

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

PHASE III-3

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



Submitted: April 1, 2019

PHASE III-3

**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-3 Evaluation Report

Introduction

Sometimes we look to the words of others for inspiration, for words that capture our vision and our commitment in ways that speak to us. As we began writing this year's APT progress report, these words, attributed both to Henry Ford and Edward Everett Hale, resonated:

Coming together is the beginning.

Keeping together is progress.

Working together is success.

Our "Coming Together" phase began in 2014 when stakeholders throughout Nevada participated in a series of meetings to analyze data, examine the state's infrastructure, and coalesce around a common purpose expressed in our state-identified measurable result (SIMR) to improve the performance of third-grade students in Clark County School District on statewide assessments of reading/language arts.

Our "Keeping Together" phase began in 2015-16 and 2016-17 in 25 pilot schools, building mutual commitment among students, parents, teachers, and administrators to the ASSESS-PLAN-TEACH ("APT") model for improving special education teachers' skills in assessment, instructional planning, and teaching reading.

In 2017-18 and continuing into 2018-19, we enter the "Working Together" phase. Through building partnerships and strengthening the APT model, we have expanded the original 25 pilot schools to 31 schools. We have grown the staff of Instructional Interventionists from six to nine. We have increased the classrooms teachers who implement the model from 104 to 150. We have expanded the self-contained classrooms participating in the project from just those where the majority of students have specific learning disabilities, to include self-contained classrooms regardless of the disability categories of the students who participate in those classrooms. Despite leadership changes in both Clark County School District and the Nevada Department of Education, the APT Leadership Team members have remained exactly the same. And for the first time, we saw the needle move. Students with disabilities in these classrooms who were proficient readers increased by 23%, from 6% proficient in 2017 to 7.4% proficient in 2017-18.

Of course, numbers do not tell the entire story of success. Join us in the following pages for words and images that tell the story of the continued success of APT in Clark County School District. "Working together is success."

Nevada SSIP PHASE III-3 Evaluation Report

A. Summary of PHASE III-3

During PHASES I, II, III-1, and III-2 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 three 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.

In this report, the entire 2017-18 school year of data is reported, as well as “preliminary data” from the fall and winter of the 2018-19 school year. For the first time we have up to three years of data points to compare progress over time.

We present data for 2016-17, 2017-18, and Fall 2018 to show Consistency of Intervention (percent of APT practices used consistently by teachers) over time. We present data for January 2017, May 2017, and May 2018 to show improvement in teacher ratings of APT trainings and coaching. We present data for January 2017, May 2017, and May 2018 to show improvements in teachers’ knowledge and skill in assessment, planning, and teaching.

We present data for 2017 and 2018 to show improvement in principals’ ratings of the quality, relevance, usefulness and impact of APT in their schools. We also present data for 2017 and 2018 to show principals’ ratings of their perceptions of their teachers’ knowledge, and their perceptions of their own knowledge to support their APT teachers.

Most importantly, we present progress data (fall and spring) to show improvements in students’ knowledge of letters and words across school year 2017-18. And we present progress data on our SIMR, where third-grade students with disabilities improved scores on standardized tests of reading/language arts when compared to last year. These data show a clear picture of the difference we are making in the knowledge and skills of students.



Our borrowed metaphor remains our theme: “We don’t make the light bulb, we make it brighter.” Our ability to present and analyze data over time 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 data over time which supported the continued implementation of APT during 2017-18 and continuing in 2018-19.

We welcome readers to our story. Through data, words, and photographs, we illustrate how “working together is success.”

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.

As reported in April 2018, 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. Three task-oriented goals were developed to guide our work 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 13.

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 2017-18 to evaluate the training of teachers and paraprofessionals in the 31 APT pilot schools. We also present preliminary data collected in the fall of 2018 to evaluate the training of teachers and paraprofessionals in those schools. These data are described in Section B.1(b), in the “Training” subsection, beginning on page 24.

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-3 in these areas:

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

Evaluation Coordination

During the 2017-18 school year, the APT Leadership Team met face-to-face two times with the project’s external evaluator, Brent Garrett of Garrett Consulting, LLC (GC). The meetings were held on July 26, 2017, and January 17, 2018. In the 2018-19 school year, the APT Leadership Team met face-to-face with the external evaluator on February 14, 2019.

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 2018 PHASE III-2 and April 2019 PHASE III-3 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 evaluation InfoGraphics for CORE Reading Academies conducted since our April 2018 report are included in **Appendix A** (June 2018, July 2018, and September-October 2018).

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 2018-19 school year. A summary of the complete coaching data for 2017-18 (July 2017 – June 2018) is provided in Chart 1 on page 26. Chart 2 on page 27 shows the preliminary data for 2018-19 (July – December 2018). We also track the literacy content addressed in coaching contacts. See Chart 3 on page 27 (July 2017 – June 2018), and Chart 4 on page 28 (July – December 2018).

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. For the first time, we have data points from three years of implementation to compare in one chart. A summary of the data for 2016-17, 2017-18, and Fall of 2018 is provided in Chart 5 on page 29.

Teacher/Principal Impact Data

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

The teacher impact 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 impact survey has been administered to APT teachers in January 2017, May 2017, and May 2018. Data comparing teacher ratings for the items listed above are analyzed in Charts 6, 7, 8, and 9 in section C.2(b) beginning on page 35.

The principal impact survey asks administrators to rate the following items:

- The **quality, relevance, and usefulness** of APT
- Administrators' perceptions of the **capacity** of Instructional Interventionists and the CCSD to support the teachers in ongoing APT implementation
- Administrators' perceptions of **teachers' knowledge** of assessing, planning, teaching, and working with data
- Administrators' perceptions of **their knowledge** in supporting teachers

The principal impact survey was been administered to principals in May 2017 and May 2018. Data comparing administrator ratings for the items listed above are analyzed in Charts 10, 11, 12, and 13 in section C.2(b) beginning on page 41.

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. Examples of the qualitative data are presented in Section C.2(b) beginning on page 38 (teachers) and page 45 (principals). See **Appendix C** (APT Teacher Survey, 2017-18 Evaluation Report) and **Appendix D** (APT Administrator Survey, 2017-18 Evaluation Report).



Paraprofessional working with students focusing on fluency at Matt Kelly Elementary School.

Student Impact Data

Third-grade reading results from the Smarter Balanced Assessment Consortium (SBAC) state assessment are used to measure Nevada’s SIMR. Baseline data from 2015-16 and progress data from 2016-17 and 2017-18 are discussed in Section E.4 on page 55.

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 2017-18 (fall, spring) administration of the CORE Phonics Survey for students in 150 APT classrooms. The results from these surveys are presented in Charts 14 and 15, in Section C.2(b) beginning on page 46. Comparative data for 2016-17 and 2017-18 showing fall to spring changes in letter knowledge total score and word reading total score are presented in Charts 16 and 17, in Section C.2(b) beginning on page 48.

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

During the third year of PHASE III activities, we have not made significant changes to the improvement strategies, but we have made changes in implementation.

The most significant change to the project overall is that we added schools and the project has now grown from 25 to 31 schools. This change prompted an increase in our staff of Instructional Interventionists, who have grown from a group of six to a group of nine. Adding schools has meant that additional supports for teachers and administrators new to the project must be provided. We are proceeding cautiously – not adding more schools to the project than we can sustain with existing resources.

A second significant change to the project overall is that we have expanded the self-contained classrooms participating in the project from just those where the majority of students have specific learning disabilities, to include self-contained classrooms regardless of the disability categories of the students who participate in those classrooms. Throughout the report, these classrooms are now referred to as “self-contained classrooms” rather than “SLD classrooms.”

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 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. Work on this project has begun, and we expect to devote time and resources to this project beginning in the summer of 2019. We will report progress in the April 2020 submission.

B. Progress in Implementing the SSIP

We have solid progress to report about the complete 2017-18 school year implementation of APT, along with preliminary data about implementation in 2018-19 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.



*Reading RockStars
from Squires
Elementary School*

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.*

Table 1		
<i>Broad Improvement Strategy #1: APT Infrastructure Development</i>		
Activities to Meet Outcomes	Implementation Measure	Accomplishments and Milestones
Obtain CCSD Board approval for APT project and funding proposal	Review of CCSD Board meeting minutes	Task accomplished; biannual approvals will be needed.
Allocate and monitor funds for APT budget	Approved budget; review of quarterly budget expenditure reports	Task accomplished and quarterly reviews are ongoing.
Establish CCSD personnel resources necessary for APT leadership and implementation	Review of personnel contracts and human resources documentation	APT Director was identified. <i>Nine APT Instructional Interventionists have been hired.</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. 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.
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 and 2018-19 we continue to have 31 schools. Classrooms now include all self-contained classrooms, not just SLD self-contained classrooms.</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.
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.*

Table 2		
<i>Broad Improvement Strategy #2: Professional Development</i>		
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 24.</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 24.</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 24.</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 26.</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.*

Table 3		
<i>Broad Improvement Strategy #3: Data Systems Development</i>		
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 13).</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 29).</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 24).</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 26).</i>
Establish data system necessary to conduct formative evaluations of student performance (e.g., progress monitoring)	Review of formative student performance evaluation data	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.
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 46).</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 three years later, in PHASE III-3, we are pleased to report that five of the original six Instructional Interventionists are still with us 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.

But the addition of new schools – bringing the total to 31 from 25 – necessitated the addition of new Instructional Interventionists. For the 2018-19 school year, we have a total of nine Instructional Interventionists working in 150 classrooms with students, parents, paraprofessionals, teachers, administrators, and the APT Leadership Team to improve and expand implementation of the APT model.



***APT Director and
Instructional
Interventionists (II)***

(Back Row Left to Right):

*Jean Mizell (II)
LaRonda Ringold (II)
Merrill Young (II)
Lisa Andersen (II)
Heather Wheatley (II)
Jamie Horacek (II)
Cathy Scott (Director)*

(Front Row Left to Right):
*Jana Pleggenkuhle (II)
Meagan Patterson (II)*

*Jennifer Doran
(not pictured)*

"Working Together Is Success"

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."



Special education teacher at Newton Elementary School conducts a *Read Well* lesson.

APT SCHOOLS

APT Schools in 2017-18 and 2018-19

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.

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). Those 31 schools remained in the project for 2018-19 and 150 classrooms now implement APT. As this report is being prepared, there are no current plans to add additional schools, although the NDE is considering expanding the project to new pilot schools in another school district in Nevada.

Support for APT School Principals and Assistant Principals

Our commitment to the APT principals and assistant principals continues. This work has been focused on three priorities:

1. Annual meetings of administrators who implement APT in the schools
2. Implementation of a protocol to facilitate communication between APT schools (teachers and administrators) and the APT leadership team
3. Facilitation of “Literacy in the Library” events to engage parents in their children’s literacy learning

Work on these priorities since our last report is discussed below.

Annual Principals' Meetings

On October 16, 2018, we convened a half-day training to build knowledge and understanding of APT among school leaders, and to deepen principal buy-in. The meeting was positively evaluated by the participants. See **Appendix E**, APT Principals' Meeting, October 16, 2018, Evaluation InfoGraphic.

We used the meeting for some basic information sharing, e.g., providing an overview of APT from the NDE perspective, and reviewing the assessment, planning, and teaching tools that form the basis of the APT model. But this year's agenda focused on three primary objectives:

OBJECTIVE 1. Provide principals with the resources needed to lead APT in their schools.

OBJECTIVE 2. Demonstrate how to align the APT model with the Nevada Educator Performance Framework (NEPF), Nevada's state-mandated educator evaluation system.

OBJECTIVE 3. Share ideas and resources to increase parent involvement in literacy activities.

We implemented **OBJECTIVE 1** by spending time analyzing each school's APT data, since the considerable amount of data produced by the APT project is a critical resource for administrators to use in leading APT at their schools. First, the Instructional Interventionists presented an overview of how to "read" each school's Core Phonics data. Then, working at tables, each administrator reviewed the school's Core Phonics data, guided by probes for inquiry. As administrators reviewed the data they discussed with each other what they noticed about their own school's data, what might explain the data, and what they planned to do to improve the data. And, as always, administrators looked for evidence to celebrate the success of the students as readers. A leader at each table synthesized feedback from the group, and shared out with the entire gathering. One participant wrote, "Enjoyed the table talk conversation and idea sharing."

The work on **OBJECTIVE 2** focused on alignment of APT with other requirements. We have long recognized that if APT is seen as an “add-on” to everything that elementary school teachers and administrators are already required by state and federal law to do, it will be unsustainable. Rather, APT must become fully integrated into the school’s work as a whole. One example is that by state law, administrators and teachers must work together to evaluate teacher effectiveness using the Nevada Educator Performance Framework (NEPF). In last year’s report, we noted that at least one principal had requested training about how to connect the NEPF with APT.

The NEPF is a set of standards and indicators reflecting what teachers and administrators need to know and be able to do to support student mastery of more rigorous Nevada Academic Content Standards (NVACS). Among other criteria, the NEPF framework requires that teachers be evaluated against five instructional practice standards:

STANDARD 1 – New learning is connected to prior learning and experience.

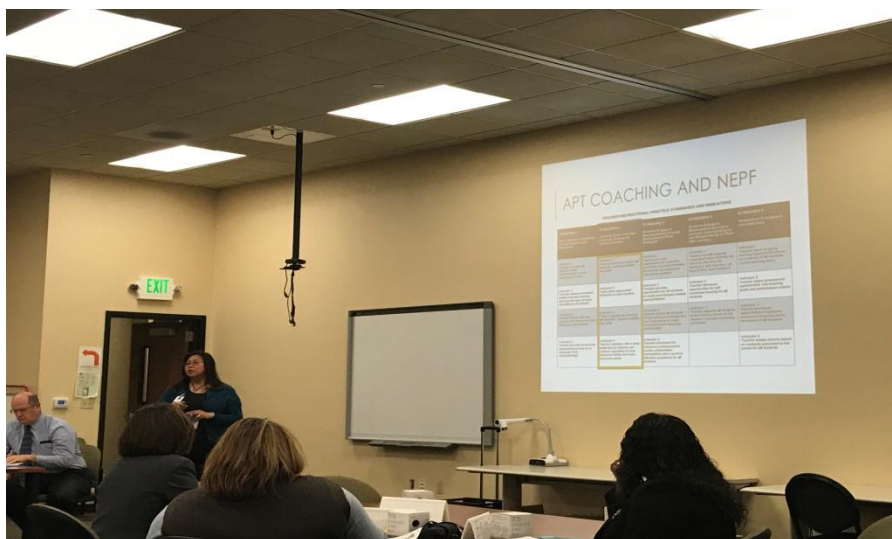
STANDARD 2 – Learning tasks have high cognitive demand for diverse learners.

STANDARD 3 – Students engage in meaning-making through discourse and other strategies.

STANDARD 4 – Students engage in metacognitive activity to increase understanding of and responsibility for their own learning.

STANDARD 5 – Assessment is integrated into instruction.

Within each standard, there are indicators that describe observable teacher practices as evidence that the standard is met.



Principals and Assistant Principals discuss the connections between APT Coaching and the Nevada Educator Performance Framework (NEPF)

We used this meeting to describe explicitly what the APT Instructional Interventionists (IIs) are doing in coaching and modeling to support teacher improvement measured against these practice indicators. For example, in STANDARD 1, Indicator 2 is “Teacher makes connections explicit between previous learning and new concepts and skills for all students.” As shown on the graphic below, we highlighted this particular STANDARD and Indicator, and then pointed out “With coaching and modeling, APT IIs focus on analyzing data, such as the CORE Phonics Survey, to drive instruction that builds on previously learned concepts and skills.” This is just one example. Another example was described for STANDARD 5, Indicator 2, “Teacher aligns assessment opportunities with learning goals and performance criteria.” We highlighted that “With coaching and modeling, APT IIs work with teachers to progress monitor students every 5-10 instructional days and analyze the data to drive instruction as well as data collection for IEP goals.”

APT COACHING AND NEPF

TEACHER INSTRUCTIONAL PRACTICE STANDARDS AND INDICATORS

STANDARD 1 New Learning is Connected to Prior Learning and Experience	STANDARD 2 Learning Tasks have High Cognitive Demand for Diverse Learners	STANDARD 3 Students Engage in Meaning-Making through Discourse and Other Strategies	STANDARD 4 Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning	STANDARD 5 Assessment is Integrated into Instruction
Indicator 1 Teacher activates all students' initial understandings of new concepts and skills	Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills	With coaching and modeling, APT IIs focus on analyzing data, such as the CORE Phonics Survey, to drive instruction that builds on previously learned concepts and skills.		Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status
Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students	Indicator 2 Tasks progressively develop all students' cognitive abilities and skills			Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria
Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students	Indicator 3 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status			Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students
Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings	Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students			Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students

Example of slide showing how the work of APT Instructional Interventionists connects to teacher practices evaluated in the NEPF.

At each table, the administrators discussed the connections between the APT work and the NEPF and shared ideas for more closely aligning the two. For example, within the NEPF teachers are required to develop Student Learning Goals and Professional Practice Goals. The administrators discussed ways that APT data can shape student learning goals, and ways that APT training can shape professional practice goals. Administrators also discussed the following prompt: “*What differences have you noticed in teacher practice since implementing APT?*” As one administrator commented in the evaluation, “I think with each year, the structure and impact of APT becomes easier and more apparent.”

As we worked on **OBJECTIVE 3**, the administrators shared successes and challenges with parent engagement activities. One particular challenge is created by the fact that in many instances, students in self-contained classrooms do not live in the neighborhoods where they go to school, so it is difficult for their families to become part of the “education community” within the school. Robin Kincaid, Educational Services Director for Nevada PEP, described these opportunities where Nevada PEP partners with schools to promote parent engagement:

- Participation in “Literacy in the Library” events (see below for more details about implementation)
- “Literacy Night” in connection with fall open houses at schools. Nevada PEP provides a table where parents can access materials on reading (fluency, comprehension, and phonics) and staff are available to answer questions and encourage families to work with the school to understand their children’s progress. “Literacy Night” events were held at APT schools on these dates, including dates after the Principals’ Meeting:
 - May 2017, September 2017, and May 2018, Matt Kelly Elementary
 - August 2017, April 2018, and October 2018, McWilliams Elementary
 - September 2018, Herron Elementary
 - November 2018, Newton Elementary
 - March 2019, Bunker Elementary
- Information about APT for use in Parent Teacher Conferences. See, e.g., **Appendix F**, Parent Brochure: “Helping Children to Become Better Readers: Assess-Plan-Teach.”

After Robin presented these ideas and resources, once again the administrators talked at their tables, and then shared out with responses to these prompts:

1. How do you get engagement from your parents of students in self-contained classrooms?
2. What literacy inspired activities do you do that involves parents?
3. What other ideas do you have to get more parents of self-contained classrooms engaged with the school and literacy?

The discussion was robust and the questions administrators asked each other revealed the extent to which they were getting useful ideas from one another. In addition, there was good discussion about ways that the APT Leadership Team could improve the “Literacy in the Library” events to make those events more accessible to students and families. The “Literacy in the Library” events are discussed more fully below.

Communication Protocol

The second primary way that the APT Leadership team supports APT administrators is through implementation 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.

On an established schedule, three times per year in November, February, and May, 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? Reflect on possible solutions for these challenges.
- Is there anything that you need from your Instructional Interventionist and/or the APT Leadership Team to ensure improved success and outcomes, or do you have anything else that you would like to share.

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.

A one-page summary response is then provided to the APT schools, with “Highlights” identified, and “Concerns/APT Leadership Response” listed to address any requests for assistance. The one-page response advises schools that the Instructional Interventionist assigned to the school will contact the school to address individual student-level or school-level questions, concerns, and challenges. The summary also addresses concerns raised by a number of schools. For example, in the June 2018 response to the May 2018 submission from the schools, we noted this input from schools: “A few schools indicated that they needed more time from their assigned Instructional Interventionist.” In response, we announced that we were adding additional Instructional Interventionists to the project, and “more time with your Instructional Interventionist will be possible.” In the December 2018 response to the November 2018 submission from schools, we noted this input: “Some of the students need more support in reading comprehension.” The response was: “The CORE Comprehension and Fluency training that many of the staff attended has many strategies that can be used to increase comprehension. The Instructional Interventionists will be following up with support in comprehension.”

Sample Feedback from APT Principals to the APT Leadership Team via the Communication Protocol:

“Love what I have seen so far. The support has been great and the comments from the teachers have been extremely positive. The duets are brilliant. Thank you for sharing this program with us.”

“This program is greatly appreciated and provides continuity and improves instruction for our special education programs.”

“I think the program has been successful at our school. The special education teachers feel supported.”

Parent Engagement through “Literacy in the Library” Events

During the fall 2017 Principals’ Meeting, we introduced “one big idea” for increasing parent involvement in literacy learning 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 we can now report that a number of these events have occurred.

“Literacy in the Library” is an opportunity for parents to ride the field trip bus from their child's school to the local library. Once the students and parents arrive at the Library, the librarian provides a room to talk with the students about the library services. The parents are also given a room to meet with Nevada PEP staff to discuss some of the key steps necessary to learn to read, such as letter to sound identification, vocabulary development, fluency and comprehension. Strategies are discussed for how to increase reading practice and encourage students to experience reading for enjoyment. Information on the APT project, Nevada PEP services, and community resource lists are given to the parents to help them learn about the work the school is doing and become aware of additional community services. Parents are encouraged to ask questions and Spanish translation is available. “Literacy in the Library” events have taken place and are planned on the following dates:

- February 12, 2018, group from Hayes Elementary School met at the Sahara Library
- February 23, 2018, group from Gray Elementary School met at the Spring Valley Library
- February 28, 2018, group from Gene Ward Elementary School met at the Flamingo Library
- April 27, 2018, group from Perkins Elementary School met at the Alexander Library
- March 27, 2019, group from Squires Elementary School met at the North Las Vegas Library
- Upcoming: April 26, 2019, group from Nate Mack Elementary School will meet at the Green Valley Library, and on May 1, 2019, group from Tartan Elementary School will meet at the Aliante Library



Robin Kincaid, Nevada PEP Educational Services Director, works with parents at a “Literacy in the Library” event.



Squires Elementary School students learning about all the wonderful things that the library has to offer at a “Literacy in the Library” event at North Las Vegas Library in March 2019.

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.



Teachers in training with Instructional Interventionist Merrill Young, learning how to practice stretching and shrinking words with students for phonemic awareness.

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.

During 2017-18, the APT Instructional Interventionists conducted three CORE Reading Academies for APT school staff, impacting 93 CCSD teachers and paraprofessionals (see Table 4). Two additional CORE Reading Academies were conducted in the first half of the 2018-19 school year. Evaluation reports were developed for each academy. InfoGraphics developed for the three Academies conducted since April 2018 are included in **Appendix A**.

Table 4: CORE Training Sessions Delivered (July 2017 – December 2018)

July 2017 - June 2018		July – December 2018	
Training Dates	Number of Participants	Training Dates	Number of Participants
July 31 – August 4, 2017	26	July 30 – August 3, 2018	33
October –November 2017	40	September–October, 2018	32
June 11 – 15, 2018	27	Total	55
Total	93		

APT Training Sessions

In addition to the CORE Reading Academies, in 2017-18, the APT Instructional Interventionists provided 74 training sessions across 32 specific training areas, for APT teachers, administrators, and paraprofessionals. The most frequent trainings were Explicit Phonics (n=11) and Advanced Explicit Phonics (n=6). Many trainings were offered more than once, and at different times, to facilitate teacher attendance. Many participants attended more than one training session, so the 346 participants across the 74 training sessions is a duplicated count. There was a greater number of training sessions (n=82) in the first half of the 2018-19 school year, in part due to an expansion of the number of Instructional Interventionists. A complete list of trainings offered and the number of participants for July 2017 – June 2018 and July – December 2018 is included in **Appendix G**.

Coaching

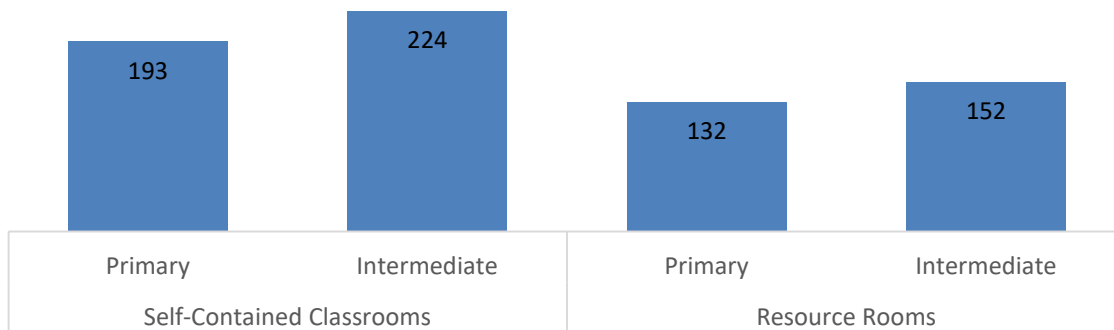
Coaching Sessions

Complete Data for 2017-18

The coaching log was developed and began to be used in January 2017. Chart 1 describes the 701 coaching sessions conducted by the APT Instructional Interventionists between July 2017 and June 2018. The chart portrays the number of coaching sessions by type of classroom and by grade level (primary = grades K-2, or intermediate = grades 3-5). The initial coaching sessions included observations of APT teachers. The data from the observations were used to inform the content of future coaching visits.

Between July 2017 and June 2018, there were 417 coaching contacts with teachers in self-contained classrooms and 284 coaching contacts with resource room teachers. The number of contacts with teachers in self-contained classrooms included slightly more intermediate teachers (n=224) than primary teachers (n=193). Of the 284 resource room contacts, 132 were with primary teachers and 152 were with intermediate teachers.

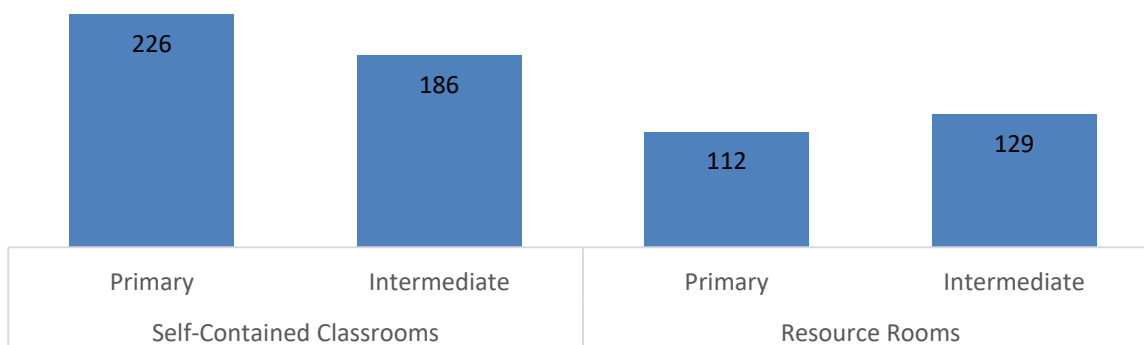
**Chart 1: Number of Teacher Contacts by Type and Level of Classroom
(July 2017 - June 2018)**



Preliminary Data for 2018-19

Between July 2018 and December 2018, there were 412 coaching contacts with teachers in self-contained classrooms and 241 coaching contacts with resource room teachers. The number of contacts with teachers in self-contained classrooms was reversed from the previous chart, with slightly more primary teachers (n=226) than intermediate teachers (n=186). Of the 241 resource room contacts, 112 were with primary teachers and 129 were with intermediate teachers.

**Chart 2: Number of Teacher Contacts by Type and Level of Classroom
(July - December 2018)**

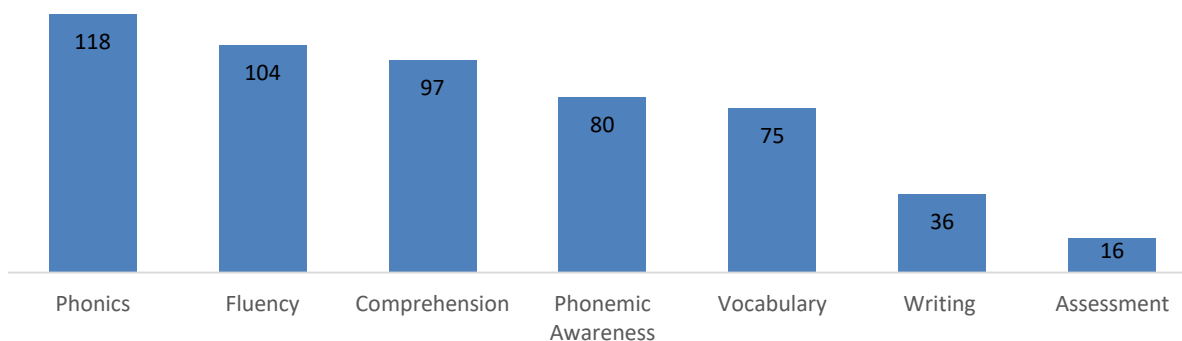


Content Addressed in Coaching Contacts

Complete Data for 2017-18

We also tracked the content of the coaching visits. As shown in Chart 3, most 2017-18 coaching focused on the Big 5 reading practices (phonics, fluency, comprehension, phonemic awareness, and vocabulary), with phonics, fluency, and comprehension addressed most frequently. Fewer coaching sessions addressed writing and assessment.

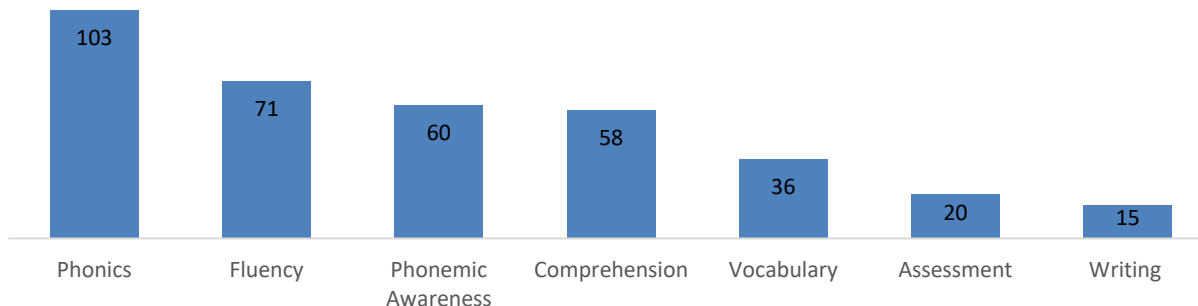
**Chart 3: Literacy Content Addressed in Coaching Contacts
(July 2017 - June 2018)**



Preliminary Data for 2018-19

The results were similar for the July – December 2018 coaching contacts. Again, phonics and fluency were the most frequently addressed coaching topics (see Chart 4). In contrast to the previous year, there were more coaching contacts addressing phonemic awareness than comprehension in the first half of 2018-19.

**Chart 4: Literacy Content Addressed in Coaching Contacts
(July - December 2018)**

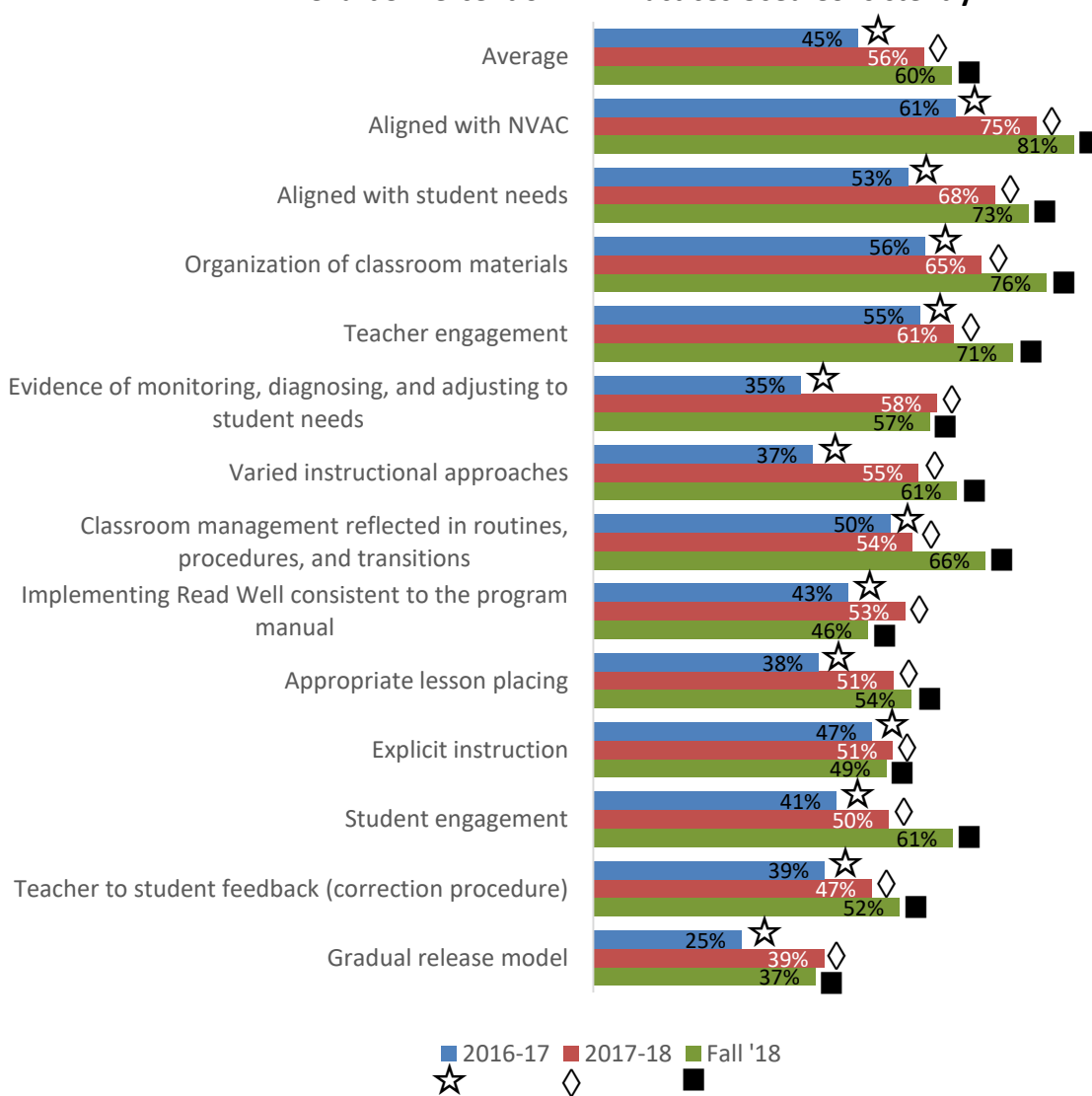


Consistency of Intervention

Complete Data for 2016-17, 2017-18, and Preliminary Data for 2018-19

Consistency of Intervention data have been collected since January 2017 (see Chart 5). There has been steady growth across three reporting periods (2016-17, 2017-18, and July through December 2018), with an average of 45% practices used consistently in 2016-17, increasing to 56% for 2017-18, and reaching 60% for July through December 2018. The relative frequency that each practice has been observed has remained fairly consistent. The alignment with the NV Academic Content Standards has been observed the most frequently, along with alignment with student needs, organization of classroom materials, and teacher engagement. Also, in each time period, evidence of the use of the gradual release model and teacher to student feedback were observed the least frequently.

Chart 5: Percent of APT Practices Used Consistently



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.

Facilitative Administrative Supports

The APT Leadership Team includes the representatives listed in Table 5. Below the list of team members is the list of APT Leadership Team meeting dates for 2017-18 and 2018-19 (Table 6). Three of the APT Leadership Team meetings during this timeframe focused on program evaluation (July 26, 2017, January 17, 2018, and February 14, 2019).

Table 5: List of APT Leadership Team Members –2017-18, 2018-19

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 – 2017-18

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

APT Leadership Team Meeting Dates – 2018-19

July 11, 2018	February 14, 2019 (Evaluation Focus)
August 22, 2018	
October 16, 2018	
December 10, 2018	

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 PHASES III-2 and III-3, we have been focused on transforming reading instruction in a total of 150 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 2018, we have continued to 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, after we implemented the “Literacy in the Library” initiative in the spring of 2018, we had some concerns about the level of participation of students and parents. Robin Kincaid encouraged the team not to abandon the initiative, but rather to do some analysis about the barriers faced by families in participation, including transportation, child care, and other challenges. Led by Robin, other members of the APT Leadership Team also identified challenges that school principals faced in trying to coordinate the events from their perspective. As a result of Robin’s insights and perseverance, we continued the “Literacy in the Library” events into the 2018-19 school year and have addressed barriers to participation. Robin’s suggestions are always grounded in her work and the work of the Nevada PEP staff working with CCSD schools, families, and students. When she speaks, other members of the APT Leadership Team listen and together we take action.

Since our last report, we have made additional presentations to new 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 50.

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.

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. No changes have been made to the evaluation plan since our April 2018 report.

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

The NV SSIP APT Evaluation Plan is included in **Appendix H**. 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

See the April 2018 SSIP report (pages 32 through 34) for a description of baseline data for key measures, including:

- third-grade reading results from the Smarter Balanced Assessment Consortium (SBAC) state assessment used to measure Nevada's SIMR
- surveys, interviews, and focus group protocols to assess the impact of professional learning on teachers and administrators, including qualitative evaluation data

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

The NV SSIP APT Evaluation Plan is included in **Appendix H**. 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 2019, five of the 31 APT principals (16%) were selected to be interviewed. They were selected to represent different regions of the CCSD. Concurrently, 16 of the 124 APT teachers (13%) participated in two focus groups. The teachers represented different regions of the CCSD and varied in experience from three first-year teachers to two teachers with more than 20 years of experience. Results from the January 2019 interviews and focus groups with teachers and administrators will be reported in April 2020.

C.1(f): Planned data comparisons

As of this report, we do not have additional planned data comparisons. In this report, we have included data comparisons across years, and these comparisons have provided useful information.

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

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

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 self-contained 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.

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

Data for January 2017, May 2017, and May 2018

Introduction

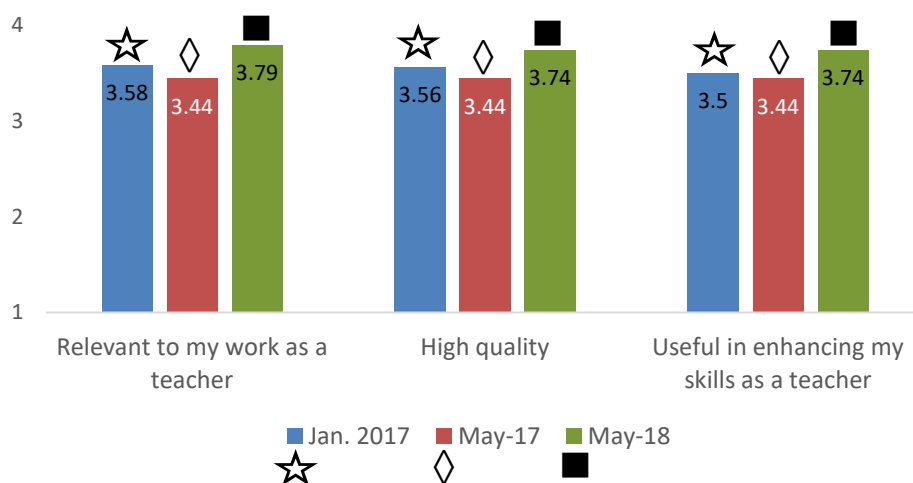
A teacher impact survey has been administered to APT teachers in January 2017, May 2017 and May 2018. The survey was conducted by the external evaluator for the Nevada State Personnel Development Grant (SPDG). The purpose was to gather longitudinal data on APT teachers’ perceptions of their knowledge and skills to implement APT. Only those respondents who completed all three surveys were included in this analysis (n=19). To provide context for their responses, teachers were asked to indicate how many years they have taught. Almost two-thirds (63%) of the respondents has more than 10 years of service as a teacher.

Teacher Ratings of APT Trainings

Teachers were asked to rate the quality, relevance and usefulness of the APT trainings they had received over the past year. Using a four-point Likert scale, in May 2018 teachers reported greater agreement than they did in January and May 2017 that the trainings were more relevant to their work, of higher quality, and more useful in enhancing their skills as a teacher.

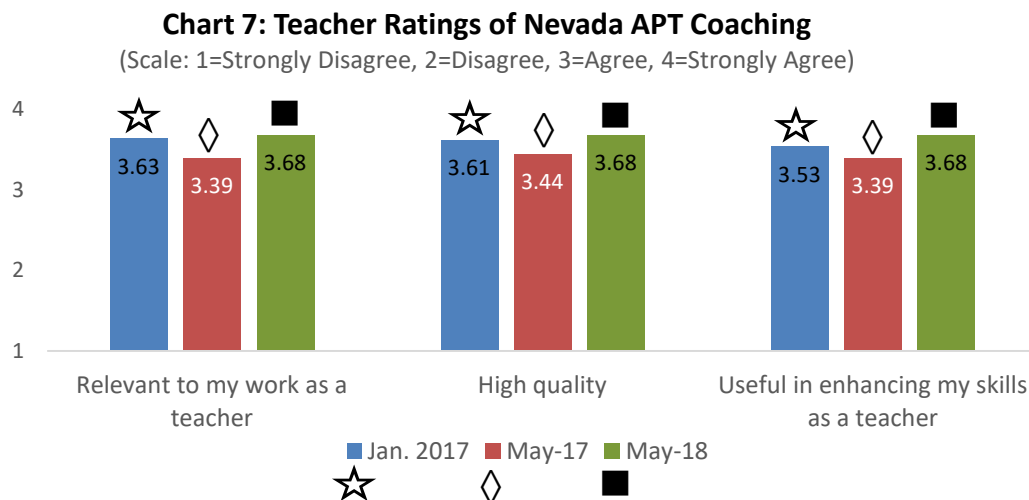
Chart 6: Teacher Ratings of Nevada APT Trainings

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



Teacher Ratings of APT Coaching from Instructional Interventionists

Each year, teachers were also asked to rate the impact of the APT coaching they received the past year (see Chart 2). Similar to the results of the training questions discussed above, overall, teachers agreed to strongly agreed in May 2018 and January 2017 that the coaching was very effective, more so than in May 2017. In May 2018, teachers rated the coaching as high quality, most relevant to their work as teachers, and most useful in enhancing their skills as a teacher.

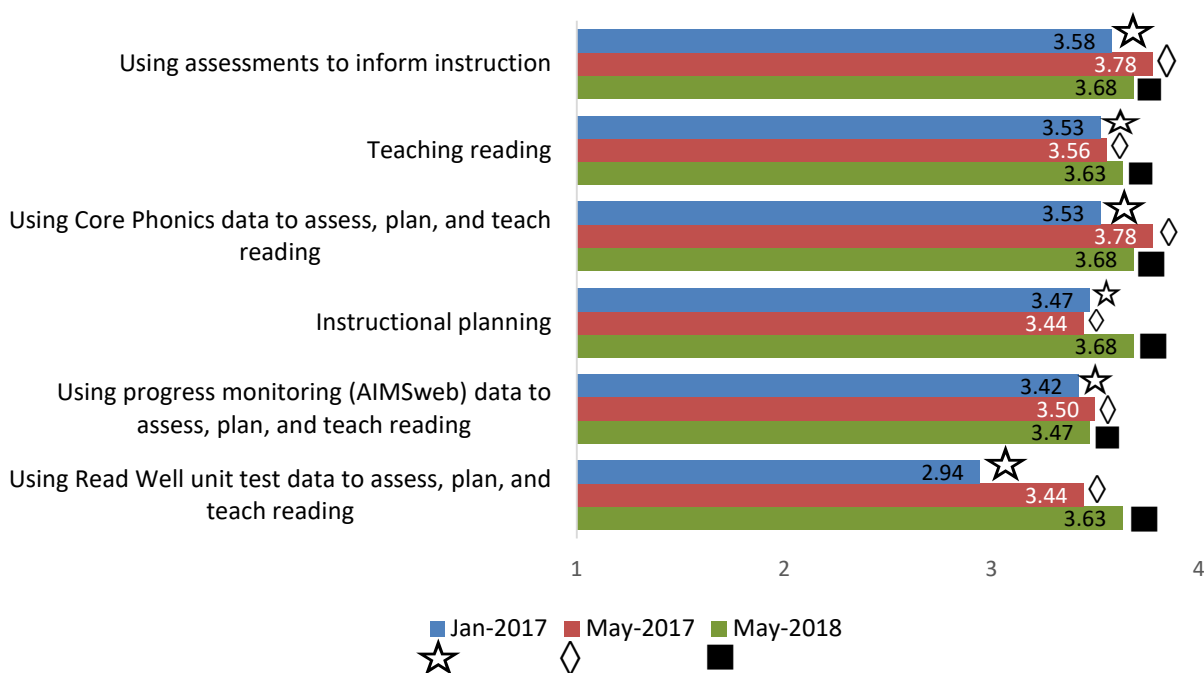


Teacher Ratings of Their Level of Knowledge

Several questions were included to assess the teachers’ perceived level of knowledge regarding various topics. Chart 3 displays the responses. In three categories, teachers responded they felt more knowledgeable in May 2017 than in January 2017 and May 2018. In May 2017, they indicated the highest levels of knowledge in using assessments to inform instruction (m=3.78), using Core Phonics data to assess, plan and teach reading (3.78) and using progress monitoring (AIMSweb) data (m=3.50). In May 2018, respondents indicated they felt most knowledgeable in teaching reading (m=3.63), instructional planning (m=3.68) and using *Read Well* unit test data to assess, plan, and teach reading (m=3.63). The largest gains since January 2017 has been in teachers’ knowledge of using *Read Well* unit test data to assess, plan, and teach reading (=0.69).

Chart 8: Knowledge Levels of Nevada APT Teachers

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

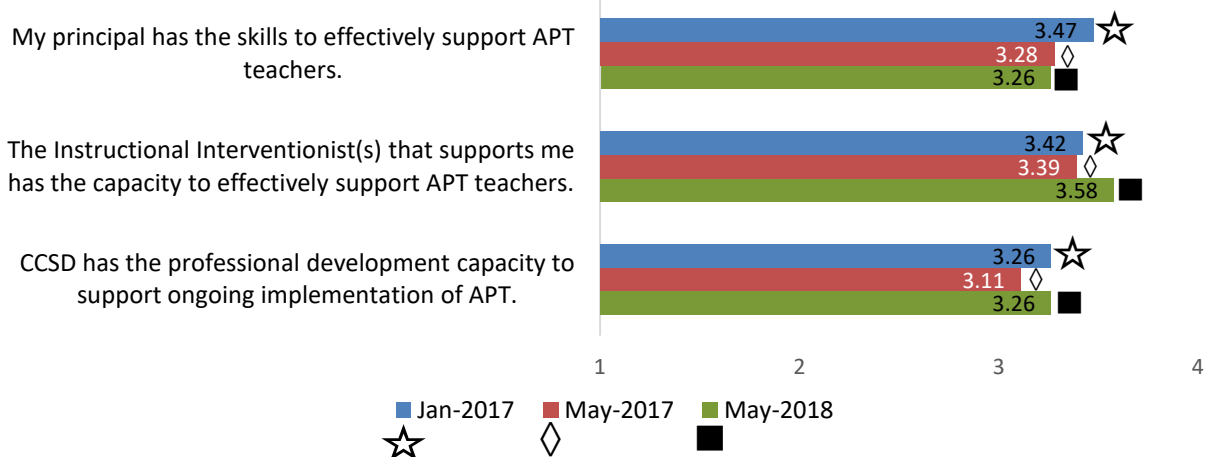


Teacher Ratings of APT Support and Capacity

The final questions on the survey gauged teachers’ perceptions of the capacity of the APT Instructional Interventionists, principals, and the district to effectively support teachers and the APT program (see Chart 4). In January 2017, teachers indicated the most agreement (m=3.47) that their principals had the skills to effectively support APT teachers, when compared to their May 2017 and May 2018 responses. In May 2018, teachers’ indicated the most agreement (m=3.58) that Instructional Interventionists had the capacity to support APT teachers when compared to their replies in January 2017 and May 2017. Generally across the three surveys, there was less agreement CCSD had the capacity to support ongoing implementation of APT.

Chart 9: Perceptions of Support Reported by Nevada APT Teachers

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



Conclusion

This report provided a summary of the results for the comparison of the APT teacher surveys completed by the same teachers in January 2017, May 2017 and May 2018. In May 2018, teachers responding to the survey found the APT training and coaching they have received in the last year to be of higher quality, more useful, and more relevant to their work as teachers when compared to January and May 2017. Generally, respondents also reported feeling more knowledgeable on topics related to APT in May 2017 and May 2018 as compared to January 2017. In the final section of the survey, respondents indicated they generally felt the APT Instructional Interventionists had the capacity to support them. In January 2017, respondents agreed that their principals had the capacity to support APT teachers, however that decreased over time. Overall, the May 2018 survey reflected a level of confidence in the school district to support their teaching and to sustain the APT initiative that equaled the January 2017 level, after a drop in May 2017.

Qualitative data were also collected from these teachers in May 2018. Following are prompts and samples of responses:

Prompt 1: *If your career decision was impacted by the APT initiative, in what way was it impacted?*

Sample of responses:

- APT has been our life saver at our school. I have taught now for 10 years and have never had a curriculum so driven towards the individual needs of my students. With the trainings I have attended and working through APT this past year, I am excited for the new year to start to continue implementing and watching my students fly high in reading! :)
- APT really helps me assess the progress that my students are making. I have seen so much growth that I would like to remain in my present position so that I can continue to be part of the growth again next year.
- It was my first year with APT and was impressed with the intervention program and results. I plan to work for another APT school when I come back from my leave of absence.
- I am concerned that moving to a non-APT school will leave me with fewer resources to teach reading and writing to my students.
- I feel I had a lot of assistance along the way this year which was really helpful as a first-year teacher with no mentor. My Instructional Interventionist was amazing at giving me trainings that were offered and modeling and guiding me when needed. The APT program is awesome and it really gives teacher an understanding that we need to assess the students then to plan and teach at their level. I want to continue to be a part of the APT team!
- I wasn't sure if I wanted to stay at my current school. Finding an APT school was a must for me if I had chosen to move schools.

Prompt 2: *Please list one “aha” you have had as a result of your interactions with your APT Instructional Interventionist.*

Sample of responses:

- My Instructional Interventionist reassured me that my structure and sense of self-accountability for myself and my students was necessary. Seeing the growth within myself as well as my students and that it would not be possible had the strong structure not been in place.
- My Instructional Interventionist was a huge help in my first year! Not only did she help with APT related issues, but she offered great advice and assistance for various behaviors, as well. It's hard to pinpoint one thing because she was such an awesome help with so much!
- Being new to the APT school, the support and interactions with my APT Instructional Interventionist were key for me to utilize Read Well and Step up to Writing. My "aha" moments were able to facilitate my students' "aha" moments.
- My APT II came and did a lesson with my students and it was great to see that I was doing what i was supposed to be doing as well as showed me a new trick for keeping the students on task. We did tally marks on the table.
- See a student go from decoding simple words to fluently reading material at their instruction level.
- I do not have just one. I have taken most of the training and have learned so much about teaching reading and writing from these specific classes. I can't say enough good things about the resources and the team behind them. I feel incredibly lucky to have found such a great program.
- My Instructional Interventionist rocks! She is a shining light in the world of SPED. Her professionalism and caring demeanor have inspired me on a daily basis. The knowledge she has shared, through the tracking of growth in my class, has helped direct instruction and improved my student progress.

Prompt 3: *Please provide one example of how APT professional development has impacted your skills in assessing, planning, and/or teaching.*

Sample of responses:

- During reading, I am asking more questions, not only the ones provided in the textbooks, but also real life or comparing questions about facts from the story. By testing students at the end of the unit, I will know the areas in which they need more practice.
- I assess my students with Core Phonics (3x a year) and Read Well (consistently). Then, I'm able to group my students and plan how I'm going to teach them most effectively so we use our time wisely. I differentiate every day.
- My Instructional Interventionist had me realize that a lot of my assessing would not be done in one sitting. She had me realize that my students need breaks, time to process what they see on paper and answer me.
- APT professional development helped me in understanding how to plan for different abilities and levels and how to use data gathered to target deficit areas or areas of strength.

Prompt 4: *Please provide one example of how APT professional development has impacted your students' learning related to literacy.*

Sample of responses:

- My students last year didn't know most of their letters or sounds. Now they're reading and improving quickly! I can see that they enjoy seeing that they can read too. We are able to teach them the blending skills and then my students try reading words on their own.
- The Read Well program helps hit all areas of literacy. Student fluency and comprehension improved this year. The trainings have helped give a clear outline on how the program should flow.
- Every single one of my students has made gains this school year. They are able to sound out letters/words and decode independently.
- I applied the trainings directly to my small groups and saw major gains in their reading levels.
- Students are more confident in answering questions relating to a story by using reading strategies. Also, at the time of writing, students write complete sentences by remembering facts using strategies such as drawing, taking notes, etc.
- I enjoyed the end of the year reading celebration for one nominated student. It was a nice way to build a relationship with the parent and celebrate the student's success. The student's confidence level really increased.
- We were able to establish *Read Well* in our daily routine and they look forward to do it, they feel confident that they are now reading and understanding what they are reading.
- I have 5th graders who are reading and they never have before. I am a total supporter of the program. My students like reading! That is the best thing ever!

Principal Impact and Satisfaction Survey Results

Data for May 2017 and May 2018

Introduction

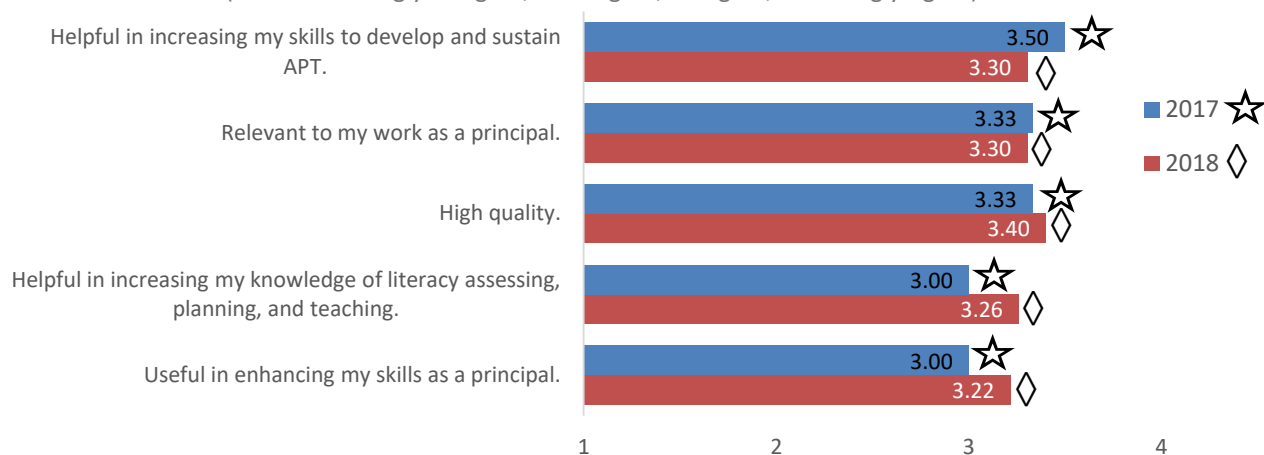
This report provides a comparison of the results for the APT administrator surveys administered in May 2017 and May 2018. The survey was sent to administrators in participating APT schools by the SSIP external evaluator. The purpose was to gather data to assess the impact of APT professional learning on the capacity of administrators 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. Across the two surveys, there were nine administrators who completed the survey both years. The following four charts provide the results from the nine administrators who responded to both surveys.

Administrator Rating of Principals’ Meetings

As shown in Chart 10 the respondents agreed that APT Principals’ Meetings in both years were of high quality, relevant, and useful. However, ratings were slightly higher in May 2017 for the administrators in terms of increasing their skills to develop and sustain APT (m=3.50). Administrators rated the relevancy to their work similarly in 2018 and 2017 (m=3.33 and 3.30). On the May 2018 survey, respondents rated the meeting as higher quality (m=3.40), more helpful in increasing knowledge of literacy assessing, planning and teaching (m=3.26), and more useful in enhancing their skills as a principal (m=3.22).

Chart 10: Quality, Relevance, Usefulness, and Impact of APT Meetings

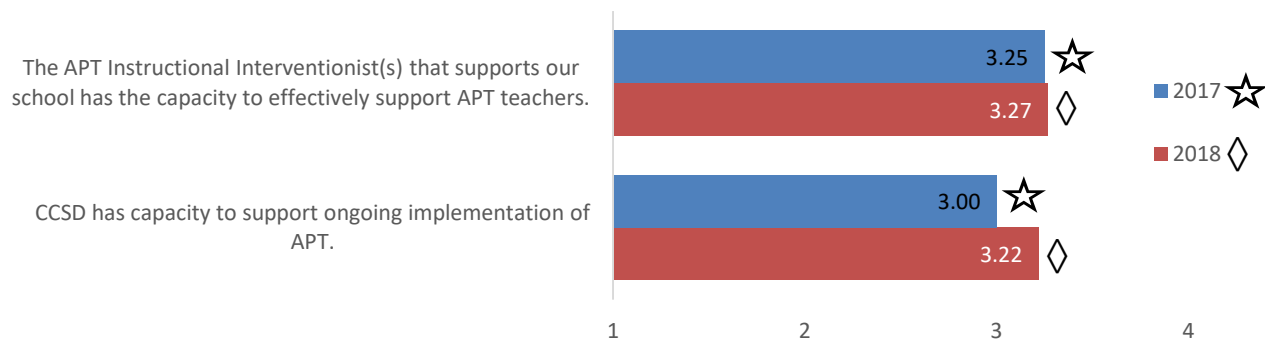
(Scale: 1= Strongly Disagree, 2=Disagree, 3= Agree, 4= Strongly Agree)



Administrator Ratings of APT Support and Capacity

On both surveys, APT administrators 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 11 below). Overall, administrators agreed that the APT Instructional Interventionists and CCSD had the capacity to support APT teachers effectively. Over the one-year period between the two surveys, administrators’ perceptions of the capacity of the CCSD increased the most (+0.22). The administrators’ view of the capacity of Instructional Interventionists to support APT teachers was similar both years (m=3.25 and 3.27).

Chart 11: Administrators' Perceptions of APT Capacity
 (Scale: 1= Strongly Disagree, 2=Disagree, 3= Agree, 4= Strongly Agree)

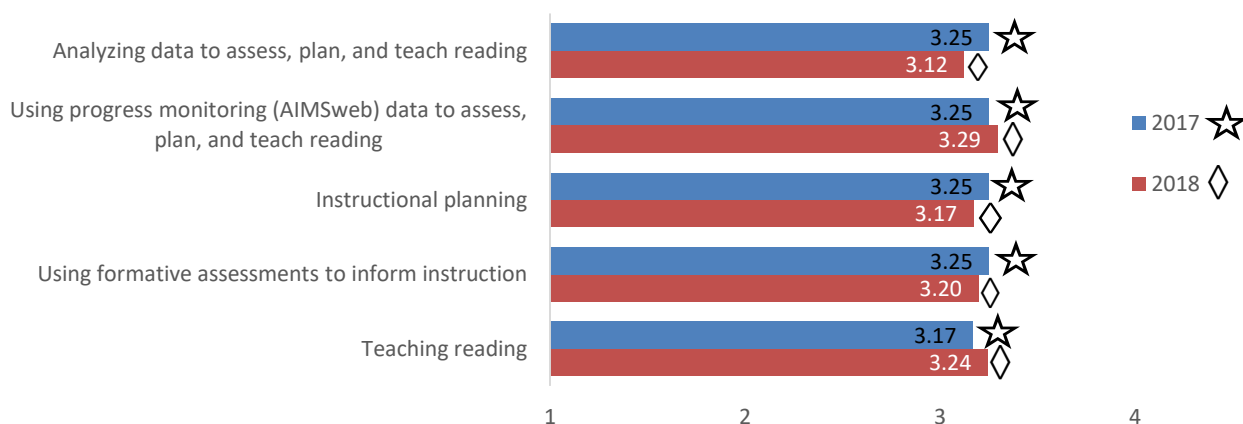


Administrator Ratings of Level of Knowledge of APT Teachers

The next set of questions were included to assess the administrators’ perceptions of the level of knowledge of their APT teachers related to literacy. Chart 12 displays the results of the May 2017 and May 2018 for the nine administrators who completed both surveys. Administrators perceived minimal growth over the one-year period in their teachers’ knowledge of teaching reading (+0.07) and progress monitoring (+0.02). However, they saw a slight decline in their teachers’ knowledge of analyzing data to assess, plan and teach (-0.13), the use of instructional planning (-0.08), and using formative assessments to inform instruction (-0.05). In May 2018, administrators were most confident their teachers’ knowledge in using progress monitoring (AIMSweb) data to assess, plan and teach reading (m=3.29) and teaching reading (m=3.24). Administrators were least confident in their teachers’ knowledge of analyzing data to assess, plan and teach reading (m=3.12) and instructional planning (m=3.17).

Chart 12: Administrators Perceptions of Teacher Knowledge

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

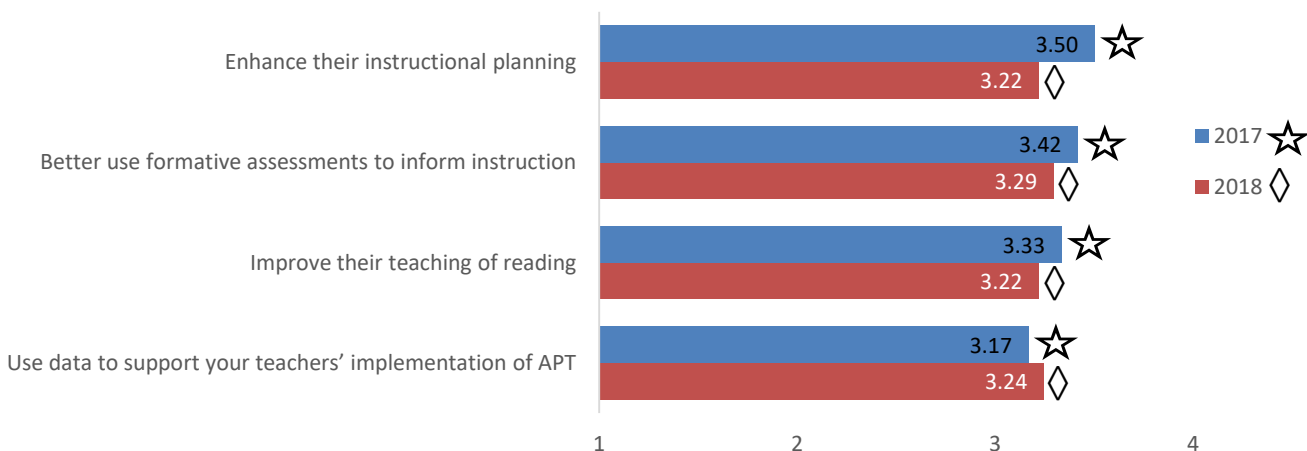


Administrator Ratings of their Level of Knowledge to Support APT Teachers

The final set of questions were included to assess the administrators’ knowledge in supporting their APT teachers in various areas (see Chart 13). Principals only perceived growth over the one-year period in their knowledge to support teachers in using data to support the implementation of APT (+0.07). Surprisingly, administrators reported a decrease in three areas in May 2018 when compared to May 2017. They indicated less knowledge in being able to support teachers in their ability to enhance instructional planning (-0.28), to support better use formative assessments to inform instruction (-0.13) and to support improving the teaching of reading (-0.11).

Chart 13: Administrators' Knowledge in Supporting Their Teachers

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



Conclusion

This report provided a comparison of the results for the APT administrator surveys administered in May 2018 and May 2017. Administrators responding to the survey found the APT meetings in both 2017 and 2018 to be of high quality, useful, and relevant to their work. Overall, respondents agreed in both years that the Instructional Interventionists and CCSD had the capacity to support APT teachers and sustain APT. While administrators generally felt their teachers were knowledgeable about various APT topics, they reported a slight decline in their teachers’ knowledge of analyzing data to assess, plan and teach, instructional planning, and using formative assessments to inform instruction. When reporting on their own knowledge, administrators only perceived growth in their knowledge to support teachers in using data to support the implementation of APT. They indicated less knowledge in being able to support teachers in their ability to enhance instructional planning, to support better use of formative assessments to inform instruction, and to support improving the teaching of reading. These year-to-year comparisons may reflect the fact that as administrators become more engaged in the APT project, they more fully appreciate the levels of knowledge needed to implement the project with fidelity.

Qualitative data were also gathered from the APT principals in conjunction with the May 2018 survey. Principals told us what additional training, coaching, and/or support they needed to sustain APT strategies in their schools. A sample of responses follows:

- Training support will be needed for new staff joining our school.
- Support for our new resource teacher and also continuing support for our Intermediate SLD. If we are able to provide writing support for our special education teachers - that would be very much appreciated.
- We are adding a primary autism program to our school. The new teacher will need training in *Read Well*.
- I will have a new SLD-P teacher at my school in the fall. Although he has [special education] experience, it is mostly with intermediate students. I know he will need help learning how to administer/analyze assessments and to plan and teach fundamental reading skills. A sub release day- even two half [days] - for the [special education] team to work together on campus with the administration would be great. I could time it during our data meetings to review the progress of students rather than having them give up prep time to do it.
- I was promoted in April and did not attend the APT principal training and need to attend to become more knowledgeable with the curriculum. I have a new special [education] team due to surplus and transfer season and need support to train new teachers to be successful next year using APT curriculum.
- The teachers expressed that they would like to have more people come to observe them and provide them with immediate feedback. When this was done this year, it was most beneficial for them in adjusting their instruction to best meet the needs of their students. Continue to attend trainings that is offered.
- I would love a scheduled coaching session for each of my four teachers each month. This would promote the implementation and follow-through, catching problems and fixing them before too much time passes.
- We value APT and appreciate the continued communication and support from the team! THANK YOU!

Student Impact Data

CORE Phonics Survey

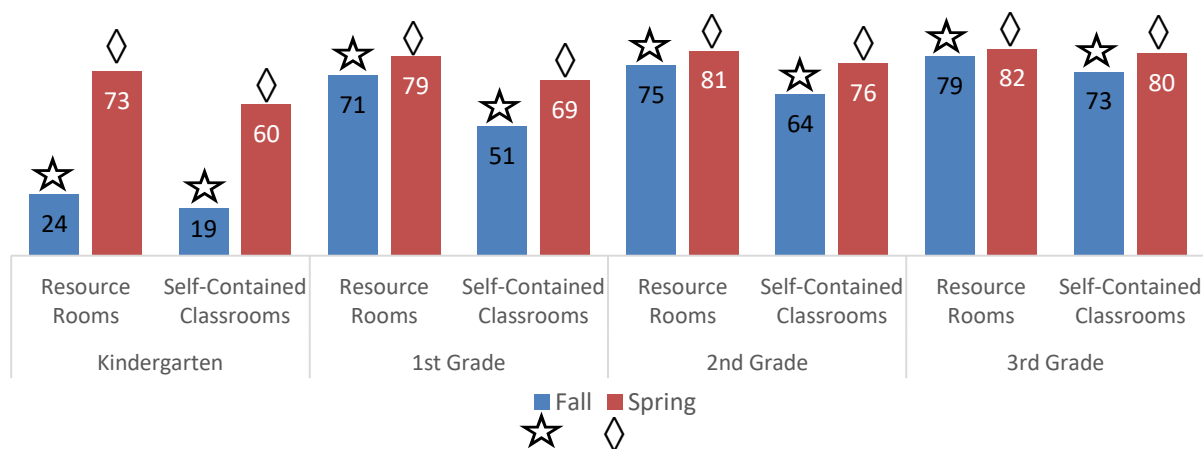
Complete Data for 2017-18

Fall and spring CORE Phonics Survey data were collected from 1,306 students in 150 APT classrooms in 31 CCSD elementary schools during the 2017-18 school 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. The second group includes students who receive the majority of their instruction in a self-contained classroom for students with learning disabilities, autism, or other moderate severe disabilities. The following two charts present the results of the two broad domains of the CORE Phonics Survey: students’ letter knowledge and word knowledge, by grade level.

Students’ Letter Knowledge

As shown in Chart 14, 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, particularly students in resource rooms. As students’ skills in letter knowledge improves 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. The difference in results between students in resource rooms versus those in self-contained 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 peers in self-contained classrooms.

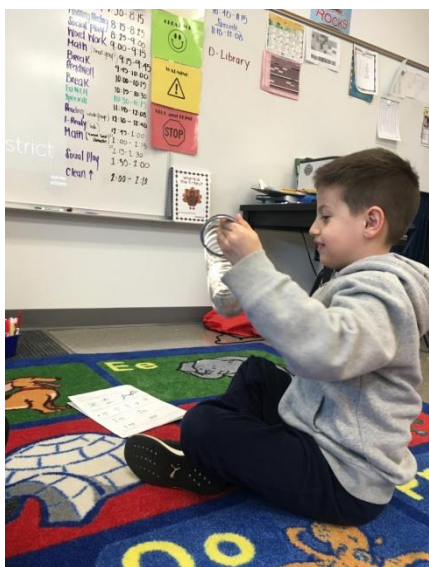
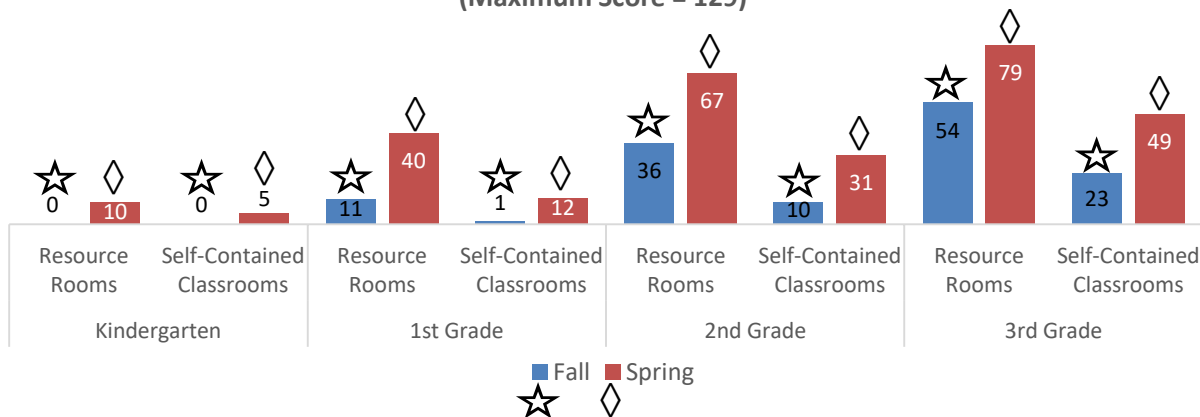
Chart 14: Core Phonics Survey Letter Knowledge Total (2017-18)
(Maximum Score = 83)



Students’ Word Reading Skills

Next, we describe results from the 2017-18 fall 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 15). Both groups of students scored very low in kindergarten, demonstrating very little word reading skills. Students in resource rooms and self-contained 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 self-contained classrooms remained greater across grade levels. In kindergarten, first, second, and third grade, students in self-contained classrooms scored much lower than students in resource rooms on the final spring CORE Phonics Survey administrations.

Chart 15: Core Phonics Survey Word Reading Total (2017-18)
(Maximum Score = 129)



A student at Clyde Cox Elementary School “stretching and shrinking” words with a slinky during the phonemic awareness portion of a lesson.

Average Change in Scores from Fall to Spring – Letter Knowledge and Word Reading

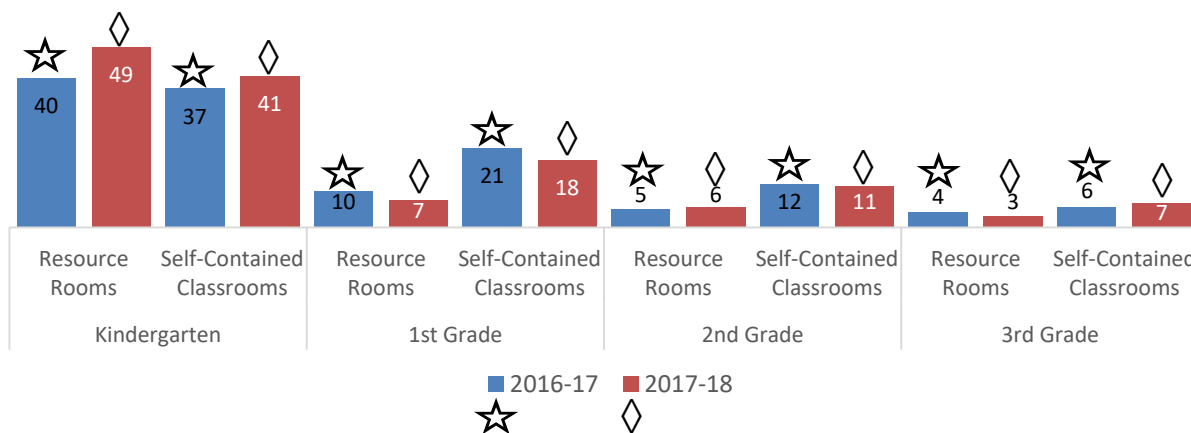
The next two charts display the average change score between fall and spring administrations of the letter knowledge and word reading components of the Core Phonics Survey, for 2016-17 and 2017-18.

Letter Knowledge

Chart 16 displays the average change in letter knowledge for each type of classroom, at each grade level, for the last two years. For example, in 2016-17, the average change in letter knowledge from fall to spring for kindergarten students in resource rooms was 40 points. In 2017-18, the average change in letter knowledge from fall to spring for first-grade students in self-contained classrooms was 18 points.

The largest growth between fall and spring administrations was in kindergarten, with students in resource rooms showing slightly more growth. Beginning in first grade, though, students in self-contained classrooms show greater growth, although considerably less growth than in kindergarten. The differences in change scores across the two years for each type of classroom and at each grade level are minimal, and most noticeable in kindergarten.

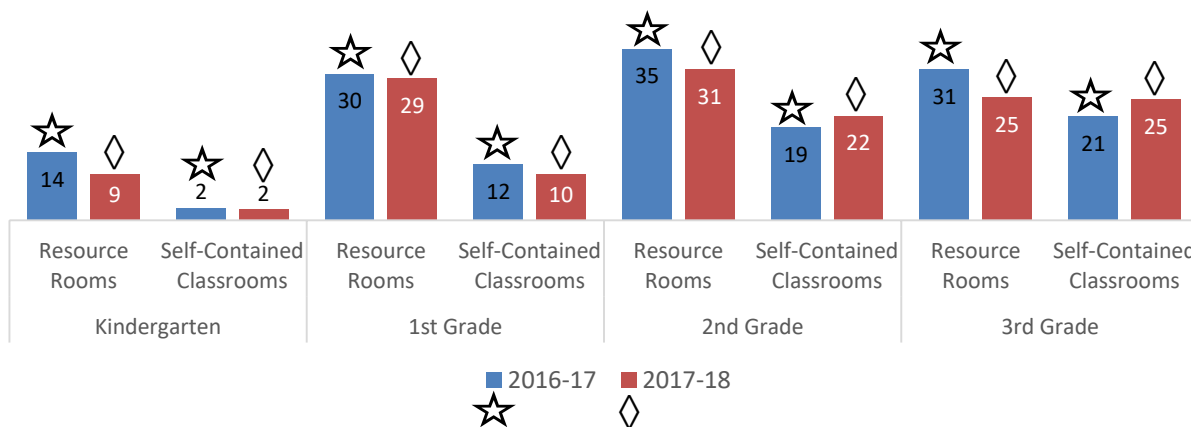
Chart 16: Fall to Spring Change in Letter Knowledge Total Score
(Maximum Score = 83)



Word Reading

The same data for word reading is included in Chart 17. In contrast to the letter knowledge data, the largest growth in word reading between fall and spring administrations was in second and third grade, with students in resource rooms showing slightly more growth. The one exception was in the 2017-18 third-grade results, when the change scores were the same for students in resource rooms and self-contained classrooms.

Chart 17: Fall - Spring Change in Word Reading Total Score
(Maximum Score = 129)



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 improvement strategies but we did change the implementation by increasing schools and classrooms in the project. The training and coaching data and the student impact data—both which show improvements compared to the 2016-17 school year—support our decisions to increase the number of schools to 31 and the number of classrooms to 150. We have learned that we can “grow” the model without compromising quality and results.

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 150 classrooms participating in the project—and we added three Instructional Interventionists positions to the project to support this expansion. The complete 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 do not plan to add more schools before the 2020-21 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 three 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 2018-19. See Subsection E.4 beginning on page 56 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, a representative from 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 May 2018, Nevada Special Education Director Will Jensen made a presentation about the project to keep this vital stakeholder group informed about ongoing progress.

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, we have informed 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 April 22, 2018, APT Instructional Interventionists Jamie Horacek, Jana Pleggenkuhle, Lisa Andersen, and Raymond Kwok 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.

The presentation was titled *“Assess-Plan-Teach: Highlight, Implementation, and Sustainability.”* The team reviewed the APT framework and its implementation in CCSD, highlighting: (1) systems and structures in place; (2) assessments and data collection used to drive instruction; (3) how to implement each portion of the framework; and (4) how to sustain the framework within a classroom setting, school, and district. Each highlighted component included a scenario of how implementation can occur locally within any classroom setting and demonstrated how tools to monitor accountability and communication are being used. The APT model will be presented again at the MEGA Conference in 2019.



Jana Pleggenkuhle, Raymond Kwok, Lisa Andersen, and Jamie Horacek present the APT model at Nevada’s “MEGA Conference” in April 2018.

National audience of educators and parents. On December 5, 2018, APT Instructional Interventionists Merrill Young and Jamie Horacek presented at the national “*Learning Forward*” conference in Dallas, Texas. The presentation was titled “*The What and How of Assess-Plan-Teach,*” and the audience included teachers, building administrators, central office administrators, learning strategists, and other educators from throughout the country.

The APT Leadership team continues to submit proposals to share the APT project with various national groups. Julie Bowers, member of the APT Leadership Team and Director of Nevada’s SPDG project, will present on the APT project in October 2019 at the National Meeting of the directors of the SPDG projects.

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 2017-18 school year occurred on April 23, 2018, 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. “Reading RockStar” was our theme.



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. Participating teachers from 124 classrooms selected one student to receive an award for making the most growth or showing the most effort in becoming a Reading RockStar.

All 124 students selected were invited along with their families to a celebration at the RIO in Las Vegas. More than seven hundred people attended the event, including the following two:



Nevada Special Education Director Will Jensen celebrates with a Reading RockStar!

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. One additional meeting has focused on evaluation in 2018-19. 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, January 2018, and January 2019. 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. The January 2017 baseline data collection from interviews and focus groups was provided in the April 2017 SSIP report. The January 2018 data collection from interviews and focus groups was provided in the April 2018 SSIP report. The January 2019 data collection from interviews and focus groups will be provided in the April 2020 report. In this report, we provide the complete results from the 2017-18 impact surveys as **Appendix C** (APT Teacher Survey, 2017-18 Evaluation Report) and **Appendix D** (APT Administrator Survey, 2017-18 Evaluation Report).

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 ongoing 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. A considerable amount of data is being collected.

In April 2018, we reported that we were taking our time to decide whether we would require additional data collection in the form of progress monitoring. This year, we report that we have taken the step to require progress monitoring using tools identified by the teachers (e.g., easycbm, AIMSWebPlus, DIBELS, teacher-made) at least three times per year—some teachers progress monitor weekly. Our Instructional Interventionists work directly with teachers to review progress monitoring data, and those conversations add depth to the teachers' assessment, planning, and teaching strategies. Our qualitative data show that teachers appreciate the work of the Instructional Interventionists in helping them use progress monitoring 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.

We can certainly see the progress for individual students through CORE Phonics Survey data, and that progress is valuable. For the first time, in the 2017-18 SBAC data, we see an improvement in the performance of CCSD's third-grade students with disabilities at APT schools in reading/language arts on statewide assessments.

D.3. Plans for improving data quality

We have confidence in the quality of the data that we are using and as of this report, we do not have plans for improving data quality. Some refinements were made during this reporting period, and we believe those refinements have improved the usefulness of the data. For example, in April 2018, we reported that the "Consistency of Intervention" tool (the fidelity tool) was 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. That improvement has been implemented. We have also added rubrics to the Consistency of Intervention tool to provide a more nuanced analysis of observed practices. This change has improved the utility of the data and helps 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 two years. We have the same APT Director and we have the five of the original six Instructional Interventionists. The APT Leadership Team has remained the same for the last two years. 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 continued to be used in 2017-18 and 2018-19. These tools provide the data, or evidence, on the impact of APT professional development. See the Consistency of Intervention analyses beginning on page 29.

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 2017-18 and 2018-19 on teachers' pre/post knowledge of training topics were summarized in the three 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 improves instruction, and improved instruction leads to improved student outcomes.

The complete 2017-18 data for the CORE Phonics Survey showed that students were most likely to show growth in letter knowledge in kindergarten and first grade. Similar to the 2016-17 data, the differences in letter knowledge between students in resource rooms compared to students in self-contained classrooms were most noticeable in kindergarten and first grade. In contrast, students in resource rooms and self-contained classrooms demonstrated growth in word reading skills as they progressed across each grade level. In first and second grades, students in self-contained classrooms scored much lower than students in resource rooms during the fall and winter CORE Phonics Survey administrations. At third grade, students in resource rooms and self-contained classrooms had data profiles that were much more similar.

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

Third-grade reading scores 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, actual data for 2017-18, 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. The 2017-18 data are the second year of progress data.

Table 8 includes the SBAC results for 311 third-grade students with disabilities at the APT schools during the 2017-18 school year. Consistent with the 2015-16 and 2016-17 data analyses, 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 31 APT schools who participated in the SBAC assessment during 2017-18 are included. As Table 8 shows, 7.4% of these students scored at the proficient level or above. Nevada did not reach its target. But significantly, this percentage is higher than the 6% reported for 2016-17. **In fact, the difference between 6% and 7.4% is actually a 23% increase.**

It is always important to remember 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. It is also true that 370 students in the 31 APT students were included in the 2016-17 data, but one year later enrollments were lower, and there were only 311 students who were included in the 2017-18 data. In short, interpretations of year-to-year SBAC scores are strained when the student populations are not comparable in various ways. All of that said, we are very pleased that the needle has moved in the right direction.

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%	7.4%	

As we have discussed in the two previous reports (April 2017 and 2018), 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, 2016-17, and 2017-18 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 three years of SBAC data, disaggregated to include only APT schools, and to exclude students with speech-language impairments, we will begin working with stakeholders to reset the targets for 2018-19. In the April 2018 report, we stated that we were considering resetting targets for 2017-18, but we decided to delay that process. The principal reason for the delay is that we thought it was important to maintain the targets until we had three years of data, which we now have. In the Phase III-4 report to be submitted in April 2020, we will report extensively on the target re-setting process and results.

Analysis of Performance Levels in 2017-18 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 2017-18

Achievement Levels	Number of Students	Percentage of Students
Level 1 (not proficient)	244	78.5%
Level 2 (not proficient)	44	14.1%
Levels 3 and 4 (proficient)	23	7.4%

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.

¹ In the 2017-18 school year, 20.7% of all third-grade students with disabilities in CCSD were proficient on the SBAC Reading assessment (compared to 21.5% in 2016-17).

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 2019, we will step-up our work with Nevada PEP and the parents at the 31 APT schools to strengthen the partnership between schools and families to support reading.

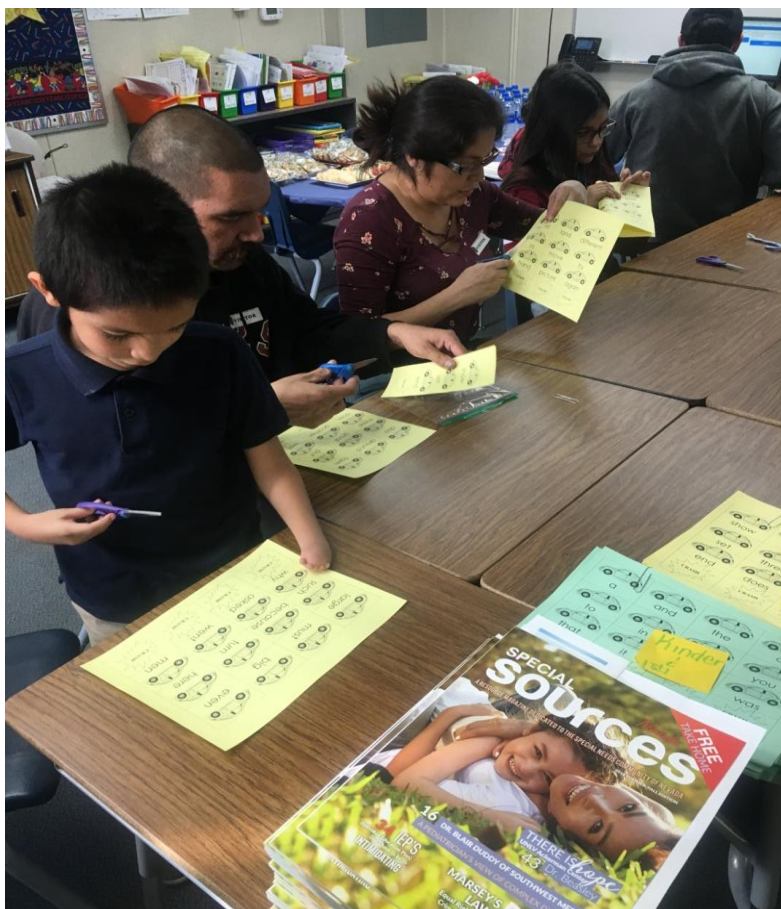


Parents learning about reading vocabulary at a recent Nevada PEP training, *“How is My Child Reading?”*

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 began 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 2018 principals meeting, we continued to discuss with principals the need to develop school-level plans for parent engagement that meshed APT activities with whatever other initiatives they have planned (see example in photograph below). As we continue implementation of the “Literacy in the Library” initiative, we will collect information about participation and barriers to participation.



McWilliams Elementary School held a special parent event during the day for students with disabilities and their parents. They called it “Cookies with Kids.” Parents were invited to come in and complete a fun reading activity to take home after the teachers gave a short presentation to describe what they are doing in the classroom for literacy development and how parents can support literacy at home.

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 keep “working together” for success.

Working Together Is Success

APT Students Honored for their Success as Readers!



Students, families, and teachers gather to honor 124 students for their reading accomplishments at the 2018 APT “Celebration of Dedication.”