

**Nevada Department of Education
Office of Special Education**

PHASE II

**NEVADA STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)
FOR THE ACHIEVEMENT OF STUDENTS WITH
DISABILITIES**

FFY 2013 – FFY 2018



Submitted on April 1, 2016

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PHASE II

NEVADA STATE SYSTEMIC IMPROVEMENT PLAN (SSIP) FOR THE ACHIEVEMENT OF STUDENTS WITH DISABILITIES FFY 2013 – FFY 2018

INTRODUCTION

During PHASE I of the development of Nevada’s State Systemic Improvement Plan (SSIP), Nevada decided to invest in the Clark County School District “ASSESS, PLAN, TEACH” (APT) Model for improving special education teachers’ skills in assessment, instructional planning, and teaching reading. After a year of planning, Nevada remains committed to this investment as its primary coherent improvement strategy in accomplishing the state-identified measurable result (SIMR):

The Nevada Department of Education will improve the performance of third-grade students with disabilities in Clark County School District on statewide assessments of reading/language arts through building the school district’s capacity to strengthen the skills of special education teachers in assessment, instructional planning, and teaching.

In PHASE II, we continue with our borrowed metaphor: “We don’t make the light bulb, we make it brighter.” Of course, making the light bulb brighter is not as simple as turning on a switch. The time and resources invested to build a solid foundation for moving forward has been significant.



We have and will continue to face challenges, because the educational landscape in Nevada is changing rapidly. Some of that change is unsurprising. Changes in state and federal law are to be expected. Changes in leadership at federal, state, and local levels are to be expected. Long-range planning under these circumstances is difficult, but that, too, is to be expected. We are up to the challenge because the infrastructure we are building to support APT is designed to withstand and adapt to change. Following are some key changes occurring during the last year at the state level:

- Some state legislative initiatives that were under consideration in the 2015 legislative session passed, principal among them Nevada’s “Read by Grade Three” law. The law requires universal literacy screening for students in Kindergarten and Grades 1, 2 and 3, and specific interventions for students who do not pass the screening and are deemed “deficient” in reading. Ultimately, students who do not pass an assessment of reading proficiency by the third grade will be retained, with limited exceptions.
- Other legislation that we did not anticipate passed too, including a law requiring dyslexia screening for students with indicators for dyslexia. If the screening suggests that indicators are present, the law requires that schools provide interventions. Subsequently, if a student is later

evaluated to determine whether the student is eligible for special education under the learning disabilities category, the school must assess and determine whether a student has dyslexia. There is both challenge and promise in coordinating the state’s efforts under the “Read by Third Grade” and “Dyslexia” legislation.

- The state experienced a testing irregularity during the first administration of the computer-based Smarter Balanced criterion-referenced tests (SBAC). A disruption in computer service during the administration of the SBAC tests resulted in a large number of Nevada students being unable to complete the required testing. Consequently, there is an incomplete data set relative to student performance and achievement, and we do not have valid data to report from statewide assessments of reading/language arts as an indication of progress toward the SIMR.
- Leadership in the office of the State Superintendent of Public Instruction changed. Fortunately, the new Superintendent was the previous Interim Superintendent, Dr. Steve Canavero, who has been involved in the development of the state’s SIMR and SSIP from the beginning. We continue to be supported by the Superintendent’s office, including in our work to form a task force (the “NDE Literacy Collaborative”) across the Nevada Department of Education offices responsible for leadership in the state’s early literacy focus and initiatives.
- Nevada submitted a proposal to the U.S. Department of Education, Office of Special Education Programs, to support special education personnel development (State Personnel Development Grant—the “SPDG”), and the proposal was funded. Support of the APT Model in Clark County School District (CCSD) is one of two primary goals of the SPDG, and this additional funding strengthens the implementation of APT in CCSD and in other school districts as we scale-up the implementation of evidence-based practices to improve the reading performance of third-grade students with disabilities.

OSEP-Sponsored Training and Technical Assistance

Nevada continues to have an extraordinary opportunity to align goals and resources toward a common objective—improving the reading performance of third-grade students with disabilities. The resources available to us include not only state and local personnel and funding, but also federal resources. While we are using federal funds to support directly the implementation of APT in CCSD, other federal resources have also been critical to our success. Some of the most important technical assistance opportunities provided to Nevada by OSEP are described below.

National Center for Systemic Improvement (NCSI)

WestEd’s National Center for Systemic Improvement (NCSI) helps states transform their systems to improve outcomes for infants, toddlers, children, and youth with disabilities. NCSI provides states with technical assistance to support their school districts and local early intervention service programs in improving educational results and functional outcomes for children and youth with disabilities. Our work with NCSI is described below:

- July 2015 – current. The NDE has been assigned a Technical Assistance (TA) facilitator, and this individual has provided direct technical assistance in the state’s development of its SSIP phases. In addition, the TA facilitator has assisted the state in making critical connections with other TA providers and making a variety of paper resources available to the state.
- NDE staff participated in webinars on the following topics:
 - Results Driven Accountability and Intensive Intervention: Using MTSS to Improve Outcomes for Students with Disabilities
 - National Evaluation Webinar (Parts 1 and 2). The webinar addressed clarification of OSEP Phase II requirements, development of a quality evaluation plan, and the process of moving from a theory of action to a logic model.

Language and Literacy Cross-State Learning Collaborative

The Language and Literacy Cross-State Learning Collaborative of NCSI is a participant-driven network of shared leadership and peer support designed to enable those taking part to identify issues and opportunities to improve outcomes for children with disabilities from cradle to career. In October 2015, NDE staff participated in the two-day Language and Literacy Learning Collaborative convened in Los Angeles, CA. Staff participated in joint and self-reflection activities, engaged in problem solving, received feedback and support, and engaged in professional learning and growth to build our statewide capacity in the following areas:

- Data use and evaluation
- Use of evidence-based practice
- Systems change and infrastructure considerations
- Communication, collaboration and stakeholder engagement

The meeting brought together states that had chosen a SIMR related to improving literacy skills for students with disabilities, so all of the information created a solid foundation for Nevada’s Phase II SSIP submission.

Among the most important things the NDE team learned was the value of conceptualizing a **Logic Model** to serve as a guidepost for improvement and evaluation planning. Accordingly, Nevada’s **Logic Model** is presented early in this report, because it shapes the content and structure of our SSIP IMPROVEMENT AND EVALUATION PLAN. After this meeting in particular, the light bulb was getting brighter.

IDEA Data Center (IDC)

The IDC provides technical assistance to build state capacity for collecting reporting, analyzing, and using IDEA Part B Section 618 data, including communicating with local stakeholders about data quality. The NDE has participated in a number of IDC training and support opportunities, including the following:

- NDE staff participated in the IDC Interactive Institutes on High-Quality Data and the SSIP held in Jacksonville, FL, in May 2015.
- NDE staff participated in webinars on the following topics:
 - The Data Manager’s Role in the SSIP
 - IDEA Section 618 Part B Data Quality

Summary

Nevada is a small state with a very small staff. Without the technical assistance offered through OSEP and its partner centers, we would face extraordinary challenges in increasing the state’s capacity to support evidence-based practices in LEAs that will create real and lasting improvements in the results for students with disabilities.

Important Changes in SSIP Orientation

Nevada has not revised its SIMR. But we have expanded our vision. As we worked throughout the last year, we became concerned that the APT project had the potential for unintended consequences. Because the APT Model had its beginnings as a model for improving results in self-contained classrooms for students with learning disabilities in CCSD, we have continued to focus on selecting schools with those self-contained programs as pilot schools (25 have now been selected for our work going forward). The APT Leadership Team quickly realized that if we began to show success in those self-contained classes, we might inadvertently communicate that removal from regular education environments into self-contained classrooms is itself a requirement for improving results. Nothing could be further from our intention, and we certainly did not want to send a message that promoting self-contained classrooms for students with learning disabilities is a desired outcome of the project.

To counteract this potential unintended consequence, we have broadened our focus in the APT pilot schools in three specific ways. Although the 25 pilot schools all have (at present) self-contained classrooms for students with learning disabilities, they also have students with disabilities in other disability categories and in other placements.

First, a decision has been made to provide training and coaching to all special education teachers and paraprofessionals (and some general education teachers) at the 25 pilot schools, regardless of whether the staff members work with students in self-contained placements, or with students who are fully included in general education classrooms, or any placement along the continuum.

Second, the APT Model will be implemented for students in all disability categories who receive specially designed instruction in reading, and we anticipate that most disability categories will be represented in the formative and summative data evaluating student outcomes. As a result, student outcome data will be collected for students other than just those in self-contained programs with learning disabilities.

Third, we will design data collection systems to demonstrate students’ movement from more to less restrictive placements along the continuum, by comparing placements from one year to the next

during IEP development. We want to demonstrate that when students' reading skills are improved, they are able to return to their zoned schools (self-contained learning disabilities programs do not exist in all neighborhood schools) and, even if the pilot school is their zoned school, they are able to increase the percentage of time spent in regular education environments.

We believe that these changes in orientation will create broad-based support for the APT Model by showing it produces positive results in all environments, for all students with disabilities, and that APT actually promotes inclusion.

The next section in this report describes how the NDE involved stakeholders in the development of its PHASE II improvement and evaluation plans.

STAKEHOLDER INVOLVEMENT IN PHASE II

As described in the PHASE I report, Nevada did not form an omnibus stakeholder group to guide our thinking about every component in the SSIP. Instead, we brought together various groups of stakeholders depending on the task at hand. In this way, we conceptualized stakeholder involvement as involving three purposes: (1) **informing** to build awareness, (2) **networking and collaborating** to build support and align resources, and (3) **transforming** to vitalize the work in the trenches.

Stakeholder involvement is sometimes necessary to establish support for a project so that if statutes, regulations, policies, or practices need to change, there is support from decision-makers who rank above those doing the frontline work. In Nevada, our choice to focus on improving the reading proficiency of third-grade students with disabilities fit within a well-established set of leadership commitments that we did not have to invent from scratch. That framework was already moving toward changes in law, funding, and policies necessary to support the SIMR.

We have continued to be guided by the “Leading by Convening” model to ensure that *authentic engagement* underpinned our work with stakeholders. We wanted stakeholder involvement that was targeted and purposeful, rather than perfunctory. In this way, we sought to “ensure relevant participation” as urged in the “Leading by Convening” model. It also provides a useful organizing tool to summarize the groups with whom the NDE has worked to identify and develop support for its SIMR, depending upon whether the purpose (“depth of interaction”) was to inform, network and collaborate, or transform. During the development of PHASE II of this work, we have continued to incorporate purposeful stakeholder involvement. An overview of recent stakeholder involvement is described below.

“Informing” – Summary of Stakeholder Groups

During the last two years, the NDE Director of Special Education, Ms. Marva Clevon, and her staff have met with the various groups to discuss (1) the purpose of the SSIP, (2) the work which must be done in the various Phases of SSIP development, (3) emerging ideas and the data base to support various proposed SIMRs, and (4) the commitments being made by the NDE and its partners to improve outcomes for students with disabilities in Nevada.

During 2015-2016, the focus of “informing” has shifted to stakeholder groups within the Clark County School District who must share, and act on, a commitment to the success of the APT project. CCSD members of the APT Leadership Team have made presentations to these groups to build support for the APT project:

- CCSD Board of Trustees
- CCSD Executive Cabinet (Cabinet comprised of the CCSD Superintendent, Deputy Superintendent, and Chiefs/Heads of Units)
- CCSD Instructional Unit (Unit comprised of the CCSD Assistant Chiefs)

- CCSD Educational and Operational Excellence Unit (Unit comprised of workstream leaders that report directly to the CCSD Deputy Superintendent)
- Student Services Division, Professional Development Department (Department comprised of professionals who have an opportunity to become APT facilitators)

“Networking and Collaborating” – Summary of Stakeholder Groups

Two existing, crucial stakeholder groups—the statewide Special Education Advisory Committee (“SEAC”) and the school district Special Education Directors Association (“SEDA”)—have provided insights and guidance for the last two years *ad hoc* and through formal quarterly meetings with NDE staff. Other stakeholders who are important partners have been engaged in small and large groups to suggest opportunities for collaboration in implementing the SSIP IMPROVEMENT AND EVALUATION PLAN. One group has met regularly as the NDE Literacy Collaborative (described below under Infrastructure Development, p. 25).

“Transforming” – Summary of Stakeholder Groups

Nevada has formed an “APT Leadership Team” that for the last year has been the “transforming” group in our work on the SSIP. The APT Leadership Team meets monthly with a standing agenda to review fiscal matters, grants/contracts, personnel, and the design of the entire APT model, including all SSIP implementation and evaluation data issues. This is the group of stakeholders who have taken the lead to develop PHASE II of the SSIP. Members include:

- NDE Office of Special Education, Director, SPDG project coordinator, Infinite Campus project coordinator, and outside consultants
- CCSD Deputy Superintendent of Educational and Operational Excellence
- CCSD Assistant Superintendent, Student Services Division
- CCSD Executive Director, Student Services Division
- CCSD Performance Zone Directors, Student Services Division
- CCSD Coordinators, Student Services Division
- Nevada PEP, including the Educational Services Director
- CCSD School Principals representative
- CCSD Directors, K-12 Literacy and Talent Development, Instructional Design and Professional Learning Division (including CCSD’s “Striving Readers” project)

Later this spring, the APT project will launch the first meetings of the School Administrators at the 25 APT pilot schools. For the next several years, this group will be transformational indeed. Their knowledge about APT, their support of APT, and their commitment to share their experiences and successes with other schools in CCSD, as well as with school administrators in other school districts, will be essential to the success of APT implementation and expansion. Every moment spent with any one of these administrators—to listen to ideas, to address concerns, to collaborate on every aspect of APT implementation and evaluation—will be an investment in our success. From the beginning, this group in particular will enjoy VIP status.

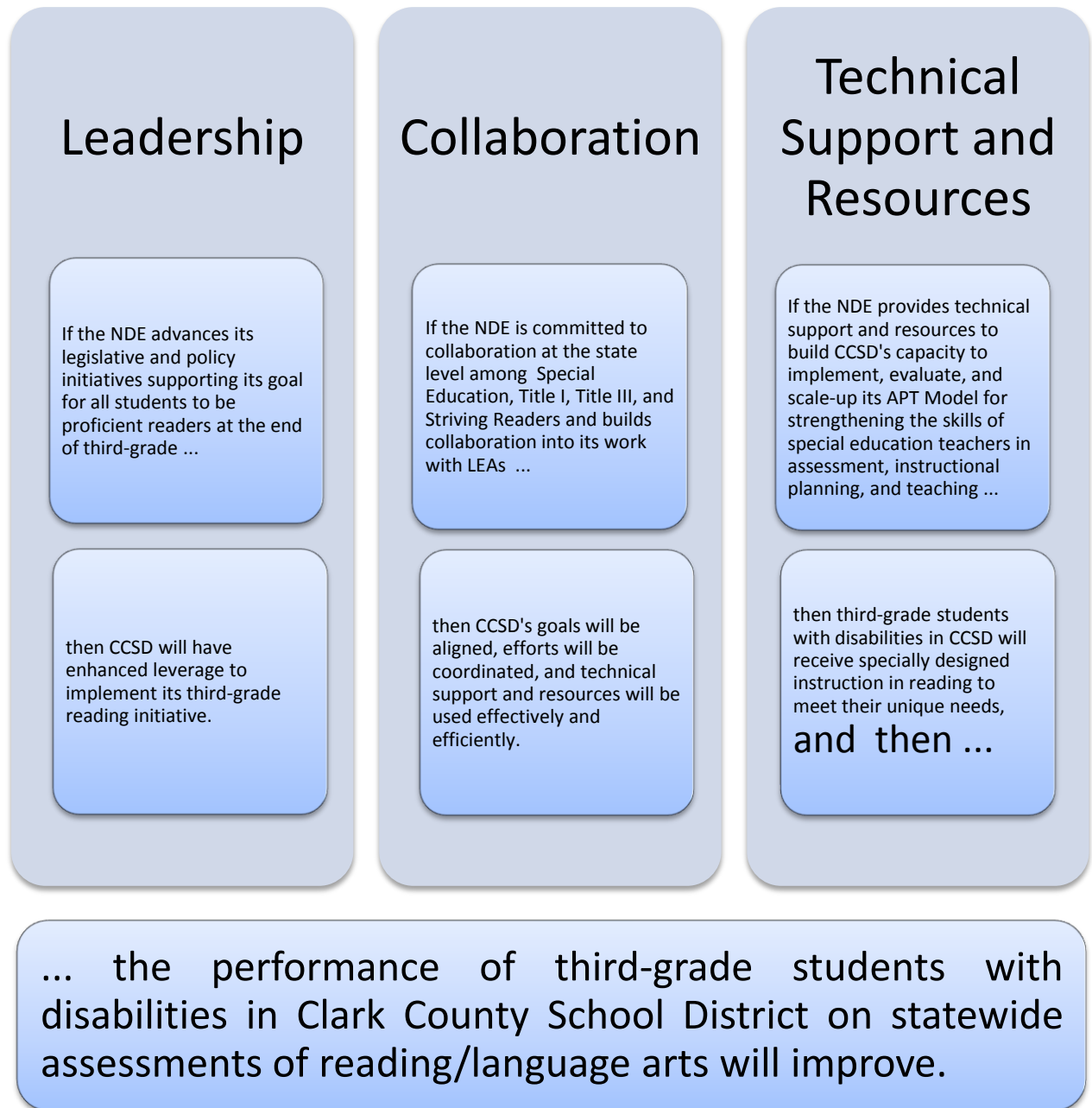
Improvement Plans for Stakeholder Involvement

The SSIP IMPROVEMENT AND EVALUATION PLAN contains activities designed to ensure communication and information dissemination with stakeholder groups moving forward, recognizing the diverse communication and informational needs of various stakeholder groups. Stakeholder involvement is also represented throughout the Improvement Plan Activities sections where we address “Who is Responsible.” Authentic stakeholder involvement remains central to the implementation and evaluation of Nevada’s SSIP.

The next section in this report describes Nevada’s **Logic Model**. As the state SSIP team met at the Language and Literacy Cross-State Learning Collaborative in October 2015, we grasped the utility of creating **Logic Model** to guide our thinking about inputs, outputs, and outcomes, and the ways in which improvement and evaluation plans can be organized, logically, around a model. Although the **Logic Model** is relatively short, we believe it captures the essence of what Nevada’s SSIP is all about.

FROM A THEORY OF ACTION TO A LOGIC MODEL

In PHASE I, Nevada developed this graphic illustration (“Theory of Action”) to show how providing leadership, collaboration, and technical support and resources to implement the selected coherent set of improvement strategies will increase Nevada’s capacity to lead meaningful change in LEAs, and achieve improvement in the state-identified measurable result for students with disabilities:



In PHASE II, Nevada has translated its Theory of Action into a **Logic Model**, designed to show the components that are systemically connected to accomplish the SIMR. This **Logic Model** depicts the key activities, countable outputs, and measurable outcomes on which the SSIP IMPROVEMENT AND

EVALUATION PLAN is focused. The value in a **Logic Model** is that it shows important activities that lead to outputs that can be counted and outcomes that can be measured.¹

Nevada’s **Logic Model** follows, but, first, we explain how we defined the **Logic Model** components.

Definition of Logic Model Components

Inputs: *Inputs* are the resources that go into the program, including:

- Fiscal and other investments
- Project staff
- Organizational partners
- Stakeholders
- Technology
- Evidence-based practices related to intervention and implementation

Strategies: *Strategies* are broad approaches to realizing the theory of action and addressing the goals

Activities: *Activities* are specific actions that implement strategies

Outputs: *Outputs* are the immediate results of the project activities

Short-Term Outcomes: *Short-Term Outcomes* are the direct results of the activities and their outputs

Intermediate Outcomes: *Intermediate Outcomes* are changes in the actions or behaviors, based on knowledge or skills acquired through outputs

Long-Term Outcomes: *Long-Term Outcomes* are the results that fulfill the SSIP’s goals

Performance Indicators: *Performance Indicators* are statements that show whether an outcome is being partially or totally achieved

Nevada’s **Logic Model** is divided into the three broad improvement strategies around which the SSIP IMPROVEMENT AND EVALUATION PLAN is organized. In the SSIP IMPROVEMENT AND EVALUATION PLAN, we define Performance Indicators, Measurement/Data Collection Methods, and the Projected Timeline for Completion for the **Activities** and **Outcomes**. Specific evaluation plans are set forth in Section F (Evaluation of Improvement **Activities**) and Section H (Evaluation of Intended **Outcomes**), respectively.

¹ Nimkoff, T., Fiore, T., and Edwards, J. (January 2016). *A Guide to SSIP Evaluation Planning*. IDEA Data Center. Rockville, MD: Westat.

LOGIC MODEL TO GUIDE NEVADA'S IMPROVEMENT AND EVALUATION PLAN

Nevada's State-Identified Measurable Result:

The Nevada Department of Education will improve the performance of third-grade students with disabilities in Clark County School District on statewide assessments of reading/language arts through building the school district's capacity to strengthen the skills of special education teachers in assessment, instructional planning, and teaching.



Strategy #1: APT Infrastructure Development

<i>Program Investments</i>	<i>Activities</i>	<i>Outputs</i>	<i>Short-Term</i>	<i>Intermediate</i>	<i>Long-Term</i>
<ul style="list-style-type: none"> • Federal SPDG funding • Federal IDEA set-aside funding • NDE Divisions/Offices <ul style="list-style-type: none"> ○ Office of Special Education ○ Office of Student & School Supports ○ Business and Support Services Divisions • CCSD Units/Divisions <ul style="list-style-type: none"> ○ Instructional Unit ○ Educational and Operational Excellence Unit ○ Instructional Design and Professional Learning Unit ○ Student Services Division ○ Human Resources Division ○ Performance Zone Directors (Special Education) <p>(continued below)</p>	<ul style="list-style-type: none"> • CCSD Board action • Allocate/monitor funds • Establish personnel resources • Establish CORE INC. contract • Establish APT Leadership Team • Select APT schools • Develop and implement communication plan • Develop and implement dissemination plan 	<ul style="list-style-type: none"> • Contracts • Budgets and expenditure reports • APT staff contracts and/or job descriptions • APT Leadership meetings • 25 APT pilot schools • Communication artifacts • Informational products • Promotional materials 	<ul style="list-style-type: none"> • APT Leadership Team members are satisfied with meeting processes and outcomes • Federal funds are expended according to approved budgets • APT pilot schools are selected according to selection criteria • APT staff resources are deployed as planned • APT facilitators are effective in helping teachers implement APT practices • APT teachers know how to implement APT practices • APT teachers are more knowledgeable about assessment, instructional planning, and teaching 	<ul style="list-style-type: none"> • APT Leadership Team has effectively guided APT implementation and evaluation • Stakeholder groups are knowledgeable about APT implementation and evaluation • Stakeholder groups have access to informational products and promotional materials • Stakeholder groups publicly support expansion of APT • 25 APT pilot schools implement APT with fidelity 	<ul style="list-style-type: none"> • CCSD has capacity to support ongoing implementation of APT in 25 pilot schools • CCSD has capacity to support expansion of APT in new schools • NDE has capacity to support APT implementation in LEAs across Nevada

Strategy #2: Professional Development					
Program Investments	Activities	Outputs	Short-Term	Intermediate	Long-Term
<p>(continued)</p> <ul style="list-style-type: none"> • Nevada PEP • Nevada Special Education Advisory Committee • Nevada Special Education Directors Association • APT Leadership Team • APT pilot schools, facilitators, teachers, and administrators • CCSD Comprehensive Literacy Frameworks • CCSD Instructional Support Training • CORE INC. vendor training, materials and supports • SBAC, DRA-2, AIMSWeb, and CORE INC. assessments • External evaluator 	<p>Strategy #2: Professional Development</p> <ul style="list-style-type: none"> • Establish competent APT facilitators • Establish APT training plan • Design APT training • Design web-based APT support tools • Conduct APT training • Implement APT coaching • Develop parent training 				
	<ul style="list-style-type: none"> • Training certificates • Professional development plans • Web-based tools • Trained APT teachers • Trained APT facilitators • Trained APT school administrators • Trained parents 	<ul style="list-style-type: none"> • APT facilitators are more knowledgeable about training, coaching, and observing strategies to support teachers • APT teachers are more knowledgeable about reading skill assessment, instructional planning, and teaching reading • APT school administrators are more knowledgeable about APT components • Students with disabilities in kindergarten and grades 1, 2 and 3 in APT pilot schools show progress in specific reading skill development 	<ul style="list-style-type: none"> • APT facilitators effectively support teachers • APT teachers implement APT practices with fidelity • APT school administrators are more effective in supporting evidence-based practices for early literacy skill development • Students with disabilities in kindergarten and grades 1, 2 and 3 in APT pilot schools show annual growth in reading skill development 	<ul style="list-style-type: none"> • CCSD has capacity to support ongoing implementation and expansion of APT • APT school administrators publicly support APT implementation and expansion • Third-grade students with disabilities in APT pilot schools increase the percentage of their school day spent in regular education environments • Third-grade students with disabilities in APT pilot schools improve reading performance 	
<p>Strategy #3: Data Systems Development</p>					
	<ul style="list-style-type: none"> • Identify needed data • Establish data system to evaluate APT implementation • Establish data system to evaluate training • Establish data system to evaluate coaching • Establish data system to conduct formative and summative evaluations of student reading performance 	<ul style="list-style-type: none"> • List of needed data • Data to evaluate APT implementation • Data to evaluate training • Data to evaluate coaching • Data to conduct formative and summative evaluations of student reading performance 	<ul style="list-style-type: none"> • APT facilitators know more about using formative and summative data to coach teachers • APT teachers know more about using formative and summative data to assess students' reading skills, plan instruction, and teach reading 	<ul style="list-style-type: none"> • APT facilitators effectively support teachers in the use of formative and summative data to assess students' reading skills, plan instruction, and teach reading • APT teachers effectively use formative and summative data to assess students' reading skills, plan instruction, and teach reading • APT teachers implement APT practices with fidelity 	<ul style="list-style-type: none"> • APT teachers and administrators effectively use summative data to evaluate implementation of APT • Third-grade students with disabilities in APT pilot schools increase the percentage of their school day spent in regular education environments • Third-grade students with disabilities in APT pilot schools improve reading performance

COMPONENT #1:**INFRASTRUCTURE DEVELOPMENT**

The NDE is required to address several items in its PHASE II description of how it will improve its infrastructure to support the CCSD in implementing the evidence-based practices that will result in changes in practices to achieve the SIMR. This information is presented below.

When the NDE submitted its PHASE I report, we identified weaknesses in Nevada's infrastructure to support capacity-building at the LEA level. Using a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, the stakeholder group identified these infrastructure weaknesses:

- **Governance:**
 - The NDE has a very small staff, but it has the same responsibilities that staffs in larger states have
 - In recent years, there have been Superintendent leadership changes that have impacted long-term planning and implementation, although leadership seems more stable at the present time
 - Local school districts can suffer from “initiative fatigue” if initiatives at the state level lack long-term commitment and stability – the initiative *du jour* is destined for failure
- **Fiscal Resources:**
 - There are no state funds to implement and sustain improvement efforts targeted specifically for students with disabilities
- **Quality Standards:**
 - With implementation of the Common Core State Standards, there has been constant and confusing change regarding curriculum, instruction, and assessment
 - Lack of resources to implement the Common Core State Standards and assessments
 - Perception that the state has an exclusive focus on academic standards, to the exclusion of other important goals of an education
- **Professional Development & Technical Assistance:**
 - The NDE sponsors major training events, but devotes few resources to follow up (“mile wide—inch thick”)
 - The NDE has limited funding and personnel to invest in professional development and technical assistance
 - The RPDP system is disconnected across the regions and does not adequately address needs of staff working with students with disabilities
 - The new Nevada Educator Performance Framework (educator evaluation system) is perceived as a threat to teachers, particularly when their performance will be evaluated based on their students’ performance; this threat is particularly felt among teachers who work with students who have disabilities
- **Data Systems:**
 - Lack of system integration

- Lack of system comprehensiveness—very limited ability at the NDE to disaggregate performance data for students with disabilities by key features, such as specific disability category, federal placement category, federal discipline incidents, and federal exit categories. These data elements are collected in a system that is separate from the assessment data collection system.
- **Accountability & Monitoring:**
 - Assessments are under development and will affect any target-setting that occurs for the SSIP
 - As new assessments are implemented, we lose stability in data trends over time

Improvements to be made to Nevada’s Infrastructure

Over the last year, the NDE stakeholders and the APT Leadership Team have targeted several of these weaknesses for improvement during the next two-to-three years. Improvements will be made in FISCAL RESOURCES, QUALITY STANDARDS, PROFESSIONAL DEVELOPMENT, DATA SYSTEMS, and ACCOUNTABILITY. Not all of these improvements require specific “improvement plan” development. Rather, many of them reflect either a change in orientation (i.e., CCSD Comprehensive Literacy Frameworks focus in QUALITY STANDARDS), or come bundled with other plans that already establish tasks and timelines (e.g., SPDG funding in FISCAL RESOURCES). A discussion of these improvements follows, organized by “infrastructure area.”

1. FISCAL RESOURCES

For SSIP purposes, we have defined “fiscal” as the extent to which the state has fiscal resources available to implement high-quality programs to improve the achievement of students with disabilities.

The stakeholder group last year identified the lack of fiscal resources as a key weakness in the state’s infrastructure. The NDE has been given two key opportunities to make improvements in its fiscal infrastructure to support the SSIP.

First, the NDE applied for and was awarded a five-year State Personnel Development Grant (SPDG). One of the two primary goals in the SPDG is to “support improved performance of third grade students with disabilities on statewide assessments of reading/language arts through building LEA capacity to strengthen the skills of special education teachers in assessment, instructional planning, and teaching.” This SPDG goal aligns precisely with the SIMR and with the SSIP IMPROVEMENT AND EVALUATION PLAN. In fact, Broad Improvement Strategy #2 for PERSONNEL DEVELOPMENT in the SSIP IMPROVEMENT AND EVALUATION PLAN was carefully designed to overlap with the objectives in the SPDG. In this way, we have significantly increased the likelihood that the NDE can adequately support CCSD in implementing the coherent improvement strategies and activities in a sustainable manner. Further, the evaluation plans in the SSIP IMPROVEMENT AND EVALUATION PLAN are completely aligned with the SPDG Evaluation Plan—another feature which strengthens the foundation of each independent, but mutually supportive, project. Finally, we have secured the services of an external evaluator who will assist the NDE in evaluating both projects, leading to effective and efficient

evaluation steps that will guide project implementation and produce useful measures of expected outcomes.

The SPDG project allows for increased investments in APT personnel, increased training for teachers, facilitators (coaches), and administrators. The five-year SPDG project aligns well with the long-term investment the NDE will make in the SSIP project, which is expected to extend long beyond five years once we pilot the APT project, expand to other schools in the CCSD, and scale-up the project in other school districts in Nevada. High-quality work takes time.

Second, the 2015 Nevada Legislature passed comprehensive “Read by Grade Three” legislation mandating universal literacy screening for students in Kindergarten and Grades 1, 2, and 3, and specific interventions for students who do not pass the screening. Ultimately, students who do not pass an assessment of reading proficiency by the third grade will be retained, with some exceptions. Importantly, the legislation targets interventions for students considered “deficient” in reading. The “intensive interventions” required by law are aligned with CCSD’s Comprehensive Literacy Frameworks, as well as the instructional planning and teaching supported under APT. Specifically, a program of intensive instruction must be provided to students who have been identified as deficient in the area of reading to ensure those students achieve adequate proficiency in that subject area. The following required items must be included and addressed in the description of the program of intensive intervention:

1. Regularly scheduled reading sessions in small groups; and
2. Specific instruction on phonological and phonemic awareness, decoding skills and reading fluency.

The legislation also appropriated state general fund dollars of \$4.9 million in SFY 2016 and \$22.3 million in SFY 2017 to support activities found to be effective in improving the academic achievement of students in reading in grades Kindergarten through third grade (e.g., literacy coaches, grants, contracts, etc.). Literacy plans with performance measures are required from elementary schools that apply, and the State Literacy Plan provides a foundation. The CCSD applied for and was awarded \$2.2 million in SFY 2016 funding. Leadership for “Read by Grade Three” in CCSD is provided through the Instructional Design and Professional Learning (IDPL) Division. Three of the CCSD schools targeted to receive funding and support in the “Read by Grade Three” initiative have been designated as APT schools. This overlap creates a clear opportunity to demonstrate how investments in the APT Model and the “Read by Grade Three” initiative are complimentary, and how they promote a culture of making and sustaining intense efforts to improve reading in primary grades. The IDPL has membership on the APT Leadership Team and is a critical partner in the implementation of the APT project.

2. QUALITY STANDARDS

For SSIP purposes, we have defined “quality standards” as the content and performance standards adopted by the state to support high expectations for student achievement.

One of the weaknesses noted by the stakeholders in the state’s “Quality Standards” infrastructure area was “there has been constant and confusing change regarding curriculum, instruction, and assessment.” We do not wish to add to this confusion. Therefore, we use this opportunity to expand the definition of “Quality Standards” to include the content and standards of the CCSD Comprehensive Literacy Frameworks because it is essential to understand that the APT project, although it includes an emphasis on instruction in phonics and phonics-related skills for students with disabilities who do not have those skills, is intended to fit completely within the Comprehensive Literacy Frameworks adopted by the CCSD. The Comprehensive Literacy Frameworks are grounded in research and promote evidence-based practices, as demonstrated by the description provided below.

The CCSD Comprehensive Literacy Frameworks²

The CCSD K-5 language arts/reading curriculum supports the belief that highly effective reading and writing are the cornerstones of all academic and most professional success in our society. Students who read and write proficiently are significantly more likely to succeed in school and throughout life. Consequently, the CCSD is committed to providing researched-based curricular and instructional approaches to reading and writing that will allow all students the opportunity to develop a firm foundation in the literacy skills that lead to effective learning and communication including phonemic awareness, phonics, reading comprehension, fluency, vocabulary, and writing. Effective researched-based programs for reading and writing instruction from kindergarten through fifth grade must provide strategically planned, sequential instruction, and practice opportunities that permit all students to become skilled readers and writers. The CCSD believes that effective and efficient use of the adopted core literacy programs along with skilful instruction will assist in achieving this goal.

The recommendations and requirements in the CCSD Comprehensive Literacy Frameworks are based on the Common Core State Standards for English Language Arts and reflect the findings of the Report of the National Reading Panel (2000) as well as the most current research in reading and writing. A secondary source for this document is Preventing Reading Difficulties in Young Children, a book published by the National Research Council in 1998. Both of these publications endorse the explicit components of a good reading program. Additionally, the authors of Preventing Reading Difficulties in Young Children advocate the use of spelling and writing as necessary components of good reading and literacy instruction. The Foundations section in the Common Core State Standards supports this research. The CCSD’s Comprehensive Literacy Frameworks are built on the findings of these seminal works for best practices in literacy instruction.

Assessment of individual performance forms the basis for all instructional decisions. Instruction provides multiple opportunities for students to purposefully practice, refine, and apply their knowledge of reading, writing, speaking, and listening. Teacher modeling and whole group direct instruction are appropriately utilized to introduce skills and strategies. Small group/differentiated instruction is typically used for refinement of skills, strategies, and to meet the instructional needs of students. With

² This information is contained in Clark County School District’s “K-5 English Language Arts/Reading Overview.” (2011).

the implementation of the Common Core State Standards, appropriate scaffolding is critical to promote student proficiency of meeting grade-level standards. Independent student application of knowledge completes the instructional model. Student progress is continuously monitored through ongoing assessment to ensure learning needs are met. The teacher, on the basis of student assessment results, makes further instructional decisions.

The APT Model focused on improving assessment, instructional planning, and teaching fits entirely within the CCSD Comprehensive Literacy Frameworks. The APT Leadership Team intends to make this connection clear at every opportunity when working with CCSD leadership, and in APT program design, training, and communication and information dissemination with stakeholders.

3. PROFESSIONAL DEVELOPMENT

“Professional development” refers to the mechanisms Nevada has in place to ensure that service providers have the skills to provide effective services that improve results for students with disabilities. The stakeholders in PHASE I identified a weakness in the state’s professional development system as it relates to the educator evaluation system (“Nevada Educator Performance Framework”—NEPF). Specifically, stakeholders noted that the NEPF “is perceived as a threat to teachers, particularly when their performance will be evaluated based on their students’ performance; this threat is particularly felt among teachers who work with students who have disabilities.” Before addressing how we intend to make infrastructure improvements to address this weakness, we explain how the NEPF works in Nevada.

The Nevada Educator Performance Framework (NEPF)

In 2011, the Nevada Legislature created the Teachers and Leaders Council (TLC) and required the State Board of Education (SBE) to establish a statewide performance evaluation system for teachers and building level administrators based upon recommendations from the TLC. It also mandated that the evaluation system rate educators as highly effective, effective, minimally effective, or ineffective, and that student achievement data from statewide assessments will be used to determine educator effectiveness ratings. This system is now known as the NEPF. In 2015, the Nevada Legislature revised the NEPF, making adjustments to the timeline for implementation of the NEP and the required percentage of student achievement data for the Student Outcomes portion of the NEPF. The NEPF is designed to accomplish the following goals:

- Foster student learning and growth
- Improve educator's instructional practice
- Inform human capital decisions based on a professional growth system
- Engage stakeholders in the continuous improvement and monitoring of a professional growth system

The NEPF requires that future use of student achievement data include both state and local data sources, as described below.

- **2015-2016:** Includes no student achievement data
- **2016-2017:** Includes 20% student achievement data
 - 10% statewide assessment data
 - 10% district determined data
- **2017-2018:** Includes 40% student achievement data
 - 20% statewide assessment data
 - 20% district determined data

To address teachers' possible anxiety about the ways in which student achievement data will be used in their evaluations, the APT Leadership Team has decided to highlight for teachers and administrators the ways in which improving teacher skills and student performance in reading ties positively into the NEPF. Rather than seeing coaching and training as "criticism," we intend to emphasize at every opportunity, in every setting from classrooms to leadership meetings, that APT presents opportunities for teachers to partner with facilitators (aka coaches) to improve significantly their teaching skills and their students' results. This orientation, as much as possible, will be reflected in evaluations of the extent to which teachers and facilitators use their knowledge and training to improve instructional practices.

4. DATA

We have defined "data" to refer to the mechanisms that the state has in place to support data-driven decisions about program improvement and accountability. The stakeholders in PHASE I identified two major weaknesses in Nevada's data systems:

- Lack of system integration
- Lack of system comprehensiveness—very limited ability at the NDE to disaggregate performance data for students with disabilities by key features, such as specific disability category, federal placement category, federal discipline incidents, and federal exit categories. These data elements are collected in a system that is separate from the assessment data collection system.

The NDE has commenced a major project to develop a comprehensive, integrated system for special education data collection and analysis. The project involves bringing all LEAs in Nevada into the Infinite Campus student information system.

Infinite Campus

Infinite Campus is a fully integrated student information system (SIS) that serves as both a district-wide and statewide transactional data warehouse. It allows for student data to be entered once and used across the district and state in real-time to support data-driven decision making. Infinite Campus allows the LEA and SEA to streamline student data and reduce duplicate data entry because the data for student demographics, attendance, grades, assessments, special education data, language proficiency data, behavior and discipline events, and much more is integrated into one system, entered in one time at the LEA level, and syncs real time to the SEA. The move to a fully integrated statewide student information system at the NDE to collect data across programs areas will enable the NDE to increase data validity through the Infinite Campus's built in tools for data certification and data

validation, as well as to generate custom reports that are being built in to the system that can be used as additional data validation tools. Currently there are four LEAs that are using Infinite Campus including Nevada's three largest LEAs: Clark County School District, Washoe County School District, and the State Public Charter School Authority. The remaining 15 school districts in Nevada began the data conversion and implementation process starting February 2016 and are targeted to go live in July of 2016 so that all districts in Nevada will be using Infinite Campus for the 2016-2017 school year.

One of the advantages to moving to a statewide student information system is that Infinite Campus comes with an integrated Special Education module that allows the users to store a large variety of data including IEPs, evaluation information, and various forms. Since all data held in Infinite Campus is fully integrated, this means that it gives both the LEA and the SEA the ability make connections to all the different program areas and data sources in order to improve data-driven decision making. Once all LEAs begin using Infinite Campus in the 2016-2017 school year, Infinite Campus will become the primary source for the IDEA §618 data collections for child count, educational environment, discipline, exiting, personnel and assessment. Reports have been created for the LEAs to use to validate their child count, discipline, and exiting data. LEAs will be able to run these reports to ensure data accuracy. Then, once the LEA has certified that the data is correct, the SEA will have the ability to run the report and pull the data into the SLDs, which should reduce the paperwork and reporting burden of the LEAs.

Since all of this IDEA §618 data is held in an integrated system along with the student's demographic, attendance, and grades, users will have the ability to disaggregate performance data for a student with disabilities by category, placement, exit status, discipline removal length, attendance and days missed or number of times the student was tardy; looking at the student's participation in other program areas such as Gifted and Talented, Title III programs for English Learners, or even Title I; or by demographics such as race, gender, or language spoken at home. The student information system will also allow for looking at a variety of assessments that will be uploaded into the student information system such as State Criterion-Referenced Tests (SBAC), College and Career Tests such as the ACT, or even formative assessment conducted by the school such as a MAP tests, DRA-2 tests, or AIMSWeb tests.

A fully integrated statewide student information system will be a substantial support to the work of the SSIP. In addition to the ability to disaggregate performance data, the CCSD will also be entering AIMSWeb data into the student information system. The CCSD will be collecting two kinds of AIMSWeb data, Benchmarking/Universal Screen data and Progress Monitoring data. Having this data in Infinite Campus will give the users the ability to create reports using the Universal Screen data as an early warning system for the identification of students based on their instructional needs, as well as to design intervention programs based on the diagnostic data. The LEA will also be able to use the Progress Monitoring data to track progress connected to specific interventions and create reports showing trend data. In addition to having the ability to show student progress through the data points that are entered into the student information system, users will also have the ability to track the student's progress over the course of the student's time in the school, in the district, or even if the student moves to another district in the state. Also since personnel data is entered into the student

information system and students are linked to their teachers in the system, it gives the user the ability to not only track progress based on the intervention but also gives the user the ability to track progress by the teacher providing the intervention.

Implementation of the Infinite Campus system, specifically as it relates to the Special Education module, is the responsibility of the Office of Special Education at the NDE. The Office of Special Education will be working closely with the APT Leadership Team and the external evaluator to design specific applications and reports that will assist in the ongoing classroom work of the APT project, as well as the formative and summative evaluations of the APT project outcomes. In this way, implementation of Infinite Campus will be evaluated within and as part of the evaluation of the APT project under BROAD IMPROVEMENT STRATEGY #3: Data Systems Development.

5. ACCOUNTABILITY/MONITORING

We have defined “Accountability/Monitoring” as the mechanisms the state has in place to evaluate programs on an ongoing basis and to hold them accountable to agreed-upon standards. When the PHASE I report was submitted, stakeholders identified an accountability system weakness related to the fact that assessment systems were under development and would affect any target-setting that occurs for the SSIP. We did not anticipate that in the first year of the SBAC assessment administration (2014-2015), the computerized support system would fail, and the state would be unable to collect valid accountability data through its statewide testing system.

Since that failure, which is discussed more fully in the *COMPONENT #4: BASELINE, TARGETS, AND UPDATED DATA* section on page 29, the NDE has taken measures to ensure that the 2015-2016 SBAC assessments will be administered as designed during the spring of 2016. Those steps have already been taken, and they include contingency plans for paper-and-pencil test administration if there are any failures in the computer-based testing. Having addressed this infrastructure weakness, and when combined with the improvement plans described above in the “DATA” section, the NDE has significantly increased its capacity to assist CCSD in the implementation and evaluation of evidence-based practices to improve the reading performance of third-grade students with disabilities.

Aligning and Leveraging Current Plans and Initiatives in Nevada

In Nevada’s PHASE I report, we described state-level and district-level improvement plans, initiatives, and accountability systems supporting Nevada’s SIMR and the APT Model that will be used as the central improvement strategy to achieve our goals. At the end of this discussion is a graphic illustration of the projects directly or indirectly supporting the APT Model. The illustration has been updated to reflect recent legislative developments and to highlight other projects and frameworks that are critical to the success of APT:

- The illustration has been revised to add the CCSD Comprehensive Literacy Frameworks to emphasize how the APT project will be designed to fit entirely within the broader K-5 curriculum frameworks in the CCSD (described more fully above)

- The illustration has been updated to note that Nevada now has “Read by Grade Three” legislation, as well as “Dyslexia” legislation. For students with disabilities, the interventions required by these state laws for students who are deficient in reading and/or who have indicators for dyslexia will align with the interventions provided to struggling readers in the APT project
- The illustration has been updated to reflect that Nevada has now received federal SPDG funding
- The illustration has been revised to reference the NEPF statutes (described more fully above)
- The illustration has been revised to update the reference to “Nevada Ready!” (now “3.0”)

Highlighting the Connection with Nevada PEP

The illustration has also been revised to reference the statewide mission of Nevada Parents Encouraging Parents (Nevada PEP), Nevada’s federally funded parent training and information center. As the APT project moves forward, Nevada PEP will be a significant partner in communicating with parents about the success of the program and about the ways that parents can be more effectively involved in supporting their children’s literacy development. The following summary of Nevada PEP’s Mission, Core Values, and Expected Family Outcomes demonstrates the alignment of Nevada PEP with the goals of the SSIP:

Nevada PEP’s **Mission Statement** is:

To increase the opportunities for home, community, and school success for children with disabilities, including those who are at risk or who have serious emotional disturbances, their families and their service providers, through education, encouragement and empowerment activities.

Nevada PEP’s **Core Value** is:

Nevada PEP believes that the family is the fundamental unit in society. Children, adolescents and young adults who are at risk or have disabilities have an inherent value, that all life has a purpose, that communities benefit from providing appropriate interventions, support and encouragement, and that individuals with disabilities are valuable members of the community.

Nevada PEP’s **Expected Family Outcomes** include:

Increase Parents’ Capacity to:

- Effectively support students with disabilities and participate in their student’s education.
- Communicate effectively and work collaboratively in partnership with early intervention service providers, school-based personnel, related services personnel and administrators.
- Participate in school and/or system reform activities to improve outcomes for children.

Increase Parents’ Knowledge of:

- The nature of student’s disabilities, including strengths, and academic, behavioral, and developmental challenges.

- The importance of having high expectations for students and how to help them meet those expectations.
- How students can have access to the general education curriculum, including access to college- and career-ready academic standards and assessments, extracurricular and enrichment opportunities available to all children, and other initiatives to make students college- and career-ready.
- How students can have access to inclusive early learning programs, inclusive general education classrooms and settings, and extracurricular and enrichment opportunities available to all children.
- Evidence-based early intervention and education practices that improve early learning, school-aged, and postsecondary outcomes.
- School reform efforts to improve student achievement and increase graduation rates.
- The use of data to inform instruction and advance school reform efforts.

As a vital partner in the SSIP, Nevada PEP will increase parents' understanding of APT and their understanding of early literacy by providing a 10% staff member to be the in-house expert on APT and literacy. One of her primary responsibilities will be to provide professional development to parents on APT and literacy. Professional development may include the use of formal trainings, newsletters, the NV PEP website, mentoring, etc. In addition, the APT Project Director and SPDG Coordinator will work with NV PEP to develop a training curriculum for parents called "Knowing How My Child Reads."

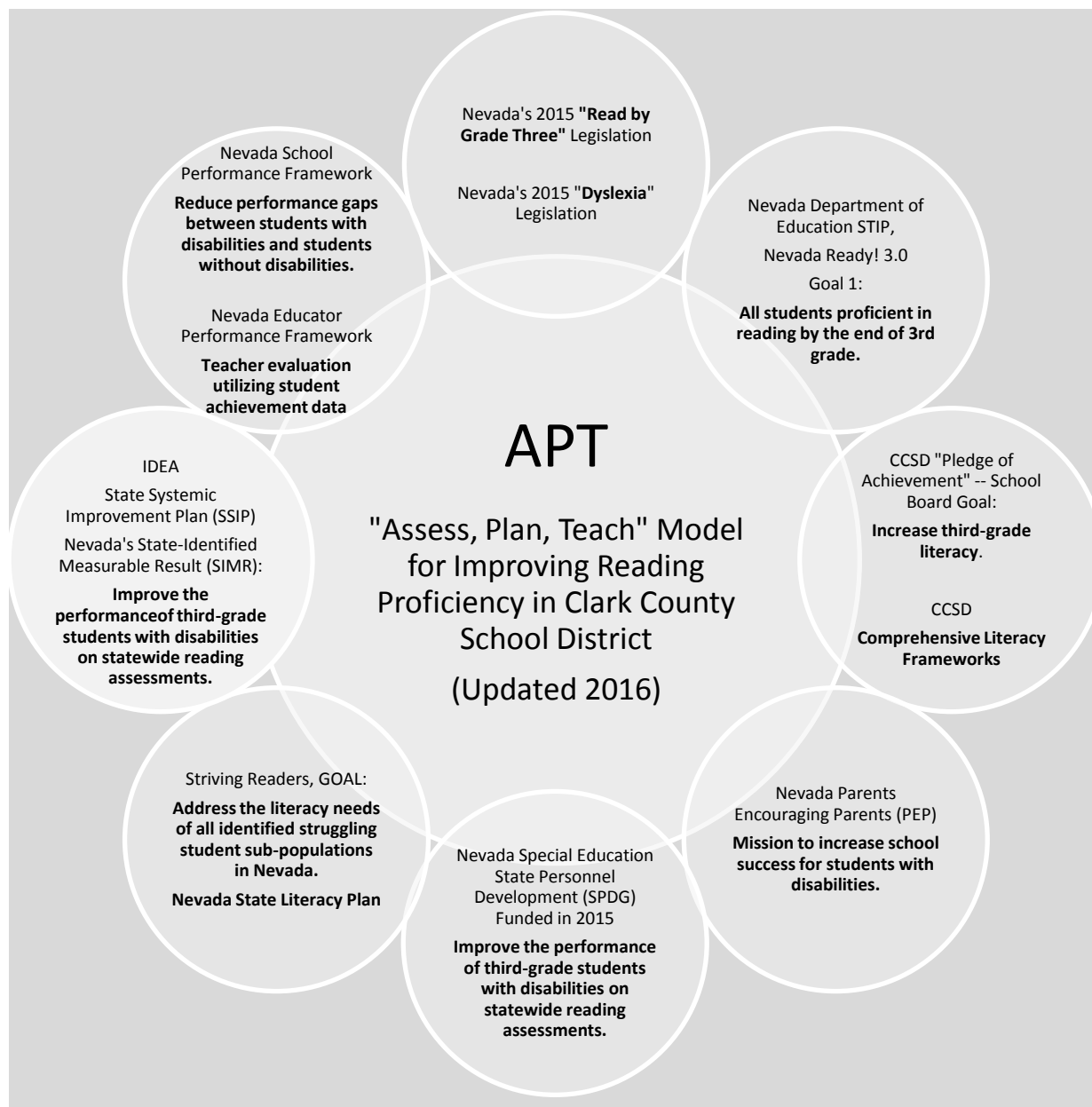
The efforts of the Nevada PEP organization will strengthen support for APT among the most important of stakeholders in improving students' reading—the students and their families.

Summary

The passage of legislation (and appropriations of state funding) in 2015, the award of the SPDG funding, and the momentum of initiatives working toward improving reading skills in young children all combine to keep the SSIP on track on moving forward. The light bulb is getting brighter.

Current Plans and Initiatives in Nevada—Revised Illustration

Following is the revised illustration of the current plans and initiatives in Nevada that align with the SSIP:



Nevada has taken various steps to further align current statewide improvement plans and initiatives that impact children with disabilities, including:

- collaborating across NDE offices to create opportunities for providing coherent training for the implementation of both the “Read by Grade Three” and “Dyslexia” legislation
- working with stakeholders to draft regulations that provide a comprehensive, coherent approach to implementing state legislation

- encouraging, and in some instances, requiring LEAs to coordinate implementation of legislation and initiatives at local levels, to maximize results and minimize duplication of efforts

The NDE Literacy Collaborative

An important step the NDE has taken to further align current statewide improvement plans and initiatives is the formation of a task force within the NDE to coordinate and strengthen NDE efforts in improving students’ literacy skills. The “NDE Literacy Collaborative” has met three times during 2015-2016, bringing together a cross-section of NDE leadership professionals, representing the following Offices and initiatives:

- Office of Special Education
 - SPDG, SSIP, and Dyslexia Legislation
- Office of Educator Development and Support
- Office of Assessment, Data and Accountability Management
- Office of Career Readiness, Adult Learning and Education Options
- Office of Early Learning and Development
- Office of Student and School Supports, including
 - Title I
 - Title III English Learners
 - Striving Readers Comprehensive Literacy Initiative
 - Read by Grade Three Legislation
- Deputy Superintendent, Student Achievement
- Deputy Superintendent, Educator Effectiveness

The NDE Literacy Collaborative began its work by sharing details about their initiatives, including target populations, financial resources, start-and-end dates for the initiative, LEAs participating in the initiative, expected outcomes, and evidence of outcomes. The group will continue to meet to identify opportunities for effective collaboration.

Another important connection is between the Nevada School Performance Framework (NSPF) and the APT schools. Twenty-five (25) CCSD elementary schools have been selected as APT pilot sites where the project will be implemented during the remaining years in the SSIP and SPDG (and beyond). Twenty-two (22) of those schools are Title I schools. In addition, several of the schools have received “designations” as Priority, Focus, Zoom, or Victory schools in accordance with the NSPF and other state laws:

- Two of the schools are **Priority Schools**. A Priority School is among the lowest 5% of Title I-served schools based on performance. Priority Schools have room for substantial improvement in whole school proficiency and growth. Intensive district and community assistance will provide this school with support necessary for improvement.
- One of the schools is a **Focus School**. A Focus School is among the lowest 10% of Title I-served schools based on their achievement gaps. Focus Schools have room for substantial improvement in the area of student achievement with specific sub-group populations, such as students with disabilities, English Learners, and/or low-income students.

- Three of the schools are **Zoom Schools**. Zoom Schools have the highest percentage of students who have limited English proficiency or are eligible for designation as limited English proficient, and are the lowest performing academically.
- Three of the schools are **Victory Schools**. Victory Schools are part of a program designed to meet student needs at the lowest performing schools within the highest poverty zip codes throughout Nevada.

Importantly, these schools will receive additional technical assistance and support as a result of these designations. These designations create opportunities for APT implementation to be a vital part of school improvement efforts under the NSPF and aligned with other statewide initiatives.

The next section in the PHASE II report describes *COMPONENT #2: SUPPORT FOR LEA IMPLEMENTATION OF EVIDENCE-BASED PRACTICES*. The information required to be addressed in *COMPONENT #2* is contained in the NEVADA SSIP IMPROVEMENT AND EVALUATION PLAN. The information on the following page describes where certain items have been addressed in the SSIP IMPROVEMENT AND EVALUATION PLAN.

COMPONENT #2:

SUPPORT FOR LEA IMPLEMENTATION OF EVIDENCE-BASED PRACTICES

The NDE is required to address several items in its PHASE II description of how it will support the CCSD in implementing the evidence-based practices that will result in changes in practices to achieve the SIMR. Each of these items is listed below, along with the location in the document where the NDE has addressed the item.

Items	Location in PHASE II Document
<i>Steps and specific activities to implement coherent improvement strategies ...</i>	IMPROVEMENT AND EVALUATION PLAN , Section E, <u>Improvement Plan Activities</u> (for each of three Broad Improvement Strategies), “Activities to Meet Outcomes” and “Steps to Implement Activities” columns
<i>Communication strategies ...</i>	IMPROVEMENT AND EVALUATION PLAN , Section E, <u>Improvement Plan Activities</u> , Broad Improvement Strategy #1, “Activities to Meet Outcomes,” Communication and Information Dissemination Activities
<i>Stakeholder involvement ...</i>	IMPROVEMENT AND EVALUATION PLAN , Section D, <u>Stakeholders</u> (for each of three Broad Improvement Strategies); and detailed discussion below
<i>How identified barriers will be addressed ...</i>	IMPROVEMENT AND EVALUATION PLAN , Section E, <u>Improvement Plan Activities</u> (for each of three Broad Improvement Strategies), “Barriers” column
<i>Who will be in charge of implementing ...</i>	IMPROVEMENT AND EVALUATION PLAN , Section E, <u>Improvement Plan Activities</u> (for each of three Broad Improvement Strategies), “Who is Responsible” column
<i>How the activities will be implemented with fidelity ...</i>	IMPROVEMENT AND EVALUATION PLAN , Section F, <u>Evaluation of Improvement Plan Activities</u> (for each of three Broad Improvement Strategies)
<i>The resources that will be used to implement them ...</i>	IMPROVEMENT AND EVALUATION PLAN , Section E, <u>Improvement Plan Activities</u> (for each of three Broad Improvement Strategies), “Resources Needed” column
<i>How the expected outcomes of the improvement strategies will be measured ...</i>	IMPROVEMENT AND EVALUATION PLAN , Section H, <u>Evaluation of Intended Outcomes</u> (for each of three Broad Improvement Strategies)
<i>Timelines for completion ...</i>	IMPROVEMENT AND EVALUATION PLAN , Section E, <u>Improvement Plan Activities</u> (for each of three Broad Improvement Strategies), “Projected Timeline for Completion” column

The next section in the PHASE II report describes *COMPONENT #3: EVALUATION PLAN*. The information required to be addressed in *COMPONENT #3* is contained in the NEVADA SSIP IMPROVEMENT AND EVALUATION PLAN. The information on the following page describes where certain items have been addressed in the SSIP IMPROVEMENT AND EVALUATION PLAN.

COMPONENT #3:

EVALUATION

The NDE is required to address several items in its PHASE II description of how it will evaluate the implementation and outcomes of its work to achieve the SIMR. Each of these items is listed below, along with the location in the document where the NDE has addressed the item.

Items	Location in PHASE II Document
<i>Short-term and long-term objectives (outcomes) to measure implementation of the SSIP and its impact ...</i>	IMPROVEMENT AND EVALUATION PLAN ; Section F , <u>Evaluation of Improvement Plan Activities</u> ; Section G , <u>Intended Outcomes</u> (including short-term, intermediate, and long-term outcomes); and Section H , <u>Evaluation of Intended Outcomes</u>
<i>Evaluation aligned to theory of action ...</i>	Logic Model , translating Nevada’s Theory of Action to a Logic Model, and establishing the framework for the evaluation components of the IMPROVEMENT AND IMPROVEMENT PLAN (Sections F, G and H)
<i>How stakeholders will be involved ...</i>	IMPROVEMENT AND EVALUATION PLAN ; Section D , <u>Stakeholders</u> ; roles are referenced in “Who is Responsible” in Section E , <u>Improvement Plan Activities</u> , and described in STAKEHOLDER INVOLVMENT IN PHASE II
<i>Methods the state will use to collect and analyze data to evaluate implementation and outcomes of the SSIP ...</i>	IMPROVEMENT AND EVALUATION PLAN ; Section F , <u>Evaluation of Improvement Plan Activities</u> ; Section G , <u>Intended Outcomes</u> (including short-term, intermediate, and long-term outcomes); and Section H , <u>Evaluation of Intended Outcomes</u> (for each of three Broad Improvement Strategies). Specifically, see columns describing “Measurement/Data Collection Methods.”
<i>How the state will use the information from the evaluation to examine the effectiveness of the implementation of the SSIP and the progress toward achieving intended improvements in the SIMR, and to make modifications to the SSIP, and how information from the evaluation will be disseminated to stakeholders ...</i>	IMPROVEMENT AND EVALUATION PLAN ; Section F , <u>Evaluation of Improvement Plan Activities</u> ; Section G , <u>Intended Outcomes</u> (including short-term, intermediate, and long-term outcomes); and Section H , <u>Evaluation of Intended Outcomes</u> (for each of three Broad Improvement Strategies). Specifically, see columns describing “Measurement/Data Collection Methods.” IMPROVEMENT AND EVALUATION PLAN ; <u>Broad Improvement Strategy #1</u> ; Section E , <u>Improvement Plan Activities</u> , activities for communication and information dissemination

The next section in the PHASE II report describes **COMPONENT #4: BASELINE DATA, TARGETS, AND UPDATED DATA.**

COMPONENT #4:**BASELINE DATA, TARGETS, AND UPDATED DATA****FFY 2013 Baseline Data:**

Below is Nevada’s FFY 2013 baseline data, expressed as a percentage and aligned with the state-identified measurable result for students with disabilities.

Baseline Data: 2013-14 **23.1%**

FFY 2014 – FFY 2018 Targets:

Below are Nevada’s measurable and rigorous targets, expressed as percentages, for each of the five years from FFY 2014 through FFY 2018. The FFY 2018 target demonstrates improvement over Nevada’s FFY 2013 baseline data.

Targets: 2014-15 **24.1%** 2015-16 **25.1%** 2016-17 **26.1%** 2017-18 **27.1%** 2018-19 **28.1%**

Updated Statewide Assessment (SBAC) Data:

During FFY 2014, Nevada’s CRTs for English and math were administered on computers for the first time. Approximately 213,515 students were expected to take the new Smarter Balanced assessments (SBAC), but computer server problems with Nevada’s test vendor, Measured Progress, and the Smarter Balanced test platform prevented the majority of students in Nevada from completing all four sections of the assessment. The Smarter Balanced assessment was not administered in Nevada in the manner intended, causing the Department’s Superintendent at the time to declare a statewide irregularity in test administration for these CRTs.

Statewide, approximately 30 percent of students in grades 3 through 8 were able to successfully complete at least one subject (either English or math) on the test. In December 2015, incomplete assessment data were filed with the U.S. Department of Education via *EDFacts*. IDEA assessment data for students with disabilities in grades 3 through 8 who participated in the regular statewide assessment were not submitted. During January 2016, the NDE was directed by the U.S. Department of Education to resubmit its assessment data in order to include all available assessment results, even though those results will continue to be incomplete for grades 3 through 8 for the reasons described above.

As a result, the NDE is unable to provide valid assessment results for third-grade students with disabilities at the APT pilot sites who were scheduled to participate in the SBAC assessments during FFY 2014. Nevada is working with a new test vendor (Data Recognition Corporation) to ensure administration of the Smarter Balanced assessment will be timely, accurate, and complete in FFY 2015.

Additional Performance Data Collected:

Although the NDE is unable to report updated FFY 2014 reading performance data for students with disabilities using the SBAC assessment, we are able to report some *CORE Phonics Survey* reading performance data for students with disabilities in 23 schools that participated in APT during 2014-2015.

The *CORE Phonics Survey* assesses the phonics and phonics-related skills that have a high rate of application in beginning reading. Each survey presents a number of lists of letters and words for the student to identify or decode. Pseudowords, or made-up words, are included since the student must use decoding skills to correctly pronounce these words and cannot have memorized them. The *CORE Phonics Surveys* can be used as screening measures, and also as outcome measures, providing data about growth and mastery at the end of an instructional period.³

During 2014-2015, 23 CCSD schools identified as APT schools in 2013-2014 continued to implement the APT Model, and fall and spring data were collected using two of the assessments in the Core Phonics Surveys: “Alphabet Skills” and “Reading and Decoding Skills.” The following growth data are provided as indicators of student reading performance outcomes at these schools:

- 11 schools implemented APT in their primary (K-2) and intermediate (3-5) classrooms
 - The primary classrooms at these 11 schools showed an average growth of **24** percentage points from fall to spring in **Alphabet Skills**⁴
 - The intermediate classrooms at these 11 schools showed an average growth of 14 percentage points from fall to spring in **Alphabet Skills**
 - The primary classrooms at these 11 schools showed an average growth of **13** percentage points from fall to spring in **Reading and Decoding Skills**
 - The intermediate classrooms at these 11 schools showed an average growth of **13** percentage points from fall to spring in **Reading and Decoding Skills**
- 12 schools implemented APT only in their intermediate (3-5) classrooms
 - The intermediate classrooms at these 12 schools showed an average growth of **24** percentage points from fall to spring in **Alphabet Skills**
 - The intermediate classrooms at these 12 schools showed an average growth of **18** percentage points from fall to spring in **Reading and Decoding Skills**
- Overall, including primary and intermediate classrooms participating in APT at all 23 schools, there was an average growth of **21** percentage points from fall to spring in **Alphabet Skills**
- Overall, including primary and intermediate classrooms participating in APT at all 23 schools, there was an average growth of **15** percentage points from fall to spring in **Reading and Decoding Skills**

The next section in the PHASE II report presents the NEVADA SSIP IMPROVEMENT AND EVALUATION PLAN.

³ CORE Consortium on Reading Excellence, Inc. (2008). *Assessing Reading: Multiple Measures*. Novato, CA: Arena Press.

⁴ Scores in subtests were not included in the analysis if the fall subtest score was 90% or higher, because these scores reflected substantial mastery, and there was a ceiling on how much growth could be shown from fall to spring.

NEVADA SSIP IMPROVEMENT AND EVALUATION PLAN

Following is an outline to assist readers in understanding how the SSIP IMPROVEMENT AND EVALUATION PLAN is organized. There are three separate sections, each corresponding to one of three BROAD IMPROVEMENT STRATEGIES. The three Broad Improvement Strategies include: (1) APT Infrastructure Development; (2) Professional Development; (3) Data Systems Development. Within each section, the SSIP IMPROVEMENT AND EVALUATION PLAN identifies the key state and district improvement plans or initiatives that align with the strategy (Section B), an indication of whether the strategy is intended directly to improve practices or infrastructure, or both (Section C), a list of the stakeholders who will be involved in the implementation of the strategy (Section D), a chart of improvement plan activities (Section E), a plan to evaluate the activities (Section F), a list of intended outcomes (short-term, intermediate, and long-term) (Section G), and a plan to evaluate the intended outcomes (Section H).

OUTLINE

- A. **Broad Improvement Strategy #:**
 1. APT Infrastructure Development
 2. Professional Development
 3. Data Systems Development

- B. **Key State and District Improvement Plans or Initiatives that Align with this Broad Improvement Strategy**

- C. **Improving Practices and Infrastructure**

- D. **Stakeholders**

- E. **Improvement Plan Activities**

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Barriers		Resources Needed	Who is Responsible	Projected Timeline for Completion
		State	District		What barriers have been identified	How barriers will be addressed			

- F. **Evaluation of Activities**

- G. **Intended Outcomes**

- H. **Evaluation of Intended Outcomes**

APT INFRASTRUCTURE DEVELOPMENT

A. Broad Improvement Strategy 1: Establish foundational infrastructure to support development, implementation, and expansion of APT as a critical component of the CCSD Comprehensive Literacy Frameworks for improving reading instruction for third-grade students with disabilities in Clark County School District (CCSD).

B. Key State and District Improvement Plans or Initiatives that Align with this Broad Improvement Strategy

This broad improvement strategy is aligned with the following key state and district improvement plans or initiatives:

“Read by Grade Three” Legislation	✓	“Dyslexia” Identification and Intervention Legislation	✓	Nevada School Performance Framework (NSPF)	✓	Nevada Ready! State Improvement Plan	✓	
Nevada Special Education State Personnel Development Grant (SPDG)	✓	Clark County School District “Pledge of Achievement”	✓	Nevada Educator Performance Framework (NEPF)	✓	Nevada IDEA State Performance Plan and Annual Performance Report	✓	
Nevada PEP Mission	✓	Nevada State Literacy Plan	✓	Clark County School District Comprehensive Literacy Frameworks				✓

C. Improving Practices and Infrastructure

Is this broad improvement strategy intended to improve *directly* teachers’ practices in assessment, instructional planning, and teaching?

Yes	No	✓
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Is this broad improvement strategy is intended to improve NDE and CCSD infrastructure components? If so, check all that apply:

Governance	Fiscal Resources	✓	Quality Standards	✓	Professional Development	✓
Data Systems	Technical Assistance		Accountability & Monitoring			

D. Stakeholders

The following stakeholders will play key roles in the implementation of this broad improvement strategy:

<p>Nevada Department of Education</p> <ul style="list-style-type: none"> • Office of Special Education • Office of Student and School Supports • Business and Support Services Division 	<p>Clark County School District</p> <ul style="list-style-type: none"> • Instructional Unit • Educational and Operational Excellence Unit • Instructional Design and Professional Learning Division • Student Services Division • Human Resources Division • Performance Zone Directors (Special Education) 	<p>APT Leadership Team Nevada PEP (Parents Encouraging Parents)</p> <p>Vendors:</p> <ul style="list-style-type: none"> • CORE INC. • External Evaluator
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E. Improvement Plan Activities

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Barriers		Resources Needed	Who is Responsible	Projected Timeline for Completion
		State	District		What barriers have been identified	How barriers will be addressed			
Obtain CCSD Board approval for APT project and funding proposal	√		√	<ol style="list-style-type: none"> 1. Prepare materials for Board Agenda item 2. Schedule Board Agenda item 3. Present APT project and funding proposal for Board approval 	Need for APT to include schools from each Board member's area	Include this requirement among school selection criteria	NDE to provide federal SPDG and IDEA set-aside funding; CCSD personnel to prepare material, to present APT project and funding proposal	CCSD APT Leadership Team members	January 2016 and annually thereafter (in May)
Allocate and monitor funds for APT budget		√	√	<ol style="list-style-type: none"> 1. Prepare detailed budget for expenditure of APT funds 2. Spend funds in strict accordance with approved budget 3. Maintain records documenting use of funds in strict accordance with approved budget 4. Review budget expenditures 	NDE delays in releasing funds to CCSD caused delays in CCSD making needed expenditures	Increased oversight at NDE to ensure funding is promptly released to CCSD	NDE to provide federal SPDG and IDEA set-aside funding; CCSD personnel to create budget tracking system; CCSD and NDE personnel to conduct quarterly reviews	APT Leadership Team; NDE Business and Support Services Division; State of Nevada Interim Finance Committee; CCSD Educational and Operational Excellence Unit; CCSD Student Services Division	January 2016 and annually in September thereafter; quarterly reviews
Establish CCSD personnel resources necessary for APT leadership and implementation	√		√	<ol style="list-style-type: none"> 1. Identify key CCSD personnel necessary for APT leadership and implementation 2. Obtain CCSD commitment to utilize these personnel resources in APT 3. Identify key CCSD position(s) needed to hire or reassign 4. Obtain approval to hire and reassign additional personnel 	CCSD hiring freeze may result in limited ability to hire additional personnel	If hiring freeze continues, CCSD will reassign existing personnel	Federal SPDG funding; CCSD must obtain approval to hire additional personnel	CCSD APT Leadership Team members; CCSD Human Resources Division; CCSD Educational and Operational Excellence Unit	June 2016 and annually thereafter

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Barriers		Resources Needed	Who is Responsible	Projected Timeline for Completion
		State	District		What barriers have been identified	How barriers will be addressed			
Establish formal working relationship with CORE INC. for APT training and support	√		√	<ol style="list-style-type: none"> 1. Negotiate with CORE INC. to provide staff training and materials for implementation of critical components of APT 2. Develop budget and timelines for deliverables 3. Develop and approve contract with CORE INC. for negotiated services and materials 4. Monitor to ensure all contracted services are provided on time 	Need to make long-range plans (e.g., dates for CORE INC. training) when contracts have not yet been finalized	Frequent, detailed communication with CORE INC. to make commitments will ensure productive working relationship	Federal IDEA set-aside funding	CCSD APT Leadership Team members; CCSD Student Services Division; CCSD Educational and Operational Excellence Unit; APT Project Director; SPDG Project Coordinator	February 2016 and annually thereafter according to training timelines
Establish well-functioning APT Leadership Team	√		√	<ol style="list-style-type: none"> 1. Identify criteria for key NDE, CCSD, and Nevada PEP membership on APT Leadership Team 2. Establish operating protocol, including: <ul style="list-style-type: none"> • Monthly meeting schedules • Methods for assigning specific task responsibilities • Strategies for communicating internally and with other stakeholders • Strategies for following up on decisions made 3. Maintain records of monthly meetings, decisions made, and decisions implemented 	Personnel stability in light of turnover and reassignment of responsibilities	Clear communication and structure of APT Leadership Team will add to and reinforce stability	NDE, CCSD, and Nevada PEP personnel	NDE Office of Special Education; CCSD Student Services Division; APT Leadership Team; APT Project Director	Ongoing
Design APT school selection process	√		√	<ol style="list-style-type: none"> 1. Identify criteria for school selection 2. Develop and disseminate application for school selection 3. Identify participating schools 4. Obtain leadership and staff commitment from participating schools 	School capacity and willingness to participate	Meetings with principals and staff members to ensure buy-in; meetings with instruction unit and principals; discussions with instruction unit about supporting schools	NDE, CCSD, and Nevada PEP personnel	APT Leadership Team; CCSD PZ Directors, CCSD Instructional Unit; APT Project Director; SPDG Project Coordinator	February 2016 and annually thereafter for adding schools

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Barriers		Resources Needed	Who is Responsible	Projected Timeline for Completion
		State	District		What barriers have been identified	How barriers will be addressed			
Develop and implement communication strategies to support APT implementation and evaluation		√	√	<ol style="list-style-type: none"> 1. Identify audiences of stakeholder groups for communication about APT implementation and evaluation 2. Conduct informal needs assessment with various stakeholder groups to identify information needs for the various audiences, including parent groups 3. Develop strategies for communicating APT information for various stakeholder audiences, e.g., Annual "State of the APT" to highlight system accomplishments and improvements underway as well as benefits to teachers and students 4. Implement communication strategies 	Stakeholders who are audiences for information about APT implementation and evaluation have very different information needs, and methods for communicating with various groups vary widely	Needs assessments will clarify communication and informational product needs of each stakeholder group; evaluation strategies will identify when needs of any particular group are not being met so that steps can be modified	Input from stakeholder groups in various decision-making roles; federal IDEA set-aside funding	NDE SPDG Coordinator; APT Leadership Team; APT Project Director; Nevada PEP	July 2016 and ongoing
Develop and disseminate informational/promotional materials on APT, such as fact sheets, flyers and parent letters		√	√	<ol style="list-style-type: none"> 1. Conduct informal needs assessment with various stakeholder groups to determine information product needs of stakeholders, including parent groups 2. Incorporate adult learning principles in communication with stakeholders and development of all materials 3. Develop informational/promotional materials to meet identified needs of stakeholder groups 4. Formulate a dissemination strategy 5. Disseminate informational/promotional materials 	Stakeholders who are audiences for information about APT implementation and evaluation have very different information needs, and methods for communicating with various groups vary widely	Needs assessments will clarify communication and informational product needs of each stakeholder group; evaluation strategies will identify when needs of any particular group are not being met so that steps can be modified	Input from stakeholder groups in various decision-making roles; federal IDEA set-aside funding	NDE SPDG Coordinator; APT Leadership Team; APT Project Director; Nevada PEP	October 2016 and ongoing

F. Evaluation of Improvement Plan Activities

Performance Indicator: <i>How will we know the activity happened according to the Plan?</i>	Measurement/Data Collection Methods	Projected Timeline for Completion
The CCSD Board of Trustees has approved the APT Project and Funding Proposal.	Review of CCSD Board of Trustees Meeting Minutes	January 2016 and annually thereafter
The CCSD has established a budget and spending plan, and a system for monitoring expenditures.	Approved budget; Review of Quarterly Budget Expenditure Reports	January 2016 and annually thereafter in September; quarterly reviews
The CCSD has hired an APT Project Director, and APT facilitators (20) have been hired or reassigned to APT.	80% of contracts in place at any one time	July 2016 and annually thereafter
The CCSD has executed a contract with CORE INC. for ongoing staff development (facilitators and teachers ⁵).	Review of CCSD contract with CORE INC.	February 2016 and annually thereafter according to contract review dates and training schedules
The APT leadership team meets at least monthly and 90% of participants report that time is efficiently and productively used.	Review of APT Leadership Team meeting agendas/minutes; participant survey	October 2015 and at least monthly thereafter
The initial group of 25 APT schools has been established and criteria have been developed for expansion to new schools.	Review of APT Leadership Team meeting minutes; document review of school selection criteria; document review of selected schools	May 2016
80% of SSIP stakeholders report that the APT Leadership Team, the CCSD, and the NDE effectively communicated key information about APT implementation and evaluation.	Review of meeting agendas; stakeholder survey	June 2016 and according to communication plan thereafter
80% of SSIP stakeholders report that the APT Leadership Team, the CCSD, and the NDE disseminated key informational products and promotional materials about APT implementation and evaluation that met their needs.	Document review of informational products and promotional materials; documentation of dissemination; stakeholder survey	June 2016 and according to communication plan thereafter

⁵ Throughout this Plan, “teachers” includes general education teachers, special education teachers, paraprofessionals, and other instructional and support staff members who have been trained and are implementing APT.

G. Intended Outcomes

Type of Outcome ⁶	Outcome Description
Short-term (system)	APT Leadership Team members report satisfaction with Leadership Team meeting processes and outcomes.
Short-term (system)	Federal funds have been expended according to the budget proposal.
Short-term (system)	CCSD has selected 25 elementary schools to pilot APT according to established selection criteria.
Short-term (system)	APT staffing is implemented as proposed in the SSIP Plan, including a Director and 20 Facilitators.
Short-term (practice)	APT teachers report that the professional learning provided by APT facilitators was effective in helping them implement APT practices in their classrooms.
Short-term (practice)	APT teachers are more knowledgeable about assessment, instructional planning, and teaching as a result of annual trainings.
Intermediate (system)	APT stakeholders report that the APT Leadership Team effectively guided APT implementation and evaluation.
Intermediate (system)	Stakeholder groups are knowledgeable about APT implementation and evaluation, have access to informational products and promotional materials about APT, and publicly support expansion of APT.
Intermediate (practice)	25 CCSD elementary schools have implemented APT with fidelity within three years.
Long-term (system)	APT teachers, facilitators, administrators, and stakeholders report that CCSD has the capacity to support ongoing implementation of APT in 25 pilot schools.
Long-term (system)	APT teachers, facilitators, administrators, and stakeholders report that CCSD has the capacity to support expansion of APT to new schools.
Long-term (system)	APT teachers, facilitators, administrators, and stakeholders report that NDE has the capacity to support APT implementation in LEAs across Nevada.

⁶ “System” outcomes refer to increased capacity of the school district system to implement APT. “Practice” outcomes refer to enhanced knowledge and competencies of administrators, facilitators, and teachers to implement APT. “Student” outcomes refer to individual student growth in reading skills within and across one year, as well as comparisons of third-grade reading proficiency from year to year.

“Short-term” outcomes refer to outcomes that can be accomplished in less than one year (e.g., conducting a training, increasing staff knowledge). “Intermediate” outcomes refer to outcomes that take one-two years to accomplish (e.g., changing teachers’ practice). “Long-term” outcomes refer to outcomes that reflect the overarching goal of a program (e.g., increasing system capacity to implement and scale-up programs, increasing student reading performance)

H. Evaluation of Intended Outcomes

Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator: <i>How will we know the intended outcome was achieved?</i>	Measurement/Data Collection Methods	Projected Timeline for Completion
Short-term (system)	APT Leadership Team members report satisfaction with Leadership Team meeting processes and outcomes.	<i>To what degree do APT Leadership Team members report satisfaction with meeting processes and outcomes?</i>	100% of APT Leadership Team members report satisfaction with meeting processes and outcomes.	Participant interviews, focus groups, and/or surveys	June 2016 and semi-annually thereafter
Short-term (system)	Federal funds have been expended according to the budget proposal.	<i>To what degree have Federal funds have been expended according to the budget proposal?</i>	100% of Federal funds have been expended according to the budget proposal.	Review of Quarterly Budget Expenditure Reports	June 2016 and quarterly thereafter
Short-term (system)	CCSD has selected 25 elementary schools to pilot APT according to established selection criteria.	<i>Has CCSD selected 25 elementary schools to pilot APT according to established selection criteria?</i>	100% of the 25 targeted elementary schools have been selected to pilot APT according to established selection criteria.	Review of APT Leadership Team agendas/minutes; evaluation of selection criteria against implementation science principles	June 2016
Short-term (system)	APT staffing is implemented as proposed in the SSIP Plan, including an APT Project Director and 20 Facilitators.	<i>To what degree has CCSD hired or reassigned APT staff as proposed in the SSIP Plan, including an APT Project Director and 20 Facilitators?</i>	CCSD has hired an APT Project Director and 80% of the 20 facilitators have been secured.	Job descriptions and/or contracts	June 2016 and ongoing as vacancies occur
Short-term (practice)	APT teachers report that the professional learning provided by APT facilitators was effective in helping them implement APT practices in their classrooms.	<i>To what degree do APT teachers report that the professional learning provided by APT facilitators was effective in helping them implement APT practices in their classrooms?</i>	90% of APT teachers report that the professional learning provided by APT facilitators was effective in helping them implement APT practices in their classrooms.	Participant interviews, focus groups, and/or surveys	September 2016 and semi-annually thereafter

Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator: <i>How will we know the intended outcome was achieved?</i>	Measurement/Data Collection Methods	Projected Timeline for Completion
Short-term (practice)	APT teachers are more knowledgeable about assessment, instructional planning, and teaching as a result of annual trainings.	<i>To what degree are APT teachers more knowledgeable about assessment, instructional planning, and teaching as a result of annual trainings?</i>	90% of APT teachers are more knowledgeable about assessment, instructional planning, and teaching as a result of annual trainings.	Participant interviews, focus groups, and/or surveys	September 2016 and annually following training events
Intermediate (system)	APT stakeholders report that the APT Leadership Team effectively guided APT implementation and evaluation.	<i>To what degree do APT stakeholders report that the APT Leadership Team effectively guided APT implementation and evaluation?</i>	90% of APT stakeholders report that the APT Leadership Team effectively guided APT implementation and evaluation.	Participant interviews, focus groups, and/or surveys	June 2017 and semi-annually thereafter
Intermediate (system)	Stakeholder groups are more knowledgeable about APT implementation and evaluation, have access to informational products and promotional materials about APT, and publicly support expansion of APT.	<ul style="list-style-type: none"> <i>To what degree are stakeholder groups more knowledgeable about APT implementation and evaluation?</i> <i>To what degree do stakeholder groups have access to informational products and promotional materials about APT?</i> <i>To what degree do stakeholder groups publicly support expansion of APT?</i> 	<ul style="list-style-type: none"> 90% of targeted stakeholder groups report they have increased their knowledge about APT implementation and evaluation. 90% of targeted stakeholder groups report having access to useful informational products and promotional materials about APT. 90% of targeted stakeholder groups report that they publicly support APT expansion. 	Participant interviews, focus groups, and/or surveys	January 2017 and annually thereafter
Intermediate (practice)	25 CCSD elementary schools have implemented APT with fidelity within three years.	<i>To what degree have the 25 selected CCSD elementary schools implemented APT with fidelity within three years?</i>	90% of the 25 selected CCSD elementary schools have implemented with fidelity within three years.	Fidelity tool	June 2019 with incremental, annual evaluation

Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator: <i>How will we know the intended outcome was achieved?</i>	Measurement/Data Collection Methods	Projected Timeline for Completion
Long-term (system)	APT teachers, facilitators, administrators, and stakeholders report that CCSD has the capacity to support ongoing implementation of APT in 25 pilot schools.	<i>To what degree do APT teachers, facilitators, administrators, and stakeholders report that CCSD has the capacity to support ongoing implementation of APT in 25 pilot schools?</i>	90% of the APT teachers, facilitators, administrators, and stakeholders report that CCSD has the capacity to support ongoing implementation of APT in 25 pilot schools.	Participant interviews, focus groups, and/or surveys	June 2017 with incremental, annual evaluation
Long-term (system)	APT teachers, facilitators, administrators, and stakeholders report that CCSD has the capacity to support expansion of APT to new schools.	<i>To what degree do APT teachers, facilitators, administrators, and stakeholders report that CCSD has the capacity to support expansion of APT to new schools?</i>	90% of the APT teachers, facilitators, administrators, and stakeholders report that CCSD has the capacity to support expansion of APT to new schools.	Participant interviews, focus groups, and/or surveys	June 2018, with incremental, annual evaluation
Long-term (system)	APT teachers, facilitators, administrators, and stakeholders report that NDE has the capacity to support APT implementation in LEAs across Nevada.	<i>To what degree do APT teachers, facilitators, administrators, and stakeholders report that NDE has the capacity to support APT implementation in LEAs across Nevada?</i>	90% of APT teachers, facilitators, administrators, and stakeholders report that NDE has the capacity to support APT implementation in LEAs across Nevada.	Participant interviews, focus groups, and/or surveys	June 2019 with incremental, annual evaluation

PROFESSIONAL DEVELOPMENT

A. Broad Improvement Strategy 2: Support improved performance of third-grade students with disabilities on statewide assessments of reading/language arts through building CCSD capacity to strengthen the skills of teachers in assessment, instructional planning, and teaching.

B. Key State and District Improvement Plans or Initiatives that Align with this Broad Improvement Strategy

This broad improvement strategy is aligned with the following key state and district improvement plans or initiatives:

“Read by Grade Three” Legislation ✓	“Dyslexia” Identification and Intervention Legislation ✓	Nevada School Performance Framework (NSPF) ✓	Nevada Ready! State Improvement Plan ✓
Nevada Special Education State Personnel Development Grant (SPDG) ✓	Clark County School District “Pledge of Achievement” ✓	Nevada Educator Performance Framework (NEPF) ✓	Nevada IDEA State Performance Plan and Annual Performance Report ✓
Nevada PEP Mission ✓	Nevada State Literacy Plan ✓	Clark County School District Comprehensive Literacy Frameworks ✓	

C. Improving Practices and Infrastructure

Is this broad improvement strategy intended to improve *directly* teachers’ practices in assessment, instructional planning, and teaching?

Yes ✓	No
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Is this broad improvement strategy is intended to improve NDE and CCSD infrastructure components? If so, check all that apply:

Governance	Fiscal Resources ✓	Quality Standards ✓	Professional Development ✓
Data Systems	Technical Assistance ✓	Accountability & Monitoring ✓	

D. Stakeholders

The following stakeholders will play key roles in the implementation of this broad improvement strategy:

Nevada Department of Education <ul style="list-style-type: none"> Office of Special Education Office of Student and School Supports 	Clark County School District <ul style="list-style-type: none"> Educational and Operational Excellence Unit Instructional Design and Professional Learning Division Student Services Division Performance Zone Directors (Special Education) APT School Teachers, Facilitators and Administrators 	APT Leadership Team Nevada PEP (Parents Encouraging Parents) Nevada Special Education Directors Association Vendors: <ul style="list-style-type: none"> CORE INC. External Evaluator
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E. Improvement Plan Activities

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Barriers		Resources Needed	Who is Responsible	Projected Timeline for Completion
		State	District		What barriers have been identified	How barriers will be addressed			
Establish system for ensuring competence of APT facilitators			√	<ol style="list-style-type: none"> 1. Determine the roles/responsibilities for APT facilitators 2. Determine and review annually the necessary competencies for APT facilitators 	Possible resistance to program evaluation interpreted as personnel evaluation	Structure tools as program implementation evaluation rather than personnel evaluation	Fidelity tool; coaching implementation tools; CORE INC. instruments	APT Leadership Team; APT Project Director	June 2016 and annual reviews thereafter
Establish training plan for CORE INC. training and CCSD instructional support training ("Round Tables")	√		√	<ol style="list-style-type: none"> 1. Identify training dates and locations (two trainings: facilitator training, and large group teacher training) 2. Identify CCSD staff who will be in the facilitators group 3. Identify CCSD staff who will participate in large group teacher training 4. Establish annual training schedule 	Challenges identifying locations; personnel stability challenges due to staff turnover, promotion, and other employment status changes	Principal support and buy-in; establish expectations for annual, continuous training cycle; meet with potential facilitators to communicate plans; CCSD collaboration across departments	Sites suitable for training; staff with commitment to and availability for training	APT Leadership Team; CCSD Human Resources Division; CCSD Student Services Division	March 2016 and annually thereafter
Develop CCSD Instructional Support training Modules ("Round Tables")	√		√	<ol style="list-style-type: none"> 1. Establish training focus, scope, and sequence 2. Develop and pilot materials for training 3. Design training sessions based on adult learning principles, including follow-along training 4. Create modules for training 	Limited personnel and fiscal resources	NV SPDG and federal IDEA set-aside funding	Tools developed in NV SPDG	APT Project Director and facilitators; NV SPDG Project Coordinator	September 2016 and ongoing
Develop and implement a web-based series to support implementation and expansion of APT				<ol style="list-style-type: none"> 1. Identify training principles and techniques best suited to electronic formats 2. Identify scope and sequence of training 3. Develop electronic webinar training series 4. Archive webinars for use as refreshers for existing personnel, orientation for new personnel 					June 2017 and ongoing

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Barriers		Resources Needed	Who is Responsible	Projected Timeline for Completion
		State	District		What barriers have been identified	How barriers will be addressed			
Conduct CORE INC. training and CCSD Instructional Support training for facilitators, using a variety of data	√		√	<ol style="list-style-type: none"> 1. Provide CORE Reading and CORE Explicit Phonics training to facilitators 2. Provide CCSD Instructional Support training to facilitators 3. Provide supplemental training addressing unique roles and responsibilities for facilitators 4. Provide logistical support to ensure high-quality training 	Challenges identifying locations; personnel stability challenges due to staff turnover, promotion, and other employment status changes	Principal support and buy-in; establish expectations for annual, continuous training cycle; meet with potential facilitators to communicate plans; CCSD collaboration across departments	CORE INC. training and materials	NV SPDG Project Coordinator; APT Project Director	September 2016 and annually thereafter
Conduct CORE INC. training and CCSD Instructional Support training for teachers	√		√	<ol style="list-style-type: none"> 1. Provide CORE Reading and CORE Explicit Phonics training to teachers 2. Provide CCSD Instructional Support training to teachers 3. Provide logistical support to ensure high-quality training 			CORE INC. training and materials	NV SPDG Project Coordinator; APT Project Director	September 2016 and annually thereafter
Conduct CORE INC. training for administrators to support effective implementation of APT	√		√	<ol style="list-style-type: none"> 1. Establish annual schedule for administrator training 2. Provide logistical support to ensure high-quality training 3. Provide annual district-wide administrator trainings 4. Invite administrators to meet with facilitators four times per year to review data and celebrate accomplishments 			CORE INC. training and materials	NV SPDG Project Coordinator; APT Project Director	September 2016 and annually thereafter
Implement coaching component of APT in pilot schools	√		√	<ol style="list-style-type: none"> 1. Establish coaching schedule for each school 2. Establish criteria for successful APT coaching 3. Implement, evaluate, and review APT coaching activities 4. Convene facilitators to review data and celebrate accomplishments 	Limited time and resources for implementation of coaching component	NV SPDG funding; Federal IDEA set-aside funding; school administrator buy-in	CORE INC. training and materials	NV SPDG Project Coordinator; APT Project Director	June 2017 and ongoing
Develop and disseminate parent training material to support APT	√	√	√	<ol style="list-style-type: none"> 1. Develop a parent training curriculum on "Knowing How My Child Reads" 2. Incorporate adult learning principles in communication with and development of all materials for parents 3. Formulate a curriculum dissemination strategy 4. Disseminate training curriculum 	Limited time and resources for developing and disseminating material	NV SPDG funding; Federal IDEA set-aside funding	Prototype materials from other similar projects; design assistance	NDE SPDG Coordinator, APT Project Manager, Nevada PEP; CCSD Student Services Division	January 2017 and ongoing

F. Evaluation of Improvement Plan Activities

Performance Indicator: <i>How will we know the activity happened according to the Plan?</i>	Measurement/Data Collection Methods	Projected Timeline for Completion
100% of APT facilitators achieve competency measured by CORE INC. and APT.	CORE INC. training certificates	June 2017, and ongoing as vacancies occur
Professional development plans with CORE INC. are established to meet needs of administrators, facilitators and teachers Professional development is implemented according to plans. 90% of participants report that the APT professional development met their needs.	Document review of contract with CORE INC., including separate professional development plans; training participant data; administrator, facilitator, and teacher interviews, focus groups, and/or survey	June 2016 and annually thereafter
90% of participants report that the APT web-based tools are of high quality, relevant, and useful.	Review of web-based tools; facilitator/teacher interviews, focus groups, and/or survey	September 2016 and annually thereafter
90% of ATP facilitators report that training they received was of high quality, relevant, and useful.	Review of training modules; facilitator interviews, focus groups, and/or surveys	September 2016 and annually thereafter
90% of APT teachers report that the training they received was of high quality, relevant, and useful.	Review of training modules; teacher interviews, focus groups, and/or surveys	September 2016 and annually thereafter
90% of CCSD school administrators at 25 pilot schools report that the training they received was of high quality, relevant, and useful.	Review of training modules; administrator interviews, focus groups, and/or surveys	September 2016 and annually thereafter
90% of parents report that parent training material is of high quality, relevant, and useful.	Review of training material; parent group interviews, focus groups, and/or surveys	June 2017 and annually thereafter

G. Intended Outcomes

Type of Outcome	Outcome Description
Short-term (practice)	APT facilitators are more knowledgeable about professional development (training, coaching, observing) strategies to support teachers in reading skill assessment, instructional planning, and teaching reading.
Short-term (practice)	APT teachers are more knowledgeable about reading skill assessment, instructional planning, and teaching reading.
Short-term (system)	APT school administrators in 25 pilot schools are more knowledgeable about each component of APT.
Short-term (student)	CCSD students with disabilities in kindergarten and grades 1, 2 and 3 at 25 APT pilot schools show progress in specific reading skill development (reading, letter naming, letter sounds, phonemic segmentation, nonsense words).
Intermediate (practice)	APT facilitators have the capacity to effectively support teachers in APT implementation.
Intermediate (practice)	APT teachers implement APT practices with fidelity.
Intermediate (practice)	APT school administrators in 25 pilot schools are more effective in supporting evidence-based practices in early reading skill development.
Intermediate (student)	CCSD students with disabilities in kindergarten and grades 1, 2 and 3 at 25 APT pilot schools show annual growth in reading skill development.
Long-term (system)	CCSD has the capacity to support ongoing implementation and expansion of APT.
Long-term (system)	APT school administrators in 25 pilot schools publicly support APT implementation and expansion.
Long-term (student)	Third-grade students with disabilities in CCSD at 25 APT pilot schools increase the percentage of their school day spent in regular education environments.
Long-term (student)	Third-grade students with disabilities in CCSD at 25 APT pilot schools improve reading performance.

H. Evaluation of Intended Outcomes

Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator: <i>How will we know the intended outcome was achieved?</i>	Measurement/Data Collection Methods	Projected Timeline for Completion
Short-term (practice)	APT facilitators are more knowledgeable about professional learning (training, coaching, observing) strategies to support teachers in reading skill assessment, instructional planning, and teaching reading.	<i>To what degree are APT facilitators more knowledgeable about professional learning strategies to support teachers in reading skill assessment, instructional planning, and teaching reading?</i>	90% of (1) APT facilitators and (2) APT teachers receiving coaching report that the facilitators are knowledgeable about reading skill assessment, instructional planning, and teaching reading.	Facilitator survey and interviews; teacher survey and interviews.	September 2016 and annually thereafter
Short-term (practice)	APT teachers are more knowledgeable about reading skill assessment, instructional planning, and teaching reading.	<i>To what degree are APT teachers more knowledgeable about reading skill assessment, instructional planning, and teaching reading?</i>	90% of APT teachers report that they are more knowledgeable about reading skill assessment, instructional planning, and teaching reading.	Teacher survey and interviews.	September 2016 and annually thereafter
Short-term (system)	APT school administrators in 25 pilot schools are more knowledgeable about each component of APT.	<i>To what degree are APT school administrators in 25 pilot schools more knowledgeable about each component of APT?</i>	90% of APT administrators in 25 pilot schools report they are more knowledgeable about each component of APT.	Administrator survey and interviews.	September 2016 and annually thereafter
Short-term (student)	CCSD students with disabilities in kindergarten and grades 1, 2 and 3 at 25 APT pilot schools show progress in specific reading skill development (reading, letter naming, letter sounds, phonemic segmentation, nonsense words).	<i>To what degree do CCSD students with disabilities in kindergarten and grades 1, 2 and 3 show progress in specific reading skill development (reading, letter naming, letter sounds, phonemic segmentation, nonsense words)?</i>	AIMSWeb progress monitoring data shows growth in reading, letter naming, letter sounds, phonemic segmentation, and nonsense words, as appropriate to each individual student's identified skill development needs.	AIMSWeb progress monitoring data in reading (RCBM), letter naming, letter sounds, phonemic segmentation, and nonsense words, as appropriate to each individual student's identified skill development needs.	AIMSWeb progress monitoring data collected continuously throughout each school year

Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator: <i>How will we know the intended outcome was achieved?</i>	Measurement/Data Collection Methods	Projected Timeline for Completion
Intermediate (practice)	APT facilitators have the capacity to effectively support teachers in APT implementation.	<i>To what degree do APT facilitators have the capacity to effectively support teachers in APT implementation?</i>	90% of APT teachers report that facilitators effectively support them in APT implementation.	Teacher interviews, focus groups, and/or surveys	Incrementally as formative evaluation until June 2017 and annually thereafter
Intermediate (practice)	APT teachers implement APT practices with fidelity.	<i>To what degree do APT teachers implement APT practices with fidelity?</i>	90% of the APT teachers implement APT with fidelity within three years.	Fidelity tool	Incrementally as formative evaluation until June 2019 and annually thereafter
Intermediate (practice)	APT school administrators in 25 pilot schools are more effective in supporting evidence-based practices in early reading skill development.	<i>To what degree are APT school administrators in 25 pilot schools more effective in supporting evidence-based practices in early reading skill development?</i>	90% of the facilitators and teachers report that APT administrators effectively support them in APT implementation.	Facilitator and teacher interviews, focus groups, and/or surveys	June 2017 and annually thereafter
Intermediate (student)	CCSD students with disabilities in kindergarten and grades 1, 2 and 3 at 25 APT pilot schools show annual growth in reading skill development.	<i>To what degree do CCSD students with disabilities in kindergarten and grades 1, 2 and 3 show annual growth in reading skill development?</i>	AIMSweb benchmark assessment data and DRA-2 assessment data show growth in reading, letter naming, letter sounds, phonemic segmentation, and nonsense words, as appropriate to each individual student's identified skill development needs.	AIMSweb benchmark assessment in reading (RCBM), letter naming, letter sounds, phonemic segmentation, and nonsense words, as appropriate to each individual student's identified skill development needs; DRA-2 reading assessment	AIMSweb benchmark assessment conducted three times per each school year; DRA-2 reading assessment conducted two-to-three times per each school year

Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator: <i>How will we know the intended outcome was achieved?</i>	Measurement/Data Collection Methods	Projected Timeline for Completion
Long-term (system)	CCSD has the capacity to support ongoing implementation and expansion of APT.	<i>To what degree does CCSD have the capacity to support ongoing implementation and expansion of APT?</i>	90% of APT school administrators, facilitators, and teachers report that CCSD has the capacity to support them in ongoing implementation and expansion of APT.	Administrator, facilitator and teacher interviews, focus groups, and/or surveys	June 2017 and annually thereafter
Long-term (system)	APT school administrators in 25 pilot schools publicly support APT implementation and expansion.	<i>To what degree do APT school administrators in 25 pilot schools publicly support APT implementation and expansion?</i>	90% of APT school administrators report that they publicly support APT implementation and expansion.	Administrator interviews, focus groups, and/or surveys; meeting agendas	June 2017 and annually thereafter
Long-term (student)	Third-grade students with disabilities in CCSD at 25 APT pilot schools increase the percentage of their school day spent in regular education environments.	<i>To what degree have third-grade students with disabilities in CCSD at 25 APT pilot schools increased the percentage of their school day spent in regular education environments?</i>	50% of third-grade students with disabilities participating in APT at 25 CCSD pilot schools increase the percentage of their school day spent in regular education environments, when compared to their previous IEP.	Annual IEPs, comparing % of school day in regular education environments to previous annual IEP	Annually in connection with each student's annual IEP development
Long-term (student)	Third-grade students with disabilities in CCSD at 25 APT pilot schools improve reading performance.	<i>To what degree have third-grade students with disabilities in CCSD at 25 APT pilot schools improved reading performance?</i>	Third-grade students with disabilities participating in APT at 25 CCSD pilot schools improve reading performance measured against SSIP targets.	Smarter Balanced Assessment Consortium (SBAC) statewide assessment of third-grade students' reading performance.	SBAC statewide assessment administered annually

DATA SYSTEMS DEVELOPMENT

A. Broad Improvement Strategy 3: Identify, develop, and implement data collection and analysis systems to support formative and summative evaluation of the reading performance of third-grade students with disabilities, and to assess the quality and fidelity of APT implementation.

B. Key State and District Improvement Plans or Initiatives that Align with this Broad Improvement Strategy

This broad improvement strategy is aligned with the following key state and district improvement plans or initiatives:

“Read by Grade Three” Legislation	√	“Dyslexia” Identification and Intervention Legislation	√	Nevada School Performance Framework (NSPF)	√	Nevada Ready! State Improvement Plan	√	
Nevada Special Education State Personnel Development Grant (SPDG)	√	Clark County School District “Pledge of Achievement”	√	Nevada Educator Performance Framework (NEPF)	√	Nevada IDEA State Performance Plan and Annual Performance Report	√	
Nevada PEP Mission	√	Nevada State Literacy Plan	√	Clark County School District Comprehensive Literacy Frameworks				√

C. Improving Practices and Infrastructure

Is this broad improvement strategy intended to improve *directly* teachers’ practices in assessment, instructional planning, and teaching?

Yes	√	No
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Is this broad improvement strategy is intended to improve NDE and CCSD infrastructure components? If so, check all that apply:

Governance	Fiscal Resources	Quality Standards	√	Professional Development	√
Data Systems	√	Technical Assistance	√	Accountability & Monitoring	√

D. Stakeholders

The following stakeholders will play key roles in the implementation of this broad improvement strategy:

<p>Nevada Department of Education</p> <ul style="list-style-type: none"> • Office of Special Education • Office of Assessment, Data and Accountability Management 	<p>Clark County School District</p> <ul style="list-style-type: none"> • Educational and Operational Excellence Unit • Instructional Design and Professional Learning Division • Student Services Division (including Student Education Management Systems [SEMS] Department) • Performance Zone Directors (Special Education) • APT School Teachers, Facilitators and Administrators 	<p>APT Leadership Team Nevada Special Education Directors Association</p> <p>Vendors:</p> <ul style="list-style-type: none"> • CORE INC. • External Evaluator
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E. Improvement Plan Activities

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Barriers		Resources Needed	Who is Responsible	Projected Timeline for Completion
		State	District		What barriers have been identified	How barriers will be addressed			
Determine what data elements exist in existing data systems will give us the most helpful information (which factors have the biggest impact on student outcomes), and determine what data systems need to be created or modified to provide the most helpful information	√	√	√	<ol style="list-style-type: none"> 1. Identify priority data elements 2. Determine the capacity of existing data systems (e.g., Infinite Campus) to collect these data elements 3. Where necessary, develop plans to modify existing data systems or create new data systems to gather required data elements 4. Determine specific steps and timelines to implement the new data system and to prepare, train, and support users for any new data system 	Selected 25 pilot schools do not necessarily collect the same student assessment data	Participating schools will be required to commit to collection of data determined necessary for implementation of APT with fidelity	Documentation of elements of existing data bases	APT Leadership Team; CCSD SEMS Department; APT External Evaluator	June 2016 with ongoing data system evaluation, refinement, and expansion as needed
Establish data system necessary to evaluate implementation of APT with fidelity	√	√	√				Fidelity tools	APT Leadership Team; CCSD SEMS Department; APT External Evaluator	June 2017 with ongoing data system evaluation, refinement, and expansion as needed
Establish data system necessary to evaluate training of facilitators and teachers	√	√	√	<ol style="list-style-type: none"> 1. Identify critical data points necessary for evaluations of training provided to facilitators and teachers 2. Identify instruments, methods, and timing for data collection 3. Develop data collection, analysis, and reporting protocols 4. Share evaluation data on an ongoing basis with APT Leadership Team 5. Disseminate data as appropriate to stakeholder groups 	Difficulties getting evaluations completed by staff	Require that evaluations be completed prior to leaving training	Some survey templates exist; need some assistance with design of evaluations of training	APT Leadership Team; APT External Evaluator	June 2016 with ongoing data system evaluation, refinement, and expansion as needed

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Barriers		Resources Needed	Who is Responsible	Projected Timeline for Completion
		State	District		What barriers have been identified	How barriers will be addressed			
Establish data system necessary to evaluate coaching provided by facilitators to teachers	√	√	√	<ol style="list-style-type: none"> 1. Identify critical data points necessary for evaluations of coaching provided by facilitators to teachers 2. Identify instruments, methods, and timing for data collection 3. Develop data collection, analysis, and reporting protocols 4. Share evaluation data on an ongoing basis with APT Leadership Team 5. Disseminate data as appropriate to stakeholder groups 	Possible resistance to evaluation of interpreted as personnel evaluation	Structure tools as program implementation evaluation rather than personnel evaluation	Assistance with design of evaluations of coaching	APT Leadership Team; APT External Evaluator	September 2016 with ongoing data system evaluation, refinement, and expansion as needed
Establish data system necessary to conduct formative evaluations of student performance (e.g., progress monitoring)	√	√	√	<ol style="list-style-type: none"> 1. Identify critical data points necessary for formative evaluations of student performance 2. Identify instruments, methods, and timing for data collection 3. Develop data collection, analysis, and reporting protocols 4. Train facilitators on use of fidelity instruments 5. Collect, analyze, and report on progress monitoring 6. Share evaluation data on an ongoing basis with APT Leadership Team 7. Disseminate data as appropriate to stakeholder groups 	Different progress monitoring tools used at schools	Select and require consistent use of progress monitoring tool(s)	<p>CORE Phonics Survey as diagnostic instrument to inform instruction</p> <p>AIMSWeb, with specific guidelines for how data is collected and interpreted for instructional (formative) purposes and program outcome (summative) purposes</p> <p>Consider growth modeling, and/or cohort group assessment</p>	APT Leadership Team; CCSD SEMS Department; APT External Evaluator	September 2016 with ongoing data system evaluation, refinement, and expansion as needed

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Barriers		Resources Needed	Who is Responsible	Projected Timeline for Completion
		State	District		What barriers have been identified	How barriers will be addressed			
Establish data system necessary to conduct summative evaluations of student performance (i.e., outcomes)	√	√	√	<ol style="list-style-type: none"> 1. Identify critical data points necessary for summative evaluations of student performance, in addition to SBAC assessments 2. Identify instruments, methods, and timing for data collection 3. Develop data collection, analysis, and reporting protocols 4. Train facilitators on use of fidelity instruments 5. Collect, analyze, and report on outcomes 6. Develop data capacity to triangulate APT data with additional student outcome data 7. Disseminate data as appropriate to stakeholder groups 	SBAC is limited in its utility for summative evaluation at the student level because students are not compared to themselves to account for growth	Adding the AIMSWeb Benchmark assessment and the DRA-2 to the SBAC as indicators of growth as a summative measure	Data collection and analysis tools	APT Leadership Team; CCSD SEMS Department; APT External Evaluator	September 2016 with ongoing data system evaluation, refinement, and expansion as needed

F. Evaluation of Improvement Activities

Performance Indicator: <i>How will we know the activity happened according to the Plan?</i>	Measurement/Data Collection Methods	Projected Timeline for Completion
100% of APT Leadership Team members report that the data system components identified as useful for formative and summative measures of student outcomes are appropriate for APT project implementation.	Review of APT Leadership Team meeting agendas/minutes; participant survey	June 2016 and periodically thereafter as elements are refined and/or expanded
90% of facilitators and teachers report that the data system components identified as useful for formative and summative measures of student outcomes are appropriate for APT project implementation.	Participant interviews, focus groups, and/or surveys	September 2016 and periodically as needed
100% of APT Leadership Team members report that the data system established for evaluating the implementation of APT with fidelity is appropriate and produces useful results.	Review of APT Leadership Team meeting agendas/minutes; participant interviews, focus groups, and/or surveys	September 2016 and periodically as needed
90% of CCSD administrators at 25 pilot schools report that the data system established for evaluating the implementation of APT with fidelity is appropriate and produces useful results.	Participant interviews, focus groups, and/or surveys	September 2016 and periodically as needed
90% of facilitators and teachers report that the data system to evaluate training provided to them through CORE INC. and CCSD is appropriate and produces useful results.	Participant interviews, focus groups, and/or surveys	January 2017 and periodically as needed
80% of teachers report that the data system to evaluate coaching provided to them by facilitators is appropriate and useful.	Participant interviews, focus groups, and/or surveys	January 2017 and periodically as needed

G. Intended Outcomes

Type of Outcome	Outcome Description
Short-term (practice)	APT facilitators know more about using formative and summative data to provide effective coaching for teachers.
Short-term (practice)	APT teachers know more about using formative and summative data to assess students’ reading skills, plan instruction, and teach reading.
Intermediate (practice)	APT facilitators have the capacity to effectively support teachers in the use of formative and summative data to assess students’ reading skills, plan instruction, and teach reading.
Intermediate (practice)	APT teachers effectively use formative and summative data to assess students’ reading skills, plan instruction, and teach reading.
Intermediate (practice)	APT teachers implement APT practices with fidelity.
Long-term (practice/system)	APT teachers and administrators effectively use summative data to evaluate implementation of APT.
Long-term (student)	Third-grade students with disabilities in CCSD at 25 APT pilot schools increase the percentage of their school day spent in regular education environments.
Long-term (student)	Third-grade students with disabilities in CCSD at 25 APT pilot schools improve reading performance.

H. Evaluation of Intended Outcomes

Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator: <i>How will we know the intended outcome was achieved?</i>	Measurement/Data Collection Methods	Projected Timeline for Completion
Short-term (practice)	APT facilitators know more about using formative and summative data to provide effective coaching for teachers.	<i>To what degree do APT facilitators know more about using formative and summative data to provide effective coaching for teachers?</i>	90% of APT facilitators report they know more about using formative and summative data to provide effective coaching for teachers.	Participant interviews, focus groups and/or surveys	June 2017 and annually thereafter
Short-term (practice)	APT teachers know more about using formative and summative data to assess students' reading skills, plan instruction, and teach reading.	<i>To what degree do APT teachers know more about using formative and summative data to assess students' reading skills, plan instruction, and teach reading?</i>	90% of APT teachers report they know more about using formative and summative data to assess students' reading skills, plan instruction, and teach reading.	Participant interviews, focus groups and/or surveys	June 2017 and annually thereafter
Intermediate (practice)	APT facilitators have the capacity to effectively support teachers in the use of formative and summative data to assess students' reading skills, plan instruction, and teach reading.	<i>To what degree do APT facilitators have the capacity to effectively support teachers in the use of formative and summative data to assess students' reading skills, plan instruction, and teach reading?</i>	90% of APT teachers report that APT facilitators provide effective coaching using formative and summative data to assess students' reading skills, plan instruction, and teach reading.	Participant interviews, focus groups and/or surveys	June 2019 and annually thereafter
Intermediate (practice)	APT teachers effectively use formative and summative data to assess students' reading skills, plan instruction, and teach reading.	<i>To what degree do APT teachers effectively use formative and summative data to assess students' reading skills, plan instruction, and teach reading?</i>	90% APT teachers effectively use formative and summative data to assess students' reading skills, plan instruction, and teach reading within three years.	Fidelity tool	Incrementally as formative evaluation until June 2019 and annually thereafter

Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator: <i>How will we know the intended outcome was achieved?</i>	Measurement/Data Collection Methods	Projected Timeline for Completion
Intermediate (practice)	APT teachers implement APT practices with fidelity.	<i>To what degree do APT teachers implement APT practices with fidelity?</i>	90% of the APT teachers implement APT with fidelity within three years.	Fidelity tool	Incrementally as formative evaluation until June 2019 and annually thereafter
Long-term (practice/system)	APT teachers and administrators effectively use summative data to evaluate implementation of APT.	<i>To what degree do CCSD teachers and administrators effectively use summative data to evaluate implementation of APT?</i>	90% CCSD teachers and administrators effectively use summative data to evaluate implementation of APT within three years.	Fidelity tool	Incrementally as formative evaluation until June 2019 and annually thereafter
Long-term (student)	Third-grade students with disabilities in CCSD at 25 APT pilot schools increase the percentage of their school day spent in regular education environments.	<i>To what degree have third-grade students with disabilities in CCSD at 25 APT pilot schools increased the percentage of their school day spent in regular education environments?</i>	50% of third-grade students with disabilities participating in APT at 25 CCSD pilot schools increase the percentage of their school day spent in regular education environments, when compared to their previous IEP.	Annual IEPs, comparing % of school day in regular education environments to previous annual IEP	Annually in connection with each student's annual IEP development
Long-term (student)	Third-grade students with disabilities in CCSD at 25 APT pilot schools improve reading performance.	<i>To what degree have third-grade students with disabilities in CCSD at 25 APT pilot schools improved reading performance?</i>	Third-grade students with disabilities participating in APT at 25 CCSD pilot schools improve reading performance against SSIP targets.	Smarter Balanced Assessment Consortium (SBAC) statewide assessment of third-grade students' reading performance	June 2016 SBAC statewide assessment, and annual administrations thereafter

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