

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

PHASE III-2

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



Submitted: April 2, 2018

PHASE III-2

**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-2 Evaluation Report

We begin with a Success Story

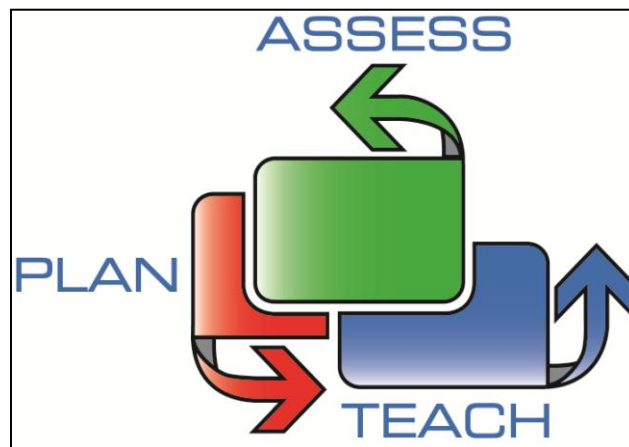
“One morning I had a conversation in the parking lot with a parent of one of our fourth graders in our intermediate SLD program. Her daughter is new to the Squires Elementary School community this year, and Mom spoke very highly of her daughter's experience thus far. Mom then started to tear up and shared with me that this is the first school year where her daughter has been able to read independently, and that her daughter has developed much more confidence in her own abilities this school year.

I attribute this family's positive experience and success first and foremost to the child's teacher and classroom assistant. However, as a first-year APT school, I know our teachers and assistants are better equipped than ever to develop strong readers in their classrooms.

Because of APT, members of our team have incredible instructional resources, high-quality professional development, and a fantastic Instructional Interventionist, all of which are the tools they need to improve their own skills and to provide top-notch instruction to every child.

We are grateful to the APT project for helping create moments like this, and I know we will have countless moments such as this in the years to come.”

*Barry Bosacker, Principal
Squires Elementary School
January, 2018*



Nevada SSIP PHASE III-2 Evaluation Report

A. Summary of PHASE III-2

During PHASES I, II, and III-1 of Nevada’s State Systemic Improvement Plan (SSIP) we 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 two years 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.

Every spring when Nevada reports on its evaluation of the SSIP, we face a challenge in analyzing data for activities that occur across two separate school years. In April 2017, for example, we reported on activities that occurred from April 2016 through February 2017. When data reporting years are split across school years, it is difficult to compare data collected at the beginning of a school year (baseline data) with data collected throughout and at the end of the school year (progress data). There is a natural inclination to want to look at progress across a school year.

In this report, for the first time, we have an entire school year of data to report, and those data are for the 2016-17 school year. We present data for 2016-17 to show improvements in teachers’ knowledge and skill in assessment, planning, and teaching. We present data for 2016-17 to show the impact of APT professional learning on principals’ capacity to support APT implementation. Most importantly, we present baseline data (fall 2016) and progress data (winter and spring 2017) to show improvements in students’ knowledge of letters and words across school year 2016-17. We are excited to show these analyses of progress across an entire school year. We think it creates a clear picture of the difference we are making in the knowledge and skills of staff and students, within each school year. The data for the entire 2016-17 school year are included in the report as “Complete Data for 2016-17.”

But we have also included evaluative data from the 2017-18 school year, to the extent that we have it. Those data are included in the report as “Preliminary Data for 2017-18.” Next year readers will see these preliminary data analyzed fully as part of the “Complete Data for 2017-18.”



Our borrowed metaphor remains our theme: “We don’t make the light bulb, we make it brighter.” This year, we think our ability to present and analyze data for an entire school shines a brighter light on the value of APT in Nevada, and illuminates areas where the model needs to be improved. It was the ability to analyze this data which supported the continued implementation of APT during 2017-18.

We welcome readers to our story. Through data, words, and images, we will share many “Success Stories.”

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

Theory of Action

See Nevada State Systemic Improvement Plan – Phase III report (April 2017) (referred to throughout as “the April 2017 SSIP report”) (page 3) for the graphic illustration of Nevada’s Theory of Action. The Theory of Action shows 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.

Since our last report in April 2017, the APT Leadership Team decided that its work needed to be guided by some specific goal-setting that would support our Theory of Action in a task-oriented way. During our meetings in August and September, the APT Leadership discussed at length three task-oriented goals that we would work on specifically during 2017-18 and beyond. The three goals are:

GOAL 1: *Improve the implementation and effectiveness of the APT communication protocol.*

GOAL 2: *Partner with Nevada PEP to increase parent involvement in literacy learning through community- and school-based events.*

GOAL 3: *Develop an APT guide for district- and school-level implementation.*

At every APT Leadership Team meeting, we discuss implementation of these tasks as a way of continuing to focus on the work. We will refer to these goals throughout as we report progress.

Logic Model

See the April 2017 SSIP report (pages 4-5) for the illustration of Nevada’s Logic Model. The Logic Model conceptualizes the activities, outputs, and outcomes expected for the three broad SSIP improvement strategies that are the foundation of APT: (1) APT Infrastructure Development, (2) Professional Development, and (3) Data Systems Development.

Progress on accomplishing each of the activities included in the Logic Model is described in Section B.1(a), beginning on page 9. Progress on accomplishing the outcomes is described in Section B.1(b), beginning on page 14.

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

See the April 2017 SSIP report (pages 5-6) for a description of the ASSESS-PLAN-TEACH (APT) model. APT is the primary coherent improvement strategy we are using to improve reading proficiency among third-grade students with disabilities. 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.

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

See the April 2017 SSIP report (pages 7-8) for descriptions of the specific evidence-based practices that provide the foundation for APT: (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. Our training data address both of these evidence-based practices.

In this report, we present complete data collected during 2016-17 to evaluate the training of teachers and paraprofessionals in the 25 APT pilot schools. We also present preliminary data collected to evaluate the training of teachers and paraprofessionals in the 31 APT schools who are participating in the project during 2017-18. These data are described in Section B.1(b), in the “Training” subsection, beginning on page 19.

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

In the subsections below, we provide a brief overview of evaluation work done in PHASE III-2 in these areas:

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

Evaluation Coordination



On this day, the APT Leadership Team was joined by Rod Knowles, Executive Director for Student Support Services in Clark County School District. His support and engagement reflects the CCSD’s commitment to the success of the APT project.

During the 2016-17 school year, 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. In the 2017-18 school year, the APT Leadership Team met face-to-face with the external evaluator on two more occasions: July 26, 2017, and January 17, 2018.

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 April 2017 PHASE III-1 and April 2018 PHASE III-2 report submissions. 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 Materials

Two sets of training evaluation materials continued to be implemented during this reporting period. For multi-day CORE Reading Academies training evaluation materials included:

- A pre/post multiple choice reading knowledge assessment for the entire CORE Reading Academy
- A true/false reading knowledge assessment for each day's content
- A cumulative assessment of the quality, relevance, and usefulness of the Academy, as well as the degree to which participants' learning styles were addressed
- Qualitative data explaining the impact the CORE Reading Academy had on participants' knowledge of reading instruction

For day-long or shorter training conducted by the APT Instructional Interventionists, a brief online training evaluation form is used. 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. Three InfoGraphics for CORE Reading Academies conducted during 2016-17 are included in **Appendix A** (July 2016, October 2016, and June 2017). Also included in **Appendix A** are two InfoGraphics for the CORE Reading Academies conducted thus far in 2017-18 (August 2017 and October 2017).

Coaching Evaluation and Fidelity of Implementation Materials

CCSD personnel and the APT external evaluator developed a "Peer Fidelity Tool" that serves two purposes. See **Appendix B**.

First, this electronic tool serves as a tracking log for coaching sessions. Tracking of coaching activity began in January 2017 and has continued into the 2017-18 school year. A summary of the complete coaching data for 2016-17 (January – June 2017) is provided in Chart 1 on page 23. Chart 2 on page 24 shows the preliminary data for 2017-18 (July – December 2017). Since August, we have also

begun to track the content addressed in instruction. See Chart 3 on page 25 (August 2017 – January 2018). Coaching has also been evaluated through participant feedback surveys. A summary of the data collected from August 2017 through January 2018 is provided in Chart 4 on page 25.

The Peer Fidelity Tool also serves as a consistency of intervention tool and process for measuring fidelity of implementation. Consistency of intervention data began to be collected in January 2017. A summary of the complete data for 2016-17 (January – June 2017) is provided in Chart 5 on page 27. The preliminary data for 2017-18 (July – December 2017) are provided in Chart 6 on page 28.

Teacher/Principal Impact Data

To assess the impact of the professional learning on teachers and principals, baseline surveys, interviews, and focus group protocols have been developed.

The teacher baseline survey asks teachers to rate the following items:

- The quality, relevance, and usefulness of Nevada APT **trainings**
- The quality, relevance, and usefulness of Nevada APT **coaching**
- Teachers' **knowledge** of assessing, planning, teaching, and working with data
- The **capacity** of Instructional Interventionists, principals, and the CCSD to support the teachers in ongoing APT implementation

The teacher baseline survey was sent to 104 teachers in the 25 APT schools in January 2017 and 56 teachers replied. We refer to these data as the “January ’17 baseline.” In May 2017, the same survey was sent to these same teachers. Thirty-seven (37) of the original 56 respondents responded again in May and the comparative data for these 37 teachers (January compared to May) are presented on Chart 12 and Chart 13 in section C.2(b) on page 36.

A second teacher baseline survey was administered in November 2017 to the teachers who were new to APT in 2017-18. This survey was sent to 71 teachers and 35 teachers replied. We refer to these data as the “November ’17 baseline.” Data comparing the “January ’17 baseline” to the November ’17 baseline” are analyzed in Charts 8, 9, 10 and 11 in section C.1(c) beginning on page 33.

In addition to the quantitative data, extensive qualitative data were also collected from teachers and principals. These data support our decision to “stay the course” and continue implementing the APT model as it is currently designed. The vast majority of comments are very supportive of the training, coaching, and materials offered for APT implementation. On occasion, comments are made by experienced teachers suggesting that they neither need nor want the resources, but this feedback is rare. The qualitative data are discussed in Section C.2(b) beginning on page 37 and in **Appendix E** and **Appendix F**.

Student Impact Data

Third-grade reading results from the Smarter Balanced Assessment Consortium (SBAC) state assessment are used to measure Nevada’s SIMR. Baseline (2015-16) and progress (2016-17) data are discussed in Section E.4 on page 51.

The APT project also focuses on individual student progress shown on administrations of the CORE Phonics Survey throughout the school year. At the time of this report, we can report on the complete school year 2016-17 (fall, winter, spring) 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 42. Preliminary data for 2017-18 (fall, winter) for students in 151 classrooms are presented in Section C.2(b) beginning on page 44.

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

During the second year of PHASE III activities, we have not made significant changes to implementation and improvement strategies. We are proceeding methodically, trying to make certain we know what is working and what isn’t before we make changes.

The most significant change to the project overall is that we added schools and the project has now grown from 25 to 31 schools. Necessarily, our work has been focused on adding schools within our given framework rather than on changing the framework. At our most recent APT Leadership meeting on March 21, 2018, we determined that we will not add more schools during 2018-19. Before adding more schools, we will study evaluation data from 2017-18 and 2018-19 to make certain we have the resources to continue to scale-up.

At the end of the 2018-19, we will have gathered data from three full years of implementation. We will conduct a comprehensive review of the project as a whole and make necessary adjustments before adding more CCSD schools and before taking the project to another school district.

The third GOAL we established for 2017-18 is to “Develop an APT guide for district- and school-level implementation.” The function of this guide will be to identify and describe the steps that are needed to implement APT successfully in a school, including considerations related to the number of coaches that are needed, the qualifications for the coaches, the number of schools that a coach can serve effectively, how to support new or inexperienced teachers, and how to support experienced teachers. We know that work will be necessary before we make further project expansions.

One of the principals on the APT leadership team suggested that we begin to build the guide by sections (e.g., human resources for coaching as the first priority, followed by data needs, leadership needs, and curriculum and assessment needs), acknowledging that different schools in different districts will have varying needs. We know it will take at least two more years to develop the guide in such a way that it informs expansion, but is also flexible enough to be useful in a variety of school settings across the state.

B. Progress in Implementing the SSIP

We have solid progress to report about the complete 2016-17 school year implementation of APT, along with preliminary data about implementation in 2017-18 school year. 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 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.



She’s not going to look up from that book!

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 are three tables describing APT activities and the project’s accomplishments as a result of those activities. *Updated Accomplishments and Milestones appear in italics.* 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 tables; 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, with *updates in italics*.

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. *Updates are in italics.*

Broad Improvement Strategy #1: APT Infrastructure Development		
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. <i>Staffing has remained stable.</i>
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. <i>During 2017-18, the APT Leadership Team established three task-specific goals to improve use of the communication protocol, to increase parent involvement, and to develop an APT implementation guide.</i>
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. <i>In 2017-18, one school discontinued and seven new schools were added so we now have 31 participating schools. New principals signed Participation Commitment forms.</i>
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. <i>In 2017-18, the APT Leadership Team added a task-specific goal to improve use of the communication protocol.</i>
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.

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. *Updates are in italics.*

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.
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. <i>See updates in Section B.1(b) regarding “Training” beginning on page 19.</i>
Develop CCSD Instructional Support training Modules (“Roundtables”)	Review of training material; review of training data	Accomplished. <i>See updates in Section B.1(b) regarding “Training” beginning on page 19.</i>
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	<i>Rather than developing a web-based series, the Instructional Interventionists will develop targeted demonstration videos accessible by teachers online.</i>
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.
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. <i>See updates in Section B.1(b) regarding “Training” beginning on page 19.</i>
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. <i>See updates in Section B.1(b) regarding “Support for APT School Principals and Assistant Principals” beginning on page 16.</i>
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. <i>See updates in Section B.1(b) regarding “Coaching” beginning on page 23.</i>
Develop and disseminate parent training material to support APT	Review of training material; parent group interviews, focus groups, and/or surveys	Partially accomplished but work is ongoing.

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. *Updates are in italics.*

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. <i>See updates in Section A.4 (beginning on page 5) and Section B.1(b) (beginning on page 19).</i>
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. <i>See updates in Section B.1(b) (beginning on page 26).</i>
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. <i>See updates in Section B.1(b) (beginning on page 19).</i>
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. <i>See updates in Section B.1(b) (beginning on page 23).</i>
Establish data system necessary to conduct formative evaluations of student performance (e.g., progress monitoring)	Review of formative student performance evaluation data	<i>The APT Leadership Team has determined that adding progress monitoring as a system requirement is not a priority at this time. APT Instructional Interventionists continue to work 1:1 with teachers who conduct progress monitoring.</i>
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. <i>See updates in Section A.4 (beginning on page 8) and Section C.2(b) (beginning on page 42).</i>

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:

- APT Instructional Interventionists
- APT Schools
- Support for APT Principals and Assistant Principals
- Training
- Coaching
- Facilitative Administrative Supports

APT Instructional Interventionists

During Phase II, 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.

The Instructional Interventionists are critical to the success of APT, and two years later, in PHASE III-2, we are pleased to report that the original six Instructional Interventionists are still hard at work and devoted to the staff, parents, and students with whom they work every day. Retention of these professionals is a major accomplishment, and we know APT would not be successful without them.



***APT
Instructional
Interventionists***
(Foreground, Left to Right):

*Meagan Patterson
Jamie Horacek
Raymond Kwok
Lisa Andersen
Jana Pleggenkuhle
Meagan Patterson
Merrill Young*

Success Stories

From APT teachers about the APT coaching and training:

“The resources are excellent and the coaching is very helpful. I need to work on implementing better classroom management to go with the program.”

“She’s very helpful. She has provided me the curriculum I need for my students.”

“APT professional development has made me a more thoughtful teacher when I plan and implement lessons. I use a variety of tools to collect data and use the data to make instructional decisions. In the APT trainings we learned how to analyze CORE Phonics Survey data, writing samples and AIMSweb data to group students and work toward goals.”

“The training, coaching, and support I received was perfect.”

APT SCHOOLS

APT Pilot Schools in 2016-17

During the 2015-16 school year, 25 schools were selected to participate in APT. 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

During the 2016-17 school year, each of the original 25 APT pilot schools remained in the project. One of the original pilot schools discontinued participation in 2017-18.

Expansion of APT Pilot Schools in 2017-18

Word of success spreads quickly among educators. As the 2016-17 school year came to a close, principals from several elementary schools reached out to the APT Leadership Team requesting that they be allowed to join the project. After considerable discussion, the APT Leadership Team invited seven additional schools to join the project for 2017-18, bringing the total to 31 (25 original schools, minus 1 discontinued school, plus 7 new schools = 31 schools).

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, 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. In our April 2017 SSIP report, we described that training and provided the evaluation data as an appendix.

Our commitment to the APT principals and assistant principals continues. On October 9, 2017, we convened another half-day of training to build knowledge and understanding of APT among school leaders, and to deepen principal buy-in. We used the meeting for some information sharing, e.g., schedules for data collection, but time spent “telling” was minimal. Rather, consistent with two of the GOALS we established at the beginning of the school year, we engaged the administrators in two separate, extended table activities related to those goals.

Communication Protocol

Our first task-oriented GOAL for 2017-18 is to “Improve the implementation and effectiveness of the APT communication protocol.” Developed by the APT principals in November 2016, the protocol serves as a way to ensure bidirectional communication between those who implement APT and the APT

Leadership Team. In July 2017, the APT Leadership Team worked with WestEd and the National Center for Systemic Improvement to describe our communication protocol in the “Spotlight” series so that others might learn from this work. See **Appendix C** for the Spotlight article.

On an established schedule, the communication protocol is provided to schools with a deadline for submission to the APT Leadership Team. The protocol asks for responses to these prompts:

- What successes have you had since implementing the APT initiative since the last communication protocol?
- What challenges have you had with implementing the APT initiative since the previous communication protocol?
- What are potential solutions that you have for these challenges?
- Have you had any parent engagement activities since the previous communication protocol, and if so, what did you do?
- Please include anything else you want to share with the APT Leadership Team.

Once the protocol is submitted to the APT Leadership Team, the Team decides whether items merit a systemic response (because other schools may have the same challenges, or could benefit from the same suggestions) or whether an item is best addressed by an immediate follow-up contact from the APT staff – or any combination of responses that make sense given the issue that has been raised.

In the first table activity, we reviewed the communication protocol. We talked about the input from the principals in the first two disseminations of the protocol in January and May of 2017. Principals then discussed how they were gathering information from teachers to report (e.g., whether they were asking a lead teacher to fill it out, or whether they were convening their APT teams for discussion and then providing a summary of staff feedback). The principals who use a meeting to prepare responses shared that it was the *process* itself that actually led to problem identification and, more often than not, problem solving at the site level.

Several ideas emerged for more effective use of the communication protocol. First, most principals committed to using meeting time to engage staff in preparing responses. Second, the team brainstormed questions that principals can provide to staff in advance of the meetings, to facilitate reflection prior to the meeting. During the 2017-18 school year, we will be evaluating whether helping principals understand how to best use the communication protocol will improve its effectiveness.

Parent Involvement in Literacy Learning

Our second task-oriented GOAL for 2017-18 is to “Partner with Nevada PEP to increase parent involvement in literacy learning through community- and school-based events.” In the second table activity, the administrators discussed strategies to increase parent involvement in literacy learning. We encouraged principals to share successes and challenges they have had in increasing parent involvement in literacy learning in their schools. We also introduced “one big idea” that APT could support: “Literacy in the Library Field Trips.” If the schools were interested, they were encouraged to work directly with their Instructional Interventionist to organize a field trip to a library in their community that would include parents as well as the students. Several schools were interested, and these field trips are

underway. Nevada PEP, Nevada’s federally funded parent training and information project, is a critical partner in arranging the field trips. We will have a full report on this activity in our April 2019 report.

Success Stories

From APT Principals to the APT Leadership Team via the Communication Protocol:

“We are just thrilled to be part of this project. It has truly energized our team. Our coach Jana has also been incredibly supportive to our teachers. We can’t wait to see our growth this year!”

“Progress with kids, however minute, is still progress that can be built on for a strong foundation.”

“Thank you for the resources and the help you have provided to our teacher. We are learning to become better educators in giving the students the education they deserve.”

Training

Training continues to be the focus of APT implementation efforts. 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 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.



Taking a short break from training!

CORE Reading Academy Trainings

A central component of the APT professional learning is the five-day CORE Reading Academy, developed by the Consortium on Reaching Excellence in Education (CORE). CCSD has a long history of working with CORE, a national professional learning provider with more than 20 years of experience. The purpose of the Academies is to develop the skills of CCSD teachers to support the use of word structure, 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 Framework.

As we reported in April 2017, the APT Instructional Interventionists attended “Train-the-Trainer” Reading Academies conducted by CORE staff in May and November 2016. The purpose of this training was to develop the skills of the Instructional Interventionists to conduct future CORE Reading Academies for APT teachers and paraprofessionals in the areas listed above. The training provided by CORE staff to the APT Instructional Interventionists also supports their work as “coaches” as they work to help teachers and paraprofessionals improve skills in assessing, instructional planning, and teaching.

During 2016-17, the APT Instructional Interventionists conducted four CORE Reading Academies for APT school staff, impacting 111 CCSD teachers and paraprofessionals (see Table 1). Evaluation reports were developed for each academy. InfoGraphics developed after the trainings in July 2016, October 2016, and June 2017 are included in **Appendix A**.

Table 1: CORE Training Sessions Delivered – July 2016 – June 2017

Training Dates	Number of Participants
July 11 - 15, 2016	25
August 15 - 19, 2016	37
October (September 26, October 3, 10, 17, and 24, 2016)	26
June 12-16, 2017	23
Total	111

CORE Reading Academies continued to be provided to APT school staff in 2017-18. Two trainings were held – one in the summer and one in the fall of 2017. These trainings impacted 40 CCSD teachers and paraprofessionals (see Table 2), most of whom were staff members from the seven new schools added to the project for 2017-18, or staff members who were new to the original pilot schools. InfoGraphics developed after the trainings in August 2017 and October 2017 are also included in **Appendix A**.

Table 2: CORE Training Sessions Delivered – July – December 2017

Training Dates	Number of Participants
July 31 - August 4, 2017	26
October - November, 2017	14
Total	40

APT Training Sessions

In addition to the CORE Reading Academies, in 2016-17, the APT Instructional Interventionists provided 40 training sessions across 16 specific training areas for APT teachers, administrators, and paraprofessionals (see Table 3). The most frequent trainings related to the implementation of the *Read Well* curriculum, which was rolled out in 2016-17. Most trainings were offered more than once, and at different times, to facilitate teacher attendance. Many participants attended more than one training session, so the 419 participants across the 40 training sessions is a duplicated count.

Table 3: APT Training Sessions Delivered – July 2016 – June 2017

	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
Data Analysis & Progress Monitoring	6	4	43
<i>Read Well</i> Teacher/Paraprofessionals	3	3	39
APT Overview	3	3	27
IEP Goal Grouping	3	3	21
APT <i>Read Well</i> 1 Round Table (K & 1)	3	2	20
APT Data Analysis	3	2	18
Big 5 Essential Reading Components	6	4	17
Classroom Management	6	3	17
Explicit Phonics	20	2	16
<i>Read Well</i> Assessment for Administrators	3	2	15
APT Big 5: Comprehension and Fluency	3	1	13
APT Big 5: Vocabulary and Fluency	3	1	9
Writing Data	6	1	7
Multiple Measures	6	1	6
Totals		40	419

We all learn together.

A *Read Well* consultant works with a teacher and students.



Thus far in 2017-18, the APT Instructional Interventionists have conducted an additional 32 training sessions across 18 specific training areas for APT teachers, administrators, and paraprofessionals (see Table 4). The most frequent trainings related to the implementation of the *Read Well* curriculum. Trainings continued to be offered more than once, and at different times, to facilitate teacher attendance. As in 2016-17, many participants attended more than one training session, so the 290 participants across the 32 training sessions is a duplicated count.

Table 4: APT Training Sessions Delivered – July 2017 – December 2017

	Duration (Hours)	Total Number of Sessions	Total Number of Participants
<i>Read Well</i> K-1 Initial/Refresher	6	3	54
<i>Read Well</i> 2 Initial/Refresher	6	3	24
<i>Read Well</i> Composition K & 1	3	3	23
<i>Read Well</i> Teacher/Paraprofessionals	3	1	18
Data Analysis & Progress Monitoring	6	2	13
APT Overview	4	3	49
IEP Goal Grouping New Teachers	3	3	17
IEP Goal Grouping Returning Teachers	3	2	8
Parent Engagement: Parent Teacher Conferences	3	1	9
Step Up to Writing 3-5 (Part 1 & 2)	3	2	15
Step-Up to Writing K-2 (Part 1 & 2)	3	2	14
Explicit Phonics	20	1	3
APT Big 5: Comprehension and Fluency	3	1	7
APT Big 5: Comprehension Year 1	3	1	6
APT Big 5: Phonemic Awareness and Fluency Year 1	3	1	8
APT Big 5: Phonemic Awareness, Phonics and Fluency Year 1	3	1	8
APT Big 5: Phonics and Fluency Year 1	3	1	8
APT Big 5: Vocabulary Year 1	3	1	6
Totals		32	290

Coaching

Coaching Sessions

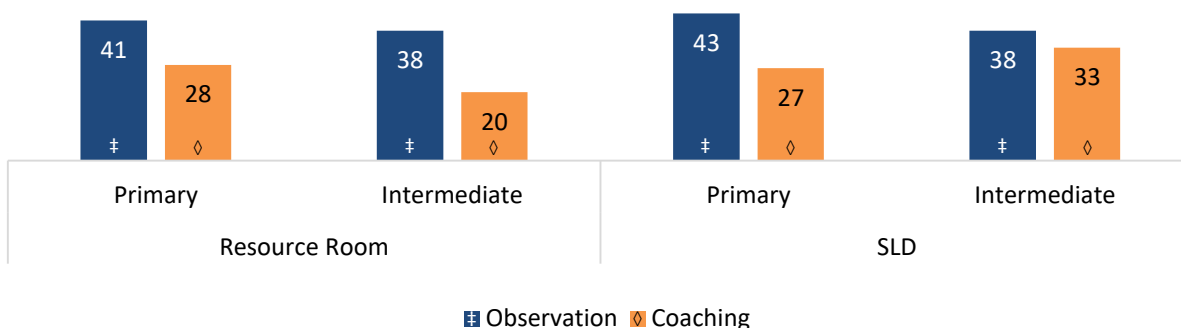
Complete Data for 2016-17

The coaching log was developed and began to be used in January, 2017. Chart 1 describes the 268 coaching sessions conducted by the APT Instructional Interventionists from January through June, 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, Intermediate = grades 3-5).

The initial coaching sessions included an observation of the APT teacher (160 sessions). The data from the observations were 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 six-month period of time, 108 additional coaching sessions were conducted based on the data gathered during a previous observation.

Between January and June 2017, there were 127 coaching contacts with resource room teachers and 141 with SLD teachers. Of the 127 resource room contacts, 69 were with primary teachers and 58 were with intermediate teachers. The number of contacts with SLD teachers was almost evenly split, with intermediate teachers (n=71) having one more contact than primary teachers (n=70) over this six month period.

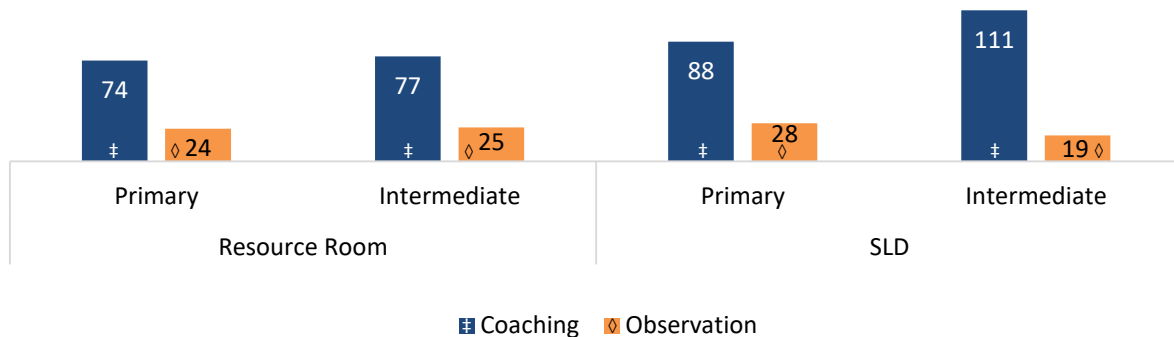
**Chart 1: Number of Observations and Coaching Visits
(January – June 2017)**



Preliminary Data for 2017-18

Chart 2 describes the 446 coaching sessions conducted by the APT Instructional Interventionists from July through December, 2017. In this timeframe, there were 200 coaching contacts with resource room teachers and 246 with SLD teachers. Of the 200 resource room contacts, 74 were with primary teachers and 77 were with intermediate teachers. The number of contacts with SLD teachers was almost evenly split, with intermediate teachers (n=111) having one more contact than primary teachers (n=88) over this six-month period. As designed, fewer teachers were observed, as teachers are observed no more than twice a year in each type of classroom and at each grade level. The number of teachers observed in each type of classroom and at each grade level were similar.

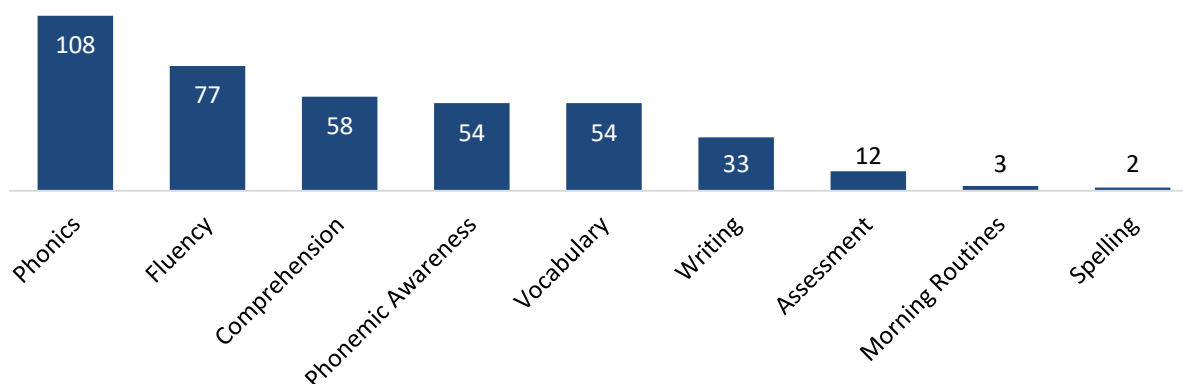
**Chart 2: Number of Observations and Coaching Visits
(July – December 2017)**



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.

Beginning in August 2017, we began to track the content of the coaching visits. As shown in Chart 3, most coaching focused on the Big 5 reading practices (phonics, fluency, comprehension, phonemic awareness, and vocabulary), with phonics and fluency addressed most frequently. Fewer coaching sessions addressed writing and assessment.

**Chart 3: Content Addressed in Instruction
(August – December 2017)**



Also initiated in fall 2017, APT teachers were sent a survey after a coaching visit to assess the quality and fidelity of the coaching provided by the APT Instructional Interventionists. Between August and December 2017, 57 APT teachers responded to the survey. The teachers who responded generally were in strong agreement that the coaching prepared them to implement APT, provided best practices strategies, allowed for collaboration and for their view to be heard, offered resources, and focused on improving student learning outcomes (see Chart 4).

**Chart 4: Coaching Feedback Data
(August – December 2017) (n = 57)
(Scale: 1 = Strongly Disagree, 5 = Strongly Agree)**



Consistency of Intervention

Complete Data for 2016-17

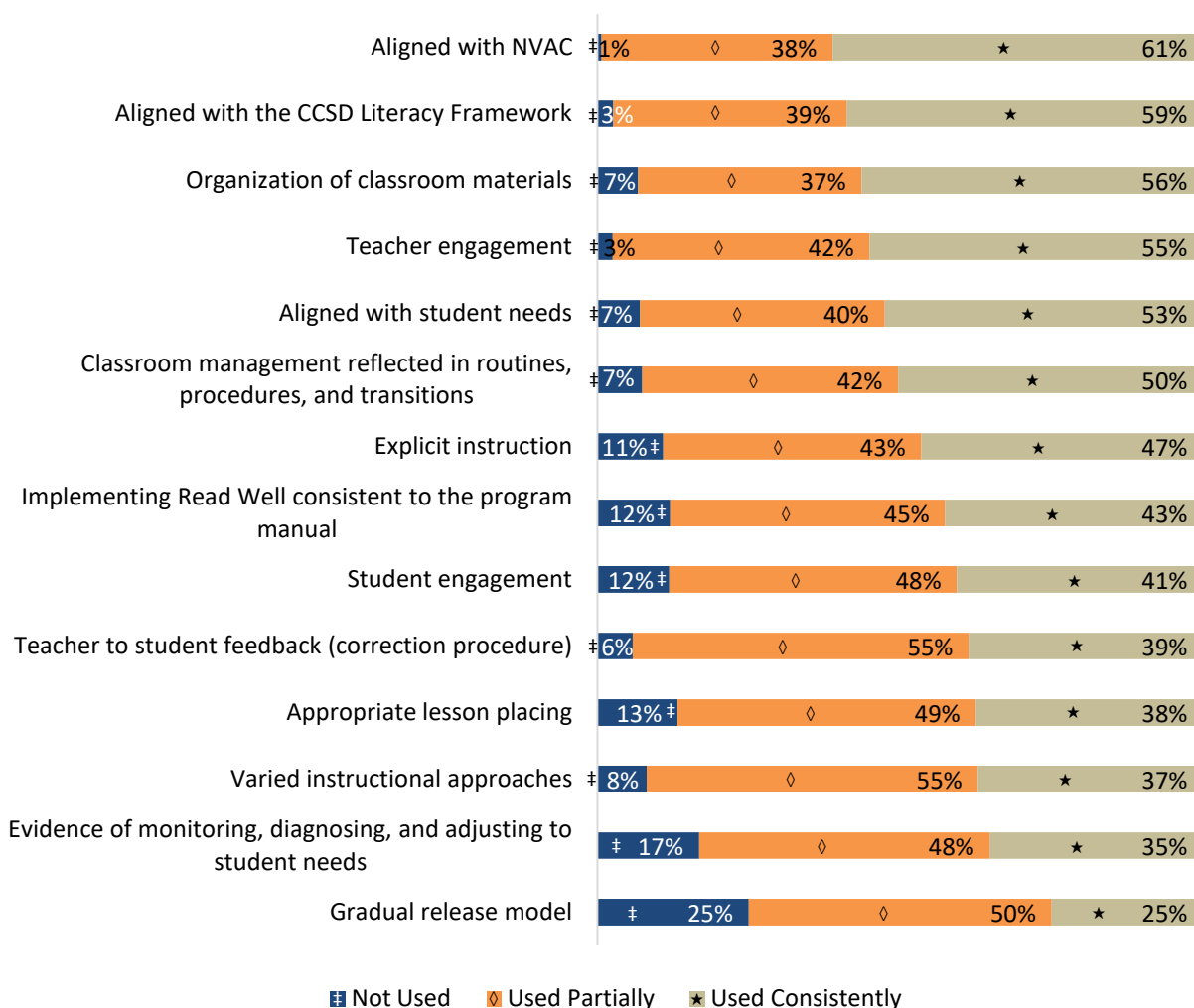
The APT Instructional Interventionists conducted 160 classroom observations to determine the degree to which the evidence-based reading practices were implemented consistently (see Chart 5) (the “Consistency of Intervention” data).

The four practices observed most frequently were: (1) aligned with the NV Academic Content Standards (61% used consistently), (2) aligned with the CCSD Literacy Framework (59% used consistently), Organization of classroom materials (56% used consistently), and teacher engagement (55% used consistently).

The four practices observed least frequently included: (1) gradual release model (25% used consistently), (2) evidence of monitoring, diagnosing, and adjusting to student needs (35% used consistently), (3) varied instructional approaches (37% used consistently), and (4) appropriate lesson placing (38%).

It is important to understand that in a given lesson, there may be a good reason why a particular practice is not used. For example, once students become more independent when using a skill (e.g., blending CVC patterns in a word), there is less need for the teacher to model that skill, and there will be less frequent use of the “gradual release model.” We recognize that this tool as used currently does not establish, as a threshold consideration, whether the particular “practice” *should* be observed in a given lesson with a given student or group of students. In response, the APT Instructional Interventionists are refining the tool to create a five-point scale with a rubric that gives “credit” for evidence that a “practice” had obviously been used in the past, or the student would not demonstrate independence in using a skill at the point in time when the teacher’s practices were being observed.

**Chart 5: Consistency of Intervention Data
(January – June 2017)**



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

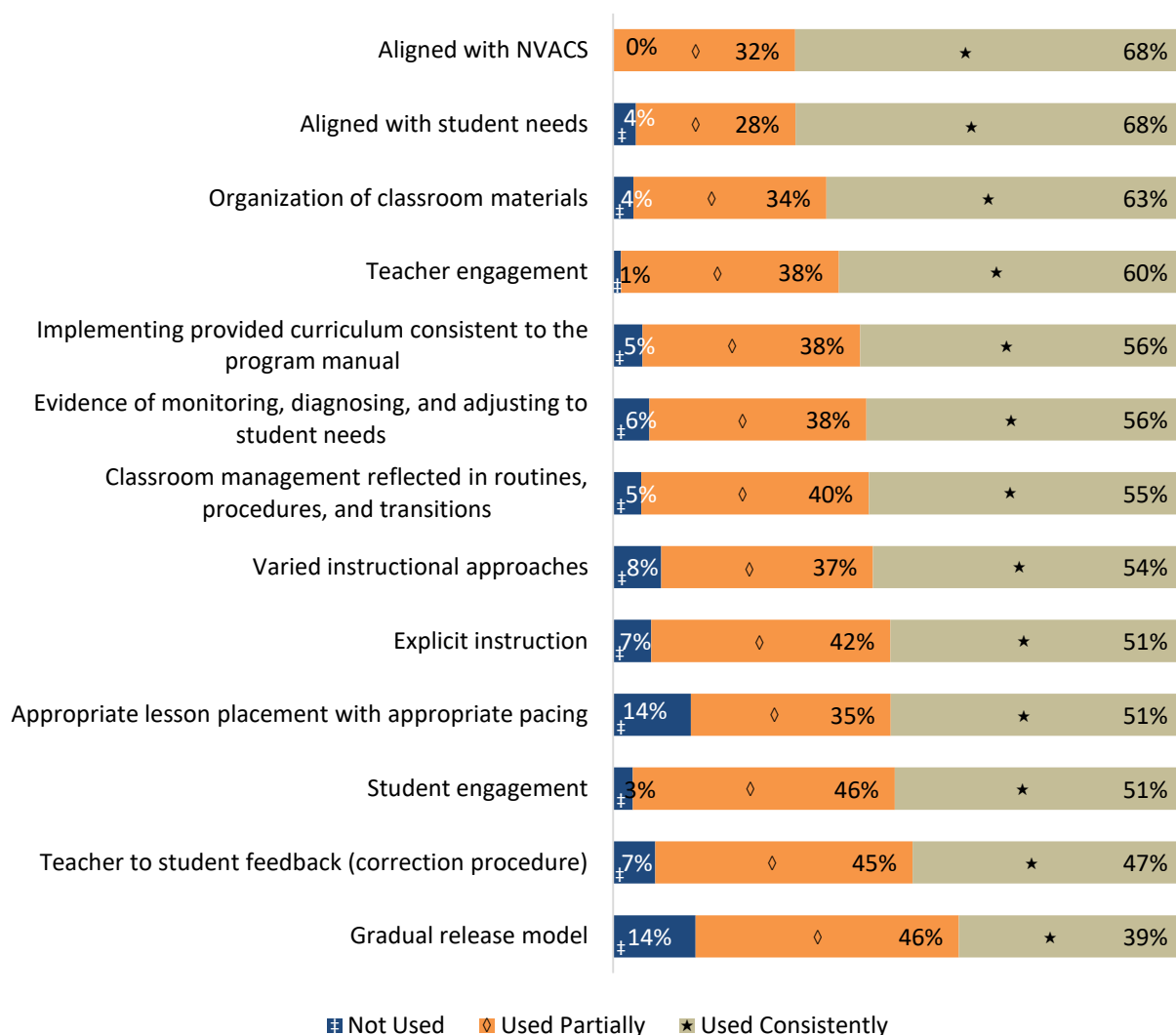
Preliminary Data for 2017-18

Consistency of Intervention data were collected at 96 observations of APT teachers between August and December 2017. Overall, the practices expected for consistently implementing APT with fidelity were observed more frequently in the second half of 2017 (see Chart 6). As with the January through June data, the alignment with the NV Academic Content Standards (68% used consistently) was observed most frequently, along with alignment with student needs (also 68% used consistently).

Also similar to the January through June data, evidence of the use of the gradual release model was observed the least frequently (39% used consistently). As explained previously, the fact that students are less proficient in using reading skills at the beginning of the year than they are at the end of

the year may well explain the fact that in the July – December 2017 timeframe, the “gradual release model” was used 14% more frequently than it was used in the January – June 2017 timeframe.

**Chart 6: Consistency of Intervention Data
(July – December 2017)**



Facilitative Administrative Supports

The APT Leadership Team now includes the representatives listed in Table 5. Below the list of team members is the list of APT Leadership Team meeting dates for 2016-17 and 2017-18 (Table 6). Five of the APT Leadership Team meetings during this timeframe focused on program evaluation (July 26, 2016, October 16, 2016, January 11, 2017, July 26, 2017, and January 17, 2018).

Table 5: List of APT Leadership Team Members – 2016-17, 2017-18

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
Barry Bosacker, APT Principal, Squires Elementary School	
Meagan Patterson, APT Instructional Interventionist	Nevada PEP
Merrill Young, APT Instructional Interventionist	Robin Kincaid, Educational Services Director
Angela Burkhardt, Coordinator, LINKS Team	

Table 6: APT Leadership Team Meeting Dates – 2016-17

July 13, 2016	January 11, 2017 (Evaluation Focus)
July 26, 2016 (Evaluation Focus)	February 22, 2017
August 29, 2016	March 23, 2017
September 21, 2016	April 19, 2017
October 18, 2016 (Evaluation Focus)	May 17, 2017
November 16, 2016	June 22, 2017

APT Leadership Team Meeting Dates – 2017-18

July 26, 2017 (Evaluation Focus)	February 22, 2018
August 23, 2017	March 21, 2018
September 14, 2017	
November 30, 2017	
January 17, 2018 (Evaluation Focus)	

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.

In PHASE III-1, we focused almost entirely on the purpose to transform reading instruction in 104 classrooms in 25 schools. In PHASE III-2, we have been focused on the purpose to transform reading instruction in a total of 151 classrooms in a total of 31 schools. In these early years of implementation, the bulk of our work with stakeholders has involved those who are closest to the actual implementation of the model. See Section B.2(b) below. But since our last report in April 2017, we have increased our 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 three 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 three CCSD administrators.

Progress toward implementing the APT project continues to be 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.

APT implementation is also a standing topic at the meetings of Nevada PEP, the state’s federally funded parent training and information project. Robin Kincaid, Educational Services Director for Nevada PEP, has been a member of the APT Leadership Team since the Team was formed. Nevada PEP leaders regularly discuss APT implementation with 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. These discussions provide feedback to the APT Leadership Team as well. For example, one of the challenges we face is adding schools with existing resources. Based on the work of Nevada PEP in the field, the Nevada PEP representative on the APT Leadership Team recently shared a perspective that in targeting our coaching resources, we might focus on teachers who are long-term substitutes and who have relatively less training and experience than other special education teachers. Every suggestion and perspective offered by the Nevada PEP representative is grounded in her work and the work of the Nevada PEP staff working with CCSD schools, families, and students. This is truly a feedback loop—not just a one-way “information sharing.”

Since our last report, we have begun to make presentations to wider audiences. This work touches not only on APT implementation, but also on APT evaluation. To avoid repetition, this work will be discussed in section C.3 beginning on page 45.

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.

As previously reported, 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. 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.

We also believe that as the APT communication protocol is strengthened, APT principals and assistant principals will have an increased role in decision-making regarding ongoing implementation. Feedback from teachers and administrators, through all channels, has a direct impact on choices that are made about needs for training and coaching, and policy choices about uses of resources.

Success Stories



Look closely and see students finding their voices!

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-2 as the data collection instruments began to be developed.

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

The updated NV SSIP APT Evaluation Plan is included in **Appendix D**. 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 8, third-grade reading results from the Smarter Balanced Assessment Consortium (SBAC) state assessment are used to measure Nevada's SIMR. The 2015-16 SBAC results serve as the APT baseline summative data.

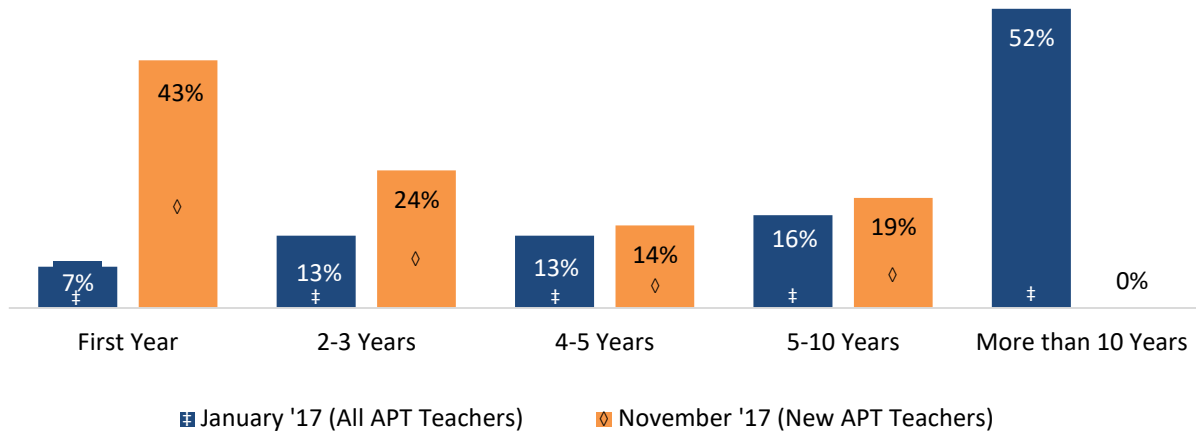
Also addressed in A.4 on page 7, to assess the impact of the professional learning on teachers and administrators, surveys, interviews, and focus group protocols were developed and implemented initially in January 2017. The results of the 2016-17 baseline survey are included in the analyses in the next section, along with the baseline data from the 2017-18 survey.

In the 2016-17 baseline survey, 104 APT teachers in the 25 APT schools were surveyed. Of those 104 teachers, 56 replied to the survey for a 54% response rate. Sixteen 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 was previously included in the April 2017 SSIP report. Below we provide a summary of the quantitative teacher baseline survey results. In May 2017, all APT teachers and principals were surveyed—the teachers for the second time.

2017-18 Baseline APT Teacher Data

The following five charts display baseline data collected from all APT teachers in January 2017 (n=56) and from 35 teachers in November 2017 who were new to APT classrooms for 2017-18. Chart 7 highlights a large difference in tenure of the teachers surveyed. Half of the teachers surveyed in January had taught for more than 10 years. On the November survey, a little less than half of the teachers were in their first year of teaching.

Chart 7: Length of Service of APT Teachers



As shown in Charts 8 and 9, the teachers surveyed in January were in slightly stronger agreement about the quality, relevance, and usefulness of the training and coaching they had received at the time of their survey administration. However, teachers responding to the January survey were more likely to have participated in APT trainings and coaching than teachers surveyed in November, almost half of whom had just started teaching three months prior to the survey.

Chart 8: Teacher Ratings of Quality, Relevance, Usefulness of Nevada APT Trainings

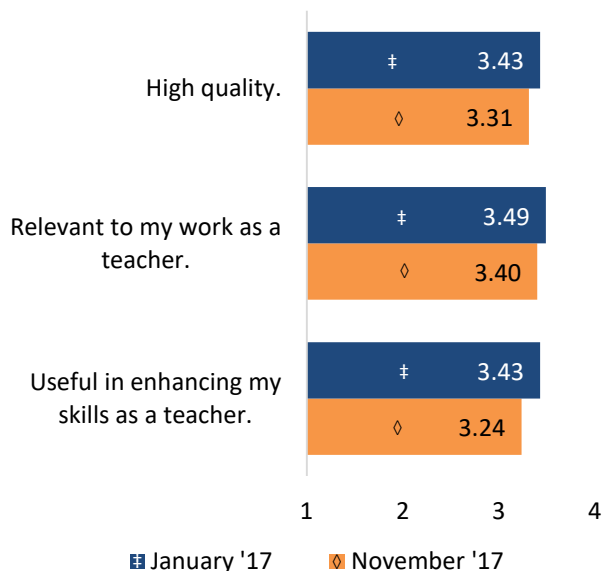
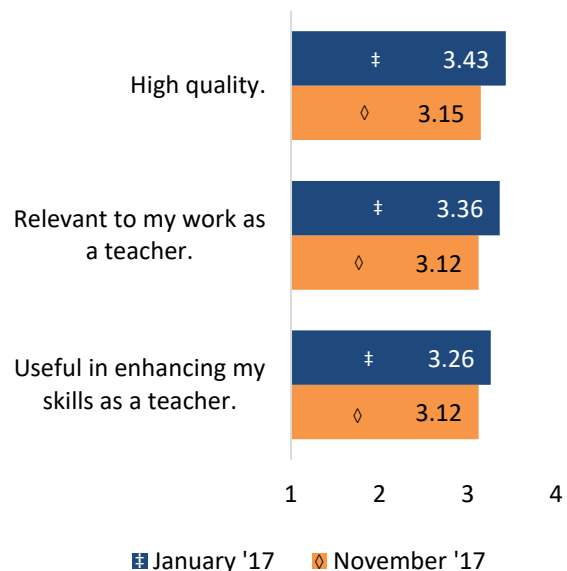


Chart 9: Teacher Ratings of Quality, Relevance, Usefulness of Nevada APT Coaching

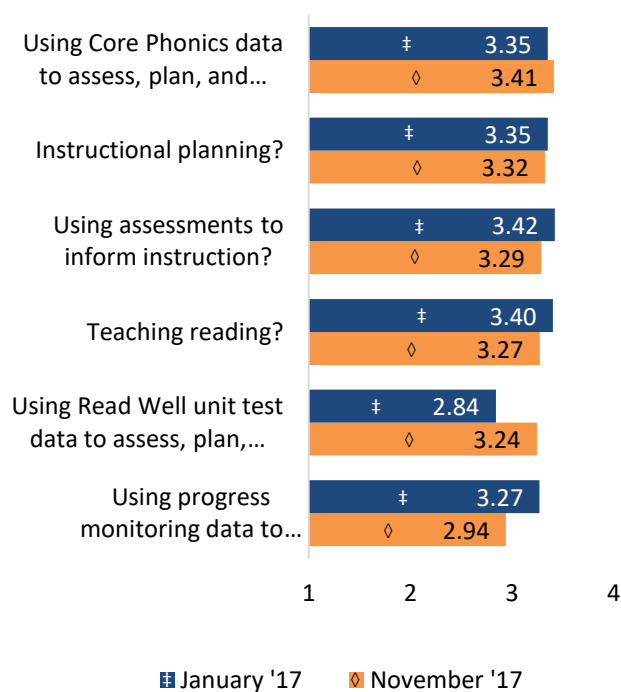


(Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)

When asked on the baseline survey to rate their knowledge of assessing, planning, teaching, and working with data, there was little difference between the two groups of teachers (See Chart 10). The largest difference was that the November respondents were more confident in their knowledge of using *Read Well* than the teachers on the January survey, which is when the *Read Well* curriculum was just being introduced. Conversely, the teachers on the January baseline survey were much more confident in their use of progress monitoring, as would be expected with more experienced teachers.

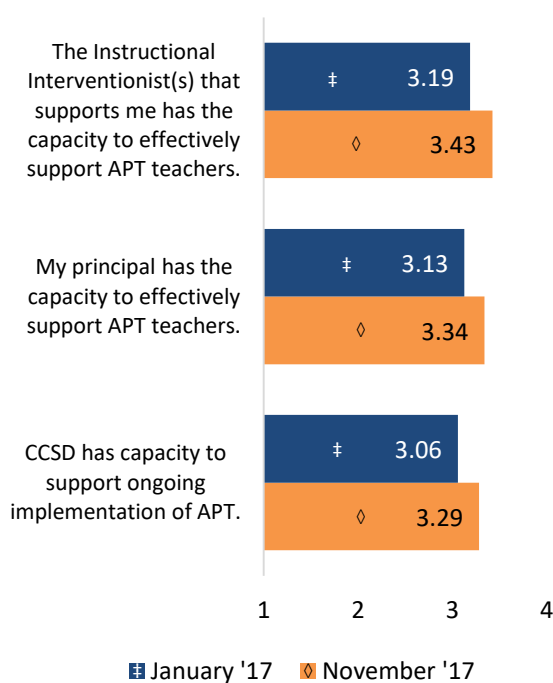
The teachers surveyed in November were in greater agreement than the January respondents regarding the capacity of their Instructional Interventionists, principals, and the CCSSD to support them and ongoing APT implementation (see Chart 11). It is likely they were receiving significant support from their Instructional Interventionists and principal during their first few months of teaching.

Chart 10: Knowledge Levels of APT Teachers



(1 = Not Knowledgeable, 2 = Minimal Knowledge, 3 = Knowledgeable, 4 = Very Knowledgeable)

Chart 11: Capacity to Support APT Teachers



(1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

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

The updated NV SSIP APT Evaluation Plan is included in **Appendix D**. 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. In January 2018, five of the 31 APT principals (16%) were selected to be interviewed. They were selected to represent different regions of the CCSD. Concurrently, 17 of the 151 APT teachers (11%) participated in two focus groups. The teachers represented different regions of the CCSD and varied in experience from six first-year teachers to two teachers with more than 20 years of experience.

C.1(f): Planned data comparisons

We are continuing to work with SBAC data to see whether comparisons to students in non-APT schools may be a useful indicator of relative progress. We are also continuing to work with SBAC data to see whether comparisons among APT schools, disaggregated in different ways, may provide a way to show more fine-grained evidence of progress that can be linked to use of evidence-based practices.

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 used to manage, analyze, and report on APT training and coaching outputs, CORE Phonics data, and *Read Well* curriculum unit completion data. The CORE Phonics dashboard allows for disaggregation by the type of classroom (resource room or SLD classroom), school, and grade. A screen shot of the CORE Phonics dashboard was included in the April 2017 SSIP report. The training dashboard allows 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

Below we present three sets of data to show evidence of change to baseline data for key measures: (1) “Teacher Impact and Satisfaction Survey Results,” (2) “Principal Impact and Satisfaction Survey Results,” and (3) “Student Impact Data.”

Teacher Impact and Satisfaction Survey Results

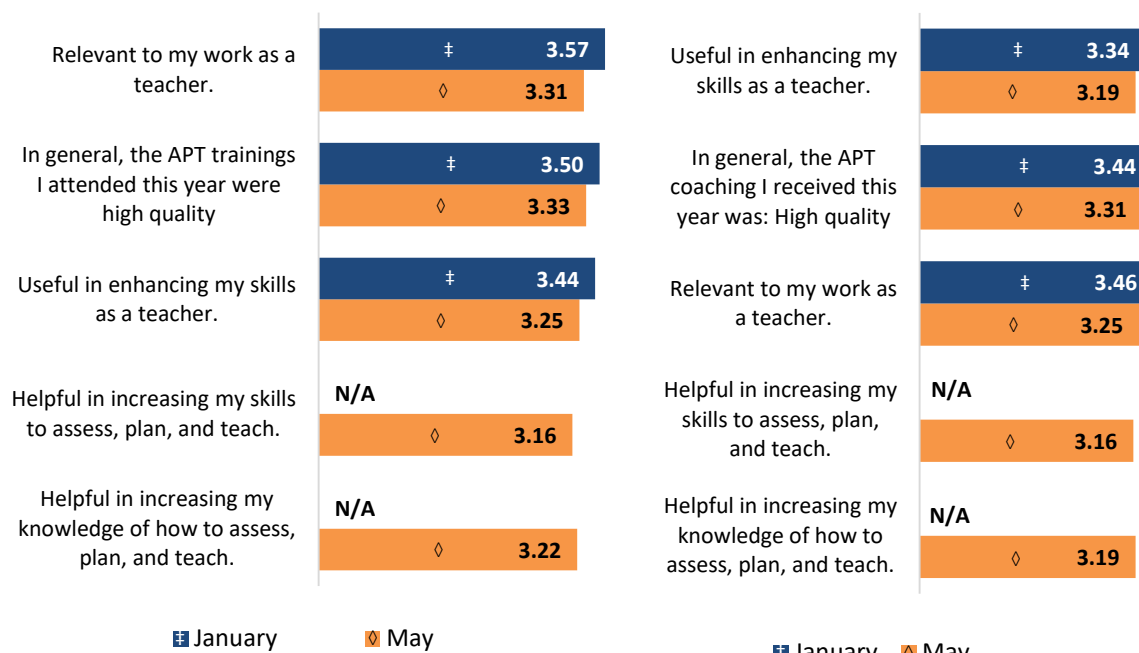
Complete Data for 2016-17

104 APT teachers in the 25 APT schools were surveyed in January 2017. Of those 104 teachers, 56 replied to the survey for a 54% response rate. These same teachers were surveyed in May 2017. There were 37 teachers who responded to both the January and May surveys, and data from those respondents are provided below.

As shown in Charts 12 and 13, the respondents agreed to strongly agreed that the training and coaching they received was high quality, relevant, and useful. However, ratings were slightly higher on the January survey than in June. On the May survey, respondents generally agreed that the training and coaching helped them to become more knowledgeable and skilled to assess, plan and teach.

Chart 12: Teacher Ratings of Quality, Relevance, Usefulness of Nevada APT Trainings

Chart 13: Teacher Ratings of Quality, Relevance, Usefulness of Nevada APT Coaching



(Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)

Success Stories

Qualitative data were also collected from these teachers in May 2017. Following are the prompts and samples of responses:

Prompt 1: *Please provide one example of how APT professional development has impacted your skills in assessing, planning, and/or teaching.*

Sample of responses regarding assessment:

- It gave me specific assessment tools to use to be able to figure out the instruction to provide.
- Has given me new assessments to use to identify the skill deficit. I have a tool that I can use to quickly assess a student to see what group/level they should be working with.
- It helps with letting me know what level my students are in reading and math. AIMSweb has been extremely effective.
- APT professional development helped me assess and group my students according to their instructional level.
- Some of the assessments have helped me determine progress made by my students in the area of Reading.
- Placing the students on a reading level helped to get them to love reading and not be afraid to read.
- I loved the professional development where they showed us more in depth the different assessments in CORE so I could find out where the real problem was for my students.
- APT professional development has provided me with hands on training of how to assess my students and group them. With doing so it is easier for me to help them gain access to the curriculum and meet their IEP goals.
- The APT training where we were able to group our students by IEP goals was so valuable and time saving. It gave me very clear direction on where I needed to go with my instruction.
- It continues to build prior knowledge on how to implement assessment as a guide to lesson planning and instruction.

PROMPT 2: *Please provide one example of how APT professional development has impacted your students' learning related to literacy.*

Sample of responses regarding phonics:

- Several of my students are ELL and they have shown significant growth. They have improved with pronunciation and vowel sounds.
- Clearer understanding of how to use phonics correctly.
- Majority of my students are now able to blend words or at least attempt to blend.
- Using CORE Phonics has helped my students decode multisyllabic words.
- My students' knowledge of letter names and sounds has increased this year.
- Using the CORE phonics I was able to use the data and align my instruction to target specific deficits.

PROMPT 3: *What additional training, coaching, and/or support do you need to implement APT strategies in your school?*

Sample of responses regarding Reading and the *Read Well* curriculum:

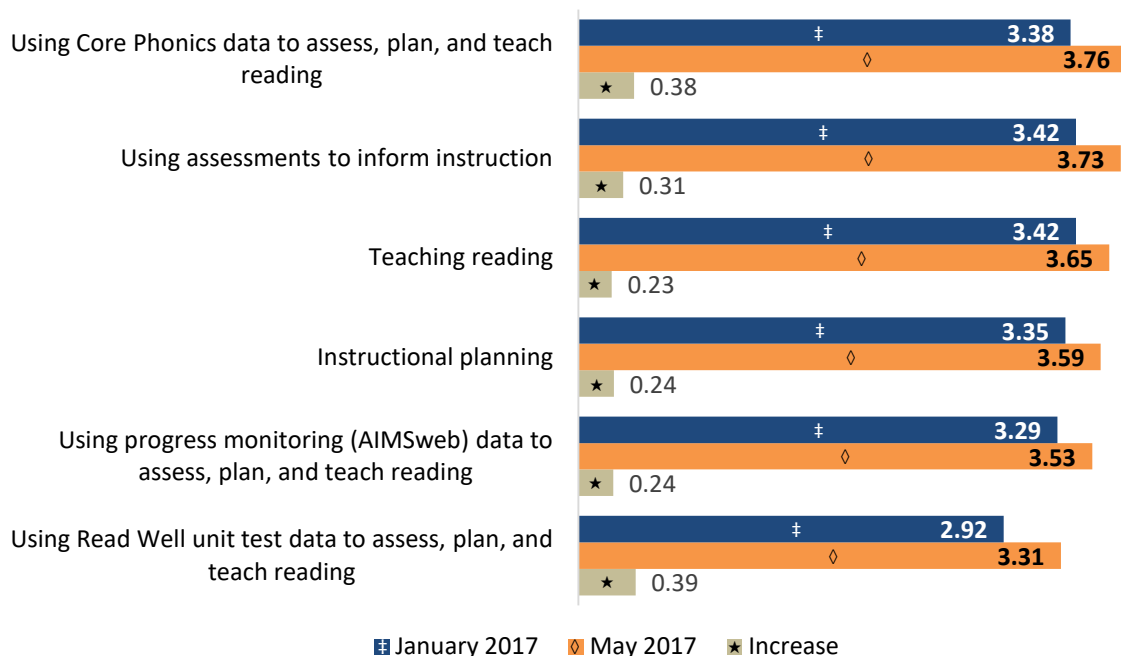
- I plan on taking the PD on *Read Well* this summer. I am hoping this will give me a better picture of implementation as well as an overview of all of the components.
- I would love to learn more about literacy strategies for kinesthetic learners.
- *Read Well*, I was not able to attend these trainings this year.
- I would like *Read Well* training.
- I would like more training on the "Ticket to Read" program
- I plan on taking the *Read Well* training this summer.

The next set of questions were included to assess the teachers’ perceived level of knowledge regarding various topics. Chart 14 displays the results of the January and May 2017 survey administrations. Overall, teachers perceived growth over the five-month period in their knowledge of teaching reading, using assessments to inform instruction, instructional planning, and the use of Core Phonics Survey, progress monitoring, and *Read Well* data to assess, plan, and teach reading.

The greatest change over the five-month period was in teachers’ perceptions of their knowledge using *Read Well* (+0.39) and Core Phonics Survey data (+0.38) to assess, plan, and teach reading. In May 2017, teachers were most confident in their knowledge of using Core Phonics Survey data (3.76) and using assessments to inform instruction (3.73). Teachers were least confident in their knowledge of using *Read Well* data (3.31). This result was not surprising as *Read Well* just began in the second half of the 2016-17 school year.

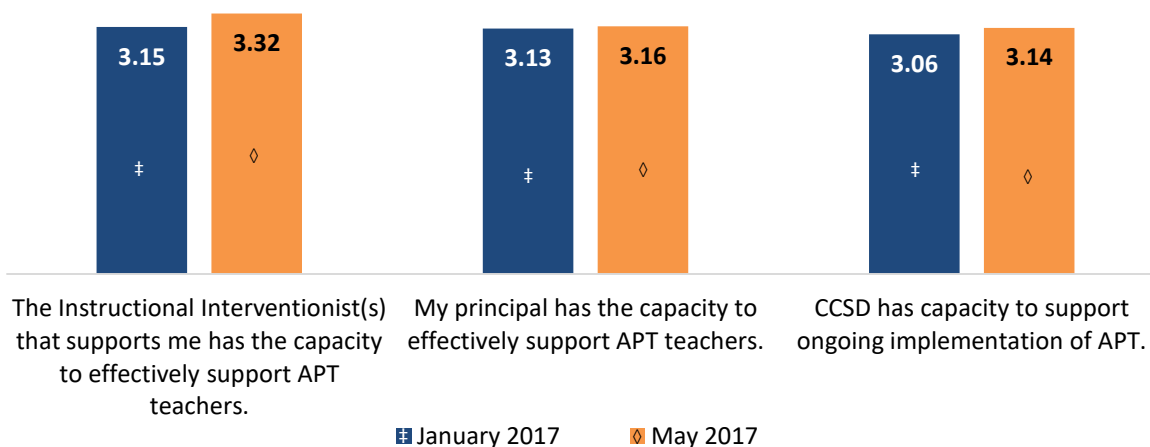
Chart 14: Knowledge Levels of Nevada APT Teachers (January - May 2017)

(Scale: 1=Not Knowledgeable, 2=Minimal Knowledge, 3= Knowledgeable, 4= Very Knowledgeable)



In January and May 2017, APT 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 15). Overall, teachers indicated they agreed that the APT Instructional Interventionists, principals, and CCSD had the capacity to support APT teachers effectively. Over the five-month period between the two surveys, teachers’ perceptions of the capacity of the APT Instructional Interventionists increased the most. The teachers’ views of the capacity of principals and CCSD to support APT increased much less.

Chart 15: Capacity to Support APT Implementation
 (Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)

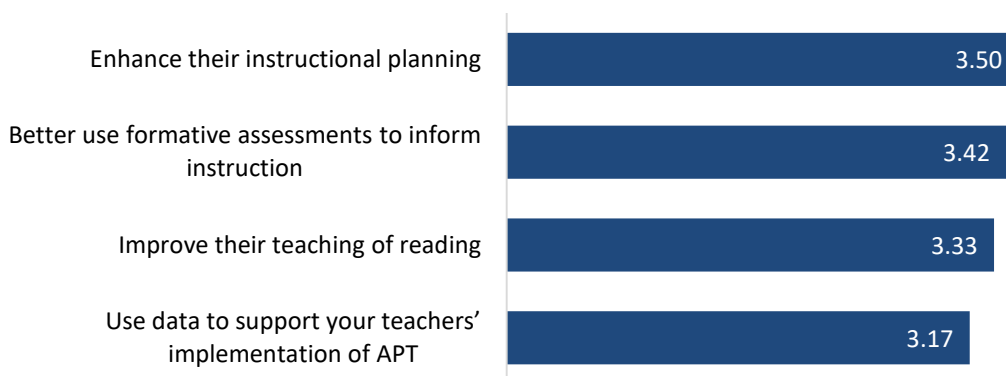


Principal Impact and Satisfaction Survey Data

APT principals were surveyed in May 2017 to assess the impact of APT professional learning on their capacity to support APT implementation, as well as to learn from their perceptions of the capacity of APT Instructional Interventionists to implement, and CCSD to sustain, the APT initiative. Twelve of 25 (48%) of the APT principals responded to the survey. As shown in Chart 16, principals felt most knowledgeable about their knowledge in enhancing teachers’ instructional planning (3.50) and using formative assessment data to inform instruction (3.42). Principals were less knowledgeable about using data to support APT implementation (3.17).

Chart 16: Principals' Knowledge in Supporting APT Teachers

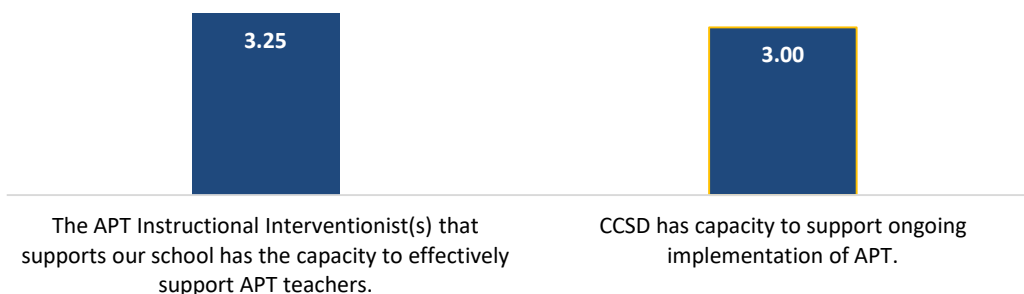
(Scale: 1=Not Knowledgeable, 2= Minimal Knowledge, 3= Knowledgeable, 4= Very Knowledgeable)



The APT principals were also asked to share their perceptions about the capacity of the APT Instructional Interventionists and the CCSD to support teachers and the APT initiative effectively (see Chart 17). The 12 principals who responded to the surveyed agreed that the Instructional Intervenists and CCSD had the capacity to support APT teachers and sustain APT. They were in slightly more agreement about the capacity of Instructional Intervenists to support APT teachers.

Chart 17: Capacity to Support APT Implementation

(Scale: 1= Strongly Disagree, 2=Disagree, 3= Agree, 4= Strongly Agree)



Qualitative data were also gathered from the APT principals in conjunction with the May 2017 survey. Principals told us what additional training, coaching, and/or support they needed to sustain APT strategies in their schools:

- I need regular check in with my APT teachers; timeline of items due; and support to encourage them to always use student data to inform instructional decisions.
- I think that this would be a wonderful program for new teachers in general. I appreciate you including the administration and keeping us abreast of what's going on with *Read Well*.
- Acceleration of *Read Well* program to increase rate of student achievement.
- We will have three new teachers in the APT classrooms for next school year. We will need additional trainings to get them up to speed. Thanks!
- Meagan Patterson has been great! I think we are on the right track. :->
- I need a summary of what teachers are learning. Who is attending the trainings each time, and who missed.
- I need support implementing the writing component.
- I need help making connections to the Nevada Educator Performance Framework [Nevada's statutory teacher evaluation system].

Student Impact Data

CORE Phonics Survey

Complete Data for 2016-17

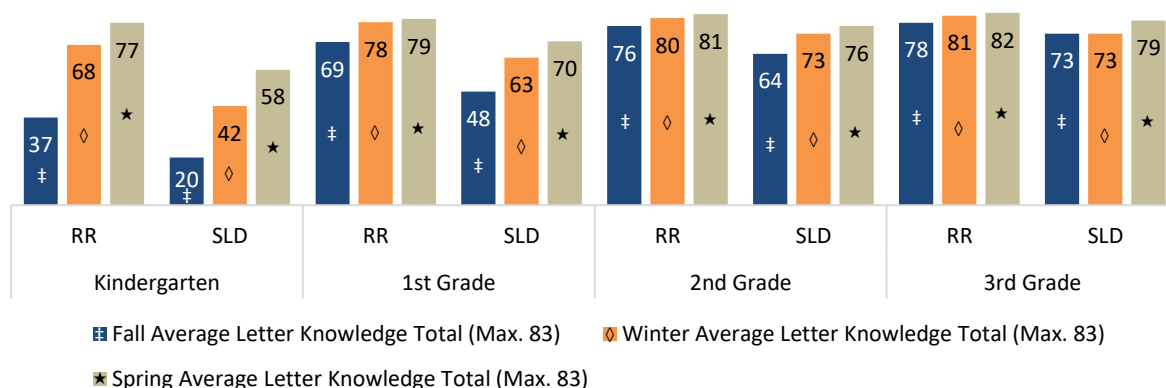
Baseline CORE Phonics Survey data were collected from 1,661 students in 104 APT classrooms in 25 CCSD elementary schools in September 2016. At the third administration in May 2017, 1,149 of the original 1,661 (69%) students remained in the APT classroom in which they began the year. Only students who completed each administration of the CORE Phonics Survey were included in the analyses described below. 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 18 and 19, 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 Resource Room and SLD data from September 2016 (fall administration), January 2017 (winter administration), and May 2017 (spring administration).

As shown in Chart 18, 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. As students' skills in letter knowledge approach or reach mastery level by second and 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.

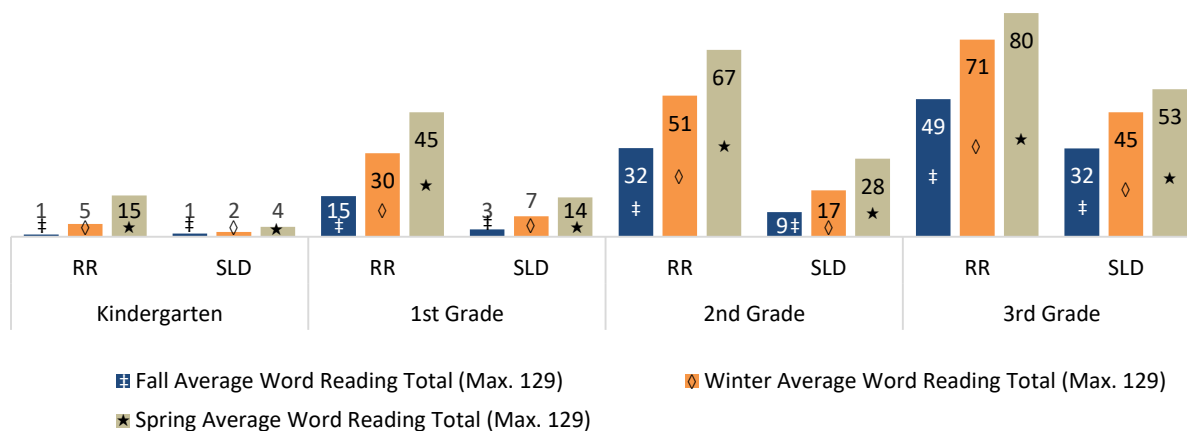
On average, for all grades, students in Resource Rooms scored higher than students in SLD classrooms, for each administration of the CORE Phonics Survey. The difference in results between students in Resource Rooms versus those in SLD classrooms was most noticeable in kindergarten and first grade, but even in second and third grades, the Resource Room students scored slightly higher than their SLD classroom peers. However, students in SLD classrooms had greater percentage increases in letter knowledge at each grade level, than students in resource rooms.

Chart 18: Average Letter Knowledge Growth (2016-17)



Next, we describe results from the 2016-17 fall, winter, and spring administrations 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 19). Both groups of students scored very low in kindergarten, demonstrating 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 kindergarten, first, second, and third grade, students in SLD classrooms scored much lower than students in Resource Rooms on the final spring CORE Phonics Survey administrations. While students in Resource Rooms showed more growth from fall to spring administrations in kindergarten, students in SLD classrooms had greater percentage increases in first, second, and third grade.

Chart 19: Average Word Reading Growth (2016-17)



Preliminary Data for 2017-18

The results from the fall 2017 administration of the Letter Knowledge component of the Core Phonics Survey are displayed in Chart 20. As in the previous year, students made the most growth in letter knowledge in kindergarten and first grade, with students in Resource Rooms scoring higher than students in SLD classrooms. By second and third grades, students approached the maximum score and showed less growth.

Chart 20: Average Letter Knowledge Total (Fall 2017) (Max = 83)

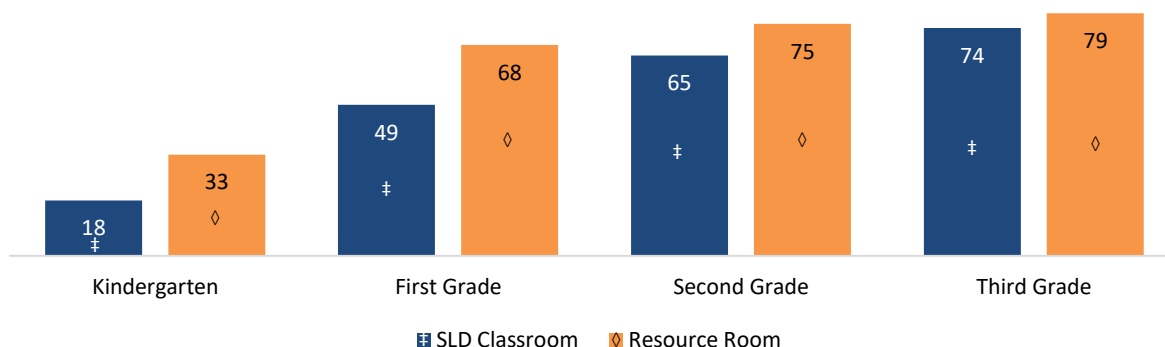
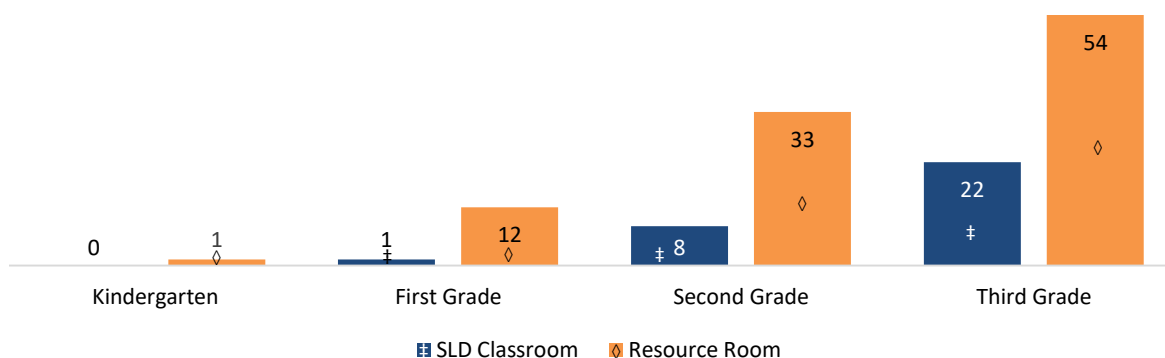


Chart 21 provides the results from the fall 2017 administration of the Word Reading component of the Core Phonics Survey. Students in SLD classrooms made small gains between kindergarten and second grade, before almost tripling their score in third grade. Students in Resource Rooms scored very low at kindergarten, but made large gains between each grade level. The difference in scores between students in SLD classrooms and Resource Rooms was more pronounced with Word Reading than Letter Knowledge. However, with a maximum score of 129, both groups of students have opportunities for significant growth.

Chart 21: Average Word Reading Total (Fall 2017) (Max = 129)



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

As noted above, the APT Leadership Team has not made significant changes to APT implementation and improvement strategies. The training and coaching data, combined with the teacher and principal feedback data, urge us to continue refining our implementation and improvement strategies, but not to change those strategies in other than minor ways. We need to give ourselves time to see what works and what does not.

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. The relative success we see in implementing training and coaching, combined with the success we see in letter and word knowledge among students, led us to expand the APT project by adding seven schools for the 2017-18 school year. Because one of the original 25 schools discontinued participation, we now have 31 schools and 151 classrooms participating in the project—without having added any Instructional Interventionists. So far, the preliminary data for the 2017-18 school year suggest that students are making the good progress they made when we had fewer schools involved, and the quality of the training and coaching remains high.

We will not add more schools any sooner than the 2019-20 school year, and only then if we have made considerable progress toward our third GOAL to “Develop an APT guide for district- and school-level implementation.” We still embrace the “Go slow to go fast” motto regarding expansion.

C.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

At least twice per year, the APT Leadership Team conducts day-long meetings to focus on the APT evaluation and data management system. This system includes data related to training and coaching, teacher and principal impact, and student outcomes. To date, most of the data reviewed at these meetings has been training and coaching data. Now that we have SBAC data for two years, the data suggest that our targets are too high given the subset of students with disabilities with whom we are working. We have begun the process to revise the targets for 2017-18 and 2018-19. See Subsection E.4 beginning on page 51 for a discussion of anticipated revisions to the SIMR target.

C.3: Stakeholder involvement in the SSIP evaluation

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

The primary means of evaluation information sharing with stakeholders has been through the APT Leadership Team. The APT Leadership Team is composed of three 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 three 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. At a SEDA meeting in 2017, Carlos Morales, Assistant Superintendent, CCSD Student Services Division, and Julie Bowers from the NDE made a presentation about the APT project to the special education directors from Nevada’s school districts. Carlos emphasized the importance of structure and leadership, and shared that the project is in high demand in CCSD.

APT implementation is also a standing topic at the meetings of Nevada PEP, the state’s federally funded parent training and information project.

Since our last report, however, we have informed even more groups of stakeholders about the implementation and evaluation of the APT project. Highlights include the following presentations.

Nevada audience of parents and educators. On May 6, 2017, APT Leadership Team members (and Instructional Interventionists!) Meagan Patterson and Merrill Young presented at the annual “MEGA Conference” held at Lake Tahoe, Nevada. 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.

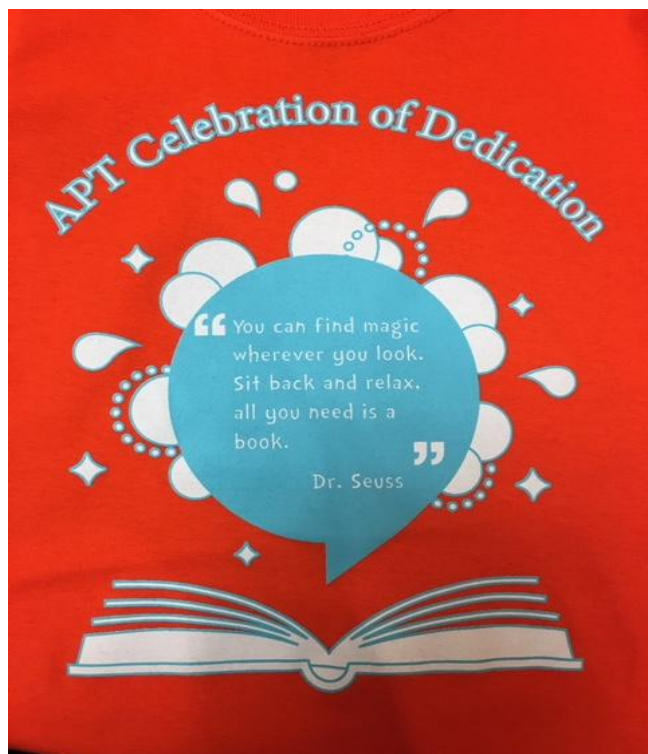
Meagan and Merrill made a presentation titled “*Assess-Plan-Teach: Quality Reading Instruction for Students with Disabilities.*” Feedback was very positive, with one participant remarking “Very useful and practical information!”

National audience of educators and parents. On July 18, 2017, APT Leadership Team member (and Nevada Special Education Director!) Will Jensen presented at the annual OSEP Leadership Conference. As part of a panel presenting on “The Value of Engaging Stakeholders, from Data Collection to Reporting and Use,” Will presented his perspective that site-level administrators hold the keys to successful implementation of any initiative. He then described for this national audience Nevada’s use of the communication protocol as a tool for enhancing principal buy-in to the APT project.

The APT Leadership team continues to submit proposals to share the APT project with various national groups including:

- Council for Exceptional Children (CEC) for spring 2019
- Council of Administrators of Special Education (CASE) for fall 2018
- Nevada MEGA Conference for spring 2018
- ASCD Conference for spring 2019

Nevada audience of student readers. The most important stakeholders in the APT project are the student readers themselves. Accordingly, the most important “informing” event that occurred in the 2016-17 school year occurred on May 19, 2017, when APT teachers, administrators, Instructional Interventionists, CCSD administrators, and students and their parents were invited to a “Celebration of Dedication” in honor of the students and teachers in the APT project.



The event was designed to celebrate the dedication of the teachers who have enthusiastically implemented the APT project. More importantly, the event celebrated the students who made accomplishments in reading. Each participating teacher from the 104 classrooms selected one student to receive an award for reading accomplishments.

There were three award categories:

- Most improved
- Most effort
- Star Reader

Each of the 104 students selected was invited along with their families to a celebration at the RIO in Las Vegas. Six hundred people attended the event, including the following three:



Nevada Special Education Director Will Jensen celebrates with two accomplished readers!

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

A total of five APT Leadership Team meetings during PHASE III (Years 1 and 2) were devoted to working with APT stakeholders to develop and implement a comprehensive, high-quality, and useful evaluation and data management system. On every occasion when the APT Leadership Team gets feedback about the ongoing evaluation of the SSIP, we process that feedback and make necessary adjustments to the model.

APT teachers and principals have also had opportunities to provide feedback and to inform future professional development through training evaluation forms and the qualitative data collected in January 2017 and again in January 2018. Extensive qualitative data were collected from focus groups and interviews to provide not only 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 of the January 2017 baseline data collection was provided in the April 2017 SSIP report. The full reports of the January 2018 data collection are attached to this report as **Appendix E** (Teachers) and **Appendix F** (Principals).

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

One concern we have is related to the quantity of data we are gathering. As this report demonstrates, we collect both qualitative and quantitative data on the impact of the project on teachers and principals. We collect quantitative data on student impact. Although we have considered implementing systems for collecting progress monitoring, plans to require implementing progress monitoring at the schools are proceeding slowly. While we believe that progress monitoring is an important feature of planning instruction, fitting this piece into the systemic APT evaluation model is a challenge. Our Instructional Interventionists continue to work directly with teachers who collect progress monitoring data, and those conversations add depth to the teachers' assessment, planning, and teaching strategies. For example, throughout our qualitative data, there are many examples where those teachers recognize the work of the coaches in helping them to make use of AIMSweb data.

D.2. Implications for assessing progress or results

The APT project does not provide the data comparisons available in experimental designs. For example, we do not have an ability to make valid and reliable comparisons of the progress of APT students on the CORE Phonics Survey to the progress of non-APT students, because there are no comparison groups. Without those comparisons, it is difficult to attribute APT professional development to increases in student achievement. In addition, without more disaggregation of SBAC data, it is difficult to see progress at all. We can certainly see the progress for individual students through CORE Phonics Survey data, and that progress is valuable, but it is too soon to see whether APT can move the needle on SBAC results overall. Work in this area will continue, and refinements are expected.

D.3. Plans for improving data quality

As we prepare this report, we have confidence in the quality of the data that we are using. Some refinements are being made and we believe those refinements will improve the usefulness of the data. For example, on page 26 above we described how the "Consistency of Intervention" tool (the fidelity tool) is being refined so that it takes into account whether particular evidence-based practices are expected to be seen in a given observation of a teacher working with a student, or a group of students. At present, the tool measures the extent to which practices are observed, but it does not reflect whether there is evidence that a practice has been successfully used in the past (such that the student now demonstrates independence in a reading skill), or whether a particular practice would not be useful given the lesson or the grouping of the students, and therefore would not be expected to be used. Adding rubrics to the Consistency of Intervention tool to provide a more nuanced analysis of observed practices will improve the utility of the data and help the Instructional Interventionists focus attention in subsequent coaching sessions.

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

It turns out that infrastructure stability, not change, is the most important element of our success over the last year. We have the same APT Director, and we have the same six Instructional Interventionists. We added another principal to the APT Leadership Team, but other than that, the team remains the same. This stability in staffing is remarkable, and it provides the kind of foundation we need to keep learning and adapting together.

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. These data along with coaching data are also available for analysis on the dashboards – so there is no delay in the implementation of strategies to address particular teachers' needs for more knowledge and skill development.

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

Training and coaching fidelity tools were fully implemented in 2016-17 continue to be used in 2017-18. These tools provide the data, or evidence, on the impact of APT professional development. See the Consistency of Intervention analyses beginning on page 26.

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

Implementation of the APT project is still new, and we are not yet in a position to define with precision the specific project components that are essential to success. We have collected a large amount of training data to provide information on the quality, relevance, usefulness, and impact of the training. Data gathered in 2016-17 and 2017-18 on teachers' pre/post knowledge of training topics were summarized in the five one-page InfoGraphics included in **Appendix A**. These data continue to provide critical insights for APT Instructional Interventionists as they tailor coaching to address areas where teachers scored lower on the pre/post assessment. Targeted coaching will improve instruction, and improved instruction should lead to improved student outcomes.

The complete 2016-17 school year data for the CORE Phonics Survey showed that 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. Preliminary data for the 2017-18 school year show similar results.

Teacher survey data and teacher and principal qualitative data continue to be collected from focus groups and interviews. In January 2018, qualitative data were again collected through focus groups and interviews. The reports of the findings are included in **Appendix E** (teachers) and **Appendix F** (principals).

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. The transiency rate among students in the APT project is complicating this analysis. There do not appear to be enough APT students who are enrolled in the same APT school for two years in a row to draw any systemic conclusions about shifts in placement data that can be attributed to APT. We are continuing to examine this issue.

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

Third-grade reading results from the Smarter Balanced Assessment Consortium (SBAC) assessment are used to measure Nevada’s SIMR.

Actual 2016-17 SBAC Reading Performance Data

Table 7 lists the year of assessment, actual data for 2015-16, actual data for 2016-17, and target data for subsequent years. The 2015-16 data were baseline, as the initiative formally began in fall 2016. The 2016-17 data are the first year of progress data.

Table 8 includes the SBAC results for 370 third-grade students with disabilities at the APT schools during the 2016-17 school year. Consistent with the 2015-16 data analysis, 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 2016-17 are included. As Table 8 shows, only 6% of these students scored at the proficient level or above. Nevada did not reach its target. This percentage was also below the 7% reported for 2015-16, so Nevada experienced slippage. One factor which may account for slippage (or even growth) is that when we compare year-to-year changes in third-grade data, we are always comparing a given year’s third-graders to previous years’ third graders. A second factor is that in 2016-17, the APT project accounted for the SBAC results of 370 students in the 25 pilot schools, and in 2015-16, only 264 students were included in the analysis. This increase in the number of students is related to growth in enrollments, but it also means that APT resources served more students and more school staff members than in the previous year. In short, interpretations of year-to-year SBAC scores are strained when the student populations are not comparable in various ways.

Table 7: 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%	6%		

As we discussed in the April 2017 SSIP report, these data raise important questions about the appropriateness of the targets established in PHASE I of Nevada’s SSIP. The targets were based on 2013-14 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,¹ and the actual data for 2015-16 and 2016-17 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 have specialized programs for students with more significant disabilities that are not part of each neighborhood elementary school. Now that we have two years of SBAC data, disaggregated to include only APT schools, and to exclude students with speech-language impairments, we are working with stakeholders to reset the targets for 2017-18 and 2018-19. In the Phase III-3 report submitted in April 2019, we will report extensively on the target re-setting process and results.

Analysis of Performance Levels in 2016-17 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 8: Numbers of 3rd Grade Students with IEPs at APT Schools Scoring in Four Achievement Levels on SBAC Assessment during 2016-17

Achievement Levels	Number of Students	Percentage of Students
Level 1 (not proficient)	294	79%
Level 2 (not proficient)	55	15%
Levels 3 and 4 (proficient)	21	6%

In our Phase III-1 report, we discussed the possibility that we might be able follow particular students as they move from grade 3 to grade 4 at an APT school, to see, for example, whether students move from Level 1 to Level 2, even if they do not move to Level 3 or 4. We attempted to do that analysis. We encountered significant difficulty, because the vast majority of students who attended an APT school in 2015-16 as third graders were no longer attending an APT school in 2016-17 as a fourth graders. Our preliminary analysis did not suggest that this transiency was the result of improvements in SBAC scores such that students in SLD programs were returned to their neighborhood schools, which

¹ In the 2016-17 school year, 21.5% of all third-grade students with disabilities in CCSD were proficient on the SBAC Reading assessment (compared to 20.5% in 2015-16).

certainly would have been an important indicator of progress. So beyond what may have been anecdotal indications of progress for particular students, this student-level analysis did not offer promise as a systemic, summative measure of the APT project.

The APT Leadership Team is continuing to explore ways of measuring progress on the SBAC in a more finely grained way than simply comparing % proficient from one year to the next.

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 will continue to refine use of the data dashboard 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.

In 2017-18 we will begin gathering data to inform our second task-oriented GOAL to “Partner with Nevada PEP to increase parent involvement in literacy learning through community- and school-based events.” In the October 2017 principals meeting, we discussed with principals the need to develop school-level plans for parent engagement that meshed APT activities with whatever other initiatives they have planned. We will collect information on the existence of these plans, as well as quantitative data on the number of parents who participate in various school-level activities.

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.”

We end with a Success Story

APT Students Honored for their Success as Readers!



Just a few of the 104 student readers who were honored for their accomplishments at the 2017 APT “Celebration of Dedication” while their families and teachers cheered for them.

We are all still smiling – and celebrating their success stories – one year later!