Washoe County School District
Title II Evaluation Bulletins 2018-2019

Submitted to
Title II Program
Washoe County School District

WCSD Title II 21ˢᵗ Century Learning Evaluation Bulletin 2019

The primary goal of the Washoe County School District (WCSD) 21st Century Learning program is to ensure educators are properly prepared to create and deliver instruction that develops students' 21st Century competencies. The 21st Century Online Learning Coordinator is responsible for the development and facilitation of the tiered 21st Century Educator Badge professional learning program. This program helps teachers explore and implement technology tools and strategies, and advance their NVACS-aligned, student-centered instruction. Educators are further supported through involvement in a year-long 21st Century Leaders Network.

In 2018-2019, the Online Learning Coordinator implemented multiple strategies toward these goals including:

- 21st Century Educator Administrator Practitioner Badge program: 27 participants
- 21st Century Educator Explorer Badge (Camp 21): 55 total participants in 3 cohorts
- 21st Century Educator Leader Badge program: 27 participants
- 21st Century Educator Practitioner Badge program: 63 participants
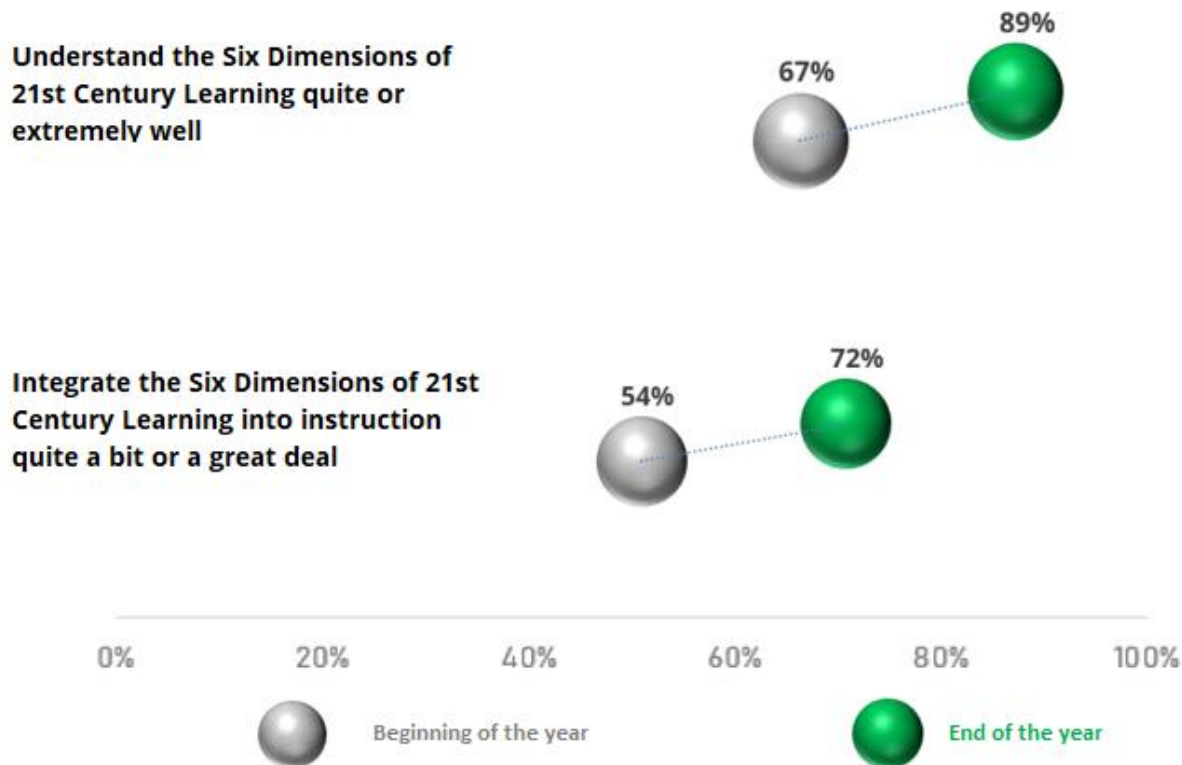- 21st Century Learning Leaders Network: 121 participants

21st Century Learning Leaders Network Survey

An online survey was sent to 121 Leaders Network participants at the beginning and end of the school year. The pre-survey was sent out in September 2018 and asked participants about their current level of understanding of the program. There was a 57% response rate for the pre-survey. The post-survey asked participants the same questions, was sent out in March 2019, and yielded a 39% response rate. Participants' level of understanding of the Six Dimensions of 21st Century Learning increased from 67% to 89% between the pre and post surveys. There was also an increase in participants' willingness to integrate the Six Dimensions of 21st Century Learning into their instruction, from 54% to 72% (see Figure 1).

293 teachers were supported by the consulting teachers.

Figure 1

The image below indicates an increased level in both understanding and integration of the Six Dimensions of 21st Century Learning from September 2018 to March 2019 among 21ˢᵗ Century Learning Leaders Network participants.

Understand the Six Dimensions of 21st Century Learning quite or extremely well

67% → 89%

Integrate the Six Dimensions of 21st Century Learning into instruction quite a bit or a great deal

54% → 72%

0% 20% 40% 60% 80% 100%
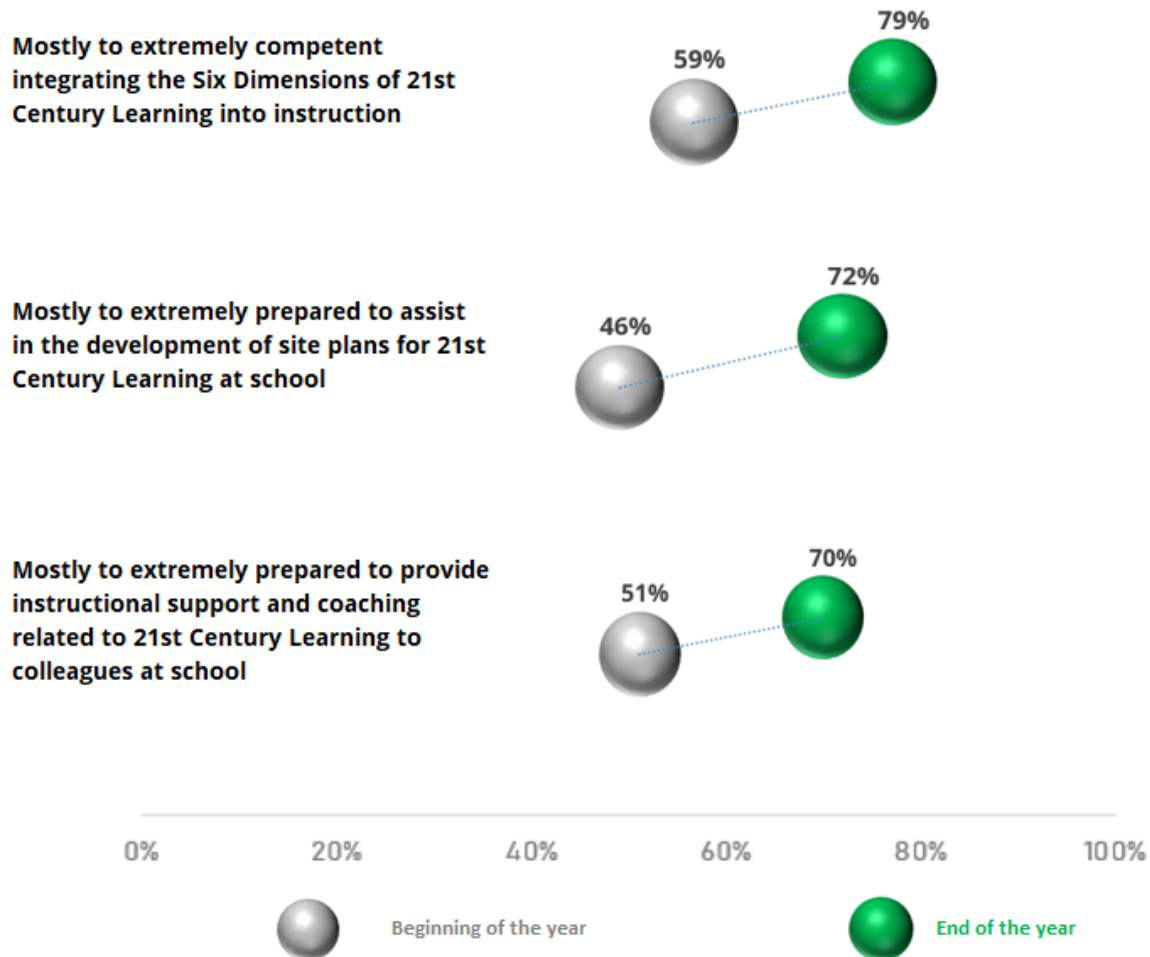
Beginning of the year

End of the year

N = 69 fall, 47 spring

Participants' competence in integrating the Six Dimensions of 21st Century Learning into their daily classroom instruction increased as well, from 59% to 79% (Figure 2). In addition, there was a substantial increase in participants' level of preparedness to both assist in site plan development and provide instructional support and coaching related to 21st Century Learning at their school, with an increase of 26% and 19%, respectively.

Washoe County School District
Every Child, By Name And Face, To Graduation™

Figure 2

The image below shows the increase in participants' competence, preparedness and ability to provide colleagues with instructional support in the Six Dimensions of 21st Century Learning from September 2018 to March 2019. (N = 69)

Mostly to extremely competent integrating the Six Dimensions of 21st Century Learning into instruction — 59% → 79%

Mostly to extremely prepared to assist in the development of site plans for 21st Century Learning at school — 46% → 72%

Mostly to extremely prepared to provide instructional support and coaching related to 21st Century Learning to colleagues at school — 51% → 70%

0% 20% 40% 60% 80% 100%

⚪ Beginning of the year   🟢 End of the year
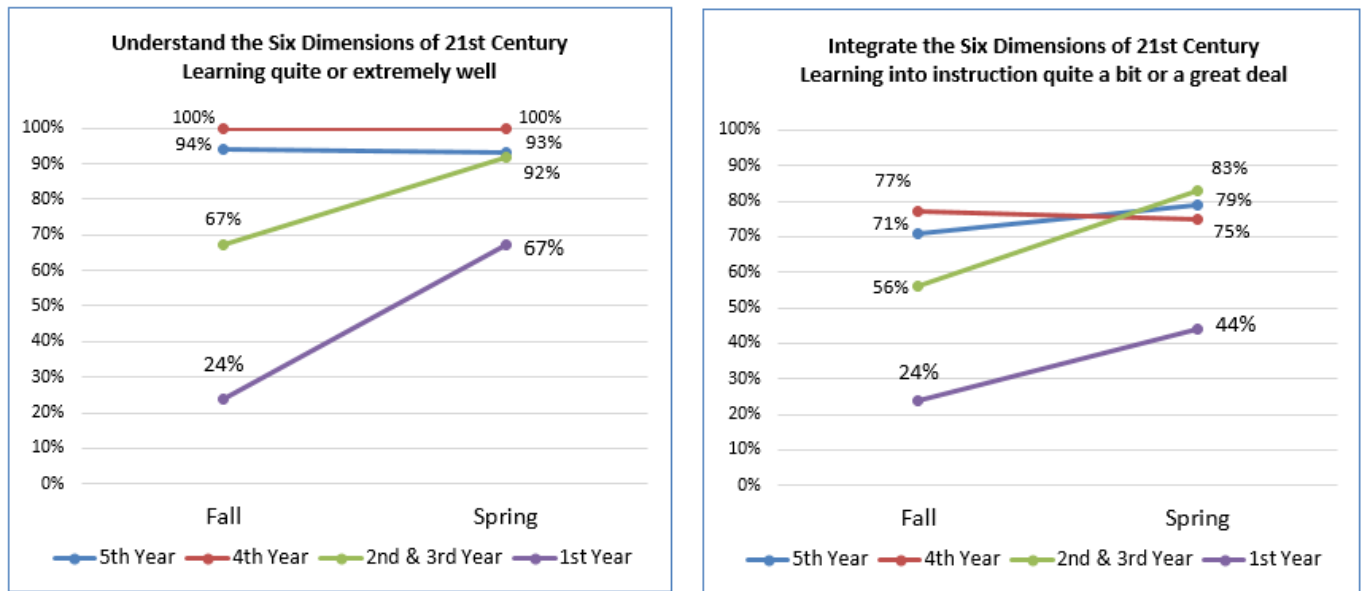
*N = 69 fall, 47 spring

Year-end survey respondents included a range of novice and veteran participants in the 21st Century Learning Leaders Network:

- 19% First year participants (2018-19)
- 26% Second and third year (2017-18 and 2016-17)
- 26% Fourth year (2015-16)
- 30% Fifth year (2014-15)

Washoe County School District
Every Child, By Name And Face, To Graduation™

First-year participants showed the largest increases in knowledge gains across five survey questions, increasing an average of 29% from Fall 2018 to Spring 2019 (Figures 3 and 4). The lowest average increase in knowledge occurred among fourth year participants (2015-2016) at 8%.

Figure 3

The charts below demonstrate a significate increase in first year participants' understanding and integration of the Six Dimensions of 21st Century Learning from September 2018 to March 2019.

*N = 69 fall, 47 spring

Figure 4

The following charts show the increase of the first year participants' level of competence, preparedness and ability to provide colleagues with instruction support in the Six Dimensions of 21st Century Learning from September 2018 to March 2019.

N = 69 fall, 47 spring

Washoe County School District
Every Child, By Name And Face, To Graduation™
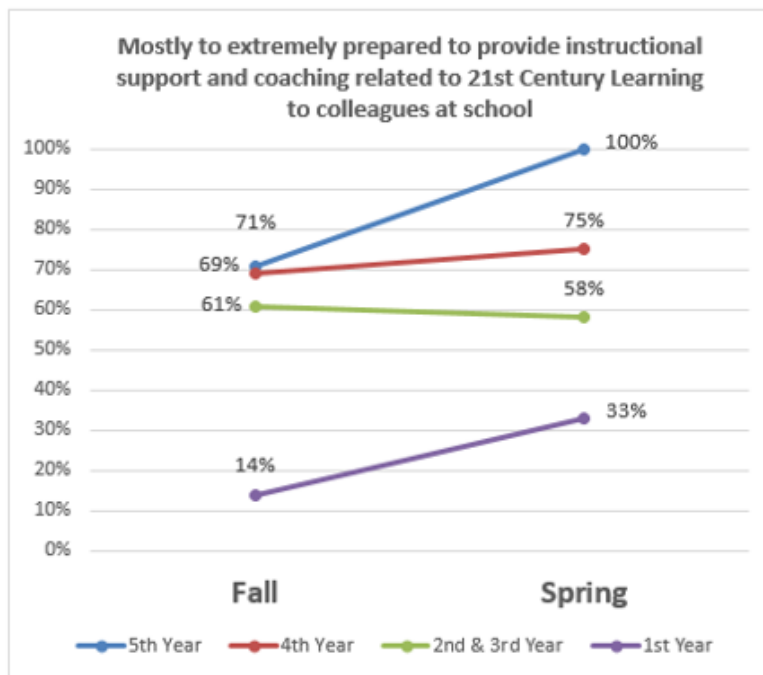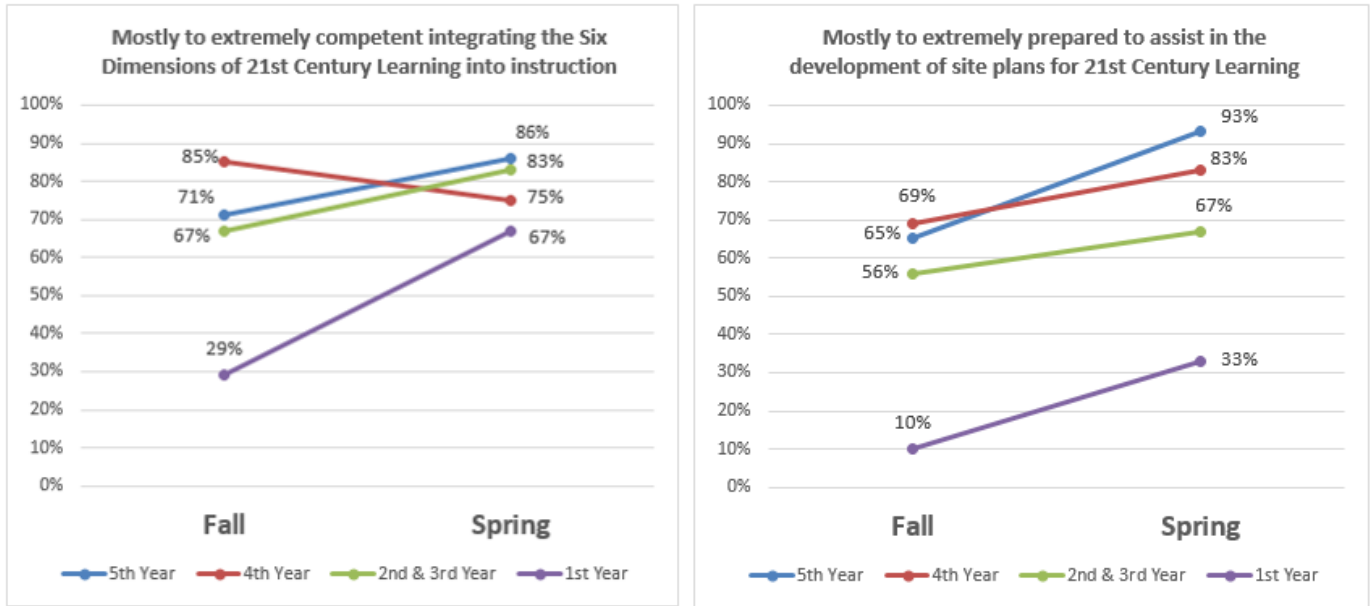
21st Century Learning End-of-Year Follow-up Survey

All participants from the 2018-2019 21st Century Learning courses were sent an online evaluation survey to provide their feedback on their course experiences. Out of the 253 participants who received the survey, 81 responded (32% response rate). Of those respondents, 53% were from elementary schools, 28% from middle schools and 17% were from high schools. The participants were also asked in which 21st Century Learning course and activity opportunities they had participated (see callout box above). Almost half of all respondents had participated in the Practitioner Badge program.

Which of the following 21st Century Online courses did you participate in this year?	
Practitioner Badge	49%
Leaders Network	37%
Leader Badge	35%
Camp 21	22%
Admin Practitioner Badge	6%

Respondents were asked to reflect on how their confidence for integrating the Six Dimensions of 21st Century Learning into their classroom instruction had changed from the beginning of the year to the end of the year as a result of their professional development experiences. The respondents' confidence level for integrating the Six Dimensions of 21st Century learning into daily classroom instruction increased 34 percentage points, from 52% at the beginning of the school year to 86% by the end of the year (Figure 5).

Figure 5

86% of the respondents were mostly to extremely confident integrating the Six Dimensions of 21st Century learning into their daily classroom instruction by the end of the school year.

The participants were asked to identify which of the 21st Century Learning dimensions were their primary focus this school year from a list of options (Figure 6). Collaboration was most frequently listed as the primary competency educators focused on this year.

Washoe County School District
Every Child, By Name And Face, To Graduation™

Figure 6

The primary focus of 21st Century Dimensions was Collaboration, according to 84% of the respondents.

21st Century Dimensions	
Collaboration	84%
Knowledge Construction	55%
Real-World Problem Solving and Innovation	55%
Skilled Communication	54%
Self-Regulation	51%

The teacher participants were asked to what extent they used a digital learning platform with their students, with 58% stating that they use it quite a bit to a great deal, 20% said they used it a moderate amount, 19% used it some and 3% not at all. Next, they were asked about the amount of time that they used Microsoft Teams and/or Class Notebook with their students, with 36% responding that they used it quite a bit to a great deal, 16% used it moderately, 19% somewhat used it, while 30% indicated they do not use it at all.

Participants were asked to share a story about their experiences applying what they learned about 21st Century Learning to their work, and 26 respondents provided their feedback. Below are some quotes from the Teacher survey responses:

> *The training and experience I've gained through these courses have been invaluable! My students have learned to code, program, create presentations, navigate the internet and use a number of websites to aid in their learning. I have loved 21st Century Learning!*

> *21st Century has dramatically increased student participation in class and improved my teaching.*

> *I have watched my students grow in ways I didn't think they were capable of this school year. After going through Camp 21, Practitioner, and Leader badge this school year, I have realized how much I was holding my students back in the past.*
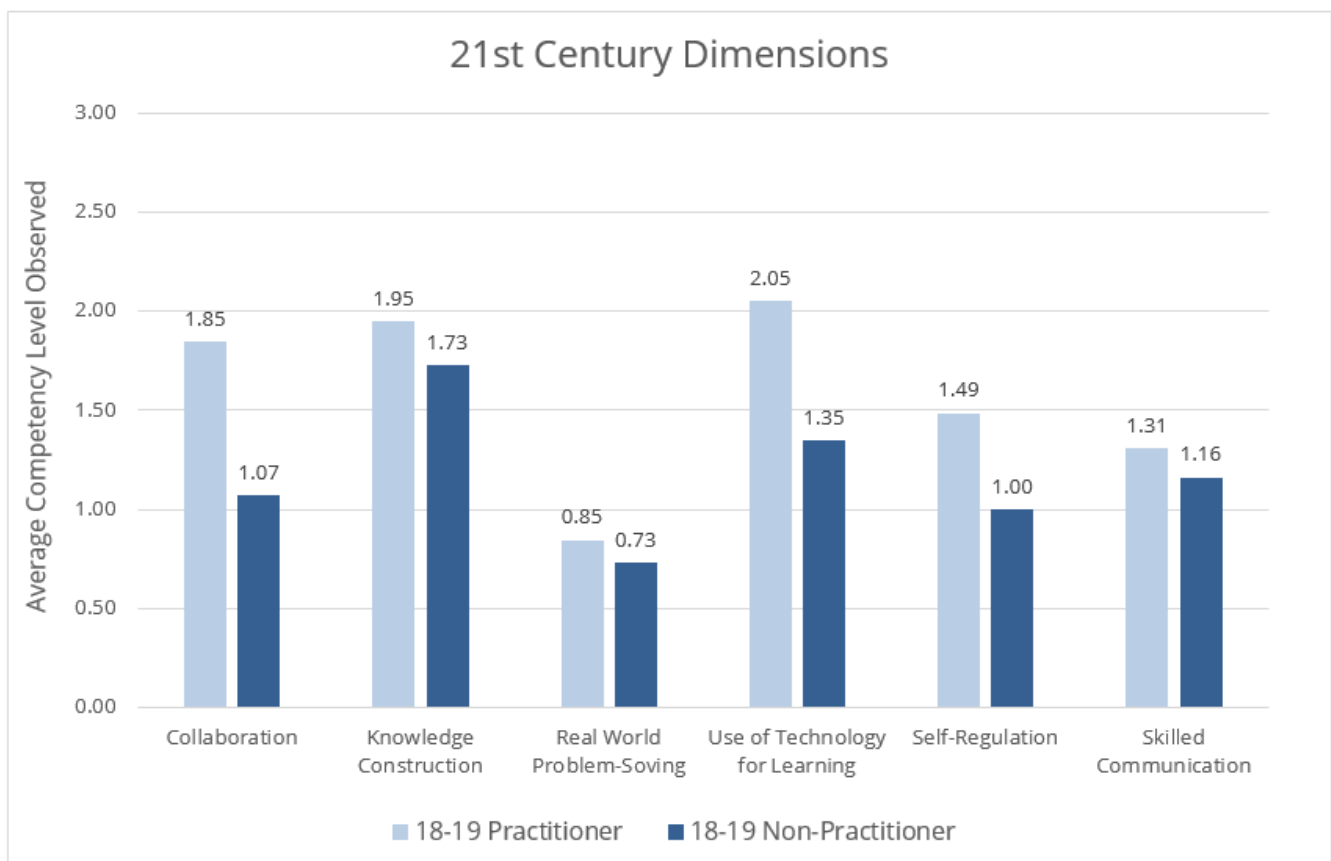
21st Century Learning Classroom Observations

During the 2018-2019 school year, 21st Century Learning staff members conducted classroom observations with both 21st Century Learning Practitioners and Non-Practitioners. Through this process, they provided competency ratings of teachers' use of

21st Century Learning dimensions. Thirty-four Practitioners were observed demonstrating an average of 1.58 dimensions, while one hundred and nineteen Non-Practitioners were observed demonstrating an average of 1.17 dimensions. Furthermore, Practitioners demonstrated higher competency levels across all six dimensions (Figure 7), scoring an average of 0.41 points higher than Non-Practitioners.

Figure 7

The 21ˢᵗ Century Learning Practitioners demonstrated higher average competency levels across all six dimensions compared to Non-Practitioners.

Conclusions

The results from both classroom observations and participant surveys reflect the success of 21st Century Learning professional development, as seen by their progress meeting the performance indicators detailed below.

1. *Teachers will report that Badge classes positively impact their ability to design and*

deliver 21st Century instruction.

- **Objective Met:** 86% of the respondents indicated that their confidence level for integrating the Six Dimensions into daily classroom instruction increased by the end of the year through 21st Century learning professional development.

2. *A sample of classrooms implementing 21st Century Learning will demonstrate students are participating in activities an average of 0.25 points higher than the District average on the six dimensions scale.*

- **Objective Met:** Practitioners demonstrated higher competency levels across all six dimensions compared with non-practitioners, scoring 0.28 points higher on average.

3. *Teachers will report that they have successfully used a digital learning environment for instruction.*

- **Objective Met:** 78% of teacher participants stated that they used a digital learning platform with their students moderately to a great deal.

Washoe County School District
Every Child, By Name And Face, To Graduation™

The Alternative Route to Licensure (ARL) program aims to diversify the pipeline of teacher candidates in hard to fill instructional areas including elementary, special education, secondary math and science, foreign language, early childhood education, and music. These candidates often seek opportunities to work with low income and minority students, likewise students benefit from the diversity of experience and background ARL teachers bring to the classroom. There are four strategies for ARL support within the prerequisite (pre-hire) phase of the program in the Washoe County School District (WCSD). These strategies are carried out by a Teacher on Special Assignment (TOSA) and include:

1. Recruit, screen, and select ARL program participants.

2. Coordinate pre-service coursework, referred to as "Boot Camp", that is aligned to the Nevada Academic Content Standards.

3. Facilitate internship placements while ensuring candidates are placed with lead teachers who can assist in increasing the effectiveness of ARL candidates.

4. In partnership with school administrators, observe each ARL candidate and evaluate their eligibility for hire at the end of the pre-service ARL process.

The goal of TOSA - ARL Support is to *increase the quantity, diversity, and effectiveness of teachers* through the ARL initiative. Since 2015, 115 ARL candidates secured contracted teaching positions and conditional teaching licenses. Of those, 86 teach in special education and high needs schools.

TOSA – ARL Support Activities in 2018-19

In SY 2018-19, 89 candidates participated in the program, which included 62 in the fall cohort and 27 in the spring cohort. Each of the four activities within the prerequisite phase of the program were completed by the ARL-TOSA. Activity highlights and changes to programming included:

- Informational sessions were provided at least once a month throughout the school year and summer to recruit and answer questions about ARL. Attendance ranged from 15-30 people.

- A new perquisite added in SY 2018-19 that requires candidates to have completed the Praxis Core Test or CBEST (California Basic Educational Skills Test) before applying to ARL has resulted in a smaller, yet more qualified and "ready" pool of applicants.

- Course hours are added to the special education track beginning in SY 2019-20 to include more instruction on co-teaching and inclusive practice. A class focused on English Language Arts is also being added. These changes were called for based on course evaluation data, instructor feedback, and candidate feedback.

Annual Objectives

Two objectives were established to monitor progress toward meeting program goals. These objectives focus on the success of the ARL program in preparing candidates to be effective teachers and in increasing candidate diversity (see callout).

Objective 1: Teacher Preparation Effectiveness

The proportion of ARL teachers who achieve effective or highly effective evaluation ratings across WCSD Teacher Performance Standards in their first year of teaching will equal or surpass teachers hired from traditional preparation programs.

Objective 2: Candidate Diversity

The proportion of male and ethnically diverse ARL candidates will exceed the proportion of male and ethnically diverse WCSD teaching staff.

1. Teacher preparation effectiveness.

    - **Objective Met:** Nearly all (96%, 50 of 52) ARL teachers in their first year of teaching in SY 2018-19 achieved an overall performance rating of effective or highly effective. Compared to non-ARL teachers, a higher proportion of ARL teachers were rated as effective and a lower proportion of them were rated highly effective (Figure 1). This difference is most pronounced in elementary schools, where 3.5 times as many traditionally trained teachers were rated highly effective than ARL teachers (21% and 6%, respectively).

Washoe County School District
Every Child, By Name And Face, To Graduation™

Figure 1

SY 2018-19 Overall Effectiveness Ratings of First Year Teachers by ARL and Non-ARL Preparation Programs, in Number and Percent.
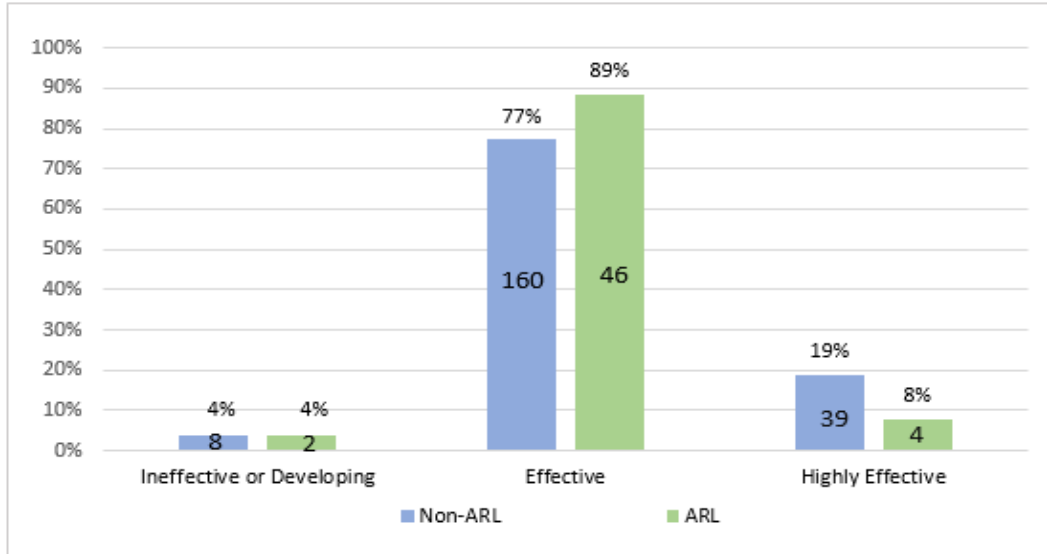
ARL and non-ARL first year teacher performance varied across 22 indicators of the four performance standards:

- Smaller proportions of ARL first year teachers were highly effective across 21 of the 22 performance indicators. The exception was for partnerships with families, whereby a larger proportion of ARL trained teachers were highly effective than non-ARL trained teachers (29% and 24%, respectively).

- The largest differences between ARL and non-ARL teachers scoring highly effective across indicators of performance were on knowledge of content and pedagogy (8% and 25%, respectively), communicating with students (15% and 32%, respectively), and maintaining accurate records (21% and 36%, respectively).

- Compared to non-ARL teachers, smaller proportions of ARL teachers scored at ineffective or developing on half (11) of the indicators of performance.

2. Candidate diversity.

- **Objective Met:** ARL candidates are more ethnically and gender diverse than the overall WCSD teaching staff.
    - 19% of the ARL candidates are ethnically diverse, compared to 10% of overall District teaching staff.
    - 28% are male, compared to 21% of overall district teaching staff.

The primary vision of the Advancement Via Individual Determination (AVID) professional development program is to improve schoolwide academics and performance. AVID is a college-readiness system designed to accelerate student learning, which in turn can help increase the number of students who enroll in four-year colleges.

AVID continues to grow and has been adopted by over 7,000 schools nationwide.

102 Teachers, Administrators and Counselors across the 10 participating schools have been AVID trained.

Currently, there are ten schools and 1,466 students in the Washoe County School District participating in AVID, including two high schools, three middle schools and five elementary schools. The ten schools offer 61 AVID elective classes (sections) to students.

Evaluation of AVID included an in-depth analysis of program data and an end-of-year satisfaction survey as well as a comparison of MAP reading and math scores among AVID versus non-AVID schools.

AVID End-of-Year Evaluation Survey

An online end-of-year evaluation survey was sent out in May 2019 to all school staff members (N=51) that were directly involved with the AVID program. A total of 23 staff members completed the survey, yielding a 45% response rate.

The majority of the respondents were AVID elective teachers or administrators (see callout to right).

AVID Role	Count	%
Administrators	8	35%
AVID Teacher	9	39%
Site Coordinator	2	9%
Other	4	17%

A majority of respondents indicated that as a result of AVID, their school had developed a more positive college- and career-ready culture and that AVID had a positive impact at their school (Figure 1). Most also responded that AVID improved their overall instruction and helped student performance (Figure 2). Throughout the survey, teachers identified several key AVID strategies that had a positive impact on their instruction, including Socratic seminar, WICOR and Cornell notes.

Washoe County School District
Every Child, By Name And Face, To Graduation™

Figure 1

Between 84% and 95% of survey respondants agreed or strongly agreed with the following statements regarding the impact of AVID at their school.
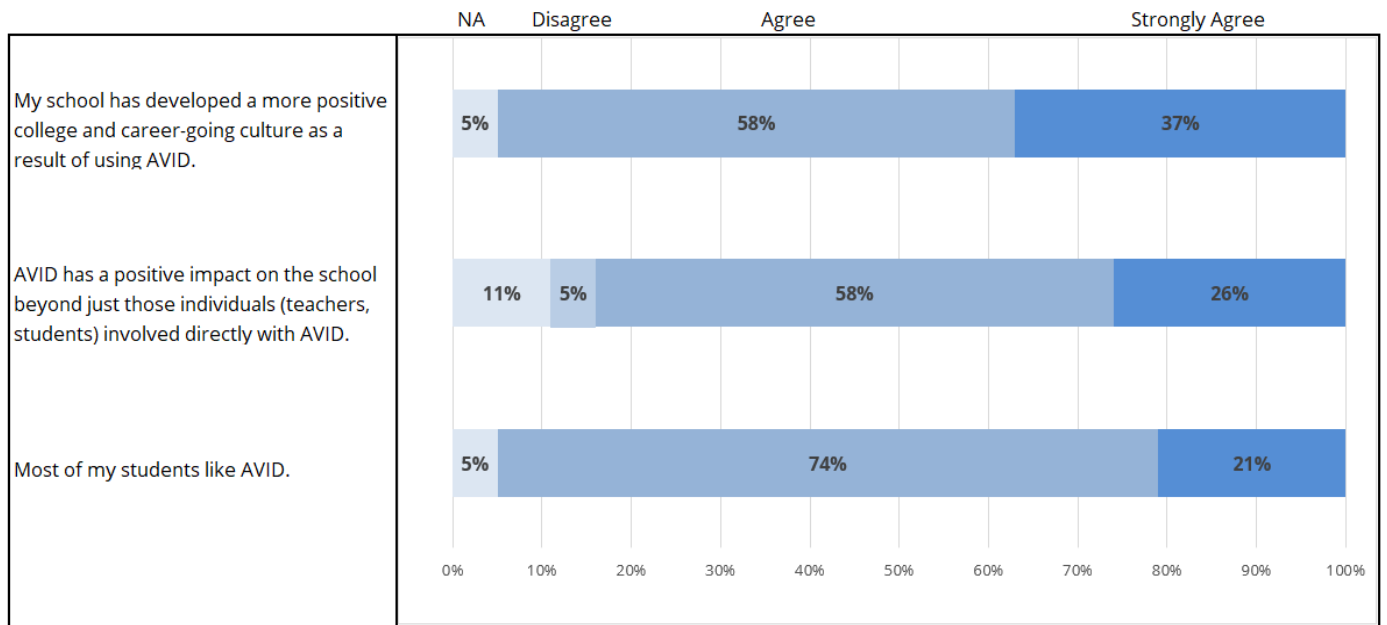
	NA	Disagree	Agree	Strongly Agree
My school has developed a more positive college and career-going culture as a result of using AVID.	5%		58%	37%
AVID has a positive impact on the school beyond just those individuals (teachers, students) involved directly with AVID.	11%	5%	58%	26%
Most of my students like AVID.	5%		74%	21%

Figure 2

Between 74% and 89% of survey respondants agreed or strongly agreed with the following statements regarding the impact of AVID strategies on their students.

	Neither Agree nor Disagree	Agree	Strongly Agree
I believe that the use of AVID WICOR strategies has increased the rigor in my classes.	11%	58%	32%
Students have improved their writing as a result of AVID strategies.	26%	47%	26%
Students are more able to respond effectively in higher-level questions as a result of AVID.	16%	63%	21%
Students are better able to engage in higher level inquiry as a result of AVID.	21%	58%	21%
Students will be better prepared to succeed in Honors or Advanced courses as a result of AVID.	21%	26%	53%

Washoe County School District
Every Child, By Name And Face, To Graduation

When asked to provide comments about what would help improve AVID implementation at their site, staff recommended the following:

- More teacher allocations specifically for AVID.
- Funding to provide training to all school staff who engage with AVID.
- More classroom resources like binders, as well as resources like time to collaborate and observe teaching.

Staff were also asked about AVID's impact on their students. Responses included the following themes:

- Increased enrollment in AP courses and college acceptance and increased college and career readiness.
- Improved organizational skills.
- Greater self-efficacy and self-confidence to do well in school.

Below are direct quotes from teachers on this series of questions:

Students who have experienced AVID in the classroom are able to more specifically articulate how AVID has helped them be successful academically and cooperatively with peers.They seem more engaged in school.

My students have confidence in their abilities and often take on the leadership roles in group activities outside of the AVID class.

AVID Program Data

For the 2018-2019 school year, overall high school AVID enrollment decreased from the previous year, while middle school enrollment increased as a result of adding Sparks Middle School to the program (Figure 3). The number of AVID high school students enrolled in AP courses decreased from the previous year, with a total of 16 (4%) of 433 total AP students enrolled at Sparks and Incline High School.

Figure 3

Middle and High School AVID Enrollment and Demographics.

School	2017-2018		2018-2019	
	# of Students Enrolled in AVID	% of Students Enrolled in AVID	# of Students Enrolled in AVID	% of Students Enrolled in AVID
Incline HS	21	8%	26	9%
Sparks HS	81	7%	44	4%
HS Overall	**102**	**7%**	**70**	**6%**
Dilworth MS	230	34%	161	21%
Incline MS	36	17%	25	19%
Sparks MS	NA	NA	117	15%
MS Overall	**266**	**25%**	**303**	**18%**

2018- 2019 AVID Student Demographics							
School	African American	American Indian	Asian	Caucasian	Hispanic	Multiracial	Pacific Islander
Incline HS				17%	83%		
Sparks HS	2%		5%	9%	79%	2%	2%
HS Overall	**1%**		**3%**	**12%**	**81%**	**1%**	**1%**
Dilworth MS	1%	1%	4%	18%	69%	5%	2%
Incline MS				36%	59%	5%	
Sparks MS	3%	1%	3%	14%	75%	4%	
MS Overall	**2%**	**1%**	**3%**	**18%**	**71%**	**5%**	**1%**

Over half the students enrolled at the five AVID Elementary schools participated in the program (Figure 4). At those schools, there are thirty-nine AVID-trained elementary teachers.

Washoe County School District
Every Child, By Name And Face, To Graduation℠

Figure 4

2018-2019 Enrollment Totals and Demographics for Elementary School Students Participating in AVID

School	# of Students	% of Students
Drake ES	51	18%
Lincoln Park ES	335	93%
Maxwell ES	318	61%
Mt. Rose ES	171	35%
Risley ES	218	46%
ES Overall	**1093**	**51%**

2018- 2019 AVID Student Demographics							
School	African American	American Indian	Asian	Caucasian	Hispanic	Multiracial	Pacific Islander
Drake ES	6%		2%	24%	61%	4%	4%
Lincoln Park ES	3%	1%	2%	19%	68%	5%	2%
Maxwell ES	3%		1%	23%	68%	5%	
Mt. Rose ES	4%	1%	2%	53%	28%	12%	
Risley ES	4%	1%	3%	8%	77%	4%	3%
ES Overall	**3%**	**1%**	**2%**	**23%**	**63%**	**6%**	**2%**

Average daily attendance rates for AVID students in high school improved from the previous year and continued to be higher in comparison to same-age peers at those schools (Figure 5). Attendance percentage rates at the middle school level remained the same compared to the previous year and paralleled those of same-age peers from AVID schools.

Washoe County School District
Every Child, By Name And Face, To Graduation℠

Figure 5

Average Daily Attendance Rates for Middle and High School Students Participating in AVID Compared to Same-Age Peers.

School	2017-2018		2018-2019	
	All Student Attendance	AVID Student Attendance	All Student Attendance	AVID Student Attendance
Incline HS	94%	93%	97%	98%
Sparks HS	93%	98%	91%	96%
HS Overall	**94%**	**96%**	**94%**	**97%**
Dilworth MS	97%	98%	94%	95%
Incline MS	92%	93%	99%	99%
Sparks MS	93%	NA	94%	95%
MS Overall	**94%**	**96%**	**96%**	**96%**

Average ELA and Math RIT scores for MAP were compared between Winter 2017-18 and Winter 2018-19 to assess whether AVID schools demonstrated greater growth compared to the district average, one of AVID's primary measurable objectives. Figure 6 displays the results of these analyses.

- AVID elementaries increased from winter to winter in four out of six grades in ELA, and five out of six grades in math for a total of 75% of targets achieved.

- AVID middle schools increased from winter to winter in two out of three grades in ELA and two out of three grades in math, for a total of 67% of targets achieved.

Figure 6

Winter 2017-18 to Winter 2018-19 MAP average RIT scores for AVID schools.

School	ELA Winter 2017-18					
	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Drake ES	169	178	197	197	206	207
Lincoln Park ES	162	170	189	197	200	205
Maxwell ES	165	172	189	196	205	208
Mt. Rose ES	168	180	197	205	208	217
Risley ES	161	173	186	191	203	208

Washoe County School District
Every Child, By Name And Face, To Graduation™

AVID ES Schools Average	165	175	192	197	205	209
District ES Average	**167**	**179**	**192**	**201**	**208**	**213**

School	ELA Winter 2018-19					
	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Drake ES	171	178	194	207	201	210
Lincoln Park ES	163	173	182	198	204	207
Maxwell ES	161	177	188	201	204	213
Mt. Rose ES	169	178	191	202	209	215
Risley ES	159	174	183	192	197	210
AVID ES Schools Average	**164**	**176**	**188**	**200**	**203**	**211**
District ES Average	**167**	**179**	**192**	**201**	**207**	**213**

School	Math Winter 2017-18					
	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Drake ES	171	182	201	206	212	215
Lincoln Park ES	167	173	188	199	207	209
Maxwell ES	168	176	189	201	211	213
Mt. Rose ES	171	181	198	206	214	222
Risley ES	160	174	188	194	209	215
AVID ES Schools Average	**167**	**177**	**193**	**201**	**211**	**215**
District ES Average	**169**	**181**	**194**	**204**	**213**	**218**

School	Math Winter 2018-19					
	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Drake ES	176	181	198	209	210	217
Lincoln Park ES	165	176	186	198	206	212
Maxwell ES	165	178	191	202	208	218
Mt. Rose ES	172	183	196	206	217	217
Risley ES	162	175	186	196	202	217
AVID ES Schools Average	**168**	**179**	**191**	**202**	**209**	**216**
District ES Average	**171**	**181**	**194**	**204**	**212**	**218**

School	ELA Winter 2017-18			ELA Winter 2018-19		
	6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade
Dilworth MS	207	212	218	203	212	217
Incline MS	214	217	218	210	217	221
Sparks MS	NA	206	210	NA	210	218
AVID MS Schools Average	**210**	**212**	**216**	**207**	**213**	**219**
District MS Average	**213**	**217**	**221**	**213**	**216**	**221**

School	Math Winter 2017-18			Math Winter 2018-19		
	6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade
Dilworth MS	209	218	225	209	217	223
Incline MS	218	224	227	217	227	230
Sparks MS	NA	199	217	NA	206	222
AVID MS Schools Average	**213**	**214**	**223**	**213**	**216**	**225**
District MS Average	**218**	**225**	**230**	**218**	**223**	**228**

Conclusions

The results from both classroom observations and participant surveys reflect educators' overall positive support for AVID, as shown by their progress meeting the performance indicators detailed below.

1. Increased enrollment in AVID among middle schools.

- **Objective Partially Met:** The addition of Sparks MS in 2018-19 contributed to a higher total number of enrolled middle school students (303 compared with 266 the year prior). However, the percentage of students enrolled in middle school declined between 2017-18 and 2018-19, from 25% to 18%, driven by Incline and Dilworth enrollment declines.

2. Attendance will increase among AVID students.

- **Objective Met:** Average daily attendance rates for high school AVID

students improved from the previous year and continued to be higher in comparison to same-age, non-AVID peers. Attendance percentage rates at the middle school level remained the same compared to the previous year.

3. *MAP scores will increase among AVID students.*

- **Objective Partially Met:** Figure 6 above includes a breakdown of MAP average Winter 2017-18 RIT scores compared to MAP Winter 2018-19 ELA and Math scores.

A primary goal of the Washoe County School District (WCSD) Induction and Mentoring Program is to increase the performance and retention of (1) novice teachers, (2) Alternative Route to Licensure (ARL) teachers, and (3) underperforming teachers enrolled in the Peer Assistance and Review (PAR) program; hereafter referred to as teacher-clients.

During the 2018-2019 school year (SY), the WCSD assigned nine special education Consulting Teachers (CT) to support approximately 140 teacher-clients in 33 schools throughout the District. The mission of the Consulting Teachers is to provide high quality instruction for students by ensuring the success and continuing growth of teachers. The role of the Consulting Teachers is to support teacher-clients through goal-setting and reflection, provide assistance in student data analyses, and provide resources that align to teacher and student needs.

> **140** teachers were supported by the consulting teachers.

Evaluation of the Consulting Teacher initiative included satisfaction surveys by teacher-clients, site administrators, mentors and facilitators, and evaluation effectiveness ratings for the teacher-clients.
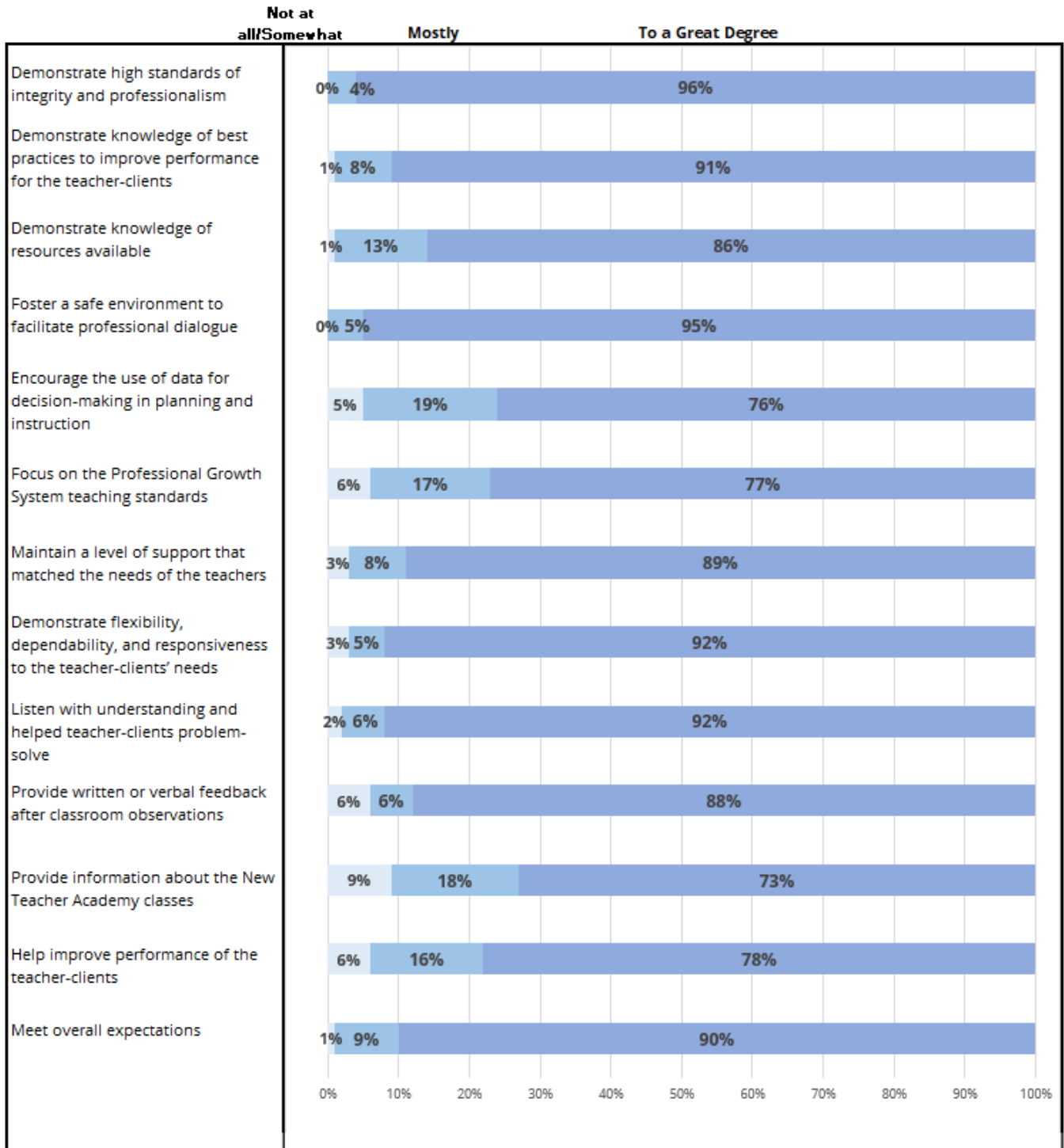
Teacher-Client Survey Results

WCSD teacher-clients completed an online survey to evaluate the quality of the support received from the nine Consulting Teachers. Two of the CTs were supported through Title II funding, and analyses showed that their evaluations were equivalent to the whole group. Therefore, results are summarized for all nine CTs in Figure 1.

The respondents (N=145) included 79% first-year teachers, 10% second-year teachers, 7% veteran teachers and 4% "Other" teachers (i.e. PAR, first year in the district, returning teacher). Survey respondents indicated a high level of satisfaction with all aspects of the Consulting Teachers program. A majority of the teacher-clients, 97%, indicated that the Consulting Teachers had met their expectations.

Washoe County School District
Every Child, By Name And Face, To Graduation™

Figure 1

WCSD Consulting Teachers—Teacher-Client Survey Results. To what degree did the Consulting Teachers:

	Not at all/Somewhat	Mostly	To a Great Degree
Demonstrate high standards of integrity and professionalism	0%	4%	96%
Demonstrate knowledge of best practices to improve performance for the teacher-clients	1%	8%	91%
Demonstrate knowledge of resources available	1%	13%	86%
Foster a safe environment to facilitate professional dialogue	0%	5%	95%
Encourage the use of data for decision-making in planning and instruction	5%	19%	76%
Focus on the Professional Growth System teaching standards	6%	17%	77%
Maintain a level of support that matched the needs of the teachers	3%	8%	89%
Demonstrate flexibility, dependability, and responsiveness to the teacher-clients' needs	3%	5%	92%
Listen with understanding and helped teacher-clients problem-solve	2%	6%	92%
Provide written or verbal feedback after classroom observations	6%	6%	88%
Provide information about the New Teacher Academy classes	9%	18%	73%
Help improve performance of the teacher-clients	6%	16%	78%
Meet overall expectations	1%	9%	90%

Washoe County School District
Every Child, By Name And Face, To Graduation™

Below are quotes taken from the Teacher open-ended survey responses:

> *Knowledgeable professional that takes her role as a mentor to heart. She has provided me with guidance and advice that has been both highly useful and relevant. She has made herself available and provided a level of guidance far above my expectations.*

> *Very supportive and always seemed to find a clever solution to problems. It is obvious she cared for both my own success and for the growth of the students. She is very knowledgeable about the IEP process and gave me many good tips when trying to keep my insane caseload organized.*

Administrator Survey Results

Of the 122 surveys sent to school administrators to rate the effectiveness of support provided to the teacher-clients, 82 were completed (67% response rate). Two of the CTs were supported through Title II funding and analyses showed that the evaluations by 26% of the respondents (i.e., sites served by the two CTs), were equivalent to the whole group. Therefore, results are summarized for all nine CTs in Figure 2. A majority of respondents, 99%, assessed the consulting teachers as Effective or Highly Effective in each area.

Figure 2

WCSD Consulting Teachers—Administrators Survey Results. Effectiveness of the Consulting Teachers in the following areas:

	Ineffective/Minimally Effective	Effective	Highly Effective
Help improve the performance of the novice or underperforming teacher-clients	1%	33%	66%
Demonstrate high standards of integrity and professionalism	0%	11%	89%
Communicate with administrators about the work done to support teacher-clients	0%	22%	78%
Provide a level of support that matched the needs of the teacher-clients	0%	28%	72%
Met overall expectations	0%	23%	77%

Washoe County School District
Every Child, By Name And Face, To Graduation

First-Year Teacher Evaluation Results

Teacher evaluations were reviewed for 58 first-year teacher-clients supported by the Consulting Teachers. Eighty-eight percent of the teachers were assessed as Effective or Highly Effective as shown in Figure 3.

Figure 3

First-year teacher-client evaluation effectiveness ratings, SY 2019

Ineffective	Developing	Effective	Highly Effective
2%	5%	67%	21%

Conclusions

The special education Consulting Teacher program was successful in mentoring novice teachers as evidenced by the accomplished program objectives. The percentage of first year teachers with effective or highly effective ratings met the target. Both teachers and administrators indicated that their Consulting Teacher had met their expectations and was effective in improving teacher performance.

1. *Achieve first year evaluation ratings for novice and ARL teachers at the Effective level or higher for 85% of teachers who are supported with the additional Consulting Teachers.*

   - **Objective Met**: 88% of the first-year teacher-clients supported by the special education Consulting Teachers received a first year evaluation rating of *Effective* or *Highly Effective*.

2. *Special Education student achievement rates of mentored Special Education Teachers' students will increase.*

   - **Objective Partially Met**: There was an increase in both Elementary and Middle School overall ELA Smarter Balanced Student Growth Percentile (SGP) for IEP students from 2017-18 to 2018-19, while there was no change in the

Washoe County School District
Every Child, By Name And Face, To Graduation™

overall Math SGP from 2017-18 to 2018-19 for Elementary and Middle School.

- The overall district ELA SGP for Elementary IEP students increased from 46 to 49, while the overall ELA SGP for Middle School IEP students had a slight increase going from 45 to 46 from 2017-18 to 2018-19.

The mission of the Washoe County School District Department of English Language (EL) Development is to ensure rigorous, explicit, high-quality language instruction is provided to pupils who are learners of English while maintaining and encouraging strong connections to home language and culture. The Title II EL programming consisted of multiple professional development and intervention support strategies targeting English Learners. For the 2018-2019 school year, strategies included the Guided Language Acquisition Design (GLAD) professional development two and five day sessions focused on theory, research and demonstration. A GLAD refresher course was also offered in the second half of the school year.

GLAD Professional Development: Theory and Research (2 day session)

183 teachers participated in GLAD professional development sessions in 2018-19.

A total of 118 participants attended the GLAD two day professional development sessions, focused on theory and research. Of those participants, 84 completed an exit survey. The participants represented 26 different school sites with an average of eight years teaching experience. Seventeen percent of the participants were endorsed ESL instructors.

The two strategies of the GLAD Framework specifically promote cross-cultural respect and sensitivity: 1) the Three Personal Standards (show respect, make good decisions and solve problems) and 2) the T-Graph for social skills and team points. Approximately 81% of respondents indicated they will mostly or completely implement the these strategies into their instructional practice. The two strategies, Input and Guided Oral Practice, received the highest percentage at 87% from participants who planned to implement these components mostly, completely or already practiced them (Figure 1). The Writing component received the lowest percentage at 84% percent.

The Wiggins and McTighe's backward planning model comprises a large component within the GLAD Framework. In reference to this model, survey participants were asked to indicate the extent to which they understand the concept and purpose of each of the four model strategies (Figure 2) as well as the extent to which they felt that additional professional development was needed in order to implement the strategy in their instructional practice (Figure 3).

Washoe County School District
Every Child, By Name And Face, To Graduation™

Figure 1

The participants were asked which of these six components of GLAD they would incorporate into their instructional practice. Between 83% - 87% of participants plan to implement the GLAD components mostly, completely or already practiced them.
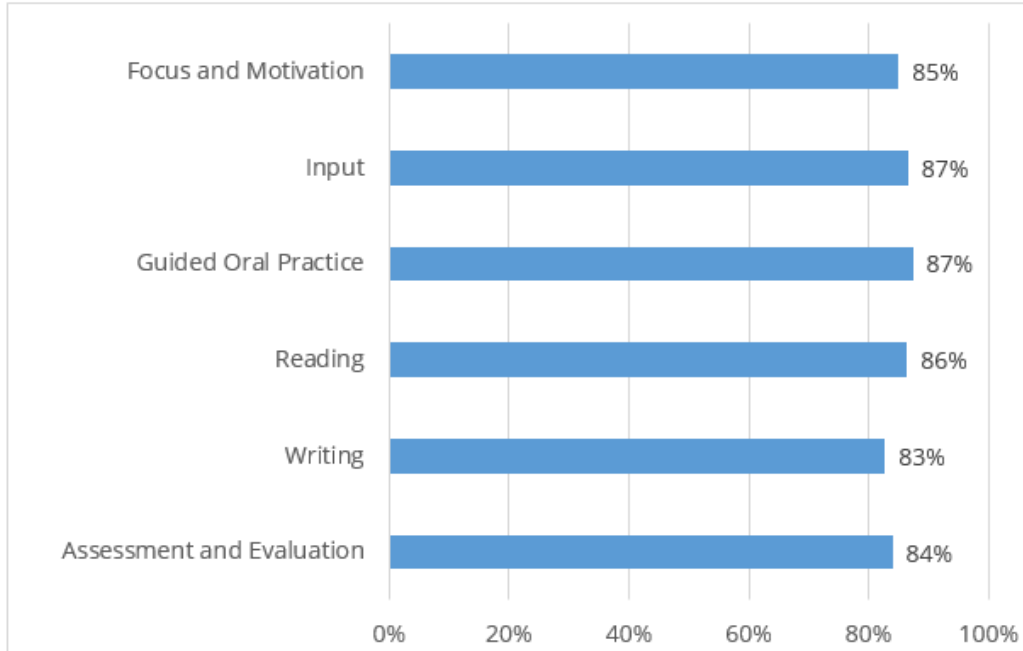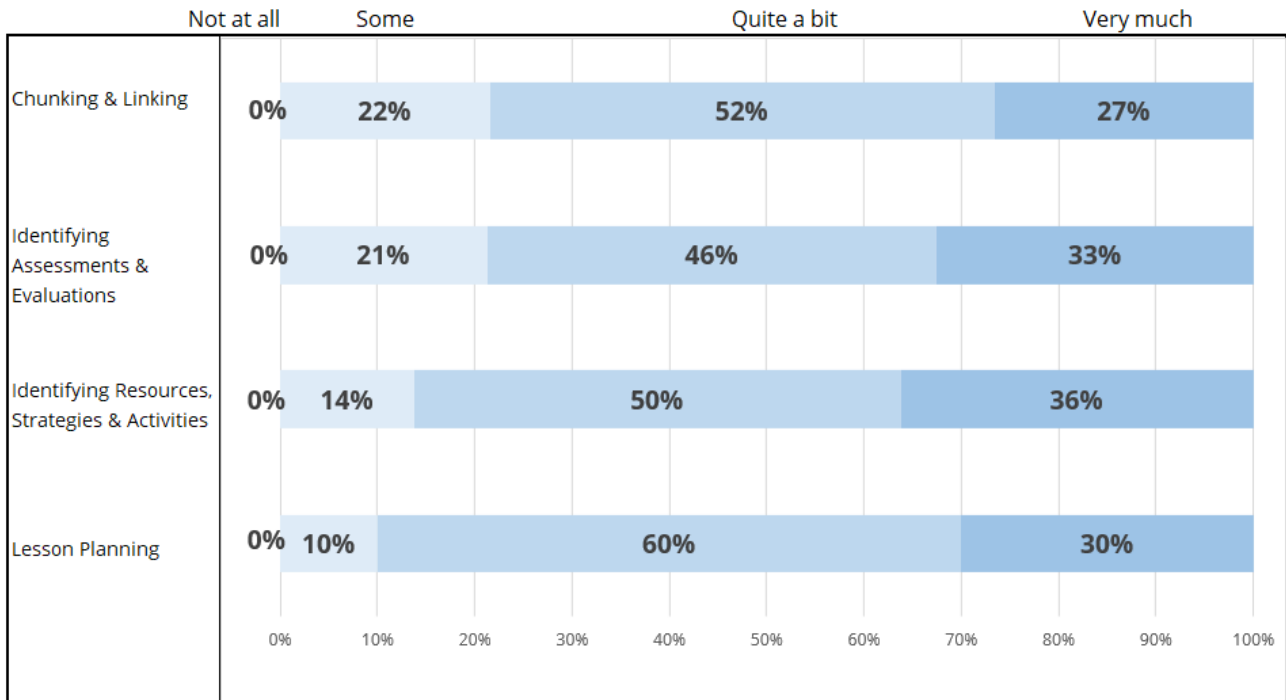

Component	Percentage
Focus and Motivation	85%
Input	87%
Guided Oral Practice	87%
Reading	86%
Writing	83%
Assessment and Evaluation	84%

Figure 2

Between 78% - 90% of the participants felt competent in their understanding of the purpose and concept of the four GLAD strategies quite a bit to very much.

	Not at all	Some	Quite a bit	Very much
Chunking & Linking	0%	22%	52%	27%
Identifying Assessments & Evaluations	0%	21%	46%	33%
Identifying Resources, Strategies & Activities	0%	14%	50%	36%
Lesson Planning	0%	10%	60%	30%

Washoe County School District
Every Child, By Name And Face, To Graduation™

Figure 3
The participants were asked the extent in which they felt additional professional development was needed in order to implement the four GLAD strategies into their instructional practice. Between 44% - 51% felt they needed moderate to high amount of additional professional development.
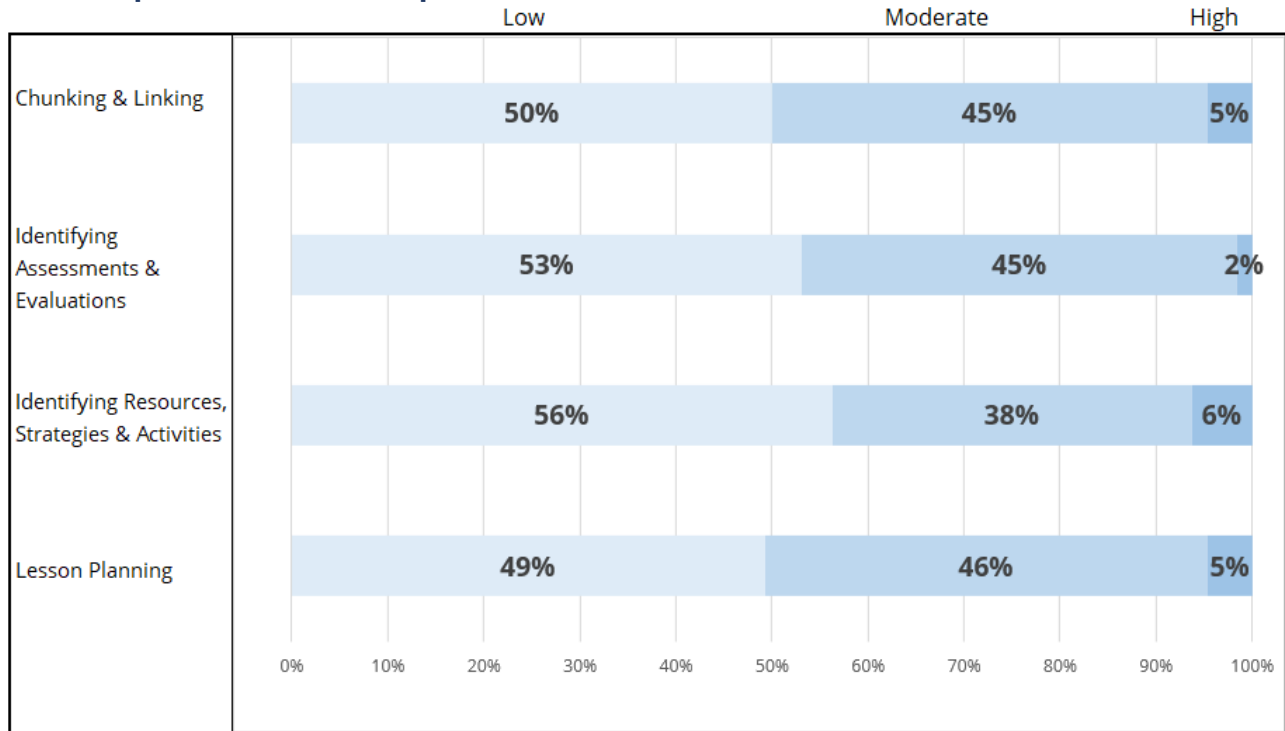
The participants were asked to what extent this two day session met their expectations, and 89% stated that it mostly or completely met expectations. Other survey results from the participants of the GLAD two day session include:

- 99% - Indicated they planned to implement what they learned in their work within the next 30 days.
- 100% - Agreed or strongly agreed they have a basic understanding of the components of GLAD.
- 99% - Agreed or strongly agreed that they now have a basic and broad understanding of the nature of GLAD.
- 96% - Agreed or strongly agreed that the information in the course is very applicable to their teaching.

"Great Strategies! So excited to implement them and see my students grow!"
– GLAD 2 day participant

Washoe County School District
Every Child, By Name And Face, To Graduation™

"Thank you for all of the information and I enjoyed the presentation styles. Incredibly positive!!" – GLAD 2 day participant

GLAD Professional Development: Demonstration session (5 day session)

There were a total of 93 participants that attended the GLAD five day professional development sessions, focused on demonstration. Of those participants, 83 had completed an exit survey. The participants represented 14 different school sites with an average of 9 years teaching experience. 22% of the participants were an endorsed ESL instructor. Analysis of their response indicates that 99% of respondents planned to implement what they learned in their work within the next 30 days. While 100% agreed or strongly agreed they have a basic understanding of the components of GLAD and have a basic and broad understanding of the nature of GLAD.

Overall, 90% of participants planned to implement the six GLAD components mostly, completely or already practiced them. Of these six components, Guided Oral Practice had the highest percentage of participants who indicated that they would implement in their practice at 95% (Figure 4). The two strategies, Writing and Assessment and Evaluation, received the lowest percentage of support at 87%.

Figure 4
The participants were asked which of these six components of GLAD they would incorporate into their instructional practice. Between 87% - 95% of participants plan to implement the six GLAD components mostly, completely or already practiced them.
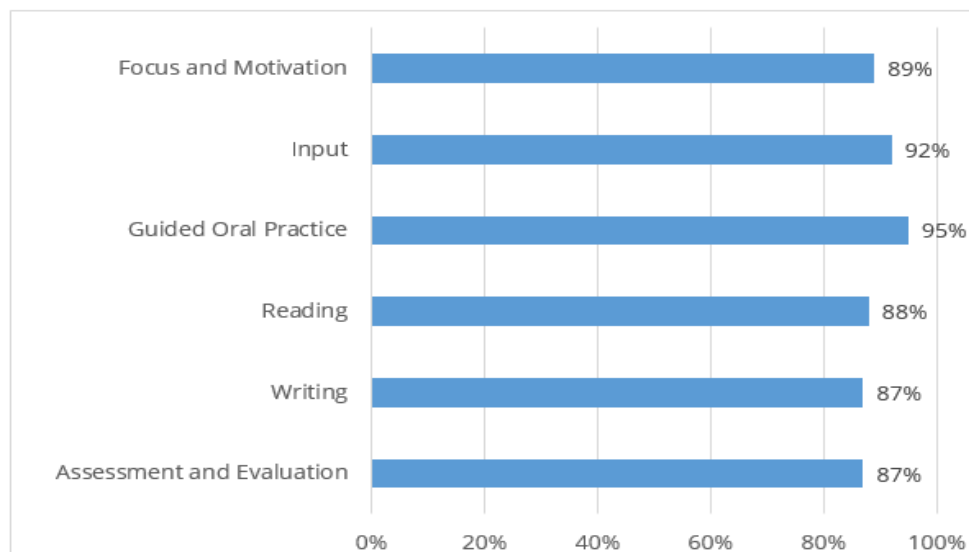
The participants were asked to indicate the extent of which they understand the concept and purpose of each of the four model strategies (Figure 5) as well as the extent to which

they felt that additional professional development was needed in order to implement the strategy in their instructional practice (Figure 6).

Figure 5
Between 62% - 89% of the participants felt competent in their understanding of the purpose and concept of the four GLAD strategies quite a bit to very much.
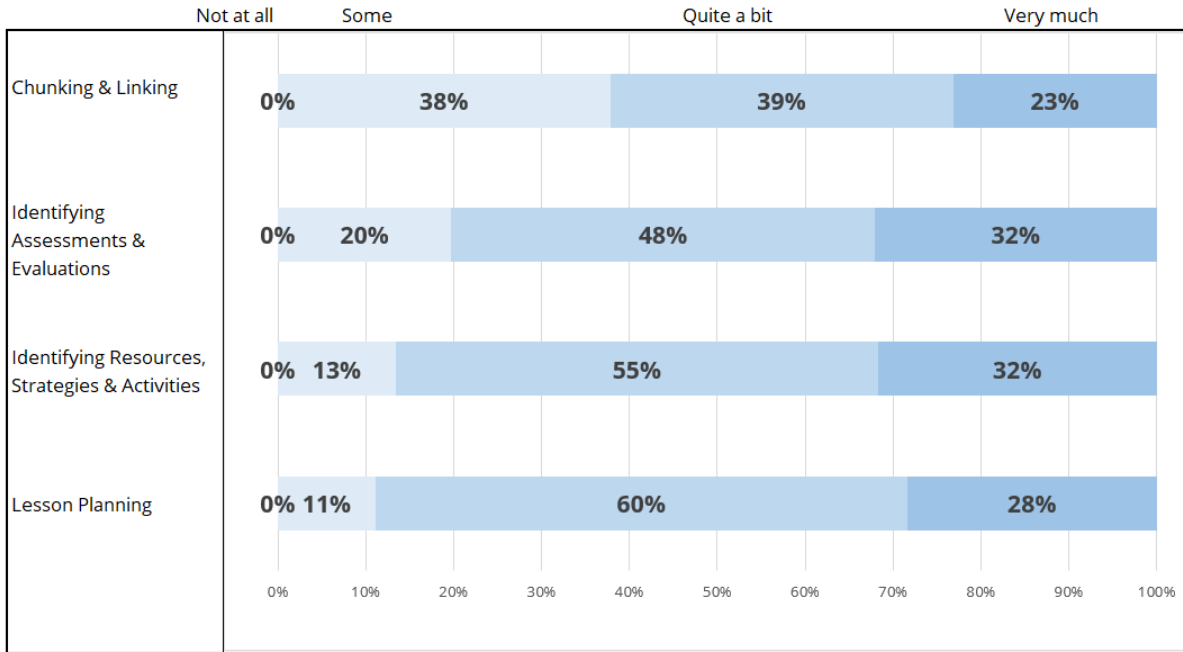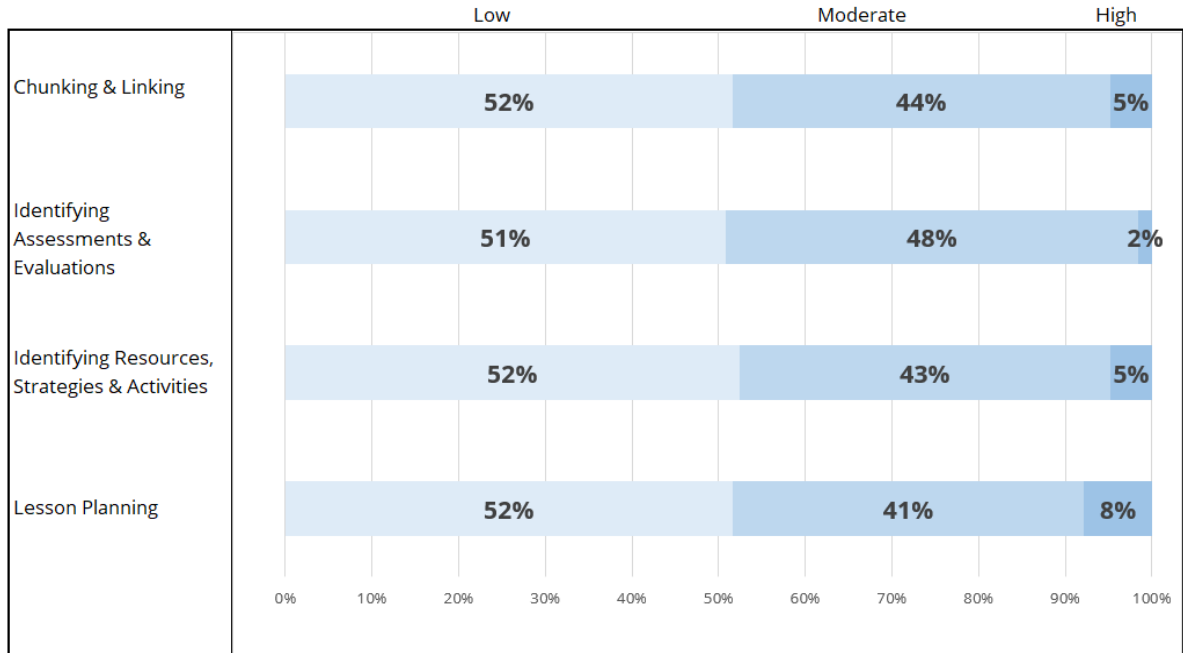
	Not at all	Some	Quite a bit	Very much
Chunking & Linking	0%	38%	39%	23%
Identifying Assessments & Evaluations	0%	20%	48%	32%
Identifying Resources, Strategies & Activities	0%	13%	55%	32%
Lesson Planning	0%	11%	60%	28%

Figure 6
49% of the respondents reported needing a moderate or high amount of additional professional development related to identifying resources, strategies, & activities.

	Low	Moderate	High
Chunking & Linking	52%	44%	5%
Identifying Assessments & Evaluations	51%	48%	2%
Identifying Resources, Strategies & Activities	52%	43%	5%
Lesson Planning	52%	41%	8%

Washoe County School District
Every Child, By Name And Face, To Graduation™

"This course has hands down been the best course I have taken in my first 4 years of teaching. I learned so much and am grateful." – GLAD 5 day participant

GLAD Refresher

Out of the 15 participants enrolled in the GLAD Refresher demonstration session, nine of them had completely completed an exit survey for the evaluation of the session. Nearly all of the respondents (89-100%) reported that the GLAD refresher class had:

- 100% - Renewed their excitement for teaching using Guided Language Acquisition Strategies quite a bit or a great deal.
- 89% - Increased their ability to implement a complete strategy encompassing research, writing and presentation quite a bit or a great deal.
- 89% - Helped them develop a clearer understanding of how GLAD strategies develop content and language quite a bit or a great deal.

The GLAD Refresher participants were also asked to rate how much the GLAD Refresher session had increased their knowledge across multiple GLAD strategies (Figure 7). All of the respondents indicated that their knowledge increased in each of the GLAD purposes and procedures.

Figure 7

The participants were asked how much did attending the GLAD refresher add to their knowledge about the following purposes and procedures. 78% - 100% of the responses stated their knowledge increased quite a bit or a great deal.
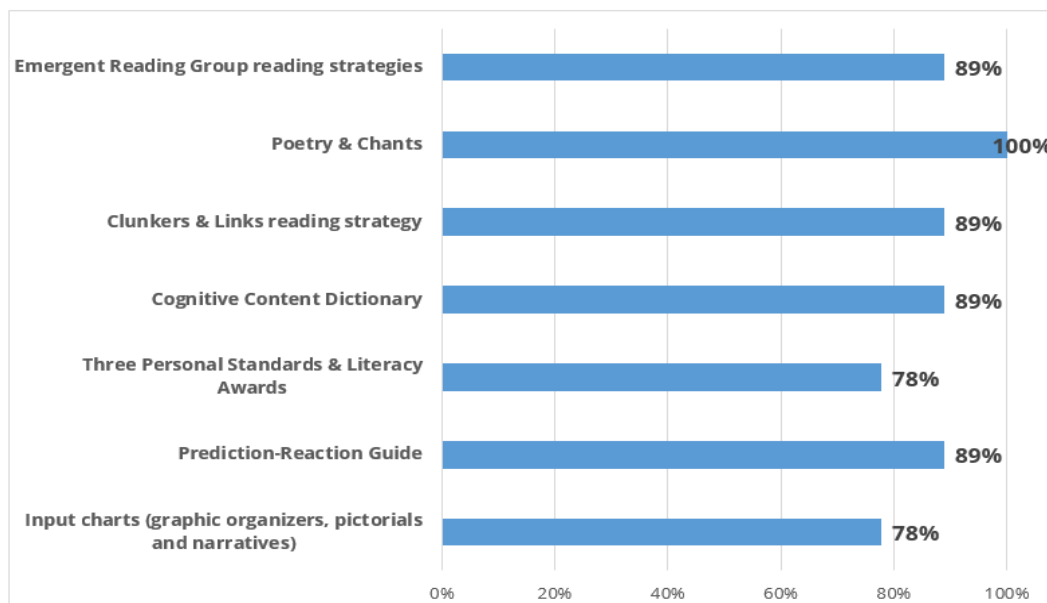
Conclusions

Three objectives were established to monitor progress toward meeting program goals. These objectives focus on an increase in ELPA proficiency (see callout).

> **Objective 1: Increase Teacher Capacity**
>
> Increase staff capacity to deliver GLAD instruction, as measured by surveys.
>
> **Objective 2: ELPA Proficiency Increase**
>
> Participating schools will increase ELPA proficiency rates by at least two percentage points.
>
> **Objective 3: ELPA Proficiency in Dual Language schools**
>
> Participating dual language schools will increase ELPA proficiency rates of their second language learners by at least two percentage points.

1. *Increase Teacher Capacity.*

   - **Objective Met:** Between 62% - 89% of the participants felt competent in their understanding of the purpose and concept of the four GLAD strategies quite a bit to very much at the conclusion of the training.

2. *ELPA District Proficiency.*

   - **Objective Not Met:** Both Elementary and Middle School growth towards English proficiency dropped from 2017-18 to 2018-19 school years.

     - The percentage of students meeting their Adequate Growth Percentile (AGP) decreased from 50% to 49% and EL exit rates decreased from 15% to 13%.

     - Middle School AGP decreased from 38% to 22%, while EL exit rates did not change from the year prior, remaining at 7%.

3. *ELPA Proficiency in Dual Language schools.*

- **Objective Met:** Teachers from two of the dual language schools participated in GLAD trainings. Both schools had an increase in ELPA proficiency from 2017-18 to the 2018-19 school year.

    - School 1 AGP increased from 55% to 74% and EL exit rates increased from 13% to 19%.

    - School 2 AGP increased from 38% to 59% and EL exit rates increased from 10% to 12%.

The goal of WCSD's Grow Your Own (GYO) Scholarship is to *increase the number and diversity of teachers in the recruiting pipeline available to serve at hard-to-staff schools and discipline areas.* The scholarship provides financial resources to district educational support personnel (ESP) who desire to become teachers in shortage areas and at high needs schools.

Scholarships and Support

GYO recipients receive up to $3,600 per year for four years toward tuition, books and fees. In exchange, they agree to remain a district employee while attending a teacher preparation program and to teach in a WCSD school for at least three years upon completion. Recipients attend accredited traditional teacher preparation programs and complete in-district student teaching experiences that prepare them to provide instruction with foundations in Nevada Academic Content Standards. Additionally, recipients are provided individualized support by Human Resources (HR) staff to meet any emerging needs. **Since its inception in school year (SY) 2011-12, 28 GYO scholarships have been awarded** (Table 1).

Table 1. Number of Grow Your Own Scholarships Awarded from 2011 to 2019.	
School Year	Number Awarded
2010-11	1
2011-12	0
2012-13	4
2013-14	0
2014-15	9
2015-16	5
2016-17	0
2017-18	7
2018-19	2
Total Awarded	28

Note. Prior to SY 2018-19, GYO funding was provided by WCSD's general fund and Special Education. Title II funded GYO in SY 2018-19.

SY 2018-19 Program Activities

Led by Dr. Mike Paul, Executive Director of Human Resources and Xiomara Interiano, HR Technician, five activities were completed in support of the GYO Scholarship Program:

1. **Execution of a comprehensive advertising strategy to ensure current employees know about the opportunity for the scholarship.**

   All ESP staff in the WCSD were sent an **email message** that notified them of the GYO scholarship in September 2018. The message described the scholarship program, provided instruction on how to apply, and direction to additional

Washoe County School District
Every Child, By Name And Face, To Graduation

information and resources. A **webpage** within HR's website was also used as a recruiting tool and a place for potential recipients to access information. School administrators, who are often best positioned to identify talent, were also informed about the scholarship through **weekly announcements** in the *Deputy Superintendent's Newsletter* and asked to encourage ESP staff at their schools to apply. In SY 2018-19, 15 applications for the program were submitted.

2. **Prioritizing ethnic and gender diversity as a part of the scholarship application weighting process.**

   Consideration for gender and ethnic diversity was made when prioritizing applicants; however, applicants were not asked to provide their gender or racial backgrounds. Rather, commitment and ability to support the diversity of students was given priority as evaluated through applicant essays (see callout).

3. **Implementing a screening process for scholarship applicants that attempts to assess the candidate's motivation for becoming a teacher and the likelihood of fulfilling program requirements.**

> ### Essay Question
>
> Describe your knowledge of the diversity of our student body and how you would support the academic success of all. What specific strengths will you bring to WCSD to meet the needs of student groups who are represented across achievement gaps?

   A committee of 10 people consisting of HR leadership, the Director of Equity and Diversity, Talent Acquisition staff, and school administrators convened to review and rank applicants. The ranking process involved screening applications for completeness and eligibility, evaluation of teaching interests and essay, and an interview with the committee. A score of 1 to 4 was awarded to applicants on six indicators of fit, which included quality of essay, financial need, clarity of focus, clarity of purpose, prior experience with students, and recommendations. Applicants were ranked by their total scores and the two highest scoring applicants were selected in January 2019, which completed the three-month process.

4. **Providing Human Resources support during the candidate's program to aid in overcoming obstacles that may prevent program completion.**

   A major obstacle aspiring educators confront when preparing to teach is loss of health insurance during their student teaching period. To remedy this, GYO

scholarship recipients were granted a leave of absence while completing the 8 to 12 week internship phase of the teacher preparation program. The leave of absence allowed the ESP's health insurance to continue.

5. **Providing candidates support upon completion of teacher preparation program to assist in securing a job offer.**

   Competition for teaching positions in the WCSD is often a challenge for new teachers. GYO recipients were allowed to apply for open positions before external applicants, giving them advantage. HR staff periodically reached out to GYO recipients to see if they had any questions or needed support. Most commonly, recipients requested additional support for navigating the licensure process, including asking for clarification on the requirements for retaining licensure.

Annual Objectives

Two objectives are used to monitor progress toward meeting program goals. These focus on GYO recipient diversity and the proportion of them who are hired in special education areas or high needs schools (see callout). Both measures are reported in aggregate across all years due to small numbers of recipients.

Objective 1: Scholarship Recipient Diversity
At least 50% of Grow Your Own scholarships will be awarded to ethnically diverse (i.e., non-white) or gender diverse (i.e., male-identified or transgendered) individuals.

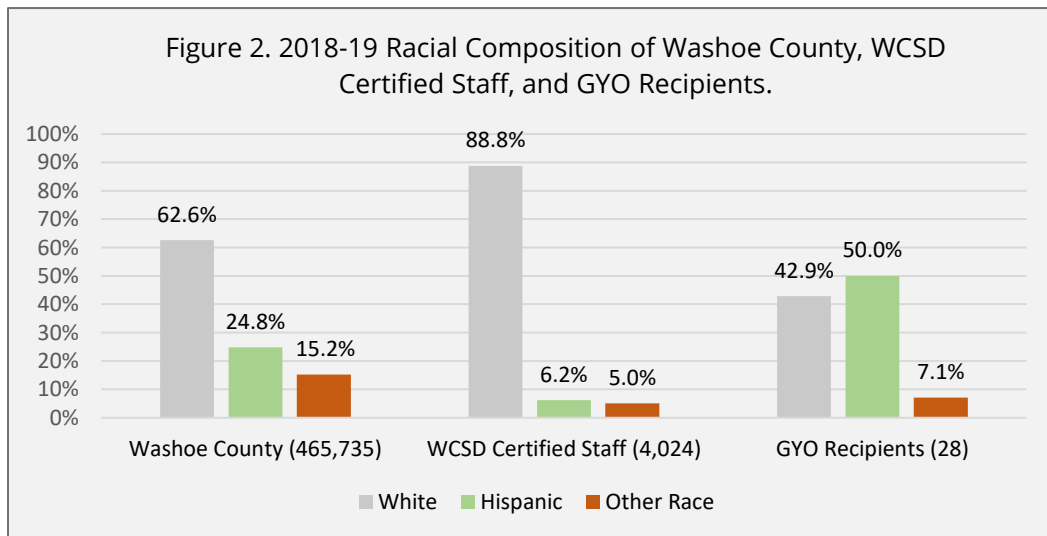**Objective 2: Hard to Fill Positions and Hard to Staff Schools**
At least 50% of Grow Your Own scholarship recipients who complete a teacher preparation program will secure teaching positions in special education or a high needs school.

1. Scholarship Recipient diversity.

Washoe County School District
Every Child, By Name And Face, To Graduation℠

- **Objective Met:** Over half (54%, 15) of GYO recipients are ethnically or gender diverse. The majority of GYO recipients are female (82%), which is a slightly larger proportion compared to WCSD certified staff (79%). Females are overrepresented among GYO recipients and WCSD certified staff by 29 percentage points compared to the population of Washoe County (Figure 1).

Figure 1. 2018-19 Gender Composition of Washoe County, WCSD Certified Staff, and GYO Recipients.
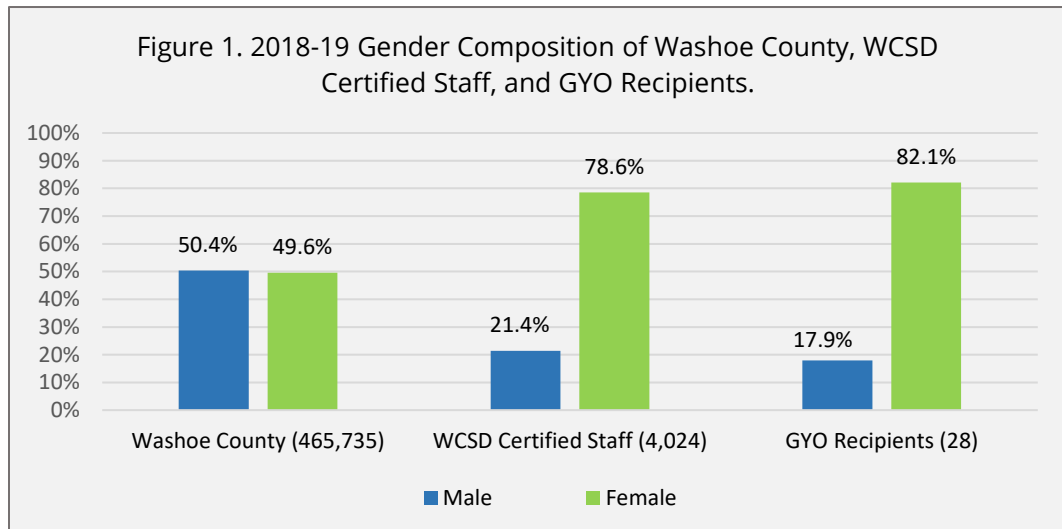
Half (50%) of GYO recipients are Hispanic, which is eight times the proportion of WCSD Hispanic educators and double the proportion of Hispanic people living in Washoe County. The proportion of other racial groups combined is 2 to 3 times lower among GYO recipients and WCSD certified staff than represented within Washoe County (Figure 2).

Figure 2. 2018-19 Racial Composition of Washoe County, WCSD Certified Staff, and GYO Recipients.

2. Hard to fill positions and High Needs Schools.

- **Objective Met:** 67% (10) of GYO recipients who earned teaching licenses secured positions in special education or a high needs school.

  Since SY 2011-12, 15 scholarship recipients completed a teacher preparation program and secured employment in the WCSD. Of these completers, 47% (7) obtained teaching positions in special education. HR designates hard to fill positions based on vacancies. In the 2018-19 school year hard to fill positions were Special Education, Early Childhood, and English Language Learner teaching staff.

  Of the 15 GYO completers, 4 (27%) were working in high needs schools in SY 2018-19. High needs schools are designated by annual school performance ratings—In 2018-19, 14 WCSD schools were designated as high needs.

The purpose of the Washoe County School District's (WCSD) Leadership Development Program is to build the capacity of school-based and central office leaders through a system of high quality professional learning and mentoring experiences that continually improves their competence and effectiveness as executives leading schools in the 21st century.

Washoe Academy of School Leaders (WASL)

The purpose of the Washoe Academy of School Leaders (WASL) is to provide professional development, administrative support, and collegial mentoring to aspiring principals to encourage their leadership skill development. The mission of WASL is

> **36** leaders participated in WASL professional development in 2018-19.

"to develop a new generation of outstanding, transformational building-level leaders in Washoe County." The academy was comprised of five sessions spread out over the second half of the school year. The 2018-2019 school year marks the eighth year of WASL.

Through targeted professional development and professional mentoring, academy participants build their individual capacities in six critical areas:

- Leadership
- Leading learning
- Creating an accountable school
- Leading and managing people
- Managing resources
- Building relationships

WASL participants received exit surveys after each of the five sessions about whether the session had met their need for collaboration and strengthened their understanding of leadership responsibilities within WCSD. After all five sessions, 100% of those that responded either agreed or strongly agreed that their needs for collaboration were met and 90% reported that these sessions strengthened their understanding of leadership responsibilities within the context of WCSD. A summary of responses about additional, session-specific survey questions is provided in Table 1. Overall, WASL participants responded almost unanimously favorably about their experiences in this professional development series.

Washoe County School District
Every Child, By Name And Face, To Graduation™

Table 1

95-100% of the WASL participants' responses indicated this program strengthened their overall leadership skills.

Session 1	% Agree or Strongly Agree
Strengthened my skills and abilities necessary to lead in public education in a time of rapid reform	**97%**
Deepened my awareness of core values and beliefs, and allowed me to reflect on life experiences that inform the foundation of my approach to leadership	**100%**
Session 2	% Agree or Strongly Agree
Strengthened my skills and understanding about the 21st Century, SEL and Equity and Diversity competencies	**100%**
Deepened my awareness of core values and beliefs, and allowed me to inform the foundation of my approach to leadership.	**100%**
Session 3	% Agree or Strongly Agree
Strengthened my skills and understanding about school performance planning and the application of a continuous improvement cycle	**100%**
Deepened my awareness of accountability measures and their practical application for school performance planning	**96%**
Session 4	% Agree or Strongly Agree
Strengthened my skills and understanding about leading professional learning communities and their integral role in supporting instructional goals including Student Learning Objectives	**100%**
Deepened my awareness of leading PLC's and SLO's and their practical application for school performance planning and continuous improvement	**95%**
Session 5	% Agree or Strongly Agree
Strengthened my skills and understanding about leading professional learning and understanding regarding IEP compliance, monitoring, and implementation	**96%**
Deepened my awareness of my growth and development as a leader. Specifically, my ability to prioritize initiatives and communicate who I am as a leader	**100%**

To further probe the quality of professional development provided through WASL, Office of Accountability staff conducted five, semi-structured focus groups during the last session of the 2018-19 WASL program with participating Assistant Principals, Deans, Teachers and District Coordinators. The staff were divided into groups based on their position. The focus groups were conducted to identify the primary strengths and weaknesses of the program, as well as opportunities to improve the program in the

future. A larger report from these focus groups is available upon request, but the following details the key findings from the focus groups.

All groups believed WASL enhanced their leadership capacity, including those who participated in the Nevada (NV) Leads program prior to WASL. Those who attended NV Leads, for the most part, believed WASL helped connect the dots from NV Leads to leadership experiences specific to Washoe County School District (WCSD). Participants evaluated the collegial opportunities WASL provided, including networking with other participants, new principals, and district staff. WASL participants unanimously agreed that the session spent aligning and integrating initiatives (21st Century, Social and Emotional Learning and Equity) and discussing Professional Learning Community structures were some of the most helpful.

Across groups, several themes about what could improve WASL in future years emerged. Nearly all groups requested better differentiation of content given their prior background of experience. Many suggested a needs assessment survey before WASL to help identify the content that would be most useful and least duplicative for them. Some staff also requested mentoring opportunities so they could shadow current adminstrators and learn directly from them.

The callout boxes below summarize specific feedback by participants' role type.

Teacher Feedback on WASL Experience (N = 13)

Strengths of Program

- Exposure to types of district supports available to leaders
- Learning from current administrators and solving real world problems
- Alignment between initiatives (21st Century, SEL, Equity etc.)
- Establishing their leadership approach
- Networking and interaction with colleagues
- Developing their Leadership Story
- Alignment to and extension of NV Leads program

Opportunities for Improvement

- More real-world experiences
- More opportunity to engage in other leadership experiences
- Less time on SPPs and more time on IEPs/discipline
- More information on data and how to use it (including B.I.G. data warehouse)
- More information on next steps in the hiring process for future roles

Washoe County School District
Every Child, By Name And Face, To Graduation™

Deans and Assistant Principal Feedback on WASL (N = 13)

Strengths of Program

- Networking and relationships
- Interconnections between SEL/21st/Equity and Diversity
- MTSS Student Data Story
- Building your Leadership Story

Opportunities for Improvement

- Too much time on SLO/SPP
- Need better differentiation
- Need sessions on discipline and master scheduling
- Too much alignment with NV Leads program

Central Office/TOSA Feedback on WASL (N = 11)

Strengths of Program

- Collaboration and collegial network building
- SPP/Data theory session, PLCs, alignment between district initiatives
- Leadership strategies

Opportunities for Improvement

- Reduce overlap with previous leadership classes
- Administrator evaluation rubric guidance
- Access to mentors
- Online networking opportunities

Mid-continent Research on Education and Learning (McREL)

The Mid-continent Research on Education and Learning (McREL) Balanced Leadership is a professional development series offered to assistant principals to help develop the skills and responsibilities needed to lead schools. There were three separate topics presented in the McREL series: Balanced Leadership Overview (occurring in September 2018), Developing a Purposeful Community (October 2018), and Managing Change (January 2019). All participants received a survey after each session about the content and usefulness of the session. Results of surveys were highly favorable (Table 2).

Washoe County School District
Every Child, By Name And Face, To Graduation™

Table 2

100% of McREL participants responded favorably about the usefulness of all sessions.

McREL Series	Balanced Leadership	Developing a Purposeful Community	Managing Change
	% Good or Very Good	% Good or Very Good	% Good or Very Good
Overall quality of this session	**100%**	**100%**	**100%**
Overall usefulness of this session	**100%**	**100%**	**100%**
	% Agree or Strongly Agree	% Agree or Strongly Agree	% Agree or Strongly Agree
I expect to use the information and skills aquired during this session in my work	**100%**	**100%**	**100%**
I would recommend this session to a colleague	**100%**	**100%**	**100%**

Conclusions

The results from the WASL surveys and focus groups, as well as the McREL series surveys reflect the overall success of this professional development program. Below is a summary of the program objectives and results.

1. *75% of the 25 aspiring district leaders who participate and complete the academy will enter the pool for assistant principal, principal, and dean positions when they apply to do so.*

   - **Objective Not Met:** Out of the 36 WASL participants, 25 entered the leadership pool (69%).

2. *90% of all assistant principals will complete one McRel Balanced Leadership module each year.*

Washoe County School District
Every Child, By Name And Face, To Graduation™

- **Objective Not Met:** 68% of all assistant principals completed one McREL module, up from 47% in the previous year.

3. *90% of the WASL participants will report that their Study School experience provided them with strong support in building their leadership skills, as measured by feedback surveys at the conclusion of the program.*

- **Objective Partially Met:** 95-100% of the participant's responses indicated the overall WASL program strengthened their leadership skills, awareness and overall competence. However, Study School visits were not included as a component of the WASL curriculum this year because they duplicated other activities NV Leads program covered. As a result, study school visit satisfaction was not evaluated.

4. *End of course surveys will indicate a 90% satisfaction rate with the relevance and applicability of the content.*

- **Objective Met:** 100% of the participants reported that they were satisfied with the overall usefulness and quality of the session's content.

Washoe County School District
Every Child, By Name And Face, To Graduation℠

WCSD Title II Nevada Academic Content Standards Professional Learning Evaluation Bulletin 2019

The primary goal for Washoe County School District (WCSD) professional learning around the Nevada Academic Content Standards (NVACS) is to provide opportunities for teachers to build their capacity for planning for and establishing a shared vision of teaching and learning across all district schools. This practice helps teachers prepare themselves with the knowledge needed to ensure student success in accessing the NVACS. In addition, the Curriculum & Instruction Teachers on Special Assignment (TOSA) program provided K-5 math support and coaching to teachers, as well as K-12 content literacy support pertaining to the new social studies standards. Two of the TOSA coaches supporting these professional learning opportunities were supported through Title II funding.

The following details the professional learning opportunities that were offered during the 2018-19 school year:

> K-5 Math Professional Learning
> - Bridges in Mathematics 'Getting Started' Kick-off
> - Effective Mathematics Planning & Instruction: Using Bridges or enVision math 2.0
> - enVision Mathematics 2.0 Implementation Essentials (Getting Started grades 2-5)
> - Mathematics Content Leaders Team I & II
> - Mathematics Learning Labs: Facilitated Classroom Observations
> - Using Manipulatives to Support Conceptual Understanding in Mathematics
> - Embedded co-teaching cycles
> - PLC facilitation and/or team meetings
> - Site-based professional learning whole staff, grade bands, or specific grade levels
> - Technology support (enVision/DreamBox)
> - Walk-through observations, conversations and/or school planning support
>
> K-12 Content Area Literacy
> - Professional learning around the new social studies standards

The Washoe County Department of Accountability's Research and Evaluation division provided technical assistance in the evaluation of the Nevada Academic Content Standards, including an in-depth analysis of the end-of-year evaluation surveys.

Washoe County School District
Every Child, By Name And Face, To Graduation™

NVACS Spring Follow-Up Evaluation Surveys

To determine the effectiveness of this programming, an end-of-year follow-up evaluation survey was sent out to 472 teachers and administrators who had participated in NVACS professional learning during the 2018-19 school year. This survey was completed by 78 respondents (17%) that had received math intensified support, math coaching, PLC support and/or content area literacy support (new social studies standards). The majority of participants taught elementary grades.

Participants were asked to reflect on their knowledge and use of NVACS strategies at the beginning of the year prior to professional development, compared to the end of the year. For the K-5 math support recipients, there was a significant increase in their level of understanding (mostly to extremely well) of math strategies and overall confidence to teach math from the beginning to the end of the year (Figure 1). Almost 70% of the teachers who received additional math support from the TOSAs felt that it was beneficial to their overall instructional practice. Overall, 91% percent of the participants responded that they were mostly or extremely familiar with the following WCSD resources: NVACS Standards for Mathematics, Math Curriculum Guides, Math Pacing Frameworks and Instructional Materials (Bridges or Envision).

Figure 1

Math participants' understanding of NVACS instruction and assessment strategies increased 29 percentage points from the beginning to the end of the school year (n = 58).
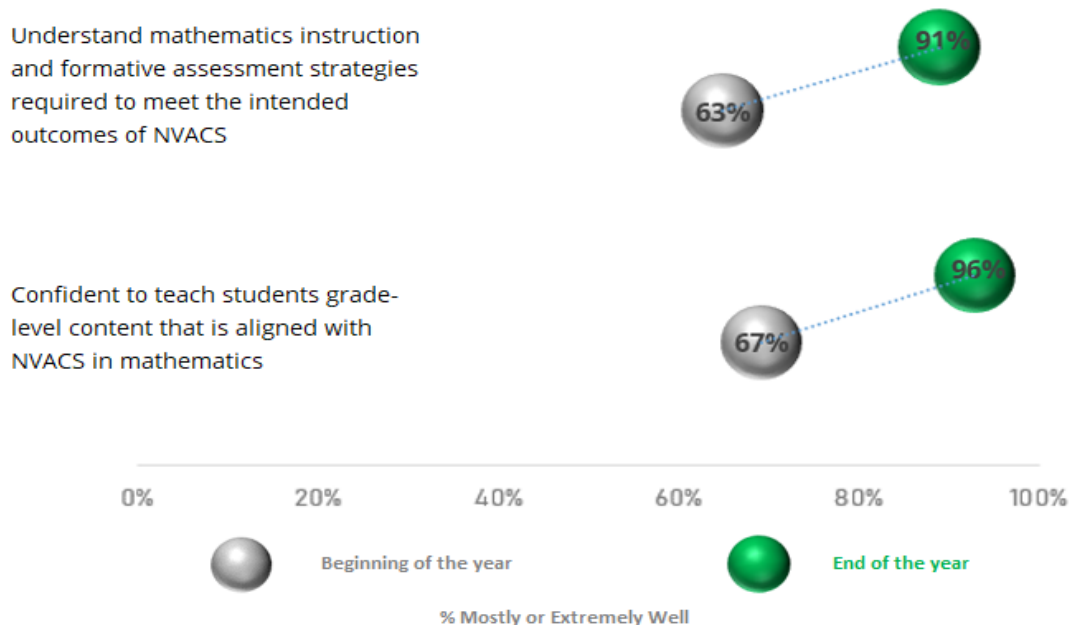
Survey participants were asked to provide comments about their experience working with the K-5 math TOSAs and 27 comments were received. Major themes of those comments included (example quotes listed in Callout Box 1):

- TOSAs provided beneficial support and had great knowledge of math concepts and district math goals.

- TOSAs helped clarify Bridges curriculum and supported implementation of the new curriculum

- Observing classes and seeing how others used the curriculum was helpful.

- A few commenters wished they had more support throughout the year, but did not know how to request or access other curriculum supports.

- A handful of commenters noted they were unsure why they had been selected for coaching or felt they were critiqued unfairly during coaching.

Callout Box 1

Comments received from K-5 Math professional learning participants on support received and classroom implementation:

"How to better implement formative assessments and provide students with quality, helpful feedback. I also learned about number talks and strategies to increase engagement."

"I learned how to better teach my students through problem-solving using the solve and share in the Envisions text."

"The pace of the lessons and how to use the Big Idea paperwork to form lessons."

"Use more questioning and spend more time on concepts that are challenging to students even if you get behind in the pacing"
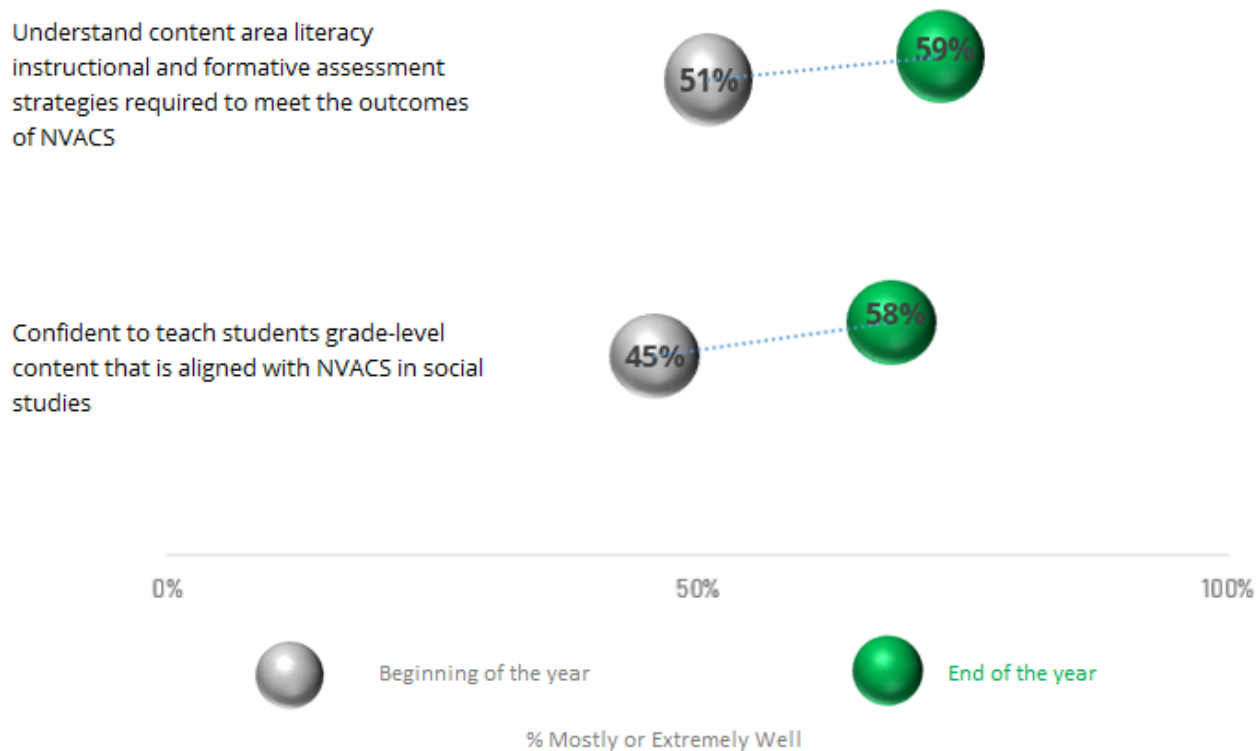
"The math plan, pacing guides, curriculum documents are aligned with envision/bridges support across all grades to ensure students get equal math opportunities. The plans are aligned so that students graduate with the math skills needed to take care of their personal and professional math requirements.Teachers need to collaborate and stay on point with this information so that students do not miss a critical piece of their math learning."

Washoe County School District
Every Child, By Name And Face, To Graduation™

Those who received K-12 content literacy support only experienced a slight increase in understanding and confidence to teach the new social studies standards (Figure 2).

Figure 2

Content area literacy participants understanding and confidence of NVACS instruction minimally increased (between 8 and 13 percentage points) from the beginning to the end of the school year (n = 52).

Understand content area literacy instructional and formative assessment strategies required to meet the outcomes of NVACS

51% 59%

Confident to teach students grade-level content that is aligned with NVACS in social studies

45% 58%

0%   50%   100%

⚪ Beginning of the year   🟢 End of the year

% Mostly or Extremely Well

Staff were asked to provide an example of something they learned in the K-12 social studies standards professional learning. A total of 22 comments were received (Callout Box 2), and major themes of those comments included:

- How to access and integrate Project Tahoe into classroom instruction
- Strategies for integrating inquiry based teaching into instruction

Washoe County School District
Every Child, By Name And Face, To Graduation™

Callout Box 2

> ## Comments received from K-12 social studies standards professional learning participants on classroom implementation:
>
> *"We integrated Project Tahoe lessons into our ELA block and were able to teach social studies along with ELA in a very effective format."*
>
> *"How to use Project Tahoe. However, it has some major flaws. The lessons are not grade level appropriate and I have to do much adapting before I can teach."*
>
> *"The fact that everything is available by searching Project Tahoe is outstanding! Second grade is well designed, so my grade level and myself taught the units as directed. The primary source photographs and inquiry observations were DOK 4 and a joy to present."*
>
> *"The Inquiry units were very helpful."*

Teacher Climate Survey Results on NVACS Integration

Several questions are asked of all district elementary and middle school teachers about their progress implementing math and English Language Arts NVACS into their instruction on the Annual Staff Climate Survey, administered in October – December 2018 this year. Tables 1 and 2 report the results from this year's administration. Overall, 4.4% and 1.2% more teachers reported feeling completely prepared to teach Math and ELA NVACS, respectively, this year compared to 2017-18. Slightly *fewer* teachers reported incorporating NVACS into their current practice (1.8% for Math and 2.1% for ELA) in 2018-19 compared with 2017-18.

Table 1.
Percentage of Teachers reporting they feel prepared to teach ELA and Math NVACS (2018-19 Staff Climate Survey).

How prepared do you feel to teach ELA or Math NVACS?	Math NVACS (N = 1576)	ELA NVACS (N = 1712)
I do not feel prepared at all	2.1%	2.3%
I feel somewhat prepared	17.4%	23.5%
I feel completely prepared	78.4% (+4.4 from 2018)	72.1% (+1.2 from 2018)
I do not know if I'm prepared	2.0%	2.0%

Washoe County School District
Every Child, By Name And Face, To Graduation™

Table 2

Percentage of Teachers reporting they have incorporated ELA and Math NVACS into their practices (2018-19 Staff Climate Survey).

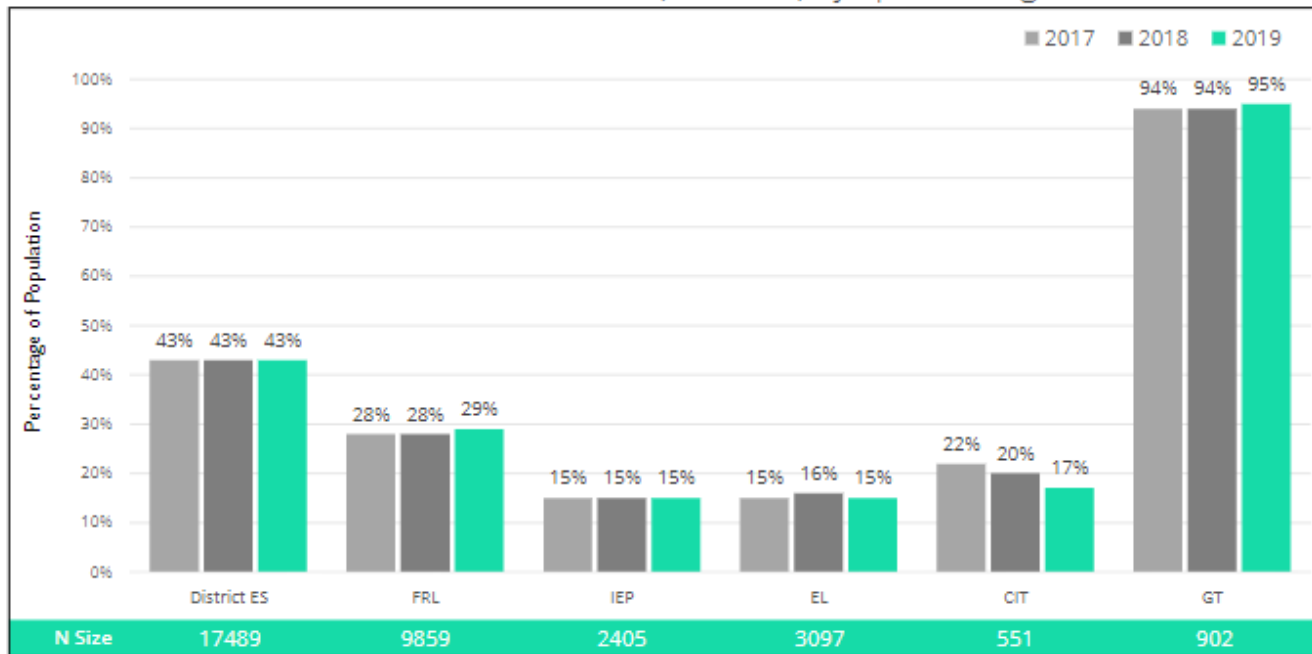| To what extent have you incorporated Math or ELA NVACS into your teaching practice?	Math NVACS (N = 1495)	ELA NVACS (N = 1686)
Fully incorporated into teaching expectations and practice	77.5% (-1.8% from 2018)	71.6% (-2.1% from 2018)
Incorporated some but not all into teaching expectations and practice	20.0%	26.7%
Have not incorporated	2.5%	1.7%

Student Achievement Data

Data from the Smarter Balanced Assessment indicate that math and ELA results are largely flat or down district-wide this year (Figures 3-5).

Figure 3

Percentage of Elementary School students scoring at or above standard on SBAC in Math.

Overall Math Percent At or Above Standard (AL 3 or 4) by Special Program

	District ES	FRL	IEP	EL	CIT	GT
2017	43%	28%	15%	15%	22%	94%
2018	43%	28%	15%	16%	20%	94%
2019	43%	29%	15%	15%	17%	95%
N Size	17489	9859	2405	3097	551	902

Figure 4

Percentage of Elementary School students scoring at or above standard on SBAC in English Language Arts (ELA).

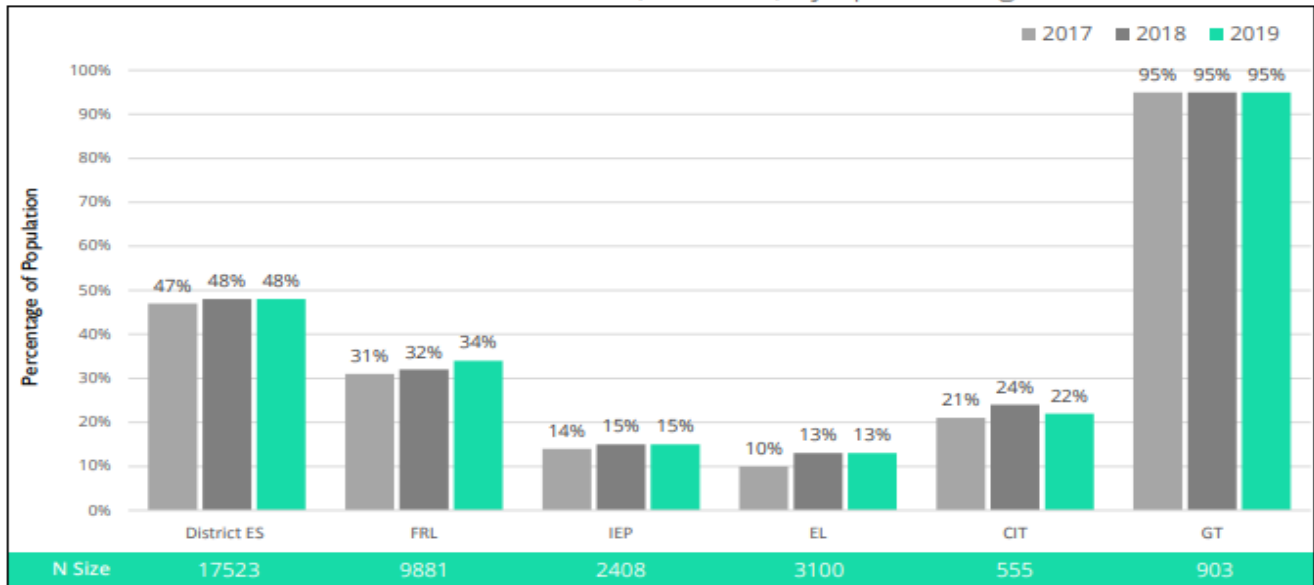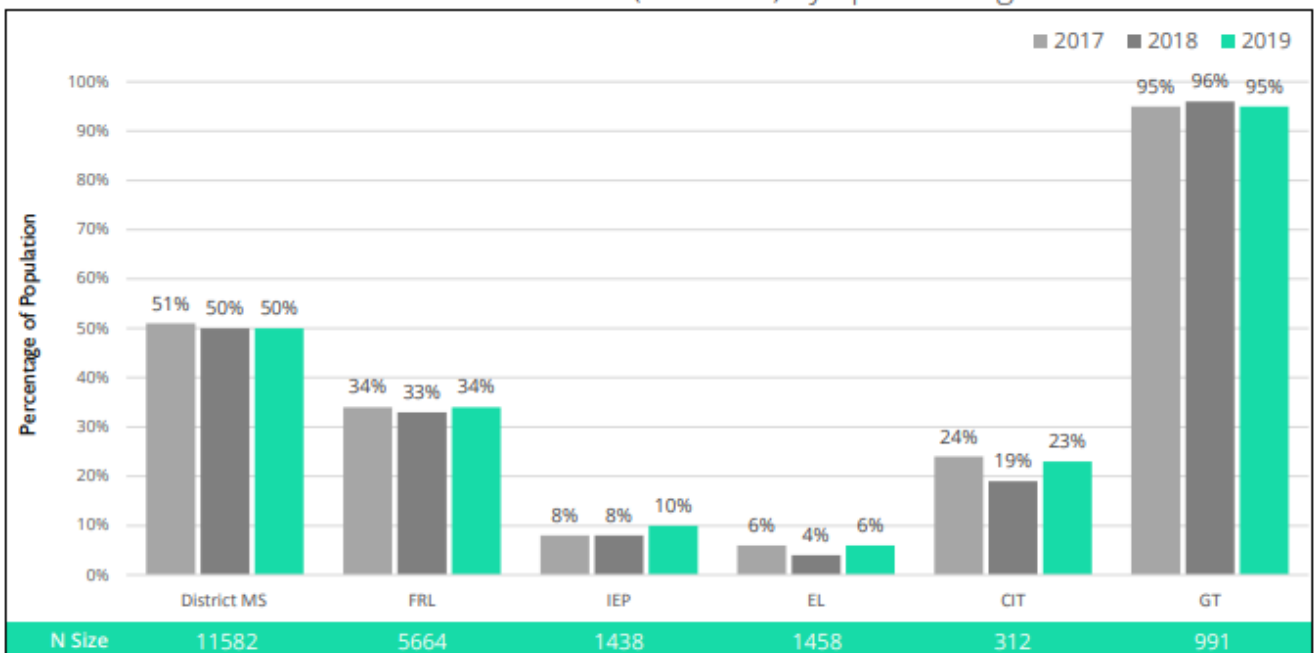Overall ELA Percent At or Above Standard (AL 3 or 4) by Special Program

N Size	District ES	FRL	IEP	EL	CIT	GT
	17523	9881	2408	3100	555	903

2017 / 2018 / 2019
- District ES: 47% / 48% / 48%
- FRL: 31% / 32% / 34%
- IEP: 14% / 15% / 15%
- EL: 10% / 13% / 13%
- CIT: 21% / 24% / 22%
- GT: 95% / 95% / 95%

Figure 5

Percentage of Middle School students scoring at or above standard on SBAC in Middle School English Language Arts (ELA).

Overall ELA Percent At or Above Standard (AL 3 or 4) by Special Program

N Size	District MS	FRL	IEP	EL	CIT	GT
	11582	5664	1438	1458	312	991

2017 / 2018 / 2019
- District MS: 51% / 50% / 50%
- FRL: 34% / 33% / 34%
- IEP: 8% / 8% / 10%
- EL: 6% / 4% / 6%
- CIT: 24% / 19% / 23%
- GT: 95% / 96% / 95%

Washoe County School District
Every Child, By Name And Face, To Graduation™

Conclusions

The results from participant surveys reflect the success of NVACS professional development on teachers' confidence to align classrom instruction to standards, as seen by their progress meeting the performance indicators detailed below.

1. *Teachers will demonstrate increased confidence to teach grade-level content aligned to NVACS in K-5 math and K-12 content literacy.*

   - **Objective Met:** 96% of the respondents indicated that their confidence level to teach students grade-level mathematics content increased after professional development, from 67% in the beginning of the year. In ELA, 58% of teachers reported feeling confident to teach grade-level content aligned with NVACS, compared with 45% prior to professional development.

2. *Increase in student achievement in NVACS-aligned outcomes.*

   - **Objective Not Met:** District SBAC results in elementary and middle school were largely flat for both ELA and math for the third year in a row, though these results are not directly attributable to district professional development for NVACS.

3. *Increase in understanding of professional learning outcome as demonstrated by teacher feedback surveys.*

   - **Objective Partially Met**: Overall, 4.4% and 1.2% more teachers reported feeling completely prepared to teach Math and ELA NVACS, respectively, this year compared to 2017-18, as measured by WCSD's Annual Staff Climate Survey. Slightly *fewer* teachers reported incorporating NVACS into their current practice (1.8% for Math and 2.1% for ELA) in 2018-19 compared with 2017-18.

Washoe County School District
Every Child, By Name And Face, To Graduation™

The Title II School Improvement Coordinators' primary responsibility is to review instructional practices with school administrators to help promote overall school improvement and to increase student achievement. The coordinators use a school monitoring protocol process as their tool for implementation and improvement progress. Throughout the school year, the school improvement coordinators provide specialized trainings, customized to meet each school's specific needs. The 2018-2019 school activities include:

- Promoting a system of support for the school improvement process through the Washoe County School District School Performance Plan (SPP) including beginning of the year plans, biannual/end of the year reviews, continual data collection, analysis, reporting outcomes, informational presentations and collaborative committee work, and monitoring visits with NDE.

> Administrators from 104 schools received support from the School Improvement Coordinators.

- Informing teachers, administrators, parents and community members about the implications of different school achievement designations (e.g., Comprehensive School Improvement and Targeted School Improvement) through meetings, written documents, emails, phone conferences and collaborative committee work.

- Conducting and training administrators about the Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S).

Two primary evaluation methods were used to assess the effectiveness of School Improvement Coordinator's support of schools. First, a content analysis of school performance plans was conducted to determine if the quality of SPPs has improved as a result of training. Second, growth in MAP reading and math achievement scores among schools receiving training from Coordinators on MAP tools was analyzed to assess impact of training on student achievement.

School Performance Plan (SPP)

During each school year, the School Improvement Coordinators work with Principals

and other school leaders on individual schools' SPP documents. During these meetings, Coordinators review plan drafts, discuss the submission process, and provide feedback and technical support around data and goal-setting. To evaluate the effectiveness of this support, nine schools' performance plans (3 Elementary, 3 Middle, 3 High) were randomly selected and analyzed to determine whether the quality of plans has improved since SPP Coordinators began providing intensive one-on-one and group training support to all schools. A rubric to assess quality was developed, and measured whether various important components were in place. Ratings in 10 areas were provided on a scale from 0 – 2, with 0 = component not at all in place; 1 = partially in place; and 2 = fully in place. The major components fell into three primary areas that are the focus of SPP Coordinators' training:

I. Each of the 2-3 goals listed in SPPs are "SMART"

1. **Specific**: States exactly what will be accomplished (0-2 points).
2. **Measurable**: Goal has a quantifiable metric to track performance (0-2 points).
3. **Achievable**: The objective is ambitious yet attainable given prior history of performance (0-2 points).
4. **Relevant**: Goal is meaningful and important (0-2 points).
5. **Time-bound**: The goal has a finish date (0-2 points).

II. Each of the 2-3 goals listed align need to action steps and goals

6. Root causes align with the measurable objectives and action steps. That is, the identified challenges are addressed in the actions adults will take to meet measurable objectives (0-2 points).
7. SPP goals, root causes, measurable objectives, and action steps are written to reflect student outcomes driven by adult actions (0-2 points).

III. SPP meets compliance with state requirements

8. The various budgets (e.g. Title I vs. SB 178) schools use to complete activities is referenced in the "Resources" section and aligned to action steps (0-1 points).
9. Data from the NCCAT-S needs assessment tool used by all WCSD schools comprises a component of the summary statement (0-1 points);

10. Title 1 schools have a parent or community member on their SPP review team (0-1 points or N/A for non-Title schools).

The nine schools' plans were analyzed for two different years: 2018-19 and 2015-16 (year prior to intensive SPP training began). The three high schools selected did not have SPPs in 2015-16 because they were in a 2-year accreditation process, so either the year 2014-15 (2 high schools) or 2016-17 (one high school) year was used instead depending on availability. Note that the above criteria are not all required by the Nevada Department of Education, but are important factors in WCSD's process. Future analyses should include multiple raters and calibration of the rubric to ensure high reliability of analyses.

Major findings of the analysis included:

- 86.7% of SPP component points were achieved in 2018-2019 compared with just 69.1% in 2015-2016.

- In both years, most points were missed in indicator 6, primarily because root causes were described as a product of student deficits ("many students live in poverty and enter school behind in reading") rather than described as areas where adult support of student need could be enhanced ("teachers need professional development to better differentiate student learning based on need). Objectives were written as adult actions, but root causes were described as student challenges.

- Goals written in 2018-19 met many more "SMART" criteria than goals written in 2017-18 and measurable objectives represented much more nuanced analyses of data. For example, many goals in 2015-16 stated blanket increases in targets across measures like "10 percentage point increase in ELA, Math, and all subpopulations," whereas 2018-19 measureable objectives included much more specific goals set for specific population groups and subject areas.

A summary of SPP goals and results summary provided in Tables 1-6 below.

Table 1

Elementary School Performance Plan Goal Summary

	Elementary School SPP Goals Summary							
School/ Year	Goal # & Description	Specific	Measurable	Attainable	Relevant	Time-Based	Student Outcomes Driven by Adult Actions?	Root Cause aligns with Measurable
Elementary School 1 2015-16	1. Math MAP 2. MAP/DRA ELA	2	0	0	2	2	2	2
Elementary School 1 2015-16	2. MAP/DRA ELA	2	2	2	2	2	2	2
Elementary School 1 2018-19	1. Math proficiency	2	2	2	2	2	1	2
Elementary School 1 2018-19	2. Reading proficiency	2	2	2	2	2	1	2
Elementary School 1 2018-19	3. SEL implementation	1	1	2	2	2	2	2
Elementary School 2 2015-16	1. NVACS instruction	0	0	0	2	2	1	2
Elementary School 2 2015-16	2. Inclusive Practices	1	1	1	2	0	1	2
Elementary School 2 2018-19	1. ELA achievement	2	2	2	2	2	2	2
Elementary School 2 2018-19	2. Math achievement	2	2	2	2	2	2	2
Elementary School 3 2015-16	1. Math SLOs, Core action observation	2	2	2	2	2	2	2
Elementary School 3 2015-16	2. Climate and PBIS	1	2	2	2	2	2	2
Elementary School 3 2018-19	1. AGP ELA	2	2	2	2	2	2	2
Elementary School 3 2018-19	2. AGP MATH	2	2	2	2	2	2	2
Elementary School 3 2018-19	3. Student SEL	2	0	2	2	2	2	1

Washoe County School District
Every Child, By Name And Face, To Graduation™

Table 2

Elementary School Performance Plan Results Summary Continued

Elementary School SPP Goals & Compliance Results							
School/ Year	Total Points from SMART Goals Summary	Budget Referenced?	NCCAT-S/Needs Assessment Referenced?	*Community member referenced on 1st page?	Total Points Earned	Points Possible	% of Points Earned
Elementary School 1 2015-16	24	Yes - 2	No	Yes - 2	28	34	82.4%
Elementary School 1 2018-19	38	Yes - 2	No	Yes - 2	42	48	87.5%
Elementary School 2 2015-16	15	Yes - 2	Yes - 1	Yes - 2	20	34	58.8%
Elementary School 2 2018-19	28	Yes - 2	Yes - 2	Yes - 2	34	34	100.0%
Elementary School 3 2015-16	27	Yes - 2	No	Yes - 2	31	34	91.2%
Elementary School 3 2018-19	39	No	No	Yes - 2	41	48	85.4%

*Title 1 requirement

Washoe County School District
Every Child, By Name And Face, To Graduation™

Table 3
Middle School Performance Plan Goal Summary

Middle School SPP Goals Summary								
School/ Year	Goal # & Description	Specific	Measurable	Attainable	Relevant	Time-Based	Student Outcomes Driven by Adult Action?	Root Cause aligns with Measurable Objectives
Middle School 1 2015-16	1. Climate and PBIS	0	2	1	2	2	1	2
Middle School 1 2015-16	2. EL AMAO	2	2	2	2	2	1	2
Middle School 1 2018-19	1. Math and Reading proficiency	2	2	2	2	2	1	1
Middle School 1 2018-19	2. Caring Climate	2	2	0	2	2	1	0
Middle School 2 2015-16	1. Math Improvement	0	0	0	0	0	0	0
Middle School 2 2015-16	2. Close gaps in reading	1	1	1	1	1	1	2
Middle School 2 2015-16	3. Improve student to staff respect	2	1	1	1	2	1	2
Middle School 2 2018-19	1. ELA growth for special populations	2	2	2	0	0	1	0
Middle School 2 2018-19	2. Math growth for special populations	2	2	2	2	2	2	2
Middle School 2 2018-19	3. Student Respect	2	2	2	2	2	1	2
Middle School 3 2015-16	1. ELA Core instruction	0	2	2	2	2	2	0
Middle School 3 2015-16	2. Math Core instruction	0	2	2	2	2	2	0
Middle School 3 2018-19	1. ELA Improvement	2	2	1	2	2	2	2
Middle School 3 2018-19	2. Math Improvement	2	2	1	2	2	2	2

Table 4

Middle School Performance Plan Results Summary

Middle School SPP Goals & Compliance Results							
School/ Year	Total Points from SMART Goals Summary	Budget Referenced?	NCCAT-S/Needs Assessment Referenced?	*Community member referenced on 1st page?	Total Points Earned	Points Possible	% of Points Earned
Middle School 1 2015-16	23	No	No	Yes - 2	25	34	73.5%
Middle School 1 2018-19	21	No	No	Yes - 2	23	34	67.6%
Middle School 2 2015-16	18	No	No	N/A	18	46	39.1%
Middle School 2 2018-19	34	Yes - 2	Yes - 2	Yes - 2	40	48	83.3%
Middle School 3 2015-16	20	Yes - 2	No	Yes - 2	24	34	70.6%
Middle School 3 2018-19	26	Yes - 2	Yes - 2	Yes - 2	32	34	94.1%

Washoe County School District
Every Child, By Name And Face, To Graduation™

Table 5

High School Performance Plan Goal Summary

High School SPP Goals Summary								
School/Year	Goal # & Description	Specific	Measurable	Attainable	Relevant	Time-Based	Student Outcomes Driven by Adult	Root Cause aligns with Measurable Objectives
High School 1 2014-15	1. Core credit 9th and 10th	2	2	2	2	2	1	0
High School 1 2014-15	2. IEP Credits improvement	2	2	2	2	2	0	0
High School 1 2018-19	1. ACT improvement	2	2	2	2	2	2	2
High School 1 2018-19	2. Core credit and SEL	2	2	2	2	2	1	2
High School 2 2014-15	1. Graduation rate improvement	2	2	2	2	2	1	1
High School 2 2014-15	2. HSPE Passing	1	0	0	2	2	0	0
High School 2 2018-19	1. Graduation rate improvement	2	2	1	2	2	1	2
High School 2 2018-19	2. ACT improvement	2	2	2	2	2	1	2
High School 2 2018-19	3. Chronic absenteeism	2	2	2	2	2	1	2
High School 3 2016-17	1. Graduation rate improvement	2	2	1	2	2	1	2
High School 3 2016-17	2. Core credit 9th and 10th	2	1	1	2	2	1	2
High School 3 2018-19	1. Graduation rate improvement	2	2	1	2	2	1	2
High School 3 2018-19	2. Core credit 9th and 10th	2	2	1	2	2	1	2

Washoe County School District
Every Child, By Name And Face, To Graduation™

Table 6
High School Performance Plan Results Summary

High School SPP Goals & Compliance Results							
School/ Year	Total Points from SMART Goals Summary	Budget Referenced?	NCCAT-S/Needs Assessment Referenced?	*Community member referenced on 1st page?	Total Points Earned	Points Possible	% of Points Earned
High School 1 2014-15	21	Yes - 2	No	Yes - 2	25	34	73.5%
High School 1 2018-19	27	No	Yes - 2	N/A	29	32	90.6%
High School 2 2014-15	17	No	No	N/A	17	32	53.1%
High School 2 2018-19	38	No	No	Yes - 2	40	48	83.3%
High School 3 2016-17	23	Yes - 2	No	Yes - 2	27	34	79.4%
High School 3 2018-19	24	Yes - 2	Yes - 2	Yes - 2	30	34	88.2%

*Title 1 requirement

MAP Training Sessions

The School Improvement Coordinators conducted MAP training sessions at fifteen different schools (12 elementary, 2 charters and 1 middle school) in the 2018-2019 school year. This included a comprehensive review of previous testing results, tools and methods for further data analysis and data disaggregation, and ways to use the data to drive instructional decision-making. An analysis comparing the Winter 2017-2018 to Winter 2018-2019 ELA and Math RIT scores at the 12 elementary schools, plus the middle school indicated positive results across all grades and subjects. The average ELA and Math RIT scores at the schools which participated in the MAP training sessions were all higher than the overall district average RIT scores between those two time periods (Tables 7-9).

Washoe County School District
Every Child, By Name And Face, To Graduation™

Table 7

Elementary School MAP ELA Winter to Winter comparison.

School	2017-18			2018-19		
	3rd Grade	4th Grade	5th Grade	3rd Grade	4th Grade	5th Grade
Elementary School 1	195	204	211	197	205	214
Elementary School 2	196	206	211	197	205	212
Elementary School 3	205	213	220	205	215	220
Elementary School 4	185	193	199	183	193	204
Elementary School 5	199	208	213	198	209	213
Elementary School 6	187	198	202	193	194	199
Elementary School 7	186	197	206	189	196	204
Elementary School 8	196	205	207	196	204	208
Elementary School 9	195	205	211	195	203	209
Elementary School 10	193	206	212	195	200	214
Elementary School 11	203	206	217	197	211	212
Elementary School 12	186	193	200	189	193	201
Schools 1-12 Average	**194**	**203**	**209**	**194**	**202**	**209**
District Elementary School	**192**	**201**	**208**	**192**	**201**	**207**

Table 8

Elementary School MAP Math Winter to Winter comparison.

School	2017-18			2018-19		
	3rd Grade	4th Grade	5th Grade	3rd Grade	4th Grade	5th Grade
Elementary School 1	196	207	220	197	208	223
Elementary School 2	197	207	215	200	208	216
Elementary School 3	207	215	228	204	217	227
Elementary School 4	187	196	208	184	196	208
Elementary School 5	201	212	220	199	212	220
Elementary School 6	191	202	208	193	196	207
Elementary School 7	188	200	212	192	199	209
Elementary School 8	199	203	212	197	209	211
Elementary School 9	195	206	215	195	205	214
Elementary School 10	195	210	214	195	203	217
Elementary School 11	204	208	224	197	212	215
Elementary School 12	190	196	205	192	198	206
Schools 1-12 Average	**196**	**205**	**215**	**196**	**205**	**215**
District Elementary School	**194**	**204**	**213**	**194**	**204**	**212**

Washoe County School District
Every Child, By Name And Face, To Graduation™

Table 9

Middle School MAP ELA and Math Winter to Winter comparison.

School	Winter 2017-18		Winter 2018-19	
	7th Grade	8th Grade	7th Grade	8th Grade
Middle School 1 ELA	219	223	220	222
District MS ELA Avg	**217**	**221**	**216**	**221**
Middle School 1 Math	228	233	226	231
District MS Math Avg	**225**	**230**	**223**	**228**

Although not collected systematically from all participants, the School Improvement Coordinators provided four emails from participating schools who reached out after the training. The feedback received from these MAP trainings were unanimously positive (example of quotes listed in Callout Box 1):

Callout Box 1

Comments received from school staff that received MAP Training:

"I LOVED IT!!!!!!!! I felt that they knew so much more and explained it in such an understandable way, than previous MAPS trainings!!!!! Thanks!"

"I felt the two gentlemen did a great job presenting. I loved their energy and the way they conveyed their belief in the value of MAP testing. They had great information and I think it was exciting to see and hear. I am certain they could teach us even more about how to use the information we receive from MAP."

"I thought that the training yesterday was one of the most valuable trainings I have had! The trainers were easy to understand and follow and the information is valuable!! Thank you so much for making it happen."

"Loved the information. IS there any way to keep the training going? I feel there is so much more to learn to fully understand MAP."

Washoe County School District
Every Child, By Name And Face, To Graduation™

Conclusions

Results from the MAP training sessions and the SPP content analyses indicate the successful impact the school improvement coordinators have in both providing professional learning and support. Below is a summary of the program measurable objective and result.

1. *Each school will complete a SPP based on data measures that focus on student achievement.*

   - **Objective Met:** All schools in WCSD completed a School Performance Plan approved by the state that included needs assessment and measurable objectives focused on student achievement.

2. *Review of SPP goals and student academic achievement using MAP and SBAC.*

   - **Objective Met:** A content analysis of a random selection of SPP goals indicate a substantial increase in plan quality over time. Analyses of MAP data at schools receiving targeted MAP training from SPP Coordinators indicates targeted schools outperformed the district in math and ELA between Winter 2017-18 and Winter 2018-19.

Inclusive practice is one of Four Fundamental principles within the Washoe County School District's Vision for Core Instructional Practice. Professional Learning (PL) for Collaborative Teaching is the central strategy used within the WCSD to meet this fundamental practice. PL for collaborative teaching seeks to increase the capacity of teachers to teach students with disabilities in inclusive classrooms, thereby ensuring accessibility for all students to Tier 1 instruction and closing the achievement gap between students with special needs and their typical peers. Specifically, this PL seeks to:

- Increase teacher capacity to use high engagement differentiated learning strategies

- Ensure all students have access to Nevada Academic Content Standards.

- Improve student outcomes and close achievement gaps.

The PL is designed to build a common vocabulary around inclusion, deliver scheduling problem solving, and provide teachers with the skills and strategies for including all students in Tier 1 instruction.

Professional Learning Activities and Support

In SY 2018-19, eleven schools received Collaborative Coaching and Differentiation training (Table 1), in which approximately 45 school administrators and teachers participated. Training was provided at administrator training sessions for principals and delivered onsite at schools to educator teams.

Administrator training. Eight sessions at Lead Teach Learn (LTL) meetings to principals of schools who selected Fundamental II: Inclusive Practice for the professional learning focus of their school staff. Inclusive practice was the focus of the LTL event on April 26, and all attendees, including principals, assistant principals, psychologists, and central office staff learned about the theory and evidence for inclusion and strategies for ensuring all students receive Tier I instruction.

Table 1. Schools Trained in Collaborative Coaching and Differentiation in SY 2018-19.
Billinghurst Middle School
Depoali Middle School
Dilworth S.T.E.M. Academy
Natchez Elementary School
O' Brien S.T.E.M. Academy
Pine Middle School
Reed High School
Reno High School
Sparks High School
Westergard Elementary School
Wooster High School

Washoe County School District
Every Child, By Name And Face, To Graduation™

Onsite collaborative teaching training. Training sessions were held for teams of educators and administrators at their respective school sites. This training was followed with 40 classroom observations of collaborative teaching teams by Implementation Specialists who then provided detailed feedback to support improved practice. Additional training and coaching was provided based on specific learning needs as expressed by school teams and uncovered by the classroom observations.

Onsite participants were invited to complete an online survey to evaluate the training. The survey was completed by 25 teachers and administrators from four cohort schools (Figure 1). Of them:

- 16% indicated their level of knowledge about co-teaching options was average or low before the training.

- 84% agreed or strongly agreed they felt better prepared to teach in a co-taught classroom after the training.

- 76% planned to implement what they learned immediately or within the next week.

Figure 1

The majority of onsite training participants felt better prepared to teach in co-taught classroom and planned to implement strategies immediately post training.
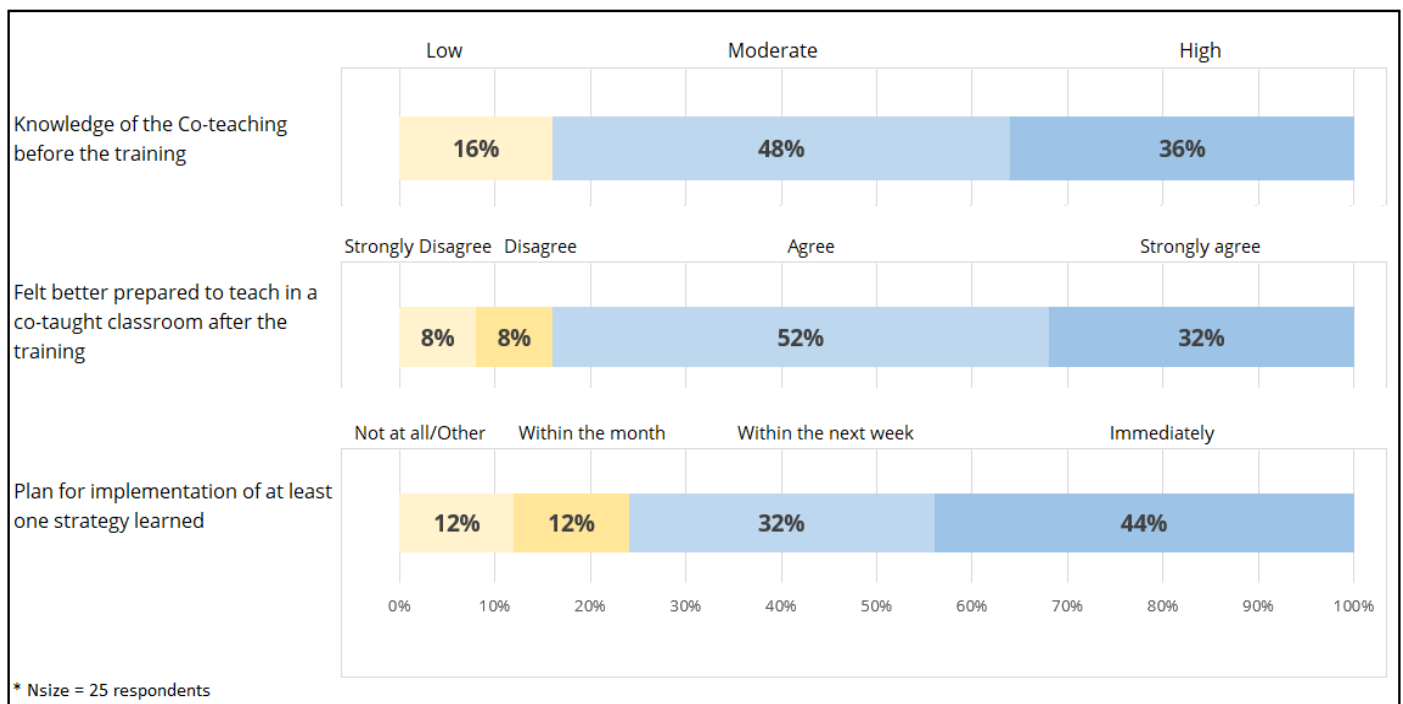
* Nsize = 25 respondents

Scheduling support*.* School administrators and staff at 11 cohort schools were assisted by an Implementation Specialist with arranging school master schedules to allow for co-taught instruction and shared planning time for teaching teams. Responsible scheduling was a focus within all PL for administrators and school teams.

Annual Objectives

Two measureable objectives were established to monitor progress toward meeting Title II goals for SY 2018-19 (see callout). The first focuses on responsible scheduling, which is indicated by student time in regular classrooms and the proportion of schools that have co-instruction reflected in their master schedules. The second objective centers on observable student engagement in co-taught classrooms.

> **Objective 1: Responsible Scheduling**
> Master schedules will reflect responsible scheduling as indicated by (a) the proportion of students with disabilities who receive academic instruction in inclusive settings and (b) the number of schools with co-taught classes.
>
> **Objective 2: Student Engagement**
> Student engagement will increase from pre- to post- observations as indicated by proportion of students engaged in instructional activities in co-taught classrooms.

1.a. Time in regular classrooms.

- **Objective Met:** Across the WCSD, the proportion of students who receive instruction within regular classrooms is increasing (Table 2):

    o The proportion of students who spend 80-100% of time in regular classrooms steadily increased at 4 percentage point intervals over the last six years. During the same time period, the proportion of students spending 40-79% of time in regular classrooms decreased.

Washoe County School District
Every Child, By Name And Face, To Graduation™

o The proportion of students who spend the least amount of time in regular classrooms (i.e. 0-39%) was stable from SY 2012-13 to SY 2018-19, with a 1 percentage point decrease.

Table 2. Number and Percent of WCSD Students with Disabilities by Time in Regular Classrooms in School Years 2012-13, 2015-16, and 2018-19.						
	2012-13		2015-16		2018-19	
Placement	Number	Total	Number	Total	Number	Total
Regular class 80-100%	5375	64.2%	6123	68.1%	6522	71.5%
Regular class 40-79%	1330	15.9%	1116	12.4%	857	9.4%
Regular class 0-39%	661	7.9%	753	8.4%	605	6.6%
Note: Includes all students enrolled on October 1 of each year. Percent is calculated for all students with disabilities, including those who are enrolled in placements outside of traditional school settings, such as separate school, correctional facilities, residential facility. Time in regular classrooms includes all course types and is not limited to core subject classrooms.						

1.b. Prevalence of co-taught classrooms.

In the spring of SY 2018-19, a survey was offered to school administrators to gain insight about the prevalence and types of collaborative teaching practices occurring across WCSD schools. Forty-one (41) schools were represented in survey responses, which included 24 elementary, 14 secondary, and 3 charter or alternative schools. Schools varied in their use of collaborative practices and teacher compositions:

o 52% (22) have classes that are co-taught, 74% (31) utilize push-in supports, and 71% (30) pull-out students to provide specialized support.

o Of those schools with co-taught classrooms, 91% (20) have general and special educator teams, and 68% (15) have general educator and English Learner (EL) teacher teams providing instruction. Three schools have classes taught by a trio of general, special, and EL educators.

o 45% (10) of administrators believe co-taught instruction is having a large positive impact to student achievement in their schools, 32% (7) believe it is having a moderate impact, 18% (4) don't know what the impact is, and 5% (1) believe it is having a slight impact.
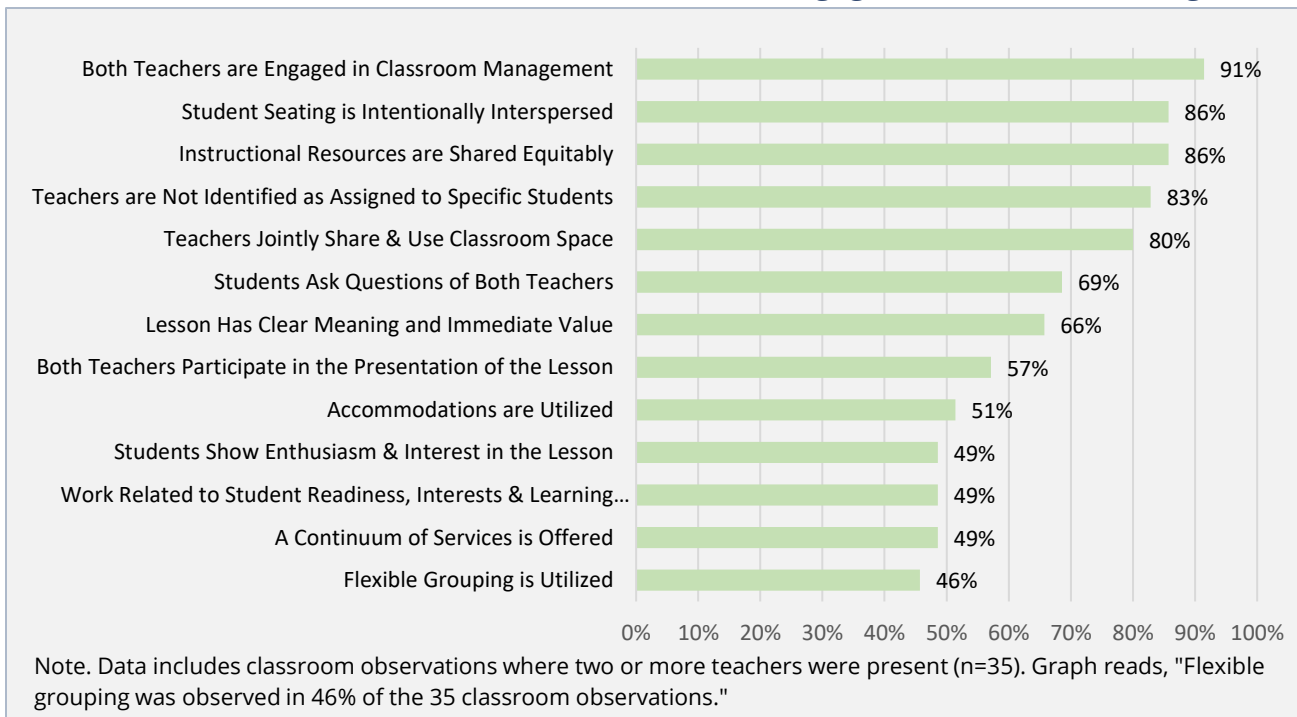
Washoe County School District
Every Child, By Name And Face, To Graduation™

2. Student engagement.

- **Objective Status Not Reported**: In almost half (49%) of the observations, students showed enthusiasm and interest in the lesson. A pre to post change was not assessed due to a low number of post observations (Figure 2).

  o Student Services staff members conducted 40 walkthrough observations at 9 schools. In 29 observations, teachers were observed practicing multiple collaborative teaching approaches. Teachers were most frequently observed using 1 teach and 1 assist (47%) and team teaching (19%) approaches.

  o Practices most often observed were both teachers engaged in classroom management (91%), intentional interspersed student seating (86%), and equitable sharing of resources (86%).

  o Practices least often observed were flexible grouping (46%), a continuum of services offered (49%), and work products related to student readiness, interests, and learning styles (49%).

Figure 2

In 91% of classroom observations, both teachers were engaged in classroom management.

Observation	Percentage
Both Teachers are Engaged in Classroom Management	91%
Student Seating is Intentionally Interspersed	86%
Instructional Resources are Shared Equitably	86%
Teachers are Not Identified as Assigned to Specific Students	83%
Teachers Jointly Share & Use Classroom Space	80%
Students Ask Questions of Both Teachers	69%
Lesson Has Clear Meaning and Immediate Value	66%
Both Teachers Participate in the Presentation of the Lesson	57%
Accommodations are Utilized	51%
Students Show Enthusiasm & Interest in the Lesson	49%
Work Related to Student Readiness, Interests & Learning…	49%
A Continuum of Services is Offered	49%
Flexible Grouping is Utilized	46%

Note. Data includes classroom observations where two or more teachers were present (n=35). Graph reads, "Flexible grouping was observed in 46% of the 35 classroom observations."

Student Voice (SV) is the practice of educators intentionally, purposefully, and systematically eliciting student viewpoints on a specific topic for improvement purposes. Through SV, students practice developmental skills and acquire resiliency assets (e.g., self-confidence, empowerment) while providing fresh perspectives and insights to challenges that directly impact their lives and school communities. Educators benefit from listening to students as well: Motivation and ability to meet the needs of diverse learners are increased[1]. The vision of the SV program *to embed SV into the culture of the Washoe County School District (WCSD), so that it is a consistent practice educators engage in throughout all district schools.* Program activities to achieve the vision of SV are guided by a mission statement and two goals (see callout). Led by the Student Voice Coordinator, three strategies were used to accomplish program goals in the 2018-19 school year:

1. Provide professional learning (PL) for staff, students, and parents.
2. Host Annual Strength in Voices Conference to showcase SV in the WCSD.
3. Establish and strengthen representative Student Advisory Councils (SAC).

Professional Learning for Student Voice

PL for WCSD staff was provided through 2 primary venues, which included Instructional Support Institute and the Social Emotional Learning Speaker Institute. Additionally, PL was provided through direct support and in collaboration with the Department of School Improvement on student-adult partnerships within the school improvement process. Both educators and principals participated in these PL events. PL was enhanced by the creation of learning materials and tools shared on the SV website and vetted by student ambassadors.

Instructional Support Institute. The Instructional Support Institute, more commonly referred to as "Blue Friday," is designed to provide our district's Teachers on Special Assignment (TOSA) with PL and collaboration opportunities in order to ensure consistent messaging and support. There were 4 sessions throughout the school year, where SV had a presence in each session.

---

[1] Blad, E. (2016). District uses student insights to guide policy, practice. Education Digest, 81(5), 4.

WCSD Title II Student Voice Evaluation Bulletin 2019

The Student Voice Coordinator collaboarted with staff from Multi-Tiered System of Supports (MTSS) and Office of Student Services to present the session titled "Building a Coaching Toolkit: Creating an Optimal Inclusive Learning Environment." This session explored a coach's role with supporting teachers in establishing inclusive classroom environment. Coaches walked through practical strategies within a tiered model, which included an interdisciplinary framework of SEL, Restorative Practices, Individualized Behavior Plans and Student Voice.

There were 91 Blue Friday session participants responded to a survey following their participation in event sessions. Of them, 98 percent agreed or strongly agreed that the content of the sessions strengthened their understanding and built upon their capacity. (Figure 1).

Student Voice in the WCSD

Mission Statement: We are the voice connecting students' needs and interests to foster positive change in the Washoe County School District. We believe in "Every Child, by Name and Face, to Graduation" and are confident that through the strength in Student Voice, we can turn that dream in to a reality.

Goal 1: Develop the capacity of WCSD educators to promote and utilize SV within school improvement efforts by increasing the number of administrators and teachers who (1) participate in professional learning (PL) about SV, (2) use SV practices to support development of staff and student social and emotional learning (SEL) competencies, and (3) utilize SV practices to promote student engagement with classroom instruction and in school improvement efforts.

Goal 2: Students who participate in structured SV experiences will develop improved SEL competencies, be more engaged in school, attend school more consistently, and partner with adults to improve their schools. Students who participate in structured SV experiences will academically outperform their peers within the same racial and special student sub-groups within the overall school population, thereby contributing to a reduction in achievement gaps.

Washoe County School District
Every Child, By Name And Face, To Graduation™

Figure 1

91 Blue Friday session participants responded to the post-survey, below are the results:
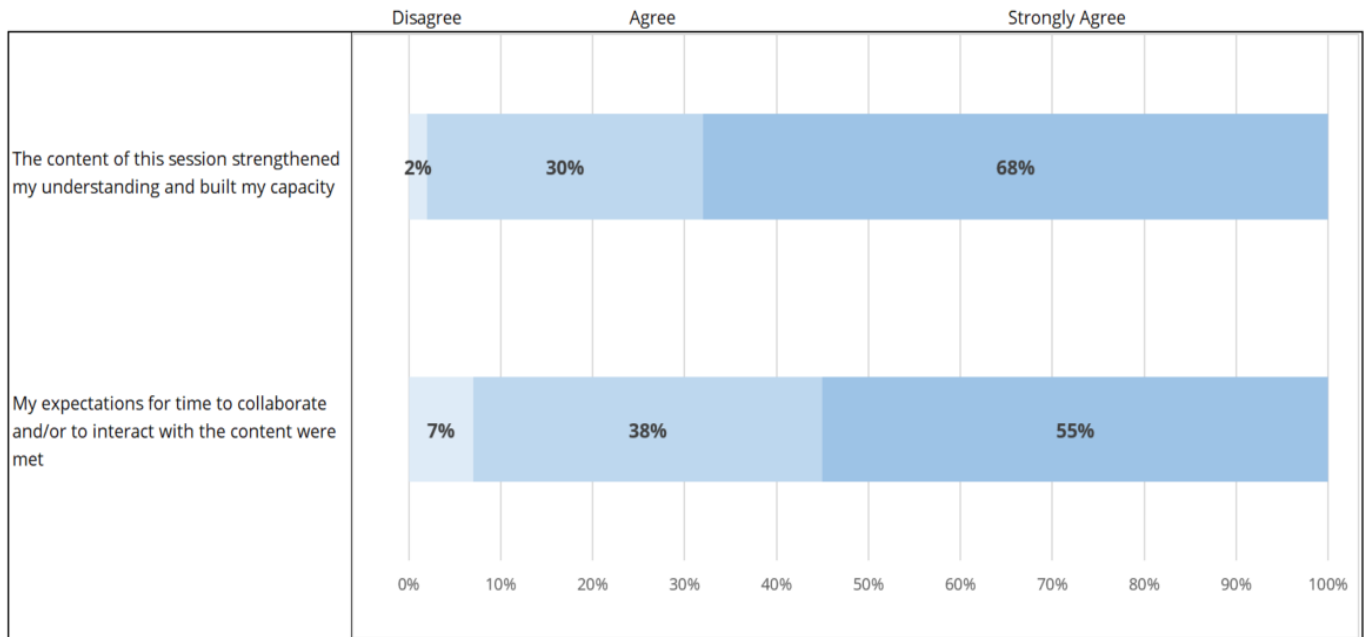
"So engaging and meaningful! Thank you so much!!" – Blue Friday participant

Social Emotional Learning Speaker Series. The Student Voice Coordinator facilitated 3 Social Emotional Learning (SEL) sessions throughout the school year. The first session titled "Using Student Voice to Teach Social and Emotional Learning Skills" was in October 2018, with 31 participants. In this session participants learned how to practice SV activities that build SEL skills in all students.

86 district staff members attended SV sessions at the SEL Speaker Series

The second session, "Social Awareness: Understanding and Respecting Children's Perspectives" was held in December 2018 with 28 participants. In this session, participants learned the definition of the SEL Competency Social Awareness, and then exploreed ways adults can model Social Awareness with students. Participants engaged in activities that demonstrated how modeling and teaching Social Awareness skills, like active listening, perspective-taking and empathy, can increase student success in real-life scenarios.

In February 2019, the third SV session in the SEL speaker series was held with 27 staff participants and 8 student speakers. During this session, titled "Student Voice SEL

Washoe County School District
Every Child, By Name And Face, To Graduation™

Fishbowl," educators heard a panel of students share their stories and experiences with SEL in the school system. The audience then had an opportunity to solicit student ideas and perspectives on various topics around SEL implementation. Participants were asked to provide strategies and lessons learned from the event that they would utilize and share with their fellow students, staff, and colleagues. Key messages from this activity are shown in Figure 2.

Figure 2
Example of the Student Voice SEL Fishbowl activity:
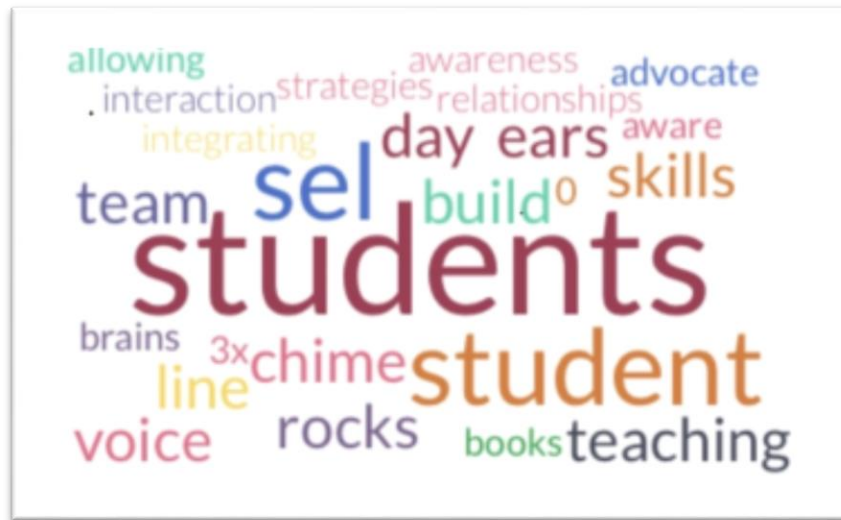
"Fish bowl was very interesting to include students. Gave me a great perspective on what students are thinking" – SEL session participant

Student-Adult Partnerships for School Improvement

During the 2018-19 school year, Student Voice focused on strengthening student to adult partnerships which inturn would help establish goals and actions the school can take towards improvement and implementation. Through this initiative, the Student Voice website added many new learning materials and tools that would assist with these goals. Some of the new additions included:

- The ASK Tool, which stands for Analysing Surveys with Kids, is described as a practical tool for implementing Student Voice. Through this, educators would

analyze and interpret surveys with students in order to make suggestions and take action for school improvement.

- Student Voice at a glance, which focused on encouraging student viewpoints for school improvement.
- A comprehensive guide focused on how to establish a student advisory council.
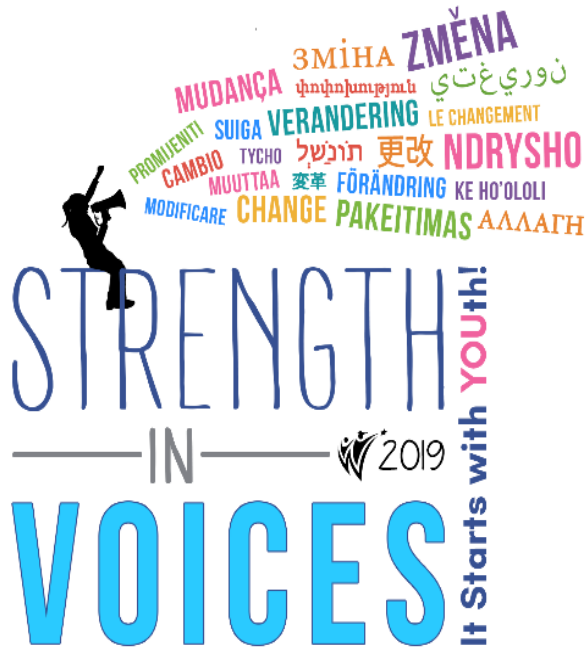
Student Voice Conference

On March 2, 2019 the WCSD Student Advisory Council and the Student Voice Ambassador Club, in conjunction with the Department of Accountability hosted the 5th Annual Strength in Voices conference. The conference included students in grades 3-12, staff and community members: Over 350 people attended. The breakout sessions were student-led and supported by WCSD staff. Strengths and opportunities for growth in WCSD were given special focus. Participants also learned about SV projects occurring in the district and participated in school improvement workshops.

A survey was given to all the participants of the conference and 133 responded. Of them, 100% of both enjoyed the event and learned something new in the process (Figure 3).

*"I want to make more of a difference at my school."* – Strength in Voices student attendee

"Please make sure to have more events that make our voices heard!" – Strength in Voices student attendee

"I will be open to suggestions for improving our school, and I will try to follow through." –WCSD admin

Figure 3

A total of 133 conference participants responded to the post-survey, below are the results:
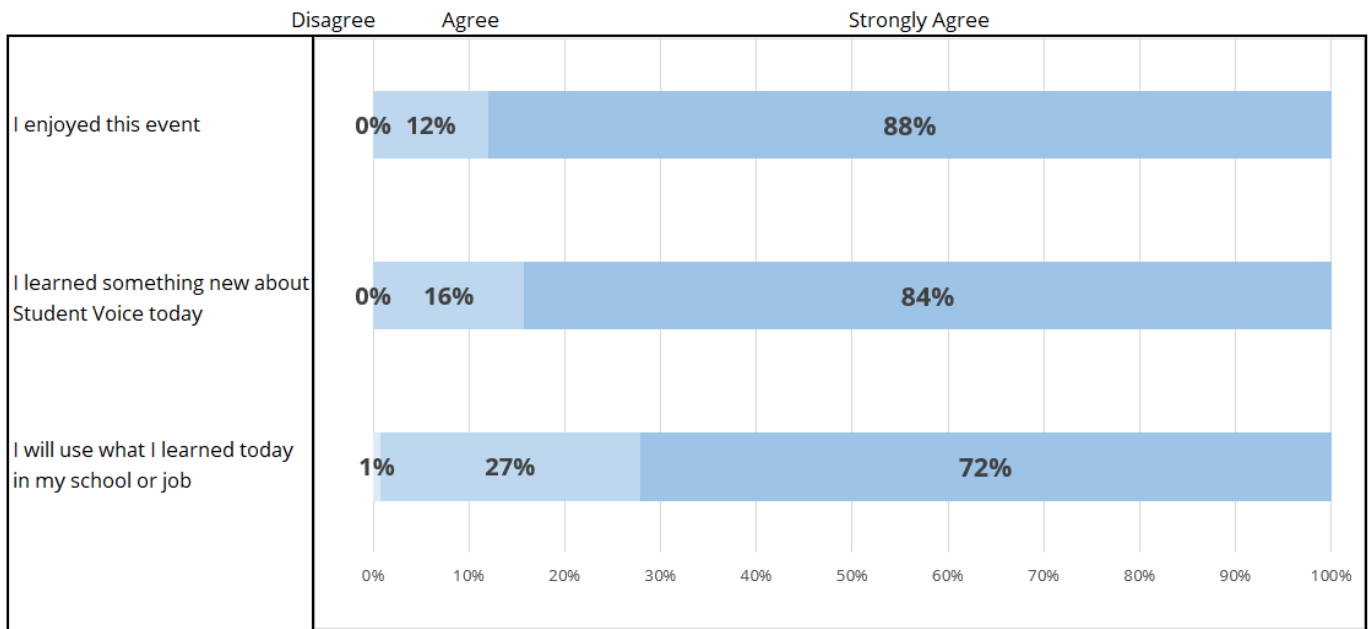
Student Advisory Councils

Establishing and strengthening sustainable Student Advisory Councils (SACs) was a primary focus throughout the 2018-19 school year. Unlike other "leadership" clubs and organizations or service learning projects, SACs are established to systematically solicit the voice of and engage ALL students in school improvement efforts. This year, SAC supported many schools with their efforts to establish student groups who become engaged in the decision-making process. Currently, there are six elementary schools, four middle schools and two high schools that have a SAC. These numbers will continue to rise as a result of SV PL. The following are some of the steps/activities to help establish and strenghten SACs:

- Students need to apply either online or through the SV coordinator. A student may also be nominated by teachers, counselors, principals or peers that servce on SAC.
- Monthly meetings with school administrators to update them on their work with SAC and plan for action in their schools.
- Bi-monthly meetings to collaborate with district leaders and learn strategies to engage their fellow classmates in Student Voice work.

Washoe County School District
Every Child, By Name And Face, To Graduation™

A Student Advisory Council in Action!

Students from Donner Springs Elementary School's SAC, known as STEPS, participate in a discussion about their school's playground behavior data. Behavior was particularly problematic on the playground and the school administrators included the students in being part of the solution. Students attended STEPS meetings, went back to talk to their peers about possible solutions to reduce problematic behavior on the playground, and decided that the "self-managers" should be the ones to help with recess duty so they can help their peers with the playground rules. During STEPS meetings, the students had training on conflict resolution and were learned games they could play to keep groups of kids active and engaged as a prevention strategy. When the students looked at behavior data later in the year, after their plan had been put into place, they saw that the number of reported behavior incidents dramatically reduced from the beginning of the school year. One of the boys in the room pointed to the data and exclaimed, "*we did that*!" as he beamed with pride.

This example of a SAC and their student voice project demonstrates the WCSD-adopted Definition and 5 Elements of Student Voice!

Washoe County School District
Every Child, By Name And Face, To Graduation™

Conclusions

Three objectives were established to monitor progress toward meeting program goals. These objectives focused on delivering professional learning to staff, hosting an annual conference and development of a student development group (see callout).

> **Objective 1: Student Voice targeted Professional Learning**
> Student Voice Coordinator will deliver targeted PL to administrators, teachers and para-professionals.
> **Objective 2: Host annual Strength in Voices Conference**
> Host annual Strength in Voices conference to increase educator capacity to use evidence-based SV practices.
> **Objective 3: Creation of Student Development Group**
> Develop a PL Student Development Group comprised of K-12 students.

1. *Student Voice targeted Professional Learning.*

   - **Objective Met:** Professional learning for WCSD staff was provided through 2 primary venues, which included Instructional Support Institute and the Social Emotional Learning Speaker Institute

2. *Host annual Student Voice Conference.*

   - **Objective Met:** The annual Strength in Voices conference was held on March 2, 2019.

3. *Creation of Student Development Group.*

   - **Objective Met:** A Student Advisory Council was established and remained a primary focus throughout the 2018-19 school year.

Washoe County School District
Every Child, By Name And Face, To Graduation™