

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

PHASE III

**Nevada State Systemic Improvement Plan (SSIP)
for the Achievement of Students with Disabilities
FFY 2013 – FFY 2018**



Submitted: April 3, 2017

PHASE III

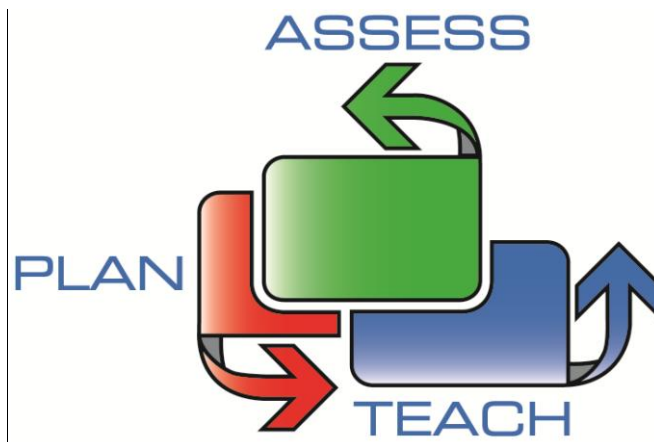
**NEVADA STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)
FOR THE ACHIEVEMENT OF STUDENTS WITH DISABILITIES
FFY 2013 – FFY 2018**

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Nevada SSIP PHASE III Evaluation Report

A. Summary of PHASE III

A.1: Theory of action or logic model for the SSIP, including the SIMR

During PHASES I and II of the development of Nevada’s State Systemic Improvement Plan (SSIP), Nevada invested 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 implementation, Nevada remains committed to this investment as its centerpiece 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 III, we continue with our borrowed metaphor: “We don’t make the light bulb, we make it brighter.” For Phase III and continuing into the future, we believe that the light shines the brightest on those who are committed to the success of the APT project because when it succeeds, students succeed.

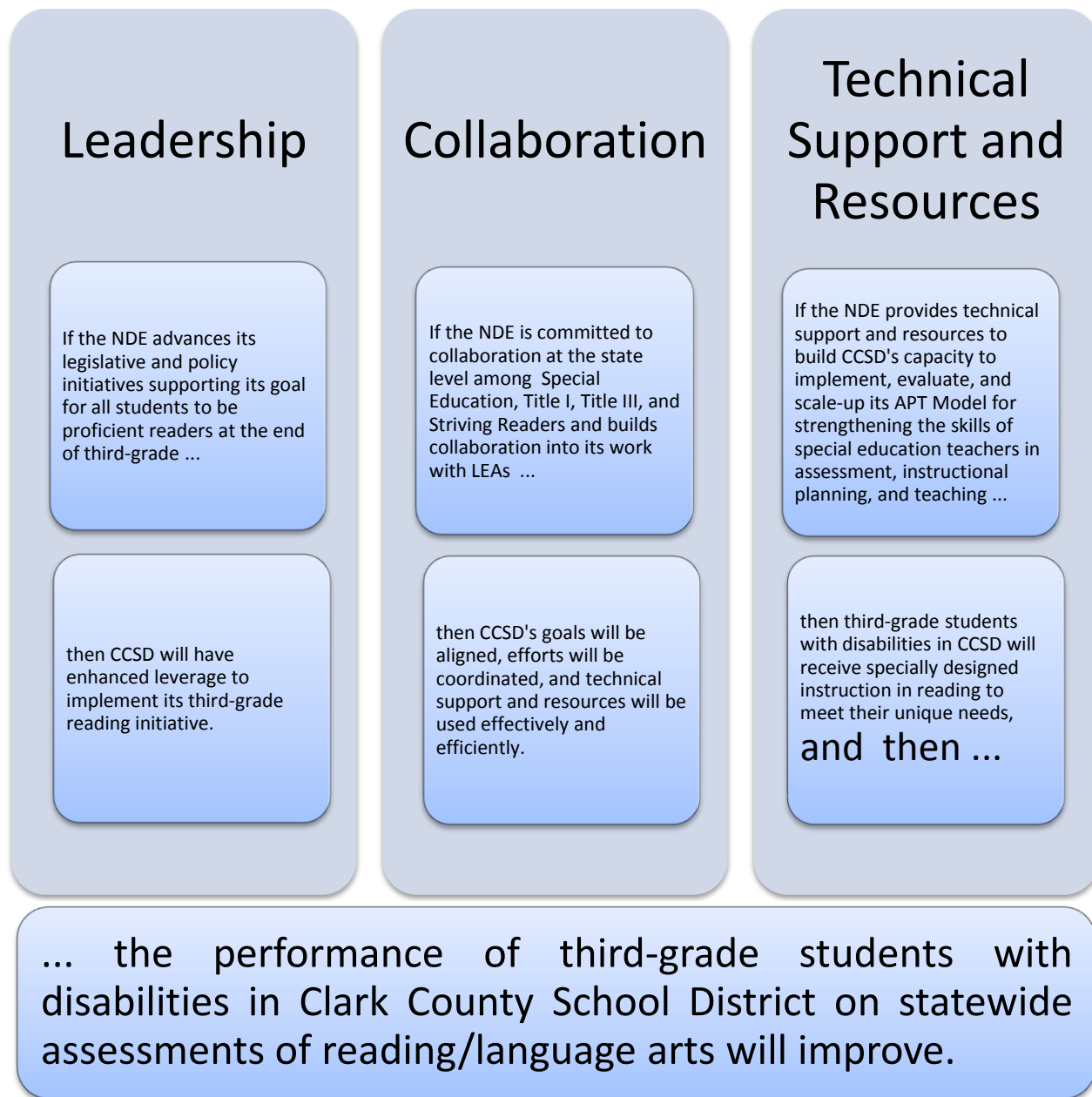
In this PHASE III report on the implementation and evaluation of APT, we shine a light on the story behind the data: the accomplishments of the students; the enhanced knowledge and skills of their teachers and paraprofessionals; the commitment of the 25 APT school principals and assistant principals; the training and coaching provided by six APT Instructional Interventionists; the support provided by the Nevada PEP, Nevada’s Parent Training and Information Project; and the leadership provided by Clark County School District administrators and the APT Leadership Team. Although we describe data throughout this report, we hope the pictures tell the story.



A day reading about dinosaurs is a good day!

Theory of Action

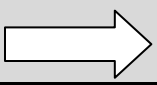
In PHASE I, Nevada developed the following graphic illustration (“Theory of Action”) to show how providing leadership, collaboration, and technical support and resources to implement the selected coherent set of improvement strategies will increase Nevada’s capacity to lead meaningful change in schools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



Logic Model

In PHASE II, a Logic Model was developed to conceptualize the activities, outputs, and outcomes expected for the three broad SSIP improvement strategies: (1) APT Infrastructure Development, (2) Professional Development, and (3) Data Systems Development (see PHASE II Report). Key components of the Logic Model are shown below. For this report on the first year of implementation and evaluation, our emphasis is on short-term outcomes, although progress toward intermediate and long-term outcomes is addressed throughout.

LOGIC MODEL TO GUIDE NEVADA’S IMPROVEMENT AND EVALUATION PLAN

				
PROCESSES		OUTCOMES		
<i>Broad Improvement Strategy #1: APT Infrastructure Development</i>				
Activities	Outputs	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
<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
<i>Broad Improvement Strategy #2: Professional Development</i>				
Activities	Outputs	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
<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 	<ul style="list-style-type: none"> • Training certificates • Professional development plans • Web-based tools • Trained APT teachers • Trained APT facilitators • Trained APT school administrators 	<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 	<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 	<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

coaching <ul style="list-style-type: none"> Develop parent training 	<ul style="list-style-type: none"> Trained parents 	<ul style="list-style-type: none"> Students with disabilities in kindergarten and grades 1, 2 and 3 in APT pilot schools show progress in specific reading skill development 	literacy skill development <ul style="list-style-type: none"> Students with disabilities in kindergarten and grades 1, 2 and 3 in APT pilot schools show annual growth in reading skill development 	school day spent in regular education environments <ul style="list-style-type: none"> Third-grade students with disabilities in APT pilot schools improve reading performance
Broad Improvement Strategy #3: Data Systems Development				
Activities	Outputs	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
<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

During PHASE III, data collection tools have been developed to assess the outputs and outcomes identified in the Logic Model. These tools are discussed in detail in Section B, beginning on page 12.

Progress on accomplishing each of the activities is described in Section B.1(a), beginning on page 12. Progress on accomplishing the outcomes is described in Section B.1(b), beginning on page 16.

A.2: The coherent improvement strategies or principal activities employed during the year, including infrastructure improvement strategies

As described more fully in the PHASE I report, Nevada selected Clark County School District's ASSESS-PLAN-TEACH (APT) model as its primary coherent improvement strategy to improve reading proficiency among third-grade students with disabilities.

APT is an instructional intervention model initially adopted by Clark County School District to improve literacy outcomes for students with significant Learning Disabilities placed in self-contained classrooms—referred to as “SLD” classrooms throughout this report. APT incorporates a structured, data-based consultation model, combined with training on research-based, explicit, systematic instruction and lesson plan development. The goal is to improve reading instruction which will in turn improve student achievement in Reading/English Language Arts.

APT is grounded in a model of professional development and materials developed by the Consortium on Reading Excellence, Inc. (CORE) (www.corelearning.com). CORE's scientifically based model supports the implementation of the Common Core State Standards¹ in English Language Arts. The focus of the model is to build system-wide capacity for sustained improvement. The CORE model has been implemented in districts and schools of all sizes, from large urban districts to rural and remote schools. CORE materials help schools enhance teachers' competence and capacity to provide effective instruction through a foundation of research-based practices and tools.

Because APT is grounded in the tools developed by CORE, the strategies are demonstrably sound, logical, and aligned, and they will lead to a measurable improvement in the reading performance of third-grade students with disabilities in CCSD.

Although the APT model was initially implemented solely in SLD classrooms in CCSD, the SSIP APT project has brought a sharper focus to APT implementation. As a result, during 2015-16 and 2016-17, APT has focused on implementation in 25 pilot schools, in both SLD classrooms (self-contained) and resource room classrooms where students may receive services for one or two periods per day. Whether in a SLD classroom or a resource room classroom, the students in the APT project receive reading instruction from a special education teacher, perhaps supported by a paraprofessional. The expansion to implementation in resource room classrooms as well as in self-contained classrooms reflects our knowledge that evidence-based reading practices work for students who struggle as readers, regardless of the percentage of time students are removed from regular education environments.

Launching the SSIP APT project in our 25 pilot schools over the last two years has required focused work to accomplish each of the activities listed in the left-hand column of the Logic Model. The vast majority of the work involved establishing the infrastructure necessary to implement and evaluate APT, including establishing contracts with service vendors like CORE INC.; hiring an APT Project Director; hiring and training the APT Instructional Interventionists;² providing training and coaching; developing tools for evaluating training, coaching, and teaching; developing systems for data collection and analysis; and developing and refining systems for collecting and analyzing student outcome data. In short, the work for the last two years has been the infrastructure work. Behind every element of data reported in PHASE III was work to develop our capacity to report that data.

¹ Nevada implements the Nevada Academic Content Standards (NVACS) which are aligned with the Common Core State Standards.

² In PHASES I and II, we used the term "APT Facilitator" but in PHASE III the title "APT Instructional Interventionist" has been used because it reflects the actual positions that were established in the personnel system.

A.3: *The specific evidence-based practices that have been implemented to date*

In this section of the report, we summarize the essential evidence-based practices that have been implemented to-date: (1) implementation of the CORE model for data-based problem solving to plan for and provide reading instruction for students with disabilities and (2) implementation of the *Read Well* curriculum to plan for and teach reading.

The CORE Model

Implementation of the CORE model is the foundation for the ASSESS component of the APT model, although CORE materials also assist with instructional planning and teaching. The focus of the CORE model is to build system-wide capacity for sustained improvement. The CORE model has been implemented in districts and schools of all sizes, from large urban districts to rural and remote schools. CORE materials help schools enhance teachers' competence and capacity to provide effective instruction through a foundation of research-based practices and tools.

The CORE model grew from the findings of the 2000 National Reading Panel that found a combination of techniques was effective for teaching children to read. These techniques focus on developing students' skills in phonemic awareness, phonics, fluency, oral reading, vocabulary, and comprehension. CORE is an evidence-based professional development framework that supports the implementation of a school's chosen reading curriculum (see discussion below about implementation of the *Read Well* curriculum in APT classrooms). The CORE framework includes the presentation of theory, modeling and demonstration, practice in workshop settings and simulated conditions, structured feedback, and coaching for classroom applications. Two resources guide the professional development: (1) Teaching Reading Sourcebook and (2) Assessing Reading: Multiple Measures. A variety of validated reading assessments are also used, including the CORE Phonics Survey which has a central role in the evaluation of student outcomes in the APT project. A recent study found strong support for the reliability and validity of the CORE Phonics Survey. See PHASE II Report for research citations.

The APT project has made extensive use of the CORE professional development materials to ensure that teachers use a process of data-based problem solving to plan for and instruct students with disabilities. During the 2016-17 school year, considerable resources were used to train the APT Instructional Interventionists so that they could in turn train teachers and paraprofessionals in the 25 APT pilot schools. The evaluation of this work is described in Section B.1(b), in the "Training" subsection, beginning on page 18.

The Read Well Curriculum

As the 2016 summer CORE Reading Academies were unfolding, and as work with principals and teachers intensified at the beginning of the 2016-17 school year, it became clear to the APT Instructional Interventionists and the APT Leadership Team that classroom teachers needed an evidence-based reading curriculum to provide structure for planning and teaching reading. Specifically, teaching staff informed CCSD that a reading curriculum was needed in addition to CORE training, and this issue was discussed at a CCSD Special Education Leadership meeting.

Listening to this concern and acknowledging the need for curriculum that would support the CCSD Comprehensive Literacy Frameworks as well as the Nevada Academic Content Standards (NVACS), the APT Leadership Team responded by moving quickly to implement the *Read Well* curriculum as an essential component of the APT model.

Read Well is a comprehensive K–3 reading and language arts solution that helps students build the critical skills needed to be successful readers and learners. The research-based program allows teachers to effectively target students at all stages of development. Through a flexible approach of whole-class instruction, differentiated small-group instruction, and individual student practice, teachers have the flexibility they need to meet students at their skill levels and adapt instruction accordingly. *Read Well* meets the challenges of the NVACS—along with the needs of each child. Moreover, *Read Well* complements and builds upon the student skill assessment conducted using CORE tools.

Read Well has been extensively studied since 1999 in longitudinal studies, in comparative studies, and in studies conducted by third-party evaluators. Implementation has been studied at the kindergarten, first-grade, and second-grade levels, and results have been reported by special education subgroups. Individual study reports are available at www.voyagerlearning.com/readwell.

In support of the APT project, *Read Well* instruction data is gathered based on the level of the unit for student instruction. Instruction data is gathered monthly, and the data can be analyzed to determine the level of implementation within the classroom. These data also help inform discussions around why particular students are moving either quickly or slowly through units, and whether changes to pacing or specific instruction are warranted.

The evaluation of *Read Well* implementation is described in Section B.1(b), in the “Training” subsection, beginning on page 18, and in the “Evaluation Data” subsection, beginning on page 20.



***Read Well* and CORE experts work with Instructional Interventionists.**

A.4: Brief overview of the year’s evaluation activities, measures, and outcomes

In the sub-sections below, we provide a brief overview of evaluation work done in PHASE III in these critical areas:

- Evaluation Coordination
- Training
- Coaching Evaluation and Fidelity of Implementation Materials
- Teacher/Administrator Impact Data
- Student Data

Evaluation Coordination



The APT Leadership team meets with Brent Garrett of Garrett Consulting, LLC, the APT project’s external evaluator.

The APT Leadership Team met face-to-face four times with the project’s external evaluator, Brent Garrett of Garrett Consulting, LLC (GC). The meetings were held on July 16, October 16, and December 2, 2016, and January 11, 2017.

The purposes of these meetings were to review the status of the APT evaluation plan, draft and review data collection instruments, and to prepare for the PHASE III report submission. Numerous meetings by phone, by teleconference, and through email among the APT external evaluator, NDE personnel, and CCSD personnel also occurred during this period.

Training Evaluation and Fidelity Materials

Two sets of training evaluation and fidelity materials were developed or refined during this reporting period. For multi-day CORE training (discussed in more detail on pages 18-21, training and fidelity materials included:

- A pre/post multiple choice reading knowledge assessment for the entire Institute
- A true/false reading knowledge assessment for each day’s content

- A cumulative assessment of the quality, relevance, and usefulness of the Institute, as well as the degree to which participants’ learning styles were addressed
- Qualitative data explaining the impact the Reading Institute had on their knowledge of reading instruction
- Training fidelity data, collected by CORE staff to determine the degree to which the Reading Institutes were conducted with fidelity

For shorter, day-long or less training conducted by APT Instructional Interventionists (IIs), a shorter, online training evaluation form was developed. This evaluation form assesses the quality, relevance, and usefulness of each APT training; the degree to which the training impacted the participants’ knowledge of the topic; whether participants’ learning styles were addressed; and qualitative feedback regarding the impact of the training.

Full evaluation reports and corresponding InfoGraphics were developed and disseminated to key stakeholders. A copy of one the Reading Institutes Infographics is in Appendix A. The external evaluator is working with staff to construct a dashboard that will display real-time training data for all APT trainings.

Coaching Evaluation and Fidelity of Implementation Materials

CCSD personnel and the APT external evaluator have collaborated to develop a “Peer Fidelity Tool” that serves two purposes. First, this electronic tool serves as a coaching tracking log. Tracking of coaching activity began in January 2017. A summary of those data is provided in Chart 1 in Section B.2(b) on page 20. Coaching will also be evaluated through bi-annual participant feedback surveys. The first set of coaching data was gathered in January 2017.

The Peer Fidelity Tool also serves as a consistency of intervention tool and process for measuring fidelity of implementation. Data will be available at the end of this school year. Fidelity data began to be collected in January 2017. A summary of those data is also provided in Chart 2 in Section B.2(b) on page 21.

Teacher/Administrator Impact Data

To assess the impact of the professional learning on teachers and administrators, baseline surveys, interviews, and focus group protocols have been developed. The teacher baseline survey was administered to 104 teachers in the 25 APT schools in January 2017. The results of the baseline teacher survey are in Appendix C³. Qualitative data from the survey indicating project impact are in Section C.1(c) beginning on page 27. Two teacher focus groups and six principal interviews were also conducted to assess APT teachers’ and principals’ current level of knowledge and skills related to literacy instruction, as well as their perceptions about the professional development delivered to date.

³ An abridged version of the full report has been provided, which includes summaries of qualitative data but not individual comments.

Student Data

Third-grade reading results from the Smarter Balanced Assessment Consortium (SBAC) state assessment are used to measure Nevada's SIMR. As discussed in greater detail in Section E.4 on page 37, Nevada's 2014-15 SBAC test administration was flawed and there were no valid scores as a result. The 2015-16 SBAC results will serve as the APT baseline summative data.

At the time of this report, we can report on the school year 2016-17 fall (September 2016) and winter (January 2017) administration of the CORE Phonics Survey for students in 104 APT classrooms. The results from these surveys are presented in Section C.2(b) beginning on page 30. CCSD staff members are working to gather and analyze the appropriate CORE Phonics Survey data to assess student improvement over time. Currently, it is difficult to isolate the specific students impacted by APT from the special education population as a whole.

A.5: Highlights of changes to implementation and improvement strategies

During the first year of PHASE III activities, the most significant change to implementation and improvement strategies was the decision to invest in the *Read Well* curriculum to enhance the PLAN and TEACH components of the APT model as a way of supplementing the CORE instructional strategies. *Read Well* also has an ASSESS component used to determine the appropriate placement of a student in a unit, and there are end of unit assessments that will be incorporated into our overall student outcome measures. The rationale for this project enhancement is described above in Section A.3, beginning on page 7.

Also during this first year of PHASE III activities, a number of changes or additions have been made to APT evaluation activities. Training evaluation forms were augmented to gather data on the impact of training on participants' knowledge and skills, as well as the degree to which the trainings met their learning needs. A training fidelity instrument and process were developed and implemented to ensure training was delivered with fidelity. A comparable coaching fidelity tool is under development and will be used in the 2017-18 school year.

The APT data collection and reporting infrastructure has been improved to include a dashboard that will provide real-time data on progress monitoring (such as CORE Phonics Survey data), CORE Phonics, and *Read Well* data, as well as real time summaries of professional learning data. At the time of this report, the CORE Phonics section of the dashboard has been completed and initial work on the professional learning section is underway.

B. Progress in Implementing the SSIP

There is solid progress to report about the implementation of APT in the 25 pilot schools located in Clark County School District. In Section B.1, we describe progress on implementation from two perspectives: (a) progress on implementing activities, and (b) progress on producing outputs. In Section B.2, we describe key ways that stakeholders have been involved in the implementation and evaluation of APT.

B.1: Description of Nevada’s SSIP implementation progress

Below in Section B.1(a), we describe the extent to which we have carried out our planned activities and the accomplishments that resulted from those activities. Then, in Section B.1(b), we describe the outputs that have been accomplished as a result of the implementation activities.



Look closely. We all learn together.

B.1(a): Description of extent to which Nevada has carried out its planned activities with fidelity—what has been accomplished, what milestones have been met, and whether the intended timeline has been followed

Below is a table describing APT activities and the project’s accomplishments as a result of those activities. Nevada implemented its activities in accordance with the timelines established in the PHASE II Improvement and evaluation plan. To review, Nevada outlined three broad improvement strategies to implement the APT project:

- #1 – APT Infrastructure Development
- #2 – Professional Development
- #3 – Data Systems Development

In the PHASE II Improvement and Evaluation plan, activities were described to meet the short-term, intermediate, and long-term outcomes in the APT project. Those activities are listed in the left-hand

column of the table; the middle column describes the process for measuring whether the activity was carried out; the right-hand column describes the accomplishments and milestones to-date.

Evaluation of Improvement Plan Activities

Broad Improvement Strategy #1, APT Infrastructure Development, was designed to establish the 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 the CCSD. Below is a table of the activities that were designed in PHASE II to assist in infrastructure development, the measures that would demonstrate implementation, and the accomplishments and milestones that resulted from these activities.

<i>Broad Improvement Strategy #1: APT Infrastructure Development</i>		
Activities to Meet Outcomes	Implementation Measure	Accomplishments and Milestones
Obtain CCSD Board approval for APT project and funding proposal	Review of CCSD Board meeting minutes	Task accomplished; biannual approvals will be needed
Allocate and monitor funds for APT budget	Approved budget; review of quarterly budget expenditure reports	Task accomplished and quarterly reviews are ongoing
Establish CCSD personnel resources necessary for APT leadership and implementation	Review of personnel contracts and human resources documentation	APT Director was identified, and six APT Instructional Interventionists were hired; training will be ongoing
Establish formal working relationship with CORE INC. for APT training and support	Review of CORE INC. contract	Task accomplished but will be renewed annually
Establish well-functioning APT Leadership Team	APT Leadership Team monthly meetings; formulation of recommendations for improving team functioning	APT Leadership Team met monthly; recommendations of team members were implemented, including, e.g., expanding team membership and reformatting minutes to include “to-do” list. Work will continue to strengthen functioning of APT Leadership Team.
Design APT school selection process	Schools selected; school principals sign Participation Commitment forms	25 schools were selected and the schools implemented APT during the 2016-17 school year; school principals signed Participation Commitment forms.
Develop and implement communication strategies to support APT implementation and evaluation	Documents (e.g., meeting minutes); surveys, interviews, and focus groups	Task accomplished but work is ongoing. See, e.g., discussion in Section B.2(b) about development of <i>Communication Protocol</i> to provide structure for gathering input and questions from APT school principals and responding in a timely fashion
Develop and disseminate informational/promotional materials on APT, such as fact sheets, flyers, and parent letters	Documents (e.g., fact sheets); surveys, interviews, and focus groups	Task accomplished but work is ongoing. See, e.g., discussions in Section B.2(a) about development of logo and one-page flyer (Appendix G and H).

Broad Improvement Strategy #2, Professional Development, was designed to 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. Below is a table of the activities that were designed in PHASE II to assist in professional development, the measures that would demonstrate implementation, and the accomplishments and milestones that resulted from these activities.

Broad Improvement Strategy #2: Professional Development		
Activities to Meet Outcomes	Implementation Measure	Accomplishments and Milestones
Establish system for ensuring competence of APT Instructional Interventionists through Train-the-Trainer model	Review of CORE INC. “Train-the-Trainer” trainings; review CORE INC. training certificates	Accomplished. See Section B.1(b) regarding “Training” beginning on page 18
Establish training plan for CORE INC. training and CCSD instructional support training (“Roundtables”)	Review of contract with CORE INC., including separate professional development plans; training participant data; administrator, Instructional Interventionist, and teacher interviews, focus groups, and/or survey	Accomplished. See Section B.1(b) regarding “Training” beginning on page 18
Develop CCSD Instructional Support training Modules (“Roundtables”)	Review of training material; review of training data	Accomplished. See Section B.1(b) regarding “Training” beginning on page 18
Develop and implement a web-based series to support implementation and expansion of APT	Review of web-based tools; Instructional Interventionist/teacher interviews, focus groups, and/or surveys	Scheduled to begin June 2017
Conduct CORE INC. training and CCSD Instructional Support training for Instructional Interventionists , using a variety of data	Review of training modules; review training data; conduct Instructional Interventionist interviews, focus groups, and/or surveys	Accomplished. See Section B.1(b) regarding “Training” beginning on page 18
Conduct CORE INC. training and CCSD Instructional Support training for teachers	Review of training modules; review of training data; conduct teacher interviews, focus groups, and/or surveys	Accomplished. See Section B.1(b) regarding “Training” beginning on page 18
Conduct training for administrators to support effective implementation of APT	Review of training modules; review of training data; conduct administrator interviews, focus groups, and/or surveys	Accomplished. See Section B.1(b) regarding “Support for APT School Principals and Assistant Principals” beginning on page 17
Implement coaching component of APT in pilot schools	Review coaching materials; review of coaching data; conduct Instructional Interventionist/teacher interviews, focus groups, and/or surveys	Accomplished. See Section B.1(b) regarding “Training” beginning on page 18
Develop and disseminate parent training material to support APT	Review of training material; parent group interviews, focus groups, and/or surveys	Scheduled to begin January 2017, and partially accomplished through development of one-page flyer for parent information purposes (Appendix H)

Broad Improvement Strategy #3, Data Systems Development, was designed to 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. Below is a table of the activities that were designed in PHASE II to assist in data systems development, the measures that would demonstrate implementation, and the accomplishments and milestones that resulted from these activities.

Broad Improvement Strategy #3: Data Systems Development		
Activities to Meet Outcomes	Implementation Measure	Accomplishments and Milestones
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	Review of meeting minutes/agendas; evaluation tool development plans with external evaluators; review of tools developed	Accomplished but work is ongoing. See Section A.4 (beginning on page 4) and Section B.1.(b) (beginning on page 16)
Establish data system necessary to evaluate implementation of APT with fidelity	Review of implementation fidelity measures and data; review of participant interviews, focus groups, and/or surveys	Accomplished but work is ongoing. See Section A.4 (beginning on page 4) and Section B.1.(b) (beginning on page 16)
Establish data system necessary to evaluate training of Instructional Interventionists and teachers	Review of training measures and data; review of participant interviews, focus groups, and/or surveys	Accomplished but work is ongoing. See Section A.4 (beginning on page 4) and Section B.1.(b) (beginning on page 16)
Establish data system necessary to evaluate coaching provided by Instructional Interventionists to teachers	Review of coaching measures and data; review of participant interviews, focus groups, and/or surveys	Accomplished but work is ongoing. See Section A.4 (beginning on page 4) and Section B.1.(b) (beginning on page 16)
Establish data system necessary to conduct formative evaluations of student performance (e.g., progress monitoring)	Review of formative student performance evaluation data	AIMSweb progress monitoring data have been used by teachers to inform instructional decision making, but the use of these data for measuring and comparing student performance has been affected by the limits of the data collection system. Work will continue, including adding an option for schools to use progress monitoring systems other than AIMSweb.
Establish data system necessary to conduct summative evaluations of student performance (i.e., outcomes)	Review of summative student performance evaluation data	Accomplished but work is ongoing. See Section A.4 (beginning on page 4) and Section B.1.(b) (beginning on page 16)

B.1(b): Intended outputs that have been accomplished as a result of the implementation activities

In this section, we report on the outputs that have been accomplished as a result of APT project implementation. The outputs are organized into these categories:

- Selection of APT Instructional Interventionists
- Selection of APT Pilot Schools
- Support for APT Principals and Assistant Principals
- Training
- Coaching
- Evaluation Data
- Facilitative Administrative Supports

Selection of APT Instructional Interventionists



School-based training and coaching requires considerable travel in Las Vegas, a city containing approximately 136 square miles.

APT Instructional Interventionists on the road!

Six Instructional Interventionists were selected to facilitate APT training and coaching. Each professional brings extensive experience to the APT project, having from five to more than 20 years of experience in instructional support and coaching.

Selection of APT Pilot Schools

During the 2015-16 school year, 25 schools were selected to participate in APT. Importantly, each of the principals in the 25 APT schools signed a “Participation Commitment” making the following assurances:

- Informed, written commitment from the school/principal to participate for the grant period
- Active teacher participation in training, roundtables, and project evaluation processes
- Progress monitoring will be completed for students with IEPs
- Release time, as required, for participating teachers for training, site visits, etc.
- Support for the trainer/mentor within the school building

At the outset, we sought to include schools that had both primary (grades K-2) and intermediate (grades 3-5) self-contained special education programs for students with learning disabilities (the “SLD” classrooms). We also looked for geographic diversity in the Las Vegas area. Without intending to, we ended up with 25 schools that have considerable diversity in many respects. Consider these data from 2015-16⁴:

- The schools range in total school enrollment from 341 to 963, with an average enrollment of 712
- The schools range in special education identification rates from 11% to 22%, with an average identification rate of 15% (NOTE: because these schools have specialized programs located on their campuses, their identification rates are predictably higher than the district-wide average of about 11%)
- The schools range in the percentage of students eligible for Free or Reduced Lunch from 11% to 94%, with an average percentage of 68%
- The schools range in race/ethnic diversity, from 33% of students enrolled who are non-white to 98% of students enrolled who are non-white, with an average of 76% non-white student enrollment

The diversity represented in these schools, when compared to one another, is vitally important to the APT project. Without experience implementing APT in all kinds of schools that face diverse challenges, it will not be possible to anticipate the resources and flexibility necessary to “scale-up” APT in future years within the CCSD and beyond.

Support for APT School Principals and Assistant Principals

During the summer of 2016, it became clear that the success or failure of APT would depend largely on whether the principals in the 25 APT schools were knowledgeable about and fully committed to the project. Work began in earnest to plan a day of training specifically designed for the principals,

⁴ Source: Nevada Report Card, Demographic Profiles, 2015-16 School Year

including a focus on explaining the training being provided to teachers, the coaching that would be implemented, the data that would be collected and analyzed, and the ways the APT Leadership Team planned to disseminate and celebrate the success of the students in the project.

To lay the foundation for solid engagement in APT, a specific training for 34 principals and assistant principals from the 25 APT schools was provided on November 17, 2016. Evaluation data are shared in Appendix D.

Training

Without a doubt, training has been the focus of APT implementation efforts during the first year of PHASE III activities. Training for teachers and paraprofessionals has covered implementing CORE principles and materials, using the *Read Well* curriculum, data analysis and progress monitoring based on CORE Phonics Survey data, IEP goal grouping, and classroom management. Training for the APT Instructional Interventionists has included “Train-the-Trainer” sessions for CORE and the *Read Well* curriculum. Training for school principals and assistant principals has included understanding and supporting components of the APT model, as well as understanding and using APT project evaluation data.



APT Teachers: “Working on the Work”

Two sets of training were provided to APT personnel in the first year of full implementation, one set of training was provided by staff from the Consortium on Reaching Excellence in Education (CORE) (see Table 1) and the other set of training was provided by APT Instructional Interventionists (see Table 2). CCSD has a long history of working with CORE, a national professional learning provider with more than 20 years of experience. CORE provides comprehensive professional learning services that include training, coaching, and resources to preK-12 instructional leaders and teachers.

Four of the six APT Instructional Interventionists attended a four-day “Train-the-Trainer” Reading Academy provided by CORE in May 2016 (see Table 1). In addition to the Instructional Interventionists, other staff members who facilitate literacy development in CCSD classrooms also participated in the training. A second “Train-the-Trainer” Reading Academy was also conducted in November-December 2016 to train two additional Instructional Interventionists and other newly hired personnel (see Table 1). The purpose of the training was to develop the skills of Instructional Interventionists and facilitators to conduct future CORE Reading Academies that are connected to the Nevada Academic Content Standards (NVACS) and focus on word structure, early literacy, decoding and word study, reading fluency, vocabulary, and reading comprehension.

Table 1: Training Sessions Delivered by CORE in 2016-17

Training Dates	Number of Participants
Train-the-Trainer - May 2 - 5, 2016	20
Train-the-Trainer – November 28 – December 2, 2016	7

The APT Instructional Interventionists provided 36 trainings for APT teachers between the beginning of the 2016-17 school year and February 2017 (Table 2). The most frequent training was connected to the roll out of the *Read Well* curriculum. The APT Instructional Interventionists also provided four CORE Reading Academies during PHASE III. The purpose of the Academies was to develop the skills of CCSD teachers to support the use of word structure (in English and Spanish), early literacy, phonological awareness, decoding, phonics, blending instruction, multisyllabic word reading, fluency, vocabulary, word instruction, and reading comprehension, within the context of the Nevada Academic Content Standards (NVACS) and the CCSD Comprehensive Literacy Frameworks.

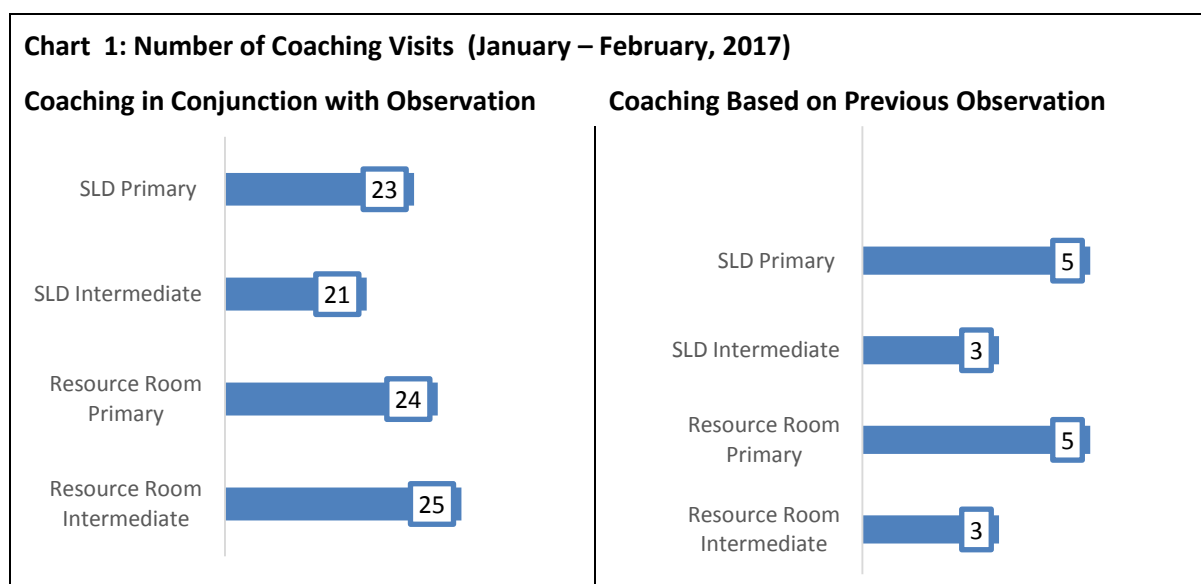
Table 2: Training Sessions Delivered by APT Instructional Interventionists in 2016-17

	Duration (Hours)	Total Number of Sessions	Total Number of Participants
<i>Read Well</i> Curriculum	6	4	87
<i>Read Well</i> Assessment	3	4	64
<i>Read Well</i> Teacher/Paraprofessionals	3	3	39
Data Analysis & Progress Monitoring	6	4	43
Big 5 Essential Reading Components	6	4	17
APT Overview	3	3	27
IEP Goal Grouping	3	3	21
Classroom Management	6	3	17
Explicit Phonics	20	2	16
CORE Reading	30	4	89
Writing Data	6	1	7
Multiple Measures	6	1	6

Coaching

The coaching log was developed and began to be used in January, 2017. Chart 1 describes the 109 coaching sessions conducted by the APT Instructional Interventionists in January and February, 2017. The chart separates the coaching sessions into type of classroom (SLD = self-contained Learning Disabilities classrooms, RR = resource room) and by grade level (primary = grades K-2, or intermediate = grades 3-5).

The initial coaching sessions included an observation of the APT teacher (93 sessions). The data from the observation was used to inform the content of future coaching visits. Since the observation process was new, the majority of coaching activity during this time period included an observation along with a coaching session. During this two-month period of time, 16 additional coaching sessions were conducted based on the data gathered during a previous observation.



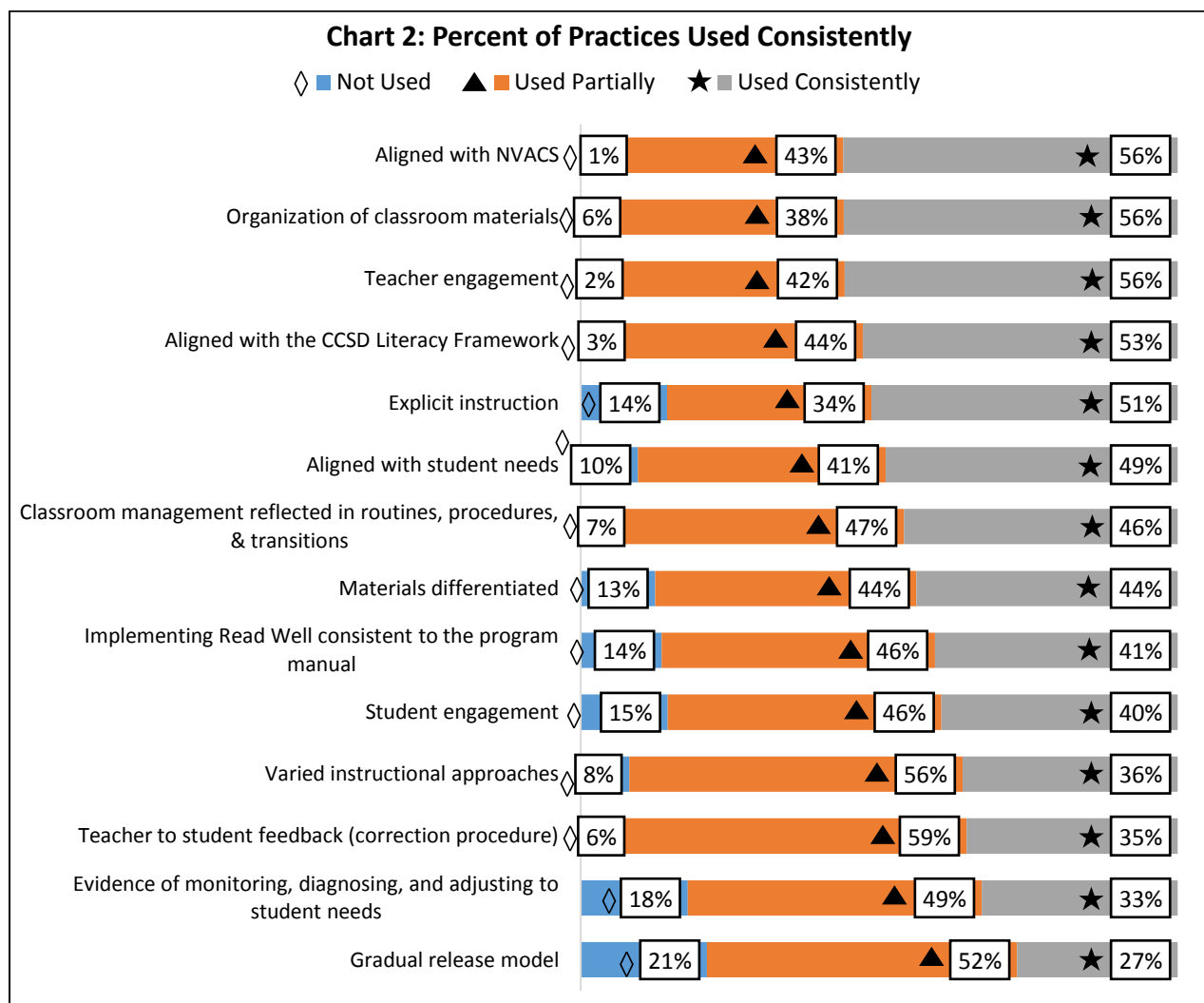
In addition to coaching conducted during an on-site school visit, coaching also frequently occurs through other interactions with teachers, including by telephone, email and text-messaging, as well as through conversations that occur before, during, and after topic-focused training sessions.

Evaluation Data

Four training evaluation reports were developed and disseminated to assess the quality, relevance, usefulness, and impact of the week-long CORE training. The teacher baseline survey was administered to 104 teachers in the 25 APT schools in January 2017. Two teacher focus groups and six principal interviews were also conducted to assess APT teachers’ and principals’ current level of knowledge and skills related to literacy instruction, as well as their perceptions of the professional development delivered to date.

The APT Instructional Interventionists conducted 98 classroom observations to determine the degree to which the evidence-based reading practices were implemented consistently (see Chart 2). The practices observed most frequently were: (1) aligned with the NV Academic Content Standards, (2)

organization of classroom materials, and (3) teacher engagement (each practice was observed in 56% in the observations). The practices observed least frequently included: (1) gradual release model (33%), (2) evidence of monitoring, diagnosing, and adjusting to student needs (33%), (3) teacher to student feedback (35%), and (4) varied instructional approaches (36%).



These data are critical in identifying areas where teacher skill should be strengthened, and help inform the content of training sessions and future coaching.

Facilitative Administrative Supports

The APT Leadership Team was developed and includes the representatives listed in Table 3. Below the list of team members is the list of APT Leadership Team meeting dates (Table 4). Three of the APT Leadership Team meetings focused on program evaluation (July 16, and October 16, 2016, and January 11, 2017).

Table 3: List of APT Leadership Team Members

Clark County School District	Nevada Department of Education
Julia Chavez, Director, Student Services Division	Will Jensen, Special Education Director
Cathy Scott, Director of Professional Development, Student Services Division	Julie Bowers, SPDG/SSIP Director
Aalya Page, APT Principal, Bilbray Elementary School	Ann Alexander, SSIP Coordinator
Maureen Lagenbach, APT Principal, Galloway Elementary School	
Meagan Patterson, APT Instructional Interventionist	Nevada PEP
Merrill Young, APT Instructional Interventionist	Robin Kincaid, Educational Services Director
Angela Burkhardt, Coordinator, LINKS Team	
Kathlene Banak, Early Childhood Coordinator	

Table 4: APT Leadership Team Meeting Dates

April 18, 2016	September 21, 2016
May 11, 2016	October 18, 2016 (Evaluation Focus)
June 6, 2016	November 16, 2016
July 13, 2016	January 11, 2017 (Evaluation Focus)
July 26, 2016 (Evaluation Focus)	February 22, 2017
August 29, 2016	

B.2: Stakeholder involvement in SSIP implementation

In PHASE II, we described stakeholder involvement in Nevada’s SSIP through the lens of the “Leading by Convening” model. Through this model, we have structured stakeholder involvement depending upon whether the purpose (“depth of interaction”) was to inform, network and collaborate, or transform. Because PHASE III has been focused almost entirely on the purpose to transform reading instruction in 104 classrooms, the bulk of our work with stakeholders involved those who are closest to the actual implementation of the model. See Section B.2(b) below. There has also been work to keep the broader community of stakeholders informed about SSIP implementation, and we describe that work first.

B.2(a): How stakeholders have been informed of the ongoing SSIP implementation

To date, the primary means of sharing implementation information with stakeholders has been through the efforts of the individual members of the APT Leadership Team. The APT Leadership Team is composed of representatives from the Nevada Department of Education (NDE), Nevada PEP (Nevada’s federally funded parent training and information project), the APT external evaluator, two principals from APT schools, two APT Instructional Interventionists, and four CCSD administrators.

Progress toward implementing the APT project has been regularly discussed by NDE at meetings of the Special Education Directors Association (“SEDA”) and the Special Education Advisory Committee (“SEAC”)—two critical stakeholder groups in Nevada. After the first full year of data are available, the NDE, partnering with other APT Leadership Team members, will make presentations to these two groups that will fully describe the first year of implementation. These will be “big picture” discussions as other school districts and charter schools begin to imagine replicating the APT model in their settings. We expect that interactive discussions with these two key stakeholder groups will raise questions that will influence how the APT model is implemented in Year 2 of PHASE III. The APT Leadership Team is always keeping a dual agenda in mind—how to have success with APT in the 25 pilot schools, and how to build a model that can be replicated in other CCSD schools and in other school districts throughout the state.

APT implementation is also a standing topic at the meetings of Nevada PEP, the state’s federally funded parent training and information project. On at least two occasions during the 2016-17 school year, Nevada PEP has discussed APT implementation with its staff members, who work throughout CCSD and beyond. These discussions keep Nevada PEP staff informed about the project so that they can answer questions and voice support for the project.

The APT Leadership Team meeting in July 2016 focused almost exclusively on the work Nevada PEP does in support of forming school-parent partnerships around school achievement, particularly in the area of literacy development. Nevada PEP has been working to build an enhanced understanding among families about the importance of evidence-based practices in education, including about reading, and about the resources parents can access to learn more. Nevada PEP sent out monthly electronic newsletter (e-post) to in the 2016-2017 school year 12,000 families each month with the following titled article: *“Keeping Parents Informed - Evidenced Based Practices in Education.”* The article gave examples of reading programs that were evidenced based. Further, links to *What’s Works Clearinghouse*, *National Early Childhood Transition Center*, and *Institute of Education Sciences* were provided to encourage families to learn more and talk to their school about reading. We believe this work helps to build the

strong foundation for increasing parent involvement in implementation of the APT model—a primary goal for the second year of PHASE II implementation.

Two important decisions were made as a result the APT Leadership Team meeting in July 2016. One was a decision to create a logo to identify the model and begin to create a “brand” for APT. See Appendix G and the Table of Contents for this report. We have begun to use the APT logo on every item we create to promote the project (including t-shirts!). Second, we decided to create a one-page flyer to describe the APT Project that could be used one-to-one in parent-teacher conferences, and could also be used when making presentations about the project to larger audiences (see Appendix H).

As mentioned above, after the first year of evaluation data are available in the summer of 2017, the APT Leadership Team will make a series of specific presentations to various stakeholder groups, including SEDA, SEAC, Nevada PEP, the APT school principals, and various CCSD administrator groups, to share the limited first-year implementation and evaluation results. Although it has not yet occurred, two members of the APT Leadership Team will present preliminary results of the project at Nevada’s “MEGA Conference” in May 2017. The MEGA Conference is an annual conference of educators and parent leaders that is attended by hundreds of individuals from throughout the entire state. The MEGA Conference gives the Nevada education community an opportunity to hear about cutting-edge work with students, including students with disabilities, at every level in the state’s elementary and secondary school system. The MEGA Conference is the premier opportunity for us to begin telling the story of APT implementation. We expect this will be the first of many such presentations during the next years.

We also want to preview another important “informing” event that will occur in May 2017. APT teachers, school administrators, APT Instructional Interventionists, CCSD administrators, and students and their parents are being invited to a “Celebration of Dedication” in honor of the students and teachers in the APT project. The Celebration will include acknowledging the accomplishments of one student at each of the 25 APT schools who has become a better reader. We are excited about this event, and we expect this evening of celebration to be the first of many to come.

B.2(b): How stakeholders have had a voice and been involved in decision-making regarding the ongoing SSIP implementation

The discussion of how stakeholders have been involved in decision-making regarding the ongoing SSIP implementation is a discussion of how the “transforming” stakeholder group has operated.

The “transforming” group is the APT Leadership Team. 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. As mentioned throughout this report, APT Leadership Team members include:

- three members representing the Nevada Department of Education (NDE) (the state Special Education Director, the SPDG/SSIP Director, and the SSIP Coordinator)
- the Educational Services Director from Nevada PEP (Nevada’s federally funded parent training and information project)
- the APT external evaluator, Garrett Consulting LLC

- two principals from APT schools (Bilbray Elementary School and Galloway Elementary School)
- two of the six APT Instructional Interventionists (others join as their schedules permit)
- four CCSD administrators (the Student Services Director, the Director of Professional Development, the Coordinator for the LINKS Team, and the CCSD Early Childhood Coordinator)

Each of these individuals is unquestionably a “stakeholder” in the APT project for “transforming” purposes.

The APT Leadership team is very much a working team, and SSIP implementation recommendations and decisions occur at this level, even though others in the CCSD administrative structure may be called upon for specific kinds of administrative support. For example, when teachers requested additional resources to enhance the reading curriculum, the APT Leadership Team weighed in on the curriculum options available, and helped to guide the decision to implement the *Read Well* curriculum. Once that decision was made, it implicated decisions about grants/budget, about staff training, and about APT evaluation components. Because we have the right APT Leadership Team in place to make these implementation decisions, we believe that implementation has moved as quickly as is prudent. Further, the evaluation model has been flexible enough to account for adjustments in, for example, implementation of the *Read Well* curriculum.

But the “transforming” stakeholders extend beyond those who are members of the APT Leadership Team itself. A key example is the group of school principals and assistant principals who are responsible for the site-based leadership to implement the model at the 25 pilot sites. As mentioned above, one of the major accomplishments of the project was a convening in November 2016 of 34 of these stakeholders. That meeting accomplished a “milestone” for the APT project—the development of a “communication protocol” to facilitate communication from the schools themselves to the APT Leadership Team, and back to the schools. A description of this work follows.

The APT Leadership Team collaborated with the National Center for Systemic Improvement (NCSI) and consultants from American Institutes for Research (AIR) in the development and presentation about the APT project to 34 principals and assistant principals from the 25 APT schools. The goals of the “Principals’ Meeting” were

1. Build knowledge and understanding of APT among principals and other leadership staff meetings
2. Build knowledge and understanding of principles of effective implementation among principals and other leadership staff members
3. Communicate a vision of effective APT implementation and deepen principal buy-in

The bulk of the “work” of the principals and assistant principals focused on the third goal. Jennifer Pierce from AIR, facilitated the group in developing a “communication protocol” for principals to communicate with the APT Leadership Team, as well as a protocol for the APT teachers to communicate with the school administrators at the building level. Our goal was to make sure that in a timely way, questions and concerns could be raised at the building level, and then communicated to the APT Leadership Team for prompt response.

The specific purposes of linking communication protocols are to:

- Communicate progress and celebrate success throughout the system
- Report systemic barriers that are preventing or hindering implementation and
 - Should be resolved by one of the groups
 - Need to be moved ‘up the line’ to the group that can best address the barrier
- Report on actions taken related to resolve or address past issues
- Revisit past decisions and agreements periodically to ensure that solutions are still functional

The principals and assistant principals first agreed on a **rationale** for implementing a communication protocol: *“In order to effectively implement APT, building administrators and the APT Leadership Team need to be able to communicate on a regular basis about APT implementation in their schools. The communicated information will be used as a data source to improve implementation of APT within identified schools.”* They also agreed on the **information to communicate**: *“What are the challenges in implementing APT? What are potential solutions to these challenges? When solutions were tried, what happened? What successes have we had with APT? What do we need from the leadership team to ensure APT improves outcomes?”*

Utilizing the tools from The National Implementation Research Networks Active Implementation Hub (AI Hub) the principals and assistant principals then worked in small groups to complete the Communication Protocol Worksheet where they processed these components of the communication protocol:

- Responsible Individual(s)
- Schedule, Time Allotted
- Format
- Response Timeline
- Response Format

Once the small groups had completed their work, the group was brought back together to combine ideas, and refine. Using the “fists of five” consensus process, the group was able to develop a final version of the communication protocol to be used.

The protocol serves as a way to ensure bidirectional communication between those who implement APT, the Instructional Interventions, and the building level administrators. And it demonstrates how the APT Leadership Team has engaged “transforming” stakeholders beyond the Leadership Team itself to improve the assessment, planning, and teaching of reading to students with disabilities in CCSD. In next year’s report, we will be able to describe more fully how well this protocol has worked, and what changes we will make to improve its usefulness.

C. Data on Implementation and Outcomes***C.1: How Nevada has monitored and measured outputs to assess the effectiveness of the implementation plan******C.1(a): How evaluation measures align with the theory of action***

During PHASE II, Nevada SSIP stakeholders spent most of the year developing a Logic Model that aligned with the Theory of Action developed in PHASE I, and a corresponding evaluation plan to collect, analyze, and report on the outcomes identified in the SSIP Logic Model. The evaluation plan was further refined during PHASE III as the data collection instruments began to be developed.

C.1(b): Data sources for each key measure

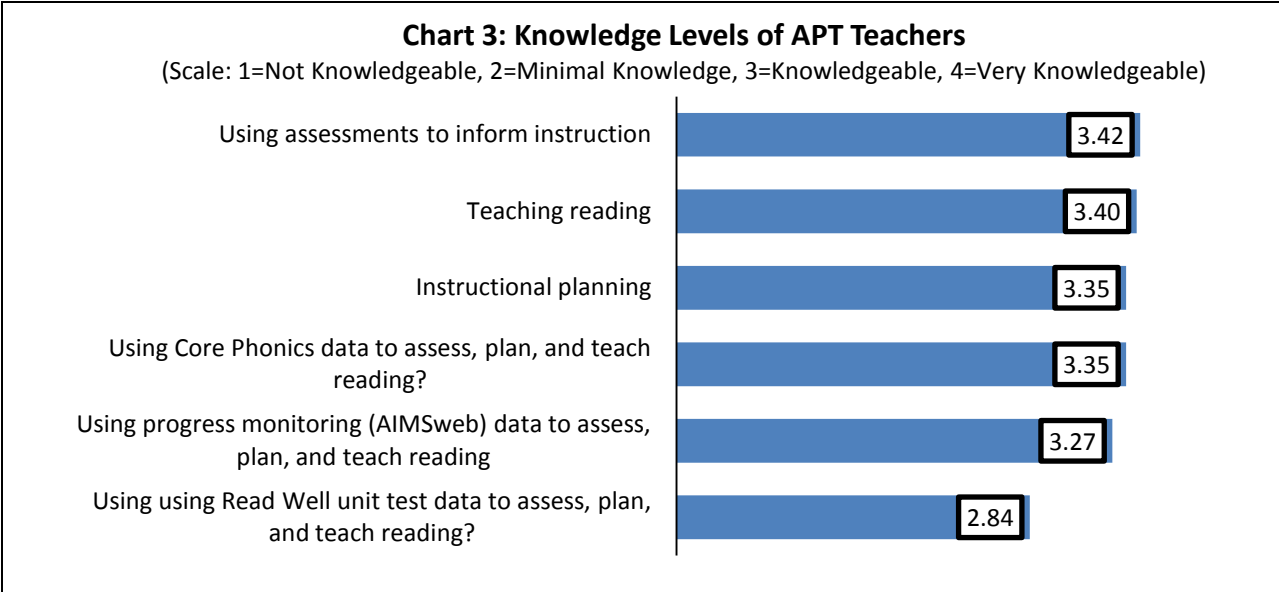
The NV SSIP APT Evaluation Plan is included in Appendix E. It displays the type of data collected, the instrument used to gather the data, person responsible, and timelines. Further detail is provided in the NV SSIP PHASE II plan which provided data sources for every outcome identified in the NV SSIP Logic Model.

C.1(c): Description of baseline data for key measures

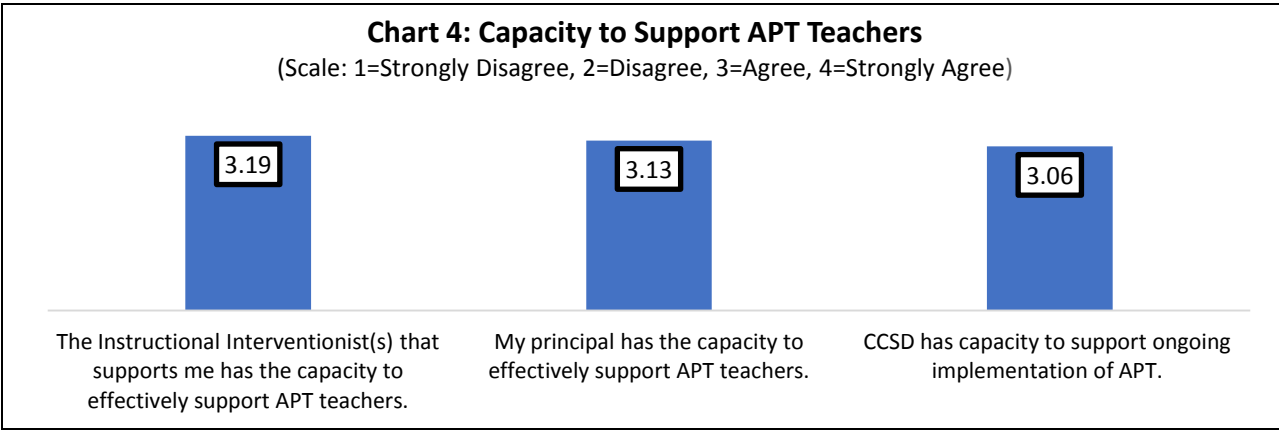
As mentioned in A.4 on page 11, third-grade reading results from the Smarter Balanced Assessment Consortium (SBAC) state assessment are used to measure Nevada's SIMR. As discussed in greater detail in Section E.4 on page 37, Nevada's 2014-15 SBAC test administration was flawed and there were no valid scores as a result. The 2015-16 SBAC results will serve as the APT baseline summative data.

Also addressed in A.4, to assess the impact of the professional learning on teachers and administrators, baseline surveys, interviews, and focus group protocols were developed and implemented in January 2017. The 104 APT teachers in the 25 APT schools were surveyed. Of those 104 teachers, 56 replied to the survey for a 54% response rate. Thirteen of those teachers also participated in baseline focus groups and six principals were interviewed to gather qualitative baseline data. The APT Instructional Interventionists were also interviewed to gather a baseline perspective from those facilitating the professional learning. An abridged version of the full report is included in Appendix C (summaries of quantitative data are provided, but not all of the individual comments). Below we provide a summary of the quantitative teacher baseline survey results.

The first set of questions were included to assess the teachers' perceived level of knowledge regarding various topics. Chart 3 displays the responses. Overall, teachers responded they felt knowledgeable about using assessments to inform instruction (3.42), teaching reading (3.40), and instructional planning (3.35). They also stated they were knowledgeable about using CORE Phonics and progress monitoring (CORE Phonics Survey) data to assess, plan, and teach reading. However, teachers perceived themselves to be less knowledgeable about using *Read Well* unit test data to assess, plan, and teach reading. This result was not surprising since full implementation of *Read Well* is still in process.



Teachers were also asked to share their perceptions about the capacity of the APT Instructional Interventionists, principals, and the CCSD to support teachers and the APT project effectively (see Chart 4). Overall, teachers indicated they agreed that the APT Instructional Interventionists and principals had the capacity to support APT teachers effectively. There was less agreement that CCSD had the capacity to support the ongoing implementation of the APT project.



In addition to the summary data provided above, correlation coefficients for each of the questions were calculated to examine the relationship between teachers’ tenure and the outcomes addressed in the APT teacher survey (see Table 5). This analysis yielded expected results. There was a moderately strong correlation, or relationship, between the length of teachers’ tenure and their perceived knowledge of 1) using assessments to inform instruction ($r=0.52$) 2) instructional planning ($r=0.51$) 3) teaching reading ($r=0.52$), and 4) using progress monitoring (CORE Phonics Survey) data to assess, plan, and teach reading ($r=0.50$). Further analysis also found these coefficients to be statistically significant at $p = .05$. These findings are not surprising. One would expect that as the years of service increase, a teacher’s perceived knowledge on various topics would also increase.

Table 5: APT Teacher Survey Correlational Coefficients

APT Teacher Survey Items	Correlation Coefficient
How knowledgeable/confident are you about using assessments to inform instruction?	0.52*
How knowledgeable/confident are you about teaching reading?	0.52*
How knowledgeable/confident are you about instructional planning?	0.51*
How knowledgeable/confident are you about using progress monitoring (CORE Phonics Survey) data to assess, plan, and teach reading?	0.50*
How knowledgeable/confident are you about using CORE Phonics data to assess, plan, and teach reading?	0.42*
My principal has the capacity to effectively support APT teachers.	0.32*
The Instructional Interventionist(s) that supports me has the capacity to effectively support APT teachers.	0.23
CCSD has capacity to support ongoing implementation of APT.	0.17
How knowledgeable/confident are you about using <i>Read Well</i> unit test data to assess, plan, and teach reading?	0.16

**Statistically significant at p=.05*

C.1(d): Data collection procedures and associated timelines

The NV SSIP APT Evaluation Plan is included in Appendix E. It displays the type of data collected, the instrument used to gather the data, person responsible, and timelines.

C.1(e): Sampling procedures

The only sampling employed in the APT evaluation plan was for the qualitative teacher and principal data collection. Six of the 25 APT principals (24%) were selected to be interviewed. They were selected to represent different regions of the CCSD. Sixteen of the 104 APT teachers (15%) were selected to participate in the two focus groups (thirteen actually participated). The teachers represented different regions of the CCSD and varied in experience from a second-year teacher to three teachers with more than 25 years of experience.

C.1(f): Planned data comparisons

Once the process for isolating CORE Phonics Survey data for impacted students is established, we will be able to compare CORE Phonics Survey results for students with comparable disabilities at APT and non-APT schools. Similarly, we are working to isolate SBAC results for impacted students in APT schools versus students in non-APT schools.

C.1(g): How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements

Quantitative and qualitative evaluation data were collected after each CORE training session and were used to inform subsequent CORE training. The APT training sessions (including the “roundtables”) provided by the APT Instructional Interventionists were also evaluated. We are in the process of

developing a data system to more easily process the large amount of APT training evaluation data so the data are more accessible and useful for formative purposes.

An online, real-time data dashboard is under development to manage, analyze, and report on APT training and coaching outputs, CORE Phonics data, and *Read Well* curriculum unit completion data. The CORE Phonics and *Read Well* dashboards will allow for disaggregation by the type of classroom (resource room or SLD classroom), school, and grade. A screen shot of the CORE Phonics dashboard is included in Appendix F. The training dashboard will allow for disaggregation by type of training, trainer, and topic.

The Clark County School District already had a data system established to access CORE Phonics Survey data. The data system is designed primarily to be a data source for teachers and works well in that capacity. The data system has been a challenge for program evaluation and improvement purposes, as the current system is not able to disaggregate by the students in APT classrooms. APT staff and the Clark County School District data department are collaborating to address this limitation.

C.2: How Nevada has demonstrated progress and made modifications to the SSIP

C.2(a): How Nevada has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SIMR

The APT Leadership Team reviews evaluation data regarding training, coaching, and student outcomes at each of its monthly meetings. The Team’s capacity to engage in this level of review so quickly after data have been collected is made possible by the extent to which data gathering is now immediate and electronic—a significant improvement in the infrastructure of the project. The infrastructure capacity to produce timely data for decision making is a milestone for the APT project.

C.2(b): Evidence of change to baseline data for key measures

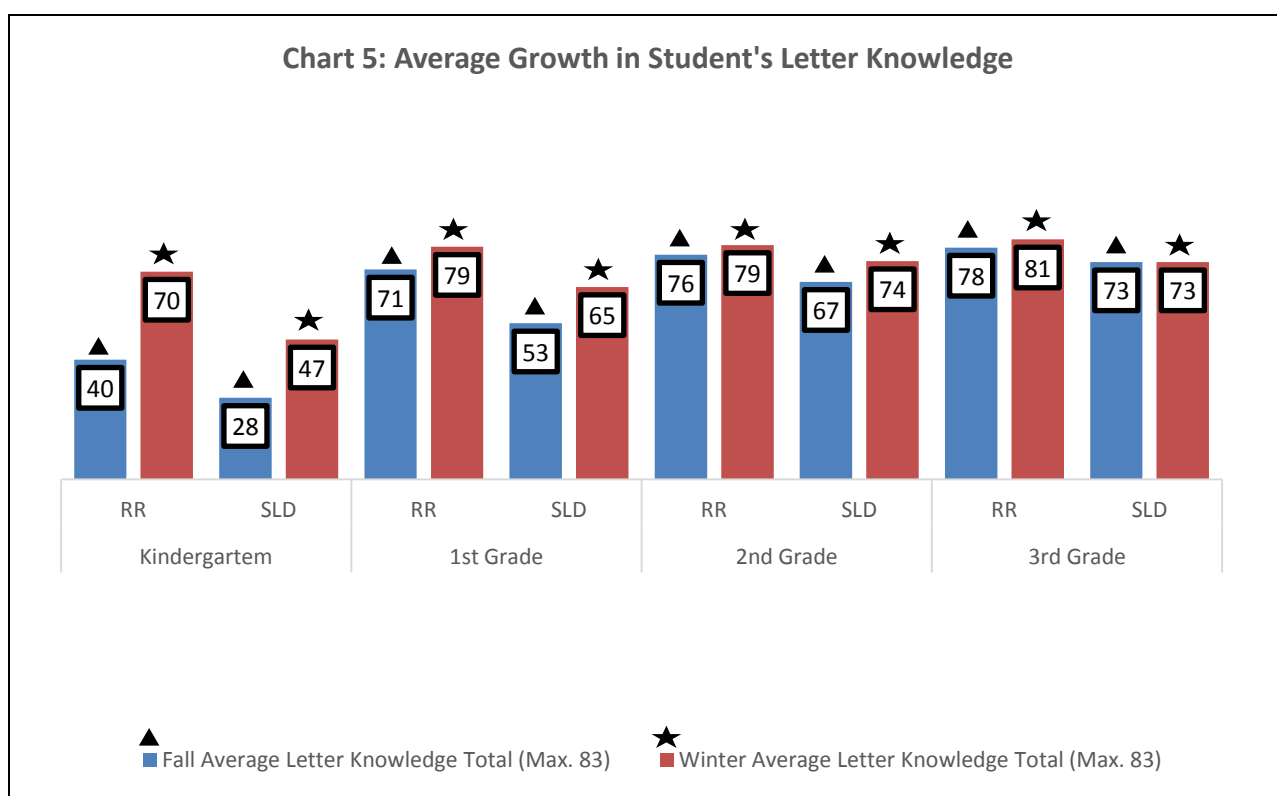
At this early stage of implementation, mid-way through the school year, the only post-baseline data available are two administrations of the CORE Phonics Survey. Baseline data were collected from 1,661 students in 104 APT classrooms in 25 CCSD elementary schools in September 2016. A second administration of the CORE Phonics Survey occurred in January 2017. A third administration will occur in May 2017.

The resulting data were disaggregated by the type of classroom where students received the majority of their instruction. Some special education students are pulled from a general education classroom for a portion of the day and receive specific instruction in a Resource Room setting (RR). The second group includes students who receive the majority of their instruction in a self-contained classroom for students with Learning Disabilities (SLD).

In Charts 5 and 6, we present the results of the two broad domains of the CORE Phonics Survey. Students are assessed on their knowledge of letters and words. By grade level, the chart shows RR and SLD data from September 2016 (the “fall” administration) compared to January 2017 (the “winter” administration).

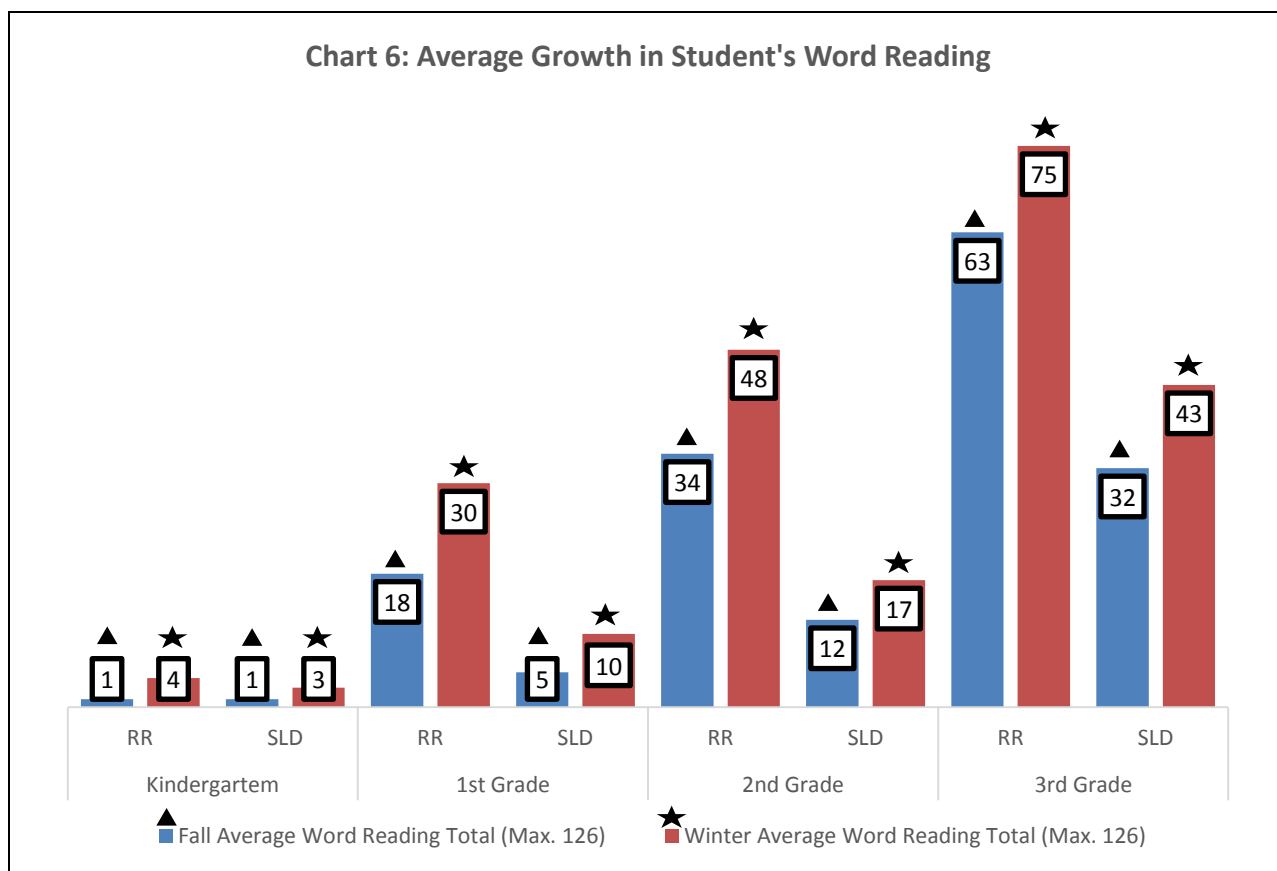
As shown in Chart 5, students were most likely to show substantial growth in letter knowledge in kindergarten and first grade. In second and third grades, students showed less substantial growth, or demonstrated no growth (third-grade students in SLD classrooms). As students’ skill in letter knowledge improves by third grade they begin to reach the upper limit for demonstrating that skill (the maximum score is 83). Consequently, a ceiling effect in the measurement becomes apparent, and there is less “room” to show growth.

On average, for all grades, students in Resource Rooms scored higher than students in SLD classrooms, for both the fall and the winter administrations of the CORE Phonics Survey. The difference in results between students in Resource Rooms versus those in SLD classrooms was most noticeable in kindergarten and first grade, but even in second and third grades, the Resource Room students scored slightly higher than their SLD classroom peers.



Next, we describe results from the fall and winter administration of the CORE Phonics Survey measuring students’ skills in Word Reading.

There was more variability in the results from the Word Reading domain of the CORE Phonics Survey (see Chart 6). Both groups of students scored very low in kindergarten, as they demonstrated very little word reading skills. Students in Resource Rooms and SLD classrooms demonstrated growth in word reading skills as they progressed across the grade levels. However, in contrast to the letter knowledge results, the differences in word reading skills between students in Resource Rooms and those in SLD classrooms remained across grade levels. In first, second, and third grade, students in SLD classrooms scored much lower than students in Resource Rooms during the fall and winter CORE Phonics Survey administrations. Students in Resource Rooms also showed more growth from fall to winter administrations than their peers in SLD classrooms.



Measurement of progress through the CORE Phonics Survey will continue to be an important indication of individual students' growth in skill development within a given school year. These data not only provide support for the APT model, but also they guide teachers' decision-making about specific instructional strategies that need to be used with groups of students.

C.2(c): How data support changes that have been made to implementation and improvement strategies

The only enhancement to the APT implementation and improvement strategies was the decision to purchase and implement the *Read Well* curriculum. This decision was based on input from teachers, principals, and Instructional Interventionists working directly in schools who acknowledged that the CORE materials, although very useful in addressing instructional strategies, did not provide an adequate structure for curriculum to teach reading. See discussion in Section A.3 beginning on page 7.

We expect refinements to other implementation and improvement strategies to occur when the final evaluation data are available in the summer of 2017 following the first full year of implementation.

C.2(d): How data are informing next steps in the SSIP implementation

The APT Leadership Team reviews available training, coaching, and student performance data at each of its monthly meetings. Because the first year of full implementation has not yet concluded, the data simply reinforce that we are on the right track, and implementation should proceed as outlined in PHASE II. Of course, the training data do guide next steps in incremental ways. For example, when the school principals were trained, they expressed an interest in meeting together more frequently, and this feedback will inform next steps for working with building principals and assistant principals.

The implementation data has confirmed that we should not engage in a substantial expansion of the APT model during 2017-18. We are contemplating adding a few more schools, and we are contemplating expanding to different types of self-contained programs within our existing schools. In particular, fidelity of implementation data showed areas where teachers' skills need to be strengthened through training and coaching (see Chart 2 on page 21). It also turns out that the coaching element of the APT model is critical to its success, and we are just underway implementing the tools necessary to provide high-quality coaching for teachers. Before expanding, we also need student outcome data as evidence that APT makes a difference in the reading performance of students with disabilities. Because Nevada's SBAC administration failed during 2014-15, we are only now able to establish an accurate baseline based on 2015-16 data. The results of the 2016-17 administration of SBAC will not be available until well into the 2017-18 school year—and without data to support APT success, significant expansion to other schools is not yet warranted.

Finally, the school-based implementation of APT relies primarily on the knowledge and skills of six Instructional Interventionists. Until those professionals have a good command of the necessary steps and approaches for implementing the APT project such that their work can be operationalized and used to train new staff, and until we can hire and train additional Instructional Interventionists to support new schools, expansion would be unwise. We are still building the ship—it is too soon to offer blueprints for replication. "Go slow to go fast" is our motto regarding expansion.

2(e): How data support planned modifications to intended outcomes (including the SIMR)—rationale or justification for the changes or how data support that the SSIP is on the right path

Three of the 11 PHASE III Leadership team five-hour meetings focused almost exclusively on establishing the APT evaluation and data management system. This system includes data related to

professional development, teacher and principal impact, and student outcomes. To date, most of the data reviewed at these meetings has been training data. As more training and APT outcome data become available, the APT Leadership Team will be in a position to act on the results.

C.3: Stakeholder involvement in the SSIP evaluation

C.3(a): How stakeholders have been informed of the ongoing evaluation of the SSIP

To date, the primary means of evaluation information sharing with stakeholders has been through the APT Leadership Team. The APT Leadership Team is composed of representatives from the Nevada Department of Education, Nevada PEP (the federally funded parent training and information project), the APT external evaluator, two principals from APT schools, two APT Instructional Interventionists, and four CCSD administrators.

Progress toward evaluating the APT project has been regularly discussed at meetings of the Special Education Directors Association (“SEDA”) and the Special Education Advisory Committee (“SEAC”)—two critical stakeholder groups in Nevada. APT implementation is also a standing topic at the meetings of Nevada PEP, the state’s federally funded parent training and information project. On at least two occasions during the 2016-17 school year, Nevada PEP has discussed APT implementation with its staff members. After the first year of evaluation data are available in the summer of 2017, the APT Leadership Team will make a series of specific presentations to various stakeholder groups, including SEDA, SEAC, Nevada PEP, the APT school principals, and various CCSD administrator groups, to share the limited first-year evaluation results.

C.3(b): How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP

As stated previously, four APT Leadership Team meetings during PHASE III were devoted to working with APT stakeholders to develop and implement a comprehensive, high quality, and useful evaluation and data management system. The revised training evaluation forms, the new training and coaching fidelity tools, APT consistency instrument, and data dashboard have all been developed through ongoing communication between CCSD staff and the external evaluator.

APT teachers and principals have also had opportunities to provide feedback and to inform future professional development through training evaluation forms and the baseline qualitative data collected in January 2017. Extensive qualitative data were collected from the two teacher focus groups and six principal interviews to not only provide a baseline on their current knowledge and skills related to APT, but also to provide feedback on what is working well and what is not. A full report was provided to the ATP Leadership Team in February 2017.

D. Data Quality Issues***D.1: Concern or limitations related to the quality or quantity of the data used to report progress or results***

As stated in C.1(g) on page 29, the CCSD already had a data system established to access CORE Phonics Survey data. The data system is designed primarily to be a data source for teachers and works well in that capacity. The data system has been a challenge for program evaluation and improvement purposes, as the current system is not able to easily disaggregate by the students in APT classrooms. A similar situation exists with SBAC data. Data are currently reported by grade level at each school, but not all students at each grade level are in APT classrooms.

Another challenge is the large amount of data available. As we are developing the data systems to support the APT professional development, while the professional development is already underway, it has been a challenge to make the data available in a usable format in the first year of PHASE III. There are data from 36 trainings, 109 coaching visits, and student data (CORE Phonics Survey, CORE Phonics, *Read Well*, and SBAC) from 104 APT classrooms.

Also, the APT Leadership Team is exploring the use of other progress monitoring data systems in addition to CORE Phonics Survey as the means to gather “rate of improvement” data. Flexibility for site-based decision making about particular tools is important to sustaining and expanding APT, and so long as data tools produce scale scores that can be compared across systems, and so long as the data tools provide progress monitoring data useful to teachers, it is probably not necessary to require use of a specific tool.

D.2. Implications for assessing progress or results

Without more precise disaggregation of CORE Phonics Survey and SBAC data, it is more difficult to make a direct attribution of APT professional development to increases in student achievement. Due to the large amount of data available in the first year of PHASE III, it has been difficult to use these data to assess progress or results. Work in this area will continue, and refinements are expected.

D.3. Plans for improving data quality

APT staff and the CCSD data department are collaborating to rectify the CORE Phonics Survey data limitations. APT and NV SSIP staff members are collaborating with CCSD and NDE data personnel to disaggregate the SBAC data to better show the direct impact of APT. A dashboard and corresponding reporting system is under development so that training, coaching, and aggregated student outcome data are available on a real-time basis for use by the APT Leadership Team, Instructional Interventionists, and the NV SSIP external evaluator.

E. Progress toward Achieving Intended Improvements***E.1: Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SIMR, sustainability, and scale-up***

Arguably the most important infrastructure change was the establishment of a full-time position as APT Director, along with hiring six professionals to serve full-time as Instructional Interventionists. Without a professional, well-trained APT implementation staff, the project cannot succeed.

Also important has been the development and institutionalization of APT evaluation mechanisms. For example, training evaluation by participants is now accomplished electronically at the end of every training session—no need to send countless follow-up emails and no need to convert paper-pencil evaluations into data that can be analyzed for immediate use.

E.2. Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects

APT has developed an evidence-based professional development model, as operationalized through OSEP's State Personnel Development Grant (SPDG) Program Measure 1. This design focused on the selection criteria used to select schools and professional development providers, the manner in which training and coaching are conducted, the degree and manner in which performance assessment data were used to inform and improve APT improvement strategies and outcomes, and the support provided to school and district administrators to support and sustain APT.

Training and coaching fidelity tools were developed and began initial use in PHASE III. This will allow the APT Leadership Team to monitor the quality of APT professional development provided. Extensive time was spent this past year in developing performance assessment tools, although the "consistency of intervention" tool is not yet in place to measure the fidelity of implementation. These processes and tools provide the data, or evidence, on the impact of APT professional development. This infrastructure will be in place by summer 2017. Last, principals were provided training and coaching to increase their capacity to support and sustain APT implementation. Data from the principal interviews suggested that more communication and contact between them, the APT Leadership Team, and the APT Instructional Interventionists would be helpful.

E.3. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SIMR

At this time, there is a limited amount of outcome data available to make judgments about outcomes of any duration. There is a large amount of training data that provides information on the quality, relevance, usefulness, and impact of the training. Data on teachers' pre/post knowledge of training topics were summarized in full evaluation reports and one-page InfoGraphics (see an example in Appendix A). This allowed APT Instructional Interventionists to tailor coaching in areas where teachers scored lower on the pre/post assessment. This should improve teachers' instruction that should lead to improved student outcomes.

We currently have available the results from two administrations of the CORE Phonics Survey. As discussed in C.2(b) beginning on page 30, students were most likely to show growth in letter

knowledge in kindergarten and first grade. The differences in the letter knowledge between students in resource rooms compared to students in SLD classrooms were most noticeable in kindergarten and first grade. In contrast, students in resource rooms and SLD classrooms demonstrated growth in word reading skills as they progressed across each grade level. However, compared to the letter knowledge results, the differences in word reading skills between students in resource rooms and those in SLD classrooms remained across grade levels. In first, second, and third grade, students in SLD classrooms scored much lower than students in resource rooms during the fall and winter CORE Phonics Survey administrations. Students in resource rooms also showed more growth from fall to winter administrations than their peers in SLD classrooms.

Baseline teacher survey data and teacher and principal qualitative data were collected from the two teacher focus groups and six principal interviews to provide a baseline on their current knowledge and skills related to APT. The teacher survey, focus groups, and interviews will be conducted again at the end of the 2016-17 and subsequent school years to assess progress towards meeting each of the APT short-term, intermediate, and long-term outcomes.

Finally, the PHASE II evaluation plan described our plans to document the extent to which students in the APT schools increase the amount of time they spend in regular education environments from year to year. We are currently gathering % of time in regular education environments for the third-grade students with disabilities being served at the 25 APT schools in the 2016-17 school year. These data will serve as the baseline. Then, during the 2017-18 school year, we will again collect data about the % of time these same students are spending in regular education environments. These data will be analyzed to see whether improving reading skills is correlated with increasing time in regular education environments. These data may also suggest the usefulness of gathering this same data for students beginning in earlier grades (i.e., in first or second grades) for student-level comparison over time. The April 2018 SSIP report will discuss our findings.

E.4. Measurable improvements in the SIMR in relation to targets

During 2014-15, 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 SBAC 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. As a result, the NDE was 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 2014-15.

Actual 2015-16 SBAC Reading Performance Data

Third grade reading results from the Smarter Balanced Assessment Consortium (SBAC) are used to measure Nevada's SIMR. Table 6 lists the year of assessment, actual data 2015-16, target data for subsequent years, and the expected change from baseline. The 2015-16 data are baseline, as the initiative formally began in fall 2016.

It is important to acknowledge that the students who were in the third grade in the spring of 2016 are in the fourth grade during the 2016-17 school year. By comparing year-to-year changes in third-grade data, we will always be comparing a given year’s third-graders to previous years’ third graders.

Table 6 includes the SBAC results for 264 third-grade students with disabilities at the APT schools during the 2015-16 school year. Students who had speech/language impairments (and no other disability) were excluded from the analysis because they are unlikely to be impacted by APT reading instruction. Given the frame of the SIMR (improving SBAC reading scores for third-grade students with disabilities), excluding students who only have speech/language impairments was reasonable. If the needle is going to move, it must begin to move with students who have disabilities other than speech/language impairments.

However, the data were not further disaggregated to exclude any other students based on disability category or placement for reading instruction (i.e., resource room or self-contained classroom). In other words, other than students with speech/language impairments, all third-grade students with disabilities at the 25 APT schools who participated in the SBAC assessment during 2015-16 are included. As Table 6 shows, only 7% of these students scored at the proficient level or above.

Table 6: Percent of 3rd Grade Students with IEPs at APT Schools Scoring Proficient or Above on SBAC Assessment

School Year	2014-15	2015-16	2016-17	2017-18	2018-19
Assessment Administration	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Targets	24.1%	25.1%	26.1%	27.1%	28.1%
Actual Data	Not Available	7%			

These data raise important questions about the appropriateness of the targets established in PHASE I of Nevada’s SSIP. The targets were based on results from the state’s previous CRT assessment, not the SBAC. Moreover, the targets were based on the performance results from the entire group of third-grade students with disabilities,⁵ and the actual data for 2015-16 were based on students with disabilities excluding students with speech/language impairments. Finally, the targets were based on all CCSD schools, and by design the APT schools house specialized programs for students with more significant disabilities that are not housed at each neighborhood elementary school. After the results from the 2016-17 administration of the SBAC are available and analyzed, we may propose an adjustment of our targets to more reasonably reflect the anticipated progress of this targeted group of students with disabilities.

Because this analysis of SBAC data has limitations in terms of showing student-level or school-level progress, we have begun an analysis based on scale scores. This preliminary work is described below.

⁵ Note that for the 2015-16 school year, 20.5% of all third-grade students with disabilities in CCSD were proficient on the SBAC Reading assessment.

Analysis of Performance Levels in 2015-16 SBAC Reading Performance Data

The actual numbers of students in the not-proficient levels (Levels 1 and 2) and proficient levels (Levels 3 and 4) are shown below.

Table 7: Numbers of 3rd Grade Students with IEPs at APT Schools Scoring in Four Achievement Levels on SBAC Assessment during 2015-16

Achievement Levels	Number of Students	Percentage of Students
Level 1 (not proficient)	199	75%
Level 2 (not proficient)	47	18%
Levels 3 and 4 (proficient)	18	7%

It is clear that progress will be difficult to demonstrate based solely on the % of students scoring proficient or above on the SBAC assessments. In a preliminary analysis, we have conducted a more finely grained analysis of the SBAC results in order to focus on the average scale score. In this way, we may be in a position to see improvements, even if those improvements are not significant enough to move students from a not-proficient level to a proficient level. In other words, it will be important to see whether students move from Level 1 to Level 2, even if they do not move to Level 3 or 4. To begin, we note that the scale score ranges for each Achievement Level on the SBAC are as follows:

- Level 1 (not proficient): 2144-2366
- Level 2 (not proficient): 2367-2431
- Level 3 (proficient): 2432-2489
- Level 4 (proficient): 2490-2623

Our analysis shows that the average scale score for the third-grade students with disabilities (excluding students with speech/language impairments) at the 25 APT schools was approximately **2328**, a score that fits within Level 1, the lowest achievement level measured by SBAC. But another way to interpret that score is to observe that it was only **39 points** from being within Level 2 (the Level 2 scale score range is 2367-2431). Moreover, as we analyzed the average scale score for each of the 25 APT schools, we discovered that the average scale scores among schools ranged from a low of **2296** (within Level 1) to a high of **2435** (within Level 3). It is clear that whenever SBAC scores are reported for a group of students, differences among schools are also masked.

Later this year when the results are available, we will compare the average scale scores, by school, in the 2016-17 SBAC results to the data we have already analyzed from the 2015-16 school year. Additionally, because we have the capacity to track Level changes for individual students who stay within the system, we will be able to measure how many students moved from one Level to the next, even if they stayed, for example, within the “not-proficient” levels. It is important to know whether students are moving from Level 1 in third grade, to Level 2 in fourth grade. From the outset, we have known that we wanted to find useful ways to measure growth for individual students, and we believe this approach has promise.

It is too soon to predict whether these analyses will be useful in measuring progress on the SBAC in a more finely grained way than simply comparing % proficient from one year to the next. The April 2018 SSIP report will discuss our findings.

F. Plans for Next Year***F.1: Additional activities to be implemented next year, with timeline***

The PHASE II Improvement and Evaluation Plan will continue to guide our activities, in accordance with the timelines already established. Beginning in the summer of 2017, we will step-up our work with Nevada PEP and the parents at the 25 APT schools to strengthen the partnership between schools and families to support reading.

F.2: Planned evaluation activities including data collection, measures, and expected outcomes

All data collection activities are in place and will continue as designed. We hope to complete the data dashboard by summer 2017 so that all key data are available in real-time to the stakeholders who need these data. This includes data to inform and improve APT improvement strategies, as well as to analyze APT teacher, principal, and student outcomes.

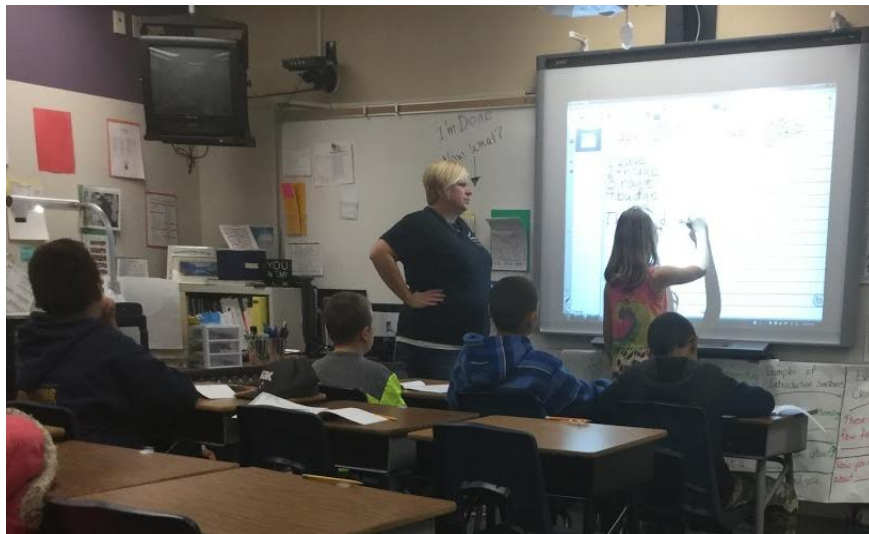
A year-end evaluation report will be developed and disseminated in summer 2017. This report will summarize APT outputs such as the number, type, and audiences for training and coaching. It will also include an analysis of student outcomes including CORE Phonics, *Read Well*, and SBAC.

F.3: Anticipated barriers and steps to address those barriers

We are just underway with full implementation of the APT project. We do not anticipate any barriers going forward that cannot be resolved by the APT Leadership Team in its monthly meetings.

F.4: Needs for additional support and/or technical assistance

Nevada continues to rely on the support provided by the National Center for Systemic Improvement (NCSI), the Language and Literacy Cross-State Learning Collaborative, and the IDEA Data Center (IDC). We have not identified needs for additional support or technical assistance beyond that which is offered by these excellent resources. We will all keep “working on the work.”



APT Students: The Most Important Stakeholders