Nevada Department of Education
Office of Inclusive Education

PHASE III-4
Nevada State Systemic Improvement Plan (SSIP)
for the Achievement of Students with Disabilities
FFY 2013 – FFY 2019

Submitted: April 1, 2020

PHASE III-4

NEVADA STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)
FOR THE ACHIEVEMENT OF STUDENTS WITH DISABILITIES
FFY 2013 – FFY 2019

TABLE OF CONTENTS

Nevada SSIP PHASE III-4 Evaluation Report

INTRODUCTION

In our April 2019 report, we described the phases of Nevada's work on its Statewide Systemic Improvement Plan (SSIP) since the project began in 2014, using the words attributed to both Henry Ford and Edward Everett Hale:

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, 2018-19, and continuing into 2019-20, we embraced the "Working Together" phase. Through building partnerships and strengthening the APT model, we have expanded the original 25 pilot schools to 31 schools, and for 2020-21 we plan to add several additional schools. The staff of Instructional Interventionists now includes eight professionals. We increased the classrooms teachers who implemented the model from 104 to 149 in 2018-19, with plans for adding new teachers as we add new schools in 2020-21. We 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 almost the same.

For the second year in a row, we saw the needle move. Students with disabilities in these classrooms who were proficient readers increased by 23%, from 6% proficient in 2016-17 to 7.4% proficient in 2017-18. Today we can report that in 2018-19, the students with disabilities in these classrooms who were proficient readers increased by 93%, from 7.4% proficient in 2017-18, to 14.3% proficient in 2018-19.

We are understandably proud of these results, but numbers do not tell the entire story of success. In the following pages we tell the story of the continued success of APT in Clark County School District. The maxim is true: working together is success.

Nevada SSIP PHASE III-4 Evaluation Report

A. <u>**Summary of PHASE III-4**</u>

During PHASES I, II, III-1, III-2, and III-3 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 four 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 PHASE III-4 report, the entire 2018-19 school year of data is reported, as well as preliminary data from the fall and winter of the 2019-20 school year. We now have up to four years of data points to compare progress over time.

We present data for 2016-17, 2017-18, 2018-19, and Fall 2020 to show Consistency of Intervention (percent of APT practices used consistently by teachers) over time. We present new data for May 2019 to show teacher ratings of APT trainings and coaching. We present new data for May 2019 to show how teachers rated their own knowledge and skill in assessment, planning, and teaching. We present new data for May 2019 to show how teachers rated APT support and capacity.

We present new data for May 2019 to show how principals rated the quality, relevance, usefulness and impact of APT in their schools. We also present new data for May 2019 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 2018-19. 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, 2018-19, and continuing into 2019-20.

We welcome readers to our story. Through data and robust descriptions, 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, 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 originally 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, 2018-19, 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 8. Progress on accomplishing the outcomes is described in Section B.1(b), beginning on page 12.

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 2018-19 to evaluate the training of teachers and paraeducators in the 31 APT pilot schools. We also present preliminary data collected in the fall of 2019 to evaluate the training of teachers and paraeducators in those schools. These data are described in Section B.1(b), in the "Training" subsection, beginning on page 18.

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-4 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 2019-20 school year, the APT Leadership Team met face-to-face with the project's external evaluator, Brent Garrett of Garrett Consulting, LLC (GC), on January 17, 2020. The purpose of this meeting was to review the status of the APT evaluation plan, draft and review data collection instruments, and to prepare for the April 2020 PHASE III-4 report submission. Numerous meetings by phone, by teleconference, and through email among the APT external evaluator, NDE personnel, and CCSD personnel also occurred during school year 2019-20.

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. Key data from these evaluations are presented in this report.

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 in the April 2019 report for a copy of the Peer Fidelity Tool.

First, the electronic Peer Fidelity Tool serves as a tracking log for coaching sessions. Tracking of coaching activity began in January 2017 and continued into the 2019-20 school year. A summary of the complete coaching data for 2018-19 (July 2018 – June 2019) is provided in Chart 1 on page 20. Chart 2 on page 20 shows the preliminary data for 2019-20 (July – December 2019). We also track the literacy content addressed in coaching contacts. See Chart 3 on page 21 (July 2018 – June 2019), and Chart 4 on page 21 (July – December 2019).

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. We now have data points from four years of implementation to compare in one chart. A summary of the data for 2016-17, 2017-18, 2018-19, and Fall of 2019 is provided in Chart 5 on page 23.

Teacher/Principal Impact Data

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

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 was administered to APT teachers in January 2017, May 2017, May 2018, and May 2019. In previous SSIP reports, we have shown comparative data over time. However, because the schools have increased in number and the specific teachers responding to the survey have changed, it no longer seems useful to present longitudinal, comparison data. Longitudinal data on impact is useful if the same teachers are responding over time and that is no longer the case. The May 2019 data are analyzed in Charts 9, 10, 11, and 12 in section C.2(b) beginning on page 31.

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

- The **quality, relevance, and usefulness** of the APT administrators' meeting

- 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 administered to principals in May 2017, May 2018, and May 2019. In previous SSIP reports, we have shown comparative data over time. However, because the schools have increased in number and the specific administrators responding to the survey have changed, it no longer seems useful to present longitudinal, comparison data. Longitudinal data on impact is useful if the same administrators are responding over time and that is no longer the case. The May 2019 data are analyzed in Charts 13, 14, 15, and 16 in section C.2(b) beginning on page 36.

In addition to the quantitative data, extensive qualitative data were also collected from teachers and administrators in focus groups and individual interviews in January 2019. These qualitative results are included in this report, and they 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.

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, 2017-18, and 2018-19 are discussed in Section E.4 on page 47.

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 2018-19 (fall, spring) administration of the CORE Phonics Survey for students in 149 APT classrooms. The results from these surveys are presented in Charts 17 and 19, in Section C.2(b) beginning on page 40. Percent of change data between fall and spring are presented in Charts 18 and 20, beginning on page 41. Comparative data for 2016-17, 2017-18, and 2018-19 showing average fall to spring changes in letter knowledge total score and word reading total score are presented in Charts 21 and 22, beginning on page 43.

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

During the fourth year of PHASE III activities, we did not make significant changes to the implementation or improvement strategies. We have 8 instructional interventionists working in 31 schools. As described further below, we have plans to add schools again in the 2020-21 school year.

B. **Progress in Implementing the SSIP**

We have solid progress to report about the complete 2018-19 school year implementation of APT, along with preliminary data about implementation in 2019-20 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.

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: *Broad Improvement Strategy #1: APT Infrastructure Development*

Activities to Meet Outcomes	Implementation Measure	Accomplishments and Milestones
Obtain CCSD Board approval for APT project and funding proposal	Review of CCSD Board meeting minutes	Task accomplished; biannual approvals will be needed.
Allocate and monitor funds for APT budget	Approved budget; review of quarterly budget expenditure reports	Task accomplished and quarterly reviews are ongoing.
Establish CCSD personnel resources necessary for APT leadership and implementation	Review of personnel contracts and human resources documentation	APT Director was identified. Eight APT Instructional Interventionists have been hired.
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. *In 2017-18 and 2018-19 we continue to have 31 schools. Classrooms now include resource rooms and all self-contained classrooms, not just SLD self-contained classrooms.*
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: Broad Improvement Strategy #2: Professional Development

Activities to Meet Outcomes	Implementation Measure	Accomplishments and Milestones
Establish system for ensuring competence of APT Instructional Interventionists through Train-the-Trainer model	Review of CORE INC. "Train-the-Trainer" trainings; review CORE INC. training certificates	Accomplished.
Establish training plan for CORE INC. training and CCSD instructional support training ("Roundtables")	Review of contract with CORE INC., including separate professional development plans; training participant data; administrator, Instructional Interventionist, and teacher interviews, focus groups, and/or survey	Accomplished. S*ee updates in Section B.1(b) regarding "Training" beginning on page 18.*
Develop CCSD Instructional Support training Modules ("Roundtables")	Review of training material; review of training data	Accomplished. *See updates in Section B.1(b) regarding "Training" beginning on page 18.*
Develop and implement a web-based series to support implementation and expansion of APT	Review of web-based tools; Instructional Interventionist/teacher interviews, focus groups, and/or surveys	Rather than developing a web-based series, the Instructional Interventionists will develop targeted demonstration videos accessible by teachers online.
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. *See updates in Section B.1(b) regarding "Training" beginning on page 18.*
Conduct training for **administrators** to support effective implementation of APT	Review of training modules; review of training data; conduct **administrator** interviews, focus groups, and/or surveys	Accomplished. *See updates in Section B.1(b) regarding "Support for APT School Principals and Assistant Principals" beginning on page 14.*
Implement coaching component of APT in pilot schools	Review coaching materials; review of coaching data; conduct Instructional Interventionist/teacher interviews, focus groups, and/or surveys	Accomplished. *See updates in Section B.1(b) regarding "Coaching" beginning on page 20.*
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: Broad Improvement Strategy #3: Data Systems Development

Activities to Meet Outcomes	Implementation Measure	Accomplishments and Milestones
Determine what data elements exist in existing data systems will give us the most helpful information (which factors have the biggest impact on student outcomes), and determine what data systems need to be created or modified to provide the most helpful information	Review of meeting minutes/agendas; evaluation tool development plans with external evaluators; review of tools developed	Accomplished but work is ongoing. *See updates in Section A.4 (beginning on page 5) and Section B.1(b) (beginning on page 12).*
Establish data system necessary to evaluate **implementation** of APT with fidelity	Review of implementation **fidelity measures** and data; review of participant interviews, focus groups, and/or surveys	Accomplished but work is ongoing. *See updates in Section B.1(b) (beginning on page 22).*
Establish data system necessary to evaluate **training of Instructional Interventionists and teachers**	Review of **training** measures and data; review of participant interviews, focus groups, and/or surveys	Accomplished but work is ongoing. *See updates in Section B.1(b) (beginning on page 18).*
Establish data system necessary to evaluate **coaching provided by Instructional Interventionists to teachers**	Review of **coaching** measures and data; review of participant interviews, focus groups, and/or surveys	Accomplished but work is ongoing. *See updates in Section B.1(b) (beginning on page 20).*
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. *See updates in Section A.4 (beginning on page 7) and Section C.2(b) (beginning on page 40).*

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 four years later, in PHASE III-4, 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.

When new schools were added in 2017-18 – bringing the total from 25 to 31 – we added new Instructional Interventionist positions to work in classrooms with students, parents, paraeducators, teachers, administrators, and the APT Leadership Team to improve and expand implementation of the APT model. The current staff of eight Instructional Interventionists are:

Jamie Horacek

Jean Mizell

Meagan Patterson

Jana Pleggenkuhle

LaRonda Ringold

Brittany Tillett

Heather Wheatley

Merrill (Merri) Young

The work done by these professionals in the 31 APT schools is doubtless the most important component of the APT model. We know this because of what the APT teachers say about the APT coaching and training. Here are the voices of the APT teachers talking about their "coaches":

"She does a great job. Any time I have asked for something, I get it."

"Happy with my coach. Anything I ask for, she figures out how to help me to get it."

"My coach is awesome. We have two new teachers, one who is very overwhelmed, and she gets more attention from the coach."

"She is phenomenal. Very hands on. Checks in by phone, e-mail, face-to-face. What can I do for you?"

"My coach saved my life the first year. She is always available outside regular visits."

APT SCHOOLS

APT Schools in 2017-18, 2018-19 and 2019-20

During the 2017-18 school year, the APT Leadership Team invited new schools to participate in APT, and the total number of schools participating grew from 25 to 31. These 31 schools remained in the project in 2018-19 and 2019-20.

We have updated the assurances required for school-level participation in APT. A key change is to begin to involve regular education teachers in the professional learning provided in the APT model. Each of the principals in the APT schools will now sign a document for the 2020-21 school year making the following assurances:

- Informed, written commitment from the school/principal to participate in the APT initiative
- Active teacher participation in professional learning opportunities, roundtables, and project evaluation processes
- Active teacher participation for progress monitoring will be completed for their students with IEPs
- Release time, as required, for participating teachers for professional learning, site visits, etc. (substitutes provided)
- Support for the mentor within the school building
- Students in the resource and self-contained programs will have reading instruction at the students' instructional level
- Identify one regular education teacher, per grade level, K-5, to participate in professional learning on the teaching of reading for students with disabilities

There are plans underway to add several new schools to the APT project for the 2020-21 school year. The plans are not final because the COVID-19 emergency may delay implementation, but we are considering a model that will divide all participating APT schools into two groups. The first group, designated as Cohort 1, would include schools from the existing 31 schools that only require support

from an Instructional Interventionist on an as-needed, as-requested basis. The second group, designated as Cohort 2, would include schools from the existing 31 schools that continue to require monthly support, and new schools that require the level of support necessary to bring a school completely into the APT model. We are conceptualizing this approach as an APT model that offers differentiated levels of support, depending on specific needs of different schools.

As this report is being finalized, school closures due to the COVID-19 emergency in Nevada are preventing further development of this differentiated support model, and may well delay its implementation during the 2020-21 school year. We will report on these efforts in our April 2021 report.

Support for APT School Principals and Assistant Principals

Our commitment to the APT principals and assistant principals (also referred to as "administrators") 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 Administrators' Meetings

During 2019-20, we reviewed data and determined that a useful approach to meeting annually with principals would be to convene three separate meetings, and host the meetings at individual schools. One key data point was the fact that we now have 31 schools participating in APT, and as meetings get larger, the opportunity for all voices to be heard can diminish. Thus, our rationale was guided by the need for smaller groupings to facilitate more engagement and conversation, and to address specific topics of interest to various principals and assistant principals (also referred to throughout this report as "administrators").

We decided to convene three separate administrators' meetings during 2019-20 school year. We organized the meetings in to three regional meetings, and each meeting had a separate Area of Focus designed to address specific needs identified by individual administrators. Administrators were welcomed to attend more than one meeting if they chose to do so. Following are the dates/locations/ topics for the regional meetings:

Region 1: November 19, 2019, Detwiler Elementary School, topic focused on using special education Professional Learning Communities (PLCs) in the implementation of APT

Region 2: November 6, 2019, Ullom Elementary School, topic focused on school-wide model for Parents Educating All Kids (PEAK)

Region 3: November 13, 2019, Squires Elementary School, topic focused on a school-wide implementation of the APT model

The agenda for each meeting included the following basic components:

Welcome

APT Overview

Regional Focus discussion and reflection

NV PEP presentation (role of NV PEP in supporting parent engagement at schools)

Discussion of next steps (sustainability of model, date reminders, discussion of standards-based instruction, data review from 2018-19 school year)

Discussion of implementation intentions (review what administrators intend to do when they get back to school)

Closing – Student Story Sharing

Informal evaluations of the three regional administrators' meetings revealed the usefulness of the gatherings. 100% of the administrators reported that they would be able to utilize the information from the meeting. Administrators shared the following specific feedback:

"I enjoyed hearing from other schools."

"I found the data review the most useful."

"It was nice to hear ideas from other people on implementation and sustainability. Great to hear from other principals."

"I found the implementation intentions and standards-based instruction blocks most useful."

Most administrators reported that they found the length of the meeting to be "just right" and about half of the administrators indicated that they would be using support from their APT Instructional Interventionist to implement the ideas that they were taking back to their schools. Others felt they could implement the strategies shared by their colleagues on their own.

We also asked if the administrators had any suggested topics for future meetings, and these ideas were shared:

"How to make IEP meetings family-friendly and more strengths-focused."

"How to incorporate more inclusive practices into the curriculum."

"I think there needs to be a focus on having principals create sustainability plans for their schools. More ownership on school leadership."

"Anytime we can see implementation ideas, that's good!"

These ideas will be incorporated into future regional administrators' meetings.

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 with the APT initiative and/or teachers since the previous 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 November 2019 response to the submission from the schools, we noted that many schools reported successes in increased student growth in reading, increased collaboration of school staff members, and APT support from the Instructional Interventionists. Where site-level challenges and needs were mentioned, we let the administrators know that their Instructional Interventionists would be meeting with them to address individual concerns. But as usual, there were challenges and needs mentioned by many schools that coalesced around several areas. Examples of those challenges/needs and the responses of the APT Leadership are shown below:

CHALLENGE/NEED: We would like more math support. RESPONSE: The Board of Trustees just approved the Student Services Division providing professional learning on a program called NUMBERS. Instructional Interventionists will be trainers by the end of this school, so NUMBERS professional learning will start soon after that.

CHALLENGE/NEED: We would like staff members to receive feedback of coaching observations in writing. RESPONSE: Instructional Interventionists are developing a Google form so feedback

from classroom visits/observations can be sent. Emails will be sent to the teacher or support staff member.

CHALLENGE/NEED: We need support/strategies for sight words and consonant-vowel-consonant words.   RESPONSE: Instructional Interventionists will work with teachers, and webinars or a similar venue will be used to share strategies.

The Communication Protocol also provides useful information about the successes experienced by students, teachers, and administrators. A sample of feedback from the November 2019 submissions by schools follows:

"We love the assistance with the CORE Phonics Survey and we love the materials being provided.   Students continuously show progress in their reading fluency, vocabulary, and reading comprehension.   We love how the vocabulary shows improvement. The students particularly enjoy science-related stories in the *Read Well* Reading Curriculum."

"Students are moving more quickly through content because they know the routines so well. Many of our students already know the procedures so learning is moving faster. Students this year are very eager to move up levels and many teachers are tracking data with students to recognize their progress. We see more and more students generalizing and applying strategies throughout the instructional day. The sped team is collaborating more with gen ed teachers and working together during the intervention block. The teams meet together every four weeks to monitor student data and adjust small groups. We have a better pulse on the needs of all readers than we have ever had."

"It has built up the students' confidence so they believe they can be readers. Aims web is easy to use for benchmarking and progress monitoring. Students enjoy seeing their growth. The program helps students with critical thinking skills, comprehension, and sight word recall. The APT interventionist is helpful and all elementary schools should have the program."

Parent Engagement through "Literacy in the Library" Events

During the fall 2017 Administrators' 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. During 2019-20, "Literacy in the Library" community library events took place on the following dates:

- December 5, 2019, group from Ullom Elementary School went to Whitney Library
- December 5, 2019, group from Bunker Elementary School went to Rainbow Library
- March 11, 2020, group from Hinman Elementary School went to Gibson Library

More "Literacy in the Library" events were planned during the spring of 2020, but the COVID-19 emergency has prevented these gatherings.

Training

Training continues to be the focus of APT implementation efforts. Training for teachers and paraeducators 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 administrators has included understanding and supporting components of the APT model, as well as understanding and using APT project evaluation data.

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 2018-19, the APT Instructional Interventionists conducted six CORE Reading Academies for APT school staff, impacting 177 CCSD teachers and paraeducators (see Table 4). Two additional CORE Reading Academies were conducted in the first half of the 2019-20 school year, impacting an additional 32 teachers (Table 5). Evaluation reports were developed for each academy and shared with project staff to improve future trainings. Two CORE Reading Academies for paraeducators and one CORE Reading Academy train-the-trainer events were also held during this reporting period.

Table 4: CORE Training Sessions Delivered (July 2018 – June 2019)

Training Dates	Number of Participants
July 2018	33
September – October 2018	32
February – March 2019	28
March – May 2019	26
June (3-7) 2019	28
June (10-14) 2019	30
Total	**177**

Table 5: CORE Training Sessions Delivered (July - December 2019)

Training Dates	Number of Participants
July – August 2019	18
November 2019	14
Total	**32**

APT Training Sessions

In addition to the CORE Reading Academies, in 2018-19, the APT Instructional Interventionists conducted 101 training sessions across 35 specific training areas, for APT teachers, administrators, and paraeducators, with 327 people in attendance. Some participants attended more than one training session, so the 327 APT participants across the 101 training sessions is a duplicated count. The most frequent trainings were Classroom Management (n=10) and Explicit Phonics (n=8). Many trainings were offered more than once, and at different times, to facilitate teacher attendance.

There were fewer APT participants in the fall 2019 training sessions, as most APT teachers have completed the primary trainings. APT provided 27 different trainings sessions across 18 specific trainings. Approximately two-thirds of the trainings were held multiple times. There were 153 APT participants at the 27 training sessions, again a duplicated count. A complete list of trainings offered and the number of participants for July 2018 – June 2019 and July – December 2019 is included in Appendix A.
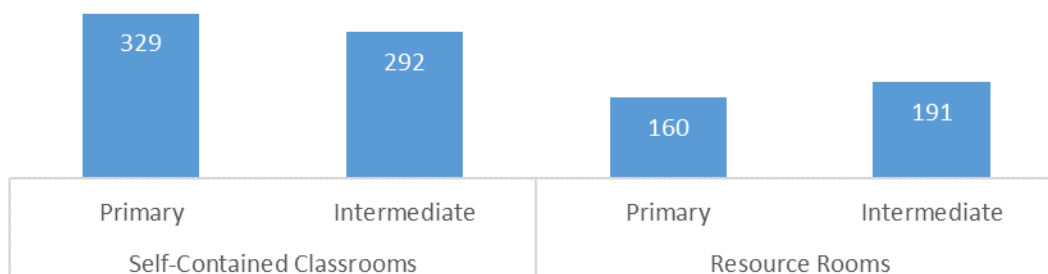
Coaching

Coaching Sessions

Complete Data for 2018-19

The coaching log was developed and initially used in January 2017. Chart 1 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 2018 and June 2019, there were a total of 972 coaching contacts. Of those 972 contacts, 329 were with teachers in primary self-contained classrooms and 292 were with intermediate self-contained classroom teachers. In resource rooms, there were more coaching contacts with intermediate teachers (n=191) than teachers in primary resource rooms (n=160).

Chart 1: Number of Teacher Contacts by Type and Level of Classroom
(July 2018 - June 2019)

Preliminary Data for 2019-20

Between July 2019 and December 2019, there were 967 coaching contacts (see Chart 2). Similar to the 2018-19 coaching data shown above, there were more contacts with primary self-contained classroom teachers (n=246) than intermediate self-contained classroom teachers (n=210). Conversely, there were 286 coaching contacts with intermediate resource room teachers, with 225 coaching contacts with primary teachers in resource rooms.

Chart 2: Number of Teacher Contacts by Type and Level of Classroom
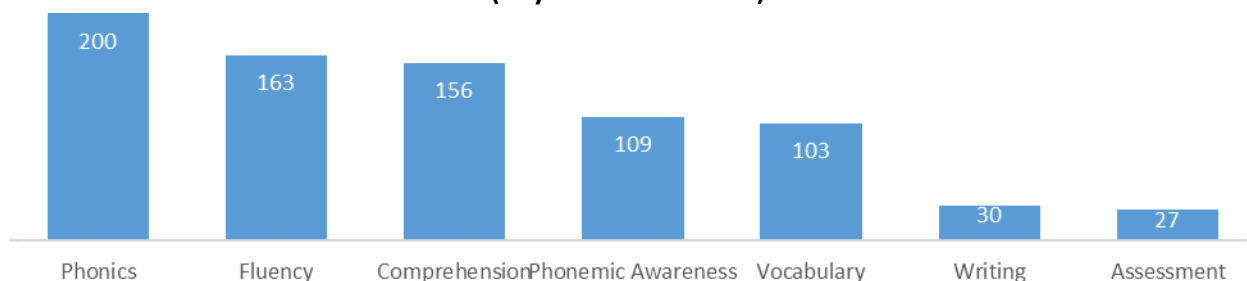**(July - December 2019)**
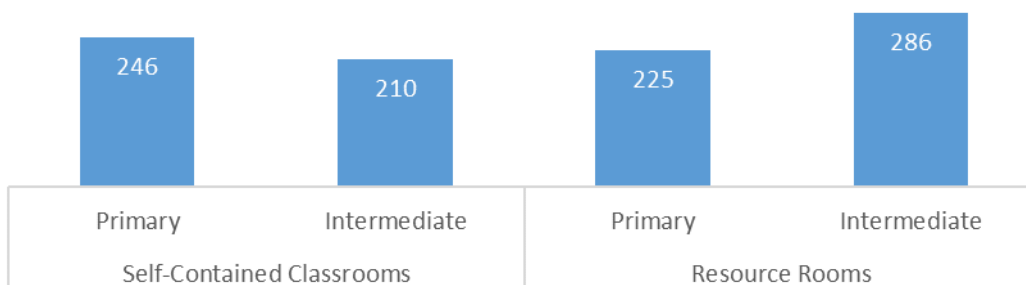
Content Addressed in Coaching Contacts

Complete Data for 2018-19

We also tracked the content of the APT coaching visits. As shown in Chart 3, most 2018-19 coaching focused on the Big 5 reading practices (phonics, fluency, comprehension, phonemic awareness, and vocabulary). phonics (n=200), fluency (n=163), and comprehension (n=156) were addressed most frequently. There were 109 coaching contacts addressing phonemic awareness and 103 contacts that focused on vocabulary. Fewer coaching sessions addressed writing (n=30) and assessment (n=27).

Chart 3: Literacy Content Addressed in Coaching Contacts
(July 2018 - June 2019)

Phonics	Fluency	Comprehension	Phonemic Awareness	Vocabulary	Writing	Assessment
200	163	156	109	103	30	27

Preliminary Data for 2019-20

The results were similar for the July – December 2019 APT coaching contacts (see Chart 4). Again, phonics (n=99), comprehension (n=95), and fluency (n=73) were the most frequently addressed coaching topics). The next most frequent literacy areas addressed were vocabulary (n=55) and phonemic awareness (n=54). As with the 2018-19 data, writing (n=17) and assessment (n=9) were addressed the least during coaching sessions.

Chart 4: Literacy Content Addressed in Coaching Contacts
(July - December 2019)

Phonics	Comprehension	Fluency	Vocabulary	Phonemic Awareness	Writing	Assessment
99	95	73	55	54	17	9
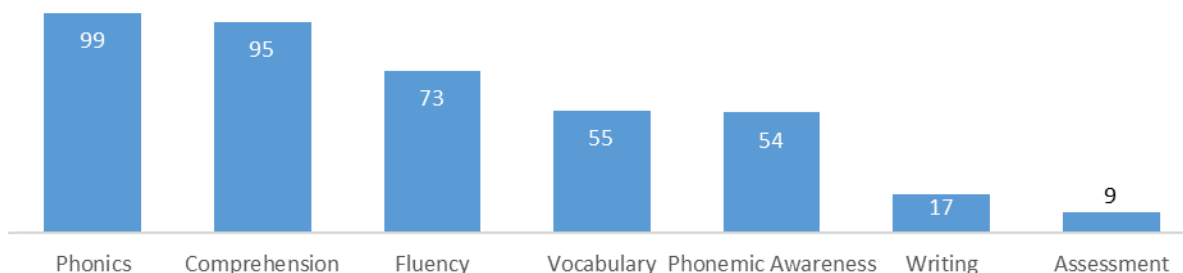
Consistency of Intervention

Complete Data for 2016-17, 2017-18, 2018-19, and Preliminary Data for 2019-20

Consistency of Intervention data have been collected since January 2017 (see Chart 5). There has been steady growth across the first three reporting periods (2016-17, 2017-18, and 2018-19), with an average of 45% practices used consistently in 2016-17, increasing to 56% for 2017-18, and reaching 65% in 2018-19. During the first half of 2019-20, though, there was a slight dip in the average frequency of use of the APT teaching practices (61%).

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 teacher engagement, organization of classroom materials, and alignment with student needs. Also, in each time period, evidence of the use of the gradual release model, explicit instruction, and teacher to student feedback were observed the least frequently.

Chart 5: Percent of APT Practices Used Consistently

Average
- 2016-17: 45%
- 2017-18: 56%
- 2018-19: 65%
- Fall 2019: 61%

Aligned with NVAC
- 2016-17: 61%
- 2017-18: 75%
- 2018-19: 85%
- Fall 2019: 84%

Teacher engagement
- 2016-17: 55%
- 2017-18: 61%
- 2018-19: 76%
- Fall 2019: 79%

Organization of classroom materials
- 2016-17: 56%
- 2017-18: 65%
- 2018-19: 80%
- Fall 2019: 74%

Aligned with student needs
- 2016-17: 53%
- 2017-18: 68%
- 2018-19: 77%
- Fall 2019: 74%

Implementing Read Well consistent to the program manual
- 2016-17: 43%
- 2017-18: 53%
- 2018-19: 58%
- Fall 2019: 69%

Classroom management reflected in routines, procedures, and transitions
- 2016-17: 50%
- 2017-18: 54%
- 2018-19: 69%
- Fall 2019: 65%

Appropriate lesson placing
- 2016-17: 38%
- 2017-18: 51%
- 2018-19: 60%
- Fall 2019: 60%

Varied instructional approaches
- 2016-17: 37%
- 2017-18: 55%
- 2018-19: 64%
- Fall 2019: 56%

Student engagement
- 2016-17: 41%
- 2017-18: 50%
- 2018-19: 65%
- Fall 2019: 55%

Evidence of monitoring, diagnosing, and adjusting to student needs
- 2016-17: 35%
- 2017-18: 58%
- 2018-19: 61%
- Fall 2019: 55%

Teacher to student feedback (correction procedure)
- 2016-17: 39%
- 2017-18: 47%
- 2018-19: 60%
- Fall 2019: 46%

Explicit instruction
- 2016-17: 47%
- 2017-18: 51%
- 2018-19: 53%
- Fall 2019: 43%

Gradual release model
- 2016-17: 25%
- 2017-18: 39%
- 2018-19: 44%
- Fall 2019: 35%

Legend: ■ 2016-17 ■ 2017-18 ■ 2018-19 ■ Fall 2019

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 6. Below the list of team members is the list of APT Leadership Team meetings for 2018-19 and 2019-20 (Table 7).

Table 6: List of APT Leadership Team Members –2017-18, 2018-19, 2019-20

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 (2017-18, 2018-19)	Ann Alexander, SSIP Coordinator
Barry Bosacker, APT Principal, Squires Elementary School	
Pauline Mills, APT Principal, Bunker Elementary School (2019-20)	
Meagan Patterson, APT Instructional Interventionist	**Nevada PEP**
Merrill Young, APT Instructional Interventionist	Robin Kincaid, Educational Services Director
Angela Burkhardt, Coordinator, LINKS Team	

Table 7: APT Leadership Team Meeting Dates – 2018-19

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

APT Leadership Team Meeting Dates – 2019-20

August 22, 2019	January 17, 2020 (Evaluation Focus)
October 21, 2019	February 21, 2020
November 15, 2019	

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 25 schools. In PHASES III-2, III-3, and III-4, we focused on transforming reading instruction in a total of 31 schools. In these 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 2019, 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

The primary means of sharing implementation information with stakeholders is 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 and 2019-20 school years 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(a) beginning on page 44.

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 was included in Appendix H in the April 2019 SSIP report. 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 was included in Appendix H in the April 2019 SSIP report. 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 is for the qualitative teacher and principal data collection through interviews and focus groups. 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 a second-year teacher to two teachers with more than 20 years of experience. . Results from these interviews and focus groups are described in this report, on page 34 (teacher focus groups) and page 38 (principal interviews).

> > *C.1(f): Planned data comparisons*

As of this report, we do not have additional planned data comparisons. In this report, we have included some data comparisons across years that 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

Survey Data for May 2019

In May 2019, 147 APT teachers were surveyed to assess the impact of the APT professional learning (training and coaching) and to receive feedback on how the professional learning could be improved. A total of 114 complete responses were received, for a 78% response rate. Of the respondents, 47% (n=54) identified as Resource Room teachers (RR) and 53% (n=60) as self-contained classroom teachers (SCC). To provide context for their responses, teachers were asked to indicate how many years they have taught. As shown in Chart 6, overall 13 of the 114 (11%) respondents are first-year teachers and 43 (38%) of the respondents have more than 10 years of service as a teacher.

**Chart 6: Number of Nevada APT Teachers, by Length of Service**
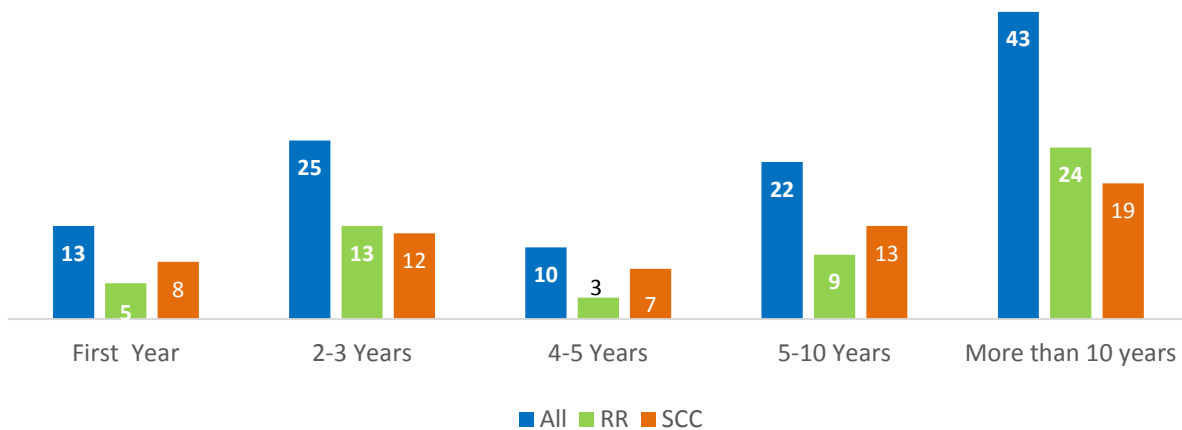
Because this survey was administered at the end of the academic year, APT teachers were asked about their employment plans for the 2019-20 school and how APT may or may not have impacted their choices. Chart 7 displays the results and indicates that 87 (75%) of respondents plan to remain as an APT teacher at their current school for the next school year. If APT teachers were not remaining at their current school, they were most likely to be transferring to a new school or position within CCSD. Four of the respondents indicated other plans for next year. Specifically, one teacher will be relocating to another state, one will be shifting focus to primary SLD (from primary autism) in the same school, and one teacher who served as a long-term substitute this year will be finishing her/his degree in the coming school year. The last respondent who answered "other" for this question did not provide any additional information about her/his plans for the 2019-20 school year.

Chart 7: Employment Plans of APT Teachers for 2019-20
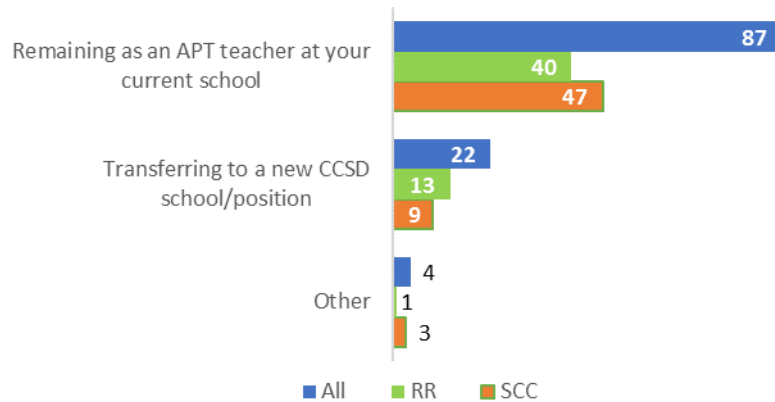
When teachers were asked if the APT initiative impacted their plans for next year (Chart 8), approximately half indicated it did and about half indicated it did not. Fewer RR teachers indicated APT impacted their plans than did not. Slightly more SCC teachers responded that APT had an impact on their plans. A follow-up question gave respondents the opportunity to explain how APT impacted their decision, if it did. Overwhelmingly, respondents offered positive feedback about APT, the *Read Well* curriculum, and the resources and support they received.

Chart 8: Number of Respondents Whose Plans for Next Year Were Impacted by the APT Initiative
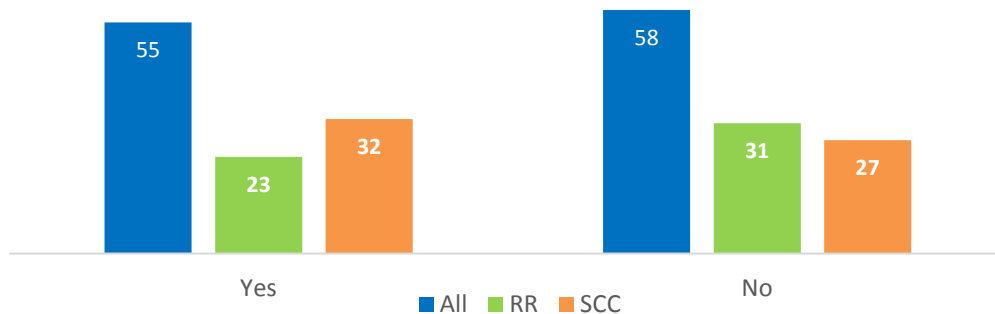

Teacher Ratings of APT Trainings and Coaching

Teachers were asked to rate the quality, relevance and usefulness of the APT trainings they participated in over the past year. They rated the training consistently high, with little variance across items (see Chart 9). Using a four-point Likert scale, all teachers found the trainings to be relevant to their work (mean (m)=3.34), useful in enhancing their skills as a teacher (m=3.33), helpful in increasing their skills to assess, plan, and teach (m=3.30) and helpful in increasing their knowledge of how to assess, plan and teach and of high quality (m=3.29). Overall, RR teachers rated all the items higher than their SCC peers.
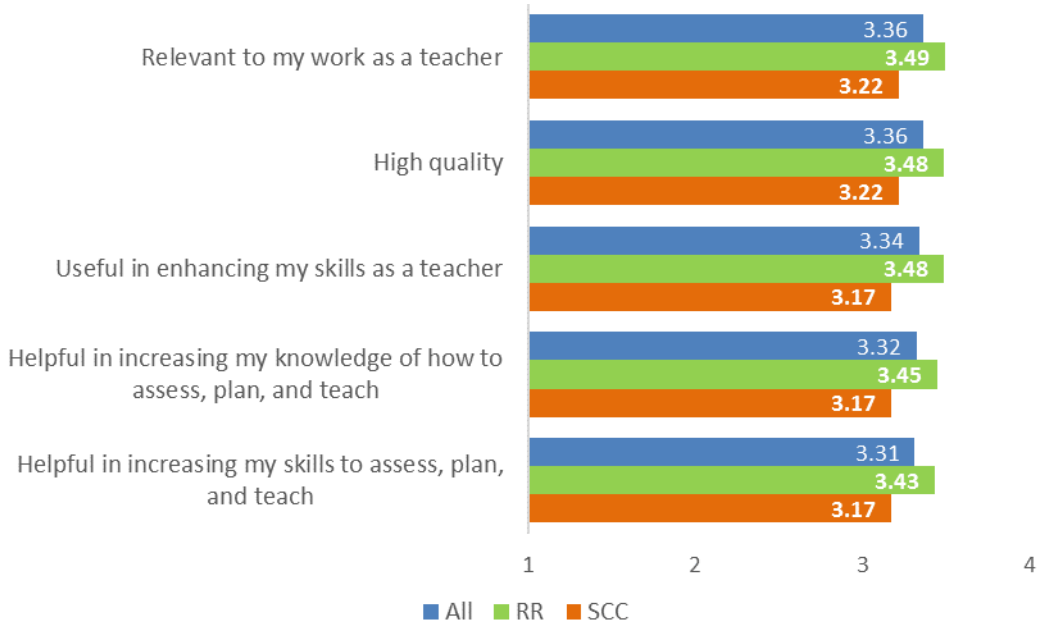
Chart 9: Teacher Ratings of Nevada APT Trainings
(Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)

Category	All	RR	SCC
Relevant to my work as a teacher	3.34	3.42	3.24
Useful in enhancing my skills as a teacher	3.33	3.42	3.22
Helpful in increasing my skills to assess, plan, and teach	3.30	3.37	3.22
Helpful in increasing my knowledge of how to assess, plan, and teach	3.29	3.37	3.20
High quality	3.29	3.36	3.20

■ All ■ RR ■ SCC
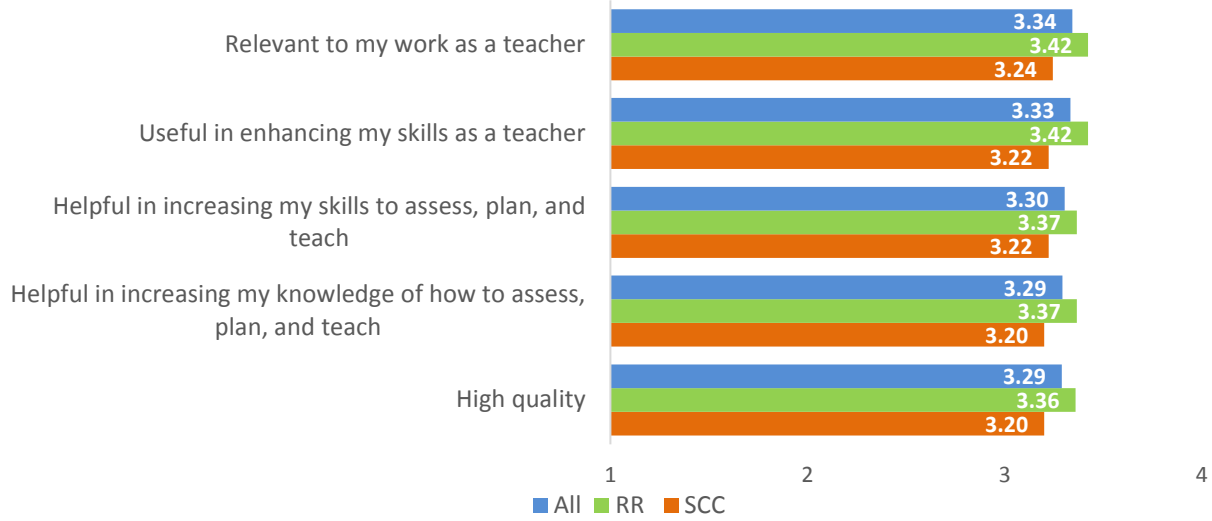
Teachers were also asked to rate the APT coaching they received over the past year (see Chart 10). Again, RR teachers rated all areas higher than their SCC peers. Overall, respondents stated the coaching was relevant to their work as teachers and of high quality (m=3.36), and useful in enhancing their skills as a teacher (m=3.34). The teachers also felt that the coaching was helpful in increasing their knowledge (m=3.32) and skills (m=3.31) to assess, plan, and teach.
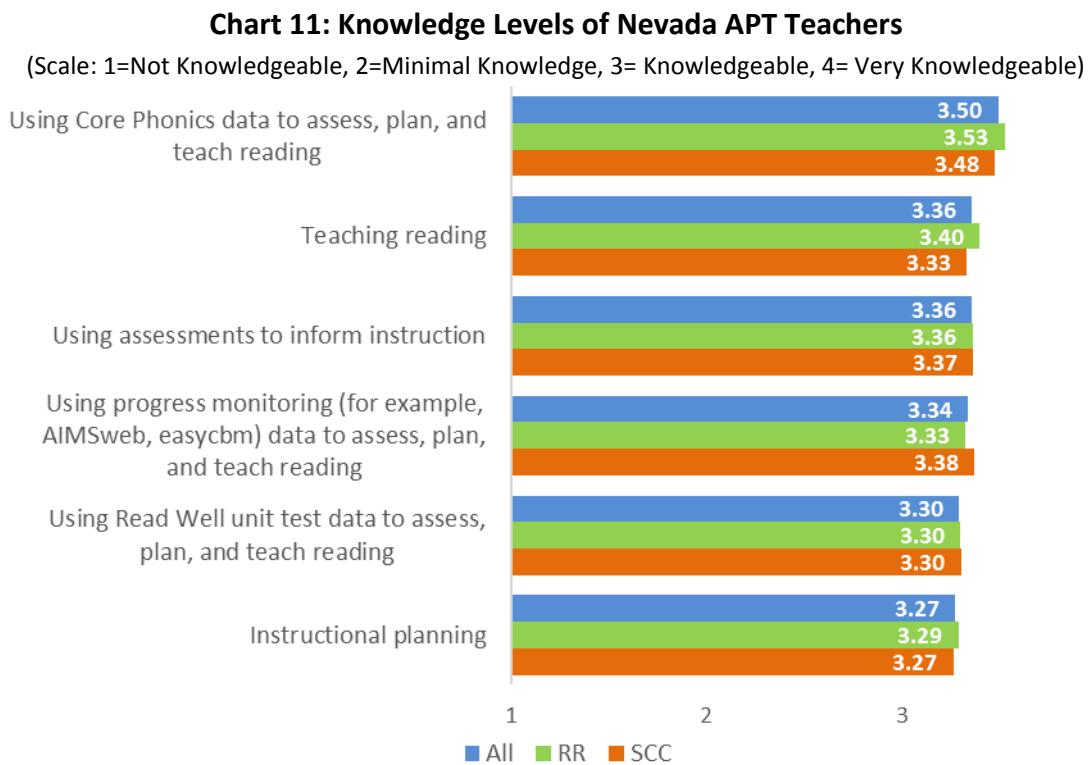
Chart 10: Teacher Ratings of Nevada APT Coaching
(Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)

Category	All	RR	SCC
Relevant to my work as a teacher	3.36	3.49	3.22
High quality	3.36	3.48	3.22
Useful in enhancing my skills as a teacher	3.34	3.48	3.17
Helpful in increasing my knowledge of how to assess, plan, and teach	3.32	3.45	3.17
Helpful in increasing my skills to assess, plan, and teach	3.31	3.43	3.17

■ All ■ RR ■ SCC

Teacher Ratings of Their Level of Knowledge

Several questions were included to assess the teachers' perceived level of knowledge regarding assessing, planning, and teaching early literacy. Chart 11 displays the responses. Overall, teachers responded they felt knowledgeable about using Core Phonics data to assess, plan and teach reading (m=3.50). Respondents indicated less agreement regarding their knowledge of teaching reading and using assessments to inform instruction (m=3.36), using progress monitoring data (m=3.34) and using *Read Well* unit test data (m=3.30) to assess, plan, and teach reading. Teachers responded they felt knowledgable about instructional planning (m=3.27) as well. RR teachers indicated higher levels of agreement than SCC teachers in all areas except using assessments to inform instruction and using progress monitoring data.
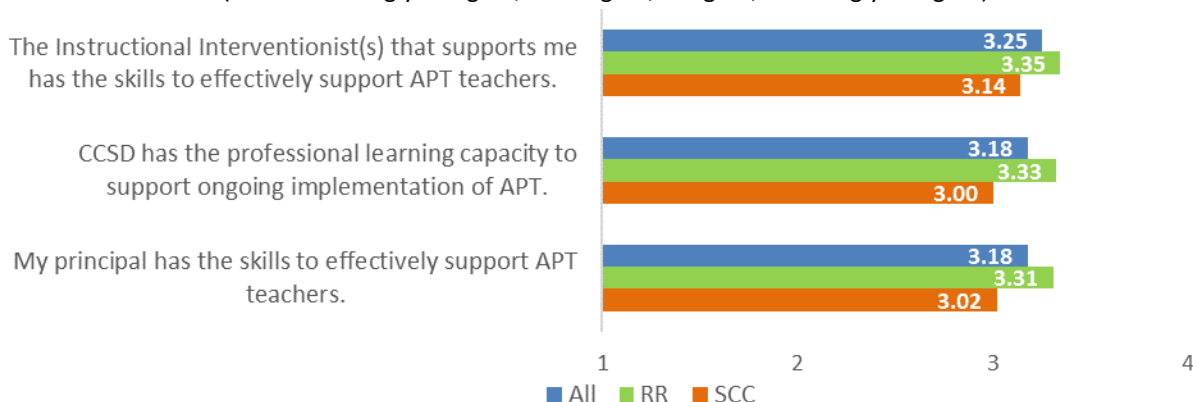
Chart 11: Knowledge Levels of Nevada APT Teachers

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

	All	RR	SCC
Using Core Phonics data to assess, plan, and teach reading	3.50	3.53	3.48
Teaching reading	3.36	3.40	3.33
Using assessments to inform instruction	3.36	3.36	3.37
Using progress monitoring (for example, AIMSweb, easycbm) data to assess, plan, and teach reading	3.34	3.33	3.38
Using Read Well unit test data to assess, plan, and teach reading	3.30	3.30	3.30
Instructional planning	3.27	3.29	3.27

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 12). Overall, all teachers agreed that the Instructional Interventionists had the capacity to effectively support APT teachers (m=3.25). There was less agreement that CCSD and principals (m=3.18) had the capacity to support the ongoing implementation of the APT program. Overall, RR teachers indicated more agreement than their SCC peers.

Chart 12: Perceptions of Support Reported by Nevada APT Teachers

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

	All	RR	SCC
The Instructional Interventionist(s) that supports me has the skills to effectively support APT teachers.	3.25	3.35	3.14
CCSD has the professional learning capacity to support ongoing implementation of APT.	3.18	3.33	3.00
My principal has the skills to effectively support APT teachers.	3.18	3.31	3.02

■ All ■ RR ■ SCC

Qualitative Feedback

Respondents were asked three questions and provided qualitative feedback on their experiences. Each teacher was asked to share any "aha" moments they had as a result of interactions with their Instructional Interventionist. RR teachers indicated most frequently these "aha" experiences related to strategies and ideas (n=9), student improvement (n=8), support and feedback (n=7) and assessment/*Read Well* (n=5). Three RR teachers provided comments about improvements needed in this area. SCC teachers mentioned support and feedback most frequently (n=15) as their primary "aha." They also mentioned student improvement (n=7), strategies and ideas (n=5), and explicit instruction (n=3) as areas where they had "aha" moments.

The second question asked teachers how APT professional learning impacted their skills in assessing, planning and/or teaching. Eleven RR teachers responded that the professional learning increased their clarity and understanding of APT, while six cited the useful materials and resources offered through the training. Other impacts were related to the strategies and ideas provided (n=4), as well as teachers' skills related to explicit phonics (n=4) and implementation (n=3). SCC teachers perceived the greatest impacts were the result of the strategies and ideas shared (n=19), as well as the useful materials and resources (n=5). A few SCC teachers indicated increased clarity and understanding (n=4), the overall impact (n=3) and information about differentiation (n=2) from the APT professional learning.

The third question asked to teachers to provide one example of how APT professional learning has impacted their students' learning related to literacy. Twelve RR teachers responded with examples of overall student progress and gains in literacy, ten gave examples about improved fluency and comprehension skills, and five cited impacts on decoding skills. Thirteen SCC teachers responded that APT improved their student's fluency and comprehension. While others commented on the progress and gains they saw in their students (n=9). Specifically, SCC teachers saw improvement in their students' ability to blend and sound out words (n=5). Five teachers commented on the impact of *Read Well* and two on the ability to differentiate as a result of the APT trainings.

Teacher Focus Group Data for 2018-19

To gather qualitative feedback on the quality and impact of the APT initiative, 16 teachers from 16 the 31 APT schools were interviewed between January 22 and 24, 2019. The interviews were designed to (1) gather feedback from teachers to assess the impact of APT professional learning on APT schools and (2) obtain suggestions to improve APT implementation.

The teachers interviewed reported that the APT trainings were implemented well and were useful. Newer teachers reported attending more training in the past year and receiving more of an impact in the last year than experienced teachers. One of the more experienced teachers suggested a tiered training system should be considered to meet the varying professional learning needs of teachers. The most frequently attended trainings were Ticket to Read, *Read Well*, Core Phonics, and Explicit Phonics. One teacher said the Explicit Phonics training has resulted in miracles in her classroom. Another teacher mentioned her students loved the Ticket to Read program. Teachers also commented positively on the quality and impact of the resources accessed through APT trainings. Teachers mentioned a need for additional training related to mathematics, behavior strategies, and classroom management, as well as opportunities for teacher forums or roundtables.

The teachers interviewed were pleased with the coaching they received. As expected, the amount and need for coaching varied by the amount of teaching experience. The experienced teachers were as satisfied with the coaching as newer teachers, although they required less support. The more experienced teachers felt it was important that coaching target new and struggling teachers. The responsiveness of the Instructional Interventionists was acknowledged by almost all of the teachers. Materials and guidance were provided promptly when asked for. Specific coaching activities included help with *Read Well* implementation, assessment support (progress monitoring and benchmarking), providing resources, observing, modeling, and sharing feedback. Coaching generally occurred once or twice a month, depending on the needs of the teacher. Suggestions for improving APT coaching included better scheduling of progress monitoring data that did not interfere with the end of grading periods, more modeling for new teachers, and to provide more constructive feedback.

Teachers generally felt greater capacity in either their instructional or assessment skills, although one teacher felt equally skilled in all APT components. About half of the teachers felt equally strong with at least of two of the three APT components. Nine teachers discussed the assessment component. Four teachers felt it was their strength, while five teachers needed more support in the administration of assessments and the use of the resulting data. In responding to this question, one teacher expressed "I feel like after six years, I am really comfortable with my teaching. APT has helped me to narrow a focus and provided a path to assess and plan."

When asked about the impact of APT training and coaching they received on their use of assessments to inform instruction, instructional planning, teaching reading, and using data to assess, plan and teach reading, the largest impacts were reported for teachers' instructional skills and assessment capacity. Three teachers perceived the largest impact on their teaching was a result of the Read Well curriculum and training they received. The teachers who reported APT training and coaching impacted their use of assessments to inform planning and instruction. This included progress monitoring data from the Core Phonics Survey and *Read Well* assessments.

Most of the teachers found their principals to be supportive of their involvement in APT. Only three teachers felt they needed more support from their administrators. Teachers mentioned the importance of administrators supporting the opportunity to implement the Read Well curriculum, the flexibility to allow teachers to attend APT training, helping to access needed resources, and leadership on student scheduling. Besides administrators, some teachers received support from learning strategies specialists or Special Education Instructional Facilitators. The three teachers who felt their administrators were less supportive said they were left alone and had little interaction with their principals.

When asked about the capacity of the Clark County School District to sustain the implementation of APT, they stressed the importance of sustained district support and funding, curriculum, professional learning, and the use of technology. Concerns focused on funding, teacher retention, the expansion of APT, staffing, professional development, and class size. Teachers stated that funding issues influenced their perceptions of professionalism, special education teacher recruitment and retention, the size of classrooms, access to professional development, and the ability to expand to APT.

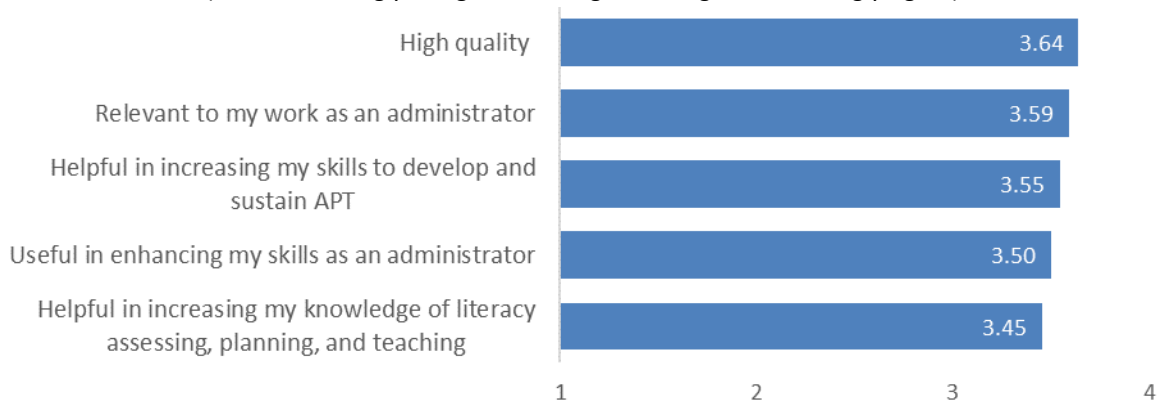# Principal Impact and Satisfaction Survey Results

Principal Survey Data for May 2019

Next is a summary of the results for the APT administrator survey administered in May 2019. The survey was emailed to administrators in APT schools by the external evaluator for the Nevada State Personnel Development Grant (SPDG). A total of 56 invitations were sent to participating administrators. with 33 responses, for a 59% response rate. The purpose of the survey was to gather data to assess the impact of APT professional learning on the capacity of principals and other 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. The survey was developed through an iterative process by the external evaluator and the APT professional learning team to address the outcomes identified through the NV SPDG and NV's State Systemic Improvement Plan (SSIP) logic models and evaluation plans.

Administrators were first asked to rate the quality, relevance and usefulness of the APT Principal Meetings they had attended over the past year. Those who attended the training rated the training high in all categories (see Chart 13). Using a four-point Likert scale, administrators agreed that the meetings were of high quality (mean(m)=3.64), relevant to their work (m=3.59), helpful in increasing their skills to develop and sustain APT (m=3.55), useful in enhancing their skills (m=3.50), and helpful in increasing their literacy knowledge (m=3.45).

Chart 13: Quality, Relevance, Usefulness, and Impact of APT Administrators Meeting

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

Category	Value
High quality	3.64
Relevant to my work as an administrator	3.59
Helpful in increasing my skills to develop and sustain APT	3.55
Useful in enhancing my skills as an administrator	3.50
Helpful in increasing my knowledge of literacy assessing, planning, and teaching	3.45

The APT administrators were also asked to share their perceptions about the capacity of the APT Instructional Interventionists and the CCSD to support teachers and APT effectively (see Chart 14). Overall, the 33 administrators who responded to the survey agreed that the Instructional Interventionists and CCSD had the capacity to support APT teachers and sustain APT. They had slightly higher levels of agreement about the capacity of Instructional Interventionists to support APT teachers (m=3.39).

Chart 14: Administrators' Perceptions of APT Capacity

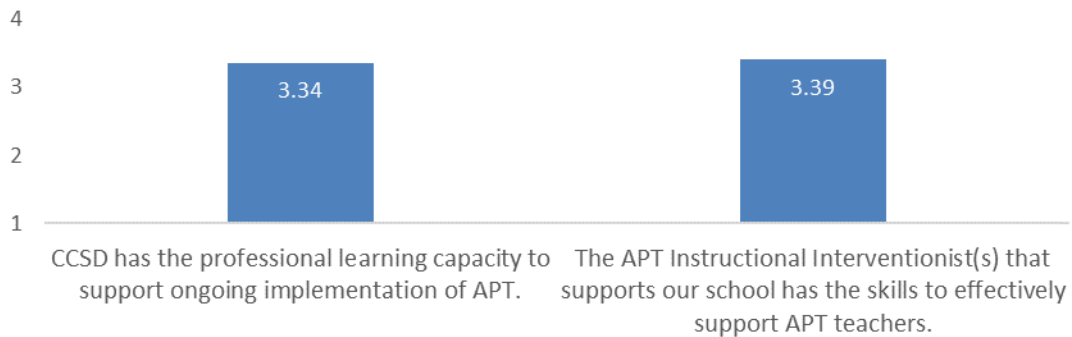(Scale: 1= Strongly Disagree, 2=Disagree, 3= Agree, 4= Strongly Agree)

CCSD has the professional learning capacity to support ongoing implementation of APT. — 3.34

The APT Instructional Interventionist(s) that supports our school has the skills to effectively support APT teachers. — 3.39

Chart 15 displays the perceptions of APT administrators regarding teachers' knowledge of the APT process. Administrators felt their teachers were most knowledgeable about using progress monitoring (AIMSweb) data to assess, plan and teach reading and formative assessment to inform instruction (m=3.30), followed closely by being knowledgeable about analyzing data to assess, plan and teach reading, and knowledgeable about teaching reading (both m=3.27), and instructional planning (m=3.24).

## Chart 15: Administrators' Perceptions of Teachers' Literacy Knowledge

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

Using progress monitoring (AIMSweb) data to assess, plan, and teach reading — 3.30

Using formative assessments to inform instruction — 3.30

Analyzing data to assess, plan, and teach reading — 3.27

Teaching reading — 3.27

Instructional planning — 3.24
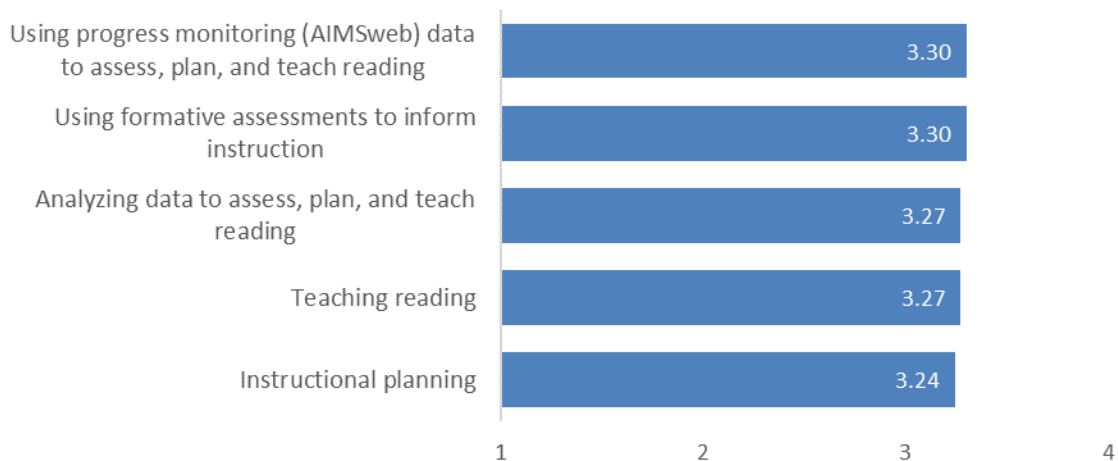
As shown in Chart 16, there was little variation in ratings of administrators' knowledge, with responding administrators rating themselves as knowledgeable about APT practices. Respondents felt most confident about their knowledge in supporting their teachers to use data to support their teachers' implementation of APT, enhance their instructional planning, and better use formative assessments to inform instruction (m=3.30). Administrators also perceived themselves as knowledgeable about supporting teachers to improve their teaching of reading (m=3.27).

Chart 16: Principals' Knowledge in Supporting Their Teachers

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

Use data to support your teachers' implementation of APT	3.30
Enhance their instructional planning	3.30
Better use formative assessments to inform instruction	3.30
Improve their teaching of reading	3.27
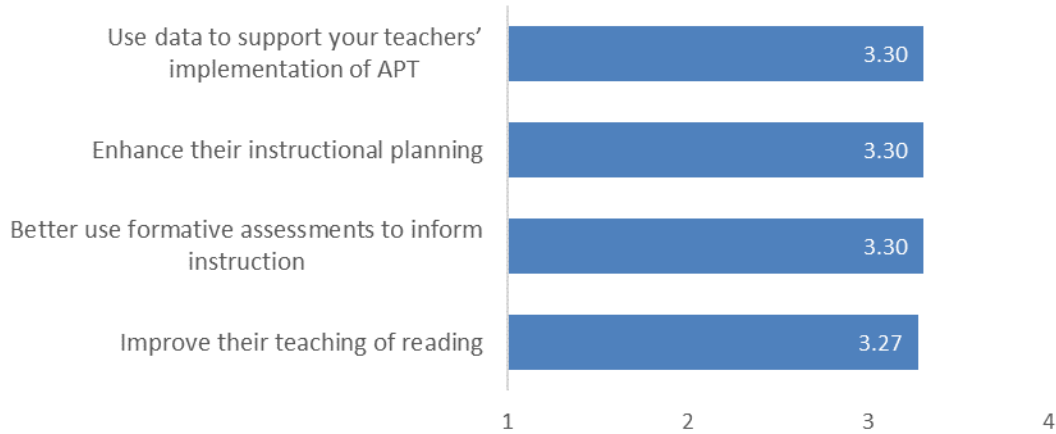
Qualitative Feedback

Respondents were also asked to provided qualitative feedback about any additional training, coaching, and/or support they needed to sustain APT strategies in their schools. Administrators indicated most frequently they needed assistance in supporting new teachers (n=6). Four administrators responded with various comments related to support for specific topics such as engaging parents and using data to inform instruction. Two administrators cited ongoing professional learning as a need for sustaining APT in their schools.

Principal Interview Data for 2018-19

To gather qualitative feedback on the quality and impact of the APT initiative, five principals from the 31 APT schools were interviewed between January 22 and 24, 2019. The interviews were designed to (1) gather feedback from principals to assess the impact of APT professional learning on APT schools and (2) obtain suggestions to improve APT implementation.

All principals interviewed participated in the most recent APT administrator training. There was a consensus that the trainings were of high quality and relevant to their needs. The most frequent benefit mentioned was the opportunity to network and learn from other principals. Suggestions for future training included an ongoing focus on *Read Well*, as well as training related to data use and assessments. One recommendation was to consider the use of virtual webinars and other technology to reach more teachers, at times convenient to them. It was also suggested to use "hub" schools, at APT exemplary sites for other schools to visit.

Administrators felt their more experienced teachers had the necessary capacity to assess, plan, and teach, within the APT framework. Less experience teachers require more ongoing support from APT. The support teachers need varied by school. Areas of support included assessment and working with data, particularly while balancing other classroom activities. Further professional learning is needed around grading and scheduling in self-contained classrooms and resource rooms.

Administrators were asked in what areas were they most skilled and in what areas did they need more training and/or coaching to best support their APT teachers. Their responses varied, in large part depending on their academic training. Administrators with special education and literacy backgrounds were confident of their skills. One principal without either background, stressed her strength was in providing general support, to make sure teachers could attend training, participate in coaching, and receive other needed resources.

When asked how the APT Instructional Interventionists helped them and their APT teachers to implement APT, each principal praised the Instructional Interventionists they worked with. They mentioned specific help on the roll out and use of the *Read Well* curriculum, as well as supporting classroom practices not directly related to APT. This included classroom management strategies, data, and finding useful resources and materials for their teachers.

Last, principals were asked to discuss their perceptions of the capacity of CCSD to support the ongoing implementation of APT. One principal expressed concern that without APT, they would lose important supports for students with IEPs. She felt that APT and the *Read Well* curriculum were critical to the success of these students. Another principal stressed the importance of ongoing professional learning for teacher success, and that APT provided that.

Student Impact Data

CORE Phonics Survey

Complete Data for 2018-19

Fall and spring CORE Phonics Survey data were collected from 1,227 students in 149 APT classrooms in 31 CCSD elementary schools during the 2018-19 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 and by grade level. Some students in special education 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 to 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 17, students were most likely to show substantial growth in letter knowledge in kindergarten and to a lesser degree, 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 higher than their peers in self-contained classrooms.

Chart 17: Average Percent Score on Core Phonics Survey Letter Knowledge Total (2018-19)
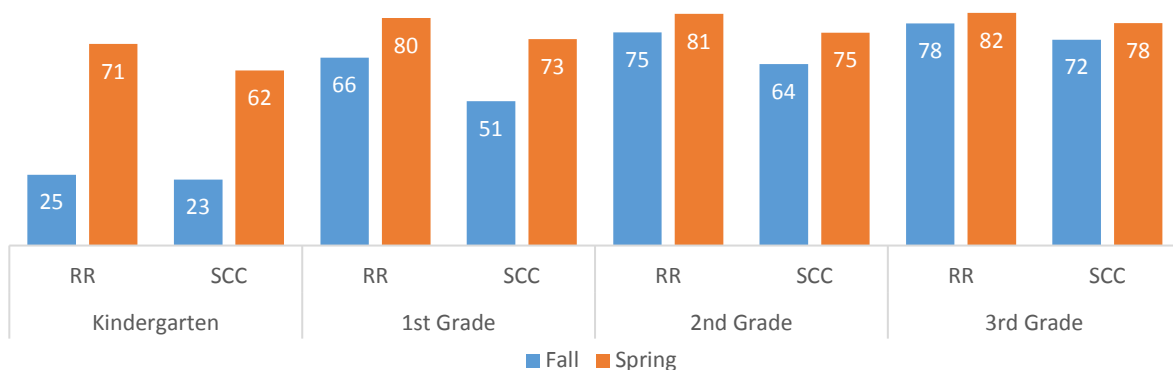
The most growth in letter knowledge occurred in kindergarten, with students in resource rooms demonstrating slightly more growth than students in self-contained classrooms (see Chart 18). The percent of change between fall and spring letter knowledge was relatively consistent with first, second, and third graders. First grade students, particularly those in self-contained classrooms, experienced slightly more growth than second and third grade students.

Chart 18: Percent of Change between Fall and Spring in Letter Knowledge Total Score
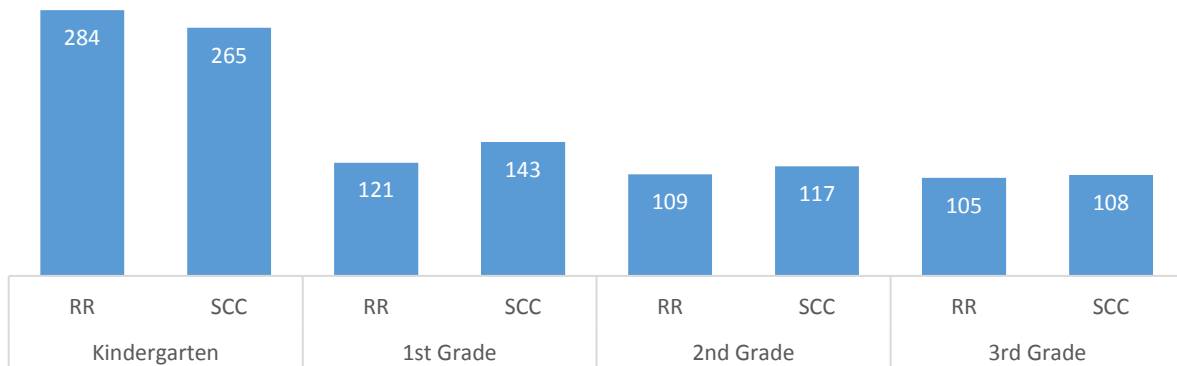

Students' Word Reading Skills

Next, we describe results from the 2018-19 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 19). 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 19: Average Percent Score on Core Phonics Survey Word Reading Total (2018-19)
(Maximum Score = 129)
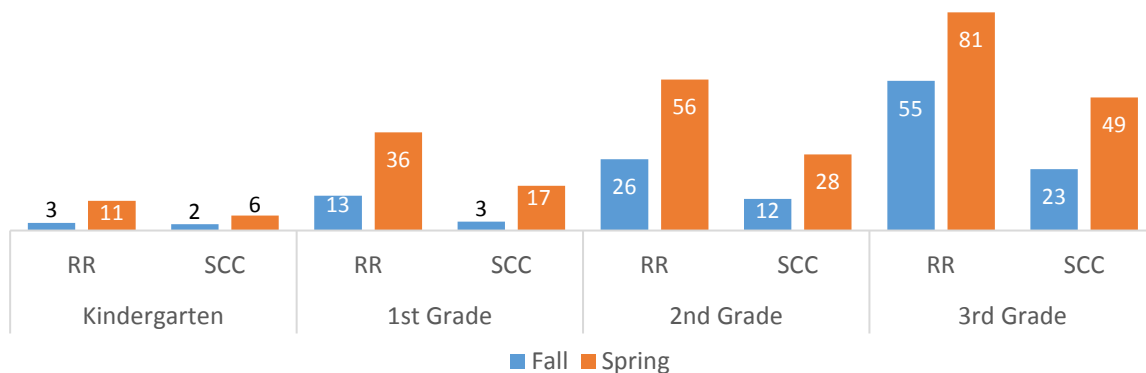
In 2018-19, the most growth in word reading occurred in kindergarten resource rooms (389% growth) and first grade self-contained classrooms (507%) (see Chart 20). Third grade students in resource rooms had the least growth (146%). The remaining grades and classroom types saw growth in the range from 212% to 282%.

Chart 20: Percent of Change in Word Reading Total Score between Fall and Spring

RR	SCC	RR	SCC	RR	SCC	RR	SCC
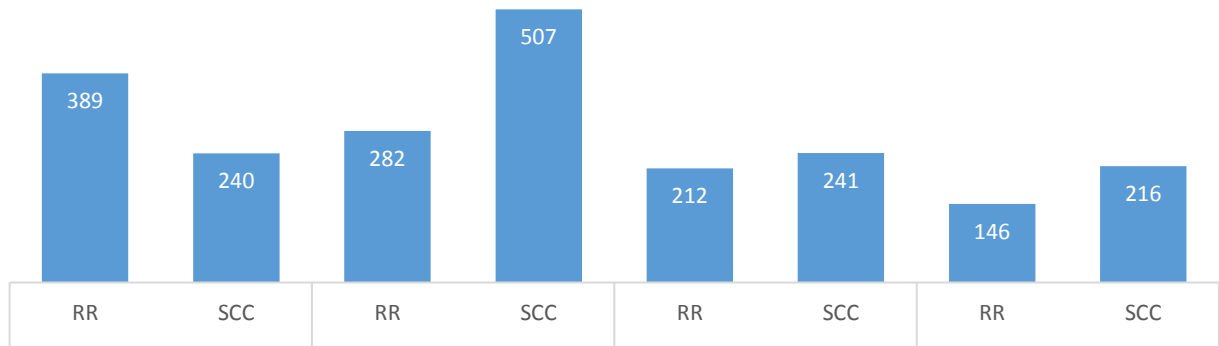
Average Change in Letter Knowledge and Word Reading Scores Across Years

The next two charts show the average letter knowledge and word reading change scores between fall and spring administrations for 2016-17, 2017-18, and 2018-19.
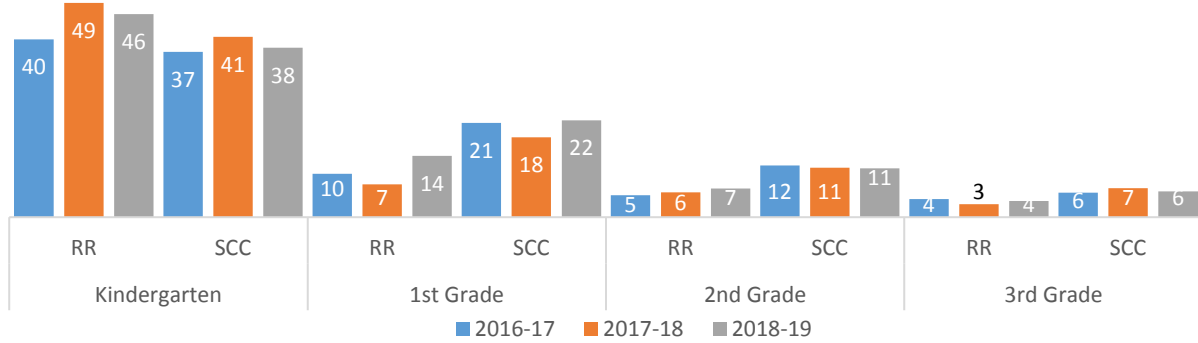
Letter Knowledge

Chart 21 displays the average change in letter knowledge for each type of classroom, at each grade level, for the last three years. For example, in 2018-19, the average change in letter knowledge from fall to spring for kindergarten students in resource rooms was 46 points. In 2018-19, the average change in letter knowledge from fall to spring for kindergarten students in self-contained classrooms was 38 points.

The largest growth between fall and spring administrations was in kindergarten, with students in resource rooms showing slightly more growth between fall and spring. Beginning in first grade, though, students in self-contained classrooms had greater growth, although considerably less growth than in kindergarten. The differences in change scores were minimal across the two years for second and third grade students, in both classroom settings. The greatest change scores were in kindergarten, and to a lesser degree, first grade, as phonics and word reading skills were new for these students.

The 2018-19 letter knowledge changes scores were higher or the same as in previous years, with the exception of kindergarten. The 2018-19 letter knowledge change scores for students in in kindergarten and first grade self-contained classrooms was larger than in previous years, with no change in third grade, and a very small decrease in second grade.

Chart 21: Change in Letter Knowledge Total Score between Fall and Spring

Word Reading

The same data for word reading is included in Chart 22. In contrast to the letter knowledge data, in each of three years, the largest growth in word reading between fall and spring administrations was in second and third grade, with students in resource rooms showing more growth than students in self-contained classrooms. The 2018-19 word reading changes scores for students in resource rooms were smaller than in previous years, except for third grade. Conversely, the 2018-19 change scores for students in self-contained classrooms was larger than in previous years, except for second grade. 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 22: Change in Word Reading Total Score between Fall and Spring
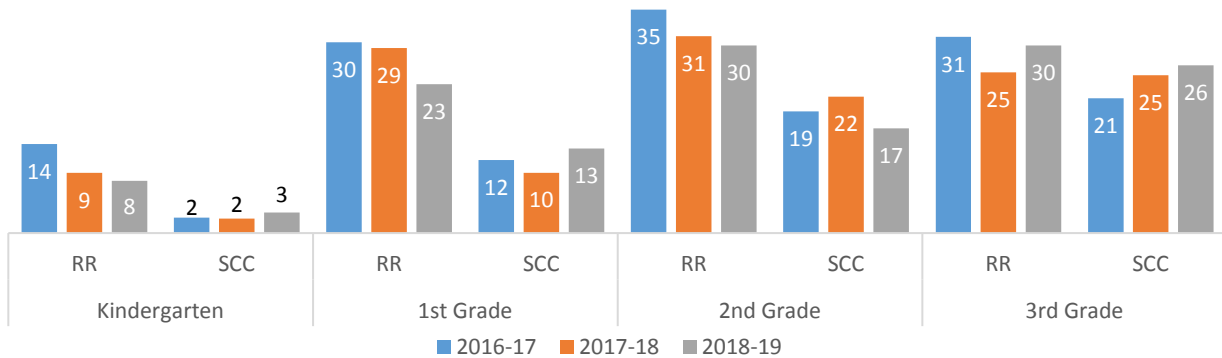
C.2(c): How data support changes that have been made to implementation and improvement strategies

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 supported our decisions to increase the number of schools to 31 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 participating in the project—and we added Instructional Interventionists positions to the project to support this expansion (there are now 8 Instructional Interventionists).

The complete data for the 2018-19 school year and the preliminary data for the 2019-20 school year have led us to plan, for the first time, to begin to use a differentiated support model in 2020-21. As described earlier in this report, there are plans underway to add several new schools to the APT project for the 2020-21 school year. The plans are not final, but we are considering a model that will divide all participating APT schools into two groups. The first group, designated as Cohort 1, would include schools from the existing 31 schools that only require support from an Instructional Interventionist on an as-needed, as-requested basis. The second group, designated as Cohort 2, would include schools from the existing 31 schools that continue to require monthly support, and new schools that require the level of support necessary to bring a school completely into the APT model. We are conceptualizing this approach as an APT model that offers differentiated levels of support, depending on specific needs of different schools. This differentiated support model will be key to growing the APT project, without necessarily having to grow the staff of Instructional Interventionists. This model will also be key to designing a fully robust APT model that could be adopted by other school districts in Nevada. Sustainability is a critical factor in adopting any model for improving student outcomes, and the ability to allocate resources on the differentiated needs of particular schools will support sustainability.

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 once 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. We review training and coaching data, as well as student achievement data as measured through the CORE Phonics assessment and SBAC. In previous years' SSIP reports, we discussed the possibility that our SBAC proficiency might be too high given the subset of students with disabilities with whom we are working. However, the fact that

between 2017-18 and 2018-19, student achievement increased by 93% from 7.4% proficient to 14.3% proficient suggested that targets should not be revised yet, and our target will remain the same. It is an ambitious target, but we are an ambitious group and we have high expectations for the young readers with whom we are working. As a result of these considerations, we set the FFY2019 target to be the same as the FFY2018 target (28.1% proficiency on SBAC assessment).

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. As soon as SEDA and SEAC meetings can resume, given the COVID-19 restrictions, Nevada Director of Inclusive Education Will Jensen will make presentations about the project to keep these vital stakeholder groups 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 May 4, 2019, several APT project participants, including teachers and Instructional Interventionists, 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.

The presentation was titled "*Comprehensive Strategies to Ensure Success for All Students, Specifically Targeting Students in Special Education Settings.*" The presentation was made by Laurie Barkemeyer, Vanderburg Elementary School; Tracie Bolin, Galloway Elementary School; and Jennifer Doran, Jean Mizell and Jana Pleggenkuhle, Clark County School District. The session focused on administering and analyzing formative assessments, to create appropriate instructional groupings, and drive the planning of targeted reading instruction. During this session, participants explored, examined, and practiced with data talk samples. Participants used samples to plan for explicit and effective instruction. Presenters covered various teaching strategies and instructional materials. Through discussion and activities, participants left with a data talk template/spreadsheet and comprehension improvement strategies to support student academic success.

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, regularly shares information and presents on the APT project at national level meetings, including the SPDG SSIP/SPDG community of practice meetings (virtual and in person) and at the SPDG Directors' Meeting.

<u>Nevada audience of student readers</u>. The most important stakeholders in the APT project are the student readers themselves. Accordingly, the most important "informing" event that occurred in the 2018-19 school year was the now-annual "Celebration of Dedication."

On April 8, 2019, APT teachers, administrators, Instructional Interventionists, CCSD administrators, and students and their parents attended a "Celebration of Dedication" in Las Vegas to honor the students and teachers in the APT project. The event was designed to celebrate the dedication of the teachers who have enthusiastically implemented the APT project. The event also celebrated the students who made accomplishments in reading. Each participating teacher from 149 classrooms selected one student to receive an award for reading accomplishments. A formal program was held to present the awards, with more than 800 students, staff and family members in attendance. During the program the State Director of Special Education and the Assistant Superintendent from Clark County School District presented each student with a "Reading Rockstar" Medal.

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 focused on evaluation in 2018-19, and a second additional meeting focused on evaluation in 2019-20. 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 administrators 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, January 2019, and January 2020. 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 is provided in this report, and the January 2020 data collection will be provided in the April 2021 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

Since the project launched in 2016-17, we have addressed in an ongoing way concerns about the quantity of data used to report progress or results, and at this point we believe that we have found the right balance. This conclusion about the quantity of data, and about the efficiency of the methods used to collect the data, supported our decision to move to add schools in 2020-21 using the differentiated support model described elsewhere in this report. It was critical to have the data collection mechanisms "just right" before deciding to add new schools and differentiate our support to the existing schools.

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, 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 second year consecutive year, in the 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.

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 still have the five of the original six Instructional Interventionists (the group now totals eight). The APT Leadership Team has remained the same with one exception. One of the principals who had been with us from the beginning – Aalya Page – was promoted from her role as a building principal to a district-level administrator position within the CCSD. We were pleased about this promotion because it adds one more district-level administrator who has leadership experience with and heartily supports the APT Project. Overall, the stability in staffing the APT project has been 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. As noted above, it is the stability of our data collection and evaluation mechanisms that permits us to plan to scale-up in 2020-21 through implementation of a differentiated support model.

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, 2018-19, and 2019-20. These tools provide the data, or evidence, on the impact of APT professional development. See the Consistency of Intervention analyses beginning on page 22.

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

We are close to defining the specific project components that are essential to success, and those components will be defined specifically as we move in 2020-21 to a differentiated support model for APT implementation. Those components will be explained in detail in our April 2021 report. Preliminarily, we expect that the components will include the very features of training, coaching, and evaluation that we reported on in this report. This work is essential to completing our third goal for developing an APT guide for district- and school-level implementation, and it will be fully drafted as we add new schools and differentiate our support to existing schools in 2020-21.

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.

SBAC Reading Performance Data – Targets and Actual Data

Table 8 lists the year of assessment, actual data for 2015-16, actual data for 2016-17, actual data for 2017-18, actual data for 2018-19, and target data for subsequent years, including the target set for FFY2019. 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. The 2018-19 data are the third year of progress data.

Table 9 includes the detailed SBAC results for 482 third-grade students with disabilities at the APT schools during the 2018-19 school year. Consistent with the 2015-16, 2016-17, and 2017-18 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 2018-19 are included. As Table 8 shows, 14.3% 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, and the 7.4% reported for 2017-18. In fact, the difference between 7.4% and 14.3% is actually a 93% increase. ([(14.3 – 7.4) / 7.4 = 0.93] x 100 = 93%)

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. 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 continued to move in the right direction.

Table 8: **Targets and Actual Data for 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	2019-20
SBAC Administration	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Target	24.1%	25.1%	26.1%	27.1%	28.1%	28.1%
Actual Data	Not available	7%	6%	7.4%	14.3%	

Target Setting for FFY2019

As we have discussed in the three previous reports (April 2017, 2018, and 2019), 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

---

[1] In the 2018-19 school year, 17.9% of all third-grade students with disabilities in CCSD were proficient on the SBAC Reading assessment, (compared to 17.5% in 2017-18, and 17.9% in 2016-17).

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.

In the April 2018 and April 2019 reports, we stated that we were considering resetting targets, but we decided to delay that process. As the APT Leadership Team examined the targets in order to set a target for FFY2019, we carefully considered the improvement toward the target in the 2018-19 school year when compared to the 2017-18 school year, we determined that we would set the FFY2019 target at the same level as the FFY2018 target.

Analysis of Performance Levels in 2018-19 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 9:   Numbers of 3rd Grade Students with IEPs at APT Schools Scoring in Four Achievement Levels on SBAC Assessment during 2018-19

Achievement Levels	Number of Students	Percentage of Students
Level 1 (not proficient)	333	69.1%
Level 2 (not proficient)	80	16.6%
Levels 3 and 4 (proficient)	69	14.3%

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. As described elsewhere, the key additional activity that we plan to implement during 2020-21 is the implementation of an APT differentiated support model that will permit us to add new schools, while we keep existing schools and existing staff resources. Assuming that the COVID-19 emergency does not delay these planned efforts, we will provide a detailed report on the implementation of a differentiated support model in our April 2021 report.

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

All data collection activities are in place and will continue as designed, with some adjustments made to account for implementation of a differentiated support model in the 2020-21 school year.

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

The implementation of an APT differentiated support model in the 2020-21 school year will necessarily involve challenges, as we move some existing schools to designation as Cohort 1 schools (technical assistance provided on an as-needed, as-requested basis). 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.

Appendix A
APT Trainings for July 2018 – June 2019

Name of Class	Total Number of Sessions	Hours	Total Attendance
Advanced Explicit Phonics	2	12	2
AIMSweb for Special Education Teachers	2	6	10
Big 5 Phonological Awareness and Fluency Year 1	1	2.5	2
Big 5: Comprehension Year 1	2	3	7
Big 5: Comprehension Year 1 Paraeducators	2	2.5	8
Big 5: Phonics and Fluency Year 1	6	3	12
BIG 5: Phonological Awareness and Fluency Year 1	5	3	12
Big 5: Vocabulary Year 1	5	3	11
Building Healthy Relationships	2	2.5	4
Classroom Management	10	6	15
Comprehensive Assessment Data Collection	2	3	9
CORE Phonics Survey and Assessment Data Analysis	4	6	6
DIBELS Next: Getting Started Benchmarking and Progress Monitoring	2	6	14
DIBELS Next: Getting Started Benchmarking and Progress Monitoring	1	6	2
Differentiated Instruction in the Classroom	2	12	18
Explicit Phonics	8	18	15
Explicit Phonics for Paraeducators	4	10	9
IEP Goal Grouping and Case Manager Responsibility	3	3	6
Implementing Accommodations and Modifications	5	2.5	10
Lesson Planning and the NEPF for the Special Ed Teacher	1	3	5
Multiple Measures	5	6	5
Parent Engagement: Parent Teacher Conference	1	3	6
Progress Monitoring in the Special Education Classroom	3	3	11
Read Well 1 Composition	1	3	6
Read Well 2	1	6	5
Read Well 2 - 3	1	6	10
Read Well Composition K	1	3	4
Read Well K - 1	3	6	38
Read Well K - 3	1	6	7
Scheduling in the Resource Classroom	2	3	4
Scheduling in the Self-Contained Classroom	2	3	13
Step Up to Writing	4	6	23
VPORT and Ticket to Read	2	3	11
Writing Instructional Strategies for Paraeducators	4	2.5	4
Writing Data Collection and Instruction	1	6	3
Total	**101**	**178.5**	**327**

APT Trainings for July - December 2019

Name of Class	Total Number of Sessions	Hours	Total Attendance
AIMSweb for Special Education Teachers	1	6	7
Assessing Reading: Multiple Measures	1	6	1
BIG 5: Phonemic Awareness and Vocabulary	2	2.5	5
Big 5: Comprehension and Vocabulary	1	3	5
Comprehensive Assessment Data Collection	1	3	3
DIBELS Next: Getting Started Benchmarking and Progress Monitoring	1	6	10
DIBELS Next: Getting Started Benchmarking and Progress Monitoring	1	6	2
Explicit Phonics	3	18	25
Explicit Phonics for Paraeducators	2	10	6
Lesson Planning and the NEPF for the Special Ed Teacher	1	3	1
Progress Monitoring in the Special Education Classroom	2	3	4
Read Well 2 - 3	1	6	16
Read Well K - 1	2	6	40
Read Well K Small Group	2	3	7
Read Well 1 Small Group	1	3	7
Read Well 2 Small Group	1	3	6
Writing Instructional Strategies	2	2.5	4
Writing Data Collection and Instruction	2	6	4
Total	**27**	**96**	**153**