor – trained graders/readers
- Remediation looks different
- PD is focusing on how teach the standards to all students (all ability levels)
- No longer just Pass/Fail
    - Achievement level descriptions (threshold based on specific skills)
- Smarter Balance Aligns with the NVACS
- Teachers need a Full Package, not just a text book or "Skill of the Week"
- SBAC will give us a far greater and deeper understanding of our student achievement levels
- Reading will be key going forward so students can perform the tasks on the SBAC
- This type of testing will give students a more realistic experience with the world at large and how education can impact them going forward

What's Missing:
- WILL should be used vs. CAN in subject claims
- How are claims defined by specific grade level, very broad claims
- Are there processes in place to address different learning styles?
- How do we communicate the new standards to parents before scores go out
- How will information be shared with parents? Right now the documents are not parent friendly.
- How is the testing information used to support students? (question from a parent)
- What can parents do? Work with school personnel to support learning at home.
- How much time will parents need to support new skills at home when many parents were already struggling with how to support learning at home under the old expectations? "Tell me how to support students at home."
- Kids can take different paths to an answer – How to judge?
- How long will this take? Scoring is complicated
- GT students may have trouble communication – especially with Math
- How to communicate with parents with language challenge or low education level?
    - Need more "Data Nights"
- "Is my kid meeting the standard?"
- Parent University needs to include NVACS and Smarter/Balance
- How will data be used (early) and what type of adjustments to the curriculum will follow?
- What is the impact on math and other one correct answer disciplines with SBAC?

- How will this impact delivery and teaching in the classroom?
- What is the district plan to introduce this massive shift in instruction and assessment?
- How is the message for this change going out? Do our parents know of or are they aware that a new testing structure is coming? And, how will this information be shared and explained to our stakeholders?
- Does this new type of testing lead to more supports for students?
- Will students that struggle be identified earlier and will better supports be put in place for them?

Comments:
- Important to research skills early, but also important to know the difference between scientific inquiry and just finding information
- 70% of students in the nation will access some sort of post-secondary option.
- Need for support system for teachers because teachers are still using the same practices! They are not teaching skills.
- The change in the test represents a larger paradigm shift. Now under a new set of goals which includes preparing students for college.
- Everybody needs to shift to the new paradigm.

Topic G: The High School Pathway

Conclusions:
- Missing students in grad % with 'non-grad' classification
- Steady decrease in enrollments in College after HS grad
    - Increase in College tuition
    - Increase in economy affecting enrollment
- Tradeoff of taking AP/IB vs. standard classes for GPA reasons
- Going in the right direction in terms of graduation including amongst special populations
- Pathways are needed for all students, not just high level academics
- There are kids that get an adjusted diploma but that doesn't count
- There is a push for IEP students to get a regular diploma
- We are changing practice to encourage standard diplomas
- If a student is in a CLS class they aren't considered part of the data
- Historically we've been able to employ students in non-skilled jobs, but that isn't the case now,
- Not clean data on how many enter the military after high school.
- Kids have to 1) Graduate   2) be College and/or Career Ready
- Grad Rate Increase – across the board (except Am Ind – Small N-size)
- Some issues for Nevada education are that higher education costs are cheaper but industries that utilize those skills are rarer
- Due to ease of access for employment in Nevada (mining, casinos, etc.) many students may not see the value in higher education

Connections:
- Adjusted Diplomas are not accepted to UNR
- AP/IB students may not be going to UNR
- Why are we seeing better results in terms of graduation/advanced diploma/honor diploma
- Is there an access gap due to cost of AP tests?

- Is there an access gap for students wanting to go into college immediately after graduation
- How does career readiness factor into the reason why fewer students are enrolling in college immediately after high school?
- Perhaps the fact we are graduating more students (which is good) is the reason for the number of immediate college after high school, based on economic issues of the historically underserved
- Ability to complete college
- To sit out for a year or two to find oneself usually tends to bite one
- What connections are there to the students that receive remedial instruction in college and students who are receiving advanced or honors diplomas, 11th grade ACT - have we run the numbers
- Have changed criteria of who can get into AP class - Increasing AP for all, but may impact remediation rates.
- Have to be focused on individuals
- Adjusted Diplomas count against the IEP grad rate
  - Often an issue of Low Expectations
  - Transitions to from ES to MS, MS to HS
  - Communication across the board (Parents and Schools)
- Cost of college is Huge Barrier
- One reason for less numbers continuing to higher education is the measurement
- Do we track students to professional or technical schools? Are we minimizing their impact?

What's Missing:
- Drastically changing data collecting methods and impact on results
- Comparisons AP/IB and success in colleges
- Grad information for sub-groups
- Grad information by HS
- Course exit exam information
- What happens to kids in the 'middle' of the cohort?
- Hope that the number of grads with honors/advanced diplomas keeps increasing, but are the kids truly ready for college/AP test?
- Disconnect for students between AP courses for HS graduation, but not using the AP credits in college
- How do colleges interface with the district in terms of determining who is college ready
- Some AP courses focus on the AP test passing instead of real world knowledge
- Need to learn why these numbers are the way they are
- How do we compare to national rates?
- Was there a different type of calculation made when we had a dip
- IEP graduation rate
- why students are going to college
- Students being able to pay for college
- Economics is a massive issue
- In regards to gender is this performance or passing
- Would like to learn more about the ELL population
- Question about definition of cohort graduation rates: Cohort is defined by year of first entry into grade 9.
- Question: what is the average time students spend as LEP? 5-7 years
- Adjusted diplomas are not counted
- How is remediation need determined? Institutions want to make money, so they may be requiring more students to take remediation than is necessary.
- How are students doing when going out of state? Are they also requiring remediation?
- Grad rate for GT?

- Special Program data broken out by Ethnicity
- For non-grads (IEP), what is the Reason that they don't graduate?   System issue
- Grads not going to college – trend is going down, why? Cost? Military? Gap Year
- Do we have schools in our district that are seeing higher performance levels amongst our underserved populations?
- How much value does a college degree carry in Nevada?
- Is there a comparison available for National v. Nevada?
- Does funding impact our graduation rates and higher education?
- Why do our FRL students seem to be moving up, but other sub-pops are not?
- Advanced v. Honors diploma students needing to take remedial classes at college?
- Is this a Nevada phenomenon or do we see higher national numbers for remedial classes?
- Correlation between number of colleges/universities requiring remedial classes and increase in endowments, buildings, etc.

Comments:
- Students may be taking a year off between graduating and entering college
- It is accepted to take long gap years in other countries, but it is not an accepted practice in the US.
- More students are entering the workforce and or taking trade school.